

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'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. The transition assessment from his previous school consisted of a brief interview with Riley conducted by his school counselor.

His current transition services and activities, which aren't really progressing, include:

- Respect authority figures,
- Complete Computers 101, and
- Obtain a part-time job

Riley's schedule for the semester currently includes:

(nothing is listed for future year courses of study)

English 9 credit recovery, English 10, Algebra 2, Biology, South Dakota History Study Skills/Study Hall and Choir

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, getting him ready for school, transporting him.

His special education case manager from last year, Miss Tish, had hoped to get more done with transition, but dealing with behaviors and passing classes had to come first. Miss Tish ran off to Oregon with the Ag Teacher in June. Riley recently started seeing a new mental health counselor, and his behavior seems to be improving.

What steps can be taken to help Riley to set goals for life after high school? What transition services will help him to move towards his long-term goals? Who can help Riley to progress towards those goals.