

HUMAN DEVELOPMENT RESEARCH REVIEW

VOL 1 (12) DECEMBER 2017



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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.

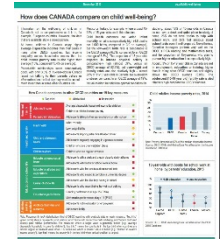
HELP Reads is posted monthly; please see: www.earlylearning.ubc.ca/library/citations

EDITOR PICKS

How does Canada compare on child well-being?

OECD, Nov 2017

"...At home, children in Canada enjoy higher average disposable incomes than their peers in many other OECD countries, but income inequality across households means that the child income poverty rate is also higher than average (15%, compared 13.4% on average)."



The state of the world's children 2017: Children in a digital world

UNICEF, Dec 2017

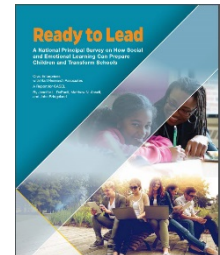
"...Digital technology can be a game changer for disadvantaged children, offering them new opportunities to learn, socialize and make their voices heard – or it can be yet another dividing line. Millions of children are left out of an increasingly connected world."



Ready to lead. A national principal survey on how social and emotional learning can prepare children and transform schools

Jennifer DePaoli, Matthew Atwell, and John Bridgeland

"...Encouragingly, when principals and teachers attempting to implement SEL are well supported by their district leadership, they have better outcomes, and when state policymakers back district leaders, the results are even more pronounced."



Understanding the impact of Alberta's early child development community coalitions on community well-being

Samantha Berger, Launa Clark, Lina Marie Perron

"Between 2009 and 2014 100 Early Childhood Development community coalitions were created and supported across Alberta. These coalitions provide a unique opportunity to gain insights into how communities can be engaged in a way that empowers community members and positively impacts community well-being. This case study has implications for approaches..."



HELP newsletter: Happy Holidays

Human Early Learning Partnership, UBC

"On behalf of everyone at the Human Early Learning Partnership, Happy Holidays and warm wishes for 2018."



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Gerlitz J, Joyce R, Gadermann AM, Hubley AM, Ma Zhu S, Stowe M, et al. **Observations from the field: interviewers' experiences interviewing and retaining homeless and vulnerably housed participants in longitudinal health research.** *Journal of Social Distress and the Homeless.* 2017;26(2):128-37. Available from: <https://doi.org/10.1080/10530789.2017.1349598>.
2. Jitlina K, Zumbo B, Mirenda P, Ford L, Bennett T, Georgiades S, et al. **Psychometric properties of the Spence Children's Anxiety Scale: parent report in children with autism spectrum disorder.** *J Autism Dev Disord.* 2017;47(12):3847-56. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28409361>.
3. Lin X, Teh AL, Chen L, Lim IY, Tan PF, MacIsaac JL, et al. **Choice of surrogate tissue influences neonatal EWAS findings.** *BMC Med.* 2017;15(1):211. Available from: <https://doi.org/10.1186/s12916-017-0970-x>.
4. Lussier AA, Islam SA, Kobor MS. **Chapter 7 - Epigenetics and genetics of development.** *The neurobiology of brain and behavioral development: Academic Press;* 2018. p. 153-210. Available from: <https://www.sciencedirect.com/science/article/pii/B9780128040362000078>.
5. Moore SR, McEwen LM, Quirt J, Morin A, Mah SM, Barr RG, et al. **Epigenetic correlates of neonatal contact in humans.** *Dev Psychopathol.* 2017;29(5):1517-38. Available from: <https://www.cambridge.org/core/article/epigenetic-correlates-of-neonatal-contact-in-humans/9BD9799A7C6E0859B93E092EA0727A4B>.
6. Sutton E, Schonert-Reichl KA, Wu AD, Lawlor MS. **Evaluating the reliability and validity of the Self-Compassion Scale Short Form ADAPTED FOR CHILDREN AGES 8-12.** *Child Indicators Research.* 2017. Available from: <https://doi.org/10.1007/s12187-017-9470-y>.

HELP RESOURCES

1. Human Early Learning Partnership. **HELP Newsletter: Happy holidays.** Vancouver, BC: HELP; 2017 Dec. Available from: <https://us5.campaign-archive.com/?u=ff5a335143a00900d87de4831&id=34980873b0>.

BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Banqueri M, Méndez M, Arias JL. **Impact of stress in childhood: Psychobiological alterations.** *Psicothema.* 2017;29(1):19-22. Available from: <http://www.psicothema.com/pdf/4357.pdf>.
2. Bouvette-Turcot AA, Unternaehrer E, Gaudreau H, Lydon JE, Steiner M, Meaney MJ. **The joint contribution of maternal history of early adversity and adulthood depression to socioeconomic status and potential relevance for offspring development.** *J Affect Disord.* 2017;207:26-31. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/27685851>.
3. Crockett L, Brownell M, Heaman M, Ruth C, Prior H. **Examining early childhood health outcomes of children born late preterm in urban Manitoba.** *Maternal Child Health J.* 2017;21(12):2141-8. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28710699>.
4. Korja R, Nolvi S, Grant K, McMahon C, Grant KA. **The relations between maternal prenatal anxiety or stress and child's early negative reactivity or self-regulation: a systematic review.** *Child Psychiatry Hum Dev.* 2017;48(6):851-69. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28124273>.
5. McDonald SW, Kehler HL, Tough SC. **Protective factors for child development at age 2 in the presence of poor maternal mental health: results from the All Our Babies (AOB) pregnancy cohort.** *BMJ Open.* 2016;6(11). Available from: <http://bmjopen.bmj.com/content/bmjopen/6/11/e012096.full.pdf>.

6. Scheinost D, Sinha R, Cross SN, Kwon SH, Sze G, Constable RT, et al. **Does prenatal stress alter the developing connectome?** *Pediatr Res*. 2017;81(1-2):214-26. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/27673421>.

CHILDCARE, ECD SERVICES

1. Luo R, Jia F, Yue A, Zhang L, Lyu Q, Shi Y, et al. **Passive parenting and its association with early child development.** *Early Child Dev Care*. 2017:1-15. Available from: <http://www.tandfonline.com/doi/full/10.1080/03004430.2017.1407318>.

CHILD DEVELOPMENT (GENERAL)

1. Black N, Kassenboehmer SC. **Getting weighed down: The effect of childhood obesity on the development of socioemotional skills.** *Journal of Human Capital*. 2017;11(2):263-95. Available from: <http://www.journals.uchicago.edu/doi/abs/10.1086/692016>.
2. Eun-Young L, Hesketh KD, Hunter S, Kuzik N, Rhodes RE, Rinaldi CM, et al. **Meeting new Canadian 24-Hour Movement Guidelines for the Early Years and associations with adiposity among toddlers living in Edmonton, Canada.** *BMC Public Health*. 2017;17:155-65. Available from: <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-017-4855-x>.
3. Halfon N, Forrest CB, Lerner RM, Faustman EM, editors. **Handbook of life course health development.** Cham: Springer International Publishing; 2018. Available from: <https://link.springer.com/book/10.1007/978-3-319-47143-3>.
4. Przybylski AK, Weinstein N. **Digital screen time limits and young children's psychological well-being: Evidence from a population-based study.** *Child Dev*. 2017. Available from: <http://dx.doi.org/10.1111/cdev.13007>.
5. Wolfenden L, Nathan NK, Sutherland R, Yoong SL, Hodder RK, Wyse RJ, et al. **Strategies for enhancing the implementation of school-based policies or practices targeting risk factors for chronic disease.** *Cochrane Database of Systematic Reviews*. 2017(11). Available from: <http://dx.doi.org/10.1002/14651858.CD011677.pub2>.
6. Zeng N, Ayyub M, Sun H, Wen X, Xiang P, Gao Z. **Effects of physical activity on motor skills and cognitive development in early childhood: A systematic review.** *BioMed Research International*. 2017:1-13. Available from: <https://www.hindawi.com/journals/bmri/2017/2760716/>.

INDIGENOUS

1. McKinsty S. **Indigenous oral health inequity: An Indigenous provider perspective.** *Can J Public Health*. 2017;108(3):e221-e3. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28910241>.

MIDDLE YEARS

PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES

1. Berger S, Clark L, Perron LM. **Understanding the impact of Alberta's early child development community coalitions on community well-being.** *Handbook of Community Well-Being Research*: Springer; 2017. p. 531-45. Available from: https://link.springer.com/chapter/10.1007/978-94-024-0878-2_29.

2. Goldfeld S, Villanueva K, Tanton R, Katz I, Brinkman S, Woolcock G, et al. **Kids in Communities Study (KiCS) study protocol: a cross-sectional mixed-methods approach to measuring community-level factors influencing early child development in Australia.** *BMJ open.* 2017;7(3):e014047. Available from: <http://bmjopen.bmj.com/content/7/3/e014047>.

POLICY, PRACTICE, INTERVENTIONS

1. Burton P, Phipps S. **Economic well-being of Canadian children.** *Canadian Public Policy.* 2017;43(4):299-330. Available from: <http://www.utpjournals.press/doi/abs/10.3138/cpp.2017-039>.
2. Longo F, McPherran Lombardi C, Dearing E. **Family investments in low-income children's achievement and socioemotional functioning.** *Dev Psychol.* 2017;53(12):2273-89. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28933881>.
3. Mínguez A. **The role of family policy in explaining the international variation in child subjective well-being.** *Soc Ind Res.* 2017;134(3):1173-94. Available from: https://ideas.repec.org/a/spr/soinre/v134y2017i3d10.1007_s11205-016-1456-5.html.
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7. Unicef. **The state of the world's children 2017: children in a digital world.** New York: Unicef; 2017. Available from: <https://www.unicef.org/sowc2017/>.

SCREENING (tools, methods, school readiness, etc)

1. Jitlina K, Zumbo B, Mirenda P, Ford L, Bennett T, Georgiades S, et al. **Psychometric properties of the Spence Children's Anxiety Scale: parent report in children with autism spectrum disorder.** *J Autism Dev Disord.* 2017;47(12):3847-56. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28409361>.
2. Sutton E, Schonert-Reichl KA, Wu AD, Lawlor MS. **Evaluating the reliability and validity of the Self-Compassion Scale Short Form ADAPTED FOR CHILDREN AGES 8–12.** *Child Indicators Research.* 2017. Available from: <https://doi.org/10.1007/s12187-017-9470-y>.
3. See also: Goldfield in Partnerships....section above.

SOCIAL DETERMINANTS

1. Cameron JL, Eagleson KL, Fox NA, Hensch TK, Levitt P. **Social origins of developmental risk for mental and physical illness.** *The Journal of Neuroscience.* 2017;37(45):10783-91. Available from: <http://www.jneurosci.org/content/jneuro/37/45/10783.full.pdf>.
2. Lipina SJ. **Critical considerations about the use of poverty measures in the study of cognitive development.** *Int J Psychol.* 2017;52(3):241-50. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/27161428>.
3. Olszewski-Kubilius P, Corwith S. **Poverty, academic achievement, and giftedness: A literature review.** *Gifted Child Quarterly.* 2018;62(1):37-55. Available from: <http://journals.sagepub.com/doi/full/10.1177/0016986217738015>.

SOCIOEMOTIONAL

1. Cote-Lussier C, Fitzpatrick C. **Feelings of safety at school, socioemotional functioning, and classroom engagement.** J Adolesc Health. 2016;58(5):543-50. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/26976149>.
2. DePaoli JL, Atwell MN, Bridgeland J. **Ready to lead. A national principal survey on how social and emotional learning can prepare children and transform schools** Chicago, IL: Civic Enterprises with Hart Research Associates for CASEL; 2017 Nov. Available from: http://www.casel.org/wp-content/uploads/2017/11/ReadyToLead_ES_FINAL.pdf.
3. Dolan MDL. **What should Nancy do? Developing an assessment of preschool socioemotional abilities:** Wesleyan University; 2017. Available from: http://wescholar.wesleyan.edu/cgi/viewcontent.cgi?article=2892&context=etd_hon_theses.
4. Groh AM, Fearon R, IJzendoorn MH, Bakermans-Kranenburg MJ, Roisman GI. **Attachment in the early life course: Meta-analytic evidence for its role in socioemotional development.** Child Dev Perspect. 2017;11(1):70-6. Available from: <http://onlinelibrary.wiley.com/doi/10.1111/cdep.12213/abstract>.
5. Iruka IU, De Marco A, Garrett-Peters P, Investigators FLPK. **Profiles of academic/socioemotional competence: Associations with parenting, home, child care, and neighborhood.** J Appl Dev Psychol. 2018;54:1-11. Available from: <http://www.sciencedirect.com/science/article/pii/S0193397316302155>.
6. Matson JL, editor. **Handbook of social behavior and skills in children.** New York: Springer; 2017. Available from: <http://www.springer.com/gp/book/9783319645919>.
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MEDIA (HELP general)

SPECIAL (Children's Environmental Health)

1. Braun JM, Messerlian C, Hauser R. **Fathers matter: why it's time to consider the impact of paternal environmental exposures on children's health.** Current Epidemiology Reports. 2017;4(1):46-55. Available from: <https://link.springer.com/article/10.1007/s40471-017-0098-8>.
2. Cauchi D, Glonti K, Petticrew M, Knai C. **Environmental components of childhood obesity prevention interventions: an overview of systematic reviews.** Obes Rev. 2016;17(11):1116-30. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/27432025?dopt=Abstract>.
3. Christian H, Ball SJ, Zubrick SR, Brinkman S, Turrell G, Boruff B, et al. **Relationship between the neighbourhood built environment and early child development.** Health & place. 2017;48:90-101. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29024907>.
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5. Masoumi HE. **Associations of built environment and children's physical activity: a narrative review.** Rev Environ Health. 2017;32(4):315-31. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28809754>.
6. Waller T, Ärlemalm-Hagsér E, Sandseter EBH, Lee-Hammond L, Lekies K, Wyver S, editors. **The SAGE handbook of outdoor play and learning.** London: Sage Publications; 2017. Available from: <https://us.sagepub.com/en-us/nam/the-sage-handbook-of-outdoor-play-and-learning/book245741#contents>.

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www.earlylearning.ubc.ca/library/citations

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