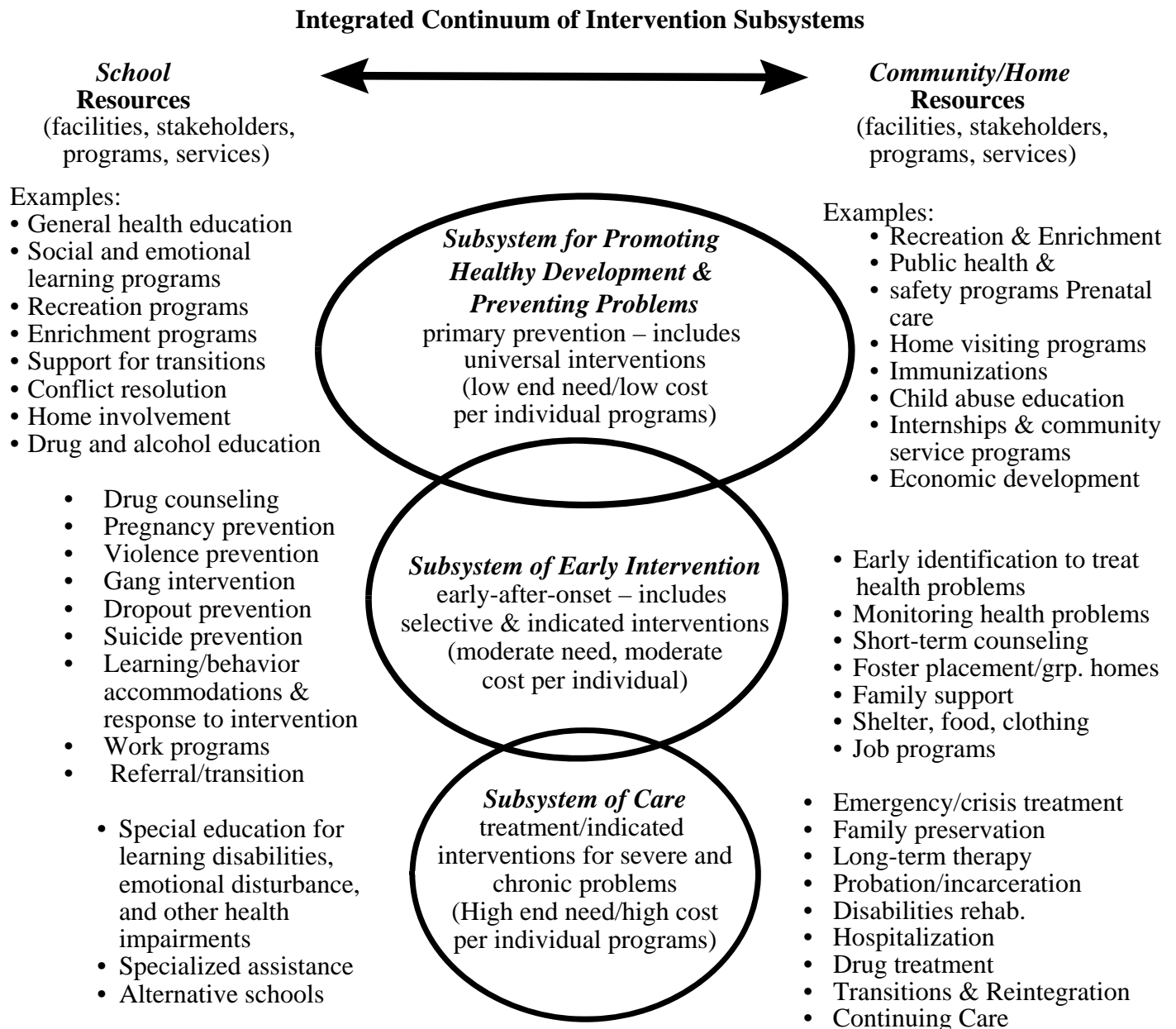


Clarifying the Full Continuum: Risk, Protective Buffers, and Youth Development Factors

(<http://smhp.psych.ucla.edu/pdfdocs/fullcontinuum.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:



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
Arenas of Intervention Content	In Classroom			
	Support for Transitions			
	Crisis response/prevention			
	Home involvement			
	Community engagement			
	Student & Family Assistance			

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.

ABOUT THE CENTER FOR MENTAL HEALTH IN SCHOOLS at UCLA

The center at UCLA is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA.

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