

P27 (continued)

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

Amy Gannon, MS, RD, amy.gannon@mail.wvu.edu, West Virginia University Extension Service, 4700 MacCorkle Avenue, SE, Charleston, WV 25304; R. J. Olson, MA; L. Cottrell, PhD, West Virginia University School of Medicine

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

Karlys Wells, MEd, karlys.wells@sdstate.edu, South Dakota State University, SWG 212, Box 2275A, Brookings, SD 57007; S. Stluka, MS, RD, LDN; P. Price

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

Marlene Orantes, morantes@umd.edu, University of Maryland College Park, 18410 Muncaster Road, Derwood, MD 20955; L. Ashburn, MPH; M. Mehta, PhD; K. Sankavaram, PhD

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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