

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

Attending reception class at a large urban school



Engaged in mindful activities everyday for ten weeks



Five year old boy



English is an additional language



Meet Asif

Before Little Minds

'He would not have approached somebody that he doesn't know and and just talk and talk and talk because he didn't have that ability to do that.'
(Class teacher)

'Quiet but interested in my visits at the start. Little verbal communication early on, only as part of a group and only after more confident children had talked to me, often copied what others had modelled in terms of language.'
(Classroom researcher)

'Hesitant to talk in larger groups.'
(Class teacher)

'Erm, I play lego.'
(Asif's response to language task)
Language task score - 7

After Little Minds

'Asif, too has also massively increased the length of his sentences. And and is just confident generally ... there's just no stopping him talking.'
(Class teacher)

Executive function improved by 22%

Emotion Knowledge improved by 100%

'By final visit Asif was confidently talking to me, showing me what he had made or was playing.'
(Classroom researcher)

'Asif focused for 30 minutes completing a space jigsaw. He was so proud of his achievement. He returned to do this several times over the week, becoming quicker and supporting others to join him.'
(Class teacher)

'I want to play, erm, lego with my friends. And I like my friend play with me. Erm, I'll... play myself.'
(Asif's response to language task)
Language task score - 32

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Little Minds
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