

Inclusive Developmental and Therapy Center

Focus, Homework & Getting Organised (Ages 8–16)

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✓ Can I help my child at home?

Yes, you really can. To help your child settle to homework more calmly, finish what they start, and stop losing the books, worksheets and kit they need for school. 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 is bright but cannot focus on homework, forgets what the teacher said, and loses the very worksheet they finished last night, you can help them at home. This is one of our **free home programs for parents**, and it asks for nothing you do not already have in the house. Focus and organisation are skills, not character traits. They are built with one regular homework spot, work broken into small chunks, and a written checklist that does the remembering for them.

What looks like laziness is usually the brain's management system still catching up. Teachers and therapists call it executive function — the set of skills that let a child plan, get started, keep going, **hold a spoken instruction in mind** and keep track of their belongings. Those skills arrive late and unevenly, which is why the same child can be strong at maths and hopeless at remembering to hand it in. Pressure does not speed them up. Structure does.

Parents describe it to us in their own words — bacha parhai mein dhyan nahi deta, homework nahi karta, cheezein bhool jata hai. In our own sessions we see the same pattern again and again: the child is not refusing, they are stuck at the starting line, and the evening has no fixed shape to hold them. These six stages give you gentle, practical ways to coach those skills at home while protecting your child's confidence. If the knocks to that confidence are showing up with friends as well as with schoolwork, our **making friends and social confidence program for ages 8–16** sits comfortably alongside this one. This program supports your child — it does not label them, and it does not replace a proper ADHD or learning assessment. If the difficulties are big and showing up everywhere, use the red flags below, speak to your child's school or your doctor, or **book a session with our team in Multan**.

Here is the shape of the whole thing. At Stage 1 you set the routine up and run it; by Stage 6 your child is running it and you are only checking in.

■ Your support ■ Your child leads

1 · A calm homework spot



2 · Small chunks, short bursts



3 · One planner, one homework time



4 · A place for everything



5 · Starting sooner



6 · Your child runs it



The bars show the handover, not a timetable — repeat any stage for as long as it is helping.

♥ Who this program is for

- ✓ Finds it hard to concentrate on homework or reading for more than a few minutes
- ✓ Is easily pulled off track — 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 to class without the right things
- ✓ Starts tasks with good intentions but rarely gets to the end of them
- ✓ Does the work, then forgets to hand it in — so the effort never gets counted

- ✓ Leaves big projects until the last night, then panics
- ✓ Gets told they “don’t try hard enough” when really they’re trying hard just to focus

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:

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

They’ve clearly been there for six months or more, not just a busy few weeks

They’re genuinely affecting learning, grades or friendships, beyond the ordinary ups and downs

Homework regularly ends in tears, refusal or a battle that is straining family life

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

There’s 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, 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.

Stage 1 — Set up a calm, distraction-light homework spot

Give the brain the easiest possible conditions to focus before you ask 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, clear the obvious pulls: phone in another room, tabs closed, TV off, and only the bits 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 their thread mid-task.

Notice when your child works best. For most school-age children it is after a snack and a run-around, not at the very end of a long day.

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

Stage 2 – Break work into chunks and short focused bursts

Make a big, vague task feel small and finishable, so getting started is far less daunting.

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

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

Tick or cross off each chunk as it’s done, so your child sees progress and feels the win instead of staring at one huge job.

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

Stage 3 – One planner, one checklist, one homework time

Move the 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 off when it’s done — our printable daily routine chart is a ready-made one if starting from a blank page feels like too much.

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

End each session with a glance 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 only in your head, it’s not safe — put it on **this:** the list.” The list remembers so they don’t have to.

Stage 4 – A place for everything, and packing the night before

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?” always has an answer.

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

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

Stage 5 – Starting sooner and getting a real feel for time

Help your child begin earlier and judge how long things actually 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 the delay with a tiny first move — “open the book and read one line” — since starting is usually the hard part, not the work itself.

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

 **Try** Try “body-doubling” — quietly sit and do your own paperwork alongside them. The company makes getting started far easier.

Stage 6 – Handing the system over to your child

Fade your help so your child starts running the routine themselves.

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

End each week with a two-minute review together — what worked, what got lost, one small thing to tweak next week. A **printable goals and progress tracker** makes those small weekly gains visible.

Let them own their reminders — phone alarms, sticky notes, 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 one who never needs a reminder.

Little tricks that make it work

- ✓ Keep work in short focused bursts with real breaks — stamina grows faster this way than by forcing long, painful sessions.
- ✓ Cut the distractions before starting — phone out of the room and a clear desk beat willpower every time.
- ✓ Do the hardest subject first, while the tank is still full, not last thing at night.
- ✓ Build in movement breaks — a quick walk, a stretch or a 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.
- ✓ If nothing has been started ten minutes in, the task is too big — cut it in half again rather than raising your voice.
- ✓ Praise the effort and the starting, not just the finished result. “You sat down and began” is the hardest part done.

How you'll know it's working

- Starting gets easier first — less nagging needed to get to the table at all
- Fewer lost worksheets, forgotten books or last-minute morning panics
- They finish more of what they start, even if the steps are still small
- Finished work actually reaches the teacher, so the effort finally gets counted
- They begin using a checklist, planner or reminder without being told to
- They catch it themselves — “wait, I need my maths book” — before you do



Is this based on real methods? The ideas here reflect widely recommended, general approaches for attention and ADHD-type difficulties in school-age children — coaching executive-function skills, organisational skills training, predictable structure and routine, external supports such as planners and reminders, and working in short focused intervals with breaks. Approaches of this kind are described by bodies including the CDC and NICE as recognised behavioural and educational supports, alongside working closely with the child's school. They are not a diagnosis, a treatment or a substitute for a professional ADHD or learning assessment. No specific outcomes are promised, and if difficulties are significant, please seek advice from your doctor, your child's 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.**

School-Age: Focus & Organise: questions parents ask