MODULE 2 • CPS Updates

Module Agenda: 120 Minutes

Topic	Suggested Timing
1. Introduction	2
2. State Laws and Resources	8
3. Technical Content Changes by Module • Video: Install a Locking Clip • Video: Install a Belt-Shortening Clip • Progress Check: Latchplates • Progress Check: Lower Anchors and Tethers • Progress Check: Car Seat and Booster Seat Recommendations • Practice Activity: Rear-Facing Car Seat Weight Limits • Practice Activity: Forward-Facing Car Seat Weight Limits	110
TOTAL	120 Minutes

Module Purpose

The purpose of this module is to identify the technical changes and trends in the child passenger safety field reflected in the 2014 version of the National CPS Certification Training Program. State-specific occupant restraint laws and local CPS resources are also addressed.

Module Objectives

- Identify state-specific occupant restraint laws and local CPS resources.
- Describe technical changes and trends in the child passenger safety field.

Special Media, Materials, and Resources

- State Occupant Restraint Laws Handout
- State and Local CPS Resources Handout

Video Titles and Times

- Install a Locking Clip, 2:23 minutes (PPT 2-14)
- Install a Belt-Shortening Clip, 1:47 minutes (PPT 2-16)

Activities

- Progress Check: Latchplates
- Progress Check: Lower Anchors and Tethers
- Progress Check: Car Seat and Booster Seat Recommendations
- Practice Activity: Rear-Facing Car Seat Weight Limits
- Practice Activity: Forward-Facing Car Seat Weight Limits

Preparation

- Review the National CPS Certification Training Program TG and related videos.
- Create a State Occupant Restraint Laws handout and make copies for participants.
- Create a State and Local CPS Resources handout and make copies for participants.
- Prepare to conduct the activities and progress checks.

What To Do	Talking Points • Activity Directions & Summaries

1. Introduction

Display PPT 2-1.

Present module purpose.

The purpose of this module is to identify the technical changes and trends in the child passenger safety field reflected in the 2014 version of the National CPS Certification Training Program. State-specific occupant restraint laws and local CPS resources are also addressed.

Display PPT 2-2.

Present module objectives.

As a result of this module, you will be able to:

- Identify state-specific occupant restraint laws and local CPS resources.
- Describe technical changes and trends in the child passenger safety field.

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2. State Laws and Resources

[INSTRUCTOR NOTE]

[Review your state's occupant restraint laws and state/local CPS resources. This information should be provided to the participants, but can be covered elsewhere on the agenda.]

Review state laws and local resources.

Let's begin by reviewing our state's occupant restraint laws and local CPS resources.

Ask question.

Q. What questions do you have about state laws and resources?

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3. Technical Highlights by Module

[INSTRUCTOR NOTE]

[Always use the updated terminology when going over the new content. Avoid referring to "the way it used to be."]

Introduce technical content changes.

This Renewal Testing Course is limited to a discussion of what is new and different with the 2014 version of the National CPS Certification Training Program.

Also addressed is a very brief technical update with focus on major trends occurring in the field of child passenger safety.

Display PPT 2-3.

What To Do	Talking Points • Activity Directions & Summaries
Review Module 1 highlights.	The Program Introduction module includes the training program goals, course completion requirements, and updated statistics on the use of car seats, booster seats, and seat belts. The main message is that, in most cases, child passenger injuries and deaths can be prevented. Many injuries and deaths occur as a result of the high misuse rate of car seats, booster seats, and seat belts, reported at 74 to 90 percent.
Reference TG page 2-3.	
Display PPT 2-4.	
Review Module 2 highlights.	In Module 2, the emphasis is on the role of the CPS Technician and the Learn, Practice, Explain model. To ensure you are equipped to educate caregivers so they can confidently use and install car seats, booster seats, and seat belts, this course has been designed using the Learn, Practice, Explain (LPE) Model. • **Learn** the facts/skills/information. Seek ways to stay updated. Then … • **Practice** your new skills and share information. • **Explain** (teach) what you have learned to caregivers. We focus on CPS Technicians as educators, **NOT** installers. • More emphasis and focus is on technicians providing education rather than providing an installation service. • Technicians must empower parents to do it themselves.
Ask question.	***Q. Are you an educator or an installer?*** **A.** As an Educator, you must: • Show the caregiver how to correct installation errors and let them reinstall the seat on their own. • Check for recalls. • Provide educational materials. • Have other necessary materials on hand for each appointment.

What To Do	Talking Points • Activity Directions & Summaries
Reference TG page 2-3.	
Display PPT 2-5.	
Continue to review Module 2 highlights.	Ultimately, caregivers are responsible for their children's safety. CPS Technicians must provide pertinent information, then: • The caregiver has the final decision and final responsibility. • The caregiver should always be the last one to install the car seat or booster seat and secure the child. • All actions should be documented — especially if advice is not followed. Remember, there are **no tough choices**, just manufacturer instructions and best practices.
Display PPT 2-6.	In your role as a CPS Technician, you will: • Identify the best way to transport a child safely, according to manufacturer instructions. • Explain best practices to the caregiver. • **Best practice** is the gold standard of protection. It is the safest way to transport a child based on the child's age, weight, height, and developmental levels. • Often, when caregivers do not understand the reason for it, they do not choose the best practice. As a CPS Technician, it is your job to know the reason and explain it to the caregiver in simple, clear terms.
[INSTRUCTOR NOTE]	[Module 3 has no major changes. Review the basics of how restraints prevent injury and calculate crash forces.]
Introduce Module 3 key concepts.	While there are no major technical changes to the Crash Dynamics & Injury Prevention module, let's review some key concepts.
Ask question.	***Q. Who can provide the formula for calculating crash forces?***

What To Do	Talking Points • Activity Directions & Summaries
	A. Weight X Speed = Restraining Force For example: A 10-pound infant in a vehicle moving at 30 miles per hour could require at least 300 pounds (10 x 30 = 300) of restraining force to keep from moving forward.
Reference TG page 3-4.	
Display PPT 2-7.	
Review crash forces.	In any crash, even a minor one, occupants in the vehicle can be seriously injured. For example: • A vehicle going 40 mph would hit a tree with the same force as hitting the ground after falling off a 50-foot cliff. • A person inside the vehicle would hit the windshield with the same force as hitting the ground after a fall from a 5-story building. It is important for caregivers to understand that the forces involved in a crash can kill or cause serious injuries to themselves and their child. One way to help caregivers understand such forces is to explain that the force needed to restrain an occupant approximately equals the weight of the occupant multiplied by the vehicle speed.
Reference TG page 3-5.	
Review how car seats, booster seats, and seat belts prevent injury.	While car seats, booster seats, and seat belts do not prevent crashes from taking place, they play a major role in reducing the severity of injury to vehicle occupants involved in a collision. The use of car seats, booster seats, and seat belts is one of the most important actions that can be taken to prevent injury in a vehicle crash. An occupant's chance of survival increases dramatically when appropriately restrained.
Ask question.	***Q. How do car seats, booster seats, and seat belts prevent injury?***
Display PPT 2-8.	

What To Do	Talking Points • Activity Directions & Summaries
	A. • Keep people in the vehicle. • Contact the strongest parts of the body. • Spread forces over a wide area of the body. • Help the body to slow or "ride down" the crash forces. • Protect the head, brain, and spinal cord.
Reference TG page 4-1.	
Display PPT 2-9.	
Introduce Module 4 highlights.	Module 4 on seat belt systems includes updated federal standard information and reviews all latchplates and retractors.
Display PPT 2-10.	
	The types of latchplates you already know about are: • Locking • Switchable • Sliding • Sewn-on
Reference TG page 4-4.	
Display PPT 2-11.	
Review dynamic locking latchplate.	A new type of latchplate is dynamic locking. • **Dynamic locking latchplates** are currently located in the front seat of some vehicles and lock the lap-and-shoulder belt when loaded by an occupant during a crash. • This latchplate is **NOT** intended to lock the seat belt for a car seat. • Some dynamic locking latchplates may seem to lock the seat belt when you buckle it across an empty seat and pull upward on the lap portion. The caregiver could believe that it is safe since it seems to lock. • The caregiver should move the car seat to a different position or take additional steps as recommended in the vehicle owner's manual to lock the seat belt that has a dynamic locking latchplate.

- Even if you see moving parts on a latchplate, do **NOT** assume it is a locking latchplate. Test for lockability and check the vehicle owner's manual.

[INSTRUCTOR NOTE]

[Conduct the following progress check in three small groups. Have each group provide the answer to one of the questions. Allow 5 minutes for the small groups and another 5 minutes for the large group debrief.]

Reference TG page 4-5.

Conduct a progress check.

Let's review what you learned about latchplates through a progress check. Write down correct responses in your TG.

1. What are the two types of latchplates that can be locked?

   Answer: Locking and switchable latchplates

2. What is the step to put a locking latchplate into the locking mode?

   Answer: The only step needed to put the locking latchplate into the locked position is to buckle it. There are no other steps.

3. What is the step to put a switchable latchplate into the locking mode?

   Answer: A switchable latchplate requires the user to push or turn a button on the back of the latchplate from the unlocked position for adults to the locked position for car seats (children).

4. What is one way to determine if a latchplate can be locked for car seats?

   Answer: Even if you see moving parts on a latchplate, do **NOT** assume it is a locking latchplate. Test for lockability and check the vehicle owner's manual.

5. What types of latchplates cannot be locked?

   Answer: Sliding, sewn-on, and dynamic locking

Reference TG page 4-6.

Display PPT 2-12.

What To Do	Talking Points • Activity Directions & Summaries
Review retractors.	There are no new retractors. The three types are: • Emergency locking • Automatic locking • Switchable
Introduce locking clips.	With a lap-and-shoulder belt, a locking clip/lock-off is one of the approved additional locking steps.
Ask question.	***Q. What are the three conditions that must be present to use a locking clip?***
Display PPT 2-13.	**A.** Retractor = emergency locking Latchplate = sliding Lap-and-shoulder belt is one piece of webbing
Reference TG Appendix, Install a Locking Clip.	
Review how to install a locking clip.	There are six steps to install a locking clip. 1. While applying your weight on the seat with your arm, buckle and tighten the lap-shoulder seat belt. 2. Pinch and hold the lap and shoulder belts together. 3. Unbuckle the belt. 4. Place the locking clip no more than 1 inch away from the latchplate as noted in the car seat and vehicle owner's instruction manuals. 5. Apply pressure on the seat and re-buckle the seat belt. 6. Test the car seat to make sure it moves no more than 1 inch side-to-side or front-to-back when testing at the belt path. You can remove the locking clip by pinching the webbing in half so the locking clip falls off.
Introduce Install a Locking Clip video (2:23 minutes).	Let's watch a CPS Technician install a locking clip.
Display PPT 2-14.	

What To Do	Talking Points • Activity Directions & Summaries
Play Install a Locking Clip video.	
Introduce belt-shortening clips.	With a lap belt with a sewn-on latchplate, belt-shortening clips are the approved additional step to lock a car seat in a vehicle. A lap belt with a locking latchplate should **NEVER** use a belt-shortening clip.
Ask questions and track responses.	***Q. What are the three conditions that must be present to use a belt-shortening clip?***
Display PPT 2-15.	
	A. Retractor = emergency locking Latchplate = sewn-on No locking feature (there may or may not be a separate shoulder belt)
Reference TG Appendix, Install a Belt-Shortening Clip.	
Review how to install a belt-shortening clip.	There are six steps to install a belt-shortening clip. 1. Place the lap belt through the car seat. 2. Buckle it. 3. Pull on the belt to gather the excess webbing to be locked off or shortened near the retractor side. 4. Test for a tight installation of the car seat: • Grab the seat at the belt path. • Push and pull it with moderate force – front to back and side-to-side. It should **NOT** move more than 1 inch. 5. Place the belt-shortening clip near the retractor as noted in the vehicle owner's manual. 6. Double-back the top portion of the loop and thread it through the prongs of the clip.
Introduce Install a Belt-Shortening Clip video (1:47 minutes).	Let's watch a CPS Technician install a belt-shortening clip.
Display PPT 2-16.	

What To Do	Talking Points • Activity Directions & Summaries
Play Install a Belt-Shortening Clip video.	
Summarize Module 4 highlights.	These two videos are located on the NCPSB website. Two additional videos are available for your use: • Install a Car Seat with a Locking Latchplate, 1:17 minutes • Install a Car Seat with an Automatic Locking Retractor, 1:04 minutes View the videos periodically to keep your skills fresh. Job aids for these videos are also located on the NCPSB website. Be sure to have them available when educating caregivers.
Reference TG page 5-6.	
Display PPT 2-17.	
Review Module 5 highlights.	Module 5 on air bags includes new information on the inflatable seat belt and what you need to know about air bags for car seat and booster seat installation.
Display PPT 2-18.	An inflatable seat belt: • Generally opens in frontal, side, and rollover crashes. • Is located in the shoulder portion of the lap-and-shoulder seat belt. The lap portion of the belt is separate webbing that does **NOT** inflate in a crash. • Has two retractors and a sewn-on latchplate. The lap belt has a switchable retractor to secure a car seat. • Spreads belt loads over a greater area of the chest than standard seat belts and provides additional head and neck support during a crash. Check the car seat owner's manual to determine if the car seat or booster seat can be used with an inflatable seat belt. Some car seat manufacturers have allowed their car seats to be installed with inflatable seat belts. Other manufacturers do **NOT** allow it.

What To Do	Talking Points • Activity Directions & Summaries
Display PPT 2-19.	
Review Module 6 highlights.	Module 6 addresses lower anchors and tethers for children. The term LATCH should be used when referring to both lower anchors and tether use. Only using the lower anchors, as in most rear facing only car seat installations, is not the full LATCH system. Always encourage tether use for forward-facing car seats, whether secured using the seat belt or lower anchor straps.
Reference TG page 6-6.	
Display PPT 2-20.	
Review lower anchors and tethers.	The only way to know for certain that LATCH is being used correctly is to use the vehicle and car seat owner's manuals for guidance. • Both lower anchors and tether anchors have weight limits set by the vehicle and car seat/booster seat manufacturers. • To determine the limits of these systems, you must refer to both the car seat and vehicle owner's manual. • If there are different weight limits listed, the lower limit must be used. If there is no stated weight limit for the vehicle lower anchors or tether anchors, you **MUST** assume that they may be used until the total weight of the child and car seat equals 65 pounds.
Reference TG page 6-7.	
[INSTRUCTOR NOTE]	[Conduct the following progress check as a large group discussion. You will only cover questions 1 and 3. Allow 5 minutes for the discussion.]
Conduct a progress check.	Let's review what you learned about LATCH through a progress check. Write down correct responses in your TG.

1. What should you tell caregivers regarding where to find all the tether anchors and lower anchors in their car, van, SUV, or truck?

   Answer:
   - Look in the owner's manual first. Some manuals may make it obvious with terms easily found in the index under "Tether or Strap."
   - Always look in the child passenger safety section of the owner's manual for more specific details.
   - The manual should show the lower anchor and tether anchor labels (icons) located in the vehicle's seating position where the system is located.

2. The vehicle has a lower anchor and tether weight limit to 40 pounds. The car seat is rated to 65 pounds. At what weight limit would you need to install the seat using a seat belt instead of lower connectors?

   Answer:
   - If the car seat harness serves children up to 65 pounds, but the vehicle owner's manual says to use the lower anchors and tether for up to 40 pounds only, the caregiver must use the seat belt to comply with the vehicle manufacturer's instructions.
   - LATCH and the seat belt system must be used according to manufacturer's instructions. If the caregiver chooses to use the seat belt, encourage them to attach the tether whenever possible as long as the tether anchor weight limit is at least 65 pounds child weight.

Display PPT 2-21.

Review Module 7 highlights.

One of the major changes in the Introduction to Car Seats & Booster Seat module is NHTSA's Federal Motor Vehicle Safety Standard (FMVSS) 213 now provides child restraint performance standards for children up to 80 pounds. Vehicle and car seat/booster seat manufacturers are required to self-certify their products as meeting NHTSA's FMVSS.

Reference TG page 7-2.

What To Do	Talking Points • Activity Directions & Summaries
Review NHTSA's car seat and booster seat selection recommendations.	NHTSA also updated their selection recommendations. • Car seats and booster seats should be chosen based on the child's age and size and must fit in the vehicle. • Children should be kept in car seats and booster seats for as long as the child fits within the manufacturer's height and weight requirements.
Display PPT 2-22.	• **Birth to 12 Months:** A child under the age of 1 should **ALWAYS** ride in a rear-facing car seat. There are different types of rear-facing car seats: rear-facing-only, convertible, and 3-in-1.
Display PPT 2-23.	• **1 to 3 Years:** Children should ride in rear-facing car seats **AS LONG AS POSSIBLE**. It is the best way to keep them safe. The child should remain in a rear-facing car seat until he or she reaches the top height or weight limit allowed by the car seat manufacturer.
Display PPT 2-24.	• **4 to 7 Years:** Children should be kept in a forward-facing car seat with a harness until they reach the top height or weight limit allowed by the car seat manufacturer.
Display PPT 2-25.	• **8 to 12 Years:** Children should be kept in booster seats until big enough to properly fit in a seat belt. Note that children riding forward-facing after one year and 20 pounds are **NOT** incorrect, just not best practice. As long as car seat instructions are being followed, there is no misuse. Best practice remains using the car seat to the maximum allowable limits.
[INSTRUCTOR NOTE]	[Conduct the following progress check as a large group activity. Pose each question and ask for responses from the group. Add any information not provided by participants.]
Reference TG page 7-10.	

What To Do	Talking Points • Activity Directions & Summaries
Conduct a progress check.	Let's review what you learned about car seats and booster seats through a progress check. Write down correct responses in your TG. 1. What is the best car seat or booster seat for a child? **Answer:** The one that fits the child, fits the vehicle, and will be used correctly every time by the caregiver 2. How long should children ride in rear-facing car seats? **Answer:** Children should remain in rear-facing car seats **AS LONG AS POSSIBLE**. It is the best way to keep them safe. The child should remain in a rear-facing car seat until he or she reaches the top height or weight limit allowed by the car seat manufacturer. 3. Why might a car seat or booster seat that is missing its product information label be dangerous to use? **Answer:** Without a label, it is not possible to know whether the car seat or booster seat has been recalled. 4. Should a car seat or booster seat be replaced after a crash? **Answer:** Car seats and booster seats are, in most cases, made to withstand one crash. Seat replacement, however, is **NOT ALWAYS** required. Always review NHTSA criteria for assessing crash severity and car seat replacement and check with the manufacturer for guidelines on when the product should be replaced. 5. What are some situations or conditions that may require the selection of specialized adaptive car seats? **Answer:** Children in hip casts, who are small or born prematurely, or have breathing problems
Reference TG page 8-4.	
Display PPT 2-26.	
Review Module 8 highlights.	Module 8 covers Children in Rear-Facing Car Seats. Many car seats have extended rear facing capability, often 30 pounds or more. Carefully check and read all labels.

What To Do	Talking Points • Activity Directions & Summaries
	There are now 5 steps for correct use. 1. Selection 2. Direction 3. Location 4. Installation 5. Harnessing
Reference TG page 8-9.	
Review step 5 – harnessing.	Harnessing is the new step – placing the child correctly in the car seat. There are four steps to correctly place a child in a car seat. 1. Place the child all the way back in the car seat. 2. Place the harness straps at or below the child's shoulders, according to manufacturer instructions, and buckle at the crotch. The harness holds the child down low in the car seat so he/she does not slide up and out of the car seat in a crash. The crotch strap keeps the child from moving forward. Adjust the crotch strap if needed to get it as close to the child as possible. 3. Tighten harness straps snugly. NHTSA requires car seat manufacturers to state in the instructions: **"A snug strap should NOT allow any slack. It lies in a relatively straight line without sagging. It does not press on the child's flesh or push the child's body into an un-natural position."** You should **NOT** be able to pinch excess webbing at the shoulder or hips once the harness is buckled. This is called the pinch test. 4. Place the harness retainer clip at armpit level.
Conduct practice activity and debrief.	Now you will look at all the car seats in the classroom to find the one with the highest rear-facing weight limit.
[INSTRUCTOR NOTE]	[Have the class work individually on this activity. Give participants 5 minutes to find the car sear with the highest rear-facing weight limit.]
Reference TG page 9-1.	
Display PPT 2-27.	

What To Do	Talking Points • Activity Directions & Summaries
Review Module 9 highlights.	In Module 9, we reviewed how many car seats have extended forward-facing capability, with harnesses approved for use up to 65 pounds or more. Carefully check and read all labels.
Conduct practice activity and debrief.	Now you will look at all the car seats in the classroom to find the one with the highest forward-facing weight limit.
[INSTRUCTOR NOTE]	[Have the class work individually on this activity. Give participants 5 minutes to find the car seat with the highest rear-facing weight limit.]
Reference TG page 9-4.	Weight limits on lower anchors and tether anchors can affect the seating position choice. • Each vehicle manufacturer sets these weight limits. Check the vehicle owner's manual or most current *LATCH Manual* (if available) for individual vehicle limits. • **If you are in doubt about any weight limits, secure the car seat using the seat belt rather than the lower anchor strap.**
Reference TG page 9-5.	Tethers are better! A tether increases safety by limiting forward movement and rotation of the car seat when installing with either the seat belt or lower anchor strap. Always encourage tether use, provided it is not against manufacturer instructions.
Review Module 10 highlights.	The Children in Booster Seats & Seat Belts module is streamlined to focus on what caregivers need to know. The shield booster has been removed.
Reference TG page 10-2.	
Display PPT 2-28.	Booster seats: • Must **NEVER** be used with just a lap belt. • Are **NEVER** used on airplanes. • May fit children up to 80 or 100+ pounds or more depending on specific models.

What To Do	Talking Points • Activity Directions & Summaries
	ALWAYS consult the booster seat owner's manual for the weight ranges and correct use of booster seats.
Reference TG page 10-3.	
Display PPT 2-29.	
	There are two types of belt positioning booster seats – backless and high-back. • **High-back booster seats** are recommended for vehicles that have a low seat back or do not have a head restraint. • With a **backless booster seat**, the child uses the vehicle's seat back or built-in head restraint for head, neck, and back support.
Reference TG page 10-4.	
	Even if the child is not present, booster seats should be secured in the vehicle at all times. When not buckled, the booster seat may become a projectile or object that can be tossed around the vehicle causing injury to vehicle occupants during a crash or sudden stop.
Reference TG page 10-6.	
Display PPT 2-30.	
	Seat belts can be used to safely secure a child in a vehicle when he or she is: • Tall enough to sit without slouching. • Able to keep his or her back against the vehicle seat. • Able to keep his or her knees naturally bent over the edge of the vehicle seat. • Able to keep his or her feet flat on the floor.
Display PPT 2-31.	
Reference TG page 11-1.	

What To Do	Talking Points • Activity Directions & Summaries
Review Module 11 highlights.	Module 11 reviews basics related to pickup trucks, 15-passenger vans, school buses, airplanes, and emergency transport vehicles.
Display PPT 2-32.	
Reference TG page 12-1.	
Review Module 12 highlights.	This module includes information on determining the safest seating positions, appropriate restraints for all occupants, and communicating effectively with caregivers.
Display PPT 2-33.	
Reference TG page 13-1.	
Review Module 13 highlights.	Module 13 includes using the course Check Form, requirements for CPST recertification, preparing for a checkup event, conducting a checkup event, and debriefing a checkup event.
Ask for questions.	***Q. What questions do you have about the technical content we have covered?***
Transition to skills assessment.	We have discussed what is new and different with the 2014 version of the National CPS Certification Training Program. We also discussed some technical updates with focus on major trends that are occurring in the field of child passenger safety. We will now move to the skills assessment portion of the course, followed by the final quiz.

Skills Assessment: Select and Install Car Seats and Belt-Positioning Booster Seats and Determine Misuse

INTRODUCTION

The Skills Assessment addresses knowledge taught in the National CPS Certification Training Program and reviewed during the Renewal Testing Course.

Objective

Participants demonstrate their ability to select and adjust the harness on three car seats/booster seats. They also demonstrate their ability to correctly identify and diagnose car seat or booster seat misuse.

Time for Completion

The recommended time limit for the Skills Assessment is 120 minutes.

PREPARATION FOR THE FIRST PART OF THE SKILLS ASSESSMENT – SELECTING AND INSTALLING

This assessment can be done in two parts, with the selection and harnessing inside and installation outside, depending on the availability of car seats and booster seats for use during assessments. Place car seats and booster seats for this assessment in a central location. Participants will select seats from this designated location and return them after each scenario.

1. Assign a seating position for each scenario allowing for using variety of belt systems.
2. One scenario **MUST** include using LATCH to secure a forward-facing seat. Do not use lower strap connectors more than one time during this assessment. Other installations must use the seat belt and, if forward-facing, tethers.
3. One installation **MUST** include using a locking clip. This may be a separate installation in the classroom using a mock seat, with the approval of the Instructor team. If the mock seat option is used, write in “mock” for the Scenario # with the locking clip verification on the participant’s form. A lock-off may not be substituted for a locking clip.
4. Selection and installation of each car seat and booster seat should follow manufacturer guidelines and instructions. Tethers must be used for a forward-facing car seat if it is available on the car seat and if the tether anchor is available for the assigned seating position and manufacturer-approved.
5. Decisions about car seat selection and harness adjustment will be made based on the age and/or weight of children listed in the scenarios, not on size of dolls or stuffed animals that might be used to represent children in the scenarios. Use of dolls, dummies, or stuffed animals to represent children is optional.

PREPARATION FOR THE SECOND PART OF THE SKILLS ASSESSMENT – DETERMINING MISUSE

1. Set up four misuse scenarios in vehicles. Duplicate stations should be set up to allow more than one station for a single scenario.
2. One scenario must include misuse of a booster (i.e. incorrect belt use). Try to include a locking clip misuse and LATCH misuse.

Skills Assessment: Select and Install Car Seats and Belt-Positioning Booster Seats and Determine Misuse (continued)

3. Depending on car seats/booster seats and vehicles available, set up real-world scenarios.
4. Use Scenario 1 and choose an additional three from Scenarios 2 to 16 below based on available car seats, booster seats, and vehicles. Make a note of any differences.

Scenario 1 (Required): Belt-Positioning Booster Seat

- 6-year-old, 64 pounds
- Selection: Correct – belt-positioning booster seat
- Direction: Correct – forward-facing
- Installation: SKIP (Same as harness)
- Harness: Incorrect (shoulder belt misrouted such as over armrest if required to be under)

Scenario 2

- 10-month-old, 18 pounds
- Selection: Correct – rear-facing in a convertible seat
- Direction: Correct – rear-facing
- Installation: Incorrect – (1) too loose (retractor not switched to ALR mode and sliding latchplate) and (2) seat reclined at more than 45 degrees from vertical
  NOTE: Loose install needs to be obvious.
- Harnessing: Incorrect – (1) Harness in upper slots above shoulders and (2) retainer clip too low (harness snug)

Scenario 3

- 18-month-old, 33 pounds
- Selection: Incorrect – rear-facing-only car seat but child too heavy for upper weight limits (designate age and weight of the child according to car seat selected for scenario)
- Direction: Correct – rear-facing
- Installation: Incorrect – seat installed in center rear position with lower anchors but not a lower anchor approved position
- Harness: Correct

Scenario 4

- 11-month-old, 21 pounds
- Selection: Correct – convertible car seat
- Direction: Incorrect – forward-facing (child too young)
- Installation: Incorrect – (1) seat in full reclined position (intended for rear-facing) and (2) loose install
- Harness: Correct – harness in upper slots (above shoulders)

Skills Assessment: Select and Install Car Seats and Belt-Positioning Booster Seats and Determine Misuse (continued)

Scenario 5

- 3-year-old, 36 pounds
- Selection: Correct – combination seat
- Direction: Correct – forward facing
- Installation: Incorrect – seat installation with seat belt and lower anchors (tether used correctly)
- Harness: Incorrect – harness in lowest slots below shoulders

Scenario 6

- 20-month-old, 34 pounds
- Selection: Correct – convertible seat
- Direction: Correct – forward-facing
- Installation: Incorrect – pool noodle behind seat (tight installation with tether)
- Harness: Incorrect – retainer clip too low

Scenario 7

- 4-year-old, 50 pounds
- Selection: Correct – convertible or combination seat with a high weight harness (HWH)
- Direction: Correct – forward-facing
- Installation: Incorrect – (1) locking clip on belt by door (tight installation) and (2) tether not used (if approved)
- Harness: Incorrect – too loose

Scenario 8

- 4-year-old, 43 pounds
- Selection: Correct – booster seat
- Direction: Correct – forward-facing
- Installation: Correct – lower anchor connectors used (tether used if approved)
- Harness: Correct – lap-and-shoulder belt routed correctly

Scenario 9

- 2 ½-year-old, 34 pounds
- Selection: Correct – convertible or combination seat
- Direction: Correct – forward-facing
- Installation: Incorrect – tether not used (tight install)
- Harness: Correct

Scenario 10

- 18-month-old, 25 pounds
- Selection: Correct – convertible or 3-in-1
- Direction: Correct – rear-facing
- Installation: Incorrect – belt not locked (loose install)
- Harness: Incorrect – (1) too loose and (2) clip too high

Skills Assessment: Select and Install Car Seats and Belt-Positioning Booster Seats and Determine Misuse (continued)

SCENARIO 11

- 1-week-old, 4 pounds
- Selection: Correct – convertible or rear facing only seat with lower limit of 4 pounds
- Direction: Correct – rear-facing
- Installation – Incorrect - seat installed in front passenger seat with active airbag
- Harnessing – Correct

SCENARIO 12

- 2-year-old, 28 pounds
- Selection: Correct – forward-facing convertible seat
- Direction: Correct – forward-facing
- Installation: Incorrect – (1) rear-facing belt path with seat belt or lower anchor strap and (2) tether not used
- Harness: Incorrect – harness loose

SCENARIO 13

- 15-month-old, 26 pounds
- Selection: Incorrect – rear-facing-only seat with base and upper weight limit of 20 pounds
- Direction: Incorrect – forward-facing, seat cannot be used forward-facing or can only be installed rear-facing
- Installation: Incorrect – belt routed through carrier belt path (not base)
- Harness: Incorrect – unbuckled

SCENARIO 14

- 3-year-old, 37 pounds
- Selection: Correct – forward-facing in a convertible seat
- Direction: Correct
- Installation: Correct
- Harness - Correct

SCENARIO 15

- 5-year-old, 52 pounds
- Selection: Incorrect – harness upper weight limit of < 50 pounds (convertible or combination)
- Direction: Correct
- Installation: Correct
- Harness: Incorrect – too loose

Make car seat/booster seat and vehicle manufacturer instructions available to participants. For booster seats, the harness is the seat belt.

Skills Assessment: Select and Install Car Seats and Belt-Positioning Booster Seats and Determine Misuse (continued)

ADMINISTRATION GUIDELINES

1. Review all instructions for the Skills Assessment with the class prior to conducting it (below).
2. No talking among participants is allowed during the assessment process.
3. Have participants complete all information lines on the forms before the assessment begins. Do not sign a form without the correct participant name filled in at the top.
4. Participants may refer to any or all of the course resources or vehicle instructions to complete this assessment. Tell participants that finding the page numbers in owner's manuals by looking in the index is permissible and recommended.
5. Mark a row as failed if any of the answers are incorrect. Instruct participant to locate the answer in the TG and try again.
6. Should a participant need attempt #2, direct him/her to stop and review the TG again. Encourage the participant to work with an Instructor to find the information and talk through the basics, such as all latchplates and retractors. An Instructor who has not scored that person on that scenario will score the second attempt.
7. Do not provide additional information to participants other than a clarification of instructions.
8. A time limit to complete repeated attempts may be determined at the discretion of the LI.

PARTICIPANT INSTRUCTIONS

Complete this Skills Assessment individually. Correctly select and adjust the harness on car seats and correctly install them in vehicles.

1. Stand at least 10 feet away from a station while waiting your turn.
2. For Scenarios 1 to 3, select and adjust the harness on the car seats based on the child's height and weight. Answer Sections A to C per manufacturer instructions. Select a different car seat (no repeats) for each one. Be prepared to demonstrate tightening and loosening the harness for the Instructor and explain how to adjust the harness height.
3. With Scenarios 4 to 7, correctly identify and diagnose car seat or booster seat misuse. Specific directions for this portion of the skills assessment are on page 2.
4. Answer **ALL** sections for each scenario correctly to pass. You **MUST** pass each scenario to pass this Skills Assessment.
   - You will have up to two attempts to pass each scenario. Instructors will sign off on each attempt.
   - If you need a second attempt to pass, stop and review your TG. A second attempt to pass must be signed off on by an Instructor who has not already scored you for that scenario.
   - You **MUST** be able to tell the Instructor how you arrived at each selection after each scenario.
5. Although we promote best practice, you must follow manufacturer instructions to pass. For example, best practice is to keep a child rear-facing as long as possible. However, if a scenario is within the height and weight limits of the car seat, the scenario is correct.

Renewal Testing Course Quiz

INTRODUCTION

The Quiz addresses knowledge taught in the National CPS Certification Training Program and reviewed during the Renewal Testing Course.

Time for Completion

The time limit for this quiz is 120 minutes.

ADMINISTRATION GUIDELINES

1. Have a quiz reading room ready. Offer to read the quiz to participants, encouraging them to take advantage of the option. This is not just for participants where English is not their primary language. Adult learners may score better having the quiz read to them while they read it themselves.
2. Review the instructions for the quiz with the class prior to conducting it (below).
3. Collect the answer sheets and immediately score them in a private area. Do **NOT** announce scores or share them with any other participant.
4. The scoring Instructor must write the correct answer next to any incorrect answer in blue or red ink—**never pencil.**
5. Participants may keep their quizzes when they turn in their answer sheets for reference during the review. Collect all quizzes immediately following the review.
6. Instruct participants to clear their desks of writing materials prior to the review to prevent the copying of answer keys.

PARTICIPANT INSTRUCTIONS

1. You have **2 hours** to complete and turn in this quiz. Answers will be reviewed in class after the Instructors have scored all quizzes.
2. Review each question and write the correct answer on the answer sheet provided.
   - Remember to mark all answers on the answer sheet. We can only accept answers written on the answer sheet.
   - Each question is worth 2 points with a total of 100 possible points.
3. We encourage you to use your Technician Guide as a resource.
4. Let an Instructor know if you would like the quiz read to you. Many adult learners benefit from having quizzes read to them.