P184 (continued)

developed, validated and pilot tested to assess nutrition knowledge. Paired T test and McNemar tests were used to assess change in nutritional knowledge.

Results: The intervention improved nutrition knowledge on food selection by 17% ($P < 0.001$), food storage by 16% ($P < 0.001$), timely initiation of breastfeeding by 12.1% ($P = 0.01$) and benefits of timely introduction of complementary feeding by 15.1% ($P = 0.002$). All the participants (100%) identified the appropriate method of cooking vegetables and the right time to start complementary feeding as 6 months.

Conclusions and Implications: Results of this study indicate that a demonstration based nutrition education intervention improved nutrition knowledge of women which may lead to improved child feeding practices hence reduction in child malnutrition.

Funding: None.

P185 Why Low-Income, Hispanic Mothers Don't Exclusively Breastfeed Their Babies: Preliminary Findings

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Objective: The objective of this research was to examine Women, Infants, and Children (WIC) staff's perceptions of the barriers that prevent Hispanic women from exclusively breastfeeding their babies.

Design, Setting and Participants: Semi-structured interviews were conducted with all nutrition educators (6 professional staff and 7 peer counselors) at the North Hudson, NJ WIC. Staff were asked what they had heard mothers say or seen them do that reflected less than optimal infant feeding practices (including not exclusively breastfeeding).

Outcome Measures and Analysis: Content analysis was employed to catalogue and categorize responses.

Results: Seven reasons for not exclusively breastfeeding were identified. These were: perceptions of having insufficient milk supplies; beliefs that breast milk alone is inadequate for baby's optimal health; lack of family or physician support; need to return to work or school; perception that formula feeding is the norm in the US; beliefs that since WIC provides formula that it is the nutritious choice; cultural myths (e.g., beliefs that the mother's consumption of certain foods or her emotional state can reduce breast milk quality).

Conclusions and Implications: WIC educators have heard low-income Hispanic women state seven categories of perceptions, beliefs and barriers that impact their choices to exclusively breastfeeding their babies. Future breastfeeding education for low-income Hispanic women should provide culturally appropriate information that takes into account these findings when encouraging low-income, Hispanic mothers to exclusively breastfeed. These findings should also be verified in other locations.

Funding: Supplemental Nutrition Assistance Program - Education.

P186 Influence of Age on Participation and Preferences for Education Strategies in a Multi-Component Intervention

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Objective: To explore whether age impacts participation in a multi-component intervention and influences likes and dislikes of the different components.

Design, Setting and Participants: This is a secondary analysis of Talking Health, a six-month, community-based RCT testing the efficacy of a sugar-sweetened beverage intervention against a matched-contact comparison condition. Both conditions consist of three group classes, 11 interactive voice response telephone (IVR) calls, and one teach-back call. Participants also complete personal action plans and behavioral diaries. Of the 301 participants, the majority were female (81.8%), Caucasian (94%), earned $< \$20,000/\text{year}$ (52%). Additionally, 74% completed the 6-month evaluation.

Outcome Measures and Analysis: Data sources included adherence data and an interview-administered summative evaluation with scaled and open-ended questions. Responses to open-ended questions were content coded, and number of responses per code were tallied. ANOVAs and Chi-Squares assessed differences by three generational groups: Millennials (1982-1996, 26%), GenXers (1961-1981, 50%), and BoomersPlus (≥ 1960 , 24%).

Results: Compared to GenXers and BoomersPlus, Millennials were less likely to attend group classes ($p < 0.001$), complete the teach-back call ($p < 0.001$), and complete IVR calls ($p < 0.001$). Generational groups attended the six-month assessment at similar rates. There were no differences in types of likes and dislikes for classes, IVR calls, personal action plans, and behavioral diaries mentioned across groups. More Millennials and BoomersPlus described the behavioral diaries as motivating ($p < 0.01$) compared to GenXers.

Conclusions and Implications: Age is rarely considered when tailoring interventions, yet may influence participation in nutrition education interventions for adults. Researchers and interventionists should consider differences in age when designing and delivering interventions for a broad range of adults.

Funding: NIH.

P187 Rethinking Regulations on State Fair Foods: What's Wrong With a Fried Butter Stick?

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Objective: To investigate extreme fair food (e.g., deep-fried Oreos) regulation beliefs.

Theory, Prior Research, Rationale: Extreme fair foods prompt calls for increased regulations; yet, given their rarity in diets, little research examines this issue. Understanding regulation beliefs could elucidate extreme food eating habits and inform public policy.

Continued on page S83