

Thank you! The new curriculum would not be as good as it is without the comments and insights provided by hundreds of certified technician volunteers.

We are pleased to provide you with the 2007 edition of the National Child Passenger Safety Certification Program Instructor Guide. The curriculum concentrates on providing technician candidates the information and skills that are needed “curbside” when working with parents and caregivers. The mantra throughout the revision has been: Learn, Practice, Explain. Additional exercises and activities have been added to provide more opportunities to practice and explain the newly acquired facts, skills, and information learned. This educational design will foster CPS technicians who will quickly become an effective community resource. As you review this updated version, you will see a new curriculum format. While this updated version may look different the program focus to equip parents and caregivers to safely transport children of all ages remains the same.

This educational program provides the basic technical skills and knowledge of the correct use and installation of child restraints (CRs) and safety belts that are necessary to conduct CRS inspection stations and community education. Successful completion of the education program will result in certification and these competent technicians will be valuable resources in their communities.

Each chapter now focuses on a single topic. This will eliminate topic duplication in several chapters. An effort has been made to concentrate on the “need to know” information necessary to assist parents and caregivers in the proper selection, use, and installation of the child restraint and to know when to appropriately move to safety belts once booster seats are outgrown. Information relative to children with special health care needs is found throughout the course. The background information, or “nice to know” supporting documentation has been placed in the appendix and should be used as a resource. Additional resources, such as pages from the LATCH manual that will assist the technician candidates during the classroom hands-on exercises/work-sheets have been included in the appendix.

THE OUTSIDE CONSULTANT ROLE

An outside curriculum design specialist worked along side the curriculum committee to question and help develop chapter focal points. An evaluation specialist reviewed literacy levels and helped reduce language levels to reach a larger audience without sacrificing quality. Assessment tools were designed and evaluated to be sure “need to know” information was included in the hands-on and written testing segments. Feedback from the CPS community (more outside consultants) were used to evaluate the first revision. Two pilot classes were conducted to determine course length, content and evaluation sufficiency.

NEW DESIGN FEATURES

The technician manual is designed as a workbook.

- Technician candidates will complete worksheets throughout the course. The worksheets will assist in assessing the technician candidate's grasp of the information taught, and will provide the opportunity to practice their skills and explain important CPS concepts and best practice recommendations. A note section has been added for comments and to record questions.
- The Technician can personalize their workbook to meet their information needs during and after the class.

Technicians are encouraged to regularly use the workbook upon completion of the class. They will take a timed final exam using their workbooks as a resource. Instructors will be provided with an answer key to correct the test. Instructors will immediately assign a technician number to all candidates who have successfully completed the course. Instructors will have increased responsibilities and under no circumstances should any answer be modified or changed by a member of the instructor team or another person to help a student pass the course. Any person who knowingly allows test altering to occur and does not take immediate action is at risk of certification sanctions.

The following outline provides a highlight of limited focus for each chapter in the revised curriculum. It also includes a brief list of new information or activities. This list is not meant to be a complete overview of each chapter, but to draw attention to the significant changes in the format, additional exercises and activities, and the specific subject matter of each chapter.

Learn, Practice, Explain

- **This chapter explains the role of the child passenger safety technician and gives information on how to help parents provide safe transportation for their child.**
- Students will be expected to learn the information, practice the information, and explain what they learned to others.

Basics of Injury Prevention and Crash Dynamics

- **This chapter is an introduction to injury prevention and crash dynamics and provides basic information to be shared curbside.**
- In an effort to be “evergreen”, the curriculum does not provide injury statistics but rather provides resources that can be used to assist technicians in obtaining current data. Resources are provided to assist in obtaining current misuse rates.
- Students will participate in an activity to learn the factors that can be taken before, during, and after a crash to minimize or prevent injury.

Who Makes the Rules?

- **The functions of NHTSA are discussed as they relate to occupant protection, as well as the Federal Motor Vehicle Safety Standards (FMVSS) 208, 213, and 225.**

Safety Belt Systems with Pre-Crash Locking Features

- **Pre-crash locking latchplates and retractors are identified and demonstrated.**
- Demonstration is a significant portion of this chapter. It is recommended that this chapter be taught in the vehicle.
- Not all locking latchplates look the same. There is no longer a distinction between regular/heavy duty or lightweight/cinching latchplates. All are categorized as a locking latchplate.
- Recommend reading the vehicle manual for every installation and to show parents where the information is located in the manual.
- When installing a CR, the weight from an adult hand should allow the seat to be tightened enough – Remember, 1 inch of movement is allowed.
- Two workbook activities are provided to allow students to review pre-crash locking latchplates and retractors.
- Final activity allows students practice in identifying the pre-crash locking latchplates and retractors in the vehicle.

Safety Belt Systems without Pre-Crash Locking Features

- **Latchplates and retractors without pre-crash locking features are identified and demonstrated. Use of a locking clip/lock-off, belt shortening clip and flipping/twisting the buckle stalk are also identified as the four accepted and additional CR installation steps to secure a CR.**
- Demonstration is a significant portion of this chapter. It is recommended that this chapter be taught in the vehicle.
- A workbook activity asks students to determine what additional CR installation steps are needed for the scenarios provided.
- Students will identify the latchplates and retractors in the vehicle as well as practice using a locking clip.

- A workbook activity that matches latchplate and retractor terms to definitions is provided to assist students in learning the parts and how they function.

Vehicle LATCH: Lower Anchors and Tethers for Children

- **This chapter focuses on LATCH and tethers.**
- Students will locate LATCH features in the vehicle.
- A role-play activity is provided to allow students to practice talking with parents to determine whether their vehicle is equipped with LATCH, how to have a tether anchor installed, and the maximum weight allowed for the lower anchors.
- Common LATCH misuses are identified.
- The instructor demonstrates quickly what a correct LATCH installation looks like.

Other Vehicle Occupant Protection Systems

- **Automatic safety belts and air bags are discussed in this chapter.**
- Air Bag Active Suppression (On-Off Switches) and Air Bag Passive Suppression (air bag turned off under certain conditions) are discussed.
- An activity is provided to allow students to practice finding air bag information and locations by reading the vehicle manual and looking for labels.

Introduction to Restraints

- **The types of child restraints are discussed along with an introduction to the parts of a child restraint and their functions.**
- NHTSA's Four Steps of occupant protection are introduced, (rear-facing, forward facing, booster, and seat belt).
- There is also an activity to practice using owner's manuals determine the recall status.
- An activity to promote critical thinking is included in this chapter.

Rear-Facing Child Restraints

- **This chapter discusses selecting, securing and installing rear facing CRs. (NHTSA's 4 Steps - Step 1)**
- The chapter is based on the four steps of correct use – Selection, Direction, Location, and Installation.
- Children with Special Health Needs are addressed – low birth weight, premature infants, breathing problems, and the use of carbeds.
- Selection, harnessing, and installation errors are addressed.
- A hands-on activity is provided for students to practice selecting the appropriate restraint, securing the child in the restraint, and installing the restraint in the vehicle.
- An activity is also provided to allow students to practice communicating best practice and tough choices.
- Slides are provided to practice identifying misuse.

Children in Forward-Facing Child Restraints

- **This chapter discusses selecting, securing and installing forward facing CRs. (NHTSA's 4 Steps - Step 2)**
- The chapter is based on the four steps of correct use – Selection, Direction, Location, and Installation.
- Children with Special Health Needs are addressed – Upright vests and harnesses, modified vest, large medical seats, specialized child restraints for children in casts.
- Selection, harnessing, and installation errors are addressed.
- An activity is also provided to allow students to practice communicating best practice and tough choices.
- Slides are provided to practice identifying misuse.
- A hands-on activity is provided for students to practice selecting the appropriate restraint, securing the child in the restraint, and installing the restraint in the vehicle.

Children in Booster Seats

- **This chapter discusses selecting, securing and installing booster seats. (NHTSA's 4 Steps - Step 3)**
- A hands-on activity is provided for students to practice the proper use of a booster seat and to explain the proper placement of the lap and shoulder belt.

Kids in Safety Belts

- **This chapter discusses the appropriate use of a seat belt. (NHTSA's 4 Steps – Step 4)**
- Misuse of safety belts and the consequences of misuse are discussed.

Child Passenger Safety in Other Vehicles/Modes of Transportation

- **This chapter discusses how vehicle design (pick-up truck, school bus, airplane, and emergency vehicles) affects CR selection and use.**
- Recommendations are made for securing a child restraint in an ambulance.
- A workbook activity asks students to determine vehicle designs that affect the selection of child restraints and to determine what child restraints are available.
- An activity allows students to practice communicating best practice.

Installation and Communication Class Activities

- Communication skills will be addressed and a video activity will show effective and ineffective communication skills.
- Students will also participate in an activity designed to illustrate different communication techniques.

A new addition to the Appendix is the information sheet: Using Your New Skills

- **This provides examples to assist newly certified technicians to build community partners and develop CPS programs.**
- It also includes resources for the new technician.

The Appendix:

Many “nice to know” pieces of information are to be found in the Appendix. The Appendix will also be used extensively for Instructor Candidates to assure basic knowledge of both “need to know” and “nice to know” information relative to CPS.

We thank you for your continued commitment to educating parents and caregivers on the importance of the safe transportation of their children, and we look forward to continuing to work with you in the future.

ACKNOWLEDGEMENTS

This National Highway Traffic Safety Administration revised curriculum would not have been possible without the assistance of a substantial number of talented people from across the country. We are greatly indebted to those who gave so much of their time, knowledge, and expertise to help bring you this revised training program.

The foundation of this curriculum was provided by the exemplary dedication, expertise and passion provided by both past and present members of the all-volunteer National Child Passenger Safety Board, particularly the Curriculum Committee. Literally, without their energetic involvement, this curriculum would not be the first class training program that it is today.

Special appreciation is extended to all the dedicated technicians and instructors who volunteered their time to assist in the review.

Generous appreciation is extended to the two pilot sites for their willingness to conduct pilot classes.

Special thanks to the consultants who provided professional guidance as we developed this curriculum and assessment tools, and to those who developed the design and layout of this document.

And finally, thank you to all of the past, present and future technicians for your dedication and enthusiasm in helping keep our children safe on the roads.

Following are the names of those who provided assistance. If anyone has been left out, please accept our apologies and know that we appreciate your work.

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Holly Terry
Teresa Thomas
Stephanie Tombrello
Sedley Tomlinson
Rebecca Turpin
Cindy Tuttle
Vehicle Manufacturers
Beth Washington
Michael Whitehurst
Marcy Wieties

Andrew Williams
Janice Williams
Janet Williams
Norraine Wingfield
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Pilot Sites

Arizona:

Florin Bohatir
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Matthew Nelson
Steve Petrey

Florida:

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Professional Guidance

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