

**FAMILY ENVISIONING MEETING**  
**PREPARATION BOOKLET**  
**FOR SCHOOL STAFF**



**Name of Student:** \_\_\_\_\_  
**Class:** \_\_\_\_\_  
**Name of Staff:** \_\_\_\_\_

Version	Date

# 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 from a traditional meeting. You might find a more relaxed atmosphere, which might mean there is music of the student's choice playing, there may be chairs set up 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.



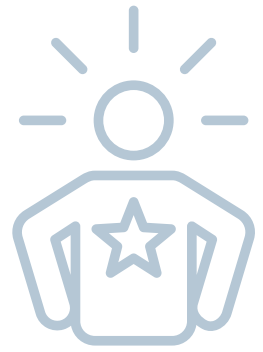
The facilitator will explain the headings, then everyone will be asked to contribute to the flipcharts using felt tip pens. When everyone has finished writing, the facilitator will help the group think about areas to prioritise for change. As a group, outcomes/goals and follow-up actions that support the student towards achieving their aspirations will be agreed on and recorded.



This booklet prompts you to think about the student's current reality, dreams, and aspirations and provides a space for you to jot information down that you would like to contribute during the meeting. It is really important 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 set.* This will help us to make sure that your views are taken into account during the meeting.



# WHAT DO YOU LIKE/ APPRECIATE/ ADMIRE



ABOUT THE CHILD/YOUNG PERSON?

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

What are their gifts, skills or talents?



WHAT DO YOU THINK,  
FROM YOUR PERSPECTIVE,  
ARE THE CHILD/YOUNG PERSON'S



## **ASPIRATIONS?**

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What have they told you about their hopes and dreams for their future?

What do they want to do?

What kind of person do they want to be?



# WHAT HAS HAPPENED



SINCE THE LAST IEP/ITP MEETING?

Were you present, and what actions did you take away with?

How did you get on with these actions?



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

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**



THE CHILD/ YOUNG PERSON?

This can be from your assessments.

What is it that is important for the child or young person to be able to do or learn? What keeps them healthy and safe, and develop and grow?





LOOK LIKE TO THE CHILD/YOUNG PERSON?

How do you think we can support the child/young person?

What are the best ways of doing this?

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



FROM YOUR PERSPECTIVE,  
WHAT IS WORKING REALLY  
**WELL AT THE MOMENT**

***IN THE CHILD/ YOUNG PERSON'S LIFE?***

What are the things that are going well and need to stay the same, or to increase? Think about this in terms of building independence skills, participating in daily, social and leisure activities in the community, continuing learning and contributing productively.



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

**FOR THE CHILD/YOUNG PERSON?**

## **What needs to change or stop?**

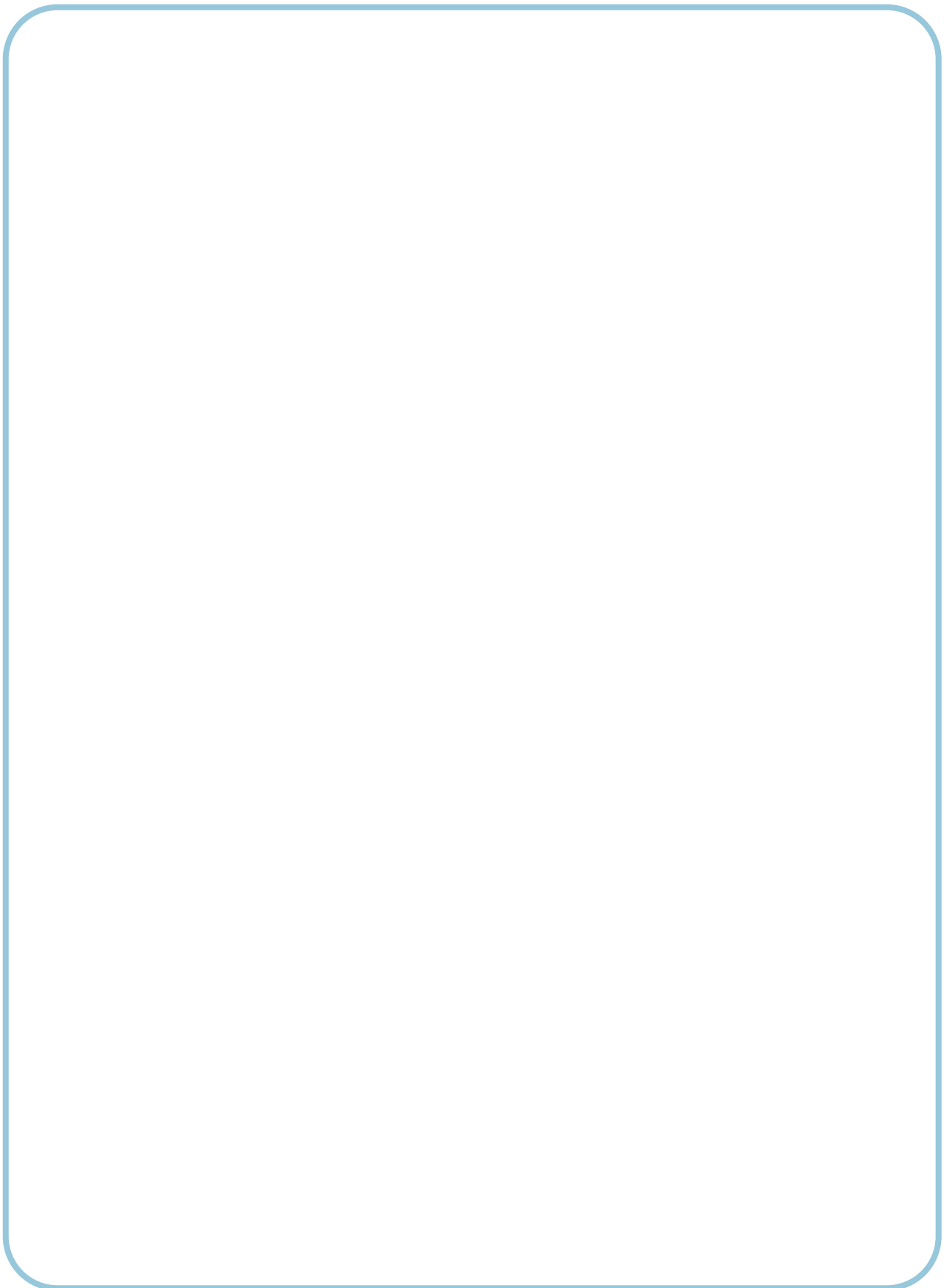
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# ANY **QUESTIONS** OR COMMENTS?

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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