

# NENA

## E9-1-1 TTY Training

### Operational Standard



NENA TTY Training Operational Standard  
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Standards Work Group

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**NENA**  
**Operational Standard/Model Recommendation**

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NENA's Operations Committee has developed this document. Recommendations for change to this document may be submitted to:

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## ACKNOWLEDGMENTS

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Recognition is given to the APCO ADA Task Force for developing the *Americans with Disabilities ACT (ADA) Training Standard for Communications Officers*. The NENA Operations Accessibility/ADA Committee TTY Training Work Group was tasked to create a NENA TTY training standard and elected to incorporate the same requirements into a NENA standards document. The result is a harmonious training standard within our industry that will assist agencies in their efforts towards compliance with the ADA.

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## 1 Executive Overview

This document has been developed to serve as a model standard operating procedure for providing comprehensive training to 9-1-1 Public Safety Answering Point (PSAP) personnel.

To facilitate this training, the following information is provided:

- Recommendation for documenting training
- An easy to understand lesson format with recommendations on the following:
  - Methods of instruction
  - Instructor/student ratios
  - Training facility
  - Media/Equipment
  - Training Module Time
  - Evaluation methods
  - References and Resources
- Recommendations for re-fresher training
  - Methods of instruction
  - Recommended topics (not all-inclusive)

In an effort to provide standardized training to PSAPs in the area of TTY call handling, the development of this document has included recommended standards developed by the Association of Public-Safety Communications Officials (APCO). The TTY Training Standards Workgroup developed this document on the premise that training should be standardized across public-safety organizations to ensure consistent compliance with Title II mandates.

## 2 Introduction

### 2.1 Purpose and Scope

With an estimated 54 million people in the United States who have disabilities, over 28 million have hearing loss or speech impairment and may utilize TTYs for telecommunications. This “NENA TTY Training Operational Standards Document” is a tool for PSAPs to use in the development of TTY training programs. It outlines the recommended elements to be contained within a training program to assist PSAPs with compliance of Title II of the Americans with Disabilities Act.

## 2.2 Reason to Implement

Title II of the Americans with Disabilities Act mandates that initial comprehensive training must be provided 9-1-1 personnel that should include:

- Requirements of the ADA and Section 504 of the Rehabilitation Act for telephone emergency service providers
- Information about communication issues regarding individuals who are deaf or hard of hearing, or who have speech impairments, including information about American Sign Language
- Practical instruction on identifying and processing TTY calls, including the importance of recognizing silent TTY calls, using proper syntax, abbreviations, and protocol when responding to TTY calls and relayed calls
- Hands-on experience in TTY communications, especially for new call takers, as part of their initial training orientation

Additionally, Title II mandates that 9-1-1 personnel should receive refresher training at a minimum of every six months.

Although Title II cites specific topics to be included in initial training, no other guidelines have been recommended for methods of instruction, minimum training hours, evaluation methods and topics for refresher training.

This “NENA TTY Training Operational Standards Document” was developed to address these issues and to provide PSAPs with a training standard that can be easily incorporated into an agency’s training programs.

## 2.3 Benefits

Use of this “NENA TTY Training Operational Standards Document” will:

- provide a consistent approach to the delivery of TTY training
- assist PSAPs in maintaining compliance with Title II of the Americans with Disabilities Act
- provide recommendations for on-going refresher training

## 2.4 Technical Impacts Summary

Hands-on training must be provided to call takers handling calls for service from the public. Equipment and system configuration vary from PSAP to PSAP and therefore, shall be factored into the development and delivery of TTY training.

## 2.5 Document Terminology

The terms "shall ", "must " and "required" are used throughout this document to indicate required parameters and to differentiate from those parameters that are recommendations. Recommendations are identified by the words "desirable" or "preferably".

## 2.6 Reason for Reissue

NENA reserves the right to modify this document. Whenever it is reissued, the reason(s) will be provided in this paragraph.

## 2.7 Cost Factors

This model standard is designed to provide Training Administrators with a recommended training standard that can be incorporated into a PSAP’s training programs at little or no cost. These minimum standards will assist agencies in their efforts to comply with DOJ mandates.

## 2.8 Cost Recovery Considerations

In our litigious society, PSAPs will benefit by ensuring proper training has been provided, and proficiencies obtained. Because this standard can be incorporated into a PSAP’s training programs at little or no cost, cost recovery has little to no impact.

## 2.9 Acronyms/Abbreviations

The acronyms/abbreviations used in this document have not as yet been included in the master glossary. After initial approval of this document, they will be included. Link to the master glossary is located at [http://www.nena.org/9-1-1TechStandards/nena\\_recommended\\_standards.htm](http://www.nena.org/9-1-1TechStandards/nena_recommended_standards.htm) .

<b>The following terminology is used in this document:</b>	
Acoustic Coupler	The rubber cups, which hold the telephone handset on the TTY.
American Sign Language	Language expressed through hands and body movements to express concepts rather than complete sentences. The grammatical structure is different than standard English.
American Standard Code for Information Interchange (ASCII)	This standard defines the code for a character set to be used for information interchange between equipment of different manufacturers and is a standard for data communications over telephone lines. In the context of TTY, it refers to both a binary code and modulation method used for 110/300 baud TTY communications.
ASL Gloss	The reference to “ASL gloss” is when American Sign language is communicated through typing – as on a TTY – and many of the visual elements crucial to clear communications are lost.
Baudot code	A five bit encoding scheme that represents text and digits. It is the standard transmission-signaling scheme used by TTY devices.
Communications Impaired	A person who is deaf, hearing impaired, or speech impaired that requires use of assistive telecommunications technology.
Direct Connect	This is a method of connecting a TTY directly into the phone line. When using direct connect, you can dial directly from the keyboard and use auto-answer features.
GA	Means “go ahead.”
Hearing Carry	A method which utilizes both voice and text communications on the same call,

<b>The following terminology is used in this document:</b>	
Over (HCO)	allowing a person who is speech impaired to listen to the other party's conversation and respond by typing via a TTY or other means of text communications.
Prelingual Deafness	The loss of hearing before the development of language skills.
Q or QQ	Indicates a question.
SK	Means "stop keying."
SKSK	Means "stop keying, stop keying." This officially ends a TDD conversation.
TDD	Telecommunications Device for the Deaf.
Text Telephone	Another term for TDD/TTY.
Teletypewriter (TTY)	Also known as TDD. A device capable of information interchange between compatible units using a dial up or private-line telephone network connections as the transmission medium. These units use ASCII or Baudot codes.
Voice Carry Over (VCO)	A method which utilizes both voice and text communications on the same call, allowing a person who is hearing impaired to speak directly to the other party and receive response via a TTY or other means of text communications.
XXXXX	Indicates an error or mistake in typing.

### **3 Training Program Administration and Management**

#### **3.1 Training Development**

This standard is designed to assist local and state chapters/agencies in developing a comprehensive training program for communications officers for effectively providing equal access to emergency services to people with a variety of disabilities. This is a minimum 8-hour training standard; therefore, agencies should consider their individual needs and add to this standard for purposes of their local training program. However, guidance has been provided on minimum training time recommendations, instructional methods, instructor/student ratios, equipment needs and resources.

#### **3.2 Training Delivery**

The Department of Justice in its performance standards for compliance with the ADA mandates that each agency provide initial comprehensive training to those personnel who may have contact with individuals from the public who are deaf, hard of hearing, or who have speech impairments. It is desirable that personnel do not take calls from the public alone prior to the successful completion of TTY training in accordance with this standard. Additionally, this standard recommends training communications officers about a variety of disabilities rather than only those related to communications (deaf, hard of hearing and speech impaired) because NENA recognizes the special needs of all people with disabilities and the limited availability of information on how these other disabilities may impact an emergency call for service.

Further, the Department of Justice's Technical Assistance manual indicates each agency must provide refresher training at least as often as they require or offer training for voice calls, but at a minimum, every six months.

Refresher training is more effective when it is designed and delivered as a compliment to initial training, not simply a repeat of the exact same information in the exact same format. Therefore, it is recommended that special planning and consideration be given to the use of this standard as the basis for refresher training. Refer to section 4 of this document for recommendations of topics to be used as refresher training and some ideas for the enhancement and delivery of training material in a refresher format.

And, in keeping with this standard and ADA requirements, training coordinators should ensure that any training programs developed and delivered based on this standard are fully accessible to people with disabilities. Consideration should be given to registration processes to allow for identification of special needs of any attendees and subsequent arrangements should be made to accommodate those special needs requests.

### **3.3 Training Evaluation**

Effective training evaluation is critical to successfully implementing this standard and ensuring the communications officers are fully prepared to properly handle calls and other interactions with people with disabilities. It is recommended that appropriate cognitive and performance-based evaluations be conducted to ensure students understand and can apply the information addressed throughout this standard. Refer to each standard for recommendations on whether evaluation of that individual standard can be best accomplished through cognitive and/or performance-based evaluation. The recommended minimum passing score should be no less than 70% but should reflect the minimum passing scores required of similar communications training within your area.

### **3.4 Documentation & Record Keeping**

It is critical that communications agencies and/or chapters keep accurate and up-to-date training records of each communications officer and that both initial and refresher training be conducted in accordance with the guidelines established within this standard. These records are subject to review by Department of Justice in the case of complaint, lawsuit or audit.

#### **3.4.1 Individual Training Records**

Detailed records of all training attended by each individual communications officer should be kept within the agency. Those details should include:

- Name of Trainee
- Name of Training Class
- Number of Training Hours
- Test scores

- Certificate of Completion or other proof of attendance

### 3.4.2 Agency/Chapter Training Records

Agencies conducting training related to this standard should also maintain training files, which document the following:

- Name of the Seminar/Course
- Number of Training Hours
- Name and Social Security Number of all Instructors
- Course Schedule
- Copy of Lesson Plan taught or detailed information as to what was taught
- Copy of any related course materials such as handouts, scenarios, etc.
- List of all attendees including pass/fail designation

Courses longer than 4 hours should include an Attendance Roster initialed by each attendee for morning/afternoon/evening attendance.

### 3.5 Training Standard Format

The following standards are divided into topical modules. Each module will list a performance standard and the enabling objectives to accomplish the identified performance standard. Following the enabling objectives will be recommendations related to:

- Methods of Instruction – For each objective, there are several possible types of instructional methods. Typically, a combination of methods which generate student interest and increases student activity is most effective.
- Instructor/Student Ratios – Although there is an instructor/student ratio recommendation with each objective, it is important for training coordinators to recognize that the instructor/student ratio are directly affected by the type and size of the training facility being used, the types of instructional methods employed and the instructor's experience and preference based on the learning environment.
- Type of Training Facility – Traditionally an academic classroom facility is most appropriate for training purposes. However, many times these facilities are not readily available to PSAPs for training purposes which requires the use of make-shift classroom facilities. It is critical that the training environment be conducive to effective learning. Consideration should be given to lighting, seating arrangements, and equipment use that ensures that students can see and hear the instructor and training aids.
- Media or Equipment – Training results in more effective learning and longer retention when more of a student's senses are stimulated. Consideration should be given to using a variety of training aids, media and equipment such as flip charts, overhead slides or data projection

equipment, screens, TV/VCR and TTY equipment. The availability and inclusion of certain equipment may affect the instructor/student ratio as explained above.

- Total Module Time (minimum) – Since this is a minimum training standard, in order to comply with this standard, training programs must at least meet the time frame. However, it is recommended that training coordinators consider their local training needs in conjunction with instructional methods to determine the most appropriate amount of time for the training which may exceed the minimum established time for each module.
- Evaluation Method – As indicated within each module, there are recommendations for evaluation methods. Written examinations are used to improve the learning process because it identifies gaps between learning and the instruction. They also aid students by providing incentives to learn and by reinforcing their learning through feedback. Great care must be taken to insure that written examinations are valid, comprehensive and differentiating in order to be able to attach any real value to the grades provided. Performance examinations are extremely helpful in measuring specific skills when students demonstrate a measurable proficiency level under controlled conditions. However, training coordinators should recognize the importance of valid, realistic skills test development that reliably measures a student's ability to perform certain tasks under specified conditions. Sufficient time must be included in the number of training hours in order to effectively administer/evaluate performance examinations. Additionally, performance examinations will usually require a higher instructor to student ratio than that which is necessary in a classroom environment.

References and Resources – The references and resources found throughout this document are included as a starting point for anyone who wishes to develop a training program related to the standard. It is highly recommended that training coordinators conduct comprehensive research when developing training programs and identify multiple sources of information that support their teaching points. Likewise, these links are likely to change over time so that the use of search engines is also recommended.

## 4 Module I: Legal Issues

Training Standard:

Given a written and/or performance examination, students will describe legal requirements of the Americans with Disabilities Act and other relevant laws in accordance with federal, state, and local laws/regulations.

Standard #	Enabling Objectives	Methods of Instruction	Instructor/ Student Ratios	Facility Needed	Media & Equipment
1.1	Define disability	Lecture, discussion	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard
1.2	Identify the requirements of the Americans with Disabilities Act (ADA) related to Title II	Lecture, discussion	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard
1.3	Describe the “equal access” requirements established by the Department of Justice	Lecture, discussion	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard
1.4	Identify/describe any local/state regulations related to providing governmental services to people with disabilities	Lecture, discussion	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard
1.5	Describe the liability issues and other legal penalties for failure to provide equal access.		1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard

Total Module Time (minimum) 1 hour

Evaluation Method: Written examination

References and Resources: Public Law 101-336

U.,S. Department of Justice: ADA Home Page  
<http://www.usdoj.gov/crt/ada/adahom1.htm>

U.S. Department of Justice: ADA Access for 9-1-1 and TelephoneEmergency Services Technical Assistance  
<http://www.usdoj.gov/crt/ada/911ta.pdf>

## 5 Module II: Communications Disabilities

Training Standard:

Given a written and/or performance examination, students will describe/demonstrate the proper procedures for interaction with people who are deaf, hard of hearing or speech impaired.

Standard #	Enabling Objectives	Methods of Instruction	Instructor/ Student Ratios	Facility Needed	Media & Equipment
2.1	Identify/define key terms related to people with disabilities. (See Appendix A)	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard
2.2	Describe the issues created by the language differences between English and American Sign Language (ASL Gloss).	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.3	Describe/demonstrate the proper etiquette for receiving from and placing calls to people who are deaf, hard of hearing, or speech impaired.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.4	Describe the importance of and process for conducting test calls and the proper documentation procedures (See Appendix B).	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.5	Describe/demonstrate the proper equipment testing procedures and related documentation.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.6	Describe/demonstrate the proper use of standalone and/or integrated TTY equipment.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.7	Describe the purpose of TTY detection	Lecture, discussion,	1:24	Academic	Overhead or Data

	equipment.	practical exercise		classroom	projector , Flip Charts, Chalkboard, TTY
2.8	Describe the effect of and process for managing “scrolling messages” during TTY calls.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.9	Describe/demonstrate effective troubleshooting techniques for the agency’s TTY equipment.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.10	Describe the various types of consumer TTY equipment and the issues related to each for emergency call handling. 2.10.1 Standalone 2.10.2 Wireless/cellular compatible 2.10.3 Portable/compact 2.10.4 Public TTYs	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.11	Identify the various methods of TTY call recognition and processing. 2.11.1 Silent calls 2.11.2 Beeping tones 2.11.3 Detection equipment 2.11.4 Voice announcer	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.12	Describe/demonstrate the proper use of TTY protocols.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.13	Define abbreviations commonly used in TTY calls.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.14	Describe the difference between English and American Sign Language (ASL Gloss).	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY

2.15	Translate key phrases from English to ASL Gloss.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.16	Translate key phrases from ASL Gloss to English.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.17	Identify/demonstrate proper TTY call-answering techniques.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.18	Identify/demonstrate proper TTY call-transfer techniques.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.19	Identify/demonstrate the proper procedures for initiating a TTY call.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.20	Explain/demonstrate techniques for properly handling calls from Telecommunications Relay Services.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.21	Describe/demonstrate the proper techniques for responding to voice carry-over (VCO) requests.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard, TTY
2.22	Describe/demonstrate the proper techniques for responding to hearing carry-over (HCO) requests.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard,

					TTY
2.23	Identify/describe proper call documentation procedures.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector, Flip Charts, Chalkboard, TTY
2.24	Identify/describe local and/or state resources for assisting people who are deaf, hard of hearing or speech impaired.	Lecture, discussion, practical exercise	1:24	Academic classroom	Overhead or Data projector, Flip Charts, Chalkboard, TTY

Total Module Time (minimum): 5 hours

Evaluation Method: Written and/or performance examination

References and Resources: U.S. Department of Justice: ADA-Access for 9-1-1 and Telephone Emergency Services Technical Assistance  
<http://www.usdoj.gov/crft/ada/911ta.pdf>

Federal Communications Commission (FCC) Disability Rights Office  
<http://www.fcc.gov/cgb/dro/e911tty.html>

Northeast Technical Assistance Center: Tips for Using a TTY  
<http://www.netac.rit.edu/publications/tipsheet/TTYa.html>

The Access Board, U.S. Architectural and Transportation Barriers Compliance Board: Using a TTY  
<http://www.access-board.gov/publications/usingATTY/a2.html>

## 6 Module III: Other Types of Disabilities and Related Issues

Training Standard:

Given a written and/or performance examination, students will describe/demonstrate proper techniques for interaction with people who have other types of disabilities during emergencies and disasters.

Standard #	Enabling Objectives	Methods of Instruction	Instructor/Student Ratios	Facility Needed	Media & Equipment
3.1	Identify/describe issues and proper etiquette related to emergency response services for people with: 6.1.1 physical/visual disabilities 6.1.2 cognitive/psychiatric disabilities	Lecture, discussion	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard
3.2	Identify/describe local and state resources for assisting people with: 3.2.1 physical/visual disabilities 3.2.2 cognitive/psychiatric disabilities	Lecture, discussion	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard
3.3	Describe important considerations for interaction with people with disabilities who are victims of crimes and other emergencies.	Lecture, discussion	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard
3.4	Describe important considerations for interaction with people with disabilities who are affected by natural and man-made disabilities	Lecture, discussion	1:24	Academic classroom	Overhead or Data projector , Flip Charts, Chalkboard

Total Module Time (minimum):

2 hours

Evaluation Method:

Written examination

References and Resources:

American Red Cross, Disaster Preparedness for People with Disabilities:

<http://www.redcross.org/services/disaster/beprepared/disability.pdf>

Independent Living USA Home Page

[www.ilusa.com](http://www.ilusa.com)

U.S. Department of Justice, Office of Victims of Crime: First Response to Victims of Crime Who Have a Disability

<http://www.ojp.usdoj.gov/ovc/publications/infores/firstrep/2002/welcome.html>

## 7 Recommendations for Refresher Training

The Department of Justice's document entitled "ADA – Access for 9-1-1 and Telephone Emergency Services Technical Assistance" calls for refresher training every 6 months. However, it does not specify how much training (content or length) should be provided on the 6-month basis. The exact wording is "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."

Refresher training is most effective when it is designed and delivered as a compliment to initial training, not simply a repeat of the exact same information in the exact same format. Therefore, it is recommended that special planning and consideration be given to the use of this standard as the basis for refresher training. Trainers should remember that the point of training is to change behavior and improve skills, not simply to meet a time requirement. Students will experience a more comprehensive transfer of knowledge, skills and abilities when motivated trainers design refresher training that stimulates all of their senses. Therefore, trainers should consider some other methods of instruction rather than lecture to engage students in the learning environment. Below is a summary of other instructional methods that may be considered:

### 7.1 Independent Study

If your center receives regular TTY calls, then you may only need to provide written refresher information. This can be done in the form of articles or study sheets. To break up the routine, you may also want to consider development word puzzles and/or quizzes to evaluate the employee's retention of the information. The information should be documented for each employee.

### 7.2 Instructional Methods

If your center and/or call takers do not handle TTY calls on a regular basis, then attending a structured classroom refresher may be more appropriate. For classroom training, which is new and refreshing, consider the following delivery methods:

**Guest Speakers** – Invite representatives of people with a variety of disabilities to come present information to your employees.

**Demonstrations** – Most students will retain information which is shown to them through demonstration. New technologies/equipment lends itself to this method as well as step-by-step procedures.

**Case Study** – Student involvement can be generated through the use of realistic problem/situation case studies. This is especially beneficial with legal issues.

**Simulations/Role Play** – Through the use of structured, real life scenarios, a student's cognitive knowledge and their ability to apply appropriate procedures can be evaluated in a non-dangerous, non-threatening environment. Mistakes can be identified and readily corrected through this method of instruction.

### 7.3 Refresher Topics

Below are some recommendations of topics to be used as refresher training and some creative ideas for the enhancement and delivery of training material in a refresher format.

- ❖ TTY call recognition & processing
- ❖ Handling VCO & HCO requests
- ❖ Procedures for TRS calls
- ❖ Legal updates
- ❖ New technologies
- ❖ Disability Awareness (a review of physical, visual and communications-related disabilities)
- ❖ TTY protocol, abbreviations and etiquette
- ❖ English vs. ASL Gloss
- ❖ Alzheimer's Awareness
- ❖ Aphasia & Other Stroke-related conditions
- ❖ Disasters & People with Disabilities
- ❖ Crimes Against People with Disabilities

#### Ideas for Training Delivery:

- ❖ Phone Pal Programs
- ❖ Educational games
  - TTY Bingo
  - TTY Jeopardy
- ❖ Crossword Puzzles
- ❖ Word Searches

## 8 References

Americans with Disabilities Act (ADA) Training Standards for Communications Officers. Association of Public Safety Communication Officials, International (APCO). August 2003

“Access for 9-1-1 and Telephone Emergency Services.” U.S. Department of Justice, Civil Rights Division, Disability Rights Section. ADA Technical Assistance CD-Rom. Washington, DC: Volume One. July, 2001.

Phone Pal Program: An outreach to the Deaf and Hard of Hearing Community, NENA Operational Information Document. July 1, 2004

PSAP Managers Guide to the Americans with Disabilities Act (ADA) Title II. NENA Operations Accessibility Committee. 52-001, February 1, 2005