

*State of Maine
Juvenile Fire Safety & Intervention
Protocol*



*Office of State Fire Marshal
Department of Public Safety*

State of Maine

Juvenile Fire Safety & Intervention Protocol

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STATEMENT OF PURPOSE

This Protocol document is designed as a resource and guide to assist communities and regional organizations in creating effective Juvenile Fire Safety and Intervention programs. The protocol is divided into eight major elements that are considered essential in creating successful programs. They are:

1. Division One -- Juvenile Firesetters and their Families
2. Division Two -- Identification and Screening
3. Division Three -- Juvenile and Family Interview
4. Division Four -- Program Components and Intervention
5. Division Five -- The Optimal Community / Regional Network
6. Division Six -- Program Operations and Management
7. Division Seven -- Program Educational Component
8. Division Eight -- Regional/Local Program Components

Individuals engaged in the prevention and mitigation of youth-set fires must understand the personality profiles of juvenile firesetters and their families. This understanding leads to identifying at-risk children and youth for intervention practices. Once a juvenile firesetter is identified, they are referred to an intervention program where the process of helping to correct the problem behavior begins. Following referral, the child is screened and a report generated. The results of that screening report are reviewed by a multi-disciplinary team (MDT) who provide specific direction toward appropriate interventions. A juvenile firesetting intervention program must be part of a community or regionally based network that offers a continuum of care designed to provide a range of intervention services including prevention, education, immediate treatment, and graduated sanctions, to juveniles and their families. The *Maine Juvenile Fire Safety and Intervention Program* offers a specific set of programmatic tasks that will ensure the delivery of swift and effective intervention to this at-risk population and their families.

Community and regional juvenile firesetter intervention programs must be diverse in composition and include multiple disciplines that continually have contact with juveniles. They include: public and private school systems, fire service professionals, mental health professionals, school social workers and counselors, children and youth social service workers, juvenile justice probation officers, law enforcement and other like team members. All of these and other like professionals should be part of the planned and coordinated effort to reduce child set fires. This protocol is designed to provide those who seek to establish a juvenile firesetting program in their area with the necessary tools to accomplish that goal.

JUVENILE FIRESETTER PROGRAM GOALS AND OBJECTIVES

- To educate the public regarding the dangers of children and fire.
- To provide fire safety/science/prevention education to families participating in the program.
- To see that needed psychological services are provided to individuals and families in the program.
- To develop and maintain a network of inter-agency cooperation, jointly addressing the problem and relieving the risk associated with juvenile firesetting behavior.

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FOREWARD

The occurrence of juvenile set fires is both pervasive and an incredibly destructive event. Each year, fires set by juveniles account for a large percentage of injuries, property damage and deaths in the United States. According to the National Fire Protection Association (NFPA), children “playing” with fire start 100,000 fires that are reported to fire departments annually. On a yearly basis, fires set by juveniles cause an estimated 350 deaths and 2,800 injuries. The cost of providing protection from these fires and the property loss attributed to juvenile fire setters easily exceeds \$280 million annually. And it is a fact that more than 50% of persons arrested for the crime of arson are under the age of 18 years while a far greater number of juvenile firesetting behaviors never attain that status of criminal arson.

For clarification, the term firesetter is used to identify any child, youth or adolescent who engages in the act of burning/melting anything, regardless of its value and regardless of their intent, or who; plays with fire for any given reason. There are only two types of fires started by juveniles, intentional and accidental. Children’s interest in fire is almost universal and there is a tendency to dismiss fire play of children under the adage that “kids will be kids.” As a result, families, law enforcement administrators, fire service officials, and other professional agencies are often reluctant to take a proactive position. Studies show that large portions of those children who engage in fire play are acting on motives other than simple curiosity as is often suspected with children who play with fire. Additionally, statistics demonstrate that child fire play can be a deadly and costly activity, that it is in fact, the leading cause of fire deaths among preschoolers. The juvenile firesetting problem encompasses the realm of many juvenile related professional and technical disciplines and is a statewide problem that must be addressed by programs involving those disciplines. Such disciplines may include agencies and individuals trained and experienced in dealing with the myriad of psychological, social and legal aspects associated with these children and youth.

The prevalence of juvenile-set fires warrants serious consideration. It is this consideration that was the driving force causing the State of Maine Commissioner of Public Safety and Office of State Fire Marshal to recruit and empower the ***Maine Juvenile Fire Safety and Intervention Task Force*** to address the problem. The Task Force was charged with the responsibility of establishing intervention efforts to address the problem associated with juvenile firesetting within the State of Maine, and in developing and implementing statewide juvenile firesetter intervention programs. Task Force members were carefully selected based on their knowledge, experience and interest in the subject and represent the disciplines needed to successfully deal with the problem of children setting fires.

John C. Dean
State Fire Marshal

STATE OF MAINE JUVENILE FIRE SAFETY AND INTERVENTION TASK FORCE

Task Force members selected to develop Maine's efforts at reducing child fire setting and juvenile arson include:

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REGIONAL CONCEPT FOR JUVENILE FIRESETTER INTERVENTION PROGRAMS

STATEWIDE REGIONAL PROGRAM DEVELOPMENT

The statewide regional concept is based on the premise that numerous community-based programs across the state would be cost prohibitive and an unnecessary duplication of effort. Regionally based or County programs would better serve the individual communities throughout the state to address the juvenile firesetting problem. A region is defined as a combination of population, geography and socio-economic demographics. Juvenile-related agencies and professionals within a delineated region must be sought and encouraged to work within the program and to execute the principles applied to intervention strategies. A special emphasis would be placed on developing programs to learn how to interview, screen, evaluate and apply the appropriate interventions through the multi-disciplinary team concept.

REGIONAL OR COUNTY STRATEGY

In order to promote a statewide program with the goals and objectives outlined in this protocol document, a cadre of experienced and trained personnel should be recruited for each established region or county. These persons should receive training recommended in the protocol developed by the *Maine Juvenile Fire Safety and Intervention Task Force*. The training of these persons will enable them to develop, implement and maintain a juvenile firesetter intervention program within their region or county utilizing the state's protocol. Data collected by a regional or county program would be forwarded to the Office of the State Fire Marshal for compiling, analysis and submittal to national data collection agencies. The data collected would be used to improve, expand, and revise regional programs to ensure statewide success.

MISSION STATEMENT

To address the problem of juvenile firesetting behavior within the State of Maine and to reduce the risk of fire-related lose of life, personal injury and property destruction. The goals and objectives of the statewide program will be accomplished through interventions including fire safety/science/prevention education and professional mental health counseling, working cooperatively with those agencies and individuals serving the juvenile population.

ACKNOWLEDGEMENTS/RESOURCES REFERENCES

The concept of this Protocol was derived from information and material widely circulated within the arena that focuses on the problem of juvenile firesetting in our society. Some information may reflect those agencies listed below as they relate to this topic, and can be utilized as a sound resource and reference in managing Juvenile Firesetter Intervention programs.

- “JUVENILE FIRESETTER INTERVENTION RESEARCH PROJECT: FINAL REPORT”, 03/30/2001, Phase I
National Association of State Fire Marshals (NASFM)
A semi-annual report submitted to the Department of Justice’s Office of Juvenile Justice and Delinquency Prevention. July 2000
- “SOCIOECONOMIC FACTORS AND THE INCIDENCE OF FIRE”, JUNE 1997
Federal Emergency Management Agency (FEMA), United States Fire Administration (USFA)
National Fire Data Center
FA 170 / June 1997
- “USER’S GUIDE”
The National Juvenile Firesetter/Arson Control and Prevention Program, November 1993
FEMA, USFA
FA-145/June 1994
- “FIRE SERVICE GUIDE TO A JUVENILE FIRESETTER EARLY INTERVENTION PROGRAM”
The National Juvenile Firesetter/Arson Control and Prevention Program, November 1993
FEMA, USFA
FA-146/June 1994
- “GUIDELINES FOR IMPLEMENTATION”
The National Juvenile Firesetter/Arson Control and Prevention Program, November 1993
FEMA, USFA
FA-147/June 1994
- “EXECUTIVE SUMMARY”
The National Juvenile Firesetter/Arson Control and Prevention Program, November 1993
FEMA, USFA
FA-148/June 1994
- “TRAINER’S GUIDE”
The National Juvenile Firesetter/Arson Control and Prevention Program, July 1993
FEMA, USFA
FA-149/June 1994
- “JUVENILE FIRESETTER INTERVENTION HANDBOOK”
FEMA, USFA
FA-210/June 2002
- “ARSON AND JUVENILES: RESPONDING TO THE VIOLENCE”
Special Report. *A review of teen Firesetting and interventions.*
FEMA, USFA
Technical Report Series, Report 095 of the Major Fires Investigation Project

- “HANDBOOK ON FIRESETTING IN CHILDREN AND YOUTH”
 Edited by David J. Kolko
 University of Pittsburgh School of Medicine
 Western Psychiatric Institute and Clinic
 Copyright © 2002 by Academic Press

- MASSACHUSETTS COALITION FOR JUVENILE FIRESETTER INTERVENTION PROGRAMS
 Irene Pinsonneault, coordinator
 P.O. Box 416
 Westport, MA 02791

- “CHILDREN AND FIRE”
 2000 Report
 Massachusetts Coalition for Juvenile Firesetter Programs

- “THE CYCLES OF FIRESETTING: AN OREGON MODEL”
 The Oregon Juvenile Firesetter Treatment Strategies Task Force &
 The Oregon Office of State Fire Marshal
 ©1996 revised edition

- BUCKS COUNTY FIRE MARSHAL DEPARTMENT
 FIRE PROFESSIONALS AIDING CHILDREN ≈ BUCKS COUNTY FIRE P-A-C
 A Juvenile Firesetter Intervention Program
 Nicholas E. Rafferty, CFI
 Assistant Fire Marshal
 Director, Bucks County FIRE P-A-C Program

- “YOUTH FIRESETTER INTERVENTION PROGRAM”
 Urban Services Division
 Corporate Communications, Publication Section
 City of Phoenix, Arizona Fire department
 January 2001

- “PARENT GUIDE”
 Youth Firesetter Intervention Program
 City of Phoenix, Arizona Fire Department
 2001

SECTION ONE

JUVENILE FIRESETTERS AND THEIR FAMILIES

FIRE BEHAVIOR

Juvenile firesetting behavior is a growing and largely untreated problem in our nation today. The act of fire play, as a fire behavior may seem non-threatening, but can create havoc and produce devastation in seconds. The beginning of this dangerous behavior may be viewed in numerous ways including playing with lighters, matches, BBQ lighters, BBQ -grills, stove, and the burning of candles, paper and brush. Young people at times may also express a strong interest in fire through movies that portray fire, and by repetitiously talking about fire. Firesetting is both a learned and progressive behavior that commonly does not go away on its own. It is often hidden from the parent's view and yet may be a "cry for help" for underlying problems. Firesetting behavior is often found to continue and worsen in time, if not appropriately addressed.

There has been considerable debate as to whether fire behavior generally follows a naturally occurring developmental sequence in children and whether there are specific subtypes of child/youth firesetters. Although there are no clear-cut profiles or subtypes based on research studies, professionals working with this population have often described several important characteristics, some of which are described below, to consider in an evaluation which may help to identify an appropriate intervention for a particular child or youth. These characteristics can be influenced by other psychological and social factors that can cause a certain percentage of children to become involved in fire risk behavior or to continue engaging in the behavior.

Although we recognize that the characteristics of firesetters and their behavior have not been subject to scientific examination, we offer a few general ideas about some of the types of children who present for firesetting behavior and their key characteristics. To better identify and understand the progressive nature of firesetting behavior, the *Maine Juvenile Fire Safety and Intervention Task Force* acknowledges three general subgroups of firesetters.

- 1) Incipient / Curiosity Fireplay
- 2) Troubled Fire-use / Burning
- 3) Delinquent / Severely Troubled Firesetting.

These types of activities or levels may, at times, represent a chronological and increasing development in the child's involvement with fire, although a child's firesetting may not necessarily have progressed in this fashion. It seems important to understand the social and psychological factors such as emotional disorders, family dysfunction, and chronic stressors that influence fire behavior and can lead to progressive unsupervised fire starting, and repeated, intentional, and malicious firesetting.

INCIPIENT /CURIOSITY FIREPLAY

According to the United States Fire Administration (USFA), some children may experience fire curiosity between the ages of three and five; however it is not limited to these ages alone. This interest can be expressed in many ways. Children may question the physical properties of fire such as how hot a fire is or what makes a fire burn. This interest is seen as a natural curiosity in the development of a child.

Unfortunately, a majority of these children engage in at least one unsupervised fire motivated by curiosity. Fires resulting from these incidents are often accidental or unintentional and generally not a significant fire event. Young children will often attempt to put these fires out or go for help, but may also be likely to hide or run away.

Incipient/Curiosity Fireplay in the form of curiosity and experimentation is perhaps the most common motive of children involved in unsupervised fire starting. If these children are identified and evaluated at an early age, and receive proper supervision and educational intervention, there should be little concern for future fire incidents and continued firesetting behavior. At the same time, some young children may exhibit more serious psychological problems or be exposed to stressful circumstances that increase their likelihood of using fire repeatedly. Such children may therefore require additional clinical assessment and intervention.

TROUBLED FIRE-USE /BURNING

Fire-use/burning can occur when children experiment with ignition sources such as matches and lighters. Young boys of school age may experiment at least once with fire, although some children and even adolescents may go beyond experimentation to include their use of fire attributed to other motives. Consider the influence of today's electronic age wherein children are exposed to vast amounts of the negative aspects of fire. Those aspects as seen on TV, in commercials and in the movies can portray detrimental meanings that include power, control, revenge, and rage, as well as inappropriate problem solving.

Such inappropriate fire-use / burning can provide a child with feelings of warmth and happiness as well as a sense of power and control over their lives and others. Fire use / burning may be a form of communication where verbal skills are lacking, an avenue to gain attention, express anger, and possibly even as a weapon for revenge.

When young juveniles progress to repeated intentional firesetting activity, underlying psychological or social problems and issues may influence it. These fires are deliberate and may include the gathering of fuels and the possible selection of a target to be affected by the fire. They may be set for different reasons including anger, revenge, attention getting, malicious mischief, crime concealment, problem solving, the intent to harm people or destroy property, or simply to make something or someone go away when they have no other solution. Children setting these fires rarely attempt to put them out and will often retreat from the fire but may remain close enough to watch its effect.

This emotionally motivated firesetting can serve as a "cry for help." Fire safety and prevention education may help these youngsters but once identified and evaluated, they should be referred to the appropriate mental health services for intervention. With help, in a timely fashion, these youth and their families have a reasonably good chance the firesetting behavior will be halted with minimal risk for future incidents.

NOTE: If at any time a child or youth can be petitioned to juvenile court for offenses relating to their firesetting behavior it should be done to assure services would be administered. This is due to the fact that parents of these children with serious firesetting behavior issues are often reluctant to pursue any service once the immediate incident has passed and time spans the gap between the initial incident and practical intervention services. Keep in mind that intervention is an inclusive approach, one that commonly needs the involvement of the parents. Often the only guarantee of intervention is the court system itself.

DELINQUENT/SEVERELY TROUBLED FIRESETTING

Delinquent/Severely Troubled firesetters may reflect those same aspects listed above. They also can present a successively more severe form of firesetting behavior that may be influenced by psychological and social factors of individual traits, social circumstances, and firesetting scenarios. These youth generally reflect a small subgroup of firesetters, but they are often considered at-risk for engaging in future firesetting incidents.

Delinquent juveniles can exhibit certain patterns of aggressive, deviant, and criminal behavior that occurs with greater frequency as the juvenile matures. The longer the delinquent behavior continues, the harder it is to reverse; therefore, early identification and intervention is critical but not always possible. Fire safety education may impact but not reverse their behavior. Dependent on their histories and how they come to the attention of the fire and other professional services, these juveniles can be referred to mental health, social services, other community agencies, or if the firesetting is classified as arson, they should be referred to the juvenile justice system.

NOTE: If at any time a child or youth can be petitioned to juvenile court for offenses relating to their firesetting behavior it should be done to assure services would be administered. This is due to the fact that parents of these children with serious firesetting behavior issues are often reluctant to pursue any service once the immediate incident has passed and time spans the gap between the initial incident and practical intervention services. Keep in mind that intervention is an inclusive approach, one that commonly needs the involvement of the parents. Often the only guarantee of intervention is the court system itself.

It is important to recognize that these individuals may suffer from significant mental health dysfunctions or disorders. These include psychotic disturbances of schizophrenia and affective disorders as well as organically impaired disturbances of mental retardation and fetal alcohol syndrome. These severely disturbed children and adolescents are beyond most fire safety and prevention programs and may in fact be a significant danger to themselves or others. Local mental health agencies should be contacted immediately if these individuals are encountered.

NOTE: In general, the mental health community, like that of the fire services, may not be well acquainted with the various aspects of firesetting behavior and the children who set them. Both systems should seek and respect the knowledge of the other in their respective fields, while at the same time working together to better develop the remedy for this behavior, process aided by the use of a multi-disciplinary team approach.

SUMMARY

Fire interest often may emerge in children around the age of three. If guided by parents, caregivers, schools, and the fire service, most children learn how to properly respect and utilize fire in their environment. However, because of the impact of various psychological and social factors, a certain percentage of children become involved in fire risk behaviors that include unsupervised fire starting and intentional firesetting. Additionally, the characteristics of any single child / youth may or may not correspond to the characteristics described in each of the three general categories of firesetters described above. You may see very young children with serious clinical problems and an extensive history of firesetting; likewise, you could encounter an adolescent with a recent interest in fire but very few problems and no prior history of firesetting. In either case, it is important to conduct a careful and comprehensive screening and evaluation with each child in order to determine the nature of the child's firesetting problem, the presence of key psychological and social problems, and any other relevant details of the child's history, family environment, and service needs.

SECTION TWO

IDENTIFICATION AND SCREENING

The heart of Maine's juvenile firesetter intervention program lies in its ability to identify and screen at-risk youth and their families with the intent of providing intervention services in an effort to deter firesetting behavior and reduce or eliminate the potential risk of fire. When a juvenile is suspected of firesetting behavior and/or a fire results from the actions of a juvenile, intake procedures are initiated. Those procedures begin with the referral process and are then followed by the screening of the individual and family to determine the threat or severity for fire concern, along with a path for intervention.

IDENTIFICATION, REFERRAL and RELEASE OF INFORMATION

Typically, juveniles can be referred from any source including: the fire service, parents, caregivers, and schools, community agencies such as law enforcement, mental health, child protective services, and youth aid programs.

Observations by fire service personnel during fire suppression and investigation procedures can lead to the identification of juvenile firesetters. Persons and agencies outside of the fire service may identify these juveniles by the personal observation of telltale signs such as burned items found in the youth's bedroom, or in or around the home. The individual's fire related activities may be made known through reported fire incidents and/or the juvenile's own admission.

Once a firesetter is identified, referral can be initiated by either direct application to a firesetter intervention program or via the juvenile justice system. These steps depend on a number of factors including the nature and severity of the fire, violations of local or state laws, and the amount of evidence from the origin and cause investigation, local fire service operating procedures, and the age and history of the juvenile.

When a referral is made, the parent and/or legal guardian is required to sign a Release of Information form permitting the program the legal rights to release information to those parties who need to be involved, and which will serve the goal of implementing appropriate interventions for a successful outcome of the case.

INTAKE – SCREENING

A juvenile firesetter program must have an intake process that includes the following five basic procedures.

- **Points of Entry** – where the juvenile makes initial contact with the program.
- **Reasonable Response Time** – the best window of opportunity is immediately after the fire.
- **Contact Person(s)** – intake personnel and their availability.
- **Record of Contact - Referral Form** – written or automated record of contact established for all cases. A Fire Incident form and Contact Referral Form is recommended.
- **Prioritization of Cases** – methods for responding to urgent cases that require a more rapid intervention.

The screening process of juveniles and their families is always completed immediately following their referral to a juvenile firesetter intervention program. Referrals can be the result of either a legal action initiated by law enforcement and/or the juvenile justice system, or voluntarily when the parent is cooperative in seeking help for their child. In any case, a screening should not be used as a determining factor for legal action, only for purposes of intervention efforts for the sake of prevention. It is for this reason that law enforcement professionals should be a part of the multi-disciplinary team working as part of the intervention effort.

NOTE: It is always best (whenever possible) to have a child petitioned to juvenile court for offenses relating to their firesetting behavior in an effort to assure the parent will administer services. Often parents of children with serious firesetting behavior problems are reluctant to pursue services when offered through a normal course of programming. Juvenile court action guarantees the parent, thus serving to prevent the risk of potential future fires, will administer the services of intervention.

Initiating legal action is a serious matter and mandates compliance with all jurisdictional requirements, including recognizing and honoring defendant civil rights. Because policies and procedures can vary from jurisdiction to jurisdiction regarding the juvenile code, it is imperative that each juvenile firesetter intervention program consults with the local district attorney regarding protecting the legal rights of the juvenile. Local law enforcement and the district attorney are responsible for how a case is conducted and can involve the following actions after a juvenile arrest.

- Citation – juvenile can be issued a citation to appear before the probation officer at juvenile court and may be subject to release, remanded to custody, or released to the family under house arrest. The case will be investigated for further action.
- Diversion – a decision is made to not take legal action but to refer to alternative interventions such as a juvenile firesetter program.
- Probation – an option of sentencing if legal action is taken wherein the juvenile is put on probation. Conditions of probation may include the following:
 - The child may be released to the custody of his or her parents with conditions of probation including such measures as fire safety training, mental health services, drug/alcohol services, or community service;
 - The child may be remanded to a residential treatment program to aid in the removal of stressful conditions and the provision of more intensive mental health services;
 - The child may be remanded to a specialized approved residential juvenile firesetter program to provide in-depth rehabilitation for juveniles with firesetting behaviors.
- Detention – the harshest form of legal action if the juvenile is in immediate personal danger or could cause immediate harm to someone else.
- As soon as possible after a fire incident involving juveniles, a referral should be made to a juvenile firesetter intervention program for screening procedures to get the juvenile involved with the appropriate interventions.

SUMMARY

Parents, schools, community agencies, social services, mental health professionals, fire services, law enforcement and juvenile justice professionals represent avenues for referral to juvenile firesetter intervention programs. Programs are designed and equipped to initiate the mechanisms for proper identification and intervention of referred juveniles. The application of a multi-disciplinary team approach is critical for successful outcome of any given case.

SECTION THREE

JUVENILE AND FAMILY INTERVIEW

The success of a juvenile firesetter intervention program is in its ability to accurately gather information, deliver it to the multi-disciplinary team for their evaluation, and apply proven interventions.

RISK DETERMINATION

No given screening or assessment tool can definitely determine the future behavior of any child or youth regarding fire, as that depends entirely on the response of the individual themselves, the attention given the case by the program leaders, and the success of the interventions directed toward each child and family. Likewise, the level of concern is often dependant upon the degree and severity of firesetting behavior reported in each case, which most often is obvious from the information received in the referral, and discovered during the screening process. Even though a scoring system is incorporated in the screening tool, it is simply designed as a mechanism to assure the need for review by the multi-disciplinary team, for purposes of accurate intervention in each case.

THE INTERVIEW

A structured interview consists of a series of questions and answers designed to gather information that will yield facts and circumstances concerning the fire incident(s), as well as attitudes, behaviors, and levels of understanding of those being interviewed. The Maine *Juvenile Fire Safety and Intervention Task Force* has adopted a proven screening tool that provides the structure for accurately accomplishing the goal of interviewing juveniles and their parents. This tool is to be used in sync with the six essential elements that comprise a structured interview and include the target population, the interview format, the interview style, special situations, confidentiality, supplementary interviews, and legal issues.

TARGET POPULATIONS

Three target populations – the young child, the preadolescent and the adolescent – are primarily distinguished by age and often require different considerations when conducting a structured interview.

THE INTERVIEW FORMAT

The interview format consists of those factors that influence how the interview is conducted including location, setting, scheduled time, and the sequence of the interview. Each must be considered and planned prior to the start of the interview.

RECORDING THE INTERVIEW

The practical means for recording the interview is to use the screening tool provided in this protocol. The actual recording of information can be done either by conventional hand written notes or audio recorder.

INTERVIEW STYLE

The purpose of a structured interview is to learn as much as possible about the juvenile and family so that the interviewer and multi-disciplinary team can make an informed decision regarding intervention for the youth. The interviewer's style may impact the quality and amount of information gathered. This interview should be an informational event where questions and answers lead to resolving problematic firesetting behavior, not an interrogation that would normally lead to legal action. The interview can be conducted with one or two people; however, two Individuals are recommended but not necessary. The benefit of a second person is two-fold. First, to serve as an observer looking for those things that may go unnoticed by the interviewer (due to their concentration) that would give hint to the firesetting problem with the juvenile and in the home. Second, is to serve as support to the key interviewer, and a witness of good faith while conducting business in an individual's home.

THE INTERVIEWER

The *State of Maine Juvenile Fire Safety and Intervention Protocol* highly recommends all interviewers acquire the knowledge consistent with the FEMA/USFA Juvenile Firesetter Specialist Level I course, which is based on professional qualification standards in NFPA 1035, Standard for Professional Qualifications for Public Fire and Life Safety Educators.

Individuals responsible for conducting interviews should have previous experience in dealing directly with the public in difficult situations, possess an ability to comfortably communicate critical information, and be able to relate to juveniles and parents. Dress code for interviewers may vary, with some wearing uniforms due to departmental policy, while others wear semi-casual attire. The uniformed look may tend to portray a strong adversarial posture and thereby deter the juvenile and parent from divulging information critical to the case. The semi-casual appearance may help to place the person(s) more at ease and open doors of communication. Yet above all, it is what the interviewer does and says that's critical in building rapport and communication with the juvenile and parent(s). Although the Child and Parent Screening Tools present a set of structured questions with the objective of scoring responses to questions, many questions may require further explanation or lead to other questions or topics of importance and should be pursued and recorded.

SPECIAL SITUATIONS

Although the interviewer cannot be prepared for every situation during the interview process, some can be anticipated and handled effectively. During interviews several special situations can occur such as dealing with very young children, language barriers, resistance on the part of the juvenile or parent, physical or sexual abuse, severe mental disorder and criminal behavior. It is important to determine the level of understanding (age dependant) of the child.

If English is not the first language of the juvenile and family, an interpreter should be present to speak during the interview. It may also be useful to have identified a sign language interpreter in the community who can help during interviews.

Resistance, or the lack of cooperation on the part of the juvenile or family, may be encountered at any time and can take several forms. Resistance may be expressed by refusal to talk, lying, sarcasm, hostility, anger, and rudeness, cracking jokes, or trying to divert attention to another subject. Parents may resist by making it difficult to schedule an interview, skipping the appointment, or not talking during the exercise. Interviewers should be prepared to work through these difficult situations.

State laws regarding reporting physical and sexual abuse to child welfare agencies should be in all cases immediately complied with. Having representatives from the child welfare agency on the program multi-disciplinary team serves well in handling such situations.

Interviewers may encounter rare situations wherein signs of severe mental disorder are identified. The three major types of severe mental disorder are psychosis, depression, and suicide risk. Interviewers should be cognizant of the signs and symptoms of these disorders and make an immediate referral of the juvenile and family to mental health services.

Situations can occur during interviews wherein the juvenile or family discloses that they have or intend to commit arson or another criminal act. The community, regional or county juvenile firesetter intervention program guidelines should include the mechanism, based on state and local jurisdiction legal code, and the qualification or background of the interviewer, for handling this problem. Disclosure of criminal activity or of the intent to commit arson or any other crime must be taken seriously and the interviewer must move to prevent the occurrence of criminal activity.

CONFIDENTIALITY

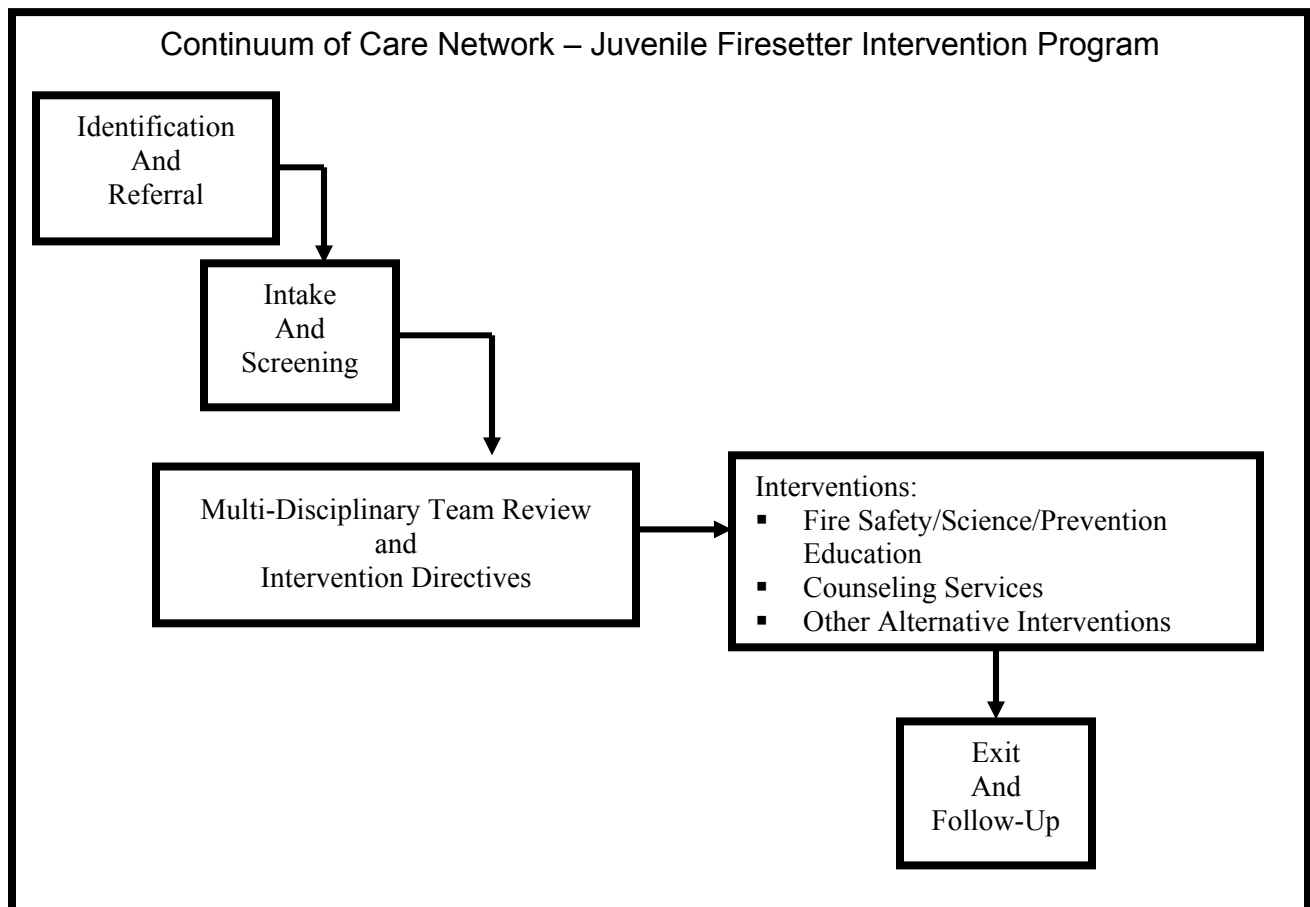
The nature of the relationship between the interviewer, the juvenile, and the family is one of trust. However, juveniles and family members may want to share information in confidence. Such information may be critical to the case, therefore, it is important for the juvenile and family to understand that any and all information may be recorded as deemed necessary. Additionally, it needs to be understood that by signing the release of information document prior to the interview, they have agreed to permit such information to be shared with the multi-disciplinary team and others as is necessary for the handling of the case in the best interest of the child.

SECTION FOUR

PROGRAM COMPONENTS and INTERVENTION

CONTINUUM OF CARE

Juvenile Firesetter Intervention Programs must build a comprehensive network designed to intervene and prevent child firesetting occurrences within their sphere of influence and jurisdiction. The focal point of this approach is a “continuum of care” network designed to provide consistent intervention for all youth and children. The continuum of care network provides a range of interventions based on the screening process and recommendations of the multi-disciplinary team. The following graph depicts elements of the continuum of care for a juvenile entered into a program.



THE JUVENILE FIRESETTER INTERVENTION PROGRAM COMPONENTS

There are six components to any juvenile firesetter intervention program. They are:

1. Identification
2. Referral / Intake / Release of Information
3. Screening and Safety Considerations
4. Multi-Disciplinary Team (MDT) Review
5. Interventions
6. Exit and Follow-up

IDENTIFICATION

The point of entry into a firesetter intervention program follows the identification of at-risk youth and children. The earlier the identification is initiated the better are the chances of successful intervention. Typically, any community agency or service that can or does have contact with juveniles may serve as an initial point of contact for at-risk youth and children to enter a program by means of an established referral system.

REFERRAL/INTAKE/RELEASE OF INFORMATION

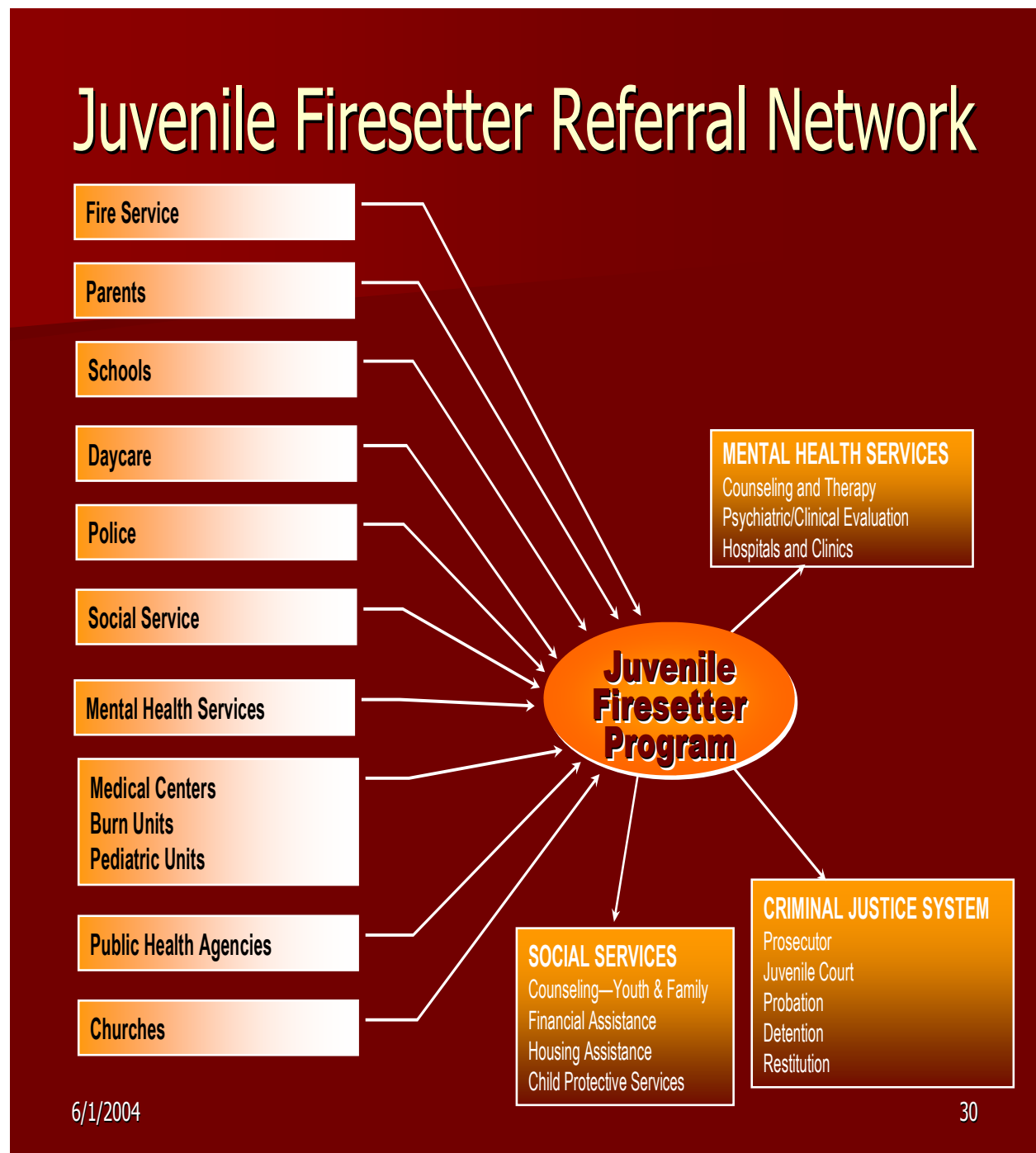
A firesetter intervention program must have an in-take / referral system established for receiving cases.

- a. A Referral needs to be made using an established form that provides the information necessary to initiate the case. (A “Referral Form” for this purpose is included in the appendices of this document). The referral system must make provision for a specific contact person(s) to receive and record all new incoming cases and arrange for the screening of the referred juvenile.
- b. When a referral form is submitted it must be accompanied with a “Release of Information” form signed by the parent(s), or legal guardians and the youth if they are age 12 or above. (A “Release of Information form” for this purpose can be found in the appendices of this document).
 - The “Release of Information form” is absolutely critical to the success of the case. It provides the program officials the right to release information received to those persons and/or agencies necessary for intervention. Without it no information may exchange hands, thereby preventing any intervention from taking place and thus wasting the time and energy of the program.

*See “Referral Network” diagram on following page.

JUVENILE FIRESETTER REFERRAL NETWORK

The following diagram of a typical referral system depicts the flow of intake procedures, screening and pathways to intervention.



SCREENING AND SAFETY CONSIDERATIONS

Screening: The main component of the intervention process is screening. The purpose of a screening interview is primarily to gain information for the multi-disciplinary team (MDT) to use in making their determination regarding the type(s) of intervention needed for a favorable outcome in each case. The interview should be conducted in the home of the referred family so that the interviewer(s) have an opportunity to experience the usual environment (living conditions) of the family. It will also help the individuals being interviewed feel more comfortable and thereby potentially provide more information.

The use of the structured screening tool often produces an understanding as to why the juvenile engages in the use of fire (firesetting behavior) and may provide an indication of the likelihood or risk of continued firesetting behavior. Additionally, this tool is helpful in determining the course of action for intervention. The structured screening interview should be the only method of fact finding employed by any program for gaining information that will lead to appropriate intervention strategies established and initiated by the MDT.

Safety: At the time of the screening interview a home fire safety inspection should be conducted to assure a safe environment. The inspection should ensure the installation and proper operation of smoke detectors in each room of the home (except bath and kitchen), clear exit ways, and the reduction and elimination of obvious fire hazards. It can address replacing incandescent light bulbs with fluorescent tube-bulbs, removal of combustible clutter, and such fire prevention aspects as securing matches and lighters.

MULTI-DISCIPLINARY TEAM (MDT) REVIEW

The multi-disciplinary team is comprised of professionals who are involved with those agencies and departments that are concerned with and/or may provide services to juveniles. It is the MDT's responsibility to periodically meet to review and evaluate each case Screening Interview Report and matters related to the case; and to identify the level of concern for each case and the best type of intervention(s) necessary to address the behavior. Minimal multi-disciplinary team composition should consist of representatives of the fire services, law enforcement, juvenile court system, mental health services, school systems and a county or local children and youth social service agency.

INTERVENTIONS

Interventions are decided upon by the multi-disciplinary team and delivered by those departments and agencies designated for that function. Interventions consist of any method and/or means of breaking the cycle that causes and/or results in firesetting behavior. Most common interventions are:

- 1) Fire Safety/Science/Prevention Education
- 2) Mental Health Services
 - a. Individual and/or family counseling
 - b. Behavior modification
 - c. Prescription drug adjustment and/or implementation
 - d. Residential treatment
- 3) Social Services
 - a. Parenting classes
 - b. Medical
 - c. Abuse intervention
 - d. Foster care

EXIT AND FOLLOW-UP

Exit from a firesetter intervention program follows the completion and/or adequate implementation of intervention(s) as directed by the MDT. Anyone who exits the program prior to the completion and/or adequate implementation of any intervention(s) fails the program. However, the most typical exit for juveniles is after education and/or referral to an appropriate intervention.

Once a person exits a program it is important that follow-up procedures take place. Follow-up is established so the youth and families understand that the firesetter intervention program will continue to be concerned about their welfare. Follow-ups generally occur:

- 1) Four to six weeks after exit
- 2) A secondary follow-up between six and twelve months after exit.

Follow-ups can be conducted in a number of different ways including telephone calls (most cost-effective and least time-consuming), written contacts, and visits. The content of the follow-up needs also to be considered and may include a standard set of questions. (Note: For children less than 6 years old, a one or two-year follow-up may be appropriate. These children will be entering the primary age of firesetting behaviors.)

ADDITIONAL COMPONENTS

There are two additional components that may be used when working with juveniles. They include:

1. Community Service
2. Restitution

Both components are commonly derived from and should remain at the direction of the court system. Community service, typically employed for older juveniles, can be used as a consequence of firesetting and might include such activities as food and clothing drives, senior citizen assistance work, and community clean-up. Community service at a fire station should be avoided, as the excitement of the fire service may have been a contributing factor in the original development of the firesetting behavior. However, the MDT may permit community service at a fire station only after careful consideration of and approval. It should then be limited strictly to fire prevention activities outside of the station and under the direct guidance of a fire officer or appointed senior firefighter.

Restitution programs require juveniles and parents to be responsible for dollar damage caused by firesetting and in some cases, the cost to suppress fires. Restitution may be mandated by the court system; and a juvenile firesetter intervention program may arrange for some agreement with the local court to hold juveniles and parents responsible, and to assess restitution.

SUMMARY

The continuum of care for juvenile firesetting strategy dictates six components. They include: Identification, Referral/Intake/Release of Information, Screening and Safety Considerations, Multi-Disciplinary Team (MDT) Review, Interventions, and Exit and Follow-up. Other program components could involve community service, and restitution as ordered by the courts. Intervention strategies result from the review by the multi-disciplinary team. Fire safety/science/prevention education benefits everyone who enters the program with the exception of those rare cases where the child lacks the ability for true remorse and only seeks to harm others. In such cases education may only serve to enhance the child's endeavors to do harm. Follow-up will let juveniles and their families know there is a continued concern for their welfare and that of the public.

SECTION FIVE

THE OPTIMAL COMMUNITY, REGIONAL OR COUNTY NETWORK

OPTIMAL CONTINUUM OF CARE

The Optimal Continuum of Care for any community, regional or county network represents a way to organize programs designed to prevent and control child and youthful firesetting related activities. The three major elements for a continuum of care include: prevention, early identification, and immediate treatment through an approved Juvenile Firesetter Intervention Program. Each of the three represents a distinct level of community/regional intervention.

- Prevention is designed to inhibit the firesetting activity and can be implemented by special educational programs through the local school systems.
- Early identification can be achieved through the education of parents, and juvenile related agencies that may encounter children with firesetting behavior. Providing parents and agencies with the level of awareness necessary to identify this unwanted behavior in children and youth will greatly enhance the prevention of juvenile set fires. One should understand that the earlier a problem is identified, the better the chance for resolution.
- Immediate treatment can be achieved through an approved Juvenile Firesetter Intervention Program that would provide rapid access to appropriate care and therapy.

PREVENTION

Juvenile firesetting does not have to occur. Prevention efforts using education, support and protection focus on a broad base of community, regional or county programs that are available to serve all children and their parents.

Specialized fire education can include such programs as the *Prevent Arson Loss in Schools* (P.A.L.S.) program, the National Fire Protection Association's (NFPA) *Risk Watch Child Injury Prevention Curriculum*, the NFPA *Learn Not to Burn* program and other national, state, and local programs that are designed to increase fire safety awareness, which in turn will deter firesetting activity.

The fire service has a long history of providing communities with fire safety education. Other organizations such as the American Red Cross, many burn centers, the YMCA, community centers, Big Brothers and Sisters, church groups, recreational athletic programs, and other supervised school programs support programs that help improve the quality of life for children, offer safety education, and can help prevent youth involvement in firesetting behavior.

EARLY IDENTIFICATION

Early identification focuses on recognizing at-risk youth and preventing their further involvement in firesetting. A community, regional or county juvenile firesetter intervention program is the major access point for early intervention to a network of community/regional services. The community, regional or county program refers youth into the system and provides screening, evaluation by a multi-disciplinary team and intervention. Each community, regional or county program will develop their own specific links to referral services and associated agencies and to maintain an effective working relationship with them. It is critically necessary to educate the referral agencies about the services of a juvenile firesetter program. Referral agencies need to understand the types of problems they can expect to encounter. Key people in the referral agencies must be identified, especially those who will be working directly with the firesetter program. Those who will approve the working agreements between the agency and the program must also be identified.

IMMEDIATE TREATMENT

Swift and effective help are imperative for juveniles having active firesetting behavior. Referral to one or both of the two major types of immediate treatment format – mental health and social services – depends on the directives of the MDT. This is an example of where the firesetter program must have a strong link with these immediate treatment formats.

GRADUATED SANCTIONS

Graduated sanctions components – rehabilitation and corrections – are commonly the product of the juvenile justice system and consist of sub-levels or graduations that provide an integrated approach to interrupt the progression of delinquent and criminal activity. Rehabilitation encompasses immediate therapy and intermediate sanctions where corrections include community confinement, training schools, and aftercare. For rehabilitation efforts to be effective, they must be swift, certain, consistent, and incorporate increasing sanctions, including loss of freedom.

First-time offenders are likely to be placed in diversion including accountability, making amends to the victim and the community, and exiting the juvenile justice system as a more productive and responsible citizen. If a youth continues firesetting, he/she will be subjected to more severe sanctions and could ultimately be confined in a secure setting. Firesetters who are not first-time offenders or who fail to respond to rehabilitation are likely to be subject to intermediate sanctions including intensive supervision programs, short-term confinement, day treatment, outreach, twenty-four hour residential and/or secured specialized juvenile firesetting programs, and discharge and follow-up.

SUMMARY POINTS

An organized network of community, regional or county services are the key to effective prevention and mitigation of juvenile firesetting. Within any program, fire safety education is essential for everyone and is important in improving the quality of family life and protecting the community. Immediate treatment for those involved in juvenile firesetting and their families includes mental health and social services. However, juveniles repeatedly arrested for firesetting and arson will face increasingly severe methods of sanctions, including the loss of freedom, to be imposed by the juvenile justice system.

SECTION SIX

PROGRAM OPERATIONS AND MANAGEMENT

PROGRAM PLANNING

Once a consensus has been reached to address a juvenile firesetting problem on a community, regional or county basis, an organized approach (plan) should be developed to resolve the problems. The plan may address bolstering existing programs or to add new features to current activities. In some cases a program may be required to be built ‘from the ground up.’ In any case, the following chart summarizes three elements that would comprise program planning.

Program Planning	
Activity	Description
Leadership	The selection of someone responsible for running the program.
Location	The identification of the primary location to house the program.
Site	The determination of the program’s geographic boundaries and jurisdiction of service delivery.

Typically the program leader will be associated with the fire service although law enforcement, juvenile justice, social services and mental health professionals can also assume the leadership role. Within the Maine community, regional or county concept, it would be beneficial for the program leader (coordinator) to complete or attain certification (if available) as a Juvenile Firesetter Specialist Level II. Additionally, state run training programs may be available along with direct coalition assistance in training persons needed for the implementation and operation of any juvenile firesetter intervention program within the state.

Location for a program is generally the local fire service, which may be the best choice to help in identifying children and youthful firesetters. If a local or regional fire service does not have the resources to house a program, there are other options including county owned and operated facilities, state owned and operated facilities, private agencies, non-profit organizations (such as the YMCA), mental health and counseling agencies.

Many child / youth firesetter intervention programs operate within a fire service area of jurisdiction or basically within community boundaries. However, the Maine approach involves a regional or county concept that would operate over a larger geographical area, or involving several counties and is based on a population basis of [one program for every 500,000 residents](#). This coordinated and wide-spread approach would encourage more referral agencies such as mental health, social services, and juvenile justice to be involved thus providing more opportunity for larger numbers of individuals to receive the needed program interventions.

PROGRAM DEVELOPMENT

Once a program is in place, it is ready to begin work within its area of jurisdiction or geographical area. Program development involves six steps that are outlined below.

The first step in program development is to establish a multi-disciplinary team that includes representatives from key juvenile related agencies, departments and schools, headed by a program coordinator. The program coordinator should have certification as a Juvenile Firesetter Specialist Level II, completed the National Fire Academy “Extinguishing Youth Firesetting” classes, or received or maintained the equivalent thereof.

The MDT with the coordinator need to identify and establish links with the type of services necessary for intervention of juveniles referred to the program. Services need to include: fire safety/science/prevention education, social service agencies, mental health services and any other community based service that may be applicable to the needs of the juveniles and families referred to the program.

Budgeting will also vary within community, regional or county programs with some common categories. The major category is personnel costs and budgeting will reflect the level of service provided.

PROGRAM DEVELOPMENT

Program Development	
Activity	Description
Management Team	The selection of a team to support the work of the program leader. Team members should have taken NFA course “Extinguishing Youth Firesetting” class or be certified at Juvenile Firesetter Specialist Level, or the equivalent thereof.
Service Delivery System	Specify the program components – identification, referral, screening, MDT evaluation, education and related interventions, and follow-up that will be offered by the program.
Budget	Estimate the costs of the program’s services.
Funding	Establish a funding team to develop sources of financial support, donations, grants, and contributions to the program.
Organizational Chart	Specify in writing, the various organizational relationships within the MDT and with program intervention agencies.
Interagency Linkages	Establish and maintain effective, multi-agency community, regional or county network of services for the program.

PROGRAM IMPLEMENTATION

After all the planning and development for a juvenile firesetter program has been completed, it is time to put the program into action. However, certain implementation steps will need to be accomplished before the first intake is undertaken. Those steps, extracted from the United States Fire Administration's *Juvenile Firesetter Intervention Handbook* publication are summarized as follows:

Program Implementation	
Activity	Description
Training	The development of a training program for all new management and staff.
Documentation	Setting-up a written or automated record-keeping system for all cases entering the program.
Confidentiality	Program policies must be established regarding the privacy of written and verbal communications, access to and sharing of records, and media involvement.
Liability	The program must be protected from potential legal action because of the behavior of firesetters and their families.

The size of the staff will depend on the size of the program and the selection process will vary by community/region based on available resources.

Regardless of their background, all staff should receive standardized training. A number of training venues and opportunities are available throughout the country and within the state. At a minimum, it is advisable that program staff should have completed the National Fire Academy "Extinguishing Youth Firesetters" classes or comparable training. Training of all staff can ensure a coordinated, standardized program for all program providers and may include such topics as the following:

- National, state, and local statistics on child firesetting and juvenile arson.
- Personality profiles of child firesetters/juvenile arsonists and their families.
- How to interview individuals.
- How to screen and interview individuals and their families using the Child and Parent Screening Tools.
- How to properly read and interpret screening reports and interviews.
- Special case studies.
- Educational programs for individuals and their families.
- How to build an effective network of community/regional services.
- Problem solving.

All programs must develop policies and procedures to document its work with juvenile firesetters. Each juvenile and their family should have a case record and assigned identification number that can move through the program. Such components as screening documents and their related reports, education intervention summaries, fire incident reports, and referrals should be documented.

Documentation along with individual and family identification must be kept confidential. Case records can be written or automated. Written records must be kept in locked files and automated files must be password protected. Access to such records must be strictly limited to only authorized individuals. Where legal issues apply to these situations, access to records must be in compliance with applicable local and state legal rules, regulations, laws, and other statutes.

The liability factor of legal action against the program and its associates must be considered because of the behavior of firesetters and their families. Programs must be protected from being held liable for the actions of juveniles. This protection may involve the use of liability waivers that release programs from responsibility and should be developed in consultation with the local district attorney. Additionally, liability insurance for a program should be strongly considered for its protection and that of its associates.

PROGRAM MAINTENANCE

Program maintenance is the final component of Program Operations and Management and involves certain activities that will help sustain and strengthen the program. These activities that affect the day-to-day operation of the program as well as providing continued service to the community/region are outlined in the following tables.

COMMUNITY, REGIONAL OR COUNTY MAINTENANCE	
Activity	Description
Information Acquisition	Collect, organize, and evaluate fire incidence data to determine the scope of the community juvenile firesetting problem.
Consensus Building	Harnessing the support of key community decision-makers to reach an agreement regarding the need and support of a firesetter intervention program to address the juvenile firesetting concern.

PROGRAM MAINTENANCE	
Activity	Description
Operations Handbook	This handbook establishes the specifics regarding the program and how it regularly operates.
Resource Directory	This directory lists the names, street addresses, phone numbers, and e-mail addresses of all agencies that work with juvenile firesetters and their families in the geographic area serviced by the juvenile firesetter intervention program.
Record keeping	Record keeping of a firesetter intervention program allows management to monitor the level and volume of the caseload as well as the quality of interventions
Public Awareness	A publicity and outreach effort educates the general public as well as specific target populations about the problem of juvenile firesetting and informs them about the availability of the program.
Continuing Education	Continuing education opportunities for management and staff will ensure that the program operates with the most current knowledge and information and maintains a high standard for performance.

Community, regional or county programs need to establish their own handbook of operations and procedures. The content of the handbook will vary between programs but the average should include means and procedures for identification, referral, screening, MDT evaluation, intervention(s) and follow-up. All program managers and staff should receive their own copy of the handbook. Handbooks may also serve as a primary training tool.

Resource directories should include contact data of local, regional, state, and national resource agencies, which can be useful for both daily operations as well as when referring youth and their families to services outside the program.

Monitoring and Evaluation will involve having current and accurate program data. There are several ways to collect and analyze information using two types of information systems – a Management Information System (MIS) and an Evaluation System (ES). The MIS summarizes program’s caseload, track, and reporting of the number and type of program activities and provides data for the annual reports, funding agencies, and evaluations. Those MIS categories can consist of a myriad of aspects concerning the children and youth referred to the program. Some are listed in the following table.

Management Information System (MIS) Data Collection	
Data Category	Information
Case Characteristics	<ul style="list-style-type: none"> • Referral Source • Age, Sex, Race • Family Status • Details of Current Fire Incident • Details of All Past fire Incidents
Services	<ul style="list-style-type: none"> • Educational Services • Referrals • Mental Health Services • Social Services • Juvenile Justice • Other Referrals
Case Disposition	<ul style="list-style-type: none"> • Outcomes of Services • Juvenile Justice Status
Program Activities	<ul style="list-style-type: none"> • Education and Prevention • Training • Resource Material Development • Media

Evaluation System data is an extension of the MIS data and also contains information on follow-ups, recidivism and other events such as school or family problems, arrests, comparisons and trends, dollar losses, etc. The table below lists data collected in an ES.

Evaluation System (ES) Data Collection	
Data Category	Information
Firesetting Recidivism	Recurrence of Firesetting
Delinquency	<ul style="list-style-type: none"> • Arrests • Probation • Conviction • Incarceration
School	<ul style="list-style-type: none"> • Academic Problems • Disciplinary Problems • Truancy • Expulsion
Mental Health	Contacts
Social Services	Contacts
Family Environment	Discipline
Personal	Functioning
Costs	Average Dollar Loss Per Juvenile Firesetter

SUMMARY POINTS

This division addresses Program Operations and Management. It includes careful and detailed planning in selecting a site for the firesetter intervention program, naming a program leader, and specifying the geographic areas to be serviced by the program. Following this, the program builds on its plans and sets into motion all the necessary program operations. It begins with establishing an MDT staff and their training, along with establishing documentation procedures, and addressing issues related to confidentiality and liability. Success and longevity of the program depends on the commitment of the program personnel, coupled with short and long-range planning, creating a monitoring and evaluation system for the program itself, mounting a public awareness campaign and providing continuing-related educational opportunities.

SECTION SEVEN

PROGRAM EDUCATIONAL COMPONENT

DESIGNING A PROGRAM EDUCATIONAL COMPONENT

Education is a key component in the treatment and prevention aspect of firesetting intervention programs and provides a path for change. In order for community, regional or county programs to be effective they must utilize a professional and proven fire safety/science/prevention education curriculum that specifically addresses the concerns of fire as it relates to those juveniles referred to the program; as well as the aspects of accountability and responsibility as it relates to these juveniles in particular.

There are numerous educational resources available, some of which are listed in Appendix Two of this Protocol. They are specially designed to address this particular behavior in juveniles and carefully laid-out so that any level of professional can employ them.

WHO PARTICIPATES IN THE EDUCATION?

Fire safety/science/prevention education is a mechanism for empowering the child with knowledge and self esteem. Education is simply one of many other interventions in this process of breaking the dangerous cycle of children connected with fire. Yet the success of these interventions rests fully on the parent(s) and their ability to implement these interventions in the home and life of the child. The responsibility is not that of the educators, intervention specialists or program leaders, but of the parent(s) alone. Parents are the only ones who can effectively make these changes in the child's life by their constant personal contact, discipline, attention and love.

The parent(s)/guardian/caregiver are a key component to the solution and are required to attend and participate with the child in all phases of the educational program. In understanding the dynamics of family responsibilities, it's acknowledged that in some cases only one parent can attend. Often times children who engage in firesetting behavior lack any personal involvement from either parent, fathers in particular. Hence, the parent(s) involvement and support of the child are crucial to the child's change and development. In this action the parent(s) presence should demonstrate to the child a mutual concern and effort to stop and prevent firesetting behavior. In addition, parents often learn as much as their children and can be a focal point within the family to enforce safety awareness. Siblings should not attend the education with the subject child as this may cause rivalry between siblings that may have been one of the underlying causes originally leading to the firesetting behavior.

The first respondent to a family crisis has a unique opportunity in many cases to make an unusually strong connection and to make a special impression. Fire service personnel may therefore be the best choice for educators or educational program providers. However, other educated individuals from various disciplines associated with juvenile firesetting may also effectively serve as educators. In any case, educators must be trained in the dynamics of the program, which includes understanding child firesetting behaviors, child development, and elements of fire safety/science/prevention education and be able to deliver a level of excellence that will spell success for the educational process.

EDUCATIONAL INTERVENTION NOT APPROPRIATE

The United States Fire Administration suggests that there will be times when educational intervention should be delayed or only presented to parents/caregivers. Those times may include when:

- The child and/or his family need to be referred immediately to a mental health professional for further assessment.
- The child's ability to concentrate or comprehend is impaired to the degree that usefulness of the material presented will be minimal, or misunderstood in a way that will be counterproductive.
- The child's fascination or excitement with fire will only be further enhanced by fire education material. Referral to a mental health professional and fire safety education for parents is indicated,
- The very young child is better served with education and/or counseling for the parents.
- The situation involves a chronic juvenile offender. Hence, the screening report and education intervention should be discussed with the child's probation officer, juvenile diversion, District Attorney, etc., in connection with the MDT to void reinforcing the behavior you are attempting to eliminate.

WHEN EDUCATION INTERVENTION IS APPROPRIATE

With the exception of the previously mentioned situations, educational intervention is almost always appropriate at some level. Education intervention equips the child with an understanding of the nature of fire and helps resolve issues of power and control in an external, concrete process that in itself creates a positive feeling. Educational intervention creates a balance and establishes a safe context within which to examine unsafe fire behaviors and to learn safety through creative learning.

The primary concern is that the information delivered is age-appropriate both in content and context for each child and family. The following are considerations for each age group extracted in part from the United States Fire Administration's (USFA) *Juvenile Firesetter Intervention Handbook*.

The Very Young Child (Ages 2 and 3)

There is a growing concern about the number of very young children who are injured or killed as a result of fireplay and firesetting. This is a particularly troublesome age group due to the child's limited ability to:

- ...understand the consequences of his behavior,
- ...problem solve, and
- ...appropriately respond once materials have ignited.

Firesetting and fireplay in this age group is usually a direct result of inadequate supervision or of the caregiver's failure to provide a safe environment. Education intervention for this age group is primarily focused on educating parents about the basics of fire safety, such as:

- ...fire tools and combustible materials should not be accessible to young children,
- ...child need constant adult supervision, and
- ...children are sensitive to environmental stress.

Children (Ages 3 - 5)

Primarily, children engaging in fireplay in this young age group may be doing so out of experimentation, curiosity, and a drive to learn and imitate adult behavior. Children learn best from material that is presented to them from curricula that involves auditory and visual learning modalities in increments of twenty minutes or less. Parents should be educated on the proper storage and use of ignition sources. In cases where there is a concern that the child's environment in the home is not safe, a referral to protective services is in order.

Children (Ages 6 - 9)

This age group of children is capable of participating in fire safety/science/prevention educational curriculum and should be entered in the basic phase of education from that curriculum.

Children (Ages 10 -12)

This age group of children is recommended for fire safety/science/prevention educational curriculum and should be entered in the intermediate phase of education from that curriculum.

Adolescents (Ages 12 - 18)

This age group of children is recommended for fire safety/science/prevention educational curriculum and should be entered in the advanced phase of education from that curriculum.

Note: Any educational resource may be utilized provided it is comparable with the minimum educational curriculum recommended by this Protocol.

SECTION EIGHT

COMMUNITY, REGIONAL OR COUNTY PROGRAM COMPONENTS

Community, regional or county program sites should include the following components:

- **STAFF**
- **REFERRAL SYSTEM**
- **SCREENING INTERVIEW TOOL**
- **MULTI-DISCIPLINARY TEAM (MDT)**
- **DATA COLLECTION**
- **TREATMENT INTERVENTIONS**

STAFF

Coalition/team staffing should include the following elements: Coordinator, Investigator, Educator, Case Manager and Secretary. At a minimum, it is recommended that Coordinators have attained a level of competency equivalent to FEMA/USFA Juvenile Firesetter Specialist Level II. Investigators and Educators should have attained a level of competency equivalent to FEMA/USFA Juvenile Firesetter Specialist Level I.

REFERRAL SYSTEM

When a child is suspected of firesetting behavior, as evidenced by some form of fire involvement, he or she should then be referred by the agency/individual identifying the suspect behavior to a child/youth firesetting intervention program. Referrals should be made by completing and submitting a form with detailed information regarding the incident and/or behavior, accompanied by a release of information form signed by the parent and/or caregiver of the juvenile.

SCREENING INTERVIEW

Trained professionals who possess minimum qualifications recommended by the Maine Juvenile Fire Safety and Intervention Protocol should conduct screening interviews. Those qualifications should be consistent with the standards of NFPA Juvenile Firesetter Specialist Levels I or II. Any screening tool may be implemented. However, the recommended screening tool suggested by the State Protocol can be found in the appendix of this protocol.

MULTI-DISCIPLINARY TEAM (MDT)

A MDT is commonly composed of varied juvenile related disciplines within a program's operating jurisdiction that will be involved in intervention, mitigation, and prevention of child firesetting and juvenile arson. These disciplines include but are not limited to: government and private mental health services, public and private school officials, public and private children and youth social services, District Attorney's Office, Juvenile Court representatives, fire service representatives, and law enforcement officials. MDTs should meet monthly to review, deliberate and satisfy the needs and other aspects of intervention for children referred to programs, as well as to help in the development of the program.

DATA COLLECTION

It is imperative that data collection be an integral component of all firesetting intervention programs. The types, use and maintenance of data collected are presented in the *Maine Juvenile Fire Safety and Intervention Protocol*.

TREATMENT INTERVENTIONS

Treatment interventions usually consist of two components:

1. Fire Safety/Science/Prevention Education
2. Mental Health Counseling

At times additional support intervention may be necessary to resolve the firesetting behavior. They include but are not limited to: family housing, parental employment, alternative schooling, re-establishing parental visitation, food concerns, drug and alcohol issues, etc. Such interventions require cooperation and assistance of multiple disciplines. (MDTs)

Supplement

to the

***State of Maine
Juvenile Fire Safety
and
Intervention Protocol***

for the

***Prevention and Mitigation
of Juvenile Firesetting***

SUPPLEMENTAL

PROGRAM MANAGEMENT

DOCUMENTS

PROGRAM MANAGEMENT FORMS

Documentation of program policy, practices, and procedures is an important component of all juvenile firesetting prevention and mitigation programs. The following forms have been developed to assist community, regional or county juvenile firesetting program practitioners to manage the various elements of their program.

The forms contained herein are templates and suggested formats. None of the provided forms are required by any state statute to manage a community, regional or county program. The forms are provided as a courtesy and adoption of any or all forms is voluntary. Community, regional or county program practitioners may adopt the forms as developed or may modify the forms and their content to suit their own program guidelines. Any modification of forms should be evaluated by proper authorities to ensure compliance with applicable legal and confidentiality requirements.

The following forms are provided:

- **ADVISEMENT OF RIGHTS FORM**
- **FIRE INCIDENT REFERRAL AND CONTACT FORM**
- **CONTACT RECORD FORM**
- **PARTICIPATION RELEASE FORM**
- **RELEASE OF LIABILITY FORM**
- **RELEASE OF CONFIDENTIAL INFORMATION**
- **RISK ADVISEMENT FORM**
- **RESTITUTION AGREEMENT**
- **REFERRAL CLIENT FOLLOW-UP FORM**
- **DEMOGRAPHIC CLIENT FOLLOW-UP FORM**
- **EVALUATION POSTCARD**

MAINE JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM

ADVISEMENT OF RIGHTS FORM

Name of Person to be Advised _____ Date Advised _____

Place of Advise ment _____ Time Advised _____

Incident Tracking Identification (if applicable) _____

I am a(n) (Fire) Investigator. Before you are asked any questions by an Investigator about any potential crimes involving you, you must understand your rights.

1. You don't have to talk to us or answer our questions if you don't want to.
2. If you decide to talk with us you have to understand that anything you say can be used against you.
3. You have the right to talk with a lawyer before you are questioned, and to have him/her present with you during any questioning.
4. If you want a lawyer, but cannot afford to hire a lawyer, a lawyer will be appointed by a court to represent you before you are questioned, and be with you during any questioning, at no charge to you.
5. If you decide to start answering questions, you will still have the right to stop answering questions, and also the right to talk to a lawyer at any time.

My rights have been read to me and I have read this statement of my rights. I understand what my rights are.

_____ Signature of Person Advised

I have read this Advise ment of Rights to the person who signed his/her name above, and I witnessed the making of the above signature.

_____ Signature of Advising Investigator

WAIVER OF RIGHTS

I understand my above rights, and I know what I am doing. I agree to answer questions. I do not want a lawyer at this time.

_____ Signature of Person Waiving Rights

Waiver Signature Witnessed by:

MAINE JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM
FIRE INCIDENT REFERRAL AND CONTACT FORM

Page 1 of 2 pages

FIRE INCIDENT DATA															
Incident Tracking Identification (Case Number) _____															
Fire Department Name						FDIC									
Community Name						County									
Incident Date				Incident #				Time							
Incident Address				City				Zip							
Multiple Juveniles?		Yes		No		# Involved									
Ignition Source?		Match		Lighter		Flammable Liquid/ Accelerant Used									
Loss?		\$		Description											
Injuries?		Yes		No		#		Deaths?		Yes		No		#	
Hospitalization		Yes		No		#		Describe Injuries				(use space below)			
Location of Fire Origin (Describe)		Outside				Inside Unoccupied				Inside Occupied					
Referral Name				Address				Telephone							
Referral Source		Care Giver		School		Law Enforce		Mental Health		Fire Service		Juvenile Justice		Parent	
Description of Incident and Pertinent Information:															
Juvenile Information															
Last Name				First Name				MI		DOB: / /					
Sex: M F		Age:		Soc. Sec. #:		-		-							
Race		White		Asian		African Amer.		Native Amer.		Hispanic		Other			
Grade in School				School Currently Attending											
Home Address:								Phone:							
Adult No. 1 Residing with Child						Adult No. 2 Residing with Child									
Name:						Name:									
Maiden Name:				DOB:		Maiden Name:				DOB:					
Address:						Address:									
Phone: H-			W-			Phone: H-			W-						
Employed: Yes No		Marital Status:				Employed: Yes No		Marital Status:							
Relationship to Child						Relationship to Child									
Natural Parent		Step		Natural Parent		Step		Natural Parent		Step					
Adoptive		Foster		Adoptive		Foster		Adoptive		Foster					
Grandparent		Other		Grandparent		Other		Grandparent		Other					

FIRE INCIDENT REFERRAL AND CONTACT FORM

Page 2 of 2

Case Number _____

Others Residing with the Child	
Name:	Relationship:
Name:	Relationship:
Name:	Relationship:
Name:	Relationship:
Name:	Relationship:

Others Involved in Incident		
Name:	Relationship:	Age:
Address:		Phone:
Name:	Relationship:	Age:
Address:		Phone:
Name:	Relationship:	Age:
Address:		Phone:
Name:	Relationship:	Age:
Address:		Phone:

When Applicable

Were smoke alarms present? Yes _____ No _____

Did they activate? Yes _____ No _____ Why not? _____

Comments:

MAINE JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM

CONTACT RECORD

Incident Tracking Identification	
---	--

Page		of	
-------------	--	-----------	--

Date		Time:	
Phone Contact Record			
Details			
Name of Person Contacted			
Relationship to Child			
No Contact			
Message Left			
Phone Disconnected			
Appointment Scheduled			
Referral by Phone			
Other			
Contact Initiated By:			
Comments:			

Date		Time:	
Personal Contact Record			
Details			
Name of Person Contacted			
Relationship to Child			
No Contact			
Message Left			
Appointment Scheduled			
Referral Made			
Other			
Contact Initiated By:			
Comments:			

MAINE JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM

PARTICIPATION RELEASE FORM

The _____ utilizes juvenile firesetting screening tools obtained from the Oregon State Fire Marshal's Division and modified by the State of Maine Office of State Fire Marshal to evaluate youth that have been involved in a fire incident or have been referred to the program by a parent or another entity or agency.

The evaluation tries to assess the risk of involvement in future firesetting behavior. To do this, areas describing the individual's characteristics are evaluated (demographic, physical, cognitive, emotional, motivation, and psychiatric).

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

Incipient/Curiosity Fireplay - needs educational intervention.

Troubled Fire-Use/Burning - needs referral for evaluation to a mental health agency or to a licensed psychologist or psychiatrist and education intervention.

Delinquent/Severely Troubled firesetting - needs immediate referral for evaluation by a licensed psychologist or psychiatrist.

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

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

Upon request, the questions asked in this evaluation may be viewed prior to signing this release.

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

Parent/Guardian

Date / Time

Juvenile

Witness

MAINE JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM

RELEASE OF LIABILITY FORM

I, _____, do hereby release, indemnify, and hold harmless the _____ Juvenile Fire Safety and Intervention Program, all its employees and volunteers, against all claims, suits, or actions of any kind and nature whatsoever which are brought or may be brought against the _____ Juvenile Fire Safety and Intervention Program for, or as a result of any injuries from participation in this program.

Parent/Guardian

Date / Time

Juvenile

Witness

Maine Juvenile Fire Safety and Intervention Program

RELEASE FORM

Case # _____ Juvenile Name: _____

**Juvenile Fire Safety and Intervention Program
Authorization for Release and Receipt of Confidential Information**

By signing below I agree to the terms of this release form.

I understand that the Juvenile Fire Safety and Intervention Program includes representatives of Fire and Police Departments, Juvenile Justice and Probation, Public and Private Mental Health and their Associates, Public and Private Children & Youth social services and the local school systems.

I hereby authorize the Juvenile Fire Safety and Intervention Program, and all the above listed agencies, to receive any and all information as deemed necessary from the sources below:

- * Referral / Admission Information * Psychiatric Assessment * Psychological Testing
- * Social History * Progress notes * Comprehensive Evaluation Reports
- * Education Reports/Progress Reports * Individual Education Plan * Discharge Summary
- * Fire / Police / Probation Reports * Assessment Interview

For the purposes of:

- * Planning Intervention * Reporting Problems/Concerns * Coordinating Services

I hereby authorize the Juvenile Fire Safety and Intervention Program, to provide any and all information to agencies that work with them.

- * Referral Information * Intervention Plan Assessment * Progress Notes * Screening and Case Reports

Furthermore, I hereby release the Juvenile Fire Safety and Intervention Program; and its duly authorized agents from any and all legal responsibility or liability from the release of information indicated and authorized herein.

Information released with this authorization will not be given, sold, transferred or in any way be relayed to any other person or agency not specified above without a written consent.

I understand that I may revoke this consent at any future time by submitting a written request to the Juvenile Firesetter Intervention Program. I also understand that this consent will automatically expire one year after it is signed.

List Current Family Counseling Service Provider

Provider NAME: _____

Counselor/Therapist NAME: _____

Address: _____ **Tel: ()** _____

Parent(s) / Guardian NAME: (PRINT) _____

Tel. #: Cell () _____ **Work ()** _____ **Home ()** _____

Address: _____

Parent(s) / Guardian SIGNATURE

Relationship to Juvenile

Date

Juvenile (Age 12+) SIGNATURE

Date

ALL shaded areas must be completed.

MAINE JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM

RISK ADVISEMENT FORM

I have been informed that the child firesetting and juvenile arson screening tool utilized by the _____ Juvenile Fire Safety and Intervention Program, indicates that my child, _____, has a serious risk of continued involvement with fire setting activity.

I have also been informed by the _____ Juvenile Fire Safety and Intervention Program of the serious risk of injury and property damage that may continue to exist until the problem is solved.

I have been advised to seek an evaluation by a licensed psychotherapist or psychiatrist.

Parent/Guardian

Date / Time

Witness

MAINE JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM

RESTITUTION AGREEMENT

I, _____ agree to pay restitution to the victim(s) of my fire in the amount of \$ _____. I will pay \$ _____ per _____ until it is paid in full.

Restitution will be paid to:

Name: _____

Address: _____

Name: _____

Address: _____

Name: _____

Address: _____

Parent/Guardian

Date / time

Juvenile

Witness

MAINE JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM

REFERRAL CLIENT, 3 AND 6 MONTH FOLLOW-UP

Tracking ID or Case Number: _____

Child's Name: _____

Person Conducting 3 month Follow-up: _____ Date: _____

Person Conducting 6 month follow-up: _____ Date: _____

The child was referred to another agency. Did he/she go? Yes No

Please circle the appropriate number.

Is there continued use of fire?	Yes					No
[THREE MONTH FOLLOW-UP] How would you rate the improvement (if any) in the child's behavior since involvement with this program?						
	POOR		FAIR		EXCELLENT	
Emotionally?	1	2	3	4	5	NA
Overall?	1	2	3	4	5	NA
How consistent has your family been in keeping matches/lighters out of the child's environment?	1	2	3	4	5	NA
As a parent/guardian, how satisfied were you with:						
- Fire safety education provided in counseling?	1	2	3	4	5	NA
- Counselor's skills/rapport with the child and family?	1	2	3	4	5	NA
The overall counseling process?	1	2	3	4	5	NA
[6 MONTH FOLLOW-UP] How would you rate the improvement (if any) in the child's behavior since the last follow-up 3 months ago?						
Emotionally?	1	2	3	4	5	NA
Continued use of fire?	1	2	3	4	5	NA
Overall?	1	2	3	4	5	NA
Does your family employ the fire safety education received in this program (i.e., test smoke alarms, escape plans, etc.)	1	2	3	4	5	NA

Any additional comments or suggestions regarding this program:

MAINE JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM

DEMOGRAPHIC CLIENT, 3-MONTH FOLLOW-UP

Tracking ID or Case Number: _____

Child's Name: _____

Person Conducting Follow-up: _____ Date: _____

The child was referred to another agency. Did he/she go? _____ Yes _____ No

Please circle the appropriate number.

Is there continued use of fire?	Yes				No	
How would you rate the improvement (if any) in the child's behavior since involvement with this program?						
	POOR		FAIR		EXCELLENT	
Emotionally?	1	2	3	4	5	NA
Overall?	1	2	3	4	5	NA
How consistent has your family been in keeping matches/lighters out of the child's environment?	1	2	3	4	5	NA
As a parent/guardian, how satisfied were you with:						
- Fire safety education provided in counseling?	1	2	3	4	5	NA
- Counselor's skills/rapport with the child and family?	1	2	3	4	5	NA
The overall counseling process?	1	2	3	4	5	NA

How would you describe (rate) the benefit of the fire safety education for your child?

Any additional comments or suggestions regarding this program:

MAINE JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM

EVALUATION POSTCARD

(Enlarged sample)

_____ JUVENILE SAFETY AND INTERVENTION PROGRAM			
Please check appropriate response and return to program coordinator.			
		YES	NO
1	Has your child set a fire since he/she attended the fire safety class? *If the answer is yes, help is available, please call _____.		
2	Did you practice your home escape plan?		
3	Have you checked your smoke alarm since the fire safety class?		
4	Have you and your child talked about consequences of firesetting since the class?		
5	Do you keep lighters and matches out of reach of children?		
If your child participated in counseling offered by a Juvenile Firesetting Intervention Program, please answer the following question.			
	Has there been any fire play or firesetting since the last counseling session?		
Additional comments:			

DEVELOPMENT OF RAPPORT ACTIVITY
FOR SCREENING TOOL USE

Date Survey Conducted: _____ Tracking ID: _____

While you are using the screening tools with the parents, have the child draw a picture of the fire or fireplay incident and/or write a paragraph describing why they are in your office today.

DEVELOPMENT OF RAPPORT

The purpose of this section is to make the child comfortable with you. The more at ease you can make him/her, the greater the likelihood that he/she will answer all of your questions. If the following questions aren't enough, add your own.

1. [Introduce yourself] I'm _____. What's your name? _____.
 2. How old are you? _____
 3. What school do you go to? _____ What grade are you in? _____
 4. Do you like school? _____ Are there nice/okay teachers at your school? _____
 5. What classes/subjects do you like/not like? _____
 6. What do you do for fun? _____ Do you have hobbies? _____
 7. What are your hobbies? _____
 8. Who is your best friend? _____
 9. What do you like to do/play with your friend? _____
 10. What do you watch on TV and/or what videos do you watch? _____
 11. What is your favorite person/show on TV? _____
 12. What is your favorite video/computer game? _____
 13. What do you like about that game? [Is there extreme interest in violence or fire?] _____
-

[When rapport has been established, determine the level of understanding if the child is under 7 years old or appears to have problems communicating.]

Appendix 1

State of Maine Juvenile Fire Safety and Intervention Protocol



*Office of State Fire Marshal
Department of Public Safety*

JUVENILE FIRESETTER INTERVENTION PROGRAM DOCUMENTATION/FORMS

This appendix to the *State of Maine Juvenile Fire Safety and Intervention Protocol* may be copied and modified to suit local program requirements, however, any modification of these documents and forms by community, regional or county practitioners should be reviewed and approved by the respective authorities for legal and other liability issues.

INTAKE AND PROGRAM INSTRUCTION

- *Juvenile Fire Referral Form*
- *Child and Youth Firesetter Intervention Release Form*
- *Use of the Child and Parent Screening Tool*

CHILD AND PARENT SCREENING TOOL

- *Child/Youth Interview Form*
- *Parent Checklist*
- *Parent Interview Form*
- *Child and Parent Screening Tools Scoring and Referral Procedure*
- *Child and Parent Screening Report*

SUPPLEMENTAL FORMS

- *Referral Client, 3 and 6 Month Follow-Up*
- *Demographic Client, 3-Month Follow-Up*
- *Evaluation Postcard*

JUVENILE FIRE REFERRAL FORM

Case No. Date Referred Date Received Screening Date

--- NOTE: A SIGNED "RELEASE" FORM MUST ACCOMPANY THIS REFERRAL ---

Referring Agent	Name <input type="text"/>	Agency <input type="text"/>	
	Address <input type="text"/>		
	Phone: W # <input type="text"/>	Cell # <input type="text"/>	
Other Agency	Name <input type="text"/>	Agency <input type="text"/>	
	Address <input type="text"/>		
	Phone: W # <input type="text"/>	Cell # <input type="text"/>	

Juv. Name <input type="text"/>	Age <input type="text"/>	DOB <input type="text"/>	Sex <input type="text"/>	Race <input type="text"/>
Address <input type="text"/>				
School <input type="text"/>				Grade <input type="text"/>

Primary Caregivers:	Name <input type="text"/>	Age <input type="text"/>	Relationship <input type="text"/>	
	Name <input type="text"/>	Age <input type="text"/>	Relationship <input type="text"/>	
	Address <input type="text"/>			
	Phone: H # <input type="text"/>	Cell # <input type="text"/>	Work # <input type="text"/>	

Other adults in home:	Name <input type="text"/>	Age <input type="text"/>	Relationship <input type="text"/>	
	Name <input type="text"/>	Age <input type="text"/>	Relationship <input type="text"/>	

Siblings:	#1 Name <input type="text"/>	Age <input type="text"/>	#2 Name <input type="text"/>	Age <input type="text"/>
------------------	------------------------------	--------------------------	------------------------------	--------------------------

Biological Father	Name <input type="text"/>	Age <input type="text"/>	Type Employment: <input type="text"/>
	Address <input type="text"/>		
	Phone: H # <input type="text"/>	Cell # <input type="text"/>	Work # <input type="text"/>

Biological Mother	Name <input type="text"/>	Age <input type="text"/>	Type Employment: <input type="text"/>
	Address <input type="text"/>		
	Phone: H # <input type="text"/>	Cell # <input type="text"/>	Work # <input type="text"/>

Biological Parents Marital Status:

Never Married Orig. Marriage Separated Divorced Remarried Living w/another

.....

FIRE INCIDENT THAT INITIATED THIS REFERRAL

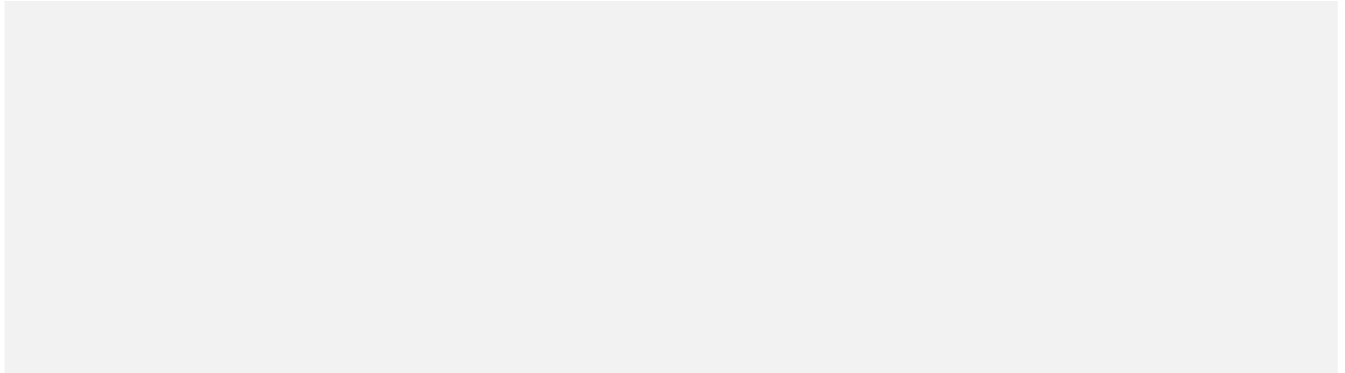
Was this a one-time incident? Yes No If "No" approximately how many other incidents?

Did Fire Dept. Respond? Yes No If "Yes" how destructive was fire? None Little Much

What was set on fire? Describe the incident.

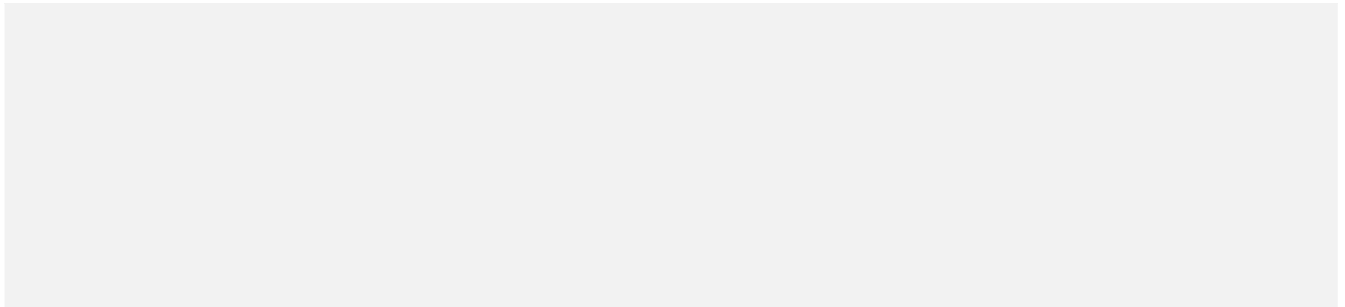
FAMILY DYNAMICS:

List any and all things that are significant aspects in the family history and child's life.



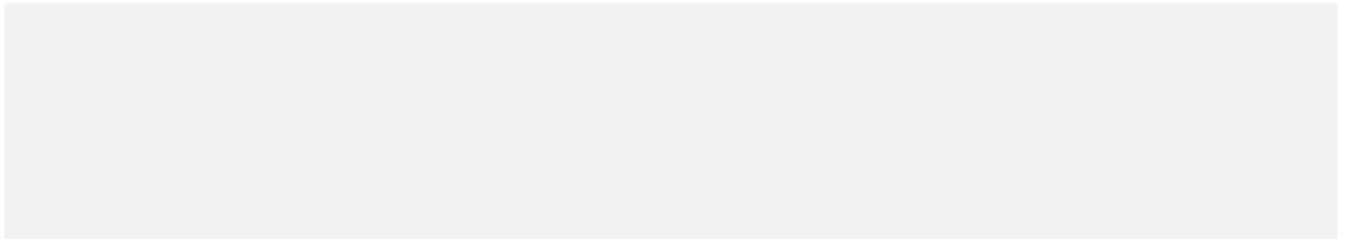
MENTAL HEALTH HISTORY:

List any and all Mental Health issues and/or involvement with the child and/or any family member.



CRIMINAL HISTORY:

List any and all Criminal History and/or Police Contact with the child and/or any family member.



RELEASE FORM

Case # _____ Juvenile Name : _____

Juvenile Fire Safety and Intervention Program Authorization for Release and Receipt of Confidential Information

By signing below I agree to the terms of this release form.

I understand that the Juvenile Fire Safety and Intervention Program includes representatives of Fire and Police Departments, Juvenile Justice and Probation, Public and Private Mental Health and their Associates, Public and Private Children & Youth social services and the local school systems.

I hereby authorize the Juvenile Fire Safety and Intervention Program, and all the above listed agencies, to receive any and all information as deemed necessary from the sources below:

- | | | |
|--------------------------------------|-----------------------------|------------------------------------|
| * Referral / Admission Information | * Psychiatric Assessment | * Psychological Testing |
| * Social History | * Progress notes | * Comprehensive Evaluation Reports |
| * Education Reports/Progress Reports | * Individual Education Plan | * Discharge Summary |
| * Fire / Police / Probation Reports | * Assessment Interview | |

For the purposes of:

- | | | |
|-------------------------|---------------------------------|-------------------------|
| * Planning Intervention | * Reporting Problems / Concerns | * Coordinating Services |
|-------------------------|---------------------------------|-------------------------|

I hereby authorize the Juvenile Fire Safety and Intervention Program, to provide any and all information to agencies that work with them.

- | | | | |
|------------------------|--------------------------------|------------------|------------------------------|
| * Referral Information | * Intervention Plan Assessment | * Progress Notes | * Screening and Case Reports |
|------------------------|--------------------------------|------------------|------------------------------|

Furthermore, I hereby release the Juvenile Fire Safety and Intervention Program; and its duly authorized agents from any and all legal responsibility or liability from the release of information indicated and authorized herein.

Information released with this authorization will not be given, sold, transferred or in any way be relayed to any other person or agency not specified above without a written consent.

I understand that I may revoke this consent at any future time by submitting a written request to the Juvenile Firesetter Intervention Program. I also understand that this consent will automatically expire one year after it is signed.

List Current Family Counseling Service Provider

Provider NAME: _____

Counselor/Therapist NAME: _____

Address: _____ **Tel: ()** _____

Parent(s) / Guardian NAME: (PRINT) _____

Tel. #: Cell () _____ **Work ()** _____ **Home ()** _____

Address: _____

Parent(s) / Guardian SIGNATURE

Relationship to Juvenile

Date

Juvenile (Age 12+) SIGNATURE

Date

ALL shaded areas must be completed.

Juvenile Fire Safety and Intervention Program

USE OF THE CHILD AND PARENT SCREENING TOOLS

The Juvenile Firesetter Intervention Child and Parent Screening Tool offers an accurate means to identify the problem and serve in providing appropriate intervention for the youth. The Screening Tool is composed of two sections, the *Youth/Child Interview* and the *Parent Interview* with *Parent Checklist*. It is recommended that the Child Screening interview be conducted with the juvenile separated from the parents. The interview should include a team partner or be conducted in an open room of the home. The Screening Tools do not release the fire service from the need to properly conduct cause and origin fire investigations. When using the Screening Tools, the following procedures are recommended:

- Explain to the juvenile and parent(s) the purpose of the interview.
- Develop a rapport with the juvenile and the parent(s).
- Ask all the questions on the form so that the MDT may make their decisions on what type of intervention(s) are required based on the full extent of information available.

It is recommended that both the *Child/Youth Interview* and the *Parent Interview* be completed. The highest degree of accuracy will be achieved if both interviews are conducted. The Parent Interview can be conducted via telephone with the child's parents or other caregiver (face-to-face interview is preferred); however, the *Child/Youth Interview* must be conducted in person and only after the proper parental release has been executed. It is also recommended that if a fire or police incident report has been generated, it should be included in the individual's file.

While the questions on the Screening Tool should be asked as written, there may be occasion when additional information is offered and other questions developed as the interview continues. In such cases those questions should be pursued and recorded along with their responses.

SCORING AND REFERRAL PROCEDURE

Detailed instructions for the use of the Screening Tool are incorporated in the document. The person using the tool should add the face value of the checked responses for both the youth and the parent interviews and enter the total on the lines provided.

Referral and other interventions are based on the decision of the MDT, derived from the information received from the interview(s), and may be influenced by the scores acquired from the interview. Intervention(s) may range from providing fire safety education to referring the youth for mental health services, and other interventions as may be deemed necessary.

Maine Juvenile Fire Safety and Intervention Program
CHILD/YOUTH INTERVIEW

Instructions:

Place a check mark next to the scoring level that best describes the situation for this youth. Expand the questions, as you feel necessary to complete the interview with confidence. Responses/comments should be recorded in the space provided for each question.

1. *Is the youth experiencing any school problems?*

Suggested ways to ask this question:	Who is your best friend?
What do you like about school?	What don't you like?
Do you get in trouble at school?	Do you have lots of friends at school?
RESPONSE / COMMENTS	

Score	#1 ___	The youth likes school and has minimal problems.
Score	#2 ___	The youth has some trouble in school either socially or academically.
Score	#3 ___	The youth has frequently been in trouble at school, hates the teacher, doesn't like the classes, etc.

2. *How does this youth get along with the others in the neighborhood?*

Suggested ways to ask this question:	Do you have any friends in the neighborhood that you hangout with?
Do you like them?	Do they like you?
Do you ever get picked on by the kids in the neighborhood?	
RESPONSE	

Score	#1 ___	The youth has friends in the neighborhood.
Score	#2 ___	The youth gets into fights frequently in the neighborhood or has few friends. The youth may get picked on by others.
Score	#3 ___	The youth is involved in a gang or is "hanging out" with other youths involved in delinquent or criminal activity.

3. *What was set on fire? _____ . Was there anything significant about the object?*

Suggested ways to ask this question:	Tell me about what was burned?
Have you ever burned _____ before?	Tell me about the fire, I wonder why you wanted to burn _____ ?
What other types of things have you burned?	Whose stuff did you burn?

RESPONSE / COMMENTS	
----------------------------	--

Score	#1 ___	The object that was burned had little emotional significance for the youth. (i.e. Toilet paper, leaves or trash)
Score	#2 ___	The object that was burned had some emotional significance for the youth (i.e. Plastic army figures, other person's possessions)
Score	#2 ___	For an adolescent, the object may not have any significance but may be an act of vandalism.
Score	#3 ___	The object that was burned had emotional significance for the youth or someone else (i.e. sibling's crib or favorite toy, a parent's or caregiver's possession)

4. *Where was the fire set? Was there any particular significance to the location of the fire?*

Suggested ways to ask this question:	Where did the fire start?
If at home, what room were you in, or were you outside?	If not at home, do you go to this place often?
Do you like being there?	

RESPONSE / COMMENTS	
----------------------------	--

Score	#1 ___	The fire was started in a place where the youth plays such as his/her bedroom, a closet, a fort, a hiding place.
Score	#2 ___	The fire was started in a place with community significance i.e. church, a school, a park, in the forest.
Score	#3 ___	The fire was set in a building occupied with people with the intent to place people at-risk.

5. *How much planning was done prior to the fire?*

Suggested ways to ask this question:	Tell me what you were doing right before the fire?
Did you think about how you were going to start the fire?	Where did you get the things that were burned?
What was used to light the fire?	Where did it come from?

RESPONSE / COMMENTS	
----------------------------	--

Score	#1 ___	The fire was started using available materials; the act of fire setting was spontaneous and done without planning. Matches and lighters were readily available.
Score	#2 ___	There was some pre-planning for the fire and some gathering of materials; however, the fire was not especially thought out.
Score	#3 ___	There was definite planning for the fire, materials were sought out, and matches and lighters were stashed and/or hidden at the site beforehand. Accelerants may have been used.

6. Who was with the youth at the time of fire?

Suggested ways to ask this question:	Was anyone with you when the fire started?
If yes, who?	What did they say about the fire?
Did the person with you do anything as the fire started burning?	

RESPONSE / COMMENTS	
----------------------------	--

Score	#1 ___	The youth was with many peers/siblings when the fire was set.
Score	#2 ___	The youth was with other peers/siblings and this youth might have instigated the fire.
Score	#3 ___	The youth was alone when the fire was set.

7. What was the youth's response to the fire?

Suggested ways to ask this question:	What was the first thing you did when the fire started to burn?
What was the next thing?	Did you tell someone (an adult) about the fire?
If so, who was it?	When was it?

RESPONSE / COMMENTS	
----------------------------	--

Score	#1 ___	The youth tried to extinguish the fire and called for help.
	#1 ___	The youth engaged in match or lighter play.
	#2 ___	The youth may have made some attempts to extinguish the fire, but called for help only after others discovered the fire.
Score	#3 ___	The youth ignored the fire, did not call for help, may have stayed to watch, or may have left the fire scene.

8. How did the youth feel after the fire?

Suggested ways to ask this question:	What did your (parents/caregivers/principal/dad/mom) say to you about the fire?
Was anyone angry with you about the fire?	Do you care about what others think of you for having started a fire?
Did you feel like you had done something bad or did the fire scare you??	Did you think you would be in trouble?

RESPONSE / COMMENTS	
----------------------------	--

Score	#1 ___	The youth showed remorse for the fire.
Score	#2 ___	The youth showed interest in how others reacted.
Score	#3 ___	The youth is unconcerned about others' reactions or is pleased with the fire.

9. Was the youth supervised when the fire occurred at home? (For fires outside the home – see #10 below)

Suggested ways to ask this question:	When you were playing around with the matches and lighters, where was mom or dad?
Was anybody at home at the time?	Who was taking care of you?

RESPONSE / COMMENTS	
----------------------------	--

Score	#1 ___	Parents or caregivers were home at the time of the fire incident.
Score	#2 ___	Parents or caregivers were home but unavailable (i.e. sleeping, watching TV, not being attentive).
Score	#3 ___	Youth was left alone or with younger children.

10. Was the youth supervised when the fire occurred outside of the home?

RESPONSE / COMMENTS	
----------------------------	--

Score	#1 ___	The youth was under appropriate adult supervision (i.e. school, church, neighbor’s home, babysitter).
Score	#2 ___	The youth was NOT directly supervised at the time of the fire (i.e. at recess, in bathroom, at the park).
Score	#3 ___	Youth was left alone or with younger children.

11. How knowledgeable is the youth about fire? How much does the youth understand about the dangers of fire? Does the youth use fire for power or control?

Suggested ways to ask this question:	Did you think that the fire could get out of control and get really big??
Do you feel you can control a fire that you start?	Can you determine how big the fire will get?
How?	What did you want to have happen when you started the fire?

RESPONSE / COMMENTS	
----------------------------	--

Score	#1 ___	The youth is knowledgeable about some aspects of fire survival but is unaware of the destructiveness or speed of fire.
Score	#2 ___	The youth may indicate some concern about the dangers and risk of firesetting but thinks he can control it.
Score	#3 ___	The youth does have an understanding of fire and uses it to defy authority, to gain status or attention, to express anger or for revenge.

12. *Has the family experienced any kind of crisis in the past six months?*

Suggested ways to ask this question:	Tell me about home.
Do you like being at home?	Is there anything about home that you don't like?
Has anything happened at home in the last six months that upset you?	Is there anything different at home lately?

RESPONSE / COMMENTS	
----------------------------	--

Score	#1 ___	There has been no major crisis in the family in the last six months.
Score	#2 ___	There have been some changes in the family structure in the last six months? (i.e. divorce, death, moving, death of a pet, etc.)
Score	#3 ___	The family is in a state of crisis or chaos.

13. *Does the youth have a fire history?*

Suggested ways to ask this question:	<ul style="list-style-type: none"> ▪ Tell me the other times you have burned things? ▪ What was the smallest fire? ▪ What are some of the other things you have burned? ▪ Have you ever used an accelerant like gasoline or lighter fluid? 	<ul style="list-style-type: none"> ▪ What was the largest fire? ▪ If you started other fires, how did you start them? ▪ How about fireworks? ▪ Have you ever altered fireworks?
---	--	---

RESPONSE / COMMENTS	
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Score	#1 ___	This is the first known incidence of fire play or firesetting
Score	#2 ___	The youth admitted to setting from 2-5 fires or played with matches/lighters.
Score	#3 ___	The youth has started more than 5 unsupervised or inappropriate fires. One or more of the fires has resulted in property damage or injury.

14. How concerned was the youth for accepting responsibility for the fire?

Suggested ways to ask this question:

- Now that the fire is out and you have had a chance to think about what has happened, would you do it again?
- Tell me your reasons or why this fire occurred.

RESPONSE / COMMENTS

Score	#1 __	The youth acknowledges the seriousness of the firesetting and accepts help appropriately.
Score	#2 __	The youth acknowledges the seriousness of the firesetting but seeks to blame others and denies his/her own responsibility.
Score	#3 __	The youth denies the seriousness of the fire setting and his/her own responsibility for it or takes full responsibility for it because he/she intended to cause destruction or injury.

15. Has the youth ever been burned?

Suggested ways to ask this question:

- Have you ever been hurt by fire?
- Tell me what happened?
- Who was involved?
- Where did it happen?

RESPONSE / COMMENTS

Score	#1 __	The youth has never been burned.
Score	#2 __	The youth has been burned unintentionally.
Score	#3 __	The youth has been burned by another person, may have scars from this burn.

Maine Juvenile Fire Safety and Intervention Program
PARENT CHECKLIST

Please check the following statements/questions as they apply to your son or daughter.

Yes	No	Some times	Statement/Question
			My son or daughter has set more than one fire or has played with matches more than one time.
			My son or daughter has set fires outside of the home before.
			Other people in the home have set fires.
			My son or daughter is fascinated with fire (for example, often stares at flames).
			My son or daughter has misused or altered fireworks.
			My son or daughter has easy access to matches and/or lighters.
			There is a fireplace, wood stove, and/or candles or incense frequently in use in our home.
			My son or daughter fights with brothers and sisters.
			My son or daughter argues with parents/caregivers.
			My son or daughter has witnessed parents arguing.
			My son or daughter spends as much time as he/she would like with father/male caregiver.
			My son/daughter spends as much time as he/she would like with mother/female caregiver.
			There has been a traumatic experience in my child's life or family in the last year.
			There has been physical or sexual abuse in the family.
			The family has moved frequently.
			My son or daughter has special education needs.
			My son or daughter has been suspended/expelled from school.
			My son or daughter has few friends.
			My son or daughter is often picked on by others.
			My son or daughter ha friends who are a bad influence.
			My son or daughter has a history of lying.
			My son or daughter has stolen/shoplifted.
			My son or daughter destroys his/her own possessions.
			My son or daughter has been or is in counseling.
			My son or daughter is physically aggressive or hurts others.
			My son or daughter is physically aggressive or injured an animal.
			I feel like I have no control over my son or daughter.

PARENT INTERVIEW

Instructions: Place a check mark next to the scoring level that best describes the situation for this youth. Expand the questions as you feel necessary to complete the interview with confidence.

1. *What was the parent's or caregiver's response to the fire?*

Suggested ways to ask this question: ▪ (Mom – Dad) What was your reaction to the fire?

RESPONSE /
COMMENTS

Score	#1 ___	The reaction of the fire was an immediate and appropriate response, with concern for any victims.
Score	#2 ___	The reaction of the parents to the fire was one that appears too lax or too punitive.
Score	#3 ___	The reaction of the parents to the fire was either nonexistent or was an immediate and overly punitive response (such as burning of the youth's hands).

2. *Is there a family history of fire?*

Suggested ways to ask this question: ▪ Did anybody else in the family play with fire or get burned from a fire that got out of control?
▪ Have you ever had a house fire or a fire in your home?

RESPONSE /
COMMENTS

Score	#1 ___	There is no traceable history of fire in the family. There are no parents, siblings or close relatives who are/ were firefighters, who were burned in a fire, lost their home in a fire or were firesetters.
Score	#2 ___	There is some fire history in the family that the youth has or may have heard about.
Score	#3 ___	There is a fire history about which the youth has direct knowledge.

3. *Does the youth have a history of fireplay or firesetting?*

Suggested ways to ask this question:

- How many other times has your child lit matches, played with a lighter or burned things of little or no value?
- Do you know if he has ever threatened anybody with fire or if he/she has been hurt by fire himself/herself?

RESPONSE / COMMENTS

Score	#1 ___	This is the first known incidence of fireplay for the youth.
Score	#2 ___	The youth has a sporadic history of fireplay. There was little or no damage from previous fireplay.
Score	#3 ___	The youth has a history of chronic fireplay and/or has set at least on fire with serious consequences.

4. *What kind of modeling is going on in the home? How did the parents/caregivers teach their youth about fire? What kinds of fire safety practices occur in the home? Are there any cultural or traditional ways the family uses fire?*

Suggested ways to ask this question:

- | | |
|--|---------------------------------------|
| ▪ How did you teach your child about fire? | |
| ▪ Do you have a working smoke detector? | ▪ Do you have candles or a woodstove? |
| ▪ How do you store matches and lighters? | ▪ How does your family use fire? |
| ▪ Are there smokers in the home? | |

RESPONSE / COMMENTS

Score	#1 ___	Appropriate fire safety is observed in the home. Smoke detectors work, woodstoves are safely installed. Parents, siblings or other family members avoid modeling fire play.
Score	#2 ___	There is modeling of fire play at home and fire safety is only moderately observed by parents and siblings.
Score	#3 ___	Family members have used fire inappropriately. The youth's home is not fire safe.

5. *How is the youth supervised?*

Suggested ways to ask this question:

- When you are not at home, who takes care of the child?

RESPONSE / COMMENTS

Score	#1 ___	The youth has good, continual parental and/or caregiver supervision.
Score	#2 ___	The youth has some supervision, but the supervision is often sporadic.
Score	#3 ___	The youth has minimal supervision.

6. *Does the youth have any problems in school?*

Suggested ways to ask this question:

Is he or she in a special classroom of any kind?

- Is the youth having any problems in school?
- Is Does your child have any learning problems, i.e. school referral for problem behaviors, trouble paying attention or being impulsive?

RESPONSE / COMMENTS

Score	#1 ___	The youth has minimal problems in school.
Score	#2 ___	The youth gets some school referrals.
Score	#2 ___	The youth receives special education services.
Score	#3 ___	The youth has been suspended or expelled from school.

7. *Has the youth ever been in counseling?*

Suggested ways to ask this question:

- Has your child ever seen the school counselor or other mental health provider for problems?

RESPONSE / COMMENTS

Score	#1 ___	The youth has never been in counseling.
Score	#2 ___	The youth has been in counseling in the past.
Score	#3 ___	The youth is currently or has been referred for counseling.

8. *How would you describe your youth's friends?*

Suggested ways to ask this question:

▪ Are they a positive influence on?

- Do you like your child's friends?
- Who is their best friend?

RESPONSE / COMMENTS

Score	#1 ___	The youth has a healthy, supportive peer group.
Score	#2 ___	The youth has some peer support, but his/her behavior is influenced by peers (bad friends).
Score	#3 ___	The youth has little or no peer support, is shunned by peers and is isolated and withdrawn.

9. *Has any kind of crisis or traumatic event happened in your family in the past 1 or 2 years? Please describe.*

RESPONSE / COMMENTS	
Score	#1 ___ There has not been a traumatic family experience in the past year.
Score	#2 ___ There has been a major traumatic family experience in the past year.
Score	#3 ___ There has been a major traumatic family event in the past that may be influencing the youth's behavior.

10. *Would you be willing to seek additional help for your child, such as counseling if necessary?*

RESPONSE / COMMENTS	
Score	#1 ___ The youth's family acknowledges the seriousness of the firesetting and seeks help appropriately.
Score	#2 ___ The family protects the child, seeks to blame others and denies their own and the child's responsibility for the fire.
Score	#3 ___ The family doesn't seem to take the behavior seriously and simply wants the fire department to "fix" the youth and/or doesn't see the need for other services. They may even refuse services

Child and Parent Screening Tools **CASE # _____**
SCORING AND REFERRAL PROCEDURE

Add the face value of the checked responses for both the youth and the parent interview. Enter the total on the lines provided below:

Total Score: (Youth Interview) _____ (Parent Interview) _____

If the total number for the youth interview is from 14 – 19 then:

The fire behavior appears to be basically experimental in nature and set out of curiosity. This youth does not have a history of fire behavior. The intervention for a youth motivated primarily out of curiosity is fire education for the youth and the parent. The family should set clear rules about fire use in the home and practice home fire safety. Fire departments should emphasize the importance of working smoke alarms and home escape planning for these families. With education, curiosity firesetters usually do not continue their behavior. However, because curiosity firesetters do not understand the consequences of their actions, it is important that parents/caregivers increase their knowledge of fire safe practices.

If the total number for the youth interview is 20 – 42 then:

The youth has a sporadic history of firesetting and needs to be referred to other community agencies that serve children and their families. These agencies include community mental health centers, teen courts, youth service teams, multi-disciplinary teams, or juvenile departments. Many of these youths will require a more comprehensive mental health evaluation to determine the motives for his/her behaviors. Youth who score in this range could be starting fires as a cry for attention, as a response to a crisis event, to express anger or to defy authority. Many youth use fire because they seek a sense of power and control. The firesetting in this case is often a symptom of other family, school or peer group problems. Mental health professionals are positioned to evaluate all the dynamics affecting this youth's firesetting behavior.

In addition to referring the family for further evaluation, fire departments need to provide fire safety education. As with the curiosity firesetter, families often do not understand the power of fire and need to increase their knowledge of home fire safety practices. Again, emphasizing the importance of working smoke alarms and practicing home escape planning. After a mental health evaluation or court referral, fire departments may be asked to provide additional educational intervention. Helping educate the youth about how their firesetting behavior affected the community and the risk involved is another way fire departments can provide a service to the youth and their family and hold youth accountable for their behavior. Curricula for educating adolescent firesetters are available.

If question 4, 11 and/or 13 are answered with a 3 response, consider referring this youth for a crisis evaluation.

If the total number for the parent interview is from 10-15 provide fire safety education to the youth and parent.

If the number for the parent interview is between 16 – 30

Provide fire safety education to the youth and parent and direct the family to seek additional services of other community agencies to further evaluate the youth's firesetting behavior.

Referral should consist of:

1. A cover letter which includes:
 - a) a statement of the fire incident
 - b) observations of the interviewer
 - c) recommendations
2. Copies of the parent checklist and both screening interviews
3. Copy of the fire report
4. A brief summary of the education provided
5. Release of information form

JUVENILE FIRE SAFETY AND INTERVENTION SCREENING REPORT

Name _____ DOB _____ Age _____
Address _____ Telephone (____) _____

Presenting Problem (Includes date of interview, name of child and accompanying adult, location of interview and presenting fire problem.)

Fire History (Includes a list of the fires reported by the child and/or accompanying adults(s).)

Results of the Screening (Gives an explanation of the screening instrument, how it is being used by the fire service. Indicate that it is a basic screening tool used to determine if a child needs to be referred for a more comprehensive assessment. Do NOT assign a risk level.)

Observations (Includes only statements of facts, i.e. family was late for interview, child refused to answer all questions.)

Recommendations (Given the child's scoring, suggest fire safety education or a referral for a needs assessment or more extensive mental health assessment/treatment, and conditions for a fire safety plan for the family.)

Signature _____ Date _____
Interviewing Agency _____ Telephone _____

JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM

REFERRAL CLIENT, 3 AND 6 MONTH FOLLOW-UP

Case Number: _____

Child's Name: _____

Person Conducting 3 month Follow-up: _____ Date: _____

Person Conducting 6 month follow-up: _____ Date: _____

The child was referred to another agency. Did he/she go? _____ Yes _____ No

Please **check or** circle the appropriate number.

Is there continued use of fire?	Yes		No			
Do you feel you need further assistance?	Yes		No			
Would you like a second contact from our program?	Yes		No			
[THREE MONTH FOLLOW-UP] How would you rate the improvement (if any) in the your child's behavior since involvement with this program?						
	ZERO	POOR	FAIR	EXCELLENT		
Emotionally?	0	1 – 2	3	4	5	
Overall?	0	1 – 2	3	4	5	
How consistent has your family been in keeping matches/lighters out of the child's environment?	0	1 – 2	3	4	5	
As a parent/guardian, how satisfied were you with:						
- Fire safety education provided in counseling?	0	1 – 2	3	4	5	
- Counselor's skills/rapport with the child and family?	0	1 – 2	3	4	5	
The overall counseling process?	0	1 – 2	3	4	5	
[6 MONTH FOLLOW-UP] How would you rate the improvement (if any) in your the child's behavior since the last follow-up 3 months ago?						
Emotionally?	0	1	2	3	4	5
Continued use of fire?	0	1	2	3	4	5
Overall?	0	1	2	3	4	5
Does your family employ the fire safety education received in this program (i.e., test smoke alarms, escape plans, etc.)	0	1	2	3	4	5

Any additional comments or suggestions regarding this program:

JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM

DEMOGRAPHIC CLIENT, 3-MONTH FOLLOW-UP

Case Number: _____

Child's Name: _____

Person Conducting Follow-up: _____ Date: _____

If the child was referred to another agency. Did he/she go? _____ Yes _____ No

Please check or circle the appropriate number.

Is there continued use of fire?	Yes		No		
Do you feel you need further assistance?	Yes		No		
Would you like a second contact from our program?	Yes		No		
How would you rate the improvement (if any) in the child's behavior since involvement with this program?					
	ZERO	POOR	FAIR	EXCELLENT	
Emotionally?	0	1 – 2	3	4	5
Overall?	0	1 – 2	3	4	5
How consistent has your family been in keeping matches/lighters out of the child's environment?	0	1 – 2	3	4	5
As a parent / guardian, how satisfied were you with:					
- Fire safety education provided in counseling?	0	1 – 2	3	4	5
- Counselor's skills/rapport with the child and family?	0	1 – 2	3	4	5
The overall counseling process?	0	1 – 2	3	4	5

How would you describe (rate) the benefit of the fire safety education for your child?

Any additional comments or suggestions regarding this program:

JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM

EVALUATION POSTCARD

(Enlarged sample)

_____ JUVENILE FIRESETTING PROGRAM			
Please check appropriate response and return to program coordinator.			
		YES	NO
1	Has your child burned anything or played with fire since he/she attended the fire safety class? *If the answer is yes, help is available, please call		
2	Did you practice your home escape plan?		
3	Have you checked your smoke alarms since the fire safety class?		
4	Have you and your child talked about the consequences of firesetting since the class?		
5	Do you keep lighters and matches locked away?		
If your child participated in counseling please answer the following question.			
	Has there been any fire play or firesetting since the last counseling session?		
Additional comments:			

JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM TRACKING – 2004

	Case # Entry Date	Referring Agent/Agency NAME & PHONE#	Juvenile and Parent NAME-ADDRESS-PHONE#	SCREENING DATE/TIME	MDT REVIEW DATE	MDT RECOMMENDED INTERVENTIONS	CASE PROGRESS and REMARKS
1							
2							
3							
4							
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6							
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28							
29							
30							

JUVENILE FIRE SAFETY AND INTERVENTION PROGRAM DATA – 2004

	Case#	Month	Referring Agent/Agency	Age	Sex	Municipality	List Fire Event & Damage Briefly Describe Fire History	Single Parent		√ Type Intervention		
								Yes	No	Edu	M/H	Othr
1												
2												
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Appendix 2
Program Resources

State of Maine
Juvenile Fire Safety and Intervention
Protocol



Office of State Fire Marshal
Department of Public Safety

There are many agencies, organizations and programs that have published or otherwise made available information on juvenile firesetting. The materials listed in this appendix are representative of those resources and can be used to assist you in developing or maintaining your program. Some of the resources have been copied from the *Juvenile Firesetter Intervention Handbook*, FA210/June 2000, United States Fire Administration; the *Child Firesetting and Juvenile Arson Practitioner's Training Workshop Instructor's Guide*, United States Fire Administration; and other sources. The **Maine Juvenile Fire Safety and Intervention Task Force** does not specifically endorse any particular resource but rather lists some of them for your information.

State of Maine Office of State Fire Marshal

Juvenile Fire Safety and Intervention Task Force
52 State House Station
Augusta, ME 04333-0052
207-626-3872
www.mainefiremarshal.com

Federal Emergency Management Agency (FEMA)

The National Arson Prevention Clearinghouse
The National Emergency Training Center
Emmitsburg, MD 21727-8998
1-888-603-3100
www.fema.gov/napi

United States Fire Administration (USFA)

Office of Fire Prevention and Control
Juvenile Firesetter Handbooks, Education Kits
Audio Visual Programs
16825 South Seton Avenue
Emmitsburg, MD 21727
(301) 447-1018
www.fema.gov/usfa

National Fire Protection Association® (NFPA)

Learn Not To Burn® and Risk Watch® Safety Curriculum
1 Batterymarch Park
Quincy, MA 02269
(617) 770-3000
www.nfpa.org

**David Kolko, PhD, University of Pittsburgh School of Medicine
Services Aimed at Fire Education and Training of Youth (SAFETY) Program**
Pennsylvania Child Firesetting and Juvenile Arson Task Force member
www.pitt.edu/~kolko/fire.html
<http://www.pitt.edu/research/safety/>

Burn Prevention Foundation
5000 Tilghman, Suite 215
Allentown, PA 18104
www.burnprevention.org

F.I.R.E. Solutions, Inc., Irene Pinsonneault
PO Box 2888
Fall River, MA 02722
(508) 636-9149
www.firesolutions.com

Phoenix, Arizona Fire Department Youth Firesetter Prevention Program
Urban Services Division
150 South 12th Street
Phoenix, AZ 85034-2301
(602) 262-7712
www.ci.phoenix.az.us/FIRE/firesetr.html

Jerry DiMillo, FSE Services
134 Brindle Circle
South Portland, ME 04106
(207) 874-8409
email: gdmill1@maine.rr.com

International Association of Arson Investigators (IAAI)
www.fire-investigators.org

Massachusetts State Wide Coalition for Juvenile Firesetter Programs
www.kidsandfire

Portland, Oregon Bureau of fire and Rescue
Contact Don Porth, JFS Specialist
55 SW Ash Street
Portland, OR 97204
www.fire.ci.portland.or.us

Ottawa, Ontario, Canada Juvenile Firesetter Intervention Program
www.ottaw.on.ca/juvenile.html

Juvenile Justice bi-monthly magazine
www.juvenilejustice.com

Office of Juvenile Justice and Delinquency Prevention
www.ncjrs.org

The Miller Safety Center
<http://www.millersafetycenter.org>

Colorado Juvenile Fire Prevention Program
www.state.co.us/gov_dir/cdps/FireSafety/ProServ/cjisp

Idea Bank's Resource Directory for Juvenile Firesetter Programs
www.theideabank.com

Oregon State Office for Juvenile Firesetter Programs
www.sfm.state.or.us

Fire Proof Children Training and Programs
www.fire-proofchildren.com

The American Red Cross
www.redcross.org

The National Safe Kids Coalition
www.safekids.org

EDUCATIONAL MATERIALS FOR JUVENILE FIRESETTER INTERVENTION PROGRAMS

A variety of educational resource materials is available from several sources. These materials provide an excellent base for community, regional and county juvenile firesetter intervention program managers to utilize when designing the required educational component of their juvenile firesetter intervention program. The following material resources, extracted from FEMA/USFA's *Juvenile Firesetter Intervention Handbook* and other sources are listed by grade and age.

Note: Some of the materials listed may have purchase costs associated with them. The practitioner is advised to determine that condition with the supplier. Materials marked with the symbol (\$\$\$) are known to have purchase costs.

EDUCATIONAL VIDEOS/DVD

The following are some of the videos that are available for use in juvenile firesetter intervention programming. The title, running time, age range and source are listed. Cost, where applicable, is unknown.

FIRE POWER	17:16	Age 10-adult	NFPA \$\$\$
THE HUNT FOR HOME HAZARDS	14:47	Age 7-12	NFPA \$\$\$
FIRE: COUNTDOWN TO DISASTER	16:00	Age adult	NFPA \$\$\$
SPARKY'S ABC'S OF FIRE SAFETY	11:00	Age 3-7	NFPA \$\$\$
A LIGHTER IS NOT A TOY	8:15	Parents	NFPA \$\$\$
FRIENDS FROM YOUR FIRE STATION	5:21 8:02 10:25	Age 3-5 Age 6-8 Age 9-11	Portland Fire Bureau
MARKED BY FIRE	20:00	Age 12-adult	Insurance Federation of Minnesota
IN A FLASH-THE CONSEQUENCE OF YOUTH FIRESETTING	12:00	Age 12-adult	Syndistar
IN THEIR OWN WORDS	12:00	Age 12-adult	Idea Bank
BE COOL ABOUT FIRE SAFETY	16:00	Age 6-adult	Allstate Insurance
LET'S RAP FIRE SAFETY	22:00	Age 9-11	Allstate Insurance
DONALD'S FIRE DRILL		Disney Educational Productions.	(800) 295-5010

ADDITIONAL VIDEOS

Action Training Systems, Inc. **Portrait of a Serial Arsonist. The Paul Keller Story**, 1995. 50 minutes. \$\$\$

Contact: Action Training Systems, Inc.
12000 NE 95th Street, #500
Vancouver, WA 98682
(800) 755-1440

Champaign Fire Department. **Only a Minute to Learn, Only a Second to Burn**. Champaign, IL: Champaign Fire Department. 12 minutes. \$\$\$

Insurance Federation of Minnesota. **Marked By Fire**. St. Paul, MN: Insurance Federation of Minnesota. 1996. 20 minutes \$\$\$

Brian's Story. 1991. 15 minutes. \$\$\$

Contact: Firefighter's Bookstore
18281 Gothard #105
Huntington Beach, CA 92648
(800) 727-3327

Through the Eyes of a Child: Burn Recovery. Denver, Colorado: The children's Hospital Burn Center. 12 minutes. \$\$\$

Contact: The children's Hospital Burn Center
1056 East 19th Avenue
Denver, CO 80218
(303) 764-8295

Four Years After. Idea Bank.

Juvenile Firesetting. Idea Bank

Contact: The Idea Bank
1139 Alameda Padre Serra
Santa Barbara, CA 93103
(800) 621-1136

**EDUCATIONAL RESOURCES
PRESCHOOL AND KINDERGARTEN
Ages 3 – 7**

**Children's Television Workshop. Sesame Street. Fire Safety Station. New York:
Children's Television Workshop, 1996. (English and Spanish) Audio tape included.**

Contact: U.S. Fire Administration Publications
16815 South Seton Avenue
Emmitsburg, MD 21727
<http://www.usfa.fema.gov>

**Kids Safe Program. Fire Safety Education Curriculum For Preschool Children.
Oklahoma City Fire Department (1987)**

Contact: Oklahoma City Fire Department
Public Education
820 NW 5th Street
Oklahoma City, OK 73106
(405) 297-3314

Learn Not To Burn® Preschool program. English and Spanish (1997)

Contact: National Fire Protection Association
1 Batterymarch Park
Quincy, MA 02269
(617) 770-3000

Play Safe! Be Safe! Bic Corporation. Distributed by Fireproof Children.

Contact: Fireproof Children
(716) 264-1754

The Safety Scholars. FIRE Solutions.® (1997)

Contact: FIRE Solutions, Inc.
(508) 636-9149

EDUCATIONAL RESOURCES

Grades 1 – 3

Ages 7 – 10

-- PROGRAMS --

Fireproof Children Education Kit. (1994). Pittsford, NY: National Fire Service Support Systems, Inc.

Contact: Fireproof Children
20 North Main Street
Pittsford, NY 14534
(716) 264-0840

**Freddie Firefighter's Fire Safety and Burn Prevention Activity Packets. (1992)
Plymouth, Minnesota: Genecom Group, Inc.**

Contact: Genecom Group, Inc.
P.O. Box 47302
Plymouth, MN 55447
(612) 559-7247

Learn Not to Burn Curriculum. K – 8. (1997). National Fire Protection Association.

Contact: National Fire Protection Association

The Smoke Detective. (1990) Bloomington, IL: State Farm Insurance Companies.

Contact: Smoke Detective
State Farm Insurance Companies
One State Farm Plaza
Bloomington, IL 61710-0001

BOOKS AND MATERIALS

Kolko, David J. (Ed.) **Handbook on Firesetting in Children and Youth.** New York, NY: Academic Press, 2002. ISBN#0-12-417761-1.

Bridwell, Norman. **Clifford the Firehouse Dog.** Jefferson City, MO: Scholastic Press, 1995. ISBN #48419-2.

Campbell, Chuck. **Sam's Big Decision.** Salem, Oregon: Oregon State Fire Marshal's Office, 1988.

FIRE Solutions. **Fire Safety Flannel Board Stories.** Fleetport, MA: FIRE Solutions, Inc.

Johnston, Karen. **The Day Freddy's Bubble Burst.** Salem, Oregon. Oregon State Fire Marshal's Office, 1998.

Muster Mouse Studios. **Muster Mouse Prevention Through Education.** Harris, New York: Muster Mouse Studios, 1998.

St. Paul Fire and Safety Service's **Safety Always Matters.** Fire Safety Activity Book. St. Rose, LA: Syndistar, Inc. 1992.

BROCHURES

Big Fires Start Small. (1996) Quincy, MA: National Fire Protection Association.

Juvenile Firesetters. What You Can Do. (1998) Emmitsburg, MD: National Arson Prevention Clearinghouse.

Match and Lighter Fire Safety (1992) Quincy, MA: National Fire Protection Association.

Questions and Answers About Child-Resistant Lighters. Owensboro, KY. Cricket B.V.

Small Hands Big Fires. (1998) St. Rose, LA: Syndistar, Inc.

EDUCATIONAL RESOURCES

Grades 4 - 6

Ages 11 - 13

-- PROGRAMS --

Look Hot? Stay Cool! The Disaster Services Preparedness Bureau of the American Red Cross in collaboration with the St. Paul Fire and Safety Service. (1998)

Contact: Your local Red Cross Chapter

Talking to children About Fire. A Preventor's Guide. FIRE Solutions, Inc.

Contact: FIRE Solutions, Inc. (507) 676-2334

-- BOOKS AND MATERIALS --

Kolko, David J. (Ed.) **Handbook on Firesetting in Children and Youth.** New York, NY: Academic Press, 2002. ISBN#0-12-417761-1.

Accent Publishing. **Junior Firefighter Activity Sheets.** Portland, OR: Accent Publishing, 1992.

Cone, Patrick. **Wildfire.** Minneapolis: Carolrhoda Books, Inc. \$\$\$ paperback.

National Safe Kids Campaign. **Safe Kids Are No Accident. A Fire Safety Booklet for Kids.** (1991)

Oregon State University Extension Service. **Home Alone and Prepared.** Prineville, OR: Oregon State University Extension.

BROCHURES

Fire Stoppers of Washington. **A Family's Response to Firesetting**. Seattle, WA: Washington Insurance Council, 1997.

Contact: Washington Insurance Council
1904 3rd Avenue, Suite 925
Seattle, WA 98101-1123

International Shrine Headquarters. **Burn Prevention Tips**. (English and Spanish). Tampa, FL: International Shrine headquarters.

Contact: Public Relations Department
International Shrine Headquarters
PO Box 31356
Tampa, FL 33631-3356

Phoenix Fire Department. Youth Firesetter Intervention Program. **A Parent's Guide**. Phoenix, AZ: Phoenix Fire Department Youth Firesetter Prevention Program Team, 1998.

Contact: Youth Firesetter Intervention Program
Phoenix Fire Department
(602) 262-7757

St. Paul Fire Department. **Inspect and Correct**. St. Paul, MN: St. Paul Fire Department.

Contact: St. Paul Fire Department
100 East Eleventh Street
St. Paul, MN 55101

The Children's Hospital Burn Center. **Fire, Kids, and Fire Setting**. Denver, CO: the Children's Hospital Association and the Colorado Juvenile Firesetter Prevention Program, 1997.

Contact: The Children's Hospital Burn Center
1056 East 19th Avenue
Denver, CO 80218
(303) 861-6604

EDUCATIONAL RESOURCES

Grades 7 - 12

Ages 14 - 18

■ PROGRAMS –

Cooper, Traci. P.A.L.S. Preventing Arson Loss in Schools. Albany, Oregon

Elliot, Eric. **Skills Curriculum for Intervening with Firesetters.** Eugene, OR, 1997. \$\$\$

Contact: Eric Elliot
3150 Wayside Loop
Eugene, OR 97477
(541) 682-4742

FIRE Solutions. **The Science of Sizzle.** Fall River, MA: FIRE Solutions, Inc. 1996. \$\$\$

Contact: FIRE Solutions, Inc.
PO Box 2888
Fall River, MA 02722
(508) 636-9149

Phoenix Associates. **Challenge for Life.** State of Georgia Fire Academy.

-- BOOKS AND MATERIALS --

Kolko, David J. (Ed.) **Handbook on Firesetting in Children and Youth.** New York, NY: Academic Press, 2002. ISBN#0-12-417761-1.

St. Paul Department of Fire and Safety Services. **The Burn Problem. Description, Terms and Rehab.** St. Paul, MN Department of fire and Safety Services.

-- BROCHURES--

Aetna Life and Casualty. **Fighting Back. A Community Guide to Arson Control.**

Contact: Aetna Life and Casualty Corporate Communications
DA06
151 Farmington Avenue
Hartford, CT 06156
(203) 273-3238

CLINICAL RESOURCES

Adler, R.G., Nunn, R., Northam, E., Lebnan, V., & Ross, R. (1994). Secondary prevention of childhood firesetting. Journal of the American Academy of Child and Adolescent Psychiatry, 33, 1194-1202.

Bumpass, E.R., Brix, R.J., & Preston, D. (1985). A community-based program for juvenile firesetters. Hospital and Community Psychiatry, 36, 529-533.

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DeSalvatore, G., & Hornstein, R. (1991). Juvenile firesetting: Assessment and treatment in psychiatric hospitalization and residential placement. Child & Youth Care Forum, 20, 103-114.

Federal Emergency Management Agency (1979). Interviewing and Counseling Juvenile Firesetters. Washington, DC: U.S. Government Printing Office.

Federal Emergency Management Agency (1983). Juvenile Firesetter Handbook: Dealing with Children Ages 7 to 14. Washington, DC: U.S. Government Printing Office.

Gaynor, J. & Hatcher, C. (1987). The psychology of child firesetting: Detection and intervention. New York: Brunner/Mazel.

Holland, C.J. (1969). Elimination by the parents of firesetting behaviour in a 7-year old boy. Behaviour Research & Therapy, 7, 135-137.

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Kolko, D.J. (1996a). Education and counseling for child firesetters: A comparison of skills training programs with standard practice. In E. D. Hibbs and P. S. Jensen (Eds.) Psychosocial treatments for child and adolescent disorders: Empirically based strategies for clinical practice, pp. 409-433. Washington, DC: American Psychological Association.

Kolko, D.J. (1999). Firesetting in children and youth. In M. Hersen and V. V. Hasselt (Eds.) Handbook of psychological approaches with violent offenders: Contemporary strategies and issues (pp. 95-115). New York: Plenum.

Kolko, D. J., Watson, S., & Faust, J. (1991). Fire safety/prevention skills training to reduce involvement with fire in young psychiatric inpatients: Preliminary findings. Behavior Therapy, 22, 269-284.

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Wooden, W., & Berkey, M.L. (1984). Children and arson: America's middle class nightmare. New York: Plenum.

RESEARCH STUDIES ON JUVENILE FIRESETTING

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Grolnick, W. S., Cole, R. E., Laurenitis, L., & Schwartzman, P. I. (1990). Playing with fire: A developmental assessment of children's fire understanding and experience. Journal of Clinical Child Psychology, 19, 128-135.

Hall, J.R. (1995, August). Children playing with fire: U.S. experience, 1980-1993. National Fire Protection Association, Quincy, MA.

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NASFM JUVENILE FIRESETTING INTERVENTION PROJECT DATA COLLECTION FORM

AGENCY INFORMATION

State FDID# Incident Date:

CHILD INFORMATION (One form per incident; place answer in appropriate box)

	Child 1	Child 2	Child 3	Child 4
Age of child at time of incident				
Gender M (Male) F (Female)				
Grade in school P (Preschool) K-12 (Enter grade level) HS (Home school) SE (Special Education) NS (Not in school)				
Language spoken at home E (English) S (Spanish) O (Other)				
Previous fireplay or misuse of fire Y (Yes) N (No)				
Previous reported fire/fire department response Y (Yes) N (No)				
Other agency working with family M (Mental Health) SS (Social Services) JJ (Juvenile Justice) O (Other) Specify				

INCIDENT INFORMATION (One form per incident)

<p>Number of fatalities resulting from this incident:</p> <p>Number of injuries resulting from this incident:</p> <p>Number of people displaced as a result of this incident:</p> <p>Dollar loss estimate (as per report only) \$</p>	<p>Who was involved with this incident?</p> <p><input type="checkbox"/> Child acted alone</p> <p><input type="checkbox"/> Other unknown children involved</p> <hr/> <p>Original ignition source? (Select one)</p> <p><input type="checkbox"/> Match</p> <p><input type="checkbox"/> Heating Appliance</p> <p><input type="checkbox"/> Candles</p> <p><input type="checkbox"/> Lighter</p> <p><input type="checkbox"/> Stove</p> <p><input type="checkbox"/> Other (Specify)</p>
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DATA COLLECTION FORM

INCIDENT INFORMATION – Page 2

<p>Item first ignited by ignition source? (Select one)</p> <ul style="list-style-type: none"><input type="checkbox"/> Paper/Cardboard/Tissue<input type="checkbox"/> Clothing<input type="checkbox"/> Furniture<input type="checkbox"/> Grass/Leaves/Branches<input type="checkbox"/> Flammable/Combustible Liquid<input type="checkbox"/> Fireworks<input type="checkbox"/> Bedding<input type="checkbox"/> Toys<input type="checkbox"/> Trash/Garbage<input type="checkbox"/> Animal/Person<input type="checkbox"/> Aerosol sprays<input type="checkbox"/> Explosive device<input type="checkbox"/> Other	<p>Action taken in response to fire? (Check all that apply)</p> <ul style="list-style-type: none"><input type="checkbox"/> Nothing<input type="checkbox"/> Referred to Youth Firesetting Intervention/Education<input type="checkbox"/> Referred to Legal Authority (Police/Fire Investigator)<input type="checkbox"/> Other (specify)		
<p>Referral to program initiate by? (Select one)</p> <ul style="list-style-type: none"><input type="checkbox"/> Fire report<input type="checkbox"/> Parent/Caregiver<input type="checkbox"/> School<input type="checkbox"/> Mental Health<input type="checkbox"/> Law Enforcement<input type="checkbox"/> Other (specify)	<p>Ignition source obtained from? (Select one)</p> <ul style="list-style-type: none"><input type="checkbox"/> Own home<input type="checkbox"/> Other person/location<input type="checkbox"/> Found outdoors<input type="checkbox"/> Other (specify)		
<p>Fire incident result? (select one)</p> <ul style="list-style-type: none"><input type="checkbox"/> Intentional result (intended to ignite/burn all objects that did burn)<input type="checkbox"/> Non-intentional result (fireplay, other fire use that got out of control)	<p>Caregiver at time of incident? (Select one)</p> <ul style="list-style-type: none"><input type="checkbox"/> Parent/Caregiver<input type="checkbox"/> Sitter (approximate age)<input type="checkbox"/> School<input type="checkbox"/> No one<input type="checkbox"/> Other (specify)		
<p>Where did the incident Occur? (Select one)</p> <table border="0"><tr><td><ul style="list-style-type: none"><input type="checkbox"/> Inside family home (single family home)<input type="checkbox"/> Inside family home (apartment/multi-family)<input type="checkbox"/> Other structure at home (shed, garage, etc.)<input type="checkbox"/> Yard at home</td><td><ul style="list-style-type: none"><input type="checkbox"/> Park/Field/Vacant Lot<input type="checkbox"/> School<input type="checkbox"/> Vehicle (at home or away)<input type="checkbox"/> Other (specify)</td></tr></table>		<ul style="list-style-type: none"><input type="checkbox"/> Inside family home (single family home)<input type="checkbox"/> Inside family home (apartment/multi-family)<input type="checkbox"/> Other structure at home (shed, garage, etc.)<input type="checkbox"/> Yard at home	<ul style="list-style-type: none"><input type="checkbox"/> Park/Field/Vacant Lot<input type="checkbox"/> School<input type="checkbox"/> Vehicle (at home or away)<input type="checkbox"/> Other (specify)
<ul style="list-style-type: none"><input type="checkbox"/> Inside family home (single family home)<input type="checkbox"/> Inside family home (apartment/multi-family)<input type="checkbox"/> Other structure at home (shed, garage, etc.)<input type="checkbox"/> Yard at home	<ul style="list-style-type: none"><input type="checkbox"/> Park/Field/Vacant Lot<input type="checkbox"/> School<input type="checkbox"/> Vehicle (at home or away)<input type="checkbox"/> Other (specify)		

State of Maine
Juvenile Fire Safety & Intervention
State Resources Guide



Office of State Fire Marshal
Department of Public Safety

SHELTERS / ATTENDANT CARE / CRISIS SERVICES

Acadia Hospital (Bangor)	973-6877
Children's Emergency Service	(800) 452-1999
CSI Statewide Crisis Response Hotline	(888) 568-1112
Halcyon House (Skowhegan)	474-8574
Halifax House Crisis Unit (Winslow)	872-2092
Ingraham Crisis Services	774-HELP
Lighthouse Homeless Youth (Portland)	774-3073
New Beginnings (Lewiston)	795-4070
Reardon's Place (South Portland)	874-1184
St. Mary's Hospital (Lewiston)	777-8668
St. Michael's Attendant Care (Bangor)	582-8077
Shaw House for Homeless Youth (Bangor)	941-2882
Spring Harbor Crisis (So. Portland)	761-2200
Stillwater Assessment Center (Bangor)	990-2501
Sweetser Crisis Unit (Portland)	842-2456
Sweetser Crisis Unit (Saco)	294-471
Y.A. Girls' Transitional Program / Shelter (Portland) (Referrals)	797-2933; 807-5538 cell 632-7324

INGRAHAM

Edgewood Residence	Karen Heureux	883-0709
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Ingraham Crisis	774-HELP (4357)	874-1055
Mainstay / Edgewood Referrals	Alison Libbey	874-1055
Mainstay Residence		842-6890

SPURWINK

Juvenile Risk Reduction Program (JRRP)
Referrals 1-800-784-9208
Tracy Downing, Region I Case Manager Supervisor 871-1235, cell 754-3471
Roy Siegfriedt, Program Director 582-1360, 754-3743

SWEETSER SERVICES

Crisis Unit Supervisor	Pat Mackenzie	842-2459
Cumberland County (FST, case mgmt)	Jamie Ream	842-3757
Family Focus / Bridge Homes	Carrie Zubicki	294-4893
MST Referrals	Janet Grinis	294-4822
Portland Crisis Unit		842-2456
Saco Crisis Unit		294-4721
York County (FST, case management)	Laura Kass	294-4573

VOLUNTEERS OF AMERICA

York County - Juvenile Detention Alternative Program (JDAP)
 Lou Hendricks 490-5632
 (800) 498-0077 pin 5066

Brunswick Area - Homeless Youth Svces Dawn Mills 783-4317

YOUTH ALTERNATIVES

Family Intervention Services (Cumberland Cty)	Liz Bailey	874-1175 ext 217
(York Cty)	Wendy Dubois	985-2030
Family Outreach Services	Peter Mac Mullen	874-1175 ext 219

Girls' Shelter YOUTH ALTERNATIVES (cont)	Linda McKenney	807-5538, 632-7324
Girls' Shelter	Shelter Staff	797-2933
Healthy Families (Assistance for first time parents)	Elizabeth Szatkowski	854-2268
Heritage House	Susan Levine	842-6886
YA / VOA JDAP Juvenile Detention Alternative Program	Kellie Joyce	874-1175 ext 143
P.E.R.C. (Parenting Adolescents)	Deb Korol	854-2268
Reardon's Place		874-1184

SERVICES BY CATEGORY

ANGER MANAGEMENT

See Domestic Violence

Graff, Michael	771-5622
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BRIDGE HOMES

Spurwink Bridge Home

Sweetser Bridge Home

YA Perry's Place (Bowdoinham)	Guy Cousins	666-3901
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CASE MANAGEMENT

Community Counseling Ctr (Case Mgmt for Youth)	874-1030
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Counseling Services Inc.- CSI (York county)	282-7504
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Day One Case Management	767-0991
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Spurwink Case Management	Cindy Mellin	688-4590, (866)283-0587
Sweetser Case Management	Cumberland Cty York Cty	842-3791 294-4575
Sweetser Family Focus		386-1662
Woodfords Community Case Management		878-9663
YWCA Case Management	Katie McCoy	874-1130 ext 3053

COMMUNITY SERVICE

Community Service Opportunities (C.S.O.)		286-2662
Portland West - ServiceWorks		775-0105

CULTURAL DIVERSITY

The Bangor Interpreting Agency (Brewer HQ)		989-8888
Catholic Charities Translation Svcs		871-7437
Certified Interpreters		798-7995
Certified Language International		(800) 237-8434
East Africa Family Assoc.		878-9191
The Language Exchange		772-0405
Maine S.A.F.E.		634-3326
Pine Tree Society (Handicapped Services)		443-3341
U.S. Immigration & Naturalization		(800) 375-5283

DOMESTIC VIOLENCE

Beyond Abuse (Sweetser)	Bath/Brunswick	373-4337
Caring Unlimited (Sanford)		490-3227
Family Crisis Services		(800) 537-6066, 874-1973

Family Violence Crisis Line		623-3569
Grondin, Jerry		878-8781
Men’s Resource Center	Steve Andrews	773-9724
Violence No More	Marty Burgess	283-8574
York County Shelter		324-1137

DRUG TESTING & IDENTIFICATION

American BioMedica (Drug Test Mfr)		(800) 227-1243
Health & Environmental Testing Lab (HETL)		287-1701
MDEA – Maine Drug Enforcement Agency		783-5333
Poison Control Center		(800) 442-6305

EDUCATIONAL SERVICES

Evaluations	Laurel Tinkham	878-9146
Maine DOE Student Assistance Team		624-6680
The REAL School	Pender Kimball	892-4462
Pine Tree Legal Services		774-8211
Youth Building Alternatives		775-0105

EMPLOYMENT SERVICES

Career Center (Portland)		822-0400
Cumberland County Training & Resource Center		775-5891
H.I.P. Program / Learn to Earn		874-6560 ext 118

Job Corps	Portland Bangor Referrals	761-4338 (888) 216-2034 (888) 469-1885 (800) 97B-EGIN
Maine Youth Opportunities	Marty Zanghi	780-5867
Project Forward	Heather Stott	775-5891
Work Opportunities (Portland area)	Christina Johnson	772-3573
Work Opportunities (York County)	Christine Tarbox	286-9267, 615-0885
Youth Building Alternatives		775-0105

FAMILY SERVICES

ANCHOR Program	Barbara Fowler	871-3065
Catholic Charities Family Life Svcs		871-7464
Community Counseling	Sarah Correia	874-1034
Day One Family Support Program (FSP)	Sandy Taylor	874-1045
New England Family Institute		871-1000
Parent Effectiveness in Resolving Conflict (PERC)	Lynn Devine	854-2268
The Parent's Advocate	Eddita Felt	353-8648
Providence (In Home Family Service)	Eric Grainger	774-3570
Sweetser Family Focus		294-4893
Sweetser MST		294-4822, 842-3775
Woodfords Family Services		878-9663, (800) 439-0314
YA Family Outreach Service (FOS)	Peter MacMullen	874-1175 ext 219
YA Family Mediation	Deb Bopsie	874-1175

YA Family Intervention Services	Liz Bailey	874-1175
YA Healthy Families / PERC	Deb Korol	854-2268
YWCA Family Center		874-1130

FIRE SETTING

Cumberland County Fire Chiefs Fire Setter Treatment Program	John Beatty	741-5583, 205-2764
Fire Setter's Evaluation Svcs	Gerry DiMillo	283-1370
Fire Setter's Psych Evals	Dr. Vaughn Hardesty	828-5309
State Fire Marshall's Office	Daniel Roy & Rick Shepard	626-3870
York County Fire Setters 592-1619	Pam Tourangeau	459-2463,

FOSTER CARE

Casey Family Services		772-4110, (800) 559-1115
Families First	Sharon Raymond	444-1512 ext 270
Foster Family Connection		854-1010
YA Multidimensional Treatment Foster Care (MTFC)		
	Referrals	Katie Payson 874-1175
	Director	Ann Archibald 874-1175

GRIEF COUNSELING

Center for Grieving Children (CFGC)		828-1262
Grief Recovery Line		(800) 445-4808
Grief Support Center	Bath	443-2722
	Brunswick	729-0622

New England Families	York	439-5071 871-1000
Suicide Survivors Group		871-4226

HANDICAPPED
See Cultural Diversity

HOMELESS

Caring Unlimited		490-3227
Homeless Crisis Hotline		(800) 438-3890
Homeless Health Clinic		874-8445
Lighthouse Shelter	Janet Bixler	774-3073
National Runaway Switchboard		(800) 621-4000
Portland Street Clinic		874-8982
Preble St. Teen Center	Mike Freisinger	874-1197
Street Academy		874-1147
Sweetser Homeless Youth Services	Amanda Moulton	294-4575
Wayside Evening Soup Kitchen		775-4939
YA Homeless Youth Services		874-1175, 632-7461
York County Shelter Program		324-1137
Youth In Need of Services (YINS)		632-0137
YWCA Street Program		874-1122

HOUSING ASSISTANCE

Biddeford Housing Authority		282-6537
DHHS Emergency Assistance		822-2071
Fuel Assistance		287-2826

General Assistance	Portland Standish	775-7911 642-3461
MSHA – Maine State Housing Authority		(800) 452-4668, 626-4600
Portland Housing Authority		773-4753
PROP - People’s Regional Opportunity Center		874-1140
Project Feed, Inc.		761-3920
Project Grace- Scarborough		883-5111
Salvation Army		774-4172
Stone Soup Food Pantry Biddeford		284-5911
Westbrook Housing Authority		854-9779
York County Community Action		324-5762

INDEPENDENT LIVING

Goodwill-Hinckley Ind. Living	Mike Hinckley	238-4300
Mainstay / Edgewood	Alison Libbey	874-1055
New Beginnings T-House	Bob Carroll	795-6048
Rumford Group Home Ind. Lvg.	Steve Simmons	369-9230
Transitional Services (Roommates)		772-8985

INTERPRETERS

See Cultural Diversity

JASAEs (Substance Abuse evals)

Day One Substance Abuse Treatment Network	Sue Bosco	842-3637
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Juvenile Detention Alternative Program (JDAP)

Y.A./ V.O.A. JDAP Referrals	Cumberland County	Kellie Joyce	874-1175
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York County

Lou Hendricks

(800) 498-0077
490-5632

Juvenile Risk Reduction Program (JRRP)

JUMPSTART

Biddeford PD	282-5127
Kennebunk PD	985-2102
Saco PD	284-4535
York PD	363-1031

LEGAL SERVICES

Cumberland Legal Aid Clinic	780-4370
Lawyer Referral Services	622-1460
Legal Services for the Elderly	(800) 482-7411
Pine Tree Legal Services	774-8211
Volunteer Lawyers Project	(800) 442-4293

MEDICAL SERVICES

Maine Medical Center		871-6048
MMC Teen Clinic		871-2911
Mercy Hospital		879-3000
Mercy Recovery Center		879-3600, 857-8440
Westbrook	Dr. Mark Publicker	857-8061
Northern Cumberland Memorial Hospital	Bridgton	647-8841
St. Mary's Recovery Center	Lewiston	777-8700
Spring Harbor Hospital		761-2200
University Health Care Counseling		283-1407

York Hospital 363-4321
York Hospital Cottage Program 351-2118

MENTAL HEALTH & SPECIAL NEEDS

Amistad 773-1956
Anchor Program 871-3005
ARCS (Spring Harbor) Mary Jean Mork 780-6378 ext 310
Childrens' Emergency Services (800) 452-1999
CSI A.C.T. Sylvia Davis 282-1500
DHHS Mental Health Crisis HOTLINE (24 hours) (888) 568-1112
DHHS Mental Health Services Michelle Descoteaux 822-0355
Odyssey Program (Spring Harbor) 775-1101
Port Resources (MR) 828-0048
Providence Service Corporation 774-3570
Saco River Behavioral Health 247-9000 ext 120
Spring Harbor Referrals (866) 857-6644, 774-6644
Spring Harbor Counseling (York county) 351-3140
Spurwink 283-0587
Sweetser MH Case Management Pam Pride 842-2415
Tri County Mental Health (Andro, Oxford) 783-9141, (800) 787-1155
Woodfords Family Services 878-9663

MENTORING

Big Brothers / Big Sisters 284-9006, 773-KIDS

Boys & Girls Club		874-1069
Boy Scouts		797-5252
Case Management	Daniel Schnorbus	842-3609
Community Mentoring		780-5836
Girls Scouts		772-1177
Muskie Mentoring Program	Nancy Connolly	780-5836
Sweetser Mentoring		294-4415, (800) 434-3000
*** Contact local High Schools re. Student Mentoring programs available.***		

NEURO-PSYCHOLOGICAL EVALS

Bayside NeuroRehab Services		761-8402
Doiron, Dr. Richard		773-1790
Domino, Dr. Julia		775-6727
Morse, Dr. Phil		775-4000
Neurobehavioral Services		780-6079, 879-8660
Psychodiagnostic Services		828-4026
Slap-Shelton, Dr. Laura		283-9377
Strzok, Dr. Beverly		879-2565
Whitehead, Dr. Charles		842-9288

PARENT SERVICES

GEAR Network (MH)		(800) 264-9224
KidsFirst (Divorce)		761-2709

Maine Parent Federation		(800) 824-0051, 294-8250
Mainely Parents (Day One)	Pam Marshall	767-0991, 767-5506
One Maine	Judy Marble	874-1045
Parent Resource Center(York Cty)	Alexandra Sagov	324-1371
PERC / Julie Foundation	Judy Colby-Walker Lynn Devine	772-7181, 883-2277 854-2268
YWCA Family Center Services		874-1130

PLACEMENTS

Atrium House (Bangor)		941-2826
Bass House (YA)		286-3481
Edgewood		883-0709
Goodwill-Hinckley		238-4035
Heritage House	Susan Levine	842-6886
Janus House (Bangor)		941-2824
Mainestay		842-6890
Merrymeeting Farm		625-8751
NFI Referrals	Jill Allen	647-4404
NFI – Beacon House		727-5900
NFI – Stetson		296-2487
Oliver Place (NFI)		442-7146
Opportunity Farm		926-4532
Phoenix Academy		622-7106
Roads (YA)	Susan Giambolvo	854-0088, cel 671-8939

Rumford Group Home 369-9230

Shaw House (Bangor) 941-2882

PSYCHOLOGICAL EVALUATIONS

KidsPeace (800) 922-9543, 771-5729

Maine State Forensics 287-7293

Broderick, Dr. Michael 329-5915

Carbone, Dr. Gregory 828-4026

DiRocco, Dr. Art 797-7877

Hardesty, Dr. Vaughn 828-5309

Kabakov, Dr. Carolyn 321-0022

Kerr, Dr. Bruce 985-6675

McKim, Dr. Barbara 774-9615

Milliken, Dr. Kirstin 772-4191

Moran, Dr. James 892-7999

Muncie, Dr. Chris 772-4429

Welch, Dr. Carlann 775-0382

Wojcik, Dr. Joseph Springvale 490-2100, 985-3970

RECREATIONAL

Boy Scouts 797-5770

Boys & Girls Club 874-1069

Chewonki 882-7426

Compass Boat Building Project Pat Ryan 874-1030

Drumming Group	Roy Nellis	625-4525
Girl Scouts		772-1177
Mission Possible (Westbrook)	Maria Dorn	854-2800
Rippleffect	Ted Regan	791-7870
Riverview Foundation (So. Ptld) (Brunswick)	Andrew Mishkin	799-1814, ext 304 729-7399
Summit Achievement		772-8985
USM Wolfe's Neck Learning Center		780-5659, 653-4051
YES! To Youth		772-6644
YMCA Outdoor Program (York County)	Tom Doherty	284-9006

RESIDENTIAL TREATMENT

Crossroads for Women		892-2192
Day One – Hollis		929-5166
Limestone RTF		325-4727
Phoenix Academy		622-7106
Serenity House (Adult Male)		774-2722
Wellspring (Adult Male)	Bangor	941-1600

RESTORATIVE JUSTICE

Community Mediation Center (Portland)	Karen Tucker	772-4070
Parkside Community Resolution Team (Portland)		

SEX OFFENDERS

Kerr, Dr. Bruce		985-6675
Morton-Stanford, Tracy		939-3627
Saco Bay Counseling	Ben Nappi	284-9667
Sweetser – Portland Cottage		286-0202
Thomas, Steve		828-0759

SEXUAL ISSUES

Community Counseling Sexual Abuse Svcs		874-1030
Gay & Lesbian Task Force		(800) 221-7044
Maine AIDS Hotline		(800) 841-2437
My Choice Residence (Pregnancy)		(800) 640-7550, 772-7555
Outright - Portland Alliance of Gay & Lesbian Youth		828-6560
Planned Parenthood of New England	Portland	874-1095
	Biddeford	282-6620
	Sanford	324-9385
	Brunswick	725-8264
St. Andre’s Home , Inc	Biddeford	282-3351
Sexual Assault Response Services of Maine		828-1035
STD Clinic	Portland	874-8446
	York Cty	282-1516

SPECIAL NEEDS

The Bangor Interpreting Center	(Brewer HQ)	989-8888
Maine Center for the Blind & Visually Impaired		(800) 715-0097
Sign Language / Interpreters	Pine Tree Society	774-9438
	Certified Interpreting	798-7995
	Interpreting Services	885-0536

SUBSTANCE ABUSE COUNSELING

Addiction Resource Center (Brunswick)		373-6950
Alcoholics Anonymous Hotline		(800) 737-6237, 774-4335
Casco Substance Abuse Resource Ctr		773-7993
Counseling Services, Inc (CSI)	Saco	294-7777
	Kittery	439-8391
	Biddeford	284-5554
Crossroads for Women		892-2192
Danzig Counseling	Steven Danzig	893-0000
Day One Outpatient		874-1045, 842-2995
Dayowl Counseling	Ron Houle	283-8403
Food Addiction / Chemical Dependency		774-4564
Inner Edge	Stephen Andrews	773-9724
Juvenile Treatment Network (Aftercare)		842-3637
Lymneos Treatment Associates	Mike Lymneos	892-0505
Mercy Adolescent Recovery	Dr. Mark Publicker	XXXXXX
Narcotics Anonymous		(800) 974-0062
Office of Substance Abuse		(800) 499-0027, 287-8900
Portland Peer Leader Program		874-1140 ext 322
Recovery, Inc.		892-9529
Top of the Hill Counseling	Chris Coose	780-8999
Transitions Counseling	Standish	(888) 773-8886
Tri County Mental Health Svces	Bridgton	647-5629

David Ward, LCSW	DEEP certified (OUI)	846-3422
York Hospital Cottage Program	York	351-2118
YWCA of Greater Portland	Pam Carmichael	874-1130

SUICIDE

Also see Crisis & Grief Services

Maine Youth Suicide Prevention Program	(800) 698-3624, 287-9968
National Suicide Prevention Hotline	(800) 273-8255 (TALK)

TRANSPORTATION

Greyhound / Vermont Transit	772-6587
Independent Transportation Network	854-0505
Metro – Greater Portland Transit	774-0351
RTP (Regional Transportation Program)	Portland 774-2666 ext 19 (774-HELP)
South Portland Transit	767-5556
Southern Maine Ride Share	(800)289- RIDE, 774-RIDE (7433)
York County Community Action	Karen, ext 9025 324-5762

