

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

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 Kobar, 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](#)



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Aristizabal MJ, Anreiter I, Halldorsdottir T, Odgers CL, McDade TW, Goldenberg A, et al. **Biological embedding of experience: A primer on epigenetics.** Proc Natl Acad Sci U S A. 2020;117(38):23261-9. Available from: <https://www.pnas.org/content/117/38/23261>.
2. Boyce WT, Sokolowski MB, Robinson GE. **Genes and environments, development and time.** Proc Natl Acad Sci U S A. 2020;117(38):23235-41. Available from: <https://www.pnas.org/content/117/38/23235>.
3. Gadermann A, Thomson K, Vent-Schmidt R, E. J. **The impact of COVID-19 on the mental health of families and children.** Richmond Hill, ON: Canadian Science Policy Centre; 2020. Available from: <https://sciencepolicy.ca/news/impact-covid-19-mental-health-families-and-children>.
4. Gregory T, Dal Grande E, Brushe M, Engelhardt D, Luddy S, Guhn M, et al. **Associations between School Readiness and Student Wellbeing: A Six-Year Follow Up Study.** Child Indicators Research. 2020. Available from: <https://doi.org/10.1007/s12187-020-09760-6>.
5. 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>.

HELP RESOURCES

1. Human Early Learning Partnership. **Middle Years Development Instrument School District and Community Reports.** Vancouver, BC: HELP; 2020. Available from: <http://earlylearning.ubc.ca/maps/mdi/nh/>.
2. Human Early Learning Partnership. **Early Years Development Instrument School District and Community Reports.** Vancouver, BC: HELP; 2020. Available from: <http://earlylearning.ubc.ca/maps/edi/>.

BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Aristizabal MJ, Anreiter I, Halldorsdottir T, Odgers CL, McDade TW, Goldenberg A, et al. **Biological embedding of experience: A primer on epigenetics.** Proc Natl Acad Sci U S A. 2020;117(38):23261-9. Available from: <https://www.pnas.org/content/117/38/23261>.
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5. Reh RK, Dias BG, Nelson Iii CA, Kaufer D, Werker JF, Kolb B, et al. **Critical period regulation across multiple timescales.** Proc Natl Acad Sci U S A. 2020;117(38):23242-51. Available from: <https://www.pnas.org/content/117/38/23242>.

CHILDCARE, ECD SERVICES

1. Alberta Policy Coalition for Chronic Disease Prevention. **Quality, Affordable and Healthy Child Care in Alberta.** Calgary, AB: Alberta Policy Coalition for Chronic Disease Prevention; 2020 Jul. Available from: https://apccp-uat.srv.ualberta.ca/wp-content/uploads/2020/07/apccp_child-care-issue-brief_july-2020.pdf.
2. Iruka IU. **High-Quality Child Care as an Effective Antipoverty Strategy: Emerging Evidence From Canada.** Pediatrics. 2020;146(1):e20200483. Available from: <https://pediatrics.aappublications.org/content/pediatrics/146/1/e20200483.full.pdf>.
3. Wei L. **Trends in Parental Time Allocated to Child Care: Evidence from Canada, 1986–2010.** Canadian Public Policy. 2020;46(2):236-52. Available from: <https://www.utpjournals.press/doi/abs/10.3138/cpp.2019-038>.

CHILD DEVELOPMENT (GENERAL)

1. Lee RLT, Lane S, Brown G, Leung C, Kwok SWH, Chan SWC. **Systematic review of the impact of unstructured play interventions to improve young children’s physical, social, and emotional wellbeing.** Nurs Health Sci. 2020 Jun;22(2):184-96. Available from: <https://pubmed.ncbi.nlm.nih.gov/32358875/>.
3. Mitra R, Moore SA, Gillespie M, Faulkner G, Vanderloo LM, Chulak-Bozzer T, et al. **Healthy movement behaviours in children and youth during the COVID-19 pandemic: Exploring the role of the neighbourhood environment.** Health & Place. 2020 2020/09/01/;65:102418. Available from: <http://www.sciencedirect.com/science/article/pii/S1353829220309655>.

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1. Chadwick J. **‘Green time’ spent outdoors in nature is better for children’s mental health and academic achievement than ‘screen time’, study shows.** London, UK: Daily Mail; 2020 Sep 4. Available from: <https://www.dailymail.co.uk/sciencetech/article-8698091/More-green-time-screen-time-helps-childrens-mental-health.html>.
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3. Grilli G, Sacchelli S. **Health Benefits Derived from Forest: A Review.** Int J Environ Res Public Health. 2020;17(17):6125. Available from: <https://www.mdpi.com/1660-4601/17/17/6125>.

INDIGENOUS

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2. Grande AJ, Elia C, Peixoto C, Jardim PdTC, Dazzan P, Veras AB, et al. **Mental health interventions for suicide prevention among indigenous adolescents: a systematic review protocol.** BMJ Open. 2020;10(5):e034055. Available from: <https://bmjopen.bmj.com/content/bmjopen/10/5/e034055.full.pdf>.

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6. Longchap B. **Beaded COVID-19 mask honours Cree and Indigenous communities' response to pandemic.** Quebec: CBC News; 2020 Sep 13. Available from: <https://www.cbc.ca/news/canada/north/beaded-covid-19-mask-cree-indigenous-1.5718890>.
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11. Walker J. **The hue of hope.** Canada's History. 2019;99(5):64-. Available from: <https://www.canadashistory.ca/explore/first-nations-inuit-metis/the-hue-of-hope>.

MIDDLE YEARS

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PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES

POLICY, PRACTICE, INTERVENTIONS

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SCREENING (tools, methods, school readiness, etc)

1. Duncan RJ, Duncan GJ, Stanley L, Aguilar E, Halfon N. **The kindergarten Early Development Instrument predicts third grade academic proficiency.** *Early Child Res Q.* 2020;53:287-300. Available from: <http://www.sciencedirect.com/science/article/pii/S0885200620300491>.
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3. Gregory T, Dal Grande E, Brushe M, Engelhardt D, Luddy S, Guhn M, et al. **Associations between School Readiness and Student Wellbeing: A Six-Year Follow Up Study.** *Child Indicators Research.* 2020 2020/08/06. Available from: <https://doi.org/10.1007/s12187-020-09760-6>.

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SOCIAL DETERMINANTS

1. Bendickson L. **Poverty, parental depression, parental self-efficacy, social support, and the home learning environment of toddlers: An application of the family stress model.** Vancouver, BC: University of British Columbia; 2020. Available from: <https://open.library.ubc.ca/cIRcle/collections/ubctheses/24/items/1.0392615>.
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SOCIOEMOTIONAL

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MEDIA (HELP general)

1. UIC News. **Top SEL expert [Kimberly Schonert-Reichl] named NoVo Foundation Endowed Chair at UIC.** Chicago, IL: University of Illinois; 2020 Sep 28. Available from: <https://today.uic.edu/top-sel-expert-named-novo-foundation-endowed-chair-at-uic>.

SPECIAL – COVID-19

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For more information visit
www.earlylearning.ubc.ca/library/citations

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