NP11 (continued)

Description: Mi Niño was developed to capture “parent-centered” and “child-centered” food-related behaviors with items based on the previous English language My Child at Mealtimes tool, and tailored through cognitive interviews for low-income Spanish audiences. Factor analysis will be conducted and reliability of the resulting scales tested. Mealtimes observations will be used to assess the accuracy of item responses to observed mealtimes behaviors.

Evaluation: Mi Niño was completed by 205 Hispanic parents from WIC or Head Start. Exploratory factor analysis of the responses will be conducted to examine whether the responses correspond to the “parent-centered” and “child-centered” subscales of MCMT. A subsample (n = 60) completed mealtimes videotaping in their homes. All videotapes were coded by two independent coders for parent food-related behaviors using Noldus v.10 for the following behaviors: physical manipulation, feeding child, verbal demands to eat, bargaining; eating statements, eating inquiries, requests to eat, preference statements about food, and general food statements. Inter-rater reliability was established between coders through double-coding of 40% of coded videotapes (Cohens kappa > .70). All discrepancies (coded outside of a five-second window of each other or application of different codes) between the two coders on the shared videotapes were resolved through discussion and consensus. The total number of occurrences of each code was exported to SPSS v.22 and then adjusted for the length of the meal, resulting in a rate per minute (RPM) for each behavior. Pearsons correlations will examine whether rate of the observed behaviors corresponds to the behavior rating on the Mi Niño scale.

Conclusion and Implications: Parent food-related behaviors are related to the development of obesogenic behaviors in children. Validation of a Spanish language self-assessment tool to capture these behaviors would be a valuable tool to help programs effectively target them for obesity prevention.

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NP12 Guided Goal Setting Behaviors of Spanish and English-Speaking EFNEP Participants in a Medical Clinic Setting

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Objective: To address pediatric obesity risk reduction, EFNEP was embedded within medical clinics where pediatricians referred parents to the intervention. The traditional EFNEP intervention was augmented with guided goal setting (GGS), Healthy Kids (HK) obesity risk assessments, motivational modeling, and parenting topics. This investigation focused on assessing goal-setting behaviors of EFNEP participants attending the medical clinic intervention.

Description: Pediatricians referred 686 parents (30% Spanish speaking) to the EFNEP intervention. More than one-third (n = 264) of parents referred expressed interest in attending with 195 verbally agreeing to enroll in the intervention anchored with GGS. GGS gives goal choices from a collection of practitioner developed major and minor goals so parents can make their own goal decisions. Parents completed the HK assessment tools during session one, they were guided to select nutrition and parenting minor goals at session two, but at subsequent sessions, were given the options to continue with the same goal, select a new guided goal, modify the existing goal, or create a new goal. Goal selections, effort, and attainment were tracked weekly.

Evaluation: Twenty intervention series with parents or caregivers (n = 105, 50% Spanish speaking) were conducted at five medical clinics with 78% of parents completing four or more sessions. All parents engaged in GGS with most making nutrition and parenting goal effort and achievement (Spanish 96%, 74%; English 92%, 69%, respectively). Parents selected fruit and vegetable goal topics frequently and rarely chose contingency management topics. Most parents selected a new goal each session with Spanish speaking parents more likely to select a guided option (72% vs 61%).

Conclusion and Implications: Parents referred by their child’s pediatrician attended the EFNEP intervention and engaged in the GGS activities. Parents reported a high level of goal commitment with Spanish speaking parents attending more classes and reporting higher levels of goal effort compared to English speaking parents. GGS was shown to be a suitable behavioral strategy for Spanish and English speaking parents attending EFNEP within a medical clinic setting.

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NP13 Designing Retrospective Evaluation Tools with Low-Literacy Adults: Development Process

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Objective: Collecting ‘before’ and ‘after’ ratings at the time of post-testing for program evaluation, reduces the likelihood of response-shift bias with a resulting increase...
in reliability. This method may be promising for program evaluation, especially where overestimation of initial behaviors are likely with a resulting improvement in intervention outcomes. Applying qualitative methods, the objective is to determine client preferences for retrospective approach and format, and implement those results in two tools of varying length.

**Description:** The Nutrition Education Evaluation Model (NEEM) was used to guide selection of approach and development of format for a non-traditional retrospective evaluation. Cognitive interviews were conducted at a food bank in 2006 and at Head Start and EFNEP sites, 2011-2018. Participants were low-income, English or bilingual Spanish speaking and available for an immediate interview. Several strategies were employed: concurrent and retrospective think alouds, paraphrasing probes, response format options and restating text. EFNEP educators offered opinions in unstructured discussions.

**Evaluation:** Study participants and EFNEP educators recommended one of four approaches: the Post then Pre. They preferred the format featuring each question on row along with two sets of response options flanking the centered question, use of a visual to portray each question, use of color to guide tool instructions, and presence of icons to support ‘before/then’ and ‘after/now’ concepts.

**Conclusion and Implications:** Two examples of the visual retrospective method were produced: Focus of Sweet Drinks...Now and Then for an English speaking low-income audience and Focus on Veggies...Now and Then for a Spanish speaking low-income audience. This qualitative method and the study results can be utilized by other researchers and practitioners.

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**NP14 Use of Online Videos with Feeding Content to Enhance an EFNEP Program in Preventing Childhood Obesity**

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**Objective:** Parental behaviors that impede children from paying attention to their own cues of fullness can promote obesity in children. Family focused prevention programs are valuable because these programs have the ability to promote better parenting behaviors that lead to the development of better child eating patterns. Recently interest in delivering such programs online has increased. However, numerous challenges arise in applying such programs to low-income, minority participants. Parenting content was developed to add to an established nutrition education program for low-income families. Eating Smart • Being Active is a nutrition education program used across the US by the Expanded Food and Nutrition Education Program (EFNEP). Our objective will be to describe the process used to develop videos, games, activities, and infographics as part of parenting content delivered online to low-income parents of children (ages 2 to 8 years).

**Description:** The process of developing program materials was guided by self-determination theory. Parenting strategies were embedded in the final materials including: tips for grocery shopping with children; feeding practices encouraging acceptance of new foods; determining child portions; ways to support internal child cues of fullness; instituting mealtime routines; awareness of cues to eat in the outside environment; and identifying parent and child feeding roles. Online videos, games, activities, and infographics were formatted to be viewed through smartphones (English and Spanish).

**Evaluation:** Challenges came to light during piloting of the online program. We addressed these challenges by: developing a user-friendly interface; providing clear instructions and processes for low-income parents to access online materials; ensuring effective communication between participants, in-class educators, and online facilitators; and tracking participant involvement and engagement.

**Conclusion and Implications:** Specific ways we addressed the multiple challenges in developing and implementing the online program will be described. Preliminary data from our randomized control trial conducted in six EFNEP regions across Colorado and Washington with 550 low-income parents will be presented.

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**NP15 Social Cohesion Interaction with Text Message Intervention Effect on Fast Food Frequency**

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**Objective:** Social cohesion among peers profoundly influences decision making during adolescence. Despite this, the current research is very limited concerning the association of social cohesion and intimacy among rural adolescent peers with dietary intake and weight outcomes. The purpose of this study is to investigate how social cohesion and intimacy among rural adolescents in Kentucky and North Carolina affects the outcomes of a text message intervention aimed at improving fruit, vegetable, fast food and sugar sweetened beverage intake.

**Description:** Eight schools participated (n = 4 were randomized as intervention schools and n = 4 were randomized as control schools). Adolescents were recruited to participate in the eight-week text messaging intervention (n = 277 intervention students and n = 134 delayed control students). Baseline and post-intervention surveys

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