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**NOTE:** All statistics noted in the program are based on data available at the time of printing.



## INSTRUCTOR PREPARATION

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### INTRODUCTION

This National Child Passenger Safety Technician (CPST) Renewal Testing Course is designed for individuals whose child passenger safety (CPS) certification has expired and who wish to become nationally certified CPSTs again.

- After successfully completing this course, participants will be certified and able to provide both individual and group CPS education.
- Previously certified Instructors who recertify through the Renewal Testing Course will be recertified as CPS Technicians and must repeat the candidacy process in order to regain certification as an Instructor.
- This course is for individuals who have stayed active and current in child passenger safety. Teaching strategies include brief presentations, a skills assessment, and a written quiz.
- The certification process requires that participants attend and participate in the entire course and pass the skills assessment and quiz. The certification period is two years.

There is a separate process for certification as a CPST-Instructor called Instructor Candidacy. Details can be found at <http://cert.safekids.org>.

After successfully completing this course, participants will be able to:

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

### NATIONAL CPS RECERTIFICATION PROCESS

The National CPS Certification Training 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 Renewal Testing Course.

The Policies and Procedures Manual contains information regarding all certification processes. Make sure you are using the most recent edition by checking the website for updates at: <http://cert.safekids.org/policy-and-procedure-manual>.

Review the National Child Passenger Safety Certification Training Program Planning and Logistics Guide for:

- General Instructor Guidelines and Position Descriptions
- Course Planning and Process
- Course Checklist
- Equipment Checklist
- Suggestions for Demonstration Equipment
- Organizational Resources and Sample Course Information Materials

## **INSTRUCTING GUIDELINES**

This course provides all of the teaching materials needed to convey the information to participants. Cover everything in this Guide, but do not add to the content unless necessary for further explanation.

Remember that this is **NOT** an update/refresher course. 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 participants attempting to renew their certifications have stayed involved in CPS programs and activities, and 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.
- These individuals — for one reason or another — have allowed their certifications to expire.

There are three main parts to the Renewal Testing Course:

### 1. Presentation

- Limited to:
  - Review of state occupant restraint laws and state/local CPS resources
  - Discussion of what is new and what is different with the 2014 revised curriculum
  - Brief CPS technical update with focus on major trends

### 2. Skills assessment

- Four select and install scenarios
- Three misuse scenarios

### 3. Quiz

- Based on information CPS Technicians who meet the course criteria should know
- 50 questions — most are multiple choice
- Open book — based on the latest Technician Guide (TG) provided with registration for this course
- Scored onsite by CPST Instructors

This Instructor Guide (IG) includes many TG references for content discussed in the presentation portion of the course. The Instructor covering that topic should refer participants to that content in their TGs to help them become familiar with the location of the different subjects.

Avoid going into great detail about the topics in the presentation. Also avoid talking 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 CPS Technicians may be using (such as “dynamic locking latchplate”). As with the current certification training program, expanding on the content will only serve to throw the schedule off track. Furthermore, teaching new material or re-teaching other material is not the purpose of the Renewal Testing Course.

### **SUPPLEMENTAL MATERIALS**

The Renewal Testing Course materials should be used in their original form and may not be changed by Instructors without written consent from NHTSA.

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.
- Reflect up-to-date factual information.
- Not conflict with any course information.

In addition, participants must be informed that they will not be quizzed on the supplemental information. Consider using supplemental materials as the foundation of post-class update courses. This will keep you in touch with your participants and enable you to enhance their skills and knowledge after they have completed their Renewal Testing Course.

### **PREPARING TO TEACH**

Classes must be registered with the Safe Kids online system for at least eight hours of class time listed (such as 8:00 a.m. to 4:00 p.m.).

Lead Instructors (LIs) may design the agenda to fit the needs of the course as long as:

1. All information in the presentation portion of the course is covered (recommended time limit of 2 hours, including review of the state’s occupant restraint laws and CPS program and resources).
2. All participants complete the skills assessment (time limit of 2 hours).
3. Once participants pass the skills assessment, they may move on to completing the quiz.

LIs have limited discretion to extend the time limit for completing the quiz. Barring outside issues, any expired CPS Technician who meets the criteria for the intended audience for this course should be able to complete a 50-question — mostly multiple choice — quiz in two hours or less.

LIs may extend the amount of time needed for the skills assessment if more time is needed to accommodate a large number of participants and/or a limited number of vehicles are available.

LIs also may set an agenda that spans more than one day — as long as the LI and the participants are the same for the duration of the schedule (other than participants who fail a quiz or otherwise drop out of the course). For instance, a class could start with the presentation at 1:00 p.m., followed by the skills assessment from 3:00 to 5:00 p.m., and a break for the night. Participants who pass the skills assessment return in the morning for the quiz.

### Sample Agenda 1

<b>Time</b>	<b>Topic/Activity</b>	<b># of Minutes</b>
8:00-8:30	Module 1: Program Introduction	30
8:30-10:30	Module 2: CPS Updates	120
10:30-10:45	Break	15
10:45-12:45	Skills Assessment	120
12:45-1:45	Lunch	60
1:45-3:45	Quiz	120
	<b>TOTAL:</b>	<b>465 Minutes</b>

### Sample Agenda 2

<b>Time</b>	<b>Topic/Activity</b>	<b># of Minutes</b>
9:30-10:00	Module 1: Program Introduction	30
10:00-12:00	Module 2: CPS Updates	120
12:00-12:45	Lunch	45
12:45-2:45	Skills Assessment	120
2:45-3:00	Break	15
3:00-5:00	Quiz	120
		<b>450 Minutes</b>

## Sample Agenda 3

### DAY 1

Time	Topic/Activity	# of Minutes
12:30-1:00	Module 1: Program Introduction	30
1:00-3:00	Module 2: CPS Updates	120
3:00-3:15	Break	15
3:15-5:15	Skills Assessment	120
		<b>285 Minutes</b>

### DAY 2

Time	Topic/Activity	# of Minutes
9:00-11:00	Quiz	120
		<b>120 Minutes</b>

### SKILLS ASSESSMENT AND QUIZ

A skills assessment and quiz are included in the course. Participants who pass the skills assessment and quiz will be recertified as CPS Technicians. The following summary describes the skills assessment and quiz. Specific instructions are included in the IG at the point of administration in Module 2.

### Overall Guidelines for Skills Assessment and Quiz

All Instructors must follow specific guidelines when administering the skills assessment and quiz. Do **NOT**:

- Provide answers in any form or allow a participant to change their answers once submitted.
- Share the skills assessment and quiz forms with non-participants.
- Alter the skills assessment or quiz.

### Preparation for Quizzes and Skills Assessments

- Copy/print the skills assessment and quiz (can be double-sided).
- Hand out the skills assessment and quiz immediately prior to administering them.
- Two versions (A and B) of the quiz are available. The questions are the same for each version, but the order of the questions and/or the answers differ between the two versions. Different versions can be handed out for each quiz in classes where space is limited and Instructors have reason to be concerned about participants copying from the answer sheets of others.

## Skills Assessment Administration General Instructions

The skills assessment is administered after the presentation portion of the course. There are three “select and install” scenarios and four “misuse identification” scenarios.

- For a smooth running agenda, have one or more additional Instructors and an experienced CPS Technician set up the skills assessment scenarios during the presentation time.
- It is recommended that the skills assessment be administered prior to the quiz. If a participant takes the quiz first and does not pass, he or she may choose to leave the course and take away a vehicle that instructors were planning to use during the skills assessment. The sequence of the skills assessment and quiz is optional, but plan accordingly to ensure vehicles are available.
- Participants must pass both sections of the skills assessment.
- Participants may retake each section of each skills assessment one time.
- Specific instructions to prepare, administer, and wrap-up the skills assessment are contained in Module 2 of this IG.
- The participant form for the skills assessment is on the Instructor DVD.
- Emphasize that all assessments are done independent of Instructor input or collaboration with other participants. Participants must work separately.

## Quiz Administration General Instructions

The quiz is administered after the skills assessment. There are 50 questions on the quiz.

- The quiz is timed and open book. Emphasize that while the quiz is open book, it is not easy and participants should not count on being able to find the answers in their IG if they are unfamiliar with the content. Participants can read the TG online (or download it) prior to the class. The TG is located on [www.cpsboard.org](http://www.cpsboard.org).
- Participants must correctly score a total of at least 42 (85 percent) out of 50 questions.
- There are no quiz retakes.
- Specific instructions to administer and wrap-up the quiz are contained in Module 2 of this IG.
- Participant forms for two versions of the quiz are on the Instructor DVD.
- Any scoring discrepancies must be brought immediately to the attention of the LI who will investigate/rule (such as answer marked incorrect in error).
- Under **NO** circumstances can any participant, Instructor team member, or other person modify the participant quiz answer sheets, except in the case of a scoring discrepancy.
- Any Instructor who knowingly allows quiz altering to occur and does not take immediate action or shares the quiz with non-technician-candidates is at risk of certification sanctions.



## Post-Course

- Should a participant not pass the skills assessment or quiz, he or she will have to retake the Renewal Testing Course. There is no limit to the number of times participants can take this course. If an individual does not pass, it is recommended that the full National CPS Certification Training Program be retaken.
- The LI:
  - Can print out and provide wallet cards for the CPS Technicians, if desired, and if a computer with Internet access and a printer are available.
  - Must keep the Score Sheet as a record of the participants' scores and may destroy any used quizzes after the course is completed.
  - Must keep the completed skills assessment forms as records of participant scores.
  - Submits skills assessment pass/fail scores to the online Safe Kids Certification system.
- Participants may also receive their new CPS Technician numbers by logging into their online profiles.









## USING THE MODULE PLANS

This IG contains complete module plans for all topics in the course. The module plans are presented in a 2-column format for ease of use. The left column contains the Instructor directives in simple statements and the right column provides the content for use during presentations and activities.

- **Module Objectives.** All modules begin with participants reviewing the learning objectives for the module.
- **Icon Prompts.** Icons direct you throughout the course to present information, display a PowerPoint slide, play a video, conduct an activity, conduct a progress check, ask a question, or reference the TG.
- **Information.** Present information, as described, in the right column of the IG. Participants usually engage in additional activities or discussions to build on information presented.

The module plans are designed to help ensure you are able to cover the appropriate material within the time constraints of the course, as well as focus on the particular needs of participants.

## IG Icon Key

 <b>Present Content</b>	 <b>Reference TG</b>	 <b>Display PowerPoint Slide</b>	 <b>Ask Question</b>
 <b>Conduct Activity</b>	 <b>Introduce Video</b>	 <b>Play Video</b>	 <b>Conduct Progress Check</b>

The **Reference TG** and **Display PowerPoint Slide** icons and directives are in color for emphasis to assist Instructors. PowerPoint slides with videos have the **Play Video** icon prompt on the slide.

## SPECIAL NEEDS ACCOMMODATIONS

The following guidelines are intended to assist Instructors in meeting the special needs of participants.

- Clearly indicate the physical requirements of this course when providing a 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. Certification 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 requirements to complete the 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 quizzes may be given orally. If possible, this should be determined prior to the quiz so that reasonable accommodations can be made. During an oral quiz, the Instructor should read the question exactly as written and with a consistent tone of voice.
- During a written or oral quiz, a term not related to technical content (such as transport) 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 car seat or booster seat (due to size, disability, or illness) they should be permitted to verbally guide an Instructor in correct installation. 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 participant's skills as they should always have the caregiver present when checking car seats and booster seats. The caregiver should always be the last one to install or make any changes to the seat.

## INSTRUCTOR DVD CONTENTS

The Instructor DVD contains six main folders:

1. Course Forms
2. Instructor and Technician Guides
3. Quizzes
4. Planning & Logistics Guide
5. PowerPoint Slides
6. Skills Assessments

### 1. Course Forms

- **Participant Vehicle Information**

This form is distributed to participants at the beginning of class and collected as quickly as possible. It should be filled in by participants and allows Instructors to determine seat belt systems available for use in practice activities and skills assessments. The LI or Course Administrator should ensure that copies are made for all participants and Instructors and have extra copies on hand, if needed.

- **Score Sheet**

This sheet should be filled out at the close of the course. Use this Score Sheet to track participant progress and keep it for your records of the course.

- **Participant Vehicle Occupant Restraint Systems Details**

This form is used by Instructors to collect detailed information about the vehicles available for practice activities and skills assessments. Instructors should refer to this information when planning practice activities and skills assessments. The LI or Course Administrator should ensure that copies are made for all participant and Instructor vehicles and have extra copies on hand, if needed.

### 2. Instructor and Technician Guides

- **Instructor Guide**

PDF version of the IG – Instructor Preparation and Modules 1-13

- **Technician Guide**

PDF version of the TG – Instructor Preparation, Modules 1-13, and Appendix

### 3. Planning & Logistics

- **Planning & Logistics Guide**

This guide provides useful information on the process and procedures that should be followed to plan for, set up, and conduct the National CPS Certification Training Program. Subjects covered include:

- Program overview and goals
- National CPST Certification process
- General Instructor guidelines and position descriptions
- Course planning and process

- Course checklist
- Equipment checklist
- Suggestions for demonstration equipment
- Additional resources

#### 4. PowerPoint Slides

- There is one PowerPoint presentation for each module.
- Instructors present the information in the IG and TG, using the PowerPoint slides as a visual aid for participants and to play the embedded videos. **Teaching only from the slides, rather than from the IG and TG as well as the slides, will not provide participants with the proper instruction. This will put an Instructor at risk of certification sanctions.**
- Instructors have their choice of two video formats (MP4 or WMV) based on which format works better on the computer being used to project the slides and videos. It is advisable to have both versions available for any given class to determine which version works better on the computer used in the classroom.
- It is critical that the LI and/or Course Administrator **set up and test the PowerPoint slides on the computer/projection system** to be used prior to the first day of the course. Remember that what works well on one computer/projection system may or may not work well on another computer/projection system due to differences in operating systems, the type of projection system, and/or versions of PowerPoint.
- **ALL** Instructors must be familiar with the contents of the slides and know how to navigate through a PowerPoint presentation. Training on the AV set up should be included as a part of the Instructor meeting held prior to the start of the course.

#### 5. Quizzes

- **Quizzes**

There are two versions (A and B) of the quiz. Hand out the form to participants just before you administer each quiz.

- **Quiz Answer Key**

- An Instructor answer key is provided for two versions of the quiz.
- Relevant page numbers (where the answer can be found) from the TG are noted for each answer. Note that the sources for some answers are marked as being "NA = Not applicable. Deductive reasoning is required to come up with correct answer."

- **Quiz Answer Sheet**

This document is a blank answer sheet for participants to record their quiz answers.

## 6. Skills Assessment

- **Skills Assessment Form**

This form is for participants to complete. Hand out the form to participants just before you administer the skills assessment.

### INSTRUCTIONS AND TIPS FOR USING THE POWERPOINT PRESENTATIONS

Always refer to your computer and software manuals for details and troubleshooting.

#### Running the Presentation and Videos

To view the presentation on your monitor, open the presentation file for the appropriate module, and then select **Slide Show** from the View menu (or click on **Slide Show** from the icon near the bottom of the screen, or press the **F5** key). The first slide will fill your screen.

There are several ways to advance to the next slide or go back to previous slides. The easiest way is to press the **down arrow** to advance and the **up arrow** to go back. Press the **Esc** (Escape) key to return to the normal view.

The slides with videos are not set to start automatically. Instead, manually start the videos by clicking on the **Play Video** icon. This allows the Instructor to introduce the topic in advance of the video.

#### Working with the Presentation and Video Slides

Because the videos are linked to the presentation, the videos **MUST** be in the same folder as the PowerPoint presentation to operate.

- Copy the entire PowerPoint Slides folder from the Instructor DVD as is to the hard drive of the computer that will be used for a course.
- Check **ALL** slides and videos **BEFORE** you begin teaching.
- Be sure to play each video to the end.

**NOTE:** Always use the **Copy** and **Paste** feature of My Computer (or Windows Explorer or equivalent function) to move the slide presentation files from one folder to another.

The slides with videos are linked to the MP4 or WMV video files. If the video file is separated from the PowerPoint slide it will not play. Follow these steps to reinsert the video file.

1. On a Windows (PC) computer, open the PowerPoint presentation with the slide that links to the video.
2. From the top menu and while in Normal view, select **Insert < Movie < Movie from File**.
  - **Double Click** the video file to insert. This will insert your video directly into the presentation as an image that can be moved, resized, and played either when the slide comes up in your slideshow or when you click on the image.
  - Resize the video file to fit within the slide header/footer.

**NOTE:** Make sure the video is saved into the same folder as your PowerPoint presentation. This helps to prevent broken links and ensure the video will play properly if you move both files (the PowerPoint deck and video) to another location.

3. **Save** the changes made to the PowerPoint presentation.
4. **Play** the video to ensure it is now connected to the slide.

Whether the videos play in PowerPoint or not depends on your computer (PC/Windows, Mac), your operating system version, and the type of media player installed on your computer. Older versions of PowerPoint (such as 2002) may only intermittently play the videos within the PowerPoint slide. In this case you will need to minimize the PowerPoint presentation and directly play the video file.

If one is available, consult your MIS department to assist you with any problems.

# MODULE 1 • Program Introduction

## Module Agenda: 30 Minutes

Topic	Suggested Timing
1. Introduction <ul style="list-style-type: none"> <li>• Large Group Activity: Introductions</li> </ul>	15
2. Design Features and Structure of Revised Certification Program	10
3. Progress Check and Summary	5
<b>TOTAL</b>	<b>30 Minutes</b>

### Module Purpose

The purpose of this module is to welcome participants, open the course, and familiarize them with the purpose, goals, and completion requirements. Participants will also learn about the new design features and structure of the National CPS Certification Training Program.

### Module Objectives

- Become acquainted with the course purpose, objectives, and completion requirements.
- Identify the new design features and structure of the National CPS Certification Training Program.

### Special Media, Materials, and Resources

- Participant Vehicle Information (Instructor DVD)
- Participant Vehicle Occupant Restraint Systems Details (Instructor DVD)

### Video Titles and Times

None

### Activities

- Large Group Activity: Introductions
- Final Progress Check

### Preparation

- Select and customize the agenda you will use (three samples are available in the Instructor Preparation section of this Instructor Guide).
- Document the types of occupant protection systems available. A sample Participant Vehicle Occupant Restraint Systems Details chart is provided on the Instructor DVD. If there is not enough variety of seat belt systems, efforts should be made to obtain additional vehicles.
- Collect and label keys.
- Supply name tags (enough for entire course).
- Provide table tents for participant and Instructor names.

- Gather a variety of car seats and booster seats.
- Arrange for access to a variety of vehicles.
- Become familiar with state child passenger safety laws.
- Refer to the NHTSA website at [www.nhtsa.gov](http://www.nhtsa.gov) and the CPS Board website at [www.cpsboard.org](http://www.cpsboard.org) for the latest statistics and details about effectiveness of correctly using car seats, booster seats, and seat belts and their misuse.
- Prepare to conduct the progress check.

**[INSTRUCTOR NOTE]**

- Limit personal stories – yours and those of participants.
- Be aware of the diverse learning styles of your participants.
- Have participants fill out the Participant Vehicle Information form before you start the course. A sample form is provided on the Instructor DVD. Vehicle forms should describe vehicle make, model, year, color, and license plate number.



## 1. Introduction



### Display PPT 1-1 (WELCOME).

#### [INSTRUCTOR NOTE]

[Display the Welcome PowerPoint slide as participants enter the training room.]



### Display PPT 1-2.



Welcome participants and introduce the Instructor team.

Hello and welcome to the National Child Passenger Safety Technician (CPST) Renewal Testing Course!

- My name is \_\_\_\_\_. I'll be one of your Instructors for the course.
- Other members of our team include \_\_\_\_\_.



### Display PPT 1-3.



Describe the overall purpose of this course.

This Renewal Testing Course is designed for former CPS Technicians who have maintained their knowledge and skills.

- It is **NOT** a refresher course. It is expected that participants attempting to renew their certifications have stayed involved in CPS programs and activities and kept up with changes in the field by:
  - Reading technical updates.
  - Attending other CPS classes.
  - Working with CPS Technicians to keep installation skills current.
- The Renewal Testing Course provides an opportunity to renew certification without having to retake the entire certification course.
- Upon successful completion of this course, you will again be certified CPS Technicians.



### Display PPT 1-4.

This course is a partnership between three organizations.

- The **National Highway Traffic Safety Administration (NHTSA)** developed the original curriculum in the mid-1990s and regularly updates the content.

- The **National Child Passenger Safety Board (NCPSB)** oversees the quality and integrity of the training and certification requirements.
- **Safe Kids Worldwide** is the certifying body and is responsible for administering all aspects of certification.

**[INSTRUCTOR NOTE]**

[Take a couple minutes to share information about yourself in this introduction. This will help you gain rapport with participants.]



Present module purpose.

The purpose of this introduction is to open the course, and familiarize you with the purpose, goals, and completion requirements. You will also learn about the new design features and structure of the National CPS Certification Training Program.



**Display PPT 1-5.**



Present overall goals for the Renewal Testing Course.

The overall goals for the Renewal Testing Course are to:

1. Select appropriate car seats and booster seats and secure children in vehicle restraint systems according to best practice guidelines and manufacturer instructions.
2. Teach others how to install car seats and booster seats in multiple types of vehicles according to manufacturer instructions and best practice guidelines.



**Display PPT 1-6**

3. Use appropriate resources to obtain updated CPS information.
4. Serve as a CPS resource to his or her community, state, or organization.



Review terms used for car seats.

There are many different names used for what caregivers tend to refer to as car seats such as child safety seats, child restraints, CRs, and baby seats.

- Child restraint is the common, and sometimes required, term used by the government and manufacturers in formal and official writings, including labeling and manuals. Child restraints refer to rear-facing car seats, forward-facing car seats, and boosters.

- Since our purpose with this course is to help you work directly with caregivers, we have chosen to use the more familiar term that is used on many websites, in public service announcements, and is one of the most common search terms – **car seats**.



### Display PPT 1-7.



Present module objectives.

At the end of this module, you will:

- Become acquainted with the course purpose, objectives, and completion requirements.
- Identify the new design features and structure of the National CPS Certification Training Program.



Facilitate a large group introduction activity.

Let's get to know each other through an introduction activity. As a large group, I'd like each of you to introduce yourself by briefly sharing your name, role, and work you have done in the CPS field.

### [INSTRUCTOR NOTE]

[Watch the time as you facilitate this activity. Each participant should have a chance to share. If you are instructing a large group, set the pace for completing all of the introductions by introducing yourself as an example.]



### Display PPT 1-8.



Review housekeeping items.

Here are some housekeeping and logistic points that are important for us all to know:

- The emergency exits are located \_\_\_\_\_ .
- Restrooms are located \_\_\_\_\_ .
- Break areas are located \_\_\_\_\_ .
- Refreshment areas are located \_\_\_\_\_ .



### Display PPT 1-9.



Review general ground rules for the course.

Now, let's review and discuss some general ground rules for making this a successful learning experience.

- Return promptly from breaks and lunch. We will all follow the schedule.
- Ask questions to gain an understanding of the course content and have a successful learning experience. There is no such thing as a trivial question.

- Listen to others when they speak.
- Turn cell phones off (or put on vibrate).
- Be prepared for activities to take place in the classroom and outside in vehicles regardless of the weather.
- We will be working around each other's vehicles during this course. Pay attention to your movements in and around vehicles. Take care not to harm the vehicles of others.



Ask question and respond to comments.

***Q. What other thoughts and ideas do you have that will help make this a successful learning experience for you and other participants?***



Orient participants to the TG.

We will use the Technician Guide (TG) from the National CPS Certification Training Program in this Renewal Testing Course. While we will not cover all the content in the TG, we will highlight specific content as we go through this course.

- Module numbering starts with the module number first and then the page number (1-1, 2-1).
- You should also have your TG available after the course for all education activities with caregivers.
- Personalize it by writing your name in the inside front cover.

### [INSTRUCTOR NOTE]

[A participant that does not pass the Renewal Testing Course may keep the TG.]



**Display PPT 1-10.**



Explain the course completion requirements.

In the first part of this course, we will discuss what is new and different with the 2014 National CPS Certification Training Program. We'll also discuss technical updates and major trends in the field.

There will be a skills assessment with four select and install scenarios and an open book 50-question quiz.

To successfully complete this course, you **MUST**:

- Attend the entire course.
- Participate in class discussions and practice activities.
- Pass the skills assessment.

- Pass the written quiz with a total of 42 out of 50 correct.

Anyone who does not successfully complete this course may either take it again or retake the full National CPS Certification Training Program.

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## 2. Design Features and Structure of Revised Certification Program

### [INSTRUCTOR NOTE]

[Introduce the new design features and structure of the revised Certification Program. You will provide a high-level description of changes in this module and then describe technical content changes in the next module.]



#### Display PPT 1-11.



Review the new features of the Certification course.

The 2014 National CPS Certification Training Program includes several new features.

- The emphasis is on “need to know” and less focus on “nice to know” information.
- The program has been streamlined from four to three days of delivery time.
- The Learn, Practice, Explain model has more focus on CPS Technicians as educators rather than installers.
- There is added information on Lower Anchors and Tethers for CHildren (LATCH).



#### Display PPT 1-12.

- Content is streamlined and easier to locate.
- There are 13 new videos including:
  - The CPS Technician role.
  - Rare installations.
  - Why children should travel rear-facing.
  - Repurposed Parent Central NHTSA videos.
  - New CHOP misuse videos.



#### Reference TG Intro-3.

**Display PPT 1-13.**

Review how the modules have been organized.

The Certification Program is now organized into 13 modules.

Let me point out some of the content differences with this revision.

- The “Who Makes the Rules” module has been shortened and integrated into the “Program Introduction” module.
- A new module on the “CPS Technician Role” has been added following the “Program Introduction.”
- We no longer use the term “pre-crash” when referring to seat belt systems.
- The two chapters on seat belt systems are now combined into one module called “Seat Belt Systems.”
- The “Occupant Protection Systems” module has been renamed “Air Bags.”
- Special needs content is briefly introduced in “Introduction to Car Seats and Booster Seats” and developed further in “Children in Rear-Facing Car Seats.”

**Display PPT 1-14.**

- There has been a change from four to five steps for correct car seat and booster seat use. The five steps are:
  1. Selection
  2. Location
  3. Direction
  4. Installation
  5. Harnessing
- Booster seat and seat belt content is combined in one module.
- We added content on 15-passenger vans and CPS in the “CPS in Other Vehicles” module.

- The bulk of the Appendix materials have been moved to the CPS Board website at [www.cpsboard.org](http://www.cpsboard.org).

**Display PPT 1-15.****Reference TG page 1-1.**

Review how the TG has been redesigned.

The TG has been redesigned to be a classroom workbook and ongoing resource back in the field.

- The TG contains:
  - Key content points.
  - Tips for discussing technical information with caregivers.
  - Sections for note-taking while viewing videos and completing activities.
  - Practice activities.
  - Best practice questions (to be prepared to answer from caregivers).
  - Progress checks.
- Most modules also include motivational quotes/messages from experts in the CPS field.

**Display PPT 1-16.**

- There are all new photographs and illustrations and four job aids on rare installations.

**Display PPT 1-17.**

Review how some terminology has changed.

There are some terminology changes with this revision:

- Air bag instead of airbag
- Car seat, booster seat, or seat belt instead of child restraint
- Checkup event instead of check up event
- Head restraint instead of headrest
- Lap-and-shoulder belt instead of lap-shoulder belt
- Lower anchor connectors instead of lower anchor attachments (on car seat or booster)
- Module instead of chapter
- Non-regulated instead of after-sale or after-market
- Rear-facing-only instead of infant-only
- Seat belt instead of safety belt
- Tether instead of top tether

- Tether connector instead of tether attachments (on car seat or booster)

Also, LATCH refers to a seating position with **BOTH** lower anchor and tether anchors.

---

### 3. Progress Check and Summary

#### [INSTRUCTOR NOTE]

[Conduct the following progress check as a large group activity. Pose each question and ask for responses from the group. Add any information not provided by participants.]



Conduct progress check.

Let's review what we learned in Module 1 through a brief progress check.

1. Which of the three organizational partners is the certifying body for CPS Technician certification?

**Answer:** Safe Kids Worldwide

2. Which term is best to use when talking with caregivers – child restraint, car seat, or safety seat?

**Answer:** Car seat since it is a more familiar term for caregivers



Conclude module.

Now, let's discuss technical changes by module.



## MODULE 2 • CPS Updates

### Module Agenda: 120 Minutes

Topic	Suggested Timing
1. Introduction	2
2. State Laws and Resources	8
3. Technical Content Changes by Module <ul style="list-style-type: none"> <li>• Video: Install a Locking Clip</li> <li>• Video: Install a Belt-Shortening Clip</li> <li>• Progress Check: Latchplates</li> <li>• Progress Check: Lower Anchors and Tethers</li> <li>• Progress Check: Car Seat and Booster Seat Recommendations</li> <li>• Practice Activity: Rear-Facing Car Seat Weight Limits</li> <li>• Practice Activity: Forward-Facing Car Seat Weight Limits</li> </ul>	110
<b>TOTAL</b>	<b>120 Minutes</b>

### Module Purpose

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

### Module Objectives

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

### Special Media, Materials, and Resources

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

### Video Titles and Times

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

### Activities

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

**Preparation**

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

## 1. Introduction



### Display PPT 2-1.



Present module purpose.

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



### Display PPT 2-2.



Present module objectives.

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

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

## 2. State Laws and Resources

### [INSTRUCTOR NOTE]

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



Review state laws and local resources.

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



Ask question.

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

## 3. Technical Highlights by Module

### [INSTRUCTOR NOTE]

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



Introduce technical content changes.

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

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



### Display PPT 2-3.



Review Module 1 highlights.

The Program Introduction module includes the training program goals, course completion requirements, and updated statistics on the use of car seats, booster seats, and seat belts.

The main message is that, in most cases, child passenger injuries and deaths can be prevented. Many injuries and deaths occur as a result of the high misuse rate of car seats, booster seats, and seat belts, reported at 74 to 90 percent.



**Reference TG**  
page 2-3.



**Display PPT 2-4.**



Review Module 2 highlights.

In Module 2, the emphasis is on the role of the CPS Technician and the Learn, Practice, Explain model.

To ensure you are equipped to educate caregivers so they can confidently use and install car seats, booster seats, and seat belts, this course has been designed using the Learn, Practice, Explain (LPE) Model.

- **Learn** the facts/skills/information. Seek ways to stay updated. Then ...
- **Practice** your new skills and share information.
- **Explain** (teach) what you have learned to caregivers.

We focus on CPS Technicians as educators, **NOT** installers.

- More emphasis and focus is on technicians providing education rather than providing an installation service.
- Technicians must empower parents to do it themselves.



Ask question.

***Q. Are you an educator or an installer?***

**A.** As an Educator, you must:

- Show the caregiver how to correct installation errors and let them reinstall the seat on their own.
- Check for recalls.
- Provide educational materials.
- Have other necessary materials on hand for each appointment.



Reference TG  
page 2-3.



Display PPT 2-5.



Continue to review  
Module 2 highlights.

Ultimately, caregivers are responsible for their children's safety. CPS Technicians must provide pertinent information, then:

- The caregiver has the final decision and final responsibility.
- The caregiver should always be the last one to install the car seat or booster seat and secure the child.
- All actions should be documented — especially if advice is not followed.

Remember, there are **no tough choices**, just manufacturer instructions and best practices.



Display PPT 2-6.

In your role as a CPS Technician, you will:

- Identify the best way to transport a child safely, according to manufacturer instructions.
- Explain best practices to the caregiver.
- **Best practice** is the gold standard of protection. It is the safest way to transport a child based on the child's age, weight, height, and developmental levels.
- Often, when caregivers do not understand the reason for it, they do not choose the best practice. As a CPS Technician, it is your job to know the reason and explain it to the caregiver in simple, clear terms.

### [INSTRUCTOR NOTE]

[Module 3 has no major changes. Review the basics of how restraints prevent injury and calculate crash forces.]



Introduce Module 3  
key concepts.

While there are no major technical changes to the Crash Dynamics & Injury Prevention module, let's review some key concepts.



Ask question.

***Q. Who can provide the formula for calculating crash forces?***

**A. Weight X Speed = Restraining Force**

For example: A 10-pound infant in a vehicle moving at 30 miles per hour could require at least 300 pounds ( $10 \times 30 = 300$ ) of restraining force to keep from moving forward.



**Reference TG**  
page 3-4.



**Display PPT 2-7.**



Review crash forces.

In any crash, even a minor one, occupants in the vehicle can be seriously injured. For example:

- A vehicle going 40 mph would hit a tree with the same force as hitting the ground after falling off a 50-foot cliff.
- A person inside the vehicle would hit the windshield with the same force as hitting the ground after a fall from a 5-story building.

It is important for caregivers to understand that the forces involved in a crash can kill or cause serious injuries to themselves and their child.

One way to help caregivers understand such forces is to explain that the force needed to restrain an occupant approximately equals the weight of the occupant multiplied by the vehicle speed.



**Reference TG**  
page 3-5.



Review how car seats, booster seats, and seat belts prevent injury.

While car seats, booster seats, and seat belts do not prevent crashes from taking place, they play a major role in reducing the severity of injury to vehicle occupants involved in a collision.

The use of car seats, booster seats, and seat belts is one of the most important actions that can be taken to prevent injury in a vehicle crash. An occupant's chance of survival increases dramatically when appropriately restrained.



Ask question.

***Q. How do car seats, booster seats, and seat belts prevent injury?***



**Display PPT 2-8.**

## A.

- Keep people in the vehicle.
- Contact the strongest parts of the body.
- Spread forces over a wide area of the body.
- Help the body to slow or "ride down" the crash forces.
- Protect the head, brain, and spinal cord.



Reference TG  
page 4-1.



Display PPT 2-9.



Introduce Module 4  
highlights.

Module 4 on seat belt systems includes updated federal standard information and reviews all latchplates and retractors.



Display PPT 2-10.

The types of latchplates you already know about are:

- Locking
- Switchable
- Sliding
- Sewn-on



Reference TG  
page 4-4.



Display PPT 2-11.



Review dynamic  
locking latchplate.

A new type of latchplate is dynamic locking.

- **Dynamic locking latchplates** are currently located in the front seat of some vehicles and lock the lap-and-shoulder belt when loaded by an occupant during a crash.
- This latchplate is **NOT** intended to lock the seat belt for a car seat.
- Some dynamic locking latchplates may seem to lock the seat belt when you buckle it across an empty seat and pull upward on the lap portion. The caregiver could believe that it is safe since it seems to lock.
- The caregiver should move the car seat to a different position or take additional steps as recommended in the vehicle owner's manual to lock the seat belt that has a dynamic locking latchplate.

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

**[INSTRUCTOR NOTE]**

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



**Reference TG**  
page 4-5.



Conduct a progress check.

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

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

**Answer:** Locking and switchable latchplates

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

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

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

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

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

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

5. What types of latchplates cannot be locked?

**Answer:** Sliding, sewn-on, and dynamic locking



**Reference TG**  
page 4-6.



**Display PPT 2-12.**





Review retractors.

There are no new retractors. The three types are:

- Emergency locking
- Automatic locking
- Switchable



Introduce locking clips.

With a lap-and-shoulder belt, a locking clip/lock-off is one of the approved additional locking steps.



Ask question.

***Q. What are the three conditions that must be present to use a locking clip?***



**Display PPT 2-13.**

**A.** Retractor = emergency locking  
Latchplate = sliding  
Lap-and-shoulder belt is one piece of webbing



**Reference TG Appendix, Install a Locking Clip.**



Review how to install a locking clip.

There are six steps to install a locking clip.

1. While applying your weight on the seat with your arm, buckle and tighten the lap-and-shoulder seat belt.
2. Pinch and hold the lap and shoulder belts together.
3. Unbuckle the belt.
4. Place the locking clip no more than 1 inch away from the latchplate as noted in the car seat and vehicle owner's instruction manuals.
5. Apply pressure on the seat and re-buckle the seat belt.
6. Test the car seat to make sure it moves no more than 1 inch side-to-side or front-to-back when testing at the belt path. You can remove the locking clip by pinching the webbing in half so the locking clip falls off.



Introduce Install a Locking Clip video (2:23 minutes).

Let's watch a CPS Technician install a locking clip.



**Display PPT 2-14.**



Play Install a Locking Clip video.



Introduce belt-shortening clips.

With a lap belt with a sewn-on latchplate, belt-shortening clips are the approved additional step to lock a car seat in a vehicle. A lap belt with a locking latchplate should **NEVER** use a belt-shortening clip.



Ask question and track responses.

***Q. What are the three conditions that must be present to use a belt-shortening clip?***



**Display PPT 2-15.**

**A.** Retractor = emergency locking  
Latchplate = sewn-on  
No locking feature (there may or may not be a separate shoulder belt)



**Reference TG Appendix, Install a Belt-Shortening Clip.**



Review how to install a belt-shortening clip.

There are six steps to install a belt-shortening clip.

1. Place the lap belt through the car seat.
2. Buckle it.
3. Pull on the belt to gather the excess webbing to be locked off or shortened near the retractor side.
4. Test for a tight installation of the car seat:
  - Grab the seat at the belt path.
  - Push and pull it with moderate force – front to back and side-to-side. It should **NOT** move more than 1 inch.
5. Place the belt-shortening clip near the retractor as noted in the vehicle owner's manual.
6. Double-back the top portion of the loop and thread it through the prongs of the clip.



Introduce Install a Belt-Shortening Clip video (1:47 minutes).

Let's watch a CPS Technician install a belt-shortening clip.



**Display PPT 2-16.**



Play Install a Belt-Shortening Clip video.



Summarize Module 4 highlights.

These two videos are located on the NCPSB website. Two additional videos are available for your use:

- Install a Car Seat with a Locking Latchplate, 1:17 minutes
- Install a Car Seat with an Automatic Locking Retractor, 1:04 minutes

View the videos periodically to keep your skills fresh.

Job aids for these videos are also located on the NCPSB website. Be sure to have them available when educating caregivers.



Reference TG page 5-6.



Display PPT 2-17.



Review Module 5 highlights.

Module 5 on air bags includes new information on the inflatable seat belt and what you need to know about air bags for car seat and booster seat installation.



Display PPT 2-18.

An inflatable seat belt:

- Generally opens in frontal, side, and rollover crashes.
- Is located in the shoulder portion of the lap-and-shoulder seat belt. The lap portion of the belt is separate webbing that does **NOT** inflate in a crash.
- Has two retractors and a sewn-on latchplate. The lap belt has a switchable retractor to secure a car seat.
- Spreads belt loads over a greater area of the chest than standard seat belts and provides additional head and neck support during a crash.

Check the car seat owner's manual to determine if the car seat or booster seat can be used with an inflatable seat belt. Some car seat manufacturers have allowed their car seats to be installed with inflatable seat belts. Other manufacturers do **NOT** allow it.

**Display PPT 2-19.**

Review Module 6 highlights.

Module 6 addresses lower anchors and tethers for children. The term LATCH should be used when referring to both lower anchors and tether use. Only using the lower anchors, as in most rear-facing only car seat installations, is not the full LATCH system.

Always encourage tether use for forward-facing car seats, whether secured using the seat belt or lower anchor connectors.



**Reference TG**  
page 6-6.

**Display PPT 2-20.**

Review lower anchors and tethers.

The only way to know for certain that LATCH is being used correctly is to use the vehicle and car seat owner's manuals for guidance.

- Both lower anchors and tether anchors have weight limits set by the vehicle and car seat/booster seat manufacturers.
- To determine the limits of these systems, you must refer to both the car seat and vehicle owner's manual.
- If there are different weight limits listed, the lower limit must be used. If there is no stated weight limit for the vehicle lower anchors or tether anchors, you **MUST** assume that they may be used until the total weight of the child and car seat equals 65 pounds.



**Reference TG**  
page 6-7.

**[INSTRUCTOR NOTE]**

[Conduct the following progress check as a large group discussion. You will only cover questions 1 and 3. Allow 5 minutes for the discussion.]



Conduct a progress check.

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

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

**Answer:**

- Look in the owner's manual first. Some manuals may make it obvious with terms easily found in the index under "Tether or Strap."
  - Always look in the child passenger safety section of the owner's manual for more specific details.
  - The manual should show the lower anchor and tether anchor labels (icons) located in the vehicle's seating position where the system is located.
2. The vehicle has a lower anchor and tether weight limit to 40 pounds. The car seat is rated to 65 pounds. At what weight limit would you need to install the seat using a seat belt instead of lower connectors?

**Answer:**

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



**Display PPT 2-21.**



Review Module 7 highlights.

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



**Reference TG page 7-2.**



Review NHTSA's car seat and booster seat selection recommendations.

NHTSA also updated their selection recommendations.

- Car seats and booster seats should be chosen based on the child's age and size and must fit in the vehicle.
- Children should be kept in car seats and booster seats for as long as the child fits within the manufacturer's height and weight requirements.



Display PPT 2-22.

- **Birth to 12 Months:** A child under the age of 1 should **ALWAYS** ride in a rear-facing car seat. There are different types of rear-facing car seats: rear-facing-only, convertible, and 3-in-1.



Display PPT 2-23.

- **1 to 3 Years:** Children should ride in rear-facing car seats **AS LONG AS POSSIBLE**. It is the best way to keep them safe. The child should remain in a rear-facing car seat until he or she reaches the top height or weight limit allowed by the car seat manufacturer.



Display PPT 2-24.

- **4 to 7 Years:** Children should be kept in a forward-facing car seat with a harness until they reach the top height or weight limit allowed by the car seat manufacturer.



Display PPT 2-25.

- **8 to 12 Years:** Children should be kept in booster seats until big enough to properly fit in a seat belt.

Note that children riding forward-facing after one year and 20 pounds are **NOT** incorrect, just not best practice. As long as car seat instructions are being followed, there is no misuse. Best practice remains using the car seat to the maximum allowable limits.

### [INSTRUCTOR NOTE]

[Conduct the following progress check as a large group activity. Pose each question and ask for responses from the group. Add any information not provided by participants.]



Reference TG page 7-10.



Conduct a progress check.

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

1. What is the best car seat or booster seat for a child?

**Answer:** The one that fits the child, fits the vehicle, and will be used correctly every time by the caregiver

2. How long should children ride in rear-facing car seats?

**Answer:** Children should remain in rear-facing car seats **AS LONG AS POSSIBLE**. It is the best way to keep them safe. The child should remain in a rear-facing car seat until he or she reaches the top height or weight limit allowed by the car seat manufacturer.

3. Why might a car seat or booster seat that is missing its product information label be dangerous to use?

**Answer:** Without a label, it is not possible to know whether the car seat or booster seat has been recalled.

4. Should a car seat or booster seat be replaced after a crash?

**Answer:** Car seats and booster seats are, in most cases, made to withstand one crash. Seat replacement, however, is **NOT ALWAYS** required. Always review NHTSA criteria for assessing crash severity and car seat replacement and check with the manufacturer for guidelines on when the product should be replaced.

5. What are some situations or conditions that may require the selection of specialized adaptive car seats?

**Answer:** Children in hip casts, who are small or born prematurely, or have breathing problems



Reference TG  
page 8-4.



Display PPT 2-26.



Review Module 8  
highlights.

Module 8 covers Children in Rear-Facing Car Seats. Many car seats have extended rear facing capability, often 30 pounds or more. Carefully check and read all labels.

There are now 5 steps for correct use.

1. Selection
2. Direction
3. Location
4. Installation
5. Harnessing



Reference TG  
page 8-9.



Review step 5 –  
harnessing.

Harnessing is the new step – placing the child correctly in the car seat. There are four steps to correctly place a child in a car seat.

1. Place the child all the way back in the car seat.
2. Place the harness straps at or below the child's shoulders, according to manufacturer instructions, and buckle at the crotch. The harness holds the child down low in the car seat so he/she does not slide up and out of the car seat in a crash. The crotch strap keeps the child from moving forward. Adjust the crotch strap if needed to get it as close to the child as possible.
3. Tighten harness straps snugly. NHTSA requires car seat manufacturers to state in the instructions: **“A snug strap should NOT allow any slack. It lies in a relatively straight line without sagging. It does not press on the child's flesh or push the child's body into an unnatural position.”** You should **NOT** be able to pinch excess webbing at the shoulder or hips once the harness is buckled. This is called the pinch test.
4. Place the harness retainer clip at armpit level.



Conduct practice  
activity and debrief.

Now you will look at all the car seats in the classroom to find the one with the highest rear-facing weight limit.

### [INSTRUCTOR NOTE]

[Have the class work individually on this activity. Give participants 5 minutes to find the car seat with the highest rear-facing weight limit.]



Reference TG  
page 9-1.



Display PPT 2-27.





Review Module 9 highlights.

In Module 9, we reviewed how many car seats have extended forward-facing capability, with harnesses approved for use up to 65 pounds or more. Carefully check and read all labels.



Conduct practice activity and debrief.

Now you will look at all the car seats in the classroom to find the one with the highest forward-facing weight limit.

### [INSTRUCTOR NOTE]

[Have the class work individually on this activity. Give participants 5 minutes to find the car seat with the highest rear-facing weight limit.]



Reference TG page 9-4.

Weight limits on lower anchors and tether anchors can affect the seating position choice.

- Each vehicle manufacturer sets these weight limits. Check the vehicle owner's manual or most current *LATCH Manual* (if available) for individual vehicle limits.
- **If you are in doubt about any weight limits, secure the car seat using the seat belt rather than the lower anchor connector.**



Reference TG page 9-5.

Tethers are better! A tether increases safety by limiting forward movement and rotation of the car seat when installing with either the seat belt or lower anchor connector. Always encourage tether use, provided it is not against manufacturer instructions.



Review Module 10 highlights.

The Children in Booster Seats & Seat Belts module is streamlined to focus on what caregivers need to know. The shield booster has been removed.



Reference TG page 10-2.



Display PPT 2-28.

Booster seats:

- Must **NEVER** be used with just a lap belt.
- Are **NEVER** used on airplanes.
- May fit children up to 80 or 100+ pounds or more depending on specific models.

**ALWAYS** consult the booster seat owner's manual for the weight ranges and correct use of booster seats.



Reference TG  
page 10-3.



Display PPT 2-29.

There are two types of belt positioning booster seats – backless and high-back.

- **High-back booster seats** are recommended for vehicles that have a low seat back or do not have a head restraint.
- With a **backless booster seat**, the child uses the vehicle's seat back or built-in head restraint for head, neck, and back support.



Reference TG  
page 10-4.

Even if the child is not present, booster seats should be secured in the vehicle at all times. When not buckled, the booster seat may become a projectile or object that can be tossed around the vehicle causing injury to vehicle occupants during a crash or sudden stop.



Reference TG  
page 10-6.



Display PPT 2-30.

Seat belts can be used to safely secure a child in a vehicle when he or she is:

- Tall enough to sit without slouching.
- Able to keep his or her back against the vehicle seat.
- Able to keep his or her knees naturally bent over the edge of the vehicle seat.
- Able to keep his or her feet flat on the floor.



Display PPT 2-31.



Reference TG  
page 11-1.



Review Module 11 highlights.

Module 11 reviews basics related to pickup trucks, 15-passenger vans, school buses, airplanes, and emergency transport vehicles.



**Display PPT 2-32.**



**Reference TG page 12-1.**



Review Module 12 highlights.

This module includes information on determining the safest seating positions, appropriate restraints for all occupants, and communicating effectively with caregivers.



**Display PPT 2-33.**



**Reference TG page 13-1.**



Review Module 13 highlights.

Module 13 includes using the course Check Form, requirements for CPST recertification, preparing for a checkup event, conducting a checkup event, and debriefing a checkup event.



Ask for questions.

***Q. What questions do you have about the technical content we have covered?***



Transition to skills assessment.

We have discussed what is new and different with the 2014 version of the National CPS Certification Training Program.

We also discussed some technical updates with focus on major trends that are occurring in the field of child passenger safety.

We will now move to the skills assessment portion of the course, followed by the final quiz.



**National Child Passenger Safety Technician Renewal Testing Course**  
**Skills Assessment: Select and Install Car Seats and Belt-Positioning Booster Seats**  
**and Determine Misuse**

**INTRODUCTION**

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

**Objective**

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

**Time for Completion**

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

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

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

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

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

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

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3. Depending on car seats/booster seats and vehicles available, set up real-world scenarios.
4. Use Scenario 1 and choose an additional three from Scenarios 2 to 15 below based on available car seats, booster seats, and vehicles. Make a note of any differences.

**SCENARIO 1 (REQUIRED): BELT-POSITIONING BOOSTER SEAT**

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

**SCENARIO 2**

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

**SCENARIO 3**

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

**SCENARIO 4**

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

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**SCENARIO 5**

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

**SCENARIO 6**

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

**SCENARIO 7**

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

**SCENARIO 8**

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

**SCENARIO 9**

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

**SCENARIO 10**

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

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**SCENARIO 11**

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

**SCENARIO 12**

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

**SCENARIO 13**

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

**SCENARIO 14**

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

**SCENARIO 15**

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

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



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**ADMINISTRATION GUIDELINES**

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

**PARTICIPANT INSTRUCTIONS**

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

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

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# National Child Passenger Safety Technician Renewal Testing Course

## Renewal Testing Course Quiz

### INTRODUCTION

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

### Time for Completion

The time limit for this quiz is 120 minutes.

### ADMINISTRATION GUIDELINES

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

### PARTICIPANT INSTRUCTIONS

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

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