

FIRE PREVENTION EDUCATION FOR BOYS AND GIRLS WHO MISUSE FIRE:
A QUASI-EXPERIMENTAL MIXED METHODS ANALYSIS OF
EFFECTIVE INTERVENTION PROGRAMMING

by

Matt Ferdock

Liberty University

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

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ABSTRACT

A child referred for an assessment following fire misuse (e.g., setting a fire intentionally) triggers an intervention strategist who constructs a program that almost universally includes fire safety education (FSE). While FSE media tailored by age and grade is available from the U.S. Federal Government, most youth fire misuse intervention educational programming differentiates children by age. However, program designers rarely consider gender, racial differences, and socioeconomic factors during education design and delivery. Limited research demonstrates efficacious FSE. However, since almost no FSE accounts for differences beyond age, no empirical evidence exists examining its efficacy by demographic or socioeconomic differences. Using archival data of juvenile fire misusers collected over the past 20 years, the investigator examined operationalized components of an FSE program. Quantitative results were inconclusive. However, qualitative analysis revealed predominantly masculine language used in the FSE despite nearly 17% of the children in this study being female. Analysis showed FSE worksheets and handouts were grade and age-appropriate. However, instructions for educators and parents and lesson plans were scored at about a 6th-grade level. This paper is the first known research to operationalize dimensions of fire safety education to study their impact on reducing recidivism rates. Qualitative methods found differences between children who completed FSE and those who did not after returning to the program. Children who did not complete FSE were found to contain more than ten times the number of emotional, behavioral, family-related, and school-related thematic problems as children who completed FSE. I discuss implications for further research.

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Dedication

This dissertation is dedicated to my father, who instilled a lifelong thirst for learning in his children. The second person to whom this dissertation is dedicated is my wife, who supported every life change I wanted to make. She hasn't always liked them, but she has always been there for me. Completing this project would not have been possible if it were not for her patience and love. Finally, I would like to dedicate this paper to my uncle Rev. (Col.) Robert Berger (ret.), who spent many long evenings at the beginning of this adventure talking me through mental roadblocks to finishing my degree. We miss you, Uncle Bob!

Acknowledgments

I would like to thank my friends at the Burn Prevention Network for allowing me to study their data. My friends Dan Dillard, Jess Banks, and Danielle Jerant were indispensable. Mr. Dillard helped me understand the program's genesis and opened doors for me. He has been a positive and supportive force in helping me accomplish this feat. Ms. Banks explained how the program works, collected data, and taught fire safety. Her intimate knowledge of the material, the educators, and the kids helped me make sense of a 20-year program. I also want to acknowledge and thank Ms. Jerant, who patiently worked with me through this past year to build the database, enter data, and help me clean it. Without her, I would still be entering data (and eating more Tums!) Next, I would like to acknowledge Dr. Elisabeth Spratto from Liberty University for taking the time to review and point out how I could improve this work. She was an excellent mentor. She helped me navigate testing assumptions. When I confused the forest through the trees, she re-directed my work to align with its original goals. Finally, I would like to thank Dr. Brian Kelley, who granted me A's in both courses I took from him despite being the most challenging professor in the Ph.D. program. He was an inspirational mentor who kept pushing me. When I wanted to resign from this doctoral program (twice), Dr. Kelley pointed out that I was doing pretty well since most students wanted to resign at least four times! He put the program into perspective and helped me focus on doing my best work and turning the rest of it over to my Higher Power. Dr. Kelley gave me the freedom to explore new trains of thought. He encouraged me to look at the data from different vantages. He steered me back on track when I strayed. Thank you, Dr. Kelley. I hope we can continue to work together.

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CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction

This research aims to identify specific fire safety educational material characteristics that may predict a low repeat offense rate among children who misuse fire. I intended to study discrete, continuous, and text data; therefore, quantitative and qualitative analyses were performed.

According to the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (2020), 33.9 juveniles in 100,000 committed arson in 1994, while 5.3 juveniles in 100,000 committed arson in 2018. Rates of juvenile arson have been steadily decreasing from a high of 33.9/100,000 in 1994 to 5.3/100,000 in 2018. Of these, 80% were repeat offenders (PA State Fire Commissioner's Office, 2020). The PA Fire Commissioner estimates that fires set by children kill nearly 350 people and injure over 3,000 people each year. Property damage estimates exceed \$350M annually in these cases. In one year alone (2002), French (2008) found that 14,100 fires were set by children that directly led to the deaths of 210 people and injured 1,250 others. Property damages were similar to those reported by the PA Fire Commissioner's Office. Reducing these numbers by just 40% would save lives, reduce property damage by about \$100M+, and restore children to their families. Reducing recidivism by over 80% would greatly benefit families, communities, and society. Over the past 10+ years, the fire youth intervention (FYI) program at the Burn Prevention Network (BPN) in Allentown, PA, has treated nearly 630 children under 18. The BPN boasts a recidivism rate of less than 2% over a five-year follow-up (J. Banks, personal communication, September 2020).

Background

The BPN FYI program consists of two essential elements. A fire safety education (FSE) component and a referral. The referral can be to an institution, a psychotherapist, a psychiatrist, or other mental health professional. BPN delivered fire safety education over eight days, including interviews with firefighting professionals and educators. However, almost five years ago, the FSE was shortened to occur in a single day. As a programming device, fire safety education was one of the most frequently used youth fire misuse interventions (Kolko et al., 2006; Muller & Stebbins, 2007; Kolko et al., 2008; Fritzson et al., 2011; FEMA, 2012; Yoon, 2012; Stadolnik, 2015; Ellis-Smith, 2017). FSE may represent a more generic intervention (Tyler & Gannon, 2017). As Kolko and Vernberg (2017) describe, fire intervention programming elements typically rely upon fire safety education and some social-psychological intervention such as cognitive-behavioral therapies, family therapies, community-based interventions, high-dynamic protective services (Bumpass et al., 1985; Kolko, 1988; Raines & Foy, 1994; Kolko, 2001; Satyen et al., 2004b; Ta et al., 2006; Uhnnoo et al., 2015; Palmer et al., 2007; Kolko & Vernberg, 2017; Tyler et al., 2018; Palmer, 2019; Rankin, 2019; Ribeiro da Silva et al., 2019; Rijo et al., 2016; Garcia, 2015; Jones & Musкера, 2010; Klas, 2020). However, there was no universal consensus throughout the literature regarding which fire safety educational elements are most effective among which groups of firesetters (Putnam & Kirkpatrick, 2005; Ellis-Smith, 2017; Kolko & Vernberg, 2017; Gannon & Barrowcliffe, 2012). A community-based fire safety program may offer a single type of fire safety education program written with white, male, middle-class, low-risk 10-year-old children in mind. Nevertheless, the programming efficacy might be more dubious when presented with adolescent Puerto Rican girls. Targeted programming was understandable given that boys start most fires. These boys might have trouble

in school, be physically or mentally abused, or be socially isolated. They also tend to have lower intellectual capacity, poor self-esteem, poor self-control, and anti-social behaviors (Smith-Ellis, 2017; Lambie et al., 2013; Lambie et al., 2019; Mastrangelo, 2013). Nonetheless, as Satyen et al. (2004a) argue, fire safety education can be effective. But FSE may require regular reinforcement (Satyen et al., 2004a). Animal cruelty was not a reliable predictor of firesetting behavior. Instead, the probability that children (boys) would abuse animals was as likely as the probability that children would misuse fire (Baglivio et al., 2017). However, the BPN FSE intervention does not account for differences in the audience outside of age and language (i.e., Spanish), typical of many FSE programs. Many FSE intervention programs refer to the *Youth Firesetting Intervention Program* developed by the National Fire Academy (NFA) and available online (see Youth Fire Setting Prevention and Intervention curriculum). Appendix A includes a sampling of one to two FYI programs from each U.S. state and non-governmental organization (NGOs). Also, the appendix provides national programming material (e.g., FEMA).

Problem Statement

Kolko et al. (2008) summarized intervention programming in the U.S. This paper found 76% of programs were delivered through local fire departments, while mental health services coordinated another 14%. More interventions need to be coordinated through mental health services because 43% of children need some form of mental health intervention (Kolko et al., 2008). But Doley et al. (2015) suggest that very little research exists that describes the specific intervention elements which are most efficacious. For example, Dean (2015) describes several interventional techniques that change behavior. One of the most common program elements was fire safety education, usually delivered within a single day. Fire safety education was rare, as was multi-day intervention programming. Half of the programs reviewed provided brief sessions with

a mental health counselor, and only 24% provided multi-session interventions. Only a tiny proportion of intervention programs included mentoring, satiation (see **Definition of Terms** below) (Peters & Freeman, 2016), residential treatment, specialized restitution, or group counseling (MacKay et al., 2018). Standardizing national data on youth fire misuse has been identified as one way to address disparate interventions toward seeking effective treatment (Klas et al., 2014; Klein et al., 2008).

Putnam and Kirkpatrick (2005), in an overview of US-based firesetting intervention programs, noted that while FSE was integral in many communities, few designers programmed for different age groups and fire orientation (e.g., fire play versus more serious fire interest). The authors also noted that there was little research describing the efficacy of FSE intervention. In a review of available intervention programs in the U.K., local fire service personnel who worked with juvenile corrections services delivered most programs (Palmer et al., 2007). Almost none of the provided services are geared toward severe adolescent offenders. Most intervention programs lasted a single day, and almost none were performed in collaboration with mental health services. In a longitudinal study of change in the mean age of burn injuries, Homaie-Rad et al. (2019) found that individuals' mean age went from 27.75 years to 32.65 years following an educational program. While the researchers used a sample of burn survivors, it may offer indirect evidence of FSE efficacy for the intentional firesetter population. Vekatesh and Khajuria (2020) describe in their letter-to-the-editor additional evidence that fire safety education disseminated via public media can help to reduce burn injuries.

Pooley (2020) found that firefighter-delivered FSE intervention programs decrease recidivism among juveniles at risk of fire misuse (Pooley, 2017a; Pooley, 2020). Pooley's 2020 study used ten years'-worth of assessment and interview data. Most subjects (57.4%) were

Caucasian, and nearly 90% were males aged 15 years (22.7%). However, the researcher failed to account for specific differences in FSE characteristics, including differences in delivery characteristics such as the firefighter demographics delivering the intervention program (e.g., gender, ethnicity, and age). The qualitative analysis results showed that firefighter delivery of FSE raised awareness of the actual and potential consequences of misusing fire among children (Pooley, 2017b; Pooley, 2020). Other themes that arose included firefighters providing fire-specific outcome plans that reduced recidivism, and firefighter-delivered FSE contributed to cognitive and behavioral change (Pooley, 2020). However, the researcher did not present evidence that the FSE was effective for non-Caucasians and females. On the other hand, Adler et al. (1994) concluded that firefighter-led fire safety education did not affect the recidivism rate (see also Lambie et al., 2019). Instead, participating in a multi-dimensional intervention reliably decreased repeated fire setting behavior up to 12 months following treatment. Community-based interventions may better treat such delinquent behavior (Kolko, 1988; Kolko, 2001; Garcia, 2015).

Researchers studying a firefighter-led intervention program in Dallas found that psycho-social professionals could reduce recidivism rates under close supervision (Bumpass et al., 1985). However, the Dallas program was based on aggressive graphing behaviors that could manifest as firesetting. Presentations on fire safety education were delivered to children. But their impact was not systematically analyzed.

Researchers studying programming methodology efficacy have found that multidisciplinary, multi-session, and more intense interventions significantly lower recidivism rates (Kolko et al., 2006; Johnson et al., 2013). Fire safety education (FSE) delivered with cognitive-behavioral treatment (CBT) by mental health professionals also significantly reduces

repeat offense rates among children (Kolko et al., 2006). In one study, FSE and CBT effects were moderated by the child's family history, fire attraction, and externalizing behaviors, suggesting that mental health and fire-specific factors mediate treatment outcomes (Kolko et al., 2006). Furthermore, Lambie et al. (2012) found that relationships built between families, child offenders, and counselors were significant predictors of treatment success (i.e., lower recidivism rate) and programming tailored to the child's developmental level (adolescent versus younger children) tends to be more impactful. Researchers have also found that caregiver involvement may contribute to programming efficacy during the intervention. Overall, empirical research reviews show recidivism rates from multi-day, multidisciplinary intervention programs are significantly lower than rates following single-day intervention programs (Stadolnik, 2016; MacKay et al., 2018).

However, outside of programming methodologies such as a multidisciplinary approach, multiple intense sessions, FSE, CBT, and family therapies (Johnson, 2016), current intervention research fails to identify specific components *within* the educational component of the intervention that is most efficacious for girls (MacDonald, 2010; Drew, 2017; Johnson et al., 2017; Kolko & Vernberg, 2017; MacKay et al., 2018; Brereton et al., 2020; Darmis et al., 2020). For example, Johnson (2016) failed to uncover intervention programming research detailing gender-relevant spiritual or faith-based components. The current secular psycho-social worldview attempts to espouse religious-free and *objective* empirical evidence for phenomena (Johnson, 2010). Secular fire intervention programming truncates the Christian teleology of children by omitting the positive effects of forgiveness (of self and others, and by others; Roberts & Watson, 2010; Griffin et al., 2015; Worthington, 2003) and the need for redemption (Wolters, 2005) and reconciliation (McMinn, 2017). Suppose intervention providers would like to see FYI

programs become more effective. In that case, research needs to identify specific components that work, components that do not work, and missing components (e.g., a Christian worldview teleology of children that includes constructs such as forgiveness).

Purpose of the Study

This mixed-methods, primarily retrospective, quasi-experimental study aimed to identify FSE elements related to decreases in recidivism rates among boys and girls who misuse fire.

Research Questions and Hypotheses

Research Questions

RQ1: Does the educational component of the Burn Prevention Network (BPN) Fire Youth Intervention (FYI) program decrease recidivism rates differently for different age groups of children?

R.Q. 2: Does the recidivism rate vary among children by race/ethnicity after attending the BPN FYI program's educational component?

R.Q. 3: Does the recidivism rate vary among children by gender after attending the BPN FYI program's educational component?

R.Q. 4: Does the recidivism rate vary among children by socioeconomic statuses, such as family type and home type (SES), after attending the BPN FYI program's educational component?

R.Q. 5: How well do the intervention's educational component characteristics predict the recidivism rate?

Hypotheses

H_{a1}: Among participants in the BPN YFMI, the recidivism rate was lower for younger children than adolescents. H_{a1}: $\mu_1 < \mu_2$, where μ_1 was the frequency of repeat offense for

children under 13 and μ_2 , was the frequency of repeat offense of adolescents (i.e., children ≥ 13).

H_{a2} : The repeat offense rate was lower for Caucasian children than non-Caucasian children. H_{a2} : $\mu_{\text{Caucasian}} < \mu_{\text{Non-Caucasian}}$ where $\mu_{\text{Caucasian}}$ was the frequency of repeat offense of Caucasian children, and $\mu_{\text{Non-Caucasian}}$ was the frequency of repeat offense of non-Caucasian children.

H_{a3} : Girls will have lower recidivism rates than boys. H_{a3} : $\mu_{1\text{Female}} < \mu_{2\text{Male}}$ where $\mu_{1\text{Male}}$ was the frequency of repeat offense for male children, and $\mu_{1\text{Female}}$ was the repeat offense of female children.

H_{a4} : Children from higher SES will have lower recidivism rates than children from lower SES regardless of age or educational programming. H_{a4} : $\mu_{1\text{SES-HI}} > \mu_{1\text{SES-LOW}}, \mu_{2\text{SES-HI}} > \mu_{2\text{SES-LOW}}, \mu_{1\text{SES-HI}} > \mu_{2\text{SES-LOW}}$, and $\mu_{2\text{SES-HI}} > \mu_{1\text{SES-LOW}}$ where $\mu_{1\text{SES-HI}}$ was the frequency of repeat offense for children < 13 from high SES, $\mu_{1\text{SES-LOW}}$ was the frequency of repeat offense for children < 13 from low SES, $\mu_{2\text{SES-HI}}$ was the frequency of repeat offense for children ≥ 13 from high SES, and $\mu_{2\text{SES-LOW}}$ was the frequency of repeat offense for children ≥ 13 from low SES.

H_{a5} : (1) Children who fire misusers whose educators were fire professionals will have lower recidivism rates than children whose educators were not fire professionals. (2) Having a Caucasian fire educator will predict lower recidivism rates among Caucasian children. (3) Children whose fire educator was male will have lower recidivism rates than children whose fire educator was female. (4) Educational media that include tactile objects such as firefighters' helmets or gloves and videos will predict lower recidivism rates among children. (5) Regardless

of age, SES, gender, and race/ethnicity, educational characteristics will significantly predict recidivism.

Assumptions and Limitations of the Study

The volume of data collected on assessment forms (see Appendix B) required me to narrow my focus for this research to a few selected predictors, such as gender, age, SES, race/ethnicity, and educational programming characteristics. One of the limitations of this approach was that it did not consider other potential contributors to recidivism rates. Results from a more robust study that regresses more variables may overshadow FSE (see Lambie & Krynen, 2017). Principal components analysis may be successfully employed to reduce the number of dimensions and hopefully mitigate the impact of multicollinearity in predicting recidivism frequency.

Another limitation of this study was that its population was not a random sample. Burn Prevention Network referrals usually come from the three counties served by the BPN. Residents from Lehigh County are likely substantively different from residents from other parts of Pennsylvania because Lehigh County was one of the more affluent counties. Results from my research may thus not be generalizable to children from other parts of the state or other states. Sample size challenged and prevented me from using specific analyses (e.g., multivariate regression). Therefore, qualitative methods were used in those instances where the sample size was too small.

The inability to randomly assign children to various educational programming limits the possible inferences made from this research. BPN staff assigned children to one of two types of educational programming based solely on their age. This research can be made stronger by manipulating various factors related to the intervention's educational component, such as using

photos of children from races other than Caucasian or matching the female teachers to female children. A lack of a control group was also a limiting factor in this study.

I assumed data were collected objectively by members of the BPN staff or their representatives. I also assumed that if a child committed another offense (e.g., started another fire), the BPN received a notification, and the child was referred back to the FYI program. Of course, families move, or children may continue to set fires that do not rise to the level of concern and therefore go unnoticed and un-referred. Families may shield their children from the perceived stigma associated with the label “juvenile firesetter.” However, the outcome variable - recidivism rate - was assumed to represent continued firesetting behavior accurately.

This project assumed that the BPN Program Director accurately recalled the educators’ gender, profession, and race/ethnicity when developing educational characteristic variables. Assessors did not record these factors on the original referral or assessment tool. Another assumption was that this project would find children who have since turned 18 who will agree to participate in a survey on what they felt was important about their FYI experience.

Theoretical Foundations of the Study

Working with Dr. Kenneth Fineman, the multifactor dynamic-behavioral theory informed the BPN FYI program (D. Dillard, personal conversation, March 22, 2021). Fineman (1980) first introduced the theory to explain firesetting behavior. In brief, the theory proposes that multiple existential proximal and environmental factors and *constitutional* factors (p.489, Fineman, 1990) contribute to fire-setting behavior and reinforce the act. For example, children whose parents present psychopathology, abuse alcohol, drugs, or whose upbringing includes school problems, are socially isolated, or whose peer group promotes anti-social cognitions are more prone to firesetting (Fineman, 1980; Ekbrand & Uhnnoo, 2015). Constitutional factors

related to firesetting include increased EEG abnormalities, physical abnormalities such as allergies, and decreased epinephrine levels (Fineman, 1980). High impulsivity, callousness, and low empathy were significant correlates of adolescent firesetting behavior (Hoerold & Tranah, 2014). Reinforced by peer pressure, attention-seeking, or revenge, to name a few, firesetters may explore their fascination with fire or succumb to poor impulse control (Fineman, 1980; O’Ciardha & Gannon, 2012; Gannon et al., 2012; Ekbrand & Uhnnoo, 2015; Ellis-Smith, 2017).

Despite a relatively large body of supporting research, Horley and Bowlby (2011) found inconclusive and conflicting conclusions in their review of theories on firesetting. Gannon (2016) found limitations in the dynamic-behavioral theory. For example, the theory postulates that firesetting requires a minimum negative existential experience without considering cultural factors (Ellis-Smith, 2017). Researchers also suggest that the theory’s focus on adverse developmental history limits its applicability to adult arsonists (Ellis-Smith, 2017; Gannon, 2016). The *Multi-Trajectory Theory of Adult Firesetting* (Gannon et al., 2012) provides a more robust etiology to the cognitive-behavior theory. However, this was outside the scope of this paper because the BPN FYI was cognitive behavior theory-based.

Definition of Terms

The following was a list of definitions of terms used in this study.

Firesetting refers to children deliberately or accidentally starting fires in this paper's context.

The child may have started the fire for internal and existential reasons. The fire does not require an injury or property damage to be considered firesetting behavior (Tromans et al., 2020; Alexander et al., 2015; Burton et al., 2012; Fritzson, 2015; Kolko & Foster, 2017). In contrast, pyromania was a DSM-5 psychological disorder. It was a relatively rare event compared to firesetting behavior (Blum et al., 2018). Pyromania represents repeated fire-related offenses

typically unrelated to external influences or rewards (American Psychological Association, 2013). All children referred to the BPN FYI program for intentional or accidental firesetting regardless of injury or property damage were included in this study. Diagnoses of pyromania are outside the scope of this research. However, if any children in the sample have this diagnosis, they were identified separately. Depending on the data quality, a separate analysis may be performed.

Educational Intervention – A type of intervention that models teacher-student interactions focused on what fire was, what it can do, and how to control it. The FEMA *Youth Firesetter Intervention Specialist: YFIS-Student Manual* (2017) describes youth firesetting educational intervention as:

“A strategy used to provide educational information to youth firesetters and their families. The content of an intervention should include education on:

1. Fire science.
2. Fire safety.
3. Decision-making skills.
4. Consequences of inappropriate decisions.
5. Cause and effect relationship of fire.
6. Legal ramifications for firesetting.” (p. S.M. 4-5).

The educational intervention component’s goal was to provide the child with the tools to make “better decisions regarding fire and prevent future firesetting” behaviors (FEMA, 2017, p. S.M. 4-5).

Juvenile/Youth – For this research, these terms refer to any person below 18. Our sample contains children between the ages of 7 and 17.

Referral – In this study, the act of directing a child to the BPN was a referral. Referrals can arise from any source but have typically originated from Lehigh County (P.A.) Child Youth Services, the Lehigh Valley Hospital Burn Center, Lehigh County Juvenile Justice System, and the fire marshals from Allentown, Bethlehem, and Easton, PA. A sample referral form was in the appendices.

Satiation – This term refers to the notion that children who, in an interventional setting, repeat the act of starting a fire until they lose interest.

Significance of the Study

This research was significant because it was one of the first studies to examine retrospective data collected across a relatively large group of subjects ($N \approx 630$) and apply mixed analytics methods to study the relationship between various dimensions of education and recidivism. This research challenges the assumption that for FSE, one size fits all. It also adds to the existing literature by presenting essential empirical evidence for choosing a relevant FSE for children who misuse fire. This study is widely applicable since nearly every FYI program reviewed (see Appendix A) uses some form of FSE in its intervention. Given the current state of education across the United States during the pandemic, new delivery approaches need exploration.

This project attempted to identify effective educational components for children who misuse fire. I also suggest new approaches to reach previously underserved subgroups (e.g., Latinas) using culturally and racially sensitive education material. This project's results can further the BPN's FYI model into Philadelphia, Harrisburg, and Pittsburgh, PA. FSE national standards do not exist vis-à-vis FYI programming. Therefore, this study could also build an evidence-based national approach to FSE in FYI programs.

Summary

This chapter has provided the introduction, background, and problem. I presented the purpose of this research, research questions, and hypotheses. This chapter also describes the assumptions and limitations of this work. Finally, term definitions are also found in this chapter.

CHAPTER 2: LITERATURE REVIEW

Overview

Chapter 2 presents relevant research written within the past five years. It also relies upon older work frequently cited by other researchers as seminal in the field (e.g., Kolko, 1985; Fineman, 1995; Stadolnik, 2000). This chapter briefly describes this project's search strategy. Search terms are in Appendix C. Finally, at the end of the chapter are added Biblical foundations for the study.

Description of Search Strategy

I used Google Scholar, ProQuest, EBSCO, ProQuest Dissertations & Theses Global, Elsevier, Worldcat.org, and the Jerry Falwell Library at Liberty University for this dissertation. I searched the Jerry Falwell Library more deeply when Google Scholar Search uncovered references. A sample list of search words and phrases is in Appendix C.

Review of Literature

History of the Educational Component in Children's Intervention Programs

Looking across nearly 80 clinical case studies, Kolko (1985) categorized juvenile firesetters' characteristics into classes that included comorbidities, co-pathologies, aberrant behaviors, age, gender, family composition, SES, motives, fire format, the fire site, parental pathology, as well as diagnoses, intellectual functioning, incidence, and prevalence. Kolko performed most of his review using individual documented case studies where therapeutic methodology varied by the therapist. Recidivism rates were not reported.

FYI Education Intervention Use and Components

As a crucial element in FYI programming, education addresses the notion that fire misuse is a learned behavior (Sharp et al., 2005). FSE can help a child understand the impact of

misusing fire, using fire appropriately, and staying safe around a fire (Lambie et al., 2016). FSE can also de-emphasize fire fascination, fire curiosity, and lower fear of fire (Lambie & Randell, 2011). While some researchers suggest reserving FSE for less severe firesetting cases (Stadolnik, 2000), others recommend it for all misuse levels (Lambie et al., 2016). Some of the essential components of successful FSE include (a) *an educator experienced in child development and its relationship to firesetting dynamics*, (b) *child-centered curricula that engage the child*, (c) *reliable resource material to adapt the intervention to the child*, (d) *engaging the parents, caregivers, and family*, (e) *ongoing evaluation*, and (f) *using multidisciplinary professionals* (pp. 263-265, Pinsonneault et al., 2002). The original educational component of the BPN FYI followed an eight-week regimen originally proposed by Pinsonneault et al. (2002). This course progressed from basic fire safety rules to practice crawling out of a burning building. Upon completing the course, the educator gave each child a graduation certificate and concluded the intervention with a fire station tour (J. Banks, personal conversation, March 2021). Around 2015, to save time, the BPN FSE was condensed to take place over a single day. This project will try to answer one of the questions in this study: whether shortening the FSE increased recidivism.

In a study of recidivism rates of high- and low-risk children who misuse fires, McDonald (2010) found that low-risk children benefited from the educational component of the Victorian (Australia) Juvenile Fire Awareness and Intervention Program (JFAIP). In comparison, high-risk children were more likely to continue setting fires. The program emphasizes educational interventions. The JFAIP curriculum includes (1) *understanding the nature of fire*, (2) *teaching personal fire safety strategies*, (3) *taking responsibility for fire safety strategies*, (4) *describing the consequences of unsafe fire use*, (5) *building a working knowledge of fire*, (6) *understanding fire hazards*, and (7) *targets firesetting misbehavior* (MacDonald, p. 45, 2010). Program

administrators gave this same material to Australian aboriginal children, including children whose first language was not English. This project notes that the same standard FSE was delivered regardless of the child's gender or ethnicity. Program administrators recruited trained firefighters to deliver the FSE intervention in the child's home. Parental participation was required.

The educational resources available to the firefighter included DVDs, books, and other visual aids. The firefighter exercised discretion in deciding which media to use during the intervention. In cases where the children displayed cognitive, emotional, or physical deficits, program administrators delivered the same material with unspecified modifications according to the firefighter delivering it (McDonald, 2010). Data regarding specific attributes of FSE intervention delivery or modifications were not collected. However, assessors gathered demographic data and fire-specific information. The analysis did not include outcomes such as lower recidivism rates by educational differences, gender, or ethnicity. Overall, recidivism rates decreased for all children. However, high-risk children were more likely to repeat offend regardless of education and intervention. Low-risk children showed significant decreases in repeat offenses when education was the sole intervention.

Ahrns-Klas et al. (2015) looked at burn centers that offer FYI programs. The results show that the same number of verified burn centers have FYI programs (n=32) as those that do not (n=32). Of those burn centers that do not provide a YFMI, nearly 66% treat pediatric burn survivors. However, they refer YFMs to outside agencies for intervention. Burn centers reported cuts in funding and staff shortages as the most prevalent reasons they referred juveniles to outside agencies following treatment for their injuries. The researchers found that most burn centers treat juvenile burn survivors with an FYI. When asked, most directors reported that a

video-based learning app would be the most useful to address the need for FSE. The researchers also discussed the need for efficacy evaluations of FYI programs, including their reliability.

Porth et al. (2018) suggested that FYI programming needs to adapt to the specific attributes of the child. In his research on children fire misusers with ADHD, Porth found that the incidence of ADHD among children who misuse fires was nearly 40%. Children with ADHD think and behave differently than neurotypical children; therefore, any intervention must include special accommodations. The author's paper concludes that interventions that do not account for mental or learning disorders tend to be ineffective. Effective FYI programs focus on four things: (a) teaching why and how the fire was dangerous; (b) messaging needs to be short but repetitive; (c) the environment was essential (i.e., distractions, quiet, and calm improve the likelihood that an FYI was successful when working with children with ADHD). Moreover, finally (d), when the FYI uses role-play, games, and behavior modeling, they can effectively reach ADHD kids (Porth, 2019). However, his research did not account for differences in gender or ethnicity.

Other professionals' experiences have informed FSE programs, including the one used by the BPN (Banks, 2020). FEMA offers age-relevant (under nine years old) FSE materials written in English and Spanish (see FEMA in references for URL), and the U.S. Fire Administration (USFA) (2018) offers media kits geared toward children. The National Fire Prevention Association (NFPA) offers free fire intervention educational media at sparkyschoolhouse.org with grade-specific curricula for children up to grade five (NFPA, n.d.). It was unclear which communities or agencies/institutions use this material. It was also unclear how effective this material was. Gender and ethnic-specific material were not available.

YFM Etiology

Building atop earlier work by, for example, Dolan et al. (2011), summary and meta-analytic reviews of YFM etiology were conducted by Perks et al. (2019), who looked across 30 empirical trials of nearly 22,000 children (youth fire misusers and non-misusers). Results showed 37 variables that were statistically significantly different between firesetters and non-firesetters. For example, some of these variables included previous history and fire fascination, predictive of YFM. Other variables found to be different included behavioral variables such as level of violence, cruelty toward animals, anti-social behavior, conduct disorders, and socio-economic factors (Raines & Foy, 1994; James et al., 2019). Some of the most significant variables associated with YFM include abuse and, to a lesser degree, trauma, and adverse life experiences. Children who set fires have experienced more abuse, emotional and physical trauma, and adverse life experiences than non-firesetters (Jones, 2015) and have a lower intellectual capacity (Tyler et al., 2015; Tyler et al., 2019; Taylor & Thorne, 2019). Perks et al. (2019) also found family disruption and lack of cohesiveness significant environmental predictors for YFM. Parental marital status and religiosity were not significantly associated with YFM. The most significant psychopathological variables associated with YFM included substance abuse, ADHD, self-harm, depression, medication, health concerns, emotional dysfunction, and callous-unemotional traits (Watt et al., 2015). Finally, the researchers found support from family and friends, high levels of self-esteem, optimism, and problem-solving provided children protection from fire misuse (Perks et al., 2019).

Girls Who Set Fires

Researchers who trace differences between boys and girls who set fires, such as Fritzon and Miller (2016), found higher reports of severe family disruption and maltreatment among juvenile females. These researchers also describe thrill-seeking as a reason adolescent females

set fires, whereas adult females describe their behavior as a form of attention-seeking. McKeown (2010) describes lower anti-social behavior among adolescent females than adolescent males. A study comparing 217 boy arsonists with 114 girl arsonists (Roe-Sepowitz & Hickie, 2011) showed significant differences. For example, girls reported more suicidal ideation, greater incidences of running away from home, lower levels of mental health issues (such as lower levels of attention deficit hyperactivity disorder (ADHD)), more significant amounts of truancy and tardiness to school, and significantly higher levels of maltreatment (Roe-Sepowitz & Hickie, 2011). The study describes other differences between boys and girls who set fires; for example, boys are more likely to have had multiple arson incidents usually ending in arrests, and girls were more likely to set fires at school than boys (Roe-Sepowitz & Hickie, 2011). Young females describe thrill-seeking and parental separation at an early age as motivating factors for firesetting (Fritzon & Miller, 2016). Rankin (2019) describes statistically significant increases in rates of female delinquency than males over a similar period. Female delinquency's contributing factors include sexual abuse, early onset of puberty, physical abuse, lower SES, low self-esteem, and poor academic performance (Rankin, 2019).

Firesetting motivation seems to change as girls grow into adulthood. Nanayakkara et al. (2020) studied motivational differences between men and women arsonists. Women display more self-harm, mood dysregulation, and borderline personality disorder behaviors than men or younger females (Fritzon & Miller, 2016). Adult males reported being motivated by financial gain and revenge when they set fires (Nanayakkara et al., 2020).

YFM Classification System

Del Bove and MacKay (2011) used a sample of 240 YFM to explore patterns in upbringing, values, problem-solving, and behaviors to develop a classification system for YFM.

A cluster analysis based on recidivism, fire characteristics, and environmental and individual factors uncovered three YFM classes: conventional-limited (CL), home-instability-moderate (HIM), and multi-risk-persistent (MRP). Children in the CL category expressed the lowest level of interest in fire, had a generally stable home life, expressed remorse for starting the fire, had the lowest number of fire setting incidents, and were the oldest age at onset of fire-starting behavior; this class also consisted of a minor proportion of children with anti-social behaviors (Jones, 2015). The MRP group starts setting fires at the youngest ages. They expressed high levels of fire interest, used more accelerants, and were antisocially motivated. The MRP group had low academic performance, skill, and attention deficits and came from violent homes. The HIM group falls somewhere between the CL and MRP groups. Comparisons between the categories showed that the MRP group's fires lasted the longest; they also showed persistent recidivism and higher fire-related arousal levels and had the greatest access to flammable material.

Biblical Foundations Provide Intervention Program Building Blocks

The Christian worldview provides values such as the virtue of forgiveness that can be foundational in FYI programming. As Wolters (2005) discusses, Christian forgiveness means that God forgives us first before we can forgive others or ourselves. From Fox (1938), the Sermon on the Mount was an example of Jesus' protreptic on forgiveness and reconciliation. Before we ask for forgiveness, we must reconcile those we have harmed (Matthew 5:23-24 NIV). Jesus valued reconciliation above forgiveness, which forms a telos of humanity (McMinn, 2017). McGinn et al.'s (2015) summary of forgiveness research finds that those who commit offenses seek forgiveness and then forgive themselves as they approach a new mental health balance. The authors found that seeking forgiveness from others and God promoted healthier

mental outcomes. Before we ask for forgiveness, we must reconcile those we have harmed (Matthew 5:23-24 NIV). Jesus valued reconciliation above forgiveness, which forms a telos of humanity (McMinn, 2017). Moreover, when perpetrators forgave themselves, Griffin et al. (2015) found levels of anger, anxiety, and life dissatisfaction dropped significantly, while reported levels of happiness, satisfaction with life, and gratitude rose. Therefore, like psychology, the Christian worldview needs to be foundational to identifying strengths and weaknesses in intervention programming (Roberts & Watson, 2010; Johnson, 2003).

If prescribing effective education that prevents further arson were as simple as teaching a child how to pray, this study might be moot. However, as the literature review above shows, intervening to prevent further childhood arson requires multiple disciplines that combine psycho-social, fire safety, education, and community service professionals. It seems glib to suggest that teaching a child to pray can play a crucial role as a cognitive-behavioral specialist in an intervention scheme. However, none of this project's intervention programs address spirituality, faith, or religious systems. The doctoral program at Liberty University encourages me to consider my Christian worldview's role in this work. As Kierkegaard describes, humans synthesize fact and faith, infinite and finite, temporal and eternal, and freedom and necessity (Hong & Hong, 1997). Therefore, it was unsurprising that I would look for virtues such as forgiveness, gratitude, and spirituality in my research.

Nevertheless, let us not assume links between the Christian worldview and FYI programming flow logically by quoting a few lines from Kierkegaard. Roberts and Watson (in Johnson, 2010) argue for a unified teleology of humankind that demonstrates the inseparability of Christian psychological tradition from studies of human well-being. Many examples in Scripture demonstrate psychological principles within Christianity. For example, in Matthew 5-

7, Jesus' protreptic on the Mount was psychology. Psychological well-being, or *marakios* in the original Greek, was the sensation we receive when our *light* (to use the term Jesus uses to describe His apostles) was shared back from others (Roberts & Watson, 2010; Fox, 1938). The light reflected in us was *marakios* (Roberts & Watson, 2010; NIV, 2015, 5 Matthew). *Marakios* informs our sense of well-being (Roberts & Watson, 2010). Watson (2008) uses an "empirical translation" methodology to demonstrate that the language in today's scientific literature can be expressed in Biblically-based traditions. Christian psychology does not need to compromise its practical value because of semantics when Christian concepts such as sin, tolerance, forgiveness, and gratitude have identical secular concepts (Watson, 2008). Therefore, the epistemology of this paper was that Christianity was, at least in part, psychology.

This paper was not a comparative empirical investigation similar to Johnson's and Watson's (2010) empirical translation scheme approach. The authors cite examples where a secular epistemology and Christian worldview are not incommensurable (see, for example, Andrews et al., 2017; Bufford et al., 2017; Ghorbani et al., 2016; and Watson & Morris, 2006). Instead, I want to acknowledge my Christian worldview as the epistemology for this work. Future research needs to empirically evaluate the role Biblically-based themes such as spirituality, gratitude, and forgiveness play in FYI programs.

Summary

Chapter 2 examined scientific literature on the use of education in FYI programs. This project briefly touched upon firesetting etiology and classification systems. Intervention specialists often overlook gender differences when considering educational media for youth fire misusers. This chapter looked at the most recent research on how girls and boys differ in their firesetting behaviors. Finally, I presented the Biblical foundation for this research.

CHAPTER 3: RESEARCH METHODS

Overview

This chapter describes this dissertation's population sampling, data collection, and analysis methods.

Research Questions and Hypotheses

Research Questions

RQ1: Does the educational component of the Burn Prevention Network (BPN) Fire Youth Intervention (FYI) program decrease recidivism rates differently for different age groups of children?

R.Q. 2: Does the recidivism rate vary among children by race/ethnicity after attending the BPN FYI program's educational component?

R.Q. 3: Does the recidivism rate vary among children by gender after attending the BPN FYI program's educational component?

R.Q. 4: Does the recidivism rate vary among children by family type and home type after attending the BPN FYI program's educational component?

R.Q. 5: How well do the intervention's educational component characteristics predict the recidivism rate?

Hypotheses

H_{a1}: Among participants in the BPN FYI recidivism rate was lower for younger children than adolescents. H_{a1}: $\mu_1 < \mu_2$, where μ_1 was the frequency of repeat offense for children under 13 and μ_2 , was the frequency of repeat offense of adolescents (i.e., children ≥ 13).

H_{a2}: The repeat offense rate was lower for Caucasian children than non-Caucasian children. H_{a2}: $\mu_{\text{Caucasian}} < \mu_{\text{Non-Caucasian}}$ where $\mu_{\text{Caucasian}}$ was the frequency of repeat offense of Caucasian children, and $\mu_{\text{Non-Caucasian}}$ was the frequency of repeat offense of non-Caucasian children.

H_{a3}: Girls will have lower recidivism rates than boys. H_{a3}: $\mu_{1\text{Female}} < \mu_{2\text{Male}}$ where $\mu_{1\text{Male}}$ was the frequency of repeat offense for male children, and $\mu_{1\text{Female}}$ was the repeat offense of female children.

H_{a4}: Children who lived with both biological parents and in a single home (not an apartment) will have lower recidivism rates than children who lived in foster care, with a single parent or another relative, and lived in apartments.

H_{a5}: (1) Children whose fire misusers whose educators were fire professionals will have lower recidivism rates than children whose educators were not fire professionals. (2) Having a Caucasian fire educator predicts lower recidivism rates among Caucasian children. (3) Children whose fire educator was male will have lower recidivism rates than children whose fire educator was female. (4) Educational media that included tactile objects such as firefighters' helmets or gloves and videos will predict lower recidivism rates among children. (5) Regardless of age, SES, gender, and race/ethnicity, educational characteristics will significantly predict recidivism.

Research Design

This research study was primarily a retrospective analysis designed to determine the efficacy of the educational intervention on juvenile fire misusers. Children learn fire safety, fire science, decision-making, cause and effect, consequences, and legal ramifications (FEMA, 2017). The goal of the educational component of an FYI was to teach children how to avoid misusing fire. Quantitative analysis of the retrospective data was performed. The qualitative

analysis examined the grade- and age-level appropriateness of the FSE material. Also, I examined language, gender, and racial themes in child and parent worksheets and instructor's guides. Qualitative methods were applied to study dominant themes across all cases. This design was chosen based on the data already collected. Data included demographic information and client-specific data. BPN staff collected data using an assessment instrument (see Appendix B) which summarized participant information, including:

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

Since the assessment form contains numeric, character, and open-ended responses, all responses were entered into a database using Wufoo (Survey Monkey, n.d.) and, where possible, re-coded to facilitate analysis. I developed a survey to solicit responses from children who had turned 18 since their intervention. My goal was to determine which parts of the FYI were most

salient for them. However, the survey went un-used because none of the participants agreed to respond.

Participants

In nearly 20 years of operation, the BPN has worked with about 631 children. Various entities can refer a child to the BPN YFI program, including the Lehigh County Child Youth Services, Fire Marshall, Fire Chiefs, local municipal- and county-level criminal justice systems (i.e., courts), hospitals and burn centers, family members, counselors, therapists, religious leaders, and social workers. Once referred, the BPN program director completes a referral form (see Appendix D) before scheduling an assessment. The criterion for referral was that the child must be between 7 and 17. However, BPN has accepted children as young as three and as old as 19. There are no other exclusion criteria. 12.5% (n=53) of past participants were females. All participants resided in Lehigh or neighboring counties in eastern Pennsylvania. This study uses a convenience sample; therefore, a power analysis was unnecessary.

Study Procedures

Participants for this study include all children who participated in the BPN FYI over the past 21 years. Once a child has been referred, the BPN program director contacts the child's family to describe the process. Note that the intervention program is free for all participants. Next, a trained social worker, psychologist, and BPN representative perform an assessment (see example in Appendix B). The assessment form may include input from the child's parents, legal guardians, the court system, fire professionals, hospital personnel, schoolteachers, and others intimately familiar with the case. From these responses, the assessment team constructs a treatment plan, which invariably contains fire safety and fire effect education, usually cognitive-behavioral therapy. If, after completing the program, a juvenile committed another fire-related

offense or was referred again into the BPN program, BPN personnel performed another assessment as was done previously. It developed another treatment program that addressed why the child repeatedly offended. I employed retrospective data collected on assessment forms over the past twenty years for this paper's research.

Instrumentation and Measurement

Fire and Youth Intervention Program Handbook

Burn Prevention Network's intervention program handbook (as shown in Appendix E) ensures all parties working with the BPN FYI team follow the same standard instructions. It forms the protocol for the intervention program. It prescribes a multidisciplinary approach that relies on psycho-social professionals, firefighters, educators, law enforcement, and others to design an intervention tailored to address each child's personal needs. The program parses into three primary activities: *identification/referral*, *intake*, and *intervention*.

Identification/Referral

During the identification/referral stage, children can be referred to the BPN program by fire service, law enforcement, social service agencies, medical professionals, juvenile justice systems, mental health professionals, schools, parents, religious leaders, or any other person in the community. The referrer completes a referral form (see Appendix D), including the referral source name, occupation, employer, and relationship to the youth. The person or agency making the referral also provides their contact information. The youth's name, age, gender, and other demographics are collected, as is information on their school, grade, adjudication status (i.e., whether the child was remanded over to the court system, or was on parole, or has some other court-mandated status), parent or guardian information, and other contact information. Specific details related to the fire incident are also given at this stage. The referral also solicits

information on the child's mental and physical background, including recent medical or mental health professional visits, concomitant medications, and comorbidities.

A BPN FYI coordinator contacts parents about the referral and the BPN intervention process. In most cases, mainly when the child has been court-ordered to attend, an appointment is made with the parents or legal guardians to meet and perform an assessment. An assessment can be done in the home or BPN offices or other mutually acceptable locations like a clinic. The assessment is usually made within ten days of a referral.

Intake

A firefighter will accompany the assessor into the child's home during a typical intake and perform a home fire safety check. Parents are usually interviewed separately from children. An assessor, whom the BPN Program Coordinator has assigned, conducts the assessment by interviewing the family, the juvenile, teachers, and other relevant parties. S/he completes the *Prevention and Intervention Child and Parent Youth Fire Misuse Assessment Tool* during intake (see Appendix B). S/he will then participate and give recommendations to the multidisciplinary team on a course of action. Skills requirements, experience levels, and the specific training needed to complete the assessment are in Appendix E.

Prevention and Intervention Child and Parent Youth Fire Misuse Assessment Tool

Appendix B contains a sample assessment tool to collect relevant data on children referred to the BPN program. Each item on the assessment tool was annotated, and codes were created where necessary. A BPN research assistant then entered the data into an online form. Open-ended text fields were entered verbatim. A first- and second-pass data entry process was used to verify the data quality.

Variables were used in the analysis that include child age at referral (to be derived from the date of birth found on the first page of the assessment tool); gender, which was prompted using **M/F?** and therefore will reflect only these two categories; race/ethnicity, which includes *Caucasian, Hispanic, African American, Asian, Native Hawaiian or other Pacific Islander, Two or more races*, and *Other*; and socioeconomic status (SES) variables family type and home type.

Fire Safety Education Survey

I intended to ask a limited set of open-ended questions to participants who have turned 18 since their intervention. However, although I contacted all former participants who met this criterion, none of them agreed to participate.

Fire Safety Education Materials

BPN FYI uses fire safety education material, which can be found in Appendix G. Qualitative methods were used to analyze BPN FSE material.

Operationalization of Variables

Recidivism Rate – This variable represents the number of times a child was referred into the BPN FYI and was an outcome measure for this study. Out of 631 children referred to the BPN program, 17 (2.9%) were repeat offenders. No children were referred more than twice. Therefore, the recidivism rate can be considered a dichotomous variable for analysis. Therefore, each data record represents a child, not a case, because if they repeat offended, a single child would have more than one case. All variables described below were considered predictor variables.

Age –Child's age at assessment. This interval scale variable is measured by subtracting the child's date of birth from the assessment date.

Age Group – This was a nominal variable used to indicate where each child was placed. These groups include younger children (<13) and teens (>=13). The age group determined which set of educational material was delivered.

Gender – This nominal scale variable was either an ‘M’ or an ‘F’ based on the BPN assessment tool (see Appendix B).

Race/Ethnicity – This was a nominal scale variable whose values represent the assessor's assignment given to each child.

Socioeconomic Variable – Family Type – Responses to this variable describe the child's living situation, e.g., *living with biological parents, single mothers, foster families, or other relatives*.

Socioeconomic Variable – Housing Type – This variable represents the physical home the child lived in and includes values such as *apartment/townhouse/rowhome/condo* and a *single-family home*.

Instructor's Profession – This nominal scale variable represents the instructor's profession and may include *firefighter, social worker, and therapist*.

Instructor's Gender – This nominal scale variable was scored with ‘M’ or ‘F’ depending on the instructor's gender.

Educator's Race/Ethnicity – This nominal scale variable will reflect the educator's race if known.

Educational Media – Nominal scale variables included *handouts, video, hardcopy, discussion, presentations, and activity sheets*. These variables were scored 1/0, where a one indicated that

the child was given that media type (e.g., video), and 0 indicated the child did not receive that media type. Children often receive multiple media types.

Gender Scoring Educational Material – Educational materials were given a masculine/feminine score based on the perceived gender orientation of their language.

Readability Scoring – Educational materials were evaluated for grade-level appropriateness.

Data Analysis

Quantitative Analysis

Quantitative analysis was performed on data collected using the assessment tool (see Appendix B), while qualitative analysis was performed on fire safety education materials and survey results. For this study, $\alpha = .10$ ($p < .10$) was selected to evaluate Type I errors. This alpha was larger than those typically used in social science research trials (Jackson, 2016). Since the impact of incorrectly rejecting a true null hypothesis (Type I error) results in more children receiving fire prevention education, and it was doubtful that the education would cause harm, a higher alpha level was justifiable. SPSS v28.0.0.0 (190) and SAS *OnDemand for Academics* (n.d.) were used in all quantitative analytics.

Hypothesis Testing

To test H_{01} – that recidivism rates do not vary between children and adolescents – one must first determine whether the outcome variable was normally distributed before selecting a statistic. The dependent variable was the recidivism rate; the independent variable was the age group. Since most (~85%) participants never returned (i.e., they do not reappear in the database), this project assumed that the recidivism rate was not normally distributed. I used a chi-square test to perform analysis on H_{01} . Recidivism, in this case, meets the assumptions of ratio scale, non-

normal distribution, and independent observations (Jackson, 2016). I used a chi-square test to test Ha2, which posits that Caucasians have lower recidivism rates than non-Caucasians. I created a dummy variable to capture whether the child was Caucasian (0 = non-Caucasian, 1 = Caucasian). The dependent variable was the recidivism rate; the independent variable was race. I used a chi-square test to test Ha3, which posits that no difference in recidivism frequency exists between boys and girls. The dependent variable was the recidivism rate; the independent variable was gender.

I intended to test H_{a4}, the two SES variables family type and home type, using chi-square analyses of recidivism rate. However, due to the small number of repeat offenders (n=17), cross-tabulated descriptive statistics were created instead (see Table 1).

To evaluate H_{a5}, I attempted to gauge whether educational characteristics predict recidivism. The gender of educators, professions, race/ethnicity, and media format were evaluated based on repeat offense rate. Cross-tabulations were used to analyze educators' profession, gender, and race, while Fisher's exact tests evaluated the relationship between educational media and recidivism. These results can be found in Table 7 below.

Qualitative Analysis

As part of this project, a vast amount of qualitative data from assessments was entered into the study database. Using qualitative methods, I sought themes among responses given by children and their parents. MAXQDA Pro (2022), NVivo (2021), text2data (Proxmedia, 2021), and readable.com (2021) were used for qualitative analytics. Qualitative methods were also used to study grade appropriateness, language-gender tendency, and racial equity on the fire safety education material used in the BPN's fire youth intervention. Data came from responses to open-ended assessment questions (see Appendix B) from the Child/Youth Interview: *Have you ever*

been bullied? Have you ever bullied anyone? Have you gotten in trouble in school? Do you have any friends? Have you ever stolen or shoplifted? Do you smoke? Tell me about what was burned?

All open-ended questions were used in the qualitative analysis from the Parent Interview (see Appendix B). These included questions such as: *What was your reaction to the fire? Fire History (chart). Are there smokers in the home? Is your child in a special classroom of any kind? Does your child have any learning problems? Have there been any discipline problems in school within the last year? Has your child been diagnosed with ADHD, ODD, Depression, Conduct Disorder, Bipolar Disorder, or Other?* Additional open-ended textual responses were analyzed, including assessors' summary of findings, observations, and recommendations.

Qualitative analysis was performed using assessment responses from the 17 children who returned to the BPN FYI program for re-setting fires. These children were grouped according to whether they completed the fire safety education component of the FYI program. These children's parents' and guardians' responses were used in the qualitative analysis. The qualitative analysis also used professional assessors hired by the Burn Prevention Network to collect this data from these children and their parents and guardians.

Using a set of ten high-level codes, themes emerged that – when applied to all study participants – created 228,646 coded segments. Among the seventeen participants who were referred twice to the BPN FYI program, 1,988 segments were coded. These were further subdivided into two groups. One group was created representing those children who completed the FSE program ($n_c=7$), and a second group representing children who did not complete the FSE program ($n_{nc}=10$). The combination of small sample sizes and extensive interview data justify qualitative analysis. I derived the codes and themes from a combination of techniques. His

approach included reading through all responses on the assessments to look for word patterns and themes shared across subjects. I selected the 100-most and 50-most often repeated terms found in word cloud analysis. He then used sentiment analysis found in NVivo (2021) and text2data (Proxmedia, 2021) to help identify emotional constructs. Tools such as text2data (Proxmedia, 2021) were used to find 2-word and 3-word combinations that might be construed as a theme. NVivo's (2022) auto-theme feature also contributed to identifying themes.

In MaxQDA Pro (2022), codes and themes are known as a "code system" (see Table 9). The code system was used to find and code segments throughout all assessments and text variables. Once coded, segments then underwent further analysis and summarization. MaxQDA Pro (2020) and NVivo (2021) have automated facilities for locating themes and codes across all text variables.

Slightly different qualitative methods were used to examine fire safety education material. To study the fire safety education material used in the BPN FYI program, I wanted to determine age and grade appropriateness. Were the children who received the FSE given material they could understand given their age and grade? Secondly, I wanted to know whether the material was written using language typically identified as masculine. Gender-language analysis was necessary for the study because the effect of gender-relevant FSE material is unknown. Do female children respond more positively to female-identified language and masculine-identified language? Finally, given work by Egalite and Kisida (2018), for example, which shows that children who can identify racially, ethnically, and sexually with their teachers are more likely to stay in school, have fewer behavioral problems, and report higher retention levels, I looked for race-related terms in the FSE. Therefore, the fire safety education material was examined for gender orientation of language used, age and grade appropriateness, and

readability using readable.com (2021). This tool relied upon a series of published scoring methods such as the Fry Readability score (1968) (see Tables 10-15). I identified race-related themes using various sources, such as results from Bhopal (2004) and Kiritchenko and Mohammad (2018) (see Table 16). These themes were then added to the code systems in MaxQDA Pro (2022) and NVivo (2021) for segment coding.

Delimitations, Assumptions, and Limitations

One of the delimiters of this work was the population used. Children who were not referred to the BPN FYI program were not part of this work. I note this because researchers (e.g., Klas, 2020 and Johnson et al., 2017) argue that almost two-thirds of children who misuse fire go unreported and therefore un-referred for treatment. Therefore, the sample of children used in this study may differ from those not referred to the BPN program. Additionally, BPN developed the educational media over twelve years ago, and therefore this project was bound by the BPN's specific slides and printed media. Finally, the educators assigned to deliver the program delimit this research. Social workers, psychologists, psychiatrists, fire professionals, and volunteers delivered the intervention. Aside from two paid psychologists and a paid social worker, all other educators worked pro bono.

The volume of data collected on assessment forms (see Appendix B) required me to narrow my focus for this research on a few selected predictors, such as gender, age, SES, race/ethnicity, and educational programming characteristics. One of the limitations of this approach is that it does not consider other potential contributors to recidivism rates, such as intelligence.

Another limitation of this study was that its population was not a random sample. Participants were referred to the Burn Prevention Network. Therefore, they live in one of the three counties served by the BPN. Residents from Lehigh County may differ from residents in other parts of Pennsylvania because Lehigh County is one of the more affluent counties. Results from this research may not be generalizable to children from other parts of the state or other states. Sample size may also present a challenge because, for some analyses (e.g., multivariate regression), it may become too small to analyze using quantitative methods. Therefore, this project used qualitative methods to address some research questions instead.

Failure to randomly assign children to various educational programming also limits the inferential qualities of this project. The BPN program director assigned children to two types of educational programming based solely on their age. This research could be made stronger by manipulating various factors related to the intervention's educational component, such as using photos of children from races other than Caucasian or matching the female teachers to female children. A lack of a control group was also a limiting factor in this study.

I assumed that data were collected objectively by members of the BPN staff or their representatives. I also assumed if a child committed another offense (i.e., started another fire), BPN was notified, and the child was referred again to the FYI program. Of course, families move, children may continue to set fires, but none rise to the level of concern and therefore go un-noticed and un-referred. Families may be shielding their child from the perceived stigma associated with the label "juvenile firesetter." Thus, the outcome variable - recidivism rate - was assumed to represent continued firesetting behavior accurately.

When developing educational characteristic variables, I assumed that the BPN Program Director had accurately recalled the educators' gender, profession, and race/ethnicity. The

assessors did not record these values on the referral form or during the assessment. I assumed there would be ample data to perform statistical analysis.

Summary

In summary, this paper used pre-existing data collected over an extended period. Examining the educational component of FYI programming is a novel and essential research contribution because little is known about specific educational elements that may be most salient to preventing repeat behavior. However, because of study limitations, the inferential value may be limited.

CHAPTER 4: RESULTS

Overview

This mixed-methods, retrospective, quasi-experimental study aimed to identify FSE elements related to decreases in recidivism rates among boys and girls who misuse fire. Five research questions were developed. These included RQ1: Does the educational component of the Burn Prevention Network (BPN) Fire Youth Intervention (FYI) program decrease recidivism rates differently for different age groups of children? RQ2: Does the recidivism rate vary among children by race/ethnicity after attending the BPN FYI program's educational component? RQ3: Does the recidivism rate vary among children by gender after attending the BPN FYI program's educational component? RQ4: Does the recidivism rate vary among children by socioeconomic status (SES) variables, family type, and home type after attending the BPN FYI program's educational component? RQ5: How well do the intervention's educational component characteristics predict the recidivism rate?

The retrospective data used for this study came from assessments made over the past 20 years of children referred to the BPN FYI program for misusing fire. Prospective data was to have been collected from children who attended at least one BPN FYI FSE session and turned 18. A total of 146 children had been identified as fitting this requirement. However, after several attempts to contact them, not a single person agreed to participate. Two people asked that I stop trying to contact them. Qualitative methods were employed to examine fire safety education materials.

Descriptive Results

When the analysis dataset was created, six hundred thirty-one cases were referred to the BPN FYI program between 2001 and September 2021. Of these, 17 children were referred more than once. Children returned to the BPN program and continued to misuse fire. This represents a 2.7% recidivism rate. Caucasian children represented 20% (n=114) of the sample; African American children represented 6.4% (n=36); while 15.4% (n=87) were reported as Hispanic; and 3% (n=18) were reported as multi-racial. Missing racial data accounted for 54.9% (n=310) of the sample. Boys made up 87.5% (n=371) of the sample, while girls accounted for 12.5% (n=53). Gender was missing for the remainder of the sample. Children under 13 years old accounted for 63% (n=267), while 37% (n=157) of children were 13 or older. The remainder were missing age and date of birth. Table 1 summarizes the variables used in the analysis.

Study Findings

Results for Research Question 1: Does the educational component of the Burn Prevention Network (BPN) Fire Youth Intervention (FYI) program decrease recidivism rates differently for different age groups of children?

H_{a1}: Among participants in the BPN FYI recidivism rate will be lower for younger children than adolescents.

To test this hypothesis, I used two independent variables for age. These included AGE, which was the difference between the date of the assessment and the child's date of birth, and AGE Group, which categorized children as either below 13 at assessment or 13 and above at the time of assessment. Results from testing show no difference between recidivism rates regardless

of AGE ($\chi^2(16, N=423) = 11.936, p=0.748$) or AGE GROUP ($\chi^2(1, N=423) = 0.728, p=0.394$).

Tables 2 and 3 summarize crosstabs of recidivism by age and age group.

Results for Research Question 2: Does the recidivism rate vary among children by race/ethnicity within age groups after attending the BPN FYI program's educational component?

H_{a2}: Repeat offense rate will be lower for Caucasian children than non-Caucasian children.

I used the variable RACE to test this hypothesis, coded *Caucasian*, *African American*, *Hispanic*, and *Multi-racial*. Results show no statistically significant difference in recidivism rate across race $\chi^2(3, N=254) = 4.745, p=0.191$. Table 4 summarizes crosstab results of recidivism by race.

Results from Research Question 3: Does the recidivism rate vary among children by gender within age groups after attending the BPN FYI program's educational component?

H_{a3}: Girls will have lower recidivism rates than boys.

I used the variable GENDER, which was coded, Male or Female, to test this hypothesis. Results show a statistically significant difference in recidivism rate across gender $\chi^2(1, N=423) = 3.400, p=0.065$. However, $\phi = .090$ is considered a minimal effect size (Cohen, 1988; Jackson, 2016). Therefore, the difference observed between girls and boys who repeat offended is not practically significantly accounted for by the child's gender. Table 5 summarizes crosstab results of recidivism by race. The number of girls who repeat offended ($n=4$) represented a larger proportion (28.6%) of the total number of children who repeat offended ($n=14$) than they did in

the group that did not re-offend (n=49, 12%). However, two boys and two girls repeat offending among children who completed the FSE intervention component (Table 6). Small cell totals made the results untrustworthy.

Results from Research Question 4: Does the recidivism rate vary among children by socioeconomic status (SES) variable family type and home type within age groups after attending the BPN FYI program's educational component?

H_{a4}: Children from higher SES will have lower recidivism rates than children from lower SES regardless of age or educational programming.

Analyses could not be performed on this research question because there was insufficient data. Data for the variables *Housing Type* and *Family Type*, which were used as proxies of SES, were missing for all but one participant who repeat offended and two participants who repeat offended, respectively. Children who repeat offended reported living with their mother only or in a stepfamily with shared custody. The child who repeat offended reported living in an apartment, townhome, or rowhouse.

Results from Research Question 5: How well do the intervention's educational component characteristics predict the recidivism rate?

H_{a5}(1): Children fire misusers whose educators were fire professionals will have lower recidivism rates than children whose educators were not fire professionals.

I used the variable Educator's Profession to examine this hypothesis, coded *fire service* or *other*. It was found that only three educators were not fire professionals. Of the children who had fire service professionals as educators (n=199), seven (3.4%) repeat offended. However, none of

the children taught by other professionals repeat offended. Further analysis was not performed since the small number of children who were not taught by fire professionals ($n=3$) violates cell size assumptions (≥ 5) of the chi-square test.

H_{a5}(2): Having a Caucasian fire educator predicts lower recidivism rates among Caucasian children.

I used the variable *Educator's Race* to examine this hypothesis. However, only three educators were not Caucasian (they were Hispanic). None of the children taught by the Hispanic educator repeat offended. On the other hand, seven of the children taught by Caucasian educators repeat offended. However, due to low sample sizes, these results may be coincidental. Further analysis was not performed because the small number of children taught by non-Caucasian educators ($n=3$) violates cell size assumptions of the chi-square test.

H_{a5}(3): Children whose fire educator was male will have lower recidivism rates than children whose fire educator was female.

I used the variable *Educator's Gender* to examine this hypothesis. However, only eight educators were not male. None of the children taught by the female educators repeat offended. On the other hand, seven of the children taught by male educators repeat offended. Further analysis was not performed because none of the children taught by females re-offended ($n=0$), which violates sample size assumptions of the chi-square test.

H_{a5}(4): Educational media that included tactile objects such as firefighters' helmets or gloves and videos will predict lower recidivism rates among children.

Educators used six types of educational media. These included *hardcopy*, *video*, *discussion*, *presentation*, *homework*, and *activity sheets*. Statistical analysis (Fisher's exact test, 2-sided) found no significant difference in recidivism rate regardless of educational media.

Seven (7/202, 3.5%) children who watched the fire safety *video* repeat offended. However, none of the children (0/9) who did not watch the *video* repeat offended ($p = 1.000$, Fisher's exact test, 2-sided).

Of the children given fire safety *hardcopy* educational material, six (6/187, 3.2%) were re-referred to the program (repeat offended). There was no significant difference in recidivism in children given *hardcopy* education material (187/211, 88.6%, $p = 0.576$, Fisher's exact test, 2-sided) versus those who were not.

No significant difference was found in the recidivism rate between children who participated in a discussion of fire safety education (102/211, 48.3%) versus those who did not (109/211, 51.7%, $p = 0.267$, Fisher's exact test, 2-sided).

The number of children who repeat offended but sat through a presentation on fire safety (2/7) was not statistically significantly different from the number of children who repeat offended but did not sit through the presentation (5/7, $p = 0.267$, Fisher's exact test, 2-sided).

The number of children who repeat offended who had received activity sheets (1/6) was not statistically significantly different from the number of children who did not receive activity sheets (6/7, $p = 0.678$, Fisher's exact test, 2-sided).

Since none of the children who received fire safety homework were re-referred to the program (0/7), no statistically significant difference was found between them and the group that did not receive homework but repeat offended (7/7, $p = 1.000$, Fisher's exact test, 2-sided).

Children who were given *hardcopy* education material (187/211, 88.6%, $p = 0.576$, Fisher's exact test, 2-sided) versus those who did not show any statistically significant difference.

H_{a5}(5): Regardless of age, SES, gender, and race/ethnicity, educational characteristics will significantly predict recidivism.

Statistical results could not be reported for this hypothesis due to low numbers of non-missing data. Only 30 children (3.5%) had non-missing data for all variables. None of these 30 children was recidivistic.

Descriptive Statistics of Recidivistic Children Who Completed the Fire Safety Education

Table 7 displays frequency distributions of all variables used in this analysis for children who repeat offended (i.e., were referred more than once to the BPN program) after completing the fire safety education component of the FYI program. Of the seventeen children who repeat offended, seven (41.2%) completed the fire safety education (FSE). Four of these children were under 13 years old, while one was over 13. One Caucasian child completed the FSE. Two boys and two girls completed the FSE. The repeat offender who was living with their mother completed the education. One child who completed the FSE lived in an apartment, townhome, or rowhome. But all seven children who completed the education were taught by Caucasian male fire professionals who used video FSE media and sent homework home. Six of the seven children who completed the education were given hardcopy educational media; five were led in discussions; two were given a presentation; one was handed activity sheets.

Among repeat offenders, more children who completed FSE reported that this was their first offense (4) versus those who did not complete the FSE (2), as shown in Table 8. Five

children who did not complete FSE reported setting between 2 and 5 fires, while three children who completed FSE reported setting the same number of fires (see Table 8.)

Qualitative Results

Despite a paucity of inferential results from quantitative analyses (see above), the nearly 250,000 data elements collected for this study provided the investigator with a substantial amount of qualitative data that could be analyzed to provide information relevant to the purpose of this study. Although the sheer amount of qualitative data made an exhaustive investigation impractical for this paper, I completed a high-level qualitative analysis on the seventeen subjects who repeated fire offenses and were referred twice to the BPN FYI program (i.e., recidivists). I began the qualitative analysis by looking at the readability of the FSE materials. Readability looked at whether the material was appropriate for children given their age and grade. Next, I examined the FSE for racial equity terminology. Finally, I performed a qualitative analysis of the assessments. Using a set of ten high-level codes, themes emerged within the assessments that – when applied to all study participants – created 228,646 coded segments. Among the seventeen participants who were referred twice to the BPN FYI program, 1,988 segments were coded. These were further subdivided into two groups. One group was created representing those children who completed the FSE program ($n_c=7$), and a second group represented children who did not complete the FSE program ($n_{nc}=10$). The combination of small sample sizes and extensive interview data justify qualitative analysis. Results of these findings are found below.

Readability Analysis of the BPN Fire Safety Education Materials

The Burn Prevention Network delivers two sets of fire safety educational material, one for each age group (<13 , ≥ 13) (see Appendices H and I). Qualitative analyses were performed

on the BPN YFI FSE material using the online tool from readable.com (2021). The basic curriculum targets children from 5 to 9 years and can be completed in 30 to 60 minutes over one or two sessions per the instructions. The curriculum is divided into three parts: (1) lesson plans, (2) resources and student activity sheets, and (3) handouts for parents. There are three activity sheets, including “Good Fire/Bad Fire,” “Tools or Toys,” and “Novelty Lighter Display Sheet.” Five parent handouts include “What to Look For,” “The Fact Is...,” “Fire Misuse – What You Can Do,” and “Home Safe Home” checklist. The total number of pages is 24 (see Appendix G). Advanced curriculum for children ages 10 to 17, completed in 40 to 60 minutes in one lesson, can be found in Appendix H. The curriculum comprises five sections, including (1) lesson plan, (2) parent handouts, (3) optional activity youth collage, (4) collage instructions, and (5) the full instructor’s guide for “Sean’s Story.” The parent handouts are identical to those used in the basic curriculum. “Sean’s Story” includes a set of educator guidelines and a video.

Fire Safety Basic Curriculum Qualitative Analysis Results

Grade-level testing results show that the basic curriculum’s lesson plan has an average reading level appropriate for 5th grade (readable.com, 2021) (see Table 10). These results are based on five separate tests that include the Flesch-Kincaid Grade Level (Kincaid et al., 1975), Coleman Liau Readability Index (Coleman and Liau, 1975), Powers Sumner Kearsley Grade (Powers et al., 1958), Rix Readability (Anderson, 1983), and the Fry Readability scale (Fry, 1968). These tests were chosen because they suggest a grade level for which the material is best suited. Results from the Lensear Write Index (LWI) (O’hayre, 1966) indicate that the text is overly simplistic (LWI=99.6). I performed a reader proficiency analysis known as the Common European Framework of Reference for Languages (CFER) (Little, 2006). CFER scored the lesson plan as a C2, which indicates that the passage shows that the lesson plan was written by

someone with a high degree of proficiency in the subject. Gender analysis scored the language used in the lesson plan at nearly 85% masculine (readable.com, 2021), which is reasonable given that over 85% of the children in this study were boys.

The three basic child worksheets were examined using the same approach described above. The average grade level for the worksheets is the third grade (see Table 11). The Lensear Write Index is 115.4, which indicates that the worksheets are overly simplistic even for this grade level (third) (O'hayre, 1966). The Common European Framework of Reference for Languages score is B1, which indicates that the material was developed by someone with passable everyday knowledge but is not proficient (Little, 2006). The language used in the worksheets scored 100% masculine (readable.com, 2021).

Parent handouts, activity sheets, and checklists were evaluated separately. The average grade level was six (see Table 12). CFER scored the lesson plan as a C2, indicating that the passage shows that the lesson plan was written by someone with a high degree of proficiency (Little, 2006). LWI=93.2 indicates that the material is simplistic (O'hayre, 1966). Using a gender analyzer (readable.com, 2021), the language used in the parental forms was scored approximately 80% masculine.

Fire Safety Advanced Curriculum Qualitative Analysis Results

Results of readability testing show that the lesson plan for the advanced fire safety education course has a mean grade level of 5 (see Table 13). CFER score is C1 which indicates the material was developed by someone with advanced knowledge (Little, 2006). LWI = 111.2 indicates that the worksheets are overly simplistic (O'hayre, 1966). The advanced lesson plan scored close to 79% masculine in the gender analysis (readability.com, 2021). Sean's Story Youth Collage readability average is fourth grade. The CFER score is B2, which indicates that

the author is comfortable with the subject, but they are not proficient (Little, 2006). Again, the material is excessively simplistic, with an LWI score of 118.9 (O'hayre, 1966). Gender analysis results suggest that the language is nearly 100% masculine (readable.com, 2021).

The mean readability score for the educator's guide to Sean's story is seven (see Table 15). CFER score is C2 (Little, 2006) and the LWI=92.3 (O'hayre, 1966). The gender orientation of language used analysis suggests that the text rates about 77% masculine (readable.com, 2021).

Evaluating Sean's Story for Racial Equity

Racial equity in education refers to intentionally identifying and eliminating racial disparities in educational material and practice (Garces & Gordon da Cruz, 2017). Garces and Gordon da Cruz (2017) describe an ongoing balancing of power, race, and identity in educational settings. The science behind examining racial differences in education is beyond this project's scope. However, Sean's Story (University of Michigan Trauma Burn Center, n.d.) forms a vital part of the BPN's fire safety advanced curriculum (see Appendix G). It consists of an educator's guide, a 17-minute video, and worksheets. The educator's guide and video content were evaluated for racial equity using MaxQDA Pro (2022) and NVivo (2021) to identify racially charged themes. A glossary of racially and ethnically sensitive terms was compiled (Bhopal, 2004; Kendall & Farrington, 2021; National Museum of African American History and Culture, n.d.) (see Table 16) and used to look for similar themes in Sean's Story. No racial codes were identified in the educator's guide, worksheets, or video transcript. However, the video describes how a Caucasian middle-class teenager set fire to his high school. Using NVivo (2021), themes were identified and categorized: *assistance, community, consequences, education, family, fire,*

firesetting, intervention, jobs, mental health, programs, questions, school, and youth (see Table 17).

Thematic Analysis of the Transcript from Sean's Story

The text2data tool (Proxmedia Software, 2022) found additional themes in the 17-minute video called *Sean's Story* (Univ. of Michigan, n.d.). These include *fire burning, really had no idea, like a joke, into trouble, moving on to other things (to burn), poor choice, and destroying things*. A word cloud was also created to summarize sentiment (see Figure 11). Most sentiments were understandably judged to be negative (79%).

Code System and Theme Analysis in the Youth Assessments

I created ten code themes that include reason for the fire, reaction to fire, emotional and behavioral factors, substance use and abuse, family factors, school-related factors, bullying or being *bullied, juvenile detention, interview-related themes, and death themes*. Table 9 displays the code system and its subcodes in the first column. The second column displays the number of segments containing those themes. I summarized thematic segments by applying these themes to the children who returned to the BPN FYI program (see Appendix F). Appendix F contains a list of the seventeen coded cases, followed by each theme and its associated verbatim text segments. To simplify the analysis, I divided the recidivism group into two sub-groups: children who completed the fire safety education and those who did not. Visual maps were created using MaxQDA Pro (2022) to aid in analysis. Figure 1 shows themes present throughout interview

responses of children who returned to the BPN FYI program and completed the fire safety education, guardians, and assessors ($n_c=7$).

Theme Analysis of Assessments of Children Who Returned to the BPN FYI Program

Children who returned to the BPN FYI program but completed their fire safety education were involved in the foster care system. They were likely to have been alone and bored or trying to relieve stress by starting a fire, as shown in Figure 1. Results in Figure 1 also show that these children have ADHD or poor attention control and an adjustment disorder or other pervasive developmental disorders. Other themes which became apparent (as found in Figure 1) include *arguing and seeing their parents arguing, fighting with others, a history of family moving, stealing, a history of lying, being impulsive, having imaginary friends, being fearful of the fire, smoking cigarettes, having a best friend, having few friends, and having an independent educational program (IEP)/504 programs* (in Pennsylvania).

Children who returned to the BPN FYI program but failed to complete their fire safety education displayed very different thematic patterns, as can be seen in Figure 2. Here, emotional and behavioral themes appear to be clustered together. These themes include *marijuana use, pornography usage, having few friends, getting into trouble, unusual fantasies, a fascination with fire, a fear of fire, physical and emotional abuse, curiosity, stress relief, autism, boredom, suicidal ideation, bipolar personality disorder, depression, death in the family or a friend, PTSD, destroying their possessions, nightmares, feeling sad, problems staying focused, throwing temper tantrums, being ridiculed by others or family, and fighting*. Anxiety was mentioned at least twice in segments or documents describing autism. Other themes arose: *having few friends, seeing parents argue, alcohol use, and being bullied*. *Stealing, a history of lying, and drug use* were also themes that appeared near each other. As one might expect, *oppositional defiance disorder*

(ODD) and *defiance* appear as closely related themes. *In-school detention* and *having an IEP or 504 programs* appear together, as do *impulsive, in-school detentions*, and *mood disorders*. The *ADHD/poor attention* control theme appears mid-way between the former school-related themes. Emotional and behavioral themes (those appearing in light blue in Figure 2) were mentioned in the same segments or documents as children being *bullied*, *alcohol use*, and *having few friends*. These themes, in turn, appear at least twice in the same segments or documents as *stealing*, *drug use*, and *a history of lying*. The theme of school suspension or being expelled occurred at least twice with ODD and fighting themes.

The top three most frequently occurring themes found among assessments made of children who returned to the BPN FYI program and completed the fire safety education include *a history of lying*, *being in foster care*, and *being cooperative during the interview* (see Figure 3). Assessments of children who returned to the BPN FYI but who did not complete fire safety education show the top three occurring themes as respondents were *cooperative during the assessment*, *had anxiety*, and *fighting* (see Figure 4). Interactive word trees were created for each subset of children (i.e., those who returned to the BPN FYI program and completed their FSE and those who did not). These word trees (see Figures 5 and 6) allow researchers to explore themes further. Different patterns of words appear as word clouds in Figures 7 and 8. Figure 7 shows the word cloud of children who returned to the BPN FYI and completed the FSE. *Foster care*, *smoking cigarettes*, and *being cooperative* are three of the most frequently coded segments among this group (see Figure 7). Figure 8 shows that *stealing*, *being bored*, *being cooperative*,

and *ADHD or poor attention control* were four important segments among children who returned to the BPN FYI but failed to complete the FSE.

Outside the scope of this research are thematic studies across all children. However, as shown in Figure 9, finding clusters of themes can provide a rich field of data for ongoing analysis. Figure 10 shows moderately negative sentiments expressed across all cases. Additional research can unlock insights into these results but are outside this project's scope.

Summary

This chapter presented results from quantitative and qualitative analytic methods. Quantitative methods were used to study the research questions posed in this study. However, no statistically significant difference was found among the characteristics of the fire safety education programming provided by the Burn Prevention Network to children who misuse fire. No statistically significant differences were found between recidivists and non-recidivists based on age, age group, gender, or race. I aborted the final regression analysis because this was mainly due to a small number of students committing a repeat offense. Other factors that contributed to this lack of results include poor data collection techniques (i.e., no controls over who participated in assessments), pervasive missing data, and a lack of variability in the data (e.g., >97% of all educators were white, male firefighters). Descriptive statistics were presented to show the characteristics of the population studied.

Grade-level & Readability of the Fire Safety Curriculum

Results show that the basic BPN FYI fire safety curriculum lesson plans and worksheets are appropriate for children in the age group (4th to 5th grade). Parent handouts, activity sheets, and checklists are overly simplistic and only reach a 6th grade level (i.e., for 11-year-olds).

Material for the advanced course was also too simplistic, although its contents demonstrated a high degree of expertise. Results from grade-level testing show that the lesson plan, youth collage, and educator's guide from the advanced course are written for children at lower grade levels (5th, 4th, and 7th grade, respectively). None of the fire safety material contained any racially charged terms. However, Sean's story protagonist is a teenage white boy from the American Midwest. Gender analysis of the language found across the FSE material was overwhelmingly interpreted as masculine. Themes identified in the transcript from Sean's Story point to making poor choices, having little empathy (*like as a joke* and *have no idea*), and an escalating pattern of burning larger and larger objects (*destroying things*, and *moving on to other things (to burn)*).

Results from Qualitative Analysis of Assessment Responses

Given the above limitations in inferential statistical results and the vast amount of interview data collected on each assessment, qualitative methods were employed to more closely examine the children who returned to the BPN program because of their ongoing fire abuse. These analyses went beyond the original research questions. Still, I felt they were necessary because no known research compares repeat offenders who complete fire safety education to repeat offenders who do not complete fire safety education. Different thematic patterns arose between the children who completed the fire safety education ($n_c=7$) and those who failed to complete the education ($n_{nc}=10$). While both groups were cooperative during the interview process, growing up in foster care and lying were more prevalent themes among children who completed the education.

On the other hand, anxiety and fighting with friends, siblings, and parents were dominant themes among those who failed to complete their education. More problematic emotional and behavioral themes arose among children who failed to complete education than among children who

completed the education. Large clusters of themes were absent from the children who completed the education assessments for the most part.

CHAPTER 5: DISCUSSION

Overview

This study aimed to find whether characteristics of fire safety education, an almost ubiquitous element in youth fire intervention programs nationwide, reduce recidivism in children who misuse fire. Summaries of quantitative and qualitative analyses are presented in this section, accompanied by a discussion of the results, implications of the findings, research limitations, and recommendations for further study.

Summary of Findings

Although not statistically significant, results from the quantitative analysis show that more fire misuse was committed by children under 13 years (62.5%) than children who were 13 years or older (37.5%) (see Table 3). Children in the younger group also returned to the BPN FYI program at a higher rate (73.3%) than older children (26.7%) (see Table 3). Caucasian children were as likely to return to the BPN FYI program (37.5%) as were African American children (37.5%). Only a single Hispanic and multi-racial child returned to the program (see Table 4). These results were not statistically significant. It must be noted that the number of repeat offenders was meager compared to the number of children included in the study overall. However, a statistically significant difference was found between genders regarding recidivism. Results showed that the proportion of girls who made up the recidivism group was statistically significantly higher (28.6%) than the proportion of girls who did not return to the program (12%) (see Table 4). However, this effect was minimal ($\phi = .090$), which suggests the small sample size ($n=4$ girls who returned) skewed the results. Exploring how socioeconomic status, family type, and home type differences affect the recidivism rate was impossible to evaluate because of an

insufficient number of children who were repeat offenders (see Table 7). A lack of variability among educators employed by BPN prevented further analysis of the effects of educator profession (98.6% fire service), educator gender (96.2% male), and educator race (98.6% Caucasian). No statistically significant differences in recidivism rate were found based on educational media (video, discussion, presentation, homework, hardcopy, and activity sheets). The low number of children who returned to the program made exploring significant educational characteristics while controlling for age, gender, SES, and race/ethnicity impossible.

Looking at the grade level and readability of the FSE material did not necessarily uncover significant findings. However, this process demonstrates the need to score materials based on who the recipients are. For example, the lesson plan from the basic and advanced FSE curricula (see Tables 10 and 14) and the parent activity sheets (see Table 12) were appropriate for someone with a 5th-grade education. Other parent-related FSE material was written around the 7th-grade education level (see Table 12). Comparing grade-level appropriateness of fire safety education materials was outside this project's scope. The average American reads between a 7th and 8th-grade level (Wylie Communications, 2021). However, it begs the question of what effect on recidivism is FSE material written at such a low level. Could FSE material from other programs written for someone with a 7th-grade education level be more effective at reducing recidivism?

As reviewed above, educators that are more like their students report better class attendance, fewer problems in school, and more retention. The FSE material was dominated by masculine language. Cover photos and *Sean's Story* feature Caucasian boys. It was outside this project's scope to evaluate FSE material from other programs and its effect on recidivism. However, since nearly all fire safety educators were white men, while over 55% of the

participants were non-Caucasian and nearly 12% were female, should the greater emphasis be placed on FSE material that is gender and racially aligned with its intended audience? Can intervention programs be more effective in reducing repeat offense rates if fire safety educators and FSE material align racially and in terms of gender with their intended audience?

The large volume of interview text available to me led to a rich investigation via qualitative analysis. Qualitative methods were used to explore differences between returning children who completed the fire safety education (FSE) and those who returned but did not complete the education. Thematic mapping showed differences between these two groups. Dominant themes found among assessments of returning children who completed FSE (n=7) included emotional and behavioral issues, including imaginary friends, stress reaction, boredom, and fear (see Figure 1). Smoking cigarettes also appeared to be an important theme, as did having few friends, being alone when the fire started, and participating in the foster care system. Interestingly, children who returned to the program but did not complete FSE (n=10) exhibited a great variety of emotional and behavioral problems, including anger, fighting, fear, a failure to express remorse, high use of video games, personal trauma, physical abuse, depression, suicidal ideation, boredom, frequent family relocation, nightmares, fascination with fire, being ridiculed, and marijuana use, among others (see Figure 2).

Differences in word cloud configurations were found between children who returned to the FYI program but completed FSE versus those who returned but failed to complete the FSE. Terms that dominated the assessments of children who returned but completed the FSE included foster care, smoking cigarettes, having an IEP/504, being cooperative during the interview, and having a history of lying. Prevalent word cloud-based themes which arose from examining the assessments of children who returned but who did not complete the FSE included stealing,

boredom, being cooperative with the interviewer, oppositional defiance disorder (ODD), having an ADHD diagnosis or poor attention control, drug use, being bullied, and a history of lying, among others (see Figure 8).

The top coded themes found in the returning group who completed the FSE include a history of lying, being in foster care, and being cooperative with the interviewer (see Figure 3). For children who returned but did not complete the FSE, being cooperative with the interviewer was the most frequently cited code theme, followed by anxiety and fighting (see Figure 4).

Discussion of Findings

In nationwide surveys conducted in the US and Canada, Kolko et al. (2008), MacKay et al. (2012), and Kolko and Vernberg (2017) found that fire safety education (FSE) is a ubiquitous component of youth fire misuse intervention programs. FSE research goes little farther than showing a broad relationship between reducing recidivism rates (see literature review above). As of this writing, I could not find where characteristics of fire safety education were systematically analyzed such that a specific set of FSE characteristics predicts reduced recidivism. Currently, no research examines how gender, race, profession, grade level, gender orientation of language used, and racial equity in FSE affect recidivism rates. Therefore, this research represents one of the first to examine whether specific FSE characteristics directly relate to recidivism.

Generalizing the current study results to other populations of children who misuse fire is not statistically feasible due to the minimal number of children who repeat offended. However, a more complete picture of the child fire misuser emerges when factoring in qualitative results. The two sets of thematic patterns that surfaced are essential for this research. One pattern represents children who completed fire safety education, and another pattern represents children

who did not complete the education. The findings suggest that children who do not have notable family problems but instead have a foster family have the support and encouragement to participate in fire safety education, which is vital to the rehabilitation of juvenile firesetters. Their family network supports and pushes the child to complete the education. Special education needs, including an IEP and 504 plans, are also essential themes of ADHD, arguing parents and children, boredom, and smoking cigarettes. Children who failed to complete the FSE share these latter themes. Smoking may surrogate socioeconomic status (Meijer et al., 2016). These results support other researchers who found that focusing fire safety education on children with educational challenges from poorer neighborhoods may help reduce fire misuse behavior (Craig et al., 2019; Lambie et al., 2019; Kolko & Foster, 2017; Kolko et al., 2006; Stadolnik, 2016).

However, children who failed to complete their education suffer from a greater variety of family, school, social, and psychological problems. It might be that completing the fire safety education is a task the family cannot prioritize. Alternatively, it could be that fire safety education may not make a difference in whether a child will re-offend. But a failure to participate in the educational component of the intervention may be a surrogate measure of more significant environmental and emotional problems going on in the child's life. Merrick and Omar's (2013) conclusions that children who are having difficulty in school will continue to misuse fire suggests that providing additional schooling (in the form of fire safety education) will have little impact on behavior change. The themes shared by children who failed to complete the FSE support this conclusion. Therefore, by screening for these children early in the intervention, they and their families can be closely followed. Identifying these children at the beginning of the intervention allows program administrators to connect families to social services and specialists immediately.

Are role models important for children of color?

Research shows that matching children demographically to teachers improves educational achievement (e.g., Egalite & Kisida, 2018; Dee, 2004), reduces student absenteeism and suspensions (Holt & Gershenson, 2015), and lowers the probability of children dropping out of school (Gershenson et al., 2017) among other benefits. The Burn Prevention Network serves a racially diverse population, representing nearly 54% of the population (Greiss, 2021). However, nearly 98% of fire safety educators employed to deliver fire safety education were White. Demographically, Whites made up 44.5% (113), African Americans 14.2% (36), and Hispanics 34.3% (87) of the sample of children studied in this paper (see Table 4). Despite not finding a statistically significant difference in recidivism rate by the race of the child or educator, other research points to improved outcomes when the educator matches the child's race. This would be a good area for further study.

Implications

Despite not demonstrating a link between fire safety education and the recidivism rate, the BPN YFI program can boast a 2.8% recidivism rate. However, this is not an incontrovertible proportion because many of the children referred to the BPN program are lost to follow-up. Roughly 41% (n=344) of the children referred to the BPN YFI over the past 20 years never made it through the program's assessment phase. The reasons for this are varied but include families moving out of the region, parents who refused to participate, children who went on to juvenile detention, and unreliable/unverified phone and address data. Therefore, improving the tracking process is critical to the program's success.

Just as critical is producing fire safety education media in a racially and culturally sensitive format, grade-level appropriate, and good quality to its audience. Unfortunately, I could not manipulate educational media or its content due to a necessary reliance upon retrospective data. But research outside of the youth fire misuse population shows that students can more effectively absorb educational material when their cultural and educational differences reconcile with their instructors.

The final element examined in this paper was the demographics of the fire safety educators. Again, no statistically significant relationships were found between the gender and race/ethnicity and children recidivists. However, as discussed above, in traditional school settings, children perform better scholastically and behaviorally when their teachers are more like them (i.e., match them demographically).

Recommendations for Improved Compliance and Data Collection

To improve compliance, a tracking system should be developed. This tracking system should have a minimum set of required variables. For example, referred children must have a name, date of birth, gender, parent/guardian contact information, the reason for referral, and emotional or behavioral issues that signal deeper issues. Intervention strategies that include fire safety education should then target high-risk children. Follow-up should be actively supported because many children are lost after intervention and fail to complete the fire safety education.

The assessment tool should be simplified. It should focus on questions that identify the child as high risk (soliciting emotional and behavioral triggers). Family composition, better questions related to socioeconomic factors, and school performance issues are questions that can quickly identify children at risk of recidivism (see Edelman, 2007). Many questions in the current version of the assessment deal with whether the child has used fireworks, specifics about

the fire, and what the child's interactions were with social services or police. These might be interesting for firefighting, but this researcher found little use. Another variable of value was how many fires the child had set. Children who set more fires expressed environmental and psychological issues that children in the other group did not. Other useful assessment questions that should be added to the next version of the instrument include questions on the child's race and ethnicity, parents age, professions and income level, family composition, and measures of loneliness, self-worth, self-confidence, and spirituality (whether the family goes to church, does the child believe in God, and so forth. However, note that the relationship between spirituality and children's misuse of fire has yet to be studied scientifically). These improvements should be made a part of continuous improvement based on feedback from assessors, intervention specialists, families, and the children themselves. Current research as cited above focuses on improving assessments to identify children at risk for continuing to misuse fire quickly. Suppose the goal of the Burn Prevention Network is to deliver effective fire safety educational materials. In that case, more data needs to be collected on those delivering the materials, their medium (video, handouts, etc.), and whether the material and educators are appropriate for a particular child. Currently, none of these elements are tracked.

The BPN team and I have developed a new fire misuse tracking system for several months. The goal of the tracking system is to ensure that every child referred has an opportunity for an intervention that includes fire safety education. Once fire safety education has been assigned, the person who delivers that FSE will be captured in a database. We will know the gender, age, race, and profession, but we will also track how the material was delivered (e.g., video) and over what period (e.g., once for an hour). We will also track all the FSE material used, ensuring that it matches as best we can the child's personal characteristics such as their

gender and race/ethnicity. Follow-up will be required to determine whether the child has further fire misuse issues.

Additionally, a new assessment tool is being developed that simplifies child/parent interviews. A greater reliance upon quantified responses is being built into each question. A risk-rating system will be developed to identify children who will repeat offend more easily.

Limited Resources Need to be Assigned Judiciously

Working with limited resources, the Burn Prevention Network has delivered fire safety education to schools and the local community for over 30 years. As of this writing, the BPN is in negotiation with the Lehigh Valley Health Network to manage its burn survivor support programs, which include a once quarterly burn camp, school re-integration for burned children, adult burn survivor mental health support, burn safety in elderly care facilities, and other programs critical to this population. The fire youth intervention (FYI) program has been a core service of the BPN since 1999. It has served over 600 children and their families. The cost to administer the program, not including developing fire safety education materials, is \$1,500 per child. In recent years, the FYI program receives about 50 children a year. That's an annual budget of around \$75,000. A single full-time employee administers the program and all programs supported by the BPN. Currently, the community provides no funding for this service. An annual anonymous contribution of \$500 is earmarked for this program. The program is supported by revenue from other BPN programs and events such as the Valley Preferred Spirit of Courage awards dinner for first responders who saved a life during a fire. In November 2021, the CEO of the BPN, Dan Dillard, and myself, as President of the Board of Directors, met with the local Pennsylvania State Senator, Pat Brown, who promised annual government support of \$50,000 for this project. However, the money does not cover our basic costs, and there is not

enough money to expand this program to neighboring communities. These are significant numbers because they carefully underscore the need to distribute limited funds and resources.

With a limited budget, Senator Pat Brown asked where we thought the best use of the money would be. The CEO and I agreed that if it were possible to use the money to build partnerships with local community organizations, we could begin to develop more meaningful fire safety programming. By partnering with local community organizations such as Unidos (see unidosus.org), which supports racial equity in the Latino community on the Lehigh Valley, the BPN could build a set of FSE programming specifically oriented toward Hispanics—making funding available to hire professional fire safety educators who can be matched to specific children based on race/ethnicity and gender.

By working with county-level social services organizations, children and families at high risk for repeat offenses failing to complete the FSE could be introduced to effective family services. The themes in the qualitative analysis above highlight families in crisis at multiple levels. These results give weight to the argument for a multi-disciplinary intervention addressing broken families, intellectual disabilities, clinical disorders, emotional, physical, and sexual abuse, and drug and alcohol abuse. My findings show that fire misuse is just one of many critical issues in the lives of these children (see Figures 1 and 2). Managing this kaleidoscope of catastrophe is nearly insurmountable without support from many disciplines. As a common element in every intervention program delivered by BPN, fire safety education needs to be effective.

Limitations

A limitation of this study was that its population was not a random sample. Burn Prevention Network referrals usually come from the three counties served by the BPN. Residents from Lehigh County are likely substantively different from residents from other parts of

Pennsylvania because Lehigh County is one of the more affluent counties in Pennsylvania. Results from this research are thus not generalizable to children from other parts of the state or other states. Sample size also presented a challenge and precluded using specific analyses (e.g., multivariate regression, logistic regression, and exploratory factor analysis). Therefore, qualitative methods were used to supplement the qualitative findings. Missing data and poorly designed interviews prevented studying children further.

The inability to randomly assign children to various educational programming limits the possible inferences made from this research. BPN staff assigned children to one of two types of educational programming based solely on their age. This research can be made stronger by manipulating various factors related to the intervention's educational component, such as using photos of children from races other than Caucasian or matching the female teachers to female children. A lack of a control group was also a constraint on this study.

Race Matching Children to Educators

The greatest limitation to matching children to educators by race is that almost all fire safety educators are volunteers. The BPN actively recruits firefighters to help deliver their fire safety education. However, little energy has been spent identifying others who could fill the role. For example, teachers from area schools should be contacted and solicited to volunteer to help deliver fire safety material. Data from 2019 show 972 teachers in the Allentown School District (publicschoolreview.com, 2021), while roughly 140 members of the Allentown Fire Department (pafirefighters.com, n.d.).

Recommendations for Future Research

Research needs to be conducted on researcher-manipulated independent variables such as educator gender, profession, and race/ethnicity. Such questions as to whether educators who match children's race/ethnicity will reduce recidivism rates could not be studied in the paper because of the homogeneity of the volunteer pool. Additional research needs to be conducted to examine the effectiveness of grade-appropriate, racially- and culturally-matched education materials in reducing recidivism rates. Better measurements of socio-economic variables such as household income, parents' educational status, housing, household composition, among others, will make studying this population more meaningful.

Summary

This work represents one of the first studies to employ a mixed-methods approach to operationalize specific dimensions of a fire safety education program designed for children who misuse fire. On its surface, one may assume that white, male firefighters using the same lesson plans, slide deck, and videos for underage fire misusers might make a difference for some children. But little scientific research has gone into operationalizing the material to look at its ability to connect with the intended audience. There are Spanish-translated versions of our fire safety material at the Burn Prevention Network. However, no effort was made to account for cultural differences between the Hispanic and Caucasian communities in the Lehigh Valley (where the BPN is headquartered and where most children reside). As cited above (Pooley, 2020), firefighter-led fire safety education can lower recidivism rates. But there are caveats. The children so impacted are usually those with fewer environmental and psychological stressors or are more likely to respond that they are curious about fire. Can directed investment in fire safety education, which is an integral part of almost all youth fire misuse intervention programs, reach

those children who are chronic fire misusers or who have severe environmental and psychological stressors? Or are the limited community-level resources best spent skipping fire safety education and going right into a customized intervention program á la CBT, family therapy, etc.? When I began this project, I challenged the Burn Prevention network to demonstrate that the education we deliver makes a difference. I asked them to prove that what we are doing is essential. Or are we just making ourselves feel better?

For this author, the importance of this project is not that I found thematic differences between returning children who did and did not go to our fire safety education (see Figures 1 and 2). Instead, this project made a valuable contribution in that the education material including gender, profession, and race of the educator, the media used to deliver the education (video, handouts, homework, etc.), and the actual content of the educational material (grade-level appropriateness, readability, gender orientation of language used, etc.) was operationalized and scientifically evaluated. As a person of faith, I believe that the ubiquitous fire safety education we deliver makes a difference. But the teleological analysis above opens a door for a Biblically-based epistemology. This is no mere call to incorporate measures of spirituality or traditionally Christian values (e.g., forgiveness and repentance) in youth fire misuse assessments, but rather a call to represent an operational translation of Christian tradition in the fire safety education (Roberts & Watson, 2010). Fire safety education is usually the second step (following the assessment) in an intervention program for these children. Therefore, it is critical to make it as effective as possible. Is there a way the FSE can be used to open the door to forgiveness? Can parents be taught to forgive their child as a first step toward reconciliation and recovery? Can children be introduced to notions such as self-forgiveness and repentance (that does not involve the court system's restitution)? In the secular worldview telos from which fire safety education

arose, traditional Christian values translated (as Watson (2008) describes) and operationalized may provide completely novel approaches to teaching parents to forgive and children to forgive themselves.

This line of reasoning can fill another volume. But for me, effective fire safety education can incorporate alternative worldviews rather than strictly secular ones. Research on forgiveness, among other positive psychological constructs, repeatedly demonstrates constructive behavior change (Lavelock et al., 2015; Fincham, 2015; Jones & Musekura, 2010; Witvliet et al., 2015). Watson (2008) and Roberts and Watson (2010) provide a road map on translating a Christian worldview for secular audiences. Church-based fire youth intervention programs may incorporate some of these kinds of translations, but on the whole, nowhere has this author found other similar translations. Again, this opens new possibilities for designing FSE programs that demonstrate efficacy by lowering recidivism rates and form the first step toward permanently improving behavior.

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Table 1*Distribution of Participant Demographic Characteristics*

		N	%
<i>Recidivism</i>	No known recidivism	547	96.80%
	Yes	17	3.00%
	Missing	1	0.20%
<i>Youth's Race</i>	Caucasian	114	20.20%
	Hispanic	87	15.40%
	African American	36	6.40%
	Multi-racial	18	3.20%
	Missing	310	54.90%
<i>Youth's Race - Scored White/Non-white</i>	Non-Caucasian	141	25.00%
	Caucasian	114	20.20%
	Missing	310	54.90%
<i>Gender</i>	Male	371	65.70%
	Female	53	9.40%
	Missing	141	25.00%
<i>Age Group <13 or >= 13</i>	<13	267	47.30%
	>=13	157	27.80%
	Missing	141	25.00%
<i>Family Type (Coded)</i>	Mother with Partner or Other Family	38	6.70%
	Biological Parents (living with birth parents)	24	4.20%
	Mother Only/Single Parent (birth mother, no other adults)	22	3.90%
	Foster or Adoptive Family or Custody of State	18	3.20%
	Step Family or Shared Custody (either birth parent remarried)	17	3.00%
	Father with or without Partner	9	1.60%
	Other Relative (birth relative such as aunt, cousin, etc.)	9	1.60%
	Missing	428	75.80%

<i>Housing Type (Coded)</i>	Apartment/Townhome/Rowhome/Condo	43	7.60%
	Single Family Home	25	4.40%
	Missing	497	88.00%
<i>Educator's Profession (Fireman v Other)</i>	Fire Service	206	36.50%
	Other	3	0.50%
	Missing	356	63.00%
<i>Educator's Gender</i>	Male	203	35.90%
	Female	8	1.40%
	Missing	354	62.70%
<i>Educator's Race</i>	Caucasian	208	36.80%
	Hispanic	3	0.50%
	Missing	354	62.70%
<i>Education Media: Video</i>	Yes	202	35.80%
	No	9	1.60%
	Missing	354	62.70%
<i>Education Media: Hardcopy</i>	Yes	187	33.10%
	No	24	4.20%
	Missing	354	62.70%
<i>Education Media: Discussion</i>	No	109	19.30%
	Yes	102	18.10%
	Missing	354	62.70%
<i>Education Media: Presentation</i>	Yes	109	19.30%
	No	102	18.10%
	Missing	354	62.70%
<i>Education Media: Activity Sheets</i>	No	155	27.40%
	Yes	56	9.90%
	Missing	354	62.70%

<i>Education Media: Homework</i>	No	199	35.20%
	Yes	12	2.10%
	Missing	354	62.70%

	N	Range	Minimum	Maximum	Mean	Std. Deviation
AGE	424	16	3	19	11.08	3.300
Valid N (listwise)	424					

Table 2*Crosstab Results showing Age by RECIDIVISM*

		Recidivism				Total	
		No known recidivism		Yes			
		N	%	N	%	N	%
AGE	3	1	0.2%	0	0.0%	1	0.2%
	4	6	1.5%	1	6.7%	7	1.7%
	5	9	2.2%	0	0.0%	9	2.1%
	6	24	5.9%	0	0.0%	24	5.7%
	7	29	7.1%	2	13.3%	31	7.3%
	8	32	7.8%	2	13.3%	34	8.0%
	9	41	10.0%	0	0.0%	41	9.7%
	10	27	6.6%	1	6.7%	28	6.6%
	11	44	10.8%	4	26.7%	48	11.3%
	12	42	10.3%	1	6.7%	43	10.2%
	13	38	9.3%	2	13.3%	40	9.5%
	14	46	11.3%	1	6.7%	47	11.1%
	15	31	7.6%	0	0.0%	31	7.3%
	16	26	6.4%	1	6.7%	27	6.4%
	17	9	2.2%	0	0.0%	9	2.1%
	18	2	0.5%	0	0.0%	2	0.5%
	19	1	0.2%	0	0.0%	1	0.2%
Total		408	100.0%	15	100.0%	423	100.0%

Note: AGE represents the child's age at assessment.

Table 3*Crosstab Results Showing AGE GROUP by RECIDIVISM*

		Recidivism				Total	
		No known recidivism		Yes			
		N	%	N	%	N	%
Age Group <13 or >= 13	<13	255	62.5%	11	73.3%	266	62.9%
	>=13	153	37.5%	4	26.7%	157	37.1%
Total		408	100.0%	15	100.0%	423	100.0%

Note: AGE GROUP refers to whether the child was under 13 or 13 and above at time of assessment.

Table 4*Crosstab Results Showing RACE by RECIDIVISM*

		Recidivism				Total	
		No known recidivism		Yes			
		N	%	N	%	N	%
Youth's Race	Caucasian	110	44.7%	3	37.5%	113	44.5%
	African American	33	13.4%	3	37.5%	36	14.2%
	Hispanic	86	35.0%	1	12.5%	87	34.3%
	Multi-racial	17	6.9%	1	12.5%	18	7.1%
Total		246	100.0%	8	100.0%	254	100.0%

Note: RACE represents the assessor's interpretation of the child's race.

Table 5*Crosstab Results Showing GENDER by RECIDIVISM*

		Recidivism				Total	
		No known recidivism		Yes			
		N	%	N	%		
Gender	Male	360	88.0%	10	71.4%	370	87.5%
	Female	49	12.0%	4	28.6%	53	12.5%
Total		409	100.0%	14	100.0%	423	100.0%

Table 6

Crosstab Results Showing GENDER by RECIDVISM among Children who Completed the Fire Safety Education

*Gender * Recidivism Crosstabulation^a*

		Recidivism		
		No known recidivism	Yes	Total
Gender	Male	129	2	131
	Female	23	2	25
Total		152	4	156

a. Did the Youth complete their education? = Yes

Table 7*Distribution of Demographic Characteristics for Recidivists Who Completed FSE*

		Did the Youth complete their education?		
		No or Pending	Yes	Total
Age Group	<13	7	4	11
	>=13	3	1	4
Youth's Race	Caucasian	2	1	3
	African American	3	0	3
	Hispanic	1	0	1
	Multi-racial	1	0	1
Gender	Male	8	2	10
	Female	2	2	4
Family Type (Coded)	Mother Only/Single Parent (birth mother, no other adults)	0	1	1
	Stepfamily or Shared Custody (either birth parent remarried)	1	0	1
Housing Type (Coded)	Apartment/ Townhome/ Rowhome/ Condo	1	1	1
Educator's Profession (Fireman v Other)	Fire Service	na	7	7
Educator's Gender	Male	na	7	7
Educator's Race	Caucasian	na	7	7
Education Media: Video	Yes	na	7	7

Education	No	na	1	1
Media:				
Hardcopy	Yes	na	6	6
Education	No	na	2	2
Media:				
Discussion	Yes	na	5	5
Education	No	na	5	5
Media:	Yes	na	2	2
Presentation				
Education	No	na	6	6
Media:	Yes	na	1	1
Activity				
Sheets				
Education	No	na	7	7
Media:				
Homework				

Note: Numbers represent cell sample sizes. Education-related responses are not applicable (na) for children who did not complete the education.

Table 8

Distribution Showing How many Fires were Set by Repeat Offenders by Whether They Completed FSE

		Did the Youth complete their education?		Total
		No or Pending	Yes	
How many fires has the youth admitted to setting?	This is the first known incidence of fire play or fire setting.	2	4	6
	Admitted to setting from 2-5 fires or played with matches/lighters.	5	3	8
Total		7	7	14

Table 9*Code System and Number of Coded Segments from All Participants*

1 Reason for Fire	0
1.1 Lit the fire for fun	19
1.2 Get attention	12
1.3 Stress reaction	29
1.4 Rebellion	7
1.5 Peer pressure	20
1.6 Curious	234
1.7 Bored	263
2 Reaction to Fire	0
2.1 Excited by the fire	1
2.2 Accepted Responsibility	0
2.3 Willing to seek help	53
2.4 Fear	25
2.4.1 Fear of the fire	101
2.5 Panic	10
2.6 Playing with fire	26
2.6.1 Fire play	65
2.7 Playing with matches	21
2.8 Child had no plan	72
2.9 Child had a plan	3
2.10 fascinated	86
2.11 Watched the fire	66
3 Emotional & Behavior Factors	0
3.1 Love home, school, others	38
3.2 Mental Illness	0
3.2.1 Homicide mentioned	5
3.2.2 Homicidal Ideations or Events	8
3.2.3 Suicidal Ideations or Event	30
3.2.4 Unusual fantasies	29
3.2.5 Bipolar	40
3.2.6 Psychotic	3
3.2.7 Schizophrenia	9
3.2.8 Has imaginary friends	2
3.3 Developmental Problems	0
3.3.1 Has problems staying focused	96
3.3.2 Autism	62
3.3.3 ADHD or poor attention control	184
3.3.4 Asperger	13

3.3.5 Developmental Delays	14
3.3.6 Failure to thrive	2
3.4 Behavioral Problems	0
3.4.1 DMDD	10
3.4.2 PDD	19
3.4.3 Video games	185
3.4.4 Porn	8
3.4.5 ODD	65
3.4.6 IED	23
3.4.7 Impulsive	62
3.4.8 Fights with	22
3.4.9 Child argues	85
3.4.10 Parents arguing	49
3.4.11 History of lying	248
3.4.12 Stealing	432
3.4.13 Destroys own possessions	60
3.4.14 Fighting	123
3.4.15 Talks back	5
3.5 Emotional Problems	0
3.5.1 Euthymic	27
3.5.2 Grief	8
3.5.3 Labile Mood	6
3.5.4 PTSD	17
3.5.5 Child felt sad	49
3.5.6 Withdrawn	6
3.5.7 Fails to express regret or remorse	46
3.5.8 Expresses regret or remorse	25
3.5.9 Adjustment disorder	5
3.5.10 Hurts Self	39
3.5.11 Child Tantrums	30
3.5.11.1 Child will yell & scream	7
3.5.12 Fear	23
3.5.13 Mood Disorder	45
3.5.14 Anxiety	44
3.5.15 Depression	43
3.5.16 Nightmares	67
3.5.17 Loneliness	0
3.5.17.1 Has no friends	36
3.5.17.2 Has a best friend	63
3.5.17.3 Has friends	261
3.5.17.4 Has few friends	134
3.5.17.5 Likes to be left alone	49
3.5.17.6 Was Alone when fire was set	70

4 Substance Use & Abuse	0
4.1 Alcohol use	129
4.2 Marijuana use	110
4.3 Smoking cigarettes	81
4.4 Drug use	172
5 Family Factors	0
5.1 Family disruption	3
5.1.1 Loss	37
5.2 Abuse	0
5.2.1 Trauma	46
5.2.2 No supervision	0
5.2.3 Child punished - Grounded	73
5.2.4 Witnessed mother having sex	2
5.2.5 Sex offender	1
5.2.6 Substance abuse	16
5.2.7 Emotional abuse	19
5.2.8 Physical abuse	25
5.2.9 Sexual abuse	67
5.3 Fear of abandonment	5
5.4 Worry	15
5.5 Home is fun	4
5.6 Adopted	38
5.7 Foster Care	214
5.7.1 Foster Home	84
5.8 Child got in trouble	204
5.9 Parent has no control over child	35
5.10 Child was yelled at	24
5.11 Family moved frequently	109
6 School-related Factors	0
6.1 Child involved in sports-related activities	17
6.2 School is fun	21
6.3 IEP/504	199
6.4 Disruptive in school	6
6.5 In-school detention	39
6.6 Special education	81
6.7 Defiance	17
6.8 Detention	19
6.9 School Suspension or Expelled	112
7 Bullying or Been Bullied	0
7.1 Child hit or bullied others	4
7.2 Child was ridiculed by others/family	27
7.3 Child has never been bullied	36
7.4 Child never bullied	47

7.5 Child has been bullied	108
8 Juvenile detention	49
8.1 Arrested	57
9 Interview-related themes	0
9.1 Good attention control	27
9.2 Would not cooperate	4
9.3 Cooperative	353
9.4 eye contact	1
9.5 Variable eye contact	23
9.6 Good eye contact	71
9.7 Poor eye contact	24
10 Death	73
10.1 Death of a pet	4

Table 10

Readability Analysis Results of the Lesson Plan from the Basic Fire Safety Education Curriculum from the Burn Prevention Network's Fire Youth Intervention Program

Flesch-Kincaid Grade Level	4.26
Coleman-Liau Index	7.05
Powers Sumner Kearsley Grade	4.53
Rix Readability	5
Fry Readability	4
Mean Grade Level	4.97

Note: Numeric results indicate grade-level.

Table 11

Readability Analysis Results of the Worksheets from the Basic Fire Safety Education Curriculum from the Burn Prevention Network's Fire Youth Intervention Program

Flesch-Kincaid Grade Level	1.5
Coleman-Liau Index	2.3
Powers Sumner Kearsley Grade	3.8
Rix Readability	4
Fry Readability	n/a
Mean Grade Level	2.9

Note: Numeric results indicate grade-level. An n/a indicates that the grade level could not be calculated for the Fry Readability scale.

Table 12

Readability Analysis Results of the Parent Handouts, Activity Sheet, and Checklist from the Basic Fire Safety Education Curriculum from the Burn Prevention Network's Fire Youth Intervention Program

Parent Handout: What to Look For	Flesch-Kincaid Grade Level	6.7
	Coleman-Liau Index	9.8
	Powers Sumner Kearsley Grade	5.2
	Rix Readability	6
	Fry Readability	n/a
	Mean Grade Level	6.925
Parent Handout: The Fact Is	Flesch-Kincaid Grade Level	6.7
	Coleman-Liau Index	9.8
	Powers Sumner Kearsley Grade	5.2
	Rix Readability	6
	Fry Readability	n/a
	Mean Grade Level	6.925
Parent Handout: Fire Misuse - What You Can Do	Flesch-Kincaid Grade Level	7
	Coleman-Liau Index	10.3
	Powers Sumner Kearsley Grade	5.4
	Rix Readability	7
	Fry Readability	7
	Mean Grade Level	7.34
Parent Activity Sheet	Flesch-Kincaid Grade Level	4
	Coleman-Liau Index	6.6
	Powers Sumner Kearsley Grade	4.5
	Rix Readability	5
	Fry Readability	4
	Mean Grade Level	4.82
Parent Checklist	Flesch-Kincaid Grade Level	5
	Coleman-Liau Index	8
	Powers Sumner Kearsley Grade	4
	Rix Readability	5
	Fry Readability	5
	Mean Grade Level	5.4
	Overall Grade Level	6.282

Note: Numeric results indicate grade-level. An n/a indicates that the grade level could not be calculated for the Fry Readability scale.

Table 13

Readability Analysis Results of the Lesson Plan from the Advanced Fire Safety Education Curriculum from the Burn Prevention Network's Fire Youth Intervention Program

Flesch-Kincaid Grade Level	5
Coleman-Liau Index	6
Powers Sumner Kearsley Grade	4
Rix Readability	5
Fry Readability	n/a
Mean Grade Level	5

Note: Numeric results indicate grade-level. An n/a indicates that the grade level could not be calculated for the Fry Readability scale.

Table 14

Readability Analysis Results of the Sean's Story Youth Collage from the Advanced Fire Safety Education Curriculum from the Burn Prevention Network's Fire Youth Intervention Program

Flesch-Kincaid Grade Level	3.5
Coleman-Liau Index	6.6
Powers Sumner Kearsley Grade	4.4
Rix Readability	4
Fry Readability	3
Mean Grade Level	4.28

Note: Numeric results indicate grade-level.

Table 15

Readability Analysis Results of the Educator's Guide to Sean's Story from the Advanced Fire Safety Education Curriculum from the Burn Prevention Network's Fire Youth Intervention Program

Flesch-Kincaid Grade Level	7
Coleman-Liau Index	11
Powers Sumner Kearsley Grade	5
Rix Readability	6
Fry Readability	n/a
Mean Grade Level	7.25

Note: Numeric results indicate grade-level. An n/a indicates that the grade level could not be calculated for the Fry Readability scale.

Table 16*List of Racial Equity Terms*

Accountability	Male leaders
action orientation	Marginalization
aesthetics	master nature
African	Microaggression
Afro-Caribbean/African Caribbean	Minority ethnic group
aggressiveness	Model Minority
Ally	money
Anti-Black	Movement Building
Anti-Racism	Multicultural Competency
Anti-Racist	Native
Anti-Racist Ideas	Non-Asian/Non-Chinese
Asian	objectivity
Asian Indian	Occidental
Assimilationist	Oppression
authority	Oriental
Bangladeshi	ownership
Barbie	Pakistani
Bigotry	People of Color
Black	planning
Black Lives Matter	Power
blonde	Prejudice
Boastful and arrogant	Privilege
Caucasian	progress
Caucusing (Affinity Groups)	property
Centering Blackness	Protect property
Chinese	Protestant work ethic
Collusion	Race
Colonization	Racial and Ethnic Identity
control nature	Racial Capitalism
Critical Race Theory	Racial Equity
Cultural Appropriation	Racial Healing
Cultural Misappropriation	Racial Identity Development Theory
Cultural Racism	Racial Inequity
Culture	Racial Justice
decision-making	Racial prejudice
Decolonization	racial superiority
delayed gratification	Racialization
Diaspora	Racism
Discrimination	Racist
Disrespectful of authority	Racist Ideas
Diversity	Racist Policies
do something	Reconciliation
economic status	Reparations
English Common Law	respect for authority
Ethnic minority group	Restorative Justice
Ethnicity	Rude and immature
Ethnocentrism	rugged individualism
European	schedules
Extravagant and wasteful	scientific method
extroversion	Settler Colonialism
future orientation	Snobbish

General population	Social Oppression
hard work	South Asian
Hindu	status
Hispanic	steak and potatoes
Ignorant of other countries and cultures	Structural Racialization
Implicit Bias	Structural Racism
Inclusion	Systemic Racism
Indian	systems of oppression
Indigeneity	Targeted Universalism
Indigenous	the nuclear family
Individual Racism	thin
Individualism	Think every country should imitate the USA
Informal	Think they know everything
Institutional Racism	Tokenism
Institutional racism (See racism)	Wealthy
intellect	Western
Internalized Dominance	White
Internalized Racism	White Culture
Interpersonal Racism	White Fragility
Intersectionality	white have the power
Irish	white nationalism
Liberation	White Privilege
Liberatory Consciousness	White Supremacy
Loud and obnoxious	Whiteness
Majority population	win at all costs
majority rules	winner/loser dichotomy
	Xenophobia

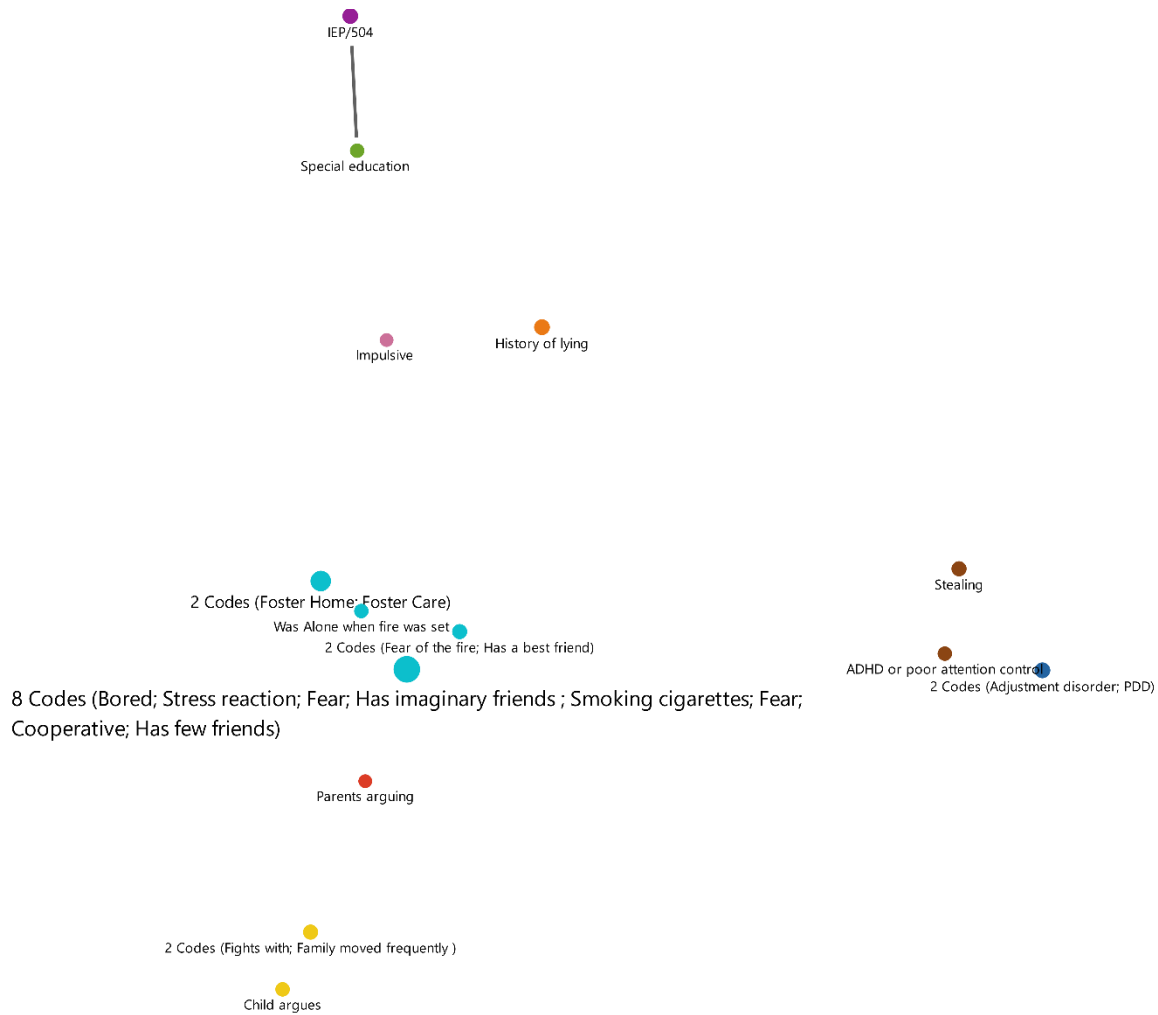
Table 17

Auto-coded Themes Found using NVivo in Sean's Story Educator Guide & Video Transcript

assistance	intervention
assistance\available assistance	intervention\early intervention
assistance\mental health assistance	intervention\firesetting intervention
assistance\youth assistance	intervention\intervention curriculum
community	intervention\intervention programs
community\community acceptance	jobs
community\community collaboration	jobs\certain jobs
community\community organizations	jobs\obtaining jobs
consequences	mental health
consequences\collateral consequences	mental health\mental health assistance
consequences\financial consequences	mental health\mental health conditions
consequences\lasting consequences	programs
consequences\legal consequences	programs\injury prevention programs
consequences\long-term consequences	programs\intervention programs
consequences\numerous consequences	programs\program length
education	questions
education\preventative education	questions\discussion questions
education\professional education	questions\example questions
education\public educators	questions\open-ended questions
family	questions\test questions
family\family face	school
family\family relationships	school\school arson incident
family\family strain	school\school interruptions
family\underlying family	school\school property
fire	school\school suspension
fire\fire departments	youth
fire\setting fires	youth\thinking errors youth
fire\youth fire misuse	youth\youth assistance
firesetting	youth\youth fire misuse
firesetting\firesetting intervention	youth\youth firesetting
firesetting\firesetting problem	youth\youth involvement
firesetting\youth firesetting	

Figure 1

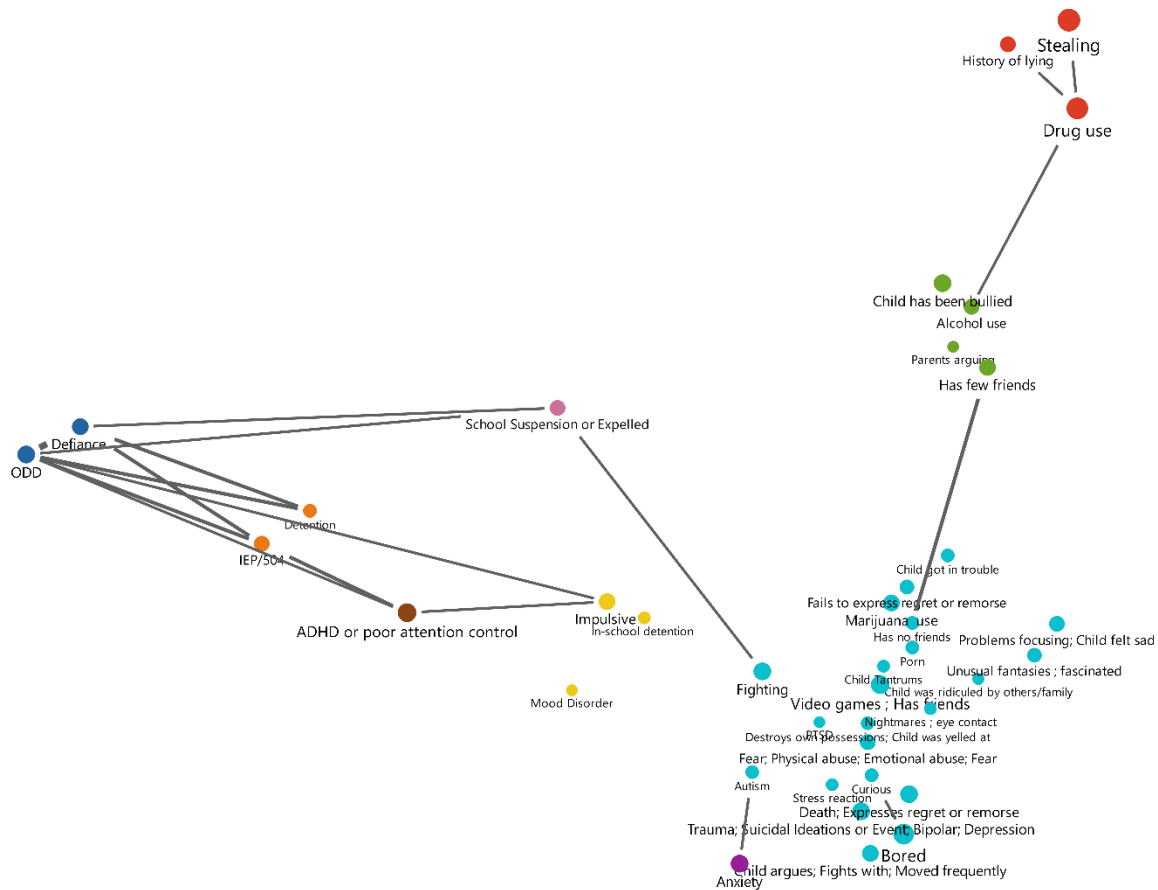
Thematic Map Demonstrating the Relationship among Dominant Themes from Children Who Returned to the BPN FYI after Completing the Educational Component of the Program



Note: Circle size reflects frequency of theme. Proximity of circles indicates themes that appear near one another within the same segment or document. Lines indicate themes which appear in the same sentence at least twice. Colors indicate high level theme groups.

Figure 2

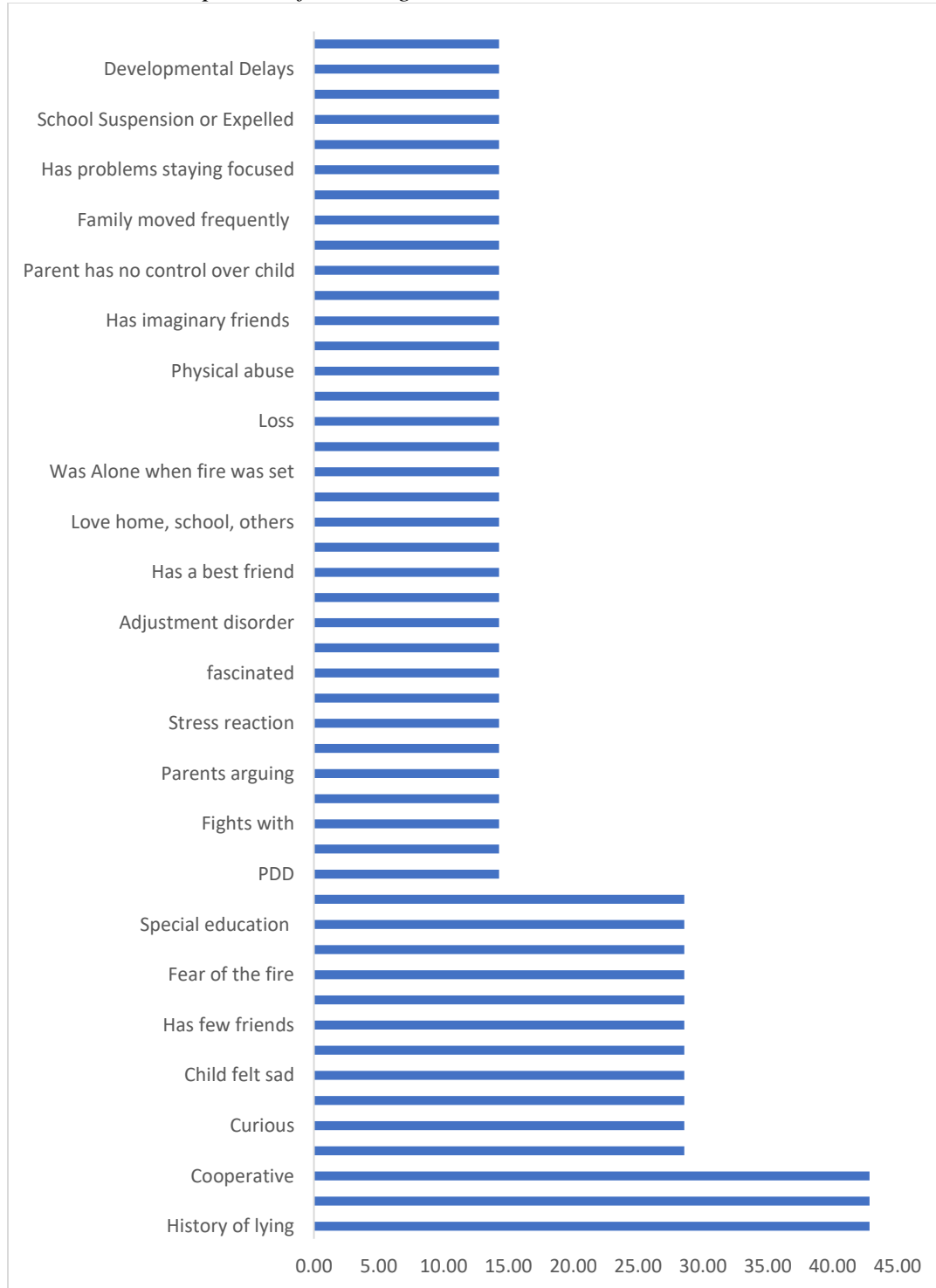
Thematic Map Demonstrating the Relationship among Dominant Themes from Children Who Returned to the BPN FYI after Failing to Complete the Educational Component of the Program



Note: Circle size reflects frequency of theme. Proximity of circles indicates themes that appear near one another within the same segment or document. Lines indicate themes which appear in the same sentence at least twice. Colors indicate high level theme groups.

Figure 3

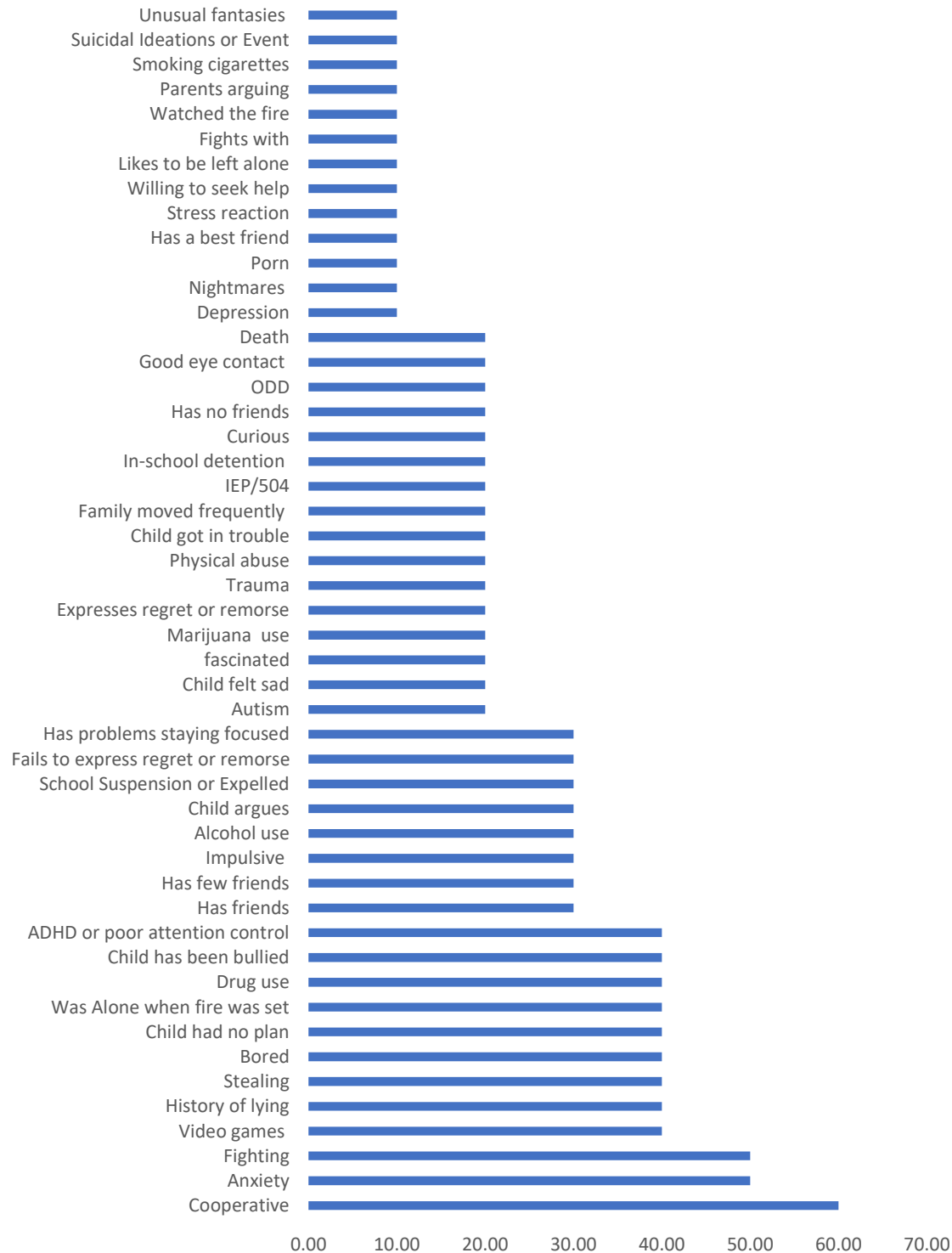
Code Frequencies of Children Who Returned to the BPN FYI and Completed the Fire Safety Educational Component of the Program



Note: Percent of all documents containing theme are displayed along the X axis.

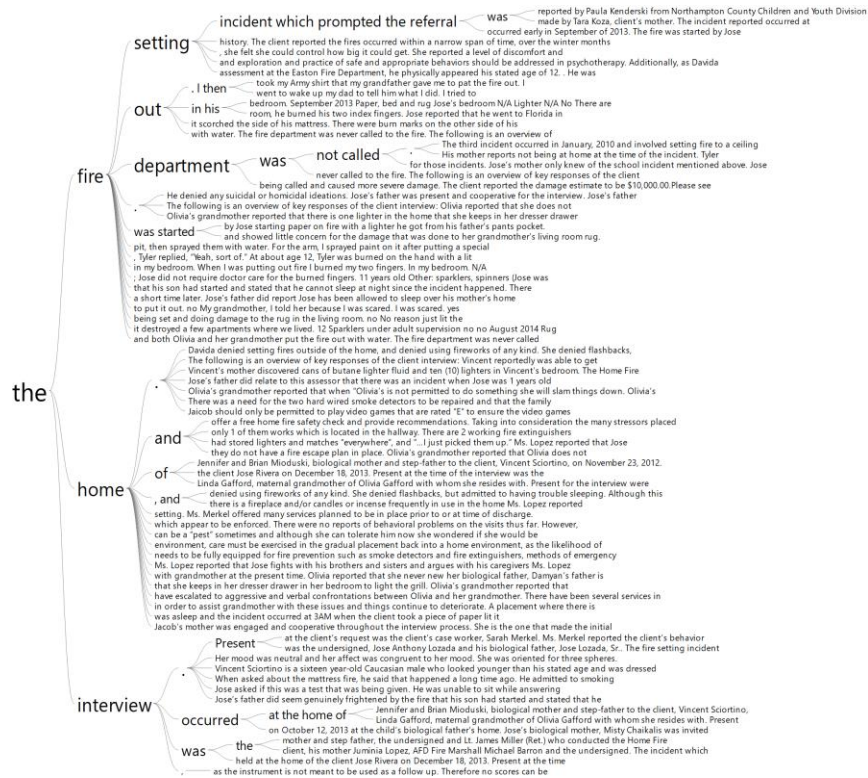
Figure 4

Code Frequencies of Children Who Returned to the BPN FYI and Did Not Complete the Fire Safety Educational Component of the Program



Note: Percent of all documents containing theme are displayed along the X axis.

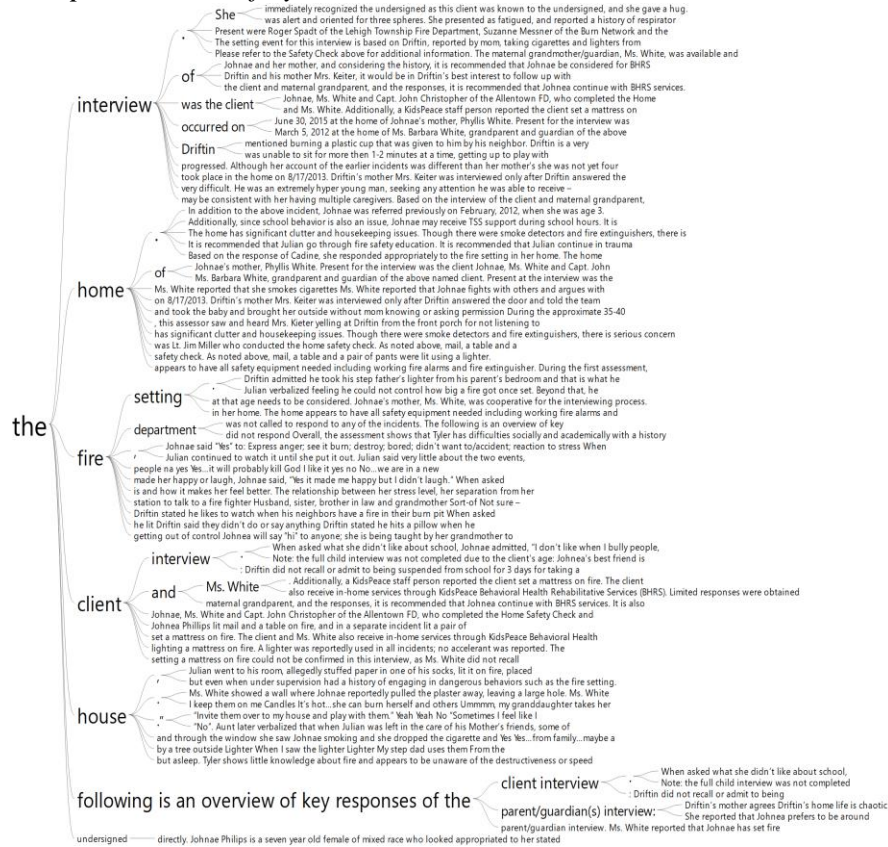
Sample Interactive Word Tree of Children Who Returned to the BPN FYI Program and Did Not Complete Fire Safety Education



Note: Results from MaxQDA Pro (2022).

Figure 6

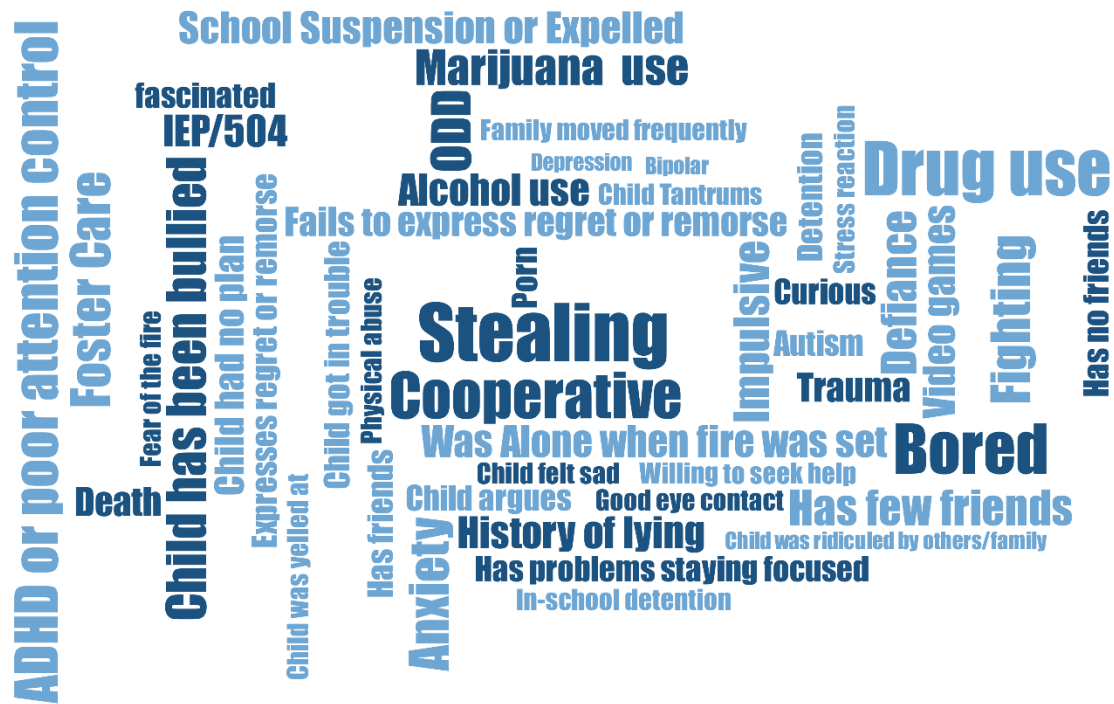
Sample Interactive Word Tree of Children Who Returned to the BPN FYI Program and Completed Fire Safety Education



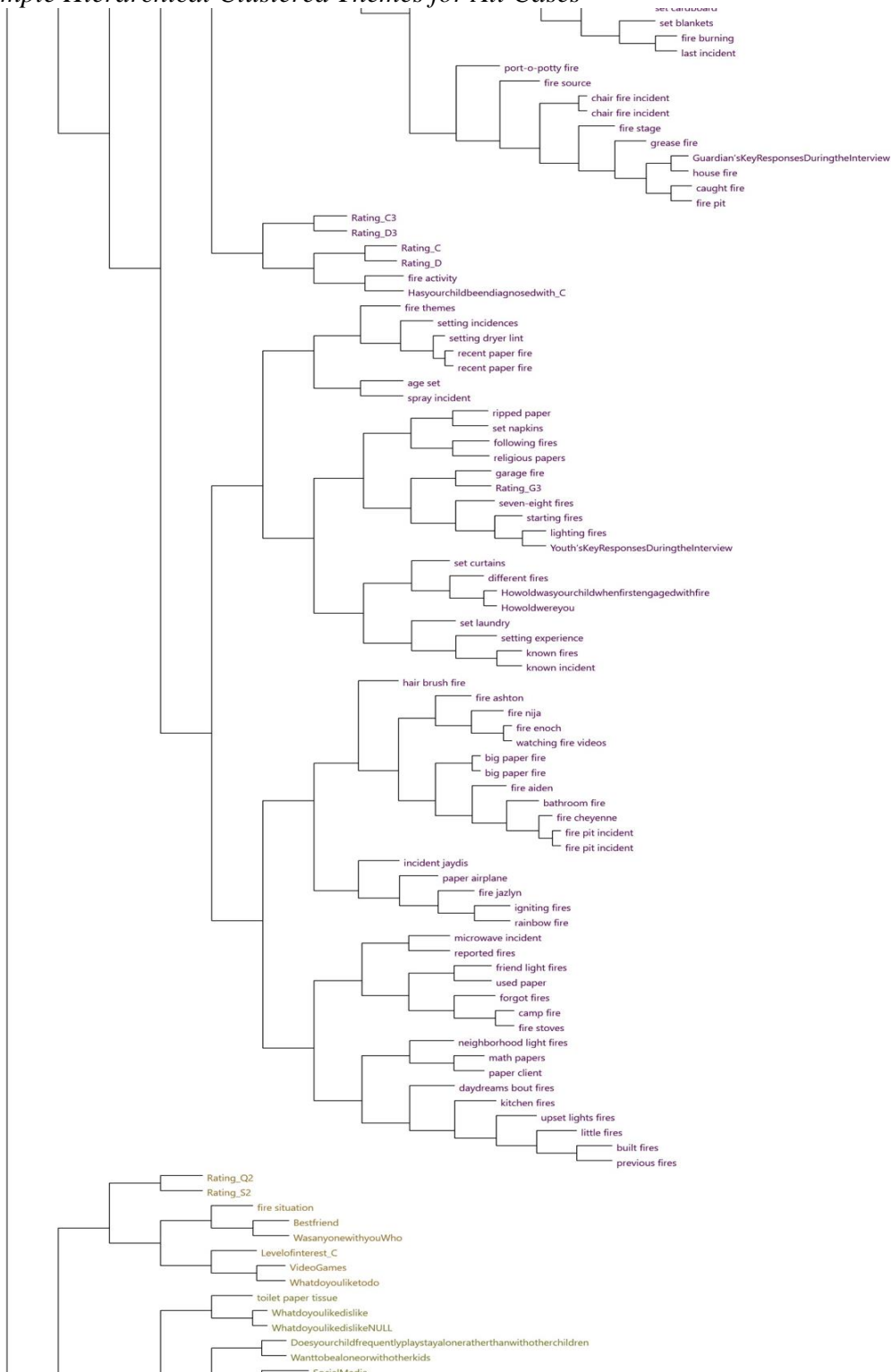
Note: Results from MaxQDA Pro (2022).

Figure 8

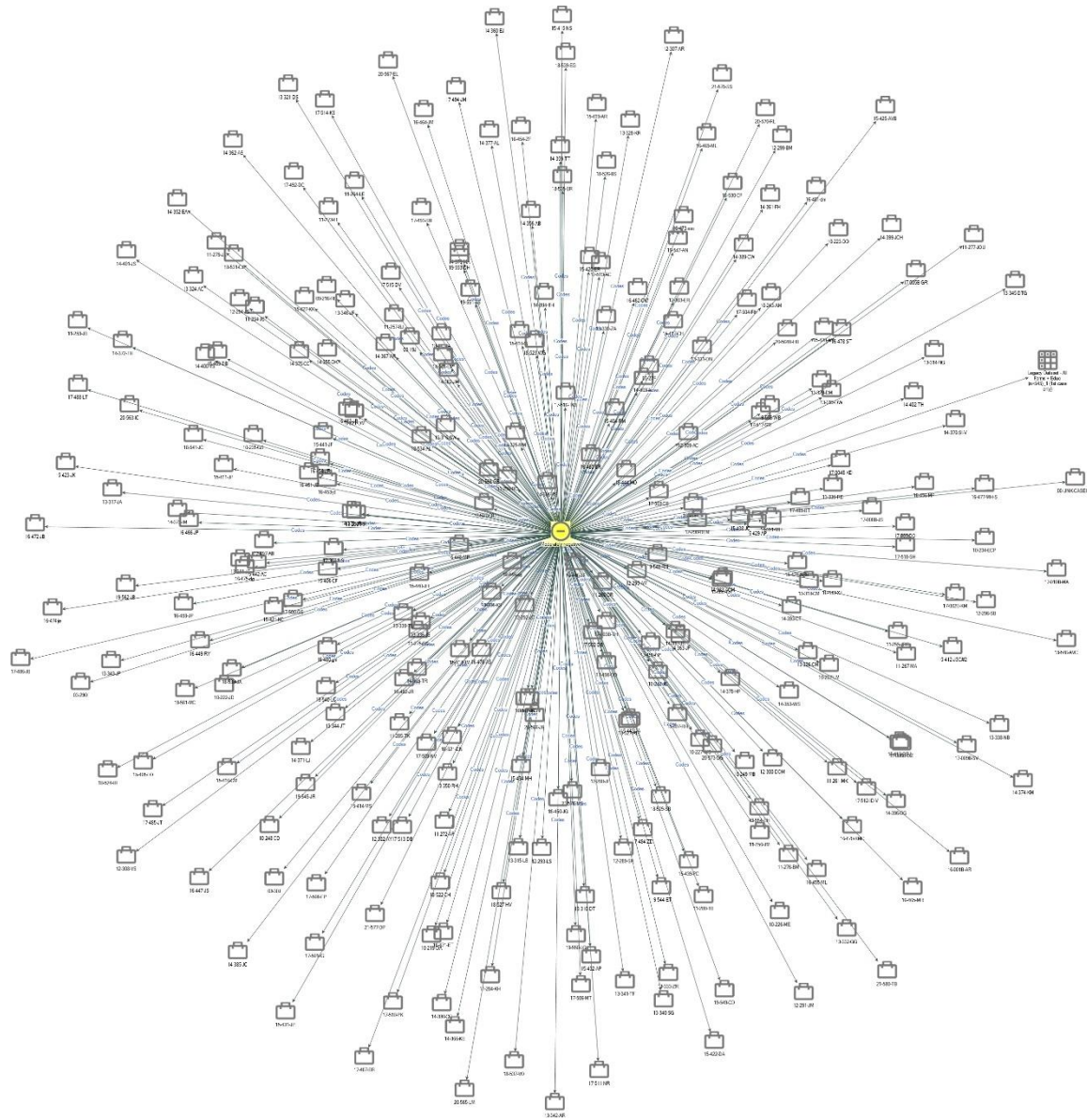
Word Cloud of Children Who Returned to the BPN FYI Program and Did Not Complete Fire Safety Education



Note: Top 48 terms are displayed. Their relative size reflects the number of segments coded with that theme.

Figure 9*Sample Hierarchical Clustered Themes for All Cases*

Note: Related themes are color coded. Diagram made using NVivo (2021).

Figure 10*Moderately Negative Sentiments Coded across All Cases*

Note: Cases containing negative sentiment codes are represented by the small rectangles. Clusters of rectangles represent coded cases that express similar negative sentiments. The closer a rectangle is to the center; the greater frequency of moderately negative sentiments were coded in the case.

Figure 11

Word Cloud of Sentiments Expressed in the Transcript from Sean's Story



Note: Word size is driven by its sentiment and number of occurrences. It contains keywords, themes, and entities.

Appendix A: Sample YFMI Programs from across the U.S. Sorted by State

Bogalusa Junior Firesetter Program | Bogalusa, LA

[Program Overview](#)

The mission of the program is to provide educational intervention for children and their families experiencing problems with firesetting. The child and their family are seen by a fire educator for two sessions. The educator and the child discuss the dangers and consequences of firesetting.

Anchorage Fire Department Fire Stoppers Program | Anchorage, AK

[Program Overview](#)

Fire Stoppers works hand in hand with many agencies and professionals in Anchorage. If a family needs assistance beyond education, Fire Stoppers can recommend other resources for families.

Glendale Fire Department's Youth Firesetter Intervention Program | Glendale, AZ

[Program Overview \(video\)](#)

Program provides customized educational interventions based on the availability of the family. The primary goal of the Youth Firesetter Intervention Program is to identify children at risk for participating in unsupervised firesetting incidents and then providing educational intervention in an attempt to stop the firesetting behavior.

City of Tucson Youth Fire Setting Intervention Program | Tucson, AZ

[Program Overview](#)

[Program Brochure](#)

8 and up: The class is provided one Saturday a month and is intended to educate older children about the dangers of fire and the legal consequences of fire setting.

7 and under: The class provides a fire education program designed to teach young children the dangers of fire and what to do if they encounter fire setting tools and materials in their environment. This lesson includes a story, direct instruction, and a variety of interactive games designed to teach young children basic fire safety lessons.

Youth Firesetter Intervention Program | City of Phoenix, AZ

[YFS Educational Intervention Workshop Overview](#)

YFS is an educational intervention workshop (approximately 4 hours) that targets at-risk youth who have expressed an interest in fire and/or have been involved in firesetting activities.

City of Fayetteville Youth Fire Intervention Taskforce | Fayetteville, AK

[Program Overview](#) (bottom of page)

The mission of the Youth Fire Intervention Taskforce is to provide youth fire prevention through family fire safety education.

Firefighters Burn Institute's Youth Firesetter Program | Sacramento County, CA

[YFP Overview](#)

The firesetter program has five levels of participation known as Family Responsibility Steps. Depending on your child's situation, some steps may not apply.

- Assessment
- Diversion
- Educational Intervention

FFBI YFP provides an academy structured course and it is recommended that all family members attend the academy. The academy is conducted at various times throughout the year at different locations. The academy is broken up into age appropriate classes for the youths and there is different curriculum for each class. The parents are in their own group as well where they attend informational training seminars.

- Counseling
- Behavioral Update

Orange County Fire FRIENDS (Firesetter Regional Intervention Education Network and Delivery System) | Irvine, CA

[Program Overview](#)

[Information Packet](#)

We provide fire safety education and intervention to children. Options include:

- 1-Hour Individual Fire Safety Education Class: These classes are offered through educators at local fire agencies.
- 6-Hour Group Fire Safety Education Class: These more extensive fire safety classes are offered every-other month by the Fire FRIENDS program. Topics include general fire safety, legal implications of firesetting behaviors, victim perspectives, coping with peer pressure, and the potential impact of current behavior on future goals.

Riverside Juvenile Firesetter Intervention Program | Riverside County, CA

[Program Overview](#)

This program was developed to provide an opportunity for families to work with our department and address any concerns regarding their children and fire. Our program starts with a child and parent interview to assess risk level and to develop a successful educational component

Santa Clara County Fire Department Youth Firesetter Intervention Program | CA (Santa Clara County and neighboring communities)

[Program Overview](#)

YFS is an educational intervention workshop (approximately 4 hours) that targets at-risk youth who have expressed an interest in fire and/or have been involved in firesetting activities.

Falcon Fire Department | Colorado Springs, CO

[Program Overview](#)

“Following an assessment, the Juvenile Firesetter is scheduled to attend a 3-hour intervention class hosted by the Colorado Springs Fire Department.”

South Metro Fire Rescue Authority Juvenile Firesetter Intervention Programs | Parker, CO

[Program Educational Package](#)

Educational intervention exercises are broken down by age categories:

- The Very Young Child (Ages 2 and 3)
- The Curious Child (Ages 3 and 4)
- Elementary School Child (Ages 7-9)
- Children and Adolescents (Ages 10-18)
-

State Dept. of Children & Families YSF Pilot Programs | Connecticut

[Overview](#)

The Statewide committee has designed a statewide Pilot Program informed by the Fire and Life Safety Educator Training Manual under Standard 1035.

State Fire Marshal Juvenile Firesetter Intervention Program

[Program Overview](#)

Educational Intervention Program Topics Include:

- General Fire Safety
- Consequences of Fire Play
- Hurting Themselves and Others
- A High Price to Pay (Legal/Financial)
- Media Influence
- Media Portrayal of Fire vs. Reality of Fire
- Good Choices vs. Bad Choices
- Peer Pressure Influence

Pasco County Youth Firesetter Intervention Program | Pasco County, FL

[Program Overview](#)

“Pasco County Fire Rescue offers the Youth Firesetters Intervention Program to help guide your family through arson behaviors by providing fire safety education and information to break the firesetting chain.”

Juvenile Firesetter Prevention & Intervention Program | Tamarac, FL

[Program Overview](#)

“Referred youth and families attend a family-oriented Firesetter Intervention Workshop and participate in discussions, intervention activities and video presentations. The duration of the workshop is approximately two hours in length, with additional follow-up and resources provided to families as needed.”

Monroe Firesetter Prevention and Intervention Program | Monroe, GA

[Program Overview/Info Request](#)

Operates under the protocols and mandates set forth by the Georgia Insurance and Safety Fire Commissioner's Office and the State Fire Marshal's Youth Firesetter Intervention Program (YFIP). Fire safety education instruction and community outreach presentations.

Boise Juvenile Fire Setters Program | Boise, ID

[Program Overview](#)

Boise Fire Department has a Juvenile Fire Setters program for children and youth to learn about the dangers of fire experimentation. Individual sessions are available for children and parents.

State Fire Marshal Youth Firesetter Intervention Program

[Program Overview](#)

“Statewide standardized program to provide prevention education/intervention and referrals, if warranted, for the children and families of Illinois to reduce the frequency and severity of fires set by youths. “

Illinois Fire Service Institute Youth Firesetter Intervention Specialist Training

[Course Overview](#)

[Course Syllabus](#)

This two-day course is based on the requirements of NFPA Standard 1035 pertaining to the Youth Firesetting Intervention Specialist Level I. This course empowers students with a broad understanding of the knowledge, skills, and abilities the Youth Firesetting Intervention Specialist I should have for a dynamic intervention program.

Allen County Juvenile Firesetters Task Force | Fort Wayne, IN

[Program Overview](#)

[Program Brochure](#)

The Task Force is a collaboration of agencies helping children and their families through troubled times. Agencies involved in the Task Force consist of the Fort Wayne Fire Department, St. Joseph Regional Burn Center, Allen County Juvenile Probation, Department of Child Services, Northeast Indiana Burn Council, and local mental health professionals and social workers. Each group or individual plays a unique and vital role in identifying, evaluating, educating, and assisting these juveniles and their families.

State Fire Marshal Juvenile Fire Intervention Program | Iowa

[Program Brochure](#)

[Program Delivery SOG](#)

“Provides the youth and family with specific information regarding fire science, fire survival and fire prevention. It also includes helping the youth become aware of the social, financial and emotional consequences of their fire.

State Fire Marshall Youth Firestarter Prevention | Kansas

[Program Overview](#)

- Age-Appropriate Lesson Plans
- Case Conferences and Training for Mental Health Professionals
- Community Service and Restitution Programs
- Court Referral
- Diversion Programs
- Fire-Safety Academics
- Peer Training Opportunities
- Referral to Counseling Services
- Referral to Inpatient Treatment Centers

- Teen Court Referral
- Victim Offender Mediation

Youth Firesetter Intervention Program | Paducah, KY

[Program Overview](#)

“The program consists of six basic components: Identification/Referral, Intake/Initial Appointment, Screening Interview, Education, Intervention Services, and Evaluation Follow-up. The educational component of the program includes up to four weekly educational classes that last approximately 1.5 hours each.

Saco Fire Department York County Juvenile Fire Setter Collaborative Intervention Program | Saco, ME

[Program Overview](#)

The program works with juveniles from the ages of three (3) to thirteen (13) that have shown any interest towards fires or actually starting them. Juveniles involved with the program attend a fire safety school which is taught by professionally trained teachers and firefighters.

FireSense Juvenile Fire Setter Intervention Program | Canton, MA

[Program Overview](#)

Fire Sense is a program to which courts, fire departments, police departments, schools, youth serving agencies and concerned family members can refer a juvenile for risk assessment, intervention and prevention education. Eight-week course.

State Marshal Youth Firesetting Prevention and Intervention | Minnesota

[Program Overview](#)

[Training Presentation](#) (Video)

[Supplemental Report](#)

Dedicated to the safety of our citizens by getting necessary education to youth and families.

Omaha Fire Department Youth Firesetter Intervention Program | Omaha, NE

[Program Overview](#)

The education program for those 8-18 years of age teaches the power of fire, consequences of playing with fire, fire prevention and how to survive a fire.

For children ages 3-7 the education program teaches fire safety based on The NFPA's The Learn Not To Burn Program. Parents are provided information on building character in children, fire prevention and survival.

Juvenile Fire Setter Program | Carson City, Nevada

[Program Overview](#)

The Juvenile Fire Setter Program provides citizens of Carson City a program in which juveniles involved in firesetting are evaluated, educated, and redirected at no cost to the individual's family.

Fairfield Fire Prevention Bureau Juvenile Firesetter Intervention & Counseling Program | Essex County, NJ

[Program Overview](#)

This program is designed to educate the juvenile firesetter in fire safety through the performance of various tasks. This intervention is designed to have the parent(s) assist the child and keep track of his/her progress. The program normally takes six weeks to complete — one evening each week.

Juvenile Firesetter Intervention, Response, and Education Program (J-FIRE) | Dutchess County, NY

[J-FIRE Program Overview](#)

[J-FIRE Program Manual](#)

Mission is to provide a comprehensive, non-punitive, multidisciplinary approach to address the problem of juvenile firesetting by early identification, assessment, education, and intervention in an effort to protect lives and property.

Greensboro Juvenile Firesetter/Arson Control & Prevention Program | Greensboro, NC

[Program Overview](#)

The program provides fire prevention education to youth and their parents or guardians so everyone gains a better understanding of fire and its associated dangers.

West Fargo Fire Department Youth Firesetters Intervention Program | West Fargo, ND

[Program Overview](#)

This program helps the whole family understand why the incident happened and what can be done for it not to happen again. The program not only identifies the child's curiosity, but also other issues that may have impacted their behavior and choices.

ND Dept. of Human Services Juvenile Fire Setters Safety Training for Foster Parents

[Safety Training Manual](#)

Springfield Youth Fire Intervention Program | Springfield, MO

[Program Overview](#)

Children who qualify for fire safety education will receive two or three age-appropriate lessons ranging from 30 minutes to one hour.

Younger children's topics include:

- fire is a tool not a toy
- how to prevent fires
- how to escape a smoke-filled room

Older children will learn:

- the science of fire
- how to prevent it
- consequences of juvenile fire setting

Oklahoma City Fire Department Youth Firesetter Intervention | Oklahoma, OK

[Program Brochure](#)

We have Fire Officers on staff that are trained to help. These Fire Officers are trained according to National Fire Protection Association 1035 – Youth Firesetter Intervention Specialist I and II. We will speak with you and your child in a confidential environment. Intervention and education are free, non-punitive, comprehensive, and effective.

City of Columbus Juvenile Fire Setters Program | Columbus, OH

[Program Overview](#)

The program uses the "Learn Not To Burn" curriculum to promote juvenile fire safety and to assist in arson prevention for youth who have a dangerous fascination with fire and/or the tendency to set fires.

Wauseon Fire Dept. Youth Firesetter Program | Wauseon, OH

[Program Overview](#)

The program is coordinated by our Fire Prevention Captain – Firefighter/EMT Jason Fisher with the help of our Executive Assistant – Firefighter Brittany Roof. The program provides a simple risk assessment and fire safety education for the child and the caregiver at no charge

Juvenile Fire Setter Intervention | Eugene, OR

[Program Overview](#)

Eugene Springfield Fire provides intervention, education and referral services to the youth and their families through trained and certified FMO staff.

Pennsylvania's Juvenile Firesetting Fire Safety Education Curriculum

[Program Overview](#)

The fire safety education intervention is specific to fire setter activity and includes an awareness of fire, its uses and consequences, personal responsibility, and the fire service.

State Fire Marshal Juvenile Fire Setters Program | Rhode Island

[Program Overview](#)

[Program Brochure](#)

Juvenile Fire Setter (JFS) program specifically designed for various age groups (children under 10 and children over 10) to proactively prevent injury through fire prevention and safety education.

Charleston Youth Fire Quest Fire Intervention & Re-Education (FIRE) program | Charleston, SC

[Program Overview](#)

Education sessions will be based on assessments conducted with the youth and will generally focus on fire safe behaviors, fire safety education, risks associated with fire burn injuries and fire deaths, and property destruction.

Rapid City Youth Firesetter Prevention and Intervention (YFPI) Program | Rapid City, SD

[Program Overview](#)

Education-based intervention for youth ages 3-17 and their parents or guardians. The program uses a nationally recognized process with certified Youth Firesetter Specialists to gather pertinent information, evaluate the child and the situation, and educate and/or refer the youth to other professionals in youth services.

Knox County Firesetter Intervention Program | Knoxville, TN

[Program Overview](#)

The goal of the Knox County Firesetter Intervention Program is to teach fire safe Behavior to all children and their parents.

Harris County Fire Marshall Youth Firesetter Intervention Program | Houston, TX

[Program Overview](#)

[Program Brochure](#)

- Children accepted from 2-18 years of age
- No Cost
- One-on-One Classes
- Confidential
- Documentation provided
- One-day class (approx. 2-3 hours long)
- At least one parent must participate

Juvenile Firesetter Intervention Program | Pasadena, TX

[Program Overview](#)

The goal of the program is to provide the highest quality of education and intervention to the families of firesetters and thereby cease the unsafe behavior. The program currently has a 100% success rate.

State Fire Marshal Youth Firesetter Prevention & Intervention Program | Utah

[Program Overview](#)

[Introduction Packet](#)

The Youth Firesetter Intervention Program provides a simple risk assessment for your youth to help understand their situation. It also provides fire safety education for the child and other family members.

State Department of Public Safety Division of Fire Safety Youth Firesetter Prevention Advisory Intervention Team Program | Vermont

[Program Overview](#)

A wide range of educational resource materials is available from several sources. These materials provide an excellent base for communities to draw upon when designing the educational component of their juvenile firesetter intervention programs.

Newport News Youth Firesetting Prevention Program | Newport News, VA

[Program Overview](#)

The Youth Firesetter Prevention Program involves confidential session(s) between the parent(s), child, and a Public Educator. The program consists of:

- An interview with the parent(s) and child to obtain a case history for a better understanding of the problem
- Identifying the motivation for the firesetting behavior
- Educating the child on the consequences and dangers of fire and fire play
- Discussing fire safety topics through various activities
- An evaluation of the effectiveness and impact of the firesetter program
- Referrals to local counseling agencies (when necessary)

- Follow-up sessions (when necessary)

Petersburg Juvenile Firesetters Program | Petersburg, VA

[Program Overview](#)

The four-hour program involves confidential session(s) between the parent(s), child, and a Public Educator and/or Fire Marshal.

- An interview with the parent(s) and child to obtain a case history for a better understanding of the problem
- Identifying the motivation for the firesetting behavior
- Administering a Pre - Test to determine the child's awareness of fire play
- Educating the child on the consequences and dangers of fire and fire play
- View "To Hell and Back" video
- Discussing fire safety topics through various activities
- Administering a Post - Test to determine if the above mention activities were comprehended
- An evaluation of the effectiveness and impact of the firesetter program
- Referrals to local counseling agencies (when necessary)
- Follow-up sessions (when necessary)

Juvenile Firesetter's Intervention Program | Washington, DC

[Program Overview](#)

[Program Entry Form](#)

“The Juvenile Firesetter's Intervention Program is a four-week intervention program which services children between the ages 2-17 who have exhibited fire-related behavior. Not only does this program assess the child's need for educational services, it also provides education for children who have not set a fire but have been involved in a fire incident or displays a curiosity about fire.”

Bothell Youth Firesetter Program | Bothell, WA

[Program Overview](#)

The program involves an initial family assessment to determine the "why" behind the fire misuse, and then a follow up meeting to either educate or discuss next steps/recommendations that will best address the behavior.

Portage Juvenile Firesetters Program | Portage, WI

[Program Overview](#)

Fires being set by children out of curiosity, a three session program, is usually sufficient to educate the normal child in fire. Each session lasts approximately one hour. After the educational sessions are complete, there may be several follow up contacts made to ensure that there has been no recurrence.

Rock Springs Fire Department Fire Setter Intervention Program | Rock Springs, WY

[Program Overview](#)

The Fire Setter Intervention Program typically encompasses 3 to 4 sessions. Each session is approximately 45 minute in length. After an initial assessment a specific plan is developed to best address the needs of the family and child involved.

National/Private Facilities/Other

Abraxas Youth & Family Services Residential Firesetting & Sexual Behavior Treatment Program | South Mountain, PA

[Program Overview](#)

Program provides non-secure firesetting treatment and non-secure sexual behavior treatment for delinquent and/or dependent male youth ages 11 to 16. The program is designed to be 12 months in length and includes:

- Phase I: Introduction, Disclosure of problematic behaviors and Fire Safety Training
- Phase II: Critical Beginning Skills (Impulse Control and Affect Management)
- Phase III: Critical Intermediate Skills (Criminal Personality Theory, Cognitive Distortions, Moral Reasoning, and Developing Empathy)
- Phase IV: Critical Advanced Skills (Triggers and Cues, Victim Cycles, and Relapse Prevention)

Akron Children's Hospital Juvenile Firestoppers Program | Akron, OH

[Program Overview](#)

Offered by burn prevention educators from Akron Children's Hospital Paul and Carol David Foundation Burn Institute and firefighters from the Akron Fire Department. The classes are free and tailored to 3 age groups: 3-6 years, 7-11 years and 12-17 years.

Brandon School Intensive Firesetting Treatment Program | Natick, MA

[Program Overview](#)

Comprehensive intervention for boys with histories of firesetting behaviors. Using a supportive 5-stage framework based in Cognitive Behavioral Therapy, Brandon works with all players to deliver treatment that engages youth and families, and provide ongoing communication and assessment of goals. Structured, trauma-informed therapeutic milieu. Additional support services onsite: case management, psychiatry, medication evaluation & management, speech & language, sensory integration, and OT.

Burns Recovered Youth Fire Setter Intervention Program | Saint Louis, MO

[Program Overview](#)

Based on assessment results, YFPT creates a customized four-hour educational program for the child and his/her significant others to prevent further experimentation with fire. Our YFPT team includes first responders (fire, police, EMT), juvenile court personnel, social worker, as well as burn survivors.

Community Services Group Juvenile Firesetter Assessment Consultation Treatment Services (JFACTS) | Mountville, PA

[Services Overview](#)

Goals addressed in JFACTS include improved understanding of the relationship between firesetting and destructive behaviors, improved coping skills, feelings management, communication skills, social skills, problem-solving skills, and assertiveness skills. Additionally we work to improve self-concept, increase understanding of fire science and fire safety, increase safety within the home and community, and to be more connected with the community.

FEMA National Juvenile Firesetter/Arson Control Program: Trainer's Guide

[Program Overview](#)

This Trainer's Guide is designed to be used with The Juvenile Firesetter/ Arson Control and Prevention Program Guidelines for Implementation. These materials were produced as part of a two-year developmental initiative designed to assess, develop, test, and disseminate information on promising approaches for the control and prevention of juvenile firesetting and arson.

[FEMA's Juvenile Firesetter Intervention Handbook](#)

[FEMA's Youth Firesetter Intervention Specialist Student Manual](#)

[Handbook on Firesetting in Children and Youth](#), Chapter 11: Three Models of Educational Interventions for Child and Adolescent Firesetters

Harmony Hill School Youth Fire Setting Education Intervention Program | Chepachet, RI

[Program Overview](#)

Youth in the Fire Setting Education Intervention Program will be placed in one of our residential treatment units based on level of acuity. Intensive 4-8 months residential intervention for children and adolescents to safely and effectively curtail what for these youth may have become a self-reinforcing cycle of fire setting and who have exhibited inappropriate fire use.

Office of the Fire Commissioner of British Columbia Youth Firesetter Intervention | Canada

[YFI Manual](#)

The purpose of this manual is to provide fire departments and other stakeholders with a standardized intervention method for addressing youth firesetting.

Pine Haven Boys Center Fire Safety Program | Allentown, NH

[Program Overview](#)

Pine Haven has the only program in the state that offers intensive services to latency aged children with fire behaviors at this level.

They begin their long term treatment in individual, group and family therapy. The second major component other than addressing the trauma is providing the child with Fire Safety Education which is combined within a treatment group.

San Diego Burn Institute Youth Firesetter Intervention Program | San Diego, CA

[Program Information Sheet](#)

Provides (two) education courses, which are cognitively and age appropriate with the youth and family about legal ramifications, fiscal ramifications, and the dangers to self and others

Stevens Residential Treatment Programs Specialized Treatment for Adolescent Firesetters | Swansea, Massachusetts

[Program Overview](#)

[Program Brochure](#)

Stevens provides comprehensive treatment for youth with histories of inappropriate use of combustibles and/or firesetting. Depending upon their behavioral history, presentation, and an assessment or their needs, a youth's treatment consists of a series of group curriculums. These groups are designed to help the youth learn about fire safety; gain an understanding of the issues underlying his behaviors; and learn a new set of coping strategies and life skills to help him manage himself in a safe and healthy manner upon his return to his home and community.

Talbert House Juvenile Firesetters Program | Cincinnati, OH

[Program Overview](#)

The Juvenile Fire Setters program focuses on each child and family and their specific mental health needs to determine the cause of the fire setting and create a positive plan of action to decrease the behaviors with a goal to eliminate it entirely

University of Michigan Trauma Burn Center Straight Talk Program | Ann Arbor, MI

[Program Overview](#)

[Program Brochure](#)

A family-oriented program targeting youth 8 - 17 offered by The Trauma Burn Center at no charge to participants. Tuesdays, on a bi-monthly basis from 9:15 a.m. to 4 p.m.

U.S. Department of the Interior Indian Affairs Youth Fire Intervention Program

[Program Overview](#)

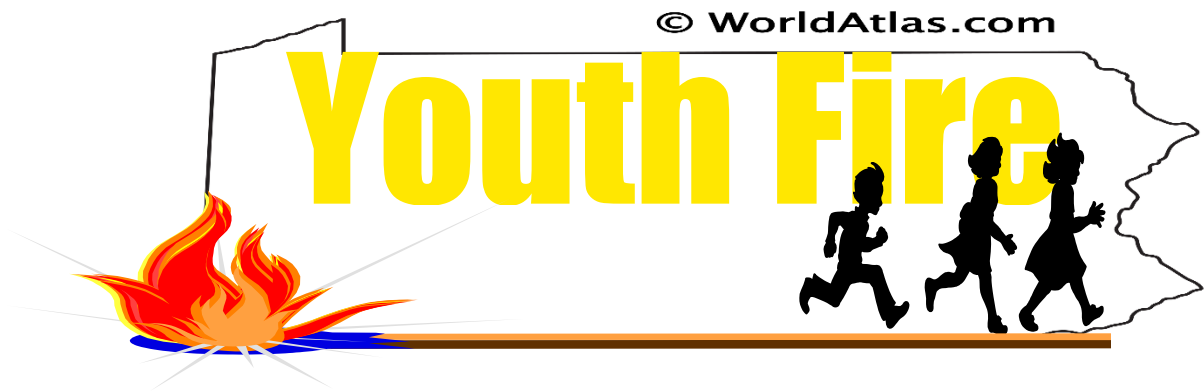
Program includes an evaluation process, educational curriculum, and training to teach others how to implement an intervention program.

William Randolph Hearst Burn Center JFI Program at New York-Presbyterian Weill Cornell Medical Center | New York, NY

[Program Brochure](#)

Since every child is unique, staff will set up a private appointment at the Burn Center for initial screening and fire safety education.

Appendix B: BPN FYI Assessment Tool



Child and Parent

Case#:		Date:	
Referring Name/Agency:			
Referral Source's Phone #:			
Referral Source's Email:			
Youth's Name:			
DOB:	Age:	M/F?	
Address:			
School:			
Comments Regarding School?			
Is this child involved with Children & Youth? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure <input type="checkbox"/> if Yes, adjudicated dependent? If Yes, Caseworker's Name & Contact Info: COURT DATE?			
Is this child involved with Juvenile Probation/Juvenile Justice? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unsure If Yes, PO's Name and Contact Info:			
Are there alternatives currently being considered for this family? (Treatment, removal from home/placement out of home, etc.) <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please list the circumstances which led to these considerations:			
Father/Male Guardian:		Contact#:	
		Email:	
Mother/Female Guardian:		Contact #:	
		Email:	
Other Guardian? (List relationship):		Contact#:	
Others living in Home? (Name/Age/Relationship)			
Who has legal custody of this youth?			
INCIDENT INFORMATION:			
Was there a fire set? <input type="checkbox"/> Yes <input type="checkbox"/> No		Fire Department Response? <input type="checkbox"/> Yes <input type="checkbox"/> No	
What was set on fire?			
Ignition Source?			
If no fire has been set, please explain concern:			
Other fires set/history of fire misuse?			
Is the youth currently in counseling or therapy? (List names and contact info for all MH providers)			
Diagnoses?			
Medications?			
Are there any safety concerns (PFA, etc) that we should be aware of?			

Other pertinent info?**Any other additional info/forms/evaluations available to our assessor?****__Police Report __Psych Eval __Fire Report __IEP****__Other (please list) _____**

Youth Fire Misuse Intervention Program
Authorization for Release and Receipt of Confidential Information

Case #: _19-551-AS_____ Juvenile's Name : _____

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

I understand that the Youth Fire Misuse Intervention Program Multi-Disciplinary Team (MDT) includes representatives of (but not limited to) 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 Youth Fire Misuse 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 Fire & Youth 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 Fire & Youth 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 Youth Fire Misuse Intervention Program. I also understand that this consent will automatically expire one year after it is signed.

Please initial to provide consent to share information from this assessment (either the full assessment document or the recommendations/intervention plan) with the following organizations:

	Full Assessment	Intervention Plan/ recommendations	Contact Person/Organization Information
Referral source	XSM		
Children & Youth			
Juvenile Probation			
Therapist/Counselor		XSM	
Parent (if youth is 14 years or older)			
Other:			
Other:			

Signatures are on file

Signatures:

Parent/Legal Guardian Relationship to Juvenile 6/8/2019 Date

too young
Juvenile (If 14 years or older) Date

6/8/2019 assessor
Witness Relationship to Juvenile Date

PENNSYLVANIA YOUTH FIRE MISUSE INTERVENTION PROGRAM
Release of Liability

Case #: _____

Child's Name: _____

Parent/Guardian Name: _____ (guardians)

Address: _____

Phone Number: _____

I/We give permission for the above named child to participate in the **Burn Prevention Network's Fire & Youth Intervention Program ("BPN-FYI")**. I/We understand that no screening or assessment tool or fire safety education program can definitely determine the future behavior of a child, that it depends on the response of the individual child. Therefore, I/We hereby release, indemnify and hold harmless the **Burn Prevention Network** and all its employees, volunteers and independent contractors, against all claims, suits and/or actions. I/We recognize and agree to hold harmless the **BPN-FYI** of all past, present and future actions of the participants of the Program. I/We understand that any statement made during the assessment may be used before the courts.

I understand that the Home Safety Check and the Immediate Action Plan items are by no means a comprehensive home inspection and are purely intended to be a general assessment of home condition. **BPN-FYI** should not be held liable whether or not the program participants follow through with the intervention plan.

Signatures on file

6/8/2019

Signature of Parent/Guardian

Date

Signature of Parent/Guardian

Date

too young

Signature of Child (Age 14 or older)

Date

6/8/2019

Signature of Witness

Date



Communication Consent Form

Client Name

Parent/Guardian Name

BPN FYI Case #

I give permission to be contacted in the following manner (please fill in phone numbers and check all that apply)

☒ **Cell Phone# (Voice & Text Messaging) :**

☒ OK to leave message with information

☐ **Email Address:**

☐ **Home Telephone #:** _____

What is your preferred method to be contacted?

☒ Cell Phone/Text Msg ☐ Home Phone ☐ Email

You will be contacted by the Burn Prevention Network to set up education class(es), to remind you of scheduled classes, and to follow up at 3, 6, and 12 months from the time of completion.

Signatures on file

too young

Client Signature

(Print Name)

Date

Parent/ Guardian Signature

(Print Name)

Date

CHILD/YOUTH INTERVIEW

Case #: _____

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?

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
What school do you go to?	Northampton
What grade are you in?	7 th
What do you like about school? What don't you like?	Just that my friends that are there. I could care less about school.
What grades did you receive this past year?	I got C's, B's and A's
Have you gotten in trouble at school?	Yeah, for talking back
Do you listen to your teacher(s) most of the time?	I listen to them
Who is your best friend?	
Do you like school/learning?	Not really
Have you ever been bullied? Have your ever bullied someone?	Yes, last month (said he's glad school is over). Denied bullying others

- #1 ☐ The youth likes school and has minimal problems.
 #2 ☒ The youth has some trouble in school socially.
 #2 ☐ The youth has some trouble in school academically.
 #2 ☐ The youth has some trouble in school both socially and academically.
 #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?

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Do you have any friends in the neighborhood that you hangout with?	Yeah
What do you like to do with your friend?	Play games...they come here

Do you get along with most of your friends?	Yeah
Do you ever get picked on by the kids in the neighborhood?	No
Do you have as many friends as you want?	I have enough
Do you think your friends are a bad influence on you?	No
Do you want to be alone or with other kids?	Others
Do you have Social Media account? (Facebook, Twitter, Instagram)	Nope
Do you watch videos online? (YouTube)	Yeah...war games, fighting, sports
Do you play video games? Which ones?	Mostly basketball
Have you ever stolen or shoplifted?	Yeah, not shoplifted. Money from my aunt
Do you smoke?	No
Have you ever used drugs, alcohol, or inhalants? <i>(please check all that apply)</i>	<input type="checkbox"/> Alcohol <input type="checkbox"/> Drugs <input type="checkbox"/> Inhalants <input type="checkbox"/> Other (list:) <input type="checkbox"/> None Denied all

#1 ☒ The youth has friends in the neighborhood.

#2 ☐ The youth gets into fights frequently in the neighborhood or has few friends. The youth may get picked on by others.

#3 ☐ The youth is involved in a gang.

#3 ☐ The youth is "hanging out" with other youths involved in delinquent or criminal activity.

#3 ☐ The youth is involved with a gang and 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?

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Tell me about what was burned?	I was playing with matches and threw it in the garbage
Have you ever burned _____ before?	Denied playing with matches/lighters before
Whose stuff did you burn?	Just my stuff...underwear. Denies it happened under the bed; stated he lit the underwear and tried to put it out with a pair of jeans, then threw it under the bed.
What other types of things have you burned?	Nothing
Tell me about the fire, I wonder why you wanted to burn _____?	The sound it made. The way the match sounds when you light it. Denied attraction to color or smell.

#1 ☐ The object that was burned had little emotional significance for the youth. (i.e. paper, leaves or trash)

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

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

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Where did the fire start?	In my room
If at home, what room were you in, or were you outside?	
If not at home, do you go to this place often?	N/A
Do you like being there?	Not mostly...there is not much to do
What was used to light the fire?	Matches

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

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

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
When did you first think of setting the fire?	I wanted to hear the sound it makes.
Tell me what you were doing right before the fire?	Watching TV
What time of day was it? (morning, afternoon, evening, late at night)	Night
What was used to light the fire?	Matches
Where did it come from?	My Uncle. He supervised me burning some wood earlier that day, from a bird house. I kept them (matches).
Where did you get the things that were burned?	My room
What was your plan in setting the fire?	None
Did you drink or take any drugs before, during, or after the fire?	Denies

- #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.
- #2 **X** There was some pre-planning for the fire and some gathering of materials; however, the fire was not especially thought out.
- #3 ___ There was definite planning for the fire, materials were sought out, and matches and lighters were stashed and/or hidden at the site beforehand. Accelerants may have been used.

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

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Was anyone with you when the fire(s) started? Who?	No
Whose idea was it to start the fire(s)?	Mine
Did the person with you do anything as the fire started burning?	N/A
What did they say about the fire?	N/A

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

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

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
What was the first thing you did when the fire started to burn?	I lit a piece of wood, which caused my underwear to burn after I threw it down. I threw it to the ground (underwear)
What was the next thing you did? (Did the youth try to put out the fire, call for help, run away, do nothing?)	I looked for the strongest pair of clothes; jeans, and hit the underwear, and threw it under the bed
Did you stay to watch the fire?	No
Did you tell someone (an adult) about the fire? If so, who?	No...I was hoping no one would find out, but my uncle heard the noise (smoke detector). I threw the burned piece of wood into the woods and ran out of the house to the corn field

- #1 ___ The youth tried to extinguish the fire and called for help.
- #1 ___ The youth engaged in match or lighter play.

- #2 ☒ The youth may have made some attempts to extinguish the fire, but called for help only after others discovered the fire.
- #3 ☐ The youth ignored the fire, did not call for help, may have stayed to watch, or may have left the fire scene.
-

8. How did the youth feel after the fire?

<i>Suggested question:</i>	<i>Reponses/Comments:</i>
Did the fire you started make you happy or make you laugh?	No
Did you feel like you had done something bad or did the fire scare you?	Yeah
What did your (parents/caregivers/principal/dad/mom) say to you about the fire?	They yelled,
Was anyone angry with you about the fire?	Yeah
Do you care about what others think of you for having started a fire?	Yeah
Did you think you would be in trouble?	Yeah

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

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

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Was anybody at home at the time?	My aunt and uncle
When you were playing around with the matches and lighters, where was mom or dad/guardian?	They were sleeping, around 7pm
Who was taking care of you?	My aunt and uncle

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

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

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

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

<i>Suggested question:</i>	<i>Reponses/Comments:</i>
Tell me about home.	(Shrugged)...It's fun but I wish I lived in NJ...I get bored
Do you like being at home?	It's okay
Is there anything about home that you don't like?	I get bored...I'm surrounded by girls
Is there anything different at home lately?	No
Has anything happened at home in the last six months that upset you?	No, but I worry that my uncle won't be able to take care of us or have to give us up. My mom died...I was five. My dad is gone
Has there been an ongoing (chronic) crisis/problem in your life or in the family?	(see above)

- #1 ☐ There has been no major crisis in the family in the last six months.
- #2 ☒ There have been some changes in the family structure in the last six months, i.e. divorce, death, moving, death of a pet, etc. **Loss of parents, fear of abandonment**
- #3 ☐ The family is in a state of crisis or chaos.

13. Does the youth have a fire history?

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Tell me about the fires that you started or your fireplay before this one. [Use a common time frame, i.e., Christmas, school starting, etc.. to help child describe when fires were started or fireplay occurred]	(Denies) I just blew the candles out on cake
How old were you when you first engaged in fire play or set your first fire?	<u>Just this time</u>

How about fireworks? If yes, what explosives did you use? <i>(Check all that apply)</i>	<input type="checkbox"/> Firecrackers <input type="checkbox"/> M-80s <input type="checkbox"/> Dynamite <input type="checkbox"/> Home made explosives <input type="checkbox"/> Chemical explosives <input checked="" type="checkbox"/> Other Fireworks Sparklers; poppers
Have you ever altered fireworks?	Denies
Do you dream about fires at night?	Denies
Do you think about or daydream about fires in the day?	Denies
Do you like to look at fire for long periods of time?	Yes, it relaxes me. I forget worries
What word best describes the juveniles level of interest in fire? <i>(check all that apply)</i>	<input type="checkbox"/> None <input type="checkbox"/> Curiosity <input checked="" type="checkbox"/> Fascination with fire in real life <input type="checkbox"/> Fascination with fire in the media (e.g. video games, movies, television, computers, etc)

FIRE HISTORY (Use reverse side if necessary)

Date of Fire/ Time of Fire	What Set (including # of structures)	Where Set	With Whom	Ignition Source	Accelerant	FD Response
May or June, 2019	Wood	Driveway	His uncle	Matches	None reported	no
May or June, 2019	Pack of sparklers	Driveway	His uncle	Matches	None reported	no
May or June, 2019	Piece of wood, underwear	Bedroom	Alone	Matches	None reported	Police initially called, then later, FD came to investigate

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

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

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
When you were asked about the fire, did you deny that you set the fire, deny at first then admit it or admit that you set the fire from the beginning?	___ Denial: <input checked="" type="checkbox"/> Denial, then acceptance: <input checked="" type="checkbox"/> Regret (wishes fire had not been set): ___ Remorse (feels bad for setting fire): <input checked="" type="checkbox"/> Other: <u> </u> "I was stressed out"
Now the fire is out and you have had a chance to think about what has happened would you do it again?	No
Tell me your reasons for setting the fires?	It relaxed me

#1 ☒ The youth acknowledges the seriousness of the firesetting and accepts help appropriately.

#2 ___ The youth acknowledges the seriousness of the firesetting but seeks to blame others and denies his/her responsibility.

#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?

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Have you ever been hurt by fire?	In NJ, an ash fell on my skin from a fire pit
Tell me what happened?	(see above)
Where did it happen?	In NJ
Who was involved?	Just me...I yelled "Ow!"

#1 ___ The youth has never been burned.

#2 ☒ The youth has been burned unintentionally.

#3 ___ The youth has been burned by another person, may have scars from this burn.

THIS PAGE IS FOR ASSESSOR USE ONLY:

Family Type - Please choose one:

___ Biological Parents (living with birth parents)

- ☐ Mother Only/Single Parent (birth mother, no other adults)
☐ Father Only/Single Parent (birth father, no other adults)
☐ Mother with Partner (birth mother living with other adult and unmarried)
☐ Father with Partner (birth father living with other adult and unmarried)
☐ Step Family (either birth parent remarried)
☐ Adoptive Family (single or couple – agency placed)
☐ Foster Family (single or couple – not family – agency placed)
☐ Grandparents (maternal or paternal)
☐ Other Female Relative (birth relative such as aunt, cousin, etc.)
☐ Other Male Relative (birth relative such as aunt, cousin, etc.)
☐ Friend (no family relation, no legal mandate)
☐ Custody of State or Agency
☒ Other : Under legal guardianship with aunt and uncle
☐ Unknown

HousingType

- ☒ Single Family Home
☐ Apartment/Townhome/Rowhome/Condo
☐ Manufactured/Trailer
☐ Other: _____

Race of Referred Youth

- ☐ Caucasian
☐ Hispanic
☐ African American
☐ Asian
☐ Native Hawaiian or other Pacific Islander
☒ Two or more races
☐ Other

Primary Caregiver's Highest Level of Education:

- ☐ Grades 0-12 (No diploma)
☐ GED
☐ High School Diploma
☐ Associates Degree or some college
☐ College Degree beyond associate
☐ Post Graduate
☒ **Unknown**

PARENT CHECKLIST

Case #: _____

Please check if any of the following statements are true for your son or daughter

Yes	No	Some-times	Statement/Question
-----	----	------------	--------------------

	X		My son or daughter has set more than one fire or has played with matches more than one time.
		X	My son or daughter has set fires outside of the home before.
		X	Other people in the home have set fires.
X			My son or daughter is fascinated with fire (for example, often stares at flames).
	X		My son or daughter has misused or altered fireworks.
	X		My son or daughter has easy access to matches and/or lighters.
	X		My son or daughter daydreams or talks about fires.
	X		My son or daughter is proud or boastful about the fire he/she started.
	X		My son or daughter expressed concern about the fire getting out of control.
		X	There is a fireplace, wood stove, and/or candles or incense frequently in use in our home.
X			There are smokers living in my son's or daughter's home
X			My son or daughter fights with brothers and sisters.
X			My son or daughter argues with parents/caregivers.
	X		My son or daughter has witnessed parents arguing.
		X	My son or daughter spends as much time as he/she would like with father/male caregiver.
		X	My son/daughter spends as much time as he/she would like with mother/female caregiver.
X			There has been a traumatic experience in my child's life or family in the last year.
	X		There has been physical or sexual abuse in the family.
	X		The family has moved frequently.
X			My son or daughter has special education needs.
	X		My son or daughter has been suspended/expelled from school, the school bus or youth organization.
	X		My son or daughter has few friends.
X			My son or daughter is often picked on by others.
	X		My son or daughter has friends who are a bad influence.

X			My son or daughter has a history of lying.
	X		My son or daughter has stolen/shoplifted.
X			My son or daughter destroys his/her own possessions.
X			My son or daughter has been or is in counseling.
		X	My son or daughter is physically aggressive or hurts others.
	X		My son or daughter is physically aggressive or injured an animal.
	X		My son or daughter is verbally aggressive towards others.
		X	My son or daughter expresses anger by hurting self or something he/she likes.
	X		My son or daughter uses drugs or alcohol.
	X		I feel like I have no control over my son or daughter.
		X	My son or daughter has nightmares.
	X		My son or daughter has unusual fantasies (e.g. destructive ideas, sexual ideas, spiritual ideas).
		X	My son or daughter is out of touch with reality and sees or hears things that are not there.
		X	My son or daughter has trouble staying focused on one topic at a time (may skip around from topic to topic).
		X	My son or daughter experiences serious sadness or withdrawal (including sadness, crying, guilt feelings and a sense of hopelessness).
		X	My son or daughter has either threatened or attempted to hurt self.
	X		My son or daughter was/is in a cult or a gang.
	X		My son or daughter has been enrolled in or has completed a firesetter program.

PARENT INTERVIEW

Case #: _____

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

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
What was your reaction to the fire?	We were angry and scared
How much fire damage occurred from the fire (estimate)? He tried to put it out with Pjs and underwear and smothered it with jeans and threw them under the bed	<input checked="" type="checkbox"/> Less than \$500.00 <input type="checkbox"/> Between \$501.00 - \$5000.00 <input type="checkbox"/> Between \$5001.00 - \$20,000.00 <input type="checkbox"/> Over \$20,001.00

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

2. Is there a family history of fire?

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Did anybody else in the family play with fire or get burned from a fire that got out of control?	No
Have you ever had a house fire or a fire in your home?	No

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

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

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Regarding the fire that led to the referral, was anyone injured in the fire? (<i>Check all that apply</i>)	<input type="checkbox"/> Self <input type="checkbox"/> Family member <input type="checkbox"/> Fire Service <input type="checkbox"/> Other: _____ <input checked="" type="checkbox"/> None
Regarding the fire that led to the referral, if any one was injured, what was the extent of the injury? (<i>check all that apply</i>) N/A	<input type="checkbox"/> Injured party missed school or work due to injury <input type="checkbox"/> Injury required doctor's care <input type="checkbox"/> Injury required Emergency Room care <input type="checkbox"/> Injury required admission to the hospital <input type="checkbox"/> Death
How old was your child when he or she first engaged in fire play or set first fire?	Just now
Has your child used or altered explosives? If yes, what explosives were used? (<i>check all that apply</i>)	<input type="checkbox"/> Firecrackers <input type="checkbox"/> Other fireworks <input type="checkbox"/> M-80s Denied all <input type="checkbox"/> Dynamite <input type="checkbox"/> Home made explosives <input type="checkbox"/> Chemical explosives Other: _____

Do you know if she/he has ever threatened anybody with fire?	No
Has he/she been hurt by fire?	No

FIRE HISTORY

Date of Fire/ Time of Fire	What Set (including # of structures)	Where Set	With Whom	Ignition Source	Accelerant	FD Response
May/June 2019	PJs, Underwear	bedroom	Alone	matches	None reported	Yes, but later to investigate

- #1 ☒ This is the first known incidence of fireplay for the youth.
 #2 ☐ The youth has a sporadic history of fireplay. There was little or no damage from previous fireplay.
 #3 ☐ The youth has a history of chronic fireplay and/or has set at least 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?

<i>Suggested question:</i>	<i>Reponses/Comments:</i>
Do you have working smoke alarms in your home?	Yes and we will get more
Do you have working fire extinguishers?	Yes
Do you have candles or a woodstove?	Pellet stove; in basement
Are there smokers in the home?	Yes,
How do you store matches and lighters?	X has matches in his car. I hid the grill lighter
How does your family use fire?	Fire pit; grill; fire places; stove;
How did you teach your child about fire?	We didn't teach him

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

5. How is the youth supervised?

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
When you are not at home, who takes care of the child?	Someone is always home.
Do you believe that you have adequate influence and control over your child?	Sure
What were you doing when the fire occurred?	In bed. (X gets up at 3am)

#1 X The youth has good, continual parental and/or caregiver supervision.

#2 ___ The youth has some supervision, but the supervision is often sporadic.

#3 ___ The youth has minimal supervision.

6. Does the youth have any problems in school?

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Is your child in the age appropriate grade?	Yes
Is your child in a special classroom of any kind? If yes, what kind?	A 504 class for ADHD
Does your child have any learning problems, i.e. school referral for problem behaviors, trouble paying attention or being impulsive?	Sometimes he tunes me out but no real problems in school
Have there been any discipline problems at school within the last year?	No

#1 ___ The youth has minimal problems in school.

#2 ___ The youth gets some school referrals.

#2 X The youth receives special education services.

#3 ___ The youth has been suspended or expelled from school.

7. Has the youth ever been in counseling?

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Has your child ever seen the school counselor or other mental health provider for problems?	Yes in school and outside

Is your child currently in counseling of any kind? If so, what kind?	Yes Sees a new counselor at PACCO, and will see as psychiatrist for an evaluation this afternoon. X has developed a good relationship with this counselor. He is using what he taught him.
Has your child been diagnosed with: <i>(check all that apply)</i>	<input checked="" type="checkbox"/> ADHD <input checked="" type="checkbox"/> Oppositional Defiant Disorder (ODD) <input checked="" type="checkbox"/> Depression <input type="checkbox"/> Conduct Disorder <input type="checkbox"/> Bipolar Disorder <input checked="" type="checkbox"/> Other: <u>anxiety; impulse control disorder</u> <input type="checkbox"/> None
Is your child currently taking medications: If so, what medications and dosages are prescribed (ask to see the medication vials)?	Prozac 15mg daily; Clonidine 0.05mg daily
Does your child frequently say no when he/she is asked to do something? If so, what happens? (Task Demand)	No... he may say "in a minute"
Does your child frequently become upset when he/she is not permitted to do something he/she desires? If so, what happens? (Limited Access)	Yes, if he can't play video games. Hes defiant. Asked if this may have been the cause for the incident; this was denied. X reported X was very happy that day
Has your child been in trouble outside of school for non-fire related behaviors?	
Has your family ever been involved with Children & Youth? (If currently, please list contact)	<input checked="" type="checkbox"/> In the past, not currently <input type="checkbox"/> Currently <input type="checkbox"/> Never
Has your child ever been arrested for?	<input type="checkbox"/> Fire related offense <input type="checkbox"/> Non-fire related offense: Denied all
Has your child ever been adjudicated/found guilty of:	<input type="checkbox"/> Crime against people: <input type="checkbox"/> Crime against property: Denied all <input type="checkbox"/> Sexual offense:
Has your child been physically aggressive or injured animals?	No
What word best describes your child's level of interest in fire?	<input type="checkbox"/> None <input checked="" type="checkbox"/> Curiosity <input type="checkbox"/> Fascination with fire in real life <input type="checkbox"/> Fascination with fire in the media (e.g. video games, movies, television, computers, etc)

Has your child ever used drugs/alcohol/inhalants (check all that apply)	<input type="checkbox"/> Alcohol <input type="checkbox"/> Drugs Denied all <input type="checkbox"/> Inhalants <input type="checkbox"/> Other:
Has your child ever beat up or hurt others?	No
Has your child ever stolen or shoplifted?	No
Has your child ever lied excessively?	Oh yeah

- #1 ☐ The youth has never been in counseling.
 #2 ☐ The youth has been in counseling in the past.
 #3 ☒ The youth is currently or has been referred for counseling.

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

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Does your child frequently play/stay alone rather than with other children?	Others
Do you like your child's friends?	Yes
Are they a positive influence on?	Yes
Does your child get into fights frequently?	No
Does your child interact normally with peers?	Yes
Does your child frequently get picked on by other children?	Yes, a lot

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

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

<i>Suggested questions:</i>	<i>Reponses/Comments:</i>
Has there been an ongoing (chronic) crisis/problem in or child's life or in the family?	No. His mother passed away (X's sister)
Is there a history of emotional abuse in the family?	Who: Him By whom: Step father
Is there a history of physical abuse in the family?	Who: Him By whom: Step father

Is there a history of sexual abuse in the family?	Who Denied By Whom:
Is there a history of neglect in the family?	Who: ...the kids did have to for themselves with their mom and step dad By Whom:

- #1 ☐ There has not been a traumatic family experience in the past year.
 #2 ☐ There has been a major traumatic family experience in the past year.
 #3 ☒ There has been a major traumatic family event in the past that may be influencing the youth's behavior.

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

Are parent(s)/guardian(s) willing to seek additional help for the juvenile and or family?	<input checked="" type="checkbox"/> Sees problem and wants help <input type="checkbox"/> Willing to get help <input type="checkbox"/> Denial of need for assistance <input type="checkbox"/> Justifies child's behavior <input type="checkbox"/> Hostile towards potential help
---	---

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

Pennsylvania Child and Parent Youth Fire Misuse Screening Tool

HOME FIRE SAFETY CHECK

Questions About Smoke Alarms

Does the family have sufficient working smoke alarms? ___ Yes ___ No

(Recommendation: one on every living level, accessible basement, and attic, and one in every bedroom/sleeping space. Test monthly, or upon return if on vacation or away from home for an extended period of time. Replace batteries yearly, and units every 7-10 years.)

If no, answer the following questions:

- Do the smoke alarms present need batteries? ___ Yes ___ No
- If so, were batteries provided? ___ Yes ___ No ___ n/a
- How many smoke alarms are needed? # _____

Where should the needed smoke alarms be installed?

What is the plan for obtaining and installing the smoke alarm(s)?

Notes: *(Please note if alarms and/or batteries were donated/installed)*

Questions About Carbon Monoxide Alarms

Does the family home burn fossil fuels (heat/appliances) or have an attached garage?

___ Yes ___ No

Notes:

If yes, does the family have adequate carbon monoxide detectors? ___ Yes ___ No

Recommendation: Minimum one, placed outside sleeping area. Test the alarm monthly and replace the alarm every 5-7 years.

Notes:

Questions About Fire Extinguishers

Does the family have a fire extinguisher(s)? ___ Yes ___ No

Recommendation: At least one fire extinguisher, place near but not in the kitchen.

Notes:

If yes, answer the following questions:

Where is the fire extinguisher located?

What is its overall condition?

Do individuals in the home know how to properly use the extinguisher?

Notes:

If no, answer the following questions:

How many fire extinguishers are needed/recommended?

Where should they be stored?

What is the plan for obtaining the needed fire extinguisher?

Do individuals in the home know when and how to use a fire extinguisher?

Notes:

Questions About Escape Plans

Does the family have an established escape plan? ___Yes ___No

Recommendation: If the family does not have a practiced escape plan encourage them to develop one.

(Provide them with the Burn Prevention Network's "The Great Escape" worksheet)

Notes:

Are the family's means of egress blocked by clutter? ___Yes ___No

Recommendation: If exits are blocked by clutter, encourage the family to remove the items that are blocking the exits.

Notes:

If the family has an accessible basement, are there items stored close to the furnace/ oil burner?

___Yes ___No

Recommendation: Encourage family to clear a three-foot (minimum) space around any heating unit.

Notes:

If the family owns an escape ladder, have they practiced using it? ___ Yes ___No

Questions About General Household Safety

In the kitchen does the stove have greasy build up? ___ Yes ___No

In the kitchen is there clutter around the stove? ___Yes ___ No

Recommendation: If the answer to either of these questions is yes, discuss the hazards these issues present and encourage the family to make changes.

Notes:

Are the electrical outlets overloaded? ___Yes ___No

Recommendation: If the answer is yes, discuss the safety hazards overloaded outlets present and encourage the family to answer the following questions: What changes need to be made to the how the outlets are being used?

What is the plan for making the changes needed?

Notes:

Are GFCIs present in Bathrooms & Kitchens? ___Yes ___No

Notes:

Are extension cords properly used in the household? ___Yes ___No

Recommendation: If no, answer the following question: What changes need to be made to the how the outlets are being used?

Notes:

Are extension cords placed under furniture or carpeting? ___Yes ___No

Recommendation: If no, discuss the hazards presented when extension cords are used improperly and answer the following question: What is the plan for making the changes needed?

Other observations/recommendations?	<hr/> <div>Completed by</div> <hr/> <div>Fire Department/Organization</div> <hr/> <div>Date</div>
--	---

Appendix C: Search Terms

juvenile firesetters "assessment and outreach"
juvenile firesetters "early intervention program"
juvenile firesetting and arson
treatment of juvenile firesetting behavior
juvenile firesetting assessment and treatment
juvenile firesetter intervention program
juvenile firesetting survey datasets
community interventions juvenile firesetters
juvenile firesetters collaborative treatment
fire safety education for grade-schoolers
how effective are fire safety education programs for children
juvenile arson intervention programs (prior to 1985)
philosophical foundations for juvenile firesetting intervention programs
theories behind juvenile arson interventions
Christian worldview and juvenile firesetting
Christian worldview of arson
a Christian interpretation of arson
juvenile firesetting intervention and spirituality
juvenile firesetting and spirituality
religion & juvenile firesetting
Biblical foundations for arson
Arson theories

Arson treatment

Therapy children arsonists

Therapy children firesetters

Gender differences in firesetting

Dynamic-behavioral theory of firesetting

Appendix D: BPN FYI Referral Form

Your Name *	
Your relation to youth *	Fire Marshal
If you are from a fire department or other community organization, please list here	Lehigh Twp. Fire Co. Fire Marshal
Your Phone Number *	(610) ###-####
Your Email *	
Youth's Name *	
Youth's Birthdate *	
Gender *	Male
Youth's Home Address *	
Please choose all that apply: This youth is... *	Living at home
Is the youth involved with Children & Youth? *	No
If youth is involved with Children & Youth, have they been adjudicated dependent? *	Not applicable
Is the youth involved with Juvenile Probation/Juvenile Justice? *	No
Are there alternatives currently being considered for this family? (Treatment, Removal from Home, Placement out of home, etc.) *	No
What school does the youth attend?	Northampton Middle School
Grade	07
The child is	Passing
Does the child attend school regularly?	Yes
Father/Male Guardian's Name	
Phone Number (Father/Male Guardian)	

What kind of phone is this?	Cell
Mother/Female Guardian's Name	
Phone Number (Mother/Female Guardian)	
What kind of phone is this?	Cell
Mother/Female Guardian's Email Address	
Is there anyone else living in the home? (siblings, etc) Please list first name, relationship, and age.	
Was there a fire set? *	Yes
What was set on fire?	His underwear and clothes were set on fire underneath his bed by using matches.
What was used to set the fire? (Lighter, matches, accelerant, etc. If unknown please type "unknown".) *	Matches
Did the Fire Department respond? *	Yes
Have there been any other fires set? (If yes, please explain. If unknown please type "unknown".) *	no
If there has NOT been a fire set, please explain your concern (curiosity, fascination with fire, talking about fire, etc.)	When he was 6 y/o, he made a serious comment about wanting to burn his house and kill everyone inside. The family said that since then they have been "sleeping with one eye open". After the fire last night, they have made efforts to secure anything he can use to ignite a fire.
Is the youth receiving any Mental Health Services? (If so, please list organization, names and contact info. If unknown please type "unknown".) *	Point North, Julie Eckman prior. Now at MH facility in Northampton
Does the youth have any known mental health diagnoses? (If unknown please type "unknown".) *	ADHD, Depression, and Suicidal Ideations
Does the child take any medications? Please list medication & dosage if available. (If unknown please type "unknown".) *	Adderall, Clonidine, and Prozac

This assessment will ideally take place in the family home. Are there any safety concerns we should be made aware of? (PFA, etc.) *	No
Is this family aware that they are being referred to the Burn Prevention Network's Fire & Youth Intervention Program? *	Yes
Is there any other information you would like to share about this referral?	The family was very receptive to my review with them on the FYI program and its success. They are welcoming to be placed into the program ASAP, as they have serious concerns, as do I. Please contact me about this referral. Thank you!
Are there additional forms/evals/info available to our assessor? *	None
Does the family have insurance or medical assistance?	Unknown

Also, forgot to mention that he has made the comment that he really likes the sound matches make when lights them. And, he was also abused before the present family members got custody of him. (Roger)

Appendix E: BPN FYI Program Handbook



FIRE & YOUTH INTERVENTION PROGRAM HANDBOOK

The following pages define the responsibilities of the partners involved in the intervention and treatment of juveniles referred to the Burn Prevention Network as a result of fire misuse. It outlines the Standard Operating Procedures for organizations involved with the “FYI” Program. Also included are all forms which are used during the various phases of the program, as well as curricula and other resources.

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APPENDIX

I. Fire & Youth Intervention Program Description & Goals:

Target Audience:

Youth ages 5 through 17 years old who misuse fire, and their families.

Goals / Objectives:

To reduce the number of juvenile-set fires by identifying, assessing, providing an appropriate intervention for, and following up with youth involved in playing with or setting fires, and their families.

Methodology:

Burn Prevention Network will accept referrals from anyone in the community or from social service agencies or any organization that identifies a youth who is using fire inappropriately. The youth and his/her family will be given an assessment evaluation that will determine appropriate intervention. That intervention may include education, or counseling and education, or additional screenings. Families will be referred to a partnering agency for counseling, if deemed necessary, and all youths and families will be offered a series of educational classes provided by trained educators. Burn Prevention Network will evaluate the effectiveness of the intervention by follow-up phone calls to the family at 3 months, 6 months and 12 months post intervention.

All cases will be reviewed by an appropriate MDT (Multi-Disciplinary Team) to ensure consistency throughout intervention. An advisory team consisting of professional representatives from community resources, meets (quarterly) to troubleshoot and provide support for the program. All cases are strictly confidential.

IDENTIFICATION/REFERRAL
INTAKE



www.burnprevention.org

INTERVENTION



II. Standard Operating Procedures

a. Job Descriptions/Responsibilities

BURN PREVENTION NETWORK RESPONSIBILITIES – (Program Coordinator)

- The BPN Program coordinator will sign a “Confidentiality Form” (see appendix page A.4) annually for the FYI Program.

Intake/Assessment

- The delegated BPN Program Coordinator receives the initial referral, and will complete as much information on the *Referral Form* (see appendix page A.1) as possible. Further information may be forthcoming from future contacts with parents, guidance counselors, probation officers, fire department staff, etc.
- BPN Project Coordinator will mail a “Family Packet” (with letter, see appendix page A.7.4) to any family that inquires about the program, but does not wish to enroll at the time of the inquiry.
- The BPN Program Coordinator will assign the case to a BPN Assessor. The *Referral Form* will provide the contact name and phone number for the assessor to set up an appointment for the assessment interview. The assessor will notify the BPN of the time and date of the appointment.
- If there is no response to schedule, a “no response” letter (see appendix page A.7.3) is sent with a “Family Packet”.
- After the Assessment Interview, the assessor will forward the completed assessment and inform the BPN in writing, of the identified risk of the client and recommended intervention(s), which will be noted on the database and placed in the client’s file.
- Client information will be entered into the secure FYI database.
- The Program Coordinator will send a summary of recommendations in writing to the family, as well as the referral source and anyone else (Probation officers, therapists, etc) that the family has signed a release to share information with.
- The Project Coordinator will maintain a confidential case file for each client.
- The Program Coordinator will complete a Criminal History Check, a Child Abuse Clearance, and an FBI History every 36 months.

Education Component:

- It will be recommended for each client, and his/her family, to attend the FYI Education Classes. It will consist of one or two lessons, designed to teach fire science, safety, responsibility and first aid. Classes will be held at a designated training site, and can include one or more families assigned to the Education Classes.
- The BPN is responsible for recruitment and training of educators who will conduct the classes.
- The BPN will provide each educator with a curriculum and supplemental audio-visuals as needed.
- The BPN will assign educators for each intervention.

Withdrawal:

- If at any time, the family refuses an intervention recommended by a partner agency, that agency will have the family sign a *Refusal Form* and a copy will be forwarded to the BPN. If the client chooses to withdraw from the program, once an intervention has begun, the agency providing that intervention will have the family sign a *Withdrawal Form*, and will forward a copy to the BPN.

Follow-Up or Outcome Studies:

- The BPN Program Coordinator or designated staff will contact the family of the graduate at 3, 6 and 12 months post intervention, and will record data for outcomes study. (See appendix pages A.2.24-A.2.26)

ASSESSOR RESPONSIBILITIES

- THE ASSESSOR, upon receipt of a referral, will schedule a mutually agreeable appointment for the assessment interview. Contact should be made within 48 hours of receipt.
- THE ASSESSOR will notify the BPN of the time and the location of the interview, as well as firefighter accompaniment.
- Prior to beginning the interview, the assessor will obtain signatures on agreements and waivers which include: (See appendix page A.2.3 and A.2.4)
 - Authorization for release and receipt of confidential information
 - Release of Liability

- THE ASSESSOR will conduct the assessment, interviewing the family and the juvenile using *the FYI Assessment Form*. (see appendix page A.2) Whenever possible, the interview will take place in the family's home. The firefighter will conduct a Home Safety Check as a part of the assessment. If a secondary location needs to be secured, the assessor will do so with the assistance of the BPN Program Coordinator.
- At the end of the interviews, the assessor will leave the Immediate Action Items Form (see appendix pages A.3) with written recommendations from the Firefighter and the Assessor. A photo should be taken of the written recommendations for documentation and forwarded to the BPN Program Coordinator.
- THE ASSESSOR will evaluate the responses, determine the risk factor, and recommend intervention(s) to the family and the BPN.
- THE ASSESSOR will inform the Project Coordinator at the BPN, in writing, of the results of the assessment and the recommended intervention.
- THE ASSESSOR will be paid per assessment as well as mileage. An invoice to BPN is required for each case.
- If the family refuses the recommended treatment intervention, THE ASSESSOR will have the family sign the *Refusal Form* and will forward a copy to the BPN.
- THE ASSESSOR will participate as a member of the Advisory Committee. All representatives will be expected to attend scheduled meetings, usually quarterly, or as needed.
- THE ASSESSOR will participate in MDT meetings as needed. (See MDT Review Form, appendix page A.5)
- THE ASSESSOR will complete a Criminal History Check, a Child Abuse Clearance, and an FBI History every 36 months and forward the results to BPN Program Coordinator.
- THE ASSESSOR will dress appropriately, professional/casual. THE ASSESSOR should wear a badge provided by the BPN with photo and BPN Logo.
- THE ASSESSOR will sign a "Confidentiality Form" (see appendix page A.4) annually for the FYI Program.
- THE ASSESSOR will meet either of the following requirements:
 - Masters level degree in Social Work, Counseling/Therapy, etc.
 - JFISP Level One Certification from the Pennsylvania Office of the State Fire Commissioner.

RESPONSIBILITIES OF THE FIREFIGHTER WHO ACCOMPANIES THE ASSESSOR TO THE ASSESSMENT

- The FIREFIGHTER will provide added safety and security to the assessor in the family's home while the assessment interviews are being completed.
- The FIREFIGHTER will conduct a Home Safety Check, fill out the Home Safety Check Form (*see appendix pages A.2.21-A.2.22*) and go over the findings with the family. He/she will make recommendations to the family as to how to make the home safer and will note any specific items that should be addressed immediately on the "Immediate Action Items Form" (*see appendix page A.3*) that is left with the family.
- The FIREFIGHTER will return the Home Safety Check form to the ASSESSOR to be included in the completed assessment packet.
- THE FIREFIGHTER will complete a Criminal History Check, a Child Abuse Clearance, and an FBI History every 36 months and forward the results to BPN Program Coordinator.
- THE FIREFIGHTER will dress appropriately, professional/casual. THE FIREFIGHTER may wear their uniform but it is not a requirement.
- THE FIREFIGHTER will sign a "Confidentiality Form" (*see appendix page A.4*) annually for the FYI Program.

EDUCATOR RESPONSIBILITIES

- Volunteer EDUCATORS for the education component of the JFS program, chosen by the Burn Prevention Network, will sign a "Confidentiality Form" (*see appendix page A.4*) annually for the FYI Program.
-
- THE EDUCATOR will attend training sessions offered by the BPN.
- THE EDUCATOR will receive an *education referral form* (*see appendix page A.6*) with incident and contact info for the client and his/her family.
- THE EDUCATOR will teach the curriculum provided to them, (See appendix pages A.21, A.22) adjusting the teaching strategies to the ability of the client.
- THE EDUCATOR is responsible for contacting the family to arrange mutually agreeable times and location for the educational sessions.
- A written report will be provided to the BPN at the completion of the educational intervention by THE EDUCATOR.
- THE EDUCATOR will report any problems or non-attendance to the BPN Program Coordinator.

- A designated EDUCATOR will be asked to be a representative on the Advisory Committee, and will be expected to attend scheduled meetings, usually quarterly, or as needed. Educators may also be asked to participate in MDT Case Reviews in their region.
- THE EDUCATOR will complete a Criminal History Check, a Child Abuse Clearance, and an FBI History every 36 months and forward the results to BPN Program Coordinator.
- THE EDUCATOR will dress appropriately, professional/casual. THE EDUCATOR may wear their uniform but it is not a requirement.

PARENT OR LEGAL GUARDIAN RESPONSIBILITIES

- Parent or Legal Guardian must agree or disagree to participate.
- The family and client will arrive promptly for the assessment interview, and will sign the appropriate agreement forms prior to the interview.
- The family will review the materials received from the BPN and will follow the recommendations.
- The family will attend all recommended interventions with the juvenile, including the education classes.
- The Parent or Legal Guardian will agree to participate in outcome interviews at 3, 6, and 12 month intervals.

COMMUNITY ADVISORY TEAM RESPONSIBILITIES

The purpose of the Youth Fire Misuse Community Advisory Team is to connect multi-disciplinary community resources which need to cooperate in order to reduce the juvenile fire misuse problem in the Lehigh Valley.

- ADVISORY TEAM MEMBERS will share perspectives with one another on the scope of the Youth Fire Misuse problem within the Lehigh Valley.
- ADVISORY TEAM MEMBERS will recommend strategies to address those problems.
- ADVISORY TEAM MEMBERS will be responsible for increasing community awareness of the Fire & Youth Intervention Program.
- ADVISORY TEAM MEMBERS will review cases and offer advice on situations that can improve the intervention.
- ADVISORY TEAM MEMBERS will serve, or help to recruit other members who can provide necessary services to the juveniles involved in the program.

- ADVISORY TEAM MEMBERS will troubleshoot specific areas of the program to serve the target population more efficiently.
- ADVISORY TEAM MEMBERS will attempt to attend all quarterly meetings whenever possible, or they will notify the Program Coordinator of their unavailability prior to the meeting.
- ADVISORY TEAM MEMBERS will complete a Criminal History Check, a Child Abuse Clearance, and an FBI History every 36 months and forward the results to BPN Program Coordinator.
- ADVISORY TEAM MEMBERS will sign a “Confidentiality Form” (*see appendix page A.4*) annually for the FYI Program.

MULTI DISCIPLINARY TEAM (MDT) RESPONSIBILITIES

The MDT will be a revolving group of Team members who review each individual case immediately following the assessment to ensure communication and consistency and provide the best intervention possible for each family.

- For each case, the MDT will consist of:
 - The assessor for the case
 - Other assessors/mental health professionals
 - The Firefighter that conducted the Home Safety Check
 - The Firefighter (if different from above) that will be assigned to the education
 - A representative from Children & Youth in the youth’s county of residence
 - A representative of Juvenile Probation in the youth’s county of residence
 - Representatives from other involved agencies (not mandatory)
- The MDT will review the assessment and make recommendations on the “MDT Case Review Form” (*see appendix page A.5*) The form should be returned within 5 days of receipt.
- MDT MEMBERS (if they have direct contact with children) will complete a Criminal History Check, a Child Abuse Clearance, and an FBI History every 36 months and forward the results to BPN Program Coordinator.
- MDT MEMBERS will sign a “Confidentiality Form” (*see appendix page A.4*) annually for the FYI Program.

b. Program Procedure

Following and completing the steps of the process listed below will result in parental and youth compliance and completion with the Burn Prevention Network’s Fire & Youth Intervention Program.

The BPN FYI Program follows the Pennsylvania State Juvenile Fire Setting Protocol set forth by the Pennsylvania Office of the State Fire Commissioner.

1. A **referral** is made to the BPN
 - a. Case is assigned by BPN Program Coordinator to a BPN Assessor
2. BPN assessor calls the family and schedules an **appointment** with the family to schedule an appointment. Contact is made within *48 hours* of referral. Assessment is scheduled within *ten days*.
3. **Assessment** is completed in the family home (1-2 hours)
 - a. Firefighter assigned to case accompanies the assessor to complete a **Home Safety Check**
 - b. Youth and parent/guardian are interviewed separately
4. Assessment **documentation** is prepared by assessor with **recommendations for intervention** within *7 days* of assessment.
 - a. Recommendations WILL include Fire Safety Education
 - b. Recommendations CAN include other action such as counseling, therapy, medication management, other screenings, etc.
5. BPN **notifies family in writing** of the recommendations (and in the case of a mandatory completion, the time frame in which they must be completed to be found compliant).
 - a. The family is responsible for follow-up with mental health entities. Contact information for appropriate Mental Health organizations will be included in the letter from BPN.
 - b. BPN makes a follow-up phone call to ensure receipt of letter
6. BPN makes **referral for Fire Safety Education** to closest trained educator.
 - a. Fire Safety Education should include youth and at least one parent or guardian.
7. BPN is notified of completion of all recommendations by all organizations involved.
8. BPN gives referral source and any mandating entity written notification of completion/compliance.
9. BPN calls the family at 3, 6, and 12 months from date of completion to note if there has been any recidivism.

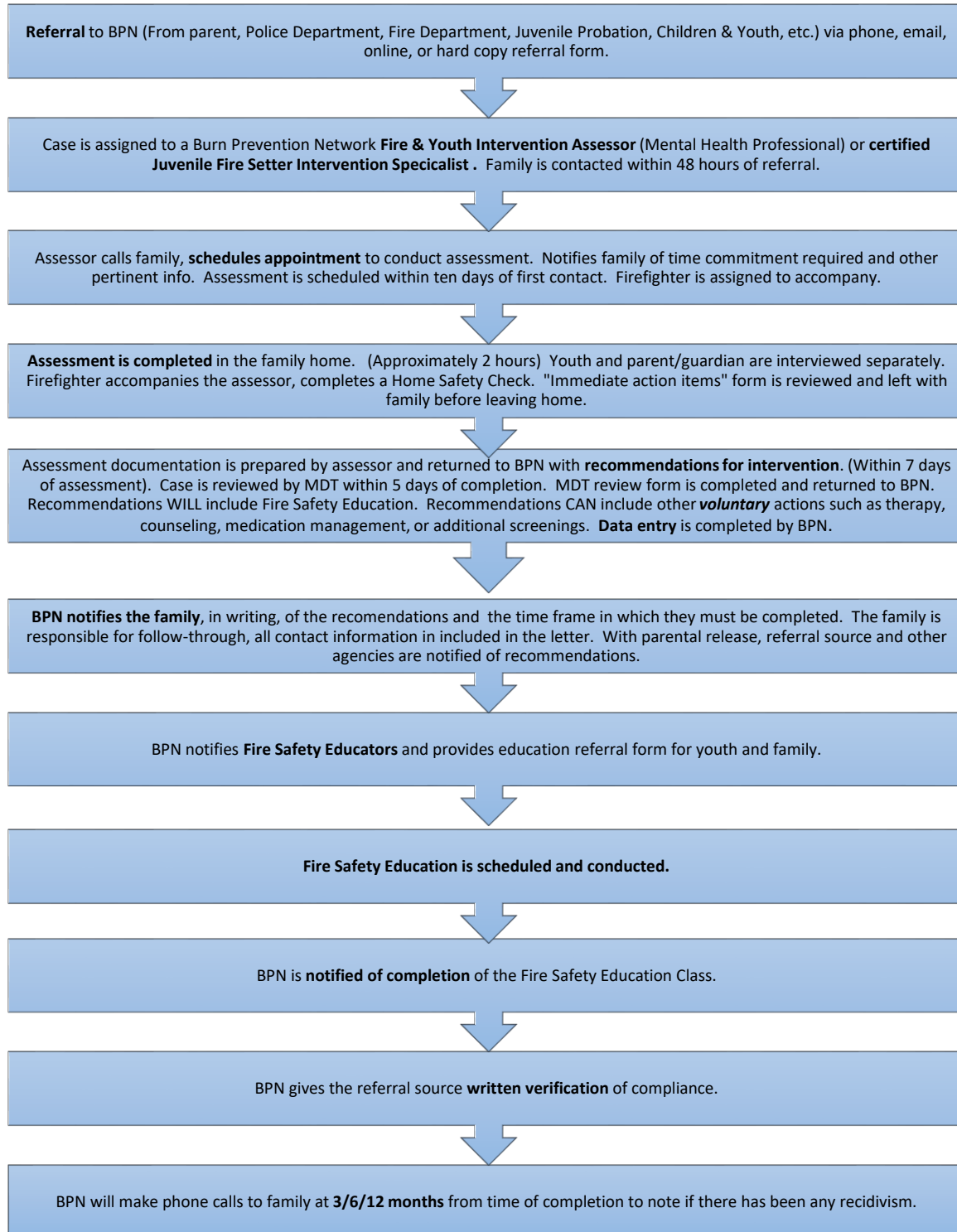
The entire process (#1-8) should take no longer than 90 days from the date of referral. (Exception being ongoing counseling/therapy).

**Burn Prevention Network's Fire & Youth Intervention Program-
PROCEDURE**

Following and completing the steps of this process will result in parental and youth compliance with the "FYI" Program.

The entire process, from time of referral, should take no longer than (90) days.





c. Assessor Mentoring/Hiring Process

- Prospective assessors should submit a resume to BPN Program Coordinator
- Prospective assessor will be interviewed by BPN Program Coordinator and Senior Assessor
- Prospective assessor will shadow Senior assessor on a minimum of three assessments.
 - The first will be purely observation
 - The second the prospective assessor will conduct a portion of the interviews
 - The third the prospective assessor will conduct the entire assessment and will be evaluated by the senior assessor.
- Interviewing skills, ability to assess risk, etc. will be evaluated by the senior assessor, and writing skills and ability to convey recommendations in writing will be evaluated by BPN Program Coordinator.
- Senior Assessor will sign off on prospective assessor using the “Assessor Sign-Off Form” (see appendix page A.14)
 - Decision to hire is made by the BPN Program Coordinator.
- Upon offer of position, a “Contract – letter of agreement for services” will be written between BPN and The assessor (*see appendix page A.13*), and must be signed by both parties.
 - A w-9 must be provided by the new employee.
- Assessors must follow the job description and responsibilities as outlined in section IIA, assessor responsibilities.

d. Resource Directory

A current resource directory will be compiled and maintained by the BPN Program Coordinator, updated annually and as needed. The directory will contain a full contact list of all Advisory Team and MDT members, as well as a full Mental Health Services directory for Lehigh and Northampton counties. (*See appendix page A.11*)

e. Program Budget

- Budget for the FYI Program will be determined annually by BPN's Executive Director and maintained by the Controller of BPN.
- The budget cycle will follow the fiscal year of BPN, October 1-September 30.
- Revenue to offset expenses will be generated from grant awards, unrestricted donor contributions, and registration fees for practitioner training events.

f. Data/ Data entry

- Data will be collected, entered and evaluated by the BPN Program Coordinator.
- The FYI Data Collection Spreadsheet (see appendix pages ____) will be utilized and will be housed in a secure online drive.
 - Data will be analyzed annually or more often if necessary.

g. Program Evaluation

- Using data collected using the Collection System noted in section (f)
 - Case types, volume, and frequency will be noted.
 - Need for services will be identified.

- Justification for partnerships with outside agencies and organizations will be evaluated.
- Trends and variances will be noted (such as diagnoses, mental health services, etc.), and training will be organized for staff and task force based on this data.
- Awareness will be evaluated and awareness campaigns will be designed and implemented.
- Program efficacy will be evaluated based on program follow-up and recidivism rates.

h. Meetings

- All meetings will be organized, scheduled, and run by the BPN Program Coordinator.
 - Meeting will be held as follows:
 - Advisory Team Meetings: Quarterly, in person, in BPN offices.
 - Purpose: Evaluate policies and procedures, troubleshoot program issues, ensure consistency among organizations involved in program.
 - MDT Meetings – As needed per case, via email. In person if necessary
 - Purpose: Evaluate each case, ensure consistency among participating organizations, ensure recommendations are solid and in the best interest of the youth and family.
 - Assessor meetings – All assessors and BPN Program Coordinator (2x/year)
 - Purpose: discuss issues in assessment and mental health aspects of program, troubleshoot, provide solutions, schedule trainings.
 - Educator Meetings – All educators and BPN Coordinators (1x/year)
 - Purpose: discuss issues in the Education aspect of the program, troubleshoot, provide solutions, schedule trainings.
 - Other: as needed
- Conflicts during meetings will be resolved through discussion. If needed, a vote will be taken among participants, led by the BPN Program Coordinator.
- All meetings will be captured on an annual *Meetings/Trainings calendar* (see appendix page A.20)

i. Training

- Training for members and member organizations will be held annually or on an as needed basis.
 - Training will be provided for:
 - Assessors
 - Mental Health Professionals
 - Educators
 - Staff
 - Members train each other
 - Specialty areas, such as Autism, ADHD, other specific topics.

- Specialty training will be open to public and community organizations.
- Trainings other than those scheduled can be requested by contacting BPN Program Coordinator.
- All training will be captured on an annual *Meetings/Trainings calendar* (see appendix page A.20)

j. Awareness

- The FYI Program will attempt to increase and maintain awareness with a regular program delivered by Advisory Team members to organizations within the community.
 - Schools, Hospitals, Police Chiefs, Fire Chiefs, etc.)
 - Forms of awareness: presentations, brochures, flyers, letters) (see appendix pages A.17, A.18)

k. Personnel Supervision/Evaluation

- Every member in the FYI program who has direct contact with referred youth (assessors, educators, etc.) will be evaluated using the Personnel Evaluation Form at least (1x/year)
 - Evaluations will be completed by either:
 - Program Coordinator
 - Any Advisory Team Member with JFISP Certification
 - Senior Assessor
- Evaluations and suggestions for improvement, if any, will be provided at the completion of the evaluation to the person being evaluated.

l. Record Keeping & Case Files

- Each referral will have a confidential case file kept in a locked drawer in the office of the Program Coordinator.
- Each case file will also be kept electronically on a secure drive within the BPN Program Coordinator's work station, WS0258.
 - The electronic path to open the secure case files will be kept in an envelope that will be kept by the executive director of BPN in the event that the Program Coordinator becomes unavailable and another Advisory Team member needs to access the case files.
- Progress of each case file is tracked via the Program Case Management system.
 - Case type is identified.
 - Need for services is determined
- Case files are used to input data into the data collection system. Pertinent data is compiled, organized and analyzed. Reports are prepared.

m. Legal Issues

- Mandated Reporting – Team members are considered mandated reporters and must follow the Pennsylvania Law on reporting child abuse.
 - Reports of suspected child abuse are filed with ChildLine 24 hours per day/ 7 days a week.

- Reports can be filed online at www.compass.state.pa.us/cwis or by calling 1-800-932-0313.
 - Training via a State run webinar will be provided to team members on a voluntary basis.
- Media – No one from the program should ever talk to the media in regard to specific cases that have been referred to the FYI Program.
 - The only exception to media exposure should be in the form of an awareness campaign to highlight available services.
 - Material to be shared with media in regard to awareness of the program must be approved by the BPN Program Coordinator and Executive Director.

n. Other

- Web presence – The Burn Prevention Network will maintain an web presence specifically for the FYI Program, which will include program info, parent resources, links to program partners, and confidential forms for referral and educator information.
- Physical contact – With the exception of a handshake with the youth and guardian at the beginning and end of the interviews or education session, there should be no physical contact during the assessment, education session, or any other meeting with the youth and his/her family.

BPN FYI Program Handbook Appendix – Forms, Documents, Resources

A.1 – Referral Form (1 page)

A.2 – PA State Assessment Tool

A.2.2 – Intake Form

A.2.3 – Release of Information Form

A.2.4 – Release of Liability Form

A.2.5 – A.2.12 – Youth Interview

A.2.13 – A.2.14 – Parent Checklist

A.2.15 – A.2.20 – Parent Interview

A.2.20 – A.2.21 – Home Fire Safety Inspection

A.2.23 – Report

A.2.24-A.2.26 – Follow-up Forms

A.3 – Immediate action items form (4 pages)

A.4 – FYI Team Member Confidentiality Form (1 page)

A.5 – MDT Review Form (1 page)

A.6 – Education Referral Form (2 pages)

A.7 – Letter Templates (1 page each)

A.7.1 – Parent Recommendation Summary Letter Template

A.7.2 – No Response Letter Template

A.8 – Excuse from work or school (1 page)

A.9 – Online Referral Email response template (1 page)

A.10 – FYI Program Contact List (2 pages)

A.11 – Lehigh/Northampton County Provider List (9 pages)

A.12 – Linkage Agreement Template (1 page)

A.13 – Contract Services Letter of Engagement template (1 page)

A.14 – Assessor/Mentor Sign-off form (1 page)

A.15 – Educator Training PPT Slides (12 pages)

A.16 – Awareness Presentation PPT Slides (4 pages)

A.17 – FYI Program Brochure (2 pages)

A.18 – FYI Program Flyer (1 page)

A.19 – FYI Program Database Dataset & Instructions (4 pages)

A.20 – Meeting/Training Schedule (2 pages)

A.21 – Basic Curriculum (24 pages)

A.22 – Advanced Curriculum – (26 pages)

A.23 - OTHER

Appendix F: Summary of Coded Segments of Recidivistic Children

1. Documents

<i>No.</i>	<i>Document</i>	<i>Created by</i>
1	All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP	MBF
2	All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM	MBF
3	All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP	MBF
4	All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-279-JA	MBF
5	All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB	MBF
6	All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\05-81-SG	MBF
7	All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\06-92-PK	MBF
8	All Cases including Repeat Offenders\10-219-DA	MBF
9	All Cases including Repeat Offenders\10-224-DA	MBF
10	All Cases including Repeat Offenders\11-252-TL	MBF
11	All Cases including Repeat Offenders\11-285-TK	MBF
12	All Cases including Repeat Offenders\12-308-VS	MBF
13	All Cases including Repeat Offenders\13-339-TL	MBF
14	All Cases including Repeat Offenders\13-346-JR	MBF
15	All Cases including Repeat Offenders\14-396-OG	MBF
16	All Cases including Repeat Offenders\15-426-IL	MBF
17	All Cases including Repeat Offenders\19-545-JR	MBF

2. Reason for Fire

2.1. Lit the fire for fun

2.2. Get attention

2.3. Stress reaction

1.

"Express anger; see it burn; destroy; bored; didn't want to/accident; reaction to stress"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 189 - 189; Created by: MBF; 12/19/2021 20:49; Weight score: 10]

2.

"Stress, anger"

[All Cases including Repeat Offenders\13-346-JR; Position: 100 - 100; Created by: MBF; 12/19/2021 20:51; Weight score: 10]

3.

"D admitted to lighting fires as a reaction to stress, to see it burn, due to being bored, and to express anger"

[All Cases including Repeat Offenders\13-346-JR; Position: 170 - 170; Created by: MBF; 12/19/2021 20:49; Weight score: 10]

2.4. Rebellion

2.5. Peer pressure

2.6. Curious

1.

"Curiosity"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 96 - 96; Created by: MBF; 12/19/2021 20:46; Weight score: 10]

2.

"Curiosity"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 72 - 72; Created by: MBF; 12/19/2021 20:46; Weight score: 10]

3.

"I was bored...curious"

[All Cases including Repeat Offenders\11-285-TK; Position: 32 - 32; Created by: MBF; 12/19/2021 20:45; Weight score: 10]

4.

"Boredom, curiosity"

[All Cases including Repeat Offenders\11-285-TK; Position: 100 - 100; Created by: MBF; 12/19/2021 20:46; Weight score: 10]

5.

"Curiosity"

[All Cases including Repeat Offenders\19-545-JR; Position: 134 - 134; Created by: MBF; 12/19/2021 20:46; Weight score: 10]

2.7. Bored

1.

"Express anger; see it burn; destroy; bored; didn't want to/accident; reaction to stress"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 189 - 189; Created by: MBF; 12/19/2021 20:43; Weight score: 10]

2.

"I was bored...curious"

[All Cases including Repeat Offenders\11-285-TK; Position: 32 - 32; Created by: MBF; 12/19/2021 20:43; Weight score: 10]

3.

"Boredom, curiosity"

[All Cases including Repeat Offenders\11-285-TK; Position: 100 - 100; Created by: MBF; 12/19/2021 20:44; Weight score: 10]

4.

"I was bored."

[All Cases including Repeat Offenders\13-339-TL; Position: 30 - 30; Created by: MBF; 12/19/2021 20:43; Weight score: 10]

5.

"I was watching TV in my room and I was bored so I got paper out of my book bag and went to my dad's room took the lighter out of his pants and went back to my room and started the paper on fire it burned my bed so I ran to get water and it would not go out so I used my Army shirt to pat it and put it out."

[All Cases including Repeat Offenders\13-339-TL; Position: 64 - 64; Created by: MBF; 12/19/2021 20:43; Weight score: 10]

6.

"I was just bored."

[All Cases including Repeat Offenders\13-339-TL; Position: 65 - 65; Created by: MBF; 12/19/2021 20:43; Weight score: 10]

7.

"Bored"

[All Cases including Repeat Offenders\13-339-TL; Position: 91 - 91; Created by: MBF; 12/19/2021 20:43; Weight score: 10]

8.

"It gets boring...I don't know"

[All Cases including Repeat Offenders\13-346-JR; Position: 71 - 71; Created by: MBF;
12/19/2021 20:43; Weight score: 10]

9.

"D admitted to lighting fires as a reaction to stress, to see it burn, due to being bored, and to express anger"

[All Cases including Repeat Offenders\13-346-JR; Position: 170 - 170; Created by: MBF;
12/19/2021 20:43; Weight score: 10]

10.

"I was bored."

[All Cases including Repeat Offenders\19-545-JR; Position: 35 - 35; Created by: MBF;
12/19/2021 20:43; Weight score: 10]

11.

"Bored"

[All Cases including Repeat Offenders\19-545-JR; Position: 94 - 94; Created by: MBF;
12/19/2021 20:43; Weight score: 10]

3. Reaction to Fire

3.1. Excited by the fire

1.

"Yes, it made me happy, but I didn't laugh"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 60 - 60; Created by: MBF; 12/23/2021 17:50; Weight score: 0]

3.2. Accepted Responsibility

3.3. Willing to seek help

1.

"D's father reported that he was never married to D's mother, MC.

D's father reported that his current girlfriend, AB resides with the family and helps with the expense of the new apartment in Easton.

D's father reported that the family had received services through Justice Works for behavioral support in 2011 for 6 months."

[All Cases including Repeat Offenders\13-339-TL; Position: 185 - 187; Created by: MBF; 12/19/2021 20:19; Weight score: 10]

2.

"D's father related that there are no other services in place with the family at the present time besides Muhlenberg Behavioral Health for medication management.

D's father related that he is involved with a program called Shape in Allentown to help him to regain custody of his 8-year-old daughter.

D's father reported that D has woken up crying due to his paternal grandfather passing away."

[All Cases including Repeat Offenders\13-339-TL; Position: 188 - 190; Created by: MBF; 12/19/2021 20:19; Weight score: 10]

3.4. Fear

1.

"fear"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 42 - 44; Created by: MBF; 12/19/2021 20:21; Weight score: 10]

2.

"He was guarded with his answers to the point of being reluctant to answer. D seemed to fear giving answers to questions perhaps thinking there would be a consequence attached to his answers. His insight and judgment were poor."

[All Cases including Repeat Offenders\13-339-TL; Position: 191 - 191; Created by: MBF; 12/19/2021 20:21; Weight score: 10]

3.4.1. Fear of the fire

1.

"Scared – I felt the heat and tried to make a camp out fire"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 45 - 45; Created by: MBF; 12/19/2021 20:41; Weight score: 10]

2.

"I was scared and I called Nu Nu"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 36 - 36; Created by: MBF; 12/19/2021 20:41; Weight score: 10]

3.

"My grandmother, I told her because I was scared."

[All Cases including Repeat Offenders\14-396-OG; Position: 50 - 50; Created by: MBF; 12/19/2021 20:41; Weight score: 10]

4.

"I was scared."

[All Cases including Repeat Offenders\14-396-OG; Position: 51 - 51; Created by: MBF; 12/19/2021 20:41; Weight score: 10]

3.5. Panic

3.6. Playing with fire

3.6.1. Fire play

1.

"If there is any further incidents of fire play there should be a referral made for him to be placed in an inpatient setting."

[All Cases including Repeat Offenders\19-545-JR; Position: 191 - 191; Created by: MBF; 12/18/2021 17:21; Weight score: 10]

3.7. Playing with matches

1.

"My sister in the 90's when she was a kid lit a rug on fire while playing with matches."

[All Cases including Repeat Offenders\19-545-JR; Position: 102 - 102; Created by: MBF; 12/19/2021 19:45; Weight score: 10]

3.8. Child had no plan

1.

"The paper was in my book bag and the bed was in my room."

I had no plan.

No just prescribed medication."

[All Cases including Repeat Offenders\13-339-TL; Position: 41 - 43; Created by: MBF; 12/18/2021 11:13; Weight score: 10]

2.

"I would grab paper from a **notebook**, or they were laying around outside

No plan...I just did it"

[All Cases including Repeat Offenders\13-346-JR; Position: 40 - 42; Created by: MBF; 12/18/2021 11:13; Weight score: 10]

3.

"No plan"

[All Cases including Repeat Offenders\14-396-OG; Position: 43 - 45; Created by: MBF; 12/18/2021 11:13; Weight score: 10]

4.

"I was in the kitchen looking for something to eat and saw the lighter.

I did not have a plan."

[All Cases including Repeat Offenders\19-545-JR; Position: 48 - 50; Created by: MBF; 12/18/2021 11:15; Weight score: 10]

3.9. Child had a plan

3.10. fascinated

1.

"Ms. **WH** reported that **C** has set fire more than one time or played with matches more than one time, and she is fascinated with fire"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 193 - 193; Created by: MBF; 12/18/2021 11:48; Weight score: 10]

2.

"**D** is reportedly fascinated with fire"

[All Cases including Repeat Offenders\12-308-VS; Position: 199 - 199; Created by: MBF; 12/18/2021 11:48; Weight score: 10]

3.

"**D** is reportedly fascinated with unusual fantasies."

[All Cases including Repeat Offenders\12-308-VS; Position: 206 - 206; Created by: MBF; 12/18/2021 11:48; Weight score: 10]

4.

"**D** admitted to enjoying the "Modern Warfare" video game

D's mother, **JL** reported **D** had set more than one fire or played with matches more than one time, and is fascinated by fire

Ms. **JL** reported that there are smokers living in the home, and there is a fireplace and/or candles or incense frequently in use in the home"

[All Cases including Repeat Offenders\13-346-JR; Position: 173 - 175; Created by: MBF; 12/18/2021 11:48; Weight score: 10]

3.11. Watched the fire

1.

"As she was leaving the house, L went to his room, allegedly stuffed paper in one of his socks, lit it on fire, placed it in the middle of his bedroom carpet and watched it until his aunt smelled smoke and went to see what was going on. When she saw the fire, L continued to watch it until she put it out."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-279-JA; Position: 149 - 149; Created by: MBF; 12/18/2021 15:58; Weight score: 15]

2.

"I was watching it (the fire), then it was going out then I blew on it, then it kept going higher, so I threw it out (in the toilet)"

[All Cases including Repeat Offenders\13-346-JR; Position: 46 - 47; Created by: MBF; 12/18/2021 15:58; Weight score: 15]

4. Emotional & Behavior Factors

4.1. Love home, school, others

1.

"Nothing...I just love the light...I feel much better and its beautiful"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 39 - 39; Created by: MBF; 12/20/2021 07:57; Weight score: 10]

2.

"Yeah...I love her"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 45 - 45; Created by: MBF; 12/20/2021 07:57; Weight score: 10]

3.

"When asked why she wanted to burn the items, C replied, "I just love the light...I feel much better and it's beautiful.""

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 186 - 186; Created by: MBF; 12/20/2021 07:57; Weight score: 10]

4.2. Mental Illness

4.2.1. Homicide mentioned

4.2.2. Homicidal Ideations or Events

4.2.3. Suicidal Ideations or Event

1.

"Her attention and concentration appeared normal. The writer used an instrument (Massachusetts Youth Screening Instrument) to assess thought disturbances, anxiety, anger or agitation, suicidal ideations, and trauma, which scored low for all fields with the exception of trauma."

[All Cases including Repeat Offenders\10-219-DA; Position: 110 - 110; Created by: MBF; 12/18/2021 14:29; Weight score: 10]

4.2.4. Unusual fantasies

1.

"Ms. WH reported that C at times has unusual fantasies"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 204 - 204; Created by: MBF; 12/18/2021 16:14; Weight score: 15]

2.

"D is reportedly fascinated with unusual fantasies."

[All Cases including Repeat Offenders\12-308-VS; Position: 206 - 206; Created by: MBF; 12/18/2021 16:14; Weight score: 15]

4.2.5. Bipolar

1.

"D's father reported that D sees Dr. Gomez at Muhlenberg Behavioral Health.

D's father reported that he sees Dr. Gomez as well and has been diagnosed with Schizoaffective Disorder, Bipolar, Anxiety and Severe Depression."

[All Cases including Repeat Offenders\13-339-TL; Position: 174 - 175; Created by: MBF; 12/18/2021 13:50; Weight score: 10]

4.2.6. Psychotic

4.2.7. Schizophrenia

4.2.8. Has imaginary friends

1.

"C has few friends; she has imaginary friends"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 98 - 98; Created by: MBF; 12/18/2021 17:17; Weight score: 10]

4.3. Developmental Problems

4.3.1. Has problems staying focused

1.

"Ms. WH reported that C has trouble staying focused on one topic"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 205 - 205; Created by: MBF; 12/21/2021 18:19; Weight score: 10]

2.

"AE reported C has threatened to hurt himself in the past, expresses sadness or withdrawal, and has trouble staying on one topic at a time"

[All Cases including Repeat Offenders\11-285-TK; Position: 183 - 183; Created by: MBF; 12/21/2021 18:19; Weight score: 10]

3.

"Ms. JL reported that D has trouble staying focused on one topic at a time"

[All Cases including Repeat Offenders\13-346-JR; Position: 181 - 181; Created by: MBF; 12/21/2021 18:19; Weight score: 10]

4.

"Yes, behavior issues and she has trouble paying attention."

[All Cases including Repeat Offenders\14-396-OG; Position: 120 - 120; Created by: MBF; 12/21/2021 18:20; Weight score: 10]

4.3.2. Autism

1.

"His responses were not consistent with the referral, or the hospital information provided. He presented as having no remorse for his actions; however, his mother reports a diagnosis as on the autistic spectrum which may be influencing his lack of emotionality."

[All Cases including Repeat Offenders\11-285-TK; Position: 187 - 187; Created by: MBF; 12/18/2021 14:20; Weight score: 10]

2.

"When he was in kindergarten, he beat someone up and he could not go back to school until he was in therapy.

DMDD, Autism Spectrum, and Anxiety Disorder"

[All Cases including Repeat Offenders\19-545-JR; Position: 125 - 126; Created by: MBF; 12/18/2021 14:19; Weight score: 10]

3.

"Ms. KO reported that B was held back in 1st grade.

Ms. KO reported that B has ADHD, Oppositional Defiant Disorder, Depressive Mood Disorder, Anxiety Disorder and is on the Autism Spectrum."

[All Cases including Repeat Offenders\19-545-JR; Position: 167 - 168; Created by: MBF; 12/18/2021 14:19; Weight score: 10]

4.3.3. ADHD or poor attention control

1.

"Ms. WH reported that C has stolen or shoplifted, mostly from family

Ms. WH reported that C is in counseling, and has a diagnosis of ADHD, ODD, Pervasive Developmental Disorder, NOS, Impulse Control Disorder, and Adjustment Disorder. She is prescribed Clonidine 0.2mg BID at 4pm and HS, Lamotrigine 25mg, 2 tabs in am and 100mg at HS, Seroquel 50mg, 1 tab in am and 2 tabs at HS"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 200 - 201; Created by: MBF; 12/18/2021 13:27; Weight score: 10]

2.

"E is not on any medication

E's mother thinks E is diagnosed with ADHD and ODD

E's mother stated that E has temper tantrums in which he becomes physical and tries to hurt himself, he yells stating no one loves me"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 141 - 143; Created by: MBF; 12/18/2021 13:27; Weight score: 10]

3.

"Yes, he has Attention Deficit Hyperactivity Disorder and has had problems with being impulsive."

[All Cases including Repeat Offenders\13-339-TL; Position: 127 - 127; Created by: MBF; 12/18/2021 13:26; Weight score: 10]

4.

"D's father reported that D has negative peers but that he does not allow him to be around them.

D's father reported that D has been diagnosed with ADHD, ODD, PTSD and Asperger's. He is prescribed Adderall, 30mg AM and 20mg at 4PM, Benadryl, 3 pills at bedtime, Risperdal, 2mg noon, Selexa 40mg AM, Ddavn (for bed wetting) 1 pill at bedtime, Tenex, 2mg AM, 2mg lunchtime and 2mg bedtime."

[All Cases including Repeat Offenders\13-339-TL; Position: 172 - 173; Created by: MBF; 12/18/2021 13:27; Weight score: 10]

5.

"No, and that's the problem...he has ADHD but it's usually no problem"

[All Cases including Repeat Offenders\13-346-JR; Position: 132 - 134; Created by: MBF; 12/18/2021 13:27; Weight score: 10]

6.

"...I just picked them up."

Ms. JL reported that D has ADHD and had been taking Focalin Strattera and Clonidine but is not currently due to insurance issues.

Ms. JL reported that "...there has been a lot in their lives...we haven't been stable."

[All Cases including Repeat Offenders\13-346-JR; Position: 183 - 185; Created by: MBF; 12/18/2021 13:27; Weight score: 10]

7.

"F's grandmother reported that F has been diagnosed with Attention Deficit Hyperactivity Disorder."

[All Cases including Repeat Offenders\14-396-OG; Position: 180 - 180; Created by: MBF; 12/18/2021 13:26; Weight score: 10]

8.

"ADHD- Reading is lowest grade. He does have a 504 plan and they are testing him for an Individualized Educational Plan (IEP)."

[All Cases including Repeat Offenders\19-545-JR; Position: 120 - 121; Created by: MBF; 12/18/2021 13:27; Weight score: 10]

9.

"Does your child have any learning problems, i.e. school referral for problem behaviors, trouble paying attention or being impulsive?

ADHD- Reading is lowest grade. He does have a 504 plan and they are testing him for an Individualized Educational Plan (IEP)."

[All Cases including Repeat Offenders\19-545-JR; Position: 139 - 140; Created by: MBF; 12/18/2021 13:27; Weight score: 10]

10.

"Ms. KO reported that B was held back in 1st grade.

Ms. KO reported that B has ADHD, Oppositional Defiant Disorder, Depressive Mood Disorder, Anxiety Disorder and is on the Autism Spectrum.

Ms. KO reported that B has had detentions and in-school suspensions for defiance to authority figures."

[All Cases including Repeat Offenders\19-545-JR; Position: 167 - 169; Created by: MBF; 12/18/2021 13:27; Weight score: 10]

4.3.4. Asperger

4.3.5. Developmental Delays

1.

"... putting a puzzle together. Drawings were very delayed."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 204 - 204; Created by: MBF; 12/18/2021 14:16; Weight score: 10]

4.3.6. Failure to thrive

4.4. Behavioral Problems

4.4.1. DMDD

4.4.2. PDD

1.

"Yes, she goes to counselling at Preventive Measures and she is on meds

PDD NOS; Impulse Control Disorder; Adjustment Disorder"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 148 - 149; Created by: MBF; 12/18/2021 14:27; Weight score: 10]

2.

"Ms. WH reported that C has stolen or shoplifted, mostly from family

Ms. WH reported that C is in counseling, and has a diagnosis of ADHD, ODD, Pervasive Developmental Disorder, NOS, Impulse Control Disorder, and Adjustment Disorder."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 200 - 201; Created by: MBF; 12/18/2021 14:18; Weight score: 10]

4.4.3. Video games

1.

"Yeah...social media friends

Video games; MMORPG"

[All Cases including Repeat Offenders\11-285-TK; Position: 20 - 21; Created by: MBF; 12/18/2021 14:39; Weight score: 10]

2.

"Fascination with fire in the media (e.g., video games, **war games; movies, television, computers, etc.)"

[All Cases including Repeat Offenders\11-285-TK; Position: 142 - 143; Created by: MBF; 12/18/2021 14:39; Weight score: 10]

3.

"Fascination with fire in the media (e.g. video games, movies, television, computers, etc), and killing"

[All Cases including Repeat Offenders\12-308-VS; Position: 164 - 165; Created by: MBF; 12/18/2021 14:39; Weight score: 10]

4.

"I have five friends in the neighborhood.

I like to play video games, play football and basketball with my friends."

[All Cases including Repeat Offenders\13-339-TL; Position: 18 - 19; Created by: MBF; 12/18/2021 14:40; Weight score: 10]

5.

"It is recommended that all incendiary devices be kept locked away and out of reach of children who reside in the home. B should only be permitted to play video games that are rated "E" to ensure the video games have appropriate content."

[All Cases including Repeat Offenders\19-545-JR; Position: 191 - 191; Created by: MBF; 12/18/2021 14:40; Weight score: 10]

4.4.4. Porn

1.

"but he may be viewing kiddy porn and rape porn"

[All Cases including Repeat Offenders\12-308-VS; Position: 162 - 163; Created by: MBF; 12/18/2021 14:25; Weight score: 10]

2.

"D admitted that he was burned accidentally on his hand by his **stepfather** Bruno with a cigarette

When asked about the access to porn, D denied that he views anything other than "standard porn, not kid porn"

[All Cases including Repeat Offenders\12-308-VS; Position: 195 - 196; Created by: MBF; 12/18/2021 14:25; Weight score: 10]

3.

"D is reportedly fascinated with unusual fantasies. He purchased a penile pump, male enhancing drugs, and is reportedly suspected of viewing rape porn and kiddy porn."

[All Cases including Repeat Offenders\12-308-VS; Position: 206 - 206; Created by: MBF; 12/18/2021 14:25; Weight score: 10]

4.4.5. ODD

1.

"Oppositional Defiant Disorder (ODD)?

He is supposed to be but his MA is on hold."

[All Cases including Repeat Offenders\13-346-JR; Position: 135 - 137; Created by: MBF; 12/18/2021 13:34; Weight score: 10]

2.

"Yes got 7 detentions for having an attitude with teachers. I got 4 In School Suspensions for Disrespect and Defiance to Authority Figures."

[All Cases including Repeat Offenders\19-545-JR; Position: 15 - 15; Created by: MBF; 12/18/2021 13:43; Weight score: 10]

3.

"He does have a 504 plan and they are testing him for an Individualized Educational Plan (IEP).
He has gotten into trouble at school for not following directions and defiance to authority."

[All Cases including Repeat Offenders\19-545-JR; Position: 121 - 121; Created by: MBF;
12/18/2021 13:43; Weight score: 10]

4.

"He is impulsive and is diagnosed

He has had six (6) detentions and four (4) In School Suspensions for defiance to authority."

[All Cases including Repeat Offenders\19-545-JR; Position: 121 - 122; Created by: MBF;
12/18/2021 13:43; Weight score: 10]

5.

"He has gotten into trouble at school for not following directions and defiance to authority. He is impulsive and is diagnosed with Oppositional Defiant Disorder.

Equal friends/alone"

[All Cases including Repeat Offenders\19-545-JR; Position: 140 - 141; Created by: MBF;
12/18/2021 13:34; Weight score: 10]

6.

"B reported he does not like anything about school.

B reported that he has gotten detentions and in-school suspensions for defiance to authority figures and disrespect."

[All Cases including Repeat Offenders\19-545-JR; Position: 158 - 159; Created by: MBF;
12/18/2021 13:43; Weight score: 10]

7.

"Ms. KO reported that B was held back in 1st grade.

Ms. KO reported that B has ADHD, Oppositional Defiant Disorder, Depressive Mood Disorder, Anxiety Disorder and is on the Autism Spectrum.

Ms. KO reported that B has had detentions and in-school suspensions for defiance to authority figures."

[All Cases including Repeat Offenders\19-545-JR; Position: 167 - 169; Created by: MBF;
12/18/2021 13:34; Weight score: 10]

4.4.6. IED

4.4.7. Impulsive

1.

"Impulsive and disruptive"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 146 - 146; Created by: MBF; 12/18/2021 13:20; Weight score: 10]

2.

"Her behavior was presented as impulsive; however, there may have been some planning prior to the incidents, as in all cases the family was in another part of the home."

[All Cases including Repeat Offenders\10-219-DA; Position: 110 - 110; Created by: MBF; 12/18/2021 13:20; Weight score: 10]

3.

"Yes, he has Attention Deficit Hyperactivity Disorder and has had problems with being impulsive."

[All Cases including Repeat Offenders\13-339-TL; Position: 127 - 127; Created by: MBF; 12/18/2021 13:20; Weight score: 10]

4.

"He is impulsive and is diagnosed"

[All Cases including Repeat Offenders\19-545-JR; Position: 121 - 121; Created by: MBF; 12/18/2021 13:20; Weight score: 10]

5.

"Does your child have any learning problems, **i.e.**, school referral for problem behaviors, trouble paying attention or being impulsive?"

[All Cases including Repeat Offenders\19-545-JR; Position: 139 - 139; Created by: MBF; 12/18/2021 13:20; Weight score: 10]

6.

"He is impulsive and is diagnosed with Oppositional Defiant Disorder."

[All Cases including Repeat Offenders\19-545-JR; Position: 140 - 140; Created by: MBF; 12/18/2021 13:20; Weight score: 10]

7.

"Ms. **KO** reported that **B** is impulsive."

[All Cases including Repeat Offenders\19-545-JR; Position: 171 - 171; Created by: MBF; 12/18/2021 13:20; Weight score: 10]

4.4.8. Fights with

1.

"Ms. **WH** reported that **C** fights with others and argues with parents and caregivers"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 196 - 196; Created by: MBF; 12/18/2021 16:11; Weight score: 15]

2.

"Ms. **JL** reported that **D** fights with his brothers and sisters and argues with his caregivers"

[All Cases including Repeat Offenders\13-346-JR; Position: 176 - 176; Created by: MBF; 12/18/2021 16:11; Weight score: 15]

4.4.9. Child argues

1.

"Ms. **WH** reported that **C** fights with others and argues with parents and caregivers"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 196 - 196; Created by: MBF; 12/18/2021 16:10; Weight score: 15]

2.

"C witnessed parents arguing; she argues with parents and caregivers"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 100 - 100; Created by: MBF; 12/18/2021 16:10; Weight score: 15]

3.

"AE reported C has argued with his parents and has witnessed others arguing"

[All Cases including Repeat Offenders\11-285-TK; Position: 179 - 179; Created by: MBF; 12/18/2021 16:12; Weight score: 15]

4.

"Ms. JL reported that D fights with his brothers and sisters and argues with his caregivers"

[All Cases including Repeat Offenders\13-346-JR; Position: 176 - 176; Created by: MBF; 12/18/2021 16:10; Weight score: 15]

5.

"F's grandmother reported that F argues with her at times."

[All Cases including Repeat Offenders\14-396-OG; Position: 192 - 192; Created by: MBF; 12/18/2021 16:12; Weight score: 15]

4.4.10. Parents arguing

1.

"C has set more than one fire or played with matches more than one time

C witnessed parents arguing; she argues with parents and caregivers

C has been physically and verbally aggressive to others"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 99 - 101; Created by: MBF; 12/18/2021 16:08; Weight score: 15]

2.

"D reportedly fights with siblings and caregivers

D has witnessed his parents arguing "sometimes"

D reportedly has few friends, and may have been bullied in school"

[All Cases including Repeat Offenders\12-308-VS; Position: 201 - 203; Created by: MBF; 12/18/2021 16:08; Weight score: 15]

4.4.11. History of lying

1.

"E's mother stated E is cruel to animals he will be physically aggressive with them, he hits and kicks dogs.

E's mother stated E lies "regularly ya know, often"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 151 - 152; Created by: MBF; 12/18/2021 14:09; Weight score: 10]

2.

"K^T did not check on or communicate with E during the entire interview, even when he was yelling, banging the baseball bat on the concrete, took the baby, or kicking the balls into the fence.

Numerous lighters were reported to be lying out in the open throughout the home."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 158 - 159; Created by: MBF; 12/18/2021 14:09; Weight score: 10]

3.

"Julian's responses to the screening were very limited and guarded. On a few occasions, he lied regarding how school is going and his response to the most recent fire."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-279-JA; Position: 150 - 150; Created by: MBF; 12/18/2021 14:09; Weight score: 10]

4.

"They're usually locked away. The lighter he got lie"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 133 - 133; Created by: MBF; 12/18/2021 14:09; Weight score: 10]

5.

"D reportedly has few friends and may have been bullied in school

D reportedly has a history of lying, shoplifting and used drugs and/or alcohol."

[All Cases including Repeat Offenders\12-308-VS; Position: 203 - 204; Created by: MBF; 12/18/2021 14:06; Weight score: 10]

6.

"Yes, stole a toy from Walmart.

Yes, he will lie about his whereabouts and for stupid things."

[All Cases including Repeat Offenders\13-339-TL; Position: 141 - 142; Created by: MBF; 12/18/2021 14:09; Weight score: 10]

7.

"Ms. JL reported that D has been suspended or expelled from school

Ms. JL reported that D has sometimes lied and had stolen or shoplifted, and at times physically injured animals"

[All Cases including Repeat Offenders\13-346-JR; Position: 178 - 179; Created by: MBF; 12/18/2021 14:09; Weight score: 10]

8.

"Yes he will lie for stupid things."

[All Cases including Repeat Offenders\19-545-JR; Position: 137 - 138; Created by: MBF; 12/18/2021 14:09; Weight score: 10]

9.

"Ms. KO reported that she and the step-father are no longer together due to this incident that B was involved .

Ms. KO reported that B will lie for "stupid things".

[All Cases including Repeat Offenders\19-545-JR; Position: 181 - 182; Created by: MBF; 12/18/2021 14:09; Weight score: 10]

4.4.12. Stealing

1.

"Yes. She (no name given) stole my erasers."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 23 - 23; Created by: MBF; 12/18/2021 14:11; Weight score: 10]

2.

"She sometimes has friends who are a bad influence

Ms. WH reported that C has stolen or shoplifted, mostly from family"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 199 - 200; Created by: MBF; 12/18/2021 14:11; Weight score: 10]

3.

"The lighter he got lie actually stole out of my mom's bag that she takes back and"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 133 - 134; Created by: MBF; 12/18/2021 14:11; Weight score: 10]

4.

"Yeah...I usually steal monster...I got caught, got fined and that stopped"

[All Cases including Repeat Offenders\11-285-TK; Position: 26 - 27; Created by: MBF; 12/18/2021 14:11; Weight score: 10]

5.

"shoplifting and social media offense"

[All Cases including Repeat Offenders\11-285-TK; Position: 140 - 141; Created by: MBF; 12/18/2021 14:12; Weight score: 10]

6.

"C reports as having friends on social media, rather than friends in the neighborhood

C admits to shoplifting, and reports use of marijuana, cigarettes and alcohol"

[All Cases including Repeat Offenders\11-285-TK; Position: 167 - 168; Created by: MBF; 12/18/2021 14:12; Weight score: 10]

7.

"AE reported C has threatened to hurt himself in the past, expresses sadness or withdrawal, and has trouble staying on one topic at a time

AE reported C was in trouble for inappropriate social media use, and shoplifting"

[All Cases including Repeat Offenders\11-285-TK; Position: 183 - 184; Created by: MBF; 12/18/2021 14:12; Weight score: 10]

8.

"With others but I like to be by myself sometimes

I stole a balloon when I was 8"

[All Cases including Repeat Offenders\12-308-VS; Position: 26 - 27; Created by: MBF; 12/18/2021 14:11; Weight score: 10]

9.

"He has stolen from me (mom) and in stores but never got caught"

[All Cases including Repeat Offenders\12-308-VS; Position: 166 - 167; Created by: MBF; 12/18/2021 14:11; Weight score: 10]

10.

"D reportedly has few friends and may have been bullied in school

D reportedly has a history of lying, shoplifting and used drugs and/or alcohol."

[All Cases including Repeat Offenders\12-308-VS; Position: 203 - 204; Created by: MBF; 12/18/2021 14:12; Weight score: 10]

11.

"He hit another child in school after the other child hit him first.

Yes stole a toy from Walmart."

[All Cases including Repeat Offenders\13-339-TL; Position: 140 - 141; Created by: MBF; 12/18/2021 14:11; Weight score: 10]

12.

"D's father reported that D is to be at his mother's home one weekend a month, however since moving to Easton in March of 2013 he allows him to stay in her home every weekend and he sleeps over.

D's father reported that D has stolen on occasion from stores."

[All Cases including Repeat Offenders\13-339-TL; Position: 180 - 181; Created by: MBF; 12/18/2021 14:11; Weight score: 10]

13.

"It depends...

I stole money from my mom and went to the store"

[All Cases including Repeat Offenders\13-346-JR; Position: 23 - 24; Created by: MBF; 12/18/2021 14:11; Weight score: 10]

14.

"D admitted to getting picked on by others

D admitted to stealing from his mother (money)"

[All Cases including Repeat Offenders\13-346-JR; Position: 164 - 165; Created by: MBF; 12/18/2021 14:11; Weight score: 10]

15.

"Ms. JL reported that D has been suspended or expelled from school

Ms. JL reported that D has sometimes lied and had stolen or shoplifted, and at times physically injured animals"

[All Cases including Repeat Offenders\13-346-JR; Position: 178 - 179; Created by: MBF; 12/18/2021 14:11; Weight score: 10]

4.4.13. Destroys own possessions

1.

"Oh yes...She takes time out. She has temper tantrums and destroys her own toys."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 69 - 69; Created by: MBF; 12/18/2021 14:14; Weight score: 10]

2.

"When asked if the child says "no" when asked to do something Ms. WH said her response is "Okay"

C reportedly destroys her own toys/possessions"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 108 - 109; Created by: MBF; 12/18/2021 14:14; Weight score: 10]

3.

"He recently tested positive for marijuana.

D reportedly destroys his own or others' possessions and has been physically and verbally aggressive to others."

[All Cases including Repeat Offenders\12-308-VS; Position: 204 - 205; Created by: MBF; 12/18/2021 14:14; Weight score: 10]

4.4.14. Fighting

1.

"I took it away and hid it and he found it again but denied he had it. He got into a fight with his cousin, and attempted to take a knife out of the drawer and said, ""

[All Cases including Repeat Offenders\12-308-VS; Position: 161 - 161; Created by: MBF; 12/18/2021 14:38; Weight score: 10]

2.

"This is the only reported incident of fire setting that D has been involved in.

D reported that he got into a fight in school after another student hit him first."

[All Cases including Repeat Offenders\13-339-TL; Position: 160 - 161; Created by: MBF; 12/18/2021 14:38; Weight score: 10]

3.

"D's father reported that D has an Individualized Educational Plan at school.

D's father reported that D has had problems at school by swearing and getting into a fight at school."

[All Cases including Repeat Offenders\13-339-TL; Position: 168 - 169; Created by: MBF; 12/18/2021 14:38; Weight score: 10]

4.

"RA and GI...that's it

We like to snowball fight and I go to school with them"

[All Cases including Repeat Offenders\13-346-JR; Position: 17 - 18; Created by: MBF; 12/18/2021 14:38; Weight score: 10]

5.

"She got one in school detention because she was not paying attention. Last year she liked to fight and got two out of school suspensions and had problems last year with not listening and not paying attention."

[All Cases including Repeat Offenders\14-396-OG; Position: 121 - 121; Created by: MBF; 12/18/2021 14:38; Weight score: 10]

6.

"F's grandmother reported that F has had one detention for not paying attention this year.

F's grandmother reported that F liked to fight last year and had 2 out of school suspensions for her inability to pay attention."

[All Cases including Repeat Offenders\14-396-OG; Position: 176 - 177; Created by: MBF; 12/18/2021 14:38; Weight score: 10]

7.

"Yes, he will cry or scream into his pillow or listen to music.

Yes, He has gotten into fights, triggers are when people make fun of him, and they come at him he will fight."

[All Cases including Repeat Offenders\19-545-JR; Position: 129 - 130; Created by: MBF; 12/18/2021 14:38; Weight score: 10]

4.4.15. Talks back

4.5. Emotional Problems

4.5.1. Euthymic

4.5.2. Grief

4.5.3. Labile Mood

4.5.4. PTSD

1.

"D's father reported that D has negative peers but that he does not allow him to be around them.

D's father reported that D has been diagnosed with ADHD, ODD, PTSD and Asperger's."

[All Cases including Repeat Offenders\13-339-TL; Position: 172 - 173; Created by: MBF; 12/18/2021 13:46; Weight score: 10]

4.5.5. Child felt sad

1.

"Ms. WH reported that C experiences serious sadness or withdrawal"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 206 - 206; Created by: MBF; 12/18/2021 13:42; Weight score: 10]

2.

"C has threatened or attempted to hurt herself; has experiences sadness or withdrawal, hopelessness"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 102 - 102; Created by: MBF; 12/18/2021 13:42; Weight score: 10]

3.

"AE reported C has threatened to hurt himself in the past, expresses sadness or withdrawal, and has trouble staying on one topic at a time"

[All Cases including Repeat Offenders\11-285-TK; Position: 183 - 183; Created by: MBF; 12/18/2021 13:42; Weight score: 10]

4.

"Remorse (feels bad for setting fire): I was sad"

[All Cases including Repeat Offenders\13-339-TL; Position: 89 - 90; Created by: MBF; 12/18/2021 13:39; Weight score: 10]

4.5.6. Withdrawn

4.5.7. Fails to express regret or remorse

1.

"to put out the fires he started. C shows little remorse for his actions or concern for the reactions of others."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 193 - 194; Created by: MBF; 12/18/2021 11:35; Weight score: 10]

2.

"the questions were stupid. He showed no remorse for his actions."

It is recommended that C participate in fire safety education."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 215 - 216; Created by: MBF; 12/18/2021 11:33; Weight score: 10]

3.

"NO remorse noted"

[All Cases including Repeat Offenders\10-219-DA; Position: 101 - 103; Created by: MBF; 12/18/2021 11:33; Weight score: 10]

4.

"Her affect was neutral, and her mood was subdued. She presented as having no remorse for her actions. When questioned about the fire setting, she felt she could control how big it could get."

[All Cases including Repeat Offenders\10-219-DA; Position: 110 - 110; Created by: MBF; 12/18/2021 11:33; Weight score: 10]

5.

"His responses were not consistent with the referral or the hospital information provided. He presented as having no remorse for his actions; however, his mother reports a diagnosis as on the autistic spectrum which may be influencing his lack of emotionality. He had no friends with the exception of those on social media."

[All Cases including Repeat Offenders\11-285-TK; Position: 187 - 187; Created by: MBF; 12/18/2021 11:33; Weight score: 10]

6.

"He purchased a penile pump, male enhancing drugs, and is reportedly suspected of viewing rape porn and kiddy porn.

N's family believes he is out of touch with reality and has what they call "irrational perceptions, in that none of this his fault, blames others and has no remorse for actions and rationalizes everything.

D purchased a large knife and ball and chain on line, his mother took it away, he found it and denied he had it and a cousin told her D hid it."

[All Cases including Repeat Offenders\12-308-VS; Position: 206 - 208; Created by: MBF; 12/18/2021 11:33; Weight score: 10]

4.5.8. Expresses regret or remorse

1.

"D believed the mattress burn occurred at night

The family dog died recently, but D reportedly did not show sadness about it and told his mother, "You eat cow, and you're not sorry about that." D has recently become vegetarian."

[All Cases including Repeat Offenders\12-308-VS; Position: 191 - 192; Created by: MBF; 12/18/2021 11:31; Weight score: 10]

2.

"D is a sixteen year-old Caucasian male who looked younger than his stated age and was dressed in only his boxer shorts. He apologized and excused himself to dress and participated for the interviewing process. His eye contact was fair."

[All Cases including Repeat Offenders\12-308-VS; Position: 212 - 212; Created by: MBF; 12/18/2021 11:42; Weight score: 10]

3.

"The relationship between the frequent moves by the family and D's symptoms and behaviors has been noted. D presented as having remorse for his actions. He currently has an open case with Lehigh County OCYS."

[All Cases including Repeat Offenders\13-346-JR; Position: 188 - 188; Created by: MBF; 12/18/2021 11:36; Weight score: 10]

4.5.9. Adjustment disorder

1.

"Yes, she goes to counselling at Preventive Measures and she is on meds

PDD NOS; Impulse Control Disorder; Adjustment Disorder"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 148 - 149; Created by: MBF; 12/18/2021 14:17; Weight score: 10]

2.

"Ms. WH reported that C has stolen or shoplifted, mostly from family

Ms. WH reported that C is in counseling, and has a diagnosis of ADHD, ODD, Pervasive Developmental Disorder, NOS, Impulse Control Disorder, and Adjustment Disorder."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 200 - 201; Created by: MBF; 12/18/2021 14:17; Weight score: 10]

4.5.10. Hurts Self

4.5.11. Child Tantrums

1.

"For certain things he will say no and he will just sit there.

Yes, he will cry or scream into his pillow or listen to music.

Yes, He has gotten into fights, triggers are when people make fun of him and they come at him he will fight."

[All Cases including Repeat Offenders\19-545-JR; Position: 128 - 130; Created by: MBF; 12/18/2021 11:04; Weight score: 10]

2.

"Ms. KO reported that B will say no to certain things and he will just sit there.

Ms. KO reported that B will cry or scream when he is not permitted to do things he wants.

Ms. KO reported that the family has had at least six more referrals to Children and Youth."

[All Cases including Repeat Offenders\19-545-JR; Position: 177 - 179; Created by: MBF; 12/18/2021 11:04; Weight score: 10]

4.5.11.1. Child will yell & scream

4.5.12. Fear

1.

"fear"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 42 - 43; Created by: MBF; 12/18/2021 14:40; Weight score: 10]

2.

"He was guarded with his answers to the point of being reluctant to answer. D seemed to fear giving answers to questions perhaps thinking there would be a consequence attached to his answers."

[All Cases including Repeat Offenders\13-339-TL; Position: 191 - 191; Created by: MBF; 12/18/2021 14:40; Weight score: 10]

4.5.13. Mood Disorder

1.

"Ms. KO reported that B was held back in 1st grade.

Ms. KO reported that B has ADHD, Oppositional Defiant Disorder, Depressive Mood Disorder, Anxiety Disorder and is on the Autism Spectrum.

Ms. KO reported that B has had detentions and in-school suspensions for defiance to authority figures."

[All Cases including Repeat Offenders\19-545-JR; Position: 167 - 169; Created by: MBF; 12/18/2021 13:35; Weight score: 10]

4.5.14. Anxiety

1.

"The writer used an instrument (Massachusetts Youth Screening Instrument) to assess thought disturbances, anxiety, anger or agitation, suicidal ideations, and trauma, which scored low for all fields with the exception of trauma."

[All Cases including Repeat Offenders\10-219-DA; Position: 110 - 110; Created by: MBF; 12/18/2021 13:38; Weight score: 10]

2.

"anxiety"

[All Cases including Repeat Offenders\11-285-TK; Position: 136 - 136; Created by: MBF; 12/18/2021 13:38; Weight score: 10]

3.

"D's father reported that he sees Dr. Gomez as well and has been diagnosed with Schizoaffective Disorder, Bipolar, Anxiety and Severe Depression."

[All Cases including Repeat Offenders\13-339-TL; Position: 175 - 175; Created by: MBF; 12/18/2021 13:38; Weight score: 10]

4.

"Anxiety, anger and stress"

[All Cases including Repeat Offenders\13-346-JR; Position: 29 - 29; Created by: MBF; 12/18/2021 13:38; Weight score: 10]

5.

"Ms. JL admitted to frequent moves and that this may have contributed to D's anxiety and stress."

[All Cases including Repeat Offenders\13-346-JR; Position: 189 - 189; Created by: MBF; 12/18/2021 13:38; Weight score: 10]

6.

"DMDD, Autism Spectrum, and Anxiety Disorder"

[All Cases including Repeat Offenders\19-545-JR; Position: 126 - 126; Created by: MBF;
12/18/2021 13:38; Weight score: 10]

7.

"Ms. KO reported that B has ADHD, Oppositional Defiant Disorder, Depressive Mood Disorder, Anxiety Disorder and is on the Autism Spectrum."

[All Cases including Repeat Offenders\19-545-JR; Position: 168 - 168; Created by: MBF;
12/18/2021 13:38; Weight score: 10]

4.5.15. Depression

1.

"D's father reported that he sees Dr. Gomez as well and has been diagnosed with Schizoaffective Disorder, Bipolar, Anxiety and Severe Depression."

[All Cases including Repeat Offenders\13-339-TL; Position: 175 - 175; Created by: MBF;
12/18/2021 13:38; Weight score: 10]

4.5.16. Nightmares

1.

"My son or daughter has nightmares."

[All Cases including Repeat Offenders\13-339-TL; Position: 98 - 98; Created by: MBF;
12/18/2021 16:15; Weight score: 15]

4.5.17. Loneliness

4.5.17.1. Has no friends

1.

"He presented as having no remorse for his actions; however, his mother reports a diagnosis as on the autistic spectrum which may be influencing his lack of emotionality. He had no friends with the exception of those on social media."

[All Cases including Repeat Offenders\11-285-TK; Position: 187 - 187; Created by: MBF;
12/18/2021 15:35; Weight score: 15]

2.

"Yes, he's a loner

He has no friends but in school he says he does"

[All Cases including Repeat Offenders\12-308-VS; Position: 170 - 171; Created by: MBF;
12/18/2021 15:35; Weight score: 15]

3.

"He wears the same underwear for days and goes out without a coat. He is reclusive, has no friends, is intimidated by boys his age and "has a thing" with women."

[All Cases including Repeat Offenders\12-308-VS; Position: 174 - 174; Created by: MBF;
12/18/2021 15:35; Weight score: 15]

4.5.17.2. Has a best friend

1.

"Note: the full child interview was not completed due to the client's age:

C's best friend is aunt Nu Nu, who is four years old

C reported she was alone at the "old house" (where she lived with her mom)"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 91 - 93; Created by: MBF; 12/18/2021 12:09; Weight score: 15]

2.

"Yes, I bullied kids when I was in the 3rd and 4th grade, I just fought anyone I did not care.

Yes, best friend is Jason and Anthony

Play basketball and Fortnite"

[All Cases including Repeat Offenders\19-545-JR; Position: 19 - 21; Created by: MBF; 12/18/2021 12:09; Weight score: 15]

4.5.17.3. Has friends

1.

"Yeah, I love my friends"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 20 - 22; Created by: MBF; 12/18/2021 11:53; Weight score: 15]

2.

"I actually don't know any of his friends"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 161 - 161; Created by: MBF; 12/18/2021 11:51; Weight score: 15]

3.

"No...I never actually lit a bonfire or a big fire

Well, when I get my X Box, I would talk to my friends

Uh, yeah but there is always fighting"

[All Cases including Repeat Offenders\12-308-VS; Position: 66 - 68; Created by: MBF; 12/18/2021 11:53; Weight score: 15]

4.

"I have five friends in the neighborhood.

I like to play video games, play football and basketball with my friends.

I get along with all of my friends.

No"

[All Cases including Repeat Offenders\13-339-TL; Position: 18 - 21; Created by: MBF; 12/18/2021 11:53; Weight score: 15]

5.

"Easton Area

I like going to school to see my friends and I do not like the teachers at school.

85-Fluency, 73-English, 88-History, 56-Science, 67-Math"

[All Cases including Repeat Offenders\14-396-OG; Position: 12 - 14; Created by: MBF; 12/18/2021 11:53; Weight score: 15]

4.5.17.4. Has few friends

1.

"Ms. WH reported that C has few friends and gets picked on by others."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 199 - 199; Created by: MBF; 12/18/2021 11:50; Weight score: 15]

2.

"C has few friends; she has imaginary friends"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 98 - 98; Created by: MBF; 12/18/2021 11:50; Weight score: 15]

3.

"AE reported C has few friends; he gets picked no by others"

[All Cases including Repeat Offenders\11-285-TK; Position: 181 - 181; Created by: MBF; 12/18/2021 11:50; Weight score: 15]

4.

"He presented as having no remorse for his actions; however, his mother reports a diagnosis as on the autistic spectrum which may be influencing his lack of emotionality. He had no friends with the exception of those on social media. He was not consistently supervised when at home."

[All Cases including Repeat Offenders\11-285-TK; Position: 187 - 187; Created by: MBF; 12/18/2021 12:07; Weight score: 15]

5.

"Yes, he's a loner

He has no friends but in school he says he does

No...one of them is on antidepressants"

[All Cases including Repeat Offenders\12-308-VS; Position: 170 - 172; Created by: MBF; 12/18/2021 12:07; Weight score: 15]

6.

"He wears the same underwear for days and goes out without a coat. He is reclusive, has no friends, is intimidated by boys his age and "has a thing" with women. I think he may become a wife-beater."

[All Cases including Repeat Offenders\12-308-VS; Position: 174 - 174; Created by: MBF; 12/18/2021 12:07; Weight score: 15]

7.

"D reportedly has few friends, and may have been bullied in school"

[All Cases including Repeat Offenders\12-308-VS; Position: 203 - 203; Created by: MBF; 12/18/2021 11:50; Weight score: 15]

8.

"F's grandmother reported that F has few friends."

[All Cases including Repeat Offenders\14-396-OG; Position: 195 - 195; Created by: MBF; 12/18/2021 11:50; Weight score: 15]

4.5.17.5. Likes to be left alone

1.

"Sometimes I feel like I want to be alone and sometimes I want to be with other people."

"Yeah, I don't want to talk about it".

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-279-JA; Position: 22 - 24; Created by: MBF; 12/18/2021 09:16; Weight score: 10]

2.

"This statement demonstrated that, on some level the client wants to have more control over her responses to unpleasant or anger provoking situations. M now prefers to be with other kids, which is a different response from the previous assessment which she responded that she wants to be alone. M continues to report having A grades of in most classes with the exception of math, which is different again from the previous interview in which math was reported as her best subject."

[All Cases including Repeat Offenders\10-219-DA; Position: 110 - 110; Created by: MBF; 12/18/2021 09:16; Weight score: 10]

4.5.17.6. Was Alone when fire was set

1.

"I was scared and I called Nu Nu

At the old house...I was alone (looked sad)

https:"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 36 - 38; Created by: MBF; 12/18/2021 09:16; Weight score: 10]

2.

"C's best friend is aunt Nu Nu, who is four years old

C reported she was alone at the "old house" (where she lived with her mom)

C reported she did not like being home"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 92 - 94; Created by: MBF; 12/18/2021 09:16; Weight score: 10]

3.

"I was alone"

[All Cases including Repeat Offenders\10-219-DA; Position: 42 - 44; Created by: MBF; 12/18/2021 09:16; Weight score: 10]

4.

"The client reported the fires occurred within a narrow span of time, over the winter months from around the Christmas holiday 2009 through January 2010. In all instances the client was alone when the fires were set and reported using a fire stick for all fire setting incidents. There is a conflict in the item that was first set on fire, as the client indicated it was a plant; however, the report indicated an ornament was set on fire."

[All Cases including Repeat Offenders\10-219-DA; Position: 108 - 108; Created by: MBF; 12/18/2021 09:16; Weight score: 10]

5.

"The incident occurred in his room.

C was alone at the time of the incident; his mother was working

C recorded the incident on camera"

[All Cases including Repeat Offenders\11-285-TK; Position: 169 - 171; Created by: MBF; 12/18/2021 09:16; Weight score: 10]

6.

"No...the mattress I burned was 1.5 years ago.

I was alone

No one's...It was a mistake"

[All Cases including Repeat Offenders\12-308-VS; Position: 44 - 46; Created by: MBF; 12/18/2021 09:16; Weight score: 10]

7.

"At my friend's house.

I was alone.

Stepfamily (either birth parent remarried)"

[All Cases including Repeat Offenders\19-545-JR; Position: 97 - 99; Created by: MBF; 12/18/2021 09:16; Weight score: 10]

5. Substance Use & Abuse

5.1. Alcohol use

1.

"D reportedly has a history of lying, shoplifting and used drugs and/or alcohol."

[All Cases including Repeat Offenders\12-308-VS; Position: 204 - 204; Created by: MBF; 12/20/2021 08:05; Weight score: 10]

2.

"When asked about the mattress fire, he said that happened a long time ago. He admitted to smoking marijuana "once" and drank beer while in the care of a former stepfather "Bruno"."

[All Cases including Repeat Offenders\12-308-VS; Position: 212 - 212; Created by: MBF; 12/18/2021 15:39; Weight score: 15]

3.

"Does not use drugs or alcohol."

[All Cases including Repeat Offenders\13-339-TL; Position: 139 - 139; Created by: MBF; 12/20/2021 08:05; Weight score: 10]

4.

"Yes with his father

his biological father when he is drunk"

[All Cases including Repeat Offenders\19-545-JR; Position: 147 - 148; Created by: MBF; 12/18/2021 15:39; Weight score: 15]

5.

"Ms. KO reported that she spent three months in prison for a Retail Theft (felony).

Ms. KO reported that B has been emotionally and physically abused by his biological father when he is drunk."

[All Cases including Repeat Offenders\19-545-JR; Position: 185 - 186; Created by: MBF; 12/18/2021 15:39; Weight score: 15]

5.2. Marijuana use

1.

"C admits to shoplifting, and reports use of marijuana, cigarettes and alcohol"

[All Cases including Repeat Offenders\11-285-TK; Position: 168 - 168; Created by: MBF; 12/18/2021 16:53; Weight score: 15]

2.

"he gave it to me (the marijuana) ... just some kid"

[All Cases including Repeat Offenders\12-308-VS; Position: 42 - 42; Created by: MBF; 12/18/2021 16:53; Weight score: 15]

3.

"He has reportedly tested positive for marijuana and his mother found cough syrup in the ceiling of his basement bedroom."

[All Cases including Repeat Offenders\12-308-VS; Position: 184 - 184; Created by: MBF; 12/18/2021 16:53; Weight score: 15]

4.

"He recently tested positive for marijuana."

[All Cases including Repeat Offenders\12-308-VS; Position: 204 - 204; Created by: MBF; 12/18/2021 16:53; Weight score: 15]

5.

"He admitted to smoking marijuana "once" and drank beer while in the care of a former stepfather "Bruno"."

[All Cases including Repeat Offenders\12-308-VS; Position: 212 - 212; Created by: MBF; 12/18/2021 16:53; Weight score: 15]

6.

"He tended to rationalize smoking marijuana in that he added details such as statistics on how many youth smoke marijuana."

[All Cases including Repeat Offenders\12-308-VS; Position: 212 - 212; Created by: MBF; 12/18/2021 16:53; Weight score: 15]

5.3. Smoking cigarettes

1.

"Yes, from her (DR's) friend EN

No (found out from her mother she has smoked cigarettes)"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 34 - 35; Created by: MBF; 12/18/2021 16:51; Weight score: 15]

2.

"Fascination with fire in real life

She smoked cigarettes."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 157 - 158; Created by: MBF; 12/18/2021 16:51; Weight score: 15]

3.

"Ms. WH reported that there are candles used in the home

Ms. WH reported that she smokes cigarettes"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 194 - 195; Created by: MBF; 12/18/2021 16:51; Weight score: 15]

4.

"She reported that grandma was asleep when the incident(s) happened.

Ms. WH admitted that she smokes cigarettes"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 208 - 209; Created by: MBF; 12/18/2021 16:51; Weight score: 15]

5.

"C's mother signed C up for Early Intervention, "because I knew something was not right the way she acted."

Ms. WH reported that C admitted to smoking cigarettes, and was caught by the ICM smoking, and dropped the cigarette which caused some paper to burn on the shelf below the window."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 211 - 212; Created by: MBF; 12/18/2021 16:51; Weight score: 15]

6.

"She initially tried to be dishonest about what happened. For example, she denied smoking cigarettes when asked."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 215 - 215; Created by: MBF; 12/18/2021 16:51; Weight score: 15]

7.

"C's mother, Ms. White, was cooperative for the interviewing process. She reported that after her discovery of C smoking her cigarettes, she keeps the lighter on her at all times now, and C's therapist is aware of this behavior."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 216 - 216; Created by: MBF; 12/18/2021 16:51; Weight score: 15]

8.

"E's mother stated her husband still, sometimes, leaves his lighter laying around
When asked how the family uses fire, beyond her husband smoking cigarettes, E's mother stated they use candles and cook on the grill"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 145 - 146; Created by: MBF; 12/18/2021 16:51; Weight score: 15]

9.

"It wasn't a plan

I smoked cigarettes"

[All Cases including Repeat Offenders\11-285-TK; Position: 47 - 48; Created by: MBF; 12/18/2021 16:51; Weight score: 15]

5.4. Drug use

1.

"Alcohol: Jack Daniels Drugs: cigarettes and weed"

[All Cases including Repeat Offenders\11-285-TK; Position: 28 - 28; Created by: MBF; 12/18/2021 15:37; Weight score: 15]

2.

"He's on Abilify and was taking Celexa. He lost his father to drugs in January (his dad reportedly lost his job and left home January of 2011; mother suspects drug abuse)"

[All Cases including Repeat Offenders\11-285-TK; Position: 137 - 137; Created by: MBF; 12/18/2021 15:37; Weight score: 15]

3.

"Has there been an ongoing (chronic) crisis/problem in or child's life or in the family? His dad lost his job three years ago...I suspect he became a drug user."

[All Cases including Repeat Offenders\11-285-TK; Position: 154 - 154; Created by: MBF; 12/18/2021 15:37; Weight score: 15]

4.

"AE reported C was in trouble for inappropriate social media use, and shoplifting AE reports C's father "abandoned the family" earlier this year, having lost his job about three years ago, and she suspects he is using drugs"

[All Cases including Repeat Offenders\11-285-TK; Position: 184 - 185; Created by: MBF; 12/18/2021 15:37; Weight score: 15]

5.

"D also recorded a video of his smoking a soda can converted into what appeared to be a homemade hookah and burned money also. It was also reported that D has been purchasing male enhancement drugs, and also purchased a penile pump online."

[All Cases including Repeat Offenders\12-308-VS; Position: 184 - 184; Created by: MBF; 12/18/2021 15:37; Weight score: 15]

6.

"D reportedly has few friends and may have been bullied in school

D reportedly has a history of lying, shoplifting and used drugs and/or alcohol."

[All Cases including Repeat Offenders\12-308-VS; Position: 203 - 204; Created by: MBF; 12/18/2021 15:37; Weight score: 15]

7.

"D is reportedly fascinated with unusual fantasies. He purchased a penile pump, male enhancing drugs, and is reportedly suspected of viewing rape porn and kiddy porn."

[All Cases including Repeat Offenders\12-308-VS; Position: 206 - 206; Created by: MBF; 12/18/2021 15:37; Weight score: 15]

8.

"Mother said there has been six or more referrals but all closed. The step-father called children and youth and told them that mother was doing drugs."

[All Cases including Repeat Offenders\19-545-JR; Position: 131 - 131; Created by: MBF; 12/18/2021 15:38; Weight score: 15]

9.

"Ms. KO reported that the family has had at least six more referrals to Children and Youth.

Ms. KO reported that B's step-father made a report to children and youth that mother she was using drugs."

[All Cases including Repeat Offenders\19-545-JR; Position: 179 - 180; Created by: MBF; 12/18/2021 15:38; Weight score: 15]

10.

"Ms. KO reported that B will lie for "stupid things".

Ms. KO reported that B's biological father is a drug user; heroin and methamphetamine."

[All Cases including Repeat Offenders\19-545-JR; Position: 182 - 183; Created by: MBF; 12/18/2021 15:38; Weight score: 15]

6. Family Factors

6.1. Family disruption

6.1.1. Loss

1.

"E's mother has a history of fire – she experienced 3 house fires one of which was set by her mother's boyfriend and resulted in the loss of their 5-bedroom home."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 144 - 144; Created by: MBF; 12/23/2021 18:04; Weight score: 10]

6.2. Abuse

6.2.1. Trauma

1.

"L has experienced a significant amount of trauma in the early years of his life, including physical, sexual and mental abuse by his family (Mother and older brothers), and family friends."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-279-JA; Position: 151 - 151; Created by: MBF; 12/23/2021 17:58; Weight score: 10]

2.

"It is recommended that L continue in trauma-based therapy with a therapist who specializes in children with a history of trauma and fire setting."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-279-JA; Position: 154 - 154; Created by: MBF; 12/23/2021 17:59; Weight score: 10]

3.

"The writer used an instrument (Massachusetts Youth Screening Instrument) to assess thought disturbances, anxiety, anger or agitation, suicidal ideations, and trauma, which scored low for all fields with the exception of trauma."

[All Cases including Repeat Offenders\10-219-DA; Position: 110 - 110; Created by: MBF; 12/23/2021 17:59; Weight score: 10]

4.

"The questions of trauma are directed for the client to respond if any trauma occurred at any time in the client's life and is not time limited."

[All Cases including Repeat Offenders\10-219-DA; Position: 110 - 110; Created by: MBF; 12/23/2021 17:59; Weight score: 10]

5.

"F's grandmother reported that F has sometimes experienced trauma in her life in the past year."

[All Cases including Repeat Offenders\14-396-OG; Position: 194 - 194; Created by: MBF; 12/23/2021 17:58; Weight score: 10]

6.

"F seemed to make light of the trauma that has been part of her life since birth."

[All Cases including Repeat Offenders\14-396-OG; Position: 201 - 201; Created by: MBF; 12/23/2021 17:58; Weight score: 10]

6.2.2. No supervision

6.2.3. Child punished - Grounded

6.2.4. Witnessed mother having sex

6.2.5. Sex offender

1.

"At no time did **D** indicate any remorse for his actions.

Based on the incidents reported by the parent and **stepparent**, and the interviews, it is highly recommended that **D** be evaluated for the potential as a sex offender. Based on the outcome and also his history, especially in light of the incident where **D** reportedly had stored butane fluid and 10 lighters, and another incident where he turned on all the gas jets on the stove, it is also highly recommended that **D** be referred to a facility such as Abraxas Youth Center to provide a secure setting to address his fire setting behavior and if recommended, to provide treatment based on the outcome of the sex offender evaluation. "

[All Cases including Repeat Offenders\12-308-VS; Position: 212 - 214; Created by: MBF; 12/18/2021 16:56; Weight score: 15]

6.2.6. Substance abuse

6.2.7. Emotional abuse

1.

"**F**'s grandmother reported that there has been emotional abuse in the family by **KM** (**F**'s mother) and **A**'s father."

[All Cases including Repeat Offenders\14-396-OG; Position: 185 - 185; Created by: MBF; 12/18/2021 17:03; Weight score: 20]

6.2.8. Physical abuse

1.

"**C** admitted to smoking more than two but less than 10 cigarettes.

Ms. **WH** reported that **C** has witnessed domestic violence to her by her **ex-paramours**, including emotional and physical abuse."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 212 - 214; Created by: MBF; 12/18/2021 17:03; Weight score: 20]

2.

"Ms. **JL** reported there were times when they struggled financially.

Ms. **JL** admitted to being a victim of physical abuse by an ex-boyfriend."

[All Cases including Repeat Offenders\13-346-JR; Position: 185 - 187; Created by: MBF; 12/18/2021 17:03; Weight score: 20]

3.

"**F**'s grandmother reported that there has been emotional abuse in the family by **KM** (**F**'s mother) and **A**'s father.

F's grandmother reported that there has been physical abuse by KM and A's father on the children and A's father would hit KM.

F's grandmother reported that she was raped by "F's biological father and he is presently serving a state sentence for this incident."

[All Cases including Repeat Offenders\14-396-OG; Position: 185 - 187; Created by: MBF; 12/18/2021 17:03; Weight score: 20]

6.2.9. Sexual abuse

1.

"E's mother stated E's life has been "less stable" the past year – new house, new baby, step father

E's mother suffers from a history of physical and sexual abuse

E's mother states she is willing to participate in fire safety education"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 154 - 156; Created by: MBF; 12/18/2021 17:02; Weight score: 20]

6.3. Fear of abandonment

6.4. Worry

6.5. Home is fun

6.6. Adopted

6.7. Foster Care

1.

"Up until about a year ago – we were less stable – Pretty good since March 2013, I got E back from foster in August 2012"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 107 - 109; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

2.

"Additionally, it is recommended that C be enrolled in a Pre-K program to enhance social skills, develop age-appropriate relationships and be more prepared for Kindergarten. C may benefit from play therapy to foster processing of any past issues, especially as it is non-threatening and appropriate for children who have not fully attained abstract thinking and language skills."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 113 - 114; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

3.

"... checking my room." Uncle W (like a foster father to C)"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 56 - 57; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

4.

"Just the lighter that I know of and apparently at his last foster home "

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 156 - 158; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

5.

"C came for an initial assessment on 11/23/11 at 2:40pm with his Foster Mother CB. C and CB then returned for the Firesetter Assessment on"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 172 - 173; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

6.

"... bathroom carpet and the smoke alarm going off when C was lighting a personal object on fire in his bedroom at his current Foster Mother's home. The referral was made by Deb"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 176 - 177; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

7.

"Children and Youth.

There were four fires reported by C's Foster Mother and Children and Youth Caseworker."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 179 - 181; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

8.

"The second consisted of C lighting something on fire in the bathroom garbage can around 9/2011 at his previous foster home. The most two recent instances of fire setting took place at his current foster mother's house where he burned the carpet in the bathroom and a personal object of his in his room."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 182 - 185; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

9.

"No injury has resulted from the fires set by C.

Concerning the adult supervision and parent questionnaire, C's current foster mother displayed a good amount of knowledge pertaining to C's behaviors and tendencies in"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 196 - 198; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

10.

"My foster family's"

[All Cases including Repeat Offenders\10-219-DA; Position: 26 - 28; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

11.

"I watched, then I told the foster parents."

[All Cases including Repeat Offenders\10-219-DA; Position: 46 - 48; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

12.

"I told the foster parents."

[All Cases including Repeat Offenders\10-219-DA; Position: 49 - 51; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

13.

"My foster parents"

[All Cases including Repeat Offenders\10-219-DA; Position: 58 - 60; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

14.

"I was in KidsPeace before here. Before that I was in foster homes...in two of them I was abused.

(Client stated on a scale of 1-10 on how safe she felt with foster families or adults in a home she said "zero".

My foster family had an electric stove...we had candles.

I was eleven."

[All Cases including Repeat Offenders\10-219-DA; Position: 73 - 76; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

15.

"The second reported incident occurred two (2) hours later and involved a bathroom towel. The client reportedly used a fire stick to light the towel while the family was downstairs and reportedly told the foster father right away. In both incidents the fire department was not called."

[All Cases including Repeat Offenders\10-219-DA; Position: 108 - 108; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

16.

"M presented as having a mistrust of adult who have cared for her, particularly in a home setting. On a scale of one to ten, with one as feeling least safe and ten feeling the safest with adult caregivers, M ranked her current placement as five, whereas her former foster homes she ranked as zero. She reported relating better to older children."

[All Cases including Repeat Offenders\10-219-DA; Position: 110 - 110; Created by: MBF; 12/19/2021 19:49; Weight score: 10]

6.7.1. Foster Home

1.

"foster home"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 157 - 157; Created by: MBF; 12/19/2021 19:48; Weight score: 10]

2.

"can around 9/2011 at his previous foster home."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-280-TB; Position: 183 - 183; Created by: MBF; 12/19/2021 19:48; Weight score: 10]

6.8. Child got in trouble

1.

"AE reported C has threatened to hurt himself in the past, expresses sadness or withdrawal, and has trouble staying on one topic at a time

AE reported C was in trouble for inappropriate social media use, and shoplifting

AE reports C's father "abandoned the family" earlier this year, having lost his job about three years ago, and she suspects he is using drugs"

[All Cases including Repeat Offenders\11-285-TK; Position: 183 - 185; Created by: MBF; 12/18/2021 13:09; Weight score: 10]

2.

"No...that was a while ago

I don't have one miss...I bought a dirt bike online and got in trouble for that

My dad burned me with a cigarette"

[All Cases including Repeat Offenders\12-308-VS; Position: 92 - 94; Created by: MBF; 12/18/2021 13:09; Weight score: 10]

3.

"D believes he has been bullied "a couple of years ago"

N, when asked if he would be in trouble for having burned the mattress, he said, "not really 'coz I didn't know she (mom) was going to check."

D believed the mattress burn occurred at night"

[All Cases including Repeat Offenders\12-308-VS; Position: 189 - 191; Created by: MBF; 12/18/2021 13:09; Weight score: 10]

6.9. Parent has no control over child

1.

"She has threatened or attempted to hurt herself in the past

Ms. WH reported that she sometimes feels like she has no control over C"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 202 - 203; Created by: MBF; 12/18/2021 13:46; Weight score: 10]

2.

"I feel like I have no control over my son or daughter"

[All Cases including Repeat Offenders\13-346-JR; Position: 104 - 105; Created by: MBF; 12/18/2021 13:46; Weight score: 10]

6.10. Child was yelled at

1.

"They got angry, they yelled at me."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-279-JA; Position: 49 - 51; Created by: MBF; 12/18/2021 10:51; Weight score: 10]

2.

"The first ball he threw out the window so that's when I saw it, I was sitting in the living room. I ran upstairs, yelled at him and took the matches away. He decided to dig in his Grandmother's things and tried to burn the house."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-279-JA; Position: 87 - 87; Created by: MBF; 12/18/2021 10:51; Weight score: 10]

3.

"They (bio mom and [stepdad](#)) separated for two weeks but got back together

When I get yelled at or there is a lot of tension, I get upset"

[All Cases including Repeat Offenders\12-308-VS; Position: 69 - 71; Created by: MBF; 12/18/2021 10:51; Weight score: 10]

4.

"He tended to rationalize smoking marijuana in that he added details such as statistics on how many youth smoke marijuana. [N](#)'s responses are consistent with seeing himself more as a victim, in that he said his mother picks on him, he likes being at home but "...there is always fighting", and he feels stressed "...when I'm getting yelled at or there is a lot of tension." These responses would be consistent with the parents' perception that [D](#) takes no responsibility for his actions and rationalizes everything. [D](#) admitted he didn't confess to the [mattress](#) incident because he "...didn't know mom was going to check.""

[All Cases including Repeat Offenders\12-308-VS; Position: 212 - 212; Created by: MBF; 12/18/2021 10:51; Weight score: 10]

6.11. Family moved frequently

1.

"No...we are in a new place (just moved). We move a lot"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 80 - 80; Created by: MBF; 12/23/2021 17:51; Weight score: 0]

2.

"Ms. [WH](#) reported that [C](#) fights with others and argues with parents and caregivers

Ms. [WH](#) admitted that the family has moved frequently"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 196 - 197; Created by: MBF; 12/18/2021 14:03; Weight score: 10]

3.

"D's father reported that the family is involved with Northampton County Children and Youth. D's father reported that the family recently moved from Bethlehem to Easton after his living arrangements came into question by Northampton County Children and Youth as he was living in a two-room apartment with his son, 2 daughters and himself."

[All Cases including Repeat Offenders\13-339-TL; Position: 182 - 183; Created by: MBF; 12/18/2021 14:05; Weight score: 10]

4.

"Ms. JL reported that D fights with his brothers and sisters and argues with his caregivers

Ms. JL reported that the family has moved frequently"

[All Cases including Repeat Offenders\13-346-JR; Position: 176 - 177; Created by: MBF;
12/18/2021 14:03; Weight score: 10]

7. School-related Factors

7.1. Child involved in sports-related activities

7.2. School is fun

1.

"I don't know".

"It's fun there"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\11-279-JA; Position: 65 - 67; Created by: MBF; 12/19/2021 20:27; Weight score: 10]

7.3. IEP/504

1.

"I tried to get her an IEP but the school gave her a 504 because academically she is achieving

Impulsive and disruptive"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 144 - 146; Created by: MBF; 12/18/2021 11:27; Weight score: 10]

2.

"Ms. WH reported that C has special education needs. She has a 504 plan at school but should have an IEP according to her. C reportedly gets on red, yellow or orange frequently, and Ms. WH gets called in to school"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 198 - 198; Created by: MBF; 12/18/2021 11:27; Weight score: 10]

3.

"He has an IEP, I think he is in special education classes

Attention issues"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 84 - 86; Created by: MBF; 12/18/2021 11:27; Weight score: 10]

4.

"E's mother stated that E is bullied at times by the neighborhood kids and told of a story in which they dared E to eat worms, and he did

E has an IEP and has been suspended from school for 3 days last school year for taking a knife into school

E's mother stated E is cruel to animals he will be physically aggressive with them, he hits and kicks dogs"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 149 - 151; Created by: MBF; 12/18/2021 11:27; Weight score: 10]

5.

"He is in 6th grade with an Individualized Educational Plan.

Emotional Support and receives speech and occupational therapy."

[All Cases including Repeat Offenders\13-339-TL; Position: 124 - 126; Created by: MBF; 12/18/2021 11:26; Weight score: 10]

6.

"D's father reported that D is in an Emotional Support Class and gets speech and occupational therapy.

D's father reported that D has an Individualized Educational Plan at school.

D's father reported that D has had problems at school by swearing and getting into a fight at school."

[All Cases including Repeat Offenders\13-339-TL; Position: 167 - 169; Created by: MBF; 12/18/2021 11:26; Weight score: 10]

7.

"ADHD- Reading is lowest grade. He does have a 504 plan and they are testing him for an Individualized Educational Plan (IEP). He has gotten into trouble at school for not following directions and defiance to authority."

[All Cases including Repeat Offenders\19-545-JR; Position: 121 - 121; Created by: MBF; 12/18/2021 11:26; Weight score: 10]

8.

"ADHD- Reading is lowest grade. He does have a 504 plan and they are testing him for an Individualized Educational Plan (IEP). He has gotten into trouble at school for not following directions and defiance to authority."

[All Cases including Repeat Offenders\19-545-JR; Position: 140 - 140; Created by: MBF; 12/18/2021 11:26; Weight score: 10]

9.

"Ms. KO reported that B has had detentions and in-school suspensions for defiance to authority figures.

Ms. KO reported that B has a 504 plan at the present time, but they are testing him for an Individualized Educational Plan (IEP).

Ms. KO reported that B is impulsive."

[All Cases including Repeat Offenders\19-545-JR; Position: 169 - 171; Created by: MBF; 12/18/2021 11:26; Weight score: 10]

7.4. Disruptive in school

7.5. In-school detention

1.

"She got one in school detention because she was not paying attention."

[All Cases including Repeat Offenders\14-396-OG; Position: 121 - 121; Created by: MBF; 12/18/2021 17:09; Weight score: 10]

2.

"He has had six (6) detentions and four (4) In School Suspensions for defiance to authority."

[All Cases including Repeat Offenders\19-545-JR; Position: 122 - 122; Created by: MBF; 12/18/2021 17:09; Weight score: 10]

7.6. Special education

1.

"Ms. WH reported that C has special education needs."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 198 - 198; Created by: MBF; 12/18/2021 16:22; Weight score: 15]

2.

"He has an IEP, I think he is in special education classes"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 85 - 85; Created by: MBF; 12/18/2021 16:22; Weight score: 15]

3.

"AE reports C has special education needs and has been, and is currently in counseling"

[All Cases including Repeat Offenders\11-285-TK; Position: 180 - 180; Created by: MBF; 12/18/2021 16:22; Weight score: 15]

7.7. Defiance

1.

"I got 4 In School Suspensions for Disrespect and Defiance to Authority Figures."

[All Cases including Repeat Offenders\19-545-JR; Position: 15 - 15; Created by: MBF; 12/18/2021 17:18; Weight score: 10]

2.

"He has gotten into trouble at school for not following directions and defiance to authority."

[All Cases including Repeat Offenders\19-545-JR; Position: 121 - 121; Created by: MBF; 12/18/2021 17:18; Weight score: 10]

3.

"He has had six (6) detentions and four (4) In School Suspensions for defiance to authority."

[All Cases including Repeat Offenders\19-545-JR; Position: 122 - 122; Created by: MBF; 12/18/2021 17:18; Weight score: 10]

4.

"He has gotten into trouble at school for not following directions and defiance to authority."

[All Cases including Repeat Offenders\19-545-JR; Position: 140 - 140; Created by: MBF; 12/18/2021 17:18; Weight score: 10]

5.

"B reported that he has gotten detentions and in-school suspensions for defiance to authority figures and disrespect."

[All Cases including Repeat Offenders\19-545-JR; Position: 159 - 159; Created by: MBF; 12/18/2021 17:18; Weight score: 10]

6.

"Ms. KO reported that B has had detentions and in-school suspensions for defiance to authority figures."

[All Cases including Repeat Offenders\19-545-JR; Position: 169 - 169; Created by: MBF; 12/18/2021 17:18; Weight score: 10]

7.8. Detention

1.

"He has had six (6) detentions and four (4) In School Suspensions for defiance to authority."

[All Cases including Repeat Offenders\19-545-JR; Position: 122 - 122; Created by: MBF; 12/18/2021 17:12; Weight score: 10]

2.

"B reported that he has gotten detentions and in-school suspensions for defiance to authority figures and disrespect."

[All Cases including Repeat Offenders\19-545-JR; Position: 159 - 159; Created by: MBF; 12/18/2021 17:12; Weight score: 10]

3.

"Ms. KO reported that B has had detentions and in-school suspensions for defiance to authority figures."

[All Cases including Repeat Offenders\19-545-JR; Position: 169 - 169; Created by: MBF; 12/18/2021 17:12; Weight score: 10]

7.9. School Suspension or Expelled

1.

"No in-school or out of school suspensions."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 147 - 147; Created by: MBF; 12/18/2021 17:11; Weight score: 10]

2.

"Ms. JL reported that D has been suspended or expelled from school"

[All Cases including Repeat Offenders\13-346-JR; Position: 178 - 178; Created by: MBF; 12/23/2021 17:05; Weight score: 10]

3.

"Last year she liked to fight and got two out of school suspensions and had problems last year with not listening and not paying attention."

[All Cases including Repeat Offenders\14-396-OG; Position: 121 - 121; Created by: MBF; 12/18/2021 17:11; Weight score: 10]

4.

"F's grandmother reported that F liked to fight last year and had 2 out of school suspensions for her inability to pay attention."

[All Cases including Repeat Offenders\14-396-OG; Position: 177 - 177; Created by: MBF; 12/18/2021 17:11; Weight score: 10]

5.

"I got 4 In School Suspensions for Disrespect and Defiance to Authority Figures."

[All Cases including Repeat Offenders\19-545-JR; Position: 15 - 15; Created by: MBF; 12/18/2021 17:11; Weight score: 10]

6.

"He has had six (6) detentions and four (4) In School Suspensions for defiance to authority."

[All Cases including Repeat Offenders\19-545-JR; Position: 122 - 122; Created by: MBF; 12/18/2021 17:11; Weight score: 10]

8. Bullying or Been Bullied

8.1. Child hit or bullied others

8.2. Child was ridiculed by others/family

1.

"Yes, he will cry or scream into his pillow or listen to music.

Yes, He has gotten into fights, triggers are when people make fun of [him](#), and they come at him he will fight. When something happens at [school](#), he will have outbursts and punch things."

[All Cases including Repeat Offenders\19-545-JR; Position: 129 - 130; Created by: MBF; 12/19/2021 20:22; Weight score: 10]

8.3. Child has never been bullied

8.4. Child never bullied

8.5. Child has been bullied

1.

"[D](#) reports he likes to be by himself "sometimes"

[D](#) believes he has been bullied "a couple of years ago"

[N](#), when asked if he would be in trouble for having burned the [mattress](#), he said, "not really 'coz I didn't know she (mom) was going to check.""

[All Cases including Repeat Offenders\12-308-VS; Position: 188 - 190; Created by: MBF; 12/18/2021 13:03; Weight score: 10]

2.

"[D](#) has witnessed his parents arguing "sometimes"

[D](#) reportedly has few [friends and](#) may have been bullied in school

[D](#) reportedly has a history of lying, shoplifting and used drugs and/or alcohol."

[All Cases including Repeat Offenders\12-308-VS; Position: 202 - 204; Created by: MBF; 12/18/2021 13:03; Weight score: 10]

3.

"Yes, I like Math it is my favorite subject.

No I have not been bullied and I have not bullied anyone.

I have five friends in the neighborhood."

[All Cases including Repeat Offenders\13-339-TL; Position: 16 - 18; Created by: MBF; 12/18/2021 13:03; Weight score: 10]

4.

"Yes, he has Attention Deficit Hyperactivity Disorder and has had problems with being impulsive. He has been bullied and he hit another child after he hit him first.

He was suspended for 2 days after he hit another child."

[All Cases including Repeat Offenders\13-339-TL; Position: 127 - 128; Created by: MBF; 12/18/2021 13:03; Weight score: 10]

5.

"Sometimes

I have been bullied I was called names last year. I bully my brother by kicking him and hitting him."

[All Cases including Repeat Offenders\14-396-OG; Position: 18 - 19; Created by: MBF; 12/18/2021 13:03; Weight score: 10]

6.

"F reported that she has gotten into trouble in school for not listening and having two fights last school year.

F reported that she has been bullied by being called names last year in school.

F reported that she has bullied her half-brother by kicking and hitting him on occasion."

[All Cases including Repeat Offenders\14-396-OG; Position: 159 - 161; Created by: MBF; 12/18/2021 13:03; Weight score: 10]

7.

"Ms. KO reported that B's medications are Concerta, Remeron and Clonidine.

Ms. KO reported that B has been bullied a great deal from Kindergarten until 5th grade for being WH when he is African American and White.

Ms. KO reported that B does get into fights for people saying things about him."

[All Cases including Repeat Offenders\19-545-JR; Position: 174 - 176; Created by: MBF; 12/18/2021 13:03; Weight score: 10]

9. Juvenile detention

9.1. Arrested

1.

"Her mother is in jail. She has been arrested three times. She is 39"

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 83 - 83; Created by: MBF; 12/19/2021 20:06; Weight score: 15]

10. Interview-related themes

10.1. Good attention control

10.2. Would not cooperate

10.3. Cooperative

1.

"C is a seven-year-old female of mixed race who looked appropriated to her stated age and was dressed appropriately for the situation. She was alert and cooperative for the interview."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 215 - 215; Created by: MBF; 12/18/2021 13:56; Weight score: 10]

2.

"The relationship between her stress level, her separation from her mother and the fire setting at that age needs to be considered.

C's mother, Ms. WT, was cooperative for the interviewing process."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\15-431-JP; Position: 215 - 216; Created by: MBF; 12/18/2021 13:54; Weight score: 10]

3.

"Mrs. KE, E's biological mother, was cooperative for the interviewing process, once she was awake."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\13-329-DM; Position: 158 - 158; Created by: MBF; 12/18/2021 13:54; Weight score: 10]

4.

"Please refer to the Safety Check above for additional information.

The maternal grandmother/guardian, Ms. WT, was available and cooperative for the interview."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 111 - 112; Created by: MBF; 12/18/2021 13:55; Weight score: 10]

5.

"GG, who will be four years old this month, was interviewed; however, not all questions could be asked due to the age of the child. She was cooperative but easily distracted by external stimuli and had to be redirected several times."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 112 - 112; Created by: MBF; 12/18/2021 13:54; Weight score: 10]

6.

"M is a, eleven-year-old female of mixed race, who looked older than her stated age and was dressed appropriately for the situation. She was on time for the interview, polite and cooperative."

[All Cases including Repeat Offenders\10-219-DA; Position: 110 - 110; Created by: MBF; 12/18/2021 13:55; Weight score: 10]

7.

"His mood was mildly restricted and his affect congruent to his mood. He was cooperative and answered all questions."

[All Cases including Repeat Offenders\12-308-VS; Position: 212 - 212; Created by: MBF; 12/18/2021 13:54; Weight score: 10]

8.

"D is an 11-year-old Hispanic male who looks somewhat older than his age. D was cooperative but hesitant to begin the interview."

[All Cases including Repeat Offenders\13-339-TL; Position: 191 - 191; Created by: MBF; 12/18/2021 13:54; Weight score: 10]

9.

"He denied any suicidal or homicidal ideations."

D's father was present and cooperative for the interview."

[All Cases including Repeat Offenders\13-339-TL; Position: 191 - 192; Created by: MBF; 12/18/2021 13:55; Weight score: 10]

10.

"He appeared to be of average intelligence. He presented as having normal attention and concentration and was cooperative for the interviewing process."

[All Cases including Repeat Offenders\13-346-JR; Position: 188 - 188; Created by: MBF; 12/18/2021 13:54; Weight score: 10]

11.

"F is a twelve-year-old female who appeared much older than her stated age. F was cooperative throughout the interview but there were periods where she was apprehensive in her answers."

[All Cases including Repeat Offenders\14-396-OG; Position: 201 - 201; Created by: MBF; 12/18/2021 13:54; Weight score: 10]

12.

"Perhaps this may be a coping mechanism on her part to deal with all of it at her young age."

F's grandmother was cooperative for the interviewing process."

[All Cases including Repeat Offenders\14-396-OG; Position: 201 - 202; Created by: MBF; 12/18/2021 13:54; Weight score: 10]

13.

"Throughout much of the interview B did not answer many of the assessor's questions as his mother seemed to respond to many of the questions. When B did answer the questions posed, he was cooperative and engaged."

[All Cases including Repeat Offenders\19-545-JR; Position: 189 - 189; Created by: MBF; 12/18/2021 13:54; Weight score: 10]

14.

"The assessment was conducted at the Fire Department as B's mother was somewhat apprehensive to have it done in the home"

B's mother was engaged and cooperative throughout the interview process."

[All Cases including Repeat Offenders\19-545-JR; Position: 189 - 190; Created by: MBF; 12/18/2021 13:56; Weight score: 10]

10.4. eye contact

1.

"eye contact"

[All Cases including Repeat Offenders\12-308-VS; Position: 212 - 212; Created by: MBF; 12/18/2021 16:17; Weight score: 0]

10.5. Variable eye contact

10.6. Good eye contact

1.

"Her eye to eye contact was good."

[All Cases including Repeat Offenders\Repeat Offenders x Completed FSE\12-288-JP; Position: 112 - 112; Created by: MBF; 12/18/2021 16:17; Weight score: 15]

2.

"Her eye contact was good."

[All Cases including Repeat Offenders\10-219-DA; Position: 110 - 110; Created by: MBF; 12/18/2021 16:17; Weight score: 15]

3.

"His eye contact was good."

[All Cases including Repeat Offenders\13-346-JR; Position: 188 - 188; Created by: MBF; 12/18/2021 16:17; Weight score: 15]

10.7. Poor eye contact

11. Death

1.

"D believed the **mattress** burn occurred at night

The family dog died recently, but D reportedly did not show sadness about it and told his mother, "You eat cow, and you're not sorry about that.""

[All Cases including Repeat Offenders\12-308-VS; Position: 191 - 192; Created by: MBF; 12/18/2021 14:42; Weight score: 15]

2.

"My two grandfathers died a year ago of heart attacks."

[All Cases including Repeat Offenders\13-339-TL; Position: 74 - 75; Created by: MBF; 12/18/2021 14:42; Weight score: 15]

3.

"My son or daughter has nightmares.

(wakes up crying over my father his grandfather who died of a heart attack)"

[All Cases including Repeat Offenders\13-339-TL; Position: 98 - 99; Created by: MBF; 12/18/2021 14:42; Weight score: 15]

4.

"He gets bullied sometimes in the neighborhood as well as at school.

2 years ago my father died who he was close two and his other grandfather died 1 year ago."

[All Cases including Repeat Offenders\13-339-TL; Position: 148 - 149; Created by: MBF; 12/18/2021 14:42; Weight score: 15]

11.1. Death of a pet

Appendix G: BPN FYI Program's Basic Fire Safety Education Material



Fire & Youth Intervention

Fire Safety Education - Basic

One or Two Lessons for Ages 5-9, 30-60 Minutes in length



BURN PREVENTION NETWORK
FIRE & YOUTH INTERVENTION
EDUCATION – BASIC LEVEL, AGES 5-9

(Designed to be completed in one or two lessons, roughly 30 - 60 minutes long)

CONTENTS:

- Lesson Plans
- Resources /Student Activity Sheets
 - 1) "Good Fire/Bad Fire" Student Activity Sheet (Page 15)
 - 2) "Tools or Toys" Student Activity Sheet (Page 16)
 - 3) Novelty Lighter Display Sheet (Page 17)
- Parent Handouts
 - 1) "What to Look For" (Page 18)
 - 2) "The Fact Is..." (Page 19-20)
 - 3) "Fire Misuse- What You Can Do" (Page 21)
 - 4) "The Great Escape" Activity Sheet" (Page 22-23)
 - 5) "Home Safe Home" Checklist (Page 24)

(Prepare parent handout packets for each family prior to the start of the lesson)

OVERVIEW:

- Topics:
 - ◊ Matches & Lighters - Tools, not toys (Pages 4-5)
 - ◊ Good Fire/Bad Fire (Pages 6-7)
 - ◊ Home Escape (Pages 8-10)
 - ◊ Stop, Drop, Roll (Pages 11-12)
 - ◊ Calling 9-1-1 in an emergency (Pages 13-14)

GOALS:

- Distinguish between tools for adults toys for children; recognize lighters and matches as tools, not toys.
- Demonstrate what to do if youth finds matches or lighters.
- Give examples of beneficial uses of fire
- Demonstrate how to safely escape the home in the event of fire
- Demonstrate how to Stop, Drop, and Roll in the event of a clothing fire and how to appropriately call 9-1-1 in the event of an emergency.

SUGGESTIONS:

- Keep the session as interactive as possible! Lecture as little as possible. Ask lots of open-ended questions.
- As much as possible, try not to use "scare tactics".
- Fire service professionals serve as EXCELLENT role models for these kids. They will listen to you!!

STARTING THE SESSION: (prior to the lesson, print out all parent handouts, enough for one packet per family). Not all topics will need to be taught to every family; refer to your education referral form for topics as well as number of classes (as well as maximum length per class, based on the individual child).

INTRODUCE yourself, and allow the family to do the same. Ask the youth to explain why they (think they) are here. Explain what you will be talking to them about, and begin the lesson.

I) Matches & Lighters - Tools, not Toys!

MATERIALS:

- ♦ Samples of matches (books and boxes)
- ♦ Samples of lighters (regular, grill, novelty)
- ♦ Picture of novelty lighters (Included in this packet)
- ♦ "Tools or toys" activity sheet (Included in this packet)

BACKGROUND INFORMATION:

Matches, lighters and grill lighters are found in almost every home. Even for non-smokers, they serve many purposes. However, in the hands of children, they can be deadly. Children in this age range must be taught that these ignition sources are to be handled by adults only. They must follow safety rules when it comes to the safe use of matches and lighters.

Toys are designed for fun, recreational play. Tools are items that and objects that are designed to assist people to do their work. General rules for using tools safely are to use them for the job for which they were designed. Follow directions and safety instructions. The same is true for toys. Toys can be dangerous if children are not playing carefully.

There are many novelty lighters are on the market today. They are designed and marketed to appeal to children. (Included in this packet is a poster showing the many varieties of lighters). Students should be made aware of these lighters in case they find one, or if another child tempts them to play with one. Safety rules need to be established regarding ALL types of matches, lighters, and grill lighters. A good rule of thumb is that children who are too young to understand danger should tell a grown-up if they find these items. Older children can take the item to an adult.

Safe storage of these ignition items is extremely important. Store them high out of the reach of children and keep them in a tightly covered container. Remember that when guests come to visit, they may carry matches or lighters in coat pockets or purses. Hang coats and purses in a closet where children will not venture to look.

PROCEDURE:

- 1) Show the students various types of matches (books, boxes) and lighters (normal lighter, grill lighter, novelty lighter). Ask students what they are used for. (Lighting candles, grills, fireplaces, etc.) Ask them why they could be dangerous? (They could start unwanted fires if children play with them). Explain that lighters and Matches are TOOLS, NOT TOYS.

TOOLS are items designed to assist people to do their work. Toys are designed for fun and play. Ask the children to list some types of tools. Talk about what they are used for (hammer for driving nails, saw for cutting things, etc) and emphasize that each tool has a particular job, just like a lighter or match has the job of making a (safe) fire. Explain that tools have safety rules that grown ups follow so they don't get hurt when they use them. Ask the students to think of some safety rules for the tools you've discussed (safety goggles, hard hat, etc.)

In regard to matches and lighters, ask the children why only grown-ups should handle them (because they are tools!) Discuss safety rules adults follow when using matches and lighters.

Discuss with the students where they might find matches and/or lighters. (At home, in drawers or cabinets, outdoors, in an adults pocket or purse). Establish that younger children (roughly 5-7 y.o.) should TELL a grown up if they find matches or lighters. Older children (over 7) can safely GIVE them to an adult. (Use your own judgment as to the maturity of the student(s) to determine if you should suggest they handle matches and lighters. (Ask children to name adults they could tell (parents, teachers, etc.)

Talk briefly about novelty lighters (show them the handout enclosed in this packet, or real examples if you have them). Explain that they are even more dangerous than regular lighters because they are designed to look like toys, but are actually tools that can set dangerous fires.

REINFORCEMENT:

Distribute the "tools or toys" worksheet (if you choose to use it) either to complete during class or to take home as homework (if there will be a second class).

2) Good Fire/Bad Fire

MATERIALS:

- ♦ "Good Fire Bad Fire" worksheet (Found on page 14)
- ♦ Chalk board or flip chart

BACKGROUND INFORMATION:

Fire is hot and can spread rapidly. Therefore, it can be very dangerous! It can destroy property and belongings and can cause injury or death. Fire also has many beneficial purposes, such as providing heat for homes or light during a power outage, for cooking, and in industry for making glass, steel, etc. Fire is often used to celebrate holidays with candles and fireworks. Therefore, fires can be GOOD or BAD. GOOD fires have three characteristics to be safe:

- 1) *They must be made by an adult*
- 2) *They must be made for a good reason*
- 3) *They must be made with safety precautions in mind.*

PROCEDURE:

1) Briefly talk about how some things are HOT and some things are COLD - ask students to list things in each category. (Write them down if you have access to a chalk board or white board). Cool things - refrigerator, rock - could get hot!, glass - could get hot!, etc.) Hot things - water (could be either hot or cold), candles, stove, matches, lighters, etc.) Ask what could happen if one of these things came into contact with something that could burn.

2) *Emphasize that some of these things we listed could be hot or cold, FIRE IS ALWAYS HOT.* Ask the students to look around the room, or think about their room at home, and name some things that can burn (curtains, paper, clothing, magazines, chairs, etc.) Stress that all fires happen when things get too close to things that can burn.

3) Ask the children if they think there is ever a time when a fire can be a "good" fire. Give the children various good and bad fire scenarios. Have the children stand if they think it is a "good" fire and sit down if they think it's a "bad" fire. Emphasize that fires are "good" when they are safely started by an adult for a specific reason. (Examples of "good fires" might be things like: fireplace or woodstove to heat your home; a safe candle to

light the room during a power outage; an adult cooking on a charcoal grill; examples of "bad" fires might be things like: forest fires; house fires; fires set in dumpsters or trash cans.)

REINFORCEMENT:

Distribute the "Good Fire? Bad Fire" worksheet (if you choose to use it) either to complete during class or to take home as homework (if there will be a second class).

3) Home Escape

MATERIALS:

- ♦ "The Great Escape" DVD or online video (optional)
- ♦ A working smoke alarm
- ♦ "The Great Escape" Activity Sheet (Found on page 17)
- ♦ Chalkboard or flipchart

BACKGROUND INFORMATION

More than half of fatal fires in homes occur when families are asleep. Having working smoke detectors on each level of your home and in sleeping areas increases your chances of survival by 50%, according to the NFPA. Planning and practicing a home escape plan will give family members the confidence to react properly in the case of a fire in their home.

In the event of a fire, you have about two and a half minutes to get out of your home safely. Contrary to what people might think, smoke will not awaken you. The toxins in the smoke actually have a reverse affect. Smoke is thick and black, not opaque as viewed on TV or in the movies. Smoke rises with the warm air currents. Most fire deaths are caused by smoke – not flames. Sleeping with the bedroom door closed is the best way to keep smoke from entering the bedroom in the case of fire. Smoke alarms should be dusted and vacuumed regularly, tested monthly, and the batteries replaced at least once a year. Never remove the batteries without immediately replacing them with fresh ones.

Knowing how to react quickly and properly in the event of a fire in the home is dependent upon everyone knowing the proper steps to take to escape. Families should make a diagram of the floor plan of their homes, including windows, doors, stairs and hallways. Identify two ways out of every room. Plan an outdoor meeting place where the family can gather once outdoors. This could be a neighbor's driveway, a corner mailbox or a telephone pole. Because of the toxins in the smoke that rise to the ceiling with the warm air currents, escape through smoke is best done by crawling low to the ground, and feeling along the wall to help with locating the nearest exit.

Emphasize that once outdoors, never go back into the burning home for any reason. Call 911 from a cell phone or a neighbor's phone, and wait at the meeting place for the fire service to arrive. It is important to tell the 911 operator and the first firemen on the scene whether or not everyone is accounted for. No one wants a fireman to risk his life going into a burning building to rescue someone who has safely escaped.

In a situation where there is no escape from a bedroom on a third floor, for example, there are steps to take to safely shelter in the room to await rescue. Feel the door to determine if it is hot. If it is hot, do not open it – flames could be on the other side. Place blankets or pillows at the base of the door and anywhere that smoke might enter the room. Stay low to the ground, and if there is no smoke outside the window, open the window and signal for help. If there is smoke outside the window, open it slightly and hang a sheet, shirt, etc. over the sill and close the window. If there is a cell phone in the room, call 911 and advise them of your location. Wait for rescue. Remind children never to hide under a bed or in a closet...firefighters won't be able to find them.

Finally, practice your escape plan just as children do in school. Time the escape. Make sure all windows can be opened, and allow children to practice opening them. Practice your escape plan at least once a year.

PROCEDURE:

1) Ask students if they have ever seen a TV show or movie about fire. Ask them what the smoke looked like. Ask if they could see people running through the smoke. Tell them that the real truth about smoke is that it is thick and black and deadly. In a fire, the smoke is hot and contains deadly poisons that will cause people to die if they breathe it. Tell the students that warm air rises toward the ceiling. Cooler air is near the floor. Since the smoke is hot, it rises toward the ceiling first.

2) Ask students if they think they would wake up if smoke was in the room. Remind them that most fires happen at night when people are asleep. If they sleep with their bedroom door open and there is a fire, the smoke could fill the room and they could die before they ever wake up. Show the students the smoke detector (alarm). Ask them if they remember what it is (you should have used this in an earlier lesson). Push the button on the smoke alarm, and ask students why they think it is so loud. Establish that smoke alarms save lives by detecting smoke and waking people to warn them of danger. Take the smoke detector apart to show the batteries and how the smoke detector works. Show students how to properly install the batteries. Write safety rules on the flipchart or chalkboard concerning smoke alarms. They can only save lives if they are working! Discuss why they should be placed on the ceiling, reminding students that smoke rises to the ceiling first. Ask them if they woke to find smoke in their bedroom if they should run through the smoke. (Remind them they may not be able to see where they are going, and if they breathe the smoke they could die). Discuss crawling low under smoke. Help them to determine why that is important, using the clues from what you just taught them.

3) Ask students if they have ever practiced a fire drill to escape a burning building. Those in school should respond affirmatively. Ask how many have planned and practiced a fire drill from their home. Ask them why they think it would be important to plan and practice a drill from their home. Ask how they would feel if they awoke from sleep to the sound of the smoke alarm (scared, frightened). Explain that knowing what to do when they are frightened in a scary situation can give them confidence to make the right choices. Show the DVD ("The Great Escape" - also available online at www.burnprevention.org) at this point. After showing the DVD, discuss all the important concepts presented in the video, and draw an example of an escape plan on the chalkboard.

4) If you choose not to use the DVD, continue by discussing how to plan a home escape. Draw a simple floor plan of a home on the chalkboard or on the flip chart. Discuss various scenarios of possible escapes or blocked escape routes to demonstrate the importance of having a primary and a secondary escape route. Diagram two possible exits from each room. Stress the importance of a family meeting place once outdoors; never go back inside for any reason; call 911 once outside from a cell phone or neighbor's house; etc. You can list the steps on a chalkboard or flip chart.

5) Discuss sheltering if escape from a room is not possible. Reinforce the concept that they should not hide. Remind them that it is important to practice their drill to be sure they would know what to do. Be sure windows that might provide an escape can be opened, and that they know how to open them.

REINFORCEMENT:

Distribute the "The Great Escape" worksheet. Assign each student and his/her family to diagram an escape from their home and practice it. If a second class will be held, ask the family to return the completed diagram next time and be prepared to talk about their experience practicing their escape!)

4) Stop, Drop, & Roll

BACKGROUND INFORMATION:

Clothing fires are among the leading causes of devastating burns to young children. A child's natural response, when their clothing catches fire, is to panic and run - a behavior that intensifies the fire and increases the severity of the burns. Children should be taught the skills of "Stop, Drop, Roll, Cool, & Call" to prevent serious burns in the case of clothing ignition. It is also important to teach them to prevent clothing fires in the first place!

MATERIALS:

- ♦ "Stop Drop Roll" DVD or online video from www.burnprevention.org (optional)
- ♦ Masking tape/felt ("pseudo-flames")
- ♦ Chalkboard or flip chart

PROCEDURE:

- 1) Explain to the children that they will learn several important fire and burn prevention lessons and skills that could save their life or perhaps someone else's life!
- 2) Ask the children what would happen if their clothing caught on fire (they would get burned; it would hurt; etc.) Ask the children to list ways that their clothing could catch on fire, write them on the chalkboard or flip chart) (Playing with matches or lighters; getting too close to an open flame - candle, campfire; playing with fireworks; getting too close to a grill; leaning across the lit burner of a stove) Discuss safety tips with children for each item listed.
- 3) Show the "Flick the Firefly - Stop, Drop, Roll" video if you choose to use it.
- 4) Ask the children if they know what to do if their clothing catches on fire - with a doll or stuffed animal, demonstrate as you discuss:

STOP - where you are - do not run! (Make sure children understand that running will provide the fire with more air and make it burn faster, causing a more severe burn)

DROP - to the ground or floor, right away. Don't worry about getting dirty or hurting yourself.

ROLL - BACK AND FORTH over the flame until the fire goes out. (The rolling back and forth takes the air away from the fire and makes it go out).

- 5) Ask students if they know that to do if their skin gets burned (or a friend gets burned). Ask the children what they should do if they or a friend gets burned. (What is the best way to take care of a burn?) - If they suggest ice, explain that ice causes additional damage to the already burned skin because it decreases the blood supply to the injury. If they suggest butter, first aid creams or ointments, etc., explain that these greasy substances will hold in the heat and cause more pain.
- 6) Explain that the best immediate first aid for a burn is to COOL the burn with COOL water (NOT cold) - Provide some "What if" scenarios to allow the children to identify various sources of water or cool liquids to cool the burn. (Faucet or hose; if they are not available, such as on a camping trip, a stream, or water/juice that has been packed for the trip).
- 7) Emphasize that the best thing to do is PREVENT clothing fires, and go over your list of safety tips from the start of the discussion.

REINFORCEMENT:

Allow children to practice Stop, Drop, Roll, by placing a piece of masking tape somewhere on their clothing and asking them to demonstrate the skill.

5) Calling 9-1-1 in an emergency

BACKGROUND INFORMATION:

Emergencies are life threatening situations that require the assistance and action of emergency service professionals such as police, fire and rescue officials. Examples of emergencies are: A person having a heart attack; someone being threatened with a weapon; a car accident with injuries; a person not breathing; a house fire, etc. Calling 911 for a non-emergency can slow down the response time of emergency vehicles to a real emergency.

Non-emergencies can range anywhere from false alarms, to a minor burn, to a neighborhood dog barking during the night. Statistics show that almost half of all 911 calls are for non-emergencies and/or crank calls. It is a crime in every state to call in a false alarm.

When a 911 dispatcher receives a call, he or she will request certain information from the caller such as: The nature of the emergency; name; address; condition of the victim, if there is one, such as whether the victim is breathing, etc.

In the case of a fire, the dispatcher will want to know if everyone escaped the burning building (which is why the meeting place is so important in a home escape plan). It is important that the caller remain calm, speak clearly, provide the information requested, and stay on the line until the dispatcher tells them to hang up.

MATERIALS:

- ♦ (2) Toy telephones or cell phones turned off
- ♦ Chalkboard/Flipchart

PROCEDURE:

- 1) Begin by discussing the home escape plan the student(s) completed for homework. Reinforce the concept of calling 911 *after they exit the burning building*. Remind the that a fire situation is an emergency situation. On the chalkboard or flip chart, make a list of emergency situations that would constitute a call to 911. Make another list of non-emergency situations. If the student is having trouble thinking of either situation, give them clues with scenarios, and help them to decide if it is an emergency (Is it life-threatening?). When listing the non-emergencies, help the student to determine who he/she might call or ask for help with that situation. Non-emergency example: You are playing in your backyard when your friend trips over a tree route and scrapes his knee and elbow. Who can you call for help? (A parent) What could you do? (Help to clean the scrape. Apply antiseptic ointment and a band aid.)
- 2) Explain to the student that a 911 operator will need certain information that will determine what emergency vehicle to dispatch (police, fire, ambulance). Using the telephones, have the student "call 911". You play the part of the 911 dispatcher and ask pertinent questions for the emergency. For example, in a fire emergency: "What is your emergency?" "Is everyone out of the house?" "Where do you live?" "What is your name?" "How old are you?" "Where is your family now?" "Is anyone hurt?" Allow different students to "call" with different emergencies to portray examples of medical and criminal emergencies. Explain that the 911 operator will dispatch the appropriate vehicles for the emergency. Remind students to stay on the line until the dispatcher tells them to hang up.

Wrap up the lesson(s) by asking if there are any questions for you.

Hand out the parent packets for them to take home.

Good Fire or Bad Fire?

Look at the pictures below. If you see a picture of a good fire, draw a circle around the picture. If you see a picture of a bad fire, draw an "X" over the picture. At the bottom, name three things that make a fire "good" by writing the word on the line that completes each sentence.



Three things that make a fire "good".

1. A fire must be started by a _____.
2. The fire must be for a good _____.
3. A fire must be started _____.

Choose from these words to complete the sentences above.

reason

safely

grown-up

TOOLS OR TOYS?

Look at the pictures below. If you see a picture of a tool, draw a circle around the picture. If you see a picture of a toy, draw a square box around the picture.





Lighters or toys?
 Can you tell the difference?
 Could a child?

For more information about the dangers of novelty lighters, visit:
www.oregon.gov/OSP/SFM



What to Look For: Signs A Child is Misusing Fire

A child or teenager may be misusing fire if you find:

- Lighters, matches, or fireworks in a child's room, pockets, or belongings
- Lighters, matches, aerosol sprays, fireworks, or flammable liquids (accelerants) in your home come up missing and/or are found in a different location than where an adult last left them
- Discarded lighters or matches in the garbage or yard
- Smell of smoke or something burning without a known source
- Unexplained burn/scorch marks or melted areas in carpeting, floors, toys, clothing, papers, furniture, waste baskets, closets, outdoor areas, grass, etc.
- Smell of gasoline, kerosene, alcohol-based gels, or other accelerants on a youth's clothing or in an area they have been playing
- Unusual items (or remains of unusual items) in the child's room or in other areas of your home or yard such as: toilet bowl cleaner, aluminum foil, plastic pop/soda bottles, candle/hobby/craft wicks, gunpowder, CO2 cartridges, etc.
- Videos or pictures of fire misuse on the youth's cell phone, computer, or online social media and video accounts

Even if a youth has not misused fire, they may be at a higher risk for future misuse if they:

- Show an extreme fascination or interest in fire
- Have observed others misusing fire (including adults)
- Frequently view online videos, blogs, or websites that have a focus on or display unsafe fire use
- Frequently play video games that involve fire balls, molotov cocktails, explosives, flame throwers, and other dangerous uses of fire



The Fact Is...

- Many youth incorrectly think that they can control the ignition sources (i.e. lighters, matches, fireworks, explosives, etc.) they misuse and the fires they set.
- Many parents believe their children "know better" than to play with fire, when in fact fire misuse by youth remains a serious and widespread problem.
- Even though most fires set by youth are started out of curiosity or experimentation (versus intentional malice), the damage they cause in terms of both economic and human costs is real and devastating.
- Children "playing" with fire is a very dangerous behavior. Each year, children "playing" (i.e. intentionally-set fires not included) with fire cause on average 56,300 fires, 110 deaths, and 880 civilian injuries. (NFPA 2011)
- These fires cost \$286 million in property damage each year in the United States. Not included in these astronomical costs are other expensive indirect costs, such as medical care, fire department response, lost wages or business, etc. (NFPA 2011)
- Data extrapolated from fire department records (which include both intentionally-set fires and fireplay) show that every year, approximately 187,000 reported fires are caused by youth. Even more alarming, due to lack of reporting it is likely that this number underestimates the actual number of youth-set fires by 300%. (NFPA 2009 - 2011)
- Approximately 40% of the fires that youth set in a home originate in the child's bedroom. Older children and teenagers are more likely to set fires outside or to other structures. (NFPA 2011)
- Fire is fast, hot, dark, and can quickly get out of hand. It can double in size every 30 - 60 seconds. This means your family may have less than 3 minutes to escape from your home.
- The dangerous, toxic smoke produced from fire can make breathing difficult, impair thinking, and cause you to lose consciousness. This means that it may be impossible for you and/or other family members to escape from your home.
- About 40% of the fires that kill young children less than 5 years old are started by kids "playing" with fire. (NFPA 2005)
- Fires that youth set to structures cause on average over \$22,600 in damages. (NFPA 2009)
- Choosing to misuse fire sets off an unstoppable chain of events with lasting consequences.
- Youth who misuse fire can be charged with a crime, may be prosecuted as an adult, and can have a permanent criminal record. Children under 18 years old account for nearly 50% of all arson arrests in the United States. (U.S. Department of Justice-FBI, 2000 - 2011)

- In many states, parents are held legally and financially responsible for their child's fire misuse.
- There are many reasons why youth misuse fire. It can be attributed to experimentation, curiosity, boredom, or peer-pressure. However, there are times when it is motivated by other things in a child's life. Fire misuse can be a sign that a child is struggling and needs additional support or help.
- No matter why a youth misuses fire, it is important to not ignore it and to get help. Trained professionals can assist and help provide additional support.
- Without appropriate intervention, many youth will continue to set fires throughout their lifetime placing themselves, family, neighbors, classmates, innocent bystanders, other citizens, first responders, and firefighters at high-risk for injury or death.

Sean's Story: My life torn apart by firesetting

Youth Firesetting Prevention and Intervention Toolkit



Youth and Fire Misuse: What You Can Do

Children and fire can be a dangerous and deadly combination. If you discover a child is misusing or has a fascination with fire, please do not ignore or minimize it. Get help by contacting a youth firesetting intervention program, burn center, or your local fire department. There are immediate things you can do to keep your family, home, and community safe. Educate the child on the proper uses of fire and the dangers of unsafe fire-related activities. Practice the following safety tips:

- All adults in the child's life need to take an active role in eliminating access to ignition (fire) sources and increasing supervision.
- Set a good example by using matches, lighters, and other fire sources in a safe and careful manner. Never misuse fire as a source of amusement. Children will imitate the behavior you show.
- Discuss the potential impact friends can have on misusing fire and ways to overcome peer pressure.
- Praise your child for showing responsible behavior and respect for fire.
- Calmly but firmly explain that matches and lighters are tools for adults only. Older children may only use them (after obtaining permission) in a safe manner and while under proper adult supervision.
- Inspect your home for ignition sources the child could access (e.g. candles, lit cigarettes, stoves, bonfires, BBQ grill lighters, fireplaces, pilot lights, fireworks, etc.) and remove or secure them:
 - Keep matches and lighters high out of the reach and sight of children, in a locked cabinet.
 - Using a combination lock to secure matches and lighters is better than using a keyed-lock, as the child may see where the key is kept.
 - Instruct any smokers in the home to completely extinguish smoking materials.
 - Remember, child-resistant lighters are not child-proof. They must be kept away from children.
 - Do not use candles unattended in the home; there are other flameless, fire-safe alternatives.
 - Remove stove knobs and securely store them when not in use.
 - BBQ grills, fireworks, fireplaces, candles, bonfires, and fire pits should only be used when there is constant adult supervision. When you are done using these items, extinguish them completely and remember to return any lighters/matches to a secured cabinet.
 - Keep accelerants, such as gasoline and propane, outside the home and locked up.
- If a child has been experimenting with or setting fires, adults need to regularly search the child, their bedroom, belongings, backpack, garage, yard, etc. for matches and lighters. For example:
 - Check the child's backpack and clothing when they come home.
 - Be on alert for lighters and matches obtained from outside the home.
 - Change how you do these searches (e.g. different rooms, different times of the day, etc.) so the child doesn't know when or where to expect the search and try to hide lighters/matches elsewhere.
 - Explain to the child that the reason these searches are occurring is because their fire misuse behavior is dangerous and must stop immediately.
- Install and maintain smoke alarms: Working smoke alarms save lives, cutting the risk of dying in a home fire in half. Make sure everyone in your home knows the sound, understands the warning, and knows how to respond to a smoke alarm that is alarming.
- Make a home escape plan. Discuss the fire escape plan with everyone in your household, and practice it at night and during the daytime at least twice a year.
- All caregivers, family members, household guests, and babysitters must be educated on the above safety recommendations and be committed to eliminating the child's access to lighters/matches and other fire sources. If the child stays at another household, educate the supervising adults.

To view additional safety tips, visit www.traumaburn.org

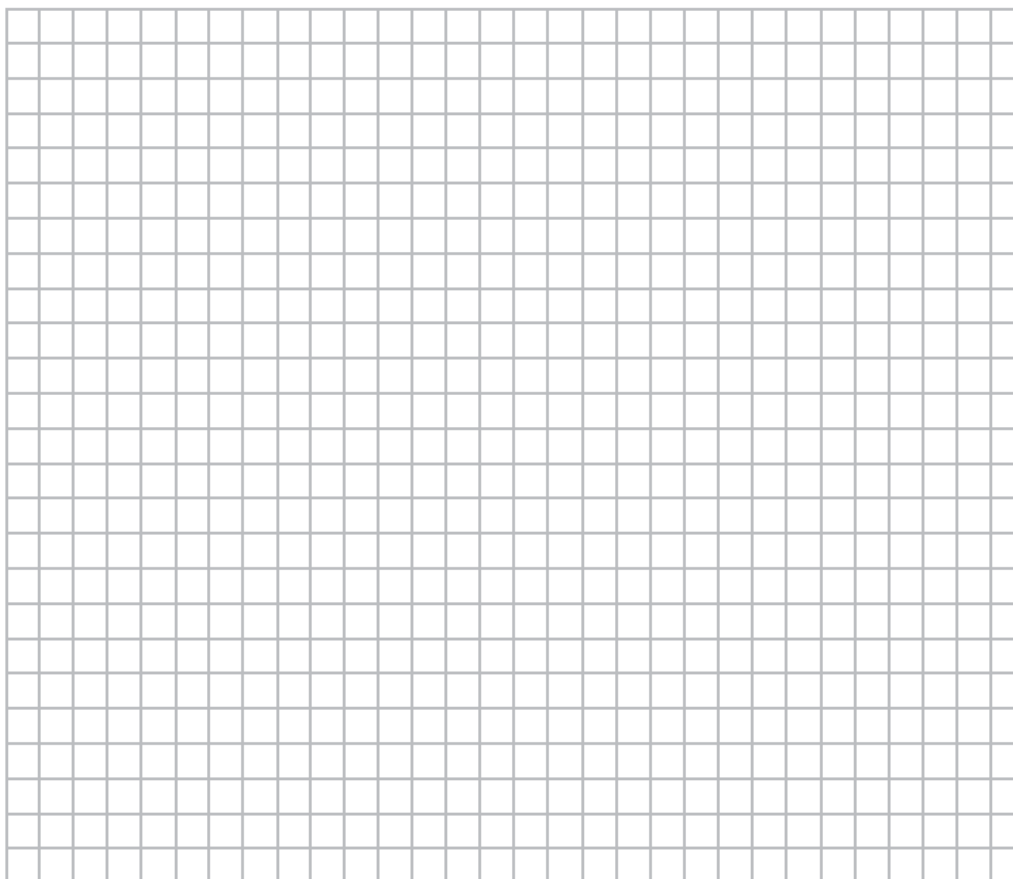
KS K1es, 3/13





Let's plan "THE GREAT ESCAPE"!

"When it comes to fire safety, practice makes perfect!" Use the grid below to draw a diagram of the rooms in your home. Use symbols to designate windows, doors, stairs and smoke alarms. Draw red arrows on your diagram to show at least two escape routes from each room. Draw a designated outdoor meeting place. Discuss your plan with your family and **PRACTICE, PRACTICE, PRACTICE IT!**



Parent signature indicates completion and practice of home escape plan with family.

To subscribe to the Burn Prevention Network and receive regular email updates and alerts, visit www.burnprevention.org. Also, scan the QR code with your smartphone to watch our latest video!





Students regularly practice fire drills in school, yet how many plan and practice fire drills with their families from their homes?



CONSIDER THESE FACTS:

- The majority of fatal fires occur in the home and at night. The smell of smoke won't always awaken you.
- Fire produces toxic gases which can put you into a deeper sleep.
- Having working smoke alarms in your home cuts your chances of dying in a house fire by 50%.
- You can survive a fire in your home if you know how to react quickly and correctly.

The other side of this paper contains a grid for you to draw a diagram of the rooms in your home. After you draw the rooms, plan at least two escape routes from each room. Don't forget to draw a garage and/or porch roof if you have them... They might serve as an escape route from upstairs windows. Sit down with your family and discuss your plan. Then **PRACTICE** it at least twice a year. Plan an outdoor meeting place where you can count heads to be sure everyone made it out safely.

REMEMBER:

- A proper escape plan includes working smoke alarms on every level of the home and in all sleeping areas; two ways out of each room; an unobstructed and easy-to-use meeting place outdoors; a posted emergency phone number for the fire department.
- If there are infants or family members with special needs, a designated member of the family should plan to assist them.
- Make sure that doors needed for escape can be opened easily and the windows are not nailed or painted shut. Everyone in the family, including children, should practice unlocking and opening windows and screens as part of the escape plan.
- Consider purchasing a UL approved collapsible ladder for escape from upper story windows. Know how to use it and practice!
- To make sure that the fire is not on the other side of the door, use the back of your hand to feel the closed door, the doorknob and the crack between the door and the door frame. If it is cool, open the door carefully and proceed to your planned exit. Crawl low under smoke, if it is present. If the door is hot, don't open it and use your secondary route. Even if the door feels cool, open it carefully. If heat and smoke come in, slam the door and make sure that it is securely closed then use your secondary escape route.
- If there is no escape from your room, stay low near the floor. Block all spaces around the door and door frame with blankets, pillows, clothing, etc. to keep the smoke out. Signal at the window by waving, or use a cell phone to call 911 and advise them of your location.
- React immediately to the sound of a smoke alarm and make getting out your priority. Do not waste time trying to save property or pets.
- Escape first, then call 911. NEVER go back inside the home for any reason. When firefighters arrive, inform them of anyone or of any pets that may still be inside. Firefighters are equipped and trained to perform rescues safely.
- Teach children not to hide from firefighters.

Sponsored by



HomeSafeHome

✓ Checklist



Thousands of infants and toddlers suffer from burn injuries at their homes each year. Scalds from hot liquids or steam are some of the most common and painful types of household burns that can affect your child for a lifetime. Keep your child safe with these quick, easy tips because there's no place like home for your family.

Kitchen & Dining Room

Your child's safety is the most important ingredient.

- ☐ Never leave your child alone in the kitchen.
- ☐ During meal preparation and serving, keep your child in a safe play area or high chair.
- ☐ Avoid using tablecloths to prevent hot liquid/food from being pulled over or spilled.
- ☐ Never use a microwave to heat a bottle. Always test the temperature of heated bottles or foods before giving them to your infant or toddler.
- ☐ Keep pot handles turned toward the back of the stove, or only use the back burners.
- ☐ Keep cups and appliance cords away from the edge of the stove, table, or counter top.
- ☐ Never hold your child while drinking hot beverages or eating hot foods.
- ☐ Use spill-resistant travel mugs for all hot beverages.

Living Areas & Bedrooms

Rest easy knowing your child is safe.

- ☐ Install at least one smoke alarm on every level and sleeping area in your home.
- ☐ Test your smoke alarms each month and change the batteries every year.
- ☐ Never remove the batteries from your smoke alarm for any reason other than to change them.
- ☐ Keep matches and lighters away from your child.
- ☐ Never leave burning candles unattended.
- ☐ Keep all extension cords away from your child.
- ☐ Cover unused electrical outlets with plug covers.
- ☐ Install gated safety screens by fireplace openings to prevent contact by your child and pet(s).
- ☐ Install carbon monoxide detectors in your home if you have an attached garage or burn wood, kerosene, oil and/or gas.

Bathroom

Splash into bathroom safety.

- ☐ Never leave your child alone in the bathroom.
- ☐ Keep your hot water heater no higher than 120 degrees.
- ☐ Always test the temperature of the water with your hand or thermometer before placing your child in the bathtub.
- ☐ Always turn off the hot water first and the cold water last.
- ☐ Place your child in the bathtub facing away from the hot and cold faucets to prevent contact.
- ☐ Always keep bathroom appliances like hair straighteners and curling irons away from your child.
- ☐ Install locks on any cabinet doors where your child could access dangerous household products.

Basement, Garage & Yard

Fun in the sun means safety first.

- ☐ Keep your child away from your BBQ grill.
- ☐ Make sure your child wears shoes outdoors on hot, sunny days.
- ☐ Always make sure your child's car seat is not hot before use.
- ☐ Store all harmful outdoor products like chemicals and cleaning products in locked cabinets or closets.

Emergency Procedures

Safety means having a plan.

- ☐ Post emergency contacts and other important information next to the phone.
- ☐ Choose a family member to be responsible for small children in the event of an emergency.
- ☐ Regularly practice your emergency escape plan including two ways out of every room and an outdoor meeting place with your family.
- ☐ Plan alternate escape routes in case the main routes are blocked by fire.



A program of the Burn Prevention Network

www.homesafehome.org

Appendix H: BPN YFI Program's Advanced FSE Material



Fire & Youth Intervention

Fire Safety Education

One Lesson for Ages 10-17, 45-60 Minutes in length

For use with "Sean's Story" video



BURN PREVENTION NETWORK
FIRE & YOUTH INTERVENTION
EDUCATION – ADVANCED LEVEL, AGES 10-17

(Designed to be completed in one lesson, roughly 45 - 60 minutes long)

CONTENTS:

- Lesson Plan
- Parent Handouts:
 - 1) "What to Look For"
 - 2) "The Fact Is"
 - 3) "Fire Misuse- What You Can Do"
 - 4) "The Great Escape" Activity Sheet
 - 5) "Home Safe Home" checklist
- Optional Activity - "Sean's Story" Youth Collage
- Collage Instructions
- "Sean's Story" - full educator's guide

OVERVIEW:

- Topics:
 - ◊ Fire Safety
 - ◊ Home Escape Planning
 - ◊ Burns/First Aid (optional)
 - ◊ Responsibility/Consequences of actions

GOALS:

- Youth will learn how fire is used responsibly
- Youth will learn consequences of fire misuse
- Youth will learn the importance of assuming individual responsibility and accountability for their behavior through the development of skills in good decision making, problem solving, and impulse control.
- Youth will learn short term and long term legal, social, and social consequences of fire misuse.

SUGGESTIONS:

- Keep the session as interactive as possible! Lecture as little as possible. Ask lots of open-ended questions.
- As much as possible, try not to use "scare tactics".
- Fire service professionals serve as EXCELLENT role models for these kids. They will listen to you!!

STARTING THE SESSION: (prior to the lesson, print out all parent handouts, enough for one packet per family)

INTRODUCE yourself, and allow the family to do the same. Ask the youth to explain why they (think they) are here. (Use the "Sean's Story Youth Collage" as an optional activity here, to help the youth explain the incident that brought them to class)

Explain what you will be talking to them about, and begin the lesson.

1) FIRE SAFETY:

- a. Hazards in the home
- b. Smoke Alarms

- c. Matches and Lighters
 - d. Parents – be responsible role models with fire
 - i. Never for amusement
 - ii. What are some ways fire is used responsibly?
 - 1. Cooking, camping, birthdays, etc.
 - iii. Matches and lighters are TOOLS, not TOYS
 - e. Do you think you can control fire?
 - i. All BIG fires start SMALL!
 - ii. How quickly fire can spread (give real life examples from fire service)
 - f. Home Safety Checklist (see handout – HOME SAFE HOME checklist)
- 2) HOME ESCAPE** – what to do in the event of a fire
- a. Crawl Low under smoke
 - i. Toxic gas and smoke kill more people than flames!
 - b. Know two ways out
 - c. Get out, stay out
 - d. Go to meeting spot
 - e. Call 9-1-1 after escape
 - f. **PLAN & PRACTICE!** (see handout – THE GREAT ESCAPE worksheet)
- 3) BURNS/FIRST AID** *(if time is short, this topic can be optional)*
- a. One of the most painful injuries you can sustain
 - i. Time in the hospital

ii. Possible loss of function in extremities

b. What should you do if you get burned?

i. Do NOT use ice, ointments, butter, lotion, etc.

ii. Run the burn under COOL (not cold) water.

iii. Seek medical attention.

4) RESPONSIBILITY/CONSEQUENCES OF YOUR ACTIONS -

(Discussion questions - BEFORE WATCHING VIDEO: Explain that you'll be watching a short video, but you'd like to ask these few questions first – you will find out the answers in and after the video, so think about these things while you're watching)

a. Who do you think can be hurt by fire?

b. What is arson?

c. What is "age of culpability"?

*****SHOW "SEAN'S STORY" VIDEO*****

After showing the video:

"Now that you've seen the video..."

1) What is arson?

a. "The crime of deliberately setting a fire for an unlawful or improper purpose".

- b. The FBI defines arson as "Any willful or malicious burning or attempting to burn..."
 - c. Do you think the fires you set qualify as arson? (Allow them to explain why or why not)
 - d. Explain that many fires which youth are involved in could be considered arson, such as:
 - i. Being dared or peer pressured into starting a fire
 - ii. Experimenting with bottle bombs, fireworks, or other explosive devices
 - iii. Igniting aerosol sprays or accelerants
 - iv. Setting fires in fields, parks, dumpsters, abandoned buildings, school property, trash cans, etc.
- 2) How serious of a crime is arson?
- a. Arson is classified as a felony. (One of the most serious criminal offenses in the US).
 - i. Has serious legal consequences:
 - 1. Prison
 - 2. Capital level punishment
 - ii. Other crimes classified as felonies:
 - 1. Murder
 - 2. Rape
 - 3. Burglary
 - 4. Drug Possession

iii. Other possible consequences of a felony (besides prison)

1. Loss of voting rights
2. Exclusion from certain jobs or professional licenses
3. Denial of firearm purchase or possession
4. Ineligibility for public office or military service

b. What happens if someone is injured or dies as a result of a fire you started?

- i. You may be charged with additional crimes such as murder or homicide. You may also be held responsible for anyone injured while fire, police, and EMS are responding "lights and sirens" to an emergency call scene.

3) Can children be arrested for misusing fire?

- a. Yes! During the past decade, youth under the age of 18 have accounted for about half of all US arson arrests.

b. What age is considered a juvenile?

- i. Under the age of 18

c. What is "Age of Culpability"?

- i. "Age of Criminal responsibility – the age at which a person can be legally held responsible for their actions. AGE: 10 years old in PA

d. Could a juvenile be tried as an adult?

- i. A juvenile can be transferred to Criminal Court, at the age of 14, for a felony offense, prior adjudications of delinquency on felonies and/or misdemeanors, mental capacity, criminal sophistication, degree of culpability, impact on the community and several other factors. Given the magnitude of an arson charge, along with all other factors noted above, a juvenile charge, charged with

arson....could be transferred to the adult system, with approval of the DA's office, testimony, etc. *(As per Jim Menapace, Northampton County Juvenile Probation)*

e. What is restitution?

i. Making up for the wrong that was done.

1. Having to pay or compensate for loss, damages, or injuries caused.
2. Can include costs of:
 - a. Medical treatment
 - b. Lost income
 - c. Replacement of damaged possessions or property
 - d. Fire Department and EMS Response
 - e. Post-incident investigations
 - f. Business/school interruptions
3. Who is responsible for these costs?
 - a. Parents can be held liable for the acts of their children, including the severe financial repercussions of garnishing wages or freezing accounts to pay restitution.
4. Do you remember what the cost of damages was from the fire Sean set? Who is responsible?
 - a. \$700,000 – Sean and his parents are responsible.
 - b. How long do you think it will take them to pay it back?

- f. Now that you've seen Sean's Story, what are some consequences of fire misuse?
- i. Emphasize that similar to the youth, Sean made a poor choice to misuse fire without thinking about the possible consequences. This can lead to many bad outcomes!!
 - ii. Choosing to misuse fire sets off an unstoppable chain of events with lasting consequences.
 1. Social:
 - a. Public Shame
 - b. Loss of trust
 - c. Family strain
 - d. Guilt
 - e. Disappointment
 - f. Bad Reputation
 - g. Forbidden to see friends
 - h. Etc.
 2. Medical
 - a. Burns
 - b. Other injuries
 - c. Death
 - d. Permanent physical or emotional damage
 - e. Etc.
 3. Legal & Financial
 - a. Restitution

- b. Legal/Court/lawyer fees
 - c. Criminal Charges
 - d. Loss of insurance coverage
 - e. Freezing assets or banks accounts
 - f. Detention/confinement/jail/prison and paying for the cost of it
 - g. Etc.
- 4. Future & Career
 - a. School suspension/expulsion
 - b. Not allowed to graduate
 - c. Banned from certain jobs/professional licenses
 - d. Difficulty obtaining jobs or applying to schools
 - e. Permanent criminal record
 - f. Etc.
- iii. Who was affected or harmed by Sean's choice to misuse fire?
Who could have been harmed by YOUR misuse of fire?
 - 1. Sean
 - 2. His parents
 - 3. Siblings
 - 4. Friends
 - 5. Firefighters
 - 6. Police Officers
 - 7. EMS/First Responders

8. People that could have unknowingly inside the building
 9. Bystanders
 10. Students
 11. Teachers
 12. Community
 13. Neighbors
 14. Business owners
 15. Etc,
- iv. **FIRE DESTROYS** lives, pets, homes, property, toys, clothes, computers, electronic devices, businesses, and important personal property like photos, albums, and family heirlooms that can never be replaced.
- g. Do you know of any examples of fire misuse that you've seen in video games, movies, TV, social media, or online videos? (allow them to answer)
- i. In real life, how do you think these things could lead to someone being hurt or property being damaged?
- h. Have friends, other people, websites, or online videos ever pressured you or influenced you to participate in risky behaviors with fire?
- i. (Allow time to answer)
 - ii. Follow up with: Who controls the decisions you make?

1. Reinforce that youth have individual accountability for their actions. This includes being responsible for inaction and indirect participation like:
 - a. Choosing to be present during fire misuse vs. walking away
 - b. Observing fire misuse and not discouraging or reporting it

Wrap up by asking if they have any questions for you.

Hand out the parent packets for them to take home.



What to Look For: Signs A Child is Misusing Fire

A child or teenager may be misusing fire if you find:

- Lighters, matches, or fireworks in a child's room, pockets, or belongings
- Lighters, matches, aerosol sprays, fireworks, or flammable liquids (accelerants) in your home come up missing and/or are found in a different location than where an adult last left them
- Discarded lighters or matches in the garbage or yard
- Smell of smoke or something burning without a known source
- Unexplained burn/scorch marks or melted areas in carpeting, floors, toys, clothing, papers, furniture, waste baskets, closets, outdoor areas, grass, etc.
- Smell of gasoline, kerosene, alcohol-based gels, or other accelerants on a youth's clothing or in an area they have been playing
- Unusual items (or remains of unusual items) in the child's room or in other areas of your home or yard such as: toilet bowl cleaner, aluminum foil, plastic pop/soda bottles, candle/hobby/craft wicks, gunpowder, CO2 cartridges, etc.
- Videos or pictures of fire misuse on the youth's cell phone, computer, or online social media and video accounts

Even if a youth has not misused fire, they may be at a higher risk for future misuse if they:

- Show an extreme fascination or interest in fire
- Have observed others misusing fire (including adults)
- Frequently view online videos, blogs, or websites that have a focus on or display unsafe fire use
- Frequently play video games that involve fire balls, molotov cocktails, explosives, flame throwers, and other dangerous uses of fire



The Fact Is...

- Many youth incorrectly think that they can control the ignition sources (i.e. lighters, matches, fireworks, explosives, etc.) they misuse and the fires they set.
- Many parents believe their children "know better" than to play with fire, when in fact fire misuse by youth remains a serious and widespread problem.
- Even though most fires set by youth are started out of curiosity or experimentation (versus intentional malice), the damage they cause in terms of both economic and human costs is real and devastating.
- Children "playing" with fire is a very dangerous behavior. Each year, children "playing" (i.e. intentionally-set fires not included) with fire cause on average 56,300 fires, 110 deaths, and 880 civilian injuries. (NFPA 2011)
- These fires cost \$286 million in property damage each year in the United States. Not included in these astronomical costs are other expensive indirect costs, such as medical care, fire department response, lost wages or business, etc. (NFPA 2011)
- Data extrapolated from fire department records (which include both intentionally-set fires and fireplay) show that every year, approximately 187,000 reported fires are caused by youth. Even more alarming, due to lack of reporting it is likely that this number underestimates the actual number of youth-set fires by 300%. (NFPA 2009 - 2011)
- Approximately 40% of the fires that youth set in a home originate in the child's bedroom. Older children and teenagers are more likely to set fires outside or to other structures. (NFPA 2011)
- Fire is fast, hot, dark, and can quickly get out of hand. It can double in size every 30 - 60 seconds. This means your family may have less than 3 minutes to escape from your home.
- The dangerous, toxic smoke produced from fire can make breathing difficult, impair thinking, and cause you to lose consciousness. This means that it may be impossible for you and/or other family members to escape from your home.
- About 40% of the fires that kill young children less than 5 years old are started by kids "playing" with fire. (NFPA 2005)
- Fires that youth set to structures cause on average over \$22,600 in damages. (NFPA 2009)
- Choosing to misuse fire sets off an unstoppable chain of events with lasting consequences.
- Youth who misuse fire can be charged with a crime, may be prosecuted as an adult, and can have a permanent criminal record. Children under 18 years old account for nearly 50% of all arson arrests in the United States. (U.S. Department of Justice-FBI, 2000 - 2011)

- In many states, parents are held legally and financially responsible for their child's fire misuse.
- There are many reasons why youth misuse fire. It can be attributed to experimentation, curiosity, boredom, or peer-pressure. However, there are times when it is motivated by other things in a child's life. Fire misuse can be a sign that a child is struggling and needs additional support or help.
- No matter why a youth misuses fire, it is important to not ignore it and to get help. Trained professionals can assist and help provide additional support.
- Without appropriate intervention, many youth will continue to set fires throughout their lifetime placing themselves, family, neighbors, classmates, innocent bystanders, other citizens, first responders, and firefighters at high-risk for injury or death.

Sean's Story: My life torn apart by firesetting

Youth Firesetting Prevention and Intervention Toolkit



Youth and Fire Misuse: What You Can Do

Children and fire can be a dangerous and deadly combination. If you discover a child is misusing or has a fascination with fire, please do not ignore or minimize it. Get help by contacting a youth firesetting intervention program, burn center, or your local fire department. There are immediate things you can do to keep your family, home, and community safe. Educate the child on the proper uses of fire and the dangers of unsafe fire-related activities. Practice the following safety tips:

- All adults in the child's life need to take an active role in eliminating access to ignition (fire) sources and increasing supervision.
- Set a good example by using matches, lighters, and other fire sources in a safe and careful manner. Never misuse fire as a source of amusement. Children will imitate the behavior you show.
- Discuss the potential impact friends can have on misusing fire and ways to overcome peer pressure.
- Praise your child for showing responsible behavior and respect for fire.
- Calmly but firmly explain that matches and lighters are tools for adults only. Older children may only use them (after obtaining permission) in a safe manner and while under proper adult supervision.
- Inspect your home for ignition sources the child could access (e.g. candles, lit cigarettes, stoves, bonfires, BBQ grill lighters, fireplaces, pilot lights, fireworks, etc.) and remove or secure them:
 - Keep matches and lighters high out of the reach and sight of children, in a locked cabinet.
 - Using a combination lock to secure matches and lighters is better than using a keyed-lock, as the child may see where the key is kept.
 - Instruct any smokers in the home to completely extinguish smoking materials.
 - Remember, child-resistant lighters are not child-proof. They must be kept away from children.
 - Do not use candles unattended in the home; there are other flameless, fire-safe alternatives.
 - Remove stove knobs and securely store them when not in use.
 - BBQ grills, fireworks, fireplaces, candles, bonfires, and fire pits should only be used when there is constant adult supervision. When you are done using these items, extinguish them completely and remember to return any lighters/matches to a secured cabinet.
 - Keep accelerants, such as gasoline and propane, outside the home and locked up.
- If a child has been experimenting with or setting fires, adults need to regularly search the child, their bedroom, belongings, backpack, garage, yard, etc. for matches and lighters. For example:
 - Check the child's backpack and clothing when they come home.
 - Be on alert for lighters and matches obtained from outside the home.
 - Change how you do these searches (e.g. different rooms, different times of the day, etc.) so the child doesn't know when or where to expect the search and try to hide lighters/matches elsewhere.
 - Explain to the child that the reason these searches are occurring is because their fire misuse behavior is dangerous and must stop immediately.
- Install and maintain smoke alarms: Working smoke alarms save lives, cutting the risk of dying in a home fire in half. Make sure everyone in your home knows the sound, understands the warning, and knows how to respond to a smoke alarm that is alarming.
- Make a home escape plan. Discuss the fire escape plan with everyone in your household, and practice it at night and during the daytime at least twice a year.
- All caregivers, family members, household guests, and babysitters must be educated on the above safety recommendations and be committed to eliminating the child's access to lighters/matches and other fire sources. If the child stays at another household, educate the supervising adults.

To view additional safety tips, visit www.traumaburn.org

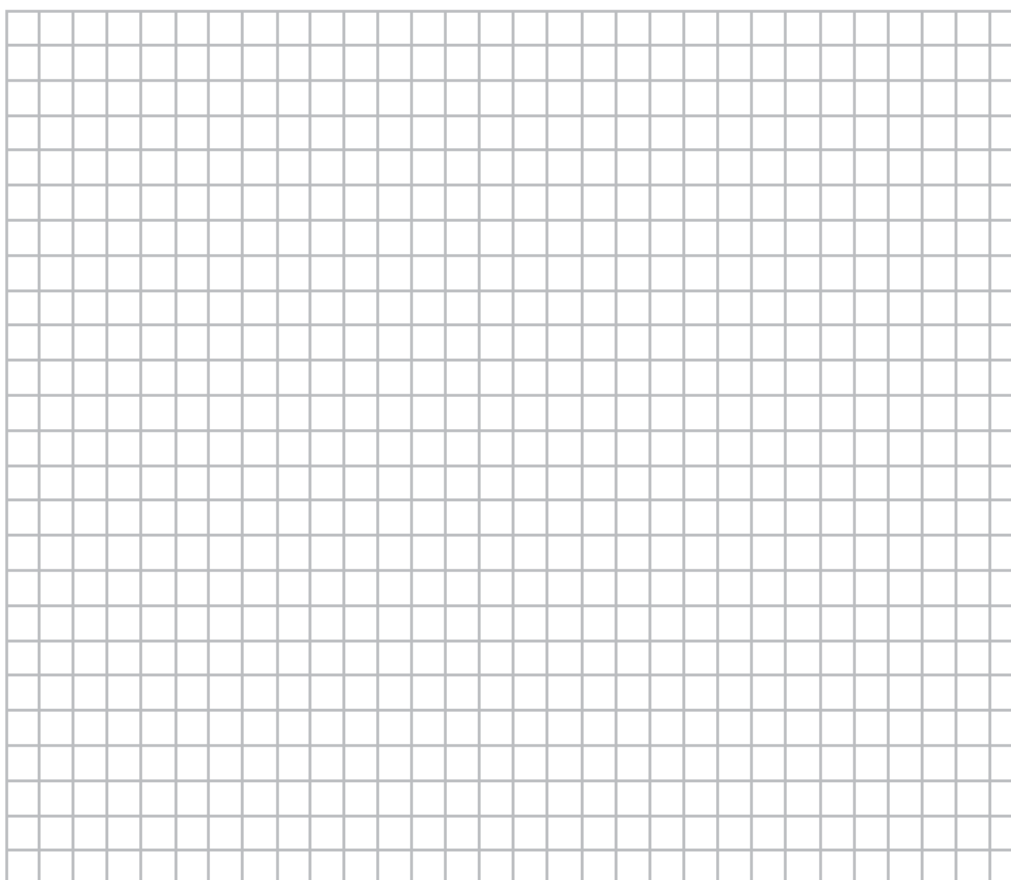
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Let's plan "THE GREAT ESCAPE"!

"When it comes to fire safety, practice makes perfect!" Use the grid below to draw a diagram of the rooms in your home. Use symbols to designate windows, doors, stairs and smoke alarms. Draw red arrows on your diagram to show at least two escape routes from each room. Draw a designated outdoor meeting place. Discuss your plan with your family and **PRACTICE, PRACTICE, PRACTICE IT!**



Parent signature indicates completion and practice of home escape plan with family.

To subscribe to the Burn Prevention Network and receive regular email updates and alerts, visit www.burnprevention.org. Also, scan the QR code with your smartphone to watch our latest video!





Students regularly practice fire drills in school, yet how many plan and practice fire drills with their families from their homes?



CONSIDER THESE FACTS:

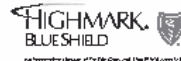
- The majority of fatal fires occur in the home and at night. The smell of smoke won't always awaken you.
- Fire produces toxic gases which can put you into a deeper sleep.
- Having working smoke alarms in your home cuts your chances of dying in a house fire by 50%.
- You can survive a fire in your home if you know how to react quickly and correctly.

The other side of this paper contains a grid for you to draw a diagram of the rooms in your home. After you draw the rooms, plan at least two escape routes from each room. Don't forget to draw a garage and/or porch roof if you have them... They might serve as an escape route from upstairs windows. Sit down with your family and discuss your plan. Then **PRACTICE** it at least twice a year. Plan an outdoor meeting place where you can count heads to be sure everyone made it out safely.

REMEMBER:

- A proper escape plan includes working smoke alarms on every level of the home and in all sleeping areas; two ways out of each room; an unobstructed and easy-to-use meeting place outdoors; a posted emergency phone number for the fire department.
- If there are infants or family members with special needs, a designated member of the family should plan to assist them.
- Make sure that doors needed for escape can be opened easily and the windows are not nailed or painted shut. Everyone in the family, including children, should practice unlocking and opening windows and screens as part of the escape plan.
- Consider purchasing a UL approved collapsible ladder for escape from upper story windows. Know how to use it and practice!
- To make sure that the fire is not on the other side of the door, use the back of your hand to feel the closed door, the doorknob and the crack between the door and the door frame. If it is cool, open the door carefully and proceed to your planned exit. Crawl low under smoke, if it is present. If the door is hot, don't open it and use your secondary route. Even if the door feels cool, open it carefully. If heat and smoke come in, slam the door and make sure that it is securely closed then use your secondary escape route.
- If there is no escape from your room, stay low near the floor. Block all spaces around the door and door frame with blankets, pillows, clothing, etc. to keep the smoke out. Signal at the window by waving, or use a cell phone to call 911 and advise them of your location.
- React immediately to the sound of a smoke alarm and make getting out your priority. Do not waste time trying to save property or pets.
- Escape first, then call 911. NEVER go back inside the home for any reason. When firefighters arrive, inform them of anyone or of any pets that may still be inside. Firefighters are equipped and trained to perform rescues safely.
- Teach children not to hide from firefighters.

Sponsored by



HomeSafeHome

✓ Checklist



Thousands of infants and toddlers suffer from burn injuries at their homes each year. Scalds from hot liquids or steam are some of the most common and painful types of household burns that can affect your child for a lifetime. Keep your child safe with these quick, easy tips because there's no place like home for your family.

Kitchen & Dining Room

Your child's safety is the most important ingredient.

- ☐ Never leave your child alone in the kitchen.
- ☐ During meal preparation and serving, keep your child in a safe play area or high chair.
- ☐ Avoid using tablecloths to prevent hot liquid/food from being pulled over or spilled.
- ☐ Never use a microwave to heat a bottle. Always test the temperature of heated bottles or foods before giving them to your infant or toddler.
- ☐ Keep pot handles turned toward the back of the stove, or only use the back burners.
- ☐ Keep cups and appliance cords away from the edge of the stove, table, or counter top.
- ☐ Never hold your child while drinking hot beverages or eating hot foods.
- ☐ Use spill-resistant travel mugs for all hot beverages.

Living Areas & Bedrooms

Rest easy knowing your child is safe.

- ☐ Install at least one smoke alarm on every level and sleeping area in your home.
- ☐ Test your smoke alarms each month and change the batteries every year.
- ☐ Never remove the batteries from your smoke alarm for any reason other than to change them.
- ☐ Keep matches and lighters away from your child.
- ☐ Never leave burning candles unattended.
- ☐ Keep all extension cords away from your child.
- ☐ Cover unused electrical outlets with plug covers.
- ☐ Install gated safety screens by fireplace openings to prevent contact by your child and pet(s).
- ☐ Install carbon monoxide detectors in your home if you have an attached garage or burn wood, kerosene, oil and/or gas.

Bathroom

Splash into bathroom safety.

- ☐ Never leave your child alone in the bathroom.
- ☐ Keep your hot water heater no higher than 120 degrees.
- ☐ Always test the temperature of the water with your hand or thermometer before placing your child in the bathtub.
- ☐ Always turn off the hot water first and the cold water last.
- ☐ Place your child in the bathtub facing away from the hot and cold faucets to prevent contact.
- ☐ Always keep bathroom appliances like hair straighteners and curling irons away from your child.
- ☐ Install locks on any cabinet doors where your child could access dangerous household products.

Basement, Garage & Yard

Fun in the sun means safety first.

- ☐ Keep your child away from your BBQ grill.
- ☐ Make sure your child wears shoes outdoors on hot, sunny days.
- ☐ Always make sure your child's car seat is not hot before use.
- ☐ Store all harmful outdoor products like chemicals and cleaning products in locked cabinets or closets.


Emergency Procedures

Safety means having a plan.

- ☐ Post emergency contacts and other important information next to the phone.
- ☐ Choose a family member to be responsible for small children in the event of an emergency.
- ☐ Regularly practice your emergency escape plan including two ways out of every room and an outdoor meeting place with your family.
- ☐ Plan alternate escape routes in case the main routes are blocked by fire.



www.homesafehome.org


University of Michigan
Thomson Youth Center
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YOUTH COLLAGE

What was the event that brought me to this class?
Write, draw, or describe your story in the space below.
My Name: _____

WHO?

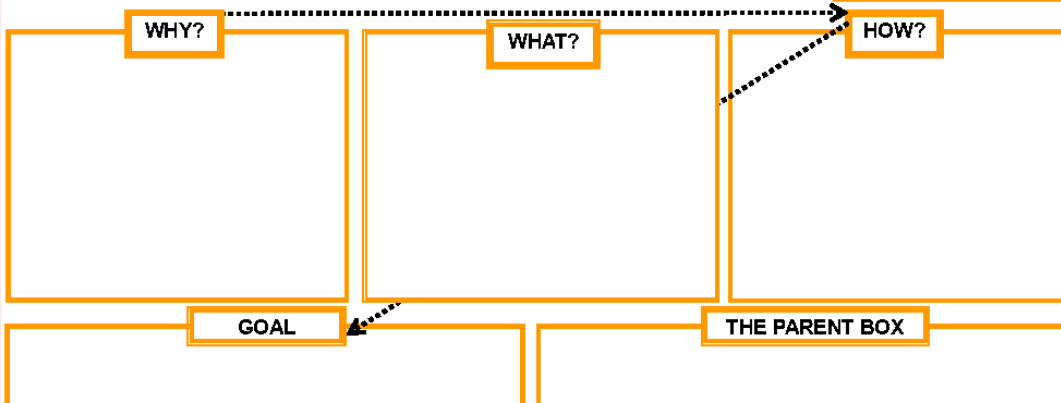
WHY?


WHAT?

HOW?

GOAL

THE PARENT BOX





University of Michigan
Firearm Injury Center
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Instructions for Youth Collage

What was the event that brought me to this class?
Write, draw, or describe your story in the space below.

My Name: _____

For Primary Prevention Education:

- Option 1: Have youth write or draw a description of a time they misused fire (if applicable).
- Option 2: Have youth complete this collage from Sean's point of view (i.e. using Sean's story of his fire misuse and arson event).

For Intervention and Secondary Prevention Education:

- Have youth write or draw a description of the fire-related event that brought them to this program.

WHO?

- Name people and animals that were affected or impacted by your (or Sean's) fire misuse.
- Name people and animals that *could* have been affected or impacted by your (or Sean's) fire misuse.
- Example answers:* Parents, siblings, neighbors, classmates, firefighters, pets, business owners, etc.

WHY?

- Why do you think you (or Sean) chose to misuse fire?
- What do you think were some of the reasons or contributing factors?
- Example answers:* Friends dared me; I was bored, angry, upset, curious, etc.; I was being teased at school; I thought it would be fun; it was a prank; I didn't know I'd get into trouble; I wasn't thinking; etc.
- Note:* Younger children may have difficulty stating reasons "why." Adults may help identify. Most importantly, plan and practice specific ways ("How?" box) for the child to stop misusing fire.

WHAT?

- What can happen when you misuse fire?
- List some consequences of you (or Sean) choosing to misuse fire.
- Example answers:* Suspended or expelled from school; burned, injured, or killed; arrested; charged with arson or felony crime; lose adults'/parents' trust; pay restitution; lose the chance to finish school and get your dream job; etc.

HOW?

How are you going to reach your goal?
(Note: Many jobs require completing school, training, and/or an application.)

- What will stop you from misusing fire?
- Have youth review their "Why" box responses and then list possible solutions here. *For example:* If they said "I was bored," what are better choices (instead of misusing fire) of things they could do the next time they are bored?

GOAL

- What do you want to be when you grow up? What do you dream of doing?

THE PARENT BOX

- Instruct parents/caregivers to list one thing they admire or are proud about their child. *Option if parents not present:* Have youth list what their parents would say about them.

or family assistance may be an essential part of helping a child and family. To locate resources in your area, refer to the online "Mental and Behavioral Health Resources" handout.

Coordinated Community Efforts

Use this toolkit to provide youth firesetting prevention education and intervention. The most effective, comprehensive approach is to engage community collaboration and build multidisciplinary partnerships. Refer to the online "Coordinated Community Effort" handout.

Knowledge Assessment

To assess baseline and new knowledge learned, use the Youth Collage and pre-/post-tests available online.

Evaluation

We need your help! To improve this important educational tool, please provide your input at: www.surveymonkey.com/s/Seans-Story

Media Kit

For press release templates to promote awareness on youth fire misuse, to quickly respond to local incidents, and to educate communities about available assistance go to: www.traumaburn.org/Seans-Story

Resources and Professional Training

Visit the website for additional resources on youth fire misuse, signs of fireplay, definitions, intervention programs, mental health assistance, professional training, and future updates in toolkit materials.

Acknowledgements

Funding provided through DHS/FBMA's Grant Program Directorate for Assistance to Firefighters Grant Program - Fire Prevention and Safety Grants. Special thanks to the following individuals and organizations who assisted in the development of this toolkit (complete listing online): Sean, Pamela Pucci, Timothy Wiley, David Morse, Leora Bowden, Kate Reed, Ann Adams, Tina Adams, B. Daniel Dillard, Ronald Farr, Kenneth Fineman, John Hager, Howell Fire Department, Brad Jackson, Martin King, Livingston County Court, Mary Marchione, Annette Matherly, Michael McLeiser, Michigan Arson Prevention Committee, Michigan Fire Inspectors Society, Angela Michalide, Gemi Penney, Don Porth, Vincent Quintero, Les Rodwell, Paul Schwartzman, Brent Smith, Robert Stodolnik, and Paul Zipper. Video produced by Michigan Productions and the University of Michigan Trauma Burn Center.

Written materials by Karla S. Klas, BSN, RN, CCRP




The University of Michigan Trauma Burn Center is an internationally recognized leader in patient care, research, community and professional education, rehabilitation, and injury prevention.

University of Michigan Trauma Burn Center presents

Sean's Story:

My life torn apart by firesetting

Educator's Guide



*One Match.
One Choice.
One Lifetime.*

Youth Firesetting Prevention and Intervention Toolkit



17 minutes/DVD/Color

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What is “Sean’s Story?”

“Sean’s Story” is a nationally acclaimed documentary that has been incorporated into the National Fire Academy/FEMA Youth Firesetting Prevention and Intervention curriculum. Sean, a convicted juvenile arsonist, shares his story so viewers can witness firsthand the life-long negative impact that firesetting can have on youth/parents’ reputation, community acceptance, family relationships, education, career, financial status, legal liability, incarceration, and injury to self and others. Experts from law enforcement, juvenile justice, and healthcare provide insight into fire misuse behavior and consequences that youth and their parents typically do not consider. Firesetting and arson can be reduced in communities by utilizing this national toolkit to increase awareness and provide preventative education. Additionally, youth who misuse fire can be helped with early intervention by using this comprehensive guide to facilitate appropriate and



constructive discussion regarding high-risk behaviors. “Sean’s Story” is a poignant film that explicitly demonstrates the long-term consequences that can occur if fire misuse behavior is minimized, ignored, unrecognized, or untreated.

What Are the Goals of This Toolkit?

1. Increase national awareness of the youth firesetting problem and the need for action.
2. Prevent any type of fire misuse in youth.*
3. Understand the numerous and long-lasting financial, social, legal, future/career, and medical consequences of firesetting.
4. Facilitate appropriate, constructive discussion with youth and their caregivers regarding high-risk behaviors.
5. Encourage change in youth at high risk for misusing fire utilizing best practices, i.e. a supportive and positive approach, *without* the use of scare tactics.
6. Promote professional education and training on youth firesetting.



Who Will Find This Video Toolkit Helpful?

Organizations and professionals committed to youth education and safety, including: schools, fire departments, public educators, law enforcement, mental health, juvenile justice, injury prevention programs, youth assistance, hospitals, medical clinics, community organizations, and social service agencies.

- What can you do differently so you make good choices regarding fire from now on? Consider using role-playing so youth can practice their responses to different scenarios and examples of peer pressure.
- What is your favorite thing to do for fun? Sports, gaming, music, hanging out with friends, etc. Imagine having those things taken away, not being allowed to do them, and losing your freedom because you were put in jail or juvenile detention (“juvie”). Sean was locked up when he was 15 years old for 3 years. What does that mean re: not seeing friends or family? Not getting to choose what he can do during the day? No choice in clothes; No video games, iPod, cell phone, text messaging, Facebook, Twitter, etc.
- Youth who misuse fire can often have other underlying family, social, or environmental issues or mental health conditions. What were some things in Sean’s life that were potentially affecting him? Struggling in school; depression; teasing, bullying; troubles at school and home that he didn’t want to talk about, etc.
- What were lessons that Sean learned? Per Sean: Being a kid or juvenile isn’t a “free pass;” you can be charged with a crime. The bad choices I made as a kid still impact me as an adult. I was arrested and labeled as an arsonist. I have to try twice as hard to get an education, job, or apartment. I could have injured myself, or others, including police and firefighters responding to the fire. I could have been prosecuted for injuring or killing someone even if I didn’t mean for it to happen. My reputation was ruined. I should have ignored the kids in school and realized what they thought really wasn’t important. I don’t even see any of those kids anymore. I hurt my family and our relationship changed. We all had to pay a high price for my bad choice and mistake. I wish every day that I could take it back, and you can’t.
- What do you think would work to keep youth from misusing fire? Allow time for responses, then discuss specific plans for how appropriate ideas can be put into action.



For additional discussion questions and to contribute your ideas go to: www.traumaburn.org/Seans-Story

Fire Misuse and Locating Counseling Assistance

Youth who misuse fire can have underlying difficulties with social and interpersonal skills, communication, family issues, impulse control, behavioral issues, impaired cognitive functioning, learning disabilities, or mental health conditions such as: Attention Deficit or Attention Deficit Hyperactivity Disorder, Abuse/Neglect, Post-Traumatic Stress Disorder, Depression, Oppositional Defiant Disorder, and Conduct Disorder. Mental health evaluation, treatment,

criminal charges, loss of insurance coverage, freezing assets or bank accounts, detention/confinement/jail/prison and paying for the cost of it, etc. Future & Career: school suspension or expulsion, not allowed to graduate, banned from certain jobs or professional licenses, difficulty obtaining jobs or applying to schools, permanent criminal record, etc.

- **What is restitution? What things can be included in restitution compensation?** Making up for wrong that was done; having to pay or compensate for loss, damages, or injuries caused including costs of: medical treatment, lost income, replacement of damaged possessions or property, fire department and EMS response, post-incident investigations, business/school interruptions, etc.
- **Can parents be held liable for acts of their children?** Yes, including the severe financial repercussions of garnishing wages or freezing accounts to pay restitution costs.
- **What was the cost of damages from the fire Sean set? Who is responsible for paying it? How long would it take you to pay that back?** Over \$700,000. Sean and his parents.
- **Who was harmed or affected by Sean's choice to misuse fire? How were they affected? Who was (or could have been) harmed by your fire misuse behavior?** Numerous people including: Sean, parents, siblings, friends, firefighters, police officers, EMS and first responders, people that could have unknowingly been inside the building, bystanders, students, teachers, community, neighbors, business owners, etc. Fire destroys lives, pets, homes, property, toys, clothes, computers, electronic devices, businesses, and important personal property like photos, albums, and family heirlooms that can never be replaced.
- **What if someone is injured and/or dies as a result of a fire you started?** You may be charged with additional crimes such as murder or homicide. You may also be held responsible for anyone injured while fire, police, and EMS are responding "lights and sirens" to an emergency call scene.
- **Give examples of fire misuse you have seen in video games, movies, TV shows, social media, online videos, or other websites. Allow time to answer. In real life, how could these lead to someone being hurt or property and belongings being damaged?** Discuss how media and games sensationalize fire and influence misconceptions of fire being safe with minimal or no consequences.
- **In what ways do friends, other people, websites, or online videos "pressure" or influence you to participate in risky behaviors with fire? Allow time to answer. Who controls the decisions you make?** Reinforce that youth have individual accountability for their actions. This includes being responsible for inaction and indirect participation like: choosing to be present during fire misuse vs. walking away; observing fire misuse and not discouraging or reporting it.

Preparing for Discussion

Throughout the toolkit, "youth fire misuse"* will be used to describe any behavior involving the improper or unapproved use of fire. While "Sean's Story" depicts a school arson incident, the video can be used to facilitate discussion regarding the numerous consequences that occur when youth misuse fire.

This video may be appropriate for youth 8-10 years and older, depending upon: a state's age of culpability, each individual situation, and a child's developmental level (ability to understand the content). Before using this toolkit, instructors are encouraged to obtain training in youth education and firesetting intervention and/or partner with someone trained in these fields.

It is best practice to use open-ended questions (avoid ones with yes/no answers) to stimulate interactive discussion between educators, youth, and parents/caregivers. The example questions listed below are not in a fixed order. Select ones appropriate for your audience and program length. Listen closely to audience responses to assess participant understanding. Clarify misconceptions or thinking errors youth or parents may express. Use your professional experience to add case examples and expand discussion questions. It is helpful to become familiar with basic arson/fire-related terminology and local/state definitions before leading group sessions. Major themes and key points to reinforce throughout discussion include:

1. Youth have individual responsibility and accountability for their behavior. Foster development of skills in good decision-making, effective problem-solving, impulse control, and social interactions.
2. Discuss the short- and long-term legal, social, and financial consequences of fire misuse in simple age-appropriate language. Use a supportive, positive approach as the use of "scare tactics" is ineffective, does not teach a child about the correct uses of fire, and may be potentially harmful.
3. Recognize the positive and negative influences of media, social media, and peer-pressure. Help youth make specific plans to recognize and overcome sources of negative influences on their decision-making.
4. Identify motives, social/environmental/parental/familial factors, and/or mental health conditions potentially contributing to a youth's fire misuse behavior. To provide comprehensive intervention, locate local community resources for youth/families to receive needed assistance and services.

* "Fire misuse" includes: juvenile firesetting, fire lighting, child arson, fire play, experimentation, playing with lighter or matches, and other fire-related incidents (e.g. fireworks, explosives or boules bonites, pulling a false alarm, lighting aerosols or accelerants, observing others misusing fire, etc.). Use of "juvenile firesetter" is discouraged as it negatively labels a child vs. focusing on changing a youth's behavior.



5. Praise youth for showing respect and responsible behavior towards fire. Encourage parents/caregivers to set a good example by role modeling safe and careful use of matches, lighters, and other fire sources (i.e. never misuse fire as a source of amusement as youth will imitate the behavior they observe).

Introduction – Before Viewing

Explain to the audience the purpose of having them watch the video. Emphasize that what they are about to see is a true story. What happened to Sean as a result of his choice to misuse fire can and does happen to children and teens every day. Our goal is to prevent this from happening to you. *Optional:* Administer the written pre-test or verbally ask some of the test questions.

Example Discussion Questions – After Viewing

Optional: Have viewers complete the “Youth Collage” either using their own fire incident (if applicable) or Sean’s. Complete the post-test.

- **What is arson?** In simple terms, arson is the crime of deliberately setting a fire for an unlawful or improper purpose. *Optional:* Use your state, local, or the Federal Bureau of Investigation (FBI) definition. The FBI defines arson as “any willful or malicious burning or attempting to burn, with or without intent to defraud, a dwelling house, public building, motor vehicle or aircraft, personal property of another...”⁹
- **What are examples of fires that meet the definition of arson?** The audience will give a variety of answers. The main point is that many fires which youth are involved in could be considered arson, including: being dared or peer pressured to start a fire; experimenting with bottle bombs, fireworks, or other explosive/pressure devices; igniting aerosol sprays or accelerants; setting fires in fields, parks, dumpsters, abandoned buildings, school property, trash cans, etc.
- **How serious of a crime is arson? What is a felony? How serious is a felony?** Arson is classified as a felony. A felony is one of the most serious criminal offenses in the U.S. It has severe legal consequences, which can include 1 or more years in prison or capital level punishment. In addition to arson, other crimes considered felonies include: murder, rape, aggravated assault, battery, burglary, drug possession, and espionage. Besides prison, felons can receive added punishments or collateral consequences such as: loss of voting rights; exclusion from certain jobs and professional licenses; denial of firearm purchase/possession; and ineligibility for public office or military service.



⁹U.S. Department of Justice-FBI. Crime in the United States: Uniform Crime Reports 2000 – 2011.

- **Can kids be arrested for misusing fire? What if it was only a “practical joke”?** During the past decade, youth <18 years old have accounted for about 50% of all U.S. arson arrests; about 30% are <15 years old, and about 3% are <10 years old.⁶ No other FBI index crime has such a high rate of youth involvement. Youth have also been arrested and charged with domestic terrorism or “possession of a substance with explosive capabilities” for “experimentation” and “practical jokes” associated with firesetting and devices like bottle or smoke bombs.
- **What age is considered a juvenile?** Legal definitions vary from state to state; provide your jurisdiction’s definition.
- **What does “age of culpability” mean? If your state has an age of culpability, what is it?** “Age of criminal responsibility” or the minimum age a person is presumed to be capable of understanding and can be held legally responsible for their actions. In the U.S., individual states determine the minimum age. Under common law in most states the minimum age is 7-10 years; or it isn’t specified, which means it is determined on a case-by-case basis and can be as young as 3-4. *Optional:* Discuss state mandatory or “juvenile waivers” which require youth to be transferred to adult court for the trying and sentencing of certain offenses.
- **How are you and Sean different?** Possible responses: He went too far; I wouldn’t do that; I’m not an arsonist; I wouldn’t torch my school; I only set little fires; I’d put the fire out before it got that big; I’m not a “pyro” like he was; I’d be smarter and not get caught; etc. *Be prepared to discuss and redirect misconceptions or thinking errors that are expressed by the audience.*
- **How are you and Sean similar?** Possible responses: He was only a kid/teenager; When he was younger he and friends set fires; He wasn’t trying to hurt anyone; He didn’t know his actions had long-term consequences or that he could go to jail; He damaged someone else’s property; His poor choice affected many people; He didn’t want to talk to an adult about his problems, etc. *Emphasize the key point:* Similar to Sean, many youth make a poor choice to misuse fire without thinking about the consequences. This can lead to several bad outcomes, including being charged with the crime of arson.
- **What problems could you and your family face if you misuse fire? What aspects of your life would change if you were charged with arson or domestic terrorism?** Name some consequences of misusing fire: Social, Medical, Financial, Legal, & Future/Career? Choosing to misuse fire sets off an unstoppable chain of events with lasting consequences. Social: public shame, loss of trust, family strain, guilt, disappointment, bad reputation, forbidden to see friends, etc. Medical: burns, other injuries, death, permanent physical or emotional damage. Legal & Financial: restitution, legal/court/lawyer fees,