

A Case Study – Meet Aaron

Background information –

- Attending reception class in an urban area part-time
- Engaged in embedded mindful activities with staff for ten weeks
- Four and half year old boy
- Has an adapted timetable and provision to support his personal, social, emotional and cognitive needs

Before Little Minds

- ‘Aaron finds it very challenging at times to regulate.’ (Class teacher)
- ‘Aaron has a tendency to move everywhere quickly.’ (Class teacher)
- ‘Non-verbal around me but gestured to me on my visits at the start. Had a soothing aid (chew necklace) happily worked one-to-one, but struggled to engage in whole class time’ (Classroom researcher)
- ‘Aaron went down to part-time in week 2 through the 10-week programme, does half in reception and half in nursery.’ (Class Teacher)
- ‘like playing cars [friend’s name].’ (Aaron’s response to language task)
- Language task score – 9

After Little Minds

- ‘We’ve talked a lot about the ‘breathing upon a star’ and doing a rainbow breath and he’ll say ‘I feel fizzy’ when he’s dysregulated ... and then he’ll, with support, he will do rainbow breath, but now he started to do it on his own.’ (Class teacher)
- ‘By final visit confidently using phrases linked to the activity or story proactively initiated by him. No self-soothing through oral means. Moved a lot in on around his seat, picking up Monkey, putting him down. Interested and also easily distracted but higher levels of wellbeing.’ (Classroom researcher)
- ‘Aaron is showing sustained interest & involvement when playing, chatting happily to peers & bringing models to adults showing pride in his creations.’ (Class teacher)
- Executive function improved by 16%
- Emotion Knowledge improved by 50%
- ‘... erm, ‘cause...that that’s the way I like to play.’ (Aaron’s response to language task)
- Language task score - 17’