

Illinois Law Enforcement Training and Standards Board



Jim Edgar, Governor

Dr. Thomas J. Jurkanin, Executive Director

Public Safety Telecommunicator *Training and Standards*



Basic Level Training Curriculum

EXECUTIVE DIRECTOR'S FORWARD

Enabling legislation created the Illinois Law Enforcement Training and Standards Board to promote and protect citizen health, safety and welfare by establishing a high level of training and standards for law enforcement executives and officers, county correctional officers, sheriffs, county coroners and law enforcement support personnel. In order to guarantee such professionalism, a systematic training approach must be undertaken. Successful law enforcement depends and relies upon the effective performance of specialized job tasks and duties assigned to various occupational categories and their personnel.

Telecommunicators serve at the nerve center of the public safety system. Much like air traffic controllers, it is the public safety telecommunicator, and his or her initial decisions, that influences effective and safe operations. Yet, the training of telecommunicators nationwide has been inadequate as compared to other occupations involving high risk decision making. The deliberations, proposals, standards and curricula contained herein represent a commitment and response from Illinois public safety representatives to take a proactive role in order to promote professionalism among telecommunicators. Therefore, for purposes of promoting and protecting citizen health, safety and welfare, it is recommend that the training and standards proposed herein be adopted for public safety telecommunicators in Illinois.

Thomas J. Jurkanin, Ph.D.
Executive Director

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Instructor/Administrator Course Guide

Introduction to the Basic Level Public Safety Telecommunicator Curriculum

The Public Safety Telecommunicator Training Curriculum is a consensus document arrived at through consultation with the Telecommunicator Training and Standards Advisory Committee, Board staff and advisors. This course should be regarded as minimum content. It is written from a statewide point of view. It is emphasized that all subject matter addressed in the curriculum must be discussed, even if not pertinent to your system or felt not to be relevant to the student. By teaching all "Topics of Instruction", the student is ensured of having basic skills applicable statewide.

The curriculum's flexible design allows it to be offered "academy" style or in a module by module training format. The units are listed in a numerical order to enhance learning skills where one unit builds upon another. However, while there is no requirement that the units be taught in a prescribed order (unless defined by a prerequisite), it should be recognized that the course was designed in a logical order of instruction to promote a means to attain proficiency in the required learning skills.

The standard is described in the curriculum through units of instruction. Each unit of instruction has goals, objectives and topics of instruction as its component. Two units of instruction have lesson plans available because of the technical and unique nature of the information necessary for the unit.

Board Course Certification Process

In order to receive Certification from the Illinois Law Enforcement Training and Standards Board, each course must meet the Standard as adopted by the Board (see Graph I). All sponsoring entities shall coordinate their activities with the Mobile Team Unit (MTU) located nearest to them. The MTU will assist in the submission of the Board's Form A: "Application for Course Certification". Please note this process certifies the course only and will not provide certification to the person attending the course. The application is reviewed by the Board's Curriculum and School Standards Advisory Committee, which will then make a recommendation to the full Board. The Board meets on a quarterly basis and takes action on recommendations at that time. There are specific guidelines and submission timetables that must be met for Board action. The guidelines are described on the application. To receive a copy of the application please contact Board staff.

Training Coordinated Through Mobile Team In-Service Training Units¹

The objectives of Mobile Team In-Service Law Enforcement Training are to encourage local and state law enforcement officers to upgrade their knowledge and skills in techniques pertinent to the law enforcement profession; to provide law enforcement officers with training opportunities within their own locality, and on flexible schedules; and to provide quality training on topics of instruction centered on specific local needs. On a wider scale, and with the formation of several Mobile Team Units (MTUs) throughout the state, the emergence of a coordinated system for training delivery has been established (see Map I). What has emerged is a sophisticated statewide network for delivering criminal justice and law enforcement training.

It is necessary that local units of government planning to institute telecommunicator training coordinate the course with the MTU responsible for their region of the State. This is required by the Board to ensure that State procedures and standards are complied with.

Class Size Recommendations

The recommended appropriate class size for the instructional portion of the telecommunicator course should be one instructor per twenty-five students. Due to the technical nature of the information taught and the need for "hands-on" experiences and practices, it is highly recommended the class size not exceed twenty-five students and the practical exercise sessions have a instructor/student ratio of one instructor to five students.

Instructor Qualifications

Each instructor shall be selected using the following criteria:

1. Their ability to teach the required material; and
2. Their knowledge base in the subject to be taught.

The instructor should be able to document teaching proficiency by their successful completion of an instructor development course or the equivalent. Each instructor should document that they have been approved by the Board, through the successful submission of the Board's Form C: "Application for Instructor Approval".

¹ ASSIST Guide, A Statewide System of In-Service Training, Illinois Law Enforcement Training and Standards Board, February 1, 1995.

Instructor Communications

Each instructor must remember the audience they are teaching and apply their knowledge and skills to that level. It is important that the orientation and instruction provides a telecommunicator's viewpoint in conjunction with other emergency professions. Instructors who co-teach units of instruction or teach similar topics (ie: fire and ICS) need to make sure there is no repetition of instruction. It is imperative all instructors communicate with one another to ensure objectives and subject matter are not unnecessarily repeated.

Instructors may come from many backgrounds and professions, for example a law enforcement officer will teach the Law Enforcement Overview unit of instruction. It is imperative instructors not only discuss the required subject matter, but how it is related to the telecommunicator profession.

The instructor needs to be careful in the use of technical acronyms. It is expected the telecommunicator will learn the acronyms used in the telecommunications field. This can best be done by providing the student a glossary of terms/acronyms used.

If the instructor utilizes transparencies, a master copy should be provided to the MTU so copies can be made for the student as a handout. The MTU should maintain a master copy of student handouts. The instructors need to insure that the most current handouts are kept on file and handed out in class.

Practicals

The curriculum utilizes role playing and practical exercises as an important component to the curriculum and learning process. Practical should be consistent with what was provided for instruction and all practical stations should be the same for the unit of instruction. Instructors must have telecommunicator knowledge if they are going to oversee/instruct practicals. If possible, practicals should have an instructor to student ratio of one instructor to five students.

Students should be provided the opportunity to become familiar with the equipment they will be using during simulations so unfamiliarity of the equipment will not distract from the exercise itself. It is recommended that a check list be used to document the pass/fail of a student in the practical exercise. The check list shall be made a part of the student course file.

During the time allotted to the practical exercises in Unit 13, Dispatching Techniques and Equipment, the instructor shall spend time having the student demonstrate the following:

1. Dispatching techniques
2. Call taking techniques
3. Combine call taking and dispatching techniques for single incidents
4. Combine call taking and dispatching techniques for multiple simultaneous incidents

The instructor should use the practical exercise time to give constructive feedback to the student during or following simulations. It is helpful to tape the student(s) during an exercise and have the student review the tape(s). Alternate training activities should be provided during practical exercise time to maximize training time.

Quizzes and Exam Policy

In order to ascertain the student's proficiency in the subject matter, it is necessary that the student be tested after each module of instruction is completed. The student should be kept appraised of his/her quiz scores in order to determine his/her ability to meet course objectives. A final exam shall also be provided covering the objectives and subject matter taught. Proficiency exercises should be used to measure skill, knowledge and competence. Instructors need to insure quizzes and exam questions are kept current. Prior to instruction, the instructor should review the quiz(zes) and exam questions for his/her topic(s) of instruction.

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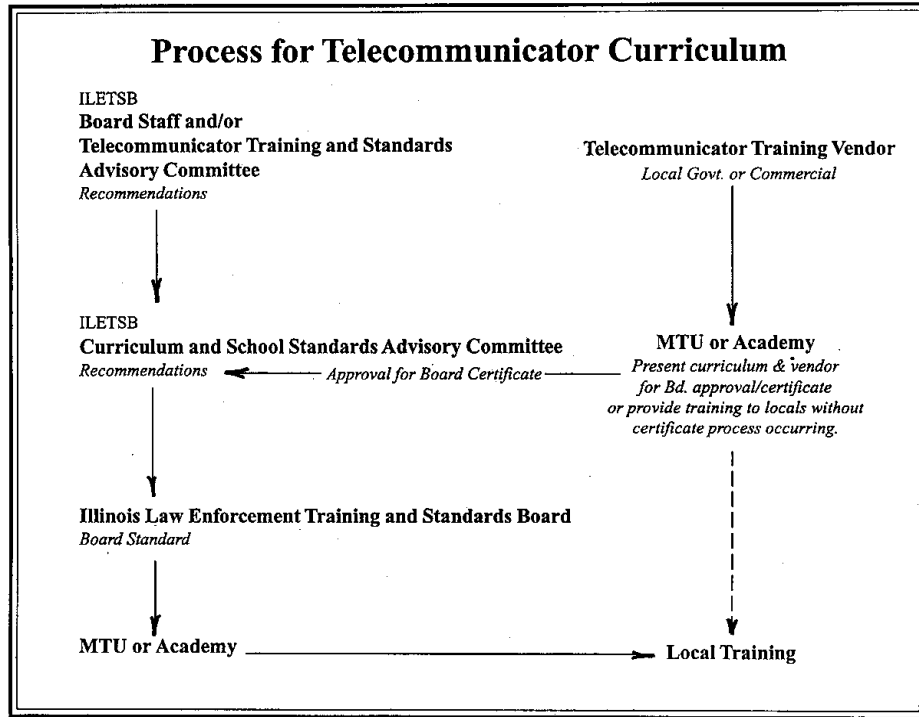
This curriculum was developed by the Board's Telecommunicator Training and Standards Advisory Committee and certified by the Board as a standardized curriculum. We encourage you to comment on this curriculum. Suggestions should be submitted to:

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Telecommunicator Training and Standards Advisory Committee
Illinois Law Enforcement Training and Standards Board
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Springfield, Illinois 62704-2542

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GRAPH I

ILETSB 9/96



ILETSB 6/96

MAP I

Illinois Law Enforcement Training and Standards Board

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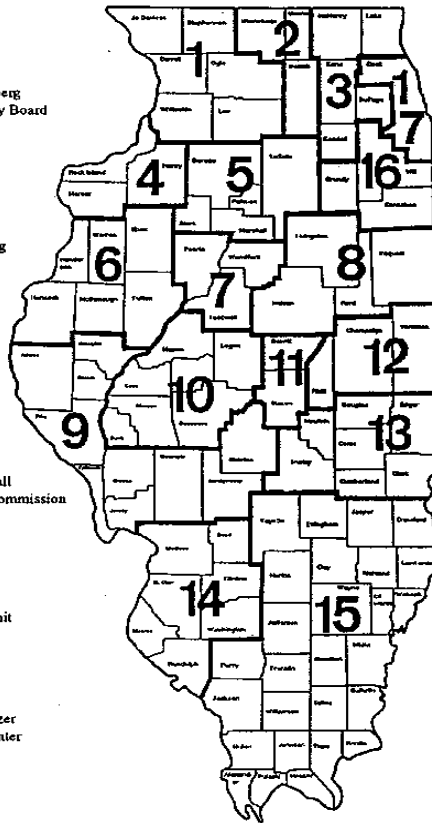
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MTU Directory



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Description of the Basic Level Public Safety Telecommunicator Training Curriculum

The curriculum's flexible design allows it to be offered "academy" style or in a module by module training format. The units are listed in a numerical order to enhance learning skills where one unit builds upon another. However, while there is no requirement that the units be taught in a prescribed order (unless defined by a prerequisite), it should be recognized that the course was designed in a logical order of instruction to promote a means to attain proficiency in the required learning skills.

TOPIC	CONTENT HOURS
INTRODUCTION	1 hour
UNIT 1 ROLE and RESPONSIBILITY of the PROFESSIONAL TELECOMMUNICATOR	3 hours
UNIT 2 INTERPERSONAL COMMUNICATIONS SKILLS	4 hours
UNIT 3 JURISDICTIONAL GEOGRAPHY	3 hours
UNIT 4 LAW ENFORCEMENT OVERVIEW	2 hours
UNIT 5 FIRE SERVICE OVERVIEW	2 hours
UNIT 6 EMERGENCY MEDICAL SERVICES OVERVIEW	1 hour
UNIT 7 EMERGENCY MANAGEMENT OVERVIEW	1 hour
UNIT 8 DISASTER PLANNING and INCIDENT COMMAND SYSTEM OVERVIEW	3 hours
UNIT 9 HAZARDOUS MATERIALS	4 hours
UNIT 10 LEGAL SYSTEM OVERVIEW	3 hours
UNIT 11 CALL TAKING TECHNIQUES and EQUIPMENT	16 hours
UNIT 12 TTY and the DEAF CULTURE	6 hours
UNIT 13 DISPATCHING TECHNIQUES and EQUIPMENT	20 hours
UNIT 14 TELECOMMUNICATOR LIABILITY	3 hours
UNIT 15 STRESS MANAGEMENT	3 hours
UNIT 16 REVIEW	3 hours
EXAMINATION	<u>2 hours</u>
TOTAL CLASSROOM HOURS	80

Additional Training Modules

EMERGENCY MEDICAL DISPATCH

Goal:

As identified by the Illinois EMS Act of 1995, the minimum standard for EMD training is the USDOT EMD National Standard Curriculum, as adopted by the Illinois Department of Public Health, Division of EMS and Highway Safety.

The EMD Course is a 24-hour minimum course designed to elevate trained and experienced public safety telecommunicators to effectively direct and manage their emergency medical resources. This course primarily focuses on end user productivity in obtaining information from callers, selecting the proper protocol, dispatching proper resources and giving telephone medical instructions. Other areas of significance are the basic philosophy of EMD and legal concepts important to medical content of emergency medical dispatch.

This course will provide EMD trainees with the skills and knowledge necessary to effectively dispatch resources for medical emergencies. The course is broken down into individual topics called modules. Each module is further sequenced into units. The modules and units were developed based on the behavioral learning objectives established. These behaviors represent the required behaviors of effective EMD personnel.

LEADS OPERATOR CERTIFICATION PROGRAM

Goal:

The National Crime Information Center (NCIC) has mandated training standards for each Illinois agency accessing NCIC. The Illinois State Police Agency Field Services Section has established a comprehensive training program aligned with NCIC requirements.

There are two levels of certification:

1. Basic certification
2. Recertification

There are three types of certification classes:

1. Full access operator certification
2. Less than full access operator certification
3. Mobile data computer operator certification

Certified operators must recertify every two years. Recertification classes apply to all three types of certification. Recertification may also be achieved through successful completion of an appropriate basic certification class.

Further Training Recommendations

1. *Ride-Along Program for Telecommunicators*
If practical, administrators should ensure the student experiences the activities of the field personnel. Administrators should try to utilize Field Training Officers (FTOs) or their equivalent for ride-along programs. It is further recommended that public safety field personnel be provided the same training courtesy with a "ride-along" experience in a dispatch center.
2. *PSAP Orientation*
It is recommended a minimum three day orientation/visit be made to a PSAP prior to students taking the basic course. This orientation would permit the student to begin to become familiar with the profession, terminology and equipment used. It is recommended that only those students enrolled and committed to attend a course should be scheduled for the visit. The visit should have a set structure to maximize the student's experience. Appropriate security precautions should be implemented by the PSAP to ensure criminal justice information is not viewed by or disseminated to the student.
3. *Evaluation Program*
This training course should not be considered the sole source of training for telecommunicators, but it should be supplemented with local training to ensure retention and agency orientation. The basic telecommunicator course is intended to provide a statewide basis for training. This course does not provide local agency specific policies, procedures and equipment operation that are critical to the successful performance of a telecommunicator. In order to evaluate the student, bring confidence, aid in their effectiveness and efficiency, it is recommended that additional training continue through the use of a telecommunicator training officer (TCO)/student team approach. Agencies should periodically evaluate the telecommunicator's proficiency, during and/or after the training period.
4. *Annual Continuing Education*
In order to remain certified, it is strongly recommended a telecommunicator complete 24 hours every two years of actual continuing education instruction.



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Illinois Law Enforcement Training and Standards Board

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Public Safety Telecommunicator Training Curriculum

- Basic Level -

*Adopted by the Board
September 5, 1996*

INTRODUCTION

Hours of Instruction: 1

Goal:

This session will provide course orientation and administrative instructions.

Objectives:

The student will be informed of what is required to complete the State training curriculum for telecommunicators and achieve the necessary knowledge and skills to perform at a professional level of competency as a public safety telecommunicator.

Topics of Instruction:

- I. Training and Regulatory Agencies - The instructor shall provide a brief overview of the role and responsibilities of each of the listed agencies.
 - A. Illinois Law Enforcement Training and Standards Board - Under the Police Training Act, the Board has the following powers and duties:
 1. To aid local governmental units of this state in their efforts to raise the level of local law enforcement by upgrading and maintaining a high level of training for law enforcement officers and county corrections officers.
 2. To establish appropriate mandatory minimum standards related to the training of probationary local law enforcement officers and probationary county corrections officers.
 3. To ensure the required participation of the pertinent local governmental units in the mandatory provisions of the Act and to encourage the voluntary participation of other local governmental units.
 4. To aid in the establishment of adequate training facilities and to certify the adequacy of such facilities.
 5. To initiate, administer and conduct advanced and optional in-service training programs for permanent officers in addition to the basic recruit training program.
 6. To administer and monitor annual mandated training programs for sheriffs and coroners.

Introduction - Topics of Instruction continued:

7. To administer A Statewide System of In-Service Training (ASSIST) Program utilizing local mobile team training units.
 - a. Mobile Team Unit (MTU) - The objectives of the Board, through the MTUs, are to encourage local and state law enforcement officers to upgrade their knowledge and skill in techniques pertinent to the law enforcement profession; to provide officers with training opportunities within their own locality and on flexible schedules; and, to provide quality training on topics of instruction centered on specific local needs. On a wider scale, with the formation of MTUs throughout the state, the emergence of a coordinated system for training delivery has been established. What has emerged is a sophisticated statewide network for delivering training. Telecommunicators and Emergency Telephone System Boards can access the MTU system for training as defined by local advisory boards of the MTU.
 - B. Law Enforcement Agencies Data System (LEADS) - a system that collects, stores and provides criminal justice information to its users. The system is administered by the Illinois State Police and is interfaced with other state and national criminal justice computer data systems.
 - C. Illinois Department of Public Health - the state agency given statutory authority to administer Emergency Medical Dispatch (EMD) training as defined by the Emergency Medical Services Systems Act of 1995.
 - D. Illinois Commerce Commission - the state agency given statutory authority to administer the implementation and operation of 9-1-1 systems as defined by the Emergency Telephone System Act.
 - E. Emergency Telephone System Board (ETSB) - the Board given statutory authority by the 9-1-1 Act for a local system(s).
 - F. Others as defined
- II. Course Outline - This course document shall be reviewed with the students to explain how the course is organized and administered.

Introduction - Topics of Instruction continued:

- III. Administrative Rules - At a minimum, the instructor shall review with the students the following administrative items where applicable for the hosting facility.
 - A. Facility layout and requirements.
 - B. Lunch and rest break schedule.
 - C. Message center location and access.
 - D. Quizzes and exam.
 - E. Practical exercises.
 - F. Student course evaluations should be completed after each unit of instruction.
 - G. Academy rules and regulations.
 - H. Dress code.
 - I. Pagers, cellular phones and radios.
 - J. Any other rule the instructor deems necessary.

UNIT 1

Hours of Instruction: 3

ROLE and RESPONSIBILITY of the PROFESSIONAL TELECOMMUNICATOR

Goal:

This unit of instruction will provide the student with an understanding of the role, function and ethics of the professional telecommunicator.

Objectives:

At the end of this unit of instruction the student will be able to:

- 1-1. Describe the history of the evolution of the professional telecommunicator, including the basic requirements for becoming a telecommunicator, telecommunicator applicant screening and training programs.
- 1-2. Define the desirable attributes of a telecommunicator.
- 1-3. Define ethics and rules of conduct as they relate to the telecommunicator profession.
- 1-4. Identify a minimum of five incidents requiring appropriate supervisory notification.
- 1-5. Explain the concept of telecommunicator interaction with field personnel.
- 1-6. Describe the importance of emergency services field personnel safety.
- 1-7. Define a minimum of five important habits to ensure safety in the telecommunicator's working environment.
- 1-8. Explain appropriate communications between the mass media and telecommunications personnel.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 1 - Topics of Instruction:

- I. Evolution of the Professional Telecommunicator - this section shall provide the student with an idea of what it takes to become a telecommunicator.
 - A. Requirements for becoming a telecommunicator
 - B. Telecommunicator applicant screening
 - C. Telecommunicator training program(s)
- II. Organizational Structure - the instructor shall assist the students with recognizing and working within the organizational structure of the public safety environment.
- III. Desirable Attributes of the Telecommunicator - the instructor should poll the students and direct them to identify the desirable characteristics a telecommunicator should possess and display. The instructor should complete the listing for those attributes not identified by the students.
- IV. Ethics/Rules of Conduct - the instructor shall provide and review with the students a code of ethics and/or rules of conduct.
- V. Supervisor Notification - the instructor shall list and provide examples of situations when supervisory personnel should be notified using the agency defined chain of command procedures.
 - A. Local PSAP Standard Operating Procedures/Policy will dictate the specific incident notification requirements.
 - 1. Equipment malfunctions
 - 2. Staffing issues
 - 3. Major mistakes
 - 4. Disasters (natural and man-made)
 - 5. Major injuries to or incidents involving field personnel.
 - 6. Any major media event
 - 7. Conflict resolution
 - 8. Others
 - B. Common sense prevails for incidents not defined by policy.
- VI. Telecommunicator Interaction with Field Personnel
 - A. The telecommunicator is the link between a person(s) who needs help and a person(s) providing help.

Unit 1 - Topics of Instruction:

- B. The telecommunicator has impact on effectiveness and efficiency of field personnel by acquiring and disseminating required and necessary information.
 - C. Team Approach - the instructor shall stress the importance of a team approach between telecommunicators and field personnel to facilitate a positive professional rapport.
- VII. Emergency Services Field Personnel Safety - an explanation of how telecommunicator actions impact field personnel safety.
- VIII. Telecommunicator Safety - General concerns; specifics to be provided locally. The instructor shall poll the student for examples.
- A. Work Environment
 - 1. Safe use of office equipment
 - 2. Safe use of telecommunications equipment
 - 3. Fire and emergency evacuation plans and the activation of alternate/backup PSAPs.
 - 4. Others
 - B. Building Security
 - 1. Alarms
 - 2. Doors and windows closed and locked.
 - 3. Screening access of field personnel and public.
 - 4. Others
- IX. Media Relations - Discuss that most PSAP administrations prefer media relations not be handled by PSAP personnel but by the appropriate Public Information Officer (PIO) or departmental designee.

UNIT 2

Hours of Instruction: 4

INTERPERSONAL COMMUNICATIONS SKILLS

Goal:

This unit of instruction will instruct the student in the elements and dynamics of interpersonal communications.

Objectives:

At the end of this unit of instruction the student will be able to:

- 2-1. Define various communications skills.
- 2-2. Identify a minimum of three effective interview techniques.
- 2-3. List a minimum of five incidents requiring contact with other public safety entities.
- 2-4. State the legal, cultural and cross cultural issues affecting communications.
- 2-5. Recognize the value of properly giving feedback to facilitate effective communications.
- 2-6. Recognize the necessity for controlling conflict during interpersonal communications.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 2 - Topics of Instruction:

- I. Definition of Communications Skills - the instructor shall define the level of skills required and functions performed for each of the following and the relevance to the telecommunicator role.
 - A. Concept of empathy
 - B. Characteristics of respect
 - C. Courtesy
 - D. Effective listening
 - E. Skills for improving communications
 - F. Perception and barriers
 - G. Communication skills within the dispatch center
- II. Effective Interview Techniques - the instructor shall define the techniques required and functions performed for each of the following and the relevance to the telecommunicator role.
 - A. Conveying and understanding information
 - B. Steps of giving feedback
 - C. Controlling conflict
- III. Interaction with other Public Safety Contacts - the instructor shall provide students with examples of incidents requiring contact with other public safety entities and the appropriate means and manner of that communication.
- IV. Legal, Cultural and Cross Cultural Issues in Communications - the instructor shall educate the students of the importance of appropriate interaction with various diverse individuals.
 - A. Slang and Foreign Terminology
 - 1. Avoid jargon
 - 2. Cultural and cross cultural interaction
 - B. State and Federal Laws
 - 1. Sexual harassment
 - 2. Deaf/Hard of hearing
 - 3. Blind/Visually impaired
 - 4. Mobility impaired/Physically challenged

UNIT 3

Hours of Instruction: 3

JURISDICTIONAL GEOGRAPHY

Goal:

This unit of instruction will provide the student with basic map reading skills and acquaint him/her with coordinate systems and databases.

Objectives:

At the end of this unit of instruction the student will be able to:

- 3-1. Define the basic concepts of addressing.
- 3-2. Describe a minimum of four types of jurisdictional boundaries.
- 3-3. Explain the basic elements of mapping and database systems.
- 3-4. Explain the rationale for mapping and database systems.
- 3-5. Explain the relationship between coordinate systems and jurisdictional boundaries.
- 3-6. Demonstrate the ability to give directions utilizing two types of jurisdictional boundaries.
- 3-7. Adequately demonstrate map reading skills.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 3 - Topics of Instruction:

- I. Map Reading Skills - The intent of this unit of instruction is to ensure the student has the skills to read maps and use different coordinate or address systems. A basic non-technical orientation on mapping and database systems should be provided. The instructor should stress the importance of the telecommunicator being knowledgeable of their jurisdiction and surrounding jurisdictions. Illustrations should be provided to stress the necessity of accurately receiving and disseminating data. The instructor should provide students with different types of maps to be referenced during instruction and used during practicals.
 - A. Addressing
 - 1. Jurisdictional boundaries
 - 2. City/County coordinate systems
 - 3. Interstates, expressways, highways, streets, routes, etc.
 - 4. Beats or zones
 - 5. Landmarks
 - 6. Bodies of water
 - 7. Railroad lines
 - 8. Airports
 - 9. Hospitals
 - 10. "Vanity" Addresses - those addresses named for the building, but does not identify the specific street location.
 - 11. Alias/Personalized Addresses - those addresses created by property owners which may or may not be authorized.
 - 12. Address vs. Location (ie: Rural Box or P.O. Box is an address but does not identify the location; a location is site specific.)
 - 13. Others
- II. Mapping and Database Systems - The intent of this portion of instruction is to ensure the student has the skills to read maps and use different coordinate or address systems. A basic non-technical orientation on mapping and database systems should be provided.
 - A. Geo-coding
 - B. Computer Aided Dispatch (CAD)
 - C. Global Positioning System (GPS)
 - D. 9-1-1
 - 1. Master Street Address Guide (MSAG)
 - 2. Emergency Service Number (ESN)
 - E. Automatic Vehicle Location (AVL)
 - F. Computerized Mapping/Geographic Information System (GIS)
 - G. Others

Unit 3 - Topics of Instruction continued:

- III. Practical Exercises - the exercises shall allow the student to demonstrate map reading knowledge and skills.
 - A. Find specific landmarks (ie: hospitals, airports, parks, etc.)
 - B. Provide directions from one point to another. Points should be defined by the instructor.

UNIT 4

Hours of Instruction: 2

LAW ENFORCEMENT OVERVIEW

Goal:

This unit of instruction will familiarize the student with the law enforcement profession, its major operational functions, and how telecommunicators effectively support their efforts.

Objectives:

At the end of this unit of instruction the student will be able to:

- 4-1. List types of law enforcement agencies.
- 4-2. Define a minimum of ten law enforcement call service requests.
- 4-3. List and define a minimum of five law enforcement unit types.
- 4-4. Define the purpose of the Law Enforcement Agencies Data System (LEADS) and the National Crime Information Center (NCIC).

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 4 - Topics of Instruction:

- I. General Law Enforcement Agencies Concepts and Functions - an orientation of services provided throughout Illinois is necessary to understand response services, response times and capabilities.
 - A. List types of law enforcement agencies - provide examples and differences between each of the following jurisdictions:
 - 1. Municipal
 - 2. County
 - 3. Specialized (Rail Road, Conservation, etc.)
 - 4. State
 - 5. Federal

Unit 4 - Topics of Instruction continued:

- B. Law Enforcement Service Requests - provide a brief description of the following:
1. Abandoned Vehicle
 2. Abduction/Kidnapping
 3. Accident - Motor Vehicle (with/without injuries)
 4. Aircraft - reported down or crashed
 5. Animal Calls
 6. Armed Person/Man with Gun
 7. Assault (and Battery)
 8. Attempt to Locate
 9. Barricaded Subject
 10. Boat Accident
 11. Bomb Threat
 12. Burglary
 - a. Burglar alarm activation
 - b. Burglary - business
 - c. Burglary - in progress
 - d. Burglary - residence
 - e. Burglary - vehicle
 13. Child Abuse
 14. Civil Complaint
 15. Civil Disturbance
 16. Criminal Damage to Property/Vandalism
 17. Criminal Sexual Assault/Rape
 18. Dead Person (found body - natural or suspicious)
 19. Deceptive Practices
 20. Disturbance (verbal, family, fight)
 21. Domestic
 22. Drowning
 23. DUI
 24. Escaped Prisoner
 25. Fight
 26. Fire
 - a. Brush
 - b. Structure
 - c. Vehicle
 27. Fire Alarm Activation
 28. Fraud
 29. Gambling
 30. Leaving Scene of Accident/Hit and Run - Vehicle (with/without injuries)
 31. Homicide/Murder
 32. Hostage Situation
 33. Intoxicated Pedestrian

Unit 4 - Topics of Instruction continued:

34. Mental Subject
35. Missing Child
36. Missing Person
37. Narcotics Violations
38. Obscene Telephone Calls
39. Prowler
40. Purse Snatching
41. Reckless Driver
42. Retail Theft
43. Riot
44. Robbery
45. Shooting
46. Stalking
47. Stolen License Plate
48. Stolen Vehicle
49. Suicide/Attempted Suicide
50. Suspicious Incidents (person or vehicle)
51. Theft
52. Threatening/Harassing Calls
53. Trespassing
54. Unlawful Use of Weapon(s)

C. Law Enforcement Unit Types - provide a brief explanation of the purpose and function of each of the following:

1. Canine
2. Patrol
3. Investigation
4. Undercover
5. SWAT/TRT (Tactical Response Team)
6. DUI Patrol
7. BAT mobile
8. Traffic Enforcement Patrol
9. Evidence
10. Accident Reconstruction
11. Correctional
12. Communications
13. Public Education (DARE, etc.)
14. Others as defined

D. Community Policing

Unit 4 - Topics of Instruction continued:

- II Criminal Justice Data Systems - Instructor shall provide a **brief** overview of the following:
 - A. Law Enforcement Agencies Data System (LEADS)
 - B. National Crime Information Center (NCIC)
 - C. National Law Enforcement Telecommunications System (NLETS)
 - D. Secretary of State (SOS)
 - E. Others

- III. Reference Material - the following documents are listed as a reference to the many rules, regulations and information used as a basis for this unit of instruction.
 - A. Police Training Act
 - B. IDOL/OSHA - Bloodborne Pathogens Standard (29CFR 1910.1030)
 - C. IDOL/OSHA - Hazardous Materials Standard (29CFR 1910.120)
 - D. ICC Part 725
 - E. Emergency Management Plan(s)

Note: It is the instructor's responsibility to provide each student with a written glossary of acronyms and terminology presented as part of the course written material. Additional time should be provided for inclusion of additional items brought up during class discussion.

UNIT 5

Hours of Instruction: 2

FIRE SERVICE OVERVIEW

Goal:

This unit of instruction will familiarize the student with the fire service profession, its major operational functions, and how telecommunicators effectively support their efforts.

Objectives:

At the end of this unit of instruction the student will be able to:

- 5-1. List types of fire service agencies.
- 5-2. Define a minimum of five fire service call service requests.
- 5-3. List and define a minimum of five fire service unit types.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 5 - Topics of Instruction:

- I. General Fire Service Agencies Concepts and Functions - an orientation of services provided throughout Illinois is necessary to understand response services, response times and capabilities.
 - A. List types of fire service agencies
 - 1. Municipal (volunteer vs. not volunteer)
 - 2. Protection District (volunteer vs. not volunteer)
 - 3. Contractual
 - B. Fire Service Requests - Basic understanding of functions performed by fire service field personnel.
 - 1. Structure Fire
 - 2. Emergency Medical Services (may or may not transport)
 - 3. Vehicle Fire
 - 4. Vehicle Accident
 - 5. Washdown
 - 6. Brush/Grass Fires

Unit 5 - Topics of Instruction continued:

7. Hazardous Materials (Operations Level and above)
 8. Confined Space
 9. Carbon Monoxide Calls
 10. Rescue and/or Extrication
 - a. Vehicle
 - b. Farm
 - c. Equipment
 - d. Drowning
 11. Downed wire(s)
 12. Others as defined
- C. Fire Service Unit Types - The instructor shall provide an orientation to the types of fire service equipment used throughout Illinois.
1. Engine/Pumper
 2. Truck/Ladder/Aerial
 3. Quint
 4. Squad
 5. Tanker
 6. Brush Truck
 7. Rescue (light - medium - heavy)
 8. Hazardous Materials Vehicle
 9. Dive Team
 10. Command Vehicle
 11. Communications Van/Vehicle
 12. Service Truck
 13. Mass Casualty Trailer
 14. Light Wagon
 15. Foam Truck
 16. Airport Crash
 17. Helicopter
 18. Public Education (fire safety, etc.)
 19. Others as defined

Unit 5 - Topics of Instruction continued:

- II. Reference Material - the following documents are listed as a reference to the many rules, regulations and information used as a basis for this unit of instruction.
- A. IFSTA Manuals
 - B. NFPA Standards
 - C. Emergency Medical Services Systems Act of 1995
 - D. IDOL/OSHA - Bloodborne Pathogens Standard (29CFR 1910.1030)
 - E. IDOL/OSHA - Hazardous Materials Standard (29CFR 1910.120)
 - F. ICC Part 725
 - G. Emergency Management Plan(s)

Note: It is the instructor's responsibility to provide each student with a written glossary of acronyms and terminology presented as part of the course written material. Additional time should be provided for inclusion of additional items brought up during class discussion.

UNIT 6

Hours of Instruction: 1

EMERGENCY MEDICAL SERVICES OVERVIEW

Goal:

This unit of instruction will familiarize the student with the emergency medical service profession, its major operational functions, and how telecommunicators effectively support their efforts.

Objectives:

At the end of this unit of instruction the student will be able to:

- 6-1. List types of EMS providers.
- 6-2. Define a minimum of three EMS levels of response.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 6 - Topics of Instruction:

- I. General Emergency Medical Service Agencies Concepts and Functions
 - A. EMS System - an explanation is required so the telecommunicator has a basic understanding of patient treatment, the telecommunicator's emergency medical dispatch (EMD) role and the basic responsibilities of the following.
 - 1. Resource Hospital
 - a. EMS Medical Director (previously referred to as Project Medical Director)
 - b. EMS System Coordinator
 - 2. Associate Hospital
 - 3. Participating Hospital

Unit 6 - Topics of Instruction continued:

4. Designated Trauma Centers
 - a. Level I
 - b. Level II
- B. Types of EMS providers (volunteer vs. not volunteer) - an orientation of services provided throughout Illinois is necessary to understand response services, response times and capabilities.
 1. Municipal (may or may not transport)
 2. District (may or may not transport)
 3. Contractual
 4. Private
- C. EMS Levels of Response - the instructor shall define the level of skills required and functions performed for each of the following and the relevance to the telecommunicator role.
 1. Emergency Medical Dispatcher (EMD)
 2. Basic Life Support (BLS)
 - a. First Aid/CPR (non transport)
 - b. First Responder (non transport)
 - c. Emergency Medical Technician - Basic
 - d. Emergency Medical Technician - Basic/Defibrillator
 3. Intermediate Life Support (ILS)
 - a. Emergency Medical Technician - Intermediate
 4. Advanced Life Support (ALS)
 - a. Emergency Medical Technician - Paramedic
 - b. Field Registered Nurse
- II. Reference Material - the following documents are listed as a reference to the many rules, regulations and information used as a basis for this unit of instruction.
 - A. USDOT/NHTSA 1995 Emergency Medical Dispatch National Standard
 - B. Illinois Emergency Medical Services System Act of 1995
 - C. IDOL/OSHA - Bloodborne Pathogens Standard (29CFR 1910.1030)
 - D. IDOL/OSHA - Hazardous Materials Standard (29CFR 1910.120)

Unit 6 - Topics of Instruction continued:

- E. ICC Part 725
- F. Emergency Management Plan(s)

Note: It is the instructor's responsibility to provide each student with a written glossary of acronyms and terminology presented as part of the course written material. Additional time should be provided for inclusion of additional items brought up during class discussion.

UNIT 7

Hours of Instruction: 1

EMERGENCY MANAGEMENT OVERVIEW

Goal:

This unit of instruction will familiarize the student with the emergency management profession, its major operational functions, and how telecommunicators effectively support their efforts.

Objectives:

At the end of this unit of instruction the student will be able to:

- 7-1. List types of emergency management agencies.
- 7-2. Define the two general categories of disasters.
- 7-3. Define the concept of Comprehensive Emergency Management
- 7-4. Identify the four phases of emergency management
- 7-5. Define the role of the telecommunicator in emergency management

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 7 - Topics of Instruction:

- I. General Emergency Management Agencies Concepts and Functions
 - A. Comprehensive Emergency Management
 - 1. Definition of an Emergency
 - 2. Definition of a Disaster
 - B. General Categories of Emergencies/Disasters
 - 1. Natural
 - a. Flood
 - b. Tornado
 - c. Earthquake

Unit 7 - Topics of Instruction continued:

- d. Blizzards
 - e. Extreme Heat/Cold
 - f. Hurricanes
 - g. Landslides
 - 2. Man-made (technological)
 - a. Hazardous Materials
 - b. Radiological Incident
 - c. Structural Fire and Explosion
 - d. Transportation Accidents
 - e. Nuclear, Chemical and Biological (NBC) Terrorism
- II. Four Phases of Emergency Management
 - A. Mitigation
 - B. Preparedness
 - C. Response
 - D. Recovery
- III. List types of emergency management response agencies both public and private
 - A. Local
 - B. County
 - C. State
 - D. Federal
- IV. Public Information and Education
 - A. Public Information and Public Relations developed and prepared
 - B. Emergency Alert System (EAS) (formerly called EBS) news releases developed and prepared
- V. The Role of the Dispatch Center in Emergency Management
 - A. Dispatch center part of disaster response
 - B. Dispatch center provides important notifications and implementations of SOPs in the disaster environment.
 - C. Documentation for disaster assistance process which is important for damage assessment.
 - D. Emergency Operation Center (EOC) activation

Unit 7 - Topics of Instruction continued:

- VI. Reference Material - the following documents are listed as a reference to the many rules, regulations and information used as a basis for this unit of instruction.
- A. Illinois Emergency Management Agency Act
 - B. Local, County and State Emergency Management Plans
 - C. ICC Part 725

Note: It is the instructor's responsibility to provide each student with a written glossary of acronyms and terminology presented as part of the course written material. Additional time should be provided for inclusion of additional items brought up during class discussion.

UNIT 8

Hours of Instruction: 3

DISASTER PLANNING and INCIDENT COMMAND SYSTEM OVERVIEW

Goal:

This unit of instruction will provide the student a basic understanding and working knowledge of natural and man-made events adversely affecting the telecommunications function and an overview of the Incident Command System model for emergency scene management.

Objectives:

At the end of this unit of instruction the student will be able to:

- 8-1. Identify hazards that exist in Illinois.
- 8-2. Describe the role of telecommunicators in disaster planning.
- 8-3. Describe the importance of communications during a disaster.
- 8-4. List a minimum of five responsibilities of the telecommunicator during the execution of an emergency plan.
- 8-5. Explain the importance of contingency planning.
- 8-6. List a minimum of three local, county, state, or federal disaster resources.
- 8-7. Describe the importance of a Critical Incident Stress Debriefing (CISD).
- 8-8. Define the Incident Command System.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 8 - Topics of Instruction:

- I. Community Emergency Planning - the instructor shall review the four steps in emergency planning.
 - A. Identify Hazards and their Impact
 - 1. Hazards
 - a. Natural
 - b. Man-made (technical)
 - 2. Impact
 - a. Physical
 - (1) Housing
 - (2) Food
 - (3) Clothing
 - (4) Household Items
 - (5) Medical Care
 - (6) Toiletries
 - (7) Clean-up Supplies
 - b. Mental
 - (1) Fear
 - (2) Disbelief
 - (3) Anger
 - (4) Moodiness
 - (5) Helpfulness
 - (6) Apathy
 - (7) Disorientation
 - B. Involves the Community
 - 1. Community Resources
 - a. Public Safety Agencies
 - b. Social Service Agencies
 - c. Civic Organizations
 - d. Business and Industry
 - e. Neighborhoods
 - f. Individuals
 - g. Others

Unit 8 - Topics of Instruction continued:

- C. Community Disaster Plan
 - 1. Plan should answer questions
 - a. Who's in charge
 - b. Where will disaster operations take place
 - c. Who should be notified
 - d. What steps should be taken
 - e. What resources are available
 - f. Who will do what
 - 2. Designation of emergency functions
 - a. Communications and warning
 - b. Public information
 - c. Mass care
 - d. Medical
 - e. Law enforcement
 - f. Fire and Rescue
 - g. Public Works
 - h. Damage assessment
 - i. Resource management
 - j. Others
 - D. Exercise the plan
- II. Public Safety Answering Point Emergency Planning - the instructor shall review the four steps in emergency planning for PSAPs.
- A. Hazards
 - B. Impact
 - C. Involves the Emergency Services Community
 - D. PSAP Disaster Plan
 - E. Exercise the Plan
- III. Telecommunicators roles and responsibilities as they relate to disasters
- A. As it relates to the job - the instructor shall indicate the possible roles and responsibilities telecommunicators may or may not have in disaster (prior to, during and after the incident).

Unit 8 - Topics of Instruction continued:

1. General responsibilities of a telecommunicator during the execution of an emergency plan.
 - a. Primary PSAP
 - b. Alternate PSAP
 - c. Backup PSAP
 - d. Mobile PSAP
 - e. System Failures
 2. Local, county, state, federal alerting systems and resources, including but not limited to:
 - a. Alerting Systems
 - (1) Federal
 - (a) National Alert Warning System (NAWAS)
 - (b) National Oceanic Atmospheric Admin. (NOAA)
 - (2) State
 - (a) NAWAS
 - (b) NOAA
 - (c) LEADS
 - (d) ISPERN
 - (e) IREACH
 - (3) Local
 - (a) Outdoor sirens
 - (b) Cable TV
 - (c) Plectron type alert systems
 - (d) Radio
 - b. Resources
 - (1) Federal
 - (2) State
 - (3) County
 - (4) Local
- B. As it relates to the home - the instructor shall provide an understanding that if the telecommunicator's family is prepared to handle an emergency, then the telecommunicator will be less distracted and thus more effective in his/her job.
- IV. Incident Command System (ICS) model for emergency scene management
- A. Purpose - the instructor shall provide a definition and purpose of the ICS system and provide examples of how ICS can be used from the simplest of incidents to disasters.

Unit 8 - Topics of Instruction continued:

- B. Components and Major Functional Areas
 - 1. Incident Commander (IC)
 - 2. Safety Officer
 - 3. Public Information Officer (PIO)
 - 4. Liaison
 - 5. Logistics
 - 6. Planning
 - 7. Finance
 - 8. Operations
 - a. Staging Area
 - b. EMS Operations
 - c. Fire Operations
 - d. Law Enforcement Operations
 - e. Public Works Operations
- V. Critical Incident Stress Debriefing (CISD) - the instructor shall define the purpose, structure and role of CISD for field personnel, telecommunicators and the public in disasters.
 - A. Types of critical incidents
 - B. Field related critical incidents

Note: It is the instructor's responsibility to provide each student with a written glossary of acronyms and terminology presented as part of the course written material. Additional time should be provided for inclusion of additional items brought up during class discussion.

UNIT 9

Hours of Instruction: 4

HAZARDOUS MATERIALS

Goal:

This unit of instruction will provide the student the basic knowledge and skills to safely and effectively process the activities of an emergency involving hazardous materials.

Objectives:

At the end of this unit of instruction the student will be able to:

- 9-1. Explain the risks associated with hazardous materials.
- 9-2. Identify possible outcomes of a hazmat emergency.
- 9-3. Define a minimum of three ways to recognize and identify hazardous materials.
- 9-4. Explain the role of a telecommunicator in a hazmat incident.
- 9-5. Recognize the signs and symptoms which may be related to a chemical exposure.
- 9-6. Demonstrate the ability to size-up a hazardous materials incident.
- 9-7. Adequately demonstrate the ability to effectively communicate with the responders.
- 9-8. Adequately demonstrate the ability to work within the local system.
- 9-9. Adequately demonstrate the ability to utilize the Emergency Response Guidebook.
- 9-10. Adequately demonstrate the ability to access and utilize the NLETS hazmat file.
- 9-11. Adequately demonstrate the ability to read hazmat labels and placards.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 9 - Topics of Instruction:

- I. Topics of Instruction are provided in the Hazardous Materials, First Responder Awareness Training Instructor Manual.

SPECIAL NOTICE

This unit of instruction has been adjusted to address the training needs of the public safety telecommunicator and is not intended to replace any training course required of the first responder. Public safety employees whose occupational responsibility requires them to function in the field are required to be trained at levels higher than the telecommunicator course.

This training does not provide the necessary hazard recognition and protective skills to equip the student to deal effectively and safely with emergency response activities. To accomplish further activities, additional training for emergency responders is necessary.

The telecommunicator version of this course is 4 hours in length and is intended to provide the telecommunicator with basic information to safely and effectively process the activities of an emergency call from the public or public safety agencies involving hazardous materials. Nothing prohibits the course administrator from offering the full length course offered to those identified as first responders, which is 6.5 content hours in length.

The State of Illinois has trained instructors to provide training for telecommunicators and the First Responder. Please check with the Illinois Emergency Management Agency or the Illinois Law Enforcement Training and Standards Board liaison for the names of available instructor(s).

Hazardous Materials First Responder Awareness Level Training for the Public Safety Telecommunicator

Unit 9 - Lesson Plan Outline

The following outline highlights the topics of instruction and the presentation time allocated. Please reference the State of Illinois Hazardous Materials First Responder Awareness Training Instructor Manual for specific training instructions and material. Students should reference and utilize the State of Illinois Hazardous Materials First Responder Awareness Training Manual.

I. Rights and Responsibilities **Presentation Time: 15 minutes**

This unit of instruction shall provide an overview of the roles, rights and responsibilities of the first responder. There should be a clear understanding of the different levels of training and that initial hazardous material calls could not only come from public safety field personnel but also from the public.

II. Health Effects **Presentation Time: 15 minutes**

This unit of instruction should provide an overview of the health effects that may occur to people who may be first-on-the-scene at a hazardous materials incident.

III. Hazards and Warnings **Presentation Time: 120 minutes**

This unit of instruction goes through the hazards that a first-on-the-scene responder should look for while sizing up an incident scene. This unit of instruction shall provide the student a full understanding of label and placard systems. This unit is important in that it provides the telecommunicator with specific data and information that would be needed by higher level responding units.

All components as described in the instructor manual shall be covered.

Unit 9 - Lesson Plan Outline continued:

IV. Sizing Up the Scene

Presentation Time: 60 minutes

This unit of instruction shall discuss coordination of resources and the use of field intelligence. The instructor shall also discuss the role of CHEMTREC. Finally the SWIMS exercise shall be used to provide practical experiences. The exercise shall be guided with the telecommunicators role in mind.

V. What Do I Do

Presentation Time: 30 minutes

This unit of instruction focuses on what the first-on-the-scene person actually does after discovering an incident. This section should highlight the telecommunicator's role but should continue with the other roles as described in the instructor manual to ensure all roles are described and understood.

UNIT 10

Hours of Instruction: 3

LEGAL SYSTEM OVERVIEW

Goal:

This unit of instruction will provide an overview of Illinois law supplying the student with the knowledge to determine the nature of a call for service.

Objectives:

At the end of this unit of instruction the student will be able to:

10-1. List and define common offenses.

10-2. List and define various laws outlining specific telecommunicator actions.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 10 - Topics of Instruction:

- I. Common Offenses, structures and definitions - the instructor shall review common offenses and their classifications.
 - A. Criminal Law
 1. Felonies
 - a. Classifications
 - b. Forcible Felonies
 - c. Others
 2. Misdemeanors
 - a. Classifications
 - b. Others
 - B. Civil Law
 - C. Traffic Law
 - D. Local Ordinances
 - E. Bonding Procedures.

Unit 10 - Topics of Instruction continued:

- II. Define laws outlining specific telecommunicator actions, including, but not limited to:
 - A. Domestic Violence Act/Orders of Protection
 - B. Anti-Stalking Act and stalking crimes
 - C. Hate crimes
 - D. Child abuse and neglect
 - E. Juvenile law
 - F. Missing persons
 - G. Warrants

UNIT 11

Hours of Instruction: 16

CALL TAKING TECHNIQUES and EQUIPMENT

Goal:

This unit of instruction will provide the student with the knowledge and skills to safely and accurately process emergency and non-emergency calls for service. The goal of this unit is to also allow the student to apply job-related call taking skills, tasks and knowledge.*

** To ensure statewide consistency, this unit will provide the telecommunicator with a general understanding of the operation of call taking equipment. A specific orientation to local equipment, operations and procedures is recommended.*

Objectives:

At the end of this unit of instruction the student will be able to:

- 11-1. Define the difference between wireline and wireless technologies.
- 11-2. Define various concepts of call taking.
- 11-3. Define the process of multiple call management.
- 11-4. Define call prioritization.
- 11-5. Identify a minimum of five techniques used in interrogation.
- 11-6. Identify a minimum of five categories of special needs callers.
- 11-7. Define the difference between call transfer and call referral.
- 11-8. Explain the importance of documenting calls.
- 11-9. Explain the importance of utilizing call handling guides/protocols.
- 11-10. Define a minimum of ten different pieces of call taking equipment.
- 11-11. Recognize and respond to situations requiring appropriate supervisory notification.
- 11-12. Adequately demonstrate basic trouble shooting techniques.

Unit 11 - Objectives continued:

- 11-13. Adequately demonstrate call taking incorporating the unit elements.
- 11-14. Demonstrate the ability to properly identify and process communications with various and diverse situations.
- 11-15. Adequately demonstrate call taking incorporating the knowledge and skills contained in this curriculum.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 11 - Topics of Instruction:

- I. Wireline and Wireless Communication Technologies - the instructor shall provide a brief overview of the difference between these technologies.
- II. Role of the Call Taker - link between person who needs help and person who can provide help.
 - A. Call taker's effectiveness dependent on
 - 1. Phone lines available
 - 2. Personnel available
 - 3. Other duties to perform
 - 4. Experience and training
 - 5. Other
- III. Call Taking
 - A. Telephone courtesy
 - B. Answering procedures
 - 1. 9-1-1
 - 2. 7 digit emergency
 - 3. Automatic alarms
 - 4. Non-emergency
 - 5. Radio
 - 6. Wireless
- IV. Multiple Call Management

Unit 11 - Topics of Instruction continued:

- V. Call Classification and Prioritization
- VI. Elements of Interrogation
 - A. Effective listening
 - B. Asking questions
 - 1. Open/Closed
 - 2. Prerequisite questions (5 W's)
 - 3. Obtaining vehicle and person descriptions
 - C. Field personnel safety - the instructor shall provide examples where call taking techniques affect the safety of emergency services personnel
 - D. Goals to intervention
- VII. Managing the Special Needs Callers - the instructor shall provide techniques for handling the following:
 - A. Aggressive, irate caller
 - B. Hysterical caller
 - C. Child caller
 - D. Elderly caller
 - E. Substance abuse caller
 - F. Abnormal behavior caller (psychotic, alcohol, drug, etc.)
 - G. Chronic caller
 - H. Language bank
- VIII. Life Threatening Calls
- IX. Telephone Procedures
 - A. Call hold
 - B. Call transfer
 - C. Call referrals
 - D. Terminating calls
- X. Documenting Calls
 - A. Telephone messages, receiving, recording, notifying personnel

Unit 11 - Topics of Instruction continued:

XI. Police Call Handling Guides/Protocols (Police, Fire, EMS), including, but not limited to:

- A. Missing persons
- B. Domestic violence protocols
- C. Suicidal callers/suicide threats
- D. Telephone bomb threats
- E. Hostage situations
- F. Automatic alarms
- G. Drug/Illegal Substance Activity
- H. Gang Activity
- I. Others

XII. Fire Call Handling Guides/Protocols (Police, Fire, EMS), including, but not limited to:

- A. Automatic Alarms
 - 1. Automatic Fire Alarm
 - 2. Trouble Alarm
 - 3. Tamper Alarm
- B. Structure Fire
 - 1. Single Family
 - 2. Residential
 - 3. Commercial
 - 4. Industrial
 - 5. Institutional
- C. Vehicle fire
 - 1. Type and Contents
- D. Hazardous Materials
- E. Rescue
 - 1. Above/Below
 - 2. Confined Space
 - 3. Vehicle Extrication
 - 4. Industrial Extrication
 - 5. Farm Extrication
 - 6. Water Rescue
- F. Others

Unit 11 - Topics of Instruction continued:

XIII. EMS Call Handling Guides/Protocols (Police, Fire, EMS), including, but not limited to:

- A. Automatic Alarms
 - 1. Panic Alarms
 - 2. Personal Medical Alert Device
- B. EMD Calls For Service
- C. Rescue
- D. Hazardous Materials

XIV. Emergency Management Call Handling Guides/Protocols (Police, Fire, EMS, CD), including, but not limited to:

- A. Natural and Man-made Disasters

XV. Call Taking Equipment - the instructor shall define each of the following. Ideally each piece of equipment may be displayed and/or demonstrated for the students.

- A. Telephone equipment
- B. Incoming and outgoing lines
- C. Intercoms
- D. Transferring calls
- E. ANI and ALI
- F. Call check
- G. Tape/Logging recorders
 - 1. Tape recorded lines
- H. CAD
- I. Time stamp
- J. Alarm systems
- K. Security systems
- L. Use of handset/headset
- M. Others

XVI. Basic Trouble Shooting Techniques - the instructor shall provide basic and generic techniques.

XVII. Role Playing/Simulations - hands on practice consisting of modules and topics covered in training.

UNIT 12

Hours of Instruction: 6

TTY and the Deaf Culture

Goal:

This unit of instruction will provide the student with the knowledge and skills to safely and accurately process TTY emergency and non-emergency calls.

Objectives:

At the end of this unit of instruction the student will be able to:

- 12-1. Define a TTY.
- 12-2. List ADA Title II requirements applicable to telecommunications.
- 12-3. Describe the ways a call may be received from a TTY user.
- 12-4. Discuss the importance of proper identification of TTY calls.
- 12-5. Explain effective communications with TTY callers.
- 12-6. List the four required abbreviations in communications with TTY callers.
- 12-7. Adequately demonstrate the ability to properly identify and process TTY calls.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 12 - Topics of Instruction:

- I. Introduction
 - A. Demographics
 - B. The Americans with Disabilities Act (ADA)
- II. What is a TTY
 - A. Terminology

Unit 12 - Topics of Instruction continued:

- B. History
 - C. Today's Technology
 - D. Overview of TTY and Associated Equipment
 - E. Baudot and ASCII
 - F. Half Duplex Mode
 - G. TTY Access to PSAPs
- III. Receipt and Identification of TTY Calls
- A. TTY Placement
 - B. Canned Message
 - C. Recognition of TTY Calls
 - D. Few TTY Calls Received
- IV. Communicating with the Deaf/TTY User
- A. TTY Abbreviations
 - B. Telephone Answering Phrases
 - C. TTY Responses - General Responses, Police, Fire, Ambulance, and Accident
 - D. Concepts of American Sign Language (ASL)
 - E. Process the Call as Calls are Processed for Hearing Callers
 - F. When Communicating via a TTY, Voice Inflection is Lost
- V. Equipment Practicals
- A. Review TTY and all Associated Equipment
 - B. Review Call Making/Call Taking Procedures
 - C. Review TTY Standard Operating Policies and Procedures
 - D. Troubleshooting Procedures
 - E. Practical TTY Use/Application
- VI. References
- Addendum I. The Americans With Disabilities Act (ADA)
 - Addendum II. Relay Service Numbers
 - Addendum III. Placing An HCO or VCO Call
 - Addendum IV. TTY Abbreviations and Meanings
 - Addendum V. 9-1-1 Answering Phrases

Unit 12 - Topics of Instruction continued:

- Addendum VI. TTY Responses (general, police, ambulance, fire, accident)
- Addendum VII. Recommended Operating Policies and Procedures
- Addendum VIII. Recommended Administrative Concerns and Considerations
- Addendum IX. Recommended Training
- Addendum X. Centers for Independent Living
- Addendum XI. How to Make Test Calls to 9-1-1
- Addendum XII. Illinois Commerce Commission

UNIT 12 - TTY LESSON PLAN

Introduction

The Telecommunicator Training and Standards Advisory Committee of the Illinois Law Enforcement Training and Standards Board has developed a Basic Level Public Safety Telecommunicator Training Curriculum. In conjunction with this curriculum, a lesson plan specific to TTY and Deaf Culture is available as an additional resource document.

Because of the limited use of a TTY by a public safety telecommunicator, their awareness of the equipment and the understanding of the deaf community can become hard to recall. The following TTY Lesson Plan contains information about TTY equipment and the deaf community. While every attempt has been made to cover pertinent TTY training issues, it is recommended that this lesson plan be shared with your local deaf community for their information. The Advisory Committee recommends that this basic training be followed by a regularly scheduled continuing education program. This will allow regular testing of the equipment and the telecommunicator's skills. It is also recommended that this be done in conjunction with your local deaf community.

As a basis for statewide consistency, the following lesson plan will provide a general understanding of the knowledge and skills required of a professional telecommunicator. A specific orientation to local equipment, operations and procedures is also recommended.

TTY equipment should be provided in the classroom for student practicals. If the instructor plans to access an outside TTY, then the instructor should make sure the classroom phone jack is activated prior to the practicals.

UNIT 12 - TTY LESSON PLAN

I. INTRODUCTION

A. Demographics

1. Illinois Census of the Hearing Impaired, 1992
 - a. Total Illinois population: 11,631,000
 - b. Total number of deaf and hard of hearing in Illinois: 1,002,980
 - c. Approximately 7,800 TTYs have been distributed to those that have applied for a device from the Illinois Telecommunications Access Corporation (ITAC).

B. The Americans with Disabilities Act (ADA) (Also refer to Addendum I)

1. State and local agencies providing emergency telephone services must provide "direct access" to individuals who rely on a TTY or computer modem for telephone communication. Telephone access through a third party or relay service does not satisfy the requirement for direct access.
 - a. Additional dialing or space bar requirements are not permitted.
 - (1) Operators shall be trained to recognize incoming TTY signals and respond appropriately.
 - (2) Operators shall be trained to recognize that "silent" calls may be TTY or computer modem calls and to respond appropriately.

II. WHAT IS A TTY

A. Terminology

1. TTY = teletype machine or teletypewriter
 - a. Preferred usage
2. TDD = Telecommunications Device for the Deaf
 - a. Previously used interchangeably with TTY.
 - b. No longer used; devices used by individuals other than deaf or hard of hearing (i.e., speech impaired, hearing individuals to communicate with deaf).
3. TT = Text Telephone
 - a. Defined usage by Federal Communications Commission

B. History

1. Developed by deaf scientist, Dr. Robert Weitbrecht, in 1964.
 - a. Originally an acoustic coupler which converted a teletypewriter's electrical signal to audible tones sent through the telephone network.

C. Today's Technology

1. Today's TTY is a modern typewriter-like device that allows for non-voice communications via transmission/translation of electronic tones into typed format.
 - a. Portable or stationary.
 - b. May be a personal computer using special hardware, modems and software or a converted teletype machine.

UNIT 12 - TTY LESSON PLAN continued

D. Overview of TTY and Associated Equipment

1. Three basic parts:
 - a. Keyboard
 - b. Modem on which handset of phone is placed (optional depending on type of equipment used)
 - c. Visual display (usually 20 characters)
 - (1) May have a Large Visual Display (LVD)
 - (a) A device connected to a TTY displaying the text in large moving lighted print.
 - (b) Takes the place of a printer.
 - (2) Individuals with visual impairments that use a visual display may require slower typing from the PSAP.
2. May have a printer.
3. Fully featured models include direct connect modems, auto answer, memory buffers and ASCII code capability.
 - a. A model is available specifically for PSAP use which adds a date/time stamp
4. Hook-up demonstration.
5. Troubleshooting procedures.

E. Baudot and ASCII

1. TTYs transmit and receive messages using either Baudot or ASCII character coding system.
 - a. Baudot is an older coding scheme originally used by teletypes.
 - (1) 5 bit (5 level) code.
 - (2) Baudot used in over 95% of TTY conversations.
 - (3) 5 bits limit the number of characters represented.

UNIT 12 - TTY LESSON PLAN continued

- (4) TTY using Baudot code emits a distinctive beep type tone as characters are typed and sent.
 - (a) Baudot will wait on the line until it is answered in Baudot or one of the parties hangs up the phone.
 - 2. ASCII is the American Standard Code for Information Interchange.
 - a. 7 bit (7 level) code.
 - b. Used by most computer systems to transfer data information.
 - c. 7 bits provide ASCII a much larger character set.
 - d. An ASCII device, when called, sends out a high pitched tone for 10 seconds.
 - (1) If the ASCII device does not hear a responding ASCII tone, it will drop the line and the call will not be connected unless it is redialed.
 - (a) Calls cannot be transferred nor placed on hold.
 - (2) If the ASCII connection experiences any static or interference on the line, the call will automatically be disconnected.
 - 3. TTYs must use the same code system to communicate, either Baudot to Baudot or ASCII to ASCII.
 - 4. The more advanced TTYs have both code capabilities.
 - a. Will recognize the incoming code and shift to the correct code.
- F. Half Duplex Mode
- 1. TTYs operate in half duplex mode.
 - a. Only one TTY can be sending at a time; the other TTY is receiving. You cannot interrupt or you will miss part of the conversation.
- G. TTY Access to PSAPs
- 1. Direct connect
 - a. TTY is plugged directly into telephone outlet.
 - b. No background noise.

UNIT 12 - TTY LESSON PLAN *continued*

2. Regular telephone with TTY.
 - a. Handset placed in TTY couplers.
 - b. May hear background noise if handset is not secure in couplers and may cause garbled messages on the TTY screen.
3. Cellular
 - a. Used with portable and/or compact TTY.
 - b. Cellular handset placed in TTY couplers.
 - c. May hear background noise.
4. Computer with modem

III. RECEIPT AND IDENTIFICATION OF TTY CALLS

A. TTY Placement

1. TTYs should be in close proximity to the phone, plugged in with the lid or cover off at all times, ready for immediate use.
2. Nothing can be put on TTY (ie; phone books, magazines, bags, purses, etc.). It must be set up to be immediately accessible.

B. Canned Message

1. Recommend a "canned" message such as: **"9-1-1 WHAT IS YOUR EMERGENCY AND WHERE ARE YOU Q GA."** or **"9-1-1 HERE HOW MAY I HELP YOU Q GA."**
2. Place three spaces prior to the beginning of the message.

C. Recognition of TTY Calls

1. The single biggest problem for PSAP locations is recognizing an incoming TTY call. Operators must be trained to recognize the several different ways to identify TTY calls.
2. Silent call
 - a. "Open line"
 - b. Worst case for PSAP operators.

UNIT 12 - TTY LESSON PLAN continued

3. Audible electronic tones
 - a. Accomplished by tapping of space bar/keys on TTY keyboard.
 - b. Short intermittent types should be used so not to tie up the line.
4. TTY announcer/Synthesized voice announcement
 - a. Built in feature on specific TTYs indicates: "TDD (or TTY) caller," "Use TDD (TTY)" or "hearing impaired (Deaf) caller: Use TDD (TTY)."
5. Relay center
 - a. Relay centers provide means for TTY user to communicate with anyone, anywhere, anytime.
 - (1) 24 hour service
 - (2) Three-way communications
 - (3) 800 number (refer to Addendum II)
 - b. Caller is connected directly to receiving party; no added charge.
 - c. Emergency calls may be received by a 9-1-1 center on a non-emergency line via a relay center.

UNIT 12 - TTY LESSON PLAN continued

- d. Hints for relay calls.
 - (1) Immediately verify address and phone number with the caller.
 - (2) Speak in "first party" language to TTY caller.
 - (3) Do not try to solicit opinion or comment from relay representative.
 - (4) Do handle the call as you would any other call.
- 6. Hearing Carry Over (HCO) calls (also refer to Addendum III)
 - a. HCO is for TTY callers who have a speech disability but can hear.
 - (1) The HCO caller uses the TTY to send message but can receive voice messages.
- 7. Voice Carry Over (VCO) calls (also refer to Addendum III)
 - a. VCO is for TTY callers who are deaf or hard of hearing but can speak clearly.
 - (1) The VCO callers use the TTY to receive messages, but can send voice message.
 - (2) Some individuals who use VCO are still difficult to understand and telecommunicators need to know how to get them to use TTY for both channels of communication.
- 8. Telebraille
 - a. Call process is longer because caller is reading the response in braille and then responds back to the other party on the line.
- 9. Other ways to receive TTY calls
 - a. Coin phones
 - b. Cellular phones
 - c. Computers (using modems with Baudot protocol)
- D. Few TTY Calls Received
 - 1. PSAPs will receive very few TTY calls compared to the number of voice calls received.

UNIT 12 - TTY LESSON PLAN continued

- a. Highly probable operators will rapidly lose the skills they gained if those skills are not frequently used.
 - b. Previous testing indicates 40 - 70% of TTY calls are mishandled.
 - c. Emergency may be in greater progression by the time deaf individual is alerted to it; thus call to PSAP is more critical to them.
 - d. If in doubt or uncertainty exists, dispatch minimum response according to departmental standard operating procedure.
2. Encourage and assist operators with TTY practice.
 3. Schedule periodic refresher training sessions and unscheduled test calls (also refer to Addendum IX).

IV. COMMUNICATING WITH THE DEAF/TTY USER

- A. TTY Abbreviations (refer to Addendum IV)
 1. End each portion of conversation with "GA."
 2. Use "SK SK" to indicate end of conversation.
 3. The TTY call may use "Q" rather than question mark.
 - a. The PSAP may use "Q" or "?".
 4. Do not worry about minor spelling errors if meaning is understood.
 - a. If corrections are needed, type "XXX," skip a space and retype the word.
 - b. Do not backspace.
- B. Telephone Answering Phrases (refer to Addendum V)
- C. TTY Responses - General Responses, Police, Fire, Ambulance and Accident (refer to Addendum VI)
- D. Concepts of American Sign Language (ASL) (how deaf person may communicate)
 1. Keep sentence structure simple.
 - a. While the deaf caller is often very intelligent, their sentence structure may appear simplistic.

UNIT 12 - TTY LESSON PLAN continued

- b. ASL is a conceptual or picture language which functions best when parties can see each other's facial expressions, gestures, etc.
 - c. ASL may be difficult to understand when it is the basis for typed messages.
 - (1) Unique grammatical syntax and structure.
 - (2) No written form of ASL.
 - (a) Misspelled words common.
 - (b) Time reference usually made at beginning to determine verb tense.
- 2. Ask clarifying questions one at a time.
 - a. Inability to recall numerous questions before being given opportunity to respond.
 - b. Provide choices; i.e., rather than "is the door unlocked?" ask "is the door locked or open?"
 - 3. Use easy-to-understand vocabulary
 - a. "On the way" rather than "enroute."
 - b. "Drunk" rather than "intoxicated."
 - 4. Avoid using English idioms, slang, acronyms, law enforcement/fire jargon, etc.

UNIT 12 - TTY LESSON PLAN continued

- E. Process the Call as Calls are Processed for Hearing Callers.
 - 1. Periodically reassure the caller.
 - 2. Let your caller know what is happening at all times.
 - 3. Provide visual cues to indicate you are connected and are continuing to work on the situation.
- F. When Communicating Via a TTY, Voice Inflection is Lost.
 - 1. TTY caller will not hear professionalism and control in telecommunicator's voice or that units have been dispatched.
 - 2. Operators lose ability to listen to callers to know when to help them calm down.
 - a. Choose words carefully to reassure TTY callers.

V. EQUIPMENT PRACTICALS

- A. Review TTY and All Associated Equipment.
- B. Review Call Making/Call Taking Procedures.
- C. Review TTY Standard Operating Policies and Procedures.
- D. Troubleshooting Procedures.
- E. Practical TTY Use/Application.
 - 1. Hook-up procedures.
 - 2. Call taking/call making.
 - a. Utilize local centers for independent living (refer to Addendum X).
 - 3. Document training.

VI. REFERENCES

- A. **Illinois Census of the Hearing Impaired, 1992.**
- B. **The Americans With Disabilities Act: Emergency Response Systems and Telecommunication Devices for the Deaf.** Paula N. Rubin and Toni Dunne. National Institute of Justice, Research in Action, February, 1995. U.S. Department of Justice, Office of Justice Programs, National Institute of Justice, Washington, D.C., 20531.
- C. **The Americans with Disabilities Act: Title II, Technical Assistance Manual, January 24, 1992.** U.S. Department of Justice, Civil Rights Division, Office on the Americans with Disabilities Act.
- D. **TDD Communications and 9-1-1 Centers.** Richard A. Uzuanis, Hearing Impaired Technologies (HITEC) Group International, Inc., 8160 Madison Avenue, Burr Ridge, Illinois, telephone 708/654-9200. Reprinted from "NENA News."
- E. **Relay Service Numbers.** Compiled by Howard A. Rosenblum, 1993.

ADDENDUM I

THE AMERICANS WITH DISABILITIES ACT (ADA)

I. ADA Title II-7.3100 General

- A. State and local agencies providing emergency telephone services must provide "direct access" to individuals who rely on a TTY or computer modem for telephone communication.
 - 1. Telephone access through a third party or relay service does not satisfy the requirement for direct access.
 - a. If an individual places a call to the emergency service through a relay service, the emergency service should accept the call rather than require the caller to hang up and call the emergency service directly.
 - b. A public entity may operate its own relay service within its emergency system, provided the services for non-voice calls are as effective as those provided voice calls.
 - 2. The term "telephone emergency services" applies to basic emergency services (police, fire and ambulance) provided by public entities, including 9-1-1 or seven digit systems.
 - a. Direct access must be provided to all services included in the system, including services such as emergency poison control information.
 - b. Emergency services not provided by public entities are not subject to the requirement for "direct access."
 - 3. "Direct access" means emergency telephone services that can directly receive calls from TTYs and computer modem users without relying on outside relay services or third party services.

ADDENDUM I continued

4. At present, telephone emergency systems must only be compatible with the Baudot format.
 - a. Until it can be technically proven that communications in another format can operate in a reliable and compatible manner in a given telephone emergency environment, a public entity would not be required to provide direct access to computer modems using formats other than Baudot.
5. Additional dialing or space bar requirements are not permitted.
 - a. Operators should be trained to recognize incoming TTY signals and respond appropriately.
 - b. Operators must be trained to recognize that "silent" calls may be TTY or computer modem calls and to respond appropriately.

II. ADA Title II-7.3200 9-1-1 Lines

- A. Where a 9-1-1 telephone line is available, a separate seven-digit telephone line must not be substituted as the sole means for non-voice users to access 9-1-1 services.
- B. A public entity or police non-emergency service may provide a separate seven-digit line for use exclusively for non-voice calls in addition to providing directed access for such calls to 9-1-1.
 1. Where a separate line is provided, callers using TTYs or computer modems have the option of calling either 9-1-1 or the seven-digit number.

III. ADA Title II-7.3300 Seven-Digit Lines

- A. Where a 9-1-1 line is not available and the public entity provides emergency services through a seven-digit number, it may provide two separate lines (one for voice calls and one for non-voice calls) rather than providing direct access for nonvoice calls to the line used for voice calls.
 1. The services for non-voice calls must be as effective as those offered for voice calls in terms of time response and availability in hours.
 2. The public entity must ensure the non-voice number is publicized as effectively as the voice number, and is displayed as prominently as the voice number where emergency numbers are listed.

IV. ADA Title II-7.3400 Voice Amplification

- A. Public entities are encouraged, but not required, to provide voice amplification for operator's voice.
 1. In an emergency, a person who has a hearing loss may be using a telephone not equipped with an amplification device.

ADDENDUM II

RELAY SERVICE NUMBERS

1. ILLINOIS - Relay Telephone Numbers
 - 1-800-526-0844 (TTY)
 - 1-800-526-0857 (Voice)

2. Nationwide Relay Telephone Numbers
 - AT&T: 1-800-855-2880 (TTY)
 - 1-800-855-2881 (Voice)
 - 1-800-855-2882 (ASCII)
 - 1-800-855-2883 (Blind)

 - MCI: 1-800-688-4889 (TTY)
 - 1-800-947-8642 (Voice)

 - SPRINT: 1-800-877-8973 (TTY and Voice)

3. Federal Information Relay Telephone Numbers
 - 1-800-877-8339 (TTY and Voice)

4. Spanish to Spanish TTY Relay Service
 - 1-800-501-0864 (TTY)
 - 1-800-501-0865 (Voice)

ADDENDUM III

PLACING AN HCO OR VCO CALL

HCO - Hearing Carry Over (HCO) allows TTY callers who have a speech disability to hear the other party on the telephone when using the Illinois Relay Center (IRC). Listed below is a step-by-step method to assist you in making an HCO call.

How to make an HCO call depends on how your TTY is set up.

I. TTYS WITH DIRECT CONNECT ONLY.

- A. Call IRC at 1-800-526-0844 on your TTY. (You do not need the telephone receiver on your TTY since it is already hooked up to the telephone line.)
- B. The TTY will say "RC - NBR CALLING PLS GA" and you will need to type in the telephone number you wish to call, then type "HCO PLS GA."
- C. The Communications Assistant (CA) will check the number and say "CA #### (M/F) THANK YOU, DIALING...". When someone answers on the other line, the CA will type his/her response and then type "HCO READY GA."
- D. When it is your turn to listen, pick up the phone handset after typing in "GA." This indicates you are ready for hearing his/her response.
- E. When the voice user indicates he/she is done speaking by saying "GA," start typing your end of the conversation and carry on back and forth until the call is completed.

II. TTYS WITH DIRECT CONNECT AND SPEAKER PHONE.

- A. Follow steps a, b, and c in section 1, above.
- B. When you are connected with the other party on the line through the IRC, and it is your turn to hear, start listening to the person you called on your speaker phone after typing in "GA." This indicates you are ready for hearing his/her response.

ADDENDUM III continued

III. TTYS WITHOUT DIRECT CONNECT.

- A. Put your telephone's handset on your TTY and dial the IRC at 1-800-526-0844.
- B. The TTY will say "RC - NBR CALLING PLS GA" and you will need to type in the telephone number you wish to call, then type "HCO PLS GA."
- C. The Communications Assistant (CA) will check the number and say "CA #### (M/F) THANK YOU, DIALING...". When someone answers on the other line, the CA will type his/her response and then type "HCO READY GA."
- D. When it is your turn to listen, pick up the telephone receiver after typing in "GA." This indicates you are ready for a response.
- E. After hearing "GA" from the voice caller, put the telephone receiver back onto the TTY in order to type your reply. Continue until both parties are done with the conversation.

VCO - Voice Carry Over (VCO) allows TTY callers with good speech skills to use their voice when using the Illinois Relay Center (IRC). Please note a VCO call may be made directly to PSAPs and not only through the IRC. Here is a step-by-step method that should help those people who wish to use VCO.

How to make a VCO call depends on how your TTY is set up.

IV. TTYS WITH DIRECT CONNECT ONLY.

- A. Call IRC at 1-800-526-0844 on your TTY. (You do not need the telephone receiver on your TTY since it is already hooked up to the telephone line.)
- B. The TTY will say "RC - NBR CALLING PLS GA" and you will need to type in the phone number you wish to call, then type "VCO PLS GA."
- C. The Communications Assistant (CA) will check the number and say "CA #### (M/F) THANK YOU, DIALING...". When someone answers on the other line, the CA will type his/her response and then type "VCO READY GA."
- D. Pick up the telephone handset and start talking to the person you called. Say "GA" when you are finished as this indicates you are ready for his/her response.

V. TTYS WITH DIRECT CONNECT AND SPEAKER PHONE.

- A. Follow steps a, b and c in section 1, above.
- B. Start talking to the person you called on your speaker phone. Say "GA" when you are finished as this indicates you are ready for their response.

ADDENDUM III continued

VI. TTYs WITHOUT DIRECT CONNECT.

- A. Put your telephone's handset on your TTY and dial the IRC at 1-800-526-0844.
- B. The TTY will say "RC - NBR CALLING PLS GA" and you will need to type in the telephone number you wish to call, then type "VCO PLS GA."
- C. The Communications Assistant (CA) will check the number and say "CA #### (M/F) THANK YOU, DIALING...". When someone answers on the other line, the CA will type his/her response and then type "VCO READY GA."
- D. Pick up the telephone receiver and start talking to the person you called. Say "GA" when you are finished indicating you are ready for a response.
- E. Put the telephone receiver back onto the TTY in order to read the reply. When you see "GA," it is your turn to pick up the receiver and talk again.

(TIPS: Use "GA," go ahead, when ready for a reply. Use "SK SK," stop keying, to end a phone call.)

ADDENDUM IV

TTY ABBREVIATIONS and MEANINGS

Required abbreviations are indicated in bold type; all others optional.

ANS	Answer	OPR	Operator
ASAP	As Soon As Possible	PH	Phone
AM	Morning	PH NBR	Phone Number
BLDG	Building	PLS	Please
BSY	Busy	PLM	Problem
B-DAY	Birthday	PRBLM	Problem
CUZ	Cause	Q	Question (Q preferred over question mark)
DIFF	Different	R	Are
DR	Doctor	RDY	Ready
ENUF	Enough	REC	Receive
FRI	Friday	RM	Room
GA	Go Ahead	SAT	Saturday
HLD	Hold	SK	Stop Keying
ILY	I Love You	SKSK	End of Conversation or "I'm hanging up now."
INFO	Information	SUN	Sunday
LTRS	Letters	SHLD	Should
LV	Leave	TDD	Telecommunications Device for the Deaf
MIN	Minute	TT	Text Telephone
MON	Monday	TTY	Teletypewriter
MTG	Meeting	THRU	Through
MSG	Message	THX	Thanks
NBR	Number	TMW	Tomorrow
NITE	Night	THURS	Thursday
NXT	Next	U	You
OK	Okay	WED	Wednesday
OIC	Oh I See		
OXOX	Love and Kisses		
UR	Your		
XXX	Mistake (No backspacing)		

*NOTE: Use abbreviations only if caller uses them, with the exception of GA and SK, otherwise use plain language.

ADDENDUM V

9-1-1 ANSWERING PHRASES

The following information was provided by Marion Dramin, Deaf Services Coordinator, Springfield Center for Independent Living. This document is being provided as a guide for the TTY use by PSAPs.

Some examples provide multi-questions with multi-responses. These are provided for sample purposes only. In actual situations each question would be asked separately. The first phrase is a commonly used answering phrase for 9-1-1 systems. The second and indented phrase is a shortened phrase rewritten by the deaf community. Note: "Q" or "?" is acceptable when asking a question.

What is the nature of your problem?
WHAT IS YOUR PROBLEM Q GA

What is your address?
WHERE DO YOU LIVE Q GA

What services do you require (or need)?
DO YOU NEED AN AMBULANCE OR FIRE OR POLICE Q GA

What is your telephone number?
YOUR TTY NUMBER Q GA

What is your name?
YOUR NAME Q GA

What is the name of the person who was injured (or victim)?
WHO IS HURT Q GA

Where are you located?
WHERE ARE YOU Q GA

Is the person conscious?
IS PERSON AWAKE AND TALKING Q GA

Does the person have any allergies?
IS PERSON ALLERGIC TO ANYTHING Q GA

Check and listen to see if the person is breathing.
GO FEEL (OR CHECK) IF (S)HE IS BREATHING GA

Is it safe for you to stay on the line?
ARE YOU IN GREAT DANGER Q GA

Note: "Q" or "?" is acceptable when asking a question.

ADDENDUM VI

TTY RESPONSES

The following information was provided by Marion Dramin, Deaf Services Coordinator, Springfield Center for Independent Living. This document is being provided as a guide for the TTY use by PSAPs. Note: "Q" or "?" is acceptable when asking a question.

GENERAL

What is your emergency?

WHAT EMERGENCY OR PROBLEM Q GA

What is your name?

YOUR NAME Q GA

What is your phone number?

YOUR PHONE NUMBER Q GA

What is your address?

YOUR ADDRESS OR WHERE YOU LIVE Q GA

Is there an apartment number?

IS THAT APARTMENT OR HOUSE Q

(If person answers "apartment": WHAT NUMBER Q GA)

Where is the emergency?

WHERE IS EMERGENCY OR PROBLEM Q GA

Is this occurring now?

IS PROBLEM STILL THERE NOW Q GA

Hello, are you still on the line?

HELLO...ARE YOU STILL THERE Q GA CAN YOU READ ME Q GA

Are you calling from a safe place?

ARE YOU OK Q GA ARE YOU SAFE Q GA

Can you go to a neighbor's house?

CAN YOU GO NEXT DOOR Q GA

Are you alone?

ARE YOU ALONE Q GA

Are you still inside the house?

ARE YOU STILL IN YOUR HOUSE OR BUILDING Q GA

Someone dialed 9-1-1 and hung up. Do you have an emergency?

DID YOU CALL 9-1-1 THEN HANG UP Q GA

DO YOU HAVE EMERGENCY OR PROBLEM Q GA

ADDENDUM VI continued

Help is on the way.

HELP (POLICE, FIRE TRUCK, AMBULANCE) IS ON WAY TO YOU GA

Please give directions to send help.

PLEASE TELL ME WHERE YOU ARE SO I CAN SEND (POLICE, AMBULANCE, FIRE TRUCK) TO YOU GA

What is the closest cross street?

NEAR WHAT OTHER STREET Q GA

Hold while I transfer the call, I will be right back.

I WILL TRANSFER CALL...HOLD...HOLD...

Stay on the line, do not hang up.

STAY ON PHONE, DO NOT HANG UP, OK GA

Would you like for me to remain on the line until they arrive?

DO YOU WANT ME STAY ON PHONE AND TALK UNTIL SOMEONE ARRIVE Q GA

Occurring inside or outside?

IS THE EMERGENCY OR PROBLEM INSIDE OR OUTSIDE Q GA

We will send someone to check it out.

(POLICE, FIRE TRUCK, AMBULANCE) IS ON THE WAY GA

Can we get in the building?

CAN WE GET IN HOUSE OR BUILDING Q GA

Is the door unlocked?

IS DOOR OPEN OR LOCKED Q GA

Is this a business or residence?

IS THIS A HOUSE OR BUSINESS Q GA

Is the person hard of hearing or deaf?

IS PERSON DEAF OR NOT Q GA

Thank you.

THANK YOU GA

Goodbye.

GOODBYE SK SK or BYE BYE SK SK (SK MEANS STOP KEYING)

Note: "Q" or "?" is acceptable when asking a question.

POLICE

Do you need the police department?

DO YOU WANT POLICE Q GA

Type of sex offense - rape, child molestation, exposing person.

WHAT KIND OF SEX CRIME? FORCE SEX (RAPE) OR SEX WITH CHILDREN, OR PERSON SHOW IN NUDE Q GA

Type of disturbance - family fight.

WHAT KIND OF TROUBLE OR PROBLEM? FIGHT OR TOO MUCH NOISE, OR HUSBAND (BOYFRIEND) HITTING YOU OR ABUSE Q GA

How long has your child been gone?

HOW LONG YOUR CHILD GONE OR NOT COME HOME Q GA

WHAT TIME YOU SAW YOUR CHILD Q GA

HOW MANY HOURS YOU NOT SEE YOUR CHILD Q GA

Can you describe your child and tell me what he/she was wearing?

WHAT YOUR CHILD LOOK LIKE Q GA

HOW TALL Q GA

HAIR COLOR Q GA

EYE COLOR Q GA

WHAT CLOTHES YOUR CHILD WEAR Q GA

Did you see the break-in happen?

DID YOU SEE PERSON GO INTO HOUSE OR BUILDING Q GA

Does the person have a weapon - what kind?

DOES PERSON HAVE A GUN, KNIFE, BAT, CHAINS Q GA

Description of suspect - Approximate age, height, build, race, sex, hair/eye color, scars, marks, tattoos.

WHAT THE PERSON LOOK LIKE Q GA

YOU THINK HOW OLD THE PERSON Q GA

HOW TALL Q GA

IS PERSON BLACK OR WHITE Q GA

IS PERSON MAN OR WOMAN Q GA

WHAT IS PERSON HAIR COLOR Q GA

EYE COLOR Q GA

DOES PERSON HAVE LONG OR SHORT HAIR Q GA

BEARD OR MOUSTACHE Q GA

What is the person wearing?

WHAT CLOTHES PERSON WEAR Q GA

Is the suspect still there?

IS PERSON STILL THERE Q GA

Note: "Q" or "?" is acceptable when asking a question.

Police continued

Is the person violent?

IS PERSON MEAN OR WILL HURT YOU Q GA
ARE YOU AFRAID OF PERSON Q GA

Try not to touch anything until the police arrive.

DO NOT TOUCH OR CHANGE OR DO ANYTHING UNTIL POLICE GET THERE
GA

The police are on the way/have been dispatched.

THE POLICE COMING NOW GA

Description of the vehicle - color, year, make, model, body style, license plate?

WHAT KIND OF VEHICLE - CAR, TRUCK, VAN Q GA

WHAT COLOR Q GA

WHAT YEAR Q GA

WHAT MAKE - FORD, CHEVY, TOYOTA Q GA

WHAT IS LICENSE NUMBER Q GA

What is the direction of travel?

WHERE IS PERSON DRIVING OR GOING Q GA

WHAT STREET NAME Q GA

WHAT HIGHWAY Q GA

NORTH, SOUTH, EAST, WEST Q GA

What are they doing?

WHAT ARE THEY DOING Q GA

Are any of the persons involved intoxicated?

ARE ANYONE DRUNK OR DRINKING OR USING DRUGS Q GA

WHO IS DRUNK OR USING DRUGS Q GA

Is there anyone inside? If so, where?

IS PERSON INSIDE HOUSE OR BUILDING Q GA

WHERE IN HOUSE OR BUILDING Q GA

Is the person hard of hearing or deaf?

IS PERSON DEAF OR NOT Q GA

Note: "Q" or "?" is acceptable when asking a question.

AMBULANCE

Do you need an ambulance?

DO YOU WANT AMBULANCE Q GA

What type of injury/sickness?

ARE YOU OR SOMEONE HURT OR SICK Q GA

HURT WHERE Q GA

WHAT KIND SICK Q GA

Attempted suicide - what was used?

DID YOU OR PERSON TRY HURT OR KILL YOURSELF Q GA

(Further exchange: TAKE PILLS, OR CUT ON BODY, OR JUMP FROM BUILDING Q GA)

Is the patient male or female?

IS PERSON MAN OR WOMAN Q GA

If child, how do we contact parents?

HOW WE TELL YOUR MOM AND DAD Q GA

What type of injury?

WHAT KIND OF HURT Q GA

(Further exchange: BROKEN BONE, OR BURN OR CUT, OR HEAD HURTS Q GA)

Is the person conscious?

IS PERSON AWAKE AND TALKING Q GA

Is the person breathing?

IS PERSON BREATHING Q GA

Is the person bleeding, if so where?

WHERE IS PERSON BLEEDING BLOOD FROM Q GA

Is the person still in the water?

IS PERSON IN WATER OR OUT OF WATER Q GA

What is the age of the patient? Child/Adult

HOW OLD IS PERSON Q GA

Note: "Q" or "?" is acceptable when asking a question.

Ambulance continued

Do you have a history of heart problems?

DO YOU OR PERSON HAVE HEART PROBLEM BEFORE Q GA
WHAT KIND PROBLEM Q GA

Medical history of any kind?

WHAT KIND OF MEDICAL PROBLEM BEFORE Q GA
(If question not understood, give caller an example, i.e., ALLERGIES, ASTHMA, SEIZURE, IN HOSPITAL BEFORE Q GA)

Is the patient having chest pains?

IS PERSON FEELING PAINS OR HURT IN THE CHEST Q GA
OR HURT BREATHING Q GA

Does the patient want to go to the hospital?

DOES PERSON WANT OR NEED GO TO HOSPITAL Q GA

We cannot give you any medical advice, but we will send an ambulance.

AMBULANCE IS ON THE WAY TO YOU GA

Do you know CPR?

DO YOU KNOW HOW CPR Q GA

The ambulance is on the way.

THE AMBULANCE IS ON THE WAY TO YOU GA

Gather all the medicine the patient is taking while waiting for the ambulance to arrive.

GIVE ALL MEDICINE TO AMBULANCE GA

Is the person hard of hearing or deaf?

IS PERSON DEAF OR NOT Q GA

Note: "Q" or "?" is acceptable when asking a question.

FIRE

Do you need the fire department?

DO YOU WANT FIRE DEPARTMENT Q GA

What is burning?

WHAT IS ON FIRE Q GA AND WHERE Q GA

Do you smell or see smoke?

DO YOU SMELL OR SEE SMOKE Q GA

Do you see flames?

DO YOU SEE FIRE Q GA

Is the fire inside or outside?

IS FIRE INSIDE OR OUTSIDE Q GA

Is it near a building?

IS FIRE NEAR A BUILDING OR HOUSE Q GA

Is the vehicle in a garage?

IS CAR IN GARAGE Q GA

Is the odor of gas inside or outside the house?

IS GAS SMELL INSIDE OR OUTSIDE OF HOUSE Q GA

Is there anyone inside? If so, where?

ANYONE INSIDE HOUSE Q GA

WHERE INSIDE - KITCHEN, BEDROOM, CLOSET, BATHROOM Q GA

The fire department is on the way.

THE FIRE TRUCK IS ON THE WAY GA

Can you get out of the building?

CAN YOU LEAVE THE HOUSE OR BUILDING Q GA

Is the person hard of hearing or deaf?

IS PERSON DEAF OR NOT Q GA

Note: "Q" or "?" is acceptable when asking a question.

ACCIDENT

How many people/cars are involved?

HOW MANY CARS Q GA

HOW MANY PEOPLE IN CARS Q GA

Is there any fuel leaking from the vehicle?

IS GAS SPILL FROM CAR Q GA

Is the vehicle overturned?

IS CAR TURN OVER OR ROLL OVER Q GA

Is the vehicle in a ditch?

IS CAR IN DITCH Q GA

Are there any injuries?

ARE PEOPLE HURT Q GA

WHERE HURT Q GA

Is there anyone trapped in the vehicle?

IS PERSON STUCK IN CAR AND CAN'T GET OUT Q GA

Are vehicles still at the scene (location)?

ARE CARS STILL THERE ON ROAD OR MOVE TO OTHER PLACE Q GA

Is the road blocked?

IS ROAD BLOCKED Q GA

Are there wires down across the road?

ARE WIRES OR ELECTRICITY ON THE ROAD OR CAR Q GA

Is the person hard of hearing or deaf?

IS PERSON DEAF OR NOT Q GA

Note: "Q" or "?" is acceptable when asking a question.

ADDENDUM VII *RECOMMENDED POLICIES AND PROCEDURES*

OPERATING

Develop and implement standard operating procedures for responding to TTY calls.

Develop and implement effective transfer methods to police/fire/EMS.

Initiate call processing procedures to include mechanism for reaching a TTY caller.

Develop and implement standard operating procedures for processing silent calls or open

Conduct regular internal test calls using various call processing scenarios.

Communicator and equipment.

Develop and implement contingency plan and review with telecommunicators.

Develop policy for documentation and retention of actual TTY calls.

Develop policy for documentation and retention of training TTY calls.

ADDENDUM VIII RECOMMENDED ADMINISTRATIVE CONCERNS AND CONSIDERATIONS

Install TTYs at all call answering positions (to ensure an adequate quantity for efficient call

Acquire and maintain additional TTYs to ensure availability of adequate back-up equipment

Include TTY equipment and operations in power failure contingency plans.

Keep up to date on technological developments, including devices that will detect a TTY
condition of detection equipment.

Include individuals with disabilities in the self-evaluation of programs and services, creation
of procedures and training programs.

Ensure that TTYs are included on recording/logging equipment.

Develop and deliver a public awareness program to notify citizens using TTYs of the
availability and services.

ADDENDUM IX

RECOMMENDED TRAINING

Develop a comprehensive TTY training program for incumbents as well as new hires.

Provide periodic re-training.

Review training every six months.

Establish a feedback loop for development and add to training regiment.

Document all training conducted.

Coordinate with another PSAP or Center for Independent Living to test TTY calls on a

ADDENDUM X

CENTERS FOR INDEPENDENT LIVING

List validated by the Springfield Center for Independent Living
as of 7/25/96

1. Access Living of Metropolitan Chicago (AL)
310 South Peoria, Suite 201
Chicago, Illinois 60607
Phone: 312/226-5900 Voice
312/226-1687 TTY
Counties: Metropolitan Cook
2. Central Illinois Center for Independent Living (CICIL)
614 West Glen
Peoria, Illinois 61614
Phone: 309/682-3500 Voice/TTY
Counties: Fulton, Peoria, Tazewell and Woodford
3. DuPage County Center for Independent Living
400 East 22nd Street, Suite F
Lombard, Illinois 60148
Phone: 708/916-9666 Voice/TTY
Counties: DuPage
4. Fox River Valley Center for Independent Living (FRVCIL)
730 B. West Chicago Street
Elgin, Illinois 60123
Phone: 708/695-5818 Voice/TTY
Counties: McHenry, Kane, Kendall
5. Illinois/Iowa Center for Independent Living (IIILC)
P.O. Box 6156
Rock Island, Illinois 61204
Phone: 309/793-0170 Voice/TTY
Counties: Henry, Rock Island, Mercer
6. IMPACT Center for Independent Living
2735 East Broadway
Alton, Illinois 62002
Phone: 618/462-1411 Voice/TTY
Counties: Greene, Jersey, Macoupin, Madison, Bond
7. Independence Network Center
406 North 24th, Durst Building
Quincy, Illinois 62301
Phone: 217/223-0400 Voice
217/223-0475 TTY
Counties: Adams, Brown, Hancock, McDonough, Pike, Schuyler

Addendum X continued

8. Lake County Center for Independent Living
706 East Hawley
Mundelein, Illinois 60060
Phone: 708/949-4440 Voice/TTY
Counties: Lake
9. Living Independently for Everyone (LIFE)
1328 East Empire
Bloomington, Illinois 61701
Phone: 309/663-5433 Voice/TTY
Counties: Livingston, McLean, DeWitt, Ford
10. Living Independently Now Center for Independent Living (LINC)
10 East Washington
Belleville, Illinois 62220
Phone: 618/235-9988 Voice
618/235-0451 TTY
Counties: St. Clair, Monroe, Randolph
11. Northwestern Illinois Center for Independent Living (NICIL)
229 First Avenue, Suite 2
Rock Falls, Illinois 61071
Phone: 815/625-7860 Voice
815/625-7863 TTY
Counties: JoDaviess, Carroll, Whiteside, Ogle, Lee
12. Opportunities for Access
3300 Broadway - Suite 5
Mt. Vernon, Illinois 62864
Phone: 618/244-9212 Voice
618/244-9575 TTY
Counties: Clinton, Washington, Marion, Jefferson, Wayne
13. Options Center for Independent Living
61 Meadowview Center
Kankakee, Illinois 60901
Phone: 815/936-0100 Voice
815/936-0132 TTY
Counties: Kankakee, Iroquois
14. Persons Assuming Control of Their Environment (PACE)
1717 Philo Road, #27
Urbana, Illinois 61801
Phone: 217/344-5433 Voice
217/344-5024 TTY
Counties: Piatt, Champaign, Vermillion, Douglas, Edgar

Addendum X continued

15. Progress Center for Independent Living (PCIL)
320 Lake Street
Oak Park, Illinois 60302
Phone: 708/524-0600 Voice
708/524-0690 TTY
Counties: Suburban Cook
16. Regional Access and Mobilization Project (RAMP)
1040 North Second Street
Rockford, Illinois 61107
Phone: 815/968-7567 Voice
815/968-2401 TTY
Counties: Boone, DeKalb, Stephenson, Winnebago
17. Soyland Access to Independent Living (SAIL)
2545 Millikin Parkway, Suite 1305
Decatur, Illinois 62526
Phone: 217/876-8888 Voice/TTY
Counties: Macon, Moultrie, Shelby
18. Southern Illinois Center for Independent Living (SICIL)
P.O. Box 627, 100 North Glenview
Carbondale, Illinois 62903
Phone: 618/457-3318 Voice/TTY
Counties: Perry, Jackson, Franklin, Williamson
19. Springfield Center for Independent Living (SCIL)
426 West Jefferson Street
Springfield, Illinois 62702
Phone: 217/523-2587 Voice/TTY
Counties: Logan, Menard, Sangamon, Christian, Montgomery
20. Will/Grundy Center for Independent Living (WGCIL)
2415 A West Jefferson Street
Joliet, Illinois 60435
Phone: 815/729-0162 Voice
815/729-2085 TTY
Counties: Will, Grundy

COALITION OF CITIZENS WITH DISABILITIES IN ILLINOIS

401 East Adams Street
Springfield, Illinois 62701
Phone: 217/522-7016
800/433-8848
FAX: 217/522-7024

ADDENDUM XI

HOW TO MAKE TEST CALLS TO 9-1-1

The following information was developed by John Miller, Deaf Services Coordinator, Central Illinois Center for Independent Living in Peoria, Illinois and endorsed by the Illinois Commerce Commission staff. This document is being distributed through the deaf community as a guide for the TTY testing of PSAPs.

CALL ONLY DURING OFF-PEAK HOURS: late morning, early afternoons, during mild weather. **Do not call** during the rush hours of morning, evening, weekends or bad weather. Please do not take up valuable time during potential emergency hours. Call during the different work shifts, such as late at night, early morning.

When you call 9-1-1 and your call is answered, do not hang up. Explain to the dispatcher that you are making a test call. Thank the dispatcher for assisting you in making a test call before disconnecting your call.

Devise a message between the 9-1-1 system and yourself, in case you call during a busy time or an emergency, so that you do not tie up the telephone line and the dispatcher, such as "BUSY SKSK".

You do not have to make the test calls yourself. If you do not have time or do not want to make the test calls yourself, contact someone or several people who have the time and want to make the test calls.

MOST IMPORTANT! Document all of your test calls. Write down the dates and times you made test calls. Also write comments about the call, such as the dispatcher knowledgeable about the TTY machine, rude, slow in answering call, poor typing or spelling, etc.

Report back to the 9-1-1 Center supervisor with the results of the test calls. Work with them to become good TTY operators. If you do not receive cooperation or if there is no improvement, let the Illinois Commerce Commission know.

ADDENDUM XII

ADDENDUM XII

STATE OF ILLINOIS



ILLINOIS COMMERCE COMMISSION

January 9, 1996

Michael P. Moos, Chairman
Telecommunicator Training and Standards
Advisory Committee
Illinois Law Enforcement Training
and Standards Board
600 South Second Street
Suite 300
Springfield, Illinois 62704-2542

Dear Mike:


This letter is in reference to our recent telephone conversation regarding the inclusion of the Illinois Commerce Commission's 9-1-1 TTY testing procedures in the TTY training manual that your committee is currently developing.

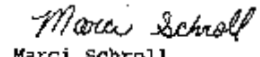
Marci Schroll and myself have approved and endorse the use of these testing procedures in the deaf community. It is our hope that these procedures will improve 9-1-1 service to the deaf community, while allowing the deaf community the opportunity to gain confidence in their local 9-1-1 systems.

Please feel free to use the 9-1-1 TTY test calling procedures in the TTY training manual.

If we can be of further assistance, please don't hesitate to contact us.

Sincerely,


Cindy Jackson
TTY Staff Liaison


Marci Schroll
9-1-1 Program Assistant

527 East Capitol Avenue, P.O. Box 19290, Springfield, Illinois 62794-9290

ILETSB 9/96

UNIT 13

Hours of Instruction: 20

DISPATCHING TECHNIQUES and EQUIPMENT

Goal:

This unit of instruction will provide the student with the knowledge and skills to safely and accurately process emergency and non-emergency calls for service. The goal of this unit is to also allow the student to apply job-related dispatching skills, tasks and knowledge.*

** To ensure statewide consistency, this unit will provide the telecommunicator with a general understanding of the operation of dispatching equipment. A specific orientation to local equipment, operations and procedures is recommended.*

Objectives:

At the end of this unit of instruction the student will be able to:

- 13-1. List the Federal Communication Commission (FCC) operating requirements applicable to telecommunicators.
- 13-2. Define Title 18 of the U.S. Criminal Code.
- 13-3. Define National Fire Protection Association (NFPA) Standard 1221.
- 13-4. Define basic dispatching techniques.
- 13-5. Define a minimum of two assignment methods.
- 13-6. Explain the limitations of "silent-only" dispatch/transmissions.
- 13-7. Define radio prioritization.
- 13-8. Define the concept of radio broadcast procedures.
- 13-9. List the elements of broadcast text formulation.
- 13-10. Define hit procedure.
- 13-11. List and define a minimum of three statewide frequencies.
- 13-12. Define a minimum of ten different pieces of dispatching equipment.

Unit 13 - Objectives continued:

- 13-13. Explain the need for departmental contingency plans.
- 13-14. Adequately demonstrate basic trouble shooting techniques.
- 13-15. Adequately demonstrate dispatching techniques incorporating the unit elements.
- 13-16. Provide three examples where dispatching techniques affect the safety of emergency services personnel.
- 13-17. Demonstrate the ability to properly identify and process communications with various and diverse situations.
- 13-18. Adequately demonstrate dispatching techniques incorporating the knowledge and skills contained in this curriculum.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 13 - Topics of Instruction:

- I. FCC Operating Requirements - the instructor shall outline the applicable FCC rules and regulations.
 - A. Part 90 (FCC rules/regulations)
 - B. Call signs and radio identifiers
- II. Title 18 U.S. Criminal Code (obscene, indecent, profane language) - define
- III. NFPA Standard 1221 - define
- IV. Basic Dispatching Techniques and Policies - the instructor should define the operating procedures governing the following. Examples shall be provided where applicable.
 - A. Monitoring, microphone and voice techniques
 - B. Radio courtesy
 - C. Phonetic alphabet
 - D. Preferred word choices/terminology

Unit 13 - Topics of Instruction continued:

- E. Aural brevity codes/signal codes
 - 1. Diversity of code systems
- F. 24 hour clock
- G. Double phrasing
- H. Reading names
- I. Reading numbers
- J. Radio traffic handling (calling, answering, acknowledging)
- K. Radio traffic prioritization
- L. Assignments
 - 1. Traffic prioritization
 - 2. Closest unit concept
 - 3. Multiple unit assignment
 - a. Same Agency Multiple Units
 - b. Multi Agency
 - c. Multi Jurisdictional
 - 4. Field call stacking
 - 5. Silent Dispatch/Transmissions
 - a. Limitations
 - 6. Predetermined response plans
 - 7. Mutual aid
 - 8. Automatic Aid
 - 9. Tone alerts
 - 10. Paging
 - 11. Message editing
- M. Standard Responses (10-28/10-27)
- N. Radio Broadcast Procedures
 - 1. Tone alerts
 - 2. Criminal/Traffic offense broadcasts
 - 3. Missing persons
 - 4. Text formulation
 - a. 3 W's
 - b. Vehicle descriptions
 - c. Persons descriptions/clothing
 - d. Weapons/Caution
 - e. Direction of travel/miscellaneous
- O. Pursuit Handling
- P. Hit Procedure
- Q. Governmental Voice or Data Frequencies, including, but not limited to:
 - 1. Local
 - 2. Mutual Aid Frequencies
 - 3. IREACH
 - a. Definition and purpose

Unit 13 - Topics of Instruction continued:

- 4. ALERTS
 - a. Definition and purpose
 - 5. ISPERN
 - a. Definition and purpose
 - 6. MERCI
 - a. Definition and purpose
 - R. Field Personnel Safety (Police, Fire, EMS, Emergency Management) - the instructor shall provide examples where dispatching techniques affect the safety of emergency services personnel.
- V. Dispatching Equipment - the instructor shall define each of the following. Ideally each piece of equipment may be displayed and/or demonstrated for the students.
- A. Push button/foot pedal transmitters
 - B. Volume indicators/controls
 - C. Frequencies utilized
 - D. Signal strength indicators
 - E. Repeaters
 - F. Selecting channels, talk groups, frequencies
 - G. Muting
 - H. Alert tones
 - I. Speakers
 - J. Headsets
 - K. Microphones
 - L. Time synchronization clocks
 - M. Call check
 - N. Tape/Logging recorders
 - O. Portable radios
 - P. Mobile radios
 - Q. Mobile Data Computer (MDC)
 - 1. Mobile Data Terminal (MDT)
 - R. Computer Aided Dispatch (CAD)
 - S. Status Message Terminal (SMT)
 - T. Equipment failure
 - 1. Backup equipment
 - U. Power failure
 - V. Telephone
 - W. Paging equipment
 - 1. Radio
 - 2. Phone
 - X. Alarm systems
 - Y. Other

Unit 13 - Topics of Instruction continued:

- VI. Basic Trouble Shooting Techniques - the instructor shall provide basic and generic techniques.
- VII. Departmental Contingency Plans - the instructor shall provide a general overview of basic plans.
- VIII. Role Playing/Simulations - hands on practice consisting of modules and topics covered in training.

During the time allotted to the practical exercises the instructor shall spend time having the student demonstrate the following:

- A. Dispatching techniques
- B. Call taking techniques
- C. Combine call taking and dispatching techniques for single incidents
- D. Combine call taking and dispatching techniques for multiple simultaneous incidents

UNIT 14

Hours of Instruction: 3

TELECOMMUNICATOR LIABILITY

Goal:

This unit of instruction will provide the student with an awareness of the legal issues and areas of liability related to his/her job.

Objectives:

At the end of this unit of instruction the student will be able to:

- 14-1. Define the following terms: Liability, Omission, Commission and Negligence.
- 14-2. Define the three types of liability.
- 14-3. List a minimum of five areas of liability in communications for a telecommunicator.
- 14-4. Explain supervisory liability.
- 14-5. Explain vicarious liability.
- 14-6. Describe the limits of liability protection.
- 14-7. Define immunity from liability.
- 14-8. Recognize the importance of appropriately completing required documentation/reports.
- 14-9. Explain the appropriate procedures for testifying in court.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 14 - Topics of Instruction:

- I. Define the following
 - A. Liability
 - B. Omission
 - C. Commission
 - D. Negligence
 - 1. Willful or Wanton
- II. Types of liability - the instructor should define and provide examples of the following
 - A. Liability for a telecommunicator
 - 1. Compliance with laws, code of ethics/rules of conduct, rules, regulations, policies and procedures.
 - B. Supervisory liability
 - C. Vicarious liability
 - D. Limits of liability protection
 - E. Immunity from liability
- III. Areas of liability - the instructor shall poll the students to identify areas of their job in which they are liable
 - A. FCC rules and regulations
 - B. LEADS and NCIC
 - C. Criminal History Record Information (CHRI)
 - D. Secretary of State
 - E. NLETS
 - F. Others
- IV. Specific laws defining liability - the instructor shall provide examples of the following
 - A. Civil liability as defined by the 9-1-1 Act (50 ILCS Act 750/15.1)
 - B. Immunity from liability as defined by the EMS Act of 1995
 - C. The Americans with Disabilities Act (ADA)
 - D. Federal, state and local laws governing the dissemination of criminal justice information

Unit 14 - Topics of Instruction continued:

- V. Documentation/Report Writing - the instructor needs to reinforce the importance of clear, concise documentation. The instructor could provide a practical exercise of a mock trial in which documentation is key to the testimony provided.
 - A. Testifying in Court
 - B. Subpoenas and Freedom of Information Act (FOI)
 - 1. Recording Tapes

UNIT 15

Hours of Instruction: 3

STRESS MANAGEMENT

Goal:

This unit of instruction will provide the student with an awareness of stress and its effect on performance.

Objectives:

At the end of this unit of instruction the student will be able to:

- 15-1. Explain the concept of telecommunicator mental preparedness.
- 15-2. Define a minimum of five stress factors for telecommunicators.
- 15-3. Define a minimum of five stress factors for callers.
- 15-4. Define a minimum of three effects stress may have on an individual.
- 15-5. Describe various stress management techniques.
- 15-6. Explain Critical Incident Stress Debriefing.

Directive:

Written quizzes and skill proficiency exercises, covering material in each unit of instruction, must be administered and successfully passed prior to the end of the course.

Unit 15 - Topics of Instruction:

- I. Stress Factors/Causes - the instructor shall poll the students and direct them to identify the characteristics of the following
 - A. As related to the telecommunicator
 - B. As related to the caller
 - C. As related to field personnel

Unit 15 - Topics of Instruction continued:

- II. Effects of Stress - the instructor shall discuss the effects of stress
 - A. As related to the telecommunicator
 - B. As related to the caller
 - C. As related to field personnel

- III. Stress Management Techniques - the instructor shall provide direction to the students in the following
 - A. Personal management techniques
 - B. Critical Incident Stress Debriefing (CISD)
 - 1. Applies to individuals or groups
 - C. Compliance with laws, code of ethics/rules of conduct, rules, regulations, policies and procedures.

- IV. Telecommunicator Mental Preparedness - the instructor shall identify techniques the telecommunicator can use to prepare themselves for challenging situations.
 - A. Individual or team role playing ("what if" exercises)
 - B. Thorough knowledge of Operational Policy and Procedures

UNIT 16

Hours of Instruction: 3

REVIEW

Goal:

This unit of instruction is designed to provide the student with a summary of course content.

Objective:

- 16-1. At the end of this unit of instruction the student will be adequately prepared for the final examination.

Unit 16 - Topic of Instruction:

- I. Review of material covered during training
 - A. Concepts
 - B. Terms
 - C. Acronyms
 - D. Skills
 - E. Other

EXAMINATION

Hours Allocated: 2

Successful completion of the end of course written and practical exam is required.

TELECOMMUNICATOR CODE OF ETHICS



**As a Public Safety Telecommunicator, I regard myself as a
model to the communities and departments that I serve**

**I will show reverence for the fundamental freedoms safeguarded
by the Constitution of the United States**

**I am individually accountable for reflecting model values in my
professional and personal life**

I acknowledge respect for human life above all else

I will exhibit honesty and integrity through ethical behavior

**I will demonstrate professional excellence through leadership,
cooperation, and dedication to serving the public**

**I recognize diversity among the members of
communities and departments,
allowing for fair and open access to services**

**As a Public Safety Telecommunicator there is recognition
of the honor of my office and that it is a symbol of public faith.**

✱ ILLINOIS LAW ENFORCEMENT TRAINING and STANDARDS BOARD ✱



Illinois Law Enforcement Training and Standards Board

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