

Facilitator Handout: Practice Scenarios (With Guidance)



Making the Invisible Visible: Demonstration with Narration

Purpose (Same as Participant Version)

Participants are practicing **Demonstration with Narration**:

- Brief demonstration
- Clear explanation of thinking
- Highlighting what matters

What You're Listening For (Across All Groups)

Strong examples include:

- Clear “I’m going to...” statement
- Naming the strategy
- Explaining *why* it matters
- Pointing out the key child response or moment

Scenario Guidance + Sample Language

Scenario 1: Expanding Communication (Snack Routine)

Goal: Expand child's communication

Strong demonstration might sound like:

- "I'm going to add a word to what he said so he hears a longer phrase."
- "He said 'juice,' so I'm modeling 'more juice' so he hears how words go together."
- "I'm emphasizing the words so he can hear them clearly."

What to listen for:

- Did they build on the child's communication (not just repeat it)?
- Did they explain *why* they expanded?

If group struggles, prompt:

"What are you helping the child learn by adding a word?"

Scenario 2: Following the Child's Lead (Play Routine)

Goal: Follow child's lead instead of directing

Strong demonstration might sound like:

- "I'm going to follow what she's already interested in."
- "I'm copying what she's doing so she stays engaged."
- "When I follow her lead, she's more likely to stay involved."

What to listen for:

- Did they stop directing and join instead?
- Did they explain engagement as the goal?

Common pitfall:

Provider keeps directing but narrates it

Scenario 3: Creating Opportunities for Choice (Toothbrushing Routine)

Goal: Create communication opportunity through choice

Strong demonstration might sound like:

- “I’m going to hold up two options so he has a reason to choose.”
- “This gives him a chance to communicate what he wants.”
- “I’m waiting to see which one he reaches for or looks at.”

What to listen for:

- Did they create an opportunity (not just label items)?
- Did they connect it to communication?

Prompt if needed:

“What is the child supposed to do in this moment?”

Scenario 4: Supporting Engagement (Book Reading)

Goal: Make reading interactive

Strong demonstration might sound like:

- “I’m not going to read every word—I’m focusing on interaction.”
- “I’m pointing to the picture and labeling it so he connects words to what he sees.”
- “I’m giving him a chance to respond instead of just listening.”

What to listen for:

- Shift from reading → interacting
- Explanation of *why* interaction matters

Common pitfall:

Just asking lots of questions without explanation

Scenario 5: Supporting Transitions (Leaving an Activity)

Goal: Support smoother transitions

Strong demonstration might sound like:

- “I’m giving a warning so he knows what’s coming next.”
- “I’m using the same words each time so it becomes predictable.”
- “I’m pairing my words with a gesture so he understands.”

What to listen for:

- Did they focus on predictability/preparation?
- Did they explain why consistency matters?

Prompt if needed:

“How are you helping the child know what’s coming?”

Debrief Questions (Use 2–3 max)

Core question:

- “What did the provider say that made their thinking clear?”

Optional:

- “What did the caregiver learn from the explanation?”
 - “What made one example clearer than another?”
 - “Where did the explanation feel too vague or missing?”
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Switch roles within each group every 4 minutes (approximately)