P18 (continued)

Behavior, and Academy of Nutrition and Dietetics ($p = .02$).

Conclusions and Implications: Scorecards can be a reliable way to rate how well a school cafeteria is helping children make healthier choices. Perhaps the strongest predictor of the awareness and use of these scorecards is whether the food service director is a member of a professional association.

Funding: Cornell University, Food and Brand Lab

P19 Smarter Kids Café: Testing Smarter Lunchroom Scorecard Techniques for Childcare

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Objective: Recent changes in school lunchrooms have focused on changing the environment in a way that makes it easier, more attractive, and more normal to make healthier choices. This Smarter Lunchroom approach is being expanded to childcare and preschool settings. This research explores how well many of these Smarter Lunchrooms changes work in childcare situations, and it introduces both an abbreviated and a 100-point scorecard that is being piloted.

Design, Setting, Participants, and Intervention: Seventy-three 4-5 year olds in a medium-sized city daycare were involved in 4 different experiments to determine how changes that work in elementary school classrooms need to be adjusted for daycare settings.

Outcome Measures: Food choice and consumption volumes.

Results: These pilot tests indicated that children in daycare situations behave similarly to those in elementary schools: they poured 44% more cereal in larger bowls; they were nearly three times as likely to select healthy food (carrots) that had a sticker or logo on it, and they were 35% more likely to take the first food in the serving line. Interestingly, these children are much more influenced by their teacher or caregiver. This is a promising opportunity for new interventions.

Conclusions and Implications: Many of the Smarter Lunchroom changes in elementary lunchroom scorecards are also relevant in daycare settings. A promising new area that needs to be examined, however, is the use of caregivers as role models, instructors, and framers of healthy choice.

Funding: Cornell University, Food and Brand Lab

P20 Do Behavioral Economics Interventions Induce Healthy Eating Habits? Evidence From a 15-Week Cafeteria Field Study

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Objective: United States students continue to waste a significant amount of National School Lunch Program (NSLP) foods despite regulatory changes. Multilevel interventions with school cafeteria, classroom, and family components have resulted in sustained increases in student selection/consumption of healthy NSLP foods but are costly to implement. Behavioral Economics (BE) interventions targeting the school cafeteria environment are a low-cost alternative; however, studies to date have not assessed long-term impacts. The objective of this study was to identify whether BE interventions have a sustained impact on behavior once disbanded.

Design, Setting, Participants, and Intervention: A randomized controlled field study was carried out over 15 weeks in 2 demographically similar middle schools in central Ohio. Schools were randomized into: control or operate as normal for 5 weeks, implement intervention for 5 weeks, remove intervention for 5 weeks. The intervention was labeling the vegetables, placing fruit in 2 locations, and increasing plain milk by 10%.

Outcome Measures and Analysis: A process evaluation checklist measured fidelity of intervention components. Daily sales records measured changes in aggregate food selection. Trained researchers measured PW using the Quarter Waste Method on 100 randomly selected trays 2 days per week. Hierarchical linear regression was used to compare selection and PW across schools.

Results: At baseline, students wasted an average of 79% of the NSLP entrée, 51% of the vegetable, and 59% of the fruit.

Conclusions and Implications: Results from this study will demonstrate whether BE interventions lead to lasting improvements in student selection/consumption of NSLP foods. This information would inform the design of low-cost, wide-scale interventions to improve child nutrition.

Funding: Cornell Center for Behavioral Economics in Child Nutrition Programs

P21 EU-School Fruit Scheme: Children's and Parents' Perception Regarding Home Environment of Fruit and Vegetables (FV) in Bavaria

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Objective: Since 2010 the EU-School Fruit Scheme (SFS) in primary schools was established to increase children's FV consumption where the pupils get FV once per week. The objective is to examine children's and their parents' perception of home environment. A further goal is to determine whether there are agreements between children's and parents' responses of their perception. In addition, it will be shown whether the SFS has an influence on children's and parents' perceptions and agreements.

Design, Setting, Participants, and Intervention: Children's and parents' perceptions were collected using

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