RESEARCH UPDATES

- We have seen more than 40 families of our goal of 100, and we are still actively recruiting and seeing families.
- Our research team is looking at the information we gathered from your visit and we hope to have some preliminary results to share soon!

The Stanford Girl BAND study: what we are learning with your help!

We are very excited to share what we are learning from our research with the help of your family!

This study continues to be one of the first to follow the cognitive, behavioral, and socio-emotional development of young girls into later childhood and adolescence. With our results we will better understand how girls learn and grow socially and behaviorally.

Please read on to find out more about what we are learning...

FIND US HERE!

@StanfordGirlBAND
SUMMARY AND INSIGHTS

Quality of Life and Family Environment
Dr. Amy Lightbody presented information about a child's perceived quality of life and how this might be affected by the dynamic within her home and family. Below are insights based on information learned from this analysis:

- **Prioritize consistency and planning.** Provide structure and organization in the household. Clearly define your child's responsibilities.
- **Make time for social and recreational activities as a family.** Encourage hobbies and activities outside of school and work. Reduce screen time. Invite friends to your home.
- **Model expressing frustration in a calm manner.** Work through issues together as a family, minimizing criticism.
- **Encourage open communication.** Model expressing feelings in a productive manner and encourage your child to do the same.

Support Students with Classroom Adaptation
Cindy Lee introduced strategies for parents and teachers to create learning environments to support all students. Talk to your daughter's teacher about implementing some of these strategies!

<table>
<thead>
<tr>
<th>Traditional Classroom</th>
<th>Adaptive Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Large, busy classroom may increase social anxiety</td>
<td>• Smaller classroom and/or small group work</td>
</tr>
<tr>
<td>• Typically noisy</td>
<td>• Noise level control</td>
</tr>
<tr>
<td>• Includes a variety of transitions including subject and physical transitions</td>
<td>• Utilizes a visual timetable to promote predictability and reduce anxiety</td>
</tr>
<tr>
<td>• Long periods sitting at a desk</td>
<td>• Flexible seating options to address student needs</td>
</tr>
</tbody>
</table>

YOUR FEEDBACK IS IMPORTANT TO US!
Help us improve by filling out a short survey about your visit:
https://is.gd/girlband_feedback

LOCAL RESOURCES

- **Parents Helping Parents (PHP)** supports families who have children of any age with special needs
  https://www.php.com/

- **Resource Area for Teaching (RAFT)** develops STEAM kits and partners with the education ecosystem to support the implementation of hands on learning
  https://www.raft.net/

- **EdRev** is a robust community serving the 1 in 5 students with learning and attention challenges, anxiety and depression.
  https://www.edrevesf.org/

- **Inclusion Collaborative** focuses on successful inclusion and equity of ALL children regardless of abilities and disabilities in schools
  http://www.inclusioncollaborative.org/Default.aspx

In July, our Girl BAND Team presented our findings at a conference in Cincinnati, Ohio!