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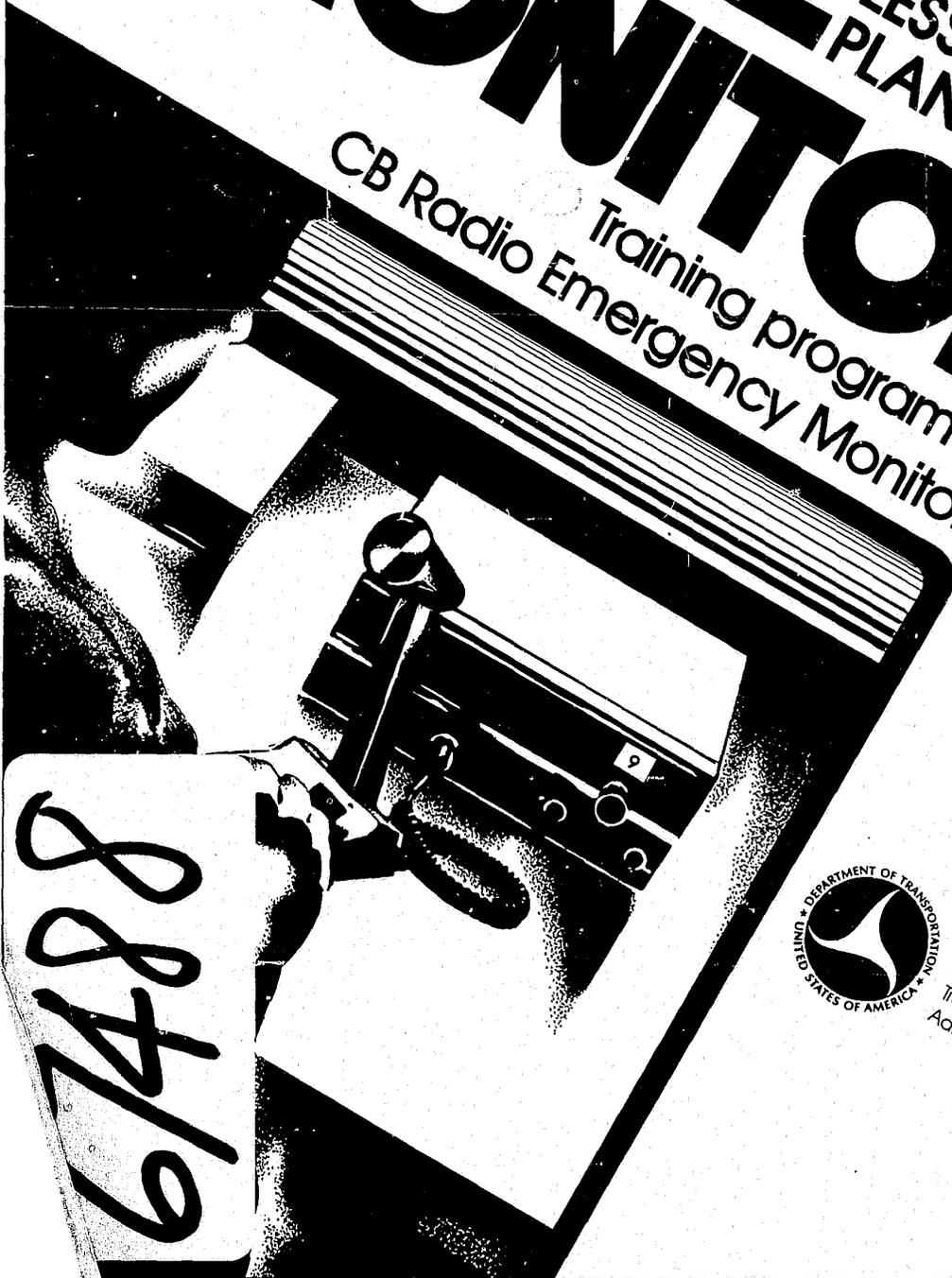


MONITOR 2

LESSON PLAN

MONITOR

Training program for
CB Radio Emergency Monitors



National Highway
Traffic Safety
Administration



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CB Radio Emergency Monitors



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preface

The goal of the National Highway Traffic Safety Administration (NHTSA), Department of Transportation (DOT), pursuant to the Highway Safety Act of 1966 and the Emergency Medical Service Standard 11, has been to develop, upgrade and professionalize operation of the emergency response system and to *achieve complete system development*.

This task can be separated into four major sections: *Administration, Personnel, Equipment and Communications*.

The focus of this course study manual is *Communications*.

Communications is the means by which the entire system becomes cohesive and efficient. In the absence of a dedicated highway/emergency communications system, ever greater use is being made of Citizens Band Radio (CB). Two factors figure heavily in this: first, the population of CB-equipped vehicles on the road today is at least one in 10, secondly, and perhaps even more significant, CB radio is the only convenient method of allowing the public at large direct access to the established emergency response system. CB can provide citizens with an *immediate*

emergency two-way communications access to public safety agencies from virtually every corner of the U.S.; from wilderness to urban area; from lakes, rivers and oceans to prairies and deserts and nearly every mile of roadway in between.

The vitally important link in that response system is the trained monitor, who will *listen* for emergency calls on the Emergency Channel 9, *obtain the facts*, and then *channel them* into the established emergency response system correctly and concisely to insure that the appropriate agencies respond.

The focal point of this emergency communications system is the National Emergency Aid Radio (NEAR) program, sponsored by the NHTSA within DOT. The NEAR program has been developed for the purpose of coordinating the activities of volunteer and public safety agency Emergency Channel 9 Monitors with the activities of the established emergency response system and to provide training.

This course has been prepared under contract from the DOT by REACT International, Inc., an independent non-profit public service organization.

acknowledgements

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State Police; John B. Johnston, Chief, Personal Radio Division and Richard Everett, Deputy Chief, Personal Radio Division, Federal Communications Commission; and Headquarters Staff of REACT International and all local REACT teams in the Chicago area.

foreword

This manual has been developed as an instructor's guide and lesson plan for training National Emergency Aid Radio (NEAR) CB Channel 9 monitors, both volunteers and public safety agency personnel. Recognizing that NEAR monitor trainees will possess varying levels of skill and training—from highly trained professional public safety personnel to average citizens with no specific emergency response training—this lesson plan has been prepared to allow flexibility in covering the essential material thoroughly for all students without being too

basic or too advanced. The design of the course is to serve the needs of both public safety agency and volunteer monitors and to motivate these monitors to perform up to professional standards.

Much of the course is based on a 30-minute training film dramatizing typical emergency situations and demonstrating proper monitoring techniques, attitude and reporting procedures. Underlying guidelines for all students are the four "C's"... (always be *Calm, Courteous, Correct* and *Concise*).

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I. introduction

The purpose of the lesson plan is to assist you, the instructor, in conducting a training course for NEAR volunteer and public safety agency monitors for the CB Emergency Channel 9. Graduates of this course should be qualified to stand radio watch, monitor Channel 9 for emergency calls, obtain all necessary information and channel that information to the appropriate emergency response agency. The course graduate will have a thorough understanding of the role of the NEAR monitor, the tools necessary to do the job, the specific FCC rules that apply to the use of Channel 9, and communication techniques, information logging and record keeping plus specific local variations or requirements, if any.

The course is designed to be covered in a single two-hour classroom session. A 30-minute training film provides much of the text material for

the course and the lesson plan refers back to the film for discussion and review. A high degree of class participation is encouraged.

The course is divided into three segments:

1. Introduction to the course, including a discussion of the purpose of the course and an introduction to the film, "HELP IS NEAR."
2. The film itself.
3. Discussion of the role, functions and procedures of Channel 9 monitors, including the elements of information needed to start the emergency response, as described by the film.

The third section, discussion of the film, will occupy the largest portion of the classroom time (probably 1 hour and 15 to 20 minutes).

Specific objectives for each segment of the course are presented at the beginning of each section in this lesson plan.

II. purpose of this course

The purpose of this course is to train students to be efficient emergency channel monitors—to *quickly gather* the *pertinent* facts in any emergency situation reported over Emergency Channel 9, and then to report them *correctly* and *concisely* to the appropriate emergency response agency. Some attention will also be given to the forms and procedures for proper record keeping.

Because lives are often at stake, time is of the essence. It can't be emphasized too strongly that efficiency (define efficiency as *speed* and *accuracy* combined with *clarity*) is the most important asset of the monitor. Speed without accuracy or

clarity is useless—even detrimental to the COMMUNICATION process. Poor information transfer can needlessly cause suffering and pain—even loss of life.

The monitor's attitude is important. The monitor's job is to remain *calm*, to proceed in a professional manner, to get the important, relevant facts and then to *channel them into the established emergency response system*. This course is designed to give the trainee the necessary knowledge of the *tools*, the *rules*, and the *techniques* for effective Channel 9 emergency monitoring.

III. instructor qualifications

This course has been designed to be delivered by a single instructor, although a second instructor may be needed in areas where specific local customization of procedures is required. In general, however, the instructor should be thoroughly familiar with the locale into which the trainees will be entering.

The instructor should possess a clear understanding of the NEAR/CB Channel 9 monitor's role, have experience as a monitor and/or have special training in emergency response procedures such as a public safety professional. The instructor should be a good communicator and, ideally should also have experience as an instructor.

Special note: Much of this course depends on the successful showing of the training film, "Help Is NEAR." It is strongly recommended that the instructor be thoroughly familiar with the projection equipment, sound system and screen to be used, before teaching this class and to check it before each class. It is also recommended that the instructor plan to have back-up supplies or equipment available to use in case of failure.

IV. training resources

A. FACILITIES

The recommended facility for this training would be a large, well ventilated, well lighted room with comfortable seating and adequate visibility. Ideally, seating would include writing space either at a table or desk or provide a writing surface as an integral part of the chair unit.

B. EQUIPMENT AND MATERIALS

The equipment and materials listed below are essential to the presentation of the course material. The administrator must arrange to procure these items and have them available in the classroom. The list includes:

- Chalkboard with chalk or a flipchart with grease pencils or felt-tip markers.
- 16mm sound movie projector and screen.
- Adequate electrical power and convenient outlets.
- Student Study Guide—one for each student.
- NEAR Monitoring Guide—one for each student.
- Current FCC rules—one for each student.
- All reference type material that graduates of the course will need as monitors such as locator maps, street directories, telephone listings and names as appropriate of emergency service agencies, etc. A complete set for each student is required.
- Copies of all forms that the monitor will need for all recordkeeping. Each student should have 25 copies of each form.
- Names, telephone numbers and locations of other monitors in the area—one list for each student.
- Emergency Action Guide for Selected Hazardous Materials—published by DOT may be used as an optional handout to provide the student with a guide to the types of materials and symbols on transportation vehicles.

Instructors Note: All material presented on the left half of the following pages is presented exactly as it is in the Student Study Guide.

V. NEAR/CB9 emergency monitor training course

COURSE CONTENT

INSTRUCTOR GUIDELINES

A. Introduction to course

OBJECTIVE: To provide you with a thorough understanding of the role of the NEAR monitor in the established emergency response system and to give you a working knowledge of the *tools, rules* and the *techniques* of good monitoring. This study guide provides basic information and also allows additional spaces for *you* to make notes on key points covered in class discussions and/or administrative notes of a specific local nature.

In addition to the Student Guide, the instructor will distribute reference materials including a Citizens Band Monitor Guide, a copy of the current FCC rules, any special local information plus local maps, street guides and the necessary logging and reporting forms.

Purposes of the course

1. To provide you with an understanding of the role of responsibilities of a NEAR/CB Channel 9 monitor.
2. To discuss the various tools used by the emergency CB Channel 9 monitor.
3. To discuss the FCC rules that affect the emergency monitor.
4. To discuss proper attitude and the techniques for good monitoring.
5. To discuss the five most common types of highway related Channel 9 emergency or distress calls.
6. To discuss the need for accurate record keeping and reporting.

Ground rules for student participation in this course.

1. Ask questions.
2. Be interested in helping others.

Training approach

On the face of it, being a NEAR monitor appears to be a simple job: *listen* and *report*. But it can be deceptively simple. It's just too important a job to not be done properly.

The course is based on a 30-minute training film, covering all the essential information needed by the monitor. It also dramatizes the *five most common types of highway-related emergency calls* heard on Channel 9.

1. Highway accident or medical emergency
2. Disabled vehicle—not blocking traffic
3. Disabled vehicle—blocking traffic
4. Careless or reckless driver
5. Traveler assistance

A structured discussion period follows the film to allow ample opportunity to examine, discuss and expand on the material presented.

As you view the film, watch carefully to see the tools, the rules and the communications techniques used by the monitors. Note how they handle the five types of calls, how they work to immediately establish

...All material presented on the right half of the page appears only in the Instructor's Manual and is intended as guidance for the instructor in planning and conducting this class.

- Welcome students.
- Introduce yourself.
- Ask students to introduce themselves, briefly mention their background or experience, if any in emergency training, CB monitoring.
- Complete registration materials.
- Explain procedure for this course.
 - a. Film
 - b. Discussion
 - c. Special local notes
- Pass out Study Guides, Citizens Band Monitor Guides, and other reference materials.
- Go over course purposes. Make sure everyone understands the importance of the CB monitor in the total emergency response system.

Define the NEAR program for students as a special effort to organize and train Emergency CB Channel 9 monitors and to coordinate their activities with local emergency response agencies. This program is sponsored by the Department of Transportation through the National Highway Traffic Safety Administration and focuses primarily on highway-related emergencies. But all monitors should be made aware that there are many other types of emergency calls on CB Channel 9. Procedures vary slightly, depending on the type of emergency, but in all emergencies the *tools* and *rules* are the same, as is the need for accurate information on all essential facts relating to the type of emergency, location, etc. Refer to Citizens Band Monitor Guide, Responding to Emergencies, for details on how to handle other types of emergencies.

- Encourage students to ask questions.
- Stress the need for dedication to helping others.

Emphasize the discussion that follows the film. Tell students that much of what they'll need is covered in the film, and that if something isn't clear, the discussion period is the time for clarification.

COURSE CONTENT

the location and the urgency to the situation. Then note how to proceed with the rest of the call. Make notes on anything you wish to ask questions about in the discussion period following the film.

During the discussion period, special attention will be given to reporting and logging procedures.

B. Film: "Help is NEAR"

(NOTE: for purposes of illustration, volunteers identify as "NEAR Monitor" in the film. Identification of participating organizations such as REACT Teams and Emergency CB Clubs is appropriate.)

Notes: _____

C. Discussion of the film

1. Role of the NEAR monitor

Objective: to provide the NEAR/CB Channel 9 monitor with a clear understanding of the monitor's role in the established emergency response system.

The role of the monitor is to provide a communications link between the *need* and the *help*. To keep that link intact, the monitor must:

- Get information from the caller as needed.
- Pass information to the public safety agency or appropriate response source, and in turn to the responding unit so they can be ready to help in all respects when they arrive on the scene.
- Be ready to guide help to the scene.
- Act as a relay station among separate stations or mobile units.
- Keep records on calls and responses.

When does a monitor order specific types of emergency equipment or crews? _____

KEY THOUGHT: The monitor is the communications link between the *need* and the *help*.

2. Tools of the NEAR monitor

Objective: To provide you with an understanding of the tools used by the monitor and their specific uses.

What are the two primary tools used by the NEAR monitor?

Why the telephone?

Since the overall aim of the NEAR monitor program is to provide faster emergency response with the most appropriate kind of help, it is essential that calls be channeled into the system the most efficient way.

INSTRUCTOR GUIDELINES

Special Note to Instructor: IF YOUR AREA DOES NOT HAVE A 911 EMERGENCY TELEPHONE SYSTEM, EXPLAIN HOW IT WORKS AND RELATE IT TO THE SYSTEM USED IN YOUR AREA.

- As the instructor, you should be thoroughly familiar with content of film. Preview film at least once before teaching class.
- Observe class reactions for laughter, positive or negative response, etc.
- Make notes if necessary and be prepared to respond in later discussion of these reactions.

Cautionary Note: BE SURE TO CHECK PROJECTION EQUIPMENT BEFORE CLASS TO MAKE SURE IT IS FUNCTIONING PROPERLY.

Emphasize the monitor's role as a communications link...how the monitor must get information and channel it to the emergency response system.
...That it takes ingenuity sometimes to pull information out of confused or excited callers.
...That speed, accuracy and clarity are all important.
...That a calm, professional communicator's style is a definite asset. Ask students for comments on these points.
That recording and logging information is necessary both to measure the effectiveness of the NEAR program, and to have your efforts reported.

ANSWER: NEVER! Stress this. (In some cases, the monitor may also be a dispatcher and as such will order specific types of emergency response but will be acting as a dispatcher, not a monitor.)

ANSWER:

CB Channel 9 and a Telephone
Ask for answers...write answers on chalkboard. The reason for CB Channel 9 is obvious, (but remind them that monitors must be licensed CB operators). Discuss the need for using the telephone...how the phone gets into the established emergency response system quicker because it's set to respond to Emergency 911 or other designated telephone numbers. Other two-way radio services are acceptable in some mobile monitoring situations.

NEAR/CB9 EMERGENCY MONITOR TRAINING COURSE

COURSE CONTENT

INSTRUCTOR GUIDELINES

What are some of the other tools used by the NEAR/CB 9 monitor?

ANSWER:

- Emergency procedure checklist
- List of Emergency phone numbers
- Detailed maps, street guides
- Log forms
- FCC Rules
- Emergency Decision tree

Use the chalkboard, list Citizens Band Monitor Guide, maps and street guides (because detailed directions are often called for), checklists, forms, emergency response system telephone list, etc.

Make sure that the students understands the purpose and functions of each. Ask if there are any questions about the tools of the monitor.

Ask students if there are any questions before proceeding to RULES.

Stress the importance of understanding that NEAR monitors, police dispatchers, and ordinary citizens all have equal rights and obligations when it comes to the use of the Emergency CB Channel 9.

It's essential that all NEAR/CB Channel 9 monitors—volunteer and public safety agency personnel—observe the rules and set an example for others to follow. Even though they are doing important work as monitors they have no right to control or "police" the channel. Generally, that means the monitor does not transmit on Channel 9 except in response to an emergency or traveler assistance caller.

The monitor specifically does **not** make announcements, call other monitors or initiate any communication unless it is essential to an emergency situation.

Before getting into the section dealing specifically with the FCC rules governing the use of CB, make sure you understand the difference between CB two-way radio and other two-way radio systems to be used for personal communications. CB is like a party line and *everyone* with a valid CB license has equal access to the channels with few restrictions. By contrast, in other types of two-way radio services the channels are licensed to an individual, company or governmental agency for a specific frequency and for a specific purpose. CB is the only existing two-way radio service that can provide citizens in all parts of the country with immediate direct access to the established emergency response system. The NEAR monitor is the vital link in the communications chain... the link between citizens everywhere and the established emergency response network. Care is needed to keep that link intact.

3. Rules

Objective: To provide you with a clear understanding of the FCC rules pertaining to the use of CB in general, and Channel 9 in particular, in order to properly perform all the duties of the CB Channel 9 monitor.

All FCC rules for the use of CB radio and the Emergency Channel 9 apply equally to everybody. No one has special privileges, no one gets special treatment, regardless of profession or organizational status.

For review, here are a few of the specific rules that apply to Channel 9, taken from the FCC's "PLAIN ENGLISH RULES—CITIZENS BAND RADIO SERVICE," effective August 1, 1978:

CB Rule 17. On what channels may I operate?

- (a) (Not relevant)
- (b) CHANNEL 9 MAY BE USED *ONLY* FOR
*EMERGENCY COMMUNICATIONS OR FOR
†TRAVELER ASSISTANCE.
- (c) YOU MUST, AT ALL TIMES AND ON ALL CHANNELS,
GIVE PRIORITY TO EMERGENCY COMMUNICATIONS
- (d) You may use any channel for emergency communications or for traveler assistance.
- (e) You must share each channel with other users.
- (f) The FCC will not assign any channel for the private or exclusive use of any particular CB station or group of stations.

*Emergency is any situation endangering life or property.

†Traveler assistance is any request for information regarding local highway travel, directions and non-emergency help.

COURSE CONTENT

These rules make it clear that Channel 9 is for emergency use only, that everyone is entitled to equal access to Channel 9, and that *emergency communications on any channel have priority over other communications.*

Should a NEAR Monitor announce on Channel 9 that he is going on or off watch? _____

All FCC rules governing the use of CB apply to CB Channel 9 monitors:

- Monitors like everyone else must have a valid CB license.
- All stations must identify themselves with their station call letters at the conclusion of each completed message.
- Monitors must not use obscene or profane language, make threats or otherwise misuse or try to dominate any channel.
- Singing, whistling, playing music, using sounds other than voice and giving commercial messages are all, of course, prohibited on all channels.

What about time checks? _____

What about radio checks? _____

(Hint: Are these *emergency* calls?)

General Rule: The objective is to keep Channel 9 clear for real emergencies. Use judgement in your approach to each situation, but clear the channel as quickly as possible.

INSTRUCTOR GUIDELINES

ANSWER: NO! It's not an **emergency** call. No general "announcements" are allowed on Channel 9.

Ask if students have questions—make sure this is clear.

Again, to emphasize the need for maintaining order on Channel 9, remind students that careful observance of all rules is essential.

Using the call letters as a sign-off also lets others know the channel is clear. It's a good idea!

Ask students how they would handle other calls such as time checks, radio checks, non-emergency related inquiries?

(ANSWER: They are not allowed on Channel 9 and the monitor should use judgement, give benefit of doubt, but urge callers to use another channel for such calls in the future...objective is to clear the channel as soon as possible.)

Occasionally, people will abuse their privileges on CB—either on Channel 9 or some other channel—it's best to remind them politely of the rules and the prohibition against non-emergency communications on Channel 9. But it is usually pointless to try to educate them if they persist. Urge students to resist a temptation to "scold" abusers.

COURSE CONTENT

INSTRUCTOR'S GUIDELINES

4. Techniques of the NEAR monitor

Objective: to provide the monitor with the knowledge of clear communications techniques and to underscore the idea that the monitor's job is to transfer information clearly and accurately.

Generally, anything that enhances communications between the caller and the emergency response system is desirable and anything that gets in the way of clear communications is to be avoided.

Plain English, spoken clearly and distinctly at a moderate rate is understood everywhere. CB jargon, 10-codes and slang expressions, on the other hand, are not.

Sometimes it is necessary to spell out names and other vital information. How was it done in the film? _____

Another important part of monitoring is remaining calm, even though the caller may be excited or even abusive. Remember, the caller may be under severe stress. You are not and your calm, professional style will help relieve the stress of the caller.

A clear, confident plain-English speaking style has a professional communicator's sound to it and that in itself can help calm an excited caller. It is an important technique of the monitor.

Never argue with a caller, never try to scold or reprimand a caller who is abusive. Always be courteous, get the essential information as quickly as possible, channel it into the response system.

What information should the monitor establish first? _____

But don't risk losing an excited caller. Explain any wait as you call in facts. Get back to the caller as soon as possible.

Don't be long-winded, don't tie up the channel any longer than necessary.

The film summarizes these points with the four "C's"... what are they? _____

5. Exercises

Five types of commonly received emergency call situations

The following exercises are designed for classroom review of the five types of emergency call situations presented in the training film. Space has been left for you to write in answers as they are discussed. The exercise calls for class participation. The instructor will assume the role of the person initiating the emergency call on Channel 9. You may be called upon to assume the role of the monitor, obtain the necessary information and follow the normal monitoring and reporting procedures.

Guide to monitoring procedure

Identify yourself as a NEAR monitor... use call sign as a sign of

Review the role of the monitor in relationship to the rest of the established emergency response system...the key thought is **Communications link**. The need for fast, accurate, clear transfer of information between the need and the help.

Make sure that concept is clearly understood by all trainees before discussing specific techniques.

Ask students to comment on techniques they noted in the film. (Refer to the Citizens Band Monitor Guide for discussion of:

- phonetic alphabet
- pronunciation of numbers
- rate of speech, etc.)

ANSWER: Use phonetic alphabet.

Explain that in most cases the caller will be in complete control but that sometimes a caller will be panic-stricken. It may require extraordinary patience and ingenuity to obtain the vital information to get the response started. Ask students, particularly any public safety professionals in class, if they have any specific, relevant experience in this area.

Urge students to study this material to become familiar with it.

ANSWER:

1. Kind of emergency
2. Exact location

Refer back to the film for techniques used to obtain information. Discuss the need to establish immediately what *kind of* emergency it is and its *exact location*. Nothing can start without that vital information. It's essential for the monitor to remain *Calm, Courteous, Correct and Concise*.

ANSWER:

- Be Calm Be Courteous
- Be Correct Be Concise

Urge students to copy down the "four C's" and remember them. Write them on the chalkboard for students to see. Leave them on the chalkboard during the discussion of the five types of emergency calls.

Five common types of emergency calls related to highway travel.

- Highway accident or medical emergency
- Disabled vehicle—not blocking traffic
- Disabled vehicle—blocking traffic
- Careless or reckless driver
- Traveler assistance

Note for instructor:

More experienced CBers may have greater difficulty in un-learning jargon, codes, etc. in monitor situations. Be sure to emphasize need for plain English.

COURSE CONTENT

professionalism, to help reassure caller who may be under heavy stress.

Establish *kind of emergency* and *exact location*. (Note: if location sounds strange, ask caller for *State* in which he is located to rule out long distance "skip"* calls.) Find out how many vehicles are involved, how many people, number and type of injuries if any. Additional hazards if any. Any other important, relevant information that might be needed to assist emergency dispatcher in sending appropriate aid.

DO NOT TRY TO TELL DISPATCHER WHAT IS NEEDED.

Report the facts that have been reported to you. Assume nothing, take nothing for granted.

Report the facts clearly, calmly, concisely and correctly.

a. Highway accident or medical emergency

"Break, Channel 9?"

(What should monitor response be?)

"This is KFP 2608. I just saw an accident."

(What should monitor response be?)

Sequence for eliciting information from caller.

In obtaining and recording information about the call, you have to get the information in a regular sequence. You can't ask everything at once, and you have to ask important things first. Although "experts" may differ on priorities for obtaining information, one generally recognized sequence is:

1. Caller's perception of the nature of the problem.
2. Time that the call was received (simultaneously with No. 1 above).
3. Specific location of the incident, including directions for guiding vehicles to the scene.
4. Name of caller.
5. Specifics of the nature of the incident (i.e., for a medical incident—
How is patient's breathing? Is the airway clear? Is patient conscious? Bleeding severely? In severe pain?)
6. Are other services needed?

Getting additional information

After you call the dispatcher with the essential facts to start the emergency response, notify the caller that help is on the way. You may also need to get additional information.

In the case of medical emergencies, the name of the patient, the patient's doctor's name, and other information that might be channeled into the system to provide more help.

*"Skip"— a popular term for a phenomenon in which CB signals are reflected off the upper atmosphere and clearly heard up to several hundred miles from their point of origin. "Skip" calls are normally illegal, according to FCC rules. However, if you are clearly receiving an emergency call and establish the location as some distant spot, by all means, handle it as you would any emergency call and take the information as necessary and make a long distance telephone call to channel it into the local emergency response system for that area. Conditions may be such that you are the ONLY unit receiving that emergency call.

INSTRUCTOR GUIDELINES

Discuss need to sometimes verify location and *State* of call due to possible confusion over "skip" calls. Make sure students know what procedure to follow in all cases.

Refer to "Emergency Decision Tree."

Emphasize to students that the goal is to cut down emergency response time. Correct, essential information can get the response started. Wrong information can cause the wrong response and maybe cost lives. But needless pursuit of every last detail before reporting to 911 or other appropriate emergency response numbers could be equally bad.

Discuss the need for record-keeping...the effectiveness of the NEAR program is measured by such records. Distribute and/or call attention to log forms now. Fill them out as part of the following exercises.

Instructor asks what first response should be. "This is NEAR monitor (call sign), may I help you?" (Why? To establish caller confidence through professional conduct.)

Ask a different student each time. Look for monitor response that asks exact location of accident.

Make sure students understand the importance of establishing exact locations...you can't help if you don't know where the caller is.

Instructor should again assume the role of the caller and give a specific location. Ask another student what the next monitor response should be.

Stress the need to verify information as it is given but to get essential information first. At what point do you call the dispatcher? *As soon as you have enough accurate information for a dispatcher to act on.*

Explain that this, of course, will vary from situation to situation. It may be that simply calming the caller and reassuring him that help is on the way is enough. Sometimes the dispatcher will want additional information. Keep the channel of communication open, but don't unnecessarily tie up the channel. Use judgement. Ask if there are any questions. Complete log form.

COURSE CONTENT

INSTRUCTOR GUIDELINES

b. Disabled vehicle—not blocking traffic

“Break, Channel 9”

(What should monitor response be?)

What should the monitor try to establish first? _____

What other information? _____

When should the monitor channel the information to authorities and which authorities? _____

b. (Variation) Stalled vehicle—not blocking traffic

“Break, Channel 9”

(Monitor response)

Did the monitor proceed properly? _____

Comments: _____

Summarize what information the monitor should establish as quickly as possible: _____

Instructor: prepare a set of circumstances, using a familiar location, and involving a single vehicle which is disabled but not blocking traffic or causing any hazard to others. Assume the role of the caller who is also the lone occupant of the vehicle. Call on one student to assume the role of the NEAR monitor and let the student carry on uninterrupted until he feels he has enough information to call the appropriate authority. Ask other students to jot down conversation for discussion. Discuss the procedure with the class. *Be positive, point out the things the student did right. Don't be critical of mistakes.*

Explain any local procedure (i.e., highway patrol, toll road station or facility, etc.) for reporting disabled vehicles. Ask if there are any questions. Complete log forms.

Call on another student to act as monitor. You, again play the role of the caller with the same information except you are a passing motorist and have observed this situation. Let the student lead the communication to the point where he feels he has enough information to call authorities.

Discuss this procedure with class. Emphasize these points: Monitor identifies himself, establishes location and type of emergency, number of vehicles, number of people, injuries or danger to individuals, other observable, relevant information, proper sign-off.

Summarize these points with class. Write the points on the chalk board, urge students to copy them in their study guides.

1. Type of emergency
2. Exact location
3. Number of vehicles
4. Number of people
5. Injuries/danger?

Ask if there are any questions. Complete log forms.

COURSE CONTENT

INSTRUCTOR GUIDELINES

c. Disabled vehicle—blocking traffic

“Break Channel 9”

(Monitor response) _____

Did the monitor identify himself, establish what happened, exactly where, if there were injuries, how many people involved, how many vehicles, what type, blocking traffic? Other hazards, etc.?

d. Careless or reckless driver

“Break, Channel 9, there’s a madman out here on the super slab..”

Comments: _____

Summarize: _____

e. Traveler assistance

“Break, Channel 9” _____

(Have made up in advance another set of circumstances in which a vehicle is disabled and is blocking traffic. Possibly posing some additional hazard, such as an overturned tank truck spilling volatile fluid or dangerous chemicals.)

Ask student to assume monitor role, follow same procedure as above, but interrupt, if appropriate or necessary to emphasize a key point, that has just been made or overlooked.

Ask if there are any questions. Complete log forms.

(Have another set of circumstances made up in which a reckless driver poses some hazard. Use a familiar location. Ask another student to play the role of a monitor. Use slang and CB jargon in your response. Speak rapidly, act excited. See how the student handles the situation. Monitor should use plain English and encourage caller to do same.)

If student-monitor does not ask for license number of reckless driver, give it as part of one of your responses. Use that as opportunity to discuss again phonetic spelling and pronunciation. (Refer to Citizens Band Monitoring Guide for complete information.)

- 1. Establish type of emergency
- 2. Location, direction of vehicle
- 3. License number, description of vehicle

Ask if there are any questions. Complete log forms.

(Have another set of circumstances made up in which traveler assistance is required. Discuss with class the need for brevity in order to clear the channel as soon as possible. Lengthy explanations should be handled on another channel. Use same technique of calling on student to play role of monitor. Ask if there are any questions on any of the types of calls discussed. Complete log forms.

**CALL
ON
CHANNEL
9**

Emergency monitor establishes
 • Type of situation
 • Exact location

Non-emergency
 (no clear or immediate
 danger to life
 or property.)

Traveler
 information
 assistance

Monitor gives
 information
 quickly on
 channel 9 or
 moves to other
 channel for
 detailed answer.

Emergency situation involving damage
 to property, personal injuries and/or
 immediate danger.

**DETERMINE
SITUATION**

**TRAFFIC
ACCIDENT**

**DISABLED
VEHICLE**

**ROAD HAZARD (or
any other hazard to
persons or property)**

CRIME

FIRE

MEDICAL

**OTHER—OR IF IN
DOUBT**

MARINE

**GET ADDITIONAL
INFORMATION**

No., type of vehicles.
 No. people. Injuries?
 Bleeding? Unconscious?

On roadway? Off roadway?
 People in it? Other hazard?

Description: object on
 highway? Power line down?
 Other? Get details.

In progress? Against
 person? Against property?

Type (car, building, open
 field, forest, chemicals
 or other inflammable
 material present?)

Patients bleeding?
 Unconscious? Breathing?

Get relevant information from
 caller re: location, situation,
 no. of persons, danger.

Name, type of craft. Position,
 time of incident, nature of
 emergency, complete
 description of craft/persons
 aboard (no., age, sex).

**CALL:
911
or**

**CALL
USCG
or**



END