

A Case Study – Meet Hazel

Background information –

- Attending pre-school in an urban area
- Engaged in embedded mindful activities with staff for ten weeks
- A girl aged three years seven months
- Not diagnosed SEND but mum is looking for referral

Before Little Minds –

- '[Hazel] likes things on her own terms and will often refuse to participate resulting in intense emotion.' (Pre-school Manager)
- 'Demonstrated clear preferences for engaging on her terms, adamant not to engage in tasks.' (Keyworker)
- 'Headstrong and not afraid to speak her mind. She was the only one, who did not want to do one of the research tasks when it was offered, saying 'maybe Hazel never does it'. (Classroom researcher)
- 'Cause I play in it. I put all my stuff away. And go to. let's do that all the time.' (Hazel's response to language task)
- Language task score – 39

After Little Minds –

- 'Hazel has improved with her emotional recognition and now is able to regulate herself by using techniques she has learned through mindfulness.' (Keyworker)
- 'Hazel is so much calmer in social situations now and usually really enjoys group times sat with an adult.' (Keyworker)
- 'By my final visit Hazel was keen to engage and even asked to do one of the tasks twice! ' (Classroom researcher)
- Executive function improved by 26%
- 'She has been more regulated at home ... which is brilliant because Mum was having the same issues we were... so her being able to learn that and be like 'I can do this all the time' has helped.' (Pre-school manager)
- 'So I just have teddy in my bedroom. Or on the floor because sometimes I throw them on the floor, 'cause, 'cause sometimes my bed is wet.'(Hazel's response to language task)
- Language task score – 45