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

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.”
HELP FACULTY and AFFILIATE (selected publications)


HELP RESOURCES

BIOLOGY/NEUROBIOLOGY (“early experiences”)


CHILDCARE, ECD SERVICES


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


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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