



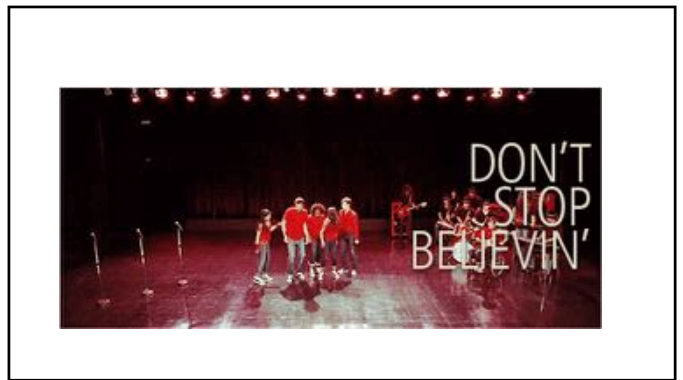
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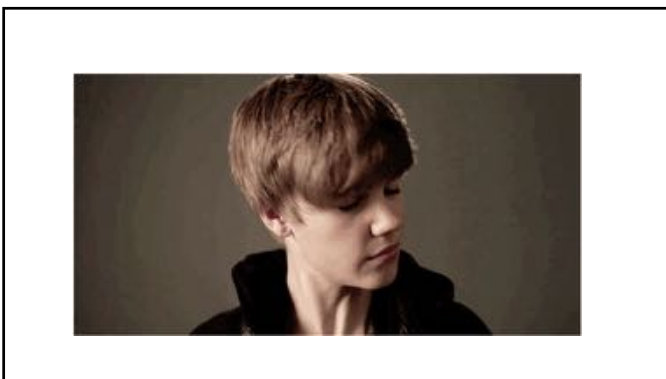
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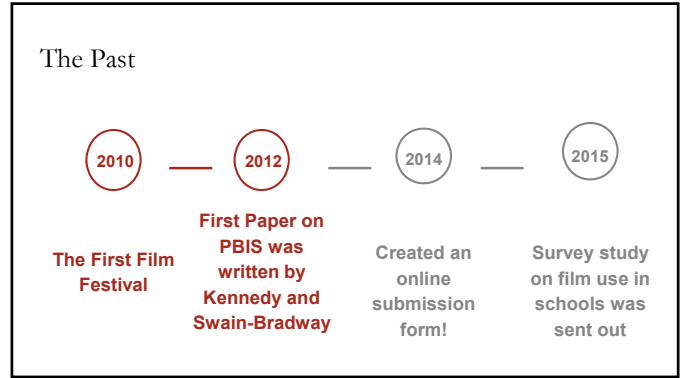
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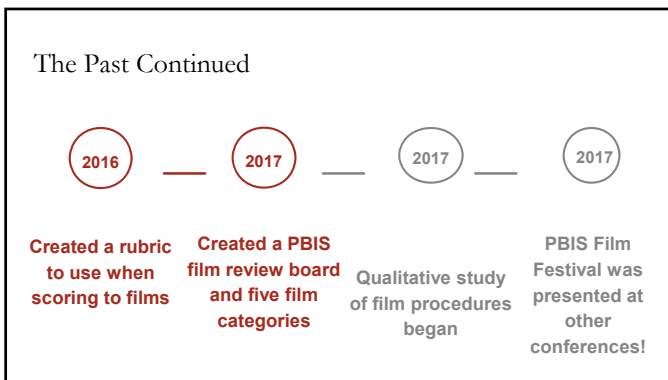
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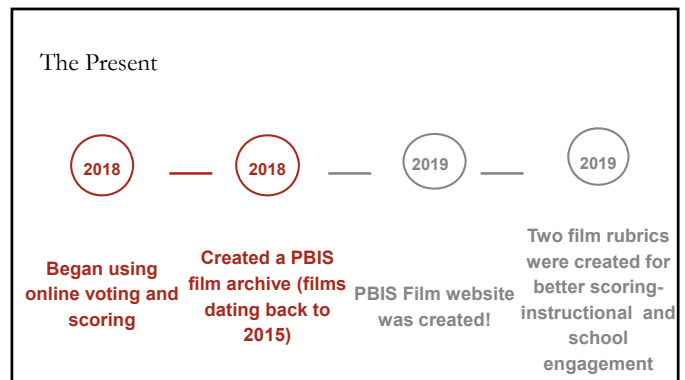
7



8



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Bathroom Expectations – Crane Elementary School, Missouri



13

Chaneyana Jones and the Hallways of Doom – Downer's Grove North High School, Illinois



<https://vimeo.com/groups/pbisvideos/videos/30163737>

14

REWIND – Keith Hoyer, Belt High School, Montana



<https://vimeo.com/groups/pbisvideos/videos/20959183>

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Bathroom Dance – Barkley-Ruiz Elementary School, Arizona



<https://vimeo.com/groups/pbisvideos/videos/20956797>

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The True Story of Northside School - Thomas Mauer, Minnesota



<https://vimeo.com/groups/pbisvideos/videos/36605583>

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Stripping the Label – James Vong, Canada



<https://vimeo.com/groups/pbisvideos/videos/35531919>

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IMMA BE – John Early Magnet Charter School, Nashville, TN

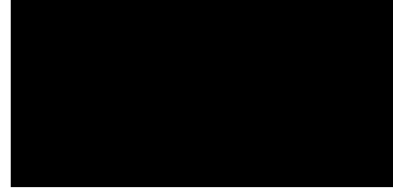


<https://vimeo.com/groups/pbisvideos/videos/38387470>

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2014 -Best School Engagement Lip Dub

Gardner Edgerton High School, Gardner, KS
Terry Thaelke & Mass Media Class



https://www.youtube.com/watch?v=rDivVo_eZ7Y

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2015 - Our Team



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Best Music Video - Happy

John Adams High School, Howard Beach, NY
John Mazzocchi, Mallory Palmieri, Sheri Novak, Student Ambassadors



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Best HS Film

Fresh Prince of Franklin – Timeliness Rap



<https://vimeo.com/156744905>

23

Best Music Video


John Adams High School, Howard Beach, NY



<https://www.youtube.com/watch?v=ObeGcNIEPI>

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Spread the word...



#APBS #PBISFilmFestival

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2019 Film Festival
Review
Panel/Curators

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Film Festival Curators



Shanna Hirsch
Clemson University

Ashley MacSuga-Gage
University of Florida

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Film Festival Review Panel



Anna Winneker
University of South Florida
Tampa, FL

Jessica Rodgers
Everett Alvarez High School
Salinas, California

Sara Heintzelman
Centennial School of Lehigh University
Bethlehem, PA

Scott Silverman
John Adams HS
Ozone Park, NY

Sarah E. Iles
Department of Education
Victoria, Australia

Blake Richter
Inman Intermediary
Nixa, MO

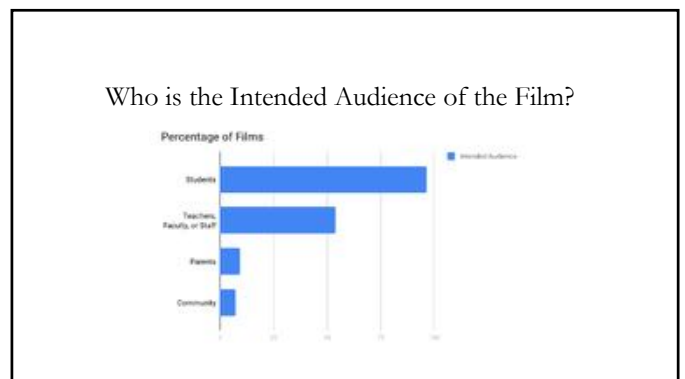
John Beach
Intermediary School
Princeton, MN

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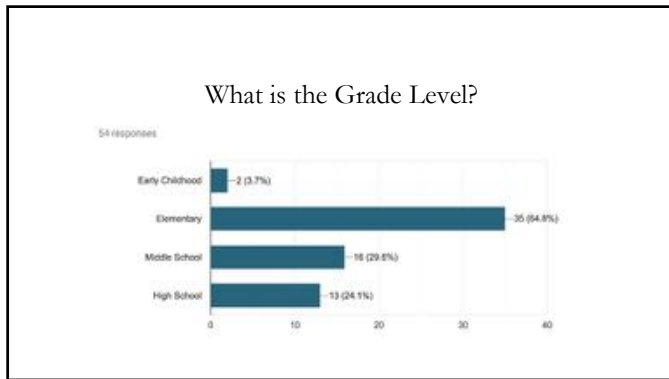


57 Entries Submitted
This Year

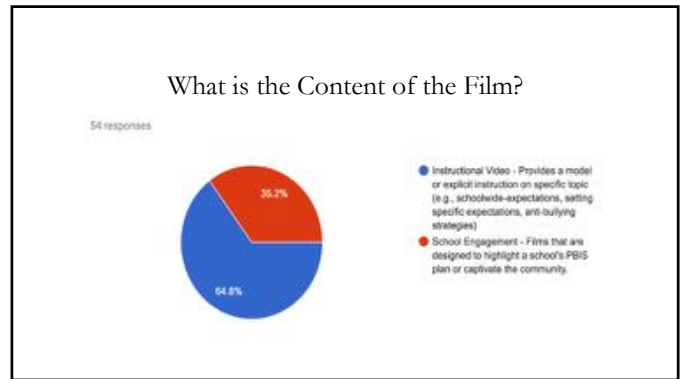
35



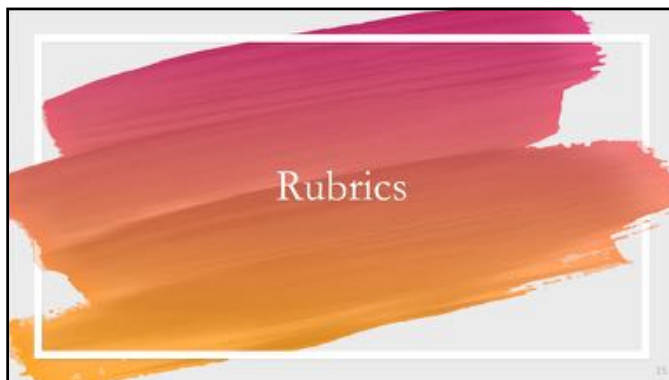
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Figure 1. **PBIS Video: Instructional Rubric**

	Exemplary (5)	Competent (4)	Developing (3)	Not Satisf (2)	Not Applicable
PBIS - Explicit*	Explicit skill instruction is provided throughout the video and is clearly demonstrated.	Explicit skill instruction is provided throughout the video or appropriate models are provided.	Explicit skill instruction is clearly provided in the video with some appropriate models.	Explicit skill instruction was not provided.	Not relevant to the type of video.
PBIS - Examples	Provides examples of the desired behavior(s).	Provides examples of the desired behavior(s) and, if applicable, a higher number of examples than not examples.	Uses a few examples of the desired behavior(s) and multiple non-examples.	Examples of the desired behavior were not provided.	Not relevant to the type of video.
PBIS - Clear and Positive Language	Video uses positive language by telling viewers exactly what to do and how to do it (e.g., "do" and "do not").	Video uses some positive language by telling viewers what to do and limits the use of "do not" and "do not".	Video minimally demonstrates use of positive language.	Video does not demonstrate use of positive language.	Not relevant to the type of video.
Video Accessibility	Video uses voice over narration (as appropriate) and closed captioning to provide explicit explanations of potentially unclear messages.	Video uses voice over narration (as appropriate) and closed captioning to provide explicit explanations of potentially unclear messages.	Video uses some appropriate voice over narration or closed captioning to provide explicit explanations of potentially unclear messages.	Video does not use voice over narration or closed captioning.	Not relevant to the type of video.
Video Engaging Features	The video utilizes music, dance, or appropriate humor to serve the video's message.	The video utilizes music, dance, or appropriate humor, but it does not serve the video's message.	The video does not utilize music, dance, or appropriate humor.	The video music, dance, or humor does not serve the video's message.	Not relevant to the type of video.
Video Production	Video features quality camera work (e.g., steady, in focus, good lighting). The video is edited and runs smoothly from start to finish.	Video features decent camera work (e.g., steady, in focus, good lighting). The video is edited and runs smoothly from start to finish.	Video features some camera work (e.g., steady, in focus, good lighting) or the video is edited or runs smoothly from start to finish.	Video features minimal camera work (e.g., steady, in focus, good lighting) or the video is edited or runs smoothly from start to finish.	Not relevant to the type of video.

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Figure 2. **PBIS Video: School Engagement Rubric**

	Exemplary (5)	Competent (4)	Developing (3)	Not Satisf (2)	Not Applicable
PBIS - Core Features*	Clearly aligns with one or more of the core features of positive behavior support.	Aligns with one core feature of positive behavior support.	Aligns with one or more features of positive behavior support.	Video is not aligned with the features of positive behavior support.	
PBIS - School Engagement	The video presents information and content specific to the environment of the school or demonstrates schoolwide engagement.	The video does not present information and content specific to the environment of the school, or demonstrates schoolwide engagement.	The video does not present information and content specific to the environment of the school, or demonstrates schoolwide engagement.	The video does not present information and content specific to the environment of the school, or demonstrates schoolwide engagement.	
PBIS - Message	The message of the video can be clearly understood by viewers and is supported by observable appropriate behaviors throughout.	The message of the video can be clearly understood by viewers and is supported by observable appropriate behaviors throughout.	The message of the video can be clearly understood by viewers and is supported by observable appropriate behaviors throughout.	The message of the video can be clearly understood by viewers and is supported by observable appropriate behaviors throughout.	
PBIS - Clear and Positive Language	Video uses positive language by telling viewers what to do and how to do it (e.g., "do" and "do not").	Video uses some positive language by telling viewers what to do and how to do it (e.g., "do" and "do not").	Video minimally demonstrates use of positive language.	Video does not demonstrate use of positive language.	Not relevant to the type of video.
PBIS - Production*	The video provides appropriate models for substitutions.	The video provides appropriate models for substitutions.	The video provides limited use of appropriate models for substitutions.	The video does not provide appropriate models for substitutions.	Not relevant to the type of video.
Video Accessibility	Video uses voice over narration (as appropriate) to provide explicit explanations of potentially unclear messages and closed captioning.	Video uses voice over narration (as appropriate) to provide explicit explanations of potentially unclear messages and closed captioning.	Video uses some appropriate voice over narration or closed captioning to provide explicit explanations of potentially unclear messages.	Video does not use voice over narration or closed captioning.	Not relevant to the type of video.
Video Engaging Features	The video utilizes music, dance, or appropriate humor to serve the video's message.	The video utilizes music, dance, or appropriate humor, but it does not serve the video's message.	The video does not utilize music, dance, or appropriate humor.	The video music, dance, or humor does not serve the video's message.	Not relevant to the type of video.
Video Production	Video features quality camera work (e.g., steady, in focus, good lighting). The video is edited and runs smoothly from start to finish.	Video features decent camera work (e.g., steady, in focus, good lighting). The video is edited and runs smoothly from start to finish.	Video features some camera work (e.g., steady, in focus, good lighting) or the video is edited or runs smoothly from start to finish.	Video features minimal camera work (e.g., steady, in focus, good lighting) or the video is edited or runs smoothly from start to finish.	Not relevant to the type of video.

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Figure 3. **PBIS Video: School Engagement Rubric**

	Exemplary (5)	Competent (4)	Developing (3)	Not Satisf (2)	Not Applicable
PBIS - Core Features*	Clearly aligns with one or more of the core features of positive behavior support.	Aligns with one core feature of positive behavior support.	Aligns with one or more features of positive behavior support.	Video is not aligned with the features of positive behavior support.	
PBIS - School Engagement	The video presents information and content specific to the environment of the school or demonstrates schoolwide engagement.	The video does not present information and content specific to the environment of the school, or demonstrates schoolwide engagement.	The video does not present information and content specific to the environment of the school, or demonstrates schoolwide engagement.	The video does not present information and content specific to the environment of the school, or demonstrates schoolwide engagement.	
PBIS - Message	The message of the video can be clearly understood by viewers and is supported by observable appropriate behaviors throughout.	The message of the video can be clearly understood by viewers and is supported by observable appropriate behaviors throughout.	The message of the video can be clearly understood by viewers and is supported by observable appropriate behaviors throughout.	The message of the video can be clearly understood by viewers and is supported by observable appropriate behaviors throughout.	
PBIS - Clear and Positive Language	Video uses positive language by telling viewers what to do and how to do it (e.g., "do" and "do not").	Video uses some positive language by telling viewers what to do and how to do it (e.g., "do" and "do not").	Video minimally demonstrates use of positive language.	Video does not demonstrate use of positive language.	Not relevant to the type of video.
PBIS - Production*	The video provides appropriate models for substitutions.	The video provides appropriate models for substitutions.	The video provides limited use of appropriate models for substitutions.	The video does not provide appropriate models for substitutions.	Not relevant to the type of video.
Video Accessibility	Video uses voice over narration (as appropriate) to provide explicit explanations of potentially unclear messages and closed captioning.	Video uses voice over narration (as appropriate) to provide explicit explanations of potentially unclear messages and closed captioning.	Video uses some appropriate voice over narration or closed captioning to provide explicit explanations of potentially unclear messages.	Video does not use voice over narration or closed captioning.	Not relevant to the type of video.
Video Engaging Features	The video utilizes music, dance, or appropriate humor to serve the video's message.	The video utilizes music, dance, or appropriate humor, but it does not serve the video's message.	The video does not utilize music, dance, or appropriate humor.	The video music, dance, or humor does not serve the video's message.	Not relevant to the type of video.
Video Production	Video features quality camera work (e.g., steady, in focus, good lighting). The video is edited and runs smoothly from start to finish.	Video features decent camera work (e.g., steady, in focus, good lighting). The video is edited and runs smoothly from start to finish.	Video features some camera work (e.g., steady, in focus, good lighting) or the video is edited or runs smoothly from start to finish.	Video features minimal camera work (e.g., steady, in focus, good lighting) or the video is edited or runs smoothly from start to finish.	Not relevant to the type of video.

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ADA - Closed Captioning

- As PBIS Films become more prevalent in schools and communities, compliance with ADA regulations becomes increasingly important for accessibility.
- ADA guidelines suggest that the key factor of accessibility in film is the presence of closed captioning.
- The following figure reflects the percentage of 2019 submissions with closed captioning embedded by the creator:

Closed Captioning - 2019 Submissions

Response	Percentage
Yes	22.1%
No	77.9%

43

Who Submits Films?

44



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Five Categories

- Faculty, Staff, Parents, & Community
- Schoolwide PBIS Expectations
- Setting-Specific Expectations
- Mental Health & Antibullying
- School Pride

46

Faculty, Staff, Parents, & Community

https://youtu.be/u23WEkt1FvM?list=PL0xXvDwofg8la6_15SUZIMQa8bDA_M5Xv

Active Supervision

Princeton Intermediate
Princeton, MN

John Beach & Tom Tschumper

47

✓ **NOMINATED**

Faculty, Staff, Parents, & Community

<https://youtu.be/-vc7XE4J4Fs>


Award Winning Culture

Enterprise Middle School
West Richland, Wa

Hans Appel, John Norlin, Houston Kraft, Jennifer Appel, Jennifer Klauss, Voortex Productions

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Schoolwide PBIS



At PES, Positive Inspires Success!
Patterson Elementary School
Patterson, GA

PES Students, PES PBIS Team, Ashlee Todd, John DuPont, Logan Bovee, Jessica Benitez, and Irineo Nolasco

<https://youtu.be/14Km7ZQJ-8c>

49

Schoolwide PBIS ✓ [NOMINATED]

PBIS “Rap Up” Video 2018



Chesapeake Public Schools
Chesapeake, VA


Roxanna Zook

<https://vimeo.com/292711862>

50

Setting Specific Expectations

Technology Specialist



Birchview Elementary
Plymouth, MA


Aaron Benesh & Kevin Warns

<https://www.youtube.com/watch?v=U9EodOtkasE>

51

Setting Specific Expectations ✓ [NOMINATED]

Colts Code: Cafeteria




Christopher Farms Elementary
Virginia Beach City Public Schools

<https://drive.google.com/file/d/112ffka5M6cTV-2jBwQ3Ve3w52rg7NoKe/view?usp=sharing>

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Mental Health & Anti-bullying

MLK: You Belong



Liberty High School
North Liberty, Iowa


Justin Colbert and Sakinah Ellickson

<https://youtu.be/kw7DBunhf4c>

53

Mental Health & Anti-bullying ✓ [NOMINATED]

Bullies No!



Clayton County Public School
Jonesboro, GA

J. Cornelius George, Flip Sterling, Curtis Johnson, Harold Madden, Niesha Appleby

<https://youtu.be/8-qMSFz81Lw>

54

✓ NOMINATED

School Pride & School Engagement




Inman Intermediate PBIS Theme Song 2018
Nixa, MO

Blake and Kaitlyn Richter

<https://www.youtube.com/watch?v=HktVxqrAZxU>

55

School Pride & School Engagement



MMMS Dare to Care

Mundy's Mill Middle School

Jonesboro, GA


J. Cornelius George, Flip Sterling, Curtis Johnson, Harold Madden, Niesha Appleby

https://youtu.be/rO_ETR5UyYE


56

✓ NOMINATED


Award Winning Culture




Bullies No




Colts Code: Cafeteria



PBIS 'Rap Up'



Inman Intermediate PBIS Theme Song



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A Look to the Future

- Our hope for the future is to continue growing and receiving more videos that capture several different aspects. Not only do we want to grow in the sense of videos from several schools around the country and world, but we also want to grow in the content that is included in the videos. To meet this goal we hope to continue receiving videos that include a wide variety of stakeholders and meet the needs of every individual who may use this video as a resource.

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