



# National Fire Academy

**R0629 – Youth Firesetting Prevention and Intervention  
Version: 6th Edition, 1st Printing, October 2022**

**Quarter:**

**ACE Credit: In the upper-division baccalaureate degree category, 3 semester hours in fire science, risk management or social work.**

**IACET Continuing Education Units: 4.7**

**Length of Course: 6 Days (37 hr., 45 min. contact hours, Sunday – Friday)**

**Prerequisite: Yes**

**Curriculum: Fire Prevention: Management**

**Training Specialist: Michael Weller**

**Instructor:**

**Instructor email/phone:**

**Classroom: J-**

**Meeting Time: 8 AM – 5 PM**

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## Course Description (Catalog)

R0629 – “Youth Firesetting Prevention and Intervention.” This six-day focuses on how identification, intake, screening, disposition and follow-up are used to mitigate youth firesetting behavior. Course content includes understanding the motivations behind youth firesetting and how the impact of adverse childhood experiences and behavioral/mental health challenges can influence firesetting behaviors. Practical experience interviewing at-risk youth and developing case narrative is included.

Students evaluate the existing state of their youth firesetting program, develop a vision for moving forward, construct an action plan, and deliver a persuasive speech to decision-makers for advancing the program.

Students representing the fire service are encouraged to partner with other agencies for this training. Partners can include but are not limited to fire investigators, law enforcement, mental health, social services, juvenile justice or other stakeholders who can assist in building and maintaining programs in their communities.

### **Student Qualifications (Primary and Secondary Audience)**

The target audience of the YFPI course consists of individuals with responsibilities related to functions associated with a youth firesetting intervention program for their agency and/or their community. To encourage an integrated, whole-community approach, mental and behavioral health professionals, social services staff, law enforcement, juvenile justice and probation personnel, fire investigators, health care professionals, school representatives, and educators are included in the target audience for this course.

### **Course Scope (Goal)**

The goal of this course is to provide students with the KSAs 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.

### **Course Objectives (Course Learning Outcomes – TLOs)**

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

- Explain why the prevention and intervention of youth firesetting demands an integrated, community-based approach.
- Explain the range of factors that may contribute to youth firesetting behaviors.
- Recommend intervention options for youth firesetting behaviors.
- Summarize the ascension of firesetting typology and prevention and intervention strategies after interviewing a youth who has exhibited high-risk firesetting behaviors.
- Explain the relevance of an educational intervention in a youth firesetting program.
- Construct an action plan for program development and/or enhancement.

## **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.](#) This classroom course is designed for the national level fire service officer from State and local fire service organizations. During this 6-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. 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.

<b>DAY 1</b>	<b>DAY 2</b>
Introduction  Unit 1: A Strategic Approach to Youth Firesetting Prevention and Intervention	Recap of Day 1  Activity 2.3: Strategies for Supporting Behavioral and Mental Health Needs
<i>Break</i>	<i>Break</i>
Activity 1.1: Comparing Local Youth Firesetting Problems  Activity 1.2: Writing Your Problem Statement and Goal  Unit 1: A Strategic Approach to Youth Firesetting Prevention and Intervention (cont'd)	Unit 3: Components of the Youth Firesetting Intervention Process  Activity 3.1: Creating a Positive Interview/ Screening Environment  Unit 3: Components of the Youth Firesetting Intervention Process (cont'd)  Activity 3.2: Levels of Risk
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 2: Who Sets Fires and Why?  Activity 2.1: Five Common Typologies of Youth Firesetting Behavior	Unit 3: Components of the Youth Firesetting Intervention Process (cont'd)  Activity 3.3: Case Study Analysis
<i>Break</i>	<i>Break</i>
Unit 2: Who Sets Fires and Why? (cont'd)  Activity 2.2: Classifying Typologies of Youth Firesetting	Unit 3: Components of the Youth Firesetting Intervention Process (cont'd)  Activity 3.4: Simple Versus Complex Firesetting Cases
<i>Break</i>	<i>Break</i>
Unit 2: Who Sets Fires and Why? (cont'd)	Unit 3: Components of the Youth Firesetting Intervention Process (cont'd)  Activity 3.4: Simple Versus Complex Firesetting Cases (after class activity)

Note: This schedule is subject to modification by the instructors and approved by the training specialist.

<b>DAY 3</b>	<b>DAY 4</b>
<p>Recap of Day 2</p> <p>Unit 5: Education as a Prevention and Intervention Component</p> <p>Activity 5.1: Education as Primary Prevention</p>	<p>Recap of Day 3</p> <p>Unit 4: Abraxas Youth Center</p>
<i>Break</i>	<i>Break</i>
<p>Unit 5: Education as a Prevention and Intervention Component (cont'd)</p> <p>Activity 5.2: Comparing Youth Firesetting Prevention and Intervention Program Educational Interventions</p>	<p>Activity 4.1: Abraxas Youth Center</p>
<i>Lunch Break</i>	<i>Lunch Break</i>
<p>Unit 5: Education as a Prevention and Intervention Component (cont'd)</p> <p>Activity 5.3: Enhancing Your Youth Firesetting Prevention and Intervention Program's Educational Interventions</p>	<p>Activity 4.1: Abraxas Youth Center (cont'd)</p>
<i>Break</i>	<i>Break</i>
<p>Unit 5: Education as a Prevention and Intervention Component (cont'd)</p> <p>Activity 5.4: Develop an Educational Intervention Lesson Outline</p>	<p>Activity 4.1: Abraxas Youth Center (cont'd)</p>
<i>Break</i>	<i>Break</i>
<p>Unit 5: Education as a Prevention and Intervention Component (cont'd)</p> <p>Activity 5.4: Develop an Educational Intervention Lesson Outline (cont'd)</p>	<p>Unit 4: Abraxas Youth Center (cont'd)</p> <p>Activity 4.2: Abraxas Interview Essay (after class activity)</p>

<b>DAY 5</b>	<b>DAY 6</b>
<p>Recap of Day 4</p> <p>Unit 6: Program Development and Evaluation</p> <p>Activity 6.1, Part 1: Explaining Your Youth Firesetting Prevention and Intervention Program's Existing State and Developing a Vision for the Future</p>	<p>Recap of Day 5</p> <p>Unit 6: Program Development and Evaluation (cont'd)</p>
<i>Break</i>	<i>Break</i>
<p>Unit 6: Program Development and Evaluation (cont'd)</p> <p>Activity 6.1, Part 2: Youth Firesetting Prevention and Intervention Task Force Composition — Building or Enhancing Your Team</p>	<p>Unit 6: Program Development and Evaluation (cont'd)</p>
<i>Lunch Break</i>	<i>Lunch Break</i>
<p>Unit 6: Program Development and Evaluation (cont'd)</p>	<p>Unit 6: Program Development and Evaluation (cont'd)</p>
<i>Break</i>	<i>Break</i>
<p>Unit 6: Program Development and Evaluation (cont'd)</p> <p>Activity 6.1, Part 3: Evaluating and/or Proposing Youth Firesetting Prevention and Intervention Program Components and Administrative Tools</p>	<p>Unit 6: Program Development and Evaluation (cont'd)</p> <p>Activity 6.1, Part 4: Developing a Draft Action/Evaluation Plan: Home Community Youth Firesetting Prevention and Intervention Program</p>
<i>Break</i>	<i>Break</i>
<p>Unit 6: Program Development and Evaluation (cont'd)</p> <p>Activity 6.1, Part 3: Evaluating and/or Proposing Youth Firesetting Prevention and Intervention Program Components and Administrative Tools (cont'd)</p>	<p>Unit 6: Program Development and Evaluation (cont'd)</p> <p>Activity 6.1, Part 4: Developing a Draft Action/Evaluation Plan: Home Community Youth Firesetting Prevention and Intervention Program (cont'd)</p> <p>Activity 6.2: Persuasive Speech — Moving Your Vision Forward</p>

## **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.

Appendix A: Glossary of Terms

Appendix B: Case File Jacob Gantz, Incident Date: May 8

Appendix C: Playing with Fire: Non-Structure Fires

Appendix D: Playing with Fire: Structure Fires

Appendix E: Structure Fires in Schools

Appendix F: A Whole Community Approach to Emergency Management: Principles, Themes, and Pathways for Action

Appendix G: A Brief History of Research on Youth Firesetting

These are found in the Student Manual in Unit 1.

### **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)

### Course grade

The student's final grade will be computed as follows:

<b>Assessments</b>	<b>Points toward course total of 460</b>
Pre-Course Assignment	60
Unit 3 Writing Assignment: Simple Versus Complex Firesetting Cases	100
Unit 4: Writing Assignment: Abraxas Interview Essay	100
Unit 6: Writing Assignment: Developing a Draft Action/Evaluation Plan: Home Community Youth Firesetting Prevention and Intervention Program	100
Unit 6: Persuasive Speech — Moving Your Vision Forward	100

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

<b>Letter grade</b>	<b>Point range</b>
A	460-414
B	413-368
C	367-322
F	321 or lower

### 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**

### **Introduction**

#### **Objectives**

None.

### **Unit 1: A Strategic Approach to Youth Firesetting Prevention and Intervention**

#### **Objectives**

##### **Terminal Objective**

The students will be able to:

- 1.1 Explain why the prevention and intervention of youth firesetting demands an integrated, community-based approach.

##### **Enabling Objectives**

The students will be able to:

- 1.1 Relate the components of a youth firesetting prevention and intervention program with the strategic community risk reduction process.
- 1.2 Explain the appropriate usage of terminology related to youth firesetting.
- 1.3 Estimate the sociological impacts associated with youth-set fires.
- 1.4 Explain the national youth firesetting problem and emerging trends.
- 1.5 Distinguish relevant and credible data sources for exploring the youth firesetting problem.
- 1.6 Evaluate the extent of the community's youth firesetting problem given a combination of quantitative and qualitative service demand data.
- 1.7 Develop a problem statement that frames your local youth firesetting problem.

## **Unit 2: Who Sets Fires and Why?**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 2.1 Explain the range of factors that may contribute to youth firesetting behaviors.

#### **Enabling Objectives**

The students will be able to:

- 2.1 Distinguish the myths from facts related to youth firesetting.
- 2.2 Explain the motivations and typologies of youths who set fires.
- 2.3 Classify youth firesetting into typologies and justify their selections.
- 2.4 Explain how adverse childhood experiences (ACEs) and trauma can influence youth firesetting behaviors.
- 2.5 Explain the impacts of the various behavioral and mental health conditions on youth firesetting.

## **Unit 3: Components of the Youth Firesetting Intervention Process**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 3.1 Recommend intervention options for youth firesetting behaviors.

#### **Enabling Objectives**

The students will be able to:

- 3.1 Explain the identification component of a youth firesetting prevention and intervention program.
- 3.2 Explain the intake component of a youth firesetting prevention and intervention program.

- 3.3 Explain the interview/screening component of a youth firesetting prevention and intervention program.
- 3.4 Analyze the level of risk for repeat firesetting behavior given a screening form and case studies.
- 3.5 Evaluate the intervention options of a youth firesetting prevention and intervention program.
- 3.6 Explain the follow-up component of a youth firesetting prevention and intervention program.

#### **Unit 4: Abraxas Youth Center**

##### **Objectives**

##### **Terminal Objective**

The students will be able to:

- 4.1 Summarize the ascension of firesetting typology and prevention and intervention strategies after interviewing a youth who has exhibited high-risk firesetting behaviors.

##### **Enabling Objectives**

The students will be able to:

- 4.1 Interview a youth who has engaged in firesetting behavior.
- 4.2 Compare typologies of a firesetting youth.
- 4.3 Summarize findings after interviewing a youth who has engaged in firesetting behavior.

#### **Unit 5: Education as a Prevention and Intervention Component**

##### **Objectives**

##### **Terminal Objective**

The students will be able to:

- 5.1 Explain the relevance of an educational intervention in a youth firesetting program.

### **Enabling Objectives**

The students will be able to:

- 5.1 Differentiate between primary, secondary and tertiary prevention.
- 5.2 Determine the format of the learning environment.
- 5.3 Choose teaching materials to be employed.
- 5.4 Analyze the components of an educational intervention.
- 5.5 Design an educational intervention for a youth firesetting situation.

## **Unit 6: Program Development and Evaluation**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 6.1 Construct an action plan for program development and/or enhancement.

#### **Enabling Objectives**

The students will be able to:

- 6.1 Articulate how to develop a youth firesetting prevention and intervention task force.
- 6.2 Articulate how to cultivate long-term working relationships with youth firesetting prevention and intervention task force members in the community.
- 6.3 Evaluate existing and missing resources needed to develop a successful youth firesetting prevention and intervention program.
- 6.4 Evaluate the requirements of standard operating procedures (SOPs) for a youth firesetting prevention and intervention program.
- 6.5 Evaluate their youth firesetting prevention and intervention program using formative stage evaluation.
- 6.6 Justify the advancement of a youth firesetting prevention and intervention program through a persuasive speech.

## **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, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

#### **Student Substitutions**

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

#### **Cancellations or No-Shows**

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

#### **Course Failure**

If you fail an on-campus course, you will not be issued a stipend for that course. 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 and may result in removal from campus and denial of stipends (e.g., if stipends were granted for this course offering).

## **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, Seventh 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, Seventh Edition.

## **Late Assignments**

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

## **Netiquette**

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- **Technology Limitations.** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note.** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), ☺.

## **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.

If you fail an on-campus course, you will not be issued a stipend for that course. 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.

[http://www.usfa.fema.gov/training/nfa/admissions/student\\_policies.html](http://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 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,
- withholding of stipend or forfeiture of stipend paid,
- 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.

## GRADING RUBRICS

### PRE-COURSE ASSIGNMENT — SCORING RUBRIC

**Directions:** Your pre-course assignment will be graded based on this rubric, which you may use as a guide when planning and completing that work.

<b>Criteria</b>	<b>Requirements met</b>	<b>Requirements not met</b>	<b>Notes</b>
<b>Step 1: Complete two self-study courses on community risk reduction.</b>	(25 pts.) Courses were completed and certificates provided to instructor.	(0 pts.) Courses were not completed.	
<b>Step 2: Complete IFSTA self-study course.</b>	(15 pts.) Course was completed and certificate provided to instructor.	(0 pts.) Course was not completed.	
<b>Step 3: Download and read three NFPA reports.</b>	(5 pts.) Reports downloaded and read prior to class.	(0 pts.) Reports not downloaded or read.	
<b>Step 4: Read the youth firesetting case file "Jacob Gantz."</b>	(5 pts.) Report read prior to class.	(0 pts.) Report not read.	
<b>Step 5: Respond to directives and add to your pre-course portfolio.</b>	(10 pts.) Written responses completed and saved in portfolio.	(0 pts.) Written responses not completed.	



### ACTIVITY 3.4

#### SIMPLE VERSUS COMPLEX FIRESETTING CASES — SCORING RUBRIC

**Directions:** Your essay will be graded based on this rubric, which you may use as a guide when planning and completing that work. Check it prior to submitting your essay.

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs improvement</b>	<b>Notes</b>
<p><b>Relevant details that lead to the identification of a "simple" firesetting case (contributing factors, typologies and motivations).</b></p>	<p>(25 pts.) Clear, accurate and detailed description of contributing factors that lead to the identification of a "simple" firesetting case.</p>	<p>(20 pts.) Contributing factors that lead to the identification of a "simple" firesetting case are identified accurately but lack clarity and sufficient detail.</p>	<p>(15 pts.) Contributing factors that lead to the identification of a "simple" firesetting case are not identified OR are not well-defined and not accurate.</p>	
<p><b>Application of common interventions for a "simple" firesetting case.</b></p>	<p>(25 pts.) Clear, accurate and detailed description of common interventions for a "simple" firesetting case.</p>	<p>(20 pts.) Application of a common intervention for a "simple" firesetting case is identified accurately but lacks clarity and sufficient detail.</p>	<p>(15 pts.) Application of a common intervention for a "simple" firesetting case is not identified OR is not well-defined and not accurate.</p>	
<p><b>Relevant details that lead to the identification of a "complex" firesetting case (contributing factors, typologies and motivations).</b></p>	<p>(25 pts.) Clear, accurate and detailed description of contributing factors that lead to the identification of a "complex" firesetting case.</p>	<p>(20 pts.) Contributing factors that lead to the identification of a "complex" firesetting case are identified accurately but lack clarity and sufficient detail.</p>	<p>(15 pts.) Contributing factors that lead to the identification of a "complex" firesetting case are not identified OR are not well-defined and not accurate.</p>	
<p><b>Application of common interventions for a "complex" firesetting case.</b></p>	<p>(25 pts.) Clear, accurate and detailed description of common interventions for a "complex" firesetting case.</p>	<p>(20 pts.) Application of a common intervention for a "complex" firesetting case is identified accurately but lacks clarity and sufficient detail.</p>	<p>(15 pts.) Application of a common intervention for a "complex" firesetting case is not identified OR is not well-defined and not accurate.</p>	
<p><b>Total score:</b></p>				

## ACTIVITY 4.2

### ABRAXAS INTERVIEW ESSAY — SCORING RUBRIC

**Directions:** Your essay will be graded based on this rubric, which you may use as a guide when planning and completing that work. Check it prior to submitting your essay.

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs improvement</b>	<b>Notes</b>
<b>Summary of the interview and background information on youth and their family.</b>	(20 pts.) Summary was well-detailed, included thorough background on the youth and family, and provided an overview of the discoveries made throughout the interview.	(15 pts.) Summary provided background on the youth and family, as well as discoveries made throughout the interview, but lacked important details.	(10 pts.) Insufficient summary of the interview, as well as background on the youth and family.	
<b>Breakdown of firesetting history.</b>	(20 pts.) Clearly explained the firesetting history of interviewee.	(15 pts.) Satisfactorily explained the firesetting history of interviewee.	(10 pts.) Insufficiently explained the firesetting history of interviewee.	
<b>Examples supporting progression of typologies.</b>	(20 pts.) Clearly identified examples that support the progression of typologies.	(15 pts.) Satisfactorily identified examples that support the progression of typologies.	(10 pts.) Failed to identify examples that support the progression of typologies.	
<b>Identification and description of ACEs.</b>	(20 pts.) Clearly identified and described ACEs.	(15 pts.) Vaguely identified and described most or some ACEs.	(10 pts.) Failed to identify or describe some ACEs.	
<b>Identification of prevention and mitigation actions.</b>	(20 pts.) Clearly identified prevention and mitigation actions.	(15 pts.) Identified some prevention and mitigation actions.	(10 pts.) Failed to identify prevention and mitigation actions.	

**ACTIVITY 6.1, PART 4**

**DEVELOPING A DRAFT ACTION/EVALUATION PLAN: HOME COMMUNITY YOUTH FIRESETTING PREVENTION AND INTERVENTION PROGRAM — SCORING RUBRIC**

**Directions:** Your assignment will be graded based on this rubric, which you may use as a guide when planning and completing that work. Check it prior to submitting to your instructors.

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs improvement</b>	<b>Notes</b>
<b>Summary of existing state of youth firesetting prevention and intervention program.</b>	(10 pts.) Author clearly and thoroughly explained the condition of their youth firesetting prevention and intervention program (1-2 paragraphs).	(8 pts.) Author provided a summary of their youth firesetting prevention and intervention program's existing state, but it lacked detail.	(6 pts.) Author did not provide a sufficient summary of their youth firesetting prevention and intervention program's existing state.	
<b>Development of an aspired state vision of youth firesetting prevention and intervention program.</b>	(10 pts.) Author clearly and thoroughly described the aspired state vision of their youth firesetting prevention and intervention program.	(8 pts.) Author described the aspired state vision of their youth firesetting prevention and intervention program, but it lacked detail.	(6 pts.) Author did not provide a sufficient description of an aspired state vision for their youth firesetting prevention and intervention program.	
<b>Identification of organization's resources as they pertain to wisdom, wealth and work (three W's).</b>	(10 pts.) Author identified and made strong connections between their organization's resources and the three W's.	(8 pts.) Author identified and made some connections between their organization's resources and the three W's.	(6 pts.) Author did not sufficiently identify nor make connections between their organization's resources and the three W's.	
<b>Identification of primary stakeholders, rationale for selection and contribution of the three W's.</b>	(15 pts.) Author identified primary stakeholders and offered strong rationale for their selection as well as their contribution of the three W's.	(10 pts.) Author identified primary stakeholders and offered some rationale for their selection and their contribution of the three W's.	(6 pts.) Author did not sufficiently identify primary stakeholders nor offer rationale for their selection and their contribution of the three W's.	

<p><b>Identification of secondary stakeholders, rationale for selection and contribution of the three W's.</b></p>	<p>(10 pts.) Author identified secondary stakeholders and offered strong rationale for their selection as well as their contribution of the three W's.</p>	<p>(8 pts.) Author identified secondary stakeholders and offered some rationale for their selection and their contribution of the three W's.</p>	<p>(6 pts.) Author did not sufficiently identify secondary stakeholders nor offer rationale for their selection and their contribution of the three W's.</p>	
<p><b>Identification of local resources and recommendations for mitigating any identified lack of resources.</b></p>	<p>(10 pts.) Author identified local resources and provided strong, logical recommendations to mitigate a lack of identified resources.</p>	<p>(8 pts.) Author identified local resources and provided some, mostly logical recommendations to mitigate a lack of identified resources.</p>	<p>(6 pts.) Author did not sufficiently identify local resources or provide recommendations to mitigate a lack of identified resources.</p>	
<p><b>Description of existing or aspired state of youth firesetting prevention and intervention program components and administrative tools.</b></p>	<p>(10 pts.) Author provided a thorough, detailed description of existing or aspired state of youth firesetting prevention and intervention program components and administrative tools.</p>	<p>(8 pts.) Author provided a somewhat detailed description of existing or aspired state of youth firesetting prevention and intervention program components and administrative tools.</p>	<p>(6 pts.) Author did not sufficiently provide a detailed description of existing or aspired state of youth firesetting prevention and intervention program components and administrative tools.</p>	
<p><b>Identification of at least 15 action items as part of planning process, which include responsible party and timeframe.</b></p>	<p>(15 pts.) Author clearly identified 15 action items as part of planning process, including responsible party and timeframe.</p>	<p>(10 pts.) Author identified fewer than 15 action items as part of planning process, including responsible party and timeframe.</p>	<p>(6 pts.) Author did not sufficiently identify action items as part of planning process, nor responsible party and timeframe.</p>	
<p><b>Identification of methods for tracking action item progress.</b></p>	<p>(10 pts.) Author clearly identified methods for tracking action item progress.</p>	<p>(8 pts.) Author satisfactorily identified methods for tracking action item progress.</p>	<p>(6 pts.) Author did not sufficiently provide methods for tracking action item progress.</p>	
<p><b>Total Score:</b></p>				

## ACTIVITY 6.2

### PERSUASIVE SPEECH — MOVING YOUR VISION FORWARD — SCORING RUBRIC

**Directions:** Your assignment will be graded based on this rubric. You may use this rubric as a guide when completing your work. Check it again before presenting.

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>	<b>Notes</b>
<b>Summary of existing state of youth firesetting prevention and intervention program.</b>	(20 pts.) Presenter clearly and concisely explained the condition of their youth firesetting prevention and intervention program.	(15 pts.) Presenter provided a summary of their youth firesetting prevention and intervention program's existing state, which either lacked detail or was too lengthy.	(10 pts.) Presenter did not provide a sufficient summary of their youth firesetting prevention and intervention program's existing state.	
<b>Summary of an aspired state vision of youth firesetting prevention and intervention program.</b>	(20 pts.) Presenter clearly and concisely described the aspired state vision of their youth firesetting prevention and intervention program.	(15 pts.) Presenter described the aspired state vision of their youth firesetting prevention and intervention program, which either lacked detail or was too lengthy.	(10 pts.) Presenter did not provide a sufficient description of an aspired state vision for their youth firesetting prevention and intervention program.	
<b>Explanation of the importance of moving from the current state to the aspired state.</b>	(20 pts.) Presenter made a convincing argument justifying needed changes or improvements.	(15 pts.) Presenter made a reasonable argument justifying needed changes or improvements but left out key points.	(10 pts.) Presenter did not sufficiently justify needed changes or improvements.	
<b>Summary of the action plan for getting started.</b>	(20 pts.) Presenter clearly and concisely summarized their action plan for getting started.	(15 pts.) Presenter provided a summary of their action plan, which either lacked detail or was too lengthy.	(10 pts.) Presenter did not sufficiently summarize their action plan for getting started.	
<b>A conclusion that includes a request for the decision-maker.</b>	(20 pts.) Presenter included a clear and concise request for the decision-maker.	(15 pts.) Presenter included a request for the decision-maker, which either lacked clarity or was too lengthy.	(10 pts.) Presenter did not include a distinct request for the decision-maker.	
<b>Total Score:</b>				