

### A Case Study – Meet Lukas

#### Background information –

- Attending reception class in an urban area
- Engaged in embedded mindful activities with staff for ten weeks
- Four and a half year old boy
- English is an additional language

#### Before Little Minds

- ‘He [Lukas] would only talk to his friends, he wouldn't talk to adults. He's incredibly shy and we weren't even sure whether it was a barrier with language or whether it was just his shyness.’ (Class teacher)
- ‘Quiet and avoided me at early visits. Played alongside peers, quite blank in facial expression – hard to identify emotion.’ (Classroom researcher)
- ‘[Lukas responds with] one-word answers or just looking at you blankly.’ (Class teacher)
- ‘Play the football.’ (Lukas’ response to language task)
- Language task score – 6

#### After Little Minds

- ‘Lukas spent over 20 minutes outside talking animatedly with his peers and me while observing a worker on a telegraph pole. This is amazing progress.’ (Class teacher)
- Emotion knowledge improved by 100%
- Executive function improved by 33%
- ‘Later in the visits he proactively joined me in a drawing activity and talked (phrases) as we collaboratively created a piece of art. By final visit visibly more confident around me and talked as we completed the tasks.’ (Classroom researcher)
- ‘Just WOW! His language is really improving and his understanding of emotions. His response to Colour Monster blew us all away, the whole class clapped him.’ (Class teacher)
- ‘I like to play car town with the car.’(Lukas’ response to language task)
- Language task score - 16’