

Child Passenger Safety Training and Certification

*CPS Instructor Meeting
March 24, 2007*

Child Passenger Safety Training and Certification

Curriculum Revision

Why Revise the Curriculum?

- Based on feedback from the CPS community
- The current curriculum was written in 1997...
- Program focus is the same: to safely transport children

Who wrote it?

- Members of the National Child Passenger Safety Board
- Representatives from NHTSA
- Curriculum and evaluation specialists from Westover Consultants

Who wrote it?

- Once DRAFT chapters were written, the CPS Board invited volunteers from the field to provide feedback.
- Feedback was considered and changes made, formatting and design was provided by the University of North Carolina's Highway Safety Research Center.

Pilot Classes

- FL- 13 students, 2-84%, 1- 100%
- AZ- 20 students, 1-84%, 5- 98%

There were a range of written scores.

CPS Certification Program

- Curriculum revision concentrates on providing CPS Technicians with information and skills needed **curbside**.
- Includes information that is necessary to teach a parent/caregiver the correct CR installation and SB use

Learn, Practice, Explain

- Basis for the revised curriculum
- Applies to:
 - Technician Candidates
 - Technicians
 - Instructors
 - Parents/Caregivers

Educate vs. Install

- Technicians will **teach** parents, rather than serve as an installation service
- Goal is to **empower** parents to do it themselves.

Look forward to...

- Broad format changes
- Lower literacy level
 - 5th to 7th grade, depending on the chapter
- Several technical changes
- Policy updates
- Additional hands-on activities
- Focus remains the same: safely transporting children

The Workbook-new design features

- Technician workbook is a **resource** to be used during and after class
- Easier to follow format
- Bigger screenshots
- Paperback binding

The Workbook - new design features

- Technicians complete worksheets throughout the course
- Includes an appendix, glossary and index

Instructor Manual

- Chapter cover page lists preparation and activity instructions
- Estimated teaching and activity times
- Includes student workbook text and their page number
- Instructor manuals will be in a binder rather than bound

Appendix

- Additional resources can be found in the appendix, such as LATCH information and sample checklists
- Includes “nice to know” information and resources

The Chapters

- Each chapter focuses on a single topic
 - Eliminates the duplication of information
 - Easier to find information
 - Use workbook as a resource during and after the course.

Chapter Titles

- Learn Practice Explain
- Prevention and Crash Dynamics
- Who Makes the Rules
- Belts that Pre-Crash Lock
- Belts that Don't Pre-Crash Lock
- LATCH
- Other Occupant Protection Systems

Chapter Titles

- Intro to Child Restraints
- Rear-facing Child Restraints
- Forward-facing Child Restraints
- Children in Booster Seats
- Kids in Safety Belts
- Child Passenger Safety in Other Vehicles/Modes of Transportation

Chapter 1- Learn, Practice, Explain

- Explains the role of a CPS technician
- Describes the guiding principle

Sample Chapter Page: Instructor Manual

STUDENT NOTES

(Student Manual pages 5–6)

- Learn the facts/skills/information.
- Practice your new skills/information.
- Explain (teach) what you have learned to parents/caregivers.

GOAL: Gain the information to help parents/caregivers safely transport their families.

You will be expected to *learn* the information, *practice* the information, and then *explain* to parents/caregivers the information you learn.

Guiding Principles



INSTRUCTOR NOTES:

- Explain the guiding principles, letting students know that they will use these principles to help parents/caregivers safely transport their families.
- Point out that this course will be taught using these principles.

CLASSROOM NOTES:

Chapter 2 – Basics of Injury Prevention and Crash Dynamics

- Provides curbside information
- Offers “evergreen” statistics
- Provides resources for obtaining current statistics

Chapter 3 – Who makes the Rules?

- Describes NHTSA's regulatory function

Chapter 4 - Safety Belt Systems that Pre-Crash Lock

- Latch plates
- Retractors
- Demonstration at vehicle
- No distinction between cinching/lightweight/regular/heavy duty latch plates. They all LOCK!

Chapter 5 – Safety belt systems without Pre-Crash locking features

- Latch plates
- Retractors
- Locking clip, lock-off, belt shortening clip
- Flipping and twisting the buckle stalk are also included
- Demonstration at the vehicle

Chapter 6 - LATCH

- LATCH in the vehicle
- LATCH misuse
- Demonstration at the vehicle

Chapter 7 –Other Vehicle Occupant Protection Systems

- Automatic seat belts
- Airbag on/off switches
- Demonstration at the vehicle

Chapter 8 -Intro to CR

- Introduces types of Child Restraints
 - Parts and functions
- NHTSA's 4 steps

Chapter 9 – Rear Facing CR

- Step 1 – NHTSA's 4 Steps
- Selection, Direction, Location and Installation
- Misuse

Chapter 10 – Children in Forward Facing CRs

- Step 2- NHTSA's 4 Steps
- Steps to correct use: Selection, Direction, Location and Installation
- Misuse

Chapter 11 – Children On Booster Seats

- Step 3- NHTSA's 4 Steps
- Steps to correct use: Selection, Direction, Location and Installation
- Misuse

Chapter 12 – Kids in Seat Belts

- Step 4- NHTSA's 4 Steps
- Consequences of belt misuse is discussed

Chapter 13 – CPS in other vehicles

- Pick-up trucks
- Ambulances
- School Buses
- Aircraft
- Law Enforcement Vehicles

Chapter 14 – Communication and Location in the Vehicle

- Where can everyone sit safely
 - In class exercises
- Communication tips

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Assessment

Role of Curriculum Specialist

- Designed with Westover Consulting
- Testing experts on staff reviewed content and provided feedback

Assessment

- Combines skills and knowledge
- Includes assessing ability to research answers (like we want them to do in the field!)

Assessment

- 3 open workbook timed quizzes
 - Additional time at the discretion of the LI
 - Quizzes printed by LI from CD
- Instructors have the answer key
- Instructors enter total test score online
- Written Assessment guidelines included on CD

Hands-on Assessment

- Hands-on
 - 3 hands on timed skills tests
 - 3 attempts per test
 - Must pass all 3
- Student forms included on instructor CD

Written Assessment

- Written
 - 50 questions total
 - 3 shorter timed quizzes
 - Instructors will make copies and provide when appropriate.
 - Open workbook
 - 100 points (2 points per question)
 - Must have 84% (42/50) to pass the written portion of the assessment

After course: Grading

- Lead Instructor
 - Enter Pass/Fail for skills tests (fail one, marked fail)
 - Enter Pass/Fail for seat check
 - Enter score for combined written quizzes
 - 42 correct to pass (84%)
 - Keep a record in case your course is audited
 - System accepts scores and **processes certifications**

After course: Grading (cont.)

- Once processed, Lead Instructor can print wallet cards for everyone in the course
- Students should know score status throughout the class
- Failure to pass hands on or skills test requires that they take the full course again (no retakes)

Instructor Responsibilities

- **Do not provide answers** in any form or allow a student to change their answers once it is submitted.
- **Do not share the exams** in any form with non-students.
- Keep the quizzes and hands-on skills tests on file for audit purposes
- **No alteration** of tests allowed.

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Distribution

Timeline...

- Mailed individually to instructors in April – **check your online profile ASAP.**
- Beginning June 1 all certification classes must be taught using the revised curriculum
- Revised courses can't be offered any earlier

Child Passenger Safety Training and Certification

Preparation: The Key

Preparing to Teach

- Myths
- Adding to Presentation
- Additions = schedule delays
- Additions = possible inaccurate information
- Look for ease of use
- Look for consistency

Things to be mindful of...

- Shadowing/Team Teaching
- Prepare as if you were an instructor candidate
- Use your instructor notes
- Do not refer to old curriculum- stay with the new!

What is shadowing?

- As the presenting instructor teaches, another one quietly follows along to make sure no major points are missed.
- Instructor and shadow will have an agreement on how this is shared.
 - Examples
 - “I will ask if you have anything to add every few slides/end of chapter.”
 - “Nod your head if you would like to add something.”

FAQ #1: How long is the revised course?

- With experience teaching this curriculum, adequate materials and depending on the facility (moving in and out), it can be taught in 3 days (including check up).
- It is recommended that instructor teams allow extra time while they get comfortable with the workbooks and activities.
- LIs can personalize their agenda to best meet the needs of their community.

FAQ #2: Will course registration change?

- LIs and course administrators will register the course online as they do now.
- A minimum of 20 hours, rather than 28, will be required.
- A 5:1 student teacher ratio is still recommended

FAQ #3: Is a mock vehicle seat required?

- No, but it is a nice backup for any missing vehicle belt systems.

FAQ #4: Can I add extra information/materials?

- All of the core teaching materials needed to convey its information to students is provided.
- These materials should be used in their **original** form and may not be changed without express written consent of the NHTSA.
- There are limited occasions when **approved** supplemental information may be used, such as: providing state or local child passenger safety resources, data or legislative updates.
- If an instructor feels the need to provide supplemental materials, then the items:
 - Must be clearly identified as supplemental
 - Must reflect up-to-date factual information
 - Must not conflict with any standardized course information

FAQ #4: Who grades the tests?

- A member of the instructor team grades the answer sheets after each quiz.
- The LI enters the final grade into the online system.

FAQ #5: How many questions can students miss on the quizzes before they fail?

- Students can miss up to 8 questions and still pass the written component.
- If a student missed 9 or more, they will not be able to pass the course.

Thank you!

- Your help is needed and appreciated
- www.cpsboard.org