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) the 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)

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

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

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

**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)

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

<table>
<thead>
<tr>
<th>In Classroom</th>
<th>Support for Transitions</th>
<th>Crisis response/prevention</th>
<th>Home involvement</th>
<th>Community engagement</th>
<th>Student &amp; Family Assistance</th>
</tr>
</thead>
</table>

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.