

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

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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

Continued on page S12

P30 (continued)

address public health issues such as childhood obesity. This intervention program therefore focused on self-efficacy, a component of Bandura's social cognitive theory where uninsured Latino families were provided an opportunity to increase self-efficacy in making healthy nutrition choices through observational learning.

Description: Maryland Expanded Food and Nutrition Education Program/EFNEP collaborated with clinics using a family-centered approach to provide healthy life style education to Latino children and their families. Clinics identified and referred at-risk children to EFNEP. The intervention consisted of twelve hours of interactive education including nutrition education, cooking, grocery store visits and physical activity.

Evaluation: Evaluation was based on pre/post-behavior surveys, physical activity, food resource management, and 24-hour diet recall completed by parents. Qualitative assessments included participation rates, retention and feedback from families. Pediatricians recorded children's body mass index at 1 and 3 months post intervention.

Conclusions and Implications: Data shows that the program is successful with improvement in physical activity, fruit and vegetable consumption and Healthy Eating Index. Feedback from families indicates satisfaction with the program. Coordination between health care providers and community-based nutrition educators offers a culturally-competent model to address obesity and has the potential for facilitating lasting behavior change and better health outcomes for high-risk children which can be replicated in many communities.

Funding: NIFA.

P31 Everyday Eating: What Drives Consumer's Food Decisions?

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Objective: A web-based interactive tool for use by nutrition educators that illustrates the numerous factors that influence consumer food purchasing decisions, including nutrition, cost, convenience, taste, food safety, shelf-life, and food waste.

Target audience: Nutrition Educators.

Theory, Prior Research, Rationale: Following the release of the 2010 Dietary Guidelines for Americans (DGA) government officials and the public health community desired measurable improvements in the dietary patterns of Americans.

Description: A new web-based application tool for use by nutrition educators was developed that evaluates trade-offs between product attributes for food selection decision making. Foods with a home recipe version in the USDA Food and Nutrition Database for Dietary Studies (FNDDS) or the USDA National Nutrient Database for Standard Reference (SR) were selected to represent a range of commonly consumed entrees, side dishes, fruits, vegetables, baked products, desserts, and beverages. Over 108 unique foods with home recipe and

one or more processed forms are available for comparison. The web-based tool allows nutrition educators to compare individual foods or a daily diet constructed from foods in this database. Opportunities and application for nutrition educators emerging from the web-based tool will be presented on the poster. Menu modeling of one day diets using examples of select food pairings will be presented including the analysis of the Healthy Eating Index (HEI) scoring.

Evaluation: This project presents data that looks at all factors involved in meal preparation.

Conclusions and Implications: The web-based application tool will provide quantifiable research to advance public health through the identification of multiple pathways for optimizing food patterns in alignment with current dietary guidance.

Funding: None.

P32 Commitment to a Worksite Wellness Program and Weight Loss Success

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Objective: The 2nd annual Maintain Don't Gain program was implemented in Fall 2012 at the University of Connecticut (UConn). The program goal was to maintain weight status during the holiday season.

Target audience: Worksite employees.

Theory, Prior Research, Rationale: Utilizing Social Learning Theory, health promotion initiatives offered at the worksite can provide employees valuable education, resources, and can motivate improved lifestyle habits and weight loss.

Description: The program utilized collaborative efforts from multiple departments on campus. Recruitment took place via fliers, health fairs, and Human Resources. Eighteen participants were recruited; 10 consented to participate. Eight (7 female and 1 male) completed the program. Weekly weights were recorded by staff, and pedometer steps were self-recorded by participants. UConn dietetics students in the Coordinated Undergraduate Program presented nutrition lessons including healthy snacks and recipes, to reinforce each topic of the day. The dietetics interns served as wellness coaches. Participants were encouraged to communicate with their coach as desired during the program. Interactions were documented.

Evaluation: By assessing repeated attendance at 11 education sessions, participants' use of distributed pedometers, and application of individualized coaching.

Conclusions and Implications: Email communication was the preferred method of coach-participant interaction. Six of the participants were successful at losing weight, while 2 gained weight. Those who attended the greatest number of wellness sessions realized weight loss. Despite inconsistencies in self-recording daily steps, there did appear to be a tendency for the activity and weight loss. In conclusion, observed trends demonstrate that pedometer tracking and participant commitment to class attendance—which include weekly reinforcement of motivating messages—influence weight loss success.

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