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