



NATIONAL CENTER ON

Early Childhood Health and Wellness

Brush, Book, Bed

The Importance of Routines

DHL Webinar

Presented by: Lauren Barone, M.P.H.

Moderated by: Michelle Landrum, R.D.H., M.Ed.

December 8, 2017

General Reminders

- This webinar will be recorded and archived on the ASTDD DHL webpage.
- Questions will be addressed after the speakers are finished. Please click on the icon at the top of your screen that looks like a person with their hand in the air. The moderator will recognize and “un-mute” you so you can ask your question.



Objectives

- Recognize year 3 DHL project strategies to improve the oral health of pregnant women and children served by Head Start and child care programs.
- Understand why routines are important for families.
- Describe the success and challenges of the Brush, Book, Bed (BBB) pilot program.
- Understand how to access and use AAP's BBB Implementation Guide, AAP's Chapter Oral Health Advocates, and Campaign for Dental Health/NCECHW posters.



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DHL Administrative Updates

Presented by: Michelle Landrum

Year 3 DHL Project Workplan

Year 3 Strategies

1. Build or enhance DHL relationships at the state level through collaboration with key stakeholders.
 - ✓ Refer to the July 2017 DHL webinar:
<https://astdd.adobeconnect.com/a933923135/pdy1noehiw4h/?proto=true>
2. Promote toothbrushing with fluoride toothpaste starting with the eruption of the first tooth.
 - ✓ BBB program
 - ✓ I Like My Teeth posters
 - ✓ Additional resources will be shared on future webinars

Year 3 DHL Project Workplan

Year 3 Strategies (Cont'd)

3. Promote drinking water (vs. sugar-sweetened beverages)
 - ✓ I Like My Teeth posters
 - ✓ Additional resources will be shared on future webinars
4. Improve DHL recruitment and engagement by promoting DHL project within ADHA
 - ✓ Presenting at the ADHA 2018 annual conference
 - ✓ Article in *Access* magazine
 - ✓ DHL letter of introduction to ADHA state presidents

DHL Quarterly Report Form Updates


Questions #5 and #6


* 5. Please select the categories for the activities you carried out this quarter.

Note: Please provide the information requested in question #6 for each category you select. 

- No activity this quarter [please skip to the next page]
- a) Assessment (reviewed child care, PIR and/or BSS data and/or facilitated/participated in screenings/exams)
- b) Access to care (provided referrals/follow up to dental homes)
- c) Prevention (promoted evidence based preventive practices such as applying fluoride varnish or brushing with fluoridated toothpaste)
- d) Education (shared NCECHW or other OHS approved materials and/or provided educational sessions)
- e) Collaboration (communicated with Head Start or child care related staff or organizations)

6. For each category you selected in question 5, please share at least one example in the corresponding text box below and list any outcomes. If direct services were provided, list the target audience (e.g., pregnant women, children) and number of persons served. If you did not carry out activities in a particular category, please leave the text box blank.

a) Assessments 

b) Access to care 

c) Prevention 

d) Education 

e) Collaboration 

DHL Quarterly Report Form Updates

Question #8

8. Did you provide any presentations using approved NCECHW slides at the local, state, or national level?



Yes



No (survey will skip to question 10)

Prev

Next

DHL Quarterly Report Form Updates

Question #9

9. Please describe the presentation(s) you gave using approved NCECHW slides at the local, state, or national level.

Notes:

- You will be required to enter a response in at least 5 of the 6 fields for each presentation you gave.
- If it was a webinar or teleconference, please note this as the location.
- If you gave more than two presentations this quarter, list the two with the largest audiences here and email the details of the other presentation(s) to your regional DHL coordinator.

* Presentation #1 

Presentation title

Meeting name

Date


Location

Target audience

Number of audience members in attendance

DHL Quarterly Report Form Updates

Question #10

10. Did you attend any meetings, webinars or CE courses related to your DHL role (e.g., Head Start health services advisory committee meeting, child care meeting, DHL webinar?) 

Yes

No (survey will skip to question 12)

Prev

Next

DHL Quarterly Report Form Updates

Question #11

11. Provide details about the meetings, webinars, or CE courses you attended.

Notes:


- You will be required to enter a response in at least 2 of the 3 fields for each event you attended.
- If it was a webinar or teleconference, please note this as the location.

* Event #1 

Meeting, webinar or course name

Date

Location

Event #2 

Meeting, webinar or course name

Date

Location

Event #3 

Meeting, webinar or course name

Date

Location

DHL Quarterly Report Form Updates

- Resources for quarterly reports
 - ✓ [DHL At-A-Glance Activity Guide](#)
 - ✓ Quarterly report tracking form (optional)





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Early Childhood Health and Wellness

Brush, Book, Bed The Importance of Routines

Lauren Barone, M.P.H.

Quick Intro

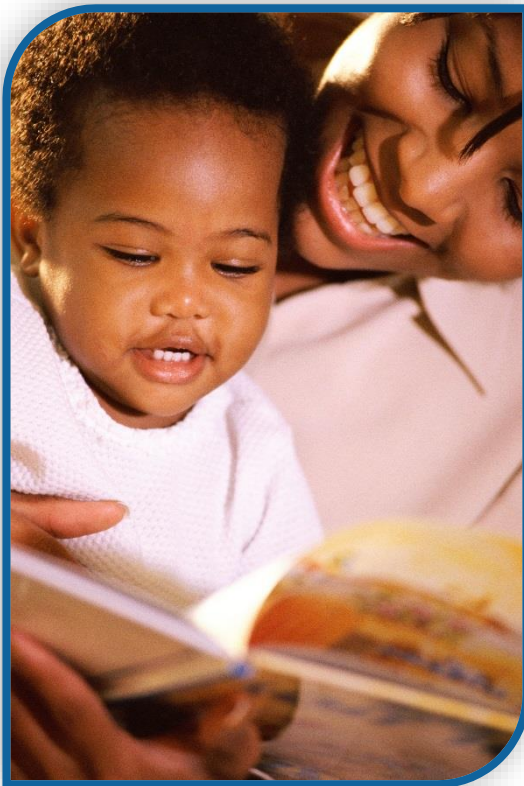
- AAP and Oral Health
- Evolution of BBB

The screenshot displays the American Academy of Pediatrics (AAP) website. At the top left, the AAP logo and name are visible, along with the tagline "DEDICATED TO THE HEALTH OF ALL CHILDREN™". To the right, there are navigation links for "Early Career", "Pediatric Trainees", "Medical Students", "International", and "HealthyChildren.org". Below these, there are links for "Become a Member" and "Log In". A search bar is located in the top right corner. The main navigation menu includes "Professional Resources", "Professional Education", "Advocacy & Policy", "shopAAP", and "About the AAP". The breadcrumb trail reads "AAP.org > Advocacy & Policy > AAP Health Initiatives > Oral Health". The page title is "Oral Health". On the left sidebar, there are links for "Advocacy", "Education and Training", "Family Resources", "Oral Health Flip Chart", and "Practice Tools". The main content area features a section titled "Fluoride in Pediatric Practice" with the text: "Questions about fluoride use in your practice? Learn more on our Practice Tools page." Below this text is a photograph of a smiling dentist in a white coat and gloves, holding a yellow toothbrush, interacting with a young boy who is smiling and wearing a blue dental bib.

Why Have Routines?

- Makes life predictable for children.
- Sets expectations and helps children learn how to be independent and confident.
- Creates a more serene household by reducing child and parental stress and anxiety.
- Establishes healthy habits early.
- Creates a family bond and special time together.
- Helps parents remember important things.

Why Read, Sing, or Just Talk to Children?



- Evidence is mounting on the importance of early literacy.
- Children who are read to from infancy have better language proficiency.
- Allows families the time to stop and enjoy each other, if only for a few minutes a day.
- Books are magical and an all-expenses-paid ticket to explore the world!

Why Brush?

- You know this part....
- Brushing twice a day with the recommended amount of fluoride toothpaste reduces caries risk.
- Parents need to assist with brushing until children are developmentally able to do it themselves.
- Letting children participate in brushing helps establish healthy practices that they are expected to continue throughout life.



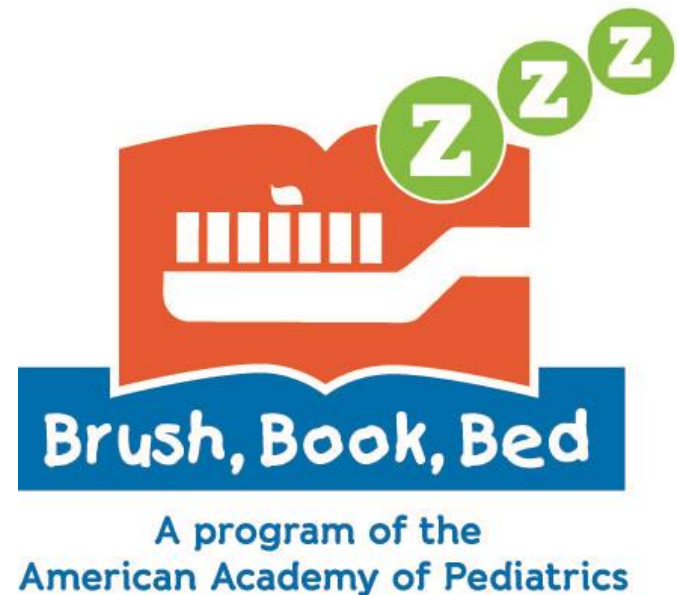
Why a Regular Bedtime?

- Children may go to sleep faster and parents may get more sleep—need I say more?
- Sleep is a challenging topic, especially for parents of young children.
- Flexibility may be needed to account for differences in family schedules and personalities.



Why Brush, Book, Bed?

- Simple message for health professionals to communicate with families.
- Ties toothbrushing with other important health behaviors.
- Signals the health professional and the parent to think about and discuss oral health.



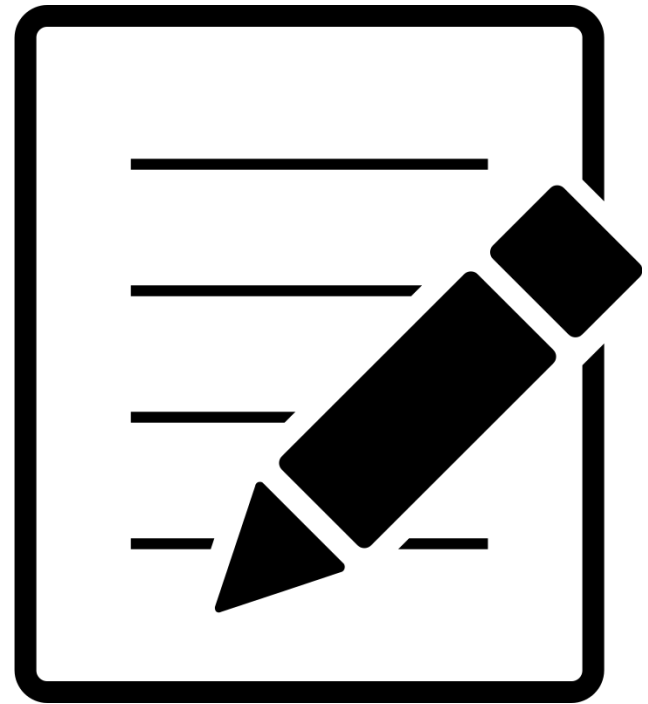
Pilot Study

Ten primary care practices:

- Participated in an introductory webinar on BBB and what is included in the BBB program, including brief education on oral hygiene, early literacy, and sleep.
- Ensured that all staff completed online oral health training for health professionals and Reach Out and Read literacy training.
- Identified and trained a survey coordinator to collect surveys at pre-implementation, early-implementation, mid-point implementation, and post-implementation intervals.
- Designed workflow plan for BBB implementation, and packaged all AAP materials distributed to families (toothbrushes, fluoride toothpaste, books, posters, and stickers).
- Administered program, collected surveys from families at timed intervals, and participated in phone interviews.

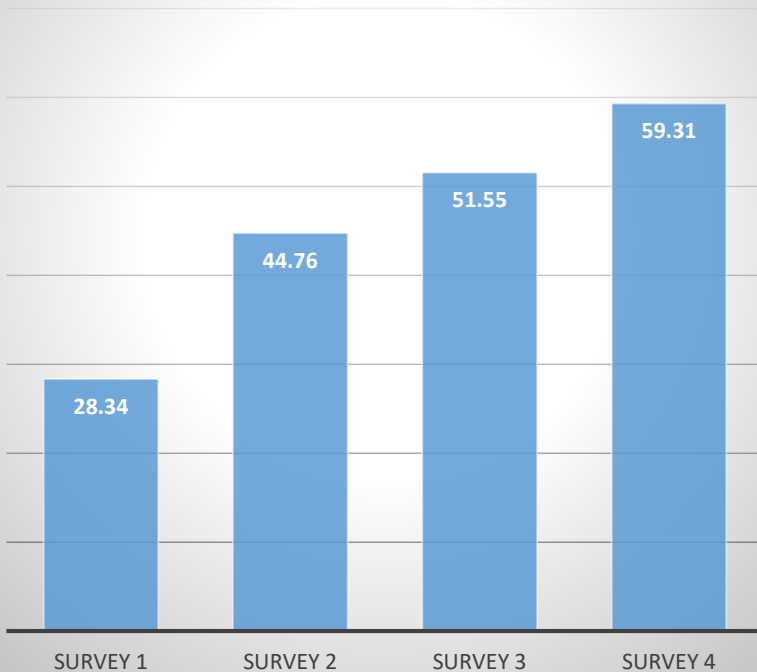
Pilot Study Results

- The study was evaluated using a five-question survey instrument and by interviewing each of the practices by telephone post-implementation.
- The survey was administered to families during 9- and 12-month-old well-child visits at four intervals.

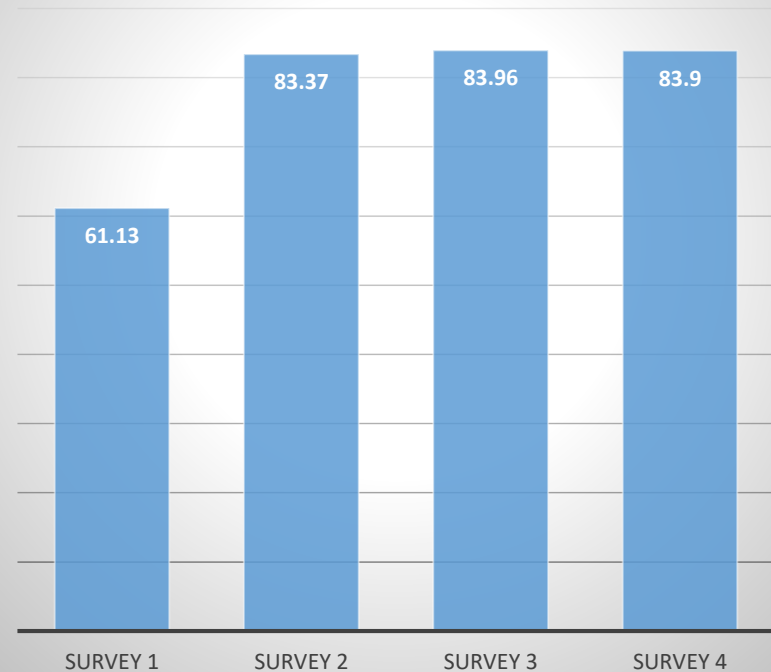


Health Professional Communication/Fluoride Application

Did your child receive fluoride varnish application today or at a previous visit?

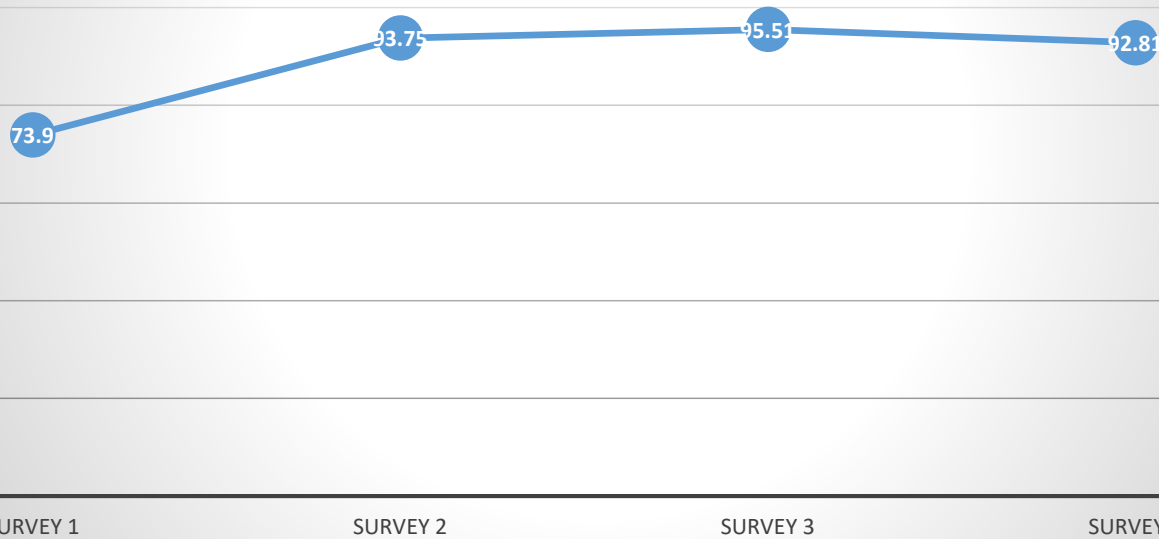


Did your doctor talk to you today about a bedtime routine for your child?



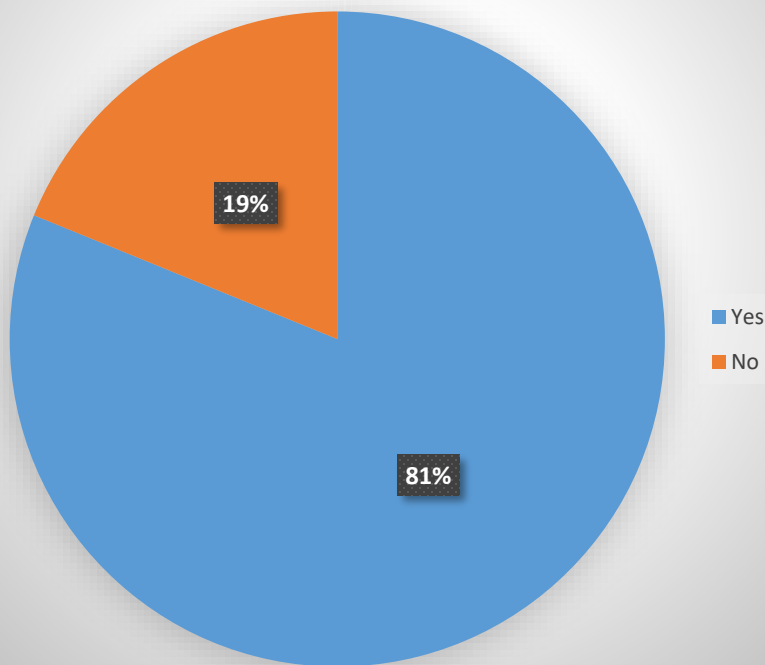
Health Professional Communication/Fluoride Application

Did your doctor talk to you today about how to take care of your child's teeth?

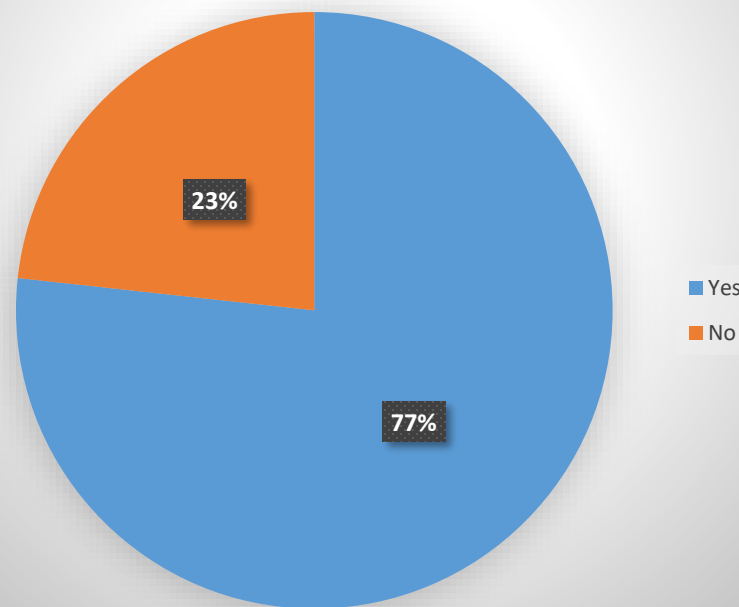


Family Behavior Change—Reading

Reading a Story Is Part of Nighttime Routine (Pre-implementation)

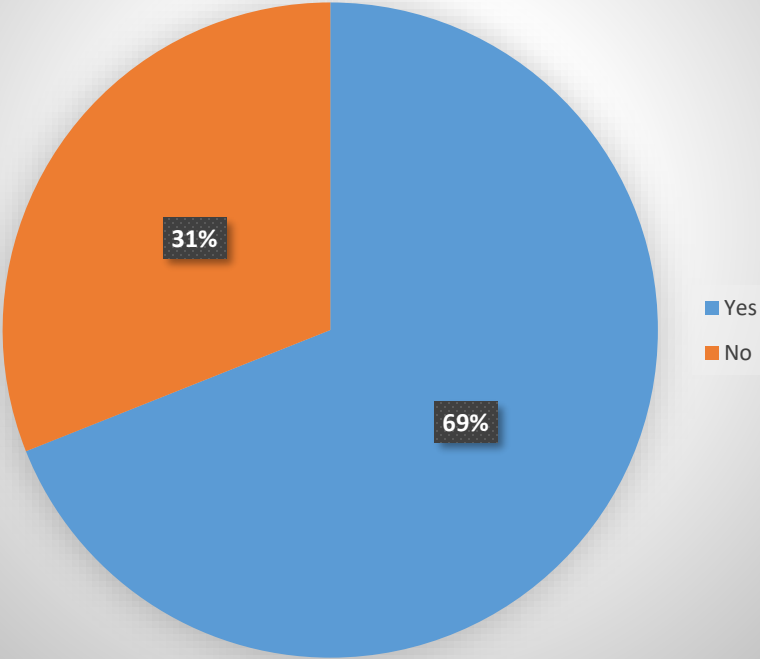


Reading a Story Is Part of Nighttime Routine (End Point Check-In)

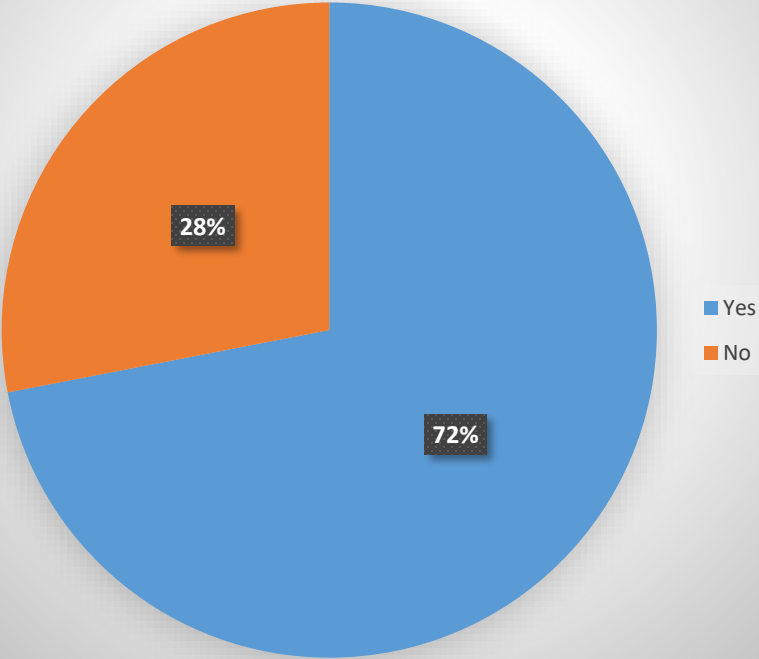


Family Behavior Change—Toothbrushing

Brushing Teeth Is Part of Nighttime Routine (Pre-Implementation)



Brushing Teeth Is Part of Nighttime Routine (End Point Check-In)

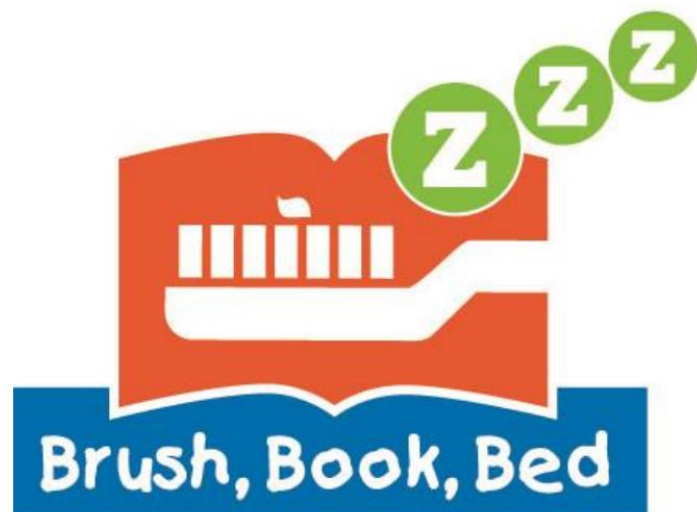


Improvement Opportunity



- We know BBB helped primary care health professionals talk about oral health, but there were only modest changes in family behavior.
- How can we look more closely at behavior change and pull the right levers to make a difference?

Implementation Guide



A program of the
American Academy of Pediatrics

Implementation Guide

September 2015 (updated August 2017)

For more information email oralhealth@aap.org or visit
<https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Oral-Health/Pages/Brush-Book-Bed.aspx>



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Brush, Book, Bed Resources

- Caregiver handout in English and Spanish
- Bookmark and sticker templates
- Poster
- Health professional talking points

Cómo estructurar la rutina de su niño a la hora de irse a dormir
LOS NIÑOS APRECIAN LAS RUTINAS—¡CÉPILLO, LIBRO, CAMA!
Brush, Book, Bed (Cepillo, Libro, Cama) es un programa de la Academia Norteamericana de Pediatría para ayudar a los padres a crear rutinas sanas a la hora de irse a dormir. Comience su rutina cada noche a la misma hora, 30 minutos antes del momento de acostarse para tener suficiente tiempo para el cepillado de los dientes, leer juntos y ponerlo a dormir. Para obtener sugerencias sobre qué debería incluirse en esta rutina, visite www.HealthyChildren.org/BrushBookBed.

Cepillo
 Ayude a su niño a cepillarse los dientes cada noche.
Desde el nacimiento: Use una toallita blanda para limpiar las encías de su bebé después de cada lactancia o jugo. Evite compartir alimentos con su bebé que han estado en su propia boca con leche o jugo. Evite compartir alimentos con su bebé que han estado en su propia boca con leche o jugo. Evite compartir alimentos con su bebé que han estado en su propia boca con leche o jugo. Evite compartir alimentos con su bebé que han estado en su propia boca con leche o jugo.

Libro
 Después de haber cepillado los dientes de su niño, légalos a la hora de leer.
Los niños aprecian escuchar su voz—canta, comienza y lee en voz alta la mayor cantidad de tiempo posible.
Nombre y muestra cosas en las ilustraciones de los libros. A medida que crecen (12 a 18 meses), haga preguntas mientras lee un libro: “¿Qué color es el perro?” “¿Qué tamaño es ‘cuadrado’ el color de la pelota?” “¿Qué tamaño es ‘cuadrado’ el color de la pelota?”
Muestre partes del cuento o ilustraciones con la cara, las manos y la voz.
Los niños aprecian libros duros con imágenes y rimas. ¡Dás permisos que muestren el libro! Es como rimas. ¡Dás permisos que muestren el libro! Es como rimas. ¡Dás permisos que muestren el libro! Es como rimas.

How to Structure Your Child's Nighttime Routine
KIDS LOVE ROUTINES—BRUSH, BOOK, BED!
Brush, Book, Bed is a program of the American Academy of Pediatrics to help parents develop healthy nighttime routines. Start your routine every night at the same time, 30 minutes before bedtime so that you have enough time to brush teeth, read together, and go to sleep. For tips on what should be included in this routine visit www.HealthyChildren.org/BrushBookBed.

Brush
 Each night help your children to brush their teeth.
From birth: Use a soft washcloth to wipe your baby's gums after feedings and don't put babies in bed with a bottle of milk or juice. Avoid sharing items with your baby that have been in your own mouth. Once moving on to solids, choose toothbrushes that are less likely to cause cavities and limit sugary and sticky foods.
Under 3: As soon as you can see any teeth, you can start to brush. Brush two times a day with a smear (gram of rice) of fluoride toothpaste.
3–6: Brush two times a day with a pea-sized amount of fluoride toothpaste. It's okay to let your child practice brushing on their own. Encourage them to brush their own teeth. Put the right amount of toothpaste on the brush for them and brush their teeth for them until they can do the best job! Put the right amount of toothpaste on the brush for them and brush their teeth for them until they can do the best job! Put the right amount of toothpaste on the brush for them and brush their teeth for them until they can do the best job!
Always: Limit sugary foods, and drinks to only at mealtimes. Limit juice to only 1 glass a day and only 100% juice. Always brush your teeth twice a day. Always brush your teeth twice a day. Always brush your teeth twice a day.

Book
 After you have brushed your children's teeth, it's time to read.
Children love to hear your voice—sing, talk, and read together.

Bed
 Help your children to go to bed.
 Start your routine 30 minutes before bedtime. This teaches them to fall asleep on their own. This teaches them to fall asleep on their own. This teaches them to fall asleep on their own.

Brush, Book, Bed
 Set a regular nighttime routine that includes brushing teeth, reading together, and then bed.
 Kids love routines—brush, book, bed.
 Find out more at: www.HealthyChildren.org/BrushBookBed
 American Academy of Pediatrics
 COMMITMENT TO THE HEALTH OF ALL CHILDREN

Funding Opportunities and Tips

- Local donations
 - Literacy or early childhood
 - Health
- Oral health community grants
 - ADA, AAPD, and DTA foundations
 - DentaQuest
 - ADHA Wrigley Company Foundation
- Partner with local dentists or dental societies for materials and donations.
- Partner with your local Reach Out and Read, WIC, or library/mall to amplify the BBB message to families in your community.

AAP Supports

- Consider connecting with your AAP [Chapter Oral Health Advocate](#) about BBB or other activities in which you can partner.
- Use the co-branded AAP Campaign for Dental Health and NCECHW [posters!](#)

The screenshot shows the American Academy of Pediatrics (AAP) website. The header includes the AAP logo and navigation links for Early Career, Pediatric Trainees, Medical Students, International, and HealthyChildren.org. Below the header is a search bar and a 'SearchAAP' button. The main content area is titled 'Section on Oral Health' and 'Chapter Oral Health Advocates'. It features a 'COHA Resources' section with a 'Job Description' link, a 'COHA Roster' link, and a 'Become a COHA' link. A 'Contact Us!' section is also present, asking if the user has thoughts, ideas, or needs related to oral health and providing the email address oralhealth@aap.org.



Examples of DHLs Using Brush, Book, Bed

- Doug Bowman, Oral Health Kansas (speaking for Kathy Hunt)
- Diane Flanagan, Wisconsin
- Heather Blair, Vermont



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Website: <https://eclkc.ohs.acf.hhs.gov/health>

Questions?



Click the icon at the top of your screen that looks like a person with their hand in the air.

The moderator will recognize and “un-mute” you so you can ask your question.

