

9-1-1

EMERGENCY COMMUNICATIONS

STUDY SHEETS

SEVENTH EDITION - UNITS 1-10

200 guided review questions aligned to the 9-1-1 Emergency Communications Manual

Professional Pride, Inc. | 911Trainer.com

Emergency Communications as a Profession

SEVENTH EDITION STUDY SHEET

9-1-1 Emergency Communications Manual

Name: _____

Date: _____

1. List at least three job titles used in emergency communications and briefly describe how their duties may differ.

2. Explain the difference between a Call Receiver/Call Taker and a Dispatcher. When might one person perform both functions?

3. What is a Public Safety Answering Point (PSAP), and how can a Primary PSAP differ from a Secondary PSAP?

4. Compare a small communications center with a large or multi-jurisdictional center. What additional duties might staff perform in a small agency?

5. Describe the role of an Emergency Medical Dispatcher (EMD) and explain why pre-arrival instructions can matter.

6. Identify several minimum qualifications, tests, or background requirements a 9-1-1 applicant may face.

7. What characteristics and skills help a person succeed in emergency communications?

8. Describe common shift configurations in 9-1-1 and explain how staffing, overtime, and absences affect operations.

9. Why are security and confidentiality considered constant requirements in a communications center?

10. What does it mean for a Telecommunicator to serve as the link between citizens and police, fire, and EMS responders?

11. Explain why simulation is increasingly used before trainees handle live calls or radio traffic.

12. What are some of the major workforce challenges facing 9-1-1, including hiring, retention, and recognition of Telecommunicators?

13. How has the movement to recognize Telecommunicators as first responders affected the profession?

14. Identify at least three career advancement opportunities available within emergency communications.

15. What current technology changes are affecting the knowledge and training required of Telecommunicators?

16. Explain why critical thinking, adaptability, and resource management are essential in this profession.

17. What stresses are unique to emergency communications, and what habits can help a Telecommunicator survive and thrive?

18. Describe one personal strength you have that would support success in this work and one area you would need to strengthen.

19. Research a local 9-1-1 agency. What type of center is it, what positions does it employ, and what training does it require?

20. Prepare two interview questions you might be asked for a 9-1-1 position and write strong answers based on what you learned in Unit 1.

Heart of Emergency Communications

SEVENTH EDITION STUDY SHEET

9-1-1 Emergency Communications Manual

Name: _____

Date: _____

1. What is the primary purpose or "product" of emergency call receiving?

2. Explain how a Call Receiver represents the emergency services system to a caller from the moment the line is answered.

3. List the five W questions used in call taking and explain why location and send information must be obtained early.

4. What is sequencing, and how does a logical sequence improve speed, accuracy, and caller control?

5. Explain how voice, tone, inflection, pacing, and silence can be used as professional call-taking tools.

6. Why are courtesy, empathy, persistence, and professional control useful even when a caller is angry or belligerent?

7. Describe techniques for helping a highly emotional caller become understandable and cooperative without reprimanding them.

8. What does active listening look like on a 9-1-1 call? Give examples of information that can be missed when a call taker stops listening.

9. When might a caller be kept on the line, and when might remaining on the line create a safety or operational problem?

10. Explain the difference between gathering enough information to dispatch and collecting unnecessary information that delays response.

11. What makes a call "dispatchable," and why might dispatch begin before the call taker finishes the conversation?
-
12. What information belongs in a clear CAD narrative, and why must the narrative be concise, accurate, and useful to responders?
-
13. How should a Call Receiver approach a 9-1-1 hang-up or abandoned call?
-
14. Why should a Call Receiver never rely only on ANI/ALI, mapping, or wireless location technology to determine where help is needed?
-
15. What should be gathered immediately when handling a wireless or VoIP call, and why?
-
16. How do text conversations differ from voice calls in speed, emotional cues, background information, and questioning technique?
-
17. How should language barriers, relay/TDD/TTY needs, or other communication limitations affect call-taking strategy?
-
18. Identify factors that can cause a call to be underrated or misclassified. How can curiosity and verification prevent these errors?
-
19. Choose a difficult call type and outline the first questions you would ask, the safety concerns you would assess, and the information responders need.
-
20. Review a sample call narrative or create one from a scenario. Identify what makes it clear, chronological, neutral, and useful to the dispatcher.
-

A National Emergency Number

SEVENTH EDITION STUDY SHEET

9-1-1 Emergency Communications Manual

Name: _____

Date: _____

1. When and where was the first 9-1-1 call placed in the United States, and why was a single emergency number needed?

2. Explain the difference between a Primary PSAP and a Secondary PSAP and how calls may be transferred between them.

3. What is Next Generation 9-1-1 (NG9-1-1), and how does it differ from the original telephone-based 9-1-1 system?

4. What is an ESInet, and what role does it play in NG9-1-1 call routing and data transfer?

5. What additional information can NG9-1-1 potentially deliver with a call besides voice?

6. Why must Telecommunicators still verify a caller's location even when modern device-based location information is displayed?

7. Explain how GPS, device-based location, and location data services have improved wireless 9-1-1 location accuracy.

8. What is vertical location, and why is it especially important in multi-story buildings?

9. What is Text-to-911? Identify situations in which texting may be safer or more accessible than speaking.

10. Why is voice generally faster and richer in information than text, and what practices improve text call handling?

- 11.** What other three-digit public service numbers may interact with 9-1-1? Explain the purposes of 2-1-1, 3-1-1, 4-1-1, 5-1-1, 6-1-1, 7-1-1, 8-1-1, and 9-8-8.
-
- 12.** How can misuse such as prank calls, spoofing, and swatting interfere with the emergency communications system?
-
- 13.** Define swatting and explain why a reported emergency must still be handled seriously under established protocols.
-
- 14.** Why does 9-1-1 funding, legislation, training, and technology capability vary among states and communities?
-
- 15.** What role do public education programs play in reducing misuse while encouraging people to call when they truly need help?
-
- 16.** Identify one current or emerging 9-1-1 technology discussed in the manual (for example Smart911, RapidSOS/Live911, Rave911, or alerting systems) and explain its value.
-
- 17.** How can images, video, and live data improve response, and what new responsibilities do they create for the Telecommunicator?
-
- 18.** What problems can occur when a wireless call is routed to the wrong jurisdiction, and how should the Call Receiver respond?
-
- 19.** Research the NG9-1-1 or Text-to-911 status in your state or local area. What services are available today?
-
- 20.** Research one current legislative, funding, accessibility, or technology issue affecting 9-1-1 and explain how it could affect a local communications center.
-

Law Enforcement Communications

SEVENTH EDITION STUDY SHEET

9-1-1 Emergency Communications Manual

Name: _____

Date: _____

1. Define crime and distinguish between crimes against persons, property crimes, and other police calls for service.

2. What is the main duty of the police Call Receiver, and what information must be gathered before a call can be dispatched?

3. What is the main duty of the Police Dispatcher after a call is assigned to field units?

4. Explain the difference between an in-progress call and a report call. How can that difference affect priority and response?

5. Distinguish robbery, burglary, and theft using the definitions and call types discussed in the manual.

6. How do felonies and misdemeanors differ, and why should a Telecommunicator understand basic criminal terminology?

7. What safety information should be gathered during a domestic violence call before officers arrive?

8. Why do high-risk or in-progress police calls often require backup units?

9. Describe the correct head-to-toe method for obtaining a suspect or missing-person description.

10. What vehicle information should be gathered and entered when a suspect vehicle is involved?

11. Explain the purpose of call types, priorities, beats, zones, and unit identifiers in police dispatching.

12. What are alert tones, and when might they be used on a law enforcement radio channel?

13. What is an "on-view" activity, and what information should an officer provide dispatch during activities such as traffic stops?

14. What role do state and national information systems such as NCIC play in law enforcement communications?

15. Why must information from law enforcement databases be treated as confidential and used only for official purposes?

16. Create a question sequence for a caller reporting that a former partner is on the way to harm them. Include responder-safety information.

17. Create a question sequence for a person who discovers an apparently unconscious or deceased person. Identify why police and EMS may both be needed.

18. A caller asks police for transportation to a medical appointment because they feel ill. How should the Call Receiver determine the correct service and response?

19. Take one police scenario and change one critical fact - weapon, location, suspect present, injury, or time delay. Explain how the call type, priority, or response changes.

20. Explain how neutral documentation, accurate descriptions, correct prioritization, and timely updates contribute to both citizen and officer safety.

Fire Communications

SEVENTH EDITION STUDY SHEET

9-1-1 Emergency Communications Manual

Name: _____

Date: _____

1. What three elements are required for fire to exist, and why does a Fire Communicator need basic knowledge of fire behavior?

2. List the essential information a Call Receiver should gather on a fire call: location, type of assistance, extent, structure, and caller information.

3. How can the type of structure influence the number and type of apparatus sent?

4. What is a run card or response card, and how does CAD use location and call type to recommend a response?

5. Explain layered response and how it can apply to fire, rescue, EMS, and combined incidents.

6. What does "extent" mean on a fire call, and how can smoke, flames, odor, exposures, or victims change the response?

7. What is an exposure, and why is it important to ask what is near or threatened by the fire?

8. Why are fire and EMS calls generally not held even when local units are busy?

9. What is mutual aid, and how does it help maintain coverage when local apparatus is committed or unavailable?

10. Explain status keeping and identify the important times a dispatcher tracks during a fire incident.

11. What is staging, and why might fire or EMS units wait for law enforcement before entering a scene?
-
12. What is the Incident Command System (ICS), and what is the communicator's role within the command structure?
-
13. What is NIMS, and why is common incident-management terminology important during multi-agency events?
-
14. Identify common fire apparatus and explain why the dispatcher must understand the function of engines, ladders, tankers/tenders, rescue units, and command units.
-
15. What information is critical on a hazardous materials call before responders approach the scene?
-
16. Who or what resources can assist with hazardous material identification, such as CHEMTREC, placards, databases, or agency references?
-
17. Name the nine hazardous-material classifications and explain why the classification changes responder precautions.
-
18. What is a PASS device, and how is firefighter safety reflected in radio procedures and accountability?
-
19. What is a flash fire or rapidly changing fire condition, and why should communicators promptly relay significant changes reported from the scene?
-
20. During a large fire or multiple-casualty event, what additional communications tasks might be required - tactical channels, additional alarms, support resources, accountability, or command notifications?
-
-

Emergency Medical Dispatch

SEVENTH EDITION STUDY SHEET

9-1-1 Emergency Communications Manual

Name: _____

Date: _____

1. What is Emergency Medical Dispatch (EMD), and why is the dispatcher considered part of the chain of survival?

2. Describe the three levels of EMD presented in the manual and how their responsibilities differ.

3. What is the EMD dispatcher's first responsibility when a medical call requires a response?

4. Explain the difference between Basic Life Support (BLS) and Advanced Life Support (ALS).

5. What is layered medical response, and how can fire units, EMS units, private ambulances, or other resources be combined?

6. How do jurisdiction, availability, local protocol, and patient condition affect which medical unit is sent?

7. What is a Short Report, and what is its usual sequence of Age - Sex - Condition - History?

8. Why are level of consciousness and breathing status critical pieces of information on most medical calls?

9. What are common signs of shock, and why should the EMD recognize them without attempting to diagnose the patient?

10. What distinguishes anaphylactic shock from other medical complaints, and what information is important to responders?

11. How can bleeding severity, location, and appearance affect questioning and response?

12. Identify the major types of burns and the factors used to judge their severity.

13. What signs and symptoms may indicate a cardiac emergency, and what information should be obtained quickly?

14. Explain the difference between hypoglycemia and hyperglycemia at the level needed by an EMD.

15. What questions can help identify possible stroke/CVA symptoms and determine urgency?

16. What information is especially important when handling a pediatric emergency?

17. How can seizure history, duration, patient status, or repeated seizures affect the level of response?

18. Why can some medical calls require police response or staging before EMS enters the scene?

19. How does HIPAA apply to emergency communications, and what patient information may be transmitted when necessary for response and treatment?

20. If a caller wants to cancel an EMS response, what should dispatch communicate and who ultimately determines whether the response is canceled?

Lifeline to the Responders

SEVENTH EDITION STUDY SHEET

9-1-1 Emergency Communications Manual

Name: _____

Date: _____

1. Why is emergency radio considered one of the most complex and highly skilled parts of the Telecommunicator's job?

2. Identify key areas of knowledge a radio dispatcher must master, including geography, units, procedures, terminology, equipment, and safety.

3. Compare police radio with fire/EMS radio. How do unit activity, status, and call holding differ?

4. What is the purpose of an incident/call card and how is it different from a status record or fire run card?

5. Why is listening to real or simulated radio traffic one of the best ways to learn radio talk?

6. Define clarity and brevity. Why are both essential for responder safety and efficient use of airtime?

7. Why must dispatchers know the exact meaning of local emergency words, alert signals, and radio terminology?

8. What does "controlling the air" mean during heavy or critical radio traffic?

9. Why is microphone volume and voice level a safety issue?

10. List professional voice qualities that make a dispatcher easier for responders to understand under stress.

11. What practices help ensure that assignments, acknowledgments, locations, and critical information are heard and confirmed?
-
12. What problems can occur during heavy radio traffic, and what techniques can a dispatcher use to manage them?
-
13. What are tactical frequencies/channels, and why might a serious incident be moved off the primary channel?
-
14. What are alert tones, encoders, and channel markers, and how can each be used operationally?
-
15. Why must the dispatcher understand unit identifiers, beats, zones, status, and availability instead of relying only on CAD?
-
16. What is AVL, and how can it support both closest-unit dispatch and responder safety?
-
17. What is FirstNet, and how does broadband data complement rather than replace land-mobile radio?
-
18. What is an MCI and what communications challenges can occur when many responders and patients are involved?
-
19. Why should every communications center practice radio, power, CAD, and telephone downtime procedures before a real failure?
-
20. What practical cybersecurity behaviors are expected of a Telecommunicator, and how can ransomware or telephone denial-of-service attacks affect a Comm Center?
-

Liability and Accountability

SEVENTH EDITION STUDY SHEET

9-1-1 Emergency Communications Manual

Name: _____

Date: _____

1. Explain the difference between discretionary duties and ministerial duties in emergency communications.

2. How does clear SOP language help a Telecommunicator know when an action is mandatory and when judgment is permitted?

3. What is governmental or sovereign immunity, and what kinds of conduct may fall outside immunity protection?

4. Define negligence and explain how duty, failure, harm, and causation can become issues in a 9-1-1 lawsuit.

5. Why can poor hiring, supervision, training, management, or equipment contribute to liability?

6. How can stress, complacency, assumptions about callers, and failure to listen create performance and liability problems?

7. Why are accurate location verification, call classification, and priority assignment especially important from a liability standpoint?

8. Explain why current, clearly written policies and procedures protect both the agency and the employee.

9. Why should training be organized, documented, and tied to demonstrated competence rather than simply attendance or sign-off?

10. How does simulation help reveal learning gaps or unsafe decision-making before those problems occur on live calls?

11. Why are regular evaluation, call review, coaching, retraining, and follow-up important safeguards?

12. What is negligent hiring, negligent retention, and negligent discipline? Give a workplace example of each.

13. Explain the difference between civil and criminal actions and between statutes and case law.

14. What is precedent, and why can published court decisions influence later emergency communications cases?

15. What does "ethical" mean in a communications center, especially regarding confidentiality, fairness, and use of information systems?

16. What is a public record, and why should Telecommunicators understand that recordings, CAD records, and written documentation may later be reviewed?

17. Review the Norg v. City of Seattle lesson in the manual. What does it teach about verifying and communicating the correct location?

18. Review the Bartlett v. Valley Communications Center lesson in the manual. What does it teach about call classification and priority?

19. Review the Walker-Rodriguez v. City of New York lesson in the manual. What does it teach about following approved medical dispatch protocols?

20. List practical safeguards a communications center can use to reduce risk while improving service: hiring, training, SOPs, evaluation, documentation, staffing, and wellness.

Crisis Intervention

SEVENTH EDITION STUDY SHEET

9-1-1 Emergency Communications Manual

Name: _____

Date: _____

1. Explain the difference between empathy and sympathy and why empathy is a professional crisis-intervention skill.

2. Define crisis and describe what it means when a person can no longer cope using their usual methods.

3. What is intervention, and what is the Telecommunicator's role when a caller is at a dangerous decision point?

4. Name and explain the four stages of crisis: Event, Crisis, Resolution, and Reconstruction.

5. Why is listening often more useful than trying to "fix" the caller's entire problem?

6. What behaviors or communication habits should be avoided when talking with a highly agitated or potentially violent person?

7. Identify signs that may suggest physical, emotional, sexual, child, or elder abuse.

8. What factors should be considered when assessing the potential lethality of a domestic violence or violent-person call?

9. Why is domestic violence a high-risk call type for both victims and responding officers?

10. What can a Telecommunicator say to a domestic violence victim that supports safety without blaming or judging them?

11. Explain the concept of power and control in abusive relationships.

12. What is Stockholm Syndrome, and why might a hostage or victim respond in ways outsiders do not expect?

13. What is 9-8-8, and how can it relate to 9-1-1 calls involving suicide, mental health, substance use, or emotional distress?

14. What information should be gathered from a suicidal caller while maintaining connection, empathy, and safety?

15. Explain the L.A.S.T. method or other suicide-intervention process described in your training and how it supports listening and assessment.

16. Why should a Telecommunicator avoid arguing, minimizing, judging, or making unrealistic promises to a person in crisis?

17. What facts and safety concerns should be gathered on a sexual assault call while protecting the victim from unnecessary questioning or blame?

18. Why is sexual assault described as an act of violence and power rather than a sexual act?

19. How can alcohol, drugs, mental health conditions, trauma, or extreme stress complicate a crisis call without allowing the Telecommunicator to assume a diagnosis?

20. List the rules or best practices for crisis listening that help a caller feel heard while the Telecommunicator continues to gather necessary safety information.

9-1-1 For Wellness

SEVENTH EDITION STUDY SHEET

9-1-1 Emergency Communications Manual

Name: _____

Date: _____

1. Define stress and explain the difference between internal and external stressors.

2. What is toxic stress, and how can prolonged exposure affect performance, relationships, health, and decision-making?

3. Explain how interpersonal communication inside the Comm Center can either reduce stress or add to it.

4. What is critical incident stress, and how can a difficult call affect Telecommunicators differently?

5. What is burnout, and how does it differ from an immediate reaction to a critical incident?

6. Identify warning signs that a co-worker may be experiencing excessive stress, burnout, or difficulty after a critical incident.

7. What workplace conditions can contribute to burnout - for example overtime, staffing shortages, conflict, negativity, or lack of control?

8. What personal practices can help a Telecommunicator recover after a difficult call or demanding shift?

9. How can supervisors and co-workers support someone after a critical incident without forcing a particular reaction?

10. Why can chronic negativity and cynicism become both a personal wellness issue and an operational problem in the Comm Center?

11. What is the relationship between physical wellness and mental performance during long or rotating shifts?

12. Identify practical ways a Telecommunicator can add movement or exercise to a workday without needing a formal gym program.

13. Why do nutrition, hydration, and sleep routines matter for alertness, judgment, and emotional regulation?

14. What is stress eating, and what strategies can help reduce automatic eating in response to workplace stress?

15. Identify physical occupational hazards of console work, including sitting, repetitive movement, headset use, vision strain, and disrupted sleep.

16. What policies or programs can a communications center implement to support employee wellness and resilience?

17. Why is it important for a Telecommunicator to recognize personal limits and seek appropriate support when needed?

18. Explain how diversity, respect, and inclusion among co-workers and callers can reduce distrust, conflict, and stress in the Comm Center.

19. Describe the difference between pessimism and cynicism and how each can influence teamwork and service.

20. Create a personal "survive and thrive" plan with at least five realistic habits you could use to remain healthy, professional, and effective in emergency communications.
