

## Piece together the question

### Objective(s)

Learners use a tool called PICO to help create a focused question that is answerable through research.

### Description

In this activity, learners use a tool called PICO to turn a dilemma about a teacher wondering about the use of tiered instruction in her classroom into an answerable question around academic and social emotional development.

### Required Materials/Resources

#### Instructor Materials

- Printable page at the end of this activity, one copy for each learner or groups of learners

#### Learner Materials

- [Video 7.1: The teacher's viewpoint- social emotional development.](#)
- [Video 7.2: The teacher's viewpoint- academic learning.](#)

This activity is part of Module 7: Tiered Instruction. To view the content related to this activity, go to [Step 2: Question.](#)

#### Instructional Method

Structured Exercise

#### Level

Beginner

#### Estimated Time Needed

15 minutes for instructor preparation

10-20 minutes for learner activity

### Detailed Facilitator Instructions

1. Make a decision about whether to implement this activity by each learner working alone or working in small groups.
2. Provide access to dilemma video and/or transcript. Video or transcript can be viewed as a class or independently outside of class.
3. Provide a worksheet (printable page at the end of this activity) for all students.
4. Have learners describe the dilemma. Find what is missing in each sample PICO and complete it.
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 small groups, 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.

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## 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?*

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## Facilitation Tips

- Break into groups to complete activity.

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

- [Activity Guide 7.2a](#): Turn the dilemma into an answerable question

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## Credits

The CONNECT Content Team

For preschool children enrolled in early care and education programs

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is tiered instruction

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effective in promoting children's development and learning?

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