

# Inclusive Developmental and Therapy Center

Learning & Life Skills for Children with Intellectual Disability

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## ✓ Can I help my child at home?

Yes. Help your child learn the real-life skills that build independence, safety and dignity — at home, at school and out in the world. 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.

For a child with an intellectual disability, the skills that matter most are the ones they will actually use: making themselves understood, dressing and eating, staying safe, handling money and everyday tasks, and taking part in family and community life. This program keeps the focus firmly on those functional, real-life skills, taught in a concrete, hands-on way.

Children learn these skills best by doing them, in the real places they happen — the kitchen, the bathroom, the shop, the classroom. So this program favours practising the real thing over worksheets, and it treats your child with dignity as a capable learner. It is designed to work hand in hand with your child's school and therapists, not to stand apart from them.

## ♥ Who this program is for

- ✓ Children with an intellectual disability or significant learning difficulties
- ✓ Parents who want to focus on practical, everyday independence
- ✓ Families wanting to reinforce and extend what school is teaching
- ✓ Children who learn best by doing rather than by listening or reading
- ✓ Anyone wanting a respectful plan that builds skill, safety and dignity

### **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 your child had, or a clear change in behaviour or mood — raise it with a professional

Signs your child does not understand danger around roads, water, heat or strangers

No shared learning plan with school — ask about an individual education plan or its local equivalent

Worries about hearing, vision, seizures, or sleep that could be holding learning back

Your sense that your child is stuck or unhappy — bring it to their doctor or team 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.

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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 – Communicate to be understood**

**Make sure your child has a reliable way to express needs and choices.**

Give your child a dependable way to communicate — words, signs, pictures or a device — and use it every day.

Model asking, refusing and choosing in real moments: “I want”, “no thank you”, “more please”.

Respond to every attempt so your child learns that communicating gets results.

⚡ **Try** Build choices into ordinary moments — which snack, which shirt — so **this:** communicating has a real, immediate payoff.

## Stage 2 – Self-care and daily living

Teach the everyday self-help skills of dressing, washing, eating and tidying.

Break each routine into small steps and teach one step at a time, in the real place it happens.

Use the same order and the same simple words or pictures each time to build a habit.

Let your child do as much as they can, stepping in only for the parts they truly need.

 **Try** Teach the last step first — your child finishes the task and feels the  
**this:** success, then you add earlier steps over time.

## Stage 3 – Staying safe

Build practical safety skills for home and out in the world.

Practise real safety routines: stopping at the road, hot-and-cold, and who is safe to talk to.

Rehearse what to do if lost or hurt, and how to ask an adult for help.

Keep the rules simple, consistent and practised often, in the real settings they matter.

 **Try** Rehearse safety in the actual place — at the kerb, by the cooker —  
**this:** because skills learned there are the ones that transfer.

## Stage 4 – Early literacy at their level

Grow functional reading that helps your child in daily life.

Start with meaningful words and signs: their name, “toilet”, “exit”, “stop”, “danger”.

Read together daily, following your child’s interest and keeping it enjoyable and low-pressure.

Link print to real life — food packets, shop signs, bus numbers — so reading has a clear purpose.

 **Try** Teach the words your child sees every day first — reading that solves a **this:** real problem sticks far better than random lists.

## Stage 5 – Everyday numbers

Build practical numeracy your child can use.

Count real things — steps, spoons, coins — and use number words through the day.

Practise money, time and quantity in real tasks: paying, timers, “how many do we need?”.

Keep it concrete and hands-on rather than abstract, and repeat often.

 **Try** Let your child hand over the coins at a real shop — practical maths in a **this:** real setting is worth many worksheets.

## Stage 6 – Use it everywhere

Help skills generalise across people, places and settings.

Practise each new skill in different rooms, on different days, and with different family members.

Ask other adults in your child's life to use the same words, signs and steps you do.

Take skills out into the community — the shop, the park, a relative's home.

 **Try** A skill counts as learned only when your child uses it somewhere new  
**this:** without prompting — keep widening where it is practised.

## Stage 7 – Independence and dignity

Grow responsibility, choice and a sense of “I can”.

Give your child real jobs and responsibilities suited to their level, and praise the effort.

Offer genuine choices and respect them, so your child learns their voice matters.

Step back a little more as skills grow, allowing safe, supported independence.

 **Try** Wait a few extra seconds before helping — that pause gives your child the  
**this:** chance to do it themselves and feel proud.

## Stage 8 – Partner with school

Join up home learning with your child's school and team.

Ask your child's teachers which skills they are working on so you can reinforce the same ones at home.

Share what works at home, so school can use the same words, pictures and steps.

Keep a simple record of progress and concerns to review together at meetings.

 **Try** Agree one or two shared goals with school at a time — everyone pulling **this:** the same way helps skills take hold faster.

## Tricks that make it work

- ✓ Choose skills your child will really use — usefulness is the best guide to what to teach next.
- ✓ Break every skill into small steps and keep the words and order the same each time.
- ✓ Protect your child's dignity — offer real choices, real jobs, and the time to try themselves.
- ✓ Teach in the real place the skill happens; hands-on practice beats explaining.
- ✓ Practise across settings and people so skills travel beyond one room.

## How you'll know it's working

- Your child does more of a daily routine — dressing, eating, tidying — independently
- A skill learned at home starts showing up at school or out in the community

- Your child communicates needs and choices more reliably
- Safety, money or reading skills appear in real, everyday situations



**Is this based on real methods?** This program reflects standard special-education and life-skills practice for children with intellectual disability — teaching functional skills through concrete, hands-on steps, practising them in real settings to help them generalise, and working in partnership with school — and is designed to support, not replace, professional care.



**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.**