

Wendy L. Stone, Ph.D.

M.I.N.D. Institute Distinguished Lecturer Series – January 9, 2013

Biographical Information

Wendy L. Stone, Ph.D., is Professor of Psychology at the University of Washington and the Director and Susan and Richard Fade Endowed Chair for the University of Washington Autism Center. Her primary clinical and research interests are in early identification and early intervention for children with autism spectrum disorders. Her research focus is on the characterization of early-emerging behavioral features of autism, with the goals of understanding the core deficits and mechanisms underlying development of the disorder, designing targeted interventions to prevent or attenuate the expression of symptoms, and identifying developmental pathways and risk/protective factors that contribute to variability in social, learning, and behavioral outcomes for children at elevated risk. She has received federal funding for this research since 1993. Dr. Stone has authored many papers on the early identification, assessment, and follow-up of young children with autism. Her research with young children led to the development of the *Screening Tool for Autism in Two-Year-Olds (STAT)* and a book for parents entitled, *Does My Child Have Autism?* She serves on the editorial boards of *Autism Research* and the *Journal of Autism and Developmental Disorders*, and has participated in numerous work groups and ad hoc review panels for NIH and autism foundations. She is a member of the Autism Speaks Baby Siblings Research Consortium and the Toddler Treatment Network. Dr. Stone is committed to translational science, and has worked to enhance knowledge and service capacity within community settings, through provision of training and outreach activities for families, pediatricians, teachers, and other community professionals.

Presentation Abstract (4:30 pm)

From early detection to early intervention: Bridging the gap in autism services

Early detection of autism is the key to specialized services that can lead to significant gains in children's social, language, and behavioral functioning. Yet early identification efforts are often hampered by great variability in behavioral expression, limited knowledge about underlying mechanisms, and inconsistent community screening practices. As a result, many young children do not receive the benefits that early and specialized services can offer. This presentation will describe the early behavioral features of autism, the challenges of early identification, and potential strategies for reducing the gap between identification and intervention for these children.