

# FAMILY ENVISIONING MEETING PREPARATION BOOKLET FOR FAMILIES

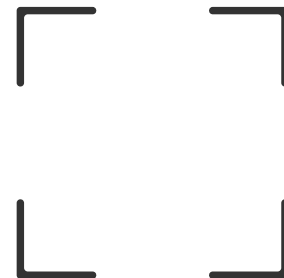


Name of Student: \_\_\_\_\_

Class: \_\_\_\_\_

Name of Family Member: \_\_\_\_\_

Version	Date



## Introduction

This preparation booklet invites you to share with the school about your child/ward e.g., their current reality, dreams, and aspirations. This information will be used during the Family Envisioning Meeting (FEM). Take time to think about the questions, record your thoughts in the spaces provided and return the completed booklet to us by the set date. We encourage you to be as detailed and specific as possible in your responses as this will greatly facilitate the development of meaningful goals for your child/ward during the FEM.

## What is FEM?

FEM, or the Family Envisioning Meeting, is a person-centred planning meeting during which your child/ward and significant persons in his/her life collaboratively plan for his/her future.



FEM is first conducted as part of Transition Planning in the year of SPED schooling when your child/ward turns 15 years old. FEM is pivotal for the development of your child's/ward's first Individual Transition Plan (ITP).

## Who will be at FEM?

Key stakeholders, including family members, caregivers, school staff, key professionals and others important to your child/ward, are involved in FEM, contributing their insights while keeping your child/ward at the heart of the discussion.

## Where and when will FEM be?

The meeting would likely be held at the school, in a room conducive for collaborative planning. We strive to schedule a time and date that is convenient for your child/ward and his/her significant persons. While FEMs are generally organised annually, the frequency may be adjusted based on individual needs.

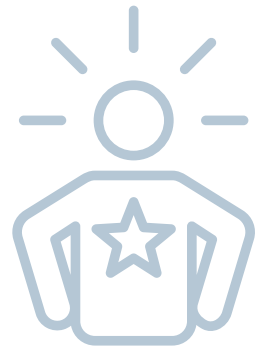
## What happens at FEM?

FEM begins with self-introductions and positive reflections about your child/ward. This is where information from the preparation booklet will be useful. During the meeting, the facilitator will guide the discussions around a number of life planning areas to identify priority areas, set post-school goals, and agree on an action plan to achieve the goals.





# WHAT DO YOU LIKE/ APPRECIATE/ ADMIRE



ABOUT YOUR CHILD/WARD?

What do they do that makes you happy or proud to know them?

What are their gifts, skills or talents?



# YOUR CHILD'S/WARD'S HOPEs AND DREAMs

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## WHAT DO THEY WANT TO DO?

What do you think your child/ward would like to do when they graduate from school?

What are the things that your child/ward would like to do in the future?

What are some of the things that your child/ward is interested in doing after graduation?

What do you observe about their hopes and dreams after they graduate from school?

Has your child/ward conveyed his/her hopes and dreams to you? What do they want to do?

What kind of person do they want to be?



# WHAT HAS HAPPENED



SINCE THE LAST IEP/ITP MEETING?

Have you tried the activities with your child/ward?

Did your child/ward enjoy it? Describe the experience.

Did you try other activities besides those that we have suggested?



WHAT DO YOU THINK  
IS MOST **IMPORTANT**  
IN YOUR CHILD'S/ WARD'S LIFE  
AT THE MOMENT?

What does your child/ward like/enjoy to do right now?  
Think about the things that you know really matter to them, the things  
that make them happy, things they enjoy and look forward to.



# WHAT DO YOU THINK IS **IMPORTANT** **FOR**



YOUR CHILD/WARD?

What is important for your child/ward to be able to do or learn?

What helps your child/ward learn? What keeps them healthy and safe?

What helps them to develop and grow?



LOOK LIKE TO YOUR CHILD/WARD?

How do you think we can support your child/ward?

What are the best ways of doing this?

What do you think other people need to know or do to support them well?





# WHAT IS WORKING **WELL AT THE MOMENT**

***FOR YOUR CHILD/ WARD?***

You can consider the following areas:

Building independence skills, Participating in daily, social and leisure activities in the community, Continuing learning and Contributing productively.



# WHAT IS **NOT** WORKING WELL AT THE MOMENT FOR YOUR CHILD/WARD?

**What are some areas for improvement?**

You can consider the following areas:

Building independence skills, Participating in daily, social and leisure activities in the community, Continuing learning and Contributing productively.

A large, empty rounded rectangular box with a light blue border, intended for the user to write their response to the question about areas for improvement.



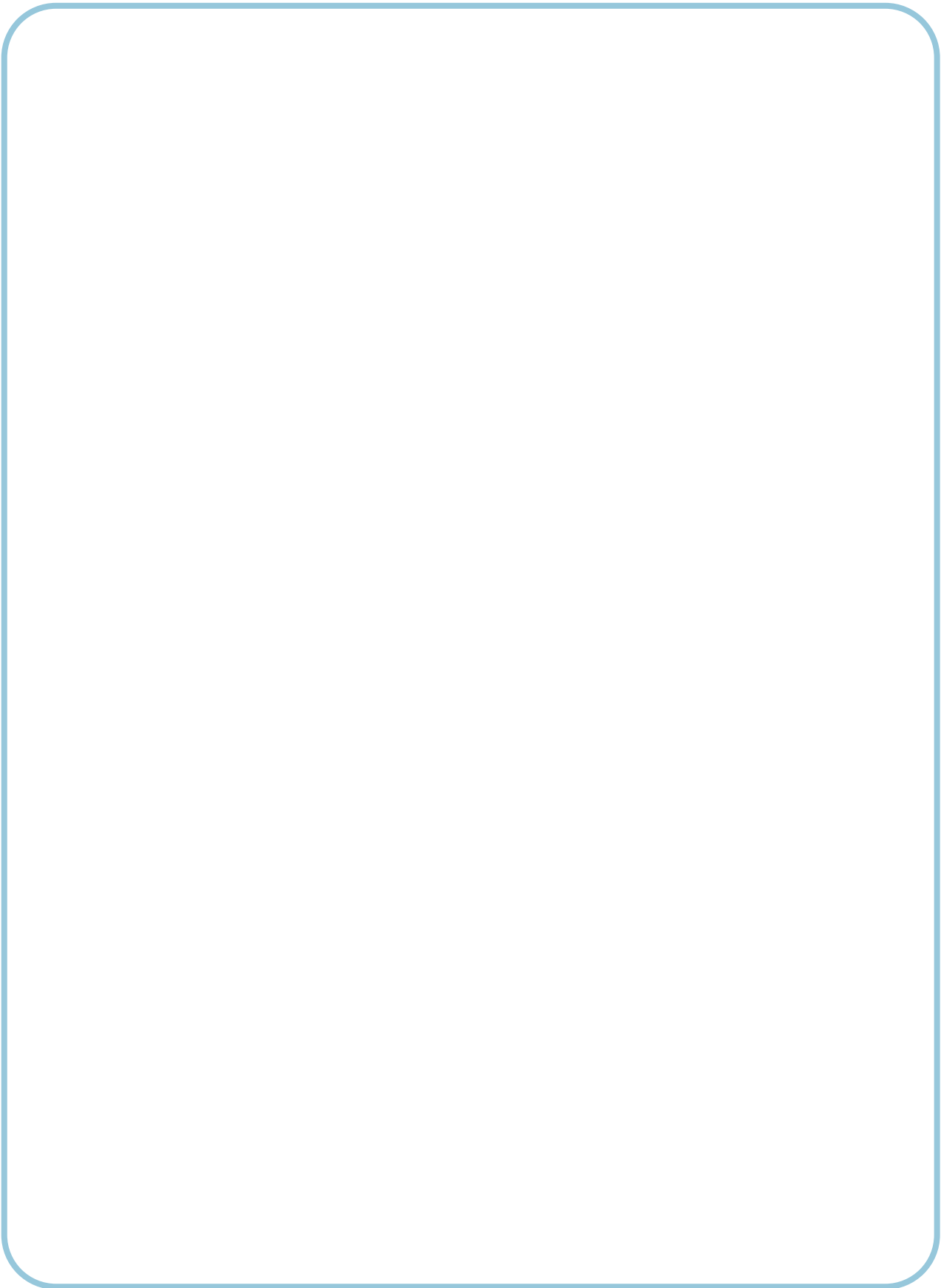
# ANY QUESTIONS

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## OR COMMENTS?

If you are not coming to the meeting, please return your completed booklet to us by ..... /..... /..... We will then ensure that your views, thoughts and questions are considered in the meeting. Thank you for taking the time to make your contribution.

# NOTES





# Ministry of Education SINGAPORE

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