(THEME MUSIC PLAYS)

SPEAKER:  
You are listening to every day evidence presented by the American Occupational Therapy Association helping the occupational therapy practitioner apply evidence to practice. Here's your host, Matt Brandenburg.

MATT BRANDENBURG:  
Alright. On today's episode, I am joined by Dr. Lara Barros, who is an occupational therapist at the Niles Township District for Special Education in Illinois. Laura, you have amazing experience in school based practice, cognitive behavioral therapy, the cognitive orientation to daily occupational performance or co-op approach, assistive tech, interprofessional collaboration and evidence based practice. An extensive list, to say the least. And I want to thank you so much for coming on the show today to share some of that experience and expertise with us.

LARA BARROS:  
Well, thank you for having me. I'm excited to be here.

MATT BRANDENBURG:  
Of course, it's our pleasure, Lara, to get to know you a little better off the bat. I want to ask what initially motivated you to seek a career in school based occupational therapy?

LARA BARROS:  
Well, to be honest, I actually kind of fell into school based occupational therapy. I was finishing my masters degree and actually was in a combine master's PhD program and just really missed being with kids. And my advisor knew somebody who needed help in the schools. And there we go. I started doing evaluations and then I kind of fell in love with the school.

MATT BRANDENBURG:  
I love that. Can you give our listeners a brief overview of what OT's role is in working with school age children?

LARA BARROS:  
Yeah, so working in the schools, really the OTs role is to support the student in their performance. Just really anything they need to do at schools or like routines or any school related occupations. And I always tell my teachers that I work with that. It really is. I have no goals other than the ones that they have for the kid. I just am there to help support them in doing that.

MATT BRANDENBURG:  
And after 25 years of clinical practice in the schools, you completed your third degree in occupational therapy in an OTD degree. What motivated you to pursue a post professional OTD?

LARA BARROS:  
I'm sure this is probably a big question for people. Why would you go back for three degrees in OT? And really, it came from just the population I had started working with was had changed a little bit rather than just focusing on motor. I've seen a lot more kids with kind of regulation issues handling their emotions, and I just was kind of not sure how to deal with them effectively and how to, you know, how to support them the best way. So, I was looking for a way to help support those kids and help them be more successful.

MATT BRANDENBURG:  
I love that it it I think it tells a lot about your character in wanting to provide the best possible services and lead to the best outcomes for the clients that you work with. So, kudos to you, Laura. And another background on working in the school system just for myself and other listeners who haven't really been exposed to school based practice much, what does the day to day kind of look like? Are you working with a whole a whole district of schools? Is there a couple schools that you're seeing clients from or how does it all really work logistically?

LARA BARROS:  
Well, in my case, basically, I'm employed by a special education co-op. Right, which I think is maybe some are unique to Illinois in general. But they...But I physically work in a district that pays for fee for service. So, almost like a I guess like a contract agency. But we're all affiliated with the schools. So, I work in one district primarily. And then I also see some kids in our special Co-ops classrooms, which are primarily located within neighborhood schools. So from day to day, I'm physically in five different buildings throughout the week. And so from day to day, I could be in and you know, some of the times I'm there in an elementary school all day in one school, sometimes I switch like half day, but I'm lucky enough to have been in the same districts for, I don't even know, maybe ten years or so or even more so that it's I could build some relationships. I know some people don't have it quite that lucky.

MATT BRANDENBURG:  
That's awesome. Thank you for kind of painting a picture. I know that's really helpful for me with not understanding exactly how school based practice works in that way, but it sounds like an amazing way to get a depth of experience and work with a lot of different clients in a community. And as part of your OTD, you developed co-op principles for Participation, an evidence based guide for implementation, for using the principles of co-op to frame a top down approach with school aged children. And we wanna focus a lot of this interview on this guy that you created today. But before we we dive into that, where or how do you envision that listeners could access this guideline in the future?

LARA BARROS:  
The plan would be to somehow disseminate this for free to people so that they could access it. After I figured out how to share it with copyrighted or in some ways so that it is not taken and used by another individual.

MATT BRANDENBURG:  
Of course. Can you give us some more background about co-op? Really? Can. What is co-op? What populations is it recommended for?

LARA BARROS:  
Co-op is, like you said, it's labeled, you know, title The Cognitive Orientation to Daily Occupational Forum Performance. And it was originally developed for children with Developmental Coordination Disorder. And it's now been studied with, you know, with well across age groups, within for and over a number of different kinds of diagnoses like autism, cerebral palsy, that that list is just growing and growing. So basically, co-op is a it's a complex intervention and it's, you know, to put it like as simply as I can, it's, you know, it's evidence based, it's client centered, and it's focused on improving occupational performance through kind of a series of performance based observation and guided discovery, which we'll talk about later.

MATT BRANDENBURG:  
Yes, I'm really looking forward to hearing from you about some of those principles of co-op that are included in this Principles for Participation Guide. You've mentioned a couple of them. What other principles or main takeaways or applications of co-op are included in this guide?

LARA BARROS:  
So, there are seven principles or key features of co-op. The first one is it's clients centered. The second principle is using dynamic performance analysis. Cognitive strategy, use, guided discovery, enabling principles, having the support of an adult, and the intervention format in which it's provided.

MATT BRANDENBURG:  
And like you mentioned, we're gonna talk a little bit more about these principles as conversation progresses. Could you speak to us about what a top down approach to occupational therapy is?

LARA BARROS:  
Yeah. So, I'm a top down approach is different than what many OTs probably use, which is obviously bottom up, which sounds silly, but bottom up is more focusing on performance components. So designing someone doesn't have the coordination to do something and then going ahead and working at coordination where top down is really focused on in this case, the student performing the occupation. It's based on what is important to the to the student and it's also strength based. So, it's...Occupation is both used as the is the assessment. So, observing the student doing exactly what, you know, what they want to do and then also used as a means of improving that performance.

MATT BRANDENBURG:  
I love that implementing occupation as an ends and a means of therapy, that's really, you know, the crux of what OT is meant to be. Are there any other reasons why you think it's so important to use a top down approach to intervention, especially when working with school aged children?

LARA BARROS:  
Yeah, one of the biggest differences I've seen is I've kind of changed my approach is, you know, not waiting for a student to get strong enough to hold their pencil so that they can write or waiting for a student to be able to form a letter so that they can participate in writing in school. So, thinking about the modifications that can be done to help the student be more successful, whether it be with a task or the environment.

MATT BRANDENBURG:  
I love that those person and performance factors are so important. But it's really refreshing to hear how our focus should really always be on the occupation and helping our clients participate. Alright, Lara, what would you say is the overall objective of this P4P guide?

LARA BARROS:  
That's a good question. So, I created co-op principles for participation. Really, from what I need, I saw in the literature, as well as just from personal experience in speaking with peers, other school based teams. And I feel like the school based OTs have heard a million times that they need to utilize evidence based practices, specifically, that they need to provide pushing services in the natural environment, but they really don't know how to. So really a top down approach is essential to providing evidence based practice. And this guideline, of course, uses the principles of co-op in order to help a school based therapist provide a top down approach.

MATT BRANDENBURG:  
I love that objective, and I love how you've used all your expertise and experience to really develop this guide. How is it all organized? Can you break that down for us?

LARA BARROS:  
Yeah. So, what I did is I used the co-op principles to frame in that...We'll talk later I think about the, you know, the specific sections. But the first section is clients are an occupation focused. So in order to be evidence based, we need to be client centered and occupation focused. And in co-op, this starts by selecting a goal that the child needs to, is expected to or wants to do. The next section will be on problem solving. So, using the cognitive strategy of goal plan do check and the dynamic performance analysis which is observing actual goal performance in the natural environment. And then the next section would be guided discovery. So, this is the learning, the way that we the teaching method in in co-op. So, it's kind of a combination between direct instruction and discovery learning. The next part is enabling principles, which is really the thoughts that you have as a therapist as to how you're going to help. How are you going to facilitate learning with this student? The next section would be parents or support of adults.

So, this is essential to co-op and also to being effective in the school, right to involve an adult in your intervention. And then the final one is intervention format, with the goal being to provide services within the natural environment.

MATT BRANDENBURG:  
I love that. I think a lot of emphasis is put on how practitioners can learn to apply co-op in their interventions. But it seems like your guide is set up to help practitioners really use co-op on themselves. Which can only be beneficial, I assume. Right?

LARA BARROS:  
Yeah, I believe so. It's worked for me.

MATT BRANDENBURG:  
Perfect. Well, thank you so much. I can't wait to learn more about P4P. How, in what ways do you see that he's using co-op principles to guide what the intervention could benefit practitioners?

LARA BARROS:  
I, you know, one of the reasons why I wrote this guideline first of all, I was able I mean, I was incredibly lucky and privileged to be able to work with Dr. Politico, who created this approach so that I knew that what I was doing was with fidelity. And so that no one could come back later and say, you know what right do you have to say that this could be lot. Right. And so the principles...One of the things I thought and why I decided to do this guideline was that even as a therapist, if they could even choose one of these principles to start implementing in their practice that would alter their in, I should say, transform their practice in ways that they probably didn't know needed to be changed or transformed. And I think that's, I guess, what I found when I started doing co-op. Am I making any sense?

MATT BRANDENBURG:  
Absolutely. I think so. (CROSSTALK) sense right now, (LAUGHS) even just to hear you kind of describe the importance of using a top down approach and outlining what the co-op principles are, it really clicks in that, yeah. It makes sense that this can be a great guide to OT intervention and is almost a little meta and that we're using an OT intervention designed for clients but also to help shape your own approach to to practice.

LARA BARROS:  
I was gonna say, you know, one thing I thought through doing this is that I finally found a way to truly be an OT in the school setting. I know, you know, people have different experiences in different settings, but this is one way that I could actually, you know, assess client performance, intervene with occupation and with the goal of occupation, and then reassess with client performance versus just observations, which are, you know, obviously, you know, people want more than observations, right? And rather than performing tasks that we're looking at, performance components that really didn't provide any information for me and couldn't be used as outcome measures.

MATT BRANDENBURG:  
I love that. That's, you know, an obstacle that I would assume many practitioners run into. So, it's amazing that you were able to develop a solution to that and are preparing to share that in the form of this guide. And as you mentioned earlier, the guide, the goal, my apologies of principles for participation. This guide is best practice and evidence based services to promote participation in school. How else would you say that this model supports the implementation of best practice and evidence?

LARA BARROS:  
AOTA right, our national organization calls for us to be client centered, occupation focused, strength based, and support the ability to provide services in the least restrictive environment. That's part of the school. That includes the school setting applicable across settings and includes collaboration with the student and then evidence based interventions. What's come out of the literature for that is that the best approaches are top down. They include child selected goals. They're included in the real life context. There's repetition of task, scaffolding of the task, and the child takes part in the problem solving. And honestly, what better place in the school where you're actually in the child's environment that is then to you something like this, right? Where you can actually do these things.

MATT BRANDENBURG:  
Absolutely. And I'm remembering and looking over your guide, there's a table that really illustrates how this guide really picked like bits and pieces of of best practice and implementing evidence, and it fulfills kind of all of those goals of AOTA's vision and also the goals of of evidence based practice. Did you want to speak any to that right now?

LARA BARROS:  
Yeah. So, actually, that's what I just was looking at when I read over those for you, just so that, you know, because co-op is and you know, in the middle of those two two things where I just wrote, you know, I just wrote off those that column is co-op so that it is client centered. There's really no way to do I mean, you can't call a co-op if you're not client centered. Right. You use occupation. So it's occupation focused.

MATT BRANDENBURG:  
I think we can go ahead and dive into the plan section, now of of this guide, the seven key features of practice principles that can be used in intervention with school age children are those are the same seven principles that you mentioned before from co-op.

LARA BARROS:  
Yes, they are. Yep.

MATT BRANDENBURG:  
Perfect. How does the practice guide really frame these principles and help practitioners to implement them into their practice?

LARA BARROS:  
What I tried to do is put them in the know, the why and how, right? So, you know what is this particular principle like? Why is it important? And then how do I implemented so like for instance for client centeredness, you know, going over that it's, you know, what it actually means to be client centered, right? So that the, the student needs to be actively engaged. They need to be working towards a meaningful goal and they need to be actively involved in a problem solving, which I think, as you know, before I learned about co-op, I thought I was client centered and it was more I think I was thinking, oh, I know what this kid likes. I'm doing things that they like that makes me client centered where as I was obviously missing pieces of this.

MATT BRANDENBURG:  
And I think striving to be client centered is something all practitioners are trying to do, but it makes a lot of sense to have a more in-depth guide of kind of the steps you can take to be more client centered, because that is a term that gets thrown around all the time and can be easy to shrug off. Be like, yeah, like it is important, but it's helpful to dive deeper and really analyze like what does it actually mean to be client centered? What can you do as a practitioner to do so? So I love that that's included in your guide and we don't have time really to go over all these principles. But I did want to ask you to go more in depth on maybe one or two and how your guide frames them to to help practitioners implement them. Maybe, could we begin with dynamic performance analysis? Can you speak to us about that?

LARA BARROS:  
Dynamic performance analysis is really as I think when some people think of it, they might think of just our our general task analysis as OTs activity analysis, but really dynamic performance analysis starts with a goal. So, the student would say, hey, I want to learn how to tie my shoes, which is I'm going to use that as an example because many kids need to learn how to tie their shoes, right? So you have an idea, you have their goal. You kind of come to an understanding of what what tying their shoes means. Right? Because sometimes we hear that we get a picture of what tying their shoes is going to be, whereas the student has a different feel for what that means for dynamic performance analysis. You observe the actual occupation and you do not intervene whatsoever in one of the other things about dynamic performance analysis or DPA circling, DPA is much simpler is that you want to see it in the environment that it's going to be performed. So, a great place to start for DPA would be in the hallway, right?

So a kid's shoes are untied watching them, how they how they tie their shoes in the hallway and then you use your observational skills, right? Your knowledge as an OT in look for the breakdowns you're looking at the student, the task in the environment and also the combination of what what might be impacting the students ability. You're thinking are they really want to tie their shoes or are they motivated or do they know how to tie their shoes? Right. Doing kind of going back to see, you know, what what is the breakdown there?

SPEAKER:  
We'll get back to our interview right after this quick message. You all know, we really try to make research more consumable and applicable on everyday evidence. But did you know that just one minute of your time could help us to improve the show, improve the resources the American Occupational Therapy Association provides for practitioners, and improve the application of evidence to practice within our whole field. Please take our one minute survey. It's only three questions and you can find the link in this and every episode's description and support the AOTA in continued efforts to improve our podcasts and to improve the translation of research to practice. Now back to the interview.

MATT BRANDENBURG:  
Thanks for giving us more of an overview of DPA. What other principle can you kind of give us a more in-depth example of?

LARA BARROS:  
Yeah, well, the next one I wanted to give you an idea of is guided discovery, because you really can't do they go hand in hand, right? So as you do this DPA, you you see that there's a breakdown. Maybe I'm just thinking of kids. I know commonly kids will kind of let go in the middle of tying their shoes. And so you say, well, you know, like so you use guided discovery. And what you're doing then is rather than saying, "Hey, student, the reason why you can't tie your shoes is because you're letting go in the middle." And like, you know, I think a a typical reaction for me in the past might be to go hold their laces, show them how they have to hold on, and then help them figure out how to do it from there. Whereas instead of the OT, being the expert at this time, you allow the student to be the expert and to make their own discovery. This helps promote their sense of control and competence. And so DPA is an iterative process, right? So you you do it help the student kind of discover what's going on and maybe come up with some solutions to that.

And then they go back and they they try it again and they evaluate, you know, how that went. So, the DPA is really the heart of the goal plan. Do check up, go up, which is the goal is tying their shoes. The plan is as is kind of coming up with after you've done the DPA, after you've done some, just go to Discovery, come up with a plan that the student's going to try. And the check is trying to see if that problem solving strategy they came up with is working for them.

MATT BRANDENBURG:  
I love that so much. Thank you. And the guy the discovery truly is to me one of the most empowering principles of of co-op. But I also think it takes a lot of patience and constraint as a therapist and not just rushing to show someone, you know, one way to solve the problem, but encouraging them to take the time and reflect on what they're doing and come up with their own solution, which in the end leads to a lot more carryover and follow through because it was something that they thought of on their own. So thank you for that, that description of both DPA and Guided Discovery.

LARA BARROS:  
And I mean, I think if you don't mind me saying I think it really it really is also guided discovery is to me the like you said, like one of the greatest things about co-op, but also the hardest thing it is, you know, we're so, this OT is we so want our students, our clients to succeed. We, you know, we like we might tilt the paper a certain way. We we pick the perfect pencil for them. We maybe throw a slant board on their whatever we do to get them ready. But then the student doesn't know why they were successful at that time. Right, they and then when they're not successful, when you're not there, they think, well, they're I need Mr. Brandenburg, right to be there with me, to be successful. I can't do it rather than having them come up with those ideas on their own.

MATT BRANDENBURG:  
That's such a great point. How much more powerful can our interventions be when we're encouraging that follow through and helping, you know, clients truly be more independent, even without us there? I love that. And also thank you for saying my last name correctly. A lot of people mix that up. We're now to the do section of this guide, the principles in practice, Lara, how would you say that practitioners could implement the principles of this guide for implementation into what they do? What what advice recommendations would you give them?

LARA BARROS:  
Like I said before, I think really the biggest difference, if you really want to be more top down and really want to try to use these principles is to start with with the goal, right. So whether you use the the Canadian occupational performance measure the COPM to help a student come up with some goals or an occupational profile, you have to start with the goal first rather than to start with a series of tests. So, once you determine the goal, then you do the DPA, right? Then you observe the student with the doing their their activity. Right, whatever they've chosen, it's handwriting or tying their shoes or getting ready in the morning, you know, getting all their stuff in there so they can get into the classroom. You observe the actual performance. That's when you start planning how you're going to help the student guide them to some through the problem solving process right after that. You know, I've chosen to record a student during the DPA so that they can see because, you know, when they're engaged in activity, it might be hard to see what's going on.

So I've recorded so a student can see. However you need to do it so you can help the students see the breakdown and then start working on those breakdowns, guiding them towards to solutions. And then then they, then they try those solutions out, right? They try those, things out and then you check to see how it went. So I don't think I said it explicitly enough. It's, you know, it's the goal plan. Do check, right? So the goal is that they have the goal, you observe it. And so then you do some guiding to figure out what kind of a plan might work for the next time. And you record that in a way that makes sense to the student, whether whether it's pictures, whether they write out a plan, whatever it is, they follow it. And then they are the ones who decide, like, did that work or not? Like, is that did you meet your goals? And that would be the check part of it.

MATT BRANDENBURG:  
Absolutely. Thank you, Lara. I honestly can't say enough good things about this implementation guide. I think on a broad issue within OT and medicine in general is having a lot of evidence, but not having a lot of resources available to guide how practitioners can really implement that evidence. And that's what you've done is kind of provided this guide of how to implement co-op with recommendations and examples and strategies. And me, especially being a newer practitioner, I feel like it's just exactly what I've been wanting is implementation guides that can help me really learn how to analyze, you know, theories and approaches and implement them into what I do to provide a higher level of service and intervention to the clients that I see and really care about.

LARA BARROS:  
Yeah, you know, I that I'm sorry to jump in, but to say that really, I think when even when you read those research articles, they don't always apply to exactly the kind of client you're seeing or in the setting you're seeing. So, the other important thing about co-op is it really does give you the opportunity to collect your own evidence in the moment, right? So you do something, you know, it's part of it's in the guideline, but you do something called the P, Q, R, S, which is the performance quality rating system. You basically, when you're doing the DPA, you provide a score for this, you know, in your study of how well they're doing on that goal that they stated. Right. And so then after you've done that, the intervention, after you've gone through and you've done the DPA and they've come up with plans and they've done it, then you can reassess with the PQRS. And so you can actually gain your own evidence as to whether or not what you're doing is working.

MATT BRANDENBURG:  
I love that. Taking it even step further and gathering your own evidence. This sounds like such a great guide to help encourage evidence based and evidence informed intervention. Lara, I want to ask you now if you could share an example of how using the process outlined in the guide has led to a positive outcome for you and one of your clients?

LARA BARROS:  
Yeah, so this was hard to come up with just one client or one student. I'll share with you about one of one of the first kids I use co-op with. Right. This is a student and I think many based or any parent anyway. Right, or anybody who works with kids would know how tricky it is to teach somebody to shoe tie. Right. Particularly when you see them for 30 minutes once a week, maybe in the hallway, hopefully in the classroom. You know, wherever you're seeing them, it can be so hard to teach someone to shoe tying and have it stick. So I had a student who I had probably worked on and off with shoe tying for two years. So anyway, I had a student and he, you know, he kind of he hit that point where he really wanted to tie his shoes. Right. And so we worked on it. We did. We did the DPA and I can't remember exactly what his breakdowns were, but we worked through that. We came up with a plan. And for this particular student, she also has some language challenges, right? So he's a English language learner.

And then on top of it, he gets speech and language therapy for just language concerns. Right. And so he put this plan into his own words. And like to you and me, we we would probably never know that that, you know, we wouldn't understand it. But his words, he put the steps in there and then we would get it at the end of the half an hour and we. He was tying his shoes, he left and then he would come back the next week and he still didn't do it. But then we went back to his plan. Did you follow you know, did you follow your plan? No, I didn't. I didn't do that. So, then you go back and you follow that plan. And then he stopped me in the hall one day. Obviously, he was very excited because he tied his shoe. And he what he said to me was, you know, I was I kept thinking about it in my brain and then I knew how to do it. So, I like to share that example because part of something that we haven't talked about too much during this time is the plan in it being in their own words. So sometimes I think as adults we think that we're, you know, we're using the best language for someone to understand something or, you know, we, you know, we know how to do it.

Whereas to a student, right. And especially maybe one with with language impairments or language challenges, it doesn't it's not meaning to them what is meaning to us. Right. So putting it in his own words helped it to click in his brain. And then he's you know, he's always remembered how to tie his shoes from that day forward.

MATT BRANDENBURG:  
That's such a wonderful example of true and pure clients and in practice it. Thank you so much for sharing that. Is there any other examples that you'd like to share at this time?

LARA BARROS:  
I can you know, I can share one with what I haven't completely resolved yet, because I think what's nice about this that happened to be a student that I saw directly. Right? I saw him. He had IEP minutes for OT. And I think oftentimes of OTs were pulled aside to help a student who doesn't maybe doesn't have an IP or doesn't is never, you know, is not going to qualify for services. Right. Recently I had the opportunity to work with a young lady who was in fourth grade, who is has a name with the letter Y in it. Right. And so she has been so frustrated because she she wants her Y to look different. And the teacher has tried doing practice sheets and things like that, you know, practicing showing her how to do it, doing all of that. But there's been no change. And so what I did last week is I watched you write her name. And we also talked about like what you know, what does she want her Y to look like? Right. So kind of showing her some of the different Ys that are out there. Right. The kind of curvy y or the or the the too straight line, you know, the the standard kind of two slanted lines that meets Y.

And she determined she wanted that pretty standard Y, right the short little line in the long line. And even though she could do the curvy y and that would make her name that was your name is something that's super that is represents who you are. Right. So she did not want the curvy Y even though she could do it. So that was her goal. She wanted that Y to be the way she wanted to look. And then what I did is I just recorded what she was doing. So, I watched her and noticed that what she was doing was, was doing the lines in a like a different sequence than most people would do. Right. Or that I, you know, that many people would do. And it was ending up with it basically being like a reverse image of the Y. So, what we did is we watched different people make make Ys and then she's right now what her homework is, is to look and see how her y looks depending on whether she makes the short line first or the short line second.

MATT BRANDENBURG:  
It's a wonderful illustration and example of applying those co-op principles in you know, you're letting her look at these videos of Ys as a practitioner. You're not just sitting there saying like, okay, you want to make a straight line y like this is how you do it. Like let's practice it for, you know, ten repetitions. But you're encouraging her to use kind of a higher level of cognition to explore her options, make a decision on her own, and then apply it, which is. Just truly wonderful, I think.

LARA BARROS:  
Yeah. Well, I mean, obviously, she's she has great teachers, right? These teachers have tried for years to help her make this y their, you know, the way in a way that makes her happy. So, I'm excited to see how it plays out.

MATT BRANDENBURG:  
We'll have to get an update on this client's progress later on. Alright, Lara, I only have two more questions for you now. The first being, what additional resources would you recommend to our listeners who want to learn more about what we've discussed today?

LARA BARROS:  
Yeah, really, I probably the best resource is the Icancoop website that is so it's I-C-A-N-C-O-O-P website that has we'll have links to the research and links to billable workshops because what I do hope is that, you know, starting to use these principles, looking at how these principles work will, will encourage more people to go get trained in co-op so that they can use it with fidelity.

MATT BRANDENBURG:  
Absolutely. Thank you. I appreciate that resource. And I do just want to say, I am interested in learning more about co-op and doing one of those workshops to be certified working in an outpatient pediatrics setting. Thank you for all of the knowledge you've already shared on that. And last question, Laura. We call this our Golden Nugget segment. If you could share one piece of knowledge or one recommendation to practitioners, what would you say?

LARA BARROS:  
So, my golden nugget would be to, you know, as an if you think about what your goal really is like, what is it that book skills do you want to gain? For me, it really was not this goal I had of working with these students. I could not find the answers in a look through how you we all get those continuing and things like probably ten a day, right. Could not be found there really. My answer was like going back to the theory and going back to the models of practice and just changing how...That's not necessarily what I was doing that wasn't effective or wasn't as effective as I wanted, but was but in the manner that I was doing, it was kind of the sequence of it, right? So, I just encourage everybody to kind of go back to the literature, I suppose, and just re ground yourself in a model that works for you, right?

MATT BRANDENBURG:  
I love that. That's a wonderful nugget, Lara, because I feel, especially in in practice, it's easy to forget about those foundational approaches to therapy and the foundational theories that support our profession. I think we can all brush up on those. Thank you so much for that nugget and for your time and sharing your work and your expertise today.

SPEAKER:  
Thanks for listening to Everyday Evidence. Tune in next time for more evidence practice. Insights in applications. (THEME MUSIC PLAYS)