P152 Food Insecurity, Food Skills, and Household Food Availability Among Emerging Adults

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Background (Background, Rationale, Prior Research, and/or Theory): Research regarding the involvement of emerging adults in household food activities is lacking to inform strategies for reducing food insecurity.

Objective: This study examines the prevalence of food insecurity among a population-based sample of emerging adults (18–25 years) and associations with food skills and household food availability.

Study Design, Setting, Participants, Intervention: Household food situations are being assessed as part of EAT 2010–2018, a follow-up study of young people recruited at secondary schools in Minneapolis-St. Paul, Minnesota in 2009–2010. Follow-up survey collection will be completed in spring 2018. Preliminary data include the responses of 868 participants (59% female, 72% ethnic minority).

Outcome Measures and Analysis: Participants were asked to report confidence to plan meals, follow a recipe, prepare a meal from items on hand; use basic cooking techniques, and stay within a food budget; frequency of eating home-prepared meals; food shopping involvement; and at-home healthy food availability. Analysis identified participants as food insecure if they had ever been hungry or eaten less than they should in the past year because there was inadequate money for food.

Results: Preliminary analyses indicate the overall prevalence of food insecurity was 31%. Approximately one quarter to more than half of these food-insecure participants reported lacking confidence to perform food preparation activities; however, confidence in food skills did not differ by food security status. Mean frequency of eating meals prepared at home and food shopping involvement also did not differ by food security status. In contrast, food-insecure participants were less likely to report they usually had fruit, vegetables, and whole-grain bread available at home. For example, fresh fruit was usually available to approximately 70% of those who were food secure versus only about half of food-insecure participants ($P < .001$).

Conclusions and Implications: Deficits in food skills are common but not disproportionately high among emerging adults that experience food insecurity.

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P153 How Does Social Support From Partners Affect Primigravid Food Choices and Behaviors?

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Background (Background, Rationale, Prior Research, and/or Theory): Although healthful food choices and behaviors during pregnancy are recommended, women often do not meet the recommendations due to pregnancy barriers. Social support could be an important determinant, although there is limited research on a father's emerging roles during this life-cycle phase.

Objective: Explore role of social support in pregnancy, differing perception of the father's role during pregnancy between pregnant mothers and fathers, and the influence social support from a partner may or may not have on a pregnant mom's food choices and behaviors.

Study Design, Setting, Participants, Intervention: First-time pregnant, cohabitating couples ($n = 11$ pairs) across the United States who met the inclusion criteria completed one-on-one semi-structured phone interviews.

Outcome Measures and Analysis: Interviews were audio-recorded and transcribed. Content analysis was applied to the transcriptions by two investigators, independently, to identify themes among mothers and fathers. Investigators met to discuss themes and reach consensus.

Results: The themes developed from the phone interview transcripts aligned with the social cognitive theory. For example, personal and environmental factors that influenced the mother's diet and physical activity behaviors during pregnancy included barriers, outcome expectations, collective-efficacy, and self-regulation, and social support from the father. Additionally, a theme of reciprocal determinism was evident, in which dietary and physical activity behaviors of mothers and fathers influenced one another.

Conclusions and Implications: If nutrition professionals are attempting to motivate pregnant mothers to adhere to recommendations, it may be beneficial to include fathers in interventions. Furthermore, because fathers' behaviors are impacted by mothers' behaviors during pregnancy, efforts to target both parents would be ideal to improve health behaviors.

Funding: None.

P154 Perceptions of Videos Designed to Portray Evidence-Based Feeding Practice Guidelines for Young Children

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Background (Background, Rationale, Prior Research, and/or Theory): The search for effective strategies to educate parents regarding recommended feeding practices for their young children is of paramount importance. Videos are becoming a preferred modality for education. This study delves into what intended users (parents) actually want in video-based education.

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Objective: To seek feedback from intended users regarding short videos designed to educate low-income parents about evidence-based recommendations for feeding young children, and guidance for development of future videos.

Study Design, Setting, Participants, Intervention: Participants (n = 18) included parents (94% female; 89% Hispanic) of children enrolled in Head Start or Early Head Start in Hays and Caldwell counties in south central Texas. Participants viewed eight 90-second, bilingual videos instructing on evidence-based recommendations for feeding practices, and completed scorecards that posed questions, with 5-point Likert scale responses, about perceptions of the videos with respect to quality, entertainment, pedagogical efficacy, intent to use the educational content, and overall reaction. Additionally, semi-structured interviews, conducted in English or Spanish, asked about perceived benefit of videos and requested suggestions for design of future videos.

Outcome Measures and Analysis: Frequencies of responses to scorecard questions were calculated. Interviews were transcribed, with Spanish interviews first translated to English and back-translated. A three-coder model was used to code interviews for emergent themes.

Results: The majority of participants rated video quality as positive, and were enthusiastic about learning from videos. Participants expressed intent to use comparable videos to obtain nutrition and food-related information.

Conclusion and Implications: Brief instructional videos show promise as an effective method for disseminating feeding practice recommendations for young children to parents. As bilingual videos were preferred by Spanish-speaking and bilingual parents, implementing a bilingual design for videos for use by Head Start parents in Texas may be warranted.

Funding: Caminitos Research Initiative, Texas State University.

P155 What's for Dinner? Analyzing the Dinner Meal of Parent-Preschool Child Dyads Using Food Photography

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Background (Background, Rationale, Prior Research, and/or Theory): Despite the substantial contribution of dinner meals to preschoolers' nutrient intake, limited data on dinner meals exists from families with young children. These data are important since the home environment influences eating behaviors and meals in the home are a potential intervention target.

Objective: To utilize the Remote Food Photography Method® (RFPM) to characterize typical dinner meals of parent-preschooler dyads.

Study Design, Setting, Participants, Intervention: Participants were recruited from five Head Start/preschool centers in rural, eastern Colorado. Participants attended a 1.5-hour training on the RFPM and SmartIntake app and were provided iPads to take photos of the dinner meal for themselves and their child for seven consecutive dinner meals. Data were wirelessly transmitted in near real-time for review of data quality and completeness.

Outcome Measures and Analysis: Food intake data from the dyads were analyzed to quantify meal timing and concordance in parent-child meal composition and meal quality, as assessed by comparison to a variety of indices, including Child and Adult Food Care Program (CACFP) guidelines and the Healthy Meal Index (HMI), a validated tool for assessing the quality of meals served to preschoolers.

Results: Participants were mothers (97%), 45% Hispanic, and 77% low-income. Mothers ate similar foods during 74% of meals and at the same time during 93% of meals as their preschooler. Few meals met CACFP guidelines for milk (14%) or whole grains (17%). The mean HMI score was 66.7 ± 8.9 (possible score = 105). Protein and dairy (mostly cheese) were the highest scoring components, with whole grains, fruit, vegetable variety and added saturated fat being the lowest scoring components.

Conclusions and Implications: Mothers and preschoolers in this sample ate similar foods together at the same time for dinner, providing an opportunity for role modeling of healthy eating behaviors. Future intervention targets may include serving milk, more variety of whole grains, nutrient-rich vegetables, and fewer foods high in saturated fat.

Funding: NIFA.

Nutrition Education Program Design Implementation and Evaluation

P156 Assessment of Policy, Systems and Environmental (PSE) Change Strategies Delivered Through Maine SNAP-Ed

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Objective: To assess the implementation of PSE change strategies through Maine's Supplemental Nutrition Assistance Program-Education (SNAP-Ed).

Target Audience: Maine SNAP-Ed educators, administrators and partners.

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