

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

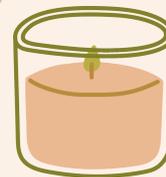
Attending pre-school in an urban area



Boy three years and 4 months old



Engaged in mindful activities with keyworker for ten weeks



Meet Hugo

Before Little Minds

After Little Minds

'Behaviour can be tricky. Regularly dysregulated.'
(Keyworker)

'Hugo can sometimes attempt to dominate the large group times. If he has had his turn he might become distracted afterwards.'
(Keyworker)

'Happily completed the initial tasks with me - didn't appear to lack confidence despite being one of the youngest. Key worker reported that he needed a lot of adult support to regulate emotions - quickly accelerated into a state of dysregulation.'
(Classroom researcher)

'I like cars and motorbikes and robots.'
(Hugo's response to language task)

'Hugo showed me how he can count to 10 to cool down + unprompted he demonstrated deep breathing + 'candle breath' that he has been practicing with another practitioner (I did not know this). I think this shows that Hugo has an awareness of strategies he could use for his own regulation.'
(Keyworker)

Executive function improved by 5%

Emotion knowledge improved by 80%

'Errmm, all of my toys in my bed. So I have a whale in my bed. And I have a, a gorilla in my bed. And I have a stor-, an, I told people about my story. And I got Pudsy and everything I have, and my baby in my bed.'

(Hugo's response to language task)

Language task score - 71

Find out more



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Little Minds
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