

## **A Case Study – Meet Lila**

### Background Information –

- Attending reception class at a large urban school
- Engaged in mindful activities every day for ten weeks
- Four and a half year old girl
- English is an additional language

### Before Little Minds –

- ‘Lila used to get quite agitated and have a lot of fallouts and a lot of dysregulation in terms of just self-esteem wise. She just would burst into tears and get upset.’ (Class teacher)
- ‘Quiet but interested in my visits at the start. Some verbal communication early on.’ (Classroom researcher)
- ‘Struggles to negotiate with other children.’ (Class teacher)
- ‘Erm, I erm some, we’re making some Christmas cards for Santa’ (Lila’s response to language task)
- Language task score – 18

### After Little Minds –

- ‘Lila so settled, knockbacks aren’t affecting her so all-consuming as they used to.’ (Class teacher)
- ‘Really noticing a huge improvement in focussed play for much longer periods of time.’(Class teacher)
- Executive function improved by 46%
- Emotion knowledge improved by 40%
- ‘By final visit confidently telling me where she should be and what she was doing or going to do. ’(Classroom researcher)
- ‘Lila fell out with a friend and independently took herself back later to apologise “sorry for earlier” then smiled and played with her.’ (Class teacher)
- ‘Erm I good at drawing, and I’m good at painting, and I’m good at phonics.’ (Lila’s response to language task)
- Language task score – 25