

2016
Publication
Listing

HUMAN
EARLY LEARNING
PARTNERSHIP



HEART-MIND RESEARCH



HUMAN EARLY LEARNING PARTNERSHIP

School of Population and Public Health
Faculty of Medicine
University of British Columbia

For more information on research at
the Human Early Learning Partnership
visit www.earlylearning.ubc.ca or contact
Michele Wiens, Senior Manager
(Knowledge Management)
Email michele.wiens@ubc.ca
www.earlylearning.ubc.ca/publications

2206 East Mall
University of British Columbia
Vancouver, BC V6T 1Z3
Phone 604. 822. 1278
Email earlylearning@ubc.ca
Fax 604. 822. 0640
Web www.earlylearning.ubc.ca

HEART-MIND RESEARCH – Publication Listing Update (2016 Jan)

This update:

- is for 2014-16 Jan, however some 2013 papers are included;
- includes reviews, RCTs, meta-analyses, primarily, however other papers are included where there are key findings, etc;
- is chronologically ordered (most recent is shown first within each content area)
- can be found at: S:\HELP All\Research Units\CAHME_Heart Mind\Literature (with the Endnote library)

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1) HEART-MIND: Social Competence, Socio-Emotional Learning

CONTEXT, GENERAL

2016

1. McLeod S, Harrison LJ, Whiteford C, Walker S. **Multilingualism and speech-language competence in early childhood: impact on academic and social-emotional outcomes at school.** Early Child Res Q. 2016;34:53-66. Available from: <http://www.sciencedirect.com/science/article/pii/S0885200615000678>.

2015

1. Blair C, Raver CC. **The neuroscience of SEL.** In: Durlak JA, Domitrovich CE, Weissberg RP, Gullotta TP, Durlak JA, Domitrovich CE, et al., editors. Handbook of social and emotional learning: research and practice. New York, NY: Guilford Press; 2015. p. 65-80. Available from: <http://www.guilford.com/books/Handbook-of-Social-and-Emotional-Learning/Durlak-Domitrovich-Weissberg-Gullotta/9781462520152/contents>.
2. Bryce D, Whitebread D, Szucs D. **The relationships among executive functions, metacognitive skills and educational achievement in 5 and 7 year-old children.** Metacog Learn. 2015;10(2):181-98. Available from: <http://dx.doi.org/10.1007/s11409-014-9120-4>.
3. Carpendale JIM, Lewis C. **The development of social understanding.** In: Liben LS, Müller U, Lerner RM, Liben LS, Müller U, Lerner RM, editors. Handbook of child psychology and developmental science, Vol 2: Cognitive processes (7th ed). Hoboken, NJ, US: John Wiley & Sons Inc; 2015. p. 381-424. Available from: <http://ca.wiley.com/WileyCDA/WileyTitle/productCd-1118136780.html>.
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5. Hecht ML, Shin Y. **Culture and social and emotional competencies.** In: Durlak JA, Domitrovich CE, Weissberg RP, Gullotta TP, Durlak JA, Domitrovich CE, et al., editors. Handbook of social and emotional learning: research and practice. New York, NY: Guilford Press; 2015. p. 50-64. Available from: <http://www.guilford.com/books/Handbook-of-Social-and-Emotional-Learning/Durlak-Domitrovich-Weissberg-Gullotta/9781462520152/contents>.
6. Jones D, Greenberg MT, Crowley M. **The economic case for SEL.** In: Durlak JA, Domitrovich CE, Weissberg RP, Gullotta TP, Durlak JA, Domitrovich CE, et al., editors. Handbook of social and emotional learning: research and practice. New York, NY: Guilford Press; 2015. p. 97-113. Available from: <http://www.guilford.com/books/Handbook-of-Social-and-Emotional-Learning/Durlak-Domitrovich-Weissberg-Gullotta/9781462520152/contents>.
7. Tayler C. **Learning in early childhood: experiences, relationships and ' Learning to Be'.** Eur J Educ. 2015;50(2):160-74. Available from: <http://onlinelibrary.wiley.com/doi/10.1111/ejed.12117/abstract>.
8. Weissberg RP, Durlak JA, Domitrovich CE, Gullotta TP. **Social and emotional learning: past, present, and future.** In: Durlak JA, Domitrovich CE, Weissberg RP, Gullotta TP, Durlak JA, Domitrovich CE, et al., editors. Handbook of social and emotional learning: research and practice. New York, NY: Guilford Press; 2015. p. 3-

19. Available from: <http://www.guilford.com/books/Handbook-of-Social-and-Emotional-Learning/Durlak-Domitrovich-Weissberg-Gullotta/9781462520152/contents>.

2014

1. Fuhs MW, Nesbitt KT, Farran DC, Dong N. **Longitudinal associations between executive functioning and academic skills across content areas**. Dev Psychol. 2014;50(6):1698-709. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/24749550>.
2. Gestsdottir S, von Suchodoletz A, Wanless SB, Hubert B, Guimard P, Birgisdottir F, et al. **Early behavioral self-regulation, academic achievement, and gender: longitudinal findings from France, Germany, and Iceland**. Applied Developmental Science. 2014;18(2):90-109. Available from: <http://www.tandfonline.com/doi/abs/10.1080/10888691.2014.894870#.Vql2AvkrJ1s>.
3. Sheridan SM, Koziol NA, Clarke BL, Rispoli KM, Coutts MJ. **The influence of rurality and parental affect on kindergarten children's social and behavioral functioning**. Early Educ Dev. 2014;25(7):1057-82. Available from: <http://www.tandfonline.com/doi/abs/10.1080/10409289.2014.896682#.Vql UPkrJ1s>.

2) HEART-MIND: Dimensions

GETS ALONG WITH OTHERS

2016

1. Paulus M, Becker E, Scheub A, König L. **Preschool children's attachment security is associated with their sharing with others**. Attachment & Human Development. 2016;18(1):1-15. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/26524972>.

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1. Bouchard C, Coutu S, Bigras N, Lemay L, Cantin G, Bouchard M-C, et al. **Perceived, expressed and observed prosociality among four-year-old girls and boys in childcare centres**. Early Child Development and Care. 2015;185(1):44-65. Available from: <http://www.tandfonline.com/doi/abs/10.1080/03004430.2014.903940#.VOtAA47F9rM>.

2. Curby TW, Brown CA, Bassett HH, Denham SA. **Associations between preschoolers' social-emotional competence and preliteracy skills.** *Infant & Child Development.* 2015;24(5):549-70. Available from: <http://onlinelibrary.wiley.com/doi/10.1002/icd.1899/pdf>.
3. Flook L, Goldberg SB, Pinger L, Davidson RJ. **Promoting prosocial behavior and self-regulatory skills in preschool children through a mindfulness-based kindness curriculum.** *Dev Psychol.* 2015;51(1):44-51. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/25383689>.
4. Flouri E, Sarmadi Z. **Prosocial behavior and childhood trajectories of internalizing and externalizing problems: the role of neighborhood and school contexts.** *Dev Psychol.* 2015. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/26619321>.
5. Guinote A, Cotzia I, Sandhu S, Siwa P. **Social status modulates prosocial behavior and egalitarianism in preschool children and adults.** *Proceedings of the National Academy of Sciences.* 2015;112(3):731-6. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/25561527>.
6. Jones DE, Greenberg M, Crowley M. **Early social-emotional functioning and public health: the relationship between kindergarten social competence and future wellness.** *Am J Public Health.* 2015;105(11):2283-90. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/26180975>.
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9. Ostrov JM, Guzzo JL. **Prospective associations between prosocial behavior and social dominance in early childhood: are sharers the best leaders?** *J Genet Psychol.* 2015;176(2):130-8. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/25825996>.
10. Pastorelli C, Lansford JE, Luengo Kanacri BP, Malone PS, Di Giunta L, Bacchini D, et al. **Positive parenting and children's prosocial behavior in eight countries.** *Journal of Child Psychology and Psychiatry.* 2015. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/26511201>.
11. Paulus M, Licata M, Kristen S, Thoermer C, Woodward A, Sodian B. **Social understanding and self-regulation predict pre-schoolers' sharing with friends and disliked peers: a longitudinal study.** *International Journal of Behavioral Development.* 2015;39(1):53-64. Available from: <http://ibd.sagepub.com/content/early/2014/06/05/0165025414537923.abstract>.
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1. Groh AM, Fearon RP, Bakermans-Kranenburg MJ, van Ijzendoorn MH, Steele RD, Roisman GI. **The significance of attachment security for children's social competence with peers: a meta-analytic study.** *Attachment & Human Development.* 2014;16(2):103-36 34p. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/24547936>.
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1. Palacios J, Moreno C, Román M. **Social competence in internationally adopted and institutionalized children.** *Early Child Res Q.* 2013;28(2):357-65. Available from: <http://www.sciencedirect.com/science/article/pii/S0885200612000804>.
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COMPASSION, KINDNESS

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4. Horsthemke K. **Epistemic empathy in childrearing and education.** *Ethics & Education.* 2015;10(1):61-72. Available from: <http://www.tandfonline.com/doi/pdf/10.1080/17449642.2014.998025>.
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6. Luby JL. **The importance of early nurturance for social development.** *J Am Acad Child Adolesc Psychiatry.* 2015;54(12):972-3. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/26598470>.

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3. Shin M. **Enacting caring pedagogy in the infant classroom.** Early Child Development and Care. 2014;185(3):496-508. Available from: <http://dx.doi.org/10.1080/03004430.2014.940929>.

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1. Murphy TP, Laible DJ. **The influence of attachment security on preschool children's empathic concern.** International Journal of Behavioral Development. 2013;37(5):436-40. Available from: <http://jbd.sagepub.com/content/early/2013/08/06/0165025413487502.abstract>.

SOLVES PROBLEMS PEACEFULLY

2014

1. Aebi M, Giger J, Plattner B, Metzke CW, Steinhausen H-C. **Problem coping skills, psychosocial adversities and mental health problems in children and adolescents as predictors of criminal outcomes in young adulthood.** Eur Child Adolesc Psychiatry. 2014;23(5):283-93. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/23949100>.
2. Ramani GB, Brownell CA. **Preschoolers' cooperative problem solving: integrating play and problem solving.** Journal of Early Childhood Research. 2014;12(1):92-108. Available from: <http://ecr.sagepub.com/content/12/1/92.short?rss=1&ssource=mfr>.

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1. Leeman DG. **Review of Little peacemakers: a step-by-step guide for training elementary-age mediators.** Social Work with Groups: A Journal of Community and Clinical Practice. 2013;36(1):87-90. Available from:

[http://www.sks.org.uk/journals-results.aspx?q=mtitleshortexpanded%3astarts-with\(%22O*%22\)&pm=fql&sv=%5bskills+for+recovery%2c+1%5d%5bsocial+work+practice%2c+1%5d%5b+social+work%2c+0.960769%5d%5bdatabase+record%2c+0.960769%5d%5binternational+association%2c+0.960769%5d&st=find&fn=mpublishernavigator&fv=Haworth+Press&ft=f&srt=-mdatepublished&pn=9](http://www.sks.org.uk/journals-results.aspx?q=mtitleshortexpanded%3astarts-with(%22O*%22)&pm=fql&sv=%5bskills+for+recovery%2c+1%5d%5bsocial+work+practice%2c+1%5d%5b+social+work%2c+0.960769%5d%5bdatabase+record%2c+0.960769%5d%5binternational+association%2c+0.960769%5d&st=find&fn=mpublishernavigator&fv=Haworth+Press&ft=f&srt=-mdatepublished&pn=9).

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ALERT, ENGAGED

2014

1. de Freitas Araújo D, de Almondes KM. **Sleep and cognitive performance in children and pre-adolescents: a review.** Biol Rhythm Res. 2014;45(2):193-207. Available from: <http://www.tandfonline.com/doi/abs/10.1080/09291016.2013.790136>.
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SECURE, CALM

2016

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8. Nesbitt KT, Farran DC, Fuhs MW. **Executive function skills and academic achievement gains in prekindergarten: contributions of learning-related behaviors.** *Dev Psychol*. 2015;51(7):865-78. Available from: <http://www.ncbi.nlm.nih.gov/pubmed/26010383>.
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3) HEART-MIND: Dimension-Related Tools

ASSESSMENT

2015

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