



NATIONAL  
**CHILD PASSENGER  
SAFETY** BOARD

A program managed by the National Safety Council

# **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

**Early 2020**

Transition Date to Revised Curriculum

**~ February 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



[www.cpsboard.org](http://www.cpsboard.org)

rear-facing • forward-facing • booster seat • seat belts



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# 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 Certification Training Program

### MODULE 3 • Injury Prevention & Crash Dynamics

Module 3 Agenda

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 Restraint
4. Five Ways That Car Seats, Booster Seats Prevent Injury
5. Progress Check and Summary

**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 decreases as children get older (perkins, 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.
- Correct selection, installation, and use of a car seat can be challenging.

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

- 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

**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)*

- 3.1  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). *50% in 1st year, 70-90%*
- 3.2  According to various reports from NHTSA and the field, car seat, booster seat, and seat belt misuse rates vary from 74 to 90 percent. *NOPUS RATES QAG 74-90%*
- 3.3  Misuse and nonuse are important issues to address with caregivers.
- 3.4  Correct selection, installation, and use of a car seat can be challenging.
- 3.5  Caregivers may have outdated or incorrect information about car seats, booster seats, and seat belts.
- 3.6  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.

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.

*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.*

*2016 89.3 state  
2015 89.4 state  
14 88.4 state  
13 86.1 state*

*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

### Purpose and Function of Air Bags



2019

National Child Passenger Technician Training

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.

### Air Bags Work With Seat Belts

Use of seat belts with air bags allows the crash forces to be spread over a larger area of the occupant's body.



2019

National Child Passenger Technician Training



### 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.

## 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.

## Purpose and Function of Air Bags

DRAFT

PPT Slide



Action Item

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.

PPT Slide



Action Item



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Left-hand Page of Instructor Guide

# Instructor Guide (IG) DRAFT

NATIONAL CHILD PASSENGER SAFETY TECHNICIAN CERTIFICATION TRAINING  
MODULE 5 • AIR BAGS

## Purpose and Function of Air Bags

**Purpose and Function of Air Bags**



2019 National Child Passenger Technician Training

**DO**

Use the TG to review the...  
Emphasize that air...  
particular concerns... of children.

**Air Bags Work With Seat Belts**

Use of seat belts with air bags allows the crash forces to be spread over a larger area of the occupant's body.



2019 National Child Passenger Technician Training

**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.

INSTRUCTOR GUIDE • MODULE 5 • PAGE 5-6

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

Corresponding TG Page

NATIONAL CHILD PASSENGER SAFETY TECHNICIAN CERTIFICATION TRAINING  
MODULE 5 • AIR BAGS

5 AIR BAGS

## 5 Air Bags

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- DESCRIBE the purpose and function of air bags.
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**TECH TIP**

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

TECHNICIAN GUIDE • MODULE 5 • PAGE 1

INSTRUCTOR GUIDE • MODULE 5 • PAGE 7

Left-hand Page of Instructor Guide

# 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 sensors that detect the vehicle's speed, direction, and whether the vehicle is in a crash. The system then decides whether to turn the air bag on or 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.

**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 frontal air bag.**
- Children under the age of 13 should never be in the front passenger seat.
- If a forward-facing 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.

TECH TIP

**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.

Bulleted Lists

TECHNICIAN GUIDE • MODULE 5 • PAGE 6

NATIONAL CHILD PASSENGER SAFETY TECHNICIAN CERTIFICATION TRAINING



### Practice Activity

#### LOCATE FRONTAL AND SIDE AIR BAG MARKINGS AND WARNINGS

- Work in small groups.
- Using the two vehicle owner's manuals provided, document the vehicle's air bag information.
- 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?	<input type="checkbox"/> Always on <input type="checkbox"/> Manually switched on/off <input type="checkbox"/> Automatically switched on/off	<input type="checkbox"/> Always on <input type="checkbox"/> Manually switched on/off <input type="checkbox"/> 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



- 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

ID:10921842.3 © Pichal Pijakowski | Dreamstime.com

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National CPST Certification Training 5 8

### 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

<b>SRS</b>	Supplemental Restraint System
<b>SIR</b>	Supplemental Inflatable Restraint

#### EXAMPLES of acronyms for side/curtain air bags

<b>SABIC</b>	Side Air Bag Inflatable Curtain
<b>SAB</b>	Side Air Bag



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National CPST Certification Program 5 6



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.

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# Side Air Bag Markings and Warnings

DRAFT



- 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

ID 109718423 © Pichai Pipatkuldilok | Dreamstime.com

# 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 & 4 day options
- **Additions to the Technician Guide:**
  - CPST Code of Conduct
  - Glossary





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](http://cpsboard.org).

June 2019

- **CPST Code of Conduct**
  - Inside Back Cover of TG and IG
  - [www.cpsboard.org](http://www.cpsboard.org)
  - Rev. June 2019

# 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: 20 minutes

Goal: Engage students.

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



# Curriculum Revisions: Crash Dynamics

## Module

3

- "Ride Down" explained
  - "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

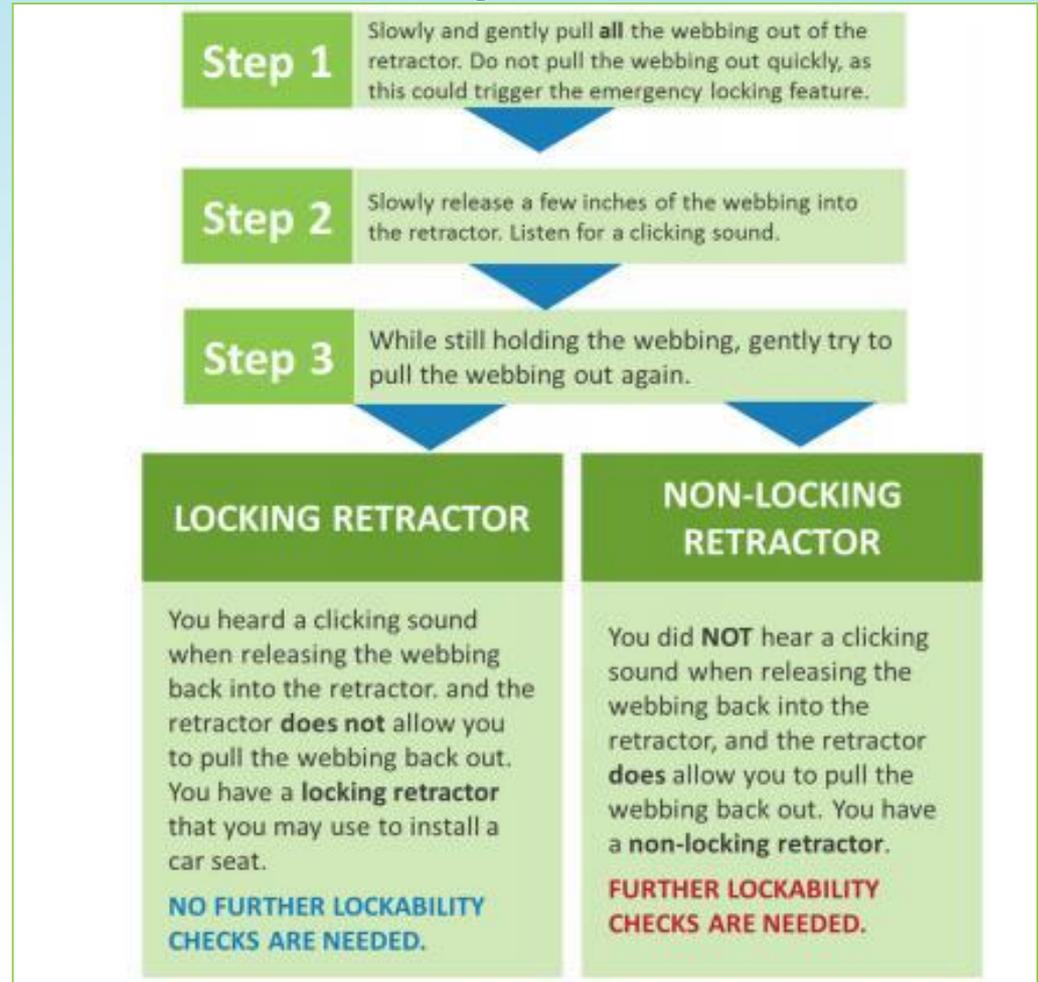


# Test for Retractor Lockability

**DRAFT**

## 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:

## Lower Anchors and Tethers

### Module

6

- 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

7

- 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

# 9

- 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

13

- 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 to engage students post-training in CPS activities



# Action Plan

## DRAFT

## Module

# 13



### ACTIVITY—ACTION PLAN

#### REVIEW and FOLLOW UP

- Review** Safe Kids Certification website. [cert.safekids.org](http://cert.safekids.org)
- Review** National Child Passenger Safety Board website. [cpsboard.org](http://cpsboard.org)
- Review** Technician Guide. [cpsboard.org/tech-instructor-curriculum/](http://cpsboard.org/tech-instructor-curriculum/)
- Update** my Safe Kids Certification online profile. [cert.safekids.org](http://cert.safekids.org)
- Print** my National CPST Certification wallet card. [cert.safekids.org](http://cert.safekids.org)
- Register** as a user of the National Digital Car Seat Check Form. [carseatcheckform.org](http://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](http://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](http://nhtsa.gov/equipment/car-seats#inspection)
- Contact** local Safe Kids Coalition Coordinator for help connecting with resources in my community. [safekids.org/coalitions](http://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.

# 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 Guideline for Administering Written Quizzes
  - Found in Instructor Prep Guide



# Curriculum Revisions:

## Skills Evaluations

1, 2, 3, & 4

- Terminology updated to Skills Evaluations
- Updated Guideline for Administering Skills Evaluations
  - Found in Instructor Prep Guide



# Curriculum Revisions: Vehicle Systems

## Skills Evaluation



- 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

3

- Classroom-based
- Full color photos
  - Perforated pages in Technician Guide
  - Standardized format
- Questions provided separately
- 34 questions (30/34 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

4

- 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  $\leq 3$  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



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.				



# Information and Materials



# Please update your contact information!

## ONLINE SERVICES

- ◆ Main Menu
- Update Profile
- Change Password
- Logout

Welcome to CPS Certification Online Services!

Tamara J Franks

Affiliated Organization: National Safety Council (ORG549286)

Listed below is your current information as per Safe Kids records. Please verify that your address and contact information is correct. To **update** your profile, please click on the link under Action Items.

If you are having problems with the page, such as tables that are cut off, it is due to your internet browser. [Microsoft no longer supports Internet Explorer 8 or older](#). Microsoft encourages upgrading to a newer browser. If you can't upgrade, [Mozilla Firefox](#) and [Chrome](#) are both free and work well. If you are not able to do so, contact Customer Service at 877-366-8154 for assistance.

### → YOUR CERTIFICATION STATUS

Official Mailing Address

**Update to street address**

Burton, OH 44021

Home Phone:

Work Phone: 630-336-3057

Primary E-mail: tammy.franks@nsc.org

Status: Certified Instructor

Posted: Yes

Cert ID: 10534

**Current Certification Cycle**

April 2, 2019 - April 1, 2021

**SK ID:**

Street Address

E-mail



# 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](http://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](http://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](mailto:no-reply@cpsboard.org).
    - Be sure this is an approved email so it won't be tagged as spam!
- [www.CPSBoard.org](http://www.CPSBoard.org)
- Webinars
- National Child Passenger Safety Board Facebook page
- *CPS Express*
- State, regional and national conferences



# Field Review



# Thank you to the Field Reviewers!

Karen Beard

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Jessica Butterfield

Lori Cawley

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Heidi Dolan

Denise Donaldson

Scott Downing

Don Dupray

Suzanne Emery

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Mike James

Carrisa Johns

Genevieve Johnson

Woody Johnston

Ashley Kenner

Ryan King

Kathy Kruger

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Elizabeth Laubach

Chengyeng Ly

Timothy McCool

Carol Meidinger

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Meghan Romano

Dawne Schmid

Amy Schultz

Judy Slattery

Emily Smith

Heather Smith

Terry Smith

Elizabeth St. John

Jackie Stackhouse Leach

John Stubbs

Andrea Swanson

Holly Terry

Jenny Thomas

Jennifer Toney

Dex Tuttle

Bill Vasicek

Amanda Walpole

Beth Warren

Heather Watson

Melanie Wingo

Renee Witmer

Justin Young



# 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.



*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.**

