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

Teacher mental health and workplace well-being in a global crisis: Learning from the challenges and supports identified by teachers one year into the COVID-19 pandemic in British Columbia, Canada.
Anne Gadermann, Associate Professor, Human Early Learning Partnership, and co-authors

“This study investigated how the challenges and systemic supports perceived by teachers during the COVID-19 pandemic were associated with their mental health and workplace well-being. [...] The most important predictor of general mental health was the number of COVID-19 related personal stressors teachers reported.”

Indigenous child and youth care. Weaving two heart stories together.
Cherylanne James, Educational Developer and Curriculum Lead at First Nations Technical Institute located on Tyendinaga Mohawk Territory.

At its core, Indigenous Child and Youth Care: Weaving Two Heart Stories Together is about unity. It seeks to create a heart-to-heart practice by bridging Indigenous ways of knowing with Western Child and Youth Care practices, encouraging students to approach their work with a more open understanding of First Nations, Métis, and Inuit worldviews.

New report shows Indigenous children disproportionally impacted by childhood threats.
Danielle Paradis, Chris Stewart

“The sixth annual “Raising Canada” report shows that by some measures, the quality of life for Canadian children is getting worse and that Indigenous children are also more susceptible to many of the issues researchers identified.”

REDI’s Reading list for the National Day for Truth and Reconciliation.
University of British Columbia, Faculty of Medicine, Respectful Environments Equity Diversity & Inclusion

“The National Day for Truth and Reconciliation is observed annually on Sept 30th to honour Residential School Survivors and their families, and to remember those who did not make it. The date was chosen because it is the time of year in which children were taken from their homes. Browse through REDI’s recommended readings in preparation for the National Day for Truth and Reconciliation.”
The fire still burns. Life in and after residential school. 2023
Sam George

“My name is Sam George. In spite of everything that happened to me, by the grace of the Creator, I have lived to be an Elder. ‘The crimes carried out at St. Paul’s Indian Residential School in North Vancouver scarred untold numbers of Indigenous children and families across generations. Sam George was one of these children.”

David Milward

“The legacy of harm the schools caused provide vivid and crucial links between Canadian colonialism and Indigenous over-incarceration. This book provides an account of the ongoing ties between the enduring traumas caused by the residential schools and Indigenous over-incarceration.”

John Borrows, Kent McNeil

“Written by leading Indigenous and non-Indigenous scholars, Voicing Identity examines the issue of cultural appropriation in the contexts of researching, writing, and teaching about Indigenous peoples.”

Broken circle. The dark legacy of residential schools. 2022.
Theodore Fontaine

“Originally published in 2010, Broken Circle: The Dark Legacy of Indian Residential Schools chronicles the impact of Theodore Fontaine’s harrowing experiences at Fort Alexander and Assiniboia Indian Residential Schools, including psychological, emotional, and sexual abuse; disconnection from his language and culture; and the loss of his family and community.”
HELP FACULTY and AFFILIATE (selected publications)


HELP RESOURCES

1. MDI data trends & exploring the new data dashboard
   Date: Thursday, October 19, 2023; Time: 3:15 – 4:45PM (PDT) via Zoom

   Join Dr. Eva Oberle, scientific lead for the Middle Years Development Instrument (MDI), and others from the MDI team, as they share highlights from the latest MDI data collection (2022-23 school year) from over 47,000 children in grades 4 through 8 in BC. Hear about children’s well-being over the last 5 years, from before and during the COVID pandemic, and their answers to some new questions on the MDI — including climate concerns and social media use. This webinar will also introduce the new online, interactive MDI Data Dashboard.

BIOLOGY/NEUROBIOLOGY (“early experiences”)


CHILDCARE, ECD SERVICES


CHILD DEVELOPMENT (GENERAL)


**Literacy**


**Screentime**


**Hubs, Other**


**ENVIRONMENTAL HEALTH**


**INDIGENOUS**


**MIDDLE YEARS**


3. LoParo D, Fonseca AC, Matos AP, Craighead WE. *A Developmental Cascade Analysis of Peer Rejection, Depression, Anxiety, and Externalizing Problems from Childhood through Young Adulthood*. Research on
POLICY, PRACTICE, INTERVENTIONS


SCREENING (tools, methods, school readiness, etc)


5. McCoy DC, Sabol TJ, Wei W, Busby A, Hann EC. Pushing the boundaries of education research: A multidimensional approach to characterizing preschool neighborhoods and their relations with child


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 x̱̓w̱məθ̓k̓ʷəy̓əm (Musqueam) People.