



January 2014

The National Highway Traffic Safety Administration, in cooperation with the National Child Passenger Safety Board and Safe Kids Worldwide, are pleased to provide you with the enclosed Instructor Guide for the 2014 edition of the National Child Passenger Safety Certification Training Curriculum. Please use this guide for all classes starting on or after January 1, 2014. Until that time, you should continue to use the current materials.

In addition to the guide, we are providing you an Instructor DVD with resources. We **strongly** recommend that you carefully review all the materials associated with the course. While most of you are seasoned Instructors and very knowledgeable regarding CPS, our field can change rapidly with new products, guidelines, and best practices. So, it is imperative that everyone reviews all materials prior to teaching.

We've enhanced the course with several features including:

- All new photographs and illustrations in the Technician Guide and PowerPoint slides.
- Eight new videos and five 'repurposed' NHTSA videos. Four of the new videos are on rare installations with job aids to use following the course.
- The training program has been condensed so it can be delivered over three days.
- The bulk of the Appendix materials have been moved to the NCPSB website.

The paradigm of "Learn, Practice, Explain" is continued with this revision, as are both the written quizzes and skills assessments.

Beyond the course materials and the DVD, please take advantage of other resources to round out your professional "toolbox." These resources include your State Highway Safety Office, NHTSA Regional Office, and your colleagues.

We thank you for your support of this training and certification program.



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

## ACKNOWLEDGEMENTS

The National Highway Traffic Safety Administration (NHTSA) revision of the program was made possible with the assistance of a substantial number of talented child passenger safety experts from across the country. We are grateful to everyone who gave so much time, attention, and expertise to help bring you this revised program.

Past and present members of the National Child Passenger Safety Board (NCPSB) conceptualized the revised program and guided the redesign with dedication, expertise, and passion. Without their commitment, the National Child Passenger Safety Certification Training Program would not be the first class program that it is today.

## NCPSB BOARD MEMBERS

Following are the names of NCPSB board members, past and present, who provided direction and technical assistance.

Marian Adams	Stacy Dawkins	Jennifer Huebner-Davidson
Helen Arbogast	Audrey Eagle	Carol Meidinger
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## FIELD REVIEWERS

Additional CPS Technicians and Instructors from the field reviewed the course and provided valuable technical feedback.

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## **CPS FIELD TECHNICIANS**

In addition, CPS Technicians from the field provided technical input and feedback.

Lori Cawley	Dana Landy	Anna Louise Thompson
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Bill Hall	Justin Phillips	
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Lester Haynes	Allana Pinkerton	

## **PILOT SITES**

The course was pilot tested with a group of Technician Candidates. Feedback from the pilot was used to fine-tune the materials. Child Passenger Safety Technician (CPST) Instructor Emilie Crown hosted the pilot session and provided organizational and logistics support. The rest of the instructor team included:

- Jessica Butterfield
- Dale Crown
- Marcelo Ramos
- Kristin Rosenthal

## **MANAGEMENT OF INSTRUCTIONAL DESIGN AND DEVELOPMENT**

The National Safety Council (NSC) provided overall project management and instructional design and development expertise. NSC engaged a curriculum design specialist to redesign the course according to current adult learning principles.



## INSTRUCTOR PREPARATION

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### INTRODUCTION

The National Child Passenger Safety (CPS) Certification Training Program provides the basic knowledge and technical skills for the correct use and installation of car seats, booster seats, and seat belts necessary to conduct safety inspection stations and community education.

Successful completion of this training program will result in certification and these competent CPS Technicians will be valuable resources in their communities.

The overall goals for the National CPS Certification training program are to:

1. Certify participants as CPS Technicians.
2. Provide participants with the opportunity to apply basic technical skills and knowledge to the correct installation and use of car seats, booster seats, and seat belts.
3. Equip participants to educate caregivers in the proper selection, installation, and use of car seats and booster seats and to know when to move to seat belts once booster seats are outgrown.
4. Equip participants to educate caregivers so they can confidently install and reinstall car seats and booster seats.
5. Enable participants to be a resource in their communities.

### NATIONAL CPS CERTIFICATION PROCESS

The National CPS Program Certification Training Program 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.

#### National Highway Traffic Safety Administration

The National Highway Traffic Safety Administration (NHTSA) developed the original course in the mid-1990s and continues to update its content with the latest technical information. NHTSA is also a founding member of the National Child Passenger Safety Board (NCPSB).

#### Safe Kids Worldwide

Safe Kids Worldwide is the certifying body for the National CPS Certification Training Program. It is responsible for administering all aspects of certification and maintaining a directory of nationally certified CPS Technicians and Instructors.

#### National Child Passenger Safety Board

The National Child Passenger Safety Board (NCPSB) strives to improve the quality and integrity of CPS information and materials. It provides recommendations and guidance to NHTSA and Safe Kids Worldwide regarding curriculum and test development, as well as serves as a panel of experts and advocates for the program.

The NCPSB provides direction and technical guidance to states, communities, and organizations as a means to maintain a credible, standardized CPS Certification Training Program. Its members include representatives from child restraint manufacturers, vehicle manufacturers, law enforcement, fire/rescue, the medical and public health fields, the insurance industry, and other CPS advocates.

## **CONSULTANT ROLE**

A National Safety Council curriculum design specialist worked collaboratively with the NCPSB Curriculum Committee to update the technical content and redesign the content flow, Instructor Guide, Technician Guide, PowerPoint slides, and videos. Feedback from the CPS community was used to evaluate each draft of the new materials. A pilot class was conducted to determine course length, content, and evaluation sufficiency.

## **DESIGN FEATURES**

The course is organized by modules to reflect current terminology in the development of training materials.

- The Instructor Guide (IG) is organized in a two-column format that describes what an Instructor should do and suggestions for what to say. Content is organized with bullet and sub-bullet points. Icons prompt Instructors to:
  - Present information.
  - Display a PowerPoint slide.
  - Play a video.
  - Conduct a practice activity (hands-on practice).
  - Conduct a progress check (short quiz).
  - Ask a question.
  - Reference the TG.
  - Explain best practices.
- The Technician Guide (TG) contains:
  - Key content points and supportive graphics.
  - Tips for discussing technical information with caregivers.
  - Sections for note-taking while viewing videos.
  - Practice activities.
  - Key questions to answer about the topic.
  - Progress checks.
  - Rare installation job aids.
  - Motivational quotes/messages from experts in the CPS field (most modules).
  - Videos (seven modules include one or more).

- PowerPoint slides include key concepts and graphics. Seven of the 13 modules include embedded videos. PowerPoint slides with embedded videos are available in two formats – MP4 and WMV.
- The Instructor DVD includes all PowerPoint presentations, handouts, and forms to support the course.

The following description highlights the purpose and objectives covered in each module.

### **Module 1: Program Introduction**

The purpose of this module is to:

- Welcome participants, open the course, and provide an opportunity for them to become familiar with the purpose, goals, and completion requirements.
- Provide an opportunity for participants to get to know one another.
- Introduce participants to the statistics and personal costs of incorrect installation and use of car seats, booster seats, and seat belts.

The objectives of this module are to:

- Become acquainted with the purpose, goals, and successful completion requirements of the National CPS Certification Training Program.
- Identify the personal costs of incorrect use and installation of car seats, booster seats, and seat belts.
- Identify national statistics on the use of car seats, booster seats, and seat belts.

### **Module 2: The CPS Technician Role**

The purpose of this module is to orient participants to their role as a CPS Technician. You will also teach them about the Learn, Practice, Explain Model that will be applied during the training and afterwards on the job.

The objectives of this module are to:

- Describe the CPS Technician role.
- Discuss best practices and caregiver choices.

### **Module 3: Injury Prevention & Crash Dynamics**

The purpose of this module is to provide participants with an opportunity to explore challenges to crash survival, including what happens during a vehicle crash. Specific ways that car seats, booster seats, and seat belts prevent or reduce the severity of injuries will also be addressed.

The objectives of this module are to:

- Describe challenges to crash survival.
- Explain the concept of crash forces.
- Describe five ways that car seats, booster seats, and seat belts prevent injury.

## **Module 4: Seat Belt Systems**

The purpose of this module is to provide participants with a solid foundation on the hardware associated with seat belt systems prior to learning about car seat and booster seat installation. You will discuss federal standards for seat belts, two types of seat belts, and seat belt parts.

The objectives of this module are to:

- Identify federal standards related to seat belts.
- Name types of seat belts and seat belt parts.
- Describe types of latchplates.
- Describe types of retractors.
- Locate latchplates and retractors.
- Identify approved additional locking steps.
- Explain best practices about seat belt systems to caregivers.

## **Module 5: Air Bags**

The purpose of this module is to explore various aspects of air bags including types and locations in the vehicle, when and how they function, and related warnings and markings. Emphasis is placed on front passenger air bag systems and how they work with car seats and booster seats.

The objectives of this module are to:

- Describe the purpose and function of air bags.
- Identify features, warnings, and markings related to air bags for frontal and side impacts.
- Identify features of inflatable seat belts.
- Locate air bag information in owner's manuals and vehicles.
- Explain best practices about air bags to caregivers.

## **Module 6: Lower Anchors & Tethers for CHildren**

This module addresses Lower Anchors and Tethers for CHildren – LATCH – an alternative system to install car seats and booster seats in vehicles. You will teach participants about the LATCH system and lower anchor and tether anchor symbols and locations.

The objectives of this module are to:

- Describe lower anchor and tether anchors.
- Recognize lower anchor and tether anchor symbols and locations.
- Explain lower anchor and tether anchor best practices to caregivers.

## **Module 7: Introduction to Car Seats & Booster Seats**

This module is an introduction to car seats and booster seats. It provides a foundation of car seat and booster seat information prior to learning details about each type of car seat. Focus is on NHTSA's Standard 213 and recommendations, parts, and functions, selection, and car seats for children with special needs.

The objectives of this module are to:

- Identify NHTSA's Federal Motor Vehicle Safety Standard 213.
- Explain NHTSA's car seat and booster seat recommendations.
- Name car seat and booster seat parts and functions.
- Determine how to select the appropriate car seat or booster seat.
- Identify car seats for children with special needs.

## **Module 8: Children in Rear-Facing Car Seats**

The purpose of this module is to instruct participants about selection, direction, location, installation, and harnessing with rear-facing car seats. Participants will also learn how to communicate best practices, as well as identify rear-facing car seat errors and consequences.

The objectives of this module are to:

- Describe why children should travel rear-facing.
- Identify types of rear-facing car seats.
- Apply 5 steps for rear-facing car seat use.
- Explain best practices and caregiver choices about rear-facing car seats.
- Identify rear-facing car seat errors and consequences.

## **Module 9: Children in Forward-Facing Car Seats**

The purpose of this module is to learn about selection, direction, location, installation, and harnessing with different types of forward-facing car seats. Participants will also learn how to explain best practices and identify forward-facing car seat errors and consequences.

The objectives of this module are to:

- Describe when children should travel forward-facing.
- Identify types of forward-facing car seats.
- Apply 5 steps for forward-facing car seat use.
- Explain best practices about forward-facing car seats to caregivers.
- Identify forward-facing car seat errors and consequences.

## **Module 10: Children in Booster Seats & Seat Belts**

The purpose of this module is to prepare participants to assess whether belt-positioning booster seats and seat belts are being correctly used and teach caregivers about their proper use.

The objectives of this module are to:

- Identify how booster seats protect children.
- Differentiate between types of booster seats.
- Install a booster seat.
- Explain recommendations for children in seat belts.
- Explain best practices about booster seats and seat belts to caregivers.

## **Module 11: CPS in Other Vehicles**

The purpose of this module is to provide an introduction to car seats in other types of vehicles. You will address pickup trucks, 15-passenger vans, school buses, airplanes, and emergency vehicles.

The objectives of this module are to:

- Identify appropriate car seats and booster seats by vehicle type.
- Explain current recommendations for car seats and booster seats in other vehicles.

## **Module 12: Installation & Communication**

In this module, participants will apply what they have learned throughout this course by practicing how to determine safe seating positions for two families. Effective communication skills with caregivers will also be addressed.

The objectives of this module are to:

- Determine the safest seating positions and appropriate restraints for all occupants.
- Communicate effectively with caregivers.

## **Module 13: Closing & Checkup Event**

The purpose of this module is to close the classroom-based portion of the training and for participants to demonstrate their knowledge and skills in conducting seat checks through a checkup event. Participants will also learn about the CPS Technician recertification process.

The objectives of this module are to:

- Identify requirements for CPS recertification.
- Prepare for a checkup event.
- Conduct a checkup event.
- Close and debrief a checkup event.

## COURSE PLANNING AND PROCESS

The following checklist is intended to serve as a guide for experienced as well as new Lead Instructors (LI) and Course Administrators. Read the Policies and Procedures Manual on the CPS Certification website for updated course deadlines and requirements at <http://cert.safekids.org>.

1. Refer to the “Instructor Downloads and Curriculum Clarifications” pages on the [www.cpsboard.org](http://www.cpsboard.org) website to ensure that your Instructor Guide and materials are up-to-date. This is a restricted access site that can be accessed through the “Instructor Downloads (NCPSB)” action item in Certified Instructors’ Safe Kids Certification system online profiles.
2. Get in touch with your state CPS Training Contact. Current contact information is available through the NCPSB website at [www.cpsboard.org](http://www.cpsboard.org). Click on the State CPS Contacts link. Inform your state CPS training contact of your intent to host a class. This person can assist you in identifying Instructors and obtaining training materials and state-specific resources.
3. Choose the Instructor team and dates for the course.
  - An effective LI is vital to the success of your course. If you have never worked with the person before, ask for references and follow up with phone calls.
  - Identify two to three potential dates. Take note of holidays and school closings that might create conflicts.
  - Discuss any fees and/or travel reimbursement with Instructors.
4. Create a detailed agenda.
  - While the course has a specific number of modules and hours of instruction, it may be delivered over three or more days.
  - Two sample agendas are included in this section of your Instructor Guide.
5. Send a confirmation letter to the Instructor team with the following:
  - Dates, times, and location of the course, suggested arrival time, and social events outside class time
  - Expected participants (police officers, nurses, community advocates, etc.)
6. Recruit participants.
7. Select course type.
  - A public course is open to all individuals.
  - A controlled course is open only to individuals approved (online) by the LI or Course Administrator.

8. Schedule the required course CPS checkup event. Partnering with community groups or events will maximize your resources. Examples include:
  - Open-served community event: First-come, first-served public events are usually conducted at retail locations or other public venues such as a parks.
  - Appointment-based event: Interested families schedule a time to get their car seats and booster seats checked.
  - Partnering with an inspection station: The inspection station allows the class to “work” its station.

For more information on planning and promoting a checkup event, see the Planning & Logistics Guide located on the Instructor DVD.

9. Select a training facility and negotiate a contract. In-house facilities often work well. Hospitals, law enforcement academies, government agencies, and many businesses have facilities that are designed for training and may be available to you at a reduced cost or no cost. Consider the following factors when selecting a site.

#### **Location and convenience**

- Will participants and the Instructor team be interrupted by other activities at the facility?
- Is the facility clean, in good repair, and professional in appearance?
- Can the classroom be locked at night or is secure storage available nearby?
- Is food/meal preparation available on site? If not, are there other options (catering, nearby restaurants)?
- Does the parking lot have space available for practice activities (be sure to consider safety issues)?
- Is the parking lot readily accessible for practice activities?
- Is overhead cover available to protect participants from the sun, rain, etc.?

#### **Classroom size**

- Is the classroom large enough to accommodate participants, materials, and teaching activities?
- Where will the projector and computer be placed and plugged in?
- Can all participants see the screen and Instructor?

#### **Vehicle storage**

- Is there access to a covered parking area where vehicles can be stored and practice activities and demonstrations conducted?
- Is there a safe area to conduct demonstrations and, if needed, a checkup event?
- Is there a backup plan for adverse weather?

## Equipment

- Who is providing the audiovisual equipment?
- Is there a rental charge for equipment?
- Is the necessary software to run the PowerPoint slides with videos available on the computer to be used?

## SAMPLE AGENDAS

Instructors have the discretion to adjust time frames on the agenda for presentations, activities, assessments, breaks, and lunch times as these are decisions based on factors such as the number of participants, classroom logistics, and weather conditions. While Instructors cannot add or delete information from the course, they can add time to modules if class size or other circumstances warrant.

Instructors can use the following sample agendas to plan their schedules for upcoming classes. The course modules are presented in a cumulative manner with each successive module building on the preceding modules. The written quizzes and skills assessments are structured to test content from specific modules. Reordering the content will disrupt the flow of the course and may jeopardize the ability of participants to successfully master the content.

Time estimates for each module presentation and activity are included on the agendas. These time estimates are provided for planning purposes and may be deleted from the final agenda printed for participants.

LI's should adjust the agenda to fit their needs. Content must be taught in the module order.

### 3-DAY AGENDA

#### DAY 1

Time	Topic/Activity	# of Minutes
8:00-8:45	Module 1: Program Introduction	45
8:45-9:15	Module 2: The CPS Technician Role	30
9:15-10:00	Module 3: Injury Prevention & Crash Dynamics	45
10:00-10:10	Break	10
10:10-12:20	Module 4: Seat Belt Systems	130
12:20-1:00	Lunch	40
1:00-1:30	Module 5: Air Bags	30
1:30-2:15	Quiz #1 for Modules 1-5 (includes review)	45
2:15-3:05	Module 6: Lower Anchors & Tethers for Children	50
3:05-3:15	Break	10
3:15-4:15	Skills Assessment #1 for Modules 1-6	60
4:15-4:55	Module 7: Introduction to Car Seats & Booster Seats	40
4:55-5:00	Q & A, expectations for Day 2	5
	<b>TOTAL:</b>	<b>540 Minutes</b>

**DAY 2**

<b>Time</b>	<b>Topic/Activity</b>	<b># of Minutes</b>
8:00-8:05	Review of Day 1, Overview Day 2	5
8:05-8:30	Module 7: Introduction to Car Seats & Booster Seats (cont.)	25
8:30-10:15	Module 8: Children in Rear-Facing Car Seats	105
10:15-10:25	Break	10
10:25-10:50	Module 8: Children in Rear-Facing Car Seats (cont.)	25
10:50-11:35	Quiz #2 for Modules 6-8 (includes review)	45
11:35-12:00	Module 9: Children in Forward-Facing Car Seats	25
12:00-12:30	Lunch	30
12:30-2:10	Module 9: Children in Forward-Facing Car Seats (cont.)	100
2:10-2:45	Module 10: Children in Booster Seats & Car Seats	35
2:45-2:55	Break	10
2:55-4:40	Skills Assessment #2 for Modules 7-10	105
4:40-4:55	Module 11: CPS in Other Vehicles	15
4:55-5:00	Q & A, expectations for Day 3	5
		<b>540 Minutes</b>

**DAY 3**

<b>Time</b>	<b>Topic/Activity</b>	<b># of Minutes</b>
8:00-8:05	Review of Day 2, Overview Day 3	5
8:05-9:15	Module 12: Installation & Communication	70
9:15-10:00	Quiz #3 for Modules 8-11 (includes review)	45
10:00-10:10	Break	10
10:10-11:10	Skills Assessment #3 for All Modules	60
11:10-12:05	Module 13: Closing & Checkup Event (Recertification & Preparation for Checkup Event)	55
12:05-1:00	Lunch	55
1:00-4:15	Module 13: Closing & Checkup Event (Checkup Event)	195
4:15-5:00	Module 13: Closing & Checkup Event (Conduct Closing Activities)	45
		<b>540 Minutes</b>

## 4- DAY AGENDA

### DAY 1

<b>Time</b>	<b>Topic/Activity</b>	<b># of Minutes</b>
8:00-8:45	Module 1: Program Introduction	45
8:45-9:15	Module 2: The CPS Technician Role	30
9:15-10:00	Module 3: Injury Prevention & Crash Dynamics	45
10:00-10:15	Break	15
10:15-12:05	Module 4: Seat Belt Systems	110
12:05-1:05	Lunch	60
1:05-1:25	Module 4: Seat Belt Systems (cont.)	20
1:25-1:55	Module 5: Air Bags	30
1:55-2:40	Quiz #1 for Modules 1-5 (includes review)	45
2:40-2:55	Break	15
2:55-3:45	Module 6: Lower Anchors & Tethers for Children	50
3:45-4:00	Q & A, expectations for Day 2	15
	<b>TOTAL:</b>	<b>480 Minutes</b>

### DAY 2

<b>Time</b>	<b>Topic/Activity</b>	<b># of Minutes</b>
8:00-8:05	Review of Day 1, Overview Day 2	5
8:05-9:05	Skills Assessment #1 for Modules 1-6	60
9:05-10:10	Module 7: Introduction to Car Seats & Booster Seats	65
10:10-10:25	Break	15
10:25-12:05	Module 8: Children in Rear-Facing Car Seats	100
12:05-1:05	Lunch	60
1:05-1:35	Module 8: Children in Rear-Facing Car Seats (cont.)	30
1:35-2:20	Quiz #2 for Modules 6-8 (includes review)	45
2:20-2:35	Break	15
2:35-4:15	Module 9: Children in Forward-Facing Car Seats	100
4:15-4:20	Q & A, expectations for Day 3	5
		<b>500 Minutes</b>

**DAY 3**

<b>Time</b>	<b>Topic/Activity</b>	<b># of Minutes</b>
8:00-8:05	Review of Day 2, Overview Day 3	5
8:05-8:30	Module 9: Children in Forward-Facing Car Seats (cont.)	25
8:30-9:05	Module 10: Children in Booster Seats & Car Seats	35
9:05-11:00	Skills Assessment #2 for Modules 7-10 (includes 10-minute break)	115
11:00-11:15	Module 11: CPS in Other Vehicles	15
11:15-12:25	Module 12: Installation & Communication	70
12:25-1:30	Lunch	65
1:30-2:15	Quiz #3 for Modules 8-11 (includes review)	45
2:15-2:30	Break	15
2:30-3:30	Skills Assessment #3 for All Modules	60
3:30-4:25	Module 13: Closing & Checkup Event (Recertification & Preparation for Checkup Event)	55
4:25-4:30	Q & A, expectations for Day 3	5
		<b>510 Minutes</b>

**DAY 4**

<b>Time</b>	<b>Topic/Activity</b>	<b># of Minutes</b>
8:00-8:05	Review of Day 3, Overview Day 4	5
8:05-11:20	Module 13: Closing & Checkup Event (Checkup Event)	195
11:20-12:05	Module 13: Closing & Checkup Event (Conduct Closing Activities)	45
		<b>245 Minutes</b>

## QUIZZES AND SKILLS ASSESSMENTS

Written quizzes and skills assessments are included in the course. The following summary describes the quizzes and skills assessments. Specific instructions for each quiz and skill assessment are included in the IG at the point of administration.

### Overall Guidelines for Quizzes and Skills Assessments

All Instructors must follow specific guidelines when administering quizzes and skills assessments. Do **NOT**:

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

### Preparation for Quizzes and Skills Assessments

- Copy/print the quizzes and skills assessments (can be double-sided).
- Hand out quizzes and skills assessments immediately prior to administering them.
- Two versions (A and B) of each 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.
- Help define non-CPS terms, but do not answer CPS-related questions. Have copies of the English-Spanish glossary available for participants ([www.cpsboard.org](http://www.cpsboard.org)).

### Quiz Administration General Instructions

There are three written quizzes, one each for Modules 1 to 5, Modules 6 to 8, and Modules 9 to 12. Each quiz is administered after the group of modules has been taught.

- The recommended time limit for each quiz is 30 minutes followed by a 15-minute review.
- Quizzes are timed and open book. Emphasize to participants that they will need a good grasp of the content. While quizzes are open book, they are not easy.
- 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 each quiz are contained in this Instructor Guide at the point of administration (after Modules 5, 8, and 12).
- Participant forms for each quiz are on the Instructor DVD.

- Any scoring discrepancies must be brought immediately to the attention of the LI who will investigate/rule (for example, 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 or shares the quiz with non-technician-candidates and does not take immediate action is at risk of certification sanctions.

### **Skills Assessment General Instructions**

There are three skills assessments, one each after Modules 6, 10, and 12. Each skills assessment is administered after a group of modules has been taught.

- The recommended time limit varies from 60 to 105 minutes.
- Participants must pass each section of each skills assessment.
- Participants may retake each section of each skills assessment two times.
- Specific instructions to prepare, administer, and wrap-up each skills assessment are contained in this Instructor Guide at the point of administration (after Modules 6, 10, and 12).
- Participant forms for each skills assessment are on the Instructor DVD.
- Emphasize that all assessments are done independent of Instructor input or collaboration with other participants. Participants must work separately.
- If there are three passes (skills assessments and checkup) and at least 42 of 50 correct on the quizzes, the participant will be processed as a CPS Technician.

### **Post-Course**

The LI:

- Can print out and provide wallet cards for the new 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 the participants' scores.
- Submit skills assessment pass/fail scores to the online Safe Kids Certification system.

## PREPARING TO TEACH

Check for curriculum updates and policy clarifications.

- Updates and corrections to the Instructor Guide and policies and procedures are available for download from the Instructors' restricted access area on [www.cpsboard.org](http://www.cpsboard.org).
- Instructors can access this site through the "Instructor Downloads (NCPSB)" action item in their Safe Kids CPS Certification course profiles.

Focus on Instructor preparation and practice as if you were an Instructor Candidate no matter how many times you teach this course.

- Review the IG, TG, practice activities, progress checks, quizzes, and skills assessments in advance.
- Review the contents of the Instructor DVD carefully. Read the instructions for the slides and videos and be sure the videos will work with the computer and projector that will be used in class.
- Review all materials and resources noted in the IG.
- Plan to teach as much of the class in vehicles as is possible in order to increase skills practice.

Have sufficient car seats, booster seats, equipment, non-regulated products, and vehicles on hand throughout the course.

- Provide new and older car seats for participant use during class.
- Arrange for a variety of vehicles to be on hand for presenting, demonstrations, and activities.
- Arrange to have vehicle and car seat/booster seat owner's manuals available.
- Be sure to have sufficient supplies of locking/belt-shortening clips, pool noodles, and other equipment needed for instruction and demonstration.

Follow the module plans.

- This course provides core instructional materials needed to teach the course. Cover everything in the module plans, but do not add to the content unless necessary for further explanation.
- Do **NOT** say, "The way we used to teach this was..." This will only confuse the participants and throw the schedule off track.

Only use approved supplemental materials.

- All course materials should be used in their original form and may not be changed by Instructors without the express written consent of NHTSA.
- There may be limited occasions when approved supplemental information may be used, such as providing state or local child passenger safety resources, data, or legislative updates. To provide supplemental materials, the items must be:
  - Clearly identified as supplemental.
  - Reflect up-to-date factual information.
  - Not conflict with any standardized course information.

- Participants must be informed that they will not be quizzed on the supplemental information.
- Consider using supplemental materials as the foundation of a post-class update shortly after the certification class. This will keep you in touch with your participants and enable you to enhance their skills and knowledge after they have had some experience in the field.

## USING THE MODULE PLANS

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

- **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, reference the TG, or explain best practices.
- **Information.** You present information, as described in the right column of the IG. Participants usually engage in additional activities or discussions to build on information presented.
- **Summary.** Summaries are an important module component in which you wrap up the topic and validate participant understanding before transitioning to the next topic.

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 the participants.

## IG Icon Key

		
Present Content	Introduce Video	Conduct Progress Check
		
Reference TG	Play Video	Conduct Activity
		
Display PowerPoint Slide	Ask Question	Explain Best Practices

The **Reference TG** and **Display PowerPoint Slide** icons and directives are in color for emphasis to assist Instructors. All 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 first 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 and the caregiver should always be the last one to install or make any changes to the seat.

## **INSTRUCTOR DVD CONTENTS**

During the required pre-class Instructor meetings, LIs should ensure that **ALL** Instructors and Instructor Candidates have up-to-date IGs, TGs, and Instructor DVDs.

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

- **Checkup Event Guidelines**

This form contains guidelines for running a checkup event. It includes participant requirements, traffic safety, how to handle low attendance, emergencies, and weather.
- **Community Resources Tool**

The Community Resources Tool allows Instructors to provide information on local and special needs resources in one location. Fill it out before each course and distribute it to participants.
- **Course Evaluation**

The Course Evaluation can be distributed to participants at the end of the course for an evaluation of the class and Instructors. While strongly recommended, there is no requirement that classes be evaluated. There is also no requirement that this form be used for an evaluation of courses. LIs and/or Course Administrators may use any evaluation form they feel are most appropriate. The LI or Course Administrator will need to make sure enough copies are made for all participants.
- **CPS Check Form**

This form will be used for all seat checks during the final checkup event. This form can also be used for seat checks following the course.
- **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 a 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.**
- Plan to instruct as much of the course in vehicles as is possible to increase practice time and enhance participant learning. Individual slides that contain content covered in the vehicles may be reviewed very quickly.
- There is one main folder with 13 PowerPoint presentations and associated video files. Videos are in Modules 1, 2, 3, 4, 8, 9, and 10. 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 three quizzes (Quizzes #1, #2, and #3). 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 each 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 A**

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

- **Quiz Answer Sheet B**

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

## 6. Skills Assessments

- **Skills Assessment Instructor Log**

This document is part of your permanent training program record for Instructors to record signoff on skills assessments.

- **Skills Assessment Forms**

There are three skills assessments (Skills Assessment #1, #2, and #3) for participants to complete. Hand out the form to participants just before you administer each 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 the 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.

