Engagement

Relationship  Expectancy  Attendance  Clarity  Homework
Limited
Limited  Mismatched  Late
<table>
<thead>
<tr>
<th>Context Considerations</th>
<th>Available Protocols</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What</strong>: Many emergent problems</td>
<td></td>
</tr>
<tr>
<td><strong>Where</strong>: School mental heath</td>
<td></td>
</tr>
<tr>
<td><strong>Who</strong>: Youth and caregivers, from diverse backgrounds</td>
<td></td>
</tr>
</tbody>
</table>
# Context Considerations

<table>
<thead>
<tr>
<th>What:</th>
<th>Many emergent problems</th>
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<td>Where:</td>
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</tbody>
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## 50 randomized controlled trials
### Context Considerations

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<th>What: Many emergent problems</th>
<th>Available Protocols</th>
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</thead>
<tbody>
<tr>
<td>Where: School mental heath</td>
<td>1</td>
</tr>
<tr>
<td>Who: Youth and caregivers, from diverse backgrounds</td>
<td>limited</td>
</tr>
</tbody>
</table>

0 protocols
COMPONENTS ANALYSIS
Use more evidence
Use evidence for more
Use more evidence
Use evidence for more
More

Problems
More

Problems

Contexts

People
<table>
<thead>
<tr>
<th>Components</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appointment Reminders</td>
<td>Providing information about the day, time, and location of next therapeutic contact via mail, text, phone, email, etc.</td>
</tr>
<tr>
<td>Instilling Hope</td>
<td>Facilitating positive expectations for change</td>
</tr>
<tr>
<td>Psychoeducation</td>
<td>Reviewing information about treatment, its relation to the presenting problem, or service delivery (e.g., session content/frequency, roles of the provider and youth/families, expectations for attendance)</td>
</tr>
<tr>
<td><strong>Components</strong></td>
<td><strong>Domains/Uses</strong></td>
</tr>
<tr>
<td>------------------------</td>
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<td>Appointment Reminders</td>
<td><img src="image1.png" alt="Image" /></td>
</tr>
<tr>
<td>Instilling Hope</td>
<td><img src="image2.png" alt="Image" /></td>
</tr>
<tr>
<td>Psychoeducation</td>
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KNOWLEDGE APPLIANCE
Limited  Mismatched  Late
<table>
<thead>
<tr>
<th>Homework</th>
<th>Clarity</th>
<th>Attendance</th>
<th>Expectancy</th>
<th>Relationship</th>
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</tbody>
</table>

**Expanded**

**Well-matched**

**Late**
Expanded
Well-matched
Late
Expanded - Well-matched - Early
Identify the problem
Identify the problem

Select component

Implement component

Evaluate the outcome
Randomized Controlled Trial

Los Angeles, California

South Carolina (multiple sites)
Randomized Controlled Trial

Knowledge Appliance

Practice Guidelines
Problem Selection

Cases

Knowledge Appliance

Practice Guidelines

Selected Problem  And Selected Intervention  And Intervention Matched Problem
Intervention (Components) Selection

- Knowledge Appliance (80%)
- Practice Guidelines (0%)

Cases

- Selected Problem
- And Selected Intervention
- And Intervention Matched Problem
Coordination (Problem/Component Match)

Cases

Knowledge Appliance

Practice Guidelines

- Selected Problem
- And Selected Intervention
- And Intervention Matched Problem
Coordination (Problem/Component Match)

Use more evidence
Coordination (Problem/Component Match)

Use more evidence
Problems Identified

Use evidence for more

Cases

0%  10%  20%  30%  40%  50%  60%  70%  80%  90%  100%

Relationship  Expectancy  Attendance  Clarity  Homework  Non-Engagement
Problems Identified

Cases

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Relationship  Expectancy  Attendance  Clarity  Homework  Non-Engagement

Practice Guidelines

Use evidence for more
Problems Identified

Use evidence for more

- Knowledge Appliance
- Practice Guidelines

Cases:
- Relationship
- Expectancy
- Attendance
- Clarity
- Homework
- Non-Engagement
Problems Identified

- Relationship
- Expectancy
- Attendance
- Clarity
- Homework
- Non-Engagement

[Use evidence for more]

Cases

- Knowledge Appliance
- Practice Guidelines
In Summary, Components...

Must be part of the solution
In Summary, Components…

- Must be part of the solution
- Cannot be the only solution
In Summary, Components...

- Must be part of the solution
- Cannot be the only solution
- Designed for use with other resources and within the natural workflow helps people to use more evidence and use evidence for more
To Learn More...


Email: beckerkd@mailbox.sc.edu