This learning guide is designed for use by Professional Learning Communities, learning coaches and teacher leaders or as a self-paced study to enhance the use of natural supports to increase the engagement of students with significant disabilities with the school community.

General synopsis
In this short video clip, Dr. Erik Carter discusses activities and supports that peer mentors should not provide.

Key understandings
- Peer mentors should support students with significant disabilities in tasks the mentors would naturally support any peer with.
- Behaviour management issues should be addressed by an adult and not a peer.
- Support in some personal tasks, such as grooming or feeding, should be assumed by an adult and not a peer.

Questions for discussion
- Are there some other types of supports that peer mentors should not provide?
- What happens to the relationship between peers when one of them assumes a role usually filled by an adult?

For more information
- For resources and training materials for mentoring, see: Alberta Mentoring Partnership website: http://www.albertamentors.ca/
- For examples of activities and materials related to natural supports, see: Natural Supports Project, University of Wisconsin-Madison http://www.waisman.wisc.edu/naturalsupports/resources.php

Acknowledgement:
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