SPECIAL EDUCATION · VISUAL SUPPORTS COLLECTION

EDITABLE

# Dental Health




34 PAGES | 6 STEP CARDS | 12 FOOD CARDS | STORY + CHARTS

BRIGHT PATH SPED

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# ☆ START HERE Start Here — Three Steps

1

## Print the poster, the cards and the pages

Print the poster (page 6, or ink-saver on page 7), the 6 step cards (page 8, or ink-saver on page 9) and the 12 food cards (page 16, or ink-saver on page 17). Cut the cards apart.

Print the story (pages 12–13), the worksheets and the charts (pages 22–23).

2

## Look at the poster, read the story, then sort

Look at the poster together and read the story. Then the student puts the step cards in order on the mat (page 10) and numbers the steps (page 11).

Then the food sort: cards on the mat (page 15), circle healthy or not healthy (pages 19–20), and draw or write foods on page 21.

3

## Color the chart, log it, send it home

The student colors a tooth on the chart (page 22 or 23) when they brush. One row on the log (page 27) each time the student brushes with the cards.

Total the week on the roll-up (page 28). Send the family page (page 30) home; the hand-off page (page 31) goes to any other adult.

### WHAT THIS FILE IS

A fillable PDF: a brushing poster, 6 step cards and a mat, a 8-panel story, 12 food cards (6 healthy, 6 not) in color and ink-saver, 24 blank cards, 8 foods to circle, a number-the-steps page, two charts and the data pages behind them, with type-in fields on the name lines, the log, the roll-up, the family and hand-off pages and the blank cards. It works offline with no account and prints the same on every machine.

### WHAT THIS FILE IS NOT

It is not an editable online slideshow or word-processor document, and it is not a health program or medical or dental advice. It follows no named method and promises no outcome; it gives a student a picture routine for brushing teeth and a simple food sort to talk about, and counts what happened.

### WHICH PAGE, WHEN

| YOUR SITUATION | GO TO |
|---|---|
| I want the student to put steps in order | Mat, page 10; cards, page 8 |
| I want a story to read together | Pages 12–13 |
| I want the student to sort foods | Mat, page 15; cards, page 16 |
| A chart for the student to color | Pages 22–23 |

### IF SOMETHING DOES NOT WORK

**A field will not hold my typing.** Open the file in Adobe Acrobat Reader (free) or Preview, not a browser tab. **A food reads as a different one.** The words on the card matter most; use a blank card; the **Ask a Question** tab on the product page reaches me, and a fix is a free update. **Confidentiality:** a filled-in log or roll-up is a student record — initials only on anything that leaves your hands.

POSTER

## Brush My Teeth Poster (Color)



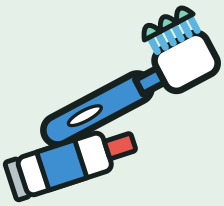
# I Can Brush My Teeth!

1



Get my toothbrush

2



Put a little toothpaste on it

3



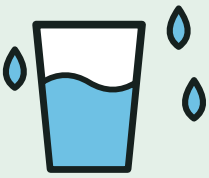
Brush my teeth

4



Spit in the sink

5



Rinse with water

6



Put my toothbrush away

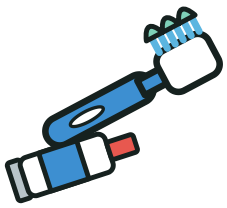
CARDS

# Brushing Step Cards (Color)

**Cut the cards. Put them in order.**



**Get my toothbrush**



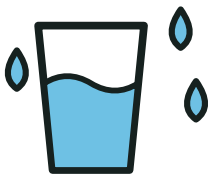
**Put a little toothpaste on it**



**Brush my teeth**



**Spit in the sink**



**Rinse with water**



**Put my toothbrush away**

draw it

draw it

draw it

STORY

# I Brush My Teeth, Part 1

My name _____

Today _____

Read the story. Point to each picture.

1



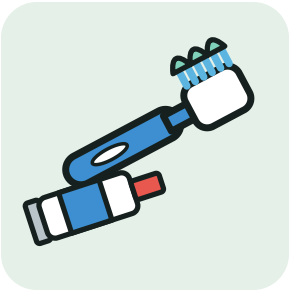
Many people brush their teeth.

2



I get my toothbrush.

3



I put a little toothpaste on it.

4

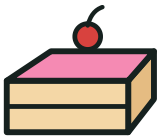


I brush my teeth.

CARDS

# Food Cards (Color)

Cut the cards. Say the food out loud.

| | | | |
|---|---|---|---|
|  candy |  an apple |  milk |  a cookie |
|  soda |  a carrot |  cheese |  a donut |
|  broccoli |  a lollipop |  cake |  water |
| draw it | draw it | draw it | draw it |

PRACTICE

# Healthy for My Teeth? Part 1

My name

Today

Is it healthy for my teeth? Circle one.

1  An apple

Healthy

Not healthy

2  A cookie

Healthy

Not healthy

3  Milk

Healthy

Not healthy

4  A lollipop

Healthy

Not healthy

CHART

# My Brushing Chart: One Week

**My name** _____ **Today** _____

☆ **Color a tooth when I brush.**

| | Morning | Night |
|---|---|---|
| **Mon** |  |  |
| **Tue** |  |  |
| **Wed** |  |  |
| **Thu** |  |  |
| **Fri** |  |  |
| **Sat** |  |  |
| **Sun** |  |  |

LOG

# Brushing Log

STUDENT

WEEK OF

PAGES IN USE

| # | DATE | WHEN (YOUR WORDS) | STEPS ON MY OWN (0 TO 6) | NOTES | INITIALS |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |

**ONE ROW A TIME**

Write when it was in the same short words each time, and count the steps the student did without help.

**STEPS ON MY OWN**

A number from 0 to 6. Add the week on the roll-up (page 28).

TRACKER

# Weekly Roll-Up and Graph

STUDENT

GOAL (YOUR DISTRICT'S OWN WORDING)

CRITERION (YOUR TEAM SETS IT)

| # | WEEK OF | TIMES | STEPS ON MY OWN | STEPS POSSIBLE | PERCENT |
|---|---|---|---|---|---|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |

PERCENT OF STEPS DONE ON MY OWN · ONE DOT PER WEEK, THEN DRAW THE LINE




**FIGURING THE PERCENT**

From the log (page 27): times is the number of rows that week; steps on my own is the total of the Steps column; steps possible is times x 6. Steps on my own divided by steps possible, times 100, rounded to the nearest whole number.

**BRINGING THIS PAGE TO A MEETING**

The criterion field is where your team's own number goes, so every dot is read against the same line. This page counts what is plotted; it does not decide what a flat line means.

EXAMPLE

# Filled Example — Three Weeks

SAMPLE · INVENTED STUDENT

Maya is invented, and so is every mark on this page. One week on the log (page 27), then three weeks on the roll-up (page 28).

**The log, week of 10/5 (4 rows)**

| # | DATE | WHEN | STEPS ON MY OWN | NOTES | INITIALS |
|---|---|---|---|---|---|
| 1 | 10/5 | after lunch | 3 | – | MT |
| 2 | 10/6 | after lunch | 4 | – | MT |
| 3 | 10/7 | after lunch | 3 | – | MT |
| 4 | 10/8 | after lunch | 4 | – | MT |

**The roll-up, three weeks**

| # | WEEK OF | TIMES | STEPS ON MY OWN | STEPS POSSIBLE | PERCENT |
|---|---|---|---|---|---|
| 1 | 10/5 | 4 | 14 | 24 | 58% |
| 2 | 10/12 | 5 | 22 | 30 | 73% |
| 3 | 10/19 | 4 | 22 | 24 | 92% |

| TOTAL | TIMES | STEPS ON MY OWN | STEPS POSSIBLE | PERCENT |
|---|---|---|---|---|
| All three weeks | 13 | 58 | 78 | 74% |

### READING THE NUMBERS

Week one: 14 of 24 steps (58 percent). Then 22 of 30 (73 percent) and 22 of 24 (92 percent). In all, 58 of 78 steps (74 percent). Each percent is that row's own steps divided by its steps possible.

### A LINE THIS SHEET COULD WRITE

"With the poster, step cards and story in place, Maya did 58 of 78 brushing steps on her own over 3 weeks, 13 times."

### WHERE THE NUMBERS COME FROM

Every roll-up row is added up from that week's log rows. The 13 rows across the three weeks are the 13 times; steps possible is 13 x 6 = 78.

### WHAT THIS EXAMPLE IS NOT

One invented child's weeks. It sets no typical rate, names no cause and predicts nothing about a real student; the criterion would be whatever Maya's team wrote. A real filled-in copy is a student record: initials only on anything that leaves your hands.