

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

Social and emotional learning: recent and practical strategies for promoting children's social and emotional competence in schools

Lead author: Eva Oberle, Assistant Professor, Human Early Learning Partnership, UBC (and HELP Director, Kimberly Schonert Reichl)

"This chapter reviews empirical evidence that supports the effectiveness of school-based SEL in achieving positive developmental outcomes (e.g., mental health, academic success) in children. We further explain how SEL can be taught in schools effectively and how schools can develop a sustainable approach to firmly integrate SEL into their curricula and day-to-day activities."



Engaging Indigenous families in a community-based Indigenous early childhood programme in British Columbia, Canada: A cultural safety perspective

Lead author: Alison Gerlach, Honorary Research Associate, HELP

"The purpose of this article is to examine and analyse the findings that focus on how AIDP workers supported family and children's health and well-being by transforming their routine policies and practices in ways that fostered caregivers' active engagement in their programmes. Findings centre on three main themes: (i) overcoming mistrust; (ii) 'being willing to move a step forward' and (iii) resisting what's taken-for-granted."



Early childhood health and the life course: the state of the science and proposed research priorities

Lead author: W. Thomas Boyce, Adjunct Professor, Human Early Learning Partnership, UBC

"The overarching goals of this chapter are to survey extant literature examining evidence for these special susceptibilities of children to social-environmental conditions, to show how variation in life course health development is attributable to interactive differences in constitutional susceptibility and contextual exposure, and to summarize lacunae in our collective vision of how early adversity becomes biologically embedded in the course of individual health development."



The impact of speech and language problems in kindergarten on academic learning and special education status in grade three

Lead author: Magdalena Janus, Associate Professor, School of Population and Public Health, UBC

"These population level results provide strong evidence to indicate that all children who present with an SLP [Persistent speech-language pathology] in kindergarten face further academic challenges, even if their SLP resolves over time."



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Bashir RA, Thomas JP, MacKay M, Agnew J, Hubber-Richard P, Grunau RE, et al. **Survival, short-term, and long-term morbidities of neonates with birth weight < 500 g.** *Am J Perinatol.* 2017;34(13):1333-9. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28561141>.
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4. Gerlach A, Elliott D. **Prioritizing relationships and relational practices with families experiencing social marginalization.** *Briding Research and Practice Exchange.* 2017(Nov/Dec). Available from: <https://www.childcareexchange.com/catalog/product/238-november-december-2017/4323800/>.
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HELP RESOURCES

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BIOLOGY/NEUROBIOLOGY (“early experiences”)

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CHILDCARE, ECD SERVICES

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INDIGENOUS

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MIDDLE YEARS

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PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES

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