Figure 1.
PBIS Video: Instructional Rubric

	Exemplary (3)	**Competent (2)**	**Developing (1)**	**Not Seen (0)**	**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 briefly 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 behaviors and, if applicable, a higher number of examples than non-examples.	Uses a few examples of the desired behaviors 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 what to do and limits the use of "no" and "do not".	Video uses *some* 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.
Video - Accessibility	Video uses voice over narration (as appropriate) and closed captioning to provide explicit explanations.	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 Tactics	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 to serve the video's message.	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 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 (e.g., steady, in-focus, good lighting) or the video is edited or runs smoothly from shot to shot.	

Note. *Critical components of explicit skill are (a) segmenting critical skills and (b) modeling or showing students how a skill is performed (Hughes, Morris, Therrien, & Benson, 2017), **Stakeholders may include students, parents, teachers, community members.

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