



National Fire Academy

F0633 – Youth Firesetter Intervention Specialist

Version: 1st Edition, 3rd Printing, August 2017

Quarter:

ACE Credit: In the lower division baccalaureate/associate degree category, one semester hour in fire prevention, fire science, risk management or psychology.

IACET Continuing Education Units: 1.5

Length of Course: 2 Days (15 hr., 30 min. contact hours)

Prerequisite: None

Curriculum: Fire Prevention: Management

Training Specialist: Mike Weller

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

F0633 – “Youth Firesetter Intervention Specialist.” This two-day course is based on the requirements of NFPA Standard 1035 pertaining to the Youth Firesetter Intervention Specialist. This course provides students with a broad understanding of the knowledge, skills, and abilities the Youth Firesetter Intervention Specialist should meet as requirements of NFPA Standard 1035 pertaining to youth firesetting. This course is for the practitioner who provides services at the program delivery level. It replaces Youth Firesetting Prevention and Intervention — Level 1. The course covers the following:

- Review of the NFPA 1035 Standard for Youth Firesetter Intervention Specialist.
- The extent of the youth firesetting problem and justification for local youth firesetting prevention and intervention programs.
- Examination of the typologies of firesetting and the motivation behind firesetting behaviors.
- Identification, intake, screening, disposition, and follow-up.
- Youth firesetting educational interventions.

At the completion of the course, the student will be able to:

- Explain national trends in youth firesetting and compare those trends to the statistics from their home communities.
- Classify the typologies of youth firesetting.
- Explain intervention options to mitigate youth firesetting behavior.
- Present an educational intervention for a Youth Firesetting Prevention and Intervention Program.

Student Qualifications (Primary and Secondary Audience)

The target audience for this course is anyone who has or will have responsibility to prevent or mitigate the occurrence of youth firesetting. The audience could include volunteer and career firefighters, fire investigators, Fire and Life Safety Educators (FLSEs), and allied professionals from criminal justice, mental health, social services and juvenile justice.

Course Scope (Goal)

Empower learners with the knowledge, skills and abilities (KSAs) to perform many of the job performance requirements (JPRs) of a Youth Firesetter Intervention Specialist as outlined in the National Fire Protection Association (NFPA) Standard 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications*, 2015 Edition.

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to accomplish the following:

- Analyze national trends in youth firesetting and compare those trends to the statistics from their home communities.
- Classify the typologies of youth firesetting.
- Evaluate intervention options to mitigate youth firesetting behavior.
- Apply stages of development to an educational intervention for a Youth Firesetting Prevention and Intervention (YFPI) program.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#) and through their State, local, tribal, and US territories training partners. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

DAY 1	DAY 2
Introduction Activity I.1 Introductions	Unit 3: Identification, Intake, Screening, Disposition and Follow-up (cont'd) Activity 3.2: The Screening Forms
<i>Break</i>	<i>Break</i>
Unit 1: The Extent of the Youth Firesetting Problem	Unit 3: Identification, Intake, Screening, Disposition and Follow-up (cont'd) Activity 3.3: Determining Interventions
<i>Break</i>	<i>Break</i>
Activity 1.1: A Snapshot of Your Youth Firesetting Problem Unit 1: The Extent of the Youth Firesetting Problem (cont'd) Unit 2: Who Sets Fires and Why?	Activity 3.3: Determining Interventions (cont'd) Unit 3: Identification, Intake, Screening, Disposition and Follow-up (cont'd)
<i>Lunch</i>	<i>Lunch</i>
Unit 2: Who Sets Fires and Why? (cont'd)	Unit 4: Youth Firesetting Educational Intervention Activity 4.1: Education as a Primary Prevention Intervention
<i>Break</i>	<i>Break</i>
Activity 2.1: Typologies of Youth Firesetting Unit 2: Who Sets Fires and Why? (cont'd) Unit 3: Identification, Intake, Screening, Disposition and Follow-up Activity 3.1: Intake Instrument Review	Unit 4: Youth Firesetting Educational Intervention (cont'd) Activity 4.2: Stages of Development and Program Delivery Examination Evaluation

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

Course Resources (Instructional Materials)

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

Grading Structure

Course Final Examination	100 points
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Instructions for Grading Structure

A minimum final grade of at least 70 percent is required to pass this course.

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

The required performance to successfully complete the course is attained by completing the class with a letter grade of a “C” or higher.

Letter Grade	Point Range
A	90-100
B	80-89
C	70-79
F	69 or lower

4. Once a grade selection is determined for the students’ scores, the instructor will record the grade on the Class Grade Sheet and sign, date and submit it to the NFA.

EXAMINATION ADMINISTRATION PROCEDURES

Students will be given exams at the end of the class, and only the instructor will grade the exams. While the exams are being graded by the instructor, students will be asked to complete end-of-course evaluations.

Exams are to be completed individually and not as a group or a group activity, unless specifically directed within the instructor guide for the specific course. Students should use pencils to complete answer sheets if bubble sheets and a scoring key overlay are being used.

There should only be one answer for any given question marked by the student. A question with multiple answers is considered incorrect. Please mark number of incorrect answers on completed exam sheets, record score (percentage), and mark the appropriate letter grade.

Transfer the letter grades to the corresponding student name on the course roster.

If a student does not obtain a passing grade on the first attempt, the instructor will provide remediation¹ prior to a retest. Students who do not pass the first exam will be allowed to take one retest of a new exam before departing from the class. A second failure will result in a grade of “F” being recorded on the grade roster.

Once all exams have been graded, instructors should review the exam as a group.

In the event of unusual events (storm, fire response, family emergency) or early departure, the host agency or state representative may be asked to proctor the exam at a later date. The instructor is responsible to notify the Training Specialist as soon as practical of the situation and name of person responsible for the exams and testing process.

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

Course Outline

Unit 1: The Extent of the Youth Firesetting Problem (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 1.1 Analyze national trends in youth firesetting and compare those trends to the statistics from their home communities.

Enabling Objectives

The students will be able to:

- 1.1 Explain national trends and types of fires set by youth.
- 1.2 Relate how youth are experimenting with explosive and pressure-creating devices.
- 1.3 Discuss the youth firesetting problem in their community.

Unit 2: Who Sets Fires and Why? (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 2.1 Classify the typologies of youth firesetting.

Enabling Objectives

The students will be able to:

- 2.1 Explain the significance of fire in America's culture and how children learn about fire.

- 2.2 Distinguish myths from facts related to youth firesetting.
- 2.3 Describe the dangers and penalties of youth firesetting behaviors.
- 2.4 Analyze the four common factors that contribute to firesetting behaviors involving children and adolescents.

Unit 3: Identification, Intake, Screening, Disposition and Follow-Up (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 3.1 Evaluate intervention options to mitigate youth firesetting behavior.

Enabling Objectives

The students will be able to:

- 3.1 Determine sources to identify youth firesetters.
- 3.2 Discuss necessary and effective intake procedures.
- 3.3 Describe the potential impact of cognitive, behavioral and learning disabilities.
- 3.4 Summarize the youth firesetting screening process.
- 3.5 Discuss the components of a screening tool.
- 3.6 Analyze the components of an effective screening environment.
- 3.7 Illustrate how to conduct a screening.
- 3.8 Define levels of firesetting risks.
- 3.9 Discuss potential intervention options for firesetters and families.
- 3.10 Given a screening form and case studies, evaluate firesetting risk levels and recommend appropriate intervention options.
- 3.11 Describe how to perform follow-up activities to assess impact of program services.

Unit 4: Youth Firesetting Educational Intervention (Day 2)

Objectives

Terminal Objective

The students will be able to:

- 4.1 Apply stages of development to an educational intervention for a Youth Firesetting Prevention and Intervention (YFPI) program.

Enabling Objectives

The students will be able to:

- 4.1 Differentiate the levels of prevention.
- 4.2 Illustrate how education can be used as an effective intervention strategy.
- 4.3 Categorize the stages of cognitive development and how they apply to the delivery of an educational intervention.
- 4.4 Describe how to deliver age-appropriate educational interventions.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate.
- If you need to depart the training facility early and miss any portion of the course, you must make the request in writing to the sponsoring agency (e.g., State training director, etc.). The State training director may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements.

Course Failure

You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

All assignments must be turned in by the established deadline. Late submissions could result in a 10 percent decrease in grade.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

https://www.usfa.fema.gov/training/nfa/admissions/student_policies.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the State training director or host agency and to the NFA Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.