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 child with disabilities.

Description

In this activity, learners 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

Learner Materials

- Video 2.1: The teacher's viewpoint
- Video 2.2: 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 viewed as a class or independently outside of class.
2. Have learners describe Tamyia and the transition 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 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

This activity is part of Module 2: Transition. 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 2.2a

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
Responses	Young children (2-3 years of age) Transitioning from early intervention to preschool	Intentional transition activities/practices	NA	Tamiya will continue to learn and develop and have later school success

4. Have learners use the responses in the chart to create an answerable question about Tamiya's dilemma.
   P For a young PERSON like Tamiya who _____
   (describe what you know about Tamiya's learning characteristics)
   I is/are _____
   (name INTERVENTIONS or practices the teacher might use to help Tamiya transition from early intervention to preschool) effective
   C COMPARISON to other Interventions (not applicable in this dilemma)
   O to achieve the following desired OUTCOMES (list the results you anticipate for Tamiya if the teachers 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

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

- 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).

- Learners may also reflect on what families might say about outcomes prior to completing the PICO question. Consider: What might a dad consider an important outcome? A brother or sister? A grandmother who provides child care during the week?
- 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 2.2b: Piece together the question (Game)

Credits

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