P136 Screen-Time Guide Development for Parents of Preschoolers: Qualitative Analysis

Colleen Delaney, BS, jewlelil@gmail.com, Rutgers University, 26 Nichol Avenue, New Brunswick, NJ 08901; J. Martin-Biggers, MS, RD; C. Byrd-Bredbenner, PhD, RD, FAND

Objective: Most children exceed screen-time recommendations. Thus, informational guides in Spanish and English based on Social Cognitive Theory, motivational interviewing, and parent input were created and assessed to help families with preschool children reduce screen-time and increase active play.

Design, Setting and Participants: Parents of preschoolers participated in 1 of 2 rounds of “think-aloud” cognitive interviews. Round 1 assessed comprehension, usefulness, and appeal for English (n=7) and Spanish-speakers (n=10). Round 2, conducted after styling the guides as a 4-page mini-magazines, assessed content and graphic elements with English (n=10) and Spanish-speakers (n=10).

Outcome Measures and Analysis: Trained researchers qualitatively analyzed the results from cognitive interviews to improve guide content.

Results: Round 1 demonstrated that participants understood guide content, found it useful, and especially liked sections providing ideas for overcoming barriers to reducing screen-time and opportunities provided in the guide to reflect on the content. Parents liked tips concerning alternatives to screen-time, specifically related to increasing physical activity. Round 2 results demonstrated that participants were interested in the content, felt the guide was easily understood and beneficial, and had very minor suggestions for improvement. English-speakers especially liked the section on observational learning and role modeling and felt their partners would benefit from the content to get their spouse/partner involved in making household changes. Spanish-speakers liked the realistic photos and the diverse ideas, specifically for alternatives to screen-time for those living in apartments.

Conclusions and Implications: Guide content and graphic layout was well-received by both Spanish and English-speakers. The screen-time guide has the potential to help families with preschoolers reduce screen-time.

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P137 Sugar Sweetened Beverages (SSB) Guide Development for Parents of Preschoolers: Qualitative Analysis

Colleen Delaney, BS, jewlelil@gmail.com, Rutgers University, 26 Nichol Avenue, New Brunswick, NJ 08901; J. Martin-Biggers, MS, RD; C. Byrd-Bredbenner, PhD, RD, FAND

Objective: To formulate and determine functionality and usability of a guide based on Social Cognitive Theory concepts and motivational interviewing principles that can enable families of preschoolers to replace SSBs with healthier beverage choices.

Design, Setting and Participants: Parents participated in 1 of 2 cognitive interview rounds. In the first round, English (n=9) and Spanish-speakers (n=10) assessed comprehension, usefulness, and appeal of guide content. After guide content was formatted into a mini-magazine style, round 2 cognitive interviews were conducted to assess content and graphic elements with English (n=10) and Spanish-speakers (n=10).

Outcome Measures and Analysis: Trained researchers qualitatively analyzed the results from cognitive interviews to improve guide content.

Results: Round 1 results showed that participants found the content to be informative, specifically tips for making healthy beverage options more appealing. English-speakers liked how the guides helped them reflect on their habits and the focus on making small changes over time. Spanish-speakers liked the focus on health and obesity risks associated with SSB. Round 2 findings indicated that participants had great interest in guide content, felt the guide was easily understood and beneficial, and gave very minor suggestions for improvement. All parents particularly liked the content concerning healthier drink substitutes and found the photos and use of color in the guide to be engaging.

Conclusions and Implications: The guide content and graphic formatting was well-received by both Spanish and English-speakers. The final SSB guide has the potential to help families of preschoolers replace SSBs beverages with healthier options.

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P138 Effect of Group Nutrition Education Intervention for Stage of Change in College Track and Field Athletes

Ai Sato, BS, awwi31@gmail.com, Faculty of Sport and Health Science Ritsumeikan University, Kasayama, 1tyoume 2-112, Kusathu-shi, Shiga-ken 525-0072, Japan; A. Kaizaki, PhD; A. Ikedo, BS; A. Ishibashi, BS; S. Matsumiya, BS; S. Yokoi, BS; K. Ebi, PhD

Objective: The purpose was to evaluate the stages of change, self-efficacy, pros/cons of the Transtheoretical Model, nutrition knowledge and dietary intakes after a group nutrition education intervention for college athletes.

Design, Setting and Participants: Before-after study of a group nutrition education intervention was performed. All participants received the intervention one time by a dietitian, using a food model and the SAT (Satisfactory A la carte Tray) system to realize balance of food intake and how much volume of nutrients they need to take in each participant. Worksheets were also used to assess the energy requirement and to review the education.

We recruited 59 male and 5 female college track and field athletes. This intervention educates athletes in obtaining skills to choose balanced food with the appropriate quantity. The intervention consisted of energy requirements, dietary intake balance, effect of nutrients.

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