

## Smiley Face Response Sheets

The following pages of numbered rows of faces provide teachers an alternate format for gathering students' responses to each of the 114 items on the PFL. It is for use with non-readers or readers of all ages. Non-readers include students who are very young, those who have learning difficulties, those who are new to English, etc. Students who do not read English may have the items translated into their first language and read to them. With this assistance they may respond directly on the Possibilities form or on the Smiley Face form.

### Directions

Before asking non-readers to begin, they should be introduced to the meaning of each face by generating synonyms for it as was recommended in the directions for the PFL. Each face is equivalent to one of the ratings on the original form:































































The form can be used with groups or individuals. The group size will depend on the extent of support students need. The reader (and an assistant) should monitor students responses so all students have responded to each item before moving ahead to the next. It will be difficult to do this for more than 10 students at a time.

The reader may be a teacher, aide, parent, sibling, peer or other volunteer who is familiar with the purpose, procedures and content of the PFL. The best way to become familiar is to do it. This should be done before administering it to students, not with them.

Monitor student's engagement. If they are tiring, quit and return to the survey later. Feel free to reduce the length of the survey by reducing the number of items or only using the Part or Parts of the survey that are most important as starting points. Renumber the remaining items on the Reader's copy so you have a record for interpreting students ratings for each item number.

There are a few differences between the information derived from the Smiley Face Form and the standard PFL form. First, the students are not asked to identify their two most and least favored items for each Part. Second, there is no Part Five (the lists of topics, verbs and product formats). As a result, responses on this form do not flow easily into the Summary or Dream Sheets. Still, the conversation around the items and students feelings about these options can still be rich and fascinating making it a valuable experience.

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