P34 (continued)

Objective: The study's sought to identify low-income individuals' available cooking equipment.

Study Design, Setting, Participants, and Intervention: This was a descriptive, semi-structured survey interview study. A convenience sample (n=125) was recruited from job training programs, GED programs, substance abuse recovery centers, family success centers, and houses of worship in Atlantic City, Camden, Mount Holly, Newark, and Trenton, New Jersey. Most participants were women (n=95) who were black (n=76), white (n=31), or Hispanic (n=21).

Outcome, Measures and Analysis: Frequencies were calculated for: bakeware, e.g., cookie sheets and pie pans; cookware, e.g., frying pans and casserole dishes; kitchen tools, e.g., spatulas and cutting boards; small appliances, e.g., microwaves and crockpots; large appliances, refrigerators and stoves; and storage containers, foils and wraps, individually and categorically, and for the number of meals cooked at home. Chi-squares were calculated for all cooking equipment and each category, with race/ethnicity. T-tests calculated gender differences for each category and for the number of meals cooked at home.

Results: Most participants, ~95%, had large appliances, frying pans, saucepans, spoons, can openers, flipping spatulas, microwaves, and storage containers. Less than 30% had juicers, food processors, and mortars/pestles. No genders or races/ethnicity relationships were revealed for any cooking equipment or category, excepting cooling racks, colanders, and cutting boards, which were more prevalent among blacks. No gender differences were found in the number of meals cooked (mean=14.2+4.4/week) in homes with or without children.

Conclusions and Implications: This study suggests low-income people often cook at home and, have adequate cooking equipment for food preparation. Additional research with a larger sample is needed, particularly regarding Hispanics and men.

Funding: Supplemental Nutrition Assistance Program - Education

P35 Generating Knowledge to Translate into Practice: The Role of Cooperative Extension in Smarter Lunchrooms Research and Dissemination

Laura Thomas, PhD, laurathomas@cornell.edu, Cornell University, Division of Nutritional Sciences, 342A MVR Hall, Ithaca, NY 14853; T. Hill, MPH; J. Dollahite, PhD

Objective: Develop a new national model of community engagement for Cooperative Extension (CE) nutrition educators using a participatory research approach. The ultimate goal is to develop and disseminate a training module for CE to facilitate changes in school lunchrooms and improve children's food choices made in schools.

Study Design, Setting, Participants, and Intervention: CE educators acted as interventionists in a randomized controlled trial to assess the effectiveness of small, low or no cost changes using Smarter Lunchrooms principles. CE's role involved recruitment of schools, training school staff, working with students to name lunch items, and supporting school staff as they implement and maintain changes in their cafeteria.

Outcome, Measures and Analysis: Semi-structured interviews with CE educators, training progression records, and school contact logs helped determine barriers to, and facilitators of, successful Smarter Lunchrooms implementation, which in turn will help inform the development of a model for dissemination throughout the CE system.

Results: Based on recommendations from CE educators, several deficiencies in the intervention plan were identified. As a result the following changes have been made: 1) training for school staff is more interactive and has shifted to using more audience-appropriate language, 2) a focus-group component has been added to allow students to select interesting food names to be displayed in their school's cafeteria, and 3) weekly nutrition messages have been developed for display in the cafeteria.

Conclusions and Implications: This work underlines the importance of using key stakeholders and end-users in a research setting to ultimately inform a product for dissemination.

Funding: USDA

P36 Lessons Learned From an Adaptive Strength Training Program for Adults With Developmental Disabilities

Lynda Zimmerman, MS, RD, LD, zimmermanl@missouri.edu, University of Missouri Extension, 2436 Tanner Bridge Road, Jefferson City, MO 65101

Objective: The objective was to provide a strength training program for adults with developmental disabilities.

Target Audience: The target audience was adults with physical and intellectual disabilities.

Theory, Prior Research, Rationale: According to the Surgeon General, people with disabilities are less likely to engage in recommended physical activity than people without disabilities. In addition to health promotion, physical activity benefits include improved stamina and muscle strength, reduced symptoms of anxiety and depression, and general feelings of well-being.

Description: Six adults with developmental disabilities participated in 3, 10-session series of an adaptive Stay Strong, Stay Healthy strength training program. Weekly 1-hour classes consisted of warm-up, strengthening exercises, and cool down. The program was adapted from University of Missouri Extension's Stay Strong, Stay

Continued on page S120