



THE COMMONWEALTH OF VIRGINIA

Virginia Criminal Justice Training Reference Manual



Virginia Department of Criminal Justice Services

www.dcjs.virginia.gov

**Performance Outcomes, Training Objectives, Criteria and Lesson Plan Guides for
Compulsory Minimum Training Standards for *Dispatchers***

Performance Outcomes for DISPATCHERS

Communication

Dispatcher Judgment

Legal

Professionalism

On the Job Training

COMMUNICATION

Performance Outcome 1.1

Obtain information related to complaints and/or requests for service from the public, field units, and other agencies.

Training Objective 1.1

Given a written scenario or practical exercise:

- A. Identify two purposes of emergency services communications.
- B. Identify five primary functions of emergency dispatching.
- C. Obtain basic information from caller to send appropriate response unit(s).
- D. Use effective interpersonal skills in crisis situations.

Criteria for Testing: The trainee shall be tested on the following:

- 1.1.1. Identify two purposes of emergency services communications.
- 1.1.2. Identify five primary functions of emergency dispatching.
- 1.1.3. Identify the basic information required to determine which response unit(s) to send.
 - 1.1.3.1. Law enforcement
 - 1.1.3.2. Medical
 - 1.1.3.3. Fire
- 1.1.4. Identify characteristics of a person in crisis.
- 1.1.5. Demonstrate collection of information from a caller related to a crime, traffic incident, medical emergency, fire emergency, animal complaints and safety hazard. (This may be done in one combined exercise or several separate ones.)

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Identify two purposes of emergency services communications.
 - a. To provide the key link between the public needing assistance and the emergency service provider(s) in the field.
 - b. To facilitate communications between field units and others to expedite the completion of the service to the public.
2. Identify five primary functions of emergency dispatching.
 - a. Communication between the public and the department.
 - b. Communication between members of the department.
 - c. Communication between other public safety departments or other public service agencies.
 - d. Coordination of the response of emergency services personnel.
 - e. Record-keeping.
3. Receive in-person complaints and requests for service from the public and other agencies.
4. Receive officer initiated calls for service and requests from field units.
5. Answer and route routine business calls.
6. Identify characteristics of a person in crisis.
7. Obtain initial complaint-screening information from callers or in-person
 - a. Victims
 - b. Witnesses
 - c. General public
 - d. Other agencies
 - e. Field personnel
8. Obtain additional information from complainants or witnesses.
9. Obtain complete/detailed information for law enforcement emergencies and other requests.
10. Obtain complete/detailed information for dispatching to assist with medical emergencies.
 - a. Public Access Defibrillation awareness [§8.01-225](#)
11. Obtain complete detailed information for dispatching to assist with fire emergencies.
12. Obtain complete/detailed information for dispatching to assist with safety hazards.
13. Obtain complete/detailed information for dispatching to assist with complaints from anonymous callers.
14. Obtain complete/detailed information for dispatching to assist with complaints regarding animals.

Performance Outcome 1.2

Perform multiple tasks related to receiving information and dispatching appropriate response units.

Training Objective 1.2

A. Given a written scenario and practical exercise, perform multiple tasks related to receiving information and dispatching appropriate response units.

Criteria for Testing: The trainee shall be tested on the following:

- 1.2.1. Demonstrate active listening skills to obtain needed information.
- 1.2.2. Demonstrate method used to read, transmit, enter/record information, and speak to response units.
- 1.2.3. Demonstrate method used to monitor and respond to radio transmissions from law enforcement units.
- 1.2.4. Demonstrate method used to monitor and respond to radio transmissions from fire department units, if applicable.
- 1.2.5. Demonstrate method used to monitor and respond to radio transmissions from emergency medical units, if applicable.

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Active listening skills to obtain needed information.
2. Methods that may be used to read, transmit, enter/record information and speak to response units.
3. Methods that may be used to monitor and respond to radio transmissions from law enforcement units.
4. Methods that may be used to monitor and respond to radio transmissions from fire department units.
5. Methods that may be used to monitor and respond to radio transmissions from emergency medical units.

Performance Outcome 1.3

Apply standard communication techniques in receiving and transmitting information via radio and telephone.

Training Objective 1.3

Given a practical exercise:

- A. Identify general radio codes and general terminology to communicate with response units.
- B. Apply standard communication techniques in receiving and transmitting information via radio and telephone.

Criteria for Testing: The trainee shall be tested on the following:

- 1.3.1. Use of words and terms associated with effective interpersonal skills.

- 1.3.2. Clear and distinct speech using common radio/telephone terminology.
- 1.3.3. Identification of standard codes, military time and/or phonetic alphabet to conduct police communications/transmissions.
- 1.3.4. Demonstration of effective techniques to calm the emotionally upset citizen and communicate with him or her.
- 1.3.5. Receipt and transmission of information to coordinate communications between field units.
- 1.3.6. Explanation of the critical need for and control of radio traffic.
- 1.3.7. Use of clear speech to broadcast all points bulletins.
- 1.3.8. Identification of information and items of importance about which to brief incoming dispatch personnel to ensure their knowledge of current activities.

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Developing effective interpersonal skills.
 - a. Verbal communication
 - b. Non-verbal communication (body language)
 - c. Written communication
 - d. Listening skills
2. How to speak clearly and distinctly.
3. Use of standard codes, military time and/or phonetic alphabet to conduct police communications/transmissions.
4. Use of effective techniques to calm an emotionally upset person.
5. Receiving and transmitting information to coordinate communications between field units.
6. Explaining the critical need for and controlling radio traffic.
7. Use of clear speech to broadcast all points bulletins, including review of “breaking” technique for broadcasting BOL’s.
8. Briefing incoming dispatch personnel to ensure their knowledge of current activities.
9. Attending communication meetings, briefings and debriefings relevant to dispatch operations.
 - a. Importance of information presented at meetings and transmitting this to communications staff as a whole.
 - b. Sensitivity and timeliness of some information, e.g., raids, recognition signals, etc.
 - c. Information on major events.
 - d. Critical Incident Stress Management (CISM) meetings
 - e. Others as may be identified by the instructor

Instructor Note: Advise trainees that they may learn the use of electronic mail, fax

communications and other similar equipment unique to their agency during on-the-job training.

Performance Outcome 1.4

Disseminate information to the public, field units, and other agencies using standard communication and dispatching techniques.

Training Objective 1.4

A. Given a written scenario or practical exercise, identify or demonstrate methods to disseminate information to the public, field units, and other agencies using standard communication and dispatching techniques.

Criteria for Testing: The trainee shall be tested on the following:

- 1.4.1. Method(s) to provide non-confidential information to the public.
- 1.4.2. Communication with officer(s) by radio or computer to check status and safety.
- 1.4.3. Providing descriptive information of missing person(s), suspect(s), vehicle(s), etc.
- 1.4.4. Summarizing incident information received for dispatching calls for service via radio.
 - 1.4.4.1. Listen to caller
 - 1.4.4.2. Read recorded information
 - 1.4.4.3. Transmit information to field units and receive information from field units.
 - 1.4.4.4. Document required information
 - 1.4.4.5. Relay, provide, and update incident information to field units
 - 1.4.4.6. Dispatch field units to calls for service

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Method(s) to provide non-confidential information to the public.
2. Communication with field units to check status and safety.
3. Providing descriptive information of missing person(s), suspect(s), vehicle(s)
 - a. Person description
 - (1). Ethnic background/color of skin
 - (2). Gender
 - (3). Approximate age
 - (4). Approximate height/weight/build
 - (5). Hair color/facial hair (beard, mustache)
 - (6). Eye color/glasses
 - (7). Clothing (generally try to describe person from head to toe)

- (a). Headwear (baseball cap, ski mask, hat with brim, etc.)
 - (b). Coat/jacket (type and color)
 - (c). Shirt/blouse color (long or short sleeved)
 - (d). Pants/belt/dress/skirt color (type – jeans, mini-skirt, etc.)
 - (e). Shoes (type and color) (white Nike, black pumps, etc.)
- (8). Any known medical conditions
 - (9). Direction of travel/location last seen
 - (10). Weapon seen/type/description
 - (11). Distinguishing characteristics
 - (a). Scars, marks, tattoos
 - (b). Voice characteristics
 - (c). Any others that help with identification

b. Vehicle - the acronym C-BALS may help a trainee to remember to ask for the first seven items listed.

- (1). Color (top to bottom – burgundy top, black bottom, etc.)
- (2). Year
- (3). Make/Model (Toyota Camry; Ford Taurus, etc.)
- (4). Body style (sports car, sedan, station wagon, van, etc.)
- (5) Additional information
 - (a). Unusual markings (anything unusual on the vehicle that will help identify it)
 - (b). Number of occupants
- (6). License Plate Number (or partial)
- (7). State
- (8) Direction of travel

4. Summarizing incident information received for dispatching calls for service via radio.

- a. Listen to caller
- b. Read recorded information
- c. Transmit information to field unit and receive information from field unit.
- d. Type in required information
- e. Relay, provide, and update incident information to field units
- f. Dispatch field units to calls for service
- g. Issue case or incident number, if applicable, and other information as required

Instructor Note: Advise trainees that they will learn department policy on safety checks and policy on information release during on-the-job training.

Performance Outcome 1.5

Apply standard communication techniques when handling specialized situations via radio, telephone and in person.

Training Objective 1.5

A. Given a written scenario or practical exercise, identify or demonstrate the steps involved in receiving, handling and dispatching complaints or requests related to specialized situations identified in the criteria for testing.

B. Given a written scenario or practical exercise, identify or demonstrate the steps involved in handling callers involved in specialized situations identified in the criteria for testing.

Criteria for Testing: The trainee shall be tested on the following:

1.5.1 Contacting other agencies to obtain information and resources for the following types of incidents via radio, telephone or other electronic media:

1.5.1.1. Mutual aid

1.5.1.2. Officer safety

1.5.1.3. Incident status

1.5.1.4. Restricted and confidential information

1.5.1.5. General assistance

1.5.1.6. Miscellaneous requests

1.5.2. Obtaining information, dispatching and coordinating units for responding to two of the following specialized calls and incidents simultaneously:

1.5.2.1. SWAT

1.5.2.2. K-9

1.5.2.3. Investigations

1.5.2.4. High speed pursuits

1.5.2.5. Hazmat

1.5.2.6. Water rescue

1.5.2.7. Prison/jail breaks

1.5.2.8. Disaster drills and situations

1.5.2.9 Aviation crash

1.5.2.10 Missing person in unusual terrain

1.5.3. Communicating effectively and maintaining contact with persons involved in the

following specialized calls:

- 1.5.3.1. Crisis and/or panic situations
- 1.5.3.2. Mentally impaired, unstable or suicidal caller
- 1.5.3.3. Intoxicated caller/irate or abusive caller
- 1.5.3.4. Child caller
- 1.5.3.5. Elderly caller
- 1.5.3.6. Non-English speaking caller
- 1.5.3.7. False or nuisance calls
- 1.5.3.8. Media calls
- 1.5.3.9 . Silent calls (TDD)
- 1.5.3.10. Cell phone caller unable to identify location

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Contacting other agencies to obtain information and resources for the following types of incidents via radio or telephone:

- a. Mutual aid
- b. Officer safety
- c. Incident status
- d. Restricted and confidential information
- e. General assistance
- f. Miscellaneous requests

2. Obtaining information, dispatching and coordinating units for the following specialized calls and incidents:

- a. SWAT
- b. K-9
- c. Investigations
- d. High speed pursuits
- e. Hazmat
- f. Water rescue
- g. Prison/jail breaks
- h. Disaster drills and situations
- i. Aviation crash
- j. Missing person in unusual terrain

- k. Train wrecks
 - l. Hostage/barricade calls
 - m. Cell phone caller unable to identify location
3. Communicating effectively and maintaining contact with persons involved in the following specialized calls:
- a. Crisis and/or panic situations
 - b. Mentally impaired, unstable or suicidal caller
 - c. Intoxicated caller
 - d. Child caller
 - e. Elderly caller
 - f. Non-English speaking caller
 - g. False or nuisance calls
 - h. Media calls
4. Monitoring and responding to alarm systems, if applicable.

Instructor Note: Advise trainees of the importance of becoming familiar with resource available in their jurisdiction.

Performance Outcome 1.6

Assist caller(s) by providing initial emergency medical care information (pre-arrival instructions) to victims of accidents, illness and/or crimes. (**On-the-job training, if applicable**)

Training Objective 1.6

- A. Given a practical exercise, provide initial emergency medical instructions/information (pre-arrival instructions) to victims of an accident.
- B. Given a practical exercise, provide initial emergency medical care instructions/information (pre-arrival instructions) to victims of an illness.
- C. Given a practical exercise, provide initial emergency medical care instructions/information (pre-arrival instructions) to victims of a crime.

Criteria for Testing: The trainee shall be tested on the following:

- 1.6.1. Obtaining information and dispatching appropriate emergency medical unit(s).
- 1.6.2. Identifying appropriate protocol based upon caller information.
- 1.6.3. Reading verbatim medical protocol to provide assistance to caller until help arrives.

NOTE: This standard may be achieved by completing an approved course for training emergency medical dispatchers. Approved courses include: APCO/NENA, Medical Priority, Power Phone,

National Communications Institute or a program approved by the Operational Medical Director of a local emergency medical services (EMS) provider.

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Obtaining information and dispatching emergency medical unit(s).
 - a. 911 – where is your emergency?
 - b. Listen to the caller because the person will often be in a panic and give you a lot of information without asking. Calm person and ask questions to fill in anything you need to determine type of medical emergency. Dispatch appropriate medical response units as soon as you have enough information to judge type of response needed. Initial key questions include:
 - (1). Where is the person who needs assistance? (specific location)
 - (2). Is the person conscious?
 - (3). Is person breathing? Bleeding?
 - (4). What is the person’s approximate age?
 - (5). Can you tell me what type of injury the person has?
 - (6). Is the person taking any medications? If so, what type and how much? Can someone gather the medications and have them available for the EMS personnel?
2. Read verbatim a medical protocol (pre-arrival instructions) to provide assistance to caller until help arrives.
 - a. Read the guide accurately and clearly.
 - b. Get feedback from caller and repeat steps when necessary.

Instructor Note: Advise trainees that they will provide emergency medical care information/instructions (pre-arrival instructions) based on the protocol approved by their agency.

Performance Outcome 1.7

Respond to a report of a disaster.

Training Objective 1.7

A. Given a written exercise, identify the dispatcher’s response to disaster situations.

Criteria for Testing: The trainee will be tested on the following:

- 1.7.1 The relevance of emergency communications plans for dispatchers and other emergency service providers.
- 1.7.2. Three specific examples of law enforcement, fire services and emergency medical service situations that require a pre-planned response.
- 1.7.3 The specific role of dispatchers in law enforcement, fire services and emergency medical services, emergency management plans.
- 1.7.4. An example of a local incident that could result in a response by federal emergency resources by declaration of emergency.

1.7.5. Emergency warning communications systems and the dispatcher's role when a national emergency has been reported to the communications center.

1.7.6. Definitions of the following:

- a. Warning
- b. Weather warning, weather watch and weather advisory
- c. Man-made disaster (e.g., riot, bombings, etc.)
- d. Natural disaster
- e. Nuclear/biological disaster

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. The relevance of emergency communications plans for dispatchers and other emergency service providers.
2. Three specific examples of law enforcement, fire services, and emergency medical service situations that require a pre-planned response.
3. The specific role of dispatcher's in law enforcement, fire services, and emergency medical services, and emergency management plans.
4. An example of a local incident that could result in a response by federal emergency resources by declaration of emergency.
5. Emergency warning communications systems and the dispatcher's role when a national emergency has been reported to the communications center.
 - a. Monitoring and responding civil defense networks and warning systems.
6. Definitions of the following:
 - a. Warning
 - b. Weather warning vs. weather watch
 - c. Man-made disaster
 - d. Natural disaster

Instructor Note: Advise trainees to become familiar with their agency's Emergency Operations Plan and know where to find it.

DISPATCHER JUDGMENT

Performance Outcome 2.1

Receive, prioritize and handle multiple tasks related to emergency call taking and dispatching using judgment based on policies and procedures.

Training Objectives 2.1

A. Given three written scenarios or practical exercises, identify or demonstrate the steps involved in receiving, prioritizing and handling multiple tasks related to 911 call taking and dispatching.

Criteria for Testing: The trainee shall be tested on the following:

- 2.1.1. Service Greeting - Answer a 911 call: “911 – where is your emergency?”
- 2.1.2 Obtain information relevant to the call by asking multiple questions related to:
 - a. Where
 - b. What
 - c. Who
 - d. When
 - e. How
 - f. Why
- 2.1.3. Provide information to caller based on situation and risk assessment.
- 2.1.4. Exercise judgment to prioritize response to the call
 - a. Type of call (protocol for case classification)
 - b. What type of response(s) (initial personnel and resources to dispatch)
 - c. Single or multiple units
 - d. Special teams
 - e. Notifications to other authorities
- 2.1.5. Send information to dispatch station or dispatch while taking call.
- 2.1.6. Document the call and response(s), e.g., units assigned based on location and availability.
- 2.1.7. Document additional information sent to response units, e.g., weapon seen, hostage taken, suspect description, etc.

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Service greeting - answer a call – “[agency name] 911 – where is your emergency?” If the caller information indicates the call does not relate to an emergency, use non-emergency call procedures. However, you should always get the answer to “where” first since a call may be disconnected accidentally and you may not have this information on a screen, or the caller may be calling from a phone that is not where the emergency is located.
2. Elicit information relevant to the call by asking multiple questions related to:
 - a. Where
 - b. What
 - c. Who
 - d. When

- e. How
 - f. Why (depending on the type of call, any information that is offered or obtained relating to the motive behind what is going on may need to be passed on to units responding. Such motives may reveal a higher risk for those responding and officers, in particular, should be alerted to the possibility of a potential violent confrontation that may occur suddenly.)
3. Provide instructions to caller based on situation and risk assessment.
- a. Fire
 - b. Chemical spills in closed and open areas
 - c. Intruder in residence
 - d. Hostage situation/crisis situations
 - e. Multi-vehicle crash
 - f. Weather related hazards
 - g. Bio-hazards
 - h. Others as may be determined by the instructor (remind trainees of the use of resources available. NCIC hazardous materials file is a good one.)
4. Exercise judgment to prioritize response to the call
- a. Type of call
 - (1). Accidents (traffic, industrial, household, poison control, etc.)
 - (2). Fire
 - (3). Medical emergency (including medical alarms)
 - (4). Alarms
 - (a). Residential
 - (b). Business
 - (5). Animals
 - (6). Misdemeanor calls
 - (7). Felony calls
 - (8). Abnormal behavior reports (mental disability of some type possible; suicide threats)
 - (9). Missing persons
 - (10). Unusual phone calls (annoying, threatening, harassing, etc.)
 - (11). Traffic violations
 - (12). Vehicle violations
 - (13). Juveniles
 - (14). Non-emergency call that is received on 911

- (15). Officer needs assistance
 - (16). Referral of information only call.
 - b. Unit(s) to respond to call
 - (1). Police
 - (2). Fire
 - (3). Rescue
 - (4). Combination
 - c. Location of response units (need and geographic location of response unit)
 - d. Single or multiple units
 - e. Special teams
 - (1). Hazmat
 - (2). Crisis negotiation
 - (3). Disaster
 - (4). Search and rescue
 - f. Notifications to other authorities, e.g., any agencies impacted by the need to respond to the call.
5. Send information to dispatch station or dispatch while taking call.
 6. Document the call and response(s), e.g. units assigned based on location and availability.
 7. Provide additional information to units assigned as it becomes available.
 8. Document additional information sent to response units, e.g. weapon seen, hostage taken, suspect description, etc.

Instructor Note: Provide examples of misdemeanor and felony reports to help explain differences in call responses.

Performance Outcome 2.2

Receive and handle various types of non-emergency complaints and requests from the public or other agencies by using judgment based on policies and procedures.

Training Objective 2.2.

Given a written scenario or practical exercise, identify or demonstrate the steps involved in receiving and providing service for non-emergency calls including the following types of complaints and requests from the public:

- A. In-person complaints and requests
- B. Telephone complaints and requests

C. Complaints and requests from other agencies

D. False and/or nuisance call

E. Business calls

Criteria for testing: The trainee will be tested on the following:

2.2.1. Service-oriented greeting

2.2.2. Prioritize non-emergency call

2.2.3. Questions asked to elicit basic information regarding type of call

2.2.4. Responses designed to handle complaint, request, or routine business based on protocol

2.2.5. Call classification

2.2.6. Units assigned (if call not referred elsewhere)

2.2.7. Documentation of false and/or nuisance calls

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Answer call promptly with courteous and professional demeanor

a. Identify yourself or agency according to policy and “How may I help you,” or similar greeting.

2. Evaluate nature of call, prioritize and collect information

a. Listen attentively to what the person tells you is the complaint or request.

b. Concerned citizen information

c. Past disturbance

d. Complaint against law enforcement, dispatching, or other agency personnel

e. Other

3. Basic information to collect

a. Where

b. What

c. Who

d. When

e. How

f. Why (if known)

4. Respond in a timely manner with appropriate action

a. Inform the person regarding the process that will be followed to handle the complaint or request, e.g., will send an officer to take a report, this type of complaint is not handled here and the agency to call is (provide name and number), etc.

- b. Route call to other service provider if necessary
 - (1). Identify services that provide citizen assistance
 - (2). Identify the best way for the citizen to access the services
 - c. Classify the call for service response and record-keeping.
 - d. Dispatch officer or other service (if appropriate).
 - e. Collect additional information for report, if possible.
5. Close the conversation
- a. Courteously terminate the call
 - b. Clearly state what action will be taken without a definite time line
 - c. Make certain action stated is completed
6. Handle business calls with the same attentiveness and courtesy as complaints and requests are handled.
7. Document false and nuisance calls by type and areas of origination. This may help identify the caller for action at some time. Response unit must be dispatched regardless of prior history with a person or location. Follow department policy.

LEGAL

Performance Outcome 3.1

Apply federal/state laws, local ordinances and rules and regulations established for dispatch operations.

Training Objectives 3.1

A. Given written exercises, identify relevant federal and state laws, rules and regulations that govern dispatch operations.

Criteria for Testing: The trainee shall be tested on the following:

- 3.1.1. [Communications Act of 1934](#)
- 3.1.2. Federal Communications Commission Rules and Regulations
- 3.1.3. [The Federal Privacy Act](#)
- 3.1.4. The Federal Freedom of Information Act
- 3.1.5. Virginia Privacy Act ([2.2-3800](#) Government Data collection and Dissemination Practices Act)
- 3.1.6. Virginia Freedom of Information Act ([2.2-3700](#) et al.)
- 3.1.7. Differences between criminal, civil and traffic violations as provided by the Code of

Virginia.

3.1.8. Identify, explain and determine the existence and validity of legal documents.

3.1.8.1. Arrest warrants

3.1.8.2. Capias

3.1.8.3. Psychiatric/Medical Detention/Commitment Orders

3.1.8.4. Subpoena

3.1.8.5. Summons

3.1.8.6. Protective orders

3.1.8.7. Determining existence and validity of warrants.

3.1.9. The Missing Children's Clearinghouse Act (§[52-31](#))

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. [Communications Act of 1934](#)
2. Federal Communications Commission Rules and Regulations
3. The [Federal Privacy Act](#)
4. The Federal Freedom of Information Act
5. Virginia Privacy Act ([2.2-3800](#) Government Data collection and Dissemination Practices Act)
6. Virginia Freedom of Information Act ([2.2-3700](#) et al.)
7. Differences between criminal, civil and traffic violations as provided by the Code of Virginia.
8. Identify, explain and determine the existence and validity of legal documents.
 - a. Arrest warrants
 - b. Capias
 - c. Psychiatric/medical detention/commitment orders
 - d. Subpoena
 - e. Summons
 - f. Protective orders
 - g. Determining existence and validity of warrants.
 - (1). Identify location of arrest warrants in files.
 - (2). Verify arrest warrants regarding the accuracy of the information on the warrant. False arrest humiliates the person being arrested and embarrasses all legal authorities involved. Due diligence will avoid this if at all possible.
 - (a). Name of the accused (and aliases)
 - (b). Date of birth (if known)

- (c). Social Security Number (if known)
 - (d). Or warrant provides a description by which the person can be identified with reasonable certainty.
 - (e). Describes the offense (include state or county code)
 - (f). Commands the accused to be arrested (given), and brought before the appropriate Court.
 - 1). Check the warrant to see if it is to be served as an arrest or as a summons.
 - (g). Is signed by the issuing officer - judge, clerk or magistrate, not the police officer).
 - (h). Is dated
 - (i). Any other information on warrant
 - (j). Include if the warrant is releasable on a summons.
- (3). Officers and communications personnel should use all available information to ensure proper identification for determination of arrest. Review a bad warrant and a valid warrant to illustrate differences.

9. The Missing Children's Clearinghouse Act ([§52-31](#))

Performance Outcome 3.2

Perform the duties of a dispatcher with awareness of liability applicable to this job.

Training Objective 3.2

A. Given a written exercise, identify the areas of potential liability that apply to dispatchers in the performance of their job.

Criteria for Testing: The trainee shall be tested on the following:

- 3.2.1. Concept of general and special duty to the public in the communication center.
- 3.2.2. Liability of dispatchers related to performance of duties as covered by the following acts:
 - 3.2.2.1. The Virginia Tort Claims Act ([§8.01-195.1](#))
 - 3.2.2.2. The Virginia Good Samaritan Act ([§8.01-225](#))

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

- 1. General duty to the public in the communication center.
 - a. What potential liability to the public arises from a general duty?
 - b. How does a dispatcher avoid creating liability?
- 2. Special duty to the public in the communications center.
 - a. What potential liability to the public arises from a special duty?
- 3. Liability of dispatchers related to performance of duties as covered by the following acts:

- a. The Virginia Tort Claims Act (§[8.01-195.1](#))
 - (1). Failure to respond
 - (a). Requires thought and choice to not respond
 - (b). Injury occurs
 - (c). Allows punitive as well as compensatory damages
 - (2). Negligent response (four elements needed)
 - (a). Legal duty to respond
 - (b). Breach of the duty
 - (c). Was the proximate cause (by fault of the negligent person)
 - (d). Of injury (civil case with damages)
- b. The Virginia Good Samaritan Act (§[8.01-225](#))

4. Four areas of supervisory liability.
5. Four types of damages that may arise from civil litigation.
6. Vicarious liability.

Performance Outcome 3.3

Testify in court.

Training Objective 3.3

A. Given a written scenario or practical exercise, identify documents and materials to prepare for court testimony.

Criteria for Testing: The trainee shall be tested on the following:

- 3.3.1. Basic preparation for court testimony and/or deposition.
- 3.3.2. Characteristics of professionally presented testimony in court.

Lesson Plan Guide: The lesson plan shall cover the following at a minimum:

1. Basic preparation for general court testimony and/or deposition.
 - a. Review your knowledge of law relating to the following:
 - (1). Testimony:

Giving testimony involves taking an oath that the person is telling the truth, the whole truth and nothing but the truth. To lie by commission (tell an untruth) or omission (leave out information relevant to the truthful presentation of information about the case) may lead to charges of perjury.

The simple definition of perjury is to lie under oath. Suborning perjury is asking another person to lie under oath. Relevant Code: §[18.2-434](#)

A dispatcher tells the truth to the fullest extent of his or her knowledge of the facts regarding the matter on which he or she is testifying.

(2). Knowledge of facts of the case (confer with Commonwealth's Attorney as needed). Review the facts of the case and go over any details that should be reviewed with the Commonwealth's Attorney. Review procedures used throughout case for potential legal loopholes (technicalities) and be ready to respond to these. Review general rules of testimony.

(3). Review written notes and reports. Review tape of the incident if available. Be aware of what you may and may not read as part of court testimony. Refresh your memory by reviewing your notes and reports.

(a). Notes should only referred to and not be read into court testimony.

(b). Time between an incident and court reduces the accuracy of memory.

(c). Accurate presentation of evidence in court is critical.

b. Characteristics of professionally presented testimony in court.

(1). Dress professionally.

(2). Prepare mentally (present facts, not make judgments) You are testifying to the facts that led to the case brought into court. Stay focused on this during your testimony regardless of your personal feelings about the case. Answer only those questions asked.

(3). Prepare to use calm demeanor. A calm and professional demeanor is always best for court testimony. Anything else distracts from a fair hearing for all parties involved.

(4). Prepare to use proper English skills. The courtroom is a place for your best communication skills. Well spoken English in giving testimony is your goal. Preparing what you intend to say in advance will help you give your testimony clearly and effectively.

(5). Be aware of body language. You can send mixed signals in court testimony as well as anywhere else. When jury members are interviewed after a trial, they often say they didn't believe someone testifying for reasons that often have to do with the fact that the person's body language on the stand is not consistent with the testimony. When you tell the truth, your body language reflects this.

(6). Use clear and calm voice tone in speech. You are there to carry out this aspect of your responsibilities as a dispatcher. It is simply part of your job. When you testify in court, keep this in mind and speak clearly and calmly.

(7). Be truthful, accurate and objective in testimony. There is never an excuse for being other than truthful, accurate and objective in your testimony.

PROFESSIONALISM

Performance Outcome 4.1

Respond to stressful situations professionally.

Training Objective 4.1

A. Given a written or practical exercise, identify or demonstrate the necessary skills and techniques to respond to stressful situations professionally.

Criteria for Testing: The trainee shall be tested on the following:

- 4.1.1. Define crisis, victim and stress.
- 4.1.2. Identify two aspects of victimization.
- 4.1.3. Identify three stages of stress reactions.
- 4.1.4. Identify common characteristics of stress.
- 4.1.5. Identify methods of handling stress.
- 4.1.6. Define Critical Incident Stress Management (CISM) and its use in communication centers.
- 4.1.7. Identify techniques that allow dispatchers to maintain control of situations.
- 4.1.8. Identify intervention techniques used to assist victims over the phone.

Lesson Plan Guide: The lesson plan shall include the following at a minimum:

1. Define crisis, victim and stress.
 - a. Crisis – a crisis is a decisive or crucial time, stage or event that represents a turning point in the course of anything.
 - b. Victim – a person who is harmed by or suffers a loss through some act, condition or circumstance.
 - c. Stress is the body’s non-specific response to any demand placed on it. (Hans Selye, M.D.)
Each individual should learn as much as possible about their individual reactions to stress as this will provide the basis for enhancing their ability to manage their stress. What are some non-specific responses that your body gives in reaction to demands you place on it?
2. Identify two aspects of victimization.
 - a. Perception of the victim – it is very important for dispatchers to be constantly mindful that a distressed person making a 911 call has a different perception of the situation they are describing to you than you may have. Even when you are responding in a way to help calm the person, it is important that you do not minimize the situation about which they are calling. Be sure the victim understands what you said in the way that you mean it.
 - b. System responses – it is important to give victims fair and accurate information when they call. 911 is often the first contact they will have in asking for help and your response is important in helping them to deal with their crisis. In the past, victims have often felt “revictimized” by a system that focuses more on the perpetrator than the victim. This has changed to a certain extent, and more effort is being made in this area.

Victims need immediate help when they call 911, but also need information when a case

proceeds to trial. Know where to refer victims if they call you for this information. Understand the loss they have experienced and the trauma they must endure to convict a perpetrator. Generally, one in five calls involves a crisis situation, so the more you know about the workings of the criminal justice system, the more you will be able to assist victims.

3. Coping with crisis

a. Five general coping behaviors

- (1). Cognitive strategies (thinking ahead, or pre-planning how you would act if faced with a certain situation)
- (2). Verbal strategies (talking your way out of a situation)
- (3). Physical strategies (fight or flight)
- (4). Psychological defense (fight or flight)
- (5). Physiological reaction (numerous possibilities – crying, red face, clenched teeth or fists, etc.)

b. Six observable coping strategies exhibited by victims

- (1). High anxiety (emotional state at crisis impact)
- (2). Denial (can't believe it's happening)
- (3). Anger (upset because they did not deserve this)
- (4). Remorse (feeling of guilt. . .could have possibly prevented it "if only I had not. . .")
- (5). Grief (abject sadness, helplessness, and hopelessness felt by victim)
- (6). Reconciliation – After working through grief the desire to "put it behind" and go on with life.

c. Dispatchers and first response units will often encounter the three or four phases or a mix of them. Investigators, public defenders, victim/witness counselors and others will usually encounter the victim in some combination of the last three. However, there is no fixed time frame for these behaviors, and some victims will move back to earlier strategies before moving forward.

4. Identify three stages of stress reactions.

a. The alarm stage: This occurs when the body reacts to the stressor with a physical reaction. These include the following:

- (1). Increased breathing rate
- (2). Increased heart rate
- (3). Increased metabolism rate
- (4). Increased oxygen in the blood
- (5). Increased sugar in the blood
- (6). Increased serum lipids
- (7). Increased serum cholesterol

- (8). Increased blood flow to the muscles
- (9). Increased clotting mechanism of the blood
- (10). Decreased digestion
- (11). Decreased inflammatory response
- (12). Decreased immune response

b. The resistance stage: This occurs after the stressor is gone and the body works to repair the damage caused by stress.

c. The exhaustion stage: This occurs when stressors are prolonged and the body remains in an alarm stage condition with no time to repair itself exhaustion sets in.

d. The purpose and use of Critical Incident Stress Management (CISM) teams. (Contact the regional office of Emergency Medical Services to find a local team; call the state office for phone numbers if necessary. Local mental health may be a part of the team or if not, able to help, also.)

5. Identify common characteristics of stress.

6. Identify methods of handling stress.

a. Physical activity helps to manage stress. Keeping your body in good shape as a general rule gives you confidence in your physical skills and assists with mental alertness. Simple exercises to relieve muscles that may tense up from working long periods in certain positions are also

helpful. Shoulder rolls, head rolls, standing, stretching, arm circles, etc., can be done periodically throughout the day to help provide some physical relief. This, in turn, helps to manage stress.

b. Communicate with co-workers or loved ones about the stress of a work day. Just be sure not to break confidentiality of information when doing so. Giving and receiving support through sharing stressful feelings helps in managing stress.

c. Recognize limits. If a situation at work is beyond your control and cannot be changed, learn to accept this.

d. Take care of yourself. Eat and sleep properly. Good nutrition and proper rest are important factors for everyone in managing stress. Lack of proper nutrition affects mental capability. Lack of proper rest may quickly make a person less tolerant of situations that otherwise would be manageable.

e. Have fun. Time for things you enjoy doing is important for relaxation and helping to keep a balanced outlook. Without this, you may react much more negatively to calls for service than is appropriate.

f. Breathe. Taking slow, deep breaths periodically can both help you relax and help keep you calm in a crisis situation. Use this breathing technique to aid your mental focus.

g. Cry. When a situation has deeply affected you, tears provide a good release for anxiety. When you have shed these, you will be better able to cope.

h. Use mental imagery. You can create a special, quiet place in your mind that will help you

manage stress. You can go there even when you are working and use that imagery to help you get through a difficult caller or situation.

i. Avoid self-medication. Avoid drugs in general, but if you are taking any prescription drugs, follow the directions and do not take extras. Drugs, even non-prescription ones, can be habit forming and create more stress than they relieve.

j. Be positive. Focus on the good things about the world, life, and people. Negative thinking may result in negative talking and negative feelings that simply are not healthy for you, your co-workers, and your workplace. When there are differences, work in a proactive manner to resolve these.

k. Use positive self-talk. Think good thoughts about yourself. Give yourself a pat on the back when you've done something good. Positive thinking is one of the best tools you can use that will ultimately help you manage stress productively.

7. Identify techniques that allow dispatchers to maintain control of situations.

a. Direct the conversation to elicit essential information.

b. Be courteous but assertive in focusing the caller to provide the information you need to send the correct response.

c. Stay on the subject but do not intimidate the caller.

d. Ask the caller not to hang up until instructed to do so.

8. Identify intervention techniques used to assist victims over the phone.

a. Answer all calls professionally regardless of the information that the caller is telling you. Do not appear to disbelieve what a caller is telling you – this sets a bad tone with victims and may affect the case. The reality is simply that you have no way of knowing the facts of any call, so always treat every caller with courtesy, respect, and the appropriate professional response.

b. As one of the initial responders, the dispatcher may help relieve the guilt and anxiety of the victim that the victim may have experienced as part of the trauma. Be empathetic and validating of the actions the victim took during the trauma.

c. There are seven general goals that dispatchers try to meet while assisting victims over the phone:

(1). Help the victim regain control. The person may be in shock and you need to help him or her be able to help himself or herself until emergency response units arrive.

(2). Help the victim understand the situation in which he/she is involved. If the situation relates to a crime (such as rape), or an accident with injuries/fatalities, the victim needs to know the steps to take that will help him or her as well as assist the criminal justice process.

(3). Get the victim to speak freely and frankly. This can only happen if the dispatcher is empathetic and supportive to the victim. If the victim is reluctant, then don't push too hard. The officer will get additional background information.

(4). Obtain standard information needed to generate an emergency response while this is happening. You may need to interface supportive remarks such as "You're doing fine, please keep helping me so I can get help to you," or other such phrases as you get the basics.

- (5). Help the victim focus on what is important in the PRESENT situation. After a trauma, particularly a crime, some victims start worrying about what other people will think (spouses, family, friends, etc.) instead of focusing on what needs to be done now.
- (6). Assist the victim with alternatives that will help resolve problems.
- (7). Assist the victim in mobilizing resources. You may contact a relative, friend, or other person for the victim or refer him or her to appropriate victim services.

d. Effective intervention has five components.

- (1). Assessment – the dispatcher determines what immediate help is needed and identifies the crisis requests of the victim.
- (2). Plan of action – determine what needs to be done to accommodate the victim’s crisis requests and formulate possible ways to do this. Crisis requests often include the following:
 - (a). Police intervention – victims see police as “official” and expect their help.
 - (b). Medical intervention – if injured, treatment is first on the minds of victims. Assurance that injury is not permanent is most desired.
 - (c). Psychological intervention – victim wants to talk about feelings (ventilate and validate).
 - (d). Control/support – victim needs to make minor decisions to begin regaining control and will often want family or friend contacted for support.
 - (e). Uncertainty – victim may be unsure what his/her needs are and wants information.
- (3). Implementation – take immediate action based upon the plan.
- (4). Effect – positive or negative? If negative, reevaluate and try a different strategy.
- (5). Recap – explain to victim what has happened, what will be done now, what will happen next.

Performance Outcome 4.2

Respond to abusive callers or difficult people professionally.

Training Objective 4.2

A. Given a written and practical exercise, identify and demonstrate the steps that assist with handling abusive callers or difficult people.

Criteria for Testing: The trainee shall be tested on the following:

- 4.2.1. Identify the five steps that assist in handling abusive callers or difficult people.
- 4.2.2. Demonstrate handling an abusive caller in a practical scenario.

Lesson Plan Guide: The lesson plan guide shall include the following at a minimum:

1. Helpful background to deal with abusive callers or difficult people.

- a. Awareness of five common characteristics of difficult people.
 - (1). A predictable, abrasive style of behavior
 - (2). Experienced as difficult by most people
 - (3). Blame others, not themselves
 - (4). Rob you of time and energy
 - (5). Behavior is often out of proportion to the problem
 - b. Four pitfalls to avoid in handling difficult people.
 - (1). Do not excuse their behavior.
 - (2). Do not ignore their behavior.
 - (3). Do not try to change their personalities.
 - (4). Do not collude with their behavior (do not fight, run away, or play games).
2. Five positive steps to use in dealing with abusive callers or difficult people.
- a. Stand up or project verbally.
 - b. Talk straight – words, tone, and behavior must be consistent. State what you need and what are the consequences if they do not respond.
 - c. Listen attentively but set time limits as needed.
 - d. Avoid “triangling,” e.g., bringing in third parties.
 - e. Move to problem solving as quickly as possible.
3. Use positive problem solving steps.
- a. Identify the emotional climate.
 - b. Identify the problem.
 - c. Stay on the problem.
 - d. Do not engage in “blaming” when you are problem solving.
 - e. Do not “put down” the other person.
 - f. Identify alternatives that may help resolve the problem.
 - g. Evaluate the alternatives.
 - h. Select the alternative that is fairest to all parties involved.
 - i. Be clear about the procedure to be followed to implement the solution.
 - j. Evaluate the success of the solution.

ON THE JOB TRAINING**Equipment Use**

- 5.1. Demonstrate ability to utilize agency equipment to handle 911 call taking and dispatching duties.
- 5.2. Quickly and accurately recording information into CAD and/or on cards.
- 5.3. Use maps and street files to identify locations and proper codes (hard copy and/or computerized, if available).
- 5.4. Accurately type information received verbally.
- 5.5. Transmit the complaint to radio dispatch by computer/telephone, or personally dispatch appropriate response unit(s).
- 5.6. Use written information or computer-aided dispatch to assign law enforcement, fire, and rescue units.
- 5.7. Monitor and update status of incidents and status of field units.
- 5.8. Update the field units regarding incident and status information.
- 5.9. Use written information or computer-aided dispatch to redirect incidents to another dispatcher.
- 5.10. Monitor, respond, and dispatch by radio, computer transmission, or written information to and from field units.
- 5.11. Basic concepts and differences between basic and enhanced 9-1-1 telecommunications systems.
- 5.12. Conference phone lines to enable communications.
- 5.13. Monitor transferred call until connection is established.
- 5.14. Receive and handle TDD calls.
- 5.15. Hold phone line to complete a telephone trace.
- 5.16. Use ANI/ALI to locate and identify caller, if applicable.*
- 5.17. Complete ANI/ALI forms to update entries, if applicable.*
- 5.18. Use call check system to replay “difficult” calls, if applicable.*
- 5.19. Use “emergency ring down” phones, if applicable.*

(*These criteria must be tested if the agency utilizes this telecommunications equipment.)

- 5.20. Conduct/monitor civil defense test.
- 5.21. Enter data into a record system.
- 5.22. Generate reports.
- 5.23. Restart the computer system, if applicable.

- 5.24. Transcribe and/or copy a tape recording, if applicable.
- 5.25. Operate radio equipment
- 5.26. Operate paging equipment
- 5.27. Patch radio frequencies
- 5.28. Perform radio frequency tests.
- 5.29. Use of alternative communication methods if regular radio is down.

VCIN/NCIC

- 5.30. Using NCIC or other manuals for assistance (if applicable).
- 5.31. Transmitting emergency bulletins by TTY (if applicable)
- 5.32. Query vehicle (if applicable)
- 5.33. Query Computerized Criminal History (CCH) (if applicable)
- 5.34. Query stored vehicles (if applicable)
- 5.35. Query driver's license (if applicable)
- 5.36. Enter administrative license suspension (if applicable)
- 5.37. Query stolen articles (if applicable)
- 5.38. Query gun (if applicable)
- 5.39. Query wanted/missing persons (if applicable).
- 5.40. Clearing entries (if applicable)
- 5.41. Enter/query protective orders (if applicable).
- 5.42. Modify information in computer database (if applicable)
- 5.43. Hit confirmation process (to include placing locate)
- 5.44. Informal and formal messages (if applicable)

Note: Trainee must complete VCIN/NCIC training prior to being tested on the job by criteria numbers 5.31 through 5.44.

General

- 5.45. Answer, refer, and route calls/messages to proper departmental unit.
- 5.46. Prepare a general broadcast bulletin
- 5.47. Complete data entry forms (if applicable)
 - 5.47.1. Wanted or missing person
 - 5.47.2. Stolen vehicle

- 5.48. Prepare an activity log
- 5.49. Prepare a summary report
- 5.50. Prepare an intra-departmental memo
- 5.51. Monitor alarm/security systems, if applicable.
- 5.52. Receive opening/closing calls, if applicable.
- 5.53. Maintain equipment within the communications center.
- 5.54. Troubleshoot equipment problems.
- 5.55. Document equipment problems.
- 5.56. Identify local ordinances affecting dispatch operations.
- 5.57. Use and maintain maps and cross street directories.
- 5.58. Demonstrate map reading skills to include street directions.
- 5.59. Use and maintain log shift rosters of assigned field units.
- 5.60. Use and maintain department files for warrants and/or other citations.
- 5.61. Use and maintain complaint history files.
- 5.62. Use and maintain specialized logs or data bases, e.g. medical incidents, problem addresses, restraining orders, etc.
- 5.63. Use and maintain towing agency rotation logs.
- 5.64. Use and maintain business directories.
- 5.65. Use and maintain a directory of services provided by other agencies.
- 5.66. Answer an anonymous witness line, e.g., Crime Stoppers, if applicable.
- 5.67. Provide information, refer and/or transfer calls to appropriate departments or agencies as a general service to the public.
- 5.68. Provide requested information to authorized departments or agencies, per department policy.
- 5.69. Maintain general resource material in the Communications Center.
- 5.70. Maintain order and cleanliness in the Communications Center

CATEGORIES 6-8 DOES NOT APPLY TO DISPATCHERS