

MEMO

TO:

ECEAP Program Managers

FROM:

Tina Nelson, M.S., R.D., C.D., ECEAP Nutritionist

DATE:

January 24, 2004

SUBJECT:

Toothbrushing procedures with toothpaste

Please share this information with your teachers.

Enclosed is a draft of the procedure pages (16-34) for tooth brushing from <u>Bright Futures Oral Health</u>: Early Childhood, Head Start/ECEAP and Childcares 2006. LeeAnn Cooper from our Snohomish Health District is working on this draft and presented it at our Health Advisory Committee, last week.

We need to start using toothpaste immediately. Our County ECEAP Office was waiting for the tooth brushing procedures with toothpaste before starting this requirement and now we have them.

See page 22 for Toothbrushing at a Sink See page 23 for Toothbrushing at a Table

Toothbrushing Songs, p.29-32

Sample Toothbrushing Policy and Procedure -- Page 34

If you want more information, let me know, I am just sending the pages that would be most useful and practical at this time.

If you have any feedback about these procedures we can pass them to Lee Ann Cooper at Snohomish Health District.

If you have any questions, please call me, Tina Nelson, at 425-388-7323. I usually work on Tuesdays, Wednesday and Thursdays, although my schedule is flexible.

Nutrition - Meal and Snack Planning for Oral Health

Good nutrition for general health will contribute to good oral health.

Children that eat balanced meals and snacks with a wide variety of fresh, canned or frozen fruits and vegetables are more likely to have healthy teeth, as well as healthy bodies.

Any carbohydrate (breads, cereals, crackers, juice, etc) will contribute to tooth decay if used too often and 'out of balance' with other foods.

Bacteria (plaque) cause tooth decay when carbohydrates, of any kind, are available too often. White sugar is NOT the cause tooth decay.

Healthy snacks will have at least two different food groups. (Milk and apple slices, for example)

Foods that stick to teeth (breads, cereals, raisens) will increase the time that plaque bacteria produce an acid environment that causes the tooth to decay.

Serve sticky foods less frequently

Offer a drink to 'swish and rinse' food away

Brush after eating foods that stick to teeth.

Brush morning and night to disrupt the plaque that grows on teeth.

Children will eat less often if food is eaten only while sitting at the table.

Milk and juice are foods that can contribute to tooth decay when provided too often. Serve water when children are thirsty. Provide water for children to drink after milk/juice served with their meal if they want more to drink.

Provide milk and juice only in cups after one year of age. Introduce a cup when a child is able to sit. Never put anything but milk, formula (before age one) or water in bottles.

Treats for holidays and birthdays are best served as part of a meal or snacks. Just remember, everyday is not a holiday. Variety and moderation are the keys for healthy teeth.

Replacing Toothbrushes (ADA, 2005, CDC 2002)

Throw out toothbrushes that touch each other, fall on the floor or are used by another child. Rinsing is not sufficient!

Replace toothbrushes whenever the bristles of the toothbrushes become worn or frayed at home or childcare.

Replace toothbrushes at least once a year when used less than 5 times a week. (HeadStart/ECEAP)

Replace toothbrushes at least twice a year when used more than 5 times a week. (Ongoing Childcare)

Replace toothbrushes three to four times a year when used 14 times a week (Home use).

Illness: There is no evidence that replacing toothbrushes after illness prevent the spread of colds/flu.

Storage

Toothbrushes need to be stored in place where they can air dry and be protected from contamination from falling on the floor or unnecessarily touched by children or other items in the classroom.

Any available shelf or wall, away from the sink or toilets, works just line.

Those cute travel covers for the head of toothbrushes don't allow the brush to dry well enough

Timing

Brush after a meal, especially after breakfast or lunch (before bedtime).

The length of time children spend brushing is less important than the quality of the brushing technique or the use of fluoride toothpaste. Longer times do not mean better brushing. It should not take more than 2 minutes for most children to brush all their tooth surfaces with fluoride toothpaste.

Establish a toothbrushing time in the daily schedule. Play a song to signal 'time to brush'.

Don'ts

Don't store toothbrushes next to the toilets in the bathroom of a childcare.

Don't store toothbrushes in a drawer or other dark, warm and small space.

Managing Classroom Brushing

Passing out the toothbrushes

Allow for children to receive their toothbrush in a manner that children will not use another child's toothbrush.

Have children know where their toothbrush belongs.

Give each child its toothbrushes during a 'circle' time.

Have each child 'read' the name and guess whom it belongs to.

Toothpaste

Use a <u>fluoride</u> toothpaste with the Seal of Acceptance by the American Dental Association available in any grocery. Any flavor that encourages children to brush is acceptable.

Dispensing toothpaste

A single tube of toothpaste is recommended for use in childcares as long as the toothpaste is not distributed from the tube to the brush, as the tube would become contaminated. Put no more than a pea-size amount of toothpaste around the edge of a paper plate (or other surface) so each child or teacher can 'scoop' the right amount onto the brush

Use wax paper

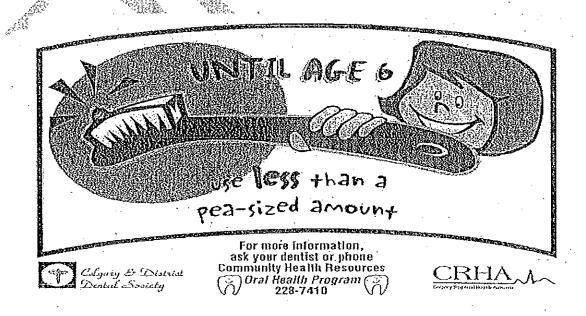
Paper plates

Lunch tray

Paper towel

Edge of a paper cup

Fluoride toothpaste is recommended. Some programs use fluoride rinse on the toothbrush when practicing brushing. (ADA approved daily fluoride rinse). Toothbrushes are sprayed with fluoride before brushing. There is no evidence that this practice delivers enough fluoride to protect teeth or has any evidence for preventing tooth decay. Children appreciate the flavor better than brushing without toothpaste.



Help children brush:

Aid or teacher would help each child position the brush to achieve the right motions and brush for the child where the child has missed. Most children can manage to brush well by age 7 or 8 years old. (BrightFutures, 2005)

Rule of thumb: When a child can color a picture and stay in the lines or is able to tie his shoelaces, he may have the muscle control to brush well on his own!

Play a song and brush for brushing time to establish the routine – two minutes 'This is the way we brush our teeth, brush our teeth, brush our teeth etc...or

Raffi's Toothbrushing Song is very popular."When I get up in the morning, what do I do? I brush my teeth, ccchh, cchhh, chccc, chu.ccchuc, chhuc chaa chu chuauuu. I brush my teeth.."

Model brushing

Children learn what that see. If you find toothbrushing important, children will too. Brush YOUR teeth while children brush theirs. Use a large toothbrush model to demonstrate the technique while the children brush.

Spit the toothpaste

Young children have difficulty spitting. Practice using two cups, one with a little water. Children take a drink and spit into the empty cup. If children are able to spit most of the water into the cup they are ready to use toothpaste Rinsing after using toothpaste dilutes the benefit of the fluoride. If children have difficulty spitting, use less toothpaste.

Rinse the brush with clean water.

Rinse the brushes in a manner will keep each child's toothbrush from splashing on another child's toothbrush. Do not put brushes in a pile!

Have each child go to a sink and rinse the brush before putting it away. Have each child put its foothbrush away and have teacher/aid rinse the brush later.

Toothbrushing at a Table

Children brush immediately following a meal or snack while they remain seated at their table Tables will have been sanitized for the meal.

- Table area is cleaned with the 3-step process.
- Each child is given a paper towel, a Dixie cup with water from a clean water source, and an empty Dixie cup. Toothpaste can be dispensed onto a paper plate, lunch tray, wax paper or directly on the edge of the empty cup.
- Children scoop the toothpaste to the brush.
- Teach the children to brush in a pattern move from area to area (left-to-right, inside and outside top and bottom) around the mouth. Finish with the top of the teeth
- Fluoride in the toothpaste is effective even with unsatisfactory brushing technique.
- Child spits the excess toothpaste into an empty Dixie cup.
- Rinsing after using toothpaste decreases the benefit of the fluoride. Do not rinse if possible. Rinse minimally or least vigorously, if at all.
- Rinse the toothbrush in the remaining water.
- Children roll up the napkin, paper towel or tissue and place it in the cup that they spit into.
- Child returns the toothbrush to the teacher who replaces it in the toothbrush holder.
- Dixie cups are immediately discarded.
- Table is cleaned with the 3-step process.

Brushing stations

Long mirrors (Latsa) can be purchased that stand up on a table allowing 4-6 children to brush at once. A tray/cart can hold the brush holders, paper cups with fresh water for rinsing brushes. Children can spit into bowls or cups. Bowls are emptied, washed and sanitized like all other dishes.

Key Message

•	Pre School Curriculum / Activities
Circle Time (Large Group)	
Story Time	
•	
Center Time	
(Choice or Small)	
(Group	
Room	
Environment	
School to	
Home	
(family/community) involvement	

A = Art DP = Dramatic Play TG = Toys & Games Lib = Library Dis = Discovery M & M = Music Movement S&W = Sand & Water

Story Time

(Italics note availability in Spanish)

Visiting the Dentist

Barney Goes To The Dentist by Publishing Lyrick, 1997

Berenstein Bears Visit the Dentist by Stan and Jan Berenstein, 1981

Caillou at the Dentist by Johanne Mercier, 2004

Danny Goes to the Dentist by Barbara Taylor Cork and Barbara Cork, 2002

Dentist/El Dentista by Jacqueline Laks Gorman, Tatiana Acosta, Guillermo Gutierez, 2002

Going to the Dentist by Helen Frost, 1999

Just Going to the Dentist by Mercer Mayer, 2001

My Dentist, My Friend by PK Hallinan, 2002

Show Me Your Smile: A Visit to the Dentist by Christine Ricci and Robert Roper, 2005

What to Expect When You Go to the Dentist by Heidi Murkoff and Laura

Rader, 2002

Keeping Teeth Healthy

Brush Your Teeth Please, by Leslie McGuire and Jean Pidgeon, 1993

Brushing Well by Helen Frost, 1999

Clarabella's Teeth by An Vrombaut, 2003.

Does a Lion Brush? By Fred Ehrlich and Emily Bolam, 2002

Does a Tiger Open Wide? By Fred Ehrlich and Emily Bolam, 2003

Have You Ever Seen a Moose Brushing His Teeth, by Jamie McClaine, 2003

Make Way for Tooth Decay by Bobi Katz, Steve Bjorkman, 2002

Those Icky, Sticky, Smelly Cavity-causing But...Invisible Germs by Judith Anne Rice and Julie Stricklin, 1997

Toothbugs! By Geoff Alexander, 2005

Home Safety (Adventures in the Roo World-Young Roo Series No. 4) by Pati Myers Gross,

Carol Marger and Tom Gibson, 1999

I Can Be Safe: A first Look at Safety, 2003

Safety on the Playground by Lucia Raatma, 2004

Taking Turns by Janin Amos and Annabel Spenceley, 2002

Out and About (Adventures in the Roo World-Young Roo Series No. 3) by Pati Myers Gross, 1997

Teeth Are Important

Harry and the Dinosaurs say "Raaah" by Ian Whybrow, and Adrian Reynolds, 2003

How Many Teeth by Paul Showers

My Mouth, My Body by Lloyd G. Douglas, 2004

Oh The Things That You Can Do That Are Good For You, by Tish Rabe and Aristides Ruiz, 2001.

Sparkley: The Tooth Fairy: The Story of Susie and Scotty in Toothdom, Mary Casey and Louise Bousiere, 1996

The Mixed-Up Tooth Fairy by Keith Faulkner, Jonathan Lambert, 2002

The Night Before the Toothfairy by Natasha-Wing, Barbara Johansen Newman, 2003

The Tooth Book by Dr. Suess and Joe Mathieu, 2000

Song List

The following collection of songs was selected for use with preschool age children. Music is a great way to integrate oral health into your curriculum and have fun too!

The classic toothbrushing song made famous by the singer Raffi (Singable songs for the Very Young). Kids just love to brush when they hear this one.

Raffi's Toothbrushing Song

Brush your teeth (chchchh, chchchchchhh) repeat

When you wake up in the morning it's a quarter to one, and you want to have a little fun...you brush your teeth (chehehhh, chehehehhh)

When you wake up in the morning it's a quarter to two, and you're looking around for something to do... you brush your teeth (chehchh, chehchchhh)

When you wake up in the morning it's a quarter to three, and your mind is humining twiddledeedee... you brush your teeth (chehchh, chehchehhh)

When you wake up in the morning it's a quarter to four, and you think you hear a knock at your door ... you brush your teeth (checheh), chechehchehh)

When you wake up in the morning it's a quarter to five, and you just can't wait to come alive... you brush your teeth (chehehh, chehehhhh) you brush your teeth (chehehh, chehehhhh) you brush your teeth (chehehh, chehehhhh) (getting progressively quieter, un brush your teeth comes out in a whisper)

Try one of these renditions to Row, Row, Row Your Boat, a time that kids love to sing.

Version A

Brush, brush brush your teeth Brush them round and round. Cleaner, whiter, stronger teeth You don't have to frown

Brush, brush brush your teeth Brush them round and round. Smile, smile, smile, smile Smile and do not frown.

Version B

Brush, brush, brush your teeth, 'til they're shiny bright.

They'll be healthy, they'll be strong, if you treat them right.

Version C

Brush, brush brush your teeth After every meal. Whiter, whiter, whiter teeth Oh, how clean they feel.

Version D

Brush, brush brush your teeth

One, two, three, four, FIVE! (Repeat again. As the children learn the song from repetition, they will know to come out as Adult Teeth and they can count with your).

Try either one of these songs to the tune of Here we Go Round the Mulberry Bush

This is the Way We Brush Our Teeth

This is the way we brush our teeth, Brush our teeth, brush our teeth, This is the way we brush our teeth, Move to the Front,

- Repeat -

This is the way we brush our teeth, Brush our teeth, brush our teeth, This is the way we brush our teeth, Clean the insiders too.

- Repeat -

This is the way we bush our teeth, Brush our teeth, brush our teeth, This is the way we bush our teeth, Scrub where we chew.

- Repeat -

This is the Way

This is the way we brush our teeth,
Brush our teeth,
Brush our teeth,
This is the way we brush our teeth
So early in the morning

Use the popular children's tune from Wheels on the Bus for these lyrics

To Keep Healthy Teeth

The toothbrush in my hand goes brush, brush, brush, brush, brush, brush, brush, brush, brush, brush.

The toothbrush in my hand goes brush, brush, brush

To keep healthy teeth.

The toothpaste in my tube goes squeeze, squeeze, squeeze, squeeze, squeeze, squeeze, squeeze, squeeze, squeeze, squeeze.

The toothpaste in my tube goes squeeze, squeeze, squeeze

To keep healthy teeth.

The teeth in my mouth go smile, smile, smile

smile, smile, smile, smile, smile

The teeth in my mouth go smile, smile, smile

To show my healthy teeth — SMILE!

Action songs like this one to the tune When You're Happy and You Know It are a hit!

Clean Song

When my hands are clean I know it 'cause I CLAP (clap, clap)

When my hair is clean I know it "cause if SQUEAKS (squeak, squeak)

When my mouth is clean I know it and I'm not afraid to show it When my mouth is clean I know it 'sause I SMILE (smile, smile)

SAMPLE Toothbrushing Policy

Purpose: To improve children's oral health, encourage the development of lifelong oral health habits and to provide modeling and instruction in proper toothbrushing technique.

References:

ECEAP Standard 5.130

Head Start Standard 1304.21(c)(1)(iii):

Centers for Disease Control. The Use and Handling of Toothbrushes in Schools.

http://www.cdc.gov/OralHealth/infectioncontrol/fact_sheet/toothbrushes.htm#schools

Caring for Our Children, 2nd Ed., American Academy of Pediatrics, American Public Health Association, Health Resources and Services Administration, 2002.

Standard 3.010, 5.095

Requirements Met: ECEAP, Head Start, Licensed Child Care

General Policy Guidelines: Toothbrushing decreases the colonization of bacteria on teeth by disrupting the formation of plaque. The use of fluoridated toothpaste changes the environment of the mouth that promotes dental health. Toothbrushing in the classroom will improve the child's oral health, teach the child basic hygiene and health promotion, and establish a lifelong prevention habit. Because of this, toothbrushing is recommended in the childcare setting, at least once a day.

Procedure:

1. Toothbrushing will be supervised to insure.

Establishing a routine which enhances learning

That children under the age of six use no more than a pea size amount of fluoride toothpaste.

Toothbrushing technique

That toothbrushes are not shared and that they are handled properly.

Proper storage and handling of the toothbrush to decrease cross contamination.

d Open to air with bristles up

Unable to drip on one another

Do not contact each other or any other thing (Each child's brush is stored in the same holder each day)

- 2. Each child will have his/her own toothbrush with the name clearly marked on the handle with a non-toxic/permanent marker. No sharing or borrowing is allowed.
- 3. Use a small toothbrush with soft, rounded nylon bristles appropriate for age/size of child.
- 4. Toothbrushes will be replaced at least once a year when used less than 5 days a week and twice a year if used more than 4 days a week. sooner if the bristle become splayed or the toothbrush is contaminated
- 5. Teachers/child care staff will brush their own teeth to model the desired behavior;
- 6. Staff training will be provided yearly on the etiology of tooth decay, oral health promotion, and toothbrushing protocol.

Toothbrushing with Toothpaste

LeeAnn Cooper from Snohomish Health District presented the newest information on toothbrushing and the use of toothpaste. Our ECEAP sites now need to use toothpaste with fluoride. Fluoride can be absorbed into the teeth when small pea-size amounts of fluoridated toothpaste are used during toothbrushing if the teeth are not rinsed. This longer contact time with the fluoridated toothpaste helps the teeth absorb fluoride and helps makes the teeth stronger and more resistant to dental decay or cavities.

Two procedures for toothbrushing in the classroom with toothpaste are outlined in the handout from LeeAnn Cooper which is still in the process of being completed. Feedback is welcome.

At the ECEAP and Head Start Health and Nutrition Consortium, information from another program was shared with us. Three things need to occur when toothbrushing is done in the classroom:

- Teachers need to pass out the toothbrushes to the children and receive the toothbrushes from the children after they finish their teeth. The reason teachers wear disposable gloves when handling the toothbrushes and pass out and receive the toothbrushes is because these methods are infectious disease prevention precautions.
- Fluoridated toothpaste needs to be used (small pea-sized amounts).
- Teaching needs to occur during toothbrushing. (Teachers can model this using a variety of way to teach toothbrushing such as a song, poem, song on a tape or CD, or brush each area of the mouth and counting to 10 in English and Spanish or a Native American Language.)

Teachers can adapt the procedures above to their own classroom setting as long as the three item above are included and sanitary procedures are used throughout the toothbrushing routine. For example: children's toothbrushes should not touch each other during the toothbrushing routine or when they are stored to air dry.

Foods That Are Choking Hazards For 3 To 5 Year Olds

Choking hazards can be life threatening. Several years ago a child in a Head Start Program in another state died from eating a hot dog. Head Start was held responsible for this. Since that time, Head Start, omits the foods that are a choking hazard or modifies them to make them safer.

In ECEAP we want to ensure that the food offered is not a choking hazard for 3 to 5 year olds or are modified so they are not a choking hazard.

According to Bright Futures: Nutrition (Maternal and Child Health Bureau, U.S. Department of Health and Human Services), foods that are choking hazards for children between the ages of 3 and 5 years are:

Hot dogs, whole grapes, nuts and raw carrots.

These foods can be modified to make them safer.

Cut hog dogs in half lengthwise and then into small pieces.

Cut whole grapes in half lengthwise.

Chop nuts finely.

Cut carrots finely or into thin strips (or cook them until they are soft).

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