



Title: *Helping Federal Programs Combat Childhood Obesity with New Valid Evaluation Tools & Education Materials*

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Presenters



Marilyn Townsend



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Our team

Dennis Styne, Lindsay Allen, Cathi Lamp, Connie Schneider, Margaret Johns, Christine Davidson, Larissa Leavens, Leslie Woodhouse, Sedarah Shahab-Ferdows

Our partners

Seta Head Start; WIC Sacramento; EFNEP

A decorative graphic at the top of the slide features a stylized sun with orange rays and a semi-circle, set against a light blue background. Below the sun is a horizontal band of light green, which serves as the background for the text.

Learning Objectives for Today

- Discuss the purpose and audience of each evaluation tool presented.
- Describe two ways the evaluation tools were tailored for low-literate, low-income audiences.
- Identify three methods used to validate the evaluation tools.
- Describe how the evaluation tools can be tailored to different cultural groups.
- List two intervention strategies developed that will work with federal program participants.

Goals for this Healthy Kids Research

Develop and validate tools

- obesity risk
- low respondent burden
- low-income, limited literacy clients
- readability at grade 2-3rd
- for WIC, EFNEP, SNAP-Ed, Head Start



A decorative header featuring a stylized orange sun with rays rising over a light blue horizon, set against a light green background.

Poll question #1

- Where is your place of employment?

A decorative graphic at the top of the slide showing a stylized orange sun with rays rising over a light blue horizon, set against a light green background.

Poll question #2

What kind of program do you deliver?

- EFNEP
- SNAP-Ed
- WIC
- Head Start
- Other

Literature review identified 12 determinants & 23 behaviors related to pediatric obesity

Determinants of child obesity

Diet, lifestyle, and parenting determinants of child overweight by category, hypothesized effect and status of evidence.

Reference: MS Townsend, T Young, L Ritchie, L Ontai-Grzebeck, S Lipscomb-Tierney. Developing a risk assessment tool for the prevention of obesity in young children: What do we measure? (submitted).

Category	Determinant	Reference for Review	Hypothesized Effect	Status of Evidence	Searched for Related Behaviors
Diet	Dietary fat	a	Direct	✓✓✓	+
	Protein	a	Uncertain	✓✓	
	Dietary fiber	a	Inverse	✓✓✓	+
	Fruit/vegetables	a	Inverse	✓✓✓	+
	Fruit juice	a	Direct	✓	
	Calcium/dairy	a	Inverse	✓✓✓	+
	Sweetened beverages	a	Direct	✓✓✓	+
	Reduced fat food products	a	Uncertain	✓	
	Restaurant prepared foods	a	Direct	✓✓✓	+
	Breakfast	a	Direct	✓✓✓	+
	Energy density	a, c	Direct	✓ ¹	+
	Portion size	a, c	Direct	✓	
	Variety of foods	a, c	Direct	✓	
	Eating frequency	a	Uncertain	✓	
Snacking	a	Direct	✓		
Food insecurity	a	Direct	✓		
Lifestyle	Physical activity	b	Inverse	✓✓✓	+
	Sleep duration	c	Inverse	✓✓✓	+
	Television viewing	b	Direct	✓✓✓	+
	Sports participation	b	Inverse	✓✓	
	Video game playing	b	Direct	✓✓	
	Psychological stress	c	Direct	✓	
Parenting	Parenting styles	c	n/a ²	✓	+
	Concern about child's weight	a	Direct	✓	
	Dietary restraint/inhibition	a	Direct	✓	
	Encouragement/pressure to eat	a	Direct	✓	
	Family functioning	a	n/a ²	✓	
	Parental control of feeding	a	Direct	✓	
	Restricting highly palatable foods	a	Direct	✓	
Using food as a reward	a	Direct	✓		

¹ Included as a determinant of interest on the basis of expert opinion rather than the conclusiveness of the evidence as a determinant of adiposity.

² No hypothesized effect is included in the table because the effect is not expected to be linear.

References:

a, Woodward-Lopez G, Ritchie LD, Genslein D, Crawford PB. Obesity: Developmental and Dietary Influences. Boca Raton, FL: CRC Press; 2006.

b, Iversen MA, Wik G, Schaberg G, Ritchie LD, Genslein D, Krathwohl S, Crawford PB, Felsenstein KZ, Ferrett S, Myren E. Rating the strength of physical activity and sedentary behavior factors in relation to adiposity in youth: an evidence analysis. J Am Diet Assoc 2006 (in press).

c. Review for 2003 - 2006 provided by this paper.

✓✓✓ indicates persuasive evidence (secular trend data, mechanistic studies, observational studies, prevention trials); ✓✓, suggestive evidence with more research recommended; ✓, limited or equivocal evidence with more research being essential.

For details:
Ontai L, Ritchie L, Williams ST, Young T, Townsend MS. Guiding family-based obesity prevention efforts in low-income children in the United States: Part 1- What determinants do we target? *Intl J Child Adolescent Health*. 2009; Vol 2 (1): 19-30.

Literature review identified 12 determinants & 23 behaviors related to pediatric obesity

BEHAVIOR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Direction of relationship with obesity	
	Model behavior	Eat fruit	Eat fast food +/or fried food	Eat at restaurants	Eat cereal RTE	Eat nutrient dense/low fat diet	Eat breakfast	Eat energy dense/high fat diet	Picky eater	Availability at home	Prepare food	Plan meals	Family meals	Drink milk	Drink sodas, sugar	Skip breakfast	Snacking	Limited PA at home	Time outdoors	TV in bedroom	TV monitored by adult	Eat in front of TV	Eat beans or legumes		
DIET																									
Fat	x ^c	x	x	x	x	X	x	X			x					x									+
Dietary fiber	x ^b	x			x	x	x	x	x	X						x	X						X		•
Fruit/vegetable	x ^a	x				X		X		x	x	x	x												•
Dairy (calcium)	x		x	x	x		x			x			x	x	x	x									•
Sweetened Beverage		x	x		x			x						x	x		x								+
Restaurant prepared foods		x	x	x	x			x				x	x	X	X										+
Breakfast					x	X																			•
Energy density	X		X	X		X	x	x								x	x						X		+
LIFESTYLE																									
Physical activity	x																	x	X			X			•
Television *	x																			x	x	x			+
PARENTING																									
Parenting style																									

For details: Townsend MS, Young T, Ontai L, Ritchie L, Williams ST. Guiding family-based obesity prevention efforts in low-income children in the United States: Part 2 –What behaviors do we measure? *Intl J Child Adoles Health*. 2009; Vol 2 (1): 31-48.

Tailored to Needs of Low-literate Clients

- Cognitive testing interviews (n=77)
- Initial: How often do you buy vegetables for your child?
9 words, 13 syllables, interrogative format.
- Final: 'I buy vegetables' with 2-part visual



I buy vegetables.

rarely sometimes often very often always

3 words, 6 syllables, declarative format.

Tailored to Needs of Low-literate Clients

- Readability index...Grade 2
- Respondent burden.... 10-12 min, limited literacy 25 min.
- Captured 23 behaviors and parenting style
- Content & face validity established.
- For details: Townsend MS, Shilts MK, Sylva K, Davidson C, Leavens, Sitnick S, Ontai L. (2014) Obesity Risk for Young Children: Development and initial validation of an assessment tool participants of USDA programs. *Forum Family Consum Issues*. 19(3).

The image displays two overlapping assessment forms from the University of California Cooperative Extension. The top form, titled "Healthy Kids", is designed for parents of 3-5 year old children. It includes fields for Name, Date, Child's Name, and Age. The main question asks, "Think about what you and your child usually do. Do not include school time." It features a grid of images showing children playing outside and eating. A question asks, "My child is outside ___ hours a day," with radio button options for 0-1, 1-2, 2-4, and 4+.

The bottom form, titled "MyChild at Meal Time", also includes fields for Name, Date, Child's Name, and Age. The main question asks, "Think about what you usually do when your child is eating. Do not include school time. Mark your answer." It features a grid of images showing children eating. A question asks, "I get my child to eat by explaining that the food is good for him," with radio button options for no/rarely, sometimes, often, and very often. Another question asks, "My child sits and eats with an adult," with radio button options for no/rarely, sometimes, often, and very often. A third question asks, "I tell my child she will get a treat for eating," with radio button options for no/rarely, sometimes, often, and very often.

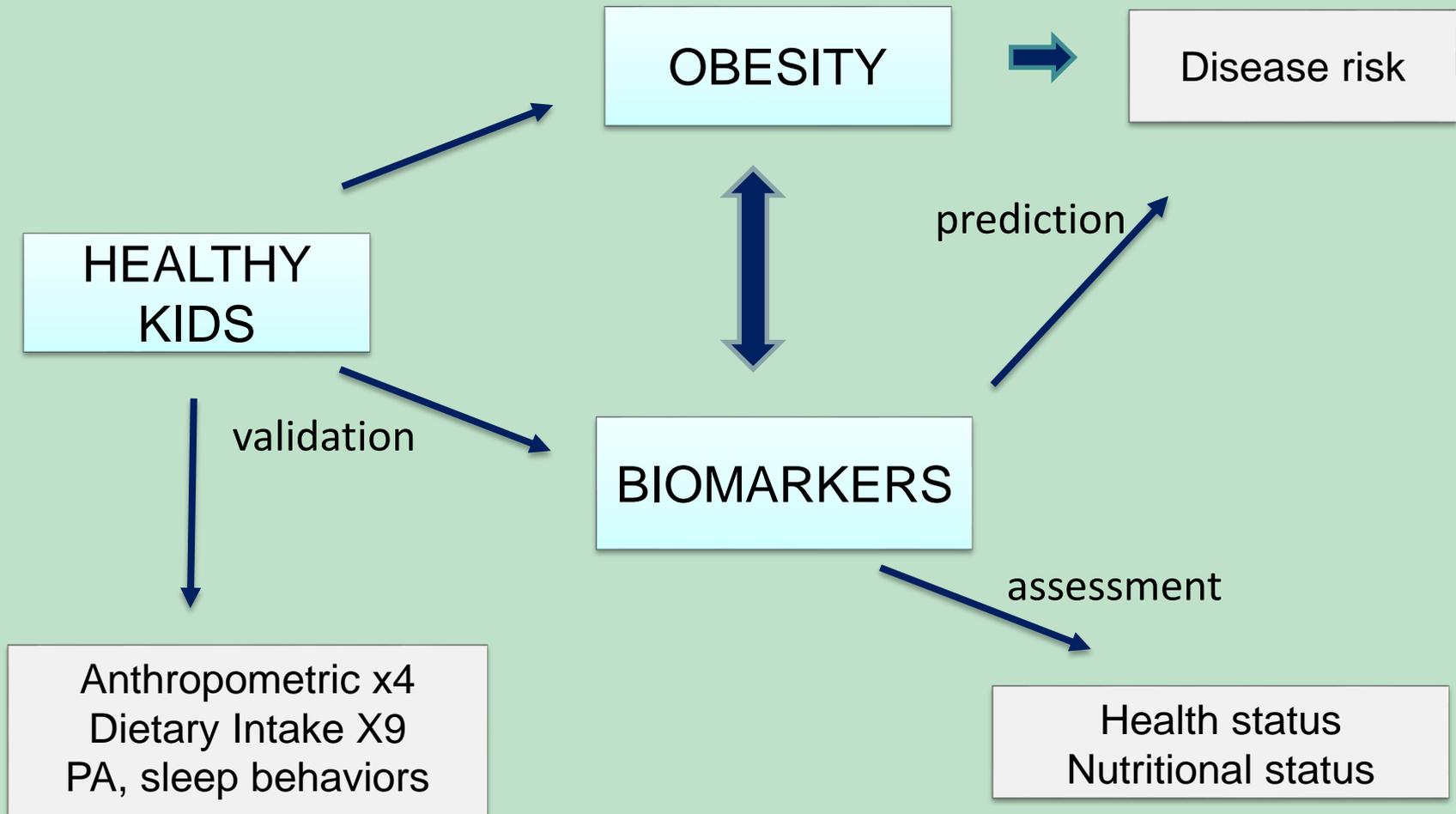
Next phase of validation: Methods

- Longitudinal study design with 4 phases over 2 years
- Target Audience (n=144)
 - Parent/child pairs from WIC & Head Start
 - Ethnically Diverse
- Data collected
 - Food, PA, Sleep, Activity and Screen Time Logs x 9
 - Surveys x 4
 - Anthropometrics x 4
 - Mealtime videos
 - Blood draw x 3
 - Biomarkers



Biomarkers – Why?

Multiple approaches to validation are valuable



Biomarkers-Literature Review

	Adipose tissue	Liver	Pancreas	
Pro-Inflammatory	Anti-Inflammatory	Metabolic	Lipid	Carotenes
Leptin	Adiponectin	Insulin	Cholesterol	Retinol
IL-6	IL-10	Glucose	Triglycerides	α -carotene
IL-8	IFGPB-1		HDL-C	β -carotene
TNF α			LDL-C (calc)	
CRP				
RBP-4				

Adult Studies

A stylized graphic of a sun with orange rays and a semi-circle, set against a light blue background, positioned at the top of the slide.

Purpose of validation studies

- Take a simple tool and find out its worth.
- Use complex methods to find out its worth.
- Then going forward use the simple tool instead of the complex methods.

Results:

Childhood Obesity Risk Assessment Tools

#1 Focuses on eating, physical activity, screen time & sleep - 45 items

Validity established:

- content
 - face
-
- predictive
 - criterion
 - convergent

University of California Cooperative Extension

Healthy Kids

These questions are about the 3-5 year old child in your care.

Name _____ Date _____ Child's Name _____ Age _____

Think about what you and your child usually do. Do not include school time.

1.  My child is outside _____ hours a day.

0-1 1-2 2-4 4+

2.  My child eats vegetables.

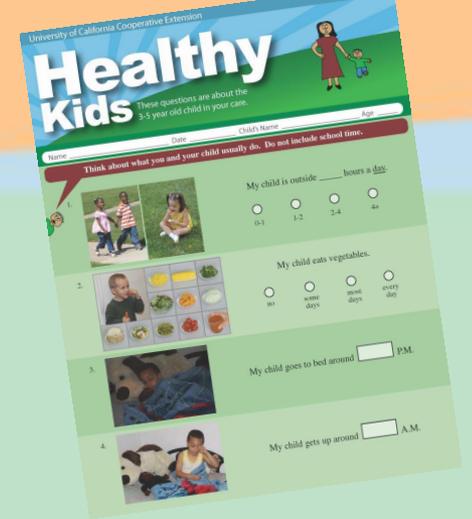
no some days most days every day

A stylized sun with orange rays and a semi-circle, set against a light blue sky and green ground background.

Results: 45 to 14 items

- Child eating fruit
- Child drinking milk
- Child type of milk
- Parent buying vegetables
- Child TV
- Child healthy snacks
- Child vegetables main meal
- Child sweets, X/day
- Child soda, days/wk.
- Child sports drinks or sugared drinks, X/day
- Child chips
- Parent food prep
- Parent buying fruits
- Child video games

Validation results



- Children with healthier Healthy Kids [HK] behaviors are less likely to be overweight 2 years later.
- Children with healthier HK behaviors have more favorable vitamin & mineral intakes.
- Children with healthier HK behaviors have higher levels of carotenoids and anti-inflammatory biomarkers in their blood samples.

Results:

Childhood Obesity Risk Assessment Tools

#2 Focuses on child feeding practices -27 items

Validity established:

- content
- face
- factor
- criterion
- predictive

University of California Cooperative Extension

MyChild at Meal Time

These questions are about the 3-5 year old child in your care.

Name _____ Date _____ Child's Name _____ Age _____

Think about what you usually do when your child is eating. Do not include school time. Mark your answer.

1.  I get my child to eat by explaining that the food is good for him.
 no/rarely sometimes often very often

2.  My child sits and eats with an adult.
 no/rarely sometimes often very often

3.  I tell my child she will get a treat for eating.
 no/rarely sometimes often very often

Results:

Childhood Obesity Risk Assessment Tools

- Mimics CFSQ (Hughes et al., 2005) with 3 additional items for family structure/routines
- 2 factor structure (consistent with CFSQ typological measurement)
 - Child Centered Behaviors (includes structure/routine items) ($\alpha = .79$)
 - Parent Centered Behaviors ($\alpha = .83$)
 - Used to create 2 dimensions
 - Responsiveness & Demandingness

University of California Cooperative Extension

MyChild at Meal Time

These questions are about the 3-5 year old child in your care.

Name _____ Date _____ Child's Name _____ Age _____

Think about what you usually do when your child is eating. Do not include school time. Mark your answer.

1.   I get my child to eat by explaining that the food is good for him.
 no/rarely sometimes often very often

2.  My child sits and eats with an adult.
 no/rarely sometimes often very often

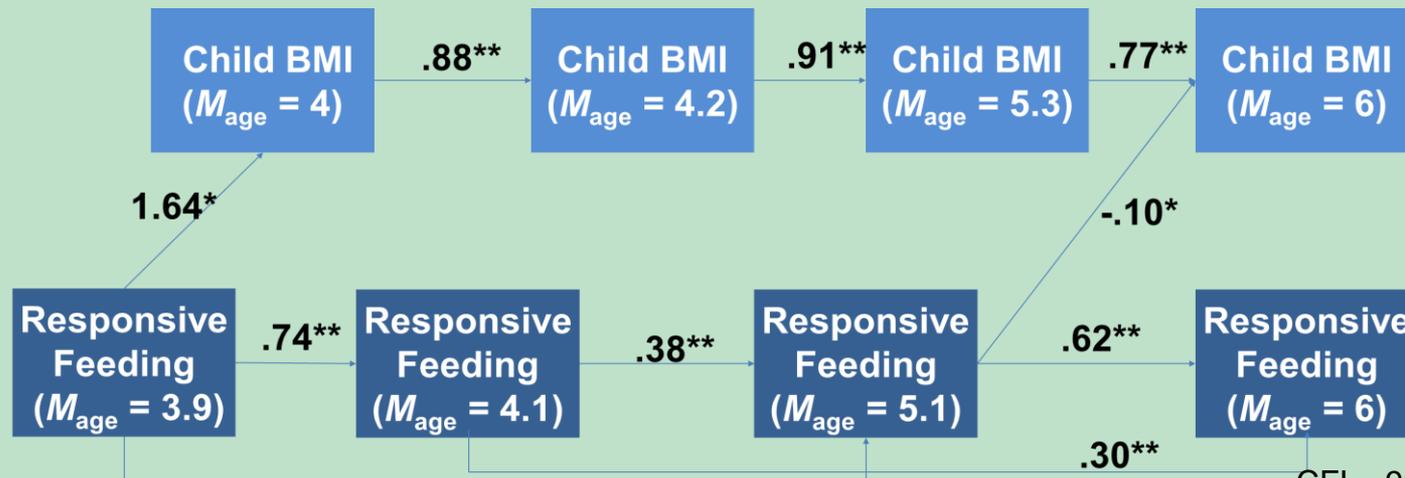
3.  I tell my child she will get a treat for eating.
 no/rarely sometimes often very often

4.   I plan meals.
 no/rarely sometimes often very often

For more information: Sitnick SL, Ontai L, Townsend MS. What Parents Really Think about Their Feeding Practices and Behaviors: Lessons Learned from the Development of a Parental Feeding Assessment Tool. *J Human Sciences & Extension*. 2014; 2 (2): 84-92.

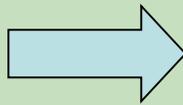
New MCMT results

- Factor scores correlated to observed mealtime behaviors of parents
 - Child Centered scores associated with adult at table and warmth
 - Parent Centered scores associated with parent centered behaviors (e.g. physical manipulation of child, bargaining)
- Responsiveness associated with BMI 2-years later
 - Responsive feeding initially associated with higher BMI across preschool years but with lower BMI in early childhood (age 6)



Tailor Tools to Reflect Program Participants

- The tool photos were taken with clients' permission in their homes and using their children as models.
- Real program families, real settings!
- All tool photos represent the multiple races and settings typical to the target population.



Focus on Veggies **Healthy Kids**

Name: _____ Date: ____/____/____

1.  My child eats vegetables. rarely some days most days almost every day every day

2.  I buy vegetables. rarely sometimes often very often always

3.   My child eats snack foods like apples, bananas or carrots. rarely some days most days almost every day every day

4.   My child sees me eat vegetables. rarely some days most days almost every day every day

University of California Cooperative Extension

Healthy Kids

These questions are about the 3-5 year old child in your care.

Name: _____ Date: _____ Child's Name: _____ Age: _____

Think about what you and your child usually do. Do not include school time.

1.  My child is outside _____ hours a day. 0-1 1-2 2-4 4+

2.  My child eats vegetables. no some days most days every day

3.  My child goes to bed around _____ P.M.

4.  My child gets up around _____ A.M.

Tailor Tools to Reflect Program Participants

- The Photobank gives you up to 4 additional photos for each HK & MCMT question
 - Asian
 - Black
 - White
 - Hispanic/Latino ethnicity



Tailor HK & MCMT Tools to Reflect Program Participants

Question

		<p>My child eats fruit.</p> <p><input type="radio"/> rarely <input type="radio"/> some days <input type="radio"/> most days <input type="radio"/> almost every day <input type="radio"/> every day</p>				
						

Up to 4 photo options



Three Bonus Tools

Healthy Kids

Focus on Veggies

Name _____ Date ____/____/____

1  I buy vegetables. rarely sometimes often very often always

2  My child eats vegetables. rarely some days most days almost every day every day

3  My child eats snack foods like apples, bananas or carrots. rarely some days most days almost every day every day

4  My child sees me eat vegetables. rarely some days most days almost every day every day

Healthy Kids

Focus on Sweet Drinks

Name _____ Date ____/____/____

1  My child drinks soda or sugared drinks. no some days most days almost every day every day

2  My child drinks sport drinks or sugared drinks ____ times a day. 0 1 2 3 4 5 or more

3  My child drinks soda ____ times a day. 0 1 2 3 4

Copyright ©11, 2008 M. Deane D. Brown et al. Focus on Sweet Drinks. It is an external assessment tool developed by the University of California, Davis, in partnership with the University of California Cooperative Extension. Copyright © 2011. All rights reserved. This program was supported by Agriculture and Food Research Initiative Grant no. 2010-82213-0505 from the USDA National Institute of Food and Agriculture, under 97010.

UC DAVIS CHILDREN'S HOSPITAL **UC DAVIS CENTER FOR COMMUNITY PROMOTION** **UC DAVIS UNIVERSITY OF CALIFORNIA** **AGRICULTURE AND NATURAL RESOURCES** **COOPERATIVE EXTENSION** **USDA NATIONAL INSTITUTE OF FOOD AND AGRICULTURE**

<http://HealthyKids.UCDavis.edu>

Healthy Kids

Focus on Fats & Sweets

Name _____ Date ____/____/____

1  We eat out ____ times a week. 0 1 2 3 4 5 6 7 8 or more

2  My child drinks sport drinks or sugared drinks ____ times a day. 0 1 2 3 4 5 or more

3  My child drinks soda ____ times a day. 0 1 2 3 4 5 or more

4  I buy chips, candy or cookies. rarely sometimes often very often always

5  I trim fat before eating meat. rarely sometimes often very often always

6  My child eats fast food ____ times a week. 0 1 2 3 4 5 6 7 or more

Focus on Veggies

Healthy Kids



Name

Date / /



My child eats vegetables.

- rarely
 some days
 most days
 almost every day
 every day



I buy vegetables.

- rarely
 sometimes
 often
 very often
 always



My child eats snack foods like apples, bananas or carrots.

- rarely
 some days
 most days
 almost every day
 every day



My child sees me eat vegetables.

- rarely
 some days
 most days
 almost every day
 every day



My child eats more than one kind of vegetable a day.

- rarely
 some days
 most days
 almost every day
 every day



My child is picky about the foods he eats.

- rarely
 some days
 most days
 almost every day
 every day



My child eats _____ vegetables at his main meal.

- 0
 1
 2
 3 or more



I keep vegetables ready for my child to eat.

- rarely
 some days
 most days
 almost every day
 every day

Traciwood MS, MEd, M, Gary D. Focus on Veggies. © All general assessment of child vegetable behaviors in the family questionnaire. Design: M. Reed. University of California Cooperative Extension. Copyright © Regents of the University of California. All rights reserved. March 2012.

This project was supported by Agriculture and Food Research Initiative Grant no. 2010-68225-20658 from the USDA National Institute of Food and Agriculture, obesity - 09390.

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UC CE University of California Agriculture and Natural Resources Cooperative Extension

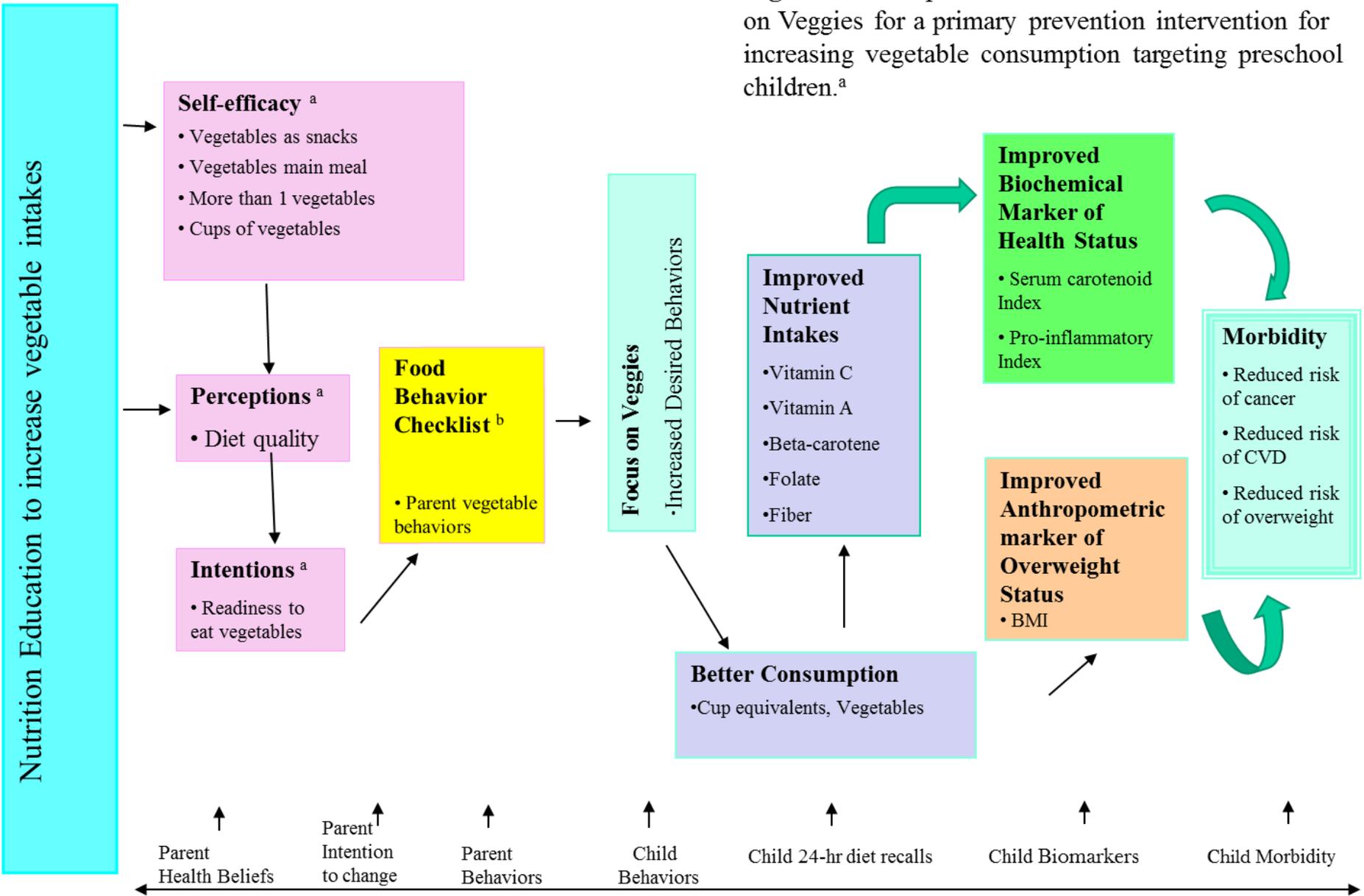
USDA United States Department of Agriculture National Institute of Food and Agriculture

UC DAVIS UNIVERSITY OF CALIFORNIA CHILDREN'S HOSPITAL

<http://HealthyKids.UCDavis.edu>

Focus on Veggies

Figure 1 Conceptual framework for validation of Focus on Veggies for a primary prevention intervention for increasing vegetable consumption targeting preschool children.^a



^a UC Fruit & Vegetable Inventory; ^b UC Food Behavior Checklist



Validation results

- Children with healthier vegetable behaviors reported eating more vegetables measured by cup equivalents.
- Children with healthier vegetable behaviors had higher intakes of vegetable micronutrients: Vitamins A and C, folate, potassium, magnesium and fiber.
- Children with healthier vegetable behaviors were less likely to be overweight 2 years later.
- Children with healthier vegetable behaviors had higher levels of vit A/carotenoids in their blood.

Focus on Sweet Drinks

Focus on Sweet Drinks **Healthy Kids**

Name Date / /

1  My child drinks soda or sugared drinks.

no some days most days almost every day every day

2  My child drinks sport drinks or sugared drinks ___ times a day.

0 1 2 3 4 5 or more

3  My child drinks soda ___ times a day.

0 1 2 3 4 5 or more

3 items
Readability Index
Grade 1-2



Validation results

- Children with healthier SSB behaviors have lower dietary sugar intakes [grams]
- Children with healthier SSB behaviors have more favorable vitamin & mineral intakes based on 3 diet recalls.
- Children with healthier SSB behaviors have more favorable scores on anti-inflammatory biomarkers in their blood samples.

Focus on Fats & Sweets

Name _____ Date ____/____/____

1  We eat out ___ times a week.
 0 1 2 3 4 5 6 7 8 or more

2  My child drinks sport drinks or sugared drinks ___ times a day.
 0 1 2 3 4 5 or more

3  My child drinks soda ___ times a day.
 0 1 2 3 4 5 or more

4  I buy chips, candy or cookies.
 rarely sometimes often very often always

5  I trim fat before eating meat.
 never very often always

6  My child eats fast food ___ times a week.
 0 1 2 3 4 5 6 7 8 or more

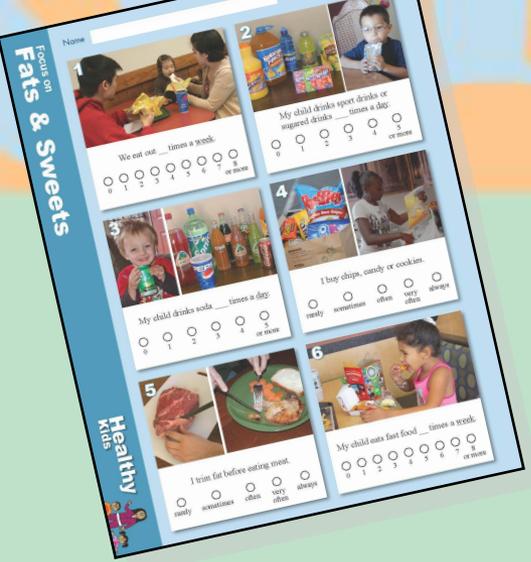
12 items

Readability Index

Grade 1

Healthy Kids

Validation results



- Tool was related to child dietary energy density calculated from three 24-hr recalls. Healthier score, lower ED.
- Tool was related to grams of fat in child dinners. Healthier score, lower fat.



A decorative graphic at the top of the slide features a stylized sun with orange rays and a light blue sky background.

How Could You Use These Tools?

- As a needs assessment; educator scores
- Assessment of risk; participant scores
- Pre/post evaluation for a nutrition intervention; educator scores
- To generate participant guided goals to be used with an existing intervention; educator scores

Goals are Individualized to Parent Responses

University of California Cooperative Extension

MyChild at Meal Time

These questions are about the 3-5 year old child in your care.

Name _____ Date _____ Child's Name _____ Age _____

Think about what you usually do when your child is eating. Do not include school time. Mark your answer.

- 

I get my child to eat by explaining that the food is good for him.

no/rarely sometimes often very often
- 

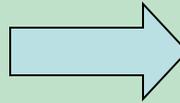
My child sits and eats with an adult.

no/rarely sometimes often very often
- 

I tell my child she will get a treat for eating.

no/rarely sometimes often very often

University of California Cooperative Extension



University of California Cooperative Extension

Healthy Kids

These questions are about the 3-5 year old child in your care.

Name _____ Date _____ Child's Name _____ Age _____

Think about what you and your child usually do. Do not include school time.

- 

My child is outside _____ hours a day.

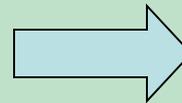
0-1 1-2 2-4 4+
- 

My child eats vegetables.

no some days most days every day
- 

My child goes to bed around _____ P.M.
- 

My child gets up around _____ A.M.



YOUR NUTRITION Quiz Results

Thank you **Danielle** for taking the time to complete the Healthy Kids quiz. We hope you this feedback will help you and your family make healthy food and activity choices.

Good job! You serve dairy and calcium foods.

Check one major goal you would like to work on. Then choose one of the minor goals beneath it to work on this week.

Major Goal

You may want to work on helping your child be more physically active.

3 ways to do this would be:

Minor Goals

Play outside with your child 3 days this week

Keep your child's screen time to 1-2 hours a day

Take your child to the park at least 1 day a week

OR

Major Goal

You may want to add more fruit and vegetables to your child's diet.

3 ways to do this would be:

Minor Goals

Let your child choose a fruit and vegetable at dinner

Offer your family 2 vegetables at dinner

Fix a fruit or vegetable snack with your child

2

Goals for Healthy Kids

PERSONALIZED ASSESSMENT

GOAL CONTRACT
what you need to succeed

GOAL TRACKING

BARRIERS
what's getting in your way?

CUES
set yourself up for success

REWARDS

ROADMAP FOR SUCCESS

Intervention with Guided Goals

- Parents reported a high level of goal effort and goal achievement.
- Parents reported preference for goal personalization & goal options.
- Parents showed significant improvement the HK's energy density and sugar sweetened beverage scales, FBC milk scale and FVI.
- For details: Shilts MK, Sitnick SL, Ontai L, Townsend MS. (2013) Guided Goal Setting: A behavior change strategy adapted to the needs of low-income parents of young children participating in Cooperative Extension programs. *Forum For Family & Consumer Issues*. Spring, Vol. 18 (1).



Healthy Kids Website

Healthy Kids

UC DAVIS Department of Nutrition | University of California Cooperative Extension

Welcome shiltsm@gmail.com

[Log Off](#)

[Manage Account](#)

[Home](#)

[Parents](#)

[Educators](#)

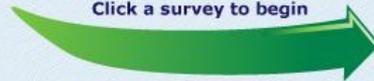
[Directors](#)

PARENTS

Want to keep your child healthy?

Take the survey and have goals created just for you and your child!

Click a survey to begin



Family food & activity



Family meal time

Educators

Are you using these surveys with your classes? *Healthy Kids* or *My Child at Meal Time*?

Begin here to quickly enter completed surveys for an entire class. Create personal goal sheets for each participant.

[Login Here](#)

New User? Create an account here.

Directors

Want to use these surveys with your program? Register and open an account to have access to these tools.

Download the current *Healthy Kids* or *My Child at Meal Time* surveys or create photo-customized versions tailored to your target audience.

[Login Here](#)

New User? Create an account here.

Parents

- Select a tool

PARENTS

Want to keep your child healthy?

Take the survey and have goals created just for you and your child!

Click a survey to begin



- Answer questions

Think about what you and your child usually do. Do not include school time.

Question 1

My child is outside ____ hours a day.

0

1

2

3

4

5 or more

Next | [Cancel](#)



- Print individualized goal sheets

YOUR NUTRITION Quiz Results

Thank you Maria for taking the time to complete the Healthy Kids quiz. We hope this feedback will help you and your family make healthy feeding choices.

★ Good job! You are serving dairy and calcium foods at your family's meals.

Check one major goal. Then choose one of the minor goals.

MAJOR GOAL

You may want to choose foods low in fat.

3 ways to do this would be:

MINOR GOALS

- Trim fat from meat or remove skin from chicken 3 times this week.
- Instead of whole-milk, serve reduced-fat or fat-free milk at your main meal 3 times this week.
- Instead of eating out this week, plan a meal where your family is involved in the preparation.

OR

MAJOR GOAL

You may want to work on limiting your child's screen time.

3 ways to do this would be:

Educator

- Enter participant data easily
- Print multiple goal sheets at once

YOUR NUTRITION Quiz Results

Thank you Maria for taking the time to complete the Healthy Kids quiz. We hope this feedback will help you and your family make healthy feeding choices.

Good Job! You are serving dairy and calcium foods at your family's meals.

Check one major goal. Then choose one of the minor goals.

MAJOR GOAL

You may want to choose foods low in fat.

3 ways to do this would be:

MINOR GOALS

Trim fat from meat or remove skin from chicken 3 times this week.

Instead of whole-milk, serve reduced-fat or fat-free milk at your main meal 3 times this week.

OR

Instead of eating out this week, plan a meal where your family is involved in the preparation.

MAJOR GOAL

You may want to work on limiting your child's screen time.

3 ways to do this would be:

MINOR GOALS

Keep your child's screen time to 1-2 hours, 3 days this week.

Remove TV/video games from your child's room this week.

Name*

Bypass Question

1. My child is outside ____ hours a day. *

0
 1
 2
 3
 4
 5 or more

Bypass Question

2. My child eats vegetables. *

rarely
 some days
 most days
 almost every day
 every day

Bypass Question

3. My child goes to bed around ____ pm. *

Bypass Question

4. My child gets up around ____ am. *

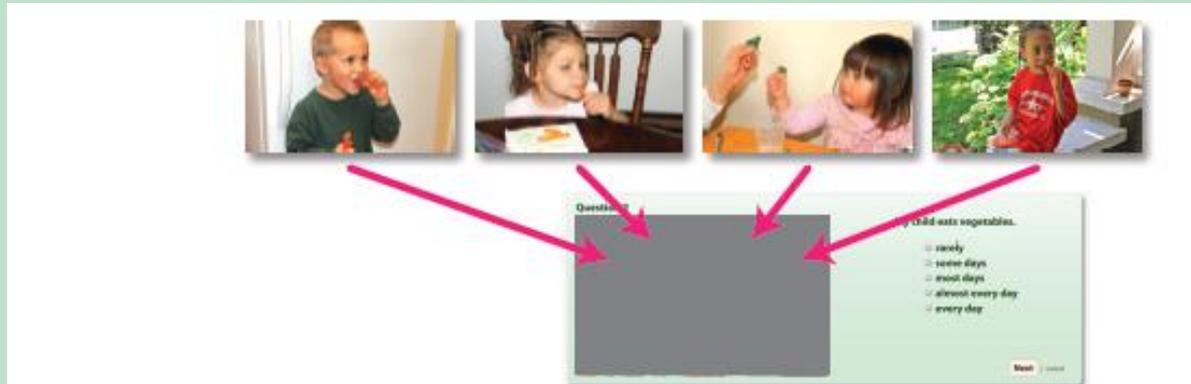
Bypass Question

5. My child plays outside ____ days a week. *

0
 1
 2
 3

Director

- Customize HK & MCMT tools



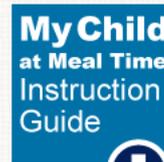
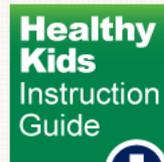
- Access tools, guides and workbook

Director Dashboard

Healthy Kids and *My Child at Meal Time* are two researched based obesity risk rapid self-assessment tools designed for low-income and low-literate ethnically diverse parents of preschool age children. You can download PDF formatted files of these tools for use with your program participants. Alternatively, you may tailor the tools' photographs to better represent your program's target population.

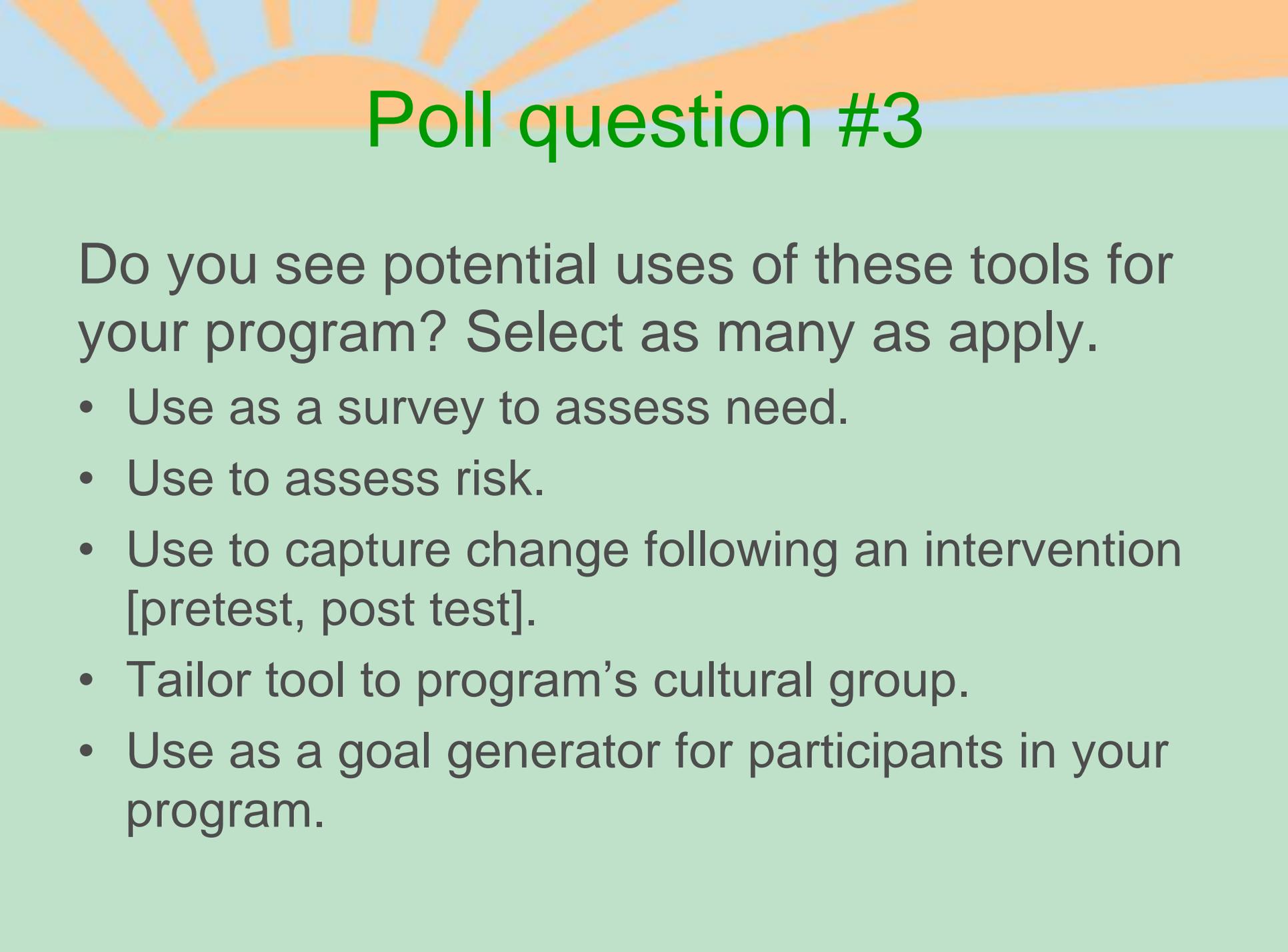
Supplemental Materials

If you would like to use the original version of the *Healthy Kids* or *My Child at Meal Time* surveys download them here. Additional supplemental materials are provided as well such as instruction guides.



For more information on how to use the Healthy Kids website

- SNEB webinar
 - recorded March 31, 2014
 - Title: *Obesity Risk Assessment for Preschoolers: Tailor to your needs*
 - <http://www.sneb.org/events/webinars.html>

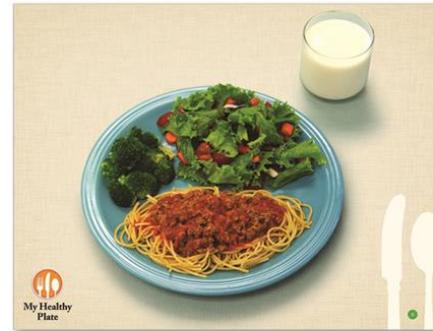
A decorative background featuring a stylized orange sun with rays rising over a light green horizon line against a light blue sky.

Poll question #3

Do you see potential uses of these tools for your program? Select as many as apply.

- Use as a survey to assess need.
- Use to assess risk.
- Use to capture change following an intervention [pretest, post test].
- Tailor tool to program's cultural group.
- Use as a goal generator for participants in your program.

My Healthy Plate



- Reviewed EFENP client recalls (n=165)
- Food combinations & messages were tested (n=227)

MHP Materials



My Healthy Plate

EDUCATOR MATERIALS



Posters

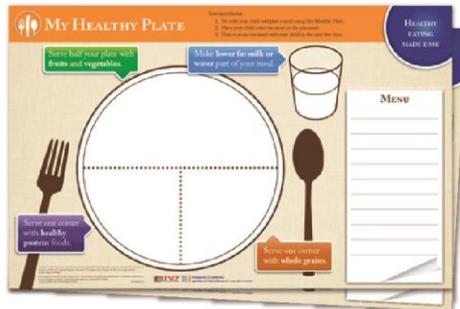


Lessons

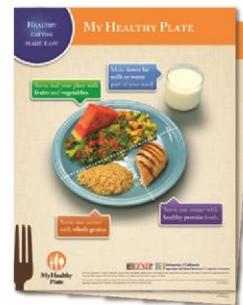


Meal Cards

PARTICIPANT MATERIALS



Placemats



Handouts



Goal Sheets

My Healthy Plate

- Most parents (89%) reported that MHP made it easier to know what healthy meals look like.
- Parents reported that the MHP visuals/photos gave them ideas of what to serve:
 - “Before with pizza, I just gave pizza as a meal, but now I put other things with it like fruit or carrots. I got the idea from the pictures in class”
- For details: Shilts MK, Johns MC, Lamp C, Schneider C, Townsend MS. (2015). A Picture Is Worth a Thousand Words: Customizing MyPlate for Low-Literate, Low-Income Families in 4 Steps. J Nutr Educ Behav. 47(4)394–396.



Next Steps

- Scoring/Scales
- Selection of “responsive” biomarkers
- New USDA AFRI Grant 2015-68001-23280
 - Validation of HK & MCMT w/ Spanish speakers
 - EFNEP intervention with GGS in medical clinic setting

University of California Cooperative Extension

Healthy Kids

Estas preguntas son sobre el niño de 3-5 años que está bajo su cuidado.

Su nombre _____ Fecha _____

Piense en lo que usted y su hijo(a) hacen usualmente. No incluya el tiempo durante el horario de escuela.

1  Mi hijo(a) está afuera _____ horas al día.
0 1 2 3 4 5 o más

2  Mi hijo(a) come vegetales.
 rarely some days most days almost every day every day

3  Mi hijo(a) se acuesta alrededor de las _____ P.M.

4  Mi hijo(a) se levanta alrededor de las _____ A.M.

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Rx Prescription for **Healthy Kids**
Join us for Nutrition & Parenting classes

Name _____ Phone _____

Drop form in box marked Healthy Kids.

You will be contacted by an educator with class details.

Dr. _____ Date _____

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This project was supported by Agriculture and Food Research Initiative Grant no. 2011-68001-23280 from the USDA National Institute of Food and Agriculture, identity - 99200. It is the policy of the University of California (UC) and the UC Division of Agriculture & Natural Resources not to engage in discrimination against or harassment of any person on the basis of race or ethnicity. Complete nondiscrimination policy statement can be found at <http://www.cdpr.ca.gov/Files/022514.pdf>. Inquiries regarding AFRI-Davis, CA 95616, 530-750-3176. 6/12/15 - 10/14

How to order?

- <http://Townsendlab.UCDavis.edu>
 - <http://HealthyKids.UCDavis.edu>
- UC Davis Reprographics
- Reprographics Store-Coming Soon
 - <http://repro-ecommerce.ucdavis.edu/>

Healthy Kids References

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- Sitnick SL, Ontai L, Townsend MS. What Parents Really Think about Their Feeding Practices and Behaviors: Lessons Learned from the Development of a Parental Feeding Assessment Tool. *J Human Sciences & Extension*. 2014; 2 (2): 84-92.

A stylized graphic background featuring a bright orange sun with rays rising over a green hill. The sky is light blue with white clouds. The sun is partially obscured by the top of the green hill.

Thank you!

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