

Dear Mr. Campos and Mrs. Campos,

I am writing this letter to begin the communication about Eduardo and how we can best help him succeed. As Eduardo's teachers, we know how he is at school, but no one knows your son like you do. To help him succeed, we need to be a team and work together. Eduardo has come a long way since he first began school in preschool. He is now able to communicate his basic wants and needs using his communication device and use some verbal communication. He can attend to independent tasks that are already mastered for up to ten minutes and can attend to small group and whole group instruction for up to five minutes without prompts. He is also able to complete routines that are embedded within the school day such as unpacking his backpack, going to the bathroom, and navigating the school building.

We are working on a Functional Behavior Assessment, which is an assessment used to find the root cause of a behavior so that we understand what he is trying to communicate. This assessment will help us figure out what changes can be made from his teachers and environment, and what skills we need to teach Eduardo for him to be successful. This information will help us create an intervention plan to use with him.

When Eduardo is expected to do a task that requires fine motor skills, he frequently responds by doing unsafe actions towards peers and adults, such as biting, kicking, hitting, pushing, and throwing objects. The behavior that we would like to see him doing when he is presented with a fine motor task that feels challenging for him, is to hold up a cue card to ask an adult for help. This way he is able to receive help without hurting anyone. In previous meetings and interviews, you talked about how Eduardo has difficulty falling asleep and staying asleep, so he takes a medication to help with his sleep. It is possible that on nights that he doesn't take his medication or if he doesn't take it at the same time every night, that it is impacting his sleep. To make sure that sleep is not having a negative impact on his behaviors at school, please make sure that his medication is given every night with consistent bedtimes as much as possible.

We are currently working on creating a Behavior Intervention Plan. This is a plan that will help his teachers at school make changes to their instruction and his learning environment as needed, decrease his interfering behaviors, teach him replacement behaviors, and strengthen his existing skills. To implement this plan, we will be teaching Eduardo a series of lessons that help teach him different skills and strategies to cope with his frustration and how to get help from an adult. Then, we will track his behaviors to see if what we have changed have a positive impact on him or if we need to try something different.

As we begin teaching replacement behaviors to Eduardo, we will start sending home a letter once a week to let you know what specific behavior skills we worked on that week. If you notice any changes with his behavior at home, we would appreciate it if you could communicate with us about what you are seeing. Also, if you can make sure that he has a consistent sleep schedule and takes his medication regularly, that will be very helpful. One of the first things that we are going to be teaching Eduardo will be how to use the calm down area located in his main classroom. We will also be talking to his specials teachers about having a calm down area in

their rooms so that we can be consistent. The point of a calm down area is for a student to go there if they are feeling any big feelings that they need to work through. So if they are mad, sad, frustrated, etc., they can go to the calm down area to work through their feelings before being expected to respond to someone or complete an activity. At our calm down area we have pictures of calm down strategies posted, along with tools such as sensory bottles and fidgets. We will be teaching him some deep breathing exercises, how to identify how he is feeling using pictures, and how to use the calm down tools. As we teach these strategies we will send information home to you, so that you can also practice these techniques with him. After he has learned how to handle his frustration in a more safe way, we will teach him how to utilize a cue card to ask for help during challenging tasks. This is another strategy that can be used at home.

The results from the Functional Behavior Assessment will help us problem-solve ways to change his behaviors so that he is not hurting others and not missing out on important activities at school. Once we have implemented the Behavior Intervention Plan, we will track his behaviors to see if what we have worked on has made a positive impact on his behaviors, or if we need to regroup and try something different. I appreciate your willingness to share information about Eduardo with us and your ongoing support of his school experience. If you have any questions about the information that I have provided in this letter, feel free to contact me. Otherwise, you will hear from me in a week about the strategies and techniques that we have started to implement with Eduardo.

Thank you,  
Mrs. Fields