

HUMAN DEVELOPMENT RESEARCH REVIEW

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Human Development Research Review: Aims and Scope

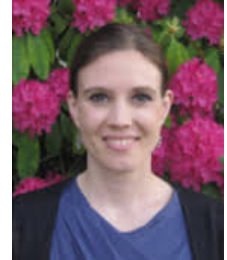
HELP's Human Development Research Review (*HELP Reads*) aims to expand awareness of topics in human development, particularly social epigenetics, social determinants of health, socio-emotional learning, Aboriginal children and youth, and family policy. *HELP Reads* connects health academics, advocates, and professionals with online and publicly available research, news, and information. This review focuses on listing articles relevant to human development research activities at HELP. The review accepts and welcomes contributions provided they meet *HELP Reads* standards. This review is not official or peer reviewed. It does not cover all research, news, and information, and HELP is not responsible for the accuracy of the content from media or databases. How to access the items? Click on the link related to each entry and it should take you to the item. Not all links are open access; some are abstract links where paid journal subscription is required. HELP Reads is posted monthly; please see: www.earlylearning.ubc.ca/library/citations.

EDITOR PICKS

Mental health impact of coronavirus pandemic hits marginalized groups hardest

Anne Gadermann, Assistant Professor, Human Early Learning Partnership, et al.

“The mental health consequences of COVID-19 can be described as the “fourth wave” of the pandemic, and are projected to result in the greatest and most enduring health footprint... more”



The long-term biological effects of COVID-19 stress on kids' future health and development

Michael Kobor, Professor, Human Early Learning Partnership, et al.

“One fortunate aspect of COVID-19 is that children have been less directly affected by the disease. But despite the relatively low incidence of severe illness in children, the response to the pandemic may have long-term adverse effects on the health and well-being of children and adolescents.”



User characteristics and parenting practices associated with adolescents' initial use of a lifestyle behavior modification intervention.

Martin Guhn, Interim Director, Human Early Learning Partnership, and co-authors

“This study examined user characteristics and parenting practices associated with adolescents' initial use of the Aim2Be app; a health behavior modification intervention delivered through a smartphone app.”



A Canadian Neighbourhood Index for socioeconomic status associated with early child development

Barry Forer, Research Methodologist, Human Early Learning Partnership, et al.

“Here we describe how we developed a new index, the Canadian Neighbourhoods Early Child Development (CanNECD) SES Index.[...] This new tool will help us understand patterns of children's developmental health as they relate to social determinants of health.”



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Forer B, Minh A, Enns J, Webb S, Duku E, Brownell M, et al. **A Canadian Neighbourhood Index for Socioeconomic Status Associated with Early Child Development.** Child Indicators Research. 2020;13(4):1133-54. Available from: <https://doi.org/10.1007/s12187-019-09666-y>.
2. Jenkins E, Gadermann A, McAuliffe C. **Mental health impact of coronavirus pandemic hits marginalized groups hardest.** Toronto, ON: The Conversation; 2020 Jul 26. Available from: <https://theconversation.com/mental-health-impact-of-coronavirus-pandemic-hits-marginalized-groups-hardest-142127>.
3. Kobor MS, Odgers C, Schmidt K, Vent-Schmidt R. **The long-term biological effects of COVID-19 stress on kids' future health and development.** The Conversation; 2020 Jul 13. Available from: <https://medicalxpress.com/news/2020-07-long-term-biological-effects-covid-stress.html>.
4. Kwan AR. **Associations between community early years program participation and child developmental outcomes: a community-based study.** Vancouver, BC: University of British Columbia; 2020. Available from: <https://open.library.ubc.ca/cIRcle/collections/ubctheses/24/items/1.0389895>.
5. Piatkowski C, Faulkner GE, Guhn M, Mâsse LC. **User Characteristics and Parenting Practices Associated with Adolescents' Initial Use of a Lifestyle Behavior Modification Intervention.** Childhood Obesity. 2020. Available from: <https://www.liebertpub.com/doi/abs/10.1089/chi.2020.0035>.

BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Child Safeguarding Practice Review Panel. **Out of routine: a review of sudden unexpected death in infancy (SUDI) in families where the children are considered at risk of significant harm.** London, UK: Government of the UK; 2020 Jul 20. Available from: <https://www.gov.uk/government/publications/safeguarding-children-at-risk-from-sudden-unexpected-infant-death>.
2. Fehr K, Moossavi S, Sbihi H, Boutin RCT, Bode L, Robertson B, et al. **Breastmilk Feeding Practices Are Associated with the Co-Occurrence of Bacteria in Mothers' Milk and the Infant Gut: the CHILD Cohort Study.** Cell Host & Microbe. 2020. Available from: <https://doi.org/10.1016/j.chom.2020.06.009>.
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4. National Academies of Sciences, Engineering and Medicine. **Feeding Infants and Children from Birth to 24 Months: Summarizing Existing Guidance.** Dewey K, Harrison M, editors. Washington, DC: The National Academies Press; 2020. Available from: <https://www.nap.edu/catalog/25747/feeding-infants-and-children-from-birth-to-24-months-summarizing>.
5. National Scientific Council on the Developing Child. **Connecting the brain to the rest of the body: early childhood development and lifelong health are deeply intertwined.** Cambridge, MA: Harvard University; 2020. Available from: www.developingchild.harvard.edu.

6. Shonkoff J, Pfitzer S. **The Brain Architects Podcast: COVID-19 Special Edition: A Different World.** Harvard University, Center on the Developing Child; 2020 Apr 21. Available from: <https://developingchild.harvard.edu/resources/the-brain-architects-podcast-covid-19-special-edition-a-different-world/>.

CHILDCARE, ECD SERVICES

1. Bratsch-Hines ME, Carr R, Zgourou E, Vernon-Feagans L, Willoughby M. **Infant and Toddler Child-Care Quality and Stability in Relation to Proximal and Distal Academic and Social Outcomes.** Child Dev. 2020. Available from: <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13389>.
2. Canadian Foundation for Healthcare Improvement. **Better together: Re-Integration of Family Caregivers as Essential Partners in Care in a Time of COVID-19** Ottawa, ON: CFHI; 2020. Available from: https://www.cfhi-fcass.ca/docs/default-source/itr/tools-and-resources/bt-re-integration-of-family-caregivers-as-essential-partners-covid-19-e.pdf?sfvrsn=5b3d8f3d_2.

CHILD DEVELOPMENT (GENERAL)

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3. Bisby A. **New men's health studies reveal COVID silver lining: Stronger father-child connections.** Vancouver, BC: Canadian Men's Health Foundation; 2020 Jun. Available from: <https://menshealthfoundation.ca/new-mens-health-studies-reveal-covid-silver-lining-stronger-father-child-connections/>.
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5. Courtney D, Watson P, Battaglia M, Mulsant BH, Szatmari P. **COVID-19 Impacts on Child and Youth Anxiety and Depression: Challenges and Opportunities.** Can J Psychiatry. 2020:706743720935646. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/32567353>.
6. Grao-Cruces A, Velásquez-Romero MJ, Rodríguez-Rodríguez F. **Levels of Physical Activity during School Hours in Children and Adolescents: A Systematic Review.** Int J Environ Res Public Health. 2020;17(13):4773. Available from: <https://www.mdpi.com/1660-4601/17/13/4773>.
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8. Mayer A. **Opportunities for outdoor play critical for children during and beyond the COVID-19 pandemic.** Toronto, ON: Lawson Foundation; 2020 Jul 13. Available from: <https://lawson.ca/category/healthy-active-children/outdoor-play/>.

9. Obee P, Sandseter EBH, Gerlach A, Harper NJ. **Lessons Learned from Norway on Risky Play in Early Childhood Education and Care (ECEC)**. Early Childhood Educ J. 2020. Available from: <https://doi.org/10.1007/s10643-020-01044-6>.
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11. Sandseter EBH, Kleppe R, Sando OJ. **The prevalence of risky play in young children's indoor and outdoor free play**. Early Childhood Educ J. 2020. Available from: <https://doi.org/10.1007/s10643-020-01074-0>.

Literacy

1. Alberta Health Services. **The importance of reading to your child**. Edmonton, AB: AHS; 2020 Jul. Available from: <https://www.albertahealthservices.ca/assets/news/wa/ne-wa-2020-07-27-reading-to-your-child.pdf>.
2. Vernon-Feagans L, Bratsch-Hines M, Reynolds E, Willoughby M. **How Early Maternal Language Input Varies by Race and Education and Predicts Later Child Language**. Child Dev. 2020;91(4):1098-115. Available from: <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13281>.

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1. Arriagada P, Hahmann T, O'Donnell V. **Indigenous people and mental health during the COVID-19 pandemic**. Ottawa, ON: Statistics Canada; 2020 Jun 23. Available from: <https://www150.statcan.gc.ca/n1/en/pub/45-28-0001/2020001/article/00035-eng.pdf?st=hTwY4Y1D>.
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MIDDLE YEARS

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2. Hammami N, Chaurasia A, Bigelow P, Leatherdale ST. Exploring gender differences in the longitudinal association between bullying and risk behaviours with Body Mass Index among COMPASS youth in Canada. *Prev Med.* 2020:106188. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/32622775>.
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PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES POLICY, PRACTICE, INTERVENTIONS

1. British Columbia Centre for Disease Control, British Columbia Ministry of Health. **Tools and strategies for safer operations during the COVID-19 pandemic.** Vancouver, BC: BCCDC; 2020 Jul 8. Available from: http://www.bccdc.ca/Health-Info-Site/Documents/COVID19_ToolsStrategiesSaferOperations.pdf.
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3. Chanchlani N, Buchanan F, Gill PJ. **Addressing the indirect effects of COVID-19 on the health of children and young people.** *Can Med Assoc J.* 2020:cmaj.201008. Available from: <https://www.cmaj.ca/content/cmaj/early/2020/06/24/cmaj.201008.full.pdf>.
4. El-Jardali F, Bou-Karroum L, Fadlallah R. **Amplifying the role of knowledge translation platforms in the COVID-19 pandemic response.** *Health Research Policy and Systems.* 2020;18(1):58. Available from: <https://doi.org/10.1186/s12961-020-00576-y>.
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SCREENING (tools, methods, school readiness, etc)

1. Forer B, Minh A, Enns J, Webb S, Duku E, Brownell M, et al. **A Canadian Neighbourhood Index for Socioeconomic Status Associated with Early Child Development**. Child Indicators Research. 2020;13(4):1133-54. Available from: <https://doi.org/10.1007/s12187-019-09666-y>.
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SOCIAL DETERMINANTS

1. Reed SF, Kent J, Pitts C, Richardson W. **Neighborhood Effects on Early Childhood Development**. In: Benson JB, editor. Encyclopedia of Infant and Early Childhood Development (Second Edition). Oxford: Elsevier; 2020. p. 385-95. Available from: <http://www.sciencedirect.com/science/article/pii/B9780128093245235931>.

SOCIOEMOTIONAL

1. Malik F, Marwaha R. **Developmental Stages of Social Emotional Development In Children**. Treasure Island, FL: StatPearls Publishing; 2020 Jan. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK534819/>.
2. Wenden EJ, Lester L, Zubrick SR, Ng M, Christian HE. The relationship between dog ownership, dog play, family dog walking, and pre-schooler social-emotional development: findings from the PLAYCE observational study. Pediatr Res. 2020. Available from: <https://doi.org/10.1038/s41390-020-1007-2>.

MEDIA (HELP general)

SPECIAL – Children’s Environmental Health

1. Canadian Parks and Wilderness Society. **Healthy nature health people. A call to put nature protection at the heart of Canada’s COVID-19 recovery strategies**. Ottawa, ON: CPAWS; 2020 Jul. Available from: <https://cpaws.org/wp-content/uploads/2018/02/CPAWS-Parks-Report-2020-ENG.pdf>.
2. Guney M, Kismelyeva S, Akimzhanova Z, Beisova K. Potentially toxic elements in toys and children’s jewelry: A critical review of recent advances in legislation and in scientific research. Environmental Pollution. 2020;264:N.PAG-N.PAG. Available from: <https://doi.org/10.1016/j.envpol.2020.114627>.
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For more information visit
www.earlylearning.ubc.ca/library/citations

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