

P40 (continued)

Theory, Prior Research, Rationale: Lack of resource management skills is associated with greater food insecurity in low-income populations. The University of California CalFresh Nutrition Education Program implemented the 4-lesson PSSC program in 2011-12 to improve food resource management while making healthful choices in Supplemental Nutrition Assistance Program Education (SNAP-Ed) adults.

Description: At enrollment (pre) and 1 month later (post), PSSC participants completed a 6-item food behavior survey, indicating the frequency (0=never to 4=always) of planning meals, using a list, comparing prices, reading labels, thinking about healthy choices, and eating varied meals. They also completed one item related to food insecurity (running out of food, 0=never to 4=always).

Evaluation: The percent of participants reporting improvements in food behaviors ranged from 54% in reading labels to 35% in comparing prices. Before PSSC, food behaviors and food security did not differ among SNAP recipients (n=866) and SNAP-eligible nonrecipients (nonSNAP, n=506). Greater pre-post change in mean (SD) food behavior scores was observed in nonSNAP compared to SNAP participants [+4.5(3.8) vs. +3.9(3.7), $p < 0.02$ Wilcoxon test]. However, pre-post change in the six food behaviors was correlated with greater food security only in SNAP participants (Pearson's correlation coefficient $r=0.17$, $p < 0.0001$).

Conclusions and Implications: Statewide evaluation can be useful in refining messages for different audiences in the SNAP-Ed program.

Funding: Supplemental Nutrition Assistance Program – Education, University of California CalFresh.

P41 Prioritizing Food Group Messages: Topics with Most Potential for Improved Consumer Behavior

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Objective: To identify educational messages that may have the most potential for improved consumer behavior, based on current consumption practices in relation to dietary recommendations.

Target audience: Nutrition educators and their clientele.

Theory, Prior Research, Rationale: This analysis builds on prior studies that identified food group intakes in comparison to recommendations and intakes of nutrient-dense versus typically consumed foods.

Description: The 2010 Dietary Guidelines encourages increasing consumption of underconsumed food groups and choosing foods in nutrient-dense forms. These recommendations can lead to numerous educational messages for consumers, which may be overwhelming. For each food group, this analysis compared intakes to recommendations

and nutrient-dense to typical food choices, to determine where consumer choices differ most from the ideal and which messages provide the most opportunity for improving behavior.

Evaluation: For fruits, dark green vegetables, beans and peas, whole grains, and seafood, the difference between intake and recommendations is greater than the difference between nutrient-dense and typical choices. Therefore, priority messages should focus on how to increase intake. For starchy vegetables, meat, and poultry, priority messages should focus on how to select these foods in more nutrient-dense forms. For dairy products and red and orange vegetables, both increased intake and making nutrient-dense choices are important messages.

Conclusions and Implications: Prioritizing messages on which to focus may help consumers feel less overwhelmed with all of the nutrition messages they hear. This analysis provided an objective method for selecting a message for each food group that may have the most likelihood of making a difference, by allowing consumers to focus on fewer behaviors for improvement.

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P42 Nudging Students towards Healthful Choices through Education Enhanced by Environmental Cues

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Objective: To influence student fruit and vegetable choices through 4th and 5th grade classroom nutrition education integrated with cafeteria nudge marketing and choice architecture.

Target audience: 4th and 5th grade students, teachers, cafeteria staff.

Theory, Prior Research, Rationale: Social marketing and learning; behavioral economics.

Description: Over the 2011-2012 school year, 34 Maryland schools in 6 school systems participated in Project Re-Fresh, an integrated classroom education and cafeteria improvement program to increase student fruit and vegetable choices. School foodservice staff collaborated with University of Maryland Extension educators to create and implement comprehensive, relatively low cost changes in school cafeterias. Cafeteria nudges, the environmental cues or structuring to influence behavior, were unique to individual schools and districts, yet easily replicable, and coordinated with monthly 4th and 5th grade ReFresh curricular lessons when feasible. Some schools served as controls, others as either a cafeteria only or cafeteria and classroom intervention.

Evaluation: Analysis of cafeteria production records indicates that offering students more variety of fruits and

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