

# Description of the Full Zone Skills

## **ZONE 1 – Multi Task Split Ear**

This is our one of our most popular skills testing. The student/new hire listens to the audio and places a color, numbers or letters in the correct columns. The audio starts slow and gives one item at a time, let's say a color, then they come to the person faster and start over lapping. Not many people get 100% the first time. If they do or just get one wrong, they are my best students in the class. It is easier if they know the abbreviations of the colors/

**STUDENT COMMENT ABOUT THIS SKILL BUILDER:** My student observed at a Comm. Center as part of the class project. When he observed his person he was sitting with handle radio traffic, make a phone call to another agency and listen to another call on the phone, he saw how multi tasking was needed. Handling the radio and one call with the headset, and holding a handset from the phone with another. This made a huge impact of him and why we practice this skill.

## **ZONE 2 – Following Directions.**

The student/new hire is given a set of cards and places them in front of them. The audio portion gives them directions to place the cards where. For example, moving the bottom left card to the top right. The skill is to organize, quick thinking, memory and working under pressure.

The work comparison is that things happen quickly in the Comm. Center and involve many tasks performed quickly.

## **ZONE 3 – Visualization**

In this task, there are four 9-1-1 hang-ups they listen to. They record on paper or in CAD what they heard. They then tell me what are the facts of the call and I write them on the board. Many times there are perceptions or inference contained in the fact-finding mission. They will then tell me what impression they had about the call. What was it? Can you give it a call type?

In the discussion of the calls and their comments they document, many times there are assumptions that are made. We discuss the facts vs. assumptions and then the light comes on and the looks on their faces, they understand.

#### **ZONE 4 – Keyboarding**

This skill has the students/new hire type a combination of names, addresses, phone numbers and radio transmissions. The student/new hire has to be at 40 wpm to keep up with the audio.

**STUDENT COMMENT ABOUT THIS SKILL:** All of the students commented that with the combination of the numbers and letters, it slowed them down unless they were proficient at 10 key. The typing test that they have taken in the past is just numbers. They loved the challenge to improve their skill.

#### **ZONE 5 – Mapping**

This exercise was very helpful for the student/new hire that had to depend on working with maps rather than GPS. It helped learn a grid system that most places use for addressing. This also helped when it was time for them to do testing for an agency.

#### **ZONE 6 – Call Taking**

The student/new hire is given 5 audio non-emergency police calls. They recorded the information in their CAD as a narrative. They then had to assign a call type to the call. The third item is to decide if it is life threatening, non-life threatening, and no threat report only or no response needed. It also contains person and veh descriptions that they needed to use the appropriate abbreviations. We then discussed each call and why it was given the priority type that was assigned.

**STUDENT SKILL:** This teaches the student/new hire how to write a narrative the way an agency or your agency trains to write a brief narrative with accurate information.

#### **ZONE 7 – Listening**

There are four attempt to locates that is heard from the audio CD. The student/new hire must listen only without taking notes and recall 10 items by memory what they heard in the BOLO/ATL. You can do this with letting them take notes and see if they recorded important information.

**STUDENT SKILL:** Memory must often be used in a multi tasking environment and be handled as soon as practical. This may also be used to practice putting the information in the correct order to be broadcast by radio. Have the student/new hire practice how to broadcast the information.

## **ZONE 8 – Unit Tracking**

There are 8 Police Units to keep track of. The worksheet has a starting point for the officer. The student/new hire must keep track of the officer's location when they advise of their activity.

**STUDENT COMMENT ABOUT THIS SKILL:** On the first attempt I normally have them keep track of just one or two units. If I do not start them out slow, I get the deer in the headlights look and they give up. I progressively add a unit for them to track. It is difficult at first, but as each unit is added, it does get easier for them.

## **ZONE 9 – Taking Descriptions**

I use this section in the beginning of the class. The student needs to learn descriptions and abbreviations during the first part of their training. It teaches them CYMBALS and the order in which to take a person description. I give them the NCIC abbreviations. This gives them a good head start when they get hired and their training time is less because of the basics they learn.

The audio portion gives the descriptions including the clothing and scars, marks and tattoos. The vehicle portion includes the plates and the state abbreviations must be used and all CYMBALS information. During the entire class all entries into their CAD, they must use the abbreviations they have learned.

## **ZONE 10 – Information Recall**

Students take notes from the audio file that has phone calls and radio traffic. They take this information and answer 20 questions about the calls they have heard.

**The work comparison:** Call Takers and Dispatchers have a variety of information coming at them from many different sources. They cannot always immediately use this information and at times must rely on their own notes or memory to answer questions or handle tasks.

## **ZONE 11 – EMD**

Students listen to audio files that give patients age, condition signs, symptoms and patient medical history. In CAD they write a “short report” to give the responders. In addition, they must give the call a severity. They must also describe the call in 3 words or less. This makes a good discussion with the class, as most times student/new hire will have different severity levels and description of the calls.

### **ZONE 12A – Fire Knowledge**

Several scenarios are presented on the audio portion of these exercises. There are four multiple-choice answers. The student/new hire has to quickly choose an answer given the fact if they could only ask one question, what would that be of the four choices. This provides again a discussion about the answer they have chosen. It is a good way to find out how they think and how to prioritize. The Instructor explains why they chose the answer that they did.

### **ZONE 12B – Fire Communications**

Four simulated fire calls are heard with interaction between the dispatcher and the responding units. The students/new hire records all incident information on cards they have in front of them. The task is tracking units and handle requests given to the dispatcher. The discussion portion always shows examples of the Incident Command system (ICS) and how it is used.