911 Dispatch – A Newbie’s Journey

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This is a story of 18 weeks of 911 dispatcher training. My hope is to inspire more potential dispatchers, enlighten trainers and bring hope to those already into training. I will hit my 2 year anniversary in November of this year and that amazes me! I am still learning on a daily basis. My heart is in the right place now. Every day is an adventure, I love my job!

It started November 11th, 2014. When I walked through the double doors (after I was buzzed in similar to a jail setting), I was at the peak of excitement. The job of all jobs. Great opportunities. A huge public safety family and so much more.

What I didn’t know is the tremendous amount of information and detail I would soon be cramming into the space between my ears. There is a picture that our society mentally paints of what a dispatcher does… I was no exception. Phones ring, trucks go, help arrives, people are saved, and fires are extinguished. This is what happens right? LORD HAVE MERCY! There is so much more.

Did you know there are 18 towns we service? Do you know how many police, fire and EMS personnel that includes? NEITHER DID I! Did you know when we have an issue in one town; it may include 3 more towns? And, that we have “shared” fire apparatus with these towns? And that the fire tones need to go out on all the frequencies if there is shared equipment on the call?? NEITHER DID I!!

If that wasn’t enough to scare me away, I had 3 weeks of classroom training to get a base knowledge. When week 1 was done, I questioned my sanity and almost didn’t go back. Amber Alert, METRO, NCIC, ETC, EMD, 911 (…you get the idea). My head spun, my brain felt like it would explode and I cried… and cried… and cried. By week 3 I wanted to puke every time I thought about answering the phone. How was I supposed to keep hundreds of deputies and patrolman straight? How was I supposed to keep up with the veterans firing info to me over the radio as I panicked? What was I thinking?
The Real Deal

In the blink of an eye, the classroom time was over. Now the dynamics of the “center” are tackled with gusto… or fear, depending on your perspective. Keep in mind; you walk into a good size room with 7 to 9 people at any given time. There are 2 “pods” that divide the room, one side fire/EMS dispatch, the other is police side. We all take calls and dispatch calls, but it will depend on that day’s assignment from the shift supervisor. As a trainee, you will need to learn both disciplines … yup; I said both because they are TOTALLY different.

Am I going to make red lights or blue lights go today? Which anxiety or fear will be at the keyboard disguised as a body for 12 hours? My first day sitting at a fire desk… what a mess! Phones ringing, radios talking, phones ringing, tests to take, phones ringing, lists to study, phones ringing, calls to enter, phones still ringing… PHEW! Only 11 hours to go! I can do this…

We trudge through the day. The look of anxiety on my FTO’s (Field Training Officer) face was as priceless as my own. She just so happens to be my supervisor as well! For the purposes of this narrative, we will call her Wonder Woman. Please do not misunderstand any of my previous comments. We are truly blessed to have the training we do in order to prepare for dispatch; however, there is no training that will keep you from throwing up or peeing your pants. Sorry guys, maybe we can work that into the next session.

As the day progressed, we took calls from the “Public Safety Line” as I was not trained for 9-1-1 emergency calls yet. Those may be harder then 9-1-1 calls. My dog is missing, is there trash pickup, I need to order Chinese, my kid’s nose is runny, and is there school and so on. You get the idea.

These all seem so trivial at first. Then you get the elderly lady that just wants a phone number and she can’t see well enough to read her phone book…YES I said PHONE BOOK! So, you have the tool and you provide a number….not a big deal…until she thanks you for being so kind and that she is sorry to have bothered you…and you smile. Moving on in the day just got a little easier. But I have yet to even scratch the surface of this job. In general, you are simply learning to function in controlled chaos. Specifically, you are learning one important skill at a time without realizing it.

Controlled Chaos- Defined
Days begin and end as I progress. In between, I learn, I struggle and I come back. What I come back to is always the same. My teammates working their magic to keep the public safe, the officers safe and above all keep things in control. It is like a chorus that belts out a tune with the smallest of effort. Can I be part of this someday? Actually multi-task and be successful? Will I have the coveted “room awareness” that they all speak of? Someday, perhaps.

Until then, I learn to function in this “controlled chaos” environment. What that means is: I learn how to transfer that public safety call to the correct department, but never before making sure they do not have an emergency. I learn to input each call, with the correct address, LOCATION, LOCATION, LOCATION! I can get you help all day long if I know where you are even if I don’t know your name or what you need. (This may be printed on my headstone when I pass.) I have learned that getting that location – and how – may not be as simple as you may think. The computer is smart, but only if you utilize your tools. I happen to be geographically challenged, this was and still is a hurdle I have to jump every day… but it’s getting better… USE YOUR TOOLS!

Eventually, the tasks I struggled with start to flow and I learn to blend those into the next. The cycle is never ending. Ask any dispatcher you have the opportunity to speak with. If you are not learning something new, it may be time to retire.

Phones start to become easier, not easy, just easier. No rest for the wicked though… time to throw in the radios and see how crazy they can really make you!

Radios are truly a beast of another world, maybe similar to Alien, Tremor or even nasty creatures from Men in Black. Some days I could picture the creature on the other end of the box… it isn’t pleasant. But, this too must be overcome. Challenging as it may be, Wonder Woman has told me that I would develop the “radio ear” which gave me more images to stuff into my already crammed brain.

Many of the officers and deputies are truly veterans, stuck in 10 code land from which there is no return. This leads to another list that I don’t need to “memorize” but I should become “familiar” with. What does that even mean? How do you “familiarize” yourself with a list that large? As it turns out, there are some pretty important codes on that list… who knew! I didn’t. But boy I realized quickly that I better take note and pay attention. As I mentioned before, in case you forgot, the radio talks a
lot and you need to know what it is saying at all times. Wonder Woman was not really asking me to do this, it was more like a “hey you better pay attention, or it will be a problem”.

The Academy

Yes, there is an Academy.

It is the Criminal Justice Academy which we attend for 4 different classes. These take place in between our field training depending on when the classes are offered and where there is room. If you are lucky, you are able to get the first 3 classes out of the way early into training. If not, some of it will seem boring or redundant. I was lucky and able to get into all but one class early on.

The academy is only about an hour away, but in the winter, staying up there is advisable. Class starts at 8 a.m. sharp and guaranteed there will be a hold up, snow storm or accident of some sort if you try to commute. The first week was quite an experience. I stayed at the academy for ETC school which lasts a week. Myself and the 2 other trainees went in with excitement! Advantage to the other 2 girls, they had been there previously, I had not.

The week actually flew by. Class was excellent and we did not attend so late in training that we were bored. If you have never been to the academy, there is rumor that it is haunted. Doubtful, but I went on a ghost hunt anyway. What I heard and observed was nothing. What I heard once I played back the video we had could cause a tinge of doubt in your mind. You can be the judge if you get a chance to roam the abandoned 4th floor.

There will be two more classes at the academy before we finish training. EMD and NG911. They are not as long but require as much effort if not more. The absolute worst aspect of the training was waiting to get that coveted letter stating you passed! It takes forever!! OK, so maybe it only takes 4 weeks or so, but it seems like forever! Once they arrive, it is pure relief… I am semi official.

The last class will not be taken until after I have been signed off from training and will be the final gold star.

Learn, Learn, Learn
In my mind, week 4 through 13 should have been easier… should have been. No. They were hard, they were trying and they were pretty intense. Training started with the basics. Intro to the day boss and 2nd FTO, learn the system, navigate the screens and get the calls in correctly. Sounds fairly easy and straight forward, but it was clear as mud! Accuracy, not speed. Speed comes with time. OK… how much time? A question I would ask myself on a daily and sometimes hourly basis.

We are put with an FTO that will be an extra limb, literally, for the next 14 weeks. My main FTO just happened to be Wonder Woman as well, thank God! She is, was, fantastic! No sarcasm, I could not have been paired with a better match. She was completely in tune to the way I learn.

The training started on the fire side. 911 calls are directed to fire side first and then will default to police side if needed. Because I had not been to my EMD certification yet, I can answer the 911 line but cannot go through the medical protocols yet. Wonder Woman had a phone that was connected to my 911 and would break in as soon as the nature of the call became a medical emergency. One would think that would make me less anxious… no… not even close. As soon as my 911 would ring, the emotional response was similar to this… ”there is fire in the kitchen, oh wait, it’s spreading to the living room, never mind…MY DAMN HOUSE IS ON FIRE!” … yup.

Once I was “okay” at fire dispatch, I was put with a specific fire side trainer. Truthfully, after several weeks of being with Fire Dispatcher Mike, I felt better, not great, but better. I was catching on to radio traffic, units were starting to click in my brain and I was learning to get the priorities better organized. Miles and miles to go, but I could at least see the trees through the forest.

A few weeks later, I came out of the fire side with a new perspective on multi-tasking. What I perceived as multi-tasking and what multi-tasking is for the dispatch world is like comparing the local church steeple to the Eiffel Tower. Picture yourself in a room with 15 crazed toddlers, 25 drunk adults and 10 hyper dogs. And you need to keep all of them calm and controlled without missing any communication from them. That may get you close to a busy day at a communications center.

Why did I stay? A question I asked myself on a daily basis. The simple answer, it is my passion. And I have the best support system. Wonder Woman and Day Boss are 2 reasons that I did not give up after week 1 on the fire side. Day Boss; he is funny, he is smart, he is full of knowledge and he
knows me well. He was the teeter to my totter. He can be a real pain, but I am fully aware of the reason. Things become clear to me when he teaches me.

Wonder Woman; she was my voice of reason. She beat the anxiety out of me. Almost. She was the Ying to my Yang. She keeps me steady, stable. She is human and reminds me that so am I. When I screwed up on a call, she would help me fix it and understand that it CAN BE FIXED. When I needed to know WHY I was doing something in order to understand it, she always had the answer. They both see my potential and reinforce why I chose this path.

I value the two of them more than I probably let show.

And Then Comes PD …

Wonder Woman was my FTO for the PD side stint. She was a trooper, more so than I was. It was hectic, with different priorities and radio traffic. Officers have different personalities. Each agency has quirks. So much so, that there is a list to keep track of the weirdness.

Weeks flew by, more lessons learned, new tasks to conquer, hurdles climbed. A list was started for goals. Each day we have the opportunity to make our own comments in our training log. I rarely took advantage. My advice to you is do not forgo the opportunity to record your thoughts and activity in a daily log. I wished I had more often.

Days passed and things were going OK. Then I crashed and burned. The day prior to the entry below was horrific. My birthday was the 24th, Happy Flipping Birthday!

The world caved around my ears and I literally forgot every single thing I was taught for the last 11 weeks. Simple things! Easy things! What happened? I left work crushed. My home is 8 minutes from work. I got home 25 minutes later. It was terrible. Wonder Woman was my rock to lean on and flotation device to keep my head above water. I thought about what she would do, what she would say, how she would handle it? Way better than I did, but those thoughts kept me going. Sleep came that night, but not easily. Phones rang in my head, keyboards turned into black holes that wouldn’t let me type and radios zapped me every time I touched them. But I woke up ready to push through. Not sure how or why, but I did.
This is what I wrote the next morning:

Notes entered in my Training Doc 1/23/2015

*While I feel like I am making some progress, it is still very frustrating being unable to multi task as I should. Working on different ways to improve it, slow process...*

*The radio is getting easier for me to hear and understand. Still a long way to go.*

*Call taking is easier, still many scenarios I have yet to encounter, so I still find myself unable to answer public safety lines without asking a ton of questions at times. Feels very uncomfortable still, but getting better. 911 is a struggle for me. I can answer and EMD but I continue to try and find a way to not be so anxious when I pick up. Breathe; reason out the priority, etc.*

*Working all this out in my head, constant questioning if I have what it takes. Hoping things fall into place soon.*

**GOALS:**

*Prioritize your calls
*Work on feedback on PD radio
*Get a rhythm
*Work on listening to the radio and the caller on the line
*Utilize my tools more*

As you can see, despair can be with you but disappear as quickly if you let it. Anger can take over. Frustration can take over. Don’t let it. The road we are traveling is paved with opportunity. Soak it up. Leave the rest behind.

**Putting It Together in the FINAL 4 Weeks**

I won’t say that the last couple of weeks have been smooth. On the contrary, I have learned more about myself and my abilities then I care to admit. Just when you think you may be gaining strides, you get smacked in the forehead in classic V8-commercial fashion. The simple things have remained so, but the added tasks thrown in are somewhat of a struggle. My good qualities and abilities are
reinforced by the staff and my supervisors daily. This is a plus and appreciated. However, what I have discovered is that I hold myself to such a high standard that I may be creating my own monster. Now, how do I fix it? Is it repairable? I am told yes so I will dig in and figure it out. I have come too far to lay down now.

Let’s review the last week. My schedule mirrored my 2nd FTO. This was quite perfect, it is all days. The downside, he challenges me to the same high standard I hold myself to. Maybe this is good, maybe this is bad. So far, it’s a split decision.

Wednesday… came and went, thank God… it was a disaster. Things were going smoothly early into the 12 hour shift… then 911 rang. It all went bad, I should have gone home. Business lines, check… radios, check… tone a call, check… 911, uncheck. How do people not know where they live or where they are? 911 is my Achilles heel. Anxiety floods, tunnel vision sets in and everything hits the fan. Call me on the business line and tell me you have an emergency and things go slick. Call me on 911 with your emergency and good luck. Radios disappear, multi-tasking escapes and the whirlwind ensues.

I have had two days of long discussions with my FTO, some of which involved the strategic placement of my home safe and how to ensure I am never robbed… don’t ask. Not sure how we got there, but it was a funny moment! He knows we can fix this and I trust him. The support from my peers is unending, for that I am grateful. I am his enigma. He has a challenge on his hands and very little time to fix it. Let’s see how it goes.

Thursday… started great. I came back. Step 1 accomplished. My radios talked, I answered. 911 rang and I took a structure fire call. Focused, correct info and my teammate dispatched it. I listened and learned. The day was going well. Another 911 call… all good. Then it happened. Twice, in a row. Both, for lack of a better word… disasters. First one was in my coverage area. Tunnel vision. I didn’t stop to dispatch it. Call was good, actions not so much. Why? The caller was in no danger and I had time. But I didn’t do it. The 2nd one… no better. At the start I made an error and was unable to recover my calm and composure. Over the edge I went. Like a raft in Niagara Falls.

My FTO “went over” the 2 calls with me. He misinterpreted the tears he saw streaming down my face. I made sure he was well aware they were not for him or for his talk with me. They were mine,
for my frustration, for my anger, for my disappointment… in myself. These were not the little-girl-having-a-tantrum tears. They were the “OMG am I ever going to get this??!!” frustrated with myself, tears. What I cared about was getting my head back in the game.

Thursday night I went home. I watched the races. Cuddled with my 2 dogs, my husband and my step daughter. Then I went to sleep. Blissful sleep… to forget and recharge after hours of my mind spinning and wondering if I would go back.

On Friday I went back. The day came and went like I never missed a beat for the last few days. My mind was set that this was going to happen. Fear cannot keep me down. Tunnel vision…bring it. And they did. And I conquered.

2 Weeks to Go!

It would be a total lie if I told you that I am not nervous as a cat on a hot tin roof about the next couple weeks. However, it isn’t the end of the world. The last 4 days went really well. My Deputy Director (God bless her!) and Wonder Woman took me in to make sure I was OK. Do you get that kind of support at your job? I dare to say you do not. This week has been much smoother, my nerves less frazzled, and my confidence much higher.

County Sheriff has been, and will be, the focus until the big sign-off on March 16th. Monday was rough. New voices, new numbers, but that is not a valid excuse. I left frustrated. It’s a good thing my county desk trainer has very little hair. Jacoby has been a sport, but I know it’s frustrating for him as well. His report for the day may be slightly colorful. I believe at one point, I heard him say “you are killing me today” and he was not wrong. My first action when I left, call the rock. Wonder Woman let me vent to her and it helped. It didn’t cure the anxiety over why I was so off, but it helped me focus. New plan is to get a scanner at home. Listen. Learn. Focus. Gain more split ear. Stop being so anxious. Stop anticipating what the radio is going to say. Roll with it.

Wednesday went well, until 4 p.m. I will not bother to elaborate on the day. Some things are not worth repeating….ever.

Home, sleep and come back in. It is getting down to the wire and I may be in slight panic mode. My training documents say this is week 17. My brain says it is week 5-ish. The meeting this morning
with Wonder Woman and Jacoby helped. We met at the beginning of my shift and I was a little emotional which I was not happy about. They were very understanding and willing to talk me through it. A plan was developed to get me on track hoping that the last week I have will help nail down the multi-tasking/prioritizing skills. My fingers are crossed.

**Giving Up Is Not in My Blood**

Tomorrow I will be riding with a county sheriff to observe. What is the procedure for the traffic stop? What do they see in their vehicles? How is the call dispatched compared to what the deputy can see in the call? Do they see our notes? What is the timing between call entry and when it is dispatched? The hope is that I will gain a better perspective of the deputy’s job in order to be more efficient on my end. Again, fingers and toes crossed.

**Down to the Wire… the Last Week!**

While I feel that the scanner has helped, I am not at the confidence level I was hoping for. The veterans of 911 dispatch continue to boost my confidence. It helps to hear kind words and encouragement, but I need to believe it. Yes, I am doing OK but not where I should be. County desk has shaken my confidence to the core. My ride along gave me a better perspective, but not confidence.

There are 3 major calls that will cause a trainee mass amounts of anxiety. They are a CPR call, a structure fire and a high speed chase. These will cause instant nausea, panic and sometimes, a blue screen of death stare (you will get that reference if you have ever used a computer).

This is week 18 and it is ideal that a trainee gets all of these before they are signed off. It doesn’t usually happen. Notice I said usually… nothing about my training has been normal. On Thursday I was doing my one day at fire to keep up the rhythm. Check the structure fire off the list. In a town that is a challenge for a simple EMS call, this was going to be my ultimate training test. The fire pod was fantastic. They helped me, but did not do my job for me. There were huge amounts of guidance from all around me. I was having a great time. Then it was over. I looked around wondering what just happened. It’s over already? Hey! That wasn’t nearly as bad as I thought it was going to be! Maybe I can do this…
Then Friday came. Back to County I went. There were routine calls and the day went fairly smooth. Until someone decided it would be cool to run from a traffic stop. Who does that? Why would you even try? But they did… and on my watch. I was not impressed, but what can you do. Roll with it. The chase lasted for a short 7 miles, went through 2 towns and caused me mass amounts of nausea and stress. Apparently that did not come through on the radio and I thank God for that. Was it smooth? No. Was it exactly as I imagined it? No. Did I do my job? Yes! It was an experience I needed to go through and I will be better with the next one. I’m not sure if Jacoby can handle watching me work another chase, but he is learning with me as well. It is extremely frustrating for a trainer to sit back and let us go. Keeping that in mind will help your relationship with your trainer.

At the final hour I will work County again. There is so much still to learn and I fear that a sign off may not be in my future, or at least next week. This career I have taken on is the most demanding of my life. It has also been the most rewarding experience of my life.

**Good bye Training Wheels… Signed Off!**

Many times in my life I have felt that I was meant to do something for people, but I could never really figure out what. For years I volunteered for a sexual assault hotline. This was my trigger. I knew that I wanted to help but I was not built for the particular type of stress this brought. Nights were spent on the phone trying to guide callers. Most of those calls would stick with me and are still with me today. Getting past them has been a process. Slowly I will let go of certain ones, but never completely. I have been told by many friends that they are not sure how I could do it. Neither was I. But that didn’t matter. I did it. And I am proud of it.

I no longer volunteer on that hotline. It is something that I may consider again in the future, but for now I will focus on the Yellow Brick Road of Public Safety. It is paved with men and women that risk their lives on a daily basis. I am more than happy to join my co-workers to keep them coming home safe every night. As with any job, you will encounter many personalities. Some are good, some are bad. They all, however, are human with families and loved ones. Keep this in mind when the response from the radio is not, for lack of better words, politically correct or friendly.

There is always trepidation when stepping out of one’s comfort zone. The fear and anxiety of a new journey can be overwhelming. Since November 11, 2014, I have experienced many emotions. By far,
the worst has been anxiety. No job I have ever worked was this stressful. No job I ever worked was this rewarding. The “family” I have been welcomed into is amazing. Although my story is filled with anxiety, stress and many down moments, please do not, for one minute think I would change anything. The good moments, the rewarding moments and the highs far outweigh it all. This is the opportunity I have waited for. I have found my “work home”.

My paperwork may say I am official on the fire side, but I am far from taking off my training wheels. I am due to be signed off on the police side at the end of this week. Over the past few days, I have gained confidence in my abilities and so has Jacoby. It is a good feeling finally. Maybe the switch has flipped. There is a mountain of learning to still do, but I’m ready.

Most of my teammates have confirmed they are still learning daily. Hopefully, a few years from now, I will come in to work, sit down at a desk and say “I got this” and mean it. For now, I will continue to listen, learn and take in the knowledge given to me. I will give 150% at all times. I will succeed.

To all of you considering a career in public safety, pursue it, try it. I wish you luck (no sarcasm this time) and happiness.

Welcome to our “family”!
1. A green Chevrolet pickup occupied by a white male approximately sixty-five years old just crashed into my neighbor’s fence across the street.

2. A black female wearing an orange shirt and brown skirt just shot a Hispanic male wearing a yellow sweatshirt. This occurred in front of my house.

3. A white female juvenile just brandished a knife at the reporting party.

4. Run a driver’s license check and check for wants and warrants on a black male by the name of John Smith, date of birth August 8, 1963.

5. Three Paul Three is foot pursuit of an oriental male wearing a blue tee shirt. He was last seen running northbound on Mount Vernon Avenue.

6. Can you dispatch an Animal Control Officer to meet me at Headquarters. I have a vicious black and white dog.

7. Attempt to Contact the registered owner of a 2003 yellow Honda Accord.
8. My boyfriend is refusing to leave my house. Can you send a unit to keep the peace?

9. I have a temporary restraining order against my wife. She is at my house right now. She’s an Asian female approximately 23 years old.

10. Tempo nine will be en route to Kern Medical Center for follow up.

11. Child Protective Services is standing by in the parking lot of Food Maxx in a white county vehicle.

12. Check for wants and warrants on Kelly Tatum, date of birth November 12, 1963. Attempt to locate any probation or parole information. Also check for scars, marks and tattoo information.

13. I think my sixteen year old juvenile possibly has been drinking.

14. I just witnessed an injury traffic accident occur. There were 2 vehicles involved. The driver is acting suspicious. He may have been drinking. I don’t have any further information.

15. Ridge five is requesting a technical investigator to respond for fingerprints on a felony malicious mischief. He also needs a tow truck dispatched.
16. A male just hit a female in the stomach. He fled on foot southbound in the company of three other males who were wearing white shirts and baggy jeans. The suspect had a large tattoo on his head of a devil.

17. Grand Theft Auto just occurred. Taken was a tan Mitsubishi sports utility vehicle, California license plate 3RRT617. It was last seen heading towards Ming Avenue occupied by an Indian Male approximately 40 years old.

18. Someone is playing loud music at the residence just east of my house. It is coming from a gray Toyota pick up.

19. There’s a victim of spousal abuse at Kern Medical Center. Make contact with the reporting party in the emergency room.

20. A Hispanic male is walking westbound in the eastbound lanes of Highway 58. He appears to be under the influence of illegal drugs.
ABBREVIATIONS 2 TEST

COMMON ABBREVIATIONS

________________ Estimated time of arrival
________________ Unable to locate
________________ Gone on arrival
________________ Dead on arrival
________________ Driver’s license/California driver’s license
________________ Be on the look out
________________ Unknown
________________ Last seen
________________ Last seen wearing
________________ Vehicle
________________ Suspect vehicle
________________ Suspect
________________ Victim
________________ Juvenile
________________ Female
________________ Temporary restraining order
________________ Northbound
________________ Southbound
________________ Eastbound
Westbound
End of
Registered owner / Restraining Order
In front of
Across from
Reporting party
Regular day off
Comp time off
Attempt to locate
Attempt to contact
Follow up
Field interrogation
White male
Black male
Hispanic male
Assault with deadly weapon (245 PC)
Grand Theft Auto
Civil
Refusing to Leave
Great Bodily Injury
Non Criminal Activity
No Further Action
1. Reporting party observed a Hispanic male juvenile running southbound in the north alley wearing a white shirt, blue pants and a yellow baseball hat.

2. A shooting victim at Kern Medical Center is standing by in the emergency room with the possible suspect. Suspect is a white male, eighteen years.

3. A beer run just occurred from the market on the northeast corner of South Union and East White Lane. Suspects were seen driving a blue ford pick up westbound on Fairview.

4. Foot pursuit, southbound east alleyway, in the 100 block of Oildale Drive. Possible suspect now fleeing in a purple Monte Carlo with a partial license plate of 123, northbound North Chester Avenue.

5. Victim refusing to leave the scene after the report was taken. Suspect is taken into custody for being under the influence of a controlled substance.

6. The suspect in the spousal battery was gone upon arrival. No further action needed, we are also unable to locate victim. We will clear until the reporting party calls again.
Decipher the following codes and write out the entire sentence. Use no abbreviations.

1. 3P5 10-98 susp goa, utl on rp. I’ll be 10-19.

2. 11-98 s/w Niles/Mt Vernon atl msgjuv, hm, 10, 4’0, 92, blk, brn, whi t sht, blu jeans, l/s w/b s/alley to the rear of KMC.

3. 11-98 comm center 10-17 10-19 11-98 w/ CH15 for vic of 243.4.

4. NB Main St, 245 susp, whi Chev PU, occp by 4 hma’s, CTW of vict N/W Main/Panama – Med aid er.

5. NO7 AOD CHP Hwy 58 eof I5 148 pending 998 code3 response per NOS1.

6. 10-97 10-98 goa, utl, nfa, if vic recont adv I will be er to 11-98 w/ 918 RP.
You receive the following call:

“This is the principal at Wasco High. We have a school shooting here. Several students and teachers are injured and the suspect is still on the school grounds.” That call is followed by several calls from others at the school.

Include answers to the following questions in your project:

**Questions**

1. What actions do you take?
2. What do you need to be aware of in an Active Shooter incident?
3. What liability do you have in ensuring safety of those on scene and the general public safety?
4. How can you lessen this liability?
5. Are there policies in place for handling this type of incident?

You will be given time to work on this project while on duty. You may work on this project off duty but we do not have the ability to pay overtime for this project at this time. You are free to prepare any “hand-outs” or training material any way you would like, including electronically, by using Word, PowerPoint or other computer programs. Be as creative as you desire.

Be sure to quote your sources. If you interview someone, give his or her name, position and affiliation. If you use the Internet or some other form of written source, be sure and include the web site or book name, magazine article, etc. If you have researched using a video, give the name of the video.
1. What are some of the types of calls the Fire Department responds to?
   a. 
   b. 
   c. 
   d. 
   e. 

2. What type of calls does CHP handle?
   a. 
   b. 
   c. 
   d. 

3. Name the CHP Dispatch centers and substations we deal with and list the area each center dispatches for.
   a. __________ covers ________________________________
   b. __________ covers ________________________________
   c. 
   d. 
   e. 

4. Name of the police departments in our county.
   a. 
   b. 
   c. 
   d. 
   e. 
   f. 
   g. 
   h. 
   i. 
   j. 
   k. 
   l. 
   m. 
   n.
5. Name all the parks/lakes the park rangers handle and list the corresponding call signs for each area.
   a. ___________________ Call Sign_____________________
   b. ___________________ Call Sign_____________________
   c. ___________________ Call Sign_____________________
   d. ___________________ Call Sign_____________________
   e. ___________________ Call Sign_____________________

6. Name the four railroad companies in our county.
   a.
   b.
   c.
   d.

7. List some miscellaneous agencies we deal with.
   a. i.
   b. j.
   c. k.
   d. l.
   e. m.
   f. n.
   g. o.
   h. p.
AND GOD CREATED DISPATCHERS

The angel walked in and found the Lord walking around in a small circle and muttering to himself.

"What are you working on now lord?" he asked.

"Well I finished creating a peace officer, now I'm working on a dispatcher"

Since the angel could see nothing in the room, he asked God to tell him about it.

"It's some what like the police officer model, it has 5 hands-one for answering the phone, two for typing, one for answering the radio, and one for grabbing a cup of coffee. The arms had to be placed fairly carefully since all the tasks a dispatcher does, have to be done simultaneously. The digestive system is a little complicated, since it runs on coffee, and food that can be delivered, but seldom needs to get up for the rest room. I made the skin tempered duralite covered with Teflon. A dispatcher’s hide has to be tough enough to withstand darts from cranky officers, jabs from citizens, and lack of attention by administration, but not show any signs of wear and tear. Unlike a police officer it only needs one pair of eyes, so that left extra room for the ears. There are five sets of ears, one set for the telephone, one for the main radio, two for the other radios it has to monitor, and one to hear everything else going on around it. They fit all right on the head, since it had to be extra large for the brain. The brain has to be enormous so it can remember a full set of 10 codes, phonetic alphabet, at least two hundred different voices, the entire contents of three different SOP manuals, two Teletype manuals, and an NCIC code book. Of course I left enough extra space for it to learn the individual quirks of every different SGT., LT., Shift commander, fire chief, and other supervisor, and the ability to keep them all straight. There also has to be room for it to learn which situations need an officer and which don't, and also the ability to determine in less than two minutes what to do for any given event. There is a built in condenser so it can take an hour-long explanation, put it into 30 seconds worth of radio transmission, but still get the whole story across.

Those switches on the front are for the emotions. It has to be able to talk to a mother who's child has just died without pain, a rape victim with empathy, a suicidal person with calmness and reassurance, and abusive drunk without getting angry. When one of the officers yells for help, it can't panic, and when someone doesn't make it, the dispatchers heart mustn't break. The little soft spot just to the left of the emotion switch is for abandoned animals, frightened children, and little old ladies who are lonely and just want to talk to someone for a few minutes. The dispatcher has to care very much for the officers and firefighters it serves, without getting personally involved with any of them, so I added another switch for that. Plus of course, the dispatcher can't have any of its
own issues to worry about while it is on duty, so that last switch turns those off. The patience switch is turned up to high all the time on the CTO model, and I've added an extra fuse to those to those to handle the overload.

A dispatcher has to be able to function efficiently under less than good physical conditions, and be flexible enough to withstand whatever whim the administration comes up with, while still retaining it's general shape and form. That warm fuzzy shoulder is, there for officers to use when they gripe, other dispatchers when they hurt, and for those who are shell shocked by a horrible call and just need someone to be there. The voice gave me a little trouble, it has to be clear and easy to understand, calm and even when everyone else is screaming, but still able to convey empathy and caring while remaining totally professional.

It runs for a full 12 hours on very little sleep, requires almost no days off, and gets paid less than an executive secretary.

"The dispatcher sounds wonderful lord", said the angel, "Where is this amazing creation?"

"Well you see," answered the Supreme Being "Dispatchers are invisible unless they make a mistake. So it's practically impossible to tell when they are run down, worn out or in need of repair. Now that I've created them, I can't see the original model to make enough of them to go around."

Unknown Author... 911 Magazine
Student Learning Activity
Back to the Headlines DUE____________________

Description

In this activity you will be learning how to understand and point out personal and agency liability and the importance of each. Read the following scenarios and in a word document you will write the following:

Excuses

List at least three possible reasons the employees performed in the manner they did

Liability

What are the areas where liability is an issue and the possible outcomes of those liabilities?

The Change

List three training related issues you would address first if you were the “Chief” of the agency to insure to the public this would never happen again.
Two Anne Arundel County emergency operators have been suspended without pay and will receive notice of the county’s intention to fire them for botching the 911 call about the carjacking of a Glen Burnie pharmacist, officials said yesterday.

Police officials have faulted the two 911 operators for failing to relay information from the Aug. 8 call to police officers, who might have been able to intervene before 26-year-old Yvette A. Beakes was killed, authorities said.

The dispatchers – one of whom has 24 years experience and the other eight years – are scheduled to meet with Deputy Chief Emerson Davis on Wednesday to answer the charges.

Police Chief P. Thomas Shanahan made the preliminary decision to fire the dispatchers Thursday after reviewing the investigation of the call.

But the American Federation of State, County and Municipal Employees, which represents the operators, are criticizing police for blaming the dispatchers, saying that the county’s 911 operators are poorly trained, forced to work overtime and must use what they call an antiquated computer system.

Fraternal Order of Police President Paul Ingley also questioned yesterday the wisdom of firing two dispatchers when the 911 center is already short-staffed.

The female dispatchers – who are not being identified by county officials – were suspended with pay Aug. 15.

Police say the Aug. 8 emergency call about several men assaulting Beakes could have been critical, because detectives believe Beakes’ abductors drove her around for several hours before they shot her in the head.

An anonymous caller dialed 911 from a pay phone at 11:58 p.m. and hung up, police said. Seconds later, she called back to report a car accident involving a white woman and four black men, and described their cars. She also described an assault on the woman.

Police were dispatched to the pay phone to check the 911 hang-up, but were not told about the second call detailing the carjacking, officials said.

Four suspects were charged with first-degree murder two days later, after one of the suspects used Beakes’ cellular phone.

County police officials said that the 911 operator taking the second call from the pay phone did not create a new entry in the computer. Instead, she added the information to notes about the initial 911 hang-up, which police officials said was a violation of procedures.

The dispatcher reviewing the entries did not relay the new information to officers.

Arundel police didn’t know about the 911 call until Baltimore homicide detectives requested a log of the emergency calls the county received in the area the night Beakes was abducted.
CALL #2
During a 911 call that was barely one minute and seven seconds long, a Pennsylvania man confessed to a dispatcher that he had bludgeoned his wife and 7 year-old son to death. Three hours later Christopher Moyer was found dead seven miles away after being struck by a train. Moyer, 44, was calm and collected at 9:30 p.m. on June 17th when he told a Bucks County 911 calltaker.

911 Call from Christopher Moyer Transcribed:

911 Dispatcher (D): “911, where’s your emergency?”
   Moyer (M): “Uh, I need to report a murder.”
D: “Okay, where is that sir?”
   M: “167 Redstone Drive in Warrington.”
D: “One five seven?”
   M: “One six seven.”
D: “Okay, can you tell me about what’s going on there?”
   M: “Uh, mother and son, uh, bludgeoned to death.”
D: “And you just found that?”
   M: “Yes.”
D: “Okay. Who are you?”
   M: “I’m…the husband.”
D: “Did you do it?”
   M: “Yes, I did.”
D: “What’s your name sir?”
   M: “Chris.”
D: “Last name?”
   M: “Moyer.”
D: “M-o-y-e-r?”
   M: “Correct.”
D: “What’s your phone number sir?”
   M: “It is…267 – 927 0245.”
D: “You’re there now?”
   M: “Yes.”
D: “Okay, 167 Redstone?”
   M: “Correct.”
D: “Okay, are you sure they’re dead?”
   M: “I am positive.”
D: “Okay, are you still armed?”
   M: “Uhh, no.”
D: “Okay, I’ll get somebody right out there for you Chris.”
   M: “Thank you.”
D: “You’re welcome.”

The call then ended with no attempt by the dispatcher to keep him on the line, to question him about the incident further or to explore his motive. Police arrived at the house after Moyer had driven away. At about 1 a.m. police responded to a report of a person struck by a train in nearby Hatboro, and learned it was Moyer. Investigators say Moyer had put his head on the rails and waited for a train to pass.
CALL #3

In October 2003, Michael Michalski worked for Allegheny County, Pa., as an emergency dispatcher. He began running searches on the internal computer network and databases to locate his former girlfriend, Gretchen Ferderbar, and her current boyfriend, Mark Phillips.

A supervisor, Daniel Nussbaum, became aware of Michalski's misuse of government databases and placed him on a deferred suspension that was to begin a week later, on Oct. 27.

On Oct. 29, when the suspension took effect, Michalski called the 911 center during the early morning hours seeking assistance in locating Phillips. Two of his co-workers allegedly complied with the request and searched the database. Michalski’s supervisor met with him the same day and fired the troubled 21-year-old. Court papers stated that “despite recognizing that Michalski had used the 911 center’s computer system to track Mark Phillips, [the supervisor] made no effort to detain Michalski, deter him from reaching Mark Phillips or to warn Mark Phillips of Michalski’s potentially violent behavior.” The supervisor did contact Ferderbar and told her she should be careful.

A few hours later, Michalski again contacted his co-workers at the call center. He stated that he “had nothing to live for” and that Ferderbar and Phillips were going to “pay for putting him in his present position.” That afternoon Michalski murdered Phillips, Ferderbar and her sister.

A Pittsburgh Tribune-Review article from October 2005 says Michalski pleaded guilty to the slayings that month and was sentenced to three consecutive life terms.

Phillips' mother sued Allegheny County, claiming it had a duty to do more once it realized Michalski was abusing his database access. U.S. District Judge Arthur Schwab forwarded the case to state court on May 15.
TRAINER’S NOTES:

CALL #1: A federal judge yesterday threw out a lawsuit filed by a murdered woman's family who claimed she might still be alive if county police hadn't mishandled a 911 call.

U.S. District Court Judge Marvin J. Garbis agreed with the county's argument that it had no legal "special relationship" with Yvette Beakes that makes it financially liable for failing to help her.

CALL #3: The Michalski case serves as a cautionary tale about protecting classified data within a public safety environment. Typically the image of a dispatcher is one where an individual sends the fire department, emergency medical services and/or police to an emergency in a timely, efficient manner. This generalization, while not entirely inaccurate, has led to the misnomer “telecommunicator.” In reality, dispatchers are information managers who are exposed to highly sensitive data. Criminal histories, terror alerts, Health Insurance Portability and Accountability Act (HIPAA) regulations, and the mundane vacation house check could be misused in the hands of an unscrupulous, desperate or disturbed person. As such, it’s imperative that employees understand their obligations regarding the protection and dissemination of information. Furthermore, the call center’s management team must be vigilant in identifying abuses and act swiftly to mitigate them.

Liability: The dispatcher abused his access to the call center's databases. Put on a deferred suspension that was to begin a week later instead of immediate. Co-workers gave him information while he was on suspension even though they were aware it was for illicit purposes.

Lawsuit: Federal district court in the western district of Pennsylvania ruled on May 15 2006 in a suit brought by the mother of the late boyfriend and was taken to the state court.

Outcome: Wrongful death and survival claims transferred to state court for further proceedings, and other claims dismissed.
Excerpt from the court's opinion:

"On the afternoon of October 29, 2003, Michalski contacted dispatchers at the 911 Call Center...to explain the circumstances of his termination, indicating that he had nothing left to live for and that Gretchen Ferderbar and Mark Phillips were going to pay for putting him in his present situation. Despite this contact by Michalski, none of the dispatchers made an effort to contact Gretchen Ferderbar or Mark Phillips or the police departments of the Township of Shaler or the Borough of Carnegie. Later that afternoon, Michalski shot and killed Mark Phillips with a handgun.

"(Northwest Regional Communications, which operates the call center) and the individual defendants assert that plaintiff has failed to state a constitutionally cognizable equal protection claim under the Fourteenth Amendment because the complaint fails to allege that they intentionally treated Mark Phillips differently from other similarly situated persons. Again, after consideration, the Court agrees.

"NRC and the individual defendants maintain that the allegations in the complaint do not set forth a substantive due process claim based on the state-created danger theory as a matter of law. Again, after consideration, the Court agrees.

"The Court concludes that the harm ultimately caused by Michalski--the murder of Mark Phillips--was not foreseeable. There are no allegations in the complaint that Michalski had a history of violence or, if he did, that any of the defendants were aware of such history. Second, the Court concludes as a matter of law that the alleged conduct of (two co-workers) in providing Michalski with unauthorized personal information concerning Mark Phillips from the 911 Call Center's network and databases does not rise to the required level of shocking the conscience.

"The Court will transfer plaintiff's wrongful death and survival claims to state court where NRC and the individual defendants may pursue, in an appropriate motion, the arguments raised..."
BACK UP/AOD TEST

Who would you send as a back-up to units if they needed assistance?

1 ZONE: _______________________________________________________________

2 ZONE: _______________________________________________________________

3 ZONE: _______________________________________________________________

4 ZONE: _______________________________________________________________

LAMONT: ______________________________________________________________

NORTH: ______________________________________________________________

TAFT: ________________________________________________________________

RIDGECREST: _________________________________________________________

TEHACHAPI: __________________________________________________________

MOJAVE: _____________________________________________________________

WASCO: ______________________________________________________________

DELANO: ______________________________________________________________

KERN: ________________________________________________________________

GLENVILLE: _________________________________________________________

BORON: ______________________________________________________________

FRAZIER PARK: ______________________________________________________

WALKER BASIN: ______________________________________________________

ROSAMOND: _________________________________________________________
Basic Steps for Conflict Resolution

A. Seek To Understand
1. Validate each person's feeling.
2. Confirm a willingness to solve problem.
3. Seek understanding of the cause of the feeling.
4. Confirm accurate understanding. Paraphrase. Identify the underlying unmet emotional needs.
5. Show empathy.
6. Ask the powerful and positive question: What would help you feel better?

B. Seek to be Understood:
1. Share your feelings & needs
2. Confirm accurate reception & understanding.
3. Mutually generate options & resolutions
4. Brainstorm solutions (while withholding evaluation/judgment).
5. Discuss each party's feelings about alternatives.
6. Make the selection that maximizes positive feelings and minimizes negative feelings.

Hints
1. Resist inclination to focus on behavior and neglect the feelings behind the behavior.
2. Allow the least powerful person the lead role in generating and evaluating options. This helps balance the power.

Taken from the Emotional Quotient Institute website, www.eqi.org
The higher levels of analysis, synthesis and evaluation are the goals of PBL.
1. Someone is spray-painting the bathrooms in the park.
2. Fled Denny’s Restaurant without paying for food.
3. My wife just punched me.
4. I need an ambulance in Stallion Springs.
5. A shoplifter detained at Walgreens.
6. Suspicious package with wires coming out.
7. Howling dog in the back yard.
8. A man with a gun took my purse.
9. A woman just kicked her 2 yr old child.
10. A Hispanic male was looking in my windows.
11. Grandma was beaten by her caretaker.
12. Someone gave me a fake $20.00 bill.
13. My car was taken from me by a man with a gun.
14. Employee has been skimming cash from accounts.
15. Received a call saying there was a bomb.
16. My neighbor is hooked up to my electricity.
17. Officer down.
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<tbody>
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<td>1.  IN POSSESSION OF STOLEN PROPERTY</td>
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<td>2.  STALKING</td>
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<td>3.  LOADED FIREARM</td>
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<td>4.  DUI</td>
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<td>5.  BOMB THREAT</td>
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<td>6.  TRESPASSING</td>
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<td>9.  HOMICIDE</td>
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<td>10. CONTRIBUTING DELINQUENCY OF MINOR</td>
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<td>11. RECKLESS DRIVING</td>
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<td>12. DEFRAUDING AN INNKEEPER</td>
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<td>13. CHILD MOLESTATION</td>
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<td>14. CRUELTY TO ANIMALS</td>
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<td>15. PROSTITUTION</td>
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<td>16. CTW OF 911 HANG UP</td>
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<td>17. COUNTERFEIT BILL</td>
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<td>18. VIOLATION OF RESTRAINING ORDER</td>
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<td>19. BURGLARY</td>
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<td>20. RESISTING ARREST</td>
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<td>21. SHOOTING @ INHABITED DWELLING</td>
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<td>22. KIDNAPPING</td>
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<td>23. CRIMINAL THREATS</td>
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<td>24. GRAND THEFT</td>
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<td>25. MALICIOUS MISCHIEF</td>
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<td>26. PROWLER</td>
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<td>27. FIRE</td>
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<td>28. ANNOYING A CHILD</td>
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<td>29. CAR JACKING</td>
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<td>30. ASSAULT</td>
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<td>31. RAPE</td>
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<td>32. SPOUSAL ABUSE</td>
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</table>
1. ASSAULT WITH A DEADLY WEAPON

2. MY Wii WAS TAKEN FROM MY LOCKED CAR

3. MY SISTER BEAT ME UP

4. THE WINDSHIELD OF MY CAR WAS SHATTERED

5. MY LAWN MOWER WAS TAKEN OUT OF MY LOCKED GARAGE

6. MY BF IS 647F AND BREAKING THINGS IN OUR HOUSE

7. MY DAUGHTER IS REFUSING TO GO TO SCHOOL

8. MY NEIGHBOR IS HAVING A PARTY AND THERE ARE KIDS DRINKING

9. THERE IS A SUBJECT AT MY COUNTER TRYING TO CASH A STOLEN CHECK

10. MY MOM KICKED ME OUT OF THE HOUSE AND I AM 14 YEARS OLD

11. I SEE A LOT LIZARD AT THE FLYING J TRUCK STOP

12. MY 5 YEAR OLD WAS JUST TAKEN FROM THE FRONT OF MY HOUSE BY A STRANGER
13. I STABBED MY HUSBAND

14. MY 8 YR OLD SON SAID HE WAS FONDLED BY OUR ADULT NEIGHBOR

15. THERE ARE 20 KIDS ACROSS FROM EAST HIGH GETTING READY TO FIGHT

16. A GUY ON THE STREET HAS JUST BEEN STABBED

17. THERE IS A KID THROWING EGGS AT THE CARS AS THEY DRIVE BY

18. THIS GUY IN MCDONALD SMELLS LIKE ALCOHOL AND HE’S STUMBLING AROUND

19. THIS MAN JUST FORCED ME TO HAVE SEX WITH HIM IN THE ORCHARD

20. I THINK THAT ALIENS ARE COMING TO TAKE ME AWAY

21. MY PS3 WAS TAKEN FROM MY UNLOCKED CAR

22. MY NEIGHBOR IS PLAYING LOUD MUSIC, I DON’T WANT CONTACT

23. MY BROTHER JUST SLAPPED ME

24. MY 14 YEAR OLD WAS JUST CAUGHT HAVING SEX WITH HER 16 YO BF

25. THIS IS PROTECTION ONE WITH A PANIC ALARM FROM A BUSINESS
26. CONTROL 1 1P1A, I JUST SHOT A 245 SUSPECT AND I NEED ASSISTANCE

27. MY BROTHER HIT ME WITH THE BROOM

28. CONTROL 1 1P1, I WILL BE TRANSPORTING MY PRISONER TO CRF

29. MY HUSBAND HAS NOT RETURNED MY KIDS PER OUR CUSTODY ORDER

30. A MAN JUST BROKE INTO MY HOUSE AND TIED ME UP AND TOOK MONEY

31. MY NEIGHBOR IS IN THE BACKYARD WITH FRIENDS FIGHTING PIT BULLS

32. THERE ARE 6 KIDS LIVING NEXT DOOR WITH NO ELECTRICITY

33. A PATRON JUST GAVE ME A FAKE $100 BILL

34. I JUST FOUND OUT SOMEONE USED MY SSN TO GET A CREDIT CARD

35. MY DAD JUST HIT MY MOM IN THE FACE

36. THIS IS SONITROL WITH A SILENT ALARM AT BEARDSLEY SCHOOL

37. I SAW A WHI PU CRASH INTO A RED CAR, THE LADY NEEDS MED AID

38. A BROWN PU JUST HIT A LITTLE KID AND TOOK OFF, SEND AMBULANCE
39. MY 14 YO SON DID NOT COME HOME LAST NIGHT, AND HE DOES THIS OFTEN

40. MY NEIGHBOR IS 80 AND HER GRANDSON JUST BEAT HER UP

41. THIS IS TEL TECH WITH AN AUDIBLE ALARM AT A RESIDENCE

42. MY SISTER SHOT MY FATHER

43. A BLU TRUCK CRASHED INTO A FENCE AND THEN FLED SOUTHBOUND

44. I JUST SAW AN ADULT BUY ALCOHOL FOR SEVERAL JUVENILES AT THE GAS STATION

45. THERE’S A WOMAN STANDING BY AT HQ, SHE HAS A PROBLEM AND NEEDS TO TALK TO A UNIT

46. A WHI CAR JUST DROVE BY AND SHOT AT MY NEIGHBOR’S HOUSE

47. SEV M/C’S ARE RIDING ON PRIVATE PROPERTY

48. MY NEIGHBOR HAS AN EXTENSION CORD HOOKED UP TO MY ELECTRICITY

49. MY GIRLFRIEND IS UPSET AND TALKING ABOUT KILLING HERSELF

50. A CAR CRASHED INTO MY FENCE AND FLED.

51. I’M GOING ON VACATION AND HAVE HAD SEVERAL 460’S TO MY RESID RECENTLY.
52. THERE’S A DOG LOCKED IN A REALLY HOT CAR

53. MY BROTHER BORROWED MY CAR BUT HE NEVER BROUGHT IT BACK

54. MY HOSE WAS STOLEN FROM MY YARD

55. A MAN LAYING IN THE STREET NOT MOVING

56. LERDO HAD 2 INMATES FLEE OVER THE FENCE

57. MY EX-BOYFRIEND KEEPS FOLLOWING ME AND SENDING ME SCARY PRESENTS AND LETTERS
1. MY SISTER’S CAR WAS JUST STOLEN FROM IFO THE HOUSE.

2. THERE’S A KID THAT JUST SHOT A DOG WITH A BB GUN.

3. TWO GUYS JUST BROKE INTO MY NEIGHBOR’S HOUSE. THEY ARE IN THE GARAGE RIGHT NOW.

4. 6 GUYS ARE FIGHTING INSIDE TROUT’S BAR.

5. MY BABY’S DADDY JUST PUNCHED ME IN THE STOMACH.

6. I SAW A GIRL SOLICITING SEX AT THE TRUCK STOP.

7. MY SISTER IS UPSET BECAUSE HER BOYFRIEND JUST BROKE UP WITH HER. SHE WANTS TO KILL HER SELF.

8. MY NEIGHBORS ARE HAVING A HUGE PARTY AND BLASTING THEIR MUSIC. I WANT CONTACT FOR A COMPLAINT.

9. SOMEONE STOLE MY LICENSE PLATES OFF MY TRUCK.

10. MY FENCE WAS TAGGED LAST NIGHT.

11. THERE’S AN ELDERLY MALE WALKING NB ON MING AV AND HE APPEARS DISORIENTED.

12. MY NEIGHBOR’S KEEP REVV’ING THEIR M/C ENGINES.

13. A BLU HONDA ACCORD IS PARKED IFO MY HOUSE WITH THE IGNITION PUNCHED.


15. WM, DIRTY CLOTHING DIGGING IN MY TRASH CANS.

16. I WENT TO THE STORE AND CAME BACK AND SOMEONE BROKE INTO MY HOUSE.
17. MY FRIEND FOUND MY STOLEN CAR AT THE CORNER OF NILES/FAIFAX. THE SHERIFF’S OFFICE TOOK MY ORIGINAL REPORT.

18. 2 FEMALES FIST FIGHTING IN THE PARKING LOT.

19. FEMALE LAYING IN THE YARD AFTER BEING HIT IN THE HEAD WITH A BASEBALL BAT.

20. SOMEONE IS BLARING MUSIC IN THE AREA OF MING/H ST. I DO NOT WANT CONTACT.

21. OPEN 911 CALL WITH 2 SUBJS HEARD YELLING LOUDLY.

22. MY NEIGHBOR’S ALARM IS GOING OFF AT THEIR HOUSE.

23. I CAN’T FIND MY BABY; HE’S ONLY 3 YRS OLD.

24. CHP IS IN FOOTPURSUIT, CAN YOU SEND UNITS TO HELP.

25. HEAVY FOOT AND VEH TRAFFIC AT A RESID ON 5TH AV.

26. 2 VEHS JUST CRASHED. NO ONE IS INJURED.

27. HM ARMED WITH A KNIFE THREATENING PEOPLE.

28. 2 SUBJS WITH GUNS SHOOTING THEM IN THE AIR.

29. 3 TRANSIENTS ARE SLEEPING IN A VACANT RESID.

30. MY 17 YR OLD SON IS UTI OF ALCOHOL, CAUSING 415.

31. A GIRL JUST TOOK OFF HER CLOTHES AND IS WALKING DOWN THE STREET.

32. I JUST HEARD 3 SHOTS FIRED SOMEWHERE CLOSE BY.

33. LO12 I HAVE A SUBJ RESISTING ARREST. SEND BACKUP.

34. MY BOYFRIEND JUST BIT OFF THE TIP OF MY FINGER.

35. SOMEONE JUST SHOT UP THE VACANT HOUSE X-ST.

36. I THINK I RECEIVED A FAKE $20 FROM THE STORE.
37. MY ADULT DAUGHTER KEEPS ME LOCKED IN THE HOUSE. _______

38. A BABY LOCKED IN A CAR AND CAN’T FIND THE PARENTS. _______

39. SOMEONE STOLE MY PURSE FROM MY SHOPPING CART. _______
Read the following true life scenarios and decide the best event type for each:

1. Event type: __________ A mother hosted a party at her Virginia home at which she served alcohol to underage teens. Elisa Kelly’s rule was all the kids had to stay the night and no one could drink and drive. Kelly’s two sons, Ryan and Brandon, asked her to buy their friends some beer and wine, and she did, thinking it was better to have them drink supervised and safe.

2. Event type: __________ A man lapped gasoline off the ground after a nozzle fell on the ground and gas leaked out. He then got up, screamed at several passing cars and ran around. Jose Dias Ferreira, 35, ran into the middle of Waverly Street, stopping traffic.

3. Event type: __________ A 33 year old homeless man followed a female to her home, entered through an unlocked door and raped her in the bedroom. Suspect Kenny King pleaded guilty to sexual intercourse without consent.

4. Event type: __________ Two masked and machete-wielding men barged into a club yelling for patrons to drop to the floor as they emptied cash registers at the bar. About 50 burly bikers fought back with tables and chairs. One suspect was tackled outside, hogtied with electrical wires and left for the cops.

5. Event type: __________ Four teenage boys destroyed about 500 headstones at a Jewish Cemetery in New Brunswick. They smashed nearly every tombstone, almost 90 percent of the graveyard.

6. Event type: __________ A 21-year-old woman was stabbed in the chest after she refused to hand over the keys to her car. An officer responding noticed a man fitting the suspect’s description waiting at a bus stop at the mall.

7. Event type: __________ A Hispanic male in his 20’s was standing out in front of the bank yelling and screaming for the loan manager to come out. He was swinging a baseball bat in the air.

8. Event type: __________ Alex called his aunt and told her he was having suicidal thoughts. He is 13 years old and home alone with his 4 year old sister.
9. Event type: ______________ Jenny’s baby’s father, Michael, came to the house to visit the baby. While he was there, Jenny’s new boyfriend called. Michael got upset and started yelling and throwing things in the house. Michael punched Jenny several times in the face, then left.

10. Event type: _____________ There is an injured dog on the sidewalk near the intersection of Niles and Horace Mann.

11. Event type: _____________ At least 4 people have died after two private planes collided in midair Sunday afternoon. The planes collided at 3:35 pm about a mile from Meadows Field airport and just east of Highway 99.

12. Event type: _____________ It’s 1:30 in the morning and the neighbor’s dog has been barking for the last 4 hours. The neighbors are home, but are refusing to answer the door.

13. Event type: _____________ Mary is calling because the house across the street and to the west has loud music playing. It’s been playing all day, but she didn’t want to call because she doesn’t want the neighbors to know it was her calling. She does not want any contact with police at all.

14. Event type: _____________ CHP has responded for a multi-vehicle accident out in Mojave. They only have one unit on, but need help controlling traffic.

15. Event type: _____________ A 6-year-old boy was found at a rest stop. He said he came out of the restroom after a day spent playing in the snow to find the van carrying his parents and 13 siblings had left. The boy’s father contacted authorities after arriving home 4 hours later and said he thought the boy was asleep in their van.

16. Event type: _____________ A cab driver delivered a 6 month old baby to a firehouse, telling authorities an unidentified man had left her in his cab and disappeared. A day later he admitted he knew the 14-year-old mother’s family and had participated in the plan to help abandon the baby.

17. Event type: _____________ A pastor was checking on one of his vacant rental properties when he heard noises coming from under the crawl space. He got a hammer and nails and put the board back in place, trapping the subject until the police arrived.

18. Event type: _____________ Mark M. Braden, 38, unlawfully used the name and Social Security number of another person in order to commit credit card fraud. Braden used an American Express card issued in that victim’s name to receive items valued at $1,000 or more.
19. Event type: _____________ Theresa Morgan forced her 83-year-old housemate to smoke crack cocaine, telling her it was “hooty”. Morgan then stole personal info to get a credit card in her name and ran up more than $3,000 in charges.

20. Event type: _____________ Michael and Melanie Hernandez were in a verbal argument. Melanie pointed at Michael putting her finger in his face when Michael bit off the tip of her finger.

21. Event type: _____________ Authorities found a 4-year-old boy who only weighed 22 pounds and living in a filthy home. The suspects are an aunt, uncle, and grandma. The child was malnourished and had several bruises, including a set that encircled his left arm. Grandma told how he would get up in the middle of the night to get into things. So she and the aunt would tie him to the bed at night.

22. Event type: _____________ Tiffany Lyles, black female, 12 yrs, was last seen yesterday at her school. Tiffany is described as 5’2, 100, with black hair in braids, and brown eyes. She was last seen wearing a black bubble coat, tan/brown turtleneck, dark blue pants, and white tennis shoes.

23. Event type: _____________ A man arrived home drunk, cut the phone lines and started punching holes in the walls. His teenager daughter was able to push him outside, where he allegedly found the garden gnome and chucked it through a window and hit her.

24. Event type: _____________ A female was chained to a motor in a closet for weeks. Whenever the boyfriend left the apartment, he left her chained to the engine block. Doors were double dead bolted and windows were screwed closed. Neighbors didn't even know a woman lived there. How did anyone possibly find her? Her chain was just long enough to walk around the room, so she spelled out “911” in condensation on the window.

25. Event type: _____________ Two teenagers, one dangling from a rope tied to an interstate bridge and holding a can of spray paint, did not see Sheriff’s Deputy Melissa Myers when she drove up. They never got a chance to express their love with graffiti.

26. Event type: _____________ A 7-year-old boy was playing in the front yard of his house by himself. A man driving a yellow older modeled Buick pulled up to the sidewalk and appeared to be asking the boy a question. The man then reached over and pulled the boy into the vehicle through the open window and sped away.
27. Event type: _____________A silver minivan was driving at a high rate of speed through a residential area. He ran through a stop sign, clipping the front end of a red compact carrying a family. No one was injured and the compact was able to pull over to the side of the road. The minivan continued traveling at a high rate of speed towards the outskirts of town.

28. Event type: ____________A female was jogging in her neighborhood. She glanced across the street and saw what appeared to be a man laying next to the bushes in a front yard. He was wearing a white t-shirt and jeans. The t-shirt was covered in blood.

29. Event type: ____________The Turner family was driving from LA to San Francisco on the I-5. They stopped at the Chevron to make a Starbucks, Gas and bathroom run. When they got to San Francisco, Mrs. Turner realized she had left her purse in the bathroom at the Chevron.

30. Event type: ____________Mr. Randall had been watching the neighbor’s house for the last week while they were on vacation. He was awakened around 3 am by strange noises, and saw two subjects in dark clothing climb near the side window to his neighbor’s residence. One climbed in, and after a couple of minutes started handing items out to the other subject.

31. Event type: ____________On a December morning, Janine started her Toyota Tercel in the driveway to warm up while she ran inside to pour her cup of coffee and grab her purse. When she came out 5 minutes later, her car was nowhere in sight.

32. Event type: ____________Jenny and Greg moved into an apartment complex last month. They have had ongoing problems with the old lady in the apartment below theirs. One morning Jenny was leaving for work when the neighbor came out and said to her, “You better move out, or you’ll regret moving in here.”

33. Event type: ____________A mom calls to report that her 5 year old son told her that his 14 year old cousin has been touching him for the last several weeks.

34. Event type: ____________At a rally for Lincoln High’s homecoming football game, a fight broke out between 4 students. One of them pulled out a handgun and pointed it at two of the other students. The fight abruptly came to a stop, and the student with the gun walked off the field and to the parking lot.

35. Event type: ____________A man was awakened in the middle of the night by the sound of the alarm on a car across the street. It looked like no one was around, so the neighbor called police, but did not want to give his name.

36. Event type: ____________Melanie called last week and reported a burglary to her house. She has her report number, but has realized her stereo from the back bedroom was also taken in the incident.
37. Event type: ______________ Linda Lee David, of Derby, Connecticut, was forging the signature of her employer on business checks that she made payable to herself, petty cash, or to credit card companies from which she had obtained fraudulent credit cards using the personal identification of her employer.
ACROSS
1 240
4 451
5 242
8 245 KNIFE
11 215
13 11550B
14 211
15 203
17 647B
18 4532B

DOWN
2 646.9
3 288
6 503
7 23152
9 460
10 187
12 207
13 921
16 261

Name: _______________________ Date: ______________ CTO: __________________
Student Learning Activity

CAD Commands Due__________________

It is important to know the CAD commands used throughout each day. Your goal is to learn these commands thoroughly in a very short time and convince your trainer you have them down. Not only must you know each command, what it means and how to input it into CAD, but you must also recognize the different ways traffic from a field unit might be received that would cause you to use those commands. So, this is much more than rote memorization, this means you must convey understanding and ability. Using any means, convince your trainer of your understanding and your ability to use these codes quickly and efficiently. You may prepare a demonstration, create a training guide, or training tool to assist with learning these commands and knowing how and when to use them.

In responding to this problem it is recommended that you consider different sources for your research.
- Interview of dispatch co-workers (someone who has been here at least 1 year)
- Interview of field units
- Department and/or Division policies & procedures.
- Any training material from Comm-Centers’ training program or outside courses.
- Books, articles, or other media

You will be given time to complete this project during your shift. While you are welcome to work on this at home, we do not have the ability to pay overtime for this project. While showing your understanding of these commands also create a training tool to assist others with learning these commands. Be as creative as you would like, you can create a power point, flash card, or a game.

Be sure and quote your sources. If you interview someone, give their name, position, and affiliation. If you use the internet or some other form of written source, be sure and include the web-site or book name, magazine article, etc. If you have researched using a video, give the name of the video.
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<td>NON CRIMINAL ACTIVITY</td>
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Updated 1/5/17
Student Learning Activity

CAD Failure Simulation-Advanced

Our job relies heavily on technology and sometimes technology can fail. Your training officer will coordinate with the on duty sergeant, advising that you will be doing a CAD Failure simulation.

Trainee:
You will only be allowed to use the radio, phone, pen and paper, maps if needed, pink and yellow cards. Your training officer will be handling 29 returns and initial dispatch of priority 1 and in-progress events. You will be handed the printed form of all other calls for dispatch.

Trainer:
After coordinating the simulation with the on duty sergeant send a message to all units advising them to do all status changes over the air and to not use their mdc. Also send a message to the room to send you messages when needed as the trainee will not be logged on to CAD. You will be handling 29 returns and manipulating CAD. You will handle initial dispatch of priority 1 and in-progress events. You will print out all other calls for trainee to dispatch from (in place of pink/yellow cards).
Student Learning Activity

CAD Failure Simulation-Introduction

Our jobs depend heavily on the use of technology and at times technology can fail. Your training officer will go over with you the protocols of what to do when CAD fails. You will then write a paragraph or two of the steps you need to take and what occurs when CAD fails.
CAD GEOGRAPHY

For the following, look up the location in CAD, and answer the questions.

1) Deputy on a traffic stop on Highway 58 at 9 Mile Hill, maybe westbound. Find it. What substation response is this?

2) RP calling from 14035 Rosedale Hwy to report a person screaming from the corner at Jenkins/Rosedale. Find it. What zone would respond?

3) A child is reported on the Highway 46 just east of J Street. Find it. What substation would respond?

4) There is a traffic accident at KMC. Find it. What is the agency would respond?

5) There is a loud juvenile party at 25 Hill. What substation would respond?

6) There is a report of a physical fight at Aurora School. Find it. What is the address and the cross streets? What zone would respond?

7) There is an alarm reported to be sounding in the area of Graaf and N Kip St. What substation would respond?

8) A runaway juvenile who is sighted on Dunford St., no further information. What is the cross street? What substation would respond?
CALL SIGNS 1 TEST

ISSUED TO: ___________________________  DATE:____________  CTO: ________________________

Write out the call signs and what substation, zone or division they work out of.

1. 1P3 - ___________________________________________________________
2. DV29 - _________________________________________________________
3. MI7 - ___________________________________________________________
4. DE5 - __________________________________________________________
5. WC4 - _________________________________________________________
6. RI4 - _________________________________________________________
7. WK5 - _________________________________________________________
8. WCS1 - _______________________________________________________
9. TED2 - _______________________________________________________  
10. PS2 - _______________________________________________________  
11. NOS1 - _______________________________________________________
12. MIH5 - _______________________________________________________  
13. 2P3 - _______________________________________________________  
14. KE6 - _______________________________________________________  
15. RG8 - _______________________________________________________  
16. PD2 - _______________________________________________________  
17. I3 - _______________________________________________________
18. TA1 - _______________________________________________________
19. ST5 - _______________________________________________________
20. RAP1 - _______________________________________________________
21. ED1 - _______________________________________________________
22. SHC3 - _____________________________________________________
23. ME4 - _______________________________________________________
24. MI4 - _______________________________________________________

Revised 1/25/16
25. 3P4B - ______________________________________________________________
26. AC20 - _____________________________________________________________
27. GS50 - _____________________________________________________________
28. KE18 - _____________________________________________________________
29. RG1 - _____________________________________________________________
30. WCD1 - _____________________________________________________________
31. CH4 - _____________________________________________________________
32. WB1 - _____________________________________________________________
33. 4P4 - _____________________________________________________________
34. CIV2 - _____________________________________________________________
35. GL1 - _____________________________________________________________
36. G6 - _____________________________________________________________
37. EAS5 - _____________________________________________________________
38. J6 - _____________________________________________________________
39. LAKE13 - __________________________________________________________
40. COMD1 - __________________________________________________________
41. CORA2 - __________________________________________________________
42. RESC1 - __________________________________________________________
43. SS1 - _____________________________________________________________
44. HART26 - _________________________________________________________
45. NOH1 - __________________________________________________________
46. K5 - ____________________________________________________________
47. ES1 - ____________________________________________________________
48. COB1 - __________________________________________________________
49. B1 - ____________________________________________________________
50. WCV1 - __________________________________________________________
51. JD11 - __________________________________________________________
52. BR1 - __________________________________________________________
53. Z10 - __________________________________________________________
54. MET1 - __________________________________________________________
CALL SIGNS 2 TEST

ISSUED TO: ___________________________  DATE:____________  CTO: ________________________

Write out the call signs and what substation, zone or division they work out of.

1. CIVIL SAM 1__________________________________________________
2. DELTA DAVID 1_______________________________________________
3. EAST SAM 1___________________________________________________
4. SOUTH SAM 1__________________________________________________
5. FRANK 3______________________________________________________
6. LAKE 21______________________________________________________
7. SCOUT 65_____________________________________________________
8. METRO 3_____________________________________________________
9. RESCUE 1____________________________________________________
10. ROSE DAVID 1_______________________________________________
11. WASCO BIKE 2_______________________________________________
12. MET 1_______________________________________________________
13. TECHNICAL INVESTIGATOR 1 ________________________________
14. STALLION 5_________________________________________________
15. GANG DAVID 3_______________________________________________
16. EAGLE 1____________________________________________________
17. JAY SAM 10________________________________________________
18. DISTRICT 12________________________________________________
19. PAUL SAM 7________________________________________________
20. HENRY 4____________________________________________________
21. KING 2_____________________________________________________
22. NICK DAVID 1_______________________________________________
23. MIKE 7_____________________________________________________
24. AIR 1_____________________________________________________

Revised 1/25/16
25. CORONER 7
26. LERDO PAUL 2
27. TEMPO SAM 1
28. AIR SAM 1
29. LINCOLN 10
30. COMMAND 3
31. WORK 5
32. RAPTOR1
33. XRAY 2
34. NORTH SAM 1
35. WASCO VICTOR 1
36. FRANK HENRY 1
37. SHAFTER COURT 1
38. CIVIL DAVID 1
39. 2 PAUL 5 ADAM
40. DAVID 40
41. ALPHA 26
42. CHARLIE 7
43. LOUIE 2
44. TANGO IDA 1
45. RIDGE 5
46. TEMPO 9
47. NORTH 8
48. RANGER SAM 3
49. RIDGE COURT 1
50. CROSS ROADS 10
51. SIERRA DAVID 1
52. MINIMUM 5
53. CRF 2
### Call signs needed for scenarios

| Call Sign | \n|-----------|
| 1P7       | LO25     |
| 1P7A      | LO26     |
| 2P7       | MI15     |
| 2P7A      | N10      |
| 3P7       | RO15     |
| 3P7A      | RO16     |
| ME7       | SS2      |
| RIO7      | TA13     |
| PD8       | TA14     |
| PS11      | TE12     |
| KING8     | TE13     |
| AC40      | WC19     |
| AC50      | WC20     |
| AIR4      | WC21     |
| AIRS2     | WCS2     |
| DE13      |          |
| DE15      |          |
| DED4      |          |
| DV39      |          |
| DV45      |          |
| DV46      |          |
| ES3       |          |
| KE19      |          |
| KE20      |          |
| KE20      |          |
| LO22      |          |

(BEFORE 148/ROLL CALL SCENARIO IN PHASE 4, BE SURE TO LOG OFF UNNECESSARY UNITS. AFTER THE ROLL CALL SCENARIO YOU’LL JUST NEED TO LOG THE 7 SQUAD UNITS BACK ON FOR THE FINAL SCENARIO.)
<table>
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<th>Call Taking Cheat Sheet</th>
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<tr>
<td>Where</td>
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Customer Service Call Taking Guide

Develop personal skills. Communicating by telephone is a difficult and specific task. Not everyone is good at it. But with information and training, it can be developed. Among the skills: pay attention to the caller, be flexible in your approach, ask questions, listen actively, mirror their style to gain trust, build rapport, pace and lead the conversation, and respond appropriately.

On the other hand, here are some "don'ts"—don't provide an explanation too soon, interpret the caller's situation, punish or retaliate, pretend not to understand, pass the buck, change the subject, joke or be sarcastic, be unresponsive, condescend, be busy, bored or absent-minded.

Courtesy should be paramount. You should establish standard phrases and words to use when dealing with customers, and all dispatchers should be required to adhere to their use. "Please," "thank you" and "You're welcome" should be foremost among the words that dispatchers use. You should also establish procedures for transferring calls, taking messages, and other handling telephone calls. For example, announce all transfers, never put someone on hold without asking permission, "bridge" all transfers, recheck callers on hold after each 60 seconds, hang up after the caller, always identify yourself first when calling a citizen back, use the caller's name.

Objective and Goals of Customer Service

- To make the caller feel positive about their contact with the police/fire department
- To solve the caller's problem or provide them with the needed information
- To gather the necessary information to prioritize, evaluate and dispatch the necessary units to the situation.

Key Phrases

- I understand.
- I'm sorry.
- Thank you.
- You're welcome.
- I can help you...
- I understand you're upset/frightened, but...(next question)
- Please don't curse. I need to know...
- My supervisor can help you.
- Can you hold for a moment?
- I don't know, but I can find out.
• Let me help you.
• I can't help you unless...
• Say, "A locksmith can help you....", or "Public Works handles rubbish...", rather than "We don't do that." Always emphasize the help that's available, not the assistance that you cannot provide.
• Say, "Let me give you their telephone number," rather than, "You have to call...".

Some things to avoid:

• being too authoritative
• preaching
• yelling or losing your temper
• prejudging
• using ma’am or sir. Try to use the caller’s name if possible.
• Law School 101

The goals you should keep in mind:

• a positive "can do" attitude
• put a smile on your voice and enjoy
• aggressive tactics don't always work; use phrases that convey respect to the caller
• you never have a second chance to make a good first impression
• treat the caller like the most important person in your life
• positive voice inflection
• empathy
• honesty
• flexibility
• accuracy
• objectivity

Some "do's" and "don'ts":

• I don't know vs. I'll find out
• That's not my job vs. Here's who can help you best
• Calm down vs. Okay, I'm sorry...let me try to help you
• I can't help you now vs. I am very busy, can I call you back
• ...Hold vs. I need to put you on hold

Do not pre-judge the caller and remember to have compassion. Swearing or sexual references by callers is usually due to their stressful condition, and is not spoken personally. Threats, however, should be evaluated for seriousness. We are only human,
and mistakes do occur. A simple apology will go a long way in calming a potentially upset co-worker or citizen.
Introduction

As dispatchers in a Public Safety environment, we are faced daily with answering 911 calls from citizens for help. There is both a technical component and a customer service component to handling emergency calls. The call-taker’s demeanor and role is one of the most critical as they are often the first, and sometimes the only, point of contact. How quickly the call is answered, how it is transferred, how the caller is questioned, how information is obtained, what instructions are given to the caller and how the call is classified all drive the response to the situation and can leave the caller with a lasting impression of how they were handled.

Also on the technical side, with emerging technologies, many of our 911 calls are being placed from wireless telephones (cell phones). Unfortunately many callers often do not know their location or the address from which they are placing their call for assistance. To quickly aid a caller it is the call-taker’s responsibility to know how to find a caller in the instance that the caller does not know their location or address. The call-taker will also need to know how to properly route the call should it be of a Fire or EMS nature.

Outcomes

After completing this SLA, you will be able to:

- Elaborate on specific communication skills and techniques used in call-taking and identify the variety of “tools” they have in your own “tool chest” to deal with a wide variety of callers, situations and variables
- Demonstrate the ability to show warmth, compassion and empathy with callers on the emotional side of the situation in order to get to the facts of the situation to respond appropriate resources in a timely fashion
- Evaluate your own strengths and weaknesses in their demeanor with callers
- Describe methods used to aid a caller in locating an address
- Properly apply those methods and techniques into daily call-taker duties
- Evaluate and recognize the differences between wireless and landline 911’s
- Compare and contrast wireless Phase 1 and Phase 2 calls
- Demonstrate the ability to use and correctly apply policy and resources available in the communications center to the handling of wireless calls

Revised 12/14/15
Comprehensive Questions

1. What are specific ways you can exhibit warmth, empathy and compassion while also exhibiting competence, confidence and professionalism?
2. What is the impact of not entering emergency calls quickly or with inaccurate or incomplete information?
3. What is the impact of not transferring a medical or fire emergency call in a timely manner?
4. What is the difference in handling a wireless 911 call and a land based 911 call?
5. How does the wireless 911 policy aid you in locating a wireless caller?
6. How can using VESTA aid in narrowing down a Phase 2 wireless callers location?
7. What are questions you can ask or techniques you can use with the caller to try and locate them?
8. What are other resources in our Communications Center for finding an address? How and when will you become proficient in these resources?
9. How can you use the Internet to locate a wireless caller?
10. How will you ensure that you are prepared to handle any level emergency call quickly, efficiently and following proper procedure? What training classes and materials have you received here that you can review to strengthen your knowledge, skills and abilities across the board?

Application

You will identify and describe questions and techniques that can be used to locate callers who do not know where they are. This applies to all calls. You will review the existing policy and guidelines on handling calls from wireless callers (both Phase 1 and Phase 2) and will create a guide for yourself to use as a quick reference when faced with wireless calls. This guide should include when and how to transfer a wireless caller with a medical or fire emergency. This portion of the project will be in a Word Document and turned in to your training officer.

After submitting the above information, you will develop a presentation to share with your training officer and the training manager on handling wireless calls. This presentation should be short (15-30 minutes) and should include visual aids and handouts. Be as creative as you desire with your presentation and remember that it is for your benefit.

For the second part of this application you will focus on demeanor. You will review a series of calls you and others have taken and will critique the call-taker’s demeanor on the phone and the impact that demeanor may have had on the caller. This critique should also evaluate your own application of different techniques to obtain the information and deal with the caller and the situation. You will then develop a written personal action plan to improve your own skills in the area of demeanor and to expand your techniques in dealing with callers.

You will be given time to complete this project while on duty. You may wish to work on this at home and are more than welcome to however; we do not have the resources to pay overtime for this project.
Causes of Stress

- Officer involved shooting
- Officer witnessed shooting
- Abrupt changes in working shift
  - Horrible crime scenes
  - Senseless death
  - Child victims of crime
- Officer family member being the victim of a crime
- Judicial system stacked against the law enforcement profession
  - Conflict with law enforcement administration
    - Marital problems
    - Inept supervision
- Lack of debriefing after a critical incident
- Lack of support from friends and family

Source: ??
Description

In this activity you will be given two problems and it is your job to come up with the solutions to these problems. You can provide your response in a Word document, Power Point presentation, or anyway that helps you understand the information you are presenting.

Problem #1

You have received an open wireless 911 or a dropped 911 line. What are the steps you can take to locate this caller? Make sure to include the difference between Phase 1 and Phase 2 calls.

Problem #2

You have a caller on the line with static or poor reception. What are your options in this situation? What steps would you take so you can obtain the relevant information from the caller?
Student Learning Activity
The Circle of Meaning  DUE_________________

Description

Draw a large circle on a piece of paper. Inside the circle write the name of everyone including yourself and everything you care about. Include hopes, dreams and activities. Take only 4-5 minutes for this part.

Now put a star next to the one person or thing that means the most to you. Put a check by everything that would be affected by the loss of that person or thing.

Write a summary of your thoughts on this exercise and how you feel it might relate to being a dispatcher or call-taker. Include if you felt that it was difficult to come up with names and things or did you feel there wasn’t enough room or time to list all of the items in the circle. Were you surprised at how encompassing the loss would be?

We will then discuss your summary and what else you might have gained from the activity.

Revised 1/11/16
Student Learning Activity

Civil Division Duties & Activities

You’re working in Comm Center and you pick up a Sheriff’s phone line. The caller says that he was referred to the Sheriff’s Office because he needs information about evictions. It’s a weekend and no staff is on duty in the Sheriff’s Civil Division. You want to be able to help the caller without sending a call out to a patrol deputy. How would you explain many of the responsibilities of the civil division, including an eviction, a civil body attachment or a keeper? What are many of the other duties of the Civil Division?

In responding to this problem it is recommended that you consider several sources for your research.
- Spend a day with the Civil Division and also ride along with a civil unit.
- Interview of co-workers (dispatchers, trainers, supervisors, managers)
- Interview of Civil Division personnel.
- Department and/or Division policies & procedures.
- Any training material from Comm-Centers’ training program or outside courses.
- Books, articles, or other media

It is a mandatory exercise and will be included in your training file as well as documented in a future evaluation. You should do this work on-duty. Your supervisor(s) will be advised that you are assigned this project. While you may wish to do some of this at home, and you are certainly welcome to, we don’t at this time have the ability to pay overtime for this assignment. You are free to prepare this project in any way you would like either by a written report or by using programs such as PowerPoint, Word, or other computer programs. Your project can include display boards or other presentation. Be as creative as you desire. If you have any other ideas feel free to contact your training officer or supervisor.

Be sure and quote your sources. If you interview someone, give his or her name, position, and affiliation. If you use the Internet or some other form of written source, be sure and include the web site or book name, magazine article, etc. If you have researched using a video, give the name of the video.

You will be evaluated on both the process and your final product using a tool called a rubric. A copy of the evaluation rubric is attached to this SLA.

Updated April 18, 2011
Student Learning Activity

Title: Codes, Jargon & Abbreviations

Introduction

In the public safety world, much of our communication is conducted using codes, abbreviations and jargon. Codes and jargons help reduce lengthy transmissions and in general speed up our communication. They help clarify details and provide, to a certain extent, some security on the radio. Let’s say that a female citizen has called and asked for an officer to meet her to discuss problems with her juvenile son. His behavior is unruly, he doesn’t obey her and she just doesn’t know what to do. She’s looking for advice. He’s on probation and she thinks he is beyond control. To transmit all that on the air using normal language would take up a lot of time. We don’t have the luxury of unlimited radio time. So, to shorten things up, we use codes. 2P2 11-98 w/RP at 123 Washington St re: OCJ son.

Using codes, abbreviations and jargons extends beyond radio transmissions. These can and should be used in creating calls for service in CAD, and even in talking in the radio room or on the phone with dispatchers, field units and allied agencies. There are many codes, jargons and abbreviations to learn. The quicker you learn them, the faster you will be able to comprehend information, process your events and communicate effectively with others.

Outcomes

After completing this LAP, the trainee will be able to:

- describe the different types of codes used in our Communications Center
- properly apply codes and jargons to plain English transmissions
- evaluate a variety of CAD events or radio transmissions for effective use of codes and jargons
- evaluate his or her own strengths and deficiencies in use of codes and jargon and develop a training plan to correct those deficiencies

Comprehensive Questions

1. What are the available resources for codes, abbreviations and jargons used in our center?
2. How and when will you become proficient in these resources?
3. What is the relationship between our CAD Call types and 10-Codes or commonly used statutes?
4. What are the negative impacts of not knowing or understanding codes, jargon and terminology?
**Application**

Review training program materials on 10-codes, Common Abbreviations, CAD Call Types, and Commonly Used Statutes. Develop your own learning method and timeline to develop a working knowledge of these codes. Review a sampling of events (CAD events and audio tapes of radio traffic) and evaluate the impact of codes and jargon properly (or improperly) applied. Write out four plain English paragraphs (a brief synopsis of a call for service) and then translate these into coded format using appropriate codes, jargons and abbreviations.

**Resources**

- Training Program Materials
- CA Penal Code
- CA Vehicle Code
- CA Health & Safety Codes
- CA Welfare & Institution Codes
- A variety of CAD events
- Audio tapes of radio traffic
Student Learning Activity

Codes, Jargon & Abbreviations DUE______________

Introduction
In the public safety world, much of our communications is conducted using codes, abbreviations and jargon. Codes and jargon help speed up our communications. They help clarify details and provide, to a certain extent, some security on the radio. Using codes, abbreviations and jargon extends beyond radio transmissions. These should be used in creating calls for service in CAD, talking with co-workers and field units and some allied agencies. There are many codes, jargon and abbreviations to learn. The quicker you learn these, the easier and faster you will be able to comprehend information and communicate effectively with others.

Outcomes
After completing this SLA, you will be able to:

• Describe the different types of codes used in our communication center
• Properly apply codes and jargons to plain English transmissions and plain English transmissions to our codes and jargon
• Evaluate a variety of CAD events or radio transmissions for effective use of codes, jargon and abbreviations
• Evaluate your own strengths and weaknesses in the use of codes, jargon and abbreviations
• Develop a training plan to strengthen your skills and knowledge

Comprehensive Questions

1. What are the available resources for codes, jargon and abbreviations used in our center?
2. How can you become proficient in these areas?
3. What is the relationship between CAD call types, 10-Codes and commonly used statutes?
4. What are the negative impacts of not knowing or understanding the codes, jargon and abbreviations?

Application
Answer the comprehensive questions above. Then develop a training plan to develop your knowledge of these codes, jargons and abbreviations. Write out four plain English paragraphs (calls for service) and then translate them into coded format using the appropriate codes, jargon and abbreviations. Then write out four coded paragraphs (calls for service) and then translate them into plain English.

Revised 2/28/16
Student Learning Activity
Communication Styles & Conflict Resolution Due

Why is it important as a call-taker and a dispatcher to know a variety of communication styles and conflict resolution techniques? What are some communication styles? What are some conflict resolution techniques? When researching these, concentrate on how and when you would employ these techniques with callers on the phone, or even interactions with co-workers. Describe situations and apply the appropriate technique(s) to the situations.

While you may wish to do some of this at home, and you are certainly welcome to, we don’t at this time have the ability to pay overtime for this assignment. You are free to prepare this project in any way you would like, by using programs such as PowerPoint, Word, or other computer programs. Your project can include display boards or other presentation tools. Be as creative as you desire.

Be sure and quote your sources. If you interview someone, give his or her name, position, and affiliation. If you use the Internet or some other form of written source, be sure and include the web site or book name, magazine article, etc. If you have researched using a video, give the name of the video.

Revised 12/14/15
As a new hire, it is important for you to know what we do, who we serve, and how we do it. Reaching the goal of working on your own will require that you learn vast amounts of information. Knowing whom we serve and how we serve them will help you reach this goal. Your task is to learn this information and ensure that you retain and transfer this knowledge as you begin your training.

Your end product should at minimum, address the following questions:

1. Who are our contract agencies?
2. What are the other dispatch centers in the county that we regularly work with?
3. How do we contact our own contract agencies and other agencies we work with?
4. How will you know who to refer someone to, whether to one of our agencies, one of the county departments or one of our allied agencies?

While you may wish to do some of this at home, and you are certainly welcome to, we do not at this time have the ability to pay overtimes for this assignment. You will be given time during your shift to work on this project. You are free to prepare your project in any way you would like by using power point, word or other computer programs. Your project can include display boards or other presentations formats. Be as creative as you desire and use ways that truly help you understand and explain the information you have gathered.

Be sure to quote any sources used for your project. Remember this project is for your benefit. You will get out of it what you put into it. Use your own learning style and make sure you can explain the information you have gathered to someone else.
Student Learning Activity

Communication Center Overview 2 Due ______________

Our call takers and dispatchers handle a large volume and variety of calls each day. We serve many agencies and provide many services. Our size and diversity of what we do can be overwhelming at times. The goal of this SLA is to help lessen that feeling of being overwhelmed by having you gain a solid understanding of what we do in the Communication Center, who we serve and how we do it. Part I of this SLA is to describe the different functions of the communication center and the different positions and their tasks.

Another way to help the feeling of being overwhelmed is to understand the training program. Part II of this SLA is to become familiar with the training program. Include answers to the following questions:

1. What responsibility do you have, as the trainee, in the program?
2. What responsibility does the trainer have in the program?
3. What are some tools used to assist with training?
4. How will you prepare yourself for success?
5. What will you do when you hit stumbling blocks?

You will be given time to compete this project while on duty. While you are welcome to work on the project at home, we are unable to pay overtime for this assignment. Present your findings in a way that helps you understand the information and is easy for you to explain to others. Be as creative as you wish, write a paper, create a power point, or display board. Be sure to quote any sources used in this project.
Communication Styles

**STYLES TO BE:**

- **FLEXIBLE**
  Adjusts his or her behavior to the needs of the situation, accurately communicates and relates what they are feeling

- **ATTENTIVE**
  Listen very closely to others
  Show interest in what others say
  Can repeat back to caller what is said, and can accurately document necessary information in the cad incident

- **FRIENDLY**
  Show kindness and good will
  Be encouraging and/or empathetic when needed

- **RELAXED**
  Do not project or possess any nervous mannerisms in your speech
  Stay calm
  Remain calm under pressure

- **PRECISE**
  Do not be so strict or persistent while trying to get the pertinent information required for your particular call, you could be perceived as rude or abrupt

**STYLES TO AVOID**

- **DOMINATE**
  Talks frequently
  Interrupts messages
  Comes on strong
  Monopolizes the flow of conversation

- **ARGUMENTATIVE**
  Quick to challenge others
  Trouble dropping disagreements
  Pretentious
  Rude
  Obnoxious
  Moody
Student Learning Activity
Composing Text

Introduction

Due to the nature of our work, it is vital that we enter information into events quickly, accurately and concisely. At times citizens will make a short story long and it is your job to condense the information into a few sentences. This is important for officer and public safety. Dispatchers need to pass the information onto officers as quickly as possible, providing only the pertinent information while still portraying the event accurately. The ability to condense information can often be difficult skill for new call-takers. This SLA is designed to help improve your skills in condensing information from callers and properly ordering that information into CAD events.

Outcomes

After completing this SLA, you will be able to:

- Identify calls where the text is incomplete, unclear or unnecessarily wordy.
- Identify the types of calls where the information can be difficult to condense.
- Demonstrate the ability to correctly condense information
- Demonstrate the ability to accurately order information into a CAD event.
- Analyze a series of calls and evaluate what information can be removed as unnecessary.
- Evaluate your own skills in composing text and identify a plan to further your skills in this area.

Comprehensive Questions

1. What is the impact of poorly composed text in CAD events?
2. What are techniques to help shorten the text of a call?
3. In general, what is the proper order for entering information into a CAD event?
4. What are some types of calls that can be difficult to condense?
5. How do you know what is pertinent information and what is not?

Application

You will be given a series of CAD events to review. You will be looking for accuracy, brevity and conciseness. Highlight sentences or information in the text that could be improved upon and show how you would improve the information. After reviewing these calls you will be given a series of stories depicting calls that are lengthy and complex. You will assess the information and reword the stories into logical order containing only pertinent information, as you would for an actual CAD event, for the dispatcher to give to the field units. Use common abbreviations, codes and jargon.

After these activities assess your own skills and develop a plan to continue improvement and strengthening of your skills.
Student Learning Activity

Console Equipment

DUE

Description

As a dispatcher there is a lot of equipment used to complete the necessary tasks of the job. Not including CAD functions make a presentation, handout, or training guide for remembering how to use each piece of equipment and what its function is. You will need to list each piece of equipment and give a description of its uses. Use any resources available to you and remember to quote any sources you may use. You will be given time to work on this project on duty. You may work on this assignment off duty and are welcome to but we do not have the ability to pay overtime for this project at this time.
Student Learning Activity

Controlling the Flow

Due____________________

Introduction

One of the major challenges call-takers and dispatchers face is developing their skills in controlling the flow of phone conversations and radio traffic. On the phones, call control is vital. Due to the large volume of calls and other pressing duties, we cannot afford to let our callers ramble. With all calls we must be able to control the call, extract information and give instructions quickly and efficiently. On the radio, the ability to control the pace and to coordinate responses can be crucial to the safety of all involved. Knowing how to control the flow is an important skill as a dispatcher. You must be able to control the flow while showing diplomacy, respect and professionalism in dealing with callers, field personnel and other agencies. This learning activity is designed to help you discover tools in controlling the flow with phones and the radio.

Outcomes

After completing this SLA, you will be able to:

- Identify the potential impact of failing to control the phone calls or radio traffic.
- Identify techniques to control the flow of information.
- Demonstrate the ability to apply techniques to control incoming information
- Evaluate your own effectiveness of controlling the flow of information and identify a plan to further your skills in this area.

Comprehensive Questions

1. What is the impact of failing to control calls?
2. What is the impact of failing to control radio traffic?
3. What are techniques for controlling calls?
4. What are techniques for controlling radio traffic?
5. What resources are available to you for developing your control techniques?
6. What is your own skill level at controlling the flow of information?
7. What is your plan to further developing your skills in controlling the flow?
Application

For Call-Taking:
You have a potential dispatch applicant sitting with you. The applicant questions you on how it is that you are able to handle so many calls so quickly. She asks how you know when to cut a caller off and how you do so without offending callers. She wants to know what type of training she might get that specifically deals with this topic. As a new call-taker, will there be resources available to her? If so, what are they and where can they be found? Finally, the applicant wants to know how you measure your skill level and what strategic plan you have to continue your skill development in this area.

Create a presentation any way you would like answering the above concerns.

For Radio Dispatch:
Develop a training resource for controlling the flow of traffic on the radio. In your training guide, be sure to address the following questions’

1. Are there call-taking control techniques that can be applied to controlling the flow of radio traffic?
2. Are there Division Policies or materials to guide you?
3. What are control techniques unique to radio dispatching?
4. What techniques do veteran dispatchers use to manage radio traffic at all times? Do they change with the priority of the situation?
5. What can dispatchers do to improve their skills in managing heavy radio traffic?

Separate from the training resource you develop, you are to write a personal plan to advance your skills in the area of controlling the flow of traffic.

****Reminder! You will come across many different techniques in this activity, some you will be able to use while in training, others you will need to wait until after training. You will be taught a certain way for uniformity in the training program. I encourage you to hold on to what you gather in the activity for after training.****

Revised 2/28/16
• Be proactive.
  o Proactive in training trainees... idle time, creating a purpose for everything
  o Proactive in training yourself i.e. CLETS II, CSAR, CJIS, GIS Map, Superior Court website, resources etc

• Providing numerous routes to get to the same location
  o We are not creating a mini me
  o Show trainees multiple ways to get to the same destination and have them select what works for them

• Work together as trainers
  o Have trainees work in a group on projects, assignments... have them teach each other
  o Use your resources to create scenarios for trainees to practice
  o Don’t be afraid to ask another trainer for help or guidance

• Set goals and expectations
  o Make sure the trainee knows what is expected of them at all times (phase expectations and daily/weekly goals)
  o Have goals be concise, realistic and obtainable
  o Work with the trainee to strategize on what works best for their learning style. Have the trainee tell you how THEY believe they can best overcome an obstacle or meet an expectation.

• Utilize problem based learning
  o Give trainees a problem or scenario and have them create a solution to that problem i.e. 'generate a training handout for the radio console.
Daisy Goes to Oildale

GIS TRAINING

Refer to your GIS Handout and print an aerial map of all the locations on the Daisy Goes to Oildale handout. Please make sure the aerial map includes city and county boundaries and the address points. Print each map, label it with the correct address and attach it to your work sheet.
DISSUADING VICTIM INV-  
RESISTING ARREST-  
MAKING FALSE REPORT-  
GIVING FALSE INFORMATION-  
CONTEMPT OF COURT-  
HOMICIDE-  
ATTEMPT HOMICIDE-  
HIT&RUN INJURY(CVC)-  
HIT&RUN NO INJURY (CVC)-  
MAYHEM-  
KIDNAPPING-  
ROBBERY-  
ROBBERY ALARM-  
RESIDENTIAL ROBBERY-  
CARJACKING-  
ATTEMPT RAPE-  
RECKLESS DRIVING (CVC)-  
THROW OBJECTS MOV VEH (CVC)-  
DUI (CVC)-  
ASSAULT-  
BATTERY-  
SEXUAL BATTERY-  
SPOUSAL BATTERY (NOT USED)-  
ASSAULT W/ DEADLY WEAPON-  
SHOOTING AT INHABITED DWELL-  
SHOOTING AT UNOCC DWELL-  
RAPE-  
STATUTORY RAPE-  
CONTRIBUTE TO DELINQ MINOR-  
SPOUSAL ABUSE-  
VIOLATION OF RESTRAIN ORD-  

CHILD ENDANGERMENT- _______
CONCEAL/NON CUST OF CHILD- _______
VIOLATION OF CUSTODY- _______
CHILD MOLESTATION- _______
ONLINE ENTICEMENT OF MINOR- _______
REGISTRATION (SEXUAL) INV- _______
DISTRIB ILLEGAL PORN- _______
INDECENT EXPOSURE- _______
ELDERLY ABUSE- _______
ABANDONED REFRIDG- _______
PEACE DISTURBANCE- _______
PEACE DISTURBANCE LOUD MUS- _______
PEACE DISTURBANCE PHYSICAL- _______
PEACE DISTURBANCE VERBAL- _______
BRANDISHING WEAPON- _______
CRIMINAL THREATS- _______
ARSON- _______
ESCAPE- _______
BURGLARY- _______
BURGLARY ALARM- _______
SILENT BURGLAR ALARM- _______
FORGERY- _______
COUNTERFEIT BILL- _______
NON SUFFICIENT FUNDS- _______
THEFT- _______
GRAND THEFT- _______
PETTY THEFT- _______
SHOPLIFTER IN CUSTODY- _______
IN POSS OF STOLEN PROP- _______
UTILITY THEFT- _______
EMBEZZLEMENT- _______
UNIT EMERGENCY-
CHECK THE WELFARE-
CURFEW VIOLATION-
LOUD MUSIC (NO CONTACT)-
TRUANCY-
Department of Motor Vehicle Returns:

Define the following abbreviations and explain how these types of returns affect the outcome of an event:

DOJ Stop: ____________________________________________

PNO:_____________________________________________________

SIP:_______________________________________________________

TIP:_______________________________________________________

RIP:_______________________________________________________

ID CARD vs DRIVER’S LICENSE: ____________________________

12500 vs 14601.1:_________________________________________

INDEX NUMBER:_____________________________________________

DRIVER’S LICENSE WITHHELD:______________________________
DRIVER’S LICENSE SURRENDERED:

DRIVER’S LICENSE SUSPENDED:

DRIVER’S LICENSE REVOKED:

PROVISIONAL LICENSE:

RELEASE OF LIABILITY:

PENDING MASTER FILE:

SUBPLATED:

RECORD NOT FOUND:

IMPOUND vs STORAGE:

CF NUMBER:

SPCNS:
29'D VIN NUMBER IS NOT CONSISTENT WITH VIN STANDARDS:________________________

________________________________________________________

JUNK VEHICLE:___________________________________________

________________________________________________________

CLASS C LICENSE:________________________________________

________________________________________________________
**DOR WRITING**

- Grade based on performance for that day
  - Rate based on the rating guide in the FTO program
  - Judge performance not potential
    - “If Dispatcher SMITH is able to handle 3 more vehicle pursuits then she will be able to move forward in her training.”
  - Judge achievement not progress
    - “Dispatcher SMITH is better at providing vehicle returns than she has been in the last few days.”

- Do not predict the future
  - “If you do this, then this will happen.”

- Live in the now
  - It is acceptable to reference past performance to indicate a progression or lack thereof, however verbiage should reflect daily performance.

- Speak as if you are writing to the Sheriff regarding the trainee and their progress.
  - Do not talk to the trainee.
  - Use professional tone and verbiage.
  - Refrain from using abbreviations or penal codes when possible. Attempt to use the verbiage i.e. “Dispatcher SMITH dispatched units to a silent alarm ....”

- Document...document...DOCUMENT
  - Use event numbers to reference particular incidents of importance i.e.
    “Dispatcher SMITH handled a vehicle pursuit for the first time today with no assistance (2018-00123654)”
  - When referencing a conversation or what the trainee may have said on the radio or to an RP, be sure to use verbatim quotes. Paraphrasing a trainees words can make them feel as if you are misleading their intent, and also does not provide proper documentation if further action needs to be taken.
  - Using percentages as a way to provide a comprehensive overview of the trainees progress or lack thereof is a quick reference and can be more direct then listing multiple event numbers and calls. i.e. “Dispatcher SMITH entered 80% of both 911 and non-emergency calls for service with no assistance during her 2 phone rotations.”
Scenario
You’re on your break, unwinding a bit when the earth moves below your feet for what seems like a minute. You hear things falling in nearby rooms and you realize a sizeable earthquake has hit the area. You rush back into the Communication Center and it looks like everything is intact and your coworkers are ok. You begin answering an onslaught of calls. Within seconds it is incredibly noisy and the stress levels have shot through the ceiling. You learn that Hwy 178 thru the canyon is closed and there is heavy damage to the Lake Isabella Dam. Preliminary reports are an 8.5 earthquake centered in the Bakersfield area. What now?

Description
In this activity you will answer the following questions and create a guide on how this type of situation can be handled. You are welcome to be as creative as you would like with your project. You will be given time while on duty to complete this project. You may want to work on this project off duty and you are welcome to but at this time we do not have the resources to pay overtime for this project.

Questions
1. What type of calls may come in to the communication center?
2. What can you tell the callers?
3. How will you let a dispatcher know of a pending priority call?
4. What agencies will be involved in this situation?
5. What about your family and friends?
6. What about your co-workers friends and family?
7. Are there policies that guide our response to this type of situation?
ELEMENTS OF CRIME 16

What is the difference between each of these crimes?

**PC 701 - Definition:**
An information may be laid before any of the magistrates mentioned in section eight hundred and eight, that a person has threatened to commit an offense against the person or property of another (threatened offense inv).

**PC 422 – Definition:**
Any person who willfully threatens to commit a crime which will result in death or great bodily injury to another person, with the specific intent that the statement, made verbally, in writing, or by means of an electronic communication device, is guilty of criminal threats (criminal threats).

**PC 136.1 – Definition:**
Any person who knowingly and maliciously prevents or dissuades any witness or victim from attending or giving testimony at any trial, proceeding, or inquiry (dissuading victim).

You may use any resources in the Communications Center.
Emergency Button Activation

**Scenario:** RO16 codes off on a SUSPER at Diamond Jim’s Casino. After 15-20 seconds their emergency button is activated.

**Information for the scenario:** RO16 is involved in a 148 but unable to reach radio to put out any information. He/she will not respond to any radio traffic.

**Location and time:** Diamond Jim’s Casino, Rosamond @ 0200 hrs

**Deputies involved:**
- Primary Unit – RO16 *(must be logged on in with CAD ID)*
- Back up Unit – RO15
- On duty Sergeant – ES3

**Dispatcher should:**
- Immediately check the radio screen and find out who activated their emergency button.
- Check the deputy’s location and perform situation check
- Initiate code 33 and advise Admin
- Dispatch back up
- Request CHP

**And notify:**
- The supervisor
- The sergeant
SCRIPT GUIDELINES

(“Control 1” and call signs should be used at beginning of each transmission unless otherwise stated.)

***** WHEN EMERGENCY BUTTON IS PRESSED RADIO SWITCHES TO ADMIN, HAVE PRIMARY USE A SECOND RADIO FOR THE REMAINDER OF SCENARIO*****

RO16 – “RO16 code 6 on a suspicious person at Diamond Jims Casino.”

(RO16 then hits his emergency button after about 15-20 seconds.)

(RO16 does not verbally respond but hits the emergency button again.)

RO15 – “I’ll be en route from Hwy 14/Silverqueen”

(RO16 keys up on radio with what sounds like a 148/struggle.)

RO15 – “I’ll be responding code 3”

(If dispatcher forgets to have sergeant copy traffic, the sergeant should get on radio and advise he copies.)

ES3 – “ES3 copies code.”

(1 minute later)

RO15 – “10-97 with RO16”


ES3 – “10-4.”
**Proctor Evaluation**

<table>
<thead>
<tr>
<th>Dispatcher should:</th>
<th>Acceptable</th>
<th>Improvement Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initiate Code 33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advise Admin</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check radio screen for ID</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Situation check unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispatch Back Up Units</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispatch CHP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dispatch LASO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Check unit’s location on map</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notify Supervisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notify Sergeant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Acceptable** = Trainee is able to complete task in a timely manner, without direction or assistance from proctor.

**Improvement Needed** = Trainee required proctor's assistance, or needed direction from proctor, in order to complete task and/or trainee took a lengthy amount of time to complete task.

If this scenario was a training exercise only, please make notations on trainee’s performance and what was discussed.

If this was given as a live scenario please answer the following about trainee's performance:

Did the trainee keep up with the traffic on the radio and in CAD?

Did the trainee have voice control/stay calm?
Student Learning Activity
Emergency Call Entry

Description

In this activity you will identify and describe several different emergency call types that are high priority. Using those call types identify what information is primary and should be included on the initial build of the call and at what point the call should be entered (accepted). Identify secondary information that should be gathered and added to the call. Describe the types of questions you would ask and what order you would ask them in. Describe and identify the types of questions the field units or dispatchers may have.

Questions

1. What is the impact of not entering emergency calls quickly?
2. What resources are available to you to help you enhance your ability to quickly enter and emergency call?
3. What is the benefit of knowing and understanding CAD event types?
4. How will understanding local geography aid you in entering emergency calls quickly and accurately?
5. How do effective listening skills help you in this area?
6. How can you be best prepared to take an emergency call?
7. What is primary information?
8. What is secondary information?

Create your presentation in a Word or Power Point form. Include at least 4 call types in this project. You will be given time while on duty to complete this project. Use any and all resources available to you and make sure you quote any sources you use. You may wish to work on this while off duty and are free to do so, but we are unable to pay overtime for this project at this time.
EMOTIONAL INTELLIGENCE
10 QUESTION QUIZ

1. You’re on an airplane that suddenly hits extremely bad turbulence and begins rocking from side to side. What do you do?
   a. Continue to read your book or magazine, or watch the movie, paying little attention to the turbulence.
   b. Become vigilant for an emergency, carefully monitoring the flight attendants and reading the emergency instructions card.
   c. A little of both a. and b.
   d. Not sure-never noticed.

2. You’ve taken a group of 4-year olds to the park, and one of them starts crying because the others won’t play with her. What do you do?
   a. Stay out of it-let the kids deal with it on their own.
   b. Talk to her and help her figure out ways to get the other kids to play with her.
   c. Tell her in a kind voice not to cry.
   d. Try to distract the crying girl by showing her some other things she could play with.

3. Assume you’re a college student who had hoped to get an A in a course, but you have just found out you got a C on the midterm. What do you do?
   a. Sketch out a specific plan for ways to improve your grade and resolve to follow through on your plans.
   b. Resolve to do better in the future.
   c. Tell yourself it really doesn’t matter much how you do in the course, and concentrate instead on other classes where your grades are higher.
   d. Go to see the professor and try to talk her into giving you a better grade.

4. Imagine you’re an insurance salesperson calling prospective clients. Fifteen people in a row have hung up on you, and you’re getting discouraged. What do you do?
   a. Call it a day and hope you have better luck tomorrow.
   b. Assess qualities in yourself that may be undermining your ability to make a sale.
   c. Try something new in the next call, and keep plugging away.
d. Consider another line of work.
5. You’re a manager in an organization that is trying to encourage respect for racial and ethnic diversity. You overhear someone telling a racist joke. What do you do?
   a. Ignore it—it’s only a joke.
   b. Call the person into your office for a reprimand.
   c. Speak up on the spot, saying that such jokes are inappropriate and will not be tolerated in your organization.
   d. Suggest to the person telling the joke that he go through a diversity-training program.
6. You’re trying to calm down a friend who has worked himself into a fury at a driver in another car who has cut dangerously close in front of him. What do you do?
   a. Tell him to forget it—he’s okay now and it’s no big deal.
   b. Put on one of his favorite tapes and try to distract him.
   c. Join him in putting down the other driver, as a show of rapport.
   d. Tell him about a time something like this happened to you and how you felt as mad as he does now, but then you saw the other driver was on the way to a hospital emergency room.
7. You and your life partner have gotten into an argument that has escalated into a shouting match. You’re both upset and, in the heat of anger, making personal attacks you don’t really mean. What’s the best thing to do?
   a. Take a 20-minute break and then continue the discussion.
   b. Just stop the argument—go silent, no matter what your partner says.
   c. Say you’re sorry and ask your partner to apologize too.
   d. Stop for a moment, collect your thoughts, and then state your side of the case as precisely as you can.
8. You’ve been assigned to head a working team that is trying to come up with a creative solution to a nagging problem at work. What’s the first thing you do?
   a. Draw up an agenda and allot time for discussion of each item so you make best use of your time together.
   b. Have people take the time to get to know each other better.
   c. Begin by asking each person for ideas about how to solve the problem, while the ideas are fresh.
d. Start with a brainstorming session, encouraging everyone to say whatever comes to mind, no matter how wild.

9. Your 3-year old son is extremely timid, and has been hypersensitive about, and a bit fearful of, new places and people virtually since he was born. What do you do?
   a. Accept that he has a shy temperament and think of ways to shelter him from situations that would upset him.
   b. Take him to a child psychiatrist for help.
   c. Purposely expose him to lots of new people and places so he can get over his fear.
   d. Engineer an ongoing series of challenging but manageable experiences that will teach him he can handle new people and places.

10. For years you've wanted to get back to learning to play a musical instrument you tried in childhood, and now, just for fun, you've finally gotten around to starting. You want to make the most effective use of your time. What do you do?
   a. Hold yourself to a strict practice time each day.
   b. Choose pieces that stretch your abilities a bit.
   c. Practice only when you’re really in the mood.
   d. Pick pieces that are far beyond your ability, but that you can master with diligent effort.
Proctor Evaluation

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
<th>N/A</th>
<th>PARTIAL/SOMETIMES</th>
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</thead>
<tbody>
<tr>
<td>Was the location of occurrence established at the beginning of the call?</td>
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<tr>
<td>Did the Dispatcher ask the questions necessary to determine the offense or incident type?</td>
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<tr>
<td>Did the Dispatcher determine when, who, weapons, and substance information?</td>
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<tr>
<td>Did the Dispatcher obtain suspect and/or suspect vehicle description and flight information?</td>
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<tr>
<td>Did the Dispatcher confirm if medical aid was needed?</td>
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<tr>
<td>Was the Event Information box accurately completed? (Including the Supp Info feature)</td>
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<tr>
<td>Did the Dispatcher attempt to obtain the reporting party’s first name, last name, location for contact, and telephone number?</td>
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<tr>
<td>Was good judgment used on behalf of the Dispatcher to enter the event with an appropriate event type to ensure proper prioritization of the event?</td>
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<tr>
<td>Was the Dispatcher sufficiently assertive to control the conversation?</td>
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<tr>
<td>Beyond taking control of the conversation, did the Dispatcher display professionalism and courtesy throughout the call?</td>
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<tr>
<td>Was the call handled in a manner consistent with Communications Center policy?</td>
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<tr>
<td>If there were details left out of the complaint entry, was officer or public safety ever jeopardized due to the omission?</td>
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<tr>
<td>Were available resources used by the Dispatcher to gather additional information relating to the call that could be beneficial for responding units?</td>
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</table>

Any additional comments:
Student Learning Activity
Fears of the Elderly  DUE_______________

Description

In this activity list your fears in regards to growing old. Then read the handout provided. Now write a summary relating your fears to the elderly having the same fears and concerns. How does this relate to being a dispatcher or call-taker? How can you use this understanding when dealing with elderly citizens?
Fears of the Elderly Handout

The Elderly and Crime

Generalizations are no more valid when describing the aging than when used in connection with other categories. No matter the physical or mental condition of older persons, they still can become a victim of crime--just like anyone of any age. The difference lies, in part, in the effects of the crime.

Whatever the reasons leading to victimization, the results could have lasting and unhappy consequences for an older person who may be limited physically, emotionally, and financially. The elderly may not recover with the same agility as when they were younger. A broken hip as the result of a mugging, the frightening encounter with a criminal bent on harm, or the loss of savings to a con artist may diminish an older person's quality of life and make some elderly live the last of their years in fear and distress. As reflected in reported crime, the elderly are not in the age group most frequently victimized by crime, fear of crime remains greater among this age group. In fact, for many seniors, the fear of crime may alter their lifestyles. Even if this fear remains an extreme reaction or is based on an imagined, rather than an actual situation, it proves no less debilitating or stressful. The fear of crime denotes a disturbing element in the existence of many older people.

Types of Crime

While many crimes could involve any age, certain categories--frauds and scams, purse snatching, pocket-picking, stealing checks from the mail, and committing crimes in long-term care settings--claim more older than younger victims. The litany of crimes against the elderly remains virtually endless, with nearly every community reporting such distressing accounts.

Many elderly people have insurance, pension plans, proceeds from the sale of homes, and money from Social Security and savings that makes them attractive financial targets for criminals. Their lifestyles provide a friendly environment for con artists. Because many elderly live by themselves and are lonely, they remain more susceptible to telephone and mail fraud. They often have limited experience with investments, live in older homes in need of repair, and have immediate access to their money, much of it in cash.

Their fear of violent crime and disregard for other types of crime may make older people more vulnerable to con artists. The older generations often are more trusting and polite than younger people and may intimidate more easily. They tend to be complacent if the con artist is young; they fear inflation; they do not understand modern investments; and they may forget details. They often are persuaded by references to authority and embarrassed to admit, or may not realize, that they were swindled.

Some older persons may not report many crimes or suspicious activities because they may fear retaliation. In the case of vandalism, they may fear a repeat of the crime. The elderly may see defacing a building, or damaging a lawn, plants, or an automobile as a personal attack.


Revised 02/14/16
Student Learning Activity

Foot Pursuit  

DUE_______________

Scenario
The Rosamond unit is Code 6 at Diamond Jim’s Casino. You hear a very scratchy transmission from him but you can’t make out his traffic, only his call sign. The Mojave unit tells you he heard “foot pursuit” but nothing more.

Description
In this activity come up with a presentation, training guide, or handout in regards to this situation. Be as creative as you would like. You will be given time to work on this project on duty. Use all materials available to you and remember to quote any sources you may use. Be sure to answer the following questions in your presentation.

Questions
1. What do you need to do?
2. What order do you need to complete your tasks?
3. Who needs to be notified and how will you accomplish this?
4. What policies guide you in handling foot pursuits?
5. What information do you need from the unit as soon as possible?
6. What will a sergeant or watch commander be concerned about and how does it involve you?
Student Learning Activity

Game Plan

Introduction

In dispatching it is very important to always have a “game plan” on the calls pending, available units, and calls to come. Regularly there are far more calls pending than units available. A dispatcher must know how to handle this situation and how to prioritize calls to be handled in a safe manner. A dispatcher must have a plan of what call to dispatch to the next 10-8 unit, when to clear a unit from one call to start them to the another, and keeping officer safety as a priority. Having a game plan helps with time lapse in radio traffic, and in clearing a call and dispatching the next call in one smooth transmission.

Outcomes

After completing this SLA you will be able to:

- Prioritize calls pending
- Know which calls are ok to send a unit out of their zone to handle and the procedures to do so
- Know how to prioritize multiple high priority calls

Comprehensive Questions

1. What resources are available to you for developing your prioritizing techniques?
2. What is your own skill level for making a game plan?
3. What was the main concern of field personnel you interviewed?
4. What was the main concern of dispatch personnel you interviewed?
5. How can you explain the importance of a game plan to a new dispatcher?
6. Is a game plan set in stone or constantly changing?

Application

You will seek out for interviews at minimum 1 Sergeant and 1 Field Unit each from Metro, West, and East, 1 Dispatcher, 1 Senior Dispatcher, 1 Dispatch Supervisor. Come up with at least 5 questions for your interview and you can use the same questions for all or change it up. Your interview can be in person, over the phone or via e-mail just make sure you have them documented and turn them in with your project.

Answer the comprehensive questions after you complete your interviews. Next, develop a game which could be played in the communication center. The game should help teach other trainees to think quickly on coming up with a game plan. Feel free to mix it up. It can be a board game, card game, or whatever will help sharpen the “game plan” skills. Be creative as possible.
1) Who would respond to the north gate at Edwards Air Force Base?

2) What is the phone number for CHP dispatch in Bishop?

3) What is the main number for the EOC?

4) What is the address for Shafter Police Department?

5) Who is DV23?

6) Whose badge number is SD867?

7) Who is the Under Sheriff?

8) Who is the Chief for Stallion Springs Police Department?

9) What is the phone number for the Kern High School District Police Department?
10) What is the public number for CRF?

11) What was the phone number for the Coroner’s Office?

12) What is the main number for HQ/Admin for the public?

13) What is “207 PC”? 

14) What is “261 PC”? 

15) What CAD code would you use for a vacation check?

16) What does “10-29” a plate mean?

17) If someone has a question about CCW permits what number do they call?

18) What is the difference between pc 488 and pc 487?

19) What CAD command is used to show a deputy has arrived on scene?

20) What is the phone number to the Civil Division?
In this project you are being asked to make a test along with the answer key. Along with the test make a list of the highways, their different names or name changes, and where those changes take place. The purpose of this exercise is to familiarize you with the highways that have multiple names, name changes and where those changes occur.

Use any resources that are available to you and list the resources you used. Include ALL Highways that have multiple names in your test.

**Outcome**

After completing this learning activity you will be able to identify the following:

- Highways with multiple/different names
- The different names or name changes of each highway
- Where the name changes occur for each highway
Student Learning Activity

How We Cope with Stress Revisited

Description

This job is stressful and it is important to take care of you and develop healthy habits of handling stress. These habits can also carry over into your personal life as well. Think about your time in training so far and think of your findings from the first project on stress you completed. Did your plan that you made help you? With training in mind now answer the following questions:

1. Did you eat or drink? If so, what kind of food or beverages?
2. Did you smoke or drink alcohol?
3. Did you meditate or pray?
4. Did you seek out a friend or coworker to confide in?

Write out the positive and negative ways you handled the situation. Now come up with more positive ways you can begin to use when you are stressed. Refer back to the symptoms of stress that you found in your prior research. Did you experience any of these during training? How well did your plan work and are there any changes you can make? You can put together the information anyway you feel comfortable, write a paper, power point or flashcards. Use a way that helps YOU remember what you have learned and makes it easy for you to explain to someone else.

Learning Points

- Ability to recognize the many ways to cope with stress, both positive and negative
- Understanding the importance of coping with stress in a positive manner
- Come up with positive ways to cope with stress
- Develop a plan for dealing with stress

****You are being asked about possible symptoms of stress during training. You do not have to tell what those symptoms were, this is purely to make you aware of what stress can do and to make you aware of what stress could possibly be doing to you.****
How We Cope With Stress

Description
This job is stressful and it is important to take care of you and develop healthy habits of handling stress. These habits can also carry over into your personal life as well. Think back to a particular stressful time in your life, how did you cope with the situation? Thinking of that same situation answer the following questions:

1. Did you eat or drink? If so, what kind of food or beverages?
2. Did you smoke or drink alcohol?
3. Did you meditate or pray?
4. Did you seek out a friend or coworker to confide in?

Write out the positive and negatives ways you handled the situation. Now come up with more positive ways you can begin to use when you are stressed. Research the different symptoms of stress (mentally, physically, emotionally), also research different ways to handle stress. Come up with a plan that you can follow when you are feeling stress. You can put together the information anyway you feel comfortable, write a paper, power point or flashcards. Use a way that helps YOU remember what you have learned and makes it easy for you to explain to someone else.

Learning Points
- Ability to recognize the many ways to cope with stress, both positive and negative.
- Understanding the importance of coping with stress in a positive manner.
- Come up with positive ways to cope with stress.
- Develop a plan for dealing with stress.

****You are being asked to think of a stressful time in your life you do not have to share what that time entailed, only ways you coped with that particular situation.****
Interviewing Techniques & Verbal Judo

It is important to utilize appropriate and professional techniques when speaking to our customers. Our customers are often experiencing an abnormal amount of stress when they call and may have difficulty explaining what is happening or what they need. As the “voice of the Kern County Sheriff’s Office” you are expected to present a calm, positive, and professional image to our customers while gathering necessary information; remember, you set the tone for their entire experience with our Office.

**Techniques you should use:**

1. Develop a Service Attitude!
   a. Pleasant, sincere voice
   b. Friendly demeanor
   c. Professionalism
   d. Be polite and respectful
   e. Be liability conscious
   f. Citizen’s rights to quality service
   g. Provide solutions or options

2. Use Good Listening Skills
   a. Active Listening
      i. Verbal affirmation
      ii. Empathy
      iii. Paraphrase Response
      iv. Listen to how’s it’s said, not just what is said
      v. Background noises
      vi. Demeanor of caller
3. Interviewing Techniques
   a. Remain calm at all times
   b. Use caller’s first name instead of sir or ma’am
   c. Ask specific questions. Instead of “what did he look like” say “what race was he, how old did he look, etc.” If they say I don’t know ask them to guess.
   d. Politely take control of the conversation
   e. Give caller time to answer your question. This is especially important with juvenile, elderly, or disabled callers.
   f. Lower and slower
   g. Assure callers you are getting them assistance but don’t guarantee any ETAs
   h. Encourage caller to take three deep breaths if difficult to understand
   i. Keep caller focused on current situation

4. Difficult Callers
   a. Verbal Judo: Diffusing Conflict Through Conversation
      i. The “gentle way”
      ii. Stay in contact
      iii. Never get upset
      iv. Remain civil
      v. Deflect/Redirect and move!
      vi. Deflect verbal abuse
      vii. Redirect to get information you need. “I understand you’re upset, but I need to know…” or “I appreciate that but, ….”
   b. When All Else Fails?
      i. Ask for help
      ii. Give caller to a Senior or Supervisor
Kern County Sheriff's Office

INTRODUCTION TO CALL-TAKING & OBTAINING DESCRIPTIONS

Introduction to Call-Taking – The Technical Side
To be an efficient public safety dispatcher, you must be an efficient call taker. That means you must be able to extract information from a caller in the shortest amount of time possible. In many cases, the caller will be excited, perhaps hysterical. It is up to you to take command of the conversation immediately by use of your voice, through your tone and through a steady, calm professional approach involving direct questioning.

A critical skill in questioning is listening, specifically, active listening. Much of the time a caller will give you a location, name or nature of the problem in their first sentence. (“There’s been an accident” or, “Send police to 123 Main Street”.) Sometimes, the time element is obvious (“I hear noises”), but sometimes you have to dig a little (“I want to report a crime”). Active listening can save you lots of time. On the other hand, on many calls, the information has to literally be pulled out of the caller, and it must be done quickly in order to get the proper help started. The basic primary questions of WHERE-WHAT-WHEN will often be all that is needed to start assistance, but the additional secondary information of WHO-WEAPONS and descriptions you obtain may mean the difference between a suspect being apprehended or not.

Technically speaking, there is no difference to a citizen between a robbery, a burglary or a theft. If a person has something taken from them, whether they have been held up at gunpoint, returned home to discover someone has broken in, or a store clerk witnessing a shoplift, their first reaction is, “I’ve been robbed!” It is up to you to make that determination by questioning. You must be able to recognize what has occurred in order to ask the proper questions; you must find out when it happened to know how urgent your reaction should be; and you must know the location where the incident occurred or where help is needed.

The where is the most critical piece of information, for without that it can be difficult or impossible to know where to send the help to. Our callers are not trained in how to handle emergencies let alone provide us information in the order we want it. That is our job and that is what we talk about with “controlling the flow” on phone calls. We need to be “on our game” to get accurate and complete information as quickly as possible. Sometimes the “where” comes clean and easy. Other times our caller may be on a wireless call or a non-911 line and simply has no clue where they are. As a call-taker, it is critical that you learn the different ways to problem-solve getting the location on a call. There is nothing more useless than a call-taker continuing to ask the same question over and over, like “Where are you?” and getting louder and louder with
each question. You have got to be able to phrase things different; you have the responsibility to get through to your caller, not the other way around.

If you have a wireless caller showing a Wireless Phase 2 on your ALI screen, you have a starting point of a general location based on a cell site. At the very least, you hopefully have a community name. What are things you can ask your caller besides repeatedly asking the same question, “Where are you?” Think on your feet. What do they see around them? Any landmarks? Any street signs? Near an intersection? If they are outside a residence and they cannot see the street name, can they read the address (numbers) of the residence? Can you get them to provide you with license plates of cars on the street you could run to find a potential address? If they are inside, is there anything posted on or near the phone? Is there a piece of mail in the house with the address? Is there anyone nearby on scene with them that might know the address? Do they know the phone number they are calling from? (Check the Reverse Directory or ALI retrieval.) Do they know the name of the person that lives there? If so, you can run a drivers license check or RMS check to see if we’ve had contact with that individual at an address that may be the same as where the caller is.

Remember too, that with wireless calls you have technology at your fingertips. First you have your ALI screen. Is this a phase one or phase two caller? What is the latitude and longitude on your display? What is the address and community displaying on the screen? You can put the lat and long in to the county GIS map and gain a map of that general area. You can take the information on the 911 screen to find out the vendor of the call phone (AT&T, Sprint, Verizon, etc.). You can use the VESTA “re-bid” feature or coordinate with that vendor to see if the caller is moving from one cell site to another or just bouncing off the one cell site.

The what is another critical piece of information, because how you decide to classify the call determines the response. Call types determine whether a call is for one unit or two and the level of priority. Knowing your call types and what they do is incredibly important.

The when is the third piece of critical information. You can do great harm by not asking that question and presuming the caller is being accurate when they simply say, “I was just robbed”. If you fail to ask when, you jeopardize units who may be dispatched to the event “Code 3” and get in a wreck on the way to the call injuring themselves and some poor innocent citizen. When is critical to the dispatcher and it is critical to the field units, so be sure and ask this information early on and document this in your CAD event.

After receiving the primary information of where, what, when for the initial dispatch, you must return to the caller for as much additional information as possible. Naturally, depending on the nature of the problem and the caller, you will not always be able to obtain as much as you’d like, but the most important thing to learn is that by questioning the caller instead of allowing them to “ramble”, you control the conversation. On any emergency call you want to first obtain a brief description so the deputies entering the area can begin searching; this is why it’s very important to ask if there is a vehicle involved. The last thing we want is for the bad guys to just drive right out of the scene, past the deputies or officers. After the initial dispatch, go back for a detailed description.
In order to ask questions, you first need to know what information is needed. The standard terminology guidelines for descriptions, persons and vehicles (at the end of this handout), will provide you with the easiest way to conduct your questioning and provide information to field units. In your mind, picture a man, and begin with the obvious—his race or color, height, etc. Proceed from head to foot, color of hair, jacket or shirt, and pants. Picture a car. The first thing you notice is the color, then old or new, large or small, sports car or pickup.

Never simply ask, “What did he look like?” “He” could be “she”. Instead, guide callers by directing their attention to answering your questions. “Was the person male or female? Was he/she White, Black, Hispanic or Asian? About how old?” If your caller hesitates or is unsure of any question, just go on to your next question: “What color was his hair?” Know what your next question is so you don’t hesitate. You are looking for a description to find someone or a question in this manner, you will usually find a two-fold benefit: not only are you obtaining the information you need, in many cases you will have calmed the reporting part down, making him/her concentrate on what you are saying instead of how upset they are or what has happened.

Becoming an efficient and effective call-taker involves a lot of hard-work. It will take much practice to refine your skills so that you are as proficient as some of the more senior dispatchers. You should always look back at each call you’ve handled and say to yourself, “What could I have done differently? Or, if I had another chance at that call, how could I do better?”

In conclusion, here are some fundamental rules of call-taking:

1. Be prepared.
2. Know what questions to ask depending on the type of call. (Run scenarios in your head.)
3. Guide the caller to obtain information.
4. Control the conversation. Do not allow the caller to ramble.
5. Limit or eliminate pauses between questions.
6. Remain courteous, professional and empathetic at all times, through all calls.
7. Remember, you are the trained professional; they haven’t been trained to handle emergencies. Your job is to help them out.
Introduction to Call-Taking – The Human Side

In the first half of this handout we talked about the technical side of obtaining information from callers. It is very easy to get so focused on the Who-What-Where-When-Why-How questions and then try to fit all of that neatly into our CAD masks that we often forget about the human side of our interaction. We get so intent on the task that we lose perspective of the impact we are having on our caller. In this section we focus on how to talk to callers.

When you first start out on the phones, there is so much to think about such as: maneuvering through CAD, concentrating on what the caller has already told you, thinking of the next question, juggling multiple phone lines, and trying to listen to what your trainer is whispering at you all at the same time. Whew! It can be downright overwhelming. You’ve got to master CAD, master the call types, and master the juggling before you really begin to advance your interview skills on the phone. Your trainer may tell you that you are too stiff on the phones or not friendly enough or not customer service oriented or that you have too many “dead air pauses” in your conversations. That is often a product of just not yet having things on auto-pilot.

Veteran dispatchers often like to compare call-taking and dispatching to acting. We tell you to portray confidence, competence and professionalism because your callers (or the field units) will eat you alive if you do not. We tell you to always treat the caller with respect. Those traits just don’t magically appear to most new call-takers, you have to work hard to refine your techniques to gain that ability. Heck, even an actor doesn’t just stand up on stage and play the part without a great deal of practice time and time again. Like an actor, you have to be willing to practice applying new techniques.

Along with competence, confidence and professionalism we also need to portray warmth, empathy and compassion. You’ll get much more information from your callers more quickly if you learn to portray warmth, empathy and compassion. Just because you may be respectful to the caller does not mean that you are giving them good service. Saying ma’am or sir does not mean much when the tone is curt or dismissive. You can demonstrate respect and even competence and still set your caller off. It’s all about your tone of voice; it’s about what you say when you say it and it is even about when you choose to remain silent. People may not remember the exact words you said, but they will remember how they felt they were treated by you. Again, it is not what you say more than it is how you say it.

Most of us took on this job because we want to help people and we want to make a difference. Well, fast forward a couple thousand calls and many dispatchers find themselves getting “hardened” over the years. You always want to work to avoid that. We don’t want robots on the phone, and we don’t want you to be monotone and flat. We don’t want or need “ice queens” on the phone. What we want are dispatchers who sound like they know what they are doing, sound like they want to help, and sound like they care. That old saying, “People don’t care how much you know, they want to know how much you care” very much applies to call-taking and dispatching.
Ok, so our demeanor on the phone is just as important as our ability to extract information from the caller. In fact, our demeanor often controls how quickly we can get to the heart of the matter. If we are cold, abrupt, or aloof, chances are we won’t relate very well to our caller and we may even struggle to get information out of them (sometimes it can be like pulling teeth).

No matter what the call, you need to let the caller know you are willing and able to help them. It is always better to let them know what you can do for them, rather than what you cannot or will not do for them. Saying, “Well we don’t do that, that is against our policy” sounds pretty darned negative to the caller. It comes across very bureaucratic and is quite the turn off to just about any caller. Instead, you might say something like, “Let me tell you what I can do for you,” or, “Let me tell you what options you have to deal with this problem.” Psychologically, it sounds to the caller like you are there to help them. And, yes, in some cases all you can do is provide a listening ear.

One of the concepts they teach in hostage negotiations is a concept that also works very much for call-taking. It is the concept shown in the graphic below. Every situation has a story to it, which is the heart of the matter that we need to get to with our callers. That story is surrounded by emotions of the caller. The more traumatic the experience, the more emotional the experience. The more the blood pressure is raised (or the individual angered) there will be a corresponding increase in emotions. If you fail to deal with or acknowledge the emotions you may never make it to the complete story. You must, at the very least, acknowledge the caller’s emotions. It is simple to do and takes so little effort on your part. Here are some phrases that might work for you:

1. This must be very upsetting to you…
2. I can hear how angry you are, I would be too…
3. This must be very frustrating…
4. That sounds like a frightening experience…
5. I’m so sorry this happened to you…
6. What a terrible ordeal…

By issuing those simple words with sincerity, you are sending a powerful message to the caller. You care about them and what they went through. Here’s where the acting part comes in. Even if you don’t care or even when you think that the caller’s problem is a pretty trivial one compared to the big scheme of things, to that caller it is important. If you trivialize it, you diminish them and no one wants to be diminished or looked down on.

Usually when a caller is angry, they are not specifically angry at you. They are angry at a situation and you are an easy source to take their anger out on. It is so important that you don’t take those calls personally. As soon as you do, the human tendency is to lash back. When you do that, you jeopardize yourself as well as the agency. Don’t let callers push your buttons. The two things no one can take from us are our attitude and our response to situations. Ultimately, you are in control. Acknowledge their anger and tell them you’d like to know more so that you can see how you can help them.
All that being said, sometimes certain callers really do get under your skin. While you should never hang up on a caller, there are techniques that may help you deal with that caller. First, have you tried to understand things from the perspective of the caller? Sometimes it helps to think through things from their side. Second, if you have a non-emergency situation, you can put the caller on hold, take a few deep breaths, and then try again. (Do not do this as a punitive measure with your caller; do this only as a way to bring back down your own blood pressure.) Finally, in worst case situations, you may need to turn your call over to a supervisor.

Many of our callers have just been through an adrenalin-pumping experience sometimes even incredibly frightening or traumatic. You need to get information, but often they seem so rattled that you struggle to get even the basics. You’ve got to get through to them and one technique to do so is something called “repetitive persistence”. Instead of raising your voice and asking the question loud and louder, lower your voice, speak softly and repeat your question. The caller will almost always eventually respond to that approach and will even lower their own voice. Yelling does little good in most situations. In fact, with out headsets yelling into them often causes your voice to be over modulated to the point where what you have said just cannot be understood which adds to the frustration of the caller.

Another technique that works for those callers who seem unable to remember anything about an event that they just witnessed (or were victim to) is to ask them to take a couple of deep breaths, close their eyes and try to remember what it is they saw. Sometimes, instead of asking them over and over for say a vehicle description, go on to asking other questions and then return to the topic of the vehicle description. That is a technique that works very well when the caller initially only provides a scant description of a vehicle or subject.

Strive for excellence on all your calls, not perfection because that’s almost impossible to attain. Keep a healthy balance of portraying competence, confidence and professionalism with warmth, empathy and compassion. Know the impact of your call with your caller. What is their “circle of influence” and what will they have to say about you, our agency and the dispatch profession as a whole?

Review your calls once in awhile as objectively as possible. Listen to when something set a caller off and try to identify what that factor was. Communication skills are a life long pursuit and it can be a humbling experience. If you remain open to regular review and assessment of your own skill levels you will continue to expand them and will become an accomplished call-taker and better overall communicator.
Obtaining Subject Descriptions

Physical Descriptions

Picture yourself as a unit responding to the call. What will catch your eye first? Sex & race, age, height, weight and visible clothing. Remember too, that outer clothing can be shed quickly so it’s important to also try for a description of shirts underneath jackets, etc.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Male or Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Race</td>
<td>White, Black, Hispanic, Oriental, etc.</td>
</tr>
<tr>
<td>Age</td>
<td>18, Mid 30’s, 25-30, late teens, early 20’s, etc. Doesn’t have to be exact!</td>
</tr>
<tr>
<td>Height</td>
<td>6-2, 5-10 to 6-00, short, tall, medium height.</td>
</tr>
<tr>
<td>Weight</td>
<td>150, 125-140, heavy build, medium build, thin build.</td>
</tr>
<tr>
<td>Hair</td>
<td>Bro curly, blk short straight collar-length, dreadlocks, balding with short ponytail. Try for color and add length or style if it aids the description.</td>
</tr>
<tr>
<td>Eye</td>
<td>Blk, blu, grn. Unless unusual, not as important. You will want this on runaway or missing juveniles and missing adults or 5150 walkaways (for MUPS entry).</td>
</tr>
<tr>
<td>Add’l:</td>
<td>Facial hair, glasses, sunglasses, scars, marks or tattoos, deformities, complexion? Distinctly descriptive such as beard, mustache. Armed? (See weapon description section.)</td>
</tr>
</tbody>
</table>

Clothing Descriptions

Clothing should be described from head to foot, outside to in. The importance of a detailed description depends upon the type of call and the time element involved.

<table>
<thead>
<tr>
<th>Head Covering</th>
<th>Color and type; red baseball cap; blk knit cap, blue &amp; red bandana, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirt, blouse or dress</td>
<td>Color(s) and style. Long sleeve? Short sleeve? Sleeveless? Shirt tucked in, long dress, short dress, etc.</td>
</tr>
<tr>
<td>Jacket, sweater or coat</td>
<td>Color &amp; style. Long, short, zipper, hood?</td>
</tr>
<tr>
<td>Pants, skirt, shorts</td>
<td>Color(s) and style. Baggy? Tight-fitting,</td>
</tr>
<tr>
<td>Shoes</td>
<td>Color and style. Tennis shoes, sandals, hiking boots, work boots, etc.</td>
</tr>
<tr>
<td>Additional Info:</td>
<td>Cane, crutch, carrying anything like a backpack, hip pack, fanny pack? Limp?</td>
</tr>
</tbody>
</table>
SUBJECT DESCRIPTION CHECKLIST

Gender __________
Race __________
Age __________
Height __________
Weight __________

Hat __________
Hair __________
Eye Color __________

Coat __________

ADDITIONAL:
Glasses __________
Facial Hair __________
Complexion __________
Speech Impediment or Accent __________
Scars, Marks or Tattoos __________
Deformities __________

Shirt __________
Pants __________

WEAPONS:
Revolver __________
Automatic __________
Rifle, Shotgun __________
Knife or Cutting Instrument __________
Blunt Instrument __________

Shoes __________
Proper definition of weapon types is important in the decision-making process of officers responding to a call. For dispatch purposes, type of weapon is described as one of the following:

- “Long gun” (i.e. rifle, shotgun, AK47, etc.)
- “Handgun” (revolver, automatic, etc.)
- “Cutting instrument” (knife, axe, razor, sword, etc.)
- “Blunt instrument” (club, board, chains, etc.)

![Weapon Images]

Large Automatic  |  Long Barrel Pistol  |  Rifles
---|---|---
Revolver  |  Snub Nose (Derringer)  |  Rifle with scope
Glock Automatic  |  Kitchen Knife  |  More Kitchen Knives

Dagger  |  Swiss Army Knife
VEHICLE DESCRIPTIONS

One of the easiest ways to remember how to obtain vehicle description is with the acronym CYMBAL.

C  Color            top to bottom (white over red), front to rear
Y  Year             year, exact or approximate, or even, old or new
M  Make             make, brand name, exact or similar
B  Body             body or model type, station wagon, sedan, etc.
A  Anything else    headlight out, large dent, no front bumper, etc.
L  License          full or partial, colors help if out of state, older plate, or special plate

As with obtaining any description, the obvious, what you notice first, is what you want to obtain first on vehicle descriptions. Very rarely will a person be able to describe a vehicle in detail, except when describing their own, and sometimes not even then! But, by knowing what information you need, you guide them by asking direct questions, “What color was the car? Is it full-size? Two doors, four doors or a hatchback?”

Here’s what an example would look like:

“Red, mid 90’s, unknown make, 2-door sedan, no front license plate”
INTRODUCTION

- USED IN CONJUNCTION WITH TELEPHONE. WHEN TRANSMITTING ON THE RADIO AND HAVE A CALLER ON THE LINE, CALLER IS MUTED.

- 2 SPEAKERS TO LISTEN TO TRAFFIC
  - “SELECT” SPEAKER – SELECTED CHANNEL(S) WHEN ON ACTIVE PHONE LINE
  - “UNSELECT” – UNSELECTED CHANNELS WITH THE VOLUME TURNED UP

- ABLE TO TRANSMIT 3 WAYS
  - FOOT PEDAL – KEEPS BOTH HANDS FREE TO TALK AND TYPE
  - RED LIGHTNING BOLT ON THE RADIO CONSOLE FOR SELECTED CHANNELS
  - MOUSE – HOLD DOWN ANY LIGHTNING BOLT

- GATE RELEASE – OPENS GATE FACING PANORAMA
- BK GATE RELEASE – OPENS BACK GATE FACING CHURCH
- DOOR RELEASE – OPENS FRONT DOOR TO COMMUNICATIONS BUILDING

RADIO IDENTIFIERS

WHEN A UNIT TRANSMITS FROM THE FIELD, PROGRAMMED PORTABLE HT’S AND VEHICLE WILL DISPLAY EITHER THE CAD ID OR VEHICLE NUMBER

RADIO EMERGENCY ACTIVATION

WHEN EMERGENCY BUTTON IS ACTIVATED VIA PORTABLE HT OR VEHICLE, ALARM HEARD AT EVERY RADIO POSITION AND CAD ID OR PATROL VEHICLE ID WILL DISPLAY UNDER THE ADMIN RADIO CHANNEL.

SHERIFF RADIO CHANNELS- MOST USED BY COMMUNICATIONS PERSONNEL

- METRO DISP – PRIMARY DISPATCH CHANNEL FOR BAKERSFIELD AREA
- METRO TAC – CAR TO CAR CHANNEL FOR BAKERSFIELD AREA
• WEST DISP – COVERS FOLLOWING SUBSTATIONS: DELANO, MCFARLAND, WASCO, BUTTONWILLOW, GLENVILLE, TAFT, LAMONT, FRAZIER PARK
• WEST TAC – CAR TO CAR CHANNEL FOR WEST SUBSTATIONS

• EAST DISP – COVERS FOLLOWING SUBSTATIONS: KERN VALLEY, WALKER BASIN, TEHACHAPI, RIDGECREST, MOJAVE, BORON, ROSAMOND
• EAST TAC – CAR TO CAR CHANNEL FOR EAST SUBSTATIONS

• ADMIN – COUNTYWIDE ADMINISTRATIVE RADIO CHANNEL
• PROB DISP – COUNTY PROBATION RADIO CHANNEL
• LG 11 ACO – COUNTY ANIMAL CONTROL RADIO CHANNEL MONITOR BY COMMUNICATIONS BETWEEN 1700-0800

OTHER RADIO CHANNELS LISTED UNDER SHERIFF WINDOW

• MUTUAL AID
• LOCAL LAW TR
• CLEMARS
• SECURE NORTH
• SECURE SOUTH
• LG (LOCAL GOVERNMENT CHANNELS – INCLUDES ROADS, PARKS, GENERAL SERVICES)

MUTUAL AID WINDOW RADIO CHANNELS

• ARVIN PD
• BPD – BAKERSFIELD POLICE CHANNELS
• CHP – CALIFORNIA HIGHWAY PATROL CHANNELS FOR BAKERSFIELD AREA
• AIRPORT SECURITY – WILLIAM THOMAS AIRPORT
• CLEMARS – STATEWIDE RADIO CHANNEL
• MUTUAL AID

INTERCOM WINDOW RADIO CHANNELS

• LOCAL LAW IC – DIRECT RADIO COMMUNICATION BETWEEN COMMUNICATION CENTERS FOR CHP AND BAKERSFIELD PD
• BPD IC – BAKERSFIELD POLICE INTERCOM (NOT ACTIVE)
• RDG ROUTE IC – RIDGE ROUTE INTERCOM (NOT ACTIVE)

JAILS/COURTS WINDOW RADIO CHANNELS
- LERDO 1-5 – LERDO JAIL FACILITY RADIO CHANNELS
- DT 1 – DOWNTOWN COURTS
- DT 2 – CENTRAL RECEIVING FACILITY
- DT 3 – SUPERIOR COURTS SECURITY
- MV 1-2 - JUVENILE HALL AND JUVENILE JUSTICE CENTER
- CAMP OWEN – CAMP OWEN FACILITY KERNVILLE

**PATCHING AND MULTI SELECTING RADIO CHANNELS**

- PATCH 1 – 3 - ALLOWS TO HAVE MORE THAN ONE CHANNEL “PATCHED” TOGETHER. MOST FREQUENTLY USED WITH PRIMARY CHANNELS. ALLOWS UNITS IN FIELD TO HEAR EACH OTHER AND THE DISPATCHER TO TRANSMIT ON CHANNELS PATCHED.

- MSEL 1 – 3 – WILL ALLOW THE DISPATCHER TO SIMULTANEOUSLY TRANSMIT ON MORE THAN ONE RADIO CHANNEL AT A TIME. USED FOR COUNTY WIDE BROADCASTS AND INFORMATION.

**CODE 33 TONE ACTIVATION**

- IN ORDER TO ACTIVATE MUST CLICK TOWER ICON AT TOP OF WINDOW. MUST CLICK AGAIN TO DEACTIVATE
- DISPATCHER MUST ALSO ACTIVATE LIGHT TO IDENTIFY WHICH CHANNEL IS CURRENTLY CODE 33. WHEN CODE 33 WITHOUT THE TONE, ONLY LIGHT NEEDS TO BE ACTIVATED.

**ALERT TONES**

- SMALL WINDOW AT TOP OF SCREEN USED TO INITIATE ALERT TONES - ALERT TONE #3 MOST FREQUENTLY USED

**BACK UP RADIO**

USED WHEN RADIO CONSOLE IS NOT FUNCTIONING
Morris goes to Mojave

Morris left the Mojave Substation ________________ for a brisk walk. Morris headed west bound on ___________________ then north on ________________ east on ________________ then north on ________________ to ________________ where he stopped use the restroom. Morris walked north bound to Mojave Elementary ________________ where he stopped for the school bus crossing. He then headed ________________ on Inyo Street until he came to ________________ . Morris decided to continue his brisk walk north bound passing ___________________ then west bound ___________________ then ___________________ on Koch. Morris continued his brisk walk east bound on ___________________ to ___________________ where he met his girlfriend Melinda.
Student Learning Activity

Multi-Tasking & Prioritizing

Introduction

By now you have discovered that dispatching and call taking are often fast paced. There are many tasks to do, and you often find yourself juggling several of those tasks at once. The ability to process tasks simultaneously or take information from two sources at once is called multi-tasking. It is a skill you must develop in order to be successful as a dispatcher or call-taker. To successfully multi-task requires that you develop the knowledge and ability to prioritize those competing tasks. This learning activity is designed to help you develop skills in prioritizing and multi-tasking.

Outcomes

After completing this SLA you will be able to:

- Identify situations that require multi-tasking
- Properly prioritize competing tasks
- Demonstrate the ability to process information simultaneously
- Evaluate your own effectiveness of multi-tasking and develop a strategy to improve this skill

Comprehensive Questions

1. What is the relationship between prioritization and multi-tasking?
2. What are examples of situations in our Communication Center requiring multi-tasking?
3. Are there guides to help you with prioritizing? What are they and where can you find them?
4. What is your own skill level at multi-tasking and prioritizing?
5. What is your plan for further developing you skills?

Application

Use any and all resources available to you to develop a guide on prioritizing and multi-tasking. Develop a guide that helps YOU with these skills and also is easy for you to explain to someone else. You can develop a power point, flash cards, write a paper. You can even create a game that helps develop these skills, however you will still need to include the below points.

The project must include the following:

- The impact of not developing these skills
- How prioritizing aids multi-tasking
- Identify tools that assist with prioritizing
- Samples of situations requiring prioritizing and multi-tasking in order to handle those tasks. Show how you would work through these situations.
- Evaluate your own development and identify a plan to enhance your skills.
OVERVIEW OF TRAINING
ORIENTATION AND CUSTOMER SERVICE

- **Tour Comm. Center and the Sheriff’s Office:** (Records-Warrants-Civil, Admin, Investigations, COPE, Metro Patrol, etc.). Introduce the trainee to the primary functions of the various divisions and their personnel. Go over the structure of the Sheriff’s Office. It might be helpful for the trainee to make up a flowchart of S.O. as you take the tour.

- **Tour Central Receiving Facility:**

- **Tour the EOC** (Emergency Operations Center in OES – Office of Emergency Services).

- **Kitchen and Break room:** Go over storing foods, use, cleanliness, etc. Food is day use only and not to be left over the employee’s weekend. All food should be marked with initials and date. Unmarked food and containers will be tossed out when the refrigerator is cleaned (a warning always proceeds the cleaning). Don’t leave food out, we’d like to keep the rodents away.

- **Personal Appearance:** Go over dress code policy, K-700.

- **Pay Period:** Go over bi-weekly pay periods.

- **Timesheets – Log into AuditorNet and show the new hire the proper processes:** Time sheets have to be completed and signed at the end of each pay period. Timesheets are to be placed in the mailbox marked ‘Completed Timesheets’, or turned in to your immediate supervisor for approval. You are responsible for accurately completing your time sheet and getting it in on time. You must log hours worked, shift differential, overtime worked, sick leave, and any other time off used during that pay period.

- **PERS:** Log the trainee onto PERS and confirm current address and phone numbers are listed. PERS needs to be updated anytime any changes are made to the information located in PERS.

- **Comm. Center Schedule:** Show the trainee the Log Book and how to read it.

- **Shift Bids:** Shift bids are generally done on a seniority basis, twice yearly. Because of training, you may bounce around quite a bit during your probation period and the shift bid or bids immediately following your release from training. You will be assigned to various trainers. When you are not training, you will work your assigned shift.

- **Shift Differential:** Go over the shift differential guide in front of the Log Book and show the trainee how to record this on their time sheet.

- **Tardiness:** If you’re going to be late, call in to the on-duty shift supervisor as soon as you know that! It can be difficult to hold someone over to cover for you and the supervisor must decide whether to do that or run short until you can arrive. Be sure to reflect this on your timesheet. You cannot “make this time up” by staying later without specific arrangements with the supervisor on duty.

- **Requesting Time Off:** Explain accumulation of comp time, sick time and vacation time. Time off requests must be submitted to your shift supervisor in memo form. Include the dates/times requested and type of leave that you will be using, along with the date the request is submitted.

- **Overtime Sign Up:** Show trainee the overtime sign up and explain how to sign up for shifts. Advise trainee that only Supervisors or Seniors under the direction of a Supervisor are authorized to log shifts in the book.
Rotation Schedule: Explain to trainee the Rotation schedule for their shift, and that different supervisors may have different requirements for rotation.

Meals and breaks: On 8+ hour shifts you will receive one 30-minute meal break during your shift. Each shift supervisor has their own way of administering breaks. If you need to leave the room to use the restroom, get water, etc., it is important that you let the supervisor know anytime you are going to be away from your console. Personnel with a radio channel are required to have their channel "covered" in order to leave the room. If you plan to leave the gated area of the Comm. Center during your 30-minute break, be sure to clear that with the on-duty supervisor.

Trade Requests: Requests to trade shifts with another employee must be submitted in memo form, addressed to all supervisors affected. All shift trades must be approved by a supervisor prior to being written in the Log Book.

Sick Leave: If you are sick, call in to the on-duty supervisor at the earliest opportunity, at least 2 hours ahead of your scheduled shift.

Vacation Selection: At each shift bid, a deadline is given for time off requests. Any time off requested must be covered.

Briefing Procedure: It is important to obtain a briefing from the off-going person you are relieving and to give a thorough briefing to the person that relieves you. Explain information that a briefing can contain.

Comm. Center Memo Binder: Show the trainee the memo binder and explain that it is their responsibility to check this each day and sign with your ID# on those memos. It is also a good policy to go back and review this once in awhile as it can be difficult to remember everything that shows up.

Division Policies & Procedures: At this point, show the trainee the location of the binder containing these Comm. Center specific policies and procedures, handouts will have been provided during the academy. If your trainee was not a member of a Dispatch Academy, be sure to cover Policy & Procedure in greater detail.

Various Department Bulletin Boards – location and purpose: Show the trainee the Comm. Center bulletin board, mailboxes, and Supervisor Briefing Board. Explain the purpose of the Briefing Board and how to interpret it.

Interoffice mail/County mail: Explain the use of the mail system and where to find interoffice envelopes.

Confidentiality of Information: Much of the information we deal with is highly confidential. You cannot go home and talk about specifics of calls you've handled or things you've heard. By specifics we are referring to names, addresses, phone numbers, etc. At the time of employment you will have signed specific confidentiality paperwork.

Off Site Training: At times employees will be required to attend additional training off site. Whenever an employee attends training, it is required that Comm. Center and Department policy and procedures are still followed. Cell phones should be put away, side conversations should be avoided and adherence to the Training Dress Code Policy must be followed. If for any reason the attendee will be late or miss a training day, it is mandatory that they contact the Comm. Center Supervisor as well as the Section, Department, College, etc. that is hosting the training. Failure to complete training may require employees attend again or be denied credit for the class/course.

Chain of Command: Review the Department Chain of Command. Talk about how the chain of command works in Comm. Center. Also discuss how the chain of command works for the other divisions and for handling complaints from the public.

Layout of Comm. Center: Explain the layout of Comm. Center (most likely this was completed during the academy). Have the trainee identify the various positions and the usual duties assigned to each position.
Acknowledgement:

Emergency Evacuation Routes and Procedures: Show the trainee the exit routes out of the Comm. Center. In the event of an evacuation of Comm. Center, you will be instructed where to report.

Procedures for on-duty injury reports and/or treatment: See the shift supervisor for the emergency contact form every employee should complete on doctor, hospital preference and preferred notification. Some of this information is maintained in PERS.

Location of Emergency Equipment (flashlights and fire extinguishers): Show the equipment to the trainee and demonstrate the use of each.

Computer Equipment Issues: Be very careful when eating or drinking at the console. Spilled liquids into keyboards or computers can cause serious problems! For that reason, all drinks are required to have a lid or be in a spill-proof container. Also be careful of loose cables and wires and report any equipment problems or hazards (like broken chairs, etc.) to the shift supervisor. Be sure to keep any magnetic materials away from the radio or computer consoles as well.

Work Environment – Co-Worker Interactions: We hope that you eventually feel “right at home” and are on a comfortable level with every employee here. Chances are, as time goes by, that one or two may rub you wrong—you may not like them or they may not like you. We don’t expect you to be “best friends” with everyone and we certainly can’t make you like everyone. We do expect you to work side by side as a team of professionals. If you have a problem with a co-worker, it is important to try and work it out with them first before sharing your problem with everyone else (because word will undoubtedly get back and that can make the situation even worse). If the problem escalates you may need to consult a supervisor. If not already done, have trainee read the County’s Policy on Equal Employment Opportunity & Anti-Harassment. This is usually completed at the time an employee is hired on.

Personal phone calls: While you are allowed to make and receive personal phone calls while at the console, you should limit these as much as possible. It is imperative that personal calls do not impact your ability to handle incoming or outgoing calls and to assist other dispatchers in the room as needed. Personal calls on duty are a privilege that can be revoked by your shift supervisor, or any supervisor on duty that observes it resulting in an interference with your duties. Also know that EVERY line on all of the phones in the Comm. Center is recorded. The phone in the kitchen is not recorded, and can be used during your break for local personal calls. It is not uncommon for an attorney to subpoenaing an entire shifts worth of tapes of call-takers and dispatchers to “gather the mood” of the individual or center as well as looking for specific information. When we are called to pull a tape we are not always able to screen out your personal calls. Do you want that call on the local radio and television stations or appearing in a courtroom? If the answer is no, ask the supervisor for a short break so that you can make your phone call from the kitchen, or your cell phone. Also, no personal toll calls may be made on County telephone lines.

Personal cell phones and personal electronic devices in Comm. Center: We are trying to avoid having a policy restricting or forbidding use of cell phones and electronic personal devices in the Comm. Center. To avoid such a policy means we are reliant on our employees to do the right thing. That means you need to minimize the use of your personal electronic devices and phones in the room. There are a few reasons for this; first, many of your co-workers find them a bit obnoxious. With multiple phone lines that ring all day, hearing personal cell phones ring can be annoying. Second, if you are on a cell phone, are you really able to answer your lines and do your work as quickly as you would if not on a cell call or playing on your personal device? Third, the cell phones
actually disrupt some of the electronics in our center, sending crackling sounds through
the various speakers at the consoles.
So, if you really must have that cell phone by your side, put it on vibrate or silent mode.
Use common sense, respect your co-workers and curb your use of personal cell phones.
That also includes text messaging from your cell phones. If your hands are keying out a
message on the cell phone, are you going to catch that ringing line on the first ring or
will a co-worker end up handling it because you are not attending to business? While
they may not express it to you, it is a given that your co-workers will be frustrated with
you and will most likely express that frustration to others. Be sure to do the right thing!

**WHILE YOU ARE IN TRAINING, CELL PHONES ARE NOT ALLOWED TO BE OUT
IN THE COMMUNICATIONS CENTER.** You may check your cell phones on your
breaks.

- **No other personal devices non-training related material may be out.**
- **You have one-year probation.**
TRAINING OVERVIEW

You will be asked to take the **Learning Styles Inventory**. Everyone’s learning styles different and this will help us best evaluate how you learn so we can identify how best “reach” you when giving you information or a lesson. You may already have an idea on how you learn best.

The communication between trainer and trainee is a critical element to the successful completion of training. There must be open communication between trainer and trainee. Much of the training takes place in a live environment which makes it challenging to gently correct mistakes made. The trainer and trainee should talk about how they both operate and communicate. So, for example, if the trainee makes a mistake while on the phone, how would they like the trainer to address that? (In writing, a touch on the arm, a whisper, etc.)

The goal of training is to see you successfully complete the training. Even at this early stage, a whole lot has been invested in you. You went through a lot of hoops to get here, now that you’re here, we want to keep you. It may not always be easy. Some days you’ll go home feeling great, other days you’ll probably seriously doubt yourself and wonder if you’ve got what it takes to do this incredible job. It’s a bit like a roller coaster ride. All of your trainers have received special training to become trainers. They were selected because of their skills as a dispatcher, their personality, and their ability to teach others. Maybe you’re having difficulty memorizing, or, maybe you can’t get past a block on call-handling procedures. Whatever the hang up, be sure and talk to your trainer about this. There are different techniques they can try to get you past these blocks.

Not all of your learning takes place on duty. There is so much to learn during this phase of training, a lot to memorize and a lot to study. That means you may need to set some time aside to study, read, and absorb the materials. If you’re having difficulty in this area, once again, talk to your trainer.

After you finish training, you will continue to be evaluated, but not through a daily evaluation process. Every Sheriff’s Office employee receives a 3-month and an annual evaluation (which is based on your date of hire). You will be evaluated by the supervisor on the shift you are assigned. Show employee the Employee Performance Review. They are welcome to make a copy if they didn’t already receive one in their Packet/Binder.

In addition to evaluations, we have a yellow card process. This program to acknowledge you for something good you did or for documenting a mistake that you may have made. Believe it or not, about 98% of the yellow cards written are positive in nature. If you do get one for making a mistake, view it as a learning tool and don’t sweat it too much. Yellow cards are kept in your personnel file and can be part of the evaluations. They must be signed by you. Signing a yellow card does not mean that you agree with the yellow card, it just means that you read it.

Making mistakes: As you probably have already figured out, this is a line of work where accurate information can be critical to the safety of those we serve, whether that is a citizen or a public safety employee. You must always strive to do the best that you can. That being said, there will undoubtedly come a time when you make a mistake. We all do. It is important to acknowledge the mistake. It is even more important to learn from the mistake so that it won’t happen again. You will make mistakes during your training and throughout your dispatch career. Don’t beat yourself up. Use it as a lesson and move on!
CUSTOMER SERVICE

In addition to dispatching for the Sheriff’s Office, the Comm. Center dispatches Stallion Springs PD, Bear Valley PD, Animal Control (after hours), Railroad Police, Adult and Juvenile Probation, and Kern County Parks. The KCSO Comm. Center coordinates with other entities and public safety agencies in Kern County and the surrounding areas. You will get to know many of these agencies quite well as we interact with them regularly. Some of those are CHP- Bakersfield and Bishop Offices, Bakersfield PD, California State Parole, Kern County/Bakersfield City Fire, Edwards AFB and the smaller PD’s within Kern County.

As government employees, we are always “in the spotlight”. Not only do we represent the Communications Division, we represent dispatchers everywhere. We represent our agency and even our county government. One poorly handled call on your part can have a huge ripple effect when that caller relays the story to their family and friends and they relay it further. Always strive to leave the caller with a positive impression. People will forget what you said and they may forget what you did, but they will always remember how you made them feel.

Who are our “Customers”? We have internal customers and external customers. The “public” and allied agencies are our external customers. Department members are internal customers, as are other county offices and their employees. Treat all of our customers, whether internal or external, in a professional and courteous manner. Customer service goes beyond just simply being “polite” on the phone. Sometimes it means going the extra mile for your caller. Other times it may mean explaining the actions of the agency you represent, even though you may not always agree with that action. Some callers need to vent. Unfortunately you’re stuck listening to that. Most of the time their anger is directed not at you, but at the situation, at an officer, or at some other involved party. The key to good customer service is to listen carefully to the caller and to treat them with respect. How would you want someone to treat your most favorite friend or relative? Show interest in your caller, and remain attentive during the call. Always try to leave them with something you can do for them, rather than what cannot be done for them.

Another customer service tip is to talk in plain, everyday language with the public and leave the technical jargon and codes for the field units and allied agencies. Avoid unprofessional expressions. It is always important to remain fair and impartial on the phone and to never say or do anything which might be taken as critical or disparaging to any ethnic group, gender, age or class of people. Avoid unprofessional expressions and do not display a condescending or patronizing attitude. Offer patience and tolerance to vague or confused callers.

Most complaints received about dispatchers on the phone have less to do with what was said and almost everything to do with how it was said. Be very aware of your tone of voice. Your trainers will work very closely with you on how you interact with your callers. You might not be aware that something you say or do has a tendency to “set a caller off”.

One of the more difficult challenges you face in learning call-taking in the Comm. Center is your discovery of just how much discretion you have in handling the huge variety of calls handled in our center. When do you have to send someone out? When can you refer them to another department or division? How much can you tell the caller? What we teach you in our training program are the fundamentals of call-taking. It is impossible to cover every conceivable call or caller, or all the variables that go into those calls. What we can train you to do is get to who, what, where, why, when, how; this will aid you in your decision-making.
In today's environment, many of the cities we serve are very community oriented. What that means to you is that we find ourselves sending deputies to situations that, in the past, they would not have responded to. If you ever have a doubt whether to send someone, run the situation by your trainer now, and when out of training your shift supervisor for guidance.

Another thing you will learn is how to project competence and confidence while being professional and courteous. Your caller needs to know that you can help them. In emergency situations, your caller may be dependent on you for help. We all believe that our job sometimes involves acting. When you first start on the phones, you are going to feel like a "fish out of water" because there is so much to think about and do. What you want to work on right away is to project confidence in yourself and your abilities. You'll need to know how to take control of conversations without offending the caller. It is your job to direct the conversation in order to get the necessary information while maintaining a rapport with the caller.

If you find yourself faced with a complaint about a Comm. Center employee or sworn personnel, the complainant should be directed to an on-duty dispatch supervisor. The on-duty supervisor will either handle the complaint, or refer the caller up the appropriate chain of command.

You will find that many callers will request an estimated time of arrival for a deputy. As a general rule we do not provide ETA's and we do not tell callers that a unit is on the way, unless they are on the way. You can look over the calls pending for service and attempt to give them a general idea however, it is always important to remind callers that ETA's can change at a moment's notice if an emergency comes in. You may be able to tell the caller that their call is the next call pending, barring any emergencies, will be dispatched next. We try to avoid giving something specific like, "10 minutes". When you have a caller calling back to ask when they will get response, you may find it helpful to explain that calls are dispatched according to their priority. Life threatening emergencies and in progress calls are always dispatched first. This explanation sometimes helps the caller to realize that there are other people calling in as well.

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TRAINEE: _____________________________________ DATE: _____________

TRAINER: _____________________________________ DATE: _____________

TRAINING SUPV: ________________________________ DATE: ____________
MAJOR KERN COUNTY PARKS

- Advise which zone or substation area the park is located in.
- Locate each park on the map and name the surrounding streets (quadrants)

1. Barker Park
2. Wofford Heights Park
3. Riverview Park
4. Inyokern Park
5. Pioneer Park
6. Greenfield Park
7. Lamont Park
8. Buttonwillow Park
9. Belle Terrace Park
10. Mountain Mesa Park
11. North Highland Park
12. Rexland Acres Park
13. Riverside Park
14. McFarland Park
15. Boron Park
16. Heritage Park
17. West Park (Rosamond)
18. Potomac Park
19. Fellows Park
20. Mojave East Park
21. Circle Park
22. Rosamond Park
23. Cormack Park
24. McCray Park
25. Ford City Park
26. David Head Center
27. Standard Park
28. Sears Park
29. Tehachapi Mountain Park
30. Virginia Avenue Park
31. Wilkins Park (AKA Gutter Park)
32. Westside Park
33. Beardsley Park
34. Tank Park
35. Meadowbrook Park
36. Peanut Park
37. Rosedale North Park
38. Scodie Park
39. Wasco Skate Park
Performance Outcomes

All training has to have a learning goal, which is an overall broad statement of the general skill or competency that represents the final outcome you want and need from your trainee in order for them to succeed in a given area. In any dispatch training program the overall learning goal is for the trainee to solo as a call-taker and/or dispatcher. In the Communications Training Program (CTP) we use 15 Core Competencies involving the most common dispatch job skills to create more refined learning goals.

Each Core Competency has a paragraph describing the Competency. This paragraph is a learning goal and it is generally quite broad. The Core Competency description paragraph remains the same throughout all four phases of the CTP. It is the performance outcomes (or our expectations) that grow and change with each phase.

We refine our expectations with Performance Outcomes (also known as Learning Objectives) which describe specific statements about the training, to include what the learner or trainee should be able to know, do and understand.

In the Communications Training Program, performance outcomes come at three levels for each Core Competency. These levels are based on Bloom’s Taxonomy. All level “1” performance outcomes are based on the lower level of Bloom’s, the Knowledge level. Before someone can do a task, they have to have some core knowledge. For example, to process a call for service, the call-taker has to have knowledge of how to answer the phone, interview a caller, operate CAD, compose text, and know the different CAD call types.
Performance Outcomes - continued

All level “2” performance outcomes are based on the Application level of Bloom’s pyramid. This is the “doing” part of the job. We want to see that the trainee is able to perform the task, not just know about it. Using the same example above, processing a call for service, we would want to see the trainee actually successfully handle a call for service, which includes answering the call, interviewing the caller, completing the CAD event, showing good text composition and applying the right call type. These are all examples of application. You can see that to reach this level, they have to have the knowledge to do these tasks. So any time someone reaches this “2” level, you can correctly presume that they have met the “1” level. Each level of the pyramid builds on the previous level.

All level “3” performance outcomes are based on the higher levels of Bloom’s, analysis, synthesis, and evaluation with most of the performance outcomes geared at the highest level “Evaluation”. Here we look for the trainee to know the “whys and hows” behind what we do. For example, using the same calls for service task from above, we could have our trainee listen to several different calls and evaluate the effectiveness of the techniques used and the applicable procedures. In order to be able to do that, this requires that the trainee has the knowledge base (level “1”) and can actually perform the task (level “2”).

By reaching for this highest level of learning, we are developing trainees that understand how things work, see the big picture and build a deeper level of knowledge. Here our trainees learn to create a variety of ways to look at a problem and then, based on established criteria, select the solution method best suited for the problem. It is at this level that we develop critical thinking and decision making skills. Those skills are crucial to prepare trainees for the unknown, the unfamiliar or for something they have not faced before. They draw upon these skills to assess the situation and respond quickly and decisively instead of floundering in confusion.
Today your mission is to visit the east area and the east area facilities of the Kern County Sheriff’s Office. You will need to obtain a Thomas Guide and your county map and use only these to map your day and locate the facilities. You may only use your phones to contact your Liaison (Senior Dispatcher Cindy Brantley 829-9555) in the event you have any questions. You are not to use your phone as a navigation device. You be taking the Comm. Center car and will need to return to the Comm. Center no later than 1630. Upon return, you will need to work together to create a synopsis of your day. This synopsis should be detailed and include information we would be able to pass along to future trainees. You should include call signs for deputies who work in the substations/court.

Your tour should include the following facilities/townships:

- Callbox 3
- Flume
- 178/Kern River Canyon Rd
- Canyon begin of 4 lanes
- KV Substation
- CHP Substation
- KV Court
- KV Hospital
- Main Dam
- Auxiliary Dam
- Ridgecrest Sub
- Inyokern Sub
- Johannesburg
- Randsburg
- China Lake Naval Base
- Ridgecrest Police Dept
- Ridgecrest Jail
- Ridgecrest Hospital
- Jawbone Station
- Redrock Randsburg/58
- MSO
- MSO Jail
- CHP Office
N Y and S Y
Mojave Airport
Business 58
Boron Sub
North entrance to EAFB
Borax Plant
Boron High School
Rosamond Sub
Rosamond High School
Ave A/14 Hwy
Willow Springs Raceway
From Rosamond you will need to take Tehachapi Willow Springs Rd northbound to
access the Tehachapi area

Tehachapi Sub
Tehachapi City Pd
Tehachapi Hospital
Brite Lake
Stallion Springs PD
Stallion Springs Country Club House
Keene
General Beale/58
PHASE 1 RIDE-A-LONG TRAINING

Since ride-a-longs are an important part of your training program we want you to get the most out of the experience possible. During your ride-a-long we want you to watch OFFICER SAFETY, radio traffic both on the dispatchers end and officers. Please keep in mind that in returning from your ride-a-long you will need to complete a synopsis about your experience and what you have learned. You will need to take notes on each of the calls you respond to. You will need to include information on the response, what you observed and the information provided by the dispatcher in your synopsis.

Please make sure you also include information on the following in your synopsis:

- Have the deputy give you an overview of the MDC and its use and function.

- If the vehicle is equipped with Lojack, have the deputy explain what it is and demonstrate how it works.

- Have the deputy explain the equipment they are wearing and ask what each piece of equipment is used for and why and when they would use it.

- Request the deputy show you all of the equipment in the vehicle and its function.
Listen to each call as it is dispatched and as you respond to the calls. You may also have to read the call on the MDC. Ask yourself if there is any additional information the deputy should have or needed and if the dispatcher provided this information. Please note this on each call you respond to.
Today your mission is to visit the west area and west area facilities of the Kern County Sheriff’s Office. You will need to obtain a Thomas Guide and your county map and use only these to map your day and locate the facilities. You may only use your phones to contact your Liaison (Senior Dispatcher Bruce 706-6515) in the event you have any questions. You are not to use your phone as a navigation device. You will be taking the Comm Center car. You will need to return to the Comm Center no later than 1630. Upon return, you will need to work together to create a synopsis of your day. This synopsis should be detailed and include information we would be able to pass along to future trainees. You should include call signs for deputies who work in those substations, if there is a court or jail at that facility, etc.

You will need to visit the following facilities/townships:

Lamont Substation
Taft Substation
Frazier Park Substation
Delano Substation
Buttonwillow Substation
Wasco Substation
Mckittrick
Fellows
Valley Acres
Dustin Acres
Tupman
Lake of the Woods
Lake Wollomes

Please keep in mind that some of the facilities you visit will have courts/jails and therefore inmates. Please do not take anything sharp or anything that may be viewed as a weapon. You will display your Sheriff identification at all times.
Phase 3 Allied Agency Sit-a-long

Sit-a-longs are an important part of your training program we want you to get the most out of the experience as possible. During your sit-a-long we want you to watch for officer safety, radio traffic on both the dispatcher’s end and officer’s. Please keep in mind that in returning from your sit-a-long you will need to take notes and complete a synopsis about your experience and what you have learned and observed.

Please make sure you also include information on the following in your synopsis:

- Did you observe any difference in their officer safety procedures versus our departments?
- How did their dispatching equipment differ from our department?
- How did their call volume differ from the sheriff’s office?
- What are the differences between our agency and their agency when dispatching and or giving back various 27’s 28’s and 29 returns?
- How many dispatchers and officers do they have on any given shift?
- Did you witness anything that you would like to incorporate into our communications center? If so please explain.
PHASE I ARREST RECORDS SIT-A-LONG

Since sit-a-longs are an important part of your training program we want you to get the most out of the experience as possible. During your sit-a-long we want you to be introduced to different procedures in different divisions. Please keep in mind that in returning from your sit-a-long you will need to complete a synopsis about your experience and what you have learned. Please make sure you are shown the following.

- Be shown how to read a RAP sheet
- The booking process
- The cogent system used
- The difference between a LAR, CII, and FBI number

Make your way to registration

- Be shown how to do a 290 check
- How to check status in CJIS
- What “maybe required” means on a return
What “out of compliance” means on a return

The different types of registration

How often one must register with different types of registration

State to State registration

Offender watch

Make your way to ID

Be shown the finger print system

Be shown the finger print card files

Have the Technician show you how they manually check finger prints.

Please feel free to add additional tasks or points of interest you notice below so we may include them for future trainees:
PHASE 2 CRIME REPORTS SIT-A-LONG

Since sit-a-longs are an important part of your training program we want you to get the most out of the experience as possible. During your sit-a-long we want you to be introduced to different procedures in different divisions. Please keep in mind that in returning from your sit-a-long you will need to complete a synopsis about your experience and what you have learned. Please make sure you are shown the following.

- Teletypes desk
- The types of tasks the teletypes desk is responsible for handling and how they receive notifications of tasks needing their attention
- Destinations for paperwork received for reports
- What kinds of reports are maintained in Crime Reports
- Homicide report retention period
- Vehicle release process
- Report storage room
- Report dictation procedures and the folder priorities
➢ I/Leads tasks that Crime Reports staff are responsible for versus field responsibilities

➢ Report approval system

➢ How “hot sheet” is created and who receives it

➢ Types of requests received by the public during business hours

Please feel free to add additional tasks or points of interest you notice below so we may include them for future trainees:
2nd PHASE RIDE-A-LONG FORM

Since ride-a-longs are an important part of your training program we want you to get the most out of the experience possible. We want you to be able to learn the different substations and get to know the area as much as possible, especially areas where we go on a regular basis. During your ride-a-long we want you to watch OFFICER SAFETY, radio traffic both on the dispatchers end and officers. Ask the deputy to take you to any “hot” spots in the zone. In your synopsis you should include a brief description of where you went and what you did. The primary focus of your synopsis should be on officer safety observations you made of field and dispatch personnel.

Please make sure you also include information on the following in your synopsis:

- Be observant of the MDC and the utilization by the unit and make observations on how they were dispatched via the MDC.
  - Calls for service:
    - Pending Status
    - How the units respond to dispatched calls.
    - Call entry
  - Mapping
  - Clets
- Traffic Stop Awareness.
  - How does the deputy code off on the vehicle?
  - How does the deputy approach the vehicle and what other observations on officer safety do you notice.
Subject Stop/C6 Awareness.
  o How does the deputy code off on the situation?
    ▪ Why might the deputy have to use landmarks and or
directions to advise a better location?
  o Why is it so important for the officer to know where he is and
be aware of his surroundings at all times?

Calls For Service:
  o How does the deputy respond to the different types of calls you
are dispatched to?
  o Note any type of precautions or officer safety you observe made
by the unit.
Kern County Sheriff’s Office
Communications Section
Metro Area Scavenger Hunt

Supplies:
*** Digital Camera   *** Cell Phone
*** Thomas Guide   *** Writing Utensil
*** Check List

Starting Location:  Communications Center, 2601 Panorama Dr.
End at the Communications Center.  You will be required to write a short synopsis of your day. Write about the fun, interesting, and new things you learned.

STOP #1: Sheriff’s Range Facility
• Take a picture of Lake Ming and the Sheriff’s Range facility.

STOP #2: Sheriff’s Civil Section.
• Take photos of the civil building, and identify and take photos of the “hot spot” apartment complexes near the facility.

STOP #3: Golden West Casino
• Take a photo of the Golden West Casino and see if they have a menu you can bring back to the center.

STOP #4: Bakersfield Sports Arena (Cottonwood Rd)
• Locate and photograph the Bakersfield Sports Arena on Cottonwood Road; then drive yourself to the “downtown” facilities.

STOP #5: Sheriff’s Central Receiving Facility
• Locate and take a photo of the “honk” sign on the south side of the facility.

STOP #6: Arrest Records
• Stop into Arrest Records and get the date of birth of a subject being fingerprinted.

STOP #7: Bakersfield Superior Court
Respond to the Superior Court and take a stroll through the metal detectors then ask the employee at the information desk where to find Department 8.

STOP #8: Padre Hotel
• Take a photo of the Padre Hotel sign.
STOP #9: Bakersfield CHP Office
- Stop in to say hello to the dispatchers at the Bakersfield CHP office, make a friend and take a photo!

STOP #9: Buck Owens Blvd.
- While you’re there, take a photo of the famous “BAKERSFIELD” sign on Buck Owens Blvd.

STOP #10: Sheriff’s Headquarters
- Make contact with the clerk in Building A and see if they have any mail for the Communications Center.
- Have the clerk let you into the secure area and take a photo of the memorabilia in the main hallway of Building A.
- Then walk over to Building B and take a photo of the ring-down phone on the outside of the wall.
- Visit the Memorial on the east lawn area.
- Locate the Air Support hangar and see if you can take a picture of one of the aircraft (or more).
- Find the Canine trailer and take a stroll through their training field.
- Take a photo of the car wash area by the fuel pumps.
- Walk into the Technical Investigators Office and ask them if they can show you some recent crime scene photos. Make a friend and take a picture!
- Go to the Benefits Office, if they are open take a picture of some of their goods (and shop for yourself if you want to)!
- Take a picture of yourselves in the Auditorium behind the podium (if the room is available).

STOP #11: Sheriff’s Coroner’s Office
- Take photos and ask for a souvenir “toe tag.”
- Take a group photo with the available Deputy Coroners.

STOP #12: Kern Medical Center
- Take a photo of the Ambulance entrance to the Emergency Room at Kern Medical Center.

STOP #13: Mary K. Shell Center
- Take a photo of the main entrance to the Mary K Shell Center.

STOP #14: Mercado Latino
- Take a photo of something “interesting.”

RETURN TO COMMUNICATIONS CENTER AND TURN IN MATERIALS, CAMERA AND RADIO. IF YOU HAVE ANY PROBLEMS CALL THE COMM CENTER SUPERVISOR OR SENIOR @ 861-3137 HAVE FUN!!!!
Kern County Sheriff’s Office  
Communications Section  
Northeast Area Substation Scavenger Hunt

**Supplies:**

- Cell Phone
- Writing Utensil
- Kern County Thomas Guide
- Check List
- Communications Center Portable Radio
- Plan for Fuel Stops

Starting Location: Communications Center, 2601 Panorama Dr.

**Radio traffic will be on EAST TAC**

Before you leave the Communications Center check your materials and make sure you have the correct Camera and the correct Thomas Guide. Check the fuel tank in the car to be sure that you have a full tank; if you do not you will need to go to Headquarters before you leave town to fuel up. You need to make sure you know where you can get fuel along your trip at the County Roads facilities. You can print CAD maps of the County Road Yards in the substation areas you’ll be visiting. When you decide to stop for fuel you’ll need to ask the Comm Center to have a deputy meet you at the yard to let you in to fuel up.

Monitor your travel time closely, if you believe you will run over your assigned shift you need to notify a Senior or Supervisor that you are going to cut your hunt short and return to the Comm Center.

End at the Communications Center. You will be required to write a short synopsis of your day. Write about the fun, interesting, and new things you learned.

**Lake Isabella Area**

**STOP #1: Upper Richbar and Lower Richbar**
- If it is safe to pull over and take a picture, do so.

**STOP #2: Remmington Hot Springs: 800 OLD KERN RIVER CANYON RD**
- Take a picture in front of the Sign.

**STOP #3: Tank Park: 5000 LAKE ISABELLA BLVD**
- Take a picture of yourself in front of the Tank.
STOP #4: Kern Valley Substation: 7046 LAKE ISABELLA BLVD
- Introduce yourselves to the clerk and take a photo in front of the substation.

STOP #5: Hungry Gulch: 155 HWY/HUNGRY GULCH RD
- Take a group picture in front of the Camp area.

STOP #6: French Gulch: 2602 155 HWY LKI
- Take a picture of the French Gulch sign

STOP #7: Boulder Gulch: 155 HWY/HUNGRY GULCH RD
- Take a picture of the camping area

STOP #8: Riverside Park: 10 KERN RIVER DR
- Take a picture of the River.

STOP #9: Rivernook Campground: 14001 SIERRA WAY
- Take a photo at the turn off of the sign.

STOP #10: Camp9 Campground: LINDA LN/SIERRA WY
- Take a photo at the turn off of the sign. This is where we have our command post for major fires in the Kern Valley area.

STOP #11: Pacific Crest Trail/Walker Pass
- Take a photo at the turn off of the placard located at the summit.

Ridgecrest Area

STOP #12: Inyokern Substation: 6612 ORCHARD AV
- Obtain a group photograph in front of the substation.

STOP #13: Ridgecrest Substation: 128 E. COSO AV
- Introduce yourselves to the clerk and take a photo in front of the substation

STOP #14: Ridgecrest Police Department: 100 W. CALIFORNIA AV
- Make contact with the dispatcher on duty in the lobby. (they are aware you are arriving and will make every effort to show you around their department)

STOP #15: Dove Springs/”The Bowl”: Redrock Inyokern Rd/14 Hwy
- Obtain a group photograph in front of the Dove Springs Riding Area sign.

STOP #16: Jawbone Station: 14 Hwy/Jawbone Canyon
- Take a picture of the store.
RETURN TO COMMUNICATIONS CENTER AND TURN IN MATERIALS, CAMERA AND RADIO. IF YOU HAVE ANY PROBLEMS CALL THE COMM CENTER SUPERVISOR OR SENIOR AT 861-3137 HAVE FUN!!!!
3rd PHASE RIDE-A-LONG FORM

Since ride-a-longs are an important part of your training program we want you to get the most out of the experience possible. We want you to be able to learn the different substations and get to know the area as much as possible, especially areas where we go on a regular basis. During your ride-a-long we want you to watch OFFICER SAFETY, listen to RADIO TRAFFIC on the dispatchers end and officers, check the boundaries for each zone/substation, landmarks, schools, parks, hotels, restaurants/fast food/coffee places the deputies go to, liquor stores/supermarkets that we receive calls from, and places we respond to on a regular basis. Also, use the MDC, Use the HOT keys to go 1097, 1098, Code 4, etc also, run subjects using the MDC to have a better understanding of why using the ADMIN channel is sometimes the best and safest option.

Write down any other areas the deputy tells you about that may be of importance:

_________________________________________________________________________

Discuss the boundaries of the zone and if time allows have the deputy show them to you:
North Boundary __________________________________________________________
South Boundary __________________________________________________________
East Boundary ___________________________________________________________
West Boundary ___________________________________________________________
What types of calls did you respond to?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Write down any information in regards to officer safety you recognized.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Write down any observations you have about the dispatching you heard.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Write down any observations you have about the information about calls you read on the MDC.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Write down any observations you have about the mapping system on the MDC & how the deputies use it, or if they use it.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Write down any observations you have about how the unit used their MDC & if they used CJIS/CLETS.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Write down any observations you have about how the unit uses the information provided by dispatch either over the radio or via MDC (vehicle/subject descriptions, locations).

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

Ask the deputy to take you to any “hot” spots in the zone. In your synopsis you should include a brief description of where you went and what you did. The primary focus of your synopsis should be on officer safety & radio traffic observations you made of field and dispatch personnel. (feel free to type your synopsis and attach it to this form)

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________

_____________________________________________________________
Kern County Sheriff’s Office
Communications Section
West Area Scavenger Hunt

Supplies:
*** Digital Camera
*** Cell Phone
*** Thomas Guide
*** Writing Utensil
*** Check List

Starting Location: Communications Center, 2601 Panorama Dr.
End at the Communications Center. You will be required to write a short synopsis of your day. Write about the fun, interesting, and new things you learned.

**LOCATE #1: 58 Hwy/Weedpatch – South of the intersection is Lamont’s response**
- Check out the businesses in this area. We get a lot of calls here.

**LOCATE #2: Lamont Bars – 10000 Block Main St.**
- Deputies make a lot of patrol checks in this area.
- Drive around the area. Do not actually stop. Just do a drive by so you are familiar with what it looks like. We receive a lot of calls at here.

**STOP #3: David Head Center – 10300 San Diego**
- Take a picture of the park or any activities going on.

**STOP #4: Lamont Substation – 12022 Weedpatch Hwy**
- Make contact with the clerk. If possible get a quick tour of the sub and the court house.
- Take a picture of anything you find interesting.

**STOP #5: Arvin Police Dept., 200 Campus Dr, Arvin**
- Take a brief tour if possible.
- Try to obtain target silhouette poster from indoor shooting range

*Take Wheeler Ridge to the truck stops at I5-Laval*

*You will drive by Fort Tejon Area – Take notice of what’s around there.

**STOP #6: Frazier Park Substation – 617 Monterey Trail**
- Check out the surrounding businesses
- Take a brief tour of the Substation.

**STOP #7: Frazier Park Park – Monterey Trail/Frazier Mountain Park Rd**
- Take a picture of the skate park.
*Drive towards the Taft Substation taking Hwy 166.*

**STOP #8: Maricopa Police Station – 400 California St.**
- Make sure you do not speed in Maricopa!
- Make a brief stop to check out the Police Station.
- Take a picture of anything interesting

**STOP #9: Maricopa High School – 955 Stanislaus**
- This school is our jurisdiction.
- Take a picture of the front of the school

**STOP #9: Taft Substation – 315 Lincoln**
- Get a brief tour of the Substation and Court.
- Take a picture of anything interesting.

**STOP #10: Taft Police Department – 320 Commerce Wy**
- Take a brief tour if possible
- Get a picture of yourself in the Taft Jail or anything interesting.

*Take Hwy 119 towards I5*

*Take notice of Valley Acres and Dustin Acres communities.*

**LOCATE #11: Buena Vista Lake – Enos Ln south of Hwy 119**
- Locate Fee Booth – No need to go inside the park. They will probably charge you.

*Go back to Hwy 119 and Take I5 towards the Buttonwillow Substation*

**STOP #12: Buttonwillow Substation – 181 E 1st St.**
- Take a picture of the front of the substation.
- Get a brief tour of the substation.

*Take Hwy 58 to Hwy 43 towards Shafter*

**STOP #13: Shafter Police Department – 201 Central Valley Hwy**
- Get a brief tour of their Police Department if possible.

**STOP #14: Shafter Court House – 325 Central Valley Hwy.**
- Make a stop inside the Court House.
- Take a picture outside

**STOP #15: Wasco Substation – 748 F St.**
• Take a tour of the substation
• Take a picture of you on the ring down line outside of the substation.

**LOCATE #16: Find the Wasco Labor Camp – 750 H St.**
• Drive around the area. Do not actually stop. Just drive by so you are familiar with what it looks like. We receive a lot of calls at here.

**LOCATE #17: Barker Park – 1800 Poso**
• Drive around the area. No need to stop.

**STOP #18: McFarland Police Department – 401 W. Kern**
• Get a brief tour of the station.

**STOP #19: Delano Police Department – 1022 12th Avenue**
• Get a brief tour of the station.
• Take a picture of the jail.

**STOP #20: Delano Substation – 455 Lexington St.**
• Get a brief tour of the substation and the court house.
• Take a picture with a deputy if possible.

*Take Hwy 155 towards Glennville*

**STOP #21: Woody – Hwy 155/Woody Rd**
• Take a picture in front of Fire Station #35.

**STOP #22: Glennville Substation – 12005 155 Hwy.**
• If Sr. Deputy King is on duty contact him and have him give you a quick tour of the area. If not drive around the area. See the Post Office, the Fire Station, the Saddle Sore Bar, Hassano’s Pizza and the Glennville Rodeo Grounds.

*Take Granite Road south to Bakersfield and return to the Comm. Center.*

RETURN TO COMMUNICATIONS CENTER AND TURN IN MATERIALS, CAMERA AND RADIO. IF YOU HAVE ANY PROBLEMS CALL THE COMM CENTER SUPERVISOR OR SENIOR @ 861-3137 HAVE FUN!!!!
PHASE 4 RIDE ALONG

Since ride-a-longs are an important part of your training program we want you to get the most out of the experience as possible. During your 4th training phase you will be expect to ask questions from the deputy about officer safety and high priority events and you will be required to write a synopsis on your ride along. In your synopsis you should include a brief description of where you went and what you did. The primary focus of your synopsis should be on officer safety observations you made of field and dispatch personnel. During your ride-a-long we want you to watch OFFICER SAFETY and radio traffic both on the dispatcher’s and officer’s end. Below are events that require major officer safety awareness.

1. Pursuits.
   a. Vehicle Pursuits
   b. Foot Pursuits
2. K-9 Requests
3. Perimeters
4. Multiple Units on Calls
5. High Risk Traffic Stops
Ask the deputy what type of information is important to have for priority 1 calls (245, 417, 246).
_____________________________________________________________
_____________________________________________________________

What assistance is provided by the K-9 that can’t be provided by any other type of unit?
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

What can the deputy tell you about pursuits that would be useful to you as a dispatcher or dispatch assistant?
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

Write down any observations you have about the dispatching you hear. Was there any information that was needed that wasn’t given out over the radio?
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

Ask the deputy about perimeters and how they are set up. What did you learn?
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________

What officer safety information is important during a high risk traffic stop?
_____________________________________________________________
_____________________________________________________________
_____________________________________________________________
## Signs & Symptoms of Critical Incident Stress

<table>
<thead>
<tr>
<th>Physical</th>
<th>Cognitive</th>
<th>Emotional</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chills</td>
<td>Confusion</td>
<td>Fear</td>
<td>Withdrawal</td>
</tr>
<tr>
<td>Thirst</td>
<td>Nightmares</td>
<td>Guilt</td>
<td>Antisocial act</td>
</tr>
<tr>
<td>Fatigue</td>
<td>Uncertainty</td>
<td>Grief</td>
<td>Inability to react</td>
</tr>
<tr>
<td>Nausea</td>
<td>Hypervigilance</td>
<td>Panic</td>
<td>Intensified panic</td>
</tr>
<tr>
<td>Fainting</td>
<td>Suspiciousness</td>
<td>Denial</td>
<td>Erratic movements</td>
</tr>
<tr>
<td>Twitches</td>
<td>Intrusive images</td>
<td>Anxiety</td>
<td>Change in social activity</td>
</tr>
<tr>
<td>Vomiting</td>
<td>Blaming someone</td>
<td>Agitation</td>
<td>Change in speech patterns</td>
</tr>
<tr>
<td>Dizziness</td>
<td>Poor problem solving</td>
<td>Irritability</td>
<td>Loss or increase of appetite</td>
</tr>
<tr>
<td>Weakness</td>
<td>Poor abstract thinking</td>
<td>Depression</td>
<td>Hyper alert to environment</td>
</tr>
<tr>
<td>Chest pain</td>
<td>Poor attention</td>
<td>Intense anger</td>
<td>Increased alcohol consumption</td>
</tr>
<tr>
<td>Headaches</td>
<td>Poor decisions</td>
<td>Apprehension</td>
<td>Change in usual communication</td>
</tr>
<tr>
<td>Elevated BP</td>
<td>Poor concentration</td>
<td>Emotional shock</td>
<td></td>
</tr>
<tr>
<td>Rapid heart rate</td>
<td>Poor memory</td>
<td>Emotional outbursts</td>
<td></td>
</tr>
<tr>
<td>Muscle tremors</td>
<td>Disorientation of time, place or person</td>
<td>Feeling overwhelmed</td>
<td></td>
</tr>
<tr>
<td>Grinding of teeth</td>
<td>Difficulty identifying objects or people</td>
<td>Loss of emotional control</td>
<td></td>
</tr>
<tr>
<td>Shock symptoms</td>
<td>Heightened or lowered alertness</td>
<td>Inappropriate emotional response</td>
<td></td>
</tr>
<tr>
<td>Visual difficulties</td>
<td>Increased or decreased awareness of surroundings</td>
<td></td>
<td></td>
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<tr>
<td>Profuse sweating</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Difficulty breathing</td>
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</tbody>
</table>

Stress Test:
Schedule of Recent Experience

**INSTRUCTIONS**

Think back on each possible life event listed below and decide how many times, if at all, it has happened to you within the last year. Write that number in the "number of times" column. (If an event happened more than four times, give it a score of four.)

<table>
<thead>
<tr>
<th>Event</th>
<th># of Times</th>
<th>X</th>
<th>Mean Value</th>
<th>=</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A lot more or a lot less trouble with the boss.</td>
<td></td>
<td></td>
<td>23</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. A Major change in sleeping habits (sleeping a lot more or a lost less or a change in time of day when you sleep).</td>
<td></td>
<td></td>
<td>16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. A major change in eating habits (eating a lot more or a lot less or very different meal hours or surroundings.</td>
<td></td>
<td></td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. A revision of personal habits (dress, manners, associations, and so on)</td>
<td></td>
<td></td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. A major change in your usual type or amount of recreation.</td>
<td></td>
<td></td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. A major change in your social activities (e.g., clubs, dancing, movies, visiting, and so on.)</td>
<td></td>
<td></td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. A major change in church activities (attending a lot more or less than usual)</td>
<td></td>
<td></td>
<td>19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. A major change in the number of family get-togethers (a lot more or a lot less than usual)</td>
<td></td>
<td></td>
<td>15</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Information obtained from the internet: [http://www.help4cops.netheaven.com/](http://www.help4cops.netheaven.com/) and provided by Merchell Jones, Riverside County Sheriff’s Department, POST Instructor
### Learning Activity – Stress Test

<table>
<thead>
<tr>
<th>Event</th>
<th># of Times</th>
<th>X</th>
<th>Mean Value</th>
<th>=</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. A major change in your financial state (a lot worse off or a lot better off)</td>
<td>X</td>
<td>38</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Trouble with in-laws.</td>
<td>X</td>
<td>29</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. A major change in the number of arguments with spouse (a lot more or a lot less than usual regarding child rearing, personal habits, and so on)</td>
<td>X</td>
<td>35</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Sexual difficulties.</td>
<td>X</td>
<td>39</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. Major personal injury or illness.</td>
<td>X</td>
<td>53</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Death of a close family member (other than spouse)</td>
<td>X</td>
<td>63</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. Death of spouse.</td>
<td>X</td>
<td>100</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Death of a close friend.</td>
<td>X</td>
<td>37</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. Gaining a new family member (through birth, adoption, oldster moving in and so on)</td>
<td>X</td>
<td>39</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. Major change in the health or behavior of a family.</td>
<td>X</td>
<td>44</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. Change in residence.</td>
<td>X</td>
<td>20</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. Detention in jail or other institution.</td>
<td>X</td>
<td>63</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. Minor violations of the law (traffic tickets, disturbing the peace, and so on)</td>
<td>X</td>
<td>11</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. Major business re-adjustment (merger, reorganization, bankruptcy and so on)</td>
<td>X</td>
<td>39</td>
<td>=</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. Marriage.</td>
<td>X</td>
<td>501</td>
<td>=</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Assessing the Suicidal Caller

#### Learning Activity – Stress Test

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<table>
<thead>
<tr>
<th>Event</th>
<th># of Times</th>
<th>X</th>
<th>Mean Value</th>
<th>=</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. Divorce.</td>
<td>X</td>
<td>73</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25. Marital separation from spouse.</td>
<td>X</td>
<td>65</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26. Outstanding personal achievement.</td>
<td>X</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27. Son or daughter leaving home (marriage, college and so on)</td>
<td>X</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28. Retirement from work.</td>
<td>X</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>29. Major change in working hours or conditions.</td>
<td>X</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>30. Major change in responsibilities at work (promotion, demotion or lateral transfer)</td>
<td>X</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31. Being fired from work.</td>
<td>X</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32. Major change in living conditions (building a new home or remodeling, deterioration of home or neighborhood)</td>
<td>X</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>33. Spouse beginning or ceasing to work outside the home.</td>
<td>X</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>34. Taking out a mortgage or loan for a major purchase (home, business and so on)</td>
<td>X</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>35. Taking out a loan for a lesser purchase (car, TV freezer and so on)</td>
<td>X</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>36. Foreclosure on a mortgage or loan.</td>
<td>X</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>37. Vacation.</td>
<td>X</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>38. Changing to a new school.</td>
<td>X</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event</td>
<td># of Times</td>
<td>X</td>
<td>Mean Value</td>
<td>=</td>
<td>Your Score</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------</td>
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<td>------------</td>
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</tr>
<tr>
<td>39. Changing to a different line of work.</td>
<td>X</td>
<td>36</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40. Beginning or ceasing formal schooling.</td>
<td>X</td>
<td>26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>41. Marital reconciliation with mate.</td>
<td>X</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>42. Pregnancy.</td>
<td>X</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total Score**

=
**Scoring for Stress Test: Schedule of Recent Experience**

Multiply the mean score by the number of times an event happened, and enter the result in the "your score" column. (Remember, if an event happened more than four times within the past year; give it a score of four.) Add up your scores to get your total score and enter it at the bottom of the schedule.

The higher your total score, the greater your risk of developing stress related symptoms or illnesses. Of those people with a score of over 300 for the past year, almost 80% get sick in the near future; with a score of 200 to 299, about 50% get sick in the near future; with a score of 150 to 199, only about 30% get sick in the near future. A score of less than 150 indicates that you have a low chance of becoming ill. So the higher your score, the harder you should work to stay well.

Since individuals vary in their perception of a given life event as well as in their ability to adapt to change, it is recommended that you use this standardized test only as a rough predictor of your increased risk.

Stress can be cumulative. Events from two years ago may still be affecting you now. If you think that past events may be a factor for you, repeat this test for the events of the preceding year and compare your scores.

In any event, nothing on this page or any other within this web site should be considered as a substitute for professional diagnosis by a licensed psychiatrist, therapist or physician.

**SOURCE:** The Relaxation and Stress Reduction Workbook by Martha Davis, P.H.D., Elizabeth Robbins Eshelman, M.S.W., and Mathew McKay, Ph.D. (recommended reading)

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Information obtained from the internet:  [http://www.help4cops.netheaven.com/](http://www.help4cops.netheaven.com/) and provided by Merchell Jones, Riverside County Sheriff's Department, POST Instructor
LIST ALL SHERIFF SUBSTATIONS IN KERN COUNTY:

1. ___________________________  2. ___________________________
3. ___________________________  4. ___________________________
5. ___________________________  6. ___________________________
7. ___________________________  8. ___________________________
9. ___________________________  10. ___________________________
11. ___________________________ 12. ___________________________
13. ___________________________ 14. ___________________________
15. ___________________________ 16. ___________________________

LIST THE CALL SIGN FOR EACH SUBSTATION AND WHICH GROUP THEY ARE ON:

1. ___________________________  2. ___________________________
3. ___________________________  4. ___________________________
5. ___________________________  6. ___________________________
7. ___________________________  8. ___________________________
9. ___________________________ 10. ___________________________
11. ___________________________ 12. ___________________________
13. ___________________________ 14. ___________________________
Student Learning Activity
Suicidal Caller “Ben”       Due__________________

Scenario
You are on the phone with a man who says he is going to kill himself. He has not called on 911 and he will not give you his phone number, address or full name. He seems to want to talk, but he is adamant about not giving you information to help you locate him, at least not yet. He has told you that his name is Ben, he is in his 40’s and that he has been out of work for six months and his car was recently repossessed.

Description
Create a guide, handout or presentation on how to handle this situation. In responding to this situation you are welcome to create your project any way you like. Consider the situation from the technical aspect and the interactive side. Use all resources available to you and quote any sources you may use. Include answers to the following questions within your project.

Questions
1. How could you attempt to find more information on Ben?
2. What steps will you take to build a report with Ben?
3. Are there any policies and procedures for these calls?
4. Have you had any specific training in this type of situation? If not is there any available?
5. Are there questions you can ask Ben to get more information about him?
Student Learning Activity

Suicidal Issues

Due__________________

Description

Below are three topics that you will discuss and show how you would handle each situation and what resources you would use. You will create a small presentation showing your findings for each scenario. Your presentation can be in Word, PowerPoint or any other way you would like.

You will be given time while on duty to complete this project. You are welcome to work on this at home but we do not have the capability to pay overtime for this project.

Scenarios

1. You are a dispatcher that has a suicidal caller on the line. What are some techniques you will use to talk to this subject? What are some specific active listening skills you would apply?

2. You need to trace the location of a suicidal caller on the line. The caller is uncooperative and not telling you where he or she is and has not called in on 911. Discuss two scenarios:
   a. You have a phone number, where do you go from here?
   b. You do not have a phone number, what do you do?

3. How do you juggle the multitude of other responsibilities you have as a dispatcher (other calls, radio traffic, other tasks) while on the phone with a suicidal caller?
Student Learning Activity
Suicide Prevention Call DUE

Scenario

Suicide Prevention calls in and advises that Sally Jones is on the phone with them, threatening to kill herself. They do not know where she lives or any other information on Sally. Suicide Prevention believes she is at high risk for following through on her threat to kill herself.

Description

In this activity you will focus on the technical aspect of this call.

How can you find out where Sally is calling from so that you can send help?

Use all resources available to you when responding to this questions, this includes interviews, policies and procedures and any training material from the program. Be sure to quote any sources you use.

Come up with a guideline, handout, or anything you think could help a dispatcher in this situation. You may be as creative as you would like in your project. You will be given time to finish this project on duty. You may work on this off duty if you wish but we do not have the resources to pay overtime for this project.
Student Learning Activity
Taking Hot Calls        DUE_________________

Description
You are a trainer in the Communications Center and are approached by a new employee who is struggling with their call taking skills. The trainee specifically wants assistance taking control of a caller during “hot, in progress” type calls, asking the primary and secondary questions and building the text of a call. You agree to help this employee, first by reviewing with them the primary and secondary questioning, including their relevance. Second, you will create three or four calls/scenarios in which to run on a training terminal.

In this activity build the training guide for the trainee and come up with the scenarios you would use. Also include answers to the following questions:

Questions
1. What are you looking for in the trainee’s handling of the scenarios?
2. What are some tips you could provide the trainee?
3. Are there policies in place for handling any of the scenarios you have created?
4. How do you approach the trainee on areas they can improve on?

You will be given time to work on this project while on duty. You may wish to work on this off duty and you are welcome to but we are unable to pay overtime for this assignment at this time. Use all resources available to you and make sure you quote any of the sources you use. Be as creative as you like with this project.
**STUDENT LEARNING ACTIVITY #1**

**“Tarasoff Scenarios”**

### ACTIVITY DESCRIPTION

Divide the class into two groups. Each group will be given a scenario to work on. Each group will identify the people affected by the Tarasoff Law and list what are each group’s obligations or their involvement in the scenario given to the class group.

Each group will develop questions to ask the specific type of involved party. Each group will then share with the rest of the class the information and questions they have come up with.

**Time Required:** 15 Minutes

### KEY LEARNING POINTS

- The student will learn the protocol for handling calls involving a Tarasoff Law violation.
- The student will identify the people affected by requirements of the Tarasoff Law.
- The student will learn the correct questions to ask when the information meets the requirements of the Tarasoff Law.

### RESOURCES NEEDED

- Easel chart, markers
- Whiteboard or blackboard
Student Learning Activity

Tarasoff Scenarios

DUE ____________

Description

Read the following scenarios and answer the following questions for each.

Questions:

1. What questions do you need to ask?
2. Who needs to be notified?
3. Are there policies in place for this type of call and what are they?
4. What is the purpose of the Tarasoff law?
5. Who is affected by this law?

Write your answers in a Word Document. Include the description of the law at the top of the page.

Scenario #1

Hello, I am Dr. Johnson from Kern Medical Center. I would like to report a Tarasoff Law violation. My patient, Aaron Brown is threatening to kill his ex-wife, who lives in your city. He has escaped from our facility.

Scenario #2

Hello, I am Dr. Willis from Mercy Southwest Hospital. I would like to report a Tarasoff Law Violation. My outpatient, Charles Neely, just left my office after threatening to go home and hurt his wife. He is on medication and is very agitated right now.
**TDD ABBREVIATIONS**

TDD……………………….. Telecommunications Device for the Deaf  
TTY………………………... Teletypewriter (an older term for the large stationary machines)  
GA…………………………. Go Ahead  
SK…………………………. Stop Keying  
GA TO SK………………… Gives the other person an opportunity to say more before hanging up  
QQ………………………… Means the same as a question mark  
XXX………………………. Mistake  
PLS………………………… Please  
NBR……………………….. Number  
OPR……………………….. Operator  
TMW………………………. Tomorrow  
U…………………………… You  
UR…………………………. Your  
CUD……………………….. Could  
WUD………………………. Would  
CUZ……………………….. Because  
ILY………………………… I Love You  
XOX……………………….. Love and Kisses  
Relay Service………………. A group of people that provide a connection between a TDD user and a person without TDD.

**Use the space bar a couple of times between sentences and when changing topics instead of using punctuation.**

**Reminders**

- Minor typos are okay, for big mistakes, type “XXX” then start over
- English is usually a second language for deaf people. Do not assume disorientation is the English is poor.
- Be sensitive to the fact that the caller is further into the emergency due to hearing impairment. They did not have the benefit of hearing to alert them to the emergency.
- Some additional information to obtain from TDD callers:
  - Will the door be locked?  
  - Will the person be waiting at the door?  
  - Should you ring the doorbell which is attached to a light signal?  
  - How will the emergency personnel communicate with the deaf person?
- Many deaf and hearing impaired people use American Sign Language (ASL) as their primary language. ASL is not word for word the same as English. If deafness occurred prior to learning English, the caller may use ASL as their primary language. ASL is a visual language expressed through hands and body movement to express concepts rather than complete sentences. It can be difficult to translate to the written word. For this reason, communication can be impaired. When communication with a person using ASL, remember to use simple, direct phrases and words. Avoid using jargon.
THE DISPATCHER’S GOLDEN RULE

One constant about the 911 professional is that dispatchers are going to have to deal with a variety of hostile, hysterical, arrogant, rude, panicked, inebriated, and mentally incompetent callers. **Abusive calls can often stretch even a good dispatcher’s patience to the breaking point.** Dispatchers don’t like to admit it, but there are times when the line between being assertive, controlling the caller in order to quickly clarify the problem, and becoming rude and intolerant right back at them, is blurred or sometimes even scuffed completely out.

When that happens, and the dispatcher is, as we most always are, on a recorded line, that behavior can come back and bite the dispatcher. Big time! Especially if the news media gets a hold of it. Like when Ohio’s Columbus Dispatch happened to get hold of a certain 911 call made, when two young Columbus PD dispatchers happened to treat one caller with some derision, one caller that just happened to possibly be the highway shooter Columbus area law enforcement have been seeking for several months.

Certainly, neither dispatcher expected their statements to wind up on the TV news or in the local papers. But such is the nature of our profession. Occasionally we’re praised, but if we do something wrong, we’ll always hear about it. Along with maybe the rest of the country. Since the media tends to play up mistakes more than it does commendations, bad publicity, whether deserved or not, is going to be harmful to all dispatchers. Like one bad cop putting a bad taste in the public’s mouth for all cops, dispatch mistakes put a stain on the entire profession, because that’s what the public remembers.

Not disparaging either of the Columbus dispatchers – certainly, on going crimes like their highway shooter attract all sorts of crank calls and it’s likely that an accumulation of these cranks may have sparked their dismissive behavior on the calls in question. But it is a wake up call. **We dispatchers don’t have the luxury of letting ourselves be irritated into unprofessional behavior.** Just as we need to be 100% accurate in the information we process, we likewise must be 100% professional in the way we handle our callers – even those who fall into that abusive, arrogant, and hostile category.

It’s really simple as something many of us learned years ago in Sunday School. Consider it the Dispatcher’s Golden Rule: treat each caller as you would want to be treated if you were reporting what you perceived to be a credible emergency. Always convey empathy and consideration, and a professional attitude of helping instead of hindering, even if they may not seem as sharp as we are in the nuances of reporting emergencies. Take control of the call if the complainant is rambling or confused, but don’t cop an attitude. **Treat them as you would like to be treated if you were in their shoes.**

In the larger centers this may not always be entirely possible, not when the calls coming in at you like machine gun fire, but you can still exemplify a spirit of consideration and composure. It may be helpful to put yourself in the caller’s shoes for a moment. **We dispatchers answer dozens to hundreds of calls each shift – most callers may only dial 911 once or twice in a lifetime so treat each one as if it were the most important call you are taking.** Give them the attention they deserve, even if what they’re reporting may seem to you to be rather trivial – or they sound like a crank.

**We can’t afford to hinder our ability to help by giving in to an emotional response to a caller’s lack of intellect, lack of clarity, or lack of grace.** It is our job to be as much an anchor of composure for the panicked caller as we are to a proficient provider for the patient one. We’ve got to swallow our pride and perpetuate our professionalism at all times. Just as we’d like the dispatcher to do for us when it becomes our time to be one of those panicked callers.

Randall D. Larson, 9-1-1 Magazine
THE TARASOFF CASE

In 1968 two students at the University of California at Berkley, Tatiana Tarasoff and Prosenjit Poddar, met and began casually dating. However, Poddar believed the relationship to be more serious than Tarasoff did (he thought they were engaged), and became obsessed with her when she broke it off. Poddar consequently had an emotional breakdown.

Poddar went and saw a psychiatrist at a hospital in Berkeley. The psychiatrist believed Poddar had a psychotic disorder, prescribed anti-psychotic medication, and then referred him to a psychologist, Dr. Lawrence Moore, for counseling. Despite their sessions, Poddar persisted in his delusion that Tatiana would eventually love him. To prove his love, he purchased a handgun to orchestrate a life-threatening situation from which he could rescue her. Dr. Moore told him that he might have to take steps to stop him, which sent Poddar angrily from his office.

Dr. Moore discussed this with colleagues and mentioned to the campus police that Poddar was threatening to kill a girl. Officers found him and thought he appeared rational and let him go. But eventually, Poddar's delusions reached a breaking point. He went to Tatiana's house, armed with a knife and a pellet gun. She ran from him and he shot her and then stabbed her 14 times, killing her. Then he turned himself in. He was convicted of second-degree murder and was released after serving five years. This case had an impact on the relationship of psychology to stalking and violent obsessions. Where once what was said between psychologist and client was totally confidential, that was about to change.

Tatiana’s parents instigated a civil case of negligence against the University of California. In 1974, the California Supreme Court found that, despite confidentiality, a duty to warn exists when the psychologist determines that a warning is essential to avert a danger caused by the client's psychological problem.

In 1985, the California legislature codified the Tarasoff rule: California law now provides that a psychotherapist has a duty to protect or warn a third party only if the therapist actually believed or predicted that the patient posed a serious risk of inflicting serious bodily injury upon a reasonably identifiable victim.

A California appeals court, in the case of Ewing v. Goldstein, expanded the Tarasoff duty-to-warn rule for all California psychotherapists last year. Now all licensed clinicians in that state must heed credible warnings about a client’s threatened violence from the client’s immediate family members, as well as threatening statements from clients themselves.
The rulings of the Tarasoff Law involved law enforcement as well as the mental health community.

A. Police Officers are involved by contacting the patient, usually at the psychotherapist’s initiation.
   1. They warn the potential victim of the violent threats and document information.
   2. Officers may evaluate the patient for 5150 either at the request of the psychotherapist or by other contact.
   3. Law enforcement would file a police report and/or gather evidence.
   4. The patient could be arrested if necessary depending on circumstances.
   5. Law enforcement would provide victim with information to obtain protective orders and assist them on taking preventive measures.
   6. Documentation should be forwarded to an investigator for follow up if appropriate.

B. Dispatcher’s role is more limited but just as important.
   1. They should recognize calls related to the Tarasoff rulings, obtain all necessary information concerning the patient and dispatch calls for service requested by medical personnel.
   2. Assist the officers by obtaining information on the reported patient, looking for previous history involving violent tendencies.

The rights of potential victims and patients are balanced with the requirements for authorities to make notifications when there is the potential for harm to the intended victim.

A. Psychiatrists have a duty to warn the intended victim when the client’s behavior cannot be controlled.
   1. Dispatchers receive and are required to process calls for service from medical personnel.
   2. Police officers are required to warn the victim or family members of the threat that has been made and do all the necessary follow up investigation.

B. The victim and patient also have rights.
   1. The victim has a right to be warned of potential danger.
   2. The patient has a right to information from the patient/therapist confidentiality.
   3. Effective treatment vs. incarceration should be considered by all concerned.
   4. Warning the intended victim should be the last recourse taken by psychotherapists however patient/therapist confidentiality ends where public peril begins.
## How to Spark Your Dispatch Career

### “The Winning Attitude”

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Yes</th>
<th>No</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E*</td>
<td>1.</td>
<td>Yes</td>
<td>No</td>
<td>Is there anyone I really envy or would like to trade places with?</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>2.</td>
<td>Yes</td>
<td>No</td>
<td>Do I complete the projects I begin?</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>3.</td>
<td>Yes</td>
<td>No</td>
<td>Do I see great opportunities for improvement in my environmental, physical and mental activities?</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>4.</td>
<td>Yes</td>
<td>No</td>
<td>Do I share credit for my successes freely with others?</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>5.</td>
<td>Yes</td>
<td>No</td>
<td>I am generally optimistic about all aspects of my life.</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>6.</td>
<td>Yes</td>
<td>No</td>
<td>Do I accept myself just as I am today?</td>
<td></td>
</tr>
<tr>
<td>C*</td>
<td>7.</td>
<td>Yes</td>
<td>No</td>
<td>I am basically a lucky person</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>8.</td>
<td>Yes</td>
<td>No</td>
<td>Do I know what my dominant fears are?</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>9.</td>
<td>Yes</td>
<td>No</td>
<td>Can I immediately state (without hesitation) what my most important lifetime goal is?</td>
<td></td>
</tr>
<tr>
<td>M*</td>
<td>10.</td>
<td>Yes</td>
<td>No</td>
<td>I allow my dominant fears to drive my actions.</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>11.</td>
<td>Yes</td>
<td>No</td>
<td>Do I project my best self at all times?</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>12.</td>
<td>Yes</td>
<td>No</td>
<td>Do I honestly know my own limits in my personal and professional life?</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>13.</td>
<td>Yes</td>
<td>No</td>
<td>Do I still hold great dreams for my future?</td>
<td></td>
</tr>
<tr>
<td>H</td>
<td>14.</td>
<td>Yes</td>
<td>No</td>
<td>Do I spend time generously sharing with my family?</td>
<td></td>
</tr>
<tr>
<td>C*</td>
<td>15.</td>
<td>Yes</td>
<td>No</td>
<td>There are a lot of have to's in my life.</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>16.</td>
<td>Yes</td>
<td>No</td>
<td>I sometimes “rehearse” successful actions and outcomes in my imagination.</td>
<td></td>
</tr>
<tr>
<td>O</td>
<td>17.</td>
<td>Yes</td>
<td>No</td>
<td>I expect the best of health for myself.</td>
<td></td>
</tr>
<tr>
<td>E*</td>
<td>18.</td>
<td>Yes</td>
<td>No</td>
<td>Am I an extremely humble person?</td>
<td></td>
</tr>
<tr>
<td>J</td>
<td>19.</td>
<td>Yes</td>
<td>No</td>
<td>Do I listen more than I talk?</td>
<td></td>
</tr>
<tr>
<td>A*</td>
<td>20.</td>
<td>Yes</td>
<td>No</td>
<td>Do I resist change and find security in my present lifestyle, sometimes without knowing why?</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>21.</td>
<td>Yes</td>
<td>No</td>
<td>I know what my major desires in life are</td>
<td></td>
</tr>
</tbody>
</table>
How to Spark Your Dispatch Career

O* 22. Yes No When I am discouraged, I indulge in a form of self-pity.

M 23. Yes No Do I focus most of my attention and thoughts on my dominant desires?

P 24. Yes No I know where I want to be in five years.

D* 25. Yes No Do I have a number of bad habits that I can’t seem to break?

H 26. Yes No Do I believe that I should treat others as I want to be treated?

A 27. Yes No Would I like to be married to me?

J 28. Yes No Am I an active listener, who asks many questions and asks for examples?

C* 29. Yes No My choices in life are limited.

E* 30. Yes No Do I feel guilty when I indulge myself in some selfish activity.

H* 31. Yes No Do I spend much time living in memories of better times?

M 32. Yes No Do I focus on the rewards of success more than the penalties of failure?

I 33. Yes No Do I fantasize and imagine my monthly and yearly coming attractions?

J 34. Yes No When I talk, do I give several examples and ask for feedback?

P 35. Yes No Do I ever picture what I want my life to be, what I want my income and assets to be when I retire?

I 36. Yes No Does my self-image help me achieve my goals rather than limit or handicap me?

A 37. Yes No Would I like a parent like me?

D 38. Yes No Do I have an excellent memory?

E 39. Yes No Is it easy for me to accept compliments and praise from others?
### How to Spark Your Dispatch Career

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</thead>
<tbody>
<tr>
<td><strong>J</strong></td>
<td>40.</td>
<td>Yes</td>
<td>No</td>
<td>Do people feel their best when they are in my presence?</td>
</tr>
<tr>
<td><strong>H</strong>*</td>
<td>41.</td>
<td>Yes</td>
<td>No</td>
<td>Do I spend much time dreaming about the things I’d like to do someday when the time is right?</td>
</tr>
<tr>
<td><strong>C</strong>*</td>
<td>42.</td>
<td>Yes</td>
<td>No</td>
<td>There are a lot of different controlling influences in my world.</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>43.</td>
<td>Yes</td>
<td>No</td>
<td>I look at problems as potential opportunities.</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>44.</td>
<td>Yes</td>
<td>No</td>
<td>Do I ever take the time to review and acknowledge my strengths and talents?</td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>45.</td>
<td>Yes</td>
<td>No</td>
<td>I frequently develop strategies for gaining control over what happens to me.</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>46.</td>
<td>Yes</td>
<td>No</td>
<td>Can I clearly state what my most important priority is for next month?</td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>47.</td>
<td>Yes</td>
<td>No</td>
<td>Do I have the same daydreams over and over about my success in a given field?</td>
</tr>
<tr>
<td><strong>I</strong></td>
<td>48.</td>
<td>Yes</td>
<td>No</td>
<td>Do I ever analyze why I am <em>not</em> good at certain things?</td>
</tr>
<tr>
<td><strong>P</strong></td>
<td>49.</td>
<td>Yes</td>
<td>No</td>
<td>I know what my major objective is for next year.</td>
</tr>
<tr>
<td><strong>O</strong></td>
<td>50.</td>
<td>Yes</td>
<td>No</td>
<td>I praise more often than I criticize.</td>
</tr>
</tbody>
</table>
Trainee RIDE-A-LONG Instruction Form

Since ride-a-longs are an important part of your training program we want you to get the most out of the experience as possible. Your trainer will review the following expectations with you before you are sent on a ride-a-long. It is important that you keep these expectations in mind during your activity.

1. Conduct
   a. When you are participating in an activity outside of our center, you are “on-duty” and all conduct and behavior expectations still apply. Remember you are representing our center to our department AND you are developing working relationships. It’s imperative you remain professional and leave a good impression with the people you meet.
   b. You must not hesitate to ask questions of the people you are interacting with. This is your opportunity to learn from the “pros,” ask questions and use your forms as guides to help you learn about new things.
c. You are in the care of the “pros” and if they are explaining something to you or give you a directive, you need to listen and treat them with the same respect you would show to your training officer. Especially if you are in the field, the deputy you are with is your lifeline, if they tell you to do something or not do something, follow their instructions immediately and without question. If you don’t understand their direction, ask for clarification at a later time when it’s safe to do so.

d. If for any reason your activity is cut short unexpectedly you need to check in with your trainer or the on duty comm. center supervisor and you will be given an alternate assignment.

e. Use of cellular phones or other personal electronic devices is strictly prohibited when you are participating in this kind of activity.

2. Uniform – You may wear your normal work attire, or you may wear jeans and tennis shoes for a ride-a-long because you may be in rugged areas. However you must maintain a professional and work appropriate appearance, adhering to uniform policies.

3. Preparation
    a. You are responsible for printing the appropriate “ride-a-long” form you need to complete prior to your activity. All forms can be located on your USB drive.
b. You also need to take the comm center portable radio with you so that you can hear what is happening when you are out of the patrol vehicle.

c. You may use the comm. center car if it is available, and you will be returning to the comm. center by the end of your shift; but you must request permission from the on duty supervisor to do so.

d. If you are attending briefing you are expected to be there on time. If you are going to be late to briefing you need to notify the comm. center supervisor.

4. After Your Ride-A-Long
   a. You need to return any and all comm center property that you borrowed prior to the end of your shift.
   b. You are responsible for completing your ride-a-long form and synopsis and turn them into your trainer. It is preferable that you complete these documents on your USB drive if possible and then your trainer can transfer them to your electronic training folder.
   c. The due date for your assignments is ________________.
   d. If you experienced any problems or you have any concerns about your experience please notify your trainer as soon as you can.
   e. If you experienced a critical event and you want to talk to someone about that experience notify your trainer or the
on duty supervisor and they will provide you with the assistance you need. Remember that we have no control over what you might experience and you need to ask for help if you experience something that will be difficult for you to cope with.

Trainee: ___________________________  Date: __________________

Trainer: ___________________________  Date: __________________
Student Learning Activity

Training the Trainer

Description

You will be given 3 scenarios and decide how to respond to those issues. Answer each of the following questions in regards to each scenario. Write your answers in a Word Document.

Questions

1. What is the issue?
2. How would you resolve the issue?
3. Are there policies in regards to the issue?
4. What are some possible ramifications if the issue is left alone?
Scenarios

Scenario #1
Your trainee receives a call from an abusive, angry caller. The caller screams, “What the hell is wrong with you guys, you are never in my neighborhood when I need you! You’re a bunch of lazy-assed idiots!” Your trainee responds by becoming angry and yelling back. “You have no right to talk to me that way. Now if you have a problem, I can’t help you until you calm down and quit yelling at me.”

Scenario #2
Your trainee receives a call from an irate citizen demanding the curb in front of his house be painted red so your trainee explains why that is not possible. The citizen then yells, “I am a doctor and an upstanding member if this community. I want your name and badge number!” The trainee refuses to give their name or badge number. The caller demands to speak to the supervisor. The trainee refuses this request also insisting there is nothing that can be done. The trainee loses their temper and hangs up on the caller.

Scenario #3
The trainee receives a call from a person who said they heard a loud explosion outside their house. They ran outside to check and ran back to call in. “There was an auto accident in front of the house. A car hit a power line and a live wire is down. I think the guy inside is tapped. The live wire is really popping and cracking. There are sparks all around.” The trainee instructs the caller to notify their local utility company and does not enter a call for the traffic.

Scenario #4
One of your co-workers is angry about a call your trainee took. Apparently they didn’t get all the pertinent information. Your co-worker yells across the room, “What the hell does this mean. I need more information and I need it now!”

Scenario #5
Your trainee dispatches a burglary in progress to an officer. The officer is rude and angry because the trainee wasn’t giving him the information fast enough. The trainee becomes rude and abrasive right back at the officer.
Scenario #6
You and your trainee are coming on duty and relieve a dispatcher on the radio. Thirty minutes into shift, the trainee discovers the previous dispatcher forgot to make note of an address she dispatched an officer to. When the officer calls in to update the trainee on the status of the call, the trainee doesn’t know his location and says; “I didn’t know where you are.” This puts the officer in jeopardy and he responds angrily, “What do you mean you don’t know where I am? What they hell are you guys doing over there? The trainee starts crying and says it’s not her fault.

The next day the trainee runs into the dispatcher who made the error. The dispatcher states, “I hear you have a problem with a call I dispatched last night.” The trainee’s lip quivers and you know they are about to cry again.

Scenario #7
Your trainee receives a 9-1-1 hang up. Policy states you must call back to see if something is wrong. The trainee calls the residence and when someone answers, they state, “Someone just dialed 9-1-1 and hung up. Is there an emergency? The person on the phone gets belligerent and argumentative insisting that they have no idea what you are talking about. “I just dialed a number and misdialed, then hung up. But nobody here called 9-11.” The trainee becomes argumentative, insisting someone had to have called 9-1-1 because they got the phone number and address.

Scenario #8
Your Trainee receives a call from a cell phone stating the car ahead of them has a broken taillight and they noticed some paper and plastic being pushed out. During the phone conversation, they notice some fingers poking out of the taillight. The trainee tells them there is nothing city police can do they will have to hang up and call the highway patrol. The trainee abruptly disconnects the caller.

Scenario #9
Your trainee receives a call from a male who is whispering and slurring his words as if drunk. The trainee initiates a call for a drunken subject. The caller then states. “I need an ambulance. Some people have been shot.” Your trainee questions the caller further discovering the caller apparently broke into the apartment and attempted to rob the homeowner at gunpoint. The apartment manager and son heard noises, came, and were shot by the robber, who is the caller. The caller states, “Three people were shot, the manager, his son and (something unintelligible that sounds like niece).” At no point does the trainee update the call indicating anyone was injured.
Scenario #10
Your trainee receives a call about a rape, which had just occurred and the suspect may still be in the area. The victim is hysterical. The trainee accidentally disconnects the caller. When attempting to call the RP back, 9-1-1 rings and the trainee picks it up thinking it might be the rape victim. Instead, it is a male caller stating that someone has been stealing mail from his mailbox. When the trainee advises him to call the seven digit non-emergency number to report this, he becomes irate. The trainee adds 9-1-1 is an emergency line and I have to take care of a rape victim.” The caller then states, “Well I feel my call is just as important. Having mail stolen out of your mailbox is like being rape and violated.” The trainee continues to be argumentative with the caller escalating it into a screaming match.

Scenario #11
Your trainee is being criticized and harassed by co-workers with seniority. Several of them barely speak and when they do it is negative and critical. While you are present one senior co-worker comments to another about a call you entered that left out some information. How do you respond to the co-workers comments?

Scenario #12
The trainee dispatches a cold burglary call to the unit responsible for the area. Another officer “answers up” for the call, indicating the first officer may be down a report and that they (the 2nd officer) will handle the call for service. While the first officer is responding to indicate that he is all caught up with his paperwork, yet a third officer answers up noting that the 2nd officer will be getting off in a short of time, and that they will take the call. By the end of these exchanges the trainee is unsure who is actually responding. The trainee becomes confused and puts the wrong unit on the call. The trainee makes no attempt to clarify who is doing what and when questioned, they shrug their shoulders and state, I’ll figure it out when they tell me who is on scene.”

Scenario #13
Your trainee dispatches a call about a robbery in progress to two units. One unit radio’s in and advises he can’t make it because “I’m stuck in traffic” After a short time, the second unit arrives at the location and states angrily, “Where is this guy supposed to be now? Where’s my back up? The trainee did not make any attempt to send a second unit.
Student Learning Activity
Typing While Listening/Talking Due ________________

Introduction

A major challenge for new dispatcher is the ability to listen to a caller or field personnel, while effectively inputting all the information directly into CAD. Due to the large amount of phone calls and radio traffic, a trainee cannot afford to get behind by writing information down on paper and then entering it into CAD. By doing so, the risk is that you can lose a call or get too far behind with field units and forget to enter the information or the location of a field unit, causing officer safety issues. With in-progress and high priority traffic the dispatcher must be able to get the information entered quickly and accurately because seconds really do count. This learning activity is designed to help trainees improve their skills in this area.

Outcomes

After completing this SLA, you will be able to:
- Describe codes, abbreviations and jargon that can increase speed of entries
- Identify and describe CAD short-cuts to increase your speed in entering information into CAD
- Apply abbreviations, codes and jargon to aid in increasing speed of entering information
- Demonstrate the ability to type while talking/listening
- Evaluate you own effectiveness of typing while talking/listening and develop a plan to further your skills in this area

Comprehensive Questions

1. What are some key CAD shortcuts to help you maneuver around your CAD mask (if call-taking) or your masks and command line (if dispatching)?
2. What are some common abbreviations, codes and jargon that call-takers/dispatchers use to increase their speed in entering information into CAD?
3. Are there other techniques used by co-workers for increasing speed at entering information into CAD?
4. What resources are available to you to increase your own speed skills?
5. Where do you feel your strengths and weaknesses lie in typing while talking and listening?
6. What can and will you do to improve your skills?
Student Learning Activity
Typing While Listening/Talking

This activity is a 2-step process and its success is dependent on your input. These skills are necessary for our job and are skills that are continuously improving throughout our careers. This is an activity to help either jump-start your abilities if you happen to be having a difficult time with this particular skill or to continue improving your skills.

Step 1

There is a list of six comprehensive questions. This part is important as it develops the base knowledge of the resources available to you to be able to type information into calls or manipulate CAD quickly. This step allows you to use any and all resources available to you to learn about new commands or shortcuts. Talk to your fellow dispatchers (someone who has been here at least one year) and ask them about their most used shortcuts or what their favorites are. You can type up the information, put it into a power point, or anyway that helps you understand it and makes it easy for you to explain the information you have gathered.

Step 2

The second step is applying what you have learned. There are two ways this will happen, one for the radio aspect and one for the call-taking aspect. These applications will vary in how they are delivered depending on your current skill level in this area.

****Just a reminder that although in this activity you will possibly come across multiple and new ways of doing certain tasks, while in training you will be taught a certain way to complete these tasks so that we have uniformity in the training program. I do encourage you to keep what you have learned in this activity to be able to use after training.****
Student Learning Activity
Typing While Listening/Talking

Application

Initial Application for Call-Takers and Radio Dispatchers

It is recommended that before advancing to the secondary application that the trainee simply practice typing in any open page (word processing program) while listening to someone talk (even AM radio talk stations can work) or typing from a sheet of paper while conducting a conversation with someone in the room. This will help provide the core ability to talk and type at the same time or type and listen at the same time.

Secondary Application for Radio Dispatchers:

The trainee will listen to field initiated radio traffic (tapes or mock traffic from a role-player) and/or critical event traffic and enter the information directly into test CAD. Tapes or pre-recorded traffic are preferred as you can play them back and evaluate the accuracy, brevity and clarity of the information captured by the trainee. After a series of transmissions, it is important to have the trainee review the entries for accuracy, completeness and clarity as well as appropriate use of abbreviations, codes and jargon. The trainee should practice until their comfort level increases to an acceptable level. Once they have achieved an acceptable level, the trainee is to evaluate how they will continue to improve their skills in this area.

Secondary Application for Call-Takers

The trainee will listen to taped phone calls or participate in mock phone calls with a trainer/co-worker and practice keeping up in CAD with the information provided in the call. They should then go back and analyze how they did by comparing the information on the recorded call with the information on their CAD event. It is important to have the trainee review their entries for accuracy, completeness and clarity as well as appropriate use of abbreviations, codes and jargon. Once they have achieved an acceptable level, the trainee is to evaluate how they will continue to improve their skills in this area.
Student Learning Activity

Under Fire

Description

You will be given a written scenario describing an individual’s stress symptoms. On the human silhouette firing range target use a red marker to identify as many symptoms that you can from the scenario onto the target. This will emphasize how our bodies and emotions are “under fire” from stress. This will also give you a better idea of how to identify stress symptoms you may encounter personally in daily life.
SCENARIOS

1. It’s the graveyard shift, and Dispatcher Adam goes to the break room for a cup of coffee. She takes with her the bottle of aspirin that she carries in her purse, for her headaches. As Dispatcher Adam selects a package of Hostess Crumb Donuts from the break room vending machine, she hears an officer talking with the Watch Commander in his office across the hall. “I don’t understand what’s so stressful about their job, all they do is repeat what we say,” the officer says, “Why are they so cranky?” Dispatcher Adam picks up the coffee pot and waits for the Watch Commander to set the officer straight. “Just take it with a grain of salt,” replies the Watch Commander, “After all, they don’t understand what real stress is. They’re safe inside, doing their nails.” Dispatcher Adam accidentally drops the coffee pot.

2. Swing shift Dispatcher Charles finally gets off the phone after three hours talking to a suicidal barricaded suspect, who called 9-1-1 after shooting and killing his wife. Dispatcher Charles feels great mental relief, but what he really needs, as he rushes to restroom with stomach cramps, is physical relief. Unfortunately for him, the constipation that he has been suffering from for three days persists. Dispatcher Charles goes out to the parking lot to smoke a cigarette. Dispatcher Adam passes by, on the way back from lunch, and asks Dispatcher Charles if he is going to join the regular crowd at the bar after work. Dispatcher Charles hesitates, because he hasn’t been sleeping well and is tired. However, he decides that he probably won’t be able to sleep again tonight, so he might as well unwind after work. He agrees to go.

3. Tenured Dispatcher David is working with a trainee at a radio console. She taps her pen against the CAD display screen and her voice goes out over the air loudly saying, “Correction,” as her trainee incorrectly broadcasts a warrant return. The trainee stops broadcasting but leaves the mike open as she stares silently at the computer screen. Suddenly, an officer is heard over the radio, screaming, “I’m taking shots, alley to the rear of 1142 Division Street!” The trainee gasps and shoots backward from the radio console as fast as her chair can roll. Dispatcher David knows that the other officers in the field could not hear the broadcast, because of the open mike in Dispatch. She hurries to get the air, but as she does she realizes that she can’t remember the address number. She is forced to broadcast “unknown address on Division Street.”

4. “Police Department,” Dispatcher Edward answers the phone. “Finally,” says the caller, “I’ve been waiting ten minutes for you to answer this phone. What if somebody was getting robbed, or beat up?” “Is someone getting robbed or beat up, sir?” Dispatcher Edward inquires, scratching a patch of red, dry skin on his forearm. “No, but the party I called about an hour ago is still going on,” the caller says, “What’s taking so long? I’m right down the street from the police station.” “The officers don’t come from the station, sir,” Dispatcher Edward explains, shifting in his chair to balance the discomforts of his bad back and the roll of Tums in his back pocket, “They’ll come from wherever their last call was.” “Well, where’s that?” the caller asks. “Don’t know, sir,” says Dispatcher Edward. “You don’t know? What good are you?” inquires the caller. “Don’t know, sir,” says Dispatcher Edward, “accidentally” disconnecting the caller, “Good-bye, Mr. Adam Henry.”
Student Learning Activity
Understanding CAD Call-Types       Due__________________

It will be important for you to understand the call-types used to classify calls in the dispatch center. You will need to go far beyond just simply memorizing the call-type. You’ll need to gain an understanding of how each call-type might be used and recognize, when screening calls, which call-type to apply. The better you know and understand these call-types, the easier your call-taker training will be.

Your project is to take 20 call-types of your choosing and gain this solid understanding. Develop a sample “story” around the call-type. What types of things might your caller say? What types of questions would you need to ask? What you should end up with is some type of guidebook that you, and maybe even other new dispatchers, will be able to study and even use while at the console.

You will be given time to complete this project at work. You are free to prepare any “hand-outs” or training material any way you would like, including electronically, by using Word, PowerPoint or other computer programs. Be as creative as you desire. If you have any other ideas feel free to contact your training officer or supervisor.

Be sure to quote your sources. If you interview someone, give his or her name, position, and affiliation. If you use the Internet or some other form of written source, be sure and include the web site or book name, magazine article, etc. If you have researched using a video, give the name of the video.
INTRODUCTION

- USED IN CONJUNCTION WITH TELEPHONE. WHEN TRANSMITTING ON THE RADIO AND HAVE A CALLER ON THE LINE, CALLER IS MUTED.

- 2 SPEAKERS TO LISTEN TO TRAFFIC
  - “SELECT” SPEAKER – SELECTED CHANNEL WHEN ON ACTIVE PHONE LINE
  - “UNSELECT” – UNSELECTED CHANNELS WITH THE VOLUME TURNED UP (TO MONITOR AN EXTRA CHANNEL)

- ABLE TO TRANSMIT 3 WAYS
  - FOOT PEDAL – KEEPS BOTH HANDS FREE TO TALK AND TYPE
  - RED BUTTON ON THE RADIO CONSOLE FOR SELECTED CHANNELS
  - MOUSE – HOLD DOWN ANY LIGHTNING BOLT

- GATE RELEASE – OPENS GATE FACING PANORAMA DRIVEWAY
- BK GATE RELEASE – OPENS BACK GATE FACING CHURCH AV
- DOOR RELEASE – OPENS FRONT DOOR TO COMMUNICATIONS BUILDING

RADIO IDENTIFIERS

WHEN A UNIT TRANSMITS FROM THE FIELD, PROGRAMMED PORTABLE HT’S AND VEHICLE WILL DISPLAY EITHER THE CAD ID OR VEHICLE NUMBER

RADIO EMERGENCY ACTIVATION

WHEN EMERGENCY BUTTON IS ACTIVATED VIA PORTABLE RADIO (H/T) OR VEHICLE, ALARM HEARD AT EVERY RADIO POSITION AND CAD ID OR PATROL VEHICLE ID WILL DISPLAY ON THE ADMIN RADIO CHANNEL BUTTON ON RADIO SCREEN.

SHERIFF RADIO CHANNELS- MOST USED BY COMMUNICATIONS PERSONNEL

- METRO DISP – PRIMARY DISPATCH CHANNEL FOR BAKERSFIELD AREA
- METRO TAC – CAR TO CAR CHANNEL FOR BAKERSFIELD AREA
• WEST DISP – COVERS FOLLOWING SUBSTATIONS:
  DELANO, MCFARLAND, WASCO, BUTTONWILLOW, GLENVILLE, TAFT, LAMONT, FRAZIER PARK
• WEST TAC – CAR TO CAR CHANNEL FOR WEST SUBSTATIONS
• EAST DISP – COVERS FOLLOWING SUBSTATIONS:
  KERN VALLEY, WALKER BASIN, TEHACHAPI, RIDGECREST, MOJAVE, BORON, ROSAMOND
• EAST TAC – CAR TO CAR CHANNEL FOR EAST SUBSTATIONS
• ADMIN – COUNTYWIDE ADMINISTRATIVE RADIO CHANNEL
• PROB DISP – COUNTYWIDE PROBATION RADIO CHANNEL
• LG 11 ACO – COUNTY ANIMAL CONTROL RADIO CHANNEL
  MONITORED BY COMMUNICATIONS BETWEEN 1700-0800
• OTHER RADIO CHANNELS LISTED UNDER SHERIFF WINDOW
  • MUTUAL AID
  • LOCAL LAW TR
  • CALAW 4
  • LG (LOCAL GOVERNMENT CHANNELS – INCLUDES ROADS AND PARKS)
• MUTUAL AID WINDOW RADIO CHANNELS
  • ARVIN PD
  • BPD – BAKERSFIELD POLICE CHANNELS
  • CHP – BROWN HIGHWAY PATROL FOR BAKERSFIELD/KERN VALLEY
  • CHP – TURQUOISE HIGHWAY PATROL FOR I-5 CORRIDOR
  • AIRPORT SECURITY – WILLIAM THOMAS AIRPORT
  • CALAW 4 – STATEWIDE RADIO CHANNEL
  • MUTUAL AID – COUNTYWIDE MUTUAL AID CHANNEL
• INTERCOM WINDOW RADIO CHANNELS
  • LOCAL LAW IC – DIRECT RADIO COMMUNICATION BETWEEN
    COMMUNICATION CENTERS FOR KCSO/BPD/CHP/ECC
  • BPD IC – BAKERSFIELD POLICE INTERCOM (NOT ACTIVE)
  • RDG ROUTE IC – RIDGE ROUTE INTERCOM (NOT ACTIVE)
JAILS/COURTS WINDOW RADIO CHANNELS

- LERDO 1-6 – LERDO JAIL FACILITY RADIO CHANNELS
- DT 1 – DOWNTOWN COURTS
- DT 2 – CENTRAL RECEIVING FACILITY
- DT 3 – SUPERIOR COURTS SECURITY
- MV 1-2 - JUVENILE HALL AND JUVENILE JUSTICE CENTER
- CAMP OWEN – CAMP OWEN FACILITY KERNVILLE

PATCHING AND MULTI SELECTING RADIO CHANNELS

- PATCH 1 –3 - ALLOWS TO HAVE MORE THAN ONE CHANNEL “PATCHED” TOGETHER. MOST FREQUENTLY USED WITH PRIMARY CHANNELS. ALLOWS UNITS IN FIELD TO HEAR EACH OTHER.
- MSEL 1 – 3 – WILL ALLOW THE DISPATCHER TO SIMULTANEOUSLY TRANSMIT/RECEIVE ON MORE THAN ONE RADIO CHANNEL AT A TIME. USED FOR COUNTY WIDE BROADCASTS AND INFORMATION.

CODE 33 TONE ACTIVATION

- IN ORDER TO ACTIVATE MUST CLICK TOWER ICON AT TOP OF WINDOW. MUST CLICK AGAIN TO DEACTIVATE
- DISPATCHER MUST ALSO ACTIVATE LIGHT TO IDENTIFY WHICH CHANNEL IS CURRENTLY CODE 33. WHEN CODE 33 WITHOUT THE TONE, ONLY LIGHT NEEDS TO BE ACTIVATED.

ALERT TONES

- SMALL WINDOW AT TOP OF SCREEN USED TO INITIATE ALERT TONES - ALERT TONE #3 MOST FREQUENTLY USED

BACK UP RADIO

USED WHEN RADIO CONSOLE IS NOT FUNCTIONING
<table>
<thead>
<tr>
<th>Column1</th>
<th>Column2</th>
<th>Column4</th>
<th>Column3</th>
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<td><strong>Common Vehicle Body Abbreviations</strong></td>
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<tr>
<td><strong>Passenger &amp; Commercial Vehicles</strong></td>
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<td>Ambulance</td>
<td>AM</td>
<td>Sports Van</td>
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<td>Armored</td>
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<td>Taxi</td>
<td>TX</td>
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<td>Cab &amp; Chassis</td>
<td>CB</td>
<td>Tilt Cab</td>
<td>TB</td>
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<td>Club Cab PK</td>
<td>PC</td>
<td>Tilt Tandem</td>
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<td>CC</td>
<td>Tractor TK Diesel</td>
<td>DS</td>
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<tr>
<td>Cargo Cutaway</td>
<td>CY</td>
<td>Tractor TK Gas</td>
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<td>Crane</td>
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<td>Varied</td>
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<tr>
<td>Convertible</td>
<td>CV</td>
<td>Van</td>
<td>VN</td>
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<td>Coupe</td>
<td>CP</td>
<td>Van Camper</td>
<td>VC</td>
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<tr>
<td>Dump</td>
<td>DP</td>
<td>Wagon/Sport Utility</td>
<td>4W</td>
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<tr>
<td>Fire Truck</td>
<td>FT</td>
<td>3DR EXT Cab PU</td>
<td>3C</td>
</tr>
<tr>
<td>Flatbed/Platform</td>
<td>FB</td>
<td>4DR EXT Cab Pu</td>
<td>4C</td>
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<td>Forklift TK</td>
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<td>Golf Cart</td>
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<td>Motorcycles &amp; OHVs</td>
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<td>Hardtop</td>
<td>HT</td>
<td>All-Terrain</td>
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<tr>
<td>Hatchback</td>
<td>HB</td>
<td>Dune/Sand Buggy</td>
<td>DB</td>
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<td>2D</td>
<td>Enduro</td>
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<td>4D</td>
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<td>MX</td>
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<td>Motorcycle</td>
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<td>LM</td>
<td>Motor Scooter</td>
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<td>Moped</td>
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<td>Motorized Bicycle</td>
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<td>Sedan</td>
<td>SD</td>
<td>Road/Trail</td>
<td>RT</td>
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<tr>
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<td>2D</td>
<td>Snowmobile</td>
<td>SM</td>
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<tr>
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<td>4D</td>
<td>Trail</td>
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