

Inclusive Developmental and Therapy Center

Building Attention & Focus at Home

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✓ Can I help my child at home?

Yes, you really can. Help your child stay with an activity a little longer, listen first time more often, and finish simple tasks with less frustration. This free program breaks it down 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 a lot of children it makes a real difference, and it never does any harm.

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

Download the whole program as a printable PDF to keep.

Includes the signs that mean it's worth getting a bit of extra help.

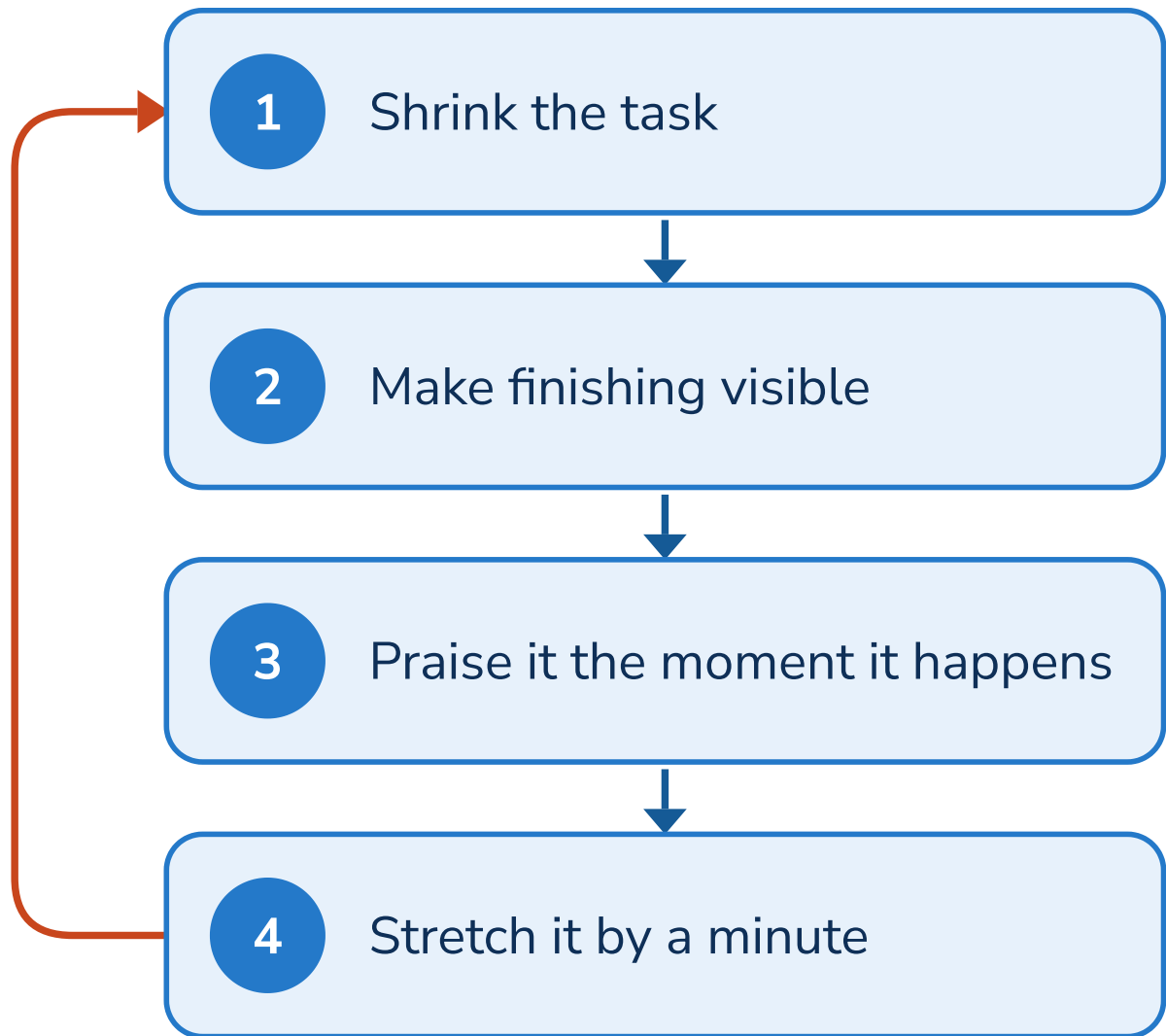
If your child cannot sit still, drifts off halfway through a task, or forgets what you asked two seconds after you asked it, you can build their attention and focus at home — and small, repeated changes do most of the work. Attention is a skill, not a character trait. It grows in ordinary moments: one toy out at a time, short tasks that actually get finished, and a word of praise the second your child sticks with something. Like every one of our free **step-by-step home therapy programs for parents**, this one asks a few minutes of your day rather than a change to your whole life.

It also helps to know what is normal. Young children hold focus for only a few minutes on something an adult chose, and that stretches slowly with age. Attention shrinks further when a child is tired, hungry, excited or in a noisy room. Almost every parent notices the same puzzle: the same child who cannot manage two minutes of a puzzle will happily play for half an hour with something they

picked themselves. That gap is ordinary, and on its own it rules nothing in and nothing out.

Parents often describe it to us in their own words — bacha aik jagah nahi baithta, my child will not sit in one place. This gentle program gives you small, doable steps to try, one focus a week. It is here to support your child, never to label them. It does not replace a proper assessment, and if something is genuinely worrying you it is always worth speaking to a professional — our free **attention and focus check** is a gentle way to put words to what you are seeing, and you can **book an appointment with our therapists** whenever you feel ready. But there is a great deal you can start doing tomorrow morning.

Underneath all six weeks sits the same small loop — and the usual mistake is **stretching the task before finishing it has become easy:**



Then round again — a little longer each time.

♥ Who this program is for

- ✓ Children roughly 3 to 8 who find it hard to sit still or stay with one activity
- ✓ Little ones who start well and switch off halfway through a task
- ✓ Children pulled away by every sound, movement or passing person
- ✓ Children whose teacher says they do not sit in one place or do not finish their work
- ✓ Children who focus for ages on a favourite game but not on anything you choose
- ✓ Families who want calm, practical routines rather than pressure or punishment
- ✓ Parents waiting for an assessment who want to start something useful now

Important – when to get professional help

This is a supportive home program — it isn't a diagnosis, and it doesn't replace a proper assessment. Please speak to a professional soon if:

Impulsive behaviour that puts your child in real danger, such as running into roads or climbing dangerously

Serious difficulty focusing and settling in BOTH home and school or nursery, not just one place

Your child seems genuinely distressed, unhappy or overwhelmed by their own restlessness

A loss of skills your child used to have, or focus that is getting clearly worse over time

Your child often mishears you or does not respond to their name — a hearing check is worth doing first

The difficulties are making learning, friendships or family life very hard

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, paediatrician, 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 just a gentle order, not a race. Feel free to repeat any stage for as long as it's helping.

Week 1 – One thing at a time

Clear the distractions so focus has a chance.

Pick one quiet corner for focused play, TV off and the clutter tidied away.

Put out one toy or activity at a time, not the whole basket at once.

Sit down at your child's level and give your own full attention too — phone out of sight and on silent.

Notice which times of day go best. For most children it is after food and after a run-around, not at the end of a long day.

⚡ **Try this:** Fewer choices, more focus — a tidy little space settles a busy little mind.

Week 2 – Short and finished

Build the habit of finishing a task.

Choose very short activities they can actually finish, like a four-piece puzzle or posting six shapes.

Say it clearly — “First we finish this, then we play” — so there is an end in sight. Our printable first-then board puts those two steps in front of your child instead of only in your voice.

Make “finished” something your child can see: a sand timer, a countdown out loud, or the pieces all gone from the tray.

Make a happy fuss the moment it is done, so finishing starts to feel good.

 **Try this:** Start far shorter than feels right — a small task finished beats a big one abandoned.

Week 3 – Notice and name the good

Grow attention with praise.

Watch closely and praise the second your child sticks with something, even briefly.

Be specific — “You kept going with your blocks, well done” beats a vague “good boy”.

Praise the trying and the sticking-with-it, not only getting it perfectly right.

Hold your questions until the task is over. Talking to a child mid-activity often ends the very focus you were hoping for.

 **Try this:** What you praise, you grow — so catch the focus while it is actually happening.

Week 4 – A steady rhythm

Use routine so the day feels predictable.

Keep wake-up, meals, play and bedtime at roughly the same times each day.

Use a simple picture chart so your child can see what is coming next — our printable daily routine chart is ready to fill in.

Build plenty of movement and outdoor play in between the calm, focused bits.

Protect sleep. Tired children look inattentive, and no amount of practice makes up for a short night.

 **Try this:** A predictable day frees up a child's mind for the task instead of the surprise.

Week 5 – Stretch it gently

Slowly lengthen focused time.

Add just a minute or two to a favourite activity once it feels easy.

Play simple attention games like Simon says, spot-the-difference, or naming things you both see on a walk.

Let your child move while they think — kneeling, standing at the table or squeezing something in one hand helps many children concentrate. If movement, noise or touch seem to unsettle them all day, our calm body sensory home program works alongside this one.

Wrap up while it is still going well, never once it has fallen apart.

 **Try this:** Stretch by tiny amounts, and always finish on a win so your child wants to come back.

Week 6 – Move it into real life

Use the same steps for the tasks that actually matter.

Break getting dressed, tidying up or homework into small named steps, and give one step at a time.

Ask your child to repeat the instruction back to you before they start — it tells you honestly whether it went in.

For school work, use short blocks with a proper movement break in between rather than one long sitting.

Share what works with your child's teacher — a seat near the front, one instruction at a time, and a quick check that they have started.

 **Try** The skill only counts once it shows up in the moments that were hard **this:** — so practise it there, on purpose.

Little tricks that make it work

- ✓ Give one instruction at a time, in short, clear words — then ask your child to say it back.
- ✓ Break big jobs, like tidying up, into small named steps.
- ✓ Put a run-around or a few star jumps just before anything that needs sitting still.
- ✓ Guard their sleep and dial back the fast-moving screens — both make focus much harder.
- ✓ Get down to your child's level and catch their eye before you speak.
- ✓ Let your child move — for many children, wriggling and fidgeting genuinely helps them think.
- ✓ Keep your own voice calm and steady; your calm is catching.
- ✓ Ask for what you want, not what you do not — “feet on the floor” lands better than “stop wriggling”.

How you'll know it's working

- ➔ Starting gets easier first — less of a battle to come to the table at all.

- Your child stays with an activity a little longer than they did a month ago.
- They finish more small tasks without wandering off.
- They follow a simple instruction first time more often.
- Less frustration, and fewer battles, around getting things done. If your child is at the older end of this range and the frustration keeps tipping into anger, our anger and big feelings program for 8–16s tackles that side directly.
- Something small and positive comes back from school or nursery.



Is this based on real methods? This program draws on approaches recommended in NICE guidance for attention difficulties, where parent training focused on structure, predictable routines, short focused activities and praise is a first-line support for young children. It follows the same principle behind parent training in behaviour management, which health bodies including the CDC recommend as the first step for younger children with attention difficulties, before medication is considered.



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.**

— FAQ

Build Attention & Focus: questions parents ask

