

Dear Mrs. \_\_\_\_\_,

I wanted to bring you up to date on Jimmy's progress recently. You are still getting his daily behavior reports and the weekly update as required by Jimmy's IEP, but I thought that I should put all of those together. It is sometimes hard to see the larger picture of progress through all the details.

As you know, we have been working with a token system to help Jimmy stay in control of his behavior a school. Based on Jimmy's response, we did refine this system over time to better suit Jimmy's needs. We are now using pennies as physical tokens to encourage appropriate behavior. Jimmy gets a silent thumbs-up and a penny for each period of good behavior. At first, we tried to hand him the tokens, but this was difficult to do without disrupting the class. Now I transfer a token to a special pocket. At the end of the day, Jimmy gets to count the tokens and add them to his weekly tally sheet. At the end of the week, he can exchange his tokens for one of the small toys we have as prizes.

In general, this system has had a positive effect. Jimmy has been more aware of the fact that his good behavior brings him tangible results. If he continues to improve over time, we will add a negative reinforcement factor, in which he may lose a token for bad behavior. We will not implement this until we are sure he is well-established with the reward system.

We have seen improvement in Jimmy's ability to pace himself and to look at the big picture in terms of his classwork. He is still very focused on tasks that involve drawing, but has become somewhat more responsive to give more time to other parts of the tasks, such as labeling. I keep a close eye on him and give him plenty of warning that the end of the task is approaching, so that he can disengage himself with less anxiety and frustration.

Both recess and Phys-Ed continue to be difficult for Jimmy. He gets very excited and has a hard time staying in control. In Phys-Ed, the teacher has a policy of "3 strikes to sit out" and Jimmy finds himself sitting at least once a week. This is a great improvement over the beginning of the year, when he was sitting several times each class. He and I are working on this together, and I have been giving him a lot of praise for his successes in this, as well as other aspects of his time here at school.

Recently a difficult situation has arisen with one of Jimmy's classmates. Jimmy has formed a very strong attachment to this boy and is not able to accept it if the other boy wants to play or be with someone else. Sometimes the other boys feel uncomfortable with his attention and try to move away from him. He gets very hurt and frustrated by this, and there is often a crisis. This has become disruptive to the activity on several occasions recently. I have consulted with the team about this, and we agreed that, at least for the present, Jimmy and the other boy may not sit or play together. This does require a good deal supervision, as they often want to do the same activity at the same time. Still, the tactic seems to be working well. When the current tension has diffused, we will allow them back together on a trial basis.

I continue to meet Jimmy at the bus and walk him around the school to help him to burn off some of his excess energy. We also do this before certain activities in which he will be sitting for an extended period of time. I have greatly enjoyed these walks. Jimmy is a funny, intelligent and personable child and conversations with him are always interesting. Especially when we are walking outdoors, when we can speak in a normal tone of voice, we have some great conversations about weather and wildlife. I try to get him to observe what is going on around us, and we have seen some very interesting sights, including animal tracks and a great variety of birds. He always enjoys reporting on what we have seen to his classmates.

I have been working with Jimmy on his reading skills. Recently we began one-on-one sessions during free reading time to practice his basic word recognition. The workbook we have been using has a progress graph, which I allow Jimmy to mark and color in by himself. He really enjoys being able to mark his own progress down. His math skills continue to shine; he is one of the better math students in class. He takes a lot of pride in his math abilities. His drawing and modeling are exemplary.

I hope this letter has been able to bring together the information you have been receiving from the team on a regular basis. Please feel free to contact me if you have any questions.

Yours sincerely,

David Eden