

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, 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

UBC study finds 36% of B.C. kindergarteners struggle in key areas of development.

Martin Guhn, Associate Professor, Human Early Learning Partnership, UBC

"... CBC Radio's Stephen Quinn interviews Dr. Martin Guhn."



Population health begins in early childhood: kindergarten EDI school readiness scores as a predictor of sixth-grade academic outcomes in the USA.

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

"Findings show that kindergarten EDI scores are strong predictors of sixth-grade academic performance..."



Developing children's innate systems intelligence to enhance social and emotional learning.

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

"...Through early years learning, we can nurture systems intelligence starting with our youngest and cultivate this sense of ecological and societal interdependence..."



Eco-emotions in children and adolescents: a rapid review of the qualitative literature.

Hasina Samji, Assistant Professor, Health Sciences, SFU, and co-authors

"Findings from this review highlight the need for eco-emotions research beyond climate- and eco-anxiety and underscore the importance of tailored CCED-programming."



Maternal preeclampsia and early childhood development: a cohort study in British Columbia, Canada.

Monique Gagné Pettini, Research Associate, HELP, and co-authors

"Maternal preeclampsia may increase the risk of developmental vulnerability at school entry."



The stakes of stimulant use, psychosis, and antipsychotic treatment among youth who use drugs: A longitudinal qualitative study.

Trevor Goodyear, Assistant Professor, School of Nursing, UBC, and co-authors

"From these findings, we underscore the need to prioritize self-determination – as much as is possible and safe – and equity-focused approaches that address the socio..."



EDITOR PICKS

Gender and sexual orientation differences in the relationship between social media use and disordered eating: results from a serial cross-sectional youth survey from 2022 to 2024.

Jenna Whitehead, YDI Implementation Coordinator, SFU, and co-authors

"We aimed to assess the effects of time on social media on DE among youth in British Columbia (BC), Canada, across intersecting identities of gender and sexual orientation."



Youth and young adult cannabis research – Critical approaches to advancing the field.

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

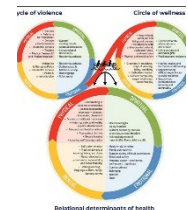
"Findings show that kindergarten EDI scores are strong predictors of sixth-grade academic performance..."



The relational determinants of health: An Indigenous journey to wellness.

Shelley Cardinal, Debra Pepler, Canadian Red Cross and York University

"Although Indigenous communities still experience violence and disconnection, the relational determinants of health can support them to reclaim their health and well-being..."



Stories of our health: Perspectives of First Nations, Inuit, and Métis youth.

National Collaborating Centre for Indigenous Health (NCCIH)

"Nine of the digital storytellers participated in this podcast series where they could further reflect on their lives, their communities, and what health really means to them..."



Growing up healthy. A resource booklet for First Nations and Metis parents in Manitoba.

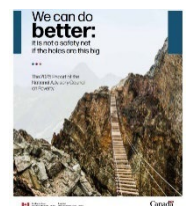
National Collaborating Centre for Indigenous Health (NCCIH) and the Manitoba Government



We can do better: it is not a safety net if the holes are this big. The 2025 Report of the National Advisory Council on Poverty.

National Advisory Council on Poverty

"This report summarizes the conversations we had, the challenges we uncovered, and the courageous choices—as a country, collectively and individually—to end poverty..."



Immigrant mothers' experiences with child soothing in Vancouver, Canada: 'I just want to be a good mom'.

Michelle Bauer, Research Associate, BC Injury Research and Prevention Unit, UBC, and co-authors

"Societal pressures on women to soothe children can elicit feelings of isolation, sadness and concern for immigrant mothers, who can lack social supports and may not feel capable of subscribing to culturally idealised practices. Findings can be used to inform the cultural competency of injury prevention resource development to address unique cultural and gender-sensitive needs of immigrant mothers."



Embracing risky play at school: getting kids outdoors to explore, learn, and grow.

Megan Zeni (right) and Mariana Brussoni (below)

This newly published book introduces readers to outdoor play and learning (OPAL) in the kindergarten to middle school years, explains the difference between risks and hazards, presents the concept of "Yes" spaces, and describes how and why risky play supports academic development and student well-being. Features of this resource:

- A clear understanding of what risky play is, and is not, particularly when supervising other people's children as a professional educator in group learning environments
- Guidance for creating conditions and building capacity for risky play in schools, which serves to support the physical, social, emotional, and cognitive growth of children
- Links to learning modules that extend chapter content through the authors' [Outside Play website](#).



Embracing risky play at school: getting kids outdoors to explore, learn, and grow

Book launch webinar: Thursday February 5, 3:00-4:30 (PST) via Zoom. Register [here](#)

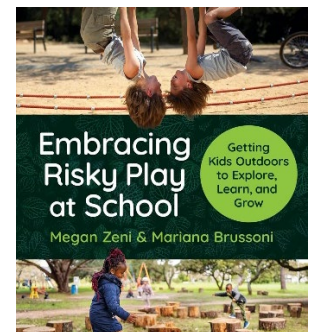
Event Description

Children are naturally drawn to risky play — to take physical chances, to seek excitement, and to satisfy their curiosity — and are more physically active when playing outdoors. Join experts Drs. Megan Zeni and Mariana Brussoni for an engaging webinar promoting their newly released book, [Embracing Risky Play at School: Getting Kids Outdoors to Explore, Learn and Grow!](#) Learn practical strategies for supporting outdoor play and learning in the elementary school years, the difference between risks and hazards, and the research demonstrating how risky play supports children's health, development, well-being and learning. The Canadian Pediatric Society recommends risky play, and this webinar will highlight our collective responsibility to encourage and support risky play in the early years and beyond.

Pre-Order the Book

[Outdoor Learning Store](#) (Canadian)

[Teachers College Press](#) (International)



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Bauer Michelle EE, Ibrahimova A, Rajabali F, Sadler K. **Immigrant mothers' experiences with child soothing in Vancouver, Canada: 'I just want to be a good mom'.** Child Care Health Dev. 2026;52(1):e70224. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/cch.70224>.
2. Delgado-Ron JA, Whitehead J, Kaufmann J, Wu J, de Arruda Maluf G, Dhaliwal H, et al. **Gender and sexual orientation differences in the relationship between social media use and disordered eating: results from a serial cross-sectional youth survey from 2022 to 2024.** J Adolesc Health. 2026;78(1):110-8. Available from: <https://www.sciencedirect.com/science/article/pii/S1054139X25004045>.
3. Goodyear T, Thulien M, Anghel A, Slemon A, Jensen M, Ignaszewski MJ, et al. **The stakes of stimulant use, psychosis, and antipsychotic treatment among youth who use drugs: a longitudinal qualitative study.** Soc Sci Med. 2025;387:118701. Available from: <https://www.sciencedirect.com/science/article/pii/S0277953625010329>.
4. Hossin M, Gagne M, Gill R, Razaz N, Gadermann A. **Maternal preeclampsia and early childhood development: a cohort study in British Columbia, Canada.** Eur J Public Health. 2025;35(Supplement_4). Available from: <https://doi.org/10.1093/eurpub/ckaf161.678>.
5. Jenkins EK, Knight R, Ferlatte O, Haines-Saah RJ. **Youth and young adult cannabis research – Critical approaches to advancing the field.** International Journal of Drug Policy. 2025;138:104752. Available from: <https://www.sciencedirect.com/science/article/pii/S0955395925000519>.
6. Perrigo JL, Karimli L, Ginther A, Stanley L, Janus M. **Population health begins in early childhood: Kindergarten EDI school readiness scores as a predictor of sixth-grade academic outcomes in the USA.** International Journal of Educational Research. 2025;134:102760. Available from: <https://www.sciencedirect.com/science/article/pii/S0883035525002332>.
7. Senge PM, Cook L, Kitil MJ, Schonert-Reichl KA, Clinton JM, Boell M, et al. **Developing children's innate systems intelligence to enhance social and emotional learning.** Social and Emotional Learning: Research, Practice, and Policy. 2025;6:100167. Available from: <https://www.sciencedirect.com/science/article/pii/S2773233925000920>.
8. Wu J, Gina M, Maya G, Julia K, Samji H. **Eco-emotions in children and adolescents: a rapid review of the qualitative literature.** J Environ Psychol. 2025:102894. Available from: <https://www.sciencedirect.com/science/article/pii/S0272494425003779>.
9. Zeni M, Brussoni M. **Embracing risky play at school: getting kids outdoors to explore, learn, and grow.** Manhattan, NY: Columbia University, Teachers College Press; 2026. Available from: <https://www.tcpress.com/embracing-risky-play-at-school-9780807783993>.

HELP RESOURCES

Media General

1. Admin staff. **Children in B.C. are struggling with social-emotional development** Prince George Daily News. 2025 Dec 18. Available from: <https://pgdailynews.ca/index.php/2025/12/18/children-in-b-c-are-struggling-with-social-emotional-development-report/>.
2. Crawford T. **Family financial stress contributing to B.C. kids struggling with developmental health, experts say.** The Vancouver Sun. 2025 Dec 24. Available from: <https://vancouversun.com/news/bc-kids-struggling-developmental-health-experts-say>.

3. MacMahon M. **Social media driving teen disordered eating: SFU study.** CTV News. 2025 Dec 18. Available from: <https://www.ctvnews.ca/vancouver/article/social-media-driving-teen-disordered-eating-sfu-study/>.
4. Meherali S, Aynalem YA, Nisa SU, Kennedy M, Salami B, Adjorlolo S, et al. **Impact of climate change on child outcomes: an evidence gap map review.** BMJ Paediatrics Open. 2024;8(1):e002592. Available from: <https://doi.org/10.1136/bmjpo-2024-002592>.
5. Quinn S, Guhn M. **UBC study finds 36% of B.C. kindergarteners struggle in key areas of development.** Vancouver, BC: CBC Radio; 2025 Dec 15. Available from: <https://www.youtube.com/shorts/2YJI0iBcTDI>.
6. Stubbs R. **Social media feeding 'shadow pandemic' of disordered eating in teens, SFU study finds.** SFU News. 2025 Dec 18. Available from: <https://www.sfu.ca/sfunews/stories/2025/12/social-media-feeding--shadow-pandemic--of-disordered-eating-in-.html>.

1. CHILD DEVELOPMENT

1.i. General, Cognition

1. Mavilidi M, Vazou S, Lubans DR, Robinson K, Woods AJ, Benzing V, et al. **How Physical Activity Context Relates to Cognition Across the Lifespan: A Systematic Review and Meta-Analysis.** Psychol Bull. 2025;151(5):544-79.
2. Perrigo JL, Karimli L, Ginther A, Stanley L, Janus M. **Population health begins in early childhood: Kindergarten EDI school readiness scores as a predictor of sixth-grade academic outcomes in the USA.** International Journal of Educational Research. 2025;134:102760. Available from: <https://www.sciencedirect.com/science/article/pii/S0883035525002332>.
3. Unterguggenberger S. **Physical Activity, Cognitive Health and Learning in Youth: A Narrative Umbrella Review.** Int J Environ Res Public Health. 2026;23(1):11. Available from: <https://www.mdpi.com/1660-4601/23/1/11>.

1.ii. Communication, Language, Literacy, Mathematics

1. Mavungu-Blouin C, Letarte M-J, Laurent A, Lemelin J-P, Garon-Carrier G. **Profiles of Low School Readiness Among At-Risk Preschoolers and Their Correlates in Kindergarten and Grade 1.** Journal of Research in Childhood Education. 2025;1-19. Available from: <https://doi.org/10.1080/02568543.2025.2483529>.
2. Milani C, Buresta D, Iocca F, Wetzell Cabrera F, Biagi C, Rosi C, et al. **Health promotion through reading in the first thousand days: a systematic review and meta-analysis.** BMJ Paediatrics Open. 2025;9(1):e003231. Available from: <https://doi.org/10.1136/bmjpo-2024-003231>.
3. Raghuram K, Bando N, Janus M. **School readiness in children born preterm.** Pediatr Res. 2025. Available from: <https://doi.org/10.1038/s41390-025-04421-2>.
4. Sylvestre A, Sante MD, Julien C, Mérette C, Bouchard C. **The Critical Role of Interactive Features in the Language and Speech Developmental Trajectories of Children Experiencing Neglect: Results of the Early Longitudinal Language and Neglect Study.** J Speech Lang Hear Res. 2026;69(1):238-52. Available from: https://pubs.asha.org/doi/abs/10.1044/2025_JSLHR-24-00884.

1.iii. Socioemotional Learning, Anxiety, Other

1. Bokhari TB, Anis F, Muhammad Y. **Teacher Narratives of Social-Emotional Competence Development: An Inquiry into Classroom Management in Inclusive Education Settings**. The Knowledge. 2025;4(4):1-14. Available from: <https://doi.org/10.55737/tk/2k25d.44100>.
2. Hanisch-Cerda B, Benitez-Yavar D. **Enhancing socioemotional competencies: protocol for a three-arm cluster randomized controlled trial of a daily program for third graders and educators**. Trials. 2025;26(1):580. Available from: <https://doi.org/10.1186/s13063-025-09183-0>.
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4. Jiang X, Wang Y, Green AB. **Kindness in Children and Adolescents: Conceptualization and Interventions**. Encyclopedia. 2025;5(4):213. Available from: <https://www.mdpi.com/2673-8392/5/4/213>.
5. Li S, Chai L, Ma L, Gu S, Wang T, Wang L, et al. **Screens or books? Isotemporal substitution of different home activities on language and socio-emotional skills in preschool children**. Comput Human Behav. 2026;175:108847. Available from: <https://www.sciencedirect.com/science/article/pii/S0747563225002948>.
6. Ling L, Yelland N, Dickson-Deane C. **Young children's Internet of Toys play at home: Status quo and associations with academic performance**. Computers & Education. 2026;242:105505. Available from: <https://www.sciencedirect.com/science/article/pii/S0360131525002738>.
7. Narag G. **The role of values education in fostering students' social and emotional learning in the Secondary Schools of Marcos**. Divine Word International Journal of Management and Humanities (DWIJMH) (ISSN: 2980-4817). 2025;4(4). Available from: <https://dwijmh.org/index.php/dwijmh/article/view/191>.
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2. CHILD CARE, COMMUNITY ENGAGEMENT, PARTNERSHIPS

2.i. Connections, Hubs, Partnerships

1. Schleicher A. **Starting Strong Teaching and Learning International Survey. Insights and Interpretations**. Paris, France: Organisation for Economic Co-operation and Development; 2025 Dec. Available from: https://www.oecd.org/content/dam/oecd/en/publications/support-materials/2025/12/results-from-talis-starting-strong-2024_763cbc56/talis3s2024-insights-interpretations.pdf.

2.ii. Initiatives, Interventions

1. Joshi D, Brownell M, Decaire E, Santos R, Dharmasena I, Prior H, et al. **Examining the rollout of the Triple P system parenting program in Manitoba on rates of child maltreatment: Administrative data analyses and**

document review of policies and programs. Canadian Journal of Public Health. 2025;116(5):733-47.

Available from: <https://doi.org/10.17269/s41997-025-01005-9>.

2. Sloss IM, Maguire N, Browne DT. **Children's Socioemotional Strengths in Early Childhood Education (ECE) and Before/After School Care (BASC): A Multilevel Ecological Analysis**. Children. 2026;13(1):23. Available from: <https://www.mdpi.com/2227-9067/13/1/23>.

2.iii. Programs, Services, Other

1. Poehlmann J, Johnson EI, Ossorio PN, Highsmith K, Harden BJ, Terplan M, et al. **Retaining infants and young children who experience transitions in care in longitudinal studies of child health and development: Considerations from the HEALthy Brain and Child Development study**. Infant Mental Health Journal: Infancy and Early Childhood. 2026;47(1):e70057. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1002/imhj.70057>.
2. Slemon A, Gerlach AJ, Moosa-Mitha M, Macasaquit M. **A scoping review of trauma-informed early learning and child care in canada: a critical analysis** International Journal of Child, Youth and Family Studies. 2025;16(4). Available from: <https://journals.uvic.ca/index.php/ijcyfs/article/view/22591>.

3. EARLY ENVIRONMENTS

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

1. Binter A-C, López-Vicente M, Petricola S, Hessel E, Bannier E, Cirach M, et al. **Urban environment in early-life and brain morphology in preadolescents**. Environmental Pollution. 2026;388:127333. Available from: <https://www.sciencedirect.com/science/article/pii/S0269749125017075>.
2. Humphreys KL, King LS. **Measuring early experiences: Challenges and future directions**. Dev Cogn Neurosci. 2025;76:101637. Available from: <https://www.sciencedirect.com/science/article/pii/S1878929325001331>.
3. Jain M, Sokol E, Freehling E, Kamath S, Lajiness-O'Neill R, Staples AD, et al. **Parent-child salivary cortisol synchrony in early childhood: A systematic review**. Psychoneuroendocrinology. 2026;184:107693. Available from: <https://www.sciencedirect.com/science/article/pii/S0306453025004160>.
4. Leisman G, Alfasi R, D'Angiulli A. **Environment and Brain Interactions: Typical Development of Learning and Memory Networks From Fetus to Age Two**. J Integr Neurosci. 2025;24(11). Available from: <https://www.imrpess.com/journal/JIN/24/11/10.31083/JIN41452>.

3.ii. Adversity, Resilience

1. National Academies of Sciences, Engineering, Medicine. **Applying Neurobiological Insights on Stress to Foster Resilience Across Life Stages: Proceedings of a Workshop**. Sosa JP, Childers E, Norris SMP, editors. Washington, DC: The National Academies Press; 2025. Available from: <https://nap.nationalacademies.org/catalog/29243/applying-neurobiological-insights-on-stress-to-foster-resilience-across-life-stages>.

3.iii. Other

1. Du Y, Manaugh K, Winters M, Hess P, Mitra R. **Who rides and who is left behind: A multilevel analysis of new cycling infrastructure use in three Canadian cities.** SSRN. 2026. Available from: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=6076018.
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3. National Academies of Sciences E, Medicine. **Early Relational Health: Building Foundations for Child, Family, and Community Well-Being.** Willis D, Backes EP, editors. Washington, DC: The National Academies Press; 2025. Available from: <https://nap.nationalacademies.org/catalog/29234/early-relational-health-building-foundations-for-child-family-and-community>.

4. ENVIRONMENTAL HEALTH

4.i. Climate Change, Infectious Disease

1. Kim SH. **Comparison of Depression-related Factors among Young Adults Pre- and Post-COVID-19: Focusing on the Early Pandemic Period.** J Health Info Stat. 2025;50(4):370-81. Available from: <https://doi.org/10.21032/jhis.2025.50.4.370>
2. Meherali S, Aynalem YA, Nisa SU, Kennedy M, Salami B, Adjorlolo S, et al. **Impact of climate change on child outcomes: an evidence gap map review.** BMJ Paediatrics Open. 2024;8(1):e002592. Available from: <https://doi.org/10.1136/bmjpo-2024-002592>.
3. Rhee KE, Thaweethai T, Pant DB, Stein CR, Salisbury AL, Kinser PA, et al. **Social Determinants of Health and Pediatric Long COVID in the US.** JAMA Pediatrics. 2026. Available from: <https://doi.org/10.1001/jamapediatrics.2025.5485>.
4. Wu J, Gina M, Maya G, Julia K, Samji H. **Eco-emotions in children and adolescents: a rapid review of the qualitative literature.** J Environ Psychol. 2025;102894. Available from: <https://www.sciencedirect.com/science/article/pii/S0272494425003779>.

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

1. Sachs AL, Corigrato E, Sprague N, Turbyfill A, Tillema S, Litt J. **The MINT Program: A Mixed-Method Approach to Identifying Nature-Based Resources to Promote Adolescent Parent Social and Psychological Well-Being.** J Adv Nurs. 2025;81(12):8331-44. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/jan.16540>.

4.iii. Exposures, Other

1. Hyakutake A, Kawakubo S, Umemoto D, Sekiya K, Nakagawa H, Ikaga T. **Association of indoor thermal environment with children's physical activity in summer and winter.** Indoor Environments. 2026;3(1):100147. Available from: <https://www.sciencedirect.com/science/article/pii/S2950362025000761>.
2. Li Q, Whittle S, Rakesh D. **Longitudinal Associations Between Greenspace Exposure, Structural Brain Development, and Mental Health and Academic Performance During Early Adolescence.** Biol Psychiatry. 2026;99(4):286-98. Available from: <https://www.sciencedirect.com/science/article/pii/S0006322325011205>.
3. Spiteri J. **Climate emotions in early childhood: a conceptual framework for research, intervention, and policy action.** Environmental Education Research. 2025:1-23. Available from: <https://doi.org/10.1080/13504622.2025.2609196>.

5. MENTAL HEALTH

5.i. Happiness, Wellbeing, Distress

1. Fraser M, Mead M, Ibrahim AM, Szczygiel LA. **Built for Belonging: A Nationwide Study on School Design and Adolescents' Feelings of Social Connectedness.** Child Youth Environ. 2025;35(3):77-106. Available from: <https://muse.jhu.edu/pub/579/article/977252>.
2. Singh S, Midgley C, McDonald S, Tough S, McArthur B. **Exploring the Impact of Bullying and Friendship on Mental Health Outcomes Among Transgender, Gender Diverse (TGD), and Cisgender Lesbian, Gay, Bisexual (LGB+) Youth.** J Homosex. 2025:1-22. Available from: <https://doi.org/10.1080/00918369.2025.2601137>.
3. Yang F, Wei J, Zhao X, An R. **Artificial Intelligence–Based Mobile Phone Apps for Child Mental Health: Comprehensive Review and Content Analysis.** JMIR Mhealth Uhealth. 2025;13:e58597. Available from: <https://doi.org/10.2196/58597>.

5.ii. Sleep, Screen time

1. Delgado-Ron JA, Whitehead J, Kaufmann J, Wu J, de Arruda Maluf G, Dhaliwal H, et al. **Gender and sexual orientation differences in the relationship between social media use and disordered eating: results from a serial cross-sectional youth survey from 2022 to 2024.** J Adolesc Health. 2026;78(1):110-8. Available from: <https://www.sciencedirect.com/science/article/pii/S1054139X25004045>.
2. Goodyear VA, Randhawa A, Adab P, Al-Janabi H, Fenton S, Jones K, et al. **School phone policies and their association with mental wellbeing, phone use, and social media use (SMART Schools): a cross-sectional observational study.** The Lancet Regional Health – Europe. 2025;51. Available from: <https://doi.org/10.1016/j.lanepe.2025.101211>.
3. Li X, Keown-Stoneman C, Omand J, Cost K, Gallagher-Mackay K, Hove J, et al. **67 Early screen use and academic achievement in elementary school: A longitudinal cohort study.** Paediatrics & Child Health. 2025;30(Supplement_2). Available from: <https://doi.org/10.1093/pch/pxaf116.067>.

4. Mutschler C, MacPhee-Newell C, Levesque J, Aubry T. **Understanding Problematic Technology Use in Youth: Current Practices in the Community.** Can J Commun Ment Health. 2025;0(0):1-10. Available from: <https://www.cjcmh.com/doi/abs/10.7870/cjcmh-2025-021>.
5. Tremblay Mark S, Vanderloo Leigh M, Saunders Travis J, Madigan S, Kuzik N, Heather L, et al. **Screen Use and Child and Adolescent Health in Canada: Triangulation of Evidence Assessing the State of the Effort.** Child Care Health Dev. 2026;52(1):e70204. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/cch.70204>.

5.iii. Healthy Habits, Substance Use, Other

1. Goodyear T, Thulien M, Anghel A, Slemon A, Jensen M, Ignaszewski MJ, et al. **The stakes of stimulant use, psychosis, and antipsychotic treatment among youth who use drugs: a longitudinal qualitative study.** Soc Sci Med. 2025;387:118701. Available from: <https://www.sciencedirect.com/science/article/pii/S0277953625010329>.
2. Jenkins EK, Knight R, Ferlatte O, Haines-Saah RJ. **Youth and young adult cannabis research – Critical approaches to advancing the field.** International Journal of Drug Policy. 2025;138:104752. Available from: <https://www.sciencedirect.com/science/article/pii/S0955395925000519>.

6. PHYSICAL HEALTH, MOBILITY

6.i. Active Transportation

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6.ii. Activities, Sports, Out of School Activities

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7. EQUITY, DIVERSITY, INCLUSION, INDIGENIZATION

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8.i. Education, Income (poverty)

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1. Canadian Partnership for Children’s Health and Environment (CPCHE). **Child Health Benefits of Investing in Electric School Buses – Key Messages and Evidence Summary.** Toronto, ON: CPCHE; 2025 [updated Dec 16]; Available from: <https://healthyenvironmentforkids.ca/2025/12/16/evidence-summary-esb-child-health-benefits/>.

9. TOOLS, TRAINING, OTHER

9.i. Compassionate Systems, Leadership, Curriculum

9.ii. Measurement, Monitoring, Screening

1. Gjertsson S, Nordvall O, Sarkadi A. **Implementation of the Early Development Instrument in Swedish preschools.** Eur J Public Health. 2025;35(Supplement_4). Available from: <https://doi.org/10.1093/eurpub/ckaf161.1507>.

9.iii. Ethics, Research Data Management

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

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