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 explains what is meant by a valued role and offers some questions to consider when determining if students with significant disabilities are being given valued roles.

Key understandings
- Healthy relationships are characterized by a sense of reciprocity, of both giving and receiving.
- Students with significant disabilities are often designated as receivers only.
- Students with significant disabilities need authentic opportunities to share their talents and strengths with peers.

Questions for discussion
- What are some factors to consider when determining if a role is a valued role?
- What are some benefits of giving valued roles to students with significant disabilities?
- Give some examples from your own experience of how students with significant disabilities have taken on valued roles within the school community.

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

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