

A Case Study – Meet Hattie

Background information –

- Attending pre-school in an urban area
- Engaged in embedded mindful activities with staff for ten weeks
- Three and a half year old girl
- Recent birth of baby brother in the family

Before Little Minds –

- ‘Quiet, struggled to join in with group activities, requires lots of encouragement.’ (Keyworker)
- ‘Very quiet and little verbal interactions early on. Keyworker explained that she likes one to one or small group activity. Largely observed playing alongside keyworker or alone at activity.’ (Classroom researcher)
- ‘Seems to struggle to show with her face and body feelings. (Keyworker)
- ‘I have noticed that Hattie does not like wet or messy things.’ (Keyworker)
- ‘[Siblings name] is a boy.’ (Hattie’s response to language task)
- Language task score – 6

After Little Minds –

- ‘She is now a lot more confident when arriving at [school name] finding it easier to get stuck in, starting an activity and joining in activities which involve a bigger group’ (Keyworker)
- ‘Still evidently more comfortable in small group situations, but willing to play alongside and with me using language to discuss the game’ (Classroom researcher)
- Executive Function improved by 17%
- ‘I have noticed over the last month she is expressing her emotions more, sometimes on a bigger scale. She is more mischievous than she used to be.’(Keyworker)
- ‘...now she is more willing to [explore sensory resources with her hands] and will describe how it feels/smells etc.’ (Keyworker)
- ‘cause he’s a big boy and he’s (unclear)and he likes to go to sleep.’(Hattie’s response to language task)
- Language task score – 25

