

PARTICIPATION GUIDELINES

Successful PERT students share certain characteristics which allow effective adjustment to the PERT program. Student selection begins with a recommendation from your local school division. Recommendations are reviewed by the transition team composed of a PERT representative, school transition staff and local DARS counselor. The following criteria are used by the transition team to initially select students for participation in PERT. For students who do not fully meet all the selection criteria an additional review process is available.

- Be enrolled in Special Education or have a 504 Plan
- Be a client with the Department for Aging and Rehabilitative Services (DARS)
- Be age 16 by the date of arrival at WWRC or 2.5 years from graduation or secondary school completion
- Have positive classroom/work behaviors
- Be medically, physically and psychologically stable
- Have a full scale IQ of 60 or evidence of good adaptive skills
- Be willing and able to comply with the WWRC community living standards
- Have a plan for immediate removal from WWRC if deemed necessary

Additional referral information may be obtained by contacting your local School Transition Coordinator or DARS school counselor.



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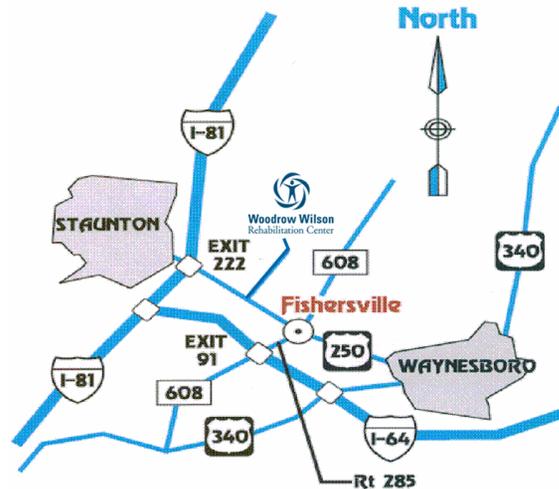
**Collaborative
Effort**



Assistance from the Virginia Department for Aging and Rehabilitative Services and the Virginia Department of Education is provided without regard to race, color, creed, sex, national origin or disability.

CAMPUS INFORMATION

The PERT Program is located in Fishersville, Virginia, approximately 30 miles west of Charlottesville, on the Wilson Workforce and Rehabilitation Center's 227 acre campus. The campus is barrier free and includes recreational facilities, covered walkways, dining hall and dormitories. Housing options are available to meet needs for all levels of disability.



Wilson Workforce and Rehabilitation
Center

PERT Program

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Fishersville, Virginia 22939-1500

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Postsecondary Education Rehabilitation Transition



PERT PROGRAM MISSION STATEMENT

To offer youth with disabilities the opportunity to discover individual strengths and abilities and to plan for their transition services with the goals of working and living independently.

The PERT Student Experience begins at
Wilson Workforce and Rehabilitation Center (WWRC)



PERT services include: **VOCATIONAL ASSESSMENT**

Allows the students to explore areas of interest through “hands-on” work samples. Students can choose from among 25 job families.

Vocational Evaluation provides:

- Experiential work samples
- Individual instruction and feedback
- One evaluator for every four students
- Evaluation of general work behaviors; aptitudes and relevant academic ability
- Vocational counseling
- Recommendations for accommodations

Exploration activities in our Career Lab can include:

- Job interview skills
- Career exploration
- Developing positive work behaviors and social skills
- Setting realistic employment goals



INDEPENDENT LIVING SKILLS ASSESSMENT

Evaluates the students' current knowledge and skills for living independently. Most assessments are done in an individual setting using a “hands-on” approach. During four evenings of class students will be assessed in the areas of:

- Laundry skills
- Hygiene skills
- Kitchen/medication safety
- Cooking skills
- Problem solving skills
- Self-esteem
- Shopping
- Money management



RESIDENTIAL/LEISURE SKILLS ASSESSMENT

Promotes students exploration of residential and recreational activities, and provides information on leisure and social skills development through:

- Participation in structured activities
- Dormitory supported living
- Unstructured leisure and social opportunities
- Off-campus community outings

The above activities are supported by a ratio of one staff person to five students during assessment.



Quotes from Students:

“PERT has helped me be more independent, know more about what I can and cannot do. I like that people let me try things on my own.”

“I feel more confident after participating in the PERT program.”

“I learned through the PERT program that I can do more than I thought I can.”

“The Independent Living classes gave me an idea of what the real world would be like when I got out of school.”

Quotes from Parents:

“ [a] wonderful experience. [I] feel like there's hope and direction for her future now.”

“I feel the people and counselors at PERT understood my son and his needs very well.”

“I feel it has made him a better person in school and at home. He learned how to take care of himself.”

LOCAL FOLLOW UP

The local transition team, which includes the student and family reviews all of the information gathered from the PERT experience. Based on these recommendations, the team then helps the students to schedule appropriate vocational education classes, academic supportive services, and community work experience.