

HUMAN DEVELOPMENT RESEARCH REVIEW

VOL 3 (5) MAY 2018



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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

Promoting mental well-being through social-emotional learning in schools: Examples from British Columbia.

Shelley Hymel, Angela Low, Lindsay Starosta, Randip Gill, and Kimberly Schonert-Reichl (pictured on right - Director, Human Early Learning Partnership)

“This paper highlights the multi-faceted approach undertaken in British Columbia over the past decade to promote positive mental health through social-emotional learning in schools.”



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

Monique H Gagné (pictured on right – Post-doctoral Research Fellow, Human Early Learning Partnership), Kimberly Schonert-Reichl, Catherine Costigan, Martin Guhn, and Jennifer D Shapka

“The results of this research 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.”



Early childhood education and care in Canada 2016.

Martha Friendly, Elise Larsen, Laura Feltham, Bethany Grady, Barry Forer (pictured on right - Research Methodologist, Human Early Learning Partnership), and Michelle Jones

“The Childcare Resource and Research Unit has published the 11th data-based report of Early Childhood Education and Care (ECEC) in Canada. The resource includes a portrait of each province and territory's ECEC programs and services, as well as those falling under federal jurisdiction.”



Family socioeconomic status, cortisol, and physical health in early childhood: the role of advantageous neighborhood characteristics.

Danielle Roubinov, Melissa Hagan, Tom Boyce (pictured on right - Adjunct Professor, Human Early Learning Partnership), Nancy Adler, and Nicole Bush.

“The present study examined the moderating role of community-level risks and resources on the relation of family SES to children's daily cortisol output and physical health during the kindergarten year.”



EDITOR PICKS

Making steps towards the provision of culturally safe children's rehabilitation services with Indigenous communities, families and children [**webinar**] Thu, Jun 7, 2018 11:00 AM - 12:30 PM PDT

Alison Gerlach, Honorary Research Associate, Human Early Learning Partnership
"In the spirit of Jordan's Principle, there is no better time to explore and rethink how children's rehabilitation/early intervention therapy services (occupational therapy, speech therapy, and physiotherapy) with Indigenous communities, families, and children can be provided in ways that are consistent with the principles of cultural safety."



Relational approaches to fostering health equity for Indigenous children through early childhood intervention.

Gerlach AJ, Browne AJ, Suto MJ.

"Rather than a one-size-fits-all model, these findings illustrate relational approaches to early intervention, characterised by a broader and socially responsive scope of practice and the deferral of a normative 'ECD agenda'."

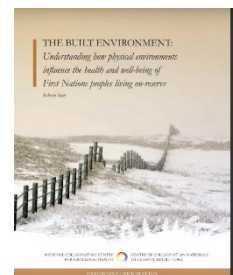
Photo courtesy of [indigenous1](#) "Tla'amin"



The built environment: Understanding how physical environments influence the health and well-being of First Nations peoples living on-reserve.

Roberta Stout

"This book summarizes what is known about how the built environment influences the health and well-being of First Nations reserve communities."



Human Early Learning Partnership – **New MDI Maps and Reports.**

HUMAN
EARLY LEARNING
PARTNERSHIP

Establishing a protocol for building a pan-Canadian population-based monitoring system for early childhood development for children with health disorders: Canadian Children's Health in Context Study (**CCHICS**). Magdalena Janus et al.

New Book: Nurturing personal, social and emotional development in early childhood. A practical guide to understanding brain development and young children's behavior. D Garvey

HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Boyce WT, Hertzman C. **Early childhood health and the life course: The state of the science and proposed research priorities.** In: Halfon N, Forrest CB, Lerner RM, Faustman EM, editors. The emerging theoretical framework of life course health development. New York: Springer; 2018. p. 61-93. Available from: <https://www.springer.com/gp/book/9783319471419>.
2. Friendly M, Larsen E, Feltham L, Grady B, Forer B, Jones M. **Early childhood education and care in Canada 2016.** Toronto, ON: Child care Canada, Childcare Resource and Research Unit; 2018 Apr. Available from: <http://www.childcarecanada.org/documents/research-policy-practice/18/05/early-childhood-education-and-care-canada-2016-0>.
3. 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: <https://doi.org/10.1080/10888691.2017.1418668>.
4. Gerlach A. **Making steps towards the provision of culturally safe children's rehabilitation services with Indigenous communities, families and children [webinar].** Prince George, BC: National Collaborating Centre for Aboriginal Health; 2018 Jun 7, 11:00 AM - 12:30 PM (PST). Available from: <https://register.gotowebinar.com/register/3417963127568382977>.
5. Gerlach AJ, Browne AJ, Suto MJ. **Relational approaches to fostering health equity for Indigenous children through early childhood intervention.** Health Sociology Review. 2018;27(1):104-19. Available from: <https://doi.org/10.1080/14461242.2016.1231582>.
6. Hymel S, Low A, Starosta L, Gill R, Schonert-Reichl K. **Promoting mental well-being through social-emotional learning in schools: Examples from British Columbia.** Can J Commun Ment Health. 2018;1-11. Available from: <https://doi.org/10.7870/cjcmh-2017-029>.
7. Janus M, Brownell M, Reid-Westoby C, Bennett T, Birken C, Coplan R, et al. **Establishing a protocol for building a pan-Canadian population-based monitoring system for early childhood development for children with health disorders: Canadian Children's Health in Context Study (CCHICS).** BMJ Open. 2018;8(5). Available from: <http://bmjopen.bmj.com/content/bmjopen/8/5/e023688.full.pdf>.
8. Park M, Brain U, Grunau RE, Diamond A, Oberlander TF. **Maternal depression trajectories from pregnancy to 3 years postpartum are associated with children's behavior and executive functions at 3 and 6 years.** Archives of Women's Mental Health. 2018;21(3):353-63. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29340801>.
9. Roubinov DS, Hagan MJ, Boyce WT, Adler NE, Bush NR. **Family socioeconomic status, cortisol, and physical health in early childhood: The role of advantageous neighborhood characteristics.** Psychosom Med. 2018. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29742755>.
10. Zaidman-Zait A, Mirenda P, Szatmari P, Duku E, Smith IM, Vaillancourt T, et al. **Profiles of social and coping resources in families of children with autism spectrum disorder: Relations to parent and child outcomes.** J Autism Dev Disord. 2018;48(6):2064-76. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29362954>.
11. Zaidman-Zait A, Mirenda P, Szatmari P, Duku E, Smith IM, Vaillancourt T, et al. **Correction to: Profiles of social and coping resources in families of children with autism spectrum disorder: Relations to parent and child outcomes.** J Autism Dev Disord. 2018;48(6):2077-. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29450834>.

HELP RESOURCES

1. Human Early Learning Partnership. **HELP Newsletter: All children thriving in healthy societies.** Vancouver, BC: HELP; 2018 May. Available from: <https://mailchi.mp/ubc/help-may-2017-newsletter-1281293?e=609d4a0370>.
2. Human Early Learning Partnership. **NEW MAPS and REPORTS** (school district listing is in last section)

BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Daneri MP, Blair C, Kuhn LJ, Vernon-Feagans L, Greenberg M, Cox M, et al. **Maternal language and child vocabulary mediate relations between socioeconomic status and executive function during early childhood.** *Child Dev.* 2018;0(0). Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13065>.
2. Duby JC. **Early childhood behavioral health: Can the medical neighborhood move us forward?** *Pediatrics.* 2018;141(5). Available from: <http://pediatrics.aappublications.org/content/pediatrics/141/5/e20180156.full.pdf>.
3. Halfon N. **Introduction to the Handbook of Life Course Health Development.** In: Halfon N, Forrest CB, Lerner RM, Faustman EM, editors. *Handbook of life course health development.* New York: Springer; 2018. p. 1-16. Available from: <https://www.springer.com/gp/book/9783319471419>.
4. Halfon N, Forrest CB. **The emerging theoretical framework of life course health development.** In: Halfon N, Forrest CB, Lerner RM, Faustman EM, editors. *Introduction to the Handbook of Life Course Health Development.* New York: Springer; 2018. p. 19-43. Available from: <https://www.springer.com/gp/book/9783319471419>.
5. McLaughlin KA, Sheridan MA, Nelson CA. **Neglect as a violation of species-expectant experience: Neurodevelopmental consequences.** *Biol Psychiatry.* 2017;82(7):462-71. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28392082>.
6. Park M, Brain U, Grunau RE, Diamond A, Oberlander TF. **Maternal depression trajectories from pregnancy to 3 years postpartum are associated with children’s behavior and executive functions at 3 and 6 years.** *Archives of Women’s Mental Health.* 2018;21(3):353-63. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29340801>.
7. Purewal Boparai SK, Au V, Koita K, Oh DL, Briner S, Burke Harris N, et al. **Ameliorating the biological impacts of childhood adversity: A review of intervention programs.** *Child Abuse Negl.* 2018;81:82-105. Available from: <http://www.sciencedirect.com/science/article/pii/S0145213418301650>.
8. Roubinov DS, Hagan MJ, Boyce WT, Adler NE, Bush NR. **Family socioeconomic status, cortisol, and physical health in early childhood: The role of advantageous neighborhood characteristics.** *Psychosom Med.* 2018. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29742755>.

CHILDCARE, ECD SERVICES

1. Ansari A, Gottfried MA. **The benefits of center-based care and full-day kindergarten for school attendance in the early grades.** *Child Youth Care Forum.* 2018. Available from: <https://link.springer.com/article/10.1007/s10566-018-9453-2>.
2. Friendly M, Larsen E, Feltham L, Grady B, Forer B, Jones M. **Early childhood education and care in Canada 2016.** Toronto, ON: Child care Canada, Childcare Resource and Research Unit; 2018 Apr. Available from: <http://www.childcarecanada.org/documents/research-policy-practice/18/05/early-childhood-education-and-care-canada-2016-0>.
3. Ong MY, Eilander J, Saw SM, Xie Y, Meaney MJ, Broekman BFP. **The influence of perceived parenting styles on socio-emotional development from pre-puberty into puberty.** *Eur Child Adolesc Psychiatry.* 2018;27(1):37-46. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28631023>.

4. Temcheff CE, Letarte M-J, Boutin S, Marcil K. **Common components of evidence-based parenting programs for preventing maltreatment of school-age children.** *Child Abuse Negl.* 2018;80:226-37. Available from: <https://www.sciencedirect.com/science/article/pii/S014521341830067X>.
5. Ward SSawuc, Chow AFafuc, Humbert MLLhuc, Bélanger MMfbuc, Muhajarine NNmuc, Vatanparast HVhuc, et al. **Promoting physical activity, healthy eating and gross motor skills development among preschoolers attending childcare centers: Process evaluation of the Healthy Start-Départ Santé intervention using the RE-AIM framework.** *Eval Program Plann.* 2018;68:90-8. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29505965>.

CHILD DEVELOPMENT (GENERAL)

1. Canadian Paediatric Society. **Gender identity.** Ottawa, ON: Caring for Kids; 2018 May. Available from: <https://www.caringforkids.cps.ca/handouts/gender-identity>.
2. Fitzgerald T, Robillard Llrcea, O'Grady A. **Exploring the impact of a Volunteer Shared Reading Programme on preschool-aged children.** *Early Child Development & Care.* 2018;188(6):851-61. Available from: <https://www.tandfonline.com/doi/full/10.1080/03004430.2016.1240679>.
3. Guha S. **Healthy children. How parents, teachers, and community can help to prevent obesity in children.** Lanham: Roman & Littlefield; 2018. Available from: https://blackwells.co.uk/bookshop/product/9781475826654?gC=4cfad707612&gclid=CjwKCAjwiurXBRAnEiwAk2GFZuzGAPvNQhIzsj-ZCzR1tEheKOHNxqbv6zMY8jCUWjy2Iv1fyU9R1BoCS64QAvD_BwE.
4. Hoyniak CP, Bates JE, Staples AD, Rudasill KM, Molfese DL, Molfese VJ. **Child sleep and socioeconomic context in the development of cognitive abilities in early childhood.** *Child Dev.* 2018. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13042>.
5. Linder DEdite, Mueller MK, Gibbs DM, Alper JA, Freeman LM. **Effects of an animal-assisted intervention on reading skills and attitudes in second grade students.** *Early Childhood Educ J.* 2018;46(3):323-9. Available from: <https://link.springer.com/article/10.1007/s10643-017-0862-x>.
6. Lissak G. **Adverse physiological and psychological effects of screen time on children and adolescents: Literature review and case study.** *Environ Res.* 2018;164:149-57. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29499467>.
7. Lissak G. **Adverse physiological and psychological effects of screen time on children and adolescents: Literature review and case study.** *Environ Res.* 2018;164:149-57. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29499467>.
8. Matthews EK, Wei J, Cunningham SA. **Relationship between prenatal growth, postnatal growth and childhood obesity: a review.** *Eur J Clin Nutr.* 2017;71(8):919-30. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28247860>.
9. Przybylski AK, Weinstein N. **Digital screen time limits and young children's psychological well-being: Evidence from a population-based study.** *Child Dev.* 2018. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13007>.
10. Segal A, Martin-Chang S. **The apple doesn't fall from the tree: parents' reading-related knowledge and children's reading outcomes.** *Reading & Writing.* 2018;31(5):1231-47. Available from: <https://link.springer.com/article/10.1007/s11145-018-9837-6>.

INDIGENOUS

1. Gerlach A. **Making steps towards the provision of culturally safe children's rehabilitation services with Indigenous communities, families and children [webinar].** Prince George, BC: National Collaborating Centre for Aboriginal Health; 2018 Jun 7, 11:00 AM - 12:30 PM (PST). Available from: <https://register.gotowebinar.com/register/3417963127568382977>.

2. Gerlach AJ, Browne AJ, Suto MJ. **Relational approaches to fostering health equity for Indigenous children through early childhood intervention.** Health Sociology Review. 2018;27(1):104-19. Available from: <https://doi.org/10.1080/14461242.2016.1231582>.
3. Stout R. **The built environment: Understanding how physical environments influence the health and well-being of First Nations peoples living on-reserve.** Prince George, BC: National Collaborating Centre for Aboriginal Health; 2018 Apr. Available from: https://www.ccnsa-nccah.ca/495/The_built_environment_Understanding_how_physical_environments_influence_the_health_and_well-being_of_First_Nations_peoples_living_on-reserve_nccah?id=236.
4. Wright A, Wahoush O, Ballantyne M, Gabel C, Jack SM. **Selection and use of health services for infants' needs by Indigenous mothers in Canada: Integrative literature review.** The Canadian Journal Of Nursing Research = Revue Canadienne De Recherche En Sciences Infirmieres. 2018;50(2):89-102. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29457481>.

MIDDLE YEARS

1. DelGiudice M. **Middle childhood: An evolutionary-developmental synthesis.** In: Halfon N, Forrest CB, Lerner RM, Faustman EM, editors. The emerging theoretical framework of life course health development. New York: Springer; 2018. p. 95-107. Available from: <https://www.springer.com/gp/book/9783319471419>.
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: <https://doi.org/10.1080/10888691.2017.1418668>.

PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES

1. Jenkins JM, Duncan GJ, Auger A, Bitler M, Domina T, Burchinal M. **Boosting school readiness: Should preschool teachers target skills or the whole child?** Economics of Education Review. 2018. Available from: <http://www.sciencedirect.com/science/article/pii/S0272775717302509>.

POLICY, PRACTICE, INTERVENTIONS

1. Finan SJ, Swierzbiolek B, Priest N, Warren N, Yap M. **Parental engagement in preventive parenting programs for child mental health: a systematic review of predictors and strategies to increase engagement.** PeerJ. 2018;6:e4676. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29719737>.
2. Hill HD, Romich J. **How will higher minimum wages affect family life and children's well-being?** Child Dev Perspect. 2018;12(2):109-14. Available from: <https://www.tandfonline.com/doi/full/10.1080/03004430.2016.1240679>.
3. Jenson JM, Veeh C, Anyon Y, St. Mary J, Calhoun M, Tejada J, et al. **Effects of an afterschool program on the academic outcomes of children and youth residing in public housing neighborhoods: A quasi-experimental study.** Children Youth Serv Rev. 2018;88:211-7. Available from: <https://www.sciencedirect.com/science/article/pii/S0190740917306862>.
4. Traverso-Yepes M, Rourke L, Luscombe S. **Connecting the dots: An ecological lens to preventive measures for adverse childhood experiences.** Soc Work Public Health. 2017;32(5):339-54. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28535118>.
5. Zavern A, Bouteyre E. **Leading protective factors for children living out of home: A literature review.** Child & Family Social Work. 2018;23(2):324-35. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/cfs.12398>.

SCREENING (tools, methods, school readiness, etc)

1. Janus M, Brownell M, Reid-Westoby C, Bennett T, Birken C, Coplan R, et al. **Establishing a protocol for building a pan-Canadian population-based monitoring system for early childhood development for children with health disorders: Canadian Children's Health in Context Study (CCHICS)**. *BMJ Open*. 2018;8(5). Available from: <http://bmjopen.bmj.com/content/bmjopen/8/5/e023688.full.pdf>.

SOCIAL DETERMINANTS

1. Andree H, X. TW, Hwajin Y. **Bilingualism narrows socioeconomic disparities in executive functions and self-regulatory behaviors during early childhood: Evidence From the Early Childhood Longitudinal Study**. *Child Dev*. 2018. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13032>.
2. Gold S, Nepomnyaschy L. **Neighborhood physical disorder and early delinquency among urban children**. *Journal of Marriage and Family*. 2018. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/jomf.12487>.
3. Hemmingsson E. **Early childhood obesity risk factors: Socioeconomic adversity, family dysfunction, offspring distress, and junk food self-medication**. *Curr Obes Rep*. 2018;7(2):204-9. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29704182>.
4. Kim P, Evans GW, Chen E, Miller G, Seeman T. **How socioeconomic disadvantages get under the skin and into the brain to influence health development across the lifespan**. In: Halfon N, Forrest CB, Lerner RM, Faustman EM, editors. *The emerging theoretical framework of life course health development*. New York: Springer; 2018. p. 463-97. Available from: <https://www.springer.com/gp/book/9783319471419>.
5. Olvera Alvarez HA, Appleton AA, Fuller CH, Belcourt A, Kubzansky LD. **An integrated socio-environmental model of health and well-being: A conceptual framework exploring the joint contribution of environmental and social exposures to health and disease over the life span**. *Curr Environ Health Rep*. 2018. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29574677>.

SOCIOEMOTIONAL

1. **Social-Emotional Development Research Group, led by Dr. Chiaki Konishi, announce website - see publications**. Montreal, QC: McGill University; 2018 May. Available from: <https://sedrgmcgill.wordpress.com/publications/>.
2. Garvey D. **Nurturing personal, social and emotional development in early childhood. A practical guide to understanding brain development and young children's behaviour**. London; Philadelphia: Jessica Kingsley Publishers; 2018. Available from: <https://www.jkp.com/uk/nurturing-personal-social-and-emotional-development-in-early-childhood-2.html>.
3. Hymel S, Low A, Starosta L, Gill R, Schonert-Reichl K. **Promoting mental well-being through social-emotional learning in schools: Examples from British Columbia**. *Can J Commun Ment Health*. 2018:1-11. Available from: <https://doi.org/10.7870/cjcmh-2017-029>.
4. Lieberman AF. **The emotional life of the toddler**. New York: Simon & Schuster; 2018. Available from: <http://www.simonandschuster.com/books/The-Emotional-Life-of-the-Toddler/Alicia-F-Lieberman/9781476792033>.
5. Mendelsohn AL, Cates CB, Weisleder A, Berkule Johnson S, Seery AM, Canfield CF, et al. **Reading aloud, play, and social-emotional development**. *Pediatrics*. 2018;141(5). Available from: <http://pediatrics.aappublications.org/content/pediatrics/141/5/e20173393.full.pdf>.

MEDIA (HELP general)

1. **School violence: Is it impacting your child's ability to learn?** The Liberal. 2018 Mar 13. Available from: <https://www.yorkregion.com/news-story/8325528-school-violence-is-it-impacting-your-child-s-ability-to-learn-/>.

SPECIAL

1. Evans-Agnew RA, Postma J, Camacho AO, Hershberg RM, Trujillo E, Tinajera M. **Development and pilot testing of a bilingual environmental health assessment tool to promote asthma-friendly childcares.** Prog Community Health Partnersh. 2018;12(1):35-44. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29606691>.
2. Midtbust LGH, Dyregrov A, Djup HW. **Communicating with children and adolescents about the risk of natural disasters.** European Journal of Psychotraumatology. 2018;9(Suppl 2). Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29441156/>.
3. Pfefferbaum B, Pfefferbaum RL, Van Horn RL. **Involving children in disaster risk reduction: The importance of participation.** European Journal of Psychotraumatology. 2018;9(Suppl 2). Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29441155/>.
4. Rothman L, Macpherson AK, Ross T, Buliung RN. **The decline in active school transportation (AST): A systematic review of the factors related to AST and changes in school transport over time in North America.** Prev Med. 2018;111:314-22. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29155222>.
5. Tillmann S, Clark A, Gilliland J. **Children and nature: Linking accessibility of natural environments and children's health-related quality of life.** Int J Environ Res Public Health. 2018;15(6):1072. Available from: <http://www.mdpi.com/1660-4601/15/6/1072>.
6. Villa-González E, Barranco-Ruiz Y, Evenson KR, Chillón P. **Systematic review of interventions for promoting active school transport.** Prev Med. 2018;111:115-34. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29496615>.

NEW MAPS and REPORTS (listed in ascending School District Name order)

1. Human Early Learning Partnership. **Middle Years Development Instrument (MDI). 2017/2018 school district and community report. Alberni School District 70. Grade 4.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2018 May. Available from: <http://earlylearning.ubc.ca/maps/mdi/nh/sd70/>.
2. Human Early Learning Partnership. **Middle Years Development Instrument (MDI). 2017/2018 school district and community report. Alberni School District 70. Grade 7.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2018 May. Available from: <http://earlylearning.ubc.ca/maps/mdi/nh/sd70/>.
3. Human Early Learning Partnership. **Middle Years Development Instrument (MDI). 2017/2018 school district and community report. Boundary School District 51. Grade 4.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2018 May. Available from: <http://earlylearning.ubc.ca/maps/mdi/nh/sd51/>.
4. Human Early Learning Partnership. **Middle Years Development Instrument (MDI). 2017/2018 school district and community report. Boundary School District 51. Grade 7.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2018 May. Available from: <http://earlylearning.ubc.ca/maps/mdi/nh/sd51/>.

5. Human Early Learning Partnership. **Middle Years Development Instrument (MDI). 2017/2018 school district and community report. Burnaby School District 41. Grade 7.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2018 May. Available from: <http://earlylearning.ubc.ca/maps/mdi/nh/sd41/>.
6. Human Early Learning Partnership. **Middle Years Development Instrument (MDI). 2017/2018 school district and community report. Fraser Cascade School District 78. Grade 4.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2018 May. Available from: <http://earlylearning.ubc.ca/maps/mdi/nh/sd78/>.
7. Human Early Learning Partnership. **Middle Years Development Instrument (MDI). 2017/2018 school district and community report. Fraser Cascade School District 78. Grade 7.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2018 May. Available from: <http://earlylearning.ubc.ca/maps/mdi/nh/sd78/>.
8. Human Early Learning Partnership. **Middle Years Development Instrument (MDI). 2017/2018 school district and community report. Prince George School District 57. Grade 4.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2018 May. Available from: <http://earlylearning.ubc.ca/maps/mdi/nh/sd57/>.
9. Human Early Learning Partnership. **Middle Years Development Instrument (MDI). 2017/2018 school district and community report. Prince George School District 57. Grade 7.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2018 May. Available from: <http://earlylearning.ubc.ca/maps/mdi/nh/sd57/>.
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