



Ride Safe

a

Child Passenger Safety Program

for

AI/AN Head Start Centers

2010 - 2011



RIDE SAFE PROGRAM CURRICULUM



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ACKNOWLEDGEMENTS

The Ride Safe training module was written by Chris Allen, White Earth Environmental Health Officer, Bemidji Area Indian Health Service (IHS). The concept of working with the Head Start Centers to implement injury prevention programs was pioneered by the Sleep Safe Fire Safety Program in 1999. Using the Sleep Safe Program format as a model, we have developed a child safety seat program for the Head Start environment that stresses hands on skills training with parents and home visits to reinforce child safety seat usage.

During the research, development, writing, and revision of the Ride Safe guides I acknowledge the technical assistance and expert review that I received from the following: **Diana Kuklinski**, Director, EHSS, Bemidji Area IHS Office and IHS Fellowship Mentor; **Antoinelle Benally Thompson**, Fond du Lac Injury Prevention Specialist; **Robert J. Letourneau**, MPH, University of North Carolina School of Public Health, Chapel Hill, NC; **Jennifer Booge**, Child Passenger Safety Instructor and **Lawrence Berger**, MD, MPH, IHS Fellowship Academic Advisor

Additional assistance was provided by the following individuals:

Kay Sunram, White Earth Head Start and **Sergeant Gina Benson**, White Earth Police Department.

I appreciate the administrative support provided by **Jon McArthur**, White Earth Service Unit Director and **Jo Ellen Anywaush**, Director White Earth Health Services provided over the past two years.

Financial support for this project was provided by the IHS Environmental Health, Indian Health Service Head Start, Maternal and Child Health Programs, the National Highway Transportation Safety Administration, and the Minnesota Emergency Medical Services for Children.

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July 11, 2007

RIDE SAFE PROGRAM

INTRODUCTION



Welcome to Ride Safe! The Indian Health Service (IHS) developed Ride Safe to help tribal communities address motor vehicle injuries among American Indian and Alaskan Native (AI/AN) children. Ride Safe aims to reduce the rate of motor vehicle related injuries to children, aged 3 to 5 years, enrolled in participating Tribal Head Start programs, by promoting child restraint use. The Ride Safe Program training module includes eight guides. Each guide includes activities for a specific group within the Tribal Head Start or community.

BACKGROUND

Motor vehicle crashes (MVCs) are the leading cause of death for AI/AN ages 1-44. Tragically, MVC injuries and deaths disproportionately affect the youngest members of the community and their families. MVCs are the leading cause of death among AI/AN children. Individuals that would one day grow up to be future community members and leaders often don't get the chance to take their place in the community due to a MVC. These losses are even more tragic because the majority of MVC injuries and deaths could be prevented through the proper use of a child safety seat or seatbelt.

When parents and childcare providers use appropriate occupant restraints while transporting their child in a vehicle, the chances of their child surviving a car crash improves dramatically. Unfortunately, ongoing observational surveys in AI/AN communities suggest that seatbelt and child safety seat usage rates in many tribal communities are very low.

Some of the reasons parents cite for not using child safety seats include the following*:

- Use of occupant restraints (child safety seats and seatbelts) is not mandated by state or tribal law
- Adult family members don't use vehicle restraints
- Families cannot afford child safety seats
- Children are resistant to being placed in a child safety seat
- Child safety seats are difficult to install
- Short trips aren't perceived as being hazardous
- Selected vehicle restraint systems (lap belt) are incompatible with booster seats.

**Most of these factors were cited in a local focus group and noted in Child Passenger Safety literature.*

The **Ride Safe** Program will achieve its overall goal by meeting the following objectives:

1. Provide funding and support for at least one Tribal Head Start staff member or partner to complete the National Highway Traffic (NHTSA) Child Passenger Safety (CPS) technician training.
2. Provide one to two-day CPS training for all Head Start staff participating in Ride Safe activities.
3. Educate parents and childcare providers about proper and age-appropriate child restraint use.
4. Distribute to parents and care givers one child safety seat for each child at a Head Start that implements the Ride Safe Program.
5. Follow-up Home Visits will be conducted 2 to 3 months after a seat is provided to parents. These visits will:
 - a. Check to see that the child safety seat is still present
 - b. Go over installation skills with parents
 - c. Provide additional training as needed
 - d. Reinforce child safety seat usage by giving parents positive feedback on child safety seat usage.
6. Gather community child restraint use data at the beginning of the school year and at the end by doing child safety seat observational surveys.
7. Promote community awareness about how to lessen the severity of motor vehicle crash injuries through child safety seat use.

The Ride Safe Program was designed to meet Head Start Performance Standards 1304.22(d)(1)&(2) for Injury Prevention and 1304.40(a)(1), and 1304.41(a)(1)(2) for collaborative partnership-building:

1. Ensure that staff and volunteers can demonstrate CPS skills properly to parents and childcare providers
2. Foster CPS awareness among children and childcare providers by incorporating it into activities
3. Engage in a collaborative partnership with other government and non-government groups to conduct CPS training and activities.

The **Ride Safe** curriculum contains 8 Guides summarized below:

1. Coordinator's Guide

This Guide provides information to assist Ride Safe Program Coordinators in meeting the goals and objectives of the program. A brief explanation of the Coordinator's roles and responsibilities is provided, as well as suggestions for implementing the main aspects of the Ride Safe Program.



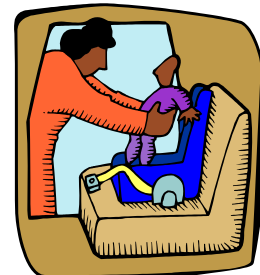
2. Program Support Staff Guide

The Program Support Staff Guide provides information to assist Program Support Staff (i.e., local Environmental Health Officers (EHOs) and/or Injury Prevention Specialists) in supporting Ride Safe Program Coordinators in meeting the goals and objectives of the program. A brief explanation of Program Support Staff roles and responsibilities is provided, as well as suggestions for monitoring and supporting Ride Safe Program activities.



3. Child Safety Seat Distribution Guide

This Guide is intended for Ride Safe Program Coordinators to use when planning and implementing child safety seat distribution activities. The guide provides Coordinators with practical information to consider when planning for the distribution of child safety seats and instruction on conducting distribution activities.



4. Staff & Childcare Provider's Training Guide

This Guide is designed to be used by Ride Safe Coordinators to provide education to Head Start Staff and Parents and Childcare providers about child passenger safety. Different ways of providing training and education are provided.



5. Tribal Partnerships Guide

This Guide is designed to give Ride Safe Program Coordinators and Program Support Staff ideas and tools for expanding child passenger safety activities to the larger community. The activities included in this Guide were designed to be implemented as a partnership between Ride Safe Coordinators, IHS/Tribal Environmental Health Officers, and other interested community members.



This Guide lists child passenger safety resources and internet sites that Coordinators and Program Support Staff can use to enhance Ride Safe Program activities.



This Guide provides a summary and compilation of all of the forms required for Ride Safe Program data collection and entry. It also includes instructions for using the Survey Monkey program for reporting Program activities and data.





COORDINATOR'S GUIDE

This Guide provides information to assist **Ride Safe** Program Coordinators in meeting the goals and objectives of the program. A brief explanation of the Coordinator's roles and responsibilities is provided, as well as suggestions for implementing the main aspects of the Ride Safe Program.

Coordinators are responsible for identifying a list of Ride Safe activities to implement throughout the year. The activities conducted should cover the entire school year and include *at least one Child Passenger Safety (CPS) activity per month*. It's important to remember that Ride Safe is more than a child safety seat distribution program.

The Ride Safe Coordinator is encouraged work with their Head Start Administrator/Director, Lead Teacher(s), program support staff (e.g., Environmental Health Officer (EHO), Tribal Injury Prevention Specialist etc.) to gather input on the selection of Ride Safe activities.

Some general activities to consider conducting:

- Distribute a Program Announcement letter (see sample letter at the end of this guide).
- Write/publish newsletter articles (see samples at the end of this guide).
- Provide certificate of achievement awards (see sample provided).

A sample Ride Safe Program activity calendar is provided at the end of this Guide.

Ride Safe Coordinator - General Roles:

The primary roles of the Ride Safe Program Coordinator are to:

1. Ensure that staff who work with the Ride Safe program to train parents and distribute child safety seats receive the appropriate level of Child Passenger Safety (CPS) training, meeting one or more of the following:
 - a. Staff should have at least a one or two day Child Passenger Safety (CPS) training; and/or
 - b. Head Starts have at least one individual on staff that is a certified National Highway Traffic Safety Administration (NHTSA) CPS Technician; and/or
 - c. If no Head Start staff member is a NHTSA-certified CPS Technician, you are encouraged to partner with an individual or department that is or has a CPS Technician (e.g., IP Program, CHR Program).

2. Coordinate the distribution of the Ride Safe-provided child safety seats.
3. Coordinate the education of Head Start parents and guardians, including the provision of:
 - a. Child safety seat education
 - b. Selecting the proper child safety seat
 - c. Hands on skills training
4. Coordinate the implementation of Ride Safe Program activities with Head Start Staff.
 - a. Ride Safe Introduction at start of school year
 - b. Staff CPS Education
 - c. Schedule at least one child passenger safety activity in your Head Start per month
5. Coordinate the implementation of Ride Safe Program activities throughout the school year.
6. Coordinate Ride Safe Program evaluation, including:
 - a. Obtaining feedback from Head Start staff and parents regarding the Ride Safe Curriculum materials;
 - b. Tracking the distribution of child safety seats;
 - c. Completing Midyear and final Ride Safe progress Reports.

Ride Safe Coordinator - Specific Responsibilities:

1. Ensure Staff CPS Training

Information on specific CPS training is included in the *Resource Guide*. Due to the complexities of using/installing child safety seats and the various seat belt systems available, it is necessary to provide Head Start staff with basic CPS education and hands-on skills training. Installing child safety seats requires proper training and experience. Being able to assist parents in the installation process takes an additional level of training. In order to provide a reliable and credible program to the Head Start parents, it is recommended that the following levels of CPS training be provided to Ride Safe Program staff:

Ride Safe Coordinator:

- a. Recommended training level: NHTSA certified CPS Technician. This requires successful completion of a 32-hour training course.

- b. Secondary training level: IHS or State-sponsored one or two day CPS training, including SNAP.
- c. If neither of these options is feasible, it is recommended that the Coordinator have access to a NHTSA-certified Technician during distribution activities.

Home visitors:

- d. Recommended level: IHS or State-sponsored one or two day CPS training.

Teachers and other Head Start Staff:

- e. Recommended Training: one-hour introduction to CPS.

2. Coordinate the Distribution of Car Seats

Ride Safe Program Coordinators should ensure that each child safety seat provided by the Ride Safe Program:

- Meets NHTSA standards and not subject to product recall
- Appropriate for the age, weight, and height of the child
- Appropriate for the vehicle it will be used in most often.

Refer to the separate Child Safety Seat Planning and Distribution Guide to assist you in developing your plan to distribute the child safety seats.

Note: Your local EHO/IP Specialist may be able to assist your site with distributing child safety seats. Refer to the Program Support Staff Guide to learn more about their roles and responsibilities.

3. Coordinate the Child Passenger Safety (CPS) education of Head Start staff and the child safety seat education of parents, guardians and Head Start students.

Coordinators are responsible for ensuring that the educational activities outlined in the Ride Safe Training Guide are implemented, including:

- Providing basic child safety seat education to parents during parent meetings and during follow-up home visit.
- Providing written educational materials (handouts) to parents (these should be checked on an annual basis)
- Providing hands-on skills training of parents and guardians
- Ensuring that Head Start staff can demonstrate proper installation of the child safety seat(s) provided by the Ride Safe Program

- Ensuring that parents can demonstrate proper installation of the child safety seats following education and hands-on demonstration by program staff
- Ensuring that students receive age-appropriate child safety seat education & training.

4. Coordinate the implementation of Ride Safe Program activities with Head Start Center Staff.

Before attempting to develop/implement a child passenger safety program, make sure you have administrative support for the Ride Safe Program.

During staff in-service training sessions/meetings, Coordinators should inform Head Start staff of the Ride Safe Program goals and objectives. At the beginning of the school year it will be important to meet with teachers and staff to discuss the need for child safety seat education and skills training for parents.

Take this opportunity to demonstrate some of the activities found in the Ride Safe Staff & Childcare Providers Guide. Agenda items for this meeting can include:

1. Welcome/Introductions
2. Description of the Motor Vehicle Crash problem on the Reservation (distribute and discuss the MVC Fact Sheet in the Staff and Childcare Provider's Guide)
3. Review of the Goals of the Ride Safe Program
4. Discussion of roles and responsibilities for implementing Ride Safe Training Module activities
5. Brief presentation/explanation of the Ride Safe Training Module and the individual Guides
6. Demonstration of an activity found in one of the Guides.

Ride Safe Coordinators should incorporate Ride Safe Program activities during regular Head Start Center Staff meetings. For example, provide updates on Ride Safe activities that have occurred or are upcoming, and remind teachers to incorporate CPS ideas into classroom activities.

5. Coordinate the implementation of Ride Safe Program activities throughout the school year.

Studies have shown that child safety seat usage will increase after parents are provided with a child safety seat and skills training. Unfortunately, these studies have also shown that child safety seat usage will typically fall back to

pre-intervention levels after a few months. By keeping Child Passenger Safety an issue throughout the school year, the Coordinator and Head Start Staff should be able to make a positive impact on child safety seat usage rates on their reservation.

Unlike other injury prevention activities, Child Passenger Safety requires continued maintenance in the form of classroom activities, parent meetings, child safety seat check stations, and **home visits**. By themselves, these activities can only be partially effective, but when combined they can form an effective long-term intervention strategy. ***It is recommended that Ride Safe Coordinators schedule at least one CPS activity per month*** (see sample calendar at the end of this guide).

These activities can be Head Start-based or part of a community program in partnership with another group or agency. Hopefully, many of these activities will allow the Head Start to partner with other groups and organizations (Tribal Police, Emergency Medical Services, Health Center and local merchants) during the school year. Keeping Child Passenger Safety as an issue throughout the school year is a cornerstone of the Ride Safe Program.

6. Coordinate Ride Safe Program Evaluation

To assist the Ride Safe Coordinators in reporting the progress of their Ride Safe Program activities, Coordinators are asked to complete *Progress Reports* to document and share information. Information included in progress reports includes numbers of car seats distributed, descriptions of training provided and other activities, car seat usage rates from observational surveys, success stories, and other information. Some of this information is taken from individual safety seat distribution tracking forms (Initial Encounter/Follow-Up Visit) provided in the *Child Safety Seat Planning and Distribution Guide* and completed Child Safety Seat Use Observation Surveys (instructions and forms provided in the *Child Safety Seat Observation Guide*).

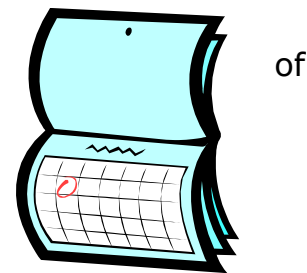
Evaluation of your Ride Safe Program is crucial for showing its effectiveness as well as for continued program funding. Coordinators are responsible for completing Progress Reports (template forms and instructions are in the *Forms/Data Reporting Guide*).

Progress Reports are to be entered two times during the school year:

- December 31, 2008 – Mid-Year Progress Report
- June 30, 2009: Final Progress Report.

Calendar Planning

Ride Safe Coordinators are encouraged set up a calendar events at the start of the school year. The coordinator is encouraged to work and gain input from the lead Teacher(s), program support staff (e.g., EHO, Injury Prevention Specialists) and other CPS Partners when developing the calendar.



Remember: try to ***schedule one or more CPS Activities during each month*** (e.g., child safety seat usage surveys, CPS assessment, CPS training of staff, parent education, children's educational activities, child safety seat distribution, incentive campaigns, and other activities). This will maintain CPS as an important issue during the school year.

Deciding when to do some tasks will depend on several factors, particularly availability of child safety seats. For example, if the shipper is behind by 6 to 8 weeks, you can't schedule a distribution event until the seats arrive. Some of the activities may be planned to take advantage of national and state observances of occupant protection (National Occupant Protection Week, CPS week, etc). To find out the exact dates of the national child passenger safety campaigns, go to the NHTSA website: <http://www.nhtsa.gov/calendar>.

The following is a sample calendar intended to demonstrate a few of the activities/events that Ride Safe Coordinators could schedule each month.

Note: Several activities ARE recommended for completion before the start of the school year (June-August), including:

- Developing a Ride Safe Budget
- Getting a count of children enrolled in the Head Start
- Meet with potential CPS Partners to determine how they can assist with Ride Safe.

Ride Safe Calendar of Events

August	September	October
<ul style="list-style-type: none"> • Conduct CPS Assessment—especially if staff changes have occurred. • Get a count of children enrolled in Head Start. • Meet with potential CPS Partners to determine how they can assist in the Ride Safe Program • Develop a Ride Safe Budget • Place order for child safety seat. • Distribution event: check students for correct child safety seats during Health Screenings or a car seat clinic before school starts. 	<ul style="list-style-type: none"> • Orientate staff to Ride Safe Program (Activity #1 from Staff and Childcare Providers guide) • Head Start, Tribal Police or EHO will conduct child safety seat usage surveys in community (See the Child Passenger Safety Seat Observation Guide) • Order seats from manufacturer(s) (allow 6 –8 weeks for delivery) • Secure storage location for _____ number of child safety seats that will take up _____ cubic feet (determined as a result of the CPS Resource Assessment). 	<ul style="list-style-type: none"> • Child Safety Seats arrive 2nd. Week of October. • Plan activities to coincide with National School Bus Safety Week • Schedule bus safety activities with children • Schedule a Parent education, skills training and seat distribution meeting.
November	December	January - New Years:
<ul style="list-style-type: none"> • Have a Police Officer come into the Head Start classroom to discuss the need for the students to stay in their child safety seat • Discuss with the Tribal Police Chief the possibility that their officers could participate in a positive CPS promotion • Go to area business to solicit coupons and prizes to give to parents that are buckled up and have their children secured. • Teachers conduct CPS activity with children <p>Operation ABC Mobilization (America Buckles up Children)</p>	<ul style="list-style-type: none"> • Schedule CPS Home Visits • Have Tribal EMS come into Head Start class to discuss the need for the children to stay in their safety seat • Have an article in the Tribal paper discussing the need to have children in safety seats. • Head Start, Tribal Police or EHO will conduct car seat usage surveys in community. • Children could decorate a Christmas tree using personalized paper ornaments in the shape of safety seats. • Mid Year Progress Report Due 	<ul style="list-style-type: none"> • Have children and parents work on making a safety seat pledge <p>Parent: (I will always transport my child in a child safety seat)</p> <p>Student pledge: (I will always stay in my safety seat so I'm safe).</p> <ul style="list-style-type: none"> • CPS home visits continue. • Discuss with your CPS partners hosting a 2 or 4 day CPS training program for Head Start and other Tribal programs that work with children. • Present results of child safety seat observations to parents and Tribal Council.

February	March	April
<p><i>Plan activities to coincide with National Child Passenger Safety Week:</i></p> <ul style="list-style-type: none"> • Get Tribal News Paper to run a story on Child Passenger Safety – have photos of Head Start parents and children using safety seats. • Conduct a 1-hour CPS education session for parents and interested community members. Distribute seats if necessary. • Contact a CPS Instructor to conduct a 4-day CPS training course in April or June 	<ul style="list-style-type: none"> • Have a CPS activity in classroom. • CPS Home visits still continue. • Advertise CPS Training course; use this as an opportunity to strengthen partnerships. • EHO, Tribal Police or Head Start will conduct child safety seat usage survey 	<ul style="list-style-type: none"> • Have children go through magazines and newspapers and look for people in safety seats and seat belts. • Have police conduct a second round of positive promotions.
May	June	July
<p><i>Plan activities to coincide with National Transportation Week:</i></p> <ul style="list-style-type: none"> • If you have a child safety seat success story for the school year, ask that parent to speak to the graduating class. • Also, get the parents' story in the Tribal Paper. <p><i>Plan activities to coincide with Buckle Up America Week:</i></p> <ul style="list-style-type: none"> • During parent meetings, discuss the need for parents to be good role models by buckling up. Explain that when they buckle up, their children are more likely to mimic that behavior. 	<p><i>Consider conducting activities during Summer Break:</i></p> <ul style="list-style-type: none"> • Hold CPS 2 day or 4 day NHTSA CPS training. • Conduct child safety seat Usage Surveys <p>Final Progress Report due.</p> <p>Include information on what worked as well as what didn't work for you with the Ride Safe program (Guides, Activities and other information).</p>	<ul style="list-style-type: none"> • Have tribal newspaper run a story about the CPS training and child safety seat check station.

Program Announcement Letter

Use or modify this sample Announcement Letter to let the community know about the Ride Safe Program.



BIG BEAR **Head Start** *RIDE SAFE PROGRAM*

P.O. Box 2150
Happy Town, MN

Phone (888) 444-0000 Fax (888) 444-0001

MEMO

To: Big Bear Head Start Parents and Child Care-Providers

From: Kay Straw, Health, Safety and Nutrition Coordinator

Subject: Ride Safe Program

Date: August 25, 2008

Child Passenger Safety (CPS) has gotten a lot of attention in the state and national news due to the numerous injuries and deaths associated with unrestrained children in motor vehicle crashes (MVC). The best way parents can protect their children from injury or death during a MVC is to always transport their child in an appropriate child safety seat.

In an effort to assist our Big Bear Head Start parents acquire the right safety seat for their child and provide hands on training in the use of that safety seat, the Big Bear Head Start Staff are pleased to announce that we have been selected as an IHS Ride Safe site.

Throughout the school year the Head Start Staff and community CPS Partners (Tribal Police, Home Health, EMS, Sanitarian and CHRs) will be conducting education, skills training and child safety seat distribution activities. Head Start Teachers will be carrying out CPS activities with the children throughout the year as well.

We're looking forward to assisting you in acquiring and using the correct safety seat for your child.

Once the child safety seats arrive we will schedule the distribution activities.

Newsletter Articles

One way to keep CPS an active issue in the community is to include a few CPS facts, or better yet, a local success story in your monthly Head Start Center Newsletter. Consider using the following 'fact's or newsletter ideas to market your efforts.



1. CPS Facts

Take information from the CPS Fact sheet (Staff and Childcare Provider's Training Guide or download information from web sites listed in the Resource Guide) and include it in the Newsletter.

2. Success Stories

Hopefully no one enrolled in your Head Start will be involved in a motor vehicle crash, but if they are and their child was in a safety seat and saved from serious injury, the Head Start needs to share that success story with the community. Success stories help to show parents that they can have control over what happens to their child during a car crash when they use a child safety seat.

Tip: Before writing up a local success story get the parents written permission to use their story and hopefully their photographs in the Newsletter.

Please describe Success Stories in your mid- and final progress reports and send a copy of the story (with photos) to:

Diana Kuklinski
Bemidji Area IHS
522 Minnesota Ave., NW
Bemidji, MN 56601

(email: diana.kuklinski@ihs.gov)

3. CPS Advice - Addressing Safety Seat Usage Barriers

Using a child safety seat is a proven way to reduce the chances of injury & death during a motor vehicle crash or sudden stop. So why do so many parents not use child safety seats? In many cases it's due to barriers (actual and perceived).

The Ride Safe Coordinator or Head Start staff may wish to discuss these barriers and their possible solutions in the monthly newsletter CPS advice column. One example of a barrier might be: "My child doesn't want to be in the safety seat, and really puts up a struggle when I do put him in the seat for trips to the city."

Sample suggestions to be included in a newsletter article should be based on sound CPS information and parenting recommendations. An example to the problem described above might be:

- 1) Don't send mixed messages; stick with using the child safety seat until the child is at least 4'9" and 80 pounds.
- 2) If the child gets out of the seat, calmly pull over to the shoulder of the road and wait for the child to get back into the seat. Don't move until the child complies.

Certificate of Achievement

Use the Certificate of Achievement on the next page (or design your own) to show appreciation and recognition for families who have completed activities as part of the Ride Safe Program.



Certificate of Achievement

Awarded to:

for successfully completing the activities in the

Ride Safe Program

Date

PROGRAM SUPPORT STAFF'S GUIDE



I. Introduction

A. Purpose

The Ride Safe Support Staff's Guide provides information to assist with the implementation of the Ride Safe Program, developed by Indian Health Service (IHS) and Tribal Staff in the IHS Bemidji Area to address motor vehicle injuries among American Indian and Alaska Native (AI/AN) children ages 3-5. The Ride Safe Program provides education, training, and resources to promote child safety seat use among children/families participating in Tribal Head Start programs.

The Support Staff's Guide was created to assist **Ride Safe Program Support Staffs** (usually IHS Area, District, Service Unit and/or Tribal Environmental Health/Injury Prevention (EH/IP) program staff) in providing assistance to Tribal Head Starts for implementing Ride Safe. Ride Safe Program Support Staffs are responsible for ensuring that the Ride Safe Program is implemented as planned at participating Tribal Head Starts.

Roles & Responsibilities of Ride Safe Support Staff

The Support Staff's Guide provides a description of a Ride Safe Support Staff's roles and responsibilities, including:

- A) Preparing for the implementation of Ride Safe. This includes providing
- B) Maintaining and monitoring program activities during a Head Start school year. This includes providing technical and administrative assistance as needed to the Ride Safe Coordinator in implementing the program.
- C) Completing evaluation-related Ride Safe Program activities. This includes assisting sites in collecting, analyzing, entering, and reporting Program activity data.

Beginning in FY2007, the Ride Safe Program expanded to multiple IHS Areas. This expansion is supported with funds from the National IHS Injury Prevention Program and partners such as IHS Head Start and Health Resources and Services Administration (HRSA).

This guide has been developed primarily for Ride Safe Program Support Staffs working with Head Start sites selected to participate in the IHS Ride Safe Program. Information in this Guide can also be used by those IHS Areas with resources and staffing to support additional Ride Safe Program sites.

B. Program Description

1. Background

Since 1981, the IHS has supported activities to prevent injuries to American Indians/ Alaska Natives. The IHS Injury Prevention Program (IPP) provides a multifaceted approach to developing the capacity of AI/AN Tribes/Tribal Organizations to address their injury issues, including implementation of evidence-

based effective injury prevention interventions.

The Ride Safe Program was developed, in part, as a result of the successful Sleep Safe fire safety program, which began in 1999 as a collaborative partnership between the IHS, the United States Fire Administration, and AI/AN Tribal Head Start Centers. Sleep Safe has been implemented in over 75 Tribal Head Starts around the country.

Since 2002, the Ride Safe program has been supported with funds from the IHS, the National Highway Traffic Safety Administration (NHTSA), Minnesota Emergency Medical Services Center (MN-EMSC), and the Health Resources and Services Administration (HRSA). During the four years of program implementation, the University of North Carolina School of Public Health provided program planning, curriculum development, and evaluation services to support Ride Safe Program efforts.

In addition to building on successful partnerships between IHS and Head Starts through Sleep Safe, the developers of Ride Safe were guided by several factors in selecting Tribal Head Starts as the locations for Ride Safe implementation.

Head Starts:

- are a central community location where children are present.
- are guided by national Head Start Performance Standards 1304.22(d)(1)&(2) for Injury Prevention and 1304.40(a)(1), and 1304.41(a)(1)(2) for Collaborative partnership-building can be met by implementing Ride Safe.
- plan and conduct various educational sessions during parent meetings, home visits, and to students in classroom settings, which would provide numerous opportunities to promote the importance of child safety seat use at multiple times during the year in multiple ways (e.g. on-on-one interactions, home visits, group parent meetings).
- are trusted sources of information in many communities, in that many of the staff working there are from/live in communities where they work.

A key focus of Ride Safe is promoting the use of appropriate occupant restraints for young children, who are disproportionately affected by motor vehicle crashes. When appropriate occupant restraints are used, the chances of surviving a motor vehicle crash increase significantly, but several factors affect use of child safety seats, including:

- Not owning a child safety seat;
- Cost of child safety seats;
- Difficulty with installing child safety seats;
- Child's resistance to using/staying in a seat;
- Parental perceptions about danger of driving with children unrestrained; and
- Existence and enforcement of state and/or tribal laws regarding occupant restraints.

The Ride Safe Program was developed to link educational resources for children and families with the provision of child safety seats and reinforcement of safety messages through home visits. **Simply distributing seats is not sufficient.**

The program addresses both practical and perceived barriers by providing child safety seats, training sessions and practice about child safety seat installation, and follow-up education and testing in the home to ensure that seats are being properly installed and used over time.

*It is important to remember that the Ride Safe Program was developed to address motor vehicle injuries for Tribal Head Start-aged children (e.g., **toddlers aged 3-5 years**). While a Tribe's Head Start and Early Head Start may work in close collaboration, an Support Staff should ensure that only child safety seats for toddlers (not infants) are purchased to support Ride Safe Program activities. Ideally, younger children and their families involved with Early Head Start, as well as younger infant siblings of Head Start children, are able to obtain child safety seats from other sources/programs (e.g., a Tribal clinic program).*

2. Ride Safe Program Components

The Ride Safe Program's key components include:

- A. Distribution of a tailored child passenger safety (CPS) curriculum tailored for use at AI/AN Tribal Head Starts (which guides the implementation of HS center and community educational, child safety seat distribution, and evaluation activities);
- B. Provision of child safety seats/funding to obtain CPS Technician certification training;
- C. Distribution/Installation of child safety seats;
- D. Completion of evaluation activities (e.g., child safety seat use observational surveys, follow-up home visits).

The Ride Safe Program Curriculum, designed for use by Tribal Head Start Center staff implementing Ride Safe, includes eight guides which can be grouped into two categories: Program Implementation and Program Support.

The 4 Program Implementation Guides include:

1. The **Coordinator's Guide** describes overall coordinator roles/responsibilities and suggestions for implementing, reporting about, and evaluating program aspects.
2. The **Child Safety Seat Distribution Guide** provides practical considerations and instructions for the distribution and installation of child safety seats.
3. The **Staff and Childcare Provider's Guide** outlines activities to provide CPS education to Head Start Center staff, parents, and childcare providers.
4. The **Child Passenger Safety Seat Use Observation Guide** provides instructions and tools for conducting child safety seat use observational surveys.

Two Program Support Guides were developed as resources for other staff to assist with Program Implementation, as well as for conducting community-wide CPS activities:

5. The **Tribal Partnerships Guide** provides ideas and tools for expanding CPS safety activities to the larger community through partnership activities.
6. The **Resource Guide** outlines CPS resources to enhance program activities.

3. Program Support Staff Responsibilities and Timeline

A Ride Safe Program Support Staff (usually IHS Area, District, Service Unit and/or Tribal EH/IP staff) has planning, implementation, and evaluation responsibilities to ensure that the program is effectively implemented. Ride Safe planning activities most often occur prior to the start of a school year (e.g., from April to August). Figure 1 outlines the primary planning, implementation, and evaluation activities to be conducted by IHS Area, District, Service Unit, or Tribal EH/IP staff serving as Ride Safe Support Staffs.

Figure 1. Ride Safe Program Support Staff's Timeline

	<i>Ap r</i>	<i>Ma y</i>	<i>Ju n</i>	<i>Jul</i>	<i>Au g</i>	<i>Se p</i>	<i>Oc t</i>	<i>No v</i>	<i>De c</i>	<i>Ja n</i>	<i>Fe b</i>	<i>Ma r</i>
Planning Activities												
1. Secure funding for program implementation.		■										
2. Solicit/Recruit Head Start Centers for participation in the Program.		■										
3. Conduct site-planning with selected Head Start Centers			■									
4. Order/ship Child Safety Seats to participating Head Start Centers.						■						
5. Plan/conduct/facilitate CPS Technician Training (if applicable)					■							
Implementation and Evaluation Activities												
6. Provide on-going assistance to sites implementing Ride Safe												■
7. Monitor/facilitate program evaluation activities (progress reporting summaries, data collection and entry)												■

During the school year (August-May) a Ride Safe Program Support Staff also provides assistance for and conducts some Ride Safe program implementation and evaluation activities, as outlined in the Program Implementation Timeline (Figure 2).

Information included in the ***Program Support Staff Guide***, found in the Ride Safe Program Curriculum, provides additional details for other Ride Safe program implementation, monitoring, and evaluation activities for and with which Ride Safe Support Staffs must be familiar and able to assist participating Tribal Head Starts.

4. Program Implementation Responsibilities and Timeline

The Ride Safe Program is implemented during a Head Start Center school year, usually from August to May/June. Figure 2 outlines the primary activities conducted by Tribal Head Start Center staff conducting Ride Safe Activities. To complete these activities (in part or in full), they receive support from a Ride Safe Program Support Staff. Note: there is usually some variability, across Head Starts implementing Ride Safe, in the months when key activities are conducted. The timeline in Figure 2 is a suggested plan developed based on program implementation occurring from previous year's Ride Safe programs.

Figure 2. Recommended Ride Safe Program Implementation Timeline

Primary Activity¹	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>
1. Conduct Baseline CSS Observational Surveys.		■										
2. Plan/Conduct Safety Seat Distribution Events.					■							
3. Conduct In-class and Parent Educational Activities.										■		
4. Conduct Safety Seat Follow-up Home Visits.										■		
5. Conduct Follow-up Observational Surveys.											■	

II. Getting Started

This section outlines the steps that a Ride Safe Program Support Staff should take to prepare for the implementation of a Ride Safe. This includes:

- A. Assessing Program Implementation Capacity.
- B. Developing a Program Budget.
- C. Purchasing Child Safety Seats.
- D. Providing/Securing Child Passenger Safety Seat Technician Training.

A. Assessing Program Implementation Capacity

Before implementing the Ride Safe Program, it is important to assess the willingness and capacity of Tribal Head Start staff to successfully implement Ride Safe. Crucial steps a Program Support Staff must take to plan for success are: 1) Developing working relationships with Head Start staff; 2) Obtaining support from the Head Start Director, and 3) Collaborating with child passenger safety partners.

1. Developing Working Relationships

If you do not already have working relationships with Head Start staff in your Area, or if existing relationships are weak, building or revitalizing relationships is essential to facilitating a collaborative environment to implement Ride Safe. Lessons from prior Ride Safe Program implementation have identified that effective relationships between the Head Start and local EH/IP Specialist are essential prior to the implementation of Ride Safe. Otherwise, program implementation can be challenging.

Conducting a CPS assessment during program planning (i.e., in the months prior to the start of a new school year), should allow you to identify strengths and weakness for implementing Ride Safe Program activities, as well as to develop strategies for addressing potential challenges prior to program implementation.

2. Obtaining Support from the Head Start Director

Tribal Head Starts will likely vary in both willingness and capacity to implement Ride Safe. The **willingness** of the Head Start Director to implement Ride Safe is important because of the time required of Head Start Center staff to complete key program activities. While local IHS/Tribal Environmental Health and Injury Prevention staff often provide significant assistance with certain key activities (e.g., conducting observational child safety seat use surveys, assisting at seat distribution events), Head Start staff are responsible for most other activities (e.g., conducting suggested educational activities at the Head Start for children/parents; planning and conducting child safety seat distribution events; conducting follow-up home visits).

Ideally, a Head Start Director who agrees to participate in the program recognizes the time commitment involved. This commitment should be outlined in the summer prior to the start of a school year. Program implementation can be stalled if a Head Start Director does not plan for/allow enough time for staff to conduct Ride Safe activities. In some instances, staff turnover at the Head Start

can affect the ability to implement Ride Safe. If staff turnover occurs (for the Head Start Director or other program staff), the Ride Safe Support Staff is strongly encouraged to meet with acting or newly hired staff to provide an overview of the program and to review key roles and responsibilities.

3. Collaborating with Child Passenger Safety Partners

Another factor that can affect Ride Safe implementation is the extent to which a Tribe has existing **partners** with whom Head Start staff can work to conduct child safety seat distribution, education, and enforcement activities. The Ride Safe Program Support Staff is responsible for identifying and linking these partnerships, as appropriate, prior to and during the implementation of Ride Safe.

For example, it is especially important to identify if the Tribe has certified Child Passenger Safety Technicians, who can offer support at Ride Safe child safety seat installation events. In addition, if the Tribe has a child safety seat distribution program located at the WIC office or Health clinic, staff who assist with those programs could provide assistance or guidance for child safety seat distribution activities that occur at the Head Start and vice versa. Other community partners (e.g., fire department, home health programs, law enforcement) may also be willing to offer assistance. This is particularly true in building relationships with law enforcement personnel. It is important for a Ride Safe Support Staff to facilitate working with police because collaboration could influence the practices of law enforcement regarding issuing child safety seat traffic citations (which is an evidence-based effective strategy for increasing restraint use and reducing childhood MVC injuries).

B. Developing a Budget

When sites applied for funding from the IHS Headquarters Injury Prevention Program to implement Ride Safe, they were asked to provide information for HQ staff to estimate a budget for child safety seats and CPS Technician training.

Applicants were also encouraged to describe their need for and/or ability to provide a local match in resources/funding (e.g., through Area IP Special Project funds) for the purchase of additional Ride Safe items. This could include: a) carseat demo benches (~\$700); b) additional carseats (~\$55/seat); and/or c) funding or staff time for conducting local CPS training activities for/at participating Ride Safe sites (funding amount varies).

If needed, a Ride Safe Program Support Staff can further refine and adjust budget estimates/costs for each Head Start Center selected for participation. Child Safety Seats per unit are approximately \$55/seat. This cost figure should be multiplied by the number of children enrolled in participating Head Starts, which can usually be obtained from the Head Start by mid-summer.

For other supplies that may be needed at the Head Start, a Ride Safe Support Staff is encouraged to work with Head Start Center(s) selected for participation by developing a program budget.

C. Child Safety Seat Procurement

A key component of the Ride Safe Program is the purchase and distribution/installation of child safety seats. For a list of vendors that sites have used in the past, refer to the *Ride Safe Resource Guide*.

D. CPS Technician Training

Having certified CPS Technicians available (at the Head Start or in the community) is vital to implementing Ride Safe. If a Head Start Center has in-house staff who are CPS technician certified, they are less reliant on the abilities and schedules of CPS technicians outside of Head Start, and therefore can more efficiently plan and conduct child safety seat distribution/installation activities. For participating Ride Safe Head Start sites that may not have in-house or local CPS Technician capacity (initially or due to staff turnover), the following options are recommended:

- IHS or Tribal staff at the Area, District, Service Unit, or Tribal/community-level who have CPS Certification training can be asked to contribute time and technical expertise to supporting Head Start Center Ride Safe activities. For example, prior to the start of a school year, existing CPS Technicians could be approached by the Ride Safe Support Staff to assess if they would be willing to assist at scheduled child safety seat distribution/installation events.
- A Ride Safe Support Staff can identify local or nearby CPS Technician training courses that Head Start Center staff could attend to receive CPS Certification training.
- A Ride Safe Support Staff can facilitate obtaining other CPS training for Head Start Center staff, who can serve as CPS assistants during Ride Safe child safety seat distribution events. Other courses include state-sponsored 2-day training courses (e.g., in Minnesota) or the eight-hour Child Passenger Safety Training Course called *Safe Native American Passengers (SNAP)*. In facilitating obtaining or conducting these shorter training activities, a Certified CPS Technician (i.e., someone who successfully completed the 32-hour course) is still required to conduct Ride Safe distribution/installation events. However, having 2-day or SNAP-trained CPS staff will provide the Technician assistance in completing installation activities.

For more information about child passenger safety technician training, including the different levels of training needed for various activities included in the Ride Safe Program, and SNAP, refer to the *Resource Guide* and the *Child Safety Seat Planning and Distribution Guide*.

E. Future Ride Safe Program Expansion

In funding applications submitted to participate in the Ride Safe Program, IHS/Tribal staff were asked to identify the Tribal Head Start sites at which they plan to implement Ride Safe.

Should an Area obtain resources to support additional Head Starts, beyond those supported by IHS Headquarters Injury Prevention Program funding, a Ride Safe Support Staff can select additional sites for program participation on a **competitive** or **non-competitive** basis, depending on need and resources available.

If using a competitive process, developing a program funding application kit/form will be necessary. Experience has shown that the application process should be brief and un-complicated in order for Head Start Directors to apply to the Ride Safe program. When using a competitive process, a Ride Safe Support Staff should incorporate additional time (e.g., six weeks to 2 months) to the program planning timeline prior to the start of a new school year. This should allow sufficient time for Head Starts to complete the application process and to prepare staff for implementing Ride Safe.

If sites are selected through a non-competitive process, Ride Safe Support Staffs are encouraged to follow guidelines outlined in **Section II-A** of this Support Staff's Guide (**Assessing Program Implementation Capacity**) to help identify the Tribal Head Starts most likely to successfully implement the program.

III. Program Maintenance and Monitoring

This section outlines how a Ride Safe Support Staff maintains and monitors Ride Safe Program implementation activities during the school year. The resources provided in this guide are provided to augment the program planning, implementation, and evaluation activities described in detail in the Ride Safe Program Curriculum.

To assess program implementation progress throughout the year, monitoring activities are a key responsibility of a Ride Safe Program Support Staff (alone or in collaboration with local level IHS/Tribal staff that is providing support to a Tribal Head Start Center). In monitoring program progress, Ride Safe Support Staffs can better assist Ride Safe sites in overcoming barriers to program implementation. It can also help a Support Staff to determine if/when program discontinuance may be necessary.

A. Monitoring Program Progress

A Ride Safe Support Staff is encouraged to maintain regular communication with Tribal Head Start staff responsible for conducting Ride Safe activities. Regular communication can occur through *conference calls, in-person site visits, and/or review of Ride Safe progress reports*. Additional information about when and how to conduct these monitoring activities is described in the *Program Support Staff Guide* of the Ride Safe Program Curriculum.

Some Tribal Head Start staff may have difficulty completing all activities outlined in the Ride Safe Program Curriculum. During communication with Head Start staff conducting Ride Safe activities, the Ride Safe Support Staff should emphasize his/her willingness, or the willingness of local-level IHS EH/IP staff, to 'share responsibility' for program implementation.

Ride Safe Support Staffs and local IHS/Tribal EH/IP staff is encouraged to work with Ride Safe Coordinators to coordinate program implementation. Sharing the workload, and identifying who will complete which tasks, may help the Ride Safe Coordinator focus on educational and child safety seat installation events, while local IHS staff focus on others (e.g., data collection, building tribal partnerships). Ideally, Head Start staff coordinating Ride Safe activities will serve the lead-roles in completing activities, and the Support Staff or local-level support staff serve supportive roles.

B. Overcoming Barriers to Ride Safe Implementation

A Ride Safe Support Staff is responsible for identifying ways to overcome barriers to program implementation. This can also include identifying opportunities to address resistance from Head Start staff to implement project activities.

While the barriers to project implementation may vary by site, it is likely that some Head Start Directors or program staff may view participation as an obstacle to their 'normal workload.' Pre-program planning activities conducted by a Ride Safe Support Staff to obtain commitment or buy-in to the program are therefore important. The key message a Program Support Staff should repeatedly convey is that Ride Safe Program activities (e.g., child safety seat installation training, home visits) fit well within the scope of Head Start activities. As a result, implementing Ride Safe should not be viewed as a barrier to implementing "normal" Head Start activities.

A Ride Safe Support Staff is therefore responsible for emphasizing how the implementation of Ride Safe Program activities enhances existing Head Start activities or responsibilities (e.g., health screenings, child safety, inclusion of parents and community members in decision-making processes). In particular, a Support Staff can emphasize the Ride Safe Program activities help to fulfill national Head Start Performance Standards.

Child passenger safety education is an important part of a child and family's well-being. Providing age-appropriate child safety seats and ongoing education (inside and outside of the home) is an effective way to enhance child safety. It also allows parents/caregivers to actively participate in child safety programming, thereby making it easier for them to focus on their child's learning environment.

In the event that a site does not follow-through by conducting required activities (e.g., does not distribute seats or does not complete observational surveys), a Ride Safe Support Staff should meet in-person with program staff to identify steps to bring a site into compliance. If repeated attempts to improve compliance fail, discontinuing site participation may be the next option.

Ultimately, a Ride Safe Support Staff is the best person to decide if and when a site should be discontinued. At a minimum, a Tribal Head Start Center should be conducting the following activities to be considered 'actively engaged' in the program:

- ❑ Distributing/Installing Ride Safe Program-provided Child Safety Seats.
- ❑ Conducting Child Safety Seat use observational surveys (note: local EH/IP staff may conduct at some participating Head Start sites).
- ❑ Conducting follow-up home visits (to assess continued use of safety seats).
- ❑ Submitting progress reports in a timely manner.

By implementing the Ride Safe Program, a Ride Safe Support Staff may be attempting to build or maintain positive working relationships with Head Start Center staff. Discontinuing a Ride Safe Program should be the last option to preserve the opportunity for future collaboration between IHS/Tribal EH/IP staff and Head Start Centers.

IV. Program Evaluation

This section of the guide provides assistance to Ride Safe Support Staffs for the completion of evaluation-related activities included in the Ride Safe Program. As the Ride Safe Support Staff, you are responsible for ensuring that Tribal Head Start Center sites participating in Ride Safe use the tools provided (for reporting program progress on surveymonkey.com and for conducting child safety seat use observational surveys) to summarize the key components/accomplishments of their program. You are also responsible for periodically checking the data submitted, working with sites who are not completing the data collection (e.g., you may have to help them do it), and using results for local marketing purposes.

Four primary data collection/evaluation activities, outlined in detail in the Ride Safe Program Curriculum (e.g., the ***Coordinator's Guide***, the ***Child Safety Seat Planning and Distribution Guide***, the ***Child Safety Seat Observation Guide***; and the ***Tribal Partnerships Guide***), are described in this Guide:

- A. Program Indicator Data (e.g., progress reports and parent encounter forms).
- B. Child Safety Seat Use Data (e.g., observational surveys).
- C. Program Implementation Assessment Data (self-reflection).
- D. Successes/Lessons Learned Data (marketing activities).

As with program implementation activities, it is important to acknowledge the need for Head Start and IHS/Tribal EH/IP staff to share roles in completing evaluation activities (e.g., child safety seat use observational surveys). Deciding which program partners are best suited to conduct specific evaluation activities (e.g., due to skill, time, and resources) will help ensure that the Ride Safe Program runs smoothly and utilizes available resources effectively. Collaboration between IHS EH/IP and Tribal Head Start staff on this component of the Ride Safe program is important.

A Ride Safe Support Staff has the responsibility of annually summarizing program indicators, child safety seat use, and successes/lessons learned. The results from evaluation data collection can be used by Head Start Directors to market and show overall program results at an Area or national-level. In the future, data summarized at an Area-level regarding local Ride Safe Program implementation may be useful for IHS Headquarters Injury Prevention Program staff to +advocate for and secure additional funding to support Ride Safe implementation at Tribal Head Starts.

A. Program Indicator Data

As described in the ***Coordinators Guide*** in the Ride Safe Program Curriculum, Tribal Head Start Center staffs responsible for implementing Ride Safe are required to complete two progress reports during the school year. Information included in the progress reports can be considered **Program Indicator** data, organized by two categories: 1) program progress; and 2) parent encounter forms. A Ride Safe Support Staff, or local IHS/Tribal EH/IP staff providing local assistance, may be required to assist Tribal Head Start staff to complete progress reports capturing Program Indicator data.

Program Progress

The Ride Safe Coordinator is responsible to submit Program Indicator information via mid- and end-of-year progress reports. Ride Safe Support Staff should ensure that these reports are entered by the following due dates:

- Mid-Year: December 31, 2008
- Final: June 30, 2009

Templates and instructions for summarizing data are provided in the *Resource Guide*. Instructions for using data entry screens in the program are provided for Program Indicator data that include the following: 1) number of initial and follow-up encounters with parents; 2) number and types of car seats distributed; 3) car seat observational survey data (beginning and end of the school year); 4) number of individuals receiving CPS training, and type of training; 5) number and type of training sessions provided to staff, parents, and students; 6) description of other activities – program partnering, marketing, passage of resolutions and laws, etc.

Using information entered into Progress Reports, Ride Safe Support Staffs can summarize Program Indicator data to document key components of a site's program, including:

- Tribal Head Start enrollment;
- Child safety seat installation information;
- Educational training session conducted for Head Start staff, children, and parents/caregivers; and
- Follow-up home visits.

This type of process evaluation information documents the 'reach' of the Ride Safe Program. This information can be summarized in many ways, however, Tables 1-3 provide examples of how a Ride Safe Support Staff can summarize/report this information by Tribal Head Start Center participating in Ride Safe.

Table 1. Example Table to Summarize Program Indicator data for Child Safety Seats, Follow-Up Home Visits, CPS training activities.

Head Start Program Name	Child Safety Seat Installation/Distribution			Number of Follow-Up Home Visits Conducted			Number of Staff Receiving 2-day CPS Training			Number of Staff Receiving 4-day CPS Certification		
	Time 1	Time 2	TOTAL	Time 1	Time 2	TOTAL	Time 1	Time 2	TOTAL	Time 1	Time 2	TOTAL
1. [enter]												
2. [enter]												
TOTAL												

Table 2. Example Table to Summarize Program Indicator data for Type of Child Safety Seats Provided.

Head Start Program Name	Number of Convertible Seats			Number of Combination Booster Harness			Number of High-back Booster Seats			Number of Low-back Booster Seats			Number of Unknown Type Seats	TOTAL
	Time1	Time2	Sub	Time1	Time2	Sub	Time1	Time2	Sub	Time1	Time2	Sub		
1. [enter]														
2. [enter]														
TOTAL														

Table 3. Example Table to Summarize Program Indicator data for Parent and Staff Training Activities conducted.

Head Start Program Name	Number of Parent Meetings/Educational Trainings Conducted			Number of Parents participating in Parent Meetings/Educational Trainings			Number of Staff Training Activities conducted			Number of Staff participating in Staff Trainings		
	Time 1	Time 2	TOTAL	Time 1	Time 2	TOTAL	Time 1	Time 2	TOTAL	Time 1	Time 2	TOTAL
1. [enter]												
2. [enter]												
TOTAL												

B. Child Safety Seat Use Data

As described in the *Coordinators Guide* and the *Child Safety Seat Observational Survey Guide*, Tribal Head Start Center staff responsible for implementing Ride Safe, often in collaboration with local IHS/Tribal EH/IP staff, are required to conduct child safety seat use observational surveys twice during the school year (i.e., a pre-test and a post-test). A Ride Safe Support Staff is responsible for ensuring that Head Start Center staffs conduct the surveys, as instructed, and for summarizing data for individual sites participating in the program.

Ride Safe Support Staffs can annually summarize child safety seat use data collected by sites as well as by creating summary results tables.

Table 4 is an example of how a Ride Safe Support Staff can summarize/report information about the **sample characteristics** of the methods used to conduct the child safety seat use surveys at baseline (Fall) and follow-up (Spring). This table reports the number and percent of: total observations conducted; and the types of sites used to conduct observations (Head Start site v. community site).

Table 4. Example Table to Summarize Baseline (Fall) and Follow-up (Spring) Child Safety Seat Use Observational Data Collection Method Information (e.g., sample Characteristics).

Sample Characteristics	Baseline (Fall) Observations		Follow-Up (Spring) Observations	
<i>Observation Locations</i> ¹	Number of Toddlers Observed	Percent of Total Toddlers Observed	Number of Toddlers Observed	Percent of Total Toddlers Observed
[insert observation location name]				
[insert observation location name]				
[insert observation location name]				
Total				
<i>Site Type Used for Observations</i>				
Head Start Center Locations				
Community Locations				
Unknown Locations				

¹Add more rows to the table depending on the number of observation locations used to conduct pre and posttest observations. Observation locations can be sites in the community and/or right at the Head Start if parents drive their children to the Center.

Table 5 is an example of how a Ride Safe Support Staff can summarize/report **results characteristics** about child safety seat use surveys conducted at baseline

and follow-up. These results can also be depicted graphically in Excel using bar or pie charts.

Table 5. Example Table to Summarize Child Safety Seat Use Observational Survey Results.

Result Characteristics	Baseline (Fall) Observations Restrained		Follow-Up (Spring) Observations Restrained	
	n	%	n	%
<i>Results by Observation Location</i> ¹				
[insert observation location name]				
[insert observation location name]				
[insert observation location name]				
Total				
<i>Results by Observation Location Type</i>				
Head Start				
Community				
Unknown				

¹Add more rows to the table depending on the number of observation locations used to conduct pre and posttest observations.

Summarizing child safety seat use observation data, in ways that are meaningful for individual sites, as well as for an overall Area, is an important role for the Ride Safe Support Staff. In conducting this important activity, IHS Headquarters IP Program staff can seek to highlight Area-specific results in requesting/securing additional funds to address the long-standing issue that child safety seat use rates are consistently and often significantly lower in American Indian/Alaska Native communities than among other non-Native groups.

C. Program Implementation Assessment

In addition to describing the Ride Safe Program activities conducted by each site (Program Indicator Data), and results from child safety seat observational surveys, a Ride Safe Support Staff can summarize the degree to which program activities were implemented as planned at a participating Tribal Head Starts. This type of 'process evaluation' answers the question: **Was the program implemented as planned?**

Having information to describe the degree to which a program has implemented Ride Safe as planned can be useful in discussing the 'results' of a program. Summarizing this type of information can also be useful if/when an Area wants to examine or compare child safety seat use rates across Ride Safe sites. It can help to put into context the results of implementing Ride Safe at any given site and/or in any given program year. Please refer to example below.

Example: Putting results in context.

An Area has 10 Tribal Head Start Center sites participating in Ride Safe. In reviewing child safety seat use data by site, half (n=5) of the sites showed high increases in child safety seat use rates from baseline to follow-up. The other half, however, showed little if any increases. The half without increases did not implement the Ride Safe Program as recommended (e.g., they distributed seats but with little education and follow-up with parents). The sites showing increases, on the other hand, implemented the program comprehensively (e.g., distributed all seats with comprehensive education and complete follow-up and training with parents). When presenting/discussing results for data described in this example, you may therefore want to make a disclaimer about the differences in program implementation and perhaps group baseline/follow-up child safety seat use rate results according to categories of program implementation.

As described earlier in this guide, a Ride Safe Support Staff (with input from local EH/IP staff and Head Start staff, as appropriate) is the best person to determine the degree to which a site implemented the Ride Safe Program as planned.

To make this determination, a Ride Safe Support Staff can assign a Ride Safe Site to one of three levels of program implementation. The three levels relate to the degree to which a Tribal Head Start Center participating in Ride Safe has conducted the following key activities: 1) Distributing/Installing Ride Safe Program-provided Child Safety Seats; 2) Conducting Child Safety Seat use observational surveys (note: local EH/IP staff may conduct at some participating Head Start sites); 3) Conducting follow-up home visits (to assess continued use of safety seats); and 4) Submitting progress reports in a timely manner.

Table 6 shows how a Support Staff could assess, and then group sites into various categories (Limited, Adequate, and Comprehensive) the degree to which the program was implemented as outlined. While this assessment is qualitative in nature, and therefore subjective, it may help a Ride Safe Support Staff to group sites by their levels of program implementation, and subsequently put 'results' into appropriate context, as appropriate.

Table 6. Assessment of Ride Safe Program Implementation.

Site Name: <u>[insert site name here]</u>			
Program Implementation Indicators	Extent of Program Implementation		
	<i>Limited</i>	<i>Adequate</i>	<i>Comprehensive</i>
1. Distribution/Installation of Child Safety Seats.			
Identified/Used CPS Technician for distribution events.			
Ensured that seats provided matched age, weight, and height requirements.			
Ensured that seats provided were appropriate for vehicle (used most often)			
Included hands-on skill training practice at events.			
Documented/tracked distribution of child safety seats (tracking sheet provided) and reported data			
Conducted follow-up home visits: <ul style="list-style-type: none"> • Checked to see if seat is still present, • Reviewed installation skills with parent/caregiver, • Provided additional training (if needed), • Provided positive feedback to parent/caregiver. 			
2. Conduct Child Safety Seat usage observational surveys.			
Provided training to observers.			
Conducted observations for at least 40 minutes.			
Conducted observations at beginning of school year (<i>before</i> Ride Safe year).			
Conducted observations at the end of the school year (<i>after</i> Ride Safe year).			
Duplicated pre observation methods at post observation.			
3. Submission of progress reports in a timely manner.			
Completed and submitted midyear progress report.			
Completed and submitted final progress report.			

D. Program Successes and Lessons Learned

An important part of the Ride Safe Program is sharing program successes and lessons learned. This can identify areas for improvement and also assist other Areas implementing Ride Safe to identify innovative and successful program implementation techniques. Sharing success stories about injuries prevented through the use of child safety seats can be a powerful way to help show parents/caregivers that they can take actions that help to protect their child/children during a motor vehicle crash. These success stories can be a key part of an educational campaign targeting the broader community.

Success stories can also provide a useful tool for addressing safety seat usage barriers and reinforcing positive behaviors (rather than highlighting negative behaviors), and marketing successful community partnerships (e.g., a successful partnership between your Area's Ride Safe Program and Tribal Police, or Ride Safe and the local Child Passenger Safety Coalition). Sharing program successes is beneficial when a program such as Ride Safe seeks additional funding for support from collaborating programs. In addition, when an Area seeks to continue or expand funding to support local level Ride Safe implementation, funding applications that describe previous program success often are reviewed more favorably.

Program successes/lessons learned can be distributed across sites in many formats. Examples of a "Program Success," project profile, and press release are included in the *Tribal Partnerships Guide*.

In addition to success stories, a Ride Safe Support Staff may also want to develop Ride Safe site profiles, which can be used as a marketing tool to promote and IHS Area/District/Service Unit's efforts at addressing child passenger safety through the Ride Safe Program. Please refer to the *Tribal Partnerships Guide* for a sample.

For more information, please contact:

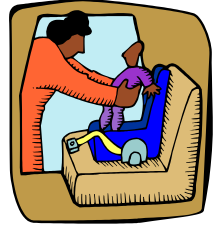
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CHILD SAFETY SEAT PLANNING AND DISTRIBUTION GUIDE



This Guide is intended for Ride Safe Program Coordinators to use when planning and conducting Child Passenger Safety (CPS) program and distribution activities. This Guide will assist Ride Safe program coordinators in identifying practical issues to consider when laying the groundwork for their Ride Safe Program. All of the planning and preparation culminates in the distribution of the child safety seat to the parents and child-care providers of Head Start students. The goal of the distribution process is to provide parents and child-care provider's knowledge of the importance of child safety seats and basic CPS concepts, as well as confidence in their ability to install their safety seat and child in the family vehicle. While this is a lot of information to adsorb in a short period of time, it is achievable.

The Child Safety Seat Distribution process of Ride Safe consists of 5 phases:

1. Administrative Considerations
2. Child Safety Seat Education
3. Proper Fitting of Child Safety Seats
4. Hands on Skills Training
5. Follow-up (home visits)

The first 4 phases are Head Start-based, while the 5th requires conducting home visits. Most home visits are done as a follow-up activity. Follow-up home visits are crucial in reinforcing car seat usage with parents and also for Ride Safe Program evaluation.

Each of the five Child Safety Seat distribution process phases are described in the following pages of this Guide.

PHASE 1: Administrative Considerations

There are five important questions to answer prior to distributing car seats:

1. **WHO** should get the child safety seat(s)?
2. **HOW** should I plan for safety seat distribution?
3. **WHEN & WHERE** should the safety seats be distributed?
4. **HOW** should I track who receives child safety seat?
5. **WHAT** should I do after the child safety seat have been distributed?

1. WHO Should Get the Child Safety Seat(s)?

The Ride Safe Program provides one child safety seat per child. If your program has enough safety seats, it may be possible to provide a family with an additional car seat, but that should be done only after all other families in need have been served. In situations where a parent asks for multiple child safety seats (e.g., one for each vehicle the family owns) it will be necessary for the Coordinator to prioritize.

Ride Safe Coordinators can use a variety of criteria when deciding **WHO** should get child safety seats, including distributing them based on any combination of the following factors:

- *Families where children stay:* families selected to receive a child safety seat should be those where children receive childcare.
 - Example: If a child is being cared for by an Aunt or Uncle, then the Aunt or Uncle should be the recipient of the education, skills training and child safety seat.
- *Financial need:* families in greater financial need should receive priority in getting free Ride Safe child safety seat.
- *Parent meeting attendees:* families/parents must attend Ride Safe Program meetings/presentations (as described in the Staff & Childcare Provider's Training Guide) to receive child safety seat.

Plan ahead to have booster seats available for the children that will outgrow their convertible seat and need to move up to a booster seat.

When a child receives a Ride Safe child safety seat in the previous year, they may only receive another seat if they need to progress to the next larger type of seat (e.g., infant to convertible to booster). Some families may want a new child safety seat because the one they received previously from the Ride Safe Program is dirty or has not been maintained properly—even though the safety seat is still appropriate for the child. In this situation, this family would be a low priority for a child safety seat, or the Ride Safe Coordinator may decide to charge a reduced fee (\$20) for the child safety seat.

Ride Safe child safety seats are provided for American Indian/Alaska Native Head Start students. If a Head Start or community has non-Indian or non-Head Start students, they cannot be given Ride Safe child safety seats. It is recommended that other resources (such as Emergency Medical Services for Children, Boost America!, Safe Kids or individual State

Departments of Public Safety) be explored as potential sources of child safety seats. For ideas on how to get additional safety seats, please see your IHS Area IP Specialist.

These are just a few examples of how to decide who should get child safety seats. Coordinators are encouraged to think of other ideas and include them as appropriate during the development of your Child Safety Seat Distribution Plan.

2. HOW Should I Plan for Safety Seat Distribution?

Once you have the delivery date for your child safety seats, it's time to start planning their distribution. Consider the following issues before, during, and after you distribute seats:

Advertising:

Distribute information concerning parent education, skills training, and child safety seat distribution to the parents (see Sample Activity Letter to parents at the end of this Guide). This information can be placed in flyers that students take home, a Head Start newsletter, community newspaper, radio, etc.

It is important to let parents know that they need to bring with them their child and the car they use most often to transport the child. Preferably all persons that transport the child would be invited to the training.

Refer to the Sample Follow-Up Letter at the end of this Guide for an idea of how to advertise your distribution efforts.

Identifying Community Partners:

For the distribution of safety seats, you will need to contact and schedule your CPS certified Head Start staff and community CPS partners. The following should be present during child safety seat distribution:

- At least one NHTSA-certified CPS Technician.
- Ideally, a parent-to-staff ratio of 2:1. Keeping as close to the 2:1 ratio as possible will make the hands-on skills training and installations go smoother and faster.
- At a minimum, assistants need to be trained in at least a one- or two-day CPS course such as SNAP. Assistants should be familiar with the safety seats you will be distributing.

- Schedule to have support staff available to assist with activities. The following recommendations are provided to determine the number and roles of event attendants:
 - Individuals to assist with traffic control in the parking lot
 - An assistant to help with refreshments and snacks
 - Several staff to provide day care for the children

Transportation of Safety Seats & Supplies to the Distribution Site:

If the safety seats are stored away from where they will be distributed, the Coordinator will need to make arrangements to have the safety seats moved before distribution. Make sure to have on hand other needed equipment and supplies as described below.

Setting Up Center/Distribution Site for Education & Skills Training:

- **Childcare:** Have adequate childcare available at the center or distribution location. Keeping the children occupied during the parent education and skills training will maximize the parent's time and enhance their attention to the tasks at hand.
- **Room Arrangements:** Have adequate audiovisual equipment and supplies for training. Consider whether you need the following:
 - ❑ TV
 - ❑ VCR
 - ❑ Overhead Projector
 - ❑ Computer and image projector
 - ❑ Power/extension cords
 - ❑ Access to electrical outlet
 - ❑ Scale to weigh children
 - ❑ Ruler to measure height of children
 - ❑ Educational handouts
 - ❑ Videos (UTTC's ***Car Seat Safety*** or ***Saving our Future***)
 - ❑ Discussion guides for videos

Have adequate seating and space to conduct the hands on skills training. If possible have adult furniture available!

Have a selection of child safety seats so the parents can practice their hands-on skills.

- **Other Supplies:** Have adequate supplies to conduct the education and training activities. The following supplies are typically brought by the certified CPS Technician:
 - ❑ Scale
 - ❑ Ruler

- ❑ Traffic cones (to help organize the parking lot for the hands-on skills training)
- ❑ Signs for the event
- ❑ Spare locking clips
- ❑ Belt shortening clips
- ❑ Swim noodles to help adjust rear facing child safety seat
- ❑ Use of a garage or covered area in the event of bad weather
- ❑ Snacks and beverages
- ❑ Videos and games for the children to play while the parents are in the CPS class and skills training.

Recalled, Used and Damaged Seats:

Have the most recent copy of the child safety seat recall list available at the site, in case a parent arrives with a safety seat that needs to be checked. Damaged safety seats and those over 6 years of age are potentially unreliable and should be replaced. Make arrangements to have recalled, damaged or old safety seats destroyed. Intact seats should not simply be placed in the trash; they need to be dismantled first (remove pads and cut belts). The Ride Safe Program does not wish to see these seats 'rescued' from the trash and reused in the community.

3. WHEN & WHERE Should the Child Safety Seat Be Distributed?

Deciding **WHEN & WHERE** to distribute child safety seats should take into consideration several factors, including: weather, community seasonal activities, time of day and staff availability. Choose a time of day/week that is most convenient for both the parent/childcare provider and the instructor(s). Ride Safe Coordinators could decide to distribute child safety seats in the following ways:

- During Head Start registration / health screenings
- During home visits: as part of a regular home visit conducted by Head Start staff/teachers; in conjunction with a visit for another reason; or setting up special appointments for home visits
- As part of a Head Start Parent Education Night
- As part of a formal child safety seat clinic or event
- During one-on-one appointments scheduled with parents/childcare providers and children.

Again, each Ride Safe Coordinator should use their best judgment when deciding when and where to distribute child safety seats. If CPS partners are involved with the Ride Safe safety seat distribution, the Coordinator will need to work with all parties to insure proposed distribution events will work with their schedules.

If Ride Safe Coordinators plan to distribute seats as part of parent night activities, they will need to determine whether to distribute child safety seats immediately following a parent meeting or at a different time. In order to provide safety seats to parents who receive education and skills training during a parent meeting, it is recommended that Head Start Centers hold a child safety seat distribution event in conjunction with a regularly scheduled parent meeting.

However, if there are time constraints and limited numbers of staff to check and install child safety seats, it may be necessary to schedule one or more child safety seat clinics at times other than when parent meetings are conducted and/or conduct individual follow-up appointments with parents and/or childcare providers. In the latter situation, it is helpful to have parents sign up for time slots during the scheduled distribution event.

Child safety seats can also be distributed during home visits. However, this is more time-consuming than distributing them during child safety seat clinics or parent meetings. Child safety seats can be distributed as part of routine home visits, by scheduling special appointments, or in conjunction with home visits for other reasons. Examples of this are home safety checks or installation of smoke alarms (reference Sleep Safe Program).

4. HOW Should I Track Who Receives a Child Safety Seat?

In order to keep track of who has received a child safety seat, Ride Safe Coordinators should use the Child Safety Seat Tracking Sheet provided in the *Forms/Data Guide*. A Ride Safe Tracking Sheet should be filled out for each family that receives a safety seat. Follow-up visit data will later be entered on the SAME Tracking Sheet after each family's follow-up visit is completed.

At the end of each reporting period, Ride Safe Coordinators will use the information collected on the Tracking Sheets to provide cumulative child safety seat distribution information in their progress reports (see *Forms/Data Guide*).

5. WHAT Should I Do After Child Safety Seats Are Distributed?

Conduct follow-up home visits at least 2 months after the initial car seat installation (see PHASE 5 for details).

PHASE 2: Child Safety Seat Education

Parents and childcare providers need to be provided basic child safety seat education. The objective should be to provide the parents with an appropriate amount of information that will inform them of the benefits to using a safety seat when transporting their child **during every trip**.

Previous Ride Safe Program Coordinators found it very useful that local Program Support Staff (i.e., Environmental Health Officers, Injury Prevention Specialists) assist with planning and conducting child safety seat educational activities. Also, certified Child Passenger Safety Seat Technicians are a good resource to provide assistance with planning and conducting educational activities found in this and other Ride Safe Training Module Guides.

Note: If the education component is done in conjunction with a distribution activity or event, it should be scheduled so the distribution event doesn't go beyond two hours. Devote the majority of time to hands-on skills training.

PHASE 3: Proper Fitting of Child Safety Seats

Coordinators will need to defer to the child safety seat manufacturer's recommended height and weight recommendations, and provide this information to the parents when safety seats are distributed.

Along with the physical aspects of the child (height and weight), the parents/childcare providers will need to consider the vehicle (seats and belt systems) and how well the child safety seat will work with them. Some safety seats will be incompatible with the vehicles seats due to seatback height or seatbelt system design issues. These factors need to be discussed with parents, so that they realize that not all vehicles are capable of using every type of child safety seat.

Generally, Head Start children (3 to 5 years of age) range in weight from 25 to 80+ pounds. Due to the wide range of potential sizes, the Ride Safe Program will have to use several different types of child safety seats (convertible seats, combination and booster seats). While participating in Head Start, the child may need to switch to a different child safety seat due to growth or the use of a different vehicle by the parents. Examples of this situation are provided below.

Example 1: Sally was originally fitted for a low back booster seat. The low back booster fit her height and weight needs and it was a good fit for her mother's car (high seat backs and a lap shoulder belt). During the follow-up visit by the Head Start Home Visitor, it was discovered that Sally's parents had recently purchased a new van. The rear seats of the van, where Sally usually sat, were low and provided no support for Sally's head. **In this instance, the home visitor recommended that Sally's parents switch to a high back booster.**

Example 2: Scott was originally fitted for a convertible safety seat since he weighed 25 pounds at the start of school and his mother wanted him to be in a rear facing safety seat. At the time of the follow-up visit; Scott had put on an additional 09 pounds and several inches. **In this instance, the home visitor recommended that Scott be fitted for a combination safety seat.**

The following are child safety seat selection criteria that should be shared with parents during car seat distribution activities:

- Infants under 1 year **and** less than 20 pounds must be placed in a rear facing position.
- Infants less than one year **and** over 20 pounds ride in a seat approved for heavier infants **and** they must still be rear facing.
- A child over 1 and at least 20 pounds may be placed forward facing (Note: It is generally recommend that children be kept facing the rear as long as the child meets the height and weight recommendations for rear facing).
- A child between 20-40 pounds should be in child safety seat with a full harness.
- Once the child is over 40 pounds and/or their shoulders are above the top set of strap slots, that child should be placed in a booster seat. Select a booster seat that will position the to fit the lap/shoulder belt fit properly:
 - Lap belt rides low and is on top of the legs, not the belly.
 - Shoulder belt crosses the chest and doesn't touch neck.
- Once the child is about 4' 9" tall and weighs approximately 80 pounds, the adult lap and shoulder belts will fit them properly.

These are basic recommendations; always have parents consult their vehicle & child safety sear owners manual for specific information pertaining to their situation.

PHASE 4: Hands-on Skills Training

Preferably this activity will be held outside so the parents can practice installing the child safety seat in their vehicle or the vehicle they use most often.

Parents will be working with the safety seat they'll be using with their child. At the start of the Hands-on Skills training, the staff and/or CPS Partners will demonstrate to parents how to properly use and install the child safety seat.

After the demonstration the parents will demonstrate the proper hands-on skills required to install their safety seat correctly.

The time involved in this phase will vary with the complexity of the safety seat. For example:

- A belt-positioning booster provides a parent a minimum of difficulty.
- A combination seat (high-back booster with 5 pt. harness) with LATCH system provides for a more complex child safety seat installation, and would require additional training time.

Another factor that will affect how much time this section takes is the parent's ability to learn a new skill. The Coordinator will need to allow enough time for everyone to master their installation skills during the training period.

During a distribution activity, it is important to have an adequate number of assistants to help parents during the skills training. As mentioned earlier, the Ride Safe Coordinator may wish to ask CPS partners to assist with the skills training of the parents during these events. A list of possible CPS partners is provided below:

- CPS-trained Head Start staff
- CPS-trained Tribal police
- CPS-trained CHRs, PHNs and other Tribal CPS certified staff
- CPS-trained Environmental Health Officer
- CPS-trained Injury Prevention Specialist.

During the skills training Coordinators should try to group the parents by the type of car seat (*convertible, combination high-back booster with 5 pt. harness, high-back belt positioning booster and low-back booster*) they will be using. It would be best to pair the most experienced CPS Staff/Partners with parents that have the more complex child safety seat installations.

Following this recommendation will allow the instructors to be able to stay focused on one type of safety seat.

PHASE 5: Follow-Up (Home Visits)

Home visits have the potential to make a positive influence on parental behavior. The potential benefits of conducting a Ride Safe follow-up home visit will be that the parent(s) will be inclined to continue or resume the use of the child safety seat, and correct any misuse issues.

The rationale behind conducting follow-up is that in order for the program to have the desired effect (increase child safety seat usage), the parents will need to have safety seat education and hands-on skills training with their

new or existing safety seat(s). Simply providing the safety seat to the parents is not enough to get them to use their child safety seat. After the safety seat education and skills training have been provided, the follow-up visit will help reinforce skills and promote a positive safety habit.

Another benefit of the follow-up visit is that it serves as a tool for evaluating the Ride Safe program. When the home visitors fill out the second part of the *Ride Safe Tracking Sheet* for each family, they will be providing the Ride Safe program with valuable evaluation information. When completed correctly, these sheets offer a view of how the program was implemented at your site and/or if your site encountered any barriers to implementing the program. *This is important for continued funding of the Ride Safe Program!*

Through the data collected, the Ride Safe Coordinator and the EHO will be able to improve the program to better fit the needs of the community in the future.

1. When and How to Conduct Home Visits

It's important to conduct follow-up visits with families *at least two months* after they have received their child safety seat and well before the end of the school year. The timing of these follow up visits is important since research studies have indicated that home visits can be effective in reinforcing knowledge and use of safety devices.

Follow-up visits should be announced ahead of time with parents or childcare providers. Refer to the sample letter at the end of this guide to use when announcing this activity to your Head Start families.

They should also be conducted in person (preferably with the parent or individual that received the child safety seat from the Head Start) and at the parent's home. Try to make sure the child and safety seat will be at the home during the follow-up visit. Use the family's original Ride Safe Tracking Sheet (in which the Initial Encounter data were entered) to document each home visit (see Ride Safe Tracking Sheet form in the *Forms/Data Guide*).

During the follow-up visit the home visitor will:

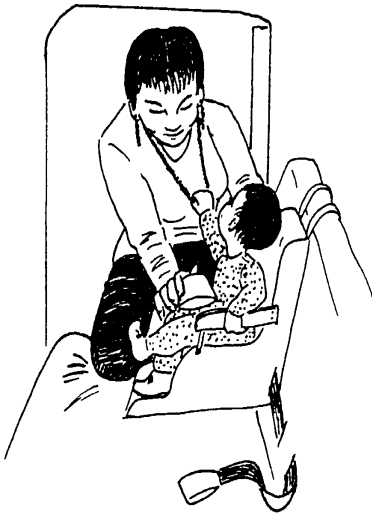
1. Check to see if the child safety seat is still available
2. Have the parent demonstrate the proper installation of the seat
3. If the parent has a problem the Home Visitor will demonstrate the correct way of installing the child safety seat.

Liability Waiver:

For Ride Safe sites that may experience concerns from Tribal staff about liability issues when providing/installing child safety seats, it is

recommended that the Head Start Attorney or Tribal Attorney draft a liability waiver. A sample liability waiver is provided in the *Forms/Data Guide* for use as a template for your child safety seat distribution program.

SAMPLE ANNOUNCEMENT LETTER: This sample can be used to provide information to parents and childcare providers about Ride Safe Program activities.



**BIG BEAR
Head Start
RIDE SAFE PROGRAM**

P.O. Box 888
Happy Town, MN

Phone (888) 444-0000 Fax (888) 444-0001

MEMO

To: Big Bear Head Start Parents

From: Kay Straw, Health, Safety and Nutrition Coordinator

Subject: Child Safety Seat Distribution

Date: October 4th , 2008

Our new child safety seats have arrived and we are pleased to inform you that a child safety seat education, skills training and distribution event will be held at the Big Bear Head Start on **October 23rd from 5 to 6:45 PM**. As many of you know from reading the Head Start News Letter, it is critical to your child's safety that they are transported in a child safety seat on each and every ride. That way you can help protect them from injury in the event of a car crash.

Big Bear Head Start staff and our Head Start and Child Passenger Safety Partners (Tribal Police, Tribal Home Health and the Environmental Health Officer) will provide you with child passenger safety education, hands on skills training and assist you with the installation of your new child safety seat on **October 23, 2008**.

It's important that you bring to this event your child and the vehicle you use most often to transport your child. All individuals that transport the child are encouraged to come to the training so they too will know how to use the child safety seat correctly.

Child care will be provided during the training session and snacks and refreshments will be served to participants.

We're all looking forward to seeing you on October 23rd. Please call me if you need more information or have any questions.

SAMPLE FOLLOW UP LETTER: This sample can be used to provide information to parents and childcare providers about follow-up home visits to assess child passenger safety seat use.



**BIG BEAR
Head Start
*RIDE SAFE PROGRAM***

P.O. Box 2150
Happy Town, MN

Phone (888) 444-0000 Fax (888) 444-0001

Ride Safe Program Home Visits Starting In January

Use of child safety seats is important in protecting our most cherished gift -- our children -- from motor vehicle crash injuries. As you know, the Big Bear Head Start has been participating in the ***Ride Safe*** Child Passenger Safety Program. This program provides child safety seats and child passenger safety training to parents and children.

During the next phase of the Ride Safe Program, we will be conducting home visits in [insert month here] to install child car seats for those that missed the [insert months here] distribution events. Later in [insert months here] we will be conducting follow up visits with you to check on the child safety seat(s) that you received from this program. Family Service Advocates and Home Visitors will be making unannounced visits, but if you would like to schedule a visit, please call me at [insert phone number here].

Thank you for participating in this important program. By working together, we can protect our children from the tragedy of motor vehicle crash injury. If you would like more information or have any questions, please call or visit me at the Head Start.

Sincerely,

[Insert coordinator name here]
Ride Safe Coordinator

STAFF AND CHILDCARE PROVIDER'S TRAINING GUIDE



This Guide is designed to give the Ride Safe Coordinator ideas for providing child passenger safety (CPS) training to Head Start teachers/staff, and childcare providers (e.g., parents and grandparents). These presentations can be made in small group settings (e.g. during staff training, open houses, parent-teacher meetings, or special events such as Child Passenger Safety Week) or in the homes of Head Start families.

Some of the information included in this Guide can also be provided or conveyed to larger audiences through newsletter articles, posters, and/or public service announcements. The ideas presented in this Guide may be supplemented with additional information and activities that can be found in the Resource Guide.

It's recommended that the Ride Safe Coordinator work with other Head Start Staff and/or their CPS Partners (Tribal Police, IHS/Tribal Environmental Health Officers, Injury Prevention Specialist, etc.) in developing and conducting these activities.

Important Note: The Ride Safe Staff & Childcare Provider's Training Guide is not intended to be the same level of training as a National Highway Traffic Safety Administration (NHTSA) child passenger safety (CPS) training course. To gain NHTSA CPS Technician or Instructor status, staff members will have to attend the required training and meet the certification requirements.

Related Head Start Performance Standard: 1304.22

Intended Outcomes of this Guide:

Upon completion of activities in this Guide, participants will be able to:

- Understand why child safety seats (infant, convertible and booster) are the most effective way to protect a child during a crash or sudden stop
- Demonstrate how to correctly select, fit and install their car seat
- Teachers and staff will be able to communicate CPS concepts to childcare providers
- Parents need to identify basic misuse issues with safety seats and know how to correct them.

Key Concepts:

The activities in this Guide address the following key concepts:

- Motor vehicle crashes are the leading cause of death for American Indian children, young adults and adults from ages 1- 44 years old.
- Most crashes occur close to home (within 25 miles of home).
- Child safety seats are a proven and effective intervention in reducing the risk of serious injury or death.
- The best safety seat is the one that fits your child's size and weight and can be installed in your vehicle correctly.

The following Table summarizes the five primary training presentation activities included in this Guide:

Activity	Materials Needed	Time Needed
#1: Child Passenger Safety Facts	Child Passenger Safety Fact Sheet / Power Point presentation and handout (on Ride Safe Program CD) Demonstration equipment: car seats, demo bench, etc.	20 – 30 minutes
#2: <i>Securing Our Future</i> video/DVD and discussion	Securing our Future Video/DVD & Discussion Guide	30 – 45 minutes
#3: <i>UTTC Car Seat Safety "Protecting our Most Cherished Gift"</i> video/DVD and discussion	UTTC Protecting our Most Cherished Gift...Our Children Video/DVD & Discussion Guide	30-45 minutes
#4 Safety Seat Skills Training & Installation	Appropriate safety seat Parent's vehicle (to practice installation skills)	40 to 90 minutes (Time will vary based on type of safety seat & vehicle)

Organizing a Training Session



There are several issues to consider when organizing a training session.

First, it is important to decide **WHEN** to conduct the presentations.

- As with other safety in-services, the Ride Safe Coordinator can present CPS training sessions to teachers and staff during orientation or staff meetings.
- Ride Safe Program Coordinators can conduct childcare provider training sessions as part of a regular parent meeting or host a special Child Passenger Safety training session for parents and childcare providers.

Second, getting teachers and staff together for a training session is generally easier than gathering parents and childcare providers to an after hours training session on child passenger safety.

HOW will you get busy parents and childcare providers to attend a child safety seat training session?

- Communicate the date, time, location, and topic of the presentation well in advance so that families can plan to attend. Sending home a reminder to attend the meeting two days in advance would also be helpful.
 - Use of sign-up sheet
 - Reminder phone call
- It is often useful to provide incentives such as food/snacks or door prizes in order to increase attendance at training presentations.
- Another way of encouraging parents/caregivers to attend is to make the training exercises a requirement for those who wish to receive a free safety seat.

Third, you should decide **WHAT** information you want to include in each training presentation. This Guide provides four specific activities to present to families. Please refer to the *Tribal Partnerships Guide* for other activities that may be incorporated into CPS training presentations you give to parents and childcare providers.



Activity #1: CPS Facts

Introduction

This activity focuses on the facts about motor vehicle crashes (MVC) and the injuries they cause. It is important to give Head Start teachers, staff, and/or childcare providers this information so that they can understand the seriousness of the MVC problem among American Indians/Alaska Natives (AI/AN) in the United States.

During the presentation the instructor should point out that these national data include their local community. In addition, if you can show the audience local safety seat usage data it will help tie the local community to the National data presented. This information can also be presented to other groups, such as Tribal Council or Health Board.

Materials Needed:

Multiple copies of CPS Fact Sheet Handout or handouts of Power Point slides, projector (overhead or computer), and demonstration materials (different types of car seats, a demonstration bench, etc.) and the Power Point slide presentation (on the Ride Safe CD).

Action Steps to complete Prior to and During this Training Presentation:

1. Instructor should read and review the information provided in the CPS Fact Sheet Handout prior to the training presentation.
2. If possible, work with your local police or IHS/Tribal Environmental Health Officer to find and include local community MVC Fact data.
3. Make multiple photocopies of the Crash Fact Sheet Handout and any Power Point slides you wish to use.
4. Decide what training approach (see below) you will use to present information included in the CPS Fact Sheet Handout.
5. Conduct your Training Presentation in a manner that best meets the learning needs/styles of your intended audience members.

Training Approaches:

There are several ways in which you can present information included in the CPS Fact Sheet Handout:

- Distribute and immediately discuss the information included in the CPS Fact Sheet Handout.
- Print the Power Point presentation slides found later in this section and insert them into plastic sheet protectors placed in a binder. You can then go over the sheets during home visits or small group presentations.
- Use an overhead projector and Power Point presentation to show information to your audience and generate discussion with the group. Print handouts of this presentation to provide to participants.
- Ask participants multiple choice or true/false questions throughout the session, keep in mind that the objective is to increase awareness of CPS, not to make staff or parents embarrassed or uncomfortable.

Example questions:

What is the leading cause of death for American Indian children and young adults 1 – 19 years of age?

- a. Fire b. Motor Vehicle Crashes c. Drowning

Infant car seats should face in which direction and which seat of the vehicle?

- a. Rear, back seat b. Rear, front seat
c. Forward, back seat d. Forward, front seat
e. Any placement is acceptable

(True or False) The MVC death rate for AI/AN is 2 to 3 times the national average?

(True or False) Most MVC injuries cannot be prevented because they are a result of unpredictable accidents?

The intent of these sample questions is to raise the parents awareness of Child Passenger Safety and the problem of MVC injuries. The second intent your questions should be to leave the parents with a sense that they can make a difference by using a child safety seat. If possible, add additional local information, especially local information and success stories (see *Tribal Partnerships Guide*).



CPS Fact Sheet – Handout

Fact #1: The best thing you can do as a parent, to protect your child from injury due to a motor vehicle crash (MVC) or sudden stop is to use the appropriate safety seat for your child on **every** trip.

- MVCs are the leading cause of death among American Indian children and young adults ages 1-19 living in the continental United States
- Most crashes occur close to home (within 25 miles).

Fact #2: Vehicle Restraints (child safety seats & seatbelts) prevent injury in the following ways:

- Prevent ejection by keeping you in the vehicle
- Contact with the strongest parts of the body
- Spread crash force over a wide area of the body
- Help the body to “ride down” the crash
- Protect the head and spinal cord from serious injury.

MYTH: *I don't believe in buckling up, I'd rather be thrown clear of the crash.*

FACT #3: If you are unrestrained you're more likely to be ejected from a vehicle. Once ejected you are 4 times more likely to die, usually as a result of being crushed by the vehicle.

Myth: *In a MVC at 30 mph I could catch my child before they hit the dashboard or windshield.*

FACT #4: No parent is fast enough or strong enough to hold or catch a child during a MVC or sudden stop. At 30 mph. an unrestrained 10 pound baby would require 300 lbs. of force to restrain.

FACT #5: Seatbelts and child safety seats are proven to be effective in reducing the risk of serious injuries or death.

- Fatality Reduction
 - 71% effective for infants
 - 54% effective for toddlers
- Reduces the need for hospitalization by 69%

Fact #6: Vehicles and seatbelt systems are designed to fit adults, not children or car seats.

Fact #7: A person must be at least 4' 9" and 80 lbs before they can get a seatbelt to fit correctly.

Fact #8: Child safety seats are specially designed and tested to protect children riding in vehicles. **One size does not fit all** – staff and childcare providers need to match the child to the appropriate safety seat:

- Selection of a child safety seat appropriate for the child's weight, height and age (See summary below).
- Compatibility issues – parents, care givers and staff should select a safety seat that's compatible with the vehicles seatbelt system.

Rear-facing convertible and/or an infant only safety seat

- Keep babies and infants rear facing for a minimum of 1 year and at least 20 lbs (may be more depending on manufacture and model of safety seat)
- When selecting a safety seat for a newborn or a small baby, be aware that a Convertible Safety Seat may not provide the best fit due to its larger size
- Never place a rear facing safety seat in front of an air bag.
- Recline at 45 degree angle
- Install the safety seat properly/securely
- Less than 1 inch side-to-side and front to back movement
- Check this by gripping the **base** of the safety seat and moving front to back and side to side.
- Install child properly in safety seat
- Have no more than one finger width of space between child and harness (this is sometimes referred to as the one finger test).

Forward facing convertible– over 1 year old and 20 pounds to 40 pounds.

- Make sure to use the proper belt path on the child safety seat.
 - Forward facing belt path is located in the back.
 - Rear facing belt path is located under the front of the seat.
- Thread the harness through the top harness slots
 - Unless specified otherwise by the manufacturer
 - Top slot is reinforced to prevent the harness from breaking through the back of the safety seat
- Harness fit, have no more than one finger width of space between child and harness
- Less than 1 inch side-to-side and front to back movement
- Check this by gripping the **base** of the safety seat and moving front to back and side to side.

Combination seat (Booster seat with harness & belt positioning)

- For children over 1 year of age and 22 to 40 pounds.
- Harness fit is the same, no more than a finger width between harness and child.
- Install the car seat properly/securely
 - Less than 1 inch side-to-side and front to back movement
 - Check this by gripping the **base** of the safety seat and moving front to back and side to side.

Combination seat (Booster seat with harness)

- As a belt positioning booster
- Generally for children 30 to 80 pounds.
- Use with lap and shoulder belt only
- Make sure lap belt fits properly
 - High on the thighs and low on the belly
 - Check fit of shoulder belt
 - You want the shoulder belt to run across the chest
 - If the child places the shoulder strap under an arm or behind their back, that's a good indication of an improper fit

Booster Seat: Belt positioning high back:

- Best used in vehicles with low seat backs
- Generally for children 40 to 80 pounds. (see manufactures weight recommendations – some go as high as 100 pounds)
- Use with lap and shoulder belt only
 - Make sure lap belt fits properly
 - High on the thighs and low on the belly
 - Check fit of shoulder belt
 - You want the shoulder belt to run across the chest

Booster Seat: Belt positioning low back:

- Best used in vehicles with high seat backs
- Generally for children 40 to 80 pounds. (see manufactures weight recommendations)
- Use with lap and shoulder belt only
 - Make sure lap belt fits properly - High on the thighs and low on the belly
 - Check fit of shoulder belt - You want the shoulder belt to run across the chest



Activity #2: *Securing Our Future* Video



Introduction

The video (DVD), *Securing our Future*, was filmed on several reservations in Washington State. The DVD discusses the importance of using child safety seats and stresses the need for correct usage.

Showing the video along with using the discussion guide will assist the Ride Safe Coordinator in reviewing the key points made in the video and will help generate discussion among the group. Through the video and group discussion, the participants will gain a clearer understanding of the need for child safety seats and their proper usage.

Previous Ride Safe Program coordinators found that showing and discussing a video during a Head Start parent meeting to be very successful. Showing only the video may not be as successful without the discussion.

Materials Needed:

Copy of *Securing Our Future* DVD (see Ride Safe Program DVD or download, (see Resource Guide) and Discussion Guide (next page).

Action Steps to be completed prior to a Training Presentation:

The Coordinator should preview the video and read through the discussion guide. Make multiple photocopies of the Handout.

Action Steps to be completed During a Training Presentation:

- Set up TV VCR
- Pass out copies of Handouts

Training Approaches:

The information in this activity can be presented by:

- Ride Safe Coordinator
- Tribal Police w/ CPS training
- EHO w/ CPS training
- Staff w/CPS Training

Securing Our Future Discussion Questions

1. Why are infants more susceptible to injury in motor vehicle crashes?

Answer: Infant's heads are disproportional in size to their bodies. Infant's bones are also not solid or strong, are still developing.

2. Why are cradleboards not suitable for motor vehicles?

Answer: Cradleboards are composed of mostly leather and wood and do not provide enough support for the momentum of a motor vehicle crash. An example is given with a cradleboard being snapped at a 25 mile per hour crash.

3. Why are infants under 20 lbs to be restrained in rear-facing car seats?

Answer: Infants less than 20 lbs are to be restrained in rear facing car seats because in the case of a automobile crash, the force of the impact will be spread along the infants strongest part of the body, the back.

4. What angle should rear-facing car seats be reclined at? Why that angle?

Answer: Infant rear-facing car seats should be reclined at 45°. This angle protects the head by not allowing the head to fall forward. This angle also provides maximum comfort for the infant.

5. What are the steps to insure tight installation of an infant's car seat?

Answer: First press firmly into seat, tighten, and lock. To check the security, grasp the seat near the seat belt path. The seat should not move more than one inch from side to side.

6. Once a child has reached 20 lbs and is at least one year old, what type of car seat should be used?

Answer: Once a child has reached 20 lbs and is at least one year of age, the forward facing car seat can be used. This seat is situated in the in an upright position and is secured by the car's seatbelt. The child should fit snugly into the car seat and the seat should be used until the child is 40 lbs in weight. (**Note:** Always consult the child safety seat manufactures recommendations for your seat).

7. When a child is between 40 and 80 lbs, a booster seat should be used. Why is this?

Answer: Booster seats should be used with children 40 to 80 lbs in weight. This is because seat belts in automobiles are built to fit adults, not children. The booster seat is meant to properly position the vehicle's lap and shoulder belt on the child. The use of a booster seat assures the belt to be fitted across the child's chest and low across the child's hip. Once a child is 4'8" tall and at least 80 pounds they are able to use the vehicles occupant restraint system.

8. In the case of a crash, what injuries may occur if a child is using an adult's seat belt?

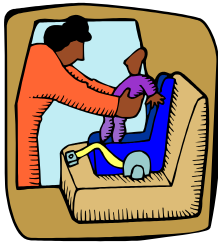
Answer: In the case of a crash, a child using an adult seat belt may suffer from the "Seat belt syndrome." Tearing of the liver, spleen, and other organs may occur as well as the rupture of intestines, fracturing of ribs, and damage to the spinal cord, and head and neck injuries. An adult seat belt will not properly fit a child and will apply too much pressure on the child's body.

9. What is the purpose of a booster seat?

Answer: The booster seat creates the sense of artificial hips on a child. With a booster seat, the car's seatbelt will fit a child the same as a properly belted adult.

10. At what ages should children be placed in the back seat?

Answer: The best transportation practice is to have children ages 12 and younger in the back seat.



Activity #3: UTTC Car Seat Safety : *Protecting Our Most Cherished Gift...Our Children Video*

Introduction

This video (DVD) was developed by the United Tribes Technical College (UTTC) Injury Prevention Class, the North Dakota Dept. of Transportation and ND Department of Health. The overall goal of the video is to motivate parents to use child safety seats when transporting their children. By utilizing a combination of American Indian/Alaska Native history, culture, personal interviews and motor vehicle crash data, the UTTC narrators are able to convey a strong Child Passenger Safety (CPS) message.

Showing the video along with using the discussion guide will assist the Ride Safe Coordinator in reviewing the key points made in the video and will help generate discussion among the group. Through the video and group discussion, the participants will gain a clearer understanding of the need for child safety seats and their proper usage. Previous Ride Safe Program coordinators found that showing and discussing a video during a Head Start Center parent meeting to be very successful. Showing the video alone may not be as successful without the discussion.

Materials Needed:

Copy of *UTTC* DVD (see Ride Safe Program DVD) and Discussion Guide (next page).

Action Steps to be completed prior to a Training Presentation:

The Coordinator should preview the video and read through the discussion guide. Make multiple photocopies of the Handout.

Action Steps to be completed During a Training Presentation:

- Set up TV VCR
- Pass out copies of Handouts

Training Approaches:

The information in this activity can be presented by:

- Ride Safe Coordinator
- Tribal Police w/ CPS training
- EHO w/ CPS training
- Staff w/CPS Training

Protecting Our Most Cherished Gift Video Discussion Questions:

During the video the narrators described how native people historically transported and protected their children.

1. What device did elders use to protect their children while traveling?

Answer: Cradle Board

Instructor: Facilitate a general discussion about cradle boards with the group. Ask if they use or know a relative that uses a cradle board.

2. In the present day how can parents and elders protect their children and/or grandchildren while traveling in a vehicle?

Answer: Use of an appropriate child safety seat

During the film the narrator stated that motor vehicle crashes are the leading cause of death in American Indian Communities.

3. What's the most important thing that could help reduce the number of MVC deaths in American Indian Communities?

Answer: Increase seatbelt and child safety seat usage on the reservation.

Instructor: Bring up the fact that injuries are predictable and preventable through the use of child safety seats and seatbelts.

4. What was the percentage of Native Americans that were killed in a passenger vehicle that were not using a seatbelt or child safety seat?

- 66 % • 76 %
- 86 % • 96 %

Answer: 86%

Instructor: Facilitate a general discussion about this statistic. Are parent's surprised by it? If so, why? If not, why not?

During the film several individuals gave reasons for not using a child safety seat or seatbelts while transporting their children. For questions 5-11, we're going to revisit those excuse statements and discuss them.

Excuse #1: I don't have a car seat because they are too expensive, the next best place for my baby is in my arms, I can shield them from harm.

5. What will happen to this child in the event of a Motor vehicle crash?

Answer: The child will be crushed between the parent and the steering wheel or dash.

6. What would you suggest to this parent if they were your friend?

Answer: "You need to get a child safety seat and use it. Sign up for Head Start and get involved with the Ride Safe Program."

Excuse #2: We don't always use seatbelts because we drive a pick-up. We don't always have room in the cab for everyone so we let the kids ride in the back. They have a lot of fun and we're careful to make sure no one falls out.

7. What will happen to this child in the event of a motor vehicle crash?

Answer: The children would be thrown from the vehicle.

8. What would you suggest to this parent?

Answer: "Take a different vehicle if possible. Even if you are careful, you can't anticipate what other drivers will do and how you will react."

Answer: "If you only have three seat belts, then you should only transport three people."

Answer: "Never transport people in the back of a pickup."

Excuse #3: I gave up trying to keep my kid's buckled in. I just get tired of hearing them cry. I can imagine what it must feel like to be strapped into a car seat all the time.

9. What will happen to this child in the event of a motor vehicle crash?

Answer: "As an unrestrained child in a MVC, their chances of injury and death are doubled".

10. What would you suggest to this parent if she were your sister/friend?

Answer: "Don't give in, if you do your authority will be undermined. Keep them in the child safety seat."

Answer: "If you think the child safety seat is bad, try to imagine how they will feel if they are injured in a car crash."

11. What are some of suggestions you might provide to keep children buckled up?

Answer: "Be a role model to your children and use your seatbelt".

Answer: "Have your child buckle up a soft toy or doll."

Answer: "Take breaks."



Activity #4: Skills Training

Introduction

Child safety seats come with a complete set of directions that review the car seat installation procedures. Unfortunately, simply reading these directions doesn't insure that an individual can install the car seat correctly.

With car seat misuse percentages around 85% (as reported by SAFEKIDS events) it's a necessity that your Ride Program provides this activity to the parents and childcare providers. After the skills training is provided, the parents will have improved car seat installation skills and increased confidence in their abilities to install and properly maintain a car seat.

In Activity 4, Head Start staff and/or CPS Partners will work with parents and/or childcare providers one-on-one to review how to properly install their car seat(s) in their vehicle(s). Parents/childcare providers will then demonstrate their skills in installing their car seat(s).

Note: Upon completion of Activity #4, parents will take possession of their car seat.

Training Approaches:

There are several ways in which you can provide parent/childcare provider skills training:

- Hold a large-scale distribution event such as a car seat clinic.
- During Head Start health screenings (prior to the beginning of school) or during other educational events at the Head Start (e.g., parent meetings).
- During an initial home visit.

Ideally, skills training should follow an educational session such as Activity 1 or 2/3 described earlier in this *Guide*.

Materials Needed:

- Have enough car seats (convertible, combination booster with harness, and booster seats) for each of the parents /childcare providers to practice

their hands on skills. These seats will eventually be the parent's seat. For information on where to purchase car seats, see *Resource Guide*.

- Swim noodles (closed cell foam floatation devices) used to adjust angle of rear facing car seats.
- Spare locking clips
- Traffic cones for large-scale events

Action Steps to complete Prior to a Training Presentation:

- Decide which **training approach** you want to use (see previous page).
- Consider providing childcare for large-scale distribution events.
- If severe or adverse weather is a concern, make arrangements to have access to a garage or covered area where the parents' vehicle can be parked during the skills training.
- Designate/mark off a parking area and make sure the parents know to park in this location (especially for large scale events).
- Schedule enough CPS-trained Head Start Staff and/or CPS Partners to provide training to the parents. We recommend you have one trainer for every 2 parents (especially for large-scale events)
- During the training activity a NHTSA CPS Technician should be on site to answer any installation questions the staff or parents may have.
- Set up a room or area where the parents and childcare providers can register / will be presented with their safety seats (see *Distribution Guide*).

Action Steps to complete During a Training Presentation:

Provide a brief introduction to the parents and go over the reason for the skills training. The Steps below include tips for large-scale as well as smaller distribution events; please consider those that are applicable to your selected training approach.

- Explain that Nationwide, child safety seat misuse (improper installation of the car seat) is around 85 percent.

- Inform the parents that you want them leave the Head Start today with sound safety seat installation skills and confidence in their abilities to install their safety seat in their vehicle correctly each and every time.
- Distribute the appropriate child safety seat to each parent. It would be helpful if this determination could be made prior to the event.
- Pair off instructors with parents.
 - Place your most experienced CPS Staff or Partners with the more complicated installations.
 - Try to group safety seat types so the instructor can focus on one type of seat.
- Give the parents 5 minutes to look over their safety seat and ask questions of the instructor.
- If childcare is provided during the event, children are brought back into the class so they can be fitted to their child safety seat (convertible or combination seat). Allow at least 8 minutes to complete this activity.
 - Belt positioning seats may require additional time to fit harness.
- Children are sent back to childcare activities.
- Move the class out to the secured parking area and the parent's vehicles.
- The CPS Staff or Partner will demonstrate proper installation of the Child Safety Seat to the parent or group of parents.
- Parents and childcare providers will now practice installations:
 - Parents will have to select the best seating location in the vehicle.
 - Parents will be encouraged to install the safety seat in at least two locations in the vehicle.
 - CPS Staff or Partner will assist parent as needed.
 - When the parent is ready the NHTSA CPS Technician will check the installation.

- After passing this phase of the activity the parents will work with their child and the seat.
 - Parents will collect their child from Center and bring them out to the parking area.
 - The parent will install safety seat and child in their vehicle.
 - CPS Staff or Partner will assist parent as needed.
- When the parent is ready the NHTSA CPS Technician will check the final installation.
 - Parent is successful and is cleared to leave.
 - Parent is unsuccessful and is provided further assistance until he/she successfully installs the safety seat and child in their vehicle.

Ride Safe In-Class Activity

Submitted by Amanda Denver, Bishop California Indian Head Start

* This classroom activity can take place after the Head Start children's heights and weights have been obtained and after your Head Start facility has received car seats through the Ride Safe Program.

1. Take the two types of car seats to the children's classroom; combination and booster seat.
2. Have the children take turns sitting in their appropriate car seat and have them buckle up.
3. Ask the children questions. Some examples are:

- Do you ride in a car seat?
- Why do you ride in a car seat?

4. Car seat safety songs such as "The Buckle-Up Song" can be sung by the Head Start children during this activity.

* This activity can be a helpful reminder to children who have trouble buckling up or for children and parents who have been observed not using their car seats. Incentives are also very helpful for car seat usage, "I'm a Winner" necklaces were given out to children using their car seats. Sun glasses were given to all the children riding in the buses who were buckled up and sitting in their 5-point harness safety seats.

Also, remember to take lots of pictures!!

I hope you find this activity to be helpful.

Sincerely,
Amanda Denver
Health Manager, Ride Safe Coordinator
Bishop Indian Head Start

May 28, 2008

TRIBAL PARTNERSHIPS GUIDE



The previous Ride Safe Guides have focused on providing a broad educational base for your Ride Safe Program. However, education alone will not result in increased rates of safety seat usage by parents and guardians. Having a substantial, long-term effect on increasing usage rates will take a commitment by community leaders and partners to pass and enforce child safety seat laws.

This Guide is designed to give Ride Safe Program Coordinators and Program Support Staff ideas and tools for expanding child passenger safety (CPS) and occupant protection activities to community partners and advocates such as Law Enforcement, Tribal Council, IHS/Tribal Environmental Health Officers, Injury Prevention Specialists and other interested community groups, agencies and individuals.

It also provides ideas on how to work with community leaders and partners by developing an action plan and community CPS/occupant protection coalition, writing articles, and finally, to passing resolutions and laws that will strengthen your Ride Safe Program.

Related Head Start Performance Standard: 1304.22 (d)(2)

Outcomes:

Upon completing the activities suggested in this Guide, Ride Safe Program Coordinators will be able to:

1. Use a standard **Action Planning Worksheet** for developing and implementing community-wide CPS and Occupant Protection activities.
2. Develop and sustain a **Community CPS/Occupant Protection Coalition**.
3. Write and submit a **CPS Resolution** to pass a primary child safety seat/seatbelt law.
4. Develop materials to **Market your Ride Safe Program** by developing a Program Profile, documenting Success Stories, and/or writing a Press Release.



Activity #1: Developing an Action Plan

Introduction

This activity is designed to help Ride Safe Program Coordinators and Program Support Staff (e.g., IHS/Tribal Environmental Health Officers or Injury Prevention Specialists) work together to develop Action Plans. These Action Plans can be used specifically for activities that are included in this Guide, or for other activities you or a local CPS/Occupant Protection Coalition might develop. Included in this Guide is an *Action Planning Worksheet*, which serves as a practical tool for Ride Safe Coordinators and IHS/Tribal Environmental Health Officers or Injury Prevention Specialists to use for the other activities, described in this *Tribal Partnerships Guide*.

Action Planning

When developing an Action Plan for any community-wide CPS/Occupant Protection activity, there are several important questions to answer:

1. What activity are you planning?
2. What steps are required to make the activity happen?
3. Who will be responsible for implementing those steps?
4. What resources do you need to complete those steps?
5. When should those steps be completed?

1. What Activity Are You Planning?

This question is the easiest to answer! The four other activities included in this Tribal Partnerships' Guide provide some possible answers.

2. What Steps Are Required to Make the Activity Happen?

Answering this question requires you to think of all the possible steps that will be required to complete an activity – including those relating to planning and implementing an activity, as well as conducting any follow-up. One rule of thumb to consider is that **NO ACTION STEP IS TOO SMALL**. The more you are able to break down the steps involved, the easier it will be for you to identify resources and people needed to complete them.

3. Who Will Be Responsible for Implementing the Steps?

To answer this question, write names of people who may be interested in getting involved with the activities included in this Tribal Partnerships Guide.

4. What Resources Do You Need to Complete the Steps?

In order to complete action steps, resources are often needed. Resources can include many things: money, office/computer equipment, personnel, training/educational materials, and/or examples/samples of other work. The more you plan ahead for needing these resources, the more likely you will be able to complete planned activities.

5. When Should Activities Be Completed?

Give yourself and others enough time to get ready before an activity. Each of the activities included in this *Tribal Partnerships Guide* will require different amounts of time. When developing your Action Plans, set reachable and reasonable timelines.

Action Planning Worksheet

Based on the answers to these five questions, Ride Safe Coordinators and IHS/Tribal Environmental Health Officers and/or Injury Prevention Specialist are encouraged to use the **Action Planning Worksheet** on the following pages to map out the activity steps. As a first step, make extra photocopies of this Worksheet, so you can use a Worksheet for each activity you plan.

Complete the Worksheet using the following steps:

1. In the **first** column, list each activity you want to develop/implement.
2. In the **second** column, list the specific action or actions required to complete the goal.
3. In the **third** column, list who will be responsible for working on each of the action steps.
4. In the **fourth** column, indicate the resources required to complete these action steps.
5. In the **fifth** column, indicate the date(s) by which actions steps should be completed.

A Sample Action Planning Worksheet is included on page 4.

Activity #1: Action Planning Worksheet – SAMPLE

Activity	Action Step	Person Responsible	Resources Needed	Timeline
Conduct Child Safety Seat check station	Make a list of possible Child Safety Seat Check station sites on the reservation.	<ul style="list-style-type: none"> ➤ Ride Safe Coordinator ➤ IHS/Tribal Environmental Health Officer (EHO) ➤ Tribal Police ➤ CPS Partner <ul style="list-style-type: none"> • Tribal Police • Community Health Reps. • Group • Individual 	<ul style="list-style-type: none"> ➤ Computer Equipment ➤ Telephone ➤ Map of area 	By Sept. 1
	Assess what materials and human resources that will be needed for the safety seat check station event(s).	<ul style="list-style-type: none"> ➤ Ride Safe Coordinator ➤ IHS/Tribal Environmental Health Officer (EHO) ➤ Tribal Police ➤ CPS Partner(s) 	<ul style="list-style-type: none"> ➤ Assortment of car seats ➤ Educational materials to distribute to families ➤ Folding table and chairs ➤ Sign / banner ➤ Swim noodles – closed cell foam – helps to adjust rear facing car seats ➤ Traffic cones ➤ Refreshments ➤ Covered building if severe weather ➤ Senior level checker ➤ CPS trained staff ➤ Spare locking clips ➤ Spare belt shortening clip ➤ Current list of recalled child safety seats ➤ ID for volunteer staff 	By Sept 1
	Seek Volunteers to conduct check point activities.	<ul style="list-style-type: none"> ➤ Ride Safe Coordinator ➤ IHS/Tribal EHO ➤ Injury Prevention Specialist ➤ CPS Partners 	<ul style="list-style-type: none"> ➤ Phone ➤ Contact list of individuals in the area with CPS training or experience 	By Sept. 15

Activity #1: Action Planning Worksheet – SAMPLE

Activity	Action Step	Person Responsible	Resources Needed	Timeline
	Schedule volunteers	➤ Ride Safe Coordinator	➤ computer ➤ paper	By Sept 18
	Advertise the check station.	➤ IHS/Tribal EHO ➤ Injury Prevention Specialist	➤ Computer Equipment ➤ Paper ➤ Contact list of media outlets in the area ➤ List of day care providers	By Sept. 30
	Set up for child safety seat check station	➤ Ride Safe Coordinator ➤ IHS/Tribal Environmental Health Officer (EHO) ➤ Tribal Police	➤ Set up materials	Day of, or day before, check station event
	Conduct check station	➤ Sr. Checker ➤ All scheduled volunteers	➤ See above	Day of event
	Prepare and distribute information collected from the car seat check station. (in a press release, to Tribal Council, to Ride Safe Program)	➤ Ride Safe Coordinator ➤ IHS/Tribal EHO ➤ CPS Partners	➤ Computer Equipment ➤ Paper	Within one week of event

Activity #1: Action Planning Worksheet

Activity	Action Step	Person(s) Responsible	Resources Needed	Deadline Date



Activity #2: Developing and Sustaining a Community Child Passenger Safety/Occupant Protection Coalition

Introduction

The purpose of this activity is to provide ideas on how to develop and sustain a Community Child Passenger Safety / Occupant Protection Coalition, which can increase occupant protection in the larger community. This activity was developed for Ride Safe Coordinators to implement **in collaboration with** the local IHS/Tribal Environmental Health Officers and other potential CPS Partners.

A coalition is a union of people and organizations working together to influence outcomes on a specific problem, to share resources, and to initiate change. You can reach more people in a community and accomplish more goals through a coalition than with a single organization. Coalitions provide an important opportunity for sharing information and can also improve relationships between individuals and organizations in the community.

Action Steps

Follow the action steps below to develop and sustain a local Child Passenger Safety Coalition in your community.

1. Assess Existing Community Coalitions

The first step toward forming a coalition is to determine the number and types of local coalitions that already exist in your community. For example, does your community already have a community safety coalition, an injury prevention coalition, or a health promotion coalition? If so, there is no need to start from scratch. Conserve your energy! If a coalition already exists, consider developing a Child Passenger Safety / Occupant Protection subcommittee of an existing coalition in your community.

2. Identify Potential Coalition Members

Ask two or three people from your organization or who are connected in your community to meet with you in order to brainstorm a list of people who might be willing to join the coalition. The following list provides examples of organizations and people you could contact to join your local coalition:

- Police Department
- EHOs/Sanitarrians
- school or child care providers
- Health Director/Health Board Chair
- Tribal Council Members
- Public Health Nurses
- Emergency Medical Services
- Health educators
- Community members
- Community or service organizations

- Other influential community leaders
- Local media representatives
- Community Health Representatives

3. Recruit Coalition Members

When contacting potential coalition members, explain that the Head Start Program is interested in forming a coalition (or subcommittee of an existing coalition) in the community to improve child passenger safety in your community. Tell them why it's an important issue in the community and that they can help do something about this issue. Inform them of their responsibilities tasks to complete (e.g., attend regular meetings), and ask if they are willing to participate. You can do this through a letter of invitation asking these potential members to attend an organizational meeting of the coalition. It is sometimes helpful if this letter is signed by a prominent and respected person in your community.

4. Hold an Introductory Meeting

After you have a group of interested people and organizations willing to join your coalition, you should conduct an introductory meeting. This meeting is designed to: 1) welcome and introduce coalition members; 2) provide a description of the problem associated with unsecured children and passengers in motor vehicles; 3) decide or discuss the goals and objectives of the coalition; 4) discuss roles and responsibilities of coalition members; and 5) set a regular meeting schedule. A reminder phone call to coalition members a day or two before the meeting is helpful in increasing attendance. Use all or some of the following agenda items when planning your coalition's introductory meeting:

Welcome:

Tell people you appreciate and value their time to increase Child Passenger Safety / Occupant Protection awareness in the community. Show people on a board or flip chart the reasons a coalition is useful.

Problem Description:

Distribute and discuss the CPS Fact Sheet from the Parent and Childcare Provider's Guide. When possible, highlight local data that describes the problem of motor vehicle crash (MVC) related injuries in your Tribal community (e.g., number of injuries due to MVCs in the past 5-10 years, number of deaths due to MVCs in the past 5-10 years). Discuss how the Ride Safe Program is trying to address the problem in the local community and that more can be done.

Goals and Objectives:

Decide the coalition's goals and objectives. This is a very important decision, but can be changed over time as the needs of the community change. You may not be able to complete this activity in the first meeting, but it is important to get started. In general, goals are broad statements of intent, while objectives contain specifics (who, what, where, and when). The following are two examples of coalition goals and objectives:

Example 1

Goal: To reduce motor vehicle related injuries and deaths in the community.

Objectives:

- Provide child safety seat skills training to parents
- Provide an appropriate safety seat to parents / childcare providers at a reduced cost or at no cost

Example 2

Goal: To lobby the community and Tribal Council for the passage of a PRIMARY CPS & Occupant Protection Law.

Objectives:

- To implement community-wide events and activities during Child Passenger Safety Week.
- To develop a community-wide media campaign for CPS / Occupant Protection by April 30.
- To work with the tribal leadership to adopt and enforce Primary CPS / Occupant Protection Law by August 31.

Roles and Responsibilities:

Assign roles for a specific time frame (e.g., bi-monthly, quarterly). Roles at meetings can include facilitator, recorder, note taker, and timekeeper. Coalition roles can include: chair, secretary, or treasurer. Also identify who will keep track of contact information for coalition members. This person should periodically send out a list of contact info for all coalition members.

Meeting Schedule:

At the end of every meeting, set the date, time, and location of the next meeting. It may also helpful to develop a regular meeting schedule and meeting location so people can plan to attend. Let people know in advance what will be the topic of discussion at each regularly scheduled meeting. You may need to meet more frequently in the beginning (once a week, twice a month for a month or two) until initial decisions are made.

5. Hold a series of organizational meetings

After you have conducted an introductory meeting and established a regular meeting schedule, use the following ideas for agenda items to discuss at future coalition meetings:

- Decide what you will call your coalition or subcommittee.
- Decide on ground rules for participation at meetings. For example: 1) attendance at meetings is expected; 2) an agenda for each meeting will be created and followed; 3) everyone should have a chance to speak; 4) meetings will start and end on time; and 5) decisions will be made by consensus or majority.
- Develop a Coalition Recruitment Strategy. Brainstorm who else needs to be represented on your coalition and how you will go about getting them to join. This recruitment strategy may be a regular discussion point from time to time, especially as the activities of the coalition develop.

- Decide if the coalition or subcommittee is a long-term or temporary group. Setting goals will help determine how long the coalition will be around.
- Use the **Action Planning Worksheet** (discussed in previous section) to develop specific activities that the coalition can plan, implement and evaluate. Several activities are suggested in this *Tribal Partnerships Guide*.

6. Keep the Coalition's Momentum

Remember the following tips on how to keep the coalition's momentum going:

- People will stay involved if they are given tasks and feel useful.
- Coalitions succeed when goals and objectives are achieved.
- Coalitions run more smoothly if coalition members know and understand what their roles and responsibilities are.
- Coalitions that evaluate their success will be more sustainable over time.
- Successes do not need to be "big and flashy." Small victories can keep people motivated.
- Coalitions are more powerful when they represent diverse segments of the community.

Below are some tips to keep a coalition active:

- Be clear about the coalition's mission and purpose.
- Make sure all coalition members are able to offer their views.
- Develop a clear and achievable Action Plan for each activity planned.
- Solicit commitment from organizations so if one person leaves, an organization can commit another person's participation to the coalition.
- Celebrate your coalition's successes, whether big or small.
- Recognize individuals who contribute to your success with awards or a social gathering.
- Support organizations that support your coalition.

Other tips for sustaining your coalition (how to attract funding, how to build support for your mission, etc.) can be found at the following Community Tool Box website <http://ctb.lsi.ukans.edu>.

Note: Much of the information included in this section was adapted from *Designing & Implementing Fire Prevention Strategies in American Indian Communities*, developed by Diana Kuklinski, Bemidji Area Injury Prevention Specialist (available from the Sleep Safe Program), and the National Highway Traffic Safety Administration's "How-to" Guide to Coalition Building available through the following website: <http://www.nhtsa.gov>



Activity #3: Writing a Tribal Resolution

Introduction

The goal of this activity is to write a resolution to pass a primary tribal child passenger safety / seatbelt law. Note that the information included in this activity can also be used for developing other related Tribal Resolutions, for example, a resolution of recognition for your Coalition.

Action Steps

1. Convene a Coalition meeting so that members can assist in the development of a Tribal Resolution to recognize your Coalition.
2. Read each step on the Tribal Resolution Worksheet attached and ask the group to “brainstorm” ideas and to come up with ideas for each section.
3. List/record ideas on the flipchart or board.
4. When all the sections have been completed, go over them again with the group to finalize ideas and record them on a blank copy of the *Tribal Resolution Worksheet*. Also refer to the Sample Tribal Resolution attached.
5. Ask for a volunteer to write the group’s draft resolution based on the information written on the flipchart or worksheet.
6. Circulate the draft Resolution among Coalition members for final feedback.
7. Submit the resolution to the Tribal Council for approval.

Persons Responsible

The following people can be involved with completing the above action steps: Ride Safe Program Coordinators, IHS/Tribal Environmental Health Officers, Tribal Police and/or CPS Partners. When writing a resolution for an occupant protection law, it is vitally important to develop a partnership with and involve law enforcement, the judicial system, and the tribal council in this process.

Are you Writing a Resolution for a Primary or Secondary Law?

There are two kinds of child passenger safety/ seat belt laws – primary and secondary. Primary laws allow officers to stop motorists for failing to buckle up or have their child restrained in a safety seat. Secondary laws require an officer to pull the motorist over for another offense; only then may the officer also cite non-use of occupant restraint devices. Tribes may enforce tribal laws or they may have state, county, or city jurisdictions enforcing State law. Most states have primary child safety seat laws for children under four years old. Some Tribes have primary and some have secondary safety seat laws; some tribes have no occupant protection laws.

When writing your resolution, you will need to determine whether to write one for a primary or a secondary law. Research has shown primary laws to be more effective in increasing occupant restraint use—states with primary seat belt laws have 11% higher seat belt usage than states with secondary seat belt laws.

Resource Considerations

The following resources may be needed to complete the above action steps: office space, computer equipment, flipchart paper/erasing board, and paper.

Timeline Considerations

The amount of time needed to write your Tribal Resolution will vary, depending on the number of people involved. It is safe to assume, however, that the amount of time it will take for a Resolution to be passed by a Tribal Council will vary greatly from Tribe to Tribe. Each Coordinator should take into consideration the workings of the local Tribal Government and plan accordingly.

Resolution Format Considerations

To help reduce needed modifications by the Tribe to draft legislation, acquire copies of existing resolutions specific to your Tribe and seek to tailor the draft resolution using similar wording.

Activity #3: Tribal Resolution Worksheet

Use this worksheet to develop your Tribal Resolution to recognize your Child Passenger Safety Coalition or other group.



Step 1 – Insert appropriate header and Resolution Number below:

WHEREAS...

Step 2 – Insert appropriate Tribal authority statement below:

WHEREAS...

Step 3 – Write a description of the MVC injury problem below, including local statistics if available:

WHEREAS...

Step 4 – Write a statement of need for a child passenger safety/ seat belt law below:

WHEREAS...

Step 5 – Write additional statements that may be needed below:

Step 6 – Include the following Certification at the end of the Resolution (include local wording as appropriate):

CERTIFICATION

THEREFORE BE IT RESOLVED, that the _____ (Tribal Council, etc.) does hereby adopt, for immediate effect, sections _____, entitled "Infant and Child Restraint Systems" and _____, "Seat Belt Requirement", to be placed within the _____ (Tribe Name) Legal Code; any conflicting statutory enactments are hereby repealed.

Example of a Tribal CPS Resolution: Hannahville Indian Community



Council Members:
Audrey Gamez, Lisa Little,
Robin Halfaday, John Meshigaud,
Anna Larson, Henry Philemon Jr.,
Ann Saboo, Connee Sagataw

HANNAHVILLE

INDIAN COMMUNITY

N14911 HANNAHVILLE B1 RD
WILSON, MICHIGAN 49896-9728



Administration: (906) 466-2934
Fax: (906) 466-2933
Accounting Office: (906) 466-9933
Fax: (906) 466-2001

Resolution Adopting Child Restraint and Seat Belt Laws #040802-C

- Whereas:** The Hannahville Indian Community is a federally recognized Indian Tribe pursuant to the Indian Reorganization Act of June 18, 1934, "48 Stat. 934" as amended by the Act of June 15, 1935, "49 Stat. 378"; and
- Whereas:** The Tribal Council of the Hannahville Indian Community is the duly elected governing body of the Hannahville Indian Community pursuant to Article IV of the Constitution of the Hannahville Indian Community; and
- Whereas:** The Tribal Council has previously enacted various Criminal and Civil Codes and Ordinances; and
- Whereas:** The Hannahville Indian Community, through its Tribal Council, and pursuant to Article V of the Hannahville Indian Community Constitution finds it desirable from time to time to review and revise its criminal and civil laws, enacting new legislation as needed for the protection, preservation and safety of its members' and
- Whereas:** The Hannahville Indian Community Tribal Council finds that its children are the hope and future of the Tribe; and
- Whereas:** The Hannahville Indian Community finds that the safety of its adults is of the greatest importance, inasmuch as the adults of the Community are parents and role models for the youth of the Community; and

Now Therefore Be It Resolved: That the Tribal Council does hereby adopt, for immediate effect, sections 1.2300, entitled Infant and Child Restraint Systems and 1.2300a, Seat Belt Requirement, to be placed within the Hannahville Legal Code; any conflicting statutory enactments are hereby repealed.

Certification

The Hannahville Indian Community Tribal Council met in regular session on April 8, 2002, a quorum being present, and adopted the foregoing legislation by a vote of 8 for, 2 against, 0 abstaining.



Activity #4: Marketing Your Program

Introduction

The intent of this activity is to develop materials that can help to market your activities at a local, state, and/or national level. This can be done by:

- A. Developing a **Program Profile**
- B. Documenting **Success Stories**, and/or
- C. Developing a **Press Release**.

A. Program Profile

Developing and publishing (on paper or on the world-wide-web) Program Profiles can be a very useful tool to get the word out regarding your program. A Program Profile for each Tribal Head Start participating in the Ride Safe Program can help to increase awareness about the importance of preventing child passenger motor vehicle crash injuries, as well as increase networking among participating Ride Safe Program sites.

To develop a Program Profile, a Ride Safe Coordinator simply answers a series of questions and inserts the answers into the Program Profile template provided below. Ride Safe Program Staff can provide assistance in formatting the final layout of the profile, if necessary.

Ride Safe Program Profile Template

Answer the questions below to develop a Program Profile about your Ride Safe Program. Feel free to add additional ideas or thoughts on how to describe your Ride Safe Program.

<p>[Insert photograph of Program Coordinator (e.g., with and/or holding a child safety seat)]</p>	<p>Hello, my name is: [redacted]. I am the Ride Safe Coordinator for the [redacted] Head Start. Our Head Start serves [enter #] communities and [redacted] of children.</p> <p>We have been involved with the Ride Safe Program since [redacted]. Since that time, we have distributed [redacted] of seats to children aged [redacted]. Our child safety seat use rates have changed from [redacted] in [redacted] to [redacted] in [redacted].</p>
<p>I think the Ride Safe Program is [redacted].</p> <p>I believe that the Ride Safe Program has [redacted].</p>	

Sample Ride Safe Program Profile



St. Croix Ride Safe Program Hertel, Wisconsin

Hello! We are Janet Nelson, the St. Croix Head Start Health and Safety Coordinator, and Kathy Dittmar, with St. Croix Honoring our Children Coordinator. We coordinate the Ride Safe Program for St. Croix. Our Head Start serves eight communities on the St Croix Tribal Reservation. We have been involved with the Ride Safe program for the past 3 years, and served as a pilot site for the development of the program.



Our Program. We have distributed over 200 child safety seats to children birth-5 years old. Our car-seat usage rates have steadily increased from 15% in fall of 2002 (when the program started) to 100 % in the spring of 2004!

Here at St. Croix we truly feel if it were not for the Ride Safe Program we would not have had the ability to give hands-on education and age appropriate car seats to tribal families. Without the Ride Safe Program, many children would be without car seats. Through our St. Croix Ride Safe Child Passenger Safety Program, we are proud to announce that we have had 2 Success Stories – two children survived car crashes thanks to the car seats they received from the St Croix Ride Safe Program. The Ride Safe Program kept many more children safe through these 3 years. Because the St. Croix Head Start partners with the Honoring Our Children Program it allows us to expand our ability to provide child safety seats to newborns all the way up to Head Start students 5 years of age.

Our Goals.

- ✚ To keep children safe. Working together with the same goal in mind, we have increased car seat usage in our Tribal Communities to help us better serve infants and children throughout our Tribal Community.
- ✚ To increase CPS education for kids/parents and staff during 2006.
- ✚ To expand Child Passenger Safety certification training to other Head Start Schools.
- ✚ To increase the number of community Car Seat Checks.

Funding for the Ride Safe Program is provided by IHS and IHS Head Start. For more information about the Ride Safe Program contact Chris Allen, Environmental Health Officer at chris.allen@ihs.gov or 218-983-2974

B. Documenting Success Stories

One of the most important things that can be done to highlight the impact that the Ride Safe Program can have on a community is to document and report when a child is 'saved' as a result of obtaining a child safety seat from the Ride Safe Program.

Since the Ride Safe Program began in 2002, several success stories have been documented by Ride Safe Program staff. Please refer to the following pages for two examples).

If/when you hear about a Ride Safe Program 'save', try to document the following information about the incident and forward this information to Ride Safe Program staff:

1. **Who** was involved in the event?
2. **When** did the event occur?
3. **Where** did the event occur?
4. **What were the circumstances** regarding the event, for example:
 - a. type of road
 - b. weather conditions
 - c. number people vehicles/people involved
 - d. ages of people involved
5. **When/how long** before the incident was the Ride Safe child safety seat given to the family
6. A **quote** from a family member involved with the incident.
7. A **photo** or photos of the family member and/or the incident scene (e.g., car damage, child safety seat involved in the incident).

You will want to get the family's permission to publicize this story (see next section on obtaining a ***statement of release***).

It may take some persuasion to get a family or individual to talk about the event or to give permission to publicize the story. In this case, it may help to remind them that the information is for educational purposes only, to show the need to use child safety seats to prevent injury or death to a child involved in a motor vehicle crash. If they still will not talk or give permission to use their names or photos, the story can be written from the Ride Safe coordinator's perspective, and could include a photo of the coordinator with the car seat. The event could be described, but the name(s) of the family and individuals involved would not be included.

Ride Safe Program staff will then be able to create a Success Story flyer which coordinators can use locally to promote the Ride Safe Program and/or the general importance for ensuring that Tribal member children are always safely restrained in child safety seats when riding in motor vehicles.

White Earth Head Start & Parents Work Together to Prevent Injuries

Motor vehicle crashes (MVC's) are the leading cause of death for American Indian children, teens, and adults from 1-44 years of age. Between 1989-1998, the MVC death rate for Minnesota American Indians was almost three times higher than the Minnesota All Races rate. Use of child car seats reduces the risk of mvc-related death by 71% for infants and 54% for toddlers. Yet, surveys show that car seat usage rates are very low in many American Indian communities.



Buckled for Love!

The White Earth, Minnesota, Head Start began a booster seat program in 2001. They provide parent education and booster seat installation for families enrolled in the Head Start program. Booster seats are obtained from Indian Health Service, the Ford Boost America! Program, and the State of Minnesota.

Mrs. Ruby Hanks and her daughter, Chantel, received their car seat classroom instruction from Head Start in November 2001. After the class, Kay Sunram, Health, Nutrition, & Safety Coordinator selected a Ford Boost America! low-back booster and showed Mrs. Hanks how to install it in her vehicle.

The time and effort taken were rewarded one month later when their vehicle was broad-sided by a tow truck. During the collision, Mrs. Hanks and Chantel were both restrained and received minimal injuries. Another adult in the vehicle was not restrained and was knocked unconscious.



Due to the efforts of the White Earth Head Start and the diligence of Mrs. Hanks, Chantel was spared potentially serious injuries.



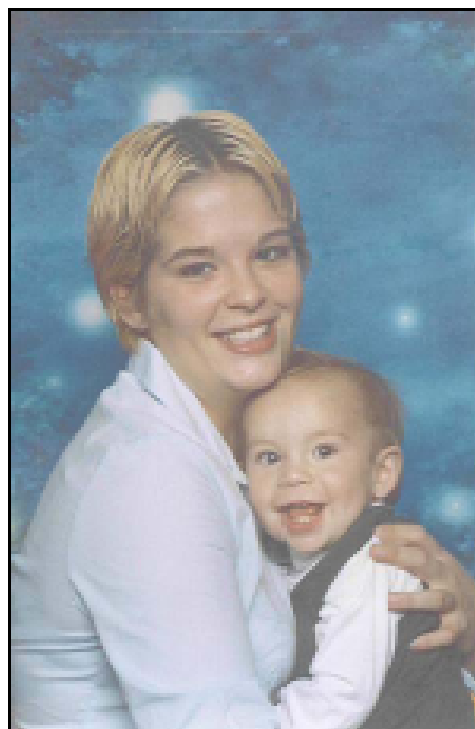
Ride Safe Program Success



The Ride Safe Child Passenger Safety Program

is a Head Start-based child passenger safety program that provides curriculum, child safety seats, and training to Head Start staff, parents, and community partners.

St. Croix Head Start, Wisconsin, partners with the Honoring Our Children Program to provide child safety seats to Head Start and other children on the Reservation. Tessa Roen, a young mother, received a child safety seat from the Ride Safe Program for her 1-1/2 year old daughter Vanessa LeeAnn. Tessa credits the child safety seat for saving her daughter's life during a car crash on April 2, 2004. During the crash, they were rear-ended by a car driving about 55 mph. The crash severed their car's rear axle and the caused the back seat to buckle. Fortunately, Vanessa was safely secured in her child safety seat and suffered no significant injuries.



My name is Tessa Roen I am 25 years old I have a daughter that is 1 1/2 years old her name is Vanessa LeeAnn We were in a car accident on April 2, 2004 we were at a complete stop on 1st and Wisconsin in Cassville Mo when an at a sudden I got hit in the rear by a car that was going about 55 mph. She broke my car axle in half and made my back seat buckle. Vanessa's car seat was on the passenger side and I got saved. The seat buckled if it wouldn't have had her in a car seat her back would have been broken. She could have been killed or worse off if she could have been dead. Thank you so much for providing me and my daughter with that car seat. It saved my daughter's life. I would forever forever love her. I hope and I hope in a car seat. Things could happen in the second or even less than that. My advice is to save my daughter's life. Thanks Again.

Tessa M. Roen

"Thank you so much for providing me and my daughter with that carseat. It saved my daughter's life...." Tessa M. Roen

The Ride Safe Program is funded by Indian Health Service, NHTSA, Head Start, and MN EMSC. For more information contact: Chris Allen, Ride Safe Coordinator, 218-983-6294, chris.allen@mail.ihc.gov or Kathy Dittmar, St. Croix Honoring Our Children Program, 715-349-8554 Or visit: <http://www.ihc.gov/MedicalPrograms/InjuryPrevention/index.cfm>



C. Press Release

Press releases are often created for the mass media (television, radio, and newspapers) to provide information to the public about an issue, a program, your program's successes or activities. This activity is designed for your group to develop a press release which can be used as Public Service Announcements (PSAs) for radio or print for your community.

Press Releases or Public Service Announcements can include the following general information or ideas:

- A description of the local MVC injury problem, with statistics, and photographs.
- A description of your group or coalition and what it's doing or planning to do to address child passenger safety/ occupant protection issue in your community.
- A description of projects or programs that are being developed or are ongoing to address CPS / Occupant Protection in your community.
- Local contacts (individuals or organizations).
- Quotes from respected community members (Elders, EMS, Tribal Police, Council members).

Press Releases can also include the following information that is specific to your Ride Safe Program activities:

- The number of Head Start children received the appropriate child safety seat from the Ride Safe Program.
- The number of parents that received hands on skills training in installing their safety seat from the Ride Safe Program.
- Other results from the follow-up CPS home visits conducted.
- Success Stories. These are a great way to get the message that child safety seats do save lives, especially when the success story is from the local community.

Press Release Action Steps

The following action steps should be conducted to develop a press release:

1. Guide the participants through the sections on the *Press Release Worksheet* by asking them to brainstorm and fill in the blanks.
2. Record answers on a flipchart, dry erase board, or overhead.
3. Once a list of ideas is created, go over the sections again to reach consensus.
4. Designate a person to record the group's ideas into a summary.
5. Ask for a volunteer to develop a draft press release.
6. Solicit feedback on the draft press release. Along with everyone involved, bring in one or two parents that had nothing to do with the development of the material and ask them to read and comment on the press release.
7. Discuss the need to obtain a **statement of release** if you are going to publicize a **success story**.

Please refer to the **Sample Statement of release** on page 22.

8. Identify a list of local press outlets (TV/radio stations, newspapers).
9. Submit the final, edited press release to selected television, radio stations or newspapers.

Please refer to the **Sample Press Release** on the next page for an example of how a press release should read and look.

Persons Responsible

The following people can be involved with completing the above action steps:

- Ride Safe Program Coordinators
- IHS/Tribal Environmental Health Officers
- CPS/ Occupant Protection Coalition members
- Tribal Police Department Officials
- CPS Partners

Resources Considerations

The following resources may be needed to complete the above action steps:

- Office Space
- Computer Equipment
- Flipchart paper/Erasing Board
- Paper
- Funds to get the PSA published/aired.

Timeline Considerations

The amount of time needed to develop a Public Safety Announcement will vary, depending on the types of messages you decide to include in the PSA. The more specific you are when including messages in a PSA, less time will likely be needed. Each media outlet may have certain requirements and deadlines for submitting and/or airing PSAs. Follow their guidelines to ensure your message is communicated.

Sample Statement of Release for Success Story

Statement of Release

I, Jennifer Smith, agree to allow the details and photos from the motor vehicle crash that occurred on December 4, 2007 to be distributed publicly. This information will be used for educational purposes to illustrate how occupant restraint devices (seat belts and child car seats) can prevent serious injury in crashes.

Signed,

Mary Smith

Date

Amber Smith

Date

(Parent signature for child under 18 years)

Activity #4: Press Release Worksheet

Use this worksheet and the blank spaces provided below to develop ideas that will eventually be included in a final Press Release.



The first paragraph is the most important paragraph in a press release. It should present your key message and should be written to catch and hold the attention of your audience. The paragraph should contain: who, what, where, when, how, and why. Write your key message below:

The next paragraph should include important details about your key message (the first paragraph). Write your message details below:

The last paragraph should include miscellaneous information about your group's message. Write miscellaneous information below:

Sample Press Release (A)

For Immediate Release
Contact: Sergeant Barney Hen
Date: August 1, 2008
Phone: (111) 888-9999

BIG BEAR CHILD PASSENGER SAFETY (CPS) / OCCUPANT PROTECTION
COALITION CHILD SAFETY SEAT CHECKUP STATIONS TO BEGIN

Big Bear, Minnesota. (Date) – In the event of a car crash would you and your family survive? Your chances of surviving a motor vehicle crash are significantly better if you and your children are properly restrained. For the children it's imperative that they be in the appropriate safety seat (based on the age, weight and height of the child). The Big Bear CPS/Occupant Protection Coalition will be conducting a series of child safety seat checkup stations to assist parents with the following: proper safety seat selection, installation and recommendations on location. The first child safety seat checkup station will be held on September 15, 2007 from 3:00 to 6:00 pm in the Little Cubs Sports Complex parking lot. Big Bear CPS/Occupant Protection Coalition volunteers will need 40 minutes of your time to conduct the checkup and go through the selection, location and installation information. Coalition volunteers will also provide occupant protection advice to parents and passengers.

If a child's car seat is found to be defective or inappropriate for the child's height or weight, all efforts will be made to provide a replacement seat at no charge to the parents. In order to continue offering seats for free, those parents that can afford to do so are asked to provide a \$15.00 donation to the Big Bear CPS / Occupant Protection Coalition.

The Big Bear CPS/ Occupant Protection Coalition was created to address the high rate of MVC injuries and deaths occurring in our community. Since 1978, our community has lost 19 children and 27 adults to motor vehicle crashes. Most recently, a car crash on Hwy 111 claimed the lives of three community members and left two children without parents. In this case; a mother, father and their newborn daughter were killed when their vehicle rolled over after leaving the road. If the family had been wearing their seatbelts and had been using the appropriate child safety seat for their child, they would probably be here today. The Big Bear CPS/ Occupant Protection Coalition will conduct at least 5 child safety seat checkup stations by the end of the year. The dates and locations of these events will be published in the Tribal Paper and announced on WIZ 230 FM & 770 AM. If you would like additional CPS/Occupant Protection information, please contact Sergeant Barney Hen (111) 888-9999.

Sample Press Release B - full text version is on the Ride Safe CD

Reno District Newsletter

March 2007 Indian Health Service, Reno District Office of Environmental Health Volume 8, Issue 1

Head Start Based Injury Prevention Initiatives: RIDE SAFE and SLEEP SAFE

By Andrea Horn

Did you know that the greatest threat to Native Americans today is being injured or killed in a motor vehicle crash (MVC)? Did you know that MVCs are the leading cause of death among Native American children ages 1 to 9? We also know that seatbelts and child safety seats are proven to be highly effective in reducing the risk of serious injuries or death. This was why several Reno District Tribal Head Start Programs applied for Indian Health Service RIDE SAFE funding for the 2006-2007 school year in an effort to start addressing this serious injury problem.

What is RIDE SAFE?

It is a Tribal Head Start based child passenger safety (CPS) program that provides an educational curriculum as well as child safety seats for Head Start children ages 3-5. The goal of this program is to reduce MVC related injuries in Native American children by increasing child safety seat usage. Components of the RIDE SAFE program include child passenger safety education for parents and children; car seats; hands-on training; monthly reminder activities; follow-up home visits, and local partnering.



What have the Head Start Programs done so far?

Washoe Head Start: Their first step was to complete an initial car seat observational survey for both of their Head Start Centers. The observational survey showed an average 30% car seat usage rate for both Head Start programs. Ms. Sharon Doan, RIDE SAFE Site Administrator, attended a 32-hour CPS technician class in Las Vegas, Nevada. After the completion of the course, she immediately started utilizing the CPS curriculum for both the parents and the children. Ninety car seats (1 for each Head Start child) were also recently received and will be distributed and provided free to the parents in the next few months. At the end of the school year, another car seat observational survey will be completed to evaluate if there has



Students receive education on the importance of buckling up from Ms. Sharon Doan and Buckle Bear

been an increase in the car seat usage rate.

In addition, the Washoe Head Start Program has gone beyond just the traditional Head Start focus by collaborating with the Washoe Tribal Police and Indian Health Service to reach community members. This key collaboration has lead to the development of a community car seat/seat belt survey questionnaire. The purpose of the survey is to gather information regarding car seat/seat belt use that will be utilized for grant applications, improving car seat/seat belt laws, and learning about knowledge, attitudes, and beliefs from the community perspective. The survey will be marketed through community forum presentations, flyers, and through the local tribal newsletter. Results from the completed surveys will then be provided back to community members through the newsletter. Stay tuned for future articles regarding this exciting initiative.

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Head Start Based Injury Prevention Initiatives: RIDE SAFE and SLEEP SAFE

(Continued from page 1)

Elko Head Start: (By Justin Gerding) This year, the Elko Indian Colony Head Start has also been participating in the Ride Safe Program. Funding associated with this program allowed the purchase of 20 car seats, training materials, and incentives for student participation. As the project has progressed, 14 seats car seats have been installed, parent and student educational activities have taken place and baseline data regarding car seat usage has been collected.

The project will soon undergo evaluation to determine its effectiveness in increasing car seat usage rates. Positive results are anticipated, as the Head Start staff, parents and students have shown great interest in this injury prevention initiative.



Elko Parent demonstrates proper installation of booster seat

Bishop Head Start: (By Margaret Romero) The Bishop Head Start Program is a recipient of the Ride Safe Program 2006-2007. The program received 60 car seats for children that attend the Head Start Program.

Prior to the installation of the car seats, the Injury Prevention Coordinator, Margaret Romero, attended the National Standardized Child Passenger Safety Training and received the Technician Certification. In January, support staff received the SNAP (Safe Native American Passengers) course, facilitated by Holly Billie and co-facilitated by Margaret Romero. A parent /child in-service was held at the Head Start Program on January 11 for the Ride Safe Program. The parents received information regarding the importance of car seats and buckling up and viewed the video "Securing our Future". The attendance and participation in the discussion was enlightening.

Car seat installations with education, were done in January. Amanda Denver, Health Manager and Head Start Ride Safe Coordinator coordinated the event. There were 4 assistant car seat installers and as the Technician, Margaret Romero signed off after checking for proper installation. The booster seats were well received by the children and they were thrilled to receive a seat with a special cup holder. To date 48 car seats have been installed for Head Start students. As part of the program, incentive items were purchased which will be used by Amanda Denver in

the classroom setting to reinforce the use of car seats on a regular basis. Incentive items for the parents were also purchased to reward them for their positive enforcement of car seat use. This program is well received by both Head Start parents and children.

What is SLEEP SAFE?

Like Ride Safe, Sleep Safe is a Head Start based program, but focused on fire/burn prevention. The goal of the program is to reduce fire/burn injuries in the



Head Start population through fire safety education, and smoke detector installation in Head Start students' homes. Three Head Start Centers in the Reno District were awarded funding for this initiative: Elko Indian Colony Head Start, Duck Valley Head Start and Fallon Tribal Head Start.

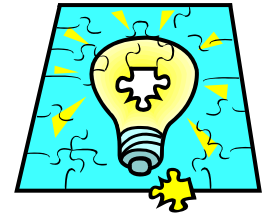
What have the Head Start Programs done so far?

Elko and Duck Valley Head Starts: (By Justin Gerding) Both the Inter-Tribal Council of Nevada (ITCN) Elko Indian Colony and Duck Valley Indian Reservation Head Start Centers have been participating in the Sleep Safe Program. The centers have been scheduling educational activities, such as visits by local fire department personnel and using various curriculums in the classroom, all intended to increase fire safety awareness. Initial and followup home visits are required as an aspect of the program. Ms. Arloa Kelly, Family Service Worker, has completed most of the initial home visits. She plans to begin smoke detector installation during the next round of visits. Involvement with the Sleep Safe program is proving to be beneficial due to the identified need for smoke detectors in the homes and the awareness of fire safety that has been instilled in the students.

Fallon Head Start: (By Holly Billie) The Fallon Head Start was awarded 20 smoke detectors to complete the Sleep Safe program during the 2006-2007 school year. Sleep Safe related activities began last fall with an overview of the Sleep Safe Program for parents and Head Start staff. Since then the Fallon Head Start Family Service Worker, Sherry Sandusky, has been coordinating awareness activities in the

(continued on page 5)

RESOURCE GUIDE



Coordinators are encouraged to obtain and use the following resources for child passenger safety (CPS) educational materials and activities.

NOTE: Coordinators are encouraged to look for additional resources from a variety of locations. Coordinators should be cautious in their use of materials that come from non-government web pages, as information provided on these pages may not be standardized or have been reviewed by appropriate entities.

General Resources



Indian Health Service Injury Prevention Program

The IHS Injury Prevention Program's mission is to decrease the incidence of severe injuries and death to the lowest level possible and increase the ability of tribes to address their injury problems. Environmental Health Officers and Injury Prevention Specialists assist tribes in addressing injuries. The IHS web site includes information on contacts, resources, success stories, training courses, links, and Area-specific information. <http://www.ihs.gov/MedicalPrograms/InjuryPrevention>



National Highway Traffic Safety Administration

The NHTSA is a branch of the United States Department of Transportation. Within it's website, NHTSA gives the latest information on child passenger safety, car seat inspections, activity planners, air bags, traffic safety, crash statistics, driver distractions, car and traffic related regulations, recalls, and tips in purchasing a safe car.

<http://www.nhtsa.gov/>

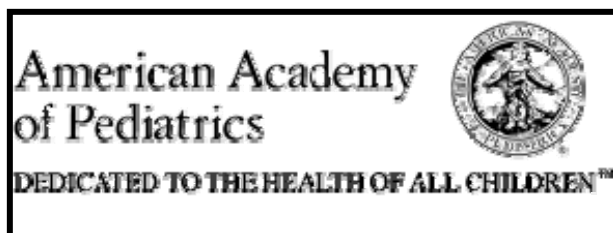


The Centers for Disease Control & Prevention (CDC)

The CDC offers facts and safety tips regarding many topics in injury prevention (motor vehicle, fire, falls, assault, etc.).

The CDC gives information on rear-facing car seats, safety belts, drinking and driving, as well as statistics on child occupant restraints. The CDC website also provides links to other child passenger safety related websites. CDC offers WISQARS, an interactive website that can be used to obtain injury morbidity and mortality data. CDC also offers EPI 2003, a data entry and analysis program.

<http://www.cdc.gov>



The American Academy of Pediatrics (AAP)

The AAP provides a variety of information for parents on child passenger seat topics, including tips to parents on keeping children comfortable and occupied while in a child safety seat,

product listings, suppliers, and estimated costs, and the relationship between airbags and children. It also includes tips on child safety seat placement and selection, with a section on guidelines on child safety seats for large or special needs children.

<http://www.aap.org/family/carseatguide.htm>



SAFE KIDS

The National SAFE KIDS Campaign is a non-profit organization committed to unintentional childhood injury. SAFE KIDS provides safety tips for parents on car seats and seat belts, poison, fire, household hazards, bike helmets, playground safety and more.

<http://www.safekids.org/>



Insurance Institute for Highway Safety

This institute gives the top stories related to vehicle crashes and safety. Given are statistics on child fatalities and their correlation with the lack of child restraints and seatbelts.

This site features several short videos on highway safety for children as well as older passengers and drivers.

<http://www.hwysafety.org>

Booster Seat Calculator & Video Clips

Visit www.BoosterSeat.gov for a quick calculator you can use to determine which child safety seat to select based on a child's age, weight and height. This site also gives resources and video clips that can be used as part of an educational program.

BoosterSeat.gov

What's a booster seat?

5'0"

4'9"

Which seat is right for my child?

Safety Quick Check

Find out what kind of seat your child needs.

Where can I find a booster seat?

☐

☐

☐

☐

☐

☐

If they're under 4'9", they need a booster seat.

4 STEPS FOR KIDS

INFANT TODDLER BOOSTER SAFETY BELT

nhtsa
people saving people

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State Booster Seat Requirements

[Booster Seat Video Clips](#)

Campaign

Teachers

Inspections

Child Passenger Safety Planner 2006

[News](#)

[FAQs](#)

Children's Resources



Risk Watch™

This is a comprehensive injury prevention curriculum designed to link teachers with community safety experts and parents. Developed by the NFPA for use with children in preschool through grade eight, the curriculum addresses the following topics: motor vehicle safety; fire and burn prevention; choking, suffocation, and strangulation prevention; prevention; bike and pedestrian safety; and water safety.

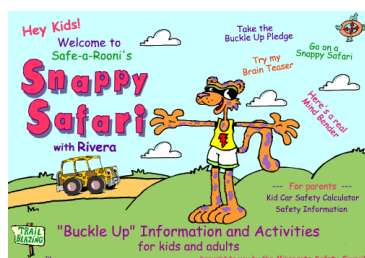
<http://www.nfpa.org>.

Child Passenger Safety Seat Internet Links

Go to the following Internet Sites to find additional child passenger safety seat information, ideas, and activities for children.



Visit www.bucklebear.com to learn more about BuckleBear. This program was created in 1982 to aid teaching pre-school children about motor vehicle safety. Materials that can be purchased include puppets, books, teacher kits, videos/DVDs, interactive computer programs, and stuffed BuckleBears.



The MN Safety Council offers **Safe-A-Rooni**, at www.safe-a-rooni.org – with CPS tips, Buckle-Up Pledge, quizzes, and Snappy Safari, an interactive buckle up adventure (www.safe-a-rooni.org/Trailblazing/Snappy)

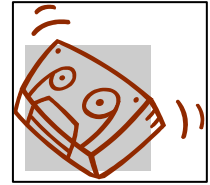
National Highway Traffic Safety Administrator's "Vince and Larry's Safety School" The crash test dummies guide children through car safety related games. <http://www.nhtsa.dot.gov/kids/>

Sesame Street Color sheets

Color sheets of Sesame Street characters using health and safety techniques. <http://www.sesameworkshop.org/sesamestreet/coloringpages/0,5903,,00.html>

Videos for Parents and Ride Safe Partners

Combining a child passenger safety video with classroom discussion can help staff, parents & childcare providers improve their understanding of Child Passenger Safety issues. Some video selections address specific CPS issues found in AI/AN communities.



UTTC: Car Seat Safety

This video was prepared by the United Tribes Technical College (UTTC) of North Dakota and the North Dakota Department of Transportation. During the 15 minute video UTTC students discuss the reasons for why child safety seat usage is important. Students also discuss how to select and install the appropriate child safety seat. The video also provides excellent tips on keeping a child in a child safety seat during trips. The video is available for purchase from KAT Communications (www.katcommunications.net) and it is also provided on the Ride Safe DVD.

Securing our Future: Surviving Vehicle Crashes

This video is presented by the 27 Confederated Tribes of Washington State and the Washington Traffic Safety Commission. *Securing Our Future* explains how to reduce automobile fatalities through the use of rear-facing car seats, forward facing car seats, and booster seats. This video also simulates automobile crashes with and without the use of restraints and instructs how to make sure a car seat is secured into position. The video is available for download from the Washington Traffic Safety Commission at <http://www.wa.gov/wtsc/business/materials.htm>

Cradleboards. A Tradition of Safety and Security

Presented by the Washington Traffic Safety Commission (WTSC), *Cradleboards* explains the purpose and design of cradleboards and the heritage carried within them. *Cradleboards* also expresses that cradleboards are not designed to support the impact of a vehicle crash and that car seats are optimal replacement of cradleboards while traveling in a car.

Cross My Heart

Presented by the U.S. Department of Transportation, National Highway Traffic Safety Administration, and the Indian Health Service, *Cross My Heart* expresses that shoulder, lap and car seat restraints are necessary in vehicle safety. Examples of the usage of car seats are given within the Navajo Nation and White Mountain Apache of Arizona.

Don't Risk Your Child's Life VII: Crash Protection for Child Passengers in the New Millennium

This video demonstrates the special needs of infants, the importance of booster seats, the correct positioning and tightening of child restraints, and the life-threatening danger of airbags to children. Available from Shelness Productions (336-774-0780).

Other Injury Prevention Resources

Mini Introduction to Injury Prevention

This course is an abbreviated version of the 3-1/2 day IHS Introduction to Injury Prevention. Created for Head Start, it highlights the important role that Head Start has to play in reducing childhood injuries. Sessions highlight injury as a public health problem, data, partnerships and coalitions, evaluation, what works/what doesn't, resources, and action planning. The course can be tailored to fit different time frames of 4 – 8 hours. It can be offered as an entire course or in sessions during staff meetings, in conjunction with workshops, other training courses, etc. as needed. For more information and for downloads, visit www.ihs.gov/MedicalPrograms/InjuryPrevention.



SNAP is a 12-hour course to introduce the concepts of child passenger safety. It provides 8 hours of instruction and 4 hours of installation experience. The course can be

taught locally by a 4-day CPS Certified Technician. It provides information about the dynamics of crashes, why seatbelts and CSS's reduce injury, correct and incorrect installation of CSS's. Participants will be able to recognize and correct CSS misuse, select age-appropriate CSS's, educate parents on reasons for CSS use, act as checkers at CSS clinics, identify CSS recalls, and serve as CPS advocates. For more information and for downloads, visit www.ihs.gov/MedicalPrograms/InjuryPrevention.



This module was based on the Head Start Model Code (2001) and focuses on the health and safety aspects of the Head Start Code. It fulfills the annual staff injury prevention training requirement. For more information and for downloads, visit www.ihs.gov/MedicalPrograms/InjuryPrevention

Where to Find CPS Certification and Training Courses

To identify national certified CPS Technicians in your area, visit www.safekids.org/certification to search by city/state (click on the "Find a Technician/Instructor" link on the right side of the page).

A Ride Safe Administrator can identify local or nearby CPS Technician training courses that Head Start Center staff could attend to receive CPS Certification training. To obtain information about Technician Courses, you can visit Safe Kids Worldwide (www.safekids.org/certification) or the National Child Passenger Safety Board (www.cpsboard.org).

A Ride Safe Administrator can facilitate obtaining other CPS training for Head Start Center staff, who can serve as CPS assistants during Ride Safe child safety seat distribution events. Other courses include state-sponsored 2-day training courses (e.g., in Minnesota) or the 12-hour Child Passenger Safety Training Course called Safe Native American Passengers (**SNAP**). In facilitating obtaining or conducting these shorter training activities, a Certified CPS Technician (i.e., someone who successfully completed the 32-hour course) is still required to conduct Ride Safe distribution/installation events. However, having 2-day or SNAP-trained CPS staff will provide the Technician assistance in completing installation activities. For more information about SNAP, visit:

<http://www.nhtsa.dot.gov/CPS/Training/CPSCourses/pages/SNAP.html>

For more information about child passenger safety technician training, including the different levels of training needed for various activities included in the Ride Safe Program, refer to the *Child Safety Seat Planning and Distribution Guide*.

Where to Purchase Child Safety Seats

A key component of the Ride Safe Program is the purchase and distribution/installation of child safety seats. For the 2007-2008 program year, funding is being provided by IHS Headquarters to purchase child safety seats.

Ride Safe Program staff have traditionally purchased child safety seats from the following entities (websites provided), which often provide discounts for large purchases. Other companies and retailers sell child safety seats (e.g., amazon.com), however they may not provide a discount.

- **Evenflo**

For information on Evenflo child safety seats, visit:

www.evenflo.com/Home/OntheGo/tabid/196/Default.aspx?navid=1

The Evenflo discount order form is at:

www.preventinjury.org/ISKCapplications.asp

- **Cosco**
<http://www.coscojuvenile.com/customerservice.asp>
- **Mercury Distributing**
<http://www.mercurydistributing.com/>

Administrators are also encouraged to visit the NHTSA website to rate child passenger safety seats:

<http://www.nhtsa.dot.gov/CPS/CSSRating/Index.cfm>

CHILD SAFETY SEAT OBSERVATION SURVEY GUIDE



INTRODUCTION

As part of the Ride Safe Program, you will be observing child safety seat use in vehicles at one or more locations in your Tribal area. The goal of your work is to document child restraint use (i.e., use of child passenger safety seats, booster seats and seatbelts) among children riding in motor vehicles.

This will be done at least **two times during the school year**: before and after Ride Safe program activities are implemented at your Head Start Program.

Important Note:

It is important to conduct the child safety seat observations at the end of the school year in the same way (i.e., same locations, same times, same length of time) that you did at the start of the school year.

When conducting child passenger safety seat use observations, you will identify whether the children observed are restrained or unrestrained. Because the target audience of the Ride Safe Program is toddlers (aged 3-5 years old), you will only record child safety seat use information for toddlers observed.

The Ride Safe Program will use the information that you record ("observational data") to identify if the Ride Safe Program is having an effect on restraint use in your community.

This Child Passenger Safety Seat Use Observation Guide is designed to help you complete your work in a safe and accurate manner. Please **ASK QUESTIONS**, if any of the materials or instructions are unclear. Please contact your Program Support Staff (e.g., your local Environmental Health Officer/IP Specialist) with your questions/comments.

This guide includes the following main sections:

Section I: Getting Started

- A. Contact Tribal Leaders (authorities)
- B. Assemble Observation Team & Equipment
- C. Estimating a Child's Age
- D. Determine Observation Locations, Time, and Length

Section II: Conducting Observations

- A. Things to Remember while Conducting Observations
- B. Completing the Observation Form
- C. What to do with Completed Surveys



Section I. Getting Started

A. Contact Tribal Leaders and Other Important Stakeholders

As you prepare to observe vehicles:

1. Make a list of tribal leaders and authorities to contact about Ride Safe vehicle observations. Some suggested tribal entities include, but are not limited to, the Tribal chairperson, Tribal Police and the Tribal Health Director.
2. Contact appropriate tribal leaders and authorities to explain the purpose of Ride Safe Program safety seat observations.

If your community has existing coalitions, ask coalition members to help you contact Tribal leaders and authorities. Some coalition members may represent the Tribal groups that you want to contact. The Tribal Partnership Guide discusses ways for Ride Safe to collaborate with Tribal community members. Activity #2 in the Tribal Partnership Guide outlines how to access existing community coalitions and how to build a new Child Passenger Safety Protection Coalition.

B. Assemble Observation Team & Equipment

You will **need** the following resources to conduct observations:

- **A vehicle:** you will make most observations from a motor vehicle; you will also need the vehicle to drive to the observation site.
- **Watch:** Observers will record the observation start and end times on the observation form. A watch will help you keep track of time and let you know when 45 minutes is complete.
- **Copies of observation form:** the complete observation form has space for over 90 observations (make additional copies, as necessary).
- **Pencils:** bring at least a couple of pencils with erasers.
- **Clip Board:** this will make it easier to fill out the observational survey form

The Ride Safe Program also **recommends** the following items to make conducting observations a little easier:

- Sunscreen
- Sunglasses
- Water, Juice, Soft drink.

It is often better to have two individuals conduct the observations. One individual to act as a 'spotter' and a second to act as the 'recorder'.

- The **spotter** is someone who observes the cars as they pass and calls-out aloud what s/he sees regarding restraint use.
- The **recorder** is someone who records the information called out by the spotter on to the observation form.

The following people with whom you work could serve as 'spotters' or 'recorders':

- Ride Safe Coordinator
- Teachers
- Family Service Advocates
- Home Visitors
- Community Partners (e.g., Tribal Police, EMS, Community Health Representative, or Tribal/IHS Environmental Health Officer).

C. Estimating a Child's Age:

If the observer has prior working experience with children (teacher, babysitter, parent, etc.), they already have a fundamental awareness of the size range for children between 3 and 5 years of age. If not, determining the age of a child during an observation may be challenging. Regardless of experience, however, there are some useful ways of trying to assess age ranges of children from a distance. To be the most prepared, observers are encouraged to practice estimating the ages of children.

One way to help staff determine a child's age is estimate the average height and weight for children between 3 and 5 using standard growth rate charts. Growth charts provide a comparison of children's ages, heights and weights and can be used to familiarize observers with the basic sizes of the children being observed.

The summary table below provides height and weight measurements for toddlers (between 3 and 5½ years) at the 50th percentile (i.e., average). *(Note: at these age categories, there is not a lot of difference on average in height and weight between girls and boys, thus the table does not differentiate gender).*

Average Height & Weight of Toddlers (3-5 ½) based on CDC Growth Charts
Average = appx. 4 Feet and 45 lbs

While normally children aged 3-5 years are considered toddlers, 5½ years of age is used in this Guide since some children will be 5½ during the Head Start school year. Using the above criteria should help the observer to better focus their observations in the field.

Along with using the growth chart examples, it is also recommended that the observer visit the Tribal Head Start (if s/he does not already do so on a regular basis) to visit teachers and children in order to observe the size range of children aged 3-5½ years. After familiarizing yourself with the average height and weights of Head Start aged children, you are now ready to make observations.

Remember, once a child has reached a height of 4'9" and 80 pounds, they can use seatbelts. Based on CDC growth charts described above, that milestone generally occurs when a child is between the ages of 9 and 13 years.

D. Determine Observation Locations, Time, and Length

The Ride Safe Program is interested in monitoring child passenger safety seat use over time to determine the impact of the program. To achieve this, it is important to standardize the sites and times of observations. Using standardized sites, times, and observation methods will allow program staff to compare usage rate percentages over time.

Therefore, the observation site selection suggestions provided below will assist you in obtaining results that may best estimate what impact the Ride Safe Program is having on child safety seat use. Information provided below is based, in part, on methods used in other Tribal communities to collect seatbelt use rates.

1. Selecting Observation Locations

Ride Safe Program Coordinators are **strongly** encouraged to identify and use at least **three observation sites** when conducting safety seat observations.

Consider the following general criteria for selecting the three sites:

- Likelihood of observing cars that will have American Indian child passengers who are Head Start-aged (i.e., children 3-5 years of age).
 - **Note**: ideally, it is best if you can observe American Indian child passengers who actually attend your Head Start.
- Likelihood of being able to observe child passenger safety use (i.e., in locations where traffic travels slowly or comes to a stop).
- Likelihood of being able to observe local parents (i.e., at a location with limited 'thru-traffic' from outside the community).
 - To achieve this, the location should be away from roads that receive heavy traffic (main State Highways) from outside the Reservation community.
- Ability to clearly see in the vehicles of oncoming traffic (i.e., views that are not obstructed by trees, buildings or other structures).
 - If possible, select a location where vehicles will stop or traffic is slow, such as a stop sign or stop light. This would be beneficial because you will have more time to observe passengers in slow or stopped vehicles compared with vehicles traveling at high speed.

The following list of possible observation sites may fit the criteria listed above:

- at **Head Start Locations**(this is the best location if parents are picking up and dropping off children)
 - consider conducting observations on special events such as Holiday or Christmas Party or Head Start Graduation
- at **Community Locations** (where likely, if possible, to see Head Start children):
 - at a local convenience store parking lot
 - at a local fast food restaurant parking lot
 - at the local Post Office
 - at the health center.

Ride Safe Coordinators are encouraged to work with Program Support Staff (e.g., local Environmental Health Officer/IP Specialist) to identify and choose appropriate safety seat observation locations.

2. Selecting Observation Times

It is also important to conduct observations at sites selected at a **time of day** that fulfills some of the criteria listed above. For example, an observation that takes place in the morning hours (e.g., 7:00 – 8:00 am) may include more observations of children of Head Start age than an observation conducted during the day on a weekday. Using the same logic, there will probably be fewer children traveling in vehicles during the evening hours, as many children have earlier bedtimes.

Important Note: While choosing the time of day is important to get valid estimates of a community's child safety seat use, selecting three or more locations to conduct observations is more important.

Ride Safe Coordinators are encouraged to work with Program Support Staff (e.g., local Environmental Health Officer/IP Specialist) to identify and choose appropriate safety seat observation times.

3. Selecting Observation Length

The Ride Safe Program recommends that you base your observations on time, rather than the number of children you observe. Due to the remoteness of some of the observation sites, it may not be possible to observe a large number of vehicles in a given time frame.

Even if you only observe a small number of vehicles with children at one location, you should **observe each site for only 45 minutes**. At any given observation site, if you observe only a few children, it may be worthwhile adding an additional site (above the 3 already selected) to your data collection plan rather than extending the 45-minute time period.

It is important that you end your observation at 45 minutes. Remember, conducting observations at three or more locations will increase the total number of observations you collect.



Section II: Conducting Observations

A. Things to Remember While Conducting Observations

Be Inconspicuous:

To obtain a valid, unbiased observation of child safety seat use in your community, observers should strive to remain inconspicuous (i.e., not easily seen or noticed) in order to avoid biasing (altering) the survey results. If you are conducting an observation from within a parked vehicle, the best type of vehicle is a personal vehicle or an unmarked vehicle. This may be particularly important if the observer is someone familiar with the children being observed.

Safety:

Your safety should be your first priority while conducting observational surveys. Do nothing that may put you in any kind of danger, such as getting out of the vehicle, standing near the road, or parking your vehicle too close to the road. Inform your local police department of the times and locations of observations so that officers are aware of what you are doing.

B. Completing the Observation Form:

At the start of the Survey Form, there are several very important pieces of information you must complete:

1. Observation Location (provide complete address)
2. Type of Location (indicate if the location at the Head Start OR in the community)
3. Observer Name
4. Observation Date
5. Observation Start Time
6. Observation End Time.

Important note: when indicating the **Observation Location and Position at Location**, observers need to be very specific about the location description. Follow-up observations (at the end of the school year) will need to be conducted and they need to be done from this same location. By providing the exact address, you will make the follow-up observation possible.

The purpose of the survey is not to determine if the restraints are being used correctly, but rather, to document the use of child safety seats or seatbelts. Therefore, these observational survey instructions do not require you to stop a vehicle to check to see if a child restraint is being used correctly.

Using the form, you are making observations of each child you observe. You are not recording the number of cars you see, but rather, you are documenting use or non-use of car safety seats for each child that you observe. You will likely record

information about a larger number of children you see than the number of cars that you see. When using the Observation Survey Form, record each child separately in the appropriate row.

The form provided to conduct child passenger safety seat use observational surveys allows you to document – in a 'comments' column – unique characteristics of each observation. For example, if you note that a child is in a child safety seat but you believe the seat is in an inappropriate location in the vehicle, you can document this on the form.

The next pages provide several example scenarios to practice recording information. Reading these examples should help you when completing the observation form.

Remember:

It is important to conduct the child safety seat observations at the end of the school year in the same way (i.e., same locations, same times, same length of time) that you did at the start of the school year.

Example 1: Your first car approaches and you observe an infant in the front passenger seat in a child safety seat and two unrestrained older children in the back seat. The older children look to be 3.5 and 4 feet in height, respectively.

You would mark your form as follows:

Toddlers: Age 3–5½ years			
Toddler	Restrained	Unrestrained	Comments
1		X	
2		X	

Answer: You would mark unrestrained boxes for the two older children. Remember: You are not recording observations by car, you are looking at this by child, so you would record information about each child. In this case, that represents rows 1-2 on the form.

Note: In this example, you would not record the use for the infant identified, as the Ride Safe Observation form has been developed to assess child safety seat use for children attending Head Start (i.e., ages 3-5). Note: if you want to note information about infants, you could do so in the 'comments' column, however, only use the 'restrained' or 'unrestrained' columns for Toddlers aged 3-5 ½.

Example 2: You're watching the same intersection, and the next car approaches. You observe five children in the car. Three children appear to be older than five (i.e., they are above 4.5 feet and 60 pounds). The two younger children (between 3 and 3.5 feet) are not restrained.

Continuing with the same form (note: you already recorded the children from Example 1 above), you would make the following new recordings (shaded):

Toddlers: Age 3–5½ years			
Toddler	Restrained	Unrestrained	Comments
1		X	
2		X	
3		X	
4		X	

Answer: You would mark the two toddlers as unrestrained (shown shaded). You do not record information about the older children.

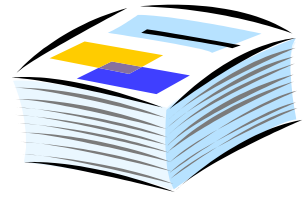
C. What To Do with Complete Surveys:

Once you have completed the observations, you can enter information about your results into your Mid-Year and Final Progress Reports for Round 1 (beginning of school year) and Round 2 (end of school year), respectively. The following data will need to be summarized for all the communities in which observations were conducted, then entered into Progress Reports.

- Month(s) surveys were conducted for Round 1 and Round 2
- Total number of toddlers observed
- Number of toddlers observed restrained
- Percent child safety seat usage for toddlers

Provide one copy of completed observational survey forms to (please keep your original forms) your Environmental Health Officer or Injury Prevention Specialist.

Use the Child Passenger Safety Seat Use Observation Form on the following pages to collect your data.



Child Passenger Safety Seat Use Observation Form

Observation Location (provide complete address): _____

Type of Location:

☐ Head Start

☐ Community

Name of Observer: _____

Observation Date: _____

Start Time: _____

End Time: _____

Toddlers: Age 3-5 ½ years

Toddler	Restrained	Unrestrained	Comments	Toddler	Restrained	Unrestrained	Comments
1.				26.			
2.				27.			
3.				28.			
4.				29.			
5.				30.			
6.				31.			
7.				32.			
8.				33.			
9.				34.			
10.				35.			
11.				36.			
12.				37.			
13.				38.			
14.				39.			
15.				40.			
16.				41.			
17.				42.			
18.				43.			
19.				44.			
20.				45.			
21.				46.			
22.				47.			
23.				48.			
24.				49.			
25.				50.			
TOTAL				TOTAL			
T1A	T2A			T1B	T2B		