

## P25 FIT (Food Initiative Taskforce) for Kids: A Model for Garden-based Nutrition Education Programming

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**Objective:** FIT for Kids is a garden-based nutrition education program that uses a systems approach to create sustainable change in food and lifestyle choices, targeting SNAP-ed eligible clientele. Hands-on lessons directly address four major barriers to healthy food access.

**Target audience:** The target audience is youth ages 11 to 17 years old from under-served neighborhoods who take part in a summer learning program.

**Theory, Prior Research, Rationale:** The FIT for Kids program is based on a learning model proposed by Alfred Bandura, that self-efficacy experiences lead to sustainable change. The FIT model develops a supportive environment that allows participants to experience The Eight Discoveries of Self-Efficacy (8 identifiable experiences that contribute to lasting change) in many different contexts.

**Description:** The FIT model uses a unique systems approach that focuses on creating experiences of self-efficacy as participants gain knowledge and skills in growing and preparing healthy food within a supportive community setting. Participants become advocates for good nutrition and a healthy food system in their communities. The program is designed to encourage The Eight Discoveries of Self-Efficacy, which are measurable indicators of sustainable change.

**Evaluation:** The evaluation results (based on retrospective surveys) for the past 3 years will be presented, and examples of successful program implementation will be shown on a powerpoint presentation and video.

**Conclusions and Implications:** The implications of a systems approach based on empowering experiences within a supportive community for nutrition education will be discussed. The FIT model provides a strategy to address barriers that prevent access to healthy food through supporting sustainable personal and community change.

**Funding:** Supplemental Nutrition Assistance Program - Education.

## P26 Smiles for Families: Integrating Dental Messages into Nutrition Education

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**Objective:** To explore the integration of dental messages and tools into existing community classes delivered by family nutrition program (FNP) staff to limited resource adults.

**Target audience:** Community settings with primarily females with young children living at home.

**Theory, Prior Research, Rationale:** Nutrition educators are part of the social-ecological model, and help connect families with healthcare providers.

**Description:** A set of 6 experiential activities and handouts were integrated into FNP lessons focusing on 5 key

dental messages: talking to their family about caring for teeth, choosing foods that are healthy for their teeth, reducing sugar-added drinks, flossing and brushing teeth. Participants received small incentives to reinforce dental messages, such as 2-minute timers.

**Evaluation:** Changes in dental health practices in the home environment over 8 weeks. Post evaluation survey (n=328).

**Conclusions and Implications:** More than half of participants reported improved dental health habits in all 5 target dental health habits. FNP participants drank less sugar-added drinks (53%), chose a greater amount of foods that are healthy for teeth (63%), talked more to their families about caring for their teeth (57%), and brushed (55%) and flossed (51%) on a regular basis. Additionally, as a result of FNP, 33% of participants reported that they visited a dental professional and 19% took their child to a dental professional (52% not applicable). Researchers concluded that dental health messages are relevant to the needs and interests of most limited resource participants in FNP, and improved dental health habits for individuals and their families.

**Funding:** Benedum Foundation.

## P27 Starting Early: Primary Care-Based Obesity Prevention Beginning in Pregnancy

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**Objective:** Reduce early child obesity by improving parent feeding styles and practices with a primary-care based prevention program beginning in pregnancy.

**Target audience:** Low SES Latina pregnant women, mother-infant dyads.

**Theory, Prior Research, Rationale:** The high prevalence of obesity in young children, especially among low socioeconomic status (SES) and Latino groups, highlights the need for preventive interventions beginning early in life. Parent feeding styles and practices produce dietary patterns, present by age 2 years, that promote obesity. Women and children are seen frequently for primary care during pregnancy and the first years of life; representing an opportunity for intervention. Primary care interventions have improved parenting, child development and injury prevention; but have not been tried for early obesity prevention. Starting Early (SE) uses elements from other interventions to improve feeding styles and practices.

**Description:** Randomized controlled trial comparing SE to standard care. Enrollment of 500 pregnant women in third trimester from prenatal clinic in an urban hospital clinic; intervention through child age 3 years. Three main components of SE: 1) individual, group nutrition counseling coordinated with every primary care visit, 2) nutrition video developed by area WIC provider, 3) low

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literacy handouts adapted from multi-site early obesity prevention intervention.

**Evaluation:** Surveys: feeding styles, practices at baseline, 3, 10, 19, 24 and 36 months. Chart review: maternal, child weights, lengths/heights, lab assessments for diabetes, anemia. Analyze differences between intervention and control groups.

**Conclusions and Implications:** SE represents a unique opportunity to leverage the frequency of primary care visits to improve parent feeding styles and practices and prevent obesity at a critical early stage of life.

**Funding:** USDA.

### P28 Assessing the Effectiveness of Pre-School Nutrition Education: A Pilot Program

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**Objective:** Determine the effectiveness and feasibility of nutrition education in low-income preschool classrooms in West Virginia (WV).

**Target audience:** 170 preschool-age children.

**Theory, Prior Research, Rationale:** West Virginia's Family Nutrition Program (FNP) is built on the social-ecological model of behavior change. FNP applies constructs of the social cognitive theory. Children learn through individual education and develop self-efficacy of nutrition behaviors. Nutrition education in preschool can have life-long impacts, yet preschool remains an untapped opportunity for intervention, especially in low-income areas. Since WV children are more likely to live in poverty than other children (12% v. 10% nationally) and are more obese (38% v. 24% nationally), providing nutrition education and increasing healthful behaviors is crucial in this population.

**Description:** Paraprofessional nutrition educators delivered an age-appropriate curriculum in a seven-county area, in pre-schools with  $\geq 50\%$  of students qualifying for free/reduced meals. Instructors provided daily lessons including: books about food/nutrition, food tasting experiences, hands-on nutrition activities, and didactic material on food safety, food choices and physical activity.

**Evaluation:** Teacher questionnaires were used to assess the impact of the intervention. Qualitative evaluations assessed the instructors' perception of the feasibility of the project. Instructors indicated the project was feasible and provided valuable feedback on the delivery process. Select information from teacher feedback surveys included: 86% of children were more aware of good nutrition; 50% ate breakfast at school more often after the lessons; 75% were more willing to try new foods.

**Conclusions and Implications:** Preliminary results showed nutrition education during the preschool years can impact child's nutrition-related behaviors. Future plans include providing a parental/family education component to modify the home environment.

**Funding:** Supplemental Nutrition Assistance Program - Education.

### P29 Process for Creating a Culturally Appropriate American Indian Nutrition Education Workbook

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**Objective:** Identify ways to collaborate to develop culturally relevant nutrition materials for American Indian children.

**Target audience:** Schools in many high need communities in South Dakota teach the traditional Lakota language; however there are limited resources available in the language. Tatanka's Healthy Tales was created for American Indian children to learn basic Lakota language while practicing nutrition and physical activity concepts.

**Theory, Prior Research, Rationale:** Culturally relevant materials are effective because they use familiar context for lessons including language, experiences, and images. American Indian children do not see themselves in most nutrition education materials.

**Description:** Through a collaboration of partners, a popular workbook with nutrition activity pages for 2nd and 3rd graders was translated into Lakota. A CD with audio files was created for teachers who were not fluent Lakota speakers, and interactive whiteboard files were designed to help facilitate interactive lessons into elementary classrooms. The original character was replaced with a more culturally appropriate image for Plains American Indian children; Curly, a helpful and engaging buffalo.

**Evaluation:** Eighteen schools with 50% or more American Indian enrollment assisted in testing the knowledge and behavior change produced after children were exposed to a subset of lessons from the workbook. Surveys were modified from an Iowa Extension tool for 3rd graders and administered pre and post by program staff/teachers.

**Conclusions and Implications:** Data is being analyzed and results will be available in the spring of 2013. The expectation is that children will be more receptive to trying new foods and report more minutes of physical activity.

**Funding:** Supplemental Nutrition Assistance Program - Education.

### P30 Family-based Nutrition Intervention: A Collaborative Approach to Improve Lifestyle Choices in Latinos At-risk for Obesity

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**Objective:** This program provides a unique model for collaboration between EFNEP and pediatric providers to teach Latino families how to adopt a healthy life style through nutrition education.

**Target audience:** Limited-resource Latino children and their families referred to EFNEP by pediatric providers in safety-net clinics.

**Theory, Prior Research, Rationale:** Effective evidence-based strategies and programs are required to

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