HELP Reads
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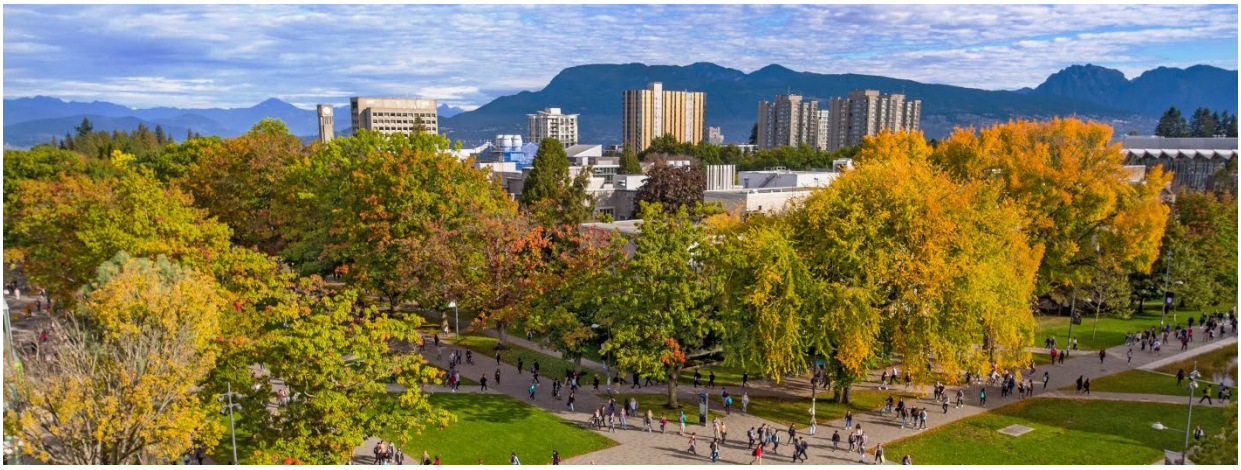
HUMAN DEVELOPMENT RESEARCH REVIEW



CONTENTS

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

A Nature's Way - Our Way Pilot Project case assemblage: (re)storying child/physical literacy/land relationships for Indigenous preschool-aged children's wholistic wellness.

Mariana Brussoni, Director, Human Early Learning Partnership, and co-authors

"… As land becomes a vital and lively part of physical literacy storying, it can function as a important protective factor for Indigenous preschool-aged children's wholistic wellness."

Parental personality and early life ecology: a prospective cohort study from preconception to postpartum.

Kimberly Thomson, Post-Doctoral Fellow, UBC, Human Early Learning Partnership

"Young adult personality is associated with the perinatal household social and financial context, parental mental health, parenting style and self-efficacy, and temperamental characteristics of offspring. These are pivotal aspects of early life development that ultimately predict a child's long-term health and development."

Cortisol response marks biological sensitivity to kindergartners' social hierarchies for emerging school engagement.

W Thomas Boyce, Professor Emeritus, UBC, honorary HELP Affiliate, and co-authors

"…analyses revealed that in the fall, lower cortisol response (but not social hierarchy position) was associated with greater school engagement. However, by spring, significant interactions emerged. Highly reactive, subordinate children showed…"

A review on early intervention systems.

Magdalena Janus, Affiliate Associate Professor, School of Population and Public Health, and co-authors

"Notable shifts in the current early intervention paradigms are approaches to understanding disability informed by intersectional and critical theories, as well as systems level thinking that goes beyond focusing on individual intervention by influencing policy to advance innovative practice in the sector."

Variable patterns of daily activity participation patterns in autistic youth: a latent profile analysis.

Eric Duku, Associate Professor (Psychiatry and Behavioural Neurosciences) McMaster University, and co-authors

"To date, little research has been conducted on daily activity participation by autistic youth at home, at school or in the community…. Findings from this analysis show how important it is to think about each person's strength and weaknesses, and changing…."

HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Armstrong-Carter E, Bush NR, Boyce WT, Obradović J. **Cortisol response marks biological sensitivity to kindergartners' social hierarchies for emerging school engagement**. Dev Psychobiol. 2023;65(2):e22373. Available from: https://pubmed.ncbi.nlm.nih.gov/36811375/.
2. Chen Y-J, Duku E, Zaidman-Zait A, Szatmari P, Smith IM, Ungar WJ, et al. **Variable patterns of daily activity participation across settings in autistic youth: A latent profile transition analysis**. Autism. 2023:13623613231154729. Available from: https://doi.org/10.1177/13623613231154729.
3. Riley K, Froehlich Chow A, Wahpepah K, Houser N, Brussoni M, Stevenson E, et al. **A Nature's Way - Our Way Pilot Project case assemblage: (re)storying child/physical literacy/land relationships for Indigenous preschool-aged children's wholistic wellness.** Children. 2023;10(3):497. Available from: https://www.mdpi.com/2227-9067/10/3/497.
4. Spry EA, Olsson CA, Aarsman SR, Mohamad Husin H, Macdonald JA, Dashti SG, et al. **Parental personality and early life ecology: a prospective cohort study from preconception to postpartum**. Sci Rep. 2023;13(1):3332. Available from: https://doi.org/10.1038/s41598-023-29139-1.
5. Tollan K, Jezrawi R, Underwood K, Janus M. **A review on early intervention systems**. Current Developmental Disorders Reports. 2023. Available from: https://doi.org/10.1007/s40474-023-00274-8.

HELP RESOURCES

1. Human Early Learning Partnership. **20 Years of EDI data now available via Interactive Dashboard. The Human Early Learning Partnership (HELP) officially launches** the **EDI Data Dashboard**. Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, HELP. 2023 Mar. Available from: https://earlylearning.ubc.ca/20-years-of-edi-data-now-available-via-interactive-dashboard/.

BIOLOGY/NEUROBIOLOGY ("early experiences")

1. Kisely S, Leske S, Arnautovska U, Siskind D, Warren N, Northwood K, et al. A 40-year study of child maltreatment over the early life course predicting psychiatric morbidity, using linked birth cohort and administrative health data: protocol for the Childhood Adversity and Lifetime Morbidity (CALM) study. BJPsych Open. 2023;9(2):e50. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36880844.
2. Lee JJ, Flouri E. **The relationship between diurnal cortisol slope and cognitive development among children maltreated as infants**. Child Youth Serv Rev. 2023;148. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36876149.
3. 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

1. Lewis HR, Lipscomb ST, Hatfield BE, Weber R, Green B, Patterson L. **Family-Teacher Relationships and Child Engagement in Early Care and Education**. Societies. 2023;13(3):67. Available from: https://www.mdpi.com/2075-4698/13/3/67.
2. Men F, Fafard St-Germain A-A, Ross K, Remtulla R, Tarasuk V. **Effect of Canada Child Benefit on Food Insecurity: A Propensity Score-Matched Analysis**. Am J Prev Med. 2023. Available from: https://doi.org/10.1016/j.amepre.2023.01.027.
3. Robinson JM, Barrable A. **Optimising Early Childhood Educational Settings for Health Using Nature-Based Solutions: The Microbiome Aspect**. Education Sciences. 2023;13(2):211. Available from: https://www.mdpi.com/2227-7102/13/2/211.
4. Vieira A, Sheerin KM, Modrowski C, Kemp K. **The intersection of adverse childhood experiences and mental health concerns for youth involved in the child welfare system**. J Community Psychol. 2023. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36883424.

CHILD DEVELOPMENT (GENERAL)

1. Breslin G, Hillyard M, Brick N, Shannon S, McKay-Redmond B, McConnell B. **A systematic review of the effect of The Daily Mile™ on children's physical activity, physical health, mental health, wellbeing, academic performance and cognitive function.** PLoS One. 2023;18(1):e0277375. Available from: https://doi.org/10.1371/journal.pone.0277375.
2. Cohen DA, Talarowski M, Han B, Williamson S, Galfond E, Young DR, et al. **Playground Design: Contribution to Duration of Stay and Implications for Physical Activity**. Int J Environ Res Public Health. 2023;20(5):4661. Available from: https://www.mdpi.com/1660-4601/20/5/4661.
3. Fernandes A, Ubalde-López M, Yang TC, McEachan RRC, Rashid R, Maitre L, et al. **School-Based Interventions to Support Healthy Indoor and Outdoor Environments for Children: A Systematic Review**. Int J Environ Res Public Health. 2023;20(3):1746. Available from: https://www.mdpi.com/1660-4601/20/3/1746.
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5. Kalubi J, Riglea T, O'Loughlin EK, Potvin L, O'Loughlin J. **Health-Promoting School Culture: How Do We Measure it and Does it Vary by School Neighborhood Deprivation?** J Sch Health. 2023. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36869578.
6. Kim SK, Wi DS, Kim KM. **Effect of Media Exposure on Social Development in Children**. Glob Pediatr Health. 2023;10:2333794X231159224. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36873558.
7. Loudoun FM, Boyle B, Larsson-Lund M. **Children's experiences of play in digital spaces: A scoping review**. PLoS One. 2022;17(8):e0272630. Available from: https://doi.org/10.1371/journal.pone.0272630.
8. Louis D, Oberoi S, Ricci MF, Pylypjuk C, Alvaro R, Seshia M, et al. **School Readiness Among Children Born Preterm in Manitoba, Canada**. JAMA Pediatrics. 2022;176(10):1010-9. Available from: https://doi.org/10.1001/jamapediatrics.2022.2758.

9. McPhee PG, Di Cristofaro NA, Caldwell HAT, Proudfoot NA, King-Dowling S, MacDonald MJ, et al. **Physical Activity Trajectories in Early Childhood: Investigating Personal, Environmental, and Participation Factors**. Med Sci Sports Exerc. 2023. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36878190.
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11. Rai J, Predy M, Wiebe SA, Rinaldi C, Zheng Y, Carson V. **Patterns of preschool children's screen time, parent–child interactions, and cognitive development in early childhood: a pilot study**. Pilot and Feasibility Studies. 2023;9(1):39. Available from: https://doi.org/10.1186/s40814-023-01266-6.

Literacy

1. Pérez JAE, Gordillo REZ, Figueroa JMM. **E-books vs. paper books: comparison of children's reading comprehension and Behavior**. Ciencia Latina. 2023;7(1). Available from: https://doi.org/10.37811/cl_rcm.v7i1.5035.
2. Taylor EK, Abdurokhmonova G, Romeo RR**. Socioeconomic Status and Reading Development: Moving from "Deficit" to "Adaptation" in Neurobiological Models of Experience-Dependent Learning**. Mind, Brain, and Education.n/a(n/a). Available from: https://onlinelibrary.wiley.com/doi/abs/10.1111/mbe.12351.

ENVIRONMENTAL HEALTH

1. Barron S, Rugel EJ. **Tolerant greenspaces: Designing urban nature-based solutions that foster social ties and support mental health among young adults**. Environ Sci Policy. 2023;139:1-10. Available from: https://www.sciencedirect.com/science/article/pii/S1462901122003148.
2. Buczyłowska D, Zhao T, Singh N, Jurczak A, Siry A, Markevych I. **Exposure to greenspace and bluespace and cognitive functioning in children - A systematic review**. Environ Res. 2023;222:115340. Available from: https://doi.org/10.1016/j.envres.2023.115340.
3. Díaz-Martínez F, Sánchez-Sauco MF, Cabrera-Rivera LT, Sánchez CO, Hidalgo-Albadalejo MD, Claudio L, et al. **Systematic Review: Neurodevelopmental Benefits of Active/Passive School Exposure to Green and/or Blue Spaces in Children and Adolescents**. Int J Environ Res Public Health. 2023;20(5):3958. Available from: https://www.mdpi.com/1660-4601/20/5/3958.
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6. 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.
7. Nagata JM, Smith N, Sajjad OM, Zamora G, Raney JH, Ganson KT, et al**. Adverse childhood experiences and sipping alcohol in U.S. Children: Findings from the Adolescent Brain Cognitive Development study**. Prev Med Rep. 2023;32:102153. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36875509.

8. Ramadani L, Khanal S, Boeckmann M. **Climate change and health in school-based education: A scoping review protocol**. PLoS One. 2023;18(3):e0282431. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36857389.
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INDIGENOUS

1. Josewski V, de Leeuw S, Greenwood M. **Grounding Wellness: Coloniality, Placeism, Land, and a Critique of Social Determinants of Indigenous Mental Health in the Canadian Context**. Int J Environ Res Public Health. 2023;20(5):4319. Available from: https://www.mdpi.com/1660-4601/20/5/4319.
2. Nikolof A, Brown SJ, Clark Y, Glover K, Gartland D. **A Systematic Review of Child Health, Developmental and Educational Outcomes Associated with High Mobility in Indigenous Children from Australia, Canada and New Zealand.** Int J Environ Res Public Health. 2023;20(5):4332. Available from: https://www.mdpi.com/1660-4601/20/5/4332.
3. Uink B, Bennett R, Bullen J, Lin A, Martin G, Woods J, et al. **Racism and Indigenous Adolescent Development: A Scoping Review**. Journal of Research on Adolescence. 2022;32(2):487-500. Available from: https://onlinelibrary.wiley.com/doi/abs/10.1111/jora.12754.

MIDDLE YEARS

1. Alanko D. **The Health Effects of Video Games in Children and Adolescents**. Pediatr Rev. 2023;44(1):23-32. Available from: https://doi.org/10.1542/pir.2022-005666.
2. Alexiuk T, Pilli B, Hinds A, Urquia M, Slater J. **Food insecurity, nutrition insecurity, and self-reported health among newcomer Manitoba youth: A cross-sectional study**. Ecol Food Nutr. 2022:1-18. Available from: https://doi.org/10.1080/03670244.2022.2148664.
3. Bacaro V, Carpentier L, Crocetti E**. Sleep Well, Study Well: A Systematic Review of Longitudinal Studies on the Interplay between Sleep and School Experience in Adolescence**. Int J Environ Res Public Health. 2023;20(6):4829. Available from: https://www.mdpi.com/1660-4601/20/6/4829.
4. Ganson KT, Nagata JM, Jones CP, Testa A, Jackson DB, Hammond D. **Screen time, social media use, and weight-change behaviors: Results from an international sample of adolescents**. Prev Med. 2023;168:107450. Available from: https://www.sciencedirect.com/science/article/pii/S0091743523000300.
5. Haidt J, Twenge J. **Social media and mental health: a collaborative review. Unpublished manuscript**. New York, NY: New York University; ongoing. Available from: https://tinyurl.com/SocialMediaMentalHealthReview.

6. Nagata JM, Smith N, Zamora G, Sajjad OM, Ganson KT, Testa A, et al. **Problematic social media use and alcohol expectancies in early adolescents**. BMC Public Health. 2023;23(1):430. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36879232.
7. People for Education. **Annual Ontario School Survey**. Toronto, ON: People for Education; 2023 Feb. Available from: https://peopleforeducation.ca/topics/annual-ontario-school-survey/.
8. People for Education. **Principals sound the alarm about students' mental health**. Toronto, ON: People for Education; 2023 Feb 27. Available from: https://peopleforeducation.ca/our-work/principals-sound-the-alarm-about-students-mental-health/.
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POLICY, PRACTICE, INTERVENTIONS

1. Ahun MN, Aboud F, Wamboldt C, Yousafzai AK. **Implementation of UNICEF and WHO's care for child development package: Lessons from a global review and key informant interviews**. Front Public Health. 2023;11:1140843. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36875409.
2. Eppes EV, Augustyn M, Gross SM, Vernon P, Caulfield LE, Paige DM. **Engagement With and Acceptability of Digital Media Platforms for Use in Improving Health Behaviors Among Vulnerable Families: Systematic Review**. J Med Internet Res. 2023;25:e40934. Available from: https://doi.org/10.2196/40934
3. Herrmann L, Reiss F, Becker-Hebly I, Baldus C, Gilbert M, Stadler G, et al. **Systematic Review of Gender-Specific Child and Adolescent Mental Health Care**. Child Psychiatry Hum Dev. 2023. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36849848.
4. Kenney EL, Tucker K, Plummer RS, Mita C, Andreyeva T. **The Child and Adult Care Food Program and young children's health: a systematic review**. Nutr Rev. 2023. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36882043.
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SCREENING (tools, methods, school readiness, etc)

SOCIAL DETERMINANTS

1. Juby H, Marcil-Gratton N, Bourdais CL. **The Impact of Parents' Family Transitions on Children's Family Environment and Economic Well-Being: A Longitudinal Assessment**. Ottawa, ON: Department of Justice Canada; 2022 Dec. Available from: https://www.justice.gc.ca/eng/rp-pr/fl-lf/divorce/2004_6/index.html.
2. Lane G, Vatanparast H. **Immigrant families' experience of the Canadian food and nutrition environment**. Appl Physiol Nutr Metab. 2023. Available from: https://www.ncbi.nlm.nih.gov/pubmed/36854137.
3. Monroe P, Campbell JA, Harris M, Egede LE. **Racial/ethnic differences in social determinants of health and health outcomes among adolescents and youth ages 10-24 years old: a scoping review**. BMC Public Health. 2023;23(1):410. Available from: https://doi.org/10.1186/s12889-023-15274-x.
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SOCIOEMOTIONAL

1. Johnstone A, Martin A, Cordovil R, Fjørtoft I, Iivonen S, Jidovtseff B, et al. **Nature-Based Early Childhood Education and Children's Social, Emotional and Cognitive Development: A Mixed-Methods Systematic Review**. Int J Environ Res Public Health. 2022;19(10):5967. Available from: https://www.mdpi.com/1660-4601/19/10/5967.

SPECIAL (COVID-19, media, other)

COVID-19

1. Moore D, Morrissey A-M, Jeavons M. **Re-imagining outdoor playspaces: an unexpected consequence of the COVID-19 lockdown**. Child Youth Environ. 2022;32(1):57-83. Available from: https://journals.uc.edu/index.php/cye/article/view/4944.
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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

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