
HOW *to* INCLUDE SIMULATION *in* YOUR TRAINING PROGRAM



Integrate Simulation Lab
Get Trainees 'Floor Ready'
Document Skills Progress
Design Multi-Tasking Events

ABOUT SIMULATION



TRAINER'S WELCOME!

This booklet is to assist you in using SIMULATION in training. Simulation is the BEST practice for training 911. Here is what we have found over the last fifteen years, in the college setting and through the users group for 911 StarZ. We know that simulation training:

1. Allows students to learn in a safe environment (mistakes are road signs).
2. Utilizes step-by-step adult learning theory. Begin at the basics.
3. Allows trainees to progress and learn faster because it provides “experience”. With console training, they must wait for the experience.
4. Provides evaluation tapes and documentation like no other simulator.
5. Expands trainee’s understanding of what is needed.

We realize this is a new way to train, but we assure you that once you see the results - you will never again train without simulation. Can you imagine a police cadet never going to the firing range? Practice makes sense.

For this beginning session, keep it simple. Use real time, for example - if your training session begins at 1300 hours, the exercises will be staged at 1300 hours. This will make the beginning sessions less complex. Later you can change the time to be grave or swing.

Start your rookies on a simulator with one call at a time — and allow them to complete that call. The ‘proof’ of the work can either be a CARD, CAD print out or DISPATCH. Remember, what happens on the phone is only part — what was the product and how did that information come through. You are evaluating both — the phone call and the results of the phone call (card or CAD print out). No hassles the first day. The more realistic the simulator, the more they will learn.

Next progress to two phone calls at once, allow them to prioritize and use their own common sense. You want to see what they know already, what they must unlearn. **You are not trying to stress them, or trick them.** You are giving them a chance to show what they know, evaluate their work with you and identify *practices, methods* that would work better for them. You show them this by demonstrating or teaching. Then, they try again!!! Great.

Once students have handled the calls given, allow the students to listen to and rate their own calls. Next meet with them and go over their calls & cards, comparing your ratings to theirs. They now gain an understanding of what is needed. If necessary have the students repeat the calls with the needed corrections. Be sure to be supportive. Ask them how they felt about the calls and explain the next step in the training.

LEVELS OF SIMULATION

LEVEL I TRAINING Level I is the basic understanding of how to work with incoming calls. At level one only line one is called, and the radio is not used. Calls offer a variety of challenges designed to teach. Many of these calls can be about questions, transfers, or commonly asked questions for your area. The Trainee gets the chance to 'experience' your agency in a safe and controlled environment that is planned. The evaluation at this time is simple feedback with corrections, and suggested methods for improvement. Time is not an issue at Level I.

LEVEL II TRAINING is offered after all reports, simple in progress, hang ups and transfer calls are explored. During this training, the Call Taker is allowed to handle two calls at once, offering chances to prioritize, multi-task and make decisions. Evaluation becomes more focused on procedures, manners, and methods. **Speed now is important.**

LEVEL III TRAINING Level III is offered once multi-phones are mastered in this basic format. Next the CT adds radio. The addition of dispatching calls on the radio is VITAL because it allows the Trainee to understand WHY they are collecting the information they are. Once the call turns into a dispatch, the CT can view calls differently. Units arrive, ask for information that was not gathered, and the CT learns from experience. Evaluation is more focused on speed, multi-tasking, decisions, judgment and procedures. **Speed is required.**

SIMULATION ORGANIZATION

This is a worksheet for your trainers to prepare for simulation training. StarZ will allow for practice but there are many other components of the simulation 'system'.

CHECKLIST

- Do you have a list of every conceivable call type?
- Are you prepared with locations, addresses, callers name and relationship, realistic scenarios, built in problems, challenges?
- Have you considered possible background sounds (evoke emotions)?
- Have you determined what will be the caller's demeanor?
- Do you have evaluation sheets, labeled tapes with the date & person's name and what type of calls?
- Did you first model the behavior, skills, questions and data entry you wish the learner to accomplish?
- Do you have a plan to ensure errors lead to learning and immediate feedback, not criticism and withdrawal?
- Have you explained that the student may or may not be 'recorded' and that they may or may not be evaluated to alleviate any undue stress?
- Do you have a feedback form for the trainee to use, see the Exceptional Trainer Book. Yes we said trainee — they need to process the experience in their own mind for it to be higher level learning.
- Did you provide extra resources such as maps, resource books, a clock?
- Is there a reward system in place? How about a contest, a way to beat their last score?
- Do you allow students to work with non-threatening others – people who are not trainers?
- Do you have your own evaluation sheet on how the entire session worked for you, changes and success?

YES, OK THEN YOU ARE READY TO GO ...

A TYPICAL SIMULATION SESSION

The Importance of Evaluation

“The officer pulls the target in and looks at the holes — did he hit the guy? The good Communications Trainer can listen to a call and identify the holes. A great evaluation system provides the target and then assists in appraisal that clearly defines the misses and the hits. Simulation without evaluation is play and not training.”

If you are a simulator owner, you may think you have a machine, but simulation is not complete just because you have a device -it's a process, a system that includes an evaluation process. Although the evaluation process is an internal agency decision, we may be able to assist. How do you evaluate a simulated call? What does a typical college simulation or lab look like?

Students take calls, enter calls, dispatch out calls, handle radio traffic and naturally wait for evaluation from their instructor. Normally twenty students work with one instructor. There was a need for a fast, easy and reliable evaluation system and form. Students must know what they did right, what they need to do different and why.

Here is a description from a college instructor about simulation.

Each day we had 3 hours of “practical” (simulation). During the practical students would take whatever call type we were studying at the time. For example in the morning we would have lecture, reading and study on burglary. In the practical we would take a variety of burglary calls. Each student would play the part of caller, then Call Taker, then Dispatcher, then rotate to caller-Call Taker/Dispatcher. The students would rotate positions each day.

When the sessions were over, the time was well spent in feedback sessions. Students would relate their experience and ask questions, we would listen to the tapes in class and talk about what we heard. I would then go to the board and go over some methods, procedures and problems I had heard on the tapes. If we were at Level II they would receive written evaluations.

When I listened to students practice, I could determine what subtle methods they could do to perform better. Often it was just how to say something - or timing -or questions to ask. It's funny how you become aware of your own expertise when you can actually see why a certain method or procedure works AND identify when it doesn't and why. This is what the students needed to know. The ONLY way to tell the students what is expected, what they did correct and what they need to change is through an evaluation process.

***Practical training without feedback is like singing for yourself
— you may think you sound good...but....***

LEARNING BY DESIGN

Simulation Objective: To begin step by step understanding of basic call taking by building in learning experiences. The following are examples of designing simulation for a target purpose. You can purposefully create learning experiences! Here are the learning NEEDS of your trainee — and how you can accomplish them using StarZ. As you can see — there is no haphazard-ness to this type of training.

Sequencing Learning to gather SEND information first. Controlling the gathering of info — Not being distracted or LED by the caller — Using courteous persistence. Controlling the information.

How do I teach this in simulation? By designing a call where the caller resists giving send information — insists on telling the Call Taker about the circumstances and if the trainee allows the caller to control — the Trainer hangs up. When the Call Taker attempts to re-contact — the trainer does not answer. What then? Closely watch their decisions. From this they will learn how important send info is.

Gathering Send Basics Ensuring Caller's location and phone number, as well as any other important locations are known. Not making location assumptions. Never assuming — asking.

How? By never prompting the Call Taker (I.e. Do you want my apartment number?) allow them to ask house or apartment, phone number, where in the building every time while learning. Design calls where the caller is not where the response is. Make habits obligatory, not choice by showing the consequences of NOT.

Safety First Considering citizen and officer safety first in any call.

How? By creating scenarios that would NOT be safe for a caller or an officer without the intervention of the Call Taker. For example — advising the caller to leave. Asking weapons. Determining how many subjects or alcohol use. Who is the caller and how are they related to this call — this is very important and can be reinforced each time the Trainee takes a call — because you provide feedback.

Making Decisions There are certain calls at your agency that require a specific response or action — the Trainee Call Taker must learn to recognize these and take the appropriate action.

How? Instead of offering answers to the questions: What do I do with a wounded animal? Can I answer a question about the law? Can a neighbor cut the limbs from a tree? What do I do with a complaint about an officer. GIVE IT TO THEM! They learn first hand by having to handle it. The same with EMS, Fire or community resource calls. Where IS the food bank?

ABOUT EVALUATING



Training

Simulation

EVALUATION TIPS

Scoring 911 Call 'Results'

The CT can ask all the right questions but if the information is not recorded into the CAD or onto the call card appropriately, the work is not well-done. We recommend starting CT out on cards and progressing to CAD. Many agencies forget that we started with cards and then designed CAD. Students understand the automated system better if they understand where it came from. And if CAD ever goes down, your trainees will be comfortable.

CALL CARDS

You may think a score is not needed, however from years of experience, we know that when students are rewarded for doing what is correct, they are much more focused on results. This also creates a goal. They only receive 10 points this time out of 50 possible, they will try to figure out how to get 50 next time. You have their attention.

10 POINTS FOR EACH ITEM

- Legible
- Spelling Correct
- Correct abbreviations used
- Accurate details
- Narrative complete
- Narrative concise
- Descriptions in correct form
- Call type correct
- Card completed
- Priority Correct

CAD GRADING

Of course each CAD system is different, but here you can see a sample of what a CAD score sheet would consist of. Our experience is that the most challenging learning with CAD is the narrative. It may be that you only score the narrative. The other component is time. Level I begins ignoring time, but eventually how long the entry took is a vital part of the CT ability to consider.

10 POINTS FOR EACH ITEM

- Spelling Correct
- Correct abbreviations used
- Accurate details
- Narrative complete
- Narrative concise

EVALUATION SHEET EXAMPLE

Domestic Violence

REWARDS POINT SYSTEM

When progressing in Level I training, there should be a time before progressing to Level II where the student is accountable for gathering certain types of information. The Trainer will want to reinforce that certain types of information are vital to the primary goal to SEND, and safety. To achieve this understanding in the very real world — points are offered as reward for achievement.

Consider the points that would be granted for a domestic violence call. You can see that if these tasks are completed — points are gathered. If these tasks are not completed, points may not be gathered and the CT may repeat the call.

- Answers call in 3 rings
- Answers appropriately
- Asks response location first (50 Pts)
- Determines phone number of caller (10 Pts)
- Determines caller name & involvement
- Determines problem
- Determines injuries and extent
- Asks weapons (10 points)
- Asks history (protection orders?)
- Correctly identifies Call Type
- Gathers information on vehicles (DOT)
- Gathers information on suspects (DOB/run)
- Determines time delay
- Keeps caller on line
- Protects caller
- Protects unit with safety (10 Pts.)
- Terminates the call when appropriate
- Keeps caller on line (20 Pts.)
- Uses a calm and professional manner

We know in this immediately dangerous call the location and sending is the most important, also asking weapons or other safety questions is important, but our job is to send.

If no points are gathered, the call must be repeated. Another domestic call may be offered, but the same criteria applies.

SAMPLE 'LETTER' GRADE DESCRIPTIONS

Final Exam Floor Ready

- A** Student is able to answer both phone lines and radio with no loss of information. Student handled all radio traffic without delay, dispatching the proper units and answering and handling requests in a timely and professional manner. All CAD entries were consistently correct and complete. Student's attitude was calm and professional throughout the exercise. Student performed all tasks within procedures. No further training required in this area.
- B** Student is able to answer both phone lines and radio with minimal loss of information. Student handled most radio traffic without delay, dispatching the proper units and answering and handling most requests in a timely and professional manner. CAD entries were generally complete and correct. Student's attitude was proficient. Student followed procedures most of the time. Discussion and tape evaluation by student is required, no further training needed.
- C** Student handled two phones and radio with some difficulty and delays. Student handled most radio traffic with some delays, dispatching the proper units and answering and handling most requests with some delays and errors in unit numbers or information. CAD entries were incomplete at times with correction needed. Student's attitude was inconsistent, at times hesitant, hurried and abrupt. Student did not follow procedures in many calls. Discussion, tape evaluation, CAD review and retraining and re-evaluation required.
- D** Student was unable to handle two phones and the radio, losing information on calls and some radio traffic. Student missed information and did not complete tasks and was unable to keep up with the activity. CAD entries were incomplete and incorrect. Student's attitude was funky. Procedures were out the window. Discussion, tape evaluation, CAD retraining, phone and radio retraining on exercises, with a slower pace and re-evaluation within two weeks is required.
- F** Student failed to handle phones and radio, losing and not answering calls and radio traffic. Student ignored phones, missed radio transmissions, and failed to make proper CAD entries. Student's attitude was stressed and overwhelmed. Procedures ha. A re-evaluation of training history and prior evaluations, with a discussion on training goals and timelines is required. Improvement is required in the next two-week practice sessions and a re-test with a maximum progress is required for continued employment.

People are comfortable and familiar with letter grades — but you see from this that the grades are connected to action. Any time a person is evaluated — connect that letter grade to an action. Either they progress to the next level, the repeat or they are backed up.

SAMPLE CALLS



SIMULATION CALLS

LEVEL ONE

To be offered individually, no multi tasking. Tapes are to be evaluated by the trainer and the trainee using only verbal feedback, correction and repeat calls as necessary. Allow success here.

These calls were designed to offer in your simulation program for new hires. Give each person the same calls, then evaluate based on the same criteria. If you wish to assign a very simple initial score, use the following:

1. Did not take appropriate action — discuss and repeat call
2. Took appropriate action — discuss and take similar call
3. Handled with skill— discuss and progress to higher level

CALL #1: *Select a bar or tavern location. **SAMPLE CALL**

You are the bartender. You state that you opened up the bar today to find the place ransacked. You also state that last night when you left -the owner and her husband were having a loud disagreement (if asked give their names). In the middle of a sentence you hang up. If the CT calls back into the location by using line 3, do not answer, let it ring.

Your interest is in determining if the CT can use good judgment about safety issues. Did the CT call back in, what action did the CT take when there was no answer. How was the call prioritized? Did the CT mention the hang up on the narrative. What was the Call Type coded? If no attempt was made to call back, an excellent lesson on calling back.

Date/time: _____ Trainer Initial: _____ Student #: _____

Use checkmark for completion, 0 for did not complete, X for Not needed.

- | | |
|--|---|
| <input type="checkbox"/> Answers call in 1 ring | <input type="checkbox"/> Gathers information on suspects |
| <input type="checkbox"/> Answers appropriate | <input type="checkbox"/> Determines time delay |
| <input type="checkbox"/> Asks response location first | <input type="checkbox"/> Keeps caller on line (when needed) |
| <input type="checkbox"/> Asks house or apartment | <input type="checkbox"/> Protects caller by _____ |
| <input type="checkbox"/> (location in business?) | _____ |
| <input type="checkbox"/> Determines phone number of caller | <input type="checkbox"/> Protects unit with safety questions |
| <input type="checkbox"/> Determines caller name, last name first | <input type="checkbox"/> Terminates the call when appropriate |
| <input type="checkbox"/> Compares ALI to verbal | <input type="checkbox"/> Requests call back if anything changes |
| <input type="checkbox"/> Determines problem | <input type="checkbox"/> Uses a calm and professional manner |
| <input type="checkbox"/> Asks (questions needed for call type) | <input type="checkbox"/> Transfers to proper agency |
| <input type="checkbox"/> Correctly identifies Call Type | <input type="checkbox"/> Offers appropriate advice |
| <input type="checkbox"/> Gathers information on vehicles | |

How To Include Simulation In Your Training Program

CALL #2: Select a public location (library)

There is a person inside that seems to be mentally ill, disoriented, angry when talking to a young woman (If asked) in the bathroom now. WMA 601, 30-40 blue suit, balding. (If asked) driving a blue van. (if asked) never seen before. State you must go take care of customers.

Your interest is in the CT asking all the right information on description, location now, vehicles, weapons, and KEEPING THE CALLER ON LINE. This is a good lesson on “...what this could be.” A domestic, diabetic ill, mentally ill person. Also great for how to take descriptions — instead of ‘what did he look like’ should be race, age, hgt and so on.

Date/time: _____ Trainer Initial: _____ Student #: _____

Use checkmark for completion, 0 for did not complete, X for Not needed.

- | | |
|--|---|
| <input type="checkbox"/> Answers call in 1 ring | <input type="checkbox"/> Gathers information on suspects |
| <input type="checkbox"/> Answers appropriate | <input type="checkbox"/> Determines time delay |
| <input type="checkbox"/> Asks response location first | <input type="checkbox"/> Keeps caller on line (when needed) |
| <input type="checkbox"/> Asks house or apartment | <input type="checkbox"/> Protects caller by _____ |
| <input type="checkbox"/> (location in business?) | _____ |
| <input type="checkbox"/> Determines phone number of caller | <input type="checkbox"/> Protects unit with safety questions |
| <input type="checkbox"/> Determines caller name, last name first | <input type="checkbox"/> Terminates the call when appropriate |
| <input type="checkbox"/> Compares ALI to verbal | <input type="checkbox"/> Requests call back if anything changes |
| <input type="checkbox"/> Determines problem | <input type="checkbox"/> Uses a calm and professional manner |
| <input type="checkbox"/> Asks (questions needed for call type) | <input type="checkbox"/> Transfers to proper agency |
| <input type="checkbox"/> Correctly identifies Call Type | <input type="checkbox"/> Offers appropriate advice |
| <input type="checkbox"/> Gathers information on vehicles | |

CALL #3: *99 No Record Found

You want to report a person who is driving with expired lic tabs — but you wish to remain anon. The vehicle is parked outside an address and the vehicle does not run. Give the CT an address outside your jurisdiction. *What the hell are you going to do about this?* The attitude of the caller is demanding and wants action.

Your interest is in raising a challenge call once handled with your feedback understood forever. Also recognizing an address outside your area, learning about the law, expired tabs etc. You can design many of these types of calls that are specific to your area.

Date/time: _____ Trainer Initial: _____ Student #: _____

Use checkmark for completion, 0 for did not complete, X for Not needed.

- | | |
|--|---|
| <input type="checkbox"/> Answers call in 1 ring | <input type="checkbox"/> Gathers information on suspects |
| <input type="checkbox"/> Answers appropriate | <input type="checkbox"/> Determines time delay |
| <input type="checkbox"/> Asks response location first | <input type="checkbox"/> Keeps caller on line (when needed) |
| <input type="checkbox"/> Asks house or apartment | <input type="checkbox"/> Protects caller by _____ |
| <input type="checkbox"/> (location in business?) | _____ |
| <input type="checkbox"/> Determines phone number of caller | <input type="checkbox"/> Protects unit with safety questions |
| <input type="checkbox"/> Determines caller name, last name first | <input type="checkbox"/> Terminates the call when appropriate |
| <input type="checkbox"/> Compares ALI to verbal | <input type="checkbox"/> Requests call back if anything changes |
| <input type="checkbox"/> Determines problem | <input type="checkbox"/> Uses a calm and professional manner |
| <input type="checkbox"/> Asks (questions needed for call type) | <input type="checkbox"/> Transfers to proper agency |
| <input type="checkbox"/> Correctly identifies Call Type | <input type="checkbox"/> Offers appropriate advice |
| <input type="checkbox"/> Gathers information on vehicles | |

How To Include Simulation In Your Training Program

CALL #4: Select female owned residence.

Call on line one, push up the red button for Audio In, select # 3 DV w knife. After the call plays hang up and do not answer when and if the CT calls back.

Your interest is in the Trainee accurately portraying what was heard on the line. Also did she notice the ALI as a female. Were all the facts reported (the knife, the other background calls) did the CT put a line back in? Was the call prioritized correctly? A good lesson about Domestic Violence laws.

Date/time: _____ Trainer Initial: _____ Student #: _____

Use checkmark for completion, 0 for did not complete, X for Not needed.

- | | |
|--|---|
| <input type="checkbox"/> Answers call in 1 ring | <input type="checkbox"/> Gathers information on suspects |
| <input type="checkbox"/> Answers appropriate | <input type="checkbox"/> Determines time delay |
| <input type="checkbox"/> Asks response location first | <input type="checkbox"/> Keeps caller on line (when needed) |
| <input type="checkbox"/> Asks house or apartment | <input type="checkbox"/> Protects caller by _____ |
| <input type="checkbox"/> (location in business?) | _____ |
| <input type="checkbox"/> Determines phone number of caller | <input type="checkbox"/> Protects unit with safety questions |
| <input type="checkbox"/> Determines caller name, last name first | <input type="checkbox"/> Terminates the call when appropriate |
| <input type="checkbox"/> Compares ALI to verbal | <input type="checkbox"/> Requests call back if anything changes |
| <input type="checkbox"/> Determines problem | <input type="checkbox"/> Uses a calm and professional manner |
| <input type="checkbox"/> Asks (questions needed for call type) | <input type="checkbox"/> Transfers to proper agency |
| <input type="checkbox"/> Correctly identifies Call Type | <input type="checkbox"/> Offers appropriate advice |
| <input type="checkbox"/> Gathers information on vehicles | |

CALL #1 USE PAY PHONE

Injury accident at the mall, unsure of the address. Pregnant woman in one vehicle, blocking traffic.

Evaluate accident interrogation, ability to problem solve the location by identifying landmarks. Evaluate EMD questions regarding number of patients and condition.

CALL #2 USE FEMALE ALI

Call, gasp and drop the phone, push the buttons 911 when the line is open.

Evaluate the noticing of the female as ALI, the address as a residence. Evaluate narrative that notices the pushing of the buttons on the phone.

CALL #3 USE BEAUTY SHOP

Hair Salon is reporting a woman with difficulty breathing who was waiting for an appointment — she is not known and cannot talk. She seems to be about 50.

Evaluate the Shortness of Breath questions, pre-arrival. Keeping the caller on line most important. Correct EMD card and procedures.

CALL #4 USE CHURCH

Request for Medics to help an elderly patient get up. Location is not in the church but in the Pastor's home behind. Do not offer that information. Allow the student to wonder why an invalid would need help in the church.

Evaluate lessons from service aid calls

CALL #5 NO RECORD FOUND.

Call outside the jurisdiction location to report an injury accident — local freeway.

Evaluate knowledge of the area and freeway system, who to transfer to and what type of information was needed on a transfer call. How the transfer was completed.

CALL #6 *99 NO RECORD

Cell call stating a person is down at a local intersection — maybe a drunk, full description. Caller not on location, passed this two minutes ago. Caller anxious to get off the line and not get involved. May want to simulate VoIP call.

Evaluate ability to deal with prior incident and unknown problem - no ALI.

CALL #7 *99 No RECORD

Outside agency reporting a report of a domestic with a house fire set and people inside, their officer is on location as a civilian.

Evaluate this multi layered response recognition. Did the CT understand the incident enough to ask appropriate questions and generate the correct response. Was the officer on location available — how did they get the call from him, can he be on a cell phone. Problem solving, anxiety level for a multi-jurisdiction or layered response.

CALL #8 USE RESTAURANT

Person choking on meat. Waitress/waiter calling wants to do something to help. Caller is anxious. Man is turning blue.

Evaluate choking card use and stress level.

CONCLUSION

We have led you through a typical training session. Once you get the basics down — you will find enjoyment, increased skill level, happier trainers, more successful trainees. Simulation isn't just nice to have, anymore — **it's a must have**. We used simulation for over 15 years in a college setting. If you have any questions or want to talk more about setting up a college program, or putting simulation into your training, please feel free to call any of us anytime at Professional Pride Training — 1.800.830.8228. Talk to Pennee or Sue - both college educators.

*Visit our website often! www.911Trainer.com
We thank you and hope you enjoyed this eBook.*