

ADHD ANSWERS: ON THE BENEFITS OF MUSIC THERAPY



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Hello friend!

My name is Gabriel Villarreal, and I am a Resident in Counseling. I have my Master's Degree in Counseling and Human Development (which means I'm trained as a counselor). Additionally, I own the Mash Elite Performance Affiliate, LostBoys Strength & Conditioning; more on how that ties in to ADHD in my other e-book: **"Strengths and Positioning"**, and am the host of the Informed Consent Podcast!

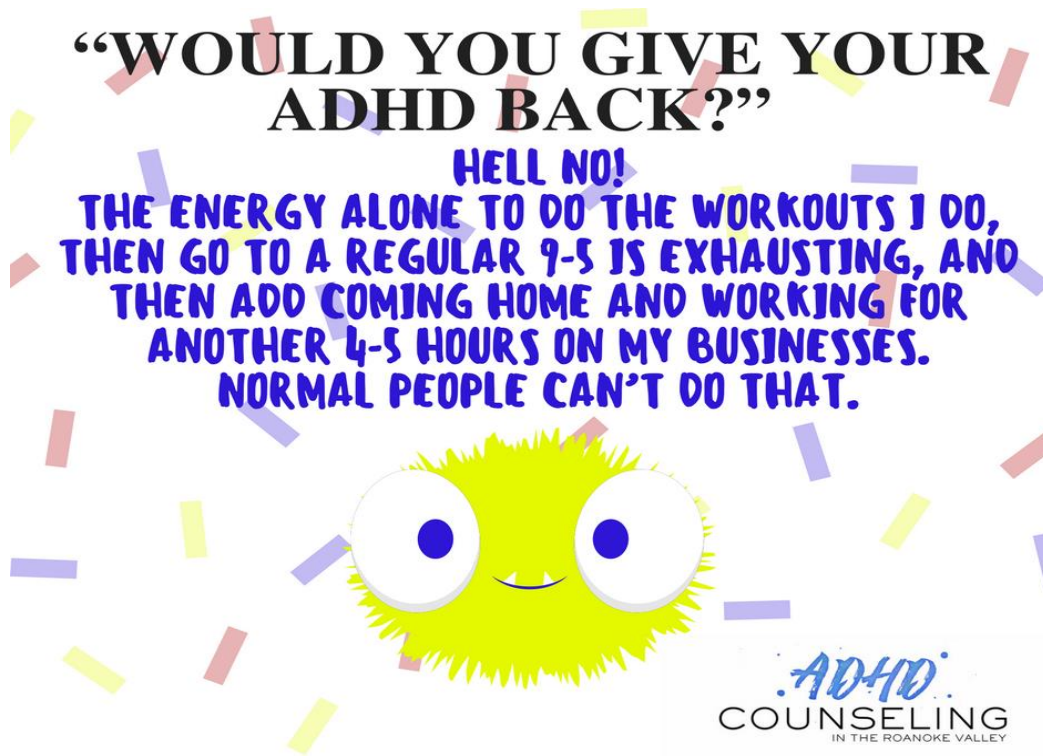
Most important to you, I have ADHD! I was diagnosed when I was eight and I struggled all through elementary, middle, and high school. My family and I moved to Montreal when I was 8, where I had a tutor that I met with twice a week for six years because I desperately needed the help within the education system in Canada; it is much more rigorous than it is in the States. College came and inevitably I changed my major my sophomore year from computer science to psychology (I failed calculus twice... it wasn't for me). But my senior year I discovered I wanted to be a counselor so I applied to graduate school. I excelled in that program more than I ever had before. I found I didn't need to study, I could just go to lectures, listen, and absorb everything they said, then take tests and crush them. Looking back, that's an ADHD superpower that I have: if it interests me I'm *in it* all the way.

Graduate school was a breeze and once I got out, my first job was very high paced and kept my attention which is all an ADHDer needs. High energy, high paced environment that is constantly switching and changing.

The month that I started a gym, my wife and I got married. Six months after that, I started my private practice and then three months after that, I started a podcast on community mental health, all within this twelve month span. How? I was doing all these things *because* of my ADHD not in spite of it.

All that to say, I was doing research on ADHD, reading books, going to seminars, listening to podcasts, and realized that I couldn't do any of that stuff if I didn't have ADHD! I was working out 7 days a week, up at 3:30 in the morning to coach at 5am, then working out between classes, changing at the gym, going to my full time job, home at 5 and working until nine on my businesses. I recognized that there was something else going on, that my ADHD is a strength that allows me to do the stuff that other people cannot do. That was a catalyst to start my private practice and to specialize in ADHD.

The drive for me was this: If I knew the things that I know now that make me moderately successful, then what will that look like for these young kids in school? What will their lives look like if they have this paradigm shift that their ADHD is a strength? And what will their life look like if we figure out how to use it as a strength? What it might alleviate is a narrative, especially while we're in school, of 'I'm dumb' or 'I'm stupid', which is never the case!



But enough about me and what I do! Let's discuss what is going on in the brain of our ADHDers!

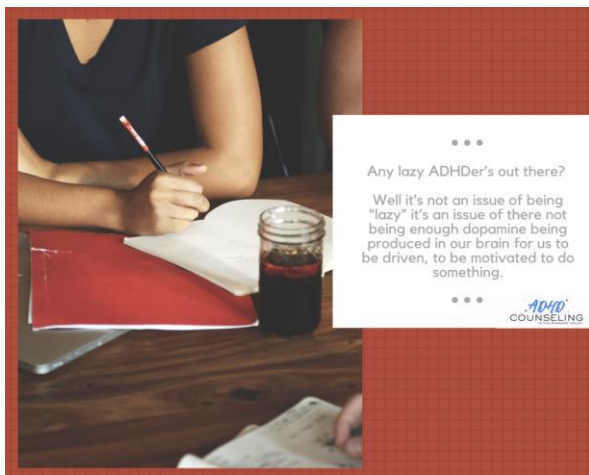
The ADHD Brain

When talking about ADHD it is important to distinguish between the ADHDer's brain and a neurotypical brain because we function differently. As you will find out, it's a great thing!

The ADHDer's brain has a different system of functioning that affects the linkage of neurons that hitch together other parts of the brain responsible for things like arousal, motivation, reward, movement, and executive functioning to name a few. Basically that means our neurons are like highways, and the highways connect one neuron to another. There is an issue going on that inhibits, or is a barrier, towards these neurons firing together the way that a non-ADHDer, or neurotypical, neurons fire.



That's the first difference which is paramount to grasp! This is a brain issue, not a moral or "just try harder" issue. One of the other things that's going on in our ADHDer's brains is there is a deficit in some form where we don't produce two neurochemicals very well: dopamine and norepinephrine. Now the things we addressed in the last paragraph like, arousal, motivation, reward, movement and executive functioning, etc., are all really important because those things are all affected by these two neurochemicals as well as the linkage of neurons. We'll address the dopamine neurochemical first.



Dopamine

Dopamine is the neurochemical that is our reward chemical or our "replay button". So if there's anything that we like to do, that's enjoyable for us like laughing, food, sex, narcotics, that causes a release of dopamine. That's why ADHDer's are so easily distracted, we're looking for stimulation. We're looking for dopamine. It's not because we don't care

or are lazy, it's because this chemical is not being "dripped" as readily or as much as a non-ADHDer. Now on to the second neurochemical that's at play, or not, in our ADHD brains.

Norepinephrine

Do you have an ADHDer that's super passionate, but can fly off the handle really quickly? That's norepinephrine. Norepinephrine is the neurochemical that helps regulate our emotions. It helps separate our thoughts from action. That is one of the deficient neurochemicals that ADHDers have in our brains. We're not as easily able to regulate those emotional outbursts.

Do you have an ADHD child that just seems super empathetic, as in, they deeply feel for others? A lot of us do feel deeply!

I remember a specific conversation I had with my tutor when I was young and she was having a bad day. I can remember her talking to my mom and she said something like, "I have yet to have a kid that asked me if I was okay today, or even notice something was off." And that's because we are deep empathizers. But what comes with that is emotional volatility.

As a side note: the research is inconclusive on these two neurochemicals, as to whether or not it's a deficiency, inability to produce enough, or we're just not producing it as readily. So no one's really decided what's going on.

Now that we know what's going on in the brain's of our ADHD children what can we do about it to help them not only survive but thrive in school, life or a career? The good news is there's plenty to be done!

This is just one book, on one tool that can, and if experimented with enough, will help your ADHDer thrive because of their ADHD. And that tool is Music.

To best understand the role music can play in our ADHDer's we should look no further than Noel Anderson, a Board Certified Music Therapist, who helps children with ADHD daily to regulate and manage their ADHD. Through Noel's background in developmental disabilities and neurologic music therapy, she examines the impact music has on the ADHDer's brain.

Defining Music Therapy

Music therapy is an evidence-based practice that is based upon current research, our clinical expertise and client preferences. We work on individualized goals just like any other therapy. Music therapy is unique in that we focus on multiple domain areas including communication, emotions, social skills, motor skills, and cognitive skills such as those we are talking about right now, with ADHD. We just happen to use music as a vehicle for growth and positive change.

Music therapists value the therapeutic relationship very strongly, because if you are working with someone you don't trust or don't like, your therapy isn't going to reach its full potential. There is going to be a barrier in that therapeutic relationship. That connection is vital because at the core we are relational beings. I feel that having that healthy relationship with your therapist really helps to motivate and encourage clients.



Music therapists are credentialed professionals, so we have to attend at least a 4 year university which has to be an approved music therapy program. We can't just study psychology and music. It has to be a specific program that is approved by the American Music Therapy Association. In addition to coursework, potential music therapists need at least 1200

clinical hours working directly with clients. After that they can sit for your board certification test, and if they pass then they get their MT-BC, music therapist-board certified. That is music therapy in a nutshell.

Music therapy is diverse. We work from NICU to Hospice. Pretty much anywhere there is a nurse, there is a music therapist somewhere in that sort of facility. Nursing homes, mental health facilities, even prisons. We work all over the place.

Music & the Brain



Music is really one of the few things that activates so many parts of the brain. It is so extensive in the way that it works. One main area it affects is our limbic system. That is the part of the brain that is responsible for all our emotions. When we hear music it is not just sound. We have an emotional response to it, and our brain is to thank for that. The amygdala reacts to the music that we hear.

Have you ever heard a song and it instantly brings you back to the first time you heard it years ago? You still remember where you were and who you were with. You especially remember how you felt. You remember all these little details relating to just a song. How powerful is that! The reason for that is the hippocampus. The hippocampus is also part of the limbic system. So the amygdala and the hippocampus work together to create those musical memories where you can remember just how you felt in relation to a song. Because strong emotions make an experience more memorable, music can almost take us back to that event. That is one reason why music therapy is very effective when working with people experiencing dementia. They can almost get back to that time and place where they experienced those particular songs. And who else has issues with remembering things? ADHDers! So putting information in to music can be a powerful tool we will dive in to in just a bit.

Another part of the brain to note is the corpus callosum. That is the part of the brain in the middle that connects the two hemisphere. Music activates that part of the brain.

The “stronger” the corpus callosum is, the faster you will be able to process information. You can more effectively control both sides of your body (bilateral coordination), which we need everyday to do tasks that cross our midline. We need to have that part of our brain strong so we can have good motor coordination.

Speaking of motor coordination. Music also activates the motor cortex. Have you ever been downtown and heard a band or musician playing? You automatically start walking to the beat of the music. It is subconscious. That is the way our brain works. Music activates our motor cortex. This is why we can use music therapy for rehabilitation when working with people with Parkinson's or a stroke. Music therapists can help them get that steady gait, because their brain can anticipate that down beat without having to consciously think, “I need to step”. The brain actually does the work for them.



Do you use music when you exercise? That is because it makes it feel easier, actually by 15%. It reduces the perceived effort of force. This is another reason why we use music for rehabilitation. Music also helps with endurance by 15%. So it makes it actually feel easier. You can enjoy your

housework 15% more when you have music playing!

A very important part of the brain especially for ADHDers is the pre-frontal cortex, which is responsible for executive functioning skills. Those involve tasks such planning, organizing, and working memory. These are tasks that kids and adults with ADHD tend to have a little more challenge with.

During a session my young client worked on executive functioning skills, including planning, organizing, and task initiation through composition. I asked him to choose several instruments. Then I had him make a symbol for each instruments. So for example, the drum was symbolized by a circle and the chime was symbolized by a rectangle. He then made a

pattern using the symbols. I then asked him to organize the instruments on the table however he wanted to. I would have organized them differently but it wasn't my task to do. So I allowed him to work through that function.

That is a really important point. We need to allow our kids, with our support, to struggle a little bit so they can work on those connections in their brain. That way they can strengthen organizing, planning, and problem solving skills. They need to do this in order to get those connections functioning.

Music's Inherent Structure

What is music? Music is rhythm, rhythm is structure, and structure is soothing to an ADHD brain. Really it's soothing to all of our brains. When you think about music, there is always a specific pattern to it. There is a beginning, middle, and end. You can even sense when it is coming to an ending. You can sense and feel when it is coming to the climax, which is generally in the middle. We typically call this a bridge. Then of course there are verses and a chorus. It's very structured. Especially with pop music we can usually predict how the melody is going to sound. Classical music is also very structured, even to the point that pieces are names according to their form, i.e. sonata, rondo, minuet, etc. With that expectation, being able to anticipate where the music is going, anxiety can lessen because you don't have to guess, "What is going to happen next?" The music gives you that structure to be able to anticipate what is going to happen.

As a music therapist, using music increases the type of prompts available. Typically teachers and therapists use physical, visual, or verbal prompts. A physical prompt may be supporting a child's arm to play a drum, while a verbal prompt would simply be telling the child what is expected of him, "Play this drum". But music allows for another prompt which gives a chance for the individual to use their own wisdom, their own brain to make that connection of anticipating, "What does this person expect from me?"

As an example, if I wanted someone to fill in a word, I might just stop singing the song before the phrase ends.

“You are my sunshine, my only _____”

You’re reading this book, no one told you or prompted you to fill in the last word of that phrase. But I imagine you likely sang the phrase to yourself and completed it with the word “sunshine”. Because of music’s structure you felt, “Oh, it isn’t finished”. There is something in your body and brain that says this phrase is not done. So you can use music as an extra prompt as well. As music therapists, that’s one way we use music to motivate our clients to achieve the goals they are working on in therapy without becoming “prompt dependant”.

You can also use that same concept with instruments. I may stop playing my guitar to cue a client that it is his turn to play the drum. Additionally, if clients are losing focus while I’m playing the guitar, the instant I stop all eyes go to me. Then I can continue on in that experience and whatever goals we’re working on.

Music as a Strength-Based Approach

Music therapy is a strength-based therapy. We use music as the motivator. Typically, the people that come to us, kids as well as adults, are people who enjoy music. That is why they come to us. They can work on their needs through something that is motivating and enjoyable.

I always try to make sure that the environment is set up for success. For example, if a client is playing the xylophone I take off the notes that are not in the key of the song. That way no matter what the client plays it is going to sound great with my accompaniment. They will automatically play in the key, so they can be free to explore and not have to worry, “Is this sounding musical?” That is not the point. People who come to us don’t have to be musicians, they just have to be willing to make music.

As we learn more about the benefits of music therapy we naturally see the bridge that is the strength-based approach between what I do and what Gabriel does. Next he’ll discuss why this approach is paramount for ADHDers of all ages and why we choose to use it.

Why a Strengths Based Approach?

When asked why I or anyone would want to use a strengths based approach as opposed to just traditional, talk, or a play therapy, one of my favorite quotes on this topic is, "Because no one ever said they wanted to be weaker". Obviously this comes from my weight lifting background, but it is absolutely applicable here as well.

That saying is crucial for my ADHDers, especially when I have parents saying "I can't find my child's strength". What we can then recognize and remember is that we all have things that we are very good at and it is only the notion, "Maybe I don't have a strength", that is limiting us.

Unfortunately this is often the approach of traditional therapies, that or "just try harder". Neither of which work as well as a strengths based approach. And if it does work it comes with a lot of negative self-talk and a lot of internalized negative feelings. So, "just try harder" doesn't work anymore than telling a runner to "just run faster".

What I do is help my ADHDer's recognize when they are in a position of, "I am just trying to try harder and I am not in the best position for me to succeed".

What is a Strengths Based Approach?

"Why a strengths based approach to counseling?"



Because, no one ever said they wanted to be weaker.

ADHD
COUNSELING
IN THE ROANOKE VALLEY

A great way to frame this approach is around Superman. Superman only gets his superpowers from our yellow sun. If he's under a red sun, like he was on his home planet Krypton, he's a normal person like you or I. His parents sent him to Earth because we have a yellow sun and they knew that if he was under a yellow sun, he'd have superpowers. He'd be a god to us!

School is that red sun for ADHDers. But if we can figure out what our children's strengths are, we can educate them on how to put themselves under a yellow sun so they are best able to

showcase their strengths. For ADHDers, we need to put ourselves in a position where we can succeed, where we can show our superpowers.

As I type this book for you, dear readers, I am standing; this is my yellow sun. If I wasn't standing I would be too distracted with shifting in my seat and fidgeting and so on. But standing is what I need to do to position myself to be able to bring to you all of this information in the most concise and informative manner as possible.

Once we have a strength/superpower identified we can take it through all other facets of a child's life. "What are you really good at, how can we practice it and make you better at it?" And once you are great at this one thing it can start to transfer out in to other things that maybe you are not good at.

In the same vein as Superman, we have these things we're really good at and these are our strengths/superpowers that we just naturally do and other people can't. And one of those things is hyper focus. We have the ability to kind of laser focus on one thing. Most of the parents that come see me usually see this in video games, but it could be anything. It could be Legos. It could be topics or ideas where once the child is presented with this thing, they can tune everything else out and it is like their ADHD is not "gone" but it is temporarily replaced with tunnel vision, hyper focus, or flow. This might be for a few minutes or it might be for hours and hours.

As a parent learn to recognize in your child (1) What are they are hyperfocusing on? (2) What are they really enjoying? (3) How can you practice that more? The parent can then help the child learn to transfer that focus into other things.



Waid, Mark, et al. Kingdom Come. DC Comics, 2008.

Before we get carried away, let's note that this won't be an overnight thing. It will take self awareness, practice, intention and patience. Your child might be young and it may be a decade before these things are engrained and are habit. Or it may be something they can do automatically. However, if we plant these seeds now and help them recognize "I am really good at this!" the internal dialogue won't be "I'm dumb" or "I'm terrible at everything" like it is for so many ADHD children. The narrative can be one of empowerment: "I'm just not in a

position right now to succeed, and if I move over here under this 'yellow sun' I know I will be better than anyone else”.

This paradigm shift needs to happen early, because around 8 years old, we start becoming self aware and noticing we are different. And when we notice that, we start playing that internal dialogue for years.

But once we know the things that we are really good, or are our strengths and superpower, we don't need to do the other stuff we're not as good at the same way as everyone else. After enough practice and habit we can transfer our strengths/superpowers into other things we'd like to. And no, it is not an immediate solution, but it is something that we can at least help our ADHDer's recognize now. And in the years to come they can set themselves up for success. Then when they're out on their own they know how to position themselves under the yellow sun. And they will soar.

Music and Focus

Speaking more about focus, when we make music we activate so many different parts of our brain. One very important part is the basal ganglia. This is part of the limbic system, the part of the brain that is associated with emotions and emotional memory. In the last few years, research has shown that the volume of the basal ganglia tends to be smaller in people with ADHD. The basal ganglia is responsible for releasing dopamine. As Gabriel mentioned earlier, this is typically called the “reward center” of the brain. So with the smaller volume the basal ganglia works differently than neurotypical brains. Thus, it is more difficult for people with ADHD to maintain optimal levels of dopamine and feel motivated. The spectacular news is that the basal ganglia is activated when there is an external consistent rhythm, AKA music. Research confirms when music is present with a consistent rhythm, the basal ganglia is activated and dopamine can be released. Even with the anticipation of someone's favorite song dopamine can be released. So this is huge for the ADHD brain to be able to get that dopamine through listening and playing music. This is one reason why it might be effective to use music when your child needs to focus on homework or a task that they don't prefer. They can get that dopamine released to help motivate them through that task. It can also help

motivate us, as parents, through whatever task we don't like to do as well.

Using Music to “Stay on Task”

So we are going to give you some hands-on ways to using music to help your ADHDer. One way is to try to use music at home while your child is doing homework. Now this is going to be a trial and error. It's not a one-size fits all because every brain is so different. Our brain is shaped according to the experiences that we have had. So maybe classical music is going to work, but maybe pop music or rock music will work. Some music may work better for a particular subject while it won't work for another subject (i.e music with words may help with math, but not while reading).



So do an experiment while your child is doing their homework. Experiment with different kinds of music, maybe music without words one-time and then music with words. I suggest choosing music your child prefers, because this will more likely increase focus as it increases dopamine levels. So keep that in consideration. If your child is doing math homework put on a genre of *preferred* music and say, “Let's see how many problems you can get through with correct answers during this song”. Then switch the music. “Here's another song. Let's see how many problems you can get done with correct answers”. Afterward ask your child, “How did it feel when you did that?” “Was it harder to focus?” “Was it easier to focus?” Let your child use his own insight, as it's going to be more powerful when it comes from him. He will realize that he has the ability to help himself. His confidence will be boosted when he is able to find those support strategies and coping skills.

Additionally, you can use music to help structure routines such as a morning routine or bedtime routine. When you are getting up in the morning use a specific song. “Okay, when you hear this song it is time to get up and get dressed”. When the next song plays, “It is time to brush your hair”. Next song that plays, “It is time for you to brush your teeth”. It might

seem monotonous to you but it might, and again not everyone's the same, but it might encourage them to self-initiate and self-evaluate. "Alright, we are getting to the end of this song I better finish up this task." In some ways music helps externalize time, and therefore it may help an ADHDer keep track of time more efficiently. Initially you may have to prompt your child a little bit, "Uh oh, the song is at 2 minutes and 30 seconds... one minute left". Generally, songs are 3 minutes and 30 seconds long. So for each task your child has about 3 minutes and 30 seconds. For younger kids, or those who need more prompting, you can have song lyrics that are specific to the task that they are doing. There are a lot of songs about getting dressed, brushing teeth, and bedtime related themes. You can use these songs as a prompt, while simultaneously releasing dopamine. So you might have an easier time corralling your child to do whatever you need them to do. Additionally, it gives them a specific time structure. "You have to be done in this amount of time". And it takes that demand off of you. So they can blame the song because the song is telling them, "You have this much time", not you!

Sometimes multiple step direction are lost when you say "do this and this and this". Your child might have only heard the last direction given. So he or she does the last task and you ask, "Why didn't you do x and y"? He only heard that last direction! I make a chant with my kids, and yes I am that goofy mom chanting around the house. So I might chant in rhythm, "shoes, bathroom, go to the car...shoes, bathroom, go to the car...shoes, bathroom, go to the...". I make sure to stop mid-phrase and let them fill in some of the words so I know they heard me. Again, I'm using music as a prompt. It doesn't feel like I am yelling or nagging "shoes, bathroom, go to the car". It doesn't feel like that to my kids because it just seems fun and silly. If you want it to stick into your child's brain even more, add a melody to your words. It adds more context given the structure, rhythm, and melody. And yes you are going to remember that tune, and it's going to be stuck in your head all day! It works setting information to music. You can lessen your stress and help your kids as well.

On another similar note, our ADHDer's can get to a point where they just can't do anymore. And Gabriel describes that feeling as "wading through chest deep water". Use that opportunity to have a dance break. We used to do this in college where we would just study for hours and hours and then our minds would be melted. We would have a dance break and then go back to studying.

First, using that structured music allows your child to get energy out, and second, it's also a great family time. That connection through the music and movement can be a wonderful bonding moment. It can help to connect and "reset" your child's brain. It also helps to drip a small amount of dopamine, which in turn helps them to be motivated, driven, and persevere. And you might be able to go back to that task... or maybe hold off. You can test the waters there. But you might be able to go back to that task again with their brain "wiped clean" from all the stressful feelings and dopamine increase.

And on that note of motivation, if your child is interested in music and it motivates her, cultivate that! Get her in to private music lessons and band or choir in school. Maybe if your child is younger a family music making program would suit your needs. That has multiple benefits as it encourages making music together as a family. When we make music with others, the neurochemical oxytocin is released. This helps us feel closer to other people. So making music as a family can strengthen the family unit. If your child has more specific needs or needs specialized training then seek out music therapy. There are so many musical resources that you can bring into your child's life to help cultivate music skills if that is their area of strength.

In closing the best guidance we can give you is to experiment. Life is a constant experiment with ADHDers. One day something will work like a charm and a week later it won't. The important thing is to keep trying to solve the problem, keep repositioning your child under their Yellow Sun, even if it is a moving target. Then your child will learn that there is no giving up, there is only looking for the next solution. That may be the greatest superpower of all: perseverance.

Any stubborn ADHDer's out there?

Frequently Asked Questions:

Question: What can we do to help mornings run more smoothly?

Answer: To answer that let's also talk about executive functioning. A great way to think about it is in terms of a finite amounts of "executive functioning" points. For this example let's say, we all have 100 executive functioning points. The ADHDer uses up more points making decisions because their decision doesn't just lead to an immediate action.

So you can ask them to get dressed and they can walk into their closet and pick out one shirt and a pair of pants for school, but then they think, "Oh this other one is cooler... my friend has a shirt like this... I wonder if he'll sit with me at lunch... what am I having at lunch... what is he having at lunch..." All of those things are executive function points being used up. So those rhythms, rhymes, those types of things really help our ADHDer's save some of those points.

Side note: That's why homework time is so hard, because they've already used up a lot of their executive functioning points at school. And now they are being asked to sit and do more of the things that "they know" they are not good at. They don't have any more executive functioning points to be able to cope, or to compensate and they say "I can't do this!" They are spent.

Question: What else might be helpful to speed up getting ready in the morning?

Answer: Have them pick their favorite song and let them know they need to complete "X" task within the song. Another thing I tell parents to do is front load the morning stuff before bed, like, the lunches for school, tomorrow's breakfast, what they're going to wear tomorrow. In that way we are setting them up to also know what needs to get done. Because in the morning they are not going to want to get up. And they will want to kind of get distracted. They don't want to go to school!

Question: Is it a good idea to pick and lay out all their clothes for the week?

Answer: If it works it's awesome, it's a good idea! And it makes sense in being focused on that one task and getting in a routine. It is sort of like chunking, so they don't have to worry about multiple tasks at once, but simply the one in front of them.

Question: Would you say giving choices would help decision making?

Answer: I think where we fail our ADHDers is when we force them to do things a certain way. We are naturally creative people. Never make any suggestions to an ADHDer. Never say, "Hey, this works really well, do that". Because as soon as you say that, the first thing in their head is, "Well I have a better idea and I want to do that". Guaranteed, and you know what, that idea eight time out of ten times will work better for them because they thought of it and they know themselves best. Also we just don't want to do it your way purely because it was your suggestion. Get in the habit of framing it in such a way as, "We need to get to point B and we're at point A, how do you think we can get there?"

About the Authors:



Noel Anderson is a board certified music therapist and music educator. She owns **Anderson Music Therapy Services**, the only full-time music therapy private practice in Roanoke, Virginia. Her practice helps toddlers through older adults with various developmental and neurologic needs reach their full potential through the power of music.

Want to learn more from Noel? Go to www.aMusicTherapy.com to find printable resources, free

Mp3s, a children's book to improve sleep, and an informative blog that teaches you how to use music for relaxation, stress relief, attention skills, and more.



Gabriel Villarreal is a Resident in Counseling, soon to be a Licensed Practicing Counselor in Virginia. He owns his part-time practice, [ADHD Counseling in the Roanoke Valley](http://www.RoanokeADHD.com) where he helps children and adults manage and master their ADHD superpowers. Additionally he owns [LostBoys Strength & Conditioning](http://www.LostBoysStrength.com) and is also the host of Informed Consent, a weekly podcast supporting incoming clinicians in the mental health field.

Want to learn more from Gabriel? Go to www.RoanokeADHD.com where you will find numerous podcast interviews, articles, and videos all on ADHD. And don't miss his weekly [Facebook LIVE](https://www.facebook.com/roanokeadhd) every Monday at Noon!