

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 Gademann, Associate Professor, Human Early Learning Partnership, and co-authors

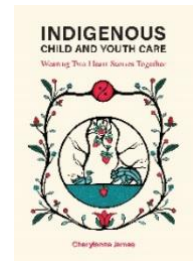
“This study investigated how the challenges and systemic supports perceived by teachers during the COVID-19 pandemic were associated with their mental health and workplace well-being. [...] The most important predictor of general mental health was the number of COVID-19 related personal stressors teachers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

Danielle Paradis, Chris Stewart

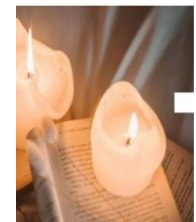
“The sixth annual “[Raising Canada](#)” report shows that by some measures, the quality of life for Canadian children is getting worse and that Indigenous children are also more susceptible to many of the issues researchers identified.”



REDI’s Reading list for the National Day for Truth and Reconciliation.

University of British Columbia, Faculty of Medicine, Respectful Environments Equity Diversity & Inclusion

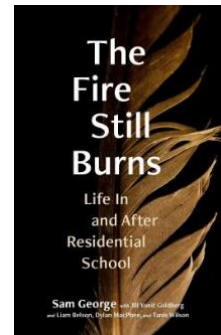
“The National Day for Truth and Reconciliation is observed annually on Sept 30th to honour Residential School Survivors and their families, and to remember those who did not make it. The date was chosen because it is the time of year in which children were taken from their homes. Browse through REDI’s 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

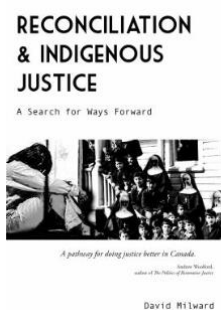
“My name is Sam George. In spite of everything that happened to me, by the grace of the Creator, I have lived to be an Elder.’ The crimes carried out at St. Paul’s Indian Residential School in North Vancouver scarred untold numbers of Indigenous children and families across generations. Sam George was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



Reconciliation and Indigenous justice. A search for ways forward. 2022.

David Milward

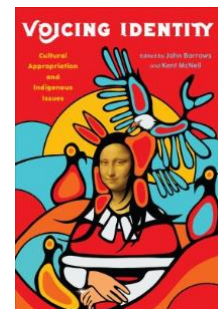
“The legacy of harm the schools caused provide vivid and crucial links between Canadian colonialism and Indigenous over-incarceration. This book provides an account of the ongoing ties between the enduring traumas caused by the residential schools and Indigenous over-incarceration.”



Voicing identity. Cultural appropriation and Indigenous issues. 2022.

John Borrows, Kent McNeil

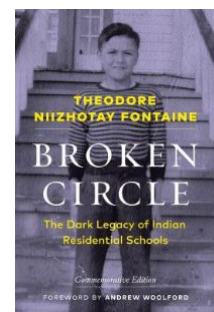
“Written by leading Indigenous and non-Indigenous scholars, Voicing Identity examines the issue of cultural appropriation in the contexts of researching, writing, and teaching about Indigenous peoples.”



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.”



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Gadermann AM, Gagné Petteni M, Molyneux TM, Warren MT, Thomson KC, Schonert-Reichl KA, et al. **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.** PLoS One. 2023;18(8):e0290230. Available from: <https://doi.org/10.1371/journal.pone.0290230>.

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”)

1. Armstrong-Carter E, Bush NR, Boyce WT, Obradovic J. **Cortisol response marks biological sensitivity to kindergartners’ social hierarchies for emerging school engagement.** Dev Psychobiol. 2023;65(2):e22373. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/36811375>.
2. de Mendonca Filho EJ, Pokhvisneva I, Maalouf CM, Parent C, Mliner SB, Slopen N, et al. **Linking specific biological signatures to different childhood adversities: findings from the HERO project.** Pediatr Res. 2023;94(2):564-74. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/36650307>.
3. DeSerisy M, Cohen JW, Dworkin JD, Stingone JA, Ramphal B, Herbstman JB, et al. **Early life stress, prenatal secondhand smoke exposure, and the development of internalizing symptoms across childhood.** Environmental Health. 2023;22(1):58. Available from: <https://doi.org/10.1186/s12940-023-01012-8>.
4. Green AB, Hennefield L. **The relationship between early life adversity and academic competence in early childhood.** Psi Chi Journal of Psychological Research. 2023;28(3):168-79. Available from: <https://www.psichi.org/page/283JNFall2023-Early-Life-Adversity-And-Academic-Competence-In-Early-Childhood>.
5. Hales GK, Saribaz ZE, Debowska A, Rowe R. **Links of adversity in childhood with mental and physical health outcomes: A systematic review of longitudinal mediating and moderating mechanisms.** Trauma, Violence, & Abuse. 2023;24(3):1465-82. Available from: <https://doi.org/10.1177/15248380221075087>.
6. Huang CX, Halfon N, Sastry N, Chung PJ, Schickedanz A. **Positive childhood experiences and adult health outcomes.** Pediatrics. 2023;152(1). Available from: <https://www.ncbi.nlm.nih.gov/pubmed/37337829>.
7. Lynn A, Humphreys KL, Price GR. **The long arm of adversity: Children’s kindergarten math skills are associated with maternal childhood adversity.** Child Abuse Negl. 2023;142(Part 1):1-11. Available from: <https://doi.org/10.1016/j.chiabu.2022.105561>.

8. McDoniel ME, Bierman KL. **Exploring pathways linking early childhood adverse experiences to reduced preadolescent school engagement.** *Child Abuse Negl.* 2023;142(Part 1):1-11. Available from: <https://doi.org/10.1016/j.chiabu.2022.105572>.
9. Scardera S, Langevin R, Collin-Vézina D, Cabana MC, Pinto Pereira SM, Côté S, et al. **Derivation of probable child maltreatment indicators using prospectively recorded information between 5 months and 17 years in a longitudinal cohort of Canadian children.** *Child Abuse Negl.* 2023;143:1-14. Available from: <https://doi.org/10.1016/j.chiabu.2023.106247>.

CHILDCARE, ECD SERVICES

1. Atış Akyol N, Atalan Ergin D, Kallitsoglou A. **The pathway from grandparental support with childcare in the early years to child socioemotional outcomes in middle childhood: evidence from the Millennium Cohort Study.** *Early Child Dev Care.* 2023:1-16. Available from: <https://doi.org/10.1080/03004430.2023.2218596>.
2. McLean C, McIsaac J-LD, Mooney O, Morris SB, Turner J. **A scoping review of quality in early childhood publicly-funded programs.** *Early Childhood Educ J.* 2023;51(7):1267-78. Available from: <https://childcarecanada.org/documents/research-policy-practice/22/08/scoping-review-quality-early-childhood-publicly-funded>.

CHILD DEVELOPMENT (GENERAL)

1. Bourke M, Patterson L, Di Nardo F, Whittaker P, Verma A. **Active video games and weight management in overweight children and adolescents-systematic review and meta-analysis.** *J Public Health (Oxf).* 2023. Available from: <https://doi.org/10.1093/pubmed/fdad115>.
2. Cankaya O, Rohatyn-Martin N, Leach J, Taylor K, Bulut O. **Preschool children's loose parts play and the relationship to cognitive development: a review of the literature.** *Journal of Intelligence.* 2023;11(8):151. Available from: <https://doi.org/10.3390/jintelligence11080151>.
3. De Rubeis V, Gonzalez A, Tarride J-É, Griffith LE, Anderson LN. **A longitudinal study evaluating adverse childhood experiences and obesity in adulthood using the Canadian Longitudinal Study on Aging (CLSA).** *Int J Epidemiol.* 2023;52(4):1100-11. Available from: <https://doi.org/10.1093/ije/dyad054>.
4. Kuzik N, Spence JC, Arkko K, Blye C-J, Davie J, Duddridge R, et al. **Associations between meeting the Canadian 24-hour movement guidelines and physical, cognitive, social-emotional, and overall development in early childhood.** *Journal of Activity, Sedentary and Sleep Behaviors.* 2022;1(1):2. Available from: <https://doi.org/10.1186/s44167-022-00002-4>.
5. Onyimadu O, Violato M, Astbury NM, Hüls H, Heath L, Shipley A, et al. **A systematic review of economic evaluations of interventions targeting childhood overweight and obesity.** *Obes Rev.* 2023;24(9):e13597. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/obr.13597>.
6. Petit D, Touchette E, Pennestri MH, Paquet J, Côté S, Tremblay RE, et al. **Nocturnal sleep duration trajectories in early childhood and school performance at age 10years.** *J Sleep Res.* 2023;32(5):1-10. Available from: <https://doi.org/10.1111/jsr.13893>.
7. Prowse R, Carsley S. **Digital interventions to promote healthy eating in children: umbrella review.** *JMIR Pediatr Parent.* 2021;4(4):e30160. Available from: <https://doi.org/10.2196/2F30160>.
8. Ribeiro SM, Basso MB, Massignan C, Leal SC. **Playful educational interventions in children and adolescents' health literacy: a systematic review.** *Health Prom Int.* 2023;38(4). Available from: <https://doi.org/10.1093/heapro/daad089>.

Literacy

1. Conica M, Nixon E, Quigley J. **Talk outside the box: Parents' decontextualized language during preschool years relates to child numeracy and literacy skills in middle childhood.** *J Exp Child Psychol.* 2023;236. Available from: <https://www.sciencedirect.com/science/article/pii/S0022096523001224>.

Screen time

1. Ponti M. **Screen time and preschool children: Promoting health and development in a digital world.** *Paediatrics & Child Health* (1205-7088). 2023;28(3):184-92. Available from: <https://cps.ca/en/documents/position/screen-time-and-preschool-children>.

Hubs, Other

1. Clark K, Cahill R, Ansell D. **Early childhood development and the role of neighbourhood hubs for supporting children's development and wellbeing in disadvantaged communities: a review of the literature.** *Life Course Centre Working Paper Series, 2022-11.* Queensland: Institute for Social Science Research, The University of Queensland; 2022. Available from: <https://lifecoursecentre.org.au/working-papers/early-childhood-development-and-the-role-of-neighbourhood-hubs-for-supporting-childrens-development-and-wellbeing-in-disadvantaged-communities-a-review-of-the-literature/>.
2. Shaw KR, Salloum RG, Snyder PA. **A translational model for early childhood intervention: developing, implementing, and scaling-up effective practices.** *Frontiers in public health.* 2023;11:1198206. Available from: <https://doi.org/10.3389/fpubh.2023.1198206>.

ENVIRONMENTAL HEALTH

1. Carleton S. **Lessons in legitimacy. colonialism, capitalism, and the rise of state schooling in British Columbia.** Vancouver, BC: UBC Press; 2023. Available from: <https://www.ubcpres.ca/lessons-in-legitimacy>.
2. Dzhambov AM, Lercher P, Vincens N, Persson Wayne K, Klatte M, Leist L, et al. **Protective effect of restorative possibilities on cognitive function and mental health in children and adolescents: A scoping review including the role of physical activity.** *Environ Res.* 2023;233. Available from: <https://doi.org/10.1016/j.envres.2023.116452>.
3. Justice DH, Carleton S. **Truth before reconciliation: 8 ways to identify and confront Residential School denialism.** *The Conversation;* 2021. Available from: <https://theconversation.com/truth-before-reconciliation-8-ways-to-identify-and-confront-residential-school-denialism-164692>.

INDIGENOUS

1. Ahmed F, Liberda EN, Solomon A, Davey R, Sutherland B, Tsuji LJS. **Indigenous land-based approaches to well-being: The Sibi (River) program in subarctic Ontario, Canada.** *Int J Circumpolar Health.* 2023;82(1):2252595. Available from: <https://doi.org/10.1080/22423982.2023.2252595>.
2. Milward, David Leo. **Reconciliation and Indigenous justice. A search for ways forward.** Winnipeg, MB: Fernwood Publishing. 2022. Available from: <https://fernwoodpublishing.ca/book/reconciliation-and-indigenous-justice>.
3. Carleton S. **'I don't need any more education': Senator Lynn Beyak, residential school denialism, and attacks on truth and reconciliation in Canada.** *Settler Colonial Studies.* 2021;11(4):466-86. Available from: <https://doi.org/10.1080/2201473X.2021.1935574>.

4. Carleton S. **Pathways to Indigenous health - Truth before reconciliation: How to identify and confront residential school denialism [webinar]**. Prince George, BC: National Collaborating Centre for Indigenous Health; 2023 Sep 12. Available from: <https://myemail.constantcontact.com/NCCIH-Webinar---Pathways-to-Indigenous-health---Truth-before-reconciliation--How-to-identify-and-confront-residential-school-denial.html?soid=1102372299827&aid=Zg56Rj8NXBo>.
5. Carleton S. **Lessons in legitimacy, colonialism, capitalism, and the rise of state schooling in British Columbia**. Vancouver, BC: UBC Press; 2023. Available from: <https://www.ubcpres.ca/lessons-in-legitimacy>.
6. Deer T. **Indigenous program to teach youth on storytelling, traditional knowledge - Bridge to Publishing: Reclaiming the Indigenous Narrative of Atlantic Canada**. CBC News; 2023 Sep 8. Available from: <https://www.cbc.ca/news/canada/nova-scotia/indigenous-program-publishing-storytelling-1.6960577>.
7. Fontaine T. Broken circle. **The dark legacy of residential schools**. Heritage House Publishing. 2022. Available from: <https://www.heritagehouse.ca/book/broken-circle-2/#:~:text=%22Broken%20Circle%20is%20a%20life,on%20our%20Indigenous%20people%20today'>.
8. George S. **The fire still burns. life in and after residential school**. Vancouver, BC: UBC Press. 2023. Available from: <https://www.ubcpres.ca/the-fire-still-burns>.
9. James C. **Indigenous child and youth care. Weaving two heart stories together**. Toronto, ON: Canadian Scholars Press; 2023. Available from: <https://canadianscholars.ca/book/indigenous-child-and-youth-care/>.
10. Paradis D, Stewart C. **New report shows Indigenous children disproportionately impacted by childhood threats**. APTN National News,. 2023 Sep 1. Available from: <https://www.aptnnews.ca/national-news/new-report-shows-indigenous-children-disproportionally-impacted-by-childhood-threats/>.
11. Ray L, Wylie L, Corrado AM. **Shapeshifters, systems thinking and settler colonial logic: Expanding the framework of analysis of Indigenous health equity**. Soc Sci Med. 2022;300:114422. Available from: <https://www.sciencedirect.com/science/article/pii/S0277953621007541>.
12. Tremblay M, Sydora BC, Listener LJ, Kung JY, Lightning R, Rabbit C, et al. **Indigenous gender and wellness: a scoping review of Canadian research**. Int J Circumpolar Health. 2023;82(1):2177240. Available from: <https://doi.org/10.1080%2F22423982.2023.2177240>.
13. Tsuji SRJ, Zuk AM, Solomon A, Edwards-Wheesk R, Ahmed F, Tsuji LJS. **What Is Wellbeing, and What Is Important for Wellbeing? Indigenous Voices from across Canada**. Int J Environ Res Public Health. 2023;20(17):6656. Available from: <https://www.mdpi.com/1660-4601/20/17/6656>.
14. University of British Columbia Faculty of Medicine, Respectful Environments Equity Diversity & Inclusion. **REDI's Reading list for the National Day for Truth and Reconciliation**. Vancouver, BC: University of British Columbia Faculty of Medicine; 2023. Available from: <https://redi.med.ubc.ca/redis-reading-list-the-national-day-for-truth-and-reconciliation/>.
15. Various authors. **Voicing identity. Cultural appropriation and Indigenous issues**. Toronto, ON: University of Toronto Press. 2022. Available from: <https://utorontopress.com/9781487544690/voicing-identity/#:~:text=Description,and%20teaching%20about%20Indigenous%20peoples>.

MIDDLE YEARS

1. Kelty Mental Health Resource Centre. **Begin to explore mindfulness with the Breathr app**. Vancouver, BC: Kelty Mental Health Resource Centre; 2023. Available from: <https://keltymentalhealth.ca/breathr>.
2. Klik KA, Cárdenas D, Reynolds KJ. **School climate, school identification and student outcomes: A longitudinal investigation of student well-being**. Br J Educ Psychol. 2023;93(3):806-24. Available from: <https://doi.org/10.1111/bjep.12597>.
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

child and adolescent psychopathology. 2023;51(9):1303-14. Available from:
<https://doi.org/10.1007/s10802-023-01053-0>.

POLICY, PRACTICE, INTERVENTIONS

1. Beaudoin AJ, Gagnon M, Roy M, Clapperton I, Lambert A, Jasmin E, et al. **Collaboration between public health and schools: an example of an integrated community social care model.** International Journal of Integrated Care. 2023. Available from: <https://ijic.org/articles/10.5334/ijic.7529>.
2. Halfon N, Russ SA, Schor EL. **The emergence of life course intervention research: optimizing health development and child well-being.** Pediatrics. 2022;149(Suppl 5). Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35503314>.
3. Kugener T, Wiethoff I, van Mastrigt G, van den Berg B, Evers SMAA. **Economic evaluations of interventions focusing on child abuse and neglect in high-income countries: a systematic review.** Front Psychiatry. 2023;14. Available from: <https://www.frontiersin.org/articles/10.3389/fpsy.2023.1031037>.
4. Liu PY, Beck AF, Lindau ST, Holguin M, Kahn RS, Fleegler E, et al. **A Framework for Cross-Sector Partnerships to Address Childhood Adversity and Improve Life Course Health.** Pediatrics. 2022;149(Suppl 5). Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35503315>.
5. McCreary Centre Society's Youth Research Academy. **Youth transitioning out of care in BC: Spring 2023 update.** Vancouver, BC: McCreary Centre Society; 2023. Available from: https://mcs.bc.ca/pdf/youth_transitioning_out_of_care_2023_update.pdf.
6. People for Education. **Inequities persist: Extracurriculars, clubs, activities, and fundraising in Ontario's publicly funded schools.** Toronto, ON: People for Education; 2023. Available from: <https://peopleforeducation.ca/report/inequities-persist-extracurriculars-clubs-activities-and-fundraising-in-ontarios-publicly-funded-schools/>.
7. Raising Canada. **Top 10 threats to childhood in Canada.** Children First Canada; 2023 Aug. Available from: <https://childrenfirstcanada.org/campaign/raising-canada/>.
8. Tollan K, Jezrawi R, Underwood K, Janus M. **A Review on Early Intervention Systems.** Current Developmental Disorders Reports. 2023;10(2):147-53. Available from: <https://doi.org/10.1007/s40474-023-00274-8>.

SCREENING (tools, methods, school readiness, etc)

1. Anderson NW, Markowitz AJ, Eisenberg D, Halfon N, Moore KA, Zimmerman FJ. **The Child and Adolescent Thriving Index 1.0: developing a measure of the outcome indicators of well-being for population health assessment.** Child Indic Res. 2022;15(6):2015-42. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35966033>.
2. Anderson NW, Russ SA, Eisenberg D, Halfon N. **Dashboards as mechanisms for community empowerment: developing a prototype for child and adolescent well-being in California.** J Public Health Manag Pract. 2023;29(4):529-38. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/37200100>.
3. Grant M, Meissel K, Exeter D. **Promoting temporal investigations of development in context: a systematic review of longitudinal research linking childhood circumstances and learning-related outcomes.** Educ Psychol Rev. 2023;35(1):19. Available from: <https://doi.org/10.1007/s10648-023-09734-4>.
4. Halfon N, Chandra A, Cannon JS, Gardner W, Forrest CB. **The Gross Developmental Potential (GDP2): a new approach for measuring human potential and wellbeing.** BMC Public Health. 2022;22(1):1626. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/36030209>.
5. McCoy DC, Sabol TJ, Wei W, Busby A, Hanno EC. **Pushing the boundaries of education research: A multidimensional approach to characterizing preschool neighborhoods and their relations with child**

- outcomes.** J Educ Psychol. 2023;115(1):143-59. Available from: <https://psycnet.apa.org/doi/10.1037/edu0000728>.
6. O'Hare K, Watkeys O, Whitten T, Dean K, Laurens KR, Harris F, et al. **Cumulative environmental risk in early life is associated with mental disorders in childhood.** Psychol Med. 2023;53(10):4762-71. Available from: <https://doi.org/10.1017/s0033291722001702>.
 7. Russ SA, Hotez E, Berghaus M, Hoover C, Verbiest S, Schor EL, Halfon N. **Building a Life Course Intervention Research Framework.** Pediatrics. 2022;149(Suppl 5). Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35503325>.
 8. Russ SA, Hotez E, Berghaus M, Verbiest S, Hoover C, Schor EL, Halfon N. **What Makes an Intervention a Life Course Intervention?** Pediatrics. 2022;149(Suppl 5). Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35503318>.

SOCIAL DETERMINANTS

1. Fung P, St. Pierre T, Raja M, Johnson EK. **Infants' and toddlers' language development during the pandemic: Socioeconomic status mattered.** J Exp Child Psychol. 2023;236:N.PAG-N.PAG. Available from: <https://doi.org/10.1016/j.jecp.2023.105744>.
2. Halfon N, Russ SA, Kahn RS. **Inequality and child health: dynamic population health interventions.** Curr Opin Pediatr. 2022;34(1):33-8. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/34879028>.
3. Halliday E, Tompson A, McGill E, Egan M, Popay J. **Strategies for knowledge exchange for action to address place-based determinants of health inequalities: an umbrella review.** Journal of Public Health. 2022;45(3):e467-e77. Available from: <https://doi.org/10.1093/pubmed/fdac146>.
4. Houweling TAJ, Oude Groeniger J, Jansen PW, van Lier P, Horoz N, Buil M, van Lenthe FJ. **Trajectories of socioeconomic inequality in early child development: a cohort analysis.** International Journal for Equity in Health. 2022;21(1):79. Available from: <https://doi.org/10.1186/s12939-022-01675-8>.
5. Kamgang S, Lord M, Mishra A, D'Angiulli A. **Cognitive Neuroimaging Studies on Poverty and Socioeconomic Status Differences in Children and Families across the World: Translational Insights for Next Decade's Policy, Health, and Education.** Clinical and Translational Neuroscience. 2023;7(3):24. Available from: <https://www.mdpi.com/2514-183X/7/3/24>.
6. Kucharska-Newton AM, Pike JR, Chen J, Coresh J, Sharret AR, Mosley T, Palta P. **Association of Childhood and Midlife Neighborhood Socioeconomic Position With Cognitive Decline.** JAMA Network Open. 2023;6(8):e2327421-e. Available from: <https://jamanetwork.com/journals/jamanetworkopen/fullarticle/2808078>.
7. Pitsia V, Kent G. **School readiness of five-year-old children from socio-economically disadvantaged areas: evidence from the Preparing for Life evaluation.** Irish Educational Studies. 2023;42(3):359-79. Available from: <https://doi.org/10.1080/03323315.2021.1964567>.

SOCIOEMOTIONAL

1. Aghatabay R, Mahmoodabad SSM, Vaezi A, Rahimi M, Fallahzadeh H, Alizadeh S. **Effectiveness of a social-emotional learning program on developmental assets and subjective well-being.** Sci Rep. 2023;13(1):15025. Available from: <https://doi.org/10.1038/s41598-023-42040-1>.
2. Melbourne's Children. **The Australian Temperament Project. Comprehensive Monitoring: an AEDC Extension Project.** Melbourne, Australia: Melbourne's Children; 2023. Available from: <https://www.melbournechildrens.com/atp/translation/comprehensive-monitoring-project/>.

- Speidel R, Wong TKY, Al-Janaideh R, Colasante T, Malti T. **Nurturing child social-emotional development: evaluation of a pre-post and 2-month follow-up uncontrolled pilot training for caregivers and educators.** Pilot and Feasibility Studies. 2023;9(1):148. Available from: <https://doi.org/10.1186/s40814-023-01357-4>.

SPECIAL (COVID-19, media, other)

COVID-19

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

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www.earlylearning.ubc.ca/library/citations

Michele Wiens, Senior Manager
(Knowledge Management)
Email michele.wiens@ubc.ca

Faculty of Medicine, SPPH
2206 East Mall, UBC
Vancouver, BC V6T 1Z3
Phone 604. 822. 1278
Email earlylearning@ubc.ca
Web www.earlylearning.ubc.ca