NP32 (continued)

Conclusion and Implications: Identifying a potential framework for creating community-focused, sustainable and effective adolescent obesity prevention programs.

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NP33 Enhancing Self Regulation as a Strategy for Obesity Prevention in Head Start Preschoolers

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Objective: To test the effect of 3 interventions: a nutrition education/obesity prevention program (Parents of Preschoolers Series (HS+POPS)); an intervention to improve children's emotional and behavioral self-regulation combined with POPS (Incredible Years Series (HS+POPS+IYS)); and usual Head Start exposure (HS alone) on preventing obesity in Head Start children.

Description: The cohort (n=697) was 50% male, mean age 4.1 ± 0.5 years, 51% white, 27% black, 11% Hispanic. Children were randomized by classroom to the 3 arms: HS+POPS+IYS (n=255); (2) HS+POPS (n=224); (3) HS alone (n=218).

Evaluation: There was no difference between study arms with regard to change from baseline to follow up in prevalence of overweight, obesity, or change body mass index z-score (BMIz) among overweight children; intake of fruits, vegetables, or 100% fruit juice; weekly physical activity, mean screen time, nutrition knowledge, or nutrition-related self-efficacy. POPS+IYS showed greater declines in sugar sweetened beverage intake compared to HS alone (0.53 servings/day at baseline and 0.42 servings/day at follow-up in HS+POPS+IYS, versus 0.52 servings/day at baseline and 0.57 servings/day at follow-up in HS alone; $p=.01$). Children in the HS+POPS+IYS group showed greater increases in teacher-rated General Adaptation standard scores on the Social Competence and Behavior Evaluation Scale as compared to HS+POPS ($p<.001$) or POPS alone ($p<.001$) (HS+POPS+IYS 48.4 at baseline versus 52.2 at follow-up; HS+POPS 49.5 at baseline versus 50.7 at follow-up; HS alone 47.3 at baseline versus 48.2 at follow-up).

Conclusions and Implications: An intervention that improved children's self-regulation did not improve BMI or mediators of obesity, with the exception of reductions in sugar sweetened beverage intake.

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NP34 Demographic and Parenting Differences in the Niños Sanos, Familia Sana Communities

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Objectives: To examine baseline demographic characteristics and parenting dimensions of Niños Sanos, Familia Sana (NSFS) study participants in the intervention and comparison sites; and understand the mediating factors to parenting.

Methods: Household level and individual data (demographic and children's and mothers' BMI) were collected at the baseline along with the ARSMA-II (Cuellar 1995) for each eligible child in the study and their mothers. The Parenting Dimensions Inventory (PDI), shortened edition (PDI-S) (Power, 2002) was used to assess nurturance, inconsistency, and follow-through.

Results: In bivariate analysis, we found significant differences between the communities in the percentage of mothers born in Mexico, the number of years of education, the mothers' work status, acculturation, and the nurturance, inconsistency and follow-through parenting dimensions. Multivariate regression analysis showed mothers' years in the US (coef=0.7433, $p=0.028$), being married (coef=0.3611, $p=0.062$), and living in the intervention community (coef=0.3840, $p=0.013$) as strong predictors of the follow-through dimension. Mothers' years of education (coef=-0.061, $p=0.010$) and being married (coef=-0.397, $p=0.051$) were negatively associated with the inconsistency dimension. Mothers' years of education (coef=0.292, $p=0.043$), mothers' years in the US (coef=0.405, $p=0.035$), being married (coef=0.3352, $p=0.007$), and living in the intervention community (coef=0.334, $p=0.001$) were strong predictors of the nurturance dimension.

Conclusions and Implications: Communities in California's Central Valley with over 80% Mexican-heritage families may still be significantly different in level of acculturation, education and parenting style.

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NP35 Creating a Transdisciplinary Childhood Obesity Prevention Program: A Focus on Interprofessional Education and the Triple Aim

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Objective: To evaluate the effect of collaborative learning and experiential experiences provided within an ongoing graduate certificate program in Transdisciplinary Obesity Prevention (TOP) on perceptions and attitudes related to communication, teamwork, and interprofessional education, interprofessional interactions and collaboration, and community engagement.

Description: South Dakota State University (SDSU) and the University of Nebraska-Lincoln (UNL) collaborated to

Continued on page S125