NUTR 212: Nutrition and Child Development
Spring 2015

Instructor:
Stephanie Anzman-Frasca, Ph.D.
75 Kneeland Street, Room 829
Email: stephanie.anzman_frasca@tufts.edu

Office Hours: By appointment

Class Meetings: Thursdays, 1:30-4:30PM

Text: Lightfoot, C., Cole, M., & Cole, S.R. (2013). *The Development of Children*. Seventh Edition. Worth Publishers.

Other Readings: Peer-reviewed journal articles will be assigned regularly, and readings from the popular media will be assigned periodically.

Course Website: www.trunk.tufts.edu

All readings besides the text will be posted on Trunk and will be available at least 2 weeks in advance of the class period in which they are covered. Lecture notes will be posted on Trunk by 9am on the day of the lecture. These will serve as outlines for students to use as a guide but will not cover everything discussed in class.

Course Description:
This course provides an overview of development during gestation, infancy, childhood, and adolescence, and enables students to think critically about the role of nutrition in child development. We will focus primarily on current issues and controversies in the United States, notably for health promotion and obesity prevention, with international perspectives incorporated during select units. This course complements NUTR 301 (Nutrition and the Life Cycle), as well as NUTR 272 (Physical Activity, Nutrition and Health); the only prerequisite is NUTR 201 (Fundamentals of Nutrition Science) or equivalent.

Course Objectives:
In this course, students will become able to:

- Apply leading contemporary developmental theories and methods to child nutrition, health promotion, and obesity prevention
- Identify key aspects of physical, cognitive, and socioemotional development during prenatal, infancy, childhood, and adolescent periods
- Describe the relationships between child nutrition and child development during each of these periods

- Analyze whether US nutrition policies are developmentally appropriate based on typical child development in current environments
- Think critically about research and current controversies related to nutrition and child development

COURSE POLICIES

1. Readings:

Readings are assigned to correspond with each class session. Students are expected to complete each week's required readings before class. The course is structured, so that there are textbook readings and corresponding lectures for each topic, as well as articles, which will allow us to apply topics in child development to nutritional issues of interest. All assigned readings outside of the textbook will be available on Trunk. Optional readings are not required but will also be available on Trunk and are provided as recommended resources for students who wish to gain a deeper understanding of the corresponding topic.

Students are required to generate two discussion questions based on each week's readings and to bring the questions to class. This process is intended to facilitate class discussion. Additionally, during select weeks, the discussion questions will be collected as described below.

2. Participation:

Class attendance and participation are strongly encouraged. It is the responsibility of the student to contact a classmate for missed material if class is missed. If you have questions about class material, you may meet with the instructor by appointment.

Attendance will not be taken. Instead, to determine participation grades, students' discussion questions will be collected during six unannounced class sessions. Students will not be able to make up the submission of discussion questions but may miss one without losing any points.

3. Quizzes:

Three quizzes will be administered, as indicated in the course schedule below. Each quiz will be non-cumulative. The quizzes will consist of multiple choice and short answer questions and will primarily focus on textbook readings and lectures.

Make-up quizzes will not be administered unless arrangements have been made **in advance** or in the event of an unforeseeable absence (e.g., sudden illness, death in the family). Documentation of unforeseeable events must be provided, and students must schedule the make-up quiz to be taken within **1 week** of the original quiz date.

4. Assignments:

Written assignments will involve thinking critically and integrating across readings, lectures, and class discussions. Students will complete the following assignments:

1) Infant feeding pamphlet (Due 2/5/15): students will articulate infant feeding recommendations that they would communicate to caregivers in the form of a pamphlet.

2) Analysis of child item (Due 3/12/15): students will select a specific food-related item that is intended for children (e.g., a children's menu from a restaurant, a set of play food) and will analyze whether it is developmentally appropriate and will discuss its potential impact on children's development and on their perceptions of norms.

3) Child nutrition in the news: students will select a current news story related to childhood nutrition and will briefly present it at the beginning of a class session. Students will sign up for a presentation date during the first week of class.

4) Final paper (Due 5/4/15 by 5pm): students will select a period of the lifespan (early childhood, middle childhood, or adolescence) and will describe 3 contextual factors that promote healthy dietary intake during that period, using course material to illustrate how the factors they chose are developmentally appropriate and evidence based.

Detailed descriptions of each assignment and grading rubrics will be provided in class. Students are expected to submit all of their assignments as a hard copy at the start of class on the due date, unless otherwise specified. Materials submitted after the due date will incur the following penalties:

1st day late: -10%
2nd day late: -20%
3rd day late: -30%
4th day late and on: A zero will be given

Academic Conduct:

Academic integrity, including avoiding plagiarism, is critically important to professional success. Each student is responsible for being familiar with the standards and policies outlined in the Friedman School's Policies and Procedures manual (http://nutrition.tufts.edu/student/documents). It is the responsibility of the student to be aware of, and comply with, these policies and standards. In accordance with Tufts University's policy on academic misconduct, violations of standards of academic conduct will be sanctioned by penalties ranging from grade reduction or failure on an assignment; grade reduction or failure of a course; up to dismissal from the school, depending on the nature and context of any infraction. (http://uss.tufts.edu/studentaffairs/judicialaffairs/Academic Integrity.pdf).

GRADING

Grades will be derived in the following manner (% of grade):

Quiz 1	10%
Quiz 2	10%
Quiz 3	10%
Infant feeding pamphlet	15%
Analysis of child item	15%
Nutrition in the news	5%
Final paper	25%
Participation	10%

SCHEDULE OVERVIEW

Theme	Date	Topic	Reading
Introduction & Prenatal Period	Week 1: 1/15/15	Introduction	
	Week 2: 1/22/15	Nutrition & prenatal development	Text p. 79-104 Levin, Oken
Infancy	Week 3: 1/29/15	Infancy I: Physical development & infant feeding Guest lecture: Kevin Myers, Bucknell University	Text p. 125-140, 161-177 Myers, Mennella
	Week 4: 2/5/15	Infancy II: Socioemotional development & infant feeding **Infant feeding pamphlet due**	Text p. 148-157, 207-224 Watson, Stifter, WIC, Time
	Week 5: 2/12/15	Infancy III: Early interventions to promote healthy growth **Quiz #1**	Paul, Robinson
	2/19/15	Monday schedule on Thursday – No Class Meeting	

Theme	Date	Topic	Reading
Early Childhood	Week 6: 2/26/15	Early childhood I: Physical development and "learning how to eat" Guest lecture: Michelle Blocklin, Abt Associates	Text p. 271-277, 364-368, 369-371 Siega-Riz, Birch, NY Times
	Week 7: 3/5/15	Early childhood II: Self-regulation, eating behavior, and health	Text p. 320-329 New Yorker, Schlam, Raver
Middle Childhood	Week 8: 3/12/15	Nutrition and development in middle childhood **Analysis of child item due**	Text p. 389-400, 413-434, 468-471, 481-486 Strauss
Childhood & Contexts	3/19/15	Spring Break – No Class Meeting	
	Week 9: 3/26/15	Parent feeding practices and styles **Quiz #2**	Text p. 347-350 Hughes, Tovar
	Week 10: 4/2/15	School nutrition; Marketing and media	Text p. 372-380 Egner, Vandewater, Harris
Adolescence & Wrap-Up	Week 11: 4/9/15	Nutrition & development in adolescence I	Text p. 512-530, 551-564, 585-597 Paxton
	Week 12: 4/16/15	Nutrition & development in adolescence II	Story
	Week 13: 4/23/15	Guest lecture: Vanessa Lynskey and Alyssa Koomas, ChildObesity180 **Quiz #3**	Economos
	5/4/15	**Final paper due by 5pm**	

Page numbers are from the text. All other readings will be on Trunk.
Schedule is subject to change at the discretion of the instructor.

Expanded schedule, with learning objectives and readings

Week 1: Introduction to developmental perspectives

Learning objectives:

- Understand what the term "child development" encompasses
- Identify 3 developmental theories and consider their applications to nutrition
- Describe 3 developmental methods
- Identify 4 periods of development that we will discuss this semester
- Distinguish among physical, perceptual, cognitive, and socioemotional development
- Describe the role of culture and context in individual development

Optional readings:

- Text chapter 1: The Study of Human Development
- Davison, K. K., & Birch, L. L. (2001). Childhood overweight: a contextual model and recommendations for future research. *Obesity reviews*, *2*(3), 159-171.
- Harshaw, C. (2008). Alimentary epigenetics: A developmental psychobiological systems view of the perception of hunger, thirst and satiety. *Developmental Review*, *28*(4), 541-569.
- Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology, 22*, 723-742.

Week 2: Nutrition & prenatal development

Learning objectives:

- Describe physical and perceptual growth during fetal development
- Describe the fetal origins of adult disease hypothesis, including its original formulation and evidence-base, as well as critiques, challenges, and reformulations
- Describe pathways from prenatal undernutrition and overconsumption to offspring weight
- Think critically about early nutritional influences on weight and health and their permanence versus plasticity
- Identify current guidelines for gestational weight gain

Required readings:

- Text p. 79-104 (prenatal development)
- Levin, B. E. (2008). Epigenetic influences on food intake and physical activity level: review of animal studies. *Obesity*, *16*(S3), S51-S54.
- Oken, E., Taveras, E. M., Kleinman, K. P., Rich-Edwards, J. W., & Gillman, M. W. (2007). Gestational weight gain and child adiposity at age 3 years. *American Journal of Obstetrics and Gynecology*, *196*(4), 322-e1.

Optional readings:

- Barker, D. J. (1990). The fetal and infant origins of adult disease. *British Medical Journal*, *301*, 1111-2.

- Gluckman, P. D., & Hanson, M. A. (2008). Developmental and epigenetic pathways to obesity: an evolutionary-developmental perspective. *International Journal of Obesity*, *32*, S62-S71.
- Gillman, M. W. (2002). Epidemiological challenges in studying the fetal origins of adult chronic disease. *International Journal of Epidemiology*, *31*(2), 294-299.
- Rasmussen, K. M., Abrams, B., Bodnar, L. M., Butte, N. F., Catalano, P. M., & Maria Siega-Riz, A. (2010). Recommendations for weight gain during pregnancy in the context of the obesity epidemic. *Obstetrics & Gynecology*, *116*(5), 1191.

Week 3: Infant development I: Physical development and infant feeding

Learning objectives:

- Describe normative infant physical growth and motor development
- Identify current concerns related to infant birth weight and early growth in developed and developing countries
- Describe infant feeding recommendations during the first year of life, and compare and contrast these with current feeding practices in the US
- Understand how early flavor experiences influence later food preferences
- Describe the evidence related to breastfeeding's impact on child health, including its link with childhood obesity risk and potential mechanisms explaining this link

Required readings:

- Text p. 125-140 (the first 3 months), p. 161-177 (physical development in infancy)
- Myers, K.P. (Forthcoming). Why do we eat what we eat? To appear in: N. Avena (Ed.) Hedonic Eating: How the Pleasurable Aspects of Food Can Affect Appetite. New York: Oxford University Press.
- Mennella, J. A., Jagnow, C. P., & Beauchamp, G. K. (2001). Prenatal and postnatal flavor learning by human infants. *Pediatrics*, *107*(6), e88.

Optional readings:

- McDowell, M. A., Wang, C. Y., & Kennedy-Stephenson, J. (2008). *Breastfeeding in the United States: findings from the national health and nutrition examination surveys, 1999-2006*. US Department of Health and Human Services, Centers for Disease Control and Prevention, National Center for Health Statistics.
- Bartok, C. J., & Ventura, A. K. (2009). Mechanisms underlying the association between breastfeeding and obesity. *International Journal of Pediatric Obesity*, *4*(4), 196-204.
- Li R, Magadia J, Fein SB, Grummer-Strawn LM. Risk of bottle-feeding for rapid weight gain during the first year of life. *Arch Pediatr Adolesc Med.* 2012;166(5):431-436.
- Kramer, M. S., Chalmers, B., Hodnett, E. D., Sevkovskaya, Z., Dzikovich, I., Shapiro, S., ... & Helsing, E. (2001). Promotion of breastfeeding intervention trial (PROBIT). *Journal of the American Medical Association, 285*(4), 413-420.
- Huh, S. Y., Rifas-Shiman, S. L., Taveras, E. M., Oken, E., & Gillman, M. W. (2011). Timing of solid food introduction and risk of obesity in preschool-aged children. *Pediatrics*, *127*(3), e544-e551.
- Wright, C. M., Cameron, K., Tsiaka, M., & Parkinson, K. N. (2011). Is baby-led weaning feasible? When do babies first reach out for and eat finger foods? *Maternal & Child Nutrition*, *7*(1), 27-33.

Week 4: Infant development II: Socioemotional development and infant feeding

Learning objectives:

- Define temperament and attachment
- Think critically about intersections between developmental domains at age 6-12 months
- Describe "feeding to soothe" and its potential impact on children
- Think critically about current cultural attitudes and controversies around infant feeding
- Analyze whether the WIC program aligns with current nutritional concerns during infancy
- Develop your own strategy for how to promote optimal infant feeding

Required readings:

- Text p. 148-157 (temperament), p. 207-224 (attachment and language)
- Watson, J. S. (1972). Smiling, cooing, and "the game". *Merrill-Palmer Quarterly: Journal of Developmental Psychology*.
- Stifter, C. A., Anzman-Frasca, S., Birch, L. L., & Voegtline, K. (2011). Parent use of food to soothe infant/toddler distress and child weight status: An exploratory study. *Appetite*, *57*(3), 693-699.
- Time magazine article on attachment parenting
- Materials from WIC (2)

Optional readings:

- Slining, M. M., Adair, L., Goldman, B. D., Borja, J., & Bentley, M. (2009). Infant distress to limitations and weight gain. *International Journal of Behavioral Nutrition and Physical Activity*, *6*, 51.
- Ainsworth, M. D. S., & Bell, S. M. (1970). Attachment, exploration, and separation: Illustrated by the behavior of one-year-olds in a strange situation. *Child development*, 49-67.
- Jansen, J., Weerth, C. D., & Riksen-Walraven, J. M. (2008). Breastfeeding and the mother-infant relationship: a review. *Developmental Review*, *28*(4), 503-521.

Week 5: Infancy III: Early interventions to promote healthy growth

Learning objectives:

- Identify potential targets for nutrition and obesity preventive interventions before age 2
- Describe two examples of infancy interventions
- Think critically about the pros and cons of obesity preventive interventions prior to age 2

Required readings:

- Paul, I. M., Savage, J. S., Anzman, S. L., Beiler, J. S., Marini, M. E., Stokes, J. L., & Birch, L. L. (2011). Preventing obesity during infancy: a pilot study. *Obesity*, *19*, 353-361.
- Robinson, T. N. (2010). Stealth interventions for obesity prevention and control: Motivating behavior change. *Obesity prevention: The role of brain and society on individual behavior.* New York: Elsevier.

Optional readings:

- Paul, I. M., Bartok, C. J., Downs, D. S., Stifter, C. A., Ventura, A. K., & Birch, L. L. (2009). Opportunities for the primary prevention of obesity during infancy. *Advances in pediatrics*, *56*(1), 107.
- Paul, I. M., Williams, J. S., Anzman-Frasca, S., Beiler, J. S., Makova, K. D., Marini, M. E., ... & Birch, L. L. (2014). The Intervention Nurses Start Infants Growing on Healthy Trajectories (INSIGHT) study. *BMC Pediatrics*, *14*(1), 184.

Week 6: Early childhood I: Physical development and "learning how to eat"

Learning objectives:

- Describe normative physical growth and motor development in early childhood
- Describe secular trends in non-parental childcare and whether childcare impacts children's physical and socioemotional development
- Contrast nutrition recommendations for young children with current practices in the US
- Analyze whether childcare policies align with current nutritional concerns
- Define the following and understand the impact of each on food preferences and eating habits: neophobia, repeated exposure, associative conditioning, modeling
- Describe the impact of economic disadvantage on early childhood feeding
- Articulate your own "do's" and "don't's" of feeding in early childhood

Required readings:

- Text p. 271-277 (physical development), p. 364-368 (child care), p. 369-371 (neighborhoods and communities)
- Siega-Riz, A. M., Kinlaw, A., Deming, D. M., & Reidy, K. C. (2011). New findings from the Feeding Infants and Toddlers Study 2008. Nestle Nutrition Institute Workshop Series, Vol. 68.
- Birch, L.L. (1999). Development of food preferences. *Ann Rev of Nutr*, *19*, 41-62.
- New York Times article: Should you bribe children to behave?

Optional readings:

- Satter, E. (1995). Feeding dynamics: Helping children to eat well. *Journal of Pediatric Health Care, 9*, 178-184.
- Birch, L. L., & Doub, A. E. (2014). Learning to eat: Birth to age 2. *AJCN*, *99*, 723S-728S.

Week 7: Early childhood II: Self-regulation, eating behavior, and health

Learning objectives:

- Define self-regulation, and provide examples of how young children regulate their emotions, attention, and behavior
- Describe potential benefits of self-regulation for child well-being in multiple domains
- Identify ways in which self-regulation abilities may be related to health disparities
- Decide whether self-regulation is more important now than in previous historical periods

Required readings:

- Text p. 320-329 (self-regulation)
- New Yorker article: *Don't.*
- Schlam, T. R., Wilson, N. L., Shoda, Y., Mischel, W., & Ayduk, O. (2012). Preschoolers' delay of gratification predicts their body mass 30 years later. *The Journal of Pediatrics*.
- Raver, C. C. (2004). Placing emotional self-regulation in sociocultural and socioeconomic contexts. *Child Development*, *75*(2), 346-353.

Optional readings:

- Taveras, Elsie M., et al. (2010). Racial/ethnic differences in early-life risk factors for childhood obesity. *Pediatrics, 125,* 686-695.
- Johnson, S. L. (2000). Improving preschoolers' self-regulation of energy intake. *Pediatrics, 106*, 1429-1435.
- Whitaker, R. C., & Gooze, R.A. (2009). Self-regulation and obesity prevention: A valuable intersection between developmental psychology and pediatrics. *Archives of Pediatrics & Adolescent Medicine, 163*, 386-387.

Week 8: Middle childhood: Physical and socioemotional development

Learning objectives:

- Describe children's physical growth and nutritional needs in middle childhood
- Compare and contrast childhood obesity trends in developed and developing countries
- Describe socioemotional development in middle childhood, including self-esteem and peer relationships
- Identify connections among different domains of child development in middle childhood

Required readings:

- Text p. 389-400 (physical development), 413-414 (executive functions), 468-471 (self-esteem), 481-496 (peers)
- Strauss, R. S., & Pollack, H. A. (2003). Social marginalization of overweight children. *Archives of Pediatrics & Adolescent Medicine*, *157*(8), 746.

Optional readings:

- Galván, M., Uauy, R., Corvalán, C., López-Rodríguez, G., & Kain, J. (2012). Determinants of cognitive development of low SES children in Chile: A post-transitional country with rising childhood obesity rates. *Maternal and Child Health Journal*, 1-9.

Week 9: Childhood & Contexts I: Parent feeding practices and styles

Learning objectives:

- Identify the four parenting styles described in the developmental literature
- Identify cultural differences in parenting styles that have been highlighted by research
- Apply these broader parenting styles to the area of feeding, and describe their impact on feeding practices

Required readings:

- Text p. 347-350 (parenting)
- Hughes, S. O., Power, T. G., Fisher, J.O., Mueller, S., & Nicklas, T. A. (2005). Revisiting a neglected construct: parenting styles in a child-feeding context. *Appetite*, *44*(1), 83.
- Tovar, A., Hennessy, E., Pirie, A., Must, A., Gute, D. M., Hyatt, R. R., ... & Economos, C. D. (2012). Feeding styles and child weight status among recent immigrant mother-child dyads. *International Journal of Behavioral Nutrition and Physical Activity*, *9*(1), 62.

Optional readings:

- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology; Developmental Psychology*, *4*(1p2), 1.
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. *Handbook of Child Psychology*, *4*, 1-101.
- Levine, R.A. (1988). Human parental care: Universal goals, cultural strategies, individual behavior. *New Directions for Child and Adolescent Development, 1988*, 3-12.
- Faith, M. S., Berkowitz, R. I., Stallings, V. A., Kerns, J., Storey, M., & Stunkard, A. J. (2004). Parental feeding attitudes and styles and child body mass index: prospective analysis of a gene-environment interaction. *Pediatrics*, *114*(4), e429-e436.
- Birch, L. L., & Fisher, J. O. (1999). Restricting access to palatable foods affects children's behavioral response, food selection, and intake. *The American Journal of Clinical Nutrition, 69*, 1264-1272.

Week 10: Childhood & Contexts II: Schools, marketing, and media

Learning objectives:

- Describe the characteristics of and participation in the National School Breakfast and National School Lunch Programs
- Identify recent changes to school meal standards and resulting controversies
- Analyze whether US school meal policies align with current health concerns
- Describe the state of the evidence linking school breakfast and childhood obesity
- Think critically about ways to reform or promote these federal programs
- Consider the impact of children's media use in different developmental domains
- Describe policies regulating food marketing to children
- Describe evidence linking food advertising to eating behavior in children
- Think critically about mechanisms explaining links between screen time and obesity

Required readings:

- Text p. 372-380 (media)
- Egner, R., Oza-Frank, R., & Cunningham, S. A. (2014). The School Breakfast Program: A view of the present and preparing for the future. *Journal of School Health*, *84*, 417-20.
- Vandewater, E. A., Rideout, V. J., Wartella, E. A., Huang, X., Lee, J. H., & Shim, M. S. (2007). Digital childhood: electronic media and technology use among infants, toddlers, and preschoolers. *Pediatrics*, *119*(5), e1006-e1015.
- Harris, J. L., Bargh, J. A., & Brownell, K. D. (2009). Priming effects of television food advertising on eating behavior. *Health Psychology*, *28*(4), 404.

Optional readings:

- Boulos, R., Vikre, E. K., Oppenheimer, S., Chang, H., & Kanarek, R. B. (2012). ObesiTV: How television is influencing the obesity epidemic. *Physiology & Behavior*.
- Materials from USDA website and news stories related to USDA meal standards
- Corcoran, S. P., Elbel, B., & Schwartz, A. E. (2014). The effect of breakfast in the classroom on obesity and academic performance: Evidence from New York City. Working paper.
- Gleason, P. M., & Dodd, A. H. (2009). School breakfast program but not school lunch program participation is associated with lower body mass index. *Journal of the American Dietetic Association*, *109*(2), 118-128.
- Mahoney, C. R., Taylor, H. A., Kanarek, R. B., & Samuel, P. (2005). Effect of breakfast composition on cognitive processes in elementary school children. *Physiology & Behavior*, *85*(5), 635-645.

Week 11: Nutrition & development in adolescence I

Learning objectives:

- Summarize the physical and socioemotional changes of adolescence
- Describe body image issues and eating disorders that impact adolescents

Required readings:

- Text p. 512-530 (physical development), p. 551-557 (socioemotional development), p. 557-564 (peer relationships), p. 585-597 (health and well-being)
- Paxton, S.J., Schutz, H.K., Wertheim, E.H., & Muir, S.L. (1999). Friendship clique and peer influences on body image concerns, dietary restraint, extreme weight-loss behaviors, and binge eating in adolescent girls. *Journal of Abnormal Psychology*, *108*, 255.

Optional reading:

- Excerpt from "The Golden Cage" by Hilde Bruch

Week 12: Nutrition & development in adolescence II

Learning objectives:

- Describe factors impacting obesity risk in adolescents
- Consider how obesity prevention efforts should be framed in adolescence, given the simultaneous problems of eating disorders and high obesity rates

Required reading:

- Story, M., French, S. A., Resnick, M. D., & Blum, R. W. (2006). Ethnic/racial and socioeconomic differences in dieting behaviors and body image perceptions in adolescents. *International Journal of Eating Disorders*, *18*(2), 173-179.

Week 13: Course wrap-up

Learning objectives:

- Revisit the socio-ecological model discussed during the first week of class
- Describe ways to promote child nutrition by targeting multiple contexts
- Identify key considerations in designing developmentally-appropriate nutrition interventions and policies during different periods of the lifespan
- Brainstorm ways to promote nutrition and well-being in other domains simultaneously

Required reading:

- Economos, C. D., Hyatt, R. R., Goldberg, J. P., Must, A., Naumova, E. N., Collins, J. J., & Nelson, M. E. (2007). A community intervention reduces BMI z-score in children: Shape Up Somerville first year results. *Obesity*, *15*(5), 1325-1336.

Optional reading:

- Frankel, L. A., Hughes, S. O., O'Connor, T. M., Power, T. G., Fisher, J. O., & Hazen, N. L. (2012). Parental influences on children's self-regulation of energy intake: Insights from developmental literature on emotion regulation. *Journal of Obesity*.
- Economos, C. D., Hyatt, R. R., Must, A., Goldberg, J. P., Kuder, J., Naumova, E. N., ... & Nelson, M. E. (2013). Shape Up Somerville two-year results: a community-based environmental change intervention sustains weight reduction in children. *Preventive Medicine*, *57*(4), 322-327.
- Coffield, E., Nihiser, A. J., Sherry, B., & Economos, C. D. (2015). Shape Up Somerville: Change in parent body mass indexes during a child-targeted, community-based environmental change intervention. *AJPH*, e1-e7.