

# Review evidence-based practice decision-making

## Objective(s)

- Learners review the dilemma and content presented in Module 1.

## Description

In this activity, learners answer questions to complete a word search that relates to an evidence-based practice decision-making framework.

## Required Materials/Resources

### Learner Materials

- [Evidence-based practice decision-making tool](#)
- Format for learner responses

## Detailed Facilitator Instructions

- Provide access to the evidence-based practice decision-making tool.
- Provide learners with a copy of the evidence-based practice decision-making word search (included at the end of this handout).
- Ask learners to complete the word search.
- Provide feedback

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 4: Decision](#).

### Instructional Method

Structured Exercise

### Level

Beginner

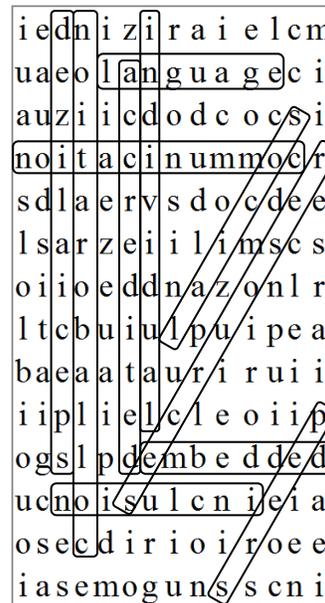
### Estimated Time Needed

5 minutes for instructor preparation

30 minutes for learner activity

## Suggested Assessment

- Embedded
- Language or communication
- Social
- Inclusion
- Specialized
- Collaboration
- Peers
- Resources
- Accredited
- Individual



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## Facilitation Tips

- Learners can respond in class, online, or via email.
- Break into groups to discuss and respond.
- Free puzzle makers are available online if you would like to create your own. In a search engine, type “Free puzzle maker.”
- It may be necessary to provide the list of clues to the learners.
- It is important to acknowledge all sources of information (e.g., research, policy, consensus statements, experience-based knowledge, etc.).

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## Alternate Version(s) (refers to different level of difficulty)

[Activity Guide 1.13a](#): Use evidence-based practice decision making

[Activity Guide 1.13c](#): Summarize & share evidence-based practice decision making

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## Credits

The CONNECT Content Team

Review evidence-based practice decision-making

1. What kind of intervention is described in this module?
2. What kind of delays does Luke have?
3. What other area of development is his family concerned about?
4. A single definition of what does not exist?
5. What kind of instruction is an important component of inclusion and a factor affecting child outcomes?
6. What does NDPCI recommend for parents, teachers, and specialists as a cornerstone of high quality inclusion?
7. Whose help can teachers enlist in order to model and engage children with disabilities?
8. One thing the administrator must provide to ensure a successful transition into this child care program for Luke.
9. One characteristic of the child care program.
10. What kind of therapy does the therapist feel may be appropriate for some activities, as it can be challenging to manage the other children and the classroom environment?

i e d n i z i r a i e l c m  
u a e o l a n g u a g e c i  
a u z i i c d o d c o c s i  
n o i t a c i n u m m o c r  
s d l a e r v s d o c d e e  
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