

## Turn the dilemma into an answerable question

### Objective(s)

Learners use the PICO tool to identify an answerable question related to a dilemma about a teacher and therapist trying to work together to serve a child with disabilities.

### Description:

In this activity, learners use a tool called PICO to help guide the search for evidence on communication.

### Required Materials/Resources

- [Video 3.1: The teacher's viewpoint](#)
- [Video 3.2: The therapist's viewpoint](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to the dilemma videos and/or transcripts. Videos or transcripts can be view as a class or independently outside of class.
2. Have learners describe the teacher, Shawanda, and the speech therapist, Ashley.
3. Have learners turn the dilemma into an answerable question using a tool called PICO. Remind learners that PICO requires you identify the following information:
  - P – Person (characteristics of the person who will participate in the intervention)
  - I – Interventions being considered
  - C – Comparison to other interventions (if there is research that compares two or more interventions)
  - O – Outcomes desired

This activity is part of Module 3: Communication for Collaboration. To view the content related to this activity, go to [Step 2: Question](#).

**Instructional Method**  
Problem Solving Session

**Level**  
Intermediate

**Estimated Time Needed**  
5 minutes for instructor preparation

30-40 minutes for learner activity

**Learner Form**  
[Activity 3.2a](#)

Putting the details into a chart may be helpful for learners to identify the question:

<b>PICO</b>	<b>P</b> <b>Person</b> (who will participate in the intervention)	<b>I</b> <b>Interventions</b> or practice(s) being considered	<b>C</b> <b>Comparison</b> to other interventions (if there is research that compares two or more interventions)	<b>O</b> <b>Outcomes</b> desired
<b>Responses</b>	Early childhood professionals	Communication practices	N/A	Promoting collaboration with other professionals and families

4. Have learners use the responses in the chart to create an answerable question about the dilemma.

**P** For early childhood professionals \_\_\_\_\_  
 (describe what you know about the teacher and speech therapist)

**I** is/are \_\_\_\_\_  
 (name communication practices the teacher might use to help the teacher and speech therapist collaborate) effective

**C** COMPARISON to other interventions (not applicable in this dilemma)

**O** to achieve the following desired OUTCOMES (list the results you anticipate for early childhood practitioners who use the set of practices listed above)  
 \_\_\_\_\_?

5. Have learners restate their question using the PICO example above.

6. Collect responses from learners.

7. Provide feedback.

### Suggested Assessment

Hint provided to learner: For early childhood professionals (P), are communication practices (I) effective in promoting collaboration with other professionals and families (O)?

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## Facilitation Tips

- Learners can respond in class, online or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.
- Invite guest panel members (teachers, therapists, or family members) to discuss the dilemmas from their perspective (via teleconference, on-site, or through an online discussion).
- Link students to *cyber-mentors* (parents and professionals) who volunteer to spend 10-15 minutes once a week in an email or online discussion board responding to a student questions and thoughts that emerge during class.

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## Credits

The CONNECT Content Team