P73 Sugary Beverage Consumption, Not Water, Increases in Springtime among Low-Income Arizona 4th and 5th Graders

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Objective: To measure change in sugary beverage consumption with nutrition education among low-income 4th and 5th graders.

Theory, Prior Research, Rationale: Fifteen percent of US children aged 6 to 11 years are overweight, with an additional 30% at risk. Sugary beverage consumption is linked to obesity and US Dietary Guidelines recommend limiting intake. We hypothesized that nutrition education would result in decreased sugary beverage consumption.

Study Design, Setting, Participants, and Intervention: The University of Arizona Nutrition Network (UANN) provides general nutrition education training and materials, aligned with USDA guidelines, to teachers at SNAP-Ed eligible schools. UANN administered self-report behavioral questionnaires to students in 8% of participating 4th and 5th grade classrooms in 5 Arizona counties in both Fall and Spring.

Outcome, Measures and Analysis: Descriptive statistics were computed for student demographics and beverage consumption on the prior day. Paired t-tests were used to evaluate change in classroom averages between Fall and Spring.

Results: Thirty-three classrooms participated (N=770 pre, 765 post, 90% complete surveys). Participant characteristics: 71% 4th graders, 50.5% female, 10.1 years of age. Fall sugary beverage consumption was 1.05 (± 0.23) times the previous day; milk and water were consumed 1.58 (± 0.24) and 5.20 (± 0.70) times, respectively. As expected, Arizona springtime beverage consumption increased overall (3.2%). Sugary beverage consumption increased 14.4% and accounted for the greatest portion of the total increase ($p=0.006$). Small increases in milk ($p=0.03$) and water ($p=0.86$) were observed.

Conclusions and Implications: This study suggests the need for beverage specific education to shift the children toward more healthful choices. Further research is needed to assess beverage consumption patterns longitudinally, controlling for season.

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P74 Effect of Maternal Feeding Attitudes on Picky Eating: Analysis of Longitudinal Data from Japanese Children

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Objective: To examine the effects of maternal feeding attitudes regarding picky eating among 1.5- and 3-year-old Japanese children.

Theory, Prior Research, Rationale: Although picky eating is relatively common problem during childhood, less is known the effect of maternal feeding attitudes on picky eating.

Study Design, Setting, Participants, and Intervention: This longitudinal study used questionnaires completed by 1,313 mothers of 1.5- and 3-year-olds during health checkups at a healthcare center in Shizuoka, Japan.

Outcome, Measures and Analysis: In total, 1,177 mothers (89.7%) completed both questionnaires. Maternal feeding attitudes toward their 1.5-year-olds were solicited with: "Do you place importance on the following when you cook for your child?" Mothers answered "yes" or "no" to "my child's preference" and "nutritional balance." Participants were divided into four groups according to their child's eating behavior: "stable picky eater", "improved picky eater", "became a picky eater", and "stable non-picky eater." The effects of maternal feeding attitudes on the eating behavior of their children were calculated using a multivariate logistic regression analysis adjusted for child sex, birth order, number of siblings, and mothers' age and occupation.

Results: Results by group were: stable picky eaters = 455 (38.7%), improved picky eaters = 150 (12.7%), became a picky eater = 233 (19.8%), and stable non-picky eater = 339 (28.8%). Maternal emphasis on the child's preferences at 1.5-years was significantly associated with stable picky eating (odds ratio (95% confidence interval) = 1.48 (1.07–2.05)).

Conclusions and Implications: This study indicates that a maternal emphasis on the preferences of their 1.5-year-old children may lead to stable picky eating in 1.5- to 3-year-olds.

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P75 Student Consumption of Foods Obtained from Friends During School Lunch Meals

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Objective: This study identifies the foods students obtained from friends during school lunch.

Theory, Prior Research, Rationale: Foods obtained once students are seated could impact studies that record/photograph student trays at selection and meal end.

Study Design, Setting, Participants, and Intervention: 1,610 student lunches were anonymously observed in 8 elementary (n=1170) and 4 intermediate (n=440) schools during fall, 2011.

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