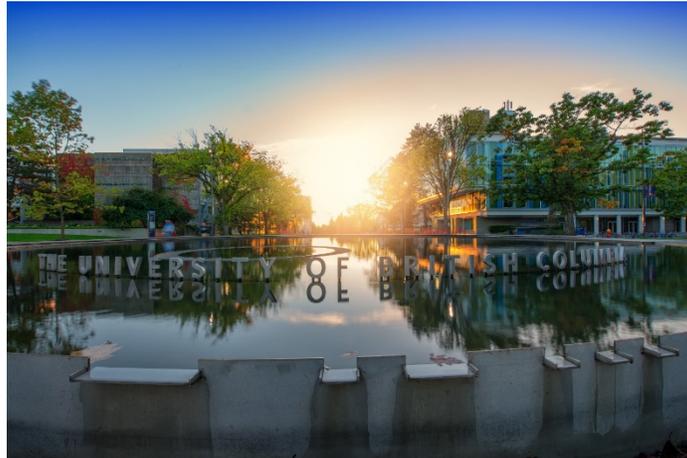


HUMAN DEVELOPMENT RESEARCH REVIEW

VOL 3 (8) AUGUST 2019



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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

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, Assistant Professor, Human Early Learning Partnership

“Various factors at birth, including gestational age, birthweight, and maternal demographics, were related to emotional development and mental health in childhood. Across outcomes, low SES indicated detrimental associations with various aspects of children’s emotional development and mental health. Findings reinforce evidence that poverty (reduction) is a primary public health issue.”



Advancements in the Landscape of Social and Emotional Learning and Emerging Topics on the Horizon

Kim Schonert-Reichl (right), Director, Human Early Learning Partnership

“I offer 3 observations raised collectively in these articles: (a) social and emotional competencies predict children’s success in school and in life, (b) social and emotional competencies are malleable—they can be taught and assessed, and (c) explicit attention to context is foundational to the promotion of SEL. I also provide some additional suggestions for advancing SEL work, including (a) understanding and promoting teacher well-being, and (b) integrating SEL into teacher preparation”.



Insights into Children’s Early Experiences – Moving CHEQ Data to Action

Alisa Almas, Research Associate, Human Early Learning Partnership

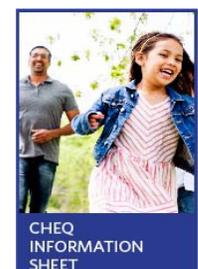
Learn more about the valuable information gathered from parents and caregivers across the province through the Childhood Experiences Questionnaire (CHEQ).



CHEQ Value Video

Human Early Learning Partnership

Listen to the thoughts of several people who have participated in and used the Childhood Experiences Questionnaire (CHEQ) around the province on the value of the CHEQ and the information it can provide.



HUMAN DEVELOPMENT RESEARCH REVIEW

HELP FACULTY and AFFILIATE (selected publications)

1. Guhn M, Emerson SD, Mahdavian D, Gadermann AM. **Associations of Birth Factors and Socio-Economic Status with Indicators of Early Emotional Development and Mental Health in Childhood: A Population-Based Linkage Study.** Child Psychiatry Hum Dev. 2019. Available from: <https://doi.org/10.1007/s10578-019-00912-6>.
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5. Schonert-Reichl KA. **Advancements in the Landscape of Social and Emotional Learning and Emerging Topics on the Horizon.** Educ Psychol. 2019;54(3):222-32. Available from: <https://doi.org/10.1080/00461520.2019.1633925>.
6. Yu ACM, Gadermann A, Palepu A. **Strengths, challenges, and gaps in linkage to primary care among hospitalized individuals who are homeless in Vancouver, British Columbia.** Journal of Social Distress and the Homeless. 2019;1-11. Available from: <https://doi.org/10.1080/10530789.2019.1648730>.

HELP RESOURCES

1. Almas A. **Insights into Children's Early Experiences – Moving CHEQ Data to Action.** Vancouver, BC: University of British Columbia, School of Population and Public Health, Human Early Learning Partnership; 2019 May. Available from: <https://www.youtube.com/watch?v=dHMGzJAhsSQ>.
2. Human Early Learning Partnership. **CHEQ value video.** Vancouver, BC: University of British Columbia, School of Population and Public Health; 2019 Jun. Available from: <https://www.youtube.com/watch?v=qYxUjXQF5Xg>.

BIOLOGY/NEUROBIOLOGY (“early experiences”)

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2. Dudovitz R, Chung PJ. **Addressing Adverse Childhood Experiences: It's Not What You Know but Who You Know.** Pediatrics. 2019;144(2):e20190893. Available from: <https://pediatrics.aappublications.org/content/pediatrics/144/2/e20190893.full.pdf>.
3. Rainecki C, Morgan EJ, Ellis L, Weinberg J. **Glucocorticoid receptor expression in the stress-limbic circuitry is differentially affected by prenatal alcohol exposure and adolescent stress.** Brain

- Res. 2019;1718:242-51. Available from: [https://linkinghub.elsevier.com/retrieve/pii/S0006-8993\(19\)30274-4](https://linkinghub.elsevier.com/retrieve/pii/S0006-8993(19)30274-4).
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Language, Literacy

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2. Partanen M, Siegel LS, Giaschi DE. **Longitudinal outcomes of an individualized and intensive reading intervention for third grade students**. *Dyslexia (10769242)*. 2019;25(3):227-45. Available from: <https://onlinelibrary.wiley.com/doi/abs/10.1002/dys.1616>.

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3. Huria T, Palmer SC, Pitama S, Beckert L, Lacey C, Ewen S, et al. **Consolidated criteria for strengthening reporting of health research involving indigenous peoples: the CONSIDER statement.** *BMC Med Res Methodol.* 2019;19(1):173. Available from: <https://doi.org/10.1186/s12874-019-0815-8>.
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MIDDLE YEARS

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Selected chapter from DeVoe JE, Geller A, Negussie Y, editors. **Vibrant and Healthy Kids**

- **Chapter 2: Healthy development from conception through early childhood.** In: DeVoe JE, Geller A, Negussie Y, editors. Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity. Washington, DC: The National Academies Press; 2019. p. 600. Available from: <https://www.nap.edu/read/25466/chapter/4>.
- **Chapter 3: Development happens in contexts. Overview of early life critical influences.** In: DeVoe JE, Geller A, Negussie Y, editors. Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity. Washington, DC: The National Academies Press; 2019. p. 600. Available from: <https://www.nap.edu/read/25466/chapter/5>.
- **Chapter 6: Creating healthy living conditions for early child development.** In: DeVoe JE, Geller A, Negussie Y, editors. Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity. Washington, DC: The National Academies Press; 2019. p. 600. Available from: <https://www.nap.edu/read/25466/chapter/8>.
- **Chapter 7: Promoting health equity through early care and education.** In: DeVoe JE, Geller A, Negussie Y, editors. Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity. Washington, DC: The National Academies Press; 2019. p. 600. Available from: <https://www.nap.edu/read/25466/chapter/9>.
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- **Chapter 9: A roadmap for applying the science of early development.** In: DeVoe JE, Geller A, Negussie Y, editors. Vibrant and Healthy Kids: Aligning Science, Practice, and Policy to Advance Health Equity. Washington, DC: The National Academies Press; 2019. p. 600. Available from: <https://www.nap.edu/read/25466/chapter/11>.

SCREENING (tools, methods, school readiness, etc)

1. Goldfeld S, Villanueva K, Tanton R, Katz I, Brinkman S, Giles-Corti B, et al. **Creating community indicators for early childhood development: challenges and innovations from the kids in communities study.** Cities & Health. 2019:1-10. Available from: <https://doi.org/10.1080/23748834.2019.1596525>.
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SOCIOEMOTIONAL

1. Brackett MA, Bailey CS, Hoffmann JD, Simmons DN. **RULER: A Theory-Driven, Systemic Approach to Social, Emotional, and Academic Learning.** Educ Psychol. 2019;54(3):144-61. Available from: <https://doi.org/10.1080/00461520.2019.1614447>.
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MEDIA (HELP general)

1. **Heart-Mind 2019 Conference - Friday October 25, 2019.** Vancouver, BC: Heart-Mind. Keynote presenters include Dr. Kimberly Schonert-Reichl, Professor, UBC Department of Educational and Counselling Psychology, and Special Education, and Director of the Human Early Learning Project (HELP). 2019. Available from: <https://earlychildhood.educ.ubc.ca/heart-mind-2019-conference/>.

SPECIAL – Children’s Environmental Health

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