Piece together the question

This activity is part of Module 2: Transition. 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

Objective(s)

Learners use the PICO tool to 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 and family's transition into an answerable question around intentional transition activities and practices.

Required Materials/Resources

Instructor Materials

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

Learner Materials

- Video 2.1: The teacher's viewpoint
- Video 2.2: The family's viewpoint
- Tape or paste, extra paper to assemble question

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 Tamiya and the transition goals they heard stated for her in the two perspectives.
5. Remind learners that PICO requires 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 young children like Tamiya, who are transitioning from early intervention to preschool (P), do intentional transition activities/practices (I) support continued learning and development (short-term outcome) and later school success (long-term outcome)?

Facilitation Tips

- Break into groups to complete activity.

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

- Activity Guide 2.2a: Turn the dilemma into an answerable question (Problem Solving Session)

Credits

The CONNECT Content Team

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