

# CHOMP

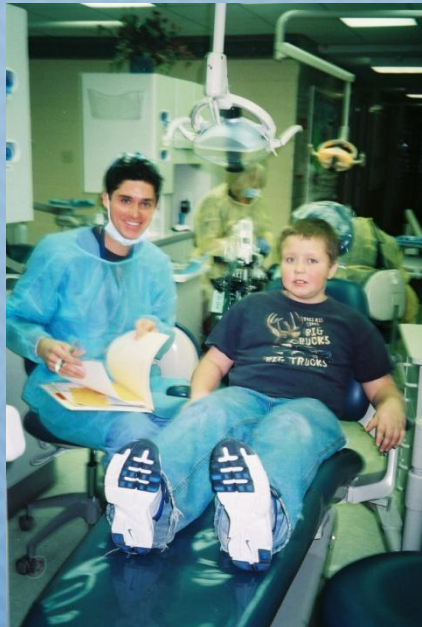
Children with **H**ealthy **O**ral cavities **M**organtown **P**rogram



WVU School of Dentistry  
Monongalia Board of Education  
April 1, 2010

# Program Overview

- One school is selected to participate in the program
- Children transported from classroom to dental school for care by dental students
- Parents not required to be present
- Child must be covered by either Medicaid or CHIP



# Program Goals

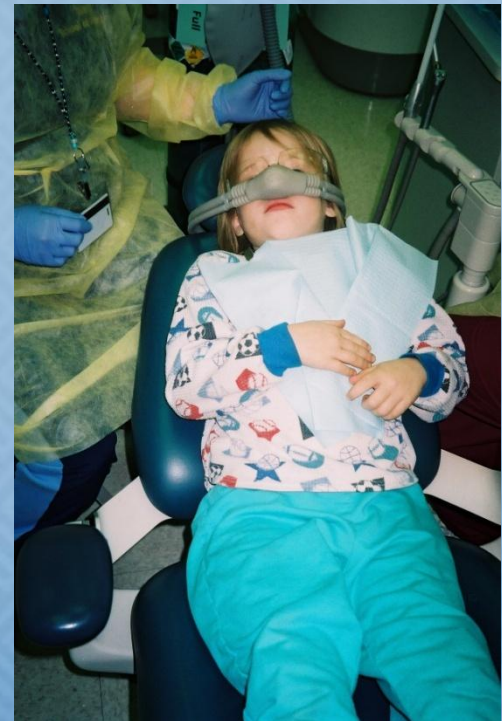
- Decrease broken appointment rates in clinic
- Increase clinical experiences for students
- Facilitate dental access for children without a dental home
- Decrease missed school time

# Procedures

- Form sent home by school at start of school year to all parents
- Paperwork packet sent to parents to complete
- Current copy of medical card or CHIP requested
- Child scheduled for exam appointment
- Treatment plan form completed and mailed to parent to sign and return
- Child then scheduled for appointment to complete care (6 children each week)

# CHOMP Stats for 2009-10

- 45 parents returned enrollment form
- 8 returned incomplete paperwork and were unable to be contacted
- 3 never returned signed treatment plan
- 21 children treated to date
- 13 still waiting to get treated
- Care done as on March 1 (sessions)
  - 34 restorations
  - 32 sealants
  - 17 extractions
  - 5 space maintainers
  - 18 nitrous cases
  - 5 pulpotomies



# Lessons Learned

- Most children seen in CHOMP had extensive dental needs and had not seen a dentist
- Time intensive job to get these parents to respond to requests
- Getting copy of current medical card each month was difficult
- 3 parents accompanied their child on the bus
- Children were generally cooperative and treating with peers seemed to help

# Lessons Learned (cont'd)

- School principal was great advocate
- Local dentists were initially concerned but no feedback since program started
- Teachers have been great facilitators
  - “since participating in the program, this student has shown remarkable improvement in not only academic progress but social interaction. It seems as if she has more confidence and energy. She participates more verbally and demonstrates a new awareness. For the first time in first grade, which she has repeated, she was able to succeed on a spelling test.”

# Questions ?

Video

