



911TRAINER.COM

THE ZONE

LEARNER STUDY GUIDE

Skillbuilding for Emergency Communications

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911 PROFESSIONAL PRIDE, INC.



WELCOME TO THE 911 ZONE LEARNER STUDY GUIDE

This is a study guide and notebook for your skill lessons.
Through skills training you will better understand
what is needed to thrive in this important work.

Eniov!

SAMPLE ANSWER SHEET

COLORS	NUMBERS	LETTERS

Zone 1 / Page 1 / Version: 1.0
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DESCRIPTION

Three stereo tracks portray three different lists that are short spurts of information: colors, numbers and letters. The words at times are solitary, at times two overlap, at times all three overlap. The listener is to enter the data as heard into boxes provided.

WORK COMPARISON

When a dispatcher or call taker is working, there are three types of input: the radio, the phone, and verbal messages from co-workers or citizens with counter contact. At times there may be more with intercoms, cameras, alarms or office noise. The information coming audibly to the worker is random, sporadic, sometimes overlapping, unexpected and must be acknowledged or captured, even if the information is unfamiliar.

SKILL NEEDED

Listening skills to delineate spurts of messages from one another, isolate and record even through partially covered. Ability to react quickly to audio information by recording the information into data entry fields. Ability to separate and correctly place specific information into the correct location. Ability to continue even though under pressure of the information being transitory.

WHAT YOU SHOULD KNOW

This exercise is fast paced, you don't get a second chance so keep up. Work hard and be tenacious in your concentration. You must not focus on one column – your score is determined by the column with the least amount of correct answers.

NOTES



SAMPLE ANSWER SHEET

DESCRIPTION

The student is supplied with a set of cards. Four exercises instruct the student to put the cards on the table in a particular way. When the cards are all on the table, the student is allowed time to record on their answer sheet the placement of the cards.

WORK COMPARISON

When a Telecommunicator is working in the Com Center atmosphere there are many different tasks that must be performed quickly and with precise attention to getting things done. In training there is a time when the new hire must actually take over the call receiving or dispatching function for the first time. They never know what type of call they may get on their first day or week. Their Trainer sits behind them and during the call, offers precise directions on what to do in CAD and what to perform as far as dispatching, data entry and what to say or ask of the caller. The trainee must be able to react quickly to explicit instructions.

SKILL NEEDED

Manual dexterity, listening, quick reactions, taking corrective action, multi track thinking, following directions.

WHAT YOU SHOULD KNOW

The exercise will sound something like, “put the A to the right of the B.” If you don’t put strict attention to right and left, you will get lost. Make sure you have enough room on the table to place the cards down. You may need to adjust the cards as they lay to make more room. As the exercises progress they will get faster and the directions will be combined.

NOTES



SAMPLE ANSWER SHEET

DESCRIPTION

Four simulated 911 hang up calls are played. The student is to record the facts and impressions of the call and offer a message to responding units.

WORK COMPARISON

911 hang ups are a common occurrence at a Com Center. The Call Taker must make decisions based on the facts and impressions about the call. It is vital that a Call Taker is able to focus on the call to gather facts. Next the Call Taker must use those facts and impressions to make a correct assessment of the call and create a message for the responders.

SKILL NEEDED

Visualizing, listening, focus, interpretation, give form to a message, formulate a common sense opinion based on listening to events and impressions, composure, tenacity.

WHAT YOU SHOULD KNOW

There are times when a person calls 911 and is unable to communicate with the Call Taker. The Call Taker patiently listens to what is happening to make a determination what action to take. When it is determined that a response must be initiated, the information about what is happening is passed on to the responders. It is essential that the responders have a realistic concept of what they are responding to, as some of their actions as they approach the scene may be based on their understanding. The Call Taker plays a critical role in gathering and reporting information.

It may not seem like these calls offer a great deal of information but they actually do. There are two types of information you can gather and offer to the units. There is no direct observation with the eyes, but with the ears and the senses. There are details, data and facts and then there are impressions, observations and opinions.

Fact vs. Impression

Let us say a man walks into a store with a gun.

Fact is – a man walked into the store with a gun

Impression – he is a robber

Observation – this is a Pawn Shop

Opinion – he could be selling the gun



SAMPLE ANSWER SHEET

NOTES

During this exercise we want you to list the facts, details of the call and then your impressions. You then have a chance to tell the responders what they should know to arrive safely. If you hear a woman screaming, all you have is that a woman is screaming, there are many different causes for someone to scream. If you add a baby crying, and a distraught family in the background, you deduce that there may be a family problem. What you report to the responders is the woman screaming and a baby crying and other people that sound distraught. If you catch a word or a phrase that you cannot really identify but you get the “impression” that this is a family fight (domestic) your impression may be valuable – but only if you present it as your impression. No one has told you there is a domestic. Now if the woman comes to the phone and states, we are having a family fight, he hit me – you can now tell the units that the female at the residence states she has been hit by the male.

Everything you hear or think is important for this exercise, do not leave anything out. When you give your message to the responders make sure to offer both details and impressions if you have any.

SAMPLE ANSWER SHEET

DESCRIPTION

The common typing test does not offer the agency the ability to evaluate a student in the work they will be performing. This is a typing evaluation that is a realistic example of what a Telecommunicator will be typing. The student is offered names, addresses, phone numbers and businesses. The student enters the data with accuracy in mind using abbreviations.

WORK COMPARISON

Telecommunicators type names addresses, phone numbers and business names every time they take a call.

SKILL NEEDED

Typing 30-40 wpm with accuracy

WHAT YOU SHOULD KNOW

Accuracy is your main concern. When a citizen requests a response from an emergency service provider, their address, phone number, and name is vital information and seconds save lives. If an address is incorrect a response could be delayed. The phone number is part of the “send” information for several reasons. The phone number serves as a back up if the address is incorrect. The phone number is also a confirmation of an address, certain prefixes are tied to certain communities and looking at the prefix and the address to make sure the caller is giving the correct information is useful.

The information comes in at 30-40wpm. Your goal is 100% accuracy!

At the end of each phone number, hit the return key and begin a new line.

NOTES



SAMPLE ANSWER SHEET

DESCRIPTION

Five addresses are given that are written on a basic map. The addresses are to be placed where they belong on the map.

WORK COMPARISON

The heart of emergency communications is location. Telecommunicators who gain an understanding of the logic of map reading are able to recognize wrong addresses and are able to perform the work at a higher level of expertise.

SKILL NEEDED

Map reading, reasoning, ability to apply learning

WHAT YOU SHOULD KNOW

Addresses mean something. Addresses tell you where something is, even down to the side of the street or the direction that street or avenue going. Each city, town, or community has their own addressing scheme. There are many different schemes. No matter what community you are from, if you are a dispatcher or call taker you will definitely need to understand maps, your own maps and those of surrounding areas. Here is some general information for this map reading evaluation.

In our map the following rules apply:

Your address has several parts.

10055 NE Fir Street

10055 is the house number, it is in two parts 100 and 55. 55 is the house you are in and 100 is the cross street. This may be 100th Street, but it also may be a "hundred block."

For map reading we use what we call ON AFTER & IN. 10055 NE. Fir Street means you are ON NE Fir Street, AFTER 100th (either block range or 100th St. After 100th means before 101st or the block between 100th and 101st, not between 99th and 100th) and IN house number 55.

100 - 55 The house numbers are separate, the last two are always the house number. For example if your address is 732 Dogwood, what would be your house numbers? The last two – 32. The last two number are either odd or even. 55 is odd, 32 is even. This makes a difference since odd house numbers are across the street from even numbers. Which side is odd and which side is even?

SAMPLE ANSWER SHEET

1. 10010 N.E. Fir Street
2. 7000 - 8000th Avenue N.E.
3. 10400 N.E. Vine Street
4. 1011 - 1019th Avenue N.E.
5. 10000 N.E. Oak Street

Zone 5 / Page 1 / Instructions: SSR

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In the Zone map, if the house numbers are even, the house sits on the north side of a street and the east side of an avenue. If the house numbers are odd, the house sits on the south side of a street and the west side of an avenue.

Take these steps to place each house on the map.

- Determine what street or avenue the house will sit **ON** (the last part of the address (Fir or Dogwood for example).
- Determine what the house is **AFTER**. In our two examples that would be 7th (between 7th and 8th) and 100th (Between 100th and 101st).
- Determine from the house numbers if you are going to place the house on the north, south, east or west side.
- Do not draw your house in the middle of the street, the house should be drawn in the shaded area to receive credit.

NOTES

SAMPLE ANSWER SHEET



The form is titled 'The 911 Zone ZONE 6 CALL TAKING' and 'ANSWER SHEET #'. It contains the following fields:

- Address of Incident: _____
- Caller Name: _____
- Phone Number: _____
- Caller Address if Different: _____
- Narrative: _____

Below the narrative field, there is a section for 'Describe this call in three words or less:' with four checkboxes:

- ☐ Life Threatening
- ☐ Potential life or property threat
- ☐ No threats, report only
- ☐ No response needed

At the bottom, there is a footer: 'Zone 6 / Page 1 / Initials: _____ SSN: _____' and a copyright notice: 'Copyright © 2010 by The 911 Zone, Inc. 1100 2nd St. S. Suite 100, Everett, WA 98201-4400'.

DESCRIPTION

There are five simulated 911 police non emergency calls. Each call is entered into a basic data entry screen by matching the information to the fields. After each call information is recorded, a narrative is written and a three-word descriptor is selected.

WORK COMPARISON

This variety of calls is typical of the interaction between a dispatcher and a call taker. When a non-emergency police call comes into the Com Center, the Call Taker enters the information into CAD, which stands for Computer Aided Dispatch. Once the call is entered into CAD, the Call Taker must provide a synopsis of what they heard into the narrative. The narrative is used to relate the information to the responding officers.

SKILL NEEDED

Listening, keyboarding, data entry, writing skills, abbreviations, prioritizing, recognizing and interpreting information, composure, confidence.

WHAT YOU SHOULD KNOW

Consider yourself a collector and reporter of information. The skill this call taker uses to extract information from the caller is very close to the actual skill used in the work. The other skill is being able to take the information supplied by the caller (through the skill of the dispatcher) and relate that information to the units. At times a call taker will take the call yet a different person (a dispatcher) will send the call out. It's like that game where you sit in a circle and whisper to each other – by the fifth person the story has changed. In 911 calls the information cannot change. From the caller to the officer, the information must portray the actual scope, depth, happening, events, facts and impressions that do exist.

Of course the address, phone number and name are facts that cannot be misinterpreted, they can be entered wrong – which can cause great harm. The narrative is where you lend your description of what is happening. This exercise is evaluating your writing skills and ability to communicate in writing what you hear. During the narrative use care that what you are portraying is actually what the officers will encounter when they arrive.

Your three word descriptor is your story title, just relate what you think is happening at this location.



NOTES

SAMPLE ANSWER SHEET

DESCRIPTION

Four attempt to locate broadcasts are heard while the student listens. A tone indicates the time to record what was heard from memory.

WORK COMPARISON

In the multi task atmosphere of communications, workers use memory often. It is not always possible to record everything. Information is stored or remembered and handled as soon as it is practical. In addition, the fast pace often requires the Telecommunicator to quickly recall information without taking the time to go back through records.

SKILL NEEDED

Listening, memory, recall, ear for facts, composure.

WHAT YOU SHOULD KNOW

ATLs are a method of giving out information over the police radio for all units to hear. Generally the broadcasts are of an important or dangerous nature, however, they could be a street closure for example. At times dispatch will request certain units to copy because it concerns them the most. For example,

“Charlie Units copy information on a street closure.”

Pause – allow unit to prepare to copy

“Charlie Units West Main from 11th to 20th will be closed from 0800 to 1600 hours this date.”

If this was a dangerous situation (a suicide, homicide or armed subject), the format would include a repeat of all pertinent information.

At this time it is not necessary that you understand or learn the method, just that you will be hearing a variety of these broadcasts and reporting what you heard after the broadcast was ended. All information is important so report everything you can recall. This is a memory and listening exercise.





NOTES

SAMPLE ANSWER SHEET

11A2		2Sam11	
Time	Location	Time	Location
	Details/Unsubd Subject Tennesse Apt #82		In Service

Zone 7 / Page 3 / Initials: SSR: _____

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DESCRIPTION

Eight units have status cards and beginning status. Interaction on the radio and phone between the units and the dispatcher move the units from details and onto details. All status changes are noted on the cards.

WORK COMPARISON

The Telecommunicator is the status keeper for all units on emergency radio. Unit tracking vital to the safety and efficient use of units to carry out their work.

SKILL NEEDED

Speed and accuracy of attention to changing conditions, logic, critical thinking, compartmentalizing information and rational judgment.

WHAT YOU SHOULD KNOW

The units have a beginning status, it is very important to understand this status. The best way to make sure it's imprinted in your mind is to visualize where they are, pick out a picture of the unit. Pay particular attention to the unit numbers, they are very close and you may become confused if you do not listen carefully.

Dispatchers track police units for a variety of reasons. First the dispatcher is the "system status coordinator" which means they know what everyone is doing so they know who is available for details or assignments. Second, they take care of the units by watching where they are and what they are doing. A police officer can be a walking target for trouble, going out for a short break and a cup of coffee could turn into a dangerous situation. Officers must let their dispatcher know their location and status at all times. If an officer tells the dispatcher a location, that location WILL BE recorded. If one dispatcher gets up and another sits down at their console, all unit's location and status (in service out of service) is clearly available.

Unit numbers for law enforcement agencies are assigned for a particular reason. 1 Adam 12 of the old TV series meant something. It could have meant Dayshift (1) in the Adam Sector (A) and in car 12. Each area is different. If you understand the unit numbering system of an area, you should be able to distinguish between a Canine unit and a detective or a patrol. Patrol units often have "beats" or areas that they cover. If a call comes into that area, it's theirs. If they are busy, someone else can cover the call but they know it's not their area. Sometimes calls are "held" for the area unit. Some units will use their badge number – for example unit 263. The Zone unit numbers have no particular meaning.

SAMPLE ANSWER SHEET

 ZONE 7		LISTENING								
11A2 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: left; padding: 5px;">Time</th> <th style="text-align: left; padding: 5px;">Location</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="padding: 5px;"> Detail/Spoken/Subject Ternova Apt #60 </td> </tr> </tbody> </table> 2Sam11 <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: left; padding: 5px;">Time</th> <th style="text-align: left; padding: 5px;">Location</th> </tr> </thead> <tbody> <tr> <td colspan="2" style="padding: 5px;"> In Service </td> </tr> </tbody> </table>			Time	Location	Detail/Spoken/Subject Ternova Apt #60		Time	Location	In Service	
Time	Location									
Detail/Spoken/Subject Ternova Apt #60										
Time	Location									
In Service										

Zone 7 / Page 3 / Initials: _____ SSR: _____

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Tips for Success

You may hear the term X-ray – that means back up or an additional unit.

Every time an officer changes their location, or performs a task, they tell their

dispatcher and this information is recorded on their card.

Times are very important, when the dispatcher ends the transmission with a time, record it on the card.

If a unit does not identify, look for who it could be by a process of elimination or by what they say. Every transmission, every call, is points.

Dispatchers sometimes do status checks on officers just to see if they are OK. They may just say “2A1 status?” The officer should respond with a code or their location and status.

NOTES

SAMPLE ANSWER SHEET

DESCRIPTION

Person and vehicle descriptions are heard in typical emergency communications format and are to be recorded.

WORK COMPARISON

Person and Vehicle descriptions using this method are the common and accepted technique used in this profession. Accuracy and speed are important to the work.

SKILL NEEDED

Listening Typing 30-40 wpm Application of learning from Study Guide

WHAT YOU SHOULD KNOW

The descriptions are not fast paced but you are hearing an uncommon language used in emergency communications. Here is the formula for taking person and subject descriptions.

Persons

When taking a person description you begin with the most obvious descriptors and work your way down to the finer details. The first thing you notice about a person is their sex, age or race. If an officer is looking for a suspect or a victim they want to be able to narrow down their search quickly. Here is a sample description.

WMA, 30, 511 200 bln shld lngth hair blu eyes wearing a baseball cap, red coat, jeans and white tennis shoes, subject walks with a limp.

WMA – the first three letters are White Male Adult – race, sex, age. Other race descriptors are:

BMA, BFA, BMJ, BFJ – Black male or female, adult or juvenile

AMA, AFA, AMJ, AFJ – Asian male or female, adult or juvenile

HMA, HFA, HMJ, HFJ – Hispanic male or female, adult or juvenile

30 - Next comes the age if it is known, or an approximate. If the DOB (date of birth) is known it comes after the persons name – if that is known (see below).

511 – Height – no feet ' or inches " marks are needed. Descriptors such as tall would go here.

200 – Weight – usually weight isn't known, it's approximate, and descriptors such as heavy set or thin are used often.



SAMPLE ANSWER SHEET

bln – blonde shoulder length hair. If just bln was used and the hair was crew cut instead of shoulder length, you can see how that would make a difference in finding a suspect or victim.

blu – eyes. If the eye color is unknown, it is not important to note.

Wearing – goes head to foot.

Last – any other features that are of interest or importance.

Vehicles

The same concept for vehicles. You go for the most obvious first – color.

Blu 78 Hon Civ grey primer rt fnt fender, TTR009.AK

The formula is CYMBALS Color, Year, Make, Body, Anything else, License, State

Abbreviations

The following abbreviations are required in your answer. All other abbreviations are your choice.

Blk – black Blu – blue Brn – brown Grn – green Whi – white Pnk – Pink

Lt – light Dk – dark

NOTES

SAMPLE ANSWER SHEET

DESCRIPTION

Incident descriptions and radio traffic are heard. The student is to take notes from the information and use those notes to answer twenty questions regarding what they have on their notes.

WORK COMPARISON

Call Takers and Dispatchers have a variety of information coming at them from many different sources. They cannot always immediately use this information and at times must rely on their own notes or memory to answer questions or handle tasks.

SKILL NEEDED

Abbreviations, speed, accuracy, listening, recall, memory.

WHAT YOU SHOULD KNOW

The language you will be hearing is common for describing incidents and persons on the police radio. The first descriptions are organized and efficient. In the last few descriptions you will hear the tone of the language change and the information will be scattered and more like someone talking. Notice how much easier it is to understand the organized information. Your goal is to take notes on all this information so that you can return to your notes and answer twenty questions from your notes. Most of the information is common language, strive to be organized and fast.

Tips for Success

Be organized, make sure that each incident has it's own space or line, or lines between each incident. Abbreviate so that YOU can understand. You are the one using these notes to gain points. An example of a question – "What direction was the blue van headed?" Now, that may not have been pertinent at the time you copied the information, but if you have s/b written for southbound next to blue van and recall nothing of the actual incident – you can answer the question. Do not expect to get all the information.

The radio traffic will be the most difficult. If the radio begins to speak, focus on the radio not the incident information. The radio transmissions are hard to hear and short. There are four questions that have to do with radio transmissions.



SAMPLE ANSWER SHEET

There are no required abbreviations for this exercise as the notes are your own. We can suggest that you use abbreviations that make sense and tell yourself what they mean before you use them. G can mean many things but grn is most likely green. F and M for female and male would help. Numbers for ages and heights, you can speed them up if you decide not to use 12 yrs old and just put 12, and 5'11" instead of 5'11". Use symbols and arrows if you must, anything to make each incident meaningful. Most of all, be organized, write legibly, write small and separate calls.

NOTES



SAMPLE ANSWER SHEET



The form is titled 'The 911 Zone ZONE 11 EMD'. It contains three identical sections for reporting calls. Each section has a large text box for notes, followed by a 'Priority' section with three radio buttons: 'Life Threatening', 'Not Life Threatening', and 'Unknown'. Below this is a line for 'Describe this call in three words or less:'. At the bottom of the form, there is a footer that reads 'Zone 11 / Page 1 / Initials: SSR: ' and a copyright notice for 'Copyright © 2010 by The 911 Zone, Inc. 1001 4th Street, Suite 100, San Francisco, CA 94107 www.911zone.com'.

DESCRIPTION

Patient descriptions are heard and notes are taken. When a tone sounds, the student is to return to the notes and formulate a three-word descriptor and a severity level for each call types.

WORK COMPARISON

Telecommunicators receive information quickly and must make immediate assessments on that information without hesitation or uncertainty.

SKILL NEEDED

Decisiveness, confidence, notetaking, basic first aid knowledge, application of learning from Study Guide.

WHAT YOU SHOULD KNOW

The patient descriptions you will be hearing are a specialized language. This language allows medical communications to handle the call quickly and efficiently. All parties, the dispatchers and responders understand this language although it may sound foreign to anyone else. Actually, it's very simple. For each call the format is to give the patient's age, sex, condition and history. Simply write what you hear even if you do not understand. Here is how it might sound.

Medic One, you'll be seeing a 5 yom (age/sex - yom is year old male), in seizure at this time (condition), has a history of two previous seizures this month (history)

Now this information can vary according to that patient, and the call, but the basic format stays the same. For example, you may not have an age, and the history may change to the history of the call, not the patient.

Aid 11, you'll be seeing a male (sex) with a leg fracture (condition), fell from a tree (history).



**SAMPLE ANSWER SHEET** Life Threatening ☐ Not Life Threatening ☐ Unknown'. Below the checkboxes is a line for 'Describe this call below: words or less:'. At the bottom of the form, there is a footer that reads 'Zone 11 / Page 1 / Initials: _____ SSR: _____' and a copyright notice: 'Copyright © 2010 by The 911 Zone, Inc. 1001 4th Street, Suite 100, San Francisco, CA 94107-1001'."/>**NOTES****Abbreviations**

You are required to use the following abbreviations in your call.

yom - year old male
yof - year old female
history - hx

fracture - fx
patient - pt

short of breath - sob
conscious - cn
unconscious - uncn

gunshot wound - gsw

medication - meds

pregnancy - pg

abdominal - abd

breathing normally - bn

psychiatric - pych

pain - pn

other words abbreviations OK if understood

SAMPLE ANSWER SHEET



Zone 12a FIRE

1. My neighbor's house has smoke coming from the window. I don't know the address but it's next to 1204 Main Street. All the houses are brick on this street. Smoke is coming in here.

☐ a) Do you see flames?

☐ b) Anyone hurt?

☐ c) Anyone in your neighbor's house?

☐ d) What is the neighbor's name?

2. My house was checked last that showed a load of paper stuff and here we stay 130, the bridge coming a little closer. I'm on my cell phone next to the truck.

☐ a) Anyone injured?

☐ b) What kind of paper is it?

☐ c) Describe the truck.

☐ d) Did any papers get into the creek?

3. My house is sitting up and I wonder if you could help me out.

☐ a) Could you knock the house and tell me if the house is weakened?

☐ b) What type of furnace is it?

☐ c) No time and turn off the power to the house.

☐ d) Remember what the furnace is doing.

4. The fire alarm here at the apartment is going off again. This is the manager, the house is not problem until this point the alarm is going off again. I'm not going to evacuate this time.

☐ a) Ask the caller to go back by the post and see if any beds are near the alarm box.

☐ b) Tell the caller to evacuate the people in the complex anyway.

☐ c) Ask the caller to look outside for smoke if there is any smoke.

☐ d) Hang up and call the chief on duty and ask what the weather is like.

5. We have a truck that has no license plate, just license plate 10. It's sitting here, my double. The driver is out of the truck trying to get out the fire with an extinguisher.

☐ a) Can you tell if the truck is carrying anything dangerous?

☐ b) What direction on the freeway, northbound or southbound?

☐ c) Are flames coming from the front or back of the truck?

☐ d) What color is the smoke?

Zone 12a / Page 1 / Initial: _____ SSF: _____

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DESCRIPTION

A series of questions and possible answers are offered regarding fire topics. The student selects an answer while the question is asked.

WORK COMPARISON

Not every situation in communications is foreseeable, therefore it is not always possible to train a person to have the correct choice outlined somewhere in their training manual or SOP, common sense and deductive reasoning are needed at times.

SKILL NEEDED

Decisiveness, confidence in decision-making, ability to use common sense.

WHAT YOU SHOULD KNOW

The questions are asking for your best judgment, in gear quickly and without much preparation or training. The skill here is to think on your feet so "not" answering is the worst possible thing you can do. Often in communications there are events without rules, and questions without answers. We are looking for the student who is able to think through questions the best they can without hesitation.

This may help. If you are faced with several good answers, remember life over property. Your answers should consider safety first. Be careful to listen to the question and not assume all "questions" are the same.

NOTES



SAMPLE ANSWER SHEET

DESCRIPTION

Four simulated fire calls are heard with interaction between a dispatcher and a firefighter. The student is to record all incident information on cards provided.

WORK COMPARISON

This is an example of the actual dispatching and tracking of units responding to request for emergency response.

SKILL NEEDED

Listening, tracking, understanding the radio, recording information, deductive reasoning. Applying learning from the Study Guide.

Incident Command

The Incident Command System (ICS) was implemented by the fire service in an effort to coordinate multiple agencies during response to emergency situations.

The Incident Command System starts with the first responding crews and can be expanded as needed based on the nature of the emergency. The Incident Command System has considerable internal flexibility. It can grow or shrink to meet differing needs. This makes it a very cost-effective and efficient management system. The system can be applied to a wide variety of emergency and non-emergency situations, such as fires, hazmat incidents, multi-casualty incidents, multi-jurisdiction and multi-agency disasters, search and rescue missions, oil spills and recovery, single and multi-agency law enforcement incidents, and even planned events such as parades or concerts.

ICS ensures the proper organization will be set up and staffed during an emergency. Each position has specific roles and responsibilities. An Incident Action Plan is developed and communicated to all responders to make sure everyone understands the safety concerns and the goals.

During this exercise, you will hear ICS used by the Firefighter arriving on the scene. The Dispatcher repeats back what is said for all units to hear. It is common on Fire Radio for dispatch to repeat all messages followed by the time. When you are recording the information on your incident card, record both the time when given and the complete message – even if you don't understand it.



SAMPLE ANSWER SHEET

One example of an ICS statement may be:

E11 on location, 20 by 60 grass fire, flames visible, no exposure. This statement follows the STOP AND COMMUNICATE which stands for Size, Type, Occupancy, Percentage (of involvement). The unit will then notify the arriving units where to set up the “command post” and who is in command. So, for your purposes just make sure you record all the special language you hear the best you can.

Fire Abbreviations

During this exercise you will be asked to perform a very brief and abbreviated day at fire dispatch. You will hear the units dispatched, respond, arrive, clear and communicate on four different types of events. There are some tips that will assist you.

Unit Identifiers Required

You will hear a variety of equipment respond. On different call types and locations, a variety of equipment are often sent. A full structure fire may have up to five units responding. For this evaluation, abbreviate the unit numbers as follows:

Examples:

Engine 11 = E11 Ladder 12 = L12
Aid 1 = A1 Battalion 24 = B24
Hazmat 5 = H5

Next you will be tracking and recording the units movements. For this evaluation, abbreviate the response codes as follows:

Dispatch time = DT Responding - RT
Arriving = AT Returning = Ret
In Service - IS

All other communications can be abbreviated if necessary, however, if your rater cannot understand the abbreviation you will not receive credit for the event.

When recording the radio traffic from the units to the dispatcher, do not write down what the dispatcher says when she is simply confirming what is said. For example, Engine 11 tells dispatch “on location 20 x 40 brick building, laying a pre-connect.” Dispatch says back, “E11, on location 20 X 40 brick building, laying a preconnect, 1343.”

