P67 Structured Food Experiences: A Preliminary Evaluation of the WISE Curriculum

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Objective: This poster will present the preliminary evaluation findings of a food experience curriculum designed to increase children interactions with target fruits and vegetables.

Study Design, Setting and Participants, and Intervention: Educators in 10 classrooms at 3 Head Start centers lead weekly food experiences designed to maximize child hands-on interaction with target foods. Parents receive regular Facebook updates and monthly delivery of paper materials. Data presented represent evaluation after 2 months of implementation. All parents were invited to participate in evaluation activities; 61 completed both baseline and midpoint assessments. **Outcome, Measures and Analysis:** Parents reported on 4 elements: (a) child consumption of target foods (DV), (b) parenting practices around fruits and vegetables (DV), (c) exposure to WISE Facebook (IV), and (d) child-to-home message of WISE information (IV). Scales with alpha from .62 to .85 assessed each construct. Two hierarchical regression analyses were conducted predicting the DVs at midpoint controlling for baseline levels.

Results: Child-to-home significantly predicted child consumption of the target foods at midpoint, $b = .30$, $t(59) = 2.45$, $p = .02$. The set of predictors accounted for a significant portion of variance in child intake beyond baseline levels, $R^2 = .22$, $p = .002$; $R^2_{\text{change}} = .10$, $p = .03$. Similarly, the child-to-home message of WISE significantly predicted fruit and vegetable parenting practices at midpoint [$b = .26$, $t(59) = 2.14$, $p = .04$], and a significant portion of parenting variance was explained beyond baseline levels [$R^2 = .28$, $p < .001$; $R^2_{\text{change}} = .11$, $p = .02$].

Conclusions and Implications: These data suggest that school-based food experiences with a parent outreach component can impact young children's diets at home.

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P68 Classroom Intervention to Decrease Peer Rejection Improves Obese Children's BMI Over Time

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Objective: To present longitudinal findings of a 1st grade curriculum designed to decrease children's weight problems by improving social acceptance.

Study Design, Setting, Participants, and Intervention: 40 rural schools were randomized to intervention ($n = 599$) or control ($n = 615$) conditions. The Peer Group (PG) intervention was conducted in 33 1st grade classrooms. Twelve 20-min sessions were led by RAs who read a story (6 sessions) then introduced a "You can't say 'You can't play'" rule. Sessions 7-12 involved role play/discussion of the rule. Anthropometrics were conducted pre-test, post-test (end of 1st grade), and each spring in 2nd/3rd/4th grades. Pre-test BMI% was used to classify children as healthy weight ($<85\%$), overweight, obese, or severely obese ($>99\%$).

Outcome, Measures and Analysis: BMI-change scores (difference from pre-test) were computed per wave. Four 2 (PG) x 4 (weight status) ANOVAs were computed (BMI-change = DV).

Results: At post-test, effects of PG, weight status, and their interaction were significant: $FPG(1, 1068) = 6.50$, $p = .01$; $F_{\text{weight}}(3, 1068) = 6.95$, $p < .001$; $FPG \times \text{Weight}(3, 1068) = 5.80$, $p = .001$. These findings were sustained at both 2nd [$FPG(1, 936) = 17.00$, $p < .001$; $F_{\text{weight}}(3, 936) = 51.85$, $p < .001$; $FPG \times \text{Weight}(3, 936) = 5.77$, $p = .001$] and 3rd grade waves [$FPG(1, 758) = 16.91$, $p < .001$; $F_{\text{weight}}(3, 758) = 53.39$, $p < .001$; $FPG \times \text{Weight}(3, 758) = 4.13$, $p = .006$]. Where interactions were observed, the severely obese group demonstrated the greatest reduction in BMI over time.

Conclusions and Implications: Targeting social relations may be key to promoting health for young children, particularly those in the highest weight category.

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P69 (S)Partners Effect on Self-Efficacy for Nutrition and Physical Activity (PA) Recommendations and the Relationship With Behaviors in 5th Graders

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Objective: 1) Evaluate the effect of the (S)Partners (SP) intervention on nutrition and moderate-vigorous physical activity (MVPA) behaviors and self-efficacy (SE) levels. 2) Determine the association of students SE for meeting recommendations for fruit (F) intake, vegetable (V) intake, and MVPA (> 60 min/day) with self-reported fruit (F), vegetable (V), and MVPA.

Study Design, Setting, Participants, and Intervention: Participants were from 5 Michigan public schools with $> 50\%$ eligibility for free/reduced lunch. The intervention included 8 classroom lessons, web-based nutrition and PA education, goal setting, behavior tracking, and interaction with college mentors.

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