**Dr Bethany Devenish**

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**6** years post PhD --- **$3.8m** funding | **$2.3m** as CI ---- **13** publications --- **376** citations --- H-index **6**

**CAREER SUMMARY**Dr. Bethany Devenish began her academic journey with a PhD in Psychology from Deakin University in 2018. Her PhD research involved establishing a collaboration with World Vision International to evaluate an intervention aimed at addressing the psychosocial outcomes for children and adolescents in poverty. This foundational work set the stage for her career in research and program evaluation, particularly within the education and health sectors.

Following her PhD, Dr. Devenish joined Deakin University as a Research Fellow in the Faculty of Health, where she contributed significantly to research programs within the Deakin Child Study Centre. From August 2018 to November 2021, she led the development and implementation of systematic reviews, screening over 450,000 articles to build a robust evidence base for the AllPlay Learn program. She also played a key role in developing evidence-based digital resources and conducting statistical evaluations for the AllPlay Learn and AllPlay Footy programs. Her proficiency in research translation resulted in the opportunity to contribute as project manager to the development of the NSW Department of Education Inclusive Practice Hub.

In November 2021, Dr. Devenish transitioned to Monash University as a Research Fellow in the Faculty of Education. Here, she continued her impactful work in disability inclusion. She was invited to contribute to the NSW Department of Education Multidisciplinary Expert Panel, and led the delivery of the Evidence Based Practice Hub. She led qualitative co-design and quantitative evaluation of several programs, and ensured high-quality deliverables for projects with government and philanthropic partners within agreed timelines and budgets. Her expertise in project management, data analysis, and stakeholder engagement was instrumental in enhancing the inclusion and outcomes for students with disability.

Dr. Devenish's commitment to fostering self-determination among young people with disability led her to spearhead the Self-Determination Project. As the Principal Chief Investigator, she oversaw the project’s governance, including budget management, ethics submission, and risk management. Her work in this area has been recognized for its positive impact on participants, contributing to their increased passion and goal-setting abilities.

In July 2024, Dr. Devenish was promoted to Senior Research Fellow at Monash University. In this role, she continued to lead and manage significant research projects, including partnerships with the Victorian and NSW Departments of Education, and philanthropy bodies. Her strong expertise in disability inclusion and research translation resulted in an invitation to develop and provide training to World Vision International’s Disability Strategy that will reach over 3 million children globally by 2026. Her leadership in developing and evaluating programs, coupled with her strong skills in knowledge translation and stakeholder engagement, has solidified her reputation as a leading researcher in inclusive education and self-determination of marginalised youth.

**EDUCATION  
  
Master of Educational & Developmental Psychology (current)**  **Monash University**  
Thesis: The Role of Rumination and Racing Thoughts in Co-Occurrence of ADHD, Depression, and Anxiety Symptoms  
**PhD in Psychology (2018)** **Deakin University**  
Thesis: Evaluation of a World Vision Intervention to Address Psychosocial Outcomes of Children and Adolescents in Poverty

**Bachelor of Psychology (First Class Honours, 2014)** **Deakin University**Thesis: The effects of psychosocial depression interventions on suicidality in adolescents

**PROFESSIONAL EXPERIENCE**

**Appointments**

* Senior Research Fellow, Faculty of Education, Monash University (July 2024 – Dec 2024).
* Research Fellow, Faculty of Education, Monash University (Nov 2021 – June 2024).
* Research Fellow, Faculty of Health, Deakin University (Aug 2018 – Nov 2021).
* Casual Research Assistant, Deakin University (2014-2017; 2020).
* Casual Teaching Academic, Deakin University (2015-2018; 2020).

**Active Projects (Chief Investigator)**

2024-2026 Department of Social Services (DSS) Information, Linkages and Capacity Building - AllPlay Dance – Reimagining dance for children with disability. (Cat 1 $1,002,000, CI).

**Completed Projects (Chief Investigator or Associate Investigator)**

2023 -2024 Scope Australia: Self-determination in community settings: co-creating a digital toolkit with and for young people with disability. (Cat 3 $29,678; PCI)

*Primary Chief Investigator for development of a digital toolkit co-created with young people with disability to enhance their self-determination.*

* Project oversight and governance
* Successfully delivered the project within the agreed scope, timelines, and budget.
* Positive feedback from participants, for example, *“I have the power to set my own goals...I'm so much more passionate about everything I do.”*

2022-2023 NSW Department of Education: Evidence Based Practice Resources. (Cat 2 A$334,874, CI)

*CIB and coordinator for partnership with the NSW Department of Education to develop evidence-based practice guides and implementation resources*.

* Led a team of researchers to deliver high-quality outputs within an 8-month timeline.
* Recognised by the NSW Department of Education for exceptional project management skills.

2022-2024 Victoria Department of Education: AllPlay Learn – Strengthening Inclusive School Communities (Cat 2 A$850,000, CI)

*Lead early career researcher for partnership with the Victorian Department of Education to deliver and evaluate inclusive education resources.*

* Developed the theory of change, and oversaw statistical and qualitative evaluation of program outcomes.
* Oversight of ethics, prepared reports for the Department, and collaborated closely with the Victorian Department of Education to deliver high-quality resources that met stakeholder expectations and were completed within the agreed timeline and budget.
* Contributed to the widespread community impact and strong funding model of the AllPlay Learn program.

2022-2024 Ferrero Australia Pty Ltd: Monash Ferrero Joy of moving Program (Cat 3 A$260,000, AI)

*Coordinator of the co-design of the professional learning content for the Joy of moving program.*

* Led the development and implementation of the co-design protocol with children, caregivers, and education professionals.
* Co-developed the evaluation approach for the professional learning course.
* Positive impact on participants and stakeholders, contributing to the program's success and reach.

2022-2022 Monash University Faculty of Education Capacity Building Grant: Strengthening agency and self-determination for Australian students with disability ($2,994, CI)

*Coordinator and CIB for project mapping barriers and enablers to student engagement in planning for their learning and support.*

* Developed and implemented all study conceptualisation and design activities, ethics and risk management protocols.
* Co-supervised 4th year students, and led or oversaw all qualitative and quantitative analysis.

2021-2022 NSW Department of Education: Multi-disciplinary panel to provide expert review and advice. ($136,000, CI).

**Other Completed Projects**

2021-2022 NSW Department of Education: Inclusive Education Online Hub of Practice Resources ($990,790, Project Manager)

* Led the contextualisation and delivery of a large suite of evidence-based classroom resources for primary and secondary schools within a tight timeline.
* Identified gaps in NSW Department inclusive education resourcing, resulting in the provision of further funding for this project.

2018-2022 Victorian Department of Education and Training: AllPlay Learn ($1,987,760, Research Fellow)

* Developed and led the systematic reviews that underpin the evidence base underlying the AllPlay Learn digital guides and resources.
* Led small teams of researchers in research translation, program delivery, and program evaluation activities.

2016-2019 Moose Toys: AFL Auskick Disability Inclusive Program ($136,000, Research Fellow)

* Led development of the professional learning course content in the initial development phase for the AllPlay Footy professional training course.
* Contributed to the statistical evaluation of the AllPlay Footy and AllPlay Dance programs.

**Supervision**

* Currently supervising 1 PhD student (as main supervisor) – thesis currently under examination.
* Co-supervised 1 PhD student (as associate supervisor) – not yet completed.
* Nine fourth year / honours students successfully completed, one of whom received the Dean’s Award for Academic Excellence following completion.

**Teaching**

2022 - 2023 Monash University

PSY4401 Statistics and research design; PSY4402 – 4404 Psychology Research Project: online lectures, discussion board moderation, marking, student consultation, 4th year student research project supervision.

2018 Trinity College

Psychology Foundations: onsite lectures, student consultation, examination content development.

2015 – 2018 Deakin University

HPS202 Child and Adolescent Development: onsite lectures and tutorials, discussion board moderation, lecture, tutorial and examination content development, marking moderation, marking.

HPS302 Pathways to Adulthood: onsite tutorials, marking.

HPS204 Social Psychology: marking.

*Consistently achieved high student satisfaction rankings and feedback, and in 2018 received the Deakin University award for Excellence in Teaching.* **Awards**

* Deakin Award for Excellence in Teaching 2018
* Recipient of Deakin Scholarship for Excellence 2014

**Voluntary Appointments**

* Consultant, World Vision International, 2021-2024.  
  *Expert consultation and training being implemented across nearly 100 countries (reach of over 3 million children globally by 2024).*
* Consultant, Raising Children Network, 2023-2024
* Consultant, Family Life family violence prevention programs, 2018

**Recent Professional Development**

* The Art of Influence, 1.5hr online webinar on influencing stakeholders effectively and positively, 2024
* Allies in Indigenous Health (I), 8hr training developed by Aboriginal and Torres Strait Islander researchers covering culturally appropriate and strengths-based engagement, cultural humility and reflexivity, and advocacy, 2024
* Allies in Indigenous Health (I), 10hr Anti-Racism training developed by Aboriginal and Torres Strait Islander researchers, 2024
* Queer 101, 1.5hr training on the LGBTIQA+ community, 2024
* Channeling Your Voice: Impact and Engagement for Thought Leaders, full day training on communication across traditional and emerging media platforms.

**Peer Reviewed Publications**

Martin, I. R., Stewart, S. E., Tchernegovski, P., & **Devenish, B. D.** (2024). Cultural suitability of schema therapy: a qualitative exploration of clinician views. *Australian Journal of Psychology, 76*(1). <https://doi.org/10.1080/00049530.2024.2412012>  
 **Devenish, B. D.**, Mantilla, A., Bussey, K., McGillivray, J. & Rinehart, N. J. (2023). Preliminary effectiveness of professional learning about disability-specific evidence-based classroom practices for education support staff. *Education Sciences, 13*(9), 911. <https://doi.org/10.3390/educsci13090911>

Lindor, E., Millard, O., Papadopoulos, N., **Devenish, B. D.**, Bellows, S., Mantilla, A., McGillivray, J., & Rinehart, N. J. (2023). The feasibility and acceptability of AllPlay Dance for autistic children: A pilot randomised controlled trial. *Research in Autism Spectrum Disorders, 109*, 102271. <https://doi.org/10.1016/j.rasd.2023.102271>

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**Devenish, B. D.**, Mantilla, A., Bowe, S. J., Grundy, E. A. C., & Rinehart, N. J. (2022). Can common strengths be identified in autistic young people? A systematic review and meta-analysis. *Research in Autism Spectrum Disorders, 98*, Article e102025. <https://doi.org/10.1016/j.rasd.2022.102025>

1 5 citations

**Devenish, B.**, Hooley, M., & Mellor, D. (2022). Youth-focused programs in collectivist cultures: Can youth-focused intervention lead to significant change in vulnerable rural communities in Armenia? *Child & Youth Services, 43*(2), 134-160. <https://doi.org/10.1080/0145935X.2021.1979956>

1 1 citation

Sivaratnam, C., **Devenish, B.**, Howells, K., … & Rinehart, N. (2021). Risk factors for mental health difficulties in parents of children with cerebral palsy: A systematic review and meta-analysis. *Clinical Psychologist, 25*(1), 1-18. <https://doi.org/10.1080/13284207.2020.1829945>

3 citations

Sivaratnam, C., **Devenish, B.**, Chellew, T., Papadopoulos, N., McGillivray, J. & Rinehart, N. (2021). The influence of child-related factors on caregiver perceptions of their child’s sustained participation in a community football program: A study of children with and without neurodevelopmental disorders. *International Journal of Environmental Research and Public Health, 18*(2), 831-842. <https://doi.org/10.3390/ijerph18020831>

2 2 citations **Devenish, B.**, Sivaratnam, C., Lindor, E., Papadopoulos, N., Wilson, R., McGillivray, J., Rinehart, N. (2020). A brief report: Community supportiveness may facilitate participation of children with autism spectrum disorder in their community and reduce feelings of isolation in their caregivers. *Frontiers in Psychology, 11*(10), Article e583483. <https://doi.org/10.3389/fpsyg.2020.583483>

26 13 citations **Devenish, B.**, Hooley, M., Stokes, M., & Mellor, D. (2020). Pathways to Armenian youth empowerment in low socioeconomic communities: Indirect effects of parenting and moderating effects of gender. *Youth and Society*, 1-22. <https://doi.org/10.1177/0044118X18787740>

3 citations **Devenish, B.**, Hooley, M., and Mellor, D. (2019). Justification of wife beating in adolescents: Associated beliefs and behaviors. *Violence Against Women, 25*, 167-187. <https://doi.org/10.1177/1077801218766639>

4 FWCI 1.95

Hallford, D. J., Mellor, D., Bafit, L., **Devenish, B.**, Bogeski, T., Austin, D. W. & Kaplan, R. (2019). The effect of increasing state anxiety on autobiographical memory specificity and future thinking. *Journal of Behavior Therapy and Experimental Psychiatry, 65*(9), Article e101488. <https://doi.org/10.1016/j.jbtep.2019.101488>

1 17 citations

**Devenish, B.**, Hooley, M., and Mellor, D. (2017). The pathways between socioeconomic status and adolescent outcomes: A systematic review. *American Journal of Community Psychology, 59(*1/2), 219-238. <https://doi.org/10.1002/ajcp.12115>

5 FWCI 2.91 **Devenish, B. D.**, Berk, L., & Lewis, A. J. (2016). The treatment of suicidality in adolescents by psychosocial interventions for depression: A systematic literature review. *Australian & New Zealand Journal of Psychiatry, 50*(8):726-740. <https://doi.org/10.1177/0004867415627374>

1 50 citations

**Working Papers**

**Devenish, B**., Mantilla, A. & Rinehart, N. J. (2024). Building self-determination to foster better outcomes for young people with disability. Education into the 2030s: The big education challenges of our times. Faculty of Education Working Paper #3, p. 19-20. Monash University. Report.   
  
Rinehart, N. J., Mantilla, A., **Devenish, B.**, Emonson, C., Whelan, M. & Papadopoulos, N. (2023). Moving beyond the one-size-fits-all approach to the education of autistic students. Education into the 2030s: The big education challenges of our times. Faculty of Education Working Paper #2, p. 19-22. Monash University. Report.

**Other Outputs  
  
Devenish, B.**, & Chan, E. (2024). A new digital toolkit for young people with disability can help them achieve their life goals. <https://www.monash.edu/education/teachspace/articles/a-new-digital-toolkit-for-young-people-with-disability-can-help-them-achieve-their-life-goals>

Papadopoulos, N., Mantilla, A., Emonson, C., **Devenish, B.**, & Rinehart, N. (2024). Bringing movement and emotion regulation into Australian classrooms. <https://www.monash.edu/education/teachspace/articles/bringing-movement-and-emotion-regulation-into-australian-classrooms>

Devenish, B., Mantilla, A., & Rinehart, N. (2023). Is your child anxious about starting school? The approaches we use for children with disability can help all families. <https://theconversation.com/is-your-child-anxious-about-starting-school-the-approaches-we-use-for-children-with-disability-can-help-all-families-197984#:~:text=Visual%20schedules%2C%20social%20narratives%20(stories,school%20time%20such%20as%20lunchtime>. ***Readers*:** 15,739 ***Republished***: 9

Mantilla, A., **Devenish, B.**, & Rinehart, N. (2023). New AllPlay Learn resources support schools to be inclusive communities. <https://www.monash.edu/education/teachspace/articles/new-allplay-learn-resources-support-schools-to-be-inclusive-communities>

Mantilla, A., **Devenish, B.**, & Rinehart, N. (2023). How teachers can best support autistic students. <https://www.monash.edu/education/teachspace/articles/how-teachers-can-best-support-autistic-students>   
**Devenish, B**. (guest author), & Torr, Donnay (Ed.). Same same, but different. TeenBreathe Issue 27.

Mantilla, A., **Devenish, B.**, Emonson, C., Papadopoulos, N., & Rinehart, N. (2022). Learning about emotions with Humphrey B. Bear. <https://www.monash.edu/education/teachspace/articles/learning-about-emotions-with-humphrey-b-bear>

Rinehart, N., Mantilla, A., Papadopoulos, N., Bussey, K., & **Devenish, B**. (2022). Inclusive education: It’s time to flip the thinking on educating young people with disabilities. <https://lens.monash.edu/@education/2022/02/11/1384433/inclusive-education-its-time-to-flip-the-thinking-on-educating-young-people-with-disabilities>

**Conference Presentations and Posters**

**Devenish, B.**, Mantilla, A., Chadha, M., & Rinehart, N. (May, 2024). Barriers and Enablers to Autistic Primary School Students’ Involvement in Education Planning: Student, Caregiver and Teacher Perspectives. [Poster]. International Society for Autism Research (INSAR) 2024 Annual Meeting, Melbourne, Australia.

Bussey, K., Mantilla, A., & **Devenish, B.** (September, 2021). AllPlay Learn: Professional learning to support inclusion for children with disabilities. European Early Childhood Education Research Association Annual Conference [virtual].

**Presentations**

**Devenish, B.** (2024, September). Evidence-based strategies to help create inclusive education environments for autistic students **[invited speaker]**. Independent Primary School Heads of Australia (IPSHA), [online].

**Devenish, B.** (2024, May). World Vision’s Disability Inclusion Action Learning event [invited speaker]. World Vision International, San Miguel, El Salvador.