

MEMORANDUM

June 18, 2020

TO: Lisa Blackmon-Jones, DNP
Director, Health and Medical Services

FROM: Allison E. Matney, Ed.D.
Officer, Research and Accountability

SUBJECT: **PROJECT SAVING SMILES, 2018–2019**

Attached is a copy of the Project Saving Smiles (PSS) data report for 2018–2019. This report describes oral health services HISD students received during their participation in the PSS initiative, as well as their attendance and performance on PSS program surveys.

Key findings include:

- In 2018–2019, 92 HISD campuses participated in the Project Saving Smiles initiative; a campus-level retention rate of 100.0 percent from the previous two school years.
- According to the HISD Department of Health and Medical Services attendance records, 89.7 percent of the 3,320 who attended Project Saving Smiles received dental sealants; a decrease of 0.6 percentage points from the 2017–2018 school year (n = 3,744).
- Districtwide, no significant changes were noted to occur among attendance rates of students who participated in Project Saving Smiles during the 2017–2018 school year.
- Both the 2017–2018 and 2018–2019 student cohorts experienced a significant increase in mean scores on the PSS post-test survey, when compared to their achievement on PSS pre-test survey that were administered before and after the oral health education class, respectively.

Further distribution of this report is at your discretion. Should you have any further questions, please contact me at 713-556-6700.

AEM

Attachment

cc: Grenita Lathan
Yolanda Rodriguez

HOUSTON INDEPENDENT SCHOOL DISTRICT



RESEARCH

Educational Program Report

PROJECT SAVING SMILES, 2018–2019

HISD

Research and Accountability

ANALYZING DATA, MEASURING PERFORMANCE.



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PROJECT SAVING SMILES INITIATIVE REPORT OUTCOMES, 2018–2019

BACKGROUND

Improving the general health and wellbeing among citizens must also include targeting oral health issues. Most problems with the teeth and gums fall into three major categories: dental caries (tooth decay), periodontitis (gum infection), and oral cancer (Texas Health Institute [THI], 2018, p.7). With respect to young children, the Center for Disease Control and Prevention (CDC) estimates that more than one-third of children ages 2–8 have experienced dental caries in their primary teeth, and that fourteen percent of these children also experienced untreated tooth decay (THI, 2018, p. 7). Further, “out of 41 states reporting data to the CDC between 2008 and 2013, Texas ranked third worst (39th) for the percent of third graders who have experienced dental caries and seventh worst (35th) for the percent [of children] with untreated dental caries” (Florida Department of Health Public Health Dental Program, as cited in THI, 2018, p. 7). According to the 2000 U.S. Surgeon General Report:

‘[children lose] more than 51 million school hours...each year to dental-related illness. Poor children suffer nearly twelve times more restricted-activity days than children of higher-income families. Pain and suffering due to untreated [dental] diseases can lead [children to experience] problems in eating, speaking...and [diminish social emotional well-being]’ (Gift, Reisine, and Larach, as cited in the U.S. Department of Health and Human Services, 2000, p. 8).

Children distracted by dental pain will also experience a decline in classroom engagement and academic progress (Amezquita-Lee, 2015). Further, findings from a nationally representative sample of more than 40,000 children indicated that dental health problems have significant negative associations with school performance specific to homework completion, health-related missed school days, and schools contacting parents about a problem their child experienced at school (Guarnizo-Herreno & Wehby, 2012). The healthcare and education systems must work together to address the dental health needs of school-age children to improve their oral health, sociological, and educational outcomes.

PROGRAM OVERVIEW

Project Saving Smiles is an initiative spearheaded by the Houston Health Department’s (HHD) Bureau of Oral Health (BOH) that addresses the dental needs of second-grade students who qualify for free and reduced lunch. Project Saving Smiles provides an oral screening, sealants, fluoride varnish, and oral health education at no cost to students at designated clinics throughout the Houston area (Houston Health Foundation [HHF], 2017, p. 6). The HHD collaborates with various community partners, including the Good Neighbor Healthcare Center, Department of State Health Services, the University of Texas School of Dentistry, the University of Texas School of Public Health, Houston Community College, Women of Rotary, Harris County Public Health & Environmental Services, and local Independent School Districts to provide preventative services to school-age children (HHF, 2017). Since 2008, the Project Saving Smiles initiative ‘has provided over 50,000 dental screenings, 77,706 dental sealants, and 24,770 fluoride varnishes free of charge to eligible second graders who have parental consent’ (HHF, 2017, p. 6). Houston Independent School District students have participated in the Project Saving Smiles initiative since the 2010–2011 school year.

HISD and Project Saving Smiles

Identification of HISD students who may benefit from participating in the Project Saving Smiles initiative (PSS) begins with campus recruitment. HISD staff of participating schools advertise information about the PSS initiative to recruit student participants at their parents’ discretion. Students who receive parental consent to

participate in PSS receive transportation and supervision by HISD staff at no cost to their parents. The Good Neighbor Healthcare Center is the primary clinic site for HISD students. Volunteers onsite collect demographic information from students upon check-in, facilitate oral hygiene classes, and show HISD staff and students around the facility. Each child is offered a check-up and teeth cleaning during their visit by a health professional (see Figure 1). Students identified as needing sealants are offered application of sealants during the same visit. Sealants are an essential preventative measure as their application on tooth enamel inhibits decay caused by bacterial acids. To prevent decay, it is important to reach these children within eighteen months of the eruption of the four first permanent molars. Students with more severe dental problems receive referrals to specialists for follow-up examination and treatment. All students receive free toothbrushes and toothpaste to take home from their visit to the clinic. Students are also encouraged to share what they learned during their visit to a PSS clinic with family and friends in order to extend the initiative's reach into homes within the Houston community.

Figure 1. Project Saving Smiles In Action



Source: Adapted from CitySavvy, City of Houston Human Resources Department: Project Saving Smiles (2015).

Figure 1 (from top left to right): (a) student check-in at Project Saving Smiles initiative, (b) oral education class, (c) health professionals providing dental services to students, and (d) dental pamphlets, toothbrushes and toothpaste distributed to student participants.

PURPOSE

The aim of this report was to answer the following questions as they relate to the Project Saving Smiles initiative in the Houston Independent School District:

1. How many campuses participated in Projects Saving Smiles in 2018–2019? How does this count compare to previous years?
2. How many students participated in Projects Saving Smiles in 2018–2019? How do these counts compare to previous years?

3. What were the attendance rates among the 2017–2018 HISD student cohort who received preventative dental services from Project Saving Smiles compared to their attendance rates during their first- (prior, 2016–2017) and third-(following, 2018–2019) grade years?
4. What were the results of the pre-/post-tests provided to the 2017–2018 and 2018–2019 HISD student cohorts who participated in Project Saving Smiles? Was there a significant difference between the mean scores on the pre-/post-tests for each academic year?

METHODS

Multiple data sources were used to evaluate students' participation in the Project Saving Smiles program. **Table 1** shows the data sources used in this report at the district-, school-, and student-levels.

Table 1. Dimensions, Variables and Sources Evaluated in the HISD Project Saving Smiles Report, 2018–2019		
Dimension	Variables	Source
District-level measures		
Dental participation and outcomes	<ul style="list-style-type: none"> • Overall participation • Needed sealants • Fluoride • Referral 	HISD Department of Health and Medical Services (2015–2019)
School-level measures		
Project Saving Smiles participants (campus)	<ul style="list-style-type: none"> • School counts • Clinic trips • Student participants 	HISD Department of Health and Medical Services (2015–2019)
Student-level measures		
Project Saving Smiles participants (students)	<ul style="list-style-type: none"> • Student counts • Attendance Rates 	HISD PEIMS (2017–2018 and 2018–2019) Houston Department of Health and Human Services (2015–2017)
Demographic characteristics	<ul style="list-style-type: none"> • Gender • Race and ethnicity • Economically disadvantaged • Special education • English Learner • At risk • Gifted and Talented 	HISD PEIMS (2016–2017, 2018–2018, and 2018–2019)
Program Assessment	<ul style="list-style-type: none"> • Student Pre-Test and Student Post-Test 	Houston Department of Health and Human Services (2017–2018 and 2018–2019)

District-level measures

- Dental screening results from the past five academic years (2014–2015 to 2018–2019) were obtained from the HISD Department of Medical and Health Services. This information revealed the overall counts of second-grade students who participated in PSS, how many students needed and received sealants,

as well as the number of students who received fluoride treatment and referrals. Further, data regarding the number of HISD schools that participated in PSS from the 2014–2015 to 2018–2019 school years were also analyzed for this report.

School-level measures

- A comparison of the 2017–2018 and 2018–2019 student count of participating campus can be found in **Appendix A (p. 9)**. This information was collected by the HISD Department of Health and Medical Services.

Student-level measures

- Attendance rates of the 2017–2018 student cohort were calculated for the prior to intervention (2016–2017), year of intervention (2017–2018), and post intervention (2018–2019) school years. Matching datasets provided by the Houston Health Department (HHD) with the HISD PEIMS, and HISD Attendance datasets rendered a count of 2,589 participants to be included in this analysis. Student records from the from each of the databases were linked by creating unique identifiers that included their first name, last name, and date of birth. Summary statistics were used to determine trends in attendance rates among student participants. Attendance rates were also analyzed with respect to demographic characteristics.
- This report also includes students' results on the pre-test and post-test surveys that were administered at the beginning and end of the oral education portion of the clinic visit, respectively. **Appendix B (p. 10-11)** shows a copy of the pre/post instruments. Original datasets provided by the HHD included cases collected during the 2017–2018 ($n = 3,184$) and 2018–2019 ($n = 3,570$) school years. These data were matched with demographic information documented for HISD second-grade students in the public education information management system (PEIMS). Removal of non-HISD students and duplicates from matched records rendered approximately 892 student records for the 2017–2018 school year and 1,364 for 2018–2019, respectively.
- A paired-samples t-test was conducted to compare the mean achievement scores on the Project Saving Smiles pre-/post- tests that were administered before and after the oral health education class, respectively.

Data Limitations

- Data retrieved from PEIMS represents a 'snapshot' of students who were enrolled by the last Friday in October of each school year in HISD. Students present for the 'snapshot' may not have been actively enrolled in an HISD during commencement of Project Saving Smiles (PSS) visits. In, contrast students who were not present during the 'snapshot' may have actually enrolled later into a program, but were not identified as having attended HISD.
- Inconsistencies regarding student-level data conducted by the Houston Department of Health and Human Services reduced the reliability of linking student records.

RESULTS

How many campuses participated in Projects Saving Smiles in 2018–2019? How does this count compare to previous years?

- **Table 2** shows HISD school participation in the Project Saving Smiles initiative (PSS) for the past five school years (2014–2015 to 2018–2019), including number of clinic visits. Students visited during four designated timeframes during the 2018–2019 school year: October 22–26, December 3–7, March 4–8, and March 25–28.

Table 2. HISD School Participation in the Project Saving Smiles Initiative, 2014–2015 to 2018–2019		
Academic Year	Participating HISD Schools Count	Number of PSS Clinic Visits
2014–2015	87	90
2015–2016	94	99
2016–2017	92	93
2017–2018	92	94
2018–2019	92	93

Source: HISD Department of Health and Medical Services (2015–2019)

- Ninety-two HISD campuses participated in PSS for the past three academic years. A closer look at participating campuses over the past two years (2017–2018 and 2018–2019; see Appendix A, p. 9), reveals that 72 out of the 92 campuses (78.3%) participated in PSS both years.

How many students participated in Projects Saving Smiles in 2018–2019? How do these counts compare to previous years?

- **Table 3** shows trends over the past five years regarding the student participants who had their teeth sealed, received fluoride varnish, and received a referral to oral health specialist. Trends among participants and services received showed an increase in counts for the first three years (2014–2015 to 2016–2017), followed by a two-year decline. No distinct trends were observed among students who received referrals to a specialist over the past five years.

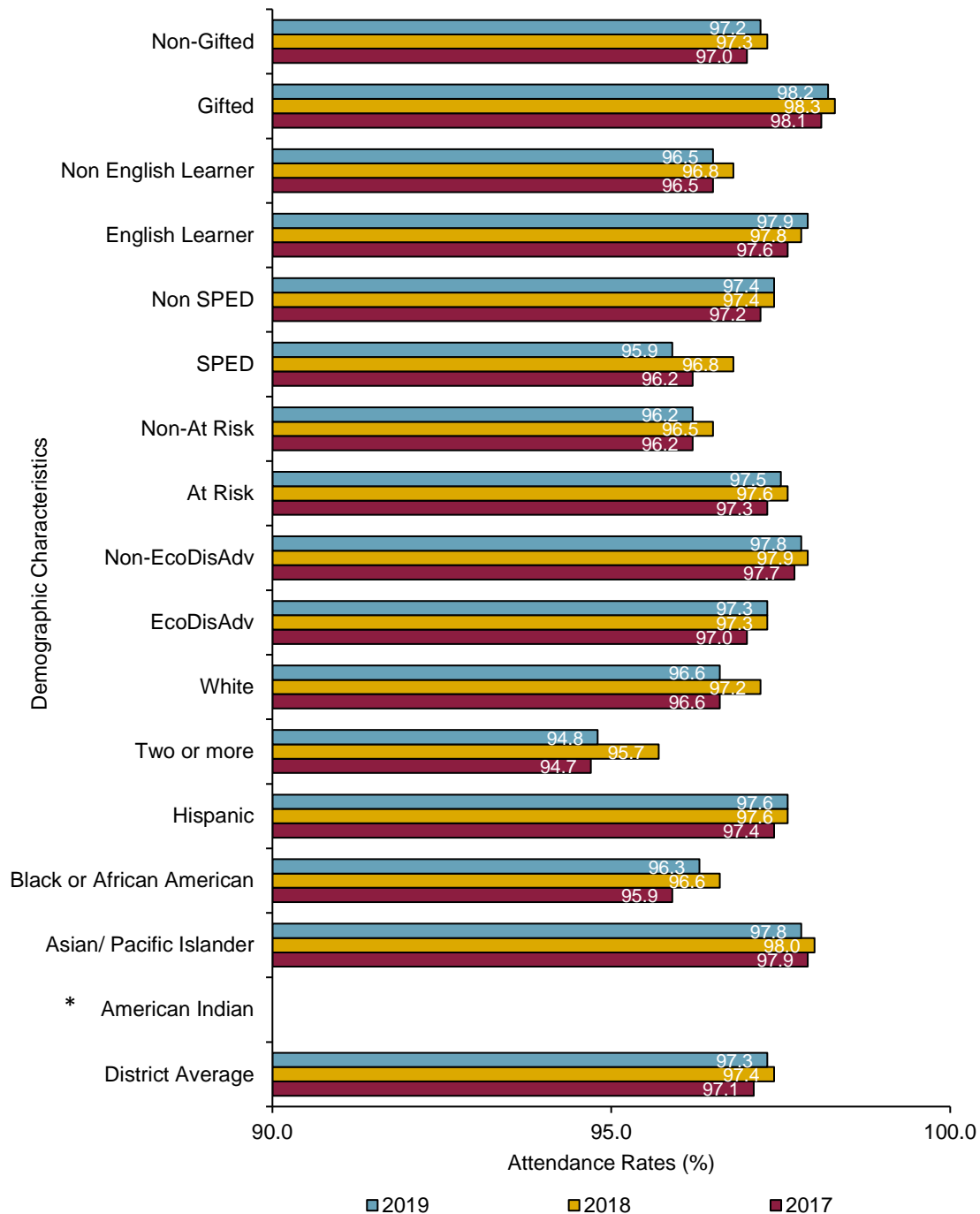
Table 3. HISD Student Participation in the Project Saving Smiles, Initiative, 2014–2015 to 2018–2019				
Academic Year	HISD Student Participants	Needed Teeth Sealed	Received Fluoride Varnish	Received Referrals
2014–2015	3,743	3,279	3,711	985
2015–2016	4,205	3,616	4,173	1,227
2016–2017	4,258	3,831	4,221	1,037
2017–2018	3,744	3,381	3,706	914
2018–2019	3,320	2,978	3,262	1,095

Source: HISD Health and Medical Services Project Saving Smiles attendance data, 2014–2019.

HOUSTON INDEPENDENT SCHOOL DISTRICT

What were the attendance rates among the 2017–2018 HISD student cohort who received preventative dental services from Project Saving Smiles compared to their attendance rates during their first- (prior, 2016–2017) and third- (following, 2018–2019) grade years?

Figure 2. Attendance Rates Based on Demographic Characteristics of the 2017–2018 HISD Student Cohort, N = 2,589



Source: Houston Department of Health and Human Services (2017–2018) and HISD PEIMS (2016–2017, 2017–2018, and 2018–2019).

Note: * denotes less than five participants.

- **Figure 2 (p. 6)** shows attendance trends over the past three years regarding the 2017–2018 student cohort across the district by demographic characteristics. Results indicate an increase in the attendance rate of at least 0.5 percentage points during the year of intervention (2017–2018), when compared to the prior school year (2016–2017) among students identified as either eligible for special education services (95.9% to 96.8%), White (96.6% to 97.2%), or Two or more races (94.8% to 95.7%). These student groups, in addition to Black students, were also observed to experience a decrease in attendance by at least 0.5 percentage points from 2017–2018 to 2018–2019 after receiving oral care services through PSS. However, due to negligible changes in attendance rates, caution should be exercised regarding the interpretation of relationships among variables.

What were the results of the pre-/post-tests provided to the 2017–2018 and 2018–2019 HISD student cohorts who participated in Project Saving Smiles?

- **Table 4** shows HISD students' performance on the Project Saving Smiles pre-/post-test surveys. The pre-test survey was administered prior to formal oral health instruction. The post-test survey was administered immediately upon completion of the oral health class. As such, use caution when interpreting these results as students' oral health knowledge was limited to short-term assessment and gains.

Table 4. HISD Student Participants Performance on the Houston Department of Health and Human Services Project Saving Smiles Student Pre-Test and Post-Test Surveys, 2017–2018 and 2018–2019 Cohorts

Question Item		2017–2018 PSS Participate Cohort % Responded Correctly			2018–2019 PSS Participate Cohort % Responded Correctly		
		Pre-Test	Post-Test	Percentage Point Difference	Pre-Test	Post-Test	Percentage Point Difference
		N = 892			N = 1,394		
District Average		62.5	85.9*	23.4	70.1	91.4*	21.3
Q1	Why do we need teeth?	84.6	94.8	10.2	89.3	96.8	7.5
Q2	Which of these drinks makes our teeth healthy?	81.5	95.1	13.6	82.6	96.9	14.3
Q3	To make our teeth healthy we must eat	93.5	97.0	3.5	95.7	98.5	2.8
Q4	What are dental sealants?	32.3	65.8	33.5	52.0	80.6	28.6
Q5	How many times a day must we brush our teeth?	71.7	89.8	18.1	82.0	95.7	13.7
Q6	Why should we use dental floss?	79.7	89.0	9.3	85.5	92.7	7.2
Q7	How many times should we floss our teeth?	72.4	81.1	8.7	69.5	90.3	20.8
Q8	How often should you visit the dentist?	17.9	78.0	60.1	42.7	88.3	45.6
Q9	Which is better for our teeth?	28.8	83.0	54.2	31.8	82.5	50.7

Source: Houston Department of Health and Human Services (2017–2018 and 2018–2019) and HISD PEIMS (2017–2018 and 2018–2019).

Note: *p < 0.05 (two-tailed). In statistical hypothesis testing, the p-value, or probability value, of less than 0.05 suggests a statistically significant difference between the pre-test and post-test mean scores for each respective year.

- Results indicate that students of the 2018–2019 cohort were generally observed more knowledgeable about oral health when compared to their peers of the 2017–2018 cohort prior to receiving formal oral health instruction at a PSS event.
- Districtwide, the 2017–2018 HISD student cohort made the largest overall gains (23.4%) in performance from the pre-test to the post-test, compared to their peers of the 2018–2019 HISD student cohort (21.3%).
- Students from each cohort were most likely to respond correctly to the following three of nine question items on the pre-test survey: ‘Why do we need teeth?’ (Question 1), ‘To make teeth healthy we must eat’ (Question 3), and ‘Why should we use dental floss?’ (Questions 6).
- Students from each cohort were least likely to respond correctly to the following three of nine question items on the pre-test survey: ‘What are dental sealants?’ (Question 4), ‘How often should you visit the dentist?’ (Question 8), and ‘Which is better for our teeth?’ (Questions 9).
- The 2017–2018 cohort experienced the largest gain for Question 8 by 60.1 percentage points. The largest gain for the 2018–2019 cohort was 50.7 percentage points for Question 9.
- A paired sample t-test was conducted to compare participants mean scores on the Project Saving Smiles surveys before and after taking the oral health education class in 2017–2018 and 2018–2019. For the 2017–2018 school year, there was a significant increase in mean scores obtained by PSS participants on the post-test survey ($M = 85.9$, $SD = 16.4$), compared to their scores on the pre-test survey ($M = 62.5$, $SD = 17.4$); $t(891) = -38.9$, $p = .000$. Achievement among the 2018–2019 cohort indicated a significant increase in mean scores obtained by PSS participants on the post-test survey ($M = 91.4$, $SD = 12.9$), compared to their scores on the pre-test survey ($M = 70.1$, $SD = 18.1$); $t(1,363) = -44.8$, $p = .000$.

REFERENCES

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ENDNOTES

- This report was compiled by 6/2/2020 by S. Spikes

HOUSTON INDEPENDENT SCHOOL DISTRICT

APPENDIX A PARTICIPATING HISD SCHOOLS

Campus	2018	2019	Difference	Campus	2018	2019	Difference
HISD School Participants	3,895	3,624	-271	Kelso ES	0	43	43
Alcott ES	0	7	7	Kennedy ES	39	37	-2
Anderson ES	61	56	-5	Ketelsen ES	32	21	-11
Ashford ES	21	46	25	Law ES	53	22	-31
Askew ES	49	44	-5	Lewis ES	49	56	7
Bastian ES	0	18	18	Looscan ES	10	17	7
Bell ES	49	51	2	Lyons ES	53	56	3
Berry ES	19	47	28	Mading ES	47	29	-18
Bonner ES	15	17	2	Mandarin Chinese ES*	32	0	-32
Briar Meadow ES	37	23	-14	Marshall ES	0	21	21
Brookline ES	51	43	-8	Martinez, C. ES	32	40	8
Browning ES	0	10	10	Martinez, R. ES	30	37	7
Bruce ES	37	32	-5	McGowen ES	0	42	42
Burbank ES	49	49	0	McNamara ES	37	0	-37
Burnet ES	46	43	-3	Memorial ES	23	0	-23
Burrus ES	13	0	-13	Milne ES	30	0	-30
Cage ES	57	0	-57	Mistral ES	0	15	15
Carrillo ES	47	40	-7	Mitchell ES	15	0	-15
Codwell ES	28	23	-5	Montgomery ES	0	63	63
Condit ES	38	21	-17	Moreno ES	92	0	-92
Cornelius ES	26	23	-3	Neff ES	0	54	54
Crespo ES	15	30	15	Northline ES	53	0	-53
Cunningham ES	96	78	-18	Oates ES	0	13	13
Daily ES	0	27	27	Osborne ES	25	0	-25
Davila ES	22	15	-7	Paige ES	47	23	-24
De Chaumes ES	63	0	-63	Park Place ES	34	0	-34
DeAnda ES	25	34	9	Parker ES	0	28	28
Dogan ES	31	0	-31	Patterson ES	83	79	-4
Durham ES	46	27	-19	Peck ES	38	0	-38
Durkee ES	63	56	-7	Pilgrim ES	57	65	8
Eliot ES	30	33	3	Piney Point ES	94	75	-19
Elmore ES	43	40	-3	Pleasantville ES	26	12	-14
Elrod ES	27	44	17	Poe ES*	0	48	48
Emerson ES	58	51	-7	Port Houston ES	0	14	14
Field ES	17	9	-8	Pugh ES	46	26	-20
Foerster ES	33	51	18	Robinson ES	19	34	15
Fondren ES	33	19	-14	Rodriguez ES	37	73	36
Franklin ES	34	19	-15	Roosevelt ES	44	0	-44
Frost ES	28	0	-28	Rucker ES	52	28	-24
Gallegos ES	11	14	3	Scarborough ES	85	69	-16
Garden Oaks ES	12	0	-12	Scroggins ES	24	36	12
Garden Villas ES	64	61	-3	Seguin ES	45	28	-17
Golfcrest ES	53	24	-29	Shadydale ES	41	43	2
Gregg ES	23	23	0	Sherman ES	68	43	-25
Harris JR ES	45	29	-16	Smith ES	0	38	38
Hartsfield ES	0	13	13	Southmayd ES	33	18	-15
Henderson JP ES	0	62	62	Stevens ES	96	82	-14
Highland Heights ES	30	13	-17	Thompson ES	16	0	-16
Hines-Caldwell ES	60	63	3	Tijerina ES	37	0	-37
Hobby ES	39	0	-39	Tinsley ES	68	88	20
Isaacs ES	33	21	-12	Valley West ES	34	23	-11
Jefferson ES	23	24	1	Wainwright ES	21	26	5
Walnut Bend ES	80	56	-24	Whittier ES	44	29	-15
Wesley ES	20	21	1	Windsor Village ES	0	12	12
Wharton ES	27	23	-4	Woodson PK-8	0	29	29
White ES	50	49	-1	Young ES	26	24	-2
White, Mark ES	0	39	39				

Source: Houston Department of Health and Human Services (2017–2018 and 2018–2019)

APPENDIX B

PROJECT SAVING SMILES STUDENT PRE-/POST-TEST SURVEY



Departamento de Salud y Servicios Humanos de Houston
PROYECTO GUARDANDO SONRISAS

EXAMEN DE PARA EL ESTUDIANTE

Nombre de la Escuela: _____

Nombre del Estudiante: _____ Fecha: _____

Por favor marque la respuesta correcta:

- | | |
|---|--|
| <p>1) ¿Para qué necesitamos los dientes?</p> <p>a) Para comer, hablar y lucir bien</p> <p>b) Porque todos los tienen</p> <p>c) No necesitamos dientes</p> <p>d) No sé</p> | <p>6) ¿Por qué debemos usar hilo dental?</p> <p>a) Porque limpia entre los dientes</p> <p>b) Porque hace agujeros en los dientes</p> <p>c) Porque tiene buen sabor</p> <p>d) No sé</p> |
| <p>2) ¿Cuál de estas bebidas es sana para nuestros dientes?</p> <p>a) Leche y agua de la llave</p> <p>b) Soda</p> <p>c) Ponches y Kool-Aid</p> <p>d) No sé</p> | <p>7) ¿Cuántas veces debemos usar el hilo dental en nuestros dientes?</p> <p>a) Nunca</p> <p>b) Cada noche</p> <p>c) 1 noche a la semana</p> <p>d) No sé</p> |
| <p>3) Para mantener nuestros dientes sanos debemos comer:</p> <p>a) Vegetales y frutas</p> <p>b) Galletitas y papitas</p> <p>c) Dulces</p> <p>d) No sé</p> | <p>8) ¿Qué tan seguido debes visitar al dentista?</p> <p>a) 1 vez al año</p> <p>b) 2 veces al año</p> <p>c) 3 veces al año</p> <p>d) No sé</p> |
| <p>4) ¿Qué son los selladores dentales?</p> <p>a) Una capa fina que se aplica a los dientes de atrás para evitar las caries</p> <p>b) Una capa fina para mantener la boca limpia</p> <p>c) Una capa fina para mantener los dientes derechos</p> <p>d) No sé</p> | <p>9) ¿Qué es mejor para nuestros dientes?</p> <p>a) Agua de la llave</p> <p>b) Botella de agua</p> <p>c) Coca-Cola</p> <p>d) No sé</p> |
| <p>5) ¿Cuántas veces por día debemos cepillarnos los dientes?</p> <p>a) 1 vez al día</p> <p>b) 2 a 3 veces por día</p> <p>c) Nunca</p> <p>d) No sé</p> | |



GRACIAS!



Houston Department of Health and Human Services
PROJECT SAVING SMILES

STUDENT TEST

School Name: _____

Student Name: _____ Date: _____

Please circle the correct answer:

- 1) Why do we need teeth?
 - a) To eat, talk and look good
 - b) Because everybody has them
 - c) We don't need teeth
 - d) I don't know
- 2) Which of these drinks makes our teeth healthy?
 - a) Milk and Tap water
 - b) Soda
 - c) Fruit Punch and Kool-Aid
 - d) I don't know
- 3) To make our teeth healthy we must eat
 - a) Vegetables and Fruits
 - b) Cookies and Chips
 - c) Candy
 - d) I don't know
- 4) What are dental sealants?
 - a) A thin coating painted on back teeth to stop cavities
 - b) A thin coating use to keep the mouth clean
 - c) A thin coating used to keep teeth straight
 - d) I don't know
- 5) How many times a day should we brush our teeth?
 - a) 1 time a day
 - b) 2 to 3 times a day
 - c) Never
 - d) I don't know
- 6) Why should we use dental floss?
 - a) Because it cleans in between our teeth
 - b) Because it causes holes in teeth
 - c) Because it tastes good
 - d) I don't know
- 7) How many times should we floss our teeth?
 - a) Never
 - b) Every night
 - c) 1 night a week
 - d) I don't know
- 8) How often should you visit the dentist?
 - a) 1 time a year
 - b) 2 times a year
 - c) 3 times a year
 - d) I don't know
- 9) Which is better for our teeth?
 - a) Tap water
 - b) Bottled water
 - c) Coke
 - d) I don't know



THANK YOU!

10/19/12