
ORAL HEALTH TRAINING 101

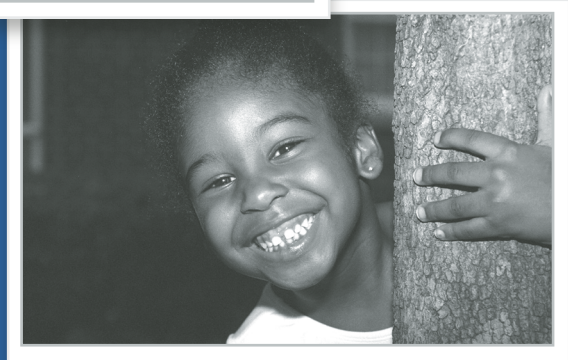


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Introduction

This training is part of an overall effort to improve oral health in South Carolina. It is primarily designed for child-care providers to acquaint them with the most effective way to convey a positive oral health message to the children within their care as well as their parents and guardians.

Even though the family is the primary place where a child's health is managed, an increasing number of South Carolina's youngest children are establishing their daily health habits in early childhood education programs. In regard to oral health, children need to be seen by dentists, but they also need to be engaged in daily practices that preserve and promote their dental health. Early childhood educators have a unique opportunity and responsibility to work with families to fit oral health in its proper place.

This course provides child care educators with the knowledge, skills and resources they need to help prevent dental diseases in young children and their families by developing healthy habits that promote good oral health as part of total health. Additional resources are available for child-care providers such as an Oral Health Activity Booklet for Infants, Toddlers and Preschoolers and a Parent Information Booklet. In addition, a resource guide for Afterschool Programs is currently being developed.

Acknowledgement:

Materials are based on recommendations from:

Stepping Stones to Using Caring for Our Children National Health and Safety Performance Standards 2003. American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care.

Casamassimo P. 1996. Bright Futures in Practice: Oral Health. Arlington, VA: National Center for Education in Maternal and Child Health.

Head Start and Partners Forum on Oral Health. http://www.headstartinfo.org/publications/hsbulletin71/cont_71.htm

The Oral Health and the Child Care Center 101 Training module, The Oral Health Activity Booklet for Infants, Toddlers and Preschoolers and the Parent Information Booklet are funded by the Robert Wood Johnson Foundation as part of the More Smiling Faces project.

South Carolina Child Care Training System

All persons desiring to present training for annual training hours required by the South Carolina Department of Social Services (DSS), must register with the Center for Child Care Career Development (CCCCD) before conducting training. The South Carolina Department of Health and Environmental Control (DHEC) Oral Health Division and CCCCDD have agreed to the process detailed below. If you are interested in conducting the oral health training for child care centers, please follow the guidelines below:

Prior to conducting or advertising child care training, a trainer must:

1. Complete the Request for Child Care Training Registration Form. Next to the name of the trainer, place your name and in parenthesis -Oral Health 101.
2. Normally, you would need to prepare an outline for the training session using the Outline Format and the Training Guidelines. Individuals who have completed the S.C. DHEC Train the Trainer Course: Oral Health and the Child Care Center 101, do not have to send in the outline. The outline has been sent by SCDHEC/C. Veschusio and has been approved.
3. Mail copies of the Registration Form to:
Center for Child Care Career Development
Child Care Training Registration
P.O. Box 5616
Greenville, SC 29606-5616

and

C. Veschusio
S.C. DHEC
1751 Calhoun Street
Columbia, SC 29201

4. **CCCCD** will send you an official attendance roster in the mail for participants to sign at the time of the training session.
5. Make copies of the blank attendance roster for participants to sign each time this training outline is presented.
6. C. Veschusio will keep a database of individuals who will be providing the training at DHEC.

At the time of child care training a trainer must:

7. Have participants complete the attendance roster.
8. Provide a certificate of training attendance to each participant.

Upon completion of the training a trainer must:

1. Return within 10 days the actual signed copy of the attendance roster to:
Center for Child Care Career Development
South Carolina Child Care Training Registry
P.O. Box 5616
Greenville, SC 29606-5616
2. Keep a copy of attendance roster on file in the event it is lost in the mail. You will receive a yellow postcard in the mail acknowledging receipt of the roster by CCCCDD.

Center for Child Care Career Development Web site: <http://www.sc-cccd.net/trainers.htm>

Note: As new courses are available, registered trainers will receive the information and materials on the additional topics such as Toothbrushing Program in a Child Care Center, Dental Emergencies, and Oral Health Activities for Afterschool Programs.

South Carolina Child Care Training System Request for Child Care Training Registration

Section I: Trainer

Name of Trainer: (Oral Health 101) Job Title: _____

Address: _____ Social Security No: - -

City: _____ State: SC Zip Code: _____

Mailing Address for Attendance Roster *(if different than above)* _____

Daytime Phone Numbers: () - - () - - () - -
Work Home Fax

Education: *(Check all that apply)*

- | | |
|---|--|
| <input type="checkbox"/> High School graduate | <input type="checkbox"/> AA Degree in _____ |
| <input type="checkbox"/> ABC Credential | <input type="checkbox"/> BA Degree in _____ |
| <input type="checkbox"/> CDA (year) _____ | <input type="checkbox"/> MA Degree in _____ |
| <input type="checkbox"/> Technical College Certificate in ECD | <input type="checkbox"/> PhD Degree in _____ |
| <input type="checkbox"/> Technical College Diploma in ECD | <input type="checkbox"/> Other: <i>(Specify)</i> _____ |

Experience: Previous training experience for SCDSS: years for ABC Credential: years

Expected Training Site: _____

Sponsoring Organization: Location: _____

Target Audience: *(Check all that apply)*

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Preschool Caregivers | <input checked="" type="checkbox"/> Infant-Toddler Caregivers | <input checked="" type="checkbox"/> Food Service or Support Staff |
| <input checked="" type="checkbox"/> Owners / Administrators | <input checked="" type="checkbox"/> School Age Caregivers | <input checked="" type="checkbox"/> Other: <i>(Specify)</i> Home Visitors |

Section II: *Training

Training Title: Oral Health 101 (Oral Health and Child Care Centers 101)

Write the total number of clock hours for this training in one topic area only. A separate registration form and outline format must be submitted for each different topic area.

- | | |
|--|--------------------------------------|
| <u> </u> Child Growth and Development | <u> </u> Program Administration |
| <u>90 m</u> Health, Safety | <u> </u> Child Guidance |
| <u> </u> Curriculum | <u> </u> Professional Development |
| <u> </u> Nutrition | <u> </u> Special Needs |
| | <u> </u> School Age |

***Attach the outline format to describe your presentation.**

Section III: Return This Form To

Center for Child Care Career Development
Child Care Training Registration
PO Box 5616
Greenville, SC 29606-5616

CCTrainApp_7/04

I. Title of Training:

Oral Health and the Child Care Center 101

II. Topic Area of Training:

Health and Safety

III. Number of Clock Hours of Proposed Training:

90 minutes

IV. Description of Training:

This course provides general information on oral health. Participants will learn how habits such as tooth brushing, good nutrition, safety and regular dental visits promote good oral health. Additionally, participants will develop strategies to integrate oral health activities into their child-care centers and classrooms.

VI. Benefits to Participants:

Even though the family is the primary place where a child's health is managed, an increasing number of South Carolina's youngest children are establishing their daily health habits in early childhood education programs. In regard to oral health, children need to be seen by dentists but they also need to be engaged in daily practices that preserve and promote their dental health. Early childhood educators have a unique opportunity and responsibility to work with families to fit oral health in its proper place.

This course provides child care educators with the knowledge and skills they need to help prevent dental diseases in young children and their families by developing healthy habits that promote good oral health as part of total health.

VII. Needed Supplies:

- LCD projector and computer with Power Point or overhead projector with handouts copied onto overhead transparencies
- Chart paper tablet
- Copy of pre-tests and post tests for each participant
- Copy of Key Messages sheet cut into sections
- Several small mirrors
- Markers
- Apple with hole in it (for demonstration)
- Oreos, apple slices and small cups of water
- Copy of Baby Faces by Margaret Miller (if available)
- Oval mouth shapes from Activity Guide
- Two slips of paper for each participant for culminating activity
- Copy of Oral Health Activity Booklet for Infants, Toddlers and Preschoolers for each participant
- Copy of Parent Information Booklet for each participant
- Copy of Oral Health Activity Booklet for Afterschoolers (if available)

VIII. Introduction

Speaker introduces herself /himself

Pre test can be administered as participants enter the session and before course materials are received.

Icebreakers:**How many hats do you wear?**

Have participants pass around a hat as they introduce themselves and describe their position responsibilities. It is not uncommon to have participants who are classroom educators, outreach workers, owners of centers, food service personnel, and nurses. This allows the trainer the opportunity to personally connect with the participant.

OR

Stand Up!

This is an opportunity for the presenter to get an idea of who their audience is and help participants see who may share similarities with them. Refer to the Stand Up! questions. Read out the statements and ask participants to stand if the statement applies to them. For example: You have been in the child-care setting for more than five years.

Stand Up! (Icebreaker Activity)

Directions:

Read the following statements aloud to participants and ask them to stand if the statement describes them.

- Your center provides care for infants.
- Your center provides care for preschoolers.
- You have worked in the child-care setting for more than five years, 10 years, 15 years. (Ask remaining participants to tell you how long they have been in this field.)
- You are a classroom teacher.
- You are a center administrator.
- You have your own children.
- Your center provides parent with education materials and information.
- Your center has an afterschool program. If anyone stands, share with them that oral health materials for afterschoolers will also be available.
- Your center operates from 6:30 p.m. - 5:30 p.m. each day, 7 a.m. - 6 a.m. or 6 a.m. - 6 p.m.
- Your center has an outside playground. (Tell the participants that you will be sharing information on playground safety.)
- You like to eat! (Tell the participants that you will be sharing information on the impact that nutrition has on oral health.)

IX. Content and Course Outline

The presenter will provide the information through Power Point presentation or overheads and handouts in conjunction with small group activities that will accomplish the objectives of the training.

Section I

Tooth Decay and Young Children—A Big Problem!

Objectives:

At the Completion of Section I, the participant will be able to identify

1. The number one most common childhood disease.
2. The number one unmet need of children with special needs.
3. The number of children in kindergarten in South Carolina with untreated dental decay.
4. How dental disease can impact the development of the young child.

Instructional Plan:

- Begin by asking participants to identify what they think the most common childhood disease is—repeat their responses.
- Explain that oral disease is the most common disease affecting children.
- Share statistics on the impact of tooth decay on children's health and well being.
- Utilize the slides or overheads of slides to show what decay looks like and how it can progress if untreated.
- Ask participants to list some ways that tooth decay could impact children and affect their development. List their responses on chart paper. Examples may include: tooth decay could affect a child's speech, diet, ability to learn and self esteem.
- Refer to slides 2 thru 5.

Section II

Tooth Decay—How does it happen?

Objectives:

At the completion of this section, the participant will be able to describe

1. The process of tooth decay.
2. How germs are associated with decay.
3. The relationship between the foods eaten and dental decay.
4. How the decay germs can be passed from mother or caregiver to the child.
5. Understand what plaque is and how to remove it from the teeth.

Instructional Plan:

- Share a simple way to demonstrate the decay process to children by using an apple with small hole in it.
- Using the tooth decay slides discuss the tooth decay process. Focus on the role that plaque, food and timing play in the decay process. (Slide 7)
- Share the connection between foods eaten and tooth decay. (Slide 8)
- Next, ask the group if they have ever shared a cup a spoon or a straw with a child—probably only their own child. Has a child ever reached inside your mouth? Explain to the group that tooth decay germs can be passed from caregiver to child. (Slide 9)
- What is the best way to remove plaque---brushing and flossing teeth. (Slide 10)

— Good time for a brief break. —

Section III

What can you do in your center to help children and their parents take care of their teeth?

Objectives:

At the completion of this section, the participant will be able to identify

1. How the child-care center is a member of the child's oral health team.
2. Key oral health messages that need to be conveyed to children and their parents.

Instructional Plan:

- Pass out cookies to the participants—Oreos work well. After they have had a chance to eat a cookie, pass out several mirrors. Have them describe what they see when they look inside their mouths. Next, pass out apple slices and water. After they have had a chance to eat the apple slices, have them observe the inside of their mouths again. Is there a difference?
- Make the connection that something as simple as serving a fruit such as an apple and a cup of water can help clean a child's teeth after eating a sweet cookie. This is a simple step that a childcare provider can do to help promote good dental health.
- Ask the group to brainstorm some ways they can help the children in their center take care of their teeth. Record these on chart paper.
- Explain to the group that you are going to review some key oral health messages that they can target within their child-care centers that contribute to the prevention of tooth decay.
- Pass out to the group slips of paper with key oral health messages. Refer to the attached Keying in on Oral Health handout on Page 36. Beginning with number one, ask the person with that message to read it aloud. Follow up with additional information as outlined below. Proceed until you have shared each of the key messages.

**Children need to know their mouths are important
and what mouths are used for—eating, smiling, talking.**

- Ask participants... What are some ways this can be conveyed to your children and their parents?
- Refer them to the Activity Booklet...these activities start at the beginning with infants. They need to begin

recognizing their mouths. Refer to **Here's Looking at You!** (Page 2) As educators and caregivers for young children you know the importance of talking and interacting with infants as much as possible. This is a great way to interact with them and help them begin to recognize their mouths and the parts of their face. A great board book to share is, **Baby Faces** by Margaret Miller. Show copy if it is available.

- For parents we have information you can send home titled, **Why Should I Worry About Taking Care of Baby Teeth?** (Page 2 in the Parent Information Booklet)
- For toddlers...**Where is Your Mouth?** (Page 4 in the Activity Booklet)—all you need for this activity are magazines and a copy of the Where is Your Mouth song.
- For preschoolers **Open Wide and Look Inside** (Page 14 in the Activity Booklet), refer participants to the oval mouth shapes you have cut out or pass them out at this time. Have participants fold them in half like a taco. Explain how the children will color the inside red and place marshmallows on the circles to represent teeth.
- These models can be used to show the number of teeth they have as well as help describe what teeth are used for.
- All of these activities have parent sheets that can be sent home reinforcing what has been talked about at your center.

The best way to prevent dental decay is to brush teeth at least twice a day.

- Refer to slides 18,19 and 20 for information on brushing and rinsing.
- Ask participants... What are some ways this can be conveyed to your children and their parents? Allow some time for responses (Slide 21).
- Refer them back to the Activity Booklet.
- For toddlers we are acquainting them with what a toothbrush is and what it is used for.
- Refer to **I Have a Little Toothbrush** Part One and Part Two (Page 6)—where they actually make a toothbrush using Velcro and a tongue depressor.
- Share the I Have a Little Toothbrush rhyme (Slide 22) with the participants and have them read along.
- For parents there is a lot of information such as **Selecting the Right Toothbrush and Toothpaste for Your Toddler, Tips for Brushing Your Infant's Teeth, and Do You Have Trouble Brushing Your Toddler's Teeth?**
- For preschoolers we have **Brush, Brush, Brush Your Teeth** on (Page 16 in the Activity Booklet). Using the enclosed tooth pattern, children begin learning the proper way to brush their teeth. Demonstrate the basic steps for the participants.
- Reinforce the correct amount of time by using a two-minute timer.
- Children then use toothbrushes to paint the tooth pattern clean and white!
- Also for preschoolers there is a color identification, sorting and counting activity titled **What Color is Your Toothbrush?** (Page 35 in the Activity Booklet)
- For parents there is information on **How to Make Toothbrushing Fun!** (Page 23 in Parent Information Booklet)
- Share with participants how important it is that these good habits get established early in the home and are reinforced within the home and in the child-care setting.

**Children should receive a dental check by their first birthday.
Older children and parents should visit the dentist regularly.**

- Refer to the Parent Information Booklet. There is a lot of information for parents of infants. It is mentioned numerous times that a child should receive a dental check by their first birthday. How could you promote that within your center? Allow participants some time to share.
- It is important that children understand what happens at the dentist, so that they will not be scared to go.
- For toddlers *I'm not going on a bear hunt...* (Page 12 in the Activity Booklet) **I'm Going to the Dentist!** This quiet activity has the teacher reading a story about going to the dentist and singing a simple song. A great sheet for parents, titled **Your Child's First Dental Visit** is related (Page 15 Parent Information Booklet).
- For preschoolers...using an interactive video created by ETV, the children sequence activities in a story and color a picture of their dentist. This activity is (Page 37) **Have You Been to the Dentist?** Show the graphic from the interactive video (Slide 27).

Children's teeth need to be checked by their parent's and educators.

- Simple parent sheet outlines how to check a child's mouth...
Tips include...
 - Lift your child's lip.
 - Look at their gums and teeth.
 - Try to examine the inside and outside of the tooth surface.
 - Early decay may appear as white or brown spots.
 - Contact your dentist if you notice any problems.
- Share information on Lift the Lip video

Families should drink fluoridated water. Fluoride in water helps protect teeth from decay.

- Ask participants, "Why is fluoride important?" Explain what fluoride does---it strengthens the tooth enamel and helps prevent cavities.
- Several of the parent materials, in the Parent Information Booklet, recommend that parents check to make sure that their water is fluoridated. In addition, parents should use a fluoride toothpaste and if bottled water is served to their children make sure it contains fluoride. It is always good to recommend that parents check with their dentist to see if their child may need fluoride supplements and fluoride treatments such as fluoride varnish.

A child's diet can be part of the tooth decay process.

- Even though children are not making the grocery lists and doing the shopping they can influence what their parents buy for them to eat and they can be taught to make better choices.
- For toddlers. (Page 10 in the Activity Booklet) **Eat it Up!** Using a "smiley face and a frowny face," toddlers sort healthy and unhealthy foods.
- For preschoolers, (Page 24 in the Activity Booklet) **Put a Face on Good Nutrition.** This is a fun activity that has preschoolers actively engaged in recognizing the parts of the face, identifying their senses and using them to describe fruits and vegetables! Wouldn't it be worth it just to have children know what broccoli looks like and what a strawberry smells like.

- There are several parent information sheets on nutrition.
- Ask participants, “Who remembers from our earlier discussion the role that time and eating play in the decay process?” (Review if needed.)
- Then ask them, “What are some things you can do within your center to promote good nutrition?” Record their feedback on chart paper if time permits.
- Share information on medicines. (As shown on Slide 37)
- Do you know or think your parents know that... (Show information on Slide 38)
 - Babies shouldn’t be put to bed with a bottle filled with milk?
 - Milk should be served with meals, not all day long.
 - Juice should be diluted and never put in a bottle.
 - A sippy cup should not be carried around by a child—injury to the mouth could occur if the child falls.
- Refer to the information for parents that explains the healthy way to serve juice, milk and use sippy cups.

Dental sealants prevent tooth decay.

- Dental sealants should be considered by parents of children beginning to get their permanent teeth. There is a parent information sheet titled, **Sealing Out Decay: Why Parents Should Consider Dental Sealants** (in the *Afterschool Booklet*).
- Share general information on dental sealants and how they work (Refer to Slide 40).

Smiles need to be protected from injury.

- Even if teeth are brushed daily and the proper foods are eaten, an injury to the mouth can be devastating to the health and appearance of a child’s mouth. Safe behaviors need to be shared with and modeled for children. In addition, caregivers and parents need to know how to respond to a dental injury.
- **Not In Your Mouth**, (page 20) is a great activity for preschool children that could certainly be adapted and used with toddlers. The hands-on sorting activity helps children identify what does and does not belong in their mouths. In addition there is information for parents on **Keeping their Child’s Smile Safe—At Home and School, In the Car and While Shopping** (Beginning on Page 24 in the *Parent Information Booklet*).
- Share pictures of potentially harmful situations...have participants share what could happen and how it could be prevented (Slide 42).
 - Water fountain
 - Swings/playground
 - Scattered toys
 - Child riding bike without helmet
- Ask participants, “What are some ways you can or do promote safety in your center?” If time permits list their responses.
- Ask participants, “Do you collect dental provider information for the children in your center as well as medical provider information?” “Why would having that information on hand be a good idea?”
- Refer them to the **Safety First** activity for preschoolers on page 32 in the Activity Booklet. Safety can become a key part of the classroom if you allow students to serve as safety patrollers.
- Some additional resource sheets found in the Parent Information Booklet include:
 - **Safety: Preventing Dental Injuries in the Home** (page 20)

- **Safety: Toys and Dental Health** (page 21)
- An interesting sheet to send home with parents during the holidays is **Home for the Holidays** (page 22). It shares with parents some things to consider when they decorate their homes for the holidays.

Section IV.

What will you do?

Objectives for Section IV.

At the completion of this section, the participant will be able to list

1. Several activities they can do within their childcare centers that will help promote the oral health message to the children and families they serve.

Instructional Plan:

- Pass out two slips of paper to each participant. Ask them to write one strategy from the training that he or she will use immediately in his classroom or center and one that they will propose to their center to implement in the near future.
- If time is available, participants can break into small groups and discuss their strategies. Each group should select a reporter who will share their input with the entire group.
- As a wrap-up, share with them the list of **Simple Things Your Center Can Do to Promote Oral Health** (found on Slide 45).

Section V.

Resources for you.

Objectives for Section V.

At the completion of this section, the participant will be able to list several resources that are available for use in promoting oral health in their centers.

Instructional Plan:

- Direct them to the information on additional resources such as books, Web sites. This information can be found in the Activity Booklet in the Additional Resources section.
- If there is an interest, share information on establishing a toothbrushing program within the child-care setting. Specific information is provided in the Additional Resources section.

Section VI.

Closing

Instructional Plan:

- Ask for additional questions.
- Have participants take **Post Test**

Section VII.

Training Development Resources and References

Stepping Stones to Using Caring for Our Children National Health and Safety Performance Standards 2003. American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care.

Casamassimo P. 1996. **Bright Futures in Practice: Oral Health**. Arlington, VA: National Center for Education in Maternal and Child Health. Head Start and Partners Forum on Oral Health. http://www.headstartinfo.org/publications/hsbulletin71/cont_71.htm

Section VIII.

Method of Evaluation:

A pre-test will be administered prior to beginning the class and a post test will be administered following the training to assess improvement in knowledge. In addition, participants will develop a plan of action for one oral health promotional strategy that can be implemented in their center.



Tips for Conducting an Oral Health Training

- Contact the child-care center director and schedule the session.
- Determine the number of participants.
- Gather the needed supplies.
- Provide copies of the 101 Training Materials, Student Activity Booklet and the Parent Information Booklet for each participant. To get a copy of these materials refer to the enclosed form in the Additional Resources Section or contact the South Carolina Department of Health and Environmental Control's Oral Health Division at 803-898-0194.
- Review the instructional plan.
- As you plan your training, consider some key questions.
 - Who is your audience?
 - What are your goals for the training?
 - What would you like participants to be able to do once they have been trained?
- Make copies of the pre-test and post-test.
- Provide information on local resources such as contact information for dentists, dental services and local support programs.
- In addition to the pre-test and post-tests, have the participants evaluate the session. A sample evaluation is included with the materials.

Slide 1

Oral Health for the Child Care Center

August 2005
Oral Health Division



More Smiling Faces is an oral health initiative funded by the Robert Wood Johnson Foundation

Slide 2

Section I Tooth Decay and Young Children—A Big Problem!

Learning Objectives

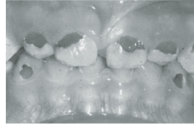
At the completion of Section I, the participant will be able to:

- Identify the number one most common childhood disease and how it affects children.
- Identify the number of children in kindergarten in South Carolina with untreated tooth decay.
- Understand how tooth decay can affect the health and well being of a child.

Slide 3

What is the most common childhood disease?

Answer: **Tooth Decay**



5 times more common than asthma
7 times more common than hay fever

Trainer:

- Begin by asking participants to identify what they think the most common childhood disease is—repeat their responses.
- Explain that tooth decay is the most common disease affecting children.

Slide 4

In South Carolina

According to the 2002 Statewide Oral Health Screening

1/3

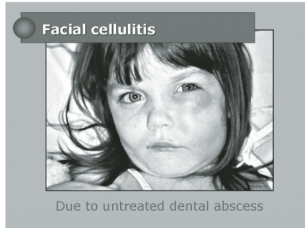
of all **kindergarten age children**
have untreated dental decay.

South Carolina Oral Health Needs Assessment 2002

<http://www.scdhec.gov/health/mch/oral/index.htm>

Slide 5

How does tooth decay affect the child and their well-being?



Trainer:

- Utilize the slides or overheads of slides to show what decay looks like and how it can progress if untreated.
- Ask participants to list some ways that tooth decay could impact children and affect their development. List their responses on chart paper.
- Examples may include: tooth decay can affect a child's speech, diet, ability to learn and self esteem.

Slide 6

Section II Tooth Decay—How Does it Happen?

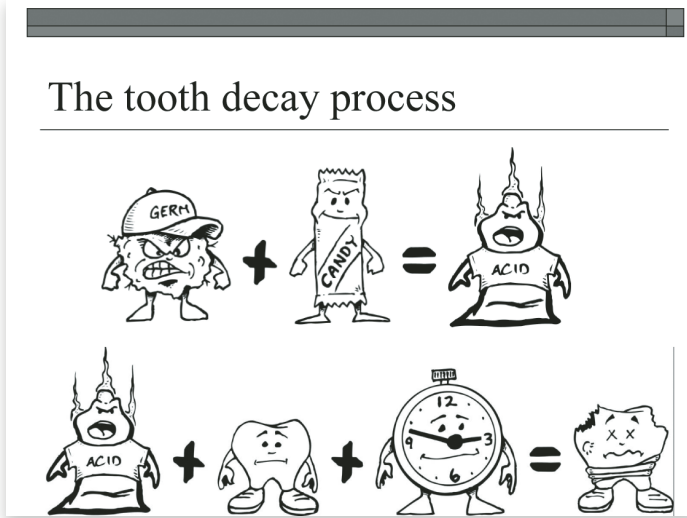


Learning Objectives:

At the completion of this section, the participant will be able to describe

- The process of tooth decay.
- How germs are associated with decay.
- The relationship between the foods eaten and dental decay.
- How the decay germs can be passed from mother or caregiver to the child.
- Understand what plaque is and how to remove it from the teeth.

Slide 7



Trainer:

- Share a simple way to demonstrate the decay process to children by using an apple with a small hole in it.
- Using the tooth decay slides, discuss the tooth decay process. Focus on the role that germs in plaque, food and timing play in the decay process.
- Germs in mouths plus food: sugar and carbohydrates, together make an acid.
- After eating, the acid attack lasts for 20 minutes!!
- Acid attack over time causes breakdown of the tooth surface—a cavity.

Slide 8

The Connection Between Foods Eaten and Tooth Decay

Germs in Plaque
+ Sugar and Starchy Foods
ACID ATTACK

The slide includes several illustrations: a chocolate chip cookie, a sippy cup labeled 'CHIPS', a magnifying glass, and a photograph of a baby sleeping with a bottle in their mouth. The photograph is titled 'Sleeptime Habits'.

Key Messages:

- Bottles with milk or formula taken to bed or ab lib use during the day, lollipops, fruit roll ups and excessive juice consumption from a sippy cup all contribute to tooth decay because they continuously coat the teeth with sugar.
- Children as young as age 1 experience untreated dental decay or early childhood caries.

- The frequency of snacking is far more important than the quantity consumed.
- Time between meals allows saliva to wash away food particles that the tooth decay germs would otherwise feast on.
- Frequent snacking, without brushing afterwards, provides constant fuel to feed the germs that in turn makes acids that weaken the tooth surface and that over time can cause tooth decay.

Slide 9

Can tooth germs be passed from caregiver to the child?



<http://www.dentalcare.com/drn.htm>

Trainer:

- Ask the group if they have ever shared a cup, a spoon or a straw with a child—probably only their own child? Ask them if a child ever reached inside their mouth?
- Explain to the group that tooth decay germs can be passed from caregiver to child.

Slide 10

Plaque

- Once the germs take hold it is called *plaque*.
- The sticky film you feel on your teeth.
- Can't be rinsed away
- Need to *brush and floss* to remove it



Slide 11

Section III

What can you do in your center to help children and their parents take care of their teeth?



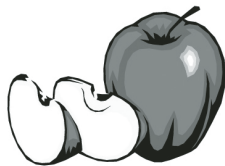
Learning Objectives

At the completion of this section, the participant will be able to discuss

- How the child-care center is a member of the child's oral health team
- Key oral health messages that need to be conveyed to children and their parents

Slide 12

Cookie, Apple and Water Experiment

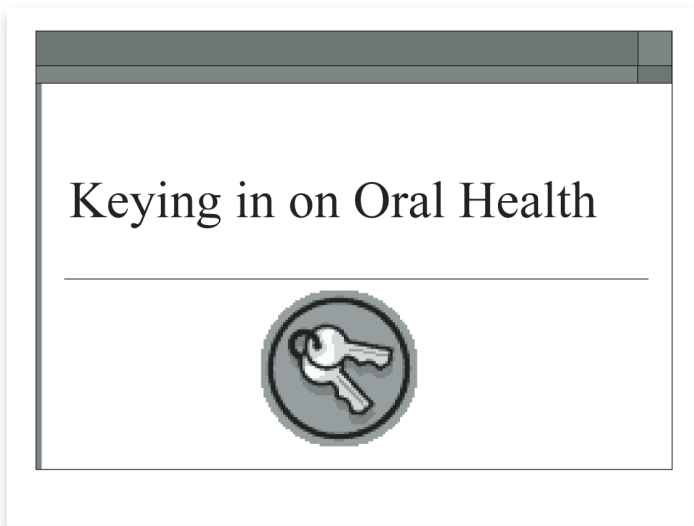


Trainer

- Pass out cookies to the participants—Oreos work well.
- After they have had a chance to eat a cookie, pass out several mirrors.
- Have them describe what they see when they look inside their mouths.
- Next, pass out apple slices. After they have had a chance to eat the apple slices, have them observe the inside of their mouths.
- Next, pass out cups of water. After they have had a chance to drink the water, have them observe the inside of their mouths again. Is there a difference?

- Make a connection that something as simple as serving fruit such as an apple and a cup of water can help clean a child's teeth after eating a sweet cookie. This is a simple step that a child-care provider can do to help promote good dental health.
- Ask the group to brainstorm some ways they can help the children in their center take care of their teeth. Record these on chart paper.

Slide 13



Trainer

- Explain to the participants that you are going to review some key oral health messages that they can target within their child-care centers that contribute to the prevention of tooth decay.
- Pass out slips of paper with key oral health messages. Refer to the attached **Keying in on Oral Health** handout on Page 36 . Beginning with number 1, ask the person with the message to read it aloud.
- Follow up with additional information on each message. Proceed through the presentation until you have shared the key messages.

Slide 14

Children need to know their mouths are important and what they are used for—eating, smiling, talking.



Trainer

Ask participants...What are some ways this can be conveyed to your children and their parents?

Slide 15

Here's Looking at You!



- Stresses importance of talking and interacting with infants
- Helps babies begin to recognize their mouths and parts of their face

Parent Information Sheet:

Why Should I Worry about Taking Care of Baby Teeth

Parent Educators: *Open Wideee* song is a good way to encourage parents to talk and interact with infants.

Trainer

- **Infants**--Refer to the Activity Booklet. These activities start at the beginning with infants, Here's Looking at You! (page 2)
- As educators and caregivers for young children you know the importance of talking and interacting with infants as much as possible.
- This is a great way to interact with them and help them begin to recognize their mouths and the parts of their face.
- A great board book to share is, **Baby Faces** by Margaret Miller. Show a copy if it is available.
- **Toddlers** — (page 4) Where is Your Mouth? All you need for this activity are magazines and a copy of the Where is Your Mouth song.

Slide 16

Open Wide and Look Inside

- Helps a toddler recognize his mouth, teeth and tongue and begin to understand what his teeth are used for.
 - Making a Tooth Model

Parent Information Sheet:

Caring for your Toddler's Teeth

Parent Educators: *Open Widee* song is an good way to encourage parents to talk and interact with infants.

Trainer

- **Toddlers** – Open Wide and Look Inside in Activity Booklet (*Page 14*)
- **Before training**, cut out the oval mouth shapes.
- **Training day:**
 - Pass the oval mouth shapes out to each participant.
 - Have the participants fold them in half like a taco.
 - Explain how the children will color the inside red and place marshmallows on the circles to represent their teeth.
 - These models can be used to show the number of teeth they have as well as help describe what teeth are used for.
 - All of these activities have parent sheets that can be sent home to reinforce what you have talked about at your center.

Slide 17

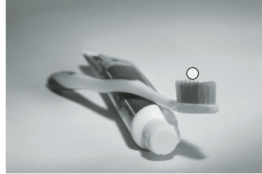
One good way to prevent dental decay is to brush teeth at least twice a day.



Slide 18

Toothbrushing

- Use only a soft toothbrush
- For children under age 2, do not use toothpaste
- For children over age 2, use a pea size amount of toothpaste

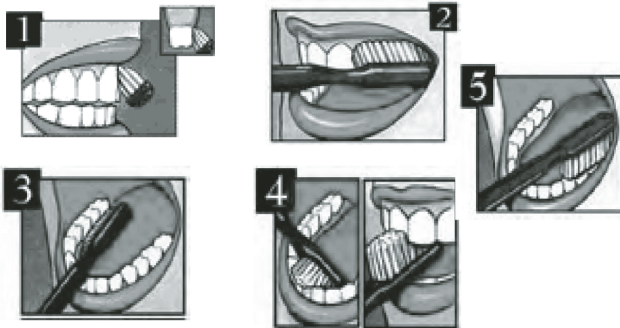


Trainer:

- **Ask the question:** When you first get up in the morning, do you feel a sticky, film on your teeth?
- **Answer:** That is plaque.
- **Key Points:**
 - Plaque cannot be removed by forceful rinsing.
 - Once the germs take hold it is called plaque.
 - The plaque and food are removed from the teeth by brushing the teeth and using dental floss.
 - The plaque needs to be removed at least two times a day: morning and before going to bed.
 - It is important to brush before bed because there is less saliva produced during sleep. Saliva acts to protect teeth, and when there is less saliva there is less protection.

Slide 19

Toothbrushing



Trainer

Basic toothbrushing instructions:

- Point bristles toward gum line.

- Use gentle circles.
- For the inside of the front teeth, use the tip of the brush.
- Biting surfaces and tongue also need to be brushed.
Important to demonstrate toothbrushing on model if possible.

Slide 20

Rinsing

- The cavity-causing effect of frequent exposure to food shall be reduced by offering the children rinsing water after snacks when brushing is not possible.



Slide 21

How you can help parents understand the importance of brushing, flossing and rinsing?



Slide 22

I Have a Little Toothbrush

For toddlers we are acquainting them with what a toothbrush is and what it is used for.

A fun rhyme to share...

I Have a Little Toothbrush

A self-help rhyme

I have a little toothbrush
I hold it very tight
I brush my teeth each morning,
and then again at night
(children perform the actions)



Trainer:

Request that participants, refer to the Activity Booklet:

- I Have a Little Toothbrush-Part I (Page 6)
- I Have a Little Toothbrush-Part II (Page 8)–they actually make a toothbrush using Velcro and a tongue blade.

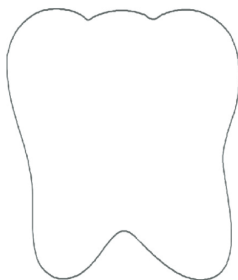
Point out the accompanying Parent Information Sheets:

- Tips for Brushing Your Infant's Teeth (Page 8)
- Toothbrushes and Toothpaste for Toddlers (Page 12)
- Do You Have Trouble Brushing Your Toddler's Teeth? (Page 13)

Slide 23

Brush, Brush, Brush Your Teeth

Using a tooth pattern, white paint and a toothbrush, children begin learning how to brush their teeth.



Trainers:

Refer to the Activity Booklet: **Preschool Section**, *Brush, Brush, Brush Your Teeth* (Page 16).

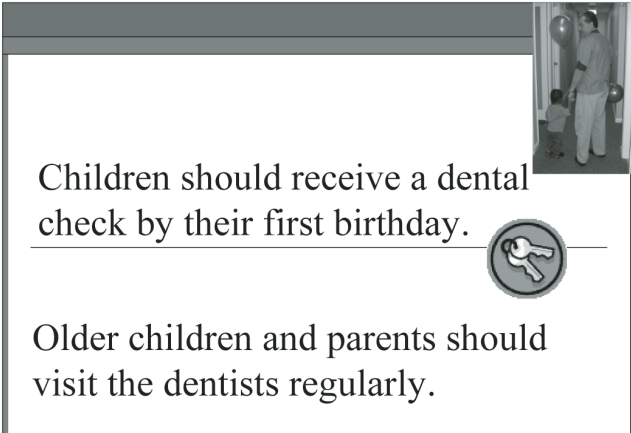
- Using the tooth pattern, children begin learning the proper way to brush their teeth.
- Demonstrate the basic steps to the participants.
- Children use toothbrushes to paint their teeth clean and white!

Refer to the Activity Booklet: **Preschool Section**, *What Color is Your Toothbrush?* (Page 35)

- A color identification, sorting and counting activity

- Point out the accompanying **Parent Information Sheets**:
- *How to Make Toothbrushing Fun! (Page 23)*

Slide 24



Children should receive a dental check by their first birthday.

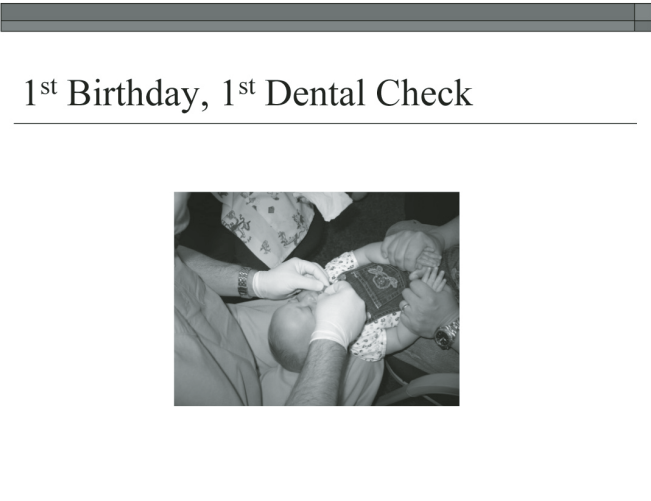
Older children and parents should visit the dentists regularly.

Trainer


- Refer to the Parent Information Booklet. There is a lot of information for parents of infants...it is mentioned numerous times that a child should receive a dental check by their first birthday.
- How could you promote that within your center? Allow them time to share.

Opportunity for Child Care Center: Dental screenings at the center performed by dentists or dental hygienists are a good way to reinforce the importance of early dental care and to encourage family dental care.

Slide 25



1st Birthday, 1st Dental Check



Key Message: All infants need to have their mouths and teeth checked by the doctor or the dentist by age 1.

Slide 26

I'm Going to the Dentist

Traditional Chant

Children enjoy alternating handclaps with leg-slaps as they listen to their teacher lead this chant. Of course, they love making the motions as they are called for.

I'm going to the dentist.
I'm not afraid.
I'm going to get my teeth cleaned
And keep my smile so bright!

I'm going to the dentist.
I'm not afraid.
He's going to count my teeth
And make sure I'm ok!

I'm going to the dentist.
I'm not afraid.
He's going to show me how to brush
To keep cavities away!



Key Message

It is important that children understand what happens at the dentist, so that they will not be frightened to go to the dentist.

- **Refer to the Activity Booklet:** For toddlers, I am not going on a bear hunt...I'm Going to the Dentist—page 12. This quiet activity has the teacher reading a story about going to the dentist and singing a simple song.
- **Refer to the Parent Information Sheet:** Your Child's First Dental Visit. (Page 15)

Slide 27

Have you Been to the Dentist?

- For preschoolers, we have an interactive video developed by ETV that can be used in the classroom.
- Share books about visiting the dentist.
 - Does a Tiger Open Wide?, by Fred Ehrlich
 - Just Going to the Dentist, by Mercer Mayer
 - Freddie visits the dentist, by Nicola Smee
 - Berenstain Bears Visit the Dentist, by Stan and Judy Berenstain



Slide 28

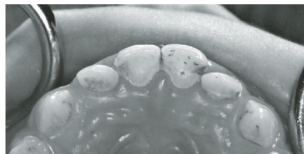
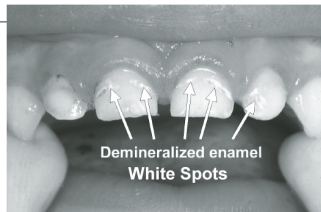
Children's teeth need to be checked by their parents and educators



Slide 29

Smile Check

- Gently lift your child's upper lip
- Look at the outside and the inside of the upper front teeth
- Look at the back teeth
- White spots are early decay
- Inform parent of your findings and refer to a dentist



Opportunity for Child Care Center

If the center conducts a routine health assessment on each child periodically, be sure to include a "smile check."

- How?
 - With gloved hands, simply lift the upper front lip and observe the front teeth with special notice to the gumline and then look at the front teeth from the inside or tongue side.
 - This is where the baby bottle decay first appears.
 - If you observe any white spots or areas of decay, be sure to advise the parent to take the infant or child to the dentist as soon as possible.
 - Decay in baby teeth progresses very fast.

Resource: The University of Washington's Lift the Lip video gives a good demonstration of how a parent or caregiver can perform a "smile check" on a young child. Several copies are available for loan from SC Oral Health Division: 1-803-898-0830.

Slide 30

Families should drink fluoridated water. Fluoride in water helps protect teeth from decay.



Trainer

- Ask participants, *Why is fluoride important?*
- Explain that fluoride strengthens tooth surface or enamel and helps prevent tooth decay.
- Several of the parent materials recommend that parents check to make sure that their water is fluoridated.

Slide 31

Fluoride—the tooth protector



- Replaces the lost minerals from the tooth surface lost by the acid attack
- Helps make the tooth stronger

Found in

- public water systems that are fluoridated
- Toothpaste
- Supplements
- Varnish/Gels

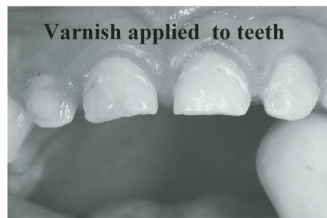
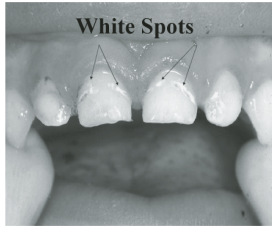


Key Points:

- Due to early onset of tooth decay in children and its infectious nature, an early preventive focus is needed.
- Tooth decay can be prevented by a combination of community, professional and individual mechanisms such as community water fluoridation, fluoride toothpastes, varnishes, gels, and dietary supplements.
- If the families do not have fluoridated water, they need to check with their physician or dentist. Fluoride supplements may be recommended for the child.
- Today, many families use bottled water that does not contain fluoride.

Slide 32

Fluoride Varnish



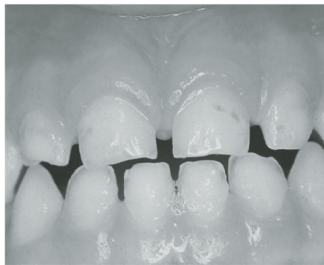
Trainer (health professional)

Key Points:

- White spots are areas of demineralization and considered early decay.
- White spots are one indication for fluoride varnish applications along with other risk factors for tooth decay.
- The varnish is applied and hardens quickly as a yellow film.
- Fluoride helps in replacing the loss of minerals in the tooth surface as a result of the acid attack on the tooth.
- Fluoride varnish is an effective way to prevent and some cases arrest tooth decay in children.

Slide 33

Three months later



Remineralized Enamel

Trainer (health professional)

- When fluoride varnish is used to remineralize white spot lesions, these are the results.

Slide 34

A child's diet can be part of the tooth decay process



Key Message:

- Even though children are not making the grocery lists and doing the shopping they can influence what their parents buy for them to eat and they can be taught to make good choices.

Learning Objectives:

- At the completion of this section, the participant will be able to describe the relationship between the foods eaten and tooth decay.

Slide 35

Eat it Up!

- Toddlers sort healthy and unhealthy food choices.

Put a Face on Good Nutrition

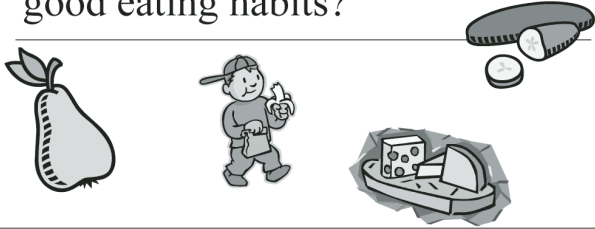
- A fun activity that has preschoolers actively engaged in recognizing the parts of the face, identifying their senses and using them to describe fruits and vegetables!

Trainers

- Refer to the Activity Booklet in the Toddler Section.
- Eat it Up! (*Page 10*)—Using a “smiley face and a frowny face” toddlers sort healthy and unhealthy foods.
- Refer to the Activity Booklet in the Preschool Section.
- Put a Face on Good Nutrition (*Page 24*). This is a fun activity that actively engages preschoolers in recognizing the parts of the face, identifying their senses and using them to describe fruits and vegetables!
- Wouldn't it be worth it just to have children know what... broccoli looks like and what a strawberry smells like.
- Refer to Parent Information Sheets. There are several important sheets on nutrition.

Slide 36

What are some things you can do within your center to promote good eating habits?



Trainer:

- **Ask participants**, “Who remembers from our earlier discussion the role that time and eating play in the decay process?” (Review if needed)
- **Then ask them**, “What are some things you can do within your center to promote better nutrition?”
- **Record** their feedback on chart paper if time permits.

Slide 37

Medicines

- Medicines such as cough syrups contain sugar that germs in the mouth use to make acids.
- Be sure to brush a child’s teeth after giving him or her medicine or at least rinse with water.



Trainer:

- Show information on using medicine and protecting teeth.

Slide 38

Do your parents know?



- Babies should NOT be put to bed with a bottle filled with milk?
- Milk should be served with meals NOT all day long.
- Juice should be diluted and never put in a bottle.
- A sippy cup should NOT be carried around by a child—injury to the mouth could occur if the child fell.

Trainer:

Highlight the following Parent Information Sheets:

- Healthy Eating Habits for Good Dental Health (*Page 16*)
- Sippy Cups (*Page 19*)
- Milk (*Page 18*)
- Juice (*Page 17*)
- Nutrition and Your Child’s Dental Health (*Page 30*)

Slide 39

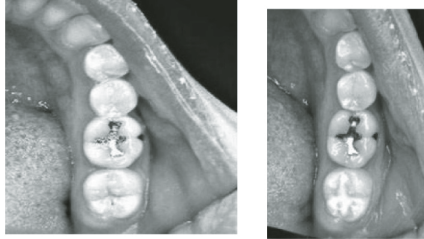
Dental sealants prevent tooth decay



Slide 40

Dental Sealants

- A thin plastic coating placed on the top of the back teeth/molars that:
 - Prevents decay
 - Seals deep, narrow grooves
- Back teeth/6 year old molars come in around age 6.



Key Message:

- An important preventive procedure for children when they receive their first molars at around age six is the application of dental sealants.
- Most tooth decay happens on the chewing surfaces of the back teeth because they are not smooth and have pits and grooves that make them difficult to clean.
- Dental sealants are a thin, plastic coating that flows into the pits and grooves and seals them off.
- This makes the chewing surfaces of the teeth smoother and less likely to decay.
- **Resource:** Oral Health Activity Booklet for Afterschoolers, Sealing Out Decay, Why Parents Should Consider Dental Sealants.

Slide 41

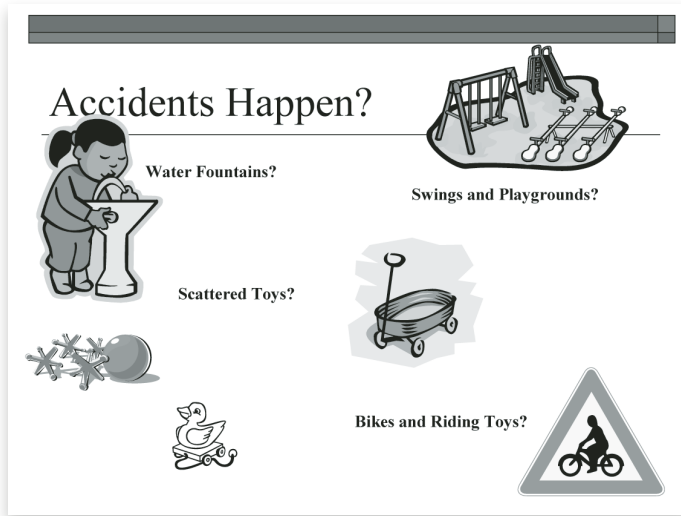
Smiles need to be protected from injury



Key Message:

- Even if teeth are brushed daily and the proper foods are eaten, an injury to the mouth can be devastating to the health and appearance of a child’s mouth.
- Safe behaviors need to be shared with and modeled for children. In addition, caregivers and parents need to know how to respond to a dental injury.

Slide 42



Trainer

- **Share pictures of potentially harmful situations.** Have participants share what could happen and how it could be prevented.
- Water fountain.
- Swings/playgrounds.
- Scattered toys.
- Child riding bike without helmet.
- **Ask participants,** "What are some ways you can or do promote safety in your center?" If time permits, list the responses.

Slide 43

Getting the Message to Children

- *Not in Your Mouth!*
 - Hands-on sorting activity helps children identify what does and does not belong in their mouths
- *Safety First*
 - Safety becomes a key part of the classroom by allowing students to serve as safety patrollers

Trainer:

Refer to Activity Booklet: Preschool Section

- *Not in Your Mouth! (Page 20)* — A great activity for children that could certainly be adapted for use with toddlers. The hands on sorting activity helps children identify what does and does not belong in their mouths.
- *Safety First (Page 32)* — Safety becomes key part of the classroom when students are allowed to serve as safety patrollers.

Refer to Parent Information Booklet:

- Keeping Your Child's Smile Safe—At Home and School, In the Car and While Shopping (*Page 25-27*).
- Is your Home Safe? (*Page 20*)
- Safety: Toys and Dental Health (*Page 21*)
- Home for the Holidays (*Page 22*)

Slide 44

What will you do?



Learning Objective

- At the completion of this section, the participant will be able to list several activities they can do within their child-care centers that will help promote the oral health message to the children and families they serve.

Trainer:

Pass out two slips of paper to each participant.

Ask them to write .

- One strategy from the training that he or she will use immediately in his or her classroom or center.
- One strategy that they will propose to their center to implement in the near future.
- If time is available, participants can break into small groups and discuss their strategies. Each group should select a reporter who will share their input with the entire group.
- As a wrap-up, share with them the list of Simple Things Your Center Can Do to Promote Oral Health.

Slide 45

**Simple Things Your Childcare Center
Can Do to Promote Oral Health**

- Place dental health books in your classrooms. Refer to Resource List for ideas.
- Ask for dental provider information and keep it with child's health information.
- Designate a day or a week to dental health activities.
- Provide your center with copies of the Children's Activity Guide and Parent Information Booklet.
- Send home parent information sheets.
- Promote a safe environment.
- Serve water with snacks.
- Discourage sugary snacks.
- Distribute toothbrushes and toothbrushing charts to parents to keep at home.
- Recognize children when they visit the dentist.
- Ask a dental hygienist to visit your center.



Keying in on Oral Health

- 1) Children need to know that their mouths are important and what their mouths are used for—eating, smiling and talking.
- 2) One good way to help prevent tooth decay is to brush teeth at least twice a day.
- 3) Children should receive a dental check by their first birthday. Older children and parents should visit the dentists regularly.
- 4) Parents and educators can and should check children's teeth once a month.
- 5) Families should drink fluoridated water. Fluoride helps protect teeth from decay.
- 6) A child's diet can be part of the tooth decay process.
- 7) Dental sealants prevent tooth decay.
- 8) Smiles need to be protected from injury.

Overview of Educational Materials Available for Childcare Centers

These educational materials include age-appropriate activities and parent information sheets. The materials developed thus far are outline below.

Infants (6 months-18 months)

Activity:

Here's Looking at You!

Purpose: This activity is designed to help babies be able to recognize and point to their mouths.

Parent Information Sheets:

- *Breastfeeding and Your Infants Dental Health*
- *Why Should I Worry About Taking Care of Baby Teeth?*
- *Your Infant Can Get Cavities from You*
- *How Can I Protect My Child's Baby Teeth?*
- *Teething*
- *Smile Check*
- *Caring for Your Infant's Teeth*
- *Tips for Brushing Your Infant's Teeth*
- *The Bottle and Your Infant's Dental Health*
- *The Pacifier and Your Infant's Dental Health*

Toddlers (18 months-36 months)

Activities:

Where is Your Mouth?

Purpose: This activity is designed to help toddlers recognize and point to their faces, mouths, teeth and tongues.

I Have a Little Toothbrush Part 1 and Part 2

Purpose: These activities help a toddler recognize a toothbrush and begin to understand what it is used for.

Open Wide and Look Inside

Purpose: This activity helps a toddler learn the parts of his mouth and begin to understand what they are used for.

We're Going to the Dentist!

Purpose: This activity helps a toddler become familiar with going to the dentist.

Parent Information Sheets:

- *Caring for Your Toddler's Teeth*
- *Toothbrushes and Toothpaste for Toddlers*
- *Do You Have Trouble Brushing Your Toddler's Teeth?*
- *How Do I Find a Good Dentist for My Child?*
- *Your Child's First Dental Visit*
- *Healthy Eating Habits for Good Dental Health*
- *Juice*
- *Facts about Milk*
- *Sippy Cups*
- *Safety: Preventing Dental Injuries in the Home*
- *Safety: Toys and Dental Health*
- *Home for the Holidays*

Preschool (Ages 3-4)

Activities:

Brush, Brush, Brush Your Teeth

Purpose: This activity helps a preschooler understand and identify habits that keep them healthy.

What Color is Your Toothbrush?

Purpose: A counting, sorting and color identification activity using toothbrushes helps reinforce the idea that brushing teeth is important.

Put a Face on Good Nutrition

Purpose: This activity actively engages the children in recognizing fruits and vegetables and helps them understand that some foods are healthier than others.

Have You Been to the Dentist?

Purpose: This lesson helps a preschooler understand why it is important to go to the dentist and helps them identify what happens when they go to the dentist.

Safety First

Purpose: This lesson helps preschoolers identify ways to stay safe.

Not In Your Mouth

Purpose: This activity has children sorting what does and does not belong in their mouth.

Parent Information Sheets:

- *How to Make Toothbrushing Fun!*
- *Selecting the Right Toothbrush and Toothpaste for Your Preschooler*
- **Keeping Your Child's Smile Safe:**
 - *In the Car*
 - *At Home and School*
 - *When Shopping*
- *How to Respond to a Dental Emergency*
- *Why You Should Take Your Preschooler to the Dentist?*
- *Nutrition and Your Child's Dental Health*

Afterschool Programs

Activities:

Teeth, Teeth, Teeth

Purpose: This simple interactive activity helps students understand the different types of teeth they have and what they are used for.

Why We Need Teeth

Purpose: To show students what teeth do and why they are important.

Fill Your Plate!

Purpose: To help students identify foods that are good and bad for their dental health.

Brushing Up on Good Dental Health!

Purpose: To help students understand three main things they can do to keep their teeth healthy and white: brush, eat healthy foods and go to the dentist.

Are You Losing It?

Purpose: To stimulate student interest in dental health and help them understand the need to take care of their baby teeth and their permanent teeth.

• *Floss It!*

Purpose: To teach students about the importance of flossing.

• *Start Each Day with a Smile*

Purpose: To encourage students to establish good dental health routines. Includes a brushing chart for them to use at home.

• *Playing it Safe!*

Purpose: To inform students about how to prevent dental injuries and let them know what to do if they occur.

Take Home Information Sheets:

- *Brush Up---Be Cool!*
- *How to Brush Your Teeth!!*
- *Sealing Out Decay: Why Parents Should Consider Dental Sealants*
- *Eating Away at Tooth Decay*
- *Snacks and the Acid Attack*
- *How Can You Snack Smart?*
- *Be Smart. Be Safe*
- *Responding to a Dental Emergency*

Additional Resources for Trainers



Oral Health and the Child Care Center 101

Pre-Test

Read the statement and circle True or False.

1. The most common childhood disease affecting children is asthma.
True False
2. Tooth decay can affect a child's development and ability to learn.
True False
3. Tooth decay can be passed from caregiver to child.
True False
4. The best way to remove plaque from teeth is to brush and floss.
True False
5. If a toothbrush is not available, rinsing with water can help remove food from teeth.
True False
6. Children do not need to go to the dentist until they have a full set of teeth.
True False
7. Fluoride helps protect teeth from decay.
True False
8. The only way to get fluoride is in toothpaste.
True False
9. What you eat and drink affects your dental health.
True False
10. Young children should be served milk all day long in either a bottle or sippy cup.
True False
11. White spots on a child's front teeth are a sign of tooth decay.
True False
12. Dental injuries can be prevented.
True False

Oral Health and the Child Care Center 101

Pre-Test Answer Key

1. The most common childhood disease affecting children is asthma.
False, the most common childhood disease affecting children is tooth decay.
2. Tooth decay can affect a child's development and ability to learn.
True, tooth decay can affect a child's speech, self esteem ability to eat and learn.
3. Tooth decay can be passed from caregiver to child.
True, germs that cause decay can be passed from caregiver to child by sharing cups, eating utensils, straws etc.
4. The best way to remove plaque from teeth is to brush and floss.
True, you should brush twice a day and floss teeth daily.
4. If a toothbrush is not available, rinsing with water can help remove food from teeth.
True, rinsing with water after eating or snacking is a good alternative when a toothbrush is not available.
6. Children do not need to go to the dentist until they have a full set of teeth.
False, children should visit the dentist by age one.
7. Fluoride helps protect teeth from decay.
True, fluoride makes teeth strong and protects them from decay.
8. The only way to get fluoride is in toothpaste.
False, fluoride is found in most drinking water and if your water does not contain fluoride, your doctor or dentist can prescribe fluoride supplements for your child. It is important to discuss fluoride treatments and supplements with your dentist or hygienist.
9. What you eat and drink affects your dental health.
True, foods high in sugar and starchy foods can lead to higher rates of decay. Sticky foods can also cause increased decay.
10. Young children should be served milk all day long in either a bottle or sippy cup.
False. Even though milk is a good source of calcium it should only be served at mealtime. Babies should never be put to bed with a bottle filled with milk.
11. White spots on a child's front teeth are a sign of tooth decay.
True, white spots on a children's teeth are a sign of tooth decay.
12. Dental injuries can be prevented.
True, dental injuries at home, at your center and in the car can be prevented by being aware of potential dangers.

Oral Health and the Child Care Center 101

Post-Test

Directions: Read the statement and circle True or False.

1. The most common childhood disease affecting children is asthma.
True False
2. Tooth decay can affect a child's development and ability to learn.
True False
3. Tooth decay can be passed from caregiver to child.
True False
4. The best way to remove plaque from teeth is to brush and floss.
True False
5. If a toothbrush is not available, rinsing with water can help remove food from teeth.
True False
6. Children do not need to go to the dentist until they have a full set of teeth.
True False
7. Fluoride helps protect teeth from decay.
True False
8. The only way to get fluoride is in toothpaste.
True False
9. What you eat and drink affects your dental health.
True False
10. Young children should be served milk all day long in either a bottle or sippy cup.
True False
11. White spots on a child's front teeth are a sign of tooth decay.
True False
12. Dental injuries can be prevented.
True False

Training Evaluation-- Directions:

Please circle the appropriate response to the following.

- | | | |
|---|-----|----|
| Was the information understandable? | YES | NO |
| Will the information be useful to you in your center? | YES | NO |
| Did you learn something new today? | YES | NO |
| Will you use the Activity Guide and the Parent Information materials? | YES | NO |

Additional comments:

Training Report

Please complete this form at the end of training and fax it to the number below. This will help the Oral Health Division determine the number of trainings that have been completed.

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone number: _____ Fax Number: _____

Email: _____

Information on the Training:

Location: _____

Address: _____

City: _____ State: _____ Zip: _____

Number of people in the session: _____ Contact Person (optional): _____

Overall, the session was ...

Excellent _____ Very Good _____ Good _____ Poor _____

Do you plan on doing additional trainings? _____ Yes _____ No

Please complete the form and fax to:

Christine Veschusio
S.C. DHEC Oral Health Division
(803) 898-2065

Form for Ordering Oral Health Training Material

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone number: _____ Fax Number: _____

Email: _____

Please check needed materials and indicate quantity needed:

(mat. needed)

(qty. needed)

Oral Health Activity Booklet
(Infants, Toddlers, Preschoolers)

Oral Health Activity Booklet
(Afterschoolers)

Parent Information Booklet

Training Materials

(mat. needed)

(qty. needed)

Oral Health and the Child Care Center 101

Responding to a Dental Emergency

Please complete the form and fax to:

Christine Veschusio
S.C. DHEC Oral Health Division
(803) 898-2065

Questions?

Please contact the Oral Health Division at (803) 898-0830.

Dental Health - Related Items

JM Murray Company

<http://www.jmmurray.com/busent/dental.html>

Phone: (800) 566-8772

- Toothbrushes
- Toothpaste
- Toothbrush rack/brackets/mesh covers

Preventive Dental Specialties

Toll-Free: (800) 352-9669

- Toothbrushes
- Infant toothbrushes
- Toothbrush racks/et
- Dex/Toothbrush—special needs
- Safety Toothbrush

Plaque Smackers

<http://www.plaksmacker.com/>

755 Trademark Circle

Corona, CA 92879

Toll-Free: (800) 558-6684

Fax: (951) 898-2792

- Toothbrushes
- Toothpaste
- Timers
- Disposable mirrors
- Loot bags

PHB

P.O. Box 668

Osseo, WI 54758

Fax: (715) 597-3802

Order Line: (800) 553-1440

Email: phbinc@triwest.net

- Toothbrushes
 - Infant finger brushes
- http://www.phbinc.com/infant_child_brushes.htm

Latsa

http://www.latsa.com/toothbrush_items.html

PO Box 666

Northfield, MN 55057

Phone or Fax: Toll-Free (888) 805-2872

- Toothbrushes
- Holders
- Timers
- Teeth models
- Animal puppets
- Books

Lakeshore Learning

<http://www.lakeshoerlearning.com>

- Colorful dentist puzzle with pieces that are slightly raised to provide easy handling, and they're cut along logical lines—so the puzzle is a cinch for children to complete.

Toothbrushing in the Child-Care Center

Why brush teeth in child care centers?

Here is why it is important that children brush their teeth at child-care centers:

- To prevent gum disease and tooth decay.
- Children can spend more than eight hours in child care.

Equipment needed for your toothbrushing program:

- A soft toothbrush with the child's name on it.
- Toothpaste with fluoride (ADA approved) for children age 2 and over (*No toothpaste for children under the age of 2*).
- Toothbrush rack for storage of toothbrushes (optional).
- Paper cups for rinsing.
- Gloves.
- Permanent marking pen.
- Paper cups.

Important tips to remember when storing toothbrushes:

- Toothbrush racks or holders are helpful for storing toothbrushes.
- Keep bristles up to air dry
- Do not let the toothbrushes touch each other or drip on another toothbrush
- Label each hole with child's name

The Best Time of Day to Brush Teeth

Children should brush their teeth once a day at the child-care center. The best time for this is after their midday meal and before they have their afternoon nap.

Some good rules for a toothbrushing program

- Each child needs his or her own toothbrush clearly marked with their name. Do not allow children to share or borrow toothbrushes.
- To make sure germs are not passed from child to child, place a pea-sized amount of toothpaste on a piece of wax paper before putting on the toothbrush.
- After the children finish brushing, ensure that they rinse their toothbrushes thoroughly with tap water, allow the brushes to air-dry and store them in an upright position without touching those of other children.
- Provide children with paper cups to use for rinsing after they finish brushing. Do not allow them to share cups, and be sure they put their cups in the trash.

Toothbrushing Technique:

Children should be encouraged to brush, so that they develop toothbrushing skills. However, they need assistance up to age 7. Before toothbrushing, the caregiver needs to wash his or her hands. If a child has bleeding gums, caregivers need to wear gloves for toothbrushing.

1. If you are brushing the child's teeth, it is best to either
 - a. Place the child on your lap
 - b. Stand behind the child

2. Brushing technique:
 - a. Use gentle circles with a soft toothbrush.
 - b. Place bristles toward the gum line.
 - c. Brush from the outside, then inside, the tops of the back teeth and then the tongue
 - d. Establish a routine.
3. After brushing
 - a. Give the child a paper cup for rinsing. Do not allow sharing of cups, and ensure the cup is properly disposed of after a single use.
 - b. Have the child rinse the toothbrush with tap water
4. The caregiver should place the child's toothbrush in the appropriate toothbrush holder slot in an upright position.
5. There is no need to soak toothbrushes in disinfecting solutions or mouthwash.
6. Brush your teeth in front of the children to model a healthy behavior.
7. After brushing the child's teeth, wash your hands.

Remember... By encouraging young children to brush regularly, you will be helping them to keep their teeth for life!

Any questions, please contact:

Christine Veschusio
S.C. DHEC Oral Health Division
1751 Calhoun St.
Columbia, SC 292901
Phone: (803) 898-0830
Email: veschucn@dhec.sc.gov

Additional information:

Fact Sheet: *The Use and Handling of Toothbrushes*. CDC. January 2002.
Retrieved from the World Wide Web on April 6, 2005: http://www.cdc.gov/OralHealth/infectioncontrol/fact_sheet/toothbrushes.htm

Stepping Stones to Using Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs Second Edition. American Academy of Pediatrics, American Public Health Association, National Resource Center for Health and Safety in Child Care. 2003.



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