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

Children’s knowledge about play-related risk, risk-taking, and injury: a meta-study.
Mariana Brussoni, Director, Human Early Learning Partnership, and co-authors
“The findings of the meta-study suggest a still greater need for understanding children’s knowledge about risk in relation to play, such as their understandings of safety and how autonomy in risk-taking may augment their physical and cognitive development.”

Association between social jetlag and sugar-sweetened beverages (SSBs) in adolescents in Western Canada.
Martin Guhn, Associate Professor, UBC, and co-authors
“This study is the first to show social jetlag is a common sleep deficit that is associated with sugar-sweetened beverage intake in adolescents, particularly among teen girls.”

Evaluating the psychometric properties and clinical utility of a digital psychosocial self-screening tool (HEARTSMAP-U) for postsecondary students: prospective cohort study.
Anne Gadermann, Associate Professor, UBC, and co-authors
“This preliminary evaluation suggests that HEARTSMAP-U may be suitable for screening in the postsecondary educational setting. However, a larger-scale evaluation is necessary to confirm and expand on these findings.”

School districts as constrained leaders in the WoW bus early childhood outreach collaborative.
Silvia Vilches, Assistant Professor and Extension Specialist, Auburn University
“While schools provide an under-explored opportunity to anchor rural innovation in early childhood supports, a shift in funder accountabilities is needed.”

Sharon Goldfeld, Professor, Murdoch Children’s Research Institute, and co-authors
“This research snapshot explores what happens to children’s risk of poor mental health if all children are provided with the same rates of parental mental health and preschool attendance as children not experiencing disadvantage.”
What do teachers do to show they care? Learning from the voices of early adolescents.
Jenna Whitehead, YDI Implementation Coordinator, Simon Fraser University

“This mixed methods study examined how middle school students (ages 11–13) in middle-class neighborhoods in Western Canada characterized a caring teacher.... In their descriptions of caring teachers, almost all students (97.5%) used Kind themes....”

Feasibility and initial psychometric properties of the observe, reflect, improve children’s learning tool (ORICL) for early childhood services: A tool for building capacity in infant and toddler educators.
Magdalena Janus, Affiliate Associate Professor, SPPH UBC, and co-authors

“Findings suggest that the ORICL items can be readily observed and rated by educators for children aged under 3 years, the rating scale is appropriate, and there is early....”

Study findings Is there a link between video gaming and gambling?
Growing up in Australia

“Researchers have been using Growing Up in Australia data to examine the link between playing video games during adolescence and monetary gambling in young adulthood. By analysing Growing Up in Australia data from when participants were aged 12 to 18, we have discovered there could be a link between video gaming and later problem....”

Addressing the long-term effects of the COVID-19 pandemic on children and families.
National Academies of Sciences, Engineering, and Medicine

“This report provides recommendations for programs, supports, and interventions to counteract the negative effects of the pandemic on child and family well-being and offers a path forward to recover from the harms of the pandemic, address inequities, and prepare for the future.”

Perspectives on health equity and social determinants of health.
National Academies of Sciences, Engineering, and Medicine

“Discussions found throughout this volume make way for the translation of policies and actions to improve health and health equity for all citizens of our society. The major health problems of our time cannot be solved by health care alone. They cannot be solved by public health alone. Collective action is needed, and it is needed now.”

University of British Columbia, Faculty of Medicine, School of Population and Public Health, Human Early Learning Partnership

For back issues, please visit: https://earlylearning.ubc.ca/resources/mediatype/help_reads/.
HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)


HELP RESOURCES

HELP READS are listed here by month: https://earlylearning.ubc.ca/resources/mediatype/help_reads/.

BIOLOGY/NEUROBIOLOGY (“early experiences”)


CHILDCARE, ECD SERVICES


CHILD DEVELOPMENT (GENERAL)


**Literacy**


**ScreenTime**


**Hubs, Other**


**ENVIRONMENTAL HEALTH**


ADHD


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.