

Inclusive Developmental and Therapy Center

Focus & Getting Organised for School (Older Children)

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✓ Can I help my child at home?

Yes. To help your older child settle into schoolwork more calmly, finish what they start and feel more in control of their homework, bag and everyday organisation. 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.

If your child is bright but keeps drifting off during homework, forgets what they were meant to do, or loses the very worksheet they finished last night, this program is for you. Struggling to focus and stay organised is not about being lazy or not caring — for many older children it is simply how their attention is wired, and the good news is that focus and organisation are skills that can be taught and practised, one small habit at a time.

These stages give you gentle, practical ways to coach those skills at home, while protecting your child's confidence along the way. It is designed to support your child, not to label them — and it does not replace a proper ADHD assessment. If the difficulties are big and happening everywhere, use the red flags below and speak to

your GP, school or a specialist. This can sit happily alongside any assessment or support your child is already getting.

♥ Who this program is for

- ✓ Finds it hard to concentrate on schoolwork or reading for more than a few minutes
- ✓ Is easily distracted — by noises, screens, siblings or their own thoughts
- ✓ Regularly forgets instructions or loses homework, books, PE kit and belongings
- ✓ Has a chaotic bag, folder or desk, and often turns up without the right things
- ✓ Starts tasks with good intentions but rarely finishes them
- ✓ Is often told they “don’t try hard enough” when really they are trying to focus

⚡ 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:

The attention or organisation difficulties show up both at home AND at school, not just in one place

They have been clearly present for six months or more, not just a busy few weeks

They are genuinely affecting learning, grades or friendships, beyond ordinary ups and downs

Your child is becoming very frustrated, anxious or down on themselves, with low self-worth

There is a family history of ADHD or similar attention difficulties

📍 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 — Set up a calm, distraction-light workspace

Give the brain the easiest possible conditions to focus before asking it to work.

Agree one regular homework spot together — a cleared table or desk, not the bed, with good light and their back to the busiest part of the room.

Before they start, remove the obvious pulls: phone in another room, tabs closed, TV off, and only the materials for that one task on the table.

Keep a small “launch tray” nearby with pens, paper, charger and a water bottle so they never have to get up and lose focus mid-task.

⚡ **Try** Do a 30-second “clear the runway” together before every session — a tidy **this:** space signals the brain it's time to focus.

Stage 2 – Break work into chunks and short focused bursts

Make big, vague tasks feel small and finishable so getting started is less daunting.

Take one homework task and break it into 2–4 tiny steps written on a sticky note (“read question”, “plan 3 points”, “write”, “check”).

Try a short focused burst — set a timer for 10–20 minutes of work, then a 5-minute break — and let the length grow as their stamina builds.

Tick or cross off each chunk as it’s done so your child can see progress and feel the win, rather than staring at one huge job.

⚡ **Try** Use the phrase “just the first chunk” — agreeing to only one small step is **this:** often enough to get a reluctant brain moving.

Stage 3 – A simple planner, checklist and homework routine

Move remembering out of their head and onto paper, at the same time each day.

Set up a simple daily checklist or planner where they write down each homework task and its due date, and tick it when finished.

Pick a consistent “homework o’clock” — the same slot most days — so the routine becomes automatic and there’s less nightly negotiation.

End each session by glancing at tomorrow: what’s due, what’s packed, what’s left — a two-minute look-ahead you do together at first.

⚡ **Try** Externalise memory: “If it’s in your head, it’s not safe — put it on the list.” **this:** The list remembers so they don’t have to.

Stage 4 – One place for everything and night-before packing

Build a bag and folder system so things stop getting lost in the first place.

Create a simple folder system — one folder or coloured section per subject, plus a single “to hand in” pocket for finished work.

Give belongings a fixed home: bag on the same hook, keys and reading book in the same spot, so “where is it?” has an answer.

Pack the bag the night before against the next day’s timetable, laying out PE kit or forms by the door so mornings are calmer.

⚡ **Try** Run a nightly “bag check” together — timetable in one hand, bag in the
this: other — until your child can do it solo.

Stage 5 – Managing time and beating “I’ll do it later”

Help your child start sooner and get a real sense of how long things take.

Guess-then-time: before a task, ask how long they think it’ll take, then time it — this slowly builds a realistic sense of time.

Beat delay with a tiny first move — “open the book and read one line” — since starting is usually the hardest part, not the work itself.

For bigger projects, work backwards from the due date and put mini-deadlines in the planner so nothing lands as a last-minute panic.

⚡ **Try** Try “body-doubling” — you quietly sit and do your own paperwork
this: alongside them; the company makes getting started far easier.

Stage 6 – Building independence and self-monitoring

Hand the strategies over so your child runs the system themselves.

Shift from doing it for them to prompting: instead of packing the bag, ask “what does your checklist say next?” and wait.

End each week with a two-minute review together — what worked, what got lost, one small thing to tweak next week.

Let them own their reminders — phone alarms, sticky notes or a whiteboard — so the supports belong to them, not just to you.

⚡ **Try** Fade your help slowly, one prompt at a time — the goal is a child who can **this:** catch and coach themselves, not a child who never needs reminding.

✚ Tricks that make it work

- ✓ Keep work in short focused bursts with real breaks — stamina grows faster than forcing long, painful sessions.
- ✓ Reduce distractions before starting — phone out of the room and a clear desk beat willpower every time.
- ✓ Build in movement breaks — a quick walk, stretch or drink of water resets attention far better than pushing through.
- ✓ Lean on external memory: checklists, planners, alarms and sticky notes do the remembering so their brain is free to think.
- ✓ Praise the effort and the starting, not just finished results — “you sat down and began” is the hardest part done.

🛡️ How you'll know it's working

- ➔ Your child settles to homework a little quicker, with less nagging to get started

- Fewer lost worksheets, forgotten books or last-minute morning panics
- They finish more of what they start, even if the steps are still small
- They begin using a checklist, planner or reminder without being told



Is this based on real methods? The ideas here reflect widely recommended, general approaches for attention and ADHD-type difficulties — coaching executive-function skills, building predictable structure and routine, using external supports like planners and reminders, and working in short focused intervals with breaks. These are commonly suggested by clinicians and educators as everyday supports; they are not a diagnosis, a treatment or a substitute for a professional ADHD assessment. No specific outcomes are promised, and if difficulties are significant, please seek advice from your GP, school or a specialist.

 **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.**