

# 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](http://www.earlylearning.ubc.ca/library/citations).

## EDITOR PICKS

### Factors predicting the stratified academic achievement trajectories of foreign-born Canadian adolescents: a population-based study.

Monque Gagné (right)(post-doctoral fellow, Human Early Learning Partnership), Kim Schonert-Reichl, Catherine Costigan, Martin Guhn, Jennifer Shapka



*“The results supported moving away from a one-size-fits-all understanding of the impact of migration on adolescent development and identified key factors that predicted math and language arts outcomes for foreign-born Canadian adolescents.”*

### Monitoring tools for child development: an opportunity for action.

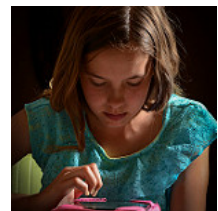
Sharon Goldfeld (right); Yousafzai,A., 2018



*“...research has converged on two important findings: that the early years of child brain development provide a unique and cost-effective window of opportunity for intervention to promote better adult outcomes, and that children's developmental trajectories can be influenced by socioenvironmental factors, including the families and communities in which they live.<sup>1</sup> These findings are applicable to all children across all contexts.”*

### Screen time and young children: promoting health and development in a digital world.

Canadian Paediatric Society, 2017



*“This statement examines the potential benefits and risks of screen media in children younger than 5 years, focusing on developmental, psychosocial and physical health.”*

### Compassion in education: cultivating compassionate children, schools, and communities [book].

Andrew Peterson, 2017



*“This book provides a careful exploration of what compassion means; how it is relevant to the various relationships among students, teachers, and the wider community; and the particular pedagogical processes that can and might develop compassion.”*

## EDITOR PICKS, CONTINUED

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### Ethnic density of regions and psychiatric disorders among ethnic minority individuals.

Scott Emerson, Research Assistant, HELP (right), Anita Minh, Research Assistant, HELP, Martin Guhn, Assistant Professor, HELP, 2018



*"...Ethnic density of regions in Canada may be an important protective factor against mental illness among Canadian-born ethnic minorities. It is important to better understand how, and for which specific ethno-cultural groups, ethnic density may influence mental health."*

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### Socio-emotional competence and early adolescents' peer acceptance in school: examining the role of afternoon cortisol.

Eva Oberle, Assistant Professor, HELP, 2018



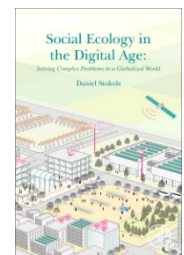
*"The present study investigated the role of afternoon cortisol in social-emotional competence and peer acceptance in early adolescence... As expected and in alignment with previous research, afternoon cortisol, perspective taking, prosocial behaviors, and peer acceptance were all positively correlated."*

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### Social ecology in the digital age. Solving complex problems in a digital world [book].

Daniel Stokols, 2017

*"This book provides a comprehensive overview of social ecological theory, research, and practice."*



### Human Early Learning Partnership webinars, videos and briefs.



Taking a Closer Look at Sleep. 2018 Feb 16.

Peter Dubinsky, Director of Instruction for School District 41 (Burnaby), offers his recommendations for working with MDI data in schools. 2018 Feb 16.

Janelle Zebedee and Tricia Penny, Health Promoting Schools Coordinators in School District 23 (Central Okanagan), discuss their work to support local schools' use of MDI data in well-being plans. 2018 Feb 16.

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## HUMAN DEVELOPMENT RESEARCH REVIEW

### HELP FACULTY and AFFILIATE (selected publications)

1. Emerson SD, Minh A, Guhn M. **Ethnic density of regions and psychiatric disorders among ethnic minority individuals.** *Int J Soc Psychiatry.* 2018;64(2):130-44. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29251060>.
2. Gagné MH, Schonert-Reichl K, Costigan C, Guhn M, Shapka JD. **Factors predicting the stratified academic achievement trajectories of foreign-born Canadian adolescents: a population-based study.** *Applied Developmental Science.* 2018:1-18. Available from: <http://www.tandfonline.com/doi/full/10.1080/10888691.2017.1418668>.
3. Oberle E. **Social-emotional competence and early adolescents' peer acceptance in school: Examining the role of afternoon cortisol.** *PLoS One.* 2018;13(2):1-12. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29462163>.

### HELP RESOURCES

#### E-Newsletter

1. Human Early Learning Partnership. **HELP Newsletter: HELP Talks: Mobile digital technologies and adolescent mental health; Coming soon! Call for Expressions of Interest: Compassionate Leadership and Systems Thinking Training; Diana Elliot awarded the Dr. Hillel Goelman Award for Outstanding Leadership in Professional Development in Early Childhood Intervention.** Vancouver, BC: HELP; 2018 Feb. Available from: <https://mailchi.mp/ubc/help-may-2017-newsletter-1257609?e=609d4a0370>.

#### Videos

1. Human Early Learning Partnership. **Janelle Zebedee & Tricia Penny (19 minutes).** Vancouver, BC: HELP; 2018 Feb 16. Available from: <https://www.youtube.com/watch?v=Ea8qkwPBGnU>.
2. Human Early Learning Partnership. **Peter Dubinsky (15 minutes).** Vancouver, BC: HELP; 2018 Feb 16. Available from: <https://www.youtube.com/watch?v=WjTuZSqr1ow&t=102s>.
3. Schonert-Reichl K. **Taking a closer look at sleep (52 minutes).** Vancouver, BC: Human Early Learning Partnership; 2018 Feb 16. Available from: <https://www.youtube.com/watch?v=jYdjJSZKE80&t=4s>.

### BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Head Zauche L, Darcy Mahoney AE, Thul TA, Zauche MS, Weldon AB, Stapel-Wax JL. **The power of language nutrition for children's brain development, health, and future academic achievement.** *J Pediatr Health Care.* 2017;31(4):493-503. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28641740>.
2. Liming KW, Grube WA. **Wellbeing outcomes for children exposed to multiple adverse experiences in early childhood: a systematic review.** *Child Adol Soc Work J.* 2018. Available from: <https://link.springer.com/article/10.1007/s10560-018-0532-x>.
3. Muller R, Hanson C, Hanson M, Penkler M, Samaras G, Chiapperino L, et al. **The biosocial genome? Interdisciplinary perspectives on environmental epigenetics, health and society.** *EMBO Rep.* 2017;18(10):1677-82. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28931580>.

- Schmidt CW. **Chips off the old block: How a father's preconception exposures might affect the health of his children.** Environ Health Perspect. 2018;126(2):022001. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29398654>.

## CHILDCARE, ECD SERVICES

- Jensen B, Iannone RL. **Innovative approaches to continuous professional development (CPD) in early childhood education and care (ECEC) in Europe: Findings from a comparative review.** European Journal of Education. 2018;53(1):23-33. Available from: <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12253/abstract>.
- Peleman B, Lazzari A, Budjinaite I, Siarova H, Hauari H, Peeters J, et al. **Continuous professional development and ECEC quality: Findings from a European systematic literature review.** European Journal of Education. 2018;53(1):9-22. Available from: <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12257/full>.

## CHILD DEVELOPMENT (GENERAL)

- Poitras VJ, Gray CE, Janssen X, Aubert S, Carson V, Faulkner G, et al. **Systematic review of the relationships between sedentary behaviour and health indicators in the early years (0-4 years).** BMC Public Health. 2017;17(Suppl 5):868. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29219092>.
- Reynaud E, Vecchierini MF, Heude B, Charles MA, Plancoulaine S. **Sleep and its relation to cognition and behaviour in preschool-aged children of the general population: a systematic review.** J Sleep Res. 2017. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29164715>.
- Steenbakkens A, Van Der Steen S, Grietens H. **The needs of foster children and how to satisfy them: a systematic review of the literature.** Clin Child Fam Psychol Rev. 2018;21(1):1-12. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29075894>.
- Ziauddeen N, Roderick PJ, Macklon NS, Alwan NA. **Predicting childhood overweight and obesity using maternal and early life risk factors: a systematic review.** Obes Rev. 2018;19(3):302-12. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29266702>.

## INDIGENOUS

- Flood D, Rohloff P. **Indigenous languages and global health.** The Lancet Global Health. 2018;6(2):e134-e5. Available from: [http://dx.doi.org/10.1016/S2214-109X\(17\)30493-X](http://dx.doi.org/10.1016/S2214-109X(17)30493-X).
- Greenwood M, de Leeuw S, Lindsay N. **Challenges in health equity for Indigenous peoples in Canada.** The Lancet. 2018. Available from: [http://dx.doi.org/10.1016/S0140-6736\(18\)30177-6](http://dx.doi.org/10.1016/S0140-6736(18)30177-6).
- Jongen C, McCalman J, Bainbridge R, Clifford A. **Cultural competence in health: A review of the evidence.** New York: Springer; 2018. Available from: <http://www.springer.com/gp/book/9789811052927>.
- Palmer J. **Picturing health: health advocates for Indigenous communities in British Columbia, Canada.** The Lancet. 2018. Available from: [http://dx.doi.org/10.1016/S0140-6736\(18\)30468-9](http://dx.doi.org/10.1016/S0140-6736(18)30468-9).
- Philpott J. **Canada's efforts to ensure the health and wellbeing of Indigenous peoples.** The Lancet. 2018. Available from: [http://dx.doi.org/10.1016/S0140-6736\(18\)30179-X](http://dx.doi.org/10.1016/S0140-6736(18)30179-X).
- Picard A. **Cindy Blackstock: advocate for First Nations children.** The Lancet. 2018. Available from: [http://dx.doi.org/10.1016/S0140-6736\(18\)30429-X](http://dx.doi.org/10.1016/S0140-6736(18)30429-X).

## MIDDLE YEARS and ADOLESCENCE

- Burrus BB, Krieger K, Rutledge R, Rabre A, Axelson S, Miller A, et al. **Building bridges to a brighter tomorrow: a systematic evidence review of interventions that prepare adolescents for adulthood.** Am J Public Health. 2018;108:S25-S31. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29443561>.

2. Hill DC, Moss RH, Sykes-Muskett B, Conner M, O'Connor DB. **Stress and eating behaviors in children and adolescents: Systematic review and meta-analysis.** *Appetite.* 2018;123:14-22. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29203444>.
3. McNamara L, Colley P, Franklin N. **School recess, social connectedness and health: a Canadian perspective.** *Health Prom Int.* 2017;32(2):392-402. Available from: <http://dx.doi.org/10.1093/heapro/dav102>.
4. Patte KA, Qian W, Leatherdale ST. **Modifiable predictors of insufficient sleep durations: a longitudinal analysis of youth in the COMPASS study.** *Prev Med.* 2018;106:164-70. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29109016>.

## PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES

1. UK Children's Commissioner. **Family hubs: a discussion paper. Coordinated local support and intervention for children in need and their families.** London, UK: Children's Commissioner; 2016 Oct. Available from: <https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/06/Family-Hubs-A-Discussion-Paper-2016.pdf>.
2. Hubs Strategy Group for Hume Communities for Children Initiative, Stubbings J. **Setting the hubs humming: Working together for children and their families.** Fitzroy Victoria, Australia: Hubs Strategy Group for Hume Communities for Children Initiative; 2017 Oct. Available from: <http://www.communityhubs.org.au/wp-content/uploads/2017/10/setting-hubs-humming.pdf>.

## POLICY, PRACTICE, INTERVENTIONS

1. Allen K, Kern ML, Vella-Brodrick D, Hattie J, Waters L. **What schools need to know about fostering school belonging: A meta-analysis.** *Educ Psychol Rev.* 2018;30(1):1-34. Available from: <https://link.springer.com/article/10.1007/s10648-016-9389-8>.
2. Hancock T. **Creating healthy cities and communities.** *Can Med Assoc J.* 2018;190(7):E206-E. Available from: <http://www.cmaj.ca/content/cmaj/190/7/E206.full.pdf>.
3. Nathan N, Elton B, Babic M, McCarthy N, Sutherland R, Presseau J, et al. **Barriers and facilitators to the implementation of physical activity policies in schools: a systematic review.** *Prev Med.* 2018;107:45-53. Available from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5654002/>.

## SCREENING (tools, methods, school readiness, etc)

1. Goldfeld S, Yousafzai A. **Monitoring tools for child development: an opportunity for action.** *The Lancet Global Health.* 2018;6(3):e232-e3. Available from: [http://dx.doi.org/10.1016/S2214-109X\(18\)30040-8](http://dx.doi.org/10.1016/S2214-109X(18)30040-8).
2. Miles S, Fulbrook P, Mainwaring-Mägi D. **Evaluation of standardized instruments for use in universal screening of very early school-age children: Suitability, technical adequacy, and usability.** *J Psychoeduc Assess.* 2018;36(2):99-119. Available from: <http://journals.sagepub.com/doi/abs/10.1177/0734282916669246>.

## SOCIAL DETERMINANTS

1. Browne DT, Wade M, Prime H, Jenkins JM. **School readiness amongst urban Canadian families: risk profiles and family mediation.** *J Educ Psychol.* 2018;110(1):133-46. Available from: <http://psycnet.apa.org/record/2017-15667-001>.
2. Children's Hospital of Philadelphia PolicyLab. **A portrait of disadvantage: understanding poverty's influence on child development.** Philadelphia, PA: PolicyLab; 2018 Spring. Available from: [https://policylab.chop.edu/sites/default/files/pdf/publications/Understanding\\_Povertys\\_Influence\\_On\\_Child\\_Development-singles.pdf](https://policylab.chop.edu/sites/default/files/pdf/publications/Understanding_Povertys_Influence_On_Child_Development-singles.pdf).

3. Enns JE, Randall JR, Smith M, Chateau D, Taylor C, Brownell M, et al. **A multimodal intervention for children with ADHD reduces inequity in health and education outcomes.** *Can J Psychiatry.* 2017;62(6):403-12. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28146649>.
4. Pace A, Luo R, Hirsh-Pasek K, Golinkoff RM. **Identifying pathways between socioeconomic status and language development.** *Annual Review of Linguistics.* 2017;3:285-308. Available from: <http://www.annualreviews.org/doi/abs/10.1146/annurev-linguistics-011516-034226>.
5. Sandel M, Sheward R, Ettinger de Cuba S, Coleman SM, Frank DA, Chilton M, et al. **Unstable housing and caregiver and child health in renter families.** *Pediatrics.* 2018;141(2). Available from: <http://pediatrics.aappublications.org/content/pediatrics/141/2/e20172199.full.pdf>.

## SOCIOEMOTIONAL

1. Ginn CS, Benzies KM, Keown LA, Raffin Bouchal S, Thurston WEB. **Stepping Stones to Resiliency following a community-based two-generation Canadian preschool programme.** *Health Soc Care Community.* 2017. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/29250869>.
2. Grossmann T. **How to build a helpful baby: a look at the roots of prosociality in infancy.** *Current opinion in psychology.* 2018;20:21-4. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28830001>.
3. Malti T, Dys SP. **From being nice to being kind: development of prosocial behaviors.** *Curr Opin Psychol.* 2017;20:45-9. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28830006>.
4. O'Conner R, De Feyter J, Carr A, Luo JL, Romm H, Regional Educational Laboratory M-A, et al. **A Review of the Literature on Social and Emotional Learning for Students Ages 3-8: Characteristics of Effective Social and Emotional Learning Programs (Part 1 of 4).** REL 2017-245. Regional Educational Laboratory Mid-Atlantic; 2017. Available from: <https://eric.ed.gov/?id=ED572721>.
5. O'Conner R, De Feyter J, Carr A, Luo JL, Romm H, Regional Educational Laboratory M-A, et al. **A Review of the Literature on Social and Emotional Learning for Students Ages 3-8: Implementation Strategies and State and District Support Policies (Part 2 of 4).** REL 2017-246. Regional Educational Laboratory Mid-Atlantic; 2017. Available from: <https://eric.ed.gov/?id=ED572722>.
6. O'Conner R, De Feyter J, Carr A, Luo JL, Romm H, Regional Educational Laboratory M-A, et al. **A Review of the Literature on Social and Emotional Learning for Students Ages 3-8: Outcomes for Different Student Populations and Settings (Part 4 of 4).** REL 2017-248. Regional Educational Laboratory Mid-Atlantic; 2017. Available from: <https://eric.ed.gov/?id=ED572724>.
7. O'Conner R, De Feyter J, Carr A, Luo JL, Romm H, Regional Educational Laboratory M-A, et al. **A Review of the Literature on Social and Emotional Learning for Students Ages 3-8: Teacher and Classroom Strategies that Contribute to Social and Emotional Learning (Part 3 of 4).** REL 2017-247. Regional Educational Laboratory Mid-Atlantic; 2017. Available from: <https://eric.ed.gov/?id=ED572723>.
8. Peterson A. **Compassion and education. Cultivating compassionate children, schools and communities:** Palgrave Macmillan UK; 2017. Available from: <https://www.palgrave.com/gp/book/9781137548375>.
9. Trach J, Lee M, Hymel S. **A social-ecological approach to addressing emotional and behavioral problems in schools: Focusing on group processes and social dynamics.** *J Emot Behav Dis.* 2018;26(1):11-20. Available from: <http://journals.sagepub.com/doi/abs/10.1177/1063426617742346>.

## MEDIA (HELP general)

## SPECIAL

### Children's Environmental Health

1. Courtney LF, Keith MC. **Systematic review of evidence-based practices for inclusive playground design.** Child Youth Environ. 2017;27(3):78-102. Available from: <http://www.jstor.org/stable/10.7721/chilyoutenvi.27.3.0078>.
2. Joshua M, Ulrich M, xfc, Iler, Sarah M. **Comparing classroom context and physical activity in nature and traditional kindergartens.** Child Youth Environ. 2017;27(3):56-77. Available from: <http://www.jstor.org/stable/10.7721/chilyoutenvi.27.3.0056>.
3. Larouche R, Mammen G, Rowe DA, Faulkner G. **Effectiveness of active school transport interventions: a systematic review and update.** BMC Public Health. 2018;18:1-18. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29390988>.
4. Nicole W. **Advocates for children's health: Working together to reduce harmful environmental exposures.** Environ Health Perspect. 2018;126(1):012001. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29401452>.

### Screen Time/Digital Technologies

1. Canadian Paediatric Society, Digital Health Task Force. **Screen time and young children: Promoting health and development in a digital world.** Paediatr Child Health. 2017;22(8):461-8. Available from: <http://dx.doi.org/10.1093/pch/pxx123>.
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3. Fuller C, Novick M, Hicks S. **Bedtime use of technology: Effects on sleep in children and adolescents.** J Adolesc Health. 2017;62(2):S124-S5. Available from: <http://dx.doi.org/10.1016/j.jadohealth.2017.11.253>.
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5. Hinkley T, Timperio A, Salmon J, Hesketh K. **Does preschool physical activity and electronic media use predict later social and emotional skills at 6 to 8 years? A cohort study.** Journal of Physical Activity and Health. 2017;14(4):308-16. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28169562>.
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9. Pereira Dias de Castro TS, Osório A, Bond E. **The networked effect of children and online digital technologies.** In: Mehdi Khosrow-Pour DBA, editor. Encyclopedia of Information Science and Technology, Fourth Edition. Hershey, PA, USA: IGI Global; 2018. p. 7312-26. Available from: <http://services.igi-global.com/resolvedoi/resolve.aspx?doi=10.4018/978-1-5225-2255-3.ch636>.
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18. Wu L, Sun S, He Y, Jiang B. **The effect of interventions targeting screen time reduction: A systematic review and meta-analysis.** Medicine. 2016;95(27):e4029. Available from: <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC5058814/>.

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[www.earlylearning.ubc.ca/library/citations](http://www.earlylearning.ubc.ca/library/citations)

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