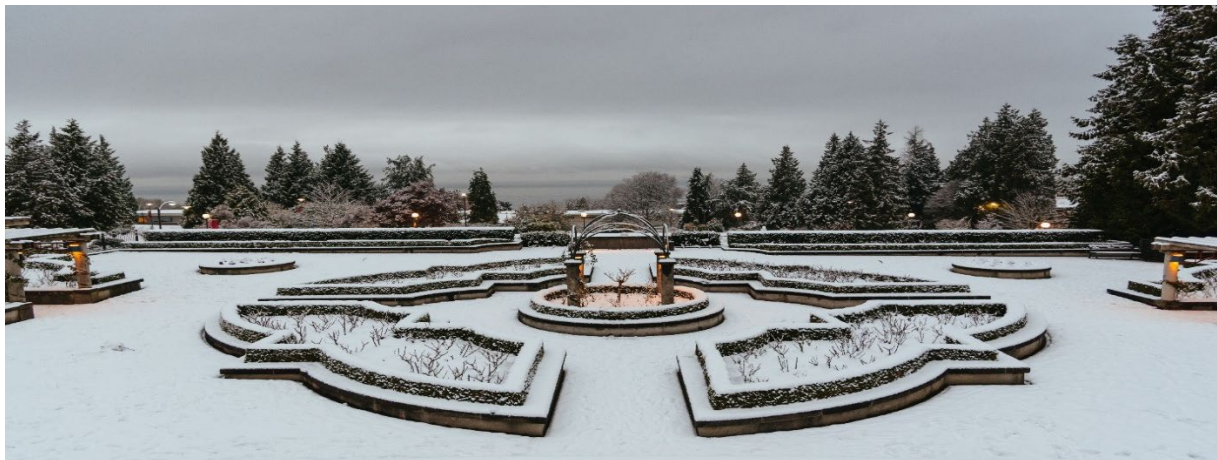


SPECIAL ISSUE for the EARLY YEARS CONFERENCE 2024:
“Connecting & Belonging in the Early Years: Enhancing Relationships between
Professionals, Families, & Children”

HUMAN DEVELOPMENT RESEARCH REVIEW



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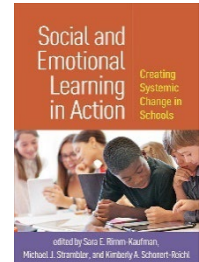
This review collates articles relevant to the topics above and the majority are authored by HELP faculty and affiliates in the last two years. Not all links are open access; some are abstract links where paid journal subscription is required. This is a special HELP Reads issue and it is posted [here](#).

1. SOCIAL-EMOTIONAL HEALTH and MENTAL HEALTH

Chapter 1: Introduction: Meeting the moment with systemic Social and Emotional Learning (SEL).

Kimberly Schonert-Reichl, Professor, University of Illinois at Chicago, and co-authors

“We envision this book supporting and inspiring those who work to enable districts, schools, and classrooms to cultivate positive social skills, teach self-management, and instill an approach to ethical decision-making. We drew from practical experiences as well as theory and research in developmental and educational.”



Encouraging advances in the science on mindfulness and compassion in schools: current research, lingering questions, and future directions.

Kimberly Schonert-Reichl, Professor, University of Illinois at Chicago

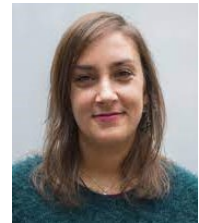
“This commentary begins with a brief summary of the synopsis by Roeser et al. of the impact of school-based mindfulness programs on student outcomes.”



The effectiveness of a school mindfulness-based intervention on the neural correlates of inhibitory control in children at risk: a randomized control trial.

Catherine Andreu, University of Valencia, and co-authors

“These results contribute to the understanding of the ways in which mindfulness practices can promote the development of inhibitory control together with executive function improvement, factors identified as critical for children's social and ...”



Human–animal interactions and the promotion of social and emotional competencies: a scoping review.

Melvin Chin-Hao Chan, University of British Columbia, and co-authors

“The aim was to provide an overview of the research that combined human-animal interactions and the promotion of social and emotional competencies”



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.”



A virtues approach to children’s kindness schemas.

Michael Warren, Assistant Professor, Western Washington University, and co-authors

“The breadth of children’s schema repertoires was positively associated with peer (but not teacher) ratings of their kindness, and virtues that attend to others’ vulnerability (compassion, inclusion) were the most indicative of children’s kindness from peers’...”



Pathways from prosocial behaviour to emotional health and academic achievement in early adolescence.

Eva Oberle, Associate Professor, Human Early Learning Partnership, UBC, and co-authors

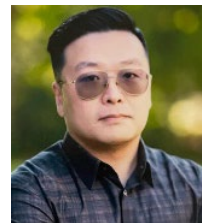
“Findings support the role of peer acceptance as an underlying mechanism involved in the association between prosocial behaviour and positive developmental health outcomes in early adolescence. Findings are also practically relevant as they inform school-based social-emotional competence promotion through interventions.”



Connections matter: adolescent social connectedness profiles and mental well-being over time.

Xuejun Ji, Research Assistant, Human Early Learning Partnership, and co-authors

“Increases in connectedness were associated with improvements in mental well-being and decreases with a decline in well-being over time...”



Promoting mental health in the early years: Effective psychosocial interventions.

Charlotte Waddell, Director, Children’s Health Policy Centre; Professor, Faculty of Health Sciences, Simon Fraser University (and co-authors)

“To inform policymaking, we sought high-quality research evidence on effective psychosocial interventions for preventing and treating three of the most common mental health conditions that start in early childhood: anxiety, attention-deficit/hyperactivity disorder and behaviour disorders.”



What do teachers do to show they care? Learning from the voices of early adolescents.

Jenna Whitehead, YDI Implementation Coordinator, Simon Fraser University, and co-authors

“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....”



The impact of Philosophy for Children (P4C) on middle school students' empathy, perspective-taking, and autonomy: preliminary outcomes.

Mahboubeh Asgari, YDI Implementation Coordinator, Simon Fraser Univ, and co-authors

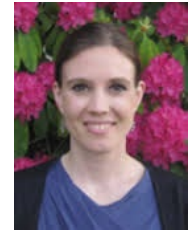
"Philosophy for Children (P4C) hopes to cultivate democratic dialogue as well as critical, creative, and caring thinking; the latter of which has been associated with students' social and emotional competencies (SECs) like empathy and...."



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."



Advancing social and emotional learning research, practice, and policy: a new journal for the field

Kimberly Schonert-Reichl, Editor-in-Chief

"This new open access journal, sponsored by CASEL, is the primary international destination for research on the science, practice, and policy in the field of social and emotional learning (SEL)."



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..."



Population-based teacher-rated assessment of anxiety among Canadian kindergarten children.

Magdalena Janus, Affiliate Associate Professor, School of Population and Public Health, and co-authors

"Our findings suggest that anxious behaviors are related to children's overall health and illustrate the consistency and extensiveness of anxiety at a very young age among Canadian children."



2. REFUGEE, IMMIGRANT, IMMIGRATION

Social context factors and refugee children's emotional health.

Scott Emerson, Epidemiologist, Providence Health Care, UBC Alumni, Human Early Learning Partnership, and co-authors

"Taken together, results suggest a unique role of the school context to refugee children's emotional health. School-based programming that promotes positive school climate can be considered as an important approach to support newcomer refugee children and their families."



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

Joseph Puyat, 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."



Childhood poverty and school readiness: differences by poverty type and immigration background.

Randip Gill, Human Early Learning Partnership, and co-authors

"Children who experienced combined poverty had lower levels of school readiness at kindergarten, regardless of timing and migration background."



Disentangling the role of income in the academic achievement of migrant children.

Monique Gagne, Human Early Learning Partnership, and co-authors

"The results suggest that basic associations between poverty and the outcomes of migrant children mask an underlying complexity...."



Neighbourhood culture and immigrant children's developmental outcomes at kindergarten.

Constance Milbrath (right) and Martin Guhn

"The study examined the relationship between immigrant children's cultural background, the socio-economic and cultural composition of children's neighborhoods, and children's developmental outcomes at kindergarten..."



Prevalence of mental health disorders among immigrant, refugee, and nonimmigrant children and youth in British Columbia, Canada.

Anne Gadermann, Assistant Professor, Human Early Learning Partnership, and co-authors

“These findings show differences in diagnostic mental disorder prevalence among first- and second-generation immigrant and refugee children and youth relative to nonimmigrant children and youth.”more



A cross-sectional study of organized activity participation and emotional wellbeing among non-immigrant and immigrant-origin children in British Columbia, Canada

Melina Albanese, MSc Student, Human Early Learning Partnership, and co-authors

“We conclude that immigrant background modestly modified the association between organized activity participation and emotional wellbeing.”



Refugee resettlement policy. School supports for youth.

Child and Youth Refugee Research Coalition

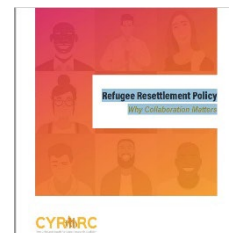
“This policy brief summarizes the conversation from an episode of CYRRC’s podcast, The Refuge...The conversation features information on how to improve school supports for newcomer children and youth.”



Refugee resettlement policy. Why collaboration matters.

Child and Youth Refugee Research Coalition

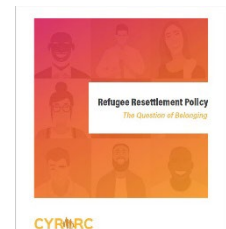
“This policy brief summarizes the conversation from an episode of CYRRC’s podcast, The Refuge... They chat about the importance of collaboration, what effective collaboration looks like, and offer recommendations on how to include PWLEs in policy and program development.”



Refugee resettlement policy. The question of belonging.

Child and Youth Refugee Research Coalition

“This policy brief summarizes the conversation from an episode of CYRRC’s podcast, The Refuge. The discussion covers the importance of newcomers’ sense of belonging, factors affecting belonging, and recommendations on how to improve belonging for newcomers to Canada.”



3. SCREENTIME, SOCIAL MEDIA, DIGITAL USE

Screen time and extracurricular activities as risk and protective factors for mental health in adolescence: A population-level study.

Eva Oberle, Assoc Professor, Human Early Learning Partnership, UBC, and co-authors

"We found that adolescents who participated in extracurricular activities (e.g., sports, arts) were significantly less likely to engage in recreational screen-based activities (e.g., watching programs, browsing the internet) for 2 or more hours after school."



Screen time and developmental health: results from an early childhood study in Canada.

Salima Kerai (right), Alisa Almas, Martin Guhn, Barry Forer, Eva Oberle

"...we examined the association between screen time and developmental health in preschool-aged children. Daily screen time that exceeds the recommended one-hour limit for young children is negatively associated with developmental health outcomes..."



Association between physical activity, screen time and sleep, and school readiness in Canadian children aged 4 to 6 years.

Leigh M Vanderloo, University of Western Ontario, and co-authors

"Adjusted linear regression models revealed evidence of an association between meeting screen use guidelines and the "language and cognitive development" ($\beta = 0.16$, $p = 0.004$) domain, and for the sleep guideline, there was a statistically significant association...."



Social media and adolescent health.

National Academies of Sciences, Engineering, and Medicine; Sandro Galea, Gillian J. Buckley, and Alexis Wojtowicz, Editors

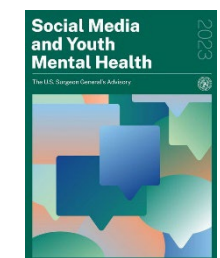
"Social media has raised concerns among parents, physicians, public health officials, and others about its effect on mental and physical health. This report explores that effect and lays out recommendations for policymakers, regulators, industry, and others in an effort to maximize the good and minimize the bad."



Social media and youth mental health.

US Surgeon General

"This Advisory describes the current evidence on the impacts of social media on the mental health of children and adolescents. It states that we cannot conclude social media is sufficiently safe for children and adolescents and outlines immediate steps we can take to mitigate the risk of harm to children and adolescents."



Online digital media use and adolescent mental health.

Stacie Kerr, Mila Kingsbury

“Different types of online digital media use are differentially associated with mental health outcomes, and associations differ between sexes. The associations between social media and video or instant messaging, and mental ill health may be partially explained by the experience of cybervictimization and sleep adequacy.”



4. GREENSPACE

Assessing the association between lifetime exposure to greenspace and early childhood development and the mediation effects of air pollution and noise in Canada: a population-based birth cohort study.

Ingrid Jarvis University of British Columbia, and co-authors

“Increased exposure to residential greenspace might improve childhood development by reducing the adverse developmental effects of traffic-related exposures, especially NO₂ air pollution...”



The influence of early-life residential exposure to different vegetation types and paved surfaces on early childhood development: A population-based birth cohort study.

Martin Guhn, Assistant Professor, Human Early Learning Partnership, and co-authors

“Our findings indicate that increased early-life residential exposure to vegetation is positively associated with early childhood developmental outcomes, and...”



The association between natural environments and childhood mental health and development: A systematic review and assessment of different exposure measurements.

Zoe Davis, University of Melbourne, and co-authors

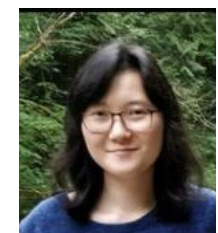
“This systematic review aims to identify the most common natural environment metrics used in childhood mental health and development research...”



Neighborhood environmental exposures and incidence of attention deficit/hyperactivity disorder: A population-based cohort study.

Weiran Yuchi, School of Population and Public Health, UBC, and co-authors

“We found evidence suggesting environmental inequalities where children living in greener neighborhoods with low air pollution had substantially lower risk of ADHD compared to those with higher air pollution and lower greenspace exposure.”



5. OUTDOOR PLAY, RISKY PLAY

The role of play and objects in children’s deep-level learning in early childhood education.

Ole Johan Sando, Queen Maud University College of Early Education, and co-authors

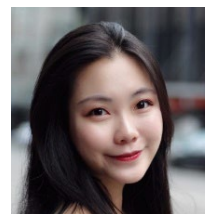
“The results demonstrate a positive association between children’s engagement in play, their utilization of objects, and deep-level learning. [...] These outcomes highlight the pivotal role of play in early childhood education and emphasize how elements within the physical environment can effectively support children’s learning.”



Perceived challenges of early childhood educators in promoting unstructured outdoor play: an ecological systems perspective.

Tina Cheng, School of Population and Public Health, UBC, and co-authors

“We conducted five focus groups with 40 professionals working in the early childhood education field in British Columbia, Canada, to examine their experiences and perceived challenges in promoting children’s unstructured outdoor play.”



Building capacity for outdoor learning: introducing a digital tool for success [webinar].

Megan Zeni (right) and Mariana Brussoni, Director, Human Early Learning Partnership

“This workshop highlights the new BE OUT tool for elementary (K-7) school teachers and includes exemplars of outdoor learning from a diversity of teacher.”



“We do it anyway”: Professional identities of teachers who enact risky play as a framework for Education Outdoors.

Leyton Schnellert, UBC, Faculty of Education, and co-authors

“This study offers insight into the funds of knowledge, dispositions, and professional identities of elementary school teachers who embrace risky play as a pedagogical practice and how they navigate systemic challenges unique to education outdoors.”



Is parental propensity to risk associated with their child’s medically-attended injuries? A cross-sectional study.

Hebah Houssaina, MSc Student, UBC, and co-authors

“Parents were more comfortable in taking risks for themselves than for their child. [...] child’s sex was not related to parents’ propensity to accept risks for their child. Pediatric injury was predicted by parents’ propensity to accept risks for their child.”



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.”



“When I’m playing with him, everything else in my life sort of falls away”: exploring grandparents’ and grandchildren’s learning through outdoor play.

Mathilde Duflos, PostDoctoral Fellow, BC Children’s Hospital, and co-authors

“Findings from this study indicate that outdoor play provides a unique opportunity to develop skills that are useful at grandparents’ and grandchildren’s respective life stages and should therefore be supported by educators and other professionals who work with families.”



Motivations and challenges for grandparent–grandchild outdoor play in early childhood: perception of Canadian grandparents.

Hebah Hussaina, Department of Pediatrics, UBC and British Columbia Children’s Hospital Research Institute, and co-authors

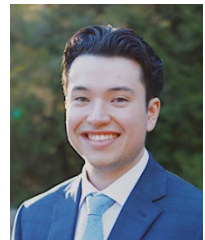
“Our study emphasizes the importance of outdoor play for grandparents, especially as they develop their relationship with their young grandchildren.”



Children’s independent mobility, school travel and the surrounding neighborhood.

Robert T Duffy, MSc. School of Population and Public Health, and co-authors

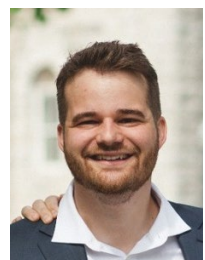
“The observed associations underscore a need for city planners and policymakers to ensure sufficient access to parks and neighborhood greenspace, especially if findings are confirmed in longitudinal studies.”



Physical environment features that predict outdoor active play can be measured using Google Street View images.

Randall Boyes, Queen’s University, and co-authors

“This study describes an automated method for selecting StreetView images in a given area and extracting from them measures of the built and social environment... The effectiveness of this method varies depending on the nature of the variable being measured.”



An intervention to increase outdoor play in early childhood education centers (PRomoting Early Childhood Outside): protocol for a pilot wait-list control cluster randomized trial.

Rachel Ramsden, Researcher (Pediatrics) UBC | PhD student (School of Population and Public Health), and co-authors

“The findings of this study will be useful for early childhood educators, ECEC providers, and policy makers to consider means for enhancing outdoor play provision and assessing the sustainability of the intervention in ECEC settings.”



Military mothering, responsibility, and children’s outdoor risky play: “I do not want my children to be afraid to try things”.

Michelle Bauer, Post-Doctoral Fellow, BC Injury Research and Prevention Unit, Faculty of Medicine, UBC, and co-authors

“Our findings indicate military mothers feel responsible for their children’s safety during outdoor risky play, but they resist societal pressures to restrict it....” ... more



Rewilding play: design build interventions.

Susan Herrington, Professor, (Landscape Architecture) UBC, and co-authors

“With the aim of intervening with inexpensive natural materials and loose parts, graduate students designed, built, and installed interventions and using the Seven Cs evaluation form they scored the play spaces pre- and post-installation. Design methods included the Seven Cs design guidelines and the Two-Eyed Seeing model.”



Choose your own adventure: promoting social and emotional development through outdoor learning.

Tonje Molyneux, PhD Student, Human Early Learning Partnership, and co-authors

“Findings suggest that educators can leverage the outdoor learning context to help integrate social and emotional learning more deeply into their teaching practice.”



Play, learn, and teach outdoors—Network (PLaTO-Net): terminology, taxonomy, and ontology.

Eun-Young Lee, Queen’s University, and co-authors

“This project contributes to advancing PLaTO-based research [play, learn, and teach outdoors] and facilitating intersectoral and interdisciplinary collaboration, with the long-term goal of fostering and strengthening PLaTO’s synergistic linkages with healthy living, environmental stewardship, climate action, and planetary health agendas.”



6. INDIGENOUS

Thank you.... to the Aboriginal Steering Committee (ASC)

We are grateful to all members of the ASC for their ongoing guidance, community-based experience and knowledge. They so graciously offer their time and we are fortunate for all their contributions and hard work. Wishing all of you and your families the very best.

Please see the resources below to highlight National Indigenous History Month and June 21, National Indigenous Peoples Day.



Contextualizing approaches to Indigenous peoples' experiences of intractable conflict.

Michelle A Sam, MSW, College of the Rockies

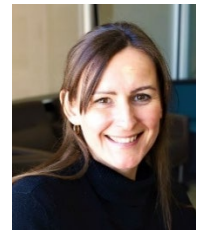
*"This article contextualizes intractable conflict within the lived experiences and worldviews of an Indigenous person, imbued with academic and scholarly research."
...more*



Etuaptmumk (Two-Eyed Seeing) in Nature's Way-Our Way: braiding physical literacy and risky play through Indigenous games, activities, cultural connections, and traditional teachings.

Kathryn Riley, Post-Doctoral Fellow, University of Saskatchewan, and co-authors

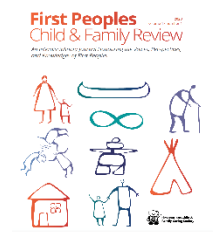
"This article explores Nature's Way-Our Way's theoretical underpinnings of Etuaptmumk (Two-Eyed Seeing), adopted to braid together the strengths of Indigenous Knowledges with western knowledge through practices of Indigenous métissage (land and story-based...."



Promoting cultural connectedness through Indigenous-led child and family services: a critical review with a focus on Canada.

Jessica Ball and Annika Benoit-Jansson

"There is consensus that quality services to Indigenous children and families involve the transmission, preservation, and promotion of First Nations, Métis, and Inuit cultural connections and must be delivered within specific First Nations, Métis, and Inuit cultural frameworks led by Indigenous people."



Quality and educator dispositions for Indigenous families in the urban early learning and child care context: a scoping review.

Chelsea Freeborn, Alvina Mardhani-Bayne, and Cheyanne Soetaert

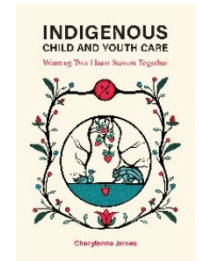
“Findings point to several areas for further consideration that can improve the overall experiences of Indigenous children and families accessing quality early learning and child care in a Canadian urban setting.”



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.



The outcomes of Indigenous youth aging out of care.

Canadian Child Welfare Research Portal

“First Nations children in Canada are removed from their homes and placed into the child welfare care system at a rate of 17 times that of non-Indigenous children during a child welfare investigation... There is a critical need for further research conducted on the outcomes of First Nations, Métis and Inuit youth who exit care.”



Empowering Indigenous youth in care as they transition to adulthood. Critical actions for philanthropy and policy.

Conference Board of Canada

“Several key findings are reported for Indigenous youth aging out of care – e.g., related to employment and earning [...] Indigenous-led programs and services delivered by child and family well-being agencies prioritize identity-building for youth in care...”



New report shows Indigenous children disproportionately impacted by childhood threats.

Danielle Paradis, Chris Stewart

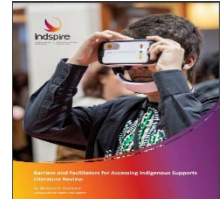
“The sixth annual “Raising Canada” report shows that by some measures, the quality of life for Canadian children is getting worse and that Indigenous children are also more susceptible to many of the issues researchers identified.”



Barriers and facilitators for accessing Indigenous supports literature review.

Nicholas St. Germaine

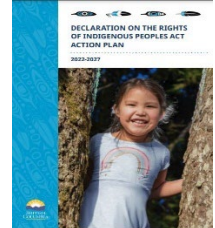
“The review aims to identify services available to Indigenous students in PSE, and what barriers may impact how accessible and effective these supports are.”



Declaration on the Rights of Indigenous Peoples Act Action Plan. 2022-2027.

British Columbia Ministry of Indigenous Relations and Reconciliation

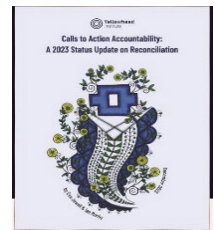
“This action plan outlines significant actions the Province will undertake in consultation and cooperation with Indigenous Peoples over the next five years...The goals and outcomes of this action plan focus on addressing the inequities experienced by Indigenous Peoples by achieving the highest attainable standard for health and well-being.”



Calls to Action Accountability: A 2023 status update on reconciliation.

Yellowhead Institute

“The observed associations underscore a need for city planners and policymakers to ensure sufficient access to parks and neighborhood greenspace, especially if findings are confirmed in longitudinal studies.”



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

Justice Canada

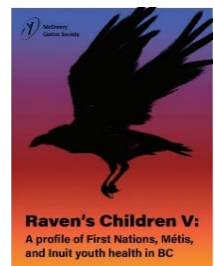
“This document provides an overview of priorities and proposed measures shared by Indigenous peoples in the context of developing a federal Action Plan to achieve...”



Raven’s Children V: A profile of First Nations, Métis, and Inuit youth health in BC.

McCreary Centre Society

“Findings from the 2018 BC AHS highlight improvements in the health of First Nations, Métis, and Inuit youth (referred to as Indigenous youth in this report), as well as continuing discrepancies and causes for concern....” ...[more](#)



7. EQUITY, DIVERSITY, INCLUSION

Reaching underserved children and families: Lessons from the BC Healthy Connections Project.

Nicole Catherine, Research Associate, Children’s Health Policy Centre, Faculty of Health Sciences, Simon Fraser University (and co-authors)

“It is crucial to reach and support children and families who are coping with multiple adversities—yet many are defined by researchers and providers as “hard-to-reach” and therefore are underserved. We found that developing a thorough engagement strategy helped families to participate over the trial’s two-and-a-half years.”



Developmental profiles of children at risk for autism spectrum disorder at school entry.

Brenda Poon, Assistant Professor, Human Early Learning Partnership, and co-authors

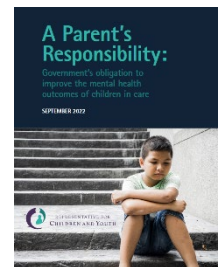
“Comparison of children in British Columbia who have been referred for an autism assessment, with or without a diagnosis, shows similarities in their functional and developmental profiles in kindergarten. Furthermore....”



A parent’s responsibility: government’s obligation to improve the mental health outcomes of children in care.

Children’s Health Policy Centre at Simon Fraser University, commissioned by the Representative for Children and Youth

“This report shows that young people in government care in comparable jurisdictions to BC have dramatically higher rates of mental health disorders than the general population. The Representative makes six recommendations to government to take action on these findings.”



Still left out: children and youth with disabilities in B.C.

Representative for Children and Youth

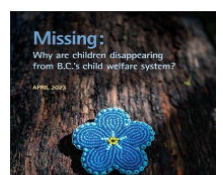
“Families of children with disabilities are still struggling with a system of supports and services that is under-resourced, filled with closed doors and lengthy wait lists for assessments and treatment, cumbersome to navigate and difficult for parents to understand.”



Missing: Why are children disappearing from B.C.’s child welfare system?

Representative for Children and Youth

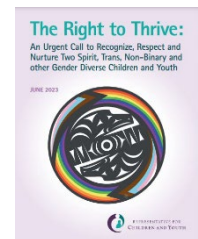
“Stories of children and youth who are lost or missing from the child welfare system continue to emerge as an area of concern across Canada, in some cases resulting in...”



The right to thrive: an urgent call to recognize, respect and nurture two spirit, trans, non-binary and other gender diverse children and youth.

Representative for Children and Youth

“The findings from this analysis raised serious concerns about the experiences of, and outcomes for, these young people, who were doing consistently less well on many measures than their cisgender peers.”



Intersecting transitions among 2S/LGBTQ+ youth experiencing homelessness: A scoping review.

Emily Jenkins, Associate Professor, UBC, and co-authors

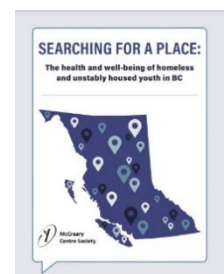
“Findings underscore that multipronged and context-informed responses are required to meaningfully support 2S/LGBTQ+ youth experiencing and at risk for homelessness.”



Searching for a place: the health and well-being of homeless and unstably housed youth in BC.

McCreary Centre Society

“Youth reported better health and well-being when they had supportive adults, peers, and services in their lives, and when they felt connected to their community and school (if at school). Connection to the land and their culture were also important protective factors for Indigenous youth.”



Mental health and our changing climate: children and youth report 2023.

American Psychological Association and ecoAmerica

“Research on youth, climate, and mental health has accelerated, and many new findings have emerged. With this report, we aim to provide readers with information and guidance to understand and support children and youth, and take effective action.”



The coldest year of the rest of their lives. Protecting children from the escalating impacts of heatwaves.

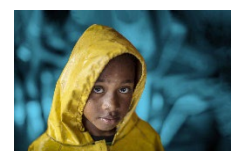
UNICEF

“This report provides yet more evidence that children are on the front line of the climate crisis ...”



The climate crisis is a child rights crisis. Introducing the Children’s Climate Risk Index. UNICEF

“The Children’s Climate Risk Index uses data to generate new global evidence” ...more



8. COVID-19

Are experiences for families with young children in BC improving? HELP Releases CHEQ 2022 COVID-19 Rapid Report. Human Early Learning Partnership

“While some of the data is trending in a positive direction, these findings highlight the ongoing impact of the pandemic on families with young children, as well as the need for early years supports and services including child care, food security, and opportunities for connection.”



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.”



Are early years still the great equalizer? Examining equity in early childhood emerging from COVID-19. Health After 2020 Dialogue Session.

Martin Guhn, Associate Professor, Human Early Learning Partnership, and co-panelists

“During this engaging, community-based session, a panel with academic and community expertise in early years development discussed the ways that the COVID-19 pandemic impacted opportunities for early years development and wellbeing.”



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

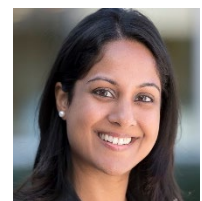
“Adolescents of gender or sexual minority status and those with anxiety were more likely than others to have discussed mental health concerns and also to have reported unmet need.”



Improving youth mental health and well-being during the COVID-19 recovery phase in BC.

Hasina Samji, Assistant Professor, Health Sciences, Simon Fraser University, and co-authors

“The purpose of this report is to identify strategies to support youth mental health and well-being during the pandemic recovery period.... we present recommendations and key...”



Mental health and well-being among pandemic-era youth in British Columbia: Risk and protective factors.

Jacqueline Maloney, CHART Lab Research Coordinator, Simon Fraser University, and co-authors

“Here we highlight key mental health and well-being challenges and opportunities elucidated by YDI research during the pandemic.”



Parent psychological distress and parent-child relationships two years into the COVID-19 pandemic: Results from a Canadian cross-sectional study.

Kimberly Thomson, Assistant Professor, Faculty of Health Sciences, Simon Fraser University, and co-authors

“This study investigates impacts of the pandemic on parents’ psychological distress, contextual sources of distress, and associations with family functioning nearly two years into the pandemic.”



Mental distress and virtual mental health resource use amid the COVID-19 pandemic: Findings from a cross-sectional study in Canada.

Trevor Goodyear, University of British Columbia, and co-authors

“This study identified a high burden of mental distress among adults in Canada during the COVID-19 pandemic alongside an apparent mismatch between actual and perceived need for support, including through virtual mental health resources.”



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

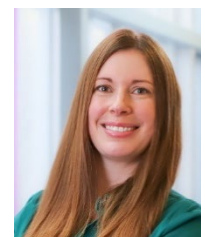
“This study investigated how the challenges and systemic supports perceived by teachers during the COVID-19 pandemic were associated with their mental health and workplace well-being. [...] The most important predictor of general mental health was the number of COVID-19 related personal stressors teachers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



Anxiety symptoms, psychological distress, and optimism in school staff: Testing associations with stressors and coping during the second year of the COVID-19 pandemic.

Sarah Hutchison, and co-authors

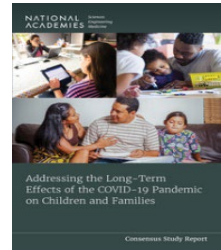
“Results showed that participants’ perceived risk of getting COVID-19 was associated with poorer mental health among both male and female school staff... These findings...”



Anxiety symptoms, psychological distress, and optimism in school staff: Testing associations with stressors and coping during the second year of the COVID-19 pandemic.

National Academies of Science, Engineering, and Medicine

"This work identifies social, emotional, behavioral, educational, mental, physical, and economic effects of the COVID-10 pandemic and looks at strategies for addressing the challenges and obstacles that the pandemic introduced for children and families in...."



One year later: Follow up results from a survey on COVID-19 and child care in Canada.

Barry Forer, Research Associate, Human Early Learning Partnership (and co-authors)

"This report presents data from a follow-up survey of licensed child care centres and regulated family child care providers across Canada about the effects of the COVID-19 pandemic.[...] This survey highlights how the experiences and effects of COVID-19..."



School staff and teachers during the second year of COVID-19: Higher anxiety symptoms, higher psychological distress, and poorer mental health compared to the general population.

Eva Oberle, Assistant Professor, Human Early Learning Partnership, and co-authors

"These results show that priorities to reduce mental health challenges are critical during a public health crisis, not only at the beginning, but also one year later."



Early adolescents' experiences during the COVID-19 pandemic and changes in their well-being.

Kimberly Thomson, Postdoctoral Fellow, Human Early Learning Partnership, and co-authors

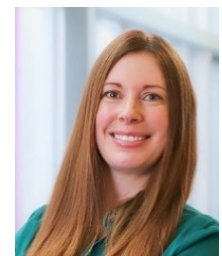
"Results from this study can inform decision making of policy-makers, educators, and practitioners working with youth, by providing information on students' experiences during the pandemic and identifying factors that may be protective for students' mental health during and beyond the pandemic."



Anxiety symptoms, psychological distress, and optimism in school staff: Testing associations with stressors and coping during the second year of the COVID-19 pandemic.

Sarah Hutchison, and co-authors

"Results showed that participants' perceived risk of getting COVID-19 was associated with poorer mental health among both male and female school staff... These findings..."



A summary of key findings – Round 4: Assessing the Impacts of COVID-19 on Mental Health.

Anne Gadermann, Associate Professor, Human Early Learning Partnership, and Emily Jenkins

“Far from feeling the pandemic is over, most people in Canada are stressed about what’s next, with 64% worried about new variants and 57% worried about COVID-19 circulating in the population for years to come. Two years of pandemic-related stressors, including grief and trauma, are likely to lead to significant long-term mental health effects on both our population and the frontline mental health providers caring for them.”



Mental health inequities amid the COVID-19 pandemic: findings from three rounds of a cross-sectional monitoring survey of Canadian adults.

Emily Jenkins, Associate Professor (Nursing) UBC, and co-authors

“There is immediate need for population-based approaches to support mental health in Canada and globally. Approaches should attend to the root causes of mental health inequities through promotion and prevention, in addition to treatment.”



Anxiety symptoms, psychological distress, and optimism in school staff: Testing associations with stressors and coping during the second year of the COVID-19 pandemic.

Sarah Hutchison, and co-authors

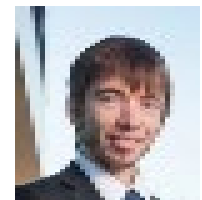
“Results showed that participants’ perceived risk of getting COVID-19 was associated with poorer mental health among both male and female school staff... These findings...”



Correlates of active school transportation during the COVID-19 pandemic: A national study.

Richard Larouche, Assistant Professor, Faculty of Health Sciences, University of Lethbridge, and co-authors

“Our findings suggest that interventions promoting active transportation to work may also increase children’s Active School Transportation (AST). Higher independent mobility and walkability may enable AST...”



9. EARLY INFLUENCES, EARLY INTERVENTION

Cortisol response marks biological sensitivity to kindergartners' social hierarchies for emerging school engagement.

W Thomas Boyce, Professor Emeritus, UBC, honorary HELP Affiliate, and co-authors

"...analyses revealed that in the fall, lower cortisol response (but not social hierarchy position) was associated with greater school engagement. However, by spring, significant interactions emerged. Highly reactive, subordinate children showed..."



Parental personality and early life ecology: a prospective cohort study from preconception to postpartum.

Kimberly Thomson, Post-Doctoral Fellow, UBC, Human Early Learning Partnership

"Young adult personality is associated with the perinatal household social and financial context, parental mental health, parenting style and self-efficacy, and temperamental characteristics of offspring. These are pivotal aspects of early life development that ultimately predict a child's long-term health and development."



Examination of school readiness and factors related to developmental vulnerability in children born very low birth weight.

Magdalena Janus, Affiliate Associate Professor, School of Population and Public Health, and co-authors

"This very low birth weight sample exhibited poor school readiness in multiple domains. Identification of lower birth gestation and Apgar may assist targeted early interventions to mitigate vulnerability."



A review on early intervention systems.

Kristen Tollan, York University, and co-authors

"Notable shifts in the current early intervention paradigms are approaches to understanding disability informed by intersectional and critical theories, as well as systems level thinking that goes beyond focusing on individual intervention by influencing policy to advance innovative practice in the sector."



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.

Kate Williams, Associate Professor, Queensland University of Technology, 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..."



Early childhood education and care.

Barry Forer, Research Methodologist and Statistician, HELP, and co-authors

"This report provides detailed provincial/territorial information on kindergarten and regulated child care programs (e.g. educator/teacher qualifications, wages, ratios, group/class size, curriculum, governance, affordability, and availability of spaces) as well as ELCC funding and pertinent demographic data. It also offers a Canada-wide overview of ELCC governance, First Nations, Métis and Inuit ELCC, and parental leave."



Over-reaching with causality language in neurodevelopmental infant research: a methodological literature review.

Mari Pighini (right), UBC Faculty of Education, Martin Guhn, and Bruno Zumbo

"...a framework that aims to raise awareness of the importance of language use and the impact of causality-related terms often used in longitudinal studies is proposed. The objective is to avoid ambiguities and misunderstandings around causal or non-causal..."



Rethinking diagnosis-based service models for childhood neurodevelopmental disabilities in Canada: a question of equity.

Brenda Poon, Assistant Professor, Human Early Learning Partnership, and co-authors

"This article includes three calls to action for function and participation-based approaches that could better support equitable services for children with neurodevelopmental disabilities."

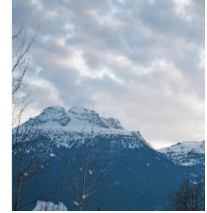


10. POWER OF DATA, TRAJECTORIES, LINKAGE, more...

How Revelstoke used 20 years of data to strengthen connection.

Human Early Learning Partnership, Data & Connection Series

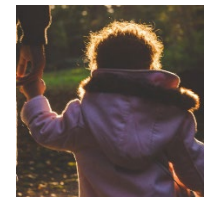
“For the past 20 years, Revelstoke has used Monitoring System data collected across all five tools to inform their community-based work of strengthening child development and well-being in the region.”



Innovative programming in Kootenay-Columbia.

Human Early Learning Partnership, Data & Connection Series

“The Kootenay-Columbia region was one of six areas across BC that participated in the Toddler Development Instrument (TDI) data collection pilot between September 2019 and September 2020.”



Building connections for Valley Families: A social innovation Initiative to improve the systems that support childhood well-being in the Comox Valley.

Comox Valley Early Years Collaborative

“Findings point the need for a comprehensive, integrative, and socially responsive early years system that has top-down political vision, leadership, and accountability...”



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.”



Newly linked data can reveal academic development from kindergarten to high school in 150,000 students.

Developmental health of Canadian kindergarten children with teacher-reported asthma between 2010 and 2015: A population-level cross-sectional study.

Magdalena Janus, Affiliate Associate Professor, SPPH, UBC, and co-authors



The Canadian Neighbourhood Early Childhood Development (CanNECD) socioeconomic index: stability and measurement invariance over time.

Barry Forer, Research Associate, Human Early Learning Partnership, and co-authors

“Our results confirm the stability of the CanNECD Index, justifying its utility for mapping SES indicators across neighbourhoods and over time...”



11. HELP RESOURCES, LOOKING AHEAD

Summary reports by project.

Human Early Learning Partnership

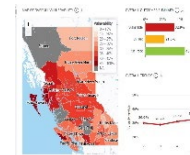
Discover 20 years of EDI data with HELP's latest release, Wave 8 (2019-2022). The release includes the new EDI Data Dashboard for interactive insights and a Provincial Summary for a comprehensive overview of trends in child development over the years. EDI Data files are available in the [Data Library](#).



Early Development Instrument [EDI] Data Dashboard.

Human Early Learning Partnership, School of Population and Public Health, UBC

This is one of HELP's new data dashboard tools for exploring child development data. You can explore seven waves of early child development data across British Columbia.



Provincial summary: 20 years of Early Development Instrument [EDI] Data in BC.

Human Early Learning Partnership, School of Population and Public Health, UBC

This report provides a foundational summary of EDI data across these last two decades, setting the stage for more analysis and research to come."



Middle Years Development Instrument [MDI] Data Dashboard.

Human Early Learning Partnership, School of Population and Public Health, UBC

This dashboard is a new tool for exploring MDI data from participating British Columbia school districts and independent schools over the past five years. This platform provides a comprehensive view of children's well-being at both the district and neighbourhood levels to facilitate informed decision-making.



Measuring and monitoring children's social and emotional competence and well-being in schools, families, and communities at the population level. The Middle Years Development Instrument.

Kim Schonert-Reichl, Professor, University of British Columbia; University of Chicago, and co-authors

This is a book chapter from "Measuring noncognitive skills in school settings: Assessments of executive function and social-emotional competencies."



Understanding & promoting well-being in middle childhood: MDI trends & data dashboard [webinar].

Eva Oberle, Associate Professor, Human Early Learning Partnership, UBC, with others

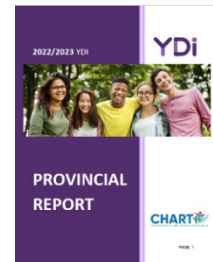
This webinar describes the Middle Years Development Instrument, MDI data trends over time, the MDI data dashboard and more.



YDI Provincial report 2022/2023.

Capturing Health and Resilience Trajectories (CHART) lab

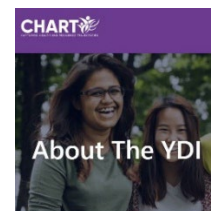
“This report is an opportunity to hear from young people about how we can work together across sectors like health and education and with youth directly to create environments in which young people can flourish... Whether it is more access to time outdoors or finding ways to bolster community belonging, there are a lot of concrete ways in which we can support youth mental health and well-being.” Dr. Hasina Samji



About the Youth Development Instrument (YDI).

Capturing Health and Resilience Trajectories (CHART) lab

“The Youth Development Instrument (YDI) is a self-report questionnaire designed to learn about the social and emotional development, health, and well-being of young people 16-17 years of age. In doing so, the YDI will identify individual and contextual resources, opportunities, and practices that foster or hinder positive youth development.”



Provincial summary. 20 years of Early Development Instrument Data in British Columbia. Human Early Learning Partnership

“Wave 8, 32.9% (approximately 13,500) of kindergarten children were vulnerable on one or more areas critical to their healthy development. Wave 8 is the fifth provincial EDI data collection in a row where more than 30% of children were vulnerable...”



HELP’s Year in review: reflecting on achievements and looking ahead to 2024.

*As we move into 2024, HELP is excited to announce additions to our esteemed faculty and affiliates. [Stay tuned for updates](#) as we continue to strengthen our team and broaden our expertise. We also hope you will mark your calendars for **February 1, 2024**, as HELP hosts the [Pre-Conference Day of the Early Years Conference](#) in Vancouver.*



First approved project of 2024 will examine trajectories of academic success and well-being in childhood.

Eva Oberle, Associate Professor, Human Early Learning Partnership, UBC

“The project will use existing linked data from the Early Development Instrument (EDI) and the Middle Years Development Instrument (MDI) collected by HELP. EDI data has been collected for...”



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

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

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