

HUMAN DEVELOPMENT RESEARCH REVIEW



CONTENTS

[HELP FACULTY and AFFILIATE](#)

[BIOLOGY/NEUROBIOLOGY \(“early experiences”\)](#)

[CHILDCARE, ECD SERVICES](#)

[CHILD DEVELOPMENT \(GENERAL\)](#)

[ENVIRONMENTAL HEALTH](#)

[INDIGENOUS](#)

[MIDDLE YEARS](#)

[POLICY, PRACTICE, INTERVENTIONS](#)

[SCREENING](#)

[SOCIAL DETERMINANTS \(Income, Employment, Housing, Food Security, Inequity, etc\)](#)

[SOCIOEMOTIONAL](#)

[SPECIAL \(COVID-19, media, other\)](#)

HUMAN DEVELOPMENT RESEARCH REVIEW: AIMS AND SCOPE

HELP’s Human Development Research Review (*HELP Reads*) aims to expand awareness of topics in human development, including social and emotional learning, social and environmental determinants of health, child care, and more. *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. 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 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."



Outdoor play and learning online tool for teacher.

Megan Zeni, PhD Candidate, Faculty of Education, UBC, and co-authors

"This tool is designed for elementary school teachers. There are four themes to explore which offer valuable insights and hands-on resources to begin locating play and learning outdoors."



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."



Neighbourhood-level socioeconomic status and prevalence of teacher-reported health disorders among Canadian kindergarten children.

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

"Our study demonstrated that the prevalence of health disorders among kindergarten children was higher in lower SES neighborhoods and varied by jurisdiction in Canada, which has implications for practice and resource allocation."



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 over 10 years and includes measures of a child's social, emotional, cognitive, physical development and vulnerability in Kindergarten as reported by teachers. These variables will be used as predictors in the study."



Nurturing minds for secure futures timely access to mental healthcare services for children and youth in Canada.

The Conference Board of Canada

“Investments in children’s mental health today, with a focus on accessible and inclusive programming for vulnerable populations, can nurture minds and secure futures for Canadian children and youth and save \$28 billion annually.”



Social media and adolescent health.

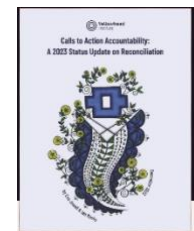
National Academies of Sciences, Engineering, and Medicine; Health and Medicine Division; Board on Population Health and Public Health Practice; Committee on the Impact of Social Media on Adolescent Health; Sandro Galea, Gillian J. Buckley, and Alexis Wojtowicz, Editors

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.



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

2023 marks eight years since the release of the Truth and Reconciliation Commission’s 94 Calls to Action. This year also marks the fifth year of authors Eva Jewell and Ian Mosby tracking Canada’s progress on completing the Truth and Reconciliation Commission’s 94 Calls to Action. The authors identify the ongoing issue of inaction on reconciliation and what it means for the future of accountability work.



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](#).



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.*



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Duffy RT, Larsen K, Bélanger M, Brussoni M, Faulkner G, Gunnell K, et al. **Children’s independent mobility, school travel and the surrounding neighborhood**. Am J Prev Med. 2023. Available from: <https://www.sciencedirect.com/science/article/pii/S0749379723005020>.
2. Guhn M, Janus M, Carwana M, Mir R. **Are early years still the great equalizer? Examining equity in early childhood emerging from COVID-19**. Health After 2020 Dialogue Session. Vancouver, BC: University of British Columbia, Health; 2023 Nov 16. Available from: <https://health.ubc.ca/interdisciplinary-health-research/health-after-2020/health-after-2020-dialogue-sessions>.
3. Janus M, Brownell M, Reid-Westoby C, Pottruff M, Forer B, Guhn M, Duku E. **Neighbourhood-level socioeconomic status and prevalence of teacher-reported health disorders among Canadian kindergarten children**. Frontiers in Public Health. 2024;11. Available from: <https://www.frontiersin.org/articles/10.3389/fpubh.2023.1295195>.
4. Waldman MR, Raikes A, Hepworth K, Black MM, Cavallera V, Dua T, et al. **Psychometrics of psychosocial behavior items under age 6 years: Evidence from Nebraska, USA**. Infant Mental Health Journal. 2023. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1002/imhj.22090>.
5. Zeni M, Han C, Raaflaub E, BC Children’s Hospital Digital Lab, Brussoni M. **Outdoor play and learning online tool for teachers**. Vancouver, BC: 2023. Available from: <https://teacher.outsideplay.org/>.

HELP RESOURCES

1. Human Early Learning Partnership. **HELP’s Year in Review: Reflecting on Achievements and Looking Ahead to 2024**. Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health, HELP; 2023 Dec 14.

BIOLOGY/NEUROBIOLOGY (“early experiences”)

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CHILDCARE, ECD SERVICES

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CHILD DEVELOPMENT (GENERAL)

1. Ebeid M, Witt J. **Effect of the timing of initial exposure to maternal depression on children’s school readiness.** Early Child Res Q. 2024;66:86-97. Available from: <https://ifp.nyu.edu/2023/journal-article-abstracts/s0885200623001187-2/>.
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POLICY, PRACTICE, INTERVENTIONS

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SCREENING (tools, methods, school readiness, etc)

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SOCIAL DETERMINANTS

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SOCIOEMOTIONAL

1. Whittaker JE, Hofkens T, Vitiello VE, Pianta RC, DeCoster J, Ansari A. **Patterns of children’s readiness at school entry and their association with kindergarten academic and social-emotional outcomes: Do classroom interactions matter?** *Early Child Res Q.* 2024;66:112-23. Available from: <https://www.sciencedirect.com/science/article/pii/S0885200623001229>.

SPECIAL (COVID-19, media, other)

COVID-19

1. Gabet S, Thierry B, Wasfi R, Simonelli G, Hudon C, Lessard L, et al. **How is the COVID-19 pandemic impacting our life, mental health, and well-being? Design and preliminary findings of the pan-Canadian longitudinal COHESION study.** *BMC Public Health.* 2023;23(1):2401. Available from: <https://doi.org/10.1186/s12889-023-17297-w>.
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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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