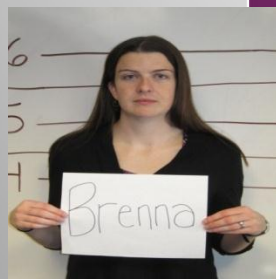


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Highlights from my research

○ 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)

Highlights from my research (cont.)

- ◎ **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)

C.A.R.: FIT & RESOURCES

- 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