

Piece together the question

Objective(s)

Learners identify an answerable question related to a dilemma about a child with disabilities.

Description

In this activity, learners play a game to help them use a tool called PICO to turn a dilemma about a child's participation into an answerable question to help guide the search for general evidence on the practice, embedded interventions.

Required Materials/Resources

Instructor Materials

- Printed question, one copy for each learner or pair of learners
- Scissors

Learner Materials

- [Video 1.1: The teacher's viewpoint](#)
- [Video 1.2: The family's viewpoint](#)
- Tape or paste, extra paper to assemble question

This activity is part of Module 1: Embedded Interventions. To view the content related to this activity, go to [Step 2: Question](#).

Instructional Method

Game

Level

Beginner

Estimated Time Needed

15 minutes for instructor preparation

10-20 minutes for learner activity

Detailed Facilitator Instructions

1. Print the answerable question on 8 ½ x 11 pieces of paper, 24 pt. font (see printable page at the end of this activity).
2. Cut the questions on each sheet into strips.
3. Provide access to dilemma videos and/or transcripts. Videos or transcripts can be viewed as a class or independently outside of class.
4. Have learners describe Luke and the goals they heard stated for him in the two perspectives.
5. Remind learners that PICO requires that you identify the following information:
 - P – Person (characteristics of the child or family who will receive the intervention)
 - I – Interventions being considered
 - C – Comparison to other interventions (if there is research that compares two or more interventions)
 - O – Outcomes desired
6. Individually or in pairs, ask learners to arrange the pieces to provide an answerable question related to the dilemma. Learners should tape or paste the answer onto a new 8 ½ x 11 piece of paper.

Suggested Assessment

For children like Luke, who have developmental delays (P), are embedded interventions (I) effective in promoting learning in the areas of communication and social development (O)?

Facilitation Tips

- Break into groups to complete activity.

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

- [Activity Guide 1.2a](#): Turn the dilemma into an answerable question.

Credits

The CONNECT Content Team

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