

Riley is a 16-year-old sophomore who transferred in from Iowa half way through his freshman year. Between the two schools attended, he only earned 4 credits. He is currently served under the category of autism. His 2017 3-year evaluation indicates major strengths in the areas of math and reading, with deficits in written expression and behavior. His annual goals address starting assignments as requested, turning in work, resolving disputes with teachers and students, and writing one-page papers.

Riley can complete short essay answers but when he needs to complete writing exercise that is more than one paragraph, he becomes frustrated and quits. He has a strength in spelling but struggles with correct punctuation, aside from using period, question mark, exclamation mark and quotation marks.

If an assignment is given that Riley thinks is not 'worthy' of doing, he will debate the teacher as to the reason for doing it. After much prodding, he may begin working on the assignment but doesn't complete it or hand in for credit. In many of his classes, he has numerous missing assignments, which result in lower grades for him. Frequently a staff member needs to assist Riley in organize his school lock and then finds many assignments that have not been turned in, some completed, others not. Riley likes to join in conversations that maybe were not intended for him. If two teachers are talking about a subject matter that he is interested, he will interrupt and add his opinion. If Riley observes a teacher instructing/correcting a student and Riley doesn't feel it is the right way, he is going to make sure to add his opinion.

Riley's current postsecondary goals state that he will work "in a technology field," and he "will learn on the job in the Army" – his Uncle Samuel served in the military for 20 years. Riley and his parents feel he has the skills to live independently with some supervision. He can

complete and usually willingly does do all household tasks, from making his bed, to dish, to cooking simple meals, etc. He can take care of small first aid situations and knows the need for a doctor's appointment when something is more serious. However, he does not make his own appointments as he doesn't like to use the telephone. He argues that he wants to text the doctor for his appointments or for his hair cut. Riley has had no job experience, and all involved feel this is necessary for him to learn job skills and to have the opportunity to take orders from other authority. Riley recently started seeing a new mental health counselor, and his behavior seems to be improving.

Riley's mother recently completed the Partners in Policy Making program offered by Disability Rights South Dakota. With her new knowledge of transition requirements and her increased advocacy skills, she is pushing for a meaningful transition plan to be put in place before Christmas break. Riley spent the summer in the basement playing video games and surfing the net. His maternal grandparents both taught at the school before retiring recently. Riley's sister Miley is a senior this year and on the high honor roll. Miley helps her brother by waking him up, making sure he is ready for school, transporting him.