

HUMAN DEVELOPMENT RESEARCH REVIEW

VOL 3 (4) APRIL 2019



CONTENTS

- [HELP FACULTY and AFFILIATE](#)
- [BIOLOGY/NEUROBIOLOGY \(“early experiences”\)](#)
- [CHILDCARE, ECD SERVICES](#)
- [CHILD DEVELOPMENT \(GENERAL\)](#)
- [INDIGENOUS](#)
- [MIDDLE YEARS](#)
- [PARTNERSHIPS, HUBS, INTEGRATED SERVICES](#)
- [POLICY, PRACTICE, INTERVENTIONS](#)
- [SCREENING](#)
- [SOCIAL DETERMINANTS \(Income, Employment, Housing, Food Security, Inequity, etc\)](#)
- [SOCIOEMOTIONAL](#)
- [MEDIA](#)
- [SPECIAL](#)

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

Yoga and willful embodiment: a new direction for improving education.

Kim Schonert-Reichl, Director, Human Early Learning Partnership

"This article draws from theories in learning and development to explain why when children are given the space to experiment with yoga practices, they may better relate to their emotional experiences."



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."



Analysis of two birth tissues provides new insights into the epigenetic landscape of neonates born preterm.

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

"Our findings provide insights into the epigenetic landscape of neonates born preterm, and that its status is captured more comprehensively by interrogation of more than one neonatal tissue in tandem."



The effect of forensic events on health status and housing stability among homeless and vulnerably housed individuals: A cohort study.

Anne Gadermann, Assistant Professor, Human Early Learning Partnership, and co-authors

"The results underline the importance of supporting individuals experiencing arrest or incarceration with post-release planning in order to obtain stable housing after discharge."



EDITOR PICKS

Is it genetic code or postal code that influence a child's life chances?

This is the first study to bring together genetic and geographic data to test links between children's neighborhood and genetic risk.

Research: *Genetics and the geography of health, behaviour and attainment.*
Nature Human Behaviour, 2019



Why old-school printed books may be better than e-books for teaching kids to read.

Printed books spark more discussions and offer fewer distractions, researchers find.

Research: *Differences in parent-toddler interactions with electronic versus print books.* c;143(4):e20182012.



Why Kids Stop Reading for Fun by Age 9 (and What to Do About It).

A national reading survey by Scholastic reveals something they are calling the "decline by nine." According to the report, the percentage of kids defined as frequent readers—those who read books for fun five to seven days a week—drops from 57% among 8-year-olds to 35% among 9-year-olds. Between ages eight and nine, the number of kids who say they love reading plummets from 40% to 28%. What happens during this year, and more importantly, what can parents do to keep their young readers reading, willingly?

Report: *Kids and family reading report. Finding their story, reading to navigate the world ("The decline by nine").*



The way forward in reconciliation through Indigenous-authored children's literature.

Improving Indigenous health in Canada means understanding reconciliation as it is presented through an Indigenous lens. Storytelling is a way that many Indigenous peoples pass on history, traditions, knowledge, and wisdom from one generation to another. More...



Canadian film made in language spoken by just 20 people in the world.

The film aims to preserve the endangered dialects of British Columbia's Haida people.

EDITOR PICKS

What are the policy implications for Canada given the findings of the 2014 Ontario Child Health Study (OCHS)?



- 2014 OCHS is a 30-year report card on children's mental health, showing that in Canada we need to do better.
- The main findings are: 1) prevalence of childhood mental disorders remains high; 2) service reach remains low; 3) needs have increased over the past 30 years; and 4) exposure to avoidable adversities (such as income disparities and violence) influences children's mental health.
- Governance of children's mental health services in Canada resides within provinces/territories and often spans multiple sectors including health care, schools, early childhood education and children's mental health and related services – making central expert leadership and planning crucial for improving children's mental health in the next 30 years.
- Next steps include: 1) ensuring coherent policy leadership in each province/territory; 2) making and sustaining comprehensive children's mental health plans that address both prevention and treatment; 3) ensuring the use of effective interventions; 4) reaching all children with mental disorders with innovative service approaches; 5) addressing avoidable childhood adversities; and 6) ensuring adequate and dedicated children's mental health budgets.

The author is pictured on the right, Charlotte Waddell, MD, professor, Faculty of Health Sciences, Simon Fraser University, Vancouver, BC. This is one of eight papers in the 2019 April issue of the Canadian Journal of Psychiatry.

Research: [2014 Ontario Child Health Study Findings: Policy Implications for Canada](#). Can J Psychiatry. 2019;64(4):227-31.

What are key lessons from the 2014 OCHS? This commentary:



- summarizes findings from the 2014 OCHS to argue that core measures of children's mental health be collected in the general population at regular intervals.
- points out the limited information recorded on the mental health of children accessing community-based mental health agencies, to argue that core measures be administered to all children at baseline and follow-up.
- explains the value of collecting identical information in the general population and community-based children's mental health agencies
- describes the content, requirements (practical and scientific), and operational features for the core measures.
- demonstrates how the core measures can be used to improve decision making aligned with the basic health principles underlying policies and programs, and concludes with a brief summary. Although Ontario is home to the 1983 and 2014 OCHS, we believe that this commentary has broad relevance to other provinces and territories in Canada. *The author is pictured on the right, Michael Boyle, MSW, MSc, PhD, McMaster...*

HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. McDade TW, Ryan CP, Jones MJ, Hoke MK, Borja J, Miller GE, et al. **Genome-wide analysis of DNA methylation in relation to socioeconomic status during development and early adulthood.** *Am J Phys Anthropol.* 2019;169(1):3-11. Available from: <https://doi.org/10.1002/ajpa.23800>.
2. National Collaborating Centre for Determinants of Health. **Webinar: Action on health equity through early childhood development programs, measurement and policy** [with speaker Pippa Rowcliffe, HELP's Deputy Director, and others]. Antigonish, NS: National Collaborating Centre for Determinants of Health; 2019 Apr 18. Available from: http://nccdh.ca/workshops-events/entry/webinar-action-on-health-equity-through-early-childhood-devt-programs-measu?utm_source=MailChimp&utm_medium=email&utm_campaign=2019-Apr18webinar&mc_cid=b32c5e063d&mc_eid=04816d6ac3.
3. Rashedi RN, Schonert-Reichl KA. **Yoga and willful embodiment: a new direction for improving education.** *Educ Psychol Rev.* 2019. Available from: <https://doi.org/10.1007/s10648-019-09481-5>.
4. Walsh C, Hubley AM, To MJ, Norena M, Gadermann A, Farrell S, et al. **The effect of forensic events on health status and housing stability among homeless and vulnerably housed individuals: A cohort study.** *PLoS One.* 2019;14(2):e0211704. Available from: <https://doi.org/10.1371/journal.pone.0211704>.
5. Wu Y, Lin X, Lim IY, Chen L, Teh AL, MacIsaac JL, et al. **Analysis of two birth tissues provides new insights into the epigenetic landscape of neonates born preterm.** *Clin Epigenetics.* 2019;11(1):26. Available from: <https://doi.org/10.1186/s13148-018-0599-4>.

HELP RESOURCES

1. Human Early Learning Partnership. **How to administer the Childhood Early Experiences Questionnaire [CHEQ].** Vancouver, BC: HELP; 2019 Apr. Available from: <https://www.youtube.com/watch?v=e8DZfxHhnl4>.
2. Human Early Learning Partnership. **April HELP Talks: Perspectives on Indigenous Language.** Vancouver, BC: HELP; 2019 04. Available from: <http://earlylearning.ubc.ca/blog/2019/apr/04/help-talks-perspectives-indigenous-language/>.
3. Human Early Learning Partnership. **HELP Newsletter.** Vancouver, BC: HELP; 2019 Apr (forthcoming).

BIOLOGY/NEUROBIOLOGY (“early experiences”)

1. Belsky DW, Caspi A, Arseneault L, Corcoran DL, Domingue BW, Harris KM, et al. **Genetics and the geography of health, behaviour and attainment.** *Nature Human Behaviour.* 2019. Available from: <https://doi.org/10.1038/s41562-019-0562-1>.
2. Berger S. **Is it genetic code or postal code that influence a child's life chances?** *Eureka Alert.* 2019. Available from: https://www.eurekaalert.org/pub_releases/2019-04/cums-iig040319.php.
3. Golds L, de Kruiff K, MacBeth A. **Disentangling genes, attachment, and environment: A systematic review of the developmental psychopathology literature on gene–environment interactions and attachment.** *Dev Psychopathol.* 2019:1-25. Available from: <https://doi.org/10.1017/S0954579419000142>.

4. Guffanti G. **Section 3. Chapter 25. Cells-to-society approaches.** New York, NY: Oxford University Press; 2019. Available from: <https://global.oup.com/academic/product/urban-health-9780190915841?cc=ca&lang=en&>.
5. Mensch BS, Chuang EK, Melnikas AJ, Psaki SR. **Evidence for causal links between education and maternal and child health: systematic review.** Trop Med Int Health. 2019. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30767343>.
6. Perry NB, DePasquale CE, Fisher PH, Gunnar MR. **Comparison of Institutionally Reared and Maltreated Children on Socioemotional and Biological Functioning.** Child Maltreat. 2019;1077559518823074. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30686060>.
7. Wang AH, Fitzpatrick C. **Which Early Childhood Experiences and Skills Predict Kindergarten Working Memory?** J Dev Behav Pediatr. 2019;40(1):40-8. Available from: <https://insights.ovid.com/crossref?an=00004703-201901000-00005>.
8. Whalen OM, Karayanidis F, Murphy VE, Lane AE, Mallise CA, Campbell LE. **The effects of maternal asthma during pregnancy on child cognitive and behavioral development: A systematic review.** J Asthma. 2019;56(2):130-41. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29482387>.

CHILDCARE, ECD SERVICES

1. Egert F, Fukkink RG, Eckhardt AG. **Impact of in-service professional development programs for early childhood teachers on quality ratings and child outcomes: A meta-analysis.** Rev Educ Res. 2018;88(3):401-33. Available from: <https://journals.sagepub.com/doi/10.3102/0034654317751918>.
2. Haec C, Lebihan L, Merrigan P. **Universal child care and long-term effects on child well-being: Evidence from Canada.** Journal of Human Capital. 2018;12(1):38-98. Available from: <https://www.journals.uchicago.edu/doi/abs/10.1086/696702>.
3. Fick F, Muhajarine N. **First steps: creating an initial program theory for a realist evaluation of Healthy Start-Départ Santé intervention in childcare centres.** International Journal of Social Research Methodology. 2019:1-12. Available from: <https://www.tandfonline.com/doi/abs/10.1080/13645579.2019.1595375?journalCode=tsrm20>.
4. Kuger S, Marcus J, Spiess CK. **Day care quality and changes in the home learning environment of children.** Education Economics. 2019;27(3):265-86. Available from: <https://www.tandfonline.com/doi/full/10.1080/09645292.2019.1565401>.
5. Murray L, Jennings S, Mortimer A, Prout A, Melhuish E, Hughes C, et al. **The impact of early-years provision in Children's Centres (EPICC) on child cognitive and socio-emotional development: study protocol for a randomised controlled trial.** Trials. 2018;19(1):450. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30134990>.
6. Ott E, Vanderloo LM, Tucker P. **Physical activity and screen-viewing policies in Canadian childcare centers.** BMC Public Health. 2019;19(1):145.
7. Reid LD, Strobino DM. **A Population-Based Study of School Readiness Determinants in a Large Urban Public School District.** Maternal and child health journal. 2019;23(3):325-34. Available from: <https://www.ncbi.nlm.nih.gov/m/pubmed/30569300/>.
8. Statistics Canada. **Survey on Early Learning and Child Care Arrangements, 2019.** The Daily. 2019. Available from: <https://www150.statcan.gc.ca/n1/daily-quotidien/190410/dq190410a-eng.htm>.

9. Statistics Canada. **Early learning and child care arrangements for children aged 0 to 5 years [infographic]**. The Daily. 2019. Available from: <https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2019026-eng.htm>.
10. Wall-Wieler E, Roos LL, Lee JB, Urquia ML, Roos NP, Bruce S, et al. **Placement in Care in Early Childhood and School Readiness: A Retrospective Cohort Study**. Child maltreatment. 2019;24(1):66-75. Available from: <https://journals.sagepub.com/doi/abs/10.1177/1077559518796658>.

CHILD DEVELOPMENT (GENERAL)

1. Carson V, Lee E-Y, Hesketh KD, Hunter S, Kuzik N, Predy M, et al. **Physical activity and sedentary behavior across three time-points and associations with social skills in early childhood**. BMC Public Health. 2019;19(1):27. Available from: <https://doi.org/10.1186/s12889-018-6381-x>.
2. Hygen BW, Zahl-Thanem T, Wichstrom L, Belsky J, Stenseng F, Kvande MN, et al. **Time Spent Gaming and Social Competence in Children: Reciprocal Effects Across Childhood**. Child Dev. 2019. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/31012088>.
3. Piché G, Huỳnh C, Villatte A. **Physical activity and child depressive symptoms: Findings from the QLSCD**. Canadian Journal of Behavioural Science / Revue canadienne des sciences du comportement. 2019;51(2):114-21. Available from: <https://psycnet.apa.org/record/2019-08936-001>.
4. Sheldon S, Taylor-Vorbeck T. **The Wiley Handbook of Family, School, and Community Relationships in Education**: Wiley-Blackwell; 2019. Available from: <https://www.wiley.com/en-al/The+Wiley+Handbook+of+Family%2C+School%2C+and+Community+Relationships+in+Education-p-9781119082552>.
5. Tamana SK, Ezeugwu V, Chikuma J, Lefebvre DL, Azad MB, Moraes TJ, et al. **Screen-time is associated with inattention problems in preschoolers: Results from the CHILD birth cohort study**. PLoS One. 2019;14(4):e0213995. Available from: <https://doi.org/10.1371/journal.pone.0213995>.
6. Toussaint N, Streppel MT, Mul S, Schreurs A, Balledux M, van Drongelen K, et al. **A preschool-based intervention for Early Childhood Education and Care (ECEC) teachers in promoting healthy eating and physical activity in toddlers: study protocol of the cluster randomized controlled trial PreSchool@ HealthyWeight**. BMC Public Health. 2019;19(1):278. Available from: <https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-019-6611-x>.
7. University of Oxford. **Study finds screen time – even before bed – has little impact on teen wellbeing**. London, UK: University of Oxford; 2019 Apr. Available from: <http://www.ox.ac.uk/news/2019-04-05-study-finds-screen-time-%E2%80%93-even-bed-%E2%80%93-has-little-impact-teen-wellbeing>.
8. Vandendriessche A, Ghekiere A, Van Cauwenberg J, De Clercq B, Dhondt K, DeSmet A, et al. **Does Sleep Mediate the Association between School Pressure, Physical Activity, Screen Time, and Psychological Symptoms in Early Adolescents? A 12-Country Study**. Int J Environ Res Public Health. 2019;16(6):1072. Available from: <http://www.mdpi.com/1660-4601/16/6/1072>.

INDIGENOUS

1. Alberge D. **Canadian film made in language spoken by just 20 people in the world**. 2019. Available from: <https://www.theguardian.com/world/2019/mar/28/canadian-film-made-in-haida-language-spoken-by-just-20-people-in-the-world>.

2. Dunlop B, Gessner S, Herbert T, Parker A. **Report on the status of B.C. First Nations Languages (3rd edition)**. Brentwood Bay, BC: First Peoples' Cultural Council; 2018 Jul. Available from: <http://www.fpcc.ca/files/PDF/FPCC-LanguageReport-180716-WEB.pdf>.
3. First Peoples' Cultural Council. **Language toolkit**. Brentwood Bay, BC: First Peoples' Cultural Council; 2018 Jul. Available from: <http://www.fpcc.ca/language/toolkit/>.
4. Guèvremont A, Kohen D. **Speaking an Aboriginal language and school outcomes for Canadian First Nations children living off reserve**. International Journal of Bilingual Education & Bilingualism. 2019;22(4):518-29. Available from: <https://www.tandfonline.com/doi/full/10.1080/13670050.2017.1281216>.
5. Maria T, Campbell S, Quaiattini A. **The way forward in reconciliation through Indigenous-authored children's literature**. Edmonton, AB: University of Alberta; 2018 June. Available from: https://era.library.ualberta.ca/search?facets%5Ball_contributors_sim%5D%5B%5D=Tan+Maria%3B+Campbell%2C+Sandy%3B+Quaiattini%2C+Andrea.
6. Minister of Canadian Heritage and Multiculturalism. **Co-development of a National First Nations, Inuit and Métis Languages Act**. Ottawa, ON: Government of Canada; 2019 Feb. Available from: <https://www.canada.ca/en/canadian-heritage/campaigns/indigenous-languages-legislation.html>.
7. Minister of Canadian Heritage and Multiculturalism. **Bill C-91 - new Act respecting Indigenous languages**. Ottawa, ON: Government of Canada; 2019 Feb 5 (First Reading). Available from: <http://www.parl.ca/DocumentViewer/en/42-1/bill/C-91/first-reading>.
8. Muhajarine N, McRae D, Soltanifar M. **Aboriginal Status and Neighborhood Income Inequality Moderate the Relationship between School Absenteeism and Early Childhood Development**. Int J Environ Res Public Health. 2019;16(8):1347. Available from: <http://www.mdpi.com/1660-4601/16/8/1347>.
9. Newell S. **Social, Cultural, and Ecological Systems' Influence on Community Health and Wellbeing**. Hamilton, ON: McMaster University; 2018. Available from: <https://macsphere.mcmaster.ca/handle/11375/24071>.
10. Wurster HE, Sarche M, Trucksess C, Morse B, Biringen Z. **Parents' adverse childhood experiences and parent-child emotional availability in an American Indian community: Relations with young children's social-emotional development**. Dev Psychopathol. 2019:1-12. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30919805>.

MIDDLE YEARS

1. Orben A, Przybylski AK. **Screens, Teens, and Psychological Well-Being: Evidence From Three Time-Use-Diary Studies**. Psychol Sci. 2019. Available from: <https://journals.sagepub.com/doi/abs/10.1177/0956797619830329>.
2. Robson K, Anisef P, Brown RS, George R. **Under-represented Students and the Transition to Post-secondary Education: Comparing Two Toronto Cohorts**. Canadian Journal of Higher Education. 2018;48(1). Available from: <http://journals.sfu.ca/cjhe/index.php/cjhe/article/view/187972>.
3. Saewyc EM, Wu A, Marshall S, Li G, Watson RJ, Adjei JK. **8. Long-Term Effects of Gay Straight Alliances On Perceived School Safety Among LGB Youth In Western Canada, Using A Novel Analytical Method To Enhance Causal Inference For Population Health Interventions**. J Adolesc Health. 2019;64(2):S4-S5. Available from: <https://doi.org/10.1016/j.jadohealth.2018.10.022>.

PARTNERSHIPS, HUBS, INTEGRATED CENTRES/SERVICES

1. Andruszkiewicz N, Ogunniyi C, Carfagnini C, Branston A, Hirji MM. **Utilizing public health core competencies to share data effectively with community organizations to promote health equity.** Canadian Journal of Public Health. 2019. Available from: <https://doi.org/10.17269/s41997-019-00190-8>.
2. Corter C, Peters RD. **Integrated Early Childhood Services: Synthesis.** Montreal, QC: Encyclopedia on Early Child Development; 2019 Mar. Available from: <http://www.child-encyclopedia.com/integrated-early-childhood-development-services/synthesis>.

POLICY, PRACTICE, INTERVENTIONS

1. Asmussen K, Brims L, McBride T. **10 steps for evaluation success.** London, UK: UK Government; 2019 Mar. Available from: <https://www.eif.org.uk/resource/10-steps-for-evaluation-success>.
2. Auclair J-V. **Addressing Wicked Educational Problems through Inter-Sectoral Policy Development: Lessons from Manitoba's Healthy Child Initiative.** International Journal of Education Policy & Leadership. 2019;14(10):1-15. Available from: <http://journals.sfu.ca/ijep/index.php/ijep/article/view/859>.
3. Australian Government Department of Education and Training, Social Research Centre. **Australian Early Development Census national report 2018 [electronic resource] : a snapshot of early childhood development in Australia** Canberra, ACT: Dept. of Education and Training; 2019 Apr. Available from: <https://aifs.gov.au/cfca/2019/04/02/australian-early-development-census-national-report-2018-snapshot-early-childhood>.
4. Black M, Barnes A, Baxter S, Beynon C, Clowes M, Dallat M, et al. **Learning across the UK: a review of public health systems and policy approaches to early child development since political devolution.** J Public Health (Oxf). 2019. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30799501>.
5. Bruner C. **What young children and their families need for school readiness and success.** Montreal, QC: Encyclopedia on Early Child Development; 2019 Mar. Available from: <http://www.child-encyclopedia.com/integrated-early-childhood-development-services/according-experts/what-young-children-and-their>.
6. Canadian Council of Child and Youth Advocates. **Statement on Children's Rights in Canada.** Victoria, BC: Canadian Council of Child and Youth Advocates; 2019 Mar. Available from: <http://www.cccya.ca/Images/english/pdf/0326%20Statement%20on%20Children%27s%20Rights%20EN-Final.pdf>.
7. Cheung R. **International comparisons of health and wellbeing in early childhood.** Oxford: Nuffield Trust; 2018. Available from: <https://www.nuffieldtrust.org.uk/research/international-comparisons-of-health-and-wellbeing-in-early-childhood>.
8. Guralnick MJ. **Effective Early Intervention: The Developmental Systems Approach.** Baltimore, MD: Brookes Publishing; 2019. Available from: <https://products.brookespublishing.com/Effective-Early-Intervention-P1102.aspx>.
9. Lombardi J. **What policymakers need from implementation evaluations of early childhood development programs.** Ann N Y Acad Sci. 2018;1419(1):17-9. Available from: <https://nyaspubs.onlinelibrary.wiley.com/doi/pdf/10.1111/nyas.13661>.
10. Lucas J, Smith A. **Which policy issues matter in Canadian municipalities? New School of Public Policy report reveals survey results from over 1000 mayors across Canada.** Calgary, AB: University of

- Calgary; 2019 Mar 8. Available from: <https://www.policyschool.ca/wp-content/uploads/2019/03/Canadian-Municipalities-Lucas-Smith.pdf>.
11. McIsaac J-LD, Spencer R, Stewart M, Penney T, Brushett S, Kirk SF. **Understanding System-Level Intervention Points to Support School Food and Nutrition Policy Implementation in Nova Scotia, Canada.** Int J Environ Res Public Health. 2019;16(5):712. Available from: <https://www.mdpi.com/1660-4601/16/5/712>.
 12. Melhuish E, Gardiner J. **Study of Early Education and Development (SEED): Impact Study on Early Education Use and Child Outcomes up to age four years.** Research Report London, UK: University of London; 2018 Sep. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738725/SEED_Impact_Age_4_Report_September_2018.pdf.
 13. Melhuish E, Gardiner J. **Study of Early Education and Development (SEED): Impact Study on Early Education Use and Child Outcomes up to age four years.** Research Brief. London, UK: University of London; 2018 Sep. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/738729/SEED_Impact_Age_4_Report_September_2018_Research_Brief.pdf.
 14. Moore T, Arefadib N, Leone V, West S. **The first thousand days - our greatest opportunity [policy brief].** Melbourne, Australia: Royal Children's Hospital, Murdoch Children's Research Institute, Centre for Community Child Health; 2018 Mar. Available from: <https://www.rch.org.au/uploadedFiles/Main/Content/ccchdev/1803-CCCH-Policy-Brief-28.pdf>.
 15. Phoenix M, Rosenbaum P. **Presenting the model of risk, disability and hard-to-reach families to inform early intervention services.** Disabil Rehabil. 2019;41(2):244-9. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/28960098>.
 16. Roos LL, Jarmasz JS, Martens PJ, Katz A, Fransoo R, Soodeen R-A, et al. **Health Services Information: From Data to Policy Impact (25 Years of Health Services and Population Health Research at the Manitoba Centre for Health Policy).** Health Services Evaluation. 2019:171-90. Available from: https://link.springer.com/referenceworkentry/10.1007%2F978-1-4939-8715-3_9.
 17. Smith MJ, Weinstock D. **Reducing Health Inequities Through Intersectoral Action: Balancing Equity in Health With Equity for Other Social Goods.** Int J Health Policy Manage. 2018;8(1):1-3. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30709097>.
 18. Waddell C, Georgiades K, Duncan L, Comeau J, Reid GJ, O'Briain W, et al. **2014 Ontario Child Health Study Findings: Policy Implications for Canada.** Can J Psychiatry. 2019;64(4):227-31. Available from: <https://doi.org/10.1177/0706743719830033>.
 19. World Health Organization. **Guidelines on physical activity, sedentary behaviour and sleep for children under 5 years of age.** Geneva, Switzerland: WHO; 2019 Apr. Available from: <https://apps.who.int/iris/handle/10665/311664>.

SCREENING (tools, methods, school readiness, etc)

1. Carr VJ, Harris F, Raudino A, Luo L, Kariuki M, Liu E, et al. **New South Wales Child Development Study (NSW-CDS): an Australian multiagency, multigenerational, longitudinal record linkage study.** BMJ Open. 2016;6(2):e009023. Available from: <https://bmjopen.bmj.com/content/bmjopen/6/2/e009023.full.pdf>.

2. Cambon L, Terral P, Alla F. **From intervention to interventional system: towards greater theorization in population health intervention research.** BMC Public Health. 2019;19(1):339-. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30909891>.
3. Gridley N, Blower S, Dunn A, Bywater T, Bryant M. **Psychometric Properties of Child (0-5 Years) Outcome Measures as used in Randomized Controlled Trials of Parent Programs: A Systematic Review.** Clin Child Fam Psychol Rev. 2019. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30806864>.
4. Guerra J, García-Gómez M, Turanzas J, Cordon JR, Suárez-Jurado C, Mestre JM. **A Brief Spanish Version of the Child and Adolescent Mindfulness Measure (CAMM). A Dispositional Mindfulness Measure.** Int J Environ Res Public Health. 2019;16(8):1355. Available from: <http://www.mdpi.com/1660-4601/16/8/1355>.
5. Pereira JR, Cliff DP, Sousa-Sá E, Zhang Z, Santos R. **Prevalence of objectively measured sedentary behavior in early years: Systematic review and meta-analysis.** Scand J Med Sci Sports. 2019;29(3):308-28. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30456827>.
6. Reilly S, Tomblin B, Pezic A, Cini E, Wardrop L, Mensah F, et al. **Data resource profile: The Child Language REpository (CLARE).** Int J Epidemiol. 2018;47(3):688-j. Available from: <https://doi.org/10.1093/ije/dyy034>.
7. Sim F, Thompson L, Marryat L, Ramparsad N, Wilson P. **Predictive validity of preschool screening tools for language and behavioural difficulties: A PRISMA systematic review.** PLoS One. 2019;14(2):e0211409. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30716083>.

SOCIAL DETERMINANTS

1. Cloney D, Williams K, O'Connor M, Redmond G, Goldfeld S, Chong S, et al. **More than a snapshot in time: Pathways of disadvantage over childhood.** Int J Epidemiol. 2018;47(4):1307-16. Available from: <http://hdl.handle.net/10620/4491>.
2. Goldfeld S, O'Connor M, Changing Children's Chances Research Team. **Addressing disadvantage to optimise children's development in Australia [research snapshot].** Melbourne, Australia: Royal Children's Hospital, Murdoch Children's Research Institute, Centre for Community Child Health; 2018 May. Available from: <https://www.rch.org.au/uploadedFiles/Main/Content/ccchdev/CCCH-Changing-Childrens-Chances-Research-Snapshot-May-2018.pdf>.
3. Goldfeld S, O'Connor M, Chong S, Gray S, O'Connor E, Woolfenden S, et al. **The impact of multidimensional disadvantage over childhood on developmental outcomes in Australia.** Int J Epidemiol. 2018;47(5):1485-96. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/29850874>.
4. Hails KA, Zhou Y, Shaw DS. **The Mediating Effect of Self-Regulation in the Association Between Poverty and Child Weight: A Systematic Review.** Clin Child Fam Psychol Rev. 2019. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30725306>.
5. Labonte R, Ruckert A. **Health equity in a globalizing era past challenges, future prospects.** New York, NY: Oxford University Press; 2019 Apr. Available from: <https://global.oup.com/academic/product/health-equity-in-a-globalizing-era-9780198835356?cc=ca&lang=en&>.
6. Montazeri P, Thomsen C, Casas M, de Bont J, Haug LS, Maitre L, et al. **Socioeconomic position and exposure to multiple environmental chemical contaminants in six European mother-child cohorts.** Int J Hyg Environ Health. 2019. Available from: <http://www.sciencedirect.com/science/article/pii/S1438463919300446>.

7. National Collaborating Centre for Determinants of Health. **Webinar: Action on health equity through early childhood development programs, measurement and policy** [with speaker Pippa Rowcliffe, HELP's Deputy Director, and others]. Antigonish, NS: National Collaborating Centre for Determinants of Health; 2019 Apr 18. Available from: http://nccdh.ca/workshops-events/entry/webinar-action-on-health-equity-through-early-childhood-devt-programs-measu?utm_source=MailChimp&utm_medium=email&utm_campaign=2019-Apr18webinar&mc_cid=b32c5e063d&mc_eid=04816d6ac3.
8. Power E, Belyea S, Collins P. **"It's not a food issue; it's an income issue": using Nutritious Food Basket costing for health equity advocacy**. Canadian Journal of Public Health. 2019. Available from: <https://doi.org/10.17269/s41997-019-00185-5>.
9. Public Health Ontario. **Homelessness and Health Outcomes: What are the associations?** Toronto, ON: PHO; 2019 Apr. Available from: <https://www.publichealthontario.ca/-/media/documents/eb-homelessness-health.pdf?cldee=bWljaGVsZS53aWVuc0BiY2NkYy5jYQ%3d%3d&recipientid=contact-c7ccc0a5b4a2e611837d0050569e0009-3687aa2741994fc6a131a6cc2b820e41&esid=4219fa8d-1c61-e911-84df-0050569e0009>.
10. Washbrook E, Bradbury B, Waldfogel J. **Income-Related Gaps in Early Child Cognitive Development: Why Are They Larger in the United States Than in the United Kingdom, Australia, and Canada?** Demography. 2019;56(1):24. Available from: <https://link.springer.com/article/10.1007%2Fs13524-018-0738-8>.

SOCIOEMOTIONAL

1. Appleton R, Connell C, Fairclough E, Tuomainen H, Singh SP. **Outcomes of young people who reach the transition boundary of child and adolescent mental health services: a systematic review**. Eur Child Adolesc Psychiatry. 2019. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30850925>.
2. Boyle MH, Duncan L, Georgiades K, Comeau J, Reid GJ, O'Briain W, et al. **Tracking Children's Mental Health in the 21st Century: Lessons from the 2014 OCHS**. Canadian Journal of Psychiatry. 2019;64(4):232-6. Available from: <https://journals.sagepub.com/doi/abs/10.1177/0706743719830025>.
3. Boyle MH, Georgiades K, Duncan L, Wang L, Comeau J. **Poverty, Neighbourhood Antisocial Behaviour, and Children's Mental Health Problems: Findings from the 2014 Ontario Child Health Study**. Canadian Journal of Psychiatry. 2019;64(4):285-93. Available from: <https://journals.sagepub.com/doi/abs/10.1177/0706743719830027>.
4. Davis T. **New mental health and gambling support kits coming to P.E.I. libraries**. Charlottetown, PEI: CBC News; 2019. Available from: <https://www.cbc.ca/news/canada/prince-edward-island/library-mentalhealth-gambling-1.5070207>.
5. Duncan L, Georgiades K, Birch S, Comeau J, Wang L, Boyle MH. **Children's Mental Health Need and Expenditures in Ontario: Findings from the 2014 Ontario Child Health Study**. Canadian Journal of Psychiatry. 2019;64(4):275-84. Available from: <https://journals.sagepub.com/doi/abs/10.1177/0706743719830036>.
6. Finning K, Ukoumunne OC, Ford T, Danielsson-Waters E, Shaw L, Romero De Jager I, et al. **The association between child and adolescent depression and poor attendance at school: A**

- systematic review and meta-analysis.** *J Affect Disord.* 2019;245:928-38. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30699878>.
7. Georgiades K, Duncan L, Wang L, Comeau J, Boyle MH. **Six-Month Prevalence of Mental Disorders and Service Contacts among Children and Youth in Ontario: Evidence from the 2014 Ontario Child Health Study.** *Canadian Journal of Psychiatry.* 2019;64(4):246-55. Available from: <https://journals.sagepub.com/doi/abs/10.1177/0706743719830024>.
 8. Marie-Mitchell A, Kostolansky R. **A Systematic Review of Trials to Improve Child Outcomes Associated With Adverse Childhood Experiences.** *Am J Prev Med.* 2019;56(5):756-64. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30905481>.
 9. McCallops K, Barnes TN, Jones I, Nelson M, Fenniman J, Berte I. **Incorporating culturally responsive pedagogy within social-emotional learning interventions in urban schools: An international systematic review.** *International Journal of Educational Research.* 2019;94:11-28. Available from: <http://www.sciencedirect.com/science/article/pii/S0883035518312989>.
 10. Mulraney M, Hiscock H, Sciberras E, Coghill D, Sawyer M. **Mental health difficulties across childhood and mental health service use: findings from a longitudinal population-based study.** *Br J Psychiatry.* 2019;1-6. Available from: <https://www.cambridge.org/core/article/mental-health-difficulties-across-childhood-and-mental-health-service-use-findings-from-a-longitudinal-populationbased-study/5E4D82229CD560ABF46B66A98421936F>.
 11. Patten S. **The 2014 Ontario Child Health Study.** *Canadian Journal of Psychiatry.* 2019;64(4):225-6. Available from: <https://journals.sagepub.com/doi/abs/10.1177/0706743719834483>.
 12. Phillips SP, Jiang M, Lakkadghatwala R, Wang S. **Assessing wellness in the well-child check: What about social and emotional development?** *Can Fam Physician.* 2019;65(3):e113-e20. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30867191>.
 13. Santos A, Langill C. **MindMasters 2: A 3-Month Pilot Study Evaluating Grade 3 Children's Social and Emotional Skills.** *Canadian Journal of School Psychology.* 2019. Available from: <https://journals.sagepub.com/doi/abs/10.1177/0829573519827209>.
 14. Tarver J, Palmer M, Webb S, Scott S, Slonims V, Simonoff E, et al. **Child and parent outcomes following parent interventions for child emotional and behavioral problems in autism spectrum disorders: A systematic review and meta-analysis.** *Autism.* 2019:1362361319830042. Available from: <https://www.ncbi.nlm.nih.gov/pubmed/30818965>.
 15. Walker MA, Rinaldi C. **Children's Social and Emotional Functioning and Academic Success in Preschool: the Role of Internalizing Problems and Adaptive Skills.** *Contemporary School Psycholog.* 2019:1-19. Available from: <https://link.springer.com/article/10.1007/s40688-019-00232-5>.

MEDIA (HELP general)

1. Andrew-Gee E, Grant T. **In the dark: the cost of Canada's data deficit.** Toronto, ON: The Globe and Mail; 2019 Jan 26. Available from: <https://www.theglobeandmail.com/canada/article-in-the-dark-the-cost-of-canadas-data-deficit/>.
2. Domise A. **The deterioration of data is robbing marginalized communities of their voice.** Toronto, ON: The Globe and Mail; 2019 Mar 7. Available from: <https://www.theglobeandmail.com/opinion/article-the-deterioration-of-data-is-robbing-marginalized-communities-of-their/>.
3. Durham Region Health Department. **Making Children the Priority: Early Childhood Development in Priority Neighbourhoods.** Durham, ON: Health Department; 2019 Feb. Available from:

<https://www.durham.ca/en/health-and-wellness/resources/Documents/HealthInformationServices/HealthNeighbourhoods/PriorityNeighbourhoodsReportEarlyChildhood.pdf>.

4. Grant T. **How Canada's racial data gaps can be hazardous to your health.** Toronto, ON: Globe and Mail; 2019 Feb 6. Available from: <https://www.theglobeandmail.com/canada/article-how-canadas-racial-data-gaps-can-be-hazardous-to-your-health-and/>.
5. Grant T, Andrew-Gee E. **Experts urge Ottawa to fix Canada's data deficit.** Toronto, ON: The Globe and Mail; 2019 Jan 27. Available from: <https://www.theglobeandmail.com/canada/article-experts-make-recommendations-about-how-canada-can-fix-its-data-deficit/>.
6. Kershaw P. **Our constitution protects children from environmental abuse.** The Province. 2019 Apr 14. Available from: <https://theprovince.com/opinion/op-ed/paul-kershaw-our-constitution-protects-children-from-environmental-abuse>.

SPECIAL Children's Environmental Health

1. Austin W, Heutel G, Kreisman D. **School Bus Emissions, Student Health and Academic Performance.** Economics of Education Review. 2019. Available from: <http://www.sciencedirect.com/science/article/pii/S0272775719301530>.
2. Boynton-Jarrett R. **Section 2. Chapter 12. Healthy places to play, learn, and develop.** New York, NY: Oxford University Press; 2019. Available from: <https://global.oup.com/academic/product/urban-health-9780190915841?cc=ca&lang=en&>.
3. Eigenschenk B, Thomann A, McClure M, Davies L, Gregory M, Dettweiler U, et al. **Benefits of outdoor sports for society. A systematic literature review and reflections on evidence.** Int J Environ Res Public Health. 2019;16(6). Available from: <https://www.mdpi.com/1660-4601/16/6/937/pdf>.
4. Gallagher-Mackay K. **Schoolyards Count! Does your schoolyard promote activity, learning and nature?** Toronto, ON: Ophea; 2019. Available from: https://www.ophea.net/sites/default/files/pdfs/schoolyardscount_brief_survey_final.pdf.
5. Houser NE, Cawley J, Kolen AM, Rainham D, Rehman L, Turner J, et al. **A Loose Parts Randomized Controlled Trial to Promote Active Outdoor Play in Preschool-aged Children: Physical Literacy in the Early Years (PLEY) Project.** Methods and Protocols. 2019;2(2):27. Available from: <https://www.mdpi.com/2409-9279/2/2/27>.
6. Loebach J, Gilliland J. **Examining the Social and Built Environment Factors Influencing Children's Independent Use of Their Neighborhoods and the Experience of Local Settings as Child-Friendly.** Journal of Planning Education and Research. 2019:0739456X19828444. Available from: <https://doi.org/10.1177/0739456X19828444>.
7. Suglia SF. **Section 2. Chapter 8. Children and adolescents in cities.** New York, NY: Oxford University Press; 2019. Available from: <https://global.oup.com/academic/product/urban-health-9780190915841?cc=ca&lang=en&>.
8. Vandergrift K. **Climate Change in Canada and Children's Rights.** Canadian Coalition for the Rights of Children; 2019 Apr. Available from: <http://rightsofchildren.ca/childrens-rights-in-canada/climate-change-threatens-childrens-right-to-healthy-environment/>.

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

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