BORN TO MOVE – ACTIVE LEARNER PROJECT

Evidence Rating: 1 2 3 4

Assessed By: C4EO

Intended Outcomes: Positive child development
Enhance physical health

Born to move - Active Learner Project is a home visiting programme for families with a child between the ages of nought to five that encourages parent and child active play to improve the child’s motor co-ordination and support early language and literacy skills.

Born to move - Active Learner Project has formative evidence of increasing children’s crawling at ten months.

Where has it been implemented?
The UK (Kent)

Who can deliver it?
Health visitors/Early years staff

Settings
In the family home and early years settings

Who is it for?
Age: Infants, from birth until two, and toddlers between the ages of three and five
Classification: Universal
Need: Universal

Contact Info
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How it works

What is the theory of change?

- Born to move - Active Learner Project is based on research suggesting a link between early motor development and improved language and literacy skills.
- The programme model therefore assumes that early movement increases and strengthens important neural connections.
- Parents are taught methods to support their infant’s motor development through play activities that take place between the parent and child on the floor.
- Children’s cognitive and physical development is better supported.

What happens during delivery?

What happens during the intervention?

- Parents receive information in the form of a leaflet about the importance of physical activity from their health visitors at their child’s new birth, four week and four month health visiting checks.
- Early years setting staff provide parents of older children with information about the importance of physical development for learning readiness.

What are the implementation requirements?

Who can deliver it?

- Health visitors; Early years staff.

What are the training requirements?

- The Active Movement programme was originally developed in New Zealand by Gill Connell, who provided training to staff from the Ashford Early Years’ team. The team then adapted Connell’s original principles into information that could be provided to parents by health visitors and early years’ staff working within the Early Years’ Team.

How are the practitioners supervised?

- There are no supervision requirements.

What are the systems for maintaining fidelity?

- No systems for maintaining fidelity have been developed.
Projected Costs and Benefits

- This information is not yet available.

Evidence

Born to move - Active Learner Project has formative evidence of effectiveness from a pre/post comparison study demonstrating a 230% increase in the crawling behaviours of infants at their 10 month health visiting check-up.