

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

Attending pre-school in an urban area



Engaged in embedded mindful activities with staff for ten weeks



Three years and four month old girl



Meet Harper

Before Little Minds

'Harper needs an adult to co-regulate with big feelings - she hides. She can be distracted' (Keyworker)

'Harper likes fast movement - she struggles currently with group time - yoga she couldn't follow - she joined movement that she wanted to do - fast paced to keep her engaged' (Keyworker)

'I noticed that Harper loves a sensory experience - needs an adult for regulating, co-regulating. She loves to participate with sensory experiences - alongside an adult that she chooses/feels comfortable with' (Keyworker)

'Mummy is a good women, and mummy my, mummy is in charge' (Harper's response to language task)

Language task score - 20

Find out more



Or search for
Little Minds
UEA

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After Little Minds

'Harper is joining the group times more frequently. And when she doesn't she is still listening. She uses the Colour Monster peg board and talks about her feelings and can talk about others feelings also.' (Keyworker)

I've found it a great way to get to know Harper (my focus keychild) even better. I think its helped us to build a good connection and her to feel safe and comfortable with me. She and I have used the finger breathing to take a moment when she's needed that. Harper is able to talk about her feelings and has begun to notice how others may also be feeling. (Keyworker)

Executive function improved by 14%

'My mummy's in charge. And my mum is taking care of me and mummy and mummy is my best friend.' (Harper's response to language task)

Language task score - 35