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.

Funding: NIFA

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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