O16 (continued)

the research staff. Food intake was assessed with the Block Kids Food Frequency Questionnaire. SCT psychosocial determinants were examined with a validated instrument. Wilcoxon signed ranked tests were used to compare pre- and post-intervention means for BMI z-score, fruit and vegetable intake, added sugar intake, and SCT determinants.

Results: Mean BMI z-score ($P = 0.01$) and mean added sugar intake ($P = 0.026$) significantly decreased. There was no significant difference for fruit or vegetable intake. Three of 7 psychosocial determinants of dietary intake significantly improved after the intervention: behavioral strategies ($P = 0.010$), self-efficacy ($P < 0.001$), and outcome expectations ($P = 0.009$).

Conclusion: The findings suggest that BALANCE may improve some psychosocial determinants of dietary intake immediately after the 8-week intervention. The results are also promising regarding dietary intake and BMI z-score. Future research should examine efficacy of the intervention compared to a control group and include follow-up measures to detect long-term outcomes of the intervention.

Funding: University of South Florida.

Early Childhood Care & Education

O17 Associations Between Community Nutrition Environments and Early Care and Education Barriers to Classroom Nutrition Practices

Bethany Williams, PhD, MS, bethany.williams1@wsu.edu, Washington State University, 1103 E 13th Ave, Spokane, WA, 99202; Susan Sisson, PhD, CHES, RDN, FACSM, University of Oklahoma Health Sciences Center; Bryce Lowery, PhD, MS, MLA, University of Oklahoma; Dipti Dev, PhD, University of Nebraska-Lincoln; Diane Horn, PhD, University of Oklahoma; Janis Campbell, PhD, GISP, University of Oklahoma Health Sciences Center; Denise Finneran, PhD, CCC-SLP, University of Oklahoma Health Sciences Center; Jennifer Graef-Downard, PhD, University of Oklahoma Health Sciences Center

Background: Early Childhood Education (ECEs) directors and teachers experience substantial barriers to implementing childhood nutrition recommendations. Diet in older children is influenced by nutrition environments surrounding homes and schools; influence of the community environment on ECEs is not understood.

Objective: Determine associations between community nutrition environments and ECE barriers to classroom nutrition practices, by ECE context [Head Starts, community-based childcare (CBCs), and family child care homes (FCCHs)].

Study Design, Setting, Participants: Cross-sectional study including licensed Oklahoma ECEs. Locations of 457 grocery stores were determined in-person. Locations of participating ECEs and grocery stores were geocoded and analyzed using ArcMap 10.6.

Measurable Outcome/Analysis: ECEs were considered located within a "Food Desert" if no grocery stores were available within a 0.25-mile radius for urban ECEs, or 10-mile

radius for rural ECEs. Presence of barriers to serving healthier foods and beverages were reported. Fisher's exact test was used to compare differences in barriers among those within Food Deserts versus Non-Deserts. Benjamini Hochberg calculations for False Discovery Rate were applied ($\alpha < 0.004$).

Results: Fifty-four Head Starts, 159 CBCs, and 160 FCCHs participated with 24%, 27% and 37% respectively- being located within a Food Desert. ECE descriptive characteristics including food purchasing and meal planning strategies varied by ECE context. Among Head Starts and CBCs, barriers were not different by Food Desert status ($P > 0.0004$). In FCCHs only, those located within Food Deserts reported a 20% higher prevalence of concern for food waste compared to those within Non-Deserts ($P < 0.004$).

Conclusion: Food Desert status was related to reported barriers in FCCHs only; therefore, those provider's experiences and perceptions may be most susceptible to influence of the community nutrition environment, compared to other ECE contexts. Findings suggest a need for future research and policy implementation to support FCCHs residing in low-access areas and experiencing difficulty implementing classroom health practices.

Funding: Early Care and Research Scholars: Head Start Graduate Student Research Grant (HHS2017-ACF-OPRE-YR-1219), OUHSC College of Allied Health Student Research and Creativity Grant, and Department of Nutritional Sciences.

O18 Hispanic Caregivers' Communication Preferences for Content, Delivery and Sources of Nutrition Education: Qualitative Findings

Stacey B. Viera, MPH, The George Washington University Milken Institute School of Public Health; Nikita Vivekanandan, BS, The George Washington University Milken Institute School of Public Health; Marshall Cheney, PhD, University of Oklahoma; Karina R. Lora, PhD, RD, klora@gwu.edu, The George Washington University Milken Institute School of Public Health, 950 New Hampshire Ave, NW, Washington, DC, 20052

Background: Nutrition education interventions to improve child healthy eating behaviors often rely on caregivers to support these behaviors at home, yet it is difficult to engage caregivers in interventions.

Objective: To explore communication preferences of low-income Hispanic female caregivers of preschoolers on preferred content and delivery of nutrition education to augment a child-focused classroom-based nutrition literacy program.

Study Design, Setting, Participants: Qualitative interviews ($n = 25$) in Spanish with Hispanic female caregivers of 3- to 5-year-old children in Washington, D.C., area. Audio-recorded phone/Zoom interviews transcribed verbatim in Spanish and translated into English. Transcripts coded using NVivo v12. Two coders independently developed codebook (ICR = 89%), reconciled discrepancies with PI, and identified themes and subthemes within them between codes.

Measurable Outcome/Analysis: Caregivers' mean age was 35.5 ± 6.3 , 72% had high school education or less,

Continued on page S9

O18 (continued)

64% were receiving the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) benefits. Caregivers resided in the US 13.6 ± 4.4 years, and 88% spoke Spanish only or Spanish better than English.

Results: Four themes were identified: Preferred Content of Nutrition Information (subthemes: Wanting to Know What Foods are Healthy for the Child, Desire to Learn Feeding Strategies for Vegetables), Delivery Methods (subthemes: Digital Messages: Videos, Texts, and Social Media; Printed Information; In-Person Nutrition Classes; Recipes), Educators as Sources of Nutrition Information, and Cultural Customs and Family Feeding. Caregivers indicated a desire to receive nutrition education via printed methods, in-person classes, and text messages. This group also asked for detail about how foods nourish preschoolers, as well as strategies and recipes to make healthy foods - especially vegetables - appeal to children.

Conclusion: Themes that emerged show nutrition content preferences are focused on vegetable feeding strategies as well as providing clarity about what foods are healthy for preschoolers. Delivery methods themes reveal that a multi-pronged approach is key to meeting this population where they are - electronically, in person, and in print.

Funding: The George Washington University's Honey W. Nashman Center for Civic Engagement and Public Service.

O19 A Mindful Parenting Intervention for Obesity Prevention in Early Childhood

Nooreem Z. Mena, PhD, RDN, Colorado State University; Katherine Barrett, PhD, University of Colorado Anschutz Medical Campus; Abigail Flesher, BS, University of Colorado Anschutz Medical Campus; J. Douglas Coatsworth, PhD, University of Tennessee; Susan L. Johnson, PhD, University of Colorado Anschutz Medical Campus; Laura L. Bellows, PhD, MPH, RD, Laura.Bellows@cornell.edu, Cornell University, Martha Van Rensselaer Hall, Ithaca, NY, 14853

Background: Limited evidence exists on how the quality of maternal-child interactions influences preschoolers' eating and physical activity (PA) behaviors and environments and, ultimately, growth. A 6-week, mindful parenting intervention was developed to facilitate positive parent-child interactions during mealtimes and PA. The intervention targeted families with limited resources and was implemented with 33 mothers (35% Hispanic) of preschoolers living in rural, northeast Colorado.

Objective: To qualitatively describe parents' experiences with a mindful parenting intervention, perceived changes to parent-child interactions during mealtimes and PA opportunities, and the feasibility of the intervention.

Study Design, Setting, Participants: Thirty program participants were invited to participate in post-intervention focus groups ($n = 4$ groups; $n = 18$ participants) and individual interviews ($n = 26$) in the Spring of 2020.

Measurable Outcome/Analysis: Recordings were transcribed verbatim and uploaded into NVivo v12. Group coding was used to train coders and establish coder consensus. Three trained coders independently analyzed

transcripts utilizing a directed content analysis approach to understand how mindful parenting concepts were utilized by caregivers to facilitate positive parent-child interactions.

Results: Parents described utilizing key aspects of mindful parenting within the mealtime and PA contexts. They found program content "easy to understand" and implement in their daily routines. Parental focus and presence, and non-judgmental acceptance of child emerged as key themes. For example, parents described employing skills such as asking questions and listening intently to understand their preschooler's point of view. These strategies subsequently resulted in less stressful interactions with their preschooler.

Conclusion: A mindful parenting approach to promote quality parent-child interactions during mealtimes and PA was feasible and well accepted. Strategies related to mindful parenting were reported to positively influence how parents engaged with and communicated with their preschooler. Parents reported developing a greater understanding of their preschooler and feeling less stressed about mealtime and PA interactions.

Funding: USDA.

O20 Family Child Care Home Menu Quality: Happy Healthy Homes Baseline

Susan Sisson, PhD, CHES, RDN, FACSM, susan-sisson@ouhsc.edu, University of Oklahoma Health Sciences Center, 1200 N Stonewall Ave #3057, Oklahoma City, OK, 73132; Hope Hetrick, MS, RDN, University of Oklahoma Health Sciences Center; Emily Stinner, MS, University of Oklahoma Health Sciences Center; Alicia Salvatore, DPH, MPH, Christiana Care Value Institute; Bethany Williams, PhD, Washington State University; Kathrin Eliot, PhD, RDN, FAND, University of Oklahoma Health Sciences Center; Karla Finnell, PhD, JD, University of Oklahoma Health Sciences Center

Background: There is limited understanding of nutrition quality of food served in Family Child Care Homes (FCCH).

Objective: Describe FCCH menu quality by examining nutrients, variation in foods served, and compliance with Child and Adult Care Food program (CACFP) meal pattern requirements and best practices.

Study Design, Setting, Participants: Cross-sectional analyses of a randomized controlled baseline characteristics of FCCH providers caring for children ages 2-to-5 years, participating in the CACFP, and residing in and around the Oklahoma City metropolitan.

Measurable Outcome/Analysis: Daily nutrients were calculated across 1 week's menu using Food Processor. Nutrients were compared to two thirds Dietary Reference Intakes (DRIs) values for key macro and micronutrients. Menu variety was quantified using frequencies of different exposures to fruits, vegetables, high sugar, and high fat foods across the week's menu. Compliance with 2017 CACFP meal pattern requirements and best practices was determined using a measurement index.

Continued on page S10