

ORAL: LEARN TO MOVE: A MASTERY MOTIVATIONAL CLIMATE INTERVENTION TARGETING FUNDAMENTAL MOTOR SKILLS IN PRESCHOOL CHILDREN

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Objective: Research shows children with higher fundamental motor skills (FMS) are more physically active and have a healthier weight status. The purpose of this project was to examine the impact of a FMS intervention, Learn to Move, on FMS development in preschool children. **Method:** Learn to Move was conducted by Kinesiology undergraduate students and based on achievement motivation theory to create a mastery motivational learning climate. Preschoolers' engaged in the Learn to Move program once a week for 8 weeks for 30 min/day, totaling approximately 240 minutes of FMS instruction time. 39 preschoolers completed baseline and post-measurements (Baseline Mage = 47.28 ± 7.78 months; 46.2% male; 64.1% Caucasian). The Test of Gross Motor Development – 3rd edition (TGMD-3) was completed at baseline and post-intervention to examine FMS. Paired sample t-tests were conducted to examine statistical differences between pre-post TGMD-3 scores for total TGMD-3 scores and subscales. Sex differences were explored to determine if results should be analyzed separately. **Results:** There were no sex differences ($t = .952$, $p = .347$), therefore results were examined together. There were statistically significant differences in pre-post TGMD-3 scores for total TGMD-3 scores ($t = 10.856$, $p < .001$), as well as Locomotor ($t = 7.341$, $p < .001$) and Ball Skills subscales ($t = 10.073$, $p < .001$). **Implications:** The Learn to Move intervention was effective in increasing FMS in preschool-age children. This brief intervention provides evidence that short programs, based on achievement goal theory, can significantly improve FMS in preschool-age children and provides a feasible approach to improving healthy habits in early childhood.