A mixed-methods research design was employed to explore the attitudes of typically developing elementary grade students toward people with disabilities. Person-centered videos depicting successful and positive people with disabilities accomplishing life tasks were shown during one week of school assemblies in an elementary school. Discussions after the videos were facilitated by the principal. Before and after the week of videos, third through eighth-grade students completed The Chedoke-McMaster Attitudes Towards Children with Handicaps (CATCH) survey. Ten students participated in a forty-minute Focus Group session after the week of viewing videos. Field notes were taken during both the intervention (video viewing and discussion) and the Focus Group. Results show an increase in affective and cognitive components of students' attitudes pre-intervention to post-intervention with no change in the behavioral component of students' attitudes. There was no change in the participants' scores on the CATCH survey from pre-intervention to post-intervention. Four themes from the Focus Group emerged: new perspectives about what is “normal” and happiness; determination and positive attitudes despite challenges; the impact of video intervention on changing one's mind; and sensitivity towards individuals with disabilities and disability identity. Limitations, implications, and suggestions for future research are offered.