

BIOGRAPHICAL SKETCH

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NAME: Weitlauf, Amy Sue

eRA COMMONS USER NAME (credential, e.g., agency login): amy.folmer

POSITION TITLE: Assistant Professor

EDUCATION/TRAINING (Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
The University of Texas, Austin, TX	BA	05/2003	Psychology; Plan II
Vanderbilt University, Nashville, TN	MS	05/2006	Clinical Psychology
Vanderbilt University, Nashville, TN	PhD	12/2012	Clinical Psychology
University of North Carolina School of Medicine, Chapel Hill, NC	Pre-Doc	2010-2011	Clinical Psychology
Vanderbilt University Medical Center, Nashville, TN	Post-Doc	2011-2013	Clinical Psychology

A. Personal Statement

I have a broad background in clinical and developmental psychology, with specific training and expertise in the early identification of autism spectrum disorders (ASD). As a predoctoral intern at the University of North Carolina at Chapel Hill and postdoctoral fellow at Vanderbilt University, I received specialized training in screening and diagnostic assessment of children and adults with ASD. I have continued this work as a faculty member at Vanderbilt University, where I collaborate with professionals from varied disciplines (including special education and engineering) to design and implement research protocols related to early, accurate ASD identification, empirically supported intervention, and family coping. My current work is a longitudinal randomized controlled trial comparing interventions for children with ASD alone versus a combination of child intervention and mindfulness-based stress reduction for parents. I also conduct behavioral and clinical phenotyping related to the assessment of social-communication and sensory differences commonly associated with ASD. In summary, I have a strong record of training and specialized experience in the assessment and treatment of ASD that has prepared me to participate in the proposed project.

B. Positions and Honors**Positions and Employment**

2004-2010	Research Assistant, Vanderbilt University Department of Psychology, Nashville, TN
2004-2005	Psychology Practicum Trainee, Vanderbilt Division of Developmental Medicine, Nashville, TN
2004-2005	Psychology Practicum Trainee, Vanderbilt Division of Developmental Medicine, Nashville, TN
2006-2007	Psychology Practicum Trainee, Developmental Assessment Clinic, Vanderbilt University Medical Center, Nashville, TN
2007-2008	Psychology Practicum Trainee, Parent Support and Education Program, Vanderbilt University Medical Center, Nashville, TN
2008-2009	Psychology Practicum Trainee, Luton Community Mental Health Center (Centerstone), Nashville, TN

2009-2010	Psychology Practicum Trainee, Behavioral Health and Intellectual Disability Clinic, Vanderbilt University Medical Center, Nashville, TN
2010-2011	Predoctoral Intern, Clinical Child-Community Track, University of North Carolina School of Medicine, Chapel Hill, NC
2011-2013	Postdoctoral Fellow, The Vanderbilt Kennedy Center for Research on Human Development, Treatment and Research Institute for Autism Spectrum Disorders/Vanderbilt University Medical Center, Nashville, TN
2013-06/2014	Instructor of Pediatrics, Vanderbilt University, Nashville, TN
2014-Present	Assistant Professor of Pediatrics, Vanderbilt University, Nashville, TN

Honors

2007-2009	Ruth L. Kirschstein National Research Service Award, NIMH 5F31MH077423
2006	Julius Seeman Award for Academic, Personal, and Professional Achievement
2002	Elected to Psi Chi
2001	Elected to Phi Beta Kappa

C. Contributions to Science

NCBI My Bibliography:

<http://www.ncbi.nlm.nih.gov/sites/myncbi/amy.weitlauf.1/bibliography/47313189/public/?sort=date&direction=ascending>.

1. Investigated impact of new diagnostic criteria and screening instruments on diagnostic classification of children with ASD

Demonstrated inconsistencies in diagnostic classification resulting from new DSM-5 criteria regarding level of severity of impairment. Investigated use of validity items to gauge parental bias on parent-completed questionnaires. Examined psychometric properties of new screening measure, the Modified Checklist for Autism in Toddlers-Revised, in infant siblings of children with ASD.

- a) Weitlauf, A. S., Gotham, K. O., Vehorn, A. C., & Warren, Z. E. (2014). Brief report: DSM-5 “levels of support:” a comment on discrepant conceptualizations of severity in ASD. *Journal of Autism and Developmental Disorders*, 44, 471-476. [PMCID: PMC3989992](#).
- b) Taylor, C. M., Vehorn, A., Noble, H., Weitlauf, A. S., & Warren, Z. E. (2014). Can metrics of reporting bias enhance early autism screening measures? *Journal of Autism and Developmental Disorders*, DOI 10.1007/s10803-014-2099-5. [PMCID: PMC4134403](#).
- c) Weitlauf, A.S., Vehorn, A. C., Stone, W. L., Fein, D. & Warren, Z. E. (under review). Brief Report: Using the M-CHAT-R/F to Identify Developmental Concerns in a High-Risk 18-Month-Old Sibling Sample. PMCID: In progress.

2. Acted as Autism Content Expert and published results of Agency for Healthcare Research and Quality review of Evidence Based Practices in Treatment of ASD

With Melissa McPheeters (methods lead) and a multidisciplinary team of professionals, participated in a series of Agency for Healthcare Research and Quality & United States Preventative Services Task Force projects focused on treatment of children with or at risk of ASD. Formulated analytic framework, conducted aspects of systematic review and synthesis, and acted as first author on a comprehensive report of findings.

- a) Weitlauf, A. S., McPheeters, M. L., Peters, B., Sathe, N., Travis, R., Aiello, R., Williamson, E., Veenstra-VanderWeele, J., Krishnaswami, S., Jerome, R., and Warren, Z. (2014). Therapies for Children With Autism Spectrum Disorder: Behavioral Interventions Update. Comparative Effectiveness Review No. 137. (Prepared by the Vanderbilt Evidence-based Practice Center under Contract No. 290-2012-00009-I.) AHRQ Publication No. 14-EHC036-EF. Rockville, MD: Agency for Healthcare Research and Quality. www.effectivehealthcare.ahrq.gov/reports/final.cfm. [PMCID: In progress](#).

3. Documented and described levels of parental depression and distress related to diagnosis of Autism Spectrum Disorder (ASD)

Longitudinally measured maternal stress and depression beginning just prior to a child's autism diagnosis. Discovered an interaction effect such that higher quality parental marital relationships buffered the effects of parenting stress on depression levels.

- a) Weitlauf, A. S., Vehorn, A., Taylor, J. L., and Warren, Z. E. (2014). Relationship satisfaction, parenting stress, and depression in mothers of children with autism. *Autism: International Journal of Research and Practice*, 18, 194-198. [PMCID: In progress.](#)

D. Research Support

Ongoing Research Support

HRSA R40MC27706 Weitlauf (PI) 09/01/2014 – 08/31/2019

Does Mindfulness Training Enhance Early Evidence-based Parent-coaching Interventions?

This randomized controlled trial compares the effectiveness of the Parent Early Start Denver Model (P-ESDM) alone with P-ESDM + Mindfulness Based Stress Reduction (MBSR) for parents of young children (ages 18-30 months) with Autism Spectrum Disorder.

Role: Principal Investigator

R34 MH104428 Taylor (PI) 08/20/2014 – 07/31/2017

Adapting a Parent Advocacy Program to Improve Transition for Youth with Autism

In this project, we adapt and pilot test an intervention to increase parents' skills in advocating for their son or daughter with autism spectrum disorder during the transition to adulthood.

Role: Clinical interviewer

5K01 MH090232-04 Cascio (PI) 03/01/2011 – 12/31/2015

Neurobehavioral Investigation of Tactile Features in Autism Spectrum Disorders

The purpose of this project is to investigate interoception, the perception of internal physiological signals, in a population of children, adolescents and adults with ASD and typical development (TD), and to see how the brain responds to various sensory stimuli. It uses functional and structural neuroimaging combined with controlled sensory stimulation to address the interaction between internal and external sensory cues and how processing such information may differ both behaviorally and in the brain in a population with ASD.

Role: Behavioral phenotyping

1R21MH101321-01A1 Cascio (PI) 03/01/2014 – 02/29/2016

Mapping Thalamocortical Networks Across Development in ASD

Using an innovative resting-state fMRI method, this project will determine if thalamocortical networks are altered in ASD; examine the developmental trajectories of thalamocortical networks in ASD, and establish the functional relevance of thalamocortical networks to the expression of ASD symptoms. This will contribute to our understanding of brain-basis of ASD.

Role: Behavioral phenotyping

5R01MH091102-02 Sarkar (PI) 12/01/2010 – 11/30/2015

Adaptive Response Technology for Autism Spectrum Disorders Intervention

The specific aims of this project are (1) to refine intelligent adaptive response technology and design both adaptive behavior and social tasks in a VR environment; (2) to develop physiology-based individualized affective models and attention inference mechanisms from eye gaze information, and (3) to examine the efficacy of prediction models and the adaptive technology in children with ASD.

Role: Project development and manuscript preparation.

1R21 MH103518-01 Sarkar (PI) 04/01/14 – 03/31/2016

Adaptive Robotic Intervention Architecture for Autism Intervention

This R21 / R33 project constructs a non-invasive gaze detection paradigm within a mixed reality co-robotic intervention environment with hopes of shifting core joint attention skills in young children with ASD

Role: Project development and manuscript preparation.

Completed Research Support

HHS 290-2012-00009-I McPheeters (PI)

09/12 – 08/14

Systematic Evidence Reviews to Support the US Preventive Services Task Force Screening for Autism Participated in Agency for Healthcare Research and Quality projects to develop an evidence report for USPTF review of autism screening. Conduct aspects of systematic review as well as synthesizing evidence and drafting work plan.

Role: Content Expert

5R01 HD057284-04 (Stone, University of Washington)

09/11-03/14

Social-Emotional Development of Infants at Risk for Autism Spectrum Disorders

This longitudinal cross-site project examined the early development of attentional and affective mechanisms, their impact on positive joint attention competencies, and their relation to later autism symptomatology.

Role: Behavioral phenotyping

HHSN 275200800004C Hartman (PI)

05/13-09/13

Development and Validation of an Autism Case Confirmation Approach for the National Children's Study

This grant was initiated to develop and test ASD specific instruments that could be incorporated into a longitudinal study of child health.

Role: Research Examiner

5R01 HD039961-03 (Fein/Stone/Warren)

09/11-09/13

Early Detection of Developmental Disorders

This study assessed the effectiveness of an autism screening instrument, the Modified Checklist for Autism in Toddlers-Revised (M-CHAT-R), in detecting autism in the younger siblings of children with autism.

Role: Behavioral phenotyping

Autism Treatment Network/AIR-P (Mruzek/Loring)

09/13-06/14

Manualized Approach to Teaching Toileting for Children with Autism

This project developed and assessed the effectiveness of a standardized toilet training protocol involving a novel wireless moisture alarm and step-by-step manuals for clinicians and parents compared to traditional behavioral recommendations for toilet training.

Role: Behavioral phenotyping