

# Inclusive Developmental and Therapy Center

Home Support for Global Developmental Delay  
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## ✓ **Can I help my child at home?**

Yes. Support your child's next step in every area of development — meeting them where they are, not where their age says they should be. This free program breaks it into simple weekly steps built from proven therapy techniques — things any parent can do at home, in everyday moments, at no cost. It doesn't replace a professional assessment where one is needed, but for many children it makes a real difference, and it never does harm.

Go at your own pace — a new, gentle focus each week.

Download the whole program as a printable PDF.

Includes the signs that mean it's worth seeking extra help.

When a child is developing more slowly across several areas at once — talking, moving, playing, thinking and everyday self-help — it can feel hard to know where to begin. The good news is that you do not have to fix everything at once. You simply help your child take the next small step in each area, from wherever they are today.

This program is built around one idea: follow your child's developmental level, not their birthday. A five-year-old who plays like a younger child needs younger-child play — offered with warmth and without rush. Alongside this, an assessment matters, because finding any underlying cause can open the right support. This program supports that professional care; it does not replace it.

## ♥ **Who this program is for**

✓ Children with global or general developmental delay across more than one area

- ✓ Parents who feel unsure where to start and want a whole-child plan
- ✓ Families waiting for, or between, assessments and therapy
- ✓ Children whose skills sit below what is usual for their age
- ✓ Anyone wanting to help without pressure, at their child's own level

### ⚡ **Important – when to get professional help**

This is a supportive home program, not a diagnosis or a substitute for an assessment. Please speak to a professional promptly if:

A loss of skills, words or movement your child used to have — mention this to a doctor promptly

No assessment yet — ask for a developmental assessment to look for any treatable cause

Stiffness, floppiness, or movement on only one side of the body

Concerns about hearing, vision, seizures, or unusual staring spells

Your instinct that progress has stalled or gone backwards — raise it sooner rather than later

### 📍 **Getting help where you live**

Everything here is free to use **anywhere in the world**. If you'd like a professional to take a closer look, the best next step is someone local to you:

**Work with us online, from anywhere.** We offer **online sessions and parent coaching** worldwide — book an online consultation and we'll guide you and your child directly.

Talk to your child's **doctor, pediatrician, GP or health visitor** — share what you noticed.

Ask about **free early-childhood or early-intervention services** in your area — many countries offer them for young children (e.g. Early Intervention in the US, NHS referrals in the UK).

Search “**child speech & language therapist near me**”, or ask your doctor for a referral.

Near Multan, Pakistan? You're also warmly welcome in person at our centre — **contact us here**.

## ☆ **Your step-by-step roadmap**

Move at your child's pace, not the calendar's — the “weeks” are a gentle order, not a race. Repeat any stage as long as it helps.

### **Stage 1 — Notice where your child is now**

**Gently map your child's current level in each area to find the next step.**

Watch how your child communicates, moves, plays, thinks and manages self-help over a normal week.

For each area, note what they can already do — this, not their age, is your starting line.

Pick the very next small step in each area, rather than a goal that is far ahead.

⚡ **Try**     Aim just one step above where your child is now — close enough to  
**this:**     reach, so success comes often.

## Stage 2 – Connect and communicate

Build back-and-forth interaction and early communication.

Get face to face, follow your child's lead, and pause to give plenty of time to respond.

Respond to every sound, look or gesture as if it were a full message.

Add simple signs, gestures or pictures alongside your words to make meaning clear.

 **Try** Wait longer than feels natural after you speak — that quiet gap is often **this:** when your child steps in to communicate.

## Stage 3 – Move and explore

Support motor skills so your child can reach the world around them.

Build active play into each day at your child's level — reaching, rolling, sitting, cruising or walking.

Position toys just within reach to invite the next movement, and support balance where needed.

Break each new movement into tiny parts and celebrate small gains in strength and control.

 **Try** Put a favourite toy slightly out of reach to give your child a gentle, **this:** motivating reason to move towards it.

## Stage 4 – Play and think

Grow play skills, since play is how young children learn to think.

Match play to your child's level: cause-and-effect toys, posting, stacking, then simple pretend.

Model one new play idea, then wait and let your child try it in their own way.

Use everyday objects — cups, boxes, spoons — to explore in, out, on, under and “what happens if”.

 **Try** Repeat the same simple play many times before adding anything new —  
**this:** mastery first, variety later.

## Stage 5 – Everyday self-help

Turn daily routines into learning for independence.

Break eating, dressing and washing into tiny steps and let your child do the easiest step first.

Keep the same order and the same simple words each time to build memory through repetition.

Offer small real choices so your child practises deciding and communicating within the routine.

 **Try** Hand over the last step of a routine first — finishing it themselves gives  
**this:** your child a real sense of “I did it”.

## Stage 6 – Repeat, embed and generalise

Help new skills stick and spread into everyday life.

Practise the same skill in different rooms, with different people and different objects.

Keep sessions short, frequent and playful rather than long and effortful.

Once a step is solid, gently raise the bar to the next small step in that area.

⚡ **Try** A skill is truly learned when your child uses it somewhere new without **this:** your help — that is your green light to move on.

## Stage 7 – Work with your team

Join up home support with assessment and therapy.

Keep a simple note of new skills and any concerns to share at appointments.

Ask your therapists which one or two goals to focus on at home right now.

Weave any exercises they give you into everyday play rather than treating them as separate drills.

⚡ **Try** Bring your notes and a short phone video to appointments — real **this:** examples help your team give you the most useful next steps.

## 🔑 Tricks that make it work

- ✓ Follow your child's developmental level, not their age — this keeps every task reachable.
- ✓ One tiny step at a time, with lots of repetition, beats trying to do everything at once.
- ✓ Keep routines predictable — the same words and order help learning stick.
- ✓ Celebrate effort and small wins; steady, slow progress is still progress.

- ✓ Push for an assessment if you haven't had one — it can uncover support you didn't know was there.

### **How you'll know it's working**

- Your child moves up a small step in one or more areas of development
- New communication appears — a look, sign, sound, word or picture used to reach you
- A skill learned in one place starts showing up in new places and with new people
- Daily routines become a little more independent over time



**Is this based on real methods?** This program follows standard developmental practice — supporting the next achievable step across communication, motor, play, thinking and self-help using small graded steps and repetition — and strongly encourages a proper developmental assessment, so it works alongside professional care rather than replacing it.



**Educational information, not a diagnosis.** Our guidance follows standard, research-based practice (CDC, NHS, ASHA and WHO), is written by our therapy team and **medically reviewed by a GMC-registered doctor**. Every child is different, so we can't promise specific results — always use your own judgement and speak to a qualified professional about your child. **Read our full disclaimer.**