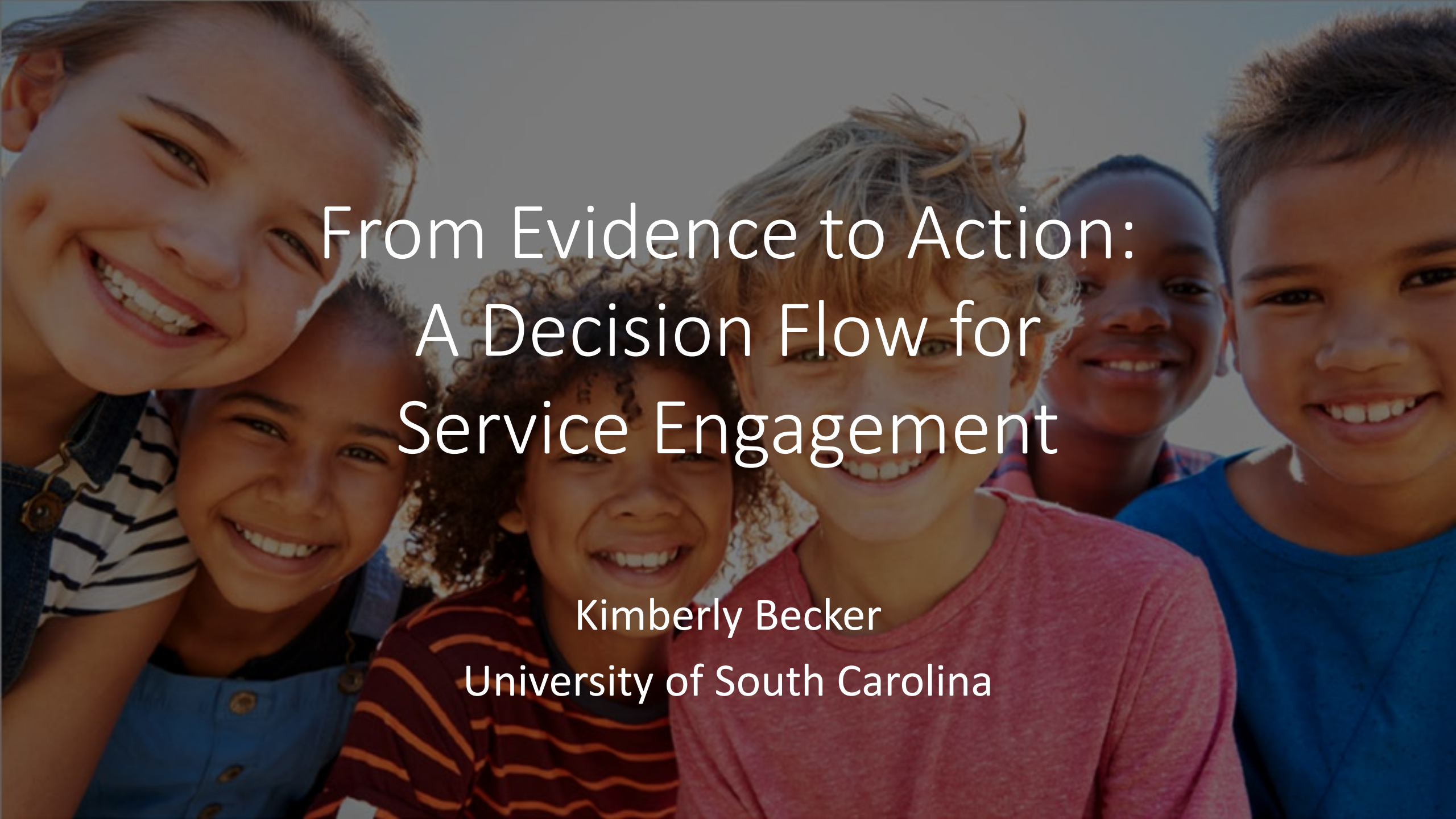


From Evidence to Action: A Decision Flow for Service Engagement

Kimberly Becker

University of South Carolina

Acknowledgements and Disclosures

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With Gratitude for 10+ Years of Effort…

Nora Abouissa • Amy Abraham • Naomi Abramowicz • Jon Ahuna • Sergio Alvarez-Cardenas • Sophie Arkin • Mariana Arreola • Vanessa Auriel • Caroline Bascombe • Madison Bell • Danielle Bent • Madison Bessonny • Rosalba Bonilla • Maya Boustani • Meredith Boyd • Josh Bradley • Aaliyah Broadwater • Haleigh Brown • Sheyla Burgos • Latifah Busby • Esther Chang • Isabelle Chow • Sarah Christenbury • Wendy Chu • manda Cosby • Brooke Cullen • Rebecca Da Costa • Abigail Davol nma Dear • Abigail Donato • Ingram Dressler • Jenna El Ghatit • Ka • Adam Gainey • Jennifer Gamarra • Carmen Garcia • Maria Garib Rachel Goodwin • Lance Gordon • Karen Guan • Lia Gugava • Arc • Kira Harris • Blanca Henriquez • Anna Hukill • Erin Iredell • Ben Jacobs • Cary Johnstone • Tori Jones • Izzy Jordan • Zane Joudeh • Tara Kenworthy • Tran Kha Tran • Nicole Kim • Miranda Kim avi Lakind • Emily Lang • Paige Lawson • Carolina Lechuga • Sy William Lynch • Celeste Martinez • China Massop • Nicole McElv er • Melissa Miranda • Maryan Miremadi • Jennifer Montes • Keertana Nandadurl • Meghan Nance • Gabby Neira • Andrea Ng • Daniela Noricumbo • Clayton Oates • Alex O'Connell • Glory Oh • Rofida Othman Rakha • Emily Ouyang • Isabella Ouyang • Alayna Park • Hyun Park • Sydni Parnell • Ryan Parra • Ajay Patel • Vanessa Perez • Kaitlyn Pham • Madison Pierce • Genesis Ramirez • Edgar Ramos • Kendal Reeder • Evelyn Rodriguez • Sarah Rowland • Angelina Ruiz • Corrie Sanders • Daniel Saravia • Courtney Sawyer • Shivali Seoni • Tamaia Singleton • Paige Solomon • Kaitlyn Speiser • Laura Taglioni • Samantha Terifay • Julia Thoppil • Ale Torres • Amanda Tracy • Nicole Vonada • Megan Wells • Jonathan Westman • Ambriana Williams • Ellie Wu • Sabrina Wu

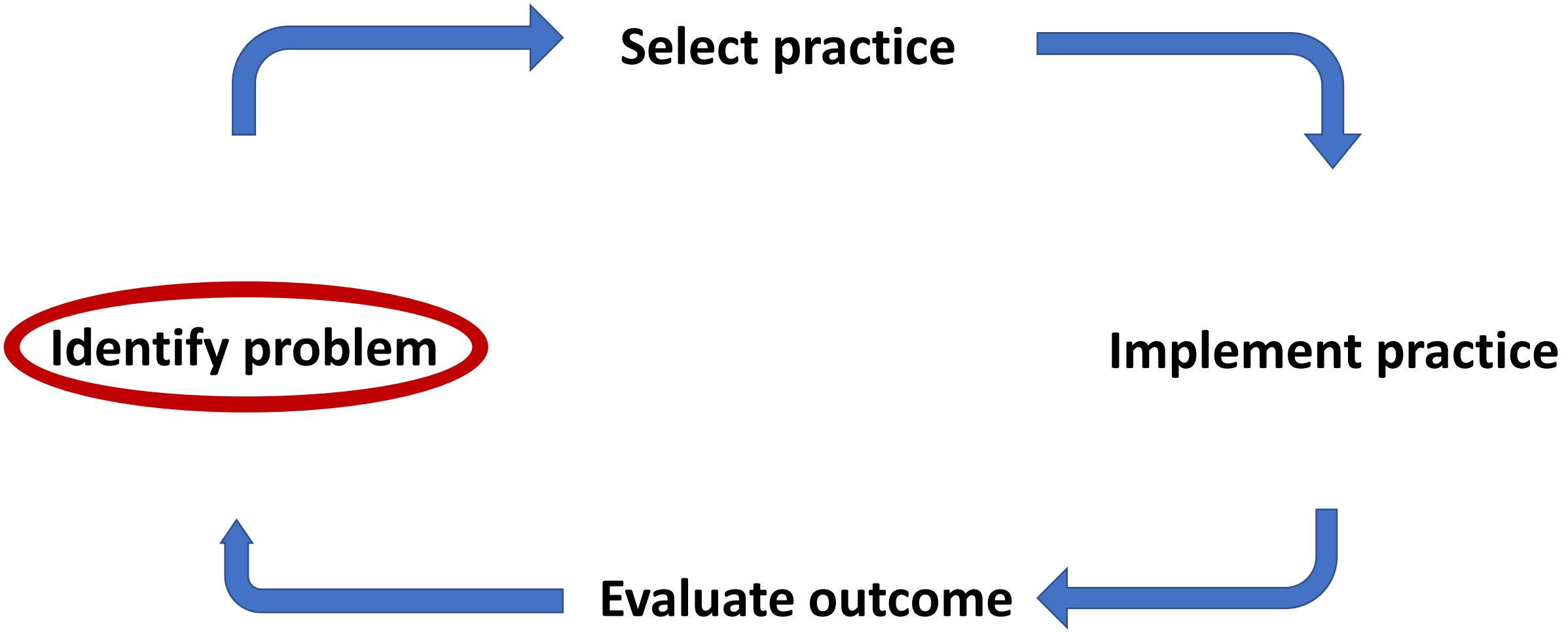


Bruce Chorpita

Low Service Engagement is Common and Taxing

- 50-70% discontinue early
- 40% do not return after session 1
- Most difficult circumstances = most significant gaps in access and care
- Low engagement affects everyone

Decision-Making / Action Cycle



Decision-Making / Action Cycle Patterns

Identify Problem	Select Practice	Implement Practice	Evaluate Outcome
• Observation • Underidentify • Misidentify • Attendance • Few measures	• Wait and see • Tip of the iceberg • Low fit	• Not explicit • Lower priority	• Observation • End of flow

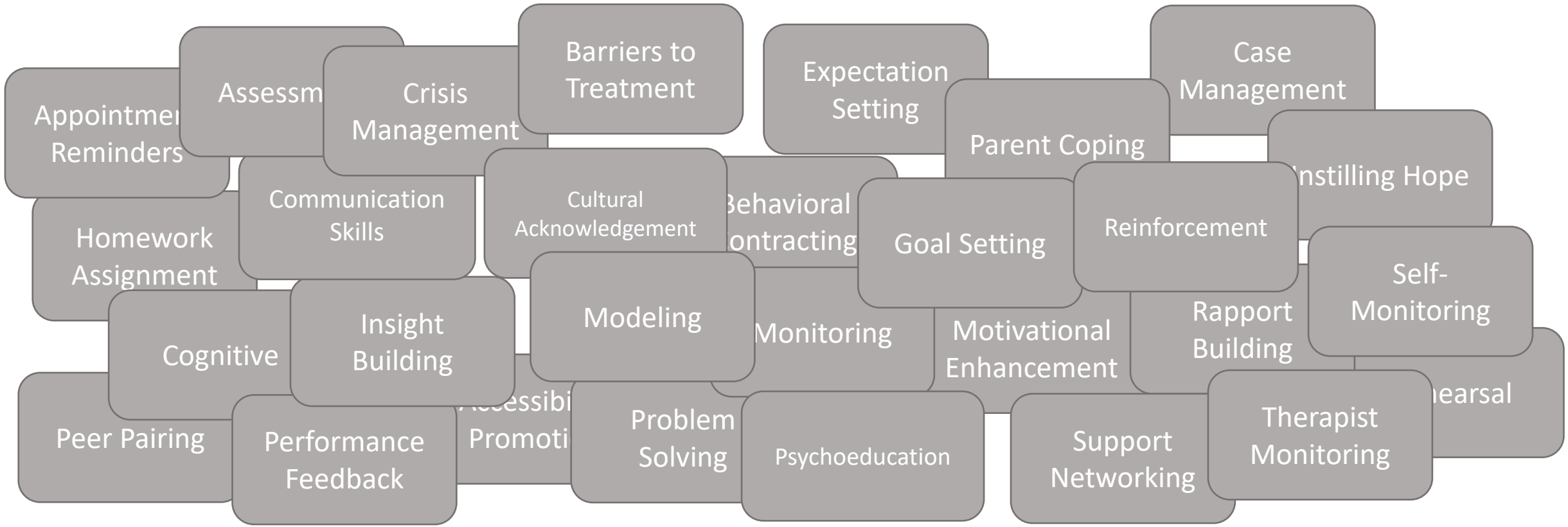
From Patterns to Evidence

Literature Review

50
Randomized Controlled Trials

Becker, K.D., Boustani, M., Gellatly, R., & Chorpita, B.F. (2018). Forty years of engagement research in children's mental health services: Multidimensional measurement and practice elements. *Journal of Clinical Child & Adolescent Psychology, 47*(1), 1-23. doi.org/10.1080/15374416.2017.1326121

Thirty Engagement Practices



Five Main Engagement Outcomes



Relationship



Expectancy



Attendance



Clarity



Homework

Becker, K.D., Boustani, M., Gellatly, R., & Chorpita, B.F. (2018). Forty years of engagement research in children's mental health services: Multidimensional measurement and practice elements. *Journal of Clinical Child & Adolescent Psychology, 47*(1), 1-23.

Practice-Problem Associations:

Psychoeducation







Addressing Barriers



Instilling Hope



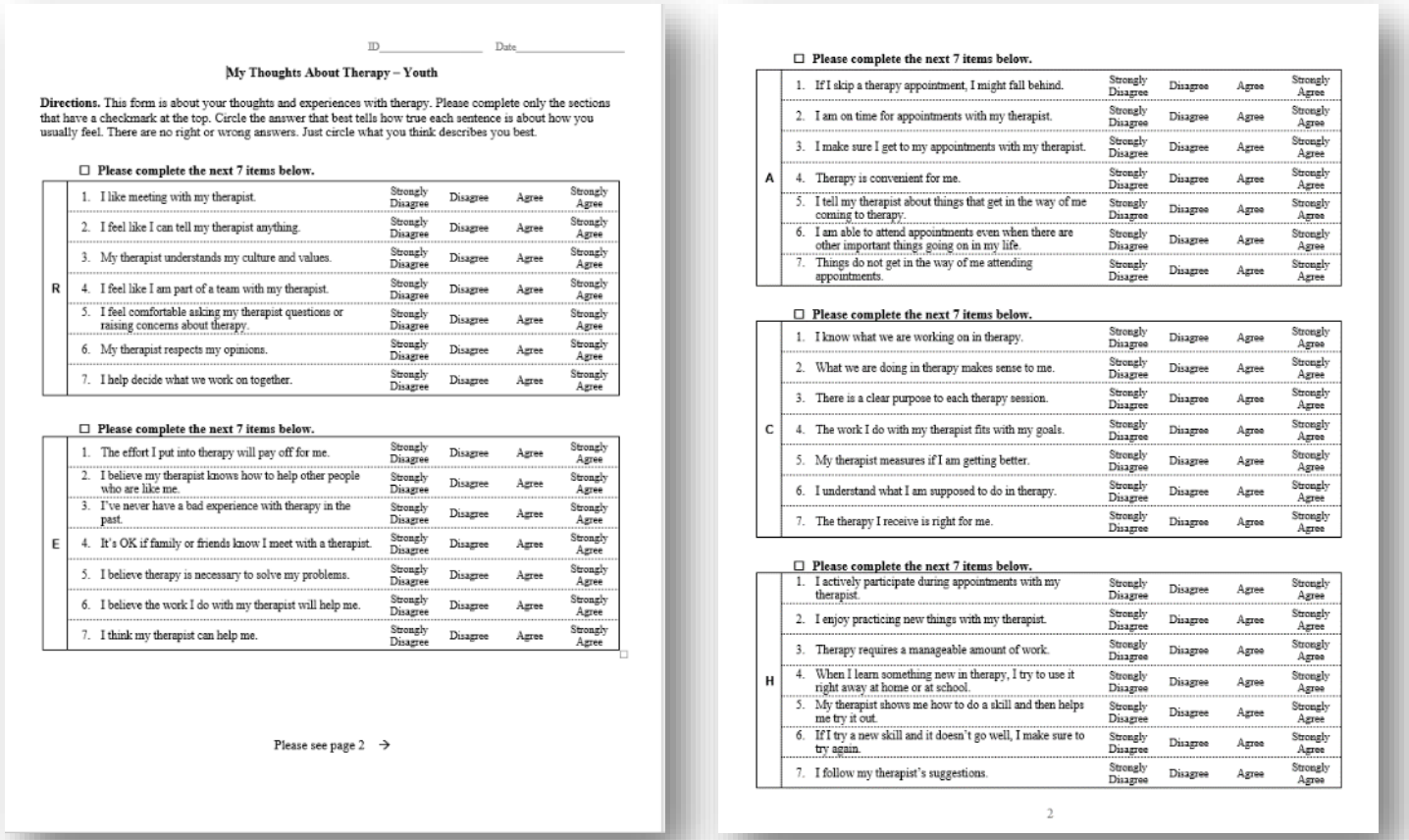
R E A C H
R E A C H

From Evidence to Resources

Identify Problem/Evaluate Outcome

My Thoughts about Therapy Questionnaire

- 35 items
- Measures REACH dimensions
- Youth and caregiver versions (English and Spanish)
- Validated 5-factor structure



ID_____ Date_____

My Thoughts About Therapy – Youth

Directions. This form is about your thoughts and experiences with therapy. Please complete only the sections that have a checkmark at the top. Circle the answer that best tells how true each sentence is about how you usually feel. There are no right or wrong answers. Just circle what you think describes you best.

☐ **Please complete the next 7 items below.**

R	1. I like meeting with my therapist.	Strongly Disagree	Disagree	Agree	Strongly Agree
	2. I feel like I can tell my therapist anything.	Strongly Disagree	Disagree	Agree	Strongly Agree
	3. My therapist understands my culture and values.	Strongly Disagree	Disagree	Agree	Strongly Agree
	4. I feel like I am part of a team with my therapist.	Strongly Disagree	Disagree	Agree	Strongly Agree
	5. I feel comfortable asking my therapist questions or raising concerns about therapy.	Strongly Disagree	Disagree	Agree	Strongly Agree
	6. My therapist respects my opinions.	Strongly Disagree	Disagree	Agree	Strongly Agree
	7. I help decide what we work on together.	Strongly Disagree	Disagree	Agree	Strongly Agree

☐ **Please complete the next 7 items below.**

E	1. The effort I put into therapy will pay off for me.	Strongly Disagree	Disagree	Agree	Strongly Agree
	2. I believe my therapist knows how to help other people who are like me.	Strongly Disagree	Disagree	Agree	Strongly Agree
	3. I've never have a bad experience with therapy in the past.	Strongly Disagree	Disagree	Agree	Strongly Agree
	4. It's OK if family or friends know I meet with a therapist.	Strongly Disagree	Disagree	Agree	Strongly Agree
	5. I believe therapy is necessary to solve my problems.	Strongly Disagree	Disagree	Agree	Strongly Agree
	6. I believe the work I do with my therapist will help me.	Strongly Disagree	Disagree	Agree	Strongly Agree
	7. I think my therapist can help me.	Strongly Disagree	Disagree	Agree	Strongly Agree

Please see page 2 →

☐ **Please complete the next 7 items below.**

A	1. If I skip a therapy appointment, I might fall behind.	Strongly Disagree	Disagree	Agree	Strongly Agree
	2. I am on time for appointments with my therapist.	Strongly Disagree	Disagree	Agree	Strongly Agree
	3. I make sure I get to my appointments with my therapist.	Strongly Disagree	Disagree	Agree	Strongly Agree
	4. Therapy is convenient for me.	Strongly Disagree	Disagree	Agree	Strongly Agree
	5. I tell my therapist about things that get in the way of me coming to therapy.	Strongly Disagree	Disagree	Agree	Strongly Agree
	6. I am able to attend appointments even when there are other important things going on in my life.	Strongly Disagree	Disagree	Agree	Strongly Agree
	7. Things do not get in the way of me attending appointments.	Strongly Disagree	Disagree	Agree	Strongly Agree

☐ **Please complete the next 7 items below.**

C	1. I know what we are working on in therapy.	Strongly Disagree	Disagree	Agree	Strongly Agree
	2. What we are doing in therapy makes sense to me.	Strongly Disagree	Disagree	Agree	Strongly Agree
	3. There is a clear purpose to each therapy session.	Strongly Disagree	Disagree	Agree	Strongly Agree
	4. The work I do with my therapist fits with my goals.	Strongly Disagree	Disagree	Agree	Strongly Agree
	5. My therapist measures if I am getting better.	Strongly Disagree	Disagree	Agree	Strongly Agree
	6. I understand what I am supposed to do in therapy.	Strongly Disagree	Disagree	Agree	Strongly Agree
	7. The therapy I receive is right for me.	Strongly Disagree	Disagree	Agree	Strongly Agree

☐ **Please complete the next 7 items below.**

H	1. I actively participate during appointments with my therapist.	Strongly Disagree	Disagree	Agree	Strongly Agree
	2. I enjoy practicing new things with my therapist.	Strongly Disagree	Disagree	Agree	Strongly Agree
	3. Therapy requires a manageable amount of work.	Strongly Disagree	Disagree	Agree	Strongly Agree
	4. When I learn something new in therapy, I try to use it right away at home or at school.	Strongly Disagree	Disagree	Agree	Strongly Agree
	5. My therapist shows me how to do a skill and then helps me try it out.	Strongly Disagree	Disagree	Agree	Strongly Agree
	6. If I try a new skill and it doesn't go well, I make sure to try again.	Strongly Disagree	Disagree	Agree	Strongly Agree
	7. I follow my therapist's suggestions.	Strongly Disagree	Disagree	Agree	Strongly Agree

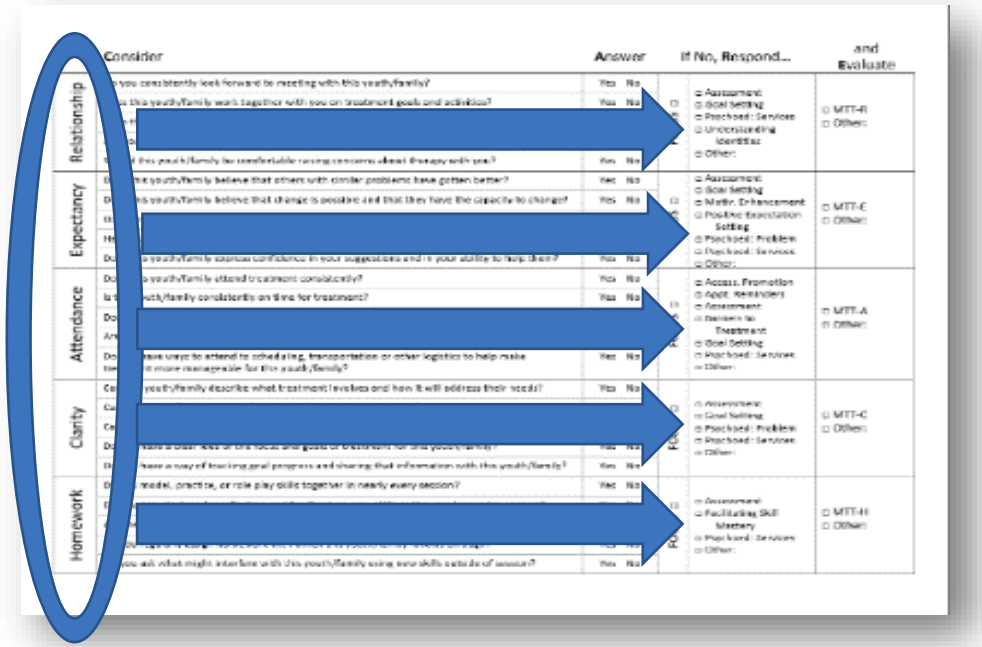
2

https://www.childfirst.ucla.edu/resources/

- Measures
- Scoring program
- User's guide

Chorpita, B. F., & Becker, K. D. (2022). Dimensions of treatment engagement among youth and caregivers: Structural validity of the REACH framework. Journal of Consulting and Clinical Psychology, 90(3), 258–271. https://doi.org/10.1037/ccp0000711

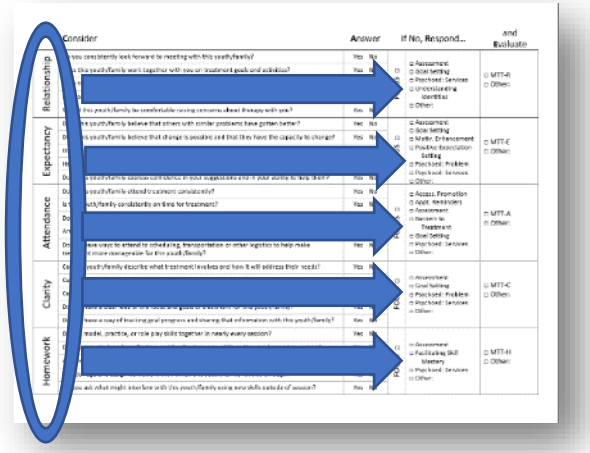
Select and Implement Practice



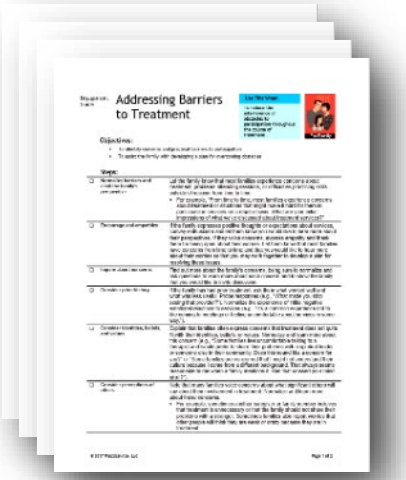


Reaching Families Engagement System

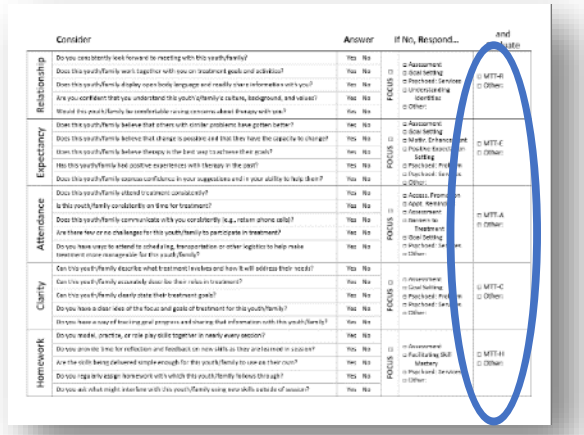
Select practice



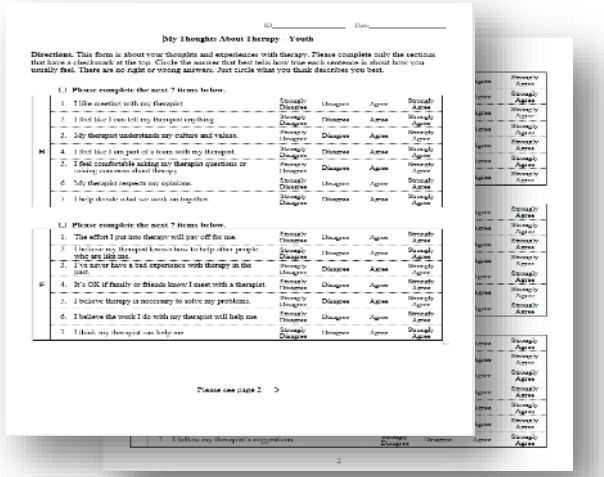
Implement practice



Evaluate outcome



Identify problem



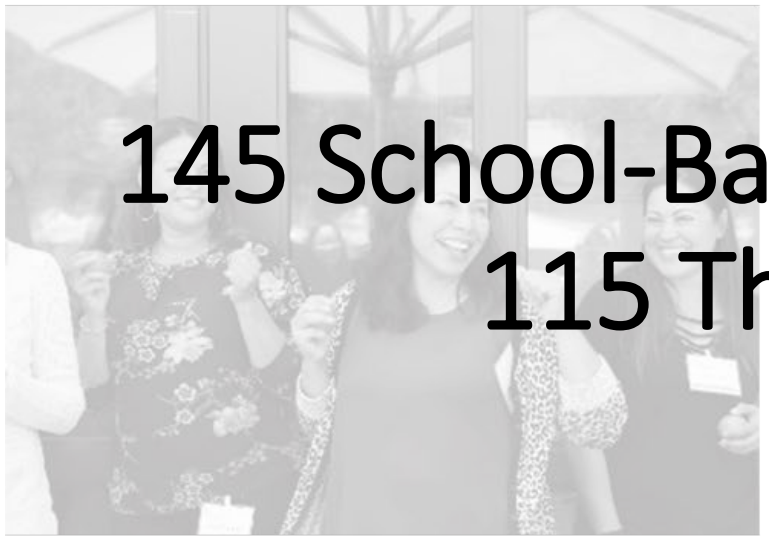
From Evidence to Action

Reaching Families Multisite Trial





145 School-Based Mental Health Professionals
115 Therapists, 30 Supervisors





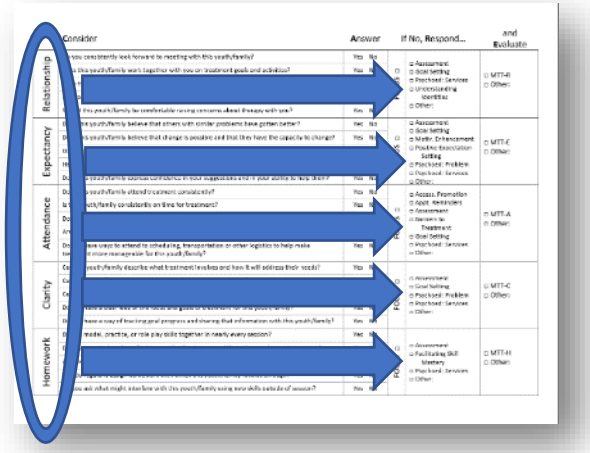




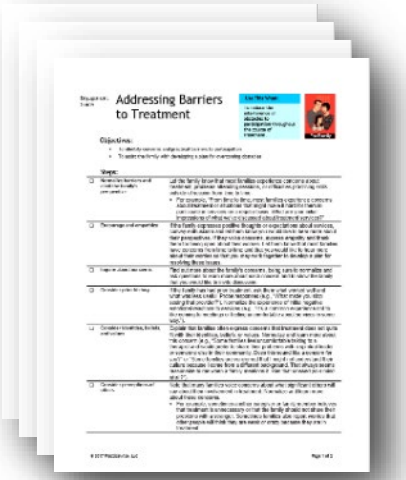

Reaching Families Engagement System



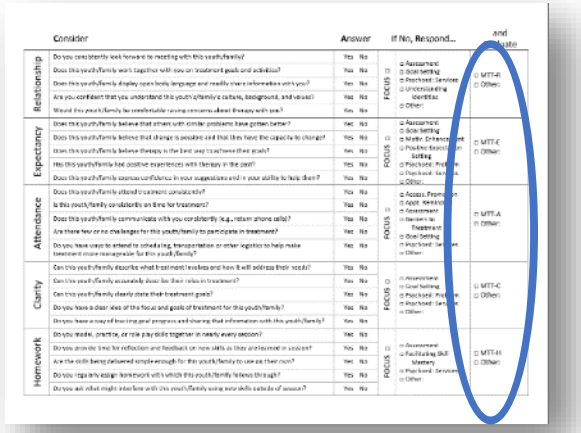
Select practice



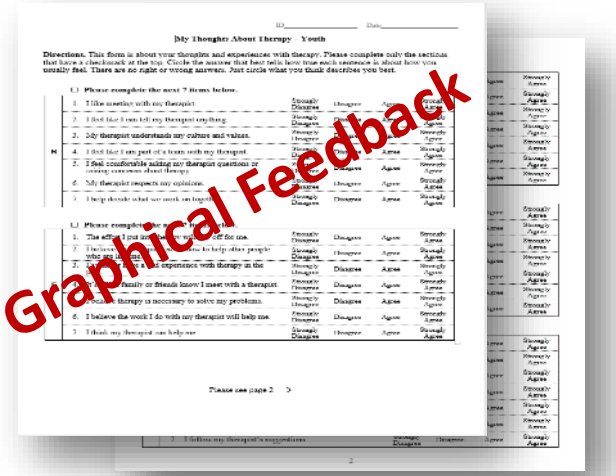
Implement practice



Evaluate outcome



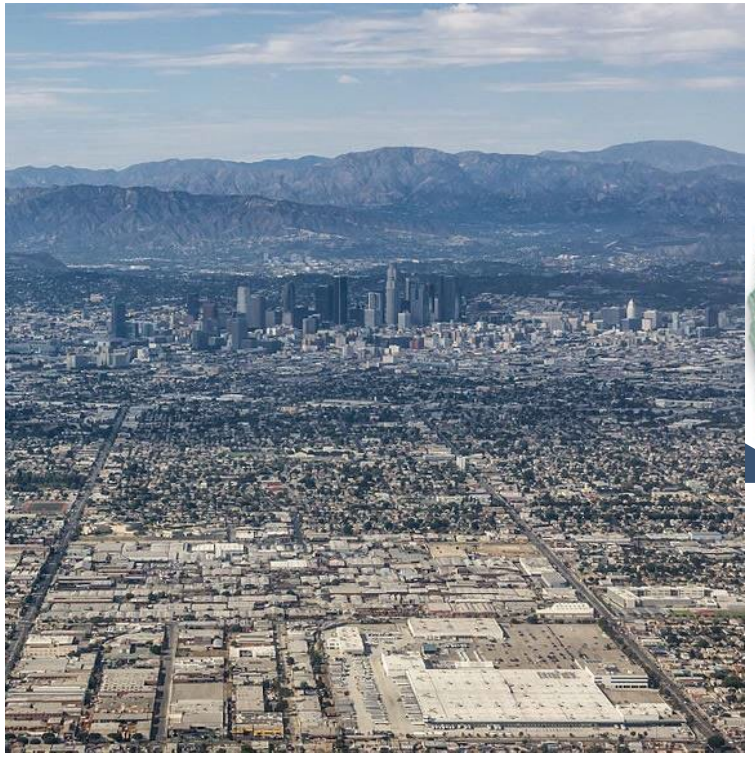
Identify problem



Graphical Feedback

Two Different Regions and Contexts

Los Angeles,
California





Pee Dee and Santee Wateree,
South Carolina



Reaching Families 1 (2017-2020)

Chorpita, B.F., Becker, K.D., Park, A.L., Lakind, D., Guan, K., Boustani, M.M., Boyd, M.R., Chu, W., Wu, E.G., & Knudsen, K.S. (2025). Cultivating evidence-based clinical reasoning and action in youth mental healthcare: The Reaching Families multisite randomized trial. *Journal of Consulting and Clinical Psychology, 93,* 65-82. https://doi.org/10.1037/ccp0000939

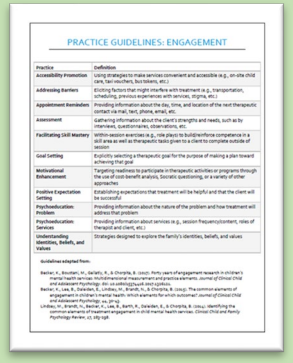


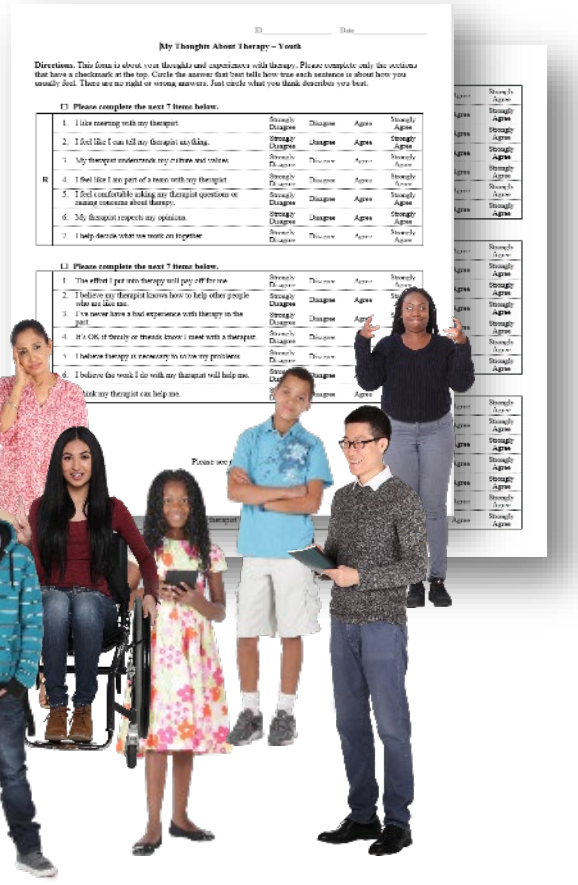
Reaching Families Engagement System





Practice Guidelines

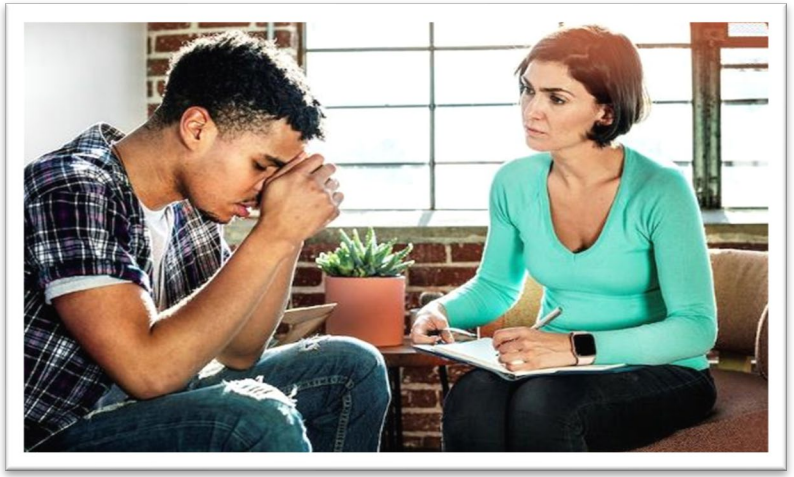








S1 – T1 – S2 – T2 – S3



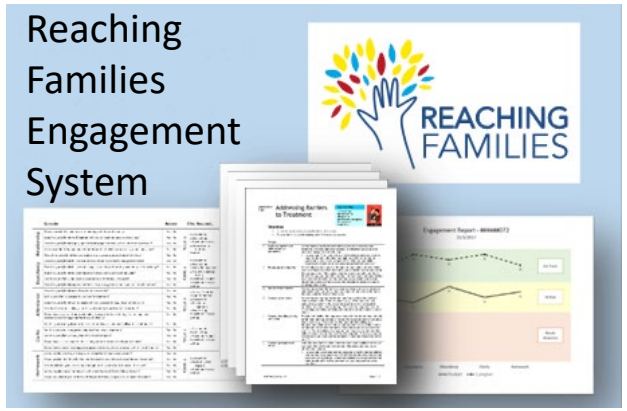


Main Research Question:

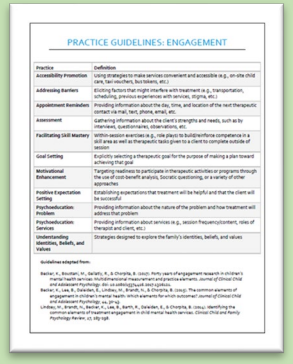
Does using the RFES influence how providers use evidence to assess and address treatment engagement challenges?

Method

Reaching Families Engagement System



Practice Guidelines

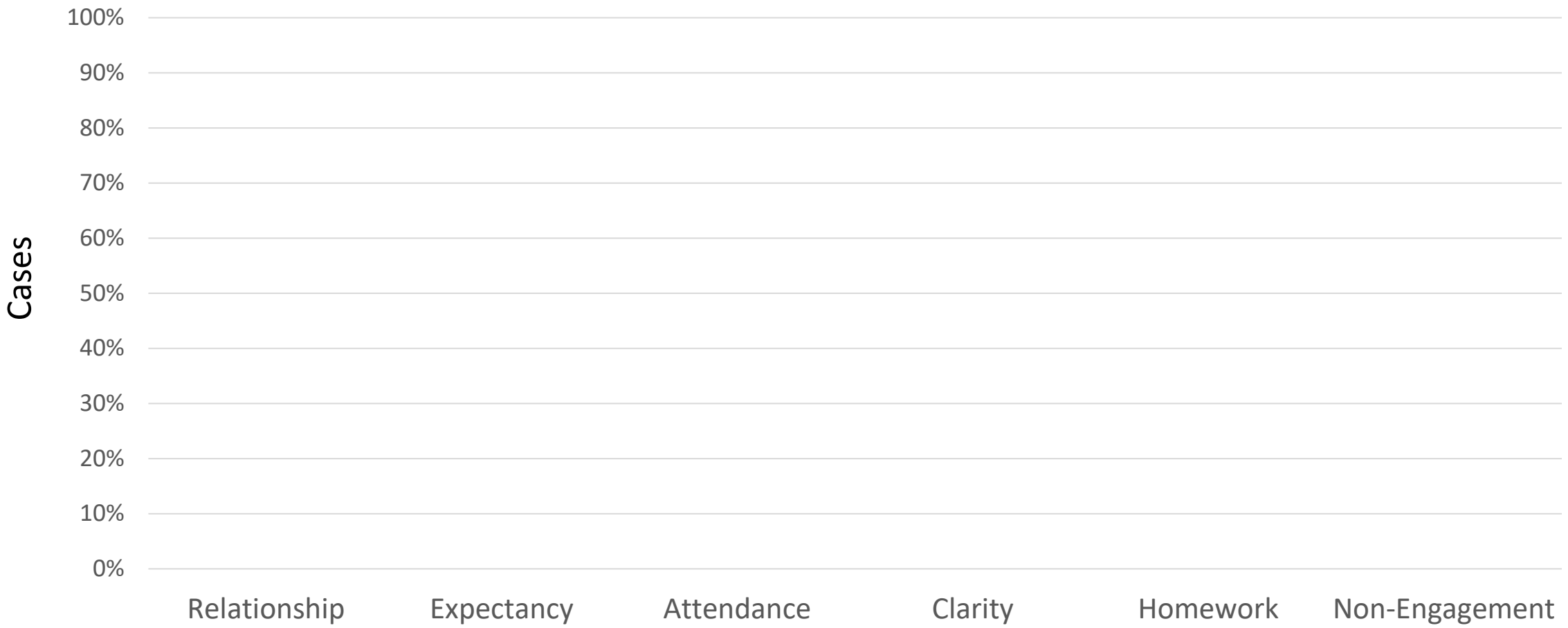


S

Examined which engagement problems were identified by supervisor and providers.

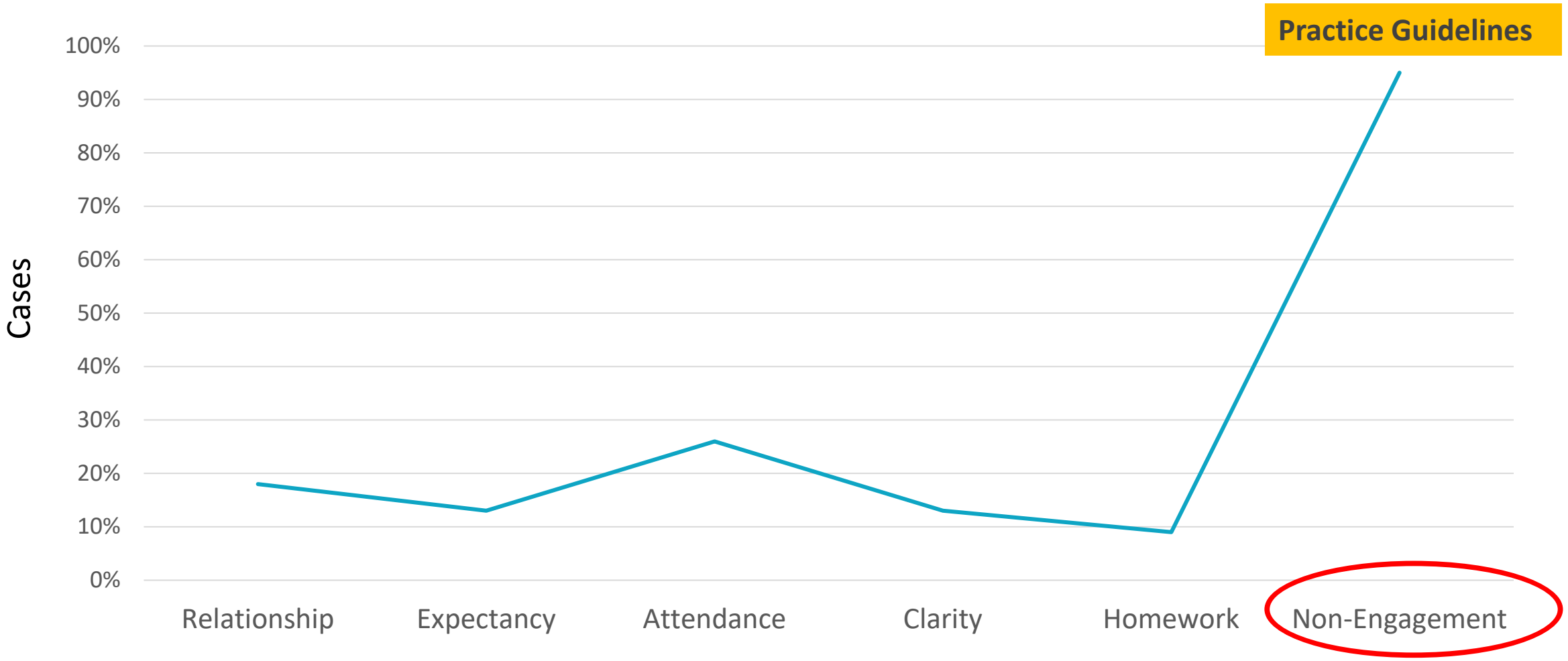
Results

In their first supervision session, which problems did they target?



Results

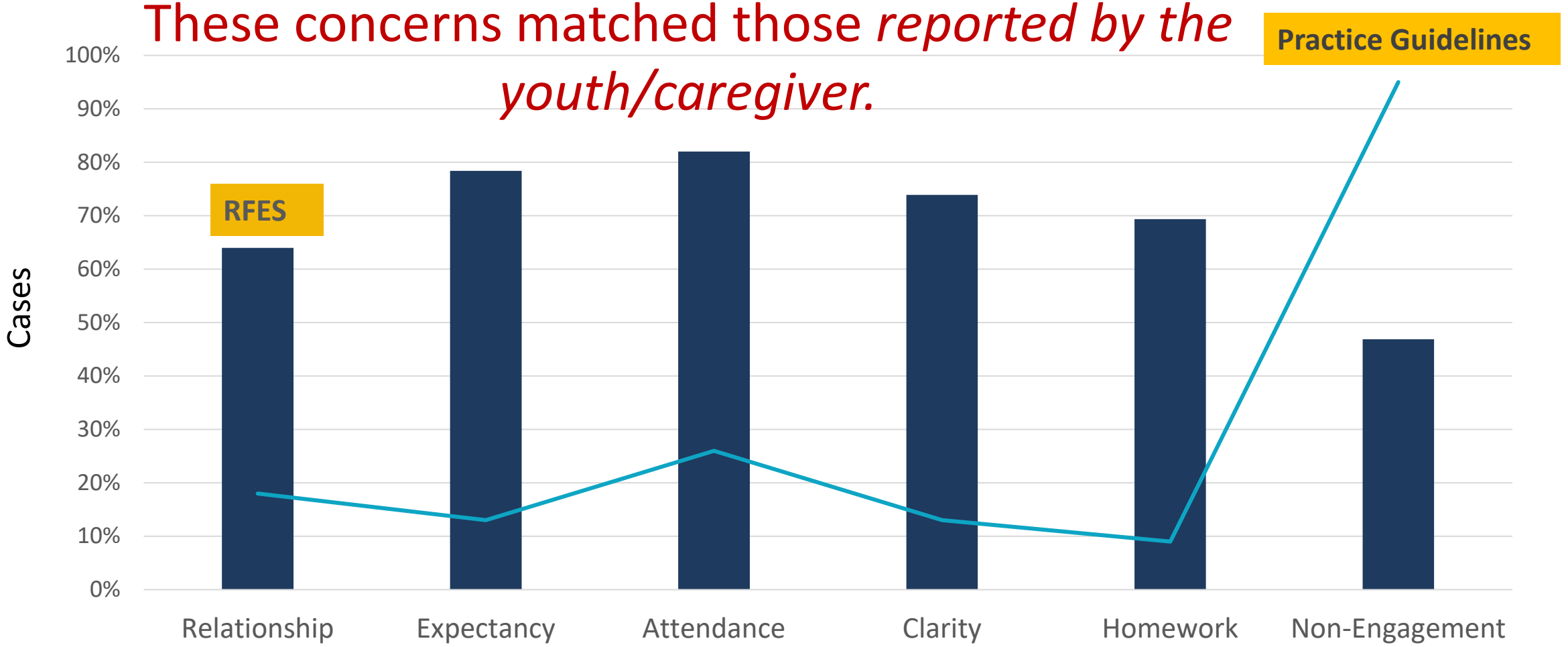
In their first supervision session, which problems did they target?



Results

In their first supervision session, which problems did they target?

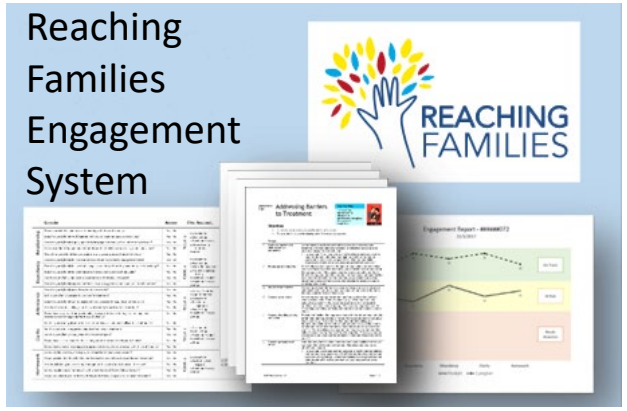
These concerns matched those *reported by the youth/caregiver.*



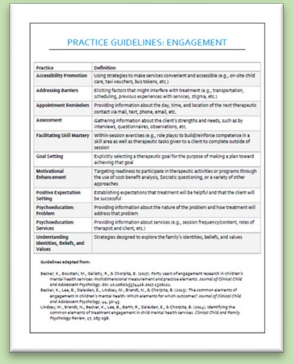
Method

Which group was more likely to select and deliver an engagement practice?

Reaching Families Engagement System



Practice Guidelines

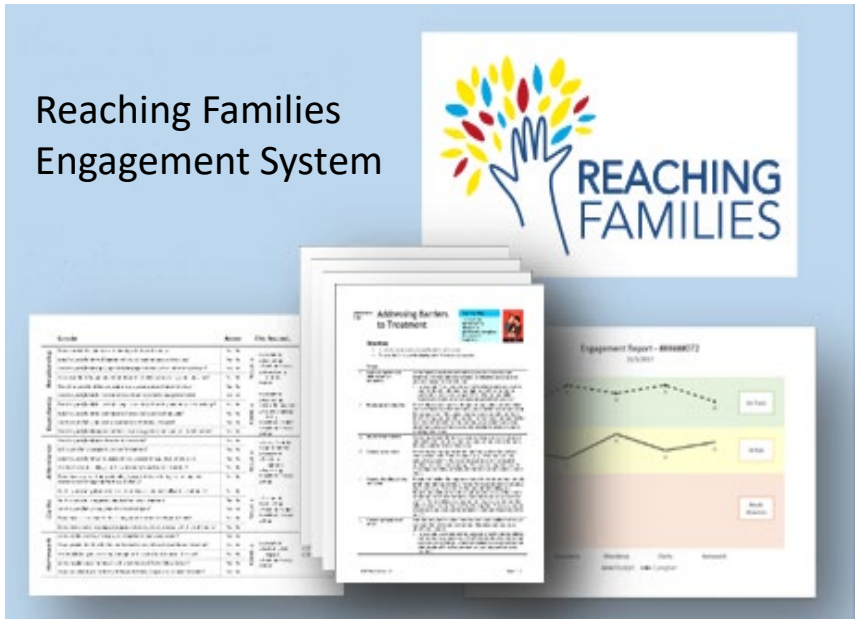


S practices selected

T practices delivered

Results

Which group was more likely to select and deliver an engagement practice?



Selected and delivered practices matched the engagement concern reported by the youth or caregiver.

Summary of Findings

(4) Those who used the RFES used evidence throughout the decision/action flow…

(5) Specific supervision behaviors (selecting, preparing, reviewing) increased the use of a practice in treatment.

(6) Supervisors who used the RFES asked more questions and had more to say, and supervision did not take more time.

Most Important Takeaway

Design Matters

Organizing useful evidence relevant to a person's workflow is better than simply giving people evidence

What Actions Might You Consider?

Role(s)	Possible Actions
Researcher	**Collect multidimensional engagement data** in your studies. **Ask community partners** how low service engagement affects their clinical practice.
Home Visitor	**Collect multidimensional engagement data** with your families. **Track data** over time. Create a safe space **for discussing engagement concerns** with colleagues and with youth/families.
Supervisor	**Normalize** engagement challenges. **Set expectations** for reviewing engagement data. **Guide reasoning and action** about multidimensional engagement and interventions that are well-suited to the identified challenge.
Administrator	**Expand your culture** of data-informed decision-making and accountability to include engagement. **Share agency data** about engagement with staff. Train staff in engagement resources.

Becker, K.D., & Chorpita, B.F. (2023). Future directions in youth and family treatment engagement: Finishing the bridge between science and practice. *Journal of Clinical Child & Adolescent Psychology, 52,* 284-309. https://doi.org/10.1080/15374416.2023.2169926

Thank you

beckerkd@mailbox.sc.edu