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


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 an 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....”
HELP FACULTY and AFFILIATE (selected publications)


HELP RESOURCES


BIOLOGY/NEUROBIOLOGY (“early experiences”)


CHILDCARE, ECD SERVICES


CHILD DEVELOPMENT (GENERAL)


Literacy


ENVIRONMENTAL HEALTH


**INDIGENOUS**


**MIDDLE YEARS**


POLICY, PRACTICE, INTERVENTIONS


SCREENING (tools, methods, school readiness, etc)
SOCIAL DETERMINANTS


SOCIOEMOTIONAL


SPECIAL (COVID-19, media, other)

COVID-19


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