

# Facilitator Guide



## Making the Invisible Visible: Demonstration with Narration

Audience: Indiana early intervention providers

Total Time: 60 minutes

Facilitator: Provider agency leadership

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### SLIDE 1: Title Slide

**Time: 1–2 minutes**

**Purpose**

Set the tone and frame the session focus.

**What to Say**

“Today we’re going to focus on a specific coaching strategy: Demonstration with narration. Demonstration with narration is a coaching strategy during which you, the provider, verbally describes what is happening and why while you are modeling something with the child. By talking about what you are doing, you are engaging the family beyond just observing. This connects directly to how we support caregiver learning in First Steps.”

**What to Do**

- Welcome participants
- Briefly introduce session

**Facilitator Notes**

- Keep this brief and engaging
  - Set a collaborative tone
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### SLIDE 2: Why Make the Invisible Visible?

**Time: 3–4 minutes**

**Purpose**

Connect strategy to outcomes.

### **What to Say**

“When we make our thinking visible, we’re helping caregivers understand not just what works—but why.”

“These outcomes are what we’re aiming for in every visit.”

### **Walk through:**

- Engagement
- Confidence/competence
- Common language
- Carryover

### **What to Do**

Ask: “Which of these feels hardest to achieve consistently?”

### **Facilitator Notes**

- Let participants connect to real experience
  - Avoid over-explaining
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## **SLIDE 3: Coaching Strategies**

**Time: 3 minutes**

### **Purpose**

Ground participants in FGRBI coaching framework.

### **What to Say**

“First Steps has adopted a coaching model called Family Guided Routines Based Intervention (FGRBI). Some of you may have gone through the professional development sequence. Others may have attended an introductory webinar. These are the FGRBI coaching strategies.”

“Today we’re focusing on Demonstration with Narration. If you haven’t been trained in FGRBI yet, that’s okay, what we are going to talk about today can stand alone.”

### **What to Do**

Ask any staff who have completed the FGRBI PD sequence to raise their hand. Invite them to contribute to the presentation as you go.

### **Facilitator Notes**

- Don’t define each strategy—stay focused

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## SLIDE 4: DEC Slide

**Time: 3–4 minutes**

**Purpose**

Reinforce family-centered approach, aligned with DEC Recommended Practices.

**What to Say**

“Another reason to focus on this practice is its alignment with DEC’s recommended practices related to the family. Using demonstration with narration directly supports DEC Family Practices, especially around family understanding and capacity-building. When we narrate what we’re doing and why, we help families understand what supports their child’s development. Instead of wondering what the provider is doing, they can clearly see the connection between strategies and outcomes. This also strengthens family capacity-building. Families are not just observing, they are learning. The narration makes the provider’s thinking visible, which helps families begin to use those same strategies in their everyday routines. It also builds confidence. Overall, this practice shifts intervention from something providers do to something families can understand and use, which is at the heart of DEC Family Practices.”

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## SLIDE 5: Reflection

**Time: 5–7 minutes**

**Purpose**

Reflect on current practice.

**What to Say**

“In your recent visits, who was doing most of the interacting—you or the caregiver?”

**Follow-ups:**

- “Was that intentional?”
- “What influenced that balance?”

**What to Do**

- Think time
- Pair/share or group discussion

## Facilitator Notes

- Normalize all responses
  - Avoid judgment
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## SLIDE 6: Why Visits Shift to Provider-led

**Time: 5 minutes**

### Purpose

Normalize common challenges.

### What to Say

“These are very real reasons visits shift toward provider-led interaction.”

“This isn’t about doing something wrong—it’s about awareness.”

### What to Do

Ask: “Which of these shows up most for you?”

## Facilitator Notes

- Reduces defensiveness
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## SLIDE 7: What is Demonstration with Narration?

**Time: 2–3 minutes**

### Purpose

Provide a clear, shared definition before examples.

### What to Say

“Before we look at examples, let’s define what we mean by Demonstration with Narration.”

## Facilitator Notes

- Keep this concise
  - Emphasize that modeling alone does not build understanding—explanation is key
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## SLIDE 8: Demonstration with Narration: Example 1

**Time: 5 minutes**

## **Purpose**

Compare typical vs coached interaction.

## **What to Say**

“First, notice the typical interaction.”

“What might the caregiver learn from that?”

“Now compare it to Demonstration with Narration.”

## **What to Do**

Ask:

- “What’s different?”
- “What is being made visible?”

## **Facilitator Notes**

- Emphasize: waiting, observing, explaining

Optional: Show video example

<https://fgrbi.com/coaching-training-module/>

Click “Demonstration with Narration” and scroll to video examples

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## **SLIDE 9: Demonstration with Narration: Example 2**

**Time: 5 minutes**

## **Purpose**

Reinforce concept in a new context.

## **What to Say**

“Here’s another example—this time during play.”

“What does the caregiver learn in each version?”

## **What to Do**

Ask:

- “What did the provider explain?”
- “How does that change learning?”

## **Facilitator Notes**

- Highlight naming the strategy and explaining why

Optional: Use same video resource as above

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## SLIDE 10: Let's Talk Expectations

**Time: 3–4 minutes**

**Purpose**

Shift focus to caregiver expectations.

**What to Say**

“If we don’t explain our approach, what do families naturally do?”

“Most families step back and observe—or expect us to lead.”

**What to Do**

- Gather responses

**Facilitator Notes**

- Connect to earlier reflection
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## SLIDE 11: When Do We Talk about Expectations?

**Time: 3 minutes**

**Purpose**

Clarify when expectations should be set.

**What to Say**

“This is not a one-time conversation—it happens across visits.”

**What to Do**

Ask: “Which of these do you already do consistently?”

**Facilitator Notes**

- Reinforce repetition is normal
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## SLIDE 12: First Steps Mission

**Time: 2–3 minutes**

**Purpose**

Connect practice to mission.

**What to Say**

“This is our mission, but families don’t automatically understand this unless we explain it clearly.”

This doesn't mean we need to read them our mission, but we need to understand it and think about how we translate this for families in the right ways and at the right times."

#### **What to Do**

- Emphasize partnership with families

#### **Facilitator Notes**

- Keep concise
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## **SLIDE 13: How Do We Talk about Expectations?**

**Time: 4–5 minutes**

#### **Purpose**

Provide usable language.

#### **What to Say**

"These are examples of how this can sound."

"The goal is clarity and collaboration."

#### **What to Do**

Ask: "Which feels most natural to you?"

#### **Facilitator Notes**

- Encourage adaptation, not memorization
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## **Side 14: Practice**

**Time: 15 minutes**

#### **Purpose**

Practice applying demonstration with narration using a concrete scenario.

#### **What to Say**

"You'll work in small groups for this activity."

"Choose one scenario from the handout."

"As a group, choose one thing to focus on and talk through how demonstration with narration would sound in that moment."

"You're not acting out the whole visit—just focusing on what you would say before, during, and after."

## What to Do

Form small groups

Distribute or direct participants to the Making the Invisible Visible Practice Handout

Have each group:

- Choose one scenario
- Choose one strategy to concentrate on within that scenario
- Discuss what demonstration with narration would sound like
- Circulate and support groups as needed

## Facilitator Notes (see Practice Handout-Facilitator Version)

The goal is to make thinking visible, not to be perfect

There is no single “right” response

Keep groups focused on language, not problem-solving the entire situation

If groups get stuck, prompt:

“What is the key takeaway you want the family member to notice? How can you draw attention to that?”

“What are you noticing and naming while you’re with the child?”

Give a 1–2 minute warning before wrapping up

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## SLIDE 15: Coaching Strategies Revisited

**Time: 3 minutes**

### Purpose

Reconnect to full framework.

### What to Say

“What you practiced is one part of a larger coaching process.”

### What to Do

Ask: “Which strategies showed up?”

### Facilitator Notes

- Helps integrate learning
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## SLIDE 16: Reflection

**Time: 4 minutes**

### **Purpose**

Support commitment to practice.

### **What to Say**

“Take a moment to reflect.”

Prompts:

- “One phrase I will use to support caregiver participation is...”
- “One phrase I will use during demonstration is...”

### **What to Do**

- Silent reflection
- Invite sharing

### **Facilitator Notes**

- Allow quiet time
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## SLIDE 17: Wrap Up and What’s Next

**Time: 2–3 minutes**

### **Purpose**

Close and reinforce learning.

### **What to Say**

“As you go back to visits, focus on making your thinking visible.”

“Small shifts in language can make a big difference.”

### **What to Do**

- Share resources
- Thank participants

### **Facilitator Notes**

- End with encouragement