

## **Oral Hygiene Instruction and Nutrition Education for Developmentally Disabled Adults**

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DEN2400\_Service Learning Project  
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### 1. **Description:**

Name of Organization: ARC of Camden County, Berlin Adult Learning Center

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Website: [www.arccamden.org](http://www.arccamden.org)

Contact Persons: Brian Gannon and JoAnn Rusnak

Participants: Eight developmentally disabled adults, ranging 22-70 years old, who were not edentulous. These participants were part of an organization chosen because each member of the group had an interest in working with this population. We felt this experience would expand our own knowledge and ability to adapt to new environments and circumstances. In addition, research shows that developmentally challenged adults can greatly benefit from oral hygiene instruction targeted specifically for their needs. Mr. Gannon facilitated this opportunity along with Ms. Rusnak after being contacted by Angela regarding the terms of this project.

Title: Oral Hygiene Instruction and Nutrition Education for Developmentally Disabled Adults

Objectives: Participants will be able to distinguish between healthy and unhealthy gums, teeth, and snack choices; and demonstrate effective toothbrushing techniques which will be individually planned based on their respective physical and cognitive abilities.

Research Supporting the Oral Health Needs of this Population:

i. Continuing Education: Practical Oral Care for People With Developmental Disabilities through the National Institute of Dental and Craniofacial Research

<http://www.nidcr.nih.gov/oralhealth/Topics/DevelopmentalDisabilities/ContinuingEducation.htm>

ii. Dental Care for People with Developmental Disabilities through the Association of Healthcare Journalists

<http://healthjournalism.org/blog/2014/10/dental-care-and-the-developmentally-disabled/>

### 2. **Lesson Plan:**

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<b>Activity</b>	<b>Time</b>	<b>Task</b>	<b>Materials</b>
<b>Ice Breaker</b>	20 mins	Participants will be in a group circle and the group will converse by asking: <ul style="list-style-type: none"> <li>- What is your name?</li> <li>- What do you like to do on your free time?</li> <li>- What do you do to keep your mouth healthy?</li> </ul> The group will hand out name tags.	Name Tags
<b>Nutrition Education</b>	20 mins	The group will hold up foods that are healthy or unhealthy and the participants will hold up a happy tooth sign, or a sad tooth sign. This portion is to educate the participants about what foods are healthier to eat.	Healthy foods: <ul style="list-style-type: none"> <li>- Sugar free gum</li> <li>- Bottled water</li> <li>- Orange</li> <li>- Apple</li> <li>- Baby carrots</li> <li>- Granola bar</li> <li>- Banana</li> <li>- Raisins</li> <li>- Rice cakes</li> </ul> Unhealthy: <ul style="list-style-type: none"> <li>- Lollipop</li> <li>- Chocolate</li> <li>- Potato chips</li> <li>- Soda</li> <li>- Muffins</li> <li>- Cookies</li> <li>- Gummy bears</li> </ul>
<b>Direct Instruction/ Brushing Instruction</b>	10 mins	Group will be presenting a song for the participants to help them remember the steps of brushing. The group will demonstrate brushing on models to educate participants on the proper method of brushing.	Song Stuffed animal models Typodont Surround® brushes to demonstrate
<b>Whole Group Practice</b>	10 mins	Participants will practice on models using demonstration Surround® brushes.	Stuffed animal models Surround® brushes to demonstrate
<b>Individual</b>	15 mins	Participants will demonstrate brushing techniques, using their own Surround® brush, on themselves with direct supervision.	Gloves, masks, hand sanitizer, tray covers, Clorox cleaning wipes Surround® brush

<b>Review</b>	<i>10 mins</i>	The group will sing the brushing song with the participants. Participants will choose which food they feel is healthy and be able to take the item home. If chosen an unhealthy food item, will re-evaluate nutrition lesson.	Song Unhealthy and healthy snacks to choose.
<b>Homework</b>	<i>5 mins</i>	The group will give out instructions for brushing. Participants will go home with the Surround® brush and food item chosen. Educate the participants to continue the brushing lesson every day at home.	Snack Surround® brush Literature
<b>Session Feedback</b>	<i>5 mins</i>	The group will speak with the coordinators about the lesson given and receive group evaluation and feedback.	Evaluation form

**In this lesson we will cover:**

- How to make healthy food choices, and distinguish between good and bad snacks.
- How to distinguish between healthy and unhealthy gums and teeth.
- How to properly brush teeth using a Surround® toothbrush (how long and how many times per day).
- Providing appropriate samples to all participants, and take-home literature for caretakers.

**The Toothbrushing Song:**

*Keep your teeth healthy, shiny and bright  
Brush for 2 minutes and do it right  
Brushy brushy on the left, brushy brushy on the right  
Brush when you wake up and again at night!*

**3. Implementation:**

When we arrived at the site we set up the room to make it as warm, welcome, and familiar as possible. We set up a table with healthy and unhealthy snacks, signs of happy and sad teeth on popsicle sticks, mirrors, stuffed animal typodont models, and Surround® toothbrushes. To get to know the individuals we introduced ourselves first, initiating an icebreaker activity where we asked each participant to share their name and favorite thing to do while we wrote out their name tags, letting them pick their favorite color. Many of them enjoyed dancing, which was perfect for when we sang our toothbrushing song together.

We began our lesson with nutrition education, and handed out the teeth signs asking the participants to hold up the correct (happy or sad) side if they felt the particular food was healthy or unhealthy. One side of the tooth was happy for healthy food, and the other side was sad for unhealthy food. One at a time, each participant was asked to walk up and choose a healthy food from the table. We asked the group to respond to each item by holding up the teeth to determine if it was healthy or unhealthy. If they answered a happy tooth when the

correct answer was unhappy, we would then explain why the food was unhealthy. For example; many participants liked cookies and held up happy teeth when cookies were selected, and we explained cookies have a lot of sugar and sugar is not good for our teeth.

After we went through all the food choices, we used educational pictures and diagrams to teach the participants to visually distinguish between healthy and unhealthy gums and teeth; looking for redness, bleeding, sores, and obvious decay.

Next, we assessed their oral hygiene asking them about their brushing and flossing habits and prior knowledge. We demonstrated how to properly brush with our stuffed animal models using Surround® toothbrushes. We then went individually to each participant and asked them to show us how to adapt the toothbrush and brush our animal's teeth. Valerie created a song to help them remember how many times a day to brush and for how long. We taught them the song and all sang (and danced) together. We then sanitized everyone's hands, and set up toothbrushing stations in front of each participant with a tray cover, unopened Surround® toothbrush, paper towels, and a small standing mirror. We asked them to demonstrate the toothbrushing technique we taught them on their own teeth while we assisted each person individually; donning masks, eyewear, and clean gloves.

When we cleaned up the stations with gloves and Clorox wipes, and re-sanitized everyone's hands. We gave each participant a goody bag where they placed their happy/sad tooth, their mirror, a copy of the song, and their surround brush. We also placed our oral hygiene instructions in the goody bags for the caretakers to read.

To review our lesson, we asked each participant to choose a healthy snack from the table to go home with. We used this time to review how different foods are good and bad for our teeth, and everyone went home with a healthy item. We wrapped up our lesson by singing and dancing through our Toothbrushing song as a group one more time.

4. **Evaluation:** *A copy of the evaluation form will be attached along with a follow-up review from the program director.*
5. **Group Member Responsibility:**
  - i. **Alesia Jung:** Purchased mirrors, printed paperwork needed (evaluation form, oral hygiene instructions, and the song), brought hand sanitizer, brought protective eye-wear, borrowed the models and brushes from Professor Matthews, helped pack the goody bags, and helped create the lesson plan.
  - ii. **Valerie McCartney:** Created the song to help remind the participants the proper time/duration to brush, wrote out name tags, made the happy/sad teeth, brought protective eye-wear, helped pack the goody bags, and helped create the lesson plan.
  - iii. **Angela Poulter:** Contacted the organization, created the proposal, set up a date with the organization, looked up research provided for the project, purchased the brushes, brought

protective eye-wear, helped pack the goody bags, and helped create the lesson plan.

ix. Revital Tyspkin: Purchased the snacks provided, brought gloves and masks, brought protective eye-wear, purchased Clorox wipes, name tags, helped pack the goody bags, and helped create the lesson plan.