

National Child Passenger Safety Certification Renewal Course

Instructor Manual



June 2008

NAME: _____

CERTIFICATION ID NUMBER: _____

EXPIRATION DATE: _____

<http://www.nhtsa.gov>

<http://www.safekids.org/certification>

<http://www.cpsboard.org>

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Teaching the CPS Certification Renewal Course—Policies and Procedures

National CPST Re-Certification Process

The National CPS Program and all of its components would not exist without the cooperation and collaboration of all of its partners. Each is responsible for and contributes to different aspects of the program. The National Highway Traffic Safety Administration (NHTSA), Safe Kids Worldwide, and the National CPS Board all work together to develop, update, and monitor this National CPS Certification Renewal Course.

Renewal Course Overview and Objectives

This course is designed to renew the certification for expired technicians who wish to become nationally certified Child Passenger Safety technicians (CPSTs) again. After successfully completing this course, students will be re-certified and be able to provide both individual and group CPS education. Previously certified instructors who recertify through the renewal course will be recertified as technicians and must repeat the instructor candidacy process in order to regain certification as an instructor.

This course is for people who have stayed active and current in child passenger safety. Teaching strategies include a brief lecture, skills testing, and a written test. Successful participation in all lectures and assessments leads to national re-certification as a CPST.

RENEWAL COURSE OBJECTIVES

After successfully completing this course, the individual will be able to:

1. Select appropriate child restraints and secure children in vehicle restraint systems according to best practice guidelines.
2. Teach others how to install child restraint systems in multiple types of vehicles according to best practice guidelines.
3. Use appropriate resources to obtain updated CPS information.
4. Serve as a CPS resource to his or her community, state or organization.

RENEWAL COURSE OUTCOME

Individuals who successfully complete this course will become nationally certified CPSTs. The re-certification process requires technician candidate (student) attendance and active participation throughout the entire class. The certification period is two years. There is a separate process for certification as a CPST-instructor.

General Instructor Guidelines and Course Position Descriptions

CPS TRAINING COURSE INSTRUCTOR TEAM:

Team of certified instructors who conduct the training. **Only certified CPS technician instructors may teach the renewal course.** Certified technicians may assist with set up and behind the scenes as teaching assistants, but certified instructors are responsible for all curriculum content and grading tests during the course.

It is strongly recommended that classes have:

- A minimum of two instructors.
- A maximum of 25 students.
- An instructor-to-student ratio of 1-to-5.

COURSE POSITION DESCRIPTIONS

CPS Training Course Lead Instructor: An experienced, certified CPS technician instructor who works with the course administrator. The Lead Instructor coordinates logistics, develops the agenda, assigns instructor duties, conducts any pre-class meetings, and ensures that all certification paperwork is completed and submitted in a timely manner. Furthermore, **THE LEAD INSTRUCTOR MUST BE PRESENT FOR THE ENTIRE RENEWAL CLASS.**

Course Administrators: Administrators are non-instructors who have been given permission to add and administer courses. Individuals who wish to become course administrators must submit a Course Administrator Application, which can be found on the certification Web site (<http://www.safekids.org/certification/>) under Resources > Forms.

Course administrators can:

- Plan and promote the CPS Renewal Course.
- Coordinate the class logistics before, during and after the class.
- Contact their state CPS coordinator about their intent on holding a CPS Renewal Course.
- Provide information about the date, location, type and number of participants anticipated.
- Select a Lead Instructor and other certified instructors for the instructor team.

- Register courses online through the CPS certification Web site at <http://www.safekids.org/certification>.

Ideally, the duties of the Lead Instructor and the course administrator should not be handled by the same person. The administrator should plan to be on-site throughout the class so the instructor is free to teach. This guide includes a suggested time line, explanatory narrative, and a checklist of all equipment and materials needed to run the class.

Instructions for adding, editing or canceling classes and the administrative duties before, during and after the class are available on the certification Web site under the heading Course Administration.

PLEASE NOTE: Although the Safe Kids Certification Program allows members of any of the groups above to administer and set up Renewal Classes, there may be additional state or local qualifications for instructors. Please check with your state CPS Contact/Coordinator to ensure that state and local policies are followed. State CPS Contacts can be found on the NHTSA and CPS Board Web sites (<http://www.nhtsa.dot.gov> and <http://www.cpsboard.org>).

Instructor: A certified CPS technician instructor who assists the Lead Instructor.

Instructor Preparation

CHECK FOR UPDATES

Check for curriculum updates and policy clarifications

- Updates and corrections to the Instructor Manual and policies and procedures are made available for download from the instructors' restricted access area on the cpsboard.org Web site.
- Instructors can gain access to this site through the "Instructor Downloads (CPS Board)" action item in their online CPS Certification profiles.

FOCUS ON PREPARATION

Focus on instructor preparation—practice as if you were an instructor candidate no matter how many times you teach this or any other CPS course:

- Study the slides, the student handout **and** the instructor notes
- Study all assessments in advance
- Review the contents of the instructor CD carefully and follow instructions. Be sure the Power Point slide presentation will work with the computer and projector that will be used in class. No videos are included in the Renewal Course presentation.
- Study materials in the Renewal lesson plan as well as the appendices and resources in the NCPS Certification Program manual.
- **BE CERTAIN TO HAVE YOUR CURRENT (April 2007 R0108) NCPS CERTIFICATION INSTRUCTOR MANUAL ON HAND DURING THE RENEWAL CLASS**

Secure Adequate Equipment

Have sufficient child restraints, equipment, vehicles, and Instruction/Owner manuals on hand for the class:

- Provide new child restraints for possible demonstration during lecture
- Provide new and old child restraints for the skills testing portion of the course—refer to Appendix C: Course Checklist, Suggestions for Skills Testing Equipment.
- Arrange for a variety of vehicles to be on hand for the skills testing portion of the course—ask all registered students to bring vehicles rather than carpooling since a variety of vehicles of sufficient number are needed for skills testing. NOTE: The “CPS Training Course Participant Vehicle Information” and “Student Vehicle Occupant Restraint Systems Details” forms used by instructors to collect information about the restraint systems in the students’ vehicles for CPS Certification Courses are also included on the Renewal Course Instructor CD.
- Be sure to have vehicle and child restraint instruction/owner manuals available
- Be sure to have sufficient supplies of locking/shortening clips, pool noodles, and other equipment needed for skills testing
- The installation of the CR for Scenario 4 **must** use LATCH. **Instructors need to be sure that at least one vehicle equipped with LATCH is available and that there are a variety of LATCH equipped child restraints for the students to choose from. THIS COURSE CAN NOT BE TAUGHT WITHOUT LATCH EQUIPPED VEHICLES AND CHILD RESTRAINTS AVAILABLE.**

Guidelines for Teaching

- This curriculum provides all of the teaching materials needed to convey the information to students.
- Cover everything in the lesson plan, but do not add to the content unless necessary for further explanation. **Remember that this is NOT an update/refreshers class. This is a renewal course meant for expired CPS technicians who have maintained their child passenger safety knowledge and their hands-on skills. It is expected that students attempting to renew their certifications have stayed involved in CPS programs and activities, have kept up with changes in the field by reading technical updates, attending other CPS classes, and working with non-expired technicians to keep their installation skills current, but who—for one reason or another—allowed their certifications to expire**
- Refer to “Presentation Guide and Instructor Notes” on page 9 for additional guidelines.

Supplemental Materials

The provided materials should be used in their original form and may not be changed by instructors without the express written consent of the National Highway Traffic Safety Administration.

There may be limited occasions when **approved** supplemental information may be used, such as providing state or local passenger safety resources, data or legislative updates. If you feel the need to provide supplemental materials then the items: must be clearly identified as supplemental; must reflect up-to-date factual information; and must not conflict with any course information. In addition, students must be informed that they will not be tested on the supplemental information.

It is suggested that you use supplemental materials as the foundation of post-class update courses. This will keep you in touch with your students and enable you to enhance their skills and knowledge after they have completed their renewal course.

Renewal Course Agendas

AGENDA GUIDELINES

The intent of the CPS Certification Renewal course is to provide an opportunity for expired technicians to renew their certifications without having to retake the entire course, preferably in one day or less. **Classes must be registered online with the Safe Kids CPS Certification system for at least 8 hours of class time listed (such as 8:00 am to 4:00 pm)**, but Lead Instructors have the discretion to design the agenda to fit the needs of the course as long as:

1. All information in the Lecture/Presentation is covered (recommended time limit of 2 hours, including review of the state’s occupant restraint laws and CPS program and resources);
2. All skills tests are completed by all students (recommended time limit of 2 hours); and
3. The written test is completed by all students who passed the skills test (time limit of 2 hours).

Lead Instructors have limited discretion to extend the time limit for completing the written test. Barring possible accommodations for learning/reading disabilities (refer to “Reasonable Accommodations” on page 8), any expired technician who meets the criteria for the intended audience for this course should be able to complete a 50 question — mostly multiple choice — test in 2 hours or less.

Lead Instructors have the discretion to extend the amount of time needed for the skills test if more time is needed to accommodate a large number of students and/or a limited number of vehicles available for testing.

Lead Instructors also have the discretion to set an agenda that spans more than one day— **as long as the Lead Instructor and the students are the same for the duration of the schedule** (other than students who fail a test or otherwise drop out of the class). For instance, a class could start with the lecture/presentation at 1:00, then conduct the skills tests from 3:00–5:00, break for the night, and have the students who pass the skills test return in the morning for the written test. The fact that this would give the students time to study for the written test is not a major issue and could be a benefit if it causes the students to really read and study the curriculum.

SAMPLE AGENDAS

(Also available on Instructor CD as a MS Word Document)

Sample 1

TIME	ACTIVITY
8:00 am – 8:30 am	Sign-in and Welcome
8:30 am – 10:30 am	Lecture
10:30 am – 10:45 am	Break
10:45 am – 12:45 pm	Skills Testing
12:45 am – 1:45 pm	Lunch
1:45 pm – 4:00 pm	Written Test

Sample 2

TIME	ACTIVITY
9:30 am – 10:00 am	Sign-in and Welcome
10:00 am – 12:00 pm	Lecture
12:00 pm – 12:45 pm	Lunch (provided on-site so vehicles will not need to be moved)
12:45 am – 2:45 pm	Skills Testing
2:45 am – 3:00 pm	Break
3:00 pm – 5:00 pm	Written Test

Sample 3

TIME	ACTIVITY
<u>Day 1</u>	
12:30 pm – 1:00 pm	Sign-in and Welcome
1:00 pm – 3:00 pm	Lecture
3:00 pm – 5:00 pm	Skills Testing
<u>Day 2</u>	
9:00 am – 11:00 am	Written Test

Assessments

UNDERSTANDING THE ASSESSMENTS

- The written tests do not involve computerized scoring.
- The assessment includes several skill-tests and an open book test
- There are two sections of hands-on skills tests
 - There are 4 “select and install” scenarios and 3 “misuse identification” scenarios
 - Students must pass both sections of the skills tests
 - They have 2 attempts to pass each individual skills evaluation
- There is one written test
 - The test is timed and open book—Be sure to stress to the students interested in the course that they will have to have a good grasp on the content. The written test is open book, but it is not easy and students should not count on being able to find the answers in their manual if they are unfamiliar with it. Students can read the student manual online (or download it) prior to the class on the cpsboard.org Web site (http://www.cpsboard.org/techmanual_downloads.htm).
 - Students must get a total of at least 42 out of the 50 questions correct (84%) to pass the course.
- Students who pass the skills test and the written test will be re-certified as technicians.
- Previously certified instructors who recertify through the renewal course will be recertified as technicians and must repeat the instructor candidacy process in order to regain certification as an instructor.
- Should a student not pass the hands-on skills test or written test:
 - The student will have to retake the Renewal Course or the Certification Course
 - There are no test retakes
 - There is no limit to the number of times the candidate may retake the renewal course
- At the end of the class, the Lead Instructor should log into the CPS online system and enter hands-on and written grades for the class
 - Enter grades for all technician candidates on the course roster or mark them as “absent.”
 - All technician candidates with passing hands-on and written grades will be certified and the course will be finalized.
 - In addition to this immediate processing, the Lead Instructor will be able to print out and provide wallet cards for the renewed technicians (if desired and if a computer with internet access and a printer are available).
 - Students can receive their new technician numbers by logging into their online profiles or from their wallet cards (if printed by the Lead Instructor).

GENERAL GUIDELINES FOR ASSESSMENTS

- Do not provide answers in any form or allow a student to change their answers once submitted
- Do not share the written test or skills tests in any form with non-students
- Do not alter any written tests or hands-on skills tests
- Do help students become familiar with their workbook—remind them that they will use it regularly during and after the class
- **It will be very important for a smooth running agenda to have one or more additional instructors, and possibly an experienced “well seasoned” certified technician, set up the skills test scenarios during the lecture time** (refer to sample agendas on page 6).
- It is recommended that the skills tests be given prior to the written test. If a student takes the written test first and does not pass, they may choose to leave the class and will likely take away a vehicle that instructors were planning to use during the skills test. The sequence of the skills and written tests is optional, but plan accordingly to be sure enough vehicles are available for the skills tests.
- Refer to “Renewal Course Skills Test—Instructor Guide and Instructions” and “Written Test Administration Instructions” for detailed assessment guidelines and instructions.

REASONABLE ACCOMMODATIONS

The following guidelines are intended to assist in meeting the Americans with Disabilities Act and apply to the recertification course:

- Clearly indicate the vigorous physical requirements of this training program when providing a course description to participants. Potential participants should be told to contact the host agency or administrator if they have any doubts about their ability to fulfill course requirements. Recertification is dependent upon satisfactory completion of all course components.
- Instructors should ask at the beginning of class if anyone has any special needs with regard to meeting the requirements for completion of the Renewal Course. **Participants should be asked to respond to an instructor during break time instead of asking for a show of hands.**
- For those participants who have difficulty with reading, the written test may be given orally. If possible, this should be determined prior to the time that the written test is given so that reasonable accommodations can be made. During an oral test, the instructor should read the question exactly as written and with a consistent tone of voice. During a written or oral test, a term not related to technical content (such as “enhanced”) may be defined to help the participant understand the question, but not in a way that would indicate the correct answer.
- If individuals are physically unable to install a child restraint (due to size, disability, or illness) they should be permitted to verbally guide an instructor in correctly installing the CR. Verbal instructions should be clear, concise, and include an explanation for decision(s) and/or action(s). This procedure should not indicate inadequacy of the technician’s skills as they should always have the parent or caregiver present when checking child restraints and the parent or caregiver should always be the last one to install or make any changes to the seat.

Presentation / Lecture

Presentation Guide and Instructor Notes

The following lecture and presentation is the information to be provided to the Renewal course students before they take the skills and written tests. The lecture is limited to a discussion of what is new and what is different with the 2007 revised curriculum and a very brief technical update with focus on major trends that are occurring in the field of child passenger safety. Note that there is a place at the beginning of the presentation where instructors are directed to review their 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.

There is no “student manual” for the Certification Renewal course. Instead, students all receive a copy of the April 2007 (R01/08) Student Manual—and is theirs to keep even if they do not pass the Renewal course. Instructors/Administrators should print or make copies of the “Child Passenger Safety Training Program Certification Renewal Course—Participant Handout” found on page 45 and on the Instructor CD. This handout is a summary of the information covered in the presentation.

References to the pages in the Student Manual where the information being discussed in the presentation are provided for many of the topics covered in the presentation. The instructor(s) covering that topic should refer students to that location in their manuals to help them become familiar with the location of the different subjects in the Student Manual.

Instructors should cover everything in the lesson plan, but not add to the content unless necessary for further explanation. Remember that this is NOT an update/refresher class. This is a renewal course meant for expired CPS technicians who have maintained their child passenger safety knowledge and their hands-on skills. Resist the urge to go into great detail about any of the topics in the presentation. Also resist the urge to talk about “the way we used to teach this was...” unless genuinely needed for clarification of questions or to identify terms they may not be used to but that newly certified technicians may be using (such as “belts that do not pre-crash lock”). As with the current certification curriculum, expanding on the content will only serve to throw the schedule off track. Furthermore, teaching new material, or reteaching other material, is not the purpose of the Certification Renewal course.

Renewal Course Presentation/Lecture

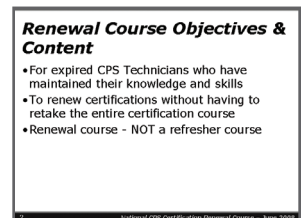


Slide 1

Certification Renewal Course Objectives, & Content

INTENDED AUDIENCE FOR THIS CPS CERTIFICATION RENEWAL COURSE:

- CPS technicians with expired certifications who have maintained their child passenger safety knowledge and their hands-on skills



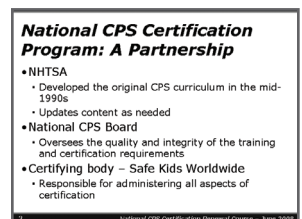
Slide 2

THIS IS A RENEWAL COURSE, NOT A REFRESHER COURSE.

- It is expected that students attempting to renew their certifications have:
 - Stayed involved in CPS programs and activities,
 - Kept up with changes in the field by
 - Reading technical updates,
 - Attending other CPS classes, and
 - Working with currently certified technicians to keep their installation skills current,
 - But—for one reason or another—allowed their certifications to expire.
- The certification Renewal Course provides an opportunity to renew certification without having to retake the entire certification course

NATIONAL CPS CERTIFICATION PROGRAM: A PARTNERSHIP

- Remind students that the certification program is a partnership between the National Highway Traffic Safety Administration, the National CPS Board, and the certifying body—Safe Kids Worldwide
- NHTSA
 - Developed the original curriculum in the mid-1990s
 - Updates content as needed
- National CPS Board
 - Oversees the quality and integrity of the training and certification requirements



Slide 3

- Safe Kids Worldwide
 - Certifying body
 - Responsible for administering all aspects of certification

Course Content

- Presentation/Lecture
 - What is new and what is different with 2007 curriculum
 - Brief technical update and look at major trends
- Skills test
 - 4 "Select and Install" scenarios
 - 3 "Misuse" scenarios
 - 2 attempts on each of the 7 scenarios are allowed
- Written test
 - 50 questions - Most are multiple choice
 - Open book
 - Graded on-site by instructors
 - 84% is passing (can miss 8 questions)

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Course Content

There are three main parts to this Certification Renewal Course:

- **Presentation/Lecture:**

- Limited to:
 - Review of state occupant restraint laws and state/local CPS resources
 - Discussion of what is new and what is different with the 2007 revised curriculum
 - Includes a brief CPS technical update with focus on major trends

- **Technical skills test:**

- 4 "Select and Install" scenarios and
- 3 "Misuse" scenarios
- Students are allowed 2 attempts on each of the 7 scenarios

- **Written test:**

Contains questions based on information any technician who meets the course criteria should know

- 50 questions—most are multiple choice
- "Open book"—Based on the April 2007 R0108 Student workbook provided with registration for this course
- Graded on-site by certified instructors
- Students can miss up to 8 questions (84%) and still pass the written test

Course Objective

- Expired Technicians who successfully complete this course will have met the requirements to be recertified as CPS Technicians
- Students who do not pass
 - May take the Renewal course again or
 - Can retake the Certification course

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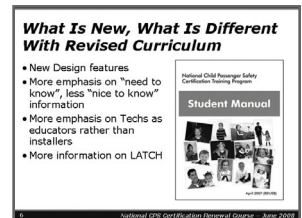
- Students who successfully complete this course will have met the requirements to be recertified as a CPS technician.
- Students who do not successfully complete this course may
 - Take the Renewal course again or
 - Retake the Certification course—**RECOMMEND THIS OPTION FOR THOSE WHO DO NOT PASS THE RENEWAL COURSE**

Review of State Occupant Restraint Laws and State/Local CPS Resources

Insert relevant State-specific slides and/or review State-specific handouts and material here if not covered elsewhere in the agenda.

What Is New And What Is Different With The Revised Curriculum

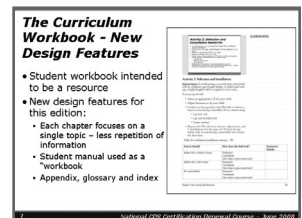
- More emphasis on need to know vs. nice to know
- More emphasis on education vs. installation
- More information on LATCH



Slide 6

THE CURRICULUM WORKBOOK — NEW DESIGN FEATURES

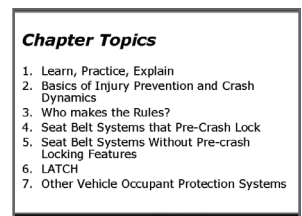
- Student workbook intended to be used as a resource during and after the course.
- New design features for this edition:
 - Based on NHTSA's "4 Steps For Kids"
 - Includes an appendix, glossary and index.
 - Each chapter focuses on a single topic
- Reduced duplication of information
- Makes information easier to find



Slide 7

CHAPTER TOPICS ARE AS FOLLOW:

- Chapter 1 — Learn, Practice, Explain
- Chapter 2 — Basics of Injury Prevention and Crash Dynamics
- Chapter 3 — Who makes the Rules?
- Chapter 4 — Seat Belt Systems that Pre-Crash Lock
- Chapter 5 — Seat belt systems without Pre-Crash locking features
- Chapter 6 — LATCH
- Chapter 7 — Other Vehicle Occupant Protection Systems



Slide 8

Chapter Topics

- 8. Introduction to Child Restraints
- 9. Rear Facing Child Restraints
- 10. Children in Forward Facing Child Restraints
- 11. Children in Booster Seats
- 12. Kids in Seat Belts
- 13. CPS in Other Vehicles
- 14. Communication and Location in the Vehicle

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- Chapter 8—Introduction to Child Restraints
- Chapter 9—Rear-Facing Child Restraints
- Chapter 10—Children in Forward-Facing Child Restraints
- Chapter 11—Children in Booster Seats
- Chapter 12—Kids in Seat Belts
- Chapter 13—CPS in Other Vehicles
- Chapter 14—Communication and Location in the Vehicle

What Is Different - Philosophy

- “Need to know” emphasized in chapter text
- “Nice to know” in appendices and resources
- Learn, Practice, Explain
- Focus on technicians as educators, not installers

Learn
↓
Practice
↓
Explain

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WHAT IS DIFFERENT — PHILOSOPHY

Emphasis is on “Need To Know” Information

- This revision concentrates on providing CPS technicians with information and skills needed “curbside” to teach a parent/caregiver correct use of child restraints and seat belts
- “Nice to know” information is included in appendix and/or references to different resources

Emphasis on Learn, Practice, Explain

Refer students to Certification Student Manual, Chapter 1, Page 4

A paradigm shift for the revised curriculum is the emphasis on “Learn, Practice, Explain” in which the students:

- Learn the facts/skills/information
- Practice the new skills/information
- Explain what they have learned to parents/caregivers

Emphasis on Technicians as EDUCATORS, not “installers”

- More emphasis and focus on technicians providing education rather than providing an installation service
- Technicians must empower parents to do it themselves
- Ask participants to think about the question “Are You an “Educator” or an “Installer?” As an Educator, you must:
 - Show the parent(s) how to correct installation errors and let them re-install the seat on their own
 - Check for recalls

- Provide educational materials
- Have other necessary materials on hand for each appointment

- **STRESS TO STUDENTS:**

- Ultimately, parents/caregivers are responsible for their children’s safety
- Technician must provide pertinent information, then
 - The parent/caregiver has the final decision and final responsibility
 - The parent/caregiver should always be the last one to install the child restraint and secure the child
- All actions should be documented—**especially** if advice is not followed

WHAT IS DIFFERENT — TERMINOLOGY AND CONTENT

Different Terminology

- “Seat belt” preferred over ”safety belt”
- “Non-regulated” product has replaced “aftermarket”
- New terms for way belt systems are taught

“Belts that pre-crash lock” and “belts that don’t pre-crash lock“

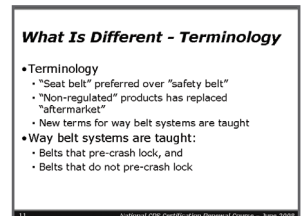
Refer students to Student Manual, Chapters 4 and 5

- The way in which the seat belt systems are taught is much different.
- New technicians may discuss the belts in a way that “old-timers” are not used to including:

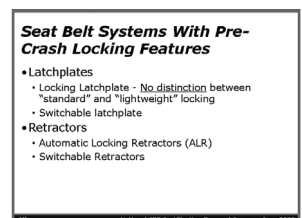
Seat Belt Systems With Pre-Crash Locking Features

Refer students to Student Manual, Chapter 4: pages 41–52

- Explains connection between pre-crash locking seat belt systems and CR installation
- Discusses types of pre-crash locking seat belt systems including:
 - Latchplates
 - Locking Latchplate



Slide 11



Slide 12

- No distinction made between “standard” and “lightweight” locking latchplates
- Some locking latchplates have a bar; others have a sliding or rotating piece made out of either metal or plastic.
- Switchable latchplate
- Retractors
- Automatic Locking Retractors (ALR)
- Switchable Retractors

Seat Belt Systems Without Pre-Crash Locking Features

- Latchplates
 - Sliding latchplate
 - Sewn-on latchplate
- Retractors
 - Emergency Locking Retractor (ELR)
- When neither latchplate nor retractor locks, use one of four approved additional steps:
 - Locking clip/lockoff
 - Belt shortening clip
 - Flip latchplate
 - Twist buckle stalk

Slide 13

Seat Belt Systems Without Pre-Crash Locking Features

Refer students to Student Manual, Chapter 5: pages 58–76

- Explains seat belts that do not provide that pre-crash locking feature:
 - Latchplates
 - Sliding latchplate
 - Sewn-on latchplate
 - Retractors
 - Emergency Locking Retractor (ELR)
- When neither the latchplate nor the retractor stays pre-crash locked, use one of the four approved additional steps to install a CR:
 - Locking clip/lockoff
 - Belt shortening clip
 - Flip latchplate
 - Twist buckle stalk

Other Content

- More LATCH information - LATCH is much more prevalent now than in 2004
- “Choosing and using” chapters based on NHTSA’s 4 Steps for Kids
- Each “4 Steps” chapter consists of four main areas for discussion:
 - Selection - Right CR for the child
 - Direction - Face the right way
 - Location - In the right spot in the vehicle
 - Installation - Secure CR to the vehicle with the child secured in the CR

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Other Content

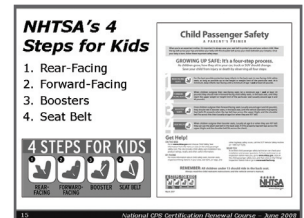
Refer students to Student Manual, Chapter 6: pages 80–88

- More LATCH information is included
 - Lower Anchors and Tethers for Children (LATCH)—still relatively new at the time of the 2004 curriculum
 - Most passenger vehicles made after 2002 have at least three top tethers and two lower anchor sets
 - More LATCH information, including tethers without lower attachments, is included in 2007 curriculum

- “Choosing and Using” chapters are based on NHTSA’s 4 Steps for Kids [NOTE: the 4 Steps will be covered in more detail below]
 - Discussion for each step consists of four main issues
 - Selection—Use the correct restraint
 - Direction—Face the right way
 - Location—Install in the right spot in the vehicle
 - Installation
 - Secure CR to the vehicle in the right way
 - Secure the child correctly in the CR

“Choosing and Using” Sections of the Curriculum are based on NHTSA’s 4 Steps for Kids

Refer students to Student Manual, Chapters 8–12, pages 106–191



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Growing up safe is a four-step process.

- Step 1: Rear-facing seats
 - As long as possible up to the height or weight limit of the particular seat
 - At a minimum rear-facing until age 1 and at least 20 pounds
 - In the back seat
- Step 2: Forward-facing seats
 - When rear-facing seat is outgrown (minimum age 1 and at least 20 pounds)
 - Until reaching the upper weight or height limit of the particular seat
 - Should be in the back seat
- Step 3: Boosters
 - When forward-facing harness is outgrown (usually around age 4 and 40 pounds)
 - In the back seat
 - Until the vehicle seat belts fit properly
 - Lap belt lays across the upper thighs
 - Shoulder belt fits across the chest
 - Usually at age 8 or when they are 4’9” tall
- Step 4: Seat belts
 - when both lap and shoulder belts fit properly
 - Should be in the back seat

Technical Update and Major Trends - Topics

- Who Makes the Rules
- LATCH
- Airbags
- Step 1. Rear-facing
- Step 2. Forward-facing
- Step 3. Booster Seat
- Step 4. Seat Belt

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Technical Update and Major Trends—Topics

- Who Makes the Rules
- LATCH
- Airbags
- Step 1. Rear-facing
- Step 2. Forward-facing
- Step 3. Booster Seat
- Step 4. Seat Belt

Who Makes the Rules - NHTSA

- FMVSS 213 as of August 2005:
- Performance standards for child restraint systems up to 65 lbs.
 - New test requirements including:
 - A bench seat cushion that is more sloped
 - A more reclined bench seat back
 - Test speeds closer to 30 mph

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WHO MAKES THE RULES — NHTSA

Refer students to Student Manual, Chapter 3: pages 31–39

Standard 213

- Last changes to FMVSS 213 were as of August 1, 2005:
- Performance standards for child restraints up to 65 lbs.
- New test requirements including:
 - A bench seat with a more sloped lower cushion (15 degrees rather than 8 degrees)
 - More reclined seat back (now 20 degrees)
 - Minor changes to crash pulse—test speeds closer to 30 mph

Who Makes the Rules - NHTSA

- New dummies
 - 12-month old, 22 lb. CRABI
 - 3-year old, 34 lb. Hybrid III
 - 6-year old, 52 lb. Hybrid III



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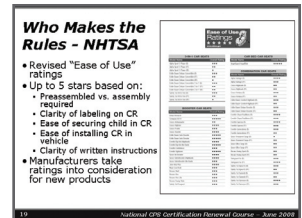
New crash test dummies used

- The 12-month old, 22 pound CRABI (Child Restraint AirBag Interaction) dummy
- The 3-year old, 34 pound Hybrid III dummy
- The 6-year old, 52 pound Hybrid III dummy

(Refer students to Appendix page 235 of Student Manual for more details).

NHTSA Ease of Use Ratings

- “Ease of Use Ratings” revised in 2008
- Five star ratings are awarded based on multiple categories:
 - Clarity of labeling on CR
 - Ease of securing child in CR
 - Ease of installing CR in vehicle
 - Clarity of written instructions
- Ratings do not measure how effective a child seat is in protecting a child in the event of a crash

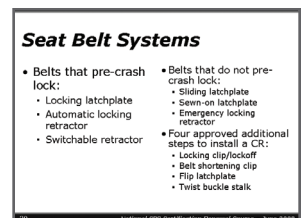


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SEAT BELT SYSTEMS

MENTION TO STUDENTS:

- As previously discussed, the different belt systems and the way they are used to install child restraints is taught differently in the revised curriculum
- They may hear newer technicians using terms they are not familiar with



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Belts that pre-crash lock include:

- Locking latchplate (note that there is no distinction between “standard” and “lightweight locking” latchplates — they all lock.)
- Automatic locking retractor
- Switchable retractor

Belts that do not pre-crash lock include:

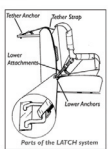
- Sliding latchplate
- Sewn-on latchplate
- Emergency locking retractor

Four approved additional steps to install a CR:

- Locking clip/lockoff
- Belt shortening clip
- Flip latchplate
- Twist buckle stalk

LATCH Definitions

- **Tether Anchor:** Vehicle hardware the CR's tether strap hooks to. May be factory installed or retrofitted
- **Tether Strap:** Strap of webbing on the CR that attaches to the tether anchor



Courtesy: "The LATCH Manual 2007" Safe Kids News Publications
National CR Certification Renewal Course - June 2008

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LATCH

Refer students to Student Manual, Chapter 6: pages 80–88

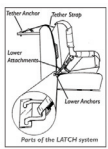
LATCH Definitions

It is important that we all use the same terms for the parts of the LATCH System:

- **Tether Anchor:**
 - Hardware in the vehicle that the child restraint's (CR's) top tether strap hooks to.
 - May be manufacturer installed original equipment or retrofitted
 - Regulated by **FMVSS 225**
- **Tether Strap:**
 - Strap of webbing attached to the rear of the CR
 - Connects to the tether anchor
 - Regulated by **FMVSS 213**

LATCH Definitions

- **Lower Anchor:** Horizontal bar in or near the vehicle seat bight that provides a secure anchor for the CR's lower attachments
- **Lower Attachment:** Rigid metal or flexible webbing that connects the CR to the lower anchor in the vehicle



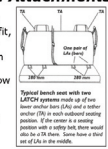
Courtesy: "The LATCH Manual 2007" Safe Kids News Publications
National CR Certification Renewal Course - June 2008

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- **Lower Anchors:**
 - Horizontal bar in or near the vehicle seat bight
 - Provides a secure anchor for the CR's lower attachments
 - Regulated by **FMVSS 225**
- **Lower Attachment:**
 - Rigid metal or flexible webbing
 - Connects the CR to the lower anchor in the vehicle
 - Regulated by **FMVSS 213**

Lower Anchors And Attachments

- Sometimes lower anchors and attachments provide a better fit, sometimes the seat belt does
- Cannot use inner anchors from side positions unless both CR and vehicle manufacturers allow
- Only one CR attachment per lower anchor
- Main emphasis: Follow the CR and vehicle manufacturer instructions



Courtesy: "The LATCH Manual 2007" Safe Kids News Publications
National CR Certification Renewal Course - June 2008

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Lower Anchors And Attachments

Message to parents

- Sometimes lower attachments provides a better fit, sometimes the seat belt may work better
- Parents can always use the seat belt if they have concerns about the lower attachments and anchors

Reminders:

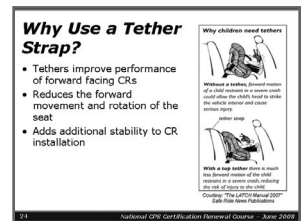
- A symbol will identify the LATCH locations if lower or tether anchor is hidden behind fabric or a cover in the vehicle
- It is not permitted to hook more than one CR lower attachment to a lower anchor
- Using center seating position with LATCH
 - OK as long as vehicle manufacturer designates position for LATCH use —but this is not common
 - DO NOT use the inner lower anchors from both side seating positions **unless both** the CR manufacturer and vehicle manufacturer give approval in their manuals.

Why Use a Tether Strap?

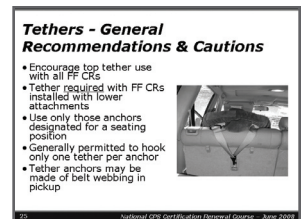
- A tether can reduce the distance a child's head moves forward in a crash by 4–6 inches
- Reduced movement lessens the risk of head injuries, especially in vehicles with small back seats
- Technicians should always encourage top tether use with forward-facing car seats
- Only use the tether anchor designated for the seating position used
- Except for some pickup trucks, only one top tether hook per top tether anchor is allowed
- In pickup trucks, tether anchors may be made of seat belt webbing, not steel

LATCH Weight limits

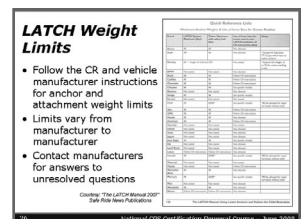
- Some CRs with higher weight limits or special-needs products like vests require stronger hardware than that supplied in a specific vehicle
- Always follow the CR and vehicle manufacturer instructions, including weight limits, for lower anchors and top tether anchors.
- Limits can vary from manufacturer to manufacturer
- Need to refer parents to CR and vehicle manufacturers for answers to unresolved questions



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REMIND STUDENTS: There is a nationally recognized LATCH Manual that is a good technician resource. Refer students to the Safe Ride News web site (<http://www.saferidenews.com>) for more information.

Rear Facing Tethering

- NEVER tether rear-facing CR unless allowed by CR manufacturer
- Most rear facing CRs cannot be tethered



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Rear-Facing Tethering

- NEVER tether a CR rear-facing unless allowed by CR manufacturer
- Tethering a RF CR when not allowed may negatively affect its crash performance.
- Most rear-facing CRs cannot be tethered.

Airbag Reminders

- Children under 13 in a back seat - almost always safer than in the front
- Rear-facing infants must never ride in front of an active air bag



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Air bags

Refer students to Student Manual, Chapter 7: pages 91–101

As a reminder:

- All children under 13 should ride in a back seat — children are almost always safer in the back seat
- Rear-facing infants must never ride in front of an active passenger air bag.

Air Bag Active Suppression: On-Off Switches

- Built in on-off switch in vehicles with no rear seat
- On-off switches may be installed with written permission from the NHTSA if:
 - An infant must be transported in the front seat
 - Children <13 must be transported in the front seat.
 - Drivers cannot move seat at least 10 inches from the air bag
 - Driver has medical condition needing deactivation



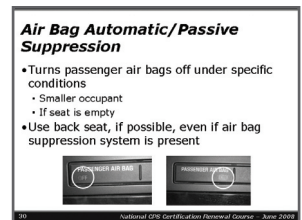
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Air Bag Active Suppression: On-Off Switches

- Some air bags can be shut off by the owner with a built in on-off switch
- May be in vehicles with no rear seat
- Check owner's manual
- Air bag on-off switches can be installed with written permission from the NHTSA if:
 - A rear-facing infant must be transported in the front seat.
 - Children under 13 must be transported in the front seat.
 - Drivers cannot change their driving position (10 inches from the air bag).
 - There is an existing medical condition that would warrant deactivation.

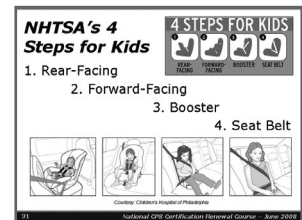
Air Bag Automatic/Passive Suppression

- Available in the front passenger seat of some vehicles
- Turns front and/or side air bag off under specific conditions:
 - If a smaller occupant is present in the seat
 - If the seat is empty
- Check the vehicle owner's manual
- Recommendation: Always use the back seat, if possible, even if there is an air bag suppression system in the vehicle.



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The following will be a quick overview of selection, direction, location, and installation associated with the 4 Steps for Kids.

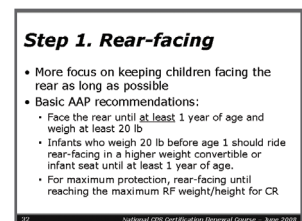


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STEP 1. REAR-FACING

Refer students to Student Manual, Chapter 9: pages 121–150

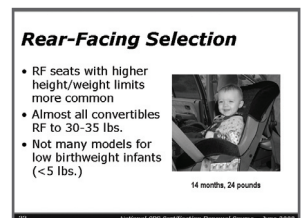
- More of a focus on keeping children facing the rear as long as possible.
- Basic recommendations of the American Academy of Pediatrics
 - Face the rear until **at least** 1 year of age and weigh at least 20 lb
 - Infants who weigh 20 lb before age 1 should ride rear-facing in a higher weight convertible or infant seat until at least 1 year of age
 - For maximum protection, keep the child rear-facing until reaching the maximum RF weight or height limit for the higher weight CR
- For complete AAP recommendations, refer to the Appendix “Selecting and Using the Most Appropriate Car Safety Seats for Growing Children” (page 273 of Student Manual)



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Rear-facing Selection

- RF-only and convertible models with higher height and weight limits are becoming more common
- Almost all convertibles have RF upper weight limits of at least 30 pounds—many to 35 pounds



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- Higher harness slots (for taller children) are also more common.
- Not many models are available for use with low birth weight infants—most have a 5 pound lower limit for facing the rear
- Many RF-only models have built-in lock-offs



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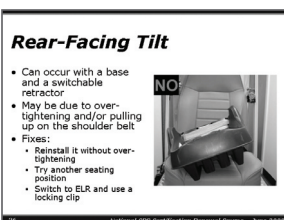
Rear-facing Installation

- Reminder: Never place a rear-facing child restraint in front of an active front air bag.
- Recline angle:
 - Many references are made to the 45 degree recline angle—but 45 degrees is not necessarily correct for any specific model
 - Must use the recline angle, or range of angles, provided in the CR manufacturer’s instructions.
 - Recline angles range from 30 to 45 degrees from vertical
- Recline angle indicators
 - Are a part of the CR
 - Should be used as indicated by the manufacturer
 - Vehicle must be on a level surface for most indicators to function correctly



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- Adjustment foot:
 - Many RF CRs have an adjustable base (foot) used to install the CR at the correct recline angle
 - Rule of thumb: Use either the adjustable base (foot) or noodle/towel—but not both
- For CRs without adjustable base (or if not using adjustment mechanism)
 - Use firm lightweight object(s) e.g., tightly rolled towel or pool noodle, at the vehicle seat crack or bight
 - Use as few as possible



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Rear-facing Tilt

- May happen with RF CR with a base and a switchable retractor
- Tension in the shoulder belt portion may lift the CR base off the cushion on one side
- May be due to over-tightening by pulling up on the shoulder belt too hard

- Solution:
 - Reinstall the CR without over-tightening or pulling up on the shoulder belt, or
 - Try another seating position, or
 - Switch to ELR and use a locking clip

STEP 2. FORWARD-FACING

Refer students to Student Manual, Chapter 10: pages 152–173

Forward-facing Selection

- When to use a forward-facing seat?
 - **Minimum** turn-around time: Do not turn facing front until at least 1 year old **and** at least 20 pounds
 - Best practice for switching to a booster: Remain in a forward-facing CR with a full harness until child reaches top weight or height
- More models of CRs with harnesses that can be used beyond 40 pounds becoming available.

STRESS THE FOLLOWING RECOMMENDATIONS FOR THE USE OF HIGHER WEIGHT HARNESSSES

- Reasons to recommend the use of higher weight harnesses include:
 - Young children over 40 lbs who are behaviorally “challenging” such that the use of a booster is not recommended—such as a 2 year old who weighs more than 40 pounds
 - Children who would otherwise be restrained by a lap-only seat belt
- Refer to the examples of higher weight harness CRs on the slide:
 - Evenflo Triumph Advance—Convertible
 - Rear-facing 5 to 35 lbs
 - Forward-facing harnessed 20 to 50 lbs.
 - Graco Nautilus—Forward-facing only
 - Forward-facing harnessed 20 to 65 lbs.
 - High back booster 30 to 100 lbs
 - Backless booster 40 to 100 lbs.

Step 2. Forward-Facing: Selection

- When to use?
 - Minimum 1 year old and 20 lbs.
 - Until child reaches max weight or height allowed
- More models with harnesses beyond 40 pounds

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Step 2. Forward-Facing: Selection

- Higher weight harness restraints recommended for:
 - Heavier than 40 lbs but behaviorally “challenging” children (e.g., 40+ lb. 2 year old)
 - If other option is restrained by lap-only seat belt



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- Safety 1st Apex 65 harness to 65 lbs. — Forward-facing only
 - Forward-facing harnessed 22 to 65 lbs
 - Booster 40 to 100 lbs
- Britax Frontier — Forward-facing only
 - Harnessed 2 years & 25 lbs. to 80 lbs.
 - Booster approximately 40 to 100 lbs.

Step 2. Forward-Facing: Installation

- Recline angle
 - Many CRs recommend upright position when forward facing
 - Some are allowed to be semi-reclined as well as fully upright
- Use tether when possible

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Forward-facing Installation

- Instructions for many CRs recommend upright position when forward-facing
- Some manufacturers allow a forward-facing, semi-reclined position as well as fully upright
- If allowed, consider semi-reclined position if
 - The child has special needs
 - The installation is not tight enough when the CR is upright
- Always use a tether when possible

Step 3. Boosters: Selection

- Boosters are twice as effective than belts alone
- Use high-back models with:
 - Low vehicle seat backs, and
 - No head restraints



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STEP 3. BOOSTERS

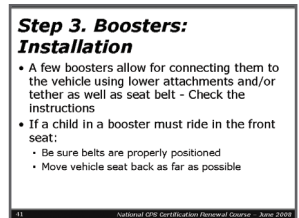
Refer students to Student Manual, Chapter 11: pages 178–183

Booster Selection

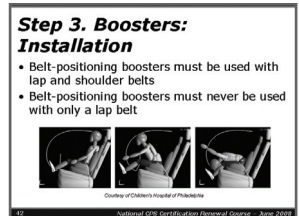
- Important middle step between a restraint with harness and lap and shoulder belt
- Children’s Hospital of Philadelphia (CHOP) conducted a study entitled “Belt-Positioning Booster Seats and Reduction of Injury Risk Among Children in Vehicle Crashes” (Durbin, D.R., Elliott, M., et al. JAMA, June 4, 2003). This study found that belt-positioning booster seats are 59 percent more effective in reducing risk of injury when compared with seat belts alone.
- Maximum weights for boosters = 80–100+ pounds
- Use high-back boosters when vehicle seat backs are low and do not have head restraints

Booster Installation

- A few boosters allow for connecting it to the vehicle using lower attachments and/or tether as well as seat belt
- Can help to keep the booster safely in place when a child is not secured in it
- If a child in a booster seat must ride in the front seat:
 - Child must be correctly restrained in a booster seat using the vehicle's lap and shoulder belt
 - Vehicle seat must be moved back as far as possible from the dashboard
- Belt-positioning boosters should not be used with only a lap belt
- Excessive head excursion and jackknifing over the lap belt occurs when just a lap belt is used
- Follow manufacturers instructions



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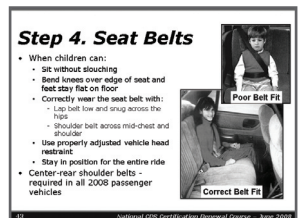
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STEP 4. SEAT BELTS

Refer students to Student Manual, Chapter 12: pages 186–191

Seat belts can be used when children can:

- Sit with their back and hips against the vehicle seat back and sit without slouching
- Bend their knees easily over the front edge of the seat and feet stay flat on the floor
- Correctly wear the seat belt:
 - Lap belt low and snug across the hips
 - Shoulder belt across mid-chest and shoulder
- Use a properly adjusted vehicle head restraint
- Stay in position for the entire ride



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Center-rear shoulder belts — required in all passenger vehicles manufactured after September 1, 2007 (Model Year 2008)

As A Final Reminder...

- Attention to Non-Traffic Car Injuries
- Reducing Liability
- Re-certification Overview
- Role of the CPS Technician

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As a final reminder...

The remainder of the presentation will consist of a few final reminders related to

- Attention to Non-Traffic Car Injuries
- Reducing Liability
- Re-certification Overview
- Role of the CPS Technician

Attention to Non-Traffic Car Injuries

- Be prepared to share other "in and around cars" safety information other than child restraints and seat belts
- Issues needing attention include
 - Vehicle back-overs
 - Being locked in a trunk
 - Children being caught in power windows
 - Unattended children and heat related injuries and death

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ATTENTION TO NON-TRAFFIC CAR INJURIES

Refer students to Student Manual, Chapter 2, page 15

- CPS Technicians need to be prepared to share other safety information to make sure children are safe in, under and around vehicles—even when not “child passengers”
- Issues needing on-going education, supervision and attention include
 - Vehicle back-overs
 - Being locked in a trunk
 - Children being caught in power windows
 - Unattended children and heat related injuries and death

Reducing Liability

- Seek knowledge & take training **SERIOUSLY**
- Stay current
- **DOCUMENT** (training & activities)
- Provide **ONLY** current & up-to-date information
- Say “I don’t know” if necessary
- Always follow manufacturers’ instructions

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REDUCING LIABILITY

Refer students to Student Manual, Chapter 1, pages 10–11

- Seek knowledge & take training **SERIOUSLY**
- Stay current
- **DOCUMENT** (training & activities) by using a checklist or other appropriate form
- Provide **ONLY** current & up-to-date information
- Say “I don’t know” if necessary—then find the correct answer
- Always follow manufacturers’ instructions

RE-CERTIFICATION OVERVIEW

The certification cycle for both technicians and instructors is two years

There are two general steps to successful re-certification:

- Meet all pre-registration requirements, including:
 - Verified seat check activity (5 types)
 - Community event (one check up event/PCS participation or community workshop)
 - Continuing education (6 hours)
 - If applicable, teaching hours
- Register and pay for re-certification
 - May be done up to four months prior to the individual's certification cycle end date.
 - The re-certification fee is \$40 for technicians and instructor candidates and \$60 for instructors

Refer to the Safe Kids CPS Certification web site (<http://www.safekids.org/certification>)

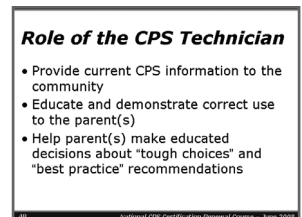
- For complete recertification information
- For forms such as the “CPS Re-certification Personal Log”

ROLE OF THE CPS TECHNICIAN

- Provide current CPS information to the community
- Educate and demonstrate correct use to the parent(s)
- Help parent(s) make educated decisions about “tough choices” and “best practice” recommendations



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— *END OF LESSON PLAN* —

CONTINUE WITH SKILLS TESTING

Renewal Course Skills Test— Instructor Guide and Instructions

The Certification Renewal Course Skills Test occurs after the classroom overview of the CPS Certification curriculum and before the written test. The recommended time limit for the skills test is 2 hours. Lead Instructors have the discretion to extend the amount of time for the skills test if more time is needed to accommodate a large number of students and/or a limited number of vehicles available for testing.

The one-day Certification Renewal Course was developed for formerly certified individuals who have maintained their child passenger safety knowledge and hands-on skills—by reading technical updates and relevant research articles, attending other CPS classes, or by assisting at child safety seat events and inspections. **Therefore, instructors should not provide time or assistance for students to practice installation skills prior to the skills test.**

- Check for curriculum, policy, and testing updates through the “Instructor Downloads (CPS Board)” action item in instructors’ online CPS Certification profiles.
- Students are allowed two attempts to pass each of the seven (7) scenarios included in this test. The second attempt will be recorded by an instructor on the same form as the first attempt. Instructors will initial each pass, retry, or fail attempt for each scenario and assign a final Pass/Fail grade for each scenario.
- **STUDENTS MUST PASS ALL SEVEN (7) SCENARIOS TO PASS THE RENEWAL COURSE SKILLS TEST AND BE ELIGIBLE TO TAKE THE WRITTEN TEST.**
- **INSTRUCTORS MUST NOT PASS A STUDENT IF THERE ARE DOUBTS ABOUT A STUDENT’S READINESS FOR RECERTIFICATION.**
- Instructors reserve the right to fail students for not following course and skills testing rules. The final decision will be made by the Lead Instructor.

Reasonable Accommodations

The following guidelines related to the skills test are intended to assist in meeting the Americans with Disabilities Act (complete guidelines are included in the Instructor’s Manual for the Renewal Course):

- Clearly indicate the vigorous physical requirements of this training program when providing a course description to participants. Potential participants should be told to contact the host agency or administrator if they have any doubts about their ability to fulfill course requirements. Recertification is dependent upon satisfactory completion of all course components.

- If individuals are physically unable to install a child restraint (due to size, disability, or illness) they should be permitted to verbally guide an instructor in correctly installing the CR. Verbal instructions should be clear, concise, and include an explanation for decisions(s) and/or action(s). This procedure should not indicate inadequacy of the technician’s skills as they should always have the parent or caregiver present when checking child restraints and the parent or caregiver should always be the last one to install or make any changes to the seat.
- Instructors should ask at the beginning of class if anyone has any special needs with regard to meeting the requirements for completion of the Renewal Course. Participants should be asked to respond to an Instructor during break time instead of asking for a show of hands.

General Instructions for Administering the Skills Test:

- Questions about procedures can be answered, but questions about content cannot. For instance, a question such as “Are we supposed to install the seats in the position designated by the instructors?” can be answered. A question such as “Am I supposed to use a locking clip for this installation?” cannot.
- Instructors will remain in the testing area at all times when students are present to assure that course and skills testing rules are followed.
- Students are allowed to refer to any or all of the course resources or materials or CR/vehicle instructions in order to complete the skills test, **but students must work individually and demonstrate skills without input from instructors or other students in the class.** This includes:
 - Students are not allowed to wait near a vehicle or at the supply of restraints in order to use another student’s choice of child restraint for a specific scenario. If a student needs to wait for a restraint in use, he/she must be able to justify the need for that particular model and why no other available model would be a correct selection.
 - Students must stand at least 10 feet away from a station while waiting so that they cannot overhear interactions between instructors and other students.
- Instructors may inform a student that an answer is incomplete if there are any blanks or boxes are not checked. In this case, the student will have a chance to completely answer the questions before the scenario is graded.
- Should an answer be incorrect, mark which part of the scenario is incorrect but do not provide additional detail about which item/section was incorrect.
- Students must be able to explain the rationale for their answers to the instructors. Instructors should regularly ask for clarification of choices or responses and use the students’ answers to questions as part of determining pass/fail scores.
- After a failed attempt on any skill, the second attempt should be evaluated and scored by two instructors, preferably one of whom is the Lead Instructor. This is a recommendation made to avoid possible claims of harassment or favoritism.

- A time limit to complete repeated attempts may be determined at the discretion of the Lead Instructor.
- Have vehicle and child restraint owner’s manuals available for students, if at all possible.
- Have recall lists available for this exercise.

Instructions for Scenarios 1–4: Selection and Installation of Child Restraints and Vehicle Occupant Protection System Identification

Students will be asked to demonstrate CR installation by installing their selected CRs in vehicles and seating positions selected and designated by the instructors. The “CPS Training Course Participant Vehicle Information” and “Student Vehicle Occupant Restraint Systems Details” forms used by instructors to collect information about the restraint systems in the students’ vehicles for CPS Certification Courses are also included on the Renewal Course Instructor CD.

The instructor team should select vehicles with a variety of seat belt systems and determine which vehicles and seating positions are to be assigned for Scenarios 1–4. **INSTRUCTORS MUST CLEARLY LABEL THE ASSIGNED VEHICLES AND SEATING POSITION** to be sure the student can easily identify where they are to install chosen restraints and which vehicle systems to identify.

Students have two attempts to correctly select, adjust and install a CR for each scenario and correctly identify different parts of relevant occupant restraint systems. In addition,

- One installation must include use of a locking clip. This may be a separate installation in the classroom using a mock seat, with the approval of the instructor team. However, **instructors are encouraged to have a vehicle that requires a locking clip available for one of the scenarios.**
- The installation of the CR for Scenario 4 **must** use LATCH. **Instructors need to be sure that at least one vehicle equipped with LATCH is available and that there are a variety of LATCH equipped child restraints for the students to choose from. THIS COURSE CAN NOT BE TAUGHT WITHOUT LATCH EQUIPPED VEHICLES AND CHILD RESTRAINTS AVAILABLE.**
- Installations for scenarios 1–3 must be done using the available seat belt system even if LATCH is available.

For each of the four Child Restraint Selection and Installation Scenarios:

- 1) Students must demonstrate best practice CR selection by correctly selecting the most appropriate type of CR based on the child’s age and weight as provided on the test form or as provided by the instructors. Students must also be able to provide a valid rationale for that choice. The child’s height should not be considered unless it is specifically mentioned as a part of the scenario—as it is for Scenario 3. Restraints must be chosen according to best practice guidelines for the following “children”:
 - **Scenario 1:** 4 days old, 7 ½ pounds— Acceptable selection(s) is/are:
 - Rear-facing only
 - Rear-facing convertible

- **Scenario 2:** 21 months old, 43 pounds—Acceptable selection is:
 - Forward-facing CR with **higher weight** (more than 40 lbs.) harness.
 - **NOTE:** A belt positioning booster would **not** be best practice since a child this young would be too behaviorally immature for a booster.
- **Scenario 3:** 13 months old, 18 pounds, 31 inches—Acceptable selection(s) is/are:
 - Rear-facing convertible
 - Rear-facing only with maximum height limit of at least 31 inches.
 - **NOTE:** Most rear-facing only restraints would **not** be best practice since the maximum height limit for most of the current rear-facing only restraints is 30 inches or less.
- **Scenario 4:** 4 years old, 36 pounds—Acceptable selection(s) is/are:
 - Forward-facing convertible equipped with LATCH
 - Forward-facing only with harness equipped with LATCH
 - Forward-facing combination equipped with LATCH and used with the harness
 - **NOTE:** Students must install selected CR using LATCH

2) Students must demonstrate best practice CR harnessing of the child in the restraint. If no doll or dummy is available that is the appropriate size for the designated child, the student must still set up the harness based on his/her best guess of which set of slots the harness should be in. The student must be able to justify the set up of the harness and the student’s justification should be used as a part of determining the pass/fail scores for each scenario.

3) Students must demonstrate best practice CR installation by correctly installing the selected CR in the instructor-assigned vehicle and seating position. Note that best practice is to use a top tether for a forward-facing CR when the CR is equipped with a tether strap and the vehicle has a tether anchor available for the position in which the CR is installed. **Failure to use the tether on a forward-facing CR when both conditions are met (tether strap and tether anchor are available) constitutes misuse and should be graded as incorrect.**

4) For each “select and install” scenario, students must also correctly identify specific information about the child restraint itself, correctly describe how the seat belt system in the designated position locks, and identify LATCH and air bags as follows:

- The student must fill in the blanks with the information requested for the restraint selected for the scenario:
 - Type of CR selected (e.g., rear-facing only, rear-facing, convertible, front facing only with harness, highback booster, etc.)
 - CR manufacturer
 - Date of manufacture
 - Model number
 - If the CR is under recall

NOTE: The instructor team may choose to limit the number of restraints made available for the skills assessment since the instructors will have to check this information for each student’s restraint for each scenario. In order to efficiently handle this aspect of the skills assessment, the Lead Instructor or the instructor team should 1) identify which restraints will be made available for the skills assessment, 2) mark each of the restraints to be made available with a code number (could be as simple as written on a piece of tape and stuck on the side of the restraint where it will be visible when installed in the vehicle), and 3) fill in the required information on copies of the “Child Restraint Model Information for ‘Select and Install’ Scenarios 1–4 Instructor Key” shown below and on the Instructor CD.

- The student must identify where and how the belt system in the assigned position locks by checking where the seat belt locks (latchplate or retractor) and fill in the appropriate blank with the correct term for the part that locks (such as locking latchplate or automatic locking retractor). If the seat belt system does not lock without some type of additional hardware or replacement part, the student must check “Does not lock” and indicate what type of fix is needed to correctly install a child restraint. This is where they would indicate that a locking clip is needed for a sliding latchplate and ELR retractor.

NOTE: Checking “Does not lock” and using a locking clip on a locking latchplate formerly called “lightweight locking” should be scored as incorrect unless the belt webbing readily loosens when the installation without a locking clip is tested with moderate force.

- The student must identify whether or not LATCH is available in the assigned position by checking (yes or no) if lower anchors and a tether anchor are present for the designated position.
- The student must check all boxes that apply to identify all types of airbags, if any, that are present in the **front passenger position** (not necessarily the designated “select and install” position) of the vehicle identified for the scenario. “None” should be checked if no airbags are present.

Instructions for Scenarios 5–7: Identification of Misuse of Child Restraints

This evaluation component consists of three scenarios. The instructors will set up the scenario in a vehicle and students must accurately diagnose misuse of the restraint selection, harnessing of the child, and/or installation of the child restraint.

- **Students have two attempts** to correctly diagnose misuse, if any, in the scenarios.
- **Students are asked not to touch and disturb the misuse scenarios**, so they will not be able to determine CR model information for most models. Instructors must provide CR manufacturer, model name and number, and date of manufacture information along with the child age/weight information for each of the scenarios. CR and vehicle manufacturer instructions should be made available to students.
- Instructors should choose from the suggested misuse scenarios that follow below whenever possible.

For each of the three diagnoses of misuse scenarios:

- Determination of correct or incorrect use should be made by the student based on information on the label posted with the scenario giving age and weight information and a visual inspection of the CR.
- In order to pass any one of the three scenarios for diagnosis of misuse, the student must:
 - Diagnose and note on the test form whether or not best practice guidelines for CR selection are being followed. If best practice guidelines are **not** being followed, the student must correctly recommend the type of CR that does.
 - **Regardless of the correctness of the restraint selection**, students must then diagnose and note on the test form whether or not best practice guidelines for **CR harnessing** are being followed **for the way the CR is being used in the scenario**. If best practice guidelines are **not** being followed, the student must correctly recommend changes or corrections to make. Unless a doll that accurately represents the size of the child in the scenario is being used, determination of correct or incorrect harnessing should be made based on the information provided about the child and not on the size of the doll.
 - **Regardless of the correctness of the restraint selection**, students must then diagnose and note on the test form whether or not best practice guidelines for **CR installation** are being followed **for the way the CR is being used in the scenario**. If best practice guidelines are not being followed, the student must correctly recommend changes or corrections to make.
 - Instructors need to stress to the students that it may be difficult to check “yes” or “no” for some of the scenarios. Be sure to stress to the students that being able to explain why they answered “yes” or “no,” and with a valid reason, is more important than what they checked.

STUDENTS MUST NOT MAKE ANY CHANGES OR CORRECTIONS TO THE SCENARIOS FOR ANY REASON.

Students are not allowed to touch any of the scenario seats, harnesses, or seat belts in the course of the diagnoses. **Instructors must make misuse obvious and/or visible without touching or moving the restraint or “child.”** For instance:

- If the harness, seat belt, or tether is intended to be too loose, make it loose enough that obvious slack is present and visible.
- If a locking clip is placed in the wrong location on the belt, be sure that it is clearly visible from outside the vehicle.
- To prevent students from disturbing the scenarios to find needed information, **instructors must post the CR manufacturer, model name and number, and date of manufacture information along with the child age/weight information. If the model of CR being used for the scenario is under recall, this should be considered as a part of the best practice selection criteria.**
- Students should notify a supervising instructor immediately if he/she disturbs the set-up in any way.
- Students may ask an instructor to check the scenario for correct set-up before starting the diagnosis.

Suggested Misuse Examples for Certification Renewal Course Skills Test

Examples of scenarios representing errors in CR use and installation are provided below and in the “Certification Renewal Course Skills Test—Instructor Guide and Instructions” found on the Instructor CD. Modifications to these set-ups can be made depending upon the particular CRs and vehicles that are available for use. The selection of errors used in this exercise should focus on the demonstration of real world situations. A copy of the “Instructor Key: Child Restraint Model Information for “Select and Install” Scenarios 1–4” can be found following the misuse examples. This form is also included with the “Skills Test—Instructor Guide” on the Instructor CD. **It is recommended, through not required, that instructors include at least one LATCH misuse.**

Example 1		
<i>Child:</i> 10 months old, 18 pounds		
<i>Restraint Used</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Rear-facing in a convertible seat	Yes	
<i>Harnessing</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Harness in upper slots	No	Needs to be at or below shoulders
Harness retainer clip too low	No	Needs to be armpit level
<i>Installation</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Reclined at more than 45 degrees from vertical	No	Recline angle is more than 45 degrees
Continuous loop lap and shoulder belt with sliding latchplate, loose installation, no locking clip	No	Needs locking clip and is too loose

Example 2		
<i>Child:</i> Child rear-facing in convertible or infant seat—Designate age and weight of the child according to CR selected for scenario		
<i>Restraint Used</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Child too heavy for upper weight limits of rear-facing seat (designate the age and weight of the child according to CR selected for scenario)	No	Too heavy for upper weight limits of rear-facing seat
<i>Harnessing</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Correct harness use	Yes	
<i>Installation</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Seat installed in center rear position with lap only seat belt with locking latch plate	Yes	
Lap belt’s locking latch plate at or near location where angle may not keep it locked (if possible)	Y/N	Incorrect if angle is such that the belt would certainly not be locked
Locking clip used on lap belt (regardless of latch plate angle)	No	Locking clip is never used on a lap only seat belt

Example 3		
<i>Child:</i> 11 months old, 21 pounds		
Restraint Used	Correct?	Reason if "No"
Forward-facing in convertible seat	No	Should be in a rear-facing CR with RF limit >21 lbs.
Harnessing	Correct?	Reason if "No"
Harness in upper slots	Y/N	If child were ready for FF position, should be top slot unless lower slot is allowed by mfg.
Installation	Correct?	Reason if "No"
Seat installation too loose	No	Installation is too loose

Example 4		
<i>Child:</i> 1 week old, 5 pounds		
Restraint Used	Correct?	Reason if "No"
Rear-facing in convertible seat with harness/shield	No	Shield is inappropriate for small infant
Harnessing	Correct?	Reason if "No"
Extra padding, obviously not supplied with the CR, behind infant	No	Extra padding behind infant
Installation	Correct?	Reason if "No"
Seat installed in front passenger seat of vehicle with passenger side front air bag. (If vehicle has air bag on-off switch, leave air bag turned on.) Correct installation other than being in front of air bag	No	RF CR installed in front of an active passenger side airbag. This would only be for vehicles without passive air bag suppression.

Example 5		
<i>Child:</i> 2 year old 28 pound child		
Restraint Used	Correct?	Reason if "No"
In forward-facing convertible seat	Yes	
Harnessing	Correct?	Reason if "No"
Harness in lower slots	Y/N	Should be top slot unless lower slot is allowed by mfg.
Installation	Correct?	Reason if "No"
Seat in fully reclined position not allowed by mfg.	No	Should not be fully reclined
Seat installed in LATCH equipped position, but installed using seat belt and lower anchors	No	Installation with both LATCH and seat belts

Example 6		
<i>Child:</i> 13 months old, 18 pounds		
<i>Restraint Used</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Forward-facing in a convertible seat	No	Should be in a rear-facing CR
<i>Harnessing</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Correct harnessing for the forward-facing position (though it might be different if used rear-facing)	Yes	Correct for the position it is being used in
<i>Installation</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Seat in upright position	Yes	
In any rear position with lap and shoulder belt	Yes	Note that center rear may be preferred, but outboard is not incorrect
Locking clip installed on retractor side of belt path (visible with the door open)	No	Incorrect placement of locking clip

Example 7		
<i>Child:</i> 6 years old, 64 pounds		
<i>Restraint Used</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Belt positioning booster	Yes	
<i>Harnessing</i>	<i>Correct?</i>	<i>Reason if “No”</i>
See Installation	NA	
<i>Installation</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Correctly installed using lap and shoulder belt for restraint except shoulder belt is routed through shoulder belt guide that positions the shoulder belt across upper arm/shoulder rather than mid collar bone	No	Incorrectly positions the shoulder belt. NOTE: This could also be considered improper harnessing. Key to a correct answer is if student can convey what is wrong about the scenario.

Example 8		
<i>Child:</i> 15 months old, 26 pounds		
<i>Restraint Used</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Rear-facing only seat	Y/N	Probably “No” — over the weight limit for most rear-facing only CRs
<i>Harnessing</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Harness in upper slots	Yes	
<i>Installation</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Installed forward-facing	No	Must be installed rear-facing
Installed in any rear position with continuous loop lap and shoulder belt with sliding latchplate	Yes	Note that center rear may be preferred, but outboard is not incorrect
Locking clip used correctly	Yes	

Example 9		
<i>Child:</i> 4 years old, 34 pounds		
<i>Restraint Used</i>	<i>Correct?</i>	<i>Reason if "No"</i>
In belt positioning booster	No	Recommend harness until higher weight
<i>Harnessing</i>	<i>Correct?</i>	<i>Reason if "No"</i>
Correct positioning of lap and shoulder belt over child	Y/N	Correct for use as a booster, but a harness is recommended
<i>Installation</i>	<i>Correct?</i>	<i>Reason if "No"</i>
Installed using lap and shoulder belt over child	Yes	Correct for use as a booster

Example 10 (Represents correct use)		
<i>Child:</i> 3 years old, 37 pounds		
<i>Restraint Used</i>	<i>Correct?</i>	<i>Reason if "No"</i>
Forward-facing in a convertible seat	Yes	
<i>Harnessing</i>	<i>Correct?</i>	<i>Reason if "No"</i>
Snug harness through upper slots with retainer clip at armpit level	Yes	
<i>Installation</i>	<i>Correct?</i>	<i>Reason if "No"</i>
Seat in upright position	Yes	
Correct installation	Yes	

Example 11		
<i>Child:</i> 5 years old, 52 pounds		
<i>Restraint Used</i>	<i>Correct?</i>	<i>Reason if "No"</i>
In forward-facing combination CR with a 40 pound limit harness	Y/N	Correct type of CR, but incorrect mode.
<i>Harnessing</i>	<i>Correct?</i>	<i>Reason if "No"</i>
Correctly positioned harness	Y/N	Harness correctly used for harness mode, but should be using BPB booster mode
<i>Installation</i>	<i>Correct?</i>	<i>Reason if "No"</i>
Installed in rear seat with continuous loop lap and shoulder belt, locking clip placed correctly on seat belt, and seat installation is snug enough	Y/N	Installed correctly for harness mode, but should be using booster BPB mode

Example 12		
<i>Child:</i> 6 years old, 56 pounds		
<i>Restraint Used</i>	<i>Correct?</i>	<i>Reason if “No”</i>
In shield booster used with shield	No	Lap and shoulder belt is available for BPB
<i>Harnessing</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Properly positioned shield	Yes*	
<i>Installation</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Seat correctly installed in rear seat with lap and shoulder belt	Yes*	
* Harnessing and installation would be technically correct if it is installed in accordance with manufacturer’s instructions for a lap and shoulder belt. The key to look for in the student’s response to this scenario is that a belt positioning booster should be used rather than the shield booster.		

Example 13		
<i>Child:</i> 6 months old, 14 pounds		
<i>Restraint Used</i>	<i>Correct?</i>	<i>Reason if “No”</i>
RF only with base that also allows installation of carrier without the base	Yes	
<i>Harnessing</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Child bundled in blanket before secured in harness	No	Harness first, then lay blanket over child and harness
Harness as properly positioned and as snug as possible	Y/N	May not be properly positioned if blanket interferes too much
<i>Installation</i>	<i>Correct?</i>	<i>Reason if “No”</i>
Installed rear-facing in center rear	Yes	
Installed with base, but with the seat belt coming up and over the belt path for the carrier without the base	No	Improper belt routing

INSTRUCTOR KEY: CHILD RESTRAINT MODEL INFORMATION FOR "SELECT AND INSTALL" SCENARIOS 1–4

CR #:	
Type of CR:	<input type="checkbox"/> Rear-Facing Only <input type="checkbox"/> Convertible <input type="checkbox"/> Forward-Facing Only w Harness <input type="checkbox"/> Combination <input type="checkbox"/> Booster <input type="checkbox"/> Other: _____
Manufacturer:	
Date of mfg:	
Model #:	
Under recall?	<input type="checkbox"/> YES <input type="checkbox"/> NO

CR #:	
Type of CR:	<input type="checkbox"/> Rear-Facing Only <input type="checkbox"/> Convertible <input type="checkbox"/> Forward-Facing Only w Harness <input type="checkbox"/> Combination <input type="checkbox"/> Booster <input type="checkbox"/> Other: _____
Manufacturer:	
Date of mfg:	
Model #:	
Under recall?	<input type="checkbox"/> YES <input type="checkbox"/> NO

CR #:	
Type of CR:	<input type="checkbox"/> Rear-Facing Only <input type="checkbox"/> Convertible <input type="checkbox"/> Forward-Facing Only w Harness <input type="checkbox"/> Combination <input type="checkbox"/> Booster <input type="checkbox"/> Other: _____
Manufacturer:	
Date of mfg:	
Model #:	
Under recall?	<input type="checkbox"/> YES <input type="checkbox"/> NO

CR #:	
Type of CR:	<input type="checkbox"/> Rear-Facing Only <input type="checkbox"/> Convertible <input type="checkbox"/> Forward-Facing Only w Harness <input type="checkbox"/> Combination <input type="checkbox"/> Booster <input type="checkbox"/> Other: _____
Manufacturer:	
Date of mfg:	
Model #:	
Under recall?	<input type="checkbox"/> YES <input type="checkbox"/> NO

Written Test Administration Instructions

TEST SCHEDULE

- It is recommended that the written test be given after the skills test has been completed. Only those students who pass the skills test should be allowed to take the written test.
- There are 50 questions total. 42 correct [84%] or higher is passing
- Time limit: 2 hours, not including review. Lead Instructors have limited discretion to extend the time limit for completing the written test. Barring possible accommodations for learning/reading disabilities (refer to “Reasonable Accommodations” below), any expired technician who meets the criteria for the intended audience for this course should be able to complete a 50 question — mostly multiple choice — test in 2 hours or less.

REASONABLE ACCOMMODATIONS

The following guidelines related to the written test are intended to assist in meeting the Americans with Disabilities Act (refer to “Reasonable Accommodations” on page 8 for complete guidelines).

- Instructors should ask at the beginning of class if anyone has any special needs with regard to meeting the requirements for completion of the Renewal Course. Participants should be asked to respond to an instructor during break time instead of asking for a show of hands.
- For those participants who have difficulty with reading, the written test may be given orally. If possible, this should be determined prior to the time that the written test is given so that reasonable accommodations can be made. During an oral test, the instructor should read the questions exactly as written and with a consistent tone of voice. During a written or oral test, a term not related to technical content (such as “enhanced”) may be defined to help the participant understand the question, but not in a way that would indicate the correct answer.

PRE-TEST

- Check for updates to the curriculum and written test policies and instructions through the “Instructor Downloads (CPS Board) action item” on instructors’ CPS certification profiles.
- You are welcome to copy/print the tests (written and hands-on) double-sided.
- Encourage students to use their workbooks during the exams.
- Hand out tests immediately prior to administering them.

TEST

- **At least one instructor must be in the room where tests are being administered at all times.**
- **No talking is permitted during the testing process.** The testing room should be quiet. All students must stay in the room and remain quiet, even after their test is turned in.
- Have a reading room available for each written test that is being administered orally (refer to “Reasonable Accommodations” above).
- Instructors may help define non-CPS terms (such as “enhanced”), but no CPS-related questions may be answered. If needed, refer the students to the English-Spanish glossary in the Appendix of the Student Manual provided as a part of the Renewal course.
- Students may keep their exams when they turn in their answer sheets for reference during the review. **These exams and the students’ answer sheets must be collected immediately following the review.**

POST-TEST: GRADING

- Answer sheets are given to an instructor for immediate grading. It is suggested that the instructor grade the exams in an area out of sight. **Grades should never be announced or shared with any other student.**
- The grading instructor must write the correct answer next to any incorrect answer in blue or red ink—**never pencil.**
- **The grading instructor must be certain that the correct answer key is being used for the version of test taken by the student.**

POST-TEST: REVIEW

- Students should be instructed to clear their desks of writing materials prior to the review in order to prevent the copying of answer keys.
- Return graded answer sheets and tests to the students and quickly review.
- Any grading discrepancies must be brought immediately to the attention of the Lead Instructor who will investigate and rule (for example, an answer marked incorrect in error).
- **Under no circumstances must the student exam answer sheets be modified by any student, member of the instructor team or other person, except in the case of a grading discrepancy as described above.**
- Any instructor who knowingly allows test altering to occur or shares the test with non technician-candidates and does not take immediate action is in collusion and is at risk of certification sanctions.
- The Lead Instructor must keep the Course Grade Sheet as a record of the student grades and may destroy any used tests after the course is completed.

APPENDIX A: RENEWAL COURSE PARTICIPANT HANDOUT

(Note: Print copies for participants from the Instructor CD)

Child Passenger Safety Training Program Certification Renewal Course

Participant Handout

What Is New With The Revised Curriculum

- There is more information on LATCH
- The Curriculum Workbook — New Design Features
 - The curriculum is based on NHTSA’s “4 Steps For Kids”
 - The manual includes an appendix, glossary and index.

What Is Different With The Revised Curriculum

- Focus is on “need to know” information
 - Provides CPS Technicians with information and skills needed “curbside”
 - Additional “nice to know” information is included in the appendix and/or references to different resources that are provided.
- The paradigm shift for the revised curriculum is the emphasis on “Learn, Practice, Explain”.
- More emphasis and focus on providing education rather than providing an installation service. The goal is to empower parents to do it themselves.
- Different terminology
 - “Non-regulated” products has replaced “aftermarket”
 - “Belts that pre-crash lock” and “belts that don’t pre-crash lock.” The goal of teaching seat belt systems is the same — to teach students how to properly install child restraints — but the way in which the seat belt systems are taught is much different. New Technicians may discuss the belts in a way that “old-timers” are not used to.

TECHNICAL UPDATE AND MAJOR TRENDS

Who Makes the Rules

- FMVSS 213
August 1, 2005 marked the latest changes for FMVSS 213 including:
 - Performance standards for child restraint (CR) systems up to 65 lbs.
 - New test requirements
 - New crash test dummies used (refer to Appendix page 235 of Student Manual for more details).
- NHTSA Ease of Use Ratings revised in 2008. Overall grade for CRs are based on:
 - Preassembled vs. assembly required
 - Clarity of labeling on CR
 - Ease of securing child in CR
 - Ease of installing CR in vehicle
 - Clarity of written instructions

Lower Anchors and Tethers for Children (LATCH)

- It is important to inform parents/caregivers that, properly used, LATCH or the seat belt both meet the government safety standards and protect children.
- Many CR’s were equipped with tethers before lower attachments were available and many CRs with lower attachments are installed in vehicles or positions without lower anchors. In addition to using the tether as part of the LATCH system, technicians should also always encourage top tether use when using seat belts to install forward-facing car seats.
- NEVER tether a CRS rear-facing unless allowed by CRS manufacturer.
- Always follow weight guidelines from the CR and vehicle manufacturer.



Air bags

- Reminder:
 - All children under 13 should ride in a back seat. This is true even when there isn't an air bag.
 - Rear-facing children must never ride in front of an active passenger air bag.
- Air Bag Active Suppression: On-Off Switches
 - Some air bags can be shut off by the owner with a built in on-off switch.
 - Sometimes found in vehicles with no rear seat.
- Air Bag Automatic/Passive Suppression
 - Turns the frontal and/or side passenger air bag off under specific conditions, e.g., smaller occupant or if the seat is empty.

Step 1. Rear-facing

- More of a focus on keeping children facing the rear as long as possible.
- Rear-facing only and convertible seats with expanded height and weight limits are becoming more common, enabling users to keep kids facing the rear longer.
- Parents should use the recline angle, or range of angles, provided in the CR manufacturer's instructions. Recline angles generally range from 30 to 45 degrees from vertical.
- If a recline angle indicator is part of the CR, it must be used as indicated by the manufacturer.

Step 2. Forward-facing

- At a minimum, do not switch a child to a forward facing CR until the child is at least 1 year of age and at least 20 pounds.
- Children should remain in a forward-facing CR with a full harness until they reach the top weight or height allowed.
- There are increasing numbers of CRs with harnesses that can be used beyond 40 pounds.
- Reasons to recommend the use of higher weight harnesses include:
 - Young children over 40 lbs who are behaviorally "challenging" such that the use of a booster is not recommended.

- Children who would otherwise be restrained by a lap-only seat belt

- Some manufacturers meet testing standards with their seat in a forward-facing, semi-reclined position, as well as fully upright. Consider this position if the child has special needs or if the seat belts cannot be made tight when the CR is upright.

Step 3. Boosters

- Belt positioning boosters are more than twice as effective in reducing risk of injury when compared with seat belts alone.
- High-back boosters need to be used when vehicle seat backs are low or do not have head restraints.
- A few boosters allow for connecting it to the vehicle using lower attachments and/or tether as well as seat belt. This can help to keep the booster in place when a child is not secured in it
- Belt-positioning boosters should not be used with only a lap belt. Serious head or internal injuries can result from excessive head excursion and jackknifing over the lap belt. Always follow manufacturers' instructions.

Step 4. Seat Belts

- Seat belts can be used when children can:
 - Sit with their back and hips against the vehicle seat back and sit without slouching
 - Bend their knees easily over the front edge of the seat and feet stay flat on the floor
 - Correctly wear the seat belt with:
 - Lap belt low and snug across the hips
 - Shoulder belt across mid-chest and shoulder
 - Use a properly adjusted vehicle head restraint
 - Stay in position for the entire ride
- Center-rear shoulder belts — required in all passenger vehicles manufactured after September 1, 2007 (Model Year 2008)

APPENDIX B: COURSE PLANNING AND PROCESS

The following checklist is intended to serve as a guide for experienced as well as new Lead Instructors and course administrators.

- 1) Read the Policies and Procedures Manual on the CPS Certification Web site for updated program deadlines and requirements: <http://www.safekids.org/certification/>
- 2) Refer to the “Instructor Downloads and Curriculum Clarifications” pages on the cpsboard.org Web site to be sure your Instructor Manual and materials are up-to-date. This is a restricted access site that can be accessed through the “Instructor Downloads (CPS Board)” action item in Certified Instructors’ Safe Kids Certification system online profiles.
- 3) Contact your state CPS Training Contact.
 - Current contact information is available at:
 - <http://www.nhtsa.dot.gov>
 - <http://www.cpsboard.org/state.htm>
 - Inform the state CPS training contact of your intent to host a class, he or she can assist you in identifying instructors and obtaining training materials and state-specific resources.
- 4) Choose the instructor team and dates for the class.
 - An effective Lead Instructor is vital to the success of your Renewal Course. If you’ve never worked with the person before, ask for references and follow up with phone calls.
 - Identify two or three potential dates. Take note of holidays and school closings that might create conflicts.
 - Discuss any fees and/or travel reimbursement with instructors
 - **Create a detailed agenda.** (Refer to the sample agendas located on page 6)
 - Send a confirmation letter to the instructor team with the following:
 - Dates, times and location of the class suggested arrival time
 - Expected participants (e.g., police officers, nurses, community advocates)
- 5) Recruit students
 - Select course type.
 - A public course is open to all individuals.
 - A controlled course is open only to individuals approved by the Lead Instructor or course administrator.
 - **REMINDER: This course is intended for technicians whose certification has expired, but have been active in the field of CPS and are still familiar with the basics of CPS.** Instructors/Administrators may choose to register their renewal courses as controlled courses in order to screen the registrants to determine if they meet the criteria for the intended audience—expired CPS technicians who have maintained their child passenger safety knowledge and their hands-on skills by reading technical updates, attending other CPS classes, and working with non-expired technicians to keep their installation skills current.

6) Select a training facility and negotiate a contract.

In-house facilities often work well. Hospitals, law enforcement academies, government agencies and many businesses have facilities that are designed for training and may be available to you at reduced or no cost. Many fire departments and EMS agencies have training rooms and may allow you to use one or more vehicle bays for skills testing during bad weather.

Here are some factors to consider when selecting a site.

Location and convenience:

- Will students and the instructor team be interrupted by other activities at the facility?
- Is the facility clean, in good repair and professional in appearance?
- If you need to set up in advance, can the classroom be locked at night?
- Is food/meal preparation available on site? If not, are there other options (catering, nearby restaurants)?
- Does the parking lot have space available for skills testing sessions (be sure to consider safety issues)?
- Is the parking lot readily accessible for student skills testing sessions?
- Is overhead cover available to protect students from the sun, rain, etc.

Classroom size:

- Is the classroom large enough to accommodate students, materials and needed equipment?
- Where will the projector and computer be placed and plugged in?
- Can all participants see the screen and instructor?

Vehicle storage:

- Is there access to a covered parking area where vehicles can be stored and skills testing sessions conducted?
- Is there a safe area to conduct skills testing sessions?
- Is there a backup plan for adverse weather?

Equipment:

- Who is providing the audiovisual equipment?
- Is there a rental charge for equipment?

APPENDIX C: COURSE CHECKLIST

COMPLETE PRIOR TO COURSE:

- Download current Policies and Procedures Manual on the CPS Certification Web site:
<http://www.safekids.org/certification>
- Check “Instructor Downloads and Curriculum Clarifications” pages on the cpsboard.org Web site to be sure manuals for all instructors and course materials are up-to-date. Access updates through the “Instructor Downloads (CPS Board)” action item in Certified Instructors’ Safe Kids Certification system online profiles.
- Secure a location.
 - Classroom size/layout (e.g., adequate seating and space for equipment).
 - Space for skills testing in vehicles (e.g., reserve parking spaces in lot or garage).
- Prepare a class budget. Include:
 - Fees and travel expenses.
 - Certificate of insurance, if required.
 - Food for breaks (optional).
 - Money from grants or sponsors (optional).
- Register course:
 - Date/time/location; public or controlled
 - Register online at <http://www.safekids.org/certification> at least 8 weeks before it starts.
 - Notify state CPS training contact
- Select instructor team.
- Set a detailed class agenda (including breaks) and notify instructor team of their assignments. (Refer to the sample agendas located on page 6 and on the Instructor CD)
- Recruit students
 - Send letters to the heads of agencies (e.g., police chiefs) telling them about the Renewal Course and why it would be useful for their employees (optional—refer to the Instructor CD for a sample course information sheet).
- Send welcome letters with local details (e.g., directions) to registrants (optional—refer to the Instructor CD for a sample confirmation letter).
- Find a caterer and order food, drinks, etc.

- Make sure you have the necessary equipment:
 - BE CERTAIN TO HAVE THE NCPS CERTIFICATION PROGRAM INSTRUCTOR MANUAL ON HAND DURING THE RENEWAL CLASS
 - LCD projector
 - Laptop with CD-ROM
 - Extension cord/surge protector
 - Internet access (for recalls and course roster)
 - Child restraints (refer to “Suggestions For Skills Testing Equipment”)
 - Vehicles (refer to “Suggestions For Demonstration Equipment”)
 - Latest recall lists
 - Locking clips and belt shortening clips
 - Pool noodles/towels
 - Dolls
 - General course materials (e.g., vehicle ID cards)
 - Direction signs for posting outside and inside the building
 - Duct tape
 - Index cards (for skills testing sessions)
 - Name tags
 - Clipboards
 - Skills Testing Forms (included on Instructor CD)
 - Written Test and Answer Key (included on Instructor CD)
 - Course evaluations (included on Instructor CD)
 - Samples of educational materials (e.g., updated Child Transportation Safety Tip Sheets, CPS brochures, posters, technical updates, fact sheets, etc.)
 - List of child restraint manufacturers
 - Local CPS resource lists
 - Course/instructor evaluation forms (optional but strongly recommended)
 - Easel board, paper and markers (optional)
 - Child restraint manufacturer instructions
 - LATCH manual
 - LATCH manual order forms (optional)
 - Table tent cards for participant names (optional)

Hold a pre-class instructor meeting—**Recommended**

- Discuss teaching strategies
- Discuss roles and expectations
- Review any evaluations
- Review the agenda and teaching assignments
- Set up the room and prepare materials
- Rehearse or practice with equipment (optional)
- Review the course roster

COMPLETE AT THE START OF THE COURSE

- Double-check your online roster for accuracy.
- The roster must be correct by the end of the first day of the course.
 - Contact CPS Customer Service at 877-366-8154 for assistance.

COMPLETE POST COURSE

- The Lead Instructor must follow all post-course instructions in the Policies and Procedures manual.
- Send letters of congratulations to class participants (optional but strongly recommended).
- Send thank you letters to instructor team and community support agencies.
- Send copies or a summary of class evaluations to the instructor team (optional but strongly recommended).

Suggestions for Skills Testing Equipment

VEHICLES

Provide as much variety as possible. Vehicles can be supplied by local car dealerships, course participants and instructors or employees of the host agency. You can make an agreement with a used car dealer to borrow vehicles to fill your class vehicle systems needs.

It will be essential to have a variety of vehicles on hand in order to conduct the skills testing session of this course—One of the skills scenarios requires the use of a LATCH-equipped vehicle.

The goal is to offer a variety of latch plate-retractor combinations, including emergency Locking Retractor (ELR)-sliding belt systems.

If possible, include the following types of vehicles and restraint systems:

Pre-1989 vehicles

- Rear seat lap belts
- ELR with sliding latch plate. If a vehicle with passenger position not available, consider using driver position in an SUV, truck or minivan.
- ELR with fixed latch plate
- ALR with fixed latch plate
- Automatic belts (shoulder, lap/shoulder, knee bolster)

1989 and later vehicles

- ELRs with different types of locking latch plates (previously referred to as “standard” and “lightweight” locking latch plates)
- ELR with switchable latch plate
- Switchable retractor w/sliding latch plate
- Switchable retractor with sewn-on latch plate
- Driver frontal air bag
- Passenger frontal air bag
- Side air bags
- Pre-installed tether anchors
- LATCH

Special features

- Forward-mounted belts
- Asymmetrical belts. Anchors for the same belt that are different distances from the back of the seat.
- Narrow anchor spacing
- Deeply contoured seats
- Vehicles with identifiable tether anchor points
- 60/40 split bench
- Front-facing jump seats
- Side-facing jump seats
- Fold-down armrests
- Integrated child restraints

- Pre-installed air bag on/off switch
- Shoulder belt height adjusters
- Belt-sensitive ELR

CHILD RESTRAINT SYSTEMS

Child restraint systems used for demonstrations and testing should include a variety of old and new models. CRs should have instruction booklets, intact labels, and their original parts. The number of CRs necessary for an effective and efficient training will vary. When determining child restraints needed for course, instructor teams should consider:

- Number of participants
- Equipment needed to complete all skills testing experiences within allotted time.
- One of the skills scenarios requires the use of a LATCH-equipped forward-facing with harness child restraint. Have multiple examples of LATCH-equipped CRs available for testing.

CHILD RESTRAINT OVERVIEW

Rear-facing/Infant-only

- 3-point harness
- 5-point harness
- Detachable bases with and without angle recline adjustment mechanism
- LATCH-equipped
- Various harness adjustment mechanisms (A-lock, rod/slot, adjuster slide, etc.)

Convertible restraints

- T-shield
- Tray-shield
- 5-point harness
- Tethers
- Built in lock-offs
- LATCH-equipped
- Various harness adjustment mechanisms (A-lock, rod/slot, adjuster slide, etc.)
- Various weight ratings (rear-facing and forward-facing)

Forward-facing only

- Combination seat
- Higher weight limit harness
- Travel vest

Boosters

- Shield
- Removable shield
- Backless belt-positioning booster
- High back belt-positioning booster

Adaptive restraints for children with special healthcare needs

- Car Beds
- Vest/Y-harness
- Assorted special needs restraints

Equipment for skills tests

- 10 to 12 dolls representing a variety of infant and child sizes
- Child age and weight cards
- Scenario number cards

APPENDIX D: ORGANIZATIONAL RESOURCES

National Highway Traffic Safety Administration

The National Highway Traffic Safety Administration (NHTSA) is an agency of the U.S. Department of Transportation.

US DOT, NHTSA
Office of Impaired Driving and Occupant Protection
1200 New Jersey Avenue SE, W44-219
Washington, DC 20590
Phone: (202) 366-2708
Fax: (202) 493-2088

Web site: <http://www.nhtsa.dot.gov>

Hotline: 1-800-424-9393 or 1-800-DASH-2-DOT

State CPS training contacts:

<http://www.nhtsa.dot.gov/CPS/Training/ContactList.cfm>

<http://www.cpsboard.org/state.htm>

Regional Offices: NHTSA has 10 regional offices around the country to provide local assistance to state and private-sector highway safety programs. Ask to speak with the CPS training coordinator.

Region 1—(CT, ME, MA, NH, RI, VT)

Volpe National Transportation Systems Center
55 Broadway—Kendall Square
Code 903
Cambridge, MA 02142
Phone: (617) 494-3427

Region 2—(NY, NJ, PA, PR, VI)

222 Mamaroneck Ave.
Suite 204
White Plains, NY 10605
Phone: (914) 682-6162

Region 3—(DE, DC, KY, MD, NC, VA, WV)

10 South Howard St.
Suite 6700
Baltimore, MD 21201
Phone: (410) 962-0090

Region 4—(AL, FL, GA, SC, TN)

Atlanta Federal Center
61 Forsyth Street
Suite 17T30
Atlanta, GA 30303-3104
Phone: (404) 562-3739

Region 5—(IL, IN, MI, MN, OH, WI)

19900 Governors Drive
Suite 201
Olympia Fields, IL 60461
Phone: (708) 503-8822

Region 6—(LA, MS, NM, OK, TX, Indian Nations)

819 Taylor Street
Room 8A38
Fort Worth, TX 76102-6177
Phone: (817) 978-3653

Region 7—(AR, IA, KS, MO, NE)

901 Locust Street
Room 446
Kansas City, MO 64106
Phone: (816) 329-3900

Region 8—(CO, ND, NV, SD, UT, WY)

12300 West Dakota Avenue
Suite 140
Lakewood, CO 80228-2583
Phone: (720) 963-3100

Region 9—(AZ, CA, HI, American Samoa, Guam, Mariana Islands)

201 Mission Street
Suite 2230
San Francisco, CA 94105
Phone: (415) 744-3089

Region 8—(CO, ND, NV, SD, UT, WY)

12300 West Dakota Avenue
Suite 140
Lakewood, CO 80228-2583
Phone: (720) 963-3100

Safe Kids Worldwide CPS Certification Program

Safe Kids Worldwide is the certifying body for the CPS course and Renewal Course. Contact them regarding course registrations, materials and certification.

Safe Kids Worldwide
c/o PES
475 Riverside Drive, 6th Floor
New York, NY 10115-0089
Phone: (877) 366-8154
Fax: (917) 305-9876
E-mail: cps.certification@safekids.org

Web site: <http://www.safekids.org>

National Child Passenger Safety Board

The National CPS Board provides recommendations and guidance to NHTSA and Safe Kids regarding curriculum and test development and serves as a panel of experts and advocates for the program as a whole. The National Safety Council coordinates many aspects of the program including general information, and serves as a coordinator of the board.

National CPS Board
c/o National Safety Council
1025 Connecticut Avenue NW, Suite 1200
Washington, DC 20036
Phone: (202) 296-6263
Fax: (202) 293-0032
E-mail: cpsboardsecretariat@nsc.org

Web site: <http://www.cpsboard.org>

APPENDIX E: SAMPLE LETTER OF CONFIRMATION

(Also available on Instructor CD as a MS Word Document)

Date _____

Dear _____:

Please read this letter carefully! It will serve to prepare you for your upcoming National Child Passenger Safety Renewal Course training on _____ at _____. Directions to the training site are enclosed. You will be given a manual on the first day of class. Please dress in comfortable clothing. Be prepared to work in and around vehicles. This is a physically demanding class that will require you to climb in and out of cars, apply weight into child restraints and manually adjust seat belts. If you have physical limitations that may prevent you from completing these tasks, please contact me at _____ to discuss your situation.

This Renewal Course is intended as an opportunity for formerly certified Child Passenger Safety technicians who have, for whatever reason, a lapsed certification. The class participants are limited to those former technicians who have continued to be active in the CPS field, i.e., are still very familiar with the basics of Child Passenger Safety. You will be given a current National CPS Certification Training Program Student Manual during class, but it may be helpful if you obtain one for pre-class review via the cpsboard.org Web site (http://www.cpsboard.org/techmanual_downloads.htm).

LOGISTICS

The class starts promptly at _____. You must attend and successfully complete the entire class to become re-certified. Leave your cell phone on silent while in the classroom. There are breaks throughout the day when you can make phone calls.

Breakfast and lunch are provided in the classroom for a cost of \$_____. If you have special food needs, please contact _____ at _____. Unless otherwise arranged, all class members will receive the same meal choices.

WHAT THE COURSE INVOLVES

This class will contain three segments: A two hour lecture; CPS skills testing; and an open book written test.

If you have any questions about the class, the certification process or travel logistics, please feel free to contact me at _____. I'm looking forward to seeing you at _____.

Sincerely,

APPENDIX F: SAMPLE COURSE INFORMATION SHEET AND SCHEDULE

(Also available on Instructor CD as a MS Word Document)

**Child Passenger Safety Certification Renewal Course
February 1–4, 20XX
Heartland County Police Training Center**

Sponsored by the Heartland Safety Belt Coalition

Location: Heartland County Police Training Center, State Highway 123 just west of downtown Heartland. See the map on the reverse for detailed directions. Free parking is available in the visitors' parking lot.

Accommodations: Rooms are available at the Heartland Motor Lodge for participants from out of town. The hotel is two blocks from the training center and has an indoor pool, exercise facility and 24-hour café. Please call the hotel directly at 800- XXX-XXXX and ask for the Heartland Safety Belt Coalition's special rate of \$79 per night. Free shuttle service is available from the airport.

Dress: Dress comfortably for the class. Pants and sportswear are appropriate for the entire day. Remember to bring appropriate clothing and outerwear to adapt to changing weather conditions.

Fees: In addition to the national program fee of \$75 (paid directly to Safe Kids Worldwide), the workshop is \$____, and a \$____ nonrefundable deposit is required to reserve a space. The remainder of the fee is due no later than DATE. This fee includes all additional workshop materials and handouts, continental breakfast, lunch.

Remember: This is a physically demanding class. You will be climbing in and out of a variety of vehicles outdoors during the skills testing. If you have any medical or physical limitations, please contact the Lead Instructor for the class beforehand so arrangements may be made, if possible.

