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PREADOLESCENT FIRESETTER HANDBOOK

AGES 7-13

FEDERAL EMERGENCY MANAGEMENT AGENCY
United States Fire Administration

CHILD FIRESETTER HANDBOOK

AGES 7—13

Prepared for the

THE UNITED STATES FIRE ADMINISTRATION
FEDERAL EMERGENCY MANAGEMENT AGENCY

by the

International Association of Fire Chiefs, Inc.

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Introduction

This manual is designed for three audiences:

- Fire departments that have a juvenile firesetter program for children under 7 and want to expand their program to include older youths,
- Fire departments that have ongoing fire prevention and education programs for children and want to develop a juvenile firesetter component, and
- Fire departments that have an active arson prevention program and want to add a juvenile firesetter component.

While the manual is designed for fire professionals, the information would also be useful to other groups (e.g., teachers, probation officers, burn care personnel, community groups) who work with children and adolescents.

Why Was the Manual Developed?

This and the earlier manual, *Young Child Fireseter Handbook, Ages 7 and Under,* were developed because fire service personnel asked for directions and guidelines for dealing with children and adolescents who set fires. Since fire departments around the country were involved in this problem and were doing something about it, it made sense to collect their experiences and share these with you. This manual summarizes what has been learned about programs for juvenile firesetters and provides additional guidance for working with the child and young adolescent, 7 to 13 years old.

A second reason for developing this manual also comes from the field. Some fire service personnel who implemented a Juvenile Firesetter Program began to think about how this program could be expanded for other fire prevention and education activities. Some thought about linking the fire department and other community organizations (e.g., juvenile court, city/court attorney, community's youth services, etc.); oth-

ers considered integrating their firesetter program with other community-based anti-arson programs. This manual presents information on how to think about, develop, and implement such linkages.

A third reason for publishing this manual, at this time, is to provide suggestions about how a fire department can use community volunteers in juvenile programs at a time of limited public budgets for the fire service and other community services.

How Was the Juvenile Firesetter Counseling Program Developed?*

At the 1975 California State Psychological Association convention in Anaheim, California, a panel of psychologists and fire personnel met to discuss the role of the fire service in interviewing juvenile firesetters. Sixty-five people were in the audience, and they represented 35 fire departments.

Discussion brought out two points:

- The fire departments in attendance all did some form of an interview with young firesetters, and
- Those in attendance had received little if any training in interviewing children and parents.

After the meeting, a Fire Services and Arson Prevention Committee was formed. Members were:

Kenneth R. Fineman, Ph.D. Huntington Beach, California
Charles J. Brudo, Ph.D. Beverly Hills, California
Esther S. Brudo, Ed.D. Santa Monica, California
Lynne Michaelis Fountain Valley Fire Department
Connie Morris City of Fountain Valley
Joe B. Day County of Los Angeles Fire Department

The County of Los Angeles Fire Department submitted a grant proposal to United States Fire Administration (USFA) in 1977 to:

- Develop a training manual to aid fire department personnel in interviewing and counseling youthful firesetters under seven years of age, and
- Conduct a workshop for fire service personnel and psychologists who are interested in working with juvenile firesetters.

A workshop was conducted April 21-22, 1978 to get input from both fire service and mental health professionals on strategies for handling juvenile firesetters. Eventually input from this workshop and from the original committee was packaged in a manual Interviewing and Counseling Juvenile Firesetters by the Federal Emergency Management Agency's USFA. A second grant from USFA allowed the development of a video tape- "How to Interview and Counsel Juvenile Firesetters," which would help fire personnel begin firesetter intervention programs. In 1980, a cooperative agreement was made between the County of Los Angeles and FEMA to provide assistance to communities across the country in implementing Juvenile Firesetter Programs. From May 1980 to August 1981, 77 workshops were conducted in 30 states to provide interested fire and burn prevention personnel with information on initiating firesetter counseling programs for young children.

*by Captain Joe Day,
LA County Fire Department

The feedback from these workshops indicated that a follow-up manual, focusing on the juvenile aged 7 to 13, was needed. This manual was developed to meet that need and to capture the experience of other communities who have initiated firesetter programs.

What Are the Goals of this Manual?

The goals of this manual are:

- To show how to decide whether there is a juvenile firesetting problem in a specific community,
- To show how to set up a structured community program for youngsters who start fires,
- To teach fire service personnel to recognize problems that may lead some youngsters to continue to start fires,
- To teach fire service personnel how to interview these children and their families,
- To teach fire service personnel ways of educating some of these children and their families about fire safety,
- To teach fire service personnel how to identify children and families who should be referred to mental health professionals, and
- To teach fire service personnel how to refer children and families who need help to community mental health resources.

What is the Format of this Manual?

This manual has three sections. The Introduction suggests ways to use this manual and provides an overview of possible reasons for firesetting. Part I focuses specifically on strategies for implementing a juvenile firesetting program and Part II helps the reader integrate juvenile firesetter program development with broader community-based program activities.

The Introduction serves as an overview of the manual and the problem. It provides an introduction to the topic and should be read by anyone considering initiating a juvenile firesetter program.

Part I

Part 1 presents a core Juvenile Firesetter Program for older children and/or young adolescents. It is designed for those who 1) have a Juvenile Firesetter Program and want guidelines for working with older children and young adolescents, 7 to 13 years old; and 2) those who do not have the program but want to begin a program that focuses on fire service screening of children and parent(s), for either fire service education or for referral to community health professionals.

Part II

Juvenile Firesetters Programs for Older Children (7 to 10) and Young Adolescents (11 to 13) are designed for those who 1) have a Juvenile Fire setter Program and want to build upon this base to develop other

community programs for juveniles, including linkages with local juvenile arson activities; 2) may or may not have a program for juveniles, but who want to think about the "big picture," the range of possible programs and activities for children and youth; or 3) want to enhance and increase the fire service's community involvement, including the use of volunteers in its prevention, education, and other ongoing fire service activities.

In both Parts 1 and 11, each chapter begins with a statement of purpose, a short introduction to the topic, followed by specific guidelines or activities citing quotes from actual ongoing fire service programs.

Fire service experience in implementing firesetter programs for saving children has been incorporated into this manual as much as possible. Both the successes and the problems experienced by communities implementing firesetter programs were considered, as are answers to the most common questions asked by fire personnel.

How Should this Manual be Used?

After completing the Introduction, the reader may choose to read first Part I and then Part II, or first Part II and then Part I. The important point is that both sections have valuable information about developing a program for juveniles who start fires. Read both sections, regardless of where you begin.

It is also useful to keep this manual as a reference book that can be used as the problem changes or the program develops. If you add your ideas, comments, and experiences right on the pages of your copy, you will be revising the manual for yourself and others. By doing this, you are keeping the manual alive and changing to meet new problems, needs, and wants.

This manual is about working with kids, kids who set fires. While you don't have to be a psychologist to help these youths, it is useful to have some general information to understand why some juveniles set fires, and a general understanding about conditions and circumstances that can result in juvenile firesetting.

Part I

A Core Juvenile Firesetter Program for Older Children (7-10) and Young Adolescents (11-13)

Part 1 of the manual is a core program for older children and young adolescents who start fires. It consists of five chapters and seven appendices. Part 11 is independent of Part 1.

This core program provides a fire professional with the minimum necessary information and activities for a juvenile firesetting program. These are:

- Techniques for fire service interviewing and screening of children and their parent(s);
- Educational intervention strategies for curiosity firesetters;
- Mental health referral options when professional help is required.

Community programs for these juveniles can be broader than or different than this core program. Examples of these are given in Part II along with a discussion of the program modules that can be used to expand the core program.

The reader will be given guidelines on how to interview and be given three interview schedules. The method for scoring each interview and for deciding whether to provide an educational intervention and/or to refer the child and family to a mental health professional are also provided. These are the specific steps and tools to carry out the core program.

Material on how to do each suggested task is provided with the goal of presenting the interview process step-by-step. With the manual, with training, and with professional, technical assistance and/or consultation, fire personnel can do an effective job.

Chapter I

Understanding Fires and Firesetters

Factors Influencing Firesetting

Fire fascinates us, may frighten and even terrify us whatever our age. Fire was and is critical to human survival on earth. Conversely, fire has caused indescribable destruction and death and will continue to do so unless people develop a greater appreciation and respect for its hazard capabilities.

While it is not unusual for people to find fire interesting, there are normal, typical ways that children and adults think about and use fire. Even the appropriate use of fire may become a problem at times because of the person's lack of skills, lack of knowledge, and/or lack of common sense or good judgment. Ignorance, carelessness, or impulsiveness can result in a seriously destructive fire.

There are other instances in which fire is intentionally misused. Fire may be used for economic gain, for revenge, for excitement, or for sexual gratification. Some people may even use fire as a way of dealing with personal problems--a way to gain attention, recognition or acceptance.

The causes or reasons for firesetting will often dictate the strategy to use in helping the firesetter and/or preventing additional fires. There are several approaches a social scientist or mental health professional may use in trying to understand and ultimately stop a child's firesetting behavior. While the general principles are the same, different researchers and clinicians put different emphasis on various kinds of information.

Four areas of knowledge are used to understand firesetting:

- Knowledge about what is developmentally possible and probable,

- Knowledge about what is typical or socially normative in the family and community,

- Knowledge about the circumstances surrounding the specific fire-setting incident, and
- Knowledge about the child or young adolescent and his feelings or thoughts.

Why Should We Have a Program for These Kids?

Various departments offer the following reasons for having a Juvenile Firesetter Program:

- "Whether or not they are kids, the fire they set is a real fire, one in which property is lost and people are injured and die."
- "Some kids who start fires when they're very young, grow up setting fires and become adult firesetters. Prevention makes sense."
- "Fire is our area and we should be a central part of all community efforts to deal with fire."
- "Our image in the community makes it possible for us to do things which a lot of other agencies and programs just can't do."
- "If we start a program, we don't have to carry it out alone; we can get help from others in the community."
- "The community expects us to do this because they see us as the experts and the ones most concerned."
- "Fires started by kids cost the community a lot in terms of property loss, injury, and fire personnel time."
- "A program like this can fit into other fire department activities; e.g., investigation."
- "Much of this program isn't really new; it's mostly extending things we do already."
- "A program like this brings us good will and good publicity and these can help the department get money for personnel and equipment."
- "We can help those kids and perhaps prevent an injury or major fire. You don't have to be a mental health expert to talk with children and families."
- "If we don't start it, who will?"

There are other reasons why fire service personnel should begin and continue a program for juveniles. One very important reason is that fire is scary for most people, it has a very powerful and emotional impact. Many people are afraid of fire and of those who start fires. As professionals, fire service personnel are much better prepared to talk with lay people about fire and its power of being both necessary and helpful as well as destructive. Because dealing with fire is your profession, it is easier for the fire service to begin a program.

Sometimes, a good way to find reasons why you should do some-

thing is to argue why you shouldn't do it. This is done next. First, there are some reasons why the fire service should not have a program for children and youth who start fires:

- "We're too busy, we have no extra personnel time."
- "We don't know enough to start a program."
- "Why do extra work for no extra pay or other recognition."
- "It's not our responsibility or our right to get mixed up in the private lives of kids and their families."
- "Real firework is putting out fires."
- "It could get Vou involved with kids and this could mean you would lose your free time."
- "This is a psychological problem and not a community problem."
- "A program like this is hopeless, it won't work, and it will be only wasted time."

Then your colleagues around the country responded to show that these reasons are weak and/or wrong:

— "How can vou differentiate between the fire service and the community? The fire service is part of the community and protects the community. These reasons are for the 9-5ers, those who don't want real involvement in the department. If the only real job is firefighting, other jobs which may constitute a greater portion of the department (administration, investigation, public education, etc.) should be let go. This type of program is for those who care about kids and their community." (Diane Roche, Fire Education Specialist; Virginia Beach Fire Department; Virginia Beach, Virginia.)

— "I think the reasons to not get involved are simply invalid. These are the people who don't really want to get involved. These programs are not just for psychologists. Fire service people know about fires and can learn what they need to know about setting up and running a program for kids who set fires. Kids relate well to firemen." (Captain 0. D. Preston; City of Dallas Fire Department; Dallas, Texas.)

— "The reasons given as to why you should not have a firesetter program are real 'cop-outs.' The total fire problem is a responsibility of the fire service. Prevention of fires is a primary role of the fire service, if the fires happen, then we need to concentrate on putting them out. We need to work with juveniles in the most cost-effective way with regard to dollars and human life. Having a structured program within the department seems to achieve this." (Lonnie Jackson, Inspector, Mt. Prospect Fire Department, Mt. Prospect, Illinois.)

— "I disagree with all the reasons given to not have a program for juvenile firesetters. We in the fire service are a community service and cannot be separated from the community picture. These programs cannot just belong to the psychologists, because sometimes kids set fire just out of curiosity and it's the fire service that has expertise in this area. The statement of having no time is just an excuse; you can always find time if its really a problem in your community. Thirty-one percent of our fire calls are suspicious or incendiary in nature, so we have to make time for programs like this."

— "I think that fire services working in these types of programs need to have a good sense of what their limitations should be with regard to getting involved in the family. Being overly involved can sometimes lead the family to believe that you can help them deal with problems other than the child's firesetting behavior, like their marital problems, etc. Knowing when to refer the family for professional counseling is an important insight that the fire service person needs to become sensitive to."

— "Any firefighter who gives the stated negative reasons for not having a program should be asked to review the preface of the Municipal Fire Association Publication and the NFPA Handbook-15th edition which states 'The primary function of the fire service is in preventing fires'." (Larry Marshburn, Huntington Beach Fire Department, Huntington Beach, California.)

What Will My Peers Say and Do?

We have learned from fire personnel that many would like to be involved in a program for juveniles, but they are sensitive to what their peers will say and do. Here are some comments from fire personnel who were asked the question "What was the response of your peer group following your involvement in a program for children who set fires?"

— "My peers were supportive from the onset of my involvement with the program. Volunteer firefighters from 46 stations in Dallas will provide thc educational programs. There was no difficulty in getting four volunteers to work in the program as counselors to do the evaluations with the juvenile firesetters." (Captain O. D. Preston; City of Dallas Fire Department; Dallas, Texas.)

— "In dealing with peers on a one-on-one basis, they praise and agree with the program and what we're doing. However, firemen in a group around the firehouse table is a different story. Teasing begins, which often destroys the initiative of individuals to do different things. The comradeship and competition of the fire service is very keen." (Larry Marshburn, Huntington Beach Fire Department, Huntington Beach, California.)

— "My peers were interested in the concept of the program right from its onset. They now participate in sending referrals from the field. They notice kids more now because there is somewhere to send them for help. There's always teasing in the firehouse. Firefighters and inspectors are beginning to request a more active part in the program." (Diane Roche, Fire Education Specialist, Virginia Beach Fire Department, Virginia Beach, Virginia.)

Even though there may be some group teasing, working fire personnel have been able to start, continue, and support programs for juvenile firesetters. Regardless of group pressure from other fire personnel, those in the program get a lot out of it personally at the same time they are helping the department and the community. A program for juvenile firesetters is more than just one person. It includes fire service personnel, active and supportive citizens, and others in the community.

How One Chief Views Juvenile Firesetter Programs*

*By Fire Chief Clyde Bragdon, Jr.,
L.A. County Fire Department

The Juvenile Firesetter Program is an outgrowth of the prevention and education programs we've had in L.A. County for more than 30 years. When Captain Joe Day began work with local psychologists, Drs. Charles and Esther Brudo and Kenneth Fineman, in 1975, he expanded previous prevention and education activities and focused them on solving the problem of the juvenile firesetter. The fact that the firesetter programs evolved from an existing program is an important point for those who think that a Juvenile Firesetter Program has to be a totally new initiative. The program builds on and supports regular ongoing fire service activities.

Our program has received support from both fire personnel and the community. Specialized training for fire personnel and the use of mental health professionals to help problem firesetters lends credibility to the program. All 2,000 of our firefighters are aware of the program and its goals. The program has value to the department, the county, and most importantly, to the kids who have been helped. This community service orientation has brought the department good publicity and contributed to the public image of the firefighter as a professional and public servant.

Administrative support for such a program is critical. Publicity alone does not lead to increased funds for the program. During the recent fiscal cuts, I protected the department's prevention and education function because of my belief in the program and my sense of its value. A large professional department must have prevention and education. Political decision-making about fire service budgets emphasizes visible services to communities. This is one reason why professional fire administrators must protect prevention and education.

A Juvenile Firesetter Program requires commitment from both the fire service and community mental health professionals. It is my belief that at least half of the system needed for this program exists: The fire service. It's not that difficult to find the other half, community mental health professionals, and bring together both halves into the full system, a Juvenile Firesetter Program.

What Do Mental Health Professionals Consider When Evaluating Firesetting Behavior?

Developmental Stages

Development refers to the idea that human beings go through regular, patterned biological, chemical, intellectual, emotional, and social changes during their lifetime, and certain kinds of behavior are appropriate or typical during various stages of development. These patterns occur everywhere in the world and among all people and to each individual. Of course, there are individual differences and cultural ways of expressing these changes, but the main point remains: conception, fetal development, birth, infancy, childhood, adolescence, young adulthood, adulthood/aging, and death, are biological, psychological, and social facts of life.

Intuitive knowledge and understanding of these developmental stages influence many of the decisions we make about children. For example, we don't expect a four-year-old child to be able to handle matches safely, but we would expect a teenager to be able to light a fire. We don't expect a six-year-old to be able to care for younger children, but we do

expect this from a 12-year-old. This is so even when we allow for differences in families, communities, and regions of the country.

One should also realize that the same behavior at different stages of development can mean something different to the child (and to the specialist). A child "playing with fire" is different than a teenager "playing with fire." When we read the two phrases we get different mental pictures. Second, a specific behavior may be typical at one developmental stage and unusual at another stage. For example, a very young child who puts his hand in a flame or under a hot water faucet is doing something different than the young adolescent who puts his hand in a flame or under boiling water.

These and other ideas from the fields of child and adolescent development help experts decide what is age-appropriate behavior and determine some of the expectations adults can have of how children and adolescents think, reason, and believe.

The firefighter who is aware of these developmental principles and facts can use them during and after the interview to decide if the child needs help from mental health professionals. This material can make the firefighter think about the different ways "little kids," older children, and teenagers use and misuse fire. It can also help firefighters think about whether a program designed for a six-year-old should be modified for a twelve-year-old.

Socially Typical Behavior

Knowledge about child and adolescent development is not enough if we want to understand fire behavior. Development tells us what is possible. We must also know what is typical, usual, or socially normative. This means, what behavior is typical in this family, in this house, among their friends, in this neighborhood, in this community, etc. We compare people to others like them to learn what is typical of people in that area.

- For example, it is typical in some cities that youngsters "hang out" after 10:00 p.m. in old, abandoned buildings. If they do, then a firesetting incident in that community at 11:00 p.m. in an old building is less unusual than such an incident in a community with an enforced 10:00 p.m. curfew.

- For example, a child who sets a fire and lives in a family with four other children who are all in trouble with the law is understood differently than if the same child came from an environment where none of his siblings had ever been in trouble.

The Firesetting Incident

A third body of knowledge is about the firesetting situation, the incident. Situations too are typical or not in certain neighborhoods, among friends, and the like.

- For example, in some communities firesetting and other antisocial behavior may occur as a group or gang activity. Much insight can be gained by determining whether the firesetter started the fire with a group in which he is already accepted, if he is trying to become a part of the group, or if he is a "loner" and says he doesn't need the group.

The Child

Finally, to understand behavior, we have to know about the specific and unique child, his interests, family life, and the like.

- For example, this child may hear voices (inaudible to others) and these voices may tell him to burn down his house. This is a very different type of firesetter than a boy who was part of a group that set a trash can on fire (and did not hear voices telling him to do it).

The child who sets fire to a garage because his father told him to is a different type of firesetter than the boy who was playing with matches in the garage when it caught on fire.

In summary, juvenile firesetting should be examined in the context of what is typical both developmentally and environmentally; and information on the specific situation and the individual child is also needed to understand the problem.

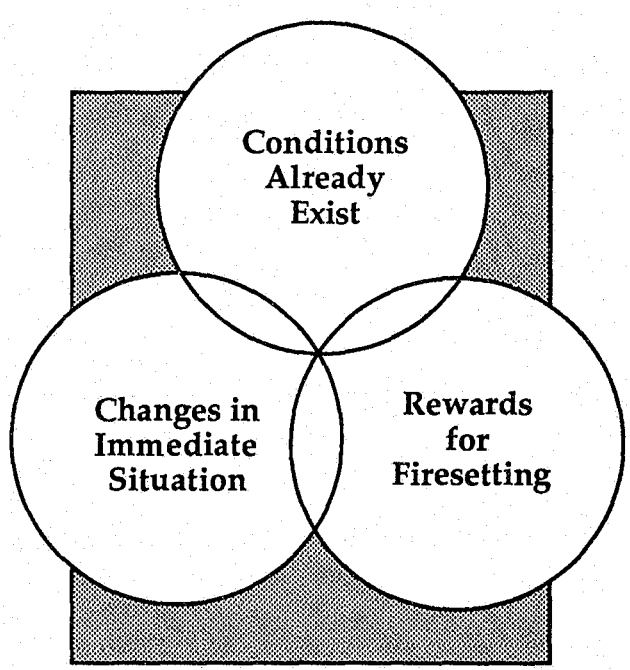
Factors That Contribute to Firesetting Behavior

In order to understand why a child sets fires, it is useful to look at what factors in his life could contribute to this behavior. One or more of these factors as shown in the following diagram may be the cause of the firesetting.

Conditions Already Present

Personal Family History

Research and experience show that children who set fires often live in families in which there are a great many personal problems. The heavy use of chemicals (alcohol and drugs) and child abuse have been found in these families. Unstable family situations and problems with the law are also not uncommon.



Neighborhood, Community, Town

When juvenile firesetting is common in a community, then both the child and his community must be considered equally. However, when there is little or no juvenile firesetting in the community, then emphasis is put on the family and the child.

Physical Condition

Physical difficulties, allergies, and handicaps can play a part in making it more likely (increased risk) that a youngster will feel troubled and/or behave in ways which will get him in trouble.

Emotional Development

The child firesetter often comes from a family that has been unable or unwilling to provide a sufficient amount of understanding and support to help the child establish a sense of who and what he is. In extreme cases the child may have been physically and/or sexually abused. This results in a sense of powerlessness which leads to confusion, anger, and frustration.

History of Fireplay

Many children have explored and explore fire without adequate parental supervision. Poor supervision may lead to the child's failure to learn to respect fire. Children without this respect may "get into trouble" with fire because they never learned how to use it properly.

A child without good fire education is more likely to start a fire that can get out of his control.

Changes in Immediate Situation

Research has indicated that many children who set fires do so after a change in their situation brought about by a family crisis such as death or divorce, a new stepparent, or a crisis at school such as being expelled. When these changes occur, the availability of firesetting materials and the absence of an adult can all come into play together and result in the child's starting a fire. Firesetting can be a way of expressing strong feelings of anger and frustration about these (and other) events.

Rewards for Firesetting

Rewards for firesetting can be internal or external in nature. A child who sets several fires may be experiencing some kind of internal reward such as the sexual or sensual gratification produced by the fire. A second type of reward is external to the child. External rewards include acceptance into a group, attention, and money. From a developmental perspective, young adolescents are very concerned about peer acceptance and approval. This desire for acceptance may cause some children and young adolescents to do things because their friends are doing them and in this way they can be part of the group.

Putting it All Together

The basic question of cause is answered by the basic idea that all of these conditions, rewards, factors, etc., interact between and among each other. It is this interaction which results in a child's firesetting. No one thing alone causes the child to set a fire.

Since the fire service professional is not a mental health professional, he is not expected to "figure out" if the child or his family is using

this model of firesetting behavior. Instead, he will use the forms presented later in this manual. This is just an introduction to a very complex subject and is intended to help you think about "why this kid started the fire" and "why some kids start fires more often than other kids."

Questions About Firesetting Motives

Why do kids in your area play with fire? Do you see a common motive for firesetting in your community? The following answers are provided from the field:

- "Family interrelationship problems seem to be a more common finding among firesetters. Both parents work, the child lacks attention and support and is left alone." (Captain 0. D. Preston, City of Dallas Fire Department, Dallas, Texas.)

- "Curiosity and matchplay by the unsupervised child, the unwanted child seems to be prevalent in our area. Of the seven juvenile firesetting incidents seen in 1980, all children (5- to 8-years old) were unsupervised at the time of the incidents, all were relatively new to the community and had not yet had the public prevention education programs offered through the fire department in the schools." (Lonnie Jackson, Inspector, Mt. Prospect Fire Department, Mt. Prospect, Illinois.)

- "There are three more common findings among juvenile firesetters in our area:
  —Family disturbances; missing or absent fathers or transient families (due to the fact that this is a military area), poor relationship with father, attention seeking;
  —Kids upset with themselves, kids who have low self-esteem (internal frustration); and
  —Curiosity and peer pressure." (Diane Roche, Fire Education Specialist; Virginia Beach Fire Department, Virginia Beach, Virginia.)

- "Our area is one of transient families with mostly apartment complexes and condominiums. Children have difficulty adjusting to frequent moves. It's also an area of young families and marital problems. Kids are left home alone, both parents often work. The area has recently been called the "latch key" community, where parents will lock their kids inside the home so that they won't run around the streets while they are at work." (Larry Marshburn, Fire Education Specialist, Huntington Beach Fire Department, Huntington Beach, California.)

Summary

This chapter introduced some general ideas about fire and firesetting. Both general theories of child development as they relate to firesetting and specific factors which may contribute to firesetting were discussed. Quotes from fire personnel showed how some of these factors operate in different communities.

Next is an introduction to the two types of children who start fires, the curiosity firesetter and the problem firesetter.

Chapter II

The Two Basic Types of Children Who Start Fires

The Curiosity Firesetter

This is a child who experiments with fire as a way of exploring his environment. He wants to experience the feel of fire, see how it looks, how it burns, and what fire does. Certain characteristics are associated with curiosity firesetters.

This child is usually a boy.

When this child is between 7 and 10 years old, it is usual that no fire tools such as matches or a lighter are collected. Often the fire will be set near home.

When the fire is set by an older child, 11 to 13 years old, it may be set away from home since early adolescents are more mobile than younger children. This child or young adolescent may start a fire accidentally or because of poor judgment.

Children and young adolescents who start fires out of normal curiosity may watch the fire get out of control. They often try to put out the fire and to call for adult help.

One fire incident may be an "accident." Many incidents and many accidents are cause for concern. This child and his parents should be screened very carefully to learn if professional help is needed. Though possible, very few curiosity firesetters are over 10 years old.

The Problem Firesetter—Ages 7-10

These children frequently collect firesetting materials. While they usually set fires alone, some do set fires in pairs or groups. Fires are set fairly close to home.

These children are often experiencing difficulties at home and at school and may set fires in reaction to a change in their environment such as a move, a death in the family, divorce, or new parents. Firesetting may be a way to get attention or express anger toward parents or siblings.

Most 7- to 10-year olds admit their firesetting and feel a sense of guilt. These children and their families will usually need professional help (psychotherapy) to stop the firesetting behavior.

The Problem Firesetter—Ages 11-13

Young adolescents frequently collect fire tools; start fires alone, in pairs, or in a group, and the fire may be far away from home. These youths may show little remorse, guilt, or feelings of having done wrong.

Like the younger child, adolescents are frequently experiencing difficulties at home which may be an environment of stress due to poverty or parental style. This may include youth and/or parents who may have drug and alcohol histories as well as difficulties with the law. Firesetters range in IQ from very high to very low.

These youths may start fires in response to family moves and the other situations noted for the 7- to 10-year old. Peer pressure is more likely to be a factor in firesetting by young adolescents. Anger, spite, (a desire for) revenge, and the child's impulsiveness may also result in firesetting. In some neighborhoods, these youths may start fires for money.

These children and young adolescents may be angry, malicious, or disturbed, and firesetting offers a way to show this, to act on this; fire becomes an "outlet" for their anger. Attention from their friends, feelings of power and importance, feelings resulting from property destruction, and excitement may all be involved in continued firesetting.

These youths are very likely to require professional mental health services.

Summary

This chapter focused on the child 7-13 years old and the two major categories of firesetting behavior, Curiosity and Problem Firesetting.

With some information on the who and why of firesetting, we will

Age	Curiosity Firesetter	Problem Firesetter
0-7	-usually boy -no collection of fire tools -fire set near home -tries to get help -is concerned	-usually boy -may collect fire tools -fire set near or "fairly close" to home -admits legal guilt (culpability) -problems at home, often -often, major change in family life; e.g., death, move
10-14	-usually boy -fire set farther away from home -tries to get help -is concerned	-usually boy -frequently collects fire tools -fire may be set far from home -fire set alone, with another, or in group -little remorse shown regarding firesetting -other motives can be spite, anger, desire for revenge, child's impulsiveness
14-16		
16-18		

now examine the "how to" of developing and implementing a core screening and intervention program beginning with the interview.

Chapter III

Interviewing the Child and Parents

This chapter will present basic information about interviews with the child and his family; present a step-by-step procedure for these interviews; and discuss some special problems that may come up in the interview.

In the core program for juvenile firesetters, fire personnel have the task of talking with these children and their families. This chapter will help prepare for and complete these interviews.

The chapter is organized to move from a short general discussion about interviewing to specific issues in the interview with the child and family.

Scheduling the Interview

Telephone and make an appointment, preferably when both parents are available (of course, there may be only one parent) or when the adult family members or caretakers are available (some children are living in foster care, with relatives or the like).

It is important to say why you are doing the interview. For example, you could say that you are doing your job, which is to investigate/learn about how fires are started and about the children who start fires. Let them know approximately how long the interview will take. If the interview forms in this manual are used, the interview will take about an hour.

Screening Interview versus "Talking"

There is a difference between "just plain talking" and interviewing, and it is *in your purpose,* not necessarily *in your style.*

The interview is a *special situation* and is different from social talking in other situations. The interview is *an opportunity* to learn from the child and his family what one needs to know in order to decide whether the child needs fire service help or the help of a mental health professional. It is also the child's opportunity to tell his story.

It is a situation that has to be created in such a way as to help the interviewer, the child, and his family accomplish their objectives.

In the interview you want to *hear when you listen* and *see when you look*. When interviewing a child and his family, you are working and "paying special attention" to what is being said verbally and nonverbally. All of the information that you can gather will be useful as you try to help the child.

Screening Interview versus Investigating

Just as "interviewing" differs from "just talking," there are differences in style and purpose between investigating interviews and screening interviews. The investigatory interview usually has legal consequences and that influences the style of the interview. Its primary purpose is to get the facts about an incident. The screening interview, on the other hand, is generally used to find out the cause of the firesetting with the objective of selecting the optimum (generally non-punitive) intervention for the child and family. It is less powerful, strong, and accusatory than the investigatory interview.

Screeing Interview Phases

The interview sequence is the order in which people are interviewed (e.g., parent and child, parent alone, child alone). The interview sequence is discussed on page 35; however, every interview in the sequence has three phases in common: establishing rapport, asking questions, and scoring the answers.

Phase I: Establishing Rapport with the Interviewee

The goal of the interview is to learn about the child and the family so you can make an informed decision about how to best help the child and stop the firesetting behavior. To accomplish this goal, you must establish a relationship with the child and with the family, as well as create an atmosphere in which information can be freely exchanged. In this situation, you are an advocate of the child and his family and not an adversary. Therefore, the first phase of any interview focuses on establishing rapport between the interviewer and the interviewee.

What you do and say are crucial for building rapport between you and the interviewee. The child and family are likely to be tense or concerned about the fire incident and interview. Try to help them relax by just talking, by talking about the weather, school, sports, etc. You'll hear your voice and relax, and the interviewee will hear his. Try to get across the message that you want to hear what they have to say, that you will be listening to them.

With children, you can talk about clothing, hobbies, television shows, heroes, and the like. When children begin to talk about things of interest to them and things not scary to them, it is easier for them to talk about things which are very close to them, like their family and things which are very scary to them, like the fire they started. You may also wish to use props such as toys or puppets with very young children to help "break the ice."

With young adolescents, it is particularly important to be yourself and to try to "just talk," however difficult this may be, because the adolescent doesn't help you. Often, teenagers answer with very few words, e.g., "you know," "because," "what of it," "who cares." At times, you may feel that he is provoking you. Remember who you are and why

you're doing the interview. Be yourself. And try again to start "small talk." If this doesn't work, you can begin the formal interview. Do not touch or flirt with the adolescent, even if provoked to do so (and teenagers are very skillful at this).

If you think the child is retarded or "very slow" or if you think the child is very "odd" or "crazy," you may decide not to interview him and instead to refer him to a mental health professional.

With the family (who may be parents, foster parents, etc.), remember that you're talking (usually) with adults. With them, also begin informally and "just talk" about how they got to the firehouse, weather, sports, or the like.

Finally, the image you present to the child and family is very important. You should appear calm and confident and in control of the situation. Be clean, comfortable, and official, for this is not a social visit. Above all, "BE YOURSELF"--don't act in a way that is not natural.

Once rapport is established, the next phase of the interview, "Asking the Questions," can begin.

A good interview occurs when everyone is comfortable.

Creating a Comfortable Interview Environment

The basic rule is to create a situation in which the interviewer, the child, and his family are comfortable. Feeling comfortable is personal, but there are some general guidelines. In all of these, there will be trade-offs between the interviewer's comfort and sense of security and whether what makes him comfortable and secure interferes with the child or adolescent's willingness to be "open." Think about these suggestions; the choice is yours.

Place of Interview

Interview at the firehouse in a closed room where you won't be interrupted or, if you prefer, in their home. If possible, tell them that you don't want to take routine telephone calls during your interview.

Furniture

Have chairs for you, for the child or adolescent, and for his family members. Having a desk to sit behind helps some people feel more comfortable because it shows "who is in charge" and helps create an atmosphere of an "official act." However, the desk may also create a barrier between you and the interviewees, making them more "uptight" and less willing to talk. This is a judgment decision you must make, but it is desirable to not sit behind a desk in this kind of interview.

Your Dress

Opinions differ about whether to wear your uniform or street clothes. Some suggest that your uniform be worn so that everyone is clear about this being an official interview. You may also feel more comfortable wearing your uniform during the interview. You are used to wearing it and used to people recognizing your authority because of it.

Uniforms may create a barrier when interviewing the preteen or teenage firesetter, depending on their attitude toward authority. Your attitude, tone of voice, etc., can be used to facilitate rapport and discourage resistance. In some instances, if allowed, you may want to interview in street clothes, especially when interviewing in the child's home.

Phase II: Asking the Questions

The firefighter will do at least two interviews if he follows the program in this manual. One interview is with the parent(s) or other adult(s), the other is with the child or adolescent.

The Parent

Most of the questions for the parent have to do with the child's behavior. Some questions ask the parents to be truthful about their child. This may be difficult for some family members. Help the family answer these (or other) tough questions, by repeating questions; tell the family you realize that this may be hard to answer and say that their opinion is important so that you can help the child. Some questions will ask you to make an observation about the parents.

Some parents (family) read poorly or have a limited vocabulary. You may need to help them fill out the form or offer to explain what is meant by some of the psychological terms. Some questions are in professional language and may be unclear to many people. Be careful not to embarrass the people as that will damage the rapport you have established.

The Child

The child may have trouble answering some questions, and you may be uncomfortable asking them. Give him the chance to answer by repeating the questions, several times if necessary, or by going first to another question and then back to the original question. Use the same wording or change it a little if the child doesn't seem to understand.

Common Questions About the Interview

Based on experience in using the interview forms and teaching others to use them, it is possible to anticipate questions about the interview and the forms. Eight frequent questions follow:

- Do I have to follow exactly the order of the questions as they are on the forms?

  No, you may change the order if you have a good reason to do so. Be careful not to lose your place or to leave out a group of questions.

- Can I leave out one or two questions?

  Yes, if you have a good reason to do so. Be careful not to lose your place or to leave out a group of questions.

- Can I change the wording of the question?

  Yes, if you have a good reason to do so. One good reason is that the child and/or parent (adult) doesn't understand the words?

- Can I translate the questions into another language?

  Yes, however, write the answers in English so that you can go over these with a mental health professional, if needed or wanted.

Interview Guidelines

What Not To Do	What To Do
1. Don't use fire service jargon (e.g., "Did you see the rig?").	1. Use everyday English (e.g., "Did you see the fire truck?").
2. Don't use psychological jargon (e.g., "You're being defensive.").	2. Use everyday English (e.g., "When I talk about this subject, you keep changing the topic.").
3. Don't speak very softly (some are hard of hearing) or loudly (you can scare someone).	3. Use your everyday voice and sound level.
4. Don't "talk down" to the interviewee.	4. Treat the interviewee as someone who has something to tell you which you want to know (e.g., "I really want to hear your side of what happened.").
5. Don't use sarcasm (I'll just bet you didn't know what you were doing!").	5. Say directly what you want to say (e.g., "Did you know that the fire could get out of control?").
6. Don't pick a fight (e.g., "You seem to me like the kind of kid who would just love to get in trouble,").	6. The interview is the time when you have to learn from the child and parent. Fighting diverts this learning (e.g., "We only have about half an hour left and I want to learn from you about what happened. Tell me what you did.").
7. Don't be moralistic (e.g., "Firesetting is just plain wrong and you should know better.").	7. Be the listener (e.g., "I want to know if you think starting a fire is OK or wrong.").
8. Don't intimidate or frighten (e.g., "As a fire officer, I van take this to the court.").	8. Be the fire official (e.g., "DSome people say that court is one way, while others say that counseling is better. What is your opinion?").
9. Don't speak very fast.	9. Speak at a tempo of everyday talking.
10. Don't touch or flirt.	10. Smile, be friendly, use open gestures (not closed arms), loot at the person (but don't stare).

- Can these questionnaires be used with adults and children in all racial and ethnic groups?

  Yes, but the answers must be interpreted with caution. Remember that what is "typical" may vary with different cultures. If you have questions about this for a particular family, talk with the mental health professional in your comprehensive community program.

- Can another interviewer be in the room during the interview?

  No, preferably. This could result in too many participants for the child and his family, which could lead to their being less willing to talk openly. However, it may be helpful to have another firefighter in the room when interviewing adolescents.

- Does the firefighter's sex matter in the interview?

  Everyone is aware of the firefighter's sex, but it is clear that the part this plays in the interview has to do largely with the firefighter's presentation of himself. Sex is "put aside" as the interview goes on.

- Does the interviewer's race or ethnicity matter in the interview?

  As with sex, the child's and the firefighter's race or ethnicity are also "put aside" during the interview as the interviewer and interviewee focus on the firesetting. However, if race is an issue in the firesetting, it should be a focus of the interview.

Phase III: Scoring the Interview

Everytime an interview is scored use the rules presented in Chapter IV. Basically, the information you collect is used to develop a "profile" of the firesetter, which can then be used to determine the best intervention for that child. Actual completion of the Profile Sheets is usually done after all interviews are completed. Detailed information on scoring and interpretation of information obtained from the interviews is provided in Chapter IV. Scoring is the final phase of each interview.

These three phases occur in every interview. Next is a discussion of these interviews and the order in which they are conducted. The following page lists the interview sequence.

The Interview Sequence

The child and family are interviewed to determine if professional mental health service is necessary. The sequence in which the interviews are done follows. It holds for all ages, but the content and process may differ by age. It is possible to reverse Steps Two and Three and interview the child first. This may be desirable with a young adolescent. The steps are:

- Step 1: Talk with the child (or young adolescent) and family.
- Step 2: Interview the parents.
- Step 3: Interview the child.
- Step 4: Talk with the parent(s) again.
- Step 5: Possible school interview.

Step 1: Talk with Child and Family

This step allows you to introduce yourself, give the purpose of the interview again, and express concern about the firesetting. For example, you could say: 'I'm concerned about the fire(s) you have had and want to help you make sure there aren't any more fires, because a fire might hurt you or others. We are going to talk about the fire so that we can understand why it happened."

With the young child, tell him that you are going to let him play, see a film, or read a book on preventing fires while you talk to the parents alone. The interviewer should also tell the child that they will talk alone later. If young or dependent children refuse to be separated from their parents, the interview may be conducted with parent(s) and the child in the room.

With older children and young adolescents, there will likely be no trouble separating from the parents. Be clear with the child and adolescent that you will meet alone with them and that they have a chance to tell you what happened from their point of view.

Step 2: Interview the Parents

After establishing rapport with the parents, the "formal interview" with the parents can take place. Although the tone of the interview remains informal, the interviewer or will ask structured and specific questions using the Family Interview and Evaluation Form, p. 40.

When the parents are asked to step out of the room so that the interviewer may interview the child, they should be given the Parent Questionnaire to fill out (p. 44).

Step 3: Interview the Child

The interviewer must obtain the child's trust before the child will talk freely. How this is done depends on the age of the child. It is quite likely that the child will feel guilty or afraid during the initial part of the interview. Suggestions on how to help the child talk are given on p. 28.

After establishing rapport, the interviewer will ask structured and specific questions following the Child Interview Form (p. 47).

Steps 2 and 3 can be reversed, depending on the specific situation. Feedback from the field indicates that the adolescent may be more honest and/or cooperative if he is interviewed first.

Step 4: Talk with Parents Again

After interviewing the parents and child separately, the interviewer will talk with the parents again. This discussion allows the interviewer to reemphasize his concern for the child and for the family. At this point, the interviewer will also outline steps to prevent future firesetting. Depending upon what the interviewer decides, these steps could be educational intervention, referral for mental health assistance, or a combination of educational intervention and referral.

Step 5: The School Interview

If the child or youth attends school, you may want to talk with teacher(s) about him and his school behavior. You should follow two steps in this interview.

- Contact the principal and explain why you need to interview the child's teacher(s) (you may need to determine if it is legal for you to contact the school directly without first obtaining parental permission).

- Interview the teacher(s) using the Parent Questionnaire Form to determine if the child has any learning difficulties, social adjustment problems, or other circumstances that may contribute to firesetting.

By the end of the interview sequence, the firefighter will have interviewed and scored the child and family. He will be able to decide whether to provide them with an educational intervention and/or to refer them to a mental health professional.

Special Problems in the Interview

Each interview is unique. However, experience has shown that some problems are fairly typical. These are included along with some suggestions about how to handle them.

Language Barriers Between the Interviewer and the Interviewee

Some children and adults don't speak English. Use a translator from the fire service or from the mental health agency. Try to determine the need for such an interpreter when you set up the interview. Some children and adults have a limited vocabulary and may not understand some of the questions. Be alert to this and rephrase the questions.

Refusal of Child to Talk

It takes time, patience, a willingness to try to establish a better relationship, skill, and experience to interview these children and young adolescents. It may take more than one meeting to establish a working relationship, and you may not want to or be able to spend the time.

Some children and adolescents literally won't talk with you and others will lie, be sarcastic, hostile, or angry, or give "wise answers." This may be typical anxiety or it may be a clue to the child's troubles. You could ask for consultation (assistance) from a mental health professional in the comprehensive community program. You could also refer the child to the mental health professional.

Display of Strong Emotions During Interview

It is possible that the child or adolescent will feel anger, confusion, shame, and/or other strong emotions during the interview. This is not unusual, but it can be uncomfortable for the interviewer. You can wait a while to see if things "cool off." You can try another interview. You can ask for professional consultation, and/or you can refer the child or adolescent.

The Retarded Child

Some of the children interviewed may be mentally retarded at various levels, even though their physical appearance may not suggest this. A child's chronological age often prompts specific expectations of the child. If you find that you are dealing with a limited child you can

respond in several ways depending on the severity of limitation:

- Change your level of expectations and alter your approach, language used, etc.
- Recall the parents to help you communicate with the child.
- Refer the case to an appropriate local agency if the problem is so severe that you do not feel comfortable in continuing the interview.

Lack of Family Cooperation

Some parents may refuse to meet with you, make it very, very hard to set up an interview, or are unwilling to talk about their child and/or his firesetting. This is a difficult situation, but one in which it is important not to "lose your cool."

You can explain the importance of the interview and potential danger of firesetting to the parents. Relate some actual instances where children have injured themselves and others, or damaged property. Tell the parents that their cooperation may well help the child to avoid trouble with the police. Inform the parents that they could be financially responsible for the child's act and that civil suits may be filed against them. Inform the parents that they might be held or criminally liable for negligent supervision of their child.

Legal Issues in the Interview

There are several possible legal questions concerning the interviews with the child, family, school, and/or friends. Seek legal advice from the fire service and/or from others in the comprehensive community program, for example, the city attorney or the juvenile court judge. Issues to check on are:

- Do you need parental permission to interview the firesetter?
- Do you need parental permission to interview the friends of the firesetter?
- Do you need parental permission to interview the child's teachers?
- What kind of permission do you need before you can turn over information about the child and family to the mental health professionals?
- When is it necessary to arrest a child and/or "read him his rights?" When is it necessary to turn a case over to the arson or police investigator?
- Do you need some kind of liability insurance to protect yourself in a legal suit?

Although these legal issues may seem to be a bother or unnecessary, they are procedures set up to protect the rights of the child and family. Every state and locality has different laws, procedures, and rules, and these may be related to the child's age and to how "firesetter" is defined in the law.

The issues here are confidentiality, procedural due process, civil rights, and legal rights of children, adolescents, and parents. All of them tie directly to the arson investigation and prosecution, and to the juvenile (and adults) court(s).

Don't be put off by what may seem like complicated legal issues. Get help from your co-workers and others to determine what is legal in your community.

Chapter IV

Scoring the Interview

This chapter will provide guidance in scoring and interpreting interview results using a Category Profile Sheet. It will also provide interview forms displaying interview information.

Methodology

The interview provides the information that the fire person uses to decide if the child and family could benefit from educational intervention or require a mental health professional. This information is scored using simple rules which are provided. The firefighter uses final scores to decide what kind of action to take.

Four forms are included at the end of this chapter: A Parent Interview Form, a Parent Questionnaire, a Child Interview Form, and a Category Profile Sheet. The parent completes the Parent Questionnaire, either independently or with your assistance if reading or language skills are poor. Answers to the questions on the Child Interview Form are noted as you talk with the child. The Category Profile Sheet is used to display the results of the information obtained in a way that will help determine the most appropriate intervention. The scoring works like this:

- The interview forms are completed with the appropriate response marked. These responses are coded on the interview form as either Pl, P2, or P3, C1, C2, or C3.
- The codes marked on the interview form are then transferred to the Category Profile Sheet with a "P" or a "C" recorded in Column 1, 2, or 3 of the Profile Sheet.
- The number of P's and C's in each column is totalled and used to determine whether the child and/or family should be referred to a mental health professional. A large number of P's and/or C's in column 2 or 3 indicates the child should be referred, while a majority (usually over 80%) of P's and C's in column 1 indicates that an educational intervention may be effective.

More Detail on Completing the Profile Sheet

The three steps to take after the interviews are completed are explained below.

- First, review both the Parent Questionnaire and the Child Interview Form to make sure all questions have been answered and assigned either a Cl, 2, or 3; or a Pl, 2, or 3. Answers that relate to the child or the child's behavior are classified as Cl, 2, or 3, while answers that relate to the parent are classified as Pl, 2, or 3.

- Most of the answers are assigned a score; however, sometimes the interviewer will have the option of scoring the response as either a 1, 2, or 3, depending on the content of the answer. Remembering that a 3 score indicates a serious problem, you will need to use judgment in making this determination. For example, question 16 asks: "Do you think about fires in the day? Yes (C-2 or C-3)" A C-2 answer might be, "Sometimes 1 think it might be exciting to see a fire." An answer indicating that frequent thoughts of fire coupled with excitement or anticipation might be classified as a C-3. Once all questions are answered, you are ready to transfer them to the Category Profile Sheet.

- Next, transfer P's and C's from the Questionnaire and Interview Form to column 1, 2, or 3 on the Category Profile Sheet. Answers related to the child are represented by C's. These are placed in column 1, 2, or 3. So, for example, C-l means place a C in column 1; C-2 means place a C in column 2; C-3 means place a C in column 3. Answers that relate to the parents or the child's home environment are represented by a '"P." P-l means place a "P" in column 1; P-2 means place a "P" in column 2; P-3 means place a "P" in column 3. In a few questions on the interview form, the interviewer has the option of a P-2 or C-2. This means that the interviewer puts down whether he thinks the problem is more parent (P) or child (C) focused. At the end of this step, all of your answers should be transferred to the Profile Sheet.

- Finally, add the number of P's and C's in each column and enter the totals at the bottom. Note where the majority of the responses fall:

  — Column I--Those of little concern
  — Column 2--Those of definite concern
  — Column 3--Those of extreme concern

If the majority (over 80%) of the responses are in Column 1, an educational intervention would be appropriate. If the majority are in columns 2 or 3, referral to a mental health professional is probably merited.

The following page has examples of the Category Profile Sheet and how it is used. In the Appendix are 14 completed sheets. Each has at the bottom suggestions about appropriate action. **Use these examples to compare with the scores on your interviews.**

Examples of how to use Profile Sheets

The following are examples of questions on the interview forms and how they would appear on the profile sheet.

1. Has your child set more than one fire?

   ____ Yes (C2) ____ No

   If the answer is Yes, place a "C" in column 2. If "No," you need not mark, or you may place "C" in column 1.

2. Does your child have behavior problems at school?

   ____ Yes (C2) ____ No

   If the answer is "Yes," place a "C" in column 2.

3. Do you have great difficulty in getting along with your spouse?

   ____ Yes (P2) ____ No

   If the answer is "Yes," place a "P" in column 2.

4. Does your child lose contact with reality when he watches a fire?

   ____ Yes (C3) ____ No

   If the answer is "Yes," place a "C" in column 3.

CATEGORY PROFILE

1— Little Concern		2— Definite Concern	3— Extreme Concern
		C (from Q1)	
		C (from Q4)	
		C (from Q2)	
		P (from Q3)	
Total C	0	2	1
Total P	0	1	0
Total C & P	0	3	1

The child should be referred for professional mental health help because of the number of C's and/or P's in squares 2 and/or 3.

FAMILY INTERVIEW AND EVALUATION FORM

(Questions to be asked of parents for children 7 to 13 years of age)

Interviewer _____ Date _____

Juvenile's name _____

Sex _____ DOB _____ Ethnicity/Race _____

Address _____ Phone _____

School attended _____ Grade _____

School address _____

Mother's name _____

Father's name _____

Marital status: _____ Married _____ SingleDivorced _____ Widow/Separated

Number of children in family _____ Birth order of this juvenile _____

GENERAL INFORMATION

1. Is child on medication? _____ Yes _____ No

   If yes, what type? _____

2. Has child been considered to be hyperkinetic or have neurological dysfunction? _____ Yes (C-2) _____ No

3. Is this your own child? _____ Yes _____ Foster _____ Adopted

4. Has the child been under severe stress in the past six months? (i.e., moved to another neighborhood or school, or losing friends)
   Explain _____

   _____

5. Does the child have a physical ailment?
   Explain _____

   _____

6. Is the child physically immature for age? _____ Yes (C-2) _____ No

Questions Dealing with Home and Family

1. Has there been a recent change in family structure?
   _____ Divorce (P2) ____ New baby (P2) ____Death of relative (P2) ____ Other

2. How do you normally discipline the child?
   ____ Spank ____ Isolate ____ Withdrawal of privileges ____Yell ____ Other

   (Explain) _____

   _____

3. How often is discipline applied? _____

4. Does the mother overprotect the child? _____ Yes (P2) _____ No

5. Is the father frequently absent? _____ Yes (P2) _____ No

6. Does it appear that it has been necessary for father or mother to be away from the child frequently?

   _____ Yes (P2) _____ No

(Don't ask Parents the following questions. These answers are based on your observations):

1. Was outside of residence sloppy? _____ Yes (P2) _____ No

2. Was inside of residence sloppy? _____ Yes (P2) _____ No

3. Does parent(s) appear indifferent towards child? _____ Mother (P2) _____ Father (P2)

4. Does parent(s) appear hostile towards child? _____ Mother (P2) _____ Father (P2)

5. Does child appear neglected? _____ Yes (P2) _____ No

6. Does child appear abused? _____ Yes (P2) _____ No

7. Does _____ mother (P2) or _____ father (P2) appear to have subnormal intelligence?

8. Does _____ mother (P2) or _____ father (P2) appear out of contact with reality?

9. Does _____ mother (P2) or _____ father (P2) appear to be inappropriately angry or moody?

Questions Related to the Child's Peers and Schools

(Please feel free to elaborate on these questions if you feel there are significant difficulties in these areas.)

1. Has the child had significant difficulties in getting along with peers in school or in your neighborhood?
   _____ Yes (C2) _____ No (C1)

2. Has the child had significant difficulties in learning behavior at school?
   _____ Yes (C2) _____ No (C1)

Questions Related to the Child's Firesetting Behavior

1. Was this his first fire?
   _____ Yes (C1) _____ No (C2)

If "No," how many others set? _____

2. What was set on fire? _____ Paper, trash, leaves (C1 or C2)

   _____ Child's own property (C2) _____ School (C2) _____ Other

   Explain _____

3. Materials used to start fire _____ Matches _____ Lighter ___ Flares ___ Other
   Explain

4. How did child get material to start fire? _____ Found it _____ Went out of his way to acquire it
   _____ Other

   Explain _____

   _____

5. Is the child's curiosity about fire ____ Mild (C1) ____ Moderate (C2) ____ Extreme (C3)

6. Was the child pressured or coerced into firesetting behavior by his peers?
   _____ Yes (C2) _____ No

7. Was the fire in question an accident? _____ Yes (C1) _____ No (C2)

8. Was the child attempting to do harm or destroy property by setting the fire?
   _____ Yes (C2) _____ No

9. Was the child part of a group, or with another child when the fire was set?
   _____ Yes (C2) _____ No

10. Did the child premeditate the setting of the fire? _____ Yes (C2) _____ No

11. Did the child lie about his involvement in the fire? _____ Yes (C2) _____ No

12. Was the fire set because the child was incapable of understanding what he was doing?
    _____ Yes (C2 or C3) _____ No (C1)

13. Does the child know proper use of matches and/or fires?
    _____ Yes _____ No (P2)

14. Did the child panic when the fire got out of control? _____ Yes (C1) _____ No (C2)

15. Did the child attempt to get help? _____ Yes (C1) _____ No (C2)

16. Was anyone with the child when the fire was set? _____ Yes _____ No

    If yes, who (name and address) (phone) _____

    _____

17. Is there an indication that fire was precipitated by family difficulties or family arguments?
_____ Yes (P2 or P3) _____ No

18. Is there an indication that the fire was started after the child became angry at another person or himself? _____ Yes (C2) _____ No

19. Is there an indication that the fire was set primarily to destroy something or someone? _____ Yes (C3 or C2) _____ No

20. Is there an indication that the fire was set primarily because the child was told that he could not use fire? _____ Yes (C3 or C2) _____ No

21. Is there an indication that the child sees magical qualities in fire? _____ Yes (C2) _____ No

22. Does the child deny interest in fire if information to the contrary is available?
_____ Yes (C2) _____ No

23. Does the fire appear to be a "cry for help" from the child?
_____ Yes (C2) _____ No

24. Does the fire appear as positive or funny to the child? _____ Yes (C2) _____ No

PARENT QUESTIONNAIRE

For Child 7 to 13

PARENT(s): Please fill out this form as soon as possible. Circle the answer "never," "sometimes," or "frequently," that best describes your adolescent for every question. Ask any questions you have. We want to know if the child exhibits the following behaviors. When marking the form consider all parts of the child's life (at home, at school, etc.) where these behaviors might be present.

BEHAVIOR	NEVER	SOMETIMES	FREQUENTLY
Hyperactivity	C1	C1	C2
Lack of concentration	C1	C1	C2
Learning Problems (home or school)	C1	C2	C2
Behavior problems in school	C1	C2	C2
Impulsive (acts before he thinks)	C1	C1	C2
Impatient	C1	C1	C2
Accidents	C1	C1	C2
Convulsions or "spells"	C1	C2	C2
Wets during day	C1	C2	C2
Extreme mood swing	C1	C1	C2-3
Need for security	C2	C1	C2
Need for affection	C2	C1	C2
Depression	C1	C1	C2-3
Unusual movements-tics	C1	C2	C2
Stuttering	C1	C2	C2
Bed wetting (after age 3)	C1	C2	C2
Soiling (after age 3)	C1	C2	C2
Lying	C1	C1	C2
Excessive & uncontrolled anger	C1	C2	C2
Violence	C1	C2	C2
Stealing	C1	C2	C2
Truancy	C1	C2	C2
Cruelty to animals	C1	C2	C2-3
Cruelty to children	C1	C2	C2-3
Fighting with peers	C1	C1	C2
Withdrawing from peers	C1	C1-2	C2
Fighting with siblings	C1	C1	C2
Destroys toys of others	C1	C2	C2
Destroys own toys	C1	C1	C2
Runs away from home/school	C1	C2	C2
Disobeys	C1	C1	C2

BEHAVIOR	NEVER	SOMETIMES	FREQUENTLY
Long history of severe behavioral difficulties	C1	C1	C2
Child is a poor loser	C1	C1	C2
Child expresses anger by hurting others' things	C1	C2	C2-3
Child expresses anger by hurting self or something he likes	C1	C2-3	C3
Child has been in trouble with police	C1	C2	C2
Child uses drugs or alcohol	C1	C2	C2
Easily led by peers	C1	C1	C2
Jealousy	C1	C1	C2
Temper Tantrums	C1	C1	C2
Doesn't play with other children	C1	C1	C2
Shows off	C1	C1	C2
Severe depression or withdrawal	C1	C2	C3
Child is good in sports	C2	C1	C1
Shyness	C1	C1	C2
Extreme goodness	C1	C1	C2
Sexual activity with others	C1	C2	C2
Stomach aches	C1	C2	C2
Nightmares	C1	C2	C2
Deep sleep or waking problems	C1	C2	C2
Anxiety	C1	C1	C2
Fantasizing	C1	C1	C2
Poor or no eye contact	C1	C2	C3
Child has twitches (eyes, face, etc.)	C1	C2	C2
Crying	C1-2	C1	C2
Nail Biting	C1	C1	C2
Vomiting	C1	C1	C2
Thumb sucking	C1	C1	C2
Aches and pains	C1	C1	C2
Chewing odd things	C1	C1	C2
Constipation	C1	C1	C2
Diarrhea	C1	C1	C2
Masturbation	C1	C1	C2
Curiosity about fire	C1	C1	C2-3
Plays with fire	C1	C1-2	C2-3
Concerned when fire got out of control	C2	C2	C1
Fire(s) set with other person	C1	C2	C2
Child proud or boastful regarding his firesetting	C1	C2	C2
Stares at fires for long periods of time	C1	C2	C3
Daydreams or talks about fires	C1	C2	C2-3
Unusual look on child's face as he frequently stares at fires	C1	C2-3	C3

BEHAVIOR	NEVER	SOMETIMES	FREQUENTLY
Family discord	P1	P2	P2
Father or mother absent	P1	P2	P2
Family has moved with child	P1	P2	P2
Child has seen a therapist	C1	C2	C2
Other family member has seen a therapist	P1	P2	P2
Parent has serious health problem	P1	P2	P2
Marriage is unhappy	P1	P2	P2
Mother's discipline is effective	P2	P1	P1
Father's discipline is effective	P2	P1	P1
Unusual fantasies	C1	C2	C3
Strange thought patterns	C1	C2	C3
Speech bizarre, illogical, or irrational	C1	C3	C3
Out of touch with reality	C1	C3	C3
Strange quality about child	C1	C2	C3
Self-imposed diets	C1	C1	C2
Sleep walking	C1	C2	C2
Phobias	C1	C2	C2
Fears	C1	C1	C2
Child plays alone	C1	C1	C2

CHILD INTERVIEW FORM

(In order to establish rapport with the child, ask as many of the following questions as necessary)

1. What is your name? _____

   Your age? _____ What grade are you in? _____

2. What do you think of your school? _____

   What do you think of your teachers? _____

3. What do you do for fun, do you have hobbies? _____

4. Do you have a favorite TV program? _____ What is it? _____

5. Who is your favorite person in that show? _____

   Why do you like him/her? _____

6. What do you like to do with your friends? _____

   _____

   _____

Questions Related to Firesetting Behavior

7. Have your friends ever set fires? _____

8. How many fires have you set? _____

   Tell me the different things you have set on fire

   One ____ (C-1) More than one ____ (C-2)

   Paper (C-1) _____
   Child's own property (C-1/C-2) _____
   Other person's property (C-1/C-2) _____
   Trash (C-2) _____
   Leaves (C-1) _____
   Self, animals, other people (C-3) _____
   Child's room (C-2) _____
   Other _____

   Explain _____

   _____

9. How did you start the fire? _____

   _____

10. Where did you get the material to start the fire?_____

_____

____ Found it ____ Went out of way to acquire it (explain above) C-2) _____ From another child

11. Who was with you when you started the fire? _____ _____

Name _____

_____

12. What do you think made you want to start the fire?_____

_____

___ Don't Know
___ Another child told (C-2)
___ To see it burn (C-2)
___ To hurt someone (C-2/C-3)
___ To destroy something (C-2) (explain above)

13. Was the fire set after any of the following?

___ Family fight (C-2)
___ Being angry at brother or sister (C-2)
___ Being angry at a friend (C-2)
___ After getting "loaded" (C-2)

14. Did the fire or fires you have started make you happy or make you laugh?

____ Yes? (C-3) ____ No

15. Do you dream about fires at night? ____ Yes (C-2 or C-3) _____ No

16. Do you think about fires in the day? ____ Yes (C-2 or C-3) _____ No

17. Can fire do magical things? ___ Yes (C-2 or C-3) _____ No

Questions Related to Home and Family

18. Do you see your mother a lot, or is she gone a lot? _____

Gone _____ (P-2)

19. Do you see your father a lot, or is he gone a lot? _____

Gone _____ (P-2)

20. Tell me about your parents, what are they like? _____

_____ (—)* = P-2

21. Tell me about your brothers or sisters, what are they like? _____

_____(—)*=P-2

22. What do you do together with your family? _____

_____(—)*=P-2

23. Do you fight a lot with your brothers or sisters? _____ Yes = P-2

24. Do you fight a lot with your mother? _____ Yes = P-2

25. Do you fight a lot with your father? _____ Yes = P-2

26. Do your parents fight a lot with each other? _____ Yes = P-2

27. How do your parents punish you when you do something wrong? _____

_____

What do they usually punish you for? _____

Do you feel they punish you more than they should? _____ Yes = P-2

28. Has anything bad happened at your house lately? _____ C-1-3, P-1-3

Questions Regarding School and Peers

(Feel free to elaborate on these areas if you feel that there is significant information to be obtained.)

29. Tell me about any problems you may have with your friends. _____

_____(—)=C-2

30. Tell me about any problems you may have in school. _____

_____(—)=C-2

Rate Child as Follows

31. Are child's behavior and mannerisms:

Normal (C-1) _____ Troubled (C-2) _____ Very troubled (C-3) _____

32. Is the child's mood:

Normal (C-1) _____ Troubled (C-2) _____ Very troubled (C-3) _____

33. Is the child's way of thinking:

Normal (C-1) _____ Troubled (C-2) _____ Very troubled (C-3) _____

Chapter V

What You Can Do for Children and Young Adolescents Who Set Fires

This chapter will introduce and discuss actual examples of fire service educational programs and review how to make a referral to a mental health professional.

Taking Action with the Child and Family

The goal is to do something about the child and family so that he won't start fires again. The goal is to prevent the child from continued firesetting by changing his firesetting behavior. How is this done? By taking one or more of the three actions suggested: Doing an educational program only, making a referral to a community mental health professional, or both.

The basic ideas for controlling the firesetting are: That the child firesetting is the result of something in the private and public life of the child and his family, that the firesetting can be understood, and that it can be stopped. A model (or theory) is used to understand the child's firesetting and to decide the appropriate intervention.

The information necessary to understand the firesetting is collected during the interview. It is put on the interview forms and is analyzed on the profile sheets.

All of this was covered in the previous chapters. What follows are specific educational interventions and suggestions for making referrals to mental health professionals.

Some fire departments will want to develop their own interventions for children and families in Group 1. Some ways of thinking about this are in Appendix 7.

Program Development

The creative fire professional is fully capable of developing a variety of intervention strategies to successfully reduce firesetting and at the same time educate the child in the proper use of fire. In general,

however, the fire prevention specialist must remember the following maxims.

A child with relatively no personal or family difficulties (Category 1) can be taught fire safety with almost any teaching program that is appropriate for his age and intellectual capability.

- A child with personal or family difficulties (Category 12), will present difficulties in both learning and performing fire safety. In this case, it is most important that the firefighter increase the novelty components (interest level) of the educational program. Professional help may be required for this youth.

- The extremely disturbed child (Category 2 and 3) should always be referred to a mental health professional. The determination that the child has some difficulty is made through the parent and child interviews and the subsequent use of the Category Profile Sheet. Based on your evaluation of the child and family through the use of the questionnaires and profile sheet, it is possible to develop and vary intervention programs to specifically meet the needs of firesetting children.

- Materials that the fire prevention expert has available usually include taped audio material, visual material (slides or films), real props, lectures, and visits to specific places such as fire stations, burned houses, etc. These materials have different degrees of appeal to each child depending upon his age and other personality factors. They can be varied to produce novel and interesting material to hold the child's attention. Follow-up, of course, is the best means to determine whether a child has followed through with your educational program.

The proper presentation of materials should help the child "unlearn" wrong information and learn accurate information. It should also help him learn specific fire safety skills. You can go beyond the examples in the manual and use your own ideas and those of others in developing new ideas and those of others in developing new action programs.

Use the mental health and education consultants in your comprehensive community program for ideas and skills in program development. They can help decide if and when "you're in over your head" and the child should be referred to mental health professionals.

A strong suggestion is first to develop programs for the curiosity firesetter and not consider doing so for the child with severe troubles.

Some Suggested Strategies

Firefighter/Firesetter Counseling (Ages 7 to 13)

Though the authors of this manual do not suggest that the firefighter become involved in long-term counseling situations with the firesetter and, further, do not suggest that the firefighter engage in the interpretation of psychological data, it may be appropriate, especially with older children, to develop a short-term counseling model (big brother model) where the firefighter sets rules to be followed by child and parents, and further gives the child support in the face of stressful school and home situations.

There is a fine line between guidance and psychotherapy in some instances. However, setting up specific fire safety rules within the home

and reinforcing the following of those rules by additional short-term sessions with a firefighter can be quite effective. Discussing the undesirability of going along with the harmful ideas of one's delinquent peers, discussing the loneliness that a child may feel when a new sibling arrives, or discussing the sadness that a child may feel at the death of a loved one is quite appropriate and can develop strong rapport between the firefighter and firesetter. This rapport can then allow the firefighter to help the child go along with and obey the rules of fire safety. This approach should be viewed in terms of the firefighter providing support and reassurance. The firefighter can also explore with the firesetter the specific effects of what he did and what could have happened if the fire had gotten even more out of control.

Other appropriate topics for discussion would include alternate methods of experimentation, especially with groups such as the Boy Scouts, who use fire under controlled conditions.

Older Child/Young Child Supervisory Strategy (Ages 10 to 13)

Children are often motivated when they are placed in a supervisory or teaching position. The juvenile firesetter who responds well to the initial educational intervention can thereafter be given the job of educating other children and/or siblings. As an example, the child can be put in charge of fire education for his younger siblings. He can then be instructed specifically on what to teach in the area of fire safety by the firefighter and obtain much satisfaction by appearing to be a guide to younger children. He can then report to parents or through parents to the firefighter in charge.

Contract Strategy (Ages 10 to 13)

Contracting with a child is similar to drawing up a contract with an adult. The firefighter decides what behaviors he would like to see occur in a child (e.g., no firesetting, reporting his progress every week) and what the child will get for doing the above (e.g., special rewards from parents, special meetings with firefighter, tour of the fire station). The contract is written up and signed by the firefighter, child, and parents.

Behavioral Strategy (Ages 7 to 13)

The behavioral strategy is similar in concept to the contract, but is somewhat more complex and offers more flexibility. It is a strategy for teaching the child to comply with specific requests or demands made by a parent.

As part of the behavioral program, the parents assume that all the child's behaviors are for a specific purpose: either to gain reward or to somehow avoid punishment, or other negative consequences. Thus, the parent attaches a behavior to a specific positive reward or a negative consequence or reinforcer. This system may be easily put into effect with a large chart, which helps both child and parent keep track of his progress.

Refer both parents to the books, Living with Children or Families, by Gerald Patterson. These are programmed texts which the parents can easily read and use to develop their own program. If a strategy does not work, it is usually due to the complexity of the program or the inconsistency of the parents. Parents who want additional information on behavioral strategies should consult a behavioral psychologist.

According to behavioral perspective, youthful firesetters should not automatically be taken through a fire house. Touring fire houses can reinforce or reward firesetting. Even the perfectly normal child who has set an accidental or curiosity fire benefits more from a fire house tour and other special privileges after the firesetting has stopped.

A behavioral strategy is most effective with the troubled child. Teaching a parent to control firesetting behavior through manipulation of positive and negative rewards is effective. The parent can also be taught to identify behaviors that often come just before firesetting, and to eliminate these behaviors before they lead to continued firesetting. Some research shows that defiant behavior often leads to lying, which leads to wandering, which leads to stealing, which leads to firesetting. If a child, especially a young teenager has started to set fires, the firefighter and parent can look closely at the child's other behaviors to determine if this sequence is present. If so, working with defiance and lying may not only help reduce the likelihood of firesetting in the future, it may also reduce the likelihood of other negative behaviors.

Restitution (Ages 7 to 13)

It is often useful to children to help repair or in some way make up for damage that has resulted from their firesetting behavior. Some examples of restitution are: helping to clean up resulting damage, helping to pay, or helping to repair. Either or both parent and child may decide on appropriate restitution.

Though restitution is effective with the curiosity firesetter, it is particularly effective with disturbed teenagers who may feel extremely guilty over the firesetting act. Restitution may give this child a way of fitting into society again. Earning money to pay back, engaging in public service, etc., can enable a troubled youth to better understand the effect of his firesetting, the degree of importance society puts upon it, as well as provide an appropriate consequence.

Educational Strategy (Ages 7 to 9)

- Ask the child how he can help people avoid getting hurt by fire. Discuss the child's ideas. It is not an advocated approach to take young children to a local burn facility to "see the burn victim" in order to curb firesetting behavior.

- Show the child appropriate teaching films, especially those showing danger to firefighters. Films, slides, or photographs showing burn victims are not recommended for young children unless parental permission is given. Slides of this type would, however, be appropriate for a mature juvenile 12 or 13 years of age.

- Ask the child to help prevent fires at home.

  —Stress the child's own responsibility in dealing with fire. Tell and show the child how fire can hurt firefighters and others, and emphasize how the child can prevent fires.

  —Have the child promise to use matches only under the supervision of an adult. Also, have the child tell why he is not going to play with matches again. This serves to reinforce the child's understanding.

  —Request that the child tell his parents or other adults if other

children play with matches or fire. Make sure the child knows why to contact an adult.

—Assign the child a fire prevention task, such as emptying waste baskets each day or disposing of used cigarettes from ashtrays into covered cans each night.

Be sure the child understands the reasons behind these actions. Parental support is necessary to implement the first suggestion, especially for a child who has some behavior problems (i.e., the child who may fit into Category Profile Sheet Column 2). The parent must be advised that there is a risk of continued firesetting, and that they must follow the directions of the firefighter. If possible, set up a follow-up session with parents either at home, at the fire station, or by phone. Letting the parents know that you intend to check on their progress is a strong incentive for their cooperation. When talking to them during the follow-up session, be supportive and positive. Set another follow-up session if necessary.

The parents should praise the child often for correct action.

Demonstrate correct actions if the child does anything wrong. Explain what could happen if careless procedures are used. It is also recommended that the parent ask the child questions about fire safety, such as, "What would happen if...?" "What would you do if...?" "Where could you use fire safely?" "Where must you never use matches?" and "If your clothes were on fire, what would you do?"

This technique is effective even with children who have mild emotional or behavioral difficulties. It may be necessary to obtain feedback from parents to determine if they followed your suggestions.

A Match is a Tool (Ages 7 to 9)

Children who understand cause and effect can be taught that "a match is a tool." Any tool has a specific purpose and should be used only for that purpose. Like other tools, a match has a specific function (lighting candles, starting campfires, lighting a fire in the fireplace, etc.). A match is not a toy and to use it as a toy would be the same as trying to cut a board with a hammer or drive a nail with a saw. Since the use of tools must be learned, parents may wish to teach the child the appropriate use of a match as a tool, by using the following sequence.

- Remove one match from the book and close the cover.
- Hold the match near the middle--not too close to the match head, nor too close to the end.
- Strike the match on its side, not flat, to keep it from bending.
- Hold the match away from your body and clothes, over the ash tray or safe area. Strike the match away from the body.
- When the match is lighted, hold it level or upward, never point it downward.
- When transferring from the match to a candle or fire kindling, never reach across or over flames. Start at the candle farthest away from you and continue to light the others moving toward you.

The parent is asked to spend five minutes daily, for a week, teaching the child how to light a match safely. This time is for the child and parent alone, without interruptions or other children allowed. The parent allows the child to practice striking matches under supervision during these sessions.

Building a Referral System for Your Juvenile Firesetter Program

Definition

A referral is the process of moving a child and his family from your program to a mental health agency or private practitioner. Referral includes both the movement of persons and your information about them.

Every structured community program for juvenile firesetters must have links with mental health professionals. This is because the fire service is not equipped to offer counseling and treatment, especially to very troubled children, adolescents, or their families. When fire service personnel talk with and interview children and their parents, they can use the forms in Chapter IV. These help decide whether the child and family could benefit from an educational activity or whether they seem to need help from a mental health professional. The mental health professional must be ready to receive them. This is what a referral system is all about.

Several frequently asked questions and answers about referral follow.

What is a Referral System?

A referral system is a cooperative working relationship among two or more agencies dealing with the problem juvenile firesetters (i.e., fire service, mental health, juvenile justice, etc.).

What is Mental Health Professional?

A mental health professional is a person with advanced education and training in working with people who have "personal troubles," who are particularly unhappy or troublesome to others, or who get into severe difficulty.

They become professionals when they finish their education in psychology (PhD), psychiatry (MD), social work (MSW), counseling (MS/MA) and some fields of nursing (RN), occupational therapy (OT), education (MA/PhD), vocational counseling (MS/PhD), ministry (pastoral counseling) (CDD), speech and hearing, and the like.

In all states, there are laws and regulations governing which occupations can be considered professions, the amount and kind of required education and training, and what each profession can do.

Where Do You Find Mental Health Professionals?

Mental health professionals are employed by agencies (or programs) or are self-employed. There are many kinds of agencies and programs. Some examples are: Schools, hospitals, community mental health clinics (by itself or as part of another agency like a hospital), churches, family service agencies, local YM and YWCAs, Red Cross, and the like.

If it is difficult to find mental health professionals in your community, try going for help to the local Boy and Girl Scouts, Jaycees, 4-H,

March of Dimes, Parent Association, United Way, colleges, etc. In the Yellow Pages phone book, many agencies are listed as "Social Service Organizations." See also: Associations Human Service Organizations." Mental health professionals are also self-employed. These people can be found by asking human service agencies and programs and by using the Yellow Pages phone book. Note that every state is different in the exact wording of a professional and its legal status. For example, In the front of the Yellow Pages is an "Action Index." In the St. Paul, Minnesota book there is the following:

Psychiatric Social Workers. See: Social Workers
Psychiatrists. See: Physicians, Counselors, and Surgeons, MD
Psychological Testing Service
Psychologists
Psychologist. See also: Child Guidance
Psychologist-Licensed
Psychologist-Licensed Counseling
Psychotherapists

Under "Mental Health Clinics" See:
Clinics
Mental Health Services
Psychologists-Licensed Consulting

Under "Mental Health Services" See also
Human Services Organization
Mental Retardation Information Centers
Physicians and Surgeons, MD
Social Service Organizations

What Do You Want from the Mental Health Professional?

You want five things:

- That the mental health professional(s) will work with the juvenile firesetter program,
- That they agree to meet at least once and interview all children and families you send (or refer),
- That they will interview each child and family as soon as possible, and
- That they will let you know promptly if the family comes or not.
- That they are licensed to practice psychotherapy if private practitioners.

Further, it may be good to have the professional agree to be your consultant, someone you can talk with every now and then about the program.

How Do You Begin to Work with the Commmunity of Mental Health Professionals?

A goal is to get mental health professionals involved in the development of community programs. One suggestion is to "ask around" to learn which agency, program, or person works with children, adoles-

cents, and their families. If possible, have a personal introduction to the program director of the mental health agency or to the self-employed professional.

In trying to build a community-based referral system, at least one mental health professional, (agency or self-employed) is necessary. The actual number of professionals needed is determined by such factors as: The number of youths starting fires; the number of these youths you want to refer; the length of time necessary for treatment; the child and the parents' ability to pay (insurance benefits, etc.); the willingness of the professional to take some or all of the child and family referrals; and the like.

Building a network is a process of negotiating. In this process, accurate documentation of facts is helpful in convincing someone to participate.

Mental health professionals are often being asked to use their time and skills in special projects, and a juvenile firesetting program won't be the first group to want their help.

The program may be turned down by the mental health professionals for a variety of reasons. Included are their available time; regulations about what problems or age(s) they can work on, etc. and/or personal interests and personal comfort. They also have preferences about the kinds of problems they feel competent to handle. Some mental health professionals may not want to deal with firesetters. Try to change their minds; but in any event, definitely get from them the names of others whom they think will want to and are able to help you out. Basic to the referral system in some communities are the arson investigating unit, the city/county attorney, and the juvenile court.

How to Talk with the Child and Family about Referral?

You have to talk with the family (not at them or to them) about referral. This is, for many people, a difficult topic to discuss. It may be tense for both the firefighter who makes the recommendation and for the family. Parents may hear the firefighter say, "Your kid is sick or crazy," regardless of the actual words used.

Some families will hear accurately what is said and will (with or without your support) seek help. They may even feel relieved that someone is helping them deal with their situation. Other families will not go to a mental health professional, even with your help.

Steps in Talking With Parents

- Be clear, firm, but aware of and sensitive to what they may be feeling and hearing.
- Say that the results of the interviews suggest that a follow-up be done with a mental health professional.
- Suggest name(s) of individuals who have been contacted previously and are part of your program.
- Offer to help them get to the mental health professional by assisting in setting the appointment, in going with them (if they want this), etc.

If there is a community mental health program, there will be a referral network with community mental health professionals. In some networks, the family you are working with may be given priority and

seen as soon as possible, within hours or days. If you don't have a referral network, it may take much longer for the family to be seen by a professional. Since funding cuts are closing many mental health agencies and/or reducing the staff, it may be difficult to get quick service.

If you don't have a good referral network, you may want to spend time helping the family make the connection with a mental health professional, because it is easy to get frustrated doing this, and this frustration could result in their reluctance to get an appointment.

After telling the parents that their child needs additional help, the firefighter should immediately give them the name(s) of consultants or public agencies so they can make an appointment as soon as possible. Tell the families that you will follow up to be sure that the appointment has been made and kept. Depending upon the specific laws in your state or county, the family may be required by law to obtain additional help. You may also be able to require the family to notify you that the appointment has been kept.

Whenever you fear for the child's safety and the family has not followed through, you may contact a legal representative who may represent child protective services, the juvenile police section, an abuse program, or even a diversion program. Based on the severity of the problem, these representatives may advise that the child be placed in protective custody. It might then be easier for the child to receive mental health help.

It is often important to remind parents that delaying professional health consultation may lead to additional problems, possibly involving the child directly with the law. Parents should understand that more firesetting behavior could lead to more severe mental strain and psychological problems. Emphasize the point that immediate help Is quite important. Always be tactful in your approach, remembering that parents usually do not like what they are hearing and may react unpredictably. Contacting the referral source and sharing your impressions about the child will be useful.

Not all consultants may meet your needs or the needs of the firesetting children and their families. If you find that you cannot communicate with the professional or you do not get the feedback you need, find another professional. There are many psychologists and other mental health professionals who are qualified and interested in working with juvenile firesetters and their families.

What Do You Do After You've Made the Referral?

The referral is made. The family knows about the appointment and your Interview and Scoring Sheets have been sent to the mental health professional. Who makes sure the family keeps the appointment? You can work this out with the mental health professional. Whether or not you can learn what the professional thinks about the child depends on whether the family gives you permission to do so. Talk this over with mental health professionals in the community program while the program is being developed or planned.

When Do You "Let Go?"

This depends on what you work out with the family and the mental health contact. In some communities, fire personnel do follow up on referrals periodically. Other programs terminate contact with the child after they are sure that the child and family are in the care of a mental health professional.

Summary Part 1

Part 1 of the manual provided an overview on how a fire service program to help juvenile firesetters was developed and suggested ways for you to use this manual in developing a program for your community.

In addition, basic theories of child development and factors that contribute to firesetting behavior were discussed. This information was included to help you understand the youths and families you will be working with if you decide to implement a program for juvenile firesetters.

Lastly, information, relative to the development and implementation of a core program through interviewing, screening, and providing appropriate intervention (education and/or referral for therapy) were offered.

Part 1

Appendices

Appendix 1

Sample Category Profile Sheets

CATEGORY PROFILE SHEET		
1. Little Concern (Educational Intervention)	**2. Definite Concern** (Psychological and Educational Intervention)	**3. Extreme Concern** (Psychological Intervaention)
Total C _____	_____	_____
Total P _____	_____	_____
Total C & P _____	_____	_____

FIGURE 1

The parent's answers (represented on the Profile Sheet as Ps) and the answers related to the child (represented by Cs) are placed in Column 1, 2 or 3 of the Category Profile Sheet.

These answers are found on the child or parent interview form. By the end of the interview, the interviewer should be able to place Ps and Cs in all appropriate columns. By adding the columns as in the examples to come, the severity of the problem and the best intervention strategy can be determined.

The answers to the interview questions will be categorized in three ways: those of little concern, those of definite concern, and those of extreme concern. These coded answers will be placed in one of the three columns above. Each P answer and C answer to a specific question will be placed in Column 1, 2 or 3.

CATEGORY PROFILE SHEET

1. Little Concern (Educational Intervention)	2. Definite Concern (Psychological and Educational Intervention)	3. Extreme Concern (Psychological Intervaention)
P P P P P P C C C C C C C C		
Total C 8	0	0
Total P 6	0	0
Total C & P 14	0	0

FIGURE 2
Results: Little concern—Don't refer

This is the profile of a relatively normal child. All P answers fit neatly in Column 1. All C answers also fit in Column 1. This tells us that we are dealing with ta relatively normal child and family.

CATEGORY PROFILE SHEET

1. Little Concern (Educational Intervention)	2. Definite Concern (Psychological and Educational Intervention)	3. Extreme Concern (Psychological Intervaention)
	P P C P C C P C C P P C C C P C C C C C P	
Total C: 0	13	0
Total P: 0	8	0
Total C & P: 0	21	0

FIGURE 3
Definite concern—Refer

This sheet shows a basically disturbed situation. All answers to both P and C questions fall into Column 2. We have "Definite Concern" for this child, based not only on firesetting potential, but also the child's general mental health. The large number of P-2 responses indicates that the parents may also be disturbed.

CATEGORY PROFILE SHEET

1. Little Concern (Educational Intervention)	2. Definite Concern (Psychological and Educational Intervention)	3. Extreme Concern (Psychological Intervaention)
	P P C C C C C C C C	P P P C C C C C C C C C
Total C 0	8	9
Total P 0	2	3
Total C & P 0	10	12

FIGURE 4
Extreme Concern—Refer

This sheet indicates a severely disturbed child for whom we would have "extreme concern." This child will need immediate referral. Because so many P answers also fall into Column 3, we would also question the likelihood of these parents understanding and following through with any educational intervention provided by the fire fighter.

CATEGORY PROFILE SHEET

1. Little Concern (Educational Intervention)	2. Definite Concern (Psychological and Educational Intervention)	3. Extreme Concern (Psychological Intervaention)
P P C C C C C C C P	C C C C	
Total C 7	4	0
Total P 3	0	0
Total C & P 10	4	0

FIGURE 5
Some Concern—Consider referral

This sheet profiles a questionably normal child. The term questionable is used because there are more than the number of C-2 answers one would like to see. The concentration of P answers in Column 1 indicates a basically normal family. However, the child's good adjustment is questionable based on the number of C-2 responses, and the fire fighter should consider referral. A lack of response to educational intervention would be an additional reason for referal.

Appendix 2

Juvenile Firesetter Program Descriptions

Format of descriptions

1. History of program development, where referrals are obtained.
2. Program content: procedures used, characteristics of firesetters, tools used, follow-up.
3. Program personnel and referral systems used.
4. Program evaluation: recidivism facts, number of firesetters seen, etc.
5. Additional comments.

DALLAS, TEXAS

1. History of Program

Initial program efforts of the Dallas Fire Department to deal with the juvenile firesetter began in 1976. There was a coordinated, combined working relationship with the Dallas Police Department's "Youth Services Program" (1973), which dealt with juveniles whose offenses were of various types including firesetting. The majority of the youths were first offenders. Referrals came from the Dallas Police Department.

Due to problems encountered with numbers of fire department personnel available to do counseling and the increasing apparent inconsistency of follow-up, a reorganization took place with the fire department's efforts in programming for the juvenile firesetter.

Under Captain 0. D. Preston, Investigation Division, a new effort began in 1980. Referrals of juvenile firesetters for evaluation and intervention now come directly to the fire department from the arson investigators, fire service people in the field, and concerned community individuals (parents, teachers, etc.)

2. Program Content

The counselors used an interviewing manual developed jointly by the Dallas Police and Fire Departments in the original program. Parents were counseled by the police department and not the fire depart-

ment. The fire department counselors were used as "big brothers" and tutors. The youth visited his counselor once a week until counseling was no longer necessary.

There was no follow-up program within the fire department with the original effort; there was one, however, within the police department.

Separate interview forms have been developed for use in interviewing the child and the child's parents in the program that began in 1980. Children seen are often victims of child abuse or neglect. The initial interviews most often take place in the fire department office.

Presently, if the child requires educational intervention, various methods are employed. Contracts, showing the child appropriate films, assignments, etc., are among the approaches used. The film "Kids Playing with Fire" (Film Communicators) is often shown to the parents.

Follow-up is provided for one to two months following program intervention. One year following the incident a call is made to the child and family to investigate the child's progress.

3. Program Personnel and Referral System

1976-79: Under this system, 105 firefighters/counselors received training by the police department personnel who were initially trained by a private consulting firm. It was in the follow-up stage that the firefighters, on a volunteer basis, became involved.

Children with severe emotional problems were referred to the Dallas County Mental Health Association. The Dallas firefighter/counselor kept records on the youths assigned to them and coordinated with the Youth Service Program Staff.

1980-82: Children are seen by Captain Preston and four counselors from the department who are responsible for the evaluations.

There are 46 fire department stations in Dallas. Firefighters in each station will be volunteering to do educational intervention with youths from their area after they have been screened and evaluated. Training for the fire department personnel will be provided by Dr. Eugene Bumpass, psychiatrist from the University of Texas Health Service Center. Dr. Bumpass helped the fire department develop its program. Part of the approach, personally used by Dr. Bumpass to assist youthful firesetters, is to help the child become aware of, define, and deal with sadness, loneliness, anger, and frustration, before these emotions turn into aggressive-destructive behavior. This procedure is shared with the fire service personnel who work with the children.

Should the child and family need referral for professional counseling, city and county agencies, which are found in the Dallas directory of service agencies, are used. Thus far, parents have cooperated well with suggestions and efforts of the program.

4. Program Evaluation

September 1976-July 1979: The following information is reflective of this program's effort:

Youths referred to firefighters for counseling	198
Youths rehandled by police after being counseled by firefighter	65
Recidivism rate for counseled youths	32.6%
Recidivism rate for youths not counseled	60.9%
Recidivism rate reduction attributable to firefighter counseling program	46.5%

1980-82: There have been 100 children seen in the revised program-ages 2 to 16, with children 5 to 8 being the majority. Only one child, of

those seen within this revised program, has had a repeat firesetting incident occurrence.

5. Additional Comments

Support for the revised program, within the department, from administrators and firefighters alike has been generous. The program has had some media coverage; however, the department feels that training the volunteer fire service personnel takes priority to announcing the program to the public. "We want to be prepared." For additional information contact:

Captain O. D. Preston
City of Dallas Fire Department
Fire Investigation Division
2014 Main Street, Room 404
Dallas, Texas 75201
(214) 670-4375

HOLLYWOOD, FLORIDA

1. History of Program

Prior to 1980, the Hollywood Fire Department dealt with juvenile firesetters with traditional fire service understanding of children and firesetting. As an investigator, Robin Gutmann (whose background is in human interaction and the dynamics of counseling) began looking at the fire investigation data; he became interested in developing a programmatic approach to dealing with the child who sets fires.

Referrals to the program continue to come from the fire investigative reports, the Juvenile Task Force of Broward County, Florida, and informal unreported situations.

2. Program Content

The USFA manual "Young Child Firesetter Handbook. Ages 7 and Under." is used in form and concept to accomplish the initial assessment. The majority of cases seen are fires set out of curiosity where children exhibit a total lack of awareness and knowledge of the destructiveness of fire. This led to increased public fire safety education in the schools.

Children were found to have poor peer relationships. Learning disabilities were prevalent, with parents handling this issue inappropriately. Sibling relationships were strained. In all but one case, there were two or more children in the family. All but four children lived in a single-parent home.

Initially, Gutmann sees the children and their family in the home to see not only the relationships among family members, but also to see the family's general sensitivity to fire safety at home. Although he does not wear a fire service uniform, he carries symbols of authority (radio and folder). Should the child be determined a curiosity or accidental firesetter, he and the family are given assignments (home escape plan, researching and purchasing type of smoke detector best for their home, illustrations of fire incidents, etc.), which are then discussed in follow-up visits. How kids view fire in a visual sense is an important factor to Gutmann in assessment and educational intervention.

Parents and child are invited to contact Gutmann at any future time as needed. Of those cases seen, two children had called him, rather than set a fire following an upsetting situation.

3. Program Personnel and Referral System

Presently, Robin Gutmann is the person responsible for implementing

the firesetter program with children and families referred to the department. He is presently working with the juvenile judges, state attorney, and the director of the Nova Clinic, Nova University, Dr. Auzrin, in designing a program format for in-depth counseling of juvenile firesetters.

Referrals for counseling are made to the community, Henderson Clinic, or private agencies. Many children were found to already be in a counseling program or have had formal counseling in the past. There is no follow-up on referred cases at this point in the program.

4. Program Evaluation

There were 21 cases seen in 1981, ages 4 to 13. All but two children were males. It was noted that the fires set by the two females were dangerous and damaging types of fires. To date, there are no reports of repeat firesetting situations by the children having gone through the program.

5. Additional Comments

A lack of funding and personnel time and the need for improved interdepartmental communication, along with the need to educate officials have all been cited as program problems and areas needing improvement.

Media coverage of the program has brought positive public response to the fire department. People within the department, especially the bureau chief, have been very supportive of these program efforts.

For added information contact:
Robin Gutmann
Fire Prevention Officer
Hollywood Fire Department
3401 Hollywood Boulevard
Hollywood, Florida 33021
(305) 921-3208

MADISON, WISCONSIN

1. History of Program

A dramatic rise in the identified arson cases occurred in the Madison area in 1980. Total arson fires in 1980 were 95 ($708,408 property damage) compared with 44 ($1,998,730) in 1979.

In response to this extremely serious problem, the Madison Fire Department in 1980 began an intensive anti-arson program with grant support from the Wisconsin Council on Criminal Justice. This program includes the participation of law enforcement agencies, prosecutors, civic and business groups, and the public.

The establishment of a permanent full-time Fire/Police Arson Squad and the appointment of the Mayor's Greater Madison Area Arson Task Force are responsible for the creation of a formal, well-trained and - equipped arson program. Representatives of nearly every segment of the Madison community are being mobilized to confront the problem of arson.

Three basic categories of arson motivation identified for the area were:

- Arson for profit committed as insurance, banking or credit fraud;
- Arson committed by adults motivated by revenge, psychological illness, or acts of vandalism; and

- Arson committed by juveniles involved in acts of vandalism or motivated by curiosity or anger.

Juveniles are responsible for a significant percentage of the arson problem. They were found to be responsible for 42% of the arson cases in which suspects were identified (62 instances or 65% of the total of 95 cases.) Juvenile firesetting activity was responsible for 60% ($426,750) of all arson property damage and 78% of all arson property damage in which suspects were identified as suspects in 17 of 39 arson fires (44%).

The Madison Fire Department, with the support of the Greater Madison Area Arson Task Force, had initiated two juvenile programs by 1980. The "Learn Not to Burn" fire prevention curriculum program of the National Fire Protection Association (NFPA) and the "Young Child Firesetter Handbook. Ages 7 and Under. " program were introduced and well accepted by community agencies.

Case referrals come to the department from fire investigation reports, social service agencies, the Madison arson team, and the Dane County Juvenile Courts, which mandate participation in the program for youths seen with firesetting problems. Due to the program not being actively advertised to the public as yet, referral calls from troubled parents with firesetting (unreported) instances or matchplay in the home by children are not in the majority.

2. Program Content

Interviews for the child and family are held in the fire department offices. The "Young Child Firesetter Handbook. Ages 7 and Under." manual suggested approaches are used with modified tools as designed with the assistance of local mental health consultants.

Follow-up on children seen in the program presently occurs by means of a phone call to the child's family three and six months following the incident or referral.

3. Program Personnel and Referral System

Initially, training and community agency awareness for the area were provided through workshops offered by the USFA field instructors using the manual "Young Child Firesetter Handbook. Ages 7 and Under." Two lieutenants are presently handling juvenile cases while 16 firefighters actively volunteered to be trained for the role of juvenile counselors.

Two psychologists, Drs. Randy Thrush and J. Lee, from the University of Wisconsin have been conducting small group training for the firefighters in "Effective Listening and Interviewing Techniques" and "Communication Skills." A social service person, funded by the grant, works with the fire service people in making the assessments. Should agency referral be a necessary intervention, the Dane County Social Service Agencies and the Explorer Post are presently the network used.

4. Program Evaluation

Since the inception of the firesetters program, 60 to 65 juveniles have been screened and provided with interventions. The average age range noted was 5 to 11 with about ten juveniles being 10 or 11 years old. To date, of the 60 to 65 cases seen, there have been reports of only three or four children who have played with fire again.

5. Additional Comments

There have not been major target problems for this program in the area of Madison. It has realized a good and rather rapid developmen-

tal growth, with firm commitment on the part of the fire service people, excellent support from administrators (Chiefs Durkin and Klinger), and adequate funding support and cooperation from county agencies. This program has also been most compatible with the "Learn Not To Burn" Curriculum Program (NFPA) efforts in the city.

Good communication of the program activities to the people in all the fire stations through closed-circuit television has given fire department personnel a positive and supportive attitude toward these efforts. Using the media to expose these program efforts widely to the general public will follow the completion of the in-house training sessions for the fire department people actively involved in the program.

For added information contact:
Chief Edward Durkin
Eugene Parks, Administrative Assistant to the Chief
Madison Fire Department
325 West Johnson Street
Madison, Wisconsin 53703
(608) 266-4420

SYRACUSE, NEW YORK

1. History of Program

Three to four years ago programs for the assessment and intervention of the juvenile firesetter were established in the Syracuse Fire Department (city) and the Onondaga County Fire Department (county) in New York. It was found that 50% of the reported incendiary fires were set by juveniles. Local cable television and other forms of media are used to educate the public about the issue of the juvenile firesetter. Calls come into a volunteer center number and are then referred to Chief Nortman or the local fire department.

2. Program Content

Interviews are conducted in the child's home using interview forms and following guidelines outlined in the USFA Manual, "Yound Child Firesetter Handbook. Ages 7 and Under."

Although children are seen up to age 16, the average age range is from 4 to 12 years. The majority of children interviewed are males with curiosity and attention seeking motives being most common. Many children live in single-parent homes (usually with the mother) where the parent must work, and the child sets the fire while left unsupervised. It was discovered that most fires occur either in the home or in the garage.

Follow-up interviews are provided routinely.

3. Program Personnel and Referral System

Chief Nortman and one captain implemented the city program. The county fire department trained several volunteers to institute the program. Fifty percent of the cases seen are referred for professional counseling. City referrals are made to the Upstate Medical Center, Hutchings Psychiatric Center (where three psychiatrists are interested in working with firesetters), and Catholic Charities with family counselors. The city program focused on setting up a community referral system, and the county program initially trained their volunteers as interviewers.

4. Program Evaluation

In the city program 30 to 40 cases are seen each year. Children who

have gone through the program have not been seen as repeat firesetters; however transiency in the area does exist.

5. Additional Comments

Chief Nortman's main problem is finding time to train additional staff to conduct the program. The projected plan would include training at least one or two people for each shift in each engine house to be able to interview, assess, and provide intervention for the juvenile firesetters.

The fire department personnel have responded positively to the program, feeling that there is definitely someone within the department to handle the youthful firesetter. This program has also elevated the fire department image in the eye of the public and receives a great deal of media support and cooperation.

For additional information contact:
Roland E. Nortman
Deputy Chief, Fire Prevention Fire and Police
Combined Arson Investigation Unit
Juvenile Firesetter Program Room 609, P.S.B.
511 South State Street
Syracuse, New York 13202
(315) 473-3296

UPPER ARLINGTON, OHIO

1. History of Program

Before the present program was begun in 1963, firefighters would talk with juvenile firesetters, but usually in an authoritarian, punitive way designed to instill fear in the kids. The results showed that this approach clearly was not having the desired effect.

Youths are referred to the program either by concerned parents or the fire suppression officer at the scene of the incident. It has been noted that fires in this area occur more often away from home, in fields, woods, inside or behind sheds and garages.

2. Program Content

The program emphasizes understanding and helping, and follows a three-tiered approach. First, the parents are interviewed to discover their perceptions of the firesetting incident. Second, the youth is interviewed to discover his perceptions. Third, the parents and child are involved in a discussion with a fire inspector/counselor of the consequences of the firesetting incident. A manual designed for the fire inspector-counselor outlining interviewing techniques was developed by the local Children's Mental Health Center and the Columbus Psychological Services Organization. Interviews are conducted in the youth's home if the youth is two to three years old. Otherwise, they take place at the fire station.

Some youths are placed in a Fire Awareness Program and required to visit the Upper Arlington Fire Bureau monthly for continuing fire safety education. The education program includes essay writing on fire safety subjects and/or maintaining a small scrapbook on fires the media has publicized. Since most fires are caused by carelessness, the youths are made aware of the need for fire safety.

3. Program Personnel and Referral System

There are four counselors who are fire inspectors and are assigned to each of the three fire units. In this system, Upper Arlington has a coun-

selor on duty each day for 24 hours. Youths manifesting more serious emotional problems are referred to a mental health worker or the family physician. A manual covering interviewing techniques that uncover such emotional problems was also developed for use by the fire inspector-counselor.

Follow-up appointments are made with the youth when necessary.

4. Program Evaluation

Since the program's inception, there have been 11 repeat firesetters.

5. Additional Comments

This counseling programs has gained much attention locally and nationally. Media involvement has been extensive. The public has recognized the efforts of the Upper Arlington Fire Department with positive response. Others in the fire service actively support of this program.

For additional information contact:
Chief John Haney
Upper Arlington Fire Division
3600 Tremont Road
Upper Arlington, Ohio 43221
(614) 457-5080 Ext. 233

SAN FRANCISCO, CALIFORNIA

1. History of Program

The San Francisco Fire Department's Child Firesetter Counseling Project, "Firehawks," began in July 1980. The aim of the project is to test the efficiency of using firefighters as "big brothers" for children who have pronounced firesetting tendencies. It also highlights the San Francisco firefighters commitment to community involvement, protecting the city from fires, and protecting the city's children from harm.

2. Program Content

Once a child is referred to the "Firehawks" Program, the child is interviewed and categorized as one of the following: little concern firesetter (curiosity), definite concern (has a combination of problems), or extreme concern (psychological intervention is highly recommended due to severity of problems). The "Firehawks" program targets firesetters who are found to be in the definite concern category. The children of the other two categories are referred to either the fire department's prevention education programs (little concern) or to professional agencies for counseling (extreme concern.) All records are kept confidential and separate from other juvenile records the child may have. Once the firesetting child of definite concern is identified, he is paired with a firefighter in the program for one year. The firefighters have agreed to spend eight hours a month with the child and will give the child a call once a week. Phone numbers are exchanged, and the child is encouraged to call the firefighter should he experience the urge to set fire again. The aim of the program, according to Pam McLaughlin, is "to teach the kids healthy ways of releasing their feelings and work on building their self-esteem, as well as providing a role model the boys now lack."

3. Program Personnel and Referral System

This project, functioning under a grant issued by the USFA, was or-

ganized and functions under the coordination of Pam McLaughlin. Two psychologists, Dr. Chris Hatcher and Dr. Jessica Gaynor, were contacted to assist in training and providing support to the firefighters volunteering for the program, as well as assist in screening and evaluation of the children. A major focus for Dr. Gaynor was designing the research study "Assessing the Effectiveness of the San Francisco Fire Department's Child Firesetter Counseling Program (March 1980-March 1982).

Initially, a referral system was set up to bring children with firesetting behavior to the attention of the program. The San Francisco Arson Task Force, social services, the probation department schools, calls from concerned people who heard of the program through publicity efforts were primary areas from which referrals came.

Recruitment of firefighters to volunteer for this program was met with a positive response. Visits by the Advisory Committee (six firefighters, deputy sheriff, and a project coordinator from a lawyer--parole matching organization) were made to each of the 42 stations (three visits per station, one per shift) to discuss the program. Compensatory leave for off-duty time spent with firesetter in the project, authorized by the chief, added greatly to the volunteer development.

Workshop sessions were held to train firefighters. Chris Hatcher, Ph.D. and Assistant Director Sherman Teals, San Francisco Boy's Club, provided the instruction. Texts used were the USFA manual, "Young Child Firesetter Handbook. Ages 7 and Under.," and Parent Effectiveness Training, by Thomas Gordon, Ph.D. Firefighters, completing the course, have had positive response to the experience.

4. Program Evaluation

Of 100 children, two were found to set false alarms. There were no reports of repeated firesetting behavior.

5. Additional Comments

Efforts were made to develop quality handout materials (posters and brochures) for general distribution.

The "Firehawks" Program has greatly enhanced the image of the San Francisco Fire Department in the eye of the public. "We've already received the support of the firefighters union and chief. Andrew Casper has been great in helping us, too," says Ms. McLaughlin. On a national level, the "Firehawks" Program is seen as a model approach to the juvenile firesetter problem.

For additional information contact:
Office of Fire Prevention
San Francisco Fire Department
260 Golden Gate Avenue
San Francisco, Ca. 94100
(415) 861-8000

VIRGINIA BEACH, VIRGINIA

1. History of Program

The Juvenile Firesetter Program began in the Virginia Beach Fire Department in late 1979. Knowledge and awareness of a problem with juveniles and firesetting was provided primarily through the arson investigation reports. Referrals continue to come to the program from this source as well as from firefighters in the field, concerned parents, and the Pendelton Child Care Projects (a state facility for children who are disciplinary problems). The majority of the fires set by juveniles in the last two years were unreported cases.

2. Program Content

Following the referral, an appointment is made with the parents and child to be seen in the fire department office. The procedure for interviews is used according to the USFA manual, "Young Child Firesetter Handbook. Ages 7 and Under." Modified interview forms are used. Children are shown the film "Playing with Fire: Walter's Story" (NFPA) or the slide/tape story "Mike, Tom and Matches" (Chicago) while the parents are being interviewed separately. Sixty percent of the cases seen are referred for professional counseling.

There are three common findings among juvenile firesetters in the Virginia Beach area:

- Family disturbances, missing or absent fathers, or transient families due to the military composition of the area, comprise the most common groups. These children seem to have poor relations with the father of the family and are seeking attention.

- Children upset with themselves, with low self-esteem, and who have a great deal of personal frustration make up the second most common group.

- Curiosity and peer pressure are found in the third most common group of firesetters.

Follow-up is provided for most cases with one or more calls to the family within a month following the referral.

3. Program Personnel and Referral System

Three fire service public education specialists are assigned to deal with these children and their families.

The network of referral agencies in the area includes: Comprehensive Mental Health (city), Pendelton Child Care Projects (state), social services, Big Brother/Big Sister organizations, and the Norfolk Community Mental and Psychiatric Institute.

4. Program Evaluation

Sixty-six children have been seen in the program since December 1980, with no repeat fire incidents. Follow-up has been done on all referrals.

5. Additional Comments

People in the fire service who know of the firesetters program were supportive from the onset. They now participate in sending referrals from the field. They notice kids more now because there is somewhere to send them for help. Community agencies welcomed the opportunity to become involved with the fire department in this effort. People in the community recognize and respond positively to this fire service program aimed at dealing with the juvenile firesetter.

For more information contact:
Diane Roche
Fire Education Specialist
Virginia Beach Department
3610 South Plaza Trail
Virginia Beach, Virginia 23452
(804) 486-3377

BURKE, VIRGINIA

1. History of Program

Juvenile-set fires occur year-round in Burke and are more notably seasonal, beginning in late February through June when grass is drier and winds are more pronounced. Following a small brush fire in January 1981, the parent of a 7-year-old contacted the Volunteer Fire Department in Burke, Virginia, a suburban community near Washington, D.C. The mother spoke to a volunteer officer concerning her son who had set several fires around their house including the most recent fire. She told the fire officer that in desperation she had actually burned the child's fingertips with matches to get him to stop playing with fire. The volunteer officer brought the matter to Chief Jim Smalley's attention and suggested the USFA Juvenile Firesetter Counseling Program.

2. Program Content

The program follows the guidelines found in the USFA manual, "Young Child Firesetter Handbook. Ages 7 and Under." Interviewers are sent out in pairs. One person interviews the parent while the other interviews the child.

3. Program Personnel and Referral System

Information obtained was presented to other volunteer officers and a few members for discussion. At the same time, Smalley questioned a pastoral counselor with the Episcopal Church about the potential value of such a program. Stating that it would be unique and much needed in the Washington area, the Reverend Jim Petty supplied a list of several other family counseling agencies and psychologists who might be willing to support such a program. Already the department had begun to solicit people with special expertise to assist in starting the program. It was at this point that Chief Smalley identified Rescue Specialist Lorraine Hershman as the program manager and gave her the authority to carry through with selecting team members and implementing the counseling program.

Looking over the fire department roster, a number of members who for one reason or another were almost totally inactive, were identified. Several of these members were contacted to identify possible counselors. One of these members (following a family tragedy) submitted a letter of resignation stating that she had no real desire to ride the rescue or fire apparatus and that her college work (in psychology and counseling) was taking much of her available time. At the same time, another volunteer rescue member (an elementary school teacher) expressed interest in public fire education programs. These two members were asked to join the counseling group and accepted. Thus, two potentially lost members were offered tasks that could not only assist the fire department but would enhance their own personal aspirations.

Additional assistance came from FEMA's USFA in providing manuals and technical assistance. The department counselors and the professionals who agreed to assist and support the programs met together for a four-hour workshop held at the Fairfax County Fire Service Training Facility. Captain Joe Day, of the Los Angeles County Fire Department, was contacted to conduct a training session in the technique of dealing with juvenile firesetters.

4. Program Evaluation

Since October 1981, 14 children have been seen with no repeat firesetter behavior noted.

5. Additional Comments

During Fire Prevention Week, the department's aggressive Public Fire Education Committee arranged, through previous personal contacts with the news media, to do a television interview and story on WDVM, the CBS affiliate in Washington, D.C. As a result of the televised news story and personal contacts, other volunteer departments in Fairfax County, Virginia, and Montgomery County, Maryland, have contacted the counselors at Burke Volunteer Fire Department for assistance in beginning a similar program by identifying and using their fire department and community resources. The program is currently gaining momentum, as the counseling team members are encouraging local school authorities, counselors, and psychologists to help with the program.

For additional information contact:
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Appendix 3

Directory of Juvenile Firesetter Programs*

*This Appendix has been moved to follow page 123

Appendix 4

Dealing With the More Disturbed Firesetter

The State of Ohio Youth Commission Fire Awareness Program for Youths Convicted and Sentenced to a Correction Institution

This section focuses on the more disturbed child or adolescent who sets fires. Because of their age and/or extent of damage caused by the fire, they have entered the criminal system through the courts and have been sentenced to correctional institutions. Their rehabilitation depends on many factors (degree of disturbance, rehabilitation approaches used within the institution, support systems available once released, etc.).

The following will exemplify a successful fire safety program approach used at the Ohio State Training Center for Youth. There are three sections which will allow the reader to gain insight into the program:

- The fire department perspective,
- The youth agency perspective, and
- Individual participants in the program who have returned to the Center.

The outcome of reviewing this information on the convicted youths, focuses on the critical issues of "early detection" and "early intervention" of firesetting behavior. Youths need to be reached at an early stage if firesetting is apparent, before they need to face the criminal system.

The Fire Department Perspective

Chief John Haney
Upper Arlington Fire Department
3600 Tremont Road
Upper Arlington, OH 43221
(614) 457-5080, Ext. 233

History of Program

Until recently, efforts to bring Fire Safety Education to the juvenile firesetter who has been apprehended, sentenced, or is serving time on arson charges in a correctional institution were nonexistent. In 1980, the State of Ohio began a Fire Awareness Program designed to reduce the

incidence of firesetting behavior in juveniles when they are released from such an institution.

The Fire Awareness Program takes place at the Training Center for Youth, 2280 West Broad Street, Columbus, Ohio. Youths who exhibit emotional problems and/or disturbances, are security risks, and who are in need of more individual treatment programs are committed to the Youth Commission.

Program Content

In 1980, the Ohio Youth Commission reviewed the "Fire Awareness Program" and approved its format. Thus, all youths convicted of firesetting in the State of Ohio are committed to this institution rather than being sent to various facilities as had been done previously. Once a youth is placed in the institution, he is assigned to the "Fire Awareness Program." The group is kept small, numbering five to eight youths at a time. They stay in the program for a period of 12 weeks, meeting three hours per week.

The first class deals with an explanation and outline of the program using a slide show of the previous group activity, and encourages youths to participate for the full 12 weeks. A pretext of fire safety questions is given to each youth to find out how much he already knows about fire safety. An individualized interview is held. These interviews between the fire officer and each youth yield much information concerning how the youth feels about himself, and give the two people involved a chance to get to know each other better.

The second class deals with a film ("Noble Breed") outlining the various duties of the firefighter to give the youth an inside look at the life of a firefighter, illustrated activities, and concerns for others. At the conclusion of this class, fire safety topics are distributed to each youth. They are instructed to read the material, and in later classes give an oral report of the topic to the rest of the youths in the group. Once again, the purpose is to develop self-esteem. The fire officer works with each youth to develop his presentation.

During the third class a three-hour CPR session is held. Each youth who completes the class is certified. Individual interviews follow classes two and three.

For the fourth class, a field trip with lunch is held for all who have conducted themselves properly and can be trusted. This tour is to the Ohio Fire Academy.

In the fifth class, the fire safety topics previously discussed during the second class are given by the youths and then a fire inspection of one of the buildings at the correctional institution is conducted with the fire officer. Beginning in May 1981, a fire safety committee of staff personnel will also meet periodically and accompany one or more of the youth in the group on his fire safety inspection of the facility. These inspections give the youth a sense of purpose. Now he begins to assume responsibility for determining that the facility that he and others live in is safe and to understand that certain fire hazards could cause a fire.

The sixth class is a field trip with lunch to the Upper Arlington Fire Department where firefighters go out of their way to show the youth the life of a firefighter.

The seventh class begins preparation for an institution assembly presented by the youths in the "Fire Awareness Program" group. Usually they will demonstrate fire safety devices and practices ranging from smoke detectors, fire extinguishers, etc., to a staged play about the seriousness of arson.

At the eighth class, each youth gives his part of the program at the dress rehearsal; the final plans are put together, such as typing the

program for distribution. Individual interviews are conducted upon request.

The ninth class is the assembly. Usually in attendance, besides the youths at the institution, are all of the staff members as well as parents who are able to attend. At the conclusion of the play, the youths are applauded by the entire assembly, which makes it all worthwhile. Usually they are on cloud nine at this time and feel really good about themselves.

The fire officer, at the conclusion of the assembly, makes a point to meet with available parents of the youths in the program.

The tenth class is another field trip. This time the youths are taken to the local Children's Hospital to visit the children confined there. The youths distribute little fire hats to the ill children. This tour of the hospital makes the youths feel good about themselves knowing that in visiting the sick children and giving out fire hats they have cheered up that particular child. At the conclusion of this trip, a stop is made at a fast food restaurant, and the youths are treated to a soft drink.

At the eleventh class the youths are given a post-fire safety test to see how much they have learned since entering the program. After the class, personal interviews are held again.

The twelfth class is Graduation Day. The youths are presented certificates showing they have completed the "Fire Awareness Program." Ice cream and cookies are served, and a slide show is presented showing their activities of the last 12 weeks. The youngsters are enthusiastic about seeing themselves projected on the screen and exhibit new feelings of pride in themselves and their accomplishments.

Personnel

Chief John Haney was responsible for introducing and implementing the "Fire Program" at the Training Center for Youth. He worked closely with Ms. Ann Swillenger Arlington County Social Works' (ACSW) Deputy Superintendent of Direct Services.

Program Evaluation

The Fire Awareness Program is experimental, and far too recent to offer validated results. However, the performance of the 40 youngsters who have participated in the program is encouraging. Their attitudes toward firesetting have shifted markedly, as revealed in reports from their counselors and social workers.

The Youth Agency Perspective

Ms. Ann Swillinger, ACSW
Deputy Superintendent
Direct Services
Training Center for Youth
2280 West Broad Street
Columbus, OH 43223
(614) 275-0810

Background Information

The Training Center for Youth (TCY) is a residential facility operated by Ohio's Department of Youth Services. It serves a population of 113 emotionally disturbed males ages 12 to 18 who have been adjudicated delinquent by Ohio's juvenile courts. Within its population, TCY serves youths who have committed the crime of arson and/or who have firesetting behavior patterns. The chief of a suburban fire department,

then Captain John Haney, Upper Arlington Fire Department, worked with our staff to develop a Fire Awareness Program in September 1980. The Program is twelve (12) weeks in length, encompassing education, counseling, demonstrating CPR techniques, conducting safety inspections of the institution as well as fire drills, putting on assemblies for the rest of the student population, visiting the fire house, visiting the State Fire Academy, and passing out Junior Fire Marshal hats to convalescing children at Children's Hospital. Since September 1980, five groups of students have completed the program (approximately 40 youths.) The groups vary in size from 6 to 10 to permit individual attention. Results to date have been encouraging. We are aware of graduates of the program experiencing predictable adjustment difficulties, but only two are repeat offenders.

The Firesetter

The following observations are intended to serve as a general description of the youths who become involved in arson. It should be noted that while firesetting may not necessarily result from certain precipitating factors singly or in combination, experiences to date indicate that preventive measures need to be taken with those who can be identified as being "arson risks."

Needs

Youths need to grow up in a fairly stable, nurturing home environment in which constructive, consistent, and fair limits are applied to inappropriate behavior. They require that parents educate and counsel them about how to successfully meet the expectations of the society around them.

Problems

When youths experience physical and/or sexual abuse, neglect of basic needs (food, clothing, shelter), and/or emotional rejection, they tend to see themselves as worthless and powerless to handle life circumstances. The limit to inappropriate behavior if often nonexistent or inappropriate. Guidelines for meeting societal expectations of them are not offered. Their life experiences can cause them to have little regard for themselves or little concept of a "future" worth working toward or living for. Often, experience with seeing or being involved with a major fire is part of the diagnostic history.

Results

With the emerging sexual feelings and psychological changes of adolescence, a problem background becomes compounded. Unresolved feelings of confusion and frustration combine with impulsiveness and rage, then a fire results.

Approaches

Communication initially with those who are intervening to help, and later with the significant others in a youth's life—needs to be opened up and long-buried feelings discussed. As an aid in the "opening-up" process, encouraging the subject to vent his feelings when angry ("letting off steam") can be very helpful. Using many methods of encouraging creative expression—especially where there is no right or wrong way to do something—helps a youth begin to value himself. Through the "Fire Awareness Program" these approaches were specifically tailored for the firesetting adolescent. Depending on the individual situation, individual and/or group and/or family therapy may prove helpful to a youth in first facing and taking responsibility for his feelings, then

discovering alternative and socially acceptable methods of dealing with them as he begins a constructive future.

Individual Program Participants Who Have Returned to the Center

The following interview summaries are based on information obtained from three of the original group of six boys who participated in the "Fire Awareness Program" at the Ohio Training Center for Youth. Each of the boys interviewed has recently been charged with another offense and consequently by court order had to return to the center. Two of the three returned because of another firesetting incident. Presently under the revised Ohio State Law, youths charged with any degree of arson are required to serve a six-month to one-year period at the center. Previously, if they progressed rapidly in the expectations of the center's programs, they were often discharged to the community in less time. First time offenders as well as repeat offenders face the same sentence. This revised law has and will hopefully continue to act as a deterrent to adolescent firesetting behavior.

A note of thanks to Ms. Ann Swillinger, Deputy Superintendent of Direct Services for the Center, who allowed the interviews to take place and to the three youths (who will be referred to as youth A, B, and C) for their willingness to share some of their thoughts and experiences with those interested in better understanding the adolescent firesetter. A major reason for presenting the following is to emphasize the importance of "early detection and appropriate early intervention" before firesetting develops into a tragic pattern.

YOUTH A

Background Information

Age 17.
Less than average intelligence (IQ of 85).
Alternate behaviors difficult to teach due to limited intelligence. Rejecting mother and father; older sister somewhat concerned and supportive. Suspicion of early physical and sexual abuse.
Often talks of "hearing voices."
Noticeably keeps surrounding neat, pays attention to detail.

Firesetting History

Set 19 fires to date—17 in the community; 2 within the Training Center.
Has had institutionalization since June 1978—all arson-related.
Three admissions to Training Center for Youth.
Current admission to Center, July 23, 1981.

- September 6, 1981: Set fire in center in response to suicide attempt (hanging) by another student who was a good friend. Smoky fire was set (wrapped paper around a light bulb in room, turned switch on). Wanted to "breathe in smoke" in order to be taken to hospital where friend was—blames self for friend's death.

- 9 months without a firesetting incident.

- June 1982: Set serious fire to room in response to parents not wanting him to return home when release was possible. Planned for one week to set room ablaze (stuffed papers into hole in wall, collected books, blankets, papers, etc.).

Told another youth he would set a fire if he couldn't go home--

other youth didn't believe him fire was set one week later.

Is being charged with first degree arson.

Following fire he was upset that he let other kids down who lived in cottage because he "messed things up."

Interview Findings

Youth A had difficulty relating and displayed poor insight into relationships and poor perception of caring delivered by staff following the fire incidents. He attributed setting fires as being a means of prompt release of angry feelings and "stress." He indicated that his first firesetting experience was at age 12 and remembers being angry at that time. No one intervened. He couldn't remember how he learned about fire except that no one really taught him or discussed fire with him. He had difficulty in identifying other anger outlets.

Ms. Swillinger indicated that Youth A's response to the Fire Awareness Program was minimal due to his limited intelligence and emotional instability.

YOUTH B

Background Information

Age 17.
Average Intelligence.
Diagnosed neurotic disorder—depressive and anxious, suffers guilt relationship problems—suspicions of sexual conflict.

Firesetting History

Original fire set in storage area in parent's apartment complex building.
Suffered smoke inhalation "getting people out."
Left the Training Center for Youth in January 1981.
15 months without setting fire.
April 1982 returned to Center for setting fire to an abandoned refrigerator.

Interview Findings

Youth B learned at age five or six that it was "OK to play with fire" by engaging in group fireplay with his older brother and sister and their friends. No one ever intervened in any substantial way even though the children were caught by adults. "All of the rest of them lost interest in fire, except me." From fireplay, Youth B remembers setting more serious fires for which he was not charged, then dealing with arson for profit. He identifies using fire "as a tool to release anger."

The last fire incident with the abandoned refrigerator was described with anger toward the "other guy who got off scott free." Youth B "stuck around to see that no one was hurt," was caught, charged with trespassing and arson. Drugs and alcohol were used prior to the firesetting incident.

Youth B identified anger as being a primary precipitant to firesetting and expresses a need to find alternate ways to release these feelings. He expresses remorse. Recently, Youth B lost a childhood friend to a fire when his friend re-entered a burning building to save his brother. Now Youth B says, "I'm angry with fire."

It was stated that Youth B responded well to the Fire Awareness Program and even assisted Chief Haney with the community program during the 15-month period prior to being readmitted to the Center.

YOUTH C

Background Information

Age 16.
Lives with grandparents who have difficulty controlling him.
Emotionally immature.

Firesetting History

Initial incident: set garage on fire--admitted to Training Center for Youth. Transferred to an institution for youths with emotional problems.

February—November 1982, out in the community.
Talked of wanting to commit suicide and being placed in the Toledo Mental Health Center.
Did poorly, ran away from the Mental Health Center.
"Bashed out" windows in a vehicle with a tire jack and was readmitted to the Training Center for Youth.

Interview Findings

Youth C indicates that he sets fire "for excitement." He doesn't recall learning about fire from anyone. His dad told him that he tried lighting and smoking a cigarette at age four, but he remembers playing with and setting small fires from age seven with no one intervening. He likes watchlng fire trucks, but recalls that the firefighters at the neighborhood station would never pay any attention to him. "They didn't want me around. They chased me away. It was a strict neighborhood," he said.

Youth C exhibits poor insight into anger and indicates that "nothing else can produce excitement like fire."

Youth C responded well to the Fire Awareness Program during his initial stay at the Training Center. Setting a fire did not precipitate readmission to the Training Center for Youth, another form of vandalism did. However, prior to this act and running away from the Toledo Mental Health Center, it was reported that he gave matches to another youth to start a fire in that institution.

Appendix 5

Early Adolescence: Some General Trends

It is very hard to see the adolescent who is sitting across your desk because our society has such clear, strong, and (usually) negative images of teenagers and adolescents. The image keeps us from seeing the actual teenager. If one never saw live teenagers, it would be easy to believe that teenagers are tall, strong, tough, irresponsible, always fighting, getting in trouble, provoking adults, defying authority, etc. Add to this racial and social class and sexual images and the resulting pictures are not pretty, or accurate.

Here, different images are presented. These are general comments about adolescence taken from research, direct contact, and work with youth. Like all images, these will be imperfect and not fit any particular teenager, but they can be useful. Compare your images with these.

A good way to think about adolescence comes from teaching experience. Take out the photos of you when you were a teenager, look at these, and remember those times (good and bad). Play your favorite teenage record and experience again those feelings. Take yourself back to your adolescence and get into "the space you were in back then." Then come back to now and think about the images you have of teenagers. Go back and forth a few times, sometimes focusing on yourself and your friends, and sometimes on the adults you cared for or hated or avoided. This is one way to put adolescence into perspective. Another way is to compare your experiences and images with television and newspaper and movie images; and then compare both images with the following themes in adolescence.

Adolescence is a unique stage in life, and is not simply the transition period from childhood to adulthood. It is the time during which the young person 12 to 18 years old, becomes bigger and stronger, and more able to think more complexly about a wide range of personal, interpersonal, and social issues. It is the period in our society when the person begins to think about or leave parental protection and become independent and interdependent with others, as a "man among men."

During adolescence, there are profound "predicaments and crises" in the words of John J. Mitchell in his excellent book, The Adolescent Predicament. Holt, Rinehart & Winston, (New York, NY, 1975). This very brief introduction follows, in good part, Mitchell's ideas.

- Biological predicament is the cluster of issues and problems related to changes in body size, sexual arousal, and psychological feelings. Adolescence is the time when the person no longer "looks like a child." Boys become able to father a child and girls to bear children. There are clear changes in body chemistry, in the distribution of body hair, in the development of the primary and

secondary sexual characteristics; e.g., breast development, testes development, and the like.

The person to whom these changes are occurring will notice these (as will other people), will experience these, but may be unable to understand or to make sense out of what is happening to him. Adolescence is the time when primary attention is given to these feelings and issues.

Fire personnel should remember that there is a normal range of growth and a normal time for these changes to occur. Yet, there are great differences within this range. Hence, some young teenagers will be short and others tall, while the same holds for teenagers 14 to 16 years old and older.

- Peer predicament is the second cluster of issues. The issues are having friends, wanting to fit in with the group; peer pressure by individuals and lay groups; wanting companionship and the often difficult search for someone who "really understands me" and "wants to be my friend." Related are issues of recognition, being noticed; age-segregated experiences; same and opposite sex groups; needs and wants of belonging and affiliation.

Fire personnel may be most aware of these issues because, for many adolescents, much of their behavior (acts, speech, dress) is related to what their friends are doing, saying, and wearing. Firesetting by individual adolescents may be a different phenomenon than firesetting by groups of teenagers. No doubt the size of the group, its structure, etc., are crucial for understanding a fire incident and for preventing others.

In the same sense, the individual adolescent who sets a fire alone may be a different kind of person than one who starts a fire while with others. Without knowing about his friends and about friendship patterns in the neighborhood, it is difficult to explain a particular fire. Friends and peers are a basic context for understanding adolescents and their behavior, and the behavior of any particular teenager.

- Moral predicament is the cluster of issues concerning right and wrong, justice, adult and adolescent hypocrisy, and personal values about how the world "ought to be." During the 1960s, this was expressed in direct political action, while now these beliefs and feelings may be harder to see. Some youths express these beliefs by joining the military, while others talk about making the society right by becoming a lawyer or a police officer.

Fire personnel should be sensitive to how these issues might appear in their area of interest. Concern about the number of fires in poor neighborhoods could touch the issues of social (in)justice, racial discrimination, or poverty. The reasons given by adolescents for setting or refusing to set fires are different than those of a child. Adolescents can think about the future in more complex ways than children so they can reason about the consequences of firesetting and about who could be hurt or killed. They can reason about firesetting as a moral or immoral act, in general or with specific reference to a particular fire or particular act of firesetting.

However, as with all of these general development patterns, no one holds for every adolescent exactly, nor do they predict the behavior of any specific person. They are the possibilities within which a specific teenager does or does not set a fire.

- Worth predicament includes issues and experiences of feeling worthwhile or feeling good about oneself. The issues of self-worth are both social and psychological. It is social because feelings of worth come from the social opportunities available to youth to contribute to others and through contributing to feel good about oneself. It is psychological because self-worth is a feeling about oneself, and feelings are psychological.

A basic issue is that feeling worthwhile comes from social opportunities, like a job or volunteer work or just "helping out," which are meaningful not "make work" or play or busy-time. When family life and school do not seem "honest" and "real," then these are not meaningful, and the opportunity is missing to produce, and feel good about what is produced.

Another basic issue is that what one does is connected to how one is seen. It is very hard to think you are worthwhile if everyone around you says you're not. It's hard to feel good about yourself if no one lets you "help out." It's hard to be productive if there is no way for you to produce. All of us feel this sometimes, while adolescents feel it more often and more deeply.

Some teenagers do "wrong, or bad" or odd things to show themselves and their peers that they are worthwhile. Some of these acts get them in trouble with adult society. Juvenile delinquency can be understood in part as coming from this; as can some firesetting.

Developmental Approaches to Working With Young Adolescents: General Ideas

Two basic ideas in program development for adolescents are: Include them in the design of the program and make the program fit their developmental stage. A program example is to have them work with other teenagers and with children.

With adolescents, to include them is to provide an opportunity for their meaningful participation, a situation which is all too infrequent. When adolescents (and others) participate in this way, they have a sense of being able to shape something which is important to them; they feel involved, important, and gain a sense of ownership.

Fire service personnel could work with adolescents in this way. One possibility is to work with a small group of teenagers to review fire prevention films. This is a way to test the possible reaction of this target group. Call it a film festival, get some popcorn and soda pop, and you've got a "reaction panel."

Another approach is to invite adolescents to work on (i.e., write, film, draw, act, etc.) actual fire prevention materials. This may be a way to increase youth's interest in the subject, including the topic of firesetting.

Adolescence is a time of change in the way we think. Thinking can become more complex, can include the idea of the future and the idea of possibilities, and these changes in thinking style connect with changes in notions of right and wrong, and other things. All of this means that teenagers can begin to understand ideas and the world, in ways which are impossible for children. Adolescents may be able to understand even complex fire knowledge. If they can, they may be more effective than adult teachers with other teenagers.

Adolescents, themselves, learn well when they are teaching or helping others. This is true when the other person is another teenager, on when it is a child, an adult, or a senior citizen. Peer teaching (same age) and cross-age teaching is a widespread approach to program development for youth. Such programs have been shown to increase the teen-

ager's sense of personal competence and promote his sense of greater personal and social responsibility.

Experts have found that effective peer education programs have the following components:

- Adolescents are involved in genuine role-taking and significant interpersonal learning.
- They make decisions that have real consequences for others as well as for themselves.
- They consider genuine moral and social conflicts.
- They gain new skills and new knowledge to carry out their responsibilities.

It is possible for the fire service to involve adolescents in a variety of preventive activities which have these four components. This is one approach to the prevention of adolescent firesetting. It may also be one approach to working with adolescents who do not have deep personal troubles that lead to their firesetting.

These principles can be used to design fire service programs with and for adolescents. There is experience in developing such programs at many community youth agencies, some schools, and local colleges or universities.

Appendix 6

Training Fire Personel to Interview

The best interviewers are those who have been trained. Although the guidelines and clues in the text go a long way in sensitizing fire staff on how to interview, it is also very important to have "hands-on" practice. Ideally, an existing training program for interviewers exists somewhere in the community; e.g., the local college, a mental health agency, a private mental health practitioner, a local theater group, or the local high school. If no such training program exists, one might be set up with these people. Another training source is video tapes (and films), both those made especially for fire staff and those on interviewing in general. Local libraries can help get these.

It is common to get "hands-on" interviewing experience by practicing with one's own kids, with other fire personnel, etc. One technique for this is called "role playing." In role playing, each person takes the role of the people in the actual interview. Enough background information is given so that the players can be "real." After the practice interview, everyone discusses the experience from the point of view of the character he played. This method gives good "feedback" to the interviewer on how he came across. Role playing is a teaching technique; it is not an acting class or a gag. It is a serious approach to learning how to interview, an approach used by mental health professionals. There are good books on this and related methods, and these should be available through the local library and/or at the high school library. What follows are six role-play examples, which you may wish to use in developing your own role-play experience.

Role Playing Situations

Topic 1 - The Curious Preverbal Firesetter and Family

John is a male Caucasian child, age four. His mother brought him in to the fire station because he set his mattress on fire. It appears that the child somehow obtained some matches and was curious about them. The mother and father appear to be average middle-class people. There are no overt indications of disturbances in the parents. The child has an older sister and a new baby brother, age three weeks. Though the mother indicates she can communicate with the child, the child appears unresponsive to most verbal questions.

Topic 2 - The Exploratory Firesetter (Ages 7 to 13) and Family

John is a 10-year-old boy in the fifth grade. The parents, who are

upper middle class professionals, say the child is quite bright. They say that he set the garage on fire while doing an experiment with his new chemistry set. Both parents work, and a housekeeper helps contend with John, who is an only child.

Topic 3 - The Moderately Disturbed Child and Family

Robert is a nine-year-old male. Reports from the school indicate that the child has had difficulties both behaviorally and academically throughout his school career. There have been reports from the school nurse that the child may have been abused by his parents, particularly the father. Robert was brought in because he set a number of fires in his neighborhood.

Topic 4 - The Delinquent Child and Family

Sam is 13 years old. He was picked up by the police for setting fires with two of his friends. The police indicated that the boys threw flares in warehouses. It is also possible that they are responsible for setting several fields on fire. Sam lives with his mother. His parents have been divorced for several years. The father rarely gives child support and has only infrequently seen Sam and his two older brothers. Both older brothers have been in trouble with the police. The mother has been picked up several times for prostitution. Sam has been picked up twice before by the police, once for shoplifting and another time for joy-riding.

Topic 5 - The Disturbed Minority Child and Family

Donald is an 11-year-old black male. He had lived in a minority ghetto his entire life. Parents have had on and off employment; the mother being able to get jobs more frequently than the father. The family is presently on welfare. Donald was caught setting fires in his classroom and in the yard. At times he was noted to set the fires by himself, and at other times he was accompanied by a large group of children. He denies having set the fires.

Topic 6 - The Psychotic Child and Family

Tim is nine years old. He has a history of firesetting, both in his home and in fields. He was brought in recently for trying to burn a neighbor child. Neighbors indicate that the child has an unusual fascination with fire. He will often sit and stare at a match or any flame. The parents are not at all cooperative. Though together, they seem to be constantly fighting with each other. They are difficult to communicate with and one must question whether they are themselves out of touch with reality many times.

Appendix 7

Approaches to Developing Programs and Educational Intervention

The Basic Idea

Some fire services may want to have a program that includes more than the screening interviews, educational intervention(s), and referral to a mental health professional. Part II of this manual describes how this can be done. What is missing from these is a model (or theory) to guide the development of a program and the development of specific interventions for use with children and their families. A beginning model is presented here. It should be familiar because parts of it appear throughout the Introduction and Part 1 of this Manual.

The basic idea in program and intervention development is to take the model used to understand the child's firesetting and what to do about it and think about other ways in which this can be done.

Remember (in Chapter 1) that the model said that some combinations of three sets of factors "caused" the child's firesetting. The three sets of factors are:

Conditions Already Present	+	Changes in child's immediate situation (e.g. divorce; move to new apartment, etc. These are "motivating factors.")	+	Rewards for firesetting (e.g. internal: sexual gratification and external: peer approval)	=	Firesetting incident

The general idea is that a program or intervention must "manipulate" —must somehow change—the "factors" that lead to (cause) the child's firesetting. If these factors are changed, then the firesetting should stop. This is the logic of intervention, control, and prevention.

This logic is translated into programs and interventions. Put another way, a program or intervention is an action to "manipulate the factors which caused or contributed to the child's firesetting." A program puts into action the logic that connects the factors which are the "causes" of the firesetting and the action to change, control, or "suppress" these

"causes." Since the "factors" that "cause" the child's firesetting are made up of many aspects of everyday life, firesetting may be thought of as the result of some of these complex factors interacting with each other. When several complex factors interact, the result is a "complex cause"--one factor having an impact on another factor and, in turn, on another factor and then the firesetting. Because of this complexity, it is difficult to find a simple "cause" for every child's firesetting.

A program or intervention can be effective with only some of those factors that can be changed or manipulated. For example, a child's family history can't be changed. This is one set of factors that cannot be manipulated. Another example of a factor that can't be manipulated (much) is the child's basic intelligence. However, for example, consider the child's neighborhood. This can be influenced. How? The family can move, or the child can learn that he does not have to act the same as other kids in the neighborhood.

Look at the second set of factors in the model, "Changes in Child's Immediate Situation" (motivating factors). These are important because most children's fires are set after an acute, and at times, temporary situation. For example, a family move or a death, or school expulsion. Fire starting materials and the absence of an adult are also part of a child's immediate situation.

A more complex case is with the third set of factors, "Rewards for Firesetting." This is because there is a relationship between repeated firesetting and rewards, both external and internal. The external rewards are more visible and may be easier to manipulate than the child's internal rewards. Children and adolescents who get internal rewards from firesetting may have a more serious problem than those whose rewards are external. This is because the child may not be aware of these internal rewards, may not be able or willing to talk about these; therefore, it is harder to change this internal "reward structure."

The possibility that some factors are more easily changed than others suggests that there are some practical considerations in developing programs and interventions. These are considered next. It also implies that not all programs or interventions will be effective with all children or adolescents. The possibility of ineffectiveness is the basis for the suggestion that programs should be monitored and evaluated. (Part 11, Appendix 2. "Program Monitoring and Program Evaluation.")

Some Practical Considerations

The logic of developing programs and interventions is straightforward, but the practice of doing it is filled with warning and difficulties. A basic warning and difficulty is that fire personnel are not trained to carry out all the possible interventions they can design. Nor are they trained to design interventions for all the factors in the model. Therefore, how can fire personnel decide what they can and are able to work on?

Fire personnel can decide on what interventions to work on in several ways. First, they can talk this over with mental health professionals who are in the community group and/or to whom they refer children and families. Second, they can focus only on educational interventions, because these are for children without problems or with few, mild troubles. Let us review the logic behind this point.

The interview sorts the child and family into one of three groups:

- Group I—children of limited fire service concern,
- Group II—children of definite fire service concern, or

- Group III—children of extreme fire service concern.

A child and family put in Group 1 must have no serious problems or troubles, otherwise they would be put in Group II or III. Group I children get educational intervention only. So, every time there is only educational intervention, there are only Group I children and parents; and whenever there are Group I children and parents, there is only educational intervention.

Since fire personnel who want to design programs or interventions should focus on the less serious and less difficult children and families, this means they should focus on Group 1 children and families and/or on education interventions. Some examples of other programs and interventions are in Part 1, Chapter V: "What You Can Do For Children and Young Adolescents Who Set Fires."

It must be remembered that the limitations on fire personnel who want to develop programs and interventions also include the practical limitations of what a fire service is able and willing to do about the lives of the community's children and parents. This includes issues of fire service mission, funds, trained staff, and interagency politics and cooperation.

Part II

How to Build a Community Program for Juvenile Firesetters

Who Should Read Part II?

The next two chapters and five appendices cover the broad topic of how to build a structured community program for juvenile firesetters. As discussed in the General Introduction, this part of the manual should be read at some point by everyone working with a program for children and adolescents.

Read this part first if you work best by thinking through "the big picture," an overall plan, or a view of the whole system. Read this part first if you have a program for children and want to build on that base by including other prevention and education programs. Read this first if you want to think about and plan how a juvenile program might be integrated with or interface with a program for young adolescent arsonists. Finally, read this first if you want to enhance the department's use of volunteers in the juvenile program or in related programs.

What is in Part II?

Part II covers working on and with a community to build structured, community based prevention and education programs such as the Juvenile Firesetting Program. Each chapter and section touches basic issues such as building a community group, surveying a community to learn if there is a juvenile firesetter problem and, if so, its magnitude and dimensions; the modules comprising a structured community program; building a community network of mental health professionals to accept your referrals, and the relationship of a juvenile program to a community's juvenile court, arson program, and other youth agencies.

The reader will be sensitized to these topics, but will not be fully trained in any of them. Directions, possibilities and choices are presented for consideration. No more can be done in a short manual. Many of the issues to be covered will touch on local politics in the fire service and in the larger community and on local ways "things are done." The content should be modified and adapted by you (or your group) to meet local conditions.

Local conditions are crucial in the area of law. A program for juvenile firesetters must be within the laws of arson, information confidentiality, professional privilege, mandatory reporting of arson and/or of child abuse, juvenile court jurisdiction, etc.

The reader is very likely not a legal expert and is not expected to be. The value of a community-based program lies in part in bringing together local experts to develop a program. Attorneys (public and private) are an example of this type of expertise.

Finally, the reader will become aware of individuals, professions, skills, groups, and other local resources who can be mobilized to start and then expand a program for children and adolescents. Many people will be able to give advice on how to work in your community. Just "ask around" and you'll see the talent in your neighborhood, community, town, or rural area.

Chapter I

How Do You Start a Community Program?

The purpose of this chapter is to present an overview of how to decide if there is a juvenile firesetting problem; how to get others involved and how to determine the extent and magnitude of the firesetters problem in your community; how to find and work with community agencies.

Where Do I Begin?

A good place to begin is in your own fire department. Firefighters in the station are often an excellent source of information on causes of fires and the extent of juvenile involvement. Your chief, union leaders, and fire officers may also provide information and lend support. In your conversations, note that it makes sense for the fire department to be the "lead agency" in developing such a program. When fire service personnel talk about firesetters, people listen.

Next, talk to people in your community. Talk to individuals at youth agencies, juvenile court, the city/county attorney's office, and business groups. Pastors and social workers can also provide information on the problem.

Talk with community mental health professionals. Try to identify a variety of public and private sector professionals. Don't be discouraged if some are not interested in becoming involved.

Talk to individuals before you invite them to sit together as a group. This way they will have a common understanding of why they are invited and who else will be there.

Building A Community Group

Once you have determined that there is a problem, then you need to build a group to work on that problem.

A group is helpful because:

- It provides personal support and people to talk with.
- It gives you new ideas and viewpoints on the problem.
- It gives you the necessary contacts and connections (both technical and political) to maintain the program.

- It helps ensure that the program developed is supportive of existing programs within the community rather than duplicating them.

Size: A group can be small (5-7 people). The size you choose depends on your skill and comfort in working with groups, the number of people willing to join the group, the political divisions in the community and, last but not least, the group's task.

Purpose: A group can be created to work on a single task such as fact finding about the incidence of juvenile firesetting or on multiple tasks, e.g., fact finding and building a referral network. The group can be only advisory and not take on any specific tasks, or the group can be a planning group or a working group (e.g., 3 people) to handle specific tasks. It is important to work out what the group will work on, when and where it will meet, what are the responsibilities of the various members, etc.

Composition: The group can be formed with members from the fire service only, from the community only, or have a mix of both. A broad based community program can be the most effective because it can draw on expertise outside the service for assistance in program development and can give enhanced credibility and support in promoting the program.

It is important to keep in mind that if you ask individuals who are the "movers and shakers" in your community to be involved in the group that their role is one of selling or promoting the program, not handling nitty gritty tasks. These various tasks, associated with developing a program, should be delegated to the professional staff and interested community volunteers.

Many factors influence what is the "best" group for your community. Size of the area, proximity to a large city, cultural history, and economic base are some of the factors which correlate with the number, kind, and power of local groups.

It is not necessary to represent all groups in your community but rather to use what interest exists to build a solid program for children and youth.

A Name: The group may want to have a name as a beginning way to build a sense of working together, of letting the community know about the problem and that people are beginning to do something about it. For example, the group could choose a name like: Community Group on Juvenile Firesetters; Citizens Concerned about Juvenile Firesetting; Ad Hoc Planning Committee for a Juvenile Firesetting Program. This group could be a subgroup of a broader Arson Task Force.

Programs, Like People, Go Through Developmental Stages

We are used to thinking about developmental stages in people (infant, toddler, child, adolescent, young adult, etc.), in animals (caterpillar, butterfly), and in plants (seeds, plant, flower, and fruit). The same idea holds for programs, agencies, organizations, and groups.

A program may be new, old or some age in between. As agencies and groups age, they may become "stiff," more formal and bureaucratic, with more rules and regulations, less ability or willingness to change to meet the times, and they may even "forget" why they were started. Knowing where a community organization you are working with falls in the developmental cycle may be useful. The response you get from a

"mature" organization with established procedures may be less enthusiastic than the response from a new rapidly growing organization. However, once enlisted, the older organization may be more predictable and dependable than the new one.

You also should consider the developmental stage of your own program. The development of a juvenile firesetter program takes time. The comprehensive program described in the manual probably started with one person making contacts. No one has a full-blown, middle-age program with a comprehensive referral network all at once. Remember this when you start to get impatient or discouraged.

There will also be tension between program building and responding to the immediate crisis of child or family. Fire personnel know this better than most. Our message here is simple: Don't lose sight of your goal, a community based, structured program.

As they say, "Rome was not built in a day."

Defining the Problem of Juvenile Firesetters

One basic goal of the group is to decide whether there is a community problem of juvenile firesetting and if so the magnitude and characteristics of the problem. This is done by collecting and evaluating information about children and adolescents who start fires. This information is used to decide whether there is a problem and the size, scope, and history of the problem. Such information will help shape the design of the program.

Some Notes on Finding Data

Although we talk about "finding" data and using them to learn if there is a juvenile firesetting problem in the community, there are really two processes involved.

One process is "finding" data, locating information collected by the fire department, such as fire incident reports, arson investigation reports, etc. You may also want to investigate hospital records, insurance records, newspaper stories, and police reports to gather "hard" data on the problem.

Another approach involves sampling the opinions and attitudes of people within the community to get a better sense of the problem and suggestions for handling it. Examples include talking with school custodians to learn about trash fires in the schools, talking with mail carriers about fires in "back alleys," checking with garbage and refuse collectors, interviewing mental health professionals who are working with children and families on other problems, involving community action groups to determine if there are problems with juveniles in their neighborhood, appearing on a local radio or television program to tell the community about the program and ask for audience input.

There are a range of approaches to "finding" data about children and adolescents who start fires. Creativity is required to locate and use information which will better define the problem. Here's how some fire departments have collected data on firesetting.

Question: *What Data Do You Use To Define Your Juvenile Firesetter Problem?*

O. D. Preston, Captain
Dallas Fire Department
Dallas, Texas

"Fire reports and our Fire Investigation Division are the primary resources for our information."

Lonnie Jackson, Inspector
Mt. Prospect Fire Department
Mt. Prospect, Illinois

"We use the following: NFIRS (National Fire Incident Reporting System); Fire Investigation and Fire Training Reports; personal files maintained on juveniles not reported, but calls and referrals made by parents, principals, etc."

Diane Roche
Fire Education Specialist
Virginia Beach Fire Department
Virginia Beach, Virginia

"We use the following: Fire Incident Reports firefighter on the scene; computerized reports; our own form is used for reporting. A separate record is kept for unreported fires. Majority of the fires set by juveniles in the last two years were unreported cases."

Larry Marshburn
Fire Protection Specialist
Huntington Beach Fire Department
Huntington Beach, California

"We use the California Fire Incident Reporting Program and our own FIRES--Fire Incident Reporting and Evaluation System (by fire districts) to determine our problem."

Arson data can be very useful. Experience in fire investigations indicates that children and adolescents set fires in a different way than adults. For example, children set fires close to home while adults may not. Adults can haul fire-starting chemicals which children can't carry. Adults can reach and climb differently than children, etc. More specifics might be available from the fire marshal or arson investigator. This is a clue to finding which of the arson fires may have been set by juveniles.

Other arson data and other data systems can be utilized. An arson information system could be interfaced with other related data such as Uniform Crime Reporting System, Prosecutor's Management Information System, Property Loss Research Bureau, and the National and Uniform Fire Incident Reporting Systems. Use this as a clue to the location of other, relevant data about juvenile firesetting.

At some point the group will want to stop collecting facts and information. The next step is data interpretation.

Interpreting the Facts/Problem Definition

A "problem" is a judgment made, using facts, beliefs, and other information. First, the group looks over the facts and information collected. It may be in a table, on interview forms or plain paper. The task is to interpret, to make sense out of the data, to determine if there is a problem with juvenile firesetters as well as gauging the magnitude and nature of that problem. There is no firm rule about what constitutes a problem worthy of action. The group must decide if the problem is serious enough to initiate a new program or modify an old one. Here is one

way to think it out.

> A community called Jonesville has 60,000 residents, of whom 15,000 are under 21. In Jonesville, there are 10 full-time firefighters, some human services, two high schools, etc.
>
> In the calendar year of 1982, there were six confirmed incidents of juvenile firesetting. Four of the six fires were set by different individuals, while two were set by the same child. In calendar year 1981, there were four confirmed incidents.
>
> Eighty percent of the fire personnel and 65 percent of those in the Jonesville group believe there is a community problem with juveniles who start fires.

Put differently, the group uses the data to reason and debate whether the group accepts that there is a problem. People often say, "The numbers say there is (is not) a problem." Numbers don't talk. People talk, and interpret and decide about whether or not there is a problem.

A very good way to use the data is to compare Jonesville with a similar size and kind of community. Then the group can say: "Compared to Maryville, Jonesville is (lower, the same, higher). . . ."

Remember that one incident can be a problem if there are people who think it is a problem and/or want to "do something" about the incident or the firesetter.

The actual number of fire incidents, the fire loss and other "hard" data do not, in and of themselves, "prove" that a "problem" exists. The data only show the magnitude of the situation. Situations like firesetting are transformed into problems when a group with legitimacy to do so (e.g., a community group) says that the situation is bad, something ought to be done about it, and commits resources to making something happen.

What Should We Do?

After it interprets the data, the group decides: there is a problem or there is not a problem. If the group decides that there is not a problem, then it can disband, decide to meet again in six months or a year to review the issue, decide to keep collecting and reviewing data, or move to other issues about fire, about youth, etc.

However, if the group decides that there is a community problem of juvenile firesetting, there are many action choices. In the next chapter some approaches used by communities are presented. Also presented is an overview of a comprehensive, structured, community-based model for a juvenile firesetter program.

Juvenile Firesetter Data Collection Table

Down the left side of the table are the results of the juvenile firesetting, such as type or structure (e.g., grass or building), cause(s) of fire (e.g., lightning, gasoline), dollar value of fire loss, and fire severity. These are our items; don't be held to these. Put on the list any factors which you want to learn about.

Across the top of the table are the factors of age and sex. The table is completed by filling in the appropriate numbers as you learn these. You may do a table like this for one-, three-, or six-month periods, depending upon your group's sense of how much juvenile fire activity there

is. You may also want to do that for the current and 1, 2, 3, or 5 past years.

AGE	10	11	12	13	14	15	16	17	18
SEX	M F	M F	M F	M F	M F	M F	M F	M F	M F
What Burned?									
Grass Trash Car House School Other Total									
Ignition Source									
Candle Matches Fireworks Other Total									
Estimated $ Loss									
Time of Day									
TOTALS									

Chapter II

A Structured Community Program for Juvenile Firesetters

The purpose of this chapter is to describe options for a comprehensive community firesetter program, to introduce a basic community model which can be adapted to any community, to review strategies for building a community referral system, and to introduce the issue of how your program might fit with local practices of arson investigation and the juvenile court.

What Are the Program Options?

Once you have determined that there is a firesetter problem and have enlisted others within your fire department and/or community to help you address that problem, the next step is to determine the scope and content of the program you develop.

If the group wants to develop "something" for juveniles who start fires, it can approach the question of "what shall we do?" from several perspectives. Each one has value. The choice depends on your community's unique needs and resources.

How to Find the Options

The first step is to identify and review the various program options and community resources available to you. See what's already been done by reviewing research about children and adolescents who start fires, articles about other community programs and program evaluations.

Solicit ideas from the juvenile firesetters group. In this approach, the group reviews ideas of its members along with those others in the community and decides to try one or more program actions.

Review the range and types of existing community services for children and youth. One outcome is the possible inclusion of these children in an ongoing community program for children with other problems.

For example, many communities have counseling services for the youth as part of a juvenile court, municipal health department, a local hospital, a YMCA, or a family service agency. Some private practitioners in mental health may have a group of troubled youths. The school may also have special services.

If there are existing agencies and programs, the group might want to meet with them to explore concerns and to discuss service to juveniles who start fires. Even if services will be offered by existing agencies, the group may want to provide other services, do publicity, or continue fact-finding.

Select Appropriate Models to Build Your Program

Next, you must decide the kind of program that would best meet your community's needs and resources. You should consider how and to what extent your firesetter program should be linked to other fire department and community programs. There are two basic program options:

Option 1: The Core Program only (Part 1 of this manual)
The screening of children and youth by trained firefighters for a special education intervention or for referral to community mental health professional for assessment and/or treatment.

Option 2: An Expanded Community Program
The firesetter program is integrated with other ongoing fire service and community activities. It requires somewhat more coordination initially, but since it is tied into other programs, it can result in more cost efficient use of resources.

One way to think about such a program is to look at each component as a program module. Each module is separate and has its own objective but also has the potential of fitting in with other modules to build a more comprehensive program.

Think of the program described in Part 1 of this manual as a core module which focuses on the development of a program to interview, screen and either educate or refer children and adolescents who set fires to mental health professionals.

Next, think about other ongoing programs or services within your community and how they might affect the problem of juvenile firesetters. These activities make up additional program modules, each with its own identity and objective, but with the potential for being linked to the core firesetter module to form a more comprehensive community program. Modules can be added. Five modules are considered here. You may identify others within your community. The first three modules are found within your fire department.

1. Fire Prevention and Public Education

This includes programs and activities to reduce fire incidence and loss through informing the public about specific fire problems and the appropriate fire safety actions. It includes a range of fire department programs and activities including school and day care center programs, televised public service announcements, talks to community groups, fire prevention week activities, and special focus campaigns, such as smoke detector installation and maintenance.

Often the firesetter program evolves from a more general prevention/public education program. This was the case in Los Angeles County. Whether or not this was the case, there are many opportunities for coordination. Publicity about the program is a form of community education. Contacts with the media, with the schools, and with community groups can provide support for the firesetter initiative. Some communities use "reformed" firesetters in their general fire education program to

talk with other kids, or provide staff support.

2. Fire Incident Investigation and Reporting

This module includes the regular ongoing activities of investigating a fire incident and completing fire incident reports.

Often fire investigators may be the first to know or suspect that juveniles may be responsible for a fire. This module might be tapped for early problem identification and might also be involved in design of an evaluation strategy for your program. Help in obtaining and interpreting statistics may benefit your program and the fire department as a whole.

3. Arson Task Force

Many communities have established arson task forces to aid in the identification, investigation, and prosecution of arsonists.

Since the task force involves individuals from the police and the criminal justice system, it is a valuable resource for publicizing and gaining support for your juvenile firesetter initiative.

In some instances the juvenile firesetter program may have been established at the recommendation of an arson task force. Contacts within the criminal and juvenile justice system can be useful in developing your program and a juvenile firesetter module can make the community arson program more effective.

4. Community (Youth) Programs

There are a variety of programs and services within your community. These include Boy's Clubs, 4-H, YWCA and YMCA's, church sponsored groups, and Boy Scouts. These established groups can be valuable resources for helping mildly troubled firesetters become better integrated into their community by providing positive outlets for excess energy and opportunities for recognition and success.

For example, the San Francisco Boys Club provided support for the San Francisco Fire Department's Firesetter Program by orienting involved firefighters and providing recreational facilities for youths involved in the program.

5. Community Juvenile Justice Programs

Juvenile justice programs may constitute another module for your firesetter initiative. This might include secure detention facilities and staff, community group homes, juvenile treatment facilities, and juvenile probation programs. For example, in San Bernardino, California, the County Probation Department teamed up with the Central Valley Fire District to initiate a firesetter program. In Columbus, Ohio, a special program was instituted by the Upper Arlington Fire Department to provide basic fire safety education to firesetters being held at the Ohio Training Center for Youth. Juvenile court judges are often advocates of juvenile firesetter programs as an alternative method of rehabilitation for juvenile arsonists.

Linking Community Agency Activities Toward a Common Goal

There are always issues of style, politics, and available resources which come into play in deciding how (and when) to develop a community program. Because of this, two communities may have the same pro-

gram modules but the activities inside the modules will be slightly different.

These differences between communities in their juvenile firesetter programs are fine, and are encouraged because they reflect the unique situation in each community. *The best program is one which is tailor-made for the unique situation in each community.*

A crucial idea in program development is "linkage"-connecting current activities to new activities, and connecting juvenile firesetting activities in the fire service to related activities outside the fire service. A referral system is one example of this linkage; a second is working with the city/county attorney on arson prosecution. A third is the linkage with other community youth services. These linkages form a system of agencies or groups working on the problem of juvenile firesetters.

One way to think about this system is to develop a chart like the following. In it, the modules are divided into activities (or functions) across the top, while service providers are listed down the left side. In each box, note whether the agency/group/ organization/individual has responsibility for the activity and, if so, whether the responsibility is to lead the collaborative effort, provide a specific service, complete specific tasks, or advise/consult with others.

Summary, Part II

This section of the manual focused on offering assistance in developing a community-based program for juvenile firesetters. Beginning with problem identification, data collection and interpretation, community agency representatives, acting as a team, can determine whether program intervention is appropriate. Building a working team is essential.

Another important issue in developing a community referral system is integrating the juvenile firesetter program into existing programs. Hence, maximum utilization of resources and a stronger community approach in dealing with the juvenile firesetter can be the result.

L = Lead **P = Provide** **A = Advise**	Basic Fire Education Prevention	Case Finding	Referral	Professional Mental Health Assessment	Case Followup	Arson Case Invest.	Arson Prose-cution	Special Population	Program Evaluation
Fire Service (Prevention & Education)									
Fire Service (Arson)									
Police									
Community Adolescent Mental Health Services									
Community Health Programs for Adolescents									
Youth Agencies (Boy Scouts, YMCA, etc.)									
Schools (Counsellors)									
Hospitals									
Colleges/University									
Private Psychol. & other mental health professionals									
Churches (pastoral, counsellor)									
Local Business grps (Chamb. of Comm.)									
Local United Fund/ United Way									
Priv. Health Profess.									
Juv. Ct. (Probation)									
Detention Home									

Part II

Appendices

These Appendices are used to discuss certain topics and issues noted in the text. This format was chosen to make the basic text easier to read and not be full of "interruptions," or "side issues" or long discussions.

Each Appendix is devoted to a specific topic. All of the Appendices in Part 11 are about building a structured community program. However, some of these Appendices are also crucial for readers to Part 1, the Core Program for Juvenile Firesetters.

Appendices

1. Program Goals, Program Means
2. Program Monitoring and Program Evaluation
3. Barriers and Suggestions in Working with Mental Health Professionals, Other Experts, and Community Agencies
4. What is the Relationship Between Juvenile Firesetting Program, Arson Investigation, Juvenile Court, and the Juvenile Justice System?
5. Publicity

Appendix 1

Program Goals, Program Means

It is usual for a group which decides to work on developing a community program to think about and define the goals of the proposed program. For example:

- The major goal of the community group is to start a structured community program for juvenile firesetters or:
- Our major goals are to decide if there is a problem and what we want to do about it.
- The major goal of this program for juvenile firesetters is to reduce the incidence of such acts or:
- The major goals of the program will be the creation of a community-based referral systems, and the screening for services of all children and adolescents who are known to have started fires.

Goals and objectives are used to plan a program, to monitor its progress, and to evaluate its effectiveness. They are statements of general directions, e.g., to build a community program for children and adolescents who start fires, while objectives are statements of the ways of getting to the goal.

First, state the broad goal. Next, figure out how each goal will be achieved. This is the best hunch about how to make the goal happen. These hunches are specific statements about what has to be done, by whom, when and sometimes how) in order for a goal to be achieved. Objectives are said to be quantifiable when the activities which make up the objective can be counted directly or indirectly.

For example:

Major Program Goal: To start a community program.

Major objectives:

1. To meet with representatives of all (100%) major human services agencies to discuss the juvenile firesetting problem.
2. To get commitments to participate in the program from at least

50% (ten) of these agencies (9 agencies.)

3. To create a referral network for juvenile firesetters in our community which includes the fire service and at least nine community agencies.

4. Other.

A word of caution about the processes of formulating goals and objectives. It is easy to come up with grand plans that focus on changing half the world and making everything right. Be careful, because it is foolish to decide on goals and objectives which you don't want to be held to, by yourself or others. Be practical and modest. Work at connecting the objectives and goals.

Remember, there are people in many communities who can help with the technical aspects of writing goals and objectives and of doing program monitoring and evaluation. They are at local colleges (social science and education departments, for example), local mental health agencies, and government. There are many handbooks, manuals, textbooks, college courses, and training seminars on these topics. It should be easy to find some help.

It is not uncommon for goals and objectives to change as a program develops. This is appropriate and is best when it comes as a result of program monitoring and evaluation. However, it may be done because of changes in program personnel, in the amount of available program funds, in the availability of volunteers, changes in community services or, most important changes in the pattern of juvenile firesetting.

Appendix 2

Program Monitoring and Evaluation

There are methods of determining the effectiveness of your program. Monitoring (or documentation) lets you know whether you followed or are following your program plan. Evaluation measures whether what you did had an effect on the problem.

Program monitoring usually is done by insiders or program participants, while program evaluation frequently is done by people not working in the program. Formal evaluation is usually more expensive and time consuming. If a formal evaluation of your program is needed, it is wise to seek help from evaluation experts. People with evaluation expertise can be found in colleges and universities, medical centers, and possibly within the municipal government.

In addition to formal, expert program monitoring and evaluation, there are less formal techniques for determining the effectiveness of your program. Fire departments often find that these less formal methods are sufficient for their needs.

For example: Commonsense monitoring of a program could include documenting the number of children and adolescents referred to the program; the number screened by fire personnel; the number given educational intervention, and the number referred to mental health professionals.

For example: Commonsense monitoring could document the number of juvenile recidivists (repeaters); the change or stability in the frequency of fire incidents, the locations where fires were set; and the pattern of individual or group firesetting. These data on the problem and the problem population could be used to change program operations and even the program goals.

For example: Program monitoring could document the number of people who attend committee meetings; how quickly children referred to a member agency are seen for professional mental health assessment; the number and quality of newspaper, radio, and television stories about these youth and/or about the program.

Program documentation requires planning and effort. However, it can be done if you have or can obtain data, i.e., records of program activities which can be used to (a) compare the program's stated goals and objectives with what actually occurred, and (b) learn what effect the program had on the problem.

To assist you with your Juvenile Firesetter Program monitoring and evaluation activities, "Effectiveness Handbooks for Fire Educators--Volume VI Juvenile Firesetter Counseling Programs" prepared by AIR (American Institutes for Research) for the FEMA-U.S. Fire Administration (December 1980) is available upon request.

Appendix 3

Barriers and Suggestions in Working With Mental Health Professionals, Other Experts, and Community Agencies

1. Friction Within The Group

The fact that many different kinds of people (e.g., psychologists, arson investigators, juvenile court staff, community leaders, etc.) are involved in the program may lead to friction or misunderstanding. One issue which may arise is "who owns the program?" Here are some suggestions for handling such issues productively.

First, keep the focus on program goals: To cut down on juvenile firesetting, to get a program going, and to put together a community group to start the program. Focus solely on these, and the staff won't be diverted into side issues.

Second, let the group know that some conflict is to be expected since backgrounds and perspectives are different. The problem of juvenile firesetting requires people with diverse backgrounds.

Third, people with diverse backgrounds may want to check out each other. Some "credentializing" is normal and should not get in the way of the group's purpose.

COMMENTS FROM THE FIELD

Diane Roche , Public Education Specialist
Virginia Beach Fire Department, Virginia Beach, Virginia

> "Sometimes the turfing issue as a problem in organizing a community can be a prejudgment or guessing situation on the part of the fire service as to how other agencies will respond. In our area, although there was some apprehension, we found that agencies were glad to become more aware and better informed of the juvenile firesetting problem and program approach that the fire service was proposing. They were then glad to get the referrals and work cooperatively with us in our community effort. People within the department are willing to assist in the program as much as they are able to on a voluntary basis and don't seem to be affected by the barriers mentioned."

Larry Marshburn, Fire Protection Specialist
Huntington Beach Fire Department, Huntington Beach, California

> "In our area, the police department offered some resistance to the program organization, feeling that children being referred to mental

health agencies should be seen by the police department first. People within our department were eager to help, and get involved. I posted a memo concerning the program and men fro:n the engine companies responded, wanting to get involved. We have four people to do the counseling."

Lonnie Jackson, Inspector
Mt. Prospect Fire Department, Mt. Prospect, Illinois

"When we had a definite direction and could say that we had a problem with juvenile firesetting in our community and this is how we would like to approach the problem, community agencies and people were interested in getting involved. Because we were organized and "sold" the concept and approach, turfing wasn't an issue or a problem."

2. Willingness to Commit Time

A second issue has to do with people's willingness to join a group or help out in some way on the problem of juvenile firesetting. Sometimes people say:

"I'd like to work on this with you, but I just don't have the time." "Put my name on the committee and I'll come if I can." "I believe in what you are doing, but I just can't take on anything new right now."

There are at least three things you can do about this:

First, find someone else. A committee needs workers. Keep this person informed about the committee's work and call again to see if he/she has more time to give you.

Secondly, people sometimes say they don't have time when what they mean is that they don't want to be on the committee. It's easier for some people to say that than to tell the truth. Don't push too hard for them to join right now.

Third, call people later and ask again if they want to join. Some people prefer to be a part of a group that's getting things done and wait until the group shows some progress.

The other part of this issue is found in a comment like the following:

"I'll only join if Joe, from the Police Department, is involved, because he's good."
"I'll only come if Joe, from the Police Department is not involved because he always kills meetings."
"We should have somebody from the hospital."

Deal with comments like this by listening and getting the group's opinion. Since individuals' reputations are at stake, use "good common sense." An issue here is, who has the authority to decide who should be in the group. It is best to work this out early.

3. Lack of Knowledge About the Problem

A third and final issue is that some people don't want to work on the problem because it's not a big issue to them. Typical comments could be:

"Juvenile firesetting is just not that big a problem in this community." "I agree that there is a problem with kids who set fires, but we

have problems which are much worse."
"Kids are not the priority in this community now."

Deal with this comment by showing people the facts you have about the problem or ask them to help learn if it is a problem. There may be other, more serious problems in the community. However, these other problems don't make juvenile firesetting go away.

Many psychotherapists have not had experience in dealing with juvenile firesetters and therefore believe that they are not capable of dealing with this type of problem. Giving them information sources (literature or names of other mental health professionals working with firesetters) will assist them in becoming more involved and effective.

Captain O.D. Preston,
City of Dallas Fire Department, Dallas, Texas

"There was no resistance from the community when the firesetter program was initiated. Fire service people volunteered for the four counseling positions. There was some difficulty convincing parents that firesetting was a problem in the community. The fire marshal initiated the idea of a department program which was supported by the chief.

There was no problem convincing the department of the existing problem and the need for a counseling approach. There were people in the community already concerned with the juvenile firesetter issue and willing to assist the fire service in their program effort."

Appendix 4

What is the Relationship Between Juvenile Firesetting Programs, Arson Investigation, Juvenile Court and the Juvenile Justice System?

The purpose of this section is to introduce some basic ideas about adolescence. The goal is to sensitize you to facts about this age-group and to your ideas and feelings about them. Your ideas and feelings can have a negative effect on how you interview adolescents. It is important to be aware.

A second goal is to stimulate thinking about how the developmental themes of adolescence can be used in the development of appropriate preventive and treatment programs for adolescents who misuse fire. Appendix 4 presents some examples of how this could be done.

This is a crucial and complex question and the answer is only a general statement because the situation varies from community-to-community. The best way to understand a local situation is for the community group to meet with a city or county attorney assigned to the fire service.

What Are the Issues?

The biggest issue is whether a program for juveniles who set fires must be part of the arson investigation program, the juvenile court and the juvenile justice system; or whether it can be fully or partly independent of these. This is a legal, a philosophical, and a practical issue as it is seen in the following examples. As you read, remember that these issues become more complex as you move from 7-10-year-olds to adolescents.

Example 1
A child/adolescent named Joe starts a fire. Rumor has it that it was Joe. There is no evidence to prove it was Joe. The fire investigator wants to talk with him.

Example 2
A child/adolescent named Joe starts a fire. It can be proved that Joe started the fire. The arson investigator/fire marshal knows the

family and wants to talk informally with Joe and his family.

Example 3
A child/adolescent named Joe starts a fire. It can be proved that Joe started the fire. The department talks with the city/county attorney and they agree to press charges.

Example 4
Joe, a child/adolescent, started a fire and this can be proved. Arson charges are brought. Joe is already on juvenile probation.

Example 5
Joe, a child/adolescent, sets a fire and is caught. Arson charges are preferred. The judge places Joe in a temporary foster home or a detention center during the court's investigation, and then places the child/youth in a juvenile facility, a group home, or in foster care.

In each example, there are issues of fire department policy, municipal and state law, and the community's philosophy of service to its children and adolescents. *It is very likely that each example would be handled one way in one community and another way in another community.* This is why there are no rules which will work everywhere.

For the community interested in doing something about juvenile firesetting and for these children and youth, it is crucial that one think about how a program would fit with local practices. This is why a program should be tailor-made for a community.

In some communities, fire personnel will be prohibited from asking questions in the child and parent interviews (Part 1) because of local confidentiality and/or civil rights laws. This does not mean that there can be no program or that there is no role for fire personnel. Instead, it means that these issues must be thought about, checked out, and used in program planning. The companion manual, *Adolescent Fireseter Handbook. Ages 14-18.* reviews these issues in depth and offers some guidelines of how to understand and work with adolescents and the juvenile justice system.

Appendix 5

Publicity

Publicity is an important part of program success. It is a means of making the public aware of what your group is doing, it is a way to recruit professionals to help in the community program, and it is a way of building community support for a juvenile firesetting program.

Rather than put in a section on how to do publicity for radio, television, and newspapers, the following references will assist you in utilizing publicity to appropriately create public awareness of the Juvenile Firesetter issue in your community and accurately reflect various levels of development in your community based screening and treatment program.

Arson News Media Guidebook. Produced for The Hartford Insurance Group as a Public Service for the United States Fire Administration. Federal Emergency Management Agency, U.S. Fire Administration, Washington, D.C. 20472.

How to Plan and Carry Out a Successful Public Awareness Program on Child Abuse and Neglect. National Center on Child Abuse and Neglect, Children's Bureau, U.S. Department of Health, Education, and Welfare (DHEW). DHEW Publication Number (OHD) 77-30089.

DIRECTORY OF JUVENILE FIRESETTER PROGRAMS

***NOTE:** This list also includes professionals from a variety of fields including medicine, mental health, law enforcement, etc. who have expertise in working with juvenile firesetters.

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OR	Aloha	Mr. James Washburn Public Education Officer Washington County Fire Department P. O. Box 7 Aloha, OR 97006 503-649-8577
OR	Eugene	Mr. Chuck Campbell Deputy Fire Marshal City of Eugene Fire Department 777 Pearl Street Eugene, OR 97401 503-687-5411
OR	Lake Oswego	Ms. Eileen Lucas Beaverton Fire Department 6320 SW Dawn Street Lake Oswego, OR 97034
OR	Portland	Ms. Laurie Birchill, MSW CPC Cedar Hills Hospital 10300 S.W. Eastridge Street Portland, OR 97225 503-297-2252

OR	Portland	Mr. Steven Muir Public Inform. Off., Juv. Fireset. Prog. City of Portland, Oregon 55 S. W. Ash Street Portland, OR 97204 503-248-0203
OR	Portland	J. Douglas Myers, Ph.D. Director, Inpatient Firesetters Treatment Program 9450 SW Barnes Road, Suite #280 Portland, OR 97225 503-297-1301
OR	Redmond	Ms. Tara M. Johannsen Redmond Fire Department 341 W. Dogwood Avenue Redmond, OR 97756
PA	Center Valley	Mr. Jeff Guignet Box 127, R.D. 2 Center Valley, PA 18034 215-797-8262
PA	Hollidaysburg	Ms. Nancy Kerns Chief/Marshal Keystone State Chapter, ISFSI 905 Union Street Hollidaysburg, PA 16648
PA	Lancaster	Lt. Ed Knight Assistant Fire Marshal Fire Marshal Division 208 N. Duke Street Lancaster, PA 17602 717-291-4866
PA	Levittown	Mr. Alan J. Breslau Executive Director The Phoenix Society, Inc. 11 Rust Hill Road Levittown, PA 19056 215-946-4788
PA	New Hope	Mrs. Andrea Graham 55 Star Route New Hope, PA 18938 215-862-5418

PA	Philadelphia	Mr. Robert Broughton Prevention Division Philadelphia Fire Dept. Third and Spring Garden Streets Philadelphia, PA 19123 305-686-4711
PA	Philadelphia	Chief Joseph Mack Philadelphia Fire Dept. Third and Spring Garden Streets Philadelphia, PA 19123 305-686-4711
PA	Pittsburgh	David J. Kolko, Ph.D. Program Director Western Psychiatric Institute and Clinic 3811 O'Hara Street Pittsburgh, PA 15213-2593 412-624-2096
SD	Sioux Falls	Bat. Chief Fred W. Wichner Sioux Falls Fire Department 224 W. 9th Street Sioux Falls, SD 57102
TX	Carrollton	Mr. Jeff Jones Fire Investigator Carrollton Fire Department 1623 Belt Line Carrollton, TX 75006 214-323-5135
TX	Cypress	Mrs. Maudelle Stephens 14027 Jarvis Cypress, TX 77429 713-373-0051
TX	Dallas	Dr. Eugene Bumpass Juvenile Firesetter Therapist 3318 Duchess Trail Dallas, TX 75229
TX	Dallas	Capt. Douglas Preston Dallas Fire Department 2014 Main Street, Room 402 Dallas, TX 75201 214-670-4375
TX	Fort Worth	Capt. Les Burks Fort Worth Fire Department 1000 Throckmorton Fort Worth, TX 76102 817-870-6890

TX	Fort Worth	Capt. Roy Knight Fort Worth Fire Department 1000 Throckmorton Fort Worth, TX 76102 817-870-6890
TX	Houston	Mr. E. A. Corral Fire Marshal Office of the Fire Marshal 410 Bagby Houston, TX 77002 713-222-3591
TX	Houston	Mr. C. Don McKinney Program Director Office of the Fire Marshal 410 Bagby Houston, TX 77002 713-222-3591
UT	Kaysville	Richard Johnson, Ph.D. 77 S 500 E Kaysville, UT 84037-2172
UT	Midvale	Mr. Alvin Goldman Fire Prevention Specialist Salt Lake City Fire Department 869 E. 6775 South Midvale, UT 84047 801-530-5169
UT	Ogden	Mr. Allan H. Peek Fire Marshal Ogden City Fire Department 320 26th Street Ogden, UT 84401
VA	Burke	Ms. Lorraine Hershman Director Burke Volunteer Fire Department 9501 Burke Lake Road Burke, VA 22015 703-978-9200
VA	Chesterfield	Ms. Kay Marano Fire Safety Education Officer Fire Prevention Bureau P. O. Box 40 Chesterfield, VA 23832 804-748-1426

VA	Virginia Beach	E. John Kuhnley, M.D. Juvenile Firesetter Therapist 125 Convention Drive Virginia Beach, VA 23462
VA	Virginia Beach	Cappy Meredith Fire Education Specialist Virginia Beach Fire Department 3610 South Plaza Trail Virginia Beach, VA 23452 804-486-1234
VT	So. Burlington	Ms. Mary Anne Miiler 107 South Beach Rd. So. Burlington, VT 05401
WA	Aberdeen	Mr. Lowell Killen Assistant Chief Aberdeen Fire Department 700 W. Market Aberdeen, WA 98520
WA	Carnation	Mr. Alan Hunt 35702 N.E. 80th Carnation, WA 98014 206-333-6227
WA	Ephrata	Mr. Ronald Renken Fire Marshal Ephrata Fire Department P. O. Box 133 Ephrata, WA 98823 509-754-4666
WA	Federal Way	Lt. Robert Poague, Jr. Federal Way Dire Department King County Fire Protection District 31617 - 1st Avenue So. Federal Way, WA 98003 206-927-3118
WA	Lynnwood	T. A. Foster Fire Marshal Sno Company FPD #1 16819 Meadow Road Lynnwood, WA 98036
WA	Olympia	Mr. John Anderson Supervisor Washington State Fire Service Training Building 17, Airindustrial Way Olympia, WA 98504 206-753-5679

WA	Spokane	Ms. Carolyn Longanecker W. 811 23rd Avenue Spokane, WA 99203 539-455-7958
WA	Vancouver	Mr. Steven G. Wrightson Deputy Fire Marshal Clark County Fire Prevention Bureau 1408 Franklin Street/P.O. Box 5000 Vancouver, WA 98663
WI	Madison	Mr. Craig Herling Joint Fire-Police Arson Squad 325 West Johnson Street Madison, WI 53703
WI	Milwaukee	Lt. Bruce Braidigan Milwaukee Fire Department 711 W. Wells Street Milwaukee, WI 53233 414-276-5656
WI	Racine	Mr. William Jones Lieutenant Inspector Racine Co Arson Cont Unit, Ofc of the DA 717 South Wisconsin Avenue Racine, WI 53043 414-632-4413
WI	Sheboygan	Mr. David L. Berenz Fire Inspector Sheboygan Fire Department 1326 N. 25th Street Sheboygan, WI 53081 414-459-3321
WI	Wauwatosa	Mr. Thomas Novara Inspector Wauwatosa Fire Department 1463 Underwood Avenue Wauwatosa, WI 53213