



911TRAINER.COM

THE ZONE

ADMINISTRATOR GUIDE

Skillbuilding for Emergency Communications

01 MULTI TASK SPLIT EAR

02 FOLLOWING DIRECTIONS

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The 911 Zone

The graphic features the word 'The 911 Zone' in a sans-serif font. 'The 911' is in orange, and 'Zone' is in blue. A large blue 'Z' is positioned at the start of 'Zone'. An orange arrow points from the right side of the 'Z' towards a target graphic consisting of several concentric orange circles. The target is positioned over the 'o' in 'Zone'.

“That one little exercise, and you leading us through it, finally made it all crystal-clear. I read the training manual, and I sat at the Com Center – but until I actually experienced that tape, it didn’t make any sense. Now I can see what I have to practice or observe ‘for’.”



WELCOME TO THE ZONE!

Welcome to the Zone, Skillbuilding exercises for Emergency Communications. This collection of games and exercises is a wonderful trainer's helper for college or Comm Center training programs.

How was the Zone Skillbuilding developed? These exercises come from the college training programs. Once the skills were isolated and identified, we began to design and create skillbuilding or evaluation exercises. We have combined our most popular tapes – expanded and organized – for you to use in your training program.

How should I use this? You can select from police, fire, EMD or generic call taking or dispatching skills to introduce your learners to this wonderful profession. You determine how to design your training, using this invaluable tool. Use this binder to add your own notes, procedures or tapes.

How is this helpful to me? The Zone also offers a deeper level of information on the work you are doing by the Work Comparisons and Skill Needed in the left hand column. containing an abundance of information:

- *Variety of progressive exercises*
- *Realistic work comparison*
- *A list of related skills*

We are sure The Zone will spark your creativity and lead to an abundance of interesting and relevant learning experiences.

Good luck!





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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 inter-coms, 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.

HOW TO ADMINISTER

Answer sheet on desktop, stereo player only.

Time 2.25 Minutes (lengths)

Possible Points 20

ASSESSMENT

Multi tasking, split ear between various inputs. Sorting information according to classification. Following directions from the Study Guide.

Low Score?

- Difficulty separating information
- Inability to follow directions
- Inability to process audible information quickly
- Unnerved and unable to react due to being overwhelmed (freezing)
- Inability to cope with new and uncertain situations

Desirable: Looking for a student who can capture the information and persevere even though the task is challenging.

SPECIAL CONSIDERATIONS

A common error made with this test is not recognizing that the numbers and letters come in groups of three. Some people have attempted to write one number in each blank.

SCORING - % Or Total Correct

One point awarded for the number of correct entries.

SKILL BUILDING EXERCISES

Notes to the Instructor: If you want to teach a person to play soccer you do not begin by throwing them into the World Cup games. You teach them the skills step by step and allow them to practice. We often say that multiple tasking is an either-or thing, you have it or you don't. Not true. I have taken many students from not to have, although there were some who never could and never will learn to multi task. Regardless, it just isn't feasible to throw a new hire out because they cannot multiple task when you haven't worked with them to learn. How do you teach this difficult skill? Through this exercise you and the student will understand the importance of skillbuilding.

Learning Exercise

Have students read their Study Guide Zone 1.

Say to the Students:

"Multiple Tasks Split Ear Zone really resonates with experienced personnel – because it recreates the work. For that reason we put Zone 1 into the job evaluation test. We are going to use this exercise to help you understand one of the most difficult skills you will need to be successful on the job, multi tasking/split ear."

"I use this exercise to reinforce the importance of learning all parts of the whole – and learning each well so that when it comes time to pull them all together on the job, it will work. You cannot learn to multi task if you do not understand each part of the components well. For example: a Telecommunicator must learn to type well, then listen well, then ask the right questions, then make decisions. It would not work effectively for a Telecommunicator to struggle with typing when someone is screaming out their address while being beaten – the caller is not going to slow down – in fact there may only be one chance to get the information."

Proceed with the following 4 Exercises:

Exercise One: Offer the test with no preparation and mark this Part I. Put the evaluation away. Ask them how it felt, they will say difficult, or stressful or something like this.

Exercise Two: Offer the test again but ask the students to only mark the numbers. When they are done, ask them how it felt, they may say boring, easy.

Exercise Three: Offer the test again but ask the students to only mark the numbers and colors. When they are done, ask them how it felt, they may say a little harder, but not as hard as the first time.

Exercise Four: Repeat the first test, asking them to do all three at once. When finished compare the first test with this one to determine if they have improved their score (they will). Take some time to discuss the differences, how much of an improvement and so on. Ask them why it was easier.

CHALLENGING, BUT VERY REPRESENTATIVE OF THE SKILL.

Answer key, next page.

COLORS	NUMBERS	LETTERS
GREEN	104	REF
BLUE	619	SAT
PURPLE	219	XYZ
COPPER	303	SOS
GREY	457	DOB
WHITE	679	CAT
CREAM	444	JUI
PINK	002	DIP
RED	407	EAT
GREEN	633	FFT
BLUE	289	GOP
PURPLE	898	HIT
ORANGE	010	ZKR
YELLOW	692	BDB
TAN	777	MOT
BLACK	003	IY
BROWN	030	CDK
BLUE	666	
	743	
	891	

Zone 1 / Page 1 / Initials: _____ SSN: _____ - _____ - _____



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.

HOW TO ADMINISTER

Answer sheet, desktop, playing cards provided.

Time 10 Minutes

Possible Points 4

ASSESSMENT

Following explicit directions and manipulating cards, using manual dexterity to maneuver items into place quickly. Organization and quick thinking, memory, working under pressure, judgment.

Low Score?

- Inability to listen
- Poor manual dexterity
- General confusion
- Confusing left and right
- Filling out the answer sheet incorrectly
- Failure to follow directions

Desirable: Looking for a student who can quickly move the cards according to the directions and keep up.

SPECIAL CONSIDERATIONS

By offering this exercise twice you may have a more reasonable score for all the students. The second score could be compared to the first for a "learning average".

The desktop must be clear of clutter as the cards take up a large space. Some will place the cards so they must be moved when they begin to crowd the edge of the table and this may inhibit their ability to complete the exercise.

SCORING - 4 POSSIBLE POINTS

Students will receive scores only if the cards are placed properly and end up as they should on the answer sheet. One point awarded for each correct placement.

SKILL BUILDING EXERCISES
Dexterity Game

Notes to the Instructor: You will notice what the students do wrong while watching them.

Exercise One: Explain in the 911 fast pace environment, tasks must be completed quickly because another follows immediately – no room for responses that are belated or leisurely. Each request from the radio, each CAD entry is of the most immediate importance as there may be no chance to play catch up. Attention to "focus" is vital, just as it is in this exercise. In this exercise there is no ability to correct errors, they just keep piling up until the end result is no score.

Exercise Two: Offer this exercise the first time and allow students to attempt to get the cards right. There are few people who can actually get this right all four times the first time. The difficulty lies in following directions as they happen, without thinking too much about it. Just like dispatching!

Exercise Three: Watch the students while they perform the first session, list the bad moves they make such as: going left instead of right, on top instead of next too, becoming confused about “third position” when the third position is really only one logical choice. Also LIST students that did not follow the opening directions when they were told to hold the card. This error could result in being ejected from an employment test.

Exercise Four: Point out that this seems difficult now, but more attention and focus can be helpful. (Now that students understand what will happen, they will do much better.) Reinforce they must not assume there is any particular pattern.

Exercise Five: Do the exercise again, asking students to be more deliberate and focused and to follow directions exactly. Compare the two scores. For those who never did well, schedule an appointment to watch them. While watching write down what they did wrong – or – video tape them doing the exercise and have them tell YOU what they did wrong.

EXCELLENT TO WORK WITH ATTENTION TO LISTENING AND FOCUS.

1	A	(1) FACE DOWN	U		
	R	B	(4) FACE DOWN		
	U	R	A		
	(10) FACE DOWN	(2) FACE DOWN	B		

2	A	(1) FACE DOWN	U	R	
	B	(4) FACE DOWN	U	R	
	A	10	(2) FACE DOWN	B	

Zone 2 / Page 1 / Initials: _____ SSN: _____ - _____ - _____



3			B	A	(10) FACE DOWN
	U	R	A		
1	(4) FACE DOWN	U			
		R	(2) FACE DOWN	B	
*	*		*	*	

* May be reversed depending on a person's idea of "next to".

4	U	R	A	(1) FACE DOWN	
	U	R			
B	(4) FACE DOWN	A	(10) FACE DOWN		
	B	(2) FACE DOWN			

Zone 2 / Page 2 / Initials: _____ SSN: _____ - _____ - _____



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 Comm 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.

HOW TO ADMINISTER

Answer sheet on desktop.

Time 4 Minutes

Possible Points 48

ASSESSMENT

Listening for critical details, gathering facts, deductive reasoning, understanding emotionally charge situations. Apply learning from the Study Guide.

Low Scores?

- *OVERRATING or UNDERRATING events*
- *INABILITY to use common sense*
- *APPROACHING events unrealistically*
- *POOR listening skills*
- *LACK of focus*
- *FAILURE to follow directions*

Desirable: Looking for a student who can gather reality-based information and offer sound and realistic impressions and messages (without leaving out vital details to officer and citizen safety).

SPECIAL CONSIDERATIONS

The students are asked to separate fact from impression and offer what they would say to the responders. The Study Guide has provided information regarding the difference between fact and impression and what information is needed for a response.

SCORING - 48 POSSIBLE POINTS

One point awarded for each correct fact, one point for their impression, one point for information to responders. 12 points x 4 exercises.

SKILL BUILDING EXERCISES

Notes to the Instructor: Students write their impression of facts and inferences. When using this in a classroom setting, it is the ultimate fun to gather what they believe to be FACT and what they believe to be INFERENCE or PERCEPTION. Let the students argue it out.

Have students read Study Guide Zone 3 before the training.

Exercise One: Fact v/s inference

Read a story of a crime to the students. Insert into the story some facts and some inferences. Ask them to identify the difference between the two. Compare the differences between what people consider fact and what is inference. Explain how inferences can lead to conclusions.

Exercise Two: *After Completion*

Play each exercise again and as a group, list every fact (only). Next to each fact, list their perception of what is happening – more like a visualization of the scene. Have students write their impression and then compare each – are there differences? Why?

Exercise Three: *Perception*

For each exercise have each student create their own story about what is happening, what happened that led up to this and what is the end result of this story. Compare the stories for their diversity and believability. Ask the students to justify their story.

Exercise #4: *911 Tape*

Using one of your own 911 tapes go through the same process.

SOME STUDENTS NEVER KNEW THERE WAS A DIFFERENCE.

GREAT LEARNING HERE!



LIST ALL THE FACTS:

CALL #1

1. Male and female arguing
2. Female indicated she called 911
3. Male asks her to put a knife down
4. Male threatened to hit female
5. Sounds of male hitting female
6. Door slammed
7. Music in background
8. No person comes back to the phone
9. Glass breaking
10. Baby crying

What is your impression? Possible domestic that went outside or left the room, male hit female, female had a knife, female called 911, they left the room but continue to fight.

What information would you pass on to responders? Possible domestic violence. Male and female arguing, male told the female to put the knife down and it sounded as if the male hit the female. A door slammed, music and then glass breaking and a baby crying.

LIST ALL THE FACTS:

CALL #2

1. Noisy background
2. Female states she cannot hear us
3. Female states there is a weirdo with gun
4. He is sitting by self in back corner
5. Is tall with a red and black shirt and jeans
6. She says she is the Bartender named Suzy
7. She wants a police response
8. Subject harassing women
9. Gun in his back (tucked in jeans?)
10. Phone is disconnected

What is your impression? There is a person at the bar who concerns the bartender.

What information would you pass on to responders? Female called stating she was the bartender Suzy and there was a male harassing women who had a gun possibly in his back pants. He is described as sitting in the back, tall with a red and black shirt and jeans.

Zone 3 / Page 1 / Initials: _____ SSN: _____ - _____ - _____





LIST ALL THE FACTS:

CALL #3

1. Female called 911
2. Sounds of pounding on door
3. Female has someone unwanted at her door
4. Female asks the person if it is Jeffrey
5. Female tells the person at the door she called the police
6. Music in background
7. Continued pounding
8. Woman crying
9. 2 shots fired
10. Phone is disconnected

What is your impression? Someone is at the female's door that she doesn't want to answer
The pounding is loud, not knocking. Heard what sounded like Gunshots and the pounding
stopped. Cannot hear the female anymore.

What information would you pass on to responders? Possible gunshots. Female calling.
There is someone unknown to her pounding on her door. She is asking the person at the door
if he is Jeffrey with no answer. The pounding stopped and the female did not come back to
the phone and two gunshots were heard. There is music in the background but no other sounds.

LIST ALL THE FACTS:

CALL #4

1. Radio transmission stating a traffic stop gone bad
2. Another unit requested
3. Male and female arguing
4. Male doesn't want to sign ticket
5. Male is asked to back up
6. Dog barking
7. Traffic sounds
8. Three people involved
9. Sounds of a crush
10. Siren heard

What is your impression? Irate citizen refusing to cooperate with officers and on accident.

What information would you pass on to responders? Officer requested assistance with an angry
citizen who was refusing to cooperate and the sounds of a crush were heard just before
transmission ended.

Zone 3 / Page 2 / Initials: _____ SSN: _____ - _____ - _____



DESCRIPTION

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.

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

HOW TO ADMINISTER

Keyboard on answer sheet.

Time 4.5 Minutes

Possible Points 84

ASSESSMENT

Keyboarding 30-40 wpm with accuracy. Applying learning from Study Guide.

Low Score?

- *Inability to type at a desired level*
- *Failure to follow directions*

SPECIAL CONSIDERATIONS

Instruct on using abbreviations.

SCORING – 84 POINTS POSSIBLE

One point awarded for each correct entry. Phone numbers count as one point, each part of the address and name are separate points. Do not count punctuation.

SKILL BUILDING EXERCISES

Exercise One: The idea here is to obtain 100% accuracy. The speed for this exercise (done 100% and complete) is entry level.

Exercise Two: Expand using local names and addresses.

Exercise Three: Include descriptions.

Exercise Four: Student designed tests. Locate data entry opportunities or tests.



Hansel, John S Jr. 801 Broadway 625-9667

Keaton Alan L 21600 Highway 99 #15, 774-5161

Novach Alvin J 1221 Madison, 292-6464

Fox Hugh P 1001 4th Av 554-7700

Wu Daniel M 1202 116th Av NE 454-3938

Borg Sandra K 18514 Firlands Wy N 643-6301

Ahmad Vimlesh 12510 33rd NE 367-7755

Jim's Detail Shop 18429 Des Moines Wy So 242-0210

B and G Machine 6400 Corson Av 676-3130

The Express Shop 3215 4th Av So 621-9777

The House At Pooh Corner 3906 170th Av SW 745-0234

Zone 4 / Page 1 / Initials: _____ *SSN:* _____ - _____ - _____



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

HOW TO ADMINISTER

Answer sheet on desktop

Time 5 Minutes

Possible Points 5

ASSESSMENT

Logic, left brain reasoning, using learning from Study Guide, map reading, using directionals.

Low Score?

- *Unable to read maps*
- *Low logic skills*
- *Extended learning time needed*
- *Low analytical skills*
- *Unable to follow directions*

SPECIAL CONSIDERATIONS

The students are asked to place the houses on the map with the number of the address next to the house (for example #1). The students should place the house as it faces the street as they are shown in the Study Guide.

SCORING - 5 POSSIBLE POINTS

One point awarded for each correct placement.

SKILL BUILDING EXERCISES

Notes to the Instructor: This map reading is difficult for some people, may even be difficult to teach if the concept is not understood. What is being introduced here is a perfect grid scenario. Students are learning to use logic. Some people take longer but the light turns on all at once.

Have students read the Study Guide Zone 5. Go over the material with them paragraph by paragraph to determine what they understand and what they do not.

Use examples and the board to help with points.

Exercise One: Go over the map provided, explaining the grid system, showing how the houses should be placed and why. Use the small map to explain the relationship of North South East and West and how the numbers get bigger.

Exercise Two: Play the tape and have the students write down the addresses.

Demonstrate how you prefer they write the address.

Exercise Three: Work with each address. Have teams determine where the house should sit. Draw several maps on a board and ask students from each team come up to the board and place the houses. (This is interesting because people put houses in different places.) Ask them to justify their choice.

Exercise Four: Explain your area addressing, using maps.*

Exercise Five: Distribute 5-10 maps from cities from around the country (Hollywood Hills is a very interesting one) and ask the students to study the map they were given. Have the teams do a presentation for the group as if they were in charge of teaching that area. This reinforces that no matter where, there is either 1. a system, 2. a half system or 3. a lack of system.

Exercise Six: Design a scavenger hunt. Students bring back items from the list covering common areas.

** Break the total response area into zones. Identify highways, freeways, bodies of water, geographical topography.*



1. 10210 N.E. Fir Street
2. 799 - 102nd Avenue N.E.
3. 10432 N.E. Vine Street
4. 1011 - 105th Avenue N.E.
5. 10300 N.E. Oak Street

S

MAP RULES

- Even numbers are North and East
- Odd numbers are South and West

Zone 5 / Page 1 / Initials: _____ SSN: _____ - _____ - _____

DESCRIPTION

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

WORK COMPARISON

This variety of calls is typical of the interaction between a dispatcher and a call taker. When a nonemergency 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, data entry, writing skills, abbreviations, prioritizing, recognizing and interpreting information, composure, confidence.

HOW TO ADMINISTER

Answer sheets on desktop.

Time 10 Minutes

Possible Points 35

ASSESSMENT

Listening, recording details, facts and impressions, accuracy, High level writing ability to formulate a comprehensive narrative, spelling, abbreviations, using correct call types. Application of learning from Study Guide.

Low Score?

- *Failure to gather enough information*
- *Recording incorrect information*
- *Improper translation of the caller's information*
- *Under-rating or over-rating the event*
- *Poor decisions about what action to take*
- *Failure to follow directions*

Desirable: Looking for a student who can capture the information correctly and write a narrative that portrays the call accurately without over or under rating the severity or leaving out information that would be vital to unit or citizen safety.

SPECIAL CONSIDERATIONS

This exercise is not difficult in that the information does not come in rapidly. The skill in this exercise is in interpreting what is happening for the narrative. If the address, phone number or names are incorrect, there could be some problems with reversals or hearing. The Study Guide offers much information on call types and understanding the severity of a call. In addition, if the student studies the Guide they will learn the common way to write a narrative to include subject and vehicle descriptions. They must include descriptions.

One of the calls is very difficult to understand as the caller has an accent. It may be helpful to tell the student to gather what they can from the call and be patient.

SCORING – 35 POSSIBLE POINTS

One point awarded for each of the following:

- address
- caller name
- phone number
- narrative
- description
- call type
- priority

Total 7 points each call

SKILL BUILDING EXERCISES

Notes to Instructor: This interaction is designed to show a typical interaction but is not designed to be a perfect example. In fact, there were certain items left out in order to create a better training tool.

Exercise One: *Describing the fields*

Cards like the one offered here are the basis for Computer Aided Dispatch. Walk the students through each of the fields and explain.

Address field: Explain how the information is to be entered.

Name: Explain the callers name and relationship, and how the narrative would show the relationship between the call and the caller (witness, victim).

Phone Number(s): Location, caller and the need for phone numbers.

Exercise Two: *Narrative*

The narrative is the most difficult to learn, the challenge to understand the importance of conveying a message without loss of information (or false information).

Read information from the newspaper police blotter. Ask students to write a narrative. Write your narrative. Next, count the number of words in your narrative. List the important facts vital to the narrative and check them off. Compare your narrative to theirs and discuss the differences.

Exercise Three: *Call Types*

Using a list of call types (CAD printout), compare the types of calls in this exercise with the list.

Exercise Four: *Dispatch*

Using their answer cards, have the learners dispatch the call to you (assigning yourself one of your typical unit numbers).

Write on the board the proper format for the students to dispatch detail.

" _____ " (unit number) _____ (call type) pause

Instructor says "Go Ahead"

" _____ " (address) Contact (explain if there is contact give a name, if not give who was calling such as anonymous witness states) and a brief explanation of the event. Copy description – pause – go with description(s).

Exercise Five: *X-ray Units*

Explain using back up units and holding calls. Which calls could be held? Which could not? Which would use another unit? Which can be handled alone? Explain the system of assigning calls to units, holding calls, requesting back up and status checks.



ANSWER SHEET # _____

Address of Incident: **1810 Saints Av** _____Caller Name: **Arthur Minor** _____Phone Number: **232-7993** _____

Caller Address if Different: _____

Narrative: Ex-wife was outside screaming, left 15-20 ago on foot, unknown destination. Caller states she is on drugs and carries a knife. He has a restraining order against her. She has been violent – throws things. The children are at the neighbor's down the street.

WFA 49 508 110 short brn hair, brn eyes, wearing red sweater, black pants.

Describe this call in three words or less: **THREATS** **REPORT**Priority?: ☐ Life Threatening ☒ Potential life or property threat☐ No threats, report only ☐ No response needed

Zone 6 / Page 1 / Initials: _____ SSN: _____ - _____ - _____





ANSWER SHEET # _____

Address of Incident: 1718 N Dallas Av #8210 – Brooster Apts.Caller Name: Martha HudsonPhone Number: No phone asked

Caller Address if Different: _____

Narrative: **AMJ is asking for assistance from the caller. He states someone is after him and wanted to come inside. Caller does not want to let him in so he is sitting by the hedge. He told the caller he will come out when police arrive. There is a blk Mustang driving around the neighborhood and may be involved, last seen 2/3 min ago, unk persons aboard. She has never seen the juvenile before.**

AMJ, 13-14, green turtle neck sweater, sunglasses, hat on backward.

Describe this call in three words or less: **SUSPICIOUS CIRCUMSTANCES**Priority?: ☐ Life Threatening ☒ Potential life or property threat☐ No threats, report only ☐ No response needed

Zone 6 / Page 2 / Initials: _____ SSN: _____ - _____ - _____





ANSWER SHEET # _____

Address of Incident: Smith's Ford Sales – 1013 Elm St.Caller Name: Chuckie (no last name)Phone Number: 881-9702

Caller Address if Different: _____

Narrative: **Caller is a salesman for this business and reports a variety of people following him, one of whom is outside now. He feels they are going to kill him. He also reported the phone as being bugged. Chuckie is wearing a suit, would not talk about medications and seems to be very distraught. States whi car/blk truck outside.**

Describe this call in three words or less: **PARANOID SUBJECT**Priority?: ☐ Life Threatening ☐ Potential life or property threat☒ No threats, report only ☐ No response needed

Zone 6 / Page 3 / Initials: _____ SSN: _____ - _____ - _____





ANSWER SHEET # _____

Address of Incident: Hajeee's Produce – 444 10th St SECaller Name: Mr. Hajeee – OwnerPhone Number: 535-6042

Caller Address if Different: _____

Narrative: **3 juveniles aboard a blk 4 wheel drive, red and white High School jackets on are sitting the side parking lot, spinning their tires and spraying his windows with rocks.**Describe this call in three words or less: **DAMAGE TO PROPERTY**Priority?: ☐ Life Threatening ☐ Potential life or property threat☒ No threats, report only ☐ No response needed

Zone 6 / Page 4 / Initials: _____ SSN: _____ - _____ - _____





ANSWER SHEET # _____

Address of Incident: Clothes Connection – 952 Mall PlCaller Name: Jack Brown – SecurityPhone Number: 792-8003

Caller Address if Different: _____

Narrative: **Elizabeth Grim, a known shoplifter, was asked to stay out of the store and is back in the store, possibly has a dress under her coat. Come in the back and security will lead officers to the woman who is up front. 80 year old female, carries a knife.**

Describe this call in three words or less: **SHOPLIFTER IN STORE**Priority?: ☐ Life Threatening ☒ Potential life or property threat☐ No threats, report only ☐ No response needed

Zone 6 / Page 5 / Initials: _____ SSN: _____ - _____ - _____



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.

HOW TO ADMINISTER

Desktop with answer sheet

Time 7 Minutes

Possible Points 50

ASSESSMENT

Listening for critical details, memory, recall, understanding radio traffic, ability to

work under pressure.

Low Scores?

- *Inability to listen for detail*
- *Poor memory*
- *Confusion*
- *Poor composure*
- *Failure to follow directions*

SPECIAL CONSIDERATIONS

The students must not take notes, this skill is from memory.

SCORING - 50 POSSIBLE PTS

One point awarded for each fact listed.

SKILL BUILDING EXERCISES

Notes to the Instructor: This Zone uses the typical method of giving BOLOs or ATLs for broadcast. In addition to learning about this method, students will be able to practice gathering information from memory. They have one minute to put to paper what they remember. The main idea is to use their ability to build a picture of the calls and their ability to recall.

Have students read Study Guide Zone 7.

Exercise One: Explain the different uses of an ATL, play an ATL from your area. Gather some ATLs messages from the teletype to practice. Model for the students how to put the ATL together.

Exercise Two: Break down the format for using ATL:

Copy all units – or include the beat that the information affects.

Call type

Location

What happened

Descriptions

Repeat vital information

Exercise Three: Play the tape and perform the exercise.

Exercise Four: Have groups of students approach the board and write what they heard. Compare the information they remembered. Delete any that is incorrect, circle similar and different.

Exercise Five: Discuss what was remembered and why. Listen to the tape again and ask students to remember a specific type of information. Explain priority information and discuss what officers need to know to find a suspect or victim.

Exercise Six: Ask students to design ATLs using their imagination – offer feedback:

- *was the ATL realistic?*
- *was the ATL organized?*
- *did the ATL contain the right amount of information?*

GREAT EXERCISE FOR GAINING A RADIO EAR.

**ATL #1 Call Type?: SUICIDAL SUBJECT**

List as many facts as you can recall below.

- | | |
|--------------------------------|---|
| 1. King 4 area | 6. During admitting left, not on hospital grounds |
| 2. female left County Hospital | 7. Banks, Susan |
| 3. 15 ago | 8. WFA 20 505 120 |
| 4. Brought to hosp by friend | 9. Lng bln hair blu eyes |
| 5. Suicidal Valium drinking | 10. Sht whi sweater blu jeans whi sandals |

ATL #2 Call Type?: HIT AND RUN FATALITY

List as many facts as you can recall below.

- | | |
|----------------------------|--------------------------------------|
| 1. Fatality car pedestrian | 6. 90 fd sedan |
| 2. 8 th / Main | 7. dam rt fr driver door |
| 3. charlie units | 8. no driver or occupant description |
| 4. 10 ago | 9. wb on 8 th |
| 5. running vehicle blk/blu | 10. high rate of speed |

ATL #3 Call Type?: SIGNED STOLEN

List as many facts as you can recall below.

- | | |
|----------------------------|-----------------------------------|
| 1. Signed stolen vehicle | 6. alan anderson |
| 2. front pkg lot of the PD | 7. work release walk away trustee |
| 3. last hr | 8. wma 30 |
| 4. blk 93 4 runner | 9. bln bld |
| 5. personal plate 4x4 | 10. blue jail coveralls |

ATL #4 Call Type?: DOMESTIC HOMICIDE

List as many facts as you can recall below.

- | | |
|---------------------------------|-------------------------------|
| 1. Armed with shotgun dangerous | 6. shot Amy Brown / co worker |
| 2. 0700 this date | 7. DOB 071053 |
| 3. New Beginnings Shelter | 8. blu ¾ Fd PU |
| 4. 100 State Street | 9. T64392 |
| 5. Patrick Brown | 10. BMA 60 200 |

Zone 7 / Page 1 / Initials: _____ SSN: _____ - _____ - _____



**ATL #5 Call Type?: MISSING PERSON**

List as many facts as you can recall below.

- | | |
|-------------------------|------------------|
| 1. Alzheimer patient | 6. 502, 100, Whi |
| 2. Missing ten hrs. | 7. Blue bathrobe |
| 3. Last seen last night | 8. Slippers |
| 4. Northfield | 9. 1342 Elm St. |
| 5. Nella | 10. Det Stewart |

Zone 7 / Page 2 / Initials: _____ SSN: _____ - _____ - _____

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.

HOW TO ADMINISTER

Unit status cards on desktop.

Time 6.5 Minutes

Possible Points 25

ASSESSMENT

Logic, critical thinking, judgment, and quick decisions working under pressure, manual dexterity, listening, common sense, and speed.

Low Scores?

- *Lost track of units*
- *No beginning understanding*
- *Could not apply quick thinking*
- *Too fast paced*
- *Unable to comprehend unfamiliar radio traffic*
- *Failure to follow directions*
- *Confusion*

SPECIAL CONSIDERATIONS

There are three Adam 1 Units. At times, Adam 1 is used instead of 12A1. The student must deduce which Adam 1 unit is calling by content.

SCORING – 25 POSSIBLE POINTS

One point awarded for each correct entry on unit status cards.

SKILL BUILDING EXERCISES

Note to Instructor: It is useful to explain the use of officer status cards, the method of recording information, the abbreviations you prefer and the times and why times are important.

Have students read Study Guide Zone 9.

Exercise One: Go over each of the unit numbers, ask students to read unit numbers aloud. Three-Adam-One, Twelve-Adam-Two, Eleven-Adam-Two. Explain how unit numbers are used for beats, what beats mean and your typical unit numbers. These numbers were selected randomly. Students must focus on the numbers or they become confused by the similar numbers.

Exercise Two: Explain the beginning status as listed on the cards and go over the instructions.

Exercise Three: Compare ending status and card status entries. What was missing? What was incorrect? Why? Try again, using a better understanding of working with the cards to improve skills.

**3A1**

Time	Location
	Lunch at Station
	Paperwork at Station
	Clearing rider / City Council
	Advised at Station to meet 2Sam11 at 112 & Broadway
	<i>X 2A12 Charlies</i>

12A1

Time	Location
	Clear In Service
1212	110 Dogwood #A, Fire Dept Assist / Family Problem
	Change to Mgr. Apartment
	Arrived
	Clear
	<i>Lunch</i>

Zone 7 / Page 1 / Initials: _____ SSN: _____ - _____ - _____



**11A2**

Time	Location
	Detail/Suicidal Subject Terrace Apt #10
1209	<i>Apt 21 now – give you a call</i>

2Sam11

Time	Location
	In Service
1216	<i>Meet unit at 112th & Broadway info exchange / ETA 15</i>

Zone 7 / Page 2 / Initials: _____ SSN: _____ - _____ - _____



Unit 2		12A1	
Time	Location	Time	Location
	Subpoena Service Various Locations		With 2A12 8 th & Main Citizen Assist
1211	Hop In Grocery		Clear
1213	410 Eagle Dr. #10		Citizen Flagging @ 10 th & Main, out of the car – looks harmless
1215	<i>Precinct #2 – Will give you a call</i>		Clear
		1215	<i>With 2A12 Charlies/ Walk Through</i>

Zone 7 / Page 3 / Initials: _____ SSN: _____ - _____ - _____



2A1		2A12	
Time	Location	Time	Location
	Dunkin Donuts		8 th & Main with 12A1 Citizen Assist
1211	Clear		1330 E. Main following citizen home.
1212	Xray to 12A2 @ 110 Dogwood #A / Assist Fire Dept / Family Problem		Clear. Sgt. Wants you at the station, enroute
	<i>Out to lunch with 12A2</i>	1215	Charlie's walk through with 12A2
			<i>Need another unit</i>

Zone 7 / Page 4 / Initials: _____ SSN: _____ - _____ - _____



DESCRIPTION

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

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.

HOW TO ADMINISTER

Keyboard and answer sheet.

Time 6.5 Minutes

Possible Points 168

ASSESSMENT

Keyboarding 30-40 wpm, accuracy, applying learning from Study Guide.

Low Score?

- *Inadequate typing skills*
- *Inability to understand new information*
- *Inability to record details quickly*

SPECIAL CONSIDERATIONS

The Students have the Study Guide to introduce them to abbreviations necessary for successful descriptions.

SCORING – 168 POSSIBLE POINTS

Award one point for each descriptive word on each subject or vehicle.

Note: *Requirements in Study Guide.*

SKILL BUILDING EXERCISES

Instructor Notes: These five exercises are all you need to get your trainees on the road to understanding and building the skill of taking descriptions. Practice makes perfect here!

Exercise One: Persons

Ask students to select a person in class to describe on paper. Have them read the description aloud. Next describe the method of gathering a description, name-dobage-hgt-wgt-hair-eyes-clothing-other. Re-do the same description and read it aloud in the prescribed method.

Exercise Two: Vehicles

Ask students to visualize a chair, have them tell what the chair looked like, you will find a wide range of chairs. Have them visualize blue, ask them to describe their perception of blue, you will find a wide range of blues. Use this to point out the need to be specific. Explain CYMBALS and the reasoning behind color first (the first thing the officer will notice). Students use their own vehicles.

Exercise Three: Hunt

Students find both a person and a vehicle and bring back the description to the class. Students read their description while the class copies. When working with one individual, have your student collect several from the parking lot or during a period of free time.

Exercise Four: Abbreviations

Assist the learner with abbreviations in descriptions. Explain the commonly used abbreviations and instruct on the proper use.

Exercise Five: Using recorded dispatch calls, compare the methods used to the training. Did the dispatcher or officer use the prescribed method for persons or vehicle descriptions?

Person Descriptions

1. WMA 30 510 150 brn crew cut, blu eyes, wire rimmed glasses, blk baseball hat, camaflogue grn shirt, blu jeans, blk lace up boots.
2. BFA 22 506 150 blk hair brn eyes, Raiders coat, blk spandex shorts white sandals.
3. AMJ 15 505 135 blk sht hair on top, lng on back, scar over lft eye, blk shorts, whi and pur high top tennis shoes.
4. Teresa Cappa 041069, WF 511 130 lng dk bln cur hair, blue eyes, num pierced earrings both ears, whi college sweatshirt, faded blue jeans.
5. Marsha Conners 080882 WF 500 100, dk brn shld length hair, brn eyes, blu swimming suit, pnk shorts, pnk tennis shoes. Last contact 1800 hours this date, seen pushing a sm red 10 speed bike from Memorial Park.

Vehicle Descriptions

1. Burg 77 Honda Civ PX0209 .AR
2. Lt gm 75 Ford Pin TX plates
3. Lt blu 78 Buick Sky CB antennae 331402.MN
4. Dk colored 80's Toy Car, loud muffler, backfired, dirty unreadable plates
5. Dk grn 75 Audi Fox, personal plate MYFOX.IL

Zone 9 / Page 1 / Initials: _____ SSN: _____ - _____ - _____



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.

HOW TO ADMINISTER

Answer sheet for questions. For notetaking one of the following options may be selected:

Option #1 - Students keyboard the incident information and write the radio traffic on notepaper on the desktop. Both notes are used to answer the questions.

Option #2 - Students write to record both types of information and use these notes to answer the questions.

Option #3 - Students keyboard all the information and use the screen to answer the questions.

Time 2.25 Minutes

Possible Points 20

ASSESSMENT

Listening and recording, speed, accuracy, memory, and ability to work under pressure. Application of learning from Study Guide.

Low Score?

- Confusion
- Inability to concentrate
- Unable to multi task
- Unable to split ear
- Poor notes
- Disorganized
- Disoriented

SPECIAL CONSIDERATIONS

The radio traffic is very difficult to hear. There are four questions on the answer sheet regarding the radio traffic. Since students are being compared to "each other" and not a high average, the radio serves to identify the ability to split ear.

SCORING – 20 POSSIBLE POINTS

Award one point for each correct answer.

SKILL BUILDING EXERCISES

Exercise One: Allow the students to proceed through the exercise and answer the questions. The radio traffic is generally the area that is ignored in the confusion so questions regarding radio will most likely not answered.

Exercise Two: Play the tape again and ask students to select only two types of information to record: a) radio traffic b) any safety items. Once the students have completed the tape have a discussion about what they considered safety items and why. List the radio traffic and see if they can answer questions regarding the radio now.

Exercise Three: Have students study their notes. Did they have an organized method of note taking? Did they use abbreviations that they could later read? What could they improve as far as their scribbling goes? Discuss the value of taking clear notes in a fast paced critical environment.



Incident Information

Radio Traffic

Zone 10 / Page 1 / Initials: _____ SSN: _____ - _____ - _____





1. What is the name of the missing 12 year old boy? Jason Montgomery
2. Personal plate HOTSY belongs to what vehicle? Lt Blu 79 Honda Accord – Suspicious Vehicle
3. Where is King One? Dunkin Donuts (of course)
4. Who had a gun? AMJ w/blue flowered shirt/blk slacks
5. What direction was the biker with the beer going? Southbound
6. The missing 40 year old female was driving what vehicle? Whi 89 Merc. Cougar plate 19-2064A
7. Hit and run vehicle, description of the driver? Unk on Inj./Other H/R was 3 juvies
8. Vehicle stolen from K-Mart, what was the plate? PAID4
9. Plate on the 4 Runner that hit the expresso stand? Temporary plate, not given
10. Where was the 10-33? 4th & Jackson
11. Where is unit 263? Station
12. Theresa Clay's descriptions? 24, 504, 250, pink T shirt blk shorts
13. Clothing description of the subject in the MG sports car? No clothing / as in naked
14. Description of the female who took the bracelet? WFJ 18, lng dk str hair, flowered top, baggy jeans shorts
15. What unit requested another unit? 4D16
16. Name of the subject with the Gold's Gym shirt? Jacob
17. What was the rape suspect's age? 35
18. Stolen Toyota Land Cruiser as what color? Bright Yellow
19. Last transmission from Car One? Disregard the plate
20. What was Car 54 asked? Your Location????

Zone 10 / Page 2 / Initials: _____ SSN: _____ - _____ - _____



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.

HOW TO ADMINISTER

Answer sheet on desktop.

Time 8 Minutes

Possible Points 150

ASSESSMENT

Application of learning new jargon and methods from Study Guide. Speed and accuracy of gathering information. Interpretation of notes, common medical knowledge.

Low Score?

- *Poor notes*
- *Not familiar with medical terms*
- *Unable to apply learning from Study Guide*
- *Failure to follow directions*

SPECIAL CONSIDERATIONS

This evaluation does not require medical knowledge. The assessment is on note taking, and ability to apply knowledge previously gained in the Study Guide. The assessment also uses common sense by allowing the student to regard the patient's signs and symptoms and determine if this is life threatening.

SCORING – 150 POSSIBLE POINTS

Award one point for each correct descriptive word and one point for each priority and one point for three word descriptor.

Note: *Requirements in Study Guide.*

SKILL BUILDING EXERCISES
Exercise One: Abbreviations

Basic training for this exercise includes abbreviations. Although in Emergency Communications we differ in our use of abbreviations – in medicine they do not. If you are to look at the answer sheet and the study guide you will see that there are many common medical abbreviations you can teach that will greatly improve the student's ability to gather the information.

Offer the exercise without the use of abbreviations

Offer the exercise after your instruction on abbreviations (note the ease)

Grade the exercise by requiring the use of certain abbreviations

Exercise Two: *Signs and Symptoms*

The difference between a sign (what you see) and a symptom (what you feel). Walk through a series of different signs and symptoms (stomach, head, chest pain), then add an age and sex and determine how the level of severity changes or the possible associated problems may be recognized. For example: STOMACH PAIN Age 3? Age 15? Female? Age 60? Heart HX?

Offer a variety of signs and symptoms, have students list them.

Under each, offer a variety of ages, sex type, and contributing factors.

Determine which changed the level of severity or pre-arrival.

Exercise Three: *Level of Severity by Call Type*

Life threatening, non life threatening and unknown, what are the critical life threatening signs and symptoms? Call types are often linked to level of severity.

Print out a list of call types and identify the specifics of each.

Compare and contrast call types that have similar signs and symptoms but differing levels of severity such as: chest pain or cardiac/headache or head pain.

Exercise Four: *ALS / BLS Responses*

Describe the difference between ALS and BLS responses.

Tour the ambulance and paramedic rigs to view the differences in medication and procedures between ALS and BLS units.

Work through Zone 11 EMD cards, isolating ALS signs and symptoms.

Exercise Five: *Pre-Arrival*

Ask students what further information would be needed to actually offer prearrival, if any.





Report #1

69 yof semi cn sob, found in bed by friend, insulin diabetic

Priority: ☒ Life Threatening ☐ Not Life Threatening ☐ Unknown

Describe this call in three words or less: **DIABETIC SEMI CONSCIOUS**

Report #2

38 yof psych pt, slashed wrists suicide, cn bn, restrained, unable to apply pressure

Priority: ☐ Life Threatening ☒ Not Life Threatening ☐ Unknown

Describe this call in three words or less: **WRIST LACERATION**

Report #3

20 yof imminent birth, pn 5 min, water not broken, first birth full term, hx toxemia

Priority: ☐ Life Threatening ☒ Not Life Threatening ☐ Unknown

Describe this call in three words or less: **IMMINENT BIRTH**

Zone 11 / Page 1 / Initials: _____ SSN: _____ - _____ - _____





Report #4

2 yom cb bn scald burns face and chest, coffee pot pulled over

Priority: ☒ Life Threatening ☐ Not Life Threatening ☐ Unknown

Describe this call in three words or less: SCALD BURNS

Report #5

10 yof leg fx bike hit parked veh, semi cn

Priority: ☐ Life Threatening ☒ Not Life Threatening ☐ Unknown

Describe this call in three words or less: LEG FRACTURE

Report #6

fall inj construction site male fell onto metal rebar penetration to abd

Priority: ☒ Life Threatening ☐ Not Life Threatening ☐ Unknown

Describe this call in three words or less: ABDOMINAL WOUND

Zone 11 / Page 2 / Initials: _____ SSN: _____ - _____ - _____



Report #7

22 yom cn was uncn briefly bn, electrical bum both arms, picked up electrical line, unk wattage

Priority: ☐ Life Threatening ☒ Not Life Threatening ☐ Unknown

Describe this call in three words or less: **ELECTRICAL BURNS**

Report #8

18 yof severe abd pain, bleed heavy, cannot sit upright too dizzy, abortion 3 days ago

Priority: ☒ Life Threatening ☐ Not Life Threatening ☐ Unknown

Describe this call in three words or less: **ABDOMINAL PAIN**

Report #9

5 yof in seizure, 3rd seizure today, on new meds numerous, severe retardation

Priority: ☒ Life Threatening ☐ Not Life Threatening ☐ Unknown

Describe this call in three words or less: **SEIZURE**

Zone 11 / Page 3 / Initials: _____ SSN: _____ - _____ - _____



Report #10

20 yom gsw uncn raspy breathing, 15 yo caller accident shot friend, pd enr.

Priority: ☒ Life Threatening ☐ Not Life Threatening ☐ Unknown

Describe this call in three words or less: GUNSHOT WOUND

Zone 11 / Page 4 / Initials: _____ SSN: _____ - _____ - _____

DESCRIPTION

A series of questions and possible answers are offered regarding fire topics. The student records the 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.

HOW TO ADMINISTER

Answer sheet on desktop.

Time 7 Minutes

Possible Points 10

ASSESSMENT

Ability to think quickly and answer questions using common sense, personal judgment and common knowledge of fire safety. Ability to apply learning from the Study Guide.

Low Score?

- Poor judgment
- Inability to think and react quickly
- Indecision
- Inability to work under pressure

SPECIAL CONSIDERATIONS

There are several potentially correct answers, however the student is forced to choose one answer under pressure. Each applicant would do better to choose any answer than not answer at all.

SCORING – 10 POSSIBLE POINTS

Award one point for each correct answer.

SKILL BUILDING EXERCISES

Exercise One: Complete the exercise. Compare answers and score. Go over those that could have more than one correct answer. Discuss the reasoning behind the correct or incorrect answers.

Exercise Two: Select items from the list that have dangerous potential to the caller. Select those that could be dangerous to the responders. Discuss.

Exercise Three: After this exercise, introduce a basic fire science course, video or instruct about the nature of fire. Use the above exercise as a springboard to generate interest.

AN OPENING EXERCISE – LEAD INTO FIRE TRAINING.

1. My neighbor's house has smoke coming from the window. I don't know the address but it's next to 1234 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. We have some chemical truck that dumped a load of poison stuff out here on Hwy 110, the bridge crossing Collins Creek. I'm on my cell phone next to the truck.

- ☒ a) Anyone injured?
- ☒ b) What kind of poison is it?
- ☐ c) Describe the truck.
- ☐ d) Did any poison get into the creek?

3. My furnace is acting up and I wondered if you could help me out.

- ☒ a) Could you touch the furnace and tell me if the furnace is overheated?
- ☐ b) What type of furnace is it?
- ☐ c) Go now and turn off the power to the house.
- ☐ d) Describe what the furnace is doing.

4. The fire alarm here at the apartment is going off again. This is the manager. We have a real problem with kids pulling the alarm box by the pool, I'm not going to evacuate this time.

- ☒ a) Ask the caller to go look by the pool and see if any kids are near the alarm box.
- ☐ b) Tell the caller to evacuate the people in the complex anyway.
- ☒ c) Ask the caller to look outside to see if there is any smoke.
- ☐ d) Hang up and call the chief on duty and ask what he wishes to do.

5. We have a truck fire out here on Interstate 5, just before exit 10. I'm calling from my mobile. The driver is out of the truck trying to put 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 / Initials: _____ SSN: _____ - _____ - _____



6. I came over to visit my mom and I smell gas in the house and my mom won't wake up. I can't carry her outside. What should I do?

- ☐ a) Look for the source of gas and turn it off.
- ☐ b) Turn off the power in the house.
- ☐ c) Drag her out any way you can.
- ☒ d) **Go out of the house and leave the door open.**

7. Someone started a fire out here in the woods. If you come to my house at 4334 Elm Lane, I'll show you where.

- ☐ a) How did the start the fire?
- ☐ b) Who started the fire?
- ☒ c) **How big is the fire?**
- ☒ d) **Is the fire near any houses?**

8. There's flames coming from our barn and there's animals in there. I'm worried too because my brother went in and hasn't come out.

- ☐ a) Put the phone down and get your brother out.
- ☐ b) Get a neighbor to help you get your brother out.
- ☐ c) Make sure all the doors and windows are open in the barn.
- ☒ d) **Don't go in the barn.**

9. There is a column of smoke in the sky coming from the north end of town, I can't tell exactly where.

- ☒ a) **Ask the caller about the color of the smoke.**
- ☒ b) **Send units to the caller's house.**
- ☐ c) Keep caller on line until units arrive.
- ☐ d) Check for any burning permits in the north end of town.

10. I set a fire in the dumpster behind the police station and I feel really bad about it. I want to turn myself in but I'm afraid.

- ☐ a) Where are you?
- ☐ b) Why did you set the fire?
- ☒ c) **When did you set the fire?**
- ☐ d) What is your name?

Zone 12a / Page 2 / Initials: _____ SSN: _____ - _____ - _____

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.

HOW TO ADMINISTER

Fire Incident cards on desktop

Time 9 Minutes

Possible Points 50

ASSESSMENT

Ability to organize, listen, record, track units and incidents, understand basic fire language, application of learning from Study Guide.

Low Scores?

- *Lost track of units*
- *Did not understand the radio*
- *Inability to compartmentalize information*
- *Failure to follow directions*

SPECIAL CONSIDERATIONS

The use of abbreviations would be helpful.

SCORING – 50 POSSIBLE POINTS

Award one point for correct call type, one point for correct address, one point for each radio transmission.

Note: *Requirements in Study Guide.*

SKILL BUILDING EXERCISES
Exercise One: Fire Call Tracking

Take one isolated fire call and describe what happens when a call comes in, how it is dispatched, how the units respond and how times are kept. Describe the importance of keeping track of unit locations and times and following up on all requests, documenting all transmissions.

Exercise Two: Compare and contrast

Ask students to compare and contrast the police, fire and EMS dispatch and radio. What is the difference between the types of responses (officers wander – fire units wait for calls). Explain that fire units are out of service until put in, unable to respond to another call. Explain mutual aid, and the layered response system.

Exercise Three: Fire Apparatus

List the apparatus used in the exercise. Explain what each unit is used for and why they have been dispatched to each of these calls (engines, ladders, rescue).

Exercise Four: What to Record

Explain which of the transmissions should be recorded and how they are to be recorded. Identify transmissions that use time and how that time is to be listed.

Exercise Five: Incident Command

Isolate the transmissions that are clearly using incident command statements or methods. This could lead into a discussion regarding the use of ICS in both large and small incidents.

FIRE CALL #1

CALL TYPE: DUMPSTER FIRE

LOCATION: Cedarbrook Apartments

STREET ADDRESS: 10110 Elm St. Apt G

[illegible]

FIRE CALL #2

CALL TYPE: **AUDIBLE FIRE ALARM**

LOCATION:

STREET ADDRESS: 751 105 AVE NE

TIME	UNIT	MESSAGE
1340	E12	L3, A1, B3, DT
	E12	L3, A1, B3, RT
	B3	Be advised fire drill at this time, landline and confirm
		All units except E12 code yellow response to Lincoln Middle School
	L3	Ok
	A1	Ok
	E12	Responding code red
	Bat 3	E12 red or yellow?
	Bat 3	E12 code yellow
	E12	copy?
	E12	B3 confirmed by phone, fire drill
	B3	code green all, except E12, E12 code yellow
	E12	Ok
	L3	Ok
	A1	Ok
1343		all units received
1346		confirmed false alarm

Zone 12b/ Page 1 / Initials: _____ SSN: _____ - _____ - _____

FIRE CALL #4

CALL TYPE:

LOCATION:

STREET ADDRESS:

[illegible]