

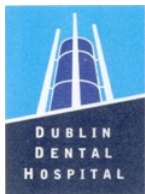
# Super User Workbook



Name: \_\_\_\_\_

Instructor: \_\_\_\_\_

Date: \_\_\_\_\_



# Section 1: Welcome & Orientation

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## Purpose of the Super-User Role

### Super-Users are trained to:

- Deliver the 4-module Keep My Teeth (KMT) staff training
- Demonstrate brushing skills and support Mouth Care Plan (MCP) building
- Coach colleagues in daily mouth care routines
- Support teams with implementation and fidelity
- Promote person-centred, safe, consistent mouth care

You are **not** expected to diagnose or give dental advice.

## How This Workbook Works

This workbook:

- Follows the KMT video + training structure
- Gives you clear steps to run each activity
- Includes checklists, implementation tools, and notes
- Aligns with the Super-User training day

Use it with:

- KMT PowerPoint
- Staff Workbook
- Service User / Client Workbook

## Our Vision

Everyone in residential care receives mouthcare that follows their plan, and people in day services can access this support if they wish. Staff are trained and supported within a strong culture and policy framework - with the Keep My Teeth team helping to make this a reality

## The KMT Learning Structure

Each module follows the following structure:

**1. Prepare → 2. Activity → 3. Reflect**

## Activity Formats

The videos introduce the activity.

**When the video pauses, you take over.**

- **Pause & Reflect** — short writing + share
- **Pause, Pair & Share** — paired discussion
- **Pause & Practice** — practical brushing in pairs

Prompts:

- “Let’s take a minute...”
- “Pair with someone near you...”
- “Let’s practise that now...”
- “How did that feel?”

# Section 2: Running a Training Session & Videos

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## How to run a KMT Training Session

### Before

- Set up room and equipment
- Prepare brushes, PPE, workbooks
- Test slides/videos
- Have attendance sheet ready

### During

- Play videos and pause when prompted
- Run activities and manage time
- Support nervous participants
- Maintain dignity, privacy, and safety

### After

- Collect surveys and attendance
- Clarify next steps and action plan
- Keep My Teeth check-in

## How to use the KMT Videos

The purpose of each video is to:

- Introduce the topic
- Model the steps
- Give instruction
- Pause for activities

The person in the role of Super-User:

- Pauses video when prompted
- Restates the task
- Sets up pairs/groups
- Runs the activity

- Summarises
- Restarts videos

# Section 3: Module-by-Module Teaching Guide

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## Module 1: Why Mouth Care Matters

### Introduction

#### What This Module Teaches

- Why oral health matters
- Why people with disabilities face higher risks
- Barriers to mouthcare & how to overcome them

#### Your Facilitation Tasks

- Normalise concerns
  - Encourage honest discussion
  - Reinforce: “Barriers can be solved”
  - Keep it supportive, not clinical
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### Activities

#### Activity 1 — Pause & Reflect

1. Restate task:  
**“What is the most important or interesting thing you learned so far?”**
2. 2 minutes quiet writing
3. Invite 1–2 shares
4. Summarise key points

#### Activity 2 — Pause, Pair & Share (Barriers)

1. Ask staff to work in pairs
2. Clarify task:  
**“Discuss two barriers you face in your work.”**
3. Prompts:
  - a. Person
  - b. Carer
  - c. Environment

- d. System
4. Pairs identify solutions
5. Invite 2 pair summaries
6. “Anyone else?”
7. Summarise -
  - a. “What common barriers came up?”
  - b. “What solutions were discussed?”

Your notes:

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**Extended Skills → see Appendix**

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## Module 2: Toothbrushing

### Introduction

#### What this module teaches

- The Four Steps of Toothbrushing
- Safe & comfortable support
- Practising brushing in pairs

#### Your facilitation tasks

- Ensure dignity & consent
- Monitor PPE & safety
- Support nervous staff (observing is allowed)
- Reinforce slow, gentle, systematic brushing

### Activities

#### Activity 3 & 4 – Pause and Practice (Regular Brush → Superbrush)

#### Important Notes:

- Participation is optional

- Observing is always allowed
- People may feel embarrassed
- A little bleeding is normal

**Steps:**

1. Ask staff to work in pairs
2. Explain roles: supporter & service user (or observe)
3. Practice using the **Four Steps of Brushing** (regular brush)
4. Invite 2 feedbacks.
5. “Anyone else?”
6. Summarise

**Four Steps of Brushing**

<p><b>Step 1 — Set Up</b></p> <ul style="list-style-type: none"> <li>• Follow plan (person, tools, timing)</li> <li>• Seek permission / explain</li> <li>• Position correctly</li> <li>• Use PPE properly</li> </ul>	<p><b>Step 3 — Adapt</b></p> <ul style="list-style-type: none"> <li>• Breaks if needed</li> <li>• Reassurance offered</li> <li>• Adjusted technique / tools</li> <li>• Changed pace if needed</li> </ul>
<p><b>Step 2 — Brush</b></p> <ul style="list-style-type: none"> <li>• Retract lip with hooked finger</li> <li>• Clean outside/inside/biting surface</li> <li>• Systematic approach</li> <li>• The correct pressure</li> </ul>	<p><b>Step 4 — Wrap Up</b></p> <ul style="list-style-type: none"> <li>• Check “clean vs dirty”</li> <li>• Clean and comfortable finish</li> <li>• Complete without contamination</li> <li>• Comments / Praise</li> </ul>

**Between brushes:**

- Clean the area
- Press play
- Video instructs staff to swap roles
- Repeat using **Superbrush**

Your notes:

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Extended Skills → see Appendix

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## Module 3: The Mouth Care Plan (MCP)

### Introduction

#### What this module teaches

- Four MCP Steps: **Check** → **Goals** → **Action** → **Review**
- Predictability across staff
- Example: Pedro

#### Your Facilitation Tasks

- Keep goals realistic
- Keep tone calm (not dental exam)
- Reinforce: MCP = **living document**
- Support clarity, not perfection

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### Activities

#### Activity 5 – Pause, Pair & Share (Pedro’s MCP)

1. Ask staff to work in pairs
2. Clarify task: “Create a simple MCP for Pedro using the 4 steps.”
3. Remind:
  - a. You don’t have all info
  - b. No perfect answer
  - c. This is practice

Your notes:

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Extended Skills → see Appendix

## The four steps of the MCP – Quick Guide

Step	What Staff Do	Prompts (link to video)
<b>1. Check:</b> Ask, Look, Watch	Use the three checks shown in the video	<ul style="list-style-type: none"> <li>• “What did Pedro say he wants?”</li> <li>• “What signs did we see in the video?” (redness, plaque, dryness)</li> <li>• “How was he brushing? Did he need help?”</li> </ul>
<b>2. Goals</b> Choose one priority	Pick <i>one</i> main goal from the video hints.	<ul style="list-style-type: none"> <li>• “Is this realistic for Pedro?”</li> <li>• “Is it clear and measurable?”</li> </ul>
<b>3. Action Plan</b> Match → Plan → Action	Use the examples from the video to choose simple actions	<ul style="list-style-type: none"> <li>• “Which brush / support fits this goal?”</li> <li>• “Who will do what, where, when?”</li> <li>• “What must be written clearly so all staff follow it the same way?”</li> </ul>
<b>4. Review</b> Follow, Check, Review	Agree when the team will re-check the plan.	<ul style="list-style-type: none"> <li>• “How will we know this plan is being followed?”</li> <li>• “When should we review it?” (behaviour change, dental treatment, new issues)</li> </ul>

## Share-Back

- Invite 2–3 summaries
- Acknowledge differences

- Summarise:  
“You can now all complete an MCP — well done.”

## Module 4: Putting Learning into Practice

### Introduction

#### What This Module Teaches

- What actions the team will take to embed daily mouthcare
- Team action planning
- Each trainee’s personal role in action.

#### Your Facilitation Tasks

- Support teams to pick **2 priority actions**
  - Keep plans realistic to the service
  - Encourage honesty and teamwork
  - Identify support needs
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### Activities

#### Activity 6 – Whole-Group Action Planning

1. Work as a single group
2. Tick relevant actions
3. Add any missing actions
4. Select **top two priorities**
5. Prompt discussion:
  - a. “What’s realistic?”
  - b. “What support do we need?”
  - c. “How will we know it’s working?”
6. Staff complete their personal role in workbook

Your notes:

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**Extended Skills → see Appendix**

# Section 4: Teaching People with ID/ASD Directly

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## Introduction

*(Two short sessions following Prepare → Activity → Reflect)*

Super-Users should teach service users directly, where appropriate. This section provides a simple structure for two optional 30-minute sessions:

**Session 1: Toothbrushing Skills**

**Session 2: My Mouthcare Plan (Using the My Mouthcare Workbook)**

These sessions can be adapted for multiple needs – from group to individual sessions.

These sessions should be delivered only when appropriate for the individual’s needs, preferences, and communication style. Support staff should always be present.

## Session 1 – Brushing My Teeth (30 minutes)

*A simple, practical brushing session using videos from BrushMyTeeth.ie.*

### Getting ready (3–5 minutes)

1. Welcome everyone and explain:

*“Today we are going to brush our teeth together. We’ll watch a short video, and then everyone can brush in their own way.”*

2. Give each participant a copy of the **My Mouthcare Workbook**.
3. Encourage them to personalise it using stickers, drawings, photos, symbols, or words.
4. Ask them to complete the first page by adding their name and the date to help create ownership of the workbook.
5. Turn to page two, in the “Getting Ready” section, and discuss the questions with each individual to help guide the session.

6. Check which toothbrush they prefer to use (offer choices: regular toothbrush, electric toothbrush if available, or Superbrush) and ask how much support they would like, if any.
7. Select and play the most suitable video from BrushMyTeeth.ie, depending on your audience. For participants who are more independent, choose Video 1, 4, or 7.

**Usually, do not use toothpaste for this exercise – it can be messy!!**

### Activity (15–20 minutes)

- Follow the video you watched. Support participants to brush their own teeth at their own pace.
- Encourage comfort, choice, routine, and independence wherever possible.
- Use sensory adaptations if needed (music, mirror, breaks, different toothpaste flavours).
- Provide one-to-one support as needed.

### Extended option:

- Participants may use **disclosing tablets** to see plaque.
- **If using disclosing tablets:**
  - Explain clearly that their teeth and lips will turn pink/purple temporarily.
  - Provide a bowl/cup/sink for spitting – watch their clothes!!!
  - Ensure wipes/tissues are available.
  - Avoid if the person cannot spit, may swallow dye, or may feel distressed by colour changes.

### Reflect (5 minutes)

Use simple, accessible questions:

- “How did that feel?”
- “What helped you brush well today?”
- “Is there something you would like to try next time?”

Encourage positive reinforcement.

## Session 2 - Making My Mouthcare Plan (30 minutes)

Using the My Mouthcare Workbook to guide people through steps 1–6.

### Prepare (3–5 minutes)

1. Explain:

*“We are going to make your own mouthcare plan. This helps you, your staff, and your dentist understand how to keep your mouth healthy.”*

2. Give each participant a copy of the My Mouthcare Workbook.

3. Encourage them to use stickers, drawings, photos, symbols, or words.

### Activity — Step-by-Step Through the Workbook (20 minutes)

Guide participants through each step at a slow, supportive pace.

#### Getting ready

- Encourage them to complete the first page of the workbook putting their names and date, to create ownership of the document
- Go to page two, in the “Getting ready” section and discuss with each individual the questions to progress

#### STEP 1 — Check My Mouth

- Ask:
  - ***“Is there anything in your mouth you want to keep healthy?”***
  - ***“Is anything sore or feels funny?”***
- Use a mirror or staff support.
- Use visuals or body language cues.

#### STEP 2 — What I Want to Keep / What I Want to Fix

- Support them to choose items from the toolkit (healthy teeth, sore gums, dentures, etc.)  
Add drawings or stickers.

### STEP 3 — Pick My Goals

Help them choose 1–3 goals such as:

- Healthy gums
- No pain
- No rotten teeth
- Cleaner breath

Keep language simple and meaningful.

### STEP 4 — My Brushing Plan

- Complete brushing details together:
  - When and where I brush
  - What brush I use (regular, electric, Superbrush)
  - What toothpaste
  - How often / how long
  - Who helps me
- Add **brushing tips** from the workbook.
- Use QR-coded brushing videos if helpful.

### STEP 5 — Diet and Dentist

- Discuss sugary foods and drinks.
- Add simple, realistic changes.
- Write down last and next dental visit.

### STEP 6 — Following My Plan

- Ask:
  - ***“Who should I share this plan with?”***
  - ***“Who helps me check if it’s working?”***
- Support them to choose one or two outcomes that matter (e.g., healthy gums, no more pain).
- Agree when to review the plan.

### Reflect (5 minutes)

- Ask:
  - “What is one thing you are proud of today?”
  - “What will help you follow your plan?”
  - “Who can help you with brushing?”
- Offer praise and positive feedback.

### Implementation Notes for Super-Users

- These sessions should be optional and adapted to each person’s communication style.
- Always maintain dignity, privacy, and sensory comfort.
- If using groups - Keep groups small (2–5 people).
- Ensure staff attending know how to support transfer of learning into daily routines.
- Store finished plans in the correct place and share them with relevant staff and families.

# Section 5: Super User Implementation Plan

This section allows super users to develop a Super User Action Plan by understanding their role in delivering the Keep My Teeth Vision.

**Super-Users support their teams over time by:**

- Coaching brushing
- Supporting MCP writing
- Reinforcing routines
- Troubleshooting barriers
- Maintaining dignity & consent
- Escalate to PIC/KMT team when concerns arise – e.g. safety, clinical, organisational barriers.

**Super User Action Plan**

Date for training \_\_\_\_\_

Super Users should make their own plans for how they will lead change in their place of work. Complete this table with how you will lead your team through the change you want.

Action	Yes	No	Who?	When?	Priority?
Ensure every person supported has an MCP	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Support staff to help people improve their daily mouthcare	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Ensure mouthcare is recorded/documentated	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Build staff skills and confidence in mouthcare	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Contact the KMT team when support is needed	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>			<input type="checkbox"/>

Consider your need for additional supports? Examples of supports – Visual Schedules, Tooth brushes, Help delivering staff training; Support checking existing MCPs; Support completing MCPs with service users; Follow-up review after training; Phone or online check-ins.

Notes:

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## Section 6: Tools & Templates

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### Staff Preparation Checklist

#### Before the session:

- Room booked, private, good lighting
- Slides and videos tested
- Toothbrushes, PPE ready (NB – Disclosing Tablets)
- Bins / tissues prepared
- Staff Workbooks ready
- Know who is attending – Attendance Sheet Ready

#### Room setup:

- Chairs arranged for small-group work
- Space for brushing practice
- Water access OR spit bowls available
- Screen/speakers functioning



# Trainer Log & Fidelity Checklist

Trainer Name: \_\_\_\_\_

Date: \_\_\_\_\_

Site/Unit: \_\_\_\_\_

## Session Details

Completed as planned

Adapted (reason): \_\_\_\_\_

## Fidelity Check: Staff training

Used standard slides and workbook

Delivered brushing demonstration

Delivered MCP session

Putting it into Practice

Number of staff trained: \_\_\_\_\_

Issues or deviations:

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Staff engagement:  High  Moderate  Low

Additional Notes:

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## Follow-up needed?

Yes  No

If yes: \_\_\_\_\_

## Fidelity Check: Direct Person (Service User) Training

- Used standard slides and workbook
- Delivered brushing demonstration
- Delivered MCP session

Number of people trained: \_\_\_\_\_

Issues or deviations:

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### Follow-up needed?

- Yes       No

If yes: \_\_\_\_\_

## 4-Step Brushing Checklist

*Trainees can use this to score each other during teaching.*

### Step 1 — Set Up

- Follow plan (right person, tools, timing)
- Seek permission / explain
- Positioning correct
- PPE used properly

### Step 2 — Brush

- Pea-sized toothpaste
- Systematic approach
- Gentle technique
- Support participation
- Check “clean vs dirty”

### Step 3 — Adapt

- Breaks if needed
- Reassurance offered
- Adjusted technique / tools
- Changed pace/environment if needed

### Step 4 — Wrap Up

- Clean and comfortable finish
- Brush stored correctly
- Notes / concerns recorded

## 4-Step Mouth Care Plan Checklist

*Trainees score each other while practising MCP coaching.*

### Step 1 — Check (Ask–Look–Watch)

- Asked about comfort, routines, strengths
- Looked for visible signs
- Watched brushing or tolerance

### Step 2 — Goals

- Named strengths
- Identified needs
- Set 1–2 achievable goals

### Step 3 — Action Plan

- Tools and supports chosen
- Timing and routines agreed
- Diet/fluoride discussed if needed
- Dental follow-up included

### Step 4 — Review

- Agreed review date
- Noted early signs to watch for
- Clarified who is responsible

## Appendix A - Extended Skills

### Module 1 — Barriers & Outcomes

- Further info on oral health and disability
- Quick barrier → solution table

### Module 2 — Brushing Skills

- Electric and Super brush techniques
- Supporting your team to adapt
- Managing gag, distress, sensory overload

### Module 3 — MCP Skills

- What to look for in the mouth (health vs concern)
- What makes a good goal
- Using Brushmyteeth.ie
- Diet and access to dental care
- How to check goal achievement

### Module 4 — Implementation

- How to guide teams through change.
- Supporting hesitant staff
- Escalation pathway

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