

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

Attending pre-school in an urban area



Engaged in embedded mindful activities with staff for ten weeks



Four year old boy



Has a lot going on at home with hospital visits



## Meet Erol

### Before Little Minds

'Erol likes to move, even during group times. This does not mean he isn't listening, he might jiggle his feet or shift on his bottom ... Erol preferred to focus on moving rather than talking about how his body felt.'  
(Keyworker)

'In the past, he would have jumped the queue to be first.'  
(Pre-school manager)

'Can't switch off. Difficulty concentrating, maintaining attention.'  
(Keyworker)

'Ummmm, (sibling) is a little baby and and he's a... and he loves me annnd heeeee does poos and stuff but I love him..'  
(Erol's response to language task)

Language task score - 39

Find out more



Or search for  
Little Minds  
UEA

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### After Little Minds

'He is more patient + demonstrates curiosity, whilst at the same time his inhibitory control has also improved. During yoga he demonstrated this.'  
(Keyworker)

Executive function improved by 17%

'I feel that his attention + focus is strongly developing. Erol had to listen to instructions to undertake a series of circuits that supported balancing skills. ....he waited in line + showed real determination to achieve + finish his task.'  
(Pre-school manager)

'OK, [sibling] has [medical condition] so he needs help so my mummy and daddy and me help him, but sometimes it makes me hard to play with someone, but. But. I know that, I know, but I know my mummy is always there.'  
(Erol's response to language task)

Language task score - 70