

Figure 2. *PBIS Video: School Engagement Rubric*

| | Exemplary (3) | Competent (2) | Developing (1) | Not Seen (0) | Not Applicable |
|---|--|--|--|---|------------------------------------|
| PBIS - Core Features* | Clearly aligns with two or more of the core features of positive behavior support | Aligns with one core features of positive behavior support | Briefly addresses one core features of positive behavior support | Video is not aligned with the features of positive behavior support | |
| PBIS - School Engagement | The video presents situations and concerns specific to the environment of that school. It also showcases and outlines schoolwide engagement. | The video presents situations and concerns specific to the environment of the school or showcases/outlines schoolwide engagement. | The video does not present situations and concerns specific to the environment of the school, or showcase/outline schoolwide engagement. | The video does not present situations and concerns specific related to schoolwide engagement. | |
| PBIS - Message | The message of the video can be clearly understood by relevant stakeholders and is supported by observable appropriate behaviors throughout. | The message of the video can be clearly understood by relevant stakeholders but is not supported by observable appropriate behaviors throughout. | The message of the video is not clearly understood by relevant stakeholders and is not supported by observable appropriate behaviors throughout. | The message of the video is not clear. | |
| PBIS – Clear and Positive Language | Video uses positive language- by telling viewers what to do and limits the use of “no” and “do not”. | Video uses <i>some</i> positive language- by telling viewers what to do and limits the use of “no” and “do not”. | Video minimally demonstrates use of positive language. Includes use of “no” and “do not” throughout. | Video does not demonstrate use of positive language. | Not relevant to the type of video. |
| PBIS – Stakeholders** | The video provides appropriate models for stakeholders. | The video provides appropriate models for stakeholders. | The video provides limited use of appropriate models for stakeholders. | The video has no use of appropriate models for stakeholders. | Not relevant to the type of video. |
| Video - Accessibility | Video uses voice over narration (as appropriate) to provide explicit explanations and closed captioning. | Video uses voice over narration (as appropriate) to provide explicit explanations of potentially unclear messages and closed captioning. | Video uses some voice over narration to provide explanations of unclear messages or closed captioning | Video does not use voice over narration or closed captioning. | Not relevant to the type of video. |
| Video - Engaging Tactics | 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 humor to serve the video’s message. | The video song, 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 shot to shot. | Video features quality camera work (e.g., steady, in-focus, good lighting). The video is edited or runs smoothly from shot to shot. | Video features decent camera work (e.g., steady, in-focus, good lighting) or the video is edited or runs smoothly from shot to shot. | Video features minimal camera work or the video is edited or runs smoothly from shot to shot. | |

Note. *PBS Core Features (Carr et al., 2002): a) comprehensive lifestyle change and quality of life, b) lifespan perspective, c) ecological validity, d) stakeholder participation, e) social validity, f) systems change and multicomponent intervention, g) emphasis on prevention, or h) flexibility with respect to scientific practices. **Stakeholders may include students, parents, teachers, community members. Hirsch, S. E., Brown, C., Haley, E., Beach, J., MacSuga-Gage, A. S., Kennedy, M. J., & Spence, S. E. (2018). The Top Ten Tips to Consider When Creating and Screening PBIS Films. Manuscript submitted for review.