

Child Passenger Safety Technician Certification (CPST) Course

Instructor Guide Course ID#

Indoor Activity

Outdoor Activity

Props for teaching

Instructors

Course Assistant (CA)/ Non-Presenting Instructor(s) (NPI) Duties: NAME HERE

DAY ONE:		
TIME	DESCRIPTION	
7:30-8:00	<p>All Instructors</p> <ul style="list-style-type: none"> On arrival, participants fill out the “Participant Vehicle Information” form and submit it. NPIs ensure all vehicles are parked in designated area, personal items secured (purses, firearms, etc.), and manuals on the front seat. 	
8:00-8:45	<p>MODULE 1: Program Introduction Welcome/ Housekeeping Activity: Instructor and participant introductions.</p> <ul style="list-style-type: none"> Following introductions, non-presenting instructors will collect student keys diagnose vehicles and fill out student vehicle sheets. 1) Number sheets. 2) Provide a numbered key tag. 3) Place the vehicle number on the windshield. Group vehicles together based on similarities, isolate vehicles with unique systems and duplicate as many stations as possible. 	Instructor Hours: 45 minutes.
8:45-9:15	<p>MODULE 2: Communicating and Educating: Activities: (Slide 2.17, Tech Guide (TG) Page 20 Car Seat Check Form or ASK the students to download the NDCF Training App.</p> <ul style="list-style-type: none"> Answer both questions on page 20. (5 minutes) <p>https://apps.apple.com/us/app/ndcf-training/id6660553504?platform=iphone</p> <ul style="list-style-type: none"> Review CPST Code of Conduct inside TG front cover. 	Instructor Hours: 30 minutes.
9:15-9:55	<p>MODULE 3: Crash Protection:</p> <ul style="list-style-type: none"> NPIs bring in a variety of car seats for installation activities. <p>Outside Activity:</p> <ul style="list-style-type: none"> Slide 3.15, TG Page 29. In teams of two, participants will take turns installing a car seat with current knowledge and record each installation with a video that is less than 5 minutes. Keep all videos as they will be revisited during the final module. (15 min or less) 	Instructor Hours: 40 minutes.
9:55-10:10	BREAK	
10:10-11:55	<p>MODULE 4: Seat Belt Systems:</p> <ul style="list-style-type: none"> Ensure vehicles are numbered and that participants are given vehicle numbers with seating positions to mark in their TG. 	Instructor Hours: 1 hour & 45 minutes.

	<ul style="list-style-type: none"> • Vehicle Demonstrator Seat, aka Dial-a-Belt. • Seat belt kit or sample retractors, latch plates, and locking clips. <p>Activities:</p> <ul style="list-style-type: none"> • Slide 4.16, TG Page 41. Direct students to pair up for this activity and to take turns practicing educating a caregiver on how to switch a locking retractor from the non-locking mode to the locking mode and back to the non-locking mode. Encourage all members of the Instructor Team to walk the room to observe and coach as needed. (5 min) • Slide 4.28, TG Page 50. Direct students to pair up for this activity and to take turns practicing educating a caregiver on how to test for a locking latch plate. Encourage all members of the Instructor Team to walk the room to observe and coach as needed. (5 min) • Slide 4.34, TG Page 56. Direct students to pair up to practice explaining to a caregiver what locks a seat belt. Using the What Locks a Seat Belt flowchart as a guide, practice educating a caregiver on how to lock the seat belt in the following scenarios. (5 min) <p>Outside Activity:</p> <ul style="list-style-type: none"> • After Slide 4.30, TG Page 52, Identify Latch Plates & Retractors: Go outside to locate latch plates and retractors. (20 min or less) 	
11:55-1:00	BREAK FOR LUNCH	
1:00-2:00	<p>Quiz 1: Modules 1-4 (45 minutes) Review of quiz #1 Modules 1-4 (15 minutes)</p> <p>LI MUST read Quiz Student Instructions and approved review questions.</p>	Instructor Hours: 15 minutes.
2:00-2:50	<p>MODULE 5: Air Bags</p> <ul style="list-style-type: none"> • Slide 5.23, TG Page 82. Direct students to pair up and practice educating a caregiver on side airbags and a 6-year-old. 5 minutes • Use the CPST Practice sheet in student folders or owner's manuals for Locating Airbag Information in the manual practice. (10 min or less) <p>Outside Activity:</p> <ul style="list-style-type: none"> • Slide 5.25, TG Page 84. Locate front and side air bag information in the vehicles. Work in small groups to document the vehicle's airbag information. (20 min or less) 	Instructor Hours: 50 minutes.
2:50-3:05	BREAK	
3:05-4:50	<p>MODULE 6: Lower Anchors and Tethers for Children:</p> <ul style="list-style-type: none"> • Have vehicle manuals available if you don't want to use practice sheets in student folders with QR code manuals. • NPIs have selected manuals to go with the 3 selected vehicles for participants to look for and locate tether and lower anchor information. 	Instructor Hours: 1 hour and 45 minutes.

	<ul style="list-style-type: none"> • Several vehicle owners' manuals - use both pre-2001 and post-2002 samples, including pick-up trucks with webbed anchors (if possible). • Several vehicles with lower anchors and tether anchors. • Car seats or booster seats with flexible lower anchor connectors. • Car seats or booster seats with rigid lower anchor connectors. • Car seats to demonstrate both Straight and V-shaped tethers. <p>Activities:</p> <ul style="list-style-type: none"> • Slide 6.40, TG Page 113. Pair up students and have them practice educating a caregiver about how to determine lower anchor and tether use weight limits. (5 min) • Slide 6.54, TG Page 125. Locate lower anchors and tether anchors in owner's manuals and vehicles. (10 min or less) <p>Outside Activity:</p> <ul style="list-style-type: none"> • Slide 6.55, TG Page 126. Participants rotate through 3 vehicles for this outside activity. Give participants 5-7 minutes per vehicle for this practice activity. (30 min or less) 	
4:50-5:00	Day 1 Review and Day 2 Overview	Instructor Hours: 10 minutes.

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DAY 2:		
8:00-8:15	Review of Day 1	Instructor Hours: 15 minutes.
8:15-9:15	<p>Skills Assessment #1 Vehicle Systems: Modules 1-6: Identify Occupant Protection Systems All</p> <ul style="list-style-type: none"> • LI MUST read the Skills 1 Student Instruction sheet to students prior to starting Skills 1. • Mark selected vehicles with numbered car cards. 	Instructor Hours: 1 hour.
9:15-10:50	<p>MODULE 7: Overview of Car Seats & Booster Seat Use</p> <ul style="list-style-type: none"> • Infant car seat with detachable base. • Convertible car seat. • Forward facing only car seat, if available, • Booster seats. • 3 in 1 and/or all in one car seats. • Special needs seat and harnesses. 	Instructor Hours: 1 hour and 35 minutes.

	<ul style="list-style-type: none"> • Instruction manuals for each car seat. • State Law Handouts. <p>Activities:</p> <ul style="list-style-type: none"> • Slide 7.33, TG Pages 149-150. Look up car seat and vehicle recalls on the digital app or paper recall sheet. (15 min) • Slide 7.34, TG Page 150. Practice educating a caregiver on one of the recalls identified in the activity above. • Slide 7.44, TG Pages 160-161. Find car seat use Info. (5 min) • “Check Form Checks” Provide a copy of most current NDCF paper form, if it is not in the student folder. Or give students time to download NDCF Practice App. 	
10:50-11:05	Break	
11:05-12:00	<p>MODULE 8: Children in Rear Facing Car Seats</p> <ul style="list-style-type: none"> • NPIs will identify vehicles with two types of seat belt lower anchor systems for the first practice activity. • NPIs pass out a rear-facing car seat at each table as well as a small doll to be utilized for harnessing during upcoming activities. • Rear-facing only car seats with 5-point harness/ removable base. • Rear-facing only car seats with rigid lower anchor connectors. • Rear-facing only car seats with flexible lower anchor connectors. • Rear-facing only car seats with tethers (if available). • Rear-facing only car seats with load leg (if available). • Convertible car seats. • Car seats with lock-offs, tension devices & European belt routing. • Infant Dolls for each team and vehicles for installations. • Non-regulated products (i.e. additional padding). • Rolled toweled or foam noodles. • Demonstrator seat. • Recall list. <p>Activities:</p> <ul style="list-style-type: none"> • Slide 8.12, bottom of TG Page 169. Divide into small groups. Provide each group with different car seats. (10 min) Have students talk to each other about 2 scenarios provided, while instructors listen for best practices. 	Instructors Hours: 3 hours.
12:00-1:00	Lunch	
1:00-3:05	<p>Module 8 Rear-Facing car seats (continued)</p> <ul style="list-style-type: none"> • Slide 8.57, TG Page 203. Have students practice harnessing dolls into seats per manufacturer instructions. (15 min) <p>Outside Activity:</p> <ul style="list-style-type: none"> • Slide 8.67, TG 210. Installing rear-facing car seats in vehicles: Students should install a rear-facing only car seat (with and without base), and a convertible car seat rear-facing. They should 	

	try to install these seats with different systems available in cars: lap-belt only, lap and shoulder belt combo, and lower anchors.	
3:05-3:20	Break	
3:20-4:20	Quiz 2: Review Modules 5-8 (15 minutes) followed by Quiz #2 for Modules 5-8 (45 min) LI Must read Quiz Student Instructions and approved review questions.	Instructor Hours: 15 minutes.
4:20-4:30	End of day Review and Day 3 Overview	Instructor Hours: 10 minutes.

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DAY 3:		
8:00-8:15	Day 1 and 2 Review.	Instructor Hours: 15 minutes.
8:15-9:35	<p>MODULE 9: Children in Forward-Facing Car Seats</p> <ul style="list-style-type: none"> • Pass out FF car seats and a doll to each student or pair of students. • Make sure vehicles are numbered and grouped together for the installation activity. • Non-presenting instructors will set up 4-6 misuse scenarios for participants to identify misuse. The following Child Misuse Cards on lanyards: <ol style="list-style-type: none"> 1) 2 weeks/ 21.5"/ 8 lbs. (Scenario 1 IO SEAT. Misuse is the harness is too loose, the retainer clip too low, and extra insert.) 2) 23 mths/ 33"/ 29 lbs. (Scenario 2 IO SEAT. Misuse is the doll is too tall) 3) 23 mths/ 33"/ 29 lbs. (Scenario 1 RF Convertible. Misuse is the harness is too loose and harness above shoulders) 4) 13 mths/ 29"/ 24 lbs. (Scenario 2 RF All in One CS. Misuse is retainer chest clip too low) 5) 11 mths/ 28"/ 22 lbs. (Scenario 1 FF Convertible. Misuse is the doll is too small to be FF) 6) 4 yo/ 40"/ 40 lbs. (Scenario 2 FF Combination. Misuse is harness is too loose and in different slots) • Manufacturer's Instructions for each car seat. 	Instructor Hours: 2 hours and 50 minutes.

	<ul style="list-style-type: none"> • Forward-facing car seats with harness (Convertible, Combination, All-in-One, and 3-in-1). • Forward-facing car seats with rigid LATCH and flexible LATCH. • Non-regulated products such as padding, etc. • Recall list. • Harness/Vest for passenger vehicles, if available. • Demonstrator seat. • Doll for each small group. • Vehicles for installation activities. <p>Activities:</p> <ul style="list-style-type: none"> • Slide 9.41, TG Page 240. Using car seats and a doll, have students practice adjusting the harness height and buckle for forward-facing use. Harness the doll according to the car seat instruction manual. Have an instructor check and approve the harnessing adjustment. (10 min) • Slide 9.46, TG Page 242 (bottom of the page). Have students work in pairs and practice answering common caregiver questions. • Slide 9.65, TG Page 247. Each student should examine 2 Car Seat Misuse Scenarios. Have them use their TG to document misuse. Discuss as a group afterward. 	
9:35-9:50	Break	
9:50-11:20	<p>Module 9- Forward-Facing Car Seats (Continued)</p> <p>Outside Activity:</p> <ul style="list-style-type: none"> • Slide 9.64, TG Page 246. Have students get in small groups and install FF car seats (60 mins). Have groups select a variety of FF car seats. Instruct groups to take the car seats and TGs outside to complete the installation worksheet in the TG. 	
11:20-12:20	Lunch	
12:20-1:50	<p>MODULE 10: Boosters Seats & Seat Belts</p> <ul style="list-style-type: none"> • Booster seats: high back, backless booster, combination seat with harness stowed away. • NPIs should pass out high back and backless boosters to each student. • NPIs select and mark vehicles for installation activity. <p>Activities:</p> <ul style="list-style-type: none"> • Slide 10.21, TG Page 261 (bottom of the page). Direct students to pair up and practice how you might motivate a caregiver and their 8-year-old child to use a booster seat instead of moving the child to a seat belt. (5 min) • Slide 10.49, TG Page 286. Have participants Identify Seating Arrangements in the Student Manual (10 min) <p>Outdoor activity:</p>	Instructor Hours: 1 hour and 30 minutes.

	<ul style="list-style-type: none"> Slide 10.39, TG Page 278. Have students take booster seats out to cars and practice installing them. Instruct groups to take the booster seats and TG outside to complete the table in the TG (30 min) 	
1:50-2:05	BREAK	
2:05-3:50	<p>Skills Assessment #2: Select and Install Car Seats and Booster Seats for Modules 7-10 All</p> <ul style="list-style-type: none"> LI MUST read the Skills 2 Student Instruction sheet to students prior to starting Skills 2. <p>Select and Install Car Seats and Belt Positioning Booster Seats</p> <ul style="list-style-type: none"> Divide class in two groups-1/2 will do selection and harnessing and ½ will do installation. Have several instructors available to sign off for this section. Assign a seating position for each scenario in 4-9. <p>Part 1: Selection and Harnessing: Place the scenario lanyards on size-appropriate dolls. We should have 2 dolls available per each scenario.</p> <ul style="list-style-type: none"> Assign an instructor for the Selection and Harnessing portion-may be done inside or by the trailer of car seats. For scenarios 1-3, each student must pick a doll representing the age/weight of the child in the scenario. Then the student selects the appropriate seat for the child and “harnesses” the doll in the seat. The student must provide his/her reason for the selection and harnessing. Decisions about car seat selection and harness adjustment based on age and/ or weight of the child listed in the scenarios. <p>Part 2: Installation: For scenarios 4-9 place the appropriate seats for each scenario by the vehicle selected that the student must install. Place car number cards on vehicles to be used for scenarios 4-9.</p> <ul style="list-style-type: none"> Several instructors to sign off on the installation; one instructor per two vehicles/ scenario Assign a seating position for each scenario, you may double up the same scenario in the same vehicle. One installation (#9) must include using a locking clip. Tethers must be used for a forward-facing car seat if they are available on the car seat and if the tether anchor is available for the assigned seating position and car seat manufacturer-approved. 	Instructor Hours: 1 hour and 45 minutes.
3:50-4:35	<p>Skills Assessment #3 Putting it Together (After Module 10) 45 minutes.</p> <ul style="list-style-type: none"> Skills 3 Images, are provided to LI and meant to be reused in every class. LI MUST read the Skills Evaluation 3 Student Instructions to students before starting Skills 3. 	
4:35-4:45	End of day 3 review and Day 4 Overview	Instructor Hours: 10 minutes.

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DAY 4: J		
9:30-9:40	Day 3 Review and Day 4 Overview	Instructor Hours: 10 minutes.
9:40-10:10	MODULE 11: Other Vehicles	Instructor Hours: 30 minutes.
10:10-10:45	MODULE 12: Using and Building Your New Skills <ul style="list-style-type: none"> • CPS Check Form Activities: <ul style="list-style-type: none"> • Slide 12.3, TG Page 310. Have students view the video they made on day 1 of the course so they can see how they have come. (5 min) • Slide 12.4, TG Page 310, bottom of page. While watching the video, practice documenting the car seat check on a paper version of the NDCF or in the NDCF training app. (20 min) 	Instructor Hours: 35 minutes.
10:45-11:45	Quiz 3: Review Modules 9-12 (15 minutes) for Modules 9-12. (45 min) LI Must read Quiz Student Instructions and approved review questions.	Instructor Hours: 15 minutes.
11:45-12:30	Lunch	
12:30-3:30p	Skills 4: Check-Up Event. <ul style="list-style-type: none"> • ADDRESS HERE • Skills Evaluation 4 Student Instructions: Must read to students at the beginning of the event. • Advise students to arrive at the event by 12:30 pm so we can divide them into teams. • Preferably 1 instructor per student team. • Have students complete Skills 4 paperwork. • Have students complete class evals before they leave for the day. • Final debrief with class 	Instructor Hours: 2 hours.