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**September 2013**

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**CJA LESSON PLAN COVER SHEET**

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<th>STATUS (New/Revised):</th>
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<td>BTOT Telecommunications Legal Issues</td>
<td>10224</td>
<td>Revised March 2013</td>
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**TRAINING UNIT:**

Telecommunications Officer Training Program

**TIME ALLOCATION:**

3 Hours

**TIME ALLOCATION BREAKDOWN**

(These hours should add up to the Time Allocation above. Do not include hours on the Practical Problems Range.)

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<tr>
<th>CLASSROOM:</th>
<th>CRITICAL THINKING/HANDS-ON:</th>
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**PRIMARY INSTRUCTOR:**

**ALT. INSTRUCTOR:**

**REVISED & SUBMITTED BY:**

Michelle Mills

**ORIGINAL DATE OF LESSON PLAN:**

September 2011

**JOB TASK ANALYSIS YEAR:**

2005

**LESSON PLAN PURPOSE:**

The purpose of this block of instruction is to provide the telecommunications officer with a basic knowledge of the state and federal legislation governing telecommunication centers, the various liability issues, and the reasons why and how he/she can prepare for testifying in court.

**EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:**

Multiple Choice, Written Exam

70% Minimum Passing Standard

**TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:**

Student Manuals Provided By SCCJA

Computer

Projector

Projector Screen

PowerPoint Presentation
PERFORMANCE OBJECTIVES

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<td>1. Identify the First Amendment and freedom of speech.</td>
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<td>2. Explain the South Carolina Public Safety Communications Center Act of 1991.</td>
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<td>4. Explain the Federal Communications Commission regulations governing radio transmissions.</td>
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<td>5. Explain the functionality and security of the NCIC 2000 system.</td>
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<td>6. Name the two categories in the law where the courts recognized a telecommunicator’s duty of care.</td>
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<td>7. List the possible consequences that may result from a telecommunicator’s improper actions.</td>
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<td>8. Name three types of civil lawsuits that can be filed against a telecommunicator.</td>
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<td>9. Explain the steps a telecommunicator can take to reduce the possibility of litigation.</td>
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<td>10. Explain the reasons a telecommunicator may be called to testify in court.</td>
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<td>11. Explain what can be done to establish professional credibility.</td>
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I. INTRODUCTION

In order to ensure the public’s safety, state and federal legislation governing the implementation and functionality of public safety communication centers was enacted. The intent was, and continues to be, to provide citizens with a memorable, easily dialed, and unique telephone number with which to procure emergency assistance. Due to the very nature of public safety, there also exists a possibility for litigation. If procedures are not followed and services are not provided appropriately, a telecommunicator may be named in a lawsuit. Depending on the situation, there are different types of lawsuits in which a telecommunicator may be involved. However, no matter what type of lawsuit it is, the telecommunicator must always prepare in advance and follow proper courtroom etiquette.

II. BODY

A. THE FIRST AMENDMENT AND FREEDOM OF SPEECH

1. “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.” (USConstitution.net, 2011)

A wide range of activities, symbolic speech, and spoken words are protected by the First Amendment. Protest marches, picketing, demonstrations, street preachers, flag burning, and public display or sale of obscene material are all areas of concern. None of the First Amendment rights are absolute, which makes it difficult for police to determine what conduct can be regulated. Defamatory speech can result in a lawsuit, assaults can be prosecuted, and reasonable restrictions can be placed on the time, place, and manner of exercising the right of free speech as long as the regulation is content neutral.

2. Fighting Words

According to Chaplinsky v. New Hampshire, 315 U.S. 568 (1942) fighting words are defined as “those words which by their very utterance inflict injury or tend to incite an immediate breach of the peace.” In a ruling fifty years ago, the US Supreme Court said that “fighting words” are not protected by the First Amendment. The doctrine requires an analysis of both the content of the words spoken and the context in which they are used. There are no absolutes. Furthermore, the Court has suggested that the “fighting words” exception to First Amendment protection requires a narrower application in cases involving words addressed to a police officer. A properly trained officer may be expected to exercise a higher degree of restraint than the average citizen, and thus be less likely to respond belligerently to “fighting words.” Freedom to verbally challenge police without risking arrest is one of the principal characteristics by which we distinguish a free nation from a police state. As an extension of law enforcement, telecommunicators are also expected to demonstrate restraint.

B. THE SOUTH CAROLINA PUBLIC SAFETY COMMUNICATIONS CENTER ACT OF 1991

On October 1, 1991, the General Assembly of the State of South Carolina enacted one of the most comprehensive and well-defined pieces of 911 legislation in our nation. This legislation, commonly known as the Public Safety Communication Center Act of 1991, established 911 as the primary emergency service telephone number in South Carolina. It defined and regulated
every aspect of emergency services dispatch, and in like manner, simplified means of procuring
emergency services. It has undergone revisions and updates through the years, last of which went
into effect July 1, 2011. This latest review updated the Act to include allocations for VoIP phone
technology and pre-paid cellphones. Below is the Act in its entirety.

SC Code of Laws Title 23, Chapter 47


As used in this chapter:

(1) “911 charge” means a fee for the 911 service start-up equipment costs, subscriber
notification costs, addressing costs, billing costs, and nonrecurring and recurring
installation, maintenance service, and network charges of a service supplier
providing 911 service as provided in this chapter.

(2) “911 system” or “911 service” means an emergency telephone system that
provides the user of the public telephone system with the ability to reach a public
safety answering point by dialing the digits 911. The term 911 system or service
also includes “enhanced 911 service”, which means an emergency telephone
system with 911 service and, in addition, directs 911 calls to appropriate public
safety answering points by selective routing based on the geographical location
from which the call originated and provides the capability for automatic number
identification and automatic location identification features. “911 system” and
“911 service” include those systems and services that use or rely upon Internet
protocol or other similar technologies to provide services that direct voice calls to
public safety answering points.

(3) “911 plan” means a plan for the 911 system, enhanced 911 system, or any
amendment to the plan developed by a county or municipality.

(4) “Basic 911 system” means a system by which the various emergency functions
provided by public safety agencies within each local government’s jurisdiction
may be accessed utilizing the three-digit number 911, but no available options of
enhanced systems are included in the system.

(5) “Enhanced 911 network features” means selective routing, automatic number
identification, and location identification.

(6) “Enhanced 911 system” means enhanced 911 service, which is a telephone
exchange communications service consisting of telephone network features and
public safety answering points designated by the local government which enables
users of the public telephone system to access a 911 public safety
communications center by dialing the digits 911. The service directs 911 calls to
appropriate public safety answering points by selective routing based on the
geographical location from which the call originated and provides the capability
for automatic number identification and automatic location identification.

(7) “Addressing”, with respect to nonCMRS exchange access service, means the
assigning of a numerical address and street name (the name may be numerical) to
each location within a local government’s geographical area necessary to provide
public safety service as determined by the local government. This address
replaces any route and box number currently in place in the 911 database and
facilitates quicker response by public safety agencies.
“Automatic location identification” means an enhanced 911 service capability that enables the automatic display of information.

“Automatic number identification” means an enhanced 911 service capability that enables the automatic display of the seven-digit number used to place a 911 call.

“Board” means the South Carolina State Budget and Control Board.

“Committee” means the South Carolina 911 Advisory Committee.

“CMRS connection” means each mobile number assigned to a CMRS customer.

“Commercial Mobile Radio Service” (CMRS) means commercial mobile service under Sections 3(27) and 332(d), Federal Telecommunications Act of 1996 (47 U.S.C. Section 151, et seq.), Federal Communications Commission Rules, and the Omnibus Budget Reconciliation Act of 1993. The term includes any wireless two-way communication device, including radio-telephone communications used in cellular telephone service, personal communication service, or the functional and/or competitive equivalent of a radio-telephone communications line used in cellular telephone service, a personal communication service, or a network radio access line. The term does not include services that do not provide access to 911 service, a communication channel suitable only for data transmission, a wireless roaming service or other nonlocal radio access line service, or a private telecommunications system.

“Customer” means the local government subscribing to 911 service from a service supplier.

“Department” means the Department of Revenue.

“Enhancement” means any addition to a 911 system such as automatic number identification, selective routing of calls, or other future technological advancements, as determined by the Public Service Commission for nonCMRS exchange access companies.

“Exchange access facility” means the access from a particular telephone subscriber’s premises to the telephone system of a service supplier. Exchange access facilities include service supplier provided access lines, PBX trunks, and Centrex network access registers, all as defined by the South Carolina Public Service Commission. Exchange access facilities do not include service supplier owned and operated telephone pay station lines, or wide area telecommunications service (wats), foreign exchange (fx), or incoming lines.

“Local government” means any city, county, or political subdivision of the State.

“Mapping” means the development of a computerized geographical display system of roads and structures where emergency response may be required.

“Prepaid wireless 911 charge” means the charge that a prepaid wireless seller is required to collect from a prepaid wireless consumer pursuant to Section 23-47-68.

“Prepaid wireless consumer” means a person or entity that purchases prepaid wireless telecommunications service in a prepaid wireless retail transaction.

“Prepaid wireless provider” means a person or entity that provides prepaid wireless telecommunications service pursuant to a license issued by the Federal Communications Commission.
“Prepaid wireless retail transaction” means the purchase of prepaid wireless telecommunications service from a prepaid wireless seller for any purpose other than resale.

“Prepaid wireless seller” means a person or entity that sells prepaid wireless telecommunications service to another person or entity for any purpose other than resale.

“Prepaid wireless telecommunications service” means any commercial mobile radio service that allows a caller to dial 911 to access the 911 system, which service must be paid for in advance and is sold in units or dollars which decline with use in a known amount.

“Public safety agent” means a functional agency which provides fire fighting, law enforcement, medical, or other emergency services.

“Public safety answering point” (PSAP) means a communications facility operated on a twenty-four hour basis which first receives 911 calls from persons in a 911 service area and which may directly dispatch public safety services or extend, transfer, or relay 911 calls to appropriate public safety agencies. A PSAP may be designated to a primary or secondary exchange service, referring to the order in which calls are directed for answering.

“Regional systems” means the formation of two or more local governments or multi-jurisdictional systems for the purpose of jointly forming and funding 911 systems.

“Selective routing” means the method employed to direct 911 calls to the appropriate public safety answering point based on the geographical location from which the call originated.

“Service subscriber” means any person, company, corporation, business, association, or party not exempt from county or municipal taxes or utility franchise assessments who is provided telephone (local exchange access facility) service in the political subdivision or CMRS service or VoIP service.

“Service supplier” means any person, company, or corporation, public or private, providing exchange telephone service, CMRS service, or VoIP service to end users.

“Rate” means the recurring or nonrecurring rates billed by the service supplier, which represents the service supplier’s recurring charges for exchange access facilities, exclusive of all taxes, fees, licenses, or similar charges.

“Telephone subscriber” or “subscriber” means a person or entity to whom exchange telephone service, either residential or commercial, is provided and in return for which the person or entity is billed on a monthly basis. When the same person, business, or organization has several telephone access lines, each exchange access facility constitutes a separate subscription.

“Voice over Internet Protocol (VoIP) service” means interconnected VoIP service as that term is defined in 47 C.F.R. Section 9.3 as may be amended.

“Voice over Internet Protocol (VoIP) provider” means a person or entity that provides VoIP service.
“Voice over Internet Protocol (VoIP) subscriber” means a person or entity that purchases VoIP service from a VoIP provider.

“Voice over Internet Protocol (VoIP) 911 charge” means the charge imposed pursuant to Section 23-47-67.

“Voice over Internet Protocol (VoIP) service line” means a VoIP service that offers an active telephone number or successor dialing protocol assigned by a VoIP service provider to a customer that has outbound calling capability.


(A) Service available through a 911 system includes law enforcement, fire, and emergency medical services. Other emergency and emergency personnel services may be incorporated into the 911 system at the discretion of the local government being served by the system. Public safety agencies within a local government 911 system, in all cases, must be notified by the PSAP of a request for service in their area. Written guidelines must be established to govern the assignment of calls for assistance to the appropriate public safety agency. There must be written agreements among state, county, and local public safety agencies with concurrent jurisdiction for a clear understanding of which specific calls for assistance will be referred to individual public safety agencies.

(B) (1) A 911 system must include all of the territory of the local government, either county, municipality, or multi-jurisdictional government. A 911 system may be a basic or enhanced 911 system.

(2) Public safety agencies that provide emergency service within the territory of a 911 system shall participate in the countywide system. Each PSAP must be operated twenty-four hours a day, seven days a week.

(C) As a minimum, the 911 systems implemented in South Carolina must include:

(1) a minimum of two lines from each serving telephone central office to the enhanced 911 tandem (controlling central office). A minimum of two lines from the enhanced 911 tandem to the PSAP. The grade of service must have sufficient lines to ensure no more than one busy signal per one hundred calls;

(2) equipment to connect the PSAP to all law enforcement, fire protection, and emergency medical or rescue agencies, or both within the boundaries of the system;

(3) first priority to answering 911 calls;

(4) electronic recording of all 911 calls and retained for a minimum of sixty days;

(5) immediate playback capability of all 911 calls;

(6) equipment connected by dedicated telephone lines to all adjacent PSAP’s where there is a telephone exchange not covered by selective routing;

(7) adequate physical security to minimize the possibility of intentional disruption of the operation. This includes equipment safeguards;

(8) standby emergency power to operate the PSAP during power failures;
(9) written operational procedures;

(10) a minimum of one telecommunication device for the deaf (TDD) available in each PSAP;

(11) capability to answer eighty percent of calls within ten seconds;

(12) coin free dialing. Pay or coin telephones classified as such by a class of service code will be identified on the automatic location identification display in enhanced 911 systems;

(13) contingency plans for rerouting or relocating the PSAP in the event of a disaster or equipment failures;

(14) routing and capabilities to receive and process CMRS service and VoIP service capable of making 911 calls;

(15) telecommunication operators or dispatchers trained and certified by the Law Enforcement Training Council (Criminal Justice Academy). The Law Enforcement Training Council shall promulgate regulations to provide for this training. Expense of the training must be paid by the local government by which that person is employed and the department is authorized to establish and collect a fee for this training;

(16) all 911 lines have both audio and light indicators on incoming calls;

(17) a public safety agency whose services are available on the 911 system must maintain a separate secondary backup number for emergency calls and a separate number for nonemergency telephone calls;

(18) the primary published emergency number will be 911. The PSAP must have additional local telephone exchange service in addition to the 911 service. This nonemergency telephone number should be published directly below the “emergency dial 911” listing;

(19) 911 is furnished for emergency reporting only. Nonemergency calls, whether by the general public or agency employees, should not be made to the 911 system;

(20) a designated person or 911 office staffed by a sufficient number of personnel to maintain data bases;

(21) an initial and continual plan for public education which must include the following:

(a) to make the public aware 911 is available;

(b) to have the majority of emergency calls received on 911 rather than the seven-digit emergency number;

(c) to make the public aware of the definition of an emergency;

(d) to make the public aware of what is a nonemergency.

(D) Enhanced 911 shall incorporate the following features:

(1) automatic location identification (ALI)-automatically displays the addresses of the calling telephone during the course of the emergency call at the PSAP;
(2) automatic number identification (ANI)—automatically displays the number of the caller’s telephone at the PSAP;

(3) central office identification—when a PSAP serves more than one central office, dedicated lines or trunks are used to identify each central office;

(4) called party hold—enables the PSAP to control the connection for confirmation and tracing of the call;

(5) distinct tone—tone generated by equipment which alerts the PSAP personnel that calling party has disconnected;

(6) selective routing—will automatically route a predetermined geographical area to a PSAP serving that area regardless of municipal and wire center boundary alignments.

(7) All enhanced 911 systems must be configured so as to disallow subsequent search of the address data base.


(A) A local government which seeks funding for a 911 system shall submit to the Division of Information Resource Management (DIRM), South Carolina Budget and Control Board, a 911 system plan for review and approval. The plan shall conform to the planning guidelines set forth in this chapter, guidelines promulgated by DIRM, and meet the requirements of current tariffs applicable to the 911 system. The plan must include:

(1) the type of 911 system desired for the local government including the type of equipment to be used and the associated costs;

(2) the location of the PSAP and the county or municipality agency or organization responsible for operating the PSAP;

(3) a listing of those public safety agencies whose services will be available through the 911 system;

(4) the personnel determined necessary to operate and maintain the 911 system;

(5) educational efforts the local government will undertake to acquaint the general public with the availability and proper use of the 911 system.

(B) Those local governments which already have a 911 system are encouraged to conform to the standards set forth in this section.


(A) The local government is authorized to adopt an ordinance to impose a monthly 911 charge upon each local exchange access facility subscribed to by telephone subscribers whose local exchange access lines are in the area served or which would be served by the 911 service. The 911 charge must be uniform and may not vary according to the type of local exchange access facility used.

The ordinance must be adopted in the same fashion as ordinances that levy taxes under South Carolina law. No collection of charges may be commenced before adoption of the ordinance.
(B) Funding must be used only to pay for the following enumerated items:

(1) the lease, purchase, lease-purchase, or maintenance of emergency telephone equipment, including necessary recording equipment, computer hardware, software and database provisioning, addressing, mapping, and nonrecurring costs of establishing a 911 system;

(2) the rates associated with the service supplier’s 911 service and other suppliers recurring charges;

(3) the cost of establishing and maintaining a county 911 office or maintaining as currently staffed a county 911 office for the purpose of operating and maintaining the data base of the 911 system. Costs are limited to salaries and compensations and those items necessary in the operation of the 911 office and normal operating costs;

(4) items enumerated may be subscriber billed for a period not to exceed thirty months before activation of the 911 service;

(5) items necessary to meet the standards outlined in this chapter, specifically in Section 23-47-20(C);

(6) enhancements either currently available or available in the future offered by service suppliers and approved by the Public Service Commission;

(7) a local government may contract to implement and establish a 911 system as set forth in this chapter.

(C) Funding must not be used for:

(1) purchasing or leasing of real estate, cosmetic or remodeling of communications centers, except those building modifications necessary to maintain the security and environmental integrity of the PSAP;

(2) hiring or compensating dispatchers or call takers other than initial and in-service training;

(3) mobile communications vehicles, fire engines, law enforcement vehicles, ambulances, or other emergency vehicles, or other vehicles;

(4) consultants or consultant fees for studies of implementation;

(5) aerial photography.

(D) A local government may contract with a service supplier for any term negotiated by the service supplier and the local government and may make payments through subscriber billing to provide any payments required by the contract.


(A) The maximum 911 charge that a subscriber may be billed for an individual local exchange access facility must be in accordance with the following scale:

Tier I--1,000 to 40,999 access lines--$1.50 for start-up costs, $1.00 for on-going costs.

Tier II--41,000 to 99,999 access lines--$1.00 for start-up costs, $.60 for on-going costs.

Tier III--more than 100,000 access lines--$.75 for start-up costs, $.50 for on-going costs.
Start-up includes a combination of recurring and nonrecurring costs and up to a maximum of fifty local exchange lines per account. For bills rendered on or after the effective date of this act, for any individual local exchange access facility that is capable of simultaneously carrying multiple voice and data transmissions, a subscriber must be billed a number of 911 charges equal to: (a) the number of outward voice transmission paths activated on such a facility in cases where the number of activated outward voice transmission paths can be modified by the subscriber only with the assistance of the service supplier; or (b) five, where the number of activated outward voice transmission paths can be modified by the subscriber without the assistance of the service supplier. The total number of 911 charges remains subject to the maximum of fifty 911 charges per account set forth above.

(B) Every local telephone subscriber served by the 911 system is liable for the 911 charge imposed. A service supplier has no obligation to take any legal action to enforce the collection of the 911 charges for which a subscriber is billed. However, a collection action may be initiated by the local government that imposed the charges. Reasonable costs and attorneys’ fees associated with that collection action may be awarded to the local government collecting the 911 charges.

(C) The local government subscribing to 911 service is ultimately responsible to the service supplier for all 911 installation, service, equipment, operation, and maintenance charges owed to the service supplier. Upon request by the local government, the service supplier shall provide a list of amounts uncollected along with the names and addresses of telephone subscribers who have identified themselves as refusing to pay the 911 charges. Taxes due on a 911 system service provided by the service supplier must be billed to the local government subscribing to the service. State and local taxes do not apply to the 911 charge billed to the telephone subscriber.

(D) Service suppliers that collect 911 charges on behalf of the local government are entitled to retain two percent of the gross 911 charges remitted to the local government as an administrative fee. The service supplier shall remit the remainder of charges collected during the month to the fiscal offices of the local government. The 911 charges collected by the service supplier must be remitted to the local government within forty-five days of the end of the month during which such charges were collected and must be deposited by and accounted for by the local government in a separate restricted fund known as the “emergency telephone system fund” maintained by the local government. The local government may invest the money in the fund in the same manner that other monies of the local government are invested and income earned from the investment must be deposited into the fund. Monies from this fund are totally restricted to use in the 911 system.

(E) The “emergency telephone system” fund must be included in the annual audit of the local government in accordance with generally accepted auditing standards.

(F) Fees collected by the service supplier pursuant to this section are not subject to any tax, fee, or assessment, nor are they considered revenue of the service supplier. A monthly CMRS 911 charge is levied for each CMRS connection for which there is a mobile identification number containing an area code assigned to South Carolina by the North American Numbering Plan Administrator. The amount of the levy must be approved annually by the board at a level not to exceed the average monthly telephone (local exchange access facility) 911
charges paid in South Carolina. The board and the committee may calculate the 
CMRS 911 charge based upon a review of one or more months during the year 
preceding the calculation of telephone (local exchange access facility) charges 
paid in South Carolina. The CMRS 911 charge must have uniform application and 
must be imposed throughout the State; however, trunks or service lines used to 
supply service to CMRS providers shall not be subject to a CMRS 911 levy. 
Prepaid wireless telecommunications service is subject to the 911 charge set forth 
in Section 23-47-68 and not to the CMRS 911 charge set forth in this subsection. 
On or before the twentieth day of the second month succeeding each monthly 
collection of the CMRS 911 charges, every CMRS provider shall file with the 
Department of Revenue a return under oath, in a form prescribed by the 
department, showing the total amount of fees collected for the month and, at the 
same time, shall remit to the department the fees collected for that month. The 
department shall place the collected fees on deposit with the State Treasurer. The 
funds collected pursuant to this subsection are not general fund revenue of the 
State and must be kept by the State Treasurer in a fund separate and apart from 
the general fund to be expended as provided in Section 23-47-65.

(G) (1) Fees collected by the service supplier pursuant to this section are not 
subject to any tax, fee, or assessment, nor are they considered revenue of 
the service supplier.

(2) Except as provided in Section 23-47-68(B), a 911 charge imposed under 
this chapter shall be added to the billing by the service supplier to the 
service subscriber and may be stated separately.

(3) A billed subscriber shall be liable for any 911 charge imposed under this 
chapter until it has been paid to the service supplier.


(A) For services for which a bill is rendered prior to the effective date of this act, for 
an exchange access facility that is capable of simultaneously carrying multiple 
voice and data transmissions, a subscriber is not liable to any person or entity for 
a different number of 911 charges than the subscriber has been billed for any such 
facility, and no service supplier is liable to any person or entity for billing, 
collecting, or remitting a different number of 911 charges for any such facility 
than is required by Section 23-47-50(A).

(B) For services for which a bill is rendered prior to the effective date of this act, no 
subscriber is liable to any person or entity for a different 911 charge on VoIP 
service or VoIP service lines than the subscriber has been billed, and no service 
supplier is liable to any person or entity for billing, collecting, or remitting a 
different 911 charge on VoIP service or VoIP service lines than is required by 
Section 23-47-67, or both.

7. Section 23-47-60. Addressing.

(A) Local government, upon approval for implementation of a 911 system, shall 
standardize addressing within its area according to service supplier procedures. 
Enhanced 911 must not be placed in service until eighty-five percent of the 
residents have been provided with a standardized address by the local 
government. Those residents who do not have a standardized address provided by 
the local government will be placed in the service supplier’s error file. Upon 
activation by enhanced 911 for the public, the service supplier’s error file rate 
must not exceed one percent.
(B) Addressing costs are limited solely to establishing and maintaining addressing for a 911 system.

(C) Addressing must meet the following criteria:

1. New street names assigned must not duplicate or be similar to an existing street name within the local government’s geographical area.

2. Existing duplicate street names must be changed as necessary by the local government to ensure efficiency of the emergency response system.

3. Each house, building, or other occupied structure must be assigned a separate number. A number or alphabetical letter must be assigned for each separate occupant within a building or other occupied structure. Examples include apartments, companies, etc.

4. Written notification of the proper address of each house, building, or structure must be given to its owner, occupant, or agent in all instances where a new number has been assigned. Existing streets and addresses must receive verification of the correct address.

(D) 1. The owner, occupant, or agent of each house, building, or other structure assigned a number under a uniform numbering system shall place or cause to be placed the number on the house, building, or other structure within twenty-one days after receiving notification of the proper number assignment.

2. Costs and installation of the number must be paid for by the property owner or occupant. Residential numbers must not be less than three inches in height. Business numbers must not be less than four inches in height. All numbers must be made of a durable, clearly visible material and must contrast with the color of the house, building, or other structure.

3. Numbers must be conspicuously placed immediately above, on, or at the side of the appropriate door so that the number is visible clearly from the street. In cases where the building is situated more than fifty feet from the street or road, the building number also must be placed near the walk, driveway, or common entrance to the building, or upon the mailbox, gatepost, fence, or other appropriate place so as to clearly be visible from the street or road.

4. Residents, businesses, owners, or others who fail to comply with this subsection are guilty of a misdemeanor, triable in magistrate’s court, and, upon conviction, must be fined not more than two hundred dollars or imprisoned not more than thirty days. Each day in violation constitutes a separate offense.

(E) 1. Mapping is extremely essential to an effective emergency response system and a requirement for addressing. Local government, through subscriber billing, may cause nonrecurring costs to be applied for hardware and software for purchasing and operating computerized mapping within the county 911 system in an amount not exceeding twenty-five thousand dollars. This nonrecurring cost is a part and may not exceed the maximum amounts that may be billed to an individual exchange line. Local governments with existing budgeted or planned computerized mapping are not eligible to bill subscribers for these type services.
Local governments shall coordinate addressing and mapping with the telephone company, United States Postal Service, appropriate state agencies, and public utility companies.

The 911 system must not be implemented by the service supplier until the local government notifies it that all requirements mandated by this section are fulfilled.

Section 23-47-65. CMRS Emergency Telephone Advisory Committee created; Responsibilities of Committee and State Budget and Control Board.

(A) (1) The South Carolina 911 Advisory Committee is created to assist the board in carrying out its responsibilities in implementing a wireless enhanced 911 system consistent with FCC Docket Number 94-102. The committee must be appointed by the Governor and shall consist of: a director of a division of the State Budget and Control Board, ex officio; the Director of the Office of Research and Statistics; two employees of CMRS providers licensed to do business in the State; two 911 system employees; and one employee of a telephone (local exchange access facility) service supplier licensed to do business in the State; and one consumer. Local governments and related organizations such as the National Emergency Number Association may recommend PSAP Committee members, and industry representatives may recommend wireline and CMRS Committee members to the Governor. There is no expense reimbursement or per diem payment from the fund created by the CMRS surcharge made to members of the committee.

(2) All committee members, except the ex officio members, must be appointed for a three-year term by the Governor. Committee members may be appointed to one subsequent term.

(3) In the event a vacancy arises, it must be filled for the remainder of the term in the manner of the original appointment. A partial term does not count toward the term limits; however, service for three-fourths or more of a term constitutes service for a term.

(4) Any committee member who terminates his holding of the office or employment which qualified him for appointment shall cease immediately to be a member of the committee; the person appointed to fill the vacancy shall do so for the unexpired term of the member whom he succeeds.

(5) The committee shall establish its own procedures with respect to the selection of officers, quorum, place, and conduct of meetings.

(B) The responsibilities of the committee with respect to CMRS emergency telephone services are to:

(1) advise the board on technical issues regarding the implementation of a wireless 911 system, especially matters concerning appropriate systems and equipment to be acquired by CMRS providers and PSAPs to assure the compatibility of the systems and equipment and the ability of the systems and equipment to comply with the requirements of FCC Docket Number 94-102;
recommend systems and equipment for which reimbursement may be allowed to CMRS providers and PSAPs under the provisions of this chapter, which are compatible with each other as needed for the public’s safety, and will not result in wasteful spending on inappropriate or redundant technology.

(C) The responsibilities of the board with respect to CMRS emergency telephone services are to:

(1) direct the State Treasurer in the management and disbursement of the funds in and from an interest-bearing account in the following manner:

(a) hold and distribute not more than thirty-nine and eight-tenths percent of the total monthly revenues in the interest-bearing account to PSAP administrators based on CMRS 911 call volume for expenses incurred for the answering, routing, and proper disposition of CMRS 911 calls;

(b) hold and distribute not more than fifty-eight and two-tenths percent of the total monthly revenues in the interest-bearing account solely for the purposes of complying with applicable requirements of FCC Docket Number 94-102. These funds may be utilized by the PSAP and the CMRS providers licensed to do business in this State for the following purposes in connection with compliance with the FCC requirements: upgrading, acquiring, maintaining, programming, and installing necessary data, hardware, and software. Invoices detailing specific expenses for these purposes must be presented to the board in connection with any request for reimbursement, and the request must be approved by the board, upon recommendation of the committee. Any invoices presented to the board for reimbursements of costs not described by this section may be approved only by a unanimous vote of the committee, but in no event shall reimbursement be made for costs unrelated to compliance with applicable requirements of FCC Docket Number 94-102;

(c) hold and distribute not more than two percent of the total monthly revenues in the interest-bearing account to compensate the independent auditor provided for herein and for expenses which the board is authorized to incur by contract, or otherwise, for provision of any administrative, legal, support, or other services to assist the board in fulfilling its responsibilities under this act;

(2) with the State Treasurer, prepare annual reports outlining fees collected and monies disbursed to PSAP and CMRS providers, and submit annual reports outlining monies disbursed for operations of the board;

(3) retain an independent, private auditor, as provided in the Consolidated Procurement Code, for the purposes of receiving, maintaining, and verifying the accuracy of proprietary information submitted to the board by CMRS providers or PSAPs, and assisting the committee in its duties including its annual calculation of the average 911 charges pursuant to Section 23-47-50(F) and in cost studies it may conduct. Due to the confidential and proprietary nature of the information submitted by CMRS providers, the information may not be released to a party other than the
independent private auditor and is expressly exempt from disclosure pursuant to Chapter 4, Title 30. The information collected by the auditor may be released only in aggregate amounts that do not identify or allow identification of numbers of subscribers or revenues attributable to an individual CMRS provider;

(4) conduct a cost study to be submitted to the House Ways and Means Committee and Senate Finance Committee one year from the effective date of this section and thereafter at the board’s discretion. The board may include any information it considers appropriate to assist the General Assembly in determining whether future legislation is necessary or appropriate, but the report must include information to assist in determining whether to adjust the CMRS 911 charge to reflect actual costs incurred by PSAPs or CMRS providers for compliance with applicable requirements of FCC Docket Number 94-10;

(5) convene the committee and consult with it concerning the performance of the responsibilities assigned to the board and to the committee in this chapter, and the development and maintenance of the state’s CMRS emergency telephone services and system;

(6) report as required or suggested by this chapter, promulgate any regulations, and take further actions as are appropriate in implementing it.

(D) The board and committee must:

(1) annually calculate the average 911 charge as provided in Section 23-47-50(F);

(2) take appropriate measures to maintain the confidentiality of the proprietary information described in this section. This information may be disclosed to board and committee members only in the event a dispute arises with respect to the board’s and committee’s discharge of their responsibilities under Section 23-47-65(B)(2) which necessitates such disclosure. The information also shall be exempt from disclosure pursuant to Chapter 4, Title 30. Members of the board may not disclose the information to any third parties, including their employers;

(3) take appropriate measures to see that all prepaid wireless sellers comply with the requirements of Section 23-47-68(F) and that all other CMRS service suppliers comply with the requirements of Section 23-47-50(F).

(E) CMRS providers are entitled to retain two percent of the fees collected as reimbursement for collection and handling of the CMRS 911 charge.


(A) There is hereby imposed a VoIP 911 charge in an amount identical to the amount of the 911 charge imposed on each local exchange access facility pursuant to Section 23-47-40(A) and 23-47-50(A).

(B) A VoIP provider must collect the VoIP 911 charge established in subsection (A) on each VoIP service line. This VoIP 911 charge must be sourced to the local government in the same manner as CMRS is sourced pursuant to the Mobile Telecommunications Sourcing Act as provided in Title 4, U.S.C.
(C) Funding from the VoIP 911 charge established in subsection (A) must be used in the same manner as set forth in Section 23-47-40(B) and (C). The provisions of Section 23-47-50(B), (C), (D), (E), and (G) apply with equal force with regard to the VoIP 911 charge.

(D) A VoIP provider that purchases its 911 capabilities in South Carolina from another person or entity is responsible for directly remitting the VoIP 911 charge as set forth in this section unless the VoIP provider and the other person or entity have agreed in writing that the other person or entity will remit the VoIP 911 charge on behalf of the VoIP provider.

(E) If a billed subscriber purchases a service that is both a CMRS service and a VoIP service, and there is a single active mobile telephone number or successor dialing protocol associated with the service, then only the CMRS 911 charge set forth in Section 23-47-50(F) shall apply to the service. Similarly, if an exchange access facility is also a VoIP service line, then only the 911 charge set forth in Sections 23-47-40(A) and 23-47-50(A) shall apply to the service.

10. Section 23-47-68. Prepaid Wireless 911 charge; collection; administrative fee; Department to establish procedures; transfer of funds to State Treasurer.

(A) There is hereby imposed a prepaid wireless 911 charge in the amount equal to the average 911 charges calculated pursuant to Section 23-47-50(F).

(B) A prepaid wireless seller must collect the prepaid wireless 911 charge established in subsection (A) from a prepaid wireless consumer with respect to each prepaid wireless retail transaction occurring in this State. The amount of the prepaid wireless 911 charge shall be either: separately stated on an invoice, receipt, or other similar document that is provided to the prepaid wireless consumer by the prepaid wireless seller or otherwise disclosed to the prepaid wireless consumer.

(C) For the purposes of this section, a prepaid wireless retail transaction must be sourced as provided in Section 12-36-910(B)(5)(b).

(D) The prepaid wireless 911 charge is the liability of the prepaid wireless consumer and not the prepaid wireless seller or of any prepaid wireless provider. However, the prepaid wireless seller is liable to remit to the department all prepaid wireless 911 charges that the prepaid wireless seller collects from prepaid wireless consumers as provided in this section.

(E) The amount of the prepaid wireless 911 charge collected by a prepaid wireless seller from a prepaid wireless consumer, whether or not such amount is separately stated on an invoice, receipt, or other similar document provided to the prepaid wireless consumer by the prepaid wireless seller, shall not be included in the base for measuring any tax, fee, prepaid wireless 911 charge, or other charge that is imposed by this State, any political subdivision of this State, or any intergovernmental agency. This amount shall not be considered revenue of the prepaid wireless seller.

(F) A prepaid wireless seller is entitled to retain three percent of the gross prepaid wireless 911 charges remitted to the department as an administrative fee. A prepaid wireless seller must remit the remainder of the prepaid wireless 911 charges collected to the department on a monthly, quarterly, or annual basis.

(G) The audit and appeal procedures applicable under Chapter 36, Title 12 shall apply to the prepaid wireless 911 charge.
(H) The department shall establish procedures by which a prepaid wireless seller may document that a sale is not a prepaid wireless retail transaction, which procedures shall substantially coincide with the procedures for documenting sale for resale transactions under Section 12-36-950.

(I) The department shall transfer all remitted prepaid wireless 911 charges to the State Treasurer in the same manner as provided in Section 23-47-50(F). These funds are not general fund revenue of the State and must be kept by the State Treasurer in a fund separate and apart from the general fund to be expended as provided in Section 23-47-65.


Neither the State, any political subdivision of the State, nor an intergovernmental agency may require any service provider to impose, collect, or remit a tax, fee, surcharge, or other charge for 911 funding purposes other than the 911 charges set forth in this chapter.


(A) A local government or public safety agency, as defined in Section 23-47-10, or state government entity, their officers, agents, or employees, together with any person following their instructions in rendering services, are not liable for civil damages as a result of an act or omission under this chapter, including, but not limited to, developing, adopting, operating, or implementing a plan or system pursuant to the South Carolina Tort Claims Act, Section 15-78-60(5) or 15-78-60(19).

(B) To the extent that a 911 service is provided pursuant to tariffs on file with the South Carolina Public Service Commission, the liability of the provider of this service must be governed by the filed and approved tariffs of the South Carolina Public Service Commission, including, but not limited to, those general subscriber service tariffs concerning emergency reporting services.

(C) To the extent that a 911 service is not provided pursuant to tariffs on file with the South Carolina Public Service Commission, in no event shall the provider of these services or its officers, employees, assigns, or agents be liable for civil damages or criminal liability in connection with the development, design, installation, operation, maintenance, performance, or provision of 911 service unless such event was the result of reckless, wilful, or wanton conduct of the 911 service supplier or its officers, employees, assigns, or agents.

No 911 service supplier or its officers, employees, assigns, or agents shall be liable for civil damages or criminal liability in connection with the release of subscriber information to any governmental entity as required under the provisions of this chapter.

13. Section 23-47-75. CMRS location information and other data in 911 system not subject to FOIA or Disclosure.

(A) CMRS location information obtained by safety personnel or for public safety personnel for public safety purposes is not public information under the Freedom of Information Act.

(B) A person may not disclose or use, for any purpose other than for the 911 or other emergency calling system, information contained in the data base of the telephone network portion of a 911 or other emergency calling system established pursuant to this chapter.

It is unlawful for a person anonymously or otherwise to:

(1) use any words or language of a profane, vulgar, lewd, lascivious, or indecent nature on an emergency 911 number with the intent to intimidate or harass a dispatcher;

(2) telephone the emergency 911 number, whether or not conversation ensues for the purpose of annoying or harassing the dispatcher or interfering with or disrupting emergency 911 service;

(3) make a telephone call to a 911 dispatcher and intentionally fail to hang up or disengage the connection for the purpose of interfering with or disrupting emergency service;

(4) telephone the emergency 911 number and intentionally make a false report.

A person who violates the provisions of this section is guilty of a misdemeanor and, upon conviction, must be imprisoned not more than six months or fined not more than two hundred dollars, or both.

C. THE SOUTH CAROLINA ETHICS REFORM ACT OF 1991

Due to the public outcry over government corruption and misconduct, the General Assembly of the State of South Carolina proposed the most powerful ethics reform act in the history of our state. This legislation, adopted in 1991, was aimed at restoring the public trust and confidence which had been tarnished during “Operation Lost Trust.” It is the most powerful ethics legislation enacted to restrict public employees from receiving personal or economic gains through the abuse of public duties. Public trust is an honor and, as public employees, we should always strive to enhance our duties in the prevailing interest of the public. Although the majority of this Act specifically addresses the disclosure of campaign contributions, certain sections pertain to public employees at large, which include telecommunicators.

This section of instruction should not be substituted for reviewing the Act in its entirety. Furthermore, this Act does not supersede rules and regulations governing employees under the general provisions of departmental, personnel, or administrative policies provided such policies are stricter in nature. To view the entire document, visit the State Legislature’s website at www.scstatehouse.gov. The Ethics Reform Act is archived under the SC Code of Laws Title 8, Chapter 13.

1. As enacted by the State General Assembly, the Ethics Reform Act applies to all public employees, public members, and public officials of the State’s political subdivisions. As listed in Section 8-13-100 (25, 26, 27), these three groups of people are defined as:

a. “Public employee” means a person employed by the State, a county, a municipality, or a political subdivision thereof.

b. “Public member” means an individual appointed to a noncompensated part-time position on a board, commission, or council. A public member does not lose this status by receiving reimbursement of expenses or a per diem payment for services.

c. “Public official” means an elected or appointed official of the State, a county, a municipality, or a political subdivision thereof, including candidates for the office. “Public official” does not mean a member of the judiciary except that for the purposes of campaign practices, campaign disclosure, and disclosure of economic interests, a probate judge is considered a public official and must meet the requirements of this chapter.
2. Additional Definitions

In addition to defining the three types of public employees, the State General Assembly went on to define several other pertinent terms in an effort to alleviate any confusion. Section 8-13-100 (subsections 1, 9, 16, 17, 29) defines the following terms.

(1) (a) “Anything of value” or “thing of value” means:

(i) a pecuniary item, including money, a bank bill, or a bank note;

(ii) a promissory note, bill of exchange, an order, a draft, warrant, check, or bond given for the payment of money;

(iii) a contract, agreement, promise, or other obligation for an advance, a conveyance, forgiveness of indebtedness, deposit, distribution, loan, payment, gift, pledge, or transfer of money;

(iv) a stock, bond, note, or other investment interest in an entity;

(v) a receipt given for the payment of money or other property;

(vi) a chose-in-action;

(vii) a gift, tangible good, chattel, or an interest in a gift, tangible good, or chattel;

(viii) a loan or forgiveness of indebtedness;

(ix) a work of art, an antique, or a collectible;

(x) an automobile or other means of personal transportation;

(xi) real property or an interest in real property, including title to realty, a fee simple or partial interest in realty including present, future, contingent, or vested interests in realty, a leasehold interest, or other beneficial interest in realty;

(xii) an honorarium or compensation for services;

(xiii) a promise or offer of employment;

(xiv) any other item that is of pecuniary or compensatory worth to a person.

(b) “Anything of value” or “thing of value” does not mean:

(i) printed informational or promotional material, not to exceed ten dollars in monetary value;

(ii) items of nominal value, not to exceed ten dollars, containing or displaying promotional material;

(iii) a personalized plaque or trophy with a value that does not exceed one hundred fifty dollars;

(iv) educational material of a nominal value directly related to the public official’s, public member’s, or public employee’s official responsibilities;
an honorary degree bestowed upon a public official, public member, or public employee by a public or private university or college;

promotional or marketing items offered to the general public on the same terms and conditions without regard to status as a public official or public employee; or

da campaign contribution properly received and reported under the provisions of this chapter.

“Contribution” means a gift, subscription, loan, guarantee upon which collection is made, forgiveness of a loan, an advance, in-kind contribution or expenditure, a deposit of money or anything of value made to a candidate or committee, as defined in Section 8-13-1300(6), for the purpose of influencing an election; or payment or compensation for the personal service of another person which is rendered for any purpose to a candidate or committee without charge. “Contribution” does not include volunteer personal services on behalf of a candidate or committee for which the volunteer receives no compensation from any source.

“Gift” means anything of value, including entertainment, food, beverage, travel, and lodging given or paid to a public official, public member, or public employee to the extent that consideration of equal or greater value is not received. A gift includes a rebate or discount on the price of anything of value unless it is made in the ordinary course of business without regard to that person’s status. A gift does not include campaign contributions accepted pursuant to this chapter.

“Governmental entity” means the State, a county, municipality, or political subdivision thereof with which a public official, public member, or public employee is associated or employed. “Governmental entity” also means any charitable organization or foundation, but not an athletic organization or athletic foundation which is associated with a state educational institution and which is organized to raise funds for the academic, educational, research, or building programs of a college or university.

“Substantial monetary value” means a monetary value of five hundred dollars or more.

D. THE FEDERAL COMMUNICATIONS COMMISSION (FCC) REGULATIONS GOVERNING RADIO TRANSMISSIONS

As authorized by legislation, the Federal Communications Commission is the United States government agency empowered to license and regulate emergency radio transmitting stations. Once an emergency transmitting station is licensed, the station is primarily authorized to transmit communications directly related to issues involving public safety. However, numerous restrictions and guidelines are prescribed by the Commission with penalties imposed for the violation of these regulations.

According to 47 CFR 90.403 (2011) telecommunicators are not required to be licensed individually, they are entrusted by statute to preserve the integrity of the public safety radio system.

Radio transmissions should be broadcast with minimal transmission time. As detailed in the Communications Act of 1934 (47 U.S.C. 303, (m), (l) (D-E), the FCC:

(m) (1) Have authority to suspend the license of any operator upon proof sufficient to satisfy the Commission that the licensee…

...(D) has transmitted superfluous radio communications or signals or communications containing profane or obscene words, language, or meaning or has knowingly transmitted-

(1) false or deceptive signals or communications, or

(2) a call signal or letter which has not been assigned by proper authority to the station he is operating; or

(E) has willfully or maliciously interfered with any other radio communications or signals; or…

2. Unprofessional Radio Demeanor

Telecommunicators need to constantly strive to preserve the integrity of the emergency radio system. The public constantly monitors emergency radio transmissions and nothing undermines the integrity of the communications center more than unprofessional radio demeanor.

E. NCIC 2000 SYSTEM FUNCTIONALITY AND SECURITY

“The National Crime Information Center (NCIC) 2000 is the computer system replacing the NCIC System. NCIC 2000 has the same mission and basic functionality as NCIC, but it also features new capabilities described in the NCIC 2000 Operating Manual. NCIC 2000 is a computerized nationwide information system established as a service to all local, state, and federal criminal justice agencies. The goal of the NCIC 2000 system is to help the criminal justice community perform its duties by providing and maintaining a computerized filing system of accurate and timely documented criminal justice information. The criminal justice information, defined in NCIC 2000, is information collected by criminal justice agencies that is needed for the performance of their legally authorized and required functions. This includes:

• Wanted person information
• Missing person information
• Unidentified person information
• Stolen property information
• Criminal history information
• Information compiled in the course of investigating crimes that are known or believed on reasonable grounds to have occurred, including information on identifiable individuals
• Information on identifiable individuals compiled in an effort to anticipate, prevent, or monitor possible criminal activity

The structure and basic procedures of the NCIC System were approved by resolution of the full membership of the International Association of Chiefs of Police in Philadelphia, Pennsylvania in October 1966 and apply to the new NCIC 2000 System. General policy concerning the philosophy, concept, and operational principles of the system is based upon the recommendations of the Criminal Justice Information Services (CJIS) Advisory Policy Board.
(APB) to the Director of the Federal Bureau of Investigations (FBI). The APB is comprised of top administrators from local, state, and federal criminal justice agencies throughout the United States of America. Changes in current applications, addition of new files, and new procedures, such as edits, codes, and validations, are coordinated with all NCIC and NCIC 2000 participants through the advisory board. The Control Terminal Officer (CTO) and a local representative are members of the Southern Working Group.

The NCIC 2000 System stores vast amounts of criminal justice information that can be instantly retrieved by and/or furnished to any authorized agency.

NCIC 2000 System information security is based on the concept that access to the NCIC 2000 System is generally limited to criminal justice purposes. The NCIC 2000 System must be safeguarded from all threats of unauthorized access. Technical security and personnel security procedures are intended to prevent potential threats from becoming actual threats. While all threats cannot be identified, basic network architecture and the use of appropriate technology will provide reasonable security. An interface to the SLED computer network must follow an approved design.

A single personal computer with an NCIC 2000 interface, via the Internet, must be designed to include adequate security for state and national systems with which it connects. It is not sufficient to use policy to protect NCIC 2000 access through the Internet since unauthorized access to the personal computer may be achieved through the Internet service provider. There must be an approved personal firewall, encryption software, and anti-virus software installed on the personal computer for security against destructive access to the personal computer, SLED, and the NCIC 2000 System.

A local area network (LAN) with an NCIC 2000 interface, via the Intranet, must be designed to include adequate security for state and national systems with which it connects. SLED provides for encryption from their network to the organization’s router. The organization may be required to further encrypt the data between their router and each workstation if those workstations are not solely dedicated to criminal justice or have access to non-criminal justice networks. It is not sufficient to use policy to restrict criminal justice information to authorized personnel when non-criminal justice personnel also use the LAN unless the network is encrypted to the device employed by the end user. If the LAN has any other interface, including the Internet, there must also be an approved firewall installed for security against destructive access to SLED and the NCIC 2000 System.”


F. A TELECOMMUNICATOR’S DUTY OF CARE

A person does not always owe a duty of care to others. For example, law enforcement officers are said to owe a public duty to all citizens in the community to protect them from harm, but this general duty does not equal a tort duty to protect a particular citizen at a particular time. The court will not find a person liable unless there is a special relationship between the defendant and the victim.

Five categories in the law where courts have recognized a special relationship are:

1. Special Relationship to the Victim
2. Special Relationship to the Injurer
3. Voluntary Undertaking
4. Creation of the Risk
5. Statutory Imposition of Duty
Telecommunicators are most likely to encounter a duty of care based on special relationship to the victim and voluntary undertaking. We build short-term working relationships with our callers, which are considered special relationships. Voluntary undertaking applies due to the fact that public service is considered a voluntary occupation, even though we get paid for the job we do.

G. CONSEQUENCES OF A TELECOMMUNICATOR’S IMPROPER ACTIONS

If citizens do not receive the services they have requested, the response is delayed, or the services are unavailable as promised, there is potential for civil liability actions. Although the vast majority of incoming calls are handled professionally and efficiently, one error in judgment or one system failure can have serious consequences for citizens in need of assistance.

Civil liability is the responsibility that a person must bear for damages or injuries that person has caused to be inflicted upon another. Telecommunicators need to be aware of the consequences that may result from their improper actions. They may be prosecuted criminally if they violate the law, they may be prosecuted civilly, and/or they may be disciplined by their agencies if they fail to follow established rules and procedures.

All civil lawsuits, with the exception of lawsuits involving a breach of contract, are known as tort actions. The person who suffers harm as the result of the actions of another can file a civil lawsuit and recover damages. This is intended to:

1. Provide an incentive to avoid wrongdoing.
2. Spread the losses through the use of insurance, etc.
3. Restore the victim to his or her former state (“corrective justice”).

H. CIVIL LAWSUITS THAT CAN BE FILED AGAINST A TELECOMMUNICATOR

Three types of civil (tort) lawsuits that can be filed against a telecommunicator are negligence, willful misconduct, and 42 U.S.C. 1983.

1. Negligence

Negligence is defined as the failure to act as a responsible person would act under the circumstances. Proof of negligence may result in an award for actual (compensatory) damages if the following four steps are available to prove negligence:

a. There was a legal duty owed by the defendant to the plaintiff.
b. There was a breach of that duty.
c. The plaintiff suffered damages as a result.
d. The defendant’s conduct was the cause of the injury.

Under negligence, the conduct of a telecommunicator is judged according to the standard of care expected from a trained & reasonable telecommunicator.

2. Willful Misconduct or Intentional Tort

In an intentional tort situation, the plaintiff argues that the defendant willfully and deliberately caused the injury. If the plaintiff is successful in proving willful misconduct, the individual may recover actual and punitive damages. Punitive damages punish the wrongdoer and attempt to prevent a similar occurrence from happening in the future. Willful misconduct actions should be extremely rare in the area of public safety communications.

Commonly called Section 1983 actions, these lawsuits involve federal civil rights violations. Section 1983 lawsuits have been popular with plaintiffs who allege a violation of their constitutional rights by a police officer, jail officer, or other government official. They are certainly appropriate lawsuits to file when a telecommunicator, while on the job, violates someone’s constitutional rights. A Section 1983 lawsuit requires proof that:

a. The plaintiff was deprived of a federally protected right (usually this is a right protected by the Bill of Rights or a right protected by the Fourteenth Amendment Due Process Clause), and

b. The person who deprived him or her of that right acted under color of state or territorial law (“with official authority”).

Keep in mind that Section 1983 lawsuits cannot be brought against a private citizen who has no authority under the law. Also, negligence is not sufficient proof of a lawsuit brought under 42 U.S.C. 1983. Recovery in a lawsuit based on Section 1983 may include actual and punitive damages as well as an award of attorney’s fees to the attorney of the plaintiff when he or she wins the lawsuit.

I. **WAYS A TELECOMMUNICATOR CAN REDUCE THE POSSIBILITY OF LITIGATION**

There are a number of ways to reduce the potential for liability both for yourself and for your employer. Here are some recommendations.

1. **Receiving and dispatching the call.**
   a. Gather and collect the necessary facts.
   b. Properly analyze the information and assign priority.
   c. Dispatch or relay the information to the appropriate agency.

   Remember the importance of following your agency’s policies and procedures. Relay all facts to the response agencies so they know what to anticipate at the scene.

2. **Avoid making premature or inaccurate conclusions about the call.**

   Be particularly careful not to let the following factors cause you to ignore the call or handle it in a less professional manner:
   a. Caller’s age.
   b. Caller’s tone of voice.
   c. Time of day.
   d. Location of the complainant or victim
   e. Complainant or victim’s race, sex, or sexual preference

3. **Avoid making promises and commitments that can deceive or mislead.**

   A good example of this is when a telecommunicator advises a caller, for example, the ambulance will be there in less than two minutes.

J. **REASONS A TELECOMMUNICATOR MAY BE CALLED TO TESTIFY IN COURT**

In addition to being named in a lawsuit, there are various reasons a telecommunicator may be subpoenaed for court. Whether it is an incident that has caught national or local attention, it has become commonplace to hear 911 recordings played in the media. Over the last 20 years or so, 911 recordings have become integral pieces of evidence in the courtroom. Playing a tape in court allows everyone in that courtroom to get a mental picture of what was happening at that point in time. It can be a powerful piece of evidence.
Each individual incident and subsequent trial will determine who is called to testify. A telecommunicator will most commonly be called to testify to:

1. Lay the proper foundation for introduction of the 911 tape recording.
2. Identify a person’s voice.
3. Introduce a dying declaration.
4. Testify as the initial point of emergency service contact.
5. Provide information in a civil liability action.

K. ESTABLISHING PROFESSIONAL CREDIBILITY

When we consider the task of testifying in the courtroom, it is very important that the witness preserves evidence, prepares in advance, and presents the testimony in a proper manner.

1. Preserve Evidence

A tape recording of a 911 call for assistance can serve as a very important piece of evidence. It preserves the exact statement of the complainant and sometimes captures background sounds as well. It may be a better resource for determining what happened than relying on someone’s memory of the event.

In order for the tape to be officially introduced at trial, the telecommunicator (or the person who made the tape) must “lay the foundation.” Laying the foundation simply means that a witness testifies that the recording is a correct and accurate representation of what was actually said and heard and that it has not been tampered with or altered in any way.

2. Prepare in Advance

Everything a telecommunicator does on the job prepares him/her for testifying at trial. Your familiarity with your agency’s policies and procedures, as well as a thorough knowledge of the 911 services provided, will be beneficial to you. Any job-related classes you have completed add to your credibility as a knowledgeable witness.

You should confer with the attorney who has called you as a witness prior to testifying. Knowing what questions you may be asked and having the opportunity to relay information to the attorney about what procedures are followed, will make your courtroom experience go more smoothly.

Review the facts but do not attempt to memorize your testimony. If you plan to refer to any documents or notes while on the witness stand, ask the attorney whether this is permissible.

3. Present Testimony in the Proper Manner

The basic rules for testifying in court include:

a. Dress neatly and appropriately for your courtroom appearance.
b. Expect to be nervous if you have not testified frequently.
c. Be serious in your approach to testifying. This could be as simple as being aware of any nervous habits you have and controlling them while on the stand.
d. Speak loudly and clearly enough so the judge, the court reporter, and the jury can hear you.
e. Be knowledgeable about the facts.

f. Listen carefully to the question asked.

g. If you do not understand the question, ask that it be repeated or rephrased.

h. Delay briefly before answering questions. This gives you the opportunity to think about your answer, and gives the attorney an opportunity to object to the question.

i. Answer only the question asked.

j. Be truthful and courteous when you respond. If you do not know the answer to a question, say you don’t know.

k. Do not testify in 10-code or use jargon or abbreviations that will not be understood by those in the courtroom.

III. SUMMARY

It is important for telecommunicators to familiarize themselves with statutes relating to their occupation. Telecommunicators have a duty to serve the public in a professional manner. In some cases, this public duty becomes a legal duty owed to a particular citizen seeking assistance. Telecommunicators need to be aware of their potential for civil liability. By understanding these responsibilities and methods to reduce the potential, the telecommunicator will become a better asset to his or her community.
<table>
<thead>
<tr>
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<td>3. SC Code of Laws</td>
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**CJA LESSON PLAN COVER SHEET**

<table>
<thead>
<tr>
<th>LESSON PLAN TITLE:</th>
<th>LESSON PLAN #:</th>
<th>STATUS (New/Revised):</th>
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<tbody>
<tr>
<td>BTOT/Telecommunications Operations</td>
<td>I0225</td>
<td>Revised March 2013</td>
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**TRAINING UNIT:**

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<tr>
<th>TIME ALLOCATION:</th>
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<td>Telecommunications Officer Training Program</td>
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**TIME ALLOCATION BREAKDOWN**

<table>
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<tr>
<th>CLASSROOM:</th>
<th>CRITICAL THINKING/HANDS-ON:</th>
<th>HOMEWORK:</th>
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<td>5.25 Hours</td>
<td>0.75 Hours</td>
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**PRIMARY INSTRUCTOR:**

**ALT. INSTRUCTOR:**

**REVISED & SUBMITTED BY:**

Michelle Mills

**ORIGINAL DATE OF LESSON PLAN:**

September 2011

**JOB TASK ANALYSIS YEAR:**

2005

**LESSON PLAN PURPOSE:**

The purpose of this block of instruction is to provide the telecommunications officer with an overview of basic telecommunications operations.

**EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:**

- Multiple Choice, Written Exam
- 70% Minimum Passing Standard

**TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:**

- Student Manual Provided By SCCJA
- Computer
- Projector
- Projector Screen
- PowerPoint Presentation
PERFORMANCE OBJECTIVES

LESSON PLAN TITLE:       LESSON PLAN #:       STATUS (New/Revised):
BTOT/Telecommunications Operations       I0225       Revised March 2013

PERFORMANCE OBJECTIVES:

1. Identify the roles of a telecommunicator.
2. Define the art of communication.
3. Explain the goal of tactical communication in public safety.
4. Discuss the importance of cultural diversity and students will take a personality test.
5. Define communication and what considerations and/or techniques should be used to interview callers.
6. Discuss the two major types of listening.
7. Identify situations when a telecommunicator may have to use special care when communicating with a caller.
8. Define report, the types of reports, and the elements of a good report.
9. Identify the specific priority levels for calls for service.
10. Identify guidelines for radio transmission requests.
LESSON PLAN EXPANDED OUTLINE

LESSON PLAN TITLE: BTOT/Telecommunications Operations
LESSON PLAN #: I0225
STATUS (New/Revised): Revised March 2013

I. INTRODUCTION

The establishment of the 911 system in our nation is the result of a strong desire to implement a national universal telephone number providing the public with direct access to emergency services. Public safety communications involves the difficult task of gathering and evaluating information from citizens as well as responders. Telecommunicators today are challenged to accomplish this task as quickly and efficiently as possible.

The public perception of an organization is directly affected by the image it portrays. An organization can gain public understanding, support, and confidence by maintaining a positive image created through effective, ongoing contact with the people it serves. This is especially true for emergency services.

As the vital link in communication between the community and the emergency responders, the telecommunicator is responsible for delivering assistance to citizens. Although this procedure may appear easy, this process can be successfully achieved only through specific job knowledge and the performance of a series of duties.

II. BODY

A. THE ROLES OF A TELECOMMUNICATOR

1. The first role of a telecommunicator is performing the duties of a calltaker. These duties consist of the telecommunicator’s ability to:
   a. Gather information for an emergency call for service.
   b. Analyze the information.
   c. Respond in a timely manner.

2. The second role of a telecommunicator is performing the duties of a radio dispatcher. These duties consist of the telecommunicator’s ability to:
   a. Analyze the information.
   b. Prioritize the call for service.
   c. Disseminate the information, including updates.
   d. Monitor ongoing radio traffic.

B. THE ART OF COMMUNICATION

The art of communication is a learned skill. As with any skill, development of the skill begins with awareness. Telecommunicators are considered communication specialists. However, it takes commitment, dedication, and training to reach the level of proficiency needed to master the role of communication specialist.

In the emergency system, the PSAP telecommunicator is the first and crucial link to emergency services. Therefore, it is essential for telecommunicators to master communication skills and devote themselves to practicing professionalism. Prior to answering the telephone, a telecommunicator must attune him/herself for the upcoming encounter. Your voice will reflect your attitude and your attitude will affect the caller.
1. Effective Telephone Communications

Since the majority of the first communication with emergency services is by telephone, telecommunicators must first and foremost master effective telephone communication skills. Essential skills for effective telephone communication include:

a. Project enthusiasm and genuine friendliness.
b. Serve citizens through your knowledge of job related duties, available resources, area familiarization, other alternatives, etc.
c. Show empathy for the caller.
d. Use clear communication skills.
e. Carefully select words.
f. Use proper tone of voice.
g. Be aware of body language (it can be reflected in your tone of voice).
h. Be flexible.
i. Always be in control of yourself and your emotions.

2. Favorable Voice Characteristics for the Phone and Radio

Communication is further enhanced by favorable voice characteristics, which include:

a. Duration – appropriate speed pacing of your voice.
b. Volume – not too loud, not too soft.
c. Pitch – should be calm and relaxed.
d. Quality – smooth, breath control.
   (1) Self-assured
   (2) Relaxed
   (3) Fluent
   (4) Concerned
   (5) Warm
   (6) Helpful
   (7) Awake

e. Enunciation/articulation – avoid mumbling, adding/deleting syllables, etc.

C. THE GOAL OF TACTICAL COMMUNICATIONS IN PUBLIC SAFETY

We as telecommunicators cannot infringe upon a citizen’s right to free speech. On the other hand, we must gain control of verbally abusive and resistant individuals (what law enforcement calls excited delirium) to achieve our goal of securing the necessary information. The challenge for telecommunicators is to understand this dilemma and develop the ability to take and maintain control through verbal manipulation and persuasion.

Providing good customer service is so much easier than it sounds. We all know what it’s like to be treated poorly, but sometimes we don’t realize we are doing the same thing to people we deal with on a daily basis. The goal of tactical communications, or verbal judo, is to teach you how to deflect verbal abuse through deflection, redirection, and persuasion so you may safely accomplish your agency’s mission. (Thompson & Jenkins, 1993, p. 91-94)
1. Generating Voluntary Compliance

Voluntary compliance is applicable to anyone in the public safety arena who is confronted with difficult (real or perceived) customers. It is always best to avoid confrontation. Telecommunicators get into confrontations and become defensive because of two questions asked by the people they deal with.

a. Why? As in “Why is it taking so long?”

b. Who? As in “Who do you think you are?”

Of all of the questions citizens may ask, these two questions often cause a telecommunicator’s ego to take over. Telecommunicators interpret those two questions as being a direct reference to them not doing their job properly or efficiently. However, the proper use of tactical communications deals with such situations by focusing the telecommunicator on the challenger’s behavior, rather than attitude, and lowers the possibility of a verbal confrontation.

2. Types of People

According to Thompson & Jenkins (1993), there are an estimated 102 distinct cultures in our society. Learning cultural norms for all of them is virtually impossible. However, it is a good idea for telecommunicators to identify the cultures present in their jurisdictions and take the time to learn cultural norms and distinctions to better enhance their effectiveness when interacting with customers.

In an effort to enhance interaction with the public, it is important for telecommunicators to be able to read people. Though there are many different cultures present in our society, most individuals can be categorized into one of the following three categories.

a. Nice

“Nice people do exist and will voluntarily comply with what you ask them to do. They are generally supportive of public safety and are very cooperative. However, the nature of the nice person may be eroded somewhat by incidents of poor service or public safety blunders broadcast in the media.” (Thompson & Jenkins, 1993, p 41-41)

b. Difficult

“The majority of people telecommunicators encounter are difficult people. In fact, cynical or assertive telecommunicators themselves are inherently difficult. Putting two difficult people together is a combination that often creates conflict. The difference is that telecommunicators are trained and encouraged to control their difficult tendencies, while the average citizen is not.” (Thompson & Jenkins, 1993, p 41-44)

c. Wimp

“Similar to the nice person, a wimp will typically comply with a request the first time. They are nice on the surface, but difficult below the surface. More often than not, they have a hidden agenda, and subsequently are the worst kind of person to deal with.” (Thompson & Jenkins, 1993, p 44-46)

3. Deflection Techniques (Strip Phrases)

It is very likely that a telecommunicator will encounter verbal abuse at some point during his/her career. It is human nature to react to such abuse by assuming a defensive attitude. A telecommunicator must understand, however, that verbal abuse is directed toward what
the telecommunicator represents and not the individual person. Telecommunicators should respond to verbal abuse professionally using the deflection technique of strip phrases. A strip phrase averts the subject’s verbal hostility and refocuses the telecommunicator on the immediate goal.

a. Strip Phrases
   (1) “Appreciate it, but…”
   (2) “I understand that, but…”
   “Acknowledging an individual’s verbal abuse by stating appreciate or understand empathizes we want to work with the person, not against him/her. After that, the word but refocuses the conversation to the desired goal of ascertaining information as well as generating voluntary compliance. Every word following but must be goal-focused and in professional language.” (Thompson & Jenkins, 1993, p. 74-76)

b. Principles of the Contact Professional (Thompson and Jenkins, 1993, p. 221)
   (1) The less ego you show, the more power and control you have over others.
   (2) The more ego you show, the less power and control you have over others.
   (3) To generate voluntary compliance is the essence of professionalism.
   (4) Don’t belittle or disrespect, be fair, and remove thy self.

D. THE IMPORTANCE OF UNDERSTANDING CULTURAL DIVERSITY

A telecommunicator’s behavior and professionalism in dealing with the community is as important as proficiency in using a computer or a radio. Just as a bullet or well-placed defensive strike may cause serious bodily harm, a slur or disparaging comment can inflict serious emotional harm to the receiver of the message. It compromises the reputation of the person who delivers it and/or the agency he/she represents.
1. Culture

Culture may be viewed as “the customary beliefs, social forms, and material traits of a racial, religious, or social group; also the characteristic features of everyday existence.” (Merriam-Webster.com, 2013) It is the total pattern of human behavior. Religion may influence culture and culture may influence religion. There are a multitude of qualities that help define a culture:
   a. Culture is learned.
   b. Culture is cumulative; it is transmitted from one generation to another.
   c. Culture can be described as normative; it has defined rules.
   d. Culture is value-laden.
   e. Culture is “out of our (own) awareness.” We assume it is how everyone thinks, feels, and behaves, and it affects how we view the world.

2. Intolerance

Intolerance is based on:
   a. Ignorance.
   b. Indifference.
   c. Limited perception.

3. Prejudice

“Prejudice is a preconceived judgment or opinion; an adverse opinion or leaning formed without just grounds or before sufficient knowledge.” (Merriam-Webster.com, 2011) A prejudiced person will almost certainly claim to have sufficient cause for his/her views. Such a person typically resorts to a selective sorting of his/her own memories, mixes them up with hearsay, and then over-generalizes.

4. Hate Crimes

According to Merriam-Webster's Dictionary of Law (n.d.) a Hate Crime is defined as “a crime that violates the victim's civil rights and that is motivated by hostility to the victim's race, religion, creed, national origin, sexual orientation, or gender.”

Examples of Hate Crimes
   a. Burning cross or religious symbol.
   b. Bombings/bomb threats.
   c. Destroying or injuring property.
   d. Assault.
   e. Interrupting or disturbing religious meetings.
   f. Possession of firearm in proximity of public demonstration.
   g. Unlawful use of telephone.

5. Student Activity - Personality Test

Everyone takes in and processes information differently. In order to be better communicators, we need to understand how others process information. According to Mary Miscisn (2010) knowing and understanding our personalities and the personalities of others helps us to recognize the “differences and similarities in communication styles, behaviors, and preferences and how to use that information to solve conflicts, increase respect and bring out the best in everyone.” (p. 1) According to Mary Miscisn (2010) the following applies:
a. Sensing-Thinking (ST) GOLD

The Gold personality type is the keeper of tradition. Their motivation is to belong and they feel that there is a right way to do everything. They are stable, grounded, and punctual. They thrive on routine and policies. They look to the past to determine what must be done in the future. They value membership in groups and want to know where they stand in the hierarchy of the group. Golds are the record keepers, the inspectors and caregivers. They enjoy family traditions such as birthday parties and family gatherings. Most police officers tend to be Golds.

b. Sensing-Feeling (SF) BLUE

The Blue personality type is searching for the meaning of life. Their motivation is to feel authentic. They are sensitive, romantic, and loyal. They are peacemakers and cooperative team players. They yearn for self-actualization, yet it is always just beyond their grasp. They are the peacemakers and as children find conflict very stressful. They focus on people and their relationships to one another. They often work in careers that involve helping people, such as psychology, ministry or travel agent.

c. Intuitive-Thinking (NT) GREEN

The Green temperament is always questioning the status quo. Their motivation is a quest for power. For them, knowledge is power and they explore all the facts before making a decision. They strive for competency and are inventive, intellectual, and persistent. As children, they are always asking “Why?” They are the inventors. They may enjoy a sport, but once they have mastered it, they may move on to something else. They see the world as a set of systems and are very good at organizing for efficiency. But even when they have succeeded in making an organization highly efficient, they have difficulty refraining from making further modifications. They are seen as visionaries and are careful planners.

d. Intuitive-Feeling (NF) ORANGE

The Orange temperament wants to do things now and they have a “just do it” attitude. Their motivation is to be free. They like variety and spontaneity. As children, they learned best by doing; as adults they like to solve practical problems. They are quick-witted, resilient, playful, and bold. They enjoy action, competition, and participating in sports or watching sporting events.

E. TECHNIQUES FOR INTERVIEWING CALLERS

“I know you believe you understand what you think I said, but I am not sure you realize that what you heard is not what I meant.” Robert McCloskey

This is an amusing statement, and unfortunately, it is not far from the truth in describing how we frequently communicate with one another. Public safety communications involves gathering and evaluating information. Today, telecommunicators are challenged to accomplish this task as quickly and efficiently as possible.

1. Interview Considerations

People are affected by numerous physical and emotional factors that may alter the validity of the information they give telecommunicators. Studies have shown that individuals who are placed in traumatic circumstances tend to not be able to recall details or events accurately. (Van der Kolk, McFarlane, & Weisaeth, 1996, pages 3-10)
a. Status of interviewee
   (1) Attitude
   (2) Age - elderly and very young will require special consideration
   (3) Education level or communication skills

b. Emotional state of interviewee
   Anxiety affects recollection. The higher the anxiety level, the lower the ability to recollect.

c. Attitude of interviewer

2. Questioning Techniques

   Questions are the principle tools of interviewing. The quantity and quality of information obtained from callers will usually be directly related to the telecommunicator’s skills in formulating and asking questions.

   To question a caller properly is to question him/her quickly and thoroughly. Proper sequencing of questions will assure thoroughness on each call for service. Sequencing is a learned skill that takes practice, organization, and common sense. Once this skill is mastered, the telecommunicator can develop a flow of questions that will make the call proceed faster while still gathering essential information.

3. Specific Types of Questions

   When beginning an interview, it is recommended to start with asking open-ended questions to get the basic information. These questions require explanation and tend to provide a great deal of information up front. Once the basic information is obtained, responses can be narrowed by using more close-ended (yes or no) questions to ensure accuracy and focus on specific details.

   When sequencing a complainant, gather priority information first by asking:

   a. Where?
   b. What? Determines the severity or potential severity of the situation.
   c. When? Coupled with “What” will determine call priority.
   d. Who?
   e. Why? The least asked question by telecommunicators.
   f. Weapons?

   Emergency service work is hazardous by nature and it is the telecommunicator’s responsibility to ensure every precautionary measure available has been used to protect responders from danger. The best measure a telecommunicator can employ is to determine if weapons were used or available for any incident involving:

   (1) Alcohol.
   (2) Violence.
   (3) Drugs.
4. **Detailed Physical Descriptions**

Obtaining a detailed physical description from a citizen is one of the most difficult telephone tasks. Anxiety does affect recollection. During and after a crisis, a witness or victim may visualize a suspect’s physical description a number of times. As time passes, small details will often fade. Oftentimes the descriptions obtained are relative, meaning he/she is describing that person as compared to him/herself, especially when it comes to height, weight, and age. Some components of a detailed physical description would include:

- a. **Sex**
- b. **Race**
- c. **Age**
- d. **Height**
- e. **Weight**
- f. **Build** - small, thin, muscular, stocky, heavy
- g. **Complexion** – light, fair, medium, or dark skinned, acne, etc.
- h. **Hair** – Color, style, length, balding etc.
- i. **Eyes** – color, glasses
- j. **Facial hair** – beard, goatee, mustache
- k. **Scars, marks, tattoos**
- l. **Any disfigurement** – burns, birth marks, etc.
- m. **Clothing** – top to bottom (be specific)
- n. **Demeanor** – calm, nervous, angry
- o. **Any distinguishing information caller advises**

5. **Detailed Vehicle Descriptions**

Due to the mobility of today’s society, a suspect normally departs from a crime scene in some sort of motor vehicle. The telecommunicator should obtain a detailed description of the vehicle as responders may encounter this vehicle while en route to the scene. The America’s Water Way Watch program of the U.S. Water Patrol suggests using the acronym CYMBALS for a detailed vehicle or boat description.

- a. **Motor Vehicle Description**
  - Color (paint, markings, etc)
  - Year (of manufacturer)
  - Make (and/or model of vehicle)
  - Body style (2-door, 4-door, SUV, truck, etc)
  - Any other information (damage, tinted windows, bumper stickers, etc.)
  - License Plate Number
  - State of Registration
b. Boat Description
   Color (paint, markings, etc)
   Year (of manufacturer)
   Make (and/or model of boat)
   Body (length, runabout, cruiser, etc)
   Accessories (antennas, flags, inboard/outboard, etc)
   License Plate Number
   State of Registration

6. Detailed Weapon Descriptions
   a. Type – handgun, rifle, shotgun
   b. Finish – blue steel, stainless steel, polished nickel
   c. Caliber

F. THE TWO MAJOR TYPES OF LISTENING

Although listening accounts for half of our communication with others, it is the most neglected and one of the hardest skills to learn. Listening is very different from hearing. Listening involves more than just hearing spoken words. It is the first step to problem solving and requires strict discipline to obtain details of the caller’s problem, need, or complaint. Frequently the problem is that the listener is so passive, so detached, and so easily distracted that he/she fails to comprehend the message the speaker is trying to convey. Listening is critical for effective telephone communication. It requires practice, patience, but most of all it requires concentration. Concentration is the key to effective listening. (McMains & Mullins, 2006)

Two Major Types of Listening

1. Passive Listening
   The listener only hears the spoken words. He/she is unwilling to attempt to understand the message the speaker is trying to convey.

2. Active Listening
   The listener attempts to understand what the speaker is actually saying or seeking. This type of listening is mastered by:
   a. Paraphrasing - keep reviewing and summarizing the information provided by the caller.
   b. Clarifying information.
   c. Note taking.
   d. Giving vocal feedback.
   e. Concentrating.
   f. Listening to the supporting evidence.
   g. Being professional, poised, and emotionally under control.
G. SPECIAL CARE COMMUNICATIONS

1. Americans with Disabilities Act (ADA)

The Americans with Disabilities Act of 1990 is the most significant piece of legislation to directly impact persons with disabilities since the Rehabilitation Act of 1973. Although numerous reasons prevailed for the passage of this Act, the primary reasons focused on the fact that the Act is morally “the right thing to do,” and emergency services should not be hindered to millions of Americans suffering from speech or hearing impairments.

a. Mandatory Requirements

According to the ADA, public entities are required to furnish emergency telephone services to persons with disabilities that are functionally equivalent to voice services. The Act further requires public entities to employ appropriate measures, including equipping their emergency systems with modern technology, as may be necessary to promptly receive and respond to a call from users of Telecommunication Devices for the Deaf (TDD) or computer modems. The Americans with Disabilities Act enables thousands of Americans with special needs to successfully communicate with emergency PSAPs. (ada.gov, 2011)

b. TTY, TDD, CapTel, and VCO

These terms apply to any electronic device that enables persons with any type of hearing or speech impediment direct access to telephone services.

What are TTY, TDD, CapTel, and VCO?

(1) TTY comes from the word teletype. Resembling a small typewriter, it is a variation of a Western Union text machine, and is now commonly called a text telephone. (CATEA, 2011)

(2) TDD stands for telecommunications device for the deaf. It is much like a computer modem. This term is a misnomer because not everyone who uses the device is deaf. (CATEA, 2011)

(3) CapTel stands for captioned telephone. It is a newer service available for persons with mild to moderate hearing loss; persons who can hear parts of a conversation but use a “close captioned” feature to read the conversations as well. (CapTel, 2011)

(4) VCO stands for voice carry over. This technology allows for someone to use his/her own voice over the phone and read the other person’s response. It is mainly used by people who are hard-of-hearing (or late deafened) but have clear, understandable speech. (UIC, 2011)

c. Identification of Incoming TTY/TDD Calls

Telephone calls from hearing or speech-impaired citizens can present themselves in many different ways. The presentation is often dictated by the citizen’s access to and/or ability to afford TTY/TDD equipment. Below are some examples of various presentations. (UACEA, 2011)

(1) Silent, open line

(2) Beeping tones (often confused with a fax machine)

(3) Tapping

(4) Computerized voice recording
Calls from citizens using CapTel or VCO technology will present much the same as any other call. The conversation will be verbal, however, may proceed a bit slower because of the delay for the captioning service.

d. American Sign Language

Although the TTY/TDD is fairly simple to operate, responding effectively to the deaf community is often a difficult task. For deaf persons, information is processed through the eyes not the ears. Through the combination of signs, facial expressions, body language, and the use of space, the deaf community primarily communicates using American Sign Language.

Formerly recognized as a language in the 1960s, American Sign Language (ASL) is considered the third most used language in the United States behind English and Spanish. Because ASL is a visual language, communication through written avenues such as TTY/TDD equipment can be especially frustrating and difficult. Whether someone was born with a hearing deficit or was late-deafened will greatly impact their ability to communicate via the TTY/TDD. In order to effectively communicate via a TTY/TDD, the telecommunicator must keep several things in mind. (UIC, 2011)

a. Keep sentence structure, grammar, and vocabulary simple.
b. Ask clarifying questions.
c. Look for meaning rather than grammatical perfection.
d. Use standardized abbreviations. (e.g., GA, SK, Q)
e. Take and review notes during the transmission.
f. Verify address.

e. Dispatching the Call

Because of the slow nature of typed communications, telecommunicators should dispatch all TTY/TDD emergency calls immediately upon the verification of the location. In the event the TTY/TDD caller cannot relay the necessary information, the call should be dispatched immediately to the location obtained through the automatic location identification (ALI) information or emergency call tracing procedures.

When dispatching field responders to any type of call received through the TTY/TDD, telecommunicators should notify the field units that the call was received via TTY/TDD. This will allow the field units to realize they may be dealing with communication barriers when they arrive on the scene. The telecommunicator should also update the responding units as further information is obtained.

f. Completing the TTY/TDD Call

After obtaining the necessary dispatch information, the telecommunicator should allow the caller to decide whether to continue or end the conversation. Once the call is completed, the call-taker should follow departmental procedure regarding documenting the receipt of a TTY/TDD call. The telecommunicator should also use this opportunity to document any equipment malfunctions.
State Resource

“The South Carolina Association of the Deaf, Inc. (SCAD) is committed to providing advocacy for all persons in South Carolina who are Deaf and Hard-of-Hearing. SCAD supports equal access to a comprehensive coordinated system of services and encourage all Deaf and Hard-of-Hearing people to achieve their maximum potential through increased independence, productivity, and integration into the community.

SCAD works with individuals to help them achieve a better understanding of the law and their responsibilities under it. We provide assistance with dispute resolution regarding the Americans’ with Disabilities Act (ADA), discrimination in the work place, issues in the job market, access to the justice system and many other issues.

The South Carolina Association of the Deaf, Inc. (SCAD) is a statewide organization working with and for the Deaf and Hard of Hearing people in South Carolina. SCAD is the South Carolina affiliate of the National Association of the Deaf (NAD) and focuses on promoting equal treatment toward deaf and hard of hearing citizens in education, employment, legislation, healthcare, and other fields pertaining to the Deaf and Hard of Hearing citizens of South Carolina.

A leading resource for information regarding deafness in the state, SCAD is contacted for deafness-related information by a variety of individuals and institutions. SCAD is able to respond quickly with speakers, statistics, referrals and other needed information. The agency also has a free lending library which provides deaf-related information to the public.” (SCAD, 2011)

South Carolina Association of the Deaf
437 Center Street
West Columbia, SC 29169
803-794-3175 (voice)
803-794-7059 (TTY)

Language Barrier

“According to the 2010 Census, 308.7 million people resided in the United States on April 1, 2010, an increase of 27.3 million people, or 9.7 percent, between 2000 and 2010. The vast majority of the growth in the total population came from increases in those who reported their race(s) as something other than White alone and those who reported their ethnicity as Hispanic or Latino. More than half of the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Hispanic population.” (Humes, Jones, & Ramirez, 2011)

Our nation is a nation of immigrants, which was reflected in another statistic from the 2010 U.S. Census showing that almost 20% of our population does not speak English at home. Although these immigrants recognize America as their home, many of them remain faithful to their native customs, traditions, and languages. (US Census Bureau, 2011)

Until recently, communicating with a non-English speaking caller was, at best, difficult. However, because of advancements in technology, specialized telephone services designed to assist emergency telecommunicators offer the same degree of service to non-English speaking callers as any other caller.
a. When encountering a non-English speaking complainant, attempt successful communication by:

(1) Proceeding slowly and repeating key words such as police, fire, and/or ambulance.
(2) Using additional personnel to listen to the conversation on a conference line.
(3) Dispatching officers to the complainant’s location. Advising the officers of an unknown problem due to language problem.
(4) Notifying the language line service.
(5) Once the nature of the emergency is determined, or when additional information is obtained, inform the responding officers.
(6) Most importantly, never give up. Keep trying to successfully communicate with the caller.

b. Pre-planning for these types of situations can be achieved through successful community interest programs focused on:

(1) Encouraging non-English speaking citizens in your jurisdiction to obtain a language line service identification, which will guide the telecommunicator to ask for a specific language interpreter.
(2) Establishing a contact list of college professors, teachers, or citizens in your community with foreign language skills.
(3) Equipping patrol officers with point talk emergency service translators.

3. Cellular Telephones

Cellular telephones have provided the emergency service agencies with thousands of additional roaming eyes on the roadways of America. Two out of three new telephone numbers are being currently assigned to cellular telephones.

Although heightened concerns about crime and personal safety have helped boost the sale of cellular telephones, the overall benefits go beyond individual personal safety.

Motorists have been urged by the cellular industry, AAA (American Automobile Association), and emergency service agencies to use 911 to report drunk drivers, stranded motorists, accidents and suspicious activities they may encounter when traveling.

a. Certain Disadvantages

Cellular telephones do have certain disadvantages the telecommunicator should be aware of. (Vevea, 2011)

(1) An emergency call placed using a cellular telephone will not provide Automatic Location Identification (ALI), Automatic Number Identification (ANI) or selective routing based upon emergency service zones.
(2) The cellular receiving tower may be in a different service area and the emergency call may have to be relayed to a different jurisdiction.
b. Responsibilities of the Telecommunicator

(1) Always identify your PSAP to determine proper responding agency.

(2) Establish jurisdiction, and if the emergency is outside your PSAP’s jurisdiction, route the information to the appropriate agency.

(3) Emergency calls from cellular telephones will often be placed by tourists or traveling motorists. Since these callers will not know the community or area as well as local residents, exact locations will be vague. Listen carefully and ask specific questions to determine exact location. If necessary, and if possible, direct the motorist to drive until visible landmarks are sighted.

c. Multiple Telephone Complainants

Depending on the severity of the situation, a number of citizens may call PSAPs to report already known emergencies. Since this will result in an overflow of calls, the telecommunicator should:

(1) Verify every caller’s report.

(2) Determine if the situation being reported is already known.

(3) Obtain any supplemental information and update the responding emergency agency.

(4) Be courteous, but brief.

d. Open Line

Cellular telephones today have more features than previous generation technology allowing consumers to do everything from talk on the phone to surf the internet. Some manufacturers have even included safety features such as a one button dial for 911. By holding down a key on the number pad for a certain length of time, the cellular phone will automatically connect to 911. This new safety feature is partly to blame for the increase in the number of accidental calls received in dispatch centers; citizens carry cellular telephones in their pockets, purses, bags, et cetera, often forgetting to lock the keypad. In the event of an open line cellular telephone call, the telecommunicator should listen for a period of time to determine if it is truly an accidental call.

H. THE ART OF REPORT WRITING

A report for telecommunications purposes is a detailed account or statement, written or electronic, on a departmental form. (Merriam-Webster, 2011) Departmental forms can be structured in any way; short, long, complicated, or simple. They can be designed for use in only one type of situation or for many different types of situations. When you write a report, you are passing on information in writing on a standardized form.

1. Classifications of Reports

a. Operational reports

Reports generated by telecommunicators in reference to crimes, incidents, arrests, and other daily activities. (Example: shift reports, incident reports, tow log, etc.)

b. Administrative reports

Reports documenting the administration of a department. (Example: personnel evaluations, budget reports, disciplinary forms, etc.)
2. Common Characteristics of Reports
   a. Reports are initiated whenever departmental policy prescribes or whenever official action is taken. They are made at or about the time of an event for investigative purposes. Everything contained in them should be accurate to the best of the telecommunicator’s knowledge at the time it was written.
   b. The statements of others should also reflect what the telecommunicator heard at the time, even though someone else may have heard otherwise or witnesses may have changed their opinions since giving their statements.
   c. Reports serve as a permanent record of events. They also serve as a means to provide information to other parties (i.e., victims, supervisors, or other agencies).

3. Elements of a Good Report
   a. Factual
      According to Collins English Dictionary (n.d.) “a fact is something that can be verified.” Information in a report must be correct. A report can be beautifully written, but if it contains incorrect information it is useless. If you enter an opinion, it must be labeled as an opinion and not represented as fact. If quotes are used, be sure to use quotation marks.
   b. Clear
      The report must communicate to the reader a clear and understandable account of events. Don’t try to be a creative writer; be a reporter. Write so that there can be no misunderstanding and the reader could garner only one interpretation.
   c. Complete
      In order for a report to be complete, it must contain all relevant information. It must answer Who, What, Where, When, and Why. Most of these questions can be answered simply by filling in the appropriate blocks on the report form itself.
   d. Concise
      Be short and to the point, not wordy. Complete your documentation in as few words as possible without sacrificing clarity or completeness. A thorough knowledge of the elements of the specific situation being documented as well as a familiarity of departmental policies and procedures serve to make this process as simple as possible.
   e. Impartial
      Although it is extremely important to document the elements of specific events, it is easy to slant reports in one direction or another. It is a good practice to report all information, both positive and negative, and focus on the facts. Telecommunicators are tasked to remain neutral and unbiased while simultaneously gathering information relevant to the particular call for service.
      
      (1) Objective information – verifiable facts (i.e., color of a vehicle)
      (2) Subjective information – observations subject to interpretations (i.e., the caller was drunk)
f. Transition words

When the report is complete, the narrative should contain a complete and accurate word description of an event. It should be presented in the chronological order that the events occurred. Transition words such as “first, second, next, and then” help to accomplish this task in an orderly manner.

g. Cardinal Rule

A report that must be supplemented by verbal explanation is incomplete and should be rewritten in order to include all information and relay the pertinent facts surrounding the incident. If it wasn’t written down, it never happened.

I. PRIORITY LEVELS FOR CALLS FOR SERVICE

Before emergency service personnel can be dispatched, the telecommunicator must first prioritize the call. He/she must decide whether the call for service can be delayed or whether immediate response is warranted. For the most effective use of resources, the telecommunicator must first understand what constitutes an emergency.

1. As a general rule, emergencies exist when:
   a. There is a life-threatening situation.
   b. An ambulance is summoned.
   c. There is a fire.
   d. A violent crime is in progress.

2. Wrongful Interpretations

As a vital link in communication between the community and emergency response service agencies, the telecommunicator is responsible for determining the needs of a citizen and applying the available resources.

Incorrect prioritizing normally occurs when communications are incorrect, incomplete, distorted, or inaccurate. Therefore, a telecommunicator needs to understand the importance of portraying and prioritizing a call for service accurately.

Although numerous reasons could cause a telecommunicator to incorrectly prioritize a call, the most common errors are due to:

   a. Overrating

   Putting too much emphasis on a call can be a problem. Common mistakes of this type often occur in medical emergencies. For example, most people would believe that a finger amputation is a pre-hospital emergency, but it is not. Overrating a call wastes resources and oftentimes causes responders to overreact.

   b. Underrating

   As with human nature, telecommunicators most often under-rate a call when it is from a citizen who calls regularly, those callers often referred to as frequent flyers. A telecommunicator must be diligent in performing his/her duties and not become complacent. Grave consequences could result from underrating a situation or patient’s condition.
3. Change of Priority Status

After dispatching a call for service, certain events or circumstances may arise resulting in the priority status changing. When these circumstances arise, immediately relay the change to the emergency responders.

J. GUIDELINES FOR RADIO TRANSMISSION REQUESTS

As a governing rule, radio transmission requests may be deferred but never disregarded. In order to respond to these requests in a timely manner, the telecommunicator should employ certain guidelines.

1. Although the majority of radio transmission requests are honored without unnecessary delay, telecommunicators are constantly interrupted by a variety of task and duties. Therefore, telecommunicators should:
   a. Never leave any request to memory.
   b. Honor any request that is in the interest of responder safety first and foremost.
   c. Never direct a responder to standby until the actual request is known.
   d. Delegate radio transmission requests to other telecommunicators. Dispatch is a team effort.
   e. Repeat or echo the request to confirm its accuracy and/or your understanding.
   f. Never acknowledge a radio transmission unless it is fully understood.

2. The ABCs of Broadcasting

According to Olmstead (n.d) radio transmissions are most successful when the telecommunicator and first responder use the ABCs of broadcasting formula. This formula consists of:

   a. Accuracy
      Always make sure that any information you pass on is accurate and factual. Having wrong information is often worse than having no information at all. Remember, it is the telecommunicator’s responsibility to ensure that he/she is understood over the radio.

   b. Brevity
      Keep radio transmissions as brief as possible. The efficient use of airtime will benefit the communication center and emergency responders. The telecommunicator has the direct responsibility of maintaining control and discipline over radio traffic.

      As a governing rule of broadcasting, transmit all known information to the emergency service personnel during the initial dispatch.

   c. Clarity
      The final item in the ABCs formula for effective broadcasting is clarity. Not only must the telecommunicator be familiar with proper radio procedures, he/she must also be conscious of broadcasting words that are pronounced correctly, distinctly, and clearly. The phonetic alphabet is a helpful tool for dispatching names, addresses, vehicle registration, etc. Using military time also contributes to clarity and understanding.
3. The Most Common Types of Radio Transmission Problems

A telecommunicator will quite often be subjected to trying times. No matter how stressful these times may be, a telecommunicator must handle him/herself in a professional manner. There are many radio transmission problems a telecommunicator may face. The three most common types of problems encountered during normal radio traffic are:

a. Twenty questions.

b. Repeated requests.

c. Multiple transmissions.

4. The Importance of Portraying a Professional Atmosphere

By portraying a professional atmosphere during radio transmissions, the telecommunicator will develop a better rapport with emergency service personnel, the public, and supervisors. Listed below are some ways a telecommunicator can establish a professional atmosphere.

a. Transmit broadcasts using expected words, phrases, codes, and signals.

b. Avoid slang.

c. Transmit in brief sentences or phrases but avoid robot transmissions.

d. Avoid words or voice inflections that reflect irritation, disgust, or sarcasm.

e. Eliminate unnecessary words such as please or thank you. Courtesy can be expressed by tone of voice.

f. Avoid using the responder’s name on the radio.

g. Think before you speak.

h. Become familiar with your jurisdiction.

i. Be sensitive to your responder’s ability to copy or hear information. Background noises, such as sirens or loud engines, may distort or muffle transmissions.

j. Be knowledgeable of your equipment.

III. SUMMARY

When a telecommunicator answers the telephone or radio, there is no way of knowing or foreseeing what type of emergency has occurred. The telecommunicator must always be prepared to deal with all situations in an efficient and professional manner. Treat each customer as someone special and tolerate repetition, reinforce progress, provide feedback, and most importantly conclude every conversation in a positive tone. The public perception of an organization is directly affected by the very image it portrays. When dealing with customers, every telecommunicator should portray a positive image on the telephone, as well as the radio.
**APPENDIX A: Commonly Used Phonetic Alphabets**

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<tr>
<th></th>
<th>NATO &amp; International Aviation</th>
<th>New York Police</th>
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<tbody>
<tr>
<td>A</td>
<td>Alpha</td>
<td>Adam</td>
</tr>
<tr>
<td>B</td>
<td>Bravo</td>
<td>Boy</td>
</tr>
<tr>
<td>C</td>
<td>Charlie</td>
<td>Charles</td>
</tr>
<tr>
<td>D</td>
<td>Delta</td>
<td>David</td>
</tr>
<tr>
<td>E</td>
<td>Echo</td>
<td>Edward</td>
</tr>
<tr>
<td>F</td>
<td>Foxtrot</td>
<td>Frank</td>
</tr>
<tr>
<td>G</td>
<td>Golf</td>
<td>George</td>
</tr>
<tr>
<td>H</td>
<td>Hotel</td>
<td>Henry</td>
</tr>
<tr>
<td>I</td>
<td>India</td>
<td>Ida</td>
</tr>
<tr>
<td>J</td>
<td>Juliet</td>
<td>John</td>
</tr>
<tr>
<td>K</td>
<td>Kilo</td>
<td>King</td>
</tr>
<tr>
<td>L</td>
<td>Lima</td>
<td>Lincoln</td>
</tr>
<tr>
<td>M</td>
<td>Mike</td>
<td>Mary</td>
</tr>
<tr>
<td>N</td>
<td>November</td>
<td>Nora</td>
</tr>
<tr>
<td>O</td>
<td>Oscar</td>
<td>Ocean</td>
</tr>
<tr>
<td>P</td>
<td>Papa</td>
<td>Paul</td>
</tr>
<tr>
<td>Q</td>
<td>Quebec</td>
<td>Queen</td>
</tr>
<tr>
<td>R</td>
<td>Romeo</td>
<td>Robert</td>
</tr>
<tr>
<td>S</td>
<td>Sierra</td>
<td>Sam</td>
</tr>
<tr>
<td>T</td>
<td>Tango</td>
<td>Tom</td>
</tr>
<tr>
<td>U</td>
<td>Uniform</td>
<td>Union</td>
</tr>
<tr>
<td>V</td>
<td>Victor</td>
<td>Victor</td>
</tr>
<tr>
<td>W</td>
<td>Whiskey</td>
<td>William</td>
</tr>
<tr>
<td>X</td>
<td>X-ray</td>
<td>X-ray</td>
</tr>
<tr>
<td>Y</td>
<td>Yankee</td>
<td>Yellow</td>
</tr>
<tr>
<td>Z</td>
<td>Zulu</td>
<td>Zebra</td>
</tr>
</tbody>
</table>
APPENDIX B: Sample TTY Communications

2 KID TREE STUCK

HOSP VAN COME WHEN Q

MY MIND HURT BROKE

I WANT POLICE NOW COME PUT JOE JAIL

I SEE SMOKE TWO BLOCKS NOT SURE

HAPPEN YESTERDAY CAR HIT KID ME DO DO QQ

ME NOT UNDERSTAND TRAZADONE WHAT FOR QQQ

WHAT MEAN RESUSSCION SP MEAN QQQ

FINISH PUSH CHEST 5 TIMES NOW NEXT
### APPENDIX C: Commonly Used TTY Abbreviations

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>ABT</td>
<td>About</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>AM</td>
<td>Morning</td>
</tr>
<tr>
<td>AMBL or AMBU</td>
<td>Ambulance</td>
</tr>
<tr>
<td>ANS</td>
<td>Answer</td>
</tr>
<tr>
<td>ANS MACH</td>
<td>Answering machine</td>
</tr>
<tr>
<td>ASAP</td>
<td>As soon as possible</td>
</tr>
<tr>
<td>ASST</td>
<td>Assistant</td>
</tr>
<tr>
<td>BIZ</td>
<td>Business</td>
</tr>
<tr>
<td>BYE</td>
<td>Goodbye</td>
</tr>
<tr>
<td>CA</td>
<td>Communications assistant</td>
</tr>
<tr>
<td>CC</td>
<td>Closed captioned</td>
</tr>
<tr>
<td>CD or CLD</td>
<td>Could</td>
</tr>
<tr>
<td>CI</td>
<td>Cochlear implant</td>
</tr>
<tr>
<td>CLR</td>
<td>Clear</td>
</tr>
<tr>
<td>CU</td>
<td>See you</td>
</tr>
<tr>
<td>CUL</td>
<td>See you later</td>
</tr>
<tr>
<td>CUZ or BEC</td>
<td>Because</td>
</tr>
<tr>
<td>CN</td>
<td>Can</td>
</tr>
<tr>
<td>DOB</td>
<td>Date of birth</td>
</tr>
<tr>
<td>DR or DOC</td>
<td>Doctor</td>
</tr>
<tr>
<td>EDUC</td>
<td>Education</td>
</tr>
<tr>
<td>FIGS</td>
<td>Figures</td>
</tr>
<tr>
<td>GA</td>
<td>Go ahead</td>
</tr>
<tr>
<td>GA SK or GA to SK</td>
<td>About to hang up</td>
</tr>
<tr>
<td>GOVT</td>
<td>Government</td>
</tr>
<tr>
<td>HAND</td>
<td>Have a nice day</td>
</tr>
<tr>
<td>HD or HLD</td>
<td>Hold</td>
</tr>
<tr>
<td>HOH</td>
<td>Hard of hearing</td>
</tr>
<tr>
<td>HOSP</td>
<td>Hospital</td>
</tr>
<tr>
<td>ILY</td>
<td>I love you</td>
</tr>
<tr>
<td>IMPT</td>
<td>Important</td>
</tr>
<tr>
<td>INFO</td>
<td>Information</td>
</tr>
<tr>
<td>INT or TERP</td>
<td>Interpreter</td>
</tr>
<tr>
<td>KIT</td>
<td>Keep in touch</td>
</tr>
<tr>
<td>LD</td>
<td>Long distance</td>
</tr>
<tr>
<td>LTRS</td>
<td>Letters</td>
</tr>
<tr>
<td>LV</td>
<td>Leave</td>
</tr>
<tr>
<td>MSG or MSSG</td>
<td>Message</td>
</tr>
<tr>
<td>MIN</td>
<td>Minute</td>
</tr>
<tr>
<td>MISC</td>
<td>Miscellaneous</td>
</tr>
<tr>
<td>MTG</td>
<td>Meeting</td>
</tr>
<tr>
<td>MYOB</td>
<td>Mind your own business</td>
</tr>
<tr>
<td>N</td>
<td>And</td>
</tr>
<tr>
<td>NITE</td>
<td>Night</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Meaning</td>
</tr>
<tr>
<td>--------------</td>
<td>---------</td>
</tr>
<tr>
<td>NP or NO PBLM</td>
<td>No problem</td>
</tr>
<tr>
<td>NBR</td>
<td>Number</td>
</tr>
<tr>
<td>OFC</td>
<td>Office</td>
</tr>
<tr>
<td>OIC</td>
<td>Oh, I see</td>
</tr>
<tr>
<td>OK</td>
<td>Ok</td>
</tr>
<tr>
<td>OPR</td>
<td>Operator</td>
</tr>
<tr>
<td>PH</td>
<td>Phone</td>
</tr>
<tr>
<td>PM</td>
<td>Evening</td>
</tr>
<tr>
<td>PPL</td>
<td>People</td>
</tr>
<tr>
<td>PLS</td>
<td>Please</td>
</tr>
<tr>
<td>PRO</td>
<td>Professional</td>
</tr>
<tr>
<td>Q or QQ</td>
<td>Question</td>
</tr>
<tr>
<td>R</td>
<td>Are</td>
</tr>
<tr>
<td>RD</td>
<td>Read</td>
</tr>
<tr>
<td>REC or RCV</td>
<td>Receive</td>
</tr>
<tr>
<td>SD or SHD</td>
<td>Should</td>
</tr>
<tr>
<td>SK</td>
<td>Stop keying (end of message)</td>
</tr>
<tr>
<td>SKSK</td>
<td>Hanging up</td>
</tr>
<tr>
<td>STRM</td>
<td>Storm</td>
</tr>
<tr>
<td>THKS or THX or TKS</td>
<td>Thanks</td>
</tr>
<tr>
<td>THOT</td>
<td>Thought</td>
</tr>
<tr>
<td>THRU</td>
<td>Through</td>
</tr>
<tr>
<td>TMR or TMW</td>
<td>Tomorrow</td>
</tr>
<tr>
<td>TTY or TDD</td>
<td>Text telephone</td>
</tr>
<tr>
<td>U/UR/URS</td>
<td>You/your/yours</td>
</tr>
<tr>
<td>WD or WUD</td>
<td>Would</td>
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<tr>
<td>XOXO</td>
<td>Hugs and kisses</td>
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<tr>
<td>XXXX</td>
<td>Erases an error</td>
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### INSTRUCTIONAL CONTENT

**BIBLIOGRAPHY**

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### CJA LESSON PLAN COVER SHEET

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<td>I0228</td>
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<tr>
<td>Telecommunications Officer Training Program</td>
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**TIME ALLOCATION BREAKDOWN**

(These hours should add up to the Time Allocation above. Do not include hours on the Practical Problems Range.)

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<th>CRITICAL THINKING/HANDS-ON:</th>
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<td></td>
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<td>Michelle Mills</td>
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**LESSON PLAN PURPOSE:**

To provide telecommunicators with the knowledge and skills necessary to properly assess, interview, and respond to situations involving children.

**EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:**

- Multiple Choice, Written Exam
- 70% Minimum Passing Standard

**TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:**

- PowerPoint Presentation
- Computer
- Projector
- Screen
PERFORMANCE OBJECTIVES

LESSON PLAN TITLE: BTOT/Dealing with Calls Involving Children

LESSON PLAN #: I0228

STATUS (New/Revised): Revised March 2013

PERFORMANCE OBJECTIVES:

1. Identify historical events that illustrate the evolution of child abuse in our society.
2. Identify the dynamics of child victimization.
3. List the legal aspects of child abuse as defined by South Carolina state statute.
4. List the legal aspects of juvenile offenders as defined by South Carolina state statute.
5. Recognize characteristics of child callers by age bracket.
6. Recognize signs of an emergency when reported by child callers.
7. Identify interviewing techniques that should be used with child callers.
8. Explain the role of a telecommunicator in child custody issues.
I. INTRODUCTION

To be effective telecommunicators (TCOs), it is first necessary to care about the community we serve. Some of the most difficult calls for public safety personnel are those dealing with children. There is something about responding to a situation that involves a defenseless child that angers us, and makes it much harder to control our emotions. However, during these situations we need to be the most diligent in suppressing our emotions. When we are dealing with hurt, injured, abused, or frightened children, we must ensure that we do it right the first time because it may be our only opportunity to help that child.

II. BODY

A. HISTORICAL EVOLUTION OF CHILD ABUSE

Throughout history children have been killed, abandoned, neglected, and sexually assaulted by adults. Until the twentieth century, children were considered property. Parents generally did with their children as they pleased. Only in recent times has the maltreatment of children aroused public consternation. We, as public safety professionals, can make a difference in the lives of our child victims, and that should be our goal.

Originally enacted in 1974, the Child Abuse Prevention and Treatment Act was one of the first pieces of Federal legislation to address the growing epidemic. This Act has been amended several times and was most recently amended and reauthorized in June 2003 by the Keeping Children and Families Safe Act.

“CAPTA provides Federal funding to States in support of prevention, assessment, investigation, prosecution, and treatment activities and also provides grants to public agencies and nonprofit organizations for demonstration programs and projects. Additionally, CAPTA identifies the Federal role in supporting research, evaluation, technical assistance, and data collection activities; establishes the Office on Child Abuse and Neglect; and mandates Child Welfare Information Gateway. CAPTA also sets forth a minimum definition of child abuse and neglect (About CAPTA: A Legislative History, 2011).

B. DYNAMICS OF CHILD VICTIMIZATION

Although abuse occurs across all socioeconomic lines and ethnic groups, most parents think of child abuse as something that happens to other people’s children. Many people blame the prevalence of violence and abuse in our society on the entertainment industry. Although that theory has not yet been fully substantiated, media violence may contribute to our acceptance of and desensitization to physical aggression toward children.

1. Childhelp, an organization for the prevention and treatment of child abuse, compiles child abuse statistics and publishes them on their website. Below are some of the latest statistics.
   a. 14% of men in prison in the US were abused as children.
   b. 36% of women in prison in the US were abused as children.
   c. Children who experience abuse or neglect are 59% more likely to be arrested as juveniles, 28% more likely to be arrested as an adult, and 30% more likely to commit a violent crime.
d. A report of child abuse is made every 10 seconds.
e. Almost 5 children die every day as a result of child abuse, and 80% are under the age of 4.
f. An estimated 50-60% of child fatalities resulting from abuse or maltreatment are not recorded as such on the death certificates.
g. As many as two-thirds of people in drug rehabilitation centers report being abused or neglected as children.
h. An estimated 30% of abused or neglected children will later abuse their own children.
i. 90% of child sexual abuse victims know the perpetrator; 68% are abused by a family member.
j. The estimated annual cost for child abuse and neglect in the US for 2008 was $124 billion.
(National Child Abuse Statistics, 2011)

2. Vulnerability of Children

By their very nature, children make perfect victims. Some of the factors that contribute to this are:

a. Children are raised to respect and obey adults.
b. Children are naturally trusting and curious.
c. Children need attention and affection.
d. A child with any type of disability is especially vulnerable.

3. Forms of Child Abuse

a. Sexual Abuse - the forcing of unwanted sexual activity by one person on another, as by the use of threats or coercion. This can include touching and fondling, exhibitionism, sexual intercourse, incest, and pornography. (Sexual Abuse, 2011)
b. Psychological Abuse - also referred to as emotional or mental abuse, is a form of abuse characterized by a person subjecting or exposing another to behavior that is psychologically harmful. Such abuse is often associated with situations of power imbalance. (Psychological Abuse, 2011)
c. Neglect - a passive form of abuse in which the perpetrator is responsible to provide care for a victim who is unable to care for oneself, but fails to provide adequate care to meet the victim's needs, thereby resulting in the victim's demise. Neglect may include failing to provide sufficient supervision, nourishment, medical care or other needs for which the victim is helpless to provide for him/herself. (Neglect, 2011)
d. Physical Abuse - abuse involving contact intended to cause feelings of intimidation, injury, or other physical suffering or bodily harm. (Physical Abuse, 2011)

4. The U.S. Department of Health & Human Services publishes a yearly report on Child Maltreatment that compiles child abuse statistics from each state. The numbers speak for themselves. Even with increased attention and intervention measures, the incidence of reported child abuse continues to rise. Below are some of the statistics from the 2009 report.
a. 78.3% of maltreatment was neglect.
b. 17.8% of maltreatment was physical abuse.
c. 9.5% of maltreatment was sexual abuse.
d. 7.6% of maltreatment was psychological abuse.
e. 1,676 fatalities were reported.
f. 80.8% of the fatalities were children under the age of 4.
g. 75.8% of the fatalities were caused by one or more parents.

(Child Maltreatment, Annual Report, 2011)

C. THE LEGAL ASPECTS OF CHILD ABUSE

With regards to child victims, the South Carolina Children’s Code (Title 63) defines a child as being a person under the age of 18. The foundation of our juvenile law comes from the common law concept of “Parens Patriae.” Parens Patriae is defined as the empowerment of the state to act on behalf of the child, provide care and/or protection, or the equivalent to that of the parent. Public safety must be aware of the various provisions of South Carolina Code of Laws Title 63 as it pertains to child abuse investigations.

Section 63-7-620. Emergency protective custody.

(A) A law enforcement officer may take emergency protective custody of a child without the consent of the child’s parents, guardians, or others exercising temporary or permanent control over the child if:

(1) the officer has probable cause to believe that by reason of abuse or neglect the child’s life, health, or physical safety is in substantial and imminent danger if the child is not taken into emergency protective custody, and there is not time to apply for a court order pursuant to Section 63-7-1660. When a child is taken into emergency protective custody following an incident of excessive corporal punishment, and the only injury to the child is external lesions or minor bruises, other children in the home shall not be taken into emergency protective custody solely on account of the injury of one child through excessive corporal punishment. However, the officer may take emergency protective custody of other children in the home if a threat of harm to them is further indicated by factors including, but not limited to, a prior history of domestic violence or other abuse in the home, alcohol or drug abuse if known or evident at the time of the initial contact, or other circumstances indicative of danger to the children;

(2) the child’s parent, parents, or guardian has been arrested or the child has become lost accidentally and as a result the child’s welfare is threatened due to loss of adult protection and supervision; and

(a) in the circumstances of arrest, the parent, parents, or guardian does not consent in writing to another person assuming physical custody of the child;

(b) in the circumstances of a lost child, a search by law enforcement has not located the parent, parents, or guardian.

(B) (1) If the child is in need of emergency medical care at the time the child is taken into emergency protective custody, the officer shall transport the child to an appropriate health care facility. Emergency medical care may be provided to the child without consent, as provided in Section 63-5-350. The parent or guardian is responsible for the cost of emergency medical care that is provided to the child.
However, the parent or guardian is not responsible for the cost of medical examinations performed at the request of law enforcement or the department solely for the purpose of assessing whether the child has been abused or neglected unless it is determined that the child has been harmed as defined in this chapter.

(2) If the child is not in need of emergency medical care, the officer or the department shall transport the child to a place agreed upon by the department and law enforcement, and the department within two hours shall assume physical control of the child and shall place the child in a licensed foster home or shelter within a reasonable period of time. In no case may the child be placed in a jail or other secure facility or a facility for the detention of criminal or juvenile offenders. While the child is in its custody, the department shall provide for the needs of the child and assure that a child of school age who is physically able to do so continues attending school.

D. THE LEGAL ASPECTS OF JUVENILE OFFENDERS

In today’s society, the number of offenses committed by juveniles continues to increase at an alarming rate. Responding properly to these situations has always been a difficult task for South Carolina’s law enforcement officers. In June 2008, the legislature enacted a separate Title in the Code of Laws, Title 63, to cover matters involving children. Chapter 19 of Title 63, commonly called the Juvenile Justice Code, specifically deals with juvenile offenders. Chapter 19 defines a child as a person less than 17 years of age.

1. Section 63-19-810. Taking a child into custody.

(A) When a child found violating a criminal law or ordinance is taken into custody, the taking into custody is not an arrest. The jurisdiction of the court attaches from the time of the taking into custody. When a child is taken into custody, the officer taking the child into custody shall notify the parent, guardian, or custodian of the child as soon as possible. Unless otherwise ordered by the court, the person taking the child into custody may release the child to a parent, a responsible adult, a responsible agent of a court-approved foster home, group home, nonsecure facility, or program upon the written promise, signed by the person, to bring the child to the court at a stated time or at a time the court may direct. The written promise, accompanied by a written report by the officer, must be submitted to the South Carolina Department of Juvenile Justice as soon as possible, but not later than twenty-four hours after the child is taken into custody. If the person fails to produce the child as agreed, or upon notice from the court, a summons or a warrant may be issued for the apprehension of the person or of the child.

(B) When a child is not released pursuant to subsection (A), the officer taking the child into custody shall immediately notify the authorized representative of the Department of Juvenile Justice, who shall respond within one hour by telephone or to the location where the child is being detained. Upon responding, the authorized representative of the department shall review the facts in the officer’s report or petition and any other relevant facts and advise the officer if, in his opinion, there is a need for detention of the child. The officer’s written report must be furnished to the authorized representatives of the department and must state:

(1) the facts of the offense;

(2) the reason why the child was not released to the parent. Unless the child is to be detained, the child must be released by the officer to the custody of
his parents or other responsible adult upon their written promise to bring the child to the court at a stated time or at a time the court may direct. However, if the offense for which the child was taken into custody is a violent crime as defined in Section 16-1-60, the child may be released only by the officer who took the child into custody. If the officer does not consent to the release of the child, the parents or other responsible adult may apply to any judge of the family court within the circuit for an ex parte order of release of the child. The officer’s written report must be furnished to the family court judge. The family court judge may establish conditions for such release.

(C) When a child is charged by a law enforcement officer for an offense which would be a misdemeanor or felony if committed by an adult, not including a traffic or wildlife violation over which courts other than the family court have concurrent jurisdiction as provided in Section 63-3-520, the law enforcement officer also shall notify the principal of the school in which the child is enrolled, if any, of the nature of the offense. This information may be used by the principal for monitoring and supervisory purposes but otherwise must be kept confidential by the principal in the same manner required by Section 63-19-2220 (E).

(D) Juveniles may be held in nonsecure custody within the law enforcement center for only the time necessary for purposes of identification, investigation, detention, intake screening, awaiting release to parents or other responsible adult, or awaiting transfer to a juvenile detention facility or to the court for a detention hearing.

2. Section 63-19-850. Transportation to detention facility.

No child may be transported to a juvenile detention facility in a police vehicle which also contains adults under arrest. When a child is to be transported to or from a juvenile detention facility following a detention screening review conducted by the Department of Juvenile Justice or after a detention order has been issued by the court, the local law enforcement agency which originally took the child into custody shall transport this child to or from the juvenile detention facility. Transportation of juveniles between department facilities, if necessary, is the responsibility of the department.

E. CHARACTERISTICS OF CHILD CALLERS BY AGE BRACKET

Though the following are statistical norms for the age groups, each individual child’s development is unique. What can be expected from a child caller will largely depend on that child’s development.

1. Four-Year Olds

Four-year olds are energetic and imaginative. They often learn new words quickly and use them in chatting with others, telling jokes, and sharing wild stories.

a. Places objects in a line from largest to smallest.

b. Knows his or her own name.

c. Engages in conversational “give and take.”

d. Can usually count from 1 to 10.

e. Correctly uses the pronoun “I.”

f. Talks about his or her day’s activities and experiences.
2. Five-Year Olds
Cheerful, energetic, and enthusiastic are words that may describe five-year olds. They enjoy planning and discussing who will do what. A “best friend” is very important, but hard to keep as their social skills are not well developed yet.

- Knows basic colors.
- Has self-care skills.
- Can follow directions and rules.
- Able to look at pictures and then tell stories.
- Able to work independently for short periods.
- Talks in complete sentences of 5 to 8 words.
- Understands that actions have both causes and effects.
- Knows his or her own phone number and address.
- Understands right and wrong, fair and unfair.
- Knows his or her full name as well as the name of his or her parents.
- Can understand time concepts like yesterday, today, and tomorrow.

3. Six to Eight-Year Olds
The school-age child is now ready for a steady pace of growing and learning, one in which real life tasks and activities overtake pretend and fantasy. Equipped with a longer attention span, the school-age child is also ready to delve into projects, solve problems, and resolve arguments.

- Can count up to 100.
- Knows right from left.
- Able to tell time.
- May show a stronger interest in reading.
- Exhibit increased problem-solving ability.
- Able to accept moderate responsibilities.
- Peer groups become important.
- Like to belong to informal “clubs.”
- Develop a sense of humor.
- Knows right from wrong.
- Will identify more with friends of the same sex that have similar interests.
4. Nine to Twelve-Year Olds

Children of this age develop a sense of self and find it important to gain social acceptance. Friendships and accomplishments are important. Secret codes, made-up languages, and passwords are used to strengthen the bonds of friendship. Be prepared to use all your communication skills as this child may tend to think that he or she does not need adult care or supervision.

a. Shows interest in reading fictional stories, magazines, and how-to project books.
b. Becomes concerned about rules.
c. Fantasizes and daydreams about the future.
d. Enjoys planning and organizing tasks.
e. Will begin to undergo dramatic physical changes.
f. Periodically inconsistent and unpredictable.
g. Enjoys games with more complex rules.
h. Has self-confidence and a sense of pride and competence.
i. May test or defy adult authority.
j. Focus shifts to social life, friends, and school.

(Growth Milestones, 2011)

F. RECOGNIZING THE SIGNS OF AN EMERGENCY

Most of us probably think that childhood is a time when children are carefree. Yet, studies tell us that many children experience extreme stress and have similar symptoms as adults do. However, children do not have the means or the skills to understand and manage their stress in appropriate ways. Children must depend upon us to help them.

1. Signs of Stress

The age of the child is a factor in recognizing stress. Children often cannot tell us what they feel, or they do not have the language to describe the stressful situation. They tend to show stress through their behavior. Possible signs of stress that a child may exhibit include:

a. Anger/Aggressiveness
b. Anxiety
c. Appetite Loss
d. Baby Talk
e. Bed-wetting/Insomnia
f. Biting, Hitting, Kicking
g. Crying Spells
h. Detachment
i. Stuttering
j. Grinding Teeth
k. Fingernail Biting
2. Strategies to Reduce Stress

Children need help in learning to manage and function with the stress they feel. One way to assist is to acknowledge their feelings. It is important that children understand what they are feeling. We could teach the concept of stress by letting them know that they may feel “butterflies in the stomach,” or that their “heart may pound.” Let children know that it is all right to feel angry, scared, or lonely. Teach children names or words for their feelings and appropriate ways to express them. Show more interest in the child's experience. It is not their behavior that matters but the experience that brought it on.

a. Promote a positive environment
b. Set a good example
c. Reassure children that what has happened is not their fault
d. Be aware of the child’s temperament
e. Teach children tricks for calming themselves
f. Stay calm

(Ruffin, 2009)

G. INTERVIEWING CHILD CALLERS

Studies have shown that effective communication involves both speaking and listening. Oftentimes with child callers, we focus on the words the child is saying rather than what the child is trying to tell us. Questioning child callers will truly test a telecommunicator’s active listening skills. If done properly, it can lead to a productive short term working relationship. The more competent the TCO, the less competent the child has to be. Likewise, poor communication can lead to children who “tune-out” the telecommunicator. (Schenck, 2009)

1. Practical Interviewing Guidelines

a. Adapt your communication to the individual child; speak with the child and not at the child.
b. Look beyond what you perceive as the child’s motivation.
c. Communicate acceptance.
d. Use door openers such as: “I see,” “tell me more,” and “really?”
e. A slight change in the way something is phrased might help the child understand more effectively.
f. Get the child’s attention before speaking.
g. Use “you” messages to reflect the child’s ideas and feelings.
h. Model appropriate behavior by using common courtesies.
i. Use open-ended questions.
j. Ask one question at a time and allow the child to answer. Try not to interrupt.
k. Make requests simple. Remember that a child’s vocabulary and word knowledge varies depending on his/her age.
l. Make important requests firmly.
2. **Medical Emergencies**

The best practice for handling child callers needing EMS is to practice the worst case scenario. Children are quite capable of answering questions, but they may not fully understand the severity of the situation they are in. As a result, the child’s demeanor may not accurately reflect the severity of the situation. Unlike adult callers, child callers may be very calm during critical incidents. Consult your supervisor, policy and procedure manual, or guide cards for information on dealing with these types of calls.

H. **CHILD CUSTODY ISSUES**

If the child is from unmarried parents, SC Code of Laws Section 63-17-20 (B) states that “unless the court orders otherwise, the custody of an illegitimate child is solely in the natural mother unless the mother has relinquished her rights to the child. If paternity has been acknowledged or adjudicated, the father may petition the court for rights of visitation or custody in a proceeding before the court apart from an action to establish paternity.”

Unfortunately, children are often caught in the middle during domestic violence situations. Adults will often use their children as pawns, which usually results in a child custody determination having to be made through the courts. Oftentimes, law enforcement has to get involved when children are taken, concealed or transported to avoid a custody order (or a pending custody order).

1. **Section 16-17-495. Custodial Interference**

   (A) (1) When a court of competent jurisdiction in this State or another state has awarded custody of a child under the age of sixteen years or when custody of a child under the age of sixteen years is established pursuant to Section 63-17-20(B), it is unlawful for a person with the intent to violate the court order or Section 63-17-20(B) to take or transport, or cause to be taken or transported, the child from the legal custodian for the purpose of concealing the child, or circumventing or avoiding the custody order or statute.

   (2) When a pleading has been filed and served seeking a determination of custody of a child under the age of sixteen, it is unlawful for a person with the intent to circumvent or avoid the custody proceeding to take or transport, or cause to be taken or transported, the child for the purpose of concealing the child, or circumventing or avoiding the custody proceeding. It is permissible to infer that a person keeping a child outside the limits of this State for more than seventy-two hours without notice to a legal custodian intended to violate this subsection.

   (B) A person who violates subsection (A)(1) or (2) is guilty of a felony and, upon conviction, must be fined in the discretion of the court or imprisoned not more than five years, or both.

   (C) If a person who violates subsection (A)(1) or (2) returns the child to the legal custodian or to the jurisdiction of the court in which the custody petition was filed within three days of the violation, the person is guilty of a misdemeanor and, upon conviction, must be fined in the discretion of the court or imprisoned not more than three years, or both.

   (D) Notwithstanding the provisions of this section, if the taking or transporting of a child in violation of subsections (A)(1) or (2), is by physical force or the threat of physical force, the person is guilty of a felony and, upon conviction, must be fined in the discretion of the court or imprisoned not more than ten years, or both.
(E) A person who violates the provisions of this section may be required by the court to pay necessary travel and other reasonable expenses including, but not limited to, attorney’s fees incurred by the party entitled to the custody or by a witness or law enforcement.

   (A) A court of this State shall treat a foreign country as if it were a state of the United States for the purpose of applying Subarticles 1 and 2.
   (B) Except as otherwise provided in subsection (C), a child custody determination made in a foreign country under factual circumstances in substantial conformity with the jurisdictional standards of this article must be recognized and enforced under Subarticle 3.
   (C) A court of this State need not apply this article if the child custody law of a foreign country violates fundamental principles of human rights.

   (A) A court of this State shall recognize and enforce a child custody determination of a court of another state if the latter court exercised jurisdiction in substantial conformity with this article or the determination was made under factual circumstances meeting the jurisdictional standards of this article and the determination has not been modified in accordance with this article.
   (B) A court of this State may utilize any remedy available under other law of this State to enforce a child custody determination made by a court of another state. The remedies provided in this subarticle are cumulative and do not affect the availability of other remedies to enforce a child custody determination.

   A court of this State shall accord full faith and credit to an order issued by another state and consistent with this article which enforces a child custody determination by a court of another state unless the order has been vacated, stayed, or modified by a court having jurisdiction to do so under Subarticle 2.

5. Role of the Telecommunicator
   A child abducted by a purported parent and/or guardian must be entered into NCIC as “Missing Endangered” or “Missing Involuntary.”
   a. Missing Endangered -- A person of any age who is missing under circumstances indicating that his/her physical safety may be in danger. (NCIC 2000 Operating Manual, 1999)
   b. Missing Involuntary -- A person of any age who is missing under circumstances indicating that the disappearance may not have been voluntary. (NCIC 2000 Operating Manual, 1999)
   c. Related agencies that will become immediately aware of the NCIC entry:
      (1) The State Law Enforcement Division (SLED).
      (2) The Federal Bureau of Investigations (FBI).
      (3) The National Center for Missing and Exploited Children (NCMEC).
d. Enter suspect into NCIC as WANTED.
e. Enter suspect’s vehicle into NCIC as WANTED.
f. Cross reference all NCIC numbers.

I. FEDERAL CHILD PROTECTION LEGISLATION

The following legislation information is available from the National Center for Missing and Exploited Children website at http://www.missingkids.com under “resources for attorneys.”

1. Uniform Child Custody Jurisdiction Act (UCCJA), 9 ULA at 123

The Uniform Child Custody Jurisdiction Act (1968) creates guidelines to avoid jurisdictional competition and conflict with courts of other states in matters of child custody, promote cooperation with the courts of other states, and facilitate the enforcement of custody decrees of other states.


The Hague Convention on the Civil Aspects of International Child Abduction (1980) establishes procedures to ensure the prompt return of children wrongfully removed to or retained in a country other than that of their habitual residence.


The International Child Abduction Remedies Act (1988) implements the Hague Convention on the Civil Aspects of International Child Abduction and authorizes state and federal courts to hear cases under the Convention. In addition to the United States, 84 other countries participate in the Convention. Under the South Carolina Code of Laws, Section 63-15-352 states “Under this subarticle a court of this State may enforce an order for the return of the child made under the Hague Convention on the Civil Aspects of International Child Abduction as if it were a child custody determination.”

4. Parental Kidnapping Prevention Act (PKPA), 28 USC 1738 A

The Parental Kidnapping Prevention Act (1980) assures that full faith and credit is given to child-custody determinations. States may honor and enforce custody determinations made in other states as long as certain requirements listed by the Act are satisfied.

5. Missing Children Act, 28 USC 534

The Missing Children Act (1982) authorizes the Attorney General to collect and exchange information that would assist in the identification of unidentified deceased individuals and the location of missing persons, including missing children.

6. Missing Children's Assistance Act, 42 USC 5771

The Missing Children's Assistance Act (1984) directs the Administrator of the Office of Juvenile Justice and Delinquency Prevention to establish and operate a national toll-free telephone line for missing children and a national resource center and clearinghouse.

7. National Child Search Assistance Act, 42 USC 5779-80

The National Child Search Assistance Act of 1990 requires each federal, state, and local law enforcement agency enter information about missing children younger than the age of 18 into the Federal Bureau of Investigation’s (FBI) National Crime Information Center (NCIC) database. The Act also establishes state reporting requirements, and forbids all law enforcement agencies in this country from establishing any waiting period before accepting a missing child report.
8. Adam Walsh Child Protection and Safety Act

The Adam Walsh Child Protection and Safety Act (2006) amended a portion of the National Child Search Assistance Act to mandate law enforcement entry of information about missing and abducted children into the National Crime Information Center (NCIC) database within two hours of receipt of the report.

9. International Parental Kidnapping Crime Act (IPKCA), 18 USC 1204

The International Parental Kidnapping Crime Act of 1993 makes it a federal crime to remove a child from the United States or retain a child, who has been in the United States, outside the United States with the intent to obstruct the lawful exercise of parental rights.

III. SUMMARY

Maltreatment of children is an insidious problem with lasting consequences. The community, its organizations, leaders, charities, and citizens must get involved. If not, the abuse will continue to escalate, and the children could die or suffer permanent physical or emotional scars. Children must be allowed to live and grow in a nurturing environment. Whether it is a child calling to report abuse or a child witnessing a critical incident, we as telecommunicators must be diligent. That one phone call may be the only chance to help that child. We must be ready because our children depend on us.
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<tr>
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<td>BTOT/Dealing with Calls Involving Children</td>
</tr>
<tr>
<td>LESSON PLAN #:</td>
<td>I0228</td>
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<td>STATUS (New/Revised):</td>
<td>Revised March 2013</td>
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**Lesson Plan Title:** BTOT/Mental Illness and Developmental Disorders  
**Lesson Plan #:** 10227  
**Status:** Revised March 2013

**Training Unit:** Telecommunications Officer Training Program  
**Time Allocation:** 2 Hours

**Time Allocation Breakdown:**  
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<th>Homework</th>
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**Primary Instructor:**  
**Alt. Instructor:**  
**Revised & Submitted By:** Michelle Mills

**Original Date of Lesson Plan:** June 2005  
**Job Task Analysis Year:**

**Lesson Plan Purpose:**  
The purpose of this block of instruction is to provide the telecommunications officer with an understanding of and the steps for handling calls involving someone who is experiencing a mental health crisis.

**Evaluation Procedures for Written/Proficiency Tests:**  
- Multiple Choice, Written Exam  
- 70% Minimum Passing Standard

**Training Aids, Supplies, Equipment, Special Classroom/Instructional Requirements:**  
- Student Manual Provided By SCCJA  
- Computer  
- Projector  
- Projector Screen  
- PowerPoint Presentation
### PERFORMANCE OBJECTIVES

**LESSON PLAN TITLE:** BTOT/Mental Illness and Developmental Disorders  
**LESSON PLAN #:** I0227  
**STATUS (New/Revised):** Revised March 2013

**PERFORMANCE OBJECTIVES:**

1. Define mental illness.  
2. Discuss how mental illness stereotypes impact public safety.  
3. List the major categories of mental illness.  
4. Identify behavioral indicators for mental ill persons.  
5. List recommended intervention techniques for direct contact with an individual experiencing a mental health crisis.  
6. Identify disorders that affect children.  
7. Define mental retardation.
I. INTRODUCTION

Managing an encounter with a person suffering from a mental illness can be a frustrating, unfamiliar, and frightening experience. Communicating with a person exhibiting bizarre behavior, while working to achieve an appropriate outcome, presents many challenges.

II. BODY

A. DEFINE MENTAL ILLNESS

A mental illness, or mental disorder, is “any illness with a psychological origin, manifested either in symptoms of emotional distress or in abnormal behavior.” (Encyclopedia Britannica Online, 2011) Many mental illnesses have biological causes just as physical illnesses like cancer, diabetes and heart disease do. However, some mental disorders arise from a person’s environment and/or life experiences. Mental illness can onset at any time or at any age. If these disturbances significantly impair a person’s ability to cope with life’s ordinary demands and routines, then they should seek proper treatment immediately. With the proper care and treatment, a person can recover and resume normal activities. (Encyclopedia Britannica Online, 2011)

B. HOW MENTAL ILLNESS STEREOTYPES IMPACT PUBLIC SAFETY

Mental illness has long been stigmatized by the general public and viewed as a private family matter. The mass de-institutionalization of patients from mental health care facilities in the 70s left family members to care for their loved ones with limited external resources. Historically public safety has not been prepared to deal with the mentally ill, and oftentimes perpetuated the stereotypes that society placed on the mentally ill. Family members became distrustful of public safety, especially law enforcement, and summoned assistance only when absolutely necessary. These extreme crisis situations often meant further victimization of the mentally ill individual in the criminal justice system. (Mental Wellness Online, 2011)

C. THE MAJOR CATEGORIES OF MENTAL ILLNESS

1. Anxiety Disorders

Anxiety disorders are some of the most common mental illnesses. They are real illnesses that can be successfully treated. According to the National Institute of Mental Health Online (2009), anxiety disorders are usually treated with medication, specific types of psychotherapy, or both. Some of the most common medications used to treat anxiety disorders are anti-depressants (Prozac, Zoloft, Lexapro, Paxil, Effexor, Celexa), tricyclics (Tofranil, Anafranil), anti-anxiety drugs (Klonopin, Ativan, Xanax, Buspar), and sometimes a beta-blocker (Inderal) is used to help prevent the physical cardiac symptoms. There are several different types of anxiety disorders:

a. Panic Disorder

Panic disorder is characterized by unexpected and repeated episodes of intense fear accompanied by physical symptoms that may include chest pain, heart palpitations, shortness of breath, dizziness, and abdominal distress. Panic attacks can occur at any time, even during sleep. The physical symptoms often mimic a heart attack and the fear of these unexplained physical symptoms can also be a
symptom (and magnifier) of a panic attack. Panic disorder affects millions of American adults, and occurs twice as often in women as men.

b. Obsessive-Compulsive Disorder

Obsessive-compulsive disorder, or OCD, is an anxiety disorder that is characterized by recurrent thoughts (obsessions) and/or repetitive behaviors (compulsions). Repetitive, ritualistic behavior acts as a tool to control the anxiety caused by obsessive thoughts. However, the behaviors usually wind up controlling the sufferer. These behaviors include actions like constant counting, frequent hand washing, repetition of words and phrases, locking/unlocking doors, and preoccupation with order and symmetry. Millions of Americans suffer from obsessive-compulsive disorder. It affects men and women equally. Most people engage in some sort of ritualistic behavior without that behavior controlling and affecting their daily lives. Persons suffering from OCD have very little control over their behavior. They may not realize their behavior is out of the ordinary though they do often see the repetition as distressing.

c. Post-Traumatic Stress Disorder

Post-traumatic stress disorder, or PTSD, is an anxiety disorder that can develop after a person is subjected to a horrific event. It is common among groups like military personnel and public safety professionals who are continually subjected to critical incident stress. For people suffering from PTSD, the natural response to stress has been altered. They may feel stressed or frightened even though they are no longer in danger. They suffer from many symptoms including frequent flashbacks, bad dreams/insomnia, emotional hardening, depression or guilt, constant tension, and memory problems. PTSD is commonly treated with anti-depressants combined with cognitive behavioral therapy, or CBT. Cognitive behavior therapy helps people suffering from post-traumatic stress disorder to face and control their fear, make sense of the bad memories, and reduce anxiety.

d. Social Phobia (Social Anxiety Disorder)

According to the National Institute of Mental Health (2009), social phobia or social anxiety disorder is an “anxiety disorder characterized by overwhelming anxiety and excessive self-consciousness in everyday social situations.” Like other anxiety disorders, it can include physical symptoms as well as emotional stress. These symptoms can include blushing, sweating, trembling, nausea, and difficulty speaking. Social phobia ranges from anxiety over a social engagement or public speech to fear of anything outside of a certain comfort zone. The most severe phobias affect daily life and activities. Millions of American adults suffer from some sort of social phobia, but it can be successfully treated with certain types of psychotherapy and medication.

e. Specific Phobias

A specific phobia is an irrational fear of a particular item/thing that poses little or no danger. Some of the most common phobias include fear of enclosed spaces, heights, certain animals, spiders, water, plane rides, and germs. Millions of American adults have some sort of specific phobia. It is twice as common in women as men. Most people suffering from specific phobias do not seek treatment unless the phobia starts interfering with their everyday life. Specific phobias are successfully treated with targeted psychotherapy.
f. Generalized Anxiety Disorder

Generalized anxiety disorder, or GAD, is characterized by chronic anxiety, worry, and tension when there is little or nothing to provoke it. People suffering from GAD often realize their anxiety is more intense than the situation warrants, but have little control over it. Symptoms can include fatigue, headaches, muscle tension/aches, difficulty swallowing, trembling, twitching, irritability, sweating, hot flashes, insomnia, difficulty concentrating, and difficulty relaxing. Like other anxiety disorders, it affects twice as many women as men. GAD is often accompanied by other anxiety disorders, depression, or substance abuse. It is commonly treated with medication or cognitive-behavioral therapy while the secondary conditions are treated with appropriate therapies.

(National Institute of Mental Health Online, 2009)

2. Mood Disorders

Mood disorders, or depressive illnesses, are very common in today’s society. Most people suffering from a depressive illness will never seek treatment. Many fear losing their job and want to avoid the stigma attached to depressive illnesses. In conjunction with psychotherapy, anti-depressants (Prozac, Celexa, Zoloft, Effexor, Cymbalta, Paxil, Wellbutrin), mood stabilizers (Lithium, Depakote, Lamictal), and anti-psychotic medications (Zyprexa, Abilify, Seroquel, Risperdal, Geodon) are most often used to treat mood disorders. In some cases where medications and psychotherapy are not successful, electroconvulsive therapy (ECT) or shock therapy meets with some success. There are two main types of mood disorders:

a. Depression

Depression often coexists with other illnesses. There is no one cause for depression but rather a combination of genetic, biochemical, environmental, and psychological factors. It is often characterized by persistent sad or empty feelings, pessimism, feelings of worthlessness and helplessness, fatigue, difficulty concentrating, eating problems, persistent aches and pains, irritability, loss of interest in pleasurable activities, and sometimes thoughts of suicide. There are different types of depression. They include major depressive disorder, dysthymic disorder (long-term depression), psychotic depression, postpartum depression, and seasonal affective disorder (winter depression). Though it is still not known exactly how they work, anti-depressant medications focus on normalizing the levels of serotonin, norepinephrine, and dopamine in the brain which have been discovered to regulate mood.

b. Bipolar Disorder

Bipolar disorder, or manic-depressive illness, causes unusual shifts in mood, activity level, energy, and a person’s ability to carry out everyday activities. Bipolar symptoms are severe and different from the usual ups and downs that people go through. Bipolar disorder is a long-term condition that has to be closely monitored throughout a person’s life. It is characterized by episodes of extreme elation or overexcitement (mania) and episodes of extreme sadness or hopelessness (depression). People with bipolar disorder are more susceptible to other conditions such as thyroid disease, migraine headaches, heart disease, diabetes, and obesity. These secondary conditions are often due to the treatment options for bipolar disorder. There is no cure for bipolar disorder, but with proper treatment, sufferers can gain better control of their mood swings.

(National Institute of Mental Health Online, 2009).
3. Schizophrenia

Schizophrenia is a severe, debilitating, life-long brain disorder that affects how a person thinks, feels, and acts. Persons suffering from schizophrenia often depend heavily on others because they have difficulty holding down jobs or taking care of their own needs. There is no clear cause for schizophrenia. Experts believe it is a result of several factors such as genes, environment, and different brain chemistry/structure. Anti-psychotic medications such as Thorazine, Haldol, Etrafon, Trilafon, Prolixin, Clozaril, Risperdal, Zyprexa, Seroquel, Geodon, Abilify, and Invega are used to treat schizophrenia. Cognitive behavior therapy, psychosocial treatments, family education, and self-help groups are also used in conjunction with drug therapy. Symptoms of schizophrenia are divided into three categories.

a. Positive Symptoms

Positive symptoms of schizophrenia are psychotic behaviors not seen in healthy people. They include hallucinations, delusions, thought disorders, and movement disorders. Symptoms are very unpredictable and can be mild to severe depending upon if the person is receiving treatment.

b. Negative Symptoms

Negative symptoms are disruptions of normal emotions and behaviors. These symptoms can often be misdiagnosed as depression or other conditions. Negative symptoms include a lack of pleasure in everyday activities, speaking little, speaking in a monotone voice, and lack of ability to sustain activities. Persons suffering from negative symptoms of schizophrenia will often need help with everyday activities such as personal hygiene.

c. Cognitive Symptoms

Like negative symptoms, cognitive symptoms may be hard to recognize as part of schizophrenia and may be misdiagnosed. They include poor comprehension and decision-making, difficulty focusing and applying previous knowledge to a situation. Cognitive symptoms make it difficult for a sufferer to lead a normal life and earn a living.

(National Institute of Mental Health Online, 2009).

4. Memory Disorders

Memory disorders involve a loss of memory function, and include a decline in cognitive functioning. Symptoms of memory disorders can vary from being almost unnoticeable at onset to totally debilitating in the final stages. The mental degeneration causes sufferers to lose the ability to take care of their own needs. There are two main types of memory disorders:

a. “Diagnostic and Statistical Manual of Mental Disorders (also known as the DSM) defines dementia as an overall decline in intellectual function, including difficulties with language, simple calculations, planning and judgment, and motor (muscular movement) skills as well as loss of memory.” (AARP Health Encyclopedia, 2003) Dementia can be the result of a brain injury or long term damage or disease in the body. It is more common in the geriatric population but can occur at any time during adulthood. It is not only a memory problem, but causes a cognitive deficit as well. (AARP Health Encyclopedia, 2003)
b. Alzheimer’s disease, or AD, is the best known memory disorder. Alzheimer’s disease accounts for 50 to 70 percent of memory disorder cases. It is a progressive disease that causes changes in memory, thinking and behavior. Not much is known about the cause of Alzheimer’s, but treatment options are available. Current AD treatments temporarily slow the worsening of symptoms and improve the quality of life for the patient as well as the family. (Alzheimers Association, 2011)

5. Eating Disorders

Eating disorders are serious, potentially life-threatening illnesses. They frequently appear during adolescence or young adulthood, but can occur at any time. People with these disorders have a preoccupation with food and an irrational fear of being fat. Behavior may also include excessive exercise. Eating disorders are divided into two main categories:

a. Anorexia Nervosa

Anorexia nervosa is characterized by emaciation, and a constant pursuit of thinness. Persons suffering from anorexia will often lose weight by dieting and exercising excessively or misusing laxatives, diuretics, or enemas. Anorexia is often accompanied by other mental and physical illnesses such as depression, obsessive behavior, substance abuse, and cardiovascular and neurological complications. Other long-term symptoms may include osteoporosis, brittle hair and nails, dry and yellowish skin, mild anemia, hypotension, drop in internal body temperature, and lethargy. The use of medication therapy has not been shown to be highly effective in treating patients with anorexia. Different forms of psychotherapy have proven more effective.

b. Bulimia Nervosa

Bulimia nervosa is characterized by recurrent episodes of consuming excessive amounts of food (binging), and then compensating for the binge (purging). Compensation for binge eating can also come in the form of excessive use of laxatives, diuretics, and/or excessive exercise. Like people with anorexia, people suffering from bulimia have a distorted body image and want desperately to lose weight. But unlike anorexia, people with bulimia can fall within the normal weight range for their age. Bulimic behavior is usually done secretly because of feelings of disgust or shame. Bulimia is also accompanied by other mental and physical illnesses such as depression, anxiety, substance abuse, electrolyte imbalances, gastrointestinal problems and oral/tooth problems. Other long-term symptoms may include acid reflux disorder, kidney problems, severe dehydration, and chronically inflamed/sore throat. Some anti-depressants, such as Prozac, may help patients who also suffer from depression and/or anxiety, but just as with anorexia, psychotherapy has proven more effective.

(National Institute of Mental Health Online, 2009)

D. BEHAVIORAL INDICATORS FOR MENTALLY ILL PERSONS

Listed below are some behavioral indicators that are at times exhibited by persons suffering from certain forms of mental illness. These examples of behavior are those that may be observed by family members or bystanders as a result of the person improperly taking or failing to take his/her medication. Telecommunicators need to be aware of these behaviors because the threat assessment begins the moment they answer the phone.
Behavioral manifestations of persons experiencing a mental health crisis may include:

1. Giving away prized possessions or lack of judgment with regard to finances.
2. Engaging in impulsive or risky behavior.
3. Expressing feelings of failure or inadequacy.
4. Inappropriate behavior for the setting they are in.
5. Exaggerated mood swings.
6. Exhibiting inappropriate sexual behavior.
7. Going without sleeping or eating.
8. Exhibiting extreme anxiety, panic, or fright.
9. Believing others are plotting against him/her (paranoia).
10. Hallucinating
11. Having delusions of persecution or grandeur.
12. Exhibiting obsessive behavior.

E. RECOMMENDED INTERVENTION TECHNIQUES WHEN DEALING WITH MENTALLY ILL PERSONS

Listed below are some helpful rules to ensure a successful outcome for the individual concerned:

1. *Use the individual’s name.*
2. Be polite when making statements or requests.
4. Use the pronoun I frequently, as in “I hear what you’re saying”
5. Show empathy by acknowledging his/her feelings and concerns.
6. Work towards small concrete goals.
7. Distract the individual.
8. Listen carefully to the individual’s statements and requests.
9. Get the individual focused on YOU, not the other persons present.
10. Avoid making promises you can’t keep.
11. When talking to citizens who are with a mentally ill person, the telecommunicator should instruct him/her to use a non-threatening stance (having their palms visible) while he/she is around the mentally ill individual.

F. DISORDERS THAT AFFECT CHILDREN

1. Attention Deficit Hyperactivity Disorder

Attention deficit hyperactivity disorder, or ADHD, is one of the most common mental disorders that develop in children. It often starts in childhood, but can continue through adolescence and adulthood. Children with ADHD have impaired functioning in multiple settings. Persons suffering from ADHD may exhibit symptoms such as impatience, daydreaming, nonstop talking, excitability, and rapid loss of interest. Little is known
about the cause for ADHD; however, genes are believed to play an important role. There are many medications on the market used to treat ADHD including Adderall, Concerta, Daytrana, Desoxyn, Dexedrine, Dextrostat, Focalin, Metadate, Methylin, Ritalin, Strattera, and Vyvanse. ADHD is divided into three subtypes.

a. Predominantly hyperactive-impulsive
b. Predominantly inattentive
c. Combined hyperactive-impulsive and inattentive

2. Autism Spectrum Disorders

Autism spectrum disorders, or ASD, are developmental disorders that are characterized by deficits in social interaction, verbal and nonverbal communication, and repetitive behaviors or interests. The range of these disorders varies from severely impaired individuals with autism to other individuals who have abnormalities of social interaction but normal intelligence such as those with Asperger’s syndrome. The ways in which autism exhibits itself can differ greatly. Some indicators of ASD include not babbling/pointing/making meaningful gestures by 1 year of age, not responding to their name, poor eye contact, not smiling, not know how to play with toys, and not speaking one word by 16 months. Other problems such as mental retardation, sensory problems, seizures, tuberous sclerosis, and Fragile X syndrome may accompany ASD as well. Most medications used in the treatment of ASD are used to treat the associated behavioral problems that make it difficult for persons with ASD to function effectively in social settings. Those medications include Risperdal, Zyprexa, Prozac, Zoloft, Luvox, Haldol, Geodon, Tegretol, Lamictal, Topamax, Depakote, Ritalin, Valium, and Ativan.

(National Institute of Mental Health Online, 2009)

G. MENTAL RETARDATION

“Mental retardation is a condition diagnosed before age 18 that includes below-average general intellectual function, and a lack of the skills necessary for daily living.” (AARP Health Encyclopedia, 2003) Unlike mental illness, mental retardation is permanent. Persons suffering from mental retardation often have learning disabilities. They usually behave rationally and can be reasoned with in most situations. The level of mental retardation can vary from profound mental retardation (IQ below 20) to borderline intellectual functioning (IQ of 70-84). Less emphasis is now put on the level of retardation and more on the amount of intervention needed. It is helpful when interacting with these individuals to repeat requests, speak slowly, and use simple language.

III. SUMMARY

Dispatchers receive calls from people from all walks of life experiencing varying levels of distress. It is important for dispatchers to be trained to deal with all types of callers. Some callers may be experiencing various mental health crisis issues. Dispatchers must realize that some of the people they serve may be dealing with a mental health issue, and respond appropriately to each situation and caller.
### BIBLIOGRAPHY

**BTOT/Mental Illness and Developmental Disorders**

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**TIME ALLOCATION BREAKDOWN**

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**LESSON PLAN PURPOSE:**

The purpose of this block of instruction is to provide the telecommunications officer with an understanding of and the steps for handling calls involving suicide intervention.

**EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:**

- Multiple Choice, Written Exam
- 70% Minimum Passing Standard

**TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:**

- Student Manual Provided By SCCJA
- Computer
- Projector
- Projector Screen
- PowerPoint Presentation
PERFORMANCE OBJECTIVES

LESSON PLAN TITLE:       LESSON PLAN #:       STATUS (New/Revised):
BTOT/Suicide Intervention I0232             Revised March 2013

PERFORMANCE OBJECTIVES:

1. Define crisis.
2. Discuss characteristics of suicidal persons.
3. Explain some of the most common myths about suicide.
4. Explain the two types of complainants emergency telecommunication officers will receive potential suicide incidents from.
I. INTRODUCTION

Human life is a sequence of physical and mental experiences that make up the existence of an individual through often unexpected, disastrous, tragic, or unpleasant events. When tragedy occurs in an individual’s life and the person is unable to restore the balance, a crisis will occur.

Telecommunicators must always be mindful that in their authoritative position, citizens look to them for leadership, reassurance, and balance. Simply answering the telephone aids in restoring the balance, but having the correct demeanor will aid even more. Telecommunicators who panic as much or more than the citizens they are assisting will not be effective. If it appears that the telecommunicator knows what to do and can take control of the situation the caller, in most cases, accepts the telecommunicator’s authority and abides by his/her decisions.

II. BODY

A. DEFINE CRISIS

Crisis is an emotionally stressful event or a traumatic change in one's life. (American Heritage Dictionary Stedman’s Medical Dictionary, n.d.)

All of us have a balance that we strive to maintain. We solve problems by using coping mechanisms. Once the problem is resolved, the stress will diminish. If we are unable to restore the balance, a crisis will result. There are four basic stages of crisis: the event, the crisis, resolution, and reconstruction.

Every person will experience crisis at some point during their life. Crisis can be an opportunity for personal growth. Most people in crisis are normal, productive, functioning people, and are able to help themselves. However, every person has a breaking point. People in crisis have reached their breaking point.

B. DISCUSS CHARACTERISTICS OF SUICIDAL PERSONS

Suicidal persons are experiencing a time in their life when they are either emotionally, psychologically, and/or mentally out of control. Life is not working for them and they are marked by impulse to take their own life voluntarily and intentionally. In their mind, there is no other answer, they are no longer coping, have lost control, and believe that ending the situation through suicide is the best choice.

The outward condition of a suicidal person can vary. A suicidal person may exhibit confusion, irrationality, or complete calm. Once the complainant admits to considering suicide, the telecommunicator’s role is extended to determining the seriousness of the situation. According to Healthy Place (2008) high-risk individuals often:

1. Talk about committing suicide.
2. Experience drastic changes in behavior.
3. Withdraw from friends and/or social activities.
4. Lose interest in hobbies, work, school, etc.
5. Prepare for death by making out a will and final arrangements.
6. Give away prized possessions.
7. Have attempted suicide before.
8. Take unnecessary risks.
9. Have had recent severe losses.
10. Are preoccupied with death and dying.
11. Lose interest in their personal appearance.
12. Increase their use of alcohol or drugs.

C. EXPLAIN SOME OF THE MOST COMMON MYTHS ABOUT SUICIDE

According to Shelter Health (n.d.)

1. **Myth:** Suicidal people have made up their minds.
   
   **Fact:** Suicide is preventable. Most suicidal people desperately want to live; they are just unable to see alternatives to their problems.

2. **Myth:** Suicide happens without warning.
   
   **Fact:** There are almost always warning signs, but others are often unaware of the significance of the warnings or unsure about what to do.

3. **Myth:** People who talk about suicide do not commit suicide.
   
   **Fact:** Most people who commit suicide have talked about or given warning signs of their suicidal intentions.

4. **Myth:** Once their emotional state improves a person is no longer suicidal
   
   **Fact:** Many suicides occur several months after the beginning of improvement, when a person has energy to act on suicidal thoughts.

5. **Myth:** Suicide is more common in lower socio-economic groups.
   
   **Fact:** Suicide cuts across social and economic boundaries.

6. **Myth:** All suicidal individuals are depressed.
   
   **Fact:** Depression is often associated with suicidal feelings, but not all persons who attempt or commit suicide are depressed.

7. **Myth:** Young people are more likely than old people to commit suicide.
   
   Fact: People 65 and older kill themselves at a higher rate than those aged 15-24.

8. **Myth:** Asking someone if he/she is thinking about committing suicide may trigger a person to make a suicide attempt.
   
   **Fact:** Asking direct, caring questions about suicide will often minimize a person’s anxiety and act as a deterrent to suicidal behavior.

D. RECEIVING POTENTIAL SUICIDE INCIDENTS

Telecommunicators will receive potential suicide incidents one of two ways:

1. **Primary Sources**
   
   Persons coping with suicidal thoughts will often contact telecommunicators prior to or during the suicide attempt. When these situations occur, successful intervention involves:
a. Establishing rapport.

When the telecommunicator is conversing with a suicidal complainant, he/she should attempt to establish a good rapport and devote his/her complete attention to the caller. Constant interruptions or obvious communication with anyone other than the caller may be interpreted as signs of rejection. In an effort to minimize this impression, the telecommunicator should communicate with others in the communications center in writing rather than speaking.

b. Creating a safe environment.

The telecommunicator must persist in convincing the suicidal person that everything changes, and that it is possible for life to get better. Strive to create a safe environment by:

1. Attempting to obtain a commitment such as: convincing the caller to put the weapon down, or refrain from harming himself/herself before responders arrive.
2. Getting the caller to talk about what events led him/her to consider killing himself/herself.
3. Emphasizing the future.
4. Using the fact that the suicidal person called for help.
5. Telling the complainant you do not want him/her to die and constantly reiterating that you care.
6. Personalizing the communication by using the complainant’s first name or preferred name as much as possible.

c. Assessing the risk.

The telecommunicator’s correct assessment of the person’s state of mind greatly increases the chance of a successful intervention. The telecommunicator should note not only what the person is saying, but also how he/she says it. Depressed speech, unusual speech patterns, or incoherent speech are usually signs of alcohol or drug abuse. Background noises may also provide essential information as to the overall state of the situation and the location. Sounds of anger, frustration, or panic provide additional information as to the person’s state of mind.

d. Taking necessary action.

An extremely fine line separates a suicidal person from being a homicidal person. A suicidal person has turned his/her hostility inward for the moment. However, this can change rapidly due to the irrational or unstable mental condition of the suicidal person and he/she may turn his/her hostility outward very quickly. Identify possible risks and relay them to units responding to the incident. Telecommunicators should constantly update the responding emergency service personnel with additional information or changes as they occur or materialize.

e. Maintaining control.

Due to the demands placed on telecommunicators, providing total attention to one complainant may not be possible. However, this situation is centered on life and death and is considered a complaint of high priority. Therefore, the telecommunicator should continue to negotiate and intervene until the situation is resolved or until relieved by supervisory personnel.
f. Accepting your own feelings.

The tone set by the telecommunicator may directly change the outcome of this desperate act from tragedy to restoration. However, despite all efforts of the telecommunicator, the suicidal caller may complete his/her final tragic act. For example, some callers do not have any ambivalent feelings, and call 911 only to prevent being found by a family member. It is natural to be upset during these situations and telecommunicators must realize that they controlled an important, but small part of the overall situation. The suicidal caller controlled the majority of the situation and made his/her own decision. If the attempt to persuade the complainant is unsuccessful, the telecommunicator should remember one important fact: the complainant wanted to talk with someone, and the telecommunicator served faithfully as the listener.

2. Secondary Sources

Often, telecommunicators receive calls concerning suicidal subjects through secondary sources such as family or friends. When dealing with a secondary source, the emergency telecommunicator must interview the complainant thoroughly and accurately to determine the severity or scope of the potential suicide attempt.

III. SUMMARY

Suicidal persons are experiencing a time in their life when they are either emotionally, psychologically, and/or mentally out of control. When the telecommunicator speaks with a suicidal caller, he/she should attempt to successfully intervene. Working proactively and positively to establish rapport goes a long way toward successful intervention.
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**LESSON PLAN PURPOSE:**
The purpose of this block of instruction is to prepare the telecommunications officer for dealing with potential hazardous materials, terrorism, and/or weapons of mass destruction incidents.

**EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:**
- Multiple Choice, Written Exam
- 70% Minimum Passing Score

**TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:**
- Student Manual Provided by SCCJA
- Computer
- Projector
- Projector Screen
- PowerPoint Presentation
- Emergency Response Guidebook
- Weapons of Mass Destruction DVD
- SCFA Graniteville Train Derailment DVD
PERFORMANCE OBJECTIVES

LESSON PLAN TITLE: BTOT/Hazardous Materials, Terrorism, and WMD
LESSON PLAN #: I0236
STATUS (New/Revised): Revised March 2013

PERFORMANCE OBJECTIVES:

1. Define hazardous material.
2. Name the causation of the hazardous material incidents.
3. Explain the steps a telecommunicator should follow when evaluating possible hazardous materials emergencies.
4. Explain command and control of a hazardous materials incident in South Carolina.
5. Identify clues to the presence of hazardous materials.
7. Identify and describe the different incident levels.
8. Identify and describe the different control zones and public protection options.
9. Define terrorism and explain that indicators that an act of terrorism has occurred.
10. Identify and describe the different weapons of mass destruction.
I. INTRODUCTION

Hazardous materials, terrorism, WMD, and threat incidents are very technical by nature. They may include bomb threats, anthrax threats, or any other threat or incident involving explosive, chemical, radiological, or biological materials. Callers can provide valuable information to assist emergency responders. They may be a victim of an incident, witness the incident, or may even be the perpetrator. Information gathered by the telecommunications officer is critical in preparing response personnel for what they will face when they arrive on scene.

II. BODY

Every year tons of hazardous materials are manufactured, transported, stored, and discarded within the boundaries of South Carolina. Due to the seriousness of the health hazards associated with these accidental releases, emergency service personnel are frequently summoned to stabilize the threat. Despite governmental mandates and precautionary measures, hazardous material incidents are common occurrences in our state. With increases in illegal dumping of hazardous material, the laxity of statutory law, and the magnitude of radioactive material stored at the Savannah River Site, the potential for catastrophic disaster is present each and every day in South Carolina.

A. WHAT ARE HAZARDOUS MATERIALS?

According to the United States Department of Transportation, a hazardous material is any substance or material in any form or quantity which poses an unreasonable risk to safety, health, and property when transported in commerce. (LERC, 1999, p. 24)

B. HAZARDOUS MATERIALS INCIDENTS

Every transportation accident, fire, law enforcement call, or EMS incident has the potential of involving hazardous materials. Telecommunicators should have access to reference materials, such as the Emergency Response Guidebook, and must have a basic knowledge of hazardous materials. This knowledge will help him/her recognize clues from callers and determine what specific questions to ask. Awareness will allow the telecommunicator to be a valuable asset to emergency responders during hazardous materials responses. Failure to recognize when the potential for hazardous materials or terrorism is present can mean the difference between a successful outcome and a disaster.

Chemicals that are toxic, flammable, or corrosive can hastily materialize into fires, explosions, and/or pollution. On average, South Carolina has 200 hazardous material incidents per year. (www.phmsa.dot.gov/hazmat, 2011) These events are the results of spills, leaks, fires, and explosions directly caused by:

1. Human Errors – most common cause
2. Environmental Conditions
3. Container Flaws
4. Vehicle/Equipment
5. Events and Incidents
C. ROLE OF THE TELECOMMUNICATOR: HAZARDOUS MATERIALS EMERGENCY

The person making an emergency call may be the victim, a witness, or the person who committed a crime. He/She has valuable information about what has happened and can convey the information if the telecommunicator asks the right questions. By thoroughly interviewing the caller, the telecommunicator enables emergency service personnel to initiate systematical and logical planning prior to reaching the actual site location. Information of the actual or potential risk should first focus on defining the problems caused by the hazardous material incident. (Emergency Response Guidebook, 2012)

1. Identify the hazards using any of the following:
   a. Placards.
   b. Container labels.
   c. Shipping documents.
   d. Rail car and road trailer identification charts.
   e. Material safety data sheets (MSDS).
   f. Knowledge of persons on scene.
   g. Consult applicable guide pages.

2. Assess the situation.
   a. Is there a fire, a spill, or a leak?
   b. What are the weather conditions?
   c. What is the terrain like?
   d. Who/what is at risk: people, property, or the environment?
   e. What actions should be taken – evacuation, shelter in place?
   f. What resources are required?
   g. What can be done immediately?

3. Obtain help.
   Notify responsible agencies and call for assistance from qualified personnel.

4. Respond accordingly.
   a. Continually reassess the situation and modify response accordingly.
   b. Use mutual aid agreements with other agencies if the situation warrants it.

D. COMMAND AND CONTROL OF HAZARDOUS MATERIALS INCIDENTS

SC Code of Laws Section 6-11-1420, commonly referred to as the Emergency Powers of Fire Districts, states that “notwithstanding any other provisions of law, authorized representatives of the Fire Authority having jurisdiction, as may be in charge at the scene of a fire or other emergency involving the protection of life or property or any part thereof, have the power and authority to direct such operation as may be necessary to extinguish or control the fire, perform any rescue operation, evacuate hazardous areas, investigate the existence of suspected or reported fires, gas leaks, or other hazardous conditions or situations, and of taking any other action necessary in the reasonable performance of their duty. In the exercise of such power, the Fire Authority having jurisdiction may prohibit any person, vehicle, vessel, or object from approaching the scene and may remove or cause to be removed or kept away from the scene any person, vehicle, vessel, or object which may impede or interfere with the operations of the Fire Authority having jurisdiction.”
E. CLUES TO HAZARDOUS MATERIALS PRESENCE

There are a number of sources of information to assist telecommunicators in determining when hazardous materials may be present. These include placards & labels, vehicles & containers, shipping papers, occupancy & location, MSDS, the NFPA 704 marking system, and the Emergency Response Guide Book.

1. Placards & Labels

The DOT placard and label system provides clues as to the most serious hazard of the material being shipped. It is by no means the only hazard. Most hazardous materials have more than one hazard. Placards and labels are arranged into nine hazard classes. Each hazard class has particular colors associated with placards and labels represented by the class. (Emergency Response Guidebook, 2012)

a. **Class 1 – Explosives.** They are represented by an orange placard. Some examples of class 1 materials include dynamite, nitroglycerine, black powder, and blasting caps.

b. **Class 2 – Gases.** Many gases carry dual classifications, and as a result there is no one color placard for class 2 materials. Flammable gases have a red placard, non-flammable gases have a green placard, and poison gases have a white placard with a skull and crossbones symbol. Examples of class 2 materials include anhydrous ammonia, carbon dioxide, hydrogen, nitrogen, helium, and methane.

c. **Class 3 – Flammable Liquids.** They are represented by a red placard. Class 3 includes all liquids that will burn, regardless of boiling or flash points. Examples of class 3 materials include gasoline, turpentine, and acetone.

d. **Class 4 – Flammable Solids.** There are three placards used to represent class 4 materials. The primary placard has vertical red and white stripes. Some flammable solids will spontaneously combust, and they are represented by a white over red placard. Many class 4 materials will also react adversely to water; they are represented by a blue placard. Examples of class 4 materials include metals like phosphorus, magnesium, potassium, sodium, and lithium.

e. **Class 5 – Oxidizers and Organic Peroxide.** Oxidizers alone are not as dangerous as when you add a fire source. The nature of oxidizers is to make a fire burn hotter and faster. In addition to pure oxygen, chlorine, which is placarded as a poison gas, is a strong oxidizer and will support combustion. Organic peroxides, such as hydrogen peroxide, are explosive hazards once they reach concentrations of over 60%. Class 5 materials are represented by bright yellow placards.

f. **Class 6 – Toxic and Infectious Substances.** They are represented by white placards that have skull and crossbones or bio-hazard symbols on them. Examples of class 6 materials include cyanide, arsenic, pesticides, blood, tissue samples, and other infectious substances.

g. **Class 7 – Radioactive Materials.** Class 7 materials can be gases, liquids, or solids. They are labeled based upon the level of radiation produced. There are three labeled radioactivity levels, I, II, and III. This class of materials is represented by a yellow over white placard. Examples of class 7 materials include cobalt, plutonium, uranium, tritium, and radium.

h. **Class 8 – Corrosive Substances.** Corrosive substances include materials that fall at either end of the pH spectrum: acids and alkalines. Both have the same chemical action on skin and metals. They are sometimes used to neutralize each other while others react dangerously when mixed. Some acids are also water
reactive. Examples of class 8 materials are sulfuric acid, lime, sodium hydroxide, and hydrofluoric acid.

i. **Class 9 – Miscellaneous Hazardous Materials.** This class is comprised of materials that do not fit into any other hazard class. Examples of class 9 materials include dry ice, asbestos, and quicklime.
General Guidelines on Use of Warning Labels and Placards

Labels

See 49 CFR, Part 172, Subpart F, for complete labeling regulations.

- The Hazardous Materials Table [§172.101, Col. 6] identifies the proper label(s) for the hazardous material listed.
- Any person who offers a hazardous material for transportation MUST label the package, if required [§172.400(a)].
- Labels may be affixed to packages when not required by regulations, provided each label represents a hazard of the material contained in the package [§172.401].
- The appropriate hazard class or division number must be displayed in the lower corner of a primary and subsidiary hazard label [§172.402(b)].
- For classes 1, 2, 3, 4, 5.1, and 8, text indicating a hazard (e.g., "Corrosive") is not required on a label. The label must otherwise conform to Subpart E of Part 172 [§172.405].
- Labels must be printed on or affixed to the surface of the package near the proper shipping name marking [§172.406(a)].
- When primary and subsidiary labels are required, they must be displayed next to each other [§172.406(c)].
- For a package containing a Division 6.1, Packing Group IIB material, the POISON label specified in §172.430 may be modified to display the textPG III instead of POISON or TOXIC. Also see [§172.313(d)].
- The class number must be displayed on a subsidiary label. For Transition 2005, see [§172.402(b)].

Placards

See 49 CFR, Part 172, Subpart F, for complete placarding regulations.

- Each person who offers for transportation or transports any hazardous material subject to the Hazardous Materials Regulations must comply with all applicable requirements of Subpart F [§172.500].
- Placards may be displayed for a hazardous material, even when not required, if the placarding otherwise conforms to the requirements of Subpart F of Part 172 [§172.502(c)].
- For other than Class 7 or the DANGEROUS placard, text indicating a hazard (e.g., "FLAMMABLE") is not required. Text may be omitted from the OXYGEN placard only if the specific ID number is displayed on the placard [§172.516(b)(3)].
- For a placard corresponding to the primary or subsidiary hazard class of a material, the hazard class or division number must be displayed in the lower corner of the placard [§172.519(b)(4)].
- Any transport vehicle, freight container, or rail car containing any quantity of material listed in Table 1 must be placarded [§172.504].
- When the gross weight of all hazardous materials in non-bulk packages covered in Table 2 is less than 454 kg (1,001 lbs), no placard is required on a transport vehicle or freight container [§172.504(c)].
- Notes: See [§172.044]|(101) for placarding Division 6.1, PG-II materials.
- Placarded loads require registration with USDOT. See [§107.601] for registration regulations.

Inhalation Hazard Materials

<table>
<thead>
<tr>
<th>Hazard class or division</th>
<th>Hazardous materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Explosives 1.1</td>
</tr>
<tr>
<td>1.2</td>
<td>Explosives 1.2</td>
</tr>
<tr>
<td>1.3</td>
<td>Explosives 1.3</td>
</tr>
<tr>
<td>2.3</td>
<td>Poison Gas</td>
</tr>
<tr>
<td>3.1</td>
<td>Danger When Wet</td>
</tr>
<tr>
<td>5.2 (Organic peroxide, Type B, liquid or solid, temperature controlled)</td>
<td>Organic Peroxide</td>
</tr>
<tr>
<td>6.1 (Inhalation Hazard, Zone A or B)</td>
<td>Poison Inhalation Hazard</td>
</tr>
<tr>
<td>7 (Radioactive Yellow III label only)</td>
<td>Radioactive</td>
</tr>
</tbody>
</table>

§172.540

§172.555

§172.313

Materials which meet the inhalation toxicity criteria have additional "communication standards" prescribed by the HMR. The words "Poison-Inhalation Hazard" must be entered on the shipping paper, as required (§172.203(m)(2)). Packagings must be marked "Inhalation Hazard" or, alternatively, when the words "Inhalation Hazard" appear on the label or placard, the "Inhalation Hazard" marking is not required on the package. Transport vehicles, freight containers, portable tanks and unit load devices that contain a poisonous material subject to the "Poison-Inhalation Hazard" shipping description, must be placarded with a POISON INHALATION HAZARD or POISON GAS placard, as appropriate. This shall be in addition to any other placard required for that material (§172.504).

Placarding Tables

(§172.504(e))

Table 1 (Placard any quantity)

<table>
<thead>
<tr>
<th>Hazard class or division</th>
<th>Hazardous materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
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</tr>
</tbody>
</table>

§172.540

§172.555

§172.313

Table 2 (Placard 1,001 lbs or more)

<table>
<thead>
<tr>
<th>Hazard class or division</th>
<th>Hazardous materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.4</td>
<td>Explosives 1.4</td>
</tr>
<tr>
<td>1.5</td>
<td>Explosives 1.5</td>
</tr>
<tr>
<td>1.6</td>
<td>Explosives 1.6</td>
</tr>
<tr>
<td>2.1</td>
<td>Flammable Gas</td>
</tr>
<tr>
<td>2.2</td>
<td>Non-Flammable Gas</td>
</tr>
<tr>
<td>3.1</td>
<td>Flammable</td>
</tr>
<tr>
<td>4.1</td>
<td>Combustible Liquid</td>
</tr>
<tr>
<td>4.2</td>
<td>Flammable Solid</td>
</tr>
<tr>
<td>4.3</td>
<td>Spontaneous Combustible</td>
</tr>
<tr>
<td>4.4</td>
<td>Oxidizer</td>
</tr>
<tr>
<td>5.2 (Other than organic peroxide, Type B, liquid or solid, temperature controlled)</td>
<td>Organic Peroxide</td>
</tr>
<tr>
<td>6.1 (Other than inhalation hazard, Zone A or B)</td>
<td>Poison</td>
</tr>
<tr>
<td>6.2 (None)</td>
<td>Corrosive</td>
</tr>
<tr>
<td>7 (Class 9, §172.504)</td>
<td>Class 9, §172.504</td>
</tr>
<tr>
<td>8</td>
<td>ORM-D</td>
</tr>
</tbody>
</table>

<table>
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<td>Explosives 1.6</td>
</tr>
<tr>
<td>2.1</td>
<td>Flammable Gas</td>
</tr>
<tr>
<td>2.2</td>
<td>Non-Flammable Gas</td>
</tr>
<tr>
<td>3.1</td>
<td>Flammable</td>
</tr>
<tr>
<td>4.1</td>
<td>Combustible Liquid</td>
</tr>
<tr>
<td>4.2</td>
<td>Flammable Solid</td>
</tr>
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<td>Spontaneous Combustible</td>
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<td>8</td>
<td>ORM-D</td>
</tr>
</tbody>
</table>

For complete details, refer to one or more of the following:

- Code of Federal Regulations, Title 49, Transportation, Parts 100-185. (All modes)
- International Civil Aviation Organization (ICAO) Technical Instructions for Safe Transport of Dangerous Goods by Air. [Air]
- International Maritime Organization (IMO) Dangerous Goods Code. (Water)
- Transportation of Dangerous Goods Regulations of Transport Canada. (All Modes)

Copies of this Chart may be obtained by contacting:

U.S. Department of Transportation
Research and Special Programs Administration

USDOT/RSPA/OMHT/DHM-50
Washington, D.C. 20590

or

Phone: 202-366-2301

E-mail: training@rspa.dot.gov

Web site: www.rspa.dot.gov
2. The Shape of Transportation Vehicles and Containers

In the absence of placards, labels, or container markings, the container itself can be a source of information about the hazards of the products it carries. Whether it is a trailer or a rail car, the shape of the container can give clues about the kind of material it may be hauling. One of the more important pieces of information concerns whether a container is pressurized or not. (Emergency Response Guidebook, 2012)

![ROAD TRAILER IDENTIFICATION CHART*](chart-image)

CAUTION: This chart depicts only the most general shapes of road trailers. Emergency response personnel must be aware that there are many variations of road trailers, not illustrated above, that are used for shipping chemical products. The suggested guides are for the most hazardous products that may be transported in these trailer types.

* The recommended guides should be considered as last resort if the material cannot be identified by any other means.
Shipping papers consist of shipping orders, bill of lading, manifest, or other types of shipping documents issued by the carrier. They are the most complete source of information available as to the materials in transport.

a. Shipping papers are required documents during the transportation of hazardous materials on:

(1) Highways
(2) Railways
(3) Waterways
(4) Airways
b. Because they are the most complete source of information describing the hazardous material in transport, shipping papers are required to document the:

1. Four-digit UN identification number
2. Proper shipping name
3. Hazard class or division number
4. Packing group
5. Emergency response telephone number (top left corner)
6. Information describing the hazards of the material (entered on or attached to the shipping document)

(Emergency Response Guidebook, 2012)

4. Building Occupancy and Location

Occupancy and location can provide clues to the presence of hazardous materials. Any type of industrial, commercial, manufacturing, or warehouse facility has a greater chance of having hazardous materials on-site. Some not so obvious locations could include grocery stores, department stores, restaurants, hardware stores, schools, etc.

5. Material Safety Data Sheets

Material Safety Data Sheets (MSDS) are fixed facility information sheets on specific chemicals which are stored or used at a facility. They are created by the chemical manufacturer and are specific to each company’s formulation of the material. MSDS contain chemical names, physical and chemical characteristics, hazards, first aid information, protective-clothing requirements, and clean-up information. The MSDS can be useful information and telecommunicators should question callers about the availability of MSDS sheets when an incident occurs at a facility. (www.ilpi.com/msds/faq, 2011)

6. National Fire Protection Association (NFPA) 704 Marking System

A system for marking the existence of hazardous materials at fixed facilities and stationary storage tanks is the NFPA 704 Marking System. The NFPA 704 is a diamond shaped placard divided into four smaller, color-coded diamonds. The blue diamond identifies the health hazard. The red diamond identifies the flammability hazard. The yellow diamond identifies the reactivity hazard. The white section is used for special information and may contain symbols to represent such information. The numbers 0 through 4 are used within the blue, red, and yellow diamonds to signify the level of hazard. (www.nfpa.org, 2011)

(http://www.labelmaster.com, 2011)
F. EMERGENCY RESPONSE GUIDEBOOK (ERG)

Once on scene, first responders have four basic responsibilities: Recognition, Notification, Isolation and Protection. Telecommunicators can assist emergency responders with their duties by becoming familiar with local response procedures and the Emergency Response Guidebook.

The ERG is a tool to assist emergency personnel responding to a hazardous materials or terrorist incident. This guidebook is intended to be used during the initial response phase of an incident (first 30 minutes). Telecommunicators should have a copy of the ERG at their dispatch console and be familiar with it in order to assist emergency responders.

The ERG is divided into four color-coded sections: yellow, blue, orange, and green. The ERG also contains pages that include the hazard classification system, a placard chart, rail car identification chart, road trailer identification chart, a glossary, contact phone numbers, and other miscellaneous information. (www.phmsa.dot.gov/hazmat/library/erg, 2011)

1. Sections of the Emergency Response Guidebook
   a. Yellow Section
      The yellow section contains a numerical listing of United Nations 4-digit identification numbers. These numbers are located in the center of placards on vehicles transporting bulk quantities of hazardous materials. Once the 4-digit number is located in the yellow section of the guide, a reference is made to an action guide located in the orange section of the book.
   b. Blue Section
      Alphabetic listings of the same materials found in the yellow section are located in the blue section. This section is used only if the name of the hazardous material is known.
   c. Orange Section
      Protective action guides numbered from 111 to 172 are located in the orange section. Each protective action guide provides procedures designed to preserve the health and safety of the public and emergency response personnel during the initial stages of a hazardous materials incident. Each action guide is two pages of information.
   d. Green Section
      Initial isolation and evacuation distances for highlighted materials in the yellow and blue sections are located in the green section. The green section includes certain chemical warfare agents, and water-reactive materials, which produce toxic gases upon contact with water.

2. Steps for using the Emergency Response Guidebook
   a. Identify the material through one of the following actions:
      (1) Find the 4-digit identification number on the placard or orange panel.
      (2) Locate the 4-digit number on a shipping document or package.
      (3) Find the name of the material on a shipping document, placard, or package.
      (4) If an ID number or the name of a material is unavailable, the table of placards, Guide 111, or rail car/road trailer identification charts should be used.
b. Identify the material’s 3-digit guide number, turn to the numbered guide in the orange section, and read both pages carefully.

c. High-lighted entries

If the listing is high-lighted in the yellow or blue section, look up the material in the green section. Materials in the green section require isolation and/or evacuation. In the back of the green section there is a list of water reactive substances.

d. Activity - Using the Emergency Response Guide Book

Students will be shown a series of slides depicting scenes with labels, placards, placards with 4-digit identification numbers, and chemical names. Students will use the Emergency Response Guidebook (ERG) and look up the information found on the slides and complete the activity.

**Slide # 1**

4-Digit Identification Number__________________________

Name of Material____________________________________

3-digit Guide Number________________________________

Other Information____________________________________

**Slide # 2**

4-Digit Identification Number__________________________

Name of Material____________________________________

3-digit Guide Number________________________________

Other Information____________________________________

**Slide # 3**

4-Digit Identification Number__________________________

Name of Material____________________________________

3-digit Guide Number________________________________

Other Information____________________________________

**Slide # 4**

4-Digit Identification Number__________________________

Name of Material____________________________________

3-digit Guide Number________________________________

Other Information____________________________________
G. INCIDENT LEVELS

Identifying incident levels can assist responders and telecommunicators in determining what resources will be required to handle an incident.

1. **Level I** incidents are small scale and can be handled by the first responders with one company. This type of incident would include fuel spills. Usually the quantity of product is small, less than 50 gallons. It is not likely evacuation will be necessary and injuries from the spill or leak are unlikely unless related to the cause of the spill.

2. **Level II** incidents are larger events requiring multiple companies including the hazardous materials team and, depending on the department size, mutual aid. Evacuations or provisions for sheltering in place are likely. There may be injuries or deaths. All of the local resources will most likely be brought into play.

3. **Level III** incidents are catastrophic community emergencies. These events are well beyond the local agency’s ability to deal with them. Large evacuations will be likely and may last an extended period of time. State and Federal resources may be required. Injuries and deaths are likely.

H. CONTROL ZONES AND PUBLIC PROTECTION OPTIONS

1. Control Zones

   One of the requirements of first responders is to isolate the hazardous material and deny entry to the area. Zones are helpful in establishing isolation of a hazardous material. Any type of hazardous materials incident can be divided into three zones:

   a. Hot Zone

      The *hot zone* is the “area immediately surrounding a dangerous goods incident which extends far enough to prevent adverse effects from released dangerous goods to personnel outside the zone. This zone is also referred to as exclusion zone, red zone, or restricted zone.”

   b. Warm Zone

      The *warm zone* is the “area between hot and cold zones where personnel and equipment decontamination and hot zone support take place. It also includes control points for the access corridor and thus assists in reducing the spread of contamination. Also referred to as the contamination reduction corridor (CRC), contamination reduction zone (CRZ), yellow zone, or limited access zone.”

   c. Cold Zone

      The *cold zone* is the “area where the command post and support functions that are necessary to control the incident are located. This is also referred to as the clean zone, green zone, or support zone.”

      (Emergency Response Guidebook, 2012)

2. Public Protection Options

   There are three options when protecting the public from hazardous materials releases: evacuation, sheltering in place, or a combination of the two.

   a. Evacuation is the physical removal of people from their vulnerable location and moving them to a place of safety. This is usually an evacuation center.
b. Sheltering in place involves keeping people where they are and cutting off sources of outside air, such as doors, windows, air handling units, air conditioners, and heaters.

c. A combination of the two is a common practice. During the early stages of a hazardous materials incident, residents may be advised to shelter in place until more information can be obtained about the substance involved and/or properly trained and equipped responders are available to evacuate them.

I. TERRORISM AWARENESS

Just as with hazardous materials, telecommunicators play a key role in determining when a potential terrorist incident has occurred. Hints concerning acts of terrorism are not as clear-cut as with hazardous materials incidents. There are no placards or labels, container shapes, fixed facility markings, shipping papers or MSDS sheets. Telecommunicators will have to rely on occupancy/location, events, and symptoms experienced by victims for clues. In these types of incidents there may be multiple casualties with similar symptoms with no obvious connection.

1. Terrorism Definition

The Federal Bureau of Investigation (FBI) defines terrorism as “the unlawful use of force or violence against persons or property to intimidate or coerce a government, the civilian population, or any segment thereof, in furtherance of political or social objectives.” (www.nij.gov/topics/crime/terrorism/welcome.htm, 2007)

Terrorism is a criminal act involving the use of force. The force can include use of arson, bombs, guns, or chemical and biological agents. These actions are designed to intimidate or coerce the citizens into support of the terrorist’s beliefs. Terrorist actions are carried out in support of political or social objectives. Terrorists feel they cannot get their points across by peaceful means and resort to force to further their cause. They believe strongly in their convictions and may be willing to give their own lives.

2. Categories of Terrorism

The FBI divides acts of terrorism into two general categories: international and domestic.

a. International terrorism involves citizens of other governments living or coming to the United States to carry out acts of terrorism against targets within the U.S.

b. Domestic terrorism involves U.S. citizens carrying out acts of terror against Federal, State, or local government targets.

3. Acts of Terrorism

Acts of terrorism are nothing new. Terrorism has existed in the United States since the inception of this country. Some examples of more recent terrorism are listed below. (www.infoplease.com/ipa/A0001454.html, 2011)

a. New York City: Besides the events of September 11, 2001, involving the World Trade Center in NY, other attacks occurred in 1993 claiming 6 lives and injuring hundreds.

b. Atlanta Olympics: During the 1996 Olympics in Atlanta a bomb was set in Olympic Park killing two and injuring 128. This act of domestic terrorism is believed to have been carried out by Eric Rudolph.

c. Oklahoma City: Also in 1995, the Federal building in Oklahoma City was bombed killing 168 and injuring hundreds. This was the worst act of domestic terrorism to ever take place on U.S. soil. Timothy McVeigh was convicted of the domestic terrorist incident and executed.
d. Atlanta: Once again in Atlanta in 1997 a bomb exploded at an unoccupied family-planning clinic in Fulton County. This incident involved a secondary device placed to injure and kill emergency responders. One hour after the first explosion, the second detonation took place injuring six responders and by-standers. About one month later at the Otherside Lounge, an explosion occurred resulting in 4 minor injuries. A secondary device was planted, but discovered by responders before it went off. During operations to disarm the device a robot was lost when the device exploded.

e. Birmingham: In January 1998 a bomb went off at the New Woman All Women clinic killing an off duty police officer and injuring a nurse reporting to work.

f. Y2K Celebrations: Attempts of international terrorism were planned for Seattle, Washington and several Eastern cities during the Y2K celebration. The bombers were arrested as they tried to enter the country through Canada bringing explosive materials into the U.S.

g. Anthrax: Several citizens died as a result of anthrax mailings. The deaths have not been attributed to either domestic or international terrorist. Anthrax hoaxes have occurred across the United States over the past several years causing massive disruption to local businesses, roadways, and tying up emergency responders for hours.

4. Indications That an Act of Terrorism Has Occurred

Generally, threat incidents are hoaxes and no bomb, chemical, biological, or nuclear material is found. If anything is found, it usually turns out to be a benign material or device. However, the bombing at Olympic Park during the Atlanta Olympics was preceded by a threat call. Therefore, all threats should be taken seriously and handled according to local emergency plans.

Terrorists are looking for targets that are vulnerable. Locations, referred to as “soft targets,” with little or no security provision, are prime locations for terrorism. Terrorists may also target high profile events such as large sporting events, concerts, parades, etc. Following a terrorist event, life as we know it may be interrupted or changed forever. Citizens may feel that law enforcement can no longer protect them.

There are few, if any, obvious clues concerning the occurrence of a terrorist act. Victims may provide the primary clues about the event. Telecommunicators should watch for a sudden outbreak of unusual symptoms and the occurrence of mass casualties without signs of trauma. (Emergency Response Guidebook, 2012)

1. Indicators of a Possible Chemical Incident
   (1) Dead animals/birds/fish
   (2) Lack of insect life
   (3) Unexplained odors
   (4) Unusual number of dying or sick people (mass casualties)
   (5) Pattern of casualties
   (6) Blisters/rashes
   (7) Illness in confined area
   (8) Unusual liquid droplets
2. Indicators of a Possible Biological Incident

The major difference between a chemical and biological incident is that signs and symptoms of a biological incident will not be immediate. Biological agents, like other viruses and illnesses, have an incubation period. Signs and symptoms may not manifest until 7-14 days after exposure. Some indicators may include:

1. Unusual numbers of sick or dying people/animals
2. Unscheduled and unusual spray being disseminated
3. Abandoned spray devices

2. Indicators of a Possible Radiological Incident

1. Radiation symbols
2. Unusual metal debris
3. Heat-emitting material
4. Glowing material
5. Sick people/animals

J. WEAPONS OF MASS DESTRUCTION (WMD)

1. Biological Agents

Biological agents are living plants and organisms (or their toxins) that cause disease and/or death. All biological agents occur naturally and are not difficult or expensive to obtain for those with a desire to do so. Biological agents have incubation periods and as a result take longer to show symptoms than do chemical agents.

Because biological agents take an extended period of time to produce symptoms, there may not be victims at the point of dissemination of the biological material. In fact it probably will not be known that dissemination has occurred until several days have passed. Symptoms often appear similar to those of the common cold or flu. The event will become a public health emergency when victims start seeking medical attention days later from their local medical professionals, doctors, clinics, hospitals, and EMS. ([www.globalsecurity.org/wmd/intro/bio_agent.htm](www.globalsecurity.org/wmd/intro/bio_agent.htm), 2011)

a. Primary routes of exposure and delivery of biological agents

1. Inhalation
2. Percutaneous (absorbed through the skin)
3. Delivery
   (a) A sprayer on a truck or agricultural vehicle.
   (b) Dropping powder on clothes in a department store.
   (c) Putting powder inside mail/packages.
b. Examples of biological agents
   (1) Anthrax
   (2) Smallpox
   (3) Plague
   (4) E. coli

2. Food Tampering and Toxins

“Food poisoning is not uncommon, at least on a small scale, but what’s behind it could be a much larger problem. Tommy Thompson, former Secretary of the U.S. Department of Health and Human Services, told a Congressional hearing that his greatest concern was a possible attack on the nation’s food supplies. He said he was more fearful (of food tampering) than anything else.” (Weapons of Mass Destruction: Awareness Issues for Emergency Communications Personnel DVD)

a. Primary routes of exposure and food tampering
   (1) Ingestion
   (2) Delivery
      (a) Using bad/expired ingredients in place of fresh ones.
      (b) Improper handling during/after food preparation.

b. Examples of toxins
   (1) Botulism
   (2) Ricin
   (3) Salmonella

3. Chemical Agents

A chemical weapon is a compound which, through its chemical properties, produces damaging or lethal effects in humans, animals, plants or materials. Many of the chemicals are common industrial chemicals and easily obtained. Signs and symptoms of exposure to a chemical agent are almost immediate. (www.globalsecurity.org/wmd/intro/cw-agent.htm, 2011)

a. Primary routes of exposure and delivery of chemical agents
   (1) Inhalation
   (2) Percutaneous (absorbed through the skin)
   (3) Delivery
      (a) Dispersal from aerosol cans; could be a military canister or a manipulated aerosol can.
      (b) Dispersal through an explosive device.
      (c) A sprayer on a truck, agricultural vehicle, crop dusting plane.

b. Examples of chemical agents
   (1) Nerve agents
      (a) Tabun (GA)
      (b) Sarin (GB)
(c) Soman (GD)
(d) Thickened Soman (TGD)
(e) V agent (VX)

If the nerve agents are compared to each other, Sarin is the most volatile and VX is the least. VX is very persistent, stays around for a long time. Sarin evaporates much quicker than VX.

(2) Pulmonary or choking agents
(a) Chlorine
(b) Phosgene

(3) Blister agents (vesicants)
Unlike the nerve agents, vesicants were never designed to kill anyone. They are incapacitating agents and are very persistent.
(a) Mustard (H)
(b) Distilled mustard (HD)
(c) Nitrogen mustard (HN1, HN2, HN3)
(d) Lewisite
Blister agents are systemic and spread to all parts of the body regardless of the point of contact or entry.

(4) Blood agents (Cyanide)
There is an antidote available for cyanide poisoning, amyl nitrate, but it must be administered quickly after exposure to be effective. Most medical units do not carry cyanide antidotes. Death will follow shortly if antidote cannot be administered or victim is exposed for too long a period of time.

(5) Irritants/Riot control agents
Riot control agents include various products such as mace, tear gas, and pepper spray. These materials are not gases. The active ingredients are solid materials expelled from the container by an aerosol agent. Victims will be contaminated with the solid material and require decontamination.

III. SUMMARY
Hazardous material and weapons of mass destruction incidents are major public hazards whether caused by accidental exposure or by intentional criminal acts such as a terrorist attack. Telecommunicators are usually the first contact with the public during an incident, and callers can provide valuable information to assist emergency responders. Information gathered by the telecommunicators can be critical in preparing response personnel for what they will face when they arrive on scene.
APPENDIX A: Foiled Terrorist Plots Against the U.S. Since 9/11

1. Richard Reid attempts to detonate explosives hidden inside his shoes on a flight from Paris to Miami. A co-conspirator was also involved (December 2001).

2. Jose Padilla and two others are arrested and charged with planning a “dirty bomb” attack on the U.S. (May 2002).

3. Six U.S. citizens of Yemeni descent (the “Lackawanna Six”) are arrested for conspiring with terrorist groups after attending an al-Qaeda training camp (September 2002).

4. Lyman Faris is arrested for conspiring to use blowtorches to blow up the Brooklyn Bridge (May 2003).

5. Thirteen members of the Virginia Jihad Network are arrested on weapons charges. Seven are also charged with conspiring to support terrorist organizations including al-Qaeda, the Taliban, and Lashkar-e-Taibba (June 2003).

6. Nuradin M. Abdi is arrested and charged for plotting to bomb a shopping mall in Columbus, Ohio (November 2003).


8. James Elshafy and Shahawar Matin Siraj are arrested for plotting to bomb a subway station near Madison Square Garden before the Republican National Convention (August 2004).

9. Yassin Aref and Mohammad Hossain are charged with plotting to purchase a grenade launcher to assassinate a Pakistani diplomat (August 2004).

10. Hamid Hayat is arrested in California for allegedly lying to the FBI about Hamid’s attendance at an Islamic terrorist training center in Pakistan (June 2005).

11. Four members of a radical Islamic prison group founded by Kevin James are arrested in Los Angeles and charged with conspiring to attack National Guard facilities, synagogues, and other targets (August 2005).

12. Michael C. Reynolds is arrested for a plot to blow up an oil refinery, a gas refinery, and pipelines in Wyoming and New Jersey (December 2005).

13. Three men are arrested in Toledo, Ohio, for conspiring to kill or injure people in the Middle East and providing material support to terrorist organizations (February 2006).


15. Seven men are arrested in Miami and Atlanta for plotting to blow up the Sears Tower in Chicago (June 2006).

16. Assem Hammoud and seven other men are arrested for plotting to attack train tunnels between New York and New Jersey (July 2006).

17. 24 men are arrested in London for plotting to blow up U.S.-bound commercial airliners with liquid explosives (August 2006).

18. Derrick Shareef is arrested for planning to set off hand grenades inside a Chicago shopping mall (December 2006).

19. Khalid Sheikh Mohammed and four co-defendants admit responsibility for their role in the 9/11 attacks, the bombing of the World Trade Center in 1993, and numerous other terror plots (March 2007).

20. Six men are arrested in a plot to attack Fort Dix, New Jersey, with assault rifles and grenades (May 2007).

21. Four men led by Russell Defreitas plot to blow up fuel tanks and pipelines at JFK International Airport in New York (June 2007).
22 Hassan Abujihada, a former U.S. Navy sailor, is convicted of supporting terrorism by giving classified information about Navy ships to a London organization that supports terrorists (March 2008).

23 Christopher Paul, a U.S. citizen with ties to terrorist groups in Germany and al-Qaeda, is arrested for plotting to use a weapon of mass destruction on European and U.S. targets (June 2008).

25 Najibullah Zazi and at least four others are arrested for a plot to use chemical explosive materials, allegedly to bomb the New York subway system (September 2009).

26 Hosam Maher Husein Smadi is arrested for attempting to place a bomb in a Dallas skyscraper (September 2009).

27 Michael Finton is arrested after attempting to detonate a car bomb outside a federal building in Springfield, Illinois (September 2009).

28 Two men are charged with conspiracy to kill two U.S. politicians, U.S. troops in Iraq, and civilians at shopping malls (October 2009).

29 Umar Farouk Abdulmutallab, a Nigerian student, attempts to detonate explosives on a Detroit-bound flight on Christmas Day (December 2009).

30 Raja Lahrasib Khan, a naturalized U.S. citizen from Pakistan, is arrested for providing material support for a foreign terrorist organization (March 2010).

33 Farooque Ahmed is arrested following an FBI investigation into plots to attack the Washington, D.C., metro system (October 2010).

31 Faisal Shahzad is arrested following an attempt to detonate explosives in an SUV parked in Times Square (May 2010).

34 Air Cargo Bomb Plot. Two packages shipped aboard air cargo planes from Yemen to Chicago-area synagogues are discovered to contain explosive materials hidden inside printer cartridges (October 2010).

32 Paul G. Rockwood, Jr. and Nadia Pirofska Maria Rockwood are charged in a plot to assassinate 15 people who they believed to have defiled Islam (July 2010).

35 Mohamed Osman Mohamud, a 19-year-old Somali-American, is arrested after attempting to detonate a car bomb at a Christmas-tree-lighting ceremony in Portland, Oregon (November 2010).

36 Antonio Martinez, a U.S. citizen, is arrested in a plot to bomb a military recruiting center in Maryland (December 2010).

37 Khalid Ali-M Aldawsari is arrested after buying toxic chemicals online to use in explosive attacks against various targets in the U.S. (February 2011).

39 Abu Khalid Abdul-Latif and Walli Mujahidh are arrested in a Seattle warehouse where the two suspects had arranged to purchase weapons for an attack on a military recruiting station (June 2011).

40 Emerson Winfield Begolly is arrested and charged with soliciting attacks on Jewish schools, post offices, water plants, military facilities, and other sites (August 2011).

Sources: Heritage Foundation research by James Jay Carafano and Jessica Zuckerman.
# APPENDIX B: ATF TELEPHONE BOMB THREAT CHECKOFF

**Department of the Treasury**  
Bureau of Alcohol, Tobacco & Firearms  
**BOMB THREAT CHECKLIST**

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When is the bomb going to explode?</td>
<td>Slurred, Whispered</td>
</tr>
<tr>
<td>2. Where is the bomb right now?</td>
<td>Ragged, Clearing Throat</td>
</tr>
<tr>
<td>3. What does the bomb look like?</td>
<td>Deep Breathing, Cracking Voice</td>
</tr>
<tr>
<td>4. What kind of bomb is it?</td>
<td>Disguised, Accent</td>
</tr>
<tr>
<td>5. What will cause the bomb to explode?</td>
<td>Familiar (If voice is familiar, who did it sound like?)</td>
</tr>
<tr>
<td>6. Did you place the bomb?</td>
<td></td>
</tr>
<tr>
<td>7. Why?</td>
<td></td>
</tr>
<tr>
<td>8. What is address?</td>
<td></td>
</tr>
<tr>
<td>9. What is your name?</td>
<td></td>
</tr>
</tbody>
</table>

**EXACT WORDING OF BOMB THREAT:**

**BACKGROUND SOUNDS:**

- Street noises  
- Factory machinery  
- Voices  
- Crockery  
- Animal noises  
- Clear  
- PA System  
- Static  
- Music  
- House noises  
- Long distance  
- Local  
- Motor  
- Office machinery  
- Booth  
- Other (Please specify)

**BOMB THREAT LANGUAGE:**

- Well spoken (education)  
- Incoherent  
- Foul  
- Message read by threat maker

**REMARKS:**

- Sex of caller: _____  
- Race: _____  
- Age: _____  
- Length of call: _____  
- Telephone number at which call is received: _____  
- Time call received: _____  
- Date call received: _____

**CALLER’S VOICE**

- Calm  
- Nasal  
- Soft  
- Angry  
- Stutter  
- Loud  
- Excited  
- Lisp  
- Laughter  
- Slow  
- Rasp  
- Crying  
- Rapid  
- Deep  
- Normal  
- Distinct

ATF F 1613.1 (Formerly ATF F 1730.1, which still may be used) (6-97)  
ATF F 1613.1 (Formerly ATF F 1730.1) (6-97)
APPENDIX C: ATF VEHICLE BOMB AND IED DISTANCE CHARTS

• Minimum evacuation distance is the range at which a life-threatening injury from blast or fragment hazards is unlikely. However, non-life-threatening injury or temporary hearing loss may occur.
• Hazard ranges are based on open, level terrain.
• Minimum evacuation distance may be less when explosion is confined within a structure.
• Falling glass hazard range is dependent on line-of-sight from explosion source to window. Hazard is from falling shards of broken glass.
• Metric equivalent values are mathematically calculated.
• Explosion confined within a structure may cause structural collapse or building debris hazards.
• Additional hazards include vehicle debris.

This information was developed with data from the Dipole Might vehicle bomb research program conducted by ATF, with technical assistance from the U.S. Army Corps of Engineers. Goals for Dipole Might include creating a computerized database and protocol for investigating large-scale vehicle bombs. Dipole Might is sponsored by the Technical Support Working Group (TSWG). TSWG is the research and development arm of the National Security Council interagency working group on counterterrorism.
<table>
<thead>
<tr>
<th>ATF</th>
<th>VEHICLE DESCRIPTION</th>
<th>MAXIMUM EXPLOSIVES CAPACITY</th>
<th>LETHAL AIR BLAST RANGE</th>
<th>MINIMUM EVACUATION DISTANCE</th>
<th>FALLING GLASS HAZARD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMPACT SEDAN</td>
<td>500 Pounds 227 Kilos (in Trunk)</td>
<td>100 Feet 30 Meters</td>
<td>1,500 Feet 457 Meters</td>
<td>1,250 Feet 381 Meters</td>
</tr>
<tr>
<td></td>
<td>FULL SIZE SEDAN</td>
<td>1,000 Pounds 455 Kilos (in Trunk)</td>
<td>125 Feet 38 Meters</td>
<td>1,750 Feet 534 Meters</td>
<td>1,750 Feet 534 Meters</td>
</tr>
<tr>
<td></td>
<td>PASSENGER VAN OR CARGO VAN</td>
<td>4,000 Pounds 1,818 Kilos</td>
<td>200 Feet 61 Meters</td>
<td>2,750 Feet 838 Meters</td>
<td>2,750 Feet 838 Meters</td>
</tr>
<tr>
<td></td>
<td>SMALL BOX VAN (14 FT BOX)</td>
<td>10,000 Pounds 4,545 Kilos</td>
<td>300 Feet 91 Meters</td>
<td>3,750 Feet 1,143 Meters</td>
<td>3,750 Feet 1,143 Meters</td>
</tr>
<tr>
<td></td>
<td>BOX VAN OR WATER/FUEL TRUCK</td>
<td>30,000 Pounds 13.636 Kilos</td>
<td>450 Feet 137 Meters</td>
<td>6,500 Feet 1,982 Meters</td>
<td>6,500 Feet 1,982 Meters</td>
</tr>
<tr>
<td></td>
<td>SEMI-TRAILER</td>
<td>60,000 Pounds 27.273 Kilos</td>
<td>600 Feet 183 Meters</td>
<td>7,000 Feet 2,134 Meters</td>
<td>7,000 Feet 2,134 Meters</td>
</tr>
</tbody>
</table>
# Improvised Explosive Device (IED) Safe Standoff Distance Cheat Sheet

<table>
<thead>
<tr>
<th>Threat Description</th>
<th>Explosives Mass1 (TNT equivalent)</th>
<th>Building Evacuation Distance2</th>
<th>Outdoor Evacuation Distance3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pipe Bomb</td>
<td>5 lbs 2.3 kg</td>
<td>70 ft 21 m</td>
<td>850 ft 259 m</td>
</tr>
<tr>
<td>Suicide Belt</td>
<td>10 lbs 4.5 kg</td>
<td>90 ft 27 m</td>
<td>1,080 ft 330 m</td>
</tr>
<tr>
<td>Suicide Vest</td>
<td>20 lbs 9 kg</td>
<td>110 ft 34 m</td>
<td>1,360 ft 415 m</td>
</tr>
<tr>
<td>Briefcase/Suitcase Bomb</td>
<td>50 lbs 23 kg</td>
<td>150 ft 46 m</td>
<td>1,850 ft 564 m</td>
</tr>
<tr>
<td>Compact Sedan</td>
<td>500 lbs 227 kg</td>
<td>320 ft 98 m</td>
<td>1,500 ft 457 m</td>
</tr>
<tr>
<td>Sedan</td>
<td>1,000 lbs 454 kg</td>
<td>400 ft 122 m</td>
<td>1,750 ft 534 m</td>
</tr>
<tr>
<td>Passenger/Cargo Van</td>
<td>4,000 lbs 1,814 kg</td>
<td>640 ft 195 m</td>
<td>2,750 ft 838 m</td>
</tr>
<tr>
<td>Small Moving Van/ Delivery Truck</td>
<td>10,000 lbs 4,536 kg</td>
<td>860 ft 263 m</td>
<td>3,750 ft 1,143 m</td>
</tr>
<tr>
<td>Moving Van/Water Truck</td>
<td>30,000 lbs 13,608 kg</td>
<td>1,240 ft 375 m</td>
<td>6,500 ft 1,982 m</td>
</tr>
<tr>
<td>Semi trailer</td>
<td>60,000 lbs 27,216 kg</td>
<td>1,570 ft 475 m</td>
<td>7,000 ft 2,134 m</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LPG Threat Description</th>
<th>LPG Mass/Volume1</th>
<th>Fireball Diameter4</th>
<th>Safe Distance5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small LPG Tank</td>
<td>20 lbs/5 gal 9 kg/19 l</td>
<td>40 ft 12 m</td>
<td>160 ft 48 m</td>
</tr>
<tr>
<td>Large LPG Tank</td>
<td>100 lbs/25 gal 45 kg/95 l</td>
<td>69 ft 21 m</td>
<td>276 ft 84 m</td>
</tr>
<tr>
<td>Commercial/Residential LPG Tank</td>
<td>2,000 lbs/500 gal 907 kg/1,893 l</td>
<td>184 ft 56 m</td>
<td>736 ft 224 m</td>
</tr>
<tr>
<td>Small LPG Truck</td>
<td>8,000 lbs/2,000 gal 3,630 kg/7,570 l</td>
<td>292 ft 89 m</td>
<td>1,168 ft 356 m</td>
</tr>
<tr>
<td>Semi tanker LPG</td>
<td>40,000 lbs/10,000 gal 18,144 kg/37,850 l</td>
<td>499 ft 152 m</td>
<td>1,996 ft 608 m</td>
</tr>
</tbody>
</table>

---

1. Based on the maximum amount of material that could reasonably fit into a container or vehicle. Variations possible.
2. Governed by the ability of an unreinforced building to withstand severe damage or collapse.
3. Governed by the greater of fragment throw distance or glass breakage/falling glass hazard distance. These distances can be reduced for personnel wearing ballistic protection. Note that the pipe bomb, suicide belt/vest, and briefcase/suitcase bomb are assumed to have a fragmentation characteristic that requires greater standoff distances than an equal amount of explosives in a vehicle.
4. Assuming efficient mixing of the flammable gas with ambient air.
5. Determined by U.S. firefighting practices wherein safe distances are approximately 4 times the flame height. Note that an LPG tank filled with high explosives would require a significantly greater standoff distance than if it were filled with LPG.
### LESSON PLAN TITLE:
BTOT/Hazardous Materials, Terrorism, and WMD

### LESSON PLAN #:
I0236

### STATUS (New/Revised):
Revised March 2013

| 4. | SC Code of Laws |
# CJA Lesson Plan Cover Sheet

<table>
<thead>
<tr>
<th>Lesson Plan Title:</th>
<th>Lesson Plan #:</th>
<th>Status (New/Revised):</th>
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</thead>
<tbody>
<tr>
<td>BTOT/Emergency Spanish</td>
<td>I0240</td>
<td>Revised March 2013</td>
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</table>

<table>
<thead>
<tr>
<th>Training Unit:</th>
<th>Time Allocation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telecommunications Officer Training Program</td>
<td>9 Hours</td>
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</tbody>
</table>

## Time Allocation Breakdown

(These hours should add up to the Time Allocation above. Do not include hours on the Practical Problems Range.)

<table>
<thead>
<tr>
<th>Classroom:</th>
<th>Critical Thinking/Hands-On:</th>
<th>Homework:</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Hours</td>
<td>5 Hours</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Primary Instructor:</th>
<th>Alt. Instructor:</th>
<th>Revised &amp; Submitted By:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Michelle Mills</td>
</tr>
</tbody>
</table>

## Original Date of Lesson Plan: | Job Task Analysis Year:

| March 2013 | June 2005 |

## Lesson Plan Purpose:

The purpose of this block of instruction is to enhance processing of calls from Spanish speaking members of the community by introducing telecommunications officers to basic Spanish words and phrases.

## Evaluation Procedures for Written/Proficiency Tests:

- Practical listening exercises
- Participation in application exercises

## Training Aids, Supplies, Equipment, Special Classroom/Instructional Requirements:

- Student Manuals Provided By SCCJA
- Command Spanish Manuals w/CDs
- Computers With Earphones
- Projector
- Projector Screen
- PowerPoint Presentation
- Bingo en Español Packets
PERFORMANCE OBJECTIVES:

1. Recite the Spanish alphabet.
2. Recognize and recite Spanish numbers and ordinals.
3. Recite key call control words and phrases in Spanish.
4. Recognize and recite key family and friend relationship terms in Spanish.
5. Identify the various components of the Spanish calendar year.
6. Recognize and recite key address and locations terms in Spanish.
7. Recognize and recite Spanish words and phrases that would be used during a fire emergency.
8. Recognize and recite Spanish words and phrases that would be used during a medical emergency.
9. Recognize and recite Spanish words and phrases that would be used during a law enforcement emergency.
I. INTRODUCTION

The United States was founded on the premise of being a nation of immigrants. According to the 2010 U.S. Census, 20% of American households do not speak English at home. This high percentage of non-English speakers creates a difficult, and often frustrating, dynamic for emergency telecommunicators. Though many agencies have access to language line services, the relatively slow process of ascertaining information can still be frustrating. Being aware of basic words and phrases can alleviate some of the frustration by speeding up the process. (US Census Bureau, 2011)

“Hispanic” is a term that was first introduced in the 1970s by the U.S. Department of Health, Education, and Welfare. It was created as a means for developing racial and ethnic categories for statistical purposes. Hispanics are comprised of people from many different countries and regions of the world, such as the Caribbean Islands, Central America, South America, Mexico, and many other Spanish-speaking countries. Many members of the Hispanic community prefer the term “Latino.” (The Hartford Guardian, 2009)

Overall, the Latino community still observes traditional roles for women and men. Latino women are viewed as the home managers. Their function is to take care of the children and the household. Latino men, on the other hand, are seen as the supporters of the family. A Latino man who doesn’t support and protect his family is looked down upon in the community. The family unit is extremely important in the Latino community. Elders in the Latino community are highly respected and revered. Many households include extended family as well as immediate family. The extended family is consulted and involved in all family matters.

As far as religion, a majority of the Latino community practices Catholicism. Other protestant religions are also practiced as well as Santeria, a combination of West African, Catholic, and Native American traditions and rituals. Latinos believe strongly in the power of prayer as well as miracles and the afterlife. Much of their time is spent enjoying life. They believe more in the “here and now” rather than planning for tomorrow. (www.britannica.com/EBchecked/topic/331694/history-of-Latin-America, 2013)

In many Spanish-speaking countries, law enforcement is viewed as being very corrupt. Police officers control by fear, and often solicit bribes from citizens in exchange for leniency. In most Latin countries, the court system is quite different from the system we have here in the United States. They primarily operate under the Napoleonic Code, which means you are guilty until proven innocent. In addition, there is no such thing as posting bond. Once a person is arrested, he/she will stay in prison until time for trial. This prior experience with law enforcement as well as the Napoleonic court system often affects how Latinos react to law enforcement officers here in the United States. (www.britannica.com/EBchecked/topic/403196/Napoleonic-Code, 2013)

II. BODY

Refer to the Command Spanish Student Manual “Emergency Spanish for 9-1-1” as well as the attached Appendix.

III. SUMMARY

The dynamics of American society are changing daily. As telecommunicators, we must continue to adapt to the changing environment in which we work. Basic knowledge of the words and phrases our Spanish speakers may use is a first step in addressing the growing diversity in our communities.
Appendix A: Supplemental Words and Phrases

1. Common Courtesies - cortesías comunes (Higgs, Liskin-Gasparro, Medley Jr., 1989, pages 12-26)
   a. Por favor – please
   b. Gracias – thank you
   c. De nada – your welcome
   d. Bienvenido – welcome
   e. Hasta lavista – bye
   f. Hasta luego – see you later
   g. Hasta mañana – see you in the morning
   h. Hola – hello
   i. Mucho gusto – nice to meet you
   j. Perdón / permiso / discúlpame – excuse me / pardon me
   k. ¿Qué pasa? – What’s up?
   l. ¿Qué tal? – How’s it going?
   m. Señor – Mr.
   n. Señora – Mrs. or Ms.
   o. Señorita – Miss

2. Various Spanish Words - varias palabras en español (Easy Spanish Phrase Book, 1994, pages 1,2,6,27)
   a. Derecha – right
   b. Izquierda – left
   c. Con – with
   d. Sin – without
   e. Por supuesto – of course
   f. Siempre – always
   g. También – also / too
   h. Más – more
   i. Menos – less
   j. Grande – large
   k. Pequeño – small
   l. Poquito – tiny
   m. Asi asi – o.k.
   n. Bien – good
   o. Mal – bad
   p. Muy – very / a lot
   q. Después de – after
   r. Durante – during
   s. ¿Cómo? – How?
   a. alguien – someone / somebody
   b. chico/chica – boy / girl (school age)
   c. nieto/nieta – grandson / granddaughter
   d. pariente – relative
   e. patrón – boss / owner
   f. peatón(a) – pedestrian

4. Days of the Week - los días de la semana (Resnick, 1996, page 51)
   a. Lunes – Monday
   b. Martes – Tuesday
   c. Miércoles – Wednesday
   d. Jueves – Thursday
   e. Viernes – Friday
   f. Sábado – Saturday
   g. Domingo – Sunday

5. Time of Day - hora del día (Higgs, Liskin-Gasparro, Medley Jr., 1989, pages 85-90)
   a. anoche – last night
   b. ayer – yesterday
   c. hoy – today
   d. mañana – tomorrow / morning
   e. medianoche – midnight
   f. noche – night
   g. tarde – afternoon
   h. almuerzo – lunch
   i. cena – dinner
   j. desayuno – breakfast

6. Months of the Year - los meses del año (Resnick, 1996, page 51)
   a. Enero – January
   b. Febrero – February
   c. Marzo – March
   d. Abril – April
   e. Mayo – May
   f. Junio – June
   g. Julio – July
   h. Agosto – August
   i. Septiembre – September
   j. Octubre – October
   k. Noviembre – November
   l. Diciembre – December
7. **Seasons - las estaciones** (Resnick, 1996, page 52)
   a. primavera – spring
   b. verano – summer
   c. otoño – fall
   d. invierno – winter

8. **More Address and Locations Words - más palabras de las dirección y ubicación** (www.spanishdict.com, 2013)
   a. a través de – across (directional)
   b. adentro – inside
   c. al otro lado de – across (physical location)
   d. cielo – sky
   e. debajo de – under / beneath
   f. delante de – in front of
   g. fuera de/afuera – outside
   h. marcador de millas – mile marker
   i. mediana – median
   j. oficina – office
   k. pasillo – aisle / corridor
   l. plano – map
   m. playa – beach
   n. propiedad – property
   o. próximo – next / close to
   p. puerto – port / harbor
   q. salida – exit
   r. tienda – store

   a. autocamión de bomberos / camión de bomberos / coche de bomberos / bomba de indendios – fire truck
   b. bosque – woods / forest
   c. camióneta – pickup truck
   d. estufa – stove
   e. guaguá / autobús – bus
   f. horno – oven
   g. huevos podridos – rotten eggs
   h. lleno de humo – full of smoke
   i. lumbre – fire / light
   j. pared – wall
   k. piso – floor
   l. puerta – door
   m. rescatar – to rescue
   n. ventana – window
   a. agrietado / cortado / partido – chapped
   b. cardenal / mordura – bruise
   c. catarro / resfriado – chest cold
   d. derrame cerebral – stroke
   e. dolor – pain
   f. fiebre – fever
   g. fractura – break / fracture
   h. roncha – rash
   i. roto – broken
   j. sobredosis – overdose
   k. torcerse el tobillo – sprained ankle
   l. torcerse la muñeca – sprained wrist
   m. tos – cough

   a. La cabeza (the head)
      (1) garganta – throat
      (2) labios – lips
   b. Las piernas (the legs)
      (1) cadera – hip
      (2) corva – hamstring
      (3) dedos – toes
      (4) rótula – kneecap

   a. bala – bullet
   b. cárcel – jail
   c. cierto – true
   d. luchador – fighter / wrestler
   e. mentira – lie
   f. peligro / peligroso – danger / dangerous
   g. puñal – dagger / shank
   h. señal luminosa de parada – stoplight
   i. sospecha – suspicious
   j. Viene estación de policía – come to the police station
   k. violencia doméstica – domestic violence

13. More Descriptors - más descriptores
   a. Colores - colores (Resnick, 1996, page 52)
      (1) pardo – gray and brown
      (2) rosado – pink
b. Ropas - clothing (Higgs, Liskin-Gasparro, Medley Jr., 1989, page 155)

(1) gafas / lentes – eyeglasses
(2) guantes – gloves
(3) traje / terno – suit
(4) botas – boots
(5) chancletas – flip flops
(6) sandalia – sandals
(7) zapatilla – sneaker / slipper
(8) zapatos – shoes
(9) gorra – cap
(10) sombrero – hat
**LESSON PLAN TITLE:** BTOT/Emergency Spanish  
**LESSON PLAN #:** I0240  
**STATUS (New/Revised):** Revised March 2013


CJA LESSON PLAN COVER SHEET

<table>
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<th>LESSON PLAN #:</th>
<th>STATUS (New/Revised):</th>
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<tbody>
<tr>
<td>BTOT/OMNICOMM Simulator Training</td>
<td>I0233</td>
<td>Revised March 2013</td>
</tr>
</tbody>
</table>

**TRAINING UNIT:**
Telecommunications Officer Training Program

**TIME ALLOCATION:**
17 Hours

**TIME ALLOCATION BREAKDOWN**
(These hours should add up to the Time Allocation above. Do not include hours on the Practical Problems Range.)

<table>
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<tr>
<th>CLASSROOM:</th>
<th>CRITICAL THINKING/HANDS-ON:</th>
<th>HOMEWORK:</th>
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<td>2 Hour</td>
<td>15 Hours</td>
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**PRIMARY INSTRUCTORS:**

**ALT. INSTRUCTOR:**

**REVISED & SUBMITTED BY:**
Michelle Mills

**ORIGINAL DATE OF LESSON PLAN:**
September 2011

**JOB TASK ANALYSIS YEAR:**
June 2005

**LESSON PLAN PURPOSE:**
The purpose of this block of instruction is to provide the telecommunications officer with hands-on dispatch training using an OMNICOMM Dispatch Simulator System.

**EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:**
Practical Exercises: Progress is charted and calculated by the OMNICOMM Simulator System

**TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:**
OMNICOMM Simulator System
Written Role Player Profiles
Written Scenarios
PERFORMANCE OBJECTIVES

LESSON PLAN TITLE: BTOT/OMNICOMM Simulator Training
LESSON PLAN #: I0233
STATUS (New/Revised): Revised March 2013

PERFORMANCE OBJECTIVES:

1. Use simulator system to improve basic telecommunications knowledge, skills and abilities including but not limited to multi-tasking, call receiving, radio dispatch, tactical communications, active listening.
LESSON PLAN EXPANDED OUTLINE

LESSON PLAN TITLE: BTOT/OMNICOMM Simulator Training
LESSON PLAN #: I0233
STATUS (New/Revised): Revised March 2013

I. INTRODUCTION

The purpose of this hands-on simulator training is to assist a telecommunications officer in improving his/her skills. All students are utilized during the simulator training as telecommunicators or role players. Students acting in the role of telecommunicator must attempt to achieve, demonstrate knowledge and understanding of, and properly apply stated objectives. Students acting in the role of role player must accept instructions/coaching from classroom instructor(s), as well as follow the written scenarios with little deviation.

II. BODY

A. USE SIMULATOR SYSTEM TO IMPROVE TELECOMMUNICATIONS OFFICERS’ KNOWLEDGE, SKILLS AND ABILITIES

For the student acting in the capacity of the telecommunications officer, there are specific objectives he/she must strive to meet. Student progress is charted and calculated by the simulator system. Periodic progress reports can be printed to show the student where his/her weaknesses and strengths may be. Below are listed the stated telecommunications officer’s knowledge, skills, and abilities that will be charted and calculated by the simulator system:

1. Effective Communications
2. Knowledge of Resources
3. Professionalism
4. Responder Safety
5. Ability to Remain Calm
6. Multi-tasking
7. Problem Solving

B. WRITTEN SCENARIOS

A conglomeration of scenarios has been assembled for use with the simulator system. The scenarios are divided into several different categories according to the subject matter. The categories are:

1. Mentally Ill
2. Tactical Communications
3. Vehicle Stops/Vehicle Pursuits/DUI
4. Drug Overdose
5. Hazmat
6. Cultural Diversity
7. Missing Child
8. Gangs
9. Alarms
10. Unwanted Guest
11. Suicidal Subject
12. Assault
13. Larceny/Robbery/Burglary/Armed Robbery/Carjacking
14. Domestic Violence
15. Welfare Check/Attempt to Locate
16. Wanted Person
17. Vandalism
18. BOLO – Stolen Vehicle
19. Civil Disturbance/Fight/Shots Fired
20. Noise Complaint
21. Deceased Subject/SIDS
22. Juvenile Complaint
23. Telephone Harassment
24. Harassment and Stalking
25. Escaped Inmate
26. 911 Hang-up
27. Sexual Assault
28. Assistance – Plain Clothes Officer

C. ROLE PLAYER PROFILES

In addition to the written scenarios, a collection of basic profiles for role players has been assembled for use with the scenarios. There are 30 profiles total. The profiles are divided up as:

1. Male Role Players
   a. 10 profiles
   b. Age range from 22 – 80 years of age

2. Female Role Players
   a. 10 profiles
   b. Age range from 19 – 55 years of age

3. Male Child Role Player
   a. 5 profiles
   b. Age range from 4 – 12 years of age

4. Female Child Role Player
   a. 5 profiles
   b. Age range from 4 – 11 years of age

III. SUMMARY

Through the use of a simulator system, all students can be involved in hands-on training that will improve his/her skills by encompassing every aspect, role, and responsibility of a telecommunications officer.

# CJA LESSON PLAN COVER SHEET

<table>
<thead>
<tr>
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<th>STATUS (New/Revised):</th>
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<tbody>
<tr>
<td>BTOT/Fire Service Operations</td>
<td>10235</td>
<td>Revised March 2013</td>
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<th>TRAINING UNIT:</th>
<th>TIME ALLOCATION:</th>
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<tr>
<td>Telecommunications Officer Training Program</td>
<td>4 Hours</td>
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**TIME ALLOCATION BREAKDOWN**
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**PRIMARY INSTRUCTOR:**

**ALT. INSTRUCTOR:**

**REVISED & SUBMITTED BY:**
Michelle Mills

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<tr>
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**LESSON PLAN PURPOSE:**
The purpose of this block of instruction is to provide the telecommunications officer with an overview of basic fire service operations.

**EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:**

- Multiple Choice, Written Exam
- 70% Minimum Passing Standard

**TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:**

- Student Manual Provided By SCCJA
- Computer
- Projector
- Projector Screen
- PowerPoint Presentation
PERFORMANCE OBJECTIVES

LESSON PLAN TITLE: BTOT/Fire Service Operations
LESSON PLAN #: I0235
STATUS (New/Revised): Revised March 2013

PERFORMANCE OBJECTIVES:

1. Define fire, the ingredients of fire, and the three ways fire can spread.
2. Explain the duties of a telecommunicator when taking calls for fire emergencies.
3. Explain the Sector Response Plan and how it can be used for fire emergencies.
4. Explain the information telecommunicators should relay to first responders according to the type of fire emergency.
5. List and explain the information that is important to document in a fire call.
6. List the agencies a telecommunicator may be asked to contact to assist with a fire incident.
7. List the components of the Incident Command System (ICS) and explain the origin of the National Incident Management System (NIMS).
LESSON PLAN EXPANDED OUTLINE

LESSON PLAN TITLE:          LESSON PLAN #:          STATUS (New/Revised):
BTOT/Fire Service Operations I0235 Revised March 2013

I. INTRODUCTION

On average, 500,000 American homes are destroyed by fire every year. An average American home has at least two tons of fuel per room and more than 300 ways for fire to ignite.

No one is immune from fire. Regretfully, fire leaves tragic paths of destruction and silences the voices of thousands of Americans every year. According to the 2009 statistics from the National Fire Protection Association, 3,010 civilians lost their lives and another 17,050 were injured as the result of fires (www.usfa.dhs.gov/statistics/estimates/nfpa/index.shtm, 2011). The United States Fire Administration ranks South Carolina as 15th in the nation for fire deaths per capita. (www.usfa.dhs.gov/statistics/estimates/states.shtm, 2011).

Telecommunicators must be fully aware of the consequences of fire, and in like manner, foresee an immediate need to handle fire complaints thoroughly and efficiently. The overall amount of damage or injury caused by fire is directly related to how quickly and thoroughly the telecommunicator reacts to dispatching fire service personnel.

II. BODY

A. NATURE OF FIRE

1. Fire is defined as a rapid, self-sustaining oxidation process accompanied by the evolution of heat and light of varying intensities. In order for fire to exist, four basic ingredients must be present:
   a. Fuel
   b. Heat
   c. Oxygen (or oxidizing agent)
   d. Self-sustained chemical reaction
This is referred to as the *fire tetrahedron*. Historically, the fire triangle (fuel, heat, oxygen) demonstrated the ingredients of fire. Though simple, the fire triangle is not technically correct. There must also be a self-sustained chemical reaction for combustion to occur. Even if ignition has already occurred, the fire will extinguish itself if one of the ingredients is removed from the reaction (Essentials of Fire Fighting, 1998, p.40-48).

2. Due to the magnitude and heat intensity of many fires, surrounding areas and structures may be directly exposed to and possibly threatened by the fire. In order for fire to spread, there must be a heat transfer. Heat moves from warmer objects to cooler objects; it can be transferred in one of three ways (Essentials of Fire Fighting, 1998, p. 36-38):

   a. *Conduction* – point to point heat transfer; heat energy is applied directly to an object (ex: putting a metal rod in the flame of a candle)

   b. *Convection* – transference of heat energy by the movement of heated liquids or gases (ex: holding your hand above the flame of a candle and feeling the heat from the flame)

   c. *Radiation* – transference of heat energy as an electromagnetic wave (ex: feeling the sun’s heat)

B. ROLE OF THE TELECOMMUNICATOR: FIRE EMERGENCIES

When fire emergencies arise, telecommunicators must be fully aware of the various types of fire related incidents and the seriousness of each.

1. Any fire related call can result in loss of life, serious injury, and property damage. Telecommunicators must keep this in mind when they process a fire call. They must take certain actions to reduce the potential for any of these threats.

   a. Process fire related calls quickly and accurately to give fire personnel the best possible opportunity to quickly resolve the situation.

   b. Instruct callers to remove themselves from danger and to warn others of the danger.

   c. Firefighters must be warned of known dangers prior to their arrival at the fire scene. Some examples of potential dangers are:

      (1) Downed power lines
      (2) Explosives
      (3) Hazardous materials
      (4) Entrapments

2. At a minimum, telecommunicators should obtain the following general information on each type of fire incident:

   a. Nature of the fire/type of business
   b. Exact location
   c. Building, floor, or apartment number
   d. Nearest intersection or landmark
   e. Caller’s name and location
   f. Caller’s telephone number
   g. If anyone is trapped
Of all these, getting the exact location is the most important. Often with fire calls the telecommunicator may have to disconnect before obtaining all the desired information, and having the exact location is imperative. If the telecommunicator discovers that the caller is in immediate danger, he/she should advise the caller to seek safety and discontinue the call. However, if the caller is in a safe location, the telecommunicator should gather as much information as possible to determine the extent or severity of the fire. By determining this, the telecommunicator will get a better picture of the overall situation, and dispatch the appropriate number of fire service units.

3. To determine the extent of a fire, the telecommunicator should ask direct, specific questions primarily focusing on the caller’s sensory perception. These questions should focus on what the caller sees, hears and smells.

a. **Any odor** – wires burning, chemical, smoke, putrid.

b. **Smoke visible** – the color of the smoke is important. Black smoke is usually indicative of man-made materials or petroleum products burning. Grey smoke is usually indicative of underbrush, grass, straw, etc., burning. White smoke is usually steam. If smoke is visible, from where?

c. **Flames visible** – Where are the flames present? If any flames are visible it is an automatic full response.

d. **Now out** – stove/oven fire, mattress fire, or any fire that is reported now out is still full response.

e. **Brush/Woods/Field fire** – determine approximate size, direction of travel, and if any structures are threatened.

f. **Vehicle fire** – determine if occupied, type of vehicle, cargo (if any), and if any structures are threatened.

g. **Explosion** – determine injuries; is there any fire now, possible cause?

h. **Chemicals involved** – material and/or placard information, active leak, quantity?

i. **Rescue incident** – any injuries, any special equipment needed, any danger to responding personnel, number of persons, and nature of the incident.

C. **ENTRAPMENTS AND THE SECTOR RESPONSE PLAN**

In the event of an entrapment, the priority of the responding firefighters changes from extinguishing the fire to search and rescue. Telecommunicators must ask detailed questions to pinpoint the exact location of the trapped individual(s) to expedite the firefighters’ rescue effort. To successfully determine their exact location inside a structure, initiate the identification process from the street or address side of the building/residence. This method or system is referred to as the Sector Response Plan (Essentials of Fire Fighting, 1998, p. 15-16).

1. The sides of a structure are labeled starting with the front or street address side of the structure and moving around it in a clockwise motion. The street or address side is labeled “Alpha.” In a clockwise motion the left wall is “Bravo”, the back wall is “Charlie”, and the right wall is “Delta.”
2. In a clockwise motion the front left corner is A/B, the left rear is B/C, the right rear is C/D, and the front right is D/A.

Note: In the event the structure is bordered by two streets, the address side of the structure is always the Alpha side.

3. Multiple floors are called divisions from the ground floor upward. The first floor is Division 1; second floor Division 2, etc.

| Division 3 |
| Division 2 |
| Division 1 |

4. Outdoor Sector Response Plan

Outdoor fires often create a greater challenge than structural fires. Uncontrollable factors such as temperature, wind, humidity, topography, and the amount of fuel influence fire behavior. (Introduction to Wildland Fire Behavior S-190, 1994) The Sector Response Plan can also be applied to outdoor fires. It is slightly different from the structural sector response plan in that the fire area is segmented into thirds with the point of origin being the “Alpha” side. Following a clockwise motion designate the left one-third “Bravo” and the right one-third “Charlie.” (Essentials of Fire Fighting, 1998, p. 16 and 552-556)

5. For any other type of entrapment, telecommunicators must get as much information as possible about the nature of the entrapment. Entrapments in vehicles, farm equipment, machinery, etc. will oftentimes require specialized extrication equipment such as Hurst tools. For most fire departments, vehicle extrication has become a part of basic firefighter training, and departments that have Hurst equipment have trained their personnel in the operation and maintenance of it.
Other entrapments in confined spaces, elevated locations, below ground level, in water, etc. will require not only specialized equipment, but also specially trained personnel as well. With the complexities of fire service, no one firefighter can specialize in every aspect. Many departments have specially trained teams for high-level rescue, trench rescue, confined space rescue, water rescue, etc.

Telecommunicators should be familiar with the specialized resources, training, and equipment available through their fire department(s). If their respective service does not have one or more of the specialized rescue teams, it is the responsibility of the telecommunicator to know where it is available and whom to contact for assistance.

D. ROLE OF THE TELECOMMUNICATOR: FIRE RADIO DISPATCHER

Due to the complexities of fire service incidents, calls for service are generally classified by the specific type of structure and/or situation involved. The type of fire can also dictate what information is relayed to responders. Below is a list of some of the more common fire service calls and specific information the telecommunicator should relay to responders.

1. Single-family or multi-family dwelling fires
   a. Specific type of fire
   b. Entrapment/injuries/victims – location
   c. Other pertinent information

2. Commercial structure fires
   a. Specific type of fire
   b. Business type
   c. Entrapments/injuries/victims – location
   d. Hazards to firefighters
   e. Other pertinent information

3. Vehicle fire/collision/extrication
   a. Type of vehicle
   b. Exposures
   c. Possible cargo
   d. Entrapments/injuries/victims

4. Brush/woods/power pole fires
   a. Type and size of fire
   b. Exposures
   c. Other pertinent information

5. Fire alarms
   a. Area of activation
   b. Business name (if applicable)
   c. Received from alarm company and/or someone on scene
   d. Other pertinent information

Unless an agency’s policies prescribe differently, any fire alarm is handled as if it were a structure fire until responders arrive and advise otherwise.
6. Water rescue
   a. Exact location by land and/or water
   b. Injuries/victims – location
   c. Other resources dispatched: SCDNR, EMS, etc.
   d. Does it also involve a boat fire? What type of boat?

7. Hazardous materials
   a. Type and amount of spill
   b. Exposures
   c. Injuries/victims
   d. Other pertinent information

8. Downed aircraft
   a. Type and size of plane
   b. Exposures
   c. Entrapments/injuries/victims
   d. Other pertinent information

9. First responder/medical assistance
   a. Type of medical emergency
   b. Extent of injuries/illness
   c. Other pertinent information

10. Public service/code enforcement
    a. Type of public service/code enforcement
    b. Business name (if applicable)
    c. Other pertinent information

E. DOCUMENTATION OF FIRE INCIDENTS

In addition to receiving and dispatching fire incidents, telecommunicators are responsible for properly documenting them as well. Telecommunicators should try to avoid using too many abbreviations in documenting fire incidents, unless approved by their department. The event should be documented in a clear manner so that anyone reading the dispatch record will be able to comprehend what was going on. Specific types of information requiring documentation are:

1. Transfer of command.
2. Radio reports from the scene.
3. Notifications.
4. Units reporting in or out of service.
5. Command information.
F. NOTIFICATION OF OTHER AGENCIES

Due to the complexity of fire incidents, fire service often depends upon additional agencies to assist them. Although some of these agencies may be notified automatically through the implementation of standard operating procedures, the incident commander will often direct communications to notify certain agencies/individuals. It is the telecommunicator’s responsibility to ensure these agencies/individuals are furnished complete, accurate, thorough, and timely information.

Some of the agencies a telecommunicator may be asked to notify include, but are not limited to (Essentials of Fire Fighting, 1998, p. 19-20):

1. Water Department
2. Electric Company
3. Public Works
4. DHEC
5. Law Enforcement
6. EMS
7. Civil Defense/Emergency Preparedness
8. Arson Investigator(s)
9. Private Industries or Companies
10. CHEMTREC

G. INCIDENT COMMAND SYSTEM (ICS)

Motivated by the need to improve fire service response and handling of incidents, the majority of fire departments across the United States began using a uniformed incident management system approximately 30 years ago. This system provided the basis for clear communication and effective management/organization.

The incident management system was designed to be applicable to incidents of all types and sizes. It has several components within its structure that work together to create clear communication and provide for effective operations. (Essentials of Fire Fighting, 1998, p. 14)

1. Components of the Incident Command System
   a. Common terminology
   b. Modular organization
   c. Integrated communications
   d. Unified command structure
   e. Consolidated action plans
   f. Manageable span of control
   g. Pre-designated incident facilities
   h. Comprehensive resource management
2. National Incident Management System

In the days following September 11, 2001, the federal government realized the ineffectiveness of the country’s response to the catastrophic events of that day. Although fire service had been using the incident management system for many years, other public safety disciplines had received little if any large-scale incident management training. Those that did still could not effectively work together because they were not trained using a uniformed, cross-discipline training program. As a result, President George W. Bush issued Homeland Security Presidential Directive-5. HSPD-5 directed the Secretary of Homeland Security to develop and administer a national incident management system, commonly referred to as NIMS. This system is mandated training for all public safety disciplines. Every public safety agency in the country had to adopt the Incident Command System portion of NIMS by October 1, 2004. NIMS also provides training and exercises for non-public safety personnel who could be involved in an incident, such as hospital staff (www.fema.gov/emergency/nims, n.d.).

a. Incident command titles and terms

(1) **Incident Commander (IC)** – The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.

(2) **Safety Officer** – A member of the Command Staff responsible for monitoring incident operations and advising the Incident Commander on all matters relating to operational safety, including the health and safety of emergency responder personnel.

(3) **Liaison Officer** – A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies or organizations.

(4) **Public Information Officer (PIO)** – A member of the Command Staff responsible for interfacing with the public and media and/or with other agencies with incident-related information requirements.

(5) **Incident Command Post (ICP)** – The field location where the primary functions are performed. The ICP may be co-located with the Incident Base or other incident facilities.

(6) **Unified Command (UC)** – An Incident Command System application used when more than one agency has incident jurisdiction or when incidents cross political jurisdictions. Agencies work together through the designated members of the UC, often the senior persons from agencies and/or disciplines participating in the UC, to establish a common set of objectives and strategies and a single Incident Action Plan.

b. Establishing command

Incident command begins the moment a firefighter arrives on the scene, and continues to grow as equipment and additional personnel arrive. To alleviate confusion in radio communications, the incident command system should be set in place with the first arriving individual or apparatus with a radio. (Essentials of Fire Fighting, 1998, p. 16-18)
(1) The first arriving individual or apparatus should advise communications of their arrival and give a brief scene size-up.

(2) The telecommunicator should repeat the broadcast and assign a command designator.

(3) By the telecommunicator repeating the scene size-up, responding units are updated with the current situation and know that command has been established. Repeating all transmissions from field personnel also alleviates confusion in what was said; it demonstrates understanding.

(4) It is important to realize that command may change hands numerous times during a given incident. However, the command designator always remains the same. If communications is advised that command is being transferred to another individual, the telecommunicator should document that information in the call.

(5) All instructions and/or requests to communications from the incident scene should come from the incident commander or the command post. This reduces the duplication of orders and ensures that the incident commander is aware of (and authorizes) all requests for equipment and personnel.

III. SUMMARY

With the United States having one of the highest fire death rates in the world, telecommunicators must be fully aware of the consequences of fire. The amount of damage and/or injury is directly related to how quickly and thoroughly the telecommunicator reacts. With a better understanding of fire service, fire related calls can be handled more effectively. And likewise, the effectiveness of fire service will improve. Telecommunicators should constantly strive to improve their working relationship with fire service. With communications and fire service working together efficiently, the probability of reducing fire related deaths, injuries, and damages will increase.
APPENDIX A: FIRE SERVICE EQUIPMENT

1. **Brush Truck** – A smaller vehicle used to fight field, woods, brush, and any other type fires that firefighters cannot get a full-size pumper to.
   a. Comes in various configurations and sizes from a 4x4 pickup or flatbed to a 6x6 military truck.
   b. Has smaller pump and water tank mounted on the back; can carry from 50 to 1000 gallons.
   c. Truck is equipped with small hoses, rakes, Indian packs, shovels, etc.
   d. Designed for off the road fire fighting.

2. **Crash Fire Rescue** – A heavy-duty truck designed to fight aircraft fires as well as any other type fire that may occur at an airport.
   a. Most have a boom with a piercing nozzle to fight aircraft fires from outside the fuselage.
   b. Usually carries large amounts of foam for fighting jet fuel fires.

3. **Engine/Pumper** – A truck used to carry firefighting equipment, water, and firefighters to an incident.
   a. Water tank capacity is usually 750 to 1000 gallons.
   b. Has a water pumping system that can pressurize fire-fighting hoses; is classified by how many gallons per minute it can pump.
   c. Also carries ground ladders, extra hoses, nozzles, rakes, shovels, brooms, fans, SCBAs, etc. to calls.

4. **First Responder Unit** – A unit used in response to medical emergencies.
   a. Usually equipped with first aid and medical supplies.
   b. Responds in addition to an EMS unit; usually ahead of EMS so as to administer patient care until EMS arrives.
   c. Also known as a squad, rescue, or medic.

5. **Hazmat Unit** – A truck designed to carry specialized equipment to the scene of a hazardous material incident.
   a. May have various supplies onboard depending on the size of the truck
   b. Can include decontamination shelters/tents, various level hazmat suits, SCBAs, large sponges, and other supplies used to directly address the hazardous material incident.
   c. Will sometimes have a command post built into the truck.

6. **Ladder Truck** – A truck that has ladders mounted to its body.
   a. Ladders vary in size from 60’ to 150’.
   b. Some ladder trucks are combination trucks; they can serve as both a ladder and a pumper.
   c. Personnel on ladder or truck companies are usually responsible for search, rescue, and ventilation.
   d. Also known as aerials, quints, or telesquirts.

7. **Rescue Unit** – A vehicle that carries specialized rescue equipment.
   a. Equipment might include extrication equipment, airbags, cribbing, air hammers, etc.
   b. Often used in combination as a first responder unit; many departments will have one truck equipped for both rescue and first responder calls rather than having two trucks.
   c. Also known as a squad or medic.
8. **Service Truck** – A truck used to carry additional equipment needed for fire fighting, salvage, and overhaul operations.
   a. Equipment might include exhaust fans, mops, salvage tarps, brooms, air cylinders, extra hose, etc.
   b. Also known as a support truck

9. **Tanker** – A truck used to carry large amounts of water to a fire scene.
   a. Water tank capacity is usually 1,000 to 4,000 gallons.
   b. Portable tank on board that can be set up and used as a temporary water source.
   c. Responsible for water shuttle operations when there are not any hydrants close to the fire scene.
   d. Most have a jet dump feature that allows them to dump their entire water tank into a portable tank in a matter of seconds.
   e. Also known as a tender or mobile water supply.
APPENDIX B: FIRE TERMINOLOGY

1. *Arson* – an intentionally set fire.
   a. It is often done for the purpose of collecting insurance, revenge, or just for fun.
   b. Arson fires can present special problems to firefighters and telecommunicators:
      (1) Caller may intentionally give false information.
      (2) Methods of starting the fire might not activate until firefighters are inside thus trapping or injuring them.

2. *Cascade System* – A method of piping air tanks together to allow air to be supplied to the Self Contained Breathing Apparatus (SCBA) filling station using a progressive selection of tanks each with a higher pressure level; used to refill empty SCBA cylinders.

3. *Catch a Hydrant* – This term is used to notify any incoming apparatus to connect fire hose(s) to a hydrant to supply additional water for fire suppression.
   a. May be a forward lay (from the hydrant to the fire) or a reverse lay (from the fire to the hydrant).
   b. May also be referred to as “laying a line,” “wrapping a hydrant,” or “hooking a hydrant.”

4. *Charge the Line* – Phrase used by firefighters to advise the pump operator to pressurize the fire hose(s).

5. *Combustible* – Any material that will ignite and burn.


   a. Drafting is usually done from a pond, lake, pool, or dump tank into an engine or tanker.
   b. This alternate water source is needed when there are no hydrants in the area.

8. *Dump Tank* – A portable water tank carried primarily on tankers that are used to dump water into during water shuttle operations.
   a. Water is dumped into the dump tank from tankers.
   b. Water is then drafted out of the dump tank by another engine for fighting.
   c. Water capacity is usually at least 1,000 gallons.
   d. For large incidents, multiple dump tanks may be set up together.

   a. Usually refers to structure fires or vehicle accidents, but can include other things such as building collapse, train derailments, etc.
   b. Entrapment in fires is life threatening and requires immediate action.
   c. Entrapment in vehicles often requires the use of special equipment to remove the victim.
   d. Responding units must be advised of any information indicating any type of entrapment, victim’s location, and the number of victims as soon as possible.
   e. Entrapments may require responses of additional specialized equipment.

10. *Extrication* – The method used to remove or the act of removing an entrapped victim.
11. Extrication Tools – The equipment used in the extrication of entrapped victim(s).
   a. May include simple tools such as pry bars, saws, hammers, etc.
   b. May also involve specialized, powered tools such as cutters, spreaders, rams, air hammers, air bags, wreckers, cranes, etc.
   c. Also known as “Jaws of Life” or “Hurst” tools after the company who was the pioneer in the field of hydraulic rescue tools.

12. Flammable – Any item that is capable of being easily ignited and of burning quickly.

13. Flammable Liquid – Any liquid that ignites at temperatures less than 100° F.
   a. May require the use of foam or other special chemicals to extinguish.
   b. Responding units should be notified if flammable liquids are involved in an incident.

14. GPM – Gallons per minute; used to quantify the pump capacity of a fire apparatus.

15. Hazardous Material – Any substance or material in any form or quantity that poses an unreasonable risk to safety, health, and property.
   a. Usually associated with transport vehicles such as trucks and trains, but can also be associated with fixed-site facilities such as industrial plants.
   b. These materials may be found in homes, schools, planes, cars, grocery stores, department stores, etc.
   c. Any hazardous material information must be immediately relayed to ALL responding agencies.
   d. Telecommunicators should become familiar with high risk areas in their jurisdiction.
   e. Telecommunicators should know how to use the Emergency Response Guidebook and have one or more readily available in the communication center.
   f. Hazmat incidents may require the response of additional equipment, specialized equipment, and/or assistance from outside agencies.

16. Hydrant – A discharge pipe with a valve and spout at which water may be drawn from a water main.
   a. Hydrants are usually located in municipal areas, heavily populated areas, or industrial areas that have water systems.
   b. Areas without hydrants usually use water shuttle operations.

17. Jaws of Life – Common name for extrication equipment; trademark of the Hurst line of extrication equipment.

18. Jet Dump – A method that uses a venturi effect to increase the speed at which water may be dumped into a dump tank.
   a. Traditional pumping of the water takes minutes to complete.
   b. Jet dumping is usually accomplished in 30 to 45 seconds.
   c. A venturi effect is a tapered constriction in the middle of a tube or pipe that causes an increase in the velocity of flow.
19. **MSDS – Material Safety Data Sheets**
   a. Data sheets, maintained by a company, cataloging and describing the types of hazardous material(s) on hand, amount of the material(s), and any special instructions for safety and fire fighting.
   b. Fixed-site facilities are required under the Emergency Planning and Community Right-to-Know Act of 2006 (42 U.S.C.A. §11021) to make available to state and local officials and local fire departments MSDS describing the properties and health effects of designated hazardous chemicals. They are also required to report inventories of all on-site chemicals for which MSDS exist.
   c. Most fire departments include copies of MSDS with their preplans for industrial facilities in their response area.
   d. Copies of MSDS may also be filed in communications so information is readily available and can be relayed to responders.

20. **Mutual Aid** – Providing assistance to or requesting assistance from jurisdictions/agencies outside your area.
   a. Depending on the area and departmental procedures, it may be automatic for the telecommunicator to notify another agency to respond.
   b. The need for mutual aid assistance may be determined by the incident commander.
   c. Telecommunicators must be knowledgeable of areas where mutual aid may be needed and how his/her departmental policies dictate the use of mutual aid.

21. **PASS Device** – Personal Alert Safety System; a device that continually senses for lack of movement of the wearer to automatically activate the alarm signal indicating the wearer is in need of assistance.
   a. The device can also be manually activated to trigger the alarm signal.
   b. The alarm signal is a loud, high-pitched sound that can be located even in the poorest of visibility conditions.
   c. Its use is mandatory under NFPA 1500.

22. **Placard** – A marker, usually diamond shaped, placed on transport vehicles and/or containers to alert responders to the contents.
   a. Usually displays a 4-digit UN Number that can be cross-referenced in the Emergency Response Guidebook.
   b. May display terms such as flammable, corrosive, dangerous, etc. in addition to specific colors and/or symbols.
   c. Placard information is usually the first indicator to responders that hazardous materials are involved in an incident.
   d. Telecommunicators should attempt to ascertain and relay placard information to responders.

23. **Rekindle/Reflash** – When a fire re-ignites itself usually due to smoldering remains from the original fire.
24. **SCBA** – Self Contained Breathing Apparatus; an atmosphere-supplying respirator that supplies a breathable air atmosphere to the user from a breathing air source that is independent of the ambient environment and designed to be carried by the user.
   a. Closed-circuit: a recirculation-type SCBA; the system recycles air after removing carbon dioxide and restoring oxygen content; commonly referred to as a “rebreather”; not common in fire fighting operations except for hazmat incidents; can have a duration of up to four hours.
   b. Open-circuit: an SCBA where exhalation is vented into the outside atmosphere and not rebreathed; most common in fire fighting operations; can have a duration of up to 45 minutes.

25. **Shipping Papers** – The papers carried inside a transport vehicle that lists the types and amounts of materials being carried. Shipping papers are known by different names.
   a. Shipping papers carried in trucks: Bill of Lading.
   b. Shipping papers carried on trains: Waybill or Wheel Report.
   c. Shipping papers carried on boats: Dangerous Cargo Manifest.
   d. Shipping papers carried on airplanes: Air Bill

26. **Staging** – The act of placing responding apparatus at a standby location near the incident until it is needed at the scene or released from standby.
   a. Staged equipment is usually unavailable for other calls unless the incident commander advises otherwise.
   b. Oftentimes, the second apparatus on a structure fire will stage at a water source until he/she is cleared from the call, requested to proceed to the scene, or instructed to lay a line by the incident commander.

27. **UN Number** – The 4-digit United Nations number used with the hazardous material identification system.
   a. Can be found on placards, shipping containers, and/or shipping papers.
   b. The UN Number can be cross-referenced for information using the Emergency Response Guidebook.
   c. Each chemical is not assigned its own unique number. The numbers are assigned to “families” of chemicals. For example, ID number 1075 includes butane, butylene, isobutane, isobutylene, liquefied petroleum gas, propane, propylene, and mixtures thereof.

28. **Water Shuttle** – The hauling of water from a supply source to portable dump tanks from which water may be drawn to fight a fire.
   a. Water shuttle operations are recommended if the nearest water supply is more that ½ mile from the fire scene or a greater distance than the fire department’s capability of laying supply hose line.
   b. May also be referred to as “jet dump operations.”
APPENDIX C: CLASSIFICATION OF FIRES

According to the National Fire Protection Association (NFPA 10:5.2-5.4) guidelines, fires are classified by the types of fuels present and the requirements for extinguishment. Each class is represented by a letter. The five classifications of fires and fire extinguishers are:

1. **Class A** - fires involving the ignition of ordinary combustible materials such as wood, paper, cloth, rubber, and many kinds of plastics. These types of fires are usually extinguished with water or foam.

2. **Class B** - fires involving flammable and combustible liquids and gases such as oil, gasoline, lacquer, tar, paint, alcohol, and mineral spirits. These types of fires are usually extinguished with agents that smother or blanket the fire and exclude oxygen.

3. **Class C** - fires involving energized electrical equipment such as computers, household appliances, transformers, and overhead power lines. These types of fires are usually extinguished with non-conducting agents such as dry chemical and carbon dioxide which interrupt the chemical reaction by displacing oxygen.

4. **Class D** - fires involving combustible metals such as magnesium, sodium, aluminum, zirconium, titanium, and potassium. These fires are usually found in commercial settings. Due to the nature of these metals and the extremely high temperatures at which they burn, ordinary extinguishment agents such as water are ineffective. Often times, dry powder agents are used to smother the fire. Each metal has a particular dry powder that is used to extinguish it because no one dry powder works for all metal fires.

5. **Class K** - fires involving combustible cooking media such as cooking oils and greases commonly found in commercial kitchens. These types of fires burn extremely hot and have the ability to reflash, so they must be extinguished with a special wet chemical agent.
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<tr>
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<th>LESSON PLAN #:</th>
<th>STATUS (New/Revised):</th>
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<tbody>
<tr>
<td>BTOT/Fire Service Operations</td>
<td>10235</td>
<td>Revised March 2013</td>
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# CJA LESSON PLAN COVER SHEET

**LESSON PLAN TITLE:** BTOT/Special Operations  
**LESSON PLAN #:** 10229  
**STATUS (New/Revised):** Revised March 2013

**TRAINING UNIT:** Telecommunications Officer Training Program  
**TIME ALLOCATION:** 4 Hours

## TIME ALLOCATION BREAKDOWN

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<tr>
<th>CLASSROOM:</th>
<th>CRITICAL THINKING/HANDS-ON:</th>
<th>HOMEWORK:</th>
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**PRIMARY INSTRUCTOR:**  
**ALT. INSTRUCTOR:**  
**REVISED & SUBMITTED BY:** Michelle Mills

**ORIGINAL DATE OF LESSON PLAN:** September 2011  
**JOB TASK ANALYSIS YEAR:** June 2005

**LESSON PLAN PURPOSE:**
The purpose of this block of instruction is to provide the telecommunications officer with an overall understanding on how to handle special situations such as disasters, lost and missing persons, and gang activity.

**EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:**
- Multiple Choice, Written Exam
- 70% Minimum Passing Standard

**TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:**
- Student Manual Provided By SCCJA
- Computer
- Projector
- Projector Screen
- PowerPoint Presentation
PERFORMANCE OBJECTIVES

LESSON PLAN TITLE: BTOT/Special Operations

LESSON PLAN #: I0229

STATUS (New/Revised): Revised March 2013

PERFORMANCE OBJECTIVES:

1. Define disaster and list the two types of disasters we experience in South Carolina.

2. Identify the goals of disaster recovery.

3. Identify the function of a public safety answering point (PSAP) during a disaster as well as the telecommunicator’s responsibilities regarding dissemination of information to the media.

4. Define lost or missing person.

5. Describe the different categories of missing persons.

6. Describe the most common types of initial reactions demonstrated by missing persons.

7. Identify pre-arrival instructions and specific questions to discuss with a complainant reporting a lost or missing person.

8. Define criminal gang.

9. List gang identifiers and identify how graffiti plays a part in criminal gang activity.

10. Identify reported criminal gangs in South Carolina.

11. Discuss community and law enforcement responses to criminal gangs and the various sources of information for gang investigations.
I. INTRODUCTION
From our tumultuous start as one of the original thirteen colonies until present day, preparedness has been our state’s watchword and cornerstone. In order to be successful, preparedness must start at the local level. As telecommunicators, we must be prepared mentally and physically to deal with the myriad of situations that could occur at any time. Some situations may be predictable, such as an approaching hurricane. Others may have no warning, such as a lost or missing person or child. While other situations may take longer to develop, be ignored by the community, and thus take longer to rectify, such as the growth of gang activity. Regardless of whether it is an everyday situation or unusual occurrence, preparedness and a successful conclusion to any problem begins in the communications center.

II. BODY
A. WHAT IS A DISASTER?
   1. Definition
      Dictionary.com Online Dictionary (2013) defines a disaster as a calamitous event, especially one occurring suddenly and causing great loss of life, damage, or hardship.
   2. Types of Disasters
      According to the South Carolina Emergency Management Division, disasters are classified as either man-made or natural. Below are some examples of disaster situations from South Carolina’s past.
      a. Dam Failures
      b. Droughts
      c. Earthquakes
      d. Coastal and Riverine Flooding
      e. Hurricanes and Tropical Storms
      f. Tornadoes
      g. Wildfires and Structural Fires
      h. Severe Winter Weather
      i. Hazardous Materials
      j. Power Failure
      k. Transportation Accidents
      l. Civil Disorder

B. THE GOALS OF DISASTER RECOVERY
During a disaster, immediate action must be taken to direct, mobilize, coordinate, and determine the use of resources. The overall goals to disaster recovery are to save lives, protect property, relieve human suffering, sustain survivors, and repair essential facilities. (www.scstatehouse.gov/code/titl23.htm, 2011)
Although these goals are designated by statute as the duties of the Public Safety Disaster Preparedness Office, Public Safety Answering Points (PSAP) serve as the first link to desired emergency services.

Dealing with a disaster and all the emergencies arising from it becomes one of the most demanding challenges telecommunicators face in their career.

C. THE FUNCTION OF A PUBLIC SAFETY ANSWERING POINT (PSAP) DURING A DISASTER

The public often depends on PSAPs as their first point of contact during and following an impending disaster. In addition, during any situation, routine or otherwise, the Public Safety Answering Point operates to coordinate and relay appropriate information to the emergency service response personnel.

The overwhelming number of calls, as well as the large amount of radio traffic, overburdens the communication center and complicates the delivery of emergency services as community needs escalate during a disaster. Therefore, as a governing rule, alleviating human suffering becomes the top priority.

Before any disaster strikes, the Public Safety Answering Point should have a comprehensive emergency plan. This plan should provide detailed instructions for the TCO on how to proceed:

1. Immediately following the disaster, local authorities need to activate emergency plans and take appropriate steps to alleviate suffering, protect life, and provide for the security of personal property by implementing:
   a. Search, rescue, and evacuation plans.
   b. First aid measures, emergency transportation, and hospitalization of the injured.
   c. Plans to ensure public safety, security of property, and traffic control.
   d. Debris clearance.

   Delays in initiating wreckage and debris clearance operations can seriously hamper accessibility for other emergency activities. Consequently, debris clearance activities are given a high order of priority and need to be initiated immediately.

2. During the first several hours following a disaster, the emergency and community services will be seriously overburdened. Therefore, the better the telecommunicator is prepared for an impending disaster, the sooner the telecommunicator will be able to provide appropriate assistance. The best preparation includes training for implementation of well-planned and workable procedures encompassing:
   a. A method of notifying off-duty communications personnel.
   b. The designation of the radio frequency to be used.
   c. The designation of telecommunicators in the field to assist with the disaster relief efforts.
   d. An updated and prepared list of notifications, support agencies and administrative officials.

3. To later assist the disaster preparedness personnel, telecommunicators should:
   a. Record each incident to assist in determining the scope and severity.
   b. Maintain logs, notes, tabulations, and any information pertaining to the disaster.
c. Review notes and check pending calls for service frequently.
d. Delegate tasks to specific communications personnel.

4. Responsibilities Regarding Dissemination of Information to the Media
   a. General guidelines

      Departmental policy acts as the governing rule in the release of information to the media. As a general rule, unless departmental policy prohibits the release of information, telecommunicators should:

      (1) Refer the media to the Public Information Officer (PIO) or to the designated spokesperson.
      (2) Employ common and professional courtesy during news media contact.
      (3) Strictly adhere to the standards imposed by department policies. Do not be deceived or misled into releasing information.

   b. Release of limited information

      During certain catastrophic or ongoing tragic events, departmental policies permit telecommunicators to release limited information to the public or news media. If policy permits these releases, telecommunicators should:

      (1) Release only the information authorized by the policy.
      (2) Assemble facts and information in advance. Use brief, simple, and factual sentences.
      (3) Anticipate and prepare for questions in advance. If departmental policy imposes limitations, read the release from a prepared statement.
      (4) Support releases with facts or evidence. (Avoid opinions or speculations.)
      (5) Use proper grammar and avoid slang or emergency service terminology.
      (6) Make arrangements to control avoidable distractions and interruptions.
      (7) Prepare a statement and fax it to media outlet. This will prevent misstatements.
      (8) Most importantly, remember nothing is off the record.

D. LOST AND MISSING PERSONS

   Every day in South Carolina hundreds of individuals set out to explore the great outdoors. Most people come back from their adventure safely. But something as simple as a change in the weather or a minor injury can change an adventure into a tragedy. An effective search and rescue plan may make the difference between life and death for a lost or missing person. An effective search may involve multiple departments and many people from inside and outside of law enforcement. An effective search merges all of these elements, and this merger is established directly through detailed information gathered by telecommunicators and first responders.

   The Definition of a Lost or Missing Person

   A lost or missing person is a known individual in an unknown location; a person who has disappeared for usually unknown reasons. (thefreedictionary.com, 2011)

E. THE DIFFERENT CATEGORIES OF LOST OR MISSING PERSONS

   Although individuals possess distinctive and unique personalities, remarkable resemblances exist among the behavior of missing people similar in age and background. Investigating officers can accurately predict how a specific missing person may react by reviewing how other similar
persons reacted in similar situations. According to Michael H Rose (n.d.) lost person behavior divides into several categories with each category displaying certain characteristics:

1. **Children (1-3 years of age)**

   Due to lack of navigational skills and sense of directions, children ranging from the ages of one to three years will tend to wander aimlessly, but due to physical limitations will rarely travel lengthy distances. Unaware of being lost, children in this age group will normally find a convenient location to sleep.

   One to three year olds are extremely difficult to detect because they rarely respond to searchers’ visual and vocal presence. Searchers should implement strategies focused on thorough ground searches with special emphasis centered on searching the likely spots a child would take a nap during the initial stage.

2. **Children (4-6 years of age)**

   Children ranging from the ages of four to six years are frequently lured into unfamiliar surroundings by animals, other children, or curiosity. Although this age group will often employ some type of attempt to return to a familiar location, the lack of navigational skills usually takes them further away. In an effort to reorient themselves to familiar surroundings, this age group will be attracted to distinctive landmarks or unusual objects.

   Since this age group is taught to avoid strangers, searchers should be aware that a child of this age will often hide and rarely responds to searchers’ vocal or visual presence. Searchers should implement strategies focused on a thorough ground search, with emphasis centered around distinctive landmarks. (Note: Parents, relatives, and family members should be encouraged to participate in the search as this age group will respond to familiar voices.)

3. **Children (7-12 years of age)**

   Children ranging from the ages of seven to twelve years will frequently enter into unfamiliar surroundings while searching for shortcuts. Although this age group will react with more maturity when accompanied by a friend or younger sibling, alone they frequently become extremely upset and travel lengthy distances.

   Searchers should implement strategies focused on the confinement of trails, roadways, and other travel aids, with emphasis on the vocal and visual presence of searchers.

4. **Youth (13-15 years of age)**

   Youth ranging from the ages of 13 to 15 years frequently venture off in groups of two or more. When in groups, this age group rarely travels lengthy distances and will resort to direction sampling to reorient their position.

   Searchers should implement strategies focused on clues concerning the direction of travel, as these individuals will respond to the vocal and visual presence of searchers.

5. **Despondents**

   Despondents are severely depressed individuals contemplating suicide. They rarely dress appropriately for the weather, and suffer high fatality rates caused by self-inflicted wounds, alcohol and drug abuse, or inclement weather. These individuals will not respond to searchers and are extremely difficult to detect. However, since these individuals tend to seek out a scenic view or the interface of two distinctive types of terrain, their location can usually be discovered through a thorough ground search.
Normally these individuals travel only a short distance. Precautions are necessary because these persons are often dangerous when confronted or encountered.

6. Dementia and Alzheimer’s

These persons rarely understand the concept of being lost. They are usually attempting to return home or to a familiar place from their past. Their wandering will be non-purposeful and unpredictable in nature.

Search strategies should focus at the last place seen. Tracking dogs are especially effective since these individuals tend to travel in a straight line following a road, creek, or some type of path. Because they do not feel lost, these persons are difficult to detect and will not cry out for help. Searches should begin without delay because these individuals suffer from high fatality rates. They are rarely dressed appropriately for the weather, and often fail to attend to basic survival needs.

F. THE MOST COMMON TYPES OF INITIAL REACTIONS DEMONSTRATED BY LOST OR MISSING PERSONS

The mental impact of being lost or disoriented varies among individuals, but is typically characterized by shock and disbelief. Lost persons, especially school-age children, may experience a flood of irrational thoughts; while others, such as hunters, may dread the embarrassment of being the target of a search. These individuals will often feel a great urgency to locate a familiar place, especially if threatened by darkness or inclement weather. Normally, these lost persons eventually overcome this panic state and become more purposeful in their attempts to reorient their position.

These initial reactions are of more than academic interest because they have important implications on search planning and appropriate search tactics. Lost persons, including children, will normally develop some type of plan to effectively reorient themselves to familiar surroundings. According to Michael H Rose (n.d.) the most common types of plans or survival strategies implemented by lost persons consist of:

1. Trail Running
2. Traveling a Straight Line
3. Direction Sampling
4. View Enhancement
5. Remaining in One Location

Although their plan may be highly ineffective, lost persons, including children, will usually employ some type of strategy to reorient themselves to familiar surroundings. The particular types of strategies these individuals employ will directly affect the pattern and location of clues available to searchers.

G. PRE-ARRIVAL INSTRUCTIONS AND SPECIFIC QUESTIONS TO DISCUSS WITH A COMPLAINANT REPORTING A LOST OR MISSING PERSON

There are several issues to consider when taking calls reporting missing persons. First, there is no law and there should be no policy that requires a citizen to wait 24 hours before reporting a missing person.

Second, the jurisdiction over the missing person incident is the law enforcement agency where the missing person was last seen. The telecommunicator (TCO) should make every attempt to determine where the missing person was last seen and assist the caller in reaching that
jurisdiction; time is of the essence. Assure the caller that all agencies, through communications, help each other in solving such issues. Your agency will assist with the investigation, but primary responsibility rests with the agency of jurisdiction.

Some callers want to know if a person has been arrested or involved in an accident. You may give them the telephone numbers of hospitals so they may check the emergency rooms. You may also transfer them to the detention center or officer on duty so they may inquire if the person has been arrested.

If a caller wants to report a person missing, it is not up to the TCO to decide if the person is actually missing. The TCO gathers facts regarding age and residence of the missing person, his/her last known location and any other pertinent circumstances or details. If an officer is not immediately available, advise that an officer will contact him/her as soon as possible.

Callers reporting missing juveniles should be questioned about the circumstances of the disappearance to determine if the child has run away or should be considered missing. Time is of the essence in circumstances involving children, the elderly, and persons with special needs or incidents involving possible foul play.

1. Specific Questions
   a. Detailed physical description
   b. Detailed motor vehicle description (if applicable)
   c. Questions
      (1) Last known location?
      (2) Was he/she with anyone? Who?
      (3) What were they doing?
      (4) Were they going somewhere together?
      (5) Friends or relatives they might go to?
      (6) Any medication involved and does he/she have it with him/her?
      (7) Is the person distraught?
      (8) Has the person said anything recently to cause concern?
      (9) Any major events in the person’s life recently?
      (10) Anything that causes concern besides the person is missing?
      (11) Recent fight?
      (12) Violent history?
      (13) Substance abuse problems?
      (14) Mental condition of the person?
      (15) Anything strange leading up to the disappearance?
      (16) Is there a place (and time) where that person was expected to be?
      (17) Who was he/she meeting?
      (18) Is there a mobile number?
      (19) Any survival training?
      (20) If he/she has done this before where was he/she found last time?
(21) Has he/she mentioned any unusual contacts with others either in person or via the internet recently?

(22) Was he/she planning on doing anything today that may have been forgotten?

2. Pre-Arrival Instructions
   a. Have family check common places the subject likes (ex: kid hiding in a closet).
   b. Check places where the subject can curl up and sleep.
   c. Get a current picture ready for the officers (picture may not be returned).
   d. Get a dirty article of clothing and place in bag (scent for dogs).
   e. Make a list of places the subject likes to frequent.
   f. Make a list of names, addresses, phone numbers of friends, family, significant others of the subject.
   g. Make a list of medications, dosages, etc.
   h. Type of shoes (for tread tracking).

H. CRIMINAL GANG AWARENESS

The purpose of this section is to present an overview of the gang and drug problem and their criminal influence in South Carolina. Criminal gangs have operated throughout U.S. history and are a permanent part of society. They are directly related to crime and violence throughout the nation. Many gang organizations use the drug trade to fund the gang’s operations. Denying the existence of gangs and/or the drug trade is the worst thing our society can do. We must recognize, understand, and deal with these criminal elements effectively.

Definition of a Gang

The Violent Gang and Terrorist Organization File (VGTOF), which is operated by NCIC, defines a gang as an ongoing organization, association, or group of three or more persons who have common interests and activities characterized by involvement in a pattern of criminal or delinquent conduct.

I. GANG IDENTIFIERS

1. Gang Names - Most gang names are derived from the geographical location (town, city, state, street, or neighborhood) where it is located.

2. Symbols – Gangs will use specific symbols to represent their organization. Symbols can be anything from numbers and letters to picture symbols that were adopted by the gangs.

3. Graffiti - One of the first signs of gang activity and most commonly seen. Graffiti can be on anything: schoolbooks, school papers, drawings, personal papers, bedroom furniture, bedroom walls, inside vehicles, magazines, letters, clothing, and in view of the general public.

   Gangs use graffiti for several different reasons:
   a. Defines the area where gang members live or where they hang out.
   b. Communicate with other gang members.
   c. Give a warning or challenge.
d. Announce what has happened and who did it.
e. Show alliances between different gangs.
f. Silent advertisement.
g. Memorial to former gang members.

4. Clothing - Gang members wear certain types of clothing as if it were a uniform. There are uniforms for battle, for relaxing, and formal uniforms for funerals and weddings. Some of the most popular types of gang clothing include hats, jackets, and jerseys with professional athletic team logos on them. Certain colors of clothing can also help identify gang affiliation.

5. Gang Tattoos - Tattoos offer another indicator that often shows the gang member’s level of commitment

6. Photographs and Video - Many times gang members pose for special photographs often displaying their gang hand signs.

7. Hand Signs, Codes, and Ciphers – Gang members use many ways to communicate. To the gang member, communication with hand signs is as important as written or verbal communication. Hand signs are used to elicit some kind of response, either positive or negative. When they do use written communication, it is often in the form of codes and ciphers.

8. Physical Position/Stance – Gangs have traditionally used body position and stance to help identify or show gang affiliation. Having a bandana hanging from a right or left pocket could be used to identify membership.

9. Monikers - In the gang family, members are often, but not always, given nicknames. A moniker/nickname may be given because of a physical trait. Ex: “Bull” - powerful or big in size, “Rat” - thin faced with curved nose, etc.

(Valdez, 2005, pages 79-97)

J. SOUTH CAROLINA REPORTED GANGS (NOT ALL INCLUSIVE)

Gang activity has been reported and documented throughout South Carolina to include rural towns, suburban areas and major cities. Below are some examples of the gangs that have been reported in South Carolina. (http://www.gangsorus.com/sc.html, 2010)

1. 18th Street
2. Almighty Latin Kings & Queens
3. Crips - Charlie Town Crips, Crips Por Vida, Dark Side Crips, East Coast Crips, Hometown Crips, Insane Crip Nation, Mink Point Crips, Original Gangster Crips, Southside Crips, and West Side Crips
4. Bloods - Westside Bloods, Oriental Bloods, South Side Piru, Insane Piru Bloods, and Gangsta Killer Bloods
5. G-27
6. Gangster Disciples (GD) - Black Gangster Disciples, Insane Gangster Disciples (IGD), Imperial Gangster Disciples, and Mafia Gangster Disciples
7. Folk Nation
8. People Nation
9. Nuestra Familia (NF)

11. Mara Salvatrucha (MS-13) – most watched group by US Department of Homeland Security


13. Vice Lords - Westside Locos and Young Guns

14. Racists Gangs - Aryan Brotherhood

K. COMMUNITY AND LAW ENFORCEMENT RESPONSE TO GAN-GS

1. A multifaceted approach to dealing with criminal gang activity has proven most effective. It involves all facets of the community working together. Below are some of the ways to accomplish this (Valdez, 2005, pages 567-568):
   a. Documenting and monitoring gangs and their members (gang files).
   b. Developing, maintaining, and expanding gang awareness throughout the department and community.
   c. Using intelligence gathered in the identification, arrest, and prosecution of gang members.
   d. Gathering, collating, and disseminating pertinent information to line units.
   e. Coordinating investigative and intelligence gathering activity with other jurisdictions.
   f. Establishing a link with the community, media, and schools in gang awareness, education and prevention.
   g. Aggressive criminal gang crime enforcement - arresting violators and gathering evidence to ensure successful protection.
   h. Establishing criteria for gang enforcement.
   i. Consolidating gang and narcotics investigations.
   j. Providing ongoing training in criminal gang profiling and characteristics.
   k. Involving other government agencies.
   l. Coordinating public education and involvement through community based programs.

2. Gang Activity Investigations

Gang investigations depend greatly upon the receipt of information. This information can be useful only if it is analyzed, verified, and disseminated in a proper and timely fashion. Information about criminal activity should be tempered with several factors: motivation of the informant; dependability of the informant, verifiable knowledge of the crime and criminals in question and the possible presence of weapons. Listed below are some ways in which some of this information is obtained (Valdez, 2005, pages 476-489):
III. SUMMARY

Disasters are unpredictable and may strike any jurisdiction without warning. Responding to the myriad of disaster emergency situations can be the most demanding challenge telecommunicators face in their profession. Since emergency response personnel are able to respond more appropriately and start formulating strategic and tactical plans when supplied with a clear expectation of the disaster site, telecommunicators should strive to gather accurate detailed information relating to the situation.

Few experts would deny the merits of preparing a tactical and strategic plan to initiate a search for a lost person(s). By controlling the incident during the initial stages, telecommunicators provide the best hope of gathering information that may result in a successful rescue of a lost or missing person.

Finally, the gang and drug problem and its influence in South Carolina is a reality. Law enforcement must recognize, understand and deal with them and the problems they bring. Prevention, intervention, and suppression programs can effectively lower the incidence of gangs, drugs, and the violence that accompanies them.
APPENDIX A: NATIONAL CRIMINAL GANG STATISTICS

Gang culture is quickly spreading throughout the United States. Below are some of the most recent statistics. (http://www.helpinggangyouth.com/statistics.html, n.d.)

1. 24,500 gangs in the U.S.
2. One million gang members in 2009.
3. 40% are juveniles (under 18) and 60% are adults.
4. Between 90% to 94% of gang members are male. Between 6% to 10% are female.
5. 90,000 boys are in some kind of detention facility, work camp, residential placement or correctional facility. 9 out of 10 boys in detention have some level of gang affiliation.
6. Every city in the U.S. with at least 250,000 people has gang activity; 86% of those with at least 100,000 people report gang activity.
7. 60% of gangs do not allow female members.
8. 23% of Indian reservations in a government study reported up to 40 active gangs. Not many by number, but an increasing problem on reservations.
9. Black/African-American gang members: 31% or about 310,000.
10. Hispanic gang members: 47% or about 470,000.
11. White/caucasian gang members: 13% or about 130,000.
12. Asian gang members: 7% or about 70,000.
INSTRUCTIONAL CONTENT

BIBLIOGRAPHY

<table>
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<tr>
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<td>BTOT/Special Operations</td>
<td>I0229</td>
<td>Revised March 2013</td>
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7. Violent Gang and Terrorist Organization File (VGTOF) operated under the authority of the National Crime Information Center.


# CJA LESSON PLAN COVER SHEET

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## TRAINING UNIT:
Telecommunications Officer Training Program

## TIME ALLOCATION:
4 Hours

### TIME ALLOCATION BREAKDOWN
(These hours should add up to the Time Allocation above. Do not include hours on the Practical Problems Range.)

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<th>CLASSROOM:</th>
<th>CRITICAL THINKING/HANDS-ON:</th>
<th>HOMEWORK:</th>
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<td>4 Hours</td>
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#### PRIMARY INSTRUCTOR:

#### ALT. INSTRUCTOR:

#### REVISED & SUBMITTED BY:
Michelle Mills

## ORIGINAL DATE OF LESSON PLAN:
September 2011

## JOB TASK ANALYSIS YEAR:
June 2005

## LESSON PLAN PURPOSE:
The purpose of this block of instruction is to provide the telecommunications officer with an overview of basic emergency medical service operations.

## EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:
- Multiple Choice, Written Exam
- 70% Minimum Passing Standard

## TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:
- Student Manual Provided By SCCJA
- Computer
- Projector
- Projector Screen
- PowerPoint Presentation
# PERFORMANCE OBJECTIVES

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## PERFORMANCE OBJECTIVES:

1. Explain the mission of Emergency Medical Services.
2. Explain the role of the telecommunicator during medical emergencies.
3. Define the three categories of EMS incidents.
4. Explain the most common myths about Emergency Medical Dispatch (EMD).
5. Explain some of the benefits of pre-arrival and post-dispatch instructions.
6. List the types of patient information that should not be relayed over the radio, and how the Health Insurance Portability and Accountability Act of 1996 (HIPAA) has affected communication centers across the nation.
7. Identify reasons for drug use and abuse in South Carolina as well as interview considerations when receiving a report of a possible drug overdose incident.
8. Define vulnerable adult and list the applicable parameters of the Omnibus Adult Protection Act as it pertains to communications.
I. INTRODUCTION

Every day countless South Carolinians request medical assistance from emergency medical services. Although each call requires different actions, one dominant factor remains constant: the prompt and efficient services rendered by emergency medical services (EMS) often make the difference in life or death situations.

Since these services are initiated through the vital link established by 911, telecommunicators are obligated by moral and legal standards to face these medical emergencies with knowledge, understanding and efficiency.

II. BODY

A. MISSION OF EMERGENCY MEDICAL SERVICES

The overall mission of emergency medical services (EMS) is to provide prompt, efficient, and professional emergency medical services to the sick, ill, or injured until such treatment can be administered by a physician, registered nurse, or appropriate health care provider.

B. ROLE OF THE TELECOMMUNICATOR: MEDICAL EMERGENCIES

Experiencing or witnessing human suffering exposes people to one of the most traumatic events in their lives. Initially the caller may often be hysterical. Effectively managing a hysterical caller requires the telecommunicator to take control of the conversation. The APCO Institute (2004) and the National Academy of EMD (2000) outline steps to accomplish this.

1. Initial Contact – Gaining Control
   
   a. Use repetitive persistence.
   
   b. Use the caller’s name.
   
   c. Use proper voice inflection; remain calm.
   
   d. Use a positive tone of voice; “smile” with your voice.
   
   e. Be firm but not rude.

2. Maintaining Control

As with any type of call, the same calming techniques do not work with every caller. Some callers may experience a “refreak event” and become hysterical again. At that point the telecommunicator must start the process again to regain control. Though they do not work with every caller and every situation, there are several methods a telecommunicator can use to maintain control.

   a. Use the complainant.
   
   b. Employ a leadership role.
   
   c. Reassurance and empathy.
   
   d. Confirm information.
   
   e. Listen carefully.
3. Patient’s Exact Location

When the need for emergency medical assistance is established, the telecommunicator must determine the accurate and exact location of the person(s) needing medical treatment. Since seconds are critical in life-threatening situations, the telecommunicator should not limit directions to a street address. Detailed directions should include:

a. Nearest cross-street, landmark, interstate exit, or mile marker.

b. Description of structure (Ex: color, business or residence).

c. Exact location of an apartment from a street entry point; gate code to get in the complex; how is it accessed?

d. For larger facilities, the building name or number, floor, and room number.

e. Description of vehicle(s) parked at the residence or one that the patient may be located in (if roadside).

f. Any other details that would assist EMS in locating the patient.

4. Dangerous Situations

While gathering information from the complainant, telecommunicators should determine if the safety of emergency medical service providers would be jeopardized by dangerous or potentially dangerous situations.

a. Common types of dangerous situations include:
   
   (1) Domestic violence situations.
   
   (2) Fights and assaults.
   
   (3) Drunk, drugged, or suicidal subjects.
   
   (4) Traffic accidents.
   
   (5) Criminal activity.

b. Dispatching law enforcement officers

   When these or other potentially dangerous situations prevail, the appropriate law enforcement personnel should be dispatched to the site location.

   The purpose of dispatching officers to the site location is twofold:
   
   (1) EMS personnel will be protected while rendering aid to the injured.
   
   (2) The law enforcement community will be able to initiate a criminal investigation, if warranted.

c. Standby Status

   During certain volatile or hostile situations, EMS may be summoned to standby in the immediate area as a precautionary measure. EMS personnel should be advised of the ongoing situation and remain at a safe distance until summoned to approach by the appropriate official. These situations include:

   a. Bomb threats.
   
   b. Fires with possible or known entrapment.
   
   c. Hostage situations or police standoffs.
   
   d. Hazardous material incidents or chemical spills.
C. CATEGORIES OF INCIDENTS

EMS related calls can be categorized into one of three categories:

1. Webster’s Dictionary defines a *traumatic* incident as an incident relating to a physical injury or wound to the body.

   Examples of traumatic incidents are:
   a. Head injuries
   b. Lacerations
   c. Assaults
   d. Stab/gunshot wounds
   e. Falls/spinal injuries
   f. Amputations
   g. Eye injuries
   h. Burns
   i. Traffic accidents

2. Webster’s Dictionary defines a *medical* incident pertaining to, or having to do with the art of healing disease.

   Examples of medical incidents are:
   a. Abdominal pain
   b. Chest pain/heart problems
   c. Allergic reactions
   d. Overdose/poisoning
   e. Diabetic problems
   f. Convulsions/seizures
   g. Stroke/TIA
   h. Cold/flu


   Examples of time/life critical incidents are:
   a. Cardiac/respiratory arrest
   b. Choking
   c. Drowning
   d. Electrocution
   e. Unconscious/unknown problem (man down)
   f. Childbirth
D. COMMON MYTHS ABOUT EMERGENCY MEDICAL DISPATCH

The APCO Institute (2004) and the National Academy of EMD (2000) both agree that due to the misunderstanding of the overall mission of emergency medical dispatch, myths and misconceptions have developed. The most common myths are:

1. Callers are too upset to provide accurate and useful responses to the EMD.
2. Callers would not be able to provide the EMD with the information necessary to effectively dispatch emergency medical resources.
3. The medical expertise required for effective emergency medical dispatch is not important; therefore, public safety officials should use non-EMD dispatchers to dispatch resources.
4. All EMS calls must be answered “lights and sirens.”
5. The EMD is too busy dispatching to worry about asking all those questions, to provide instructions or use their EMD Guidecards.
6. Medical advice provided over the phone cannot help patients and could actually be dangerous.
7. Using the EMD Guidecards increases the amount of time and resources required to process a call.
8. EMDs should be certified as CPR instructors.
9. EMDs should have advanced medical knowledge.

E. PRE-ARRIVAL AND POST-DISPATCH INSTRUCTIONS

Although the concept of Emergency Medical Dispatch (EMD) continues to face some resistance, it is quickly becoming the international standard for EMS dispatch. The advantages of EMD far outweigh the disadvantages. According to the APCO Institute (2004), pre-arrival and post-dispatch instructions rendered by adequately trained telecommunicators directly contribute to:

2. Patient safety.
3. Critical intervention.
4. Responder knowledge.
5. Responder safety.
6. Scene safety.

F. PATIENT CONFIDENTIALITY AND HIPAA

Confidentiality came to the forefront with the implementation of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). This legislation impacted communication centers nationwide. Because all patient information is now protected, the telecommunicator must pay special attention to what is transmitted over the radio, particularly in reference to a patient’s medical condition. Any information obtained from a patient on the phone must be treated as information obtained in an emergency room. There are four areas/types of information that cannot be relayed to responders via the radio.

1. The patient’s name unless it becomes necessary for patient location.
2. What the patient said other than information directly related to the medical complaint.
3. Any unusual behavior unrelated to the medical condition (unless it creates a danger to the responders).

4. The patient’s lifestyle.

(APCO Institute, 2004)

Because of past discrimination, the United States Department of Justice also strongly recommends against relaying any information, by any means, concerning communicable diseases such as HIV/AIDS infection. Responders receive training in blood-borne pathogens and how to protect themselves. Their standard of care is to treat everyone as potentially having a communicable disease.

Telecommunicators have always been in the precarious situation of having to weigh patient confidentiality versus responder safety. All agencies must have procedures and guidelines in place to address these issues. Establishing procedures and guidelines minimizes the risk of liability exposure for the agency and the telecommunicator.

G. EMERGENCY MEDICAL SERVICES – OVERDOSE INTERVENTION

1. Drug Use and Abuse in South Carolina

South Carolina, much like the rest of the nation, has been inundated with illegal drugs of all types. A telecommunicator in South Carolina will likely be exposed to some facet of the use of illegal drugs, the problems they cause, and the people who facilitate drug use and distribution on a daily basis. South Carolina has a coastline of 187 miles and a system of intra-coastal waterways, bays, and harbors. There are numerous county and private airstrips. South Carolina’s highway system includes five interstate routes and an extensive railway system that allows for passage of contraband.

Because of these facts, it is vitally important that a telecommunicator have a basic understanding of drug use and abuse. All members of a responsible law enforcement community must take the issue of illegal drug use seriously and set a professional example. Drug abuse is increasing at a rapid rate, and the increase is due to a variety of factors. Some of the factors that increase a person’s risk of abusing drugs include:

- Anxiety disorders or depression.
  a. Attention-deficit hyperactivity disorder.
  b. Bipolar disorder.
  c. Early drug use.
  d. Lack of parental supervision.
  e. Male gender.
  f. Parental substance abuse.
  g. Peer pressure.
  h. Personality disorders, such as antisocial behavioral disorder or borderline personality disorder.
  i. Physical or sexual abuse.
  j. Poor family communication or bonding.
  k. Stress.

2. Commonly Abused Drugs (Brady Prehospital Emergency Care, 2000)

a. Narcotics/opiates
   (1) Morphine
   (2) Opium
   (3) Codeine
   (4) Heroine
   (5) Methadone

b. Depressants
   (1) Alcohol – most commonly abused
   (2) Antihistamines
   (3) Barbiturates
   (4) Diazepam/Valium

c. Stimulants
   (1) Amphetamines
   (2) Caffeine
   (3) Cocaine
   (4) Ephedrine
   (5) Nicotine

d. Marijuana/cannabis
   Although some claim that marijuana smoking is suitable for medical use, do not be misled. The American Medical Association, American Cancer Society, and American Ophthalmology Society hold that there is no accepted medical use for smoking marijuana. Research has continually shown that marijuana weakens the immune system, impairs judgment and short term memory, inhibits concentration, diminishes motor control functions, reduces the IQ of newborns, causes lung cancer, and respiratory, immune system, and reproductive problems.

e. Hallucinogens/psychotropic
   (1) LSD
   (2) PCP
   (3) Psilocybin
   (4) Mescaline

f. Inhalants/Aromatic Hydrocarbons
   The term “inhalant/aromatic hydrocarbons” refers to a substance that gives off vapors or fumes that produces a high when inhaled. It includes solvents, aerosols, and anesthetics. The high can last from a few minutes to several hours, but the damage to the brain, kidneys and liver is irreversible.
3. Overdose Crisis Intervention

Drug overdoses, intentional or accidental, directly threaten the general well-being of the patient, the safety of the public, and the safety of emergency responders.

When a telecommunicator receives a call that may involve drug overdose, they must thoroughly interview the complainant concerning:

a. Type of drug or medicine taken?
b. Time the drug or medicine taken?
c. Amount taken?
d. Other types of drug or alcohol used or consumed?
e. Steps the patient or bystander(s) took to correct the situation?
f. Medical history and former drug use or abuse?
g. Current state of the overdosed individual?

As soon as sufficient information is available, the telecommunicator should dispatch the appropriate emergency medical service personnel. While personnel are en route, the telecommunicator should continue to speak with the complainant and update responders as information becomes available.

H. EMERGENCY MEDICAL SERVICES – VULNERABLE ADULT

The Omnibus Adult Protection Act became effective on September 11, 1993. This Act provides a comprehensive adult protection statute that incorporates several previous laws and provides for an improved response to the problems of adult abuse, exploitation, and neglect. This section of instruction should not be substituted for reviewing the Act in its entirety. To view the entire document, visit the State Legislature’s website at www.scstatehouse.gov. The Omnibus Adult Protection Act is archived under SC Code of Laws Title 43, Chapter 35.

1. Listed in Section 43-35-10 are definitions dealing with vulnerable adult protection. Below are a few of the definitions.

Section 43-35-10 (1,3,6,8,10,11). Definitions.

As used in this chapter:

(1) "Abuse" means physical abuse or psychological abuse…

(3) "Exploitation" means:

(a) causing or requiring a vulnerable adult to engage in activity or labor which is improper, unlawful, or against the reasonable and rational wishes of the vulnerable adult. Exploitation does not include requiring a vulnerable adult to participate in an activity or labor which is a part of a written plan of care or which is prescribed or authorized by a licensed physician attending the patient;

(b) an improper, unlawful, or unauthorized use of the funds, assets, property, power of attorney, guardianship, or conservatorship of a vulnerable adult by a person for the profit or advantage of that person or another person; or

(c) causing a vulnerable adult to purchase goods or services for the profit or advantage of the seller or another person through: (i) undue influence, (ii) harassment, (iii) duress, (iv) force, (v) coercion, or (vi) swindling by overreaching, cheating, or defrauding the vulnerable adult through
cunning arts or devices that delude the vulnerable adult and cause him to lose money or other property…

(5) "Investigative entity" means the Long Term Care Ombudsman Program, the Adult Protective Services Program in the Department of Social Services, the Vulnerable Adults Investigations Unit of the South Carolina Law Enforcement Division, or the Medicaid Fraud Control Unit of the Office of the Attorney General.

(6) "Neglect" means the failure or omission of a caregiver to provide the care, goods, or services necessary to maintain the health or safety of a vulnerable adult including, but not limited to, food, clothing, medicine, shelter, supervision, and medical services and the failure or omission has caused, or presents a substantial risk of causing, physical or mental injury to the vulnerable adult. Noncompliance with regulatory standards alone does not constitute neglect. Neglect includes the inability of a vulnerable adult, in the absence of a caretaker, to provide for his or her own health or safety which produces or could reasonably be expected to produce serious physical or psychological harm or substantial risk of death…

(8) "Physical abuse" means intentionally inflicting or allowing to be inflicted physical injury on a vulnerable adult by an act or failure to act. Physical abuse includes, but is not limited to, slapping, hitting, kicking, biting, choking, pinching, burning, actual or attempted sexual battery as defined in Section 16-3-651, use of medication outside the standards of reasonable medical practice for the purpose of controlling behavior, and unreasonable confinement. Physical abuse also includes the use of a restrictive or physically intrusive procedure to control behavior for the purpose of punishment except that a therapeutic procedure prescribed by a licensed physician or other qualified professional or that is part of a written plan of care by a licensed physician or other qualified professional is not considered physical abuse. Physical abuse does not include altercations or acts of assault between vulnerable adults…

(10) "Psychological abuse" means deliberately subjecting a vulnerable adult to threats or harassment or other forms of intimidating behavior causing fear, humiliation, degradation, agitation, confusion, or other forms of serious emotional distress.

(11) "Vulnerable adult" means a person eighteen years of age or older who has a physical or mental condition which substantially impairs the person from adequately providing for his or her own care or protection. This includes a person who is impaired in the ability to adequately provide for the person's own care or protection because of the infirmities of aging including, but not limited to, organic brain damage, advanced age, and physical, mental, or emotional dysfunction. A resident of a facility is a vulnerable adult…

2. Section 43-35-25 details who is required to report suspected abuse under the Omnibus Adult Protection Act. Because EMS is considered to be an extension of the hospital as an allied health care provider, they are required to report any suspected abuse. EMS personnel will usually report that suspicion to the nurse or physician at the hospital. However, there are certain situations where they may request law enforcement assistance on the scene. If it is a situation where the vulnerable adult needs to be taken into emergency protective custody but there is no valid reason for EMS to transport the individual, law enforcement must be involved. Likewise, if law enforcement is the first on the scene and they are taking a vulnerable adult into emergency protective custody, they may request assistance from EMS to transport the vulnerable adult to the hospital for an exam.
3. Emergency Protective Custody


   (A) A law enforcement officer may take a vulnerable adult in a life-threatening situation into protective custody if:

      (1) there is probable cause to believe that by reason of abuse, neglect, or exploitation there exists an imminent danger to the vulnerable adult's life or physical safety;

      (2) the vulnerable adult or caregiver does not consent to protective custody; and

      (3) there is not time to apply for a court order.

   (B) When a law enforcement officer takes protective custody of a vulnerable adult, the officer must transport the vulnerable adult to a place of safety which must not be a facility for the detention of criminal offenders or of persons accused of crimes. The Adult Protective Services Program has custody of the vulnerable adult pending the family court hearing to determine if there is probable cause for protective custody.

   (C) A vulnerable adult who is taken into protective custody by a law enforcement officer, may not be considered to have been arrested.

   (D) When a law enforcement officer takes protective custody of a vulnerable adult under this section, the law enforcement officer must immediately notify the Adult Protective Services Program and the Department of Social Services in the county where the vulnerable adult was situated at the time of being taken into protective custody. This notification must be made in writing or orally by telephone or otherwise and must include the following information...

b. When a law enforcement officer takes protective custody of a vulnerable adult, you, as a telecommunicator, may be asked to make some of the phone calls necessary to notify other agencies, as specified by the officer.

III. SUMMARY

Every day countless South Carolinians request medical assistance from emergency medical services (EMS). Since these services are initiated through the vital link established by 911, telecommunicators are obligated by moral and legal standards to handle these medical emergencies with knowledge, understanding, and efficiency. By implementing sound, practical, and understandable methods, precious seconds and human lives will be saved.
<table>
<thead>
<tr>
<th>LESSON PLAN TITLE:</th>
<th>LESSON PLAN #:</th>
<th>STATUS (New/Revised):</th>
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<tbody>
<tr>
<td>BTOT/EMS Operations</td>
<td>I0234</td>
<td>Revised March 2013</td>
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</tbody>
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7. SC Code of Laws.
# CJA Lesson Plan Cover Sheet

<table>
<thead>
<tr>
<th>Lesson Plan Title:</th>
<th>Lesson Plan #:</th>
<th>Status (New/Revised):</th>
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<tbody>
<tr>
<td>BTOT/Law Enforcement Operations</td>
<td>10237</td>
<td>Revised March 2013</td>
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## Training Unit: Time Allocation:
- **Telecommunications Officer Training Program**: 4 Hours

### Time Allocation Breakdown
(These hours should add up to the Time Allocation above. Do not include hours on the Practical Problems Range.)

<table>
<thead>
<tr>
<th>Classroom</th>
<th>Critical Thinking/Hands-On</th>
<th>Homework</th>
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<tbody>
<tr>
<td>4 Hours</td>
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## Primary Instructor: Alt. Instructor: Revised & Submitted By:
- Primary Instructor: [Blank]
- Alt. Instructor: [Blank]
- Revised & Submitted By: Michelle Mills

## Original Date of Lesson Plan: Job Task Analysis Year:
- Original Date of Lesson Plan: September 2011
- Job Task Analysis Year: June 2005

## Lesson Plan Purpose:
The purpose of this block of instruction is to provide the telecommunications officer with a comprehensive overview of basic law enforcement operations.

## Evaluation Procedures for Written/Proficiency Tests:
- Multiple Choice, Written Exam
- 70% Minimum Passing Standard

## Training Aids, Supplies, Equipment, Special Classroom/Instructional Requirements:
- Student Manual Provided By SCCJA
- Computer
- Projector
- Projector Screen
- PowerPoint Presentation
PERFORMANCE OBJECTIVES

LESSON PLAN TITLE: BTOT/Law Enforcement Operations

LESSON PLAN #: I0237

STATUS (New/Revised): Revised March 2013

PERFORMANCE OBJECTIVES:

1. Identify specialized duties and responsibilities unique to the law enforcement telecommunicator.
2. Discuss patrol objectives and techniques.
3. Discuss call priority and levels of response.
4. Identify crime and criminal offenses.
5. Discuss how to process an in-progress incident as well as associated definitions.
6. Discuss how to process an incident involving a barricaded suspect or hostage situation.
7. Discuss how to process traffic stops and pursuits.
8. Discuss how to process active shooter incidents.
9. Discuss how to process an officer down incident.
I. INTRODUCTION

Due to the broad diversity of law enforcement activity, telecommunicators face the challenge of delivering many types of service in a timely manner. In order to successfully fulfill the duties of a law enforcement telecommunicator, a dispatcher must first understand the prescribed mission, goals, and duties of the law enforcement community. The law enforcement community is charged with the responsibilities of detection, investigation, apprehension, and repression of criminal activities. The law enforcement community requires officers to repress activities aimed at the destruction of life or property. Law enforcement depends heavily on communications to assist them in their daily duties.

II. BODY

A. SPECIALIZED DUTIES AND RESPONSIBILITIES UNIQUE TO THE LAW ENFORCEMENT TELECOMMUNICATOR

1. Of all the duties and responsibilities of a telecommunicator, the role of the law enforcement radio dispatcher is the most complex. As a vital link between the community and law enforcement services, the radio dispatcher’s primary duties are composed of both broadcasting information and monitoring radio transmissions as a situation unfolds. These extended duties require the radio dispatcher to:

a. Monitor the constant flow of radio transmissions, especially those initiated by patrolling officers. The telecommunicator must receive and promptly respond to radio transmission requests from patrolling law enforcement officers. It is the telecommunicator’s responsibility to ensure the responder’s safety by monitoring radio transmissions. The telecommunicator is the responder’s lifeline!

b. Decide call priority either by each agency’s Standard Operating Procedure, nature codes, or using each agency’s Computer Assisted Dispatch (CAD) System.

c. Select the most appropriate personnel.

   After selecting the most appropriate personnel to respond to a particular situation, the dispatcher must relay all vital information to the responding officer(s) to allow them to make tactical and procedural decisions prior to arrival at the scene.

d. Systematically and methodically broadcast and monitor multiple calls for service.

   Upon receipt of an officer’s acknowledgement, transmit the call type, address, contact person, and any other additional information. Radio transmissions should be systematically relayed through the standard operating procedures common to the agency.

   As a governing rule, radio broadcasts relating to calls for service or requested information should be transmitted in an organized sequence. By employing consistent methods and procedures, officers will be prepared to receive the broadcast without constantly requesting for the information to be repeated.

e. Assess the risk.

Calls for a law enforcement officer fall into two categories: high risk and unknown risk. Although the governing radio procedures for the law enforcement community are similar to other emergency service response agencies, one major
element is different and foremost: life-threatening situations for law enforcement always take precedence over anything else.

f. Disseminate BOLOs and other officer safety notices.

Telecommunicators need to assess all BOLOs, NCIC, III, CJIS, VGTOF, Orders of Protection/Restraint Orders, Registered Sex Offender Registry, Department Hot Sheets, CAD notes, and any information pertinent to officer safety issues and determine if it needs to be broadcast over the radio. The telecommunicator should read the information to confirm that it matches the person, vehicle, situation, address, etc. of the call to which the officer is responding. Once it is determined that the information needs to be broadcast, then the telecommunicator needs to follow Standard Operating Procedures and NCIC procedures when broadcasting the information over the radio.

Verifying the information protects innocent citizens and law enforcement officers from unlawful or mistaken arrests or detention by ensuring that the warrant database entries or inquiries are accurate and relevant to the situation.

2. Procedural radio transmissions.

In addition to the standard radio transmissions, telecommunicators should:

a. Maintain status checks in a timely and prescribed manner when officers are involved in potentially violent situations or while engaging in enforcement measures. If any officer should fail to acknowledge a status check, inform the closest available officer or supervisor. Continue to attempt contact with the officer.

b. Require officer’s acknowledgement on all transmissions. Verbal responses stating the officer’s ID number are preferable.

c. DO NOT request an officer to standby until the exact nature of his/her radio transmission is known.

d. Restrict radio transmissions during times of emergencies or ongoing dangerous situations.

3. Assigning officers.

Often, patrolling law enforcement officers are assigned not only to particular areas of the jurisdiction, but in numerous departments they are assigned to respond only to specific types of incidents. Whenever possible, dispatch the appropriate officer and number of officers to the call. However, if circumstances prevent this, the telecommunicator should follow Standard Operating Procedure on how to handle this situation. Some agencies may require notification of the road supervisor concerning the calls that are holding or may request a hold on lower priority calls until an officer is available to respond.

During potentially dangerous situations, more than one officer should be dispatched to the incident or situation. If a backup unit is not available, advise the responding officer and attempt to locate an officer as soon as possible.

B. PATROL OBJECTIVE AND TECHNIQUES

Law enforcement has many different methods of patrolling: foot, air, water, bike, or vehicle. Many of the different specialized patrol units require experience and specialized training. No matter the type of patrol assigned, the overall patrol objective will be the same. The primary duty of the patrol division is protection and service. Under those generalized terms fall many duties to the patrol officer.
1. Preventive Patrol
   a. Conspicuous patrol
      The noticeable presence of police officers and patrol vehicles is the quickest way to impact criminal behavior or activity in an area.
   b. Inconspicuous patrol
      Sometimes referred to as “undercover patrol,” officers involved in this type of operation work in a stationary and concealed manner, blending in with the existing environment. If an undercover or plain-clothes officer is involved in an incident needing immediate uniformed officer assistance, the telecommunicator must obtain a detailed physical description of the plain clothes officer and relay that information to the responding uniformed officer(s).

2. Emergency Calls for Service

3. Non-emergency Calls for Service

4. Public Courtesies (Some departments may not offer some of these)
   a. Escorts
   b. Unlocking vehicles
   c. Death notifications
   d. Vacation property checks

C. CALL PRIORITY AND LEVELS OF RESPONSE

1. Call Prioritizing
   Due to the diversity of law enforcement activities, telecommunicators must often render critical decisions in directing the course of services. Too often the demand for services outweighs the limited manpower and timely response for services is impossible. At this point, call prioritizing is necessary to ensure the most serious situations are relayed immediately. These decisions are decided based on the following questions:
   a. Is the crime occurring now?
   b. Did the crime just occur?
   c. Is the suspect still on scene?
   d. Is someone injured?
   e. Does a potential for injury or death still exist?

2. Levels of Response
   There are three basic levels of response for law enforcement calls. Response is based on priority. Each telecommunicator should properly analyze the information obtained from a complainant and dispatch resources accordingly. Remember, act in good faith.
   a. Immediate Response
      During numerous life threatening or potentially dangerous situations, telecommunicators must be able to quickly evaluate the situation through selective questioning, determine the degree of seriousness, and direct officers immediately to the incident location.

      During these calls, unless staying on the line endangers the complainant or victim, the telecommunicator should maintain contact with the complainant and
constantly update officers concerning any changes that will affect their safety or the safety of the victim.

b. Delayed Response

Because law enforcement officers perform many duties, some calls for service do not require immediate response and may be delayed if officers are not readily available.

As a governing rule, crimes that no longer impose a direct threat or immediate danger to the complainant are considered as low priority and do not take precedence over violent, ongoing crimes in progress, or crimes directed at persons.

If the response must be delayed, let the complainant know so that he/she may make a decision concerning the wait and his/her situation.

c. Unknown Response

Due to the lack of cooperation on the part of the complainant, rowdy conditions, or interruptions, telecommunicators will often be unable to obtain accurate and thorough information. When all efforts to obtain accurate and thorough information have failed, treat the call as the worst-case scenario. Erring on the side of caution favors and maintains the well-being of the complainant or victims.

D. IDENTIFY CRIME AND CRIMINAL OFFENSES

Although it is not imperative for a telecommunicator to be fully knowledgeable of criminal classifications, he/she must be capable of analyzing crimes and criminal offenses.

1. Definition of a Crime

A crime is an act or omission forbidden by law for which the state prescribes a punishment in its own name. (Merriam-Webster Dictionary, 2011).

2. Classification of Criminal Offenses

Though there are many criminal offenses, they can be categorized into three basic categories: (www.scstatehouse.gov/code/tit16.htm, 2011)

a. Crimes against persons
b. Crimes against property
c. Crimes against public order

E. PROCESSING AN IN-PROGRESS INCIDENT

Law enforcement’s objective in any in-progress call is to get the suspects outside of the building, away from the doorways, in the open, and away from cover and potential hostages. Typically, a first responding officer to a crime in progress receives information regarding the event from the telecommunicator. The telecommunicator receives information from a complainant who could be a third party, victim, witness, or even the suspect.

Often, the complainant has in some way been involved in the situation and may be highly stressed. The first job of the telecommunicator is to calm the complainant in order to retrieve vital information. The results are, at best, the complainant’s interpretation of the event.

During a potential crime in progress, a telecommunicator’s response and tone of voice plays a large part in affecting the attitude first responders take towards the urgency, level of response, involvement, and approach to the incident. Upon arrival an officer should communicate at least a
basic scene size-up. Telecommunicators may need to repeat or echo the scene size-up information. This is particularly helpful if the officer is highly stressed and over-modulating.

Definitions and examples of potential crimes in progress.

1. Burglary: the entering of a building with the intent to commit a crime. (www.merriam-webster.com/dictionary/burglary, 2011)

2. Larceny: the unlawful taking of personal property with intent to deprive the rightful owner of it permanently. (www.merriam-webster.com/dictionary/larceny, 2011)

3. Robbery: larceny from the person or presence of another by violence or threat. (www.merriam-webster.com/dictionary/robbery, 2011)

4. Strong-arm Robbery: larceny that is committed by the use of force usually without a dangerous weapon.

5. Armed Robbery: a robbery in which the robber is armed with a dangerous weapon. (dictionary.reference.com/browse/armed+robbery, 2011)

6. Home Invasion: an act or instance of entering an occupied residence with the intent to commit a burglary or other crime. (dictionary.reference.com/browse/home+invasion, 2012)

F. PROCESSING AN INCIDENT INVOLVING A BARRICADED SUSPECT OR HOSTAGE SITUATION

Telecommunicators are often the initial point of contact with the hostage taker and to some degree will determine the overall success of the situation. As a guiding principal, the telecommunicator should transfer negotiations as soon as possible to an expert or a commanding law enforcement officer. However, the initial contact person establishes the foundation for later negotiations and has the greatest impact on the overall success. To be totally successful in hostage negotiations, the prevailing and foremost goal must focus on preserving life. Arguments of philosophical, moral or political views should never enter the conversation. A telecommunicator’s personal views are irrelevant and have no place in this situation.

1. Hostage Taker Categories

Most trapped criminals will undergo a decision making process called the CASE principle. During the process a criminal weighs the options of Compromise, Assault, Suicide, or Escape. By understanding the general demands and the state of mind of the hostage taker, the telecommunicator can collect valuable information for future negotiations.

There are five basic hostage situations:

a. Persons in crisis
b. Mentally/Emotionally disturbed persons
c. Criminal
d. Correctional facilities or detention centers
e. Political terrorists

2. Initial Point of Contact

Telecommunicators are not expert hostage negotiators and should attempt to transfer the conversation as soon as possible to more qualified and knowledgeable officials. However, the telecommunicator is often the initial point of contact, and the role of hostage negotiator is not by choice, but by profession.
The key to successful hostage negotiations is focusing on preserving life. The telecommunicator should strive to the highest attainable point to achieve this goal. The initial interaction between the first responder and the perpetrator will set the tone. Demonstrating concern for the welfare of the people involved develops rapport. Asking questions such as, “Is everyone okay in there?” “Are you okay?” or “Can I count on you to keep things calm?” will go a long way toward building a short-term working relationship.

Rules for successful hostage negotiations

Rule #1 – Preserve Life
Rule #2 – Obtain Assistance. (Get 2nd TCO to help you)
Rule #3 – See Beyond the Hostage Taker
Rule #4 – Establish Rapport
Rule #5 – Do Not Make any Promises or Commitments
Rule #6 – Empathy in Listening
Rule #7 – Do Not Commit to Time
Rule #8 – Avoid Negative Words and Phrases

3. Determining Severity of the Hostage Incident

Telecommunicators need to be alert to certain facts revealed by the hostage taker and assess the scene by determining:

a. Weapons
b. Able to remove the patient(s)? (Not victims or hostages)
c. Extent of injuries
d. Alcohol or drugs involved. (May be self-evident...or not)
e. Mental illness, history of suicide attempts
f. Exhibiting hostility or paranoia
g. Criminal history
h. Relation of suspect to hostage(s); family, victim
i. Poor concentration, confused, disoriented
j. Illogical thoughts, irrational behavior
k. Refusal to talk
l. Killed before
m. Harmed a hostage already
n. Concrete plan and time limits
o. Express self-hatred, hatred for others
p. Terminal medical conditions or chronic illness

G. PROCESSING TRAFFIC STOPS AND PURSUITS

Most of the crimes committed against our society are committed by people who will likely end up traveling on our roads. People committing crimes have to get from one point to another, and vehicles are the most likely mode of travel. For example, the drugs brought into our state or into
our schools are transported at some point by a vehicle. Although most people on the road do not want to hurt or disrespect a police officer, there are criminals traveling the same roads who would not think twice about assaulting or killing a police officer to avoid arrest. A traffic stop is a tool of law enforcement that leads to many fugitive arrests, missing person recoveries, and lives saved. On the other hand, a traffic stop can become the most volatile situation in an officer’s line of work.

Vehicle and foot pursuits often come as a result of a traffic stop. A dispatcher’s calm and familiar voice on the radio during an intense and dangerous situation cannot be taken for granted. During these high stress events officers will suffer from physiological stress reactions such as tunnel vision and auditory exclusion.

Because all of their physiological functions are focused on the stressor (suspect or weapon), officers tend to tune out things they consider a distraction. They may become so focused that they lose a clear sense of their surroundings that may make them more vulnerable. A calm and reassuring telecommunicator is invaluable. The telecommunicator must understand that the officer may not hear the radio or see or acknowledge other units that are attempting to help and respond accordingly.

A law enforcement officer has the authority, at all times, to initiate a stop of any person the officer has a reasonable suspicion of being involved in a criminal offense. While the officer initiates the stop, it is the violator who initiates the pursuit.

Telecommunicator’s Responsibilities

1. Clear the radio of all non-essential radio traffic during pursuit.
2. Notify supervisor (patrol and telecommunications); keep informed of duration and progress.
3. Obtain detailed descriptions of vehicle and suspect. Officer will initially give general descriptions. Look for opportunities to get additional details.
4. Notify surrounding agencies by telephone or teletype.
5. Echo or repeat ALL radio transmissions by all units involved.
6. Use a second TCO to assist.
7. Be familiar with department policy.

H. PROCESSING ACTIVE SHOOTER INCIDENTS

Over the past few years the number of incidents involving active and aggressive shooters has increased. They can occur anywhere: in the workplace, at schools and during public events. The most noted occurred in school settings like Jonesboro, Columbine, Virginia Tech and Sandy Hook. As a result of these tragic events law enforcement agencies developed a new approach to handling these types of incidents. Responding officers no longer use the traditional approach of establishing a perimeter and waiting for a SWAT team to arrive. Now responding officers rapidly engage the shooter. In Columbine, it took 41 minutes for a SWAT team to assemble and move in to the school, yet the shooting was over in 17 minutes. The goal of a rapid response is to save lives by engaging the shooter as soon as possible and eliminating the threat. Law enforcement refers to this as “locate, isolate, and control.”

1. Receiving Active Shooter Calls
   Be mentally prepared to:
   a. Receive numerous calls from emotional victims and bypass them as you attempt to gather information of the whereabouts of the offender(s) who may be actively shooting.
b. Deal with the guilt of not being able to help everyone who requests help.
c. Deal with your own feelings of helplessness.

2. Telecommunicator’s Responsibilities

Above all else, the telecommunicator must obtain pertinent information. Maintain contact with victims only when it is safe to keep them on the phone. If a person expresses otherwise advise them to seek refuge.

a. Clear the radio of all non-essential radio traffic.
b. Secure key holders who will be able to provide building layouts.
c. Obtain information as to points of entry or exit.
d. Last known locations of suspect(s) and or victims.
e. Number of suspects involved.
f. Vehicles involved.
g. Weapons descriptions.
h. Explosive devices. Descriptions and locations.
i. Blockage of doors by suspects.
j. Blockage of doors by victims.
k. Persons (private citizens) who are armed.
l. Number of wounded and type(s) of injuries.

I. PROCESSING AN OFFICER DOWN INCIDENT

A law enforcement officer is killed almost every day in the United States. Most of the deaths occur in the southern region of our nation. The causes of death vary from accidents to outright ambush incidents. Each telecommunicator must be prepared to deal and react to such a possibility. It is the worse-case scenario for both the officer and the telecommunications officer. Telecommunicators experience events visually, auditory, and kinesthetically. The helpless feelings from hearing and visualizing as well as the emotions conveyed can overwhelm the strongest among us.

The FBI routinely collects statistics on officers killed nationwide. Their latest study, consisting of data from 2000-2009, shows that officers are most often killed during arrest situations followed closely by ambush situations. Below are a breakdown of the percentages by type of call and a table of the FBI’s latest study.

1. Percentages of Officers Killed by Type of Call

a. Disturbance calls = 14% of the officers killed
b. Arrest situations = 23% of the officers killed
c. Handling, transporting, custody of a prisoner = 2% of the officers killed
d. Investigating suspicious person/circumstances = 11% of the officers killed
e. Ambush situation = 21% of the officers killed
f. Investigative activity = 2% of the officers killed
g. Handling person with mental illness = 2% of the officers killed
h. Traffic pursuit/stop = 19% of the officers killed
i. Tactical situations = 5% of the officers killed

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2. **Telecommunicator’s Responsibilities**

   a. Clear the radio of all non-essential radio traffic.

   b. Remain calm.

   c. Obtain exact location.

   It is the dispatcher’s responsibility to stay abreast of the officer’s location and situation. Unlike other emergency service work, law enforcement officers will generate their own calls as they perform their duties.

   d. Notify supervisor (patrol supervisor and PSAP supervisor).

   e. Echo all radio transmissions from the officer in need of assistance. The officer may only get one opportunity to give information, so make it count.
f. Notify chain of command.
g. Notify PIO.
h. Make special notifications (chaplain, counselors, and other resources).
i. Be prepared to deal with your own emotions.
j. Be prepared to deal with the emotions of others.

III. SUMMARY

Due to the diversity of services offered by the law enforcement community, the Public Safety Answering Point and individual telecommunicators face many challenges. Well-planned and workable communication procedures ensure efficient use of resources to meet the needs of the community and the officers sworn to protect these needs.

The preceding information exposed the telecommunicator to call types that have the potential of escalating into hazardous situations for the officers and the community. Prior planning, training and attention to detail is essential. Often, the smallest details make the biggest difference.


### LESSON PLAN TITLE:
BTOT/CDV, Harassment, and Stalking

### LESSON PLAN #:
0238

### STATUS (New/Revised):
Revised March 2013

### TRAINING UNIT:
Telecommunications Officer Training Program

### TIME ALLOCATION:
4 Hours

### TIME ALLOCATION BREAKDOWN
(These hours should add up to the Time Allocation above. Do not include hours on the Practical Problems Range.)

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### PRIMARY INSTRUCTOR:

### ALT. INSTRUCTOR:

### REVISED & SUBMITTED BY:
Michelle Mills

### ORIGINAL DATE OF LESSON PLAN:
September 2011

### JOB TASK ANALYSIS YEAR:
June 2005

### LESSON PLAN PURPOSE:
The purpose of this block of instruction is to introduce the telecommunications officer to the dynamics of domestic violence as well as stalking and harassment issues.

### EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:
Multiple Choice, Written Exam
70% Minimum Passing Standard

### TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:
Student Manual Provided By SCCJA
Computer
Projector
Projector Screen
PowerPoint Presentation
PERFORMANCE OBJECTIVES

LESSON PLAN TITLE: BTOT/CDV, Harassment, and Stalking
LESSON PLAN #: I0238
STATUS (New/Revised): Revised March 2013

PERFORMANCE OBJECTIVES:

1. Define domestic violence.
2. Explain the dynamics of domestic violence and the four categories of domestic violence.
3. Identify a common downfall with regards to law enforcement response to domestic violence calls.
4. Identify and explain what components make an order of protection valid.
5. Define harassment, stalking, pattern, and family.
6. Identify behaviors that when combined with a pattern of continual behavior constitutes harassment and stalking.
7. Explain how a restraining order differs from an order of protection.
8. Identify the roles and responsibilities of the telecommunicator when dealing with domestic violence, harassment, and stalking calls.
I. INTRODUCTION

The primary duties of a law enforcement officer are to protect the innocent, detect crime, and enforce the laws. Domestic violence calls, as well as stalking and harassment calls, present many risks to law enforcement. How a call for service is handled can have an impact on the victims, the children, and the offenders. Telecommunicators can assist law enforcement by handling these calls in a way that would help reduce or prevent future incidents. The South Carolina criminal domestic violence and stalking and harassment statutes are archived under the SC Code of Laws Title 16 Chapters 25 and 3, respectively. Portions of this legislation that are relevant to communications are discussed in this block of instruction. This block of instruction should not be substituted for reviewing the legislation in its entirety. To view the entire document, visit the State Legislature’s website at www.scstatehouse.gov/code/title16.php.

II. BODY

A. WHAT IS DOMESTIC VIOLENCE?

1. “Domestic violence is a pattern of abusive and threatening behaviors that may include physical, emotional, economic and sexual violence as well as intimidation, isolation and coercion. The purpose of domestic violence is to establish and exert power and control over another; men most often use it against their intimate partners, such as current or former spouses, girlfriends, or dating partners.”

“Domestic violence is behavior that is learned through observation and reinforcement in both the family and society. It is not caused by genetics or illness. Domestic violence is repeated because it works. Domestic violence allows the perpetrator to gain control of the victim through fear and intimidation. Gaining the victim's compliance, even temporarily, reinforces the perpetrator's use of these tactics of control.” (Ganley & Schechter, 1995)

2. In order to successfully intervene, the telecommunications officer must understand, recognize, and identify the different types of domestic violence situations occurring between parties. Under S.C. law, in order for domestic violence statutes to apply, the parties involved must qualify as “household members.”

   a. Section 16-25-10. “Household member” defined.

      As used in this article, “household member” means:

      (1) a spouse;

      (2) a former spouse;

      (3) persons who have a child in common; or

      (4) a male and female who are cohabiting or formerly have cohabited.

   b. Section 16-25-20 (A). Acts prohibited; penalties; criminal domestic violence conviction in another state as prior offense.

      (A) It is unlawful to:

      (1) cause physical harm or injury to a person’s own household member; or
B. FOUR CATEGORIES AND THEORIES OF DOMESTIC VIOLENCE

1. As previously noted, domestic violence does not lend itself to one specific household group. The abuse is also not limited to one form. The different forms of abuse include:
   a. Physical Abuse - usually recurrent and escalates both in frequency and severity over time.
   b. Sexual Abuse - often the most difficult aspect of abuse for victims to discuss. It may include any form of forced sex or sexual degradation.
   c. Emotional/Psychological Abuse - usually precedes and then accompanies physical abuse as a means of controlling through fear and degradation. It employs manipulation, intimidation, degradation, and isolation tactics.
   d. Economic/Neglect - used as a powerful form of control, economic abuse can act as a barrier for victims to leave a violent relationship and as a coercion to stay.

(www.letswrap.com/dvinfo/types.htm, n.d.)

2. Theories and Characteristics of Violence in the Family

A basic understanding of some of the major underlying theories of family violence will assist telecommunicators in understanding the dynamics of the problem.
   a. Cycle of Violence Theory

   Lenore Walker developed a theory of describing what happens in a battering relationship. This theory, called the Cycle of Violence theory, has become the standard theory that describes domestic violence relationships. It contends that there is a repetitive cycle with three distinct phases. It also contends that the more times the cycle is completed, the less time it takes to complete.


(1) Tension Building Phase - This phase lasts an indeterminate amount of time, and involves a gradual escalation of tension. Minor incidents of
emotional, physical, or sexual abuse can occur. Eventually, this phase will explode into the acute battering phase.

(2) Acute Battering Phase - This phase produces the actual violent outbursts, which can last from minutes to days, weeks, or months. Even the most trivial thing can be the catalyst for the battering.

(3) Honeymoon Phase - This is a period of apologies and remorse, which often leads to reconciliation. The strong emotional ties between the victim and the batterer reinforce this cyclical pattern. Each honeymoon phase gives hope to the victim that the cycle will end. However, the honeymoon phase is temporary and tension again begins to build in the relationship.

b. Continuum of Violence Theory

This theory maintains that relationships, which contain violence, will continue to become more violent over time. Unless there is early intervention, the violence moves up a continuum until death occurs or removes either the victim or the perpetrator from the relationship. The end of the continuum marks the complete disappearance of the honeymoon phase in the “Cycle of Violence” theory. As time increases, violence also increases $T = V$. 
3. Risk Factors for Domestic Violence

According to the Centers for Disease Control, there are many risk factors that can contribute to a person becoming a victim or a perpetrator of intimate partner violence.

a. Individual Risk Factors
   (1) Low self-esteem
   (2) Low income
   (3) Low academic achievement
   (4) Young age
   (5) Aggressive or delinquent behavior as a youth
   (6) Heavy alcohol and drug use
   (7) Depression
   (8) Anger and hostility
   (9) Antisocial personality traits
   (10) Borderline personality traits
   (11) Prior history of being physically abusive
   (12) Having few friends and being isolated from other people
   (13) Unemployment
   (14) Emotional dependence and insecurity
   (15) Belief in strict gender roles (e.g., male dominance and aggression in relationships)
   (16) Desire for power and control in relationships
   (17) Perpetrating psychological aggression
   (18) Being a victim of physical or psychological abuse (consistently one of the strongest predictors of perpetration)
   (19) History of experiencing poor parenting as a child
   (20) History of experiencing physical discipline as a child

b. Relationship Factors
   (1) Marital conflict-fights, tension, and other struggles
   (2) Marital instability-divorces or separations
   (3) Dominance and control of the relationship by one partner over the other
   (4) Economic stress
   (5) Unhealthy family relationships and interactions

c. Community Factors
   (1) Poverty and associated factors
   (2) Low social capital-lack of institutions, relationships, and norms that shape a community's social interactions
   (3) Weak community sanctions against IPV (e.g., unwillingness of neighbors to intervene in situations where they witness violence)
d. Societal Factors

Traditional gender norms (e.g., women should stay at home, not enter workforce, and be submissive; men support the family and make the decisions)

(www.cdc.gov/ViolencePrevention/intimatepartnerviolence/riskprotectivefactors.html, 2010)

C. LAW ENFORCEMENT RESPONSE AND OFFICER SAFETY

Officer safety is paramount. Two or more officers should be dispatched to all domestic violence calls. Telecommunicators should be alert to sounds of possible danger while on the telephone. Listen for background sounds such as yelling, cries for help, breaking furniture, threats, admissions, etc. Telecommunicators should ask specific key questions to obtain as much information as possible. Hang-up calls, open lines, and calls from neighbors are all calls for service and should be treated as extremely dangerous situations.

Due to the cyclical pattern of domestic violence relationships, many of these victims will call for assistance regularly. A common downfall to these calls is that telecommunicators, as well as responders, will become complacent and cynical. Neither law enforcement nor anyone acting on behalf of law enforcement may attempt to discourage parties from seeking assistance. Section 16-25-70 (E) of the South Carolina Code of Laws states that “a law enforcement officer must not threaten, suggest, or otherwise indicate the possible arrest of all parties to discourage a party’s requests for intervention by law enforcement.” As an extension of law enforcement, telecommunications officers are subject to this law as well. Examples of comments prohibited under this section include, but are not limited to:

- “If I have to come back here again, somebody is going to jail.”
- “If we have to come back here again, everybody is going to jail.”
- “If we have to come back here again, we are going to throw everybody in jail, take your kids, and call DSS.”

Comments like these are not only prohibited, but are also irresponsible and unwarranted. They can place undue burden on other responding officers and can turn an already volatile situation into an explosive one. Telecommunicators and responders must use strategies to combat the complacency and cynicism that may develop from these repeat callers.

D. ORDERS OF PROTECTION

In 1994, Congress enacted the full faith and credit provisions of the Violence Against Women Act (VAWA). This federal law directs jurisdictions to give full faith and credit to valid protective orders issued by other jurisdictions. This includes all 50 states, Indian tribal lands, the District of Columbia, the U.S. Virgin Islands, Puerto Rico, American Samoa, the Northern Mariana Islands, and Guam. (codes.lp.findlaw.com/uscode/18/I/110A/2265, 2011) Article 3 of the South Carolina Protection from Domestic Abuse Act, was enacted to comply with this federal legislation. Law enforcement is required to enforce protective orders, and valid orders from other jurisdictions are given full faith and credit. Protective orders can be one of the most effective tools that law enforcement can use to guarantee the arrest of offenders.

General Information About Protective Orders

1. The term “protective order” is generic and includes all orders meeting the federal definitions and enacted by any jurisdiction. The term “orders of protection” is the term used in South Carolina to designate orders issued by a Family Court (or a Magistrate when the Family Court is unavailable) to household members. Orders issued by other jurisdictions may be titled or called different terms. It is not the title of the order that is relevant but the contents of the order.
2. If an order is valid, law enforcement is required to enforce that order even if the parties appear to have reconciled. Law enforcement will read the document to make sure it is valid; however, the telecommunicator may have to run an NCIC inquiry to confirm validity for the officer. Below are the components that make an order valid.

a. Expiration date,

b. Names of both parties, and

c. Judge’s signature.

With the exception of the judge’s signature, a telecommunicator running an NCIC inquiry should look for the same information to check validity.

E. HARASSMENT AND STALKING

1. “Harassment” is the act of systematic and/or continued unwanted and annoying actions of one party or a group, including threats and demands. The purposes may vary, including racial prejudice, personal malice, an attempt to force someone to quit a job or grant sexual favors, apply illegal pressure to collect a bill or merely gain sadistic pleasure from making someone anxious or fearful. (dictionary.law.com/Default.aspx?selected=853)

2. In addition to the above definition of harassment, there are other elements of harassment and stalking that must be defined and met. The following definitions were taken from the South Carolina Code of Laws Section 16-3-1700 (C) (D) (E).

   (C) “Stalking" means a pattern of words, whether verbal, written, or electronic, or a pattern of conduct that serves no legitimate purpose and is intended to cause and does cause a targeted person and would cause a reasonable person in the targeted person's position to fear:
   
   (1) death of the person or a member of his family;
   (2) assault upon the person or a member of his family;
   (3) bodily injury to the person or a member of his family;
   (4) criminal sexual contact on the person or a member of his family;
   (5) kidnapping of the person or a member of his family; or
   (6) damage to the property of the person or a member of his family.
   
   (D) "Pattern" means two or more acts occurring over a period of time, however short, evidencing a continuity of purpose.

   (E) "Family" means a spouse, child, parent, sibling, or a person who regularly resides in the same household as the targeted person.

F. COMMON HARASSMENT AND STALKING BEHAVIORS

These behaviors by themselves may not be illegal, but when combined with a pattern of continual behavior, they may constitute stalking and/or harassment.

1. Visiting or following the victim.

2. Contacting the victim's family, place of work, school, church or neighbors.

3. Repeated telephone calls, which include obscene calls, hang-ups, and repetitive texting.

4. Trespassing.

5. Burglary.

6. Vandalism or property damage.
7. Leaving gifts.
8. Killing or injuring the victim’s pets.
9. Disabling alarm system or the victim’s vehicle.
10. Filling out change of address form at the post office.
11. Planting listening devices in victim’s home; listening to wireless phone calls.
12. Hiring a private detective to observe and report back on the victim.

G. RESTRAINING ORDERS

Restraining orders differ from orders of protection. An order of protection is granted to household members or intimate partners. In the context of harassment and stalking, a restraining order may be granted because the victim and the suspect do not qualify as household members.

1. Section 16-3-1750. (A) (B) (E) (F). Action seeking a restraining order against a person engaged in harassment or stalking; jurisdiction and venue; forms; enforceability.

(A) Pursuant to this article, the magistrates court has jurisdiction over an action seeking a restraining order against a person engaged in harassment in the first or second degree or stalking.

(B) An action for a restraining order must be filed in the county in which:

(1) the defendant resides when the action commences;
(2) the harassment in the first or second degree or stalking occurred; or
(3) the plaintiff resides if the defendant is a nonresident of the State or cannot be found.

(E) A restraining order remains in effect for a fixed period of time of not less than one year, as determined by the court on a case-by-case basis.

(F) Notwithstanding another provision of law, a restraining order or a temporary restraining order issued pursuant to this article is enforceable throughout this State.

2. Enforcing a Restraining Order

Section 16-3-1800. Arrest upon violation of restraining order.

Law enforcement officers shall arrest a defendant who is acting in violation of a restraining order after service and notice of the order is provided. An arrest warrant is not required.

3. Section 16-3-1820. Immunity from liability for filing a report or complaint or participating in a judicial proceeding concerning alleged harassment or stalking; rebuttable presumption of good faith.

A person who reports an alleged harassment in the first or second degree or stalking, files a criminal complaint, files a complaint for a restraining order, or who participates in a judicial proceeding pursuant to this article and who is acting in good faith is immune from criminal and civil liability that might otherwise result from these actions. A rebuttable presumption exists that the person was acting in good faith.
H. ROLES AND RESPONSIBILITIES OF THE TELECOMMUNICATOR

When it comes to domestic violence, harassment, or stalking calls, telecommunicators have several roles and responsibilities.

1. Advise all parties that help is available.
2. Dispatch medical care for victim(s) if necessary.
3. Remain on the line until satisfied that there is no further threat.
4. Relay information to officers from the conversations heard on the phone.
5. Try to get as many suspect identifiers as possible.
6. Check NCIC for protection orders as well as any other database that could provide additional information.
7. Ask about the availability of weapons.
8. Ask the victim if he/she is barricaded.
9. Ask the victim if there are any children in the house.
10. Advise the victim to take refuge if necessary and leave the phone off the hook.
11. Place yourself in the victim’s shoes. View the information you are receiving in the context in which it is given, not in the context of what you would do, have done, or could have done differently.

III. SUMMARY

Many victims of domestic violence, stalking, and/or harassment feel trapped in these cycles because they are unaware of the resources available to help them or that the behavior is even a crime. They may fear that making a report will only initiate further violence. When dealing with these types of calls, it is important to remember that early intervention can break the devastating cycle of violence.
|---|---|
**CJA LESSON PLAN COVER SHEET**

<table>
<thead>
<tr>
<th>LESSON PLAN TITLE:</th>
<th>LESSON PLAN #:</th>
<th>STATUS (New/Revised):</th>
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<td>BTOT/Critical Incident Tabletop Activity</td>
<td>I0241</td>
<td>Revised March 2013</td>
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<tr>
<td>Telecommunications Officer Training Program</td>
<td>4 Hours</td>
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**TIME ALLOCATION BREAKDOWN**
(These hours should add up to the Time Allocation above. Do not include hours on the Practical Problems Range.)

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<tr>
<th>CLASSROOM:</th>
<th>CRITICAL THINKING/HANDS-ON:</th>
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<th>ALT. INSTRUCTOR:</th>
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<th>JOB TASK ANALYSIS YEAR:</th>
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<tr>
<td>September 2011</td>
<td>June 2005</td>
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**LESSON PLAN PURPOSE:**
The purpose of this tabletop exercise is to provide the telecommunications officer with basic knowledge of and experience in dealing with a critical incident.

**EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:**
Practical Exercise

**TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:**
- Computer
- Projector
- Projector Screen
- Handouts
- Critical Incident DVD
**PERFORMANCE OBJECTIVES**

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**PERFORMANCE OBJECTIVES:**

1. Develop an understanding of critical incidents and communication’s role in a multi-disciplinary, multi-jurisdictional incident.
Students will be divided into groups based on class size. Once in groups, the students will assume the roles of the various command positions in the incident command system (incident commander, public information officer, liaison officer, etc.). Intermittently, student groups will be presented flash messages from the South Carolina Fusion Center detailing an incident involving contamination of the Columbia water supply. Students, as a group, will formulate incident action plans to address the incident. The action plans will include objectives, time lines for those objectives, resources needed, etc. Each group will have to present their incident action plan(s) to the class and instructor(s). Also, the student fulfilling the role of the public information officer will prepare a news release. The news release will be presented during a mock news conference to be conducted in the classroom whereas the other students will act as the press corp.

Upon conclusion of the tabletop activity, the students will view Segment 2 of the South Carolina Criminal Justice Academy DVD *Terrorism: The Teamwork of First Response*, which plays out a critical, multi-casualty incident. The video details how a multi-disciplinary, multi-jurisdictional incident can be handled effectively when all parties work together.
### INSTRUCTIONAL CONTENT

**BIBLIOGRAPHY**

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**LESSON PLAN PURPOSE:**

The purpose of this block of instruction is to provide the telecommunications officer with an overall awareness of the warning signs of stress and proper management techniques.

**EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:**

Non-Testable, Stand-Alone Unit

**TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:**

Student Manual Provided by SCCJA
Computer
Projector
Projector Screen
PowerPoint Presentation
PERFORMANCE OBJECTIVES

<table>
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PERFORMANCE OBJECTIVES:

1. Define stress.
2. Define critical incident.
3. Identify the physiology of stress and the three determinants of stress.
4. Identify the three stages of stress adaptation.
5. Identify and distinguish the different sources of stress.
6. Identify the reasons why emergency workers are more susceptible to stress than other professions.
7. Describe the personal and professional responses to stress.
8. Identify the four levels of response to stress and the consequences of stress.
9. Describe the techniques used to manage an individual’s stress.
10. Describe agency techniques for stress management.
11. Describe the techniques used to manage stress within the family.
I. INTRODUCTION

When an individual is shot, stabbed, or seriously injured, their body will undergo approximately 150 rapid changes. These rapid changes often cause shock. So, even though the injury may not be life threatening, the rapid changes in the body can be fatal.

What happens to a person’s physical or emotional well-being when certain factors in their personal or professional life caused their body chemistry to make up to 150 major changes over a longer period of time? The answer is “stress.”

Stress can cause or contribute to mental health disorders such as depression, anxiety and substance abuse. Studies have shown that 75% of all doctor’s visits are the result of stress-related ailments and complaints. (www.healthline.com/health/stress-side-effects, 2013)

II. BODY

A. DEFINITION OF STRESS

The Free Dictionary defines stress as “a mentally or emotionally disruptive or upsetting condition in response to adverse external influences and capable of affecting physical health, usually characterized by increased heart rate, rise in blood pressure, and depression.” (www.thefreedictionary.com/stress, 2013)

B. DEFINITION OF CRITICAL INCIDENT

Critical Incidents are “any events that have sufficient emotional power to overcome the usual coping abilities of emergency personnel who are exposed to them.” (Mitchell & Bray, 1990, page 140)

C. PHYSIOLOGY OF STRESS

1. Physiology of Stress

Stress is the mind and body’s response to any demand or change placed on it. It is a non-specific response because it can be experienced in a wide variety of ways with a wide variety of consequences. A stressful event can affect someone emotionally, physically, cognitively (thinking), and behaviorally. The response to stress differs from person to person.

Some things become stressors by virtue of the cognitive interpretation or meaning given them. In William Shakespeare’s Hamlet, he pointed out, “…for there is nothing either good or bad, but thinking makes it so.” For example, a bill in the mail is a neutral object. It becomes a stressor only when its addressee interprets it as undesirable or threatening. It is this aspect of stress that makes it so individualized. For some, riding a rollercoaster is great fun, for others it is terrifying.

Other stressors are not influenced by individual interpretation. Substances like coffee, tea, and tobacco all produce stress related changes that affect physical and mental functioning. Likewise, changes in temperature and noise level can initiate a stress response that is not dependent upon thought processes, even though an individual’s preference or tolerance may still impact the degree of stress experienced. (Encyclopedia Britannica, 2013)
This test, based on the work of mental health experts Thomas H. Holmes and Richard H. Rahe, helps you identify the sources and amount of stress you encounter in your life. The following is a list of stress inducing events, in the order of their Life Change Unit (LCU), from high to low. Note all the items that apply to events you have experienced during the last year and add up their LCUs. Then take a look at what you can do about your stress level.

<table>
<thead>
<tr>
<th>Life Event</th>
<th>LCU</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Death of spouse</td>
<td>100</td>
</tr>
<tr>
<td>2. Divorce</td>
<td>73</td>
</tr>
<tr>
<td>3. Marital Separation</td>
<td>65</td>
</tr>
<tr>
<td>4. Jail Term</td>
<td>63</td>
</tr>
<tr>
<td>5. Death of a close family member</td>
<td>63</td>
</tr>
<tr>
<td>6. Personal injury or illness</td>
<td>53</td>
</tr>
<tr>
<td>7. Marriage</td>
<td>50</td>
</tr>
<tr>
<td>8. Being Fired from work</td>
<td>47</td>
</tr>
<tr>
<td>9. Reconciliation with spouse</td>
<td>45</td>
</tr>
<tr>
<td>10. Retirement</td>
<td>45</td>
</tr>
<tr>
<td>11. Change in health of family member</td>
<td>44</td>
</tr>
<tr>
<td>12. Pregnancy</td>
<td>40</td>
</tr>
<tr>
<td>13. Sexual difficulties</td>
<td>39</td>
</tr>
<tr>
<td>14. Addition of family member</td>
<td>39</td>
</tr>
<tr>
<td>15. Major business readjustment</td>
<td>38</td>
</tr>
<tr>
<td>16. Major change in financial state</td>
<td>37</td>
</tr>
<tr>
<td>17. Death of a close friend</td>
<td>37</td>
</tr>
<tr>
<td>18. Changing to a different line of work</td>
<td>36</td>
</tr>
<tr>
<td>19. Change in frequency of arguments with spouse</td>
<td>35</td>
</tr>
<tr>
<td>20. Mortgage for loan or major purchase over $15,000</td>
<td>31</td>
</tr>
<tr>
<td>21. Foreclosure on a mortgage or loan</td>
<td>30</td>
</tr>
<tr>
<td>22. Major change in responsibilities at work</td>
<td>29</td>
</tr>
<tr>
<td>23. Children leaving home</td>
<td>29</td>
</tr>
<tr>
<td>24. Trouble with in-laws</td>
<td>29</td>
</tr>
<tr>
<td>25. Outstanding personal achievement</td>
<td>28</td>
</tr>
<tr>
<td>26. Spouse begins or stops work</td>
<td>26</td>
</tr>
<tr>
<td>27. Starting or ending school</td>
<td>26</td>
</tr>
<tr>
<td>28. Change in living conditions</td>
<td>25</td>
</tr>
<tr>
<td>29. Revision of personal habits (dress, manners, associations)</td>
<td>24</td>
</tr>
<tr>
<td>30. Trouble with boss</td>
<td>23</td>
</tr>
<tr>
<td>31. Change in work hours, conditions</td>
<td>20</td>
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<tr>
<td>32. Change in residence</td>
<td>20</td>
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<tr>
<td>33. Change in school</td>
<td>20</td>
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<tr>
<td>34. Change in recreational activities</td>
<td>19</td>
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<tr>
<td>35. Change in church activities</td>
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<td>36. Change in social activities</td>
<td>18</td>
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<tr>
<td>37. Mortgage or loan under $15,000</td>
<td>17</td>
</tr>
<tr>
<td>38. Change in sleeping habits</td>
<td>16</td>
</tr>
<tr>
<td>40. Change in eating habits</td>
<td>15</td>
</tr>
<tr>
<td>41. Vacation</td>
<td>13</td>
</tr>
<tr>
<td>42. Christmas</td>
<td>12</td>
</tr>
<tr>
<td>43. Minor violation of the law</td>
<td>11</td>
</tr>
</tbody>
</table>

**TOTAL:** _________
If your total is 0-150:
Congratulations! At the moment, your stress level is low. Your chance of illness or accident related to your stress within two years is low. Any change can lead to stress, even enjoyable activities, such as vacations or new forms of recreation.

If your total is 150-300:
Take care of yourself now. You have borderline high stress. Your chance of accident or illness related to your stress within two years is moderate.

If your total is over 300:
Warning: You have a high stress level. Your chance of accident or illness related to your stress during the next two years is great. Stress intervention techniques are strongly urged.

(Discovery Fit & Health, 2013)

2. Stress and Performance
Stress can be either positive or negative. Stress can mobilize a person’s physical resources when faced with a fight, or sharpen memory and motivation when preparing for a test. On the other hand, taking a test can cause so much stress that it leads to anxiety and mental blocks. Stress that is “deemed healthful or giving the feeling of fulfillment” is called “eustress”. (dictionary.reference.com/browse/eustress, 2013) Having too much stress of any kind can cause distress, which Merriam-Webster defines as “pain or suffering affecting the body, a bodily part, or the mind.” (www.merriam-webster.com/dictionary/distress, 2013)

3. Determinants of Stress
What makes an event stressful? This is determined by three elements:
  a. Familiarity: the amount of previous experience with the event.
  b. Anticipation: determination whether the event has taken a person by surprise.
  c. Control: the level of choice or influence over the event.

As these three elements increase, so does the ability to respond to the event with a manageable level of stress. The Army’s dictum “train as you fight” reflects an understanding of this principle. Realistic training reduces a soldier’s stress by making him/her: (1) familiar with the combat experience, (2) anticipate what to expect by involving all 5 senses in the training, and (3) in control through the execution of planned combat tactics.

  a. Event: any stressor that comes from the environment.
  b. Cognitive Appraisal: the mental “price tag” or meaning that is given to the event.
  c. Physical Response: the physical and behavioral changes that take place in response to signals sent from the brain.
  d. Feedback: the mind’s ability to monitor what is taking place in the body. This leads to another round of cognitive appraisal. However, here the brain assigns meaning to the changes taking place physically and behaviorally. This feedback loop is responsible for diminishing, sustaining or increasing the stress cycle.
e. Coping Behavior: This stage occurs when a person chooses to intervene and break the Stress Reaction Cycle. Intervention can occur at any point during any of the stages, and serves to interrupt the dangerous spiral into physical and emotional problems.

D. THE THREE STAGES OF STRESS ADAPTATION

During the Stone Age, men and women relied on primitive and basic instincts to fight for scarce resources such as food and water. Those with effective instincts lived and prospered while those with poor instincts died. Stress reactions during those times are very similar to those used by modern man today. When stressors arrive, the mind and body must adapt. Adaptation occurs in three progressive stages: Alarm, Resistance or Adaptation, and Exhaustion. (www.stress-anxiety-depression.org/stress/stress.html, 2013)

1. Alarm: This is the Flight, Fight or Freeze stage where the body becomes totally aroused and all responses are focused on the stressor. This is a short-term survival tactic.
   Physical responses include:
   a. Increased heart rate.
   b. Sweating.
   c. Increased respiration.
   d. Dry mouth.
   e. Tensing of muscles.
   f. Anxiety, fear or panic.
   g. Difficulty concentrating.
   h. Distorted time orientation.

2. Resistance or Adaptation: The body’s reactions attempt to bring the “high” of the stressful event to within reasonable limits and repair any damage caused by the alarm reaction. If the resistance stage is successful, everything returns to the usual level of arousal. If the resistance stage is unsuccessful, the background or subconscious stress can result in detrimental long-term effects.

3. Exhaustion/Burnout: The final stage in which the body returns back to normal. The release of additional hormones, called cortisols, help to relieve the effects of stress. They are continually secreted until the body’s chemistry comes back into balance. Cortisol “offers the body some short-term relief, but ultimately it can suppress the immune system and potential biological and psychological diseases and disorders.” (www.stress-anxiety-depression.org/stress/stress.html, 2013)

E. THE SOURCES OF TCO STRESS

Untreated, frequent strong emotional reactions to situations can materialize into short-term or long-term changes in the telecommunications officer. Noticeable changes in a telecommunicator’s personality should cause major concern because:

1. The telecommunicator’s awareness, alertness, caring attitude, and emotions will sharply decline.
2. Although critical incident stress is the major concern of public safety telecommunicators, many secondary factors contribute to telecommunicator’s stress. Some of the most common secondary factors contributing to undue stress are (McAtamney, T., n.d.):

a. Internal or individual factors (thoughts and beliefs that create or exacerbate stress).

   (1) Sense of competency.

   (2) Self-talk – distorted thinking that leads to mental traps.

      (a) Blaming.
      (b) Emotional reasoning.
      (c) Mental filtering.
      (d) All or nothing thinking.
      (e) Overgeneralization.
      (f) Personalizing/Internalizing.

   (3) Conflicts in moral code.

   (4) Powerful yet powerless.

   (5) Perceived level of control.

   (6) Personality: Just as cognitive appraisal is the single most important determinant to the initiation of the stress response cycle, an individual’s personality suggests the typical level of their stress resiliency.

      (a) Type A personality characteristics.

         i. Competitive achiever.
         ii. Aggressive.
         iii. The need for control/the fear of loss of control.
         iv. Impatience (time urgency).
         v. Low tolerance for frustration (but they easily get frustrated).
         vi. Fast worker.
         vii. Multiple and simultaneous tasks.
         viii. Chronic hostility.
         ix. Increased risk of coronary heart disease.

      (b) Type B personality characteristics.

         i. Relaxed.
         ii. Not easily irritated.
         iii. No delegation problems.
         iv. Not likely to try to achieve unnecessary goals and objectives.
         v. Seldom impatient.
b. External stressors (events or conditions that act as stressors).

(1) Job stress:
   (a) Caseload.
   (b) Stuck with “obnoxious” coworkers.
   (c) Little shown appreciation for job performance.
   (d) Low pay.
   (e) No variety in job related duties.
   (f) 24-hour demand.
   (g) Little respect from other emergency services personnel.
   (h) Rotating shifts.
   (i) Roles and duties focused on dealing with persons in distress.
   (j) Bored one minute then keyed up for hours.
   (k) The daily grind of dealing with the “stupidity” of customers.

(2) Agency/Organizational stress.
   (a) Unfair Discipline: internal investigations; Citizen Complaint Review Board actions; stringent rules and regulations.
   (b) Negative Discipline - punishment or chastisement; over-supervision or an autocratic/military style of discipline.
   (c) Promotion Process: capable of dramatically increasing or decreasing morale and organizational efficiency, especially those involving biased or special allowances or considerations (Quota system?).
   (d) Pay and Recognition: lack of rewards may lead to low morale, resentment and leaving the job.
   (e) Inadequate training and poor or lacking equipment: leads to questions in competency and undermines sense of agency support.
   (f) Poor supervision/leadership.
   (g) Unfair workload distribution and shift assignments: favoritism or biased practices.
   (h) Poor communication: uncontrolled rumor mill, misinformation and inadequate information.
   (i) Fear and mistrust: Despite the availability of programs designed to diagnose and treat serious problems, persons tend to avoid anything that may stigmatize them before their peers and possibly end their careers. This lack of trust is the single greatest obstacle to treatment.
   (j) Politics: “playing the game,” “sucking up.”
   (k) Few family-friendly policies.
(l) Unclear roles, responsibilities and expectations: “What do you expect of me?”

(m) Allegations of incompetence: “It should have been done differently.”

c. Community/Society.
   (1) No respect from the public.
   (2) Public perception: living an image that does not fit.
   (3) Culture shock.

d. Everyday life.
   (1) Family needs and changes.
   (2) Personal well-being.
   (3) Financial.

F. REASONS FOR INCREASED SUSCEPTIBILITY TO STRESS IN PUBLIC SERVICE

Although stress is common among most emergency workers, TCO professionals are particularly prone to suffering from the negative effects of the job. Though telecommunication officers are rarely on the scene of an incident, they experience the stressful event much the same way responders do. Telecommunicators experience traumatic incidents through visual stimulation (seeing), auditory stimulation (hearing), and kinesthetic stimulation (emotional). Other factors that make telecommunicators susceptible to stress are (McAtamney, T., n.d.):

1. Isolation Issues
   Working long shifts with persons in the same field and developing relationships in the same work environment leads to severing ties with those not in the same or similar situations.

2. Structure of Institution
   By their nature, institutions require the sacrifice of the individualism of the TCO in exchange for the good of society. The process of de-individualizing the TCO to make them part of the team is a source of stress.

3. Shift Work
   Repetitive shift cycles are not normal and do not allow for the family time needed to develop family rituals necessary to enhance relationships.

4. Negative World View
   TCOs are constantly faced with the bad in the world. The routine contact with offenders, suspects, and criminals creates a cynicism that makes the TCO believe that most people are not trustworthy or have negative intentions.

5. Emotional Hardening
   Emotional hardening is a reduction in the ability to experience emotions. This coping mechanism allows the person to return to feeling normal quickly after a stressful experience; however, it can lead to lasting changes in feelings, values, motivation and attitudes.
G. PERSONAL AND PROFESSIONAL IMPACTS OF STRESS

Stress affects the whole individual. According to Charles Figley’s book *Compassion Fatigue: Coping with Secondary Traumatic Stress Disorder in Those Who Treat the Traumatized*, persons suffering from stress are impacted on a personal and professional level (pages 184 & 191).

1. Personal Impact
   a. Cognitive
      Cognitive responses can include: diminished concentration, confusion, decreased self-esteem, apathy, preoccupation with trauma, self-doubt, and thoughts of harming oneself or others.
   b. Emotional
      Emotional responses can include: anxiety, guilt, anger/rage, numbness, fear, helplessness, sadness/depression, overwhelmed, emotional rollercoaster, and shutdown.
   c. Behavioral
      Behavioral responses can include: impatience, irritability, mood swings, sleep disturbances, appetite changes, substance abuse, accident proneness, withdrawal.
   d. Spiritual
      Spiritual responses can include: questioning the meaning of life, loss of purpose, pervasive hopelessness, anger at God, and questioning prior religious beliefs.
   e. Interpersonal
      Interpersonal responses can include: withdrawal, decreased interest in intimacy, mistrust, impact on parenting style, intolerance, and loneliness.
   f. Physical
      Physical responses can include: shock, sweating, increased heart rate, breathing difficulties, aches and pains, dizziness, and impaired immune system.

2. Professional Impact
   a. Performance of job tasks
      Performance responses can include: decrease in quality, decrease in quantity, lack of motivation, avoidance of job tasks, increased mistakes, or setting perfectionist standards.
   b. Morale
      Morale responses can include: decreased confidence, loss of interest, dissatisfaction, negative attitude, apathy, demoralization, detachment, and feelings of incompleteness.
   c. Interpersonal
      Interpersonal responses can include: withdrawal from colleagues, impatience, poor communication, and staff conflicts.
   d. Behavioral
      Behavioral responses can include: absenteeism, exhaustion, faulty judgment, irritability, tardiness, irresponsibility, overwork, and frequent job changes.
H. THE FOUR LEVELS OF RESPONSE TO STRESS

Any stressor requires some type of response from a person, and this response will vary in its intensity from person to person.

1. Little or No Response
   Routine events like driving to the store often cause no stress because they are familiar, expected and under an individual’s control.

2. Moderate Response
   This is the level of stress felt in response to most of life’s stressors such as taking a test, conducting a traffic stop, or responding to a call for aid.

3. Severe/Traumatic or Critical Incident Stress
   Critical Incident Stress occurs when an individual is involved in a tragic or traumatic event for which he/she is neither prepared nor expecting. Factors that may affect a person’s response to a critical incident stress situation are:
   a. Perception.
   b. Proximity.
   c. Level of threat.
   d. Responsibility.
   e. Prior mastery of the experience.
   f. Nature and degree of social support available.
   g. Perceptual and memory distortion of the event.

4. Long-Term Stress
   If not routinely managed, the impact of daily stress becomes cumulative, and long-term consequences arise including: impaired thinking, hypertension, heart disease, respiratory problems, gastrointestinal problems, skin rashes, muscle tension, and suppression of the immune system.

   (www.healthline.com/health/stress-side-effects, 2013)

I. TECHNIQUES TO MANAGE STRESS WITHIN THE INDIVIDUAL

The first step to successful stress management is to recognize the warning signs and symptoms of stress. If a telecommunicator fails to recognize the warning signs of stress, or chooses to ignore them, the problems caused by stress will increase and become more severe with time. Although stress cannot be eliminated from our lives, it can be controlled by a myriad of different methods.

   History, despite its wrenching pain, cannot be unlived, but, if faced with courage, need not be lived again.

   Maya Angelou (1993)

1. Reduce the Stress Load
   a. Learn to say “no” to requests for time when none is available.
   b. Take a less responsible role in an organization.
   c. Cut down on overtime or moonlighting jobs.
d. When sick take a sick day.

e. Set realistic goals, don’t try to accomplish too much each day.

f. Be satisfied with doing fewer things better.

g. Do not worry about things you have no control over.

h. Turn failures to growth. “Life is 10% what happens to me and 90% how I react to it.”

i. Occupy your mind with winning thoughts and a positive attitude.

j. Do not try to keep up with the Jones.

k. Control alcohol consumption and prescription drug abuse.

l. If sleeping during the daytime hours, install heavy curtains to keep the sunlight out.

m. Leave a small fan or portable heater on to block out other sounds.

n. Use relaxation techniques when you first get into bed.

o. Encourage family members or roommates to change their habits while you are sleeping during unusual hours.

p. Take time to relax.

q. Always remember what is important to you.

2. You Are What You Eat

a. Eat five to six times a day instead of three major meals. The body can break down and digest certain food groups in smaller amounts.

b. Avoid or reduce saturated fats.

c. Avoid foods high in cholesterol.

d. Substitute unsaturated fats for saturated fat.

e. Eat low fat foods.

f. Snack on fruits instead of candy, donuts, and cake.

g. Use more herbs for seasoning or a salt substitute instead of salt.

h. Substitute a can of vegetable, fruit juice, or a carton of skim milk for a soft drink.

i. Avoid fast food restaurants.

j. Eat foods high in vitamin C, beta-carotene, folic acid, and fiber.

k. Avoid excessive amounts of sugar, salt, and caffeine.


a. Recognition of demand.

b. Appraisal of demand.

c. Mobilization of the nervous system.

d. Response to the threat.

e. Return to baseline.
4. Constructive Release

Constructive Release takes the emotions (energy in motion) and tension from stress and directs them into constructive outlets. There are three types of constructive release: Talking it out, exercising it out, and relaxing it out. (McAtamney, T., n.d.)

a. Talking it out

Probably the most successful treatment for stress is empathy. Empathy is the understanding a person receives from talking with a trusted, supportive friend or spouse. Talking helps solicit support and understanding from the listening friend. Talking it out could involve a colleague, friend, minister or professional (i.e., mental health counselor or police psychologist).

b. Exercising it out

Exercise could be a dirty word for many. Vigorous physical exercise helps the body to metabolize adrenaline and other chemicals released during a stress response. It is critical that a TCO engage in vigorous exercise within 24 hours of being exposed to a traumatic incident! This will do much to return the body to a normal level of stress arousal. Start slow and increase levels as you become more comfortable and it becomes familiar.

c. Relaxing it out

Some ways to relax include:

(1) Meditation: This involves taking your mind off stressful events/thoughts and focusing on relaxing, enjoyable thoughts.

(2) Deep breathing: This involves breathing in while expanding the lower abdomen, inhaling fully, holding for three to four seconds and then exhaling completely. Take 4 seconds to breathe in, 4 seconds to hold, and 4 seconds to exhale.

(3) Progressive Muscle Relaxation: When a muscle group is tensed and then released, those muscles will assume a less tensed resting state than when they were first tensed.

5. Increase Stress Resiliency and Resources

Often by learning/applying new skills and healthy habits a person can carry the load of stress with more flexibility and effectiveness. Some techniques are:

a. Financial management.

b. Self-hypnosis/relaxation.

c. Conflict management.

d. Time management.

e. Communication skills training.

f. Assertiveness training.

g. Anger management.

h. Positive thinking skills.

j. Stress inoculation.
J. AGENCY TECHNIQUES TO MANAGE STRESS

The goals of agency stress management are no different than the goals of individual stress management. The agency seeks: (1) to proactively support telecommunicators by reinforcing their ability to deal effectively with stress and (2) to provide appropriate outlets and resources for managing and reducing the causes of stress.

1. Proactive Interventions

Public safety agencies have come a long way in their appreciation of the negative impact stress can have on a TCO’s job performance and personal wellbeing. While not all agencies and departments are equal in their attempts to be proactive in this area, the trend is clearly positive. Examples of proactive agency stress management include:

a. Management consultation and education.

b. Hiring selection: hiring procedures that rule out those who may lack ample stress tolerance and emotional control.

c. Basic training (stress inoculation).

d. Seminars and workshops.

e. Family-friendly policies.

2. Stress Interventions

Agencies are recognizing the need for immediate intervention when a TCO is exposed to a critical incident. The South Carolina Law Enforcement Assistance Program provides post-critical incident resources for agencies across the state, as well as holding periodic training classes and seminars on critical incident stress. (www.scleap.org/index.html, 2013)

a. Critical Incident Debriefing (CID): These are structured debriefing sessions that are lead by trained professionals and public safety personnel. The State Crisis Response Team in South Carolina defines CID as “a process of education, ventilation, validation, and preparation regarding the psychological and emotional impacts of a traumatic life event.” (Figley, 1995, page 108)

b. Peer Support Training: This is a formal program that trains persons to provide peer support. Peer supporters are not meant to function as mental health professionals, but to act as approachable peers. Their role is to listen, support, assess when necessary and refer to professional counselors if appropriate. Peer support is highly effective in the public safety community because it is totally confidential and easily accessed.

c. Professional Referral: Some agencies have their own staff psychologist or have referral networks with professionals familiar with public safety professionals.

K. TECHNIQUES TO MANAGE STRESS WITHIN THE FAMILY

The family can be an important resource for coping and managing with stress; however, the family is also vulnerable to many of the same stressors. Unlike the TCO, the family does not have the peer support and agency resources to deal with the impact of stress. Therefore, it is up to the TCO and his/her partner to develop and maintain a healthy family that can withstand the stresses of life. (www.healthline.com/health/stress-and-family, 2013)
1. Keep It Simple
   What is most important to you? Your family should be your ultimate priority and passion. If they are your focus, other demands and responsibilities will be kept in proper perspective. Remember, commitment is the courageous act of choosing to pursue certain goals while letting other goals go.

2. Open Communication
   Share your thoughts, feelings, and experiences with each other, and be receptive to listen to your spouse.

3. Mutual Respect
   Value your spouse or significant other as you would like to be valued, even if it is not reciprocated.

4. Shared Activities
   Spend time participating in family activities.

5. Interdependence
   Interdependence is mutual reliance upon each other, compensating for one’s weaknesses with the other’s strengths and vice-versa. Relational interdependence provides the greatest level of resiliency and strength for life’s stresses.

6. Spiritual Base
   Faith, hope and love are all spiritual traits. Relationships that have a spiritual foundation and focus tend to be healthier than those without such a base.

III. SUMMARY
   Stress is a very real and normal part of a person’s life. In fact, some stress in life is necessary. It keeps an individual alert and prepared for any situation. It energizes the mind and body to confront threats and challenges with maximum effort. As public safety professionals, telecommunication officers must be aware of the amount of stress they are under on a daily basis, properly deal with that stress, and get professional help when necessary. Since getting help has traditionally held a stigma of weakness in the public safety arena, many fail to seek the help they need. However, getting help is not a sign of weakness, but a sign that a person cares about his/her career, family, coworkers, and his/her own mental and physical health.
Appendix A:

Desk Stretches
Online Stretches

1 minute

No matter how fast your modem, you’re always waiting for something to load while online. (This will probably never change, for even as modems get faster and faster, files get larger and larger.) These stretches are for your upper body, especially neck, shoulders, and wrists.

- Whenever you are reading online, and not using the keyboard or mouse, you can do upper body stretches using both arms.
- After you follow this program a few times, you’ll know these stretches by heart; thereafter do them frequently while online.
- Stretches 1–6 are a special routine. See pages 10 to 13 for details.

If there isn’t time to do them all at one time, break the routine into short combinations: 1, 2, 3 or 4, 5, 6 or 7, 8.

Excerpted from Stretching, (c) 2010 by Bob Anderson. Shelter Publications, Bolinas, CA. Reprinted by permission.
Copy Machine Stretches
(or Waiting-for-the-Printer Stretches)

Here is a chance to stretch while you’re waiting around. It’s a bonus—it doesn’t take any extra time!
- Stretch while you wait for the copies.
- Do any of the stretches in this book while making copies. Be inventive!
- Copy this page on the copy machine (!) and put it on the wall by the copy machine.

Excerpted from *Stretching*, (c) 2010 by Bob Anderson. Shelter Publications, Bolinas, CA. Reprinted by permission
Hand, Wrist & Forearm Stretches

(To Prevent Repetitive Strain Injuries)

Here is a series of stretches for the hands, wrists and forearms. If you have RSI-type problems, do not do any of these that cause pain. Proceed with caution.

If you do not have an RSI-type problem, we recommend you follow this routine as preventive medicine.

1. 10 times clockwise & counterclockwise
   10 sec each position p. 65

2. pull each finger & thumb gently
   4 times each direction, do both hands
   p. 68
   10 sec each position p. 65

3. rotate each finger & thumb gently
   4 times each direction, do both hands
   p. 68

4. 5 sec
   2 times
   p. 66

5. 5 sec each arm
   p. 66

6. 10 sec shake hands
   p. 68

7. 10 sec
   p. 67

Excerpted from Stretching, (c) 2010 by Bob Anderson. Shelter Publications, Bolinas, CA. Reprinted by permission
### INSTRUCTIONAL CONTENT

#### BIBLIOGRAPHY

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<td>Revised March 2013</td>
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<td>Telecommunications Officer Training Program</td>
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#### TIME ALLOCATION BREAKDOWN

(These hours should add up to the Time Allocation above. Do not include hours on the Practical Problems Range.)

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<tr>
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<td>Michelle Mills</td>
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#### ORIGINAL DATE OF LESSON PLAN:  

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#### LESSON PLAN PURPOSE:

The purpose of this block of instruction is to introduce the telecommunications officer to the National Incident Management System (NIMS).

#### EVALUATION PROCEDURES FOR WRITTEN/PROFICIENCY TESTS:

Electronic, Online Examination  
70% Minimum Passing Score  
Certificate Emailed Directly To The Candidate’s Email Address

#### TRAINING AIDS, SUPPLIES, EQUIPMENT, SPECIAL CLASSROOM/INSTRUCTIONAL REQUIREMENTS:

Computer With Online Access  
Printer
PERFORMANCE OBJECTIVES

LESSON PLAN TITLE: BTOT/National Incident Management System (NIMS) IS-100.b: Introduction to Incident Command System

LESSON PLAN #: I0226

STATUS (New/Revised): Revised March 2013

PERFORMANCE OBJECTIVES:

1. Develop an understanding of the National Incident Management System (NIMS) and communication’s role in a multi-disciplinary, multi-jurisdictional incident.
LESSON PLAN EXPANDED OUTLINE

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See IS-100.b *Introduction to Incident Command System* online course available at www.fema.gov
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