

How to Implement A School-Based Toothbrushing Program?

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School-based supervised toothbrushing programs have been substantiated as efficacious community-oriented interventions for the control of dental caries in children. International guidelines and literature have advocated for the commencement of daily toothbrushing with fluoride toothpaste prior to the age of one. Nevertheless, empirical evidence suggests that a significant proportion of caregivers fail to oversee their children's brushing endeavors. Consequently, school-based toothbrushing programs present a viable alternative for instilling appropriate toothbrushing habits among children. It is conceivable that children may not consistently adhere to daily brushing regimens following health education by volunteer dentists. However, the presence of a routine involving a communal brushing session signaled by a brushing bell, accompanied by seeing their peers participating in the brushing activity, may serve as a pivotal catalyst for the

cultivation of children's toothbrushing habits.

Moreover, it is plausible that children from economically disadvantaged backgrounds may derive greater benefits from participation in school-based toothbrushing programs, thereby potentially mitigating health inequalities. The willingness of school personnel to facilitate the implementation of such programs assumes paramount importance. However, numerous contextual factors, including school size and overall school atmosphere, may directly influence the motivation of school staff. Furthermore, the disposition of school staff may have a cascading effect on the willingness of their colleagues to participate. These factors may be beyond the control of program designers, who may endeavor to enhance staff motivation indirectly by designing programs that are straightforward and adaptable.