



1000 – learning method

A method for patients with
autism diagnoses learning to get familiar
with the dental situation



1000 – learning method

Thousand-learning method means practising the same thing over and over again at a number of mini appointments on the same day with breaks in between the mini appointments.

The practice sessions are individually adapted and kept short. The aim for the child is to develop a sense of success and of being in control. The aim for the dental team is to enable a dental examine of the child, to make up an individual treatment plan and to perform regular preventive treatment.

The principles of 1000 - learning

- QUESTIONNAIRE - fill in together with the parents/caretakers
- STRUCTURE – do the sessions as identical as possible.
- CALM SETTING - have a calm setting in the treatment room and get rid of unneeded ornaments, have it as plain and simple as you can.
- COOPERATION – with the parents/caretakers is very important, they know the child best.
- INDIVIDUALLY ADAPTED
- SEVERAL APPOINTMENTS - practice at several mini appointments on the same day, with breaks in between.
- BREAKS - several short breaks and a longer break in the middle of the session.
- VISUAL SUPPORT - makes the procedures visual and concrete.
- STOP IN TIME - keep eyecontact with the companion who can help to decide when it is time to stop. Stop when the child is successful.
- PRAISE - give the child a feeling of being successful, clap your hands, say *Good, Well done*.
- REWARD - give the child a reward, anything the child appreciate.
- CONCLUSION PHOTO - for example a photo of the family car or a taxi to tell the child that the visit is ended.

The first appointment

The first appointment is always a meeting at the clinic with the parents/caretakers without the child present. Sit down, have a talk, and fill in a questionnaire together. In that way you will get all the information about the child and you can inform the parents/caretakers about how to work with the 1000-learning method, so you can work with them as part of the team.

The parents/caretakers will in this way get all information they need before the first visit with the child. They know how to get there, how long time it will take, where to park, where to go in, what the clinic looks like and who they will meet.

This will give the parents/caretakers a sense of security prior to the first appointment.

After the meeting with the parents/caretakers you can make up the individual plan and make a picture support to send home.

Sometimes, if the patient can manage it, write words or sentences or stories to the pictures.

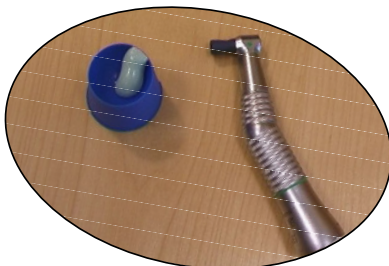
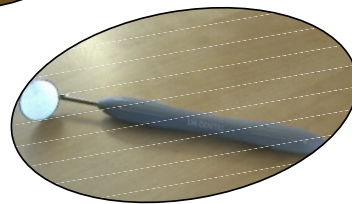
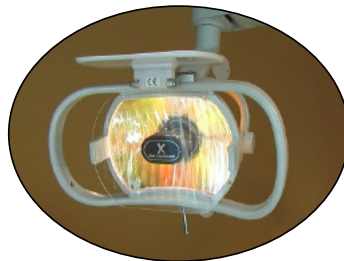
If the patient uses symbols instead, you can for example give them a toothbrush or/and a dental mirror to bring home.



Picture support

Examples of basic visual support photos:

- The clinic - outside/inside pictures
- The waiting room
- The staff - who will I meet
- The treatment room and the treatment chair
- The toothbrush
- The dental mirror
- The probe
- The polishing machine
- The fluoride brush
- Pause – what to do?
- Time support – hourglass or timer
- Reward – what will I get when I have managed well?
- Conclusion – photo for ending the session



Practising

Allocate plenty of time. It is sufficient with 1,5-2 hours for the first visit. It is important that the demands are on a low level. Make several mini appointments during this session with breaks in between and have a longer break in the middle. During the longer break the patient can have something to eat, take a walk or sit down and listen to some music.

Bring the treatment to an end BEFORE the patient shows signs of discomfort. It is very important that the patient always feels successful and in control.

Be sensitive to, and keep eye contact with the parents/caretakers, who is watching the child and together you can see how he or she reacts and when it is time to quit.

Do not chat, remain concrete and praise the child during the whole treatment session when he/she is doing well. Clap your hands and say: *Good, Well Done, Excellent!*

Show the child the conclusion photo when you are finished. Do not forget to give the child a nice reward!



The 1000-learning treatment

This is how we practice:

We start from scratch every time, and then gradually add new elements one at a time to follow the individual plan.

- For instance: start toothbrushing, say *Good, Well Done* and then have a short break.
- Next mini appointment: toothbrush, add the mirror, praise again and have another short break.
- The next mini appointment: toothbrush again, use the mirror and add the probe, praise and have a longer break.

Do not leave the treatment room during the short breaks but during the longer break it is important that you take the pause separated.

Keep repeating these things over and over, and be receptive to how much further you can go in adding new elements. Do not add anything you have not prepared the child for. Follow the individual picture support.

It is important to extend and stretch the limits a little in order to make progress. But do not proceed too fast!

5 to 7 mini appointments are usually sufficient. At each mini appointment, always repeat the treatment from the very beginning and as similar as possible.

1 to 3 treatment sessions are most common before the dentist can examine the child. Do not forget to give the child a picture of the dentist before the examination session.

Good luck!



Questionnaire

Name.....

Birth date

Parents.....

Siblings.....

Caretaker.....

Diagnosis.....

Medication.....

Residence.....

Daytime residence/activities.....

Functional diasability.....

Sight/hearing.....

Sound/light.....

Communication.....

Visual communication - pictures/symbols?.....

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Touch/taste.....

Eating habit - eat/drink/chew.....

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Fixation/phobia.....

Dental care experience.....

Brushing teeth.....

General anaesthesia.....

How to prepare.....

Interests.....

Rewards.....

Conclusion.....

Accompanying person.....

Anything more to tell.....



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