

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

Canadian children's independent mobility during the COVID-19 pandemic: A national survey.

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

"Our findings suggest that interventions to support children's independent mobility in a pandemic context should target multiple levels of influence."



Implementing a mindfulness-based SEL Program during COVID [webinar]".

Kimberly Schonert-Reichl, Professor, University of Chicago, and co-presenters

This webinar provided an overview of the connection between SEL [Social and Emotional Learning] and mindfulness and offers a unique view into the implementation of a mindfulness-based SEL program — MindUP for Middle School Students — with early adolescents during COVID."



Access to mental health support, unmet need and preferences among adolescents during the first year of the COVID-19 pandemic.

Lauren Gorfinkel, MPH, Faculty of Medicine, University of BC, and co-authors

"Adolescents of gender or sexual minority status and those with anxiety were more likely than others to have discussed mental health concerns and also to have reported unmet need."



Social and emotional learning: strengthening students' and educators' resilience and well-being.

Molly Stewart Lawlor, Consultant and Principal Scientific Advisor, The Goldie Hawn Foundation | MindUP™, and co-authors

"This brief provides the latest research and calls out examples of practice and policy in the field of Social and Emotional Learning, an approach to education that promotes skills that increase resilience, well-being, and academic success."



Neighbourhood context and diagnosed mental health conditions among immigrant and non-immigrant youth: a population-based cohort study in British Columbia, Canada.

Scott Emerson, University of British Columbia School of Population and Public Health, Human Early Learning Partnership, and co-authors

"Findings suggest there may be protective mechanisms associated with higher neighbourhood immigrant density for mental health conditions in immigrant and non-immigrant youth."

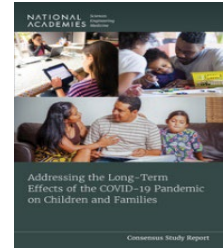


EDITOR PICKS

Addressing the long-term effects of the COVID-19 pandemic on children and families brief.

National Academies of Science, Engineering, and Medicine

“This work identifies social, emotional, behavioral, educational, mental, physical, and economic effects of the COVID-19 pandemic and looks at strategies for addressing the challenges and obstacles that the pandemic introduced for children and families in marginalized communities. This report provides recommendations for programs”....more



Characteristics of child care centres serving children aged 0 to 5 years in Canada, 2021 to 2022.

T. J. Charters and L. C. Findlay

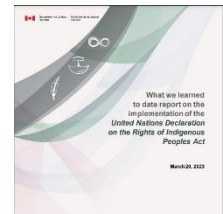
“The current study describes findings from the 2022 Canadian Survey on the Provision of Child Care Services (CSPCCS), which is the first national survey to provide a snapshot of child care services in Canada.”



What we learned to date report on the implementation of the United Nations Declaration on the Rights of Indigenous Peoples Act.

Justice Canada

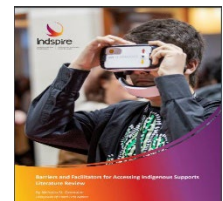
“This document provides an overview of priorities and proposed measures shared by Indigenous peoples in the context of developing a federal Action Plan to achieve...”



Barriers and facilitators for accessing Indigenous supports literature review.

Nicholas St. Germaine

“The review aims to identify services available to Indigenous students in PSE, and what barriers may impact how accessible and effective these supports are.”



Building bright futures: how to integrate Ukraine's refugee children through early childhood education and care (ECEC).

Vindrola et al., UNICEF Innocenti Research Brief

“ECEC services that are inclusive and responsive to refugee children’s and families’ needs can be a vehicle for offsetting the effects of trauma and displacement.”



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Carwana M, Oberg S, Loock C. **Common social determinants of health as independent predictors of adverse childhood experiences and the derivation of a clinical prediction rule: findings from a longitudinal quality improvement study.** *Paediatr Child Health.* 2022;27(Supplement_3):e44-e5. Available from: https://academic.oup.com/pch/article-abstract/27/Supplement_3/e44/6767503.
2. Emerson SD, Petteni MG, Puyat JH, Guhn M, Georgiades K, Milbrath C, et al. **Neighbourhood context and diagnosed mental health conditions among immigrant and non-immigrant youth: a population-based cohort study in British Columbia, Canada.** *Soc Psychiatry Psychiatr Epidemiol.* 2023;58(5):693-709. Available from: <https://doi.org/10.1007/s00127-022-02301-2>.
3. Gorfinkel LR, Snell G, Long D, Del Casal M, Wu J, Schonert-Reichl K, et al. **Access to mental health support, unmet need and preferences among adolescents during the first year of the COVID-19 pandemic.** *Health Promot Chronic Dis Prev Can.* 2023;43(4):182-90. Available from: <https://doi.org/10.24095/hpcdp.43.4.03>.
4. Larouche R, Belanger M, Brussoni M, Faulkner G, Gunnell K, Tremblay MS. **Canadian children’s independent mobility during the COVID-19 pandemic: A national survey.** *Health Place.* 2023;81:103019. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/36996593>.
5. Lawlor MS, Baelen RN, Schonert-Reichl KA. **Social and emotional learning: Strengthening students’ and educators’ resilience and well-being.** Vancouver, BC: University of British Columbia; 2023 Feb. Available from: https://earlylearning.ubc.ca/app/uploads/2023/03/MindUP_BRIEF_SEL-for-Educators_FINAL_Mar2023.pdf.
6. Prime H, Andrews K, Markwell A, Gonzalez A, Janus M, Tricco AC, et al. **Positive parenting and early childhood cognition: a systematic review and meta-analysis of randomized controlled trials.** *Clin Child Fam Psychol Rev.* 2023. Available from: <https://doi.org/10.1007/s10567-022-00423-2>.
7. 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>.
8. Schonert-Reichl K. **Implementing a mindfulness-based SEL Program during COVID [webinar].** Vancouver, BC: Human Early Learning Partnership; 2023. Available from: <https://www.youtube.com/watch?v=Xk0CvNSpwss>.
9. Spadafora N, Wang J, Reid-Westoby C, Janus M. **Association between neighbourhood composition, kindergarten educator-reported distance learning barriers, and return to school concerns during the first wave of the COVID-19 pandemic in Ontario, Canada.** *Int J Pop Data Sci.* 2022;7(4). Available from: <https://ijpds.org/article/view/1761>.

HELP RESOURCES

1. Human Early Learning Partnership. **CHEQ trends & connections with the EDI [webinar].** Vancouver, BC: Human Early Learning Partnership; 2023. Available from: <https://www.youtube.com/watch?v=Tt3Ymdos-x0>.

BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Carwana M, Oberg S, Looock C. **Common social determinants of health as independent predictors of adverse childhood experiences and the derivation of a clinical prediction rule: findings from a longitudinal quality improvement study.** *Paediatr Child Health.* 2022;27(Supplement_3):e44-e5. Available from: https://academic.oup.com/pch/article-abstract/27/Supplement_3/e44/6767503.
2. Prime H, Andrews K, Markwell A, Gonzalez A, Janus M, Tricco AC, et al. **Positive parenting and early childhood cognition: a systematic review and meta-analysis of randomized controlled trials.** *Clin Child Fam Psychol Rev.* 2023. Available from: <https://doi.org/10.1007/s10567-022-00423-2>.
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CHILDCARE, ECD SERVICES

1. Charters TJ, Findlay LC. **Characteristics of child care centres serving children aged 0 to 5 years in Canada, 2021 to 2022.** Ottawa, ON: Statistics Canada; 2023 Mar 22. Available from: <https://www150.statcan.gc.ca/n1/pub/36-28-0001/2023003/article/00001-eng.htm>.
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4. Prime H, Andrews K, Markwell A, Gonzalez A, Janus M, Tricco AC, et al. **Positive parenting and early childhood cognition: a systematic review and meta-analysis of randomized controlled trials.** *Clin Child Fam Psychol Rev.* 2023. Available from: <https://doi.org/10.1007/s10567-022-00423-2>.
5. Vindrola S, Ghawi G, Borisova I, Chopra V. **Building bright futures: how to integrate Ukraine’s refugee children through early childhood education and care.** UNICEF, Innocenti Research Brief; 2023. Available from: <https://www.unicef-irc.org/publications/?viewMode=&sortBy=newest&Title=Building+Bright+Futures&topic=&LangID=&AuthorID=&CountryID=&SeriesId=&ThematicAreasID=&ThemeId=&ThematicSeriesID=&dateStart=&dateEnd=>.

CHILD DEVELOPMENT (GENERAL)

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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>.
4. Hartt M, Lee C, Empey-Salisbury M. **Planning for Play? A Systematic Literature Review.** *Journal of Planning Literature.* 2023:1. Available from: <https://doi.org/10.1177/08854122231169228>.

5. Howe N, Recchia H, Kinsley C. **Sibling relations and their impact on children’s development.** In: Tremblay R, Boivin M, Peters R, editors. Encyclopedia on Early Childhood Development [online] 2023. Available from: <https://www.child-encyclopedia.com/peer-relations/according-experts/sibling-relations-and-their-impact-childrens-development>.
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INDIGENOUS

1. Canada Department of Justice. **What we learned to date report on the implementation of the United Nations Declaration on the Rights of Indigenous Peoples Act.** Ottawa, ON: Government of Canada; 2023 Mar. Available from: https://www.afn.ca/wp-content/uploads/2023/04/UNDA_WWLR_ENG_FINAL.pdf.
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MIDDLE YEARS

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5. Gorfinkel LR, Snell G, Long D, Del Casal M, Wu J, Schonert-Reichl K, et al. **Access to mental health support, unmet need and preferences among adolescents during the first year of the COVID-19 pandemic.** *Health Promot Chronic Dis Prev Can.* 2023;43(4):182-90. Available from: <https://doi.org/10.24095/hpcdp.43.4.03>.
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POLICY, PRACTICE, INTERVENTIONS

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5. Young J, Baum RA. **Early Childhood Investments to Improve the Mental Health of Disadvantaged Youth.** *Pediatrics.* 2023. Available from: <https://doi.org/10.1542/peds.2022-060264>.

SCREENING (tools, methods, school readiness, etc)

SOCIAL DETERMINANTS

SOCIOEMOTIONAL

1. Bilodeau J, Mikutra-Cencora M, Quesnel-Vallée A. **Work-family interface and children’s mental health: a systematic review.** Child and Adolescent Psychiatry and Mental Health. 2023;17(1):45. Available from: <https://doi.org/10.1186/s13034-023-00596-w>.
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5. Leos RA, Cuccaro PM, Herbold JR, Hernandez BF. **School Parent Attitudes and Perceptions Relating to Animals, Animal-Assisted Interventions, and the Support of Children’s Mental Health.** Healthcare. 2023;11(7):963. Available from: <https://www.mdpi.com/2227-9032/11/7/963>.
6. Schonert-Reichl K. **Implementing a mindfulness-based SEL Program during COVID [webinar].** Vancouver, BC: Human Early Learning Partnership; 2023. Available from: <https://www.youtube.com/watch?v=Xk0CvNSpwss>.

SPECIAL (COVID-19, media, other)

COVID-19

1. Larouche R, Belanger M, Brussoni M, Faulkner G, Gunnell K, Tremblay MS. **Canadian children’s independent mobility during the COVID-19 pandemic: A national survey.** Health Place. 2023;81:103019. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/36996593>.
2. National Academies of Sciences Engineering and Medicine. **Addressing the long-term effects of the COVID-19 pandemic on children and families.** Washington, DC: National Academies of Sciences Engineering and Medicine; 2023 Apr. Available from: <https://www.nationalacademies.org/our-work/addressing-the-long-term-impact-of-the-covid-19-pandemic-on-children-and-families>.
3. Spadafora N, Wang J, Reid-Westoby C, Janus M. **Association between neighbourhood composition, kindergarten educator-reported distance learning barriers, and return to school concerns during the first wave of the COVID-19 pandemic in Ontario, Canada.** Int J Pop Data Sci. 2022;7(4). Available from: <https://ijpds.org/article/view/1761>.

The Human Early Learning Partnership is situated within the traditional, ancestral and unceded territory of the x^wməθk^wəy'əm (Musqueam) People.

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

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