

LESSON PLAN COVER SHEET

COURSE NAME: Communications Impaired Callers Course		UNIT CODE:
LESSON TITLE: <i>Communications Impaired Callers</i>		HOURS: Eight(8)
PREPARED BY: Cheryl J. Greathouse, GPSTC	DATE: 01/2000	APPROVED BY:
REVISED BY:		DATE(S):
INSTRUCTIONAL METHODS: <i>Lecture, Discussion, Practical Exercise</i>		CLASS SETTING: Academic & Comm. Lab
TERMINAL PERFORMANCE OBJECTIVE (TPO): <i>Given actual and hypothetical scenarios, students will apply key concepts and procedures for communicating with impaired callers in accordance with Title II of the Americans with Disabilities Act and compliance standards established by Department of Justice.</i>		
ENABLING OBJECTIVES (EO's): The enabling objectives for this unit are:		
<ol style="list-style-type: none"> 1. <i>Discuss requirements of the Americans With Disabilities Act relative to emergency communications.</i> 2. <i>Define the critical terms for understanding the concepts of communications impairments.</i> 3. <i>Describe the impact communications impairments may have on emergency call handling.</i> 4. <i>Identify the basic functions of a TTY and procedures for proper usage.</i> 5. <i>Identify ways to recognize incoming TTY calls.</i> 6. <i>Describe the proper protocol for TTY communications.</i> 7. <i>Describe the difference between the standard English format and the American Sign Language (ASL) format for communicating on a TTY.</i> 8. <i>Translate key phrases from English to ASL (American Sign Language) and from ASL to English.</i> 9. <i>Explain the process for accommodating requests for Voice Carry Over (VCO) and Hearing Carry Over (HCO) communications formats.</i> 10. <i>Explain the proper procedures for handling calls from a Telephone Relay Service.</i> 		

INSTRUCTIONAL GUIDE

TOPIC: *Communications Impaired Callers*

This lesson is taught via a combination of lecture, discussion and a practical exercise. The overall objective of this lesson is to prepare the students to, given actual and hypothetical scenarios, apply key concepts and procedures for communicating with impaired callers in accordance with Title II of the Americans with Disabilities Act and compliance standards established by Department of Justice.

The students should have already been issued a Student Manual which has a fill-in-the-blank outline that corresponds with this lesson plan. The instructor needs to be familiar with this note-taking outline so as to provide the students with the necessary information to complete their notes.

This lesson contains a practical exercise #1 that is used to ensure their understanding of the impact that communications impairments has on the communications process and how to translate key phrases from English to American Sign Language (ASL) and from ASL to English. The practical exercise takes approximately 30 minutes for the students to complete and then should include a class discussion. For practical exercise #2, the instructor should break the class into groups of no more than two (2), depending on class size, and allow them to practice using Text telephones and scripted scenarios that are provided in Appendix C.

This lesson contains two optional videos. Video tape #1 is entitled “An Introduction to the Deaf Community” which runs approximately 30 minutes and is used to provide the students with a better understanding of the needs of the deaf community. It can be obtained from Sign Media, Inc., 4020 Blackburn Lane, Burtonsville, MD 20866, or by phone at 301-421-0268.

The second video is entitled “Providing 9-1-1 Services to TTY Callers. It is used to help students recognize incoming TTY calls and to provide them with better understanding of people with disabilities and how those disabilities can affect their call for help. It can be obtained from the Community Service Center for the Deaf and Hard of Hearing in Seattle, WA at (206) 322-4996 (V/TTY). Other relevant videos may be used in the place of these tapes.

There are several optional audio tapes included in this lesson. They are designed to provide examples of impaired callers who will not have a TTY. One tape is used to depict a medically impaired caller who taps and the other audio tape is from a person who has called and is “role playing” with the communications officer to let them know they are in danger. The third audio clip is of a woman who while being car jacked in Fayette County was able to dial 911 with her cellular phone to allow the communications officer to hear the conversation between her and the suspect. The clips mentioned in the lesson plan may be obtained by contacting Cheryl Greathouse, GPSTC, at 912-993-4637. Other relevant audio clips may be used in place of the ones included with this lesson plan.

Appendix A has master copies of the transparencies and flip chart information if relevant. The Course Coordinator will provide you with the overhead transparencies to use during the course. Appendix B contains Section D of the Student Manual which and a separate handout entitled: **ADA: Access for 9-1-1 and Telephone Emergency Services** which is available from the Department of Justice web site.

Appendix C does not have an copy of practical exercise #1 because the complete exercise is included in the Student Manual under Appendix B. The answers are contained in the instructor lesson plan. However, Appendix C does have a copy of practical exercise #2 and the scripted scenarios. It also contains the test questions and answers related to the Enabling Objectives of this block of instruction. Periodically check with the Course Coordinator for changes or additions to the test questions.

Communications Impaired Callers Course

Instructor Lesson Plan

I. Introduction (10 minutes)

Note: Self-introduction

A. Opening Statement

In recent years, the Federal Government passed into law the Americans with Disabilities Act which protects the rights of disabled citizens in our country. This law addresses issues such as handicapped accessibility to public buildings, employment rights, and the right to access emergency services. Although all aspects of the Americans with Disabilities Act are important, we will focus on the requirements for access to emergency services because this is the area that impacts public safety communications officers the most.

Citizens have the right to access our emergency services. This right applies to *all* citizens.

During this lesson, we will discuss how to effectively handle calls from communications impaired callers.

B. Performance Objectives

1. Terminal Performance Objective

Note: Show Transparency #1 (Terminal Performance Objectives)

Given actual and hypothetical scenarios, students will apply key concepts and procedures for communicating with impaired callers in accordance with Title II of the Americans with Disabilities Act and compliance standards established by Department of Justice.

2. Enabling Objectives

Note: Show Transparency #2 (Enabling Objectives)

The enabling objectives for this unit are:

- a. Discuss the requirements set forth in the Americans with Disabilities Act relative to emergency communications.
- b. Define the critical terms for understanding the concepts of communication impairments.
- c. Describe the impact communications impairments may have on emergency call handling.
- d. Identify the basic functions of a TTY and procedures for proper usage.
- e. Identify ways to recognize incoming TTY calls.

Note: Show Transparency #3 (Enabling Objectives)

- f. Recognize the proper protocol for TTY communications.
- g. Describe the difference between the standard English format and the American Sign Language (ASL) format for communicating on a TTY.
- h. Translate key phrases from English to ASL (American Sign Language) and from ASL to English.
- i. Explain the process for accommodating requests for Voice Carry Over (VCO) and Hearing Carry Over (HCO) communications formats.
- j. Explain the proper procedures for handling calls from a Telephone Relay Service.

Note: Ask “Are there any questions concerning the objectives?”

C. Reasons

As public safety communications officers serving the general population, there is the probability that, at some time, you will come in contact with hard-of-hearing, deaf, or speech impaired people. In order to serve these individuals properly, you will need to understand the impact that communications impairments have on the caller and the communications process, as well as the proper protocol for communicating with communications impaired persons. Without this knowledge, we will continue to mishandle calls which come into our centers, categorizing them as “hangups” or “faxes,” when, in reality, they are communications impaired callers crying out for help. We owe a duty to these callers to provide our services as effectively to them as those services we provide to voice callers. Just like we cannot and do not refuse to handle calls from children under the age of eight because they are difficult to communicate with, we cannot refuse to handle calls from persons who are communications impaired.

II. Body (460 min)

A. Legal Requirements

1. Americans with Disabilities Act

The Americans with Disabilities Act a federal law, enacted July 26, 1990, which gives civil rights protections to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications.

Although all aspects of the Americans with Disabilities Act are important, this class will focus on the requirements for *access to telephone emergency services* because this is the area that impacts 911 centers, emergency communications centers, dispatch services and public safety communications officers most directly.

There are basically two general requirements of the ADA which are direct and equal access and training of communications officers.

Note: Show Flip Chart #1 (Requirements of ADA)

a. Direct and Equal Access

The ADA mandates that public entities provide emergency telephone services to persons with disabilities which is ***direct and equal*** to services provided to others. Telephone emergency access through a third party or through a relay service would not satisfy the requirement for direct access.

A telephone emergency service which provides access to its services by dialing "911" must allow both voice and non-voice callers to access the service by dialing 911. No special dialing requirements may be placed on persons who use TDDs to access the service. By allowing these calls to come in on 911 lines, the communications officer will be provided automatic number identification (ANI) and/or automatic location identification (ALI) as they are for voice calls.

Where 911 is not available and a PSAP provides emergency services via a seven-digit number, it still must provide direct and equal access to TTY callers. It may do so either by having one line for both voice and TTY calls, or it may provide two separate lines – one for voice calls, and another for TTY calls. Requiring TTY callers to call a separate seven-digit number is not allowed in areas where 911 is offered, because having to dial a seven-digit number is not equal to the ease of having to dial the simple, familiar 911.

As with 911, services for TTY calls on seven-digit numbers must be as effective as those offered for voice calls in terms of time of response, hours of operation, and other features. Also, PSAPs must ensure that TTY numbers are publicized as effectively as voice numbers and displayed as prominently as voice numbers wherever telephone emergency numbers are listed.

b. Training for Communications Officers

Further, PSAPs must train their call takers to effectively recognize incoming TTY signals and process TTY calls effectively by using proper protocol in both English and American Sign Language (ASL) formats.

Call takers must be trained in the use of TTY equipment and supplied with information about communication protocol with individuals who are deaf or hard of hearing, or who have speech impairments. For instance, callers who use American Sign Language use a syntax that is different from spoken English. More information on training requirements will be provided in the section covering Department of Justice Performance Standards.

So in review, the Americans with Disabilities Act requires that State and local governments who operate telephone emergency services must provide **direct and equal access** to their services and **train** their communications officers to effectively respond to and process TTY calls.

2. Department of Justice Performance Standards

Title II of the Americans with Disabilities Act is enforced by the Department of Justice who has in recent years expressed more specific requirements for compliance with the ADA through settlement agreements with agencies who have received complaints of non-compliance. However, for this class, we will summarize these requirements, which are:

Note: Show Transparency #4 (DOJ Performance Standards)

- L Install a minimum of one TTY at each console pod or answering point;
- L Maintain up-to-date knowledge concerning technological developments;
- L Modify policies and procedures to ensure that telephone emergency services for TTY users is "as effective" as those provided to others;
- L Establish and maintain a working relationship with individuals who are deaf, hard of hearing, and who have speech impairments and provide them with an opportunity to participate in the self-evaluation process;
- L Establish, implement and document testing procedures for conducting routine TTY test calls including transfers to other agencies;
- L PSAPs should require or offer refresher training at least as often as they require or offer training for voice calls, but at a minimum, every six months.

- L Agencies should develop and implement a public education program to promote the use of 9-1-1 by individuals who use TTY's.
- L Agencies are required to conduct and document a semi-annual audit of the quality of services provided to TTY users and the adequacy of the maintenance of TTY's and related equipment.

As you can see by these requirements there is a lot involved in being in compliance with the ADA and providing access to emergency telephone services to communications impaired callers. As communications officers, you are required to be trained in the proper use of TTYs and you may be asked to participate in the testing and audit procedures for your department. It would benefit each communications officer to learn as much as possible about the operation of a TTY and stay up-to-date on the latest technological advances in TTY communications.

Note: Issue Handout # 1 - ADA: Access for 9-1-1 and Telephone Emergency Services

3. Georgia Laws

There are several laws in the Official Code of Georgia Annotated relevant to training communications officers in the use of TTY's and penalties provided for agencies who fail to train in accordance with the law. In summary, they include:

Note: Show Transparency #5 (Georgia Laws)

- L On and after July 1, 1998, the basic training course for communications officers shall include training in the use of telecommunications devices for the deaf (TDD's), and no person shall on or after that date be certified by POST Council.
- L On and after January 1, 1999, every dispatch center operated by any county or municipality to receive, process, or transmit public safety information and dispatch law enforcement officers, firefighters, medical personnel, or emergency management personnel shall have on duty at all times at least one communications officer who is certified as having been trained in the use of telecommunications devices for the deaf (TDD's).
- L On and after January 1, 1999, no dispatch center shall be permitted to employ any additional or replacement communications officers who are not certified as having been trained in the use of telecommunications devices for the deaf (TDD's).

- L On and after January 1, 1999, no monthly "911" charge may be imposed or continue to be imposed unless each dispatch center funded in whole or in part from such charges is in compliance with the requirement for TDD training for communications officers.

B. Liability and Other Penalties for Non-Compliance

There are additional penalties for failure to comply with the ADA above the penalties written into Georgia law. Private individuals may bring lawsuits to enforce their rights under title II of the ADA. The remedies available are the same as those provided under section 504 of the Rehabilitation Act of 1973 to include that a reasonable attorney's fee may be awarded to the prevailing party. Individuals may also file complaints with appropriate administrative agencies including Department of Justice.

Through lawsuits and settlement agreements, the Department of Justice has achieved greater access for individuals with disabilities in hundreds of cases. Under general rules governing lawsuits brought by the Federal government, the Department of Justice may not sue a party unless negotiations to settle the dispute have failed.

C. Deaf Culture and Community

Note: Show Videotape #1 -“An Introduction to the Deaf Community” (30 minutes) OPTIONAL.

1. Overview of Deaf Culture and Community

The Deaf Community is widespread, covering all aspects of everyday life. Deafness by itself is not a requirement for membership. Within this community are persons who are deaf, deaf-blind, or hard of hearing, hearing family members, sign language interpreters, sign language students, and other hearing people who may have associations with members of the Deaf Community.

This community includes professional, educational and social organizations, sporting and cultural events, not-for-profit organizations and private businesses.

As with any group based on common experiences, a shared view of the world and a common language, the Deaf Community boasts a culture of its own, known as Deaf Culture.

Most persons who grew up in a residential school for the deaf, or in a family where there were other deaf members, or who primarily associate with others persons who are deaf and use American Sign Language, consider themselves to be a part of the Deaf Culture. These people call themselves Deaf with a capital “D”. A person who is Deaf has a proud association with Deaf Culture and the use of American Sign Language as a primary means of communication.

The term deaf, with a lowercase “d”, usually refers to a condition of hearing loss so great that speech cannot be understood. This generally applies to person who do not identify themselves with the Deaf Community or Deaf Culture, no matter how severe their hearing loss may be.

Some general concepts for communicating with TTY callers are:

- a. TDD users come in all ages and ability levels.
- b. Not all TDD users are deaf, some are speech impaired.
- c. Many TDD users will use correct English and have good typing skills.
- d. Some TDD users do not use standard English, they communicate in American Sign Language (ASL).
- e. Some TDD users DO NOT type or spell well.
- f. Abbreviations are commonly used in TDD conversations.
- g. An emergency involving a deaf person is frequently worse than an emergency involving a hearing person because of the following factors:
 1. Sounds alerting the person to the incident are not heard.

Note: Give example of a burglary and how a deaf person does not perceive the threat until visual contact is made and how that worsens the emergency.

2. More time has elapsed between the time of the incident and the awareness of the incident.
3. Special phone equipment is needed to contact emergency services.
4. Typed conversation is inherently slower than voice communications which makes the call processing take longer.

- h. There are over 28 million hearing impaired, deaf, and speech impaired individuals in the United States.

2. Categories of TTY Users

For emergency TTY call-taking training purposes, six major categories of TTY users have been identified.

Note: Show Transparency #6 (Categories of TTY users)

1. Deaf TTY users

Usually consider themselves culturally Deaf and use a TTY exclusively to communicate over the telephone. Some TTY users will type English within the framework of ASL, their first language.

2. Deaf-Blind TTY users

Communicate over the telephone using one of two devices, a TTY with a large visual display, or a TTY with Braille output capability, called a TeleBraille.

3. Hard of Hearing TTY users

May either communicate over the telephone either by a TTY, a telephone with an amplifier, or a specially designed telephone that interfaces with relay services.

4. Late Deafened TTY users

Communicate either through TTY, a telephone with an amplifier, or a specially designed telephone that interfaces with a relay service.

5. Speech Impaired TTY users

Often hearing individuals with either single or multiple disabilities and who do not have use of their voice. They may use a TTY for telephone communication, or use a specially designed device that allows them to talk or produce words vocally.

6. Hearing TTY users

Usually household members (such as spouse, child, relative or roommate), or a visitor of a TTY user in private residences (or in some cases, businesses) where there is no standard telephone.

Not all TTY users use American Sign Language (ASL) on a TTY. Many TTY users who are speech disabled or who became deaf as adults will use grammatically correct English sentences, as do many Deaf persons.

D. TTY Terms and Definitions

Having an understanding of the following terms will assist communications officers in better comprehension of the various aspects of TTY communications.

1. ***TDD-*** Telecommunications Device for the Deaf.
2. ***TTY-*** Most preferred term “Teletype for Deaf.”
3. ***Text Telephone-*** Another term, since a TTY is used by other than deaf people.
4. ***Communications Impaired-*** A person who is deaf, hearing impaired, or speech impaired.
5. ***Acoustic Coupler -*** The rubber cups which hold the telephone handset on the TTY.
6. ***GA -*** Means “go ahead.”
7. ***QQ -*** Indicates a question.
8. ***SK -*** Means “stop keying.”
9. ***SKSK -*** Means “stop keying, stop keying.” This officially ends a TDD conversation.
10. ***XXXXXX-*** Indicates an error or mistake.

- 11. ***American Sign Language-*** Language expressed through hands and body movements to express concepts rather than complete sentences. In it's written format, the grammatical structure is different than standard English.
- 12. ***Prelingual Deafness -*** The loss of hearing before the development of language skills.

E. Overview of TTY Equipment

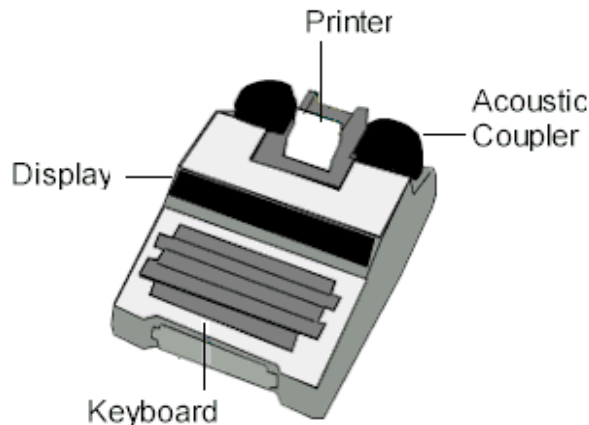
Now that we understand the legal requirements and some important issues related to the Deaf Community and Culture, it is important that communications officers gain a basic understanding of the proper use and operation of TTY equipment.

TTY stands for Teletype for the Deaf and is the most widely accepted term used to refer to this special telephone equipment. However, it is sometimes called a TDD, or Telecommunication Device for the Deaf.

A TTY is a special device that lets people who are deaf, hard of hearing, or speech-impaired use the telephone to communicate, by allowing them to type messages back and forth to one another instead of talking and listening. A TTY is required at both ends of the conversation in order to communicate.

1. Parts of a standard TTY

Note: Show Transparency # 7 (TTY Labeled Diagram)



a. Acoustic Coupler

The acoustic coupler is used to hold the telephone handset during a TTY call. It is important that the telephone handset is seated completely into the coupler and that the handset cord is on the left.

b. Display

The display window allows the user to see the conversation as it is being received or sent. Once the screen is full it will begin to scroll the message off. It is important in an emergency communications center to always keep the printer turned on so that you can refer to previous conversation as necessary.

c. Keyboard

Most TTYs have a keyboard that is configured the same as a standard typewriter. However, it is important to note that the TTY keyboard is more compact and instead of separate function keys, it uses the number keys and the CTRL key.

d. Printer

As previously mentioned, it is important to have your printer activated so you can refer to the information throughout the call. But another important reason for activating your printer is that at the end of the call, the printout becomes part of the official documentation of the call.

When reviewing the printout, you will notice that the printer separates what you typed from what the caller typed. Your conversation is printed in all lower case letters and what the other party typed is printed in all capital letters.

When you are typing though, you do not have to worry about hitting the SHIFT key because the display presents all messages in all CAPS.

2. Basic Operation of a TTY

There is a variety of different types of TTYs in use in emergency communications centers today. Some agencies use stand alone TTYs with their standard telephone handset, some use standalone TTYs which are directly connected into their phone system and still others use TTY keyboards built into their consoles which with the push of a button can be directly connected to the phone line.

For the most part, we are going to focus on stand alone type TTYs. To use a TTY, turn the power on which is usually a button on the front of the TTY and you place a telephone handset firmly into the acoustic coupler (some TTY models can be plugged directly into a telephone line). Then, type the message you want to send on the TTY's keyboard. As you type, the message is sent over the phone line, just like your voice would be sent over the phone line if you talked. You can read the other person's response on the TTY's text display.

There is two different modes in which a TTY may be operated.

a. Direct Connect

If your TTY is used in the direct connect mode it means that the TTY is connected directly to the phone line and when the TTY is turned on the phone line is open as if the phone were off the hook. When in the direct connect mode, calls can be answered or placed directly from the TTY. However, for incoming calls in the direct connect mode, communications centers must establish a method by which the communications officer is notified that the call has come in because the TTY does not ring like a typical phone. Further, some TTYs have auto answer capability when directly connected. You will need to know how your TTY is connected and the procedures to follow within your system based on how it is configured.

b. Acoustic Coupler

Note: Show Transparency #8 (TTY w/ handset in Acoustic Coupler)



The acoustic coupler method for using a TTY involves using a standard telephone handset which is placed in the coupler with the phone cord hanging on the left side of the TTY. The handset mouthpiece is placed in the left coupler while the earpiece is placed in the right coupler. The acoustic coupler method allows for more portability and changing from voice to text to voice mode with ease. However, the use of the acoustic coupler may allow for interference from environmental noise which may produce garble during conversations. You should always be certain to place the handset securely into the coupler to prevent as much noise interference as possible.

F. Recognizing the TTY Call

In a emergency communications center, calls for assistance are received around the clock. The majority of those calls will be from people using a standard telephone to verbally report an emergency. However, there will be times when you will be call-taking and receive a call in which there is no verbal response or when there are strange tones on the line. Many communications officers assume that these are either hang-ups or fax machines. The truth is either of those calls could have been a TTY user trying desperately to obtain help with an emergency. Communications officers need to know that there are basically four ways to recognize incoming TTY calls and the proper procedures, according to your department, for handling each.

Note: Show Video #2 - “Providing 9-1-1 Services to TTY Callers” (15 minutes) - OPTIONAL

Note: Show Flip Chart #2 (Recognizing TTY Calls)

1. Silent Calls

When you answer any incoming call, if there appears to be no one there when you answer the phone, even after repeated attempts to get the other party to speak, place the handset in the acoustic coupler or transfer the call to the TTY (depending on configuration) and send a message such as “Springfield 911 GA” or “Springfield Fire Dept GA”. If it is a TTY call, you will know shortly after sending your message. If you receive no response it may be a caller that has turned away to assist with the emergency or another type of emergency, involving someone too afraid to speak or unable to speak. Follow your center’s procedures for silent calls. If you are an Enhanced 911 center, you will be provided Automatic Number Identification (ANI) and Automatic Location Identification (ALI) if your TTY call comes in on a 911 line.

2. Beeping Tones

TTY tones are different than those of a fax machine or computer modem. TTY tones are short, intermittent beeps where fax or modems tend to be longer solid tones. If you hear strange tones and you are not sure whether it is a TTY call or not, place the phone in the acoustic coupler, attempt to communicate by typing a message on your TTY such as “Springfield 911 GA”.

If after several moments you do not get a response, attempt again to make verbal contact. Then follow your center’s procedures for silent calls.

Note: Instructor should demonstrate the beeping tones by using a TTY in the class.

3. TDD Detector

If your department is equipped with a TDD Detector, you will hear a computer voice that says, “TDD call TDD call” which advises the communication officer that there is an incoming TTY call. The Detector has already sent a message to the caller saying they have reached 9-1-1 please hold and routed the call to one of your center’s TTYs. Go immediately to your TTY to begin handling the call.

It is important to note, however, that a TDD Detector may not pick up on ALL incoming TTY calls. It monitors the phone lines for the tones or signals sent by a TTY. If there are no tones or signals on the line, the TDD Detector may not recognize the call as a TTY call and it will come in as a silent call.

4. Voice Announcer

The Voice Announcer is a feature which is on the caller's TTY that sends a message over the phone line to a voice phone. You will hear a computer voice which states "hearing impaired caller, use TDD" or some other similar phrase. Again, immediately connect this call to your TTY and begin handling the call. But you should note that **ALL** callers will **NOT** have this feature on their TTY.

G. TTY Protocol & Etiquette

Effective TTY communications is dependant upon the communications officer's use of proper TTY protocol and etiquette.

1. Protocol

TTY users are taught to use special syntax and protocol for indicating certain things like we use punctuation. In English sentence structure, we commonly use periods, commas, apostrophes, questions marks, exclamation points or quotation marks to indicate the end of thoughts, separation of thoughts, connection of two words, asking of questions, emphasizing points or to indicate that someone made a comment. For TTY communications, the use of such punctuation takes up too much time and can confuse the caller because they do not normally use punctuation to indicate these ideas. They use TTY protocol and in order for you to effectively communicate with TTY users, you must be familiar with proper TTY protocol.

Note: Show Transparency # 9 (TTY Protocol)

a. Go Ahead (GA)

It is extremely important to type the term GA when you are through with your statement and want a response from the person on the other end of the line. The term **GA** means “go ahead, its your turn to talk.”

Example: springfield 911 here ga

If a sentence is not ended with GA, do not hangup! Type “are you there qqga.”

b. Question (Q or QQ)

Tone of voice is not transmitted on a TTY, so it is necessary to type the letters **QQ** when asking a question. In some instances, the caller will only use one **Q** to indicate a question. Follow the callers lead and remember to add **GA** if you want them to immediately respond.

Example: springfield 911 where is your emergency qqga

c. Stop Keying (SK)

When getting ready to end the conversation, the appropriate protocol to use is to type **GA SK** which literally means “go ahead and stop keying” which indicates “I am through, do you have anything else to say?” You may see this typed as **GASK** or **GA SK**. Either of these variations are acceptable, however, avoid using **SK GA** because that means “stop keying go ahead” which is a contradiction and may confuse the TTY user.

Example: ambulance there now gask

d. Stop Keying Stop Keying (SKSK)

SKSK literally means “stop keying, stop keying” but is used to indicate, “bye, I am hanging up now.” This term officially ends a TTY conversation. Generally, a communications officer will allow the TTY caller to conclude the conversation first. However, in extreme emergencies, a communications officer may want to use SKSK for emphasis. If this is the case, the communications officer should NOT disconnect the TTY or turn it off. Leave the line open in case the caller has something else to add. An example of a communications officer using SKSK first would be after getting all pertinent information such as location from a caller who is reporting their house is on fire from within the structure. In order to stress the importance of the TTY user getting out of the house the communications officer may elect to use SKSK first.

Example: house leave now sksk

e. Error Message (XXXXX)

When typing on a TTY, you may find that you make spelling errors. Instead of wasting time hitting the backspace key to correct the mistake, hit a couple of X’s and the space bar and retype the word or phrase. You will find that errors will be made while typing on a TTY but if the error is not critical don’t waste time trying to correct it.

**Example: is your phone number 345xxxx
 3449001qqga**

2. Etiquette

There are some basic rules of TTY etiquette that communications officers should know in order to successfully complete a TTY call.

- a. Treat any silent calls or any calls with beeping sounds as a TTY call. Don’t hang up until you have eliminated the possibility that it may be a TTY call.

- b. Do not panic. Handle a TTY call as you would any other call.
- c. Take your cue from the TTY user when to use standard or simplified English.
- d. Always double check with the TTY user to confirm the address and telephone number they are calling from.
- e. Remember, as a general rule, only one person can type at a time. However, you may receive automated messages that will repeat the same phrase over and over. This message will not stop until you begin to type. So, if you receive an automated message via a TTY, you should interrupt that message by typing to the caller.
- f. Keep your questions direct and simple.
- g. Allow the TTY user to respond to questions one at a time.
- h. Do not worry about using punctuation marks.
- i. Avoid use of English idioms, public safety terminology, complex sentence structures and uncommon vocabulary. Use place instead of location, help instead of rescue, send instead of dispatch.
- j. If you must put the TTY caller on hold, inform the caller. Otherwise, the caller will assume that the line has been disconnected.

3. Common TTY Abbreviations

As previously mentioned, TTY users commonly used abbreviations. The communication officer should follow the TTY callers lead. In other words, if the caller is freely using abbreviations the communication officer can feel comfortable using abbreviations. If the caller is NOT using abbreviations it is advisable for the communication officer NOT to use abbreviations. Some common abbreviations are as follows:

Note: The answer to the abbreviations are noted in small letters below the abbrev.

ANS <i>answer</i>	NBR <i>number</i>	BK <i>break</i>	U <i>you</i>
ACK <i>acknowledge</i>	PH <i>phone</i>	CUD <i>could</i>	WUD <i>would</i>
BLDG <i>building</i>	R <i>are</i>	DR <i>doctor</i>	AMBO <i>ambulance</i>
B4 <i>before</i>	THX <i>thanks</i>	ENUF <i>enough</i>	CLR <i>clear</i>
CUZ <i>cause</i>	UR <i>your</i>	HD <i>hold</i>	IMPT <i>important</i>
CUL <i>see you later</i>	XXXXX <i>error</i>	MIN <i>minute</i>	NP <i>no problem</i>
DIFF <i>different difficult</i>	ASAP <i>as soon as possible</i>	OIC <i>oh, I see</i>	OPR <i>operator</i>
FONE <i>telephone</i>	AG <i>again</i>	PLS <i>please</i>	LIL <i>little</i>
BSY <i>busy</i>	THOT <i>thought</i>	HLP <i>help</i>	HSPTL <i>hospital</i>
INFO <i>information</i>	MSG <i>message</i>	NXT <i>next</i>	TMW <i>tomorrow</i>
BLOW <i>breathing</i>	BKIN <i>break in</i>	BRB <i>be right back</i>	RPT <i>report</i>
HOSP <i>hospital</i>	HOSPVAN <i>hospital van</i>	MED <i>medical</i>	

H. TTY Language

People who use TTYs to communicate will usually communicate in one of two different language formats. Some will type in a standard English format which should be easily understood and others will type in a written form of American Sign Language (ASL). ASL is structured differently and can sometimes be confusing for communications officers. When you are communicating with someone using a TTY, you must determine which communications format they are using and translate not only what they type to you but also what you type to them in the same format. For these reasons, communications officers need to be familiar with both language formats.

1. **Standard/Simplified English**

TTY users who became communications impaired after developing their language skills will generally type using a standard English format. These users will type in a way that should be easy for you to understand and they will use TTY protocol. Some of these callers will use common abbreviations as a way to speed up the typed conversation. If you determine that your caller is using standard English format, follow their lead as to whether to use abbreviations or not but remember to use proper TTY protocol.

a. **Examples of English phrases**

Note: Show Transparency # 10 (English Phrases)

The following are sample English format messages using proper protocol:

what is your address qqga

what is your phone number qqga

what is ur ph nbr qqga

what is the problem qqga

what is prob qqga

how long ago did this happen qqga

is anyone hurt qqga

how old is person qqga

is the house on fire qqga

does he have a weapon qqga

b. Example of TTY conversation in English format

Note: Show Transparency #11 (English TTY Message)

Here is a sample TTY conversation in English format:

springfield 911 where is your emergency qqga
1004 PEACHTREE ST GA
1004 peachtree st qqga
YES GA
what is wrong qqga
NEED AMBO I HAVE CHEST PAINS GA
ok ambo on the way what is your phone number qqga
PH NBR IS 7889687 PLS HURRY GA
ambo on way how old are you and how long have you
hurtqqga
IM 58 AND IT STARTED ABOUT 10 MIN AGO GA
what is your name qqga
JOHN SIMMONS GA
ok mr simmons help is on the way are you breathing ok qqga
A LITTLE SHORT OF BREATH GA
is there anyone else there with you qqga
YES MY WIFE BUT SHE IS DEAF TOO GA
that is ok can she go meet the ambo at the door qqga
YES GA
ok the ambo is there now have your wife open door gask
OK THANKS FOR YOUR HELP SKSK
ok sksk

2. American Sign Language

People who were born deaf or became communications impaired before they could learn to speak English (prelingual deafness) will use American Sign Language (ASL) to communicate. ASL is a visual language expressed through hands and body movements and it is based on concepts rather than complete sentences. It does not really have a written format but in order to communicate via a TTY an ASL user will type words based on ASL concepts.

ASL is structured so that the main thought is signed or typed first with descriptive words after it. It does not include verb tenses or connecting words. It is important that you avoid use complex public safety terminology when communicating in ASL. For example, you should avoid words like conscious, unconscious, patient, victim, en route, etc. You should keep your terminology simple and in layman's terms. For example you should use awake, no awake, person or person hurt, and on the way.

Once you determine that your caller is typing in ASL, if you pay close attention to what is typed and remember that the main thought comes first, it will be fairly easy to understand what the caller is typing to you. However, it is very important that you be able to put your thoughts, questions or directions into ASL format so that your caller can understand what you are typing to them. ASL users will sometimes use common abbreviations to speed up the communications process.

1. Examples of ASL phrases

Note: Show Transparency # 12 (ASL Phrases) and have the class translate each one as you reveal them.

live you where qqga

phone you number qqga

ph nbr what qqga

problem whatqqga

need you police fire ambo qqga

problem how long qqga

hurt any qqga

age person qqga

house fire qq ga

gun knife use person qqga

house out now sksk

2. Example of TTY conversation in ASL format

Note: Show Transparency # 13 (ASL TTY Message)

Here is a sample TTY conversation in ASL format:

springfield 911 where is your emergency qqga
HLP PLS AMBO HURT BAD GA
where ambo need you qqga
8442 SUNSET DR GA
8442 sunset drive qqga
YES GA
ambo on way problem what qqga
HUSB HEART HURT BAD GA
ph nbr what qq ga
8852435 PLS HURRY GA
ok husb awake qq blow ok qqga
YES GA
husb heart hurt how long qqga
5 MIN BAD BAD GA
age husb qq ga
62 GA
door open you qq ga
YES AMBO HERE QQ GA
yes ambo there now door open you gask
OK SKSK
sksk

Note: Conduct Practical Exercise #1. Allow students approximately 30 minutes to complete the following exercises. Students should be instructed to follow the instructions given for each separate exercise. At the end of the exercise, review the information and discuss the points made with the students.

Note: Answers will be noted in bold for the instructor.

Exercise #1

Technical Operation of TTY Equipment True or False Questions

Instructions: Circle the correct answer for the following true/false questions.

1. **T** **F** Two TTY users can transmit/receive simultaneously just as two hearing callers can talk at the same time.
2. **T** **F** Direct connect is a feature which allows the user to connect the phone line directly into the TTY.
3. **T** **F** When directly connected to a phone line, the TTY has all the features of a regular phone.
4. **T** **F** Communication impaired means only speech impaired.
5. **T** **F** A TTY is needed on both sides of the telephone conversation to communicate.
6. **T** **F** Special protocols are used when communicating by TTY.
7. **T** **F** The most commonly accepted term which refers to a Text Telephone is TTY.
8. **T** **F** If a typed sentence is not ended with “GA” it is permissible to hang up.
9. **T** **F** A good way to ask for a response, if you do not see a “GA” is to type “Are you there QQ GA.”
10. **T** **F** If you make a mistake while typing, you do not have to correct the mistake, you can type XXXXX and begin again.
11. **T** **F** You have established contact with a TDD caller, but the caller stops responding. Be sure you are typing “GA” when you want a response, keep sending a message and wait a few moments, because they may have turned away from the phone to attend to the emergency.

Exercise #2

***TTY Protocol Exercise
Fill-in-the Blank***

Instructions: Fill in the blank with the proper protocol as if you want a response from the caller.

1. You have reached 911 may I help you **QQ GA**
2. Where do you live **QQ GA**
3. What is your phone number **QQ GA**
4. What is your emergency **QQ GA**
5. Help is on the way **GA**
6. What is your name **QQ GA**
7. Please repeat **GA**
8. Everything seems fine thanks for calling **GA SK**
9. Okay thanks Bye Bye **SK SK**
10. This is not a relay service **GA**

Exercise #3

Deaf Culture/Community Exercise True or False Questions

Instructions: Circle the correct answer for the following true/false questions.

1. **T** **F** All deaf people use ASL as their method of communication.
2. **T** **F** Adults who lose their hearing typically maintain their language skills.
3. **T** **F** Language difficulties are usually the result of early deafness.
4. **T** **F** Someone who has never heard the spoken word learns language visually.
5. **T** **F** The grammatical structure of ASL is different than English.
6. **T** **F** ASL is structured on concepts and cannot always be translated easily.
7. **T** **F** All TTY users will type using ASL concepts.
8. **T** **F** Proper TTY protocol is not important.
9. **T** **F** People who use sign language make use of facial expressions and body language to suggest an idea.
10. **T** **F** It is difficult to transmit urgency and emotion on a TTY.
11. **T** **F** As a communications officer, you may need to adjust your language to an ASL caller so that they are able to understand you.

Exercise #4

TTY Languages Exercise ASL into English Translations

Instructions: Translate the following ASL phrases into their primary English meaning.

1. LIVE YOU WHERE QQ GA

Where do you live?

2. PHONE YOU NBR QQ GA

What is your phone number?

3. JOHN TREE FLL DOWN BLOOD BLOD BLODOD FUNNY LEGG GA

John fell from a tree. His leg looks funny and is bleeding. Or- A tree has fallen on John's leg, which is bleeding and hurt.

4. GRANDMA SPIT RED ON RUG GA

My grandma is spitting up blood.

5. MARY GREEN HERE NEED HELP SMOKE BEDRM BEDRM HALL KITCHEN
HOT HOT CANT SEE NEED FIRE GA

Mary Green's house is on fire. There is smoke all in the house and it is hotter in the kitchen. Either she is blind or she can't see for all the smoke.

6. HELP PLS BABY OUTSIDE PLAY PLAY PLAY I KITCHEN ON TDD FINISH
TDD CHCK BABY BABY WHERE QQ LOOK LOOK LOOK BABY BABY
GONE GA

Caller was on the TDD while the baby was playing outside. She went to check on the baby and cannot find the baby anywhere.

7. MOTHER BLUE NO BLOW GA

The caller's mother is turning blue and is not breathing.

8. FIRE KITCHN CRTN BURN GRANFATHER WHEELCHAIR UPSTRS
FRIETRUCK NOW GA

The caller's kitchen curtains are on fire and their grandfather who is confined to a wheelchair is upstairs.

9. NEED HLP POSS PRBLM BKIN MY HOUSE CUZ I NOT HOME LAST NITE
COME HOME CHCK WINDOWS FIND 2 BROKE ROOM ROOM NEED HELP
ASAP I RPT CUS I LIL AFRAID GO IN HOUSE CLD U HLP PLS GA

The caller has returned home as is scared because they think someone has broken into their house.

10. NEIGHBOR SMITH BUSHES DOG MESS UP EVERDAY PRBLM GA

The caller is upset because their neighbor's dog is messing up their bushes again.

11. PAIN TERRIBLE FATHER CANT HE GA

The caller's father is in terrible pain.

12. HURT MY HEART GA

The caller is having chest pain.

Note: *Remind students that ASL sentences cannot always be translated exactly so they should try to get some idea of the problem and dispatch responders as soon as possible. For example, #4 could be understood one of two ways, however, the exact meaning is not necessary in order to understand that there has been an injury and that a medical response is needed.*

Exercise #5

***TTY Languages Exercise
English into ASL Translations***

Instructions: Translate the following English phrases into proper ASL format to include proper protocol as if you wanted a response from the caller.

1. What is your address?

Live you where QQ GA

2. Where are you?

Where you now QQ GA

3. Do you need Police, Fire, EMS?

Need you Police Fire Ambo QQ GA

4. What is the problem?

Problem what QQ GA

5. What is your phone number?

Phone you number QQ GA

6. What is your name?

Name you QQ GA

7. Who is hurt?

Hurt who QQ GA

8. Where are they hurt?

Hurt where QQ GA

9. Is there any bleeding?

Bleeding QQGA or Blood QQ GA

10. Is your father conscious?

Father awake QQ GA

11. How old is the victim?

Age Person QQ GA

Note: They can also use the reference already provided by the caller. Example -

Age John QQGA

12. Get out of the house now!

House you out now SKSK

I. TTY Procedures

The following are general guidelines for procedures to follow in handling TTY calls.

1. Receiving a TTY Call

When the emergency telephone rings, you should answer it following these procedures:

- a. Verbally identify your agency name and include a directed question. Example: Springfield 911 where is your emergency?
- b. If you do not get a response from the caller you should verbally identify your agency again.
- c. If you still do not receive a response, you should use your TTY to see if the caller is using a TTY. If your center's TTY is in the direct connect mode, you will transfer the call to the line to which the TTY is connected and then turn the TTY on. If you are using the acoustic coupler mode, you place the handset in the coupler making sure to place the cord to the left and then turn the TTY on.
- d. In either mode, you then send a TTY message in which you identify your agency and include a directed question. Example: springfield 911 where is your emergency qqga. This is important because starting the TTY conversation with a directed question saves critical time in handling TTY calls which are by their nature slower.
- e. If you still do not get a response you can type your message again or type "are you there qqga".
- f. If you still do not get a response, follow your center's procedures for silent calls.
- g. If you do get a response, then you would proceed with the TTY call by asking the important questions relative to the type of call.
- h. Remember to:
 1. Use proper protocol.
 2. Determine if the caller is typing in standard English or American Sign Language and type in the appropriate format.

3. Avoid the use of commas, periods, question marks, apostrophes, and other standard English punctuation.
4. If all or part of the message is garbled, try tapping the space bar a few times or adjust the sensitivity of your TTY and request repetition of the message. This is a common occurrence on TTY calls. You can request repetition by typing “please repeat ga” or “I dont understand ga”
5. When you have determined what assistance is required, notify the caller of what action you will take.
6. When you are finished with your side of the conversation, type your closing remarks followed by “GASK”. This notifies the caller that you are ready to hang up.
7. The caller will make closing remarks and type “SKSK”.

2. Sending a TTY Call

If you need to make a call using your center’s TTY, you should:

- a. Using your telephone, you should dial the number using your phone’s keypad and wait until the phone is answered.
- b. Before connecting to your TTY’s coupler, you should attempt to verbally communicate by identifying where you are calling from and who you are. The person answering the phone may be able to communicate verbally.
- c. If you do not receive a verbal response or you hear TTY tones, you should place the handset in the coupler and turn your TTY on.
- d. Type your agency identifier, who you are and your reason for calling.

Example: *this is springfield 911 operator smith I need more information ga*

The will establish rapport with the caller and make them more likely to communicate with you.

- e. Then verify to whom you are communicating with to determine if they are the same person who called you.
- f. Remember to:
 - 1. Use proper protocol.
 - 2. Determine if the person is typing in standard English or American Sign Language and type in the appropriate format.
 - 3. Avoid the use of commas, periods, question marks, apostrophes, and other standard English punctuation.
 - 4. If all or part of the message is garbled, try tapping the space bar a few times or adjust the sensitivity of your TTY and request repetition of the message. This is a common occurrence on TTY calls. You can request repetition by typing “please repeat ga” or “I dont understand ga”.
 - 5. When you are finished with your side of the conversation, type your closing remarks followed by “GASK”. This notifies the person that you are ready to hang up.
 - 6. The person will make closing remarks and type “SKSK”.

3. Ending a TTY Call

When you are getting ready to end the TTY call, be sure to type SKSK and activate the print end date/time command (Check your TTY’s operation manual). This will document the amount of time the call lasted.

Emergency communications centers should be equipped with TTYs which have print or memory storage capability so as to document the content of the calls made during an emergency. Just like tape recordings of 911 calls provide documentation so does the transcript of the TTY call. You need to determine based on departmental policy how to best document TTY calls in your center. But here are a few tips to keep in mind:

- a. Make sure you know how to program your TTY equipment to print.

- b. Determine how to program your TTY to print beginning date/time and end date/time of the call.
- c. When reading the printout, note that most TTYs are programmed to print what you typed in all small letters while it prints what the CALLER TYPED IN ALL CAPITAL LETTERS. This is done for easier interpretations of who typed what.
- d. Determine, based on your policy, where to file the printouts and how long they should be retained by your department.

J. Dispatching Procedures for TTY Calls

When dispatching field units to calls received from communications impaired callers, communications officers should dispatch the call the same as you would with voice calls and follow these guidelines:

Note: Show Transparency #14 (TTY Dispatch Procedures)

1. Dispatch appropriate units as soon as you get a verified location according to departmental policy.
2. Notify your responding units using a **CODE** that the call was received by TTY so they will be prepared to address those communications impairments once they arrive on the scene.

Note: Using the following examples, explain why this is important to students.

Note: Illustration #1

A communications officer receives a call via the TDD from a woman who reports that her 56 year old husband is having chest pains and difficulty breathing. It is 12:30 am and her husband is lying on the floor in the upstairs bathroom. She is in the bedroom near the bathroom. An ambulance and officer is dispatched to the residence on a complaint of chest pain and difficulty breathing. Shortly after arriving on the scene, the officer calls in to advise that they cannot make contact with the complainant or patient. No one is answering the door.....

Explanation:

Most people have their doors locked at 12:30 am and in this case the communications officer did not notify the responding units that the call came in via the TDD or that the complainant was deaf. As a result valuable time could be lost in the time-critical situation because responders could not get anyone to respond to the knocks on the door. People who are deaf may have installed some type of signaler in their home which flashes the lights when someone rings the doorbell. But in either case, the responders would be better prepared to enter the residence or have the communications officer notify the complainant of their arrival to save valuable time had they known of the communications impairments.

Note: Illustration #2:

A communications officer receives a call via the TDD that there is a fight between a father and his teen-age son at 342 S. Main Street. Officers are dispatched but are not told that the call was received via the TDD. When the officers arrive on scene, they observe two male subjects in a physical altercation in the front yard. The officers begin to issue verbal commands which are not heeded because both disputants are deaf. As the officers slowly approach the altercation, the older subject sees them, stops hitting the son and runs towards them and appears to be waving his arms violently. Commands from the officers to halt are ignored.....

Explanation:

Because the communications officers did not advise the responding field units that the call came in via the TDD or that the subjects involved were deaf, a grave misunderstanding takes place which could result in deadly consequences. It is critical that communications officers notify responders of all pertinent information to include that the call came in via TDD and that the parties involved were deaf.

3. Stay on the line with the TTY caller and provide continual updates as help arrives or if there are changes in the situation. Because TTY callers may not know when help has arrived you can relay that information to them thereby speeding up the response time to the actual situation.
4. Once responders arrive on scene you may be asked to relay via the TTY since they may not be able to communicate with the caller in another manner.
5. Be prepared to contact an interpreter when necessary or requested.

K. Variations of TTY Calls

Now that we have spent some time learning how to communicate using a TTY, we should address some variations or alternative methods for communicating with callers. What we have addressed so far involves both the caller and the communications officer using a TTY for their side of the communications. However, there are several other methods used by some TTY users of which we must be familiar with and **MUST** accommodate if requested.

When receiving an emergency TTY call, you may receive a request from the caller for VCO or HCO. These are a variation of a standard TTY call where both you and the caller are using a TTY to type your conversation. Both VCO and HCO communications include text and voice communications instead of text-only and requires some additional techniques to be employed on our part in order to communicate effectively. Additionally, some TTY callers feel more comfortable contacting us through the use of a Telephone Relay Service (TRS). In order to efficiently and effectively handle calls from a TRS, you must be familiar with the procedures used by the communications assistant (CA) at the TRS which we **MUST** follow.

Note: Show Transparency #15 (VCO Calls)

1. Voice Carry Over (VCO) Procedures

Some people may call an emergency communications center using a TTY and ask to use VCO. VCO stands for Voice Carry Over. It is a communication hybrid of TTY conversation which involves both text and voice. VCO allows a person with hearing loss to speak directly to the call taker and read the response that is typed back. Many persons who became deaf or hard of hearing later in life prefer to speak instead of type. They use voice carry over (VCO) by speaking directly into the phone and then you would type back via TTY to the caller. VCO can be accomplished with standard stand-alone TTY equipment simply by having the call taker alternate between listening on the handset when the caller is speaking and placing the handset in the TTY couplers to type a response.

If your center is equipped with TTYs which are built-into your console/computer, you need to check with your supervisor for procedures to accommodate request for Voice Carry Over. It is important to remember to wait on the caller to verbalize the GA for “go ahead” before you begin typing your response.

2. Hearing Carry Over (HCO) Procedures

Note: Show Transparency #16 (HCO Calls)

You may receive a TTY caller who requests HCO. HCO stands for Hearing Carry Over. People with speech impairments who are not deaf or hard of hearing often prefer HCO which allows them to type their words on a TTY to you and hear your spoken responses through their handset. HCO can be accomplished using standard stand-alone TTY equipment by alternating speaking into the handset and placing the handset in the TTY when the caller types a response.

If your center is equipped with TTYs which are built-into your console/computer, you need to check with your supervisor for procedures to accommodate request for Hearing Carry Over. It is important to remember to verbalize the GA for “go ahead” when it is their turn to respond.

3. Telephone Relay Service (TRS) Call Procedures

Note: Show Transparency #17 (TRS Calls)

Another variation to a TTY call is one which is received into the communications center from a Telephone Relay Service. When you receive a call from the Relay Service follow these procedures:

- F When you answer your phone, the Relay Service Communications Assistant (CA) will state that it is a Relay Service call and ask if you are familiar with Relay Service.
- F If you are not, the CA explains the Service:
 - L The person calling you is using a TTY/TDD.
 - L The TTY/TDD user will type his/her message and the CA relays the message to you verbally.
 - F After each message is completed, the CA will say to you, "Go Ahead."
 - L Voice your message to the CA. After each message is completed, say "Go Ahead." The TTY/TDD user then responds with his/her message.
 - L Please speak slower than usual because the CA will be typing *everything you say*. Your typed message is then relayed to the TTY/TDD user.

Communications officers should be prepared to be specific and speak in “first person” when taking calls from a Relay Service. It is also important to realize that relay service operators are **NOT** allowed to interpret what the caller meant or what you meant to the caller so be specific.

4. Non-TTY Calls

In addition to communications impairments that require the caller to use a TTY, there may be a time when the communications officer will receive a call from someone who is experiencing difficulty with communicating but will not be using a TTY to call.

Note: Show Flip Chart #3 (Non-TTY Calls)

1. Medical Conditions

People may suddenly become communications impaired as a result of a stroke, choking, or some other medical condition. These callers will be using a regular voice phone and will present a challenge to the call taker. As the call taker, you must develop alternative ways of communicating with the suddenly impaired caller. A good example of alternative communications could simply be that you instruct the caller to tap once for yes and twice for no. Then the call taker would begin to ask yes/no questions to try to assess the caller’s location and problem. If the caller cannot tap the phone but can make some type of noise, this will work also. If they have touch tone phone, they can hit a button once for yes, twice for no, etc.

Note: Play audio tape # 1 (Tap Method) - 5 minutes - This is not a medical example but is a law enforcement example of the tap method. [OPTIONAL]

2. Threats/Fear/Intimidation

Call takers need also to keep in mind that some callers may not be impaired for medical reasons but they may be in danger and cannot answer your questions directly. If you think that a caller is afraid to answer your questions, you need to ask them yes/no questions which will allow them to indicate the type of danger they are in without drawing suspicion. For example, in a domestic dispute, the caller may call but then they will not be allowed to give you much information because the perpetrator is threatening them with a gun, etc. By carefully wording your questions, you may be able to communicate with this caller without jeopardizing their safety.

Role playing with a caller can allow them to communicate with you

their problem without drawing attention to themselves in the potentially dangerous environment that they may be in. When callers begin to talk as if they are calling someone else, you should ask, “Do you know that you have dialed 911 (or other emergency agency)?” because this question can be simply answered yes or no. If yes, you will realize that the caller is role playing and may be in danger.

Note: Play audio tape # 2 (Role Play/Threats) - 1:13 minute [OPTIONAL]

3. Non-Verbal Calls

In some cases, the caller may only be able to dial the emergency number and put the phone down. This is done in hopes that you will have their address or trace the call. You should listen to background noise or conversation. This may provide you valuable information which will help you deal with the call and send the needed help.

Note: Play audio tape # 3 (Non-Verbal) Fayette Co. Car jacking - 5-10 minutes [OPTIONAL]

Note: Ask the students : “Can you share with us any other examples of alternative ways to communicate?”

Write the answers on a flip chart and discuss with the class.

Note: Ask students if there are any questions.

Note: Conduct Practical Exercise #2

Students should be assigned to a lab given instructions on how to operate the Text telephones. Some students will be TTY callers and others will be emergency call takers. The instructor should give the TTY callers a scripted scenario to follow. See Appendix C. This practical exercise should take approximately 2 hours for 24 students.

III. Conclusion (10 min.)

A. Summary

Note: Show Transparency #18 (Review of Objectives)

The enabling objectives for this unit are:

1. Discuss the requirements set forth in the Americans with Disabilities Act relative to emergency communications.
2. Define the critical terms for understanding the concepts of communication impairments.
3. Describe the impact communications impairments may have on emergency call handling.
4. Identify the basic functions of a TTY and procedures for proper usage.
5. Identify ways to recognize incoming TTY calls.

Note: Show Transparency #19 (Review of Objectives)

6. Recognize the proper protocol for TTY communications.
7. Describe the difference between the standard English format and the American Sign Language (ASL) format for communicating on a TTY.
8. Translate key phrases from English to ASL (American Sign Language) and from ASL to English.
9. Explain the process for accommodating requests for Voice Carry Over (VCO) and Hearing Carry Over (HCO) communications formats.
10. Explain the proper procedures for handling calls from a Telephone Relay Service.

B. Questions from the class

Note: Ask “are there any questions?”

C. Closing Statement

An emergency involving a deaf or hearing person is frequently worse than an emergency involving a hearing person because the sounds alerting a hearing person to an accident cannot be heard, therefore, more time elapses between the occurrence of the emergency and it's discovery. Since a special telephone is required to contact emergency services, this also adds to the time it takes to contact help, explain the situation, and get personnel en route. In this business, time is our enemy and time is the enemy of the victims who need assistance. There are over 28 million hearing impaired, deaf, and speech impaired individuals in the United States and there will be a day when one will call you. Time is already against them. If you are unprepared to handle their TTY call for help, then you are against them, too.



Communications Impaired Callers Course

Appendix A

Transparencies & Flip Charts

Terminal Performance Objective

Given actual and hypothetical scenarios, students will apply key concepts and procedures for communicating with impaired callers in accordance with Title II of the Americans with Disabilities Act and compliance standards established by Department of Justice.

Enabling Objectives

- a. Discuss the requirements set forth in the Americans with Disabilities Act relative to emergency communications.*
- b. Define the critical terms for understanding the concepts of communication impairments.*
- c. Describe the impact communications impairments may have on emergency call handling.*
- d. Identify the basic functions of a TTY and procedures for proper usage.*
- e. Identify ways to recognize incoming TTY calls.*

Enabling Objectives

- f. Recognize the proper protocol for TTY communications.*
- g. Describe the difference between the standard English format and the American Sign Language (ASL) format for communicating on a TTY.*
- h. Translate key phrases from English to ASL (American Sign Language) and from ASL to English.*
- i. Explain the process for accommodating requests for Voice Carry Over (VCO) and Hearing Carry Over (HCO) communications formats.*
- j. Explain the proper procedures for handling calls from a Telephone Relay Service.*

DOJ Performance Standards

- └ Minimum of one TTY at answering point;
- └ Maintain up-to-date knowledge;
- └ Modify policies and procedures;
- └ Establish and maintain a working relationship;
- └ Establish, implement and document testing procedures;
- └ Offer refresher training every six months;
- └ Develop and implement a public education program;
- └ Conduct and document a semi-annual audits;

Georgia Laws

- └ Basic training course for communications officers shall include training in the use of telecommunications devices for the deaf (TDD's)**
- └ Every dispatch center shall have on duty at all times at least one communications officer trained in the use of telecommunications devices for the deaf (TDD's).**
- └ No dispatch center shall employ any additional or replacement communications officers who are not trained in the use of telecommunications devices for the deaf (TDD's).**
- └ No monthly "911" charge may be imposed or continue to be imposed unless each dispatch center funded in whole or in part from such charges is in compliance with the requirement for TDD training for communications officers.**

Categories of TTY users

L Deaf TTY users

Use a TTY exclusively to communicate over the telephone.

L Deaf-Blind TTY users

Communicate over the telephone using one of two devices, a TTY with a large visual display, or a TTY with Braille output

L Hard of Hearing TTY users

Uses a TTY, a telephone with an amplifier, or a specially designed telephone that interfaces with relay services.

L Late Deafened TTY users

Uses a TTY, a telephone with an amplifier, or a specially designed telephone that interfaces with a relay service.

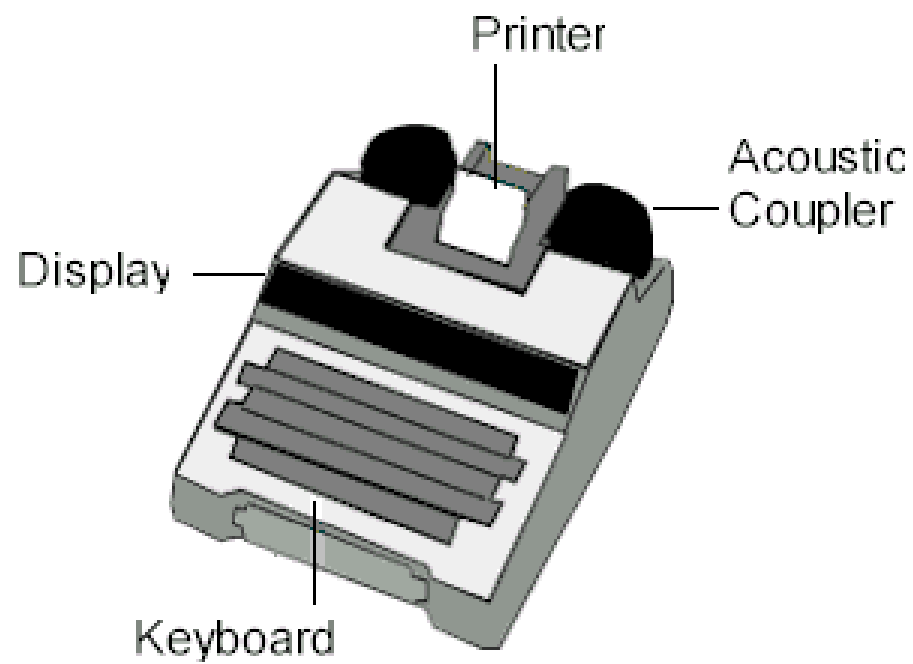
L Speech Impaired TTY users

Uses a TTY or a specially designed device that allows them to talk or produce words vocally.

L Hearing TTY users

Uses a TTY where there is no standard telephone.

Parts of a TTY



Using TTY in Acoustic Coupler Mode

Handset Cord to the Left

7



TTY Protocol

GA - *Go Ahead*

Q or QQ - *Question*

SK - *Stop Keying*

SKSK - *Stop Keying Stop Keying*

XXXXX - *Error Message*

English Phrases....

what is your address qqga

what is your phone number qqga

what is ur ph nbr qqga

what is the problem qqga

what is prob qqga

how long ago did this happen qqga

is anyone hurt qqga

how old is person qqga

is the house on fire qqga

does he have a weapon qqga

English TTY Message

springfield 911 where is your emergency qqga

1004 PEACHTREE ST GA

1004 peachtree st qqga

YES GA

what is wrong qqga

NEED AMBO I HAVE CHEST PAINS GA

ok ambo on the way what is your phone number qqga

PH NBR IS 7889687 PLS HURRY GA

ambo on way how old are you and how long have you hurtqqga

IM 58 AND IT STARTED ABOUT 10 MIN AGO GA

what is your name qqga

JOHN SIMMONS GA

ok mr simmons help is on the way are you breathing ok qqga

A LITTLE SHORT OF BREATH GA

is there anyone else there with you qqga

YES MY WIFE BUT SHE IS DEAF TOO GA

that is ok can she go meet the ambo at the door qqga

YES GA

ok the ambo is there now have your wife open door gask

OK THANKS FOR YOUR HELP SKSK

ok sksk

ASL Phrases.....

live you where qqga

phone you number qqga

ph nbr what qqga

problem whatqqga

need you police fire ambo qqga

problem how long qqga

hurt any qqga

age person qqga

house fire qq ga

gun knife use person qqga

house out now sksk

ASL TTY Message

springfield 911 where is your emergency qqga

HLP PLS AMBO HURT BAD GA

where ambo need you qqga

8442 SUNSET DR GA

8442 sunset drive qqga

YES GA

ambo on way problem what qqga

HUSB HEART HURT BAD GA

ph nbr what qq ga

8852435 PLS HURRY GA

ok husb awake qq blow ok qqga

YES GA

husb heart hurt how long qqga

5 MIN BAD BAD GA

age husb qq ga

62 GA

door open you qq ga

YES AMBO HERE QQ GA

yes ambo there now door open you gask

OK SKSK

sksk

TTY Dispatch Procedures

- @ Dispatch appropriate units ASAP**
- @ Notify your responding units using a *CODE***
- @ Stay on the line with the TTY caller and provide continual updates**
- @ Once responders arrive you may be asked to relay**
- @ Be prepared to contact an interpreter when necessary or requested**

Voice Carry Over (VCO) Calls

Caller Talks/Reads

Communications Officer Types/Lists

Hearing Carry Over (HCO) Calls

Caller Types/Listens

Communications Officer Talks/Reads

TRS Calls

- F Communications Assistant (CA) will state that it is a Relay Service call and ask if you are familiar with Relay Service.**

- F If you are not, the CA explains the Service:**
 - L The person calling you is using a TTY/TDD.**

 - L The TTY/TDD user will type his/her message and the CA relays the message to you verbally.**

 - L After each message is completed, the CA will say to you, "Go Ahead."**

 - L Voice your message to the CA in 1st person. After each message is completed, say "Go Ahead." The TTY/TDD user then responds with his/her message.**

 - L Please speak slower than usual because the CA will be typing *everything you say*. Your typed message is then relayed to the TTY/TDD user.**

Review of Objectives

- a. Discuss the requirements set forth in the Americans with Disabilities Act relative to emergency communications.*
- b. Define the critical terms for understanding the concepts of communication impairments.*
- c. Describe the impact communications impairments may have on emergency call handling.*
- d. Identify the basic functions of a TTY and procedures for proper usage.*
- e. Identify ways to recognize incoming TTY calls.*

Review of Objectives

- f. Recognize the proper protocol for TTY communications.*
- g. Describe the difference between the standard English format and the American Sign Language (ASL) format for communicating on a TTY.*
- h. Translate key phrases from English to ASL (American Sign Language) and from ASL to English.*
- i. Explain the process for accommodating requests for Voice Carry Over (VCO) and Hearing Carry Over (HCO) communications formats.*
- j. Explain the proper procedures for handling calls from a Telephone Relay Service.*

Requirements of ADA

Direct & Equal Access

Training for Communications Officers

Recognizing TTY Calls

- S Silent Calls**
- S Beeping Tones**
- S TDD Detector**
- S Voice Announcer**

Non-TTY Calls

Medical Conditions

Threats/Fear/Intimidation

Non-Verbal Calls



Communications Impaired Callers

Appendix B

Handouts

See Comm Impaired Callers Student Manual .pdf file



Communications Impaired Callers

Appendix C

Practical Exercises, Test Questions & Answers

PRACTICAL EXERCISE #1: Communications Impaired Callers

1. How the class is organized:

Allow the students to remain at their desks and work individually.

2. Location(s) of the exercise:

In the academic classroom.

3. Equipment required:

None.

4. Supplies and Materials:

Pen or pencil and the Communications Impaired Callers Handout.

5. Resource persons/roles:

None.

6. Time allotments:

Total time approx. 30-45 minutes.

7. Instructions for students:

The students should be instructed to turn to Page 21 of the Communications Impaired Callers Student Manual. They are to work individually and answer the true/false questions, fill-in-the-blanks and then translate American Sign Language phrases into English. Finally, they are to translate English phrases into American Sign Language format using proper protocol.

8. How will the students be evaluated:

Once the students have completed this exercise, the instructor should lead a class review and discussion of the answers. The instructor should be prepared to answer questions from the students regarding this information.

PRACTICAL EXERCISE #2: *Communications Impaired Callers*

1. How the class is organized:

The students will be assigned to a lab for guided practice on how to properly operate the Text Telephone and the effective handling of TDD calls.

2. Location(s) of the exercise:

The Communications Lab.

3. Equipment required:

Two TDDs and two telephones for each lab.

4. Supplies and Materials:

Pen or pencil and scripted scenarios.

5. Resource persons/roles:

At least enough POST certified instructors for a instructor/student ratio of 1:12.

6. Time allotments:

Assignment should be completed within 2 hours.

7. Instructions for students:

The students will be provided an opportunity for guided practice in sending and receiving a minimum of at least two TDD calls and a critique and review with an instructor of their techniques.

Note: See the attached Student Package for further instructions/information.

8. How will the students be evaluated:

Once the guided practice is completed, students will be given a test scenario in which they must score at least an 80% score based on the Standardized Evaluation Checklist and Guidelines for handling TDD calls.

Note: See the attached Instructor Package for instructions/information.

*Test Plan
for
Communications Impaired Callers Course*

1. Written Tests

a. Test Description

The Georgia Public Safety Training Center administers a 25-item test at the beginning (pre-test) and the end (post-test) of the course which consists of a combination of multiple choice, fill-in-the-blank, short answer and true/false questions. These test cover all of the cognitive performance objectives presented in the course. Use the sample test question bank included in Appendix C to generate the 25 question exam.

b. Pass/Fail Criteria

Our course participants must answer at least 17.5 (70%) of the post-test items correctly to receive credit for the course. Students are allowed one (1) retest. Participants who fail the retest may be accepted for attendance at a later offering of the course.

c. Example Test Questions

A copy of example test questions and answers are attached. These examples consist of a combination of multiple choice, fill-in-the-blank, short answer and true/false questions and they cover all of the cognitive performance objectives presented in the course.

The instructor can mix and match test question types to create a unique test for their respective purposes.

2. Performance Tests

a. Test Description

As a final performance evaluation of the students understanding of the concepts presented in this course, the participants in our course must attain a passing score of at least 80% on a standardized evaluation checklist during a performance exercises in which the student receives an emergency call from a person using a TDD in order to receive credit for completion of the course.

The students are given the opportunity to participate in a guided practice with other students in which they send and receive practice emergency calls using TDD/TTY equipment and scripted scenarios. Each student is given an opportunity to practice a minimum of two incoming and two outgoing emergency calls via a TDD. Once the students have participated in the guided practice and have had a chance to have a verbal critique from the instructor(s), they are given a simulated emergency call using the TDD equipment by a certified Georgia POST Instructor.

b. Pass/Fail Criteria

Successful completion of the course requires them to attain at least an 80% score on the Standardized Evaluation Checklist for handling TDD calls.

Students who fail to attain at least an 80% score on the Standardized Evaluation Checklist for handling TDD calls may be given one retest. If they again fail to obtain a passing score, they may repeat the course at a later date.



Communications Impaired Callers

Sample Course Schedule

08:00 - 09:00	Registration & Pre-Test
09:00 - 12:00	Communications Impaired Callers
12:00- 1:00	Lunch
1:00 - 2:00	Communications Impaired Callers
2:00- 4:00	Performance Examination
4:00-5:00	Written Examination, Course Evaluation, & Graduation

Communications Impaired Callers

Sample Test Questions and Answers

Communications Impaired Callers Cognitive Examination

Answer the following multiple-choice questions by marking the appropriate answer on the answer sheet.

1. A communications officer may identify an incoming TDD call by:
 - A. Silence on the line
 - B. Beeping tones on the line
 - C. A TDD detector
 - D. A voice announcer
 - E. All of the above

2. When a communications officer establishes contact with a TDD caller, but the caller stops responding, as the communications officer you should:
 - A. Be sure to type GA when you have finished with your comments and want a response
 - B. Keep sending a message and wait a few moments as the caller may have turned away from the phone to attend to the emergency
 - C. Give up on the call because the caller has probably hung up the phone
 - D. A & B
 - E. B & C

3. When answering an incoming telephone call, if there is silence on the line, the proper procedure is to:
 - A. Assume you have been disconnected and hang up
 - B. Send a TDD message to see if the caller is using a TDD
 - C. Speak very loudly into the phone
 - D. All of the above
 - E. None of the above

4. Which of the following messages would be the proper way to ask a TDD caller "What is your address?" using the American Sign Language (ASL) communications format?
 - A. Where do you live GA?
 - B. Live you where QQ GA
 - C. Your Address QQ
 - D. None of the above

5. Prelingual Deafness is defined as:
 - A. Slight hearing impairment in only one ear
 - B. Hearing impairment the result of an accident as an adult
 - C. Deafness brought about because of the person's age
 - D. Deafness which occurred before the person could learn language

6. Which of the following is NOT a true statement about the impact that communications impairments may have on emergency calls for service?
- A. Special phone equipment is needed at both ends to communicate.
 - B. The time between the accident happening and awareness of accident could be longer than an incident involving hearing persons.
 - C. The dispatch of the call should be exactly the same as with a voice caller.
 - D. The amount of time to handle a TDD caller is usually longer than for a voice caller with a similar problem.
7. According to the Department of Justice, communications officers must receive refresher TTY-related training at least every _____ in order to comply with the ADA.
- A. 3 months
 - B. 6 months
 - C. 9 months
 - D. 12 months
8. Which of the following is considered an impact that communications impairments have on emergency call handling?
- A. Typed conversation is slower
 - B. Time lapses may occur between time of incident and awareness of incident
 - C. Due to the use of special phone equipment and procedures, police are just dispatched to the origin of the call
 - D. A and B
 - E. B and C
9. During a Voice Carry Over (VCO) call, the communications officer's role is to _____.
- A. Listen to the caller and then type your response
 - B. Read the caller's message and then talk to the caller using the handset
10. During the Hearing Carry Over (HCO) call, the communications officer's role is to _____.
- A. Listen to the caller and then type your response
 - B. Read the caller's message and then talk to the caller using the handset

The following are short answer questions.

1. List the four ways to recognize an incoming TDD call.
2. What is the proper protocol used to officially end a TDD conversation?
3. What is the proper protocol used to indicate a question?
4. What is the proper abbreviation to use for the word “ambulance?”
5. What are the procedures that the communications officer must complete for Voice Carry Over (VCO) communications?

Answer the following true/false questions by circling the correct answer.

1. True False Two TDD users can transmit/receive simultaneously just as two hearing callers can talk at the same time.
2. True False If a typed sentence is NOT ended with GA it is permissible to hang up.
3. True False All deaf people use American Sign Language (ASL) as their method of communications on the Text Telephone.
4. True False The Americans with Disabilities Act requires all emergency service agencies to have a Telecommunications Device for the Deaf installed at their center. They are required to have the TDD connected to a separate seven-digit phone line from their voice line.
5. True False Communications impaired means that the person is only speech impaired.
6. True False When using a TTY in the acoustic coupler mode, the telephone handset should be seated into the coupler with the phone cord on the right.

7. True False Communications officers do not have to worry about calls received through the relay service because the relay operator will interpret the caller's information for you.
8. True False The grammatical structure of American Sign Language is different from the standard English format because in ASL the noun usually is followed by any adjectives.
9. True False Because of the need for special equipment and the typed written communications format, TDD communications is significantly slower than voice communications.

Fill-in-the-blanks on the following questions using the choices listed below:

Acoustic Coupler
Prelingual Deafness
Communications Impaired
Voice Carry Over (VCO)

Speech Impaired
Baudot
ASCII
Hearing Carry Over (HCO)

1. _____ means a person who is deaf, hearing impaired, or speech impaired.
2. _____ is the loss of hearing before the development of language skills.
3. _____ is a process by which the caller can speak but cannot hear so the communications officer must listen to the caller and then type their questions.
4. _____ is a process by which the caller can hear but they cannot speak so the communications officer must speak to the caller but read their responses.
5. _____ is the rubber cups on the TTY equipment that hold the telephone handset.

Complete the following phrases with the most appropriate protocols to indicate that you are through with your response and want a response from the other TDD user.

1. Live u where _____
2. 911 _____
3. Father awake _____
4. This is not a relay service _____
5. Police are there now _____

Translate the following English sentences into ASL format using proper protocols to indicate that you are through with your response and want a response from the other TDD user.

1. Do you need the police, fire or EMS?

2. What is the problem?

3. What is your phone number?

4. Get out of the house now!

5. What is your address?

Translate the following ASL messages into their primary meanings.

1. FIRE KITCHN CRTN BURN GRANFATHER WHEELCHAIR UPSTRS
FRIETRUCK NOW GA

2. HLP 911 HAVE HURT HURT CHEST WET FACE SPIN HEAD PLS SEND
AMBO ASLKDJTIWEOHNYORH WOTIAUOSIJ

3. HLP 911 BABY HOT HOT HOT NOW BLU NOT AIR SLEEP SLEEP NOT
WAKE UP BABY WHAT ME DO Q GA

Communications Impaired Callers
Cognitive Examination
Answer Key

Multiple Choice Answers

1. A communications officer may identify an incoming TDD call by:
 - A. Silence on the line
 - B. Beeping tones on the line
 - C. A TDD detector
 - D. A voice announcer
 - E. *All of the above***

2. When a communications officer establishes contact with a TDD caller, but the caller stops responding, as the communications officer you should:
 - A. Be sure to type GA when you have finished with your comments and want a response
 - B. Keep sending a message and wait a few moments as the caller may have turned away from the phone to attend to the emergency
 - C. Give up on the call because the caller has probably hung up the phone
 - D. *A & B***
 - E. B & C

3. When answering an incoming telephone call, if there is silence on the line, the proper procedure is to:
 - A. Assume you have been disconnected and hang up
 - B. *Send a TDD message to see if the caller is using a TDD***
 - C. Speak very loudly into the phone
 - D. All of the above
 - E. None of the above

4. Which of the following messages would be the proper way to ask a TDD caller "What is your address?" using the American Sign Language (ASL) communications format?
 - A. Where do you live GA?
 - B. *Live you where QQ GA***
 - C. Your Address QQ
 - D. None of the above

5. Prelingual Deafness is defined as:
- A. Slight hearing impairment in only one ear
 - B. Hearing impairment the result of an accident as an adult
 - C. Deafness brought about because of the person's age
 - D. ***Deafness which occurred before the person could learn language***
6. Which of the following is NOT a true statement about the impact that communications impairments may have on emergency calls for service?
- A. Special phone equipment is needed at both ends to communicate.
 - B. The time between the accident happening and awareness of accident could be longer than an incident involving hearing persons.
 - C. ***The dispatch of the call should be exactly the same as with a voice caller.***
 - D. The amount of time to handle a TDD caller is usually longer than for a voice caller with a similar problem.
7. According to the Department of Justice, communications officers must receive refresher TTY-related training at least every _____ in order to comply with the ADA.
- A. 3 months
 - B. ***6 months***
 - C. 9 months
 - D. 12 months
8. Which of the following is considered an impact that communications impairments have on emergency call handling?
- A. Typed conversation is slower
 - B. Time lapses may occur between time of incident and awareness of incident
 - C. Due to the use of special phone equipment and procedures, police are just dispatched to the origin of the call
 - D. ***A and B***
 - E. B and C
9. During a Voice Carry Over (VCO) call, the communications officer's role is to _____.
- A. ***Listen to the caller and then type your response***
 - B. Read the caller's message and then talk to the caller using the handset
10. During the Hearing Carry Over (HCO) call, the communications officer's role is to _____.
- A. Listen to the caller and then type your response
 - B. ***Read the caller's message and then talk to the caller using the handset***

The following are short answer questions.

1. List the four ways to recognize an incoming TDD call.

Silent Call Beeping Tones TDD Detector Voice Announcer

2. What is the proper protocol used to officially end a TTY conversation?

SKSK

3. What is the proper protocol used to indicate a question?

QQ or Q

4. What is the proper abbreviation to use for the word “ambulance?”

AMBO

5. What are the procedures that the communications officer must complete for Voice Carry Over (VCO) communications?

If a caller requests VCO communications, the communications officer must be prepared to listen to the caller speak and then type their side of the communications so that the caller can read the communications officer’s response.

Answer the following true/false questions by circling the correct answer.

- | | | | |
|----|------|--------------|---|
| 1. | True | <i>False</i> | Two TDD users can transmit/receive simultaneously just as two hearing callers can talk at the same time. |
| 2. | True | <i>False</i> | If a typed sentence is NOT ended with GA it is permissible to hang up. |
| 3. | True | <i>False</i> | All deaf people use American Sign Language (ASL) as their method of communications on the Text Telephone. |
| 4. | True | <i>False</i> | The Americans with Disabilities Act requires all emergency service agencies to have a Telecommunications Device for the Deaf installed at their center. They are required to have the TDD connected to a separate seven-digit phone line from their voice line. |
| 5. | True | <i>False</i> | Communications impaired means that the person is only speech impaired. |
| 6. | True | <i>False</i> | When using a TTY in the acoustic coupler mode, the telephone handset should be seated into the coupler with the phone cord on the right. |

7. **True** **False** Communications officers do not have to worry about calls received through the relay service because the relay operator will interpret the caller's information for you.

8. **True** **False** The grammatical structure of American Sign Language is different from the standard English format because in ASL the noun usually is followed by any adjectives.

9. **True** **False** Because of the need for special equipment and the typed written communications format, TDD communications is significantly slower than voice communications.

Fill-in-the-blanks on the following questions using the choices listed below:

- | | |
|--------------------------------|---------------------------------|
| Acoustic Coupler | Speech Impaired |
| Prelingual Deafness | Baudot |
| Communications Impaired | ASCII |
| Voice Carry Over (VCO) | Hearing Carry Over (HCO) |

1. **Communications Impaired** means a person who is deaf, hearing impaired, or speech impaired.

2. **Prelingual Deafness** is the loss of hearing before the development of language skills.

3. **Voice Carry Over** is a process by which the caller can speak but cannot hear so the communications officer must listen to the caller and then type their questions.

4. **Hearing Carry Over** is a process by which the caller can hear but they cannot speak so the communications officer must speak to the caller but read their responses.

5. **Acoustic Coupler** is the rubber cups on the TTY equipment that hold the telephone handset.

Complete the following phrases with the most appropriate protocols to indicate that you are through with your response and want a response from the other TTY user.

1. Live u where **QQGA**

2. **911 GA**

3. Father awake **QQGA**

4. This is not a relay service **GA**

5. Police are there now **GASK**

Translate the following English sentences into ASL format using proper protocols to indicate that you are through with your response and want a response from the other TTY user.

1. Do you need the police, fire or EMS?

NEED U POLICE FIRE AMBO QQGA

2. What is the problem?

PROBLEM WHAT QQGA

3. What is your phone number?

PHONE YOU NUMBER QQGA PH NBR WHAT QQGA

4. Get out of the house now!

LEAVE NOW SKSK HOUSE OUT NOW SKSK

LEAVE ASAP SKSK

5. What is your address?

LIVE YOU WHERE QQGA LIVE U WHERE QQGA

Translate the following ASL messages into their primary meanings.

1. FIRE KITCHN CRTN BURN GRANFATHER WHEELCHAIR UPSTRS
FRIETRUCK NOW GA

There is a fire in the kitchen and the grandfather is upstairs in a wheelchair.

2. HLP 911 HAVE HURT HURT CHEST WET FACE SPIN HEAD PLS SEND
AMBO ASLKDJTIWEOHNYORH WOTIAUOSIJ

The caller is having chest pains and is sweating and feeling lightheaded. He needs an ambulance.

3. HLP 911 BABY HOT HOT HOT NOW BLU NOT AIRSLEEP SLEEP NOT
WAKE UP BABY WHAT ME DO Q GA

The caller's baby has a fever, turning blue and is unconscious.

Communications Impaired Callers

Performance Exam Package



Communications Impaired Callers Course

*Standard Evaluation Guidelines
for
Performance Examination*

Communications Impaired Callers Course Performance Examination Instructions

As a final performance evaluation of the students understanding of the concepts presented in this course, the participants must attain a passing score of at least 80% on a standardized evaluation checklist during a performance exercises in which the student receives an emergency call from a person using a TTY in order to receive credit for completion of the course.

The students will be given the opportunity to participate in a guided practice with other students in which they send and receive practice emergency calls using TDD/TTY equipment and scripted scenarios. Each student should be practice a minimum of two incoming and two outgoing emergency calls via a TTY. Once the students have participated in the guided practice and have had a chance to have a verbal critique from the instructor(s), they will be given a simulated emergency call using the TTY equipment by a certified POST Instructor. Successful completion of the course will require them to attain at least an 80% score on the Standardized Evaluation Checklist for handling TTY calls.

Students who fail to attain at least an 80% score on the Standardized Evaluation Checklist for handling TTY calls may be given one retest. If they again fail to obtain a passing score, they may repeat the course at a later date.

The instructor/student ratio for the practice and performance examination is ideally 1:12.

The following sections contains two packages. The first is the *Student Package* which contains all of the student handouts and reference materials needed by the student in order for them to successfully complete the performance exam. The second package is the *Instructor Package* which contains all of the material in the Student Package plus the practice and testing scenarios which should be maintained by the instructor. During the practice session, the instructor to assign and handout specific scenarios, however, the testing scenarios **MUST** be kept confidential and only given to authorized POST certified instructors involved in the performance examination.



Communications Impaired Callers

*Student Package
for the
Guided Practice & Performance Exam*

Communications Impaired Callers Course

Student Package for the Guided Practice & Performance Exam

This package contains information which will be helpful to you during the guided practice and performance examination which is critical to successful completion of this course. In this package you will find:

Procedures for TTY Operation

Page 1

This form provides you with instructions of how to use the TTY that are in our lab. Read them and follow them closely. Ask for any needed clarification from your instructor.

Performance Rating Criteria

Page 2

This form is the rating criteria used by your instructors to score your performance. It may be beneficial for you to spend some time reviewing the desired actions. The rating scale is as follows:

<i>Below Standard/Needs Improvement</i>	<i>1,2,3</i>
<i>Meets Minimum Acceptable Standard</i>	<i>4</i>
<i>Exceeds Minimum Standard</i>	<i>5</i>

TTY Scenario Checklist

Page 4

This form is used by the instructor to document your performance score and make comments.

Scenario Map

Page 5

This form is a sample scenario map which will be used in the guided practice and performance examination. The map remains the same for all scenarios but depending upon lab assignments, unit numbers may change. You will be furnished a color map with the accurate unit numbers on it as you enter your assigned lab.

Master Street Index

Page 6

This form lists all the streets located on the scenario map and which zone or zones they are located in. This can serve as a quick reference guide for you during the guided practice and performance examination.

Procedures for TTY Operation

Sending the TTY Call

- 1) Pickup the phone's handset and dial 911.
- 2) Place handset on the acoustic coupler.
- 3) Turn on the TTY.
- 4) Wait for a greeting and then respond based on your scenario.
- 5) Don't forget to use proper protocol. (GA, SK, QQ, XXXX, SKSK)
- 6) You do not have to use commas, periods, question marks, apostrophes, etc.
- 7) You can use common abbreviations if you choose.
- 8) If your scenario calls for typing in American Sign Language format then you must use ASL format.
- 9) Keep it simple. Don't use complex phrases or public safety jargon.

Receiving a TTY Call

- 1) When the phone rings, answer it by picking up the handset and saying your greeting (example: Melonville 911 Where is your emergency?)
- 2) When you recognize the silent "open" line or tones, you place the handset in the acoustic coupler.
- 3) Turn on the TTY.
- 4) Send your greeting. (Example listed above)
- 5) Remember to ask the basic questions relevant to the type of call you receive.
- 6) (Examples: *where, call back number, what, when, injuries, weapons, who*, etc)
- 7) Don't forget to use proper protocol. (GA, SK, QQ, XXXX, SKSK)
- 8) You do not have to use commas, periods, question marks, apostrophes, etc.
- 9) If your caller is using abbreviations, you can use common abbreviations.
- 10) If your caller is typing in American Sign Language format then you must use ASL format.
- 11) Keep it simple. Don't use complex phrases or public safety jargon.

Ending a TTY Call

- 1) When you are through with your scenario, type **SKSK**.
- 2) *When both parties have typed SKSK, you should hold down the CTRL key and the 2 key at the same time.*
- 3) *The screen will read "Hang up Y/N" - - - type Y and then hit the RETURN key.*
- 4) *Hit the SPACEBAR once.*
- 5) *Wait on the printer to print the end date and time.*
- 6) *Then turn the power off and hang up the phone.*
- 7) *Pull your print out off the TTY and put your name on the back. Also indicate whether you were sending or receiving the call.*

Communications Impaired Callers Course

Rating Criteria

Identification as a TTY Call & Initial Response (x2)

- (1) Did not recognize as TTY call and disconnected without further investigation.
- (2) Did not recognize as TTY call immediately and was delayed in providing initial response (greeting).
- (3) Recognized as TTY call, slow to respond with greeting or typed incomplete greeting.
- (4) Recognized as TTY call after several (2-3) verbal attempts and responded with correct greeting.
- (5) Immediately recognized as possible TTY call after several (2-3) verbal attempts, responded with a greeting which included agency name and a question or directed instruction for the TTY caller (example: Duvall 911 type your address GA or Duvall 911 live you where QQGA).

Caller Interrogation (Pertinent Questions Asked) (x2)

- (1) Did not ask pertinent questions.
- (2) Did not ask pertinent questions in a timely manner or in order of importance.
- (3) Asked some pertinent questions but did not ask enough questions relative to call type.
- (4) Asked all pertinent questions necessary in order of importance.
- (5) Asked all pertinent questions necessary in order of importance and directed caller of actions to take or actions not to take while waiting on responding units. Reassured caller that help was being sent.

Use of Protocol (GA Q QQ GASK SKSK)

- (1) Did not use proper protocol.
- (2) Used some protocol but did not use it appropriately.
- (3) Used protocol on most occasions with more than two uncorrected mistakes.
- (4) Used proper protocol with less than two uncorrected mistakes.
- (5) Used proper protocol with no uncorrected mistakes.

Identification and Use of Proper Syntax (ASL or English)

- (1) Did not identify or use the proper syntax for this call as established by the scenario.
- (2) Identified proper syntax but did not communicate using appropriate format.
- (3) Identified proper syntax but was delayed in response while converting to correct syntax or reverted to other syntax (more than two uncorrected mistakes)
- (4) Used proper syntax and format with little delay without reverting to the other syntax more than twice.
- (5) Used proper syntax and format with no delay and no uncorrected mistakes.

Typing Skills (Clear type written communications) (x2)

- (1) Did not type in a format which was understandable, did not type in appropriate language format or use commonly acceptable phrases or typed dangerous instructions to the caller.
- (2) Typing skills need improvement, conversation hampered by typing mistakes, attempted to use proper language formats, failed to use commonly acceptable phrases.
- (3) Typing skills included mistakes which hampered timely completion of the conversation but used proper language formats and used commonly accepted phrases.
- (4) Used proper language formats with few typographical errors. Errors did not interfere with the intent of the communications and used commonly accepted phrases appropriately.
- (5) Used excellent typing skills, proper language formats and commonly accepted phrases with no typographical errors.

Proper Disconnection of Call (SKSK and print end date & time)

- (1) Did not properly disconnect the call by using SKSK or wait on caller to indicate SKSK first (when applicable). Did not print end date and time.
- (2) Did not wait on caller to indicate SKSK first (when applicable), did not print end date and time but did disconnect the call by using SKSK.
- (3) Waited on caller to indicate SKSK first (when applicable), disconnected the call by using SKSK but did not print end date and time.
- (4) Waited on caller to indicate SKSK first (when applicable), disconnected the call by using SKSK, and printed end date and time.
- (5) Waited on caller to indicate SKSK first (when applicable), typed the caller to re-contact if necessary before disconnecting the call by using SKSK, printed end date and time or directed caller to exit the building in applicable situations immediately after obtaining the location and problem.. (example: caller inside a burning building)

Proper Dispatch of Call (Informed Field Units of Impairments)

- (1) Did not dispatch the field units.
- (2) Did not dispatch the field units at the appropriate time which resulted in unnecessary, potentially dangerous delays and failed to advise field units that they would be dealing with a communications impaired citizens.
- (3) Did dispatch field units in a timely manner but failed to advise field units that they would be dealing with communications impaired citizens.
- (4) Dispatched units in a timely manner and advised the field units that they would be dealing with communications impaired citizens.
- (5) Dispatched units in a timely manner and advised the field units that they would be dealing with communications impaired citizens, provided other available details such as make sure to ring doorbell for hard of hearing or child can speak and hear, etc.

TTY Standardized Evaluation Checklist

<i>Student Name:</i>	<i>Scenario #:</i>	<i>Identification Method:</i> <i>Silence Tones Announcer</i>	<i>Scenario Format:</i> <i>ASL English</i>
<i>Evaluator Name:</i>	<i>Date:</i>		

Rating Scale		
1 Below Standard Needs Improvement	4 Meets Minimum Acceptable Standard	5 Exceeds Minimum Standard

Identification as a TTY Call & Initial Response to the Call <i>Comments:</i>	
(x2)	
Caller Interrogation (Pertinent Questions Asked) <i>Comments:</i>	
(x2)	
Use of Protocol (GA QQ GASK SKSK) <i>Comments:</i>	
Identification and Use of Proper Syntax (ASL or English) <i>Comments:</i>	
Typing Skills (Clear Type Written Communications) <i>Comments:</i>	
(x2)	
Proper Disconnection of Call (SKSK and Print End Date/time) <i>Comments:</i>	
Proper Dispatch of Call (Informed Field Units of Impairments) <i>Comments:</i>	
Total Points (40/50)	

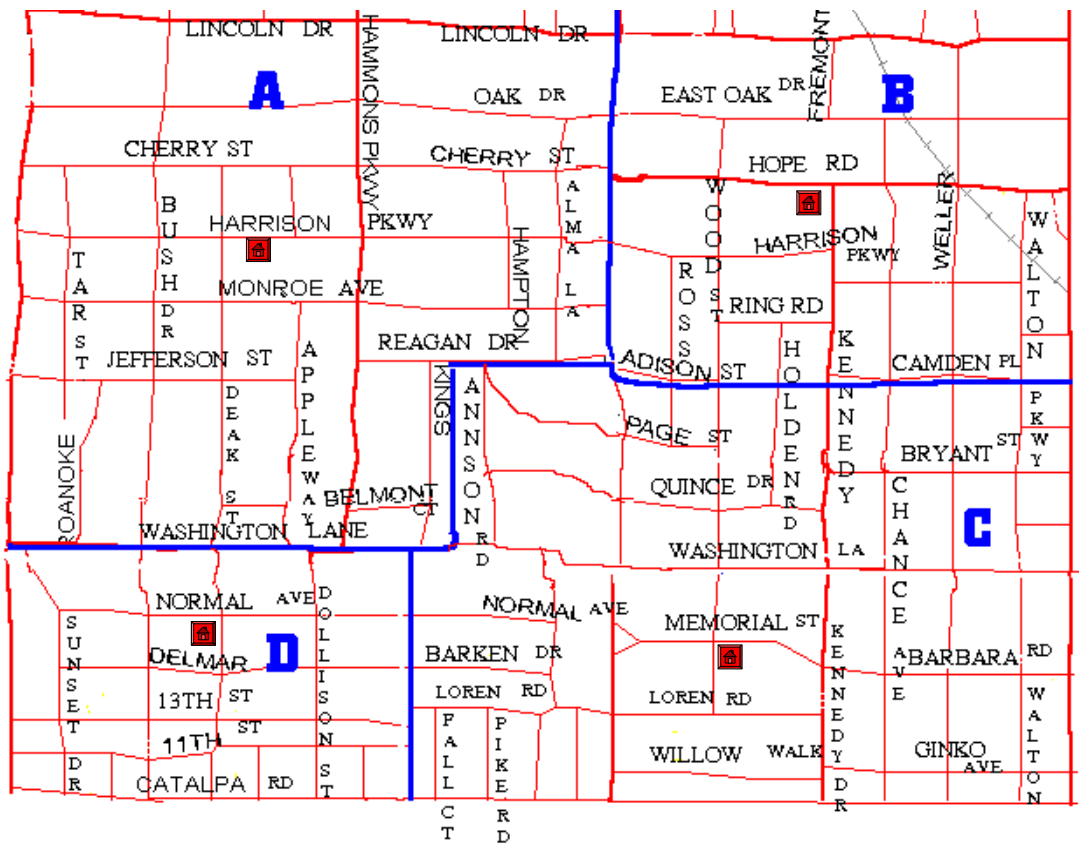
Evaluator Signature

Student Signature

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WOOD STREET	B, C

Performance Examination Map



SUPPLEMENTAL / SUPPORT UNITS

DETECTIVE - 602

CRIME SCENE UNIT - 410

SUPERVISOR - 100

JUVENILE OFFICER - 513

HAZMAT UNIT - 325

<p><u>Zone A</u></p> <p>211A MED-11A STATION-11A</p>	<p><u>Zone B</u></p> <p>211B MED-11B STATION-11B</p>
<p><u>Zone D</u></p> <p>211D MED-11D STATION-11D</p>	<p><u>Zone C</u></p> <p>211C MED-11C STATION-11C</p>



Indicates Fire/EMS/Rescue Station Location



Communications Impaired Callers Course

Instructor Package for the Guided Practice & Performance Exam

This package contains information which will be helpful to instructors as they prepare for and participate in the guided practice and performance examination. Pages 1-6 are exactly the same as those in the Student Package. It will be helpful to you to review these pages so you will be familiar with the instructions given to the students. In addition to these pages, the Instructor Package also contains the additional forms needed to conduct the guided practice and performance examination. In this package you will find:

Procedures for TTY Operation

Page 1

This form provides instructions of how to use the TTY that are in our lab.

Performance Rating Criteria

Page 2

This form is the rating criteria used to score the student's performance. It is critical that you follow this rating criteria and document your scores with specific comments in the section provided. Please elaborate on each rating. The students must attain at minimum passing score of 40. The rating scale is as follows:

<i>Below Standard/Needs Improvement</i>	<i>1,2,3</i>
<i>Meets Minimum Acceptable Standard</i>	<i>4</i>
<i>Exceeds Minimum Standard</i>	<i>5</i>

TTY Scenario Checklist

Page 4

This form is used by the instructor to document performance score and make comments.

Scenario Map

Page 5

This form is a sample scenario map which will be used in the guided practice and performance examination. The map remains the same for all scenarios but depending upon lab assignments, unit numbers may change. You will be furnished a color map with the accurate unit numbers on it as you enter your assigned lab.

This form lists all the streets located on the scenario map and which zone or zones they are located in. This can serve as a quick reference guide for you during the guided practice and performance examination.

TTY Practical Lab Assignment Sheet

Page 7

The instructor should use this form to schedule the guided practice in which students are sending and receiving TTY calls with each other based on the sample Practice Scenarios which are included in this package.

TTY Performance Lab Assignment Sheet

Page 8

The instructor should use this form to schedule the students in labs for the performance examination. Remember to use the Test Scenarios for this examination.

Practice Scenarios

Page 9

There are six scenarios designated at the top of the page as Practice Scenarios to be used during the guided practice. The instructor should make copies and distribute them only to the students to which they are assigned. Students should be instructed not to discuss their scenarios with the other students and should return the scenario to the instructor upon completion. It is important that the instructor schedule the guided practice labs in such a way that a student does not end up sending and receiving the same scenario.

Test Scenarios

Using the format of the practice scenarios, instructors can develop their own set of test scenarios.

Procedures for TTY Operation

Sending the TTY Call

- 1) Pickup the phone's handset and dial 911.
- 2) Place handset on the acoustic coupler.
- 8) Turn on the TTY.
- 9) Wait for a greeting and then respond based on your scenario.
- 10) Don't forget to use proper protocol. (GA, SK, QQ, XXXX, SKSK)
- 11) You do not have to use commas, periods, question marks, apostrophes, etc.
- 12) You can use common abbreviations if you choose.
- 13) If your scenario calls for typing in American Sign Language format then you must use ASL format.
- 14) Keep it simple. Don't use complex phrases or public safety jargon.

Receiving a TTY Call

- 1) When the phone rings, answer it by picking up the handset and saying your greeting (example: Melonville 911 Where is your emergency?)
- 2) When you recognize the silent "open" line or tones, you place the handset in the acoustic coupler.
- 3) Turn on the TTY.
- 4) Send your greeting. (Example listed above)
- 5) Remember to ask the basic questions relevant to the type of call you receive.
- 6) (Examples: *where, call back number, what, when, injuries, weapons, who*, etc)
- 7) Don't forget to use proper protocol. (GA, SK, QQ, XXXX, SKSK)
- 8) You do not have to use commas, periods, question marks, apostrophes, etc.
- 9) If your caller is using abbreviations, you can use common abbreviations.
- 10) If your caller is typing in American Sign Language format then you must use ASL format.
- 11) Keep it simple. Don't use complex phrases or public safety jargon.

Ending a TTY Call

- 1) When you are through with your scenario, type *SKSK*.
- 2) *When both parties have typed SKSK, you should hold down the CTRL key & 2 key at the same time.*
- 3) *The screen will read "Hang up Y/N" - - - - type Y and then hit the RETURN key.*
- 4) *Hit the SPACEBAR once.*
- 5) *Wait on the printer to print the end date and time.*
- 6) *Then turn the power off and hang up the phone.*
- 7) *Pull your print out off the TTY and put your name on the back. Also indicate whether you were sending or receiving the call.*

Communications Impaired Callers Course Rating Criteria

Identification as a TTY Call & Initial Response (x2)

- (1) Did not recognize as TTY call and disconnected without further investigation.
- (2) Did not recognize as TTY call immediately and was delayed in providing initial response (greeting).
- (3) Recognized as TTY call, slow to respond with greeting or typed incomplete greeting.
- (4) Recognized as TTY call after several (2-3) verbal attempts and responded with correct greeting.
- (5) Immediately recognized as possible TTY call after several (2-3) verbal attempts, responded with a greeting which included agency name and a question or directed instruction for the TTY caller (example: Duvall 911 type your address GA or Duvall 911 live you where QQGA).

Caller Interrogation (Pertinent Questions Asked) (x2)

- (1) Did not ask pertinent questions.
- (2) Did not ask pertinent questions in a timely manner or in order of importance.
- (3) Asked some pertinent questions but did not ask enough questions relative to call type.
- (4) Asked all pertinent questions necessary in order of importance.
- (5) Asked all pertinent questions necessary in order of importance and directed caller of actions to take or actions not to take while waiting on responding units. Reassured caller that help was being sent.

Use of Protocol (GA Q QQ GASK SKSK)

- (1) Did not use proper protocol.
- (2) Used some protocol but did not use it appropriately.
- (3) Used protocol on most occasions with more than two uncorrected mistakes.
- (4) Used proper protocol with less than two uncorrected mistakes.
- (5) Used proper protocol with no uncorrected mistakes.

Identification and Use of Proper Syntax (ASL or English)

- L Did not identify or use the proper syntax for this call as established by the scenario.
- L Identified proper syntax but did not communicate using appropriate format.
- L Identified proper syntax but was delayed in response while converting to correct syntax or reverted to other syntax (more than two uncorrected mistakes)
- L Used proper syntax and format with little delay without reverting to the other syntax more than twice.
- L Used proper syntax and format with no delay and no uncorrected mistakes.

Typing Skills (Clear type written communications) (x2)

- L Did not type in a format which was understandable, did not type in appropriate language format or use commonly acceptable phrases or typed dangerous instructions to the caller.
- L Typing skills need improvement, conversation hampered by typing mistakes, attempted to use proper language formats, failed to use commonly acceptable phrases.
- L Typing skills included mistakes which hampered timely completion of the conversation but used proper language formats and used commonly accepted phrases.
- L Used proper language formats with few typographical errors. Errors did not interfere with the intent of the communications and used commonly accepted phrases appropriately.
- L Used excellent typing skills, proper language formats and commonly accepted phrases with no typographical errors.

Proper Disconnection of Call (SKSK and print end date & time)

- L Did not properly disconnect the call by using SKSK or wait on caller to indicate SKSK first (when applicable). Did not print end date and time.
- L Did not wait on caller to indicate SKSK first (when applicable), did not print end date and time but did disconnect the call by using SKSK.
- L Waited on caller to indicate SKSK first (when applicable), disconnected the call by using SKSK but did not print end date and time.
- L Waited on caller to indicate SKSK first (when applicable), disconnected the call by using SKSK, and printed end date and time.
- L Waited on caller to indicate SKSK first (when applicable), typed the caller to re-contact if necessary before disconnecting the call by using SKSK, printed end date and time or directed caller to exit the building in applicable situations immediately after obtaining the location and problem.. (example: caller inside a burning building)

Proper Dispatch of Call (Informed Field Units of Impairments)

- L Did not dispatch the field units.
- L Did not dispatch the field units at the appropriate time which resulted in unnecessary, potentially dangerous delays and failed to advise field units that they would be dealing with a communications impaired citizens.
- L Did dispatch field units in a timely manner but failed to advise field units that they would be dealing with communications impaired citizens.
- L Dispatched units in a timely manner and advised the field units that they would be dealing with communications impaired citizens.
- L Dispatched units in a timely manner and advised the field units that they would be dealing with communications impaired citizens, provided other available details such as make sure to ring doorbell for hard of hearing or child can speak and hear, etc.

TTY Standardized Evaluation Checklist

<i>Student Name:</i>	<i>Scenario #:</i>	<i>Identification Method:</i> <i>Silence Tones Announcer</i>	<i>Scenario Format:</i> <i>ASL English</i>
<i>Evaluator Name:</i>		<i>Date:</i>	

Rating Scale		
1 2 3 Below Standard Needs Improvement	4 Meets Minimum Acceptable Standard	5 Exceeds Minimum Standard

Identification as a TTY Call & Initial Response to the Call <i>Comments:</i>	
(x2)	
Caller Interrogation (Pertinent Questions Asked) <i>Comments:</i>	
(x2)	
Use of Protocol (GA QQ GASK SKSK) <i>Comments:</i>	
Identification and Use of Proper Syntax (ASL or English) <i>Comments:</i>	
Typing Skills (Clear Type Written Communications) <i>Comments:</i>	
(x2)	
Proper Disconnection of Call (SKSK and Print End Date/time) <i>Comments:</i>	
Proper Dispatch of Call (Informed Field Units of Impairments) <i>Comments:</i>	
Total Points (40/50)	

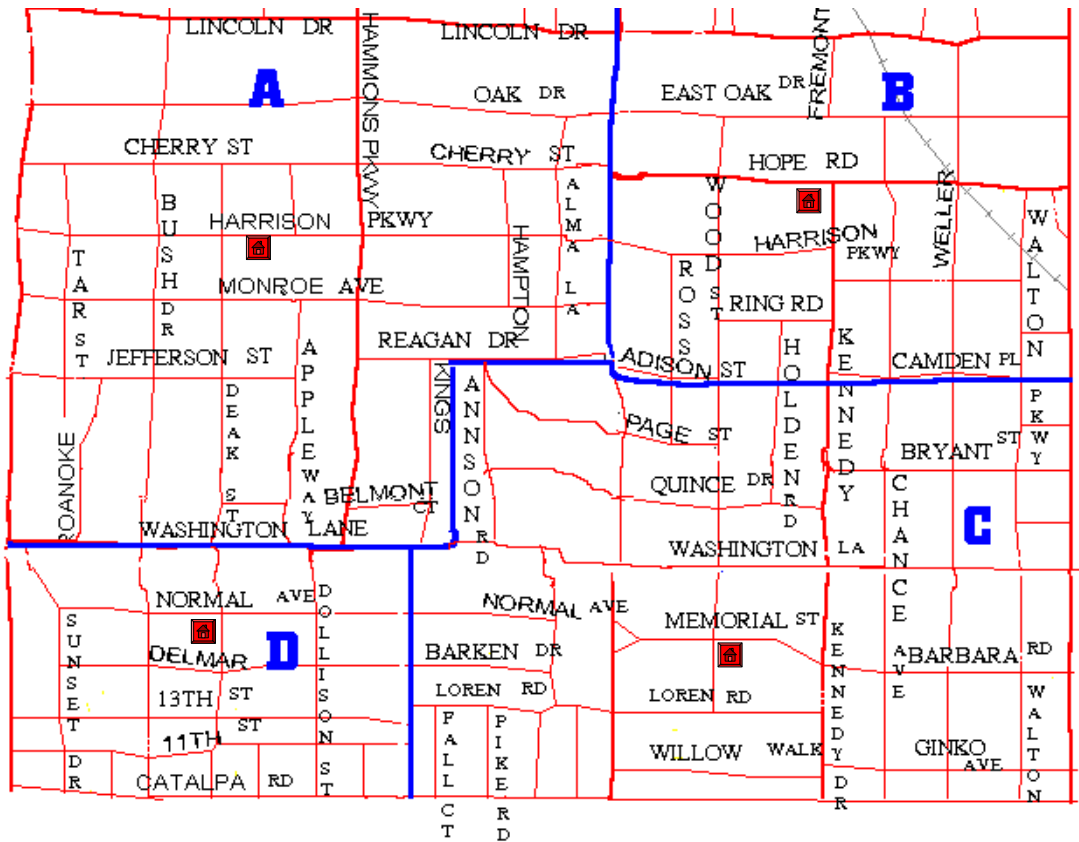
Evaluator Signature

Student Signature

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NORMAL AVENUE	C, D
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PIKE ROAD	C
QUINCE DRIVE	C
REAGAN DRIVE	A
RING ROAD	B
ROANOKE ROAD	A
ROSS ROAD	B, C
SUNSET DRIVE	D
TAR STREET	A
WALTON PARKWAY	B, C
WASHINGTON LANE	A, C
WELLER ROAD	B, C
WILLOW WALK	C
WOOD STREET	B, C

Performance Examination Map



SUPPLEMENTAL / SUPPORT UNITS

DETECTIVE - 602

CRIME SCENE UNIT - 410

SUPERVISOR - 100

JUVENILE OFFICER - 513

HAZMAT UNIT - 325

<p><u>Zone A</u></p> <p>211A MED-11A STATION-11A</p>	<p><u>Zone B</u></p> <p>211B MED-11B STATION-11B</p>
<p><u>Zone D</u></p> <p>211D MED-11D STATION-11D</p>	<p><u>Zone C</u></p> <p>211C MED-11C STATION-11C</p>



Indicates Fire/EMS/Rescue Station Location

TTY Practical Assignments

Room 211		Lab C	
Student Name	Scenario #	Student Name	Scenario #

Room 209		Lab E	
Student Name	Scenario#	Student Name	Scenario #

Room 207		Lab G	
Student Name	Scenario#	Student Name	Scenario #

Room 205		Lab D	
Student Name	Scenario#	Student Name	Scenario #

Room 203		Lab F	
Student Name	Scenario#	Student Name	Scenario #

Room 201		Lab H	
Student Name	Scenario#	Student Name	Scenario #

TTY Performance Lab Assignments

Instructor Room 211 - Student Lab C	
Student Name	Scenario#

Instructor Room 205 - Student Lab D	
Student Name	Scenario#

Instructor Room 209 - Student Lab E	
Student Name	Scenario#

Instructor Room 203 - Student Lab F	
Student Name	Scenario#

Instructor Room 207 - Student Lab G	
Student Name	Scenario#

Instructor Room 201- Student Lab H	
Student Name	Scenario#

COMMUNICATIONS IMPAIRED CALLER SCENARIO #1 (Practice)

ASL Format

Initial Complaint:

Please send an ambulance to 5423 Willow Walk (near Kennedy Drive).

Problem:

Your child has fallen and is not conscious. She fell off her bicycle.

Additional Information:

Your name is Alan/Ellen St. Michaels

Phone number is 383-4226.

Child's Age is 8

COMMUNICATIONS IMPAIRED CALLER SCENARIO #2
(Practice)

Standard English Format

Initial Complaint:

Please send police to 1137 Fall Court (near Loren Road).

Problem:

You came home to find that your back door was standing open into the kitchen. You are in the kitchen but are scared to stay in the house.

Additional Information:

Your name is Bill/Betty Andrews

Phone number is 952-1826

No one else should be home at this time.

COMMUNICATIONS IMPAIRED CALLER SCENARIO #3

(Practice)

ASL Format

Initial Complaint:

I think someone is trying to break into my house.

Problem:

You are home alone and you saw someone look through the window. Now they are trying to get in through the back door.

The only description is white male with blue cap and white shirt. *(Give only if asked)*

Additional Information:

Your name is Danny/Peggy Whitehall

Your address is 4979 Jefferson Street (near Apple Way)

Phone number is 374-4646

COMMUNICATIONS IMPAIRED CALLER SCENARIO #4

(Practice)

ASL Format

Initial Complaint:

Help please, my house is on fire.

Problem:

You woke up to find your kitchen on fire. You are home with your two children (ages 3 and 6).

Additional Information:

Your name is Lewis/Leigh English

Your address is 959 Wood Street (near Memorial Street).

Phone number is 653-1246

COMMUNICATIONS IMPAIRED CALLER SCENARIO #5 ***(Practice)***

Standard English Format

Initial Complaint:

Help please, my husband/wife is having trouble breathing. I think he/she needs an ambulance.

Problem:

You were about to go to bed when your spouse started experiencing shortness of breath and it has now gotten worse.

They have no history of similar medical problems.

Additional Information:

Your name is Richard/Diane Kingston

Your address is 3582 Cherry Street (near Bush Drive).

Phone number is 498-5156

Spouse is 58 yoa.

COMMUNICATIONS IMPAIRED CALLER SCENARIO #6

(Practice)

American Sign Language (ASL) Format

Initial Complaint:

Help please, my daughter was playing on the swing set. She fell and is bleeding from the head. I think he/she needs an ambulance.

Problem:

I do not have a car. My daughter is anemic.

Additional Information:

Your name is Bob/Debbie Chambers

Your address is 711 11th Street (near Dollison Street)

Phone number is 483-5326

Daughter is 5 yoa.

You are deaf/speech impaired. Your daughter is not deaf and not speech impaired.