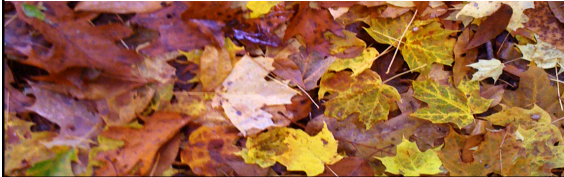


FNS core nutrition education messages align with needs assessment of parents of preschoolers in PA SNAP-Ed



Barbara Lohse, PhD, RD ¹
 Teresa Yoder, RD ¹
 Alison Ventura, PhD ²
 Sharon R Smith, RD ¹
 Judy Gromis, MS RD ¹
 Angela Tzilkowski BS ¹

¹ The Pennsylvania State University; ² Monell Chemical Senses Center, Philadelphia, PA

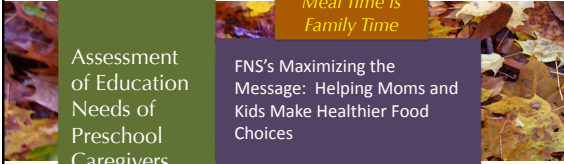



Digital Photo Receiver Program:
Meal Time is Family Time

Assessment of Education Needs of Preschool Caregivers

FNS's Maximizing the Message: Helping Moms and Kids Make Healthier Food Choices


CORE MESSAGES

- ◆ Describe feeding practices and styles of low-income parents of preschool-age children
- ◆ 30 – 60 minutes semi-structured interviews with 32 parents of 2 to 6 yr olds in low-income neighborhoods of Philadelphia, PA
- ◆ Administered Feeding Demands Questionnaire and Caregiver Feeding Styles Questionnaire

Describe feeding practices and styles of low-income parents of preschool-age children

- ◆ Inclusion criteria
 - ◆ biological parent or grandparent
 - ◆ ≥ 18 yrs and resident in low-income neighborhood or receiving services
 - ◆ no dietary-related illness in child
- ◆ Participants
 - ◆ 53% were parents of girls
 - ◆ mean child age 4.5 ± 1.1 yr
 - ◆ 53% (n=17) black;
 - ◆ 28% (n=9) East Asian;
 - ◆ 9% (n=3) Hispanic;
 - ◆ 9% (n=3) non-Hispanic white
 - ◆ mostly mothers; 5 fathers, 2 grandmothers



Semi-structured Interviews

Interviews lasted 30 to 60 minutes
 All interviews conducted by Dr. Ventura
 Script was followed; interview specific prompts
 Interpreter for non-English speakers (n=6); interpreter translated questionnaires

- ◆ parents described typical meal for preschooler
- ◆ recalled their own behavior and child's behavior during general meal setting and during specific feeding situations:
 - ◆ reluctant to eat familiar foods
 - ◆ presented with novel foods
 - ◆ discouraged from eating desired foods
- ◆ how they decide "what to feed" and "how much to feed"

Feeding Demands Questionnaire (FEEDS)¹

- Assesses parent beliefs about feeding interaction and child compliance with parent beliefs during meals.
- Validated with Hispanic, non-Hispanic parents of children 3 – 7 yr.
- Total Score and 3 subscales:
 - Anger/Frustration
 - Food Amount Demandingness
 - Food Type Demandingness

Caregiver Feeding Styles Questionnaire (CFSQ)²

- Identifies parent feeding styles; denotes parent **demandingness** (d) and **responsiveness** (r) during feeding.
 - Authoritative (↑ d, ↑ r)
 - Authoritarian (↑ d, ↓ r)
 - Indulgent (↓ d, ↑ r)
 - Uninvolved, (↓ d, ↓ r)
- Validated with low-income black and Hispanic parents of 2 – 5 yr olds

1 Faith, Storey, Kral, Pietrobelli. *J Am Diet Assoc.* 2008;108:624-630
2 Hughes, Power, Fisher, Mueller, Nicklas. *Appetite*;2005;44:83-92.

Findings

Racial/ethnic differences in child feeding practices and styles

- Blacks placed more demands on child for amounts and types of food; broad array of feeding practices to influence intake
- East Asians had few demands; children decided how much, when, and what they ate (energy dense foods and fast food)
- Child Feeding Styles: 3 Authoritative; 11 Authoritarian; 13 Indulgent; 5 Not Involved.
- Searched for patterns in interview responses, FEEDS, CFSQ, demographics. Only pattern noted was with East Asians and Indulgent feeding style responses.
- FEEDS: mean 34.5 ± 5.7 (possible range 8 – 56).
 - Amount Demandingness significant difference (H=5.9, P=.05) between Blacks (mean 20.0) and East Asians (mean 10.9)
 - Type Demandingness significant difference (H=8.4, P=.01) between Blacks (mean 20.7) and East Asians (mean 9.9).

Ventura, Gromis, Lohse. Feeding Practices and styles used by a diverse sample of low-income parents of preschool-age children. *J Nut Educ Behav.* 2010; In Press

USDA United States Department of Agriculture
Food and Nutrition Service

Workgroup of experts in nutrition education, communication and FNS programs

30 focus groups with low-income mothers and children; tested in 9 locations across the country

Accurate, easy to read and emotionally based

Low-income mothers of elementary school age children (6 – 10 years)

8 – 10 year old children

Low-income mothers of pre-school age children (2 – 5 Years)

• Accurate, easy-to-read and emotionally based.
We also want to hear from you about ways you have used the messages. Forward this information including related materials to: comnews@fns.usda.gov.

For Mothers Of Preschoolers

Role Modeling Messages

They learn from watching you. Eat fruits and veggies and your kids will too.

They take their lead from you. Eat fruits and veggies and your kids will too.

Cooking and Eating Together Messages

Cook together. Eat together. Talk together. Make mealtime a family time.

Make meals and memories together. It's a lesson they'll use for life.

For Mothers Of Preschoolers

Division of Responsibility Messages

Let them learn by serving themselves. Let your kids serve themselves at dinner. Teach them to take small amounts at first. Tell them they can get more if they're still hungry.

Sometimes new foods take time. Kids don't always take to new foods right away. Offer new fruits and veggies many times. Give them a taste at first and be patient with them.

Patience works better than pressure. Offer your children new foods. Then, let them choose how much to eat. Kids are more likely to enjoy a food when eating it is their own choice. It also helps them learn to be independent.

Assessment of Education Needs of Preschool Caregivers

FNS's Maximizing the Message: Helping Moms and Kids Make Healthier Food Choices

Core Messages Address Preschool Needs Assessment Findings

CORE MESSAGES

| FNS Core Messages Address Preschool Needs Assessment Findings | |
|--|--|
| FNS Core Messages | Needs Assessment Findings |
| <p>Role Modeling Messages:</p> <ul style="list-style-type: none"> They learn from watching you. Eat fruits and veggies and your kids will too. They take their lead from you. Eat fruits and veggies and your kids will too. | <p>Less than one third of caregivers reported the use of modeling to promote their child's consumption of a food, especially consumption of new foods.</p> |

Parents' Child-feeding Practices: Modeling

N = 32 preschool caregivers

| Theme | Subtheme | n | n by Race/ethnicity |
|----------|---|----|---------------------------|
| Modeling | Demonstrates consumption and acceptance | 10 | East Asian ^a 2 |
| | | | Black ^b 6 |
| | | | Other ^c 2 |

^an = 9; ^bn = 17; ^cIncludes Hispanic, white (n = 3) and non-Hispanic, white (n = 3) races/ethnicities

| Race/ethnicity | Caregivers who reported modeling | Total number of caregivers | % of caregivers by race/ethnicity who practice modeling |
|----------------|----------------------------------|----------------------------|---|
| East Asian | 2 | 9 | 22% |
| Black | 6 | 17 | 35% |
| Other | 2 | 6 | 33% |

| FNS Core Messages Address TRACKS Preschool Needs Assessment Findings | |
|---|---|
| FNS Core Messages | Needs Assessment Findings |
| <p>Division of Feeding Responsibility Messages:</p> <ul style="list-style-type: none"> Let them learn by serving themselves. Let your kids serve themselves dinner. Teach them to take small amounts first. Tell them they can get more if they're still hungry. | <p>Approximately 47% of caregivers served portions to their child that they perceived to be appropriate; 25% of parents reported that meals were based on what or how much they wanted to eat and the same food/portion was given to their child.</p> |

Parents' Child-feeding Decision-making Processes

N = 32 preschool caregivers

| Theme | Subtheme | n | n by Race/ethnicity |
|--|---|----|---|
| Food type/amount decisions are based on parent perceptions or preferences | Limits child's intake when s/he perceives child is eating too much | 3 | East Asian ^a 1 Black ^b 1 Other ^c 1 |
| | Provides a variety of food that s/he perceives to be healthful | 10 | East Asian 2 Black 5 Other 3 |
| | Serves the portions that s/he perceives to be appropriate | 15 | East Asian 2 Black 8 Other 5 |
| | Decides what and how much s/he wants to eat and the same food/portion is given to the child | 8 | East Asian 0 Black 7 Other 1 |

^an = 9; ^bn = 17; ^cIncludes Hispanic, white (n = 3) and non-Hispanic, white (n = 3) races/ethnicities

| FNS Core Messages Address TRACKS Preschool Needs Assessment Findings | |
|--|---|
| FNS Core Messages | Needs Assessment Findings |
| <p>Division of Feeding Responsibility Messages:</p> <ul style="list-style-type: none"> Sometimes new foods take time. Kids don't always take to new foods right away. Offer new fruits and veggies many times. Give them a taste at first and be patient with them. | <p>Over one third of caregivers reported giving only favorite or familiar foods to their children; 25% of parents reported they did not present or encourage novel foods with their children.</p> |

Parents' Child-feeding Decision-making Processes

N = 32 preschool caregivers

| Theme | Subtheme | n | n by Race/ethnicity |
|---|---|----|---|
| Food type/amount decisions are based on child actions or preferences | Listens to child when s/he says s/he is hungry or full | 10 | East Asian ^a 6 Black ^b 4 Other ^c 0 |
| | Listens to child expression of what/how much s/he wants to eat | 15 | East Asian 6 Black 8 Other 1 |
| | Only gives child his/her favorite food items or food items s/he will accept | 12 | East Asian 3 Black 8 Other 1 |
| | Determines child's portion based on what s/he ate previously | 8 | East Asian 3 Black 4 Other 1 |

^an = 9; ^bn = 17; ^cIncludes Hispanic, white (n = 3) and non-Hispanic, white (n = 3) races/ethnicities

| FNS Core Messages Address TRACKS Preschool Needs Assessment Findings | |
|---|--|
| FNS Core Messages | Needs Assessment Findings |
| <p>Division of Feeding Responsibility Messages:</p> <ul style="list-style-type: none"> Patience works better than pressure. Offer your children new foods. Then, let them choose how much to eat. Kids are more likely to enjoy a food when eating it is their own choice. It also helps them learn to be independent. | <p>Several caregivers reported verbally pressuring their children to eat when their child refused a familiar or new food. Others used bargaining tactics or rewards to pressure their children into eating; 28% reported punishing their child for not eating.</p> |

Pressure/Encouragement reported by Caregivers
N = 32 preschool caregivers

| Child Feeding Practices | n | n by Race/ethnicity | |
|--------------------------------------|----|-------------------------|---|
| Pressure/Encouragement to eat | | | |
| Uses verbal force | 7 | East Asian ^a | 2 |
| | | Black ^b | 3 |
| | | Other ^c | 2 |
| Reasons or bargains with the child | 16 | East Asian | 3 |
| | | Black | 8 |
| | | Other | 5 |
| Offers rewards for eating | 6 | East Asian | 1 |
| | | Black | 3 |
| | | Other | 2 |
| Uses food as a reward | 2 | East Asian | 1 |
| | | Black | 0 |
| | | Other | 1 |
| Imposes punishment for not eating | 9 | East Asian | 0 |
| | | Black | 6 |
| | | Other | 3 |

^an = 9; ^bn = 17; ^cIncludes Hispanic, white (n = 3) and non-Hispanic, white (n = 3) races/ethnicities

| FNS Core Messages Address TRACKS Preschool Needs Assessment Findings | |
|---|--|
| FNS Core Messages | Needs Assessment Findings |
| <p>Cooking and Eating Together:</p> <ul style="list-style-type: none"> Cook together. Eat together. Talk together. Make mealtime a family time. Make meals and memories together. It's a lesson they'll use for life. | <p>These core messages were not specifically addressed in the study. However, some comments were relevant. Punishment related to the meal table was a strategy to pressure and encourage eating for several Black parents and 1 non-Hispanic parent; (sending child from table or making child stay at the table until food item is eaten)</p> |

Application of FNS Core Messages for
Moms of Preschoolers in PA SNAP-Ed

- ◆ Discuss messages during direct education classes, food tastings, and one-on-one sessions
- ◆ Incorporate messages into indirect education strategies, such as bulletin boards, newsletters, flyers, websites, etc.
- ◆ Incorporate messages into a Digital Photo Receiver (DPR) program for caregivers of preschoolers.



Family meals are times



- to *try* new foods
- to *share* and *learn*
- to *show* you care

Regular meals and snacks



let your kids know when food will be served, and they will come hungry and ready to eat



Make sure your child has breakfast, lunch and dinner



Do your best to offer a variety of foods at each meal

Parents nourish

Plan and offer snacks between meals



A few types of food make a tasty filling snack

Children learn from watching you



Eat fruits and veggies and they will too

- Eat breakfast and they will too

How do I get my kids to try new foods?



Offer, but don't force even one bite!

Children need time to like the flavor and texture of new foods



It may take 20 times to like a new food!

“My kids don’t want to eat what I serve.”



Learning to like new foods takes time

Patience works better than pressure



Offer your children new foods; then let them choose how much to eat

Don't force, bribe or reward!

Offer foods you like and your kids will learn to enjoy them



Try new foods together!

Serve new foods with old favorites



Let children learn by serving themselves



Teach them to take small amounts first, and more if they are still hungry

Children know when they are hungry or full



They know when they have had enough!


Trust your child's appetite



Some days kids eat more, some days kids eat less.

PENNSYLVANIA NUTRITION EDUCATION TRACKS

On track with healthy eating for low income audiences



Funded by DPW & PA Nutrition Education TRACKS, part of USDA's Supplemental Nutrition Assistance Program (SNAP)

To find out how SNAP can help you buy healthy foods, contact DPW's toll-free Helpline at 800-692-7462.

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Future Plans


TRAILS



For Tots

TRAILS
Tracks Ready to Adopt and Implement Learning Structures

TRAILS For Tots—an intervention for preschoolers and their caregivers.



Funded by the PA Department of Public Welfare (DPW) through The Pennsylvania State University, College of Health and Human Development to Pennsylvania Nutrition Education TRACKS as part of USDA's Supplemental Nutrition Assistance Program (SNAP).