glossary/ACRONYMS

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glossary

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| **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. |
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| **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). |
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| **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*.* |
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| **Authority Having Jurisdiction (AHJ)** |  | The people/group(s) responsible for setting and enforcing local public policy. |
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| **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. |
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| **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). |
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| **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 disregulation 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.” |
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| **Budget Cycle** |  | The time allotted to expend the resources dedicated to a specific budget. |

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| **Case Management Information** |  | Information that is specific to an individual firesetter and his or her family. |
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| **Community Outreach** |  | Advertising (marketing) the Youth Firesetting Prevention and Intervention (YFPI) program and the services that it provides. |
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| **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). |
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| **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. |
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| **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. |
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| **Curiosity/**  **Experimental Firesetting** |  | The most common typology of firesetting; the child is exploring his or her interest in fire through experimentation. |
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| **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. |
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| **Delinquent/**  **Criminal/Strategic Firesetting** |  | A typology of firesetting whereby there is a planned and willful intent by the perpetrator to cause destruction. |
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| **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. |
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| **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. |
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| **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. |
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| **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. |
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| **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. |
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| **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. |
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| **Evaluation Plan** |  | Describes in precise **measurable** terms how a prevention program is to be developed, implemented, operated and monitored. |
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| **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. |
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| **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. |
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| **Formative Evaluation** |  | Conducted during the planning and implementation stages of a program or when an existing program is having difficulties. |
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| **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. |
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| **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. |
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| **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). |
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| **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. |
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| **Interagency Task Force** |  | A team of representatives from stakeholder organizations that can help guide the development, implementation and operation of a YFIP program. |
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| **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. |
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| **Knowledge, Skills and Abilities (KSAs)** |  | The knowledge base and demonstrable skills/abilities a person must possess to complete job performance requirements (JPRs). |
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| **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. |
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| **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. |
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| **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. |

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| **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. |
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| **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. |
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| **Organizational Mission Statement** |  | Drives the goals, objectives and services delivered by their organization. |
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| **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. |
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| **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. |
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| **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. |
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| **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. |
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| **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. |
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| **Problem-related Data** |  | Examines the occurrence of incidents. |
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| **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. |
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| **Program Budget** |  | The expenses required to develop, implement and maintain (and potentially expand) youth firesetting program services. |

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| **Program Operations Handbook** |  | Provides the user with examples of each document used by the YFPI program. |
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| **Recidivism** |  | Acts of repeat firesetting. |
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| **Resources Directory** |  | Contains the names, addresses, phone numbers and email addresses of agencies that work with youth firesetters and their families. |
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| **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. |
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| **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. |
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| **Secondary Prevention** |  | Seeks to change or modify events and/or behaviors that reduce the severity of the event. |
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| **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. |
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| **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. |
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| **Stakeholders** |  | Agencies/People who have a vested interest in the impact of youth firesetting on the community. |
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| **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. |
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| **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. |
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| **Thrill-seeking/**  **Risk-taking Firesettting** |  | 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. |
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| **Typologies of Firesetting** |  | Explain the types and motivations of youth firesetting. |
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| **Youth Firesettting 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. |
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| **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. |
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| **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