

A Case Study – Meet Asif

Background Information

- 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

Before Little Minds

- ‘He would not have approached somebody that he doesn't know 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 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