Course Development Information

Originated: November 2012
Creation Team:
- Brian Barnes, CSU Fullerton Police Department
- Duaine Hoerth, Tracy Police Department
- Jaime Young, San Mateo County Office of Public Safety Communications
- Jamie Hudson, Elk Grove Police Department
- Marisa Trujillo, Los Angeles Police Department
- Mary Goyan, Butte County Sheriff’s Office
- Meagan Nagy, Elk Grove Police Department
- Rosanna McKinney, State Center Regional Training Facility
- Sara Boccoleri, Rocklin Police Department
- Sheri Marshall, Chico Police Department
- Susanne Rivera, Folsom Police Department
- Theresa Suggett, Placer County Sheriff’s Office
- Tina Ortiz, Fresno County Sheriff’s Office
- Virginia Tomek, Oakland Police Department (retired)

Revised: June 2017
Revision Team:
- Brian Barnes, CSU Fullerton Police Department
- Jamie Hudson, Elk Grove Police Department
- Rosanna McKinney, Commission on POST
- Theresa Suggett, Placer County Sheriff’s Office
- Virginia Tomek, Oakland Police Department (retired)

Overview of the Course

Course Goal

The goal of the Basic Tactical Dispatch Course is to enhance existing skills and provide essential tools to function as a Tactical Dispatcher during a critical incident whether operating in the field or from inside the Communications Center.

Course Design

This course is taught in a three-day format for a total of 24 hours of training. The course sequencing is in a logical, progressive format and should not be modified. Student learning outcomes are stated at the beginning of each day. Any of the segments, or topics may be separated, certified, and taught as advanced dispatch training for continued professional training (CPT) credit.
The expanded course outline (ECO) should be copied and pasted to a new, separate document, modified as needed, and submitted for course certification.

**Structure of the Course**

This course contains ten key segments.

1. Welcome, Administration and Introductions
2. Tactical Dispatchers and Tactical Dispatch Teams
3. Core Competencies of a Tactical Dispatcher
4. Types of Events for Tactical Dispatchers
5. Duties of a Tactical Dispatcher and/or Tactical Dispatch Team
6. Special Teams
7. Preparedness
8. Lessons Learned
9. Practical Exercises
10. Summary and Closing

**Preparation for the Course**

**Instructors**

Instructors for this course should be tactical dispatchers with a wide variety of experience. While a single instructor can teach the course, two instructors are recommended. This will allow for flexibility in the course and instruction while providing more experience and coordination.

**Recommended Class Size**

The recommended class size for this course is no less than 16 and no more than 30 participants.

**Room Set-Up**

This course contains group activities that require small group discussions. The recommended room set-up is modular or “pods”. This type of set-up will place students into groups and allow for easy discussion and collaboration. An example for a class of 25 is below.
How to Use the Facilitation Guide

This document is a guide divided into daily modules. Each module begins with the course sequencing for that day, desired student learning outcomes, and a detailed lesson plan.

The lesson plan is designed to support the instructor with a depth of knowledge on the topic. It will guide the instructor through each module, slide-by-slide, and activity-by-activity. A visual cue (icon) and sequential module number identifies handouts, activities, and case studies for easy reference. An icon also indicates questions for facilitated discussions.

The PowerPoint (PPT) is minimal and contains the required topics, learning activity instructions, and links to video case studies. It is specifically designed this way to support instruction. Instructors are encouraged to review the PPT and modify it, as they feel necessary. Presenter logos may be added to the slides.

Learning activities are designed to support learning and emphasize key learning points. The activity is briefly described to give the instructor flexibility. An instructor may substitute a different activity provided it appropriately addresses the described content and serves a clear purpose.

While this guide focuses on the details of teaching this course, always consider we teach in “student-centered” classrooms where flexibility is key to the success of the students. This Facilitation Guide also highlights facilitation tips and instruction options. Facilitation tips and options are indicated by coded colors:

- **Tip = Red**
- **Option = Blue**
- **Background Information = Green**

The following icons are used throughout the Guide to indicate a required action:

![Start](image) Beginning of the course
Instructor Considerations

**Arrive early:** Consider arriving early to set the room up prior to the first participant’s arrival. As participants arrive, greet them and converse casually with them. This enhances the comfort and safety of the students.

**Actively Engage Students:** Be sure to engage all students. Use the lesson plan content to formulate questions, which cause the students to think. Socratic questions are suggested under the facilitated discussion icon to help the instructor. It is not required that you ask all questions but these are designed to cause students to think, reflect, and justify their responses. Encourage participation from students, including the quiet students. Give students time to process the question and then respond. You want them to answer, not provide the answer for them. Ask the “Why?” questions and ask students to provide examples.

**Build Trust from the Beginning:** Even before instruction begins, understand that student trust is critical for the success of training. Participants should be able to speak freely and not be punished or belittled for expressing their views.

**Materials Needed Throughout the Course**

- AV system with computer, speakers, and LCD projector
- Easel charts for instructor and groups
- Sticky notes and Post-It ™ flags
- Pens and markers
- 3x5 index cards
- Graph paper
- Small rulers
- Folder or ½” binder for forms
Course Video Case Studies

Tip: Have your Internet browser open behind the PowerPoint program. When the PowerPoint links for the video are clicked, they will automatically open in the browser. However, presenters may wish to download or capture and embed the videos in PowerPoint to eliminate slow Internet buffering and advertisement pop-ups.

Suggested:

- **5-01 Audio Case Study for Scribing exercise: Century 16 Aurora Colorado Theater shooting up to the point they take the suspect into custody; 12m20s**
  ([https://www.youtube.com/watch?v=1G2OxLaPauA&t=17s](https://www.youtube.com/watch?v=1G2OxLaPauA&t=17s))
- **6-02 Video Case Study: Lego SWAT - Breaching (2m 41s)**
  ([https://www.youtube.com/watch?v=gDi3_yyxCmY](https://www.youtube.com/watch?v=gDi3_yyxCmY))
- **6-03 Video Case Study: Lego SWAT Sniper – Hostage Crisis (2m 37s)**
  ([https://www.youtube.com/watch?v=qvWY-MIK0X0](https://www.youtube.com/watch?v=qvWY-MIK0X0))
- **6-06 Video Case Study: SWAT Team Shootout (2m 53s)**
  ([https://www.youtube.com/watch?v=YIkqzxWJD0](https://www.youtube.com/watch?v=YIkqzxWJD0))
Basic Tactical Dispatcher Course
Expanded Course Outline

I. Welcome, Administration, and Introductions
   A. Administration
      1. POST Roster
      2. Networking Roster
      3. Facilities, security, parking, emergencies, and safety plan
      4. Course goals and overview
   B. Introductions
      1. Instructor
      2. Attendees
   C. Expectations
      1. Organizational
      2. Personal

II. Tactical Dispatchers and Tactical Dispatch Teams
   A. Types of Tactical Dispatchers
      1. Incident dispatcher
      2. Tactical dispatcher
   B. Composition of a Tactical Dispatch Team
      1. Single tactical dispatcher
      2. Multiple tactical dispatchers who are local or from a single agency
      3. Regional teams

III. Core Competencies of a Tactical Dispatcher
   A. Personal Traits
      1. Strong work ethics
      2. Dependable/Reliable
      3. Flexible
      4. Team player
      5. Takes pride in their work
      6. Positive attitude
      7. Assertive
      8. Ability to stay focused
9. Strong ability to multi-task
10. Complete understanding of policies and procedures
11. Legal issues/civil liability

B. Desirable Traits
   1. Mentoring qualities
   2. Demonstrates appropriate tactfulness/confidence in situations that require it, without being aggressive or rejecting personal opinions
   3. Ability to make sound decisions quickly and defend that decision
   4. Willingness to fully participate in continued training
   5. Strong written communications skills
   6. Strong verbal communication skills

C. Psychological Considerations
   1. Suitability
   2. Willingness to seek assistance
   3. Stress management

D. Agency/Department Requirements
   1. Some teams require the dispatcher’s previous annual performance evaluation be satisfactory or higher in addition to the dispatcher being off probation
   2. Selection process

IV. Types of Events for Tactical Dispatchers
   A. Overview of What a Tactical Incident Is and Is Not
      1. Is or has the potential to be a prolonged incident
      2. Is not a chaotic incident that is of short duration
   B. Planned Incident
      1. Large-scale events
      2. Incidents that may exceed the capabilities of the investigative unit(s)
      3. High risk arrest/apprehension
      4. Drug eradication
      5. Checkpoints
      6. Staff/answer ‘tip line’ phone calls
   C. Unplanned/Spontaneous Incident
      1. Situations which may or may not go mobile
      2. Barricaded subjects
      3. Hostage situation/rescue
4. Active shooter
5. Mass casualty incident
6. Other types of calls

D. Training Events
1. SWAT team training
2. Crisis Negotiation Team (CNT) training
3. Multi-Assault Counter-terrorism Action Capabilities (MACTAC) training
4. Multi-casualty drills
5. Regional training
6. Maintaining a record of participation in training events

E. Other considerations
1. Agency policy/practice will dictate the type of response and whether tactical dispatch is included
2. Incident may exceed the capability and/or capacity of an agency’s first responder
3. Multiple scene containment is required
4. Fixed versus mobile scenes
5. Protracted events

V. Duties of a Tactical Dispatcher and/or Tactical Dispatch Team

A. Duties Common to Both Field Deployment and Center Operations
1. Documenting pertinent details and radio traffic
2. Intelligence gathering/Data mining
3. Information for dissemination
4. Communication plans
5. Perimeters
6. Potential equipment needs and resource ordering
7. After action reports
8. Document resources available

B. Duties Common to Field Deployment
1. Establishing or setting up a command post
2. Incident management
3. Incident personnel
4. Application of the Incident Command System (ICS)
5. Use of technology
VI. Special Teams

A. Special Weapons and Tactics Team (SWAT)
   1. Purpose
   2. Components of a SWAT Team
   3. Tactics
   4. SWAT terminology and procedures

B. Hostage Negotiation Teams (HNT)
   1. Purpose
   2. Tactical dispatchers role with HNT
   3. HNT components

C. Other Special Teams
   1. Dive Team and/or Swift Water Rescue Team
   2. Fire
   3. Chaplain
   4. Coroner
   5. Bomb Squad or EOD
   6. Air Operations
   7. Medical/EMS
   8. Search and Rescue (SAR)
   9. FEMA/DHS Mobile Field Force (MFF)
   10. Public works (utilities)
   11. Certified Emergency Response Team (CERT)

VII. Preparedness

A. Team Preparedness
   1. Team supplies/equipment
   2. Manuals

B. Family Preparedness
   1. Family support is critical
   2. Child/pet care plans

C. Personal Preparedness
   1. Building your knowledge base
   2. Personal go-bag
VIII. Lessons Learned

A. Texas Tower Sniper (1966)
   1. First mass shooting and suicide-by-cop
   2. 14 killed, 32 injured
   3. Lasted for 90 minutes
   4. Shot by two officers who went up the elevator to the tower

B. San Ysidro McDonalds (1984)
   1. Police were outgunned (Uzi, 9 mm, and shotgun)
   2. Another suicide-by-cop (mentally ill suspect)
   3. 21 killed, 19 injured

   1. Police outgunned and suspects had body armor
   2. Changed response tactics
   3. Self-deployment

D. Columbine (1999)
   1. Completely changed the way law enforcement approached active shooters
   2. Gave birth to the idea of rescue task force
   3. 13 killed, 24 injured
   4. Used guns and explosives

E. Nickels Mines Amish School in Bart Township (2006)
   1. Barricaded suspect and no breaching tools
   2. Jurisdictional and communications issues
   3. 5 killed, 5 wounded

F. Virginia Tech (2007)
   1. Mobile situation
   2. Lack of breaching tools
   3. 32 killed, 23 injured
   4. Told psychiatrist

G. Washington Naval Yard (2013)
   1. Failure of ICS with no one in command
   2. 69 minute rampage
   3. 12 killed, 8 injured
   4. Extreme chaos
H. Minkler Incident (2010)
   1. Suspect used a rifle with a scope
   2. Suspect was armed, barricaded and had a history of weapons charges
   3. Possible female hostage
   4. Two officers killed

IX. Practical Exercise

Students will demonstrate skills learned in class by managing a tactical dispatch scenario including responding to information updates, selecting and tracking the appropriate resources, proper documentation, diagrams, ICS forms, perimeters, and briefing oncoming teams.

X. Summary and Closing

A. Review of Key Points
   1. Tactical dispatchers must understand and accept the various aspects of their job
   2. Tactical dispatchers must strive to keep skills current
   3. Tactical dispatchers must accept their role with flexibility

B. Certificates and Evaluations
Basic Tactical Dispatch Course
Day 1

Course Sequencing:

0800-0900  Segment I. Welcome, Administration, and Introductions
1-01 Learning Activity: Introductions (30m)
1-02 Learning Activity: Progressive Scenario Introductions (5m)
0900-1000  Segment II. Tactical Dispatchers and Tactical Dispatch Teams
1000-1200  Segment III. Core Competencies
3-01 Learning Activity: Competencies (60m)
3-02 Handout: Traumatic Incident Stress: Information for Emergency Response Workers
1200-1300  LUNCH
1300-1430  Segment IV. Types of Events for Tactical Dispatchers
4-01 Learning Activity: Tactical Events (20m)
4-02 Learning Activity: Progressive Scenarios (20m)
1430-1700  Segment V. Duties of a Tactical Dispatcher and/or Tactical Dispatch Team
5-01 Handout: Area map for 14300 East Alameda, Aurora, CO
5-02 Learning Activity: Scribe It! (40m)
5-03 Handout: Aurora Review
5-04 Learning Activity: Intelligence Gathering (30m)
5-05 Learning Activity: Progressive Scenario (10m)

Student Learning Outcomes:

- Students will understand the complexity of a tactical dispatcher and tactical dispatch team, including core competencies, team make up, roles, and responsibilities.
- Students will identify the types of events, which would be enhanced by tactical dispatchers and their deployment.
- Students will scribe an audio recording of tactical incident, mining the appropriate data.

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Instructor Notes</th>
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<tbody>
<tr>
<td>I. Welcome, Administration, and Introductions</td>
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<tr>
<td>A. Administration</td>
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<td>1. POST Roster</td>
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<td>2. Networking Roster</td>
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</table>
3. Facilities, security, parking, emergencies, and safety plan

4. Course goals and overview
   a. The goal of this course is to provide a basic understanding of the roles and responsibilities of the tactical dispatcher
   b. This course will teach students the skills necessary for tactical dispatching by building on foundational skills using examples patterned after actual events

**Tip:** Networking is strongly encouraged in this course. A networking roster should be compiled and distributed among students.

<table>
<thead>
<tr>
<th>B. Introductions</th>
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<tbody>
<tr>
<td>1. Instructor</td>
<td></td>
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<tr>
<td>a. Professional experience</td>
<td></td>
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<tr>
<td>b. Education</td>
<td></td>
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<td>2. Attendees</td>
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<tr>
<td>a. Agency and position</td>
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<tr>
<td>b. Student expectations of the course</td>
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**1-01 Learning Activity:** Introductions (30m)
- Begin by dividing the class into table groups. Ask each group to select a name for their group/team.
- After deciding on a name, have the groups provide a written profile or group resume based on their experiences and qualifications.
- Groups will introduce themselves by group name, individual members, and profile/resume.

<table>
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<th>C. Expectations</th>
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<tbody>
<tr>
<td>1. Organizational</td>
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<td>2. Personal</td>
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</tbody>
</table>
• Does your agency currently have a tactical dispatch program or are you looking to start one?
• What are your expectations for this course?

**Tip:** Record responses on easel chart paper and post to make sure the expectations are met in the delivery of the course.

### 1-02 Learning Activity: Initial Scenario-Introduction (5m)

- Distribute a different initial scenario to each group.
- Explaining these will be used throughout the course.
- Give the students time to read and briefly discuss their scenarios, e.g., what they might need from the center, when deployed, and initial considerations.

**Tip:** Keep this activity of a short duration. Otherwise students will go too deep into the scenario. You want students to be able to apply segments of learned knowledge to the scenario as the course progresses.

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**II. Tactical Dispatchers and Tactical Dispatch Teams**

**A. Types of Tactical Dispatchers**

1. Incident dispatcher
   - Fire dispatchers when deployed are incident dispatchers
   - Typically respond to the scene of a large scale fire working directly with the Battalion Chief or Incident Commander
   - May be part of a state call-out list

2. Tactical dispatcher
   - Typically used in a law enforcement incident

- What are the differences between incident dispatchers and tactical dispatchers? (T-card tracking, comm unit phrasing as opposed to tac unit, typical length of deployment, and staging areas.)
b. May work from the center or respond to the field, which may include deployment to:
   1) A command post
   2) A tactical operations center (TOC)
   3) A negotiations operations center (NOC)
   4) An Emergency Operations Center (EOC)
c. May train with other law enforcement teams

- What kind of impact can a tactical event have on a communications center?
  **Tip:** Highlight through facilitated discussion that aside from the resource tracking method, the duties are almost identical.

B. Composition of a Tactical Dispatch Team
   1. Single tactical dispatcher
   2. Multiple tactical dispatchers who are local or from a single agency
   3. Regional teams
      a. Tactical Emergency Response Teams (TERTs)
      b. Regional teams within a county or operational area

- What is the composition of the team at your agency?
- How are your teams assigned?
- What factors should be considered for team composition? (Number of dispatchers available, policy on number deployed, length of deployment)

2-01 Handout: TERT Brochure

III. Core Competencies of a Tactical Dispatcher

A. Personal Traits
   1. Strong work ethics
      a. Maintains confidentiality and does not compromise it
      b. Accountable to self and team
      c. Team members may have knowledge of events which must not be shared
   2. Dependable/Reliable
      a. Punctual
      b. Does not abuse sick leave
   3. Flexible

- Begin this activity by asking the class to identify various core competencies.
- Record or have a scribe record comments on easel paper.
- Have each group prioritize the list from most to least important. **(Tip: If the list**
<table>
<thead>
<tr>
<th>Basic Tactical Dispatch Course</th>
<th>Facilitation Guide</th>
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<tbody>
<tr>
<td><strong>a. Ability to work in a less-than-ideal environment</strong></td>
<td><strong>is lengthy, divide the list between the groups.</strong></td>
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<tr>
<td>1) Inside in cramped space</td>
<td>• Then have the groups, identify which traits are natural (innate), which are learned, and which can be learned.</td>
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<tr>
<td>2) Access to limited resources</td>
<td>• Have each group present their findings and defend their decision.</td>
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<td>3) Weather conditions, i.e., heat, rain</td>
<td><strong>Tip:</strong> This activity should identify the elements of this segment. The instructor may need to fill in any missing elements before moving onto prioritizing the list.</td>
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<td>4) Technology failure</td>
<td><strong>Optional activity:</strong> Have each group write a help wanted ad for a tactical dispatcher listing the core competencies required of the applicants. Groups will report their findings to the class.</td>
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<tr>
<td><strong>4. Team player</strong></td>
<td><strong>Tip:</strong> In discussion, the instructor should draw out why each competency is critical to a successful tactical dispatcher. Make sure all traits and characteristics are discussed.</td>
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<td>a. No critical incident can be successfully mitigated without an efficient and professional team</td>
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<td>b. Operating within a team, while keeping the team’s end goal of a successful resolution in mind</td>
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<td>c. Strong desire or passion to be a part of the team</td>
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<td>d. Drive-focused on the successful resolution of high impact, high-profile critical events</td>
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<td>e. Commitment to the mission even when it is difficult</td>
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<td><strong>5. Takes pride in their work</strong></td>
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<td>a. Pro-active</td>
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<td>b. Holds self to high standards, such as accuracy</td>
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<td>1) Detail-oriented: No margin for error in documentation or communications</td>
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<td>2) Accurate memory and recall</td>
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<td>3) Accuracy is key when events and documentation are looked at later for purposes of debriefing, after action reports, lessons learned, and legal liability</td>
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<td>4) Court cases will depend on the accuracy of documentation</td>
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<td>c. Stays current in knowledge and skills</td>
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<td>1) Basic equipment</td>
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</table>
a) Radios, mobile repeaters and available frequencies  
b) Computers/laptops  
c) Ability to perform basic trouble shooting on equipment  

2) Basic use of many forms of technology  
a) Databases  
b) Social media  

6. Positive attitude  
a. Willing to train 100% of the time  
b. Must be able to “teach it forward” and allow other tactical dispatch team members to perform functions that you may be good at but they need the experience  

7. Assertive  
a. Able to take or give orders from/to all ranks based on current assignment  
   1) Leadership is key  
   2) May be pressed into a supervisory role at a command post  
   3) When using the Incident Command System (ICS), team members with less department seniority or rank may be put into a leadership role and be giving you assignments  
   b. Able to work with minimal direction  

8. Ability to stay focused  

9. Strong ability to multi-task  
a. Perform two or more tasks with a high degree of proficiency  
   1) Ability to listen to critical radio transmissions  

• When might it be appropriate to step into a leadership role as a tactical dispatcher?  

• What impact might this have on working within the team?  

Tip: During the facilitated discussion, it should be drawn out of the students that tactical dispatchers need to have leadership and decision-making qualities, as many times they will deploy alone and have to make decisions. Also, emphasize the teamwork aspect of deployment.
2) Ability to listen to surrounding conversations (room awareness) and react when appropriate

3) Ability to record/log information for others as well as self

4) Ability to communicate information to others and accurately interpret information from others

10. Complete understanding of policies and procedures
   a. Understands the concepts and ramifications of special team’s procedures with the ability not to interject
   b. Ability to understand, apply, and articulate written policies including use of force
   c. Understands mutual aid procedures including:
      1) Levels of mutual aid, e.g., state vs. local
      2) Standards for requesting mutual aid
      3) How to request mutual aid
      4) Knows what information to provide when requesting mutual aid
      5) Mutual aid resources for communicating, e.g., amateur radio users (HAM), National Guard communications unit, etc.

11. Legal issues/civil liability
   a. Keeps abreast of legal issues related to tactical events
   b. Understands the consequences for not adhering to or violating policies and procedures

**Tip:** Instructor should reiterate that each agency has its own policies and qualifications to join their tactical dispatch team. What has been given is a general overview and may differ from any agency’s specific policies and/or qualifications.

- What are some of the policies for your team?

- How might your and the team’s actions affect a court case?
B. Desirable Traits

1. Mentoring qualities
   a. Willing to mentor or “teach it forward with peers
   b. Prepared to take on additional responsibilities such as a supervisory role at a command post

2. Demonstrates appropriate tactfulness/confidence in situations that require it, without being aggressive or rejecting personal opinions

3. Ability to make sound decisions quickly and defend that decision

4. Willingness to fully participate in continued training
   a. Attend training even when held during off-duty hours
   b. Willingness to volunteer/participate as a role player for the good of the team
   c. Continued training to ensure tactical dispatcher skills are maintained
   d. Personal commitment to improve knowledge and skills

5. Strong written communications skills
   a. Legible handwriting since most logging is by hand
   b. Ability to comprehensively document the event in a logical order
   c. Document must be understandable to all

6. Strong verbal communication skills
   a. Great active listening skills
   b. Ability to articulate situational briefings
   c. Ability to accurately parrot information and the knowledge to know when to parrot

- Why is assertiveness a desirable trait and aggressiveness is not?
- When does confidence become arrogance?
- Why is it important to understand the ramifications of your actions while deployed?
- What circumstances might dictate deviating from policies and procedures?
C. Psychological Considerations

1. Suitability
   a. Tolerance for less than desirable working conditions
   b. Tolerance for stress
2. Willingness to seek assistance
3. Stress management
   a. Know your strengths and weaknesses
   b. Know what you are getting yourself into as a tactical dispatcher
      1) Duration of the incident is usually not known
      2) You may be fixed or mobile and under adverse working conditions
      3) What is required of you may be subject to immediate change
      4) You may be required to testify in court
      5) Things may not go as planned and outcome(s) may not be good
   c. Have family support
      1) Understands shift work
      2) Understands the call to duty
         a) Call outs can occur any time
         b) Call outs may be on a day off
         c) Calls outs may require an overnight stay
      3) Children and/or pet care
         a) Have a pre-plan
         b) Have a back up to the back up
   d. Know the resources available to you
      1) Peer support
      2) Employee Assistance Program (EAP)

- Why is it important to consider psychological suitability in tactical dispatchers?
- How long is a reasonable amount of time to be deployed?
- What steps should you take to be ready both professionally and personally?

**Tip:** Lead the discussion towards the physical demands and potential hardships of deployment to the field, i.e., proximity to suspect, lack of comfort facilities, and lengthy deployments.

- Why do tactical dispatchers need to have a solid support system?
- How can tactical dispatchers gauge their stress responses?

**3-02 Handout:** Traumatic Incident Stress: Information for Emergency Response Workers
3) *Emotional Survival* by Dr. Gilmartin

- What are other options for stress resiliency?

D. Agency/Department Requirements

1. Some teams require the dispatcher’s previous annual performance evaluation be satisfactory or higher in addition to the dispatcher being off probation
2. Selection process
   a. May vary from agency to agency from simply writing a memo of interest to formal oral board interviews, etc.

- What does your agency require to be a tactical dispatcher?

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</tr>
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<td>2. Is not a chaotic incident that is of short duration</td>
</tr>
</tbody>
</table>

### 4-01 Learning Activity: Tactical Events (20m)

- Have each group create a list of planned and unplanned incidents, that could be tactical events.
- Solicit and scribe one planned and one unplanned event from each group until you have a good list of planned and unplanned events.
- Ask the groups to review the scribed lists and determine which are best served by deployment and which are best served by working in the dispatch center and why.
- Have the groups report their findings.

**Tip:** Through the course of scribing the master list of events, generate discussion on those types of events that are more unusual, infrequent, or go from planned to unplanned, i.e., planned peaceful protest turns into a riot.
### B. Planned Incident

1. Large-scale events
   - Fairs/parades/concerts/sporting events/festivals/carnivals/marathons/rodeos
   - Planned protests
   - Political rally
   - Dignitary visits/protection

2. Incidents that may exceed the capabilities of the investigative unit(s)
   - Search warrants
     - Planned multiple locations simultaneously
     - High risk
     - Other considerations (i.e., known weapons)

3. High risk arrest/apprehension
   - Parolee
   - Known weapons
   - Sweeps (ABC, 290 registrants, gangs, etc.)

4. Drug eradication
   - Illegal marijuana grows
   - Clandestine drug labs
   - Raids

5. Checkpoints

6. Staff/answer ‘tip line’ phone calls

#### C. Unplanned/Spontaneous Incident

1. Situations which may or may not go mobile

2. Barricaded subjects
   - Whether domestic violence or criminal act
   - May or may not include hostages
   - May or may not be armed

- What are the advantages of having a tactical dispatcher during a planned event? What are the disadvantages?

- What role do you think the tactical dispatcher plays?

- Which of the incidents on your lists would most likely never have a tactical dispatch team deployed and why?

- Which of the incidents are better handled from the comm center and why?
3. Hostage situation/rescue  
   a. Whether hostages are known to the suspect or not  
   b. May be a planned situation where hostages are intended to be held  
   c. May be a spontaneous situation such as a robbery gone wrong or domestic violence  

4. Active shooter  
   a. Can occur anywhere at any time  
   b. Are typically of short duration and do not require a tactical dispatcher  
   c. Are occurring more frequently  
      1) FBI reports an active shooter once every three weeks  
      2) 45.6% occurred at businesses or malls  
      3) 24.4% occurred at places of education  
      4) 10% at government or military facilities  
      5) 20% at hospitals, residences, open spaces, or churches  

5. Mass casualty incident  
   a. As a result of a natural disaster  
      1) Weather emergencies  
      2) Earthquake  
      3) Fires by natural causes  
   b. As a result of terrorism  
   c. As a result of a transportation/transit accident  
   d. As a result of a HazMat incident  
   e. As a result of an explosion  

6. Other types of calls  
   a. Active kidnapping  
   b. Fugitive/escaped prisoner/manhunt  

- Does your agency view tactical incidents differently than SWAT incidents or are they the same?

### c. Riot/Civil unrest or civil disobedience

### d. Officer involved shooting
1) Single suspect
2) Multiple suspects

### e. Suicidal subject

### f. Tactical rescue

### g. Missing person
1) High risk
2) Extra personnel on scene, e.g., citizen search teams

### h. Search and rescue

### i. Staff the JRIC to track resources/teams (e.g., Dorner case)

---

### D. Training Events

1. SWAT team training
2. Crisis Negotiation Team (CNT) training
3. Multi-Assault Counter-terrorism Action Capabilities (MACTAC) training
4. Multi-casualty drills
   a. Large regional MCI drills/trainings
   b. Urban Shield in the bay area
   c. Golden Guardian statewide
5. Regional training
   a. Hospital drills
   b. Regional law enforcement training drills
6. Maintaining a record of participation in training events

---

### 4-02 Learning Activity: Progressive Scenarios (20m)

- Have groups review their scenarios to identify the type of event and determine if and when a team would be deployed.
- Groups should report the details of the scenario and their findings to the class.
- What steps does the tactical dispatcher need to make in a tactical rescue?
- How should this secondary incident within the first incident be handled? (Allocate another dispatcher to handle the secondary incident)

---

Seek ways to be involved in training events such as the Golden Guardian and Urban Shield.
### E. Other considerations

1. Agency policy/practice will dictate the type of response and whether tactical dispatch is included
   - When does a planned event become an unplanned one?
   - How do tactical dispatchers/teams adjust to an unfolding event?
   - When might a tactical dispatch team transition from the field back into the comm center?
   - How is the transition made?
   - Who is charged with the safety of the tactical dispatcher?

2. Incident may exceed the capability and/or capacity of an agency’s first responder
   - Smaller agencies may have limited resources and equipment
   - Larger agencies may have longer response times

3. Multiple scene containment is required
   - Initial scene and crime scene
   - Secondary scene and potential crime scene

4. Fixed versus mobile scenes
   - Mobile scenes are more difficult to manage
   - Preference is to keep the scene contained and at a fixed location

5. Protracted events
   - Events which may exceed three days or more in time
   - Examples might include evacuations due to flooding, earthquake damage, etc.

### V. Duties of a Tactical Dispatcher and/or Tactical Dispatch Team

#### A. Duties Common to Both Field Deployment and Center Operations

1. Documenting pertinent details and radio traffic
   - Scribing
1) The purpose of scribing is to document specific information in a chronological sequence
   a) Scribing can begin at any given point in the incident, but typically upon arrival
2) Different methods of scribing
3) Automated software, CAD computer, word processing software
4) Dissemination of scribed information

b. Use of forms
1) Types of forms including ICS forms and agency specific forms
2) Commonly used forms such as Sign in/Sign out forms, action logs, sniper logs, equipment deployment logs, emergency and support services logs
3) Using forms to document teams involved, overtime, accurate reimbursements, demobilization, preparation of after action reports, etc.
4) Organizing and retaining documentation and forms
5) Archiving forms to be ICS compliant

• What are the pros and cons of field dispatching vs. communications center operations?
• What are some of the challenges that might be encountered by a field dispatcher?
• What are some of the challenges that might be encountered in comm center operations?

5-01 Handout: Area map for 14300 East Alameda Av, Aurora, CO

5-02 Learning Activity: Scribe It! (40m)
• Begin this activity telling the class they are going to hear a recording of an incident. They should take notes to document the various elements as discussed in class.
• Start the recording. (Tip: Recommend the Century 16 Aurora Colorado Theater shooting up to the point they take the suspect into custody; 12m20s) (https://www.youtube.com/watch?v=1G2OxLaPauA&t=17s)
2. Intelligence gathering/Data mining
   a. Information necessary for responding units
      1) Officer safety, i.e., weapons, hazards
      2) Incident location including maps, page number or site plans
      3) Parties involved, i.e., victim, witness(es), suspect
      4) Determine what triggered the act such as the source of anger, psychotic break or current mental status, caller’s insight
      5) Other intelligence such as background sounds, tone, verbiage, information gathered from friends, relatives, or witnesses
   b. Local, state, and national database systems to be used
   c. Internet information sources
   d. Other resources available for information gathering

3. Information for dissemination
   - Distribute a map of the area to the students (14300 East Alameda Ave, Aurora, CO) and ask them to place the units at locations based on their notes.

   **Tip:** For an experienced class, provide the map **after** scribing. For an inexperienced class, provide the map for use during scribing.

   - Have the groups discuss the elements they captured and recreate the incident in the form of a briefing.

   - The instructor should ask each table separate questions:
     - What do you have?
     - How many units do you have on scene?
     - What other resources are en route or on scene? And, if on scene where are they?
     - What is the number and status of injured?
     - Who is the incident commander and where is the command post?

   **Tip:** The instructor may stop the tape at any given point but do not stop it for the purposes of allowing students to catch up. Depth of the debrief is up to the instructor. Instructor may wish to play the tape twice, depending on experience of the class.

   5-03 Handout: Aurora Review
a. Provide briefing
   1) Key facts of the events, not conclusions, recommendations or personal opinions
   2) Provided to oncoming staff to prepare them for the tasks at hand
   3) Completed when reliefs are made in a protracted incident
   4) May include initial briefing, team briefing and situation report, organization operations to date
   5) Information provided in chronological order

b. Determine who to give pertinent information to

4. Communication plans
   a. Channel assignments/frequencies
      1) Use of mutual aid channels, e.g., CLEMARS/CALAW
      2) ITAC for out of county areas
   b. Channel operators
   c. Backup plan
   d. Communications accountability
      1) Channel management
      2) Telephone management
      3) Communication techniques, i.e., parroting when necessary

5-04 Learning Activity: Intelligence Gathering (30m)
- Begin this activity by asking the groups to discover both traditional and non-traditional resources for intelligence gathering.
- Using their scenario, have each group sequence their findings as to what they would do first, second, etc.
- Each group will report their findings to the class and defend their ordering.

5-05 Learning Activity: Progressive Scenarios (10m)
- Give the groups 5-10 minutes to determine what type of communications plan would be needed for their scenario.
- Follow up with general discussion but reporting out is not necessary.

- What happens when you lose repeater connectivity and what should you do? (Go to simplex/direct/talk-around frequencies/line-of-sight, etc.)
- What would cause your team to operate in manual mode? (Lack of power to run technology, lack of cell phone coverage, lack of radio coverage)

END OF DAY
Basic Tactical Dispatch Course
Day 2

Course Sequencing:

0800-1200  Segment V. Duties of a Tactical Dispatcher and/or Tactical Dispatch Team (continued)
  5. Perimeters
     05-05b Optional Handout: Are Tactical Dispatchers Necessary
  5-06 Learning Activity: Perimeter Management (30m)
  5-07 Handout: ICS Terminology and Mutual Aid Quick Reference Guide
  5-08 Handout: ICS Diagram
  5-09 Learning Activity: Components of ICS (20m)
  5-10 Learning Activity: Resources (20m)

1200-1300  LUNCH

1300-1700  Segment VI. Special Teams
  6-01 Video Case Study: Lego SWAT - Breaching (2m 41s)
  6-02 Video Case Study: Lego SWAT Sniper – Hostage Crisis (2m 37s)
  6-03 Handout: SWAT Terminology
  6-04 Learning Activity: Diagramming and Sniper Plotting (30m)
  6-06 Video Case Study: SWAT Team Shootout (2m 53s)

Student Learning Outcomes:

- Students will refine and build skills necessary for a tactical dispatch, including interior and exterior plotting, command post operations, and perimeters.
- Students will review the incident command system and its application to tactical dispatching.
- Students will identify various resources and understand their use in a tactical situation, including SWAT, HNT and other special teams.

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Instructor Notes</th>
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<tbody>
<tr>
<td>V. Duties of a Tactical Dispatcher and/or Tactical Dispatch Team (continued)</td>
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<tr>
<td>5. Perimeters</td>
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<tr>
<td>a. Elements of perimeters</td>
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<tr>
<td>1) Inner and outer perimeters</td>
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<tr>
<td>2) Correlation to hot, warm, and cold zones</td>
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<tr>
<td>3) Identification of sides</td>
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</tbody>
</table>

| V. Duties of a Tactical Dispatcher and/or Tactical Dispatch Team (continued) | |
| 5. Perimeters | |
| a. Elements of perimeters | |
| 1) Inner and outer perimeters | |
| 2) Correlation to hot, warm, and cold zones | |
| 3) Identification of sides | |
4) Staging areas
   b. Responsibility for ensuring coverage

6. Potential equipment needs and resource ordering
   a. Specialized units/equipment
   b. Mutual aid

7. After action reports
   a. Based on documentation
   b. Based on interviews

8. Document resources available
   a. Policies and procedures
   b. Print outs such as CAD events, records checks, DMV records, vehicle registrations, warrants and other database searches
   c. Accurate accounting of resources and availability
      1) For cost analysis
      2) Reimbursements
      3) Formal debrief
      4) Legal sustainability and issues such as documents being deemed a business record and must be kept in the regular course of business

B. Duties Common to Field Deployment

1. Establishing or setting up a command post
   a. Generally a temporary facility that signifies the physical location of the tactical-level, on-scene incident command and management organization
   b. Typically utilized by the incident commander and immediate staff; allowing essential personnel to be in a centralized location for more efficient handling of the event

5-05 Learning Activity: Perimeter Management (30m)
- Begin this activity by explaining inner/outer perimeters and hot, warm, and cold zones using Aurora as an example.
- Ask students to create a diagram of inner and outer perimeters for their scenarios.
- Each group will then analyze the information provided to establish the best location for a CP and staging areas.
- Each group will present their diagrams and defend their reasoning.

05-05b Optional Handout: Are Tactical Dispatchers Necessary
5-06 Handout: ICS Terminology and Mutual Aid Quick Reference Guide
c. May include other designated incident management officials and responders from Federal, State, local, and tribal agencies, as well as private-sector, non-governmental, and volunteer organizations
d. Typically located at or in the immediate vicinity of the incident site
e. Focuses on the direct, on-scene control of tactical operations and incident planning
f. Considerations for CP locations
   1) Exposure to the elements
   2) Distance to the staging area
   3) Accessibility including technology access, restrooms, electricity/water, heat/air conditioning, and food
   4) Common locations might be homes/garages, command vehicles, dispatch centers, businesses, schools, fire stations, outdoor parks, etc.
g. Ability to be fluid or mobile if needed

2. Incident management
   a. Tracking of each team
      1) Team assignments
      2) Team leaders
   b. Tracking resources/equipment
   c. Documentation

3. Incident personnel
   a. Incident commander (IC)
      1) In charge of and responsible for the entire event
      2) Generally works with executive management of jurisdiction affected by the incident

- Who determines the location of the CP?
- What are the parameters that should be used to establish a CP?
- What can be used as a CP?
- What factors dictate CP safety?
- Where do you put staging areas in relation to the CP?
3) Generally not responsible for tactical planning after SWAT’s arrival
   b. Tactical commander
   c. Negotiations commander
   d. Public information officer (PIO)
   e. SWAT commander
   f. Hostage Negotiations Team
   g. Tactical Dispatch Team
   h. Others as needed and/or based on ICS components

4. Application of the Incident Command System (ICS)
   a. Brief history of ICS
      1) Developed in World War II
      2) Standardization and refinement after Oakland Hills Fires led to statewide Standardized Emergency Management System (SEMS)
      3) Attack on America 9/11 led to a Presidential Directive and the National Incident Management System (NIMS)
   b. ICS provides a flexible framework for any incident
      1) First emergency responder on scene is the IC until relieved by an equal or more qualified IC
      2) It is a common system mandated by FEMA/DHS/SEMS/NIMS
   c. Increased accountability in resource ordering, tracking, oversight, and a clear chain of command
      1) Standardized terms and titles eliminate confusion
      2) Specific documentation and standardized forms

5-07 Handout: ICS Diagram
Tip: Discuss acronym CFLOP (Command, Finance, Logistics, Operations, Planning) to help memory

5-08 Learning Activity: Components of ICS (20m)
- Begin this activity by distributing a blank ICS diagram.
- Each group will select a specific task or event from the cards offered.
- Groups will discuss their event and develop a plan using the ICS model for the event.
- Students will fill in the chart with titles and their roles as the plan is discussed.
- Groups will report their findings to the class.
d. Joint unified command
   1) Brings allied agencies into one CP to make decisions on incidents involving mass casualties/fatalities

| • How does the tactical dispatcher work within the IC system? |
| • How does your team interact with other teams on joint operations? |
| • What is the determining factor in seeking mutual aid? |
| • What is the difference in county vs. state (SEMS) resources? |
| • How do you order and utilize mutual aid resources? |
| • What are some of your team’s best practices? |

5. Use of technology
   a. Laptops
      1) Word processing to scribe
      2) Spreadsheet to track
      3) Integration with CAD, if possible, to allow for use of databases that are available through CAD
   b. Smart phones and/or tablets
      1) Can send photos of target location to the CP
      2) Sniper could send pictures of their view to TC and/or CP
      3) Equipment may require charging
      4) Technology or equipment may not be reliable
      5) If personal equipment such as a cellphone is used, it may be

5-09 Learning Activity: Resources (20m)
   • Begin this activity by asking each group to create a comprehensive list of equipment and technology that may be available to them and post it near their table.
   • Once the list is developed, have them circle the resources on the list that will be needed for their scenarios.
   • As additional items are identified during this segment, ask them to add to their list as the class progresses.

Tip: A field trip outside to support vehicles and equipment is recommended. Using photos may be an alternative. This activity should segue right into the next segment.
“discoverable” and seized as evidence for court

c. Maps
1) Google Earth
2) GIS maps
3) Parcel viewer
4) Building department floor plans
5) Real estate websites for vacant homes in the area
d. Social media
1) Facebook, Twitter, Foursquare, etc.
2) Suspect and/or family member postings
3) Social media postings by the suspect in an attempt to communicate
e. Internet access from the field
1) MDT/MDC connections
2) Broadband/air cards
3) Personal hot spots

• What are the drawbacks of technology?
• How would you go “old school” if technology was not available?
• What software applications would best assist at a CP?
• Why are computers better for scribing (Simply, you can type faster than write!)
• What technologies have you used or seen used?
• What apps are beneficial for a smart phone or tablet?

VI. Special Teams

A. Special Weapons and Tactics Team (SWAT)
1. Purpose
   a. Focused on tactical solutions as opposed to other functions such as investigations
   b. Focus is to increase the likelihood of safely resolving critical incidents

2. Components of a SWAT Team
   a. Personnel
      1) Sniper
      2) Medic
      3) Commander
         a) In charge of planning, organizing, staffing and

6-01 Video Case Study: Lego SWAT – Breaching (2m 41s)
(https://www.youtube.com/watch?v=gDi3yyxCmY)
4) Team leader
5) Containment team responsible for:
   a) Controls the inner perimeter
   b) Evacuation
   c) Tactical deliveries of chemical munitions, equipment
6) Entry/Arrest/Apprehension team responsible for:
   a) Scouting missions
   b) Breaching
   c) Enter, search and secure objective(s)
   d) Rescue operations teams
7) Rescue Task Force
   a) Comprised of a SWAT member, paramedic (ALS) and EMT (BLS)
   b) Go in as a unit for victim rescue

b. Equipment
   1) Vehicles
      a) Armored rescue vehicle
      b) Equipment vehicle
      c) Team deployment vehicle
      d) Command van
   2) Firearms
   3) Less lethal tools
   4) Entry tools

3. Tactics
   a. Set up
   b. Entry
   c. Egress

• What element did you see in the case study that would be important for a dispatcher to know or be aware of?
• In this scenario, what would you document and why?

6-02 Video Case Study: Lego SWAT Sniper – Hostage Crisis (2m 37s)
(https://www.youtube.com/watch?v=qvWY-MIK0X0)

• In this scenario, what would you document and why?
• Why is it important to understand the different positions on the team?
• How does knowing the different positions affect how information was documented? (Different agencies may title the positions within SWAT differently)
• Why is it important to know what a breaching tool is?
• Why should a tactical dispatcher know how weapons function?
• When might a vehicle become a tool?
d. Rescue

4. SWAT terminology and procedures
   a. Common phrases
   b. Key words
   c. Mapping and plotting
      1) Interior areas of the target location
      2) Exterior areas
      3) Overhead or zoomed-in views
      4) Plotting sniper positions
      5) Perimeter set up

6-03 Handout: SWAT Terminology

- Why is it critical for a tactical dispatcher to understand terminology used by SWAT?
- Why is it critical for the tactical dispatcher to be able to speak and understand this language when it comes to documentation and resources?

6-04 Learning Activity: Diagraming and Sniper Plotting (30m)

Phase 1:
- Begin this activity by having the students ask you questions about the interior of a residence, which you will describe based on their questions.
- After all the questions are answered, instruct the students to draw a diagram of the residence based on your answers.
- When diagrams are complete, show the slide and determine who came the closest.
Phase 2:
- Ask the students to pair up. One student will be the caller and the other will be a tactical dispatcher.
- The tactical dispatcher will ask questions and diagram the interior of a residence based on answers from the caller.
- Students will then reverse roles and the caller will describe the exterior of a residence.
- Diagrams will be compared and students will check themselves.

Phase 3:
- Give the groups a few minutes to review their scenarios and determine whether they will need a building diagram and what that might look like.
- When done ask the groups to create a block diagram of the neighborhood for their scenario and plot sniper teams.

B. Hostage Negotiation Teams (HNT)

1. Purpose
   a. Preserve life during critical incidents by resolving conflict without the use of force
   b. Defuse potentially life-threatening situations using proven crisis management techniques

2. Tactical dispatchers role with HNT
   a. Primarily, scribing/documenting
   b. Maintaining information boards

3. HNT components
   a. Personnel
      1) Team leader
   b. How would a hostage negotiations team benefit from a tactical dispatcher?
   c. What expertise and traits would a dispatcher bring to a hostage negotiations team?
   d. What are some of the tactics used by hostage negotiators?
## Basic Tactical Dispatch Course
### Facilitation Guide

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a)</td>
<td>Assigns roles for the event</td>
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<tr>
<td>b)</td>
<td>Is the NT representative in the command post</td>
</tr>
<tr>
<td>c)</td>
<td>May have an Assistant Team Leader (ATL)</td>
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</table>

2) Primary negotiator
   a) Speaks with the suspect

3) Secondary negotiator
   a) Offers suggestions
   b) Identifies and documents “triggers” and “hooks”
   c) Documents the chronology of the negotiations
   d) Relays information to others

4) Liaison officers
5) Intelligence officer
6) Board operator
7) Team’s proximity to the command post
   a) Like to be separate
   b) Ideally, a tactical dispatcher at CP and one with HNT (if possible a third to relieve)

### Equipment

1) Negotiations Operations Center (NOC)
   a) RV’s
   b) Trailer
   c) SUV
   d) Van

2) Throw phone
3) Long range acoustical device (LRAD)
4) Protective equipment
5) Logging software and hardware

- How would those tactics benefit a dispatcher in day-to-day operations?
- Why is “what not to say” as important as “what to say”?
C. Other Special Teams

1. Dive Team and/or Swift Water Rescue Team
2. Fire
   a. HazMat Team
   b. Medics (ALS)
3. Chaplain
4. Coroner
5. Bomb Squad or EOD
   a. EOD robot
      1) Capabilities may vary, i.e., video, item retrieval, gas detector
      2) Monitors with audio and camera capabilities
      3) Transport vehicle
   b. Bomb trailer
      1) Structurally designed to direct explosions upward and not outward

6. Air Operations
   a. Fixed wing aircraft
   b. Helicopter
   c. Small-Unmanned Aircraft System (sUAS/Drones)
7. Medical/EMS
   a. Paramedics provide advanced life support (ALS)
   b. EMTs provide basic life support (BLS)
8. Search and Rescue (SAR)
9. FEMA/DHS Mobile Field Force (MFF)
10. Public works (utilities)

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6-05 Video Case Study: SWAT Team Shootout (2m 53s)
(https://www.youtube.com/watch?v=YIKqxzWJ0D0)

- How was the EOD robot used in this scenario?
- What are some other ways an EOD robot might be used?
- How was the EOD robot used in the Dallas situation? (Used to kill the suspect who shot 12 officers, killing 5 in 2015)
<table>
<thead>
<tr>
<th>11. Certified Emergency Response Team (CERT)</th>
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<tbody>
<tr>
<td>END OF DAY</td>
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</table>

STOP
Basic Tactical Dispatch Course  
Day 3

Course Sequencing:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>0800-1200</td>
<td>Segment VII. Preparedness</td>
</tr>
<tr>
<td></td>
<td>7-01 Learning Activity: Go-Bag (30m)</td>
</tr>
<tr>
<td>1200-1300</td>
<td>LUNCH</td>
</tr>
<tr>
<td>1300-1600</td>
<td>Table Top Exercise (3h)</td>
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<tr>
<td>1600-1700</td>
<td>Summary and Closing</td>
</tr>
</tbody>
</table>

Student Learning Outcomes:

- Students will understand the importance of preparedness and identify tools in anticipation of being deployed.
- Students will demonstrate skills learned in class by managing a tactical dispatch scenario including responding to information updates, choosing appropriate resources and tracking them, proper documentation, diagrams, ICS forms, perimeters, and briefing oncoming teams.

<table>
<thead>
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<th>Course Content</th>
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<td>VII. Preparedness</td>
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<tr>
<td>A. Team Preparedness</td>
<td></td>
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<tr>
<td>1. Team supplies/equipment</td>
<td></td>
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<tr>
<td>a. Inventory checklist for consistency</td>
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<tr>
<td>1) Assign an individual to check it</td>
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<tr>
<td>2) Schedule regular checks</td>
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<tr>
<td>2) Rotate and replace supplies that</td>
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<tr>
<td>might expire or are missing</td>
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<tr>
<td>b. Laptop that is MDC capable</td>
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<tr>
<td>c. Portable radio with batteries</td>
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<tr>
<td>d. Logs/document packets</td>
<td></td>
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<tr>
<td>e. Incident information board</td>
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<tr>
<td>f. Miscellaneous tools such as</td>
<td></td>
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<tr>
<td>wrenches, hammer, screwdrivers,</td>
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<tr>
<td>pliers, and/or small tool set</td>
<td></td>
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<tr>
<td>g. Power inverter and extension cords</td>
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<tr>
<td>h. Gas masks</td>
<td></td>
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<tr>
<td>i. Helmets</td>
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<tr>
<td>• What has your team done to prepare for deployment?</td>
<td></td>
</tr>
<tr>
<td>• What training has your team attended that might better prepare you as a team?</td>
<td></td>
</tr>
<tr>
<td>• What specialized equipment might you need for deployment in your jurisdiction?</td>
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</tbody>
</table>
### 2. Manuals

- **California Interoperability Field Guide (Cal-IFOG)**
  1) Interoperable communications for the public safety community in California
  2) Contains information about usage guidelines, statewide and national interoperability channels, frequencies, channel names, and contact information
  3) Includes frequently used mutual aid channels and 24-hour emergency channels
- **Emergency Response Guidebook (ERG)**

### B. Family Preparedness

1. Family support is critical
   - Understand the call to duty
   - Support the call to duty
2. Child/pet care plans
   - Back up plans
   - Back up to the back up

### C. Personal Preparedness

1. Building your knowledge base
   - Training
   - Staying current
   - Learning from life lessons
2. Personal go-bag
   - Inventory checklist for consistency
   - Sturdy bag

- How would you store and transport your supplies?
- What manuals would benefit your team (Radio frequencies, DOT Hazmat Guide, Department resource lists, OES operational area phone numbers and resource list, etc.)
- Which of these manuals are available as smart phone apps?
- How would you prepare your family?
- How would you start a family emergency plan?
- How would your family communicate they are safe to you?
- How do you establish a “safe place” for your family?

Reference FEMA checklists and preparedness: https://www.fema.gov/media-library/assets/documents/7877
<table>
<thead>
<tr>
<th>c. Ruler</th>
<th>07-01 Learning Activity: Create a Go-Bag (30m)</th>
</tr>
</thead>
<tbody>
<tr>
<td>d. Sticky notes</td>
<td>• Begin this activity by telling the students they have just been called out and have 5 minutes to pack your personal go-bag. Create a list of what will you will pack.</td>
</tr>
<tr>
<td>e. Headset and/or earpiece</td>
<td>• At the end of 5 minutes, have the students share what they wrote down with their group.</td>
</tr>
<tr>
<td>f. Map book</td>
<td>• Have each group identify and prioritize the 15 most critical items.</td>
</tr>
<tr>
<td>g. Resource manual with call-out lists, policies, etc.</td>
<td>• Each table will share their findings with the rest of the class.</td>
</tr>
<tr>
<td>h. Extra clothing</td>
<td>• Compare this list with what is in an actual go-bag.</td>
</tr>
<tr>
<td>i. Toilet paper</td>
<td>• What items were overlooked?</td>
</tr>
<tr>
<td>j. Tactical dispatch vest</td>
<td>• What would you change?</td>
</tr>
<tr>
<td>k. Steno pads or spiral notebooks</td>
<td>8-01 Learning Activity: Lessons Learned (40m)</td>
</tr>
<tr>
<td>l. General office supplies, i.e., pens, pencils, paper clips, stapler, etc.</td>
<td>• Begin this activity assigning each group one of the major incidents listed.</td>
</tr>
<tr>
<td>m. Logs/Document packets</td>
<td>• Ask the groups to research and discuss the information discovered, using any available resources.</td>
</tr>
<tr>
<td>n. Cell phone and charger</td>
<td>• Identify the key lessons learned.</td>
</tr>
<tr>
<td>o. Power packs</td>
<td></td>
</tr>
<tr>
<td>p. Food</td>
<td></td>
</tr>
<tr>
<td>q. Flashlight and extra batteries</td>
<td></td>
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<tr>
<td>r. Inclement weather hat</td>
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<td>c.</td>
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</table>

VIII. Lessons Learned

A. Texas Tower Sniper (1966)
   1. First mass shooting and suicide-by-cop
   2. 14 killed, 32 injured
   3. Lasted for 90 minutes
   4. Shot by two officers who went up the elevator to the tower

B. San Ysidro McDonalds (1984)
   1. Police were outgunned (Uzi, 9 mm, and shotgun)
   2. Another suicide-by-cop (mentally ill suspect)
   3. 21 killed, 19 injured

1. Police outgunned and suspects had body armor
2. Changed response tactics
3. Self-deployment

D. Columbine (1999)
1. Completely changed the way law enforcement approached active shooters
2. Gave birth to the idea of rescue task force
3. 13 killed, 24 injured
4. Used guns and explosives

E. Nickels Mines Amish School in Bart Township (2006)
1. Barricaded suspect and no breaching tools
2. Jurisdictional and communications issues
   a. No phones
   b. Standing around while determining jurisdiction
3. 5 killed, 5 wounded

F. Virginia Tech (2007)
1. Mobile situation
2. Lack of breaching tools
3. 32 killed, 23 injured
4. Told psychiatrist (Reference Tarasoff)

G. Washington Naval Yard (2013)
1. Failure of ICS with no one in command
2. 69 minute rampage
3. 12 killed, 8 injured
4. Extreme chaos

H. Minkler Incident (2010)
1. Suspect used a rifle with a scope
2. Suspect was armed, barricaded and had a history of weapons charges
   a. 6 pistols

• Groups will report their findings.

• What were some lessons learned in events you have worked?

Reference Tarasoff warning (Tarasoff vs. Regents of UC Berkeley) A 1976 case in which the Supreme Court of California held that mental health professionals have a duty to protect individuals who are being threatened with bodily harm by a patient. The professional may discharge the duty in several ways, including notifying police, warning the intended victim, and/or taking other reasonable steps to protect the threatened individual.)
b. 2 revolvers  
c. 5 rifles  
3. Possible female hostage  
4. Two officers killed

<table>
<thead>
<tr>
<th>IX. Practical Exercise</th>
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<tbody>
<tr>
<td><strong>8-01 Learning Activity:</strong> Table Top Exercise (3h)</td>
</tr>
<tr>
<td>• In advance, prepare the final scenarios by cutting them into sections on the dotted lines.</td>
</tr>
<tr>
<td>• Advise students they will assume various roles and work to mitigate a tactical dispatch situation. They must keep up with documentation in the event they are needed to brief an incoming team using proper terms, communications equipment, and resource tracking.</td>
</tr>
<tr>
<td>o Using easel chart paper, students will include the complete perimeter diagrams, documentation of activities and assignments, and the designation of zones.</td>
</tr>
<tr>
<td>• Additional information will be distributed to the students periodically to simulate the progression of a scenario.</td>
</tr>
<tr>
<td>• Each group will resolve their scenario when directed and complete a written after action report.</td>
</tr>
<tr>
<td>• The IC of each group will debrief the class on their scenario.</td>
</tr>
</tbody>
</table>

Both the After Action Report and the Radio Traffic on the Minkler incident can be downloaded from the POST Learning Portal.

**Tip:** As time permits, discuss any of the incidents listed that are not assigned for group analysis.
### X. Summary and Closing

**A. Review of key points**

1. Tactical dispatchers must understand and accept the various aspects of their job
2. Tactical dispatchers must strive to keep skills current
3. Tactical dispatchers must accept their role with flexibility

**B. Certificates and Evaluations**

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**END OF COURSE**