

# The ADHD Workbook for Kids

Helping Children Gain Self-Confidence,  
Social Skills & Self-Control

LAWRENCE E. SHAPIRO, PH.D.

Instant Help Books

A Division of New Harbinger Publications, Inc.

*Publisher's Note*

*This publication is designed to provide accurate and authoritative information in regard to the subject matter covered. It is sold with the understanding that the publisher is not engaged in rendering psychological, financial, legal, or other professional services. If expert assistance or counseling is needed, the services of a competent professional should be sought.*

Distributed in Canada by Raincoast Books

Copyright © 2010 by Lawrence E. Shapiro  
Instant Help Books  
A Division of New Harbinger Publications, Inc.  
5674 Shattuck Avenue  
Oakland, CA 94609  
[www.newharbinger.com](http://www.newharbinger.com)

Cover design by Amy Shoup  
Illustrations by Julie Olsen

All Rights Reserved

PDF ISBN: 9781572247673

---

Library of Congress Cataloging-in-Publication Data

# TABLE OF CONTENTS

A Letter to Parents	v
A Letter to Kids	vii
<b>Section I: Learning Self-Control</b>	
<b>Activity 1:</b> You Can Avoid Getting into Trouble	3
<b>Activity 2:</b> You Can Predict What Other People Will Do	7
<b>Activity 3:</b> You Can Keep Trying Even When You Are Bored	11
<b>Activity 4:</b> You Can Learn to Be More Patient	15
<b>Activity 5:</b> You Can Learn to Be a Good Listener	19
<b>Activity 6:</b> You Can Learn to Sit Still	23
<b>Activity 7:</b> You Can Learn to Follow Instructions	28
<b>Activity 8:</b> You Can Follow the Rules	31
<b>Activity 9:</b> You Can Make Your Parents and Teachers Proud	35
<b>Activity 10:</b> You Can Solve Any Problem	38
<b>Activity 11:</b> You Can Be Your Own Coach	42
<b>Activity 12:</b> You Can Keep Your Room Neat	46
<b>Section II: Overcoming School Problems</b>	
<b>Activity 13:</b> You Can Help Make School Easier and More Fun	53
<b>Activity 14:</b> You Can Get Ready for School Without a Fuss	58
<b>Activity 15:</b> You Can Learn to Be on Time	62
<b>Activity 16:</b> You Can Conquer Homework Hassles	65
<b>Activity 17:</b> You Can Take Better Care of Your Things	68
<b>Activity 18:</b> You Can Know What to Do Without Being Reminded	71
<b>Activity 19:</b> You Can Ask for Help When You Need It	74
<b>Activity 20:</b> You Can Know When You Need a Break	77
<b>Activity 21:</b> You Can Handle Days When Everything Seems to Go Wrong	80
<b>Activity 22:</b> You Can Be Ready for Tests	84

### **Section III: Making and Keeping Friends**

<b>Activity 23:</b> You Can Know When Teasing Is a Problem	<b>89</b>
<b>Activity 24:</b> You Can Control Your Anger	<b>92</b>
<b>Activity 25:</b> You Can Talk About What Bothers You	<b>95</b>
<b>Activity 26:</b> You Can Help Yourself Be Well Liked	<b>99</b>
<b>Activity 27:</b> You Can Understand How Other Kids Feel	<b>102</b>
<b>Activity 28:</b> You Can Find Great Friends	<b>106</b>
<b>Activity 29:</b> You Can Have Fun with Just About Anybody	<b>111</b>
<b>Activity 30:</b> You Can Have a Best Friend	<b>114</b>
<b>Activity 31:</b> You Can Be Funny Without Hurting Anyone's Feelings	<b>118</b>
<b>Activity 32:</b> You Can Stick Up for Yourself	<b>121</b>
<b>Activity 33:</b> You Can Learn to Compromise and Avoid Fights	<b>125</b>

### **Section IV: Feeling Good About Yourself**

<b>Activity 34:</b> You Can Be Different and Still Be Accepted	<b>131</b>
<b>Activity 35:</b> You Can Recognize Your Special Gifts	<b>134</b>
<b>Activity 36:</b> You Can Eat Better	<b>138</b>
<b>Activity 37:</b> You Can Sleep Better	<b>142</b>
<b>Activity 38:</b> You Can Limit Your TV and Video Game Time	<b>146</b>
<b>Activity 39:</b> You Can Be a Responsible Kid	<b>150</b>
<b>Activity 40:</b> You Can Be Kind and Helpful to Others	<b>154</b>
<b>Activity 41:</b> You Can Have a More Peaceful Family	<b>158</b>
<b>Activity 42:</b> You Can Handle Being on Medication	<b>162</b>
<b>Activity 43:</b> You Can Get Help When You Need It	<b>166</b>
<b>Activity 44:</b> You Have Done a Great Job!	<b>170</b>

# A Letter to Parents

Being the parent of a child with ADHD requires an extra amount of patience, a special kind of dedication, and a willingness to be an advocate for your child even when no one seems to understand his special needs. (Note: ADHD affects both boys and girls, but boys are about three times more likely than girls to have this problem. Respecting the statistics, I will use masculine pronouns more often than feminine pronouns throughout the book.)

It also requires some very specific knowledge and skills. Let's face it, many things that other parents take for granted, you cannot. You probably worry more about your child's behavior than other parents you know. And well you should. Children with ADHD often say and do things that get them into trouble at home and at school. If you are like most parents of children with ADHD, you also worry about your child's school performance. Many children with ADHD have above-average academic potential, but their problems in organization and in completing work make them perennial underachievers. And while extra school help may be available, it is often not enough.

Most children with ADHD also have problems making and keeping friends, and this is a great concern for parents. It is hard for parents to see their child being ignored when invitations for birthday parties are passed around or sitting home alone instead of having a play-date. Some children with ADHD have even more serious social problems. They are teased by classmates, excluded from recess games, and socially isolated.

Then there is the problem of self-esteem. Children with ADHD are often magnets for criticism and negative attention. And if your child is on medication for ADHD, he might have his own concerns about why he is different from other children.

I have written this workbook to help your child learn new emotional, behavioral, and social skills in four major areas of concern: behavior, school success, social development, and self-esteem. Some people call these skills "emotional intelligence." Researchers tell us that emotional-intelligence skills can be taught just like other skills, such as reading, hitting a baseball, or playing a violin. Like these other skills, emotional-intelligence skills need to be taught in a systematic way, and they need to be practiced and reinforced.

That is what this workbook attempts to do, and you can help. Explain the concepts to your child if he seems confused or unaware. When you see your child trying his new skills, make sure to give him plenty of praise.

Please be aware that this workbook has been written as a supplement to a comprehensive treatment program, which should include the use of behavior

modification in the home, classroom modifications, and in some cases, specialized tutoring and counseling.

There are no simple answers for children with ADHD, and every child has unique needs. But it is my hope that with your patient guidance, and with good support from your school, your child will achieve the happiness and success that we all wish for our children.

Sincerely,

Lawrence E. Shapiro, Ph.D.

# A Letter to Kids

What is it like for you to have ADHD? I have known lots of kids with ADHD, and they tell me it is not really a problem most of the time, but sometimes it can be a pain in the you-know-what.

Kids with ADHD tell me that they get into trouble more often than other kids do. They tell me that their teachers and parents are always saying things like “I know you can do better if you just try a little harder,” even when they’ve tried very hard in the first place! Most kids with ADHD tell me that they don’t have many friends and that sometimes their classmates are mean to them.

I’ve written this workbook to help you with some of these problems, and I hope it will help you. In each activity, you’ll learn to handle a different aspect of your ADHD a little better, and you’ll also have some fun while you learn. I’ve included lots of activities that kids enjoy, like drawing and mazes. But I wouldn’t be honest if I said that these activities don’t require some work, too. And the more you work, the more you will learn, just like in school.

Each activity will teach you a new skill. The activities in Section I will teach you ways to behave that will keep you out of trouble. The activities in Section II will teach you how to do better in school. In Section III, you’ll learn some new ways to make friends and have more fun with the friends you already have. And in Section IV, you’ll learn some things about yourself and what makes you such a unique and special kid.

Some of activities you will be able to do yourself, and some may require help from your parents or teachers. If you have a counselor, he or she will probably want to help you with these activities, too.

There are lots of people who want to help you be happy, healthy, and successful every day of your life—and I’m one of them!

Best of luck,

Dr. Larry





# Section I

## Learning Self-Control

Most kids with ADHD have problems with their behavior. It is not that they are “bad” but rather that their behavior doesn’t fit with what their parents and teachers expect. Kids with ADHD may not remember the rules and may get in trouble for breaking them. They may have trouble sitting still in class or remembering to raise their hands to be called on. They may talk too loudly at home or even with their friends.

The activities in this section will help you learn new behaviors to get along better with other people, including your parents, your teachers, and even your friends.



# You Can Avoid Getting into Trouble

## Activity 1

### *For You to Know*

Kids with ADHD sometimes forget to think before they act. They may forget about certain rules and what will happen to them if they break these rules. But you can learn to think before you act and to avoid doing the things that make adults angry.

*Chris and David were best friends who played together almost every Saturday. David had a castle set up in his basement, with knights and horses and even a fierce dragon. Chris loved to play with the knights, and one Saturday, he wanted to have a jousting tournament. But after a while, David said he was bored and wanted to ride bikes instead.*

*Chris said, "I can ride my bike anytime. But I never get to play with a castle like this at my house, and it's so cool."*

*"Well, I play with the castle all the time, and I'm bored," David replied, "and since you're at my house, I get to make the rules about what we do."*

*Chris knew David did get to make the rules about his toys in his house. But he wasn't very happy about going outside, and he thought that David was being too bossy. When David turned to go upstairs, Chris put one of the knights into his pocket. It was a black knight waving a sword over his head.*

*Later that day, Chris's mom saw him playing with the black knight. "Where did you get that?" she asked. "It doesn't look familiar."*

*"I found it," Chris said, not able to think of a better answer.*

*"Where did you find it?" his mom asked, moving closer to him and looking at him suspiciously.*

*"I don't remember," Chris said. "It was just in my pocket."*

*"Well, maybe we need to have a talk about how toys just get into your pocket," said Chris's mom. From the look in her eye, Chris knew that this was not going to be a talk he would enjoy.*

# Activity 1

# You Can Avoid Getting into Trouble

Have you ever taken anything that didn't belong to you? What happened?

---

---

---

---

## *For You to Do*

Think about the things you have done in the past that got you into trouble. Maybe you did something that you knew was wrong and you are sorry that you did it. Or maybe you did something that got you into trouble, but you didn't really think it was wrong. If you think before you act, you can avoid doing these things. You won't have to feel bad, and you won't get punished.

This Six-Point Decision Scale can help you decide whether what you want to do is a good idea or a bad one. To use the scale, just assign a number to the thing you want to do. Here is what the numbers mean:

- 1 = This decision will help people.
- 2 = This decision won't hurt anyone, and it will make me happy.
- 3 = This decision will make me happy, but it really isn't good for me.
- 4 = This decision will make me happy, but it may make other people mad.
- 5 = This decision is against the rules.
- 6 = This decision is against the law.

In the chart below, write down five things you did in the past that got you into trouble. Then use the Six-Point Decision Scale to rate each of these things.

<b>Things That Got Me into Trouble</b>	<b>Decision Scale Rating (1 to 6)</b>

## *... And More to Do*

Once you learn the Six-Point Decision Scale, it will help you decide whether a behavior is a good idea or a bad one. You *can* do things that are a number 1 or 2, but you should *not* do things that are a 3, 4, or 5. Here are some situations you can use to practice. Put the decision rating next to each behavior. Then ask an adult to check your answers.

\_\_\_\_\_ Susie wouldn't let Shauna play with her group at recess.

\_\_\_\_\_ Ethan snuck out of bed after his parents were asleep, and he ate six cookies.

\_\_\_\_\_ Tyrone wanted to ride his bike, but he decided to make a get-well card for his grandma first.

\_\_\_\_\_ Karen made a thank-you card for her aunt Emma.

\_\_\_\_\_ Abby kept interrupting her father while he was on the phone.

\_\_\_\_\_ Tanya spent two hours playing video games instead of doing her homework.

\_\_\_\_\_ Elizabeth was mad at Isabelle, so she sent her a mean e-mail, pretending that she was Isabelle's friend Mark.

# You Can Predict What Other People Will Do

## Activity 2

### *For You to Know*

Many kids with ADHD don't predict the consequences of their actions. Even though you probably know what will happen if you break a rule, you may do it anyway. But you can predict what might happen in most situations if you really think about it. When you learn to predict what other people will do and what might happen to you, you will find it easier to control your behavior.

*Every Monday, Marybeth's teacher gave out a list of new spelling words. Every Thursday, the class had a spelling test.*

*On Monday night, Marybeth was supposed to start learning the words, but she watched her favorite television show instead. On Tuesday, Marybeth was supposed to spend fifteen minutes learning the spelling words again, but she had soccer practice. Then she ate dinner, did some math homework, and later went to bed. She didn't spend any time on her spelling.*

*On Wednesday, Marybeth was supposed to practice her spelling words with one of her parents. But her mom was busy taking care of her little brother and her dad had a headache, so Marybeth didn't ask either of them to help her. On Thursday, Marybeth took her spelling test. On Friday, she got back her test, marked with an F. Fifteen of the twenty words were spelled wrong.*

*All the tests had to be signed by a parent and turned in the next Monday. After school, Marybeth gave her spelling test to her mom to sign. "What happened?" Marybeth's mom asked. "How did you get such a bad grade on this test? You are a pretty good speller."*

*"I don't know," Marybeth said. "I don't know what happened."*

*But you know, don't you?*

## Activity 2

# You Can Predict What Other People Will Do

Have you ever gotten a bad grade because you didn't study? Tell what happened.

---

---

---

---



## For You to Do

Can you predict what will happen to the kids on the left? Draw a line from each picture on the left to the picture on the right that shows what will probably happen.

