INFORMATION RESOURCE

Clarifying the Full Continuum
(http://smhp.psych.ucla.edu/pdfdocs/clarifyng.pdf)
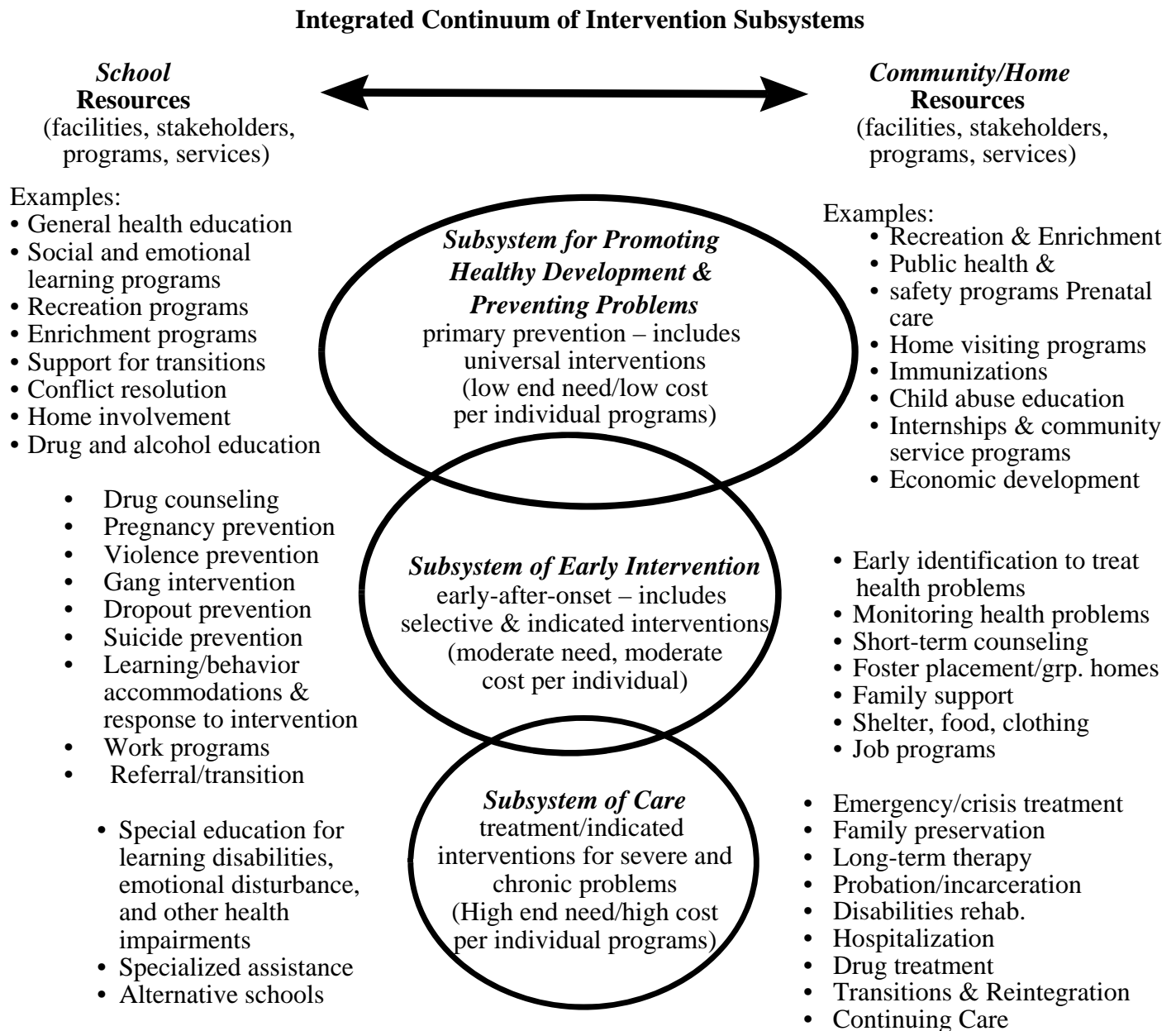
There is widespread acceptance of the idea of a full continuum of interventions. For many schools, this has been adopted in the form of a three tiered pyramid. However, this is a limited framework. The three tiered framework needs to be reworked into a *system* framework that clarifies (a) full continuum of integrated intervention *subsystems* and (b) the critical arenas of intervention *content*. And the framework needs to emphasize the importance of weaving together school-community-home resources to develop the system.

With respect to full continuum of integrated intervention *subsystems*, we stress the graphic below:

Integrated Continuum of Intervention Subsystems

School
Resources
(facilities, stakeholders,
programs, services)

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Community/Home
Resources
(facilities, stakeholders,
programs, services)

Examples:
• General health education
• Social and emotional learning programs
• Recreation programs
• Enrichment programs
• Support for transitions
• Conflict resolution
• Home involvement
• Drug and alcohol education

- Drug counseling
- Pregnancy prevention
- Violence prevention
- Gang intervention
- Dropout prevention
- Suicide prevention
- Learning/behavior accommodations & response to intervention
- Work programs
- Referral/transition

- Special education for learning disabilities, emotional disturbance, and other health impairments
- Specialized assistance
- Alternative schools

Subsystem for Promoting Healthy Development & Preventing Problems
primary prevention – includes universal interventions
(low end need/low cost per individual programs)

Subsystem of Early Intervention
early-after-onset – includes selective & indicated interventions
(moderate need, moderate cost per individual)

Subsystem of Care
treatment/indicated interventions for severe and chronic problems
(High end need/high cost per individual programs)

Examples:
• Recreation & Enrichment
• Public health &
• safety programs Prenatal care
• Home visiting programs
• Immunizations
• Child abuse education
• Internships & community service programs
• Economic development

• Early identification to treat health problems
• Monitoring health problems
• Short-term counseling
• Foster placement/grp. homes
• Family support
• Shelter, food, clothing
• Job programs

- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities rehab.
- Hospitalization
- Drug treatment
- Transitions & Reintegration
- Continuing Care

Systematic school-community-home collaboration is essential to establish cohesive, seamless intervention on a daily basis and overtime within and among each subsystem. Such collaboration involves horizontal and vertical restructuring of programs and services.

Various venues, concepts, and initiatives permeate this continuum of intervention *systems.* For example, venues such as day care and preschools, concepts such as social and emotional learning and development, and initiatives such as positive behavior support, response to intervention, and coordinated school health. Also, a considerable variety of staff are involved.

With respect to the *content* of a comprehensive system of supports, most prototypes are emphasizing some version of six basic arenas related to each of the three integrated intervention subsystems. As illustrated below, the entire enterprise can be represented by a matrix formed by (a) the full continuum of integrated intervention *subsystems* and (b) the key arenas of intervention *content*.

Integrated Intervention *Subsystems*

	Subsystem for Promoting Healthy Development & Preventing Problems	Subsystem for Early Intervention	Subsystem of Care
In Classroom			
Support for Transitions			
Crisis response/prevention			
Home involvement			
Community engagement			
Student & Family Assistance			

Arenas of Intervention *Content*

This matrix provide a tool for mapping and analyzing all student and learning supports at a school. In doing so, it will be evident that a well-conceived approach to *RtI* fits into every cell.