HUMAN DEVELOPMENT RESEARCH REVIEW
VOL 6 (1) JANUARY 2022

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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, Indigenous 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. 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

Predictors of health-related quality of life following injury in childhood and adolescence: a pooled analysis.
Mariana Brussoni, Director, Human Early Learning Partnership, and co-authors

“The findings improve understanding of the long-term individual and societal impacts of injury in the early part of life and guide the prioritisation of prevention efforts, inform health and social service planning to help reduce injury burden, and help guide future Global Burden of Disease estimates.”

Parental autonomy support in the context of parent–child negotiation for children’s independent mobility: ‘I always feel safer with my parents’ to ‘boom! Bust down those walls!’.
Christina Han, Research Coordinator, Brussoni Lab, British Columbia Children’s Hospital Research Institute (BCCHR), and co-authors

“Findings illuminate the importance of recognizing children as active and capable agents of change.”... more

Stories from the field: the HELP story; “How are our children doing?”
Joanne Schroeder, Director, External Partnerships (Interim), Human Early Learning Partnership, with Pippa Rowcliffe and Tracy Smyth

“This article tells the story of the Human Early Learning Partnership (HELP) at UBC, told from the perspective of people who were involved with its evolution.”

Measuring and monitoring children’s social and emotional competence and well-being in schools, families, and communities at the population level. The Middle Years Development Instrument.
Kim Schonert-Reichl, Professor, University of British Columbia; University of Chicago, and co-authors

This is a book chapter from “Measuring noncognitive skills in school settings: Assessments of executive function and social-emotional competencies.” 2022

Family responsibilities and mental health of kindergarten educators during the first COVID-19 pandemic lockdown in Ontario, Canada.
Magdalena Janus, Affiliate Associate Professor, School of Population and Public Health, UBC, and co-authors

“Results revealed that educators were more likely to report moderate ...” more
EDITOR PICKS

One year later: Follow up results from a survey on COVID-19 and child care in Canada.
Barry Forer, Research Associate, Human Early Learning Partnership (and co-authors)
“This report presents data from a follow-up survey of licensed child care centres and regulated family child care providers across Canada about the effects of the COVID-19 pandemic. [...] This survey highlights how the experiences and effects of COVID-19 brought to light long-standing policy failures of Canada’s marketized child care system.” …more

Reaching underserved children and families: Lessons from the BC Healthy Connections Project.
Nicole Catherine, Research Associate, Children’s Health Policy Centre, Faculty of Health Sciences, Simon Fraser University (and co-authors)
“It is crucial to reach and support children and families who are coping with multiple adversities—yet many are defined by researchers and providers as “hard-to-reach” and therefore are underserved. We found that developing a thorough engagement strategy helped families to participate over the trial’s two-and-a-half years.”

Promoting mental health in the early years: Effective psychosocial interventions.
Charlotte Waddell, Director, Children’s Health Policy Centre; Professor, Faculty of Health Sciences, Simon Fraser University (and co-authors)
“To inform policymaking, we sought high-quality research evidence on effective psychosocial interventions for preventing and treating three of the most common mental health conditions that start in early childhood: anxiety, attention-deficit/hyperactivity disorder and behaviour disorders.”

UNICEF Office of Research - Innocenti
“This report seeks to understand the immediate effects on their mental health. Covering more than 130,000 children and adolescents across 22 countries, the evidence shows increased stress, anxiety and depressive symptoms, as well as increased alcohol and substance use, and externalizing behavioural problems.”
HELP FACULTY, ASSOCIATE, and AFFILIATE (selected publications)


HELP RESOURCES

Website – for new HELP resources and information
BIOLOGY/NEUROBIOLOGY (“early experiences”)

CHILDCARE, ECD SERVICES
Policy, Practice – general

Outdoor play, physical activity


CHILD DEVELOPMENT (GENERAL)


Language, Literacy

INDIGENOUS


8. Thackrah RD, Bessarab D, Papertalk L, Bentink S, Thompson SC. Respect, Relationships, and ‘Just Spending Time with Them’: Critical Elements for Engaging Aboriginal Students in Primary

**MIDDLE YEARS**

**PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES**

**POLICY, PRACTICE, INTERVENTIONS**

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

SOCIAL DETERMINANTS

SOCIOEMOTIONAL
MEDIA (HELP general)

SPECIAL
Covid-19, Omicron – General

Covid-19, Omicron – Mental Health and Well-Being


Children’s Environmental Health


