

## Postdoctoral Fellowship in Autism and Implementation Science Research

***Applications are invited for a postdoctoral fellowship position to support one or both recently funded studies led by [Dr. Jill Locke](#) at the University of Washington.***

The first is a multi-site study entitled “[Autism Intervention Research Network on Behavioral Health \(AIRB\)](#)” in collaboration with the University of California Los Angeles (PI: Connie Kasari), University of California, Davis (PI: Aubyn Stahmer), University of Pennsylvania (PI: David Mandell), University of Rochester (PI: Suzannah Iadarola), University of Kansas (PI: Brian Boyd), and Drexel University (PI: Elizabeth Hassrick). The primary goal of this study is to develop and evaluate a multi-phase implementation and sustainment strategy to support evidence-based practice use across three different ASD interventions, settings, and ages. For this project, the candidate will support the implementation of Remaking Recess, an evidence-based social engagement intervention for children with autism in public elementary schools, via the Using Novel Implementation Tools for Evidence-based intervention Delivery (UNITED) implementation strategy that comprises social network analysis and team-based implementation support. The position will focus on training elementary school staff (e.g., general and special education teachers, paraeducators, and other personnel) in Remaking Recess and providing ongoing coaching to school staff to implement and support the intervention with participating children with autism. We anticipate that this work will be conducted through remote platforms.

The second study, funded by the Institute of Education Sciences is entitled, “[Preparing Teachers and Paraeducators for the Successful Inclusion of Children with ASD](#)” is an exploratory mixed methods study which will identify and examine the malleable individual and organizational characteristics that increase teachers' and paraeducators' use of evidence-based practices to more meaningfully include and retain children with ASD in general education settings. For this project, the candidate will use quantitative and qualitative data collection methods with participants from elementary schools across Washington State.

Fellows will benefit from access to broader training opportunities within the School Mental Health, Assessment, Research, and Training ([SMART](#)) Center, and support for conference travel. There is potential to obtain supervised professional experience hours for psychology licensure. The ideal candidate will have relevant autism research experience and/or a strong interest in implementation of interventions in real-world settings, in particular, public schools. Candidates that have an active interest and/or expertise in implementation science, human-centered design, or intervention science are preferred. A doctoral degree in Psychology (Clinical, Developmental, Experimental Counseling, Educational), Communication Science and Disorders/Speech-Language Pathology, or other relevant field (e.g., Social Work, Public Health) is required. Applicants must have excellent interpersonal, communication, and written skills. Appointments will be made for one year, with a second year re-appointment expected and third year re-appointment possible based on review of the fellow's progress. Fellowships will be available for start dates as early as Spring 2021, although there is flexibility. The current stipend for first year fellows is commensurate with the standard National Institutes of Health rate and includes eligibility for benefits.

**Interested applicants should submit a letter of interest, CV, and list of three references to Dr. Jill Locke at [jjlocke@uw.edu](mailto:jjlocke@uw.edu).**