P124 (continued)

Background (Background, Rationale, Prior Research, and/or Theory): Head Start (HS) teachers are important partners in encouraging health behaviors among young children. Unfortunately, some Head Start teachers may not be prepared to serve as positive role models for children, due to their own limited knowledge surrounding healthy eating and physical activity.

Objective: The objective of the study was to examine the effectiveness of Eating Smart, Moving More, a 7-week hands-on, food-based program designed to improve HS teachers' healthy eating and physical activity behaviors.

Study Design, Setting, Participants, Intervention: Seven HS centers (n = 40 teachers) across two Eastern North Carolina counties received six, 30-minute nutrition education lessons over 7 weeks. Two trained Expanded Food and Nutrition Program (EFNEP) Program Associates (PA) delivered the lessons with teachers' respective centers (n = 7) in each county. Teachers were provided with continuing education credit for completing the course.

Outcome Measures and Analysis: Researchers measured teachers' dietary intake, and physical activity was measured using a single 24-hour recall at baseline and post-intervention. Researchers also measured self-efficacy toward teaching-related tasks important for promoting positive health behaviors in the classroom using the validated Confidence about Activity and Nutrition (CAN) Teach questionnaire (1 = Not Confident, 7 = Very Confident). Analyses were conducted using basic descriptives and Related-Samples Wilcoxon Signed-Rank tests.

Results: All teachers were female, primarily African-American (82.5%), and had an average of $11.52 \pm .81$ years of teaching experience. Twenty-nine teachers completed the full program (73% completion rate). Significant improvements were observed for fruit ($P = .001$), vegetable ($P = .001$), add fat/sugar intakes ($P = .002$), and physical activity ($P = .000$). Teacher reported self-efficacy scores for promoting positive health behaviors in the classroom did not significantly improve (baseline and post-intervention score = 5.68 ± 0.75).

Conclusions and Implications: Findings revealed a hands-on, food-based education program can help teachers improve their own health behavior, however, additional professional development is warranted to help teachers feel confident in their ability to apply learned skills in the classroom.

Funding: East Carolina University.

P125 Young Adult Perception of Label Claims and Dietary Variety: A Short Survey

Beatriz Vaquera, BS, University of North Texas;
Priscilla Connors, PhD, RDN, Priscilla.Connors@unt.edu,
University of North Texas, 1155 Union Circle # 311100,
Denton, TX 76203

Background (Background, Rationale, Prior Research, and/or Theory): A critical thinking exer-

cise based on Food Rules: An Eater's Manual (Pollan, 2011) and Dietary Guidelines for Americans 2010 resulted digitally archived essays that were textually analyzed as a precursor to a student survey.

Objective: To analyze patterns in student essays and use results to design a survey that explores perceptions of healthy eating habits and understanding of food label information.

Study Design, Setting, Participants, Intervention: Two investigators carried out NVivo™ textual analysis of archived student essays, compared results, and described patterns. Insights informed design of a survey that was conducted with current undergraduate students. Expert review of questions estimated face validity and a test-retest established reliability.

Outcome Measures and Analysis: Word Cloud representation of themes lead discussion and contributed to an iterative process that enhances inter-rater reliability. Survey outcomes included demographics and perceptions of package claims, fruit and vegetable consumption, and dietary variety.

Results: Most (63.8%) of the students surveyed (n = 392) disagreed with a statement that Americans ate an appropriate amount of food while less than a majority (48.2%) agreed that packaged portion sizes were unrealistically small. A majority (64.2%) agreed that foods labeled "natural" were less processed while 47.0% agreed that packaged foods with restrictions such as "gluten-free" were more processed. Most (53.6%) agreed that Americans ate a more varied diet when compared to five year ago while only 28.8 % agreed that fruit consumption had increased.

Conclusions and Implications: Student respondents were not confident that Americans ate an appropriate amount of food or that consumption of fruits and vegetables had increased. Students were confused about food processing, label claims, and healthfulness. Educational outreach that reinforces healthy food choices and helps college students interpret the claims on packaged foods is recommended.

Funding: None.

Behavior and Education Theory

P126 Young Adult Ambivalence Toward the Revised Nutrition Facts Label Format

Hillary Stark, BS, MBA, hillary.stark@unt.edu, University of North Texas, 1155 Union Circle, Denton, TX 76203;
Priscilla Connors, PhD, RDN; Victor Prybutok, PhD

Background (Background, Rationale, Prior Research, and/or Theory): The U.S. Food and Drug Administration's Final Rule updating the Nutrition Facts Label (NFL) describes a format that draws attention to specific label items, including serving size, calories, fat, and added sugars, that individuals desiring to control their weight would be expected to track. While studies of

Continued on page S68