New Child Passenger Safety Technician Certification Training Revised Curriculum Update

Originally presented at Lifesavers 2019, edited.

Questions, Questions, and more Questions…

When will the revised curriculum be released?

How long will the course be?

What are the sources of information?

How will instructors obtain the new materials?

What do the new materials look like?

What are the major module changes?

Are there changes to the quizzes and assessments?

How can I instruct a pilot course?

Release Date

Materials Ship Date

Fall 2019

Transition Date to Revised Curriculum

January 1, 2020

These dates are subject to change.

Adult Learning Theory

Adult learners have unique and special needs when it comes to learning new content.

Adult Learners

- Adults are not passive receptacles for the teacher's expertise.
- Adults need to understand why certain concepts are being taught and how it impacts them directly.
- Adults learn by doing – effective instruction is task-oriented.
- Adult learners are problem-solvers and learn best when the topic can be applied immediately.

What will you see?

- Language has been simplified and standardized to reduce risk of confusion.
- Concepts have been condensed and combined when possible.
- Flow diagrams have been used to help students visualize content in a more step-wise fashion.
- Pictures and diagrams will be more clear.
- Many opportunities to apply information have been added.

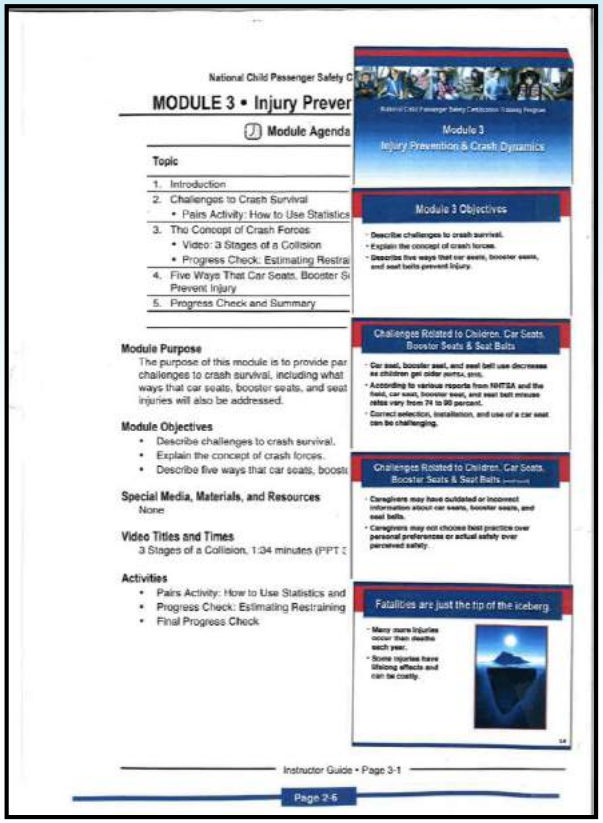
Tips to Achieve Adult Learning

- Respect your students.
- Use humor.
- Use “chunking” – breaking big ideas into smaller pieces.
- Use their lives as examples.
- Facilitate exploration.
- Let learning occur through failure.
- Don’t trick; you will lose trust.

National CPS Technician Certification Training

Instructor Guide, Technician Guide and PowerPoint Slides

Does this look familiar?
We listened to you!
Thank you for your feedback and input.



National Child Passenger Safety C

MODULE 3 • Injury Prever

Module Agenda

Topic
1. Introduction
2. Challenges to Crash Survival • Pairs Activity: How to Use Statistics
3. The Concept of Crash Forces • Video: 3 Stages of a Collision • Progress Check: Estimating Restrai
4. Five Ways That Car Seats, Booster S Prevent Injury
5. Progress Check and Summary

Module Purpose

The purpose of this module is to provide par challenges to crash survival, including what ways that car seats, booster seats, and seat injuries will also be addressed.

Module Objectives

- Describe challenges to crash survival.
- Explain the concept of crash forces.
- Describe five ways that car seats, boosts

Special Media, Materials, and Resources

None

Video Titles and Times

3 Stages of a Collision, 1:34 minutes (PPT

Activities

- Pairs Activity: How to Use Statistics and
- Progress Check: Estimating Restraining
- Final Progress Check

Module 3
Injury Prevention & Crash Dynamics

Module 3 Objectives

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

Challenges Related to Children, Car Seats, Booster Seats & Seat Belts

- Car seat, booster seat, and seat belt use decrease as children get older (ages, yrs).
- According to various reports from NHTSA and the field, car seat, booster seat, and seat belt misuse rates vary from 74 to 90 percent.
- Correct selection, installation, and use of a car seat can be challenging.

Challenges Related to Children, Car Seats, Booster Seats & Seat Belts (continued)

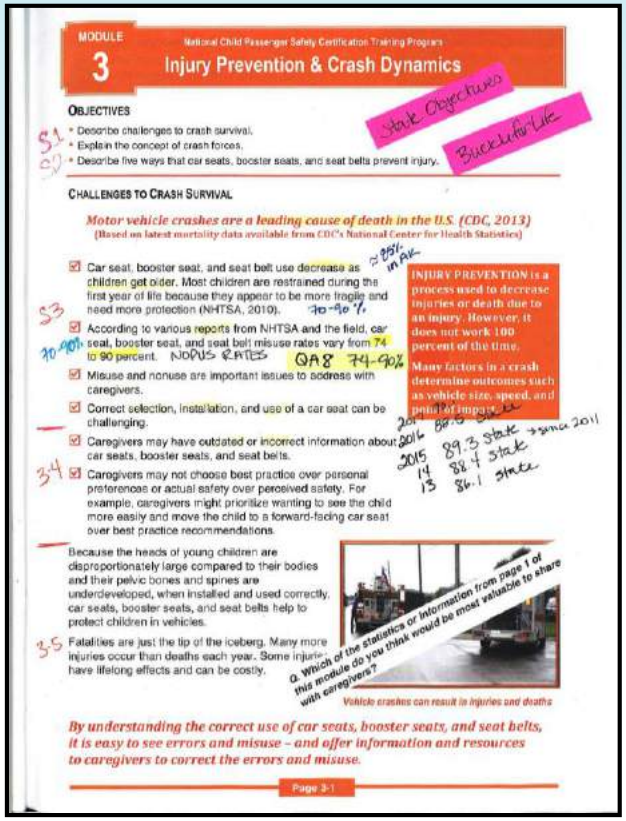
- Caregivers may have outdated or incorrect information about car seats, booster seats, and seat belts.
- Caregivers may not choose best practice over personal preferences or actual safety over perceived safety.

Fatalities are just the tip of the iceberg.

- Many more injuries occur than deaths each year.
- Some injuries have lifelong effects and can be costly.

Instructor Guide • Page 3-1

Page 2-6



MODULE 3

National Child Passenger Safety Certification Training Program

Injury Prevention & Crash Dynamics

State Objectives

Buckle for Life

OBJECTIVES

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

CHALLENGES TO CRASH SURVIVAL

Motor vehicle crashes are a leading cause of death in the U.S. (CDC, 2013)

(Based on latest mortality data available from CDC's National Center for Health Statistics)

- Car seat, booster seat, and seat belt use decrease as children get older. Most children are restrained during the first year of life because they appear to be more fragile and need more protection (NHTSA, 2010).
- According to various reports from NHTSA and the field, car seat, booster seat, and seat belt misuse rates vary from 74 to 90 percent.
- Misuse and nonuse are important issues to address with caregivers.
- Correct selection, installation, and use of a car seat can be challenging.
- Caregivers may have outdated or incorrect information about car seats, booster seats, and seat belts.
- Caregivers may not choose best practice over personal preferences or actual safety over perceived safety. For example, caregivers might prioritize wanting to see the child more easily and move the child to a forward-facing car seat over best practice recommendations.

INJURY PREVENTION is a process used to decrease injuries or death due to an injury. However, it does not work 100 percent of the time. Many factors in a crash determine outcomes such as vehicle size, speed, and point of impact.

Because the heads of young children are disproportionately large compared to their bodies and their pelvic bones and spines are underdeveloped, when installed and used correctly, car seats, booster seats, and seat belts help to protect children in vehicles.

Fatalities are just the tip of the iceberg. Many more injuries occur than deaths each year. Some injuries have lifelong effects and can be costly.

Q. Which of the statistics or information from page 1 of this module do you think would be most valuable to share with caregivers?

Vehicle crashes can result in injuries and deaths

By understanding the correct use of car seats, booster seats, and seat belts, it is easy to see errors and misuse – and offer information and resources to caregivers to correct the errors and misuse.

Page 3-1

Instructor Guide (IG) DRAFT

Purpose and Function of Air Bags

REMINDER: AS YOU USE THE TG TO TEACH, TAKE TIME TO REVIEW THIS MODULE'S TECH TIPS WITH STUDENTS.

DO

Use the TG to review the purpose and function of air bags.

Emphasize that air bags are designed for adults, and present particular concerns for the safe travel of children.

ASK

- **Why is spreading crash forces important?**
  - Spreading the crash force allows the occupant to ride down a crash, instead of having the force concentrate on a smaller area of the body.
- **Why might an air bag not deploy?**
  - Air bags do not deploy in every crash, such as rear impacts, sudden stops, or less severe crashes.
  - Read the vehicle owner's manual carefully. It has information about air bags and instructions for their use.

NATIONAL CHILD PASSENGER SAFETY TECHNICIAN CERTIFICATION TRAINING

5 AIR BAGS

5

Air Bags

MODULE OBJECTIVES

- **DESCRIBE the purpose and function of air bags.**
- **LOCATE air bag information in vehicle owner's manuals and vehicles.**
- **IDENTIFY features, warnings, and markings related to air bags.**
- **EXPLAIN best practices about air bags to caregivers.**

THERE ARE MANY SAFETY FEATURES built into the vehicle that protect occupants in a crash. For example, vehicles have laminated windshields, dashboard padding, door trim padding, and air bags. Air bags pose particular concerns for the safe travel of children.

Purpose and Function of Air Bags

An **air bag** is a vehicle safety device made up of a flexible fabric envelope designed to rapidly deploy/inflate when the vehicle determines there has been a crash. Air bags are for adults. The crash protection provided by air bags is tested on the 5th percentile adult female (107 pounds) and 50th percentile male (167 pounds).

Air bags and seat belts work *together* to protect the occupants. This is why air bags are called *supplemental* restraint systems. Using the seat belt with the air bag allows the crash forces to be spread over a larger area of

TECH TIP

Air bags do not deploy in every crash. For example, frontal air bags usually do not deploy in rear impact collisions.

DRAFT

PPT Slide

Action Item

PPT Slide

Action Item

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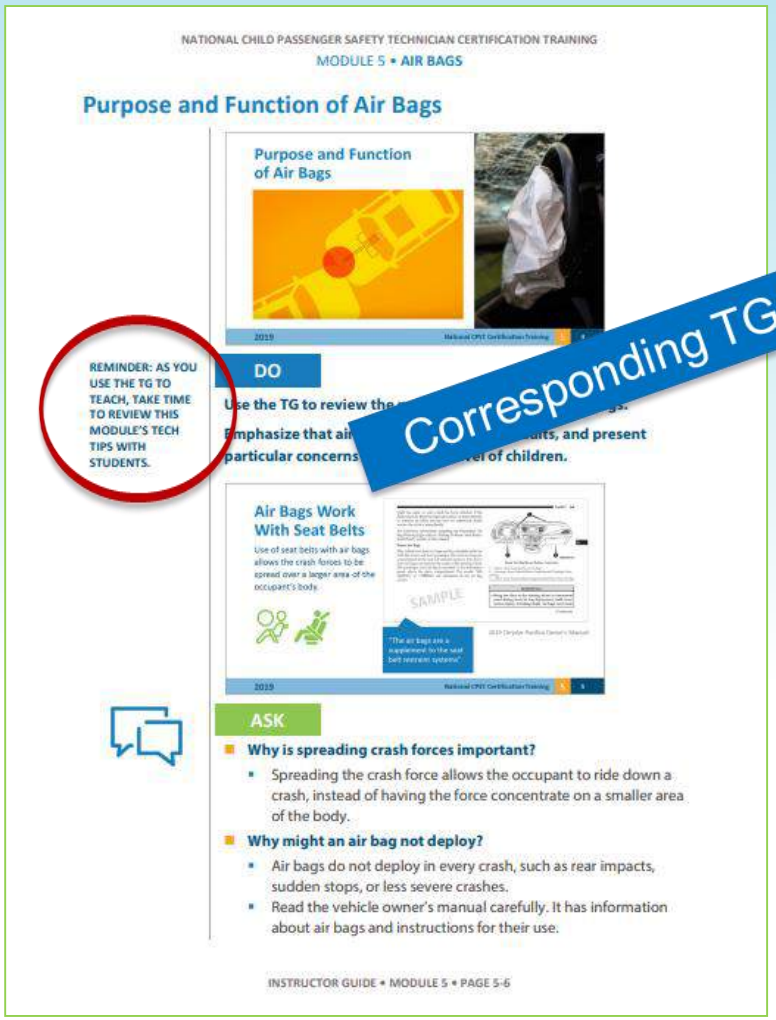
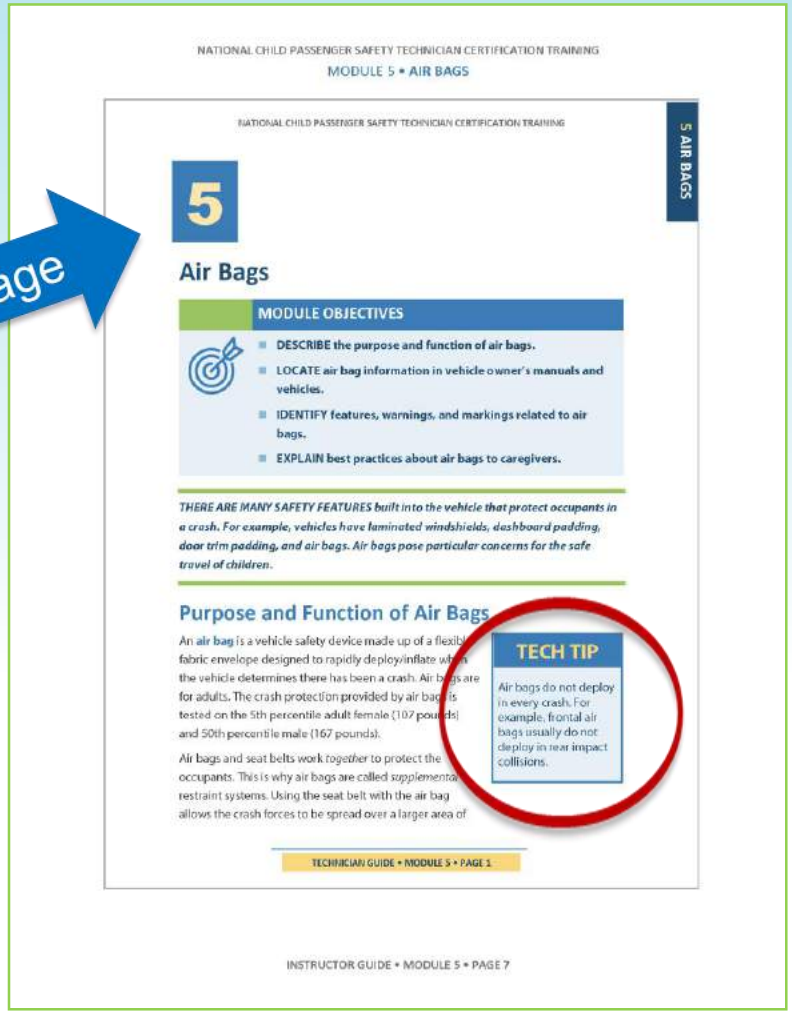
  - Read the vehicle owner's manual carefully. It has information about air bags and instructions for their use.

Left-hand Page of Instructor Guide

Instructor Guide (IG) DRAFT



Corresponding TG Page



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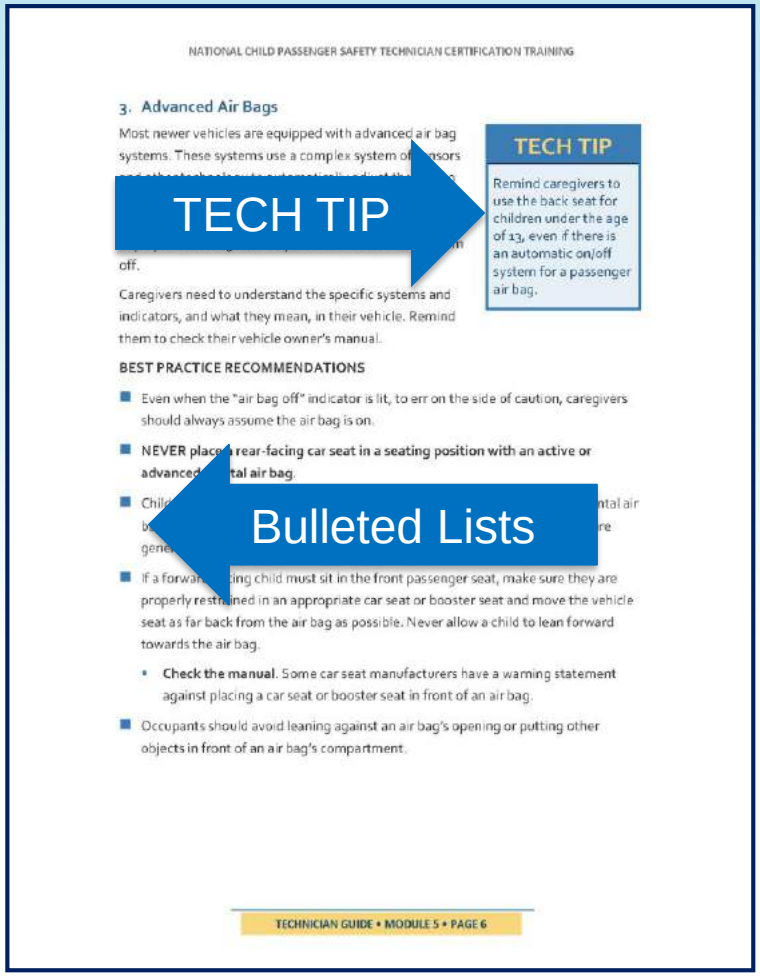
Technician Guide (TG) DRAFT



NATIONAL CHILD PASSENGER SAFETY TECHNICIAN CERTIFICATION TRAINING

3. Advanced Air Bags

Most newer vehicles are equipped with advanced air bag systems. These systems use a complex system of [illegible] sensors [illegible] off.

Caregivers need to understand the specific systems and indicators, and what they mean, in their vehicle. Remind them to check their vehicle owner's manual.

TECH TIP

Remind caregivers to use the back seat for children under the age of 13, even if there is an automatic on/off system for a passenger air bag.

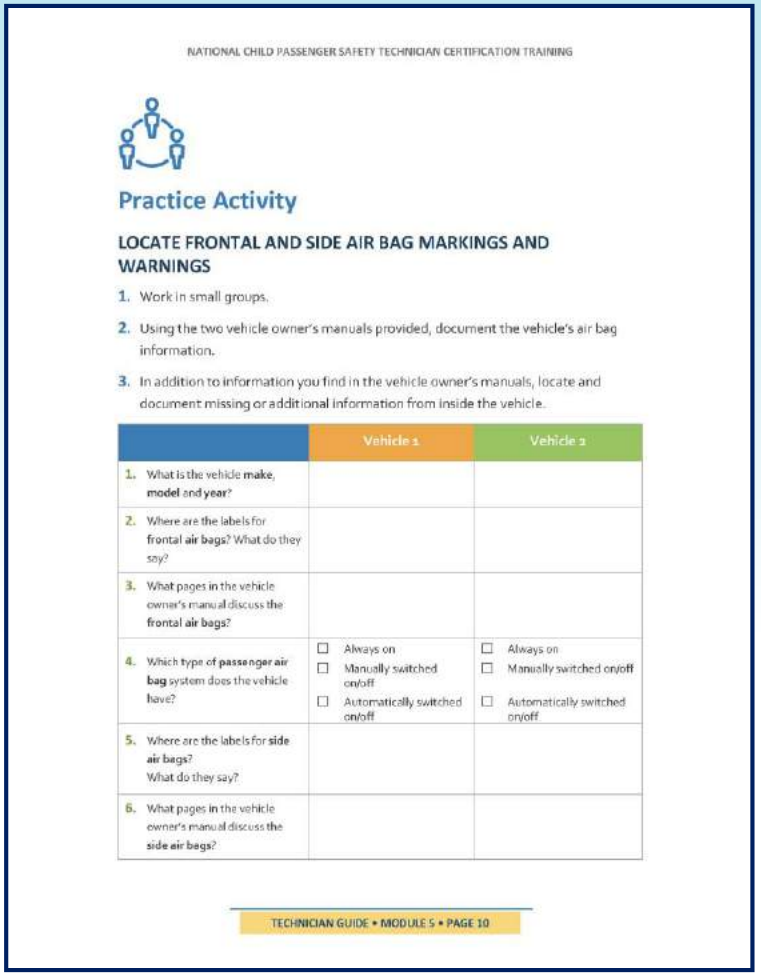
BEST PRACTICE RECOMMENDATIONS

- Even when the "air bag off" indicator is lit, to err on the side of caution, caregivers should always assume the air bag is on.
- **NEVER place a rear-facing car seat in a seating position with an active or advanced [illegible]tal air bag.**
- Chil[illegible]ntal air b[illegible]re gene[illegible]
- If a forwar[illegible]ing child must sit in the front passenger seat, make sure they are properly restrained in an appropriate car seat or booster seat and move the vehicle seat as far back from the air bag as possible. Never allow a child to lean forward towards the air bag.
  - **Check the manual.** Some car seat manufacturers have a warning statement against placing a car seat or booster seat in front of an air bag.
- Occupants should avoid leaning against an air bag's opening or putting other objects in front of an air bag's compartment.

TECHNICIAN GUIDE • MODULE 5 • PAGE 6

TECH TIP

Bulleted Lists



NATIONAL CHILD PASSENGER SAFETY TECHNICIAN CERTIFICATION TRAINING

Practice Activity

LOCATE FRONTAL AND SIDE AIR BAG MARKINGS AND WARNINGS

1. Work in small groups.
2. Using the two vehicle owner's manuals provided, document the vehicle's air bag information.
3. In addition to information you find in the vehicle owner's manuals, locate and document missing or additional information from inside the vehicle.

	Vehicle 1	Vehicle 2
1. What is the vehicle **make, model** and **year**?		
2. Where are the labels for **frontal air bags**? What do they say?		
3. What pages in the vehicle owner's manual discuss the **frontal air bags**?		
4. Which type of **passenger air bag** system does the vehicle have?	☐ Always on ☐ Manually switched on/off ☐ Automatically switched on/off	☐ Always on ☐ Manually switched on/off ☐ Automatically switched on/off
5. Where are the labels for **side air bags**? What do they say?		
6. What pages in the vehicle owner's manual discuss the **side air bags**?		

TECHNICIAN GUIDE • MODULE 5 • PAGE 10

Power Point Slides

DRAFT

Side Air Bag Markings and Warnings

Warning labels for air bags that deploy in **side crashes** may be found almost anywhere in the vehicle, **including**—

- On the door frame
- On the end of the dashboard
- On the side of the seat
- Near the edge of the roof
- On the side of the door

Air Bag Markings and Warnings

Each vehicle manufacturer places labels in different positions and may call their air bag system something different.

EXAMPLES of acronyms for **frontal** air bags	
SRS	Supplemental Restraint System
SIR	Supplemental Inflatable Restraint

EXAMPLES of acronyms for **side/curtain** air bags	
SABIC	Side Air Bag Inflatable Curtain
SAB	Side Air Bag

Learn
Practice
Explain

Air Bag Types

1. Review types of air bags and best practice recommendations with a partner.
2. Practice explaining the different types of air bags to one another.

Side Air Bag Markings and Warnings

DRAFT

Warning labels for air bags that deploy in **side crashes** may be found almost anywhere in the vehicle, **including**—

- On the door frame
- On the end of the dashboard
- On the side of the seat
- Near the edge of the roof
- On the side of the door

Curriculum Revisions

Overall Curriculum Revisions

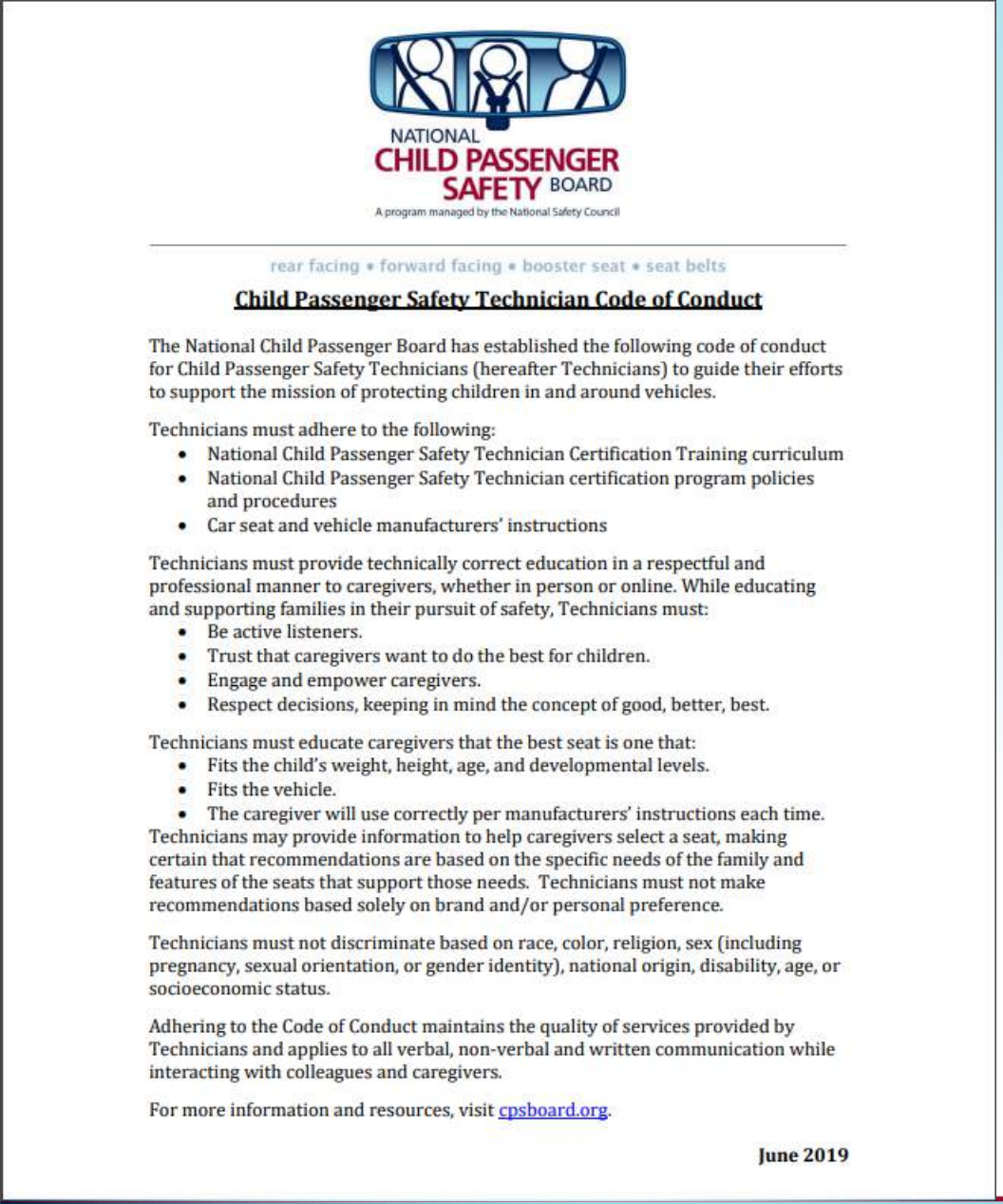
- **Title Change**:
  National
  Child Passenger Safety
  Technician
  Certification Training
- **Audience**: Students
- **Emphasis**:
  Learn-Practice-Explain

Overall Curriculum Revisions

- **Training Length**
  - No major changes
  - 3, 3.5 & 4 day options
- **Additions to the Technician Guide**:

  CPST Code of Conduct

  Glossary



NATIONAL CHILD PASSENGER SAFETY BOARD

A program managed by the National Safety Council

rear facing • forward facing • booster seat • seat belts

Child Passenger Safety Technician Code of Conduct

The National Child Passenger Board has established the following code of conduct for Child Passenger Safety Technicians (hereafter Technicians) to guide their efforts to support the mission of protecting children in and around vehicles.

Technicians must adhere to the following:

- National Child Passenger Safety Technician Certification Training curriculum
- National Child Passenger Safety Technician certification program policies and procedures
- Car seat and vehicle manufacturers' instructions

Technicians must provide technically correct education in a respectful and professional manner to caregivers, whether in person or online. While educating and supporting families in their pursuit of safety, Technicians must:

- Be active listeners.
- Trust that caregivers want to do the best for children.
- Engage and empower caregivers.
- Respect decisions, keeping in mind the concept of good, better, best.

Technicians must educate caregivers that the best seat is one that:

- Fits the child's weight, height, age, and developmental levels.
- Fits the vehicle.
- The caregiver will use correctly per manufacturers' instructions each time.

Technicians may provide information to help caregivers select a seat, making certain that recommendations are based on the specific needs of the family and features of the seats that support those needs. Technicians must not make recommendations based solely on brand and/or personal preference.

Technicians must not discriminate based on race, color, religion, sex (including pregnancy, sexual orientation, or gender identity), national origin, disability, age, or socioeconomic status.

Adhering to the Code of Conduct maintains the quality of services provided by Technicians and applies to all verbal, non-verbal and written communication while interacting with colleagues and caregivers.

For more information and resources, visit cpsboard.org.

June 2019

- **CPST Code of Conduct**
  - Inside Back Cover of TG and IG

Curriculum Revisions: Introduction

Module 1

- Bubble Wrap video added

- Statistics from Modules 1 & 3 condensed/simplified into Module 1
- Resources for statistics moved from Module 3

Curriculum Revisions: CPS Technician Role

Module 2

- Icebreaker activity added

  Students will:

  - Install a randomly selected car seat.
  - Record activity with cell phone.
  - Review video at end of the training.

  Budgeted Time: 15 minutes

  Goal: Engage students.

- Good-Better-Best introduction
- Reference to CPST Code of Conduct added

Curriculum Revisions: Crash Dynamics

Module 3

- "Ride Down" explained
  - Video added
  - “Catching an egg" analogy added
- Statistics moved to Module 1
- Resources for statistics moved to Module 1

Curriculum Revisions: Seat Belt Systems

Module 4

- Retractors introduced before latch plates
- ELR/ALR videos removed
- Locking latch plate video added
- Terminology updated to dynamic latch plate
- Inflatable seat belts moved from Module 5
- Belt shortening clip instruction removed
- Flowchart for lockability check added

Test for Retractor Lockability

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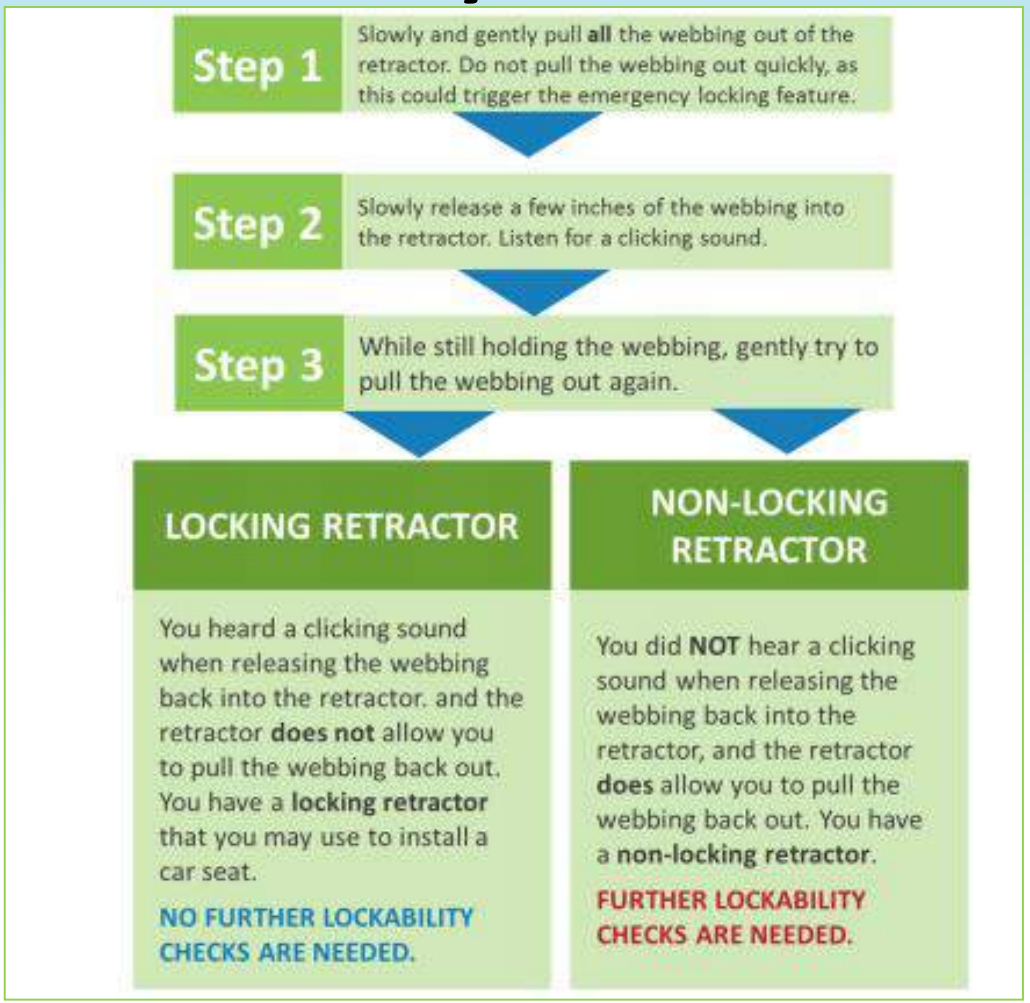
Module

4



Curriculum Revisions:
Air Bags

Module 5

- Knee air bags added
- Seat cushion air bags added
- Reminder to sign up for vehicle recall notices added
- Inflatable seat belts moved to Module 4

Curriculum Revisions:

LATCH

Module

- Reorganized into:
  - LATCH System – Vehicles
  - LATCH System – Car Seats
- “Tether Routing and Head Restraints” added
- “Lower Anchors for Center Seating Positions” added
- “Lower Anchor Weight Limits” added
- “Tether Anchor Weight Limits” added
- “Tether Anchors and Pickup Trucks” section added

Curriculum Revisions: Introduction to Car Seats & Booster Seats

Module

- Updated reference guide (parts and functions) with line art drawings
- All-in-one car seats added
- Terminology updated to secondhand car seats
- Terminology updated to non-approved products
- Special transportation needs information condensed

Curriculum Revisions: Children in Rear-Facing Car Seats

Module 8

- All-in-one car seat added as type of rear-facing seat
- "Other Considerations: Carry Handles" added
- Reference to rear-facing being 5X safer removed
- Video with Dr. Bull updated to remove reference to 5X safer
- Special transportation needs information removed

Curriculum Revisions: Children in Forward-Facing Car Seats

Module

- All-in-one car seat added as type of forward-facing seat
- Reference to large medical seats removed
- “Vests and Harnesses” included

Curriculum Revisions: Children in Booster Seats and Seat Belts

Module 10

- Expanded time allotment
- All-in-one car seat added as type of booster
- Integrated (built-in) boosters included
- Steps for booster seat use aligned with Modules 8 & 9
- “Seat Belt Positioner” included

Curriculum Revisions: Other Vehicles

Module 11

- Pickup truck information removed and incorporated in other modules
- "Emergency Transportation" reorganized
  - Ambulances
  - Law Enforcement Vehicles
- CPS enrichment trainings promoted
  - Ambulances
  - School Buses

Curriculum Revisions: Interacting with Caregivers

Module 12

- "Effective Communication Techniques" added:
  - Keep it Simple
  - Keep it Short
  - Keep it Positive
  - Keep it Real
- "An Example of Opportunity for Positive Education: Social Media" added
- Caution about using fear-based messaging added

Curriculum Revisions:
Using and Maintaining Your New Skills

Module

- Focus of module updated to engage new Technicians in CPS activities post-training
- Emphasis on building skills added
- How to conduct a checkup event information minimized
- Action Plan activity added

Action Plan

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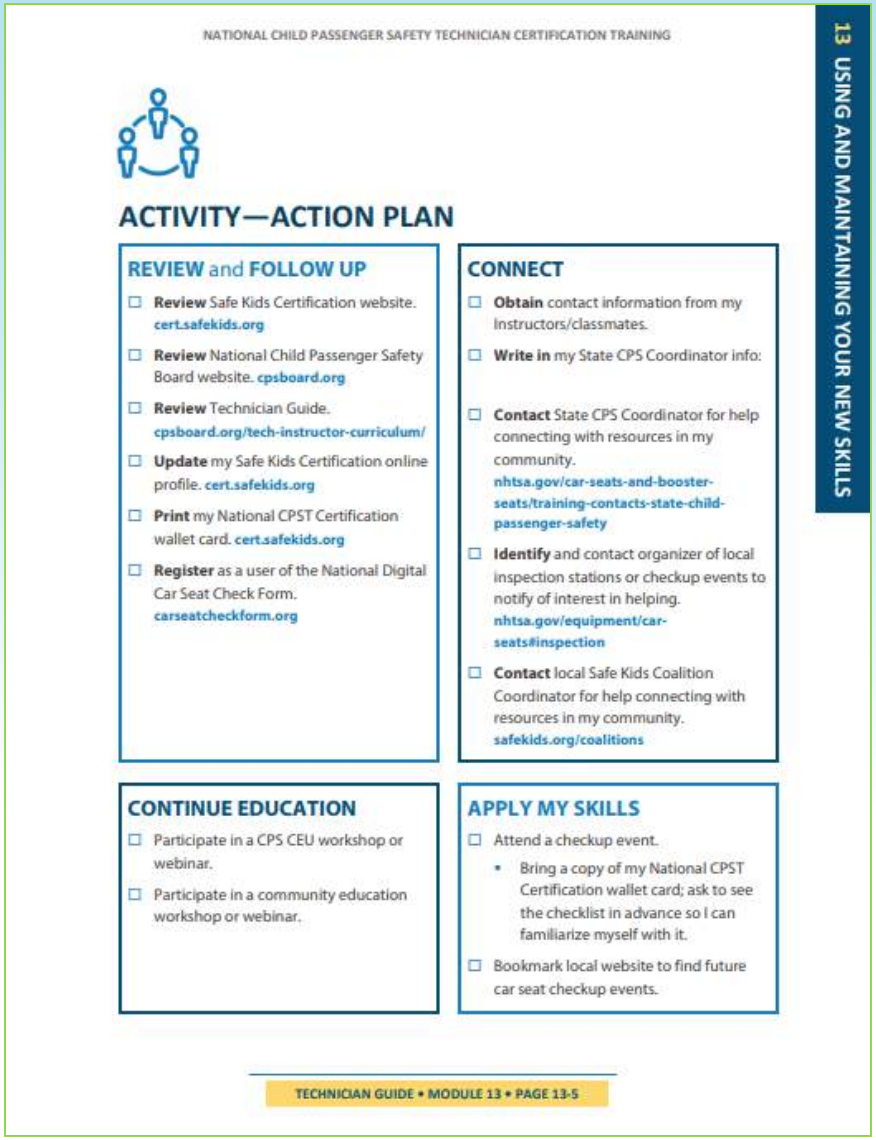
Module

13



NATIONAL CHILD PASSENGER SAFETY TECHNICIAN CERTIFICATION TRAINING

13 USING AND MAINTAINING YOUR NEW SKILLS

ACTIVITY—ACTION PLAN

REVIEW and FOLLOW UP

- ☐ **Review** Safe Kids Certification website. cert.safekids.org
- ☐ **Review** National Child Passenger Safety Board website. cpsboard.org
- ☐ **Review** Technician Guide. cpsboard.org/tech-instructor-curriculum/
- ☐ **Update** my Safe Kids Certification online profile. cert.safekids.org
- ☐ **Print** my National CPST Certification wallet card. cert.safekids.org
- ☐ **Register** as a user of the National Digital Car Seat Check Form. carseatcheckform.org

CONNECT

- ☐ **Obtain** contact information from my Instructors/classmates.
- ☐ **Write in** my State CPS Coordinator info:
- ☐ **Contact** State CPS Coordinator for help connecting with resources in my community. nhtsa.gov/car-seats-and-booster-seats/training-contacts-state-child-passenger-safety
- ☐ **Identify** and contact organizer of local inspection stations or checkup events to notify of interest in helping. nhtsa.gov/equipment/car-seats#inspection
- ☐ **Contact** local Safe Kids Coalition Coordinator for help connecting with resources in my community. safekids.org/coalitions

CONTINUE EDUCATION

- ☐ Participate in a CPS CEU workshop or webinar.
- ☐ Participate in a community education workshop or webinar.

APPLY MY SKILLS

- ☐ Attend a checkup event.
  - Bring a copy of my National CPST Certification wallet card; ask to see the checklist in advance so I can familiarize myself with it.
- ☐ Bookmark local website to find future car seat checkup events.

TECHNICIAN GUIDE • MODULE 13 • PAGE 13-5

Quizzes & Skills Evaluations

Curriculum Revisions:

Written Quizzes

1, 2, & 3

- All questions have been reviewed and updated as needed.
- Open book
- 50 questions (42/50 to pass)
- Updated Testing Protocols

Curriculum Revisions:

Skills Evaluations

- Terminology updated to Skills Evaluations
- Updated Testing Protocols

Curriculum Revisions: Vehicle Systems

Skills Evaluation

1

- No major changes

Curriculum Revisions:
Select and Install Car Seats & Booster Seats

Skills Evaluation

2

- Use of dolls, dummies, or stuffed animals to represent children is **required** for “Inside: Selection and Harnessing” portion.

Curriculum Revisions: Putting It All Together

Skills Evaluation

- Classroom-based
- Full color photos
  - Perforated pages in Technician Guide
  - Standardized format
- Questions provided separately
- 34 questions (31/34 to pass)
- Estimated Time: 30-45 minutes

Skills Evaluation #3
Putting It All Together

SAMPLE QUESTIONS

(not actual testing scenario)

Lap belt positioned correctly on child?

❑YES

❑NO

Shoulder belt positioned correctly on child?

❑YES

❑NO

Our model Charlotte was MUCH happier with the belt used correctly!

SAMPLE

(not actual testing scenario)

Curriculum Revisions: Checkup Event

Skills Evaluation

- Newly renamed
- Event guidelines remain the same.
  - Minimum of 2 hours (excluding set-up and breakdown)
  - Open to the public or appointment-based
    - If by appointment, allow 45 minutes per seat check.
  - We strongly encourage to have someone outside of instructor team arrange, promote and manage the checkup event.

Curriculum Revisions: Checkup Event

Skills Evaluation

4

- Teams of ≤ 3 students
  - Each student will be the lead Technician (primary educator) on at least seat check during the event.
  - Other team members will assist as needed, e.g. scribing.
- Instructor team member will supervise each team of students.
  - Complete an evaluation form for each student.

Evaluation Form

DRAFT

Skills Evaluation

4

SKILLS EVALUATION 4 • CHECKUP EVENT

NHTSA

Student Name _____ Date _____

Signature _____ Course ID _____

Instructions

1. This Skills Evaluation requires working as a team.
2. Each student will serve as lead Technician/primary educator on at least one car seat during the event. The other members of the team will assist as needed, e.g. completing the check form, looking up recalls, etc.
3. Use course resources, such as your Technician Guide, to complete this Skills Evaluation.
4. You must follow the Code of Conduct, which is found inside the back cover of your Technician Guide.
5. To pass this Skills Evaluation, you must successfully demonstrate each item on this answer sheet, if provided with an opportunity to do so. Instructor will initial each item as appropriate. (If no opportunity to observe, the **?** column will be used.)

During the checkup up event, the student:

Action	Yes	No	?	Comments
Engaged the caregiver in the education process, utilizing Learn, Practice, Explain principles.				
Presented relevant information to caregiver.				
Encouraged best practice but accepted "good" or "better".				
Clearly shared information on state laws.				
Referred to car seat labels and instruction manuals as needed.				
Referred to vehicle owner's manuals as needed.				
Referred to their Technician Guide as needed.				
Corrected misuse errors.				
Demonstrated active listening skills.				
Responded well to specific questions asked by caregiver.				
Used a positive tone of voice.				
Praised the caregiver on what the caregiver had done correctly.				

Pilot Courses

Pilot Courses

Thank you for your interest in hosting a pilot course!

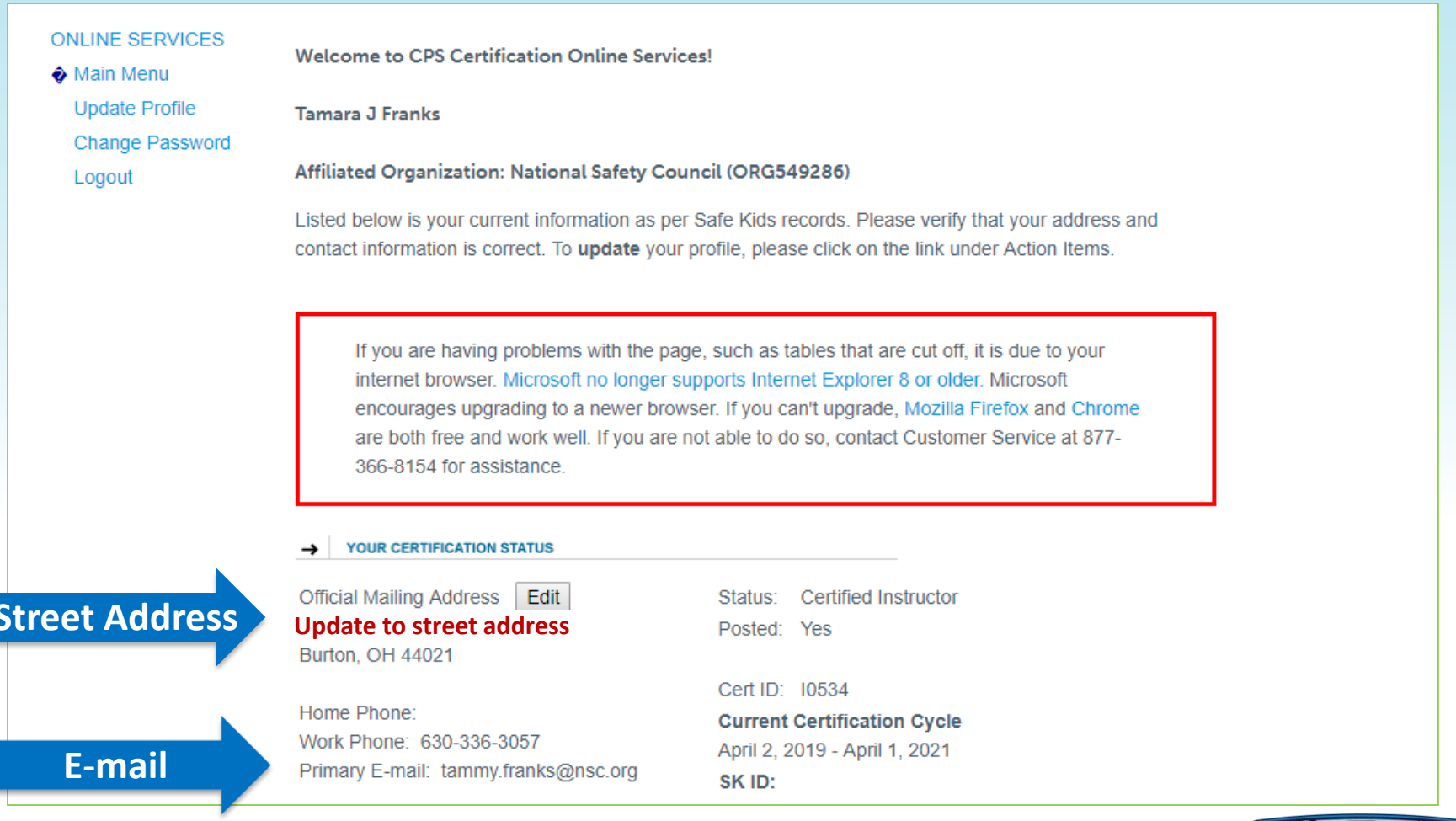
We are grateful for your willingness to participate.

Pilot courses have been selected based on the following criteria:

- Course length is 3.5 to 4 days in length.
- Instructor team has varying levels of experience.
- Students have varied backgrounds.
- Current or past NCPSB members are not included on the instructor team.

Information and Materials

Please update your contact information!



Instructor Guide

The Instructor Guide will be mailed directly to you.

- Confirm that you have a street mailing address in your certification profile at cert.safekids.org.
- *We are unable to ship to PO Boxes*.

PowerPoint Slides Supporting Materials

The PowerPoint slides and supporting materials will be available to download from CPSBoard.org.

- If needed, a USB with all course content will be available from Safe Kids Certification for $20/USB ($15/USB for 3+).

Sources of Information

- E-mails
  - Sent from no-reply@cpsboard.org.
    - Be sure this is an approved email so it won't be tagged as spam!
- www.CPSBoard.org
- Webinars
- National Child Passenger Safety Board Facebook page
- *CPS Express*
- State, regional and national conferences

Thank you!

The National Child Passenger Safety Board
(a program managed by the National Safety Council),
NHTSA and Safe Kids Worldwide
have collaboratively and exhaustively worked to ensure the curriculum revision is thoughtful and meets the needs of future CPS Technicians.

Your input, patience and support is a valued part of the process.