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The Juvenile Firesetter/Arson
Control and Prevention Program

*User's Guide*

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for the
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# Introduction

This User's Guide is designed to accompany *The Juvenile Firesetter/Arson Control and Prevention Program (JFACPP) Program Materials*. The User's Guide is intended to accomplish the following objectives.

1.  **To provide a summary of how to plan and implement a juvenile firesetter/arson control and prevention program.**

    This is achieved by outlining critical decision points in building each component of the juvenile firesetter/arson program. The result is a cookbook format that guides the reader from the planning to the execution of an effective community program.

2.  **To highlight the key information contained in** *The JFACPP Guidelines for Implementation.*

    Because these volumes contain a great deal of information, the User's Guide identifies the specific areas which will be useful to those developing their own juvenile firesetter/arson program. The User's Guide also shows where to find particular types of information in the two volumes. The User's Guide and *The JFACPP Guidelines for Implementation* follow the same organizational format, therefore cross-referencing is facilitated.

Program leadership, management, and service providers in fire service, mental health, law enforcement, probation, and juvenile justice systems will find this guide a quick and easy reference. It can be used as a handbook in helping all of these disciplines build an effective network of community services to control and abate the problem of juvenile firesetting and arson.

The role of program management begins with planning and developing the juvenile firesetter/arson program. If the proper groundwork is laid early in the planning and development stages, later management and maintenance of the program will be greatly facilitated. Therefore, it is important to recognize that there are specific phases of planning and development, and that certain decisions have to be made to ensure the successful implementation of the program.

There are three general phases of building a juvenile firesetter/arson program. They are assessment, planning, and development. There are several decisions which must be made during each of these three phases. These phases and corresponding decision points should be viewed by program leadership as guidelines for planning and developing their juvenile firesetter/arson program. Some or all of these phases and decisions may be executed by program leadership, depending on the perceived need and level of effort. The amount of careful planning which occurs is likely to be directly related to the implementation of an efficient and successful juvenile firesetter/arson program.

## Phase I: Assessment

The purpose of the assessment phase is to determine whether there is a need for a juvenile firesetter/arson program in the community.

**Decision 1. Problem Identification.** Determine whether local experts think that juvenile firesetting is an important or significant problem in the community.

**Decision 2. Fact-finding.** Conduct fact-finding activities to determine the statistical occurrence or incidence of juvenile firesetting in the community. Some resources in the community which might have relevant information are the fire service, law enforcement agencies, and probation/juvenile justice.

## Phase II: Program Planning

The planning phase builds the foundation of the program and to a certain extent determines its effectiveness and longevity. Table 1.1 highlights the seven key steps which must be executed during the program planning phase.

Table 1.1

Key Elements
in
Program Planning

| Element | Description |
|---------|-------------|
| I. Problem Definition | Specify the nature and extent of juvenile firesetting incidents in the community. |
| II. Program Leadership | Identify someone responsible for the program. |
| III. Service Delivery | Select the type of services to be offered. |
| IV. Program Site | Determine the primary location for service delivery. |
| V. Service Jurisdiction | Specify the geographic boundaries of service delivery. |
| VI. Staffing | Identify management and key service providers. |
| VII. Budget | Estimate costs of service delivery. |

**Decision 1. Problem Definition.** Define the nature and extent of the juvenile firesetter problem in the community. The problem should be defined in terms of the statistical incidence of juvenile firesetting and arson. These rates should be compared to national averages to determine the significance of the problem.

**Decision 2. Program Leadership.** Identify the key decision-makers, such as fire service management, mental health professionals, etc., who are willing to establish program operations.

**Decision 3. Service Delivery.** Identify the types of services that will be offered to juvenile firesetters and their families. Table 1.2 presents the three general service delivery models for juvenile firesetter/arson programs. They are primary prevention, early intervention, and core intervention. Each program must decide on its basic approach to service delivery. Once the basic approach has been selected, then the specific program functions and operations must be determined. The functions and operations of a program refer to the actual types of screening, evaluation, and intervention services that will be offered. Components 2 and 3 of this User's Guide cover how to select the most appropriate functions and operations for juvenile firesetter/arson programs.

**Decision 4. Program Site.** Identify and establish the primary program site or sites responsible for the operation of the juvenile firesetter/arson program. In addition, secondary or referral sites can be specified as part of the network of service delivery.

**Decision 5. Service Jurisdiction.** Define the jurisdiction of service delivery for which the juvenile firesetter/arson program will be responsible. Often smaller towns or communities may want to pool resources and mount a coordinated effort.

**Decision 6. Staffing.** Based on the selection of the program model, estimate the personnel and staffing patterns for the program. This includes the identification of primary service providers.

**Decision 7. Budget.** Based on decision 1-6 develop a proposed budget estimating the cost of service delivery.

**Phase III: Program Development**

This phase sets in motion activities so that the program's door can be open for business. Table 1.3 summarizes the seven essential tasks for effective program development.

Table 1.2

Program Models
for
Intervention Services

| Model | Sources | Goals |
|-------|---------|-------|
| I. Primary Prevention | A. School Curriculum and Programs | 1. Prevention of first-time firesetting. |
| | B. The Fire Service | 2. Communication and education of fire safety and survival skills. |
| II. Early Intervention | A. The Fire Service | 1. Identification of children at-risk. |
| | | 2. Evaluation, education, and referral. |
| | | 3. Prevention of recurrence. |
| III. Core Intervention | A. Mental Health | 1. Evaluation of recurrent firesetters. |
| | B. Probation and Juvenile Justice | 2. Treatment to stop firesetting and remediate psychopathology. |
| | | 3. Prevention of antisocial and criminal behavior. |

Table 1.3

Program Development Tasks

| | Task | Description |
|---|---|---|
| I. | Program Goals | Define program goals, objectives, and time-frame for implementation. |
| II. | Program Operations | Establish new program functions within existing service structure. |
| III. | Coordination Council | Solicit members from the community and establish routine meetings. |
| IV. | Funding | Develop sources of financial support and contribution for short and long term operations. |
| V. | Training | Conduct orientation and training sessions to educate key staff and service providers. |
| VI. | Liability | Define potential legal and financial risks and responsibilities. |
| VII. | Interagency Linkages | Establish referral pathways between community services. |

**Decision 1. Program Goals.** Specify short- and long-term goals and objectives for successful program operations.

**Decision 2. Program Operations.** Once the specific program services have been identified, they will have to be integrated within the existing service delivery system. For example, if a juvenile firesetter/arson program is going to offer evaluation and education services within a fire department, the department must decide which division will be responsible for offering this service. In some instances it may be fire prevention, in other instances it may be public education or another fire service division. The details of how the program will operate within the existing structure must be planned.

**Decision 3. Coordinating Council.** A local coordinating council must be established comprised of leaders of community programs most likely to contribute to the general support and operation of the juvenile firesetter/arson program. Some members of the council may include the Fire Chief or Fire Marshal, the Police Chief, a Juvenile Court Judge, a School Principal or School Board Member, Mental Health or Social Service Agency Directors, and other individuals with status and influence within their profession or agency. Component 1 in the *Guidelines for Implementation* details specific steps to be taken in building an effective coordinating council.

**Decision 4. Funding..** Establish and secure mechanisms for short- and long-term funding of the program. This includes both financial commitments as well as in-kind contributions for supporting the anticipated costs associate with operating the program.

**Decision 5. Training.** Plans should be made for conducting orientations and in-service training seminars for staff who will be involved in implementing the program. Specific ideas for training programs are presented in Component 1 in the *Guidelines for Implementation.*

**Decision 6. Liability.** Consult with local community experts (attorneys, city management, etc.) to determine the nature and extent of the program's legal and financial responsibilities in working with the population of juvenile firesetters.

**Decision 7. Interagency Linkages.** Identify which community agencies might provide services to juvenile firesetters. These agencies may include social services, mental health, and probation and juvenile justice. Component 4 of this User's Guide details how to establish and maintain effective referral pathways for juvenile firesetters.

## Component 2
### Screening, Evaluation, and Developing the Intervention Plan

Virtually all juvenile firesetter/arson programs will have some type of screening and evaluation system for working with children and their families. During the program planning phase, preliminary decisions have been made regarding the selection of a general program model. Now, a particular set of screening and evaluation procedures must be selected for implementation.

There are several factors which should be taken into consideration when setting-up a screening and evaluation system for juvenile firesetters. There are four major phases which must be completed for the successful operation of the system. These phases are identification of the target population, designation of the responsible service agencies and individuals, selection of the screening and evaluation procedures, and implementation of these procedures. In each of these phases there are specific decisions to be made which will determine the nature and extent of the screening and evaluation effort. It is recommended that program leaders utilize each of these phases and decisions as guidelines when developing their screening and evaluation system.

### Phase I: Identification of the Target Population

During this phase the target population of juvenile firesetters must be identified and described in the community. Program leaders must decide on the level of severity of firesetting behavior they are willing to screen and evaluate, along with the type of juvenile firesetters they will serve. There are general personality profiles associated with juvenile firesetting. They are presented in Tables 2.1 (curiosity firesetters ages seven and under), 2.2 (recurrent firesetters ages eight to twelve), and 2.3 (adolescent firesetters), and they are described in detail in Component 2 in the *Guidelines for Implementation*.

There are some specific psychosocial characteristics which are likely to vary from community to community. For example, the demographic characteristics of juvenile firesetters, such as age, ethnic background, and economic status, are likely to represent the demographic characteristics of the particular community in which the juvenile firesetter/arson program is being implemented. Because demographic characteristics vary from community to community, it is important for program leaders to know what types of youth live in their community and hence what type of youth they are likely to serve.

**Decision 1. Severity Level.** Define the level of severity of firesetting behavior to be screened and evaluated. See Component 2 in the *Guidelines for Implementation* for a complete description of the severity levels of juvenile firesetting behavior.

Table 2.1

Characteristics of Curiosity Firesetters
Ages Seven and Under

| Dimension | Description |
|---|---|
| I. Individual Characteristics | Normal physical, cognitive and emotional development. No evidence of psychiatric disturbance. |
| II. Social Circumstances | A happy, well-adjusted family life. Good peer relationships. No academic or behavior problems in school. |
| III. Environmental Conditions | Firesetting is the result of accident, experimentation and curiosity. Feelings of guilt and remorse occur after firesetting. Attempts are made to extinguish firestarts. A low probability exists of future firesetting. |

Table 2.2


Characteristics of Recurrent Firesetting Children
Ages Eight to Twelve

| Dimension | Description |
|---|---|
| I. Individual Characteristics | Evidence of difficulties in one or more areas of physical, cognitive, or emotional functioning. Studies suggest the presence of one or more of the following problems: a greater number of physical illnesses, history of sexual abuse, learning disabilities, overwhelming feelings of anger and aggression, overactivity, impulsiveness, and frequent temper outbursts. |
| II. Social Circumstances | Single-parent families with absent fathers are typical. When marriages are intact, there is a high degree of discord. Overly harsh methods of discipline coupled with lack of adequate supervision is common in single-parent households. Violent patterns of family interaction also have been observed. A history of academic failure coupled with behavior problems in school are evident. Difficulties establishing and maintaining friendships are observed. |
| III. Environmental Conditions | Stressful events trigger emotional reactions which result in firesetting. Firesetting represents the emotional release of displaced anger, revenge or aggression. Firesetting has the immediately positive reinforcing properties of attention and effect. No attempts are made to extinguish firestarts. There is rarely consideration of the negative consequences or potential destruction prior to firesetting. |

Table 2.3


Characteristics of Adolescent Firesetters


| Dimension | Description |
|---|---|
| I. Individual Characteristics | Several significant emotional and behavioral problems are apparent. Studies indicate a higher than average number of accidents resulting in physical injuries, higher levels of sexual arousal, fantasy, excitement, and misbehavior, evidence of gender confusion, lack of emotional depth and restricted capacity for expression, and greater risk-taking behavior. |
| II. Social Circumstances | Predominant are single-parent households in which discipline and supervision are uneven. Intact families display high levels of marital discord. One or more parents may carry a psychiatric diagnosis. Physical abuse and other violent patterns of family interaction have been observed. Long histories of academic failure and behavior problems in school are typical. Peer pressure and influence are responsible for guiding and directing behavior. |
| III. Environmental Conditions | Firesetting can be motivated by the need for recognition and attention from peers and from stressful events which trigger emotional reactions resulting in antisocial activity. Firesetting is frequently accompanied by other delinquent activities, such as drug consumption or petty theft, and feelings of excitement and defiance are reported just prior to the act. Feelings of guilt or remorse after firestarting are rare, no attempts are made to extinguish the fires, and there is little fear of punishment. |

**Decision 2. Demographics.** Identify the specific demographic characteristics of the community. These demographic characteristics are likely to describe the population of juvenile firesetters to be served by the program. In addition, the fire service may have information on where fires set by juveniles occur in the community. This type of information also will be useful in planning screening and evaluation services.

## Phase II: Designation of Service Agencies and Individuals.

Once the target population of juvenile firesetters has been specified, the next step is to locate the primary site responsible for screening and evaluating juvenile firesetters. The majority of screening and evaluation systems are operated by fire departments. Other sites include law enforcement agencies and mental health facilities. Each agency must then identify the type of personnel most appropriate for conducting the actual screening and evaluation procedures.

**Decision 1. Identify Primary and Secondary Service Agencies.** Decide which agency is the primary site responsible for screening and evaluating firesetting youth. There may be other agencies in the community which serve as back-up to the primary agency or with whom referral arrangements are established.

**Decision 2. Identify Service Providers.** Determine which types of professionals will be doing the actual screening and evaluation of juvenile firesetters.

## Phase III: Selection of Screening and Evaluation Procedures

The primary site generally is responsible for selecting the most appropriate types of screening and evaluation procedures for working with juvenile firesetters. The range of procedures is described in detail in Component 2 in the *Guidelines for Implementation*.

**Decision 1. Determine Purpose and Function.** The major consideration in selecting screening and evaluation procedures is an agreement on the purpose and function which they are to serve. Program leadership must determine the nature and extent of their evaluation efforts and then decide which procedures best meet their needs. There are specific procedures which have been implemented by the fire service, mental health agencies, law enforcement, probation, and juvenile justice. Decision grids, outlining the purpose and function of screening and evaluation procedures, are presented for each of these community agencies in Tables 2.4 (the fire service), 2.5 (mental health), and 2.6 (law enforcement, probation, and juvenile justice). These decision grids should help program leadership select the best fit between their agency's capabilities and the available procedures for screening and evaluating juvenile firesetters. Component 2 in the *Guidelines for Implementation* contains a more detailed analysis of screening and evaluation procedures. Copies of the actual screening and evaluation instruments can also be found in the resource section of that manual.

Table 2.4

Screening and Evaluation Decision Grid
Fire Service Procedures

| Method | Purpose | Output | Impact | Risk |
|--------|---------|--------|--------|------|
| Telephone Contact Sheet | Screening | Files with demographic information on firesetters | The organization of first contact information to aid in routing firesetters to the most appropriate help | Adding paperwork to an already overloaded system |
| Juvenile with Fire Worksheets | Screening | Files with demographics and services received in service delivery points to track firesetters within the system | Increased communication between first contact and service delivery points | Creating an unnecessary trail of paperwork following firesetters |
| USFA's Interview Schedules | Evaluation | Classification of juveniles into low, definite, and extreme risk for firesetting and development of an intervention plan | The application of a widely accepted and applied system for evaluating and classifying firesetters | Currently there are no formal statistical studies of validity or reliability on this method |
| FRY Program | Recordkeeping | Files on firesetting incidence, demographics, psychosocial data and intervention steps | Numeri___ codes and values are assigned to data for quantifiable analysis of trends | Short on supplying information on the "whys" of firesetting |
| Adolescent Firesetter Decision Criteria | Evaluation | An assessment of the severity of the firesetting and arson behavior according to one of three risk levels -- low, moderate and high | Systematic documentation of the severity of delinquent firesetting behavior | No quantifiable summary score results, and no formal statistical studies have been conducted |

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Table 2.5


Screening and Evaluation Decision Grid
Mental Health Procedures

| Method | Target/Population | Purpose | Output | Impact | Risk |
|---|---|---|---|---|---|
| The Therapeutic Assessment of Firesetting Scale (TAF) | Older children and adolescents with significant histories of firesetting | Evaluation of psycho-social factors related to firesetting, planning for rehabilitation, and stimulating therapeutic growth | Through a structured interview format, a set of answers to systematic questions related to firesetting | Provides a method for for obtaining important clinical information on firesetting | Does not yield a summary score nor can its psychometric properties be evaluated |
| The Achenbach Child Behavior Checklist | Youngsters exhibiting behavior problems | A paper and pencil test which provides quantitative information on behavior problems as well as competencies | Standard scores on two scales; social competency and behavior problems | Psychometrically sound clinical information on youngsters with behavior problems | Recommended to be used only in conjunction with a comprehensive clinical evaluation |
| General Psychosocial Assessment | All youngsters exhibiting psychological problems | To assess the psychological problems and strengths of youngsters and their families | Output will vary according to specific methods and procedures employed | Evaluation of psychological problems and development of plans for their resolution | |

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Table 2.6
Screening and Evaluation Decision Grid
Law Enforcement, Probation, and Juvenile Justice
Procedures

| Method | Purpose | Output | Impact | Risk |
|---|---|---|---|---|
| **Law Enforcement** | | | | |
| Investigation Interview | Documentation of fire incidence | In cases of no arrest, incidence reports are filed; in cases of arrest, arrest records are established | Systematic documentation and monitoring of incidence rates of juvenile firesetting and arson | Arrested juveniles may not be diverted for for necessary psychological interventions |
| Child Protective Services Report | Documentation of credible evidence demonstrating neglect, abuse, or maltreatment | Filed reports to the legal entity in state governments responsible for investigating cases of child abuse | The protection of the physical and psychological welfare of children as guaranteed by law | |
| Miranda Rights | To inform youth of their legal rights | A signed legal document acknowledging administration of rights | The protection of the legal rights of arrested minors | |
| **Probation and Juvenile Justice** | | | | |
| Adolescent Firesetter Decision Criteria | The evaluation of the psychosocial factors related to firesetting and arson behavior | An assessment of the severity of the firesetting and arson behavior according to one of three risk levels - low, moderate, and high | Systematic documentation of the severity of delinquent firesetting behavior | No quantifiable summary score results, and no formal statistical studies have been conducted |
| Probation Case Plan | To assess the psychosocial factors related to firesetting and identify interventions | Documentation of case plans to remediate delinquent firesetting behavior | The identification of specific intervention objectives | Relies heavily on self-report from youth and their families |

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**Decision 2. Application.** Once the screening and evaluation procedures have been selected, then a system must be designed for their implementation. The flow of juveniles through the screening and evaluation process must be planned, from the moment they are identified to screening, evaluation, and through to the development of a plan for intervention. The result should be an organizational chart outlining the flow of juveniles through the service system.

## Phase IV: Implementation

The implementation phase consists of all the steps necessary to operate an effective screening and evaluation system. Many of these tasks already have been accomplished, however a few final steps need to be taken to put the system into place.

**Decision 1. Staffing.** Based on the planned screening and evaluation system, identify the responsible professional and their roles and duties.

**Decision 2. Training.** Because many of the screening and evaluation procedures require specialized skills in their application, in-service seminars and workshops will be necessary to ensure that those responsible for the program have been adequately trained.

**Decision 3. Basic Operations.** At this stage, all of the screening and evaluation procedures should be in place. These procedures should be documented in writing in a small operations manual.

## Resource List

The following items provide ways to get further information about the procedures and methods described in the component.

Fire Service Procedures

1.  Telephone Contact Sheet

    Source:     The Firehawk Children's Program

    Reference:  Gaynor, J., et al. (1984). The Firehawk Children's Program. A Working Manual. San Francisco: The National Firehawk Foundation.

2.	Juvenile With Fire Worksheets A and B

Source:	Portland Fire Bureau

Contact:	Don Porth
	Portland Fire Bureau
	55 SW Ash
	Portland, OR 97204
	(503) 823-3806

3.	USFA's Interview Schedules

Source:	U.S. Fire Administration

References:	Fineman, K., et al. (1980). Child Firesetter Handbook. Ages 7 and Under. Washington, DC: US Government Printing Office.

	Fineman, K., et al. (1984). Preadolescent Firesetter Handbook. Ages 7 to 13. Washington, DC: US Government Printing Office.

	Gaynor, J., et al. (1988). Adolescent Firesetter Handbook. Ages 14-18. Washington, DC: US Government Printing Office

Contact:	US Fire Administration
	FEMA
	National Fire Academy
	16825 South Seton Avenue, Building N, Suite 311
	Emmitsburg, MD 21727
	(301) 447-6771

4.	FRY Program Data Sheet

Source:	Rochester, New York's FRY Program

References:	Cole, R.E., et al. (1984). Juvenile Firesetter Intervention. Report of the Rochester, New York FRY Program Development Project. New York: Department of State Office of Fire Prevention and Control.

	Cole, R.E., et al. (1986). Children and Fire, Second Report of the Rochester, New York Fire Department FRY Program Development Project. New York: Department of State Office of Fire Prevention and Control.

Law-Enforcement Procedures

1.    Investigation Interview

      Source:     David Lowery
                    Arson Task Force
                    1215 South Boulevard
                    Charlotte, NC  28203
                    (704) 336-3970

2.    Juvenile Miranda Rights

      Source:     Los Angeles Grand Jury

      Source:     Arson Task Force
                    1215 South Boulevard
                    Charlotte, NC  28203
                    (704) 336-3970

Probation and Juvenile Justice Procedures

1.    Adolescent Firesetter Decision Criteria

      Contact:    Alison Stickrod Gray
                    The Center for Prevention Service
                    P.O. Box 254
                    Underhill Center, VT 05490-0254
                    (802) 899-2824

2.    Probation Case Plan

      Source:     Juvenile Service Division
                    700 E. Trade Street
                    Charlotte, NC  28202
                    (704) 342-6804

Mental Health Procedures

1.    The Therapeutic Assessment of Firesetting (TAF) Questionnaire

      Source:        Terrance Neary, Ph.D.
                     Horizon Counseling Center
                     Suite 305
                     Hoffman Estates, IL  60195
                     (708) 882-7744


2.    The Achenbach Child Behavior Checklist

      Reference:     Achenbach, T.M. & Edelbrock, C.S. (1982). Manual for the
                     Child Behavior Checklist and Child Behavior Profile.
                     Burlington, VT:  Child Psychiatry, University of
                     Vermont


3.    General Methods of Psychosocial Assessment

      References:    Gaynor, J. & Hatcher, C. (1987). The Psychology of Child
                     Firesetting, Detection, and Intervention. New York:
                     Brunner/Mazel, Publishers.

                     Wooden, W.S. & Berky, M.L. (1984). Children and Arson,
                     America's Middle-class Nightmare. New York:
                     Plenum Press.

The centerpiece of any juvenile firesetter/arson program is the intervention services it provides to help stop firesetting behavior and improve the quality of life for youth and their families. Program leadership must decide what type of system they are going to develop to serve their target population. Now that the program model has been selected and the screening and evaluation procedures identified, it is the task of program leadership to select the best fit between their current level of resources and capabilities and one or more intervention methods.

To reach a decision regarding the selection of an optimal intervention system, it is recommended that program leadership consider three basic decision phases -- the definition of the current level of program effort, the selection of specific intervention methods, and the implementation of the best fit between the current level of capabilities and program operations. The desired result should be an intervention system that is competently organized and managed and provides efficient services to the population of juvenile firesetters and their families.

## Phase I: Level of Effort

The level of effort must be specified before a particular intervention system can be selected. By defining the level of effort, program leadership can determine the feasibility of implementing various types of interventions.

**Decision 1. Funding.** Although funding decisions are likely to be determined during the program planning stage, at this point in the program's development the budget must be firmly established so that specific resources can be allocated for particular intervention methods. Knowing what the budget constraints are will help narrow the selection of feasible intervention approaches.

**Decision 2. Staff.** The number and type of staff, from program leadership to service providers, should be specified so that roles and responsibilities can be taken into consideration when selecting intervention methods.

## Phase II: Intervention Selection

First, during the planning stage, a program model was selected. Next, the screening and evaluation system was put into place. Finally, the specific intervention methods must be identified. These methods represent the basic functions and operations of the juvenile firesetter/arson program.

For each program model, there are a variety of corresponding intervention methods. The application of these intervention methods depends, in part, on the type of community agency implementing the interventions. For example, primary prevention programs in schools are likely to use different intervention methods than primary prevention programs in the fire service.

To help different community agencies select the most appropriate set of interventions, decision grids have been developed which provide basic information about the various types of interventions. There are a set of decision grids which outline the primary prevention methods for schools and for the fire service. These are presented in Tables 3.1 (schools) and 3.2 (the fire service). Table 3.3 shows a decision grid for early intervention. The fire service is the primary community agency operating this type of intervention system. This decision grid shows examples of the most widely applied juvenile firesetter/arson programs throughout the country. Lastly, there are a set of decision grids for core intervention which provide examples of programs for mental health, and probation and juvenile justice. These are outlined in Tables 3.4 (mental health) and 3.5 (probation and juvenile justice). A more detailed analysis of these decision grids can be found in Component 3 in the *Guidelines for Implementation*.

**Phase III: Best Fit**

During this decision-making process, program leadership must tailor the selected program model and corresponding intervention methods to their specific organization and community. Once the specific pieces of the intervention system have been defined, then each juvenile firesetter/arson program must make it fit into their current organizational structure. For example, if a fire department wants to start and early intervention program, with evaluation, education, and referral operations, then program leadership must set these functions into place with the appropriate and available personnel and resources. Decisions have to be made regarding where, within the fire department, such a program is going to operate. It may be best suited for the fire prevention section or perhaps the public education division. A careful consideration of the day-to-day operations of the juvenile firesetter/arson program will determine which intervention methods are likely to work best given the boundaries of the existing service system.

**Decision 1. Match the Intervention to the Current System.** Determine where and how the new juvenile firesetter/arson program is going to fit within the current service delivery system.

**Decision 2. Maximize the Use of Available Resources.** Determine how best to capitalize on the available resources to fit the juvenile firesetter/arson program into current operations.

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Table 3.1

Primary Prevention Decision Grid
School Curriculum and Programs

| Method | Purpose | Acceptability | Impact | Limitations |
|---|---|---|---|---|
| CTW's Fire Safety Project | Introduce preschoolers to fire safety | Widely used and highly regarded by preschool teachers throughout U.S. | Effective use of popular preschool characters as communicators of fire safety | No formal evaluation of this approach |
| Learn Not to Burn | Classroom curriculum (K-8) teaching fire safety and prevention | Extensively used in urban and suburban school districts throughout U.S. | Teaches 25 key behaviors resulting in competent fire safety schools | No long-term follow-up studies of effectiveness |
| Knowing About Fire | Classroom curriculum (K-3) presenting hands-on fire learning activities | A new program pilot-tested in a sample of schools | Good initial reception by students and teachers | As yet no information on effectiveness |
| Fire Safety Skills Curriculum | Classroom curriculum (K-11) teaching mastery of fire survival skills | Utilized by school districts throughout the state of Oregon | Minimal teacher preparation, self-contained, and easily implemented | No documentation of impact |
| The Juvenile Crime Prevention Curriculum | Teaching crime prevention and fire safety skills to adolescents who in turn teach them to younger children | Utilized in the school districts of the Minneapolis/ St. Paul cities | High satisfaction ratings from all levels of students and teachers | No formal studies assessing crime prevention |
| Project Open House | First-hand, graphic exposure to watching a controlled fire burn and destroy | Reported as a single episode learning activity by one community | Enthusiastically received by students, teachers and parents | Labor and cost intensive |

Table 3.2
Primary Prevention Decision Grid
Fire Service Programs

| Method | Purpose | Acceptability | Impact | Limitations |
|---|---|---|---|---|
| National Fire Prevention Week | To raise national awareness about fire safety and prevention | Nationally and locally planned media events throughout U.S. | Increased public awareness of fire safety | Increased awareness but unclear impact on behavior |
| **Media Campaigns** | | | | |
| Curious Kids Set Fires | Press packet promoting national media campaign on fireplay and fire-setting | Pilot-tested in several states | Well-received by states looking to mount media activities | Only a short-term impact on a long-term problem |
| Big Fires Start Small | National media kit designed to explain problem of children playing with matches | Researched & developed based on statistics showing alarmingly high numbers of children playing with matches | Good reception by local fire departments | Services to help children must be available |
| Firebusters | Television broadcasts on evening news teaching fire safety | With minor adjustments in presentation of program, good response from children and families | Continued support and expansion throughout Oregon | Must be a cooperative community effort |
| **School Programs** | | | | |
| Visits | Education and exposure to fire department | Used by several fire departments throughout U.S. | Well-received by students | Short-term impact |
| Slide presentations | Visual education | Commonly used teaching method | Good reception from students | One-shot effect |
| Films | Visual education | Effective teaching method | Well-liked by students | Single exposure |
| Assemblies | Participant education | Economical teaching of many | Positive response | Short-term effect |
| Public Fire Education Today | Resource directory | Widely distributed throughout U.S. | Excellent resource | |

Table 3.3

Early Intervention Decision Grid
Fire Service Programs

| Method | Features | Acceptability | Impact | Limitations |
|---|---|---|---|---|
| **Evaluation, Education, and Referral** | | | | |
| Juvenile Firesetter Program | Strong educational component with written materials | A new program being well-received by participants | Good follow-up procedures; 7% recidivism | Resource unable to keep-up with demand |
| Operation Extinguish | Highly structured educational classes coupled with family counseling | Well-received by participants but community support recently declining | Reportedly low recidivism | No follow-up studies to support its impact |
| Fire-Related Youth Program | Strong interagency linkages and excellent documentation | Follows USFA guidelines, acclaimed as a model program | Community cohesiveness | Over-reliance on referral chain |
| Juvenile Firesetter Program | Solid program with state-wide connections | Part of the widely used and recommended USFA program model | Services aimed at high-risk fire areas in Portland | No formal studies on impact of the program |
| **Counseling** | | | | |
| The Juvenile Firesetter Counseling Program | Effective interview graphing technique | Although utilized by many mental health professionals, only two fire departments have implemented it | Highly effective in stopping firesetting | Major commitment of resources |
| Cease Fire Club | Interview graphing coupled with family counseling . | Follows USFA model, but adds family counseling services | Comprehensive services | No formal studies evaluating effectiveness |
| The Firehawk Children's Program | Partnerships with firefighter counselors | Follows USFA model, but adds partnership between firefighters and children as program feature | Long-term intervention approach, low recidivism | Significant commitment of time and resources |

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Table 3.4

Core Intervention Decision Grid
Mental Health Programs

| Method | Purpose | Acceptability | Impact | Limitations |
|---|---|---|---|---|
| **Outpatient Treatment** | | | | |
| Cognitive-Emotive Therapy | Recognition and interruption of the urge to firestart using the interview graphing technique | Widely applied not only with firesetters, but with other delinquent populations | Reportedly low (7%) recidivism with difficult (recurrent) firesetters | No information on relative effectiveness of method |
| Behavior Therapy | Abate firesetting behavior using punishment, reinforcement, negative practice, or fantasies | Applied in single-case studies | Highly effective in cases with reported follow-up | Not applied beyond single case studies |
| Family Therapy | Improving and restructuring patterns of communication and interaction | Three single case studies reported | Effective in all cases with follow-up | Small number of applications |
| Group Therapy | Flame Out teaches stress and home management skills with fire safety instruction | Pilot-tested | Reported successful in preliminary stages | New and untested method |
| **Inpatient Treatment** | | | | |
| Behaviorally-Oriented Juvenile Firesetter Treatment Program | Short-term inpatient evaluation and treatment using satiation, family therapy, and re-entry activities | Private psychiatric hospitals in California and Oregon | Reported effective with low recidivism | Labor and cost intensive; no follow-up or impact studies reported |

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Table 3.5

Core Intervention Decision Grid
Probation and Juvenile Justice Programs

| Method | Purpose | Acceptability | Impact | Limitations |
|---|---|---|---|---|
| The First Offender Program Dallas, Texas | General diversion offering assessment, treatment, and follow-up intervention | For first offenders, viable alternative to incarceration | Decline of delinquency rate from 50% to 22.6% | Missing or diverting seriously disturbed offenders |
| Operation Extinguish Montgomery County, Maryland | Evaluation education, family counseling, restitution, and community service | Acclaimed as a model program, but not yet replicated | Reportedly low recidivism rates | Serious commitment of resources, but may be worth the outlay |
| Juvenile Firesetter Program Upper Arlington, Ohio | Fire safety education program for incarcerated arsonists | Supported by local agencies, but not replicated in other communities | Well received by juveniles and local participating community agencies | No data on effectiveness |

**Resource List**

School Curriculum and Programs

1.    CTW's Fire Safety Project
      Sesame Street Fire Safety Resource Book

      Contact:      Children's Television Workshop
                    1 Lincoln Plaza
                    New York, NY 10023
                    (212) 595-3456

2.    Learn Not to Burn

      Contact:      National Fire Protection Association
                    1 Batterymarch Park, P.O. Box 9101
                    Quincy, MA 02269
                    (617) 770-3000

3.    Knowing About Fire

      Contact:      Paul Schwartzman
                    National Fire Service Support Systems, Inc.
                    20 North Main Street
                    Pittsford, NY 14534
                    (716) 264-0840

4.    Fire Safety Skills Curriculum

      Contact:      Judy Okulitch
                    Program Manager
                    Office of the State Fire Marshal
                    3000 Market Street, NE, #534
                    Salem, OR 97310
                    (503) 378-3473

5.  The Juvenile Crime Prevention Curriculum

    Contact:    Public Relations Department
                The St. Paul Companies
                385 Washington Street
                St. Paul, MN 55102

6.  Follow the Footsteps to Fire Safety

    Contact:    City of St. Paul
                Department of Fire and Safety Services
                Fire Prevention Division
                100 East Eleventh Street
                St. Paul, MN 55101
                (612) 228-6203

7.  Project Open House

    Contact:    Richard A. Marinucci
                Farmington Hills Fire Department
                28711 Drake Road
                Farmington Hills, MI 48331-2525
                (313) 553-0740

8.  Kid's Safe Program

    Contact:    Fire Safety Education Curriculum for
                    Preschool Children
                Oklahoma City Fire Department
                Public Education
                820 N.W. 5th
                Oklahoma City, OK 73106
                (405) 297-3314

Fire Service Programs

1. National Fire Prevention Week

2. Curious Kids Set Fires

   Contact:      US Fire Administration
                 National Fire Academy
                 16825 South Seton Avenue
                 Emmitsburg, MD  21727

3. Big Fires Start Small

   Contact:      National Fire Protection Association
                 1 Batterymarch Park, P.O. Box 9101
                 Quincy, MA  02269
                 (617) 770-3000

4. Firebusters

   Contact:      Earl Diment
                 Office of Community Relations
                 Portland Fire Bureau
                 55 Southwest Ash
                 Portland, OR  97204
                 (503) 823-3700

5. Public Fire Education Today

   Contact:      US Fire Administration
                 National Fire Academy
                 16825 South Seton Avenue
                 Emmitsburg, MD  21727

Fire Department Programs in Schools

1.  Slide Presentations

    Contact:     Office of the Fire Chief
                 Fourth Floor East
                 Largo Government Center
                 9201 Basil Court
                 Landover, MD 20785

2.  Films

    Contact:     Juvenile Firesetter Program
                 Fire Prevention Division
                 Fire Marshal's Office
                 301 2nd Avenue South
                 Seattle, WA 98104
                 (206) 296-6670

3.  Assemblies

    Contact:     Juvenile Firesetter Program
                 Fire Prevention Division
                 301 2nd Avenue South
                 Fire Marshal's Office
                 Seattle, WA 98104
                 (206) 296-6670

    Contact:     Captain Henry Begroot
                 Fire Prevention
                 San Jose Fire Department
                 4 North 2nd Street, Suite 1100
                 San Jose, CA 95113
                 (408) 277-4444

Law-Enforcement Programs

1.  McGruff

    Contact:     The National Crime Prevention Council
                 1700 K Street, N.W., Second Floor
                 Washington, DC 20006

<u>Early Intervention</u>

Evaluation Education and Referral Programs

1.   <u>The Juvenile Firesetter Program, Columbia, Ohio</u>

Contact:   Lonnie Poindexter
Juvenile Firesetter Program
Bureau of Fire Prevention
300 N. Fourth Street
Columbia, OH  42315
(614) 645-7641

2.   <u>Operation Extinguish, Montgomery County, Maryland</u>

Contact:   Mary Marchone
Division of Fire Prevention
101 Monroe Street
Rockville, MD  20850
(301) 271-2442

3.   <u>Fire Related Youth (FRY) Program, Rochester, New York</u>

Contact:   Jerold Bills
FRY Program
Rochester Fire Department
Room 365
Public Safety Building
Civic Center Plaza
Rochester, NY  14614
(716) 428-7103

4.   <u>Juvenile Firesetter Program, Portland Oregon</u>

Contact:   Don Porth
Portland Fire Bureau
55 Southwest Ash
Portland, OR  97204
(503) 823-3700

Counseling Programs

1.  Juvenile Firesetting Counseling Program, Dallas Texas

    Contact:    Inspector Carnell Mays
                Arson and Fire Inspection
                Fire Department
                2014 Main Street, Rm. 404
                Dallas, TX  75201
                (214) 670-4312

2.  Cease Fire Club, Houston Texas

    Contact:    Alfred Taylor
                Juvenile Firesetters Prevention Program
                Houston Cease Fire Club
                1205 Dart Street
                Houston, TX  77027
                (713) 247-1000

3.  The Firehawk Children's Program

    Gaynor, J., et al. (1984).  The Firehawk Children's Program:  A Working
        Manual.  San Francisco:  The National Firehawk Foundation

Core Intervention

Mental Health Programs

Outpatient Programs

1.  Cognitive-Emotive Psychotherapy

    Bumpass, E.R., Brix, R.J., & Preston, D. (1985).  A community-based
        program for juvenile firesetters.  Hospital and Community
        Psychiatry, 36(5), 529-532.

    Bumpass, E.R., Fagelman, F.D., & Brix, R.J. (1983).  Intervention with
        children who set fires.  American Journal of Psychotherapy, 37, 328-
        345.

2.    <u>Behavior Therapy</u>

Carstens, C. (1982). Application of a work penalty threat in the treatment of a case of juvenile firesetting. <u>Journal of Behavior Therapy and Experimental Psychiatry</u>, <u>13</u>, 159-161.

Holland, C.J. (1969). Elimination by the parents of firesetting behavior in a 7-year old boy. <u>Behavior Research and Therapy</u>, <u>7</u>,135-137.

Kolko, D.J. (1983). Multicomponent parental treatment of firesetting in a developmentally disabled boy. <u>Journal of Behavior Therapy and Experimental Psychiatry</u>, <u>14</u>, 349-353.

Stawar, T.L. (1976). Fable mod: Operantly structured fantasies as an adjunct in the modification of fire-setting behavior. <u>Journal of Behavior and Experimental Psychiatry</u>, <u>7</u>, 285-287.

3.    <u>Family Psychotherapy</u>

Eisler, R.M. (1974). Crisis intervention in the family of a firesetter. <u>Psychotherapy: Research, Theory, and Practice</u>, <u>9</u>, 76-79.

Madanes, C. (1981). <u>Strategic family therapy</u>. San Francisco; Jossey-Bass.

Minuchin, S. (1974). <u>Families and family therapy</u>. Cambridge, MA: Harvard University Press.

4.    <u>Group Therapy</u>

Monaco, C. (1988). <u>Flame Out</u>. Unpublished manuscript. Phoenix, Arizona.

Joseph Richardson
Juvenile Firesetter Intervention Program
Department of Public Safety
209 Fountain Street
Providence, RI  02903
(401) 272-3121 (Ext. 2431)

Inpatient Treatment

Birchill, L.E. (1984). Portland's firesetter program involves both child and family. <u>American Fire Journal</u>, <u>23</u>, 15-16.

Probation and Juvenile Justice

A.   General Diversion

<u>The First Offender Program, Dallas Texas</u>

Contact:   Dallas Police Department
           Youth Section
           106 S. Harwood Street
           Room 225
           Dallas, Texas 75201

B.   Juvenile Firesetter Diversion Programs

<u>Operation Extinguish, Montgomery County, Maryland</u>

Contact:   Mary Marchone
           Division of Fire Prevention
           101 Monroe Street
           Rockville, MD 20850
           (301) 271-2442

C.   Juvenile Firesetter Programs for Incarcerated Arsonists

<u>Juvenile Firesetter Program, Upper Arlington, Ohio</u>

Contact:   City of Upper Arlington
           Division of Fire
           3600 Tremont Road
           Upper Arlington, Ohio
           (614) 457-5080

# Component 4
## Referral Mechanisms

An effective juvenile firesetter/arson program will have strong linkages to a network of service agencies within the community. The majority of juvenile firesetter/arson programs rely on this network to help juveniles enter the system, be screened and evaluated, and obtain one or more interventions to abate the firesetting behavior and improve the quality of life. The primary site of the juvenile firesetter/arson program can be viewed as one part of a network designed to provide effective services to firesetting youngsters and their families.

There are a number of decisions to be made when setting-up a referral system for juvenile firesetters. Consideration of the following sequence of decisions will help program leadership build a comprehensive referral network in their community.

**Decision 1. Define the Scope of the Referral System.** Once the juvenile firesetter/arson program model is identified, and the screening, evaluation and intervention systems are put into place, then the question of the relationship between the program and other community service agencies must be addressed. If the juvenile firesetter/arson program is going to rely on other community services for referrals, then these agencies must be identified. If the program is planning to refer juvenile firesetters for additional services, then these community agencies also must be designated. The scope of the referral system will depend on the type of intervention services that program leadership select to implement.

**Decision 2. Identify Referral Sources.** The community agencies likely to refer juvenile firesetters to the program must be identified. A list of potential referral sources is presented in Table 4.1 and their operations are described in detail in Component 4 in the *Guidelines for Implementation.*
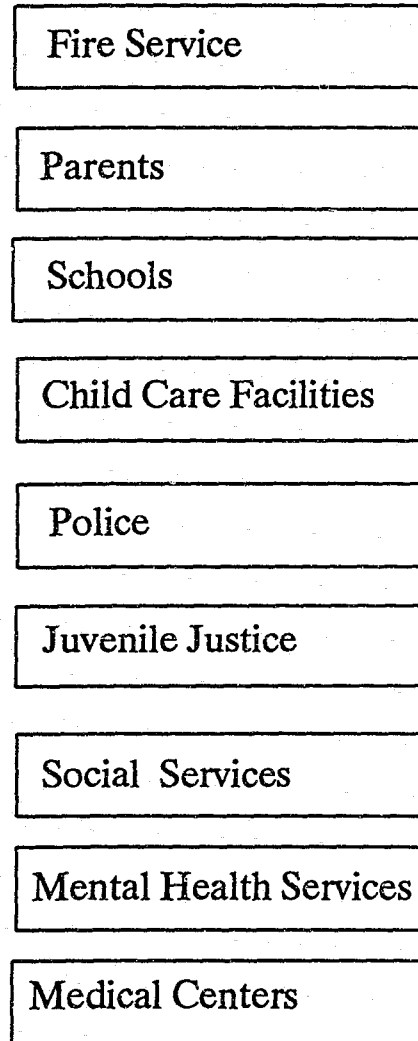
**Decision 3. Identify Referral Agencies.** If the program is going to rely on other community agencies to provide services to juvenile firesetters, then these agencies and their roles and responsibilities in the service delivery system must be designated. Table 4.1 shows a list of possible referral agencies. Their functions are described in greater detail in Component 4 in the *Guidelines for Implementation.*

**Decision 4. Initiate the Referral Network.** Once the referral sources and agencies have been identified, then working linkages must be developed. Relationships must be established on the program leadership and management levels as well as the service provider levels. Effective channels of communication must be opened between agencies and the referral pathways for juvenile firesetters must be specified. Component 4 in the *Guidelines for Implementation* explains how to create and maintain effective referral agreements between community service agencies. Examples of written referral agreements between community service agencies can be found in the resouce section of the *Guidelines.*

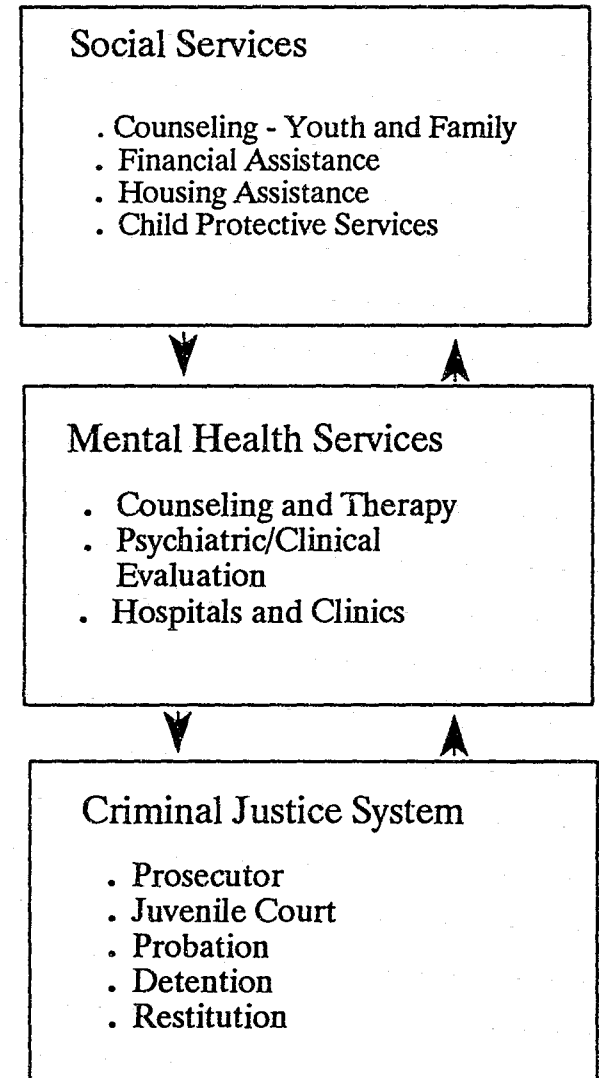# Figure 4.1
# JUVENILE FIRESETTER REFERRAL NETWORK

## Referral Sources

- Fire Service
- Parents
- Schools
- Child Care Facilities
- Police
- Juvenile Justice
- Social Services
- Mental Health Services
- Medical Centers

*Juvenile Firesetter Program*

## Referral Target Agencies

**Social Services**

- Counseling - Youth and Family
- Financial Assistance
- Housing Assistance
- Child Protective Services

**Mental Health Services**

- Counseling and Therapy
- Psychiatric/Clinical Evaluation
- Hospitals and Clinics

**Criminal Justice System**

- Prosecutor
- Juvenile Court
- Probation
- Detention
- Restitution

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**Decision 5. Quality Control.** Once the referral relationships and pathways have been established, then a plan must be developed to maintain an effective referral network. Activities must be designed to increase the cohesive and communication between community agencies. Some of these activities may include routine in-service training seminars, case conferences, and follow-up telephone and written communication systems. These activities are described in detail in Component 4 in the *Guidelines for Implementation*.

**Resource List**

Cole, R.E., et al. (1984). <u>Juvenile Firesetter Intervention. Report of the Rochester, New York FRY Program Development Project</u>. New York: Department of State Office of Fire Prevention and Control.

Cole, R.E., et al. (1986). <u>Children and Fire, Second Report of the Rochester, New York Fire Department FRY Program Development Project</u>. New York: Department of State Office of Fire Prevention and Control.

Once the juvenile firesetter/arson program has been put into place, it becomes important to let the community know that it is open for business. There are two major activities which can be conducted to increase the program's visibility within the community. First, a publicity program can be organized to take advantage of exposure through a number of different types of media. Second, a community outreach effort can be mounted to ensure that specific target populations in need of services will be aware of the program. If the juvenile firesetter/arson program elects to increase its public awareness, then they must anticipate and accommodate an increase in the number of youth and families requesting its services.

Both a publicity program and a community outreach effort can be limited or broad in scope depending on the number and types of modalities and strategies employed by program leadership. There are several options that can be pursued, depending on the level of effort, commitment, and desired effect. The following guidelines are decisions to be considered when mounting publicity or community outreach activities for juvenile firesetter/arson programs.

## Publicity

An effective publicity program will increase the general public's awareness about the problem of juvenile firesetting as well as the solutions available in the community.

**Decision 1. Define Goals.** The scope of the publicity program must be specified. There are several potential objectives, from educating the general public about the problem of juvenile firesetting to announcing the availability of services.

**Define 2. Select Modalities.** Once the goals of the publicity effort have been defined, then the modalities which will be used for communication must be specified. There are four different modalities, including print media, television and radio, press conferences, and general communications. Each of these modalities have various types of strategies and associated effects. These are outlined in Table 5.1 and their implementation is described in detail in Component 5 in the *Guidelines for Implementation.*

## Outreach

The value of a community outreach effort is that one or more specific populations can be targeted for communication.

Table 5.1

Publicity Activities

| Modalities | Strategies | Effect |
|---|---|---|
| I. Newspapers and Magazines | Time-dependent articles | Focuses on specific incident, immediacy, and danger. |
| | Feature articles | In-depth description of problem and solution. |
| II. Television and Radio | Public Service Announcements | Brief, concise, verbal communication reaching a large audience. |
| | Interviews | Personal opinion and information exchange. |
| | Talk Shows | Communication of personal experiences with an analysis of the problem and solution. |
| III. Press Conferences | Media Kits | Organized promotion and communication to a variety of media. |
| IV. General Communications | Fact Sheets | General, one-page description of local program efforts which can be used for multiple purposes. |
| | Press Releases | Promotes important local events or significant current activities. |

**Decision 1.  Identify Target Populations.**  There may be specific groups of youth living in certain areas of the community whose psychosocial characteristics suggest that they are at high-risk for becoming involved in firesetting.  Or, there may be particular parts of a community where these is a higher incidence of child-set fires, and therefore a greater need to target services.  Outreach efforts can be aimed at providing these target populations with information about the problem of juvenile firesetting and how they can get help.

**Decision 2.  Select Activities.**  There are a wide range of outreach activities from developing pamphlets and posters to operating a telephone hot line.  Each of these activities and their associated effect are presented in Table 5.2 and described in detail in Component 5 in the *Guidelines for Implementation*.  In addition, examples of some of these activities, such as pamphlets and brochures developed by juvenile firesetter/arson programs, can be found in resource section of the manual.  Selection of the most appropriate activity will depend on the target population which has been identified and the type of information to be communicated.

Table 5.2

Community Outreach Activities

| | Activity | Effect |
|---|---|---|
| I. | Pamphlets and brochures | Well-organized, brief written communication with wide distribution to a variety of audiences. |
| II. | Posters | Visual display and exposure to specific target groups. |
| III. | Newsletters | Maintaining important communication linkages between groups. |
| IV. | Speaker's Bureau | Direct education and promotion of program by experienced speakers. |
| V. | Hot Lines | Immediate and relevant help and information to those needing service. |
| VI. | Partnerships | Encourages increased community-wide support and promotion of program. |

**Resource List**

Ink and Airtime:
National Crime Prevention Council (NCPC)
1700 K. Street, N.W., Second Floor
Washington, DC  20006


Public Service Announcements:

Fire Pal
c/o Phoenix Fire Department
520 West Van Buren
Phoenix, AZ  85003


National Fire Protection Association
1 Batterymarch Park
Quincy, MA  02169
(617) 770-3000

Media Kits

"Curious Kids Set Fires"

U.S. Fire Administration
National Fire Academy
16825 South Seton Avenue
Emmitsburg, MD  21727


"Big Fires Start Small"

National Fire Protection Association
1 Batterymarch Park
Quincy, MA  02169
(617) 770-3000

Newsletters

"Hot Issues"
State Fire Marshall
4760 Portland Road, N.E.
Salem, OR 97305

Component 6
Monitoring Systems


Now that the juvenile firesetter/arson program is in place, the community is aware of its operation, and juveniles and families are receiving services, it becomes important for program leadership and management to be able to monitor the level and volume of business that comes through their doors. Having current and accurate data on program operations provides management with information on the relative impact and effectiveness of the program. This information can be invaluable when it comes time for sustaining or increasing the funding, staffing, and general life of the program.

As with the previous stages of program planning and implementation, there are specific decisions which must be made regarding the development of an effective information system for juvenile firesetter/arson programs. The following decision points should be considered by program leadership and management when organizing and developing an information system.

**Decision 1. Determine Applications.** Information systems can be simple or elaborate. The nature and extent of implementing a particular system depends on the application of the information which is derived from the system. Will the information be used to convince funding agencies to increase the program's budget? Will the information be used to ascertain specific personality profiles of juvenile firesetters receiving services? Questions like these need to be asked by program leadership to determine the potential application of information resulting from the system. In addition, these questions need to be asked for the development of an effective output or reporting system.

**Decision 2. Specify Capabilities.** The nature and extent of the information system also depends on the capability of the program in collecting information and maintaining a data system. Specific considerations to be reviewed by juvenile firesetter/arson programs when developing an information system are outlined in detail in Component 6 in the *Guidelines for Implementation.*

**Decision 3. Select the System.** There are three basic types of information systems. They are a management information system, an evaluation system, and an incidence reporting system. These information systems are described in Table 6.1. Programs may select to implement one or more of these systems. In addition, there are simple and elaborate versions of these information systems. All of the details regarding these systems are described in Component 6 in the *Guidelines for Implementation.*

**Decision 4. Develop the Reporting System.** Once the information system has been put into place, specific consideration should be given by program leadership as to how the output or resulting information will be utilized. Will routine or special reports be produced? What will these reports look like and who will use them? Various reporting options are

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Table 6.1

Monitoring Systems

| Type | Function |
|------|----------|
| I. Management Information System (MIS) | Case tracking, caseload analysis, and reporting of program operations and results. |
| II. Evaluation System | An extension of the MIS plus data on firesetting recidivism and follow-up information on case disposition. |
| III. Incidence Reporting | Monitoring jurisdiction-wide rates of juvenile firesetting and arson, regardless of whether cases enter the system for evaluation and intervention. |

outlined in Component 6 in the *Guidelines for Implementation*. In addition, examples of output are presented in the resource section of the manual.

**Decision 5. Define Boundaries of Confidentially.** Some of the data maintained in information systems can pertain to the psychological and legal status of minors, and therefore be highly sensitive material. Questions regarding the confidentiality of this information and who has access to this data should be given careful consideration by program leadership. These issues are discussed in detail in Component 6 in the *Guidelines for Implementation*.

## Component 7
## Developing Relationships with the Juvenile Justice System

A significant set of goals for juvenile firesetter/arson programs is that they stop firesetting behavior, improve the quality of life, and help youth avoid the juvenile justice system. However, this is obviously not possible in all cases of juvenile firesetting. In many instances, firesetting youth enter the juvenile justice system because of the nature and extent of their firesetting activity. In these cases the ideal situation is that juvenile firesetter/arson programs have strong and effective linkages with the juvenile justice system.

Although juvenile firesetter/arson programs and the juvenile justice system share the common goal of preventing the recurrence of firesetting behavior, they frequently offer different solutions and interventions. The pathways between juvenile firesetter/arson programs and the juvenile justice system should remain open so as to maximize the number of intervention options for firesetting youth. There are a number of decision points that will ensure an open and secure pathway between juvenile firesetter/arson programs and the juvenile justice system.

**Decision 1. Define Juvenile Justice Interventions.** Generally, when youngsters are arrested for arson, they enter the juvenile justice system. Juvenile firesetter/arson programs should identify the pathway of juvenile firesetters through the juvenile justice system. Examples of these pathways can be found in the *Guidelines for Implementation*.

**Decision 2. Establish Referral Linkages.** Juvenile firesetter and juvenile justice programs can work with each other to help remediate juvenile firesetters. Therefore, the referral linkages between the program should be opened and maintained. Details on how to establish these pathways are outlined in Component 7 in the *Guidelines for Implentation*.

**Decision 3. Specialized Programs.** Once juveniles arrested for arson enter the juvenile justice system, they infrequently receive specific help to stop their firesetting behavior. Juvenile firesetter/arson programs designed to abate the firesetting behavior of youngsters in the juvenile justice system would greatly reduce the recurrence of this antisocial behavior. The development of specialized programs for firesetters within the juvenile justice system is discussed in greater detail in Component 7 in the *Guidelines for Implementation*.

**Resource List**

Cole, R.E., et al. (1984). <u>Juvenile Firesetter Intervention. Report of the Rochester, New York FRY Program Development Project</u>. New York: Department of State Office of Fire Prevention and Control.

Cole, R.E., et al. (1986). <u>Children and Fire, Second Report of the Rochester, New York Fire Department FRY Program Development Project</u>. New York: Department of State Office of Fire Prevention and Control.