Highlights from my research

- **Anxiety in ASD**
  - Anxiety is pervasive (White et al., 2009)
  - There is evidence for shared latent factors in social anxiety and ASD (White, Bray, & Ollendick, 2012)
  - We lack validated tools for assessment of anxiety in ASD (White, Schry, & Maddox, 2012)

- **Treatment Development & Evaluation**
  - CBT can be effective (White, Ollendick et al., 2012; White, Albano et al., 2010)
  - Social skills can be effectively developed, but concerns with contextual generalizability persist (White, Koenig, & Scahill, 2010)
ASD in Adults (Nevill & White, 2011; White, Kreiser et al., 2012; White, Ollendick, & Bray, 2011)

- ASD affects many college students; many, if not most, are not identified prior to coming to college.
- ASD symptoms and diagnoses are more common among certain majors (i.e., engineering, computer science).
- College students are not receptive to peers on spectrum.
- Students with ASD struggle with depression, anger/hostility problems, and anxiety. They also tend to be dissatisfied with their college experience, despite often excelling academically.
- Social anxiety is common, and mediates hostility/aggression.

Biomarker Pursuit

- Presence of social anxiety affects gaze patterns of adolescents with ASD (White, Maddox, & Panneton, under review).
Support and treatment for VT students and other adults in the area

LCP (10+ yrs in field)

Phenotyping

Treatment design and RCT conduct

Support group for adults, participant ascertainment

Registry

Eye-tracking, outcomes research

Primary collaborators at: Yale, Univ of Pittsburgh, UCLA, VCU, Columbia...and now VTCRI and HCI
WHAT WOULD I LIKE?

- To position VT to be the leader in the application of technology to ASD clinical concerns
  - Evaluation (eye gaze tracking)
  - Portable supports (for community, classroom, etc)
  - Treatment (facial emotion recognition, real-time feedback)

- To make VT a healthy place for the ASD community - a place where students & faculty on the spectrum can thrive
  - Support for identified students (acceptance and community, broader change and less pathologizing)
  - Effective interventions and classroom supports

- Specific connections to make it happen: SSD and administration, computer science, engineering, VTCRI