O3 (continued)

Validation of two items on meal/snack regularity was deferred to diet assessment findings.

Results: Children (13 girls) were 3.45 ± 0.95 years. Family structure and mealtime contexts varied. Videos ($n=20$) ranged from 35-120 minutes (median 77.5). Mean number of coding units/video was 10.5 (52.5 min). Each coder made 273 decisions to project fdSI responses for each parent/video; congruence among coder decisions was affirmed (overall ICC 0.81). Agreement between parent and coder-determined fdSI responses indicated construct validity for 11 items. Pressure to adhere to social norms was apparent for two items with inadequate parent-coder agreement: I try to make my child taste everything that is prepared for a meal and I try to make my child eat everything on her/his plate.

Conclusions and Implications: Video-capture supported construct validity of 11 fdSI items and rejected it for two. A valid measure of sDOR adherence will enhance program assessment and examination of intervention efficacy.

Funding: Supplemental Nutrition Assistance Program - Education, Wegmans School of Health and Nutrition

O4 Taste & See: Improving Willingness to Try Fruit and Vegetables Among Low-Income Preschool Children

Caree Cotwright, PhD, LDN, RD, cjcot@uga.edu, University of Georgia, 280 Dawson Hall, Athens, GA 30602; Diane Bales, PhD, University of Georgia; Jung Sun Lee, PhD, RD; Joanna Akin, MS

Objective: The objective of this study was to assess changes in knowledge of, willingness to try, and preferences for fruits and vegetables (FV) among preschool children participating in the Healthy Child Care Georgia (HCCG) Intervention.

Study Design, Setting, Participants, Intervention: The study design was a pretest-posttest design for Head Start and Pre-K children ($N=132$) aged 3-5 in Clarke County, Georgia. The HCCG intervention focused on improving the wellness environment and implementing a six-week nutrition education curriculum, Eat Healthy, Be Active.

Outcome Measures and Analysis: Children's ability to identify, willingness to try, and taste preferences of FV were assessed using the Taste and Rate instrument. McNemar's tests were performed to compare differences from baseline to post intervention.

Results: The proportion of children ($N=132$) who were able to identify, willing to try, and indicated "liking" selected FV significantly increased at the end of the 6-week intervention and at the 10-week follow-up compared to baseline. For example, 8% of Pre-K children identified squash at baseline, while 35% identified squash at 6 weeks ($p < 0.001$). In Head Start, 7% of children identified kiwi at baseline while 30% identified kiwi at 6 weeks ($p = 0.002$). A significantly higher proportion of both Pre-

K ($p = 0.039$) and Head Start ($p = 0.002$) children reported liking kiwi at 10 weeks post intervention compared to baseline results.

Conclusions and Implications: Results indicate that the intervention positively influenced preschool children's ability to identify, willingness to try, and preferences for FV. Future research is needed to influence young children's exposure to tasting a variety of FV early in life.

Funding: Supplemental Nutrition Assistance Program - Education

O5 Do Feeding Styles Moderate the Relationship Between Food Parenting Practices and Preschool Age Children's Food Preferences?

Rachel L. Vollmer, PhD, RD, rvollmer@fsmail.bradley.edu, Bradley University, 1501 West Bradley Avenue, Peoria, IL 61625

Objective: The purpose of this study was to determine if parental feeding styles moderate the relationship between food parenting practices and children's preferences for fruits, vegetables, or high fat/sugar foods.

Study Design, Setting, Participants: Parents ($n=108$) of preschool age children completed the Comprehensive Feeding Practices Questionnaire (CFPQ), the Caregiving Feeding Style Questionnaire (CFSQ), and the Preschool Adapted Food Liking Scale (PALS). Linear regressions were used to assess the relationship between food parenting practices and children's food preferences as moderated by feeding style, with the authoritative feeding style serving as the reference. Parent race, ethnicity, and income were used as covariates.

Results: Although autonomy supporting and structure food parenting practices are generally considered beneficial, parental feeding styles altered some relationships between these practices and child food preferences. For example, children of authoritarian ($B = -30.17$, $p = .05$) and indulgent ($B = -48.94$, $p = .025$) parents who made healthy foods available in the home preferred vegetables significantly less than those children of authoritative parents. For other food parenting practices, however, the authoritative feeding style did not seem to be the most effective. Specifically, if parents had the authoritarian feeding style and modeled healthy eating ($B = -35.33$, $p = .028$), children preferred high fat/sugar foods less compared to the authoritative feeding style.

Conclusion and Implications: This study illustrates the importance of including both food parenting practices and feeding style in future studies on parent-child mealtime interactions. Additionally, for educational efforts, it may be advantageous to tailor interventions based upon the parent's feeding style.

Continued on page S3