

**Introduction:**

Some children consistently leave off the beginning consonant of words. This makes their speech very difficult to understand. This is not a normal speech error that we typically see in children so we consider children who do this to have a phonological disorder.

We can help children correct this by helping them first to hear the difference between words that do and don't have initial consonants and then to speak the words correctly with or without the initial consonants.

**Instructions:**

The following worksheets include "minimal pairs" of words that sound exactly the same except that one has a initial consonant and one does not. Start with the level one instructions and only move up to the next level when the child can consistently complete the previous level's activity with 80% accuracy.

**Level One: Listening**

Tell the child what each picture in the pair is called. Ask the child to point to one of the pictures ('point to beak'). If he gets it wrong, exaggerate the initial consonant when you say the pair again and help him point to the correct one.

**Level Two: Single Words**

Have the child speak each word in the pair. Make sure he says them differently by saying the initial consonant on one word and not on the other.

**Level Three: Sentences**

Have the child use both words in a sentence, like "I see the ice and I see the rice" or "I put some ice in my rice". Start with shorter sentences and work your way up to longer ones. You can tell the child sentences to use at first and then as he gets better, ask him to make up his own sentences.

**More Information:**

For more information on treating phonological disorders, click the link below:

<https://www.speechandlanguagekids.com/phonological-processes/>

## Initial Consonant Deletion Worksheet

### Instructions:

Practice each level until the child can complete it with at least 80% accuracy. Then, move on to the next level.

Level One: Listening	Level Two: Single Words	Level Three: Sentences
Tell the child what each picture in the pair is called. Ask the child to point to one of the pictures ('point to beak'). If he gets it wrong, exaggerate the initial consonant when you say the pair again.	Have the child speak each word in the pair. Make sure he says them differently by saying the initial consonant on one word and not on the other.	Have the child use both words in a sentence, like "I see the ice and I see the rice" or "I put some ice in my rice". Start with shorter sentences and work your way up to longer ones.

