

The 10th Annual Positive Behavior Interventions and Supports Film Festival at The 16th International Conference on Positive Behavior Supports

Washington, D.C., February 21-23, 2018



The goal of the PBIS Film Festival is to collect and share videos from a wide range of schools, districts, and countries. This lighthearted competition recognizes films that (a) demonstrate the core PBIS principles and (b) meet technical video production standards. We have created two new rubrics based off the recommendations outlined by [Ennis, Hirsch, MacSuga-Gage, and Kennedy \(2018\)](#). They are designed to be a guide to aid schools when producing PBIS films. They will also be used to informally score the films prior to the PBIS Film Festival at the ABPS conference in Washington, D.C.. Films with high scores will be viewed at the PBIS Film Festival.

EXAMPLE VIDEOS & RESOURCES

The following links contain videos that exhibit the qualities outlined in the rubric:

Schoolwide PBIS Expectations: [Cleveland RICH Cubs](#)

Setting Specific Expectations: [Hallway Pride](#)

Mental Health & Antbullying: [Get Back up Again](#)

School Pride: [Can't Keep from Soarin'](#)

Faculty, Staff, Parents & Community: [Wiley Doo](#)

You can check out the videos from the 2018 Film Festival

<https://new.apbs.org/conference/presentations/9th-annual-pbis-film-festival>

SUBMISSION INFORMATION

Complete this [online](#) form to submit a film by **December 14, 2018**.

Online Form Address: <http://tinyurl.com/2019PBISFF>

FILM FESTIVAL ORGANIZERS

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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 feature of positive behavior support | Briefly addresses one core feature 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 explicit 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: *PBIS 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 multi-component interventions, g) emphasis on prevention, or h) flexibility with respect to scientific practices. **Stakeholders may include students, parents, teachers, community members.

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 <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. |
| 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 | 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 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.