



Oregon

JUVENILE WITH FIRE

Screening Tool



Distributed by Oregon Office of State Fire Marshal
Oregon Department of State Police
Juvenile Firesetter Intervention Unit
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Salem, Oregon 97305-1760
(503) 373-1540, ext. 230

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NOTE: This screening tool is authorized for distribution to persons taking the Oregon Department of Public Safety Standards and Training class *Juvenile Firesetter Intervention Specialist 1* and is the tool approved for use by certified juvenile firesetter interventionists in Oregon. Significant interest in using the tool has been expressed by interventionists in other states. In order to protect the integrity of the tool, a signed Memo of Agreement (printed below) from requesting fire departments or agencies is required by the Office of State Fire Marshal.

M E M O O F A G R E E M E N T

Re: *Oregon Juvenile with Fire Screening Tool*

About the use of this tool

OSFM is willing to share the *Oregon Juvenile with Fire Screening Tool* with other fire departments and agencies working with firesetting youth on the condition that it is used with our permission and that the integrity of the tool is not violated by changing its form, wording or content.

Background

The *Oregon Juvenile with Fire Screening Tool* was developed through a two-year research study with the University of Oregon's Institute of Violence and Destructive Behavior. State-of-the-art psychometric procedures were used to develop the tool. To accomplish this, more than 130 interviews completed by the Oregon Fire Service using a pre-existing tool were analyzed using Item Response Theory (IRT). Through the IRT analysis, critical variables were identified and then carefully formatted into the *Oregon Juvenile with Fire Screening Tool*. Any changes to the tool violate the psychometric integrity of the original instrument and invalidate the results.

Memo of Agreement

By signing this Memo of Agreement, the undersigned individual/agency agrees to:

- obtain written permission from the Oregon Office of State Fire Marshal;
- use the *Juvenile with Fire Screening Tool* as it is, without changing its form, wording or content;
- not distribute the tool to others.

Agency/Department name

Date

Address

Phone

Agency/Department head signature

Interventionist signature

Introduction

The Juvenile Firesetter Screening Tool is designed for use by fire service personnel to screen youth referred to them for a fire-related incident. This is a basic screening tool. It is used to decide if a youth needs fire education intervention or needs to be referred to other community agencies. The screening tool is only the first step in the evaluation process for a youth who is using fire. It is not a risk inventory nor does it attempt to predict recidivism.

The tool is based on the statistical analysis of 130 juvenile firesetter assessments. The assessment form used in the research was developed by Kenneth Fineman, Ph.D. The analysis, done by Paul Yavonoff, Ph.D. and Michael Bullis, Ph.D. of the Institute on Violence and Destructive Behavior, was based on Item Response Theory (IRT). The National Arson Prevention Initiative provided the funding for this research effort.

The present document reflects the work of many fire and mental health professionals in Oregon. However, the format of the interview is based on the work of Laurie Birchill, LCSW. Ms. Birchill developed a screening tool for youth applying for entrance into residential treatment in 1989. Ms. Birchill's instrument proved to be user-friendly and stood the test of time. Ms. Birchill made a significant contribution to this project by refining many of her original questions. We are indeed grateful for her expertise.

The Oregon fire service participated in the research which formed the basis for this inventory. They recognized the need for a screening instrument based on empirical data. During the course of the project, interventionists from over twenty fire departments participated in the development of this tool. We are grateful for the dedication of the many men and women from the Oregon fire service who worked so hard to make this screening tool a reality.

Additional funding and facilitation for this project was provided by the Oregon Office of State Fire Marshal, Juvenile Firesetter Intervention Unit.

Judy Okulitch - Program Coordinator
Carol Baumann - Program Specialist

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Duplication of any or all of this manual must be with the express written permission of the Office of State Fire Marshal. Any changes to the tool will affect the integrity of the instrument and are prohibited.

The *Oregon Juvenile with Fire* screening tool was designed to give the fire service professional or community partner a “broad brush” approach to understanding the firesetting behavior of a youth. In Oregon, this screening tool represents only the first step in an evaluation process. The next step includes a mental status evaluation, psychosocial history, firesetter history, diagnosis and treatment recommendations. This step is completed by a qualified mental health professional in the community. A more comprehensive evaluation may also include a battery of psychological testing given by a state licensed clinical psychologist.

The *Oregon Juvenile with Fire* screening tool was designed to meet the needs of both a paid and volunteer fire service. The tool is easy to administer, can be completed in a relatively short period of time, is flexible and focuses mainly on the fire incident. It is not a psychometric risk inventory and therefore does not assign levels of risk. Rather, the fire service in Oregon believes that any fire started by a youth has the potential to cause property loss, injury, and even death and is, therefore, a serious risk-taking behavior.

The screening booklet has several parts:

Steps for Conducting a Screening Interview: Self explanatory

Personal Information: Serves as a basic intake form or the face sheet on a file

Youth Interview: Since the focus of the screening tool is on the fire incident, eleven questions in the youth interview are fire-related. Only three of the fourteen questions in the youth interview are non-fire related. The three questions ask about school, peer group and recent family crisis. Under each of the fourteen primary questions is a list of “suggested” questions. You may ask one of them, all of them, or even probe the topic area with your own questions. You want to ask as many questions as you need until you feel comfortable enough to be able to score the question. Each question is scored on a range of 1-3 with 1 being the most normative behavior. It is recommended that you score the questions after you complete the entire interview. The Comment section is for your notes.

Parent Checklist: This is a self-report checklist. It is included in the referral package. Fire personnel do not need to ask any follow-up questions on this checklist. Many of the items on the checklist were determined to be red-flag behaviors requiring the services of community partners working with at-risk youths.

Parent Interview: The parents are asked ten questions. These questions deal with past firesetting behavior, parents’ perceptions of their child’s behavior and what fire safety is practiced in the home. The parent interview gives fire professionals an indication of the level of fire education the family needs.

Scoring and Referral Procedure: See Scoring and Referral Procedure Page

Report: This is a sample format to use when writing up a referral.

Form 10J: Submit to the Oregon Office of State Fire Marshal for data collection. Submittal may be on paper form or through electronic form. Both formats are available from the Office of State Fire Marshal.

Steps for Conducting a Screening Interview

- Step 1:** A request for a screening interview is received. This request may come from several sources: a parent/caregiver, fire personnel, or other agency (i.e. juvenile, school, mental health)
- Step 2:** When the person calls for a screening interview, complete as much as possible of the **Incident Information** form.
- Step 3.** Schedule screening interview. Inform the family that the interview will take about an hour.
- Step 4.** At the time of the interview, introduce yourself, explain the purpose and format of the meeting. *Example:* “We are here today to gather information that will help determine what educational intervention is needed to stop your child from playing with or setting fires. There are many reasons why kids are interested in fire. We are concerned about your child’s safety and the safety of your family. We know only too well how fast fire can get out of control and we want to make sure that it doesn’t happen to you. So, we are going to ask you and your child a series of questions about the fire incident. I will also be asking you to complete a checklist. This information will direct us on how to best help your child.
- Step 5.** Give the parent the **Parent Checklist** and place them in a separate room to fill it out. Time permitting, you might also want them to view a safety video. We recommend *Plan to Get out Alive* or *Fire Power*.
- Step 6.** Interview the youth. Complete the **Youth Interview** form. Take time to establish rapport with the youth before beginning your questions about the fire.
- Step 7.** After the parent has completed the **Parent Checklist** and you have finished interviewing the child, bring the parent and child back together to complete the **Parent Interview** form. Depending on your situation, you may want to interview the parent alone. (Optional: If interviewing the parent first, give the youth an assignment to complete such as a work sheet*, a fire safety questionnaire*, or ask them to draw a picture of their fire.)
- Step 8.** Score the **Youth Interview** form and the **Parent Interview** form. Depending on the results of the scoring, the interviewer will recommend intervention strategies. There are basically two:
- 1) Fire Education for the youth and family
 - 2) Referral to another agency for a more comprehensive assessment, accountability program, and fire education for the youth and family

When is a release of information form* needed? If the interviewer is recommending a referral to another agency, have the parent/caregiver complete a release of information form. This release allows the fire department personnel to discuss the case with other providers. We recommend that you list the county juvenile firesetter network on the release form.

*Sample provided at back of book.

Juvenile Firesetter Incident Information
Personal Information

_____ Date Received

_____ Agency/Department

_____ Initial Contact Person

Person/Agency Requesting Service _____ Phone# _____

Youth's Name _____

Address _____ City _____

Age _____ DOB _____ Male _____ Female _____

Parents/Caregivers

Father _____ Work# _____ Home# _____

Mother _____ Work# _____ Home# _____

Other adults in the home

Name	Relationship
_____	_____
_____	_____
_____	_____

Brothers/Sisters

Name	Age
_____	_____
_____	_____
_____	_____

School _____ Grade _____



Incident Information

Did the fire dept. respond? (Yes _____) (No _____) Incident # _____ Date _____

Where did the incident take place? _____

What was set on fire? _____

What was the ignition source? _____

Have there been any other firesets? _____



Action Taken

Screening Interview Date _____ Time _____

Name of Interviewer _____

Results: Fire Education _____ Referral to _____

Describe educational intervention provided: (Use back.) _____

Youth Interview

Name _____

Date _____

Interviewer's name _____

Total score _____

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. Use the comment line for anything that seems out of the ordinary or supports your impressions.

A. Is the youth experiencing any school problems?

Suggested Questions: *How's school? What do you like about school? What don't you like? Do you get in trouble at school? Do you have lots of friends at school? Who is your best friend?*

Scoring:

- _1 The youth likes school and has minimal problems.
- _2 The youth has some trouble in school either socially or academically.
- _3 The youth has frequently been in trouble at school, hates the teachers, doesn't like the classes, has been expelled or suspended, etc.

Comments:

B. How does the youth get along with the others in the neighborhood?

Suggested Questions: *Do you have any friends in the neighborhood that you hang out with? Do you like them? Do they like you? Do you ever get picked on by the kids in the neighborhood?*

Scoring:

- _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 or is "hanging out" with other youths involved in delinquent or criminal activity.

Comments:

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

Suggested Questions: *Tell me about what was burned? Tell me about the fire. I wonder why you wanted to burn _____? Have you ever burned _____ before? What other types of things have your burned? Whose stuff did you burn?*

Scoring:

- _1 The object that was burned had little emotional significance for the youth. (i.e. toilet paper, leaves or trash)
- _2 The object that was burned had some emotional significance for the youth (i.e. plastic army figures, other person's 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)

Comments:

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

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

Scoring:

- _1 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.

Comments:

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

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

Scoring:

- _1 The fire was started using available materials; the act of firesetting was spontaneous and done without planning. Matches and lighters were readily available.
- _2 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.

Comments:

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

Suggested Questions: *Was anyone with you when the fire started? If yes, who? What did they say about the fire? Did the person with you do anything as the fire started burning?*

Scoring:

- _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 The youth was alone when the fire was set.

Comments:

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

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

Scoring:

- _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.

Comments:

H. How did the youth feel after the fire?

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

Scoring:

- _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.

Comments:

I (A). Was the youth supervised when the fire occurred at home?

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

Scoring:

- _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.

or ...

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

Scoring:

- _1 The youth was under appropriate adult supervision (i.e. school, church, neighbor's home, babysitter).
- _2 The youth was NOT directly supervised at the time of the fire (i.e. at recess, in bathroom, at the park).
- _3 Youth was left alone or with younger children.

Comments:

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

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

Scoring:

- _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 they 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.

Comments:

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

Suggested Questions: *Tell me about home. Do you like being at home? Is there anything about home that you don't like? Has anything happened at home in the last six months that upset you?*

Is there anything different at home lately?

Scoring:

- _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, ie. divorce, death, moving, death of a pet, etc.
- _3 The family is in a state of crisis or chaos.

Comments:

L. Does the youth have a fire history?

Suggested Questions: *Tell me the other times you have burned things? What was the smallest fire? What was the largest fire? What are some of the other things you have burned? If you started other fires, how did you start them? Have you ever used an accelerant like gasoline or lighter fluid? How about fireworks? Have you ever altered fireworks?*

Scoring:

- _1 This is the first known incidence of fireplay 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 loss or injury.

Comments:

M. Has the youth ever been burned?

Suggested questions. *Have you ever been hurt by fire? Tell me what happened? Where did it happen? Who was involved?*

Scoring:

- _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.

Comments:

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

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

Scoring:

- _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 own responsibility.
- _3 The youth denies the seriousness of the firesetting and his/her own responsibility for it or takes full responsibility for it because he/she intended to cause destruction or injury.

Comments:

Parent Checklist

(Please print)

Name of youth: _____

Date of birth: ____/____/____

Name of person filling out this questionnaire: _____

Relationship to child _____

Are there smokers in the home? Y m N m

My son or daughter takes medicine for a behavior problem. Y m N m

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

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

Use back for additional comments.

Parent Interview

Name _____

Date _____

Total score _____

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. Use the comment line for anything that seems out of the ordinary or supports your impressions.

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

Suggested Questions: *Mom, Dad, what was your reaction to the fire?*

Scoring:

- _1 The reaction of the parents to 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).

Comments: _____

B. Is there a family history with fire?

Suggested Questions: *Did anybody else in the family ever play with fire or get burned from a fire that got out of control? Have you ever had a house fire?*

Scoring:

- _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.

Comments: _____

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

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

Scoring:

- _1 This is the first known incidence of unauthorized use of fire for the youth.
- _2 The youth has a sporadic history of unauthorized use of fire. There was little or no damage from previous incidents.
- _3 The youth has a history of chronic unauthorized use and/or has set at least one fire with serious consequences.

Comments: _____

D. What kind of modeling is going on in the home? How did the parents/caregivers teach their youth about fire?

What kinds of fire safety practices occur in the home? Are there any cultural or traditional ways the family uses fire?

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

Scoring:

- _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 using fire for fun 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 firesafe.

Comments: _____

E. How is the youth supervised?

Suggested Questions: *When you are not at home, who takes care of the child?*

Scoring:

- _1 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.

Comments: _____

F. Does the youth have any problems in school?

Suggested Questions: *Is the youth having any problems in school? Does your child have any learning problems, ie. school referral for problem behaviors, trouble paying attention or being impulsive? Is he or she in a special classroom of any kind?*

Scoring:

- _1 The youth has minimal problems in school.
- _2 The youth gets some school referrals.
- _2 The youth receives special education services.
- _3 The youth has been suspended or expelled from school.

Comments: _____

G. Has the youth ever been in counseling?

Suggested Questions: *Has your child ever seen the school counselor or other mental health provider for problems?*

Scoring:

- _1 The youth has never been in counseling.
- _2 The youth has been in counseling in the past.
- _3 The youth is currently in counseling or has been referred for counseling.

Comments: _____

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

Suggested Questions: *Do you like your kid's friends? Are they a positive influence on ...? Who is his best friend?*

Scoring:

- _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.

Comments: _____

I. *Has any kind of crisis or traumatic event happened within your family? Please describe.*

Scoring:

- _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.

Comments: _____

J. *Would you be willing to seek additional help for your child such as taking him/her to counseling?*

Scoring:

- _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.

Comments: _____

Scoring and Referral Procedure

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

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

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

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

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

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

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

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

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

provide fire safety education to the family and recommend to the family that they seek the services of other community agencies to further evaluate the youth's firesetting behavior.

Referral should consist of:

- 1) a cover letter which includes-
 - a statement of the fire incident
 - observations of the interviewer
 - recommendations
- 2) copies of the parent checklist and both screening interviews
- 3) copy of the fire report
- 4) a brief summary of the education provided
- 5) release of information form

Juvenile Firesetter Screening Report

Name _____ Address _____

Telephone _____ DOB _____ Age _____

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

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

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

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

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

Signature _____ Date _____

Fire Department _____ Telephone _____



State of Oregon Juvenile with Fire Reporting System (10J)

Please report each fire incident that involved a juvenile.
This form accepts information on up to 4 juveniles per incident.

Update

Check if this is an update of a prior report.

Revised March 1999

Fire Department Name _____ Contact Person _____

Date of incident ____/____/____ Time of incident _____ Date of report ____/____/____
(Date and time may be unknown if child is brought in for fire play incidents / unreported fires.)

Alarm # _____ (if the fire was reported)

Incident Address _____
street _____ city _____ county _____ zip _____

**Memo: 10J
Every child.
Every time.**

	Juvenile #1	Juvenile #2	Juvenile #3	Juvenile #4
AGE	_____	_____	_____	_____
GENDER	M <input type="checkbox"/> F <input type="checkbox"/>			
Referred for screening or intervention?	Y <input type="checkbox"/> N <input type="checkbox"/>			

(Specific property use) **Where did the incident take place?**

- (411) Single family home
- (420) Apartment
- (092) Vehicle
- (930) Wildland
- (933) Yard/park/landscaping
- (936) Vacant lot
- (962) Street/alley/sidewalk
- (210) School
- (910) Dumpster/trash
- (131) Church
- (500) Commercial building
- (923) Mailbox
- (400) Other type residence
- (091) Other structure
- Other (describe) _____

Room/area of origin: _____

What material was ignited or attempted? *

- (11) Lighter play
- (12) Match play
- (13) Paper, tissue, cardboard
- (14) Bedding, bed
- (15) Clothing
- (16) Furniture
- (17) Part of a building
- (18) Flammable liquids/aerosols
- (19) Fireworks/explosives
- (20) Toys
- (21) Trash, leaves, grass, twigs
- (22) Bushes, trees, shrubs
- (23) Agricultural crops
- (24) Wildland
- (25) People, animals, self
- (26) Insects
- (10) Other _____

(Form of Heat) **What was the ignition source?**

- (15) Stove, gas
- (22) Stove, wood
- (46) Stove, electrical
- (50) Explosive devices (bombs)
- (54) Fireworks
- (64) Matches
- (65) Lighter
- (66) Candles
- (67) Flares
- (91) Multi-purpose lighter (BBQ)
- (99) Other _____

Accelerant used ? Y N

Where was the ignition source obtained? *

- (11) Home
- (12) Convenience store
- (13) Grocery store
- (14) Other retail store
- (15) Restaurant
- (16) Motel/hotel
- (17) School
- (18) Outdoors
- (10) Other person/friend
- Other (describe) _____

*Not on 1999 electronic version.

Referral source (choose one for each juvenile)

Juvenile #	Juvenile #
1 2 3 4	1 2 3 4
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Parent/guardian	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Juvenile court/department
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Fire investigator	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> School
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Other fire department	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Wildland agency
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> SCF	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Public
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Law enforcement	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Oregon Youth Authority
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Community mental health	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Other (describe) _____

Instructions Incidents to be reported on this form may be either **reported** (on Form 10) or **unreported** (Example: child brought to station by parents.)

This form will accept up to 4 juveniles on one incident. In the event that MORE than four children are involved, please use another Form 10J to complete the report.

If interventions were provided for the juvenile or juveniles involved, please complete the rest of the form on the back. Mail completed forms (blue paper) to Office of State Fire Marshal, attn: JFS Unit, 4760 Portland Rd. NE, Salem, OR 97305-1760.

An update of an incident should be filed on a copy of the original.

Number of previous firesets:
 Juvenile #1 _____ Juvenile #2 _____
 Juvenile #3 _____ Juvenile #4 _____

Office use only

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