

FAMILY ENVISIONING MEETING FOR FAMILIES

Preparation booklet for your meeting



Name of Student: _____
Class: _____

Family Envisioning Meeting – what is it?

Family Envisioning Meetings (FEM) can be used to develop an Individual Transition Plan, as well as to review them. It is important that students have the right people involved in their meeting to help them to plan for their future, making sure that they have the things that are important to them, as well as the right support to achieve their aspirations.



Who will be there?

The student can choose who they would like to be there, but there will also be some people who have to be there. For some students, there may be lots of people involved in the meeting, particularly if there are professionals from health, education and specialist services as well as family and friends. For others, there maybe just one or two people there, themselves, a parent and a Transition Planning Officer for example.



Where and when will it be?

It is likely that the meeting will be held at the school. It is important to arrange a time and date that is convenient for the student and their family, as well as for others. Each student will have a FEM annually, but it may be necessary to meet more frequently if things change significantly for them.

What do you need to think about before the meeting?

Whether you are going to be present at the meeting or have been asked to make a contribution, there are things that you will need to think about in advance. This booklet will help you to think about your contribution to the meeting.



What will happen at the meeting?

A family envisioning meeting is very different to a traditional meeting. You might find a more relaxed atmosphere, which might mean there is music playing of the student's choice, there may be chairs set out informally, no big table, and usually flipcharts pinned up on the walls, each asking different questions.



The process is facilitated to enable everyone to have a conversation, agree on person-centred outcomes/goals, and create targets and actions for change. There may already be a lot of information written up on the flipcharts, or there may be blank sheets which will quickly become full!

The meeting begins with everyone introducing themselves and sharing something that they appreciate, like or admire about the student. If there are actions from a previous meeting, these are checked to see how they are progressing.

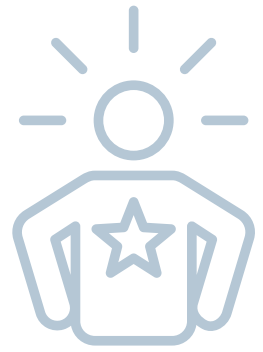


The facilitator will explain the headings, then everyone will be asked to contribute to the flipcharts, using felt tip pens. When everyone has finished writing, the facilitator will help the group to think about their priorities for change, and together, outcomes/goals are agreed, and actions recorded which will support the student to move towards achieving their aspirations.

This booklet helps you to think about the things we will be inviting you to contribute on the day and you can use it to jot down things you want to remember to input on the day. It is really important to that you *take time to think about the questions, record your thoughts in the spaces provided and return the completed booklet to us by the date we have asked for*. This will help us to make sure that your views are taken into account in the discussions that we have during the meeting.



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 HOPE AND DREAMS

WHAT DO THEY WANT TO DO?

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

What are the things that your child/ward 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 to 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:

Learning and skills, Further education, Employment, Independent traveling,
Good health and friends, Relationships,
Community inclusion and Activities of Daily Living



WHAT IS **NOT** WORKING WELL AT THE MOMENT

FOR YOUR CHILD/WARD?

What are some areas for improvement?

You can consider the following areas:

Learning and skills, Further education, Employment, Independent traveling,
Good health and friends, Relationships,
Community inclusion and Activities of Daily Living

A large, empty rounded rectangular box with a light blue border, occupying the lower half of the page. It is intended for the user to write down their answers to the question about areas for improvement.



ANY QUESTIONS

OR COMMENTS?

If you are not coming to the meeting, please can you return your completed form 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.