NP13 (continued)

in reliability. This method may be promising for program evaluation, especially where overestimation of initial behaviors are likely with a resulting improvement in intervention outcomes. Applying qualitative methods, the objective is to determine client preferences for retrospective approach and format, and implement those results in two tools of varying length.

Description: The Nutrition Education Evaluation Model (NEEM) was used to guide selection of approach and development of format for a non-traditional retrospective evaluation. Cognitive interviews were conducted at a food bank in 2006 and at Head Start and EFNEP sites, 2011-2018. Participants were low-income, English or bilingual Spanish speaking and available for an immediate interview. Several strategies were employed: concurrent and retrospective think alouds, paraphrasing probes, response format options and restating text. EFNEP educators offered opinions in unstructured discussions.

Evaluation: Study participants and EFNEP educators recommended one of four approaches: the Post then Pre. They preferred the format featuring each question on row along with two sets of response options flanking the centered question, use of a visual to portray each question, use of color to guide tool instructions, and presence of icons to support 'before/then' and 'after/now' concepts.

Conclusion and Implications: Two examples of the visual retrospective method were produced: Focus of Sweet Drinks...Now and Then for an English speaking low-income audience and Focus on Veggies...Now and Then for a Spanish speaking low-income audience. This qualitative method and the study results can be utilized by other researchers and practitioners.

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NP14 Use of Online Videos with Feeding Content to Enhance an EFNEP Program in Preventing Childhood Obesity

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Objective: Parental behaviors that impede children from paying attention to their own cues of fullness can promote obesity in children. Family focused prevention programs are valuable because these programs have the ability to promote better parenting behaviors that lead to the development of better child eating patterns. Recently interest in delivering such programs online has increased. However, numerous challenges arise in applying such

programs to low-income, minority participants. Parenting content was developed to add to an established nutrition education program for low-income families. Eating Smart • Being Active is a nutrition education program used across the US by the Expanded Food and Nutrition Education Program (EFNEP). Our objective will be to describe the process used to develop videos, games, activities, and infographics as part of parenting content delivered online to low-income parents of children (ages 2 to 8 years).

Description: The process of developing program materials was guided by self-determination theory. Parenting strategies were embedded in the final materials including: tips for grocery shopping with children; feeding practices encouraging acceptance of new foods; determining child portions; ways to support internal child cues of fullness; instituting mealtime routines; awareness of cues to eat in the outside environment; and identifying parent and child feeding roles. Online videos, games, activities, and infographics were formatted to be viewed through smartphones (English and Spanish).

Evaluation: Challenges came to light during piloting of the online program. We addressed these challenges by: developing a user-friendly interface; providing clear instructions and processes for low-income parents to access online materials; ensuring effective communication between participants, in-class educators, and online facilitators; and tracking participant involvement and engagement.

Conclusion and Implications: Specific ways we addressed the multiple challenges in developing and implementing the online program will be described. Preliminary data from our randomized control trial conducted in six EFNEP regions across Colorado and Washington with 550 low-income parents will be presented.

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NP15 Social Cohesion Interaction with Text Message Intervention Effect on Fast Food Frequency

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Objective: Social cohesion among peers profoundly influences decision making during adolescence. Despite this, the current research is very limited concerning the association of social cohesion and intimacy among rural adolescent peers with dietary intake and weight outcomes. The purpose of this study is to investigate how social cohesion and intimacy among rural adolescents in Kentucky and North Carolina affects the outcomes of a text message intervention aimed at improving fruit, vegetable, fast food and sugar sweetened beverage intake.

Description: Eight schools participated (n = 4 were randomized as intervention schools and n = 4 were randomized as control schools). Adolescents were recruited to participate in the eight-week text messaging intervention (n = 277 intervention students and n = 134 delayed control students). Baseline and post-intervention surveys

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