

Youth Firesetting Prevention and Intervention — Level 2

YFPI-2-Instructor Guide

1st Edition, 1st Printing-August 2013



FEMA

FEMA/USFA/NFA
YFPI-2-IG
August 2013
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Glossary/Acronyms

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INSTRUCTIONAL AIDS

Slides

Intro:	Slides I-1 to I-14	14
Unit 1:	Slides 1-1 to 1-38	38
Unit 2:	Slides 2-1 to 2-109	109
Unit 3:	Slides 3-1 to 3-43	43
Total Slides		204

Videos

Intro:	“Welcome to the National Emergency Training Center”
Unit 2:	“Launching a Community Prevention Campaign”
Unit 3:	Vignette imbedded in PowerPoint slide

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COURSE GOAL

Empower learners with the knowledge, skills and abilities (KSAs) to perform the job performance requirements (JPRs) of a youth firesetting program manager as outlined in Level 2 of National Fire Protection Association Standard (NFPA) 1035.

TARGET AUDIENCE

The target audience for this course is anyone who has or will have responsibility for developing and implementing a Youth Firesetting Prevention and Intervention (YFPI) program in their community. The audience could include volunteer and career firefighters, fire investigators, Fire and Life Safety Educators (FLSEs), and allied professionals from criminal justice, mental health, social services and juvenile justice.

CLASSROOM ENVIRONMENT

The best courses are both physically and psychologically suited to good learning.

The room should be physically inviting, well lit, spacious and acoustically suitable. The furniture needs to be comfortable and suited for shared learning. When small groups are used, tables accommodating groups of four or five are needed. The instructor's podium or lectern, the projection screen, and the chalkboard or easel pad must be clearly visible to all students.

Psychologically, the instructor sets the mood to facilitate learning with a friendly, open and receptive tone. Positive results depend in large measure upon positive approaches. Encourage your students to take a positive attitude, share ideas and be involved in discussions.

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COURSE SCHEDULE

Intro:	Introduction	1 hr., 25 min.
Unit 1:	Leading a Youth Firesetting Prevention and Intervention Program	1 hr., 15 min.
Unit 2:	Program Development	8 hr., 45 min.
Unit 3:	Program Evaluation	4 hr., 5 min.
Total Time		15 hr., 30 min.

Note: breaks and lunch not included

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SCHEDULE

TIME	DAY 1	DAY 2
8:00 - 9:20	Introduction Activity I.1 Introductions	Unit 2: Program Development (cont'd) Activity 2.2: Developing Draft YFPI Program Operating Procedures (cont'd)
9:20 - 9:30	<i>Break</i>	<i>Break</i>
9:30 - 10:30	Unit 1: Leading a Youth Firesetting Prevention and Intervention Program Activity 1.1: Your Local Youth Firesetting Problem and Solutions	Unit 2: Program Development (cont'd) Activity 2.2: Developing Draft YFPI Program Operating Procedures (cont'd)
10:30 - 10:40	<i>Break</i>	<i>Break</i>
10:40 - 12:00	Unit 2: Program Development Activity 2.1: Identify Stakeholders	Unit 2: Program Development (cont'd) Unit 3: Program Evaluation
12:00 - 1:00	<i>Lunch Break</i>	<i>Lunch Break</i>
1:00 - 2:15	Unit 2: Program Development (cont'd) Activity 2.2: Developing Draft YFPI Program Operating Procedures	Unit 3: Program Evaluation (cont'd)
2:15 - 2:30	<i>Break</i>	<i>Break</i>
2:30 - 5:00	Activity 2.2: Developing Draft YFPI Program Operating Procedures (cont'd) Unit 2: Program Development (cont'd)	Activity 3.1: Developing an Evaluation Plan Unit 3: Program Evaluation (cont'd) Examination Evaluation

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FIREFIGHTER CODE OF ETHICS

Background

The Fire Service is a noble calling, one which is founded on mutual respect and trust between firefighters and the citizens they serve. To ensure the continuing integrity of the Fire Service, the highest standards of ethical conduct must be maintained at all times.

Developed in response to the publication of the Fire Service Reputation Management White Paper, the purpose of this National Firefighter Code of Ethics is to establish criteria that encourages fire service personnel to promote a culture of ethical integrity and high standards of professionalism in our field. The broad scope of this recommended Code of Ethics is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession.

Ethics comes from the Greek word *ethos*, meaning character. Character is not necessarily defined by how a person behaves when conditions are optimal and life is good. It is easy to take the high road when the path is paved and obstacles are few or non-existent. Character is also defined by decisions made under pressure, when no one is looking, when the road contains land mines, and the way is obscured. As members of the Fire Service, we share a responsibility to project an ethical character of professionalism, integrity, compassion, loyalty and honesty in all that we do, all of the time.

We need to accept this ethics challenge and be truly willing to maintain a culture that is consistent with the expectations outlined in this document. By doing so, we can create a legacy that validates and sustains the distinguished Fire Service institution, and at the same time ensure that we leave the Fire Service in better condition than when we arrived.



FIREFIGHTER CODE OF ETHICS

I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following...

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member's safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

Developed by the National Society of Executive Fire Officers

POINTS FOR THE INSTRUCTOR

Introduction

This course empowers students with a broad understanding of the KSAs that a program manager meeting the requirements for Level 2 NFPA Standard 1035 pertaining to youth firesetting prevention and intervention should master.

In preparation for teaching the course, you should perform the following actions:

- Have mastery understanding of the pre-course assignment.
- Review the entire Instructor Guide (IG) and Student Manual (SM). Read and ensure that you can process all activities.
- Review all appendix materials.
- Review the Level 2 youth firesetting intervention section of NFPA Standard 1035.
- Reflect on your personal experience as a youth firesetting program manager.

Prior to delivering the “Youth Firesetting Prevention and Intervention — Level 2” (YFPI-2) course, please arrange the classroom so it includes approximately four groups (four to six seats per table group). Note: If two (or more) people are from the same community (for example, YFPI program manager and mental health clinician), please ensure that they are permitted to sit at the same table so they can work together on pertinent activities.

Provide the introductory information to the class at large. If you are presenting the Level 1 and 2 courses in succession, the only material you will need to present is what is pertinent to the Level 2 program manager. What to present is your call based upon the composition of the target audience.

If presenting this course in stand-alone format, pay close attention to student introductions during Activity I.1. Please list each student’s expectations for the YFPI-2 course on an easel pad. This information can be used throughout the course and as a review to ensure that all objectives of the YFPI-2 course have been met. The instructor should introduce himself or herself prior to Activity I.1 so students see how the introductions are to be processed.

Evaluation methodology: Explain that in addition to participating in daily class activities, students must pass a final exam with a minimum grade of 70 percent.

Upon completing the review of YFPI-2 course content, reiterate why the pre-course assignment was required. If you are presenting the Level 1 and 2 courses in succession, clarify why there is a pre-course assignment for both courses. The assignment for the Level 2 program manager required a more in-depth exploration of the local community, so students are better prepared to build or enhance a youth firesetting program.

Please check with the local jurisdiction sponsoring the course well in advance to ensure that students have been sent (and received) the pre-course assignment. It will be very challenging to facilitate this course if students have not come prepared with baseline information about their home community and potential partner agencies.

Unit 1

This unit begins with two sections that will prepare students for the task of developing, leading and/or enhancing a YFPI program. While the sections are not lengthy, they must be delivered dynamically so students develop a “can-do” attitude about leading a program. This is especially true since the economic crisis left many programs without adequate staff or resources.

The unit begins with a **brief** overview of today’s national youth firesetting problem. Move briskly through this section. If you are delivering this course in conjunction with a Level I offering, you can omit the section.

Proceed next to the brief overview on the typologies of firesetters. Again, if you are delivering this in tandem with the Level 1 course, move briskly; if not, take more time here.

Follow the typologies section with a very brief lecture on the importance of understanding your local firesetting problem. This sets the stage for Activity 1.1.

Activity 1.1 is built upon information that students were assigned to research and bring to the course as part of the pre-course assignment. Note that this assignment is more extensive than the Level I course because it focuses on the information that a program manager will need to facilitate the development or enhancement of a program. Be sure students remain engaged in the activity's directives, and do not become sidetracked with off-task discussions.

There are many instructor notes boxes in this unit that prompt you with potential delivery methodologies to use if you are delivering the course in tandem with the Level 1 offering.

Unit 2

This unit is dedicated to program development. In addition to reading the IG and SM carefully, you should again review Level 2 of NFPA Standard 1035 in preparation for facilitating this unit. Level 2 of Standard 1035 documents the JPRs of a program manager who will lead the development, implementation, operation and evaluation of a YFPI program.

The unit begins with a very brief section where students review their organization's mission statement to examine if it includes prevention as a core value. As part of the discussion on this topic, explain the concept of institutionalized support for prevention.

The next section discusses the concept of forming an interdisciplinary task force once a confirmed need has been established to create a YFPI program. Take time to overview the life cycle of a YFPI program. Use the graphic in the IG/PowerPoint to show that, like other prevention programs, YFPI programs evolve/operate using the same cycle.

Activity 2.1 is a large group activity that calls for developing a list of primary stakeholders who would likely be invited to join an interagency task force. Try to get the class at large to reach consensus on the top 10 stakeholders who may be invited to join a task force in the early stages of program development. Use this activity to articulate the concept of primary stakeholders. Caution students about inviting too many groups to participate in the early stages of program design.

After completion of Activity 2.1, the unit discusses the role of the coordinating agency and task force members. Take time to ensure that students understand the importance of seeking broad-based support for the YFPI program.

Next, show the video "Launching a Community Prevention Campaign." This video chronicles actions taken within Pennsylvania that created a statewide training process to train local communities on how to set up and operate a YFPI program. While it is an older video, its content is very applicable to what is required to set up an interagency task force.

The next section begins an extensive overview of the program tools/resources required to build/operate a successful YFPI program. Articulate that it is a JPR of a program manager to facilitate the selection (or development) of the programs tools that will be utilized in the YFPI program. It is also his or her responsibility to develop a strategy for obtaining the resources needed to operate the program and ensure that staff is trained to the appropriate level.

Please note: You **do not** have to provide an expansive lecture on the components required to build/operate a YFPI program. Activity 2.2 includes eight parts and supports the majority of this section. Your job is to introduce and provide a brief overview of the information pertinent to the topic. Inform students of the examples located in the appendix that correspond with each section of the activity. Then, allow them to work collaboratively to process the components of Activity 2.2. The rationale for this methodology is two-fold: Students taking the Level 2 course

should have already completed the Level 1 offering; if this course is being presented in tandem with the Level 1 offering, students (and you) could perceive redundancy in some of the information.

A strategy that worked well in the pilot deliveries of the course was to make copies of Activity 2.2 in advance of presenting the unit. Students were then given the copies so they could make notes on them. This is an activity where students make good use of a laptop or other type of word processing device.

The ultimate aim of Activity 2.2 is for students to depart this course with suggestions for YFPI program operating procedures that they can propose to a task force once it is created. Articulate that it is not a substitute for the work of an interagency task force. It is simply a starting point for program development.

Students whose communities already have a YFPI program can benefit from Activity 2.2 by recommending enhancements to their existing efforts. All said, allow adequate time for processing this unit. This is what the students came to receive.

Upon completion of Activity 2.2, pick up the lecture on program components by delivering the material on budgeting, funding sources, data management, community outreach (marketing) and legal considerations. These are short but important sections.

Near the end of the unit, there is a section that explains the concept of and need for standard operating procedures (SOPs) that govern how a YFPI program is operated. Follow this section by discussing the importance of developing a program operations handbook for the YFPI program. Articulate that the handbook is simply a documented example of the program policies, forms and procedures used by the YFPI program. Clarify that such a handbook should be distributed to all agencies and people who may provide services as part of the program. The unit concludes with explaining the concept and contents of a YFPI program resources directory.

Unit 3

This unit is dedicated to program evaluation. You must have mastery understanding of the following subjects to successfully facilitate this unit:

- Life cycle of a prevention program.
- The purpose and steps of program evaluation.
- The four stages of program evaluation.
- Why and how to develop an evaluation plan.

To prepare to teach this unit, it is highly suggested that you collaborate with the National Fire Academy (NFA) Training Specialist to discuss its content. Much of it was incorporated from the NFA course “Demonstrating Your Fire Prevention Program’s Worth” (DYFPPW). If you have not yet taken that course as a student, it would be a very wise investment of your time.

This unit begins with an explanation of the life cycle of a prevention program. Explain that programs have three distinct stages of development: planning, implementation and effects. It is essential to articulate that evaluation begins in the planning stage of a program and continues throughout (and often beyond) its lifespan.

Take time to clearly define how to conduct program evaluation. Also, spend a few minutes exploring the challenges to the evaluation process.

Take adequate time to deliver the section on the stages of evaluation. Stop and check often for student understanding. Once you are confident that students understand the four stages of evaluation, proceed with the section on developing an evaluation plan. Highlight that goals and objectives are the foundation of the plan. You must do a thorough job of demonstrating how to develop Specific, Measureable, Achievable, Relevant, and Timeframed (SMART) objectives.

Upon being confident that students understand the components of a well-written objective, move forward with the explanation of why objectives are developed for each stage of evaluation. Use the unit's text and the YFPI program from Cleveland Park as supportive material. Take your time here, and check for student understanding during each section.

Activity 3.1 is an instructor-led, large group activity. It entails you leading the class at large to develop a **miniature** evaluation plan. The case study on the youth firesetting problem in Redwood County provides enough data so students (with your guidance) should be able to develop SMART objectives for each stage of evaluation. Follow the activity's directions carefully. Don't forget to play the automated case study on Redwood County that is included as part of the PowerPoint presentation.

This unit is not intended to make students experts in program evaluation. Its purpose is to demonstrate why and how evaluation should be used as part of every prevention program.

INSTRUCTOR'S GRADING GUIDE

Grading Structure

Course Final Examination

100 points

Instructions for Grading Structure

1. All examinations are to be graded by instructors.
2. Each question is worth 4 points.
3. Points equate to the following grades:

A	90-100
B	80-89
C	70-79
4. Once a grade selection is determined for the students' scores, the instructor will record the grade on the Class Grade Sheet and sign, date and submit it to the NFA.

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CLASS GRADE SHEET

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Name: _____

Date: _____

EXAMINATION

Multiple-choice Directions: *Read each question carefully, and choose the best answer from the choices given.*

1. Which of the following best describes the set of primary job performance requirements (JPRs) of a Level 2 program manager?
 - a. Organize a coalition.
 - b. Know your problem and develop interventions.
 - c. Identify funding resources.
 - d. Develop, implement, lead and evaluate a YFPI program.
2. Which of the following choices best represent the set of skills that a YFPI program manager should possess?
 - a. Be a proficient program leader, excellent organizer and good communicator.
 - b. Have the ability to perform educational interventions.
 - c. Know the typologies of firesetting.
 - d. Perform at least 15 youth firesetting interventions per year.
3. Which of the following types of prevention interventions can be utilized to require certain actions or behaviors to occur?
 - a. Education.
 - b. Engineering.
 - c. Economic incentives.
 - d. Enforcement.
4. Effective and efficient risk-reduction programs are those that follow
 - a. the directives set by local political officials.
 - b. a strategic process.
 - c. the desires of staff members.
 - d. directives set by the chief of operations.
5. The highest group at risk from dying in a child-set fire are
 - a. age 2 and under.
 - b. age 5 and under.
 - c. parents age 19 to 25.
 - d. adolescents.

6. Youth fire-setting peaks during the month of
 - a. June.
 - b. November.
 - c. August.
 - d. July.
7. Nationally, what typology of firesetting comprises the greatest number of referrals to a YFPI program?
 - a. Curiosity/Experimentation.
 - b. Crisis/Troubled/Cry-for-help.
 - c. Thrill-seeking/Risk-taking.
 - d. Delinquent/Criminal/Strategic.
8. Which of the following is the most recent factor to emerge that can impact all typologies of firesetting?
 - a. Easy access to ignition materials.
 - b. Lack of adequate supervision.
 - c. Failure to practice fire safety.
 - d. Easy access to information on the Internet.
9. Most fire departments have a mission statement that drives the
 - a. goals, objectives and services delivered by the organization.
 - b. amount of money allocated to the organization by the political decision-making body.
 - c. quality of service delivered by the organization.
 - d. culture of the organization.
10. The first step in organizing a community-based YFPI program is
 - a. organize a coalition.
 - b. know your problem.
 - c. identify funding resources.
 - d. obtain all legal requirements.
11. The first step in identifying the scope of the local problem is to
 - a. organize a task force to develop intervention strategies.
 - b. know your problem.
 - c. perform a risk assessment.
 - d. ask localities of similar demographics what their problems are.

12. In order to better understand the impact of firesetting on a community, you must
- collect accurate data.
 - consult with your mental health professionals.
 - consult with the media.
 - read as much as possible.
13. Once you are ready to recruit members of the local community to serve on an interagency task force, you should consider which of the following type of stakeholders?
- Political.
 - Secondary.
 - Tertiary.
 - Primary.
14. Which of the following selections represents the best description of the role played by the lead agency of a YFPI program?
- Provide the greatest amount of funding for the program.
 - Provide leadership in program development, implementation and expansion.
 - Engage political leaders so they support the program.
 - Write all the SOPs for the program.
15. The main responsibility of the YFPI interagency task force is to
- develop a marketing campaign so the program is recognized for spending monies wisely.
 - have a strong relationship with local political leaders.
 - create policy so all school fires are reported promptly.
 - build a YFPI program that serves the needs of the local community.
16. Which of the following choices best describes the set of program tools that a YFPI interagency task force should be responsible for developing or securing?
- Marketing plan, political action strategy and funding alternatives.
 - Identification process, child abuse laws and personnel recruiting.
 - Home visitation protocols.
 - Tools to support the intake, interview, referral and follow-up process.
17. When developing an intake process for a YFPI program, which of the following represents a protocol that should be written to ensure each case receives prompt attention?
- Response time protocol.
 - Intervention protocol.
 - Home visitation protocol.
 - Follow-up protocol.

18. The presence of a reliable intake process with contact personnel readily available often becomes extremely valuable during which of the following situations?
- a. The news media is seeking information about an incident.
 - b. A fire officer is at the scene of a fire and thinks it may have been started by a group of juveniles that is not present at the scene.
 - c. A parent or careprovider walks into a fire or police station asking for help in addressing a youth firesetting situation.
 - d. A Level 1 practitioner has a difficult case that he or she needs to discuss with the YFPI program manager.
19. Which of the following best describes reasons why an agency may fail to provide an accurate youth firesetting screening process?
- a. Lack of time, resources and training.
 - b. Pressure from the community to get a program started quickly.
 - c. Laws that prohibit the interviewing of youth.
 - d. HIPAA regulations.
20. Screening instruments must be approved by
- a. the local school system.
 - b. key political stakeholders.
 - c. qualified professionals experienced in the field of youth firesetting intervention, the interagency task force, and the local authority having jurisdiction.
 - d. the local mayor and council, the fire department, and school officials.
21. YFPI program operating procedures should be written in
- a. bilingual format so all community stakeholders can review them.
 - b. concise, step-by-step, easy-to-read format.
 - c. a format that is easily understood by fire suppression personnel.
 - d. a style that best suits the parents who will be following them.
22. YFPI program marketing and public awareness efforts are necessary in order to
- a. focus on the problem of arson.
 - b. compete with all of the other causes seeking funding support.
 - c. inform the community of the existence of the intervention program.
 - d. get recognition for your fire department.
23. The purpose of an operations handbook is to
- a. keep detailed notes on each youth firesetting case.
 - b. be able to recognize children who repeat firesetting behavior.
 - c. develop written documentation of program procedures.
 - d. identify resources for referral.

24. What are the four recommended stages of evaluation for the intervention program?
- a. Increased risk, increase in recidivism, parent complaints, number of attendees.
 - b. Behavioral change, awareness, parent complaints, increase in recidivism.
 - c. Formative, process, impact, and outcome evaluation.
 - d. Increased fire starts, behavioral change, increase in recidivism, number of referrals.
25. Process evaluation allows you to assess
- a. long-term reduction of incidents.
 - b. program delivery.
 - c. program development progress.
 - d. changes in behavior.

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EXAMINATION ANSWER KEY

Multiple-choice Directions: *Read each question carefully, and choose the best answer from the choices given.*

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 - create policy so all school fires are reported promptly.
 - build a YFPI program that serves the needs of the local community.**
16. Which of the following choices best describes the set of program tools that a YFPI interagency task force should be responsible for developing or securing?
- Marketing plan, political action strategy and funding alternatives.
 - Identification process, child abuse laws and personnel recruiting.
 - Home visitation protocols.
 - Tools to support the intake, interview, referral and follow-up process.**
17. When developing an intake process for a YFPI program, which of the following represents a protocol that should be written to ensure each case receives prompt attention?
- Response time protocol.**
 - Intervention protocol.
 - Home visitation protocol.
 - Follow-up protocol.

18. The presence of a reliable intake process with contact personnel readily available often becomes extremely valuable during which of the following situations?
- a. The news media is seeking information about an incident.
 - b. A fire officer is at the scene of a fire and thinks it may have been started by a group of juveniles that is not present at the scene.
 - c. **A parent or careprovider walks into a fire or police station asking for help in addressing a youth firesetting situation.**
 - d. A Level 1 practitioner has a difficult case that he or she needs to discuss with the YFPI program manager.
19. Which of the following best describes reasons why an agency may fail to provide an accurate youth firesetting screening process?
- a. **Lack of time, resources and training.**
 - b. Pressure from the community to get a program started quickly.
 - c. Laws that prohibit the interviewing of youth.
 - d. HIPAA regulations.
20. Screening instruments must be approved by
- a. the local school system.
 - b. key political stakeholders.
 - c. **qualified professionals experienced in the field of youth firesetting intervention, the interagency task force, and the local authority having jurisdiction.**
 - d. the local mayor and council, the fire department, and school officials.
21. YFPI program operating procedures should be written in
- a. bilingual format so all community stakeholders can review them.
 - b. **concise, step-by-step, easy-to-read format.**
 - c. a format that is easily understood by fire suppression personnel.
 - d. a style that best suits the parents who will be following them.
22. YFPI program marketing and public awareness efforts are necessary in order to
- a. focus on the problem of arson.
 - b. compete with all of the other causes seeking funding support.
 - c. **inform the community of the existence of the intervention program.**
 - d. get recognition for your fire department.

23. The purpose of an operations handbook is to
- a. keep detailed notes on each youth firesetting case.
 - b. be able to recognize children who repeat firesetting behavior.
 - c. **develop written documentation of program procedures.**
 - d. identify resources for referral.
24. What are the four recommended stages of evaluation for the intervention program?
- a. Increased risk, increase in recidivism, parent complaints, number of attendees.
 - b. Behavioral change, awareness, parent complaints, increase in recidivism.
 - c. **Formative, process, impact, and outcome evaluation.**
 - d. Increased fire starts, behavioral change, increase in recidivism, number of referrals.
25. Process evaluation allows you to assess
- a. long-term reduction of incidents.
 - b. **program delivery.**
 - c. program development progress.
 - d. changes in behavior.

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Name: _____

Date: _____

EXAMINATION ANSWER SHEET

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

16. _____

17. _____

18. _____

19. _____

20. _____

21. _____

22. _____

23. _____

24. _____

25. _____

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EXAMINATION ANSWER SHEET KEY1. d 2. a 3. d 4. b 5. b 6. d 7. a 8. d 9. a 10. b 11. c 12. a 13. d 14. b 15. d 16. d 17. a 18. c 19. a 20. c 21. b 22. c 23. c 24. c 25. b

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A Student Guide to End-of-course Evaluations

Say What You Mean ...

Ten Things You Can Do to Improve the National Fire Academy

The National Fire Academy takes its course evaluations very seriously. Your comments and suggestions enable us to improve your learning experience.

Unfortunately, we often get end-of-course comments like these that are vague and, therefore, not actionable. We know you are trying to keep your answers short, but the more specific you can be, the better we can respond.

Actual quotes from student evaluations:	Examples of specific, actionable comments that would help us improve the course:
1 "Update the materials."	<ul style="list-style-type: none"> The (ABC) fire video is out-of-date because of the dangerous tactics it demonstrates. The available (XYZ) video shows current practices. The student manual references building codes that are 12 years old.
2 "We want an advanced class in (fill in the blank)."	<ul style="list-style-type: none"> We would like a class that enables us to calculate energy transfer rates resulting from exposure fires. We would like a class that provides one-on-one workplace harassment counseling practice exercises.
3 "More activities."	<ul style="list-style-type: none"> An activity where students can physically measure the area of sprinkler coverage would improve understanding of the concept. Not all students were able to fill all ICS positions in the exercises. Add more exercises so all students can participate.
4 "A longer course."	<ul style="list-style-type: none"> The class should be increased by one hour per day to enable all students to participate in exercises. The class should be increased by two days so that all group presentations can be peer evaluated and have written abstracts.
5 "Readable plans."	<ul style="list-style-type: none"> The plans should be enlarged to 11 by 17 and provided with an accurate scale. My plan set was blurry, which caused the dotted lines to be interpreted as solid lines.
6 "Better student guide organization," "manual did not coincide with slides."	<ul style="list-style-type: none"> The slide sequence in Unit 4 did not align with the content in the student manual from slides 4-16 through 4-21. The instructor added slides in Unit 4 that were not in my student manual.
7 "Dry in spots."	<ul style="list-style-type: none"> The instructor/activity should have used student group activities rather than lecture to explain Maslow's Hierarchy. Create a pre-course reading on symbiotic personal relationships rather than trying to lecture on them in class.
8 "More visual aids."	<ul style="list-style-type: none"> The text description of V-patterns did not provide three-dimensional views. More photographs or drawings would help me imagine the pattern. There was a video clip on NBC News (date) that summarized the topic very well.
9 "Re-evaluate pre-course assignments."	<ul style="list-style-type: none"> The pre-course assignments were not discussed or referenced in class. Either connect them to the course content or delete them. The pre-course assignments on ICS could be reduced to a one-page job aid rather than a 25-page reading.
10 "A better understanding of NIMS."	<ul style="list-style-type: none"> The instructor did not explain the connection between NIMS and ICS. The student manual needs an illustrated guide to NIMS.

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Instructions on Completing the Course Update and Versioning Documentation

Contract Instructors

This “Course Update and Versioning Documentation” template is provided for you to capture and recommend changes in the course content, learning objectives or delivery schedule. Please make any proposed changes to the course on this form, and submit it to the program Training Specialist.

Training Specialist

The Training Specialist has primary responsibility and accountability for initiation of and approval for all update and versioning for curriculum/content to maintain course currency and quality, and to identify and initiate corrective action and improvements.

1. Complete the Course Update and Versioning Documentation, sign, and date.
2. Attach an electronic and/or print copy of the changed material.
3. If changes **do not** affect instructor criteria, terminal or enabling learning objectives, evaluation methods, and/or rubric descriptions, send form and attachments to **editorial support contractor** for implementation and change tracking, or,

If changes alter instructor criteria, terminal or enabling learning objectives, evaluation methods and/or rubric descriptions, forward form and attachments to the **Instructional Systems Specialist** for review and concurrence.

Instructional Systems Specialist

The Instructional Systems Specialist has concurrence responsibility and accountability for update and versioning changes that modify instructor criteria, terminal and enabling objectives, evaluation methods, and rubric descriptions to ensure conformance with instructional design principles and practices.

1. The Instructional Systems Specialist (ISS) reviews and evaluates for conformance with instructional design principles and practices.
2. If the requested changes align with instructional methodology, ISS signs, dates and forwards the documentation to the **editorial support contractor** for implementing and tracking changes, or,

If the requested changes create instructional design failure, or violate sound educational principles and/or practices, the **Instructional Systems Specialist** works with Training Specialist to resolve problems.

Upon reconciliation of content and instructional design matters, **Training Specialist** completes new Course Update and Versioning Documentation, **Instructional Systems Specialist** signs for concurrence and complete package is sent to **editorial support contractor** for implementing and change tracking.

If reconciliation cannot be achieved, the entire package is submitted to the **Branch Chief** for review and decision-making.

Course Update and Versioning Documentation

Curriculum: _____

Course Title/Number: _____

Date of First Offering: _____

Date of Last Major Revision (More than 35%): _____

Area of impact: Module/Unit Number: _____ Page _____ Section _____

Area of impact: Module/Unit Number: _____ Page _____ Section _____

Area of impact: Module/Unit Number: _____ Page _____ Section _____

Area of impact: Module/Unit Number: _____ Page _____ Section _____

Area of impact: Module/Unit Number: _____ Page _____ Section _____

Area of impact: Module/Unit Number: _____ Page _____ Section _____

Area of impact: Module/Unit Number: _____ Page _____ Section _____

1. Identify the revision type. Minor Major

2. Will this change require a change in qualifications for admission to this course?
(e.g., formal education, skill level, work experience, job level, etc.) Yes No

3. Will precourse information, materials, and/or assignments be modified? Yes No

4. Will this result in a change in length of course in hours and/or minutes? Yes No

5. Will the change result in a course name and course code change? Yes No

6. Will the instructor criteria change? Yes No

7. Will a course or module TLO or ELO be modified? Yes No

If yes, which TLO or ELO? _____

8. Will the Rubric need to be modified? Yes No

If yes, which Rubric? _____

9. Current material to be modified:

Course CD	Precourse	Handouts	Evaluation
IG	Slides	Student CD	Video
SM	Appendices	Activity	Complete PDF

10. New material to be introduced:

Course CD	Precourse	Handouts	Evaluation
IG	Slides	Student CD	Video
SM	Appendices	Activity	Complete PDF
Article	Case Study	Web site	Hardware (Technology Team Consult)
Book	Role Play	Lab activity/Simulation	Software (Technology Team Consult)

11. Will copyright permission(s) be needed?

Yes No

12. Purpose:

Incorporate Best Practice	Improve learning outcome	
Revise a Standard		
Increase student participation		

13. Method:

Lecture	Simulation	Individual Activity	Large Group Activity
Discussion	Demonstration	Small Group Activity	

14. Will this change the evaluation method?

If yes, provide the new Rubric.

Approvals:

Training Specialist: _____

Date: _____

Instructional Systems Specialist: _____

Date: _____

NOTE: BOTTOM PORTION TO BE COMPLETED BY GTI STAFF

Tracking

Task request initiated:

Date:

Project/Course Number and Title:

Date the change was first incorporated into delivered materials: _____

Date materials were made 508 compliant (including instructor materials): _____

Date materials were posted to web: _____

Change Sheet Documentation

Change #	Unit:	TLO	ELO	Activity	Rubric	Errata	Page #

Sample

Change #	Unit:	TLO	ELO	Activity	Rubric	Errata	Page #
1.	2			2.1			IG 2-15 SM 2-18
2.		3.1					IG 3-1 / 2 SM 3-1
3.					Entire Rubric		IG TOC xiii and xv.

Date of First Offering:

Date of Last Major Revision (More than 35%):

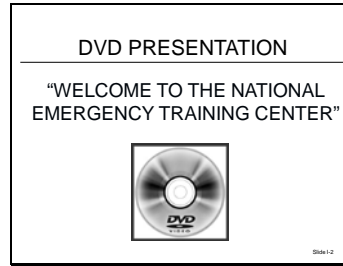
Date of this Change:

INTRODUCTION

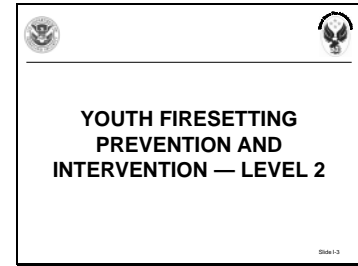
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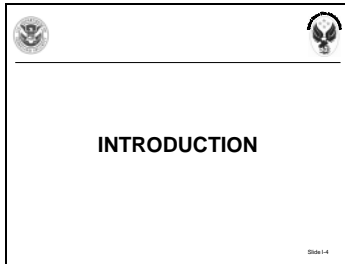
Slide I-1



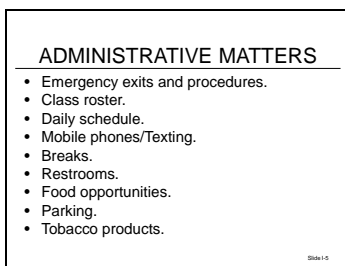
Slide I-2



Slide I-3



Slide I-4



Slide I-5

I. ADMINISTRATIVE MATTERS (5 min.)

- A. Emergency exits: Explain the location of primary and secondary exits from the building. Instruct students that in the event of a fire or other emergency, they are to leave via the designated exit, remain with the class for accountability, and remain a safe distance from the building until advised that the situation is clear.
- B. Class roster: Circulate the class roster throughout the class. Tell students to correct any mistakes and initial the change.
 1. Retrieve the roster and return it to the National Fire Academy (NFA) per the directed protocol.
 2. Advise students that the NFA is not permitted to distribute a class roster. Suggest that one of the students compile a class roster and distribute it for post-course networking.
- C. Daily schedule: Class begins promptly at 8 a.m. and ends at approximately 5 p.m.

- D. Cellphones and pagers: Cellphones and pagers should be turned “off” (or to vibrate when activated) during class time.
- E. Breaks: There will be at least one break in the morning and one in the afternoon. More breaks may be given at the instructor’s discretion.
- F. Restrooms: Note the location of the restrooms.
- G. Food opportunities: Have the local official explain opportunities for meals.
- H. Parking: Note the locations where vehicles may be parked.
- I. Tobacco: No tobacco products in class.

II. STRUCTURE OF THE COURSE AND HOW IT CORRESPONDS WITH NFPA STANDARD 1035 LEVEL 2 (5 min.)

If you are presenting the Level 1 and 2 courses in succession, you obviously can omit the lecture on National Fire Protection Association (NFPA) Standard 1035 *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention*.

NFPA 1035

- Adopted in 1987.
- Added Juvenile Firesetting Intervention Specialist (JFIS) 1 and 2 in 2000.
- Outlines job performance requirements (JPRs) and knowledge, skills and abilities (KSAs).

Slide I-6

Slide I-6

The first edition of NFPA Standard 1035, *Standard for Professional Qualifications for Fire Educator*, was adopted by the association in June of 1987.

- A. The Technical Committee on Fire Educator Professional Qualifications was established by the NFPA Standards Council in 1990.

- B. This committee met numerous times to complete a job task analysis and develop specific job performance requirements (JPRs) for the job of Fire and Life Safety Educator (FLSE).

Take time to explain the concept of JPRs and knowledge, skills and abilities (KSAs). Articulate that you cannot adequately perform a JPR without the prerequisite KSAs.

- C. JPRs describe the KSAs that a person meeting the standard should be able to demonstrate.
- D. The intent of the technical committee was to develop clear and concise JPRs that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as an FLSE.
- E. These JPRs are applicable to FLSEs, both public and private.
- F. All JPRs include a description of the pertinent KSAs needed to perform the respective task.
- G. You must have the KSAs to perform JPRs.
- H. The 2000 edition of the standard added new chapters outlining the JPRs for the following positions: Public Information Officer (PIO), Juvenile Firesetting Intervention Specialist (JFIS) 1 and 2.
- I. In addition to being revised to meet current needs, the 2010 edition includes a skills maintenance requirement for all levels that are encompassed within the standard. All reference material was updated as well.
- J. In 2013, NFPA approved the revised titles of youth firesetting specialists to better reflect the JPRs expected from each level.

1. Level 1 — Youth Firesetting Intervention Specialist (YFIS).
2. Level 2 — Youth Firesetting Program Manager.

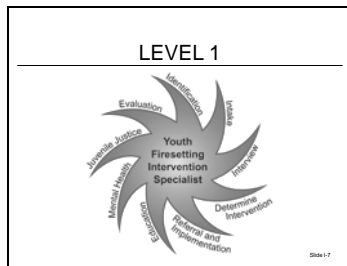
Explain that the local authority having jurisdiction (AHJ) is responsible for developing the process to certify that a person has successfully met an NFPA standard. Clarify that while the NFA is not a certifying agency for NFPA, many of its courses empower students with the KSAs to prepare for meeting NFPA standards according to local AHJ protocol. Youth Firesetting Prevention and Intervention (YFPI) courses provide a compilation of material pertinent to Levels 1 and 2 of NFPA Standard 1035 that pertain to youth firesetting.

- K. While the NFA is **not** a certifying agency for NFPA, many of its courses empower students with the KSAs to prepare for meeting NFPA standards.
- L. The local AHJ is responsible for developing the process to certify that a person has successfully met an NFPA standard.
- M. The local process is often led/facilitated by a state training agency or local/ regional fire academy.

III. **COMPARING YOUTH FIRESETTER INTERVENTION SPECIALIST LEVELS 1 AND 2 (5 min.)**

- A. The Level 1 intervention specialist provides services at the program delivery level.
 1. He or she may help identify firesetters, conduct intakes, provide screenings, deliver educational interventions, perform follow-ups, and evaluate program services/results.

2. The following graphic provides an overview of duties performed by a Level I YFIS.



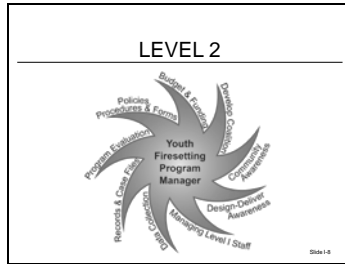
Slide I-7



- B. The program manager must be proficient in **all** of the skills required for a Level 1 intervention specialist. In addition, he or she needs the skills to develop, implement, lead and evaluate a YFPI program.

Explain that each subtopic on the following graphic is presented in this course.

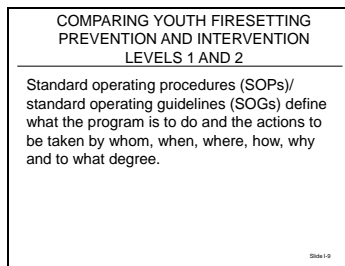
The following graphic provides an overview of duties performed by a Level 2 youth firesetting program manager.



Slide I-8



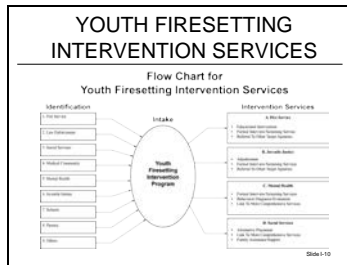
- C. It is highly recommended that all YFPI programs have established standard operating procedures (SOPs)/standard operating guidelines (SOGs).



Slide I-9

1. SOPs/SOGs define what the program is to do and the actions to be taken by whom, when, where, how, why and to what degree.
2. SOPs/SOGs help ensure that the program offers services that are safe, ethical, legal and comply with the local AHJ.
3. All staff members must have mastery understanding of their youth firesetting program's SOPs/SOGs.

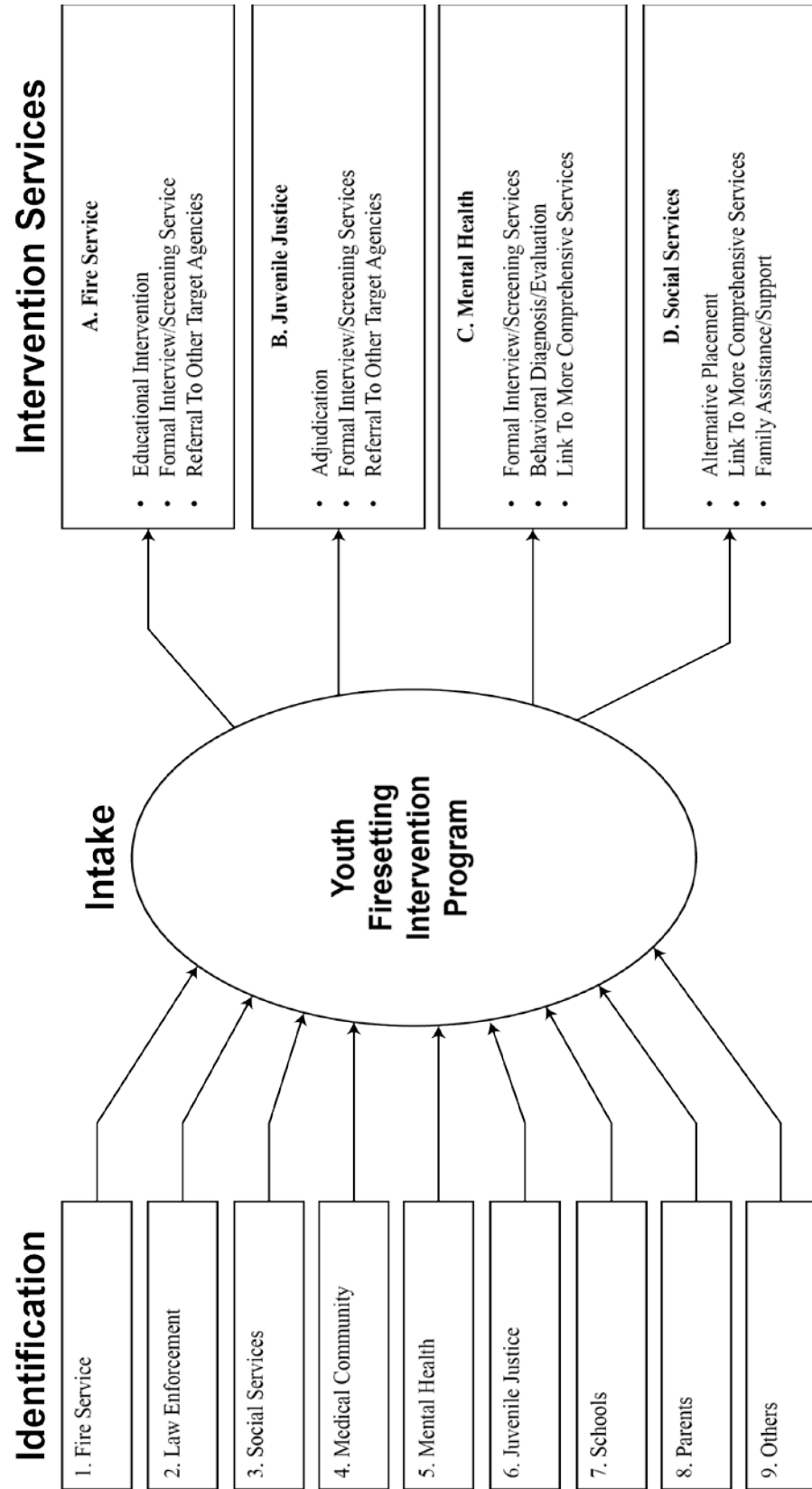
4. It is the program manager's responsibility to ensure that SOPs and guidelines are developed by the key stakeholders associated with the YFPI program.



Slide I-10

A flow chart for youth firesetting intervention services appears as an example on the following page. Briefly review the flow chart with students.

Flow Chart for Youth Firesetting Intervention Services



IV. COURSE OVERVIEW (5 min.)

COURSE UNITS
<ul style="list-style-type: none">• Introduction.• Unit 1: Leading a Youth Firesetting Prevention and Intervention Program.• Unit 2: Program Development.• Unit 3: Program Evaluation.

Slide I-11

Slide I-11

A. Course units.

1. This course ascends through the steps needed to understand the role of the program manager.
2. The topics in this course include:
 - a. Introduction.
 - Facilitates introduction of the students/instructors, their experience levels, and the topics that the YFPI course will cover.
 - Establishes how the YFPI course(s) align with the NFPA Standard 1035.
 - b. Unit 1: Leading a Youth Firesetting Prevention and Intervention Program.
 - This unit provides a brief review of what we know about America's youth firesetting problem and what prevention/mitigation actions should be occurring at the local level.
 - It also discusses the KSAs that should be possessed by a YFPI program manager.
 - c. Unit 2: Program Development.
 - Examines the components needed to develop, implement and sustain a youth firesetting intervention program.

- d. Unit 3: Program Evaluation.
 - Explores how to develop and implement an evaluation plan for a YFPI program.
- e. Final examination and course conclusion.
 - Reviews this course by revisiting the students' original expectations generated on Day 1 to ensure that participant expectations have been met.

EVALUATION PROCESS

- Multiple-choice test with 25 questions.
 - Must score 70 percent or better to pass the course.
- Attend all classes and complete the assignments.
- Actively participate in class work and collaboration activities.
- Utilize information from pre-course assignment.

Slide I-12

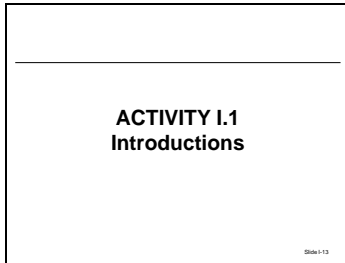
Slide I-12

B. Evaluation process.

1. A multiple-choice test with 25 questions at the end of the class. Students must have a score of 70 percent or better to pass this course.
2. Attend all classes and complete the assignments.
3. Actively participate in class work and collaboration activities.
4. Utilize information from the pre-course assignment as specific activities are processed.

A modest pre-course assignment was required for those enrolled in this course. The assignment for Level 2 program managers contained additional directives to obtain information that will empower students to design a new or enhance an existing youth firesetting program.

60 min.
Large Group
Activity I.1



Slide I-13

ACTIVITY I.1

Introductions

Purpose

To have students introduce themselves and share their experiences working with youth firesetters.

Directions to Students

1. Ask each student to locate a partner to interview.
2. Tell students that they have five minutes each to interview their partner.
3. Students will then have one minute to introduce their partner and provide the following information:
 - a. Student's name.
 - b. Organization/Community represented.
 - c. Population of student's community.
 - d. Length of time with public safety/community service organization.
 - e. Experience leading a public education and/or YFPI program.
 - f. Student's expectations for this course.

The instructor should introduce himself or herself at the beginning of the activity so students can emulate the process.

Easel Pad

Pay close attention to student introductions during Activity I.1. Please list each student's expectation for the course on an easel pad. This information can be used throughout the course and as a review to ensure that all objectives of the course have been met.

Note: If you are presenting the Level 2 course in conjunction with the Level 1 offering, simply process Parts e and f of the activity.

STUDENT ACTIVITY WORKSHEET

ACTIVITY I.1

Introductions

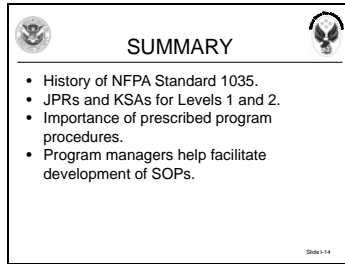
Purpose

To introduce yourselves and share your experiences working with youth firesetters.

Directions

1. Please locate a partner to interview.
2. You have five minutes to interview your partner and vice versa.
3. You will then have one minute to introduce your partner and provide the following information:
 - a. Partner's name.
 - b. Organization/Community represented.
 - c. Population of partner's community.
 - d. Length of time with public safety/community service organization.
 - e. Experience leading a public education and/or YFPI program.
 - f. Partner's expectations for this course.

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Slide I-14

V. SUMMARY (5 min.)

This unit has presented the following information:

- A. History and purpose of NFPA Standard 1035.
- B. Knowledge and skills expected of an intervention specialist who meets the criteria specified as part of NFPA Standard 1035 Level 1.
- C. Knowledge and skills expected of a program manager who meets the criteria specified as part of NFPA Standard 1035 Level 2.
- D. Importance of following prescribed procedures in administering a YFPI program.
- E. Program managers are responsible for helping to orchestrate the development of program operating procedures and SOPs.

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REFERENCE

National Fire Protection Association. (2010). *Standard for professional qualifications for fire and life safety educator, public information officer, and juvenile firesetter intervention specialist*. Emmitsburg, MD: Author.

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UNIT 1: LEADING A YOUTH FIRESETTING PREVENTION AND INTERVENTION PROGRAM

TERMINAL OBJECTIVE

- 1.1 The students will be able to summarize the overall job performance requirements (JPRs) of a Youth Firesetting Prevention and Intervention (YFPI) program manager.*

ENABLING OBJECTIVES

The students will be able to:

- 1.1 Discuss desirable leadership traits of a YFPI program manager.*
- 1.2 Describe current trends in youth firesetting.*
- 1.3 Discuss the typologies of firesetting and common factors that influence firesetting behaviors.*
- 1.4 Characterize the youth firesetting problem in their home community and strategies that have proven successful in addressing the problem.*
-

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APPLICATION/EVALUATION PLAN

Terminal Objective	Evaluated by
Summarize the overall job performance requirements (JPRS) of a Youth Firesetting Prevention and Intervention (YFPI) program manager.	Activity 1.1

Enabling Objectives	Course Component	Evaluated by
Discuss desirable leadership traits of a YFPI program manager.	Lecture	Final Exam
Describe current trends in youth firesetting.	Lecture and Activity	Activity 1.1
Discuss the typologies of firesetting and common factors that influence firesetting behaviors.	Lecture	Final Exam
Characterize the youth firesetting problem in their home community and strategies that have proven successful in addressing the problem.	Lecture and Activity	Activity 1.1

METHODOLOGY

This unit uses lecture, discussion, and an individual, small and large group activity.

(Total Time: 1 hr., 15 min.)

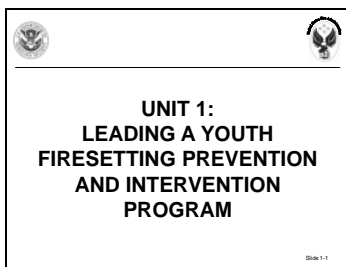
75 min.	Lecture/Discussion/Activity	
	Objectives	IG 1-5
15 min.	I. Leading a Youth Firesetting Prevention and Intervention Program	IG 1-5
10 min.	II. Developing a Leadership Mindset	IG 1-11
5 min.	III. Trends in Firesetting and the Kinds of Fires Set by Youths	IG 1-18
10 min.	IV. Typologies of Firesetting	IG 1-26
5 min.	V. Understanding Your Local Youth Firesetting Problem	IG 1-31
25 min.	Individual/Small/Large Group Activity 1.1	
	Your Local Youth Firesetting Problem and Solutions	IG 1-35
5 min.	VI. Summary	IG 1-41
	References	IG 1-43
	Appendix	
	Readings	IG 1-45

AUDIOVISUAL

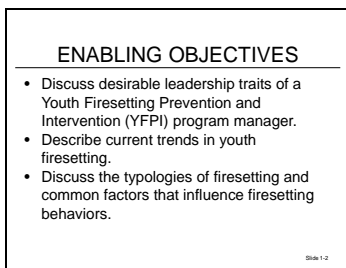
Slides 1-1 to 1-38

Vignette embedded in PowerPoint slide

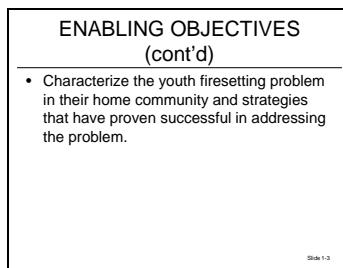
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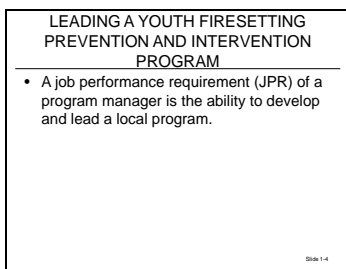
Slide 1-1



Slide 1-2



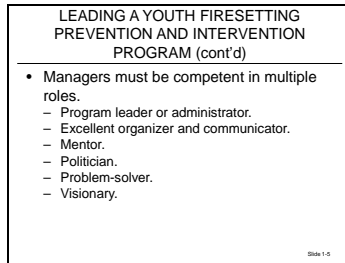
Slide 1-3



Slide 1-4

I. LEADING A YOUTH FIRESETTING PREVENTION AND INTERVENTION PROGRAM (15 min.)

- A. A job performance requirement (JPR) of a program manager is the ability to develop and lead a local program.
- B. Leading a Youth Firesetting Prevention and Intervention (YFPI) program can be a challenging yet important and rewarding position.
- C. The position carries tremendous responsibility because the manager often has authority (or co-responsibility with the youth firesetting interagency task force) to make final disposition of how youth firesetting cases are processed.
- D. The job is both proactive and reactive in nature. While the ultimate goal is to prevent youth firesetting incidents, the program manager must ensure that policies and procedures are in place to handle all profiles of firesetting situations. This requires vision, leadership and mastery of a diverse set of skills.



Slide 1-5

E. The ultimate job of the YFPI program leader is to ensure that youth firesetting risks in the community are addressed both efficiently and effectively.

F. The manager needs to have a professional skill set so that he or she is competent in the following roles:

1. Program leader or administrator.
2. Excellent organizer and communicator.
3. Mentor.
4. Politician.
5. Problem-solver.
6. Visionary.

Clarify that commanding a YFPI program demands a motivated, critical-thinking visionary leader. It is the leader's responsibility to develop a team-based approach and create broad-based risk-reduction strategies.

G. As learned in the Level 1 course, the most effective risk-reduction strategies are those that employ a broad-based, integrated approach utilizing a combination of prevention interventions.

H. The goal of utilizing multiple interventions in parallel is twofold:

1. Prevent incidents from occurring.
2. When prevention fails, reduce (mitigate) the impact of the incident.

- I. It is a JPR for the program manager to possess the knowledge, skills and abilities (KSAs) to help design the interventions that will be utilized as part of the YFPI program.

If this course is being presented in stand-alone format, present the next section of content thoroughly. However, if it is being presented in conjunction with a Level 1 offering, move briskly and consider posing a few knowledge-check questions to ensure that the content has been assimilated by the students. Articulate how the five E's apply to youth firesetting prevention and intervention.



Slide 1-6

- J. Prevention interventions include:
1. Education.
 - a. Public education builds the foundation for use of integrated prevention strategies.
 - b. However, if utilized as a stand-alone intervention, education can be a weak strategy.
 - c. Informing constituents of the youth firesetting issues that are impacting, or have potential to threaten, the local community.
 - d. Teaching the community how the risk develops and what they can do to help prevent it and/or mitigate its impact.
 - e. Creating a sense of urgency through the use of a fact-based rationale that explains why youth firesetting is serious and how a combination of preventive interventions can be utilized for prevention/mitigation.

- f. Demonstrating the advantages of utilizing a multifaceted approach to prevention and mitigation that ultimately results in a safer community.
- 2. Engineering.
 - a. Engineering can help create passive protection that requires no action on the part of people.
 - b. Sprinkler systems, fire-resistive building construction and child-resistive lighters are examples of passive equipment.
 - c. Public policy can mandate the use of engineering and technology so that prescribed preventive standards are met.
 - d. It can also require ongoing maintenance/servicing of equipment to ensure its effectiveness.
 - e. Investigating how a living environment could be modified so prevention and/or mitigation are accomplished is also an example of engineering.
 - f. Examples include:
 - Presence of working smoke-detection systems.
 - Integrated systems that automatically notify the emergency services when incidents occur.
 - Automatic suppression systems.

- Reduction of combustible materials in high-risk situations.
- g. Explore how technology can be utilized to enhance safety.
 - Use of child-resistive lighters by parents.
- 3. Enforcement.
 - a. Enactment of public policy and its application/enforcement can be a very powerful prevention component because it can be mandated or prohibited.
 - b. Those who apply/enforce policy should be trained that they are public educators first, enforcers second.
 - c. Voluntary compliance of a policy or code should be the ultimate aim of an enforcement agency.
 - d. Voluntary compliance is the most effective proof that the community has developed buy-in to a policy because it demonstrates that people understand and approve its existence.
 - e. There is a definite place for enforcement when addressing blatant noncompliance with conditions set by an YFPI program or when acts of firesetting occur.

- f. The mindset toward public policy of both the program manager and task force can set the tone for community trust and future successes in prevention/mitigation of youth firesetting.
 - g. Demonstrate professional enforcement practices that reflect positively on the YFPI program.
 - 4. Economic incentives.

This entails working to incorporate incentives (both positive and negative) that support youth firesetting risk reduction.

 - a. Positive incentives reward constituents for proactive behavior or provide free/low-cost services to support life safety.
 - b. Negative incentives penalize people for infractions of adopted public policies and may include civil and criminal sanctions.
 - 5. Emergency response.
 - a. Support the existence of an adequately staffed, equipped and trained group of emergency responders that can rapidly respond to incidents of firesetting.
 - b. This response team not only includes firefighters who respond to incidents, but also staff members such as investigators and allied agencies that support program referral/intake services.
- K. It is the responsibility of the program manager to work with his or her organization and community to identify local youth firesetting priorities, and address them in a **strategic** manner.

DEVELOPING A LEADERSHIP
MINDSET

- Program manager may come from:
 - Fire service.
 - Law enforcement or youth justice agencies.
 - Mental health or social services.
 - School system.
 - Other allied agencies.

Slide 1-7

Slide 1-7

II. DEVELOPING A LEADERSHIP MINDSET (10 min.)

This is the section where you “set the bar” for the roles, responsibilities and leadership traits that the program manager should be developing proficiencies in.

Use the Ask Box questions to provoke critical thinking among students and engage discussion by the class at large.

While this does not need to be a lengthy lecture, make sure it is a strong one.

- A. The program manager may come from one of several professions including, but not limited to:
1. Fire service.
 2. Law enforcement or youth justice agencies.
 3. Mental health or social services.
 4. School system.
 5. Other allied agencies.
- B. Whatever the profession of the program manager, most who assume command of the YFPI program quickly realize that developing the right mindset is essential.

What leadership mindset (or attitudes) should a person who is about to lead a YFPI program possess?

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Slide 1-8

ASK: What leadership mindset (or attitudes) should a person who is about to lead a YFPI program possess?

In addition to the student responses, please integrate the following section of lecture into the discussion.

This piece of lecture needs to be positive and dynamic as it articulates the big picture of leading a YFPI program.

It should accentuate that leading a program is an exciting opportunity that carries great responsibility.

This section should energize students so they develop a “can-do” attitude regardless of the amount of resources they currently have available.

Move briskly through the following material and provide real-world examples that are applicable to a program manager.

**DEVELOPING A LEADERSHIP
MINDSET (cont'd)**

- Mindset/Attitude should include:
 - Follow a strategic process.
 - YFPI is an elite responsibility.
 - Cannot operate a YFPI program single-handedly.
 - Understand strengths and challenges of team.
 - Budget preparation and management skills.
 - YFPI programs can be “resource-challenged.”

Slide 1-9

Slide 1-9

C. The mindset/attitude of an effective and efficient program manager should include:

1. Effective and efficient risk reduction must follow a strategic process.
 - a. The leader of the prevention unit must visualize the “big picture” of community risk reduction.
 - b. The process begins with a comprehensive community risk assessment to identify and prioritize the local youth firesetting problem.
 - c. It continues as the interagency task force defines the highest priorities and root causes of the local problem. A well-defined problem is a problem half-solved.
 - d. Interagency task force members should represent a diverse group of agencies (stakeholders) who bring various experiences and perspectives to the process.

- e. Once the magnitude of the local youth firesetting problem has been identified, risk sequencing is utilized to study how the various profiles of firesetting develop and occur. It is at this point that a discussion of what combination of prevention interventions to employ occurs.
 - f. As stated repeatedly, the most effective and efficient strategy entails the use of combined prevention interventions that have been suggested and are supported by the interagency task force.
- 2. The program manager must create an environment that portrays participating in the process of YFPI as an elite responsibility, and the program must be selective about who it chooses as members.
- 3. Effective leaders understand the strengths and challenges of their team members.
- 4. This attribute becomes very important when the program manager is supervising a group of Level 1 intervention specialists.

Proficient leaders invest time to learn the interests and attributes of team members. They will help team members grow by facilitating continuing education and skill-building opportunities.
- 5. Budget preparation and management skills are essential for building, sustaining and advancing a YFPI program.
 - a. Every program must have a budget.

- b. Program managers, in cooperation with the interagency task force, are responsible for developing and managing a budget that supports the goals and objectives of the YFPI program.
 - c. Youth firesetting intervention specialists must have the basic tools that are needed to perform their duties safely, effectively and efficiently.
 - d. The organization and community's budget cycle and spending procedures must be understood.
 - e. More information on budgeting will be provided in Unit 2.
- 6. Understand that YFPI programs can be "resource-challenged."
 - a. The recent economic recession (crisis) proved that even important programs like YFPI efforts are not immune from staffing cuts, reductions in services provided, and even elimination.
 - b. Citizens demand basic services from their local government such as working public utilities, trash collection and police protection.
 - c. In an era of economic challenges, when pressed to prioritize funding of local government services, many decision-makers have had to make tough choices on spending priorities.

- d. Not only did firefighters get laid off in some communities, but many departments also lost a portion (or in some cases all) of their prevention units.
- e. Leaders of YFPI programs must embrace the mindset that we must do a better job of justifying the essential function of our services.

What strategies can help justify the essential function of a YFPI program?

Slide 1-10

ASK: What strategies can help justify the essential function of a YFPI program?

Responses are found below.

- Program leaders, cooperatively with their interagency task force, must commit to developing a strategic evaluation plan so that every function of the program is measured for both impact and efficiency.
- The worth of YFPI must be proven, not just stated. This is best accomplished through a comprehensive program evaluation that begins the minute an idea for a prevention program is conceived and continues throughout its life cycle.

- It is important for key stakeholders in the community to be engaged in the YFPI program evaluation process. They are the clients who will influence the political decision of worth.
- The leader must understand the importance of investigating and pursuing creative methods of revenue generation to support his or her unit.
- The leader must also realize that service agencies like fire and police departments are often looked upon as an expense and not as a revenue-generating source.
- Again, the mindset: The YFPI program must prove that they are saving the community money in property tax revenues through a reduction of incidents or events that occur with less severity because of proactive prevention/mitigation strategies.

DEVELOPING A LEADERSHIP
MINDSET (cont'd)

- Participation in political process.
- Positive relationship with partner agencies, political leaders, government agencies and community groups.
- Commitment, integrity and ethical behavior.
- Professional development enhances knowledge, skills and abilities (KSAs).

Slide 1-11

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7. Participation in the local political process is not only a reality, it is essential.
 - a. If an interagency task force proposes public policy or applies specific sanctions, its leader must understand and be adept at participating in the local political process.

- b. This requires understanding the local process of proposing policy and issue resolution.
 - c. It also requires a keen analysis of the local political environment and how to participate in an effective manner.
 - d. Political environments are dynamic and constantly changing/evolving. The leader must be able to forecast, recognize and adapt to a changing environment.
- 8. The program manager must have a positive working relationship with the chief administrators of partner agencies and political leaders, as well as administrators from other government agencies and community groups.

The ability to communicate, collaborate, negotiate and compromise are traits that have been mastered by those who lead effective YFPI programs.
- 9. Commitment, integrity and ethical behavior are essential.
 - a. A comprehensive YFPI program task force is often comprised of agencies/people who are responsible for enforcing fire, criminal and child-protective laws.
 - b. This responsibility brings with it the reality of liability in case ethics violations or acts of gross negligence take place. Failure to accept this responsibility and act accordingly may result in program derailment.

10. Professional development provides opportunities to enhance knowledge and skills so that the program leader is adequately prepared to address his or her JPRs.

Utilize this opportunity to promote this course as a medium to empower attendees with the KSAs to lead (or enhance) a YFPI program.

III. TRENDS IN FIRESETTING AND THE KINDS OF FIRES SET BY YOUTHS (5 min.)

Present students with a very brief overview of the national youth firesetting statistics. The data sources originate from the National Fire Protection Association (NFPA), U.S. Fire Administration (USFA) and Federal Bureau of Investigation (FBI).

This does not need to be a lengthy section. Provide a general overview of the problem/trends. This methodology is especially true if the Level 2 course is following the Level 1 delivery. In such a case, you may choose to omit this section.

A. Youth firesetting facts.

1. According to NFPA, the majority of youth firesetting incidents (77 percent) occur outdoors.
2. However, 92 percent of deaths associated with youth firesetting occur in home structure fires (Hall, 2010).
 - a. Most child-related home fires are started with lighters or matches. (Hall, 2010).

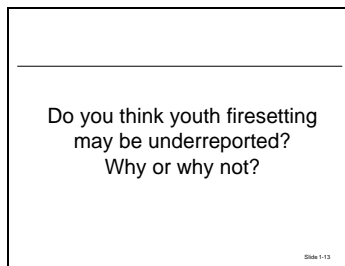
THE EXTENT OF THE PROBLEM

- Seventy-seven percent of fire incidents occur outside, **but** 92 percent of youth firesetting-related deaths are in homes.
- Lighters/Matches still greatest ignition source.
- Children under age 5 are more than eight times as likely to die in fires that they themselves cause.

Slide 1-12

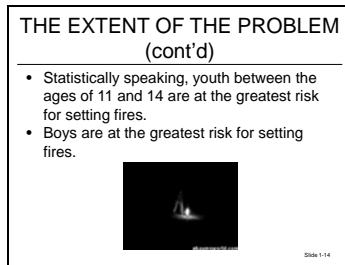
Slide 1-12

- b. Almost half (42 percent) of child-related home structure fires begin in the bedroom. The most commonly lit items in these fires are mattresses, bedding and clothing (Flynn, 2009).

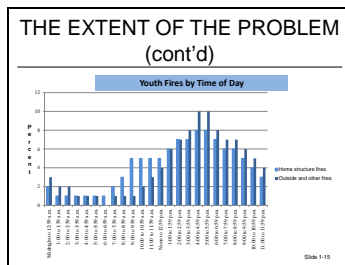


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ASK: Do you think youth firesetting may be underreported? Why or why not?



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- One very noteworthy fact is that, even though we have been discussing young children as firesetters, statistically speaking, youth between the ages of 11 and 14 are at the greatest risk for setting fires.
- Boys are at the greatest risk for setting fires. Annually, 80 to 85 percent of the identified firesetters are male (Boberg, 2006).
- Times, days and months of youth-set fires:
 - There is no peak day for child-related home structure fires.
 - Both home structure and outside fires involving youth peak in the after-school hours before dinner time (Flynn, 2009).

THE EXTENT OF THE PROBLEM
(cont'd)

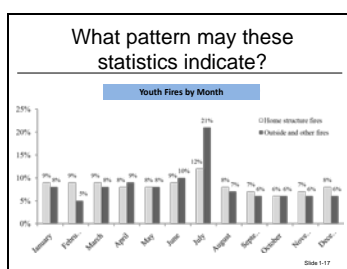
- Youth-related fires peak during the month of July.
- One out of every four fires that occurred outside was in the month of July.
- More than two-thirds of outside and other youth-related fires in July involved fireworks.



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- c. Youth fire incidents peak during the month of July.
- d. One out of every four youth-related incidents that occurred outside was in the month of July.
- e. More than two out of every three (67 percent) outside and other type of youth-related incidents in July involved fireworks (Flynn, 2009).



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ASK: What pattern may these statistics indicate?

Suggested response: The use of fireworks peaks during the month of July.

6. Fireworks and fires.
 - a. The risk of fireworks injury was the highest for teens ages 15 to 19 and children 5 to 9, both with at least 2 1/2 times the risk of the general population (Hall, 2010).
 - b. Two out of five (40 percent) people injured by fireworks were under the age of 15 (Hall, 2010).

What are the fireworks laws in your state?

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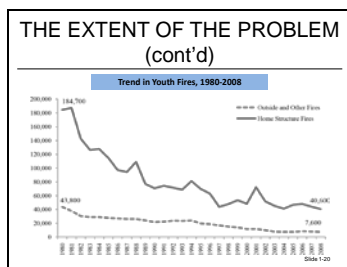
ASK: What are the fireworks laws in your state?

THE EXTENT OF THE PROBLEM
(cont'd)

- The good news:
 - Youth firesetting-related home fires down over 80 percent since 1980.
 - Civilian deaths reduced by 84 percent.
 - Injuries reduced by 61 percent.
 - Property loss cut by 38 percent.

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THE EXTENT OF THE PROBLEM
(cont'd)

- Outcome of the 1994 Consumer Product Safety Commission (CPSC) lighter standard:
 - 2002 CPSC evaluation found a 58 percent reduction in fires caused by children younger than five.

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7. The good news about child-set fires:
 - a. Since 1980, all child-related structure fires have decreased 79 percent, and home structure fires have decreased 81 percent (Flynn, 2009).
 - b. During the same period, civilian deaths caused by child-related fires have declined by 84 percent. Injuries have decreased by 61 percent (Hall, 2010).
 - c. Property loss (adjusted to inflation) has declined by 38 percent (Hall, 2010).
 - d. Outside and other fires have decreased 95 percent since 1980 (Flynn, 2009).
8. In 1994, the Consumer Product Safety Commission (CPSC) set a mandatory safety standard requiring the manufacturing and importation of cigarette lighters to be child-resistant.
9. In a 2002 evaluation of the effectiveness of the 1994 CPSC lighter safety standard, CPSC found a 58 percent reduction in fires caused by children younger than five compared to children over the age of five (Smith and Greene, 2002).

Why do you think that CPSC found a 58 percent reduction in fires caused by children younger than five as compared to children over five?

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ASK: Why do you think that CPSC found a 58 percent reduction in fires caused by children younger than five as compared to children over five?

Articulate that while significant progress has been made, youth firesetting is still a major challenge that must be addressed in a proactive and strategic manner.

10. Youth firesetting and arson.

THE EXTENT OF THE PROBLEM
(cont'd)

- The crime of arson has the highest rate of youth involvement compared to all other crimes.
- The Federal Bureau of Investigation (FBI) identifies nearly half of all arson arrests in the United States as youth under the age of 18.
- Nearly one-third of those arrested were under the age of 15, and 5 percent were under the age of 10.

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THE EXTENT OF THE PROBLEM
(cont'd)

- In 2008, there were an estimated 6,600 youths arrested for arson in the U.S.
- Of those arrested, 56 percent were under age 15, and 12 percent were female.

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- a. The crime of arson has the highest rate of juvenile involvement compared to all other crimes.
- b. According to the FBI, nearly half of all arson arrests in the U.S. are of juveniles under the age of 18. Nearly one-third of those arrested were under the age of 15, and 5 percent were under the age of 10 (FBI, 2006).
- c. In 2008, there were an estimated 6,600 juveniles arrested for arson in the U.S. Of those arrested, 56 percent were under age 15, and 12 percent were female (OJJDP, 2009).
- d. Following a 19 percent decline between 2006 and 2008, the juvenile arrest rate for arson in 2008 reached its lowest point since 1980 (OJJDP, 2009).

11. School fires.

THE EXTENT OF THE PROBLEM
(cont'd)

- Most deadly school fire in America:
 - Chicago, 1958, Our Lady of the Angels parochial school.
 - Three nuns and 92 students died.
 - Fire started by a student.

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- a. The most deadly school fire in American history occurred on Dec. 1, 1958, at Our Lady of the Angels parochial school on Chicago's West Side. Three nuns and 92 students were killed.
- b. The fire was started by an angry student.

12. Causes of school fires:

- a. Structure fires in preschools and day care centers are predominantly due to cooking (64 percent), followed by heating (7 percent) and electrical distribution (6 percent) (FEMA, 2007).
- b. The causes for fires in kindergarten or elementary schools mostly involve cooking (27 percent), incendiary or suspicious activity (25 percent), and heating (12 percent) (FEMA, 2007).
- c. The primary cause of fires in middle, junior or senior high schools is due to incendiary or suspicious activity (47 percent), followed by cooking (15 percent) and heating (7 percent) (FEMA, 2007).

THE EXTENT OF THE PROBLEM
(cont'd)

- Secondary school fires:
 - Nearly half are incendiary or suspicious in nature.
 - July is peak month.
 - Lowest time (December to February).

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13. Time, day and month of school fires.

- a. According to the National Fire Data Center (NFDC), overall, the average peak month for school fires was July. The lowest incidence of school fires occurred between December and February (FEMA, 2007).

Why do you think July is the peak month for school fires?

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ASK: Why do you think July is the peak month for school fires?

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THE EXTENT OF THE PROBLEM
(cont'd)

- Elementary schools are summer targets.
- Secondary schools peak in fall/spring.
- Half of school fires occur between 8 a.m. and 5 p.m.

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- b. The NFDC states that the sharp increase in July school fires is driven by the number of elementary school fires. This suggests that elementary schools may be more attractive targets for incendiary or suspicious fires during the summer when fewer staff members monitor the school campuses (FEMA, 2007).
- c. Middle, junior and senior high schools had more fire incidents in the fall and spring, which mark the beginning and end of the school year (FEMA, 2007).

14. Where school fires start:

- a. The three leading areas where school fires begin are the bathroom, kitchen and small assembly areas (FEMA, 2007).
- b. Twenty-five percent of all school structure fires begin in bathroom trash cans, and they are of incendiary or suspicious nature (FEMA, 2007).
- c. Seventy-eight percent of all school bathroom fires occur in middle, junior and senior high schools (FEMA, 2007).

THE EXTENT OF THE PROBLEM
(cont'd)

- Twenty-five percent of school fires originate in bathroom.
- Nearly 80 percent of school bathroom fires are in secondary schools.
- Need element of trust with school officials.

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15. It is very important that all YFPI program staff have a good working relationship with the schools and school district(s) in their community.

There has to be an element of trust formed between the youth firesetting intervention program and the school personnel, or the school personnel will be reluctant to contact the youth firesetting intervention program staff, the fire department, and law enforcement if there is a school fire situation.

Why do you think a school official may be reluctant to report a fire that has occurred in his or her school?

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ASK: Why do you think a school official may be reluctant to report a fire that has occurred in his or her school?

16. Many schools and school districts fear that if they report school fires, it will damage their reputation and cause the fear in their community that their school is a “bad” school, thus lowering the school’s or district’s rating. This might result in a loss of funding opportunities.

How many of you have rules that mandate school officials to report fires?

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ASK: How many of you have rules that mandate school officials to report fires?

Direct students to spend five minutes discussing the relationships they have with their local school officials regarding youth firesetting.

ASK: How would you handle school officials who failed to report incidents?

Clarify that these types of challenges are youth firesetting program manager/task force issues that need to be addressed.

Take time to articulate that the Level 2 program manager must have a good working/collaborative relationship with his or her local school administration.

B. Youth use of explosive and pressure-creating devices.

1. Youth have experimented with constructing and using incendiary/explosive/pressure-creating devices for decades.
2. Experimentation and purposeful acts of destruction have expanded dramatically as a result of easy access to information.
3. Youth have easy access to instructions on how to make/use devices.
4. Many websites provide visual examples of youth engaged in dangerous behaviors involving incendiary/explosive devices.

TYPOLOGIES OF FIRESETTING

- Curiosity/Experimentation.
- Crisis/Troubled/Cry-for-help.
- Thrill-seeking/Risk-taking.
- Delinquent/Criminal/Strategic.
- Pathological/Severely disturbed/Cognitively impaired/Thought-disordered.

Slide 1-32

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IV. TYPOLOGIES OF FIRESETTING (10 min.)

If this class is being offered immediately following a Level 1 offering, consider the following option:

Either assign groups the task of overviewing the typologies of firesetting, or pose a series of questions to the class at large to gauge student knowledge retention and understanding of the material.

- A. From 2005 to the present, current youth firesetting researchers have expanded the typology categories to five because not all risk-taking firesetters fit into the category of troubled firesetting.
- B. These additions are due to the advent of social media, the Internet and cellular telephones.
- C. Today's youth firesetting typology categories include:
 - 1. Curiosity/Experimentation.
 - 2. Crisis/Troubled/Cry-for-help.
 - 3. Thrill-seeking/Risk-taking.
 - 4. Delinquent/Criminal/Strategic.
 - 5. Pathological/Severely disturbed/Cognitively impaired/Thought-disordered.
- D. The reason for the expansion of typology categories from three to five is because not all thrill-seeking firesetters fit into the delinquent category.
 - 1. It is very common for adolescents to engage in risk-taking behavior that includes fire; however, they would not all be considered delinquent.
 - 2. However, some firesetters set fires with willful intent to cause damage, conceal a crime or destroy evidence.
 - 3. In the past, both of the above profiles of firesetters would have been categorized as troubled. The separation of willful intent from thrill-seeking/risk-taking helps better clarify the motives behind the firesetting behaviors.

E. Curiosity/Experimentation.

1. Most children experience fire interest between the ages of 3 to 5.
2. It has been estimated that curiosity-motivated firesetting represents greater than 60 percent of all fires set by children (NFPA and USFA).
3. The curiosity-motivated firesetter is a child who is exploring his or her interest in fire through experimentation.
4. Curious and experimental firesetting refers primarily to young children, ages 2 through 10. The median (average) age of a curiosity-motivated firesetter is 5 years old (IFSTA, 2010).

F. Crisis/Troubled/Cry-for-help.

1. Intentional firesetting may be influenced by cognitive, psychological or social problems. It can also be exacerbated by environmental factors such as access to ignition materials, lack of adult supervision, and family dysfunction.
2. This type of firesetting is extremely dangerous because it often consists of a series of fire starts, both planned and/or spontaneous, that take place over several weeks, months or even years. The severity of fires may vary.
3. In some cases, there is intent to destroy or harm specific property and/or people. Once a fire is started, the firesetter may not make an attempt to extinguish his or her fire or seek help. The fire acts as a symbol of a problem and signals a cry for help in response to a stressful life experience or abuse.

G. Thrill-seeking/Risk-taking.

1. In contrast to curiosity, some adolescent firesetters try to duplicate forms of dangerous behaviors seen in various mediums such as in person, through video gaming or on the Internet.
2. Experimentation with fire, explosives and other pressure-creating devices (bottle bombs) can serve as the “ultimate” risk for adolescents engaging in thrill-seeking/risk-taking behaviors.

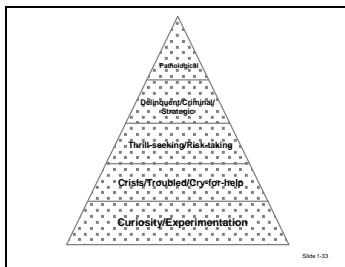
H. Delinquent/Criminal/Strategic.

1. What distinguishes the delinquent, criminal and strategic firesetters from thrill-seeking/risk-taking youth is the planned willful intent to cause destruction.
2. Purposeful destructive firesetting by adolescents often targets fields, mailboxes, dumpsters and abandoned structures.
3. Delinquent firesetters often set fires, discharge fireworks or falsely activate fire alarms because of peer pressure, boredom or to show off. In many major cities, delinquent juvenile firesetting is often used as a rite of initiation for joining a gang.
4. Criminal and strategic firesetters may use fire to conceal a crime that has been committed.

I. Pathological/Severely disturbed/Cognitively impaired/Thought-disordered.

1. Left unaddressed, youth firesetting behaviors can transcend into a pathology of continuous fire starting.

2. Pathological firesetting is very disconcerting because the perpetrator uses fire as a means for receiving gratification without regard to others.
3. A pathological firesetter may start hundreds of fires for a plethora of reasons. The term “pyromania” refers to a pathology whereby a person sets many planned fires for pleasure or to release stress.
4. Pathological firesetters may have a high IQ. Their fires are often sophisticated, cleverly set, and cause significant damage.
5. The fires will have a distinct pattern and may serve as a type of ritual for the firesetter.



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Use the graphic on the PowerPoint to display/summarize the five typologies of firesetters.

TYPOLOGIES OF FIRESETTING (cont'd)

- Not all firesetters have cognitive, behavioral or learning disorders.
- Common four factors that influence firesetting:
 - Easy access to ignition materials.
 - Lack of adequate supervision.
 - A failure to practice fire safety.
 - Easy access to information on the Internet.

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- J. Not all firesetters have cognitive, behavioral or learning disorders.
 1. Just because a youth firesetter has been diagnosed with a cognitive, behavioral or learning disorder does not necessarily mean that he or she is predisposed to set a fire or that the fire he or she set was caused by the disorder.
 2. It is also important to remember that youth firesetting behavior can be influenced by the youth’s social, cultural and environmental circumstances.

As with the other sections, if you are delivering this course immediately following a Level 1 offering, assign each group one of the common factors that influence firesetting behavior and have them elaborate on the topic. An option is to have them as leaders explain what a local youth firesetting program should be doing about the factors as part of their program.

- K. Four common factors that influence firesetting behavior.

While social, cultural and environmental circumstances may influence firesetting behaviors, empirical evidence identifies four common factors that directly contribute to youth firesetting behavior. These factors impact all typologies of firesetters and include:

1. Easy access to ignition materials.
2. Lack of adequate supervision.
3. A failure to practice fire safety.
4. Easy access to information on the Internet.

**UNDERSTANDING YOUR LOCAL
YOUTH FIRESETTING PROBLEM**

- What are the demographics of your community?
- Who is setting fires in your community?
- What kinds of fires are being set by youth?
- What costs are associated with these fires (e.g., injuries, lives lost, property damage, loss of environmental resources, etc.)?

Slide 1-35

Slide 1-35

**V. UNDERSTANDING YOUR LOCAL YOUTH
FIRESETTING PROBLEM (5 min.)**

- A. Understanding the youth firesetting problem in your community is the first step in developing your firesetting intervention program.
- B. Collecting the available information on the youth firesetting problem in your community will demonstrate to the community the need for a firesetting intervention program and will answer the following questions:

1. What are the demographics of your community?
 2. Who is setting fires in your community?
 3. What kinds of fires are being set by youth?
 4. What costs are associated with these fires (e.g., injuries, lives lost, property damage, loss of environmental resources, etc.)?
- C. The pre-course assignment for YFPI required you to conduct research on the topics listed above.
- D. Finding data on the occurrence and effects of youth firesetting at the local level may have been a challenging process.
- E. As a program manager, you must have mastery understanding of the extent of your local youth firesetting problem.
- F. You must create a factual rationale for why a YFPI is needed or why an existing program should be expanded.

Activity 1.1 is based on the student's pre-course assignment. The assignment for this course required the collection of more information as compared to that of Level 1.

Clarify that Activity 1.1 is to get peers talking about the management level topics to include:

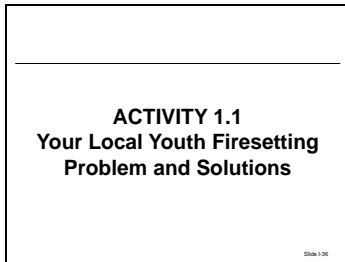
- The scope of their local youth firesetting problem.
- The demographics/composition of their community.
- Risk-reduction programs to prevent youth firesetting.

- Their existing youth firesetting program.
- Future trends in youth firesetting.

The “take away” from this activity is that a program manager must have an adequate baseline of information about his or her local firesetting problem and community prior to developing or enhancing a youth firesetting program.

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25 min.
Individual/Small/
Large Group
Activity 1.1



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ACTIVITY 1.1

Your Local Youth Firesetting Problem and Solutions

Purpose

Students will compare their local youth firesetting problem and solutions with peers.

Directions to Students

1. Direct students to individually locate and review the information collected as part of their pre-course assignment. There are five minutes allotted for this task.
2. Direct students in their table groups to compare and contrast the following. There are 15 minutes allotted for these tasks.
 - a. Scope of the youth firesetting problem:
 - Incidents and their locations.
 - Types of youth firesetting.
 - Types of other incidents: explosives, fireworks, pressure-created devices.
 - Common factors contributing to youth firesetting problem.
 - Age distribution of firesetters.
 - Gender distribution of firesetters.
 - Injuries, deaths and property loss.
 - Trends noticed in any of the above topics.

- Annual average number of youth arrests for fire or explosive-related incidents.
- State's Age of Accountability Law.
- b. Composition of the community:
 - Demographics of community/ neighborhoods (stable versus high-risk locations).
 - Housing profiles (e.g., more owners than renters).
 - Economic characteristics of the community.
 - Size of the school system.
 - Community growth or shrinkage.
- c. Risk-reduction programs:
 - What school- and community-based risk-reduction programs are offered by your organization?
 - Do any of these programs contain content aimed at **preventing** the occurrence of youth firesetting? Why or why not? How much time and money is invested into preventing acts of youth firesetting?
- d. Existing youth firesetting program:
 - If your organization has a YFPI program, please briefly describe it. Please also identify what's working well and what may need improvement.

Easel Pad	<p>Pay close attention to time. Rotate among student groups to ensure that everyone understands the directions and remains on-task so the activity is completed within the allotted time frame.</p> <ol style="list-style-type: none">3. As culmination to this activity, ask the class at large to predict future trends in youth firesetting behaviors that are likely to be experienced by interventionists.4. Discuss how these trends impact the way intervention programs are developed and managed.5. Post consensus responses of potential trends on an easel pad for future reference in the course. There are five minutes allotted for Tasks 3-5. <p>Summary</p> <p>While the size and composition of a community may certainly influence the severity of a youth firesetting problem, the issues faced by communities are often similar.</p> <p>To successfully create or enhance a youth firesetting program, the Level 2 program manager must have mastery understanding of his or her community, its risk issues, and what is being done about them. This rule certainly applies to youth firesetting and is outlined in the JPRs of NFPA Standard 1035 <i>Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention</i>.</p>
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STUDENT ACTIVITY WORKSHEET

ACTIVITY 1.1

Your Local Youth Firesetting Problem and Solutions

Purpose

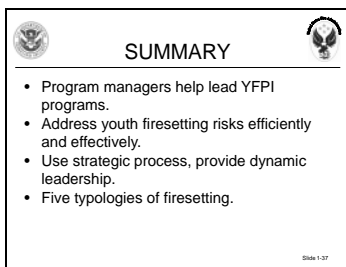
To compare your local youth firesetting problem and solutions with peers.

Directions

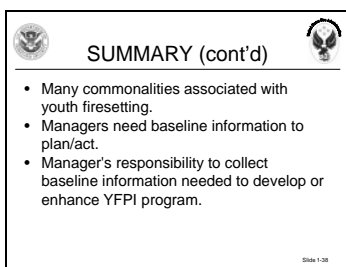
1. Please locate and review the information collected as part of your pre-course assignment. There are five minutes allotted for this task.
2. Members of your table group should compare and contrast the following. There are 15 minutes allotted for these tasks.
 - a. Scope of the youth firesetting problem:
 - Incidents and their locations.
 - Types of youth firesetting.
 - Types of other incidents: explosives, fireworks, pressure-created devices.
 - Common factors contributing to youth firesetting problem.
 - Age distribution of firesetters.
 - Gender distribution of firesetters.
 - Injuries, deaths and property loss.
 - Trends noticed in any of the above topics.
 - Annual average number of youth arrests for fire or explosive-related incidents.
 - State's Age of Accountability Law.
 - b. Composition of the community:
 - Demographics of community/neighborhoods (stable versus high-risk locations).

STUDENT ACTIVITY WORKSHEET

- Housing profiles (e.g., more owners than renters).
 - Economic characteristics of the community.
 - Size of the school system.
 - Community growth or shrinkage.
- c. Risk-reduction programs:
- What school- and community-based risk-reduction programs are offered by your organization?
 - Do any of these programs contain content aimed at **preventing** the occurrence of youth firesetting? Why or why not? How much time and money is invested into preventing acts of youth firesetting?
- d. Existing youth firesetting program:
- If your organization has a YFPI program, please briefly describe it. Please also identify what's working well and what may need improvement.
3. As culmination to this activity, the class at large will be asked to predict future trends in youth firesetting behaviors that are likely to be experienced by interventionists. You will be expected to discuss how these trends impact the way intervention programs are developed and managed. There are five minutes allotted for this task.



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VI. SUMMARY (5 min.)

- A. A JPR of a program manager is the ability to develop and lead a local YFPI program.
- B. The ultimate job of the program manager is to ensure that youth firesetting risks in the community are addressed both efficiently and effectively.
- C. Effective and efficient risk reduction must follow a **strategic** process. This process demands dynamic leadership.
- D. There are five typologies of firesetting.
- E. Regardless of the composition of a community, there are many commonalities associated with America's youth firesetting problem.
- F. It is a program leader's responsibility (in collaboration with a YFPI task force) to collect the baseline information needed to develop or enhance his or her community's YFPI program.

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APPENDIX

READINGS

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A Brief History of Research on Juvenile Firesetting

The Elements of Arson

When a fire occurs it is the responsibility of the fire investigator to determine the cause of the fire. The fire investigator looks for three elements to determine if the fire can be considered the crime of arson. DeHaan (2002) identified these as follows:

- There has been a burning of property. This must be shown to the court to be actual destruction, at least in part, not just scorching or sooting (although some states include any physical or visible impairment of any surface).
- The burning is incendiary in origin. Proof of the existence of an effective incendiary device, no matter how simple it may be, is adequate. Proof must be accomplished by showing specifically how all-possible natural or accidental causes have been considered and ruled out.
- The burning is shown to be started with malice, which is with intent of destroying property (p. 508).

The Early Years of Arson Motives

According to Wooden and Berkey (1984), “Arson itself is as old as civilization, but it was not until the nineteenth century that there appeared to be much concern about the motivations for it or about the psychological stability of arsonists” (p. 12). As already reported, in the 1800s and early 1900s, considerable emphasis was placed on arsonists suffering from pyromania.

It was not until the mid-1960s that research on the motives of arsonists moved away from theories of a certain type of deviance. In 1966, McKerraccher and Dacre studied 30 adult male arsonists in a forensic psychiatric setting. They found that when compared with 147 adult non-arson offenders, the motives for the arsons were related to feelings of aggression rather than deviance. In support of McKerraccher and Dacre’s findings, Wolford (1972) reported that arsonists were unable to express their anger to others. Vreeland and Waller (1979) supported Wolford’s findings when their research found that arsonists could not confront the object(s) of their anger / aggression, and instead the arsonists displaced that anger / aggression against property by starting fires.

In addition to the literature that focuses on pyromania, more current discussions of arson revolve around criminality. The National Center for the Analysis of Violent Crime (NCAVC) has identified six major categories of arson motives:

- Profit
- Vandalism
- Excitement

- Revenge
- Crime concealment
- Extremism (DeHaan, 2002, p. 509)

According to DeHaan (2002), of these six categories, the vandalism category is most closely associated with juvenile and adolescent firesetting. The fires are “set when the opportunity arises, often after school or work or on weekends. Boredom and frustration among youths, sometimes lead to peer-group challenge to create some excitement” (p. 511).

O’Connor (1987) identified nine categories for the various motives for arson: (a) arson for profit, which would include insurance fraud and welfare fraud; (b) business-related fraud, which includes eliminating the competition and organized crime; (c) demolition and rehabilitation scams and building strippers; (d) revenge and prejudice fires; (e) vanity or hero fires; (f) crime concealment fires; (g) mass civil disturbances; (h) terrorism; and (i) juvenile firesetters and vandalism. Yet in focusing solely on juveniles, O’Connor stated that “a motive for juvenile firesetters is not always apparent” (p. 20), like it is with an adult. In support of O’Connor, Boudreau et al. (1977) stated,

Vandalism is a common cause ascribed to fires set by juveniles who seem to burn property merely to relieve boredom or as a general protest against authority. Many school fires as well as fires in abandoned autos, vacant buildings and trash receptacles are believed to be caused by this type of arsonist (p. 19).

In other words, according to Boudreau et al. (1977), O’Connor (1987) and DeHaan (2002), unlike arson in general, the motive is not always apparent as to juvenile firesetting, and it could be just a symptom of boredom.

Juvenile Firesetting

In reviewing the literature that looks specifically at juvenile firesetting, four theoretical frameworks are evident: (a) Psychoanalytic Theory, (b) Social Learning Theory, (c) Dynamic-Behavioral Theory, and (d) Cycles of Firesetting Oregon Model. Each theory outlines the etiology for juvenile firesetting behavior based on the theoretical perspective of the researchers and three of the four are informed by a mental health perspective and have provided the foundation for the explanations of the motivations of firesetters to date.

Psychoanalytic Theory

Psychoanalytic Theory is a theory of human development that interprets human development in terms of motives and drives. Those that prescribe to Psychoanalytic Theory believe that human development is “primarily unconscious and heavily colored by emotion. Behavior is merely a surface characteristic, and it is important to analyze the symbolic meanings of behavior, and that early experiences are important to human development” (Berger, 2005, p. 35). Psychoanalytic

Theory prescribes that firesetting is a child's desire to have power over something that he or she is able to extinguish him or herself.

Social Learning Theory

Bandura and Walters (1963) first introduced the Social Learning Theory as an extension of Miller and Dollard's (1941) research on the behavioral interpretation of modeling. Bandura's (1977) Social Learning Theory looked at the importance of learning through observation and modeling of behaviors, reactions and attitudes of others. Bandura (1977) stated,

Learning would be exceeding laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action (p. 22).

Bandura (1973) believed that anger and aggression, just like other types of behaviors, were learned through observational learning. An individual's observational learning comes from his or her family, cultural background, peer group, community and mass media. According to Gaynor and Hatcher (1987), aggressive children come from families where one or more members also demonstrate aggressive behaviors. Through modeling, children learn to exhibit aggressive behaviors. As a result, poor social skills begin to develop within the family and continue to occur outside the family, for example, with peers and in school. Hence the family, as well as the youngster's other primary environments, reinforces the development of the socially deviant behavior of firesetting (pp. 46-47).

The link between Social Learning Theory and juvenile firesetting would come from a child seeing a family member or peer set a fire out of anger or aggression.

Current firesetter researchers Kolko and Kazdin (1986) drew on Social Learning Theory to develop a risk-factor model for juvenile firesetters. This model includes three domains: (a) learning experiences and cues, (b) personal repertoire and (c) parent and family influences and stressors.

Learning experiences and cues would include the child's early modeling and vicarious experiences, early interest and direct experiences, and the availability of adult models and incendiary materials. The personal repertoire would include cognitive components such as limited fire and fire safety awareness, behavioral components such as interpersonal ineffectiveness / skill deficits and antisocial behavior excesses, and motivational components. The parent and family influences and stressors would include limited supervision and monitoring, parental distance and noninvolvement, parental pathology and limitations, and stressful external events.

Dynamic-Behavioral Theory

Dr. Ken Fineman (1980) introduced the Dynamic-Behavioral Theory of firesetting in 1980 as a way to show that certain factors predispose a child to firesetting. These factors include (a) personality characteristics, (b) family and social situations and (c) environmental conditions (see Table 1 for a description of these factors).

Table 1

DYNAMIC-BEHAVIORAL THEORY OF FIRESETTING (FINEMAN, 1980)

<u>Category</u>	<u>Description</u>
Personality characteristics	Child's exhibited behaviors, school adjustment, physical problems and organic dysfunctions.
Family and social situations	Information about the family system, how the child gets along with family members, how discipline is meted out, and if there is an ongoing crisis within the family.
Environmental conditions	The child receives encouragement to play with fire, models firesetting behavior identified in others, and deals with emotional distress, peer pressure and stress.

Fineman (1995) introduced his Juvenile Firesetter Child and Family Risk Survey as a way to determine the future risk of firesetting of a child already determined to be a firesetter.

Cycles of Firesetting

Based upon years of experience working with juvenile firesetters, the Oregon State Fire Marshal's Office and the Oregon Treatment Strategies Task Force partnered to develop the Cycles Model of Firesetting. According to Stadolnik (2000), "The Cycles Model is visually represented by four concentric circles that represent the four dimensions of a juvenile's internal and external world that are considered to be related to their likelihood of firesetting" (p. 19). The cycle includes four circles: (a) the emotional / cognitive cycle, (b) the behavior cycle, (c) the family/household cycle, and (d) the community/social cycle. The four circles are described in Table 2.

Table 2**CYCLES MODEL OF FIRESETTING (STADOLNIK, 2000)**

<u>Cycle</u>	<u>Description</u>
Emotional/cognitive	Juvenile's thoughts and feelings after his or her firesetting event.
Behavior	Behaviors of the juvenile firesetter that coincide with his or her thoughts and feelings.
Family household	How the family responds to the firesetting event and the emotional environment of the juvenile's household.
Community/social	Responses by the community to the firesetting and what level of support or restriction the firesetter and family receive.

A vast number of empirical studies have been informed by these four theoretical frameworks of youth firesetting. The following section discusses this research timeline, beginning with the research of Dr. Helen Yarnell in the 1930s, through the current firesetter research of today. The chronology illustrates a move from studying institutionalized juvenile firesetters to the development of a series of typologies for non-institutionalized juvenile firesetters.

1930–1960

During 1937 and 1938, Dr. Helen Yarnell, working in the Psychiatric Division of Bellevue Hospital, undertook one of the very first studies on the phenomenon of juvenile firesetting. The reason for the study stemmed from her discovery that children who were referred to the Psychiatric Division of Bellevue Hospital for observation and firesetting tendencies showed a variation in their clinical firesetting background. Yarnell's study team observed 60 children between the ages of 6 and 15. 60 percent were between the ages of 6 and 8 and 35 percent were between the ages of 11 and 15. Only two were girls, ages 6 and 7. The research team reviewed the children's clinical history and completed interviews with each child. According to Yarnell (1940), the adolescent group's findings were much different than that of the younger group; however, Yarnell's study with the adolescent group was incomplete at the time of the printing of her monograph.

In the first column of Table 3 is a list of the findings on the children ages 6 through 8, with the exception of five children who were deemed to be mentally defective. In the second column of Table 3 is a list of the findings on the adolescents, ages 11 through 15. Yarnell found that children aged 6-8 started fires because of a deprivation of love and security at home, whereas older children viewed fire as exciting and entertaining.

Table 3**Findings of Dr. Helen Yarnell's 1937-1938 Study (Yarnell, 1940, pp. 272-286)**

<u>Ages 6 through 8</u>		<u>Ages 11 through 15</u>	
1.	All of the children are of average to dull normal intelligence, but many had some special educational disability such as reading or arithmetic. This made their school adjustment difficult.	1.	This group showed little anxiety or regret for their firesetting.
2.	In every case, the child had been deprived of love and security in his / her home life.	2.	Anxiety dreams were infrequent.
3.	They set fires only when under stress in their home situation.	3.	The fires were planned, set away from home, and many caused losses involving thousands of dollars.
4.	The children set fires, with associated fantasies to burn some member of the family who had either withheld love from the child or become too serious a rival for the love of a parent.	4.	The adolescents waited to see the fires and enjoyed the noise and excitement from the fire engines.
5.	The fires are set in and around the home, cause little damage, and are usually put out by the child himself; significance is chiefly symbolic.	5.	The boys tended to go in pairs, with the exclusion of all other friends. The pairs included an aggressive and passive member, suggesting homosexual association; however, the researchers never proved this.
6.	The children show other types of asocial behavior such as running away from home, truancy, stealing and general hyperkinesis and aggression.		
7.	All children show acute anxiety and suffer from terrifying dreams and fantasies, including vivid attacks by the devil, ghosts and skeletons.		
8.	All children have some sexual conflicts and many tell of active masturbation, sodomy or fellatio; type of activity does not seem significant.		
9.	Enuresis was noted in only nine of the cases and seemed a part of the general picture rather than specifically associated with the fire motif.		
10.	A special group of children were orphans who had been placed in boarding homes but failed to make emotional adjustments.		

In a second study begun shortly after Yarnell's study of 1937-1938, Drs. Nolan Lewis and Helen Yarnell (1951) looked at a group of 238 child firesetters between the ages of 5 and 15. In this study, the case records were obtained from fire reports, insurance investigators, juvenile research centers and juvenile courts. The 1951 study included the 30 cases from Yarnell's previous 1937-1938 research study. In this study, Lewis and Yarnell reported a wide range of motivations for firesetting. These motivations included:

- With the exception of children who set fires against the school, the children's intelligence ranged from low average to superior.
- Most of the fires occurred when the child was found to feel guilty over some type of sexual preoccupation.
- A number of the fires were symbolic and directed specifically toward one member of the family.
- Thirty-two percent of the firesetters set the fire because they liked fire and excitement.
- Twenty-two percent of the firesetters set the fire as revenge against a parent or foster home.
- Seventeen percent of the firesetters set the fire because they liked to see the fire engines.
- Fifteen percent of the firesetters set the fire out of revenge against their employer.
- Eight percent of the firesetters set the fire to be a hero.
- Six percent of the firesetters set the fire to cover or be associated with stealing.

Both the Yarnell (1940) and the Lewis and Yarnell (1951) studies were the first studies that looked specifically at the child and adolescent firesetter. These studies were the groundwork for future research on child and adolescent firesetting. Unfortunately, it was not until the 1970s, when research on juvenile firesetting resumed, that fire departments and mental health professionals began to notice the increasing numbers of child and adolescent firesetting incidents.

1960–1980

There was little research, aside from that of Lewis and Yarnell, throughout the 1940s and 1950s. It was not until the late 1960s and early 1970s that the fire service and mental health took notice of the large number of reported youth who were setting fires that were appearing in the fire service statistics of that time.

Macht and Mack (1968) began the resurgence in firesetting research in 1968. They studied four adolescent firesetters ages 16 to 18. In this study, they found that all four boys came from stressful home situations. The boys only set fires when they were away from their fathers, and

each one of the boy's fathers had some type of significant job involvement with fire. Macht and Mack concluded from their study that:

Fire had come to have a special and pleasurable meaning in the lives of these patients. . . . In an important sense, the firesetting represents a call from the overburdened adolescent to the absent father in order to bring him to the rescue. . . . The activity in connection with fire served to reestablish a lost relationship with the father (p. 286).

Folkman and Siegelman (1971) undertook a pilot study to explore the firesetting behavior in 47 randomly selected normal children ages 6 and 7. In this study, Folkman and Siegelman found that only two boys had come to the attention of the fire service for setting fires. However, 60 percent of the boys and 33 percent of the girls were found to have an interest in fire, which was exhibited by either a self-report of previous firesetting or reporting they had asked to light matches. During this time, the focus expanded to identifying treatment options for juvenile firesetters.

During a California State Psychological Association conference in 1975, a group of fire service personnel and psychologists met to discuss the issue of juvenile firesetting. The reason for this discussion was the fact that both fire service and mental health had been receiving referrals on juvenile firesetters, and neither group knew how to help these children. Out of this meeting, the Fire Service and Arson Prevention Committee was formed to design methods to work with the child firesetters. According to Gaynor and Hatcher (1987), this committee received a grant from the United States Fire Administration to begin work on designing and developing a method to classify juvenile firesetting behavior and to determine the risk of future firesetting in children who have been identified as firesetters. This committee's work provided the basis for the evaluation and classification system used today with youth firesetters.

Bernard Levin (1976) wrote about the psychological characteristics of firesetters. The main focus of this article was on the adult firesetter; however, he did discuss children and fire by stating:

Most people are fascinated by fire. This fascination starts at an early age and manifests itself in young children playing with matches. While people may not outgrow their basic fascination with fire, normal children learn that playing with matches is not acceptable behavior and discontinue it by the age of five or six. A few children continue to play with matches or deliberately set destructive fires, and their chronic firesetting is an observable symptom of a psychological disturbance. (p. 38)

He went on to discuss two types of treatments used when working with chronic juvenile firesetters. The first treatment discussed by Welsh (1971) was stimulus satiation. This technique requires a firesetter to strike matches for an hour a day until the firesetter is sick of lighting the matches and stops match lighting and / or firesetting. The second treatment is through positive reinforcement that is accompanied with the threat of punishment by loss (Holland, 1969). This technique requires a child to bring any found match packages to his father, who would then give him a reward for his positive behavior. This treatment would cause the child to develop positive non-firesetting behaviors based on the positive reward.

The literature on juvenile firesetting from the 1940s through the 1970s focused either on diagnosis or treatment. During this time, Heath, Gayton and Hardesty (1976) reviewed the literature on juvenile firesetting and found only six journal articles that exclusively discussed juvenile firesetting and 17 articles on issues related to juvenile firesetting. Unfortunately, they were unable to get their literature review article published in the United States, so they relied upon the Canadian Psychiatric Association to publish the literature review in their journal.

However, from the 1980s through today, the literature has proven to be ripe with research on juvenile firesetting, just not specific to the motivations of school firesetters or the phenomenon of school fires.

1980–Today

From the 1980s through today, there have been many different foci of youth firesetter research, including (a) the impact of the environment on the juvenile firesetter's behavior (Fineman, 1980; Gaynor & Hatcher, 1987; Vreeland & Waller, 1979); (b) psychiatric disorders as the catalyst for juvenile firesetting (Fineman, 1980; Freud, 1932; Heath et al., 1976; Kolko & Kazdin, 1986; Kuhnley, Henderson, & Quinland, 1982; Lewis & Yarnell, 1951; Williams, 2005; Wooden & Berkey, 1984; Yarnell, 1940); (c) firesetting as a learned behavior (Gaynor & Hatcher, 1987; Kolko & Kazdin, 1986; Vreeland & Waller, 1979); (d) juvenile firesetter assessment and evaluation instruments (Fineman 1980, 1995; Gaynor & Hatcher, 1987; Sakheim & Osborn, 1994; Slavkin, 2000; Stadolnik, 2000); (e) mental health and educational interventions (Bumpass, Fagelman, & Brix, 1983; Fineman, 1980, 1995; Kolko & Kazdin, 1986, 1991; Sakheim & Osborn, 1994; Stadolnik, 2000; Wooden & Berkey, 1984); and (f) juvenile firesetter motives and typologies (Cotterall, 1999; Fineman, 1980; Gaynor & Hatcher, 1987; Hall, 2006; Kolko & Kazdin, 1991; Meade, 1998; Sakheim & Osborn, 1994; Swaffer & Hollin, 1995; Terjestam & Ryden, 1996). Because the specific focus of this dissertation is on the self-reported motivations of students who set school fires, the following section focuses strictly on the literature regarding firesetter motives and typologies. While the typologies contain anywhere from three to nine categories of firesetter motives, they all range from the curious to the pathological firesetter.

School Fires and Firesetting

According to historical information on school fires, there have been three devastating school fires in the history of the United States. A synopsis of each of these school fires follows. The first school fire occurred on March 4, 1908 at the Lakeview Elementary School in Collinwood, Ohio. The cause of the fire was said to be wood joists coming in contact with an overheated steam pipe that started the fire. This fire killed 172 students and 2 teachers (Gottschalk, 2002). The second devastating school fire occurred on March 18, 1937 in New London, Texas. A disgruntled school employee who had been reprimanded for smoking and wanted to get back at the school administrators started the New London School fire. He tampered with the gas lines so as to run up the school gas bill. An explosion ensued which killed 294 students and staff (Gottschalk, 2002). The third school fire occurred on December 1, 1958 in Chicago, Illinois at the Our Lady of the Angels School. A fifth grade student lighting a cardboard waste barrel in the school basement started this school fire. The fire claimed the lives of 92 students and 3 nuns.

All of these fires caused community devastation, millions of dollars in property loss, and the most precious loss of all, the loss of life. However, only the fire at Our Lady of the Angels School was started by a school student.

According to the National Fire Incident Reporting System (NFIRS) and the National Fire Protection Association (NFPA), in 2002, there were an estimated 14,300 fires in kindergarten through twelfth grade educational institutions, causing an estimated \$103,600,000 in property damage and 122 injuries (FEMA, 2004).

The leading cause of these school fires was incendiary / suspicious activity accounting for 37 percent of all school structure fires. Fifty-two percent of all middle and high school fires have been attributed to incendiary / suspicious activity (FEMA, 2004). The NFIRS report stated that 78 percent of all school fires occur during the school week, and 55 percent of these fires occur between the hours of 8 a.m. and 5 p.m. when youth are likely to be at school (FEMA, 2004). Today, deaths from school fires are rare, but injuries per fire are higher in school structure fires than nonresidential structure fires on average per the United States Fire Administration (2005). Also according to the USFA (2001), “Each year in the United States, there are an estimated 1,300 fires in high schools, private and prep schools and college dormitories. These fires are responsible for less than 5 deaths, approximately 50 injuries and \$4.1 million in property loss annually” (p. 1). But what about in Phoenix, Arizona?

In 2005, there were a total of 99 school fires occurring during school hours in K-12 educational institutions that were reported to the Phoenix Fire Department’s Youth Firesetter Intervention Program (2006). These reports over the past five years along with the fire at Our Lady of the Angels School prompted research on the motivations of students who set school fires. Are they troubled students who dislike school, as was the case with the fire set at our Our Lady of the Angels School? Do the motivations for student firesetters follow the motivation typologies found in previous research on firesetters? What does previous research say about school firesetters?

School Firesetters

In Lewis and Yarnell’s (1951) study in 1937–1938 of 238 child firesetters, 61 had set fires in either churches or schools (no differentiation between church or school was given). The reasons these firesetters gave for setting their school fires were predominately based on hatred, revenge, and the desire to destroy the school building, hoping that they would no longer have to attend school. Some of their other reasons included the following comments:

- “We didn’t like the looks of the teacher.”
- “I got a bad report card and thought I’d make a fire and blow it up.”
- “I was mad because I didn’t pass.”
- “I was tired of going to school.”
- “The teacher picked on me.” (p. 300)

Some of the secondary reasons these students gave for setting the school fires was to see the fire, see the fire engines, and be the hero that discovered the fire. The researchers went on to say that these children might also vandalize school property, steal from teachers and staff, leave obscene notes on the teacher's desk, and mutilate the teacher's clothing. Their classroom behavior and schoolwork was poor at best, and they showed a "predominately dull or borderline intelligence with special learning disabilities, and all of them were unable to compete in the classroom" (p. 300). Lewis and Yarnell (1951) also stated that children under age 10 rarely set school fires and the most frequent age group of school firesetters is between 12 and 14 years of age. In Wooden and Berkey's (1984) study, they found that the "greatest number of fires (37 percent) set by the delinquent firesetters" were school-related fires (p. 72). The motives for these school fires were found to be "revenge, spite, or disruption of classroom activities" (p. 77). The median age for the school firesetters in Wooden and Berkey's (1984) study was 14 and the fires were most often set in the classroom, school closets, under the teacher's desk, or in the wastebasket. They also found that most of the school firesetters were considered trouble-making students and the fires occurred after being punished by a teacher or school administrator. In the body of current literature, only two examples of differing motives appear.

In an article written by Jeff Meade (1998) titled *Fire Power*, while not a study about school firesetters but rather a compilation of information about school fires written for *Education Week*, Meade discussed school firesetting with juvenile firesetter researcher Paul Schwartzman. Schwartzman suggested that there was no one main reason juvenile firesetters target schools; however, he did suggest the following possible motives behind school firesetting:

- A prank
- To get out of final exams
- Peer pressure
- Seeking attention

Other possible motives behind school firesetting discussed by Meade (1998) include revenge, school disruption, anger, or no explanation at all. Hall (2006) reported that "deliberate fires in schools are often a result of mucking about which gets out of hand" (p. 2). However, according to Hall's report, Dr. Jack Kennedy, a clinical forensic psychologist, reverted to a pathological explanation, asserting that there was a deeper reason for school fires. Kennedy stated,

For children, school is normally a focal point for their social world. So that's where they're going to be exposed to frustrations, to issues of tolerance and anger. And because they place social controls on children, schools—unfortunately—often annoy them, cause them to be disgruntled, or to feel hard done by. The results can be starting a fire to vent anger, or exact revenge against the school, or against the teacher. It's rare that there is not some sort of trail or story behind a fire at school. Fires may be like a friend to some of these children—the one thing they feel gives them some power (Hall, 2006, pp. 2-3).

As has been evidenced by the scant research that focuses specifically on school firesetters, little is known about the motivations behind school fires. In Lewis and Yarnell's (1951) research, all of the school firesetters had "predominately dull or borderline intelligence with special learning disabilities and all of them were unable to compete in the classroom" (p. 300). In Wooden and Berkey's study in 1984, all of the school firesetters were troubled students who set school fires after a teacher or school administrator had punished them. Meade and Hall speculated about the motives of school firesetters but undertook no actual research to support their hypotheses

(This information was taken from the following source: Boberg, J. (2006). *An exploratory case study of the self-reported motivations of students who set school fire*. Flagstaff, AZ; NAU) (Chapter 2)

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UNIT 2: PROGRAM DEVELOPMENT

TERMINAL OBJECTIVE

- 2.1 *The students will be able to develop a Youth Firesetting Prevention and Intervention (YFPI) program in their home community.*

ENABLING OBJECTIVES

The students will be able to:

- 2.1 *Analyze their department's or agency's mission to see if it supports a YFPI program.*
- 2.2 *Select potential partners and interagency task force members.*
- 2.3 *Describe the roles of the coordinating agency and interagency task force.*
- 2.4 *Determine the administrative and program tools required to operate a successful YFPI program.*
- 2.5 *Develop a draft of YFPI program operating procedures.*
-

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APPLICATION/EVALUATION PLAN

Terminal Objective	Evaluated by
Develop a Youth Firesetting Prevention and Intervention (YFPI) program in their home community.	

Enabling Objectives	Course Component	Evaluated by
Analyze their department's or agency's mission to see if it supports a YFPI program.		
Select potential partners and interagency task force members.		
Describe the roles of the coordinating agency and interagency task force.		
Determine the administrative and program tools required to operate a successful YFPI program.		
Develop a draft of YFPI program operating procedures.		

METHODOLOGY

This unit uses lecture, discussion, and a combination of individual/partner/small and large group activities.

(Total Time: 8 hr., 45 min.)

525 min.	Lecture/Discussion/Activity	
	Objectives	IG 2-7
15 min.	I. Organizational Mission Statement	IG 2-7
15 min.	II. Develop a Task Force	IG 2-8
20 min.	Large Group Activity 2.1	
	Identify Stakeholders	IG 2-15
10 min.	III. The Coordinating Agency	IG 2-19
50 min.	IV. Roles of the Interagency Task Force	IG 2-21
240 min.	Individual/Partner/Small Group Activity 2.2	
	Developing Draft YFPI Program Operating Procedures	IG 2-27
5 min.	V. Program Components	IG 2-43
5 min.	VI. Identifying Youth Firesetters	IG 2-44
10 min.	VII. Developing an Intake Process	IG 2-45
10 min.	VIII. Developing a Screening Process	IG 2-53
10 min.	IX. The Screening Instrument	IG 2-58
10 min.	X. Designing Intervention Strategies	IG 2-61
10 min.	XI. Educational Intervention	IG 2-62
5 min.	XII. Clinical and Social Service Referral	IG 2-68

5 min.	XIII. Juvenile Justice System Referral	IG 2-69
5 min.	XIV. Follow Up	IG 2-71
10 min.	XV. Staff Training	IG 2-72
10 min.	XVI. Staff Recruitment	IG 2-74
10 min.	XVII. Budget	IG 2-75
10 min.	XVIII. Funding Sources	IG 2-78
10 min.	XIX. Data Management	IG 2-81
20 min.	XX. Community Outreach/Marketing the Program	IG 2-85
5 min.	XXI. Legal Considerations	IG 2-87
10 min.	XXII. Formalizing Program Operating Procedures	IG 2-89
5 min.	XXIII. YFPI Program Operations Handbook	IG 2-93
5 min.	XXIV. Resources Directory	IG 2-95
5 min.	XXV. Summary	IG 2-95
	Appendix A	
	YFPI Program Task Force Flow Chart	IG 2-97
	Appendix B	
	Flow Chart for Youth Firesetting Intervention Services	IG 2-101
	Appendix C	
	Fire Stoppers of King County Youth Intervention Program Organizational Chart	IG 2-105
	Appendix D	
	Fire Stoppers Intake Form, King County, Washington	IG 2-109
	Appendix E	
	Juvenile Firesetter Prevention Program Intake Form, State of Colorado	IG 2-113
	Appendix F	
	Youth Firesetter Intervention Program Intake Forms, Glendale, Arizona	IG 2-117
	Appendix G	
	Washington Fire Stoppers Screening Tool	IG 2-123
	Appendix H	
	Comprehensive Firerisk Evaluation (Long Form)	IG 2-133
	Appendix I	
	Child and Family Risk Surveys (Short Form)	IG 2-179
	Appendix J	
	Oregon Office of State Fire Marshal Juvenile with Fire Screening Tool	IG 2-197
	Appendix K	
	Consent, Release, Refusal and Payment Arrangement Forms	IG 2-225
	Appendix L	
	Scarborough Fire Department Standard Operating Procedures	IG 2-233

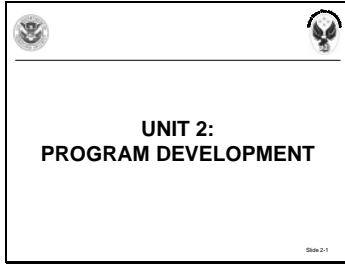
Appendix M	
Mesquite Fire Department Standard Operating Procedures	IG 2-243
Appendix N	
Monroe Fire District 3 Standard Operating Procedures	IG 2-253
Appendix O	
Pierce County Examples	IG 2-259
Appendix P	
YFPI Program Budget Example	IG 2-275
Appendix Q	
Public and Private Support for Youth Firesetting Programs	IG 2-279

AUDIOVISUAL

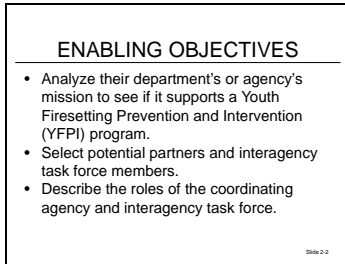
Slides 2-1 to 2-109

Video: “Launching a Community Prevention Campaign” (20 minutes)

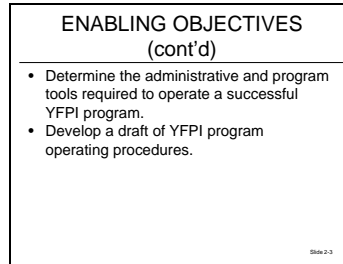
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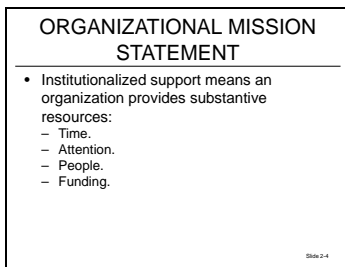
Slide 2-1



Slide 2-2



Slide 2-3



Slide 2-4

I. ORGANIZATIONAL MISSION STATEMENT (15 min.)

- A. Most fire departments have a mission statement that drives the goals, objectives and services delivered by their organization.
- B. If prevention is an institutionalized value of an organization, it will be included in the mission statement and supported by the department at large.
- C. Institutionalized support for risk reduction means that an organization provides substantive resources in the form of time, attention, people and funding.
- D. While it may not be specifically mentioned, youth firesetting intervention should be a component of the prevention strategies offered by an organization.
- E. Developers of a Youth Firesetting Prevention and Intervention (YFPI) program should ensure that it corresponds with the mission of the organization.

- F. If a YFPI program corresponds with the organization's mission, it is more likely to be supported by all levels of the fire department and receive the support it requires.

As part of their pre-course assignments, students were asked to bring a copy of their department's mission statement.

Direct students to spend five minutes within their table group sharing their departmental mission statements with one another. As part of the process, ask each group to identify mission statements that included verbiage on prevention.

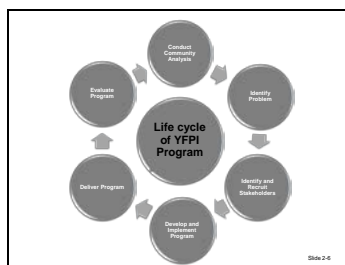
To debrief the discussion, ask the students whose mission statements include verbiage on prevention to identify the level of support that is dedicated to YFPI. Allow five minutes for this process.

DEVELOP A TASK FORCE

- Program manager must be proficient at leading the development of a YFPI.

Slide 2-5

Slide 2-5



Slide 2-6

II. DEVELOP A TASK FORCE (15 min.)

- A. National Fire Protection Association (NFPA) Standard 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention*, calls for a YFPI program manager to exhibit proficiency at leading the development of a YFPI program.
- B. The leader must understand how a YFPI program is developed, implemented, operated and evaluated. The process is displayed in the following graphic:



Provide an overview of the steps involved in developing, implementing, operating and evaluating a YFPI program.

Use the next section of lecture to explain the importance of conducting a community analysis to identify if a youth firesetting problem exists and, if so, what root causes lead to its presence and what target groups are most at risk.

Explain how each step in the process integrates with one another and how the life cycle ascends. Connect the information of a YFPI program's life cycle to the job performance requirements (JPRs) for a program manager that were presented in the Introduction and Unit 1.

The next section of lecture presents an overview of information that students were asked to locate as part of their pre-course assignment. Some of the information was already discussed in small group format during Activity 1.1.

Clarify the importance of having adequate baseline information about the local community and its firesetting problem prior to developing a new or enhancing an existing YFPI program.

If you are delivering this program immediately following a Level I offering, you may either omit or provide a very short review of the information based on student needs.

DEVELOP A TASK FORCE (cont'd)

- Risk assessment is the first and most important step toward identifying the scope of a local youth firesetting problem.
- A community risk assessment explores problem- and people-related data.

Slide 2-7

Slide 2-7

DEVELOP A TASK FORCE (cont'd)

- A good risk assessment will help:
 - Identify who is setting fires, how, where and why.
 - Identify target populations.
 - Locate hidden, hard to reach or underserved groups.
 - Identify high-risk occupancies, populations and neighborhoods.
 - Build foundation to suggest use of five E's.

Slide 2-8

Slide 2-8

- C. Risk assessment is the first and most important step toward identifying the scope of a local youth firesetting problem.

A good assessment will help:

1. Identify who is setting fires, how, where and why.
2. Identify logical target populations to receive services.
3. Locate hidden, hard to reach or underserved populations.
4. Identify high-risk occupancies, populations and neighborhoods.
5. Build a foundation to suggest use of integrated prevention interventions (five E's).

- D. A community risk assessment explores problem- and people-related data.

What types of youth firesetting problem-related data should be examined as part of a risk assessment?

Slide 2-9

Slide 2-9

ASK: What types of youth firesetting problem-related data should be examined as part of a risk assessment?

DEVELOP A TASK FORCE (cont'd)

- Problem-related data:
 - How often do incidents occur?
 - Who, how, where and why?
 - Are incident occurrences rising or falling?
 - Where are incidents occurring?
 - Who are the incidents affecting?

Slide 2-10

Slide 2-10

DEVELOP A TASK FORCE (cont'd)

- When are incidents occurring?
- Are there specific youth firesetting trends?
- What are the physical threats (injuries, deaths)?
- What is the economic impact of incidents?

Slide 2-11

Slide 2-11

1. Problem-related data evaluation examines the occurrence of incidents.
 - a. How often youth firesetting incidents occur (frequency).
 - b. Who is causing the youth firesetting problem, as well as how, where and why it is occurring.
 - c. Whether occurrences of incidents are rising or falling.
 - d. Where incidents occur and who they affect (geographic distribution).
 - e. When incidents occur (time, day, month).
 - f. Specific youth firesetting trends such as age, gender, special needs.
 - g. Physical threats from risk:
 - Number of injuries.
 - Loss of life to civilians and emergency service staff.
 - h. The economic impact of incidents, both to the community and emergency services.
 - i. An objective analysis of problem-related data will include a vast amount of quantitative data that has been collected over an extended period of time.
2. People-related data evaluation explores the human component of involvement and factors associated with vulnerability to juvenile firesetter incidents. It will include the demographics of the local community.

What types of people-related data should be explored when conducting a community risk assessment pertinent to youth firesetting?

Slide 2-12

ASK: What types of people-related data should be explored when conducting a community risk assessment pertinent to youth firesetting?

Slide 2-12

DEVELOP A TASK FORCE (cont'd)

- People-related data:
 - Population size and distribution.
 - Gender profiles and age distribution.
 - Family size and structures.
 - Distribution of races and ethnic groups.
 - Emerging/Shrinking populations.

Slide 2-13

Slide 2-13

Information to examine includes:

- a. Population size of the community.
- b. How the population is distributed throughout the community.
- c. Gender profiles and age distribution of people throughout the community.
- d. Family sizes and structures.
- e. Distribution of racial and ethnic groups.
- f. Emerging and/or shrinking populations.
- g. Income and education levels of people.
- h. Employment and school system demographics.
- i. Sources that support the city/community's tax base.
- j. Risk factors such as poverty, population transience and disabilities.
- k. Location and distribution of confirmed (or potential) high-risk populations, occupancies and neighborhoods.

DEVELOP A TASK FORCE (cont'd)

- Income and education levels of population.
- Employment and school system demographics.
- Economic sources that support local tax base.

Slide 2-14

Slide 2-14

DEVELOP A TASK FORCE (cont'd)

- Risk factors such as poverty, population transience and disabilities.
- Location and distribution of confirmed (or potential) high-risk populations, occupancies and neighborhoods.

Slide 2-15

Slide 2-15

DEVELOP A TASK FORCE (cont'd)

- Upon determination that a YFPI program is needed, the fire department (or lead agency) should invite other community agencies to join a YFPI task force.

Slide 2-16

Slide 2-16

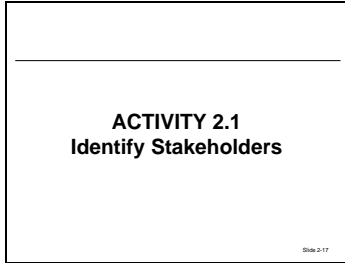
- E. Upon determination that a YFPI program is needed, the fire department (or lead agency) should invite other community agencies to join in the program design and implementation process.
- F. This multidisciplinary approach will lend itself to ensuring the success of the program.
- G. Many jurisdictions refer to their multidisciplinary team of stakeholders as an interagency task force.
- H. It is important to identify/recruit a core group of primary stakeholders who may have interest in the issue of youth firesetting.

Clarify that primary stakeholders are people/agencies that are directly affected by the problem or may provide supportive services to help address the problem.

- I. Stakeholders should have a strong interest in youth firesetting so that actions of the task force, and therefore the intervention program, are successful.
- J. It may be appropriate to include community leaders who have influence or power or are part of the community's political network.

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20 min.
Large Group
Activity 2.1



Slide 2-17

ACTIVITY 2.1

Identify Stakeholders

Purpose

To identify potential stakeholders who could serve on a task force to help build a YFPI program.

Directions to Students

1. As a large group, students should identify stakeholders who may be essential to begin a YFPI program. The instructor or student volunteer should list responses on an easel pad.
2. Upon developing the list, attempt to reach consensus on agencies that may be considered primary stakeholders in starting a local youth firesetting program. There are 15 minutes allotted for Tasks 1 and 2.

Try to get the class at large to reach consensus on the top 10 stakeholders who may be invited to join a task force in the early stages of program development. Use this activity to articulate the concept of primary stakeholders. Caution students about inviting too many groups to participate in the early stages of program design.

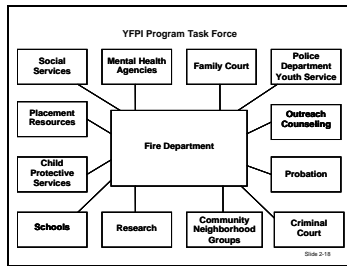
3. Once consensus has been reached on the primary stakeholders, ask students the following two questions. Five minutes are allotted for these tasks.
 - a. What is the benefit of recruiting a broad-based team of stakeholders to serve as task force members?

Easel Pad

- b. What benefits may the stakeholders receive from joining the team?

A graphic displaying logical groups to include as part of a YFPI interagency task force is located in Appendix A of this unit.

Post the PowerPoint slide that contains the graphic and walk through the various primary stakeholder options with students.



Slide 2-18

Summary

Selecting the right group (and appropriate number) of primary stakeholders is critical to the development of an efficient and effective YFPI program.

STUDENT ACTIVITY WORKSHEET

ACTIVITY 2.1

Identify Stakeholders

Purpose

To identify potential stakeholders who could serve on a task force to help build a YFPI program.

Directions

1. The class at large will be asked to identify stakeholders who may be essential to begin a YFPI program.
2. Upon developing the list, the class at large will be asked to reach consensus on agencies that may be considered primary stakeholders in starting a local youth firesetting program. There are 15 minutes allotted for this task.

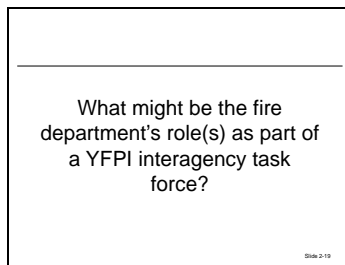
Suggested responses:

- *Fire department.*
- *Law enforcement department.*
- *Schools.*
- *Department of social services/children and family services.*
- *Hospitals.*
- *Nonprofit organizations (i.e., American Red Cross, Safe Kids, etc.).*
- *Mental health organizations/agencies.*
- *Juvenile court representative.*
- *Medical professionals.*
- *Insurance industry.*

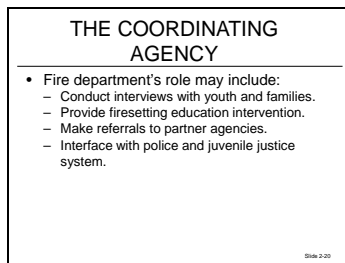
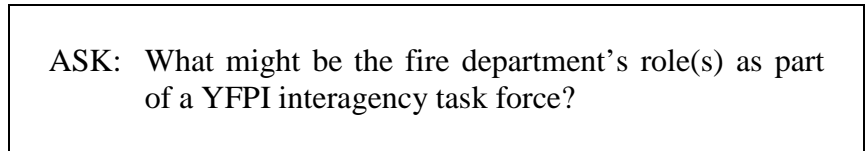
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III. THE COORDINATING AGENCY (10 min.)

- A. There must be an agency that ultimately leads a YFPI task force.
- B. All agencies on the task force must agree as to which is serving as the lead organization.
- C. The agency that agrees to serve as lead must ensure that its leaders are supportive of this responsibility.
- D. The other agencies represented on the task force must commit to support the lead agency as necessary. It takes all facets of the community to successfully intervene with firesetting behavior.



Slide 2-19



Slide 2-20

- E. Fire department's role.

Whether or not the fire department serves as lead agency, its role and function should include:

1. Conducting interviews with youth firesetters and their families (following training in the use of approved forms and the screening process).
2. Providing firesetting education intervention.
3. Referring children and families to appropriate agencies according to the team's predetermined protocol.

THE COORDINATING AGENCY
(cont'd)

- Maintain awareness of legal issues.
- Keep program visible to the community.
- Seek ongoing support for program.

Slide 2-21

Slide 2-21

What may be some of the responsibilities of the lead agency for a YFPI program?

Slide 2-22

Slide 2-22

THE COORDINATING AGENCY
(cont'd)

- Responsibilities of lead agency may include:
 - Obtain administrative approvals from partners.
 - Provide program leadership.
 - Identify, seek and allocate resources.
 - Initiate and support interagency cooperation.

Slide 2-23

Slide 2-23

THE COORDINATING AGENCY
(cont'd)

- Ensure that community has central point of contact.
- Ensure central location for data collection.
- Help with program marketing.

Slide 2-24

Slide 2-24

4. Interfacing with police and the juvenile justice system.
5. Maintaining awareness of legal issues surrounding the program implementation.
6. Keeping the program visible to the community.
7. Seeking ongoing support and information through local, state and national networking.

ASK: What may be some of the responsibilities of the lead agency for a YFPI program?

F. Responsibilities of the lead agency include:

1. Obtaining administrative approvals from all partner agencies.
2. Providing leadership in program development, implementation and expansion.
3. Identifying, allocating and helping to seek resources.
4. Initiating and supporting interagency cooperation and partnerships.
5. Ensuring that the community has a central point of contact for the program.
6. Ensuring that a secure central location for data collection and processing exists and is maintained.
7. Helping to market the program.

What are some of the roles of the interagency task force?

Slide 2-25

ASK: What are some of the roles of the interagency task force?

IV. ROLES OF THE INTERAGENCY TASK FORCE (50 min.)

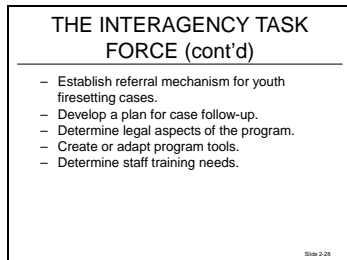
- THE INTERAGENCY TASK FORCE
- Responsibilities of interagency task force:
 - Identify and clarify scope of youth firesetting problem.
 - Review model programs from other communities.
 - Consider use or adaption of other programs.
 - Determine leadership structure for program.

Slide 2-26

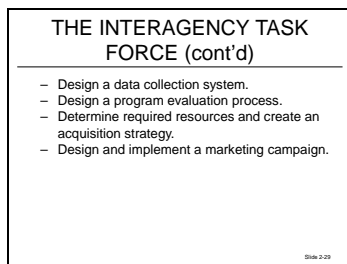
- THE INTERAGENCY TASK FORCE (cont'd)
- Help develop a mission statement for program.
 - Design an organizational chart.
 - Specify relationship between partner agencies and services that will be offered.
 - Identify community resources.

Slide 2-27

- A. It is the responsibility of the interagency task force to build a YFPI program that serves the needs of its local community.
- B. When developing a youth firesetting program, typical duties of a task force include:
1. Identifying/Clarifying the scope of the youth firesetting problem through collection and analysis of local data.
 2. Locating and reviewing existing youth firesetting program models from other communities.
 3. Considering using/adapting the format of other youth firesetting program models or creating a model specific to local needs.
 4. Determining a leadership and management structure for the program.
 5. Developing a mission statement for the YFPI program that creates a foundation and direction for all program services.
 6. Designing an organizational chart illustrating the operation of the program.
 7. Specifying the relationship between organizations and the service delivery system that will be offered.



Slide 2-28



Slide 2-29

8. Identifying community resources such as the youth justice system, counseling services, and school- and community-based support services that will be included as part of the program.
9. Establishing a referral mechanism for all organizations involved so each youth firesetting case is assessed appropriately.
10. Developing a plan so each youth firesetting case receives a follow-up evaluation.
11. Determining legal aspects of the program, such as confidentiality, parental consent, liability, mandated referrals, etc.
12. Creating or adapting the tools necessary for the program. This includes forms to be used for intake, interview, referral and follow-up services.
13. Determining training needs, especially for those who will be utilizing the screening documents.
14. Designing a data collection system.
15. Designing an evaluation process for the overall program.
16. Determining required resources and a resource acquisition strategy.
17. Designing and implementing a marketing campaign to inform the community about the youth firesetting problem and program.

Video



Slide 2-30

Easel Pad

Show the 20-minute video "Launching a Community Prevention Campaign."

While the video was produced several years ago, it provides good examples of how to develop, implement and deliver a community-based YFPI program.

As a debriefing to the video, ask students to offer their perspective of the key elements required to develop, implement and deliver a YFPI program. Note the key elements on the easel pad. Five minutes are allotted for this task.

Explanation of Activity 2.2 (15 minutes)

Direct students to locate Activity 2.2 in their Student Manuals (SMs). Tell students to remove the activity from their book so that it can be utilized throughout the remainder of the unit. If you (the instructor) have made classroom copies of the activity, please distribute them at this time.

Activity 2.2 is titled Developing Draft YFPI Program Operating Procedures. Inform students that they will be working on the activity intermittently as Unit 2 progresses. The activity has eight parts.

Walk through the activity with students. Tell them that there will be minimal lecture on each section. After each brief lecture, students are to peruse the material in their SMs and then suggest **potential** program procedures that can be considered for their local YFPI program.

Please articulate that this activity is **not** a substitute for what their local YFPI interagency task force will do as they develop official program operating procedures. The activity is simply a mechanism to consider start-up information and what may work in their local community based on available resources.

Note: There will likely be students representing communities that already have YFPI programs. Please encourage them to process each section and suggest potential improvements or enhancements that could be performed to make their program more effective/efficient. Do not allow students with existing programs to just sit idle during this activity. Surely they will have ideas on how their program can be enhanced.

Inform students that the appendices of this unit have examples of documents currently in use by YFPI programs across the U.S. This material is for their use as they consider options for their program.

- Appendix A — YFPI Program Task Force Flow Chart.
- Appendix B — Flow Chart for Youth Firesetting Intervention Services.
- Appendix C — Fire Stoppers for King County Youth Intervention Program Organizational Chart.
- Appendices D, E and F — Intake Forms.
- Appendices G, H, I and J — Screening Tools.
- Appendix K — Consent, Release, Refusal and Payment Arrangement Forms.
- Appendices L, M and N — YFPI Program Operating Procedures.
- Appendix O — Pierce County Examples.
- Appendix P — YFPI Program Budget Example.
- Appendix Q — Public and Private Support for Youth Firesetting Programs.

Please allow students to peruse the contents of the appendices prior to initiating the first component of Activity 2.2.

Tell students that if they are considering using or modifying any of the appendix materials that have been graciously provided by many agencies that they should contact the respective agency as a courtesy to obtain their blessing for use or modification.

Activity 2.2 is an excellent opportunity for students to engage in peer-to-peer collaboration. This is especially true if communities have more than one person/agency represented in the course.

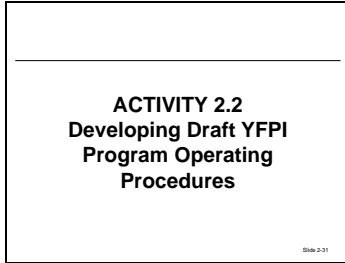
Another option is to consider allowing students from communities of similar composition to collaborate with one another. **If students wish to rearrange seating, please allow them to do so prior to starting Activity 2.2.**

If students brought a laptop computer or other comparable medium, they should be encouraged to utilize it to process the activity. A secondary option is to hand-write the responses.

Do not get worried about the proposed time listed on the activity or the lecture that follows for the rest of this unit. Explain the activity and then allow students to process its components after each brief section of lecture is presented. It is suggested that you (the instructor) facilitate a short debriefing for each part of the activity to ensure that students are on track. This strategy worked very well during the pilot deliveries of the course.

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240 min.
Individual/Partner/Small
Group Activity 2.2



Slide 2-31

ACTIVITY 2.2

Developing Draft YFPI Program Operating Procedures

Purpose

To have students develop draft-version YFPI program operating procedures that could be considered for use in each student's home community.

Directions to Students

1. After each brief piece of lecture, students will be given the opportunity to complete a section of the assignment. There are eight parts to the activity.
2. Upon completion of the activity, students will have created a set of draft-version YFPI program operating procedures that **could be considered** for use in their home community.

Note: This activity is **not** designed to replace the collaboration of a local interagency task force that will ultimately create the official program policies utilized by the locality. The activity is simply a starting point to consider what may work in the student's local community based on available resources.

3. Students representing communities that already have YFPI programs should process each section and suggest potential improvements or enhancements that could be performed to make their program more effective/efficient.
4. All of the components included in Activity 2.2 are JPRs that should be mastered by a Level II program manager.

5. The activity is an excellent opportunity for students to engage in peer collaboration; this is especially true if communities have more than one person/agency represented in the course. Another option is to consider allowing students from communities of similar composition to collaborate with one another.
6. If students brought a laptop computer or other comparable medium, they should be encouraged to utilize it to process the activity. A secondary option is to hand-write the responses.
7. A worksheet template is located on the following pages of this activity. There is a separate section included in each part for students who have existing programs. If students have an existing program, they obviously only need to respond to that particular section.
8. Provide up to a 10-minute debriefing of each part of the activity prior to moving on to each following section. Allow teams to briefly overview their proposed actions for each section.

Note: The actual processing time of this activity will vary based on the composition of students and their varying levels of experience/abilities.

STUDENT ACTIVITY WORKSHEET

ACTIVITY 2.2

Developing Draft YFPI Program Operating Procedures

Purpose

To develop draft-version YFPI program operating procedures that could be considered for use in your home community.

Directions

1. After each brief piece of lecture, you will be given the opportunity to complete a section of the assignment. There are eight parts to the activity.
2. Upon completion of the activity, you will have created a set of draft-version YFPI program operating procedures that **could be considered** for use in your home community.

Note: This activity is not designed to replace the collaboration of a local interagency task force that will ultimately create the official program policies utilized by the locality. The activity is simply a starting point to consider what may work in your local community based on available resources.

3. If you represent a community that already has a YFPI program, process each section and suggest potential improvements or enhancements that could be performed to make your current program more effective/efficient.
4. All of the components included in Activity 2.2 are JPRs that should be mastered by a Level II program manager.
5. The activity is an excellent opportunity for peer collaboration; this is especially true if communities have more than one person/agency represented in the course. Another option is to partner with peers from communities of similar composition to collaborate as a team, but record responses individually.
6. If you brought a laptop computer or other comparable medium, please utilize it to process the activity. A secondary option is to hand write the responses.
7. A worksheet template is located on the following pages of this activity. There is a separate section included in each part for those of you who have existing programs. If you have an existing program, you obviously only need to respond to that particular section.

STUDENT ACTIVITY WORKSHEET

8. The appendices of this unit have examples of documents currently in use by YFPI programs across the U.S. This material is for your perusal when considering options for your program.

Appendix A — YFPI Program Task Force Flow Chart.

Appendix B — Flow Chart for Youth Firesetting Intervention Services.

Appendix C — Fire Stoppers for King County Youth Intervention Program Organizational Chart.

Appendices D, E and F — Intake Forms.

Appendices G, H, I and J — Screening Tools.

Appendix K — Consent, Release, Refusal and Payment Arrangement Forms.

Appendices L, M and N — YFPI Program Operating Procedures.

Appendix O — Pierce County Examples.

Appendix P — YFPI Program Budget Example.

Appendix Q — Public and Private Support for Youth Firesetting Programs.

If you consider using or modifying any of the appendix materials that have been graciously provided by many agencies, please contact the respective agency as a courtesy to obtain their blessing for use or modification as part of your local program.

9. The actual processing time of this activity will vary based on the composition of this course.
10. At the end of each part of the activity, you will be expected to provide a brief overview of your proposed actions.

STUDENT ACTIVITY WORKSHEET

Part 1 — The YFPI Interagency Task Force (15 min.)

1. Identify at least five, but no greater than 10, potential local agencies that you may consider including as part of your interagency task force.

2. What agency may be a logical lead agency for the task force, and why?

3. What role do you see your department playing in the development and operation of the YFPI interagency task force?

STUDENT ACTIVITY WORKSHEET

- a. For departments with existing programs, what is the composition of your task force?

- b. Is it serving your needs? If not, what modifications do you suggest?

Part 2 — The Intake Process (25 min.)

1. Identify at least five (hopefully more) potential points of entry for youth firesetters and their families into your program.

STUDENT ACTIVITY WORKSHEET

2. Identify at least five individuals (and their positions) **from your department** who would be logical contact people for the intake component of your program. For each person listed, note why they would be a logical choice.

3. For those of you with programs, who are your intake people, and does the process work efficiently? If not, how could it be enhanced?

4. Propose a “response time protocol” for contacting the parents or careproviders of a youth firesetter once your agency (or a task force member agency) has been requested to initiate service.

STUDENT ACTIVITY WORKSHEET

5. For those of you with programs, what is your protocol? Is it adequate? If not, how could it be improved?

6. Considering the resources available to your agency, describe your vision of how an intake process would be facilitated by your interagency task force. Your vision should simply be a summary to each of the following questions:

- a. What type of intake form might you choose? (Might it be one shown as an example in the appendices or a custom form created specifically to fit the needs of your locality?)

Identify the agencies and people who could help you select or design an intake form to be used by your program.

STUDENT ACTIVITY WORKSHEET

- b. Identify at least five agencies that may be logical candidates to perform a youth firesetting intake. For each agency listed, note why it would be a logical choice.

7. Propose a protocol of how youth firesetting cases would be prioritized by staff members who perform intake services.

8. Identify a logical person and agency that could be tasked with client management tracking.

STUDENT ACTIVITY WORKSHEET

9. For those of you with programs, how does your intake process function? Do you have task force agencies that assist? If so, what are they? If not, why do you not have them? What enhancements could be made to your existing intake process?

Part 3 — The Screening Process (30 min.)

1. Propose a screening protocol for your program. Suggest where screenings will be permitted to take place and actions that staff should initiate prior to the actual task taking place.

2. Propose a screening tool for use by your program. (It might be one shown as an example in the appendices or a custom tool created specifically to fit the needs of your locality.)

STUDENT ACTIVITY WORKSHEET

Identify the agencies and people who could help you design a screening process to be utilized by your program.

3. Identify at least three individuals (and their positions) **from your department** who would be logical people to conduct the screening process for your program. For each person listed, note why they would be a logical choice.

4. For those of you with existing programs, what is your screening protocol? What screening tool is utilized and why? Who is currently performing screenings? What enhancements could be made to your protocol?

STUDENT ACTIVITY WORKSHEET

Part 4 — Educational Interventions (30 min.)

1. Identify at least three individuals (and their positions) **from your department** who would be logical candidates to help you select or develop educational intervention strategies/materials for your program.

2. Propose the type of format(s), class length and schedule that may be appropriate for your program based upon the resources you have available. Note: It is certainly acceptable to have more than one delivery format.

3. For those of you with existing programs, what does your educational intervention strategy (program) entail? What type of format, class length and schedule are you using? How is the process evaluated? If it is not evaluated, why not? What enhancements could be made to your educational intervention component?

STUDENT ACTIVITY WORKSHEET

Part 5 — Referral to Support Agencies (15 min.)

1. Propose how you will integrate intervention services such as mental health, social services and justice system support for your program. Please identify the agency, the support they may be able to offer, and a contact person.

2. For those of you with programs, what are your current referral protocols? How are they currently performing? What enhancements could be made to the protocols?

Part 6 — Follow Up (15 min.)

1. Propose a follow-up protocol for your program.

STUDENT ACTIVITY WORKSHEET

2. For those of you with a program, what is your follow-up protocol? If you do not have one, why not? What enhancements could be made to your existing follow-up protocol?

Part 7 — Staff Training (15 min.)

1. Fire department representatives — Propose a strategy for the type(s) of training that will be needed by the fire department staff members who will likely comprise your YFPI team. Also, explain how you will facilitate obtaining and delivering the training to staff members.

2. Other agencies — If you are a member of the mental health, social services, or juvenile justice system, please respond to the above directive on behalf of your agency.

STUDENT ACTIVITY WORKSHEET

3. For those of you with programs, what is your staff training protocol? Is it currently effective? Why or why not? What enhancements could be made to your staff training protocol?

Part 8 — Staff Recruitment (15 min.)

1. Identify at least three individuals (and their positions) **from your department** whom you believe would be good choices to serve as key members of a YFPI program. Please explain why you believe these people would be good choices and how they could best serve the program. Also, indicate how you will recruit them to serve with the program.

2. For those of you with programs, what is your staff recruitment protocol? What enhancements could be made to the existing process?

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PROGRAM COMPONENTS

- Program components/tools include:
 - Mechanisms for identifying youth firesetters.
 - Intake process.
 - Screening process.
 - Intervention strategy(s).
 - Follow-up mechanism.

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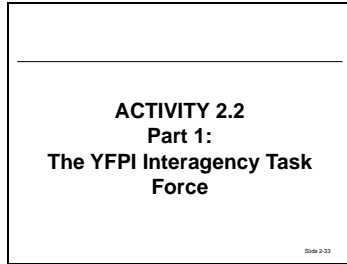
V. PROGRAM COMPONENTS (5 min.)

- A. Oftentimes, it is the fire department that serves as lead agency for a YFPI task force.
- B. Whoever the YFPI program manager may be, he or she must possess the knowledge, skills and abilities (KSAs) to lead the process of developing the program components needed to successfully operate a program.
- C. The task force (often led by the program manager) is responsible for ensuring that the program components (and accompanying tools) are valid, utilized according to protocol defined by the task force, and working effectively/efficiently.

Remind students that although we will be developing draft-version program operating procedures as part of Activity 2.2, in real life, the process is best orchestrated by a YFPI interagency task force.

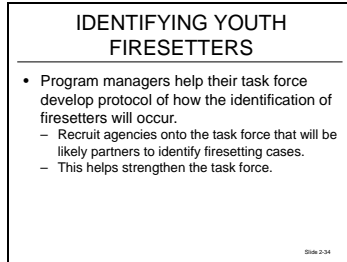
- D. Program components/tools include:
 - 1. Mechanisms for identifying youth firesetters.
 - 2. Intake process.
 - 3. Screening process.
 - 4. Intervention strategy(s).
 - 5. Follow-up mechanism.

Take time to explain how the components of a YFPI program are designed to function. Articulate that the program manager is responsible for ensuring that the actions discussed in the sections that follow occur for each case of youth firesetting.



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Direct the students to process Part 1 of Activity 2.2. There are 15 minutes allotted for this action. Then allow 10 minutes for debriefing.



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VI. IDENTIFYING YOUTH FIRESETTERS (5 min.)

- A. There are multiple ways that children involved in fire incidents come to the attention of a youth firesetting program:
1. Parents/Caregivers.
 2. Schools.
 3. Law enforcement; juvenile justice; courts and attorneys.
 4. Mental health agencies.
 5. Social and child protective services.
 6. Fire service.
- B. Program managers are expected to possess the KSAs to help the task force develop protocol of how the identification of firesetters will occur.
1. When building a new program (or enhancing an existing one), a logical strategy is to recruit agencies onto the task force that will likely serve as partners to identify firesetters.
 2. Utilizing this approach helps build strength for the task force so it is prepared to handle the various profiles of firesetting behavior.

IDENTIFYING YOUTH FIRESETTERS (cont'd)

- Having a broad-based task force helps build a vested interest in the program from primary stakeholders.
- Youth firesetting problem becomes the task force's or community's issue and not just the fire department's problem.

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3. It also helps create a broad-based vested interest in the program from primary stakeholders.
4. The local youth firesetting problem becomes the task force's (or community's) issue in lieu of just the fire department's problem.

- C. Once a youth firesetter is identified, the circumstances surrounding the firesetting situation are assessed during what is called an intake process.

DEVELOPING AN INTAKE PROCESS

- Intake is the process of collecting initial information about the youth firesetter, his or her family, and the incident(s) that brought the youth to the program.

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VII. DEVELOPING AN INTAKE PROCESS (10 min.)

- A. The intake process formally initiates the involvement of the youth and his or her parent(s)/careprovider into the firesetting intervention program.
- B. Intake is the process of collecting initial information about the youth firesetter, his or her family, and the incident(s) that brought the youth to the program (NFPA, 2010).
- C. A firesetting intervention program must have a consistent and reliable intake process that includes:
1. What to do when a parent/caregiver asks for help.
 2. How to process a request for service from a partner agency.
 3. How to contact and obtain information from a family after a fire incident has occurred.

DEVELOPING AN INTAKE PROCESS (cont'd)

- Consistent and reliable intake process.
 - What to do when a parent/caregiver asks for help.
 - How to process a request from a partner agency.
 - How to contact and obtain information from a family after an incident has occurred.

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If you feel there is a need, stop here and clarify the difference between the process of intake, screening and referral.

Intake is a process whereby **basic** information is collected about the youth, his or her family, and the firesetting incident.

Screening is a more in-depth exploration of factors that may have contributed to the firesetting behavior. The outcome of the screening process is to identify the youth's future risk of repeat firesetting behavior and to discover information that will help the interdisciplinary team reach decisions about intervention strategies.

Referral is when the situation warrants contacting a partner agency so they too may become involved with the case.

- D. Program managers are expected to possess the KSAs to help the task force develop protocol of how the identification of firesetters will occur.

The following section comprises a significant amount of material that will be operated upon by the students as they go through the steps of Activity 2.2. Cover this section well, as it is related to the responsibilities associated with leading a YFPI program.

DEVELOPING AN INTAKE
PROCESS (cont'd)

- YFPI program must have an intake process that includes:
 - Points of entry.
 - Contact person(s).
 - Reasonable response time.
 - Intake forms.
 - Prioritization of cases.
 - Client management.

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- E. A successful youth firesetting intervention program must have an intake process that includes the following basic procedures:

1. Points of entry.

The mediums of how the youth enters the program.

- a. Fire service — could include suppression staff, investigators, public educators or on-duty station/administrative personnel.
 - b. Partner agencies — could include juvenile justice, social services, mental health, schools or other groups.
 - c. All personnel that may have contact with the family of a youth firesetter must understand what to do if presented with a firesetting situation and how to initiate (or deliver) the intake component.
 - d. Some programs train partner agencies to conduct the intake process. Others direct all referrals to the lead agency. This process may vary based on the lead agency for the interdisciplinary team.
2. Contact person(s).
- a. Intake personnel and their availability must be identified.
 - b. Who in the program will be responsible for taking requests for service and/or contacting families?
 - c. Will there be more than one person available to initiate the contact?
 - d. Some programs have one contact person assigned per day, while others have one contact person available on a half-time basis or on call.

- e. It is the program manager's responsibility to ensure that all personnel who have potential to interact with a youth firesetter and his or her family have basic understanding of the protocol for how a request for help is processed.
 - f. It is the program manager who helps the interagency task force develop such protocol.
 - g. This protocol becomes especially important when a parent or caregiver walks into a fire or police station asking for help with addressing a youth firesetting incident/situation.
3. Reasonable response time.

Once a firesetter has been identified, there is a significant (but sometimes short) window of opportunity to provide services for these at-risk youth.

- a. The best window of opportunity to provide successful intervention is immediately after the fire.
- b. The program should establish what contact window of time is appropriate.
- c. Ideally, **within 48 hours** of initial contact, the youth firesetting program should make contact with the youth and his or her family. This may be either in person or by telephone.
- d. The YFPI program must have a defined protocol identifying who is responsible for making contact with the family and encouraging their participation.

4. Intake forms.
 - a. Intake forms should be used for each referral or complaint of youth firesetting behavior. The form should be standardized for the jurisdiction and designed to gather basic information about the youth, his or her family, and the fire event/situation that led to the program referral.
 - b. Deciding upon use/adaptation of an existing process being used in another jurisdiction (or creating a custom process) to fit local needs is a JPR of a program manager.
 - c. Program managers must ensure that all staff members who may perform intake duties are provided with the training to perform this important aspect of the program.
 - d. Depending on available resources and program protocol, the intake process may be handled by firefighters on a scene, a fire investigator, a receptionist/administrative assistant or a member of the interagency task force.
 - e. Staffing requirements need to include key individuals who will provide the program's intake mechanism. Depending on the needs of the community, this may be a 24/7 on-call type of responsibility.
 - f. Individuals who perform intake should be able to articulate the purpose of the program and how it works.

- g. The program manager and interagency task force members should identify points of intake, who will be utilizing the form, and what specific information is going to be obtained.
 - h. Intake forms may be in written or electronic format (or both).
 - i. When designing a format, it is important to consider not only who will be using the tool but what environment they will be working in when collecting information.
 - A person collecting information via telephone may prefer to use a form.
 - On-scene fire investigators or Company Officers (COs) may prefer an electronic medium to record information.
 - j. Regardless of the type of medium utilized, it must capture the same information.
 - k. In the case where an actual fire response or investigation was created by the firesetting incident, a departmental incident form should be attached to the intake form if it is available.
5. Prioritization of cases.
- a. The intake protocol must also include directives for responding to urgent cases that require a more rapid intervention.

Examples of potential priority situations include:

- Prior history of firesetting.
- Multiple recent acts of firesetting.
- Firesetting in an occupied dwelling.
- High-risk profiles of firesetting.
- Special needs of firesetter and/or family.
- Severity of incident(s).
- Violation of criminal laws that mandate immediate action.
- Cases of suspected child abuse.

- b. It is the responsibility of the program manager to lead the task force in creating guidelines for emergent actions and referral options.
- c. There are special circumstances that can affect admission into a YFPI program.
- d. If there is a violation of local, state or federal law, immediate referral to the local justice system may be mandatory.
- e. The age of the child or youth involved must always be considered.

- Age of accountability is the minimum age at which state courts have ruled that a child is intellectually capable of understanding right from wrong and the consequences associated with inappropriate behavior (International Fire Service Training Association (IFSTA), 2010).
 - Depending on the state, age of accountability may vary, but for most places this age is between 7 and 9, though it can be as old as 12. It is the responsibility of program personnel to ensure that they are familiar with their state's age of accountability.
- f. The nature and severity of the fire must be explored.
 - g. Firesetting acts that result in a large dollar loss and/or a loss of life may, by requirement, be referred to the juvenile justice system before any firesetting intervention takes place.
 - h. The firesetting history of the juvenile should be explored.
- Many YFPI programs have strict guidelines on disposition of first-time versus repeat firesetters.
- 6. Client management.

- a. For every child or youth who enters the program, there must be a record created that documents the firesetter's and family's participation (or lack thereof) in the intervention program.
- b. While the use of electronic databases has increased the efficiency of this process, someone must be responsible for this process.
- c. Poor (or lack of) record keeping/secure file maintenance is not only unprofessional, but it can also create a liability issue for the program.

Clarify that in order to build an effective set of intake procedures, a youth firesetting intervention program must develop its own protocol that includes each of the components just discussed.

Direct the students to process Part 2 of Activity 2.2. There are 25 minutes allotted for this action. Then allow 10 minutes for debriefing.

ACTIVITY 2.2
Part 2:
The Intake Process

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DEVELOPING A SCREENING PROCESS

- Goals of the screening process are:
 - Determine why firesetting is occurring.
 - Satisfaction juvenile receives.
 - Risk level for future events.

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VIII. DEVELOPING A SCREENING PROCESS (10 min.)

- A. Once basic intake information about the youth firesetter, his or her family, and the fire incident (s) has been obtained, the next step is to perform a structured screening process.

1. A structured screening process that uses an approved screening instrument is a statistically reliable way to identify, record and evaluate factors contributing to a child's or youth's firesetting behaviors.
 2. The ultimate goals of the screening process are to determine why firesetting is occurring, what satisfaction the juvenile receives from starting fires, and the risk level for future firesetting events.
 3. The screening process entails interviewing the firesetter and his or her parents/caregiver(s).
 4. The process allows for objective exploration of the factors that may have influenced the firesetting behaviors.
 5. It also provides information about attitudes, behaviors, demographics and experiences of the youth/family that may present obstacles to the introduction of appropriate interventions.
 6. The screening process should not be used as a determining factor for legal action.
 7. Screening helps the interdisciplinary team members understand why firesetting has occurred and what types of intervention to offer.
- B. YFPI programs that fail to conduct an accurate screening of why an act of firesetting has occurred may miss discovery of information that is (or could be) relevant in deciding what type of intervention to provide.

Why may a YFPI program fail to provide accurate youth firesetting assessments?

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ASK: Why may a YFPI program fail to provide accurate youth firesetting screenings?

C. There are many reasons why accurate screenings (or any screening at all) may not occur:

1. Lack of time to perform the screening.
2. Lack of funding to compensate staff for the time required to perform screenings.
3. Lack of staff members who are willing to invest the time into learning how to conduct screenings and then conducting them.
4. Lack of training opportunities for staff.
5. Competing organizational priorities.
6. Fear of potential litigation against the organization/staff members who perform a screening.

D. Developing and utilizing an interagency task force approach to case assessment is an excellent way to ensure that a valid screening of youth firesetting cases takes place.

E. Because a task force is comprised of multiple agencies, it is often in a position to share and distribute resources that a single agency may not be able to do when acting alone.

1. Fire investigators and police officers receive basic and often advanced levels of education on how to conduct interviews with people.
2. Mental health practitioners can help those who do screenings to better understand the cognitive and behavioral challenges being faced by many firesetters and their families.

DEVELOPING A SCREENING PROCESS (cont'd)

- Interagency task force approach to case assessment is an excellent way to ensure that a valid assessment of youth firesetting cases takes place.

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3. Learning how to interview people and understanding the dynamics of the process is best accomplished through education and practice.
4. The interagency task force approach to firesetting intervention can help provide both education and mentoring opportunities for staff members to enhance their ability to assess firesetting situations.

- F. When conducted by a trained intervention specialist, an approved screening process is the most effective way to obtain quantifiable indicators as to the risk for repeat acts of firesetting (recidivism).
- G. Screening instruments must be approved by qualified professionals (experienced in the field of firesetting intervention), the interagency task force, and the local authority having jurisdiction (AHJ).
- H. Use of an approved process helps to ensure that information is obtained in a safe, ethical and reliable manner.
- I. The process is always coupled with the use of approved consent and waiver of liability forms.
- J. The screening process should occur in a timely manner. Youth firesetting program personnel should contact the parents/caregiver(s) to arrange for a screening interview of the firesetter and his or her family according to the time frame stated in the program protocol directive.

DEVELOPING A SCREENING
PROCESS (cont'd)

- Screening instruments must be approved by:
 - Qualified professionals.
 - Interagency task force.
 - Local authority having jurisdiction (AHJ).
- Helps ensure that information is obtained in a safe, ethical and reliable manner.

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DEVELOPING A SCREENING
PROCESS (cont'd)

- Screening process should occur in a timely manner according to program protocol directive.
- Protocol directs where screenings take place.

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If delivering this course in tandem with the Level 1 offering, recall that students have already been presented the material in Section K.

- K. The program manager must also lead development of protocol that directs where screenings take place. Options may include:
1. The office of program personnel or at a fire station.
 2. The home of the firesetter.
 - a. If protocol is created that allows for home visits, those who conduct the screening may benefit by observing the youth and/or his family in their own environment.
 - b. A second benefit of home visitation is that it may help the individuals being interviewed feel more comfortable and potentially provide more information to the interviewer.
 - c. The primary decision of where to allow screenings rests with the program manager/interagency task force with provider safety being the ultimate consideration.
 - d. If home visits are permitted, protocol should mandate that staff members go in pairs.
 - e. Another consideration is to require staff to consult local law enforcement agencies about the safety of the specific neighborhood, call history to the firesetter's home, and who may reside there.
- L. If resources permit, a consideration may be to have a fire department staff member and representative from the interdisciplinary team (mental health practitioner, law enforcement representative, etc.) perform the screening as a team.

- M. It is a JPR for a program manager to possess the KSAs to help his or her interagency task force develop a valid, safe and ethical screening process.

THE SCREENING INSTRUMENT

- Program managers are responsible for helping the interagency task force select (or create) an approved screening tool that meets their local needs.
- Most screening tools assign potential risk for repeat firesetting into three categories — some, definite and extreme.

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IX. THE SCREENING INSTRUMENT (10 min.)

- A. There are a variety of instruments (also referred to as screening tools or forms) available to provide the structure needed for an effective screening.
- B. Program managers are responsible for helping the interagency task force select (or create) an approved screening tool that meets their local needs.
- C. Practitioners use the screening form to guide them through the process of interviewing the firesetter and his or her parents/caregiver(s).
1. Screening forms follow a format whereby the practitioner (interviewer) poses a series of questions to the interviewee.
 2. Responses to the questions are assigned a numerical value and scored as indicated by the form.
 3. Once scored, most screening tools assign the level of potential risk for repeat firesetting into one of three categories: some, definite and extreme.
- D. It is important that screening forms are considered to be reliable. While “less” may look better, that is not always the case.

Explain that reliability is the consistency of the measurement, or the degree to which an instrument measures the same way each time it is used under the same condition with the same subjects. In short, it is the repeatability of a measurement.

A measure is considered reliable if a person's score on the same test given twice is similar. Forms that have scores attached with the questions and answers need to be used without modification to ensure continued reliability.

If delivering this course in tandem with the Level 1 offering, recall that students have already been presented material on screenings and interventions. The purpose of the next several sections is to articulate the program leader's roles and responsibilities associated with the tasks.

THE SCREENING INSTRUMENT
(cont'd)

- Information to include on form:
 - Information about firesetting incident.
 - History of previous fires.
 - Information about the youth.
 - Social information.
 - Information about family.

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THE SCREENING INSTRUMENT
(cont'd)

- Facts about home environment.
- Recent changes in youth's immediate situation.
- Perceived rewards for firesetting.

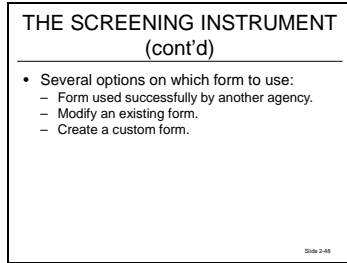
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E. Information on the screening forms should include:

1. Information about the firesetting incident and history of previously set fires.
2. Information about the youth: medical/ mental health history, interests, developmental level, etc.
3. Social information, including behavior of the youth at home, school, with friends, etc.
4. Information about the family: activities, disciplinary practices, ability to relate with the youth, interest in the youth's welfare, concern for the youth and supervision of the youth.
5. Facts about the home environment: youth access to ignition materials, presence of life safety equipment and knowledge/ practice of fire safety.
6. Recent changes in the youth's immediate situation, such as a recent trauma, divorce in the family, death of family members or friend, crisis at school, etc.

7. The screening process may also identify the perceived rewards for the firesetting incident(s), such as peer attention, approval, money or gratification.



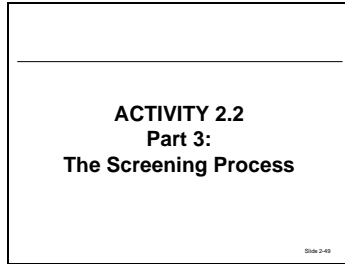
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F. Selecting a screening form.

1. The local jurisdiction has several options regarding which screening form to use:
 - a. Utilize (with permission) the format of a form being used successfully by an agency.
 - b. Modify the format of an existing form being used successfully by an agency.
 - c. Create a custom form for the local community.
2. Remember, regardless of the option selected, screening instruments must be approved by qualified professionals (experienced in the field of firesetting intervention), the interagency task force, and the local AHJ.

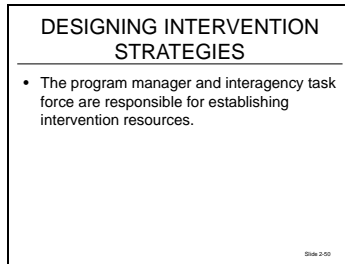
- G. The decision of which form to use rests entirely with the youth firesetting intervention program and will depend on the program's service goals, available resources and desired outcomes.

Remind students that if they are considering the use or modification of another agency's materials, that agency should be contacted for consultation/approval.



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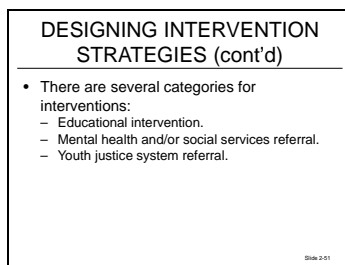
Direct the students to process Part 3 of Activity 2.2. There are 30 minutes allotted for this action. Then allow 10 minutes for debriefing.



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X. DESIGNING INTERVENTION STRATEGIES (10 min.)

- A. Once a level of firesetting risk has been determined, an appropriate intervention strategy can be developed.
- B. Both Level 1 intervention specialists and Level 2 program managers must have mastery understanding of the three recognized levels of firesetting risk that ascend in the following order: some, definite and extreme.
- C. The program manager and interagency task force are responsible for establishing intervention resources so that firesetting cases can be resolved in a safe, ethical, legal and effective manner.
- D. There are several categories for interventions that need to be developed by program leaders:
 - 1. Educational intervention.
 - 2. Mental health and/or social services referral.
 - 3. Youth justice system referral.



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Your class may include teachers, social service workers, mental health clinicians, youth justice officials and police officers. If any of these allied professions are represented, you may wish to have them offer their perspectives of how their respective domain of services interfaces with the process of youth firesetting interventions.

EDUCATIONAL INTERVENTION

- Four common factors that influence firesetting behavior:
 - Easy access to ignition materials.
 - Lack of adequate supervision.
 - Lack of practice of fire safety in the home.
 - Easy access to information on firesetting and explosive construction on the Internet.

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XI. EDUCATIONAL INTERVENTION (10 min.)

- A. A JPR of the Level 1 intervention specialist is to select and deliver the appropriate type of educational intervention to a youth firesetter and his or her family.
- B. It is the responsibility of the program manager to help facilitate the selection of (or even help develop) the educational materials that will be utilized by intervention specialists.
- C. When considering the selection (or development) of educational intervention strategies that will be utilized by intervention specialists, remember:
 1. Punishment alone does not teach a child about the dangers of fire.
 2. All children, youth, adolescents and adults benefit from the receipt of fire safety education.
 3. Program protocol should direct that educational intervention strategies attempt to include all members of the household where the firesetter resides.
- D. If you are leading the development of an educational intervention process, always consider the four common factors that influence firesetting behavior:
 1. Easy access to ignition materials.
 2. Lack of adequate supervision.
 3. Lack of practice of fire safety in the home.
 4. Easy access to information on firesetting and explosive construction on the Internet.

EDUCATIONAL INTERVENTION
(cont'd)

- Program manager facilitates the selection of (or helps develop) educational materials.
- Educational interventions should include:
 - Fire safety.
 - Fire science.
 - Consequences of firesetting.
 - Personal responsibility.
 - Good decision-making.

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E. Educational interventions should include the following topics:

1. Fire safety — the basic rules of fire prevention and what to do if an incident occurs.
2. Fire science — how fire behaves and why it can quickly get out of control.
3. Consequences of firesetting — explanation of the local penalties that youth (and perhaps families) will face.
4. Need for personal responsibility — clear expectations for both the youth and family so repeat firesetting does not occur.
5. Need for good decision-making — explanation of cause and effect relationships with regard to firesetting.

EDUCATIONAL INTERVENTION
(cont'd)

- When developing strategies, the program manager must consider these factors:
 - Educational goals.
 - Needs of target group(s).
 - Potential format(s).
 - Teaching materials.

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F. When developing educational intervention strategies for use by intervention specialists, the program manager must consider these important factors:

1. Educational goals to be accomplished by the intervention.
2. Specific needs of target group(s) to be served.
3. Potential format(s) of the learning environment.
4. Teaching materials that will be employed.

DELIVERING EDUCATIONAL INTERVENTIONS

- Considerations:
 - Age and abilities of the youth(s).
 - Abilities of the parents/care providers.
 - Potential communication challenges.
 - Culture of the family environment.

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- G. A successful YFPI educational intervention will include the following types of resources:
1. Instructional materials appropriate for the firesetter's age, cognitive abilities and type of firesetting incident(s).
 2. Support materials that are educationally and behaviorally sound.
 3. Support materials that are culturally sensitive and adaptable to fit special needs.
 4. Staff that can engage all age ranges of target populations in the educational process.
 5. Interactive learning experiences that help instructors engage target groups in the educational process.
 6. An adult education component that mirrors the education that the youth receives.
 7. Extension activities that parents can use at home with children.

DELIVERING EDUCATIONAL INTERVENTIONS (cont'd)

- Formats for program:
 - One-on-one with youth and parent(s).
 - One-on-one with youth without adult present.
 - Group setting of youth and adults together.
 - Two groups: youth in one, adults in other.
 - If at all possible, have a separate adult group.

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- H. YFPI program formats.
1. It is the responsibility of the program manager and interagency task force to determine the format for delivering the educational component of a youth firesetting intervention program.
 2. The formats made available depend on the types and amount of resources available to your program.
 3. Here are a wide range of options for educational intervention:

- a. A one-on-one intervention with the youth firesetter and his or her parents/caregivers.
- b. A one-on-one intervention with the youth firesetter separate from a one-on-one session with the parents/caregivers/guardians.
- c. Group sessions with multiple youth firesetters of similar ages and/or cognitive abilities and their parents/caregivers/guardians.
- d. Group sessions with multiple youth firesetters of similar ages and/or cognitive abilities and a separate group for parents/caregivers/guardians.
- e. If resources permit, it is recommended to separate the parents/caregivers from the firesetters.
- f. Reasons for having separate education sessions include:
 - Parents/Caregivers may dominate the conversation.
 - Parents/Caregivers may condemn other students when interacting with them in a group setting.
 - Parents/Caregivers may overpower the class and intimidate the students.
 - Youth should feel at ease to learn without the influence of the parents/caregivers.

- g. There is no set type of format that has been deemed better than others.
- h. The effectiveness of a program often depends on the interest, education, and experience of the firesetter intervention specialist and how the YFPI program is structured/delivered.

DELIVERING EDUCATIONAL INTERVENTIONS (cont'd)

- Class length:
 - A course with multiple sessions of one to three hour programs.
 - A one-time class lasting for two to six hours.
 - Both formats have been used successfully.

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I. Class length.

The length of time for a youth firesetting intervention also varies depending upon available resources:

1. The intervention could be a program consisting of multiple one- to three-hour sessions, or it could be a one-time class lasting for two to six hours.
2. Youth firesetting intervention specialists have used both formats with great success, depending on the resources they have available.
3. Determining factors are going to be the resources available to the intervention specialist and the availability of the parents or caregivers.

DELIVERING EDUCATIONAL INTERVENTIONS (cont'd)

- Class schedule:
 - One-time program.
 - Weekly meeting.
 - Monthly program.
 - Individualized services.

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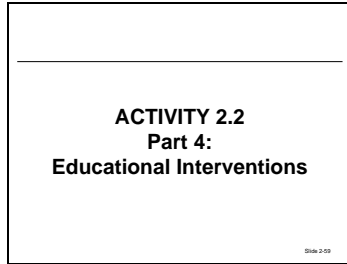
Slide 2-58

J. Class scheduling.

There are several ways that educational interventions are scheduled:

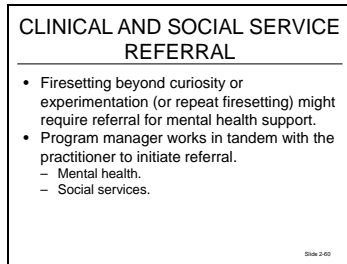
1. Monthly basis on a set day and time.
2. As needed when the intervention specialist receives a youth firesetting referral.
3. Some programs have multiple sessions scheduled on a specific day and time, on a weekly, biweekly or monthly basis.

4. Some classes are scheduled on the availability of the youth firesetter and his or her family.
 5. Individualized services for younger children and their families are often offered due to the age of the child.
- K. The sooner that a youth firesetter and his or her family receive services, the greater the likelihood of successful intervention.
1. If an extended period of time exists between the firesetting incident and intervention (and there is no repeat firesetting), then parents, caregivers or guardians may feel that the child has learned his or her lesson and doesn't need to attend the program.
 2. The more convenient it is for the youth firesetter and family to obtain services, the more likely they are to attend the program.
 3. There are several ways of notifying and reminding parents/caregivers of the youth firesetting intervention class:
 - a. Telephone call the night before the class.
 - b. A letter sent the week before the class to remind the parents/caregiver of the date, time and location.
 - c. An email reminding the parents/caregiver of the scheduled class.
 - d. Whatever medium is utilized, it is very important to remind the family of the scheduled class.



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Direct the students to process Part 4 of Activity 2.2. There are 30 minutes allotted for this action. Then allow 10 minutes for debriefing.



Slide 2-60

XII. CLINICAL AND SOCIAL SERVICE REFERRAL (5 min.)

- A. When firesetting goes beyond curiosity or experimentation (or if there is repeat firesetting), it might be necessary to refer the family for mental health support.
- B. When intervention specialists encounter potential high-risk situations, protocols should direct immediate consultation with the program manager.
- C. It is the responsibility of the program manager to work in tandem with the intervention specialist to initiate a referral — in this case, to mental health professionals.
- D. The same action would occur if an intervention specialist suspects child neglect or that an abusive situation is occurring. The referral in this case would be to a social services agency.
- E. Social services agencies can often provide families with training in parenting/caregiving skills, anger management, or dealing with a particular loss or change in lifestyle. Clinical staff may be able to help with referrals for these services.
- F. Child protective services (youth and family services) or whatever the unit is called that handles child abuse/neglect situations should be a partner that collaborates with youth firesetting cases.

- G. Parents and careproviders will often respond rapidly to the offer of intervention services when an enforcement-related division of the social system becomes involved.
- H. High-risk situations demand immediate attention; this is where interagency agreements become so important and will display their effectiveness.

JUVENILE JUSTICE SYSTEM
REFERRAL

- Invoking legal sanctions can help ensure that firesetters and their families participate in the YFPI program.

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JUVENILE JUSTICE SYSTEM
REFERRAL (cont'd)

- Decision to take action may depend upon:
 - Violations of laws.
 - Deaths, injuries or property loss.
 - Local operating procedures.
 - Age of accountability.
 - Firesetting history.

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XIII. JUVENILE JUSTICE SYSTEM REFERRAL (5 min.)

- A. Employing the strategy of invoking legal sanctions can help ensure that firesetters and their families participate in the YFPI program.
- B. While referral to a youth justice system may sound like a simple process, how (and when) it can be utilized will depend upon the laws and ordinances of the local jurisdiction.
- C. Sometimes the decision to recommend legal sanctions may not be in the control of the YFPI program.
- D. The decision to take this action may depend upon:
 - 1. Violations of local or state laws.
 - 2. Deaths, injuries or property loss associated with the firesetting.
 - 3. Local operating procedures of the fire department.
 - 4. Age of accountability.
 - 5. Firesetting history of the youth.
- E. It is the responsibility of the interagency task force (that hopefully includes a member(s) of the youth justice system) to develop a protocol for when and how to initiate legal action.

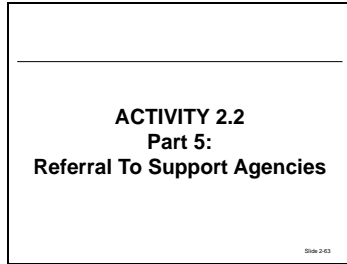
- F. Once legal action is initiated, the defendant's civil rights must be recognized and honored. This means that the families must be informed of the decision, and juvenile Miranda rights must be read.
 - 1. Miranda rights can only be legally performed by an authorized official.
 - 2. Some fire departments are staffed with fire marshals who may have police powers; others may not have this capability and will require support from a law enforcement agency.
- G. The interagency task force must consult with the local district attorney regarding the protection of a juvenile's legal rights and to identify the agency(s) that will be available to initiate supportive actions.

If there are sworn law enforcement personnel attending the course, it is likely that the following question will arise:

If I (as a sworn officer of the law) am conducting a youth firesetting screening process and a youth divulges that he or she has committed a crime, must I stop the interview and administer Miranda rights?

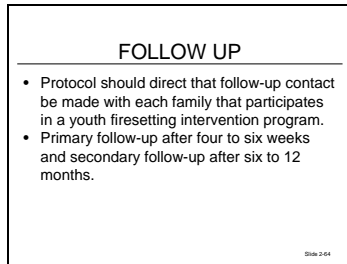
The answer is that the ultimate decision lies with the local AHJ's protocols.

Advise students that these potential situations need to be addressed by their local youth firesetting interagency task force before a situation (like the one described above) occurs.



Slide 2-63

Direct the students to process Part 5 of Activity 2.2. There are 15 minutes allotted for this action. Then allow 10 minutes for debriefing.



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XIV. FOLLOW UP (5 min.)

- A. It is the responsibility of the program manager to ensure that a follow-up mechanism is built into his or her program.
- B. Protocol should direct that follow-up contact be made with each family that participates in a youth firesetting intervention program.
- C. A primary follow-up should occur four to six weeks after completion of the program. A secondary follow-up can take place six to 12 months after close-out of the file.
- D. The protocol on how follow-up is conducted is often dependent on the level of resources available to the program. Options can include:
 - 1. Telephone calls, which are the most cost-effective and least time-consuming.
 - 2. Written contacts, including postcards, letters, surveys and electronic communication.
 - 3. Home visits — these require the most resources but allow for a direct re-assessment of the firesetting problem.
- E. While follow-up takes time and effort, it helps to reinforce program information and demonstrates that the youth firesetting team is truly interested in the well-being of the youth and his or her family.

ACTIVITY 2.2
Part 6:
Follow Up

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Direct the students to process Part 6 of Activity 2.2. There are 15 minutes allotted for this action. Then allow 10 minutes for debriefing.

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STAFF TRAINING

- Every person who is approved to provide program services must possess the knowledge, skills and abilities (KSAs) commensurate to the specific job performance requirements (JPRs) for his or her assigned duties.

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XV. STAFF TRAINING (10 min.)

- A. It is the responsibility of the program manager to ensure that an adequate number of trained staff members are in place to deliver program services.
- B. Every person who is approved to provide program services must possess the KSAs commensurate to the specific JPRs for his or her assigned duties.
- C. Obviously, a person whose duties are limited to providing intake services would require a different set of KSAs as compared to an intervention specialist who conducts youth firesetting screenings or provides technical level interventions.
- D. The program leader (in cooperation with the interagency task force) must understand the duties, JPRs and expected KSAs of each staff member.
- E. The program manager must also remain abreast of each staff member's level of training, experience and current capabilities so that continuing education opportunities and practical skill development can be orchestrated.

STAFF TRAINING (cont'd)

- Examples of ongoing training:
 - Program operation procedures.
 - Intake protocols.
 - Interpersonal skills and rapport building.
 - Interviewing.

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F. Examples of training topics include, but are not limited to:

1. Ensuring that **all** staff has mastery understanding of program operating procedures.
2. Staff responsible for interacting with families must understand how firesetting is identified and the intake process is performed. This includes use of intake forms.
3. Those who work with firesetters and their families should receive training in interpersonal skills and rapport-building.
4. Staff members who will conduct screenings must become proficient in interviewing/conversing with people without constantly reading from the screening instrument. This skill requires practice and mentoring from those experienced in the process.
5. Staff members who provide specific types of intervention services should be certified to at least the minimum standard pertinent to their specific JPR.
6. The type of program staff and their levels of certification are often commensurate to the resources available to the program.

STAFF TRAINING (cont'd)

- Staff members who provide specific types of intervention services should be certified to at least the minimum standard pertinent to their specific JPR.

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ACTIVITY 2.2
Part 7:
Staff Training

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Direct the students to process Part 7 of Activity 2.2. There are 15 minutes allotted for this action. Then allow 10 minutes for debriefing.

STAFF RECRUITMENT

- While having an adequate amount of staff members is essential, equally important is having the right staff.

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XVI. STAFF RECRUITMENT (10 min.)

- A. A YFPI program is only as good as its staff makes it. While having an adequate amount of staff members is essential, having the right staff is equally important.
- B. Working with youth firesetters and their families can be a challenging but very rewarding task.
- C. Due to the sensitive (and legal) nature of working with youth firesetting cases, a program manager must invest considerable thought into who would make a good YFPI staff member.

What are desirable traits that you would look for when recruiting staff members for a YFPI program?

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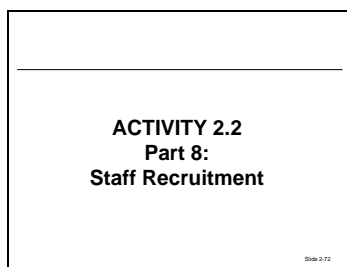
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ASK: What are desirable traits that you would look for when recruiting staff members for a YFPI program?

Take adequate time to explain the desirable traits. This is important information for a youth firesetting program leader.

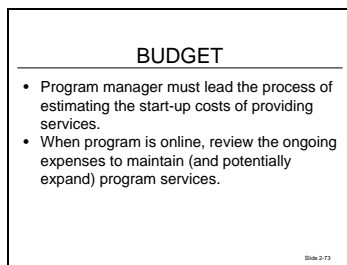
- D. Desirable traits may include but are not limited to:
 - 1. Superlative moral and ethical character.
 - 2. Ability to communicate well with children, youth and adults.
 - 3. Nonjudgmental character and the ability to embrace diversity of cultures.
 - 4. Good emotional intelligence.
 - a. Emotional intelligence is the ability to identify, manage and use one's emotions to communicate effectively and have a positive impact on the relationships in life.

- b. This definition can be simplified to mean the ability to meet, understand and communicate with people at their personal level and place in life.
- 5. Ability to maintain confidentiality.
- E. As discussed earlier, a YFPI program should be a well-trained elite unit with a staff that possesses exemplary KSAs to effectively address/resolve youth firesetting situations.
- F. The wise program manager (and interagency task force) will develop a dynamic recruiting strategy that includes a comprehensive screening process to ensure that quality staffing levels are maintained.



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Direct the students to process Part 8 of Activity 2.2. There are 15 minutes allotted for this action. Then allow 10 minutes for debriefing.



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XVII. BUDGET (10 min.)

- A. Once an interagency task force has been created, the program manager must lead the process of estimating the start-up costs of providing services.
- B. When the program is online, he or she must review the ongoing expenses to maintain (and potentially expand) program services.

What budget items must be considered prior to developing a YFPI program?

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ASK: What budget items must be considered prior to developing a YFPI program?

Clarify during the next section that when developing a program budget, the program manager (and task force) will likely need to consider much more than just program materials.

BUDGET (cont'd)

- Budget consideration:
 - Financial needs will be greatest during start-up.
 - Training costs will be ongoing.
 - May need overtime or ability to backfill staff positions.
 - Program costs, such as personnel.

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C. To accomplish these tasks, several items must be considered:

1. Financial needs will be greatest during the program start-up.
2. Training costs will be ongoing.
3. There may need to be funding for overtime or the ability to backfill staff positions when YFPI staff need to perform specific tasks related to the program, not just for the fire department but also for other agencies that are involved in the program.
4. Program costs, such as personnel, need to be considered.

D. Personnel costs may include:

1. Wages and associated benefits (i.e., health insurance, retirement contributions, payroll taxes, etc.).
2. Firefighters, mental health professionals and clerical staff.
3. It is important for all task force agencies to track percentages of their staff's time spent on YFPI program activities. This data will be helpful when time allocation needs to be justified to management or additional program funding must be sought.

BUDGET (cont'd)

- Personnel costs:
 - Wages and benefits.
 - Firefighters, mental health professionals and clerical staff.
 - Track percentages of staff's time spent on YFPI program activities.

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BUDGET (cont'd)

- Program operational costs:
 - Office supplies.
 - Copying costs.
 - Computer expenses.
 - Fuel costs.
 - Program materials.

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BUDGET (cont'd)

- Accurate estimate of the cost of running a YFPI program.
 - Line-item budget.
 - Budget is a planning tool.
 - Important when seeking outside funding sources.

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BUDGET (cont'd)

- The YFPI program manager must also understand the jurisdiction's budget cycle.
- Budgets normally follow either a calendar or fiscal year cycle.

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- E. Program operational costs include the items necessary to sustain the day-to-day operations of the program. Some examples include:
1. Office supplies.
 2. Copying costs.
 3. Computer expenses.
 4. Fuel costs.
 5. Program materials such as DVDs, brochures, educational materials, etc.
- F. An accurate estimate of the cost of running a YFPI program is critical to convincing decision-makers of the value of the program to the community.
1. A line-item budget, specifying the program costs and revenues anticipated, must be developed.
 2. A budget is a planning tool that program managers can use to help evaluate the YFPI program's impact and level of efficiency.
 3. The presence of a budget is important when seeking outside funding sources.
- G. The YFPI program manager must also understand the jurisdiction's budget cycle.
- H. Budget cycles are the time allotted to expend the resources dedicated to a specific budget.
1. Budgets normally follow either a calendar or fiscal year cycle.
 - a. A calendar year budget cycle follows the calendar year (e.g., the budget year 2015 starts Jan. 1, 2015).

- b. A fiscal year cycle starts on a fixed date in the preceding year. fiscal year cycles typically start on July 1 preceding the calendar year through the following June (e.g., fiscal year 2015 begins July 1, 2014). Regardless, local governments generally follow the same process.
2. Budget criteria: Approximately six months prior to the beginning of the budget year, government departments receive guidance from the budgeting authority on constructing the following year's budget submission. Priorities and constraints are communicated at this time.
3. Department (or program) requests: Individual departments prepare their budget requests according to the guidance received and submit them to the budgeting authority.

An example of a “mini-version” of a YFPI program budget is included as Appendix P.

FUNDING SOURCES

- Once the budget is estimated, the next task is to seek funding for the program.

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XVIII. FUNDING SOURCES (10 min.)

- A. Once the youth firesetting program budget is estimated, the next task is to seek funding for the program. The operation of an intervention program depends on many factors including the availability of resources.

What sources of revenue or services would you consider for use in supporting the development/operation of a YFPI program?

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FUNDING SOURCES (cont'd)

- Sources of revenue/services may include:
 - The community's municipal budget.
 - Grants.
 - Donations.
 - Private foundations.
 - Local businesses.
 - Community or service organizations.

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FUNDING SOURCES (cont'd)

- Community development/improvement fund.
- A per student fee for intervention services.
- Fundraising.

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Slide 2-83

ASK: What sources of revenue or services would you consider for use in supporting the development/operation of a YFPI program?

Sources of revenue/services may include:

1. The community's municipal budget.
2. Grants.
3. Donations.
4. Private foundations.
5. Local businesses.
6. Community or service organizations.
7. Community development/improvement fund.
8. A per student fee for intervention services.
9. Fundraising.

B. Because the problem of youth firesetting and arson affects the entire community, private companies, community organizations and service groups are often willing to support juvenile firesetting prevention and intervention programs.

C. The support may be through a financial contribution or it may come in the form of donations or in-kind contributions. Some examples include:

1. Companies who donate their program planning advice, management expertise, public relations assistance and fundraising services.

2. Donations and in-kind contributions can take the form of office supplies and materials, computer equipment, and printing or mailing costs.
 3. Community organizations such as the Boys and Girls Clubs, Big Brothers/Big Sisters, Boy Scouts and Girl Scouts, and service groups such as Rotary, Lions, Kiwanis and Shriners all have become involved in YFPI programs.
 4. Private companies to look to for support include the insurance industry.
- D. It is important to inform supporters that reducing juvenile involvement in firesetting reduces property loss and saves lives. Supporters are then more likely to lend their assistance in making their community a safer place in which to live, work and play (point out “what’s in it for them”).
- E. Another option to fund the program is to charge a per student fee to help offset intervention and educational services. If the youth firesetter has court involvement, the court can order a portion of restitution be paid to cover the YFPI program fee.
- F. Other options to cover the youth firesetting course fee include having the student obtain a job after school or during the summer months, providing community service in lieu of an actual cash payment.
- G. Local departments of social services or children/family services may sometimes have funding dedicated to services for at-risk youth/families.
- H. It is recommended that YFPI programs consider a strategy that combines both public and private resources.

- I. A combination of private and public funding sources allows for a number of different organizations to lend a helping hand toward building and maintaining a YFPI program for the community.

Advise students that programs should refrain from relying on only one funding source. If the sole funding source ceases funding the program, the program may cease to exist.

A list of potential funding sources is located in Appendix Q.

DATA MANAGEMENT

- Youth firesetting program must document its day-to-day operations.
- Policies and procedures should describe this documentation process.

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XIX. DATA MANAGEMENT (10 min.)

- A. A YFPI program must document its day-to-day operations.
- B. Program policies and procedures should describe this documentation process, and all those working with the intervention program should be familiar with these procedures.

Why is accurate documentation of YFPI program services an important task?

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ASK: Why is accurate documentation of YFPI program services an important task?

- C. Accurate documentation of the intervention program is a valuable practice for several reasons:
1. The data can be used to sustain or increase the program's budget.
 2. The information can be used to categorize the individuals receiving services from the program for targeting efforts.

3. It can also be used to identify future audiences for primary fire and life safety education programs within the community.
4. Information from the data management system can help:
 - a. Monitor caseloads.
 - b. Track cases.
 - c. Determine final dispositions.
 - d. Provide valuable information about the successes of the program for evaluation purposes.

D. It is the responsibility of each agency involved in the program to provide information about its involvement with the youth participating in the program.

E. The data collection process should not be burdensome. Simple reports can be developed for case tracking and disposition.

F. At intake, each case should be assigned an identifying case number. This will allow each individual file to be tracked through the system, similar to a fire department's incident response report number. This will also allow for easy accounting of the number of cases presented during a specific time period.

G. Using case numbers also aids in maintaining the confidentiality of those involved in the program. A confidential master file will need to be maintained that cross-references the case number with the name of the firesetter and his or her family.

DATA MANAGEMENT (cont'd)

- The data collection process should not be burdensome.
- At intake, each case should be assigned an identifying case number.
- Using case numbers also aids in maintaining confidentiality.

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DATA MANAGEMENT (cont'd)

- Data management should include two categories of information: demographic and case management.

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DATA MANAGEMENT (cont'd)

- Demographic information:
 - Source of referral.
 - Age, sex, race, family status of the firesetter.
 - Name of school attended by the firesetter and the grade level.
 - Details of the firesetting incident.
 - Prior firesetting incidents.
 - Initial assessment after screening (level of risk).

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DATA MANAGEMENT (cont'd)

- Case management information:
 - Names, case numbers.
 - Addresses.
 - Specific incident numbers.
 - Any other information that would identify the firesetter or family.

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H. Data management should include two categories of information.

1. Demographic information is data that reports the general circumstances of an event and information about the participants. Demographic data cannot be connected back to one individual.

Demographic data that is pertinent to the YFPI program includes:

- a. Source of referral.
- b. Age, sex, race, family status of the firesetter.
- c. Name of school attended by the firesetter and grade level.
- d. Details of the firesetting incident.
- e. Prior firesetting incidents.
- f. Initial assessment after screening (level of risk).

2. Case management information is data that is specific to an individual firesetter and his or her family. This might include:

- a. Names and case numbers.
- b. Addresses.
- c. Specific incident numbers.
- d. Any other information that would identify the firesetter or the family.

I. This information is certainly critical in tracking the individual case through the program. However, collection and maintenance of this information must be done carefully as it has the potential to breach confidentiality requirements if shared outside of the program.

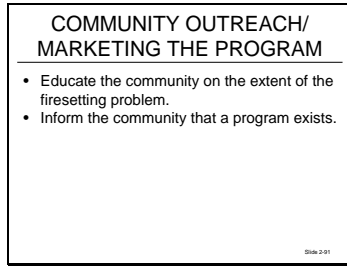
DATA MANAGEMENT (cont'd)

- Information management system should answer:
 - Cases handled this year relative to last year.
 - Individual and family characteristics of the juveniles.
 - Characteristics of the fires.
 - Referral agencies used.
 - How long, on average, juveniles and families are in treatment.

Slide 2-90

Slide 2-90

- J. An information management system should be able to provide answers regarding the following questions:
1. How many cases have been handled this year relative to last year?
 2. What are the individual and family characteristics of the juveniles who were assessed?
 3. What are the characteristics of the fires that were set by the juveniles involved in the program?
 4. Which referral agencies are used the most?
 5. How long, on average, are juveniles and families in treatment?
- K. There may be additional information that is needed by an individual jurisdiction. Just as with the screening tools and other forms, the management information system can be tailored to meet the needs of the local jurisdiction.
- L. With these differences in mind, it becomes easier to understand and distinguish between the two sets of information so they can be used appropriately. It also clarifies the information-sharing boundaries needed for each program to operate appropriately.
- M. The local firesetting intervention task force should be in agreement about the necessary data to be collected, and the legal AHJ over the program should be consulted.



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XX. COMMUNITY OUTREACH/MARKETING THE PROGRAM (20 min.)

- A. The success of any YFPI program is measured by the support the program has from its community.
- B. If community members do not know a program exists, the extent of the firesetting problem, or the importance of youth firesetting intervention, the program will not be successful.
- C. Community outreach involves advertising the program and the services that it provides.
- D. The purpose of the community outreach program is two-fold.
 1. One purpose is to educate the community on the extent of the firesetting problem.
 - a. Many individuals are unaware that there is a problem.
 - b. There may be myths and misunderstandings about what can happen to a child when parents/caregivers seek assistance.
 - c. Many individuals may not understand what interventions are needed to effectively address and stop the firesetting behavior.
 2. The second purpose is to inform the community that a program exists to assist with the firesetting issue. The youth firesetting task force has a responsibility to the community to inform them that an intervention program is available to assist youth firesetters.
 3. At minimum, YFPI programs should have a simple brochure to describe the program and provide contact information for parents/caregivers and other community members.

4. The material should be simple, and it should briefly highlight the service of the program and how individuals can avail themselves of this service.
 5. These brochures can be distributed to daycare centers, preschools, pediatricians, social services, and all community organizations and agencies that work with children.
- E. Posters can be designed and placed in strategic locations in the community.
1. Posters can be developed as a means of advertising the program and even as a means for encouraging fire safe behaviors.
 2. Posters can be placed in schools, municipal buildings, government offices, retail establishments and fire stations.
- F. Other forms of marketing include community presentations, letters of introduction, and partnerships with local businesses and community organizations.

What strategies are you using to “market” your YFPI program?

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ASK: What strategies are you using to “market” your YFPI program?

Allow 10 minutes for discussion.

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- G. An excellent way to let the community know about the program, its availability and successes is to partner with the local media. Some examples of media outlets include:
1. Broadcast TV stations.
 2. Newspapers.

3. Community access TV.
 4. Cable TV.
 5. Radio stations.
- H. The task force cannot wait for the news media to come to it.
1. The group must be proactive and aggressive in seeking out those media representatives to assist with advertising the intervention program.
 2. Visits to the radio and television stations, telephone calls to reporters, editors and producers are ways to get the attention of the media.
 3. The task force will have to sell the story, and it is imperative that the task force develop a fact sheet or clear, consistent messages about the program.
- I. The department/agency's website is another option for marketing a youth firesetting program. In addition, social networking mediums can be used as a low-cost means of informing constituents about the program.

LEGAL CONSIDERATIONS

- Issues that should be addressed include:
 - Liability.
 - Confidentiality issues.
 - Mandated reporting of child abuse and neglect.
 - Juvenile justice referrals.
 - Medical information security (Health Insurance Portability and Accountability Act (HIPAA) protocols).

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XXI. LEGAL CONSIDERATIONS (5 min.)

- A. Legal issues must be considered when designing a multidisciplinary approach to youth firesetting intervention.
- B. The involvement of the local jurisdiction's legal counsel and a representative from the juvenile justice system is of the utmost importance in making sure that the policies and protocols of the program do not violate any laws or ordinances relating to juvenile rights.

C. Some of the issues that should be addressed include:

1. Liability.
2. Confidentiality issues, ranging from names to security of documentation.
3. Mandated reporting of child abuse and neglect.
4. Juvenile justice referrals.
5. Medical information security (Health Insurance Portability and Accountability Act (HIPAA) protocols).
6. Caregiver rights.
7. State child protective laws.
8. Reading of juvenile Miranda rights (or when to call for law enforcement) — especially if a voluntary case turns suspicious or additional fires are set.
9. Use of consent forms.

<p>LEGAL CONSIDERATIONS (cont'd)</p> <ul style="list-style-type: none">- Caregiver rights.- Child protective laws.- Reading of juvenile Miranda rights.- Use of consent forms.

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<p>LEGAL CONSIDERATIONS (cont'd)</p> <ul style="list-style-type: none">• Confidentiality of information:<ul style="list-style-type: none">- Only authorized staff should have access to files.- If a person or agency requests the records, specific procedures must be followed.- If a court subpoenas files, program must comply.

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D. Confidentiality of information.

1. Only authorized program staff should have access to YFPI program files.
2. If a person or agency outside the program requests the records, specific procedures must be followed before they are released.
3. If a court of law subpoenas files, then the program must comply by turning over the records.
4. Because these are records of minors, disclosing information from their records should be discussed with their parents/ caregivers.

5. Because laws regarding the sharing of juvenile files vary from state to state, it is important for the staff of each YFPI program to consult with the local district attorney.
6. Be careful when discussing firesetters and their families with anyone. (An exception could be made when abuse is suspected.)

Examples of consent, release, refusal and payment arrangement forms are located in Appendix K.

Appendix O contains examples of release of information and consent forms, confidentiality agreements, and waivers of liability.

**FORMALIZING PROGRAM
OPERATING PROCEDURES**

- Standard operating procedures (SOPs) — series of specific procedures that outline exactly how a job is to be performed.
- Standard operating guidelines (SOGs) — similar, but more flexible in nature.

Slide 2-96

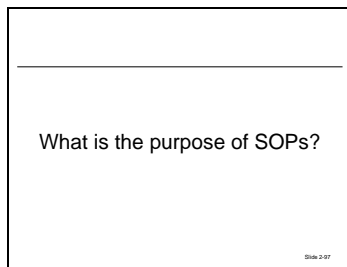
Slide 2-96

**XXII. FORMALIZING PROGRAM OPERATING
PROCEDURES (10 min.)**

A good way to explain this section is by articulating that well-written standard operating procedures (SOPs)/standard operating guidelines (SOGs) will outline exactly how the components of the YFPI program are to be executed. Do not shortcut this section, as good protocol is essential to help protect the program and its staff from liability. It is also about doing what is right for the people served by the program.

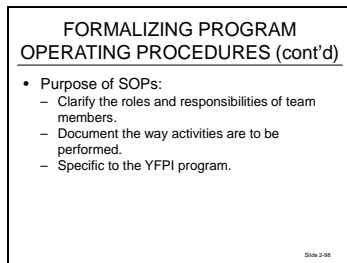
- A. Fire departments and agencies should have in place some kind of SOPs and SOGs that direct how the organization functions.

1. SOPs are a series of specific procedures that outline exactly how a job is to be performed. SOGs are similar, but they generally are more flexible in nature.
2. A YFPI program should establish operating procedures that clearly state how the program is to function. The procedures should include directives that clarify personnel functions and to what standard these functions are to be performed.



Slide 2-97

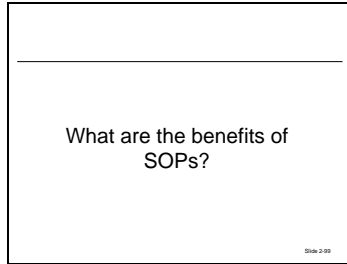
ASK: What is the purpose of SOPs?



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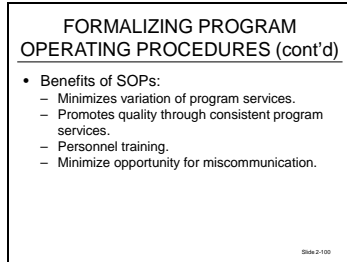
B. The purpose of SOPs.

1. The development and use of SOPs is to provide team members with the information to perform a job properly.
2. SOPs clarify the roles and responsibilities of team members.
3. SOPs detail the regularly recurring work processes conducted within an organization.
4. SOPs document the way activities are to be performed to facilitate consistency.
5. SOPs should be specific to the YFPI program to maintain quality and to comply with organizational and governmental requirements.



Slide 2-99

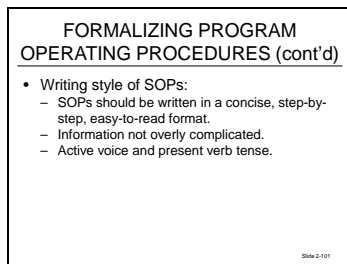
ASK: What are the benefits of SOPs?



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C. The benefits of SOPs.

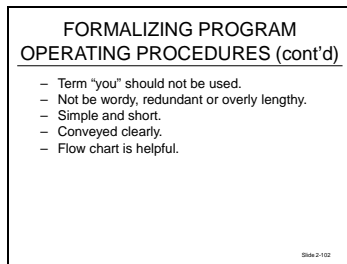
1. Development and use of SOPs minimizes variation of program services.
2. Use of SOPs promotes quality through consistent implementation of program services, especially if there are temporary or permanent personnel changes.
3. SOPs can be used as part of personnel training since they should provide detailed work instructions.
4. SOPs minimize the opportunity for miscommunication and can address safety concerns.



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D. Writing style of SOPs.

1. SOPs should be written in a concise, step-by-step, easy-to-read format.
2. Information should be unambiguous and not overly complicated.
3. The active voice and present verb tense should be used.
4. The term "you" should not be used, but it should be implied.
5. The document should not be wordy, redundant or overly lengthy.
6. Keep it simple and short.



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FORMALIZING PROGRAM
OPERATING PROCEDURES (cont'd)

- SOP preparation:
 - Written by individuals knowledgeable with program.
 - Team approach.
- SOPs should be written with sufficient detail so that someone with limited experience with or knowledge of the procedure can successfully reproduce the procedure when unsupervised.

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FORMALIZING PROGRAM
OPERATING PROCEDURES (cont'd)

- SOP review and approval:
 - Reviewed or validated by individuals with appropriate training and experience.
 - Draft SOPs are tested before finalized.
 - Approved by YFPI program.

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7. Information should be conveyed clearly and explicitly to remove any doubts as to what is required.
8. A flow chart to illustrate the process is helpful.

E. SOP preparation.

1. SOPs for a YFPI program should be written by individuals knowledgeable with the program's intended activities and the program's internal structure.
2. A team approach can be followed, especially for multitasked processes where the experiences of a number of individuals are critical.
3. SOPs should be written with sufficient detail so that someone with limited experience or knowledge of the procedure can successfully reproduce the procedure when unsupervised.

F. SOP review and approval.

1. SOPs should be reviewed or validated by one or more individuals with appropriate training and experience with the process.
2. It is especially helpful if draft SOPs are actually tested by individuals other than the original writer before the SOP is finalized.
3. The finalized SOP should be approved as described by the YFPI program.
4. Signature approval indicates that an SOP has been both reviewed and approved by management.

FORMALIZING PROGRAM
OPERATING PROCEDURES (cont'd)

- Frequency of revisions and reviews.
 - SOPs should be systematically reviewed on a periodic basis (e.g., every one to two years) to ensure that policies and procedures remain current and appropriate.

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Slide 2-105

- G. Frequency of revisions and reviews.
1. To be useful, SOPs need to remain current.
 2. Whenever procedures are changed, SOPs should be updated and re-approved. The review date should be added to each SOP that has been reviewed.
 3. SOPs should be systematically reviewed on a periodic basis (e.g., every one to two years) to ensure that policies and procedures remain current and appropriate.
 4. If an SOP describes a process that is no longer followed, it should be withdrawn from the current file and archived.

Source: United States Environmental Protection Agency (EPA). Guidance for Preparing Standard Operating Procedures (SOPs) EPA QA/G-6. EPA/600/B-07/001, April 2007. Retrieved Jan. 3, 2011, from <http://www.epa.gov/quality/qs-docs/g6-final.pdf>.

Appendices L, M and N include examples of YFPI program operating procedures.

YFPI PROGRAM OPERATIONS
HANDBOOK

- Purpose of handbook:
 - Documentation of policies and procedures.
 - Training resource for new personnel.
 - Ensure documents are available for review.
 - Step-by-step guide of how to deliver program services.

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XXIII. YFPI PROGRAM OPERATIONS HANDBOOK (5 min.)

Prior to delivering this short piece of lecture, articulate that the entire purpose of Activity 2.2 was to help students begin the development of draft program procedures that may eventually comprise a YFPI program operations handbook. The handbook would ultimately be developed and approved by the local interagency task force and AHJ.

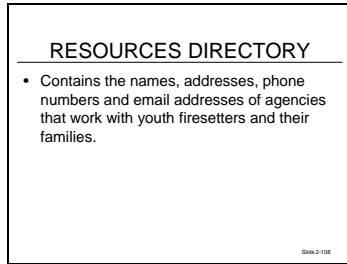
- A. A YFPI program operations handbook provides the user with examples of each document used by the program.
- B. The purpose of an operations handbook is to:
 - 1. Develop written documentation of the program policies and procedures.
 - 2. Use as the primary training resource for new personnel as they join the program.
 - 3. Ensure that all documents used by the program are available for review.
 - 4. Provide an informal step-by-step guide of how to deliver program services.
- C. While an operations handbook may vary from program to program, depending on available resources and the number of referrals into the program, there are some items that are necessary for inclusion in this document. These include:
 - 1. Identification procedures.
 - 2. Intake procedures and forms.
 - 3. Screening procedures and forms.
 - 4. Intervention strategies defined.
 - 5. Procedures for making referrals.
 - 6. Follow-up/Evaluation of the firesetter.
 - 7. Closeout of the case.
- D. The operations handbook should be distributed to all agencies and people who will play a role with the YFPI program.

YFPI PROGRAM OPERATIONS
HANDBOOK (cont'd)

- Components of operations handbook include:
 - Identification procedures.
 - Intake procedures and forms.
 - Screening procedures and forms.
 - Intervention strategies defined.
 - Procedures for making referrals.
 - Follow-up/Evaluation of the firesetter.
 - Closeout of the case.

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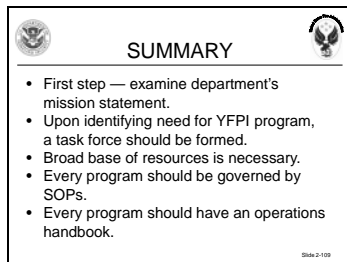
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XXIV. RESOURCES DIRECTORY (5 min.)

- A. A YFPI program resources directory contains the names, addresses, phone numbers and email addresses of agencies that work with youth firesetters and their families.
- B. The resource directory is most useful to the YFPI program when referring youth and their families for services outside the program.
- C. The directory can include information about local, county and statewide agencies. It can also provide referral information, cost information, insurance coverage and the like.
- D. Resource information can be obtained by communicating with local or countywide fire departments, mental health agencies, and social services.
- E. This resources directory is most useful when referring youth and their families for services that the program does not provide.



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XXV. SUMMARY (5 min.)

- A. An important first step to developing a YFPI program is to examine your department's mission statement.
- B. If prevention is a core value of the department/ agency, the mission statement will likely reflect this. If prevention is an institutionalized value of the organization, it is likely that support will be present for the development/operation of a YFPI program.
- C. Upon identifying the need for a YFPI program, a task force should be formed to help develop/ implement the process.
- D. A broad base of resources is necessary to develop and operate a successful YFPI program.

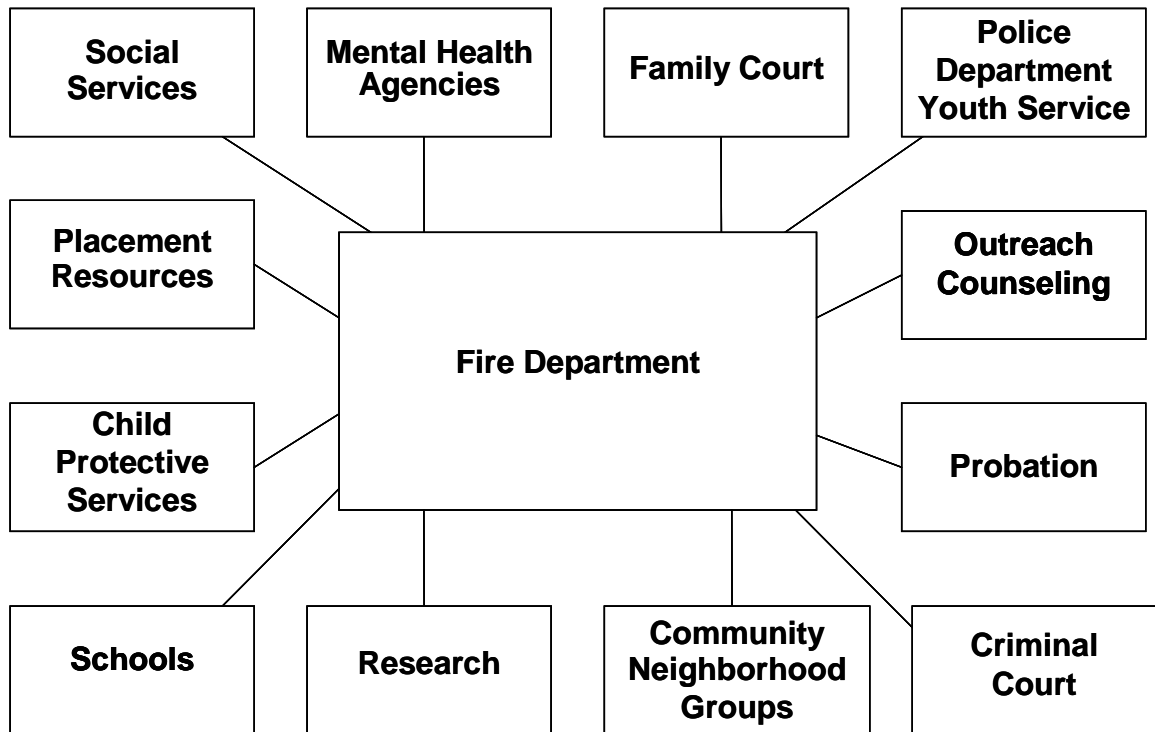
- E. Every YFPI program should be governed by SOPs.
- F. Every YFPI program should have an operations handbook.

APPENDIX A

YFPI PROGRAM TASK FORCE FLOW CHART

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YFSPI Program Task Force



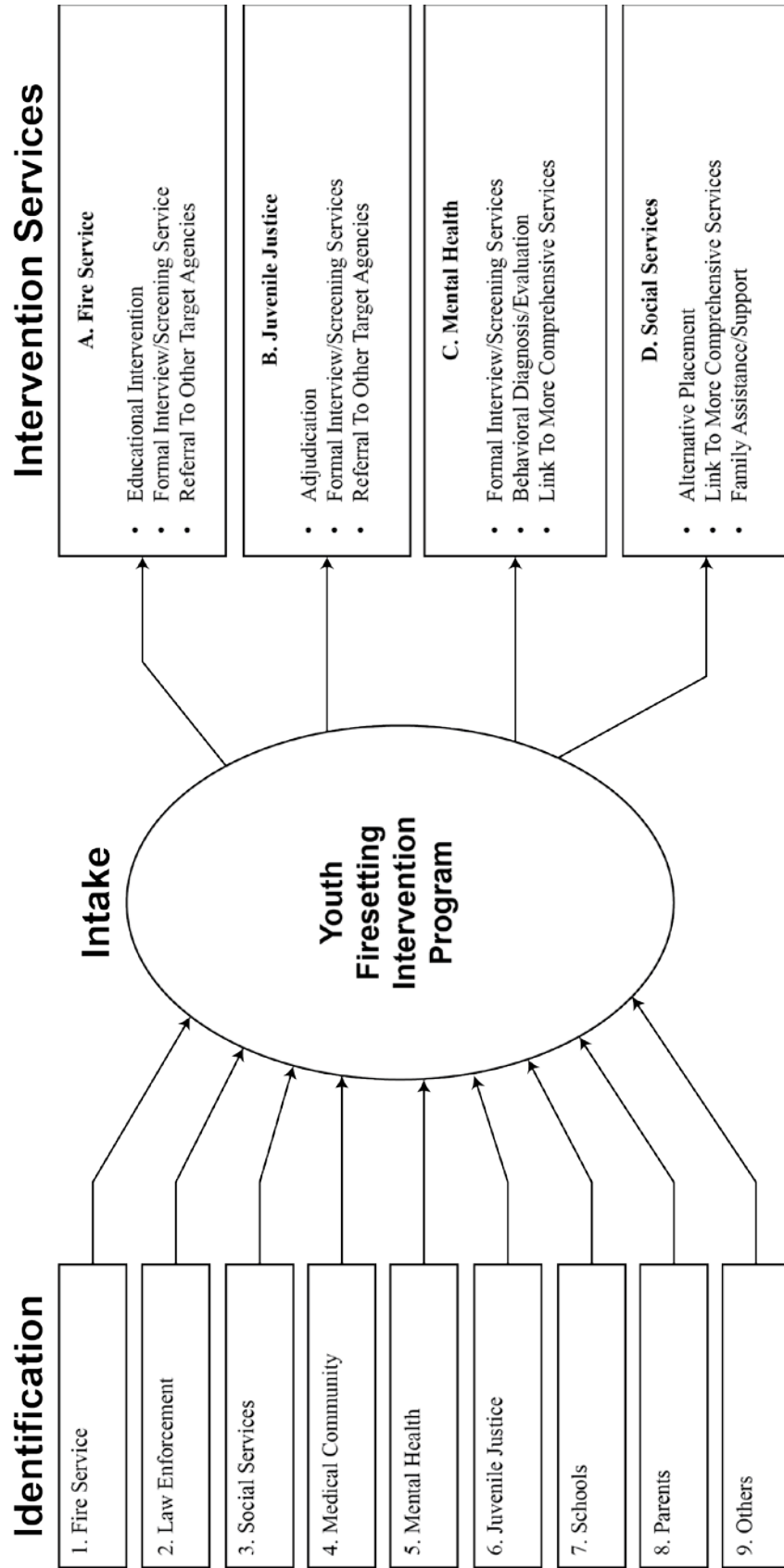
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APPENDIX B

FLOW CHART FOR YOUTH FIRESETTING INTERVENTION SERVICES

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Flow Chart for Youth Firesetting Intervention Services

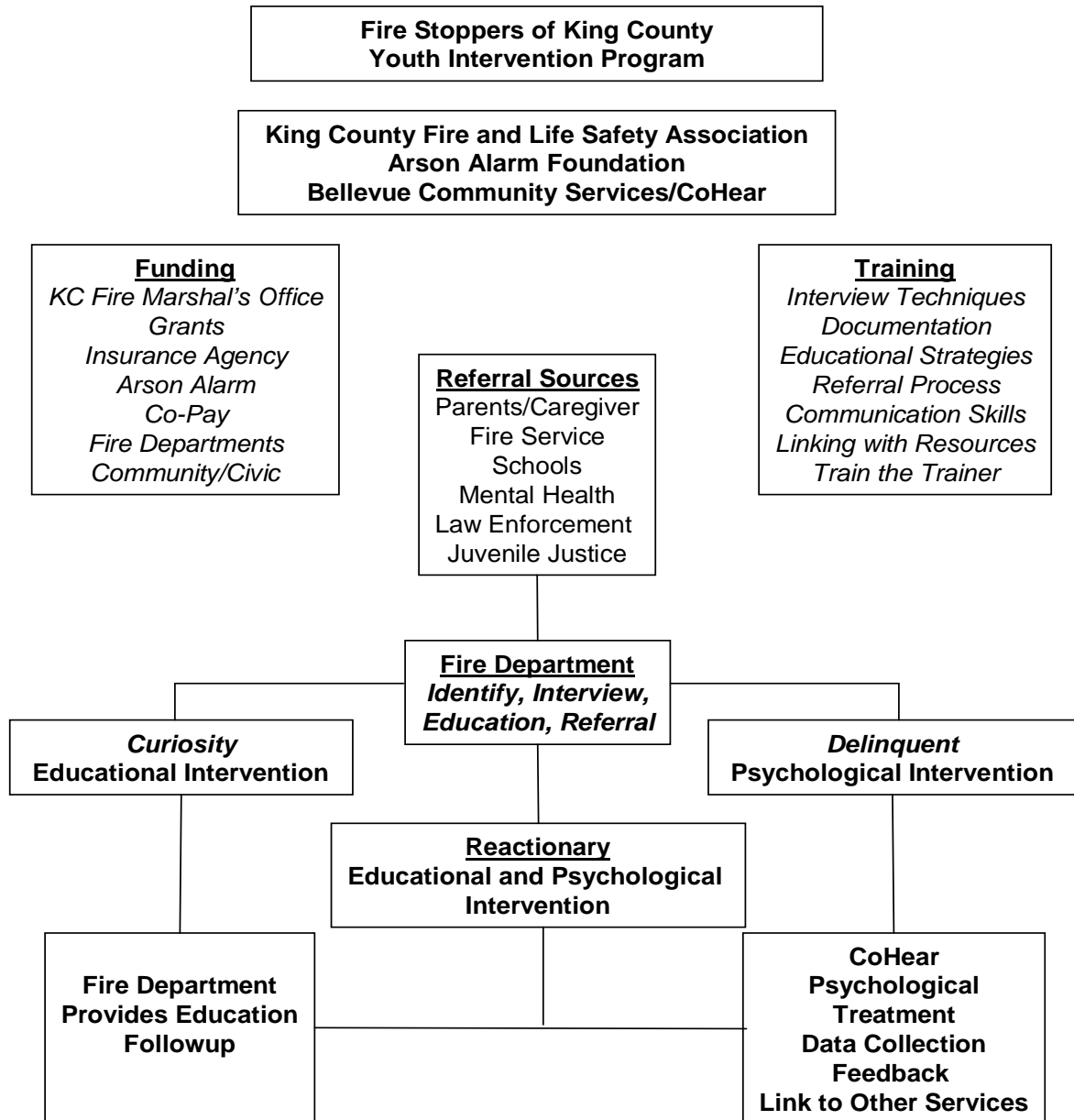


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APPENDIX C

FIRE STOPPERS OF KING COUNTY YOUTH INTERVENTION PROGRAM ORGANIZATIONAL CHART

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APPENDIX D

FIRE STOPPERS INTAKE FORM, KING COUNTY, WASHINGTON

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FIRE STOPPERS INCIDENT REFERRAL FORM

Incident Number _____ Incident Date _____

Referring Officer: Name _____ Employee number ____ _

Incident Address: Street _____

City _____ State _____ Zip _____

Fire Investigator: _____ Investigator's Incident # _____

Youth Information

Name: _____ Sex: M () F () DOB _____

Address: Street _____

City _____ State _____ Zip _____

School currently attending: _____ Grade _____

Mother/Guardian: _____

Wk phone () - - - - - Home phone: () - - - - -

Father/Guardian: _____

Wk phone () - - - - - Home phone: () - - - - -

Where did the incident/fire occur? _____

Items ignited: _____

Source of ignition: matches () lighter () other ()

Others involved in incident?

Yes () *list names on reverse side of this form*

No ()

When applicable

Were smoke alarms present?

Did they activate? Yes (___) No (___) (if no why) _____

(When appropriate, test all smoke alarms and provide a new detector/battery.) Done _____

If matches and lighters are accessible to children, please ask parents/caregivers to remove them immediately. You will want to explain some about our program and that the parents/caregivers can expect a call from the Prevention Division to extend these services and explain the intervention program in greater detail.

Comments

APPENDIX E

JUVENILE FIRESETTER PREVENTION PROGRAM INTAKE FORM, STATE OF COLORADO

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COLORADO JUVENILE FIRESETTER PREVENTION PROGRAM CONTACT FORM

DEPT. NAME _____ Inc. Census Tract _____ County _____

INCIDENT DATE: _____ NO. _____ TIME _____ CR NO. _____	
INCIDENT ADDRESS: _____ Street _____ City _____ Zip _____	
Multiple Juveniles <input type="checkbox"/> Y <input type="checkbox"/> N # _____	
Ignition Source: <input type="checkbox"/> Match <input type="checkbox"/> Lighter <input type="checkbox"/> Other <input type="checkbox"/> Flammable Liquid/Accelerant Used	
Loss: \$ _____ Intentional: <input type="checkbox"/> Y <input type="checkbox"/> N Injuries: <input type="checkbox"/> Y <input type="checkbox"/> N # _____ Deaths: <input type="checkbox"/> Y <input type="checkbox"/> N # _____	
Hospitalizations: <input type="checkbox"/> Y <input type="checkbox"/> N # _____ Describe Injuries/Deaths _____	
Location of Fire: Outside-Location of Origin _____ <input type="checkbox"/> Inside / <input type="checkbox"/> Inside Occupied	
Room of Origin _____	
Referral Source Name: _____ Agency/Address: _____ Phone: _____	
<input type="checkbox"/> Caregiver <input type="checkbox"/> School <input type="checkbox"/> Law Enforcement <input type="checkbox"/> Mental Health <input type="checkbox"/> Fire Service <input type="checkbox"/> Juvenile Justice <input type="checkbox"/> Parent <input type="checkbox"/> Other/Describe _____	
Caregiver/Parent Smokes <input type="checkbox"/> Y <input type="checkbox"/> N Did the home meet community standards for health/welfare of the child? <input type="checkbox"/> Y <input type="checkbox"/> N	
Was the child supervised by a person 12 years of age or older at the time of the incident? <input type="checkbox"/> Y <input type="checkbox"/> N	
Description of the Incident and Pertinent Information: _____ _____ _____	
Report by: _____ Printed Name _____ Signature _____	

Juvenile Information:	
Last Name: _____ First Name: _____ M.I. _____ DOB ____/____/____	
Sex <input type="checkbox"/> M <input type="checkbox"/> F Race: <input type="checkbox"/> White <input type="checkbox"/> Asian <input type="checkbox"/> African Am. <input type="checkbox"/> Native Am. <input type="checkbox"/> Hispanic <input type="checkbox"/> Other	
Age: _____ Grade in School _____ School Currently Attending _____	
Soc. Sec. #: _____ - _____ - _____	
Home Address: _____ Phone: _____	

Adult No. 1 Residing With The Child
Name: _____
Address: _____
Phone: H _____ W _____
Employed: <input type="checkbox"/> Y <input type="checkbox"/> N
Marital Status: <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Divorced <input type="checkbox"/> Remarried <input type="checkbox"/> Widowed
Relation to Juvenile: <input type="checkbox"/> Natural <input type="checkbox"/> Step <input type="checkbox"/> Adoptive <input type="checkbox"/> Foster <input type="checkbox"/> Grandparent <input type="checkbox"/> Other _____

Adult No. 2 Residing With The Child
Name: _____
Address: _____
Phone: H _____ W _____
Employed: <input type="checkbox"/> Y <input type="checkbox"/> N
Marital Status: <input type="checkbox"/> Married <input type="checkbox"/> Separated <input type="checkbox"/> Divorced <input type="checkbox"/> Remarried <input type="checkbox"/> Widowed
Relation to Juvenile: <input type="checkbox"/> Natural <input type="checkbox"/> Step <input type="checkbox"/> Adoptive <input type="checkbox"/> Foster <input type="checkbox"/> Grandparent <input type="checkbox"/> Other _____

Others Residing With The Child	
Name: _____	Relationship: _____
Name: _____	Relationship: _____
Name: _____	Relationship: _____
Name: _____	Relationship: _____

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APPENDIX F

YOUTH FIRESETTER INTERVENTION PROGRAM INTAKE FORMS, GLENDALE, ARIZONA

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Glendale Fire Department

Youth Firesetter Referral Form

Parents/Caregiver/Guardian Interview: Intake

Officer: _____ Date: _____ Time: _____

Referring person/agency/telephone and fax numbers:

Child's Name :(Last) _____ (First) _____

DOB: _____ Age: _____ Sex: _____ Race: _____

School _____ School District _____ Grade _____

Who lives in home/siblings names and

ages? _____

Parents/Caregiver _____ Relationship _____

Address _____

City _____ State _____ Zip _____

Home phone: (_ _) _ _ _ - _ _ _ _ Work phone: (_ _) _ _ _ - _ _ _ _

Message/Cellular phone: (_ _) _ _ _ - _ _ _ _

Has there been a recent stressful event in the family? ____ Yes ____ No

If so, what? _____

Is child ADD/ADHD/Other diagnosis? ____ Yes ____ No

Is child in counseling? ____ Yes ____ No

How did you hear about the YFS Program? _____

INCIDENT INFORMATION

Did the fire department respond? ____ Yes ____ No

Incident #: _____

Date _____ Time _____ Fire Co/Inv. _____

Ignition source _____ Location of incident _____

Was child alone or with others in the fire incident? ____ Alone ____ Others

Does child have a history of playing with matches or lighters? ____ Yes ____ No

(If Yes) How long? _____

Has child set previous fires? ____ Yes ____ No

(If Yes) How many? _____ When? _____

Has child attended a previous YFS class? ____ Yes ____ No

(If Yes) When _____ Where _____

Does the residence have a working smoke alarm? ____ Yes ____ No ____ Unknown

Is there a smoker in the residence? ____ Yes ____ No ____ Unknown

Synopsis of incident:

SCHOOL REFERRAL FORM

Fax Completed Form to Glendale Fire Department 623-847-5313

Date: _____
Referring School: _____ School District: _____
Contact Person: _____ Phone # _____ Fax # _____
Child's Name: _____
DOB: _____ Age: _____ Sex: _____ Grade in School: _____
Parents/Caregiver/Guardian: _____
Relationship: _____
Mailing Address: _____ City: _____ Zip: _____
Phone (H): _____ (W): _____ (Message): _____
Does Child Have ADD or ADHD or other mental health issue? _____
Was Parents/Caregiver/Guardian Notified? _____ By Whom? _____
When? _____
Was The School Counselor/Intervention Specialist Notified? _____ When? _____
Was the School Resource Officer (SRO) Notified? _____ Is There a SRO? _____
What Type of School Discipline Will the Child Receive? _____
Is Mandatory Attendance At a Firesetter Class Part of That Discipline? _____

Fire Incident Information

What Was Used To Start the Fire? (Matches, Lighter, etc.) _____
How Did the Child Obtain These Items? _____
Location of Incident: _____ Date: _____ Incident# _____
Was Child Alone or With Others in Fire Incident? _____
Names of Others Involved: _____
Were The Others Referred to the Firesetter Program? _____
How Was the Incident Brought To Attention of School? _____
Signature of School Official Making Referral: _____
I am the Parents/Caregiver/Guardian of _____ and I Give
Permission For _____ School to Release This Information to the
Phoenix Fire Department, for enrolling my child in the Firesetter Educational program.
(Parents/Caregiver's Signature) _____
Date _____
Synopsis of Incident

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APPENDIX G

WASHINGTON FIRE STOPPERS SCREENING TOOL

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INTERVIEW FORM GUIDELINES

The Child and Parent Interview forms were designed by Fire Stoppers Children's Fire Prevention Program of Washington. The forms were created in response to interventionists needing a high quality, yet, easy to use tool to help assist them in the intervention process. The goal of the forms is to give the non-clinical (fire service) user a broad picture as to the level of functioning of the youth referred for firesetting. These forms will help the user to determine if referrals for further services are advisable.

Each form is simple to use. Start by asking the questions and checking off the answers given. You will notice that the "answer key" includes answers that are a circle as opposed to a square. If any circle answer is given then you check the large circle score in the left hand margin. Note that some questions have more than one possible circle answer, however, you only check the large circle score once.

When finished you add the number of large circle scores (from the left hand column) together. You will then have both a Parent/Child Interview score. You then add the two scores together to arrive at a composite score.

If the composite score is greater than 12, then referrals for further services are recommended. Referrals should also be made if the interventionist has a compelling belief that youth would benefit from further services even if the score were less than 12. The tool is there to help give you guidance, but understand that it is a non-clinical tool with no psychometric studies to substantiate its use. The cut score of 12 is based upon a sample of 200 subjects and represents one standard deviation above the mean for the composite scores. The majority of the youth you interview will score less than 12. They represent the classical construct of Little Concern/Curiosity fire setting.

Finish by completing the Interviewer Observation section of the interview tool. Your comments here could be helpful to someone receiving your referral.



CHILD INTERVIEW FORM

NAME: _____

1. Where do you go to school? What do you like about it?

- ☐ 2. After school, who watches you? (negative response ☐)

3. What do you like to do with your friends?

FIRE HISTORY QUESTIONS

- ☐ 4. Have you ever talked to any fire department people about setting fires or playing with M/L?

☐ Yes ☐ No When? _____

5. What did you use to start this fire?

☐ Matches ☐ Lighter ☐ Both Other: _____

- ☐ 6. Where did you get these lighters/matches?

A. ☐ Home ☐ School ☐ Store ☐ Friend ☐ Other: _____

B. ☐ Found it ☐ Went out of way to acquire

- ☐ 7. What did you set on fire?

☐ Nothing ☐ Paper product ☐ Grass/leaves ☐ Trash ☐ Flammable liquids

☐ Someone else's property Other: _____

- ☐ 8. What did you do after you used the matches/lighters or the fire started?

☐ Denied or lied about involvement ☐ Hid ☐ Did nothing

☐ Extinguished the fire ☐ Sought help ☐ Other: _____

9. How many others were involved in this incident?

A: ☐ None B. Who were they?

Name/Relationship

Name/Relationship

1. _____ 2. _____

- ☐ 10. Tell me the reason you decided to light the fire or play with the matches/lighters.
- ☐ Another child told me to ☐ To see it burn ☐ To see what would happen
- ☐ To destroy something ☐ To hurt someone Other: _____
- ☐ 11. How did you feel when you started this fire or played with the M/L.
- ☐ Happy ☐ Sad ☐ Excited ☐ Scared ☐ Nervous
- ☐ Normal ☐ Angry Other: _____
- ☐ 12. Has anything happened lately that really bothers you?
- ☐ Nothing ☐ Being angry at a brother/sister ☐ Parents split up ☐ Death ☐ Moved
- ☐ Argument with parent ☐ Family fight ☐ Problem at school
- Other: _____
- ☐ 13. How many fires have you set or how many times have you played with matches/lighters?
- ☐ None ☐ One ☐ Two ☐ Three or more
- Explain: _____
- ☐ 14. What have you set on fire in the past?
- ☐ Nothing ☐ Paper product ☐ Grass ☐ Flammable liquids
- ☐ Trash ☐ Others belongings Other: _____
15. Have you ever been with your friends when they have set fires?
- ☐ Yes ☐ No Explain: _____
16. What are two things that could happen when children play with fire?
- A. _____ B. _____
- ☐ 17. Do you have any M/L hidden anywhere or know where some are?
- ☐ Yes ☐ No Where: _____
- ☐ 18. Do you think that you will continue to light more fires?
- ☐ Yes ☐ No How come: _____
19. Is there anything else about fires that you want to tell me? _____
- _____

SOCIAL HISTORY QUESTIONS

- ☐ 20. How do you get along with parents, caregivers, siblings? (☐ for negative response)

(The following sample questions are to help generate dialogue.)

Do you spend as much time with them (parent/caregiver) as you would like?

How do you feel about this? _____

What are things that you and your family do together? _____

Tell me about them, (parent/caregiver/siblings) what are they like? _____

- ☐ 21. How often do you fight, argue or disagree with your parent(s)?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ All the time

What is it usually about? _____

- ☐ 22. How are you punished when you have done something wrong?

☐ Don't get punished ☐ Time-out ☐ Ground or take away privileges

☐ Yell ☐ Spank ☐ Hit/Beat Other: _____

- ☐ 23. When you get punished do you think the punishment is fair?

☐ Never ☐ Rarely ☐ Sometimes ☐ Mostly ☐ Always

Comments: _____

- ☐ 24. Does anyone else in your family argue a lot?

☐ Yes ☐ No ☐ Sometimes

Who and what about: _____

- ☐ 25. Is there anything else that you want to tell me about you? (☐ for negative response) _____

(These are some optional questions that may be used to generate dialogue regarding abuse issues.)

Has anyone done mean things to you that hurt you?

☐ Yes ☐ No Explain: _____

Is/has there anyone that touches you in a way that makes you feel uncomfortable?

☐ Yes ☐ No Explain: _____

For Official Use Only

Interviewer's Observations (compared to other interviews)

During your interview it is important to recognize some important signs the child may be giving to you. Your observations relating to behavior, mannerisms, mood and way of thinking are important to note. If a referral is necessary, counselors or therapists may get some insights based on your notes and observations.

Child's behavior: _____
(e.g. fidgety, nervous, stubborn, eye contact, shy, open, hyper, polite)

Child's mood: _____
(e.g. angry, sad, defiant, happy, depressed, excited, afraid)

Child's way of thinking: _____
(e.g. rational, age appropriate, scattered, illogical)

Overall	Within Normal Limits?	Yes	No
Child's behavior:		<input type="checkbox"/>	<input type="checkbox"/>
Child's mood:		<input type="checkbox"/>	
Child's cognitive process:		<input type="checkbox"/>	<input type="checkbox"/>

If you visited the home, what was the appearance? _____
(e.g. orderly, messy, unsafe)

Do the caregivers appear indifferent towards the child? ☐ ☐
 Do the caregivers appear hostile towards the child? ☐ ☐
 Does the child appear neglected/abused? ☐ ☐

Does mother ☐, father ☐, caregiver ☐, appear to be developmentally disabled?

Does mother ☐, father ☐, caregiver ☐, show signs of substance abuse?

Total ○ Score = _____ (parent+child forms)

Additional Comments:

CAREGIVER INFORMATION

Address: _____

Zip Code _____

☐ Found it easily ☐ Went out of the way to acquire

- ☐ 8. Do you believe this fireplay/firesetting was intentional?
☐ Yes ☐ No If yes, explain _____
 Do you believe your child was attempting to do harm or destroy property?
☐ Yes ☐ No
- ☐ 9. Has your child expressed an interest/fascination in fire?
☐ Yes ☐ No If yes, explain _____
- ☐ 10. Do you believe your child was pressured or coerced into fireplay/firesetting by peers?
☐ Yes ☐ No If yes, explain _____
- ☐ 11. Within the last 6 months has there been an event in your child's life that could have contributed to this behavior? ☐ Yes ☐ No *If yes, check those that apply:*
☐ Family problems ☐ Parent/child conflict ☐ Family moved ☐ Death
☐ Problem at school ☐ Angry at self or another ☐ Trauma
☐ Other (☐ if negative response) _____
- ☐ 12. What was your child's behavior after this fireplay/firesetting incident?
☐ Denied or lied about involvement ☐ Hid ☐ Did nothing ☐ Extinguished the fire
☐ Sought help ☐ Other _____
- ☐ 13. Does the fireplay/firesetting appear to be an attempt to get attention by your child?
☐ Yes ☐ No ☐ Not sure
- ☐ 14. Please check any of the behaviors that apply or are demonstrated by this child:
☐ Jealousy ☐ Stealing ☐ Bedwetting ☐ Destructive ☐ Compulsive behaviors
☐ Moody ☐ Nightmares ☐ Impulse ☐ Cruel to animals
 Comments: _____
- ☐ 15. Please check if any of the following apply to this child:
☐ Physical abuse ☐ Sexual abuse ☐ Emotional abuse ☐ Neglected abuse
☐ Other/explain: _____

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APPENDIX H

COMPREHENSIVE FIRERISK EVALUATION (LONG FORM)

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INSTRUCTIONS FOR USING THE COMPREHENSIVE FIRE RISK FAMILY AND CHILD EVALUATION

Kenneth R. Fineman, Ph.D.

General Instructions

The Comprehensive FireRisk Evaluation was developed to help you acquire the information you need to determine risk—specifically, the determination of little risk, definite risk or extreme risk, relative to the prediction of future firesetting, and especially dangerous firesetting. To accomplish this you must have a child or family member answer your questions honestly and completely.

The parent questionnaire and the child and family interview forms are constructed so you can score most responses as C-1, C-2, C-3, P-1, P-2, or P-3. A C-2 or -3 or a P-2 or -3 response suggests that the child or parent answered in a way consistent with those who are pathological firesetters or recidivist firesetters. C-2 or -3 or P-2 or -3 responses may also suggest the presence of emotional or behavioral dysfunction. Positioning a C or P response in column 2 of a 3 column matrix indicates definite risk for further and dangerous firesetting. Positioning a C or P in column 3 suggests extreme risk (due either to the child's focus on fire, the likelihood of emotional or behavioral dysfunction, or both).

When a child is given a C-1 or a parent is given a P-1, this indicates that the child or parent is engaging in a behavior that is quite normal or a behavior that is indicative of curiosity firesetting and is not correlated with recidivistic firesetting. It is important that a C-1 or P-1 not be assigned without good reason since doing so signifies the normalcy of a response. If a response is not normal and it is assigned a C-1 or P-1, the statistics upon which prediction of risk is based becomes distorted.

Some questions are for general information only and are not scored. Some are geared toward setting the groundwork for the questions to follow that are scored. Sometimes there will be many responses that are correct. When this happens mark all that are accurate. However, when it comes time to score the response on the profile sheet, only score (i.e., give credit for) the most severe response. When narrative information is required and you run out of room, use the back of the form.

For some questions you are offered the option of a C-1, C-2, or C-3, and/or a P-1, P-2, or P-3 response. When offered only C responses to choose from, only one C response is required. (In other words, it's either C-1, a C-2, or a C-3.) When offered only P responses, only one P response is required (P-1, P-2, or P-3). However, when given an option such as C-1, C-2, or C-3, and/or a P-1, P-2, or P-3 you are given the opportunity to choose two responses, one from each category. You may also choose only one response, from either the C category or the P category. It is only appropriate to choose two responses, one from each category, if the answer to an item suggests some degree of concern for both the child (C) and the parent (P) or family (P).

Fineman, K. (1996). Comprehensive Fire Risk Assessment Instructions

When Opposite Responses Can Both Get a C-1 or P-1

It is important to think of a C-1 or P-1 response as signifying appropriateness, and C-2 or -3 and P-2 or -3 responses as signifying inappropriateness. By this we mean that the choice of one response over the other must be thought of in terms of the overall context in which the child lives and functions.

As an example, spending what appears to be enough time with a child, while usually being scored a P-1 may actually require a P-2 if the child is being ill treated by the parent. A child staying to watch a fire or choosing to run away (seemingly opposite responses) can both generate a C-1 if you judge that those behaviors are appropriate responses under the circumstances that you uncover.

Clarifying Your Choices

As an interviewer, you have the option to obtain more information on any question when you feel it is necessary to help you make a C-1/-2/-3 and/or P-1/-2/-3 decision. Within the limits of the time you can allow for an interview, the more information you get the better. Also, when you choose to give a C or P based on a parent or child's "other" response, please elaborate on what "other" means for greater clarification in the future. When you are unsure if a response falls more into a column 1 vs. 2, or a column 2 vs. 3, have the interviewee explain his answer.

If a child is being home schooled, answer only questions 1, 3, and 4 on the child interview and evaluation form in the school section.

When you answer questions that deal with whether a structure was or was not occupied at the time of the fire, answer the question in terms of what was actually set on fire as opposed to what the juvenile says he intended. As an example, an occupied structure is one that had people in it at the time of the firestart, and an unoccupied structure is unoccupied if it had no one in it at the time of the firestart, even if it usually does. A vacant structure is one that not only did not have occupation at the time of the fire, but is generally believed not to, such as a structure in the process of being built.

When answering questions concerning where a child got his firesetting material, consider the most appropriate answer, not the most obvious. Thus, determine the sequence of how the child got his matches before you decide which response to circle.

Clarifying the Child or Family's Choices

If after you have asked the question exactly as it is written and you feel that the child or parent does not understand it (either because of the way it is phrased or because they don't understand a word), you have the option to change the way the question is stated to make it clear to the child or parent. You also have the option to substitute more understandable words.

In order for the questionnaires to be applicable to all ages, it has been necessary to insert optional language. As an example, you might want to talk to a younger child about his teacher but to an

older child about his classes or subjects. Thus a question may give you a choice of words such as teacher/subject and it is up to you to use the correct word or phrase depending upon the age of the child.

The Format of the Interview Forms and the Parent Questionnaire

Both the original assessment tools in the FEMA manuals as well as the present updated tools are based on the dynamic-behavior theory of firesetting (Fineman, 1980, 1995). The original forms were less structured and less complex. The present forms have greater structure and at the same time provide wider latitude for the fire evaluator to explore the factors that lead to higher risk for future firesetting. The dynamic-behavioral model suggests that past history of dysfunctional behavior coupled with poor supervision and training in fire safety generates an at-risk child. Add to this a traumatic event to lessen the child's inhibitions and increase his impulsiveness, and we are poised for a firestart.

The model further suggests that certain thoughts and feelings that occur before, during and after the fire should be investigated, as that information will help us understand the motivation for the firesetting and provide very specific information for the referral source that will provide the therapy for those assessed as definite and extreme risk. The present instruments are set up in such a manner as to allow the evaluator to more clearly understand the sequence of thoughts, feelings and behavior that lead to and maintain firesetting.

You may use the number of column 2 or 3 responses on each of the three instruments, or their additive value as represented on the structure category profile sheet, to understand the sequence as well as to assess risk. Probably the easiest method will be to calculate the percentages on the forms, as discussed below.

On some occasions you may not be able to interview the family, as only the child will be available for the interview. In those situations, use the first sheet of the family interview form with the child in order to get as much information about the family and living arrangements as possible.

The Child Evaluation

This interview form is divided into eight content sections plus demographics. As you interview, circle C or P responses and write in narrative information that you want to remember. When the interview is completed, count up all C-1 responses and enter that number in the appropriate square on the small summary box that is included at the end of each of the eight sections. Repeat this process for C-2 through P-3. When complete, transfer that information to the large summary box at the end of the interview form. Then total each column and record that sum in the appropriate square. Once you have all totals recorded, use the total score for each of the columns to calculate the percentage of risk for child, family and total risk according to the following formula.

$$\text{Child Risk} \quad \frac{\mathbf{C2+C3}}{\mathbf{C1+C2+C3}} \quad = \quad \underline{\hspace{2cm}} \quad \%$$

$$\text{Family Risk} \quad \frac{\mathbf{P2+P3}}{\hspace{2cm}} \quad = \quad \underline{\hspace{2cm}} \quad \%$$

$$P1+P2+P3$$

$$\text{Total Risk} \quad \frac{C2+P2+C3+P3}{C1+P1+C2+P2+C3+P3} = \underline{\hspace{2cm}} \%$$

Does a child see fire as having special, miraculous or spiritual powers? And if he does, how do we know if it's a C-2 or C-3 response? The evaluation that you are conducting, though yielding an eventual numerical result, is still very much of a qualitative assessment. Thus, we must take all aspects of a child or parent's response into consideration. When you believe that a child's belief system concerning fire deviates considerably from the typical it should be rated C-3.

The Family Interview Form

This interview form is divided into nine content sections plus demographics. When the interview is completed, count up all C-1 responses and enter that number in the appropriate square on the Family FireRisk Summary Sheet. Repeat this process for C-2 through P-3. When complete, total each column and record that sum in the appropriate square. Once you have all totals recorded, use the total score for each of the columns to calculate the percentage of risk for child, family and total risk according to the above formula.

The observation section of the questionnaire is filled out when you observe the family at their home. It is possible that you will choose not to interview at the home. If this is the case, skip the observation section.

It is sometimes difficult to determine when a question should receive a C-3 as opposed to a C-2 score. As an example, how long does a child have to stay and watch a fire before the behavior goes from C-2 to C-3? The answer is a function of the context. It is up to you to judge the level of dysfunction, based on your years of experience. When the length of time watching (i.e., extensive), the facial expression (i.e., transfixed), the behavior manifested (i.e., taking pictures), and general attitude suggest a "very" atypical response, you are generally warranted in giving a C-3 score.

The Parent Questionnaire

This questionnaire form is divided into eight sections. When the interview is completed, using the transparency scoring sheet, count up all C-1 responses and enter that number in the appropriate square on the Parent Questionnaire Summary Sheet. Repeat this process for C-2 through P-3. When complete, total each column and record that sum in the appropriate square. Once you have all totals recorded, use the total score for each of the columns to calculate the percentage of risk for child, family, and total risk according to the above formula.

A parent may ask for clarification on certain questions. When a parent assesses the appropriateness of a child's reaction to fire, the overall context is examined. Thus, watching the fire, running away, panicking or not, may all be C-1 responses, i.e., those responses that provide for the safety of the child as well as for others, within the child's developmental ability to provide for the safety of others. When evaluating eye contact, consider whether that behavior is appropriate to the child's culture. Severe behavior difficulties refer to extraordinary problems

that a parent admits are beyond his or her ability to control. Chewing odd things has to do with those children who put things in their mouth to suck on or chew that are inappropriate considering the age of the child. Phobias refer to specific and severe fears such as heights, spiders, closed places and snakes. General fears refer to non-specific fears.

What are excessive parental absences? A parent may ask you to elaborate on this subject. This is a subjective judgment and depends on what is normal, not so much in one family, but on what is accepted in society in general. Thus, asking whether the parent is absent from their children more than other parents in the neighborhood might be helpful.

The Structured Category Profile Sheet

At the conclusion of the interviews, transfer all individual and total scores from the Parent Questionnaire and the two evaluation forms to the Category Profile Sheet. The total scores from the summary sheets are placed in the respective subtotal columns on the structured category profile sheet. When complete, add all the columns and place the result in the total column at the bottom of the page. Next, transfer the total numeric score to compute percentages from the formula for the Child Risk, Family Risk, and Total Risk. Follow the numeric format for computing percentages from the formula. From the computation of these percentages, the child and family can be classified into risk levels.

The following criteria are used to classify the juvenile and family into risk level.

Little Risk	Total Risk Score is equal to or less than 20%.
Definite Risk	Total Risk Score is between 21% - 66%.
Extreme Risk	Total Risk Score is equal to or greater than 67%.

The above criteria also can be used to classify the child and family individually into their respective risk levels; however, it is suggested that the Total Risk Score be used for the overall classification and recommendation for intervention and referral.

References

Fineman, K. R. (1995). A model for the qualitative analysis of child and adult fire deviant behavior. American Journal of Forensic Psychology, 13, 31-60.

Fineman, K. R. (1980). Firesetting in children and adolescents. In B. J. Blinder (Ed.), Psychiatric Clinics of North America Vol. 3. Child Psychiatry: Contributions to diagnosis, treatment, and research (pp. 483-500). Philadelphia/London/Toronto: W. B. Saunders.

PARTICIPATION RELEASE

The _____ utilizes the youth firesetting screening program developed by the Federal Emergency Management Agency and the United States Fire Administration to evaluate the child that has been involved in a fire incident or has been referred to the City by a parent or another entity or agency.

Based on the results of the evaluation, your child's tendencies will place him/her in one of the following areas of concern:

Little Risk - needs educational intervention

Definite Risk - needs referral for evaluation to a mental health agency or to a licensed psychologist or psychiatrist and education intervention

Extreme Risk - needs immediate referral for evaluation by a licensed psychologist or psychiatrist

If educational intervention is indicated, the _____ program will offer further educational activity for your child.

Depending on the circumstances regarding an individual case, other agencies such as the school your child attends, local law enforcement, social services departments, etc. may become involved.

The questions asked in this evaluation may be viewed prior to signing this release upon request.

I, _____, have read the previous statement and do hereby grant permission for my child, _____, to participate in the _____ Intervention Program and hereby authorize to release information regarding my child to such other governmental entities and agencies as it may deem appropriate.

Parent/Guardian

Date/Time

Juvenile

Witness

COMPREHENSIVE FAMILY FIRE RISK INTERVIEW FORM

(Questions to be asked of Parents of Children 3 to 18 Years of Age)

CONTACT FORM _____ **DEPT. NAME** _____ **Inc. Census Tract** _____ **County** _____INCIDENT-DATE _____ NO. _____ TIME _____ CR. NO. _____
INCIDENT ADDRESS: _____ Street _____ City _____ ZIP _____Multiple Juveniles ☐ Y ☐ N # _____ Ignition Source: ☐ Match ☐ Lighter ☐ Other ☐ Flammable Liquid/Accelerant UsedEst. Loss: \$ _____ Intentional: ☐ Y ☐ N Injuries: ☐ Y ☐ N # _____ Death: ☐ Y ☐ N # _____
Hospitalizations: ☐ Y ☐ N # _____ Describe Injuries/Deaths _____Location of Fire: Outside-Location of Origin _____ ☐ Inside/☐ Inside-Occupied Room of Origin _____Referral Source Name: _____ Agency/Address: _____ Phone: _____
☐ Caregiver ☐ School ☐ Law Enforcement ☐ Mental Health ☐ Fire Service ☐ Juvenile Justice
☐ Parent ☐ Other/Describe _____Caregiver/Parent Smokes ☐ Y ☐ N Did the home meet community standards for health/welfare of the child? ☐ Y ☐ NWas the child supervised by a person 12 years of age or older at the time of the incident? ☐ Y ☐ NDescription of Incident and Pertinent Information:

_____Report by: _____
Printed Name Signature**Juvenile Information**Last Name: _____ First Name: _____ M.I. _____ DOB _____/_____/_____
Sex ☐ M ☐ F Race: ☐ White ☐ Asian ☐ African Am. ☐ Native Am. ☐ Hispanic ☐ Other
Age: _____ Grade in School _____ School Currently Attending _____
Soc. Sec. #: _____ - _____ - _____

Home Address: _____ Phone: _____

Adult No. 1 Residing With The Child

Name: _____

Address: _____

Phone: H _____ W _____

Employed: ☐ Y ☐ NMarital Status: ☐ Married ☐ Separated
☐ Divorced ☐ Remarried ☐ WidowedRelation to Juvenile: ☐ Natural ☐ Step**Adult No. 2 Residing With The Child**

Name: _____

Address: _____

Phone: H _____ W _____

Employed: ☐ Y ☐ NMarital Status: ☐ Married ☐ Separated
☐ Divorced ☐ Remarried ☐ WidowedRelation to Juvenile: ☐ Natural ☐ Step**Others Residing With The Child**

Name: _____

Relationship: _____

Name: _____

Relationship: _____

Name: _____

Relationship: _____

Name: _____

Relationship: _____

PROGRAM DEVELOPMENT

SCORE ALL ANSWERS BELOW THAT APPLY

	C-1	C-2	C-3	P-1	P-2	P-3
HEALTH HISTORY						
1. What medical or physical problems does your child have? _____ Professionally diagnosed No Yes By whom _____						
2. Has your child taken any medication in the past 3 months? If so, what? _____						
3. Has your child been diagnosed with any impulse control conditions, such as ADHD/ADD (hyperactivity)? Diagnosis _____ Yes No						
4. Is your child currently in counseling or has he/she been seen by a counselor before? For what _____ Yes (C-2) No (C-1) With whom _____						
5. Is any other family member currently in counseling or have they been seen before? By whom _____ Yes (P-2) No (P-1) For what reason _____						
6. Are there smokers in your home? Yes (P-2) No (P-1)						
Health History Subtotal						
COMMENTS:						
FAMILY STRUCTURE/ISSUES						
7. How long have you rented or owned at present location? _____ If less than 1 year score (P-2); if more than 5 years score (P-1)						
8. Do you think that you or your spouse/partner may be overprotective of the child? always (P-3) usually (P-2) sometimes (P-1) rarely (P-1) never (P-3)						
9. Is mother/female caregiver available to the child as much as the child needs her? always (P-1) usually (P-1) sometimes (P-2) rarely (P-2) never (P-3)						
10. Is father/male caregiver available to the child as much as the child needs him? always (P-1) usually (P-1) sometimes (P-2) rarely (P-2) never (P-3)						
11. Do you feel you spend enough time with your child? always (P-1) usually (P-1) sometimes (P-2) rarely (P-2) never (P-3)						
12. Are there significant conflicts between this child and other members of the family? always (P-3) usually (P-2) sometimes (P-2) rarely (P-1) never (P-1)						
13. Do you believe that you have adequate influence and control over your child? always (P-1) usually (P-1) sometimes (P-2) rarely (P-2) never (P-3)						
14. What do you discipline your child for? _____ How often? _____						
15. How do you normally discipline your child? _____						
16. Is there a history of emotional abuse the family? Yes (P-2) or (P-3) or (C-2) or (C-3) No (P-1) Who? _____ Relationship? _____ Currently in the home? _____						
17. Is there a history of physical abuse the family? Yes (P-2) or (P-3) or (C-2) or (C-3) No (P-1) Who? _____ Relationship? _____ Currently in the home? _____						
18. Is there a history of sexual abuse in the family? Yes (P-2) or (P-3) or (C-2) or (C-3) No (P-1) Who? _____ Relationship? _____ Currently in the home? _____						
Family Structure/Issues Subtotal						
COMMENTS:						

Fineman, K, (1996). *Comprehensive FireRisk Assessment*. Published in Poage, Doctor, Day, Rester, Velasquez, Moynihan, Flesher, Cooke, and Marshburn, (1997). Colorado Juvenile Firesetter Prevention Program: Training Seminar Vol. 1, Denver, CO, Colorado Division of Firesafety. Comprehensive Family FireRisk Interview Page 2 of 7

PROGRAM DEVELOPMENT

	C-1	C-2	C-3	P-1	P-2	P-3
<u>PEER ISSUES</u>						
19. Does your child interact normally with peers? Yes (C-1) No (C-2)						
20. Does your child get into fights frequently? Yes (C-2) No (C-1)						
21. Does your child frequently get picked on by other children? Yes (C-2) No (C-1)						
22. Does your child frequently play/stay alone rather than with other children? Yes (C-2) No (C-1)						
23. Do you think his friends are a bad influence? Yes (C-2) No (C-1)						
Peer Issues Subtotal						
COMMENTS:						
<u>SCHOOL ISSUES</u>						
24. Is your child in the age appropriate grade? Yes No If no..... [Is your child ahead (C-1) or behind (C-2)]						
25. How does your child perform academically? Well (C-1) Average (C-1) Poorly or below expectation (C-2)						
26. Have there been any recent negative changes in your child's academic performance? Yes (C-2) No (C-1)						
27. Does your child have any special educational (special ed.) learning needs? Yes [learning disabled, mentally retarded, or developmentally disabled] (C-2) No (C-1)						
28. Have there been any discipline problems at school within the last year? Yes (C-2) No (C-1)						
School Issues Subtotal						
COMMENTS:						
<u>BEHAVIOR ISSUES</u>						
29. Has your child been in trouble outside of school for non-fire related behaviors? What? Yes (C-2) No (C-1)						
30. Does your child frequently say no when he/she is asked to do something? Yes (C-2) No (C-1)						
31. Has your child ever stolen or shoplifted? Yes (C-2) No (C-1)						
32. Has your child ever lied excessively? Yes (C-2) No (C-1)						
33. Has your child ever used drugs/alcohol/inhalants? Yes (C-2) No (C-1)						
34. Has your child ever beat up or hurt others? Yes (C-2) or (C-3) No (C-1)						
Behavior Issues Subtotal						
COMMENTS:						

Fineman, K, (1996). *Comprehensive FireRisk Assessment*. Published in Poage, Doctor, Day, Rester, Velasquez, Moynihan, Flesher, Cooke, and Marshburn, (1997). Colorado Juvenile Firesetter Prevention Program: Training Seminar Vol. 1, Denver, CO, Colorado Division of Firesafety. Comprehensive Family FireRisk Interview Page 3 of 7

PROGRAM DEVELOPMENT

	C-1	C-2	C-3	P-1	P-2	P-3
<u>FIRE HISTORY</u>						
35. What were you doing when the fire occurred? appropriate supervision (P-1) not home, asleep, or other indication of inappropriate supervision, score (P-2)						
36. Are matches or lighters readily available to the child in the home? Yes (P-2) No (P-1)						
37. How did you teach your child about fire? appropriate supervision (P-1) inappropriate (P-2) e.g. has the parent directed and demonstrated proper use of fire?						
38. Have any other members of the family engaged in inappropriate fire behavior? Who? Yes (P-2) No (P-1)						
39. If you had to describe your child's curiosity about fire, would you say it was: absent (C-1) mild (C-1) moderate (C-2) extreme (C-3)						
40. How many times has your child used fire inappropriately? No other times (Assess no score, skip question #41.) 1 time (C-1) 2-4 times (C-2) more than 4 times (C-3)						
Fire History Subtotal						
41. Tell me what you know about all the fires that he/she started before this one. [Use a common time frame, i.e., Christmas, school starting, etc. to help parent describe when fires were started or fireplay initiated]						
INFORMATION ONLY						
What Set used	Date Set	Where Set	With Whom	Ignition Source	Accelerant if	
1.						
2.						
3.						
4.						
5.						
Others.						
COMMENTS:						
<u>CRISIS OR TRAUMA</u>						
42. Has anything bad happened in the family or in your child's life within the last year? What? Yes (C-2) or (P-2) No (C-1)						
43. Has there been an ongoing (chronic) crisis/problem in your child's life or in the family? Yes (C-2) or (P-2) No (C-1)						
44. Did the fire/fireplay occur after: No crisis (No score) family fight (C-2) being angry at sibling (C-2) being angry at boss (C-2) being angry at school authority (C-2) recent move (P-2) being angry with another (C-2) other crisis (C-2) or (C-3) or (P-2) or (P-3)						
Crises or Trauma Subtotal						
COMMENTS:						

PROGRAM DEVELOPMENT

	C-1	C-2	C-3	P-1	P-2	P-3
CHARACTERISTICS OF FIRESTART OR FIREPLAY <i>[circle all that apply but only score the most severe response for each question]</i>						
45. Materials used to set the fire or fireplay: matches lighter flammable liquid/aerosol fireworks other (butane torch, flare, stove, pilot light) What? _____						
46. How did the child get material to start fire or engage in fireplay? found it (C-1) went out of his way to acquire it (C-2) from his hidden/saved incendiary supplies (C-2) readily available at home (P-2) or (C-1) another child had material (C-1)						
47. Where was the fire set or where did the fireplay occur? home-occupied at the time (C-3) other residence-occupied at the time (C-3) school-occupied at the time (C-3) other structure-occupied at the time (C-3) home-unoccupied at time (C-2) school-unoccupied at time (C-2) other structure-unoccupied at time (C-2) other residence-unoccupied at time (C-2) dumpster (C-2) vacant structure (C-2) outside (C-2) wildland (C-2) or (C-3) vehicle (C-2)						
48. What was set on fire? (e.g., if the object of value was intentionally set on fire, score a C-3.) object of little of no value (C-1) or (C-2) object of value to child (C-2) or (C-3) object of value to others (C-2) or (C-3) part of a building (C-2) people, animals, self (C-3) flammable liquids/aerosols (C-3) wildland-unintentional (C-2) or intentional (C-3) fireworks (C-2) or (P-2) paper, tissue, cardboard, twigs (C-1) or (C-2) bedding/bed-child's own (C-2) bedding/bed-someone else's (C-2) clothing-child's own (C-2) clothing - someone else's (C-2) toys (C-2) furniture (C-2) trash, leaves, grass (C-2) animals (C-3) insects (C-2) matches only (C-2) or (P-2) lighter only (C-2) or (P-2)						
49. What did he/she do after the fire started? (If the response is appropriate based on the circumstances, score a C-1; if not, score a C-2 or C-3.) put it out (C-1) or (C-2) called for help (C-1) ran away [if appropriate] (C-1) if not (C-2) stayed and watched (C-2) or (C-3) panicked (C-1) tried to extinguish (C-1) or (C-2) didn't try to extinguish (C-1) or (C-2) other (C-1) or (P-2) or (C-3)						
50. Did child lie about involvement? total denial, minimizing (C-2) denial at first and then confess (C-1)						
51. Did child act alone? Yes (C-2) No (C-2) List names _____						
52. Was child pressured or coerced into firesetting or fireplay behavior by his/her peers? Yes (C-2) No (C-2) Child was instigator (C-3)						
53. Did the child respond to the fire or fireplay as if it were a positive or humorous experience? Yes (C-2) or as a negative (remorseful) experience (C-1)						
54. Does the child believe that fire has spiritual qualities or extraordinary powers? Yes (C-2) or (C-3) No (C-1)						
55. Is there an impulsive quality to the child's firesetting/fireplay? Yes (C-2) or (C-3) No (C-1)						
56. Did your child set the fire or play with fire intentionally? Yes (C-2) No (C-1)						
57. What did you do to the child in response to the fire or fireplay? grounded/restricted (P-1) physical punishment (P-1) or (P-2) nothing (P-1) or (P-2) talked/lectured (P-1) or (P-2) sought outside help (P-1) yelled (P-1) or (P-2) abused (P-2) or (P-3) other (P-1) or (P-2) Explain _____						
Characteristics of Firestart Subtotal						
COMMENTS:						

Fineman, K. (1996). *Comprehensive FireRisk Assessment*. Published in Poage, Doctor, Day, Rester, Velasquez, Moynihan, Flesher, Cooke, and Marshburn, (1997). Colorado Juvenile Firesetter Prevention Program: Training Seminar Vol. 1, Denver, CO, Colorado Division of Firesafety. Comprehensive Family FireRisk Interview Page 5 of 7

FINEMAN, K. (1996). *COMPREHENSIVE FIRE RISK ASSESSMENT*. PUBLISHED IN POAGE, DOCTOR, DAY, RESTER, VELASQUEZ, MOYNIHAN, FLESHER, COOKE, AND MARSHBURN, (1997). COLORADO JUVENILE FIRESETTER PREVENTION PROGRAM: TRAINING SEMINAR VOL. 1, DENVER, CO. COLORADO DIVISION OF FIRESAFETY. COMPREHENSIVE FAMILY FIRE RISK INTERVIEW PAGE 6 OF 7

COMPREHENSIVE FAMILY FIRE RISK INTERVIEW SCORE SHEET

Transfer the information from the Subtotal Boxes into the table below; then total each column for the Total at the bottom.

SECTION SUBTOTALS	C-1	C-2	C-3	P-1	P-2	P-3
Health History						
Family Structure/Issues						
Peer Issues						
School Issues						
Behavior Issues						
Fire History						
Crisis or Trauma						
Characteristics of Firestart						
Observations						
TOTAL						

These totals will be used to compute the Total Risk after all interviews are complete.

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COMPREHENSIVE CHILD FIRE RISK INTERVIEW FORM

(Questions to be asked of Children 3 to 18 Years of Age)

AGENCY _____ COUNTY _____

INTERVIEWER _____ DATE _____

JUVENILE'S NAME _____

SEX _____ DOB _____ ETHNICITY/RACE _____

ADDRESS _____ PHONE _____

SCHOOL _____ GRADE _____

DEVELOPMENT OF RAPPORT

The purpose of this section is to make the child comfortable with you. The more at ease you can make him, the greater the likelihood that he will answer all of your questions. If the following questions aren't enough, add your own. Questions or language can be modified throughout this form to accommodate the age of the child or adolescent.

A. [Introduce yourself] I'm _____ What's your name? _____

B. How old are you? _____

C. What school do you go to? _____ What grade are you in? _____

D. Do you like your school? _____ Are there nice/okay teachers at your school? _____

E. What classes/subjects do you like/not like? _____

F. What do you do for fun? Do you have hobbies? _____

G. Who's your best friend? _____

H. What do you like to play/do with your friend? _____

I. What do you watch on TV and/or what videos do you watch? _____

J. What is your favorite person/show on TV? _____

K. What is your favorite video/computer game? _____

L. What do you like about that game? [Is there extreme interest in violence or fire?] _____

[When rapport is established, determine level of understanding if the child is under 7 or appears to have problems communicating.]

DETERMINE LEVEL OF UNDERSTANDING

It is often difficult to determine if a young child really understands you. (These instructions may be skipped if you are interviewing an older child.) There may be an age barrier, a language barrier, a learning problem, or sub-normal intelligence. It is fruitless to go through an entire interview unless you are first assured that the child has enough understanding to complete the interview. There are several ways to gauge whether you are on the same “wave length” as the child. The following are suggested ways to do so:

- a. Obtain information from rapport section above:
By paying close attention to the manner in which a young child responds to the 11 questions above, you can estimate whether he can understand and respond to the other questions in this instrument.
- b. Using crayons/paper as a tool:
You can ask the child to draw pictures of common objects, favorite toys, houses, trees, and people. Then ask child to describe the drawing(s). Clear explanations of drawings and the action taking place in some of those drawings will tell you something about the child’s vocabulary and ability to understand.
- c. Using toys and games:
Have toys of the appropriate developmental level of the child available. Engage the child in a game with the toys or allow the child free play with the toys. After a while ask the child about the toys and the game he/she is playing. Inquire about the rules, the purpose, etc. Estimate the child’s vocabulary in terms of his/her ability to complete the interview.
- d. Using puppets:
Have hand puppets available. Allow the child to set the interaction, with the child playing all parts or with you playing some of the parts. Quiet children can become quite verbal with this approach. Focus on the child’s ability to understand your questions during the puppet play and determine if this level of communication is sufficient for continued interviewing.

If you are satisfied that the child has adequate understanding, proceed with the interview.

SCORE ALL ANSWERS BELOW THAT APPLY

			C-1	C-2	C-3	P-1	P-2	P-3
<u>SCHOOL ISSUES</u> (If home schooled, skip question #2)								
1.	Do you like school/learning?	Yes (C-1) No (C-2)						
2.	Do you listen to your teacher(s) most of the time:	Yes (C-1) No (C-2)						
3.	Have there been any recent problems with your school performance within the last year?	Yes (C-2) No (C-1)						
4.	Have you gotten in trouble at school?	Yes (C-2) No (C-1)						
School Issues Subtotal								
COMMENTS:								
<u>PEER ISSUES</u>								
5.	Do you get along with most of your friends?	Yes (C-1) No (C-2)						
6.	Do you get picked on?	Yes (C-2) No (C-1)						
7.	Do you have as many friends as you want?	Yes (C-1) No (C-2)						
8.	Do you want to be alone or with other kids?	Alone (C-2) Kids (C-1)						
9.	Do you think your friends are a bad influence on you?	Yes (C-2) No (C-1)						
Peer Issues Subtotal								
COMMENTS:								

PROGRAM DEVELOPMENT

	C-1	C-2	C-3	P-1	P-2	P-3
BEHAVIOR ISSUES						
10. Do you get in trouble frequently at school? Yes (C-2) No (C-1)						
11. Do you usually not do things that you are asked to do? Yes (C-2) No (C-1)						
12. Have you ever stolen or shoplifted? Yes (C-2) No (C-1)						
13. Have you ever frequently lied? Yes (C-2) No (C-1)						
14. Have you ever used drugs, alcohol, or inhalants? Yes (C-2) No (C-1)						
15. Have you ever beat up or hurt others? Yes (C-2) or (C-3) No (C-1)						
Behavior Issues Subtotal						
COMMENTS:						
FAMILY ISSUES						
16. Do you like going home? Yes No Why? _____						
17. How well do you get along with your mother (female caregiver)? always get along (P-1) usually get along (P-1) sometimes get along (P-2) don't get along very often (P-2) never get along (P-3)						
18. Do you fight or argue with your mother? always (P-3) usually (P-2) sometimes (P-1) rarely (P-1) never (P-1)						
19. Are you afraid of your mother? always (P-3) usually (P-2) sometimes (P-2) rarely (P-1) never (P-1)						
20. How well do you get along with your father (male caregiver)? always get along (P-1) usually get along (P-1) sometimes get along (P-2) don't get along very often (P-2) never get along (P-3)						
21. Do you fight or argue with your father? always (P-3) usually (P-2) sometimes (P-1) rarely (P-1) never (P-1)						
22. Are you afraid of your father? always (P-3) usually (P-2) sometimes (P-2) rarely (P-1) never (P-1)						
23. Do your mother and father fight? [If the parents fight, have the child elaborate on the fights] always (P-3) usually (P-2) sometimes (P-1) rarely (P-1) never (P-1)						
24. Tell me about your brothers and/or sisters. How well do you get along with them? (If there is a variability in the relationship among siblings, rate the most serious.) always get along (P-1) usually get along (P-1) sometimes get along (P-2) don't get along very often (P-2) never get along (P-3)						
25. Do you see your mom as much as you'd like? Yes (P-1) No (P-2)						
26. Do you see your dad as much as you'd like? Yes (P-1) No (P-2)						
27. What do you do that gets you into trouble at home? _____						
28. What happens at home when you get in trouble? grounded him/her (P-1) physical punishment (P-1) or (P-2) nothing (P-2) talked/lectured (P-1) or (P-2) sought outside help (P-1) yelled (P-1) or (P-2) abused (P-2) or (P-3) other (P-1) or (P-2) Explain _____						
29. Do you get spanked/punished too much? Yes (P-2) No (P-1) If so, by whom _____						
Family Issues Subtotals						
COMMENTS:						

PROGRAM DEVELOPMENT

	C-1	C-2	C-3	P-1	P-2	P-3
CRISIS OR TRAUMA (Probe for severity)						
30. Within the last year has anything bad happened in your life? Yes (C-2) or (P-2) No (C-1) What? _____						
31. Has there been an ongoing (chronic) crisis/problem in your life or in the family? Yes (C-2) or (P-2) No (C-1) What? _____						
32. Was the fire set after: No crisis (no score) family fight (C-2) being angry at sibling (C-2) being angry with boss (C-2) being angry with school authority (C-2) being angry with another (C-2) recent move (P-2) other crises, such as stress, death, depression (C-2) or (C-3) or (P-2) or (P-3) What? _____						
Crisis or Trauma Subtotal						
COMMENTS:						
FIRE HISTORY						
33. Do you like to look at fire for long periods of time? Yes (C-2) or (C-3) No (C-1)						
34. Do you dream about fires at night? Yes (C-2) or (C-3) No (C-1)						
35. Do you think about or daydream about fires in the day? Yes (C-2) or (C-3) No (C-1)						
36. Number of past (inappropriate) fires or fireplay incidents No other times (Assess no score, skip question #37.) 1 time (C-1) 2-4 times (C-2) more than 4 times (C-3)						
37. Tell me about all the fires that you started or your fireplay before this one. [Use a common time frame, i.e., Christmas, school starting, etc. to help child describe when fires were started or fireplay occurred] INFORMATION ONLY						
What Set Date Set Where Set With Whom Ignition Source Accelerant if used						
1.						
2.						
3.						
4.						
5.						
Others.						
38. If there is more than one fire ask questions #38 and #39. Do you feel the need to set fires over and over again? Yes (C-2) or (C-3) No (C-1)						
39. Do you always set your fires in exactly the same way? Yes (C-2) or (C-3) No (C-1)						
Fire History Subtotals						
COMMENTS:						

PROGRAM DEVELOPMENT

	C-1	C-2	C-3	P-1	P-2	P-3
CHARACTERISTICS OF FIRESTART OR FIREPLAY						
[circle all that apply but only score the most severe response for each question]						
40. Tell me about how you think the fire/fireplay started? admits/confesses (C-1) denies or minimizes (C-2) denial then truth (C-1)						
41. What do you think made you want to start the fire or the fireplay/what happened? to express anger (C-2) or (P-2) to see it burn (C-2) bored (C-2) to show power or control (C-2) or (C-3) didn't want to (accident or curiosity) (C-1) reaction to stress (C-2) or (P-2) from peer pressure (C-2) to destroy something (C-2) or (C-3) or (P-2) to hurt self (C-3) or (P-2) to hurt others (C-2) or (P-2) to get attention (C-2) or (P-2) don't know (C-2) rebellion - was told not to do so (C-2) or (P-2)						
42. What did you use to set the fire or start the fireplay? flammable liquid/aerosol fireworks flare stove matches lighter pilot light other _____						
43. How did you get the (above igniter) to start the fire or the fireplay? went out of way to acquire (C-2) found it (C-1) hidden stockpile (C-2) readily available at home (P-2) or (C-1) another child had material (C-1)						
44. What was set on fire? (e.g., if the object of value was incidental to the fire score a C-2; or if purposely set on fire score a C-3.) object of little or no value (C-1) or (C-2) object of value to child (C-2) or (C-3) object of value to others (C-2) or (C-3) part of a building (C-2) people, animals, self (C-3) flammable liquids/aerosols (C-3) wildland <i>intentional</i> (C-2) or <i>intentional</i> (C-3) fireworks (C-2) or (P-2) paper, tissue, cardboard, twigs (C-1) or (C-2) bedding/bed-child's own (C-2) bedding/bed-someone else's (C-2) clothing-child's own (C-2) clothing-someone else's (C-2) toys (C-2) furniture (C-2) trash, leaves, grass (C-2) animals (C-3) insects (C-2) matches only (C-2) or (P-2) lighter only (C-2) or (P-2)						
45. Where was the fire set or where did the fireplay occur? other residence-occupied at the time (C-3) home-occupied at the time (C-3) other structure-occupied at the time (C-3) school-occupied at the time (C-3) school-unoccupied at time (C-2) home-unoccupied at time (C-2) other residence-unoccupied at time (C-2) other structure-unoccupied at time (C-2) vacant structure (C-2) dumpster (C-2) outside (C-2) wildland (C-2) or (C-3) vehicle (C-2)						
46. Did you intend to set the fire? Yes (C-2) No (C-1)						
47. Did you drink or take any drugs before, during, or after the fire/fireplay Yes (C-2) No (C-1)						
48. What did you do after the fire started? (If the response is appropriate based on the circumstances, score a C-1; if not, score a C-2 or C-3.) put it out (C-1) or (C-2) called for help (C-1) ran away [if appropriate] (C-1) if not (C-2) stayed and watched (C-2) or (C-3) panicked (C-1) tried to extinguish (C-1) or (C-2) didn't try to extinguish (C-1) or (C-2) other (C-1) or (P-2) or (C-3)						
49. How do your parents punish you? grounded/restricted (P-1) physical punishment (P-1) or (P-2) nothing (P-1) or (P-2) talked/lectured (P-1) or (P-2) sought outside help (P-1) yelled (P-1) or (P-2) abused (P-2) or (P-3) other (P-1) or (P-2) Explain _____						

PROGRAM DEVELOPMENT

	C-1	C-2	C-3	P-1	P-2	P-3
50. Did the fire(s) or fireplay you started make you happy or make you laugh? Yes (C-3) No (C-1)						
51. Can fire do magical, special, or miraculous things? Yes (C-2) or (C-3) No (C-1) Explain _____						
52. After the fire how did you feel? happy (C-2) nervous (C-1) sad (C-1) powerful (C-3) angry (C-2) hateful (C-2) vengeful (C-2) scared (C-1) remorseful (C-1) elated (C-3) guilty (C-1) ashamed (C-1) excited (C-3) curious (C-1) or (C-3) aroused sexually (C-3) aroused sensually (C-3)						
Characteristics of Firestart Subtotal						
COMMENTS:						
OBSERVATIONS KEEP SEPARATE - NOT FOR PARENTAL REVIEW!						
53. Are child's behaviors and mannerisms: normal (C-1) troubled (C-2) very troubled (C-3)						
54. Is the child's mood: normal (C-1) troubled (C-2) very troubled (C-3)						
55. Is the child's way of thinking: normal (C-1) troubled (C-2) very troubled (C-3)						
56. Are there signs of abuse? Yes (P-2) or (P-3) No (P-1) Explain _____						
57. Are there signs of neglect? Yes (P-2) or (P-3) No (P-1) Explain _____						
Observations Subtotal						
COMMENTS:						

Comprehensive Juvenile Fire Risk Interview Form Score Sheet

Transfer the information from the Subtotal Boxes into the table below; then total each column for the Total at the bottom.

SECTION SUBTOTALS	C-1	C-2	C-3	P-1	P-2	P-3
School Issues						
Peer Issues						
Behavior Issues						
Family Issues						
Crisis or Trauma						
Fire History						
Characteristics of Firestart						
Observations						
TOTAL						

These totals will be used to compute the Total Risk after all interviews are complete.

COMPREHENSIVE PARENT FIRE RISK QUESTIONNAIRE

for the child 3 to 18 years of age

Respondent _____ **Agency** _____ **County** _____ **Date** _____

PARENTS: Please complete this form. Mark the answer under "rarely to never," "sometimes," or "frequently" that best describes your child for each question. When marking the form, consider all parts of the child's life (at home, at school, etc.) where the events below might occur. If an item does not apply, leave it blank. If you do not understand a term or question, make a mark next to it in the left margin and ask the interviewer for clarification.

ITEM	RARELY TO NEVER	SOMETIMES	FREQUENTLY
Hyperactivity at school			
Lack of concentration			
Learning problems at school			
Behavior problems at school			
Impulsive (acts before he thinks)			
Impatient			
Fantasizes (daydreaming)			
Likes school			
Listens to teacher(s)/school authorities			
Shows age appropriate interest in future school/jobs/career			
Truant/school runaway			
Convulsions, seizures, "spells"			
Need for excessive security			
Need for affection			
Loss of appetite			
Excessive weight loss			
Excessively overweight			
Knows what is moral			
Feels good about self			
Comfortable with own body			
Likes overall looks			
Stuttering			
Wets during the day (after age 3)			
Night time bed wetting (after age 3)			
Soiling (after age 3)			
Participates in sports			

PROGRAM DEVELOPMENT

ITEM	RARELY TO NEVER	SOMETIMES	FREQUENTLY
Injury prone			
Shyness			
Tries to please everyone			
Relationships are socially appropriate			
Physically fights with peers			
Withdraws from peers/group			
Destroys toys/property of others			
A poor loser			
Shows off for peers			
Easily led by peers			
Plays with other children			
Shows appropriate peer affection			
Plays alone (not even with adults)			
Picked on by peers			
Has many friends			
Is good at sports			
Is a loner (few friends)			
Lies			
Excessive and uncontrolled verbal anger			
Physically violent			
Steals			
Cruel to animals			
Cruel to children			
Is/was in a gang			
Expresses anger by damaging the property of others			
Destroys own toys/possessions (if child is age 3-6)			
Destroys own toys/possessions (if child is age 7-18)			
Disobeys			
Severe behavior difficulties (past or present)			
Expresses anger by hurting others' things			
Has been in trouble with police			

PROGRAM DEVELOPMENT

	RARELY TO NEVER	SOMETIMES	FREQUENTLY
Uses drugs or alcohol			
Jealous of peers/siblings			
Temper tantrums			
Unacceptable showing off			
Sexual activity with others			
Stomach aches			
Nightmares			
Sleeps too deep or has problem waking up			
Anxiety (nervousness)			
Has twitches (eyes, face, etc.)			
Cries			
Bites nails			
Vomits			
Aches and pains			
Chews odd/unusual things			
Extreme mood swings			
Depressed mood or withdrawal			
Constipation			
Diarrhea			
Self-imposed unnecessary or excessive diets			
Sleepwalking			
Phobias			
General fears			
Curiosity about fire			
Plays with matches/lighters			
Plays with fire (singeing, burning)			
Was concerned when fire got out of control			
Was proud or boastful regarding fireplay or firestart			
Stares at fire for long periods (fire fascination)			
Unusual look on child's face when he/she stares at fire(s)			
Daydreams or talks about fires			

PROGRAM DEVELOPMENT

ITEM	RARELY TO NEVER	SOMETIMES	FREQUENTLY
Fear of fire			
Other(s) in family set fire(s) (past or present)			
Set occupied structure on fire			
Appropriate reaction to fire(s) he/she set			
Extensive absences by father			
Extensive absences by mother			
Family has moved			
Runs away from home			
Has seen a counselor/therapist			
Other family member has seen a counselor/therapist			
Makes attempts at age appropriate independence from parents			
In trouble at home			
Parent or sibling with serious health problem			
Marriage is unhappy			
Mother's discipline is effective			
Father's discipline is effective			
Fighting with siblings			
Conflicts in family			
Unusual fantasies			
Strange thought patterns			
Bizarre, illogical, or irrational speech			
Out of touch with reality			
Strange quality about child			
Expresses anger by hurting self or something he/she likes			
Destroys own property			
Was/is in a cult			
Severe depression or withdrawal			
Poor or no eye contact			

PARENT QUESTIONNAIRE SCORE SHEET

Transfer the information you obtained above to the table below; then total each column for the Total at the bottom.

	C-1	C-2	C-3	P-1	P-2	P-3
School						
Health/Developmental						
Peers						
Antisocial Behavior (BEHAVIOR)						
Symptoms of Anxiety or Depression (ANXIETY)						
Fire History						
Family Issues (FAMILY)						
Severe Dysfunction (OTHER)						
TOTAL						

These totals will be used to compute the Total Risk after all interviews are complete.

COMPREHENSIVE PARENT FIRE RISK QUESTIONNAIRE
for the child 3 to 18 years of age

VISUAL KEY

	RARELY TO NEVER	SOMETIMES	FREQUENTLY
SCHOOL			
Hyperactivity at school			C-2
Lack of concentration	C-1	C-1	C-2
Learning problems at school		C-2	C-2
Behavior problems at school	C-1	C-2	C-2
Impulsive (acts before he thinks)	C-1	C-1	C-2
Impatient	C-1	C-1	C-2
Fantasizes (daydreaming)			C-2
Likes school	C-2	C-1	C-1
Listens to teacher(s)/school authorities	C-2		C-1
Shows age appropriate interest in future school/jobs/career	C-2	C-1	C-1
Truant/school runaway		C-2	C-3
HEALTH/DEVELOPMENTAL			
Convulsions, seizures, "spells"		C-2	C-2
Need for excessive security	C-2	C-1	C-2
Need for affection	C-2	C-1	C-2
Loss of appetite			C-2
Excessive weight loss		C-2	C-2
Excessively overweight			C-2
Knows what is moral	C-2		C-1
Feels good about self	C-2		C-1
Comfortable with own body	C-2		C-1
Likes overall looks	C-2		C-1
Stuttering		C-2	C-2
Wets during the day (after age 3)	C-1	C-2	C-2
Night time bed wetting (after age 3)	C-1	C-2	C-2
Soiling (after age 3)		C-2	C-2
Participates in sports	C-2		C-1

PROGRAM DEVELOPMENT

	RARELY TO NEVER	SOMETIMES	FREQUENTLY
Injury prone	C-1		C-2
Shyness	C-1		C-2
Tries to please everyone			C-2
Relationships are socially appropriate	C-2		C-1
PEERS			
Physically fights with peers	C-1		C-2
Withdraws from peers/group	C-1		C-2
Destroys toys/property of others	C-1	C-2	C-2
A poor loser	C-1		C-2
Shows off for peers			C-2
Easily led by peers	C-1	C-2	C-3
Plays with other children	C-2		C-1
Shows appropriate peer affection	C-2		C-1
Plays alone (not even with adults)	C-1		C-2
Picked on by peers	C-1		C-2
Has many friends	C-2	C-1	C-1
Is good at sports	C-2		C-1
Is a loner (few friends)	C-1	C-2	C-3
BEHAVIOR			
Lies	C-1		C-2
Excessive and uncontrolled verbal anger	C-1	C-2	C-3
Physically violent	C-1	C-2	C-3
Steals	C-1	C-2	C-3
Cruel to animals		C-2	C-3
Cruel to children		C-2	C-3
Is/was in a gang		C-2	C-3
Expresses anger by damaging the property of others			C-2
Destroys own toys/possessions (if child is age 3-6)			C-2
Destroys own toys/possessions (if child is age 7-18)		C-2	C-3
Disobeys	C-1		C-2
Severe behavior difficulties (past or present)		C-2	C-3
Expresses anger by hurting others' things		C-2	C-3
Has been in trouble with police		C-2	C-3

PROGRAM DEVELOPMENT

	RARELY TO NEVER	SOMETIMES	FREQUENTLY
Uses drugs or alcohol		C-2	C-3
Jealous of peers/siblings	C-1		C-2
Temper tantrums	C-1		C-2
Unacceptable showing off	C-1		C-2
Sexual activity with others		C-3	C-3
ANXIETY			
Stomach aches			C-2
Nightmares	C-1		C-2
Sleeps too deep or has problem waking up		C-2	C-2
Anxiety (nervousness)	C-1		C-2
Has twitches (eyes, face, etc.)		C-2	C-2
Cries			C-2
Bites nails			C-2
Vomits			C-2
Aches and pains			C-2
Chews odd/unusual things			C-2
Extreme mood swings		C-2	C-2
Depressed mood or withdrawal		C-2	C-3
Constipation			C-2
Diarrhea			C-2
Self-imposed unnecessary or excessive diets			C-2
Sleepwalking		C-2	C-2
Phobias		C-2	C-3
General fears	C-1		C-2
FIRE HISTORY			
Curiosity about fire	C-1		C-2
Plays with matches/lighters	C-1	C-2	C-3
Plays with fire (singeing, burning)	C-1	C-2	C-3
Was concerned when fire got out of control	C-3	C-2	C-1
Was proud or boastful regarding fireplay or firestart		C-3	C-3
Stares at fire for long periods (fire fascination)		C-2	C-3
Unusual look on child's face when he/she stares at fire(s)		C-2	C-3
Daydreams or talks about fires		C-2	C-3

PROGRAM DEVELOPMENT

	RARELY TO NEVER	SOMETIMES	FREQUENTLY
Fear of fire	C-2		C-1
Other(s) in family set fire(s) (past or present)		P-2	P-3
Set occupied structure on fire		C-3	C-3
Appropriate reaction to fire(s) he/she set	C-3	C-2	C-1
FAMILY			
Extensive absences by father	P-1	P-2	P-2
Extensive absences by mother	P-1	P-2	P-2
Family has moved			P-2
Runs away from home	C-1	C-2	C-2
Has seen a counselor/therapist		C-2	C-2
Other family member has seen a counselor/ therapist		P-2	P-2
Makes attempts at age appropriate independence from parents	C-2	C-1	C-1
In trouble at home	C-1		C-2
Parent or sibling with serious health problem		P-2	P-2
Marriage is unhappy	P-1		P-2
Mother's discipline is effective	P-2		P-1
Father's discipline is effective	P-2		P-1
Fighting with siblings	C-1		C-2
Conflicts in family	P-1		P-2
OTHER			
Unusual fantasies		C-2	C-3
Strange thought patterns		C-2	C-3
Bizarre, illogical, or irrational speech		C-3	C-3
Out of touch with reality		C-3	C-3
Strange quality about child		C-2	C-3
Expresses anger by hurting self or something he/she likes		C-3	C-3
Destroys own property			C-2
Was/is in a cult		C-2	C-3
Severe depression or withdrawal		C-3	C-3
Poor or no eye contact		C-2	C-2

THE STRUCTURED CATEGORY PROFILE SHEET

COMPREHENSIVE FIRERISK ANALYSIS

Transfer the values from the “TOTAL” line for the family interview, parent questionnaire, and the child interview to the table below; add the columns for a “GRAND TOTAL.” Use these totals to compute the percentages according to the formula below the table.

	C-1	C-2	C-3	P-1	P-2	P-3
Family Interview TOTAL						
Parent Questionnaire TOTAL						
Child Interview TOTAL						
GRAND TOTAL						

Child Risk (Use the values from the Grand Total Line)

$$\frac{C-2 + C-3}{C-1 + C-2 + C-3} = \text{—————} \%$$

Family Risk (Use the values from the Grand Total Line.)

$$\frac{P-2 + P-3}{P-1 + P-2 + P-3} = \text{—————} \%$$

Total Risk (Use the values from the Grand Total Line.)

$$\frac{C-2 + P-2 + C-3 + P-3}{C-1 + P-1 + C-2 + P-2 + C-3 + P-3} = \text{—————} \%$$

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Niño que comenzó un incendio - edad de 3 a 18 años

Dr. Kenneth R. Fineman- USFA-FEMA
Profesional de Servicios Causados por Incendios - Versión 3.0

FORMULARIO DE PREGUNTAS PARA LOS PADRES

(Para los padres de niños y adolescentes de 3 a 18 años de edad)

PADRES: Favor de completar esta forma. Marque la respuesta en "raramente o nunca," "a veces" o "frecuentemente" que mejor describa a su niño por cada pregunta. Cuando marque la forma, considere todas las partes en referencia a la vida del niño (en la casa, en la escuela, etc.) donde los eventos que se muestran abajo pudieran ocurrir. Si un artículo no aplica, déjelo en blanco. Si no entiende un término o pregunta, ponga una marca al lado del margen izquierdo y pida al entrevistador que le aclare su duda.

ARTÍCULO	RARAMENTE O NUNCA	A VECES	FRECUENTEMENTE
Hiperactividad en la escuela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de concentración	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problemas de aprendizaje en la escuela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problemas de conducta en escuela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impulsivo (actúa antes de pensar)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impaciente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fantasea (sueña despierto)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Le gusta la escuela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Escucha a al maestro(s)/autoridades escolares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muestra el interés apropiado para su edad sobre futuras escuelas, trabajos, o carrera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta a la escuela/se escapa de la escuela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Padece convulsiones, ataques, "periodos o etapas"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Necesidad de seguridad excesiva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Necesidad de afecto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pérdida de apetito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pérdida de peso excesiva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sobrepeso excesivo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sabe lo que es la moral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se siente bien de si mismo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cómodo con su propio cuerpo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acepta miradas en general de parte de otras personas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tartamudea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se orina durante el día (después de la edad de 3 años)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se orina en la noche mientras duerme (después de la edad de 3 años)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se ensucia (después de la edad de 3 años)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participa en deportes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es propenso(a) a lesiones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es tímido(a)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trata de agradar a toda la gente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sus relaciones son socialmente apropiadas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROGRAM DEVELOPMENT

ARTÍCULO	RARAMENTE O NUNCA	A VECES	FRECUENTEMENTE
Lucha físicamente con sus compañeros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se retira de sus compañeros/grupo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Destruye juguetes/propiedad de otros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es un mal perdedor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Le gusta llamar la atención de sus compañeros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fácilmente guiado por sus compañeros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juega con otros niños	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Muestra el afecto apropiado a sus compañeros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juega solo (tampoco con adultos)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es hostigado(a) por sus compañeros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiene muchos amigos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participa en deportes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es un solitario(a) (pocos amigos)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
Miente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enojo verbal en exceso y sin control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es violento(a) físicamente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roba	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es cruel con los animales	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Es cruel con los niños	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Está/estaba en una pandilla	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresa su enojo dañando la propiedad de otros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Destruye sus propios juguetes / pertenencias (si el/la niño(a) tiene de 3-6 años de edad)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Destruye sus propios juguetes / pertenencias (si el/la niño(a) tiene de 7-18 de edad)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Desobedece	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiene dificultades severas de conducta (pasadas o presentes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresa su enojo destruyendo las cosas de los demás	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha estado en problema con la policía	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Usa drogas o alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Está celoso de sus compañeros/hermanos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Berrinches de enojo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exhibición inaceptable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiene actividad sexual con otros	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ARTÍCULO	RARAMENTE O NUNCA	A VECES	FRECUENTEMENTE
Dolores del estómago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pesadillas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Duerme demasiado profundo o tiene problemas para despertar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ansiedad (nerviosismo)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parpadea o gesticula (ojos, cara, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Llora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se muerde las uñas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vomita	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufre de dolores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mastica cosas raras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufre de cambios extremos de humor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sufre de depresión o se retira	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estreñimiento	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diarrea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se impone dietas innecesarias o excesivas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sonámbulo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fobias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Miedos en general	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
Tiene curiosidad por el fuego	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juega con fósforos/encendedores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Juega con fuego (chamusco, ardiente)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Se preocupó cuando el fuego perdió el control.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estaba orgulloso(a) o jactancioso(a) con respecto al fuego	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mira fijamente al fuego por largos periodos de tiempo (fascinación por el fuego)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Semblante inusual en la cara cuando él/ella fija la mirada en el fuego	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sueña despierto o habla acerca de fuegos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Le tiene miedo al fuego	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otro(s) en la familia han comenzado un incendio (en el pasado o en el presente)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estructura fija ocupada en el fuego	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reacción apropiada acerca del fuego que el/ella enciende	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ARTÍCULO	RARAMENTE O NUNCA	A VECES	FRECUENTEMENTE
Ausencias extensivas del padre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ausencias extensivas de la madre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La familia se ha mudado	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Huye del hogar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ha visto a un consejero/terapeuta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Otro miembro familiar ha visto a un consejero/terapeuta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hace intentos de acuerdo a su edad para ser independiente de sus padres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiene problemas en casa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiene padres o hermanos con problemas serios de salud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
El matrimonio no es feliz	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La disciplina de la madre es efectiva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
La disciplina del padre es efectiva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pelea con sus hermanos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiene conflictos en familia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
Fantasías raras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tiene pensamientos extraños	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
El lenguaje es raro, ilógico, o irracional	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fuera de contacto con la realidad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Calidad extraña acerca del niño	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresa su enojo lastimándose a si mismo	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Destruye sus propias cosas o lo que le gusta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Estaba/asiste a un culto	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depresión severa o retiro	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deficiencia o ausencia de contacto visual	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Niño que comenzó un incendio - edad de 3 a 18 años

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FORMULARIO DE PREGUNTAS PARA LOS PADRES

(Para los padres de niños y adolescentes de 3 a 18 años de edad)

PADRES: Favor de completar esta forma. Marque la respuesta en "raramente o nunca," "a veces" o "frecuentemente" que mejor describa a su niño por cada pregunta. Cuando marque la forma, considere todas las partes en referencia a la vida del niño (en la casa, en la escuela, etc.) donde los eventos que se muestran abajo pudieran ocurrir. Si un artículo no aplica, déjelo en blanco. Si no entiende un término o pregunta, ponga una marca al lado del margen izquierdo y pida al entrevistador que le aclare su duda.

ARTÍCULO	RARAMENTE O NUNCA	A VECES	FRECUENTEMENTE
Hiperactividad en la escuela	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Falta de concentración	<input type="checkbox"/>	C1 <input type="checkbox"/>	<input type="checkbox"/> C2
Problemas de aprendizaje en la escuela	<input type="checkbox"/>	C1 <input type="checkbox"/>	<input type="checkbox"/> C2
Problemas de conducta en escuela	<input type="checkbox"/>	C1 <input type="checkbox"/> C2	<input type="checkbox"/> C2
Impulsivo (actúa antes de pensar)	<input type="checkbox"/>	C1 <input type="checkbox"/>	<input type="checkbox"/> C2
Impaciente	<input type="checkbox"/>	C1 <input type="checkbox"/>	<input type="checkbox"/> C2
Fantasea (sueña despierto)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Le gusta la escuela	<input type="checkbox"/>	C2 <input type="checkbox"/> C1	<input type="checkbox"/> C1
Escucha a al maestro(s)/autoridades escolares	<input type="checkbox"/>	C2 <input type="checkbox"/>	<input type="checkbox"/> C1
Muestra el interés apropiado para su edad sobre futuras escuelas, trabajos, o carrera	<input type="checkbox"/>	C2 <input type="checkbox"/> C1	<input type="checkbox"/> C1
Falta a la escuela/se escapa de la escuela	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Padece convulsiones, ataques, "periodos o etapas"	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Necesidad de seguridad excesiva	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Necesidad de afecto	<input type="checkbox"/>	C2 <input type="checkbox"/> C1	<input type="checkbox"/> C2
Pérdida de apetito	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Pérdida de peso excesiva	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Sobrepeso excesivo	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Sabe lo que es la moral	<input type="checkbox"/>	C2 <input type="checkbox"/>	<input type="checkbox"/> C1
Se siente bien de sí mismo	<input type="checkbox"/>	C2 <input type="checkbox"/>	<input type="checkbox"/> C1
Cómodo con su propio cuerpo	<input type="checkbox"/>	C2 <input type="checkbox"/>	<input type="checkbox"/> C1
Acepta miradas en general de parte de otras personas.	<input type="checkbox"/>	C2 <input type="checkbox"/>	<input type="checkbox"/> C1
Tartamudea	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Se orina durante el día (después de la edad de 3 años)	<input type="checkbox"/>	C1 <input type="checkbox"/> C2	<input type="checkbox"/> C2
Se orina en la noche mientras duerme (después de la edad de 3 años)	<input type="checkbox"/>	C1 <input type="checkbox"/> C2	<input type="checkbox"/> C2
Se ensucia (después de la edad de 3 años)	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Participa en deportes	<input type="checkbox"/>	C2 <input type="checkbox"/>	<input type="checkbox"/> C1
Es propenso(a) a lesiones	<input type="checkbox"/>	C1 <input type="checkbox"/>	<input type="checkbox"/> C2
Es tímido(a)	<input type="checkbox"/>	C1 <input type="checkbox"/>	<input type="checkbox"/> C2
Trata de agradar a toda la gente	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Sus relaciones son socialmente apropiadas	<input type="checkbox"/>	C2 <input type="checkbox"/>	<input type="checkbox"/> C1

PROGRAM DEVELOPMENT

ARTÍCULO	RARAMENTE O NUNCA		A VECES	FRECUENTEMENTE		
Lucha físicamente con sus compañeros	<input type="checkbox"/>	C1	<input type="checkbox"/>	<input type="checkbox"/>	C2	
Se retira de sus compañeros/grupo	<input type="checkbox"/>	C1	<input type="checkbox"/>	<input type="checkbox"/>	C2	
Destruye juguetes/propiedad de otros	<input type="checkbox"/>	C1	<input type="checkbox"/>	C2	<input type="checkbox"/>	C2
Es un mal perdedor	<input type="checkbox"/>	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C2
Le gusta llamar la atención de sus compañeros	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C2
Fácilmente guiado por sus compañeros	<input type="checkbox"/>	C1	<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Juega con otros niños	<input type="checkbox"/>	C2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C1
Muestra el afecto apropiado a sus compañeros	<input type="checkbox"/>	C2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C1
Juega solo (tampoco con adultos)	<input type="checkbox"/>	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C2
Es hostigado(a) por sus compañeros	<input type="checkbox"/>	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C2
Tiene muchos amigos	<input type="checkbox"/>	C2	<input type="checkbox"/>	C1	<input type="checkbox"/>	C1
Participa en deportes	<input type="checkbox"/>	C2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C1
Es un solitario(a) (pocos amigos)	<input type="checkbox"/>	C1	<input type="checkbox"/>	C2	<input type="checkbox"/>	C2
Miente	<input type="checkbox"/>	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C2
Enojo verbal en exceso y sin control	<input type="checkbox"/>	C1	<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Es violento(a) físicamente	<input type="checkbox"/>	C1	<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Roba	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Es cruel con los animales	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Es cruel con los niños	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Está/estaba en una pandilla	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Expresa su enojo dañando la propiedad de otros	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Destruye sus propios juguetes / pertenencias (si el/la niño(a) tiene de 3-6 años de edad)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C2
Destruye sus propios juguetes / pertenencias (si el/la niño(a) tiene de 7-18 de edad)	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Desobedece	<input type="checkbox"/>	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C2
Tiene dificultades severas de conducta (pasadas o presentes)	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Expresa su enojo destruyendo las cosas de los demás	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Ha estado en problema con la policía	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Usa drogas o alcohol	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Está celoso de sus compañeros/hermanos	<input type="checkbox"/>	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C2
Berrinches de enojo	<input type="checkbox"/>	C1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C2
Exhibición inaceptable	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C2
Tiene actividad sexual con otros	<input type="checkbox"/>		<input type="checkbox"/>	C3	<input type="checkbox"/>	C3

ARTÍCULO	RARAMENTE O NUNCA	A VECES	FRECUENTEMENTE
Dolores del estómago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Pesadillas	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Duerme demasiado profundo o tiene problemas para despertar	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Ansiedad (nerviosismo)	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Parpadea o gesticula (ojos, cara, etc.)	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Llora	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Se muerde las uñas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Vomita	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Sufre de dolores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Mastica cosas raras	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Sufre de cambios extremos de humor	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Sufre de depresión o se retira	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Estreñimiento	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Diarrea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Se impone dietas innecesarias o excesivas	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Sonámbulo	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Fobias	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Miedos en general	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
<hr/>			
Tiene curiosidad por el fuego	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Juega con fósforos/encendedores	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Juega con fuego (chamusco, ardiente)	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Se preocupó cuando el fuego perdió el control.	<input type="checkbox"/> C3	<input type="checkbox"/> C2	<input type="checkbox"/> C1
Estaba orgulloso(a) o jactancioso(a) con respecto al fuego	<input type="checkbox"/>	<input type="checkbox"/> C3	<input type="checkbox"/> C3
Mira fijamente al fuego por largos periodos de tiempo (fascinación por el fuego)	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Semblante inusual en la cara cuando él/ella fija la mirada en el fuego	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Sueña despierto o habla acerca de fuegos	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Le tiene miedo al fuego	<input type="checkbox"/> C2	<input type="checkbox"/>	<input type="checkbox"/> C1
Otro(s) en la familia han comenzado un incendio (en el pasado o en el presente)	<input type="checkbox"/>	<input type="checkbox"/> P2	<input type="checkbox"/> P3
Estructura fija ocupada en el fuego	<input type="checkbox"/>	<input type="checkbox"/> C3	<input type="checkbox"/> C3
Reacción apropiada acerca del fuego que el/ella enciende	<input type="checkbox"/> C3	<input type="checkbox"/> C2	<input type="checkbox"/> C1

ARTÍCULO	RARAMENTE O NUNCA		A VECES		FRECUENTEMENTE	
Ausencias extensivas del padre	<input type="checkbox"/>	P1	<input type="checkbox"/>	P2	<input type="checkbox"/>	P2
Ausencias extensivas de la madre	<input type="checkbox"/>	P1	<input type="checkbox"/>	P2	<input type="checkbox"/>	P2
La familia se ha mudado	<input type="checkbox"/>	P1	<input type="checkbox"/>		<input type="checkbox"/>	P2
Huye del hogar	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C2
Ha visto a un consejero/terapeuta	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C2
Otro miembro familiar ha visto a un consejero/terapeuta	<input type="checkbox"/>		<input type="checkbox"/>	P2	<input type="checkbox"/>	P2
Hace intentos de acuerdo a su edad para ser independiente de sus padres	<input type="checkbox"/>	C2	<input type="checkbox"/>	C1	<input type="checkbox"/>	C1
Tiene problemas en casa	<input type="checkbox"/>	C1	<input type="checkbox"/>		<input type="checkbox"/>	C2
Tiene padres o hermanos con problemas serios de salud	<input type="checkbox"/>		<input type="checkbox"/>	P2	<input type="checkbox"/>	P2
El matrimonio no es feliz	<input type="checkbox"/>	P1	<input type="checkbox"/>	P2	<input type="checkbox"/>	P2
La disciplina de la madre es efectiva	<input type="checkbox"/>	P2	<input type="checkbox"/>		<input type="checkbox"/>	P1
La disciplina del padre es efectiva	<input type="checkbox"/>	P2	<input type="checkbox"/>		<input type="checkbox"/>	P1
Pelca con sus hermanos	<input type="checkbox"/>	C1	<input type="checkbox"/>		<input type="checkbox"/>	C2
Tiene conflictos en familia	<input type="checkbox"/>	P1	<input type="checkbox"/>		<input type="checkbox"/>	P2
<hr/>						
Fantasías raras	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Tiene pensamientos extraños	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
El lenguaje es raro, ilógico, o irracional	<input type="checkbox"/>		<input type="checkbox"/>	C3	<input type="checkbox"/>	C3
Fuera de contacto con la realidad	<input type="checkbox"/>		<input type="checkbox"/>	C3	<input type="checkbox"/>	C3
Calidad extraña acerca del niño	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Expresa su enojo lastimándose a si mismo	<input type="checkbox"/>		<input type="checkbox"/>	C3	<input type="checkbox"/>	C3
Destruye sus propias cosas o lo que le gusta	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C2
Estaba/asiste a un culto	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C3
Depresión severa o retiro	<input type="checkbox"/>		<input type="checkbox"/>	C3	<input type="checkbox"/>	C3
Deficiencia o ausencia de contacto visual	<input type="checkbox"/>		<input type="checkbox"/>	C2	<input type="checkbox"/>	C2

RELEASE OF LIABILITY

I do hereby release, indemnify, and hold harmless the _____
Juvenile Firesetter Intervention Program, all its employees and volunteers against all claims,
suits, or actions of any kind and nature whatsoever which are brought or which may be brought
against the _____ Juvenile Firesetter Intervention Program
for, or as a result of any injuries from, participation in this program.

Parent/Guardian

Date/Time

Juvenile

Witness

RELEASE OF CONFIDENTIAL INFORMATION

Juvenile's Name _____ D.O.B. _____

Release to/Exchange with:

Name _____

Address _____

Phone _____

Information Requested _____

I consent to a release of information to and/or an exchange of information with the _____ Youth Firesetting Intervention Program. I understand that this consent may include disclosure of material that is protected by state law and/or federal regulations applicable to either mental health or drug/alcohol abuse or both.

This form does not authorize re-disclosure of medical information beyond the limits of this consent. Where information has been disclosed from records protected by Federal Law for drug/alcohol abuse records or by State Law for mental health records, federal requirements prohibit further disclosure without the specific written consent of the patient. A general authorization for release of medical or other information is not sufficient for these purposes. Civil and/or criminal penalties may attach for unauthorized disclosure of drug/alcohol abuse or mental health information.

A copy of this Release shall be as valid as the original.

Parent/Guardian

Date/Time

Juvenile

Witness

RISK ADVISEMENT

I have been informed that the FEMA/USFA Youth Firesetting Evaluation indicates that my child, _____, has a serious risk of continued involvement with fire setting activity.

I have also been informed by the _____ Youth Firesetting Intervention Program of the serious risk of injury and property damage that may continue to exist until the problem is resolved.

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APPENDIX I

CHILD AND FAMILY RISK SURVEYS (SHORT FORM)

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Child and Family Risk Surveys
Description and Instructions
Colorado Juvenile Firesetter Prevention Program

Survey Development

In September 1995, the Colorado Department of Public Safety/Division of Fire Safety was awarded a grant to design and test the applicability and effectiveness of the Juvenile Firesetter/Arson Control and Prevention Program model for statewide dissemination. Funding for this program was provided by the Federal Emergency Management Agency, U.S. Fire Administration (EMW-95-S-4780), under P.L. 103-254, the Federal Arson Prevention Act of 1994. Also, the Adam and Dorothy Miller Lifesafety Center, Inc. (dba Miller Safety Center) was awarded a grant in 1991 to develop a pilot program based upon the model produced by the Institute for Social Analysis for the Bureau of Justice, Office of Juvenile Justice and Delinquency Prevention and the U.S. Fire Administration under Cooperative Agreement #JN-CX-K002, "The National Juvenile Justice Firesetter/Arson Control and Prevention Program."

The Miller Safety Center determined that the fire service needed a risk assessment tool that was accurate for predicting future risk of firesetting in juveniles yet offered a reduction in the length of time needed to conduct the evaluation. The Colorado Project's primary objective was to develop a juvenile fire risk survey for the fire service. Kenneth Fineman, Ph.D., the primary author of the U.S. Fire Administration's juvenile firesetter evaluation which was first published in the 1970's and updated throughout the 1980's, offered his most current, unpublished version of this instrument as the basis for the Colorado Project. In the fall of 1995, Fineman and members of the Colorado Project (Marion Doctor, LCSW; Joe B. Day; Larry Marshburn; Kenneth Rester, Jr.; Cheryl Poage; Paul Cooke; Carmen Velasquez; Michael Moynihan, Ph.D., and Elise Flesher, Ph.D. candidate), met to revise the juvenile firesetter evaluation so that it could be used for research purposes. The result was the Comprehensive Fire Risk Assessment, published in the Colorado Juvenile Firesetter Prevention Program. Training Seminar. Volume 1.

In 1998, using the Comprehensive Fire Risk Assessment, Moynihan and Flesher conducted a study to develop the Child and Family Risk Surveys. The method and results of this study are reported in detail in their research paper (1998) cited in the reference list. From the Comprehensive Fire Risk Assessment, Moynihan and Flesher identified a subset of statistically valid questions to comprise the Risk Surveys. Hence, the questions on the Risk Surveys are derived directly from the questions on the Comprehensive Fire Risk Assessment. The Risk Surveys represent a shortened version of the Comprehensive Fire Risk Assessment.

Survey Use

The Child and Family Risk Surveys offer an accurate means to assess the risk of future firesetting in juveniles. They are comprised of two sections, the Child Risk Survey (for the juvenile) and the Family Risk Survey (for the parent). The Risk Surveys take about thirty minutes to administer. It is recommended that the Risk Surveys be conducted in an interview format with the juvenile and at least one parent. The Risk Surveys do not release the fire service from the need to properly conduct cause and origin investigations, case documentation, obtain proper parental releases to interview a child, network community referral resources, and provide intervention education when appropriate.

When using the Risk Surveys, the following procedures are recommended:

- **Develop rapport with the family.**
- **Explain to the juvenile and parents the purpose of the interview.**
- **Obtain written permission from the parent or legal guardian to conduct the Child Survey.**
- **Complete all the demographic information.**
- **First conduct the Family Survey without the child present.**

- **If possible, conduct the Child Survey without the parents present in the same room.**
- **Begin the Child Survey with the Development of Rapport section.**
- **Ask all the questions exactly as they are written, to conform to the validated protocol.**

It is also recommended that both the Family and Child Surveys be conducted. The highest degree of accuracy will be achieved if both surveys are used. The Family Survey can be conducted over the phone with the child's parent; however, the Child Survey must be conducted in person and only after the proper parental release has been signed. It is also recommended that a fire or police incident report be placed in the file whenever possible.

While the questions on the Child and Family Surveys must be asked as they are written, there may be circumstances in individual cases where additional information is obtained. Please be sure to write notes in the case file regarding any information that is offered during the interview, even if the information is not scored.

Survey Scoring

Total the numerical weights assigned to the answers received during the interview. The following table shows how the total scores on the Child and Family Surveys correspond to the levels of firesetting risk and related methods of intervention.

Risk Level	Source	Score	Intervention
Little	Family Survey	<429	Education
Little	Child Survey	<511	Education
Definite	Family Survey	429<457	Referral and Education
Definite	Child Survey	511<540	Referral and Education

If the Child Risk Score is equal to or greater than 511, but less than 540, and/or the Family Risk Score is equal to or greater than 429, but less than 457 consider conducting the Comprehensive Fire Risk Evaluation both the child and the parents or refer to a mental health professional.

Extreme	Family Survey	>457	Referral
Extreme	Child Survey	>540	Referral

There are discretionary areas where it may be advisable to conduct the Comprehensive Fire Risk Evaluation initially. The Comprehensive Fire Risk Evaluation is recommended for cases which may involve the following factors:

- **When the family is referred by social services, mental health, probation, or in some cases, juvenile diversion.**
- **When a resistant or uncooperative child or parent has been encountered.**

References

- Moynihan, M. and Flesher, E. Locating a Risk Cut-Off Level Based on Key Variables in the Regression Equation. Child Interview. Parent Interview. Boulder, CO: Department of Psychology, University of Colorado, 1998.
- Poage, C., Doctor, M., Day, J.B., Rester, K., Velasquez, C., Moynihan, M., Flesher, E., Cooke, P., Marshburn, L. (1997). Colorado Juvenile Firesetter Prevention Program: Training Seminar. Vol. 1. Denver, CO: Colorado Division of Firesafety.

PARTICIPATION RELEASE

The _____ utilizes the screening program developed by the Federal Emergency Management Agency and the United States Fire Administration to evaluate the child that has been involved in a fire incident or has been referred to the City by a parent or another entity or agency.

The evaluation tries to assess the risk of involvement in future firesetting behavior. To do this, six areas describing individual characteristics are evaluated (demographic, physical, cognitive, emotional, motivation, and psychiatric).

Based on the results of the evaluation, your child's tendencies will place him/her in one of the following areas of concern:

- Little Risk - needs educational intervention
- Definite Risk - needs referral for evaluation to a mental health agency or to
a licensed psychologist or psychiatrist and educational intervention
- Extreme Risk - needs immediate referral for evaluation
by a licensed psychologist or psychiatrist

If educational intervention is indicated, the _____ program will offer further educational activity for your child.

Depending on the circumstances regarding an individual case, other agencies such as the school your child attends, local law enforcement, social services departments, etc. may become involved.

The questions asked in this evaluation may be viewed prior to signing this release upon request.

I, _____, have read the previous statement and do hereby grant permission for my child, _____, to participate in the _____ Intervention Program and hereby authorize to release information regarding my child to such other governmental entities and agencies as it may deem appropriate.

Parent/Guardian

Date/Time

Juvenile

Witness

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COMPREHENSIVE FAMILY FIRE RISK INTERVIEW FORM

(Questions to be asked of Parents of Children 3 to 18 Years of Age)

CONTACT FORM _____ **DEPT. NAME** _____ **Inc. Census Tract** _____ **County** _____

INCIDENT-DATE _____	NO. _____	TIME _____	CR. NO. _____
INCIDENT ADDRESS: _____ Street _____ City _____ ZIP _____			
Multiple Juveniles <input type="checkbox"/> Y <input type="checkbox"/> N # _____ Ignition Source: <input type="checkbox"/> Match <input type="checkbox"/> Lighter <input type="checkbox"/> Other <input type="checkbox"/> Flammable Liquid/Accelerant Used			
Est. Loss: \$ _____ Intentional: <input type="checkbox"/> Y <input type="checkbox"/> N Injuries: <input type="checkbox"/> Y <input type="checkbox"/> N # _____ Death: <input type="checkbox"/> Y <input type="checkbox"/> N # _____			
Hospitalizations: <input type="checkbox"/> Y <input type="checkbox"/> N # _____ Describe Injuries/Deaths _____			
Location of Fire: Outside-Location of Origin _____ <input type="checkbox"/> Inside/ <input type="checkbox"/> Inside-Occupied Room of Origin _____			
Referral Source Name: _____ Agency/Address: _____ Phone: _____			
<input type="checkbox"/> Caregiver <input type="checkbox"/> School <input type="checkbox"/> Law Enforcement <input type="checkbox"/> Mental Health <input type="checkbox"/> Fire Service <input type="checkbox"/> Juvenile Justice <input type="checkbox"/> Parent <input type="checkbox"/> Other/Describe _____			
Caregiver/Parent Smokes <input type="checkbox"/> Y <input type="checkbox"/> N Did the home meet community standards for health/welfare of the child? <input type="checkbox"/> Y <input type="checkbox"/> N			
Was the child supervised by a person 12 years of age or older at the time of the incident? <input type="checkbox"/> Y <input type="checkbox"/> N			
Description of Incident and Pertinent Information: _____ _____			
Report by: _____ Printed Name Signature			

Juvenile Information

Last Name: _____ First Name: _____ M.I. _____ DOB _____ / _____ / _____
 Sex ☐ M ☐ F Race: ☐ White ☐ Asian ☐ African Am. ☐ Native Am. ☐ Hispanic ☐ Other
 Age: _____ Grade in School _____ School Currently Attending _____
 Soc. Sec. #: _____ - _____ - _____
 Home Address: _____ Phone: _____

Adult No. 1 Residing With The Child

Name: _____
 Address: _____
 Phone: H _____ W _____
 Employed: ☐ Y ☐ N
 Marital Status: ☐ Married ☐ Separated
 ☐ Divorced ☐ Remarried ☐ Widowed
 Relation to Juvenile: ☐ Natural ☐ Step

Adult No. 2 Residing With The Child

Name: _____
 Address: _____
 Phone: H _____ W _____
 Employed: ☐ Y ☐ N
 Marital Status: ☐ Married ☐ Separated
 ☐ Divorced ☐ Remarried ☐ Widowed
 Relation to Juvenile: ☐ Natural ☐ Step

Others Residing With The Child

Name: _____	Relationship: _____
Name: _____	Relationship: _____
Name: _____	Relationship: _____
Name: _____	Relationship: _____

FAMILY RISK SURVEY

Date Survey Conducted: _____

This Family Risk Survey is designed to be given to parents who have concerns about their child's fire play or firesetting behavior or whose child has set a fire which has come to the attention of a fire department, police agency or other community agencies. The Family Risk Survey is intended for use only as a preliminary screening tool and should be used with the Child Risk Survey to assess the child's suitability for fire intervention education or mental health referral.

The Family Risk Survey may be administered to parents over the phone or in person. The Child Risk Survey should be administered to the child in person and separate from their parents only after the parents or guardians have provided written informed consent for the child's participation in the survey.

Prior to administering the Family Risk Survey, please provide the following incident and demographic information.

I. Incident #: _____ **Incident Date:** ____/____/____ **Incident Location:** _____ **CR #:** _____

Incident Description: _____

II. Child's Last Name: _____ **First Name:** _____ **M.I.** _____ **D.O.B.** ____/____/____

Child's Address: _____ **Home Phone:** _____

School Child Attends: _____ **Grade:** _____

III. Name of parent/guardian providing information: _____

Address if different from child's: _____ **Work Phone:** _____

IV. Referral Source if **not a fire call (Name/Agency):** _____

Agency's Address: _____ **Phone:** _____

V. Interviewer's Name: _____ **Phone:** _____

Interviewer's Affiliation: _____

Interviewer's notes and/or comments: _____

FAMILY RISK SURVEY

Date Survey Conducted: _____

To administer: Ask the question as written, check the response, place the appropriate constant weight in the score column, and add the scores to determine the Total Family Risk Score. Please substitute the child's name in questions 1-5.

Questions*		Constant	Score
1.	If you had to describe (child's name) curiosity about fire, would you say it was absent, mild, moderate, or extreme?		
	absent _____	0	_____
	mild _____	99	_____
	moderate _____	198	_____
	extreme _____	297	_____
2.	Has (child's name) been diagnosed with any impulse control conditions, such as Attention Deficit Disorder (ADD) or Attention Deficit Disorder with Hyperactivity (ADHD)?		
	yes _____ (Diagnosis) _____	28	_____
	no _____	0	_____
3.	Has (child's name) been in trouble outside of school for non-fire related behavior?		
	yes _____ (What?) _____	90	_____
	no _____	0	_____
4.	Has (child's name) ever stolen or shoplifted?		
	yes _____	14	_____
	no _____	0	_____
	dk/na _____	0	_____
5.	Has (child's name) ever beat up or hurt others?		
	yes _____	14	_____
	no _____	0	_____
	dk/na _____	0	_____
6.	Besides this fireplay or firesetting incident, how many other times has your child played with fire, including matches or lighters, or set something on fire?		
	1 (current) _____	84	_____
	2 (current + 1) _____	168	_____
	4 (current + 2-4) _____	336	_____
	6 (current + 5) _____	504	_____
7.	Is there an impulsive (sudden urge) quality to your child's firesetting or fire play?		
	yes _____	71	_____
	no _____	0	_____
	dk/na _____	0	_____
TOTAL FAMILY RISK SCORE			_____

Question (8) is for informational purposes and does not score.

8. *Is there a history of emotional, physical, or sexual abuse in the family?* Yes _____ No _____
 Who _____ Relationship _____ Currently in the home _____
If there are indications of abuse or neglect, consult with social services or law enforcement immediately
- A. The Cut Off Score For Mental Health Referral For the Family Risk Survey Is 457 or Above.** If either the Family Risk Survey is equal to or greater than 457 and/or the Child Risk Survey is equal to or greater than 540, the child should be referred to a mental health professional.
- B.** If either the Family Risk Score is equal to or greater than, 429, but less than 457 and/or the Child Risk Score is equal to or greater 511, but less than 540 consider conducting the comprehensive firesetter risk assessments for both the child and the parents or refer to a mental health professional.
- C. AN INTERVENTION EDUCATION PROGRAM** is appropriate if the Family Risk Score is less than 429 and/or the Child Risk Score is less than 511.

Moynihan, Flesher, and Colorado Juvenile Firesetter Prevention Program Staff

06/29/98

Family Risk Survey

*Original questions appear in Fineman, (1996), *Comprehensive Fire Risk Assessment*, Published in the Colorado Juvenile Firesetter Prevention Program: Training Seminar Vol. I, (1997).

CHILD RISK SURVEY

Date Survey Conducted: _____

This Child Risk Survey is designed to be given to children (with their parent's written informed consent) who have played with fire or who have set a fire which has come to the attention of a fire department, police agency or other community agencies. The Child Risk Survey is intended for use only as a preliminary screening tool and should be used with the Family Risk Survey to assess the child's suitability for fire intervention education or mental health referral.

The Family Risk Survey may be administered to parents over the phone or in person. The Child Risk Survey should be administered to the child, in person, and separate from their parents only after the parents or guardians have provided written informed consent for the child's participation in the survey.

Prior to administering the Child Risk Survey, please provide the following incident and demographic information if it has not already been provided in the Family Risk Survey section.

I. Incident #: _____ **Incident Date:** ____/____/____ **Incident Location:** _____ **CR #:** _____

Incident Description: _____

II. Child's Last Name: _____ **First Name:** _____ **M.I.** _____ **D.O.B.** ____/____/____

Child's Address: _____ **Home Phone:** _____

School Child Attends: _____ **Grade:** _____

III. Name of parent/guardian providing information: _____

Address if different from child's: _____ **Work Phone:** _____

IV. Referral Source if **not a fire call (Name/Agency):** _____

Agency's Address: _____ **Phone:** _____

V. Surveyor's Name: _____ **Phone:** _____

Surveyor's Affiliation: _____

Surveyor's notes and/or comments: _____

CHILD RISK SURVEY

Date Survey Conducted: _____

INFORMATIONAL ACTIVITY FOR THE CHILD

Have the child draw a picture of the fire or fireplay incident and/or write a paragraph describing why they are in your office today while you are conducting the Family Survey with the parents.

DEVELOPMENT OF RAPPORT

The purpose of this section is to make the child comfortable with you. The more at ease you can make him, the greater the likelihood that he will answer all of your questions. If the following questions aren't enough, add your own. Questions or language can be modified in the Development of Rapport section only; **all other questions should be asked as written.** This section was developed by Kenneth R. Fineman Ph.D., and is reprinted from Comprehensive Fire Risk Assessment as published in the Colorado Juvenile Firesetter Prevention Program: Training Seminar Vol. I.

1. [Introduce yourself] I'm _____ What's your name? _____
2. How old are you? _____
3. What school do you go to? _____ What grade are you in? _____
Do you like your school? _____ Are there nice/okay teachers at your school? _____
4. What classes/subjects do you like/not like? _____
5. What do you do for fun? Do you have hobbies? _____
6. Who's your best friend? _____
7. What do you like to play/do with your friend? _____
8. What do you watch on TV and/or what videos do you watch? _____
9. What is your favorite person/show on TV? _____
10. What is your favorite video/computer game? _____
11. What do you like about that game? [Is there extreme interest in violence or fire?] _____

[When rapport is established, determine level of understanding if the child is under 7 or appears to have problems communicating.]

COMPARISON OF THE ORIGINAL AND REVERSE ORDER VERSIONS OF THE INCIDENT

For children age nine and older, consider asking the following prior to proceeding:

Have the child describe their involvement in the incident from some point in time prior to some point in time after the incident. At the end of the interview ask the child to repeat this description in reverse order.

The average child whom is at least nine years old should be able to relate incident details in reverse order if the original version of his/her account of the incident was truthful. If the order is significantly different in the order.

CHILD RISK SURVEY

Date Survey Conducted: _____

DETERMINE LEVEL OF UNDERSTANDING (Under 7)

This section was developed by Kenneth R. Fineman, Ph.D., and is reprinted from the Comprehensive Fire Risk Assessment as published in the Colorado Juvenile Firesetter Prevention Program: Training Seminar Vol. I.

It is often difficult to determine if a young child really understands you. (This section may be skipped if you are interviewing an older child). There may be an age barrier, a language barrier, a learning problem, or sub-normal intelligence. It is fruitless to go through an entire interview unless you are first assured that the child has enough understanding to complete the interview. There are several ways to gauge whether you are on the same “wave length” as the child. The following are suggested ways to do so:

- a. Obtain information from rapport section above:
By paying close attention to the manner in which a young child responds to the 11 questions above, you can estimate whether he can understand and respond to the other questions in this instrument.
- b. Using crayons/paper as a tool:
You can ask the child to draw pictures of common objects, his favorite toys, houses, trees, and people. Then ask him to describe what he has drawn. Clear explanations of his drawings and the action taking place in some of those drawings will tell you something about the child’s vocabulary and his ability to understand.
- c. Using toys and games:
Have toys of the appropriate developmental level of the child available. Engage the child in a game with the toys or allow the child free play with the toys. After a while ask the child about the toys and the game he is playing. Inquire about the rules, the purpose, etc. Estimate the child’s vocabulary in terms of his ability to complete the interview.
- d. Using puppets:
Have hand puppets available. Allow the child to set the interaction, with the child playing all parts or with you playing some of the parts. Quiet children can become quite verbal with this approach. Focus on the child’s ability to understand your questions during the puppet play and determine if this level of communication is sufficient for continued interviewing.

If you are satisfied that the child has adequate understanding, proceed with the interview.

CHILD RISK SURVEY

Date Survey Conducted _____

To administer: Ask the question as written, check the response, place the appropriate constant weight in the score column, and add the scores to determine the Total Child Risk Score.

Questions*	Constant	Score
1. Do you have any brothers or sisters?		
yes _____	0	_____
no _____	0	_____
(If no, skip to Q. 3)		
2. How well do you get along with them?		
always get along _____	28	_____
<i>Score only one</i> usually get along _____	56	_____
<i>response, using</i> sometimes get along _____	84	_____
<i>the one with the</i> don't get along very often _____	112	_____
<i>highest risk value.</i> never get along _____	140	_____
3. How well do you get along with your mother?		
always get along _____	10.5	_____
usually get along _____	21	_____
sometimes get along _____	31.5	_____
don't get along very often _____	42	_____
never get along _____	52.5	_____
4. Do you fight or argue with your mother?		
never _____	10.5	_____
rarely _____	21	_____
sometimes _____	31.5	_____
usually _____	42	_____
always _____	52.5	_____
5. Do you see your father as much as you'd like?		
yes _____	0	_____
no _____	60	_____
too much _____	60	_____
6. When you are asked to do something, do you usually do it?		
yes _____	0	_____
no _____	17.5	_____
7. Do you lie a lot?		
yes _____	17.5	_____
no _____	0	_____
8. What happens at home when you get in trouble?		
grounded _____ physical punishment _____	0.0	_____
talked/lectured _____ sought outside help _____	0.0	_____
abused** _____ other/nothing _____	0.0	_____
yelled at _____	32	_____
9. Has there been an ongoing (chronic) crisis or problem in your life or in your family?		
yes _____ (What?) _____	62	_____
no _____	0	_____

CHILD RISK SURVEY

Date Survey Conducted _____

10. Besides this fireplay or firesetting incident, how many other times have you played with fire, including matches or lighters, or set something on fire?

1 (current)		32	
2 (current +1)		64	
4 (current +2-4)		128	
6 (current +5)		192	

11. What did you do after the fire started?

put it out		called for help		0,0	
ran away		didn't try to run		0,0	
panicked		tried to extinguish		0,0	
other		didn't try to extinguish		0,0	
		stayed and watched		40	

12. Did you intend to play with fire or set the fire, that is, did you play with or set the fire on purpose?

yes		187	
no		0	

If the surveyor has evidence of intent, the surveyor may override the youth's denial

13. Where did you set the fire?

(If any type of structure was involved as a target or a location, score:)		47	
other		0	

14. Do you like to look at fire for long periods of time?

yes		250	
no		0	

TOTAL CHILD RISK SCORE _____

Question (15) is for informational purposes and does not score.

15. *How did you get the ignition source (match/light/other) used in the fire/fireplay?*

**** If there are indications of abuse or neglect consult with social services or law enforcement immediately.**

If the child is at least nine years old, ask the child to repeat, in reverse order, the description of the incident.

How does this compare to the original description?

- A. The Cut Off Score For Mental Health Referral For The Child Risk Survey Is 540 or Above.** If either the Child Risk Survey is equal to or greater than 540 and/or the Family Risk Survey is equal to or greater than 457, the child should be referred to a mental health professional.
- B.** If the Child Risk Score is equal to or greater than 511, but less than 540, and/or the Family Risk Score is equal to or greater than 429, but less than 457 consider conducting the comprehensive firesetter risk assessments for both the child and the parents or refer to a mental health professional.
- C. AN INTERVENTION EDUCATION PROGRAM** is appropriate if the Child Risk Score is less than 511 and/or the Family Risk Score is less than 429.

RELEASE OF LIABILITY

I do hereby release, indemnify, and hold harmless the _____
Youth Firesetting Intervention Program, all its employees and volunteers against all claims, suits,
or actions of any kind and nature whatsoever which are brought or which may be brought against
the _____ Youth Firesetting Intervention Program for, or as a result
of any injuries from, participation in this program.

Parent/Guardian

Date/Time

Juvenile

Witness

RELEASE OF CONFIDENTIAL INFORMATION

Juvenile's Name _____

D.O.B. _____

Release to/Exchange with:

Name _____

Address _____

Phone _____

Information Requested _____

I consent to a release of information to and/or an exchange of information with the _____ Youth Firesetting Intervention Program. I understand that this consent may include disclosure of material that is protected by state law and/or federal regulations applicable to either mental health or drug/alcohol abuse or both.

This form does not authorize re-disclosure of medical information beyond the limits of this consent. Where information has been disclosed from records protected by Federal Law for drug/alcohol abuse records or by State Law for mental health records, federal requirements prohibit further disclosure without the specific written consent of the patient. A general authorization for release of medical or other information is not sufficient for these purposes. Civil and/or criminal penalties may attach for unauthorized disclosure of drug/alcohol abuse or mental health information.

A copy of this Release shall be as valid as the original.

Parent/Guardian

Date/Time

Juvenile

Witness

RISK ADVISEMENT

I have been informed that the FEMA/USFA Youth Firesetting Evaluation indicates that my child, _____ has a serious risk of continued involvement with fire setting activity.

I have also been informed by the _____ Youth Firesetting Intervention Program of the serious risk of injury and property damage that may continue to exist until the problem is resolved.

I have been advised to seek an evaluation by a licensed psychotherapist or psychiatrist.

Parent/Guardian

Date/Time

Witness

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APPENDIX J

OREGON OFFICE OF STATE FIRE MARSHAL JUVENILE WITH FIRE SCREENING TOOL

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JUVENILE WITH FIRE

Screening Tool



Distributed by Oregon Office of State Fire Marshal
Oregon Department of State Police
Juvenile Firesetter Intervention Unit
4760 Portland Road NE,
Salem, Oregon 97305-1760
(503) 373-1540, ext. 230

November 2003

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Introduction

The Juvenile Firesetter Screening Tool is designed for use by fire service personnel to screen youth referred to them for a fire-related incident. This is a basic screening tool. It is used to decide if a youth needs fire education intervention or needs to be referred to other community agencies. The screening tool is only the first step in the evaluation process for a youth who is using fire. It is not a risk inventory nor does it attempt to predict recidivism.

The tool is based on the statistical analysis of 130 juvenile firesetter assessments. The assessment form used in the research was developed by Kenneth Fineman, Ph.D. The analysis, done by Paul Yavonoff, Ph.D. and Michael Bullis, Ph.D. of the Institute on Violence and Destructive Behavior, was based on Item Response Theory (IRT). The National Arson Prevention Initiative provided the funding for this research effort.

The present document reflects the work of many fire and mental health professionals in Oregon. However, the format of the interview is based on the work of Laurie Birchill, LCSW. Ms. Birchill developed a screening tool for youth applying for entrance into residential treatment in 1989. Ms. Birchill's instrument proved to be user-friendly and stood the test of time. Ms. Birchill made a significant contribution to this project by refining many of her original questions. We are indeed grateful for her expertise.

The Oregon fire service participated in the research which formed the basis for this inventory. They recognized the need for a screening instrument based on empirical data. During the course of the project, interventionists from over twenty fire departments participated in the development of this tool. We are grateful for the dedication of the many men and women from the Oregon fire service who worked so hard to make this screening tool a reality.

Additional funding and facilitation for this project was provided by the Oregon Office of State Fire Marshal, Juvenile Firesetter Intervention Unit.

This publication is a work product which entailed the creation, collection and formatting of public documents. All rights are reserved and protected. Duplication of any or all of this manual must be with the express written permission of the Office of State Fire Marshal.

The Oregon *Juvenile with Fire* screening tool was designed to give the fire service professional or community partner a “broad brush” approach to understanding the firesetting behavior of a youth. In Oregon, this screening tool represents only the first step in an evaluation process. The next step includes a mental status evaluation, psychosocial history, firesetter history, diagnosis and treatment recommendations. This step is completed by a qualified mental health professional in the community. A more comprehensive evaluation may also include a battery of psychological testing given by a state licensed clinical psychologist.

The *Juvenile with Fire* screening tool was designed to meet the needs of both a paid and volunteer fire service. The tool is easy to administer, can be completed in a relatively short period of time, is flexible and focuses mainly on the fire incident. It is not a psychometric risk inventory and therefore does not assign levels of risk. Rather, the fire service in Oregon believes that any fire started by a youth has the potential to cause property loss, injury, and even death and is, therefore, a serious risk-taking behavior.

The screening booklet has several parts:

Steps for Conducting a Screening Interview: Self explanatory

Personal Information: Serves as a basic intake form or the face sheet on a file

Youth Interview: Since the focus of the screening tool is on the fire incident, eleven questions in the youth interview are fire-related. Only three of the fourteen questions in the youth interview are non-fire related. The three questions ask about school, peer group and recent family crisis. Under each of the fourteen primary questions is a list of “suggested” questions. You may ask one of them, all of them, or even probe the topic area with your own questions. You want to ask as many questions as you need until you feel comfortable enough to be able to score the question. Each question is scored on a range of 1-3 with 1 being the most normative behavior. It is recommended that you score the questions after you complete the entire interview. The Comment section is for your notes.

Parent Checklist: This is a self-report checklist. It is included in the referral package. Fire personnel do not need to ask any follow-up questions on this checklist. Many of the items on the checklist were determined to be red-flag behaviors requiring the services of community partners working with at-risk youths.

Parent Interview: The parents are asked ten questions. These questions deal with past firesetting behavior, parents’ perceptions of their child’s behavior and what fire safety is practiced in the home. The parent interview gives fire professionals an indication of the level of fire education the family needs.

Scoring and Referral Procedure: See Scoring and Referral Procedure Page

Report: This is a sample format to use when writing up a referral.

Authorization for Release of Information: This form is used in Oregon. Other jurisdictions may have their own form.

Child-Parent Contract: This form outlines safety precautions for the child and family. It is recommended that you select one or more items for the family to complete. Have the family sign the form, make a copy for them and put a copy in your files. While one cannot predict a child’s future firesetting behavior, the fire service can make sure that the family was given fire safety and fire survival information at the time of the interview.

Good Fire, Bad Fire: This is an activity sheet for the younger age child. There are many activity sheets available for younger age youth. You may have your own preference.

Fire and Life Safety Questionnaire: This activity sheet was designed for the middle school aged youth. It can assist the interviewer in assessing the educational level of the youth, which can be helpful in assigning reading or writing homework assignments.

Form 10J: Submit to the Oregon Office of State Fire Marshal for data collection. (Your state or department may have their own data collection point.)

Steps for Conducting a Screening Interview

- Step 1:** A request for a screening interview is received. This request may come from several sources: a parent/caregiver, fire personnel, or other agency (i.e. juvenile, school, mental health)
- Step 2:** When the person calls for a screening interview, complete as much as possible of the **Incident Information** form.
- Step 3:** Schedule screening interview. Inform the family that the interview will take about an hour.
- Step 4:** At the time of the interview, introduce yourself, explain the purpose and format of the meeting.
Example: “We are here today to gather information that will help determine what educational intervention is needed to stop your child from playing with or setting fires. There are many reasons why kids are interested in fire. We are concerned about your child’s safety and the safety of your family. We know only too well how fast fire can get out of control and we want to make sure that it doesn’t happen to you. So, we are going to ask you and your child a series of questions about the fire incident. I will also be asking you to complete a checklist. This information will direct us on how to best help your child.
- Step 5:** Give the parent the **Parent Checklist** and place them in a separate room to fill it out. Time permitting, you might also want them to view a safety video. We recommend *Plan to Get out Alive* or *Fire Power*.
- Step 6:** Interview the youth. Complete the **Youth Interview** form. Take time to establish rapport with the youth before beginning your questions about the fire.
- Step 7:** After the parent has completed the **Parent Checklist** and you have finished interviewing the child, bring the parent and child back together to complete the **Parent Interview** form. Depending on your situation, you may want to interview the parent alone.
(Optional: If interviewing the parent first, give the youth an assignment to complete such as a work sheet*, a fire safety questionnaire*, or ask them to draw a picture of their fire.)
- Step 8:** Score the **Youth Interview** form and the **Parent Interview** form. Depending on the results of the scoring, the interviewer will recommend intervention strategies. There are basically two:
- 1) Fire Education for the youth and family
 - 2) Referral to another agency for a more comprehensive assessment, accountability program, and fire education for the youth and family

When is a release of information form* needed? If the interviewer is recommending a referral to another agency, have the parent/caregiver complete a release of information form. This release allows the fire department personnel to discuss the case with other providers. We recommend that you list the county juvenile firesetter network on the release form.

*Sample provided at back of book.

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**Juvenile Firesetter Incident Information
Personal Information**

Date Received _____

Agency/Department _____

Initial Contact Person _____

Person/Agency Requesting Service _____ Phone# _____

Youth's Name _____

Address _____ City _____

Age _____ DOB _____ Male _____ Female _____

Parents/Caregivers

Father _____ Work# _____ Home# _____

Mother _____ Work# _____ Home# _____

Other adults in the home

Name	Relationship
_____	_____
_____	_____
_____	_____

Brothers/Sisters

Name	Age
_____	_____
_____	_____
_____	_____

School _____ Grade _____

Incident Information

Did the fire dept. respond? (Yes _____) (No _____) Incident # _____ Date _____

Where did the incident take place? _____

What was set on fire? _____

What was the ignition source? _____

Have there been any other firesets? _____

Action Taken

Screening Interview Date _____ Time _____

Name of Interviewer _____

Results: Fire Education _____ Referral to _____

Describe educational intervention provided: (Use back.) _____

This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the page.

Youth Interview

Name _____

Date _____

Interviewer's name _____

Total score _____

Instructions: Place a check mark next to the scoring level that best describes the situation for this youth. Expand the questions as you feel necessary to complete the interview with confidence. Use the comment line for anything that seems out of the ordinary or supports your impressions.

A. Is the youth experiencing any school problems?

Suggested Questions: *How's school? What do you like about school? What don't you like? Do you get in trouble at school? Do you have lots of friends at school? Who is your best friend?*

Scoring:

- _1 The youth likes school and has minimal problems.
- _2 The youth has some trouble in school either socially or academically.
- _3 The youth has frequently been in trouble at school, hates the teachers, doesn't like the classes, etc.

Comments: _____

B. How does the youth get along with the others in the neighborhood?

Suggested Questions: *Do you have any friends in the neighborhood that you hang out with? Do you like them? Do they like you? Do you ever get picked on by the kids in the neighborhood?*

Scoring:

- _1 The youth has friends in the neighborhood.
- _2 The youth gets into fights frequently in the neighborhood or has few friends. The youth may get picked on by others.
- _3 The youth is involved in a gang or is "hanging out" with other youths involved in delinquent or criminal activity.

Comments: _____

C. What was set on fire? _____ Was there anything significant about the object?

Suggested Questions: *Tell me about what was burned? Tell me about the fire. I wonder why you wanted to burn _____? Have you ever burned _____ before? What other types of things have you burned? Whose stuff did you burn?*

Scoring:

- _1 The object that was burned had little emotional significance for the youth. (i.e. toilet paper, leaves or trash)
- _2 The object that was burned had some emotional significance for the youth (i.e. plastic army figures, other person's possessions)
- _2 For an adolescent, the object may not have any significance but may be an act of vandalism.
- _3 The object that was burned had emotional significance for the youth or someone else (i.e. sibling's crib or favorite toy, a parent's or caregiver's possession)

Comments: _____

D. Where was the fire set? Was there any particular significance to the location of the fire?

Suggested Questions: *Where did the fire start? If at home, what room were you in, or were you outside? If not at home, do you go to this place often? Do you like being there?*

Scoring:

- 1 The fire was started in a place where the youth plays such as his/her bedroom, a closet, a fort, a hiding place.
- 2 The fire was started in a place with community significance i.e. church, a school, a park, in the forest.
- 3* The fire was set in a building occupied with people with the intent to place people at-risk.

Comments:

E. How much planning was done prior to the fire?

Suggested Questions: *Tell me what you were you doing right before the fire? Did you think about how you were going to start the fire? Where did you get the things that were burned? What was used to light the fire? Where did it come from?*

Scoring:

- 1 The fire was started using available materials; the act of firesetting was spontaneous and done without planning. Matches and lighters were readily available.
- 2 There was some pre-planning for the fire and some gathering of materials; however, the fire was not especially thought out.
- 3 There was definite planning for the fire, materials were sought out, and matches and lighters were stashed and/or hidden at the site beforehand. Accelerants may have been used.

Comments:

F. Who was with the youth at the time of fire?

Suggested Questions: *Was anyone with you when the fire started? If yes, who? What did they say about the fire? Did the person with you do anything as the fire started burning?*

Scoring:

- 1 The youth was with many peers/siblings when the fire was set.
- 2 The youth was with other peers/siblings and this youth might have instigated the fire.
- 3 The youth was alone when the fire was set.

Comments:

G. What was the youth's response to the fire?

Suggested Questions: *What was the first thing you did when the fire started to burn? What was the next thing? Did you tell someone (an adult) about the fire? If so, who was it? When was it?*

Scoring:

- 1 The youth tried to extinguish the fire and called for help.
- 1 The youth engaged in match or lighter play.
- 2 The youth may have made some attempts to extinguish the fire, but called for help only after others discovered the fire.
- 3 The youth ignored the fire, did not call for help, may have stayed to watch, or may have left the fire scene.

Comments:

H. How did the youth feel after the fire?

Suggested Questions: *What did your (parents/caregivers/principal/dad/mom) say to you about the fire? Was anyone angry with you about the fire? Do you care about what others think of you for having started a fire? Did you feel like you had done something bad or did the fire scare you? Did you think you would be in trouble?*

Scoring:

- _1 The youth showed remorse for the fire.
- _2 The youth showed interest in how others reacted.
- _3 The youth is unconcerned about others' reactions or is pleased with the fire.

Comments:

I (A). Was the youth supervised when the fire occurred at home?

Suggested Questions: *When you were playing around with the matches and lighters, where was mom or dad? Was anybody at home at the time? Who was taking care of you?*

Scoring:

- _1 Parents or caregivers were home at the time of the fire incident.
- _2 Parents or caregivers were home but unavailable (i.e. sleeping, watching TV, not being attentive)
- _3 Youth was left alone or with younger children.

or ...

I (B). Was the youth supervised when the fire occurred outside of the home?

Scoring:

- _1 The youth was under appropriate adult supervision (i.e. school, church, neighbor's home, babysitter).
- _2 The youth was NOT directly supervised at the time of the fire (i.e. at recess, in bathroom, at the park).
- _3 Youth was left alone or with younger children.

Comments:

J. How knowledgeable is the youth about fire? How much does the youth understand about the dangers of fire? Does the youth use fire for power or control?

Suggested Questions: *Did you think that the fire could get out of control and get really big? Do you feel you can control a fire that you start? Can you determine how big the fire will get? How? What did you want to have happen when you started the fire?*

Scoring:

- _1 The youth is knowledgeable about some aspects of fire survival but is unaware of the destructiveness or speed of fire.
- _2 The youth may indicate some concern about the dangers and risk of firesetting but thinks they can control it.
- _3* The youth does have an understanding of fire and uses it to defy authority, to gain status or attention, to express anger or for revenge.

Comments:

K. Has the family experienced any kind of crisis in the past six months?

Suggested Questions: *Tell me about home. Do you like being at home? Is there anything about home that you don't like? Has anything happened at home in the last six months that upset you? Is there anything different at home lately?*

Scoring:

- _1 There has been no major crisis in the family in the last six months.
- _2 There have been some changes in the family structure in the last six months, ie. divorce, death, moving, death of a pet, etc.
- _3 The family is in a state of crisis or chaos.

Comments:

L. Does the youth have a fire history?

Suggested Questions: *Tell me the other times you have burned things? What was the smallest fire? What was the largest fire? What are some of the other things you have burned? If you started other fires, how did you start them? Have you ever used an accelerant like gasoline or lighter fluid? How about fireworks? Have you ever altered fireworks?*

Scoring:

- _1 This is the first known incidence of fireplay or firesetting.
- _2 The youth admitted to setting from 2-5 fires or played with matches/lighters.
- _3* The youth has started more than 5 unsupervised or inappropriate fires. One or more of the fires has resulted in property loss or injury.

Comments:

M. How concerned was the youth for accepting responsibility for the fire?

Suggested Questions: *Now the fire is out and you have had a chance to think about what has happened, would you do it again? Tell me your reasons or why this fire occurred?*

Scoring:

- _1 The youth acknowledges the seriousness of the firesetting and accepts help appropriately.
- _2 The youth acknowledges the seriousness of the firesetting but seeks to blame others and denies his/her own responsibility.
- _3 The youth denies the seriousness of the firesetting and his/her own responsibility for it or takes full responsibility for it because he/she intended to cause destruction or injury.

Comments:

N. Has the youth ever been burned?

Suggested questions. *Have you ever been hurt by fire? Tell me what happened? Where did it happen? Who was involved?*

Scoring:

- _1 The youth has never been burned.
- _2 The youth has been burned unintentionally.
- _3 The youth has been burned by another person, may have scars from this burn.

Comments:

Comments:This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

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Parent Checklist

(Please print)

Name of youth: _____

Date of birth: ____/____/____

Name of person filling out this questionnaire: _____

Relationship to child _____

Are there smokers in the home? Y m N m

My son or daughter takes medicine for a behavior problem. Y m N m

Please check if any of the following statements are true for your son or daughter.

- | Yes | No | Some-
times | |
|-----|-----|----------------|--|
| ___ | ___ | ___ | My son or daughter has set more than one fire or has played with matches more than one time. |
| ___ | ___ | ___ | My son or daughter has set fires outside of the home before. |
| ___ | ___ | ___ | Other people in the home have set fires. |
| ___ | ___ | ___ | My son or daughter is fascinated with fire (for example, often stares at flames). |
| ___ | ___ | ___ | My son or daughter has misused or altered fireworks. |
| ___ | ___ | ___ | My son or daughter has easy access to matches and/or lighters. |
| ___ | ___ | ___ | There is a fireplace, wood stove, and/or candles or incense frequently in use in our home. |
| ___ | ___ | ___ | My son or daughter fights with brothers and sisters. |
| ___ | ___ | ___ | My son or daughter argues with parents/caregivers. |
| ___ | ___ | ___ | My son or daughter has witnessed parents arguing. |
| ___ | ___ | ___ | My son or daughter spends as much time as he/she would like with father/male caregiver. |
| ___ | ___ | ___ | My son or daughter spends as much time as he/she would like with mother/female caregiver. |
| ___ | ___ | ___ | There has been a traumatic experience in my child's life or family in the last year. |
| ___ | ___ | ___ | There has been physical or sexual abuse in the family. |
| ___ | ___ | ___ | The family has moved frequently. |
| ___ | ___ | ___ | My son or daughter has special education needs. |
| ___ | ___ | ___ | My son or daughter has been suspended/expelled from school. |
| ___ | ___ | ___ | My son or daughter has few friends. |
| ___ | ___ | ___ | My son or daughter is often picked on by others. |
| ___ | ___ | ___ | My son or daughter has friends who are a bad influence. |
| ___ | ___ | ___ | My son or daughter has a history of lying. |
| ___ | ___ | ___ | My son or daughter has stolen/shoplifted. |
| ___ | ___ | ___ | My son or daughter destroys his/her own possessions. |
| ___ | ___ | ___ | My son or daughter has been or is in counseling. |
| ___ | ___ | ___ | My son or daughter is physically aggressive or hurts others. |
| ___ | ___ | ___ | My son or daughter has intentionally harmed or injured an animal. |
| ___ | ___ | ___ | I feel like I have no control over my son or daughter. |

Use back for additional comments.

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Parent Interview

Name _____

Date _____

Total score _____

Instructions: Place a check mark next to the scoring level that best describes the situation for this youth. Expand the questions as you feel necessary to complete the interview with confidence. Use the comment line for anything that seems out of the ordinary or supports your impressions.

A. What was the parent's or caregiver's response to the fire?

Suggested Questions: *Mom, Dad, what was your reaction to the fire?*

Scoring:

- ☐ 1 The reaction of the parents to the fire was an immediate and appropriate response, with concern for any victims.
- ☐ 2 The reaction of the parents to the fire was one that appears too lax or too punitive.
- ☐ 3 The reaction of the parents to the fire was either nonexistent or was an immediate and overly punitive response (such as burning of the youth's hands).

Comments: _____

B. Is there a family history with fire?

Suggested Questions: *Did anybody else in the family ever play with fire or get burned from a fire that got out of control? Have you ever had a house fire?*

Scoring:

- ☐ 1 There is no traceable history of fire in the family. There are no parents, siblings or close relatives who are/were firefighters, who were burned in a fire, lost their home in a fire or were firesetters.
- ☐ 2 There is some fire history in the family that the youth has or may have heard about.
- ☐ 3 There is a fire history about which the youth has direct knowledge.

Comments: _____

C. Does the youth have a history of fireplay or firesetting?

Suggested Questions: *How many other times has your child lit matches, played with a lighter or burned things of little or no value? Do you know if he has ever threatened anybody with fire or if he/she has been hurt by fire himself/herself?*

Scoring:

- ☐ 1 This is the first known incidence of fireplay for the youth.
- ☐ 2 The youth has a sporadic history of fireplay. There was little or no damage from previous fireplay.
- ☐ 3 The youth has a history of chronic fireplay and/or has set at least one fire with serious consequences.

Comments: _____

D. What kind of modeling is going on in the home? How did the parents/caregivers teach their youth about fire? What kinds of fire safety practices occur in the home? Are there any cultural or traditional ways the family uses fire?

Suggested Questions: *How did you teach your child about fire? Do you have a working smoke detector? Do you have candles or a woodstove? How do you store matches and lighters? How does your family use fire? Are there smokers in the home?*

Scoring:

- ☐ 1 Appropriate fire safety is observed in the home. Smoke detectors work, woodstoves are safely installed. Parents, siblings or other family members avoid modeling fire play.
- ☐ 2 There is modeling of fire play at home and fire safety is only moderately observed by parents and siblings.
- ☐ 3 Family members have used fire inappropriately. The youth's home is not firesafe.

Comments: _____

E. How is the youth supervised?

Suggested Questions: *When you are not at home, who takes care of the child?*

Scoring:

- ☐ 1 The youth has good, continual parental and/or caregiver supervision.
- ☐ 2 The youth has some supervision, but the supervision is often sporadic.
- ☐ 3 The youth has minimal supervision.

Comments: _____

F. Does the youth have any problems in school?

Suggested Questions: *Is the youth having any problems in school? Does your child have any learning problems, ie. school referral for problem behaviors, trouble paying attention or being impulsive? Is he or she in a special classroom of any kind?*

Scoring:

- ☐ 1 The youth has minimal problems in school.
- ☐ 2 The youth gets some school referrals.
- ☐ 2 The youth receives special education services.
- ☐ 3 The youth has been suspended or expelled from school.

Comments: _____

G. Has the youth ever been in counseling?

Suggested Questions: *Has your child ever seen the school counselor or other mental health provider for problems?*

Scoring:

- ☐ 1 The youth has never been in counseling.
- ☐ 2 The youth has been in counseling in the past.
- ☐ 3 The youth is currently in counseling or has been referred for counseling.

Comments: _____

H. How would you describe your youth's friends?

Suggested Questions: *Do you like your kid's friends? Are they a positive influence on ...? Who is his best friend?*

Scoring:

- ☐ 1 The youth has a healthy, supportive peer group.
- ☐ 2 The youth has some peer support, but his/her behavior is influenced by peers (bad friends).
- ☐ 3 The youth has little or no peer support, is shunned by peers and is isolated and withdrawn.

Comments: _____

I. *Has any kind of crisis or traumatic event happened within your family? Please describe.*

Scoring:

- ☐ 1 There has not been a traumatic family experience in the past year.
- ☐ 2 There has been a major traumatic family experience in the past year.
- ☐ 3 There has been a major traumatic family event in the past that may be influencing the youth's behavior.

Comments: _____

J. *Would you be willing to seek additional help for your child such as taking him/her to counseling?*

Scoring:

- ☐ 1 The youth's family acknowledges the seriousness of the firesetting and seeks help appropriately.
- ☐ 2 The family protects the child, seeks to blame others and denies their own and the child's responsibility for the fire.
- ☐ 3 The family doesn't seem to take the behavior seriously and simply wants the fire department to "fix" the youth and/or doesn't see the need for other services. They may even refuse services.

Comments: _____

Scoring and Referral Procedure

Add the face value of the checked responses for both the youth and the parent interview. Enter the total on the lines provided below:

Total Score: (Youth Interview) _____ (Parent Interview) _____

If the total number for the youth interview is from 14-19 then:

The fire behavior appears to be basically experimental in nature and set out of curiosity. This youth does not have a history of fire behavior. The intervention for a youth motivated primarily out of curiosity is fire education for the youth and the family. There are numerous fire education intervention curricula available to use with this child. The family should set clear rules about fire use in the home and practice home fire safety. Fire departments should emphasize the importance of working smoke alarms and home escape planning for these families. With education, curiosity firesetters usually do not continue their fire behavior. However, because curiosity firesetters do not understand the consequences of their actions, it is important that parents/caregivers increase their knowledge of fire safe practices.

If the total number for the youth interview is 20-42 then:

The youth has a sporadic history of firesetting and needs to be referred to other community agencies that serve children and their families. These agencies include community mental health centers, teen courts, youth service teams, multi-disciplinary teams, or juvenile departments. Many of these youths will require a more comprehensive mental health evaluation to determine the motives for his/her behavior. Youth who score in this range are setting fires as a cry for attention, as a response to a crisis event, to express anger or to defy authority. Many youth use fire because they are seeking power and control. The firesetting in this case is often a symptom of other family, school or peer group problems. Mental health professionals are positioned to evaluate all the dynamics affecting this youth's firesetting behavior.

In addition to referring the family for further evaluation, fire departments need to provide fire safety education. As with the curiosity firesetter, families often do not understand the power of fire and need to increase their knowledge of home fire safety practices. Again, emphasizing the importance of working smoke alarms and practicing home escape planning. After a mental health evaluation or court referral, fire departments may be asked to provide additional educational intervention. Helping educate the youth about how their firesetting behavior affected the community and the risk involved is another way fire departments can provide a service to the youth and their family and hold youth accountable for their behavior. Curricula for educating adolescent firesetters are available.

If question D, J and/or L is answered with a 3 response, consider referring this youth for a crisis evaluation.

If the total number for the parent interview is from 10-15 provide fire safety education to the youth and family.

If the number for the parent interview is between 16-30
provide fire safety education to the family and recommend to the family that they seek the services of other community agencies to further evaluate the youth's firesetting behavior.

Referral should consist of:

- 1) a cover letter which includes-
 - a statement of the fire incident
 - observations of the interviewer
 - recommendations
- 2) copies of the parent checklist and both screening interviews
- 3) copy of the fire report
- 4) a brief summary of the education provided
- 5) release of information form

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Juvenile Firesetter Screening Report

Name _____ Address _____

Telephone _____ DOB _____ Age _____

Presenting Problem (Includes date of interview, name of child and accompanying adult, location of interview and presenting fire problem.)

Fire History (Includes a list of the fires reported by the child and/or accompanying adult/s.)

Results of the Screening (Gives an explanation of the screening instrument, how it is being used by the fire service. Indicate that it is a basic screening tool used to determine if a child needs to be referred for a more comprehensive assessment. Do NOT assign a risk level.)

Observations (Includes only statements of facts, i.e. family was late for interview, child refused to answer all questions.)

Recommendations (Given the child's scoring, suggest fire safety education or a referral for a needs assessment or more extensive mental health assessment/treatment, and conditions for a fire safety plan for the family.)

Signature _____

Date _____

Fire Department _____ Telephone _____

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Child/Parent Responsibility Contract

This contract outlines several steps both children and their parents/caregivers can take to prevent firesetting behavior in the home. While increasing safety in the home, they may not eliminate all fire risks and are not a substitute for parent/caregiver supervision.

THE YOUTH (initial on line)

- ____ Shall not possess any incendiary devices of any kind. This includes but is not limited to matches, lighters, lit cigarettes, lighter fluid, fireworks, aerosol cans and other flammable liquids.
- ____ Shall submit to searches of his/her person and property by his/her parent/caregiver. This includes the youth's personal property and immediate area where the youth is located (car, room, school locker, backpack, etc.).
- ____ Shall complete a fire-escape plan for their family and practice it with his/her parent/caregiver.
- ____ Shall tell an adult if they find matches or lighters.
- ____ Shall not play with friends who engage in any form of fire activity.
- ____ Other _____

Youth _____ Date _____

THE PARENT

- ____ Shall install and maintain working smoke alarms in every room of the home, including garages and sheds. A working class (2A-10BC) fire extinguisher shall be accessible to every level of the home and garage.
- ____ Shall secure all combustibles and all matches, lighters, flammable liquids, fireworks, and other sources of ignition in an area where the youth does not have access, preferably a locked cabinet.
- ____ Shall use only a child resistant lighter if a smoker and kept on their person at all times.
- ____ Shall conduct routine searches of the youth's room and possessions for matches or lighters.
- ____ Shall monitor the youth's access to the Internet for information that can assist them in modifying fire-works or manufacturing destructive devices.
- ____ Shall give permission to other children in the home to tell on someone who misuses fire.
- ____ Shall increase supervision of youth. Youth should not be left alone or unsupervised in other youth's homes where ignition material may be easily available.
- ____ Shall set firm rules that any child in the house should not touch matches, lighters, the stove, barbecue lighters, flares, fireworks or any other object that could potentially set a fire.
- ____ Inform children of the fire safety rules and the consequences of breaking them. Discuss the rules and consequences with your child to check for understanding.
- ____ Shall not display any candles, incense lamps or other fire related items in the home regardless of their use.
- ____ Shall complete a home fire safety checklist obtained from the local fire department.
- ____ Shall forbid youth to watch shows or videos with provocative fire themes.
- ____ Shall lock up all flammable chemicals such as turpentine, gasoline, lighter fluid or charcoal starter for barbecues.
- ____ Shall remove closets doors to avoid a hiding place.

Other _____
Parent or Guardian _____ Date _____

Removing the risk today prevents the fires of tomorrow.

Provided by the Office of State Fire Marshal, June, 2001

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Fire and Life Safety Questionnaire

Name _____

1. Describe the fire. Tell what happened. Who was involved? What methods were used to start the fire?

2. On a scale from 1 to 10, how much responsibility for the firesetting is yours?
1 (no responsibility) - 10 (full responsibility)

3. List four things you could have done to stop yourself from starting the fire.

1) _____

2) _____

3) _____

4) _____

4. Who was harmed by your firesetting behavior?
5. How much time do you and your family have to safely escape a fire in your home?
6. Name the elements of a fire that are life-threatening.
7. When is it OK for you to use matches or lighters?
8. List the ways your family can make your home firesafe.
9. What do you know about fire?
10. Have you ever been burned?

APPENDIX K

CONSENT, RELEASE, REFUSAL AND PAYMENT ARRANGEMENT FORMS

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JUVENILE FIRE INTERVENTION PROGRAM

Consent for Screening Interview Waiver of Rights and Acknowledgement of Non-Confidentiality

I, _____ and _____
Child's name and D.O.B. parent/guardian

Both agree to the following:

We give our consent to the _____ Juvenile Fire Intervention Program to be screened for suitability for this program, for which we authorize

_____ to conduct a screening interview of this child and his family to collect information and records pertaining to this child.

_____ We understand that authorizing the screening of our child for the JFIP does not guarantee acceptance in the JFIP, nor can the JFIP guarantee that any specific services it may recommend will be provided.

_____ We agree to hold the JFIP, its agents and volunteers harmless from any liability or damage that may arise from the screening or participation in the JFIP. We understand that completion of the educational class does not necessarily prevent our child from future firesetting. We understand that fire education is sometimes just a portion of a child's treatment.

_____ We understand that the burning of property may be a criminal offense. We hereby understand that the program representatives may report to the appropriate authorities, including but not limited to, the District Attorney's Office, the State Fire Marshal, local fire and police departments, and DSS, any information they receive regarding the setting of fires by _____ or anyone else.

_____ We understand that the _____ JFIP representatives are mandated by the state law to report to DSS any situations where a child is at risk, including neglect and/or any form of abuse.

_____ We understand that by participating in this program we hereby waive our child's rights of confidentiality regarding evaluation and treatment. We understand that whatever is told an interviewer who is part of my treatment program is neither privileged nor private. If any such rights of confidentiality exist by statute or rule of law, we hereby waive any and all such rights on behalf of our child.

signature of child

signature of parent/guardian

signature of RVJFIP person/witness

RELEASE OF LIABILITY

I do hereby release, indemnify, and hold harmless the _____
Juvenile Fire Intervention Program, all its employees and volunteers against all claims, suits, or
actions of any kind and nature whatsoever which are brought or which may be brought against
the _____ Juvenile Fire Intervention Program for, or as a result of any
injuries from, participation in this program.

Parent/Guardian

Date/Time

Juvenile

Witness

_____ **Juvenile Fire Intervention Program**

AUTHORIZATION FOR RELEASE OF CONFIDENTIAL INFORMATION

(In the case of a minor child) I, _____ (parent/guardian) hereby authorize representatives of the _____ Juvenile Fire Intervention Program to obtain records of:

Child's name: _____ D.O.B. _____

Address: _____

Phone: _____ Contact person: _____

I authorize the following individual or agency: (include name and phone number)

including records of:

☐ yes ☐ no family history

☐ yes ☐ no educational reports

☐ yes ☐ no alcohol/drug treatment

☐ yes ☐ no mental health services

☐ yes ☐ no medical/psychiatric treatment

☐ yes ☐ no other: _____

I understand that this release allows the _____ Juvenile Fire Intervention Program to discuss this child's case with the "**triage team**" before, during, and at the conclusion of the program in order to determine the best form of treatment and follow-up care. I understand the "triage team" consists of members of the _____ JFIP Task Force, including mental health clinicians, firefighters, and probation officers, trained to help children with their firesetting behaviors. I understand that the "triage team" will maintain confidentiality at all times, and not discuss this child's case with anyone outside of the _____ JFIP.

***NOTICE:** I understand this consent can be revoked at any time except to the extent that disclosure made in good faith has already occurred in reliance on this consent. If not previously revoked, this consent will expire automatically ninety (90) days from the date signed, or will terminate thirty (30) days after completion of the _____ JFIP program.*

I understand that my records are protected by state and local law and cannot be disclosed without my written consent except as otherwise specifically provided by law. Furthermore, I understand that if my records involve alcohol or drug abuse, they are also protected under Federal Regulation (42 CFR Part 2), Confidentiality of Alcohol and Drug Abuse.

The reason for disclosure of information is to facilitate adequate treatment for stated child due to firesetting incident(s). I have read carefully, understand the above statements, and do herein expressly and voluntarily consent to disclosure of the above information to those persons/agencies named above.

Signature of Parent/Guardian

Date

Signature of Witness

Date

AGENCY NAME _____
JUVENILE FIRE INTERVENTION PROGRAM REFUSAL FORM

I acknowledge that the program offered by the _____ Juvenile Fire Intervention Program was explained to me, and I was given an outline of the program.

I understand the _____ JFIP has been established to help educate children who have played with fire, and this program educates children about the “dangers of fire and fire safety”.

I acknowledge that the Fire Intervention Program was offered to me and at this time, I do not want my child to participate in the program.

I will not hold any member of the _____ JFIP liable or responsible for any further actions of my child, in regards to play with, or setting fires.

Signature of parent or guardian

date

Witness
City/Town

date

**JUVENILE FIRE INTERVENTION PROGRAM
PAYMENT CONTRACT**

I, _____ parent/guardian
of _____ (participant), agree to pay
the _____ Juvenile Fire Intervention Program the sum of \$275.00 for
attending the education classes. Please make check payable to: _____.
I agree to the following:

Signature parent

Signature witness

Date

APPENDIX L

SCARBOROUGH FIRE DEPARTMENT STANDARD OPERATING PROCEDURES

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Scarborough Fire Department
Scarborough, Maine



Standard Operating Procedures

Book:	Routine Operations
Chapter:	
Subject:	Juvenile Firesetter Intervention Program
Revision Date:	DRAFT PROPOSAL
Approved by:	

PURPOSE

To outline consistent procedures when addressing the behavior of firesetting among juveniles.

RESPONSIBILITY

The responsibility to carry out this policy rests with any member of the organization who may encounter a juvenile with firesetting behaviors.

DEFINITIONS

Juvenile Firesetting: Any child, youth or adolescent who engages in the act of burning/melting anything, (regardless of its value or of their intent) or, who plays with fire for any given reason.

Juvenile Firesetting Intervention Program: The program is made up of six components, which provide a continuum of service for any juvenile who comes to the attention of the agency for firesetting behaviors.

Mission Statement: "The mission of the Juvenile Firesetting Intervention Program is to reduce fire-related tragedies through assessment, intervention and education."

County Intervention Collaborative: A network of professionals jointly addressing the problem and mitigating the risk associated with juvenile firesetting behavior within the community. The professional disciplines represented in the Collaborative include: representatives of the fire service; law enforcement; social services; juvenile justice; and school systems.

PROCEDURE

The Juvenile Firesetting Intervention Program is made up of the following six components:

1. Identification
2. Referral / Intake / Release of Information
3. Screening and Safety Considerations
4. Multi-Disciplinary Team (MDT) Review
5. Interventions and Education
6. Evaluation and Follow-up

IDENTIFICATION: The point of entry into a firesetter intervention program follows the identification of at-risk juveniles. The earlier the identification is initiated, the better are the chances of successful intervention. Typically, juveniles can be referred from any source including: the fire service, parents, caregivers, and schools, community agencies such as law enforcement, mental health, child protective services, and youth aid programs.

All fire companies are provided a form that is carried on fire apparatus or can be found electronically. It shall be the responsibility of the person in charge to fill out this form and forward it to the Fire Chief either on paper or electronically, when a juvenile is found to be the cause of a fire.

The same form can also be used when families stop into a fire station and self-refer to the program. In these cases, it is also forwarded to the Fire Chief either on paper or electronically, or the information can be left on the Fire Chief's voice mail. It is important to note that the program is not equipped to take immediate action in response to these referrals. A goal has been set to contact each family within 48 hours of receipt or initiation of a referral.

REFERRAL/INTAKE/RELEASE OF INFORMATION: When a referral is made, the parent and/or legal guardian is required to sign a Release of Information (ROI) form permitting the program the legal rights to release information to those parties who need to be involved, and which will serve the goal of implementing appropriate interventions for a successful outcome of the case. The ROI form is absolutely critical to the success of the case. It provides the program officials the right to release information received to those persons and/or agencies necessary for intervention. Without it no information may exchange hands, thereby preventing any intervention from taking place and thus wasting the time and energy of the program.

The program must have an intake process that includes the following five basic procedures.

- **Points of Entry** - where the juvenile makes initial contact with the program.
- **Reasonable Response Time** - the best window of opportunity is immediately after the fire.
- **Contact Person(s)** – intake personnel and their availability.
- **Record of Contact - Referral Form** – written or automated record of contact established for all cases. Along with the other information that will be collected, this form offers a descriptive account of the contacts and scheduling with the family. The value is often shown when a family refuses to participate and is referred back to the program again at a later date. The prior refusal is now documented and a paper trail is established.
- **Prioritization of Cases** – methods for responding to urgent cases that require a more rapid intervention.

SCREENING AND SAFETY CONSIDERATIONS:

Screening: The main component of the intervention process is screening. The purpose of a screening interview is primarily to gain information for the multi-disciplinary team (MDT) to use in making their determination regarding the type(s) of intervention needed for a favorable outcome in each case. The interview should be conducted in the home of the referred family so that the interviewer(s) have an opportunity to experience the usual environment (living

conditions) of the family. It will also help the individuals being interviewed feel more comfortable and thereby potentially provide more information.

A pool of trained interventionists will perform the screening interviews. **It should be noted that ONLY trained individuals working under the supervision of the Fire Chief will provide this service to citizens. Any other employee encountering this behavior will refer these juveniles in accordance with this guideline.**

The use of the structured screening tool often produces an understanding as to why the juvenile engages in the use of fire (firesetting behavior) and may provide an indication of the likelihood or risk of continued firesetting behavior. Additionally, this tool is helpful in determining the course of action for intervention. The structured screening interview should be the only method of fact finding employed by any program for gaining information that will lead to appropriate intervention strategies established and initiated by the MDT.

In conjunction with education, a formal interview/screening process is also conducted. It forms the foundation for the intervention. This process is intended to help the interventionist determine the motivation behind the fire setting behavior and determine the ultimate needs of the child/family.

Three types of assessment forms are used:

- Parent Interview Form
- Juvenile Interview Form
- Parent Checklist

At the conclusion of the interview, the interviewer may assign some fire safety related responsibility to the child. If necessary, another meeting is scheduled to continue education.

Families will sometimes refuse to participate in the program. The most common reason is denial, on the part of the family, that their child was involved in the firesetting activity. Some parents also claim that the incident was isolated and the discipline provided by the family will remedy the situation. Regardless of the reason, all children brought to the attention of the program must be referred through the identified channels. The Fire Chief may have benefit of information about the family that the family does not disclose initially. **Making a referral does not mean that negative actions or consequences will be directed toward the child and/or family.** The service is designed to aid the family in obtaining solutions to the firesetting behaviors.

Safety: At the time of the screening interview a home fire safety inspection should be conducted to assure a safe environment. The inspection should ensure the installation and proper operation of smoke detectors in each room of the home (except bath and kitchen), clear exit ways, and the reduction and elimination of obvious fire hazards. It can address the removal of combustible clutter; and such fire prevention aspects as securing matches and lighters.

MULTI-DISCIPLINARY TEAM (MDT) REVIEW: The multi-disciplinary team is comprised of professionals who are involved with those agencies and departments that are

concerned with and/or may provide services to juveniles. It is the MDT's responsibility to periodically meet to review and evaluate each case screening interview report and matters related to the case; and to identify the level of concern for each case and the best type of intervention(s) necessary to address the behavior. Minimal MDT composition should consist of representatives of the fire services, law enforcement, juvenile court system, mental health services, school systems and a county or local children and youth social service agency.

INTERVENTIONS AND EDUCATION:

The goal of the intervention is to determine the child's needs in response to the inappropriate fire use. For children whose behavior seems to stem from thinking errors or lack of information about fire outcomes, education is the most appropriate intervention. When the behavior seems to result from stress, crisis or dysfunction in the child's life, the required intervention services needed may extend to other service providers.

Intervention strategies include the services provided after the interview/screening process. They are decided upon by the MDT and delivered by those departments and agencies designated for that function. For children in need of extended services, the program will assist the family in finding a program or agency best suited to the family's needs. This may range from mental health involvement, child protective services, interaction with school counselors, Attention Deficit/Hyperactivity Disorder (ADHD) screening, inpatient hospitalization for the child, to family counseling. Parenting classes may be another recommended intervention. The program has established a list of intervention strategies to facilitate services to families. While education would be considered another intervention strategy, it is typically the service best provided by trained fire service educators.

Education is perhaps one of the most critical parts of the Juvenile Firesetting Intervention Program. When children have had an experience with fire, it is crucial that they gain an understanding of why their behavior was inappropriate. This involves pointing out their mistakes and identifying appropriate corrective action.

Many times, the parent may think they have offered direction to their child. The reality is that most have not. Parents visiting the program have usually attempted to educate their children about proper fire use by applying one or more of the following approaches:

- Instilling fear in the child
- Punitive measures only
- Ignoring the problem, fearing ideas will be put into the child's head
- Explaining unrealistic outcomes of firesetting behavior (e.g. if you play with fire, you will be killed; you will go to jail; etc.)

Rarely do parents, whose children experience problems with fire, give a detailed explanation of how and when fire should be used. This should be no surprise since many adults know little more than their children do about the realities of fire.

The program provides fire safety education as an integral part of the interview/screening process. The interventionist begins the educational process during the intake interview with the family.

Intervention Specialists participate in an extensive training program to understand juvenile firesetting behaviors and systems approaches to solutions. They also become familiar with community organizations that can assist in the intervention process when educational intervention does not provide sufficient motivation to discourage future behavior.

The parents are an important part of the educational process. If a parent cannot accompany the child to the interview, the interview will not be performed. Exceptions to mandatory parental attendance will be made in the case of children who are in the custody of the State and whose caseworker feels education will be beneficial to their future placement in a foster home or residential facility.

EVALUATION/FOLLOW-UP: Exit from a firesetter intervention program follows the completion and/or adequate implementation of intervention(s) as directed by the MDT. Anyone who exits the program prior to the completion and/or adequate implementation of any intervention(s) fails the program. However, the most typical exit for juveniles is after education and/or referral to an appropriate intervention.

Once a person exits a program it is important that follow-up procedures take place. Follow-up is established so the youth and families understand that the firesetter intervention program will continue to be concerned about their welfare. Follow-ups generally occur:

- 1) Four to six weeks after exit
- 2) A secondary follow-up between six and twelve months after exit.

Follow-ups can be conducted in a number of different ways including telephone calls (most cost-effective and least time-consuming), written contacts, and visits. The content of the follow-up needs also to be considered and may include a standard set of questions.


Evaluation and follow-up is probably the most important aspect of the Juvenile Firesetting Intervention Program. It is the compass that guides the program. The program employs a comprehensive follow-up component that not only questions recidivism, but also critiques its content and delivery. Program evaluation cannot only come from within. The individuals receiving the service must be allowed input as well. The success of the clients, not the opinion of the program management, determines the success of this program.

The program also concludes by delivering the mandatory fire reporting information to the appropriate authorities.

REFERENCES

1. State of Maine Juvenile Fire Safety & Intervention Protocol
2. FEMA Juvenile Firesetter Intervention Specialist I and II: Leadership Student Manual

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 You replied on 12/17/2009 8:01 AM.

Bruce Quint

From: Mike Thurlow

Sent: Wed 12/16/2009 2:16 PM

To: Bruce Quint

Cc:

Subject: JVFS

Attachments:

Bruce,

I took the time to read through your draft JVFS SOP. It is obvious you put some effort into it, and it is well done. If you would be willing to share your electronic copy I will make some minor formatting changes and incorporate your work into a final draft for the JVFS committee and eventually the SOP committee's review.

Thanks for your work on this,

SCARBOROUGH FIRE DEPARTMENT

245 U.S. ROUTE ONE, SCARBOROUGH, ME 04074

(207) 883-4542 Ph (207) 730-4270 Fax

E. Michael Thurlow
FIRE CHIEF

Direct Line
(207) 730-4201

Fax
(207) 730-4233

MTHURL@CI.SCARBOROUGH.ME.US

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APPENDIX M

MESQUITE FIRE DEPARTMENT STANDARD OPERATING PROCEDURES

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STANDARD OPERATING PROCEDURES

1

Mesquite Fire Department

Juvenile Firesetter Intervention Program

Date: 07/01/09

I. Objective/Goal

Establish a consistent procedure for the referral of youth age 17 and under identified as misusing fire. The Mesquite Fire Department's Operations and Administrative staffs will operate as a **team** with the purpose of providing the highest quality of education and intervention to families of firesetters in order to help these children cease their unsafe behavior and thus reduce the number of Juvenile set fires in our community.

II. Definitions

Arson Investigator: Fire Prevention Staff called to the scene to investigate Cause/Origin of the fire. This person will have police powers and be able to write Juveniles a citation for their act/acts.

Company Officer/Fire Investigator: Fire suppression personnel assigned to initial origin and cause investigation.

Juvenile Firesetter: Any youth that has misused matches, lighters or fireworks or has started a fire in an unsafe manner and has been referred to the Juvenile Firesetter Intervention (JFI) program.

Program Coordinator/Director: Mesquite Fire Department's Public Education Officer.

Program Liaison: Mesquite Fire Department's Public Education Officer.

Referral Sources: Parents, Juvenile Departments, Law Enforcement, Mental Health, Schools, or other Community Agencies.

III. Procedure

Fire department personnel are mandatory reporters and are required to notify law enforcement or Child Protective Services (512-854-4100) if there is reason to suspect abuse or neglect.

A. Youth age 10 and over identified as misusing fire

At the scene of the fire: If a Company Officer/Fire Investigator determines the origin of the fire was started by a youth or a group of youths or is consistent with an incendiary fire, then he/she shall have dispatch send the on-call Arson Investigator to the scene. **It is the recommendation of the program that all youth, age 10 and over, be cited with the appropriate fire offense.**

STANDARD OPERATING PROCEDURES

2

Mesquite Fire Department

Juvenile Firesetter Intervention Program

Date: 07/01/09

B. Youth identified as misusing fire at school, during or after school hours

At the scene of the fire: If the Company Officer/Fire Investigator determines the origin of the fire was started by a youth or a group of youths or is consistent with an incendiary fire, then he/she shall have dispatch send the on-call Arson Investigator to the scene. **It is the recommendation of the program that all youth, age 10 and over, be cited with the appropriate fire offense.**

If the juvenile is under the age of 10: Company Officer/Fire Investigator/Arson Investigator should encourage the family to enroll the youth into the JFI program on a Voluntary bases. The Program Coordinator/Director's contact information shall be given to the family. (i.e. Public Education Officer @ 972-216-6349)

Procedures for Cold Fire: When the fire department receives a report from a school that did not require a suppression response, an Arson Investigator shall respond and collaborate with school officials and/or the school resource officer. It is the recommendation of the program that youth be cited with the appropriate fire offense and be referred (by way of the Juvenile Court System) to the JFI program.

C. Youth identified as misusing fire under the age of 10

After a fire incident when the youth has been identified as the cause of the fire and the youth is under the age of 10, fire personnel shall:

At the scene of the fire: If the company officer/fire investigator determines the origin of the fire was started by a youth or a group of youths or is consistent with an incendiary fire, then he/she shall have dispatch send the on-call Arson Investigator to the scene. **Law enforcement/Arson Investigator will be reluctant to cite any youth under the age of 10. If it is decided not to cite the youth:** The Family should be encouraged to enroll the youth into the JFI program on a Voluntary bases. The Program Coordinator/Director's contact information shall be given to the family. (i.e. Public Education Officer @ 972-216-6349)

IV. Processing Referrals

Upon receiving a referral, check to ensure that all pertinent information is made available (names, phone numbers, age, address and details about the fire). An alternative phone number and address should be provided. If any information is missing, contact the referring agency, school or parent who made the referral. Referrals should only be accepted from law enforcement agencies (arson bureaus, fire marshal and fire

STANDARD OPERATING PROCEDURES

3

Mesquite Fire Department

Juvenile Firesetter Intervention Program

Date: 07/01/09

departments, police agencies and juvenile probation/courts), and entities that have legal custody over the child (child protective services, parents, foster parents, residential treatment centers and schools). Persons who are not part of a law enforcement agency and do not have any legal custody rights over the child (i.e. neighbors, parents of other referred children) **cannot** refer a child. The staff of the program **cannot** contact families that were not referred by the appropriate persons.

*If more than one juvenile was involved in the fire setting, then a referral for each child should be made separately if the referral is from a law enforcement agency or a school.

Data entry of information and making a file per referral should then be completed. All attempts to contact the family, conversations with the family, classes and contact with other agencies about the child or case should be noted in the child's file.

V. Contacting the Families of Referrals

In the attempt to enroll the family in a class, no less than two phone calls will be attempted per family referred to the JFI Program, providing that the family has a phone number. For families whose phone numbers are disconnected, staff may try finding a new phone number by calling "information."

Each family of referrals that lives within Mesquite city limits will also be contacted by a minimum of one home visit if the family has not been responsive to phone calls. If the referral lives outside of Mesquite city limits or the residence was burned-out where the family could no longer live there, a home-visit may not be possible. If the family is not home at the time of the home-visit, a brochure about the program and a business card should be left at the residence. Notes about the condition of the residence should also be made at that time.

If a family has not responded to phone calls or home-visits, a letter will be sent telling the family about the program and the importance of obtaining intervention for this behavior. Even if the residence was burned-out or no longer occupied by the family, a letter should be sent in hopes of a forwarding address having been left with the postal service.

If the family does not respond to the letter within two weeks and/or if the letter is returned undelivered, then the family will be considered dropped from the program. If the referral is on probation, a letter detailing the attempts to contact the family will be sent to the juvenile's probation officer. All attempts to contact each family will be noted on each child's file.

VI. Enrolling the Families in a Class

As all classes are done with one family at a time, scheduling of classes is flexible. As a general guideline, classes are usually scheduled no earlier than 0900 and no later than 1600 on weekdays.

STANDARD OPERATING PROCEDURES

4

Mesquite Fire Department

Juvenile Firesetter Intervention Program

Date: 07/01/09

When setting an appointment for a class, explain to the parent or guardian what the class will include (interviews/evaluations, games, decision making skill lessons, videos, etc.), the estimated duration of the class and that the program is confidential and does not create a criminal record for the child. Also provide the family with the program's phone number in case they have any questions or need to cancel. At this time, also make sure that the parent or guardian understands that a parent or guardian is required to be present at the class.

VII. Conducting the Class

Families who are more than thirty minutes late will need to be rescheduled for another appointment unless the staff decides otherwise.

First class: (Interview/Evaluation Process)

Staff should introduce themselves and shake hands with the parents and the child at the beginning of the class. An explanation of the program should be given to the family, as well as explaining to the child the main purpose of the class is to see that he/she does not misuse fire again in order to keep them, their family, and the community safe. If the family resides within Mesquite city limits, the option of having a referral for counseling and financial assistance with the counseling with the contracted mental health provider should also be explained and that the staff will also give recommendation on whether counseling will be provided after the evaluations are complete. The parents should be asked if they have any questions. The waiver giving the program permission to conduct the class and releasing the program from any liability if the child should return to setting fires should be explained to the parents, and then the parents should be asked to sign it. Staff should ensure that the family understands that the program does not promise to "cure" the child of his/her fire setting behavior. If the parents wish to have the child referred for counseling or have the information from the class shared with anyone, the parents will have to initial, on the waiver, who the information can be shared with.

A staff member should not interview a child alone if for any reason the staff member feels uncomfortable with the situation. The safety of the staff and the protection of the staff's reputations take priority over completing an evaluation.

The Program Director/Coordinator will conduct an interview/evaluation using the Child FireRisk Interview Form, Family FireRisk Interview Form and Parent FireRisk Questionnaire Form.

The *Comprehensive Fire Risk Analysis Form* will be used to evaluate the above listed forms. If the child's risk level is considered **Little**, activities appropriate for the child's maturity and learning level will be conducted with the child usually after the interview.

STANDARD OPERATING PROCEDURES

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Mesquite Fire Department

Juvenile Firesetter Intervention Program

Date: 07/01/09

Young children as well as older children who show difficulty in reading and writing can be encouraged to draw out the events of their fire setting for the evaluation and the educational activities instead of attempting to write. The parents will be informed about the different types of firesetters after their interview so they can understand why the interview was conducted and the progression in fire setting behavior that the program is trying to prevent. Then an educational video or activity will be done with the parent and child followed by discussion. Often it is recommended to provide the family with fire safety homework that is appropriate for the child's learning level (checking the smoke detectors once a month, checking for hazards in the home, etc.).

If the child's risk level is considered **Definite** or **Extreme**, then the family will be given the proper information about the referral of the juvenile to the contracted mental health provider. The Mesquite Fire Department, at this time, will be referring the juveniles in this category to the Counseling Institute of Texas (CIT). At the CIT, not only can the juvenile receive professional counseling in the specific area needed, but they receive the JFI program's fire safety and education as well.

If the family requires a letter(s) showing that they participated in the program, the letter can be provided at the end of the class if the parents have initialed for information to be shared with the entity(s) on the waiver form. If the family was uncooperative during the class, this should be noted in the letter because merely attending the program does not mean completion of the education. If the letter is to juvenile probation or a school, the program staff will give one copy to the family and send another copy to the school or probation office. Copies of all letters should be maintained in the child's file with the program. Referrals to other social services (assistance with rent, utilities, home repairs, housing, etc.) can also be made to families and noted in the file. If a copy of the fire record is provided, that should also be noted and copies of the arson report **cannot** be provided.

In general, there will be 3 classes. The first class will consist of the initial interview and evaluation. The 2 subsequent classes will be fire safety education classes with homework assignments.

Children, who admit to abuse not already documented, show signs of abuse or neglect or are threats to the safety of their siblings will need to be reported by all witnessing staff to Child Protective Services (CPS). Families should not be informed that they would be reported because of the likelihood of confrontation or the family moving away before the proper authorities can investigate. If a parent or guardian calls complaining about being reported, the staff should put the parent or guardian on speakerphone and try to have another staff member present to witness and record the conversation. Staff does not have to admit to making the report. Afterwards, if threats to the staff were made, then a report should be made to law enforcement and a report of this behavior should be made known to CPS. All reports to CPS and any following conversations with the family should be recorded in the child's file.

STANDARD OPERATING PROCEDURES

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Mesquite Fire Department

Juvenile Firesetter Intervention Program

Date: 07/01/09

Things that should not be done by staff in the class include: making a false promise to the youth (i.e. promising a ride on a fire truck if they don't set any more fires), scaring the child (often youth set fires due to lack of control in their lives and scaring them only adds to lack of control), staff sharing their personal problems (empathizing with the family is recommended but unloading personal problems on the family is unethical), staff using other case information while telling the juvenile's names, staff inviting the family to be part of their personal life in any way (i.e. hiring the family for services, befriending or trying to personally help the family with their personal problems outside of the program), staff displaying or discussing any differing opinions or disagreements among themselves in front of families (unity among staff is important to the integrity of the program) and any other behavior that may seem questionable or unethical. Staff should also maintain a professional demeanor and a level tone of speaking. If a family member becomes confrontational or uncontrollable, then the class should be ended immediately with the family being calmly asked to leave and additional staff members should be obtained to witness. Should this happen, all witnessing staff members should document the events and conversations. Staff will not have to tolerate being yelled or cursed at or physically attacked by the children or the parents.

VIII. Referring Youth to Counseling

The referral of youth to the contracted mental health provider will be done by the program coordinator/director. The family must sign consent for information to be shared with the counseling agency while they are present in order for a referral to be possible.

Youth on Probation:

Parents of youths who are on probation, court ordered to attend the program and meet the requirements for financial assistance for a referral for counseling services, must sign consent for information to be shared with both the counseling agency and the probation office so the probation office can be notified if they are attending the program.

IX. Referring Families to Other Social Services

Referrals to other social services may be made to the families to help relieve stressors within the family to organizations that may assist with such matters as rent, utilities, housing, etc. The families will be given the information about the organizations and they will be responsible for contacting these agencies. Program staff will make sure the family understands that neither the City of Mesquite Fire Department nor the program affiliates, endorses the agencies or are responsible for their services. Referrals for special circumstances should be made by the program director to ensure that the referral is appropriate.

STANDARD OPERATING PROCEDURES

7

Mesquite Fire Department

Juvenile Firesetter Intervention Program

Date: 07/01/09

X. Follow-up

Follow-ups with the families, who have completed the program, should be done in six months and again one year after completion of the program using the follow-up interview form. Follow-ups for youth who were referred to the contracted mental health provider will have follow-ups conducted after they have completed the counseling sessions or have been dropped from the counseling component. Follow-ups can be conducted over the phone or in person. It is understandable that many of the families will not be able to be contacted and that staff does not always have the resources or time to conduct both follow-ups on each child.

In the rare occurrence of a family being confrontational or threatening, staff does not have to conduct a follow-up with that family.

If the family cannot be contacted for the follow-up due to a change of phone number or address, or due to two attempts to contact with no response, then the file will be closed. Once the family has had a follow-up conducted around one year from the completion of the program and the youth is reported to have no other incidences of fire setting, then the file will also be considered closed.

Juveniles who are reported to continue with their fire setting behavior should be offered another class and/or encouraged to participate in counseling assistance part of the program with the contracted mental health provider. Refusals of the family to participate in another class or to seek counseling should be noted.

XI. Staff Roles

Mesquite Fire Department's Fire Marshal – The Fire Marshal will have the ultimate responsibility of approving or disapproving any policy or procedures and any actions that will involve partnerships with other organizations, affiliations, staffing and budget of the program.

Program Director/Coordinator – The program director/coordinator will be responsible for handling reports and budget for the program (departmental and grant). The program director will be responsible for maintaining and establishing relationships with other organizations and agencies in the community and will represent the program on all committees. He/she will also be responsible for evaluating the program needs and starting any new initiatives or needed changes to the program or program's policies. He/she will be responsible for evaluating the performance of assigned personnel to the Juvenile Firesetters Intervention Program. The program director will also assist in scheduling, conducting classes and performing follow-up interviews.

STANDARD OPERATING PROCEDURES

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Mesquite Fire Department

Juvenile Firesetter Intervention Program

Date: 07/01/09

Program Liaison - The program liaison will be responsible for handling reports for the JFI Program. The program liaison will be responsible for maintaining and establishing relationships with other organizations and agencies in the community and assigned committees. He/she will also be responsible for evaluating departmental program needs and starting any new initiatives or needed changes to the department program. He/she will be responsible for evaluating the performance of assigned personnel to the Juvenile Firesetters Intervention Program. The program liaison will also assist in scheduling, conducting classes and performing follow-up interviews.

XII. Case Tracking and Data Collection

It is the Program Director's responsibility to ensure the confidentiality of each juvenile. He/she will enter each juvenile into the system by a Case Numbering System. The file folder (everything written) that will contain the juvenile's name will be secured in a locked filing cabinet (located in the Program Director's office).

It is the Arson Investigator's responsibility to enter the appropriate juvenile data into the Mesquite Fire Department's incident reporting system after being called to the scene. This will help keep a statistical record of juvenile set fires in the community. The statistics will also be able to assist the program in keeping up with any recidivism, as well as help with applying for grant funding.

XIII. Fire Education Curriculum and Resources

In order to save time and space download the curriculum, *Fire Safety for Texans*, (grades Pre-K through High School) from the State Fire Marshal's web site at:

<http://www.tdi.state.tx.us/fire/fmcurric.html#curric>

This web site will give the age/grade specific curriculum that will be used to aid in teaching fire safety.

Additional resources/videos will be found in the Program Director's office. At this time the only video being used is The Idea Bank's "Complete Juvenile Firesetting DVD Library". Included in this library is: *In Their Own Words, Four Years After, Interviewing Kids at Risk, Child Firesetting & Juvenile Arson, Making Good Choices, and Family Focus*.

APPENDIX N

MONROE FIRE DISTRICT 3 STANDARD OPERATING PROCEDURES

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Monroe Fire District #3 Standard Operating Procedure	
Subject: Youth Firesetter Intervention FIRE STOPPERS PROGRAM	Number:
Effective Date: 11/01/2009	Revised:

1.0 Statement of Policy

Monroe Fire District #3's Youth Firesetting Intervention Program (FIRE STOPPERS) is dedicated to reducing the occurrences of youth related fires within our community through identification, education, and referral. The program is dedicated to fulfilling the mission of Monroe Fire District #3.

2.0 Objectives

Provide a unified multi-discipline team approach to the issue of youth firesetting in the service area of Monroe Fire District #3.

Insure that all team members gain and maintain the education and skill necessary to fill their role and function properly.

Recognize and support this intervention program to the best of our abilities.

Utilize only best practice approaches.

Maintain a program that is compatible with regional and national programs.

3.0 Responsibility**3.1 Fire Marshal**

3.1.1 Oversees all programs inclusive of the Youth Firesetter Intervention: FIRE STOPPERS Program in the Monroe Fire District #3 Fire Prevention Division.

3.2 Fire Investigator

3.2.1 Incidents involving a youth and resulting in property damage and/or injuries will require the response of the on-call fire investigator.

3.2.2 Fire Investigators will treat each youth involved incident in a serious and efficient manner.

STANDARD OPERATING PROCEDURE SYSTEM

SOP #1001

3.2.3 He/she will assess the situation and determine the need for police involvement and the appropriateness for inclusion in Youth Firesetter Intervention: FIRE STOPPERS program.

3.2.4 He/she will work with law enforcement on arrests and charges with fires that are set knowingly with intent, and the youth is between the ages of 4 – 17.

3.2.5 If criminal charges will be filed, with the assistance of the Police Division, the purpose and scope of the Youth Firesetter Intervention: FIRE STOPPERS Program may be explained to the parent and/or guardian. A referral to the program will not be completed at this time as the youth will be processed through the Juvenile Justice system and referred at a later time. As with any criminal charges, the rights of the youth must be maintained at all times. The Fire Investigator should assess the need to include or recommend the Youth Firesetter Intervention: FIRE STOPPERS Program within the narrative of the police report in order to assist Department of Juvenile Justice (DJJ).

3.2.6 The investigator will complete the Fire Investigators Checklist and forward it with all related documentation (listed below) to the Youth Firesetter Intervention: FIRE STOPPERS Program Manager on all fires involving children/youth.

3.2.6.1 Investigators scene report

3.2.6.2 Monroe Fire District #3 Incident report

3.2.6.4 Cover memo or email of observations, interactions, comments (if applicable)

3.2.6.5 Scene photos if available

3.3 Public Education & Information Officer

3.3.1 Assumes the role of program manager for the Youth Firesetter Intervention: Fire Stoppers Program and oversees and administers all elements and functions of this program.

3.3.2 Acts as the Monroe Fire District #3 contact to/from other program partners.

3.3.3 Assists in identifying needed resources and funding when applicable.

3.3.4 Remains current and involved in local, state and national practices on this topic for the purposes of developing and maintaining the newest strategies and tactics available to combat this problem.

STANDARD OPERATING PROCEDURE SYSTEM

SOP #1001

- 3.3.5 Provides training to program partners on all functions of the program.
- 3.3.6 Conducts interviews and educational sessions with children and family members referred to the program
- 3.3.7 Maintains data and records for the program
- 3.3.8 Establishes and coordinates referral agencies and their participation in the program

3.5 Operations

3.5.1 The Officer in Charge of an emergency incident who identifies a fire incident involving a juvenile, resulting in injury or property damage, will contact the on-call fire investigator. This will include any juvenile related incident involving an uncontrolled fire, deliberate or accidental.

3.5.2 Incidents in which no injuries and/or no property damage occurs, the Company Officer will complete a Youth Firesetter Incident Referral Form located on shared drive X:\Division folders\FirePreventionDivision\PUBLIC EDUCATION\Pub Ed Misc\YFS. The form will be forwarded to the Monroe Fire District #3 Fire Prevention Division, attention FIRE STOPPERS Program Manager, within 24 hours.

4.0 Procedures

- 4.1 The primary audience for this program will include youth ages 4-17, who have been involved, charged, or suspected of a fire-setting incident.
- 4.2 The program provides the initial intake interview and evaluation tools along with age-appropriate fire safety education for the child involved and their caregivers.
- 4.3 In an effort to maintain a high level of success and trust with our community, confidentiality is a priority of the program. Access to case files, databases, and all information related to a juvenile enrolled in the Youth Firesetter Intervention: FIRE STOPPERS Program will be limited to the authorized personnel. Files will be stored securely and will not be available to any additional personnel or organizations unless:
 - 4.3.1 Written consent is provided by the child's legal parent/guardian
 - 4.3.2 The juvenile's attendance has been mandated by the court system. In this case communications between the Youth Firesetter Intervention: FIRE

STANDARD OPERATING PROCEDURE SYSTEM

SOP #1001

STOPPERS program and DJJ probation officer may take place, restricted to: the juvenile's participation, issues associated with probation or probation conditions, failure to attend, and successful or unsuccessful completion of the program.

4.3.3 A Court Order has been issued for records. Only specified documents and information will be released.

4.4 Once a child/youth has been identified and referred to the Youth Firesetter Intervention: FIRE STOPPERS program an interview is conducted by the trained interventionist.

4.4.1 The interview is normally held at the fire station at an agreed upon day and time or at a neutral location. At the onset of the interview a Release of Information form, located on shared drive X:\Division folders\FirePreventionDivision\PUBLIC EDUCATION\Pub Ed Misc\YFS, is signed by the legal guardian/caregiver).

4.4.2 During the interview demographic information is collected along with a parent interview and child interview form located on shared drive X:\Division folders\FirePreventionDivision\PUBLIC EDUCATION\Pub Ed Misc\YFS.

4.4.3 During the interview educational activities are assigned with clear directions and dates established for completion. When applicable, additional meetings may be scheduled with the child and caregivers.

4.4.4 The information gathered is recorded and the findings reported to the parents, with recommendations by the interventionist.

4.4.5 A referral may be made to a mental health professional if the firesetting behavior is determined to be more complex in nature.

4.4.6 Follow-ups are conducted in a timely manner. See follow up forms located on shared drive X:\Division folders\FirePreventionDivision\PUBLIC EDUCATION\Pub Ed Misc\YFS.

3.0 Reference - N/A

4.0 Appendix – N/A

APPENDIX O

PIERCE COUNTY EXAMPLES

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Section 7 – Records Management

Forms that need to be signed by parent/guardian:

- Disclaimer “hold harmless” form
- Release of Information (confidentiality and statement of referral)
- Release of Confidential Information
- Risk Advisement (if warranted)
- Participation release

Forms/documents that are filled out by the JFIP Specialist:

- Incident Referral form (intake and identification)
 - Data collection form (statistics)
 - Documentation of family contacts
 - Case tracking form (visits)
 - Follow up form
-
- Determination (interviewer’s observations)
 - Follow up letter after interview
 - Enter statistics into Emergency Management Portal JFIP database
 - Fire Stoppers follow up form

Note: See FORMS tab for all Fire Stoppers forms.

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**FIRE STOPPERS CHILDREN'S FIRE PREVENTION PROGRAM**

Parent/Guardian: _____

Address: _____ Zip Code: _____

Home Phone: _____ Work Phone: _____

Child's Name: _____ DOB: _____

I understand that any meetings with the Fire Stoppers Program are voluntary and free of charge and that I may stop them at any time. I give my permission for the child mentioned above, to participate in the Fire Stoppers Program. I recognize that risks are associated with his/her behavior and agree to hold harmless the Fire Stoppers Program and the Pierce County Fire Prevention Bureau. I certify that the Fire Stoppers Program or the Pierce County Fire Prevention Bureau is not responsible for any future actions of my child.

(If referral for further services are being made) I here by authorize Fire Stoppers and the Pierce County Fire Prevention Bureau to receive/furnish/exchange information regarding the above mentioned minor child and his or her family for the purpose of making appropriate referrals from/to/with:

Pierce County Fire Prevention Bureau
2401 S. 35th Street, Room 2
Tacoma, WA 98409-7494
(253) 798-7118 or (253) 798-7179

I understand that the information will be treated confidentially. I, the parent, guardian, or legal custodian of the above child, do hereby consent to the above release and agree to all terms as stated above. I do hereby release, indemnify, and hold harmless the Pierce County Fire Prevention Bureau Juvenile Firesetter Intervention Program, all its employees and volunteers against all claims, suits, or actions of any kind and nature whatsoever which are brought or which may be brought against the Pierce County Fire Prevention Bureau Juvenile Firesetter Intervention Program for, or as a result of any injuries from, participating in this program.

Signature: _____

Relationship to child: _____ Date: _____

Address: _____

I, _____, _____
 (name) (relationship to child)

- ☐ School
- ☐ Law Enforcement/Legal
- ☐ Fire Marshal/Investigator
- ☐ Mental Health
- ☐ DSHS
- ☐ Fire Service
- ☐ Other

Confidentiality and Statement of Referral/Other Services

I understand and acknowledge that this session with my child and family may reveal personal family information. The Program will keep this information confidential to the fullest extent possible. However, child abuse or neglect, or confessions of crimes will be reported to the local law enforcement agency or Child Protective Services and do not require written consent.

The interventionist is required by law to report the following:

- You or your child confides that you may commit, or have committed a crime or harmful act.
- You are under 18 years old and the victim of a crime, which includes physical and/or sexual abuse.

This authorization will expire on _____ or in ninety (90) days, whichever comes first, and may be revoked at any time.

Signature of Parent/Guardian _____ Date ____/____/____

Signature of Minor Child _____ Date / /

Signature of Witness/Interviewer _____ Date ____/____/____

RELEASE OF CONFIDENTIAL INFORMATION

Juvenile's Name _____ D.O.B. _____

Release to/Exchange with:

Name _____

Address _____

Phone _____

Information Requested _____

I consent to a release of information to and/or an exchange of information with the _____ Juvenile Firesetter Intervention Program. I understand that this consent may include disclosure of material that is protected by state law and/or federal regulations applicable to either mental health or drug/alcohol abuse or both.

This form does not authorize re-disclosure of medical information beyond the limits of this consent. Where information has been disclosed from records protected by Federal Law for drug/alcohol abuse records or by State Law for mental health records, federal requirements prohibit further disclosure without the specific written consent of the patient. A general authorization for release of medical or other information is not sufficient for these purposes. Civil and/or criminal penalties may attach for unauthorized disclosure of drug/alcohol abuse or mental health information.

A copy of this Release shall be as valid as the original.

Parent/Guardian

Date / Time

Juvenile

Witness

RISK ADVISEMENT

I have been informed that the FEMA/USFA Juvenile Firesetter Evaluation indicates that my child,
_____ has a serious risk of continued involvement with fire setting activity.

I have also been informed by the _____ Juvenile Firesetter
Intervention Program of the serious risk of injury and property damage that may continue to exist
until the problem is resolved.

I have been advised to seek an evaluation by a licensed psychotherapist or psychiatrist.

Parent/Guardian

Date / Time

Witness

Fire Stoppers Follow-up Form

FILING DATA

 Case Number: _____
 Year Month FDID# Contact #

Child's Name: _____ Parent Name: _____

Contact phones: _____ Follow-up done by: _____

I understand that Fire Stoppers conducts a maximum of two brief, confidential follow-up phone calls to help assess the effectiveness of the program. I understand that participating in this follow-up process is part of my family's participation in the Fire Stoppers program.

Parent/Guardian signature _____

Date _____

FOLLOW-UP QUESTIONS

Today's date: _____

Has your child continued to use fire since completing the program? Yes No

If you received free smoke alarms from Fire Stoppers, did you install them? Yes No

If you installed your free smoke alarms, are they currently in working condition? Yes No

Does your family use the fire safety education received in this program? Yes No

If you were referred to CoHear for counseling services, did you go? Yes No

If you went, did you attend all the suggested counseling sessions? Yes No

How would you rate the improvement (if any) in the child's behavior since involvement with the Fire Stoppers program?

	Poor		Fair		Excellent
Emotionally	1	2	3	4	5
Fire use	1	2	3	4	5
Overall.....	1	2	3	4	5

As a parent/guardian, how satisfied were you with the following?

The fire safety education provided by the fire department..... 1 2 3 4 5

The fire educator's skills/rapport with the child and family..... 1 2 3 4 5

The counselor's skills/rapport with the child and family (if applicable) ... 1 2 3 4 5

The overall counseling process (if applicable) 1 2 3 4 5

How consistent has your family been in keeping matches/lighters out of the child's environment? 1 2 3 4 5

Any additional comments or suggestions regarding this program? (feel free to use the back)

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Section 8 – Intervention Strategy

Method of Determination and Implementation

After the interview, the number of large circles on the interview sheets for both child and parent are added together. **If the combined score is greater than 12, then referrals for further services are recommended.** Referrals should also be made if the JFIP Specialist has a compelling belief that youth would benefit from further services even if the score is less than 12.

If after the interview, it is determined the child does not need further intervention a letter of confirmation is sent to the parent/guardian. Follow-up will be made in a few weeks with the family to see if further intervention and/or education is needed. The juvenile is required to complete the “Fire Safety Contract”; wherein they promise not to use fire. The child will have to be aware of consequences if he/she does not abide by the contract (such as, loss of a privilege: phone restriction, riding bike, watching TV, playing video games, etc.)

If after the interview, it is determined that further intervention is needed the parent is informed this child will be referred to the appropriate agency (mental health counseling, social services, etc.). Referral sources and contact phone numbers are listed Section 12 - RESOURCES.

Note: If during the interview a statement is made by the parent or child indicating some type of fire related **criminal activity** has taken place, the JFIP Specialist should immediately end the interview and inform the parent this case will have to be referred to the appropriate agency i.e. Pierce County Fire Marshal’s Office or the Puyallup Police Department.

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For Official Use Only

Interviewer's Observations (compared to other interviews)

During your interview it is important to recognize some important signs the child may be giving to you. Your observations relating to behavior, mannerisms, mood and way of thinking are important to note. If a referral is necessary, counselors or therapists may get some insights based on your notes and observations.

Child's behavior: _____
(e.g. fidgety, nervous, stubborn, eye contact, shy, open, hyper, polite)

Child's mood: _____
(e.g. angry, sad, defiant, happy, depressed, excited, afraid)

Child's way of thinking: _____
(e.g. rational, age appropriate, scattered, illogical)

Overall	Within Normal Limits?	Yes	No
Child's behavior:		<input type="checkbox"/>	<input type="checkbox"/>
Child's mood:		<input type="checkbox"/>	<input type="checkbox"/>
Child's cognitive process:		<input type="checkbox"/>	<input type="checkbox"/>

If you visited the home, what was the appearance? _____
(e.g. orderly, messy, unsafe)

Do the caregivers appear indifferent towards the child? ☐ ☐
 Do the caregivers appear hostile towards the child? ☐ ☐
 Does the child appear neglected/abused? ☐ ☐

Does mother ☐ father ☐ caregiver ☐ appear to be developmentally disabled?

Does mother ☐, father ☐ caregiver ☐ show signs of substance abuse?

Total ☐ Score = _____ (parent+child forms)

Additional Comments:



FIRE SAFETY CONTRACT

I, _____, have learned about fire safety from the Pierce County Fire Prevention Bureau Fire Stoppers Program. I now understand more about fire and life safety and I **promise:**

1. I will never play with matches, lighters, fire or fireworks.
2. If I find matches, lighters, fire or fireworks, I will tell my parent or some other grown-up right away.
3. If I see any other children playing with matches, lighters, fire or fireworks, I will tell them to stop, because they could hurt themselves or someone else. Then I will tell a parent or some other grown-up right away.
4. I promise to help the Fire Service and other people prevent fires in any way I can.

My Signature: _____

Parent/Guardian: _____ Witness: _____

Date: _____

CONSEQUENCES:

1. _____

2. _____

3. _____



Pierce County

Department of Emergency Management

Fire Prevention Bureau
2401 South 35th Street
Tacoma, Washington 98409-7494
(253) 798-7179 • FAX (253) 798-3131

STEVEN C. BAILEY
Director

WAYNE A. WIENHOLZ
Fire Marshal

SAMPLE

June 1, 2009

ADDRESSED TO PARENT OR GUARDIAN

RE: FIRE STOPPERS INTERVENTION EVALUATION
CHILD'S NAME (DOB 12/31/1997 – age 12)

Dear Mrs.

Thank you for taking the time to participate in the juvenile fire intervention program "Fire Stoppers" with your son, (*child's name*).

The interview was conducted by our Juvenile Firesetter Intervention Specialists, Sam Patrick and Patricia Stice. As you were told, the purpose of the interview was to serve only as an evaluation tool to determine whether counseling might be advisable.

The "Fire Stoppers" Program has been developed to provide assistance and counseling to juveniles who have displayed fire setting behavior. The review of the interview checklist used in the assessment of (*child's name*) indicates that further counseling is not necessary at this time.

We will follow-up with you in a few weeks to see if you need further assistance or additional fire safety education for (*child's name*). In the meantime, if you have any questions or concerns please do not hesitate to contact us at the following numbers: Deputy Fire Marshal Sam Patrick 253-798-2647 or Administrative Assistant Patricia Stice 253-798-7118.

Thank you again for being a supportive parent in the fire safety education process for your child.

Sincerely,

Wayne Wienholz
Fire Marshal

cc: Edgewood Fire Dept

fpb/files/JUV firesetters/Case J08-09-M12-001

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APPENDIX P

YFPI PROGRAM BUDGET EXAMPLE

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Example of a YFSPI Program Budget

Object	Description	Cost	Potential Source
Employee Salary	FD staff time dedicated to YFSPI program	___,000.00	Departmental budget
Marketing Materials – Printed	Brochures	_,000.00	Donation from printing company
Marketing Materials - Broadcast	Production/ Airing for PSAs	_,000.00	Donation from broadcasting company
Training Materials	Supplies to support training for FD and other partner agencies	_,000.00	Task Force agencies collaborate to provide in-kind support
Intervention Services	Intervention Services (education, clinical, social services and justice system)	Each agency estimates the value of staff time invested into the program annually	Task Force agencies collaborate to provide in-kind support
Program Delivery Materials	Office supplies, copying, computer/ software purchase, vehicle fuel, program materials, etc.	___,000.00	Combination of departmental budget, task force support and in-kind contributions
		Total projected annual budget: ___ ,000.00	

This is just one example of how a YFSPI program budget may appear. The important point is that all YFSPI programs should have a dedicated budget. Each YFSPI program should develop their own format based upon the local program needs.

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APPENDIX Q

PUBLIC AND PRIVATE SUPPORT FOR YOUTH FIRESETTING PROGRAMS

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The following is a partial list of national, State, and local organizations that have a stake in supporting the efforts of youth firesetting programs. Many of these organizations can offer different types of help to youth firesetting programs, including training workshops, data collection, in-kind contributions, public awareness support, contracts, and grants.

NATIONAL SUPPORT

Public Sector

- American Red Cross – www.redcross.org;
- Arson Alarm Foundation – www.arsonalarm.org;
- Guidestar – www.guidestar.org;
- Home Safety Council (The) – www.homesafetycouncil.org;
- Idea Bank (The) – www.theideabank.com;
- International Association of Arson Investigators – www.firearson.com;
- International Association of Black Professional Fire Fighters – www.iabpff.org;
- International Association of Chiefs of Police – www.theiacp.org;
- International Association of Fire Chiefs – www.iafc.org;
- International Association of Fire Fighters – www.iaff.org;
- National Association of State Fire Marshals – www.firemarshals.org;
- National Association of Town Watch – www.nationaltownwatch.org;
- National Crime Prevention Council – www.ncpc.org;
- National Education Association – www.nea.org;
- National Fire Academy (NFA) - www.usfa.dhs.gov/nfa;
- National SAFE KID's Coalition – www.safekids.org;
- National Sheriff's Association – www.sheriffs.org;
- National Volunteer Fire Council – www.nvfc.org;
- Shriners Burn Institutes – www.shrinershq.org;
- SOS Fires – www.sosfires.com;
- United States Fire Administration (USFA) – www.usfa.dhs.gov;
- United Way – www.national.unitedway.org

National Nonprofit Foundations

(awarding grants to programs for at-risk youth)

- Carnegie Corporation of New York

437 Madison Avenue

New York, NY 10022

(212) 371-3200

www.carnegie.org

- **John S. and James L. Knight Foundation**
Wachovia Financial Center, Suite 3300
200 South Biscayne Blvd.
Miami, FL 33131-2349
(305) 908-2600
www.knightfdn.org
- **Lilly Endowment, Inc.**
2801 N. Meridan St.
Indianapolis, Indiana 46208-0068
(317) 924-5471
- **Open Society Institute**
Center on Crime, Communities and Culture
400 W. 59th St.
New York, New York 10019
(212) 548-0600
www.soros.org/crime/
- **Robert Sterling Clark Foundation, Inc.**
135 E. 64th St.
New York, New York 10021
(212) 288-8900
www.rsclark.org
- **The George Gund Foundation**
1845 Guildhall Bldg.
45 Prospect Ave., W
Cleveland, Ohio 44115
(216) 241-3114
www.gundfdn.org

- **W.K. Kellogg Foundation**
1 East Michigan Avenue
Battle Creek, Michigan 49107-4012
(269) 968-1611
www.wkkf.org
- **Liberty Mutual Insurance Company**
175 Berkeley Street
Boston, MA 02116
www.befiresmart.com
www.libertymutual.com

Private Sector

- **Aetna Life and Casualty**
- **Allstate Insurance Company**
- **Children's Television Workshop**
- **Factory Mutual Insurance Company**
- **Insurance Committee for Arson Control**
- **Insurance Information Institute**
- **Laborers International Union**
- **National Fire Protection Association (NFPA)**
- **State Farm Insurance Company**
- **The Idea Bank**
- **Walt Disney Enterprises**

State and Local Support

Public Sector--Community Organizations

- **Children's hospitals and burn units**
- **Health and social services**
- **Members of the television, radio, and print media**
- **Parks and recreation**
- **Red Cross, local chapters**
- **Service clubs, such as the Freemasons, Lions Clubs, and Elks Clubs**
- **Youth organizations, such as the Boys' and Girls' Clubs, Boy Scouts/Girl Scouts, YWCA, and YMCA**

Public Sector--Education

- **Head Start**
- **Parent-Teacher Associations (PTA's)**
- **Parent-Teacher Organizations (PTO's)**
- **Preschool and daycare providers**
- **School boards**
- **Special education**

Public Sector--State and Local Officials

- **Board of Supervisors or City Council**
- **Mayor's Office**
- **National Governor's Association**
- **National League of Cities**
- **Office of State House/Assembly Representatives**

- **Office of State Senators**
- **Regional Governor's Association**
- **State Fire Academies**
- **State Fire Marshal's Office**

Public Sector

- **Automobile clubs and associations**
- **Chambers of Commerce**
- **Local branches of insurance companies**
- **Merchants associations**
- **Private daycare, preschool, elementary, middle, and high schools**

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UNIT 3: PROGRAM EVALUATION

TERMINAL OBJECTIVE

The students will be able to:

- 3.1 *Demonstrate how to evaluate a Youth Firesetting Prevention and Intervention (YFPI) program.*

ENABLING OBJECTIVES

The students will be able to:

- 3.1 *Explain why evaluation is an integral component of a YFPI program.*
- 3.2 *Define the three stages of program development.*
- 3.3 *Define the four stages of program evaluation.*
- 3.4 *Describe how to use the stages of program evaluation to measure the development, implementation and operation of their YFPI program.*
-

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APPLICATION/EVALUATION PLAN

Terminal Objective	Evaluated by
Demonstrate how to evaluate a Youth Firesetting Prevention and Intervention (YFPI) program.	Activity 3.1

Enabling Objectives	Course Component	Evaluated by
Explain why evaluation is an integral component of a YFPI program.	Lecture	Final Exam
Define the three stages of program development.	Lecture	Final Exam
Define the four stages of program evaluation.	Lecture	Final Exam
Describe how to use the stages of program evaluation to measure the development, implementation and operation of their YFPI program.	Lecture and Activity	Activity 3.1

METHODOLOGY

This unit uses lecture, discussion and a large group activity.

(Total Time: 4 hr., 5 min.)

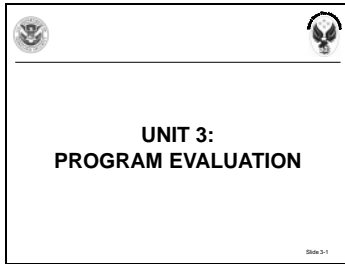
245 min.	Lecture/Discussion/Activity	
	Objectives	IG 3-5
10 min.	I. Purpose of Evaluating a Youth Firesetting Prevention and Intervention Program	IG 3-5
5 min.	II. Suggestions for Conducting Program Evaluation	IG 3-7
5 min.	III. Challenges to Program Evaluation	IG 3-8
5 min.	IV. Lifecycle of a Prevention Program	IG 3-9
5 min.	V. Four Stages of Program Evaluation	IG 3-10
40 min.	VI. Stages of Evaluation	IG 3-11
20 min.	VII. What is an Evaluation Plan?	IG 3-26
5 min.	VIII. Developing an Evaluation Plan	IG 3-35
25 min.	IX. Types of Evaluation Objectives	IG 3-35
60 min.	Large Group Activity 3.1	
	Developing an Evaluation Plan	IG 3-43
5 min.	X. Summary	IG 3-49
60 min.	XI. End-of-course Activities	IG 3-49
	References	IG 3-51

AUDIOVISUAL

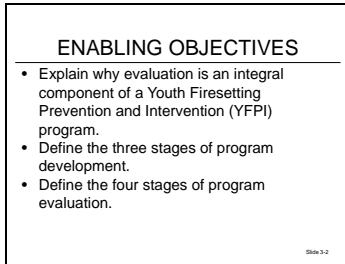
Slides 3-1 to 3-43

Vignette imbedded in PowerPoint slide

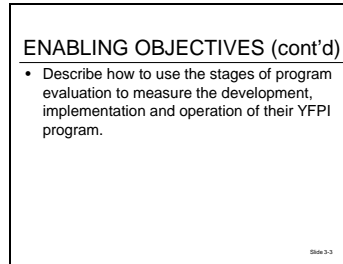
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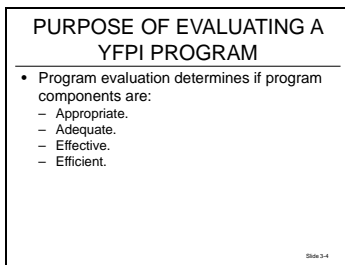
Slide 3-1



Slide 3-2



Slide 3-3



Slide 3-4

I. PURPOSE OF EVALUATING A YOUTH FIRESETTING PREVENTION AND INTERVENTION PROGRAM (10 min.)

A. Evaluation of a Youth Firesetting Prevention and Intervention (YFPI) program.

1. Determines whether the program or aspects of the program are:
 - a. Appropriate.
 - b. Adequate.
 - c. Effective.
 - d. Efficient.
2. Is our road map for:
 - a. Program planning.
 - b. Good management practice.
 - c. Informed decisions.

- B. Evaluation can provide information to support decision-making pertinent to the management of a YFPI program.
- C. Program evaluation can provide essential information for performance planning and assessment.

What can a well thought-out and executed program evaluation do for a YFPI program?

Slide 3-5

Slide 3-5

ASK: What can a well thought-out and executed program evaluation do for a YFPI program?

Answers are found below.

- D. A well thought-out and executed program evaluation can be used to:
 - 1. Communicate program strategy and value.
 - 2. Describe the impact of services on the community, especially target groups.
 - 3. Promote services in the community.
 - 4. Decide how to fund and allocate (or reallocate program resources) to best achieve program outcomes.
 - 5. Eliminate activities that have proven ineffective and drop components that are not cost-effective.
 - 6. Revise program goals, objectives and strategies.
 - 7. Revise objectives to make them more realistic.
 - 8. Target new or different audiences and allies.

9. Modify, refine or redesign an activity or program.
10. Identify whether to modify or make timely adjustments to the program design or implementation to improve the rate of program achievement relative to the resources committed.
11. Decide how best to improve program operations (e.g., add new technology, increase efficiency of operations via streamlining, refining or redesigning).
12. Decide whether to continue the program or specific program elements.

PURPOSE OF EVALUATING A YFPI PROGRAM (cont'd)

- Plan to evaluate.
 - Planning/Evaluation done in tandem.
 - Start when program idea is conceived.
 - Continue evaluation throughout program.
 - National Fire Protection Association (NFPA) Standard 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention Level 1 and 2 skill.*

Slide 3-6

Slide 3-6

Be sure to highlight that planning and evaluation should be done in tandem. Evaluation begins the minute an idea for a prevention program is conceived and continues throughout and often beyond the life of the program.

Levels 1 and 2 of National Fire Protection Association (NFPA) Standard 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention* require proficiencies in program evaluation.

SUGGESTIONS FOR CONDUCTING PROGRAM EVALUATION

- Suggestions on evaluation:
 - Base evaluation on goals and objectives.
 - Identify information to be collected.
 - Select suitable methods for data collection.
 - Design collection instruments.
 - Collect and evaluate data.
 - Share results; modify program as needed.

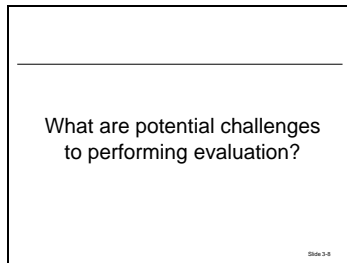
Slide 3-7

Slide 3-7

II. SUGGESTIONS FOR CONDUCTING PROGRAM EVALUATION (5 min.)

- A. Define the evaluation based on the YFPI program's goals and objectives.
- B. Identify the types of information to be collected.
- C. Choose suitable methods for collecting the information.
- D. Design instruments to collect information.
- E. Collect and analyze information.

- F. Analyze and interpret findings of the evaluation.
- G. Communicate results.
- H. Implement changes.



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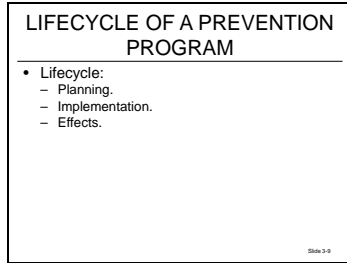
ASK: What are potential challenges to performing evaluation?

Answers are found below.

III. CHALLENGES TO PROGRAM EVALUATION (5 min.)

- A. A long-standing challenge to our industry has been a tendency to develop and operate prevention programs without consideration of how they will be evaluated.
- B. YFPI programs are not immune from this challenge.
- C. Failure to properly evaluate a YFPI program can lead to misdirected resources and a lack of program effectiveness.
- D. Practical problems in conducting evaluations of YFPI and community risk-reduction programs in general:
 - 1. Limited amounts of data (small numbers).
 - 2. Rare occurrences of specific events.
 - 3. Inaccurate collection or processing of data.
 - 4. Limited time frame to collect data.
 - 5. Community mobility (people move a lot).

6. Limited resources (time/money).
7. Lack of confidence or trained people.



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IV. LIFECYCLE OF A PREVENTION PROGRAM (5 min.)

- A. Prevention programs (including YFPI programs) mature and change over time. A program's stage of development reflects its maturity.
- B. There are three stages of program development:
 1. Planning.
 - a. Program activities are untested at this stage.
 - b. The goal of evaluation at this stage is to create and refine plans.
 2. Implementation.
 - a. Program activities are being field-tested and modified.
 - b. The goal of evaluation at this stage is to:
 - Characterize real-world, as opposed to ideal, program activities.
 - To improve operations, perhaps by revising plans.
 3. Effects.
 - a. Enough time has passed for the program's effects to emerge.
 - b. The goal of evaluation is to identify and account for both intended and unintended effects of a program.

Explain that the stages of evaluation measure the planning, implementation and effects of a program in ascending order.

STAGES OF PROGRAM EVALUATION

- Four stages of program evaluation:
 - Formative — planning and implementation.
 - Process — program activity and outreach.
 - Impact — intermediate changes.
 - Outcome — long-term results.

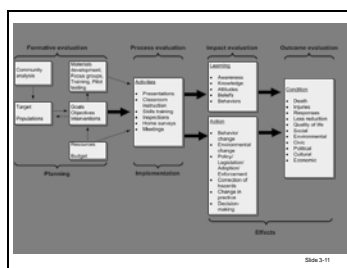
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V. FOUR STAGES OF PROGRAM EVALUATION (5 min.)

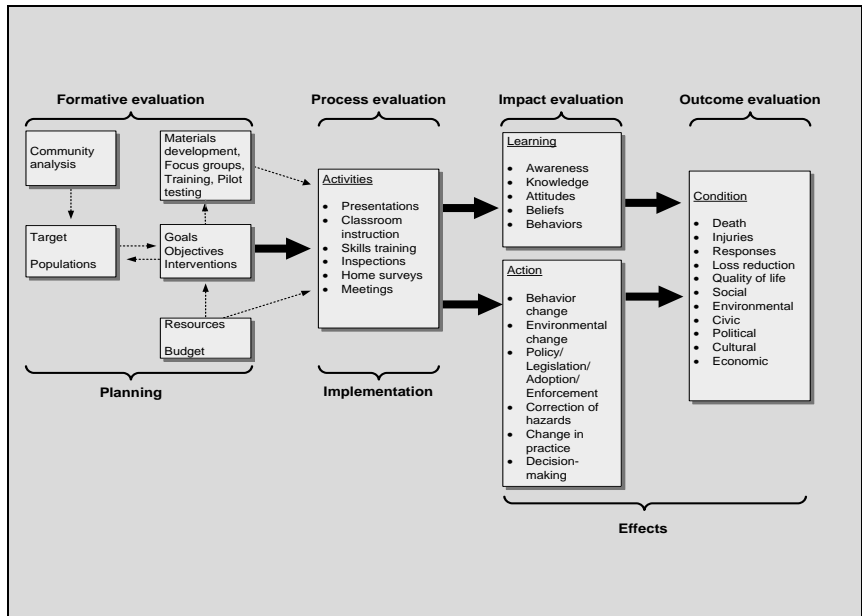
There are four stages of program evaluation. Each has its own purpose and value in assessing a program.

- A. Formative stage — conducted during the planning and implementation stages of a program **or** when an existing program is having difficulties.
- B. Process stage — performed once the program has been implemented and showing signs of activity/outreach into the community.
- C. Impact stage — conducted during the intermediate stages of a program to measure if the program is helping to increase knowledge levels, change behaviors or modify living environments/lifestyles.
- D. Outcome stage — done over the long term to measure if a program has reduced incidents, saved lives/property, or improved the quality of life in a community.



Slide 3-11

Use PowerPoint to post the graphic that shows the three stages of program development and four stages of program evaluation on the screen. Direct students to refer to this graphic in their Student Manuals (SMs) as you present the lecture material.



STAGES OF EVALUATION
<ul style="list-style-type: none"> Formative evaluation. <ul style="list-style-type: none"> Development of new program. Existing program being modified. Problems with existing program. Program used in new setting/population. Program targeting new problem or behavior.

Slide 3-12

VI. STAGES OF EVALUATION (40 min.)

A. Stage 1: Formative evaluation.

1. Used:

- During the development of a new program.
- When an existing program is being modified or has problems with no obvious solutions.
- When a program is used in a new setting with a new population.
- When a program is targeting a new problem or behavior.

2. Main purpose is to strengthen or improve the development/delivery of a program.

Unfortunately, formative evaluation is a step often overlooked or underutilized by program developers.

STAGES OF EVALUATION
(cont'd)

- Questions to answer — formative evaluation:
 - Does program seek to impact a risk issue identified through objective analysis of accurate data?
 - Do you have the correct stakeholders involved?
 - What do stakeholders know about the risk issue?

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STAGES OF EVALUATION
(cont'd)

- When is the best time to introduce program?
- Are proposed plans realistic?
- Are time frames realistic?
- Do you have adequate resources?
- Do resources support program's goals/objectives?

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Slide 3-14

3. With respect to a new program, formative evaluation allows programs to make revisions **before** the full effort begins, thereby maximizing the likelihood that the program will succeed.
4. The following are questions to answer during the formative evaluation stage for a new program.
 - a. Address local needs: Does the program seek to impact a local risk issue that has been identified through objective analysis of accurate data?
 - b. Appropriate stakeholders: Are people/groups who have a vested interest in the risk issue involved in the program planning process?
 - c. Knowledge levels: What do stakeholders know about the risk being addressed by the program?
 - d. Introduction: When is the best time to introduce the program or modification to the target population?
 - e. Plans and strategies: Are the proposed plans/strategies realistic and likely to succeed? Are time frames for development and implementation present and realistic?
 - f. Resources: Are adequate resources (time, people, money) available to develop, implement and sustain the program? Do resources support the goals and objectives of the program?

STAGES OF EVALUATION
(cont'd)

- Are implementation plans feasible?
- Has market research been done on target groups?
- What are your best strategies to reach groups?
- Are program activities suitable for target groups?

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Slide 3-15

- g. Methods for implementing program: Are the proposed methods for implementing program plans, strategies and evaluations feasible, appropriate and likely to be effective?
- h. Ability to reach target populations with market research: How do people in the target population get information? What are the best mediums for communication? (Is it television, newspaper, radio, Internet, word of mouth or a combination of sources?)
- i. Program activities: Are the proposed activities suitable for the target population?
 - That is, are they current, meaningful, barrier-free, culturally sensitive and related to the desired outcome? For example, is the literacy level appropriate?
- j. Logistics: Are program scheduling and locations appropriate?
 - For example, would scheduling program hours during the normal workday make it difficult for some people in the target population to use the program?
- k. Acceptance by program personnel: Is the program consistent with the staff's values? Are all staff members comfortable with the roles they have been assigned?

STAGES OF EVALUATION
(cont'd)

- Are program scheduling and locations appropriate?
- Are staff members comfortable with their roles?
- Are there beliefs that may work against program?

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- For example, are they willing to learn what to do if a parent shows up at a firehouse stating that their child is experimenting with fire in the home? Has the staff been adequately trained to perform their prospective duties?

1. Barriers to success: Are there beliefs among the target population that work against the program?

- For example, do some people believe that it is a natural phase of growth for children to experiment with fire?

5. Who you ask to participate in formative evaluation depends on the evaluation's purpose.

- a. For example, if you are pilot testing materials for a new program, select people or households at random from the target population who share characteristics of the proposed target populations.
- b. If you want to know the level of consumer satisfaction with your program, select evaluation participants from people or households who have already been served by your program.
- c. If you want to know why fewer people than expected are taking advantage of your program, select evaluation participants from among people or households in the target population who did not respond to your messages.

<p style="text-align: center;">STAGES OF EVALUATION (cont'd)</p> <ul style="list-style-type: none">• Who you ask to participate in formative evaluation depends on the evaluation's purpose.• If pilot testing materials for a new program, ask people from target population to participate.• When exploring customer satisfaction, or problems, ask those who your program has served. <p style="text-align: right; font-size: small;">Slide 3-17</p>
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Slide 3-17

What can be done with the results of a formative evaluation?

Slide 3-18

ASK: What can be done with the results of a formative evaluation?

Answers are found below.

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6. How to use results of formative evaluation.
 - a. Well-designed formative evaluation shows which aspects of your program are likely to succeed and which need improvement.
 - b. It should also show how problem areas can be improved.
 - c. It can be used to modify the program's plans, materials, strategies and activities to reflect the information gathered during formative evaluation.
7. Formative evaluation is a dynamic ongoing process.
 - a. Even after the prevention program has begun, formative evaluation should continue.
 - b. The evaluator must create mechanisms (e.g., customer satisfaction forms to be completed by program participants) that continually provide feedback to program management from participants, staff, supervisors and anyone else involved in the program.

STAGES OF EVALUATION
(cont'd)

- Formative evaluation is an ongoing process.
 - Continues throughout life of program.
 - Create mechanisms to obtain feedback.

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STAGES OF EVALUATION
(cont'd)

- Process evaluation.
 - Is program being delivered as intended?
 - How well is program being delivered?
 - Are outreach projections being met?
 - Unexpected results or problems?

Slide 3-20

Slide 3-20

B. Stage 2: Process evaluation.

1. Should answer the following question: Is the program being delivered as intended?
 - a. This is a very important question to answer because even the best-designed program may not produce intended results if it is not delivered properly.
 - b. The methods for tracking process evaluation (forms, surveys, databases, etc.) should be designed during the formative stage of a program's development.
2. Often referred to as "program monitoring." This begins as soon as the program is put into action and continues throughout the life of the program.
3. Process evaluation examines how well a program is being delivered.
 - a. Identifies when and where programs occur.
 - b. Identifies who delivered services and how well they did.
 - c. Examines how well the program is reaching its intended target populations.
4. Keeping track of the following information is considered process evaluation.
 - a. Program activity level, such as:
 - Training sessions for staff.
 - Meetings to organize program outreach.

- Materials purchased for program.
- Number of programs presented.
- Locations of presentations.
- Number of people who attended presentations.
- Number of materials distributed.
- Number of home surveys conducted.

b. Program/Staff performance levels, such as:

- Participant satisfaction with program.
- Performance of staff who deliver programs.

5. Process evaluation is useful because it identifies early on any problems that are occurring in reaching the target population.

- a. Allows programs to evaluate how well their plans, procedures, activities and materials are working and to make adjustments before logistical or administrative weaknesses become entrenched.
- b. Allows one to understand why a program may or may not have influenced short- or long-term changes.

<p>STAGES OF EVALUATION (cont'd)</p> <ul style="list-style-type: none">- Useful because it can help identify problems early.- Adjustments can be made to program before weaknesses become entrenched.- Can help set up a pattern for ascending levels of program success. <p style="text-align: right; font-size: small;">Slide 3-21</p>
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Slide 3-21

- c. For example, poor attendance may explain why a well-designed educational activity did not influence a target group's knowledge.
 - d. If process evaluation identifies unexpected problems with a program, especially if it shows you are not reaching as many people in the target population as you expected to, conduct additional formative evaluation to figure out why.
6. Done well, the process stage of evaluation sets up a pattern for ascending levels of program success.

Much of the information gathered during the process stage will be used as a foundation for impact and outcome evaluation when you will be calculating the effect your program has had on the target population.

7. Some components of process evaluation are similar to those performed in a program's formative stage of development.
8. The main point to remember is to start evaluating the minute you begin thinking about a program and keep doing it throughout its lifespan.

<p>STAGES OF EVALUATION (cont'd)</p> <ul style="list-style-type: none">• Impact evaluation.<ul style="list-style-type: none">- Is program meeting intermediate goals?- Knowledge gained?- Behavioral change?- Modification of environments/lifestyles?

Slide 3-22

Slide 3-22

C. Stage 3: Impact evaluation.

1. Impact evaluation reveals the degree to which a program is meeting its intermediate goals. It measures two important levels of performance: learning and action.
- a. Learning.

Did the program influence any of the following among the target population?

- Awareness.
- Knowledge levels.
- Attitudes and/or beliefs.
- Skill levels.
- Action.

b. Did the program change any of the following?

- Target population behavior or lifestyle change.
- Change within a targeted physical environment.
- Public policy, legislation, adoption or enforcement.
- Hazard reduction.
- Change in practice.
- Decision-making process.

STAGES OF EVALUATION
(cont'd)

- Often least used but most important stage.
- Requires baseline measurements.
- Usually uses some type of assessment instrument.

Slide 3-23

Slide 3-23

2. It is often the least used, but the most important stage of evaluation.

A major contributing factor to its lack of use is that impact evaluation requires time, skill, planning and effort.

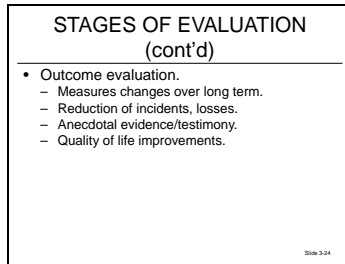
3. Requires that baseline measurements are taken before the program is delivered and after it has been completed.

4. Compares conditions that existed before a program was delivered to those present after it was completed.
5. Impact evaluation mechanisms should be designed during the development phases of a program.

Knowledge, attitudes and beliefs are almost always measured by some type of assessment instrument.

- a. The instrument could be a test, survey or questionnaire.
 - b. Evaluators might also observe group discussions to watch and listen for signs of change among participants' knowledge, attitudes or beliefs.
 - c. Physical, environmental and lifestyle changes are usually assessed by direct observation.
 - For example, an observer might check to see that smoke alarms are installed appropriately or that adults are keeping ignition tools from being accessed by children.
6. Conducting impact evaluation is important because it allows management to modify materials or move resources from a nonproductive to a productive area of program.
 7. If the results of impact evaluation are positive, they can be used to justify continuing a program.
 8. If the results are negative, they can help justify revising or discontinuing a program.

9. In addition to providing tangible evidence to evaluators, impact data can be used to show stakeholders and potential funders that a program is working.
10. In the case of a program experiencing challenges, impact evaluation can be used to help justify support for adjustments.



Slide 3-24

D. Stage 4: Outcome evaluation.

1. Demonstrates the degree to which the program has met its ultimate goals.
2. Measures change over an extended period of time within the community.
3. Outcome evaluation seeks to provide:
 - a. Statistical proof that the risk-reduction program is reducing risk in the specified areas. Program success is proven by a reduction of deaths, injuries, property and medical costs in the target area.
 - b. Valid anecdotal proof (such as personal testimonials) that verify outcomes. Anecdotal proof is used frequently to measure outcome of social-oriented risk-reduction initiatives.
 - c. In some circumstances, outcome can be demonstrated by improvement in the target population's health and quality of life.
 - d. Cultural change can be a measurement of outcome because it often leads to sustained levels of behavioral change.

STAGES OF EVALUATION
(cont'd)

- Both impact and outcome evaluation require baseline measurements of existing conditions before a program is implemented. Why?

Slide 3-25

Slide 3-25

4. Just like impact evaluation, measuring outcome requires baseline data about conditions that exist prior to the start of a program, initiative or strategy.
 - a. It is difficult at best and often impossible to prove outcome unless baseline data is in place.
 - b. This is especially true when attempting to measure changes in morbidity, mortality, and economic and social conditions.
5. When seeking to perform outcome evaluation on a specific program, the following strategy is recommended:
 - a. Outcome evaluation should be used for ongoing programs (e.g., YFPI program) at appropriate intervals throughout the program's offerings.
 - b. For ongoing programs (e.g., a series of fire safety classes given each year in elementary schools), conduct outcome evaluation as soon as enough people or households have participated in the program to make outcome evaluation results meaningful.
 - c. Depending on the extent of your youth firesetting problem (and the number of programs you deliver), you could conduct outcome evaluation, for example, every year, every three years or every five years to find out how well the program's effects are sustained over time.

6. Preparation for outcome evaluation begins when the program is being designed.

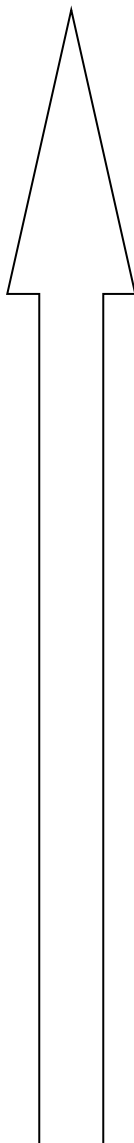
The type of data (and their sources) must be considered carefully. To be considered reliable, data must be collected from valid sources in a systematic, unbiased manner.

7. In general, measuring changes in morbidity (injuries) and mortality (deaths) is not so easy.
 - a. For example, you can measure the change in helmet-wearing behavior of children who participated in a safety training class soon after the class is over.
 - b. Measuring the reduction in morbidity and mortality as a result of those same children's change in behavior is more difficult, and results take much longer to appear.
 - c. Documenting changes in morbidity and mortality that are a direct result of a program to reduce most unintentional injuries requires a vastly larger study population than does documenting changes in attitudes, beliefs and behaviors.
 - d. In addition to a large study population, documenting changes in morbidity and mortality requires a long-term study, which can be time-consuming.
8. You can use positive results of outcome evaluation as even stronger evidence than the results of impact evaluation to justify continued funding for your program.

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Use the graphic displayed on the following page and in PowerPoint to overview examples of evaluation measures.

Evaluation Measures



Feature Measure	Type of Evaluation	Examples of Evaluation Measures	Instruments and Methods to Measure Change
1. End result	Outcome	Number of deaths, injuries, dollar loss, number of calls Saves attributed to program	Injury/Loss statistics Anecdotes
2. Public policy	Impact	Passage of legislation ordinances and codes	Legislation
3. Behavior	Impact	Percent of parents who have isolated fire tools in their home Percent of adolescents who can state the penalties of repeat firesetting Children who can do stop, drop and roll	Observational survey Questionnaire Skill testing
4. Environment	Impact	Percent of homes with updated smoke alarm protection	Home visit
5. Knowledge	Impact	Percent of public that knows how to maintain smoke alarms	Pretest/Post-test self-report survey
6. Extent of program	Process	Percent of public receiving prevention materials	Calculating number of people attending presentations
7. Appeal and usage	Formative	Percentage of teachers who think materials meet state objectives and use them	Pilot testing of forms, questionnaire, personal interviews, focus groups
8. Institutional change	Formative	Introduction of safety curriculum Funding for programs Forming/Joining task force	Letter of agreement, adoption of curriculum Budget Minutes of meeting

WHAT IS AN EVALUATION PLAN?

- Describes in precise, measurable terms how a program is to be developed, implemented, operated and monitored.
- Includes desired levels of outreach, impact and outcome.
- The foundation of an evaluation plan is its goals and objectives.

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VII. WHAT IS AN EVALUATION PLAN? (20 min.)

- A. The evaluation **process** should begin when the idea for creating a program is conceived. Evaluation should continue throughout the lifespan of the program.
- B. An evaluation **plan** describes in precise, **measurable** terms how a prevention program is to be developed, implemented, operated and monitored.

It also describes the intended levels of outreach, impact and outcome that the program seeks to achieve.

- C. The foundation of an evaluation plan is its goals and objectives.

What is the difference between goals and objectives?

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ASK: What is the difference between goals and objectives?

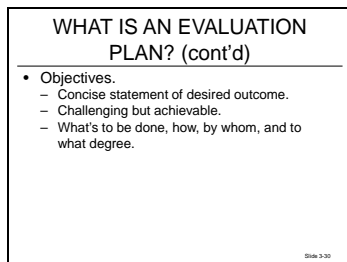
WHAT IS AN EVALUATION PLAN? (cont'd)

- Goals.
 - Overall statement of what program seeks to accomplish.
 - Broad and general statement.
 - Summarized expected results/outcomes.

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1. Goals.
 - a. Without clear goals and well developed objectives, it is virtually impossible to assess and evaluate where we are making a difference in community risk reduction.
 - b. A goal is a statement that overall explains what the program seeks to accomplish. It sets the fundamental, long-range direction of the program.



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- c. Typically, goals are broad, general statements. A goal summarizes expected results and outcomes rather than program methods and activities.

2. Objectives.

- a. Without objectives, the fundamental components of the program cannot be developed (i.e., specific interventions).
- b. An objective is a concise statement of the desired product of the risk-reduction initiative.
- c. Provide realistic steps to attain goal.
- d. Good objectives are challenging but achievable.
- e. Must relate to the mission of the organization and the goals of the governing authority.
- f. Focus on what's to be done and how to do it.
- g. Objectives are tied to what we want to measure and evaluate. What do we want to know about our program?

The following section guides students to develop well-written objectives using the Specific, Measurable, Achievable, Relevant, and Timeframed (SMART) approach. This information was obtained from the Centers for Disease Control and Prevention (CDC) and the March of Dimes.

Present this section as a guided lesson. Check often for student understanding.

WHAT IS AN EVALUATION PLAN? (cont'd)

- SMART objectives:
 - Specific — what will be done and with or for whom.
 - Measurable — quantifiable with baseline.
 - Achievable — time frame/climate/resources.
 - Relevant — scope/logical/support mission.
 - Timeframed — when it will be achieved.

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D. SMART objectives refer to an acronym designed around the five leading indicators of a solid program.

1. Specific: What precisely is going to be done, and with or for whom?
 - a. The program states a specific outcome or a precise objective to be accomplished in concrete terms.
 - b. The outcome is clearly defined in numbers, percentages, frequency, etc. The objective is defined clearly.
 - c. An action is described. The verb is important, especially in process objectives.
 - d. Verbs such as “provide”, “train”, “publish”, “purchase” or “schedule” indicate clearly what will be done. Verbs like “partner”, “support”, “facilitate” and “enhance” are vague.
 - e. Action may be described by something completed such as a code adopted or by the amount of injuries or fires reduced (e.g., 50 percent reduction in occurrence).
2. Measurable: Is it quantifiable, and can it be measured?
 - a. The objective can be measured and the measurement source is identified.
 - b. Collection of the data is feasible for your program or partners.

- c. Baseline data is basic information that must be identified before a program begins so that impact and outcome can be measured.
 - d. A baseline measurement is required to document change (e.g., to measure percentage increase or decrease).
 - e. If the baseline is unknown, indicate in the objective as “baseline to be determined” with the source and year.
 - f. All activities should be measurable at some level.
- 3. Achievable: Can we get it done in the proposed time frame/in this political climate/for this amount of money/with resources and support available?
 - a. The objective or expectation of what will be accomplished must be realistic given the time period, resources allocated, and political and economic conditions.
 - b. The objective should not only be achievable but challenging as well.
- 4. Relevant: Will the objective have an effect on the desired goal or strategy?
 - a. Does it address the scope of the problem and propose reasonable programmatic steps?
 - b. The outcome or results of the program directly support the mission of the agency’s long-range plan or goal.

5. Timeframed: When will the objective be achieved?
 - a. A specified and reasonable time frame should be incorporated into the objective.
 - b. Take into consideration the environment where the change is expected, the scope of the change, and how it fits into the work plan.

Refer students to the example of an Implementation/ Evaluation Plan for a YFPI program being developed for the fictitious community of Cleveland Park. The example is in their SMs.

Tell students to remove the plan from their SMs so it can be utilized as a reference as you present the lecture on evaluation plans.

Use the Cleveland Park example to show students the components of a well-written evaluation plan. Be sure to highlight that a plan should include the following:

- Vision.
- Problem statement.
- Goal.
- Objectives that are SMART.

Objectives must be written for each stage of evaluation: formative, process, impact and outcome. The plan is written to document what we intend our program to do.

IMPLEMENTATION/EVALUATION PLAN

Cleveland Park Youth Firesetting Prevention and Intervention Program

Vision: Cleveland Park will be a community that prevents and intervenes in youth firesetting.

Problem Statement: The problem is the Cleveland Park Fire/Rescue Service responds to a disproportionately higher rate of firesetting incidents involving youth between the ages of 12-17 as compared to communities of similar size and demographics.

Goal: To decrease youth firesetting incidents involving youth (ages 12-17) in Cleveland Park.

Outcome Objectives

As compared to baseline data, the following changes will have occurred:

By December 2016, there will be a 50 percent reduction in the number of firesetting incidents involving youth ages 12-17. Evaluation methods: fire and police reports.

By December 2016, there will be a 40 percent reduction in fire loss attributed to firesetting incidents involving youth ages 12-17. Evaluation methods: fire reports.

Impact Objectives

As compared to baseline data, the following changes will have occurred:

By October 2013, Memorandums of Understanding (MOUs) will be adopted among agencies handling youth involved in firesetting. Evaluation method: adoption of MOUs.

By January 2015, the city council will have adopted an ordinance prohibiting the sale of novelty lighters in Cleveland Park. Evaluation method: passage of ordinance.

By June 2015, there will be a 25 percent increase in youth ages 12-17 who can name at least three ways that an arson arrest can affect them and their families. Evaluation methods: self-report surveys, pretests and post-tests.

By June 2015, there will be a 25 percent increase in youth ages 12-17 who can identify the age juveniles can be arrested in their state. Evaluation methods: self-report surveys, pretests and post-tests.

By June 2015, there will be a 25 percent increase in youth ages 12-17 who can name at least two of the state's arson laws. Evaluation methods: self-report surveys, pretests and post-tests.

By December 2015, there will be a 25 percent increase in the number of parents/caregivers who attended the YFPI who can name three ways they can prevent acts of youth firesetting. Evaluation methods: pretests and post-tests.

By December 2015, there will be a 95 percent increase in the number of working smoke alarms located in the homes of families that have attended the YFPI program. Evaluation methods: observational surveys and self-report surveys.

Process Objectives

By October 2013, the program manager will have distributed three news releases and three articles to local media to raise awareness about youth involved in firesetting. Evaluation methods: counting number of outlets using news releases and articles and estimating percent of public receiving news releases and articles.

By December 2013, the program manager will begin offering the educational component of the youth firesetting intervention program to youth and their families who have been referred to the program as often as needed to meet demand. Evaluation method: program presentation records.

By October 2013, each member of the task force will have made at least three presentations to a community group about the problem (and solutions to) youth firesetting in the community. Evaluation method: program presentation records.

By December 2014, the program manager will have evaluated the performance of the school-based educational program and all instructors who present it. Evaluation method: performance evaluation checklist.

By June 2015, there will have been 200 school-based educational programs on state arson laws presented at secondary schools in Cleveland Park. Evaluation method: program presentation records.

Formative Objectives

By March 2013, key staff from the Cleveland Park Fire Department will have identified and recruited primary stakeholders in the Cleveland Park District to join the YFPI task force. Evaluation method: commitment of stakeholders.

By May 2013, the task force will start program planning based on the escalation of youth-set fires identified through the community risk assessment of Cleveland Park. Evaluation method: records from meetings.

By July 2013, the task force will develop goals, interventions and objectives for the YFPI program. Evaluation method: development of program.

By August 2013, the program manager, with assistance from the task force, will design the educational component for youth and their families referred to the YFPI program. Evaluation method: development of educational component.

By September 2013, MOUs will be developed by the task force on how youth will be handled by various agencies. Evaluation method: development of MOUs.

By September 2013, the task force will have drafted standard operating procedures (SOPs) for the fire department (and partner agencies) on how youth who set fires are handled. Evaluation method: SOPs.

By December 2013, all partner agencies (including the fire department) will have trained key staff on how to make referrals to the YFPI program. Evaluation method: training records.

By March 2014, the program manager, with the help of the task force, will have developed a lesson plan on state arson laws for use in the secondary schools in Cleveland Park. Evaluation method: development of lesson plan.

By May 2014, the program manager will have received permission from the school board of Cleveland Park to instruct teachers in secondary schools about the lesson plans pertaining to arson laws and how they pertain to youth ages 12-17 years. Evaluation method: letter of agreement and adoption of curriculum.

By July 2014, the program manager will have trained teachers in the pilot school to use the lesson plans about arson laws in the state. Evaluation method: record of training.

By August 2014, the task force will have drafted legislation restricting novelty lighters in Cleveland Park. Evaluation method: drafting of legislation.

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DEVELOPING AN EVALUATION PLAN

- Evaluation plan.
 - There are four types of objectives used in developing and evaluating a program plan:
 - Formative.
 - Process.
 - Impact.
 - Outcome.
 - These objectives are tied to how the program will be evaluated.

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VIII. DEVELOPING AN EVALUATION PLAN (5 min.)

- A. Development of an evaluation plan is best handled as a group exercise among the YFPI program partners/leadership team.
- B. This strategy allows the team to be involved in planning, implementation and management of the program.
 1. Allows opportunity to weigh different perspectives.
 2. Consensus on what signals success.
 3. Better chance of support for program.
 4. Nothing for us without us.
- C. There are four types of objectives used in developing and evaluating a program plan: formative, process, impact and outcome. These objectives are tied to how the program will be evaluated.

Caution: Students often ask, “What is the difference between the stage of evaluation and evaluation plan objectives?” Here’s the answer:

Evaluation objectives correspond with the respective stage of evaluation. What objectives do is call for an action that is SMART.

TYPES OF EVALUATION OBJECTIVES

- Formative objectives.
 - Call for the following actions to take place:
 - Rationale for program (community analysis).
 - Formation of planning team.
 - Exploration of target populations.
 - Establish baselines.
 - Develop a program.

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IX. TYPES OF EVALUATION OBJECTIVES (25 min.)

- A. Formative objectives.
 1. Formative objectives are SMART objectives written during the planning stage of a program. These objectives help define how the program is to be developed, pilot-tested and implemented.

2. Formative objectives call for explanation of why the program is needed. Calling for a community risk analysis can be stated in a formative objective.
3. Formative objectives also can call for exploration of general knowledge, attitudes and behaviors of your target audience before the program is developed, while it is being tested, and throughout implementation.
4. Good formative objectives can guide a planning team to discover strengths and weaknesses of a program as it is developing and before huge resource investments are made.
5. Formative objectives help establish baselines for your efforts to be measured. They examine the early stages of the program's development concerning:
 - a. Community risks.
 - b. Target populations.
 - c. Stakeholders.
 - d. Existing knowledge, attitudes and beliefs.
 - e. Material development.
 - f. Developing goals and objectives.
 - g. Testing procedures.
 - h. Resources needed.
6. Formative objectives also call for the development of a program.

TYPES OF EVALUATION
OBJECTIVES (cont'd)

- By August 2013, the program manager, with assistance from the task force, will design the educational component for youth and their families who are referred to the YFPI program.
- Evaluation method: development of educational component.

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7. Examples of formative objectives:
- By August 2013, the program manager, with assistance from the task force, will design the educational component for youth and their families who are referred to the YFPI program.
 - Evaluation method: development of educational component.
 - By September 2013, the task force will have drafted SOPs for the fire department (and partner agencies) on how youth who set fires are handled.
 - Evaluation method: SOPs.

Allow students to review the formative objectives for the Cleveland Park Implementation/Evaluation Plan.

TYPES OF EVALUATION
OBJECTIVES (cont'd)

- Process objectives.
 - Describes anything having to do with program activities, procedures and materials.
 - Calls for the projected number of presentations, number of people to be reached, amount of service delivered.
 - Assigns responsibility to people/groups so that program benchmarks can be measured.

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- B. Process objectives.
- Process objectives describe anything having to do with program activities, procedures and materials.
 - The number of intended presentations, attendance and material distribution can be described in process objectives.
 - Process objectives can also describe the intended quality of the service being delivered.
 - They are written using action verbs to show accountability: “monitor”, “coordinate”, “plan”, “write” or “publish” (rather than “know”, “learn” and “feel”).

5. Process objectives are normally developed after the interventions have been selected and decisions are made based on who is going to do what when.
6. Process objectives assign responsibility for activities to be completed by specific dates.
7. These objectives are an important component of an evaluation plan because they can indicate who will be responsible for doing what and include a deadline of when tasks are to be accomplished.

**TYPES OF EVALUATION
OBJECTIVES (cont'd)**

- By December 2013, the program manager will begin offering the educational component of the youth firesetting intervention program to youth and their families referred to the program as often as needed to meet demand.
- Evaluation method: program presentation records.

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8. Examples of process objectives:
 - a. By December 2013, the program manager will begin offering the educational component of the youth firesetting intervention program to youth and their families referred to the program as often as needed to meet demand.
 - Evaluation method:
program presentation records.
 - b. By October 2013, each member of the task force will have made at least three presentations to a community group about the problem of (and solutions to) youth firesetting in the community.
 - Evaluation method:
program presentation records.

Allow students to review the process objectives for the Cleveland Park Implementation/Evaluation Plan.

TYPES OF EVALUATION
OBJECTIVES (cont'd)

- Impact objectives.
 - Call for the changes in the following:
 - Knowledge gained.
 - Behavioral change.
 - Environmental modifications.
 - Lifestyle changes.

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C. Impact objectives.

1. Impact objectives are SMART objectives written to describe the following:
 - a. Who will be affected by the program.
 - b. What results are expected.
 - c. How large a change is necessary to demonstrate success.
 - d. How much time is required for the change to occur.
2. Impact objectives are written to show desired changes in attitudes, knowledge, behavior, physical environment or public policy that will be created by the program in a relatively short term (one to five years).
3. Baseline data is required so that current knowledge levels, attitudes, living conditions, use of safety equipment, etc. can be compared to those that exist after a program has been operating for a designated time period.
4. Impact objectives answer the question: What do you want to know in the short-term about your program?

Don't forget — Baseline data must be obtained before impact and outcome can be measured.

5. Examples of impact objectives:

- a. By June 2015 (as compared to baseline data), there will be a 25 percent increase in youth ages 12-17 who can name at least two of the state's arson laws.

TYPES OF EVALUATION
OBJECTIVES (cont'd)

- By June 2015, (as compared to baseline data), there will be a 25 percent increase in youth ages 12-17 who can name at least two of the state's arson laws.
 - Evaluation method: self-report surveys, pretests and post-tests.

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- Evaluation methods: self-report surveys, pretests and post-tests.
- b. By December 2015 (as compared to baseline data), there will be a 25 percent increase in the number of parents/caregivers that attended the YFPI who can name three ways they can prevent acts of youth firesetting.
 - Evaluation methods: pretests and post-tests.
- c. By December 2015 (as compared to baseline data), there will be a 95 percent increase in the number of working smoke alarms located in the homes of families that have attended the YFPI program.
 - Evaluation methods: observational surveys and self-report surveys.

Allow students to review the impact objectives for the Cleveland Park Implementation/Evaluation Plan. Be sure to point out the need for baseline data so before/after measurements can be made.

TYPES OF EVALUATION OBJECTIVES (cont'd)

- Outcome objectives.
 - Call for a reduction in the number of incidents, deaths, injuries and property loss.
 - Include anecdotal stories of program successes.

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D. Outcome objectives.

1. An outcome objective is a SMART objective written to show the intended long-term implications of your program. It describes expected outcomes for the community.
2. Outcome objectives describe the intended effect of the program (usually to reduce the occurrence of a condition).

3. Outcome objectives may be related to personal, social, economic, environmental or health conditions.
4. Outcome objectives usually call for a long-term reduction in deaths, injuries, property loss and emergency responses. They should be tied to evaluation, support your goal, and state conditions you ultimately want to achieve.
5. Examples of outcome objectives.
 - a. By December 2016 (as compared to baseline data), there will be a 50 percent reduction in the number of firesetting incidents involving youth ages 12-17.
 - Evaluation methods: fire and police reports.
 - b. By December 2016 (as compared to baseline data), there will be a 40 percent reduction in fire loss attributed to firesetting incidents involving youth ages 12-17.
 - Evaluation methods: fire reports.

TYPES OF EVALUATION OBJECTIVES (cont'd)

- By December 2016 (as compared to baseline data), there will be a 50 percent reduction in the number of firesetting incidents involving youth ages 12-17.
- Evaluation method: fire and police reports.

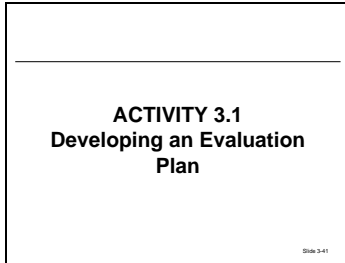
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Allow students to review the outcome objectives for the Cleveland Park Implmentation/Evaluation Plan. Be sure to point out the need for baseline data so before/after measurements can be made.

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60 min.
Large Group
Activity 3.1



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ACTIVITY 3.1

Developing an Evaluation Plan

Purpose

To give students experience in developing an evaluation plan to address a youth firesetting problem that is occurring in a simulated community.

Directions to Students

1. This is an instructor-led large group activity.
2. First, play the video vignette that is part of the PowerPoint presentation. It describes the youth firesetting problem that exists in the fictitious community of Redwood County.
3. Next, allow students to peruse the written summary of the problem in Redwood County. (It is the video script.) Students will have five minutes for this task.
4. Next, based upon the information given, lead the class to develop a (miniature) evaluation plan for addressing the youth firesetting problem. Students will have 45 minutes for development of the (miniature) evaluation plan. The plan should include the following:

The suggested responses listed on the Student Activity Worksheet (SAW) are for the instructor's benefit only. Student's responses will obviously be different.

- a. Vision.
- b. Problem statement and goal.
- c. One outcome objective.

- d. Two impact objectives that, if accomplished, would support the outcome objective.
- e. Four process objectives, two of which support each impact objective.
- f. Four formative objectives that support the development of the overall youth firesetting program.

Note: What is being developed is only a partial evaluation plan. In real-world application, the plan would be much more detailed and include many more impact, process and formative objectives. This activity is merely to give students practice with a skill that they should employ upon returning home.

Summary

A well-written evaluation plan can be instrumental in keeping a YFPI program on track and performing in an efficient manner.

STUDENT ACTIVITY WORKSHEET

ACTIVITY 3.1

Developing an Evaluation Plan

Purpose

To give you experience in developing an evaluation plan to address a youth firesetting problem that is occurring in a simulated community.

Directions

1. This is an instructor-led large group activity.
2. First, you will view a video vignette that is part of the PowerPoint presentation. It describes the youth firesetting problem that exists in the fictitious community of Redwood County.
3. Next, peruse the written summary of the problem in Redwood County. (It is the video script.) You will have five minutes for this task.
4. Next, based upon the information given, the instructor will lead the class to develop a (miniature) evaluation plan for addressing the youth firesetting problem. Students will have 45 minutes for development of the (miniature) evaluation plan. The plan should include the following:

- a. Vision.

Suggested response: (Vision) Redwood County will strive to prevent and mitigate fire/incendiary device-related incidents among its adolescent population.

- b. Problem statement and goal.

Suggested response: (Problem statement) A high occurrence of firesetting incidents and experimentation with incendiary devices among youth ages 11 to 14 in Redwood County.

Suggested response: (Goal) To reduce the occurrence of firesetting and experimentation with incendiary devices among youth ages 11 to 14 in Redwood County.

STUDENT ACTIVITY WORKSHEET

- c. One outcome objective.

Suggested responses:

- *(Outcome objective) By Jan. 1, 2015 (as compared to baseline data), there will be a 50 percent reduction in the number of firesetting incidents reported among youth ages 11 to 14 in Redwood County.*
- *(Outcome objective) By Jan. 1, 2015 (as compared to baseline data), there will be a 50 percent reduction in the number of incidents involving experimentation with incendiary devices reported among youth ages 11 to 14 in Redwood County.*

Evaluation measure: statistical measurement of local response data.

- d. Two impact objectives that, if accomplished, would support the outcome objective.

Suggested response: *(Impact objective) By July 1, 2013, Redwood County will have adopted a local law that makes firesetting, possession of fireworks and/or manufacture of explosive/pressure-creating devices a must-appear offense in district court.*

Evaluation measure: adoption of local law.

- e. Four process objectives. Two that support each impact objective.

Suggested response: *(Process objective) By Jan. 1, 2013, the YFPI task force will have presented five informational programs about the youth firesetting/incendiary device problem and proposed solutions to legislative decision-makers in Redwood County.*

Evaluation measure: record of presentations/attendance counts.

- f. Four formative objectives that support the development of the overall youth firesetting program.

Suggested response: *(Formative objective) By July 1, 2012, the YFPI task force will have created an informational program that overviews the youth firesetting/incendiary device problem and potential solutions.*

Evaluation measure: copy of formal presentation.

STUDENT ACTIVITY WORKSHEET

Note: What is being developed is only a partial evaluation plan. In real-world application, the plan would be much more detailed and include many more impact, process and formative objectives. This activity is merely to give you practice with a skill that you should employ upon returning home.

Case Study

Redwood County is a small but densely populated county located 35 miles from a major United States city. The county enjoys a strong tax base that supports emergency services, mental health, social services, the justice system and schools.

While residents of Redwood County enjoy a relatively stable economic climate, the community is not without challenges. The adults in most families work outside the home. Many work long hours and commute to the nearby large city, which adds the stress of additional hours away from home. Adolescents often lack after-school supervision and end up “hanging out” with peer groups in a variety of settings.

Most families are technologically savvy and equipped with the latest communication mediums. While there are several recreational complexes in the county, there are no neighborhood associations. Transience is common, as families often relocate after about five years in Redwood County to move further away from the city and traffic.

The police department was the first agency to notice a rise in the number of youth firesetting incidents, specifically the manufacture and use of bottle bombs by adolescents. Fireworks were also noted as a problem. Examination of data revealed that 80 percent of arrests related to malicious burning involved youth between the ages of 11 and 14. This age group also accounted for 90 percent of arrests for manufacturing or detonating incendiary devices.

The juvenile justice office and the mental health authority were second to contact the fire department. Both cited a rise in the number of parents asking for help with juveniles (ages 11 to 14) who were “out of control and experimenting with all sorts of dangerous things.” Many parents said their children needed counseling because they had become disconnected with the family.

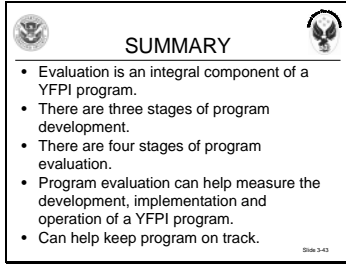
Social services was the next agency to inquire about the issue. At a service club meeting, the director of social services approached the fire chief to inquire if there was an intervention program in the county for bomb makers. When the chief replied no, the director advised, “You really should consider starting one because many families have children who are experimenting with fire and explosives.”

STUDENT ACTIVITY WORKSHEET

Last but not least, the vice principal from one of the middle/senior high schools called the fire department inquiring about the presence of an intervention program for juveniles who experiment with fire and bombs. When informed there was no such program, the vice principal said she was going to call the school superintendent to see if maybe a task force could be created to develop one.

The fire department called a meeting of agencies that they believed to be primary stakeholders on the topic. The first task they agreed to do was examine five years of local data that was available on youth firesetting, most specifically, firesetting and incendiary device usage among the age group 11-14. The data identified the following:

1. An average of 100 annual fire incidents can be attributed to adolescents experimenting with either fire or explosive devices.
2. The average property loss associated with the problem is \$900,000.
3. There are 50 injuries a year as a result of the problem.
4. No deaths have been reported.
5. The police department responds to an average of 200 calls per year for youth setting fires, discharging fireworks or experimenting with incendiary devices.
6. The police department/juvenile justice office charges an average of 40 youths each year for fire or explosive-related offenses.
7. There are approximately 70 incidents related to youth firesetting or incendiary devices in schools each year.



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X. SUMMARY (5 min.)

- A. Evaluation is an integral component of a YFPI program.
- B. There are three stages of program development.
- C. There are four stages of program evaluation.
- D. Using the stages of program evaluation can help measure the development, implementation and operation of a YFPI program.
- E. An evaluation plan can help keep the development, implementation and operation of a YFPI program on track.

XI. END-OF-COURSE ACTIVITIES (60 min.)

- A. Review the list of student expectations created on Day 1 to ensure that all needs have been met.
- B. Administer the final examination, grade the document, and return it to the National Fire Academy (NFA).
- C. Administer the NFA course evaluation.

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REFERENCES

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GLOSSARY/ACRONYMS

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GLOSSARY

Anxiety and Depression	When a person has a depressive and/or anxiety disorder, it interferes with daily life, normal functioning, and it causes pain for both the person with the disorder and those who care about him or her. There are a variety of anxiety disorders, including but not limited to Panic Disorder, Obsessive-Compulsive Disorder (OCD), Post-Traumatic Stress Disorder (PTSD), and Social Anxiety Disorder. The same is true with depression. Types include Major Depressive Disorder, Dysthymic Disorder, Psychotic Depression, and Seasonal Affective Disorder.
Arson	The FBI’s Uniform Crime Reporting (UCR) Program defines arson as “any willful or malicious burning or attempt to burn, with or without intent to defraud a dwelling house, public building, motor vehicle or aircraft, personal property of another, etc. Only fires determined through investigation to have been willfully or maliciously set are classified as arson” (FBI, 2002).
Attention-Deficit Hyperactivity Disorder (ADHD)	One of the most common cognitive disorders that develops in children. Children with ADHD often struggle to pay attention and/or control their behavior. The principal characteristics of ADHD are inattention, hyperactivity and impulsivity.
Authority Having Jurisdiction (AHJ)	The people/group(s) responsible for setting and enforcing local public policy.
Autism	The most common condition in a group of developmental disorders known as the Autism Spectrum Disorders (ASDs). Autism is characterized by impaired social interaction, problems with verbal and nonverbal communication, and unusual, repetitive or severely limited activities and interests.
Autism Spectrum Disorders (ASDs)	Include Asperger’s syndrome, Rett syndrome, childhood disintegrative disorder, and Pervasive Developmental Disorder-Not Otherwise Specified (usually referred to as PDD-NOS).
Bipolar Disorder	Characterized by mood cycling between periods of intense highs and lows. In children, bipolar disorder often seems to be a rather chronic mood dysregulation with a mixture of elation, depression and irritability. Youth with bipolar disorder experience unusually intense emotional states that occur in distinct periods called “mood episodes.”
Budget Cycle	The time allotted to expend the resources dedicated to a specific budget.

Case Management Information	Information that is specific to an individual firesetter and his or her family.
Community Outreach	Advertising (marketing) the Youth Firesetting Prevention and Intervention (YFPI) program and the services that it provides.
Community Risk Assessment	In the context of youth firesetting, a good risk assessment will identify who is setting fires, how, where and why; identify logical target populations to receive services; locate hidden, hard to reach or underserved populations; identify high-risk occupancies, populations and neighborhoods; and build a foundation to suggest use of integrated prevention interventions (five E's).
Coordinating Agency	This is the agency that ultimately leads a youth firesetting prevention and intervention task force. All agencies on the task force must agree who is serving as the lead organization. The agency that agrees to serve as lead must ensure that its leaders are supportive of this responsibility.
Crisis/Troubled/ Cry-for-help Firesetting	A typology of firesetting whereby the youth is attempting to communicate a level of need for attention from adults.
Curiosity/ Experimental Firesetting	The most common typology of firesetting; the child is exploring his or her interest in fire through experimentation.
Definite Risk	Firesetting behaviors that have progressed to repeated and intentional events. Upon investigation, underlying psychological or social problems and issues may be discovered as factors influencing the firesetting. These types of fires are deliberate and may include the gathering of fuels and the possible selection of a target to be affected by the fire. The fires may be set for different reasons including anger, revenge, attention getting, malicious mischief, concealment of a crime, problem-solving, an intent to harm people or destroy property or to make something or someone go away.
Delinquent/ Criminal/Strategic Firesetting	A typology of firesetting whereby there is a planned and willful intent by the perpetrator to cause destruction.
Demographic Data (firesetters and their families)	Data that reports the general circumstances of an event and information about the participants. Demographic data cannot be connected back to a specific individual.

Economic Incentives	This form of intervention entails enhancing safety measures through incentives. One example would be providing economic incentives to builders who install sprinkler systems. Another type of economic incentive may be in the form of a negative incentive, such as the payment of fines, fees, and/or restitution for acts of firesetting.
Educational Intervention	The goal of educational interventions is to provide awareness, change behavior, and eliminate risky behavior. This medium can be utilized to teach both youth and careproviders the basics of fire safety and the ramifications associated with repeat acts of firesetting. Nearly all firesetters and families can benefit from fire safety and prevention education.
Emergency Response	This intervention entails having an adequately staffed, equipped and trained cadre of responders to mitigate emergency incidents when they occur. It also includes being able to respond to youth firesetting situations with supportive resources that can prevent future acts of firesetting.
Enforcement Intervention	This entails enforcing or obtaining compliance with fire laws and codes. For firesetting situations, this means involvement of the legal system or action from a social services child protective division to assist in mitigating future firesetting events.
Engineering Intervention	Entails modification of an environment to enhance safety. This type of intervention can be utilized to ensure that the homes of firesetters are equipped with working smoke alarms and that child-resistant lighters are used as needed.
Evaluation Plan	Describes in precise measurable terms how a prevention program is to be developed, implemented, operated and monitored.
Extreme Risk	A firesetter ultimately included in this category may reflect the same aspects as listed in the definite risk level. The extreme risk firesetter's behaviors usually involve more severe forms of firesetting influenced by psychological, social and environmental factors. These youth generally reflect a small subgroup of firesetters, but they are often considered at-risk for engaging in future firesetting incidents.
Follow-up	Contact from youth firesetting program staff that should take place with each family who participates in a youth firesetting intervention program. A primary follow-up should occur four to six weeks after completion of the program. A secondary follow-up can take place between six to 12 months after close-out of the file.

Formative Evaluation	Conducted during the planning and implementation stages of a program or when an existing program is having difficulties.
Goals	A statement that explains overall what the program seeks to accomplish. It sets the fundamental, long-range direction of the program. Typically, goals are broad, general statements. A goal summarizes expected results and outcomes rather than program methods and activities.
Impact Evaluation	Conducted during the intermediate stages of a program to measure if the program is helping to increase knowledge levels, change behaviors, or modify living environments/lifestyles.
Intake	The process of collecting initial information about the youth firesetter, his or her family, and the incident(s) that brought the youth to the program (National Fire Protection Association (NFPA), 2010).
Intake Forms	Should be standardized for the jurisdiction and designed to gather basic information about the youth, his or her family, and the fire event/situation that led to the program referral.
Interagency Task Force	A team of representatives from stakeholder organizations that can help guide the development, implementation and operation of a YFIP program.
IRONIC	An easy to remember method that identifies the procedures involved in conducting a screening and determining the facts of the event. IRONIC is an acronym that stands for Introduction, Rapport, Opening Statement, Narrative, Inquiry and Conclusion.
Knowledge, Skills and Abilities (KSAs)	The knowledge base and demonstrable skills/abilities a person must possess to complete job performance requirements (JPRs).
Learning Disabilities	A disorder that diminishes a person's capacity to interpret what he or she sees and hears and/or to link information from different parts of the brain.
Life Cycle of a YFPI Program	Includes performing the following actions: conducting a community risk assessment, identifying the firesetting problem, identifying and recruiting stakeholders, developing and implementing a program, delivering the program, and evaluating the program.
Mental Health Intervention	The act of referring a family to a qualified mental health practitioner who can help identify the root causes contributing to firesetting behaviors.

NFPA Standard 1035	The NFPA standard that outlines the JPRs and KSAs expected from Fire and Life Safety Educators (FLSEs), Youth Firesetting Intervention Specialists (YFISs), and Youth Firesetting Program Managers.
Objectives	A concise statement of the desired product of the risk-reduction initiative. Objectives should be written in a format that follows the acronym SMART. Objectives should be Specific, Measurable, Achievable, Relevant and Timeframed.
Organizational Mission Statement	Drives the goals, objectives and services delivered by their organization.
Outcome Evaluation	Conducted over the long term of a program to measure if a program has reduced incidents, saved lives/property, or improved the quality of life in a community.
Pathological/ Severely Disturbed/ Cognitively Impaired/Thought-disordered Firesetting	A typology of firesetting whereby the perpetrator uses fire as a means for receiving gratification without regard to the safety of others.
People-related Data	Explores the human component of involvement and factors associated with vulnerability to juvenile firesetting incidents. It will include the demographics of the local community.
Prevention Interventions	Forms of interventions that are designed to prevent or mitigate youth firesetting events. Interventions include Education, Engineering, Enforcement, Economic incentives, and Emergency response to incidents.
Primary Prevention	Designed to teach individuals what to do so that an event that could cause property damage, injury or death does not happen at all.
Problem-related Data	Examines the occurrence of incidents.
Process Evaluation	Performed once the program has been implemented and showing signs of activity/outreach into the community. It measures program outreach, distribution of materials, and performance of those conducting program delivery.
Program Budget	The expenses required to develop, implement and maintain (and potentially expand) youth firesetting program services.

Program Operations Handbook	Provides the user with examples of each document used by the YFPI program.
Recidivism	Acts of repeat firesetting.
Resources Directory	Contains the names, addresses, phone numbers and email addresses of agencies that work with youth firesetters and their families.
Screening Form	A form (also can be called tool or instrument) that uses numeric scoring process to identify, record and evaluate factors contributing to a child or youth's firesetting behaviors. The form must be developed and validated by professionals who are qualified to develop such instruments.
Screening Process	The goal of the screening process is to determine why firesetting is occurring, what satisfaction the juvenile receives from starting fires, and the risk level for future firesetting events.
Secondary Prevention	Seeks to change or modify events and/or behaviors that reduce the severity of the event.
Social Services Intervention	The act of referring a family to the local Department of Social Services so supportive services such as parent mentoring, transportation to intervention programs, and other pertinent actions can take place. Many social service agencies also include a children and youth or child protective services division that handles child abuse/neglect issues. Youth firesetting can be viewed as a form of child neglect.
Some Risk	This is the most common and lowest level of risk for repeat firesetting. The child (or youth) has engaged in at least one unsupervised fire motivated by curiosity. Fires resulting from these incidents are often unintentional and generally do not create a significant fire event. Curiosity and experimentation with lighters and matches is the most common motive of children involved in unsupervised firesetting.
Stakeholders	Agencies/People who have a vested interest in the impact of youth firesetting on the community.
Standard Operating Procedures (SOPs)	Define what the program is to do and the actions to be taken by whom, when, where, how, why, and to what degree. SOPs/guidelines help ensure that the program offers services that are safe, ethical, legal and comply with the local AHJ.

Tertiary Prevention	Seeks to reduce a negative impact of an event over a long-term span of time. Its goal is to prevent complications and/or work with case management/rehabilitation regarding an event.
Thrill-seeking/ Risk-taking Firesetting	A typology of firesetting whereby adolescents are attempting to duplicate forms of dangerous behaviors observed in various mediums such as in-person, through video gaming, or on the Internet.
Typologies of Firesetting	Explain the types and motivations of youth firesetting.
Youth Firesetting Intervention Specialist	The Level 1 intervention specialist provides services at the program delivery level. He or she may help identify firesetters, conduct intakes, provide screenings, deliver educational interventions, perform follow-ups, and evaluate program services/results.
Youth Firesetting Program Manager	The Level 2 program manager must be proficient in all of the skills required for a Level 1 intervention specialist. In addition, he or she needs the skills to develop, implement, lead and evaluate a YFPI program.
Youth Justice System Intervention	The act of referring a youth and his or her family to the youth justice system so legal action(s) will take place that will (hopefully) help mitigate future acts of firesetting. In many states, this referral is mandatory once a child has reached the age of accountability (culpability).

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ACRONYMS

AHJ	authority having jurisdiction
CDC	Centers for Disease Control and Prevention
COs	Company Officers
CPSC	Consumer Product Safety Commission
EPA	Environmental Protection Agency
FBI	Federal Bureau of Investigation
FLSE	Fire and Life Safety Educator
HIPAA	Health Insurance Portability and Accountability Act
IFSTA	International Fire Service Training Association
JFIS	Juvenile Firesetting Intervention Specialist
JFS	juvenile firesetter
JPRs	job performance requirements
KSAs	knowledge, skills and abilities
MOU	Memorandums of Understanding
NFA	National Fire Academy
NFDC	National Fire Data Center
NFPA	National Fire Protection Association
PIO	Public Information Officer
SM	Student Manual
SMART	Specific, Measureable, Achievable, Relevant and Timeframed
SOGs	standard operating guidelines
SOPs	standard operating procedures

USFA	U.S. Fire Administration
YFIS	Youth Firesetting Intervention Specialist
YFPI	Youth Firesetting Prevention and Intervention