

Improving children's speech, language and communication skills through a mindfulness based approach



Meet Nancy

Before Little Minds

'She's a very quiet, like, she's she can be quite quiet depending on the situation ... She is more like sort of, she is confident, but sometimes within big groups she can lose that and she doesn't want to like join in.' (Keyworker)

'Self soothing on first visit (finger sucking when asked if he would come to do the initial tasks with me) didn't want to hold the cards, but would point to the basket for the card sort task...For the ATEM story, finger sucking and initially wouldn't point at the images, until another child stepped in to answer the questions, then she suddenly wanted to do the task.' (Classroom researcher)

'Nancy does want to participate fully but I think sometimes she feels 'watched' and loses confidence' (Keyworker)

'Err he he he doesn't he he he likes eat chick he likes he does. He likes chickens.'
(Nancy's response to language task)

Language task score - 9

After Little Minds

'that's improved a bit like we did a yoga a few weeks ago... I sort of brought her next to me and then she really joined in, but it was still within the big group. Whereas before, I think even just being in the room with that big of a group and it was with the children of next door, it she wouldn't have joined in.' (Keyworker)

Executive function improved by 5%

'zooming in and finding details and things like that like she looks more in depth or like looks, spots things in the garden and she wants to look for them because then she wants to be able to show them to me' (Keyworker)

'Uhhhh ... He walked on the TV.'
(Nancy's response to language task)

Language task score - 10

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