

CHECKLIST for SNAP-Ed Intervention

For the intervention, check the relevant categories for each search field.
(Note: More than one category per search field can be checked).

Intervention:	Mindful Eating in Preschool Setting
Developer:	Early Learning Coalition of Miami-Dade/Monroe, Early Head Start
Search Field	Categories
Target Behavior	<input type="checkbox"/> Breastfeeding <input checked="" type="checkbox"/> Healthy Eating <input checked="" type="checkbox"/> Physical Activity and Reducing Screen Time <input checked="" type="checkbox"/> Food Insecurity/Food Assistance <input type="checkbox"/> Other (<i>new</i>):
Intervention Type	<input checked="" type="checkbox"/> Direct Education <input type="checkbox"/> PSE Change <input type="checkbox"/> Social Marketing
Setting	<input type="checkbox"/> Community gardens <input type="checkbox"/> Farmers markets <input type="checkbox"/> School gardens <input checked="" type="checkbox"/> Child care (Learn) <input type="checkbox"/> Community (Live) <input type="checkbox"/> Faith-based community <input type="checkbox"/> Health care <input type="checkbox"/> Retail (Shop/Eat) <input type="checkbox"/> School (Learn) <input type="checkbox"/> Worksite (Work) <input type="checkbox"/> Food pantries (<i>new</i>) <input type="checkbox"/> Indian Tribal Organizations (<i>new</i>) <input type="checkbox"/> USDA program sites (not National School Lunch Program) (<i>new</i>) <input type="checkbox"/> Other (<i>new</i>):
Age/population group	<input checked="" type="checkbox"/> Preschool (<5 years) <input type="checkbox"/> Elementary School <input type="checkbox"/> Middle School <input type="checkbox"/> High School <input type="checkbox"/> Pregnant/Breastfeeding Women <input type="checkbox"/> Parents/Mothers/Fathers <input checked="" type="checkbox"/> Adults <input type="checkbox"/> Older Adults <input type="checkbox"/> Homeless/Food Pantry Clients <input type="checkbox"/> Other (<i>new</i>):
Ethnicity	<input checked="" type="checkbox"/> Hispanic/Latino (<i>new</i>) <input checked="" type="checkbox"/> Non-Hispanic/Latino (<i>new</i>)
Race	<input type="checkbox"/> American Indian or Alaskan Native

	<input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islanders <input type="checkbox"/> White <input checked="" type="checkbox"/> All
Available Languages	<input type="checkbox"/> Cambodian (<i>new</i>) <input type="checkbox"/> Chinese <input checked="" type="checkbox"/> Creole <input checked="" type="checkbox"/> English <input type="checkbox"/> French <input type="checkbox"/> Hmong <input type="checkbox"/> Korean (<i>new</i>) <input type="checkbox"/> Lao (<i>new</i>) <input checked="" type="checkbox"/> Russian <input checked="" type="checkbox"/> Spanish <input type="checkbox"/> Vietnamese <input type="checkbox"/> Other (<i>new</i>):
Evidence-based Approach	<input type="checkbox"/> Research-tested <input type="checkbox"/> Practice-tested <input checked="" type="checkbox"/> Emerging
Evaluation Indicators (from SNAP-Ed Evaluation Framework)	Readiness & Capacity - Short Term (ST) <ul style="list-style-type: none"> <input type="checkbox"/> Individual (ST1-4) <input type="checkbox"/> Environmental Settings (ST 5-7) <input type="checkbox"/> Sectors of Influence (ST8) Changes - Medium Term (MT) <ul style="list-style-type: none"> <input type="checkbox"/> Individual (MT 1-4) <input type="checkbox"/> Environmental Settings (MT 5-6) <input type="checkbox"/> Sectors of Influence (MT 7-13) Effectiveness & Maintenance - Long Term (LT) <ul style="list-style-type: none"> <input type="checkbox"/> Individual (LT 1-4) <input type="checkbox"/> Environmental Settings (LT 5-11) <input type="checkbox"/> Sectors of Influence (LT 12-19) Population Results <ul style="list-style-type: none"> <input type="checkbox"/> Trends and Reduction in Disparities (R1-11)
Publication/Revision Year	2018
Intervention Cost (See questions 10 & 11 on the intervention submission form.)	Costs associated with purchasing of communal bowls and child-size serving utensils, along with books/printables of fruits and veggies with textured fabrics for sensory associations.

Mindful Eating in Preschool Setting (MEPS)

Early Learning Coalition of Miami-Dade/Monroe, Early Head Start

OVERVIEW

Mindful Eating in Preschool Setting (MEPS) is an intervention designed to prevent and reverse childhood obesity, help children develop healthy relationships with food, prevent the development of eating disorders, and instill early taste preferences for diverse healthy foods. MEPS includes training child care centers' teaching staff on basics of mindfulness and mindful eating and its implementation in classrooms. Its main premises are removing all distractions (technology, TV, toys) while eating; bringing children's attention to foods on the table and talking about foods' colors, tastes, textures and origins; engaging children in table setting and cleaning, serving themselves and helping their peers (elements of family style dining); encouraging (never forcing) children to try different foods; ensuring meal times are always at a table, using plates - never on-the-go; teaching children to eat when hungry, and not to turn to food in distress or when bored. Staff training consists of 3 1-hour training sessions with a follow-up upon need with workshops and technique demonstrations for further implementation in classroom settings.

Target Behavior: Healthy Eating, Physical Activity and Reducing Screen Time, Food Insecurity/Food Assistance

Intervention Type: Direct Education

INTERVENTION REACH AND ADOPTION

MEPS targets infants and toddlers (0-3 years old) from low-income families and teaching staff at early childcare centers. The target audience presents high rates of overweight and obesity along with indicators of high consumption of processed and junk food, sugar-sweetened beverages, and irregular meal routines.

Setting: Child care (Learn)

Target Audience: Preschool (<5 years), Adults

Race/Ethnicity: All

INTERVENTION COMPONENTS

MEPS includes the following components:

- Carrying out of meal times void of distractions
- Eating seated around the table using plates and utensils, communal bowls, and serving utensils (child-sized)
- Having pleasant conversations about foods being served: their color, texture, taste origin
- Creating learning environments by asking children about their feelings, sensations, likes, and dislikes
- Adapting children to calm and peaceful meal times and teaching them to respond to their physical hunger by eating; address non-hunger eating by substituting it with other activities (quiet time, reading, physical and other activities, conversations about feelings)

All components are necessary to promote reduction of non-hunger eating, leading to decreased intake and better weight outcomes (decreased obesity).

INTERVENTION MATERIALS

To implement MEPS, settings or organizations need the following materials:

- Raisin-mindful-eating activity
 - Needed material: raisins, calm relaxing music for guided activity
- Children-engaging materials
 - Needed materials: pictures of different fruits and veggies, textured fabrics attached to develop sensory associations
- Communal bowls and appropriately-sized utensils to implement family style dining

EVIDENCE SUMMARY

Teaching staff were surprised to learn from ongoing discussion about their own eating patterns that do not correspond with physical hunger. They reported they would eat just because the food is in front of them or when being prompted by societal cues like going to the movies, watching TV, and eating with others. Their realization of their non-hunger eating lead them to understand principles of unwanted weight gain and developing comorbidities. The results of the survey post mindful eating exercise demonstrate strong evidence of acute behavior change towards more mindful eating (86% of participants reported an increase of up to 83% in mindful eating behaviors). Participants also verbally reported that they had improved satiety and taste sensitivity, ate less, and had less desire to eat all M&Ms in the bowl in front of them; they were able to notice the colors and texture along with strength of taste.

Evidence-based Approach: Emerging

EVALUATION INDICATORS (from SNAP-Ed Evaluation Framework)

Based on the SNAP-Ed Evaluation Framework, the following outcome indicators can be used to evaluate intervention progress and success.

	Short Term (ST)	Medium Term (MT)	Long Term (LT)	Population Results (R)
Individual		MT1		
Environmental Settings		MT5		
Sectors of Influence				

MEPS did not measure outcomes using the SNAP-Ed Framework; however, these indicators could be appropriate:

- MT1: Healthy Eating
 - For example: MT1k eating fewer sweets
- MT5: Nutrition Supports
 - For example: MT5a policy changes to how food is served during meal times (i.e. family style dining).

EVALUATION MATERIALS

Currently, no evaluation tools or materials are available. (Would the 10-question survey below count as evaluation tool for adults? It was given to them as SurveyMonkey link, which I previously created)

“Survey questions:

(Answer choices given as dropdown of the following options: *Strongly Agree, Agree, Neither Agree Not Disagree, Disagree, and Strongly Disagree*)

1. I ate so quickly I hardly tasted what I ate
2. I did not question myself whether I was hungry before I ate
3. I ate until the food was gone
4. When I reached into the bowl, I was surprised there was no more food left
5. I would eat highly palatable foods (like sweets) even in the absence of physical hunger
6. I reach for food when I’m stressed, anxious, nervous, bored or sad
7. I was thinking about different things I had to do , while I was eating
8. Before I ate I did not take a moment to think about the food in front of me, notice its color, texture, and appreciate its taste
9. My thoughts were wandering while I was eating
10. If there is a discount for a larger portion of a meal (“2-for-1”), I would buy it even if I am not that hungry”

ADDITIONAL INFORMATION

Website: The MEPS website (www.elcmdm.org) includes [description of what is available on the website].

Contact Person(s):

Tatiana Larionova

305-389-6786

tlarionova@elcmdm.org