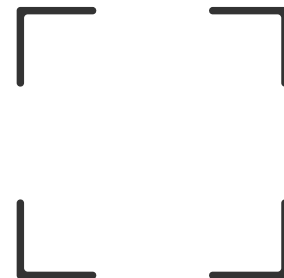


FAMILY ENVISIONING MEETING
PREPARATION BOOKLET
FOR SCHOOL STAFF



Name of Student: _____
Class: _____
Name of Staff: _____

Version	Date



Introduction

This preparation booklet invites you to share with the school about your student 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 student during the FEM.

What is FEM?

FEM, or the Family Envisioning Meeting, is a person-centred planning meeting during which your student 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 student turns 15 years old. FEM is pivotal for the development of your student'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 student, are involved in FEM, contributing their insights while keeping your student 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 student, his/her significant persons and you. While FEMs are generally organised annually, the frequency may be adjusted based on individual needs.

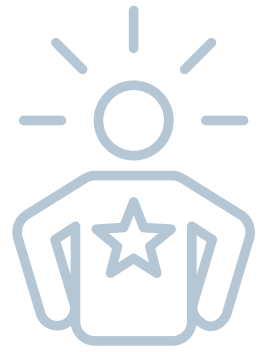
What happens at FEM?

FEM begins with self-introductions and positive reflections about your student. 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 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?

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?

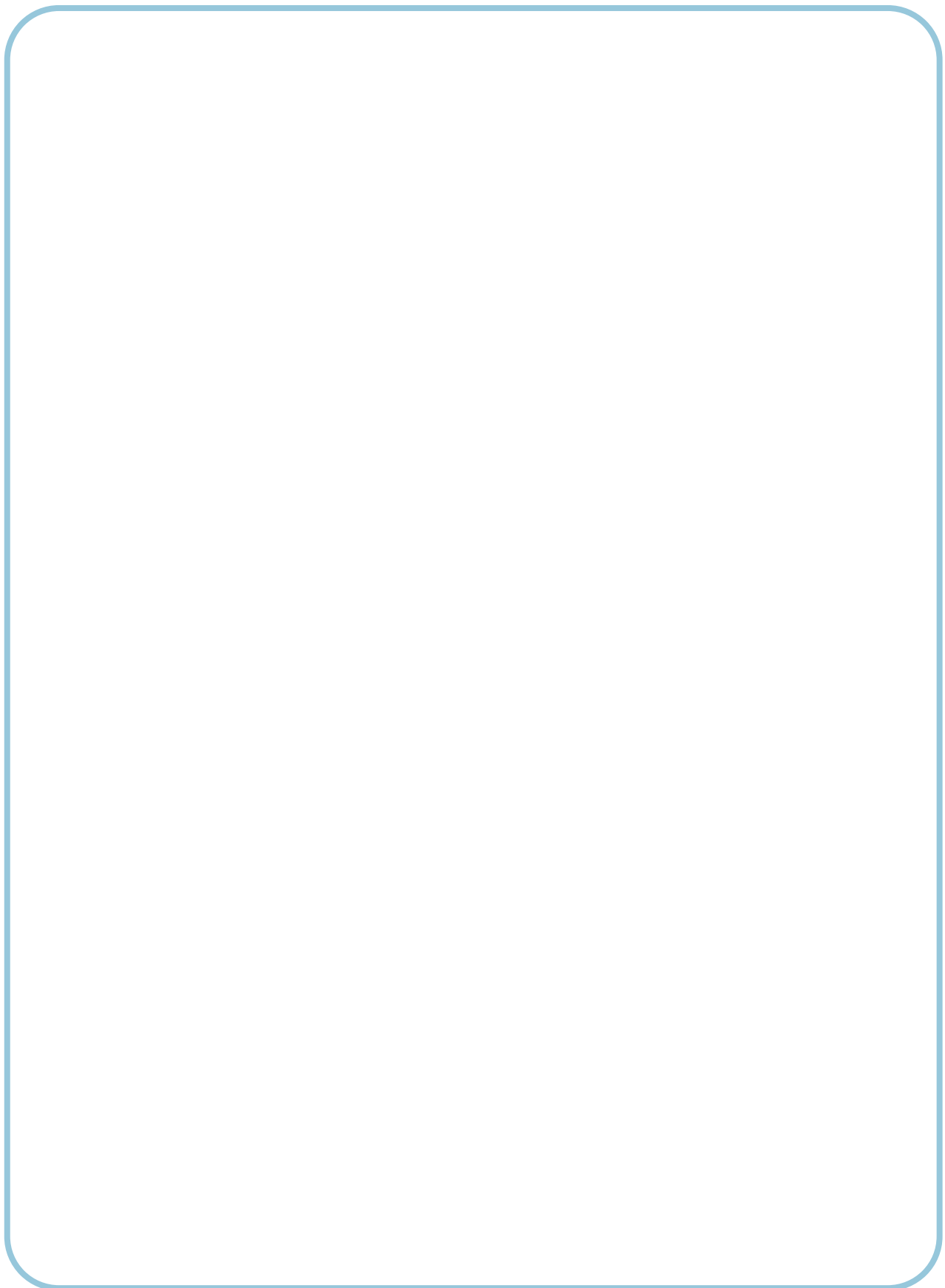
What are the things that are going well and need to stay the same, or to increase? Think about this in terms of building independence skills, participating in daily, social and leisure activities in the community, continuing learning and contributing productively.



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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