Behavior List

	Ref. No.	Behavior	Grade	Std.	Domain/Category
1 ▶	1795	will wear amplification in all academic classes			Deaf/Hard of Hearing
					Amplification
2 ▶	1796	will insert earmolds independently			Deaf/Hard of Hearing
					Amplification
3 ▶	1797	will adjust hearing aid or auditory trainer levels independently			Deaf/Hard of Hearing
					Amplification
4 ▶	1798	will independently get and put on amplification for classroom use			Deaf/Hard of Hearing
					Amplification
5 ▶	1799	will wear hearing aids at home			Deaf/Hard of Hearing
					Amplification
6 ▶	1800	will identify parts of hearing aid by pointing when that part is named			Deaf/Hard of Hearing
					Amplification
7 ▶	1801	will wear amplification xx percent of the day, e.g. in classes named:			Deaf/Hard of Hearing
					Amplification
8 ▶	1802	will be responsible for care of amplification (cleaning and charging equipment)			Deaf/Hard of Hearing
					Amplification
9 ▶	1803	will notify appropriate adult when amplification is not working properly			Deaf/Hard of Hearing
					Amplification
10 ▶	1804	will communicate function and use of amplification to classroom teachers, including substitutes			Deaf/Hard of Hearing
					Amplification
11 ▶	1805	will arrange for care and use of FM amplification with teachers			Deaf/Hard of Hearing
					Amplification
12 ▶	1806	will demonstrate appropriate use of the telecoil switch on the hearing aid			Deaf/Hard of Hearing
					Amplification
13 ▶	1807	will discriminate between a familiar one or two syllable word and several lines sung from a familiar song (example: Child's name versus song "Happy Birthday to You")			Deaf/Hard of Hearing
					Auditory Comprehension
14 ▶	1808	will discriminate between a familiar stereotypic phrase containing four syllables or more and a familiar word containing one or two syllables (example: "Let's go to McDonald's!" versus "Stop")			Deaf/Hard of Hearing
					Auditory Comprehension

Behavior List

	Ref. No.	Behavior	Grade	Std.	Domain/Category
15 ▶	1809	will discriminate between a xx syllable word and a xx syllable word			Deaf/Hard of Hearing
					Auditory Comprehension
16 ▶	1810	will discriminate between a spondee word and a one syllable word			Deaf/Hard of Hearing
					Auditory Comprehension
17 ▶	1811	will discriminate between a two syllable trochee word and a two syllable spondee word			Deaf/Hard of Hearing
					Auditory Comprehension
18 ▶	1812	will discriminate between a two syllable iambic word and a two syllable spondee word			Deaf/Hard of Hearing
					Auditory Comprehension
19 ▶	1813	will discriminate between a two syllable iambic word and a one syllable word			Deaf/Hard of Hearing
					Auditory Comprehension
20 ▶	1814	will discriminate between a two syllable iambic word and a two syllable trochee word			Deaf/Hard of Hearing
					Auditory Comprehension
21 ▶	1815	will discriminate between a two syllable trochee word and a one syllable word			Deaf/Hard of Hearing
					Auditory Comprehension
22 ▶	1816	will discriminate between a live voice and a musical instrument played using the same rhythm/syllable pattern as the live voice			Deaf/Hard of Hearing
					Auditory Comprehension
23 ▶	1817	will discriminate between a tape recorded spoken message by the teacher or the child and tape-recorded instrumental music			Deaf/Hard of Hearing
					Auditory Comprehension
24 ▶	1818	will discriminate speech from background noise using a Language Master or tape recorder			Deaf/Hard of Hearing
					Auditory Comprehension
25 ▶	1819	will discriminate own name when compared with xx other name(s) with the same stress pattern			Deaf/Hard of Hearing
					Auditory Comprehension
26 ▶	1820	will discriminate between xx expressions that the child commonly uses that vary in length (example: "My turn", "No", "Let's go outside", "I'm hungry", "Let's get ready for bed")			Deaf/Hard of Hearing
					Auditory Comprehension
27 ▶	1821	will discriminate between a male voice producing several sentences and a female voice producing several sentences			Deaf/Hard of Hearing
					Auditory Comprehension
28 ▶	1822	will discriminate between voices that differ in emotional content saying the same sentence or phrase			Deaf/Hard of Hearing
					Auditory Comprehension

Behavior List

Ref. No.	Behavior	Grade	Std.	Domain/Category
29 ▸ 1823	will discriminate between xx sentences of similar length containing familiar words and language			Deaf/Hard of Hearing
				Auditory Comprehension
30 ▸ 1824	will demonstrate understanding of an audiogram and its implications			Deaf/Hard of Hearing
				Cochlear Implant Processor
31 ▸ 1825	will wear the cochlear implant processor during all waking hours			Deaf/Hard of Hearing
				Cochlear Implant Processor
32 ▸ 1826	will wear the cochlear implant processor turned on during all waking hours			Deaf/Hard of Hearing
				Cochlear Implant Processor
33 ▸ 1827	will wear the cochlear implant processor turned on the correct voltage setting during all waking hours			Deaf/Hard of Hearing
				Cochlear Implant Processor
34 ▸ 1828	will inform teacher or parent when the cochlear implant processor is not functioning properly			Deaf/Hard of Hearing
				Cochlear Implant Processor
35 ▸ 1829	will demonstrate understanding of an audiogram and its implications			Deaf/Hard of Hearing
				Cochlear Implant Processor
36 ▸ 1830	will demonstrate understanding of the cochlear implant surgery and its implications			Deaf/Hard of Hearing
				Cochlear Implant Processor
37 ▸ 1831	will state criteria for qualifying for the cochlear implant surgery			Deaf/Hard of Hearing
				Cochlear Implant Processor
38 ▸ 1832	will explain how the cochlear implant surgery is done			Deaf/Hard of Hearing
				Cochlear Implant Processor
39 ▸ 1833	will explain how the cochlear implant mechanism works			Deaf/Hard of Hearing
				Cochlear Implant Processor
40 ▸ 1834	will explain purpose for auditory learning after a cochlear implant			Deaf/Hard of Hearing
				Cochlear Implant Processor
41 ▸ 1835	will sit near the teacher during group instruction			Deaf/Hard of Hearing
				coping skills
42 ▸ 1836	will describe strategies for staying safe in environment and community, e.g., wearing hearing aids at all times, using extra caution to look for oncoming traffic,			Deaf/Hard of Hearing
				coping skills

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	Ref. No.	Behavior	Grade	Std.	Domain/Category
43 ▶	1837	will read and discuss stories about other deaf and hard of hearing individuals' experiences			Deaf/Hard of Hearing
					coping skills
44 ▶	1838	will describe technology used in accommodations for deaf and hard of hearing people			Deaf/Hard of Hearing
					coping skills
45 ▶	1839	will write an introductory letter to teacher describing accommodations needed in classroom for hearing losses			Deaf/Hard of Hearing
					coping skills
46 ▶	1840	will discuss necessary accommodations for hearing loss with classroom teachers and other educators			Deaf/Hard of Hearing
					coping skills
47 ▶	1841	will use a notetaker on a limited basis, e.g. in the classes listed:			Deaf/Hard of Hearing
					coping skills
48 ▶	1842	will use a notetaker in all academic classes			Deaf/Hard of Hearing
					coping skills
49 ▶	1843	will write an article related to hearing losses for distribution to other deaf and hard of hearing students			Deaf/Hard of Hearing
					coping skills
50 ▶	1844	will identify professionals who provide service and support related to hearing losses			Deaf/Hard of Hearing
					coping skills
51 ▶	1845	will list organizations that provide service and support related to hearing losses			Deaf/Hard of Hearing
					coping skills
52 ▶	1846	will provide DHH teacher with rationale for use or non-use of FM amplification system in academic classes			Deaf/Hard of Hearing
					coping skills
53 ▶	1847	will request help from appropriate adults as needed to complete and understand coursework			Deaf/Hard of Hearing
					coping skills
54 ▶	1848	will follow an illustrated story in a series of xx pictures and point to the appropriate picture described by the teacher			Deaf/Hard of Hearing
					Critical Thinking and
55 ▶	1849	will identify true and false statements about a picture			Deaf/Hard of Hearing
					Critical Thinking and
56 ▶	1850	will identify and follow stereotypic messages that have been heard often using audition alone			Deaf/Hard of Hearing
					Critical Thinking and

Behavior List

	Ref. No.	Behavior	Grade	Std.	Domain/Category
57 ▶	1851	will learn xx previously unknown words that have been illustrated in pictures using audition alone			Deaf/Hard of Hearing
					Critical Thinking and
58 ▶	1852	will follow multi-element directions containing four or more critical elements using a large closed set of 12 or more choices when the speaker uses a slow rate of speech and emphasizes the critical elements			Deaf/Hard of Hearing
					Critical Thinking and
59 ▶	1853	will follow multi-element directions containing four or more critical elements using a large closed set of 12 or more choices when the speaker uses a normal rate of speech and natural inflection, not emphasizing the critical elements			Deaf/Hard of Hearing
					Critical Thinking and
60 ▶	1854	will discriminate between Nasal and Non-nasal consonants in the final position of syllables and words in a set of xx choices			Deaf/Hard of Hearing
					Final Consonant
61 ▶	1855	will discriminate between Stop consonants and Nasal consonants in the final position of syllables and words			Deaf/Hard of Hearing
					Final Consonant
62 ▶	1856	will discriminate between Liquid consonants and Nasal consonants in the final position of syllables and words			Deaf/Hard of Hearing
					Final Consonant
63 ▶	1857	will discriminate between Affricate consonants and Nasal consonants in the final position of syllables and words			Deaf/Hard of Hearing
					Final Consonant
64 ▶	1858	will discriminate between Fricative consonants and Nasal consonants in the final position of syllables and words			Deaf/Hard of Hearing
					Final Consonant
65 ▶	1859	will discriminate between consonants differing in manner of production in the final position of syllables and words in a set of xx choices (examples: _____)			Deaf/Hard of Hearing
					Final Consonant
66 ▶	1860	will discriminate between consonants differing in voicing in the final position of syllables and words in a set of xx choices (examples: _____)			Deaf/Hard of Hearing
					Final Consonant
67 ▶	1861	will discriminate between consonants produced in the same manner but differing in place of production occurring in the final position of syllables and words (examples: _____)			Deaf/Hard of Hearing
					Final Consonant
68 ▶	1862	will discriminate between words ending with a variety of consonant sounds in a set of xx choices			Deaf/Hard of Hearing
					Final Consonant
69 ▶	1863	will discriminate between syllables and words ending with voiceless consonants versus syllables and words ending with vowel sounds in a set of xx choices			Deaf/Hard of Hearing
					Final Consonant
70 ▶	1864	will identify consonants which are auditorily available to the child in the final position of syllables and words			Deaf/Hard of Hearing
					Final Consonant

Behavior List

	Ref. No.	Behavior	Grade	Std.	Domain/Category
71 ▸	1865	will follow a single element direction using an open set (without topic or task discussed or illustrated beforehand)			Deaf/Hard of Hearing
					Following Directions/Open Set
72 ▸	1866	will follow directions containing xx elements using an open set (without topic or task discussed or illustrated beforehand)			Deaf/Hard of Hearing
					Following Directions/Open Set
73 ▸	1867	will follow directions sequencing xx elements using an open set (without topic or task discussed or illustrated beforehand)			Deaf/Hard of Hearing
					Following Directions/Open Set
74 ▸	1868	will follow directions containing xx critical element(s) in a closed set of xx choices when the speaker uses a normal rate of speech with natural inflection, not emphasizing the critical element			Deaf/Hard of Hearing
					Following/Sequencing Directions
75 ▸	1869	will sequence xx critical elements in a message with a closed set of xx choices when the speaker uses a normal rate of speech with natural inflection			Deaf/Hard of Hearing
					Following/Sequencing Directions
76 ▸	1870	will follow directions containing xx critical element(s) in a closed set of xx choices when the speaker uses a slow rate of speech and emphasizes the critical element			Deaf/Hard of Hearing
					Following/Sequencing Directions
77 ▸	1871	will wear hearing aids during all waking hours			Deaf/Hard of Hearing
					Hearing Aid Care
78 ▸	1872	will keep hearing aid turned on during all waking hours			Deaf/Hard of Hearing
					Hearing Aid Care
79 ▸	1873	will inform teacher or parent when the hearing aids are not functioning properly			Deaf/Hard of Hearing
					Hearing Aid Care
80 ▸	1874	will assume responsibility for putting on hearing aids			Deaf/Hard of Hearing
					Hearing Aid Care
81 ▸	1875	will demonstrate knowledge of the anatomy and function of the ear			Deaf/Hard of Hearing
					Hearing Aid Care
82 ▸	1876	will discriminate between Plosive consonants and Nasal consonants in the beginning position of syllables and words in a set of xx choices			Deaf/Hard of Hearing
					Initial Consonant Discrimination
83 ▸	1877	will discriminate between Semi-vowels and Nasal consonants in the beginning position of syllables and words in a set of xx choices			Deaf/Hard of Hearing
					Initial Consonant Discrimination
84 ▸	1878	will discriminate between Liquid consonants and Nasal consonants in the beginning position of syllables and words in a set of xx choices			Deaf/Hard of Hearing
					Initial Consonant Discrimination

Behavior List

	Ref. No.	Behavior	Grade	Std.	Domain/Category
85 ▶	1879	will discriminate between Affricate consonants and Nasal consonants in the beginning position of syllables and words in a set of xx choices			Deaf/Hard of Hearing Initial Consonant
86 ▶	1880	will discriminate between Fricative consonants and Nasal consonants in the beginning position of syllables and words in a set of xx choices			Deaf/Hard of Hearing Initial Consonant
87 ▶	1881	will discriminate between Nasal and Non-nasal consonants in the beginning position of syllables and words in a set of xx choices			Deaf/Hard of Hearing Initial Consonant
88 ▶	1882	will discriminate between consonants differing in manner of production in the beginning position of syllables and words in a set of xx choices (examples: __)			Deaf/Hard of Hearing Initial Consonant
89 ▶	1883	will discriminate between consonants differing in voicing in the beginning position of syllables and words in a set of xx choices (examples: __)			Deaf/Hard of Hearing Initial Consonant
90 ▶	1884	will discriminate between consonants produced in the same manner but differing in place of production occurring in the beginning position of syllables and words (examples: __)			Deaf/Hard of Hearing Initial Consonant
91 ▶	1885	will discriminate between syllables and words beginning with a variety of different consonant sounds in a set of xx choices			Deaf/Hard of Hearing Initial Consonant
92 ▶	1886	will discriminate between syllables and words beginning with voiceless consonants versus syllables and words beginning with vowel sounds in a set of xx choices			Deaf/Hard of Hearing Initial Consonant
93 ▶	1887	will identify consonants which are auditorily available to the child in the initial position of syllables and words			Deaf/Hard of Hearing Initial Consonant
94 ▶	1888	will discriminate between syllables and minimal word pairs initiated with single consonants versus syllables and word pairs initiated with /x/ blends			Deaf/Hard of Hearing Initial/Final Consonant
95 ▶	1889	will discriminate syllable or words with initial consonant blends in a set of xx choices			Deaf/Hard of Hearing Initial/Final Consonant
96 ▶	1890	will discriminate between syllables or minimal word pairs where one word ends with a continuant consonant sound and the other word ends with a continuant consonant blend			Deaf/Hard of Hearing Initial/Final Consonant
97 ▶	1891	will discriminate between syllables or minimal word pairs where one word ends with a continuant consonant sound and the other word ends with a stop blend			Deaf/Hard of Hearing Initial/Final Consonant
98 ▶	1892	will discriminate between syllables or minimal word pairs where one word ends with a Stop (plosive) consonant sound and the other word ends with a continuant blend			Deaf/Hard of Hearing Initial/Final Consonant

Behavior List

	Ref. No.	Behavior	Grade	Std.	Domain/Category
99 ▶	1893	will discriminate between syllables or minimal word pairs where one word ends with a Stop (plosive) consonant sound and the other word ends with a Stop (plosive) blend			Deaf/Hard of Hearing
					Initial/Final Consonant
100 ▶	1894	will discriminate between syllables or minimal word pairs where one word ends with two component blends and the other word ends with a complex blend			Deaf/Hard of Hearing
					Initial/Final Consonant
101 ▶	1895	will follow and listen to a printed or illustrated short story while it is being read by the teacher and answer xx questions about the story			Deaf/Hard of Hearing
					Listening for New
102 ▶	1896	will follow and listen to a story told by the teacher while looking at pictures about that story and tell the teacher xx critical elements about what was learned			Deaf/Hard of Hearing
					Listening for New
103 ▶	1897	will learn xx new vocabulary words through audition alone using an open set (without illustration or topic discussed beforehand)			Deaf/Hard of Hearing
					Listening for New
104 ▶	1898	will listen to and answer questions about a short story through audition alone using an open set (without illustration or topic discussed beforehand)			Deaf/Hard of Hearing
					Listening for New
105 ▶	1899	will listen to and retell a short story using an open set (without illustration or topic discussed beforehand)			Deaf/Hard of Hearing
					Listening for New
106 ▶	1900	will follow a conversation through audition alone, clueing in to xx topic changes and responding appropriately			Deaf/Hard of Hearing
					Listening for New
107 ▶	1901	will respond to the presence of a loud, low frequency environmental sound			Deaf/Hard of Hearing
					Sound Awareness
108 ▶	1902	will respond to the presence of a loud, low frequency environmental sound when audition is combined with visual and tactile clues			Deaf/Hard of Hearing
					Sound Awareness
109 ▶	1903	will respond to the presence of a loud, low frequency environmental sound when audition is combined with tactile clues			Deaf/Hard of Hearing
					Sound Awareness
110 ▶	1904	will respond to the presence of a loud, low frequency environmental sound when audition is combined with visual clues			Deaf/Hard of Hearing
					Sound Awareness
111 ▶	1905	will respond to the presence of a loud speech syllable or word			Deaf/Hard of Hearing
					Sound Awareness
112 ▶	1906	will respond to the presence of a loud speech syllable or word when audition is combined with visual and tactile clues			Deaf/Hard of Hearing
					Sound Awareness

Behavior List

	Ref. No.	Behavior	Grade	Std.	Domain/Category
113 ◆	1907	will respond to the presence of a loud speech syllable or word when audition is combined with tactile clues			Deaf/Hard of Hearing
					Sound Awareness
114 ◆	1908	will respond to the presence of a loud speech syllable or word when audition is combined with visual clues			Deaf/Hard of Hearing
					Sound Awareness
115 ◆	1909	will respond to the presence of a variety of different gross environmental sounds			Deaf/Hard of Hearing
					Sound Awareness
116 ◆	1910	will respond to the presence of a variety of different gross environmental sounds when audition is combined with visual and tactile clues			Deaf/Hard of Hearing
					Sound Awareness
117 ◆	1911	will respond to the presence of a variety of different gross environmental sounds when audition is combined with tactile clues			Deaf/Hard of Hearing
					Sound Awareness
118 ◆	1912	will respond to the presence of a variety of different gross environmental sounds with visual clues			Deaf/Hard of Hearing
					Sound Awareness
119 ◆	1913	will indicate when an ongoing environmental sound stops			Deaf/Hard of Hearing
					Sound Awareness
120 ◆	1914	will indicate when an ongoing environmental sound stops when audition is combined with visual clues			Deaf/Hard of Hearing
					Sound Awareness
121 ◆	1915	will indicate when a sustained speech syllable or word stops			Deaf/Hard of Hearing
					Sound Awareness
122 ◆	1916	will indicate when a sustained speech syllable or word stops when audition is combined with visual clues			Deaf/Hard of Hearing
					Sound Awareness
123 ◆	1917	will indicate when teacher or parent turns both hearing aids on or off			Deaf/Hard of Hearing
					Sound Awareness
124 ◆	1918	will discriminate between the presence of a spoken syllable or word and silence			Deaf/Hard of Hearing
					Sound Awareness
125 ◆	1919	will discriminate between a variety of familiar environmental sounds in a set of xx choices			Deaf/Hard of Hearing
					Sound Awareness
126 ◆	1920	will locate the direction of sound on the same plane when amplified binaurally			Deaf/Hard of Hearing
					Sound Awareness

Behavior List

	Ref. No.	Behavior	Grade	Std.	Domain/Category
127 ▸	1921	will locate the direction of sound on different planes when amplified binaurally			Deaf/Hard of Hearing
					Sound Awareness
128 ▸	1922	will identify common environmental sounds			Deaf/Hard of Hearing
					Sound Awareness
129 ▸	1923	will detect when one aid is on versus both aids on in a structured situation when amplified binaurally			Deaf/Hard of Hearing
					Sound Awareness
130 ▸	1924	will discriminate a short staccato sound from a long continuous sound			Deaf/Hard of Hearing
					Vocal Duration
131 ▸	1925	will discriminate between continuous sound and repeated syllables			Deaf/Hard of Hearing
					Vocal Duration
132 ▸	1926	will discriminate between one syllable and two syllables			Deaf/Hard of Hearing
					Vocal Duration
133 ▸	1927	will discriminate between two long continuous syllables and two short staccato syllables			Deaf/Hard of Hearing
					Vocal Duration
134 ▸	1928	will discriminate between other sound patterns of varied duration containing two elements			Deaf/Hard of Hearing
					Vocal Duration
135 ▸	1929	will repeat the correct number of syllables heard			Deaf/Hard of Hearing
					Vocal Duration
136 ▸	1930	will discriminate between sound patterns of varied duration containing xx elements in a set of xx choices			Deaf/Hard of Hearing
					Vocal Duration
137 ▸	1931	will discriminate between repeated syllables using a fast rate versus repeated syllables using a slow rate			Deaf/Hard of Hearing
					Vocal Intensity
138 ▸	1932	will discriminate between connected conversational speech using a fast rate versus connected speech using a slow rate			Deaf/Hard of Hearing
					Vocal Intensity
139 ▸	1933	will discriminate between whisper and loud speech			Deaf/Hard of Hearing
					Vocal Intensity
140 ▸	1934	will discriminate between whisper and quiet speech			Deaf/Hard of Hearing
					Vocal Intensity

	Ref. No.	Behavior	Grade	Std.	Domain/Category
141 ▶	1935	will discriminate between whisper and no speech			Deaf/Hard of Hearing
					Vocal Intensity
142 ▶	1936	will discriminate between quiet speech and loud speech			Deaf/Hard of Hearing
					Vocal Intensity
143 ▶	1937	will discriminate between whisper, quiet, and loud speech			Deaf/Hard of Hearing
					Vocal Intensity
144 ▶	1938	will discriminate between a sustained sound produced in two different manners: one sustained in a steady and controlled manner and one sustained in an uncontrolled manner continuously varying in pitch			Deaf/Hard of Hearing
					Vocal Pitch
145 ▶	1939	will discriminate a familiar song presented in two manners: one presented in a monotone voice and one presented singing the melody			Deaf/Hard of Hearing
					Vocal Pitch
146 ▶	1940	will discriminate between a high and low pitch sound			Deaf/Hard of Hearing
					Vocal Pitch
147 ▶	1941	will discriminate between a high, mid, and low pitch sound			Deaf/Hard of Hearing
					Vocal Pitch
148 ▶	1942	will discriminate between sound continuously varying from high to low and from low to high			Deaf/Hard of Hearing
					Vocal Pitch
149 ▶	1943	will discriminate between vowels differing in first format information in syllable or word context in a set of xx choices			Deaf/Hard of Hearing
					Vowel Discrimination and
150 ▶	1944	will discriminate between xx syllables or words containing vowels with similar first formats and different second formats using the following vowel sounds: _____			Deaf/Hard of Hearing
					Vowel Discrimination and
151 ▶	1945	will discriminate between xx syllables or words containing vowels with similar first formats and different second formats using the following vowel sounds: ___ when the words or syllables are produced with good voice quality versus with			Deaf/Hard of Hearing
					Vowel Discrimination and
152 ▶	1946	will discriminate between xx syllables or words containing vowels with similar first and second format information using the following vowel sounds: _____			Deaf/Hard of Hearing
					Vowel Discrimination and
153 ▶	1947	will discriminate between xx syllables or words containing vowels with similar first and second format information using the following vowel sounds: ___ when the words or syllables are produced with good voice quality versus with nasality			Deaf/Hard of Hearing
					Vowel Discrimination and
154 ▶	1948	will discriminate between the following vowels: ___ and the following diphthongs: ____ in syllable or word context			Deaf/Hard of Hearing
					Vowel Discrimination and

	Ref. No.	Behavior	Grade	Std.	Domain/Category
155 ▸	1949	will discriminate between xx words or syllables containing the following diphthongs: _____			Deaf/Hard of Hearing
					Vowel Discrimination and
156 ▸	1950	will discriminate between vowels and diphthongs in a set of xx choices			Deaf/Hard of Hearing
					Vowel Discrimination and
157 ▸	1951	will identify all vowels and diphthongs			Deaf/Hard of Hearing
					Vowel Discrimination and