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were recruited. A parent questionnaire and child food preference interview were conducted.

Outcome, Measures and Analysis: Twenty-six items on a questionnaire captured parent feeding practices: 10 autonomy support, 6 structure, 8 coercion and 2 open ended items. Children were presented with 4 foods from each food group that represented varying textures, flavor profiles and visual appearance (tomato, bell pepper, quinoa, and lentils). Children were asked to taste and rate each food using a 5 point facial response scale. Based on the composite preference score calculated across the four foods (range 4-20) children were assigned to the following three groups: limited variety (<32 percentile) moderate variety (33-72 percentile) and wide variety (>72 percentile). A one-way between subjects ANOVA was conducted to examine the difference between child preference for a variety of foods and parent feeding practices followed by an ANCOVA to further examine significant dependent variables.

Results: Children's preference for a variety of foods and parent report of autonomy supportive feeding practices [$F(2,36)=3.356$, $p=.046$] was significantly different, but no significant difference was found for coercive control [$F(2,36)=1.810$, $p=.178$] or structure [$F(2,36)=.210$, $p=.812$]. An ANCOVA that included coercive control and structure as covariates showed an increased significance [$F(4,33)=4.580$, $p=.005$].

Conclusions and Implications: Parenting practices that support children's feeding autonomy may increase their consumption of a variety of healthful foods.

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P107 "It's Slimy"- Exploring Perceptions of School Lunch With Low-Income Hispanic Youth in New York City

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Objective: To explore the social, financial and environmental barriers and facilitators to healthy eating in the school environment for Hispanic youth residing in low-income urban neighborhoods, utilizing photovoice.

Design, Setting, and Participants: Study participants comprised of 32 Hispanic youth (11 males, 23 females; aged 10 to 14 years) from East Harlem, Washington Heights, and South Bronx, New York, who participated in a community-based food justice afterschool program in Fall 2013/Winter 2014. The youth conducted a community food assessment to explore social, financial and environmental influences related to food choices within various food environments, such as the school cafeteria, through photovoice assignments.

Outcome Measures and Analysis: Youth photos guided individual in-depth interviews. Inductive and

deductive processes were used to identify codes (ideas emerging from text). Similar codes were grouped into themes related to perceptions of barriers, facilitators and solutions to healthy eating in the school lunch environment.

Results: Preliminary analysis revealed three major themes: youth thought school lunch was "unhealthy" and expressed dissatisfaction with the taste of school food options, youth acknowledged the poor tasting food was likely due to inadequate quality ingredients and poor food preparation practices, and to improve their school food environment, youth made various suggestions such as organizing peers to boycott school lunch and improving the food options by using fresher ingredients.

Conclusions and Implications: Photovoice is a creative way to engage youth around healthy eating as it provides an opportunity for critical reflection and increased awareness of the influences and challenges low-income urban youth confront. These data could help to inform public health interventions aimed at improving the school food environment.

Funding: None

P108 The Relationship Between Self-Efficacy and Physical Activity Behaviors in 6th to 8th Grade, Rural, Limited-Resource Adolescents in Kansas

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Objective: To examine the relationship between self-efficacy (SE) and physical activity (PA) behaviors, explore the facilitators and barriers associated with PA behaviors, and compare differences in PA behaviors between adolescents from the control and the intervention rural ethnic communities in Kansas.

Design, Setting, and Participants: Cross-sectional evaluation at baseline.

Outcome Measures and Analysis: This study assessed adolescents' perceived level of SE for PA and the personal, social and environmental determinants that contributed to adolescents' PA behavior. Analysis of variance (ANOVA) examined whether PA-related variables differed by communities; Pearson correlation assessed the relationship between SE and PA behaviors.

Results: There were no demographic differences ($P \geq .05$) between the control and intervention communities ($n1 = 115$ and $n2 = 142$, respectively). Hispanic was identified as the major ethnic population ($n1 = 70\%$ and $n2 = 61\%$). Adolescents' PA behavior and perceived facilitators and barriers for PA were similar. Interpersonal influence was positively associated with PA participation ($r = .34$; $P < .01$). SE was associated with both active and sedentary

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PA behavior ($r = .42$ and $r = -.17$; $P < .01$). Majority of adolescents (52%) reported high level of SE for the confidence of exercising at least 60 minutes per day. However, adolescent girls tend to consider PA boring ($P < .05$) and their perceived level of SE for PA was lower than adolescent boys ($P < .05$).

Conclusions and Implications: These findings suggest strategies to enhance the enjoyment and self-confidence to engage in PA behaviors may be valuable to promote participation and increase overall PA in adolescents.

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P109 Successful Sodium Reduction at Head Start: Student Acceptance and Reduced Cost

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Objective: To determine children's acceptance and food costs when lowering sodium in Head Start lunches.

Design, Setting, Participants, and Intervention: Participants were 135 children enrolled at four Head Start centers. Four lunch entrees were modified to reduce sodium. The children indicated taste acceptance of both original and modified entrees through a 5-figure emoticon instrument. Digital photographs of lunches at meal end were analyzed for waste of each food item. Meal cost was calculated through plate waste assessment and purchasing records. Four lunch entrees were modified to reduce sodium by 21% (714 to 564mg), resulting in an overall meal sodium reduction of 43% (1060 to 600mg).

Outcome Measures and Analysis: Emoticon taste tests were converted to scores from 1 (do not like at all) to 5 (like very much). Meal item waste (entrée, vegetable, grain, fruit) was calculated comparing individual photos to classroom control meals. T-tests were used to compare results for all measures.

Results: Taste tests indicated the children liked equally 3 of the 4 entrees (original scores 4.1-4.3; lower sodium scores 3.9-4.3). Chicken bites was not successfully replaced with lower sodium chicken ratatouille (chicken bites score 4.5, ratatouille score 3.6; $p < .001$). Overall, total lunch waste did not change, i.e., 52% originally and 51% after reducing sodium. Within the meal, however, entrée waste was the leading indicator of the amount of waste of grain, fruit or vegetables. Calculated meal cost dropped with reducing sodium, \$2.51 and \$2.36, respectively, though not significantly.

Conclusions and Implications: Simple substitutions can significantly reduce sodium in meals without increasing waste or cost. When properly replaced, children will accept lower sodium foods.

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P110 Mealtime Interaction Styles of Early Childhood Educators

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Objective: Early Childhood Educators (ECEs) are important role models for children at mealtimes. This study explores the frequency and content of ECEs' statements at meals to create defined mealtime interaction styles.

Design, Setting, and Participants: Lead ($n = 35$) and Assistant ($n = 35$) teachers in Head Starts were observed at lunch in two Southern states. Trained observers recorded and rated educator statements to children as supportive of a positive mealtime environment (e.g., cue hunger/satiety, positive comments about food) or not supportive (e.g., threats, hurries, negative comments about food). Interrater reliability of 85% or greater was obtained for all observers.

Outcome Measures and Analysis: ECE comments were summarized in relation to engagement (active if ≥ 15 comments; passive if < 15 comments) and supportiveness (supportive if positive comments $>$; negative; unsupportive if negative comments $\geq$ positive). Educators were grouped into a mealtime interaction styles based on their engagement in the meal and the nature of their statements: active supportive; active unsupportive; passive supportive; and passive unsupportive.

Results: The interaction style with the greatest proportion of ECEs was passive supportive (37%) followed by active supportive (27%). Approximately 25% were passive unsupportive, and 11% were active unsupportive. We will also report differences between states and teacher roles (lead vs assistant).

Conclusions and Implications: Identification of mealtime interaction styles has the potential to inform educator training and interventions designed to improve the quality of mealtimes. Future research should explore characteristics of ECEs and their work environment that contribute to adoption of these styles.

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P111 Drinking With Your Heart on Your Straw: Nudges to Entice Patrons to Choose Water over Soda

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Objective: Sugar sweetened beverage (SSB) consumption has been linked to death and disease worldwide and a major contributor to the obesity epidemic. The objective of this study was to utilize the mechanisms of Behavioral Economics to examine which type of nudge would be effective to entice customers to choose water instead of SSB.

Design, Setting, Participants, and Intervention: Three types of nudge interventions, with washout periods

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