

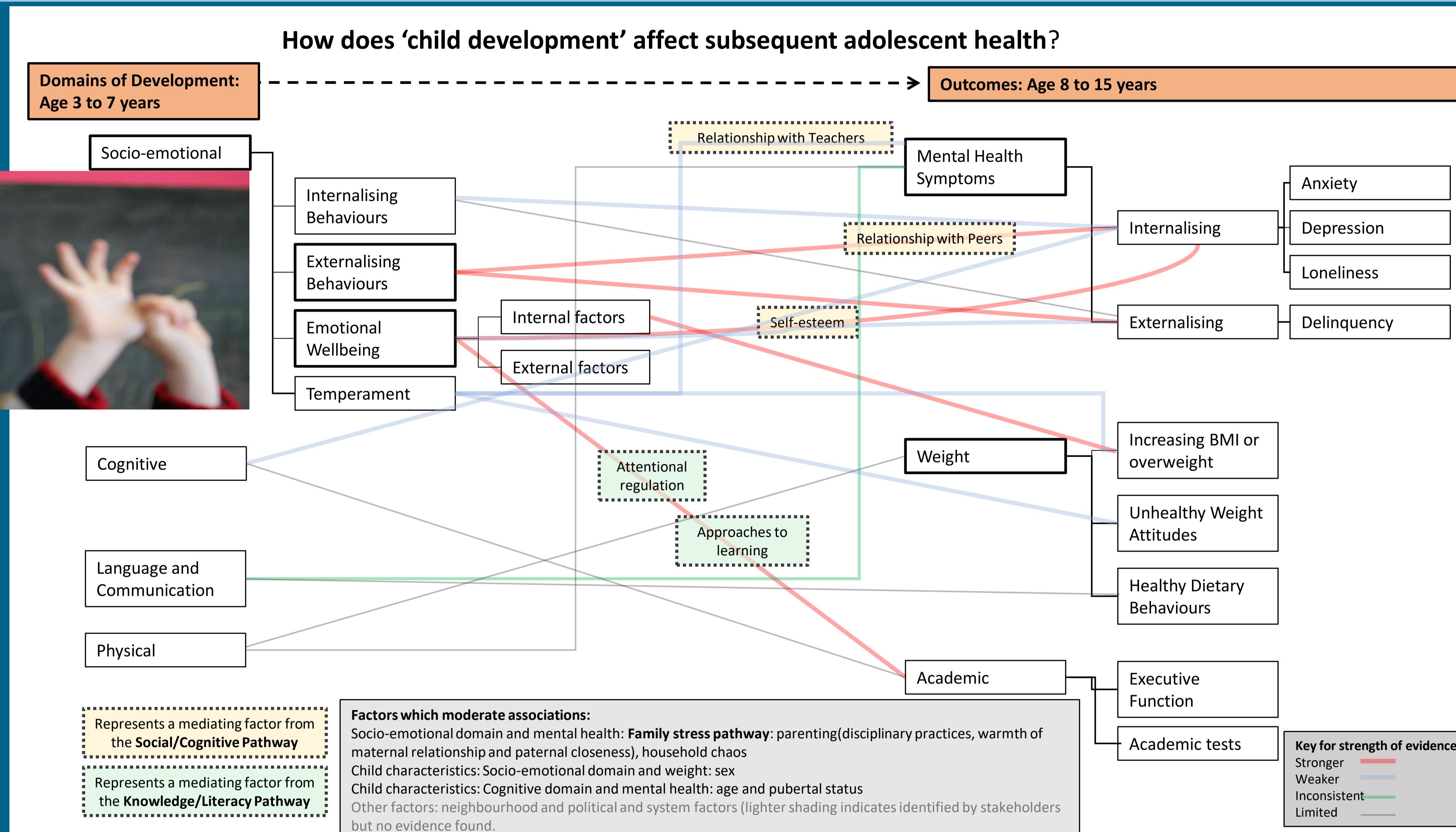
Relationships between child development at school entry and adolescent health

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Aim & Method

To summarise evidence on 1) the associations between child development at school starting age and subsequent health in adolescence and 2) to identify factors affecting associations using a participatory systematic review method.

Child development measured as: changes within a child's cognitive or physical development, or language and communication, or socio-emotional development.



Key point for practice

'School readiness' comprises different elements of child development and each of these domains of development have different impacts on adolescent health. Socio-emotional development is particularly important for subsequent weight and mental health. Interventions mid childhood to promote social and emotional wellbeing could help to reduce increasing inequalities in adolescent mental ill health and unhealthy weight.

Key point for research

More collaborative research across health and education is needed to develop and define appropriate measures of child development and on the relationships and mechanisms between domains of development and subsequent health, to inform interventions mid-childhood. This requires the design of public health research which respects agency but more clearly theorizes children within their social and economic context so as to encapsulate socio-political, cultural and familial environments.

For more information

Black M, Barnes A, Strong M, Brook A, Ray A, Holden B, Foster C, Taylor-Robinson D. Relationships between Child Development at School Entry and Adolescent Health - A Participatory Systematic Review. *International Journal of Environmental Research and Public Health*. 2021; 18(21):11613.

<https://doi.org/10.3390/ijerph182111613>

Black, M., Barnes, A., Strong, M. *et al.* Impact of child development at primary school entry on adolescent health—protocol for a participatory systematic review. *Syst Rev* 10, 142 (2021). <https://doi.org/10.1186/s13643-021-01694-6>

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