

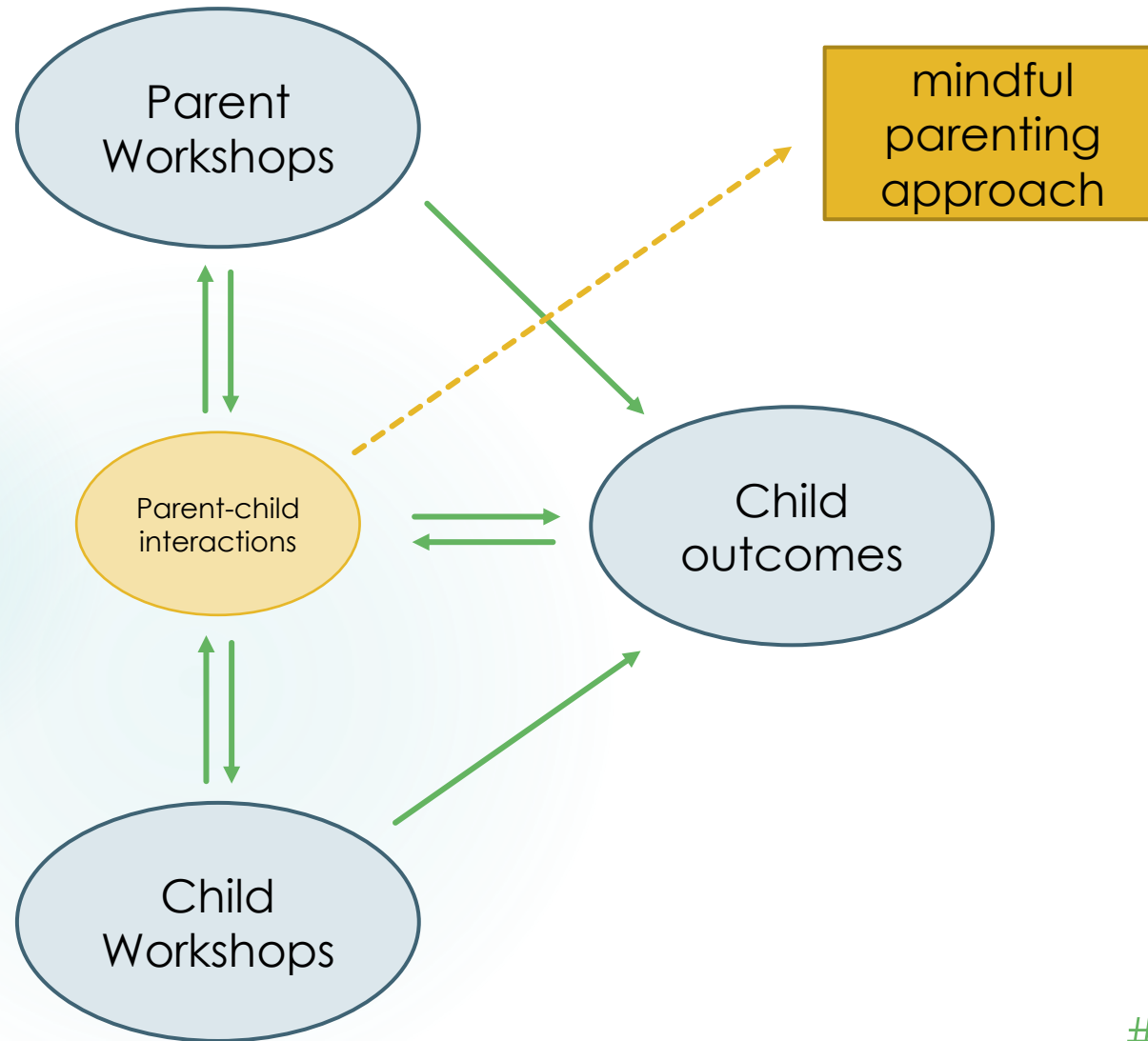
Qualitative evaluation of the HEROs parenting intervention



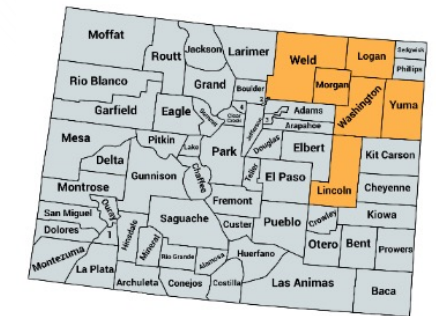
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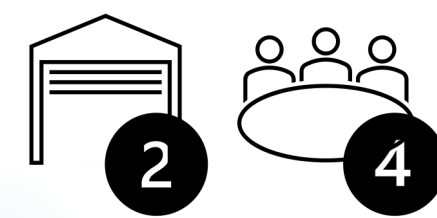
An **interactive family-based intervention** to improve parent-child interactions to promote healthy lifestyles for young children.



- 6 workshops
- 90 minutes each
- iPad provided; used in program delivery



n=33





Mindful parenting:

- ▶ Paying attention
- ▶ Listening with full attention
- ▶ Nonjudgmental acceptance of self and child
- ▶ Emotional awareness of self and child
- ▶ Compassion for self and child
- ▶ Self-regulation in the parenting-child relationship

WaLTTR

- Watch
- Listen
- Talk
- Try
- Reflect



Healthy Eating:

- ▶ Mealtime
- ▶ Picky Eating
- ▶ Portion sizes, expectations r/t behaviors at table
- ▶ Mealtime conversations, engaging children in mealtimes
- ▶ Healthy food environments



Physical activity:

- ▶ Recommendations, benefits, physical literacy
- ▶ Fundamental movement skills
- ▶ Child driven play
- ▶ Parent opportunities to engage with child r/t activity, process praise, scaffolding
- ▶ Home as active learning environment

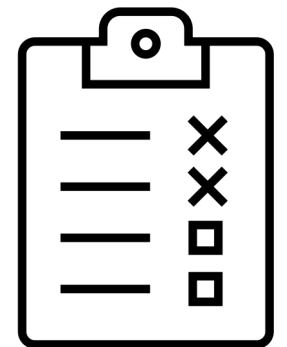
DEVELOPMENTAL EXPECTATIONS FOR PRESCHOOLERS

March 2020 – Aug 2020

COVID-19
pandemic



- Post-intervention evaluation data collection?
- Program completers (n=30) invited to participate:
 - 1 of 4 **virtual** focus groups
 - Individual **phone** interviews



Objective



To qualitatively assess:

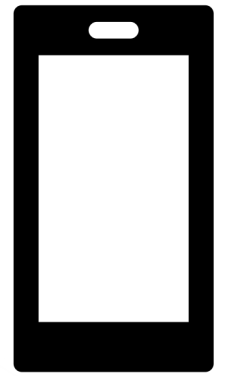
- Parents' experiences with HEROs
- Feasibility of the intervention
- **Impact on parent-child interactions during mealtimes and PA opportunities**

METHODS

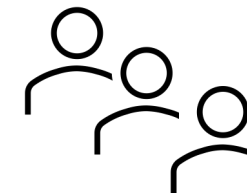
- Focus groups via Zoom platform
- Phone interviews
- Recordings transcribed; transcripts uploaded to NVivo v12
- Three trained coders used a **directed content analysis approach**



Apr 2020
July 2020



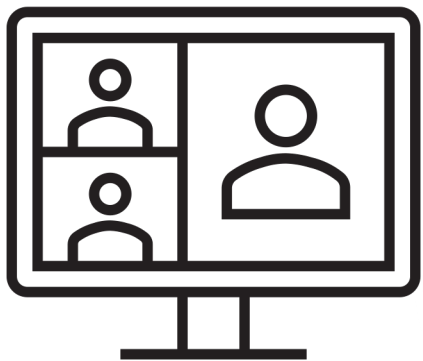
May 2020
July/Aug 2020



RESULTS

Sample Characteristics (n=30)

	Mean ± SD
Age (yrs)	34± 6.9
Body Mass Index (kg/m²)	32.3± 6.7
Ethnicity	%(n)
Hispanic	33 (10)
Education	
Grade 12 or less	13 (4)
HS, Some College or Tech school	40 (12)
College	47 (14)
Income	
Less than \$25,750	31 (9)
\$25,750 - \$47,638	38 (11)
\$47,639 – \$64,375	17 (5)
Greater than \$64,375	14 (4)



4 Focus Groups
18 participants
90 mins



Phone interviews
(n=26)
55 mins

*HS = high school

RESULTS



▶ Focus groups findings

FG

- ▶ Focus and presence
- ▶ Nonjudgmental acceptance of child
- ▶ Connectedness



▶ Reinforced by interview findings

Int

- ▶ Communication & Empowerment



Focus & Presence

FG

Int

Full attention to child important

The only thing I've changed is trying to focus on what they're saying instead of just going, "Yeah, yeah, yeah, okay, why not, whatever, and actually try to help them instead of just you know juggling three or five different things at once. (Gr1-FG).

I started taking better note of how I felt and what I was thinking in my day and how it affected her and vice versa too. I think that I kind of focused on that too, because when I was having a really stressful day, I noticed that it kind of trickles down a lot. (202)

Nonjudgmental acceptance of child

FG

Int

Eating and activity behaviors are related to preschooler developmental stages.

Combined with the mindful parenting skills

- See child as individual
- More patient and accepting, less frustrated

"I was getting mad because she wasn't eating all of her food, which totally made sense when I realized that I was giving her way too much" (IL1-FG).

A lot of the activities provided, that's given me like a cheat. When he's just bouncing off the walls, I tell him to go grab, like his jump rope and his stuff, we set something up and that keeps him entertained. So, it's been really helpful. (IL1-FG)

Nonjudgmental acceptance of child

FG

Int

We see them as a child that needs to be told everything that needs to be done and what's best for him and what's good for him, **not necessarily taking into consideration his ideas**, his way of thinking, or what bothers him...**I don't take that for granted anymore.** (156)

So, when I have their **perspective, it helps me to make better decisions myself.** And so, I think I **didn't always necessarily apply it to dinnertime.** If they don't want to eat, I might not ask why , **But now I can say, "Well, why don't you like it? Or would you like it better if there was cheese on it?"** (205)

Communication & Empowerment

Facilitated by focus and presence, nonjudgmental acceptance of child

Opportunity child to actively participate in the interaction while having the caregivers' full attention.

Just being down on his level and really questioning him and actually listening to why he doesn't want to do and **now that he feels heard, he feels it's just better about trying new things.** (152-int)

I guess **asking a lot of questions.** You know, because I feel like their **objections to certain things where we normally would just take it frustrating,** us asking **questions gives us better understanding** and we're less likely to become upset by what they're doing instead understand why they're doing it" (IL1-FG).

FG

Int

Connectedness

Peer-group interactions fostered a sense of social support and connectedness

Helped facilitate caregivers achieve “focus and presence” and “non-judgmental acceptance of child”.

Motivation and accountability

You know what? If they can do it, I can do it. So [our family goes] on walks four nights a week now, and...we started trying to eat better. (IL2-FG).

It made me feel like less of a **failure**, honestly, and just that, you know, **I'm not the only one struggling.** (IL1-FG).

The feedback, comments and stories from **other moms helped me realize that we are also doing our best** and sometimes, kids just, you know, things just don't go the right way and that's okay. **We just have to keep trying.** (110-int)

FG

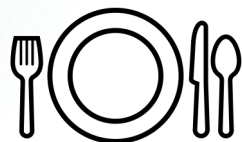
Int

Summary and Conclusions



Parents reported developing a greater understanding of their preschooler and feeling less stressed about mealtime and PA interactions.

Strategies related to mindful parenting were reported to positively influence how parents engaged and communicated with their preschooler.



Acknowledgements



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