



Embedding Learning through
Play into Pediatric Care

In collaboration with



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EXECUTIVE SUMMARY

Play Promotion for Pediatric Patients: A Feasibility and Pilot Study of Embedding Prescription for Play in Routine Well-Child Visits

DESCRIPTION

This study was conducted through a collaboration between Community Health Center, Inc.'s (CHC's) Weitzman Institute (WI) and the LEGO® Group, with the goal of making the promotion of learning through play fun, easy, and popular for pediatric providers as well as caregivers. Prescription for Play (P4P) is a social impact program of the LEGO Group, supported by the LEGO Foundation, designed for healthcare providers in the U.S. seeing 18- to 36-month-old patients. The program offers free LEGO DUPLO® bricks and educational materials for providers to distribute to these patients and their caregivers. This study encompasses a feasibility and pilot study at Connecticut Pediatrics @ CHC, based in Hartford, Connecticut, as a first step in promoting learning through play for pediatric patients.

PURPOSE

The purpose of this study was two-fold:

- 1 Identify the factors that contribute to the successful implementation of a process workflow designed to promote play, and;
- 2 Assess the impact of giving caregivers and children a tangible product (e.g., a DUPLO brick kit) that encourages play and reminds them of the brief education they received on play to take home with them.

RESEARCH QUESTIONS

- 1 What factors influenced successful implementation and maintenance of Prescription for Play within Connecticut Pediatrics @ CHC?
- 2 Is Prescription for Play superior to the status quo at influencing providers' behaviors and behavioral predictors regarding play promotion?
- 3 Is Prescription for Play superior to the status quo at influencing caregivers' behaviors and behavioral predictors regarding play engagement?
- 4 In what ways did the feasibility of Prescription for Play vary for patients 18 to 36 months of age within Connecticut Pediatrics @ CHC, across subpopulations and by other potential effect modifiers?

"It also empowers families with a lot of information regarding the different domains of a child's development. And to me, I think that that's a huge win. Because we're starting from 18 months to three years, so very early on in development before they even go to school. And so that's why I think it's such a great program."

—Pediatric Provider, Connecticut Pediatrics @ CHC

KEY FINDINGS

All providers (100%) experienced a change in how regularly they introduce learning through play to pediatric families.

All providers (100%) experienced a change in knowledge about why play is important.

In addition to achieving the goal of embedding play conversations in patient visits, results show that the program was beneficial beyond the program goals, making the well-child visits more comprehensive.

One month and three months post-visit, approximately 80% of caregivers experienced a change in the number of days each week they play with their child.

Nearly 90% of caregivers experienced a change in knowledge about why play is important.

Caregivers are sharing information related to learning through play with their social circles, extending the reach of the program to other community members.

