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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, 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

Congratulations to Dr. Mariana Brussoni, recipient of the 2024 Joe L. Frost Award for distinguished research from the US Play Coalition.

Mariana Brussoni, Director, Human Early Learning Partnership, and co-authors

This award is given in recognition of a body of exceptional research that has enhanced and expanded the study of play.

Poverty, childhood experiences & well-being in BC [webinar-presentation slides]

Martin Guhn, Associate Professor, HELP, and Adrienne Montani, Provincial Coordinator, First Call

“This webinar featured discussion about the newly released 2023 BC Child Poverty Report Card and the relationship between income inequality and children’s daily experiences, development, and well-being.”

Supporting adolescent well-being at school: integrating transformative social and emotional learning and trauma-informed education.

Jacqueline Maloney, PhD, and co-authors

““We propose a pragmatic theory of action for schools for implementing and evaluating...”

Early childhood education report.

Akbari E, McCuaig K, Mehta S. Atkinson Centre for Society and Child Development

“This report captures changes to early years services from March 2020 to March 2023. As such, it is able to assess the impact of the COVID-19 pandemic on service provision, as well as the funding and requirements of the Canada-Wide Early Learning and Child Care Agreements.”

2024 Children and youth report card.

ParticipACTION

“Overall physical activity grade D+. 39% of children and youth (five to 17 years) in Canada met the recommendation of 60 minutes of moderate- to vigorous-intensity physical activity per day.”

#ChatSafe. Mental Health Commission of Canada

“#ChatSafe is an internationally renowned suicide prevention program that aims to empower and equip young people to communicate safely online about self-harm and suicide on social media and other digital platforms and empower their parents or caregivers to support them in communicating safely.”
EDITOR PICKS

World Health Organization Regional Office for Europe
“This report focuses on adolescent mental health and wellbeing using the unique HBSC evidence on adolescents aged 11, 13 and 15 years across 44 countries. It describes…”

World Health Organization Regional Office for Europe
“This report focuses on adolescent peer violence (bullying, cyberbullying and fighting) the role of gender, age and social inequality, and how adolescent bullying and fighting behaviour has changed over time.”

World Health Organization Regional Office for Europe
“This report focuses on adolescent substance use (cigarette smoking, electronic cigarette use, alcohol consumption, drunkenness and cannabis use), the role of gender, age and social inequality, and how adolescent substance use has changed over time.”

Left behind: inequalities in the negative impacts of the COVID-19 pandemic among adolescents in the WHO European Region: impact of the COVID-19 pandemic on young people’s health and well-being from the findings of the HBSC survey round 2021/2022.
World Health Organization Regional Office for Europe
“This report summarizes findings from the Health Behaviour in School-aged Children survey round 2021/2022 regarding the unequal impact of the COVID-19 pandemic on adolescents’ health and health behaviours in 22 countries and regions of the WHO European Region.”

For our future: Indigenous resilience report.
Canada in a Changing Climate – National Assessment
“This report draws on Indigenous knowledge, perspectives and experiences to explore the multidimensional and intersecting aspects of climate change impacts and adaptation.”
HELP FACULTY and AFFILIATE (selected publications)

1. Beno S, Brussoni M. *Episode #14- Dr. Suzanne Beno & Dr. Mariana Brussoni (Risky Play in Children)* [webinar]: Let’s Move Canada; 2024. Available from: [https://www.youtube.com/watch?v=63m9d7err34](https://www.youtube.com/watch?v=63m9d7err34).


HELP RESOURCES


1. CHILD DEVELOPMENT

1.i. General, Cognition


1. Communication, Language. Literacy


1.iii. Socioemotional Learning, Other


2. CHILD CARE, EDUCATION, PARTNERSHIPS

2.i. Connections, Hubs, Partnerships


2.ii. Initiatives, Interventions


2.iii. Programs, Services, Other


3. EARLY ENVIRONMENTS

3.i. Biological Sensitivity to Context, Cortisol, Epigenetic


3.ii. Adversity, Resilience


3.iii. Other

4. ENVIRONMENTAL HEALTH

4.i. Climate Change


4.ii. Urban Design, Child Friendly Cities, Rural, Greenspace


4.iii. Exposures, Other


5. MENTAL HEALTH

5.i. Happiness, Wellbeing, Distress


5.ii. Sleep, Screentime


5.iii. Healthy Habits, Substance Use, Other


6. PHYSICAL HEALTH, MOBILITY

6.i. Active Transportation


6.ii. Activities, Sports


6.iii. Outdoor Play, Independent Mobility, Other
7. EQUITY, DIVERSITY, INCLUSION, INDIGENIZATION

7.i. Indigenous


7.ii. Diverse Populations (BIPOC, LGBTQIA2S+, Immigrant, Refugee, People with Disabilities, Autism, Low Income...)


7.iii. Place Matters, Other


8. SOCIAL DETERMINANTS, SOCIAL GRADIENT, PUBLIC POLICY

8.i. Education, Income (poverty)


8.ii. Housing, Food Security, Family Policy


8.iii. Proportionate Universality, Other


9. COMPASSIONATE SYSTEMS, TOOLS, OTHER

9.i. Leadership


9.ii. Measurement, Monitoring, Screening

1. Bodkin A, Camp LV. *Health Literacy and Health Promotion*. Toronto, ON: Public Health Ontario; 2024 Apr. Available from: [https://www.publichealthontario.ca/-/media/Documents/H/24/health-literacy-health-promotion.pdf?rev=d6397e6d8d7e4b2da0a9eb301266a184&sc_lang=en&_cldee=R5gHMLRgHjhf9dzt0AOqlQ_9ofwDpQ3ZEKxyLwO0XeheQdz121_qkCslOoVwOuS&recipientid=contact-c7cc0a5b4a2e611837d0050569e0009-6acafb3b74bb4d63a1b881d1556f5ce1&esid=3105720e-4302-ef11-8196-005056ad61b6](https://www.publichealthontario.ca/-/media/Documents/H/24/health-literacy-health-promotion.pdf?rev=d6397e6d8d7e4b2da0a9eb301266a184&sc_lang=en&_cldee=R5gHMLRgHjhf9dzt0AOqlQ_9ofwDpQ3ZEKxyLwO0XeheQdz121_qkCslOoVwOuS&recipientid=contact-c7cc0a5b4a2e611837d0050569e0009-6acafb3b74bb4d63a1b881d1556f5ce1&esid=3105720e-4302-ef11-8196-005056ad61b6).


9.iii. Ethics, Research Data Management


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Please cite as:

The Human Early Learning Partnership is situated within the traditional, ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam) People.

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

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