P174 Go NAP SACC: A Valuable and Sustainable Approach for Improving Breastfeeding and Infant Feeding Policies and Practices in Family Child Care Homes

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Objective: To assess the effectiveness of implementing the Go Nutrition and Physical Activity Self-Assessment for Child Care (Go NAP SACC) evidence-based training process in achieving positive changes in breastfeeding and infant feeding environments, practices, and policies in Nebraska Family Child Care Homes (FCCH).

Study Design, Settings, Participants: FCCH in Nebraska funded by the Child and Adult Care Food Program (CACFP) (N = 198) participated in pre-post evaluations using the Go Nutrition and Physical Activity Self-Assessment for Child Care (NAP SACC). A total of 564 children ages 0-23 months received care from these FCCH.

Outcome Measures and Analysis: Paired sample t-tests were conducted using SAS statistical software to examine the extent to which Go NAP SACC scores differed significantly from pre-test to post-test.

Results: At baseline, all FCCH were somewhat meeting recommendations for following Breastfeeding and Infant Feeding Environmental Practices and Policies. At the six-month post-test, FCCH made significant improvements in most of the items, $p < .05$ (18 out of 22). Specifically, there were significant improvements with FCCH most of the time or all of the time meeting Go NAP SACC recommendations for providing supportive Breastfeeding and Infant Feeding Environmental Policies and Practices.

Conclusions and Implications: Go NAP SACC is a valuable and sustainable approach to implementing comprehensive health changes in child care facilities. This approach is effective for positively impacting FCCH provider's use of breastfeeding and infant feeding environmental policies and practices. Future research should explore how practices vary based on geographic location (rural vs. urban) and by CACFP participation.

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P175 Influence of a Short - Term Nutrition Education Program on the Nutritional Status of Children (6-24 months) in Shomolu Lagos, Nigeria.

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Objective: To examine the effect of nutrition education on mothers' feeding practices and their children's nutritional status.

Study Design, Setting, Participants: Descriptive and experimental design was adopted. Convenience sampling was used in selecting fifty mothers of infants between the ages of 6 to 24 months in a selected health center in Shomolu Local Government Area of Lagos state.

Interventions: Nutrition education was imparted to mothers at the health center using participatory learning method, group counseling, individual counseling and home visit over a period of two months.

Outcome Measures and Analysis: A structured questionnaire was used to collect data on nutritional knowledge, feeding practices and anthropometric measurements at pre and post- nutrition education. Data on socio-demographic characteristics was collected only at pre-nutrition education. Results of the study were analyzed using descriptive statistics and chi-square with the aid of Statistical Package for Social Sciences version 19.0 (SPSS).

Results: Revealed that majority (52.0%) of the children are males. Majority of the mothers (42.0%) are between the ages of 31 and 40. At post-nutrition education, mothers' nutritional knowledge increased with 47.6% having good nutritional knowledge and 95% gave complementary foods in addition to breastfeeding. Anthropometric result revealed that 2.4% of the children were severely wasted, 40% were stunted and 11.9% were underweight. There was a significant relationship ($p < 0.05$) between mother's feeding practices and children's nutritional status.

Conclusions and Implications: Mothers' feeding practices affect their children's nutritional status. Nutrition education helps facilitate mothers' understanding of nutrition which will in turn enhance the feeding practices and nutritional status of their children.

Funding: None

P176 Low-Income Mothers' Misconceptions about Child Feeding Practices that May Lead to Obesity: Preliminary Findings

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Objective: To explore New Jersey's Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) participants' misconceptions about child feeding practices that might lead to obesity.

Study Design, Settings, Participants: Semi-structured, open-ended interviews were conducted with nutrition educators (nutritionists and breastfeeding counselors) at 9 NJ WIC agencies. Researchers asked staff, "What misconceptions do you think that mothers and caregivers have about child feeding and obesity."

Outcome Measures and Analysis: Data were coded using computer assisted qualitative data analysis software (NVIVO). Themes, grounded both empirically and conceptually, emerged.

Continued on page S93

P176 (continued)

Results: Seven themes regarding misconception about child feeding practices emerged from the data. These included: a fat baby is a healthy baby; the baby is big because of genetics; cereal in the bottle helps the child sleep; a crying baby is a hungry baby; breast milk is not enough; juice is good for babies and children; and children need to drink a lot of milk.

Conclusions and Implications: Future nutrition education delivered to NJ WIC participants should offer content that considers invalid beliefs. Also, these findings should be replicated and explored in other locations.

Funding: Supplemental Nutrition Assistance Program - Education

P177 Online Nutrition Education for Child Care Providers: Technology Access, Interest and Experiences

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Objective: Early care and education is an important setting for promoting healthy eating. Child care providers need effective training and online education may be one way to provide it. This study explores child care providers' access to technology, interest in and experiences with online nutrition education.

Study Design, Setting, Participants: Three hundred and forty-three Head Start teachers, center-based and home-based providers were surveyed.

Outcome Measures and Analysis: Self-report measures assessed providers' access to technology, interest in and experience with online training. Frequencies were used to describe the sample and Fisher's exact tests to explore associations.

Results: Ninety-nine percent of participants used the internet: Ninety-four percent accessed the internet using a desktop computer, 57% a cell phone and 40% a tablet, no differences were found by age. Ninety-one percent of participants reported an interest in online training generally and 88% in online training about mealtimes. Three quarters found online training to be convenient. Thirteen percent reported learning better online, mostly because they were able to work at their own pace. Twenty-eight providers were not interested in online training. Thirty-six percent felt they learned better in-person, mostly because they were able to ask questions. Eighty-six percent of the sample had participated in online training. Center-based and Head Start teachers were more likely to have participated in online training than home-based providers ($p < .0001$). Age was not associated with having participated in an online training.

Conclusions and Implications: Online training may be an effective mode for delivering nutrition education to child care providers. Online training should be compatible with desktop computers, cell phones and tablets; asynchronous; and allow participants to submit questions.

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P178 The Use of Entertainment Education to Teach Nutrition Messages to Preschool Children: A Feasibility Study

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Objective: The purpose of this study was to examine the feasibility of using an entertainment education to improve knowledge of and willingness to try fruits and vegetables (FV) among preschool children.

Study Design, Setting, Participants, Intervention: Researchers conducted a feasibility study in two phases. Phase One was implemented at a childcare center in Athens, Georgia for children ages 3 to 5 (Teachers $n=8$ and Children $n=37$) with a pretest-posttest design. Phase Two was conducted in two Head Start Centers in NE Georgia (Teachers $n=20$ and Children $n=59$) with an intervention-control design. The six-week Freggie's Green Machine intervention included theater-based nutrition lessons and tastings for three fruits and three vegetables.

Outcome Measures and Analysis: Changes in preschool children's knowledge of and willingness to try FV were measured using McNemar's analyses. Generalized linear mixed models were performed to compare differences between the intervention and control group from pre to post-intervention.

Results: During Phase 1 teachers and parents reported high program satisfaction and children related to the Freggie characters. In Phase 2, participants improved knowledge of and willingness to try FV. For example, no children in the intervention group were able to identify kiwi at pretest, however, at post-intervention 35% identified kiwi ($p < 0.001$). There was a significant increase in proportion of children in the intervention group that could identify kiwi as compared to control group ($p = 0.0003$). While there were no significant differences in willingness to try FV, there were notable increases in trying kiwi and sweet potatoes.

Conclusions and Implications: Findings indicate that entertainment education is a feasible and promising way to teach nutrition messages to preschool children.

Funding: University of Georgia

P179 Vegetable or Fruit? An Examination of Commercially Available Vegetable Products for Infants and Toddlers

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Continued on page S94