

2019 PBISaz Film Festival

Recognition for School-Made Videos

The purpose of the *PBISaz Film Festival* is to recognize students and educators for creating videos that showcase or teach the core principles of Positive Behavior Interventions and Support (PBIS) in their school or facility. Winning entries will be shown at the **Behavior, Education, Technology Conference (BET-C)** on **November 7, 2019** at the Black Canyon Conference Center in Phoenix, AZ.

DUE September 27, 2019 | Submit video online: bet-c.org/awards/

Video Criteria

Submit an **Instructional** video or **School Engagement** video.

- **Instructional videos** highlight explicit skill instruction and examples of desired behaviors.
- **School Engagement** videos showcase the core features of PBIS and engagement at your school or facility. See the attached scoring rubric for details on the judging criteria.
- Previous winners may submit a **new** instructional or school engagement video that has not received a winning letter in the past.
- Schools who submitted videos in previous years that were not selected as winners are encouraged to re-submit *new* or *revised* videos.
- Videos created prior to the 2019-2020 school year are eligible for submission.

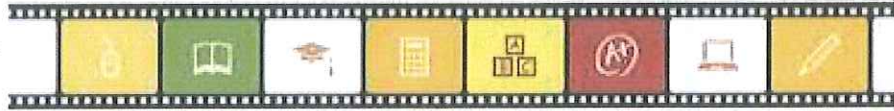
Instructional Video	School Engagement Video
<ul style="list-style-type: none"> ● PBIS - explicit skill instruction ● PBIS - examples ● PBIS - clear and positive language ● Video - accessibility ● Video - engaging tactics ● Video - production <p>* Complete Scoring Rubric attached.</p>	<ul style="list-style-type: none"> ● PBIS - core features ● PBIS - school engagement ● PBIS - message ● PBIS - clear and positive language ● PBIS - stakeholders ● Video - accessibility ● Video - engaging tactics ● Video - production
<p>Scoring: 3 - Exemplary, 2 - Competent, 1 - Developing, 0 - Not Seen, NA - Not Applicable</p>	

These criteria will be used for the upcoming 2020 International Association for Positive Behavior Support Film Festival <https://new.apbs.org/conference> and are based on Hirsch et. al. (2018).

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.*

Questions: FilmFestival@PBISaz.org

Subject: 2019 Film Festival



See examples of award winning videos at <http://bet-c.org/awards/>.

Consent

All PBISaz Film Festival entries agree to the following conditions:

- Written consent and release forms from all actors appearing in the video are held by the video producer or school
- I irrevocably authorize PBISaz and BET-C to use, display, publish, and distribute these recordings for any purpose on websites, publications, broadcasts, displays, and any other medium.
- I irrevocably release PBISaz, BET-C, their employees and agents from all liability arising out of the use of these recordings, including but not limited to any claims arising out of my right of privacy or right of publicity and any claims based on any distortions, optical illusions, or reproductions.
- I understand that I will not be compensated for any use of these recordings.
- I have read and understand this consent form and am submitting a video voluntarily.

Online Application

DUE September 27, 2019 | Submit video online: bet-c.org/awards/

In addition to district/school name and address, name/email of principal, and name/email/phone of contact person, the following items are required for the online application:

- **Video Title** - see examples at bet-c.org/2018-film-festival/
- **Video Description** - 140 characters or less, like a Tweet
- **Public Link** - URL where everyone can view the video such as Youtube, Vimeo, etc. Copy/Paste the URL.
- **Download Link** - URL where organizers can download the video (.mp4 or .mov format) so the video can be played offline at the festival. Copy/Paste the URL for the video file from Dropbox, Google Drive, iCloud or other account. This link will be kept private.

Winning videos will be showcased at the annual BET-C Conference.

Register to attend the conference at www.BET-C.org

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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 <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.

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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 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 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.