

Webinar 15**Introducing child and family practice to parents**

7:15 pm to 8:30 pm AEST
Tuesday 22nd September, 2020

**Emerging
Minds.**

**National Workforce
Centre for Child
Mental Health**



1

Emerging Minds and MHPN wishes to acknowledge the Traditional Custodians of the lands across Australia upon which our webinar presenters and participants are located.

We wish to pay respect to the Elders past, present and future for the memories, the traditions, the culture and hopes of Indigenous Australia.



2

2

Welcome to series three

This is the first webinar in the third series on child and infant mental health, presented by Emerging Minds and the Mental Health Professionals' Network.

Upcoming webinars:

- Engaging fathers and their children, 29th October
- The micro-skills of trauma-informed practice (November)
- Working with parents who have had their children removed
- Overcoming communication challenges to engage children
- Aboriginal and Torres Strait Islander children

Subscribe to receive your invitation:
www.emergingminds.com.au/Subscribe








3

3

How to use the platform

To access the interactive features and resources, hover over the colourful icons to the top right of your screen:

-  open the chat box
-  ask the panel a question
-  access resources including the case study, panel biographies and supporting resources
-  open the survey
-  reload the page/webinar room



4

4

Learning outcomes

At the webinar's completion, participants will be able to:

- Outline how to make children and parents more active within professional practice and how to privilege the skills and know-how of children and parents
- Illustrate examples of conversations with parents and children that pave the way for relationships that are collaborative, accountable, and honouring of children's voices
- Discuss how practitioners' and parents' perspectives need to shift to become more child-led
- Illustrate examples of the skills that practitioners can use to help children become more comfortable within a professional setting



5

5

Tonight's panel



Mr Jaisen Mahne
Child and Family Partner,
Emerging Minds, TAS



Ms Olivia Clayton
Psychologist, Vic



Dr Melinda Goodyear
Researcher, Emerging Minds,
Vic



Facilitator: Ms Jacquie Lee
Communications Officer SA



6

6

Child and family partner perspective



Jaisen Mahne

Explore the family's circumstances

- What has Helen noticed?
- Acknowledge Helen's concerns
- Listen for what is worrying her.



7

7

Child and family partner perspective



Jaisen Mahne

Encourage Helen to think about Zac's feelings as well as her own

- What does Helen think about how life has been for Zac?
- Explore with Helen the impact on her parenting.
- Encourage Helen to respond to Zac.



8

8

Child and family partner perspective



Jaisen Mahne

Explore how Zac feels

- Involve Zac in the counselling
- What has been Zac's experience of what has been happening?
- Help him feel at ease when talking.



9

9

Child and family partner perspective



Jaisen Mahne

Working together as a family

- Consider the options for seeing Helen and Zac together or separately or both.
- Ensure everyone is included.



10

10

Child and family partner perspective



Jaisen Mahne

Self-care for Helen

- Consider the options for seeing Helen and Zac together or separately or both.
- Ensure everyone is included.



11

11

Psychologist perspective



Olivia Clayton

Approach

Initial thoughts and observations

Working with parents



12

12



Olivia Clayton



13

13

Psychologist perspective



Olivia Clayton

How do I get Helen to see it as a family issue and not just a child issue?



14

14

Psychologist perspective



Olivia Clayton

Initial thoughts, questions, observations

- Full capacity?
- Financial pressure? Basic needs?
- Support network?
- Time for self-care?
- Her perspective on the impact of Michael leaving?
- Knowledge of ADHD?
- Her focus on misbehaviour?



15

15

Psychologist perspective



Olivia Clayton

Working with parents



16

16

Psychologist perspective



Olivia Clayton

Social and psychological barriers
to help seeking



17

17



Olivia Clayton



18

18

Psychologist perspective



Olivia Clayton

Collaborative stance

- Parents are a major part of the solution (not the cause)
- Parents are doing their best
- Function over form
- Parenting is learned



19

19

Researcher perspective



Melinda Goodyear

Case study highlights a complex context that can be viewed differently from each person involved.

- What is the context for the Helen?
- What is the context for the doctor?
- What is the context for the Zac?



20

20

Researcher perspective



Melinda Goodyear

Understanding Zac's context from Helen's perspective

- Great to start with considering what Zac's daily life is like
- Easier way to start with Helen in considering this

Continues next slide...



21

21

Researcher perspective



Melinda Goodyear

If there is time....can take an approach similar to Let's Talk/PERCs guide:

- Ask Helen to explore what is working well, and what is not going so well for Zac
- Discuss what is important for Zac (Helen taking view of Zac – what he seems to enjoy, what makes him happy, and how does he manage to calm down when upset)
- What are the places, activities, and people in Zac's life?



Continues next slide...

22

22

Researcher perspective

Slide continued...



Melinda Goodyear

- Explore strengths (what is working) and vulnerabilities in the situation
 - What might Helen want to change and from her perspective what might the child want to change or improve?
- Highlight the strengths to Helen, and highlight what might be important to work on for her and Zac (from Helen's perspective)



23

23

Researcher perspective

The Child's voice – stems from philosophy that children are experts on childhood



Melinda Goodyear

Developmental stage important

- Preschool
- Middle childhood
- Early adolescence
- Middle adolescence

Give Zac an opportunity to contribute to identification of the issue.

Builds competence, literacy and communication strategies in child and their family

- Principles of self-determination apply to children as well as parents

Views often different – helps develop a shared understanding



24

24

Researcher perspective



Melinda Goodyear

How do we identify the child's own point of view?

- Seek their consent/assent
- Think about ways to build rapport and trust
- Look into the social and cultural contexts in which they live to understand the knowledge and views of children
- Important to seek ways to empower children

→ ask whether you can be sure that their understanding reflects the children's ideas, actions and experiences.



25

25

Researcher perspective



Melinda Goodyear

Strategies to engage children in a health outpatient setting:

- Speak with the child; not at or to him or her (private setting?)
- Determine whom the child would like to be present
- Begin with a nonthreatening topic & listen actively
- Pay attention to body language and tone of voice
- Use drawings, games, or other creative communication tools (3 wishes/magic wand)
- Elicit fears and concerns by reference to self or a third party



26

26

Q&A session



Mr Jaisen Mahne
Child and Family Partner,
Emerging Minds, TAS



Ms Olivia Clayton
Psychologist, Vic



Dr Melinda Goodyear
Researcher, Emerging Minds,
Vic




Facilitator: Ms Jacquie Lee
Communications Officer
Emerging Minds, SA



27

27

Resources and further reading

Other supporting resources associated with this webinar can be found by clicking on the light blue supporting resources icon. 

For more information about Emerging Minds, visit www.emergingminds.com.au

Upcoming webinars:

- Engaging fathers and their children 29th October
- The micro-skills of trauma-informed practice (Nov)
- Working with parents who have had their children removed
- Overcoming communication challenges to engage children
- Aboriginal and Torres Strait Islander children



28

28

Thank you for participating



Please ensure you complete the *feedback survey* before you log out.

click the yellow speech bubble icon in the top right hand corner of your screen to open the survey.

- Statements of Attendance for this webinar will be issued within four - six weeks.
- Each participant will be sent a link to the recording of this webinar and associated online resources within four – six weeks.



29

29

This webinar was co-produced by MHPN and Emerging Minds for the Emerging Minds: National Workforce Centre for Child Mental Health (NWCCMH) project.

The NWCCMH is funded by the Australian Government Department of Health under the National Support for Child and Youth Mental Health Program.



30

30

Would you like to continue the 'Child and Family Practice' discussion with local practitioners?

Or perhaps start discussing issues of local relevance? MHPN Project Officers are available to help you establish and support interdisciplinary mental health networks across metropolitan, regional, rural and remote Australia.

We have 373 networks around the country.

Visit our online map to find out which networks are close to you at mhpn.org.au or contact Jacqui O'Loughlin at networks@mhpn.org.au



31

31

Thank You

**Emerging
Minds.**

**National Workforce
Centre for Child
Mental Health**



32