



National Fire Academy

F0621 – Youth Firesetting Interviewing and Educational Intervention Strategies
Version: 2nd Edition, 2nd Printing, February 2025

ACE Credit: There is not an American Council on Education credit recommendation for this course.

IACET Continuing Education Units: 2.5

Length of Course: 2 Days (15 hr., 20 min. contact hours)

Prerequisite: Yes

Curriculum: Fire Prevention: Management

Table of Contents

Course Description	Course Resources
Primary and Secondary Audience	Evaluation Procedures
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	Grading Rubrics

Course Description (Catalog)

F0621 – “Youth Firesetting Interviewing and Educational Intervention Strategies.” This 2-day “Youth Firesetting Interviewing and Educational Intervention Strategies” (YFIEIS) (F/N0621) course provides students with the knowledge, skills and abilities (KSAs) necessary to perform an interview/screening and develop an educational intervention program for identified youth exhibiting fire misuse behaviors. The course addresses how to establish and implement these strategies to meet the needs of these youths and their families. The KSAs essential to meet the Youth Firesetting Intervention Professional Standard are part of the current National Fire Protection Association (NFPA) 1030, *Standard for Professional Qualifications for Fire Prevention Program Positions*, and are discussed and practiced throughout the course.

Student Qualifications (Primary and Secondary Audience)

The target audience of the YFIEIS course consists of individuals with responsibilities related to practitioner functions associated with a youth firesetting intervention program for their agency 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 the course is for participants to learn how to interview youths who have engaged in high-risk behaviors such as youth firesetting or experimentation with incendiary/explosive devices. Students will also learn how to provide educational intervention options for simple and complex youth firesetting situations.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Recommend best practice strategies for interviewing firesetting youth and their parents/caregivers.
- Critique the organization's primary and secondary prevention efforts aimed at preventing or mitigating youth firesetting.

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](#), or in the field, in locations across the United States. This classroom course is designed for the national-level fire service officer from state and local fire service organizations. All course materials are designed for interactive classroom environments, in electronic formats.

Course Schedule

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

DAY 1	DAY 2
Introduction Activity 1.1: Student Introductions Unit 1: Interviewing Strategies	Recap of Day 1 Unit 2: Educational Interventions
<i>Break</i>	<i>Break</i>
Unit 1: Interviewing Strategies (cont'd)	Unit 2: Educational Interventions (cont'd)
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 1: Interviewing Strategies (cont'd) Activity 1.1: Interview/Screening Strategies (Young Children) Activity 1.2: Interview/Screening Strategies (Elementary Age)	Unit 2: Educational Interventions (cont'd) Activity 2.1: Steps to Planning an Educational Intervention
<i>Break</i>	<i>Break</i>
Unit 1: Interviewing Strategies (cont'd) Activity 1.3: Interview/Screening Strategies (Adolescents)	Unit 2: Educational Interventions (cont'd) Activity 2.1: Steps to Planning an Educational Intervention (cont'd)
<i>Break</i>	<i>Break</i>
Unit 1: Interviewing Strategies (cont'd) Activity 1.3: Interview/Screening Strategies (Adolescents) (cont'd) Activity 1.4: Interview/Screening Critique	Unit 2: Educational Interventions (cont'd) Activity 2.2: Develop an Educational Intervention Lesson Outline Activity 2.3: Education as Primary and Secondary Prevention Components in the Home Community

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

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/Assignments

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)

Electronic Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

Instructors will provide timely feedback and support throughout the course. Graded assignments are evaluated on content (demonstration of both analysis and application of course material and critical thinking) and quality (grammar, syntax and structure). To help further clarify expectations, grading rubrics are located here starting on page xix.

The students' final grades will be computed using three graded deliverables: completing the pre-course assignment (60 points), Unit 1: Interview/Screening Critique writing assignment (140 points), and Unit 2: Education as Primary and Secondary Prevention Components in the Home Community (120 points).

Assessments	Points toward course total of 320
Pre-course assignment	60
Unit 1: Interview/Screening Critique writing assignment	140
Unit 2: Education as Primary and Secondary Prevention Components in the Home Community	120

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

Letter grade	Percentage range
A	90-100
B	80-89
C	70-79
F	69 or lower

Course Outline

Introduction

Objectives

None

Unit 1: Interviewing Strategies

Objectives

Terminal Objective

The students will be able to:

- 1.1 Recommend best practice strategies for interviewing firesetting youth and their parents/caregivers.

Enabling Objectives

The students will be able to:

- 1.1 Describe why using the Introduction, Rapport, Opening statement, Narrative, Inquiry and Conclusion (IRONIC) process supports a successful information-gathering environment.
- 1.2 Articulate best practices for interviewing specific age groups.
- 1.3 Demonstrate how to preplan for a successful interview.
- 1.4 Discuss strategies for utilizing strengths-based approaches to interviewing and trauma-informed care.

Unit 2: Educational Interventions

Objectives

Terminal Objective

The students will be able to:

- 2.1 Critique the organization's primary and secondary prevention efforts aimed at preventing or mitigating youth firesetting.

Enabling Objectives

The students will be able to:

- 2.1 Explain how to preplan a youth firesetting educational intervention, given a case study.
- 2.2 Outline an age-specific youth firesetting educational intervention, given a case study.
- 2.3 Recommend enhancements to school- and community-based youth firesetting primary prevention educational efforts.
- 2.4 Recommend enhancements to the organization's youth firesetting prevention and intervention program secondary prevention educational efforts.

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.

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 "Publication Manual of the American Psychological Association, 7th 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 this citation style.

Late Assignments

All assignments must be turned in by the established deadline. Late submissions could result in a 10% 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 NFA 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.

<https://www.usfa.fema.gov/nfa/admissions/attendance-failure.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 one to 10 years.
- 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.

Criteria	Requirements met	Requirements not met	Notes
Complete IFSTA self-study course.	(30 pts.) Course was completed and certificate provided to instructor.	(0 pts.) Course was not completed.	
Respond to directives and add to your pre-course portfolio.	(30 pts.) Written responses completed and saved in portfolio.	(0 pts.) Written responses not completed.	
Total score:			

ACTIVITY 1.4

INTERVIEW/SCREENING CRITIQUE — SCORING RUBRIC

Directions: Your essay will be graded based on this rubric. You may use this rubric as a guide when writing your essay and check it again before you submit your essay.

Criteria	Excellent (20 points each)	Good (15 points each)	Needs improvement (10 points each)	Notes
Identification of the steps used to establish rapport.	The essay includes a clear, accurate and detailed identification of the steps to establish rapport used in the interview.	Steps to establish rapport used in the interview are identified accurately but lack clarity and sufficient detail.	Steps to establish rapport used in the interview are not identified OR are not well-defined and not accurate.	
Identification of two other components of the Introduction, Rapport, Opening statement, Narrative, Inquiry and Conclusion (IRONIC) method.	The essay includes a clear, accurate and detailed identification of two other components of the IRONIC method.	Essay accurately identifies two other components of the IRONIC method but lacks clarity and sufficient detail.	Essay does not accurately identify two other components of the IRONIC method OR they are not well-defined and not accurate.	
Identification of three open-ended questions used in the interview and how they were used appropriately.	The essay includes clear, accurate and detailed descriptions of three appropriately used open-ended questions in the interview.	Three appropriately used open-ended questions are identified accurately but lack clarity and sufficient detail.	Three appropriately used open-ended questions are not identified OR are not well-defined and not accurate.	
Identification of three examples of nonverbal body language by the interviewer and the potential impact on the interview.	The essay includes a clear, accurate and detailed description of three examples of nonverbal body language by the interviewer and its potential impact on the interview.	The essay identifies three examples of nonverbal body language by the interviewer and its potential impact on the interview accurately but lacks clarity and sufficient detail.	Examples of nonverbal body language by the interviewer and its potential impact on the interview are not identified OR are not well-defined and not accurate.	

Criteria	Excellent (20 points each)	Good (15 points each)	Needs improvement (10 points each)	Notes
Identification of three examples of nonverbal body language by Jacob and their potential impact on the interview.	The essay includes a clear, accurate and detailed description of three examples of nonverbal body language by Jacob and their potential impact on the interview.	The essay identifies three examples of nonverbal body language by Jacob and their potential impact on the interview accurately but lacks clarity and sufficient detail.	Examples of nonverbal body language by Jacob and their potential impact on the interview are not identified OR are not well-defined and not accurate.	
Description of using a strengths-based and trauma-informed care approach.	The essay includes clear, accurate and detailed descriptions of using a strengths-based and trauma-informed care approach.	A strengths-based and trauma-informed care approach is described accurately but lacks clarity and sufficient detail.	A strengths-based and trauma-informed care approach is not described OR is not well-defined and not accurate.	
Identification of simple versus complex firesetting and recommendation for intervention.	The essay identifies simple versus complex firesetting and recommends an appropriate intervention.	The essay identifies simple versus complex firesetting but does not clearly identify an appropriate intervention.	The essay does not identify simple versus complex firesetting, nor does it identify an appropriate intervention.	
Total score (140):				

ACTIVITY 2.3

EDUCATION AS PRIMARY AND SECONDARY PREVENTION COMPONENTS IN THE HOME COMMUNITY — SCORING RUBRIC

Directions: Your assignment will be graded based on this rubric. You may use this rubric as a guide when writing your assignment and check it again before you submit to your instructors. Please note there are two rubrics, one for those with a current youth firesetting prevention and intervention program, and one for those without a current youth firesetting prevention and intervention program.

Organizations with a current youth firesetting prevention and intervention program:

Criteria	Excellent (15 points each)	Good (10 points each)	Needs improvement (5 points each)	Notes
Part 1: Description of school and community-based educational programs to prevent youth firesetting.	Included a clear and thorough description of school and community-based educational programs.	Description of school and community-based educational programs lacked detail.	Did not provide a sufficient description of school and community-based educational programs.	
Part 1: Description of each program's existing condition (i.e., target audience, length of time in operation, currency and relevancy, and effectiveness).	Included a clear and thorough description of each program's existing condition.	Description of each program's existing condition lacked detail.	Did not provide a sufficient description of each program's existing condition.	
Part 1: Description of needed program enhancements.	Included a clear and thorough description of needed program enhancements	Description of needed program enhancements lacked detail.	Did not provide a sufficient description of needed program detail.	
Part 1: Description of collaborative partners.	Included a clear and thorough description of collaborative partners involved in the programs.	Description of collaborative partners involved in the programs lacked detail.	Did not provide a sufficient description of collaborative partners involved in the programs.	

Criteria	Excellent (15 points each)	Good (10 points each)	Needs improvement (5 points each)	Notes
Part 2: Description of condition of current youth firesetting prevention and intervention program (i.e., educational interventions, length of time in operation, currency and relevancy, and effectiveness).	Included a clear and thorough description of condition of current youth firesetting prevention and intervention program.	Description of condition of current youth firesetting prevention and intervention program lacked detail.	Did not provide a sufficient description of condition of current youth firesetting prevention and intervention program.	
Part 2: Description of presentation methods, suggested media, student activities or take-home activities, including physical program environment.	Included a clear and thorough description of presentation methods, suggested media, student activities or take-home activities.	Description of presentation methods, suggested media, student activities or take-home activities lacked detail.	Did not provide a sufficient description of presentation methods, suggested media, student activities or take-home activities.	
Part 2: Description of needed educational intervention component enhancements.	Included a clear and thorough description of needed educational intervention component enhancements.	Description of needed educational intervention component enhancements lacked detail.	Did not sufficiently describe the needed educational intervention component enhancements.	
Part 2: Description of collaborative partners.	Included a clear and thorough description of collaborative partners involved in the current program.	Description of collaborative partners involved in the current program lacked detail.	Did not provide a sufficient description of collaborative partners involved in the current program.	
Total score (120):				

Organizations without a current youth firesetting prevention and intervention program:

Criteria	Excellent (20 points each)	Good (15 points each)	Needs improvement (10 points each)	Notes
Part 1: Description of school and community-based educational programs to prevent youth firesetting.	Included a clear and thorough description of school and community-based educational programs.	Description of school and community-based educational programs lacked detail.	Did not provide a sufficient description of school and community-based educational programs.	
Part 1: Description of each program's existing condition (i.e., target audience, length of time in operation, currency and relevancy, and effectiveness).	Included a clear and thorough description of each program's existing condition.	Description of each program's existing condition lacked detail.	Did not provide a sufficient description of each program's existing condition.	
Part 1: Description of needed program enhancements.	Included a clear and thorough description of needed program enhancements.	Description of needed program enhancements lacked detail.	Did not provide a sufficient description of needed program detail.	
Part 1: Description of collaborative partners.	Included a clear and thorough description of collaborative partners involved in the programs.	Description of collaborative partners involved in the programs lacked detail.	Did not provide a sufficient description of collaborative partners involved in the programs.	

Criteria	Excellent (20 points each)	Good (15 points each)	Needs improvement (10 points each)	Notes
Part 2: If no youth firesetting prevention and intervention program: Describe proposed program format, target audience, content and educational methodologies.	Included a clear and thorough description of proposed format, target audience, content and educational methodologies.	Description of proposed format, target audience, content and educational methodologies lacked detail.	Did not provide a sufficient description of proposed format, target audience, content and educational methodologies.	
Part 2: If no youth firesetting prevention and intervention program: Describe desired collaborative partners.	Included a clear and thorough description of desired collaborative partners.	Description of desired collaborative partners lacked detail.	Did not provide a sufficient description of desired collaborative partners.	
Total score (120):				