



Thursday, March 19, 2026  
12:00pm-1:00pm



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## **Kimberly D. Becker, Ph.D.**

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**Financial Disclosure:** Kimberly D. Becker, Ph.D. has the following relationships: PracticeWise LLC. Practice Wise has contributed resources to some of Dr. Becker's research on treatment engagement and also provides commercially available resources and training related to concepts presented by Dr. Becker. She DOES NOT INTEND to discuss off-label or investigational use of products or services. The relevant financial relationships listed for this individual have been mitigated.

**Dr. Kimberly Becker** is a Professor in the Department of Psychology at the University of South Carolina. She completed her Ph.D. at the University of Arizona, postdoctoral training at Johns Hopkins University, and held a faculty position at the University of Maryland School of Medicine from 2012-2017 before moving to South Carolina. Dr. Becker is a clinical psychologist whose research focuses on improving the effectiveness of children's mental health services, with specific interests in clinical decision-making and treatment engagement that are focused on the mission of helping children and families connect with effective mental health services. Dr. Becker has published more than 90 scientific articles, including papers that represent the REACH framework for treatment engagement and a randomized trial testing a clinical decision-making system for addressing treatment engagement concerns. Dr. Becker has received more than \$2 million from the William T. Grant Foundation for her research on decision-making and treatment engagement in the past 8 years.

## **ENGAGING YOUTH AND FAMILIES IN MENTAL HEALTH SERVICES: IDEAS FOR ASSESSMENT AND INTERVENTION**

### **ABSTRACT**

Youth and families from historically marginalized communities often face unique barriers to engaging in school mental health (SMH) services. This lecture explores those challenges and highlights research conducted exclusively within these communities to better understand their experiences. Attendees will learn practical, evidence-informed strategies to strengthen engagement throughout the course of treatment. The lecture will also introduce helpful tools and resources to guide providers in selecting strategies tailored to each youth and family –based on desired outcomes, barriers to care, and stage of treatment. Through four real-world case vignettes, attendees will see how these approaches can be applied in practice to support meaningful, sustained engagement in school mental health services.

### **LEARNING OBJECTIVES**

1. Explain the five dimensions of treatment engagement and identify which dimensions you currently attend to in your own work.
2. Describe the flow of evidence-based clinical reasoning and actions related to treatment engagement.
3. Identify 2 opportunities for applying concepts or ideas about engagement in your own work.

### **REFERENCES**

1. Becker, K. D., & Chorpita, B. F. (2023). Future directions in youth and family Treatment engagement: Finishing the bridge between science and service. *Journal of Clinical Child & Adolescent Psychology*, 52(2), 284-309. <https://doi.org/10.1080/15374416.2023.2169926>
2. 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 health care: The Reaching Families multisite randomized trial. *Journal of Consulting and Clinical Psychology*, 93(2), 65-82. <https://doi.org/10.1037/ccp0000939>
3. 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>

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