CALI – Functional Skills for Independence Domain: Language and Communication Skills  
Scoring Protocol ­­― Level 3

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Setting: | | | |
| Name of Assessor: | | Dates: | |

Directions

* Administer the items as indicated in the Administration Guide for the domain *Language and Communication Skills*
* It may not be necessary to administer certain items if the learner has been observed to demonstrate the particular skill in the natural environment, or if a given section is not required to inform programming. If applicable, record it accordingly in the Notes column.

Scoring

Structured Assessment

* Follow the start rule and the discontinue rule when applicable.
* Record the learner’s performance in the scoring protocol. Specific instructions in regard to scoring each section can be found in the scoring protocol.
* Confirmation: if you suspect that the learner’s skills for an item might have been overestimated in the context of the assessment, follow up with the parent/guardian or caregiver/teacher to determine whether the result is an accurate reflection of the learner’s ability to demonstrate de skill.

Observation

* Record requests made by learner throughout the assessment.

Notes

* Record observations such as the learner’s strengths and challenges, specific materials used to assess the item, behaviour, information about the type of support required for the learner to demonstrate the skill, and other relevant information.

Structured Assessment

2.1.1 Comprehension of Gestures

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Name of Assessor: | | Relationship to learner: | |

**Scoring**

Place a checkmark in the appropriate column.

* **Independently:** the learner is able to complete the task with no support
* **With support**: additional prompting was required for the learner to be successful
* **Does not demonstrate**: the learner does not demonstrate the skill even with support
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.

**Optional discontinue rule**

Discontinue when the learner requires support for three consecutive items. If the learner is cooperative, you may continue the assessment if you wish to test their limits.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Does the learner? | Independently | With Support | Does not demonstrate | Confirmation | Notes |
| Acknowledge a person waving hand/arm |  |  |  |  |  |
| Look at an object or person when someone is pointing |  |  |  |  |
| Stop an ongoing behaviour in response to a “no” headshake |  |  |  |  |
| Following a request for information or for access to an item, respond appropriately in response to a “yes” headshake or headnod |  |  |  |  |
| Following a request for information or for access to an item, respond appropriately in response to a “no” headshake or headnod |  |  |  |  |
| Give a person an object in response to the “give me” gesture |  |  |  |  |
| Respond to gestures commonly used in the natural environment when initiated by an adult or a peer (e.g., “high five”, “fist bump”) |  |  |  |  |
| Become quiet in response to the “sh” gesture with or without the accompanying sound (place index finger vertically onto lips) |  |  |  |  |
| Respond to “come here” gesture (extending hand and motioning index finger towards self) |  |  |  |  |
| Respond to “slow down” gesture (several slow rhythmic movements) |  |  |  |  |
| Respond to “stand up” gesture (arm extended, palm up, slowly moving towards ceiling) |  |  |  |  |
| Respond to “sit down” gesture (arm extended, palm down, slowly moving towards floor) |  |  |  |  |
| Respond to “shaking hands” gesture (when person extends their hand) |  |  |  |  |

**Structured Assessment**

2.1.2 Receptive Language Skills

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Name of Assessor: | | Relationship to learner: | |

**Scoring**

Place a checkmark in the appropriate column.

* **Independently:** the learner is able to complete the task correctly and independently on all trials
* **With support**: additional prompting was required for the learner to be successful
* **Does not demonstrate**: the learner does not demonstrate the skill even with support
* **Confirmation**: the assessor will confirm (“Y”) or disconfirm (“N”) the learner’s mastery of the competency by observing the learner in another context and will leave the box blank if an observation was not conducted to confirm the skill.

For some items in sets 1 and 2, use the data sheets provided to assess each concept. List the people, objects, places, actions, activities and body parts in the appropriate columns. A list of words is available at the end of this scoring protocol as a reference, but you can create lists and adapt them according to the materials available in the natural environment and concepts that are essential for the learner and according to the people, objects, places, actions, activities and body parts that are of particular importance to them. Common pronouns are listed in the provided date sheet but assess according to the learner’s level and abilities.

In the column “identify” of the provided data sheets, mark:

* “+” if the response is independent and correct.
* “p” if the response is prompted
* “-” if the response is incorrect

After assessing a sufficient number of items, combine scores to indicate whether the learner demonstrates the skill:

* **Independently**: correct and independent response on all trials
* **With Support**: at least one prompted correct response
* **Does not Demonstrate**: at least one incorrect response

Note that the goal of the assessment is to obtain information on the learner’s independence level. The assessor should only prompt the learner if they determine that the learner does not demonstrate the skill and they would like to know if they could with some help. The amount of prompting needed for the learner to demonstrate the skill will help their team determine the skills they should teach them as priorities.

**Start Rule**

Select the most appropriate set according to your general knowledge of the learner’s skill in this area. If starting at set 2 or 3 and the learner is unable to complete the first item independently, administer the previous set.

**Discontinue Rule**

Stop when the learner requires support for two consecutive items.

**Terminology**

**Identify**: the learner must *point to* or *demonstrate* the response

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Does the learner? | Independently | With Support | Does not demonstrate | Confirmation | Notes |

|  |
| --- |
| Set 1 |

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| --- | --- | --- | --- | --- | --- |
| Attend to sounds, voices and movement in the immediate environment |  |  |  |  |  |
| Retrieve familiar objects when they are named  Object 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Object 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Object 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Follow simple instructions  Instruction 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| |  | | --- | | For the following items, use the provided data collection sheets. You can consult the lists of objects, actions, places and body parts also provided. | | | | | | |
| Identify familiar people and pictures of people |  |  |  |  |  |
| Identify familiar objects and pictures of objects |  |  |  |  |
| Identify familiar places and pictures of places (e.g., answers the question “Where are you?”) |  |  |  |  |
| Identify familiar actions and pictures of actions |  |  |  |  |
| Identify common activities or pictures of activities |  |  |  |  |
| |  | | --- | | Set 2 | | | | | | |
| Demonstrate comprehension of pronouns (use provided data sheet) |  |  |  |  |  |
| Follow an instruction with descriptive words (e.g., “Give me the little one, please”)  Instruction 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Follow an instruction with prepositions (e.g., “Bring me the one beside the table”)  Instruction 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Demonstrate understanding of negation (e.g., “not”, “don’t”)  Instruction 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| |  | | --- | | Set 3 | | | | | | |
| Follow two-part instructions  Instruction 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| Follow three-part instructions  Instruction 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Receptively identify by who, what, and where  Instruction 1 (who): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 2 (what)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 3 (where): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Understand longer and more complex sentences (sentence consisting of a combination of subjects, actions, objects, adjectives, prepositions and conjunctions)  Instruction 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Instruction 3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |
| Follow multi-step instructions (four or more steps; use of a visual support or list for readers is acceptable)  Task: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Step 1 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Step 2 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Step 3 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Step 4 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Step 5 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Step 6 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |

2.1.2 Receptive Language Skills – Data Collection Sheet

| **People** | **Identify** | **Objects** | **Identify** | **Places** | **Identify** |
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2.1.2 Receptive Language Skills – Data Collection Sheet

| **Actions** | **Identify** | **Activities** | **Identify** | **Body Parts** | **Identify** |
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2.1.2 Receptive Language Skills – Data Collection Sheet

| **Pronouns** | **Identify** | **Pronouns** | **Identify** |
| --- | --- | --- | --- |
| My |  |  |  |
| Your |  |  |  |
| His/hers |  |  |  |
| Our |  |  |  |
| Their |  |  |  |
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Structured Assessment

2.2.3 Labelling Skills

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Name of Assessor: | | Relationship to learner: | |

**Scoring**

Use the provided data collection sheets and list the people, objects, places, actions, activities and body parts in the appropriate columns. A list of words is available at the end of this scoring protocol as a reference, but you can create lists and adapt them according to the materials available in the natural environment and concepts that are essential for the learner and according to the people, objects, places, actions, activities and body parts that are of particular importance to them. Common pronouns are listed in the provided date sheet but assess according to the learner’s level and abilities.

In the column “label” of the provided data sheet, mark:

* “+” if the response is independent and correct.
* “p” if the response is prompted
* “-” if the response is incorrect

After assessing sets of basic concepts, combine scores to indicate whether the learner demonstrates the skill:

* **Independently**: correct and independent response on all trials
* **With Support**: at least one prompted correct response
* **Does not Demonstrate**: at least one incorrect response

Note that the goal of the assessment is to obtain information on the learner’s independence level. The assessor should only prompt the learner if they determine that the learner does not demonstrate the skill and they would like to know if they could with some help. The amount of prompting needed for the learner to demonstrate the skill will help their team determine the skills they should teach them as priorities.

**Optional Discontinue Rule**

Discontinue when the learner requires support for three consecutive items. If the learner is cooperative, you may continue the assessment if you wish to test their limits**.**

**Terminology**

**Label:** the learner must *name* the correct response

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Does the learner? | Independently | With Support | Does not demonstrate | Notes |
| Label familiar people and pictures of people |  |  |  |  |
| Label familiar objects and pictures of objects |  |  |  |
| Label familiar places and pictures of places |  |  |  |
| Label familiar actions and pictures of actions |  |  |  |
| Label common activities or pictures of activities |  |  |  |
| Label body parts |  |  |  |
| Label using appropriate pronouns |  |  |  |
| Label using simple sentences |  |  |  |
| Use augmentative device as a back up or primary mode of communication |  |  |  |

2.2.3 Labelling Skills – Data Collection Sheet

| **People** | **Label** | **Objects** | **Label** | **Places** | **Label** |
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2.2.3 Labelling Skills – Data Collection Sheet

| **Actions** | **Label** | **Activities** | **Label** | **Body Parts** | **Label** |
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2.2.3 Labelling Skills – Data Collection Sheet

| **Pronouns** | **Label** | **Pronouns** | **Label** |
| --- | --- | --- | --- |
| I |  | My |  |
| You |  | Your |  |
| He/she |  | His/hers |  |
| We |  | Our |  |
| They |  | Their |  |
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**Observation**

2.2.2 Requesting Skills

| Learner’s name: | Age: | | DOB: |
| --- | --- | --- | --- |
| Name of Assessor: | | Relationship to learner: | |

**Scoring**

Use the data collection sheet provided to list requests made by the learner throughout the assessment. Then check the column(s) that best apply to that request.

After collecting information on the learner’s requesting skills, combine scores to indicate whether the learner demonstrates the skill:

* **Independently**: independent requests on all trials
* **With Support**: at least one prompted request
* **Does not Demonstrate**: no requests of that type were made

Note that the goal of the assessment is to obtain information on the learner’s independence level. The assessor should only prompt the learner if they determine that the learner does not demonstrate the skill and they would like to know if they could with some help. The amount of prompting needed for the learner to demonstrate the skill will help their team determine the skills they should teach them as priorities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Does the learner? | Independently | With Support | Does not demonstrate | Notes |
| Use single words to indicate wants and needs |  |  |  |  |
| Use multiple words to indicate wants and needs |  |  |  |
| Use augmentative device as back up or primary mode of communication |  |  |  |
| Request items that are visible in the environment |  |  |  |
| Request items not present in the environment |  |  |  |
| Request when prompted (e.g., “what do you need?”) |  |  |  |
| Request spontaneously |  |  |  |
| Request that others perform an action |  |  |  |
| Request attention |  |  |  |
| Request missing items needed for a task |  |  |  |
| Request help |  |  |  |
| Request that others remove an item or stop an activity |  |  |  |
| Request information using various questions (e.g., questions starting with who, what, where, when, why, how, can, do, does, will) |  |  |  |
| Request items or events for later |  |  |  |

2.2.2 Requesting Skills – Data Collection Sheet

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| Was the learner requesting? | **Spontaneously** | **Using single words** | **Using multiple words** | **Using augmentative device** | **Items that are visible** | **Items that are not visible** | **Action** | **Attention** | **Missing items** | **Help** | **To stop an activity** | **Items or events for later** |
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List of words

2.1.2 Receptive Language Skills

2.2.3 Labelling Skills

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| **Objects - Clothes** | | |
| Pants | Coat | Sweater |
| Shirt | Shorts courts | Jeans |
| Socks | Pajamas | Underwear |
| Skirt | Shoes | Dress |
| Jacket | Hat | Gloves |
| Mittens | Snow Pants | Bathing Suit |
| **Objects – Food** | | |
| Bread | Pancake | Cereal |
| Eggs | Ice Cream | Milk |
| Cheese | Yogurt | Pizza |
| Banana | Strawberry | Apple |
| Popcorn | Cookie | Chips |
| Lettuce | Broccoli | Carrot |
| Spaghetti | Rice | Chicken |
| **Objects - Miscellaneous** | | |
| Telephone | Shelf | Bottle |
| Bowl | Plate | Knife |
| Spoon | Fork | Glass |
| Cup | Napkin | Straw |
| Cover | Container | Pot |
| Scissors | Pencil | Ruler |
| Paper | Binder | Eraser |
| Oven | Microwave | Drawer |
| Watch | Wallet | Jewelry |
| Glasses | Sunglasses | Curtain |
| Soap | Toothpaste | Comb |
| Closet | Clock | Wood |
| Brick | Basket | Batteries |
| Cream | Door | Paint |
| **Places** | | |
| Home | School | Library |
| Cinema | Shopping Mall | Pool |
| Arena | Park | Daycare |
| Gymnasium | Doctor’s office | Dentist’s office |
| **Actions** | | |
| Climb | Sleep | Eat |
| Drink | Drive | Bang |
| Kick | Slide | Walk |
| Run | Bruch | Wash |
| Open | Close | Cut |
| Dry | Wet | Carry |
| Fold | Blow | Sit |
| Swing | Pour | Smell |
| Rest | Throw | Shop |
| Wiggle | Pay | Phone |
| Whisper | Freeze | Turn |
| Plug | Wipe | Bring |
| Shovel | Shave | Touch |
| Hold | Fix | Stack |
| **Body Parts** | | |
| Nose | Hand | Eyes |
| Foot | Head | Arm |
| Knee | Back | Leg |
| Ears | Hair | Stomach |
| Fingers | Neck | Tongue |
| Chin | Elbow | Ankle |
| Lips | Thumb | Eyebrow |
| Cheeks | Nails | Forehead |