

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, Aboriginal 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. How to access the items? Click on the link related to each entry and it should take you to the item. 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 (20 HIGHLIGHTS FROM 2019)

[New DNA “clock” could help measure development in young children.](#)

Michael Kobor, Professor, Human Early Learning Partnership, and co-authors

Research Paper

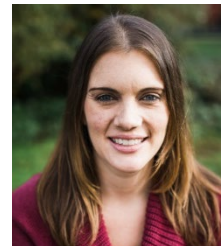
“Scientists have developed a molecular “clock” that could reshape how pediatricians measure and monitor childhood growth and potentially allow for an earlier diagnosis of life-altering development disorders.”



[Social Epigenetics: How Your Early Life Environment Gets “Under Your Skin”.](#)

Kim Schmidt (right), Research manager, Healthy Starts theme, BC Children’s Hospital Research Institute and Michael Kobor, Professor, Human Early Learning Partnership

“...the environments and experiences that we encounter early in life, even before we are born, can have long lasting effects that influence our physical and mental health years later, even if our life’s conditions and circumstances have long since changed..”



[From Society to Cell: Exploring the Social Exposome to Reduce Inequalities in Child Health and Development in Canada.](#)

Anne Gadermann, Assistant Professor, Human Early Learning Partnership

“Early career researchers in the Faculty of Medicine received more than \$1.2 million from the federal [New Frontiers in Research Fund](#).”



[Associations of Birth Factors and Socio-Economic Status with Indicators of Early Emotional Development and Mental Health in Childhood: A Population-Based Linkage Study.](#)

Martin Guhn (right), Scott Emerson, Dorri Mahdavian, Anne Gadermann

“Various factors at birth, including gestational age, birthweight, and maternal demographics, were related to emotional development and mental health in childhood. Across outcomes, low socioeconomic status indicated...”



[Exploring continuities between family engagement and well-being in Aboriginal Head Start Programs in Canada: a qualitative inquiry.](#)

Alison Gerlach (right) and Joan Gignac, Infants and Young Children



“Findings highlight how family engagement practices in Aboriginal Head Start in Urban and Northern Communities are interdependent and continuous with practices aimed at supporting family well-being. [...] These findings have relevancy beyond Indigenous contexts to all early childhood and child health programs that are questioning how to engage with families who experience multifaceted forms of social disadvantage and marginalization.”

[Insights into Children’s Early Experiences – Moving CHEQ Data to Action.](#)

Alisa Almas, Research Associate, Human Early Learning Partnership



Learn more about the valuable information gathered from parents and caregivers across the province through the Childhood Experiences Questionnaire (CHEQ).

[Sex differences in the socioeconomic gradient of children's early development.](#)

Simon Webb, Eric Duku, Marni Brownell, Jennifer Enns, Barry Forer (right), Martin Guhn, Anita Minh, Nazeem Muhajarine, Magdalena Janus

“Using an SES index comprising 10 socioeconomic variables, we show a significant cross-level interaction between neighbourhood SES and sex in relation to children's developmental outcomes: the neighbourhood SES gradient in child outcomes is steeper for males than for females...”



[Disentangling the role of income in the academic achievement of migrant children.](#)

Monique Gagne (right), Post-Doctoral Research Fellow, Human Early Learning Partnership, with Magdalena Janus, Nazeem Muhajarine, Anne Gademmann, Eric Duku, Constance Milbrath, Anita Minh, Barry Forer, Carly Magee, and Martin Guhn



“The results suggest that basic associations between poverty and the outcomes of migrant children mask an underlying complexity...”

Neighbourhood culture and immigrant children’s developmental outcomes at kindergarten.

Constance Milbrath (right) and Martin Guhn

“The study examined the relationship between immigrant children’s cultural background, the socio-economic and cultural composition of children’s neighborhoods, and children’s developmental outcomes at kindergarten...”



What is the relationship between the neighbourhood built environment and time spent in outdoor play? A systematic review.

Janae Vlaar (right), Implementation Coordinator, Childhood Experiences Questionnaire (CHEQ) and Early Development Instrument (EDI), Human Early Learning Partnership; and co-authors

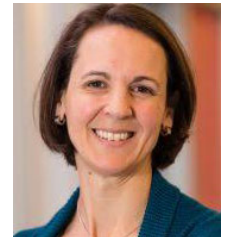
“This systematic review examined the relationship between attributes of the neighbourhood built environment and the time children and adolescents (0–18 years) spend in self-directed outdoor play.”



Power of play.

Mariana Brussoni is featured in CBC’s Nature of Things with David Suzuki

“The Power of Play takes us around the world to meet the people who are turning play science into one of the most promising areas of research today.”



Validation of the Early Development Instrument for children with special needs.

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

“Results of this investigation support the validity of the EDI in children with special health needs, paving the way for a more extensive use of EDI data for this vulnerable, yet often neglected, population.”



[Generation Squeeze: Getting to the bottom of why EDI trends aren't getting better.](#)

Paul Kershaw, Associate Professor, Human Early Learning Partnership

HELP Fall Expo 2019 slides – now available...



[Webinar: Action on health equity through early childhood development programs, measurement and policy.](#)

Pippa Rowcliffe, Deputy Director, Human Early Learning Partnership

“This webinar looks at the intersection of physical and social conditions in early childhood and how they influence health outcomes across the life course.”



[Learning and interacting in noisy classrooms: what background noise measures and subjective teacher perceptions tell us about the challenges for students who are hard of hearing.](#)

Jamieson, Janet; Poon, Brenda (right); Zaidman-Zait, Anat

“Overall, these findings suggest that background noise in elementary school classrooms negatively impacts listening, learning, and social interaction for students with hearing loss.”



[Building social and emotional competence through relationships.](#)

Watch and listen to Kim Schonert-Reichl

HELP Director Dr. Kim Schonert-Reichl shares experiences and research to demonstrate the importance of relationships in building our students' social and emotional competence and resiliency.



[Extracurricular activity profiles and wellbeing in middle childhood: A population-level study.](#)

Eva Oberle (right), Xuejun Ji, Carly Magee, Martin Guhn, Kimberly Schonert-Reichl, Anne Gadermann

“[...] Wellbeing and health scores were highest for children in the “All Activities” and the “Sports” clusters, and lowest for those in “No Activities” and the cluster reflecting individual activities (i.e., “Individual activities”)...”



[The Orchid and the Dandelion: Why Some Children Struggle and How All Can Thrive.](#) [Tedx Palo Alto, May 2019]

W Thomas Boyce, Professor Emeritus

“Tom Boyce’s research addresses individual differences in children’s biological susceptibility to social contexts, such as the family, classroom and community. His work demonstrates that a subset of children (“orchid children”) show exceptional biological sensitivity to their social environments and bear higher risks of illness and developmental disorders in settings of adversity and stress.”



[Mental well-being among children in foster care: The role of supportive adults.](#)

Carly Magee (right), Martin Guhn, Kim Schonert-Reichl, and Eva Oberle, Human Early Learning Partnership

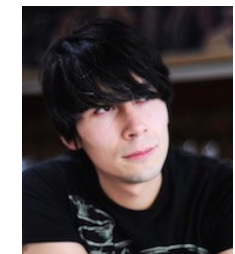
“This study indicated that perceived support from adults at home and school are individually associated with mental well-being among children in foster care during middle childhood. Policy aimed at improving the well-being of children in care should be considered for both in child welfare and school systems.”



[The relationship between statistical power and predictor distribution in a multilevel logistic regression: a simulation-based approach.](#)

Oscar Olvera Astivia (right), Anne Gadermann, Martin Guhn - Human Early Learning Partnership

“To assist researchers in planning research studies, a user-friendly web application that conducts power analysis via computer simulations in the R programming language is provided. With this web application, users can....”



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

HELP RESOURCES

1. Human Early Learning Partnership. **The Toddler Development Instrument (TDI)**. Vancouver, BC: University of British Columbia, School of Population and Public Health; 2020. Available from: <http://earlylearning.ubc.ca/tdi/>.
2. Human Early Learning Partnership. **Toddler Development Instrument (TDI) - Selected publications, reports**. Vancouver, BC: University of British Columbia, School of Population and Public Health; 2018. Available from: http://earlylearning.ubc.ca/media/2018_03_tdi_citations_help.pdf.
3. Human Early Learning Partnership. **The Childhood Experiences Questionnaire (CHEQ)**. Vancouver, BC: University of British Columbia, School of Population and Public Health; 2020. Available from: <http://earlylearning.ubc.ca/cheq/>.
4. Human Early Learning Partnership. **Early Development Instrument (EDI) Reports and resources - Wave 7**. Vancouver, BC: University of British Columbia, School of Population and Public Health; 2020. Available from: <http://earlylearning.ubc.ca/maps/edi/>.
5. Human Early Learning Partnership. **EDI BC. Early Development Instrument British Columbia, 2016-2019 Wave 7 provincial report**. Vancouver, BC: University of British Columbia, Faculty of Medicine, School of Population and Public Health; 2019 Nov. Available from: http://earlylearning.ubc.ca/media/edibc_wave7_2019_provincialreport.pdf.
6. Human Early Learning Partnership. **Early Development Instrument (EDI) - Selected publications, reports**. Vancouver, BC: University of British Columbia, School of Population and Public Health; 2019. Available from: http://earlylearning.ubc.ca/media/2019_09_edi_citations_help.pdf.
7. Human Early Learning Partnership. **Middle Years Development Instrument (MDI) School district and community reports 2018-2019**. Vancouver, BC: University of British Columbia, School of Population and Public Health; 2019. Available from: <http://earlylearning.ubc.ca/maps/mdi/nh/>.
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9. Human Early Learning Partnership. **HELP Reads and literature reviews**. Vancouver, BC: University of British Columbia, School of Population and Public Health; 2020. Available from: <http://earlylearning.ubc.ca/library/citations/>.
10. Human Early Learning Partnership. **HELP YouTube videos**. Vancouver, BC: University of British Columbia, School of Population and Public Health; 2020. Available from: <https://www.youtube.com/user/HumanEarlyLearning/videos>.
11. Human Early Learning Partnership. **Discover MDI. Middle Years Development Instrument (MDI) Quicksheet: School experiences**. Vancouver, BC: University of British Columbia, School of Population and Public Health; 2017. Available from: http://www.discovermdi.ca/wp-content/uploads/2017/10/Quicksheets_School-Experiences.pdf.
12. Human Early Learning Partnership. **Discover MDI. Middle Years Development Instrument (MDI) Dimensions of well-being**. Vancouver, BC: University of British Columbia, School of Population

- and Public Health; 2017. Available from: <http://www.discovermdi.ca/understanding-the-mdi/dimensions/>.
13. Human Early Learning Partnership. **Discover MDI. Middle Years Development Instrument (MDI) Quicksheet: Social and emotional development.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2017. Available from: http://www.discovermdi.ca/wp-content/uploads/2017/10/Quicksheets_Social-and-Emotional-Development.pdf.
 14. Human Early Learning Partnership. **Discover MDI. Middle Years Development Instrument (MDI) Quicksheet: Physical health and well-being.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2017. Available from: http://www.discovermdi.ca/wp-content/uploads/2017/10/Quicksheets_Physical-Health-Well-Being.pdf.
 15. Human Early Learning Partnership. **Discover MDI. Middle Years Development Instrument (MDI) Quicksheet: Connectedness.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2017. Available from: http://www.discovermdi.ca/wp-content/uploads/2017/10/Quicksheets_Connectedness.pdf.
 16. Human Early Learning Partnership. **Discover MDI. Middle Years Development Instrument (MDI) Quicksheet: After-school time.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2017. Available from: http://www.discovermdi.ca/wp-content/uploads/2017/10/Quicksheets_After-School-Time.pdf.
 17. Human Early Learning Partnership. **Discover MDI. Middle Years Development Instrument (MDI) Quicksheet: Assets, well-being, and resilience.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2017. Available from: http://www.discovermdi.ca/wp-content/uploads/2017/02/Quicksheets_combined.pdf.
 18. Human Early Learning Partnership. **Discover MDI. Middle Years Development Instrument (MDI) Quicksheet: Tools for making change.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2017. Available from: <http://www.discovermdi.ca/resources/>.

BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Bilgin A, Baumann N, Jaekel J, Breeman LD, Bartmann P, Bäuml JG, et al. **Early Crying, Sleeping, and Feeding Problems and Trajectories of Attention Problems From Childhood to Adulthood.** *Child Dev.* 2020;91(1):e77-e91. Available from: <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13155>.
2. Cameranesi M, Lix LM, Piotrowski CC. **Linking a History of Childhood Abuse to Adult Health among Canadians: A Structural Equation Modelling Analysis.** *Int J Environ Res Public Health.* 2019;16(11):1942. Available from: <https://www.mdpi.com/1660-4601/16/11/1942>.
3. Cheong JLY, Burnett AC, Treyvaud K, Spittle AJ. **Early environment and long-term outcomes of preterm infants.** *Journal of neural transmission (Vienna, Austria : 1996).* 2019;10.1007/s00702-019-2121-w. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/31863172>.
4. Chorna O, Filippa M, De Almeida JS, Lordier L, Monaci MG, #x00FC, et al. **Neuroprocessing Mechanisms of Music during Fetal and Neonatal Development: A Role in Neuroplasticity and Neurodevelopment.** *Neural Plast.* 2019;2019:9. Available from: <https://doi.org/10.1155/2019/3972918>.

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1. Joo YSjwe, Magnuson K, Duncan GJ, Schindler HS, Yoshikawa H, Ziol-Guest KM. **What Works in Early Childhood Education Programs?: A Meta-Analysis of Preschool Enhancement Programs.** Early Education & Development. 2020;31(1):1-26. Available from: <https://www.tandfonline.com/doi/full/10.1080/10409289.2019.1624146?src=recsys>.
2. Ng M, Rosenberg M, Thornton A, Lester L, Trost SG, Bai P, et al. **The Effect of Upgrades to Childcare Outdoor Spaces on Preschoolers' Physical Activity: Findings from a Natural Experiment.** Int J Environ Res Public Health. 2020;17(2):468. Available from: <https://www.mdpi.com/1660-4601/17/2/468>.
3. Nicholson J, Kuhl K, Maniates H, Lin B, Bonetti S. **A review of the literature on leadership in early childhood: examining epistemological foundations and considerations of social justice.** Early Child Development & Care. 2020;190(2):91-122. Available from: <https://www.tandfonline.com/doi/full/10.1080/03004430.2018.1455036>.

CHILD DEVELOPMENT (GENERAL)

1. Bai P, Thornton A, Lester L, Schipperijn J, Trapp G, Boruff B, et al. **Nature Play and Fundamental Movement Skills Training Programs Improve Childcare Educator Supportive Physical Activity Behavior.** Int J Environ Res Public Health. 2019;17(1):223. Available from: <https://www.mdpi.com/1660-4601/17/1/223>.
2. Birken C, Omand J, Nurse K, Borkhoff C, Koroshegyi C, Lebovic G, et al. **Fit for School Study protocol: early child growth, health behaviours, nutrition, cardiometabolic risk and developmental determinants of a child's school readiness, a prospective cohort.** BMJ open. 2019;9:e030709. Available from: <https://bmjopen.bmj.com/content/9/11/e030709>.
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4. Hagel BE, Macpherson A, Howard A, Fuselli P, Cloutier M-S, Winters M, et al. **The built environment and active transportation safety in children and youth: a study protocol.** BMC Public Health. 2019;19(1):728. Available from: <https://doi.org/10.1186/s12889-019-7024-6>.
5. Jiménez-Barbero JA, Jiménez-Loaisa A, González-Cutre D, Beltrán-Carrillo VJ, Llor-Zaragoza L, Ruiz-Hernández JA. **Physical education and school bullying: a systematic review.** Physical Education and Sport Pedagogy. 2020;25(1):79-100. Available from: <https://doi.org/10.1080/17408989.2019.1688775>.
6. Lu Y, He Q, Brooks-Gunn J. **Diverse Experience of Immigrant Children: How Do Separation and Reunification Shape Their Development?** Child Dev. 2020;91(1):e146-e63. Available from: <https://srce.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13171>.
7. Marquis SM, McGrail K, Hayes M. **Mental health of parents of children with a developmental disability in British Columbia, Canada.** J Epidemiol Community Health. 2020;74(2):173-8. Available from: <https://jech.bmj.com/content/74/2/173>.
8. Tremblay MS, Brussoni M. **If in doubt, let them out — children have the right to play.** Toronto, ON: The Conversation; 2019 Dec. Available from: <https://theconversation.com/if-in-doubt-let-them-out-children-have-the-right-to-play-128780>.

Literacy, Language

1. Greenwood CRgke, Schnitz AG, Carta JJ, Wallisch A, Irvin DW. **A systematic review of language intervention research with low-income families: A word gap prevention perspective.** *Early Child Res Q.* 2020;50:230-45. Available from: <https://www.sciencedirect.com/science/article/pii/S0885200619300511>.
2. Grøver V, Rydland V, Gustafsson J-E, Snow CE. **Shared Book Reading in Preschool Supports Bilingual Children’s Second-Language Learning: A Cluster-Randomized Trial.** *Child Dev.* 2019. Available from: <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13348>.
3. Leung CYY, Hernandez MW, Suskind DLdsbue. **Enriching home language environment among families from low-SES backgrounds: A randomized controlled trial of a home visiting curriculum.** *Early Child Res Q.* 2020;50:24-35. Available from: <https://www.sciencedirect.com/science/article/pii/S0885200618301534>.
4. Price G. **Public Libraries Supporting Health and Wellness: A Literature Review.** 2019 Dec 7. Available from: <https://www.infodocket.com/2019/12/07/journal-article-public-libraries-supporting-health-and-wellness-a-literature-review/>.
5. Price J, Kalil A. **The Effect of Mother–Child Reading Time on Children’s Reading Skills: Evidence From Natural Within-Family Variation.** *Child Dev.* 2019;90(6):e688-e702. Available from: <https://srcd.onlinelibrary.wiley.com/doi/abs/10.1111/cdev.13137>.
6. Wirth A, Ehmgig SC, Drescher N, Guffler S, Niklas F. **Facets of the Early Home Literacy Environment and Children’s Linguistic and Socioemotional Competencies.** *Early Education and Development.* 2019:1-18. Available from: <https://doi.org/10.1080/10409289.2019.1706826>.

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2. Karunanayake CP, Amin K, Abonyi S, Dosman JA, Pahwa P. **Prevalence and determinants of asthma among aboriginal adolescents in Canada.** *J Asthma.* 2020;57(1):40-6. Available from: <http://www.tandfonline.com/doi/full/10.1080/02770903.2018.1541354>
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4. Smith A, Horton K, Beggs MK, Martin S, McCreary Centre Society. **Beyond a dreamcatcher. improving services for Indigenous justice involved youth with substance use challenges. A youth-led study.** Vancouver, BC: McCreary Centre Society; 2019 Nov. Available from: https://mcs.bc.ca/pdf/beyond_a_dreamcatcher.pdf.
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MIDDLE YEARS

1. McCreary Centre Society. Balance and Connection in Thompson Cariboo Shuswap. **The health and well-being of our youth. Results of the 2018 BC Adolescent Health Survey Report.** Vancouver,

- BC: McCreary Centre Society; 2019 Nov. Available from:
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PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES POLICY, PRACTICE, INTERVENTIONS

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<https://doi.org/10.2196/14518>.
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SCREENING (tools, methods, school readiness, etc)

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Michele Wiens, Senior Manager
(Knowledge Management)
Email michele.wiens@ubc.ca

Faculty of Medicine, SPPH
2206 East Mall, UBC
Vancouver, BC V6T 1Z3
Phone 604. 822. 1278
Email earlylearning@ubc.ca
Web www.earlylearning.ubc.ca