

**LOS ANGELES POLICE DEPARTMENT
CHILD PASSENGER SAFETY TECHN
Course Control Number: 1850-22030
Expanded Course Outline**

STATEMENT OF PURPOSE

This course will train students to become child passenger safety technicians. This course covers the need for child passenger safety programs, federal standards, crash dynamics, protection systems, child safety seat selection and installation, and organizing and coordinating a child safety seat checkup event.

LEARNING OUTCOMES

This educational program provides the basic technical skills and knowledge of the correct use and installation of child restraints (CRS) and safety belts that are necessary to conduct CRS inspection stations and community education. Successful completion of the education will result in certification and these competent technicians will be valuable resources in their communities.

MINIMUM CONTENT AND EXERCISES:

- a) The Child Passenger Safety Technicians (CPST) Role
- b) Crash Dynamics
- c) Seat Belt Systems
- d) Air Bags
- e) Lower Anchors and Tethers
- f) Introduction to Car Seats
- g) Rear-Facing Car Seats
- h) Forward-Facing Car Seats
- i) Booster Seats and Seat Belts
- j) Other Vehicles
- k) Interacting with Caregivers
- l) Using and Maintaining Your New Skills
- m) Learning Activities
- n) Assessment of Learning

LEARNING OBJECTIVES:

The trainee will:

- 1. Demonstrate knowledge of seat belt systems, crash dynamics, and installation of various child restraint systems.
- 2. Demonstrate a minimum standard for installation of the following child restraint systems:
 - a. Rear-Facing Car Seat
 - b. Forward Facing Car Seat
 - c. Booster Seats

EXPANDED COURSE OUTLINE:

- I. Module 1 – Program Introduction
 - A. Learning Objectives; Students explain role of each partner supporting CPST training, describe purpose, goals and completion requirements, and identify CRS resources.
 - B. Curriculum and Partnership
 - 1. National Highway Traffic Safety Administration (NHTSA)
 - 2. Child Passenger Safety Board

**LOS ANGELES POLICE DEPARTMENT
CHILD PASSENGER SAFETY TECHN
Course Control Number: 1850-22030
Expanded Course Outline**

- 3. Safe Kids
 - C. Important-To-Know Statistics on the Use of Car Seats, Booster Seats, and Seat Belts
 - 1. Crime/Crash Clock
 - 2. Crash Statistics
 - 3. Kid Crash Statistics
 - D. Overall Purpose of this Program: Why Are We Here?
 - 1. Training Program Goals
- II. Module 2 – The CPST Role a)
- A. Learning Objectives; Students describe CPST role, review CPST role, and discuss CPST role.
 - B. Learning Activity; Students will Install a Car Seat and Pre-Test-Students will be recorded installing a Car Seat. m)
 - C. The CPST Role
 - 1. The Lean, Practice, Explain Model
 - D. Best Practices and Caregiver Choices
 - 1. Choices may not follow best practices
 - 2. Primary resource for correct usage is car seat manufacturer
 - 3. Good, Better, Best examples
- III. Module 3 – Injury Prevention and Crash Dynamics b)
- A. Learning Objectives; Students describe the three stages of a crash, explain how to estimate restraining force, and describe five ways that car seats, booster seats and seat belts save lives.
 - B. Crash Dynamics
 - 1. Three stages of a Crash
 - 2. Types of Crashes Resulting in Injuries
 - C. The Concept of Crash Forces
 - 1. Rollovers, Rotations, and Ejection
 - 2. Restraining Force
 - D. How Car Seats and Seat Belts Prevent Injury
 - 1. How Protection Works
 - 2. Ride Down
- IV. Module 4 – Seat Belt Systems c)
- A. Learning Objectives; Students will review Federal Standards for Seat Belts, recognize types of seat belt systems, describe functions of seat belt parts, test seat belt retractors and latch plates for lockability, identify approved additional locking steps for seat belts, and explain best practices about seat belts systems to caregivers.
 - B. Types of Seat Belt Systems
 - 1. Lap Belt
 - 2. Lap-and-Shoulder Belt
 - 3. Seat Belt Parts
 - C. Types of Retractors
 - 1. Emergency Locking Retractor
 - 2. Automatic Locking Retractors

**LOS ANGELES POLICE DEPARTMENT
CHILD PASSENGER SAFETY TECHN
Course Control Number: 1850-22030
Expanded Course Outline**

- 3. Switchable Retractors
- 4. Test for Retractor Lockability
- D. Learning Activity; With a partner, practice explaining seat belt retractors to each other and focus on how to test for lockability. m)
- E. Types of Latchplates
 - 1. Locking Latchplate
 - 2. Non-Locking Latchplate
 - 3. Sliding and Dynamic Latch Plate
 - 4. Sewn-on Latch Plate
- F. Inflatable Seat Belts
 - 1. Lap belt
 - 2. Shoulder belt
- G. Additional Belt Locking Steps
 - 1. Locking Clip
 - 2. Lock-off
 - 3. Troubleshooting Locking Latch Plates
- H. Learning Activity; With a partner, practice explaining what locks the seat belt based on scenarios in the student guide and discussion to follow. m)

- V. Module 5 – Air Bags d)
 - A. Learning Objectives; Students describe the purpose and function of air bags, locate air bag information in vehicle owner’s manuals and vehicles, features, warnings, markings related to air bags, and explain best practices about air bags
 - B. Purpose and Function of Air Bags.
 - 1. Air Bag Markings
 - 2. Types of Air Bags
 - 3. Advanced Air Bags
 - 4. Side Air Bags
 - C. Learning Activity; Review air bag types and best practice recommendations with a partner and practice explaining air bag types to one another. m)
 - D. Assessment n)
 - 1. Modules 1 – 5
 - 2. Multiple choice written test

- VI. Module 6 – Lower Anchors and Tethers for Children e)
 - A. Learning Objectives; Students will review the Federal Motor Vehicle Safety Standards (FVMSS) related to lower anchors and tethers, recognize lower anchor and tether anchor locations and markings in vehicles, recognize when to use lower anchors and tether anchors, describe when borrowing of lower anchors is permitted, describe special issues related to tethers and pickup trucks, recognize common misuse with lower anchors and tethers, and explain lower anchor and tether anchor best practices.
 - B. Federal Standards Related to LATCH
 - 1. Vehicles: FMVSS 225
 - 2. Car Seats: FVMSS 213
 - C. The LATCH System – Vehicles
 - 1. Lower Anchors
 - 2. Tether Anchors

**LOS ANGELES POLICE DEPARTMENT
CHILD PASSENGER SAFETY TECHN
Course Control Number: 1850-22030
Expanded Course Outline**

- D. Learning Activity With a partner, practice explaining how to find lower anchors and tethers in a vehicle. m)
- E. The LATCH System – Car Seats
1. Lower Anchor Connectors
 2. Lower Anchors for Center Seating Positions
 3. Tethers
- F. Learning Activity; With a partner, practice explaining how to determine lower anchor and tether weight limits, identify where to find this information, and what to do when the car seat and vehicle manufacturers limits don't agree. m)
- G. Tether Anchors and Pickup Trucks
1. Indirect Routing Tether Systems
- H. Learning Activity; Students will use their vehicle owner's manuals to locate LATCH information. m)
- I. Learning Activity; In groups students will locate LATCH in vehicles and discuss their findings with a member of the instructor team. m)
- J. LATCH Do's and Don'ts
1. Lower Anchor Errors
 2. Tethering Errors
- K. Skills Evaluation 1 n)
1. Vehicle Systems
- VII. Module 7 – Introduction to Car Seats f)
- A. Learning Objectives; Review the FMVSS 213 related to car seats and booster seats, explain NHTSA's car seat and booster seat recommendations, provide a general overview of how to select an appropriate car seat or booster, seat, identify car seat and booster seat parts and functions, and check car seats and booster seats for recalls and expiration dates.
- B. Introduction to Car Seats
1. NHTSA car seat and booster seat recommendations
- C. Learning Activity; NHTSA recommendations and with a partner, practice explaining best practice recommendations to transport children. m)
- D. Selecting a Car Seat or Booster Seat
1. Parts and functions
 2. Registering a car seat or booster seat
 3. Recalls
- E. Learning Activity; With a partner locate model number and date of manufacture, check for recalls, practice explaining recalls, and expiration dates discussion. m)
- F. Learning Activity; Practice explaining expiration dates to a partner, demonstrate modifying a car seat or booster seat, non-approved products discussion, and show car seats and booster seats that have been in a crash. m)
- G. Children with Special Transportation Needs
1. Additional Training
 2. Child's Behavior Considerations
- VIII. Module 8 – Rear-Facing Car Seats g)

A. Learning Objectives; Students describe why children should travel rear-facing as long as possible, identify types of rear-facing car seats, explain steps for rear-facing car seat

**LOS ANGELES POLICE DEPARTMENT
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Course Control Number: 1850-22030
Expanded Course Outline**

use and installation, explain best practices and caregiver choices about rear-facing car seats, and identify rear-facing car seat misuse.

B. Why Children Should Travel Rear-Facing

1. Support the head and neck in a frontal crash
2. Head, neck, and spinal cord
3. Young children have heavier heads and weaker neck muscles

C. Types of Rear-Facing Car Seats

1. Rear-Facing Only Car Seats
2. Rear-Facing Convertible and All-In-One Car Seat

D. Learning Activity; With a partner, practice demonstrating where to find weight and height limits on car seat labels. m)

E. Steps for Rear-Facing Car Seat Use

1. Selection
2. Direction
3. Location
4. Harness Adjustment and Fit

F. Learning Activity Using a car seat, practice explaining how to change the harness height and, how to adjust the buckle strap for use rear-facing, demonstrate installation of car seat, and demonstrate installation of car seat recline angle. m)

G. Learning Activity With a partner, find the recline indicator, practice explaining the importance of the recline angle, rear-facing installation errors, and class discussion. m)

H. Learning Activity; Working with a partner, practice answering common caregiver questions listed in the student guide. m)

I. Assessment n)

1. Modules 6 – 8
2. Multiple choice written test

IX. Module 9 – Children in Forward-Facing Car Seats h)

A. Learning Objectives; Students describe when children should move to a forward-facing car seat, identify types of forward-facing car seats, explain steps for forward-facing car seat use and installation, explain best practices and caregiver choice about forward-facing car seats, and identify forward-facing car seat misuse.

B. When to Move Forward-Facing

1. Guidelines to help caregivers decide

C. Types of Forward-Facing Car Seats

1. Forward-Facing Convertible Car Seat
2. Combination Car Seats
3. All-In-One Car Seats
4. Forward-Facing Only Car Seats
5. Integrated Car Seats

D. Steps for Forward-Facing Car Seat Use

1. Selection
2. Direction
3. Location
4. Harness Adjustment and Fit

**LOS ANGELES POLICE DEPARTMENT
CHILD PASSENGER SAFETY TECHN
Course Control Number: 1850-22030
Expanded Course Outline**

- E. Learning Activity; Using a car seat, practice explaining how to change the harness height, how to adjust the buckle strap for use forward-facing, demonstrate installation of car seat, forward-facing installation errors, and class discussion. m)
 - F. Learning Activity; Working with a partner, practice answering common caregiver questions listed in the student guide. m)
 - G. Other Restraint Types – Vests and Harnesses
 - 1. Special situations
- X. Module 10 – Booster Seats and Seat Belts i)
- A. Learning Objectives; Students discuss how booster seats protect children, identify types of booster seats, secure a booster seat, and explain best practices about booster seats and seat belts to caregivers.
 - B. How Booster Seats Protect Children
 - 1. Seat belt syndrome
 - C. Types of Booster Seats
 - 1. High Back Booster Seats
 - 2. Backless Booster Seats
 - 3. Combination and All-In-One Car Seats in Booster Mode
 - 4. Integrated (Built-in) Booster Seats
 - D. Steps for Booster Seat Use
 - 1. Selection
 - E. Learning Activity; Working with a partner, practice how you might motivate a child and/or caregiver to use a booster seat instead of moving to a seat belt too early, demonstrate booster seat direction, demonstrate booster seat location, demonstrate adjusting booster seat, and demonstrate securing booster seat. m)
 - F. Learning Activity; Working with a partner, practice how to explain how to convert a combination car seat to a booster and back again. m)
 - G. Recommendations for Children in Seat Belts
 - 1. Six step tests
 - 2. Reminders for caregivers when moving to a vehicle seat belt
 - H. Skills Evaluation
 - 1. Selection and Installation n)
 - 2. Skills Evaluation n)
 - 3. Putting it All Together
- XI. Module 11 – Other Vehicles j)
- A. Learning Objectives; Students explain current recommendations for car seats and booster seats in school buses, explain child passenger safety issues specific to 15-passenger vans, identify appropriate restraints for use on airplanes, and explain issues associated with emergency transportation.
 - B. School Buses
 - 1. Seat Belts on School buses
 - 2. School bus restraint options
 - 3. Compartmentalization
 - C. 15- Passenger Vans
 - 1. Do not overload
 - 2. Do not load the roof

**LOS ANGELES POLICE DEPARTMENT
CHILD PASSENGER SAFETY TECHN
Course Control Number: 1850-22030
Expanded Course Outline**

- 3. Experienced drivers only
 - D. Airplanes
 - 1. Federal Aviation Administration (FAA) regulations
 - 2. Securement options
 - E. Emergency Transportation
 - 1. Law Enforcement vehicles
 - 2. Ambulances
- XII. Module 12 – Interacting with Caregivers k)
- A. Learning Objectives; Students explain effective communication techniques used to engage with and educate caregivers, recognize factors that may influence caregiver behaviors, and practice applying new child passenger safety skills.
 - B. Successful Interaction and Communication
 - 1. Effective Communication Techniques
 - 2. Opportunity for Positive Education: Social Media
 - C. Learning Activity Working with a team, practice conducting a seat check with a caregiver. m)
 - D. Assessment n)
 - 1. Modules 9 – 12
 - 2. Multiple choice written test
- XIII. Module 13 – Using and Maintaining Your New Skills l)
- A. Learning Objectives; Students identify next steps to strengthen new CPS Technician skills, explain the steps for recertification, and participate in course checkup event.
 - B. Next Steps
 - 1. Be Active in Your Community
 - 2. Build Skills
 - 3. Recertification Process
 - 4. Organize an Inspection Station
 - 5. Get Engaged!
 - C. Learning Activity; Take a moment to review the video you recorded earlier in the training when you did your first car seat installation, reflect on your progress and share what you have learned, and class discussion. m)
- IV. Child Passenger Safety Check-up Event n)
- A. Final Exam – Students will conduct car seat inspections and educate caregivers under the observation of an instructor.
 - B. Students will be assessed Car Seat inspections and education of caregivers