

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

Attending reception class at a large urban school

Four and a half year old girl

Engaged in mindful activities everyday for ten weeks

English is an additional language



Meet Lila

Before Little Minds

'Lila used to get quite agitated and have a lot of fallouts and a lot of dysregulation in terms of just self-esteem wise. She just would burst into tears and get upset.'
(Class teacher)

'Quiet but interested in my visits at the start. Some verbal communication early on.'
(Classroom researcher)

'Struggles to negotiate with other children.'
(Class teacher)

'Erm, I erm some, we're making some Christmas cards for Santa'
(Lila's response to language task)

Language task score - 18

Find out more



Or search for
Little Minds
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After Little Minds

'Lila so settled, knockbacks aren't affecting her so all-consuming as they used to.'
(Class teacher)

'Really noticing a huge improvement in focussed play for much longer periods of time.'
(Class teacher)

Executive function improved by 46%

Emotion knowledge improved by 40%

'By final visit confidently telling me where she should be and what she was doing or going to do.'
(Classroom researcher)

'Lila fell out with a friend and independently took herself back later to apologise "sorry for earlier" then smiled and played with her.'
(Class teacher)

'Erm I good at drawing, and I'm good at painting, and I'm good at phonics.'
(Lila's response to language task)

Language task score - 25