

The Guilford Practical Intervention in the Schools: A Comprehensive Guide for Practitioners

The Guilford Practical Intervention in the Schools (GPIS) is an evidence-based, school-wide intervention program designed to improve the social, emotional, and behavioral outcomes of students. Developed by Dr. William P. Erchul and colleagues at the University of North Carolina at Greensboro, GPIS has been implemented in schools across the United States and has been shown to be effective in reducing problem behaviors, improving academic performance, and promoting positive school climate.

This comprehensive guide provides practitioners with everything they need to know about GPIS, including:



Group Interventions in Schools: A Guide for Practitioners (The Guilford Practical Intervention in the Schools Series) by Wendy M. Reinke

★★★★☆ 4.7 out of 5

Language : English
File size : 2440 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting: Enabled
Word Wise : Enabled
Print length : 156 pages

FREE

DOWNLOAD E-BOOK



* An overview of the program's theoretical foundations and evidence base *
A detailed description of the program's components * Step-by-step
instructions for implementing GPIS in schools * Tips for overcoming
challenges and sustaining the program

Theoretical Foundations and Evidence Base

GPIS is based on the principles of social learning theory, which posits that behavior is learned through observation and imitation. The program teaches students positive social and emotional skills, such as cooperation, empathy, and self-control, and provides them with opportunities to practice these skills in real-world settings.

GPIS has been extensively researched, and the results have been consistently positive. Studies have shown that GPIS can:

* Reduce problem behaviors, such as aggression, defiance, and disruptive behavior * Improve academic performance, including reading and math achievement * Promote positive school climate, including decreased bullying and increased student engagement

Components of the Program

GPIS is a comprehensive program that includes the following components:

* **Classroom lessons:** Weekly classroom lessons are delivered to all students in grades K-8. The lessons teach students about social and emotional skills, such as cooperation, empathy, and self-control. * **Small group counseling:** Small group counseling sessions are provided for students who are struggling with social, emotional, or behavioral problems. The counseling sessions help students to learn and practice positive coping

skills. * **Teacher consultation:** Teachers receive consultation from a GPIS specialist to help them implement the program in their classrooms. The consultation includes training on the program's components, as well as support with managing challenging students. * **Parent involvement:** Parents are encouraged to participate in GPIS by attending workshops and volunteering in their children's classrooms. The parent involvement component helps to reinforce the program's messages at home.

Implementation Guide

The following steps provide a general overview of how to implement GPIS in schools:

1. **Establish a planning team:** The first step is to establish a planning team that will be responsible for overseeing the implementation of GPIS. The planning team should include representatives from all levels of the school, including administrators, teachers, counselors, and parents.
2. **Conduct a needs assessment:** The next step is to conduct a needs assessment to identify the specific needs of the school. The needs assessment should include data on student behavior, academic performance, and school climate.
3. **Develop an implementation plan:** Once the needs assessment has been completed, the planning team should develop an implementation plan that outlines how GPIS will be implemented in the school. The implementation plan should include a timeline, budget, and evaluation plan.
4. **Train staff:** All staff members who will be involved in implementing GPIS should receive training on the program's components. The training should include information on the theoretical foundations of the program, as well as step-by-step instructions for delivering the program's components.
5. **Implement the program:** Once staff have been trained, GPIS can be implemented in the school. The

program should be implemented with fidelity, meaning that it should be delivered as intended by the developers. 6. **Monitor and evaluate the program:** The final step is to monitor and evaluate the program's progress. The evaluation should include data on student behavior, academic performance, and school climate. The evaluation data can be used to make adjustments to the program as needed.

Overcoming Challenges and Sustaining the Program

Implementing GPIS can be challenging, but there are a number of strategies that can be used to overcome challenges and sustain the program. These strategies include:

* **Building buy-in from stakeholders:** It is important to build buy-in from all stakeholders, including administrators, teachers, parents, and students. This can be done by communicating the benefits of the program and providing opportunities for stakeholders to participate in the planning and implementation process. * **Providing ongoing support to staff:** Staff members who are implementing GPIS need ongoing support. This support can be provided by the GPIS specialist, as well as by administrators and other school staff. * **Monitoring and evaluating the program:** The program should be monitored and evaluated on a regular basis to ensure that it is being implemented with fidelity and that it is having a positive impact on students. The evaluation data can be used to make adjustments to the program as needed.

The Guilford Practical Intervention in the Schools is a comprehensive and evidence-based program that can help schools to improve the social, emotional, and behavioral outcomes of students. The program is easy to implement and sustain, and it can be tailored to the specific needs of each

school. With its proven track record of success, GPIS is a valuable tool for schools that are looking to create a more positive and supportive learning environment for all students.

Recommended Resources

* Erchul, W. P. (2008). The Guilford Practical Intervention in Schools (GPIS) training manual. Greensboro, NC: University of North Carolina at Greensboro. * Erchul, W. P., & Bierman, K. L. (2001). The Guilford Practical Intervention in Schools (GPIS). In N. A. Fox & S. A. Montgomery (Eds.), Fox on the run. New York: Plenum Press. * Kauffman, J. M., & Payne, L. R. (2009). The Guilford Practical Intervention in Schools: A review of the research. Journal of School Psychology, 47(4),255-275.

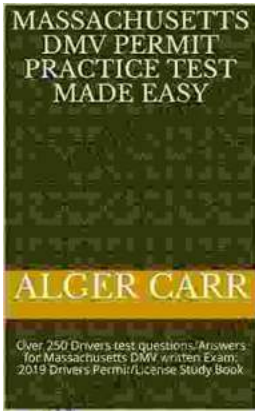


Group Interventions in Schools: A Guide for Practitioners (The Guilford Practical Intervention in the Schools Series) by Wendy M. Reinke

★★★★☆ 4.7 out of 5

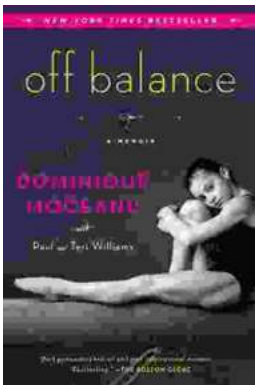
Language : English
File size : 2440 KB
Text-to-Speech : Enabled
Screen Reader : Supported
Enhanced typesetting : Enabled
Word Wise : Enabled
Print length : 156 pages





Ace Your Massachusetts DMV Written Exam: Over 250 Test Questions and Answers

Are you preparing to take the Massachusetts DMV written exam? If so, you're in luck! This article provides over 250 test questions and answers to help you...



Off Balance: Dominique Moceanu's Inspiring Memoir

A Heartfelt Account of a Champion's Journey and Advocacy In her gripping memoir, "Off Balance," former Olympic gymnast and vocal advocate...