

screen for fatty liver disease in practices where TE and MRE are not available.

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Adapting a parenting program for Latina mothers impacted by intimate partner violence: Early insights

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OBJECTIVES/GOALS: Parenting programs overlook the needs of Latina mothers affected by intimate partner violence (IPV). To address this, we aim to adapt the Attachment and Biobehavioral Catch-up (ABC) parenting program. **Objective:** to understand core parenting challenges and strengths, identify implementation needs, and deliver a contextually responsive protocol. **METHODS/STUDY POPULATION:** Guided by the ADAPT-ITT framework, we are conducting semi-structured interviews with Latina mothers ($n = 12-15$) and service providers ($n = 5-10$) to inform the adaptation of ABC while maintaining its core components (10 dyadic sessions focused on following the child's lead, nurturing children when distressed, and avoiding frightening behaviors). To date, we have interviewed four mothers in Spanish. Two bilingual coders are conducting the thematic analysis using Nvivo. The results presented here are preliminary, based on 80% inter-rater reliability, and derive from transcript review and interviewer memos; final themes will be confirmed through the planned coding process. **RESULTS/ANTICIPATED RESULTS:** We identified the following themes: parenting challenges: persistent safety worries after IPV; heavy caregiving responsibilities with limited time and money; custody/visitation disrupting children's routine; immigration related stress and co-parent conflict; and symptoms of depression/anxiety. Parenting strengths include a strong commitment to protection, existing routines, and faith/community support. Anticipated adaptations include acknowledging mothers' protective strengths while integrating brief, accessible content that normalizes stress responses and offers practical co-regulation tools (e.g., grounding breathing exercises) to strengthen parent-child connection. **DISCUSSION/SIGNIFICANCE OF IMPACT:** Early insights suggest that pairing ABC with content that honors mothers' protective strengths, normalizes stress responses, and offers accessible co-regulation tools could fill a critical gap in contextually responsive support for Latino families, potentially strengthening parent-child relationships and increasing service access.

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Unveiling parental insights into the benefits and feasibility of community-based music enrichment programs for children in economically disadvantaged areas

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OBJECTIVES/GOALS: Advance translational understanding of how families with young children from low SES backgrounds engage with music and how these experiences shape interest in music enrichment

programs. By identifying family perceptions and barriers, this work will inform the design of responsive music interventions to promote developmental outcomes. **METHODS/STUDY POPULATION:** This is a qualitative study of semi-structured interviews. Families had at least one child who was ≤ 2 -years old and an income which qualified for the Women, Infants, and Children's (WIC) program. Exclusion criteria included children (≤ 2 -years old) with chronic health diagnosis (e.g., cerebral palsy). Audio recordings were transcribed and coded using the inductive approach of thematic analysis. $N = 15$ included in the final analysis. The sample consisted of primarily black (53%) and multi-race (20%) families who reported an annual income below the 2023 poverty threshold for the number of family members living in the home (73%). Participating parents were mothers (94%), single (73%), and had a high school education or below (87%). **RESULTS/ANTICIPATED RESULTS:** The home music environment: Parents' own musical background influences decisions on music they select for their children. Parents prefer children's songs that sound like the music they prefer to listen to (e.g., pop, hip-hop). Parent-child music interactions mostly include listening to and watching music shows vs. singing together. Parent interest/perception of community music programs: Parents have interest in community music programs and are interested in social and educational benefits to their child. Parent perceived barriers: Parents were not aware of music programs in their community. Social barriers include irregular work schedules, co-parenting, transportation, and balancing the demands of multiple children. **DISCUSSION/SIGNIFICANCE OF IMPACT:** Understanding how families from low SES backgrounds engage with and access community-based music programs will inform equitable and scalable strategies to promote early developmental enrichment through music, bridging research and community impact.

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Implementing a Community Scientist program to increase community engagement and voice in research

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OBJECTIVES/GOALS: Incorporating community voice ensures that research meets real world needs and enhances community trust and engagement. The objective of this program is to train community members on research to become community scientists and strengthen their role as partners in research, advancing the translation of discoveries into community practice. **METHODS/STUDY POPULATION:** Based on the University of Florida Citizen Scientist model, Mayo Clinic launched a Community Scientist (CS) program in 2021 as a one-day event. It expanded to a 4-week program in 2022, an 8-week program with a 6-week experiential assignment in 2023–2024 and added asynchronous training in 2025. The CS curriculum integrates didactic and experiential assignments with pre/post evaluations implemented in 2023 and expanded in 2024 to include post evaluations for the 6-week experiential assignment. Participants represented three Mayo Clinic regions (Arizona, Florida, Midwest), reflecting different geographies and