



National Fire Academy

F0633 – Youth Firesetting Intervention Specialist

Version: 2nd Edition, 2nd Printing, May 2023

Quarter:

ACE Credit: In the upper-division baccalaureate degree category, 1 semester hour in fire prevention, fire science, risk management or introduction to psychology.

IACET Continuing Education Units: 2.4

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

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)

F0633 – “Youth Firesetting Intervention Specialist.” This two-day course based on the requirements of National Fire Protection Association 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications* pertaining to the youth firesetting intervention specialist.

This course 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 changes can influence firesetting behaviors. This course is for the practitioner who provides services at the program delivery level.

Student Qualifications (Primary and Secondary Audience)

The target audience of the YFIS course consists of individuals with responsibilities related to practitioner 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, 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.

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 either paper notebook or electronic formats.

Course Schedule

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

| DAY 1 | DAY 2 |
|--|---|
| Introduction Activity I-1: Student Introductions Unit 1: A Strategic Approach to Youth Firesetting Prevention and Intervention | Recap of Day 1 Unit 2: Who Sets Fires and Why? (cont'd) Activity 2.3: Strategies for Supporting Behavioral and Mental Health Needs |
| <i>Break</i> | <i>Break</i> |
| Unit 1: A Strategic Approach to Youth Firesetting Prevention and Intervention (cont'd) Activity 1.1: Comparing Local Youth Firesetting Problems | 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.

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

Appendix D: A Brief History of Research on Youth Firesetting

Appendix F: Playing With Fire: Structure Fires

Appendix G: Playing With Fire: Non-Structure Fires

Appendix H: Structure Fires in Schools

These are found in the Student Manual.

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:

| Assessments | Points toward course total of 160 |
|--|--------------------------------------|
| Pre-Course Assignment | 60 |
| Unit 3 Writing Assignment: Simple Versus Complex Firesetting Cases | 100 |

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

| Letter grade | Point range |
|--------------|--------------|
| A | 160-144 |
| B | 143-128 |
| C | 127-112 |
| F | 111 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 Explain the relevance of clear and detailed case narrative.
- 1.4 Estimate the sociological impacts associated with youth-set fires.
- 1.5 Explain the national youth firesetting problem and emerging trends.

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 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 Evaluate the level of risk for repeat firesetting behavior given a screening form and case studies.
- 3.5 Analyze 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.

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 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.

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.

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

Academic Honesty

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

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the 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.

| Criteria | Requirements met | Requirements not met | Notes |
|--|--|--|-------|
| Step 1: Complete two self-study courses on community risk reduction. | (25 pts.) Courses were completed and certificates provided to instructor. | (0 pts.) Courses were not completed. | |
| Step 2: Complete IFSTA self-study course. | (20 pts.) Course was completed and certificate provided to instructor. | (0 pts.) Course was not completed. | |
| Step 5: Respond to directives and add to your pre-course portfolio. | (15 pts.) Written responses completed and saved in portfolio. | (0 pts.) Written responses not completed. | |
| Total score: | | | |

ACTIVITY 3.4

SIMPLE VERSUS COMPLEX FIRESETTING CASES — 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 | Good | Needs improvement | Notes |
|--|--|---|---|-------|
| Relevant details that lead to the identification of a "simple" firesetting case (contributing factors, typologies and motivations). | (25 pts.) Clear, accurate and detailed description of contributing factors that lead to the identification of a "simple" firesetting case. | (20 pts.) Contributing factors that lead to the identification of a "simple" firesetting case are identified accurately but lack clarity and sufficient detail. | (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. | |
| Relevant details that lead to the identification of a "complex" firesetting case (contributing factors, typologies and motivations). | (25 pts.) Clear, accurate and detailed description of contributing factors that lead to the identification of a "complex" firesetting case. | (20 pts.) Contributing factors that lead to the identification of a "complex" firesetting case are identified accurately but lack clarity and sufficient detail. | (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. | |
| Application of common interventions for a "simple" firesetting case (Part 2). | (25 pts.) Clear, accurate and detailed description of common interventions for a "simple" firesetting case. | (20 pts.) Application of a common intervention for a "simple" firesetting case is identified accurately but lacks clarity and sufficient detail. | (15 pts.) Application of a common intervention for a "simple" firesetting case is not identified or is not well-defined and not accurate. | |
| Application of common interventions for a "complex" firesetting case (Part 2). | (25 pts.) Clear, accurate and detailed description of common interventions for a "complex" firesetting case. | (20 pts.) Application of a common intervention for a "complex" firesetting case is identified accurately but lacks clarity and sufficient detail. | (15 pts.) Application of a common intervention for a "complex" firesetting case is not identified or is not well-defined and not accurate. | |
| Total score: | | | | |