

Turn the dilemma into an answerable question

Objective(s)

Learners use the PICO tool to identify an answerable question related to a dilemma about how to help a child communicate.

Description

In this activity, learners use a tool called PICO to turn a dilemma about how to help a child communicate into an answerable question to help guide the search for evidence on assistive technology interventions.

Required Materials/Resources

Learner Materials

- [Video 5.1: The family child care provider's viewpoint](#)
- [Video 5.2: The family'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 Sophie and the goals they heard stated for her in the two perspectives.
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 child or family 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 5: Assistive Technology Interventions. 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 5.2a](#)

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

PICO	P Person (child or family who will receive the intervention)	I Interventions or practice(s) being considered	C Comparison to other interventions (if there is research that compares two or more interventions)	O Outcomes desired
Possible Responses	Young children (2-3 years of age) with language and physical impairments	Assistive technology interventions	NA	Promoting learning and development

4. Have learners complete the chart to develop a PICO to create an answerable question relating to Ms. Mary's dilemma. Possible responses are above, but learners do not need to provide these exact responses.
5. Collect responses from learners.
6. Provide feedback.

Suggested Assessment

For young children who have language and physical impairments (P), are assistive technology interventions (I) effective in promoting learning and development (O)?

Facilitation Tips

- The suggested assessment is provided as a guide, but learners can develop their own PICO that follows this structure.
- 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 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.

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

- [Activity Guide 5.2b](#): Piece together the question

Credits

The CONNECT Content Team