

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.

EDITOR PICKS

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

Mariana Brussoni, Director, Human Early Learning Partnership, 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."



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

Martin Guhn, Assistant Professor, Human Early Learning Partnership, 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."



Children's screen use and school readiness at 4-6 years: prospective cohort study.

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

"Mean daily screen use was 4.8 (2.3) hours. The top 10% of daily screen users (n = 85), reported 8+ hours of daily screen use. A total of 131 participants (17%) were classified as "vulnerable" on the EDI tool."



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."



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Cheng T, Brussoni M, Han C, Munday F, Zeni M. **Perceived challenges of early childhood educators in promoting unstructured outdoor play: an ecological systems perspective.** Early Years. 2022;1-17. Available from: <https://doi.org/10.1080/09575146.2022.2034140>.
2. Gadermann A, Jenkins E. **A summary of key findings – Round 4: Assessing the Impacts of COVID-19 on Mental Health.** Toronto, ON: Canadian Mental Health Association; 2022 Mar 1. Available from: <https://cmha.ca/brochure/summary-of-key-findings-ubc-4/>.
3. Janus M, Ryan J, Potttruff M, Reid-Westoby C, Brownell M, Bennett T, et al. **Population-Based Teacher-Rated Assessment of Anxiety Among Canadian Kindergarten Children.** Child Psychiatry Hum Dev. 2022. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35244815>.
4. Vanderloo LM, Janus M, Omand JA, Keown-Stoneman CDG, Borkhoff CM, Duku E, et al. **Children’s screen use and school readiness at 4-6 years: prospective cohort study.** BMC Public Health. 2022;22(1):382. Available from: <https://doi.org/10.1186/s12889-022-12629-8>.
5. Yuchi W, Brauer M, Czekajlo A, Davies HW, Davis Z, Guhn M, et al. **Neighborhood environmental exposures and incidence of attention deficit/hyperactivity disorder: A population-based cohort study.** Environ Int. 2022;161:107120. Available from: <https://www.sciencedirect.com/science/article/pii/S0160412022000460>.

HELP RESOURCES

1. Human early Learning Partnership. **Thank you - Early Years Conference 2022.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2022 Mar. Available from: <http://earlylearning.ubc.ca/blog/2022/mar/21/thank-you/>.

BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Chia A, Descarpentrie A, Cheong RN, Toh JY, Natarajan P, Sugianto R, et al. Family-focused contextual factors associated with lifestyle patterns in young children from two mother-offspring cohorts: GUSTO and EDEN. Int J Behav Nutr Phys Activity. 2022;19(1):26. Available from: <https://doi.org/10.1186/s12966-022-01266-4>.
2. Ouellet-Morin I, Cantave C, Lupien S, Geoffroy MC, Brendgen M, Vitaro F, et al. Cumulative exposure to socioeconomic and psychosocial adversity and hair cortisol concentration: A longitudinal study from 5 months to 17 years of age. Psychoneuroendocrinology. 2021;126:105153. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/33524888>.
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CHILDCARE, ECD SERVICES

1. Canadian Centre for Policy Alternatives. **Child care deserts - Canada (interactive map).** Toronto, ON: CCPA; [cited 2022 Mar 28]; Available from: <https://policyalternatives.ca/childcaresdeserts>.

2. Statistics Canada. **Canadian Survey on the Provision of Child Care Services (CSPCCS)**. Ottawa, ON: Statistics Canada; 2022. Available from: <https://www.statcan.gc.ca/en/survey/business/5338>.

CHILD DEVELOPMENT (GENERAL)

1. Caldwell HAT, Yusuf J, Arthur M, Hancock Friesen CL, Kirk SFL. **Play-Friendly Communities in Nova Scotia, Canada: A Content Analysis of Physical Activity and Active Transportation Strategies**. Int J Environ Res Public Health. 2022;19(5):2984. Available from: <https://www.mdpi.com/1660-4601/19/5/2984>.
2. Campbell JE, Janssen I. **The neighborhood physical environment and the 24-hour movement behavior composition among children**. Int J Environ Health Res. 2022;1-13. Available from: <https://doi.org/10.1080/09603123.2022.2041562>.
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4. Eirich R, McArthur BA, Anhorn C, McGuinness C, Christakis DA, Madigan S. Association of Screen Time With Internalizing and Externalizing Behavior Problems in Children 12 Years or Younger: A Systematic Review and Meta-analysis. JAMA Psychiatry. 2022. Available from: <https://doi.org/10.1001/jamapsychiatry.2022.0155>.
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8. Lum M, Wolfenden L, Jones J, Grady A, Christian H, Reilly K, et al. **Interventions to Improve Child Physical Activity in the Early Childhood Education and Care Setting: An Umbrella Review**. Int J Environ Res Public Health. 2022;19(4):1963. Available from: <https://www.mdpi.com/1660-4601/19/4/1963>.
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10. Nally S, Ridgers ND, Gallagher AM, Murphy MH, Salmon J, Carlin A. **“When You Move You Have Fun”: Perceived Barriers, and Facilitators of Physical Activity From a Child’s Perspective**. Frontiers in Sports and Active Living. 2022;4. Available from: <https://www.frontiersin.org/article/10.3389/fspor.2022.789259>.
11. Pardhan S, Parkin J, Trott M, Driscoll R. **Risks of Digital Screen Time and Recommendations for Mitigating Adverse Outcomes in Children and Adolescents**. J Sch Health. 2022. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1111/josh.13170>.

12. Vanderloo LM, Janus M, Omand JA, Keown-Stoneman CDG, Borkhoff CM, Duku E, et al. **Children's screen use and school readiness at 4-6 years: prospective cohort study.** BMC Public Health. 2022;22(1):382. Available from: <https://doi.org/10.1186/s12889-022-12629-8>.
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Literacy, Language

1. Li QKW, MacKinnon AL, Tough S, Graham S, Tomfohr-Madsen L. **Does Where You Live Predict What You Say? Associations between Neighborhood Factors, Child Sleep, and Language Development.** Brain Sci. 2022;12(2). Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35203986>.

INDIGENOUS

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MIDDLE YEARS

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PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES POLICY, PRACTICE, INTERVENTIONS

1. Global Research on Developmental Disabilities C. **Accelerating progress on early childhood development for children under 5 years with disabilities by 2030**. *Lancet Glob Health*. 2022;10(3):e438-e44. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35038406>.
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SCREENING (tools, methods, school readiness, etc)

1. Janus M, Ryan J, Pottruff M, Reid-Westoby C, Brownell M, Bennett T, et al. **Population-Based Teacher-Rated Assessment of Anxiety Among Canadian Kindergarten Children**. *Child Psychiatry Hum Dev*. 2022. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35244815>.
2. Yoo PY, Majnemer A, Bolduc LA, Chen K, Lamb E, Panjwani T, et al. Content development of the Child Community Health Inclusion Index: An evaluation tool for measuring inclusion of children with disabilities in the community. *Child Care Health Dev*. 2022. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35301741>.

SOCIAL DETERMINANTS

1. Hammami N, Azevedo Da Silva M, Elgar FJ. Trends in gender and socioeconomic inequalities in adolescent health over 16 years (2002-2018): findings from the Canadian Health Behaviour in School-aged Children study. *Health Promot Chronic Dis Prev Can*. 2022;42(2):68-78. Available from: <https://doi.org/10.24095/hpcdp.42.2.03>.
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SOCIOEMOTIONAL

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MEDIA (HELP general)

1. Faculty of Medicine News Staff. **British Columbians worried pandemic will never end, and climate change is only adding to the fear.** Vancouver, BC: University of British Columbia, Faculty of Medicine; 2022 Mar 1. Available from: <https://www.med.ubc.ca/news/british-columbians-worried-pandemic-will-never-end-and-climate-change-is-only-adding-to-the-fear/>.
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SPECIAL (Children’s Environmental Health; COVID-19)

Children’s Environmental Health

1. Aguilar-Carrasco MJ, Gielen E, Vallés-Planells M, Galiana F, Almenar-Muñoz M, Konijnendijk C. **Promoting Inclusive Outdoor Recreation in National Park Governance: A Comparative Perspective from Canada and Spain.** Int J Environ Res Public Health. 2022;19(5):2566. Available from: <https://www.mdpi.com/1660-4601/19/5/2566>.
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COVID-19

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 5. Oliveira JMD, Butini L, Pauletto P, Lehmkuhl KM, Stefani CM, Bolan M, et al. **Mental health effects prevalence in children and adolescents during the COVID-19 pandemic: A systematic review**. *Worldviews Evid Based Nurs*. 2022. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/35229967>.

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