

## Turn the dilemma into an answerable question

### Objective(s)

Learners use the PICO tool to identify an answerable question related to a dilemma about the use of tiered instruction.

### Description

In this activity, learners use a tool called PICO to turn a dilemma about the use of tiered instruction into an answerable question.

### Required Materials/Resources

Learner Materials

- [Video 7.1: The teacher's viewpoint- social emotional development.](#)
- [Video 7.2: The teacher's viewpoint- academic learning.](#)
- Format for learner responses (written activity form, guidance for discussion)

### Detailed Facilitator Instructions

1. Provide access to the dilemma video and/or transcript. Video or transcript can be view as a class or independently outside of class.
2. Have learners describe Emily and Michelle and the goals they heard each state.
3. Have learners turn the dilemmas 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 7: Tiered Instruction. 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 7.2a](#)

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

<b>PICO</b>	<b>P</b> <b>Person</b> (child or family who will receive 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>Possible Responses</b>	Preschool children in early care and education programs	Tiered instruction (also known as RTI and PBS)	NA	Promoting children's development and learning

4. Have learners complete the chart to develop a PICO to create an answerable question relating to Emily and Michelle's dilemmas. 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 preschool children enrolled in early care and education programs (P), is tiered instruction (also known as Response to Intervention and Positive Behavior Support) (I) effective in promoting children's development and learning?*

### 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 7.2b](#): Piece together the question

---

**Credits**

The CONNECT Content Team