



# EFNEP

## Building for the Future

### 2017 National Coordinators' Conference

*Using Focus Group Findings to Develop New Strategies to Better Strengthen EFNEP Programming Efforts and Improve Nutrition and Physical Activity Outcomes for Latino Families in Maryland*

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# Objectives of Proposed Research

Goal : To expand the scope of primary health care providers (PCPs) working in safety-net clinics who serve limited-income families in order to prevent/reduce childhood overweight and obesity using the *Health Care System Expansion Model*.

## Objectives:

- 1) To examine current practices, attitudes, barriers and skill levels regarding childhood overweight and obesity management among primary care providers in safety-net clinics
- 2) To establish a primary care-based and family-centered childhood overweight intervention program for Latino families in the primary care setting
- 3) To explore the efficacy of this intervention in promoting healthier weight status and health behaviors of children and parents
- 4) To examine the acceptability and feasibility of this approach for parents and primary care providers
- 5) To facilitate/promote sustained physical activity for families by connecting them to local resources for physical activity
- 6) To evaluate the additive effect of providing physical activity education and resource information when combined with direct nutrition education



# Census Categories and Diversity

- Hispanic and Latino terms are sometimes used interchangeably in popular parlance and scientific literature
- Latinos - groups sharing some common aspects of culture and language originating in select parts of North America, Central America, South America and the Caribbean (and Africa)
- Hispanics - Spanish speaking people (but doesn't account for Brazilians) from four continents - Europe, North America, South America and Africa
- Many peoples from Latin America (pre-colonial or pre-Hispanic) speak indigenous languages or dialects

# Countries of Origin

- USA
- Mexico
- El Salvador
- Honduras
- Costa Rica,
- Nicaragua
- Guatemala
- Panama
- Cuba
- Puerto Rico
- Dominican Republic
- Peru
- Argentina
- Brazil
- Chile
- Colombia
- Ecuador
- Bolivia
- Uruguay
- Paraguay
- Venezuela
- New Guinea (Africa)



# Methodology

## Youth Focus Groups:

- Latino children (ages 5-18) who completed our 6-week series of EFNEP classes (n=19) participated in focus groups (2 different sessions) and responded to open-ended questions.
- Focus group questions addressed *perceived benefits and barriers to PA, screen time and beverage consumption.*



# Methodology

## Adults Focus Groups:

- Latino parents who completed a 6-week series of EFNEP intervention (n=16, graduates) and who did not complete the series (n=9, non-graduates) participated in focus groups (3 different sessions) and responded to open-ended questions.
- Focus group questions addressed perceived benefits and barriers to *family mealtime, PA, screen time, beverage consumption, class logistics*.



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# Methodology

- Data were transcribed and translated
- Data were analyzed and coded
- Themes were generated per domain



# Mock Focus Group with Conference Attendees

- Take about 5 minutes and talk to your neighbor about the following question (can write it down on the paper):
  - What do you think about when you hear the words “family mealtime?”
- What were some of your responses? Were there any problems trying to define family mealtime? Do many of you have time to sit down with your families for dinner or for any other meal?
- Why is family mealtime important to EFNEP? Why do you think we asked this question or had this as one of our domains?
- How do your responses compare to our participants’ responses?



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- **Domain: Family Mealtime  
–Parents Only**



# Family Mealtime: Parent Responses

## Theme: Everybody eats together.

- Important time for everybody in the family to eat together, where they can share stories and laugh together while at the dinner table.
- Time to enjoy the food together and build unity in the family.
- Program graduates mentioned:
  - opportunity to talk to their kids about healthy and unhealthy food
  - learn about what is happening and how their kids are doing in school



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# Family Mealtime: Parent Responses

- Many non-graduates didn't have time to sit down to eat together due to work schedules, especially if their husbands worked late.
- Several non-graduates (especially mothers) felt disappointed and sad, some even felt guilt.
- Several non-graduates said they usually ate while watching TV.
- Most graduates said they ate dinner early (by 5:00 or 6:00 p.m.) and **sat at the dining table with the TV off**; also reported that they ate together as a family more often during the week.



- **Domain: Physical Activity**
  - **Parents and Kids**



# Physical Activity: Parent Responses

Theme: Physical activity is hard during the winter.

- Many non-graduates had more anxiety about physical activity, especially during the winter time; many associated winter with their kids getting sick more often, which prevented them from being active.
- Most non-graduates wanted their kids to exercise more; many said that they have also gained weight since moving to the U.S. and feel frustrated or bad about their weight status.



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# Physical Activity: Parent Responses



- A couple of parents said that they preferred being physically active at home rather than going to the gym.
- Several parents mentioned that they really liked walking and taking their kids to the park or riding bikes since it helped them bond and spend time together as a family.
- Some graduates mentioned that it was harder to get their teens interested in doing physical activity and didn't feel as if there were enough resources to motivate their teens.





# Physical Activity: Parent Responses

- A few parents noted that electronic devices interfered with how much physical activity their children would do per day.
- Some of the parents mentioned that their kids resisted doing physical activity because they would rather watch TV or play on their devices.
- A few graduates mentioned that they didn't have enough energy by the end of the day to be physically active since they work cleaning houses all day.



# Physical Activity: Youth Responses

Theme: Physical activity is the same as exercise.

- Youth said PA meant to get healthy and to be more active.
- Most of the kids thought about activities such as walking, running, playing tennis, playing sports, exercising, doing pushups, lifting weights, going to the park, playing basketball or soccer, and playing Pokemon Go.



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# Physical Activity: Youth Responses

Theme: Physical activity should be fun and tailored for each age group.



- Kids said they enjoyed playing with toys, playing basketball, doing jumping jacks, playing at the park, riding their scooter and bike, playing football and baseball, running, and jumping rope.



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# Physical Activity: Youth Responses

Kids said their barriers to PA are:

- Little motivation to do it
- Difficulty breathing while exercising
- Limited time
- Weather
- Parents tell them what to do and for how long, which they don't like





- **Let's Stretch**
- **Domain: Screen Time**
  - **Parents & Kids**



# Screen Time: Parent Responses

Theme: Some parents have anxiety about screen time, while others think it's good for their kids.

- Some parents expressed their anxiety about screen time.
- Some parents felt that they had little control of their kids using devices because their kids demand to use them.
- Some said they felt the need to monitor what their kids watch/play, especially because their kids imitate what they see.
  - “My son wants to be a zombie. [He] wants to imitate everything he sees on TV and he's traumatized of the zombies.”





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# Screen Time: Parent Responses

- A few mentioned that it helped some of their children cope with the bullying that they experience from other kids about being overweight.
- A few non-graduates mentioned that their kids use these devices when they're at work and don't have any control over what content they see or the amount of time spent on devices.
- A couple of parents mentioned that their kids had no other kids to play with outside, so they play with their devices instead.
  - “The problem is that we cannot control them due to our job.”
  - “It is better [that] we don't have those devices.”



# Screen Time: Parent Responses



- Some of the graduates felt that screen time was beneficial for their children, by helping their children learn new things (especially English), helping with their school work, along with feeling relaxed after school.
  - “I think it helps them cope in many ways. It helps them learn things. I say, ‘Why is it bad?’ if it helps them with their thinking. It is not bad among the other things.”
  - “[I think] the same. It helped my daughter speak English and other things.”
  - “It helps with school homework.”

# Screen Time: Youth Responses

Theme: Screen time is used for entertainment.

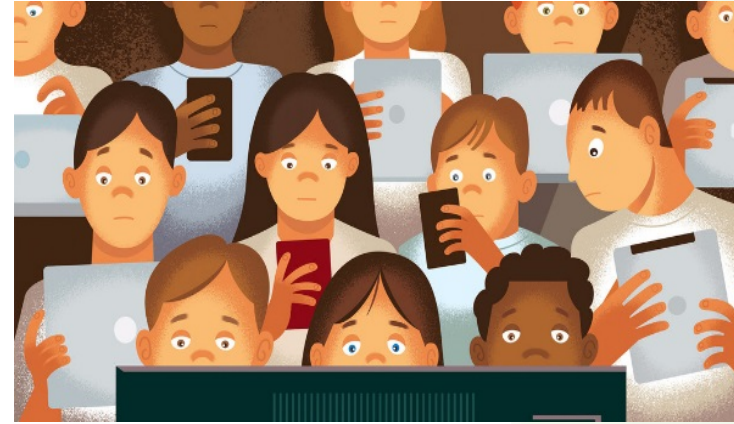


- When kids hear “screen time,” most of them mentioned video games, sitting in front of the TV, doing no exercise, electronic devices such as Nintendo DS, laptop, phone, tablets, computer, Wii, and virtual reality glasses.
- One child put it best, “you use too much technology and you are not too active.”



# Screen Time: Youth Responses

- Many children said that they use screen time for entertainment so they won't get bored.
- Many mentioned that it makes them feel good and helps take their mind off of everything.
- Many of the kids knew about some of the harmful effects that using these devices can have on their bodies.
  - One child said that it “makes me really addicted” and it's bad because you don't want to stop playing.”
  - A couple of children said that using these devices makes them lazy and unable to concentrate.



# Screen Time: Youth Responses

- One child said that he doesn't use any devices when he's with his parents because they are too busy talking together.
- Perhaps this is evidence that the more families spend time talking together, the less their children will feel the desire to use electronic devices to entertain themselves.



- **Strategies to Help Latino Families Succeed**

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# Family Mealtime: Strategy to Help Latino Families

- Encourage families to:
  - Eat together as much as possible at the dining table, even if just on weekends (or whatever is more practical for their family), without watching TV
  - Use Goal Sheet to write down one goal for FM

\*\*\*Talking to families about benefits of FM (learning about their children's school time, sharing stories, laughing together and watching their food portions and food selections) could motivate Latino families to try it.\*\*\*



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# Physical Activity: Strategies to Help Latino Families

- Share information about how to overcome their anxiety about winter (see Winter tip sheet developed).
- Provide more tips on which winter activities they can do indoors (dancing, moving during commercials, lifting light weights, etc.) and outdoors (playing at the park or playing in the snow with the right wardrobe/gear).
- Talk about how to set limits on screen time since several of their kids preferred using their devices over being physically active.
- Encourage parents to participate in physical activities with their kids, such as walking or going to the park together, since that may help kids feel more comfortable and safe while doing physical activity and will lead to more trust and open communication within the family.



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# Screen Time: Strategies to Help Latino Families

- Information about how to limit screen time and learning to monitor the content that their kids watch, especially limiting violent games/shows.
- Parents could also enroll their kids into low-cost, organized physical activities so that their kids can play with other kids after school too.





# Core Messages to Share with Latino Families

- Healthy beverages/drinks; reduce sugar-sweetened beverages, fruit juices, sports drinks, energy drinks, & 100% juice
- Portion control
- Snacks versus treats
- Increase physical activity as a family
- Decrease screen time – set limits
- Try to eat together as a family without TV on at least once per week



# Ways to Build Stronger EFNEP Interventions with Latino Families

- Design programs to enhance self-efficacy
- Deliver programs in locations convenient for participants
- Develop family-based programming
- Create visually appealing and engaging educational materials (physical activity resources in the community)





# Ways to Build Stronger EFNEP Interventions with Latino Families



- Cater to diverse learning styles and levels
- Promote slow, gradual dietary behavior change
- Encourage social support and interaction within and outside the intervention (SBHC had a higher retention)
- Include a supermarket tour or pop-up tour in the classroom

# Ways to Build Stronger EFNEP Interventions with Latino Families

## Learning Style

- Sit in a circle
- Discussion/support group style
- Simple, respectful, slow, caring, sensitive
- One-to-one interaction, connection very important
- Discussion of experiences, barriers, solutions suggested by peers
- Kinesthetic, *activity-based*, learner-centered
- Visual rather than verbal or written
- Link to disease and family benefit through family behavior changes
- Goal setting for each individual
- 24 hour recalls (one-to-one)



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# UMD's RNECE State Team



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# Questions????



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# THANK YOU!!!!



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