

## **Lesson Plan**

**Objective:** To teach **help-recruiting skills** to people with physical disabilities.

### **Setting and materials**

A 8x5 m office with a small desk, three chairs, a VCR, a television and a recording camera. Two volunteers, one male and one female, needed to play the parts of potential helpers during role plays and a written training manual called, " Recruiting Mentors and Potential Helpers" by Balcazar, F. E & Fawcett, S. B. (1988).

### **Content taught**

#### **List of Help-recruiting Skills**

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##### *Opening statements*

1. Greet and introduce yourself.
2. Make a comment to initiate an informal conversation.
3. Mention the person who referred you (if applicable).
4. State your general goal.
5. State your situation.
6. State your strengths and abilities.

##### *Making a request*

7. Describe what you have done.
8. State your personal resources and experiences.
9. State the specific request.
10. State the potential benefits of the assistance.
11. Request confirmation of your goal.

##### *Handling refusals to your request*

12. Ask the helper what he/she would do in your situation.

##### *If the helper has a suggestion*

13. State whether the suggestion is compatible with your goal.
14. State the feasibility of the suggestion.
15. State whether you will follow the suggestion.

##### *If you decide to follow a suggestion, or the helper agrees to assist you*

16. Ask when, where, or how the assistance will take place.

##### *If you decide not to follow a suggestion*

17. Ask for additional advice.

##### *If no additional advice is provided*

18. Make a different request.
19. Ask for a referral.
20. Ask how the referred person might help.
21. Ask for permission to use the helper's name when talking to the referral.

##### *Closing statements*

22. State your appreciation for the helper's time and assistance.
  23. Summarize your understanding of the agreements.
  24. State your enjoyment of the meeting.
  25. Make final closing statement.
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### **Teaching procedure**

- Training sessions were conducted in an office, one person at a time. Each participant was met three times a week for one hour, and training was completed in approximately one month (about ten hours per person).
- Each training session started with a review of the lesson's content, followed by a review of the written exercises, and role-play exercises.
- An actor played the role of potential helper, while the researcher provided feedback and praise, following each participant's performance.
- Each lesson included six role-play situations.
- Participants were allowed to move from chapter to the next after they completed 100% of the responses in two consecutive trials. If a participant did not reach the training criterion in six trials, additional trials were held.
- Training was completed in about four weeks.

### **Method of evaluation**

Each individual participated in several role-play assessment situations (probes) during baseline, received training, and participated in additional probes after training.

- Generalization probes were conducted before and after conducting the role-play evaluation probes.
- Staff assessed generalization of trained behaviors to actual meetings with potential helpers.
- Self-reported changes in the size of the social support network of each participant were assessed using the Arizona Social Support Inventory Schedule (Barrera, 1981). Participants listed the names of individuals who provided them with material aid, advice, positive feedback, and physical assistance, as well as those with whom they shared private feelings and social activities. This information was collected before training and four months after training.
- Each participant was asked to write a list of personal goals for the months ahead during the initial interview. A simplified goal attainment scale (Fiester, 1979) was used to identify three possible levels of goal attainment for each proposed goal (i.e., no change, realistic attainment, and best anticipated attainment). Participants listed three to seven goals each.

**Lesson plan based on:** Balcazar, F. E., Fawcett, S. B., & Seekins, T. (1990). Teaching people with disabilities to recruit help to attain personal goals. Rehabilitation Psychology, 36, 31-41.