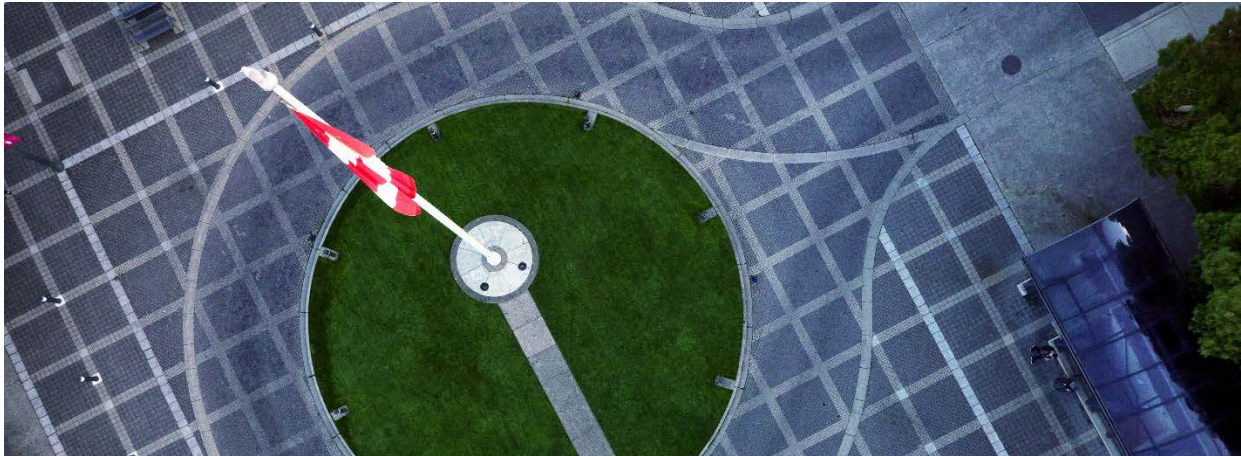


HUMAN DEVELOPMENT RESEARCH REVIEW

VOL 3 (7) JULY 2018



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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

A population-based analysis of life satisfaction and social support among children of diverse backgrounds in British Columbia, Canada.

Scott Emerson, Research Assistant, Human Early Learning Partnership, with Louise Mâsse, Tavinder Ark, Kim Schonert-Reichl, and Martin Guhn

"...results provided evidence of promotive associations of adult support and peer support with life satisfaction among diverse groups of children."



MDI School district and community reports (Jun 2018).

Kim Schonert-Reichl, Director, Human Early Learning Partnership

"Reports have been updated to show that the dark brown colour indicates more assets, and light brown indicates fewer assets."



Early-life socioeconomic disadvantage, not current, predicts accelerated epigenetic aging of monocytes.

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

"Epigenetic aging might be a mechanism linking early life experiences to aging-related disease."



Measuring social-emotional development in middle childhood: The Middle Years Development Instrument.

Pippa Rowcliffe, Deputy Director, Human Early Learning Partnership, (right) and co-authors: Kimberly Thomson, Eva Oberle, Anne Gadermann, Martin Guhn, Kim Schonert-Reichl

"Shared testimonials exemplify how MDI results have been used by educators, community organizers, and city planners as a catalyst for promoting children's social and emotional competence and facilitating collaboration between schools and communities."



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Austin MK, Chen E, Ross KM, McEwen LM, Maclsaac JL, Kobor MS, et al. **Early-life socioeconomic disadvantage, not current, predicts accelerated epigenetic aging of monocytes.** Psychoneuroendocrinology. 2018. Available from: <http://www.sciencedirect.com/science/article/pii/S0306453017315494>.
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HELP RESOURCES

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BIOLOGY/NEUROBIOLOGY (“early experiences”)

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2. Verhoef M, Plagnol AC, May V. **Linking formal child care characteristics to children’s socioemotional well-being: A comparative perspective.** Journal of Child and Family Studies. 2018. Available from: <https://link.springer.com/article/10.1007/s10826-018-1185-2>.

CHILD DEVELOPMENT (GENERAL)

1. Hosokawa R, Katsura T. **Association between mobile technology use and child adjustment in early elementary school age.** PLoS One. 2018;13(7):1-17. Available from: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4431134/>.

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4. Tarrasch R. **The effects of mindfulness practice on attentional functions among primary school children**. *J Child Fam Stud*. 2018;27(8):2632-42. Available from:
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MEDIA (HELP general)

SPECIAL (Children's Environmental Health)

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

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