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able to attend to personal needs, mothers felt that activities like showering, sleeping, or taking care of their appearance were the most important. Mothers opted for foods that were convenient and highly palatable over healthy foods, feeling healthy eating was less relevant post-pregnancy or past weaning. Healthy foods were prioritized only when mothers felt it would benefit the infant. Strenuous daily tasks, such as working or infant care, justified a lack of exercise for many participants. Support and advice from female relatives was valued by mothers and facilitated exercise and healthy eating. Though small differences did exist between racial and ethnic groups, the major themes were consistent.

Conclusions and Implications: Mothers may be more open to nutrition education or interventions that focus on the mother-infant dyad rather than solely on maternal health.

Funding: Michigan State University AgBioResearch

P185 Serving Vegetables First: A Strategy to Increase Vegetable Consumption in Elementary School Cafeterias

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Objective: The objective of this study was to determine if offering vegetables before other meal components would increase the overall consumption of vegetables at school lunch.

Study Design, Setting, Participants, and

Intervention: We served kindergarten through fifth grade students a ¼ cup portion of a raw vegetable while they waited in line to receive the rest of their lunch meal. They then had the options to take more of the vegetable they were just served, a different vegetable, or no vegetable from the lunch line. Vegetables were cut to have the same dimensions, and the same number of pieces was placed in all cups.

Outcome, Measures and Analysis: We measured the amount of each vegetable consumed by each child. Broccoli and sweet bell peppers were tested separately.

Results: Serving vegetables first increased the number of students eating vegetables from 41 of 544 students on broccoli control days to 209 of 515 students on broccoli first days and from 34 of 533 students on pepper control days to 149 of 528 students on peppers first days. The mean weight of vegetables consumed per student eating school lunch also increased from control to intervention days in tests for both broccoli (1.9 to 3.1 grams) and peppers (4.2 to 5.4 grams). On intervention days, 70% of the broccoli consumed and 75% of the peppers consumed came from the vegetables first portions.

Conclusions and Implications: Serving vegetables first is a viable strategy to increase vegetable consumption in elementary schools. Long-term implementation of this

strategy may have a large impact on healthy eating habits, vegetable consumption, and the health consequences of vegetable intake.

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P186 Teaching About Activity and Kid's Eating: An Intervention With Teachers to Increase Knowledge, and Self-Efficacy for Working With Young Children

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Objective: To provide a unique, multi-disciplinary protocol for professional development with Head Start teachers tailored to their levels of knowledge and self-efficacy about classroom activities that promote preschooler well-being.

Study Design, Setting, Participants, and

Intervention: Quasi-experimental, pre- and post-test design. 18-month field test with 3 cohorts of teachers (n=33) in 4 centers. Measurements included the CAN Teach survey of knowledge and self-efficacy with nutrition, physical activity, and classroom practices. Six weekly, 30-minute teacher In-services in small groups covered background information, nutrition education, physical activity/motor development, and sample classroom curriculum. Teacher support included modeling and in-class reinforcement of practice activities and feedback.

Outcome, Measures and Analysis: We compared Head Start Performance Standards with In-service learning objectives. Thematic review of teacher evaluation and lesson plans feedback. Paired t-test of pre-post knowledge and self-efficacy scores. Classroom observation with Environment and Policy Assessment and Observation (EPAO) and the Building Mealtime Environments and Relationships (BMER).

Results: Evaluation of the protocol demonstrated the following: In-service learning objectives met Head Start Performance Standards, thematic analysis of teacher feedback showed benefits overall and highlighted areas for improvement, paired t-test analysis of the CAN Teach surveys pre- and post-intervention showed significant improvements in knowledge (t=5.917, df = 30, p<.000) and self-efficacy (t=-3.317, df 31, p=.002). The EPAO and the BMER showed improved teacher behaviors in the classroom and in the food environment.

Conclusions and Implications: This unique, multi-disciplinary intervention protocol providing professional development using individualized programming can increase teacher confidence and support the formation of classroom practices to promote healthy habits for preschoolers.

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