



Development of Transitional Supports for Older Students

James Levine & Associates recognizes that most students, including those on the Autism Spectrum, with ADHD, and with other learning disabilities can successfully complete the academic requirements to graduate from high school. Yet, many lack the necessary functional and social skills that are needed to transition to higher education, the adult work world, and independent living. Please click on the following PDF to read the full description of this program.

We have created the following programs in order to help schools and families successfully support and bridge these gaps.

High School

Age fourteen to eighteen:

These services will include evaluation and consultation services offered to both families and high schools.

James Levine & Associates will provide:

1. Evaluation of needs – including adaptive and vocational skills
2. Support in the development of functional and adaptive goals and objectives to address the needs
3. Development of a transitional support plan
4. Development of timeline for service delivery and skill development for next four to eight years (18 or 22 years of age)
5. A focus on functional communication, academics, community access, social interactions, and behavioral skills
6. Referral to, and collaboration with, pre-vocational and vocational development programs as indicated
7. Or Referral to college bound and college support consultation services if the student is transitioning to a higher ed program

College Bound

Age 16 (Junior Year)

Evaluation and consultation Services offered to families and high schools.

1. Evaluation of needs – adaptive, social, emotional, learning differences, behavioral, student's own understanding of their strengths and challenges, their level of independence, and their level of self advocacy skills

2. Development of a transitional support plan that includes creation of a personal profile, student's vision for self, a plan to reach these goals, coaching, and career and college counseling
3. Development of a personal profile of the student that includes personal goals, strengths and weaknesses, & level of independence
4. Development of goals and objectives for IEPs to address the student's needs, differences, and personal goals.

College

Evaluation and consultation Services offered to families and local four year and community colleges through contract or on an individual level.

1. Evaluation of needs – adaptive, social, emotional, learning differences, behavioral, student's own understanding of their strengths and challenges, their level of independence, and their level of self advocacy skills
2. Development of a college support plan that includes creation of a personal profile: student's vision for self, plan to reach goals, student's personal strengths, differences, and weaknesses, level of coaching and need for ongoing support.
3. Development of student goals and objectives that will support and foster increasing independence and self advocacy. This will support behaviors and skill development that will create success in college classes and social environments.
4. Provision of social skill groups that address social cognitive issues and problem solving
5. Referral to counselors and clinicians as needed to deal with mental health issues that can commonly arise in this population.