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identify resources for this under served population were investigated.

Evaluation: Teacher/Caregiver observations were used as the evaluation for this initiative. Improvements were seen in both physical activity and nutrition behaviors.

Conclusions and Implications: This curriculum meets the needs of providing nutrition education to this vulnerable population. Continued outreach into this population will empower this under served population to make healthier choices and improve nutrition outcomes.

Funding: Supplemental Nutrition Assistance Program - Education

P139 Seniors Eating Well

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Objective: To improve the health, nutrition knowledge and behaviors of older adults, specifically reducing sodium, increasing healthy fats and snacks, fruits, vegetables and whole grains, reading nutrition labels, and physical activity.

Theory, Prior Research, Rationale: Based on U.S. census data, 2015- 2020 U.S. Dietary Guidelines, and Social Cognitive Theory, and prior program impact research over ten years.

Description: Target audience was middle-older and older adults. Seniors Eating Well is a nine lesson curriculum that was completely updated in 2016 to incorporate the new U.S. Dietary Guidelines. It is appropriate for SNAP-Ed and other older adult audiences at senior centers, community centers, and senior housing centers and with middle-older adults (aged 50-65) at work sites, clubs, churches, or other organizations. Lesson topics: Great Grain Discoveries, All Star Senior Snacks, Heart Healthy Meals, Cooking & Seasoning with Herbs, Savory Soups, Fitness Fun, Evaluating Dietary Supplements, Dietary Fat Fact or Fiction, and Energy Density. Each 45 minute lesson includes lesson plans, PowerPoints, recipes, handouts and evaluations. Some lessons include games; all are discussion based.

Evaluation: Short retrospective surveys after each lesson and three-six month follow-up. Student t-tests have shown positive significant changes.

Conclusions and Implications: The educational matrix in the appendix shows how each lesson's objectives conform to the U.S. 2015 Dietary Guidelines. Over the last ten years the program has shown positive impact by increasing knowledge, skills/abilities, intent to change behaviors, and behavior change. The program has also been used by many others states' Extension services, SNAP-Ed and by older adult community programmers.

Funding: None

P140 SIPsmartER: Adapting an Evidence-based Dietary Intervention Program to the Hispanic Population

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Objective: Cultural adaption frameworks or processes for dietary interventions are limited. The purpose of this study was to identify and implement a best practice protocol for cultural adaptation of the SIPsmartER dietary intervention to the Hispanic population. SIPsmartER is an evidence-based dietary intervention targeting sugar-sweetened beverage behavior and was originally developed for a rural non-Hispanic white population.

Study Design, Setting, Participants: A systematic review was conducted to identify studies adapting dietary interventions to the Hispanic population. The SIPsmartER intervention was translated from English into Spanish and culturally adapted to the Hispanic population guided by frameworks and processes identified from the systematic review. Thirty-three Hispanic families, three researchers and five key informants from Southwest Ohio were involved in the adaptation process.

Outcome Measures and Analysis: Literature review, key informant observations of the curriculum delivery, target population feedback on written and visual materials, researcher experience, focus groups and mobile technology surveys were used to gain information for adaptation.

Results: During the systematic review, eight articles were reviewed and two specific cultural-adaption frameworks were identified. Using the heuristic framework and Five Categorical Strategies for Adaptation to guide the adaptation process, the SIPsmartER intervention was adapted to promote cultural-appropriateness through corrections in translation, changes of images in the educational materials, inclusion of family and peer educators, logistical considerations and the development of mobile technology.

Conclusions and Implications: The SIPsmartER intervention was culturally adapted to a Hispanic population. The adapted intervention will be tested in a larger research project to include a technological component.

Funding: University of Dayton Research Institute

P141 Small Bites, Big Change! Teacher-Facilitated Nutrition Program Increases Healthy Eating Knowledge and Vegetable Consumption

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Objective: Evaluation of a classroom-based, teacher-facilitated, nutrition intervention aimed to improve healthy behaviors and knowledge about healthy eating.

Theory, Prior Research, Rationale: Social-ecological model based community-based program designed to be lower-cost, high reach, and align with Common Core standards.

Description: Target audience was students 7-14 years of age (n=367) during school year 2015-2016 in under-served schools in Chicago and Miami. Common Threads' Small Bites community-based program teaches students nutrition through eight 1-hour lessons combined with hands-on snack preparation. Teachers were trained to deliver Small Bites and received grade-appropriate curriculum to teach in their classrooms.

Evaluation: Small Bites effects were assessed using a quasi-experimental, pre-post survey design. The majority of participants qualified for free- or reduced-price lunch (84%). Binary and count variables were assessed with generalized linear mixed models, ordinal variables with cumulative logistic mixed models. Participation in Small Bites resulted in a net increase in students with improved nutrition knowledge (32%, $p < .001$) and higher odds of answering individual questions correctly (all $p < .001$). Net number of students who consumed a greater variety of colored vegetable groups at least once the previous day increased after programing (9%, $P=0.03$) and amount consumed of each vegetable color group increased for two out of four vegetable groups ($P \leq .001$). The odds of a student reporting agreement with the statement "I show my family how to cook at home" increased after programing (OR=1.47, $P=.05$).

Conclusions and Implications: Small Bites increased nutrition knowledge, vegetable intake, and healthy behaviors, supporting nutrition education as an important step in healthy behavioral changes.

Funding: Walmart Foundation; Whole Kids Foundation

P142 The Challenge of Increasing Fruit and Vegetable Consumption Among Jamaican Adults

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Objective: Compare the Transtheoretical Model (TTM) stages of change (SOC) for fruit and vegetable consumption among Jamaican adults and evaluate the dominant factors influencing each SOC.

Study Design, Setting, Participants: A household based cross-sectional survey among 1,057 adults 18 - 69 years selected from five parishes in Jamaica, was conducted using an interviewer administered questionnaire over a five month period.

Outcome Measures and Analysis: Socio-demographic, height, weight, fruit and vegetable consumption SOC, self-

efficacy, positive perceptions, barriers and social support data; were collected. Overweight and obesity were defined based on BMI while fruit and vegetable consumption SOC were scored then analysed using Chi-square, analysis of variance and regression.

Results: Fruit and vegetable consumption of few respondents (20.5%) were in the action/maintenance SOC and significantly more females were in contemplation/preparation ($\chi^2 = 12.98$; $p = 0.01$). No significant differences were observed in SOC for fruit and vegetable consumption by BMI status. A significant increase in fruit and vegetable consumption self-efficacy scores was detected from pre/contemplation to action/maintenance ($F=51.13$, $p < .001$). Significant differences were seen in mean scores for the perceived benefits of fruits and vegetables by SOC ($F=23.22$, $p < .001$). Adults in pre-contemplation were more likely to perceive barriers than those in the action/maintenance SOC ($F=20.03$, $p < 0.001$); and minimal support from family (mean score 10.59 of 21) and friends (8.57 of 21) was reported.

Conclusions and Implications: Females are least likely to start or maintain participation in programmes designed to increase fruit and vegetable consumption. Community based interventions designed to build self-efficacy and involve social support systems may successfully address this.

Funding: University of Technology, Jamaica Research Development Fund

P143 The Effect of Low Sodium Policy in Congregate Meal Program: A Pilot Study

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Objective: Since 2014, the Older American Act Nutrition Program (OAANP) in Maryland has implemented a low-sodium policy for congregate meals, but no evaluation has been conducted. This study presents the findings of the low-sodium policy and discusses a possible senior center-based hypertension program while supporting the intent of the policy.

Study Design, Setting, Participants: Using pre, post-study design, data were collected from hypertensive older adults who consumed congregate meals on a regular basis (n=67) before and after policy implementation. Paired t-test and Wilcoxon signed ranks test were used for data analysis.

Outcome Measures and Analysis: The Block sodium screener and a structured questionnaire and were used to estimate dietary sodium intake and other hypertension risk factors including BMI, self-care behaviors, medication taking, and hypertension knowledge.

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