

HUMAN DEVELOPMENT RESEARCH REVIEW



CONTENTS

[HELP FACULTY and AFFILIATE](#)

[BIOLOGY/NEUROBIOLOGY \(“early experiences”\)](#)

[CHILDCARE, ECD SERVICES](#)

[CHILD DEVELOPMENT \(GENERAL\)](#)

[ENVIRONMENTAL HEALTH](#)

[INDIGENOUS](#)

[MIDDLE YEARS](#)

[POLICY, PRACTICE, INTERVENTIONS](#)

[SCREENING](#)

[SOCIAL DETERMINANTS \(Income, Employment, Housing, Food Security, Inequity, etc\)](#)

[SOCIOEMOTIONAL](#)

[SPECIAL \(COVID-19, media, other\)](#)

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

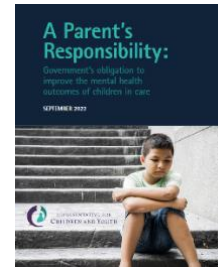


EDITOR PICKS

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

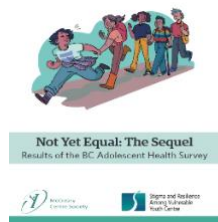
"This report shows that young people in government care in comparable jurisdictions to BC have dramatically higher rates of mental health disorders than the general population. The Representative makes six recommendations to government to take action on these findings."



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...." more



2022 Children & youth report card.

ParticipACTION

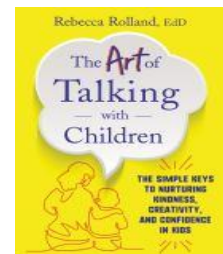
"This year's Report Card highlights how we're only beginning to understand how COVID-19 impacted the movement behaviours of children and youth in Canada" ...more
Lost and found: pandemic-related challenges and opportunities for physical activity [Report](#) and [Key findings](#)



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

Rebecca Rolland

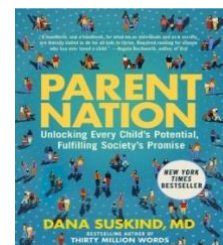
"Science has shown that the best way to help our kids become independent, kind, and happy is by talking to them-- yet we are at a loss on how to have meaningful conversations." ...more



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."



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY, ASSOCIATE and AFFILIATE (selected publications)

1. Forer B, Pottruff M, Duku E, Guhn M, Janus M. **The Canadian Neighbourhood Early Childhood Development (CanNECD) socioeconomic index: stability and measurement invariance over time.** Conference Proceedings for International Population Data Linkage Conference. 2022;7(3). Available from: <https://ijpds.org/article/view/2048>.
2. Herrington S, Lexa-French I, Brussoni M. **Rewilding play: design build interventions.** Education Sciences. 2022;12(10):653. Available from: <https://www.mdpi.com/2227-7102/12/10/653>.
3. Lee E-Y, de Lannoy L, Li L, de Barros MIA, Bentsen P, Brussoni M, et al. **Play, Learn, and Teach Outdoors—Network (PLaTO-Net): terminology, taxonomy, and ontology.** Int J Behav Nutr Phys Activity. 2022;19(1):66. Available from: <https://doi.org/10.1186/s12966-022-01294-0>.
4. McIsaac J-LD, Lamptey D-L, Harley J, MacQuarrie M, Cummings R, Rossiter MD, et al. **Early pandemic impacts on family environments that shape childhood development and health: A Canadian study.** Child Care Health Dev. 2022. Available from: <https://doi.org/10.1111/cch.13046>.
5. Molyneux TM, Zeni M, Oberle E. **Choose your own adventure: promoting social and emotional development through outdoor learning.** Early Childhood Educ J. 2022. Available from: <https://doi.org/10.1007/s10643-022-01394-3>.

HELP RESOURCES

1. Human Early Learning Partnership. **EDI passive consent [video].** Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2022 Oct. Available from: https://www.youtube.com/watch?v=0_dFkaoyml.
2. Human Early Learning Partnership. **MDI passive consent [video].** Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2022 Oct. Available from: <https://www.youtube.com/watch?v=rhOAD1wPOWQ>.
3. Jackson D. **Feeding the Wolf: Encouraging and supporting a child’s learning journey [video].** Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership; 2022 Oct. Available from: <https://www.youtube.com/watch?v=lnOnD-TMHDY>.

BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Bando N, Walton K, O’Connor DL, Janus M, Unger SL. **Examination of school readiness and factors related to developmental vulnerability in children born very low birth weight.** Child Care Health Dev. 2022;n/a(n/a). Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/cch.13058>.
2. Letcher P, Greenwood CJ, McAnally H, Belsky J, Macdonald JA, Spry EA, et al. **Parental history of positive development and child behavior in next generation offspring: A two-cohort prospective intergenerational study.** Child Dev. 2022. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35950885>.
3. Scorza P, Corbeil T, Wall M, Monk C, Suglia S, Wainberg M, et al. **Adverse childhood experiences and perceived stress in early adulthood in the context of disadvantage.** Child Abuse Negl. 2022;131:105687. Available from: <https://doi.org/10.1016/j.chiabu.2022.105687>.

4. Stewart-Tufescu A, Struck S, Taillieu T, Salmon S, Fortier J, Brownell M, et al. **Adverse Childhood Experiences and Education Outcomes among Adolescents: Linking Survey and Administrative Data.** *Int J Environ Res Public Health.* 2022;19(18):11564. Available from: <https://www.mdpi.com/1660-4601/19/18/11564>.

CHILDCARE, ECD SERVICES, PARTNERSHIPS

1. Statistics Canada. **Table 42-10-0032-01. Use of before or after school care arrangements, children in school aged 4 to 12 years.** Ottawa, ON: Statistics Canada; 2022 Oct 10. Available from: <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=4210003201>.
2. Chaisson K, Gougeon L, Patterson S, Allen Scott LK. **Multisectoral partnerships to tackle complex health issues at the community level: lessons from a Healthy Communities Approach in rural Alberta, Canada.** *Canadian Journal of Public Health.* 2022;113(5):755-63. Available from: <https://doi.org/10.17269/s41997-022-00653-5>.

CHILD DEVELOPMENT (GENERAL)

1. Adelantado-Renau M, Moliner-Urdiales D, Cavero-Redondo I, Beltran-Valls MR, Martinez-Vizcaino V, Alvarez-Bueno C. **Association Between Screen Media Use and Academic Performance Among Children and Adolescents: A Systematic Review and Meta-analysis.** *JAMA Pediatr.* 2019;173(11):1058-67. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/31545344>.
2. Arts J, Drotos E, Singh AS, Chinapaw MJM, Altenburg TM, Gubbels JS. **Correlates of Physical Activity in 0- to 5-year-olds: A Systematic Umbrella Review and Consultation of International Researchers.** *Sports Med.* 2022. Available from: <https://doi.org/10.1007/s40279-022-01761-5>.
3. Bozzola E, Spina G, Agostiniani R, Barni S, Russo R, Scarpato E, et al. **The Use of Social Media in Children and Adolescents: Scoping Review on the Potential Risks.** *Int J Environ Res Public Health.* 2022;19(16). Available from: <https://www.ncbi.nlm.nih.gov/pubmed/36011593>.
4. Dhas BN, Chacko SM, David Solomon VS, Sriram V. **Parents' awareness, knowledge, and experiences of play and its benefits in child development: A systematic review protocol.** *PLoS One.* 2022;17(9):e0274238. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/36084103>.
5. Jain N. **Impact of a Child Inclusive Urban Space on ECD (Early Child Development) and Community.** In: Mishra D, Samanta SR, editors. *Digitalization of Culture Through Technology.* New York, NY: Routledge; 2022. Available from: <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003332183-48/impact-child-inclusive-urban-space-eed-early-child-development-community-nitish-jain>.
6. Jerebine A, Fitton-Davies K, Lander N, Eyre ELJ, Duncan MJ, Barnett LM. **"Children are precious cargo; we don't let them take any risks!": Hearing from adults on safety and risk in children's active play in schools: a systematic review.** *Int J Behav Nutr Phys Activity.* 2022;19(1):111. Available from: <https://doi.org/10.1186/s12966-022-01344-7>.
7. Karani NF, Sher J, Mophosho M. **The influence of screen time on children's language development: A scoping review.** *S Afr J Commun Disord.* 2022;69(1):e1-e7. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35144436>.
8. Khudair M, Marcuzzi A, Ng K, Tempest GD, Bartoš F, Peric R, et al. **DE-PASS Best Evidence Statement (BEST): modifiable determinants of physical activity and sedentary behaviour in children and adolescents aged 5-19 years-a protocol for systematic review and meta-analysis.** *BMJ open.* 2022;12(9):e059202. Available from: <https://doi.org/10.1136/bmjopen-2021-059202>.

9. Lin E-Y, Witten K, Carroll P, Romeo JS, Donnellan N, Smith M. **The relationship between children’s third-place play, parental neighbourhood perceptions, and children’s physical activity and sedentary behaviour.** *Children’s Geographies*. 2022;1-14. Available from: <https://doi.org/10.1080/14733285.2022.2121913>.
10. Liu J, Riesch S, Tien J, Lipman T, Pinto-Martin J, O’Sullivan A. **Screen Media Overuse and Associated Physical, Cognitive, and Emotional/Behavioral Outcomes in Children and Adolescents: An Integrative Review.** *J Pediatr Health Care*. 2022;36(2):99-109. Available from: <https://www.sciencedirect.com/science/article/pii/S0891524521001267>.
11. Loebach J, Cox A. **Playing in The Backyard: Environmental Features and Conditions of a Natural Playspace Which Support Diverse Outdoor Play Activities among Younger Children.** *Int J Environ Res Public Health*. 2022;19(19):12661. Available from: <https://www.mdpi.com/1660-4601/19/19/12661>.
12. Mc Carthy CM, de Vries R, Mackenbach JD. **The influence of unhealthy food and beverage marketing through social media and advergames on diet-related outcomes in children-A systematic review.** *Obes Rev*. 2022;23(6):e13441. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35301815>.
13. McArthur BA, Volkova V, Tomopoulos S, Madigan S. **Global Prevalence of Meeting Screen Time Guidelines Among Children 5 Years and Younger: A Systematic Review and Meta-analysis.** *JAMA Pediatr*. 2022;176(4):373-83. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35157028>.
14. McEachern LW, Ismail MR, Seabrook JA, Gilliland JA. **Fruit and Vegetable Intake Is Associated with Food Knowledge among Children Aged 9-14 Years in Southwestern Ontario, Canada.** *Children*. 2022;9(10):1456. Available from: <https://www.mdpi.com/2227-9067/9/10/1456>.
15. Messina M, Everri M. **Unpacking the relation between children’s use of digital technologies and children’s well-being: A scoping review.** *Clin Child Psychol Psychiatry*. 2022:13591045221127886. Available from: <https://doi.org/10.1177/13591045221127886>.
16. Modrzejewska A, Czepczor-Bernat K, Modrzejewska J, Roszkowska A, Zembura M, Matusik P. **#childhoodobesity - A brief literature review of the role of social media in body image shaping and eating patterns among children and adolescents.** *Front Pediatr*. 2022;10:993460. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/36105854>.
17. Moss S, Gu X. **Home- and Community-Based Interventions for Physical Activity and Early Child Development: A Systematic Review of Effective Strategies.** *Int J Environ Res Public Health*. 2022;19(19):11968. Available from: <https://www.mdpi.com/1660-4601/19/19/11968>.
18. ParticipACTION. **2022 Children & Youth Report Card.** Toronto, ON: ParticipACTION; 2022 Sep. Available from: <https://www.participaction.com/the-science/children-and-youth-report-card/>.
19. Vecellio DJ, Vanos JK, Kennedy E, Olsen H, Richardson GRA. **An expert assessment on playspace designs and thermal environments in a Canadian context.** *Urban Climate*. 2022;44:101235. Available from: <https://www.sciencedirect.com/science/article/pii/S2212095522001535>.
20. von Stumm S, O’Reilly J, d’Apice K. **Predicting developmental outcomes in middle childhood from early life language and parenting experiences.** *The British journal of developmental psychology*. 2022;40(4):487-503. Available from: <https://doi.org/10.1111/bjdp.12427>.

Literacy

1. Jenkins CL, Sykes S, Wills J. **Public Libraries as Supportive Environments for Children’s Development of Critical Health Literacy.** *Int J Environ Res Public Health*. 2022;19(19):11896. Available from: <https://www.mdpi.com/1660-4601/19/19/11896>.
2. LeFebvre R, Cahill M, Lazić G. **Children’s Librarians’ Conceptualizations of School Readiness.** *Public Library Quarterly*. 2022:1-21. Available from: <https://doi.org/10.1080/01616846.2022.2124069>.

3. Wilson-Scorgie DJ. **Public Library Play-based Early Literacy Programs: What is the Parental Experience?** *Pathfinder: A Canadian Journal for Information Science Students and Early Career Professionals*. 2022;3(1):93-106. Available from: <https://pathfinderjournal.ca/index.php/pathfinder/article/view/53>.

ENVIRONMENTAL HEALTH

1. Asfeldt M, Purc-Stephenson R, Zimmerman T. **Outdoor education in Canadian public schools: Connecting children and youth to people, place, and environment.** *Environmental Education Research*. 2022;28(10):1510-26. Available from: <https://doi.org/10.1080/13504622.2022.2061919>.
2. Eykelbosh A. **Public health and public libraries in partnership to promote healthy indoor air quality [blog].** Vancouver, BC: National Collaborating Centre for Environmental Health; 2022 Sep 14. Available from: <https://ncceh.ca/content/blog/public-health-and-public-libraries-partnership-promote-healthy-indoor-air-quality>.
3. Herrington S, Lexa-French I, Brussoni M. **Rewilding play: design build interventions.** *Education Sciences*. 2022;12(10):653. Available from: <https://www.mdpi.com/2227-7102/12/10/653>.
4. Hobbs M, Stewart T, Marek L, Duncan S, Campbell M, Kingham S. **Health-promoting and health-constraining environmental features and physical activity and sedentary behaviour in adolescence: a geospatial cross-sectional study.** *Health Place*. 2022;77:102887. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/36055166>.
5. Lee E-Y, de Lannoy L, Li L, de Barros MIA, Bentsen P, Brussoni M, et al. **Play, Learn, and Teach Outdoors—Network (PLaTO-Net): terminology, taxonomy, and ontology.** *Int J Behav Nutr Phys Activity*. 2022;19(1):66. Available from: <https://doi.org/10.1186/s12966-022-01294-0>.
6. Loebach J, Cox A. **Playing in The Backyard: Environmental Features and Conditions of a Natural Playspace which Support Diverse Outdoor Play Activities among Younger Children.** *Int J Environ Res Public Health*. 2022;19(19):12661. Available from: <https://www.mdpi.com/1660-4601/19/19/12661>.
7. Malacarne D, Handakas E, Robinson O, Pineda E, Saez M, Chatzi L, et al. **The built environment as determinant of childhood obesity: A systematic literature review.** *Obes Rev*. 2022;23(S1):e13385. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/obr.13385>.
8. National Academies of Sciences Engineering and Medicine. **Engaging Socially Vulnerable Communities and Communicating About Climate Change—Related Risks and Hazards.** Washington, DC: The National Academies Press; 2022 Sep. Available from: <https://doi.org/10.17226/26734>.
9. Saint-Onge K, Coulombe S, Philibert M, Wiesztort L, Houle J. **How urban parks nurture eudaimonic and hedonic wellbeing: An explorative large scale qualitative study in Québec, Canada.** *Wellbeing, Space and Society*. 2022;3:100095. Available from: <https://www.sciencedirect.com/science/article/pii/S2666558122000240>.
10. Scott S, Gray T, Charlton J, Millard S. **The Impact of Time Spent in Natural Outdoor Spaces on Children’s Language, Communication and Social Skills: A Systematic Review Protocol.** *Int J Environ Res Public Health*. 2022;19(19):12038. Available from: <https://www.mdpi.com/1660-4601/19/19/12038>.
11. Sprague NL, Bancalari P, Karim W, Siddiq S. **Growing up green: a systematic review of the influence of greenspace on youth development and health outcomes.** *J Expo Sci Environ Epidemiol*. 2022;32(5):660-81. Available from: <https://doi.org/10.1038/s41370-022-00445-6>.
12. Ye T, Yu P, Wen B, Yang Z, Huang W, Guo Y, et al. **Greenspace and health outcomes in children and adolescents: A systematic review.** *Environmental pollution (Barking, Essex : 1987)*. 2022;314:120193. Available from: <https://doi.org/10.1016/j.envpol.2022.120193>.

INDIGENOUS

1. Cooper E. **Brave spaces: Indigenous children in Canada plan for a different tomorrow.** *Appl Physiol Nutr Metab.* 2022;47(6):659-70. Available from: <https://doi.org/10.1139/apnm-2021-0470>.
2. Mackean T, Shakespeare M, Fisher M. **Indigenous and Non-Indigenous Theories of Wellbeing and Their Suitability for Wellbeing Policy.** *Int J Environ Res Public Health.* 2022;19(18):11693. Available from: <https://www.mdpi.com/1660-4601/19/18/11693>.
3. Petteway RJ. **Toward Decolonizing Place-Health Research: Placemaking, Power, and the Production of “Place”-Health Knowledge.** In: Petteway RJ, editor. *Representation, Re-Presentation, and Resistance: Participatory Geographies of Place, Health, and Embodiment.* Cham: Springer International Publishing; 2022. p. 117-38. Available from: https://doi.org/10.1007/978-3-031-06141-7_6.

MIDDLE YEARS

1. Astleitner H, Bains A, Hörmann S. **The effects of personality and social media experiences on mental health: Examining the mediating role of fear of missing out, ghosting, and vaguebooking.** *Comput Human Behav.* 2023;138. Available from: <https://doi.org/10.1016/j.chb.2022.107436>.
2. Chentsova VO, Bravo AJ, Mezquita L, Pilatti A, Hogarth L. **Internalizing symptoms, rumination, and problematic social networking site use: A cross national examination among young adults in seven countries.** *Addict Behav.* 2023;136:107464. Available from: <https://doi.org/10.1016/j.addbeh.2022.107464>.
3. Fulantelli G, Taibi D, Scifo L, Schwarze V, Eimler SC. **Cyberbullying and Cyberhate as Two Interlinked Instances of Cyber-Aggression in Adolescence: A Systematic Review.** *Front Psychol.* 2022;13:909299. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35712182>.
4. Mackay LJ, Komanchuk J, Hayden KA, Letourneau N. **Impacts of parental technoference on parent-child relationships and child health and developmental outcomes: a scoping review protocol.** *Syst Rev.* 2022;11(1):45. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35300734>.
5. Smith A, Poon C, Coronel M, Rana M, Nath R, Taylor A, et al. **Not yet Equal (The Sequel): Results of the BC Adolescent Health Survey.** Vancouver, BC: Stigma and Resilience Among Vulnerable Youth Centre, University of British Columbia, and McCreary Centre Society; 2022. Available from: https://mcs.bc.ca/pdf/not_yet_equal_sequel.pdf.
6. Stieger S, Wunderl S. **Associations between social media use and cognitive abilities: Results from a large-scale study of adolescents.** *Comput Human Behav.* 2022;135. Available from: <https://doi.org/10.1016/j.chb.2022.107358>.
7. Svensson R, Johnson B, Olsson A. **Does gender matter? The association between different digital media activities and adolescent well-being.** *BMC Public Health.* 2022;22(1):273. Available from: <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-022-12670-7>.
8. The MindKind Consortium. **MindKind: A mixed-methods protocol for the feasibility of global digital mental health studies in young people.** Wellcome open research. 2022;6:275. Available from: <https://doi.org/10.12688/wellcomeopenres.17167.2>.
9. Valkenburg PM, Meier A, Beyens I. **Social media use and its impact on adolescent mental health: An umbrella review of the evidence.** *Current Opinion in Psychology.* 2022;44:58-68. Available from: <https://doi.org/10.1016/j.copsyc.2021.08.017>.

POLICY, PRACTICE, INTERVENTIONS

1. BC Ministry of Transportation and Infrastructure. **B.C. Active Transportation Infrastructure Grants Program**. Victoria, BC: Government of British Columbia; 2022. Available from: <https://www2.gov.bc.ca/gov/content/transportation/funding-engagement-permits/funding-grants/active-transportation-infrastructure-grants>.
2. Jawad D, Cheng H, Wen LM, Rissel C, Baur L, Mihrshahi S, et al. **Interactivity, Quality, and Content of Websites Promoting Health Behaviors During Infancy: 6-Year Update of the Systematic Assessment**. J Med Internet Res. 2022;24(10):e38641. Available from: <https://www.jmir.org/2022/10/e38641>.
3. McArthur BA, Volkova V, Tomopoulos S, Madigan S. **Global Prevalence of Meeting Screen Time Guidelines Among Children 5 Years and Younger: A Systematic Review and Meta-analysis**. JAMA Pediatr. 2022;176(4):373-83. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35157028>.
4. Representative for Children and Youth. **A parent's responsibility: government's obligation to improve the mental health outcomes of children in care**. Victoria, BC: RCY; 2022 Sep. Available from: <https://rcybc.ca/reports-and-publications/a-parents-responsibility/>
5. World Health Organization. **Bending the trends to promote health and well-being: a strategic foresight on the future of health promotion**. Geneva, Switzerland: WHO; 2022 Oct 6. Available from: <https://www.who.int/publications/i/item/9789240053793>.

SCREENING (tools, methods, school readiness, etc)

1. Newstead N. **Proximity Measures Database**. Ottawa, ON: Statistics Canada; 2020. Available from: <https://www150.statcan.gc.ca/n1/pub/17-26-0002/172600022020001-eng.htm>.
2. Subedi R, Aitken N, Greenberg L. **Canadian Social Environment Typology: A New Geographic Classification Tool to Classify Canadian Neighbourhoods**. Ottawa, ON: Statistics Canada; 2022 May. Available from: <https://www150.statcan.gc.ca/n1/en/catalogue/17200002>.

SOCIAL DETERMINANTS

1. Amin F, Bond M. **New Canadian centre focused on treating the social determinants of health**. Toronto City News. 2022 Oct 14. Available from: <https://toronto.citynews.ca/2022/10/14/social-prescribing-determinants-health-canada/>.
2. Forer B, Pottruff M, Duku E, Guhn M, Janus M. **The Canadian Neighbourhood Early Childhood Development (CanNECD) socioeconomic index: stability and measurement invariance over time**. Conference Proceedings for International Population Data Linkage Conference. 2022;7(3). Available from: <https://ijpds.org/article/view/2048>.
3. McKenzie KNA, Comeau J, Reid GJ. **Examining the interactive association of family- and neighborhood-level socio-economic characteristics on children's sleep beyond the associations of residency and neighborhood violence**. Sleep Health. 2022. Available from: <https://www.sciencedirect.com/science/article/pii/S2352721822000857>.
4. White SF, Nusslock R, Miller GE. **Low Socioeconomic Status Is Associated with a Greater Neural Response to Both Rewards and Losses**. J Cogn Neurosci. 2022;34(10):1939-51. Available from: <http://europepmc.org/abstract/MED/35061015>.

SOCIOEMOTIONAL

1. Delaney A, Crooks CV, Bax K, Savage S, Spencer T. **Partnering to Support a Mindfulness-Informed Social and Emotional Learning Program in Elementary Schools: Strategies Aligned with the Quality Implementation Framework.** Can J Commun Ment Health. 2022;0(0):1-19. Available from: <https://www.cjcmh.com/doi/abs/10.7870/cjcmh-2022-022>.
2. Molyneux TM, Zeni M, Oberle E. **Choose your own adventure: promoting social and emotional development through outdoor learning.** Early Childhood Educ J. 2022. Available from: <https://doi.org/10.1007/s10643-022-01394-3>.
3. Rolland R. **The art of talking with children: the simple keys to nurturing kindness, creativity, and confidence in kids.** New York, NY: Harper Collins; 2022. Available from: <https://www.harpercollins.com/products/the-art-of-talking-with-children-rebecca-rolland?variant=39367981727778>.
4. Suskind D. **Parent nation: unlocking every child's potential, fulfilling society's promise.** New York: Penguin; 2022 Apr. Available from: <https://www.penguinrandomhouse.com/books/676582/parent-nation-by-dana-suskind-md-with-lydia-denworth/>.

SPECIAL (COVID-19, media, other)

COVID-19

1. Burkart S, Parker H, Weaver RG, Beets MW, Jones A, Adams EL, et al. **Impact of the COVID-19 pandemic on elementary schoolers' physical activity, sleep, screen time and diet: A quasi-experimental interrupted time series study.** *Pediatr Obes.* 2022;17(1):e12846. Available from: <https://doi.org/10.1111/ijpo.12846>.
2. Camerini A-L, Albanese E, Marciano L. **The impact of screen time and green time on mental health in children and adolescents during the COVID-19 pandemic.** *Computers in Human Behavior Reports.* 2022;7:100204. Available from: <https://doi.org/10.1016/j.chbr.2022.100204>.
3. Deoni SC, Beauchemin J, Volpe A, D'Sa V. **The COVID-19 Pandemic and Early Child Cognitive Development: A Comparison of Development in Children Born During the Pandemic and Historical References.** medRxiv. 2022:2021.08.10.21261846. Available from: <https://www.medrxiv.org/content/medrxiv/early/2022/08/16/2021.08.10.21261846.full.pdf>.
4. Duncan MJ, Riaz NA, Faulkner G, Gilchrist JD, Leatherdale ST, Patte KA. **The association of physical activity, sleep, and screen time with mental health in Canadian adolescents during the COVID-19 pandemic: A longitudinal isotemporal substitution analysis.** *Mental Health and Physical Activity.* 2022;23:100473. Available from: <https://www.sciencedirect.com/science/article/pii/S1755296622000357>.
5. Gabet S, Thierry B, Wasfi R, De Groh M, Simonelli G, Hudon C, et al. **How is the COVID-19 pandemic impacting our life, mental health, and well-being? Design and preliminary findings of the pan-Canadian longitudinal COHESION Study.** medRxiv. 2022. Available from: <https://www.medrxiv.org/content/medrxiv/early/2022/07/07/2022.05.26.22275645.full.pdf>.
6. McIsaac J-LD, Lamptey D-L, Harley J, MacQuarrie M, Cummings R, Rossiter MD, et al. **Early pandemic impacts on family environments that shape childhood development and health: A Canadian study.** *Child Care Health Dev.* 2022. Available from: <https://doi.org/10.1111/cch.13046>.
7. Raymond C, Provencher J, Bilodeau-Houle A, Leclerc J, Marin M-F. **A longitudinal investigation of psychological distress in children during COVID-19: the role of socio-emotional vulnerability.** *European Journal of Psychotraumatology.* 2022;13(1):2021048. Available from: <https://doi.org/10.1080/20008198.2021.2021048>.

MEDIA

1. Johnson G. **Extracurricular activities are good for kids' well-being.** Times Colonist. 2022 Oct 16. Available from: <https://www.timescolonist.com/opinion/geoff-johnson-extracurricular-activities-are-good-for-kids-wellbeing-5962547>.

The Human Early Learning Partnership is situated within the traditional, ancestral and unceded territory of the x^w məθk^w əy' əm (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