



Recent Publications

Tamana SK, Ezeugwu V, Chikuma J, Lefebvre D, Azad M, Subbarao P, Becker AB, Turvey SE, Sears MR, Dick BD, Carson V, Rasmussen C, **Pei J**, CHILD Study Investigators, Mandhane P. Screen Time is Associated with Inattention Problems in Preschoolers: Results from the CHILD Birth Cohort Study, *PLoS One*. 2019 Apr 17; <https://doi.org/10.1371/journal.pone.0213995>

Makela M, **Pei J**, Kerns K, MacSween J, Kapasi A, Rasmussen C. Teaching Children with Fetal Alcohol Spectrum Disorders to Use Metacognitive Strategies. *The Journal of Special Education*, 5 Mar 2019. <https://doi.org/10.1177/0022466919832371>

Pei J, Carlson E, Tremblay M, Poth C. Exploring the Contributions and Suitability of Relational and Community-Centered Fetal Alcohol Spectrum Disorder (FASD) Prevention Work in First Nation Communities (Special Issue), *Birth Defects Research*, 20 Feb 19, <https://doi.org/10.1002/bdr2.1480>.

Jacqueline Pei, PhD, RPsych

- Associate Professor, Faculty of Education, Department of Educational Psychology, University of Alberta
- Research Affiliate, Glenrose Rehabilitation Hospital

As a Registered Psychologist for the past 16 years, Dr. Pei has worked with diverse groups of children, youth and adults in the areas of mental health assessment and intervention. Having begun her career in mental health as a forensic counsellor working with young offenders, Dr. Pei has a special interest in interventions for youth in vulnerable circumstances, who may have experienced marginalization and who have complex needs for support. She has engaged in projects focused on adolescence, mental health, and populations put at risk, as well as community-based research using a participatory approach. For example, she has published in the areas of decision-making in adolescents with FASD (Kully-Martens, Treit, Pei, & Rasmussen, 2013), the mental health and personal strengths among adolescents with prenatal alcohol

exposure (Mariasine, Pei, Poth, Henneveld, & Rasmussen, 2014), and interventions for FASD (Pei, Flannigan, Walls, & Rasmussen, 2016). In addition, Dr. Pei has an interest in initiatives that facilitate the process of moving research results into practice. For example, she has examined how complex research information can be communicated effectively to broader practice communities, as well as the use of innovative research and evaluation practices to engage community partners (Job, Poth, Pei, Wyper, O'Riordan, & Taylor, 2014; Poth, Pei, Atkinson, & Hanson, 2017). Dr. Pei also works with the Canada FASD Research Network, as senior research lead, a role that facilitates the links between policy, practice, and research.

Inspiration/Vision Statement:

It is my belief that children and adolescents seek success and acceptance; developmental differences and environmental vulnerabilities may impede this process. By identifying strengths to build on, and challenges to support, we can enhance both individual and community capacities to improve outcomes and contribute to healthier developmental trajectories