

# HUMAN DEVELOPMENT RESEARCH REVIEW

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### *Human Development Research Review: Aims and Scope*

HELP’s Human Development Research Review (*HELP Reads*) aims to expand awareness of topics in human development, particularly social epigenetics, social determinants of health, socio-emotional learning, Indigenous children and youth, and family policy. *HELP Reads* connects health academics, advocates, and professionals with online and publicly available research, news, and information. This review focuses on listing articles relevant to human development research activities at HELP. The review accepts and welcomes contributions provided they meet *HELP Reads* standards. This review is not official or peer reviewed. It does not cover all research, news, and information, and HELP is not responsible for the accuracy of the content from media or databases. Not all links are open access; some are abstract links where paid journal subscription is required. *HELP Reads* is posted monthly; please see: [www.earlylearning.ubc.ca/library/citations](http://www.earlylearning.ubc.ca/library/citations).

## EDITOR PICKS

### Predictors of health-related quality of life following injury in childhood and adolescence: a pooled analysis.

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

*“The findings improve understanding of the long-term individual and societal impacts of injury in the early part of life and guide the prioritisation of prevention efforts, inform health and social service planning to help reduce injury burden, and help guide future Global Burden of Disease estimates.”*



### Parental autonomy support in the context of parent–child negotiation for children’s independent mobility: ‘I always feel safer with my parents’ to ‘boom! Bust down those walls!’.

Christina Han, Research Coordinator, Brussoni Lab, British Columbia Children’s Hospital Research Institute (BCCHR), and co-authors

*“Findings illuminate the importance of recognizing children as active and capable agents of change.”... more*



### Stories from the field: the HELP story; “How are our children doing?”

Joanne Schroeder, Director, External Partnerships (Interim), Human Early Learning Partnership, with Pippa Rowcliffe and Tracy Smyth

*“This article tells the story of the Human Early Learning Partnership (HELP) at UBC, told from the perspective of people who were involved with its evolution.”*



### 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.” 2022*



### Family responsibilities and mental health of kindergarten educators during the first COVID-19 pandemic lockdown in Ontario, Canada.

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

*“Results revealed that educators were more likely to report moderate ...” more*



## EDITOR PICKS

### 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 brought to light long-standing policy failures of Canada's marketized child care system." ...more*



### 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."*



### 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)

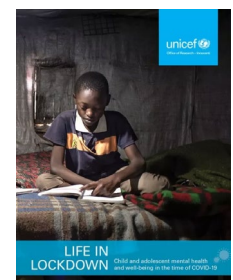
*"To inform policymaking, we sought high-quality research evidence on effective psychosocial interventions for preventing and treating three of the most common mental health conditions that start in early childhood: anxiety, attention-deficit/hyperactivity disorder and behaviour disorders."*



### Life in Lockdown: Child and adolescent mental health and well-being in the time of COVID-19.

UNICEF Office of Research - Innocenti

*"This report seeks to understand the immediate effects on their mental health. Covering more than 130,000 children and adolescents across 22 countries, the evidence shows increased stress, anxiety and depressive symptoms, as well as increased alcohol and substance use, and externalizing behavioural problems."*



## HUMAN DEVELOPMENT RESEARCH REVIEW

### HELP FACULTY, ASSOCIATE, and AFFILIATE (selected publications)

1. Bauer MEE, Giles AR, Brussoni M. **“As long as there’s no mortal risk”: the perspectives of members in combat arms occupations on children’s outdoor risky play.** *Qualitative Research in Sport, Exercise and Health.* 2021:1-12. Available from: <https://doi.org/10.1080/2159676X.2021.2019097>.
2. Dipnall JF, Rivara FP, Lyons RA, Ameratunga S, Brussoni M, Lecky FE, et al. **Predictors of health-related quality of life following injury in childhood and adolescence: a pooled analysis.** *Inj Prev.* 2021:injuryprev-2021-044309. Available from: <https://injuryprevention.bmj.com/content/injuryprev/early/2021/12/21/injuryprev-2021-044309.full.pdf>.
3. Han CS, Brussoni MJ, Mâsse LC. **Parental autonomy support in the context of parent–child negotiation for children’s independent mobility: ‘I always feel safer with my parents’ to ‘boom! Bust down those walls!’.** *Journal of Early Adolescence.* 2022:02724316211064513. Available from: <https://doi.org/10.1177%2F02724316211064513>.
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### HELP RESOURCES

Website – for new HELP resources and information

1. Human Early Learning Partnership (HELP). **About - All children thriving in healthy societies.** Vancouver, BC: University of British Columbia, School of Population and Public Health, HELP; Available from: [www.earlylearning.ubc.ca](http://www.earlylearning.ubc.ca).



## BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Lopez M, Ruiz MO, Rovnaghi CR, Tam GK, Hiscox J, Gotlib IH, et al. **The social ecology of childhood and early life adversity.** *Pediatr Res.* 2021;89(2):353-67. Available from: <https://doi.org/10.1038/s41390-020-01264-x>.
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## CHILDCARE, ECD SERVICES

### *Policy, Practice – general*

1. Cosco NG, Wells NM, Monsur M, Goodell LS, Zhang D, Xu T, et al. **Research Design, Protocol, and Participant Characteristics of COLEAFs: A Cluster Randomized Controlled Trial of a Childcare Garden Intervention.** *Int J Environ Res Public Health.* 2021;18(24):13066. Available from: <https://www.mdpi.com/1660-4601/18/24/13066>.
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4. Smith J. **From “nobody’s clapping for us” to “bad moms”: COVID-19 and the circle of childcare in Canada.** *Gender, Work & Organization.* 2022;29(1):353-67. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/gwao.12758>.
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### *Outdoor play, physical activity*

1. Aminpour F. **From the child’s perspective: How the layout of outdoor school environments shapes conflict between children’s self-directed play.** *J Environ Psychol.* 2022;79:101727. Available from: <https://www.sciencedirect.com/science/article/pii/S0272494421001808>.
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## CHILD DEVELOPMENT (GENERAL)

1. Burgemeister FC, Crawford SB, Hackworth NJ, Hokke S, Nicholson JM. **Place-based approaches to improve health and development outcomes in young children: A scoping review.** PLoS One. 2021;16:e0261643. Available from: <https://link.gale.com/apps/doc/A687760075/HRCA?u=ubcolumbia&sid=bookmark-HRCA&xid=7ce92a70>.
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#### Language, Literacy

1. Giguere D, Dickson DJ, Tulloch MK, Hoff E. **Majority language skill, not measures of bilingualism, predicts executive attention in bilingual children.** J Exp Child Psychol. 2022;213:105256. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/34384946>.

#### INDIGENOUS

1. Carrier L, Shin HD, Rothfus MA, Curran JA. **Protective and resilience factors to promote mental health among Indigenous youth in Canada: a scoping review protocol.** BMJ Open. 2022;12(1):e049285. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35039281>.
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## MIDDLE YEARS

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## PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES

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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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