

Modified Oral/Dental Hygiene

A. General Guidelines

1. The maintenance of healthy gums and teeth requires routine, careful cleaning of the gums, teeth and tongue after every meal, at a minimum.
2. Tooth decay and gum disease is not generally considered life threatening. Healthy gums and teeth may improve the self-image and comfort level of the student.
3. The frequency and type of mouth care should be based upon the student's needs. Students requiring special mouth care include those with hemophilia, those receiving chemotherapy, students who cannot take anything by mouth, those who vomit, have increased saliva, take certain medication, wear braces, and/or other conditions.
4. The dentist's recommendations for fluoride in water and toothpaste, etc., should be followed.
5. The diet of the student, especially the amount of fluid intake for some students with special needs is very important. In general, the foods to avoid are those containing white flour and sugar, sugarcoated cereals, doughnuts, cakes, pies, biscuits, fruit juices, ice cream, jello and ketchup.

B. Purpose of Oral Dental Hygiene

To preserve the teeth and maintain healthy gums of students who have an ineffective ability to provide oral hygiene without assistance and to provide training in appropriate mouth care.

C. Equipment

Toothbrush of appropriate size (modifications - sponge, gauze, washcloth), glass of drinking water, mirror, toothpaste, cleansing agent, dental floss, basin for spitting (modifications - suction machine, paper towels), and disposable exam gloves.

PROCEDURE FOR MODIFIED ORAL/DENTAL HEALTH

Essential Steps	Key Points and Precautions
1. Gather and arrange equipment for convenient use.	Ensures smooth procedure, saves time.
2. Wash your hands and don disposable exam gloves. Assist student to wash his/her hands.	Universal precautions, reduces spread of germs.
3. Explain procedure to student.	Encourages cooperation and participation by the student.
4. Maintain privacy of student.	
5. Place student in a sitting position if appropriate.	When student cannot be seated and side lying is best position, elevate student's head to 35–40 degrees angle to reduce the risk of aspiration or choking.
6. Move student near you.	Reduces strain on muscles to make task easier.
7. Place emesis basin on paper towels	

PROCEDURE FOR MODIFIED ORAL/DENTAL HEALTH (page 2 of 2)

Essential Steps	Key Points and Precautions
8. Spread a towel over student's chest	Protect student's work area and clothing.
9. Stand behind student	Facilitates easier brushing. A mirror allows both caregiver and student to see.
10. Allow student to rinse his/her mouth with warm water, if possible	This removes large particles of food that may be present while reducing bacteria in the mouth that convert sugars into acid. If the student is unable to swallow or spit, a wet cloth or sponge can be used to wipe inside the student's mouth. Special suction devices may be used for some students.
11. Apply a small amount (the size of a pea) of toothpaste on the wet bristles of the toothbrush	Toothpaste may be too abrasive, has a flavor, or makes foam that the student cannot tolerate. Toothpaste should not be used for very young students. Soaking the brush in warm water for 1 minute will soften the bristles.
12. Encourage student participation. Praise student.	Increases self-confidence.
13. Brush teeth using a horizontal scrub method. Place the brush at a 45 degree angle against the gum line. Use short strokes. The bristles should be wiggling but not moving forcefully back and forth. Brush back and forth. Brush from the gum onto the crown of each tooth	There are several methods of brushing. The student's dentist should be consulted. Brushing too forcefully can damage the gums & teeth. If the student has minimal participation in brushing, it is easier to brush while standing behind the student or sit and hold his/her head in your lap with a mirror in front.
14. Brush for 3 minutes.	Brushing increases the chance of cleaning all surfaces. Microorganisms will be removed. The mouth will feel clean and fresh.
15. Brush anterior 2/3 surface of the tongue, being careful not to cause the student to gag.	Flossing removes plaque and food particles caught between the teeth. Flossing at least daily is important. The use of an agent that identifies areas not thoroughly cleaned may be recommended by the dentist. This may encourage the student to clean more carefully.
17. Allow student to rinse his/her mouth by swishing several sips of water around his mouth and spitting it into the basin.	Removes food particles and toothpaste from the mouth. For students with swallowing difficulties or problems with liquid intake, use only a small amount of water to rinse mouth, head should be positioned appropriately when introducing water into mouth
18. Remove and dispose of gloves and wash hands.	Universal Precautions
19. Return student to classroom / appropriate position.	
20. Clean and store equipment properly	

Modified Oral/Dental Hygiene Skills Checklist

[]Initial []Review

Student's Name: _____ Date of Birth: _____ Age: _____

Person Trained: _____ Position: _____

	Demo Date	Return Demonstration					
		Date	Date	Date	Date	Date	Date
I. Information: Critical Points							
Re: Student's health							
<i>A. Defines, gives reason for modifications</i>							
<i>B. Describes diet, care to minimize tooth decay.</i>							
<i>C. Identifies safety issues</i>							
1. Prevention, recognition/response to emergencies							
2. Verbalizes first aid for choking/procedures							
3. Identifies if the student has hypersensitivity in oral region or if biting reflex is present.							
<i>D. Describes techniques for appropriate hand washing.</i>							
<i>E. Describes psychosocial issues.</i>							
<i>F. Identifies equipment: Student's own toothbrush, paste, basin with water, basin for spitting, glass with drinking water.</i>							
1. Modifications – different toothbrushes for hypersensitive oral areas (e.g. Nuk, foam brush, swab)							
<i>G. Identifies Education Goals</i>							
II. Procedure:							
<i>A. Assembles equipment.</i>							
<i>B. Informs student of procedure.</i>							
<i>C. Positions student for safety and ease of task.</i>							
1. Modifications							
<i>D. Washes hands thoroughly (see guidelines)</i>							
<i>E. Puts on disposable gloves.</i>							
<i>F. Washes the student's face and hands.</i>							
<i>G. Drapes the towel to protect the student's clothing.</i>							
<i>H. Places a mirror in front of the student.</i>							

Modified Oral/Dental Hygiene Skills Checklist (page 2 of 3)

Student's Name: _____

	Demo Date	Return Demonstration					
		Date	Date	Date	Date	Date	Date
III. Procedure: If the student can spit							
A. Give student water to rinse mouth							
1. Modifications: describe							
B. Moistens the toothbrush, applies tooth paste							
1. Type of brush							
2. Type/amount of paste							
C. Assists the student in brushing teeth							
1. Modifications: describe							
2. Angles the brush against gum line							
3. Uses circular strokes to clean the outside of each tooth							
4. Uses the tip of the brush to clean the inside surface of the teeth							
5. Scrubs the chewing surface of the teeth							
6. Allows student to rinse and spit as needed							
D. Assists the student in brushing the surface of the tongue							
1. Allows student to rinse and spit							
E. Assists the student to floss his teeth							
1. This is an identified goal Yes _____ No _____							
2. This procedure is done at home Yes _____ No _____							
F. Assists the student in cleaning and drying student's face and hands.							
G. Uses appropriate techniques in:							
1. Discarding							
a) Body fluids							
b) Used supplies							
2. Cleaning and storing equipment							
3. Removing and storing equipment							
4. Washing hands							
H. Return the student to appropriate							
1. Place							
2. Position							

Modified Oral/Dental Hygiene (page 3 of 3)

Student's Name: _____

	Demo Date	Return Demonstration					
		Date	Date	Date	Date	Date	Date
<i>I. Records the procedure on the student's daily treatment log</i>							
1. Initials the date, time							
2. Documents and reports and unusual occurrences							
3. Amount of student participation							
4. Student's toleration of the procedure							
<i>IV. Procedure: If the student cannot suck or spit:</i>							
A. Position the student appropriately							
B. Uses a padded tongue blade as needed or Nuk toothbrush							
C. Uses appropriate equipment to clean the surfaces of the teeth, gums, and tongue							
D. Rinses the student's mouth with water							
E. Clean, dries the student's face & hands							
F. Completes the procedure and documents as above							
G. Other							

Comments: _____

Overall Rating **PASS** *Successful completion of a minimum of three demonstrations with 100% accuracy*
 FAIL *Practical must be repeated. Trainer must complete Summary of Skills Form and attach to this checklist.*

 Date: School RN Signature Date Employee Signature