HELP Reads
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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, 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 here.
EDITOR PICKS

Play, learn, and teach outdoors—Network (PLaTO-Net): terminology, taxonomy, and ontology.
Mariana Brussoni, Director, Human Early Learning Partnership, and co-authors
“This project contributes to advancing PLaTO-based research [play, learn, and teach outdoors] and facilitating intersectoral and interdisciplinary collaboration, with the long-term goal of fostering and strengthening PLaTO’s synergistic linkages with healthy living, environmental stewardship, climate action, and planetary health agendas.”

Rewilding play: design build interventions.
Susan Herrington, Professor, (Landscape Architecture) UBC, and co-authors
“With the aim of intervening with inexpensive natural materials and loose parts, graduate students designed, built, and installed interventions and using the Seven Cs evaluation form they scored the play spaces pre- and post-installation. Design methods included the Seven Cs design guidelines and the Two-Eyed Seeing model.”

Choose your own adventure: promoting social and emotional development through outdoor learning.
Tonje Molyneux, PhD Student, Human Early Learning Partnership, and co-authors
“Findings suggest that educators can leverage the outdoor learning context to help integrate social and emotional learning more deeply into their teaching practice.”

Early pandemic impacts on family environments that shape childhood development and health: a Canadian study.
Magdalena Janus, Affiliate Associate Professor, School of Population and Public Health, and co-authors
“Our study provides insight on the implications of public health restrictions, such as the importance of increased time for parents (through reduced work hours) and access to resources and social support to support child development and health.”

The Canadian Neighbourhood Early Childhood Development (CanNECD) socioeconomic index: stability and measurement invariance over time.
Barry Forer, Research Associate, Human Early Learning Partnership, and co-authors
“Our results confirm the stability of the CanNECD Index, justifying its utility for: mapping SES indicators across neighbourhoods and over time, contextualizing neighbourhood-level developmental vulnerability in young children...” ...more
EDITOR PICKS

A parent's responsibility: government’s obligation to improve the mental health outcomes of children in care.

Children’s Health Policy Centre at Simon Fraser University, commissioned by the Representative for Children and Youth

“This report shows that young people in government care in comparable jurisdictions to BC have dramatically higher rates of mental health disorders than the general population. The Representative makes six recommendations to government to take action on these findings.”

Not yet equal (the sequel): results of the BC Adolescent Health Survey.

Stigma and Resilience Among Vulnerable Youth Centre, University of British Columbia, and McCreary Centre Society

“This report provides a profile of sexual minority youth in British Columbia [...] findings reflect those of our recently published report about the health of gender diverse youth, and show the need for specific, targeted approaches to ensure gender and sexual minority young people feel seen and included in all aspects of family, school,...”

2022 Children & youth report card.

ParticipACTION

“This year’s Report Card highlights how we’re only beginning to understand how COVID-19 impacted the movement behaviours of children and youth in Canada”

Lost and found: pandemic-related challenges and opportunities for physical activity Report and Key findings

The art of talking with children: the simple keys to nurturing kindness, creativity, and confidence in kids.

Rebecca Rolland

“Science has shown that the best way to help our kids become independent, kind, and happy is by talking to them—yet we are at a loss on how to have meaningful conversations.”

Parent nation: unlocking every child's potential, fulfilling society’s promise.

Dana Suskind

“This is a new look at the neuroscience of early childhood development—and how it can guide us toward a future in which every child has the opportunity to fulfill their potential.”
HELP FACULTY, ASSOCIATE and AFFILIATE (selected publications)


HELP RESOURCES


BIOLOGY/NEUROBIOLOGY (“early experiences”)


**CHILDCARE, ECD SERVICES, PARTNERSHIPS**


**CHILD DEVELOPMENT (GENERAL)**


ENVIRONMENTAL HEALTH


INDIGENOUS


MIDDLE YEARS


POLICY, PRACTICE, INTERVENTIONS


SCREENING (tools, methods, school readiness, etc)


SOCIAL DETERMINANTS


SOCIOEMOTIONAL


SPECIAL (COVID-19, media, other)

COVID-19


MEDIA

The Human Early Learning Partnership is situated within the traditional, ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam) People.

For more information visit
www.earlylearning.ubc.ca/library/citations

Michele Wiens, Senior Manager
(Knowledge Management)
Email michele.wiens@ubc.ca

Faculty of Medicine, SPPH
2206 East Mall, UBC
Vancouver, BC V6T 1Z3
Phone 604.822.1278
Email earlylearning@ubc.ca
Web www.earlylearning.ubc.ca