



Bowling Green ▪ Kentucky

www.lifeworksforautism.org





Who We Are

- An independent non-profit 501(c)3
- Funded solely by public-private support & program fees
- Established the *LifeWorks Transition Academy* in 2020
- Established the *LifeWorks Bridge Academy* in 2023
- Established the *LifeWorks On-The-Go Program* in 2025



PROGRAM OUTCOMES

The primary focus of LifeWorks is to facilitate a supportive learning environment that empowers individuals on the autism spectrum to realize their full potential and successfully transition to leading a life of independence, self-direction, employment, and inclusion. To successfully complete the LifeWorks program, each participant is required to work toward achieving successful outcomes in the following areas:

Employability

Each participant has the skills, habits, and self-confidence that allows them to obtain and maintain gainful, meaningful employment that is ideal to their unique interests and abilities.

Housing & Transportation

Each participant successfully obtains and maintains a safe, comfortable living situation in the community of their choice and can easily access transportation to the places they choose to go.

Health, Wellness, & Nutrition

Each participant has the awareness and basic skills to effectively manage their physical, mental, and emotional well-being. Also, the participant has the skills for selecting and preparing healthy, nutritious foods.

Life Skills

Each participant consistently performs routine daily living tasks with as much independence as possible and can demonstrate adequate executive functioning abilities.

Relationships

Each participant possesses the skills and self-awareness necessary to form and maintain friendships. Additionally, participants have the ability to interact, confidently and comfortably, with their employer, neighbors, and others.

Financial Management

Each participant successfully manages their money and other resources to maintain an independent living situation and to plan for their future goals.

Adaptability

Each participant has a willing and positive attitude toward continued learning and growth, and to practicing various skills even though it may seem difficult or uncomfortable at first.

Personal Safety

Each participant understands and practices basic methods for safety at home and in the community.

Social & Leisure

Each participant routinely initiates and participates in typical leisure activities, both individually and with others, that are meaningful to them.

90% of LifeWorks graduates have **maintained employment** after the Transition Academy.

Autism Employment Rate

Category	Rate
National Employment Rate for Autistic Adults	~10%
LifeWorks Employment Rate	90%

Pathways to LifeWorks



Congratulations!
You graduated
high school!



**Attend your local
Community Technical College
and join the Bridge Academy**



**Attend an Institute
of Higher Education**



**Seek employment and
determine what skill
development is needed**



**Spend time with family
and friends, maturing, and
deciding your next steps**



**Join the
Transition Academy:
Living and Learning
Community**



LifeWorks Transition Academy

A 2-Year Transition-to-Independent-Living Program





†  † **LifeWorks** @WKU
Building Hope
www.lifeatwork.org

LifeWorks Transition Academy Components

Two-year program design

40 hours of structured programming weekly

1-on-1 support and coaching

Job acquisition and maintenance support

Social and enrichment opportunities

Fitness, Volunteering, Curriculum, Cooking

Apartments available to rent

A real-world independent living experience



MON

27

TUE

28

WED

29

THU

30

FRI

1

GMT-05

7 AM

8 AM

9 AM

10 AM

11 AM

12 PM

1 PM

2 PM

3 PM

4 PM

5 PM

Kick Off, 8:30am

Grocery Store - Estimations (GB)
8:45 - 9:30amNick Kitchens - Service 1 - Fraud Prevention and
9:45 - 10:30amGym or Fence Project (GB)
10:45am - 12pmLunch
12 - 1pmSocial Skills (EW)
1pm, DCGrocery Store - Estimations (TW) or Skill Review:
2 - 3pmDocumentary Club (GB)
3 - 4:15pm
DC

Wrap-Up (TW), 4:15pm

Kick Off, 8:30am

Fostering Positive Relationships: I Know Better - P
8:45 - 9:30amMoney-Bot w/ Kahlil (GB)
9:45 - 10:30amVolunteering: Potter Home
10:45am - 12pmLunch
12 - 1pmLibrary Gardening w/ Earl (EW)
1pm, DCFostering Positive Relationships: I Know Better - P
2 - 3pmGym (TW)
3 - 4:15pm

Wrap-Up (TW), 4:15pm

Grocery Trip
4:30 - 5:30pmVolunteering: Feeding America
8:30 - 10:30amCooking with Julie
10:45am, KitchenLunch
12 - 1pmTaylor Cleaning Class (TW)
1pm, DCFirst Aid 1 - What's in a Kit? (GB)
2 - 3pmGYM (MM)
3 - 4:15pm

Wrap-Up (TW), 4:15pm

Kick Off (HJ), 8:30am

Skills Sharing (BS)
8:45 - 9:30amEmotional Wellness Series (Talley)
9:45 - 10:30amHobby Town Trip (MM)
10:45am - 12pm
DCLunch
12 - 1pmLW Audit Calendar - Communication Expectation
1 - 2pmSkills Sharing or Job Search/Resume/Cover Lette
2 - 3pmGym (MM)
3 - 4:15pm

Wrap-Up (BS), 4:15pm

Kick Off, 8:30am

Speaker Series - Lane Warmbrod
9am, DLCooking (GB) or Kroger (Caleigh)
10:15 - 11:45am
K or KrogerLunch
12 - 1pm

Weekly Registration (GB), 1pm, DC

Gym (JB)
1:45 - 3pmConversation Club w/ Earl
3:15 - 4:15pm



LifeWorks

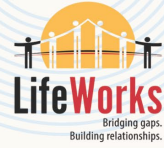
BRIDGE ACADEMY

A partnership with KCTCS colleges.





COMPONENTS OF THE BRIDGE PROGRAM



Study Hall

Curriculum



Student Coaching



Develop Connections

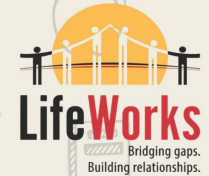


Connect Students



LifeWorks Bridge Program Modalities

- Person-Centered Support
- Motivational Interviewing
- Scaffolded Supports
- Least-to-Most Intervention
- Least-to-Most Prompting
- Retention Pyramid
- Trauma Informed Care
- Social vs Medical Model
- Comfort vs Control
- Self-Determination Theory
- Positive Behavior Supports
- Multi-Tiered Systems of Support
- The Golden Rule

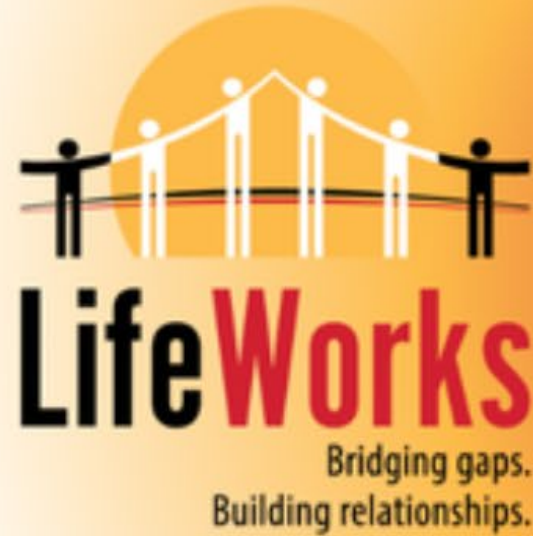






LifeWorks “Hub” Infrastructure





**BRIDGE
ACADEMY**



Welcome Clint!

We're glad you're here!

[Access Virtual Bridge Academy Programming](#)

Discover LifeWorks

**Independent Living Takes Practice.
Start Today!**

NAME: _____ DATE: _____

WHEN PEOPLE LIKE INTERACTING

HOW TO: Consider how you can tell when people like interacting with you by completing the template.

THOUGHTS: Research and describe how you can know if someone you are interacting with likes it or not.

READING BEHAVIOR: Mark whether the following examples describe someone liking interacting with you or not.

Behavior Example	Like	Don't Like
They maintain steady eye contact while smiling.	<input type="checkbox"/>	<input type="checkbox"/>
They look around the room frequently while you're speaking.	<input type="checkbox"/>	<input type="checkbox"/>
They ignore you completely and walk away.	<input type="checkbox"/>	<input type="checkbox"/>
They frequently check their phone while you're speaking.	<input type="checkbox"/>	<input type="checkbox"/>
They nod or react to what you say with enthusiasm.	<input type="checkbox"/>	<input type="checkbox"/>
They give brief responses but keep the conversation going.	<input type="checkbox"/>	<input type="checkbox"/>
They fidget or tap their feet while you're talking.	<input type="checkbox"/>	<input type="checkbox"/>
They avoid making any personal comments or asking questions.	<input type="checkbox"/>	<input type="checkbox"/>
They laugh at your jokes or share similar experiences.	<input type="checkbox"/>	<input type="checkbox"/>
They move further away or create more physical distance.	<input type="checkbox"/>	<input type="checkbox"/>

ENVIRONMENTAL CONTEXT: Mark whether the following environments are better for longer or shorter interactions.

Environment Examples	Longer Interactions	Shorter Interactions
At a social event like a party or gathering.	<input type="checkbox"/>	<input type="checkbox"/>
Waiting in line at the grocery store.	<input type="checkbox"/>	<input type="checkbox"/>
In a work meeting with colleagues.	<input type="checkbox"/>	<input type="checkbox"/>
Passing someone quickly on the street.	<input type="checkbox"/>	<input type="checkbox"/>
In the hallway at work.	<input type="checkbox"/>	<input type="checkbox"/>
While commuting on public transportation.	<input type="checkbox"/>	<input type="checkbox"/>
On a phone call or video chat with someone you know well.	<input type="checkbox"/>	<input type="checkbox"/>
At a coffee shop or café when both of you are sitting down.	<input type="checkbox"/>	<input type="checkbox"/>
At a friend's house where everyone is relaxed.	<input type="checkbox"/>	<input type="checkbox"/>

NAME: _____ DATE: _____

IN THEIR SHOES

HOW TO: Practice putting yourself in someone else's place as you respond to the following prompts.

REAL LIFE: Describe one recent situation where you wish people could understand how you felt and why.

EXAMPLES: Summarize each scenario and answer the prompts considering the other person's point of view.

Scenario #1 Description

Your friend is moving to a new city next month where they won't know anyone and will be starting a new job.

Emotions: What emotions are they feeling?

Reasoning: Why are they feeling that way?

Responding: How might you respond to them in this situation?

Scenario #2 Description

Your coworker shared an idea they had in a meeting about a social event the company could host. Your boss shut them down and told them to stick to work-related topics, not social topics.

Emotions: What emotions are they feeling?

Reasoning: Why are they feeling that way?

Responding: How might you respond to them in this situation?

NAME: _____ DATE: _____

SOCIAL PREFERENCES

HOW TO: Consider when you enjoy or don't enjoy social situations as you complete the template below.

ME PERSONALLY: For each of the components of social situations below, select your preference for each.

Social Situation Component	Which would you prefer?		
The # of people in attendance.	<input type="checkbox"/> Small (1-3)	<input type="checkbox"/> Medium (4-10)	<input type="checkbox"/> Large (11+)
Would you rather be a host or guest?	<input type="checkbox"/> Host	<input type="checkbox"/> Guest	<input type="checkbox"/> Either
Would you rather be inside or outside?	<input type="checkbox"/> Inside	<input type="checkbox"/> Outside	<input type="checkbox"/> Either
How active do you prefer a social activity to be?	<input type="checkbox"/> Very Active	<input type="checkbox"/> Somewhat Active	<input type="checkbox"/> Sedentary
Do you prefer social in-person or virtually?	<input type="checkbox"/> In-Person	<input type="checkbox"/> Virtual	<input type="checkbox"/> Either
Do you prefer independent or collaborative socials?	<input type="checkbox"/> Independent	<input type="checkbox"/> Collaborative	<input type="checkbox"/> Either
Do you prefer planned or spontaneous socials?	<input type="checkbox"/> Planned	<input type="checkbox"/> Spontaneous	<input type="checkbox"/> Either

COMMON EXAMPLES: Give an example of a social that would be popular among typical peers your own age using the criteria listed for each. Then say if you would be interested in participating in it or not.

Criteria:	Large	Outside	Somewhat Active
	In-Person	Collaborative	Planned
Description:			
My Interest:	<input type="checkbox"/> I would be interested in this event. <input type="checkbox"/> I would not be interested in this event.		

Criteria:	Medium	Inside	Sedentary
	Virtual	Collaborative	Spontaneous
Description:			
My Interest:	<input type="checkbox"/> I would be interested in this event. <input type="checkbox"/> I would not be interested in this event.		

Criteria:	Small	Inside	Very Active
	In-Person	Independent	Planned
Description:			
My Interest:	<input type="checkbox"/> I would be interested in this event. <input type="checkbox"/> I would not be interested in this event.		

NAME: _____ DATE: _____

TRACKING WITH SPREADSHEETS

HOW TO: Begin exploring spreadsheet creation and functions by working through the template.

NEW SPREADSHEET: Follow the directions below to create a new spreadsheet.

- Create a new spreadsheet file in whichever program you choose. (Excel, Sheets, Numbers, etc)
- Name the file something that you can remember.

Add Your Labels

- Add the following labels into the header row for each column.
 - Date, Item, Money Out, Money In, Category, To/From

Make It Pretty

- Freeze the header row so that it doesn't disappear when you scroll down.
- Adjust the cell width sizes for the columns so that the labels fit just right.
- Make the labels bold.
- Use shading to separate the columns by color.

How difficult or easy was it to choose a software and open a new spreadsheet file?

- Couldn't figure it out. Took me a second to do. No problem at all.

How difficult or easy was it to add the labels?

- Couldn't figure it out. Took me a second to do. No problem at all.

How difficult or easy was it to freeze the header row?

- Couldn't figure it out. Took me a second to do. No problem at all.

How difficult or easy was it to add shading to the columns?

- Couldn't figure it out. Took me a second to do. No problem at all.

THOUGHTS

How intimidating is a software like this for you to use and why?

How clean and organized does your spreadsheet look to you?

NAME: _____ DATE: _____

FINDING THINGS TO DO

HOW TO: Research activities near the city of your choosing in anticipation of living independently there.

City, State: _____ Have you been here before? Yes No

Population: _____ Miles From You: _____ Driving Hours From You: _____

ACTIVITIES: Research and complete the information for 5 or more activities to do near the city you chose. Include the activity, how long it would take to drive from your chosen city, and why you chose the activity.

Activity	Travel Time	Why Chosen?

THOUGHTS?

How easy or difficult was it for you to find things to do near the city you chose and why?

Are you pleased, disappointed, or surprised by the amount of activities you could find?

NAME: _____ DATE: _____

QUESTIONS TO ASK THEM

HOW TO: Consider what kinds of information you want to gather in an interview as you complete the template.

HELP YOURSELF: List at least three examples of job information you would want to ask about in an interview.

PROFESSIONALISM: What guidance would you give someone about asking questions in an interview?

Determine if the following question examples would look professional or unprofessional to ask in an interview.

Question Example	Professional	Unprofessional
Can I change my work schedule to fit my personal needs?	<input type="checkbox"/>	<input type="checkbox"/>
Do you do background checks?	<input type="checkbox"/>	<input type="checkbox"/>
Can you describe a typical day or week in this role?	<input type="checkbox"/>	<input type="checkbox"/>
How do you evaluate success in this role?	<input type="checkbox"/>	<input type="checkbox"/>
How much vacation time do I get?	<input type="checkbox"/>	<input type="checkbox"/>
What are the opportunities for growth and development in this role?	<input type="checkbox"/>	<input type="checkbox"/>
What does this company do?	<input type="checkbox"/>	<input type="checkbox"/>
What are the next steps in the interview process?	<input type="checkbox"/>	<input type="checkbox"/>

NEW QUESTIONS: What should you do if you think of questions to ask while being interviewed?

BENEFITS, PAY, & PTO: Rank the following work benefits 1-4 based on how important they are to you in a job.

Pay/Salary	
Time Off	
Insurance	
Retirement	

Why can asking about benefits, pay, and PTO be risky in an interview? What is the best way to go about it?

NAME: _____ DATE: _____

FURNISHING A HOME

HOW TO: Research different types of home furnishings and their costs as you consider what moving looks like.

PRICE GUESS: For the following furnishing types, estimate how much you think you would spend on each.

Item	Low Estimate	High Estimate
Bed	\$	\$
Mattress	\$	\$
Couch	\$	\$
Kitchen Table	\$	\$
Table Chairs x4	\$	\$

FURNITURE SEARCH: For the following, research and give an example of a cheaper and more expensive option.

Bed	Price	Why Do You Like It?
Option #1	\$	
Option #2	\$	

Mattress	Price	Why Do You Like It?
Option #1	\$	
Option #2	\$	

Couch	Price	Why Do You Like It?
Option #1	\$	
Option #2	\$	

Kitchen Table	Price	Why Do You Like It?
Option #1	\$	
Option #2	\$	

Table Chairs x4	Price	Why Do You Like It?
Option #1	\$	
Option #2	\$	

THOUGHTS: How did the actual prices of items compare to what you expected? More or less expensive?

How could you furnish a house without spending as much or without spending anything?

NAME: _____ DATE: _____

LOOKING THE PART

HOW TO: Consider how to make the best impression in an interview by completing the template.

WHAT TO WEAR: Determine whether the following are "good" or "bad" examples of what to wear to an interview.

Example	Good Example	Bad Example
Strong perfume or cologne.	<input type="checkbox"/>	<input type="checkbox"/>
Wrinkled or stained clothing.	<input type="checkbox"/>	<input type="checkbox"/>
Overly revealing or inappropriate outfits.	<input type="checkbox"/>	<input type="checkbox"/>
A professional, well-fitted suit.	<input type="checkbox"/>	<input type="checkbox"/>
Neat, well-groomed hair.	<input type="checkbox"/>	<input type="checkbox"/>

WHAT TO BRING: Determine whether the following are "good" or "bad" examples of what to bring to an interview.

Example	Good Example	Bad Example
Food or drinks, like a coffee cup.	<input type="checkbox"/>	<input type="checkbox"/>
Extra copies of your resume.	<input type="checkbox"/>	<input type="checkbox"/>
A large, bulky bag filled with unnecessary items.	<input type="checkbox"/>	<input type="checkbox"/>
A notebook and pen to take notes.	<input type="checkbox"/>	<input type="checkbox"/>
Breath mints (used discreetly before entering).	<input type="checkbox"/>	<input type="checkbox"/>

HOW TO ACT: Determine whether the following are "good" or "bad" examples of how to act in an interview.

Example	Good Example	Bad Example
Maintain good posture and make eye contact.	<input type="checkbox"/>	<input type="checkbox"/>
Slouching or fidgeting.	<input type="checkbox"/>	<input type="checkbox"/>
Complaining about previous jobs or employers.	<input type="checkbox"/>	<input type="checkbox"/>
Smile and show enthusiasm.	<input type="checkbox"/>	<input type="checkbox"/>
Interrupting the interviewer.	<input type="checkbox"/>	<input type="checkbox"/>

WHAT TO SAY: Determine whether the following are "good" or "bad" examples of what to say in an interview.

Example	Good Example	Bad Example
Over-exaggerating or lying about your skills or experience.	<input type="checkbox"/>	<input type="checkbox"/>
Use examples to illustrate your strengths.	<input type="checkbox"/>	<input type="checkbox"/>
Asking about salary or benefits too early.	<input type="checkbox"/>	<input type="checkbox"/>
Mention how your values align with the company's mission.	<input type="checkbox"/>	<input type="checkbox"/>
Giving one-word answers with little detail.	<input type="checkbox"/>	<input type="checkbox"/>

THOUGHTS: What is the best advice you would give someone about looking their best for an interview?

NAME: _____ DATE: _____

DIFFERENT TYPES OF BUDGETS

HOW TO: Research and differentiate between three common budget styles as you think about your own life.

DEFINE: Briefly describe each budget style. Research beforehand if you haven't heard of these before.

50/30/20 Budget

Zero-Based Budget

Envelope System

DIFFERENTIATE: Match each of the following descriptions with the budgeting style it describes.

- A. Allocates income into three categories: 50% needs, 30% wants, 20% savings/debt repayment.
- B. Uses physical or digital envelopes to allocate cash for specific spending categories.
- C. Allocates every dollar of income to a specific expense, savings, or debt.

Envelope System A B C

Zero-Based Budget A B C

50/30/20 Budget A B C

THOUGHTS

Which method do you think is the **most likely** to work for you and why? Consider your personality, spending habits, self-control, and knowledge of budgeting tools to determine which method may work for you.

Envelope System Zero-Based Budget 50/30/20 Budget

Which method do you think is the **least likely** to work for you and why? Consider your personality, spending habits, self-control, and knowledge of budgeting tools to determine which method may work for you.

Envelope System Zero-Based Budget 50/30/20 Budget

NAME: _____ DATE: _____

MASTERING EMAIL

HOW TO: Practice advanced email skills by following the template below.

EMAIL SIGNATURE: Create a basic signature for your emails.

- Find the email signature function in the Full Settings of your email account and create a new one.
- Add your name and then a quote that you like and is professional.
 - Your name should be on the top line and your quote should go below it.
- Write your chosen email signature below.

AUTOMATIC REPLY: Set an automatic reply and have someone test it.

- Find the vacation responder option in the Full Settings of your email account and create a generic one.
- Add a professional and brief Subject and Message.
- Have someone send you an email and make sure your vacation response works.
 - Turn it off once you have tested it.
- Write your chosen automatic reply below.

Subject: _____

Message: _____

CC, BCC, FORWARD: Describe what each of these email functions do and are used for.

CC - What does it stand for?

What does it do and when do people use it?

BCC - What does it stand for?

What does it do and when do people use it?

Forward - What does it stand for?

What does it do and when do people use it?

NAME: _____ DATE: _____

EXPLORING DIFFERENT INDUSTRIES

HOW TO: Use this template as a guide for a presentation about types of jobs in different industries

INDUSTRY TYPES: Pick two industries to research, then explain what they are.

- Healthcare Technology/IT Finance Education Retail
- Manufacturing Tourism Construction Transportation Legal
- Restaurants Hotel Customer Service Insurance Skilled Trades
- Marketing Administrative Government Real Estate Public Services

Industry #1: _____

Describe this industry and who might be a good fit to work in it.

Industry #2: _____

Describe this industry and who might be a good fit to work in it.

JOBS IN THE INDUSTRY: For your chosen industries, list at least 2 specific jobs in that field and be able to briefly explain what the work would look like. Then, give reasons why you would or would not be a good fit for them.

Industry #1: _____

Job Name	Job Tasks/Responsibilities	Would you be a good fit or not and why?
_____	_____	_____
_____	_____	_____
_____	_____	_____

Industry #2: _____

Job Name	Job Tasks/Responsibilities	Would you be a good fit or not and why?
_____	_____	_____
_____	_____	_____
_____	_____	_____

NAME: _____ DATE: _____

ACCESSING YOUR BANK PORTAL

HOW TO: Access your bank accounts by using an online portal as you follow the template below.

BASIC BANK INFO: Enter in the relevant information relating to your bank access.

Bank Name: _____ Bank Website URL: _____

Visit the bank website on your computer and then on your phone. How similar or different do they look?

Does your bank have a mobile app? Yes No If yes, download it.

YOUR ACCOUNT INFO: Log into your banking portal and answer the following.

Bank Login Username

Enter the first one or two and last one or two characters of your Username: _____

Bank Login Password

Enter the first one or two and last one or two characters of your Password: _____

EXPLORE: Get familiar with your banking portal by looking for the components below.

Accounts: Look at each account you have with the bank and review these.

- Account Name
- Account Number
- Routing Number
- Amount in Account
- Balance History

Personal Info: Find and review these items.

- Account Email
- Listed Address
- Listed Phone Number
- Other Contact Info

THOUGHTS

How much of your account info were you already familiar with or had already explored?

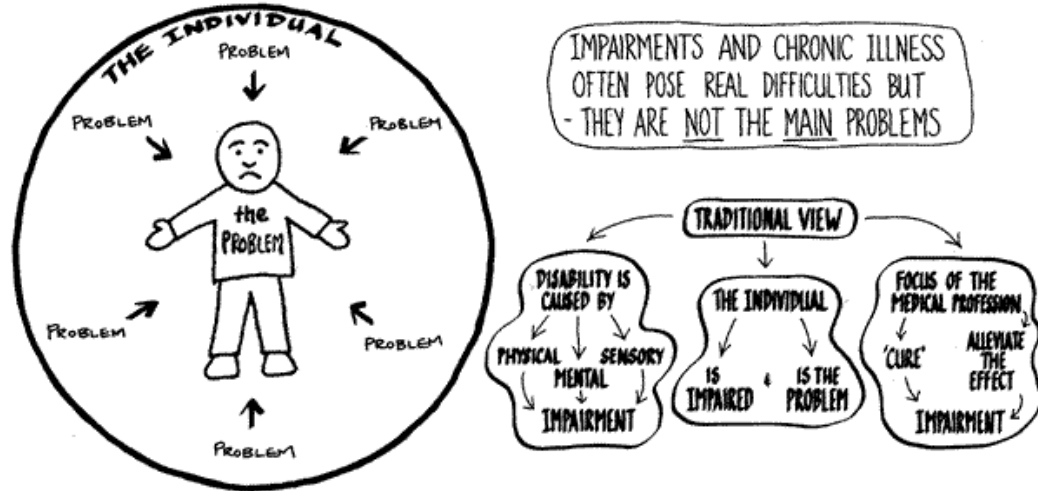
What advice would you give someone who says their bank portal and banking info is too overwhelming?



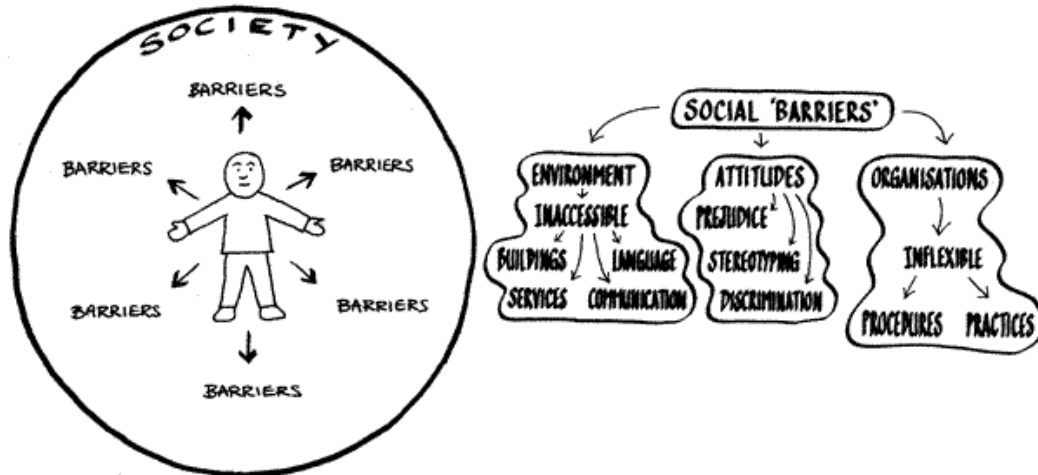
The LifeWorks Philosophy



THE MEDICAL MODEL OF DISABILITY



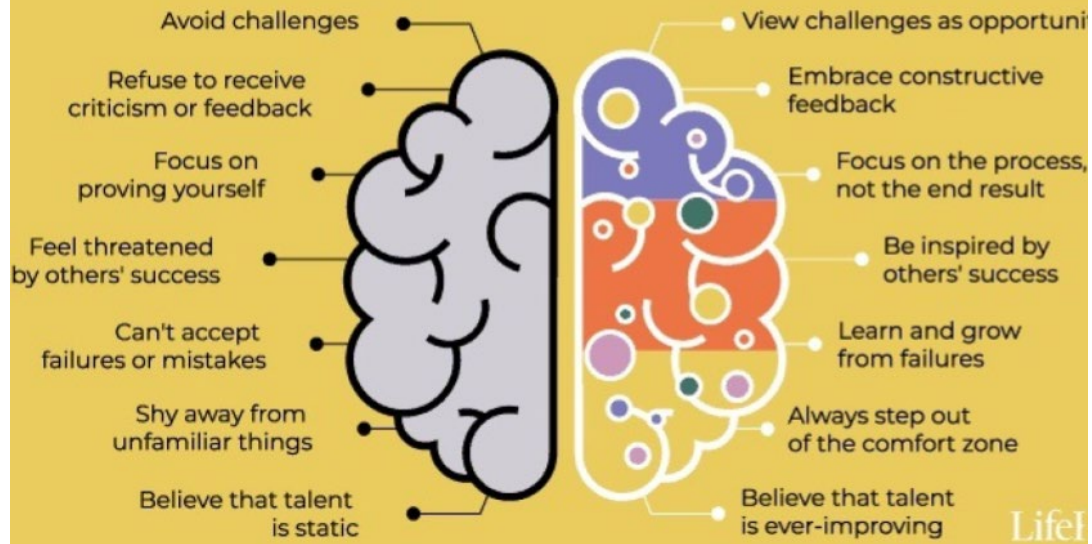
THE SOCIAL MODEL OF DISABILITY



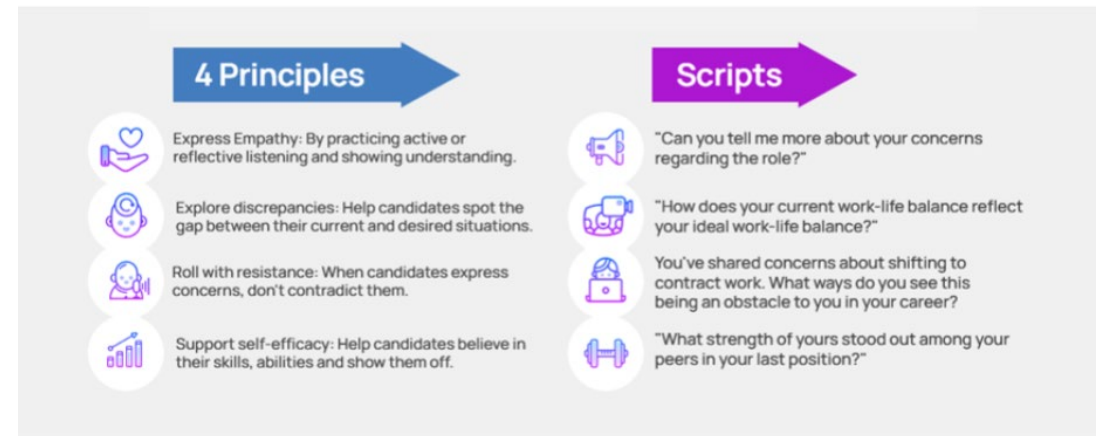
Participants First

- We value each participant as an individual – having unique backgrounds, talents, and life dreams. We believe that all people have inherent value and should be defined by their gifts and abilities rather than diagnosis, label or learning style.

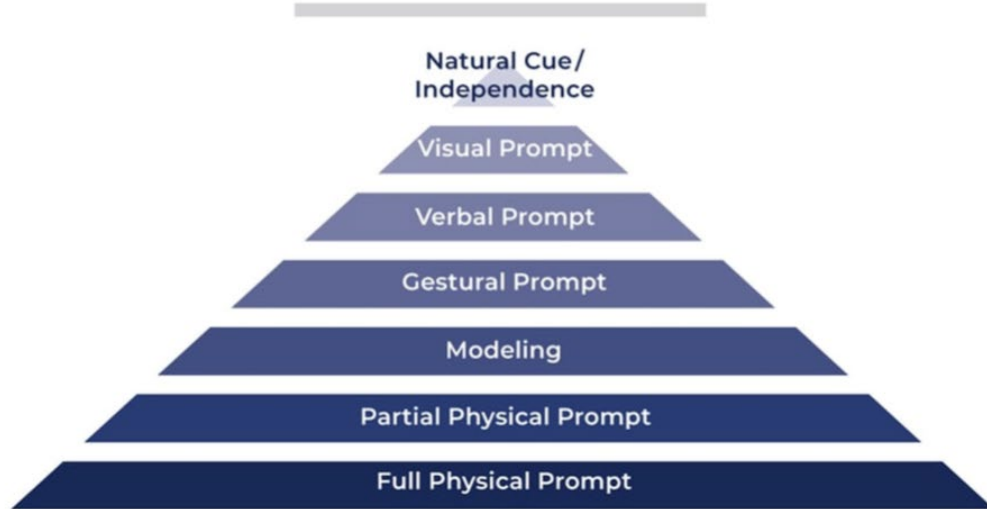
Fixed Mindset vs Growth Mindset



Motivational Interviewing



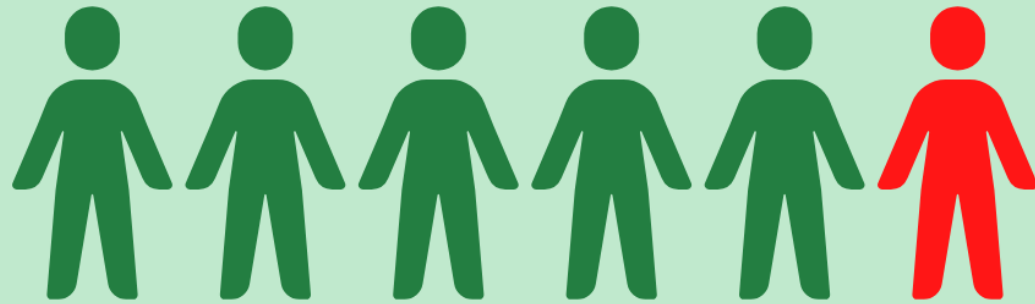
PROMPTING HIERARCHY



The Learning Pyramid



It takes **5**
positive interactions
to overcome
1 negative



best practice
for
AUTISM
is
best practice
for all

Dèyè mòn, gen mòn.



Behind mountains there are mountains.

