



# GIRL BAND UPDATES

from the Center for Interdisciplinary Brain Sciences Research at Stanford University School of Medicine

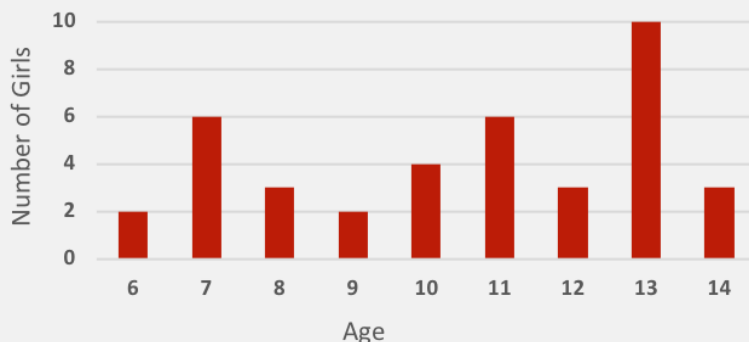


## RESEARCH UPDATES

- 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!



Participant's Age at Assessment



### 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



@StanfordGrIBAND



## HELP US RECRUIT!

We are incredibly grateful for your support and active participation in this high-priority research!

We still need new families like yours to join our Girl BAND family.

You can help us by:



Sharing our flyer



Referring friends and family



Reviewing us on social media

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

# 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!

### Traditional Classroom

- Large, busy classroom may increase social anxiety
- Typically noisy
- Includes a variety of transitions including subject and physical transitions
- Long periods sitting at a desk

### Adaptive Classroom

- Smaller classroom and/or small group work
- Noise level control
- Utilizes a visual timetable to promote predictability and reduce anxiety
- Flexible seating options to address student needs

## YOUR FEEDBACK IS IMPORTANT TO US!

Help us improve by filling out a short survey about your visit:

[https://is.gd/girlband\\_feedback](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.edrevsf.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>

