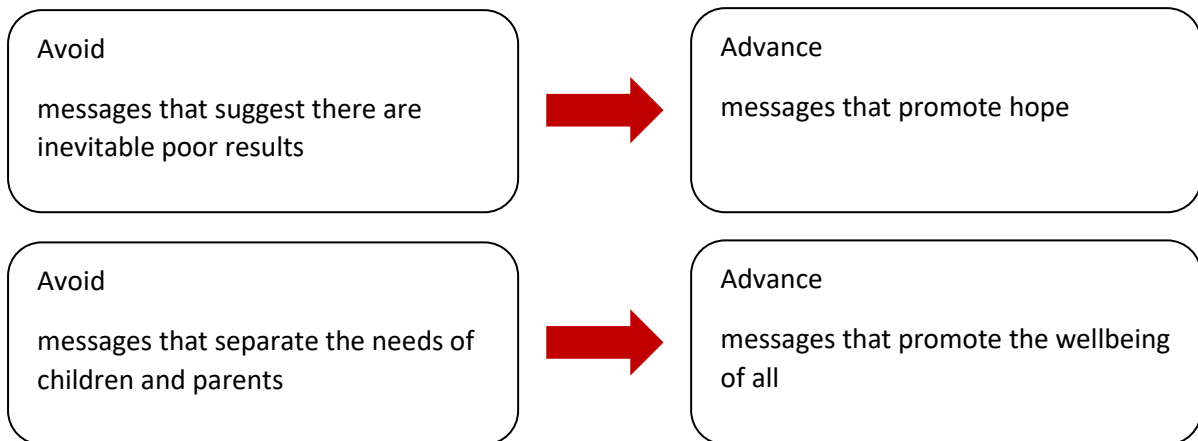


FaPMI framing:

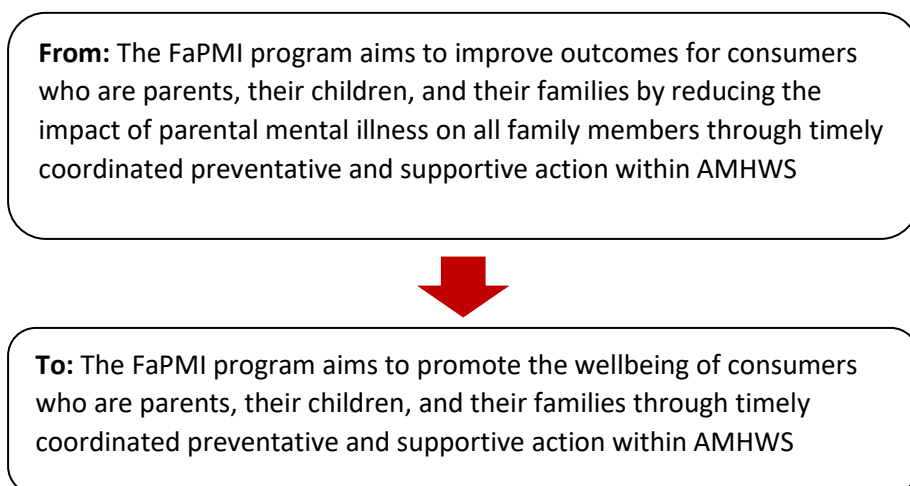
What to Avoid and Advance

Framing is the choices we make in what we say and how we say it: What we emphasize, How and what we explain, What we leave unsaid. These choices matter as they affect how people hear us, what they understand, and how they act. In the light of the evidence about framing of childhood and parenting, we have re-considered the assumptions and frames behind the language used in the work of FaPMI across the state.

In general, we want to....



Using these overall frames, we want to shift the stated FaPMI program aim



Three sorts of frames are commonly used in this work: Frames around parenting, Frames around children and Families. The following tables can be used to guide a shift by noting what we want to avoid, what we want to advance and why.

Frames around parenting

Avoid	Advance	Rationale
<p>Parenting as a struggle</p>	<p>Parenting is an individual experience that evokes a range of emotions (from delight to despair and everything in between)</p> <p>There are many aspects to parenting</p> <p>Parenting is a set of inter-related occupations (roles, tasks, functions)</p> <p>Parenting is an important role.</p> <p>Parenting is a role that can underpin the identity of many people - their intentions, purposes and meaning in their lives.</p> <p>People engage with the parenting role in varied ways.</p>	<p>Parenting can be impacted by social and economic circumstances (eg experiences of trauma, gender bias, experiences of family violence, broader cultural context, cultural identity) – when parents are supported to address these, they can promote the wellbeing of all family members.</p> <p>Parents wellbeing is promoted when they are understood and supported in the context of their circumstances.</p> <p>A curious enquiry is essential for practice. Each parent’s experience of parenting is unique and includes non-custodial parents who may not be active in the day-to-day activities of their children. There may be ambivalence or hesitancy about identifying and fulfilling the role (i.e., not seeing themselves as a parent, seeing themselves as a ‘bad’ parent, feeling they ‘should’ feel like a parent)</p>
<p>Parents need skills to be effective</p>	<p>Parents are experts in their own parenting needs, their children and their circumstances.</p> <p>Parenting occupations can be fulfilled in multiple ways, acknowledging the individual needs of the family</p> <p>All parents have fluctuating capacity for parenting, depending on changing circumstances. Parenting capacity may not reflect their intentions, hopes and skills</p> <p>Parenting isn’t done alone. Raising children is a collective responsibility and all parents will need a range of informal and formal supports.</p>	<p>Promotes curiosity to acknowledge the context in which parents with mental ill health are living and fulfilling these occupations. Limits assumptions of skill deficits and promotes broader solutions to parenting capacity</p> <p>Normalises a diversity in parenting approaches and the need for support.</p> <p>Promotes services is to consider a person’s parenting identity, their competencies and encourage parenting self-reflection to promote parenting capacity and competence.</p> <p>The values and beliefs people hold in raising children will shape their actions and reflect their intentions/ values/ beliefs.</p>

<p>A child's relationship with their mother or father is the most important</p>	<p>While parent- child relationships are important, child wellbeing needs can be met through a range of relationships and through different means.</p> <p>The safe attachment of children with caregiving adults (parents and/or alternate) is important and meaningful for children.</p> <p>Parenting isn't done alone. Raising children is a collective responsibility. Families can be supported to build a community of supportive relationships.</p> <p>Healthy, positive, supportive relationships with other adults are important for all children in all circumstances.</p>	<p>There are many important and differing relationships in a child's life that have the potential to shape positive future trajectories for children. It is important to focus on all relationships in the child's life not just their birth parents.</p> <p>Children can thrive despite loss of parent through illness, death or disability.</p> <p>Children learn from the community in which they are immersed – it takes a village to raise a child.</p>
<p>Parents with mental illness need to change 'x, y, z' in order for their children to be ok ... eg medication, parenting skills</p>	<p>Parents facing adversity can find ways to support their children to thrive using informal and formal support networks</p> <p>Parents can promote family wellbeing in everyday life using their unique knowledge about their children and family.</p>	<p>Parent and family wellbeing is promoted when the parenting role is acknowledged and in a context that recognises and addresses the parent, child and family's self-identified needs</p>

Frames around the child

Avoid	Advance	Rationale
Children are vulnerable	<p>Children and young people do well in a context that recognises and addresses their needs</p> <p>The psychological, social, cultural, and physical resources children need can be provided in different ways</p> <p>Focus language as “Children need... “Children do better when / thrive when....”</p>	<p>Assumes the wellbeing and safety of children as everyone's responsibility.</p> <p>Assumes children are knowledgeable and have opinions about what they need, strengthening their voice and agency</p> <p>Recognises children's existing agency in expressing own needs verbally or non-verbally</p> <p>Assumes and makes space for hope and positive changes</p>
Children are at risk of poor outcomes	<p>Future outcomes for children of parents with mental ill health are fluid and evolving. Positive outcomes are possible.</p> <p>Early intervention and support increase opportunities for children to thrive.</p>	<p>There are many factors that can influence future outcomes for children' in families where parents' experience mental health challenges. Support improves the likelihood of positive outcomes.</p>
<p>Harmful impact of children as young carers/ Children are burdened by caring responsibilities</p>	<p>Caring about and caring for others are common responses in family life that may challenge but may also enhance the carer’s own wellbeing.</p> <p>Children and young people do best when their own perspectives of their caring roles are regularly explored and are supported with their families to find ways to promote everyone's wellbeing</p> <p>Formal and informal supports can assist children and young people to create a healthy balance within their caring role</p>	<p>Caring responsibilities can be valued by children and young people and valuable life skills and understandings can be developed through providing care to a family member.</p> <p>Assumes children are knowledgeable and have opinions about what they need, strengthening their voice and agency</p> <p>Children and young people benefit from additional support to explore their caring role and find ways to prioritise their personal wellbeing</p> <p>Children and young people benefit from being provided with information and support with the care they provide.</p> <p>Recognises whole-of-family approaches benefit each member of the family – similarly and differently.</p>

Frames around families

Avoid	Advance	Rationale
<p>A focus on illness or medicalisation of an individual parent</p>	<p>Focus on wellbeing and wellness in families and their members</p> <p>Family’s strengths and challenges are understood in the context of their circumstances</p> <p>Every stage of family life presents new opportunities to strengthen relationships as recovery occurs in and through relationships</p>	<p>Wellness and wellbeing of the whole family addresses whole person and whole family. This broadens focus so wider experiences in people's lives are included.</p> <p>Invites a formulation that considers context and circumstances of a particular family.</p> <p>Families can find their own solutions and use their resources within their unique economic and social circumstances, using support when necessary.</p>
<p>Families in which parents have a mental illness need supports to raise children</p>	<p>Parent and family wellbeing is promoted when they are understood and supported in the context of their culture and circumstances, and are actively engaged whatever their capacity</p> <p>A parent’s capacity to parent in the way they would like, can be impacted by complex health and social challenges which may be temporary or ongoing.</p>	<p>Acknowledging that families can be impacted by social and economic circumstances, helps to contextualise the families' experience</p> <p>Valuing parent’s knowledge about their children and family life supports connection to culture and kin which promotes wellbeing</p> <p>There are many varied individual experiences of being parented which may have impacted opportunities to learn from their own parent.</p>
<p>Nuclear family is the ‘standard / normal / ideal’ family</p>	<p>Family is defined by its members</p> <p>The wellbeing of the family and their members can be promoted within diverse family structures</p>	<p>Family structures may include foster care, residential care and kinship care families.</p> <p>There are many important and differing relationships in a family’s life that have the potential to shape positive outcomes for all family members.</p> <p>Families don’t live in isolation but are immersed in communities that can impact their wellbeing.</p>

This work was been codeveloped between 2021-2023 by a Statewide FaPMI working group with Lived Experience input from Eastern Health Mental Health and Wellbeing Program’s casually employed Lived Experience Workforce & Alfred Health Mental Health and Wellbeing Program’s Senior Consumer Peer Worker

We acknowledge previous work done that has inspired and contributed to the development of this document. Three webinars 2019-2020 were the catalyst for the journey:

- An Australian Institute of Family Studies (AIFS) webinar 11 September 2019: *Putting children first: Changing how we communicate with parents to improve children's outcomes* <https://aifs.gov.au/webinars/putting-children-first-changing-how-we-communicate-parents-improve-childrens-outcomes>
- An Australian Institute of Family Studies (AIFS) webinar 20 Aug 2020: *Words matter: How to use frames effectively to advance child mental health:* <https://aifs.gov.au/webinars/words-matter-how-use-frames-effectively-advance-child-mental-health>
- A National Child Protection Week 6-12 Sept 2020 webinar: *How to frame early childhood development* <https://www.napcan.org.au/ncpw-webinars-2020/>

These organisations resources have contributed to our thinking: Frameworks institute <https://www.frameworksinstitute.org/> , NAPCAN <https://www.napcan.org.au/> , Emerging Minds <https://emergingminds.com.au/> , Parenting Research Centre <https://www.parentingrc.org.au/> , Australian Institute for Family studies <https://aifs.gov.au/> , Raising Children's Network <https://raisingchildren.net.au/> , Center on the Developing Child (Harvard University) <https://developingchild.harvard.edu/> , Centre for Excellence in Child and Family Welfare <https://www.cfecfw.asn.au/>