

MODULE 12 • Installation & Communication

Module Agenda: 70 Minutes

Topic	Suggested Timing
1. Introduction	2
2. Seating Positions and Restraints <ul style="list-style-type: none"> • Practice Activity: Identify Safe Seating Arrangements, Part 1 • Practice Activity: Identify Safe Seating Arrangements, Part 2 	25
3. Effective Communication With Caregivers <ul style="list-style-type: none"> • Practice Activity: Conduct a Seat Check 	40
4. Progress Check and Summary	3
TOTAL	70 Minutes

Module Purpose

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.

Module Objectives

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

Special Media, Materials, and Resources

CPS Check Form (Instructor DVD)

Video Titles and Times

None

Activities

- Practice Activity: Identify Safe Seating Arrangements, Part 1
- Practice Activity: Identify Safe Seating Arrangements, Part 2
- Practice Activity: Conduct a Seat Check
- Final Progress Check

Preparation

- Prepare to conduct the practice activities and progress check.
- Set up several scenarios in vehicles depicting the correct and incorrect use of car seats and booster seats. Possible scenarios:

Scenario 1

Child: Newborn, 4 pounds

Caregiver: Leaving hospital with new baby

Seat: Rear-facing-only

Location: Second row (any position)
Seat not tight using seat belt or lower connectors (more than 1 inch movement)
Child's weight below limit on seat (birth to newborn)
Non-regulated insert behind child
Harnesses loose

Scenario 2

Child: 7-month-old, 25 pounds
Caregiver: Wants the child to face forward so she can see the child
Seat: Convertible seat, forward-facing
Location: Second row center seat
Seat installed forward-facing but still in rear-facing recline angle
Retainer clip too low

Scenario 3

Child: 17-month-old
Caregiver: Wants to keep the child rear-facing as long as possible
Seat: Rear-facing-only, correctly installed (seat belt or lower connectors)
Location: Second row (any position)
Child too heavy/tall for upper limits on rear-facing-only seat

Scenario 4

Child: 3-year-old, 37 pounds
Seat: Combination seat, forward-facing
Location: Second row (any position)
Harness straps below shoulders, lowest slots
Seat installed using both seat belt and lower connectors, no tether

Scenario 5

Child: 4-year-old, 47 pounds
Caregiver: Thinks harness straps are a hassle, states children at school are in boosters or seat belts
Seat: Combination seat, forward-facing
Location: Front passenger seat
Harness straps removed, using as belt-positioning booster seat
Seat installed using seat belt (across child as booster)

Scenario 6

Child: 5-year-old, 51 pounds
Caregiver: Knows the child is safer in a harness, has two other children, 2-year-old and 8-year-old (not present)
Seat: Combination (20 to 40 pounds with harness)
Location: Second row (any position)
Seat installed using seat belt with locking clip on wrong side of seat
Child too big for harness
Harness straps twisted and retainer clip too low

Scenario 7

Child: 4-year-old child, 48 pounds
Seat: Convertible with higher harness weight
Location: Second row center seat
Installed using LATCH but loose (both lower connectors and tether anchor)
Lower anchors/tether anchor weight limits unknown
Harness straps at shoulders and too loose

1. Introduction



Display PPT 12-1.



Present module purpose.

In this module, you will apply what you 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.



Reference TG page 12-1.



Display PPT 12-2.



Present module objectives.

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

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

2. Seating Positions and Restraints



Ask question and respond to comments.

Q. Which vehicle seating position do you think is the safest?

A. The safest vehicle seating position varies by many factors such as the occupant's age, weight, height, type of car seat, type of vehicle seat, and seat belt system.



Reference TG page 12-1.



Display PPT 12-3.



Review vehicle seating positions and safety.

Let's discuss each vehicle seating position.

- **Front seat:** The front seat is near the windshield and front air bag. It is closest to front impact crash and has more safety features.
- **Second row driver side outboard seat:** With this seating position, the passenger is on the closest side to oncoming traffic, typically on the traffic side when parking on a street and near the side air bags, if present. It is not easy to glance at a child in this seat. A side impact crash could affect this seat.

- **Second row passenger side outboard seat:** This seating position typically on the curbside when parking on a street and near the side air bags, if present.
- **Second row center seat:** This seat is furthest from impact in any direction and away from air bags.

There is no safety difference between the second row driver side and second row passenger side.

While the back seat middle may be the safest position for a child, it may not always be possible for caregivers to use this seat. Some of these reasons include:

- Vehicle does not have a center seat (captain's chairs, bucket seats)
- Vehicle does not allow car seats or booster seats to be installed in the center
- Caregiver has more than one child and only one can be placed in the center
- Caregiver is transporting two children and the car seats or booster seats do not fit side-by-side
- Children may need to be kept separate from each other
- Caregiver has physical limitations with reaching the center
- Difficulty with tightly installing the car seat in the center resulting in more than 1 inch of movement when checked at the belt path
- Center seat belt is broken
- Desire to use LATCH, but concerned that vehicle manufacturer does not allow the car seat to be installed in the second row center

[INSTRUCTOR NOTE]

[While it is common for LATCH to not be approved for use in the back seat middle position, it does not mean a car seat cannot be installed in that position. Caregivers do have the option of using the seat belt with the car seat.

Neither LATCH nor the seat belt is safer. The caregiver will need to decide. Correctly installing the car seat with LATCH or the seat belt is equally safe.]



**Reference TG
page 12-1.**



Display PPT 12-4.



Review additional seating considerations.

When working with caregivers on seating positions, discuss additional seating considerations.

- When there are multiple children, typically putting the child needing the most protection (such as youngest, and special needs) in the center seat is favored.
- Caregivers may want to keep children away from the doors and windows.
- The rear-facing child may fit better in the rear center seat if the recline of the car seat pushes the front seats too far forward.



Conduct practice activity.

We are going to move into a practice activity where you will apply what you have learned in this course.

- This is a general activity based on available seating and best practice recommendations.
- The answers based on best practice may not match your state's CPS laws which are often minimum requirements.

You will review the needs of a family and identify possible safe seating arrangements.

1. Identify the appropriate and best seating position in the vehicle for the four family members using the appropriate child/vehicle restraint systems.
2. Review the information about the family members and vehicle restraints. Determine where each of the following family members can sit safely and write your seating position and vehicle restraint selections in the spaces provided.

- Driver (Parent #1)
- Parent #2
- 2-month-old, 11 pounds
- 3-year-old, 30 pounds
- 8-year-old, 72 pounds



Reference TG
page 12-2.

[INSTRUCTOR NOTE]

[Have everyone work independently.]

Use a white board or easel with paper to draw the scenario while participants are working on their answers.

After 5 minutes, ask for volunteers to share their findings and then discuss if the seat belt system or restraint selected is appropriate for the selected family member.]



Debrief the practice activity.

Let's start with parent #2.

Answers:

- Parent #2: Front passenger seat
- 2-month-old: Second row passenger side outboard seat (may swap with 3-year old)
- 3-year-old: Second row center seat (may swap with 2-month old)
- 8-year-old: Second row driver side outboard seat (**NEED** lap-and-shoulder belt system for booster seat)



Conduct practice activity.

Let's try another practice activity to identify where everyone in a family can sit safely.

1. Identify the appropriate and best seating position in the vehicle for the 4 family members using the appropriate child/vehicle restraint systems.
2. Review the information about the family members and vehicle restraints. Determine where each of the following family members can sit safely and write your seating position and vehicle restraint selections in the spaces provided.
 - Driver (Parent #1)
 - Parent #2
 - 7-month-old, 24 pounds

- 2-year-old, 27 pounds
- 4-year-old, 41 pounds
- 12-year-old, 85 pounds



Reference TG
page 12-3.

[INSTRUCTOR NOTE]

[The instructions noted in the TG are the same as the prior activity. Again, participants should base their answers on best practice recommendations rather than requirements of their state's CPS laws.

Have everyone work independently.

Use a white board or easel with paper to draw the scenario while participants are working on their answers.]



Debrief the practice activity.

After 5 minutes, ask for volunteers to share their findings and discuss with the class.

Answers:

- Parent #2: Front passenger seat (**NEED** lap-and-shoulder belt system)
- 7-month-old: Second row center seat
- 2-year-old: Front center seat (**NOTE:** Full harness will keep him away from active air bag.)
- 4-year-old: Second row rear outboard seat (**NEED** lap-and-shoulder belt system, however, if the 4-year old is in a car seat with a higher weight harness, he/she could be switched with the 2-year-old in the front center position)
- 12-year-old: Second row rear outboard seat (**NEED** lap-and-shoulder belt system)

[INSTRUCTOR NOTE]

[If time allows, add a second layer of information to the last practice activity and ask participants how they would respond.

1. The 2-year-old in a forward-facing car seat is under the weight and height recommendations of the manufacturer.

Answers:

- Parent #2: Front passenger seat (**NEED** lap-and-shoulder belt system)

- 7-month-old: Second row center seat
 - 2-year-old: Second row rear outboard seat in a rear-facing car seat
 - 4-year-old: Front center seat (**NOTE:** 4-year old is in a car seat with a higher weight harness that will keep him away from active air bag.)
 - 12-year-old: Second row rear outboard seat (**NEED** lap-and-shoulder belt system)
2. The caregivers want to transport their 7-month-old in the front seat.

Answers:

- If the vehicle has an on/off switch for the air bag, while having the child in the front seat is possible, it is not a best practice.
- If there is no on/off switch, the child should not be in the front seat. You must communicate to the caregiver that there is no safe way to transport a 7-month old child safely in the front seat with an active air bag.]

3. **Effective Communication With Caregivers**



Reference TG
page 12-4.



Display PPT 12-5.



Describe effective communication with caregivers.

Words that CPS Technicians use may be confusing to caregivers.

- Use simple and correct terms. Do **NOT** use shortened versions of terms (such as ALR, ELR) or slang. CPS means child protective services to some and child passenger safety to others.
- Define technical terms or words before you use them.
 - For example, convertible car seat may mean baby seat to the caregiver or rear-facing-only seat may mean infant carrier to the caregiver.

- Consider what will make more sense to the caregiver – retractor or the part that winds up and stores the seat belt?
- When possible, use the caregiver’s primary language, an interpreter, or photographs/illustrations from the vehicle/car seat owner’s manuals, NHTSA website, etc.



Display PPT 12-6.

Engage caregivers.

- Involve caregivers as active participants from the beginning to the end of the educational process.
- Ask follow-up questions to determine what caregivers need. Sometimes caregivers ask a question about one aspect, but upon further questioning they really want help or information about something else.

[INSTRUCTOR NOTE]

[Review the examples on when caregivers or family members ask a question but may mean something else located in the TG on page 12-4.

Which car seat is escape-proof? *My child can get out of the car seat by himself.*

When can I turn her around? *I want to see my child.*

Is it really safer to face the back? *I don't feel comfortable not being able to see my child.*

Does my youngest child really need to be in the center of the back seat next to her brother? *My son may bother or poke her causing a disruption in the car.*

Can I move him to a seat belt yet? *He is pressuring me to move to a seat belt like all of his friends. I need the booster seat for my other child.]*



Reference TG page 12-5.

Look for information about the vehicle and family members that can help you understand their needs.

- Is the vehicle or car seat/booster seat old or recalled?
- Is English their primary language?
- Are there multiple young children in the family?
- Are there cultural differences that could affect the caregiver’s knowledge or attitude about safety?

[INSTRUCTOR NOTE]

[Ask participants to provide examples of good communication with individuals. Also ask participants to provide examples of good communication techniques with individuals with whom English is not their first language.]



Reference TG
page 12-5.



Display PPT 12-7.



Summarize by reviewing additional considerations when working with caregivers.

Becoming a good CPS Technician takes time and practice.

- Remember that the caregiver should be a full partner from beginning to end. Adults learn best by practicing the skill being taught.
- Your job is to educate – **NOT** to install the car seat or booster seat for the caregiver. CPS Technicians should be able to talk a caregiver through correct installation and harnessing without even getting into the vehicle. CPS Technicians should never simply install the car seat or booster seat for the caregiver.
- As the caregiver demonstrates correct installation, have him/her explain what he/she is doing. This provides a better learning experience.
- Some caregivers will need more time than others to learn proper use and correct installation of car seats. Do **NOT** rush them through the process. Allow enough time when you make appointments for families.
- Be positive and encouraging. Point out what they have done correctly.



Display PPT 12-8.

- Make sure your information is up-to-date and correct before sharing it with caregivers. Even the most experienced CPS Technicians do not know all of the answers. The field is always changing due to new technology.

- It is OK to tell the caregiver that you do not know an answer to a question, but that you will find it for them. It is a good idea to always have a phone available to contact another CPS Technician, Instructor, or manufacturer if needed. Make sure to have the caregiver's contact information.
- Remind caregivers of the importance of using vehicle safety features such as child locks that disable power locks on the rear door and automatic window locks that disable rear windows to help keep children safe.



Ask question and respond to comments.

Q. What questions do you have about effective communications with caregivers?

[INSTRUCTOR NOTE]

[With members of the instructing team playing the roles of CPS Technicians and caregivers, demonstrate a seat check from greeting through educating the caregiver.]



Demonstrate a seat check.

Before we move to the final checkup event, we want to give you the opportunity to watch and practice a seat check. Two Instructors will first demonstrate a seat check.

[INSTRUCTOR NOTE]

[Depending on the size of the class, divide participants into groups of two or three. Assign a scenario to each team and Instructor/caregiver. You can use the scenarios noted in the preparation section of this module.

Each Instructor plays the role of a caregiver and interacts with a team during this activity. Each team should check one seat and a second if time allows.

Instructors (caregivers) should act as if they are just getting a seat inspected and respond appropriately when asked questions by the team. Do not provide technical assistance at this point during the activity.]



Reference TG page 12-6.



Conduct practice activity and debrief.

Let's now practice conducting a seat check. In this activity, you apply the information you have learned and skills you have developed to conduct a seat check.

Work with your team to apply the information you have learned and skills you have developed to conduct a seat check.

1. Assign roles within your team:

- **Lead:** Will directly interact with the caregiver (Instructor)
 - **Scribe:** Will record the findings and work with the caregiver to complete the sample CPS Check Form (located in the TG Appendix)
 - **Assistant:** Will ensure that nothing has been omitted and all appropriate sections are completed
2. Approach each seat check as you would if you were working with a caregiver.
- Introduce the team members.
 - Complete the paperwork requirements.
 - Inspect the car seat or booster seat. Remember to take it out of the vehicle and look it over thoroughly inside and out.
 - Identify any misuse and discuss with the caregiver.
 - Teach the caregiver how to use the car seat correctly.
3. Remember the 5 steps to conduct a seat check.
- **Selection:** Did the caregiver choose the right seat for their child?
 - **Direction:** Is the seat facing the right way in the vehicle?
 - **Location:** Is the seat installed in an appropriate location in the vehicle?
 - **Installation:** Is the seat secured to the vehicle in the right way?
 - **Harnessing:** Is the child placed correctly in the seat with the harness?

[INSTRUCTOR NOTE]

[After the team is satisfied that the seat is installed correctly and have instructed you how to secure your car seat, provide feedback, pointing out strengths and weaknesses with their seat check. This includes paper work completeness and notes.]



Ask question and respond to comments.

Q. What questions do you have about a seat checks?

4. Progress Check and Summary



Reference TG
page 12-6.



Conduct progress
check.

Let's review what we learned in Module 12 through a progress check. Write down correct responses in your TG.

1. Which seat location is the safest in a vehicle for an occupant?

Answer: The safest vehicle seating position varies by many factors such as the occupant's age, weight, height, type of car seat, type of vehicle seat, and seat belt system.

2. What is the main goal for a CPS Technician who is working with a caregiver?

Answer: Your goal should be for the child to leave safer than when they arrived and for the caregiver to be equipped with correct information and a working knowledge of their car seat or booster seat.

3. Why is it so important for caregivers to practice installing their car seats and booster seats?

Answer: Adults learn best by practicing the skill being taught. Caregivers may have outdated or incorrect information about car seats and booster seats.



Conclude module.

You applied what you learned by determining safe seating positions and appropriate car seats for two families. We'll now move to our last module that concludes the classroom-based portion of this course. This module includes the final checkup event.

Quiz #3 on Modules 9 to 12

INTRODUCTION

Quiz #3 addresses knowledge and skills taught in Modules 9 to 12.

Time for Completion

The time limit for Quiz #3 is 30 minutes followed by a 15-minute class review.

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 Quiz #3 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.
7. Review the correct answers for questions participants marked incorrectly.
8. In cases where a second version of a quiz is used, read both the questions being reviewed as well as the answer since the order of the questions and/or the answers differ between the two versions of each quiz.

PARTICIPANT INSTRUCTIONS

1. You have **30 minutes** 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 **34 possible points**.
3. We encourage you to use your Technician Guide as a resource.
4. Let an instructor know if you would like the test read to you. Many adult learners benefit from having quizzes read to them.

Skills Assessment #3: Identify Misuse of Car Seats and Belt-Positioning Booster Seats

INTRODUCTION

Skills Assessment #3: Identify Misuse of Car Seats and Belt-Positioning Booster Seats addresses knowledge and skills taught across all modules.

Objective

Technician candidates demonstrate their ability to correctly identify and diagnose car seat or booster seat misuse.

Time for Completion

The recommended time limit for Skills Assessment #3 is 60 minutes.

PREPARATION

1. Set up five 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 at least one locking clip misuse and one LATCH misuse.
3. Depending on car seats/booster seats and vehicles available, set up real-world scenarios.
4. Choose Scenario 1 and an additional four from Scenarios 2 to 16 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.
- Harnessing: 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

**Skills Assessment #3: Identify Misuse of Car Seats and Belt-Positioning Booster Seats
(continued)**

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)

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

**Skills Assessment #3: Identify Misuse of Car Seats and Belt-Positioning Booster Seats
(continued)**

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

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
- Harnessing – 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 strap and (2) tether not used
- Harness: Incorrect – harness loose

SCENARIO 14

- 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 15

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

SCENARIO 16

- 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

National Child Passenger Safety Certification Training Program
Skills Assessment #3: Identify Misuse of Car Seats and Belt-Positioning Booster Seats
(continued)

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

ADMINISTRATION GUIDELINES

1. Review all instructions for Skills Assessment #2 with the class prior to conducting it (on next page).
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 a specific participant name filled in at the top.
4. Participants may refer to any or all of the course resources or vehicle owner's manuals to complete this assessment.
 - Strongly encourage participants to use the TG and checklist.
 - Tell participants that finding the page numbers in owner's manuals by looking in the index not only permissible, but also recommended.
5. You may indicate which part of the scenario (i.e. selection, harness adjustment, or installation) is incorrect, but do not offer suggestions of how to correct it (i.e. stating the harness is correct but there is another problem).
6. Mark as failed if any of the answers are incorrect. Encourage participant to find the answers in their TG and practice (remediate) with an Instructor outside of the assessment environment.
7. Should a participant need a third attempt, direct him/her to stop and review the TG. An Instructor who has not scored that person on that scenario will score the third attempt.
8. Any Instructor who places their ID# on a skills assessment form must provide a signature and Instructor number on the Skills Assessment Instructor Log form for that assessment.
9. Do not provide additional information to participants other than a clarification of instructions.
10. A time limit to complete repeated attempts may be determined at the discretion of the Lead Instructor.
11. Check the scenarios after each participant to be sure that the scenarios have not been disturbed or changed. Examples include: switched retractor, tightness of belt, and angle of recline.

National Child Passenger Safety Certification Training Program
Skills Assessment #3: Identify Misuse of Car Seats and Belt-Positioning Booster Seats
(continued)

PARTICIPANT INSTRUCTIONS

Complete Skills Assessment #3 individually. For five scenarios, correctly identify and diagnose car seat or booster seat misuse.

1. Stand at least 10 feet away from a station while waiting your turn. Write down the child's age, weight, and the type of seat (rear-facing-only, combination, forward-facing-only, rear-facing or forward-facing convertible, belt-positioning booster seat).
2. Complete the scenarios according to manufacturer instructions. Use the CPS Check Form in your TG Appendix to guide your assessment of each scenario.
3. Do **NOT** change any part of the scenario or correct the misuse, but be prepared to make best practice recommendations. Notify an Instructor if you inadvertently disturb the set-up in any way.
4. Answer **ALL** sections for each scenario correctly to pass. You **MUST** pass each scenario to pass the assessment.
 - You will have up to three attempts to pass each scenario. Instructors will sign off on each attempt.
 - If you need a third attempt to pass, stop and review your TG. A third attempt to pass **MUST** be signed off by an Instructor who has not already scored you for that scenario.
 - There may be more than one correct answer. Be prepared to defend your answers.

