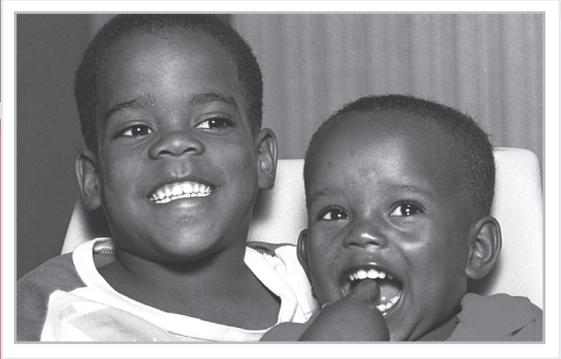


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# ORAL INJURY PREVENTION & EMERGENCY CARE TRAINING





## **I. Title of Training:**

Oral Injury Prevention and Emergency Care

## **II. Topic Area of Training:**

Health and Safety

## **III. Number of Clock Hours of Proposed Training:**

60 minutes

## **IV. Description of Training:**

This course provides a study of the potential for oral injuries in a child care center and the appropriate response to oral injuries that may occur.

## **V. Benefits to Participants.**

This course provides child care educators with the knowledge and skills to prevent oral injuries as well as to respond to oral injuries that do occur.

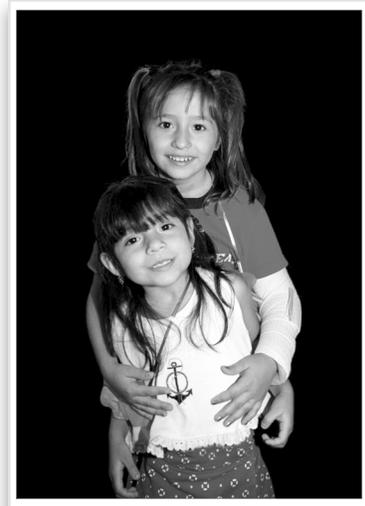
## **VI. Materials Needed**

LCD Projector and a screen, a computer with Power Point or an overhead projector and handouts copied onto overhead transparencies.

Red and green squares for participants to use for Icebreaker

Examples of supplies needed for a Dental First Aid kit—

- Gauze Squares
- Dental Floss
- Ice Pack
- Pen Light
- Gloves
- Copies of dental injury scenarios



## **VII. Content and Instructional Plan**

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.

## **VIII. Introduction**

Speaker introduces herself /himself

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

### **Icebreaker:**

Home Safe Home?

- Allow participants a couple of minutes to complete the Home Safe Home sheet found in the Resources Section.
- Then pass out red and green squares for them to use in responding to the questions.
- Read through the questions and have participants raise a RED square for answers that are NO and a GREEN square for their YES answers.

# IX. Content and Course Outline

## Section I

### Oral Injury Prevention

#### Objectives:

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

1. Identify ways that oral injuries could occur within the home and within the childcare setting;
2. Identify ways to prevent oral injuries in infants and young children; and
3. Describe some things that can be done within the childcare setting to get the message to children.

#### Instructional Plan:

- Begin by sharing pictures of seemingly safe yet potentially harmful situations. Refer to Slide 5.
  - Water fountain
  - Swimming pool
  - Swings/playgrounds
  - Scattered toys
  - Child riding bike without helmet
  - Electrical outlets
  - Riding in a car
- Have participants share what could happen and how it could be prevented
- Then ask participants: What are some ways you can or do promote safety in your center? List the responses.

#### Safe Transportation

Share some things for to consider when transporting children...

- It is important for child care programs to establish safety rules that a child can follow to help protect his or her mouth and teeth).
- All children will be transported in a car safety seat at all times.
- To insure the safety of young children and prevent mouth injuries, children should also be restrained in: high chairs, grocery carts, swings and strollers (<http://www.aap.org/family/carseatguide.htm>).

#### For Preschoolers

- In Your Mouth ---A great activity (Page 18 Activity Booklet) for children that could also be adapted for use with toddlers. The hands-on sorting activity helps children identify what does and does not belong in their mouths.
- When a child walks or runs with something in their mouth they increase their risk for a dental injury. Additionally, back teeth are usually injured by chewing on pencils, ice or by cracking nuts.
- Safety First— Safety becomes key part of the classroom when students identify potential dangers at home and at school and then serve as safety patrollers. (Page 30 Activity Booklet)

## For Afterschoolers...

Note: Afterschool materials are still being developed.

- Play it Safe!— A role-playing activity for afterschoolers that teaches them how to stay safe while playing sports.

## Getting the message to parents...

Share the Parent Information Booklet:

- Safety: Toys and Dental Health Page 21
- Home for the Holidays Page 22
- Keeping Your Child's Smile Safe—  
At Home and School, In the Car and While Shopping  
Pages 25-27
- How to Respond to a Dental Emergency Page 28



## Section II

### Responding to a Dental Injury

The participant will be able to

1. Describe how to manage tooth and mouth injuries in infants and young children;
2. List the contents of a dental first aid kit;
3. List the steps to take when a baby tooth has been knocked out; and
4. List the steps to take when a permanent tooth has been knocked out.

### Instructional Plan:

Ask participants to describe what happens when a child is injured at their center...what are the basic steps they follow? Do they have a dental first aid kit?

Have they ever considered having a dental first aid kit?

- Review the contents of a dental first aid kit.
- The needed supplies for dental first aid kit are:
  - Gauze Squares—to stop bleeding and to clean the injury
  - Dental Floss—to remove objects wedged between teeth
  - Ice Pack—to help reduce swelling.
  - Pen Light---to see into the mouth
  - Gloves--for infection control
- If you have actual examples of what should be included in the Dental First Aid kit please show participants and allow them to pass them around.
- Dental contact information-- it is important to include the name and contact information of the child's dentist on the medical history
- First step, calm the child.
- Sometimes mouth injuries look worse than they are. Even a small cut or puncture inside the mouth may bleed a lot because there are many blood vessels in the head and neck area.

## Ask for questions.

Share the following information on how to manage tooth and mouth injuries in infants and young children.

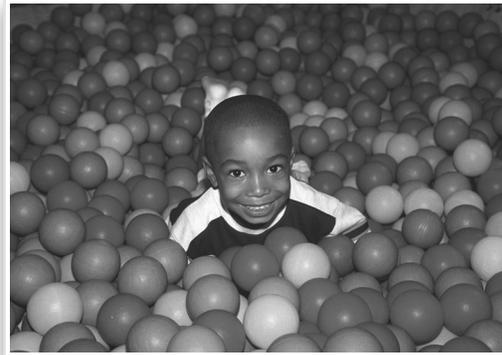
The steps are:

1. Calm the child
2. Get the first aid kit
3. Wash hands
4. Put on gloves
5. Use a flashlight or penlight, if available
6. Use gauze squares as needed to apply pressure and stop bleeding

Look for the following...

Cuts, swelling, redness, bleeding on the child's:

- Face
- Lips
- Tongue
- Roof of mouth
- Gums



Brown areas, holes, chips on the tooth

Knocked out tooth

## Review the appropriate responses to different types of dental injuries.

### Objects caught between the teeth

- Try to gently remove the object with dental floss and avoid cutting the gums. Do not use a sharp instrument. If you're not successful in removing the object, the child needs to go to the dentist.

### If the child has a bitten lip or tongue

- Apply direct pressure to the bleeding area with a gauze square
- If there is swelling, apply cold compresses to the area
- If bleeding continues, go to the emergency room

### If the child has a toothache

- Make the child comfortable
- Inform parent
- Parent needs to take the child to a dentist as soon as possible

### If the child has a broken or chipped tooth

- Using warm water, gently clean away dirt and debris in the area of the injured tooth
- Place a cold compress on the face, in the area of the injured tooth, to reduce swelling
- Apply direct pressure to the bleeding area with a gauze square
- Get child to the dentist right away

### **If the child knocks out a baby tooth**

- Do *not* place back in its socket
- Put the tooth in water
- Inform parent to take the child to the dentist right away

### **If the child knocks out a permanent tooth**

It can be saved if you act fast. Do this:

- Find the tooth
- Don't pick the tooth up by the roots
- If the tooth is dirty, rinse in warm water
- Do NOT scrub the tooth
- Gently put the tooth back in the socket, if you feel comfortable doing so
- If not, put the tooth in a glass of milk
- If you don't have milk, put in a glass of water. The tooth must not dry out
- The child and the tooth need to go to the dentist right away



### **Activity:**

To check for understanding divide the participants into several small groups of four-five people. Refer to the Dental Scenarios found in the Resources Section.

- Give each group a different scenario describing a dental emergency.
- Have the group discuss the best way to handle the situation and list some ways the injury could have been prevented.
- Have them write down their answers/feedback.
- Each group will then present to the larger group. Clarify and correct information as needed during the presentations.

## **Section III**

**What will you do to help prevent oral injuries and to respond properly to them if they should occur.**

### **Objectives for Section III**

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

List several activities they can do within their childcare centers that will help prevent oral injuries and respond to injuries if they should occur.

### **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. These strategies can focus on injury prevention or injury response.
- One that they will propose to their center to implement in the near future.
- If time permits have participants share their responses with the entire group.

## Closing

### Instructional Plan

- Ask for additional questions.
- As a wrap-up, share with them the list of *Simple Things Your Center Can Do to Promote Oral Health*
- Have participants take Post Test

## IX. 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.

Infection Control Fact Sheet: The Use and Handling of Toothbrushes. 2002

Centers for Disease Control. Retrieved on July 31, 2005 from:

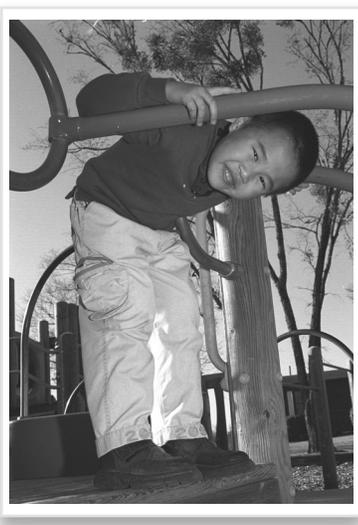
[http://www.cdc.gov/OralHealth/infectioncontrol/fact\\_sheet/toothbrushes.htm#schools](http://www.cdc.gov/OralHealth/infectioncontrol/fact_sheet/toothbrushes.htm#schools)

Head Start and Partners Forum on Oral Health.

[http://www.headstartinfo.org/publications/hsbulletin71/cont\\_71.htm](http://www.headstartinfo.org/publications/hsbulletin71/cont_71.htm)

## X. 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 the percentage of improvement of knowledge.



## Slide 1

### Oral Injury Prevention and Emergency Care

August 2005  
Oral Health Division



## Slide 2

*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.

Stepping Stones to Using  
Caring for Our Children  
and  
Bright Futures in Practice: Oral  
Health

## Slide 3

### Objectives for Section I

- The participant will be able to
- Describe how to manage tooth and mouth injuries in infants and young children.
  - List the steps to take in the case of a permanent tooth that has been knocked out.
  - How to prevent oral injuries in infants and young children.

## Slide 4

### Trainer:

### Key Messages:

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.

Smiles need to be protected from  
injury



## Slide 5

### 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

### Accidents Happen?



Water Fountains?



Swings and  
Playgrounds?

Scattered Toys?



Bikes and Riding  
Toys?



## Slide 6

### Key Messages:

Keep children away from electrical cords and outlets.  
Place protective covers over all outlets

**Ask participants,** "What are some ways you can or do promote safety in your center?" If time permits, list the responses.

## Slide 7

### Trainer:

It is important for child care programs to establish safety rules that a child can follow to help protect his or her mouth and teeth.

All children will be transported in a car safety seat at all times.

To insure the safety of young children and prevent mouth injuries, children should also be restrained in: high chairs, grocery carts, swings and strollers

<http://www.aap.org/family/carseatguide.htm>

SCDHEC's Child Passenger Safety Program:

[http://www.scdhec.gov/health/chcdp/injury/child\\_passenger\\_safety.htm](http://www.scdhec.gov/health/chcdp/injury/child_passenger_safety.htm)

Call toll-free: (800) 898-0897 for more information

## Slide 8

### Trainer:

Have participants locate the following lessons in the Oral Health Activity Booklet

Preschool

*In Your Mouth!*— 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.

(Page 18 Activity Booklet)

*Safety First*— Safety becomes key part of the classroom by allowing students to serve as safety patrollers. (Page 30 Activity Booklet)

## Slide 9

### Trainer:

Have participants locate the following lessons in the Oral Health Activity Booklet if it is available.

Afterschool

*Playing it Safe*

## When Transporting Children...

### Use Car Safety Seat



## 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



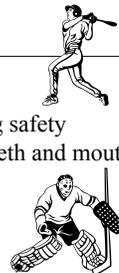
### □ Safety First

- Safety becomes key part of the classroom when students identify potential dangers at home and at school and then serve as safety patrollers.

## For the Older Child...

### □ Playing it Safe—

students learn how wearing safety equipment protects their teeth and mouth and why that is important.



## Slide 10

### Trainer:

Refer to safety information contained in the Parent Information Booklet:

### Preschool

*Keeping Your Child's Smile Safe—At Home and School, In the Car and While Shopping* Page 25-27  
*How to Respond to a Dental Emergency* Page 28  
*Safety: Toys and Dental Health* Page 21  
*Home for the Holidays* Page 22

## Slide 11

### Ask participants...

An injury to the mouth occurs at your center.  
What do you do?

**Allow time for responses....then share the following slides that explain recommended steps.**

## Slide 12

## Slide 13

### Trainer:

### Key Messages:

Sometimes mouth injuries look worse than they are. Even a small cut or puncture inside the mouth may bleed a lot because there are many blood vessels in the head and neck area.

It is important to include the name and contact information of the child's dentist on the medical history

## Getting the Message to Parents...

- *Keeping Your Child's Smile Safe—At Home and School, In the Car and While Shopping*
- *Safety: Preventing Dental Injuries in the Home*
- *Safety: Toys and Dental Health*
- *Home for the Holidays*
- *Keeping Your Child's Smile Safe*
- *Responding to Dental Emergencies*

## Objectives for Section II

The participant will be able to

- Describe how to manage tooth and mouth injuries in infants and young children.
- List the contents of a dental first aid kit.
- List the steps to take when a baby tooth has been knocked out
- List the steps to take when a permanent tooth has been knocked out.

## Responding to an Injured Child...

- What is the first step?

Calm the child.

If it is a dental injury...

Get your first aid kit for dental emergencies.

## What should be in a first aid kit for dental emergencies?

- **Gauze Squares**
  - to stop bleeding and to clean the injury
- **Dental Floss**
  - to remove objects wedged between teeth
- **Ice Pack**
  - to help reduce swelling
- **Pen Light**
  - to see into the mouth
- **Gloves**
  - for infection control

## Slide 14

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### Once the Child is Calm...

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- Get first aid kit
- Wash hands
- Put on medical gloves
- Use a flashlight or penlight, if available
- Use gauze squares as needed to apply pressure and stop bleeding



## Slide 15

### Trainer:

### Key Messages:

Mouth injuries are common, especially in children, and may involve the teeth, jaw, lips, tongue, inner cheeks, gums, roof of the mouth.

### Observe the following:

#### Face

Look at face

Both sides the same?

#### Lips

Observe lips closed, then open

Pull down the lower lip; look at inner surface

Repeat for upper lip

#### Cheeks

Ask person to open mouth

Observe the inside area

#### Tongue

Ask child to stick out the tongue

Check the top and both sides

#### Roof of the mouth

Gently tilt the head back and lightly depress the tongue

#### Gums

Look for bleeding, swelling and redness

#### Teeth

Look for decayed teeth

Look for broken teeth

Look for loose teeth

Look for tooth that has been knocked out

---

### Look for the following...

---

Cuts, Swelling, Redness, Bleeding on the child's:

- Face
- Lips
- Tongue
- Roof of mouth
- Gums

Brown areas, holes, chips on the tooth

Knocked out tooth

## Slide 16

## Slide 17

### Trainer:

#### Steps include:

- Calm the child
- Get first aid kit
- Wash hands
- Put on medical gloves
- Use a flashlight or penlight, if available
- Use gauze squares as needed to apply pressure and stop bleeding

## Slide 18

### Trainer:

#### Steps include:

- Make the child comfortable
- Inform parent
- Parent needs to take the child to a dentist as soon as possible
- Use a flashlight or penlight, if available to see any obvious tooth problems.
- Swelling on one side of the face sometimes occurs with certain tooth problems
- Do not use heat or place aspirin on aching teeth or gums.

## Slide 19

### Trainer:

#### Steps include:

- Using warm water, gently clean away dirt and debris in the area of the injured tooth
- Place a cold compress on the face, in the area of the injured tooth, to reduce swelling
- Apply direct pressure to the bleeding area with a gauze square
- Get child to the dentist right away

## Slide 20

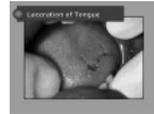
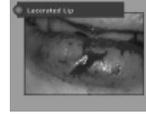
### Trainer:

#### Steps include:

- Do **not** place back in its socket
- Put the tooth in water
- Inform parent to take the child to the dentist right away

### If the child has a bitten lip or tongue

- Apply direct pressure to the bleeding area with a gauze square
- If there is swelling, apply cold compresses to the area
- If bleeding continues, go to the emergency room



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

### If the child has a toothache...

- Make the child comfortable
- Inform parent
- Parent needs to take the child to a dentist as soon as possible



### If the child has a broken or chipped tooth...

- Using warm water, gently clean away dirt and debris in the area of the injured tooth
- Place a cold compress on the face, in the area of the injured tooth, to reduce swelling
- Apply direct pressure to the bleeding area with a gauze square
- Get child to the dentist right away



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

### If the child knocks out a baby tooth

- Do not place back in its socket
- Put the tooth in water
- Inform parent to take the child to the dentist right away



## Slide 21

### Trainer:

It can be saved if you act fast.

Follow these steps:

- Find the tooth
- Don't pick the tooth up by the roots
- If the tooth is dirty, rinse in warm water
- Do **NOT** scrub the tooth
- Gently put the tooth back in the socket, if you feel comfortable doing so
- If not, put the tooth in a glass of milk
- If you don't have milk, put in a glass of water. The tooth must not dry out
- The child and the tooth need to go to the dentist right away

## Permanent Tooth Knocked Out

**It can be saved if you act fast.** Do this:

- Find the tooth
- Don't pick the tooth up by the roots
- If the tooth is dirty, rinse in warm water
- Do **NOT** scrub the tooth
- Gently put the tooth back in the socket, if you feel comfortable doing so
- If not, put the tooth in a glass of milk
- If you don't have milk, put in a glass of water. The tooth must not dry out
- The child and the tooth need to go to the dentist right away



## Slide 22

Trainer:

## Slide 23

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 that they serve.

**Pass out two slips of paper to each participant.** Ask them to write 1 strategy from the training that he or she will use immediately in his or her classroom or center 1 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.

## Slide 24

As a wrap-up, share with them the list of *Simple Things Your Center Can Do to Promote Oral Health*.

Administer the Post Test.

What will you do to keep your children safe?

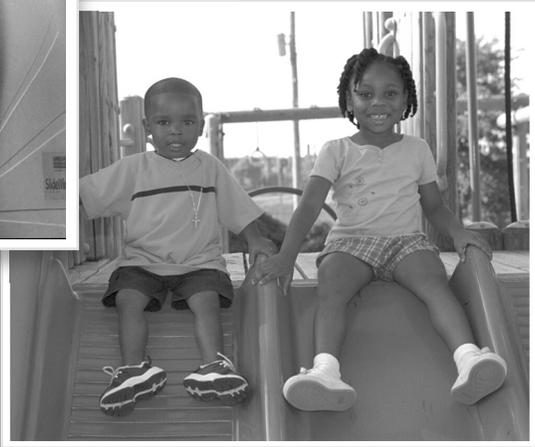


Thank you!



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# Additional Information



## Home Safe Home

Visualize your through your home and daily activities and Circle YES if the item or situation is present in your home. If it is not, circle NO.

Toys are scattered on the floor. YES NO

Drawers and cabinet doors are left open. YES NO

Family members wear helmets when playing sports or riding bikes or scooters. YES NO

Family members wear mouth guards when playing sports. YES NO

Objects (toys, rakes, etc.) are left lying in the yard. YES NO

Items are left on the stairs. YES NO

Family members wear seat belts in the car. YES NO

Floors are left wet. YES NO

Family members walk around with objects (hard candy, pens, etc.) in their mouths. YES NO



# Dental Injury Scenarios

## For use in Section II: Responding to a Dental Injury

- Divide the class into several small groups.
- Provide each group with a different dental injury situation.
- Have each group respond to the given questions.

### Situation #1

John was running down the hall and tripped over a box. When he fell he chipped his front tooth.

What steps should you take?

How could the accident have been prevented?

### Situation #2

Sam, a four year-old was playing on the playground and walked in front of a swing. The swing hit him in the mouth and knocked him into the ground. On the ground his teacher realizes the hit knocked out one of his baby teeth.

What steps should you take?

How could the accident have been prevented?

### Situation #3

Lisa, an afterschooler, was pushed while getting a drink of water at the water fountain. She was startled and bit her lip. It starts to bleed and Lisa begins to get very upset when she sees the blood.

What steps should you take?

How could the accident have been prevented?



### Situation #4

Cleo tells his teacher that his back tooth is hurting and he can't eat his lunch.

What steps should you take?

### **Situation #5**

Tim ,an afterschooler, is playing catcher for his baseball team. He gets hit in the mouth with a ball and it knocks out his front tooth. Tim is very upset and scared and starts to cry.

What steps should you take?

How could the accident have been prevented?

### **Situation #6**

Holly is doing her seatwork and chewing on her pencil. A piece of her back tooth breaks off. Holly panics.

What steps should you take?

How could the accident have been prevented?

### **Situation #7**

Emilio was hurrying down the steps in front of the school and fell. The fall knocked out his new front permanent tooth.

What steps should you take?

How could the accident have been prevented?

# Dental Injury Scenarios

## Answer Key

### Situation #1

John was running down the hall and tripped over a box. When he fell he chipped his front tooth.

What steps should you take?

1. First calm the child.
2. Get first aid kit
3. Wash hands
4. Put on medical gloves
5. Use a flashlight or penlight, if available
6. Use gauze squares as needed to apply pressure and stop bleeding

Look for the following...

Cuts, Swelling, Redness, Bleeding on the child's:

- Face
- Lips
- Tongue
- Roof of mouth
- Gums
- Brown areas, holes, chips on the tooth
- Knocked out tooth

If the child has a broken or chipped tooth...

- Using warm water, gently clean away dirt and debris in the area of the injured tooth
- Place a cold compress on the face, in the area of the injured tooth, to reduce swelling
- Apply direct pressure to the bleeding area with a gauze square
- Get child to the dentist right away

How could the accident have been prevented?

John should be told not to run down the hall. In addition boxes, toys, books etc. should be picked up and not allowed to collect in hallways or classrooms.

## Situation #2

Sam, a four year-old was playing on the playground and walked in front of a swing. The swing hit him in the mouth and knocked him into the ground. On the ground his teacher realizes the hit knocked out one of his baby teeth.

What steps should you take?

1. First calm the child.
2. Get first aid kit
3. Wash hands
4. Put on medical gloves
5. Use a flashlight or penlight, if available
6. Use gauze squares as needed to apply pressure and stop bleeding

Look for the following...

Cuts, Swelling, Redness, Bleeding on the child's:

- Face
- Lips
- Tongue
- Roof of mouth
- Gums
- Brown areas, holes, chips on the tooth
- Knocked out tooth

If the child knocks out a baby tooth

- Do not place back in its socket
- Put the tooth in water
- Inform parent to take the child to the dentist right away

How could the accident have been prevented?

Children should be taught playground safety such as do not walk or run in front of swings. Stay seated while swinging.

### Situation #3

Lisa was pushed while getting a drink of water at the water fountain. She was startled and bit her lip. It starts to bleed and Lisa begins to get very upset when she sees the blood.

What steps should you take?

1. First calm the child.
2. Get first aid kit
3. Wash hands
4. Put on medical gloves
5. Use a flashlight or penlight, if available
6. Use gauze squares as needed to apply pressure and stop bleeding

Look for the following...

Cuts, Swelling, Redness, Bleeding on the child's:

- Face
- Lips
- Tongue
- Roof of mouth
- Gums
- Brown areas, holes, chips on the tooth
- Knocked out tooth

If the child has a bitten lip or tongue

- Apply direct pressure to the bleeding area with a gauze square
- If there is swelling, apply cold compresses to the area
- If bleeding continues, go to the emergency room

How could the accident have been prevented?

Children should be taught not to push or shove around a water fountain.

## Situation #4

Cleo tells his teacher that his back tooth is hurting and he can't eat his lunch.

What steps should you take?

1. First calm the child.
2. Get first aid kit
3. Wash hands
4. Put on medical gloves
5. Use a flashlight or penlight, if available
6. Use gauze squares as needed to apply pressure and stop bleeding

Look for the following...

Cuts, Swelling, Redness, Bleeding on the child's:

- Face
- Lips
- Tongue
- Roof of mouth
- Gums
- Brown areas, holes, chips on the tooth
- Knocked out tooth

If the child has a toothache...

- Make the child comfortable
- Inform parent
- Parent needs to take the child to a dentist as soon as possible



## Situation #5

Tim ,an afterschooler, is playing catcher for his baseball team. He gets hit in the mouth with a ball and it knocks out his front tooth. Tim is very upset and scared and starts to cry.

What steps should you take?

1. First calm the child.
2. Get first aid kit
3. Wash hands
4. Put on medical gloves
5. Use a flashlight or penlight, if available
6. Use gauze squares as needed to apply pressure and stop bleeding

Look for the following...

Cuts, Swelling, Redness, Bleeding on the child's:

- Face
- Lips
- Tongue
- Roof of mouth
- Gums
- Brown areas, holes, chips on the tooth
- Knocked out tooth

How could the accident have been prevented?

As children get older and begin to participate in sports, they should be provided and be encouraged to wear safety equipment such as helmets, mouth guards, face masks etc.

## Situation #6

Holly is doing her seatwork and chewing on her pencil. A piece of her back tooth breaks off. Holly panics.

What steps should you take?

1. First calm the child.
2. Get first aid kit
3. Wash hands
4. Put on medical gloves
5. Use a flashlight or penlight, if available
6. Use gauze squares as needed to apply pressure and stop bleeding

Look for the following...

Cuts, Swelling, Redness, Bleeding on the child's:

- Face
- Lips
- Tongue
- Roof of mouth
- Gums
- Brown areas, holes, chips on the tooth
- Knocked out tooth

If the child has a broken or chipped tooth...

- Using warm water, gently clean away dirt and debris in the area of the injured tooth
- Place a cold compress on the face, in the area of the injured tooth, to reduce swelling
- Apply direct pressure to the bleeding area with a gauze square
- Get child to the dentist right away

How could the accident have been prevented?

Children should be told that teeth and gums can be injured by chewing on hard objects such as pencils, ice and hard nuts.

## Situation #7

Emilio was hurrying down the steps in front of the school and fell. The fall knocked out his new front permanent tooth.

What steps should you take?

1. First calm the child.
2. Get first aid kit
3. Wash hands
4. Put on medical gloves
5. Use a flashlight or penlight, if available
6. Use gauze squares as needed to apply pressure and stop bleeding

Look for the following...

Cuts, Swelling, Redness, Bleeding on the child's:

- Face
- Lips
- Tongue
- Roof of mouth
- Gums
- Brown areas, holes, chips on the tooth
- Knocked out tooth

It can be saved if you act fast. Do this:

- Find the tooth
- Don't pick the tooth up by the roots
- If the tooth is dirty, rinse in warm water
- Do NOT scrub the tooth
- Gently put the tooth back in the socket, if you feel comfortable doing so
- If not, put the tooth in a glass of milk
- If you don't have milk, put in a glass of water. The tooth must not dry out
- The child and the tooth need to go to the dentist right away

How could the accident have been prevented?

Children should walk down stairs slowly and carefully and encouraged to hold onto the handrail.

## Pre-Test

### Directions:

Read the following statements and circle True or False.

- |   |   |   |
|---|---|---|
| 1. Dental injuries can be prevented.  | T | F |
| 2. If a baby tooth is knocked out,<br>you should place it back in the mouth.                                    | T | F |
| 3. The upper front teeth are the least affected by injury.  | T | F |
| 4. Back teeth can be injured by chewing on pencils, nuts or ice.  | T | F |
| 5. A water fountain is a good place to push and shove.  | T | F |
| 6. Wearing a helmet can help prevent dental injuries.   | T | F |
| 7. If a permanent tooth is knocked out you should scrub it clean<br>and place it in a plastic bag.              | T | F |
| 8. Sitting in an age appropriate car seat and wearing a safety belt<br>are two ways to prevent dental injuries. | T | F |



## Post Test

### Directions:

Read the following statements and circle True or False.

- |  |   |   |
|--|---|---|
| 1. Dental injuries can be prevented.   | T | F |
| 2. If a baby tooth is knocked out,<br>you should place it back in the mouth.   | T | F |
| 3. The upper front teeth are the least affected by injury.   | T | F |
| 4. Back teeth can be injured by chewing on pencils, nuts or ice.   | T | F |
| 5. A water fountain is a good place to push and shove.   | T | F |
| 6. Wearing a helmet can help prevent dental injuries.  | T | F |
| 7. If a permanent tooth is knocked out, you should scrub it clean<br>and place it in a plastic bag.                        | T | F |
| 8. Sitting in an age appropriate car seat and wearing a safety belt<br>are two ways to prevent dental injuries in the car. | T | F |

## Training Evaluation:

### Directions:

Please circle the appropriate response to the following.

- |   |     |    |
|---|-----|----|
| 1. Was the information understandable?                                      | YES | NO |
| 2. Will the information be useful to you in your center?                    | YES | NO |
| 3. Did you learn something new today?                                       | YES | NO |
| 4. Will you use the Activity Guide and the Parent Information<br>materials? | YES | NO |

### Additional Comments and Suggestions:

Please use back of this page for any Additional Comments and Suggestions. Thank You.

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South Carolina Department of Health  
and Environmental Control