



National Fire Academy

N0629 – Youth Firesetting Prevention and Intervention

Version: 4th Edition, 2nd Printing, July 2018

Quarter:

ACE Credit: In the upper division baccalaureate degree category, three semester hours in fire science, risk management, or fire prevention.

IACET Continuing Education Units: 4.0

Length of Course: 6 Days (40 hr., 25 min. contact hours, Sunday – Friday)

Prerequisite: Yes

Curriculum: Fire Investigation, Fire Prevention: Management, Public Education

Training Specialist: Mike Weller

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

N0629 – “Youth Firesetting Prevention and Intervention.” This six-day course provides students with knowledge and skills necessary to identify children and adolescents involved in firesetting. The course addresses how to establish programs to meet the needs of these youths and their families. Skills essential to meet the Youth Firesetting Intervention Professional Standard which is part of National Fire Protection Association 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager* are discussed and practiced throughout the course.

The course framework guides practitioners through the process of developing a comprehensive strategy to combat the misuse of fire and incendiary devices by juveniles. The course focuses on how identification, intake, screening, disposition and follow-up are used to mitigate youth firesetting behavior. It also empowers students with knowledge on how to develop, implement and evaluate a youth firesetting prevention and intervention program. Students visit a local residential treatment program for youth firesetting. Note: There is a pre-course assignment students should bring to class.

Student Qualifications (Primary and Secondary Audience)

Student Selection Criteria: Individuals must have or will have responsibilities related to functions associated with a youth firesetting and intervention program for their agency or their community.

Priority will be given to the following: two members of a jurisdiction applying together who have or will have responsibilities related to youth firesetting prevention and intervention. One of the members must be from the fire service. The other applicant can be from law enforcement, mental health, social services, juvenile justice or other agencies involved in youth firesetting prevention and intervention.

Course Scope (Goal)

The course framework guides practitioners through the process of developing a comprehensive strategy to combat the misuse of fire and incendiary devices by juveniles. The course focuses on how identification, intake, screening, disposition and follow-up are used to mitigate youth firesetting behavior. It also empowers students with knowledge on how to develop, implement and evaluate a youth firesetting prevention and intervention program. Students visit a local residential treatment program for youth firesetting.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Describe the structure and expectations of the course.
- Compare and contrast the competencies necessary to meet Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager of 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.
- Analyze national trends in youth firesetting and compare those trends to the statistics from their home communities.
- Classify youth firesetting into typologies and justify their selections.
- Evaluate intervention options to mitigate youth firesetting behavior.

- Demonstrate the ability to interview youth who have been adjudicated for the crime of arson and report findings.
- Create and present an educational intervention for a youth firesetting prevention and intervention program.
- Develop a youth firesetting prevention and intervention program in their home community.
- Demonstrate how to evaluate a youth firesetting prevention and intervention program.
- Assess their knowledge gain and evaluate the course.

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
Unit 1: Introduction to <i>Youth Firesetting Prevention and Intervention</i> Course	Unit 4: Who Sets Fires and Why?
<i>Break</i>	<i>Break</i>
Unit 1: Introduction to <i>Youth Firesetting Prevention and Intervention</i> Course (cont'd)	Unit 4: Who Sets Fires and Why? (cont'd)
<i>Break</i>	<i>Break</i>
Unit 1: Introduction to <i>Youth Firesetting Prevention and Intervention</i> Course (cont'd) Unit 2: National Fire Protection Association Standard 1035	Unit 4: Who Sets Fires and Why? (cont'd) Read Unit 4 Appendix A
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 3: The Extent of the Youth Firesetting Problem	Unit 5: Identification, Intake, Screening, Disposition, and Followup
<i>Break</i>	<i>Break</i>
Unit 3: The Extent of the Youth Firesetting Problem (cont'd)	Unit 5: Identification, Intake, Screening, Disposition, and Followup (cont'd)

Read Units 1 through 4 plus appendices

Read Units 5 through 7

Homework: Interviewing Activity located in Unit 4 Appendix C

DAY 3	DAY 4
Unit 5: Identification, Intake, Screening, Disposition, and Followup (cont'd)	Midweek Exam
<i>Break</i>	<i>Break</i>
Unit 5: Identification, Intake, Screening, Disposition, and Followup (cont'd)	Unit 6: Trip to Abraxas Youth Center Field Trip: Abraxas Youth Center
<i>Break</i>	<i>Break</i>
Unit 5: Identification, Intake, Screening, Disposition, and Followup (cont'd)	Field Trip: Abraxas Youth Center (cont'd)
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 5: Identification, Intake, Screening, Disposition, and Followup (cont'd)	Unit 6: Trip to Abraxas Youth Center (cont'd) (debriefing activity)
<i>Break</i>	<i>Break</i>
Unit 7: Youth Firesetting Educational Intervention	Unit 7: Youth Firesetting Educational Intervention (cont'd)

Prepare for Abraxas trip (partner discussion)

Read Unit 8

Homework: Interviewing screening tools located in appendices

Graded assignment: Abraxas Interview Essay

Review for Midweek Exam

DAY 5	DAY 6
Unit 8: Program Development	Unit 9: Program Evaluation (cont'd)
<i>Break</i>	<i>Break</i>
Unit 8: Program Development (cont'd)	Unit 9: Program Evaluation (cont'd)
<i>Break</i>	<i>Break</i>
Unit 8: Program Development (cont'd)	Unit 9: Program Evaluation (cont'd)
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 9: Program Evaluation	Unit 10: <i>Youth Firesetting Prevention and Intervention</i> Course Culminating Activities
<i>Break</i>	<i>Break</i>
Unit 9: Program Evaluation (cont'd)	Unit 10: <i>Youth Firesetting Prevention and Intervention</i> Course Culminating Activities (cont'd) Review/Summary Final Exam Graduation

Read Units 9 and 10

Review for Final Exam

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 Midweek Examination	40 points
Abraxas Interview Essay	20 points
Course Final Examination	<u>40 points</u>
TOTAL	100 points

Instructions for Grading Structure

1. All examinations are to be graded by instructors.
2. The midweek examination consists of five questions. The students are to answer four of the five questions. Each question is worth 10 points. Follow the scoring on the answer key on point deduction for each question.

3. The Abraxas interview essay consists of two directives the students are to answer. Follow the rubric for grading, which is part of Activity 6.2.
4. The final examination consists of 20 multiple-choice questions. Each question is worth 1 point.
5. Once a point selection is determined for the student score, the instructor will record that point on the Class Grade Sheet.
6. The instructors will tally the points from both examinations. Points equate to the following grades:

A	90-100
B	80-89
C	70-79
F	0-69
7. A score of 70 or greater is passing.
8. At the completion of the course, an instructor will record, sign, date, and then deliver the completed Class Grade Sheet to the Curriculum Manager/Training Specialist responsible for that course delivery.

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: Introduction to Youth Firesetting Prevention and Intervention Course

Objectives

Terminal Objective

The students will be able to:

- 1.1 Describe the structure and expectations of the course.

Enabling Objectives

The students will be able to:

- 1.1 Identify experience of the class in working with the youth firesetting population.
- 1.2 Describe the goals and objectives of the course.

Unit 2: National Fire Protection Association Standard 1035

Objectives

Terminal Objective

The students will be able to:

- 2.1 Compare and contrast the competencies necessary to meet Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager of 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.

Enabling Objectives

The students will be able to:

- 2.1 Explain the history and purpose of NFPA 1035.
- 2.2 Analyze the knowledge and skills expected of a Youth Firesetter Intervention Specialist who meets the criteria specified as part of NFPA 1035.
- 2.3 Analyze the knowledge and skills expected of a Youth Firesetter Program Manager who meets the criteria specified as part of NFPA 1035.
- 2.4 Explain why some jurisdictions require Youth Firesetter Intervention Specialists to meet the Job Performance Requirements (JPRs) of a Level I Fire and Life Safety Educator (FLSE).
- 2.5 Explain the importance of following prescribed procedures in administering a youth firesetting prevention and intervention program.
- 2.6 Describe recommended components of a youth firesetting prevention and intervention program based on NFPA 1035.

Unit 3: The Extent of the Youth Firesetting Problem

Objectives

Terminal Objective

The students will be able to:

- 3.1 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:

- 3.1 Illustrate the national trends regarding youth firesetting.
- 3.2 Identify the national statistics associated with youth-set school fires.
- 3.3 Evaluate the data gathered on the youth firesetting problem.
- 3.4 Discuss who is setting fires in their community.
- 3.5 Discuss the kinds of fires set by youth.
- 3.6 Estimate the costs associated with youth-set fires.
- 3.7 Relate how youths are experimenting with explosive and pressure-creating devices.

Unit 4: Who Sets Fires and Why?

Objectives

Terminal Objective

The students will be able to:

- 4.1 Classify youth firesetting into typologies and justify their selections.

Enabling Objectives

The students will be able to:

- 4.1 Explain the historical significance of fire in culture and daily life.
- 4.2 Distinguish myths from facts related to youth firesetting.
- 4.3 Given the research on youth firesetting, evaluate the motivations and classifications of youths who set fires.
- 4.4 Analyze the four common factors that contribute to firesetting behaviors involving children and adolescents.

Unit 5: Identification, Intake, Screening, Disposition, and Followup

Objectives

Terminal Objective

The students will be able to:

- 5.1 Evaluate intervention options to mitigate youth firesetting behavior.

Enabling Objectives

The students will be able to:

- 5.1 Explain sources to identify juveniles involved in firesetting.
- 5.2 Discuss necessary and effective intake procedures.
- 5.3 Discuss the procedures for scheduling a screening.
- 5.4 Analyze the components of an effective screening environment.
- 5.5 Apply the Introduction, Rapport, Opening Statement, Narrative, Inquiry, and Conclusion (IRONIC) method of screening.
- 5.6 Discuss the components of a screening tool.
- 5.7 Define levels of risk among youths involved in firesetting.
- 5.8 Given a screening form and case studies, evaluate the risk level of youth firesetting and recommend appropriate intervention options.
- 5.9 Discuss how to perform followup activities to explore the impact of program services.

Unit 6: Trip to Abraxas Youth Center

Objectives

Terminal Objective

The students will be able to:

- 6.1 Demonstrate the ability to interview youth who have been adjudicated for the crime of arson and report findings.

Enabling Objectives

The students will be able to:

- 6.1 Explain intervention options for youth firesetters.
- 6.2 Interview a youth who has engaged in firesetting behavior.
- 6.3 Demonstrate use of an interview form and report findings.
- 6.4 Assess youth firesetters participating in a panel discussion.
- 6.5 Compare and contrast typologies of youth firesetting.

Unit 7: Youth Firesetting Educational Intervention

Objectives

Terminal Objective

The students will be able to:

- 7.1 Create and present an educational intervention for a youth firesetting prevention and intervention program.

Enabling Objectives

The students will be able to:

- 7.1 Differentiate between primary, secondary, and tertiary prevention.
- 7.2 Describe intervention strategies for youth firesetting.
- 7.3 Select the educational goal for their program.
- 7.4 Choose the target group to be served.
- 7.5 Determine the format of the learning environment.
- 7.6 Choose teaching materials to be employed.
- 7.7 Evaluate the components of an educational intervention.

Unit 8: Program Development

Objectives

Terminal Objective

The students will be able to:

- 8.1 Develop a youth firesetting prevention and intervention program in their home community.

Enabling Objectives

The students will be able to:

- 8.1 Analyze their department's or agency's mission to see if it supports a youth firesetting prevention and intervention program.
- 8.2 Determine potential partners and task force members.
- 8.3 Assess resources needed to develop a successful youth firesetting prevention and intervention program.
- 8.4 Develop standard operating procedures (SOPs) for a youth firesetting prevention and intervention program.

Unit 9: Program Evaluation

Objectives

Terminal Objective

The students will be able to:

- 9.1 Demonstrate how to evaluate a youth firesetting prevention and intervention program.

Enabling Objectives

The students will be able to:

- 9.1 Articulate why evaluation is an integral component of a youth firesetting prevention and intervention program.
- 9.2 Define the three stages of program development.

- 9.3 Analyze the four stages of program evaluation.
- 9.4 Demonstrate how to use the stages of program evaluation to measure the development, implementation, and operation of their youth firesetting prevention and intervention program.

Unit 10: Youth Firesetting Prevention and Intervention Course Culminating Activities

Objectives

Terminal Objective

The students will be able to:

- 10.1 Access their knowledge gain and evaluate the course.

Enabling Objectives

The students will be able to:

- 10.1 Review the goals and objectives of the course.
- 10.2 Assess personal knowledge level gain as a result of the Youth Firesetting Prevention and Intervention (YFPI) course.
- 10.3 Evaluate the YFPI course.

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.