

Henry's Trajectory

Created with his parents, for his move to the Amarin's home

What could help support this?

- At least two phone calls a week with parents, being able to see his parents at least every two weeks (visual schedule to help Henry look forward to and expect this)
- Spending important holidays (Chinese New Year, Mid-Autumn Festival) with his family and extended family
- Staying consistently physically active (trampoline park, riding on his scooter, playing outside)
- Consistent support person (and 1:1 time with them) who can help him work through stress and upset feelings
- Recognize and encourage creativity and engage in fun activities with him that he enjoys
- Check in with him regularly about his school day, which shows him that you care and are interested in his life. Provide opportunities to help Henry with his homework or invest in a tutor.

What do we need to avoid?

- Not providing consistent support to Henry (especially support for family visits, setting up and getting to therapy sessions, educational goals, and interests) resulting in a lack of trust with his foster providers (the Amarins)
- Ignoring Henry's creativity and wonderful personality (drawing, telling jokes, etc.), which could cause him to feel stress and isolation
- Not providing Henry with predictability about upcoming family visits and appointments. Without visual schedule before a planned event, Henry can experience anxiety around social events.
- Transferring schools or classrooms. This could happen if Henry is not well supported with educational goals (IEP) as well as ISP goals in the foster home.

Vision for what we want for Henry

- Continuous contact with family, maintain his relationship with his parents
- Keep strong friendship with Parker (best friend) and make new friends at school
- Be proud of and knowledgeable about his cultural heritage- spending time with his extended family and being able to celebrate important holidays together
- Be happy and healthy, both physically (getting lots of exercise and having fun) and mentally (having trusted adults, feeling confident and happy, being creative)
- Continuing to grow and learn, both at school and at home with the foster provider (emotional regulation skills, social skills, communication skills)
- Trusting relationship with foster provider- feels loved and supported, environment he can thrive in

What we DON'T want for Henry

- Lack of trust with foster providers
- Isolation (not connected with family and friends)
- Major disruptions to routine (changes at school, not doing the things he loves, being less active)
- Losing skills (especially communication)
- Not being his happy, creative self (less smiles, fewer jokes, not connecting with others)