P131 Beliefs and Barriers to Limiting Screentime Behaviors by Parents of Preschoolers

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Objective: To examine screentime behaviors and beliefs, barriers to limiting screentime, and methods for coping with barriers of parents of preschool children.

Design, Setting and Participants: Parents of preschool children (2 to 5 years old) completed surveys (n=133); a subset participated in focus group interviews (English-speakers=16; Spanish-speakers=14). Constant data comparison occurred concurrently with data collection to establish when data saturation was reached.

Outcome Measures and Analysis: Three trained researchers independently conducted content analyses of data to identify themes and trends.

Results: Parents reported their children spent 2.4 ± 1.7 SD hours daily watching television, with no significant differences in this time occurring among parent education levels, language spoken, or parent age. Parents were divided on the importance of limiting screen time and unaware of recommendations for acceptable amounts. Parents reported they used television as a “babysitter” and to calm their children. Some felt children’s television viewing needed to be monitored because TV is commercialized and can lead to “unacceptable behavior,” “obesity,” or “bad habits” as children imitate what they watch. Some parents believed that food/beverage advertisements could influence their children. Barriers to limiting television included lack of affordable alternate activities, convenience, inclement weather, parent fatigue, and desire to have time away from children to complete other activities. To overcome barriers to limiting screentime, parents found alternate activities for children, removed TVs from children’s bedrooms, set daily routines/screentime limits, and set an example by not watching television themselves.

Conclusions and Implications: Obesity prevention interventions should encourage parents to limit screentime and provide cost-effective alternative activities and convenient strategies for limiting children’s screentime.

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P132 Nutrition Education Content in Curricula Used to Teach EFNEP Adults and a Comparison to the U.S. Dietary Guidelines

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Objective: The purpose of this study was to identify nutrition-related content employed nationally in curricula used

by the Expanded Food and Nutrition Education Program (EFNEP) with adult participants, and to compare this to the EFNEP program policy requirements to teach the U.S. Dietary Guidelines.

Design, Setting and Participants: A content analysis was used to assess the type, frequency, and depth of nutrition content in adult curricula most-used by EFNEP nationally, compared to the 2010 Dietary Guidelines for Americans.

Outcome Measures and Analysis: Two independent reviewers captured nutrition content from the three most-frequently used adult curricula nationally (46 of 75 programs and 78% of participants) to teach EFNEP. Nutrition content was compared in each lesson of the curricula to the 23 specific 2010 U.S. Dietary Guidelines nutrition messages using a tested instrument.

Results: All EFNEP curricula reviewed employed the majority of the 2010 Dietary Guidelines nutrition recommendations, with differences in the frequency and depth of nutrition content. Curricula included recommendations to increase nutrient dense foods, fruits and vegetables, whole grains, low-fat dairy products or fortified soy products, and lean protein foods and to choose smaller portions, cook and eat more at home, and monitor food intake. Curricula content less emphasized included to reduce intake of sodium, saturated fats, cholesterol, trans fats, refined grains, and alcohol.

Conclusions and Implications: The results can strengthen the effectiveness of nutrition education curricula for low-income populations, including EFNEP. Further research is needed to determine which Dietary Guidelines recommendations are most important to teach and evaluate within low-income populations.

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P133 Making EFNEP Work: From Rural to Urban Communities

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Objective: To demonstrate how EFNEP Extension Agents approach unique challenges of tailoring EFNEP to distinct needs of rural and urban communities.

Design, Setting and Participants: The University of Arizona EFNEP provides nutrition education to participants in rural and urban communities. Two counties-Cochise/rural, Maricopa/urban-joined to survey EFNEP staff regarding similarities, differences, and barriers. Research shows that differences in delivering EFNEP oftentimes involve curtailing the program to meet the needs of urban/rural clientele (<http://www.joe.org/joe/2003april/a4.php>).

Outcome Measures and Analysis: Following general focus group protocol, raw data were entered into Excel, categorized by theme and subthemes, descriptive statements were formed, and interpreted.

Continued on page S62