



Making the Invisible Visible: Demonstration with Narration

Why make the invisible visible?



1. Increase caregiver engagement in the session
2. Build caregiver confidence and competence
3. Build a common language
4. Increase carryover between visits



Coaching Strategies

- Information Sharing
- Observation
- Direct Teaching
- **Demonstration with Narration**
- Guided Practice
- Caregiver Practice
- Feedback & Reflection





Division for Early Childhood

of the Council for Exceptional Children



Reflection



Why Visits Shift to Provider-led

Visits shift toward provider-led when:

- Child is dysregulated
- Caregiver is dysregulated, overwhelmed
- Time feels short (either family or provider feels rushed)
- Provider feels pressure to help immediately (expert, job to “fix”)
- Caregiver is unsure of what to do (expectations) or not confident about ability to participate



What is Demonstration with Narration?

Demonstration with narration is identified when the interventionist takes the lead in demonstrating an intervention strategy with the child while the caregiver observes. The interventionist verbally sets up the demonstration by explaining to the caregiver what she is doing with the child before, during, or after the demonstration.



Demonstration with Narration: Example 1

Typical Interaction

Provider holds shirt.

Child stands.

Provider:

“Let’s get your shirt on!” (brief pause, then helps guide arm in)

“Good job!”

What the Caregiver Might Think

“He needs help getting dressed”

“The adult should step in pretty quickly”

“I should do it like that”

Demonstration with Narration

Provider holds shirt.

Provider (to caregiver):

“I’m going to hold the shirt here and wait a few seconds.” (pauses)

“I’m watching to see if he starts to move his arm.”

The child begins to move their arm.

“There, do you see how he’s starting to push his arm through?”

“Now I’ll help just a little to finish.”



Demonstration with Narration: Example 2

Typical Interaction

- Provider pushes a car back and forth and says “my turn” while doing it.
- Provider pauses and looks at the child. The child looks at the car. Then reaches. Provider rolls the car to the child and says, “Your turn.”

What the Caregiver Might Think

1. Turn-taking is saying my turn/your turn.
2. “The adult directs the game.”

Demonstration with Narration

- Provider says, “I’m going to model turn-taking. I’m going to take a turn and then pause.”
- Pushes the car, then pauses.
- “I’m waiting to see if he shows me he wants a turn.”
- Child makes eye contact/reaches/verbalizes.
- “There—he’s showing me it’s his turn by _____.”
- Rolls the car to the child.
- “I’m following his lead.”



Let's Talk Expectations

If we don't explain our approach,
what do families naturally do?



When Do We Talk about Expectations?

- First visit
- Start of each session
- When a visit becomes provider-led
- If family resists



First Steps mission

To partner with families to provide early intervention services for infants and toddlers with developmental delays or diagnosed conditions.

Goal: To help families ensure their children receive services to maximize their development, learning and future success.



How Do We Talk about Expectations?



Example prompts:



“I’ll help you learn strategies to use throughout the week, so progress continues between visits.”



“Watching is helpful at first, but I’ll ask you to try the strategies while I’m here, too. That will help you feel confident about using them when I’m not around.”



“Let’s watch how this usually goes, then we can try a few ideas together.”



“I’m going to show something quickly while I explain it, then I’ll have you try.”





- Get into groups of 3 (if possible)
- Each person will be the provider, family member, and observer. Take 4 minutes in each role.
- Provider's job: say what you are about to do, demonstrate briefly, explain what you are watching for, highlight the key moment
- Switch.
- Come back together to debrief.
 - What did the provider say to make the thinking clearer?
 - What did the caregiver understand about the strategy *because* of the narration?



Coaching Strategies Revisited

- Information Sharing
- Observation
- Direct Teaching
- **Demonstration with Narration**
- Guided Practice
- Caregiver Practice
- Feedback & Reflection



What to take away



Wrap Up and What's Next

- Survey link: <https://go.iu.edu/G3avpP>
- Coaching Information:



<https://www.iidc.indiana.edu/ecc/resources/fgrbi/fgrbi-2025-professional-development-cohort/index.html> or email khargre@iu.edu

<https://fgrbi.com/>

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

3. Building Expectations:

<https://www.iidc.indiana.edu/ecc/resources/fgrbi/index.html>

