

Multimedia Appendix 5. Overview of components of electronic mentor interventions by level of evidence

Level of evidence	Intervention components	Outcomes
Level I	Interactive website (group-based) [55] Skype calls[73, 74]	No significant differences on self-efficacy, quality of life, and self-management Feasible and acceptable Significant improvement in self-management skills and coping
Level II	Online mentor (group, 1 to 1)[56]	Utility of the intervention was modest
Level III		
Level IV	Email (one-to-one)[19, 47, 64, 65, 67-71,77] Interactive website (group-based)[13, 57-60] Virtual world[27, 61-63] App[60, 63, 72] Skype calls[60, 75] Phone calls[68, 71]	Improved transition to using assistive devices Increased career decision-making efficacy Improved attitudes about disability Improved written communication Improved preparation for college and employment Intervention is feasible, fun Improved coping with daily life Decreased loneliness, increased acceptance, confidence and sense of community Provided strong collective identity and space for socialization Participants more inclined to speak with mentors than peers Improved engagement with psychoeducational goals Enhanced science, technology and math learning and emotional supports Improved persistence in science, technology and math and self-advocacy Feasible and acceptable Helped youth to define and achieve goals Facilitate student understanding of school work Intervention is feasible and acceptable Increased goal attainment Improved career decision-making, hope for the future and attitudes towards disability

		Intervention is feasible and acceptable
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^a Note: Level 1 (rigorous randomized control trials (RCTs)) and 2 (matched prospective cohort studies or RCTs in a representative population lacking 1 criteria in level 1); level 3 (all other RCTs); level 4 (studies not meeting 1-3)