General synopsis
In this short video clip, Dr. Erik Carter discusses some signs that may indicate too much adult support is being provided to a student.

Key understandings
• Providing too much adult support can be a barrier to participating in social situations and learning activities in the classroom.
• It is also possible to provide too much peer support.
• It is important to provide just enough adult support to promote success but not so much that it interferes with independence and participation.

Questions for discussion
• What questions could you ask to determine if a student with significant disabilities is receiving the right amount of support?
• What are some strategies that adults can use to fade the amount of support they provide?
• What are some challenges involved in fading support?

For more information
• For resources and training materials for mentoring, see: Alberta Mentoring Partnership website: http://www.albertamentors.ca/
• For an overview of the research on peer mentors for students with significant disabilities, see: Carter, E. (2011). Supporting peer relationships. In M. Snell & F. Brown (Eds.), Instruction of students with severe disabilities (pp. 431–460). Boston: Pearson.
• 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

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