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Positive behavioral interventions and supports in pictures: Using videos to support schoolwide implementation

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ABSTRACT

Teaching expectations is an essential component of schoolwide positive behavioral interventions and supports (PBIS). Creating PBIS videos is a tool for teaching expectations and other targeted skills within a schoolwide PBIS framework. In this article, we offer the why, how, when, where, and what of producing/screening PBIS videos to effectively support schoolwide prevention efforts. Because effective videos (a) demonstrate the core PBIS principles and (b) meet technical video production standards, we offer a rubric for self-evaluating your own videos considering these two key elements. To support the use of PBIS videos, we also present a sample screening schedule and a tip sheet with questions to ask before, during, and after PBIS video production.

KEYWORDS

PBIS; positive behavioral interventions and supports; SW-PBIS; video

Positive behavioral interventions and support (PBIS) is a proactive and respectful approach for supporting all students in a school or group (Horner et al., 2009). The inclusive framework promotes positive behaviors across a wide range of social and other functional competencies (Kincaid et al., 2016). A few of the salient features of the PBIS framework include: research-based assessment and interventions, data-based decision-making, creating supportive contexts, and utilizing evidence-based procedures (Kincaid et al., 2016). Specifically, in PBIS schools, educators take an instructional approach to teaching adaptive behavioral expectations.

Researchers emphasize the importance of teaching behavior and social skills in the same instructional manner that they teach academic content (e.g., Horner et al., 2009; Lane, Kalberg, & Menzies, 2009). An assumption of PBIS is that students may not know or be fluent with foundational behavioral expectations or social skills. Therefore, instead of punishing students for not knowing how to act (reactive), we teach what is expected (proactive). Consequently, PBIS teams apply the same academic pedagogy to behavior by focusing on proactively teaching, reinforcing, and monitoring the behavioral expectations across school and community settings. Included in this teaching sequence is providing

all students with the opportunity to learn the expectations, practice using the expectations, and receive feedback (Lane et al., 2009).

Actively teaching the universal PBIS expectations incorporates the following: positive language (e.g., stating expectations in terms of what we want students to do rather than what we do not—"walk slowly in the hallway" instead of "don't horseplay"), student-friendly definitions, routine specific examples and nonexamples, reinforcement of desired behaviors, and frequent opportunities to practice (Technical Assistance Center on Positive Behavioral Interventions and Supports, 2010). The wide range of teaching tactics includes scripted lesson plans, skill-instruction and behavioral matrices, posters, school skits, and assemblies. In recent years, schools have been using videos as a tool to teach PBIS behavioral expectations and social skills (Kennedy & Swain-Bradway, 2012).

Videos have a wide range of applications within the PBIS framework. Specifically, videos have been used to teach and raise awareness of schoolwide PBIS expectations (e.g., be safe), routines (e.g., walk in the hallway), school engagement (e.g., launch PBIS initiatives), special topics (e.g., cyberbullying), and staff responsibilities (e.g., active supervision on the playground; Hirsch, Mac-Suga, Gage, & Ennis, 2016).

Because PBIS is a framework rather than a boxed curriculum, schools create their own videos to meet their unique needs and engage their unique stakeholders (Lane et al., 2009). The capacity to make videos is easier than ever, with accessible and affordable technology available to schools and individuals alike. Further, there is now national support for schools interested in using PBIS videos at the Association of Positive Behavior Support (APBS) conference.

In 2010, the PBIS Film Festival premiered at the APBS conference. The purpose of the PBIS Film Festival is to host a forum to (a) share exemplar PBIS videos, (b) learn how schools are using film to augment their PBIS initiatives, and (c) acquire strategies about how to create effective PBIS videos. Each year the PBIS Film Festival receives between 30 and 70 videos. The committee then selects up to 25 exemplar videos to be screened during this special session at APBSⁱ. Exemplar videos incorporate PBIS values (e.g., positive language, explicit instruction) and meet film production standards (e.g., edited, smooth transitions).

PBIS videos can be an effective and engaging teaching tool with qualities and benefits that make them distinctively different from other teaching strategies. In this article we focus on how to develop and use film as part of primary, or schoolwide, PBIS programs. Specifically, we (a) provide a rationale of the supporting literature, (b) describe how to create videos, (c) discuss where and when to screen videos, and (d) examine what should be included in videos through the discussion of exemplar videos.

Why use film?

Schools across the country have found film to be an integral part of teaching behavioral expectations and other targeted skills as a part of their schoolwide PBIS implementation (Hirsch et al., 2016). One reason film has demonstrated success within schoolwide models is because PBIS videos typically follow a standardized model for instruction that has research to support its effectiveness (Kennedy & Swain-Bradway, 2012) by drawing on the theories and practices of video modeling (Bandura, 1977). Video modeling has been successful for teaching students with disabilities to engage in appropriate social skills and

desired prosocial behaviors, including students with autism (Wang, Cui, & Parrila, 2011) and emotional and behavioral disorders (Losinski, Wiseman, White, & Balluch, 2016) as well as teacher training (Ely, Pullen, Kennedy, Hirsch, & Williams, 2014). Video modeling engages viewers through a positive demonstration of a desired behavior by an adult or peer, or through self-modeling (Bellini & Akullian, 2007). This practice is based upon the social-cognitive theory of behavior that supposes individuals can learn desired behaviors by watching a video of someone modeling the appropriate behavior (Bandura, 1977).

Although there is no existing research measuring the impact of schoolwide PBIS videos to teach expectations, there is research on the use of video self-modeling with groups of students. Richards, Heathfield, and Jenson (2010) used peer video modeling to increase the on-task behavior of third through sixth graders by showing videos of other students (of the same age and diverse gender and appearance) engaging in appropriate on-task behaviors. Immediately after viewing the video, verbal coaching and reinforcement were implemented to discuss and encourage the positive behaviors viewed in the videos. The intervention resulted in large effects, which maintained in two of the three classrooms four to eight weeks later.

McNiff (2015) investigated the use of group video self-modeling on the latency behavior of third-grade students. In this study, students created and viewed videos demonstrating appropriate behavior during transitions between tasks and lining up. As a result, time spent lining up was reduced from an average of 56.6 sec during baseline to 28.33 sec during intervention. Likewise, time spent in transition was reduced from an average of 63.17 sec during baseline to 36.38 sec during intervention. They also found that when data were disaggregated based on group speed (slow, medium, and fast), regardless of their initial speed, reductions were observed, noting moderate to large effect sizes.

In addition to the research base to support their use, PBIS videos offer many benefits to school administrators and PBIS team members for teaching schoolwide expectations in a way that is consistent and simultaneous across the school. Schools can produce videos that can be aired in each classroom at a predetermined time throughout the school (Bruhn, Hirsch, Gorsch, & Hannan, 2014). This allows all students

ⁱ For more information on the PBIS Film Festival go to <https://new.apbs.org/conference/film-festival>.

and teachers in a school to participate in the same behavioral lesson simultaneously. Many PBIS videos also show students receiving positive consequences (i.e., reinforcement) for engaging in the desired behaviors, consequences that are available to the student as a part of their schoolwide PBIS framework (e.g., tickets, social praise, tangible items). This consistency facilitates all students learning the same behaviors and reminds all teachers to prompt students to engage in and to reinforce students who are displaying the targeted behavioral expectation. PBIS videos can be used to create excitement around the PBIS program and the expectations being taught to students. A variety of stakeholders (e.g., teachers, students, administrators) have demonstrated interest and excitement in producing, screening, and rescreening videos because they offer a novel form of teaching that is well liked (Hirsch et al., 2016). From an administration perspective, this also allows the PBIS leadership team to support teachers in teaching behavior by providing them with videos that introduce and illustrate key expectations. This allows teachers to facilitate conversations with students rather than having to teach an entire behavioral lesson amid the seemingly endless teacher tasks already required of them. Last, once videos are made, they can be rescreened on a regular basis to reteach and further emphasize important expectations. This is a benefit of using film, and an important component of video modeling. Once individuals view the modeled behavior, they can then practice the behavior, repeating this process until proficiency is reached (Sigafoos, O'Reilly, & De la Cruz, 2007). This initial and ongoing training promotes generalization and maintenance of desired skills (Cooper, Heron, & Heward, 2007; Lane et al., 2009).

How to create videos?

Kennedy and Swain-Bradway (2012) first described the primary PBIS film characteristics as videos that (a) adhere to PBIS principles and (b) demonstrate basic technical standards. This is an important first step in recognizing the need to describe the characteristics of these videos. We recognize that creating videos with students is complex and multifaceted, thus we provide a rubric (see Figure 1) that outlines the two core components, PBIS principles and technical soundness. The rubric is designed to be

used during film creation as well as to screen videos for the PBIS Film Festival.

PBIS principles

Without question, when designing PBIS videos, the use of PBIS practices must be emphasized. Videos should be aligned with PBIS principles and/or contain explicit skill instruction. Explicit instruction involves providing students with a clear explanation of concept as well as opportunities for guided and independent practice to facilitate mastery (Goeke, 2009). As such, videos created as a means for instruction share several important qualities. When creating videos for instruction, be sure that the film is (a) based on the school's PBIS program (e.g., by using the school's expectation matrix or PBIS blueprint/manual), (b) created using data [e.g., schoolwide surveys, fidelity tools (e.g., School-wide Evaluation Tool; Horner et al., 2004)] to identify critical topics and themes, and (c) designed to provide students with instructions that include observable behaviors and positive examples. Before production, a team (teachers, students, media specialists) will want to create a script. A film is created to teach a skill or expectation, so we encourage the use of positive language (avoiding words such as "no," "don't," "stop," and "quit") throughout. Likewise, although nonexamples can be an effective way to engage students through the use of humor, we suggest limiting the use of nonexamples because they may distract from the film's message. If nonexamples are used, consider having adults engage in nonexamples with students serving as the positive model. Another important quality is for the film to appeal to multiple stakeholders. We encourage schools to actively engage students in each step of the film creation. Students provide a unique perspective on the topics and can help create a socially valid film (i.e., a film has socially significant goals, procedures, and effects on behavior; Wolf, 1978). In addition, producing a socially valid film aligns with the PBIS value of treating students with dignity and respect. Consider viewing John Adams High School's film "PBIS: Happy" (<https://youtu.be/ObteGCNIEPI>) for an excellent example of a PBIS film that captures multiple students and staff engaging in positive behaviors.

Domain	Characteristic	Rating
PBIS	1. Explicit skill instruction and/or alignment with positive behavior support principles	3 2 1
	2. Uses positive language and provides examples and, if applicable, appropriate nonexamples	3 2 1
	3. Appeals to/represents multiple stakeholders (e.g., students, faculty, and community members)	3 2 1
Video production	4. Video, comprising all scenes and graphics, includes a clear statement of purpose and a cohesive message	3 2 1
	5. Video is edited and runs smoothly from shot to shot	3 2 1
	6. Video uses engaging tactics (e.g., humor, personal connection, reflection)	3 2 1
TOTAL POINTS		

Score:

3 = Exemplary—Met and exceeded the criteria

2 = Competent—Met the criteria

1 = Developing—Did not meet the criteria

Figure 1. PBIS video rubric.

Schools have also adopted the practice of using student-produced videos. This can be an effective teaching tool in that students are interested in seeing how other students interpret the schoolwide expectations. In addition, this creates a sense of ownership of the PBIS framework. One such video was screened at the 2016 PBIS Film Festival. “How to Get a Paw’ (<https://youtu.be/zkjavlI8no8>), created by Zoey Salvador at Mohave Middle School, is a comic-style video where the narrator (who is also the writer and artist) depicts how to earn a reinforcement ticket by meeting schoolwide expectations. Student produced videos can be generated by schoolwide (or grade-level) competitions. In addition, other schools have given students the opportunities to star in PBIS videos as a reinforcer for meeting schoolwide expectations.

Technical adequacy

Equally important to PBIS principles is ensuring that a film is technically sound. As Kennedy and Swain-Bradway (2012) describe, “the dialog must be easy to hear, the images must be clear and sharp, and the video editors must invest time into ensuring titles, transitions, and other effects are smooth and contribute to the overall quality of their work” (p. 23). Taken together, effective PBIS videos are produced to adhere to basic film production standards. We recommend that producers consider identifying the: (a) purpose of the film, (b) audience, and (c) cast and/or materials needed. We offer a tip sheet of PBIS film production basics in Figure 2. Another preproduction strategy is to create an outline, script, or storyboard. In

Before	During	After
<p>1. What data do we have that illustrates a need? <i>PBIS teams use data (e.g., discipline) to understand the issues that need additional supports.</i></p> <p>2. Is this primarily a student or staff issue? <i>PBIS videos can be made to help students and adults learn or use specific behaviors. Videos can also be community building, and thus appeal to all viewers.</i></p> <p>3. Who do we need for this video in terms of actors? <i>It is important to ensure the participants are representative of the student body. Adult actors should be drawn from various levels or content areas. Never video anyone without their permission, and in the case of students, their parents' permission.</i></p> <p>4. Who has input on the script and is approval needed from PBIS team</p>	<p>1. Is all equipment charged and ready to record? <i>Be prepared by charging equipment.</i></p> <p>2. Is the scene sufficiently lit? <i>Test to make sure you can see the actors and props.</i></p> <p>3. Will the dialog or other action be loud enough? <i>Make sure you either use external microphones, or, if they aren't available, always make sure the camera's built in microphone is</i></p>	<p>1. Who will produce the video? <i>Typically, one team member (can be a student) produces the video. Be creative in recruiting a colleague or student with the requisite skills.</i></p> <p>2. Who has final sign off on the video? <i>Be sure the final video is acceptable to the PBIS team, and your building's administrators.</i></p> <p>3. Where and when will this be shown? <i>A key decision is where and when to publicly display your hard work. There's no right or wrong time as long as the intended audience has a chance to see it without distraction (see Planning Guide in Figure 3).</i></p>

Figure 2. PBIS video production—questions to ask.

addition, a statement of purpose and cohesive story are critical for delivering a message on an important topic. To create a clear and cohesive story, Lauren Levine (PBIS film producer) recommends creating a script using a two-column format. In the left column write the film action, and the right contains the audio and/or script. To maximize instructional time and student engagement, we recommend creating brief (e.g., 2–4 min)

videos. We recommend filming rehearsals on location to determine whether there are any issues with sound or lighting. Immediately after filming, we suggest backing up the film on a computer or web-based program (e.g., Dropbox or Vimeo). We anticipate most videos to need some editing (e.g., cut/combine scenes, add titles/transitions/captioning); iMovie and Filmora Video Editor are easy to use editors. Videos that are technically sound and

<p>leads or building administration?</p> <p><i>The best PBIS videos are collaborative efforts, and reflect the ideas of team leads, administrators, teachers, students, and other community members. It is important to make sure all key stakeholders sign off on the plan for the video.</i></p> <p>5. Who is the director? <i>It is good to have one person with a vision for the video to serve as director. This person should be well-versed in PBIS practices and understand at least a bit about video production.</i></p> <p>6. What equipment do we need?</p> <p><i>Phones can be used for filming to produce a nice video. However, if the team has access to a video camera, a lighting system, and microphones, the product will look and sound even better.</i></p>	<p><i>pointed at the person speaking and the camera person is close.</i></p> <p>4. Is the acting clear and is the scene addressing the original need established by the team? <i>The director's job is to make sure the actors are implementing the script as written.</i></p>	<p>4. Do we have a lesson plan to accompany the video?</p> <p><i>Videos are not a silver bullet that will solve all of your school's issues. Instead, using video as part of a coherent approach to supporting student and adult behavior is logical and appropriate.</i></p> <p>5. What data can we collect on the videos' impact?</p> <p><i>The PBIS team should continue to collect and analyze data to determine if the video and accompanying lesson(s) is having the intended impact. Students and teachers can also be surveyed to determine their thoughts on the video.</i></p>
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Figure 2. (Continued).

well-edited are more likely to be engaging and prevent the message or intent of the film from being lost on the audience.

The use of humor, personal connection, and reflection is a common practice in PBIS videos. We recommend schools view these strategies as engagement tactics to enhance their PBIS message. Thus, the PBIS videos that you create are more likely to be well-received if you use a few tactics to engage the viewer. A North Elementary School video that is technically sound and engaging to students is “The Morning Routine” (<https://youtu.be/-R57pWA-BKA>). In this

example, the students and teachers model examples and nonexamples for coming into school in the morning. The video uses titles and transitions to illustrate concepts, features steady camera work throughout, and uses music and voice effectively (i.e., lowered music so that speaking parts are clear).

When to screen videos?

As you consider when to screen PBIS videos, consider that PBIS videos should be used as a part of teaching your schoolwide expectations to students, which

should follow the principles of explicit instruction (i.e., clearly defining the skill, presenting examples/non-examples, then following up film viewing with opportunities for practice and feedback within the authentic context; Archer & Hughes, 2011). Also, consider that schoolwide teaching procedures should include exposing students to PBIS expectations to introduce the concepts at the beginning of the year and then consistently throughout the school year (i.e., weekly), paying particular attention to times of the year that have a history of occasioning inappropriate behavior (e.g., after winter break, before spring break). If PBIS videos will be the primary teaching method, then schools will want to use film with some regularity. However, if film will be only one teaching tool to support other activities (e.g., lesson plans, assemblies), then film can be used to highlight key expectations or settings less frequently. Schools may want to consider using videos to teach expectations that are of critical importance to teachers (e.g., as measured by the School-wide Expectation Survey for Specific Settings [SESS; Lane, Oakes, & Menzies, 2010]) or whose violations have resulted in a high rate of office discipline referrals (or other schoolwide data indicator). For example, a school who had several discipline referrals generated from the hallway for fighting with peers and talking back to teachers may want to develop a video focusing on appropriate behavior in this setting of the school. This video can introduce all schoolwide expectations in this setting with a special emphasis on “showing respect” or related schoolwide expectation, because this is the desired replacement behavior for fighting and talking back.

We suggest schools first develop a calendar of all teaching activities for the entire school year, to get a clear picture of how they intend to use PBIS videos within their school’s teaching plan. Then, consider developing a schedule with a plan to introduce videos targeting specific expectations, school settings, and special topics (a discussion of each to follow) similar to the example provided in Figure 3. This schedule will help the PBIS team prioritize what areas should be addressed and create accountability among themselves by clearly defining deadlines and persons responsible.

A sample schedule is included in Figure 3. For instance, a school may want to produce a video that provides an overview of their PBIS program by introducing all expectations to students, faculty, and staff

and displaying students receiving reinforcement for engaging in the expectations. Then, the school may plan to highlight what the schoolwide expectations look like in various settings within the school, highlighting a different setting for each month of the fall semester (e.g., September = hallway, October = classroom, November = cafeteria, December = bus), the order of which can be determined using schoolwide data and/or by polling teachers to determine which area is of most critical need. In the spring, the school may plan to focus on special topics (e.g., anti-bullying, school pride, tolerance) or new issues that may arise (e.g., dress code infractions, frequent tardies, profanity). As new videos are added, existing videos should be rescreened on a regular rotation, which is why creating a schedule and having a consistent screening time becomes critical (e.g., Monday during advisement time, Thursday morning during announcements).

Where to screen videos?

Another benefit of using PBIS videos to support schoolwide implementation is that videos can be screened in many different settings, in both large and small groups. Videos can be screened at pep rallies and schoolwide assemblies. Also, videos can be screened within classrooms using closed-circuit television and/or by housing videos on teacher-accessible school servers. With the permission of parents, some schools have even put their PBIS videos on the school’s website, YouTube page, or Facebook page. The flexibility of screening platforms can potentially increase the visibility of PBIS videos and encourage home and community involvement, thus reinforcing schoolwide expectations in other settings. For an example of a school-based PBIS film website, see Westwood High School’s Video Announcement page (<http://www.mpsaz.org/westwood/staff/cbross/videos/>).

What should be featured in PBIS videos?

PBIS Videos feature a wide variety of topics. In the following section we provide a detailed overview of three areas: schoolwide PBIS expectations, setting-specific expectations, and special topics (e.g., antibullying, school pride, mental health). The section concludes with an overview of PBIS videos for staff and teacher training.

Target Expectation	Video Concept	Actor(s)	Production Deadline	Initial Screening	Rescreening
Intro to PBIS School-wide Expectations	Review PBIS at HMS; All expectations, tickets/ drawings; Overview from principal; Students explain an expectation across settings (matrix)	Dr. Andrews; SGA Students	August 1	First Day of School (August 15) in Grade Level Kick-off Assemblies	Fridays (after morning announcements) during the month of August; Fridays bi-weekly during January; Up to once a month throughout the year
Be Respectful	Examples (students) and nonexamples (teachers) of engaging in respectful behavior in the classroom, hallway, and cafeteria	Mr. Johnson, Ms. Hamlin, Ms. Couch, Ms. Smith's 5 th Grade Class	August 20	Monday, September 1	Fridays bi-weekly during the month of September; Up to once a month throughout the year
Be Responsible	Examples and nonexamples of engaging in responsible behavior in the classroom, gym, and restroom; PE coaches to create a rap	PE Coaches	September 20	Monday, October 5	Fridays bi-weekly during the month of October; Up to once a month throughout the year
Be Resourceful	Examples (students) and nonexamples (teachers) of engaging in resourceful behavior in the classroom, cafeteria, and on the bus	Drawing Winners (6); Ms. Williams, Ms. Evans	October 20	Monday, November 3	Fridays bi-weekly during the month of November; Up to once a month throughout the year

Figure 3. Example PBIS video screening planning guide.

Schoolwide PBIS expectations

PBIS videos have been used to effectively introduce all stakeholders to the concept of schoolwide PBIS

initiatives, both at the initiation of PBIS implementation and the initiation of subsequent school years. PBIS kickoffs are important for teaching expectations to students as well as conveying to

them that they will receive reinforcement for engaging those expectations. Film can be a powerful way to achieve both of these goals in a way that is engaging and permanent, so that it can be used later in the school year and/or viewed by new students, faculty, and staff members who join the school community after the school year is underway. Film can be used to highlight all schoolwide expectations or it can be used to highlight what one expectation (e.g., “show respect”) looks like in multiple settings in the school building. Schoolwide expectations can be abstract concepts to many students, including students who are younger, have disabilities, or have a lack of experience with clear rules and routines. Using video modeling strategies to help the expectations come alive can be a powerful teaching tool.

One film that provides a good overview of schoolwide expectations is *Respectful, Responsible, Ready: Third Grade* (<https://vimeo.com/20959796>), produced by the Madison School District in Idaho and featured in the 2011 Film Festival. This film shows students both explicitly stating and modeling the three expectations in a variety of settings across the school. Another such film, *PBIS Whip and Nae* (<https://www.youtube.com/watch?v=KmAIko50UeY>) produced by Inman Intermediate School in Nixa, Missouri, uses students to clearly articulate the PBIS expectations in the school. Once expectations are verbally introduced, students and adults engage in a song-and-dance set to the song “Watch Me (Whip/Nae Nae)” that further restates and acts out the schoolwide expectations. The activities in this video also encourage school engagement and pride.

Setting-specific expectations

PBIS videos can also be used to effectively illustrate how schoolwide expectations can be met in specific settings within the school building. An expectation matrix often serves as a foundational teaching tool for highlighting what specific PBIS expectations “look like” in various settings in the school (Lane et al., 2009). Videos are a great way of providing a visual illustration of the expectation matrix by depicting students displaying appropriate behaviors within these given contexts. Teaching behaviors in context is an effective teaching tool, and is often

necessary for students with disabilities to obtain mastery. Likewise, it allows schools to highlight policies and routines, such as walking on the right side of the hallway, selecting the first available seat in the cafeteria, or only exiting through the doors in the rear of the school to meet the bus at the end of the day. As previously suggested, schools can use their schoolwide data to determine which (or in which order) settings should be taught using PBIS film. Schools have also used film to respond to specific problems behaviors that create problems in schools (i.e., profanity, dress code violations, tardies; Hirsch et al., 2016). A brief video highlighting bathroom expectations *Go, Flush, Wash, Leave* was created by Franklin Elementary School in San Antonio, Texas, (<https://vimeo.com/20955249>) and was featured in the 2011 Film Festival, repeating this mantra as a reminder to students to get in and out of the bathroom and back to work. Another great video that teaches PBIS expectations, highlighted in the 2016 Film Festival, *Cafeteria Safety—Clean It Off* was created by Thomas Jefferson High School also in San Antonio, Texas (<https://vimeo.com/153271588>). This video is set to the tune of the song “Shake It Off” and illustrates examples and limited nonexamples of appropriate cafeteria behaviors and uses many effective engagement strategies: upbeat music, highlighting multiple stakeholders, and captions to facilitate comprehension.

Special topics

As previously discussed, film provides an exciting, engaging, and versatile platform to reach a myriad of stakeholders including students, staff, families, and community members. Generally, PBIS videos focus on topics and themes related to school or classwide expectations. However, at times, specific needs arise within the school or community that require attention and, given their link to behavior, naturally fit with the principles of PBIS. These “special topics” may be addressed using film by shining a spotlight on the issue while employing principles of PBIS filmmaking (e.g., clear and explicit teaching, use of positive language, use of examples and select limited nonexamples). In the following section we briefly discuss a few common special topic issues/needs frequently addressed by PBIS videos.

Antibullying

Videos addressing bullying behavior are frequently produced as part of school climate, antibullying, and PBIS initiatives. Videos that are successful at conveying messages surrounding antibullying contain the following characteristics that support bully prevention (Horner, Nese, Ross, Stiller, & Tomlanovich, *n.d.*; Horner, Ross, & Stiller, *n.d.*):

- Explicitly define “bullying” via the identification of observable and measurable behaviors rather than focusing on the term “bullying” or “bully” (e.g., exclusion, name calling, cyber attacking).
- Provide limited to no nonexamples (i.e., depictions of bullying behavior) given that these can potentially increase bullying behaviors by modeling the inappropriate behavior.
- Provide clear instructions addressing how victims and bystanders should respond when bullying occurs (e.g., stop, walk, and report).
- Make a statement or convey a message supporting a school climate that focuses on acceptance and inclusion for all stakeholders.

Antibullying videos including these characteristics align with the recommendations of PBIS researchers and may complement the use of bully prevention curricula recommended by the OSEP National Technical Assistance Center. Curricula and other helpful resources on aligning bully prevention initiatives with PBIS can be downloaded for free at <http://www.PBIS.org/school/bully-prevention>. An example of an antibullying video that aligns with PBIS bully prevention practices is *Stop, Walk, and Talk* created by John Beach at North Elementary in Princeton, Minnesota (<http://tinyurl.com/ht33371>), which focuses on using the Stop, Walk, and Talk method when a student or a peer is bullied (Ross, Horner, & Stiller, 2014).

School pride

Videos that create a positive school climate help to support PBIS principles while also including unique/exciting school initiatives, highlighting multiple stakeholder groups, and reinforcing schoolwide expectations that highlight the values of the school community. In contrast to videos focusing on specific skill instruction, these pieces weave together an overview of schoolwide expectations and depict school and community culture. The U.S. Department of Education Resource Guide for Improving School Climate (2014) emphasizes the need

to build positive school climates through engaging and communicating with all stakeholder groups, especially families. PBIS videos focusing on school pride provide a platform to communicate and celebrate schools. Franklin High School’s “Saber Pride Lip Dub” (<https://youtu.be/s7g8cJrvDog>), featured in the 2016 Film Festival, is an exemplary high school film utilizing humor and music and representing multiple groups of students, staff/teachers, and community members. It is important to note that best practice when creating school pride videos includes involving multiple varied stakeholders in the planning, creation, editing, and review process to ensure that videos are truly representative of *all* students, staff, and (when applicable) community members.

Mental health

Videos that support positive student mental health and emphasize character education naturally complement existing PBIS initiatives. There may be specific issues identified per the use of discipline, referral, and/or screening data as well as required character or counseling curricula that a school-based team wishes to highlight. In their interview with the Council for Exceptional Children (*n.d.*) George Sugai and Kristine Melloy (representing the Council for Children with Behavioral Disorders) both emphasize the importance of bringing awareness to mental health issues and offering education related to social skills while supporting individuals with social needs. For example, one school district chose to address gun violence prevention via participation in the nonprofit organization Sandy Hook Promise (<http://www.sandyhookpromise.org/about>). In an effort to support awareness and a culture of inclusion, this district created a film focused on promoting inclusion through connecting with peers, colleagues, and community members using the power of saying “Hello.” The Madison School District’s film (<https://youtu.be/oSamNz489ag>), featured in the 2016 Film Festival, depicts the need to address societal and mental health issues with a focus on the actionable steps members of that community can take to proactively decrease factors common to individuals involved in gun violence (i.e., social isolation). This film adheres to the principles of creating a successful PBIS film (e.g., the film has a clear and specific message, uses positive language, and includes multiple stakeholders from across the district and community engaging in a

proactive strategy) while promoting and bringing awareness to important mental health messaging.

Teacher/staff training

Film provides an engaging and flexible medium to create teacher and staff trainings that are preserved for institutional memory. Film can be used to create trainings for staff members who may be unable to attend training due to employment restrictions (e.g., noncertified staff, such as paraprofessionals, unable to attend preplanning in-service trainings), conflicting schedules (e.g., providing student services during training time), or who work for a district but not directly for a school (e.g., bus drivers), and/or individuals who are new to a school or district (e.g., recent hires). Effective training videos should follow the film evaluation rubric (presented previously) and it is recommended that instruction within videos follow the principles of explicit instruction. To see an example of staff training in action, review the bus driver training video entitled *Active Supervision on the Bus* (<https://vimeo.com/129036530>) created by the Conseil des écoles publiques de l'Est de l'Ontario in Ottawa, Ontario, Canada and featured in the 2016 Film Festival.

Further, PBIS videos can be used to promote teacher implementation of schoolwide procedures for teaching. As previously discussed, teaching behavioral expectations and appropriate social skills is one of the tenets of the PBIS framework. By using PBIS videos to teach expectations, schools can facilitate teacher and staff understanding of the schoolwide expectations. This, in turn, can promote teacher fidelity of implementation, because (a) all teachers will uniformly present information to their students and (b) individual teachers will have fewer materials to prepare when premade videos are used.

Video modeling for teacher behavior also can be used as a means of teacher/staff training. On the Vimeo site created by Michael Kennedy (<https://vimeo.com/mjk>), there are example videos that show clips of teachers reviewing expectations (<https://vimeo.com/95213652>), introducing procedures (<https://vimeo.com/95589557>), and providing reinforcement (<https://vimeo.com/95291545>). Videos such as these also can be used for the purpose of self-reflection and assessment by teachers to promote fidelity of PBIS implementation. Schools may want to consider filming teachers leading discussions following video screening to share as examples with other faculty and staff.

Concluding thoughts

As you consider how best to use videos to support your school's PBIS implementation, please consider these important implications. First, film should be only one component of a plan for teaching expectations. It isn't enough to screen videos for and with your students. Screenings should be followed up with discussion and activities that reinforce concepts covered in the videos to promote generalization and maintenance of skills. Second, teachers and staff should reinforce students who engage in targeted skills and expectations because reinforcement is also essential to facilitating generalization and maintenance of skills. Third, we encourage you to start small with your use of PBIS film, with a plan that is attainable given your school's resources (i.e., production equipment, personnel, time). It is better to do a few videos well than to try to do too much, resulting in videos that do not use positive language or explicitly teach skills in an appealing and technically sound way. Always have a plan to grow your school's film library as resources allow. We encourage schools to use the tools provided in this paper to develop and screen videos.

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