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On the Front Lines: The Provider and Educator Perspective

Goldilocks Principle: Not Too Much and Not Too Little

Positive Stress	Tolerable Stress	Toxic Stress
<ul style="list-style-type: none"> • sense of accomplishment and purpose • enhances core skills and confidence and competence • balances negative daily events by “putting emotional capital back in the bank” 	<ul style="list-style-type: none"> • more unpredictable yet time-limited • not overwhelming if there are adequate supports • opportunity for building mastery • adults with 6-12 negative life events exhibited better well-being and mental health than either those with more or fewer negative life events 	<ul style="list-style-type: none"> • Additive (dose dependent) • Identification • attenuation through tertiary prevention, multi-systemic interventions, resiliency and clinical/school-based therapy

Early, persistent and overwhelming stress

Infancy and early childhood (0-5yo)
attachment, bonding, trust, consistency

Latency age children (6-12 yo) **mastery and stress inoculation**



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INSTITUTE FOR HEALTH POLICY FORUM



KAISER PERMANENTE®

Prevention and Resilience in Clinical Settings

- **Identification and access to care**
- **Cognitive Behavioral and Trauma Focused Therapies**
- **Coordination with schools and other systems**
- **Support positive outlets and relationships**

- **KP clinical initiatives and partnerships:**
 - Perinatal screening for social needs, mental health and addictions
 - Nurse Family Partnership -- in-home supports for neo-natal at risk families
 - Mental Health First Aid and Trauma Informed Care training for staff
 - Clinic to Community Integration – food insecurity and resource locators
 - Resilience in School Environments (RiSE) – programs for students, teacher and staff in social-emotional wellness and TIC