CONTENTS

• HELP FACULTY and AFFILIATE
• BIOLOGY/NEUROBIOLOGY (“early experiences”)
• CHILDCARE, ECD SERVICES
• CHILD DEVELOPMENT (GENERAL) including Children’s Environmental Health
• INDIGENOUS
• MIDDLE YEARS
• PARTNERSHIPS, HUBS, INTEGRATED SERVICES
• POLICY, PRACTICE, INTERVENTIONS
• SCREENING
• SOCIAL DETERMINANTS (Income, Employment, Housing, Food Security, Inequity, etc)
• SOCIOEMOTIONAL
• MEDIA
• SPECIAL – New COVID-19 research

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

The impact of COVID-19 on the mental health of families and children.
Anne Gadermann, Assistant Professor, Human Early Learning Partnership, and co-authors

“As mental health and child development researchers affiliated with the Social Exposome Research Cluster (University of British Columbia), in collaboration with the Canadian Mental Health Association, we measured the mental health impacts of COVID-19, including the impacts on families and children.”...for findings, read further

Associations between School Readiness and Student Wellbeing: A Six-Year Follow Up Study.
Martin Guhn, HELP Interim Director, Human Early Learning Partnership, and co-authors

“The present study explored the association between teacher-rated school readiness across five developmental domains and four aspects of student wellbeing.” ...more

Top SEL expert named NoVo Foundation Endowed Chair at University of Illinois Chicago.
Kimberly Schonert-Reichl

One of North America’s top applied developmental psychologists and a renowned expert in the area of social and emotional learning, or SEL, will be the next NoVo Foundation Endowed Chair of Social and Emotional Learning at the University of Illinois Chicago.

Biological embedding of experience: A primer on epigenetics.
Michael Kobor, Professor, Human Early Learning Partnership, and co-authors

“We describe specific epigenetic mechanisms and their potential roles in the biological embedding of experience. We also consider...” more

Genes and environments, development and time.
Thomas W Boyce, Honorary HELP Affiliate, Human Early Learning Partnership, and co-authors

“This special issue of PNAS thus explores time and timing among Gene-Environment transactions: The importance of timing and timescales in plasticity and critical periods...” more
HELP FACULTY and AFFILIATE (selected publications)


HELP RESOURCES


BIOLOGY/NEUROBIOLOGY (“early experiences”)


**CHILDCARE, ECD SERVICES**

**CHILD DEVELOPMENT (GENERAL)**

**Children’s Environmental Health**

**INDIGENOUS**


MIDDLE YEARS


POLICY, PRACTICE, INTERVENTIONS


SCREENING (tools, methods, school readiness, etc)


SOCIAL DETERMINANTS


SOCIOEMOTIONAL

MEDIA (HELP general)
SPECIAL – COVID-19


