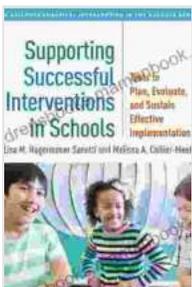


Academic and Behavioral Interventions: The Guilford Practical Intervention in the School Setting (GPISS)

The Guilford Practical Intervention in the School Setting (GPISS) is a comprehensive, evidence-based approach to academic and behavioral interventions for students with emotional and behavioral disorders (EBD). GPISS is designed to help students with EBD succeed in school by providing them with the support and interventions they need to address their academic and behavioral challenges.

GPISS is based on the principles of positive behavioral support (PBS), which is an approach to behavior management that focuses on preventing problem behaviors and teaching students appropriate behaviors. PBS interventions are designed to be individualized, data-driven, and collaborative.

GPISS includes a variety of academic and behavioral interventions that can be tailored to meet the needs of individual students. These interventions include:



RTI Applications, Volume 1: Academic and Behavioral Interventions (The Guilford Practical Intervention in the Schools Series) by Matthew K. Burns

★★★★☆ 4.5 out of 5

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Print length : 226 pages

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Item Weight : 1.2 pounds
Dimensions : 6 x 0.69 x 9 inches



- **Academic interventions:** These interventions are designed to help students with EBD improve their academic skills and knowledge. They may include tutoring, small group instruction, and computer-assisted instruction.
- **Behavioral interventions:** These interventions are designed to help students with EBD manage their behavior and learn appropriate social skills. They may include functional behavior assessments (FBAs), behavior plans, and social skills training.

GPISS is a comprehensive approach to academic and behavioral interventions that has been shown to be effective in improving the outcomes of students with EBD. GPISS is a valuable resource for schools and families that are working to help students with EBD succeed.

The GPISS model is a four-tiered framework for providing academic and behavioral interventions to students with EBD. The four tiers of the GPISS model are:

- **Tier 1:** Universal interventions are provided to all students in the school. These interventions are designed to prevent problem behaviors and promote positive behavior.
- **Tier 2:** Targeted interventions are provided to students who are at risk for developing problem behaviors. These interventions are designed to

identify and address the factors that are contributing to the student's risk for problem behavior.

- **Tier 3:** Intensive interventions are provided to students who have severe problem behaviors. These interventions are designed to provide the student with the support and interventions they need to manage their behavior and learn appropriate social skills.
- **Tier 4:** Specialized interventions are provided to students who have very severe problem behaviors. These interventions are designed to provide the student with the most intensive level of support and intervention possible.

The GPISS model is a flexible framework that can be tailored to meet the needs of individual schools and students. Schools can choose to implement all four tiers of the model or they can choose to implement only the tiers that are most relevant to their needs.

The GPISS process is a step-by-step process for implementing the GPISS model. The GPISS process includes the following steps:

- **Step 1:** Conduct a needs assessment. The needs assessment will help you to identify the academic and behavioral needs of your students.
- **Step 2:** Develop a plan. The plan will outline the goals and objectives of your GPISS program and the interventions that you will use to achieve your goals.
- **Step 3:** Implement the plan. The implementation plan will describe how you will implement your GPISS program and how you will monitor its progress.

- **Step 4:** Evaluate the plan. The evaluation plan will describe how you will evaluate the effectiveness of your GPISS program and make necessary adjustments.

The GPISS process is a continuous process. You will need to regularly evaluate your GPISS program and make adjustments as needed to ensure that it is meeting the needs of your students.

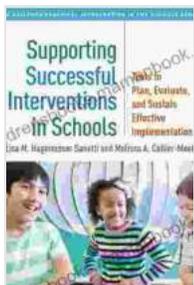
GPISS has a number of benefits for students with EBD. These benefits include:

- Improved academic outcomes
- Reduced problem behaviors
- Increased social skills
- Improved self-esteem
- Increased school attendance
- Reduced suspensions and expulsions

GPISS is a valuable resource for schools and families that are working to help students with EBD succeed. GPISS is a comprehensive, evidence-based approach to academic and behavioral interventions that has been shown to be effective in improving the outcomes of students with EBD.

GPISS is a comprehensive, evidence-based approach to academic and behavioral interventions for students with EBD. GPISS is designed to help students with EBD succeed in school by providing them with the support and interventions they need to address their academic and behavioral

challenges. GPISS has a number of benefits for students with EBD, including improved academic outcomes, reduced problem behaviors, increased social skills, improved self-esteem, increased school attendance, and reduced suspensions and expulsions. GPISS is a valuable resource for schools and families that are working to help students with EBD succeed.



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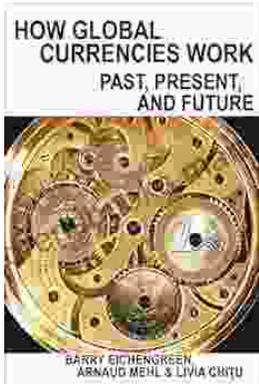
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