

As always, Bryan's resiliency eventually dominated, and he returned to his happy demeanor. I maintained a very "hands off" approach with Ms. Long though I became aware through our limited interactions that she was planning to adopt Bryan. I wondered what the adoption process would be like, and if anyone would consult the school or be trained to advocate for Bryan independently from the interests of Ms. Long. Ms. Long also mentioned that after adopting Bryan she eventually hoped to leave Texas and move back to the northeastern U.S. (where she had originally begun foster parenting and where she said rules for foster parents and schools were much more reasonable than in Texas).

After we heard about the adoption process, things seemed to change somewhat for Bryan. He had some new clothes, and his foster mom was unusually involved in the IEP development for his ARD, advocating that he should receive more inclusion time. Forms that I sent home were signed and returned more quickly, and Ms. Long even sent unrequested money to pay for the cost of a field trip – when previously she had fought the school over even \$6 to cover unpaid lunch expenses from the beginning of the year.

Although worried whether permanent placement with Ms. Long was the best thing for Bryan, we were pleased at the changes in his life and resigned to the belief that there was not going to be any way for us to give input in the adoption decision. Christmas came and went, and we enjoyed having Bryan back at school again. As usual after a break, he had more toileting accidents the first week back, indicating that (at a minimum) his toileting routine had not been maintained at home, but he quickly resumed control and even began attending lunch and recess with his third grade class, with only minimal supervision from myself or a teaching assistant.