



ITP Toolkit



Content Page

Chapter	Content	Page No.
1	A Brief Introduction to the Individual Transition Plan (ITP) Toolkit	3-4
	1.1 Transition Planning Process	5-8
	1.2 Importance of Person-Centered Planning (PCP) Principles in Transition Planning	9-12
2	Development of the ITP	13-16
	2.1 Pre-Family Envisioning Meeting (FEM)	17-25
	2.2 FEM	26-45
	2.3 Post-FEM	46-48
	Annexes	49
	Annex A Standardised ITP	50-58
	Annex B PCP Tools	59-61
	Annex C Preparation Booklets	62-65

CHAPTER 1:

A Brief Introduction to the ITP Toolkit



Introduction

About this Toolkit

- This toolkit serves to guide schools on the implementation of the Individual Transition Plan (ITP) predicated on Person-Centred Principles, as part of facilitating a student's transition process to post-school.
- It is a step-by-step comprehensive guide that can be used by Transition Teams in schools to support the development of a student's ITP through the conduct of a Family Envisioning Meeting (FEM).
- It also provides information on the newly standardised ITP, which takes in information shared at FEM and would be reviewed annually till the final schooling year in SPED.

1.1

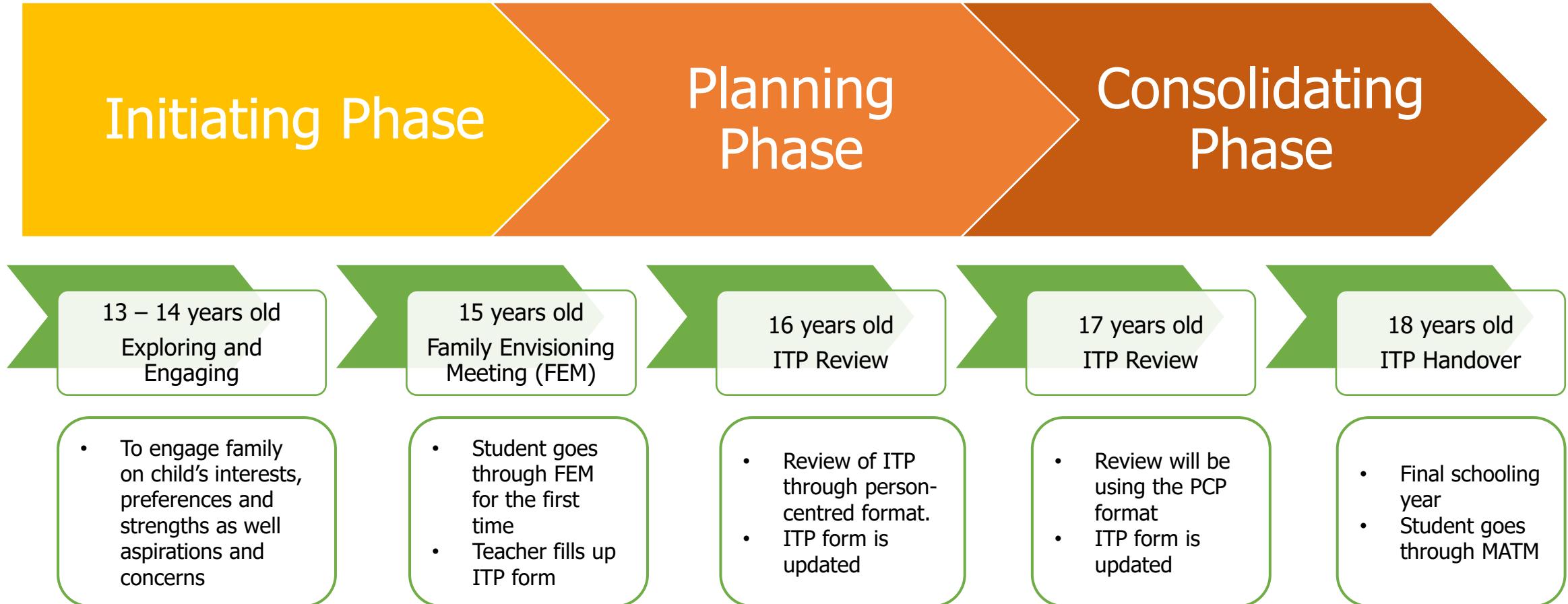
Transition Planning Process



Transition Planning Process

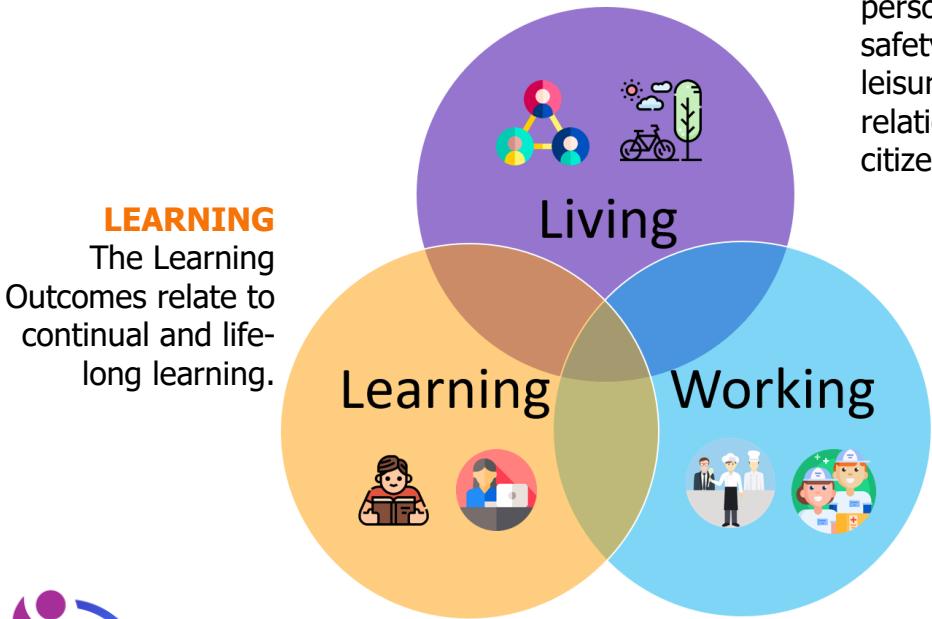
- The transition from school to post-school is challenging for students with moderate-severe SEN as students and families navigate through questions of **where they can and should go** after they leave school and **how they can be supported** to reach their 'destinations'.
- Efforts to support and smoothen the transition process from school to post-school have been made to enhance this transition process. This process anchors itself on **Person-Centredness** which focuses on planning *with* the individual, on how they want to live their lives.
- **Transition Teams** have also been formed in schools to support school-wide coordinated and person-centred supports for students and families in the development of a student's **Individualised Transition Plan (ITP)**.
- A key process to facilitate the development of the ITP is through the conduct of **Family Envisioning Meetings (FEM)**, which this toolkit will seek to provide more detailed guidance on in the later chapters.

Transition Planning Process



Transition Planning Outcomes

- High aspirations with the right support should achieve successful long-term outcomes in adult life.
- Can only come about through working with relevant stakeholders to realize student's ambitions in relation to LLW.



LEARNING
The Learning Outcomes relate to continual and life-long learning.

LIVING

The Living Outcomes relate to personal management and safety, community engagement, leisure, positive interactions and relationships, and responsible citizenship.

 **Vision**
**Active in the Community,
Valued in Society**

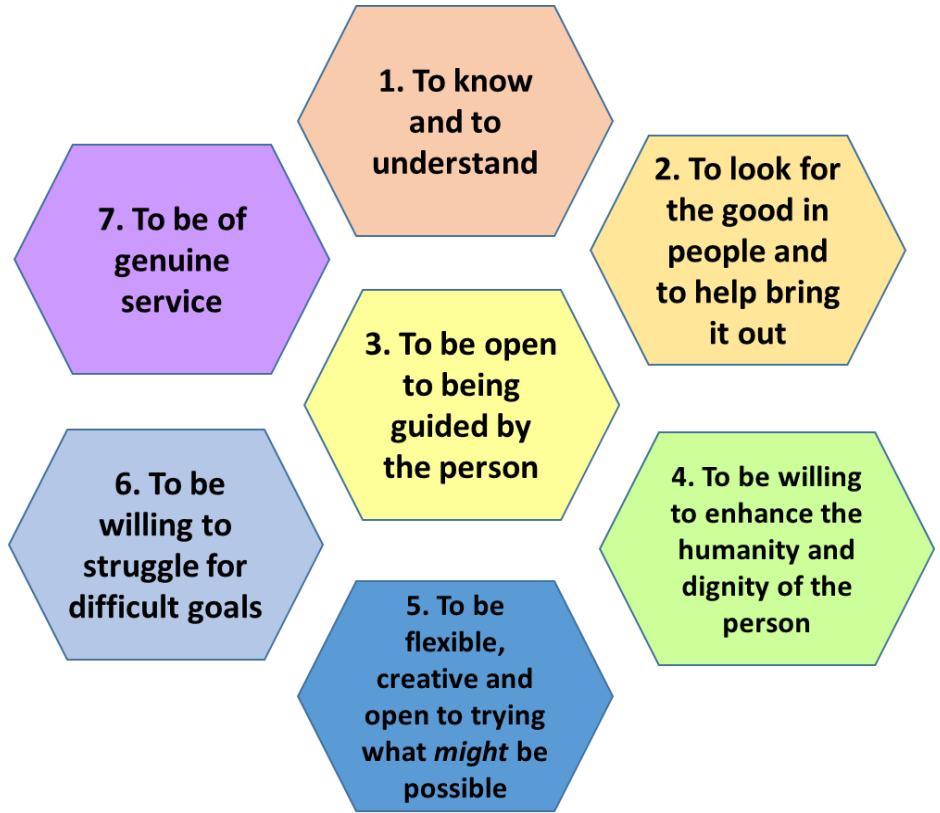


1.2

Importance of PCP Principles in Transition Planning



Importance of Person-Centred Planning Principles in Transition Planning



Person-centred is a set of **beliefs, attitudes, and expectations** about the **capacities and rights** of persons with disabilities to live their lives in accordance with their own wishes, dreams, aspirations, needs and abilities. (New Directions, 2012)

Person-Centred Planning (PCP) is about ...

- focusing on the **interests** of the student
- planning around what the student **wants**
- **listening** to the views, wishes and feelings of the student and the student's parents or caregivers

When carried out in the correct spirit of person-centredness, the transition planning process ensures the student's voice is heard by seeking their input on their aspirations, strengths and concerns.

PCP means...

Listening to the views, wishes and feelings of the student and the student's parents/caregivers.

Providing support to student and student's parents/caregivers to facilitate the development of the student to effectively prepare for this transition.

Enabling full involvement of student and parents/caregivers in decision-making about the student's post-school transition.

What does PCP look like in Transition Planning?

Schools should:

- know precisely **where students are in their learning and development** to adequately furnish this information during Family Envisioning Meeting (FEM)
- seek input from students and parents/caregivers on **their dreams and aspirations**
- have **high ambitions for students** based on their aspirations and set stretch targets for them
- **track their progress** towards these goals through regular reviews
- **review additional or different provision** made for student
- ensure approaches used are **based on best possible evidence** and are **having expected impact** on progress

CHAPTER 2:

Development of the ITP



Overview of this Chapter

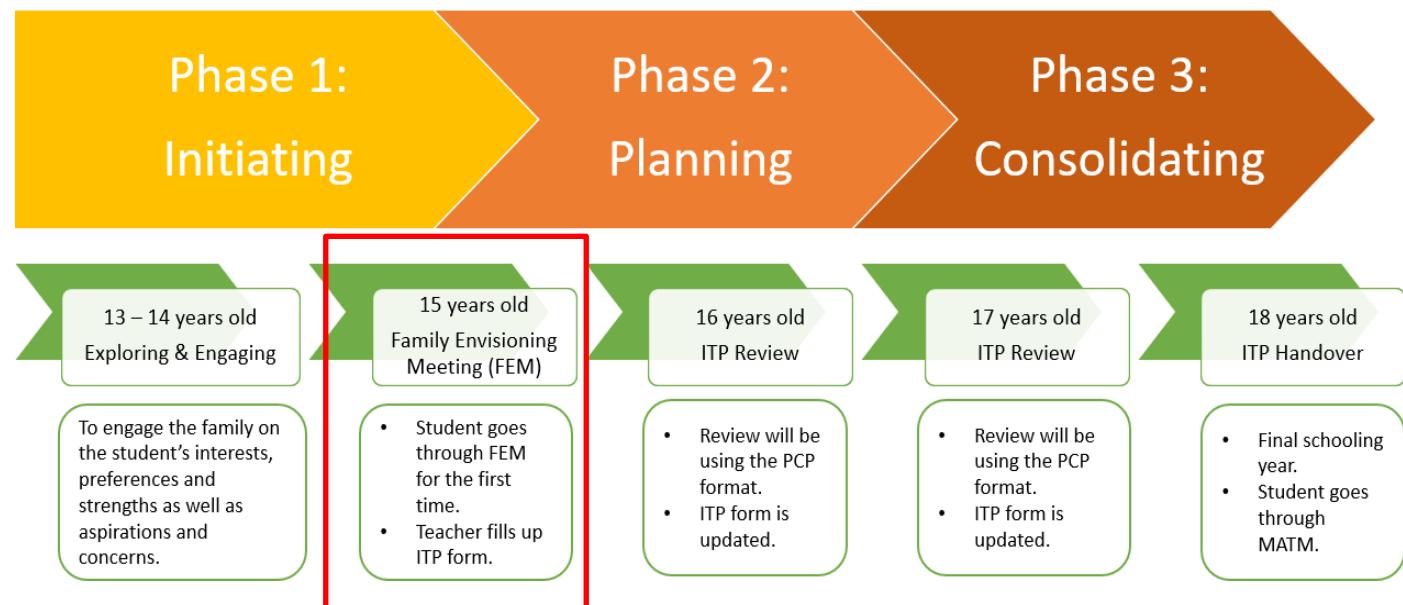
The Individual Transition Plan (ITP) captures **a student's personal aspirations for his/her future**. It comprises of a student's personal goals, strategies and supports, needed for successful post-school transition.

The ITP is developed **at the start of Planning Phase in Transition Planning** when the student is 15 years of age to generate a set of personalised goals with respect to common planning areas. It is a **working document** that will be annually reviewed till the year of graduation.



USEFUL RESOURCES

ITP Template in Section 3.1



Overview of this Chapter

The Family Envisioning Meeting (FEM) is pivotal in developing the ITP for the student, thereby ensuring a **meaningful post-school transition** for him/her.

FEM brings together the student and significant persons in his/her life – his/her parents/caregivers, educators and other professionals – to **collaboratively chart his/her future**. This collective effort harnesses the insights of parents, the expertise of educators and professionals; and most importantly, the voice of the student to **craft an ITP tailored to his/her needs**.

This chapter will bring you through:

- the preparation work for FEM;
- the steps involved in FEM; and
- how to translate FEM insights into the student's ITP for follow-up support and action.



Important Signposts

As you explore this section, you will discover **various features characterised by distinct icons and terms**. These elements are strategically placed within key information to further offer insights, practical tips and resources that will support your efforts in guiding your students through meaningful transitions.



PCP PROCESS SPOTLIGHT

This highlights actionable insights to ensure that a **person-centered approach** is embedded in every crucial step of the transition planning process.



PRO-TIP

This offers **practical tips and reminders** to enhance the effectiveness of the transition planning process.



USEFUL RESOURCES

This provides **links to relevant tools and support** in the annexes that are designed to assist in successful completion of the transition planning process.



GOOD PRACTICES

This showcases **tried-and-tested strategies** shared by our esteemed prototyping school partners which can be leveraged to benefit the transition planning process.



2.1 Pre-FEM

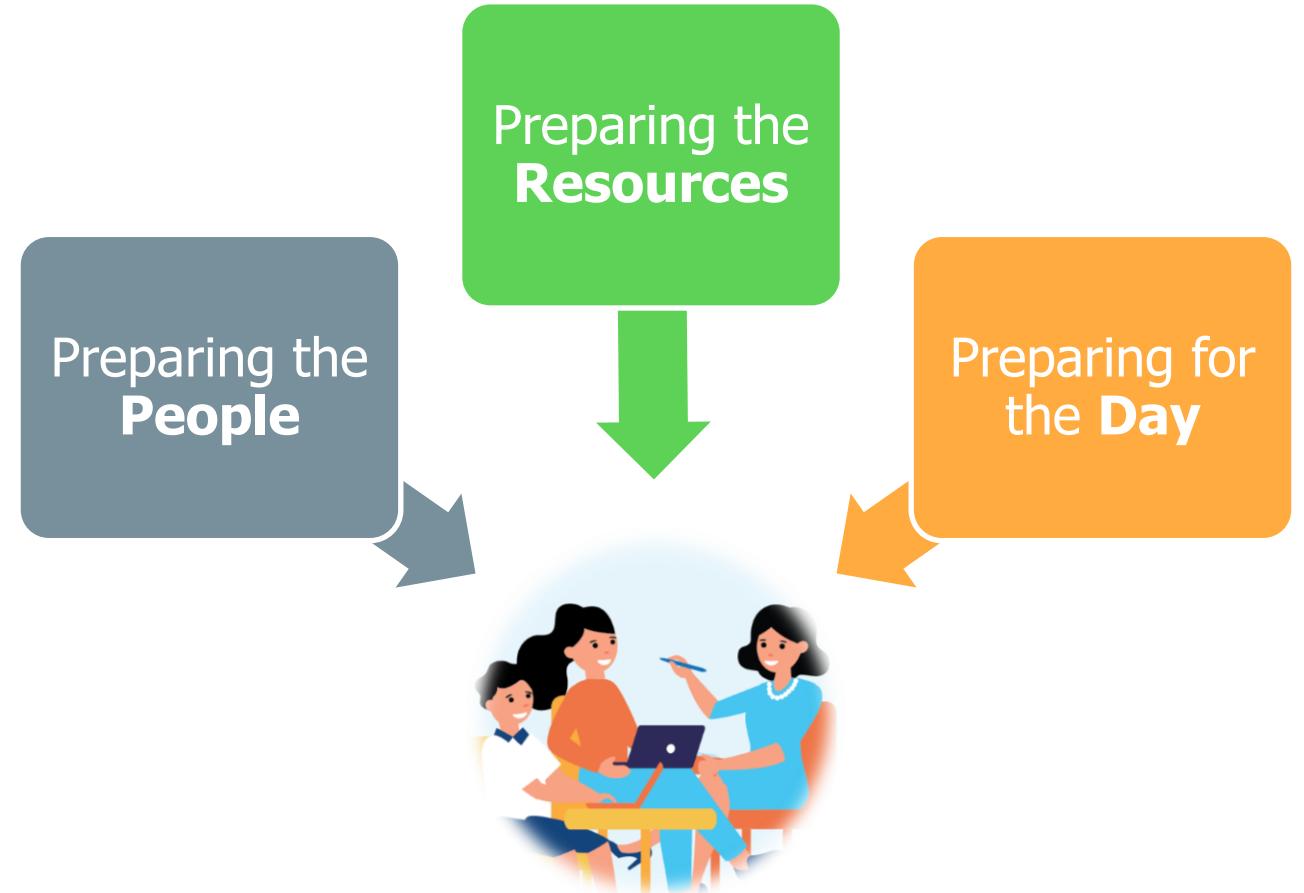


The Preparation Work before FEM

The success of FEM hinges on **thoughtful preparation** beforehand.

In this section, we will delve into the crucial role of preparation, emphasising on **assembling the right people, providing quality input, and ensuring meeting day readiness.**

These steps are essential in having **intentional and purposeful** discussions during FEM.



Family Envisioning Meeting (FEM)



Preparing the People

Who attends the Meeting?

- The **student**.
- **Everyone* important to the student.**
(E.g. Student's family members, caregivers, significant adult figures, teachers, relevant professionals such as speech therapists, occupational therapists, job coaches etc.)
- **Transition Planning Team Member** as the facilitator.

Note: If someone important is unable to attend the meeting itself, his/her input should still be captured in the preparation booklets (which will be introduced next).

How can everyone be supported?

The Student	The Student's Family	Professionals
Consider the <i>student's</i> profile, personality and observations about him/her to think about what can be done before FEM to support them.	<ul style="list-style-type: none"> • Ensure that the <i>family</i> sees and believes in the importance of FEM in developing their child's ITP. • Anticipate the <i>family's</i> needs before and during the meeting, work out what will help them to see what is most important to the student. 	<ul style="list-style-type: none"> • Provide the <i>professionals</i> access to information about the child's background and any potential concern(s) from the family, in order to guide them in providing targeted support. • Understand the <i>professionals'</i> standpoint in the educational context and extend it to support aspirational goals.

Preparing the Resources

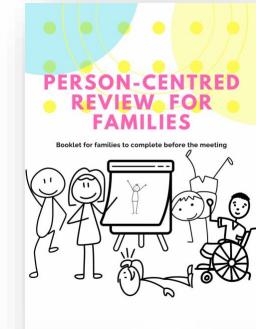
Preparation Booklets

- *6 Weeks before FEM*, everyone in the meeting should fill up the respective **preparation booklets** according to their relation to the student.
- Input in the booklet should be **detailed and specific**. The more specific and detailed the input are, the easier it will be to develop meaningful goals with the student during the meeting.
- **PCP tools** are a set of easy-to-use templates that can be used to help the student fill in his/her preparation booklet. For example, Good Day/Bad Day is a PCP tool that helps to understand what matters to the student in his/her life.

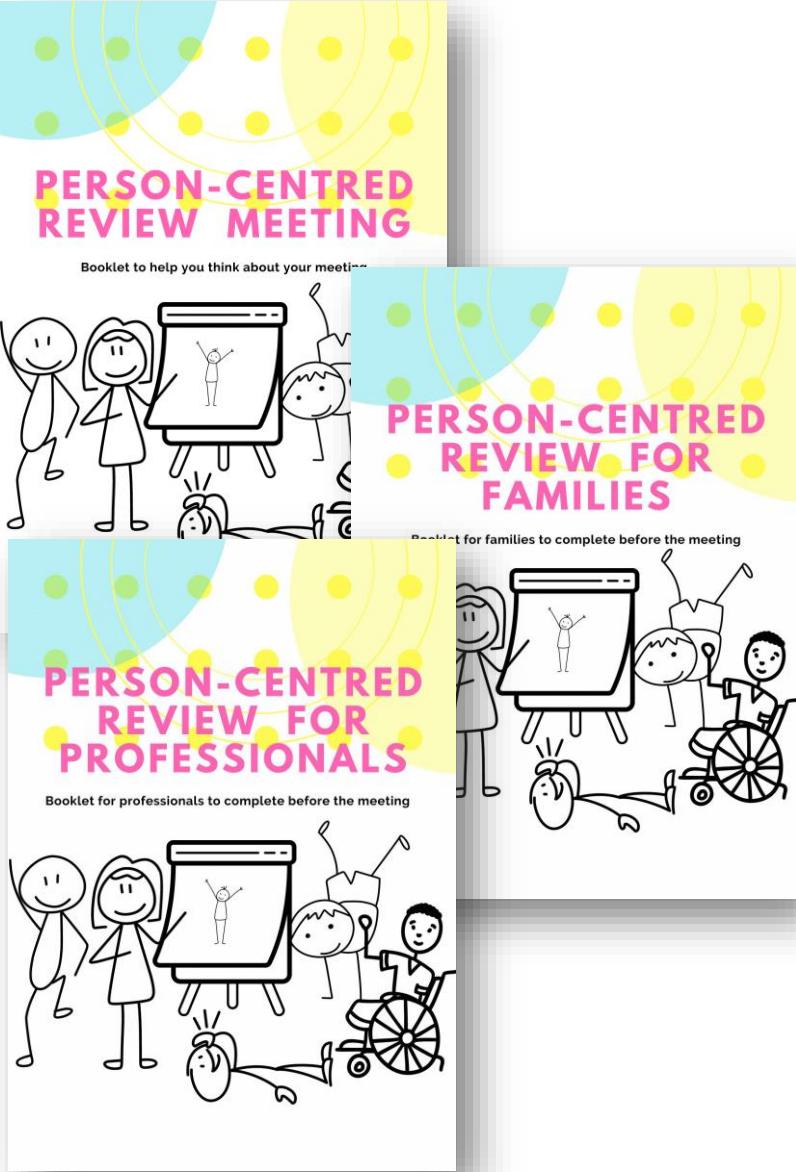


USEFUL RESOURCES

PCP tools in Section 3.3.



Preparation Booklets



Preparation Booklets ensure that everyone who is attending the meeting understands what will happen, what and how they will be asked to contribute during FEM. This helps the participants to have a clear understanding of the agenda, making FEM more focused and efficient. The booklet prompts everyone in the meeting to think about various aspects of the student's current reality, dreams, and aspirations.

- All booklets provide a **brief introduction** to orientate each participant attending FEM.
- The booklets for **the student, his/her family and professionals** will have specific questions to prepare every individual for FEM.
- Information from the preparation booklets **will be used during FEM** when the participants share their responses in the form of Post-its on the flip charts.

Quality Person-Centered Information



Both in the writing of preparation booklet and during FEM itself, participants should strive to offer **quality person-centered information**. High quality information helps the meeting to develop richer and stronger outcomes.

What makes good quality person-centered information?

'Quality check (QC)' your information through this checklist of questions...

QC Question	Not-so-Good Example	Better Example
Is it Specific?	"Siti likes helping her family." <i>(Which aspect(s) does Siti like to help her family in?)</i>	"Siti enjoys cooking , especially chopping vegetables and mixing sauces . She joyfully helps her grandmother and aunt to do it whenever she is clearly instructed before dinner."
Is it Detailed?	"Family is important to Zi Jie." <i>(Is there any specific family member? How does Zi Jie show that it is important?)</i>	"It is important for Zi Jie to spend time with his family at the park every weekend with his dog, Ah Kow, along."
Can you use it?	"Sam is very active." <i>(What sports has Sam tried before? Which one does he like the most? Is there any other sport he would like to try?)</i>	"Sam loves to play a range of different sports, and he gets excited about learning a new sport whenever he sees it in action. He has done swimming, rollerblading, cycling, basketball and soccer ."

Preparing the Day

Setting up the FEM Room

- Consult the student on **how the room for FEM should be set up.**
- Prepare **Flip Charts** and **Post-its** which will be used in FEM Step 2.

[Optional] Extract some information from the preparation booklets and capture it in the form of Post-its and stick them on the respective flip charts.



Image Source: Grace Orchard School

Special Education
Branch



USEFUL RESOURCES

FEM 6-Step Process in Section 2.2.

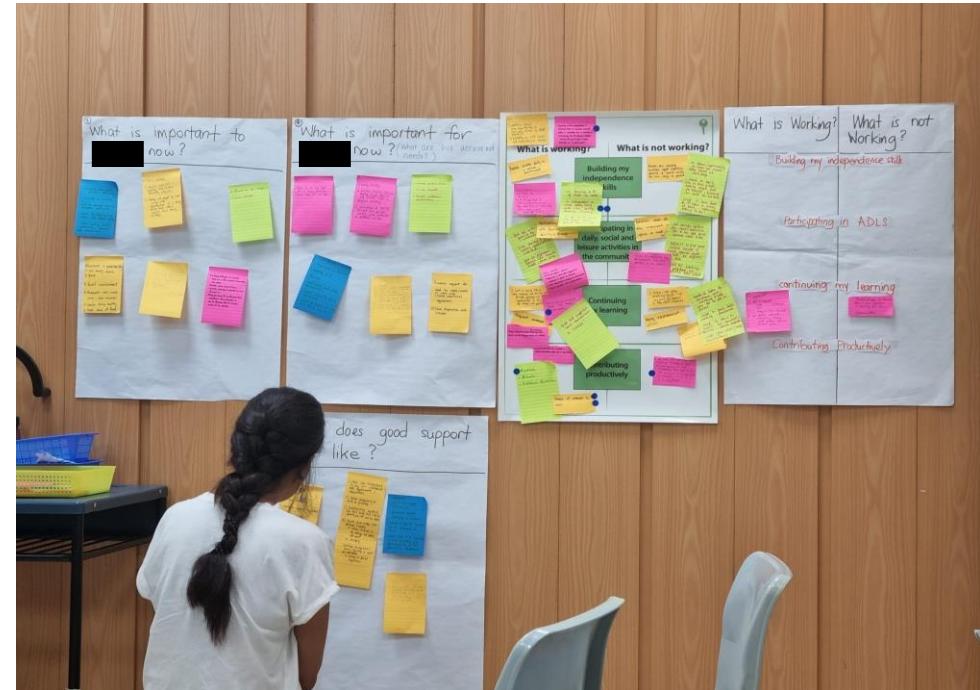


Image Source: Towner Garden Schools - MINDS

Draft - For Internal Circulation within PCPWG



Ministry of Education
SINGAPORE

SETTING UP THE ROOM FOR FEM



PRO-TIP

The success of FEM is intricately tied to the attributes of the meeting room.

A well-thought-out environment fosters engagement, promotes open communication, and establishes a conducive atmosphere for productive collaboration.

Consider factors such as:

- Location of the room (*preferably in the student's school*)
- Size of the room (*large enough to walk around*)
- Layout of room (*E.g. semi-circle seating arrangement*)
- Background music, decorations, snacks, scents, etc.

Remember to actively involve the student in decision-making, taking his/her preferences into account!

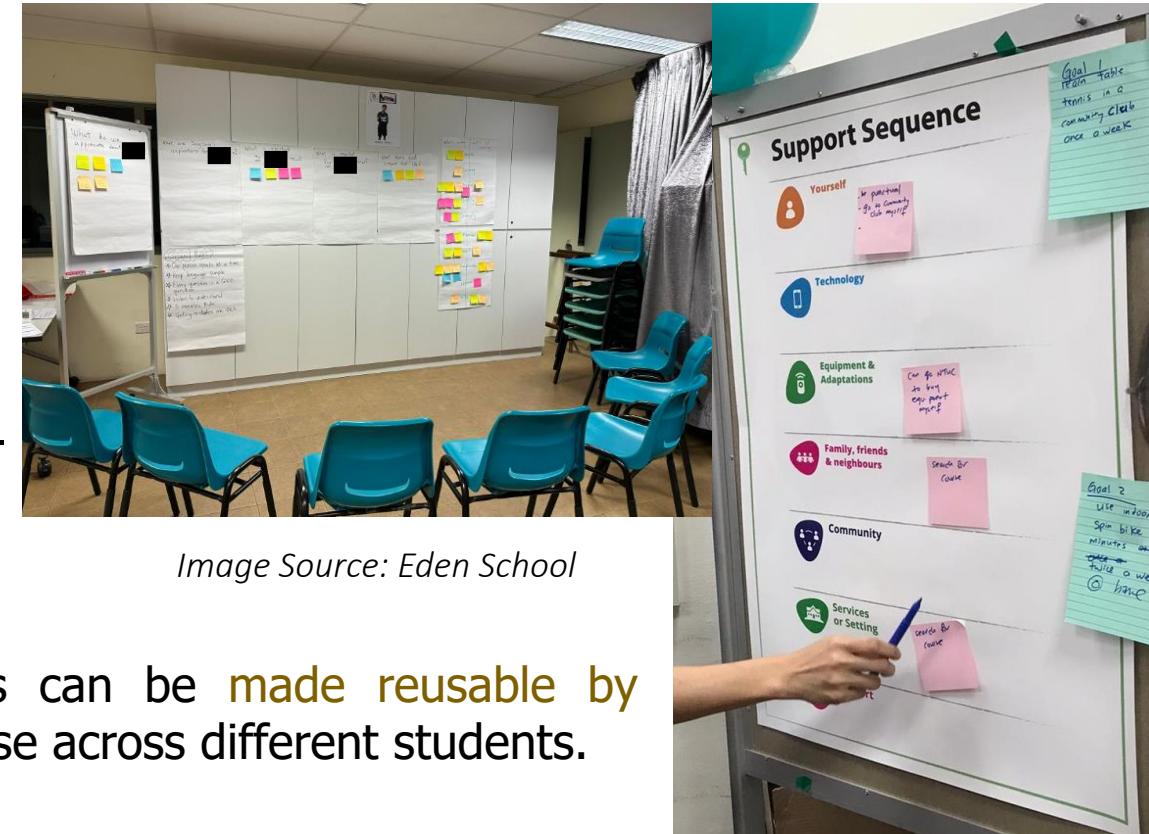


Image Source: Eden School

Flip charts with the guiding words can be made reusable by laminating it, allowing for repeated use across different students.



Preparing for FEM is not just a Paper Exercise.



PRO-TIP



*Preparation Booklets, Flip Chart paper, Post-Its, ITP form...
FEM can seem really documentation heavy, but don't be distracted by the paper!*

- An important thing to keep in mind when preparing the student, professionals and families for FEM is that the goal for pre-FEM preparation is **NOT** fully filled up Preparation Booklets or well-populated flipchart papers. These are merely tools that help one to prepare.
- Ultimately, **the person is more than the paperwork.**



2.2 FEM



FEM – The 6-Step Process

With the preparation done, we now arrive at the crux of the transition planning process – the FEM itself. This is where the information in the preparation booklets **lays the foundation for crucial conversations** that revolve around **formulating student goals** and **determining the necessary support and actions**.

FEM Step 1

- Welcome, introduction, ground rules
- Present the student's personal profile, and seek additional comments and observations



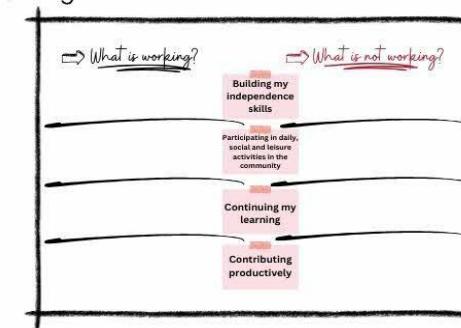
FEM Step 2

- Add / clarify information relating to the student



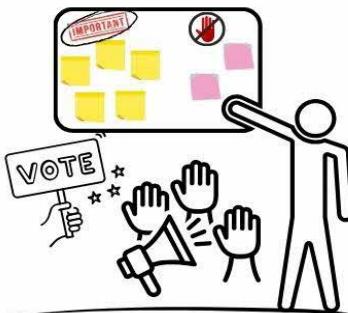
FEM Step 3

- Add / clarify information related to LLW
- Members to talk about what's working vs not working



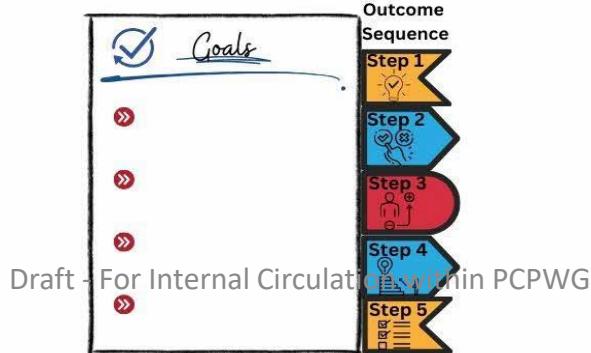
FEM Step 4

- Vote for post-it that most resonate with the student
- Most highly voted post-its - to become goals



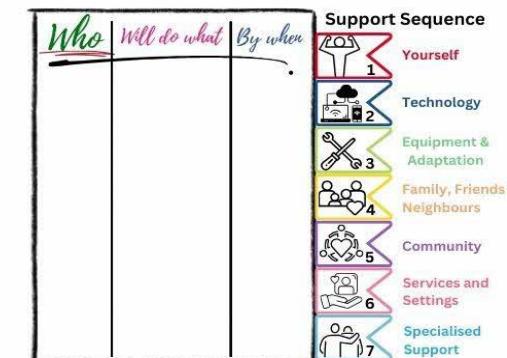
FEM Step 5

- Use the Outcome Sequence to develop post-school goals.
- Identify priority area - what's not working or an aspiration
- Start with broad statements, then make it concrete



FEM Step 6

- Use the Support Sequence
- Determine supports and actions required



FEM Step 1: Introducing Everyone

Suggested Time: 5 mins



Before Getting Started

*Before the student and his/her family enter the venue,
Check that the venue is comfortable as arranged with the
student.*

Getting Started

- Welcome everyone to the meeting.
- Everyone introduces themselves and their role in the student's life.
- The ground rules of the meeting are established and agreed upon.



GROUND RULES

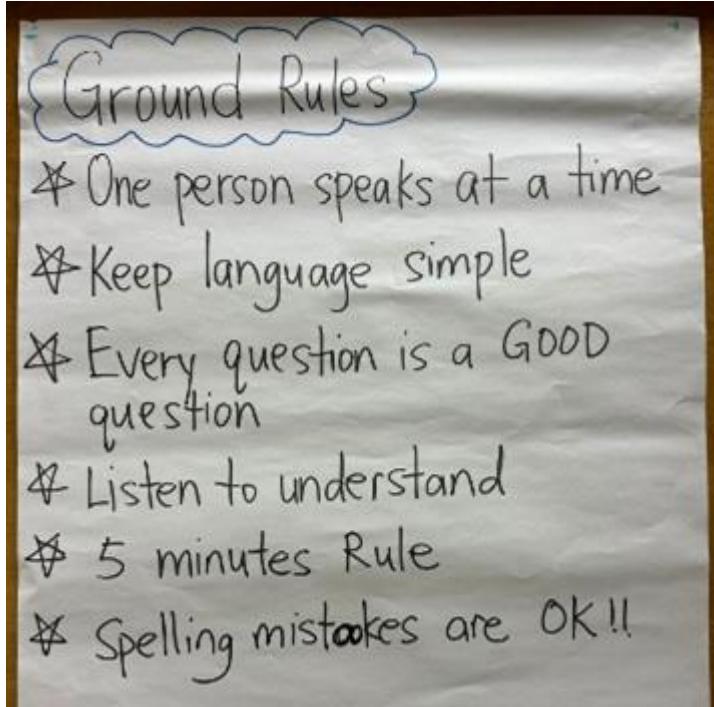


Image Source: Eden School

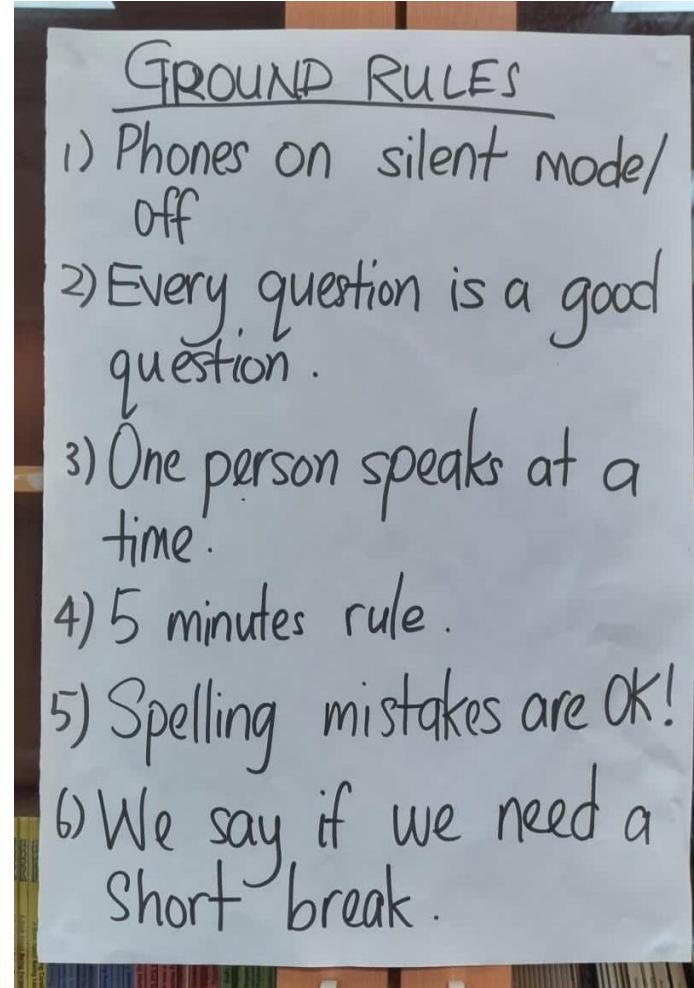


Image Source: Towner Garden Schools - MINDS



FEM Step 2: Eliciting Contributions about the Student from Everyone

Suggested Time: 20 mins

1. Draw everyone's attention to the first flip chart "**What do we appreciate about them...**".
2. Invite everyone to share something that they appreciate about the student and **scribe down what was shared** on the flip chart.



3. Everyone takes some time to post as many responses as they wish to the questions on **the rest of the flip charts** using Post-its.

FLIP CHARTS & POST-IT



PCP PROCESS SPOTLIGHT

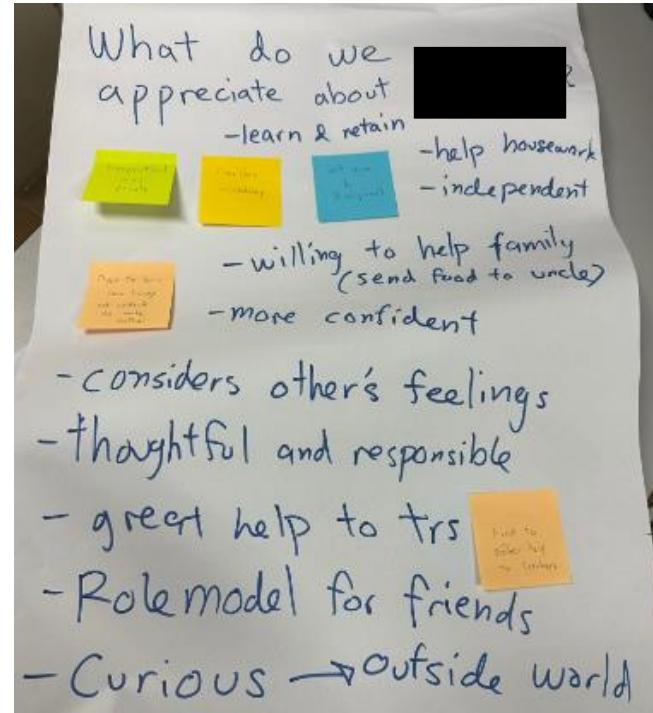


Image Source: Eden School

Visual Representation using Flip Charts

Standing flip charts are an important part of the PCP process because of how information can be displayed to the whole meeting at once, helping everyone to literally be 'on the same page' regarding the student.

Sticking Post-its on Flip Charts

Sticking post-its provides everyone, even the quieter individuals in the room, the option to make their views heard. Every view that is put up is given its proper 'airtime' and attention.

These processes shape the culture of the FEM meeting: One that is safe, inclusive and where every individual is empowered to have a voice and make a choice.



Special Education
Branch

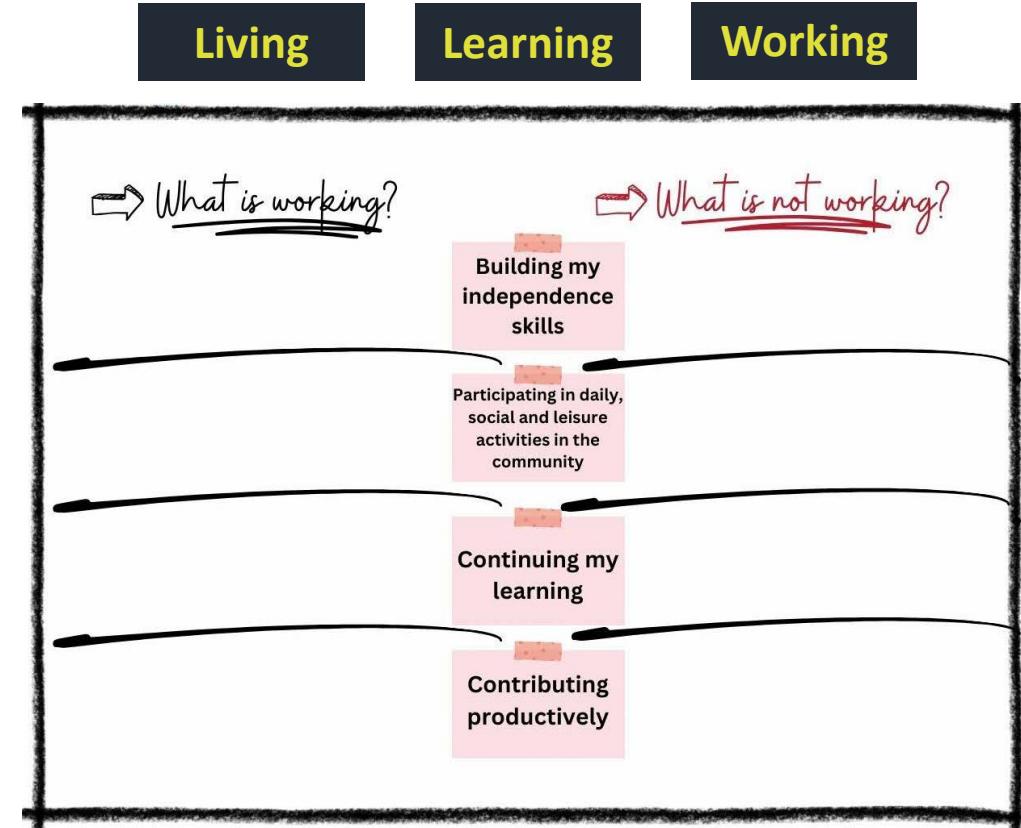
Draft - For Internal Circulation within PCPWG



Ministry of Education
SINGAPORE

FEM Step 3: Discussing What's Working and What's Not Working

Suggested Time: 10 mins



Referencing '**What is important TO them now?**' and '**What is important FOR them now?**', list down 'What's Working and What's NOT Working' in the areas of Living, Learning and Working for the student.

IMPORTANT TO VS. IMPORTANT FOR



In eliciting contributions from participants, it is important for the facilitator to aim for a balance of views between **what is important TO the student** and **what is important FOR the student**.

What is Important TO me?

- **What makes life worth living for you?**
- **What makes life pleasurable and fun?**

Examples:

- Time to eat with my family
- Enjoy playing music
- Taking my dog for a walk
- Going for an annual holiday



What is Important FOR me?

- **What do you know you ought to do? Maybe because you know it is good for you.**
- **What do you get nagged to do more or less of?**

Examples:

- Exercising
- Eating more fruits and vegetables
- Not binge-watching dramas
- Not scrolling mindlessly on my phone



IMPORTANT TO VS. IMPORTANT FOR



While it is possible that what's important for our student (what we tend to over-emphasise on) may overlap with what's important to the student, seeking his/her input adds depth by **ensuring a more accurate understanding of his/her unique needs, preferences, and feelings.**

Understanding his/her perspective directly empowers him/her, and fosters a collaborative environment where our student **feels heard and valued**.

And that is exactly... the core of a person-centered approach! It lies in **listening to and honouring our student's voice**.

The diagram consists of two overlapping circles. The left circle is blue and contains the text "What is Important FOR the student". The right circle is green and contains the text "What is Important TO the student". In the center, where the circles overlap, is a yellow five-pointed star above two small illustrations of children.

What is Important FOR the student

What is Important TO the student

Draft - For Internal Circulation within PCPWG



FEM Step 4: Identifying the Priority Areas

Suggested Time: 15 mins

Identifying the student's priority areas can be done through the **3-Dot Voting Process**:

Indicate votes

- Each member has **3 votes**.
- Everyone should move around the room to read the Post-its on various flip charts.
- Get everyone to **use sticker dots or equivalent to vote on Post-its*** they care the most about.
- Everyone is allowed **a maximum of 2 out of 3 votes** on a particular Post-it.

Consolidate Votes

- **Total the number of votes** for every Post-it.
- **Merge Post-its** that are similar in content

Spotlight Votes

- **Spotlight the top two or three most highly voted Post-its**.
- These Post-its will serve as the priority areas to determine the post-school goals in the next step.



Image Source: Eden School

*Only for Post-its located on the (1) Aspirations and (2) What's Working / What's Not Working flip charts.

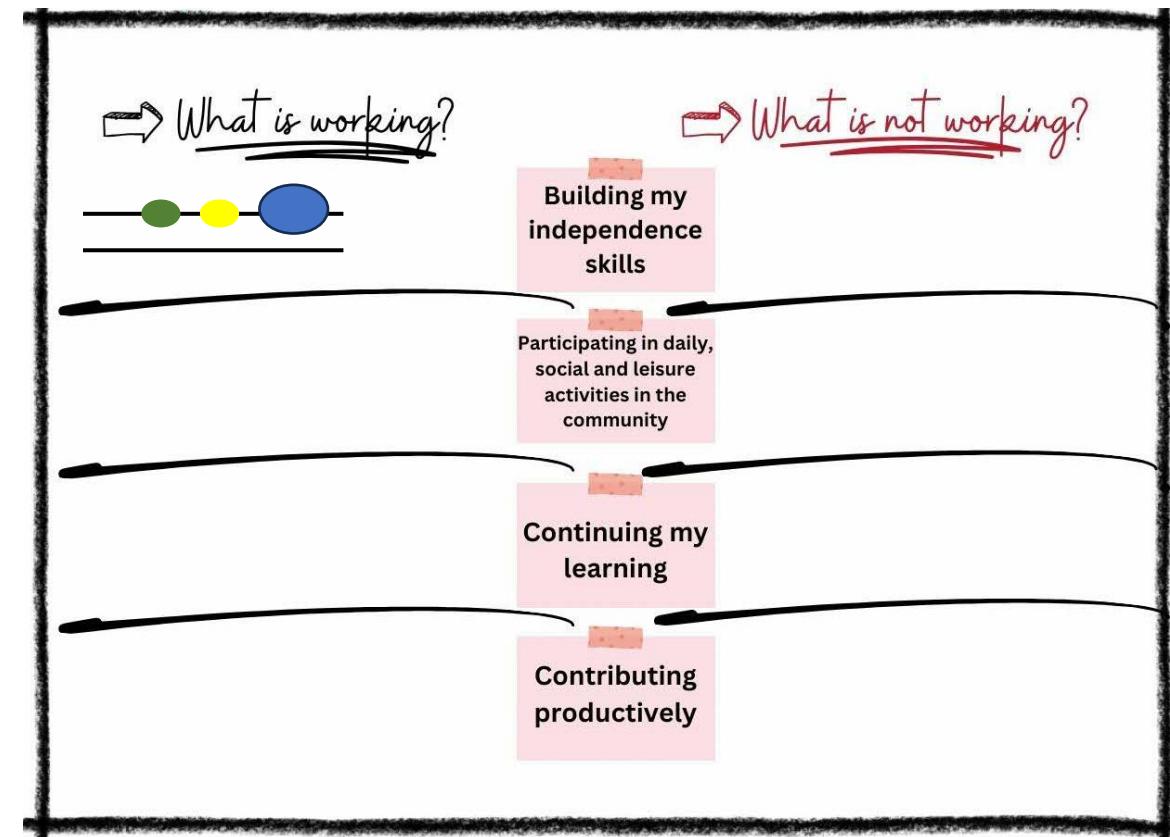
VOTING WITH DIFFERENT STICKERS



PRO-TIP

During the voting process, the student can be given ***larger or different-coloured stickers*** compared to other stakeholders, symbolising **the significance of their voice** and active participation in shaping the direction of the discussion.

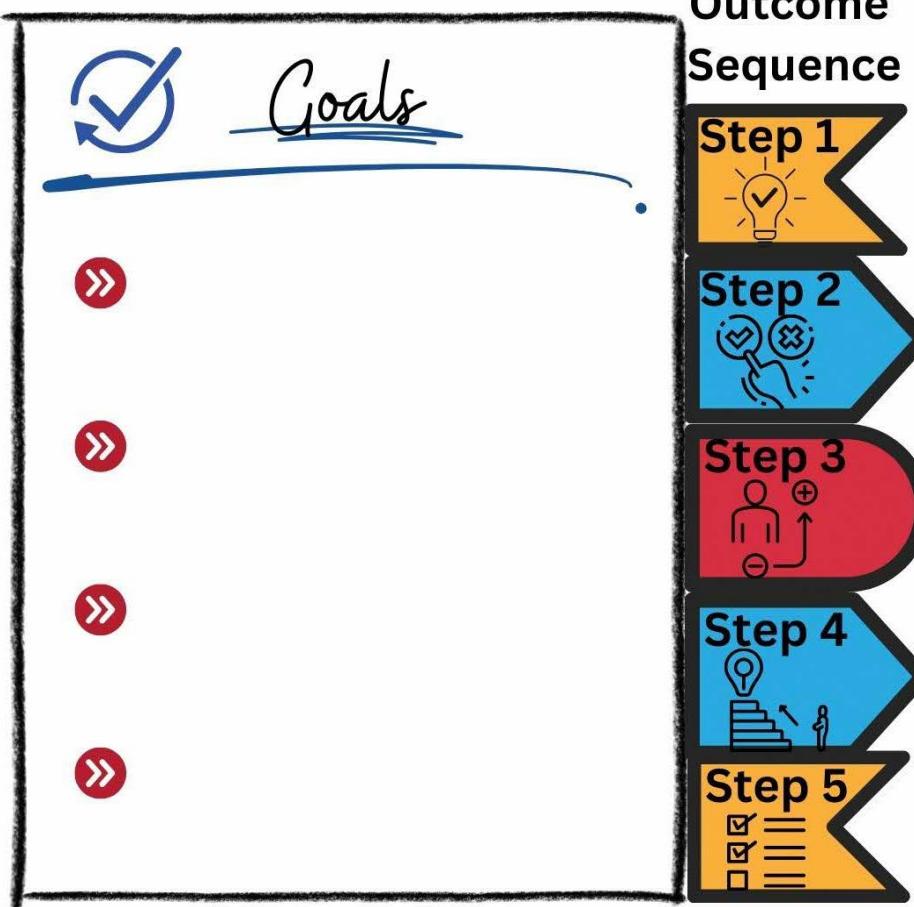
This visual distinction reminds us of the commitment that we must have towards prioritising our student's input in the decision-making process.



FEM Step 5: Using the Outcome Sequence to Develop Goals

Suggested Time: 20 mins

Keeping the top two-three most voted Post-its in mind, go through **the Outcome Sequence** to develop post-school goals for the student.



Step 1: What matters, who matters and where matters to the student (and his/her aspirations where appropriate). What are their strengths, assets and qualities?

Step 2: What is working and what is not working now?

Step 3: What is the positive change you want to see?
(This could be either changing what is not working or moving towards an aspiration.)

Step 4: Make this into a specific outcome.

Step 5: Now check it!
Assess the quality of the goal using the checklist (which will be introduced next).

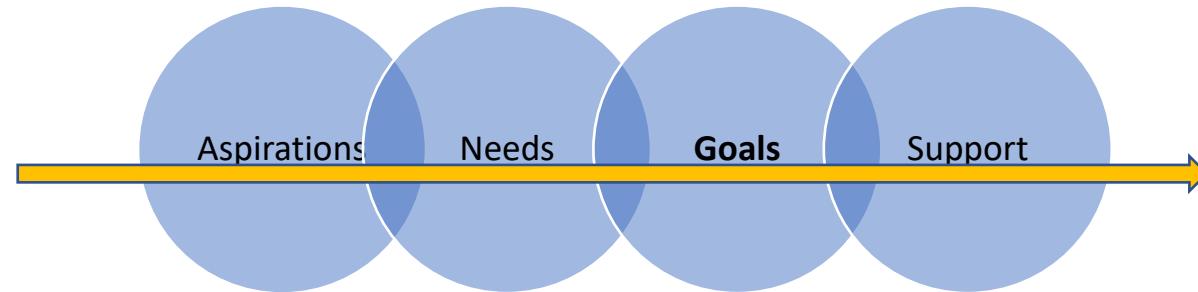
FEM Step 5: Using the Outcome Sequence to Develop Goals

Suggested Time: 15 mins

You may refer to the following checklist to ensure that the goal is targeted and meaningful.

Guiding Question	Check
Can we measure it? Do we know the starting point?	
Does it keep or build on what is working?	
Does it change what is not working?	
Does it move us closer to the person's positive change/aspiration?	
Where there is assessed need, does the goal meet it?	
Is it in everyday language, and not expressed from a service perspective?	
The goal does not include a solution.	





A **goal** is more than an educational target; it embodies a vision aligned with the student's aspirations as seen in the Golden Thread above.

It transcends mere solutions, reflecting a deep understanding of the student's genuine needs.

It serves as a guiding vision, influencing a series of tailored support and actions, ensuring a comprehensive and individualised approach towards the student's post-school life.

Writing goals is a challenging but critical step in the FEM.





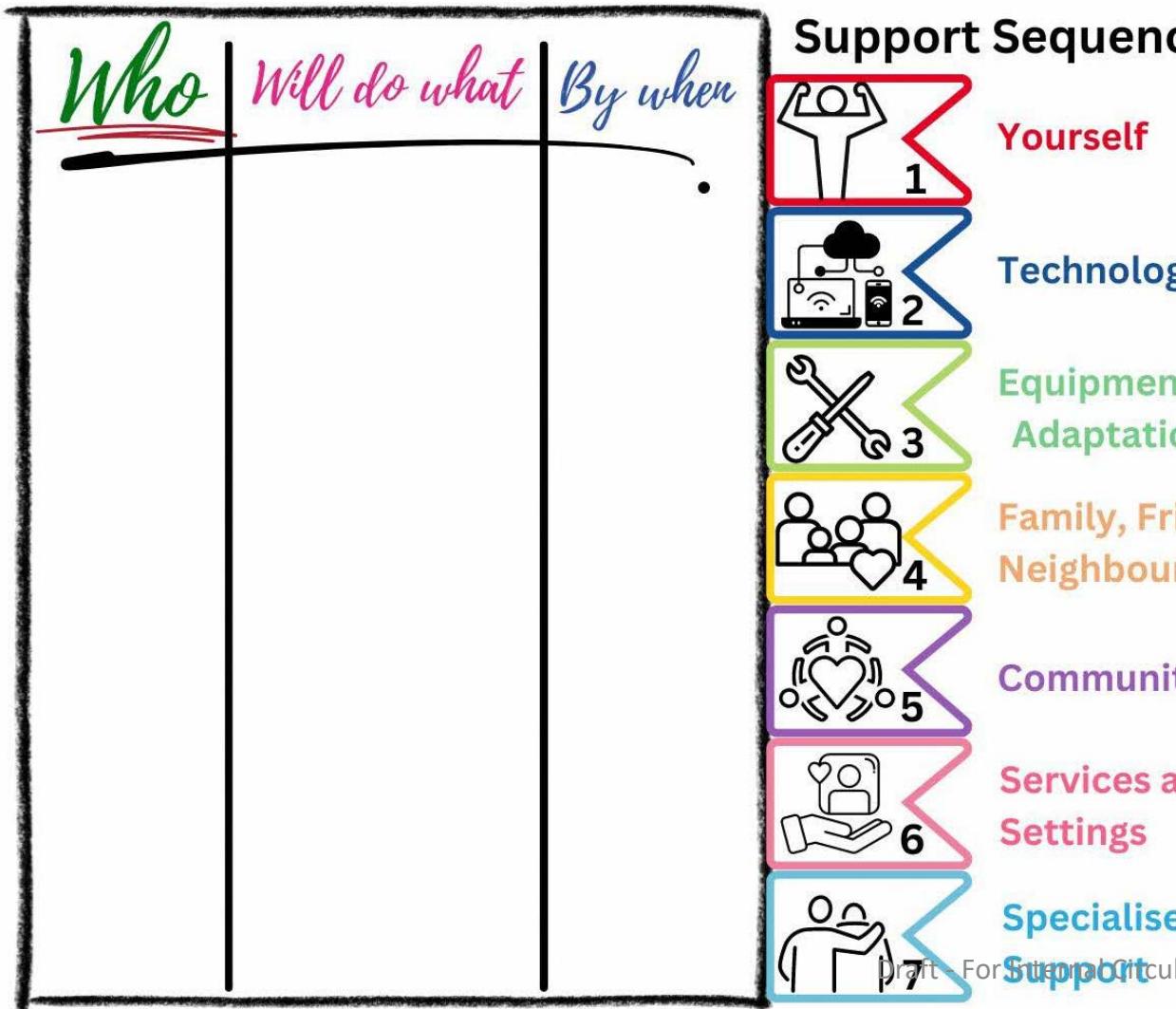
Here are reminders when writing Goals:

- ✓ A time-bound aspiration that the student and those supporting him/her will strive towards attaining.
- ✓ The goal states **WHAT, not HOW.**
 - Do not embed the solution in the goal. (Solutions are discussed only at the next FEM step!)
- ✓ Be specific.
 - Identify priority areas.
 - Start with broad statements but make them **concrete!**
- ✓ Link the goal to what matters to the student.
- ✓ The goal should not merely be education-focused, but an aspiration that **matters to the child.**
- ✓ Do not use service speak (E.g. The student's goal is to get into a Day Activity Centre to learn how to read).



FEM Step 6: Determining Actions through Support Sequence

Suggested Time: 20 mins



- Walk through the Support Sequence (*which will be introduced next*) to co-create possible ways of moving the student towards his/her goal.
- Decide on the time-bound next steps to be taken, noting them down on the **Action Template flip chart**.

FEM Step 6: Determining Actions through Support Sequence

Type of Support	Guiding Questions	Remarks
Yourself (The Student)	<ul style="list-style-type: none"> • What the person's strengths, assets and qualities were? • How can the student build on their strengths, assets and qualities? • What else can the student do to improve their knowledge, skills or confidence? 	
Technology	<ul style="list-style-type: none"> • Are there any apps or technology that could help? 	
Equipment & Adaptation	<ul style="list-style-type: none"> • Are there any products or equipment that could help? • Are there any physical changes that could be made to the student's home or environment that could help? 	
Family, Friends & Neighbours	<ul style="list-style-type: none"> • Is there anything that the student's family, friends or neighbours could help with? 	
Community	<ul style="list-style-type: none"> • Are there any places, groups or events happening in the student's community that could help? • How about online communities? 	
Services & Settings	<ul style="list-style-type: none"> • Is there anything the school could do or do differently? • Are there any social services that could help? 	
Specialised Support	<ul style="list-style-type: none"> • Is there additional specialist support could help? • Is there anything that an existing provider could do or do differently? 	

FEM Step 6: Determining Actions through Support Sequence

Frequently Asked Questions (FAQs) related to Support & Actions

1. Must the school cater to everything that the child wants? What if the School is unable to make arrangements for this support?

Ans: It takes a village to support a child. An important paradigm to establish and sustain through FEM is that this is a team effort – Everyone is involved in supporting the child to achieve his goals. If you are creative about it, resources can reside in many other places beside the school!

2. How are supports and actions different from the educational goals & plans that [professional] has established for the child already?

Ans: Take a look again at the 'outcomes' the meeting has arrived at and run it through the checklist in FEM Step 5. The most outstanding difference between educational goals and PCP outcomes is that it does not focus on a behavioural modification but a specific aspiration of the child.

Support Sequence + Action Template

44



PCP PROCESS SPOTLIGHT

Support Sequence



The **Support Sequence** helps to think of ways to move the student towards attaining the goals. By going through the different modes of support, the meeting generates creative ways that can support the student in reaching their goals.

The **Action Template** helps to set clear follow-up support and actions needed by the people supporting student. Actions should change "*What's not working*" for the student, moving the him/her closer to their eventual post-school goals.

Who	Will do what	By when
		.

FEM Checklist

You may refer to the following checklist to ensure that each step of FEM has been carefully considered and checked off.

Step	Details	Check
1: Introduction [5 mins]	<ul style="list-style-type: none"> Venue is set up as agreed upon by the student. 	
	<ul style="list-style-type: none"> Ask everyone to introduce themselves. 	
	<ul style="list-style-type: none"> Ground rules are established and agreed on. 	
2: Eliciting Contributions from Everyone [20 mins]	<ul style="list-style-type: none"> Ask everyone (including the student) to contribute to the flip charts under the headings. 	
3: Discussing What's Working What's Not Working [15 mins]	<ul style="list-style-type: none"> Discuss and classify What's Working What's Not Working according to the LLW outcomes. 	
4: Identifying Priority Areas [10 mins]	<ul style="list-style-type: none"> Ask everyone (with 3 stickers) to place the stickers on the Post-its that resonate most with them. 	
5: Developing Goals through Outcome Sequence [20 mins]	<ul style="list-style-type: none"> Focus on highly voted Post-Its and use the Outcome Sequence to develop them into aspirational goals. 	
6: Determining Actions through Support Sequence [20 mins]	<ul style="list-style-type: none"> Use the Support Sequence to brainstorm and determine actions to be taken to achieve the goals. 	



2.3 Post-FEM



Post-FEM: Completing the First Individual Transition Plan (ITP)

An effective and person-centered FEM culminates in a rich understanding of the student and a set of personal goals that builds on the student' interests, aspirations and needs and agreed actions for follow-up to support the student to attain the goals.

After the completion of FEM, the facilitator works with the Transition Team to **refine the goals and record the information generated at FEM in the ITP**.

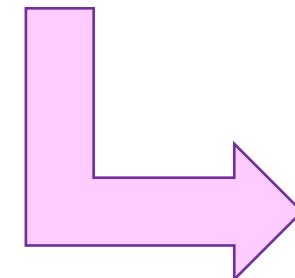
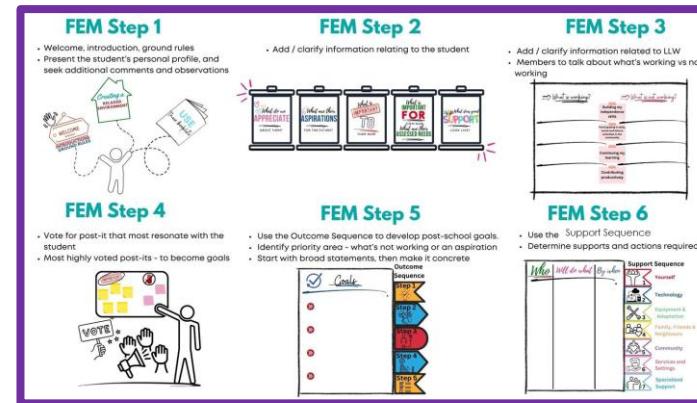
The components of the ITP closely align with the FEM process to facilitate the transfer of information captured at FEM into the ITP. Schools may also use the range of Person-Centred Planning (PCP) tools to gather information.

This first ITP is developed when the student is 15 years old and **is reviewed annually** to the year of graduation.



USEFUL RESOURCES

Components of ITP in Annex 3.1.



My Individual Transition Plan



Post-FEM: Further Follow ups after completing the first ITP

After the completion of the first ITP, the Transition Team follows up on:



Disseminate ITP to all members (including family) and notify them amendments made to the goals and action steps (if any).



Discuss with teachers and AP staff how the goals could be followed up through the school curriculum.



Monitor agreed actions undertaken within the timeline.



Annexes



Annex A

Standardised ITP



Components of Standardised ITP

My One Page Profile

My Personal Details

My Aspirations

How I communicate and make decisions

My Strengths and Needs

My Current Health and Care Needs

What's Working,
What's not Working?

My Goals and Action

Contributors to my ITP



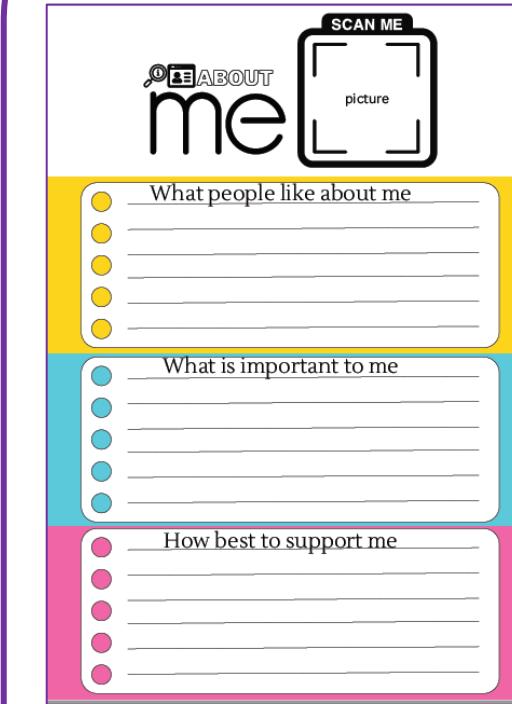
Components of Standardised ITP



An ITP needs to start with the student and who they are. The One Page Profile (OPP) summarises this and should front the student's ITP.

To complete the OPP, gather information from the student about the people, places and things that matter. You can also gather these information from your daily observation of the student, or ask family, school staff and people who know them well.

One Page Profile



The OPP provides a one-page summary about the student (from his/her perspective) in three key areas:

- What people **liked and admired** about the student
- What's **important to** the student
- How best to **support** the student

The OPP can be used in all areas of the student's life, not just in the ITP. It should be updated throughout the schooling year.

Components of Standardised ITP

My One Page Profile	My Personal Details	My Aspirations
How I communicate and make decisions	My Strengths and Needs	My Current Health and Care Needs
What's Working, What's not Working?	My Goals and Action	Contributors to my ITP

These sections capture personal details of the student and family/caregiver.

The student's aspirations and how the student communicates and make decisions are also captured here.

My Aspirations

To support students to prepare for post-school, we need to know their dreams and aspirations for the future. This section could include their work aspirations and the life they want to live.

Information can be drawn from FEM. It is helpful to record everyone's views, including the family and internal stakeholders who know and care about the student.



Components of Standardised ITP

My One Page Profile	My Personal Details	My Aspirations
How I communicate and make decisions	My Strengths and Needs	My Current Health and Care Needs
What's Working, What's not Working?	My Goals and Action	Contributors to my ITP

Communication chart: A chart with four columns: 'At this time', 'When this happens', 'We think it means', and 'We need to do this'. Below the chart is a button labeled 'What do we need to do' with a 'NEXT' arrow.

Decision-making agreement: A document titled 'TO INVOLVE ME TO MAKE DECISIONS. YOU SHOULD:' containing three sections: 'IMPORTANT DECISIONS IN MY LIFE', 'HOW I MUST BE INVOLVED', and 'WHO DECIDES'. At the bottom, it says 'I CAN MAKE MY DECISION WHEN I...' with a wavy arrow pointing right.

How I communicate and make decision

The student must be at the heart of decision-making and therefore, it is important to know how the student communicates and can be supported in decision-making.

Information can be gathered through the use of **communication chart, decision-making profile and decision-making agreement**.

PCP Tools

Draft - For Internal Circulation within PCPWG

Components of Standardised ITP

My One Page Profile	My Personal Details	My Aspirations
How I communicate and make decisions	My Strengths and Needs	My Current Health and Care Needs
What's Working, What's not Working?	My Goals and Action	Contributors to my ITP

This section summarises student's strengths, needs and identified educational, health and care needs based on information received from the student, family, school, health and care professionals.

My Strengths and Needs

To recognise the achievements or affirm the strengths of the student, record of student's experiences and achievements (e.g. a sports medal or work experience) and abilities can be captured here.

Information about student's identified needs should also be captured so everyone is aware.

My Current Health and Care Needs

Health and care needs related to student's Special Education Needs (SEN) should be prioritized in this section.

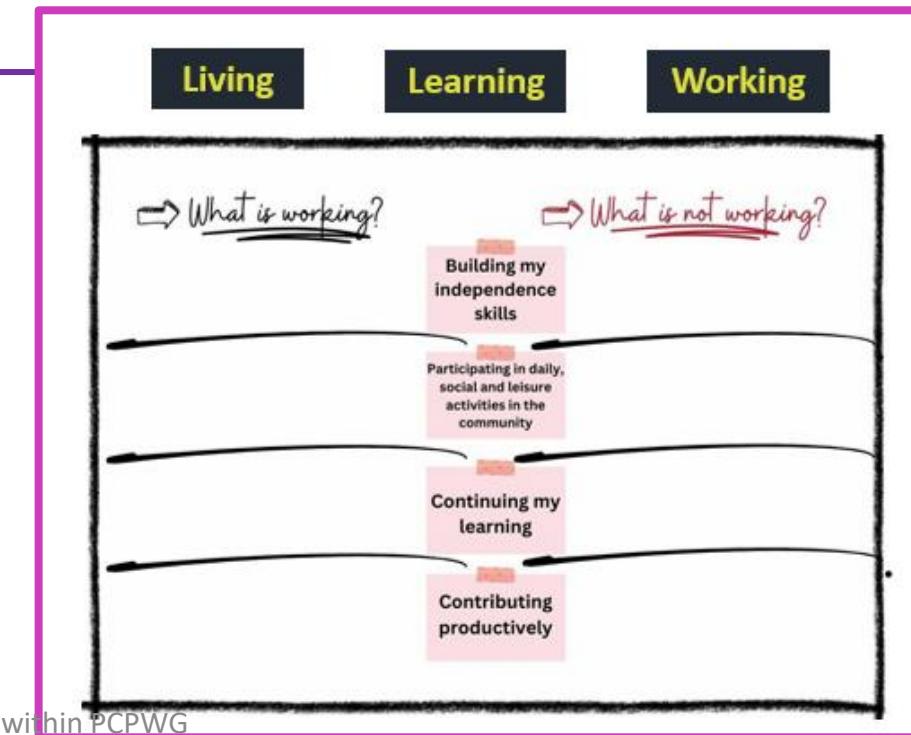
Components of Standardised ITP

My One Page Profile	My Personal Details	My Aspirations
How I communicate and make decisions	My Strengths and Needs	My Current Health and Care Needs
What's Working, What's not Working?	My Goals and Action	Contributors to my ITP

This section records key information on What's Working What's Not Working in relation to the respective planning areas, as gathered through the Family Envisioning Meeting (FEM).

What's Working, What's not Working?

This is an important step of the Outcome Sequence to develop goals. By building on what is working, and change what is not working, the goals should move the student closer to his/her aspirations.



Components of Standardised ITP

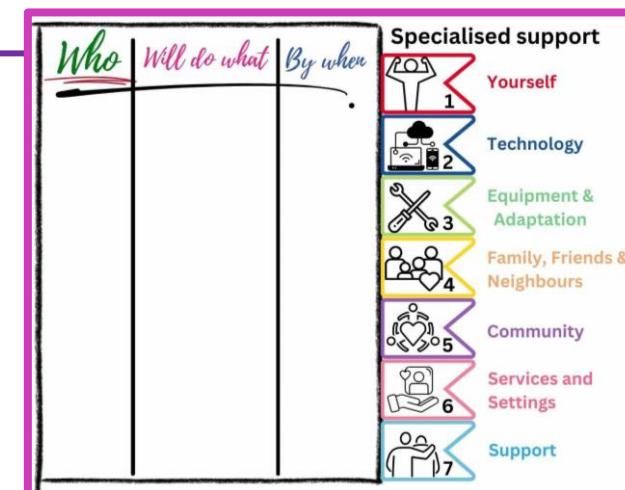
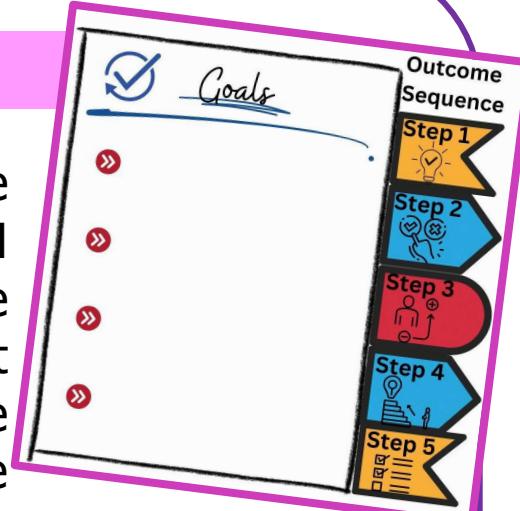
My One Page Profile	My Personal Details	My Aspirations
How I communicate and make decisions	My Strengths and Needs	My Current Health and Care Needs
What's Working, What's not Working?	My Goals and Action	Contributors to my ITP

This section outlines the student's goals, and an action plan to support attainment of the goals.

My Goals and Action

Goals developed from the Outcome Sequence during FEM are captured here. The Transition Teams need to revisit the goals after FEM to refine the goals and ensure they are specific and measurable.

Actions and follow-ups from the Action Plan, are also captured in this section.



Components of Standardised ITP



Contributors to my ITP

The ITP is co-developed with the views and hopes of people supporting the student. Everyone involved has a stake in the ITP. It is important to for relevant people involved in developing the plan to be recorded in this section.

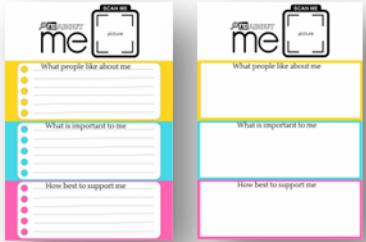
This section captures details of who has contributed to the assessment and ITP.

Annex B

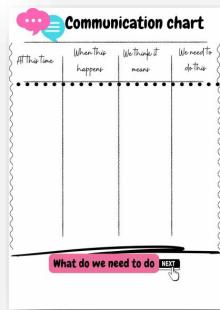
PCP Tools



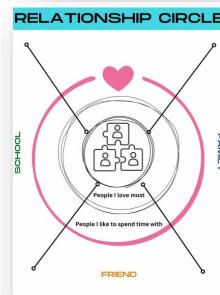
PCP Tools



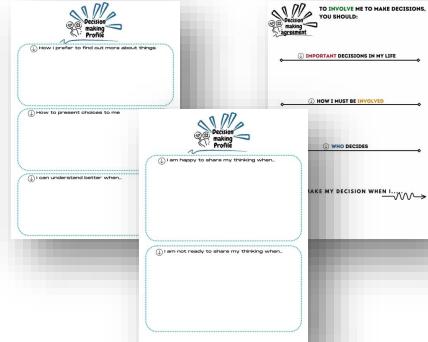
The **One-Page Profile** presents a summary of what people like and admire about the student, what is important to the student and what is the best way to support the student.



The **Communication Chart** provides information of how the student communicates their actions, as well as their words and how others should respond.



The **Relationship Circle** provides a visual summary of who is important in the student's life. It is a method to understand the number, depth and spread of relationships the student has, and to think of how to strengthen the existing relationships and build new ones.

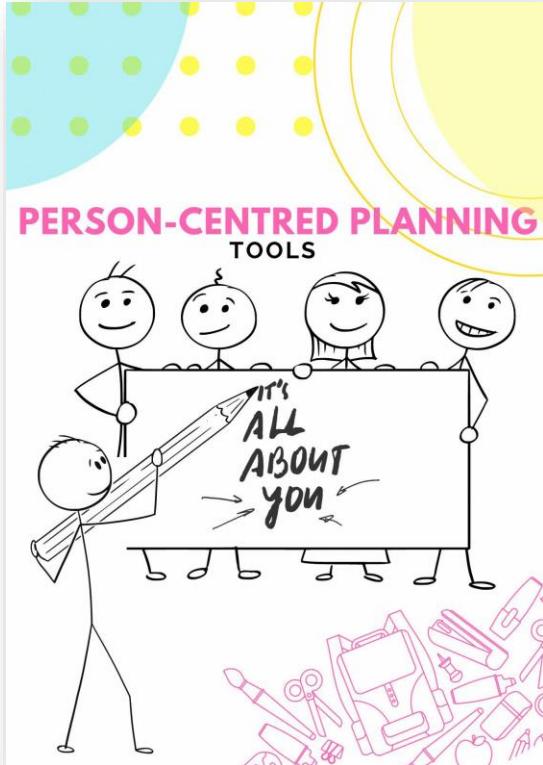


The **Decision Making** profile and equipment presents a clear picture of how a student makes decisions, the range of decisions they make and the support the student needs in decision making.



The **Good Day/Bad Day** provides a snapshot of what matters to the student and what support they require to have good days and avoid bad days.

PCP Tools



SCAN ME

ABOUT me

picture

What people like about me

What is important to me

How best to support me

One Page Profile (words)

SCAN ME

ABOUT me

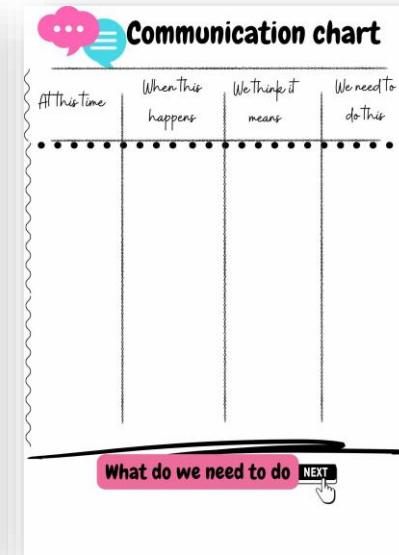
picture

What people like about me

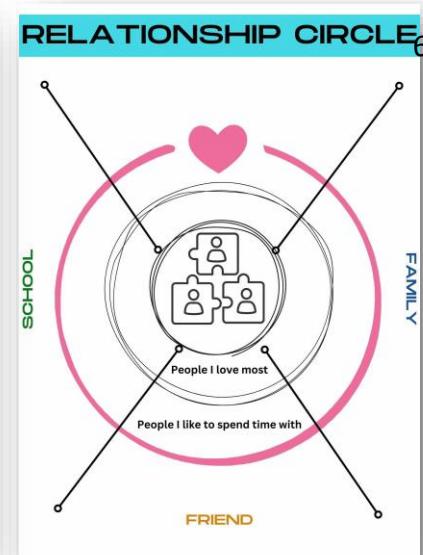
What is important to me

How best to support me

One Page Profile (Pictures)



Communication Chart



Relationship Circle

GOOD DAY

BAD DAY

WHAT WILL IT TAKE TO HAVE MORE GOOD DAYS THAN BAD DAYS

Good Day/Bad Day

Decision making Profile

How I prefer to find out more about things

How to present choices to me

I can understand better when...

Decision Making Profile 1 & 2

Decision making Profile

I am happy to share my thinking when...

I am not ready to share my thinking when...

TO INVOLVE ME TO MAKE DECISIONS, YOU SHOULD:

- ① IMPORTANT DECISIONS IN MY LIFE
- ② HOW I MUST BE INVOLVED
- ③ WHO DECIDES

I CAN MAKE MY DECISION WHEN I...

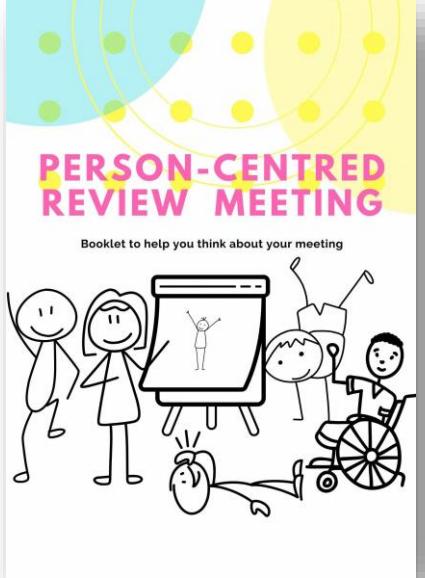
Decision Making Agreement

Annex C

Preparation Booklets



For Students



It is really important that you are fully involved in organising this, as it is your meeting.

PERSON-CENTRED REVIEWS - WHAT ARE THEY?

A meeting about:
What I want to do in the future
What is important to me now
How can people support me
Things that are well now
Things I would like to change

WHO WILL BE THERE?
Me - I am the most important person
People whom I am comfortable with
People who can help me
I have to invite them

WHERE AND WHEN WILL IT BE?
School: A room that is free
Date and time will be scheduled

WHAT DO YOU NEED TO THINK ABOUT BEFORE THE MEETING?
Think about:
How you want to be involved.
Here are some things to think about.

Person-centred review meeting preparation book

DO YOU WANT TO HELP SET UP THE ROOM?

YES **NO**

Do you want to be in the room first, welcome people in? **YES** **NO**

Do you want to come into the room once everyone has arrived? **YES** **NO**

What music do you want playing during the review?

Person-centred review meeting preparation book

What refreshments would you like?

Scrapbook **Powerpoint Presentation** **Photographs** **Symbols** **Written** **Someone to support you**

How would you like to tell everyone what you have been doing?

Person-centred review meeting preparation book

HOW DO I COMMUNICATE?
Have you done your communication chart?

TO INVOLVE ME TO MAKE DECISIONS, YOU SHOULD:
Have you completed your decision-making proficiency and decision-making agreement?

Decision making agreement

Person-centred review meeting preparation book

THESE ARE MY ENGAGEMENT ITEMS IF I WANT TIME OUT

I WILL REQUEST TO EXIT THE ROOM BY:

Person-centred review meeting preparation book

WHAT DO PEOPLE LIKE/ APPRECIATE/ ADMIRE ABOUT YOU?

People thank me for: People say I am good at:

Person-centred review meeting preparation book

WHAT ARE YOU PROUD OF ACHIEVING?
What has happened since your last review?

Person-centred review meeting preparation book

WHAT ARE YOUR ASPIRATIONS/ DREAMS
FOR THE FUTURE?
What would you like to be doing?

Person-centred review meeting preparation book

WHAT ARE THINGS IMPORTANT TO YOU NOW
I feel happy when
I look forward to doing
I look forward seeing

Person-centred review meeting preparation book

WHAT IS IMPORTANT FOR YOU NOW
I want to be able to do
To be healthy and safe I need to

Person-centred review meeting preparation book

WHAT DOES GOOD SUPPORT LOOK LIKE TO ME?

I need help in

Person-centred review meeting preparation book

WHAT IS GOING WELL OR GOOD FOR YOU NOW

HOME **SCHOOL**
COMMUNITY **FRIENDS**

Person-centred review meeting preparation book

WHAT IS NOT GOING WELL OR GOOD FOR YOU NOW

HOME **SCHOOL**
COMMUNITY **FRIENDS**

Person-centred review meeting preparation book

ANY QUESTIONS

Person-centred review meeting preparation book

WELL DONE!

Person-centred review meeting preparation book

Draft - For Internal Circulation within PCPWG

For Families



Person-centred reviews – what are they?

The students 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 review, particularly if there are professionals from school, 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.

Who will be there?

The students 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 review, particularly if there are professionals from school, 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 person-centred review will be held at the school. It is important to arrange a time and place that is convenient for the student and their family, as well as for others. Each student will have a review 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 review 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.

Person-centred review meeting preparation book 2

WHAT WILL HAPPEN AT THE MEETING?

A person-centred review is very different to a traditional meeting. You might find a more relaxed atmosphere which might mean there is music playing or the student's choice, there may be sharing circles, no big table, and usually flipcharts pinned up on the wall with each asking different questions.

relay

The meeting begins with everyone introducing themselves and sharing something they are looking forward to achieving. The students are asked to share 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.

If you are going to be attending the meeting, then this booklet will help 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.

If you are not going to be attending the meeting, then this booklet will help you to think about the things you want to say. Please let us know if it is important to you that your views are heard at the meeting. In this case, it is really important to them 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 fed into the person-centred review and taken into account in the discussions that we have.

Person-centred review meeting preparation book 3

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?

Person-centred review meeting preparation book 4

YOUR CHILD'S HOPES 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 they are interested in? 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? Have your child/ward conveyed their hopes and dreams to you? What do they want to do? What kind of person do they want to be?

Person-centred review meeting preparation book 5

WHAT HAS HAPPENED SINCE THE LAST IEP/TIP MEETING?

Have you tried the activities with your child/ward? Did your child/ward enjoy it? Describe the experience. Did you try other activities beside those that we have suggested?

Person-centred review meeting preparation book 6

WHAT DO YOU THINK IS MOST IMPORTANT IN YOUR CHILD/ 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.

Person-centred review meeting preparation book 7

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 my child/ward to learn? What keeps them healthy and safe? What helps them to develop and grow?

Person-centred review meeting preparation book 8

WHAT DOES GOOD SUPPORT 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?

Person-centred review meeting preparation book 9

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

Person-centred review meeting preparation book 10

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

Person-centred review meeting preparation book 11

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.

Person-centred review meeting preparation book 12

For Professionals



Person-centred reviews – what are they?

Person-centred reviews 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 review 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 will be there. For some students, there may be lots of people involved in the review, 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 person-centred review will be held at the school. It is important to arrange a time and place that is convenient for the student and their family, as well as for others. Each student will have a review 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 review 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.

Person-centred review meeting preparation book
2

WHAT WILL HAPPEN AT THE MEETING? relax

A person-centred review 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 person-centred outcomes/goals and targets and actions for change. There may already be a list 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 shared to see how they are progressing. If there are new or existing headings, then each person 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.

If you are going to be attending the meeting, then this booklet will help 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. If you are not going to be attending the meeting, but you are being invited, it is important to think about your views and share them. In this case, it is really important to them 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 fed into the person-centred review and taken into account in the discussions that are held.

Person-centred review meeting preparation book
3

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

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?

Person-centred review meeting preparation book
4

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

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?

Person-centred review meeting preparation book
5

**WHAT HAS HAPPENED
SINCE THE LAST IEP/ITP MEETING?**

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

How did you get on with these actions?

Person-centred review meeting preparation book
6

**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

Person-centred review meeting preparation book
7

**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/young person to be able to do or learn? What keeps them healthy and safe, and to develop and grow?

Person-centred review meeting preparation book
8

**WHAT DOES GOOD
SUPPORT**

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?

Person-centred review meeting preparation book
9

**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 learning and skills, moving towards higher education and employment, as well as home and independence, good health and friends, relationships and community inclusion.

Person-centred review meeting preparation book
10

**WHAT IS NOT WORKING SO
WELL AT THE MOMENT
FOR THE CHILD/ YOUNG PERSON?**

What needs to change, be different or stop?

Think about this in terms of learning and skills, moving towards higher education and employment, as well as home and independence, good health and friends, relationships and community inclusion

Person-centred review meeting preparation book
11

**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.

Person-centred review meeting preparation book
12