



**Episode #221**

**The Relationship Between Exercise and Mental Health for Kids with ADHD, ASD, and More**

August 11, 2020

Debbie: Hello, Gabriel, welcome to the podcast.

Gabriel: Hi, Debbie. Thanks for having me.

Debbie: This is a really exciting conversation. You know, with a lot of my guests, I have a personal stake in what you have to say. So that's this one is no different. But before we get into the kind of core theme of our talk today, could you take a few minutes and just tell us a little bit more about yourself? I've read your formal bio, but tell us a little bit about who you are in the world and what you do?

Gabriel: Sure, so I do a little bit of everything. I am a licensed professional counselor in the state of Virginia. I'm also a strength conditioning coach. I own my own gym here in Roanoke, Virginia. And I do Yeah, a little bit of everything. Most recently, I have been combining the two fields and in various ways I'm sure we'll talk about, but I think most recently, within the last a couple weeks, I've been trying to educate a lot of other coaches on everything that we're going to talk about today.

Debbie: Yeah. So this is something that I think is just so appropriate for these times that we're in, we're recording this in the middle of the coronavirus pandemic, and people are at home with their kids. And, you know, they're not getting the same kind of exercise or opportunities that they would typically have. And we're going to be talking about specifically kids with ADHD, but I know you work with kids with all different types of neuro differences around the area of exercise. So maybe just tell us even how you got into this. How did you find yourself working in this intersection between exercise and mental health?

Gabriel: Yeah, sure. So I was in graduate school in 2010. And the story goes, graduate school's kind of hard. And in graduate school I probably saw most of my cohort, present like an emotional breakdown at some point that first year, and for whatever reason, I just was not feeling the stress. And in reflecting on that first semester, you know, after that semester was over, that really the only different thing that I was doing is I was training for a half marathon. And so I had a pretty strict training regime, I was running two or three times a week, and combined that with eating, okay. But also, you know, in graduate school, every conversation that you have with a professor is like a mini counseling session. And so my thesis essentially was, you know, if I had this pillar of nutrition, exercise and mental health, that maybe I could be more resilient to whatever life throws at you, you know, graduate school being the first thing that was on my mind. And, you know, I presented this to most professors, and they weren't really picking up what I was putting down. And so I was like, Well, let me just finish what I got going on here with school, and then I will kind of dive more into the science. And as you can imagine, as I'm sure you've researched, there's not a whole lot of science or research behind exercise in mental health. And in 2014, Dr. John Ratey published Spark, which is a fantastic book on exercise and mental health. And I was completely vindicated because there's a whole chapter on ADHD and also just on the resiliency factors that exercise can have. And so after reading that, and

graduating graduate school, I was like, well, then this needs to be the next the next goal is to start a gym, get a certification, learn everything I can about exercise science, and dive into that and eventually, you know, create a space where I'm doing both things at the same time. And the ultimate goal is having my practice in the gym in the same location. They're not right now. And yeah, I've been doing that ever since the last 10 years.

Debbie: Wow... I just have to ask, Do you love it? It just sounds like it's a blend of your personal interest and bringing all these pieces together. Has it been really fulfilling for you?

Gabriel: Yeah, it's been, you know, the days that it works. It's fantastic. And I'm like, and it's a lot of those times where you nail something and you're like, Oh, yeah, like I did it. There are days like that. But the hardest thing is, is that there is no blueprint for any of this. You know, in the book, Spark, the research just says, run and do some cardio and you'll have mental health benefits. And there's some vague guidelines and you know, there's some more research that has come out in the recent years, but still, it's largely just like, hey, go workout and it'll be okay. And that's been really difficult, is trying to figure out what works and then realizing that everyone's different, and then trying to figure out what each one of my clients or just buy gym members that are not associated with my private practice at all, like, what do they need for their mental health? He brought up the fact that Yeah, we're in a pandemic. Right now and to my gym members, I was running around like chicken little saying like, Hey, everybody, we're all going to be in therapy by the end of the summer. And everyone was kind of like, Yeah, right, Gabriel, you're, you know, a therapist, of course, you would say that. And when we were able to open back up, within two weeks, everyone was like, yeah, so do you know good? Yeah. So yeah, so trying to figure out what everyone needs to best help them, ADHD or otherwise is, that's been very fulfilling.

Debbie: Yeah, I mean, because it's the kind of influence that can really change somebody's life. I mean, mental health is really the foundation, especially during this time, if we're not experiencing good mental health, then we just don't have anything to give to ourselves, to our kids, to our families.

Gabriel: Yeah, yeah, exactly.

Debbie: So I'd love to talk more about this idea of exercise as medicine. I think for a lot of listeners, especially listeners who have kids with ADHD, this is something we hear from the time they're really young, like they need to be involved in sports and they exercise helps regulate their brains. And it can also be hard to sometimes get them to do the set exercise. And we'll talk about that as well. But can you tell us a little bit more about how exercise is medicine for kids with ADHD or children on the spectrum or maybe kids with other neuro differences?

Gabriel: Yeah, so remind me to come back to kids on the spectrum. Because a lot of more recent research that if people have heard any of the podcasts that I've done, it's just not out yet, or I just haven't been able to speak it. So in terms of ADHD, you know, when we take stimulant or non stimulant medication for our ADHD, those

medications are really targeting dopamine and norepinephrine. And dopamine is responsible for motivation drive, stick to itiveness. It's not just that reward center that we had been led to believe for so long. Whether I guess that's all that they really knew. But they regulate a lot of the things that a lot of the pitfalls that ad shares have. We're not motivated. We don't want to start those difficult tasks. We're not detail oriented. We're only hyper focused when we're enjoying something. That's all dopamine and norepinephrine as well. And so one of the fantastic things about exercise is that for our boys or men, males, when we hit a max heart rate, our brain produces dopamine or norepinephrine. It just kind of the faucet turns on, and there it goes. And so by definition, if it's creating these things that medication creates, then it's medicine. And so that had led me to start my own class for ADHD errs to really not just throw them on a treadmill and just say, hey, run until your heart rates at a maximum. But as you know, there are a lot of difficulties that ADHD ears can have. Just playing Like team sports. And so throwing them on a treadmill being really boring wasn't really an answer. And so giving them different stimuluses, keeping it fresh, keeping it exciting, was really important for them to have an extended period of time, a whole class where they're getting these benefits constantly. But also fostering, hopefully fostering a sense of like, not only is this fun, but this is just something that I do. It's Monday, so I'm going to the gym. I tell most of my parents, you know, my whole goal, I will know that my mission is complete. If your child goes off to college, and they say, here's my syllabus, okay, When am I going to work out? Because they just know that that's what they need to be successful and to be focused and they need to take their medicine. So we're really giving all of those kids exactly that medicine, in what always comes up is timeframes. It's medicine, but how long does Last. So in the immediate future, they hit that max heart rate, they get 30 to 90 minute window of some quote unquote neuro typical behavior where they're a little bit more focused, that dopamine flowing, they're, they're driven, they're motivated. I liken it to, you know, the, the, the person who hasn't worked out in a really long time and goes to work out as a good time. And it's like, I gotta go do something. I'm gonna go clean my house, I'm gonna go grocery shopping. I just feel like I can conquer everything. Imagine that before kids and all they have to do homework. And so we see a lot of you know, class days when they come to my class, we see homework is a little bit easier, and sleep is a lot faster. And there's no argument because they're either not tired, but they kind of have a nice even keel of that dopamine flowing. The great thing about exercise is that the chronic exerciser so the person that has been working out consistently for years, really actually creates more faucets by which dopamine and norepinephrine can be produced. So instead of just being one, when they're like eight, and they hit that heart rate threshold, their brain turns on that faucet. But when they're 18, or 28, they have many more faucets by which to produce dopamine. And the idea is that if there are more faucets, maybe they are dripping more, and they're much more able to cope and, quote unquote, look, neurotypical. And so one of the most common things that I hear from all of the parents that I see whether they come to the gym or or my practice, is they're shocked that I have ADHD. And it's like, well, yeah, I've been doing, not only do I know how to cope, I know all this stuff. But I've also been working out since I was 16. And so that's something that I try to instill in all of my kids and their parents as well.

Debbie: I've got a bunch of questions for you. So first of all, this is just fascinating to me. So what I'm here is that it is this time frame after exercise post exercise, you've got 30 to 90 minutes of some kind of more focused ability to attend to tasks. So is there a correlation between that length of time and how long they work out? Or does it just vary by each person?

Gabriel: You know, there is absolutely no data behind any of that. And it's incredibly frustrating from my perspective, because I would love to ask that question for you. And so that is one of the reasons why I set up my class the way that I've set up of course, we're, we're not having that class right now. But I ran it for about nine months. And what I wanted to see was I wanted to answer the exact question, can I just have this child come in, and let's say we're going to jump on the rower and we row for four minutes and you hit that max heart rate twice. And what if we just said, Okay, go home and see what happens. Of course, we didn't do that. We'd let them stay with the rest of the class, but I wanted to see it, depending on how many times they hit a max heart rate throughout that whole class, what does that look like for when they go home? And ultimately, the the question I'm trying to answer is in school, if we have a child that's completely unfocused, can the teacher just say, hey, let's step out of the hallway, I want you to go sprint down the hallway, and sprint all the way back to me, and then come back inside, and will that give them that same level of focus and attention? Unfortunately, his pandemic hit. And we have a lot of great feedback from parents about sort of what I said of homework a little bit easier, they're a little bit more focused or much more agreeable to go to bed and fall and stay asleep. And overall temperament is good. But in terms of testing, that question about running in the hallways at school, we just weren't able to test that.

Debbie: Not yet. Right? Not yet. Another thing when you were answering, starting to answer that question, you said, you mentioned the word boys. You said if we get boys to their max heart rate, so is it different for girls? Or is your Okay, so say more about that?

Gabriel: Yeah. So females are I think they have a better deal and they just have to hit like 60 to 70% of the max heart rate. I don't know why. But that's what a lot of the literature is telling us is when they were thrown on treadmills, they saw that they had like a steady state of 60 to 70%, which is really easy. That's, you know, a nice jog. A 30 minute run at a good pace on a nice day. It's really, really easy. And so, talking to you now, I'm wondering if that is why girls, if that's contributing to why girls are so under diagnosed, because any movement that they get sort of hits them at that level, they're playing tag if they're recess, or what have you. They're just sort of hitting that threshold. Really, really fast. That's something I should look into.

Debbie: That is super fascinating. Wow. Okay. And then you also said, remind me to come back to talking about kids on the spectrum. So let's get into that.

Gabriel: Yeah. So I have, we've coached one child on the spectrum within that class. And that was a great learning experience as far as what kids on the spectrum need, as opposed to what the ADHD ears need. And so ultimately, what we decided to do

is just do one on ones with children on the spectrum. And we found that that worked so beautifully. So much so that we had another coach at my gym to just see kids that are on the spectrum. And she's doing fantastically. And so one of the things that we know about children on the spectrum is that they have a low muscle tone throughout their whole lives. And being a strength conditioning coach. My first thought is like, what does that look like in their old age, and if they have a low muscle tone, that might also mean that they have a little bit bone density. And that also means that maybe by the age of 30, or 40, if they take a fall, if their bone density is really low, what does that look like for breaks? And then if they have low muscle tone, what does that look like for recovery? Are they ever able to recover? And this is sort of my ADHD brain going down a rabbit hole of all the process a child could have. And so this is a problem that we can dissolve. And so I did. We've coached probably four kids on the spectrum. And our goal is yes, to get them moving. And we've found that that has been really helpful in terms of the dopamine and norepinephrine that we talked about. But one of the other things that we found is that if we focus on getting the kids on the spectrum strong, and not like powerlifting, strong, but just too strong in terms of like, maybe they're just squatting a 35 pound kettlebell for three sets of 10. Not only does that do wonders for their confidence, but they're also just better able to handle life in general in terms of being able to move, being able to go out into the world and not have the issues that I just kind of rambled on about later in life. There's more muscle on their bones, they're stronger. And hopefully, they also know that they need to be doing this as well. And so we've had a couple kids come in, and across the board, all their parents said that their kids are just acting differently. And what, what that sounds like is they're just more confident. One of the moms said that her son was taller, and I was like, that wasn't me. I didn't make him holler. And she said, Well, he, uh, he had a hunch, and now he doesn't. Now I have to look him in the eye to talk to him. Whereas before, I had to duck my head to kind of catch his eyeline. She said, and he's just walking around and he was high functioning, but her hopes were, it's gonna be really hard for him to get a job. And by the end of coaching, she was like, I think I got something that he could do... successfully navigate all that stuff because of how competent he is now.

Debbie: So I'm wondering, maybe you can answer two questions in one here because I would like to know more about how you structure your jam in terms of the kinds of exercises and workouts that are really great for differently wired kids. And then within that, I'm just curious if there are certain sports that are more like I'm just thinking at one point, Ashe, my son was taking a boxing class and or he was doing kind of one to one but then small group, and it seemed like, all the kids there were quirky, like they were all differently wired that were drawn to that sport. And I'm just wondering what kinds of sports and activities you think are especially great for differently wired kids.

Gabriel: I think the sports that they want to do and they stick to are the best sports. No, that really doesn't answer your question, but that really is the best answer. You know, because our hope is that they may This lifestyle, and this is just a part of their day like, I brush my teeth, I eat breakfast, I also work out, I go to my job, like it's just part of their life. It really needs to be whatever they're going to stick to.

And so what I heard from all of the parents of kids that are in my class was that team sports were really hard because they were wired differently and they weren't able to be attuned to things. They weren't able to act as a team or play as a team, or they would get frustrated. And so yeah, I would probably say 90% of them just gave up on team sports. And so that's why they came to my gym. But the other thing too, is, the parents didn't really know where else to look. What else is a sport that's not a team sport at that age. And, I think, neurotypical or not swimming is fantastic. You look at any professional athlete that you know is able to articulate what they want. their upbringing was like 60% or more of them have said that they swam when they were young. And so their cardiovascular abilities are, you know, through the roof because they were swimming from a young age. I had a client, we made a deal that he didn't have to come back to see me that my practice if he went to swim team, that we couldn't figure out what was going on with him, anxiety and ADHD wise. And we had some really intense conversations with him and his mom about what is different, something is very different because you brought him here, he seemed very neurotypical, and now that it's school has started. He's the poster child for ADHD. And we just couldn't figure out what it was. And she finally was like, well, in the mornings, we would just go for two hours per day, and then we did this. And I was like, hold on, that's swimming. That's fantastic. And all of his anxiety and his gi symptoms subsided. And so here recently I made a big deal. I said, you don't have to, you don't have to come to therapy anymore. If you just do swim team. He was like, okay, that's fine. And there were no mom checks in and she's like, everything's great. Like, it's fine. You know, school homeworks a little frustrating sometimes, but that's to be expected, but everything else is okay. And so, yeah, I think it's whatever is gonna remember they're gonna stick to. And I would encourage parents to look outside the box. You know, if I have had parents just say, do you think powerlifting because they know that I have power lifted in the past? Do you think that would be interesting? And it's like, does he think it'd be interesting? Yeah, he's been watching, you know, these YouTube videos will then come in and let's try. Right, and I can no. And I think my gym has set up. Because I've had so many parents tell me that, you know, they bring their kids into another gym or another sport. And the coaches are, you know, rightfully so, completely unequipped to be able to navigate a child that is not neurotypical or That does have special needs, in whatever sense of the word that looks like, they could be just extremely anxious and the coach doesn't know what to do with it. And so, you know, at my gym, that's why we do the things that the way that we do them is because it's like, all these kids have been turned away, they, you know, I can't handle this tantrum. So you guys can't come to class anymore. And so we just sort of figure it out. So to circle back to your question, what do my classes look like? doing one to one stuff? It could look different every class because we're really trying to figure out what's going to work on that day? How are we going to achieve, you know, the goals that we set out for that day? And how can we do that for this child and his needs? The classes that are all ADHD ears are set up and distinctions and every station they're at for about three to four minutes depending on their need, and need being the operative word. So if they come in and it's like, the day after Halloween and they're just jacked up, then we might do every station for five minutes, because they just, they can't seem to focus on switching from station to station. So if we do five minutes, they're there in the rest of the class as well. But I

am rotating them between a bunch of different conditioning elements. So a lot of the classic stuff, they're jumping, jumping rope, they're rowing, they might be dragging a sled, they might be pushing a Prowler. They might be using battle ropes, I have a bunch of old used tires and a sledge hammer, and they go to town on that. One of the things that I really like to do with everyone that comes to the gym is is they need to be prepared and strong to do other things later in life as well. And so all of these things are not just not just running for the sake of running or pushing this Prowler and how is that going to transfer over to if they are doing sprints, if they do decide to go to a sport, they might be doing carries whether they're carrying dumbbells or kettlebells are an empty keg, and they carry that. And so how is this going to make them make them strong? Well, if they're carrying an empty keg, it's seriously bigger than they are. And so they have to pull the keg into them. They have to be nice and upright, and they're developing all of that erector and low back strength that they need. And you know, lo and behold, their rounded shoulders and their hunched position goes away after a couple weeks, because they're just strong enough to hold that position all day. And so my question is always are we going to do this stuff? And what's the carryover going to be to other parts of life? So I just try to make up other activities like that, that are going to do that.

Debbie: It's so great. And I'm just thinking that there's an opportunity here for training trainers, you know, you mentioned how many coaches and things and people who work with student athletes aren't really equipped to understand different wired kids are to understand things that are hard for them. And we actually had someone on the podcast probably more than a year ago who started an organization called own beat athlete and she is working with coaches to help them understand kids with ADHD. But we can't all send our kids to Roanoke, Virginia to go to your gym. So do you have plans to train other trainers and and help other people running gyms to better understand our kids just just curious.

Gabriel: Yeah, I didn't include that in the name my bio cuz it didn't seem pertinent. But I actually when Virginia shut down, I started on a new project and it's called clinically informed coaching. And it's something that my gym's affiliate nationally performance frequently has been talked about is if they're ever doing a seminar, they're two hours away and they call me and say, Hey, come talk about exercise mental health. Talk about what you know this quarter and Over the last, you know, the end of 2019, early 2020, I did a series of talks for them, and I recorded them all, and listened to them all. And I said, You know, I really have a lot of good content here to help educate coaches and trainers. And so I developed a clinically informed coaching. And if any of you parents have a coach that needs to know about this stuff, they can go to clinically informed coaching COMM And I have like a 100 page ebook. And in that ebook, I break down how I coach, a few different diagnoses, how I coach kids with depression and adults, both depression, anxiety, ADHD, ASD Down syndrome. And those are little blurbs that I've been doing for the last like three years. So it's not a lot of it's all anecdotal, but it's a lot of helpful things. And towards the end of that book I outline a lot of the counseling skills that we learned like those first few weeks and months. of graduate school, and how those micro skills and 10s of counseling are applicable to coaching, and how doing that will not only make you a better coach, you'll

build better relationships and be able to really hear what the client needs, whether they're actually telling you verbally or non verbally. And so I've taken all of the listening skills and listening is in quotes that you learn as a counselor or therapist and brought them into coaching so that the coaches can be a little bit more, like I said, clinically informed about how to help their kids.

Debbie: That's so great. Well, listeners, I'll share links to that in the show notes. You can check it out, I know that I'm going to be checking it out. And I'm wondering about this time, again, of COVID-19, which we just don't know how long it's going to last. How can parents kind of get their kids on board, you know, and approach exercise during lockdown and when we're staying at home, especially with kids who aren't really motivated. Do you have any strategies or suggestions for how parents can help get kids invested in this or interested in it, and then how to approach Getting Started?

Gabriel: Yeah, I think the hard answer is that it needs to be a family event. Unless, like you said, the kid is just motivated internally to do this thing. And there are some kids that are, you know, for whatever reason, they watch commando, because it's on TNT. And they're like, I want to look like Arnold. And now I'm going to go work out. And so some kids aren't like that. And so it really needs to be a family thing, where we're all going to go for a walk. And we're all going to go do this today. And we're going to make it fun. And we're going to play these games. And it doesn't have to be hard. It doesn't have to be long and it doesn't have to be arduous. I had my ADHD class. Obviously, we shut it down, when the state shut down and I sent everyone home with a jump rope. And I said, every time I'm going to put a new workout on our private Facebook group. And I'm also going to put a mindfulness practice in the mornings as well. And the whole goal was to keep these kids active because like you said, they're cooped up at home and ADHD, and they're driving their parents crazy. So how do we keep them moving, give them something to do. That's also going to give them all the benefits that we talked about at the beginning of this episode. And so what I came up with was a bunch of workouts that are like 15 minutes long, that are very simplistic that require no coaching at all, because that's sort of that's the other thing about coaching ADHD errs is because their attention span may be so limited. We can't walk them through these complicated movements. It needs to be very simple. Pick up a keg and walk down there, walk back or push this heavy thing down the turf. And so all of these workouts don't really require a whole lot of coaching and they can be done by anyone. We have A wide swath of kids in that group. And they were all able to do a lot of these things. Some of them are harder than others. Jumping rope is hard to first figure out how to do that. But it's a skill that I think is really beneficial. Because you can do it anywhere, you have a jump rope, the cost of 10 bucks, then go outside and jump some rope for a little bit. And if you can get 10 in a row, that's great. Maybe you have 10 extra minutes of video time tonight. And that can be a really strong motivator. They might be out there for an hour and strung together. And so I think parents need to really join their kids into this because very rarely do kids say I'm going to take on this new thing that's going to completely change my life. That wasn't done within the family already. Sometimes that happens, but not not especially at a young young age when they're still living at home. And so mom and dad need to, to join in if they

can take shifts and Make it a competition to, you know, a lot of these workouts or like, how many sets of this, these three movements can you do in 10 minutes, and let's, let's compete, let's, you know, whoever gets the most gets the pick, the movie will watch tonight, or you know, whoever wins or loses has to do the dishes. So something where we're gamifying all of these things, and set a routine, hey, it's it's 10 o'clock, let's start our day with a workout and then we'll go about our day. That way it's expected it's known, and maybe it's something that they can look forward to if they know like, Okay, if I do good on this workout, but I can pick what shall we wash tonight, you know, before we go to bed, and so try to be creative about how we're going to incentivize this, you know, time and none of those workouts are longer than 15 minutes, right?

Debbie: Yeah, I'll say that in our house that it's been really interesting during this time we're in New York City and a pretty small apartment. And my husband and son have started doing workouts together for the first time ever. And they do it twice a week. They set up stations that go out front by our little stoop and do jumping jacks and I'm pretty sure half the neighbors are like laughing at them, but they just have this little routine. And they always start it by like I always know when they're working out because I hear the song The Final Countdown by Europe blasting in the apartment, and they do a plank, and they try applying for the whole song. And this morning, Asher said to me, like I did I did a full three minute plank yesterday, I was like, Damn, that's, that's impressive. But what I've been trying to do too is just and what I've always done with exercise is just help, like talk about it afterwards, right? Ask how are you feeling now? Do you notice any difference? Are you feeling like you're more able to, to focus on things or did it help switch your mood like I'm always trying to help them understand how this influences them to try to build in that self motivation, even if it wasn't there to start with.

Gabriel: I think that's really important to do, especially for our teenagers who already know everything about everything, right. And so I coach a few of my clients. And we've we've, they've agreed to sort of experiment with me where we're doing sort of a dual thing where we're running them through a workout, just mean in the client. And we're also doing some talk therapy. And the boys, the teenage boys like clam up, and then by the end of the workout, it's like, Hey, man, like, I gotta go home. Like, can you stop talking? And being able to reflect that to them? Like, hey, you always are ready to like, leave our sessions when we're in the office. But now, we're like, 30 minutes over and you won't stop talking. And then we can begin having those conversations of like, after you work out, you're a pretty cool guy. And you're much more verbose and willing to talk about these things that that you quote unquote, don't know about if we're in the office, and what do you think that means? And how can we incorporate this more? And what's what's at stake? And that's a really important question, because usually what's at stake is, well, I may get angry, I may get frustrated, I may not do my homework because I'm not attentive because I haven't worked out. And so what's at stake is a lot so I should work out so that those things don't happen.

- Debbie: So great, so great. Well, before we say goodbye, I'd love it if you could just share where listeners can connect with you and if they want to learn more about your work, or follow you on social media, what's the best place?
- Gabriel: Sure. So social media, you can follow me Gabriel v LPC, I have a lot of content on there that is about clinically informed coaching. So if you have coaches, whether they are, you know, rec coaches, high school, middle school, direct them to me and I'm more than happy to answer any questions about what they can do. If you have questions specifically for me, [Gabriel@RoanokeADHD.com](mailto:Gabriel@RoanokeADHD.com). I also have a new book, just all about everything that we talked about, except it goes much more into detail. And all those workouts that I talked about that were short and easy are in that book, as well as some nutrition guidelines. If we want to go down that rabbit hole a little bit or, you know, parents want to go down that rabbit hole and just learn more about the importance of exercise for ADHD.
- Debbie: Awesome and tell us the name again of your books, because I want to make sure that we link to it in the show notes page and people can check it out.
- Gabriel: So um My ADHD books are all on amazon kindle under the name ADHD answers. So I have a book called ADHD Answers Strengths and Positioning. That's all about my belief that ADHD comes with superpowers. And you can learn all about how to position your ADHD child or yourself to, you know, showcase those superpowers. He answers on the benefits of music therapy, I co wrote that with the music therapist, to sort of combat this conversation that I kept getting in session, which was, my son wants to listen or my child wants to listen to music while they do homework. I can't do that. Tell them why that doesn't work. So this book is all about why that that actually does work. And why they should be encouraged to find some music to listen to while they do homework so they can focus a little bit better. And my latest book, I actually have not titled it yet, but you can search for ADHD Answers in some combination of ADHD and Exercise, and it will be there for you. Awesome.
- Debbie: So exciting. I can't wait to check out all of these resources, and I really appreciate this conversation, a lot of food for thought. And yeah, I'm feeling even more motivated to exercise more of myself. So thank you for that. Yeah. So thank you so much. I really enjoyed this and I appreciate you sharing with us today.
- Gabriel: Absolutely, anytime.

**RESOURCES MENTIONED:**

- Gabriel's website
- Email: [gabriel@roanokeadhd.com](mailto:gabriel@roanokeadhd.com)
- *ADHD Answers: On Exercise as Medicine* by Gabriel Villarreal
- *ADHD Answers: On the Benefits of Music Therapy: Understanding the Benefits of Music for the ADHD Brain* by Gabriel Villarreal
- *ADHD Answers: On Strengths & Positioning: Don't Just Survive with ADHD, Unlock your Superpowers and Thrive* by Gabriel Villarreal
- *Spark: The Revolutionary New Science of Exercise and the Brain* by John Ratey
- Sheena Leedham
- Susan Stout on Helping Athletic Coaches Understand Differently Wired Kids (Tilt podcast episode)
- Own Beat Athlete