



2023 Georgia Office of Commissioner of
Insurance and Safety Fire
YFS Program Guide



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Insurance and Safety Fire
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Georgia Youth Firesetter Prevention and Intervention Program Guidelines

Purpose

The purpose of this document is to establish guidelines for the preparation, implementation, and evaluation for the handling of youth fire setting behavior within the State of Georgia. The goal of the program is to provide resources across the state that helps to reduce the risk of fire-related loss of life, personal injury, and property destruction by youth Firesetters.

Process – This process is made of seven (7) components that provide the best services for youth who come to the attention of agencies across the state regarding firesetting behaviors.

1. Identification
 - a. Can be referred from parents, caregivers, school officials, the fire services, law enforcement, mental health, or child protection.
2. Intake
 - a. Information obtained during initial contact with the youth.. This information can be accepted by any department member or staff member and given to the appropriate individual.
3. Screening
 - a. The screening process provides information necessary to determine an appropriate intervention strategy. Parent or legal guardian must sign a release of information, giving the program legal rights to release information about the youth to specific results.
4. Review
 - a. Intervention Specialist and other parties involved in the intervention process can meet to review the youth's case and current intervention strategies to evaluate the program, so that it continues to provide the best intervention for the youth.
5. Intervention
 - a. Provides the appropriate referrals and education to stop the youth's risky behavior.
6. Exit Interview/Follow-up
 - a. Exit Interview – Meet with youth and family to review all goals they have learned in the program and to conduct the program survey.
 - b. Follow-up – Meet with youth and family to ensure all goals are still being met, and no further assistance is needed.



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Georgia Youth Firesetter Identification

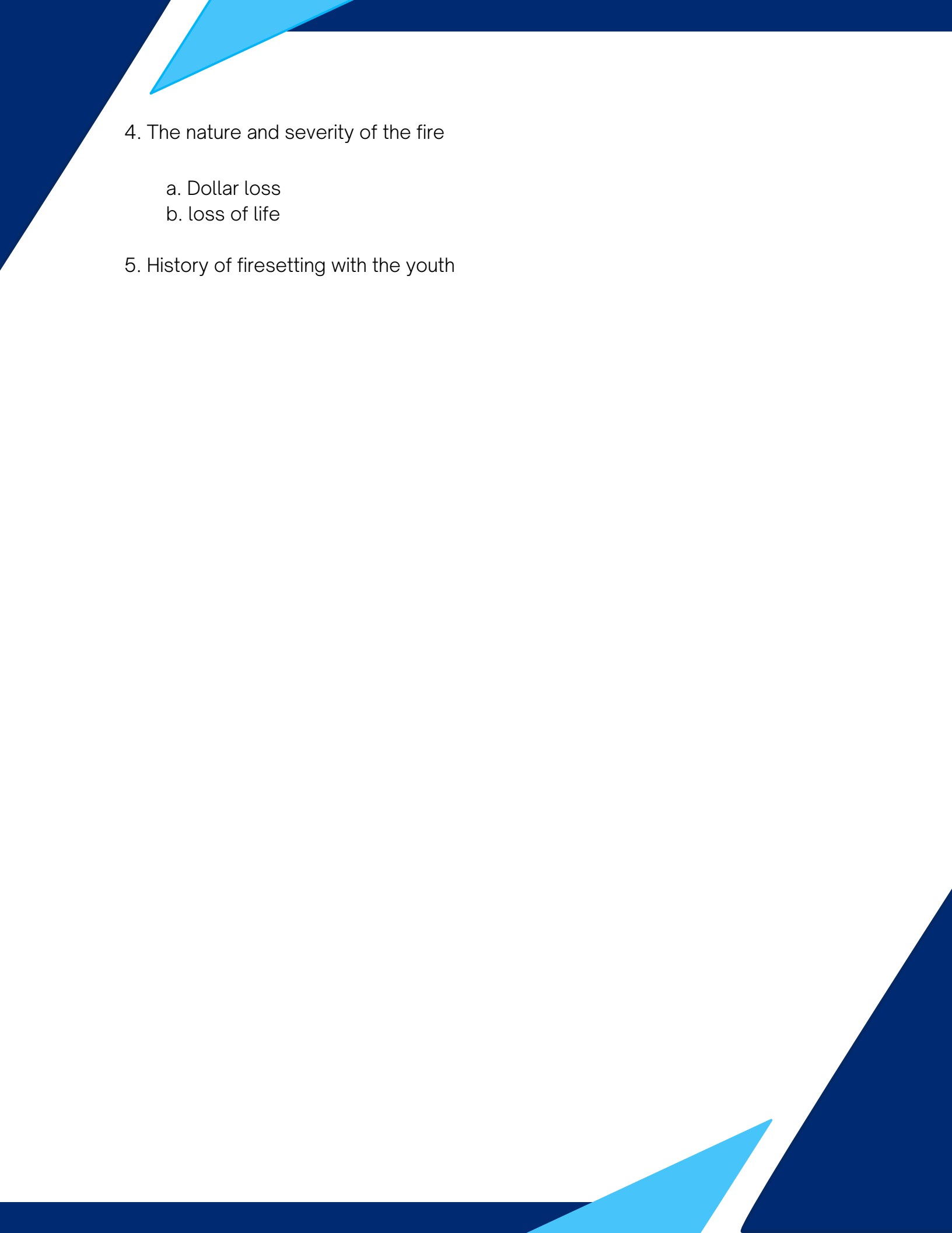
Identification is the process that brings children to the attention of an intervention program. This may be accomplished in number of ways. The most likely way of discovering children who have experienced an inappropriate incident with fire is through fire agency response. It is important for the fire service responder to be aware of, and comfortable with, an accepted and understood process to follow once it has been determined that a child is responsible for a fire incident.

Youth Firesetters can be identified by

1. Parents/Caregivers
2. Schools
3. Law Enforcement, Juvenile Justice, Courts and Attorneys
4. Mental Health Agencies
5. Social and Child Protective Services
6. Fire Services

Factors to consider during the identification process

1. is there a violation of local, state or federal law that mandates may require immediate referral to the local justice system.
2. Age must be considered.
3. Age of accountability in Georgia -
 - a. A person shall not be considered or found guilty of a crime unless he has attained the age of 13 years at the time of the act, omission, or negligence constituting the crime.
 - b. (Code 1933, § 26-701, enacted by Ga. L. 1968, p. 1249, § 1



4. The nature and severity of the fire

- a. Dollar loss
- b. loss of life

5. History of firesetting with the youth

INSERT
LOGO
HERE

Georgia Youth FireSetter

Intake Form

Date

Department

Department Phone

Person taking intake

Client Information

First

Middle

Last

Address

City

State

ZIP Code

Age at time of Incident

Gender

DOB:

Is the youth a smoker?

What is the child's primary language?

Race

Ethnicity

School Attended/Attending:

Types of social media the Youth uses

How Identified?

Referred by



INSERT ADDRESS

INSERT PHONE NUMBER

INSERT EMAIL ADDRESS

INSERT
LOGO
HERE

Georgia Youth FireSetter

Does the child have any medical or mental health conditions? Yes No

If yes, what? _____

Is the youth receiving treatment for those conditions? Yes No

If yes, what? _____

Is the child on medication? Yes No

If yes, what? _____

Is there other agencies working with the family? Yes No

If yes, who? _____

Has there been a stressful event in the youth's life over the last 6-months? Yes No

Caregiver Information:

Family Type: (Birth parents, single parent divorced, adopted, etc.) _____

Responsible Adult #1: Lives with child? Yes No Relationship _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Email: _____

Responsible Adult #2: Lives with child? Yes No Relationship _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Email: _____



INSERT ADDRESS

INSERT PHONE NUMBER

INSERT EMAIL ADDRESS

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HERE

Georgia Youth FireSetter

Youth / Family Residence Information:

Number of children in primary residence: _____

Name of Sibling: _____ Gender: _____ Age: _____

Name of Sibling: _____ Gender: _____ Age: _____

Name of Sibling: _____ Gender: _____ Age: _____

Name of Sibling: _____ Gender: _____ Age: _____

Smokers in the household? Yes No

Type of residence (Single family home, apartment, etc): _____

Fire Scene Information:

Date Fire: _____ Time: _____ Run Number: _____

Did the child or anyone else sustain injuries? Yes No

If yes, what type? _____

Location of Fire: _____

Was location a structure? Yes No Was the structure occupied? Yes No

Type of Structure: _____

Ignition Device: _____ Novelty lighter? Yes No

Dollar Loss: _____ Flammable Liquids? Yes No

Other Details:



INSERT ADDRESS

INSERT PHONE NUMBER

INSERT EMAIL ADDRESS

INSERT
LOGO
HERE

Georgia Youth FireSetter

Accomplice (s):

Name: _____ Gender: _____ DOB: _____

Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Name: _____ Gender: _____ DOB: _____

Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Additional Information:



INSERT ADDRESS



INSERT PHONE NUMBER



INSERT EMAIL ADDRESS

INSERT YOUR LOGO HERE

YOUTH FIRESETTER INTERVENTION PROGRAM

Release of Liability

Case #: _____

Child's Name: _____

Parent/Guardian Name: _____

Address: _____

Phone Number: _____

I/We give permission for the above-named child to participate in Youth Firesetter Intervention Program. I/We understand that no screening or assessment tool or fire safety education program can determine the future behavior of a child that it depends on the response of the individual child. Therefore, I/We hereby release, indemnify, and hold harmless the Youth Firesetter Intervention Program and all its employees, volunteers, and independent contractors, against all claims, suits and/or actions. I/We recognize and agree to hold harmless the Youth Firesetter Intervention Program of all past, present, and future actions of the participants of the Program. I/We understand that any statement made during the assessment may be used before the courts.

Signature of Parent/Guardian

Date

Signature of Parent/Guardian

Date

Signature of Child (Age 14 or older)

Date

Signature of Witness

Date

YOUTH INTERVIEW

Youth Name _____ Date _____

Interviewer Name _____ Score _____

Instructions: Place a check mark next to the scoring level that best describes the situation for this youth. Expand the questions as you feel necessary to complete the interview with confidence. Use the comment line for anything that seems out of the ordinary or supports your impressions.

A. Is the youth experiencing any school problems? Suggested Questions:

How's school?

What do you like about school?

What don't you like? Do you get in trouble at school?

Do you have lots of friends at school?

Who is your best friend?

Scoring:

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

Comments:

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

Do you have any friends in the neighborhood that you hang out with?

Do you like them?

Do they like you?

Do you ever get picked on by the kids in the neighborhood?

Scoring:

- _1 The youth has friends in the neighborhood.
- _2 The youth gets into fights frequently or has few friends. The youth may get bullied.
- _3 The youth is involved in a gang or hanging out with others involved in delinquent or criminal behavior.

Comments:

C. What was set on fire? Was there anything significant about the object? Suggested Questions:

Tell me about what was burned?

Tell me about the fire.

I wonder why you wanted to burn?

Have you ever burned this before?

What other types of things have you burned?

Whose stuff did you burn?

Scoring:

_1 The object that was burned had little emotional significance for the youth. (i.e. toilet paper, leaves or trash).

_2 The object that was burned had some emotional significance for the youth (i.e. plastic army figures, other person's possessions).

_3 The object that was burned had emotional significance for the youth or someone else (i.e. sibling's crib or favorite toy, a parent's or caregiver's possession).

Comments:

D. Where was the fire set? Was there significance to that location? Suggested questions:

Where did the fire start?

If at home: What room were you in or were you outside?

If not at home: Do you go to this place often? Do you like it there?

Scoring:

_1 The fire was started in a place where the youth plays such as his/her bedroom, a closet, a fort, a hiding place.

_2 The fire was started in a place with community significance i.e. church, a school, a park, in the forest.

_3 The fire was set in a building occupied with people with the intent to place people at-risk.

Comments:

- E. How much planning was done prior to the fire? Suggested Questions:
Tell me what you were you doing right before the fire?
Did you think about how you were going to start the fire?
Where did you get the things that were burned?
What was used to light the fire? Where did it come from?

Scoring:

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

_2 There was some pre-planning for the fire and some gathering of materials; however, the fire was not especially thought out.

_3 There was definite planning for the fire, materials were sought out, and matches and lighters were stashed and/or hidden at the site beforehand. Accelerants may have been used.

Comments:

- F. Who was with the youth at the time of fire? Suggested Questions:
Was anyone with you when the fire started?
If yes, who?
What did they say about the fire?
Did the person with you do anything as the fire started burning?

Scoring:

_1 The youth was with many peers/siblings when the fire was set.

_2 The youth was with other peers/siblings and this youth might have instigated the fire.

_3 The youth was alone when the fire was set.

Comments:

- G. What was the youth's response to the fire? Suggested Questions:
What was the first thing you did when the fire started to burn?
What was the next thing?
Did you tell someone (an adult) about the fire?
If so, who was it: When was it?

Scoring

_1 The youth tried to extinguish the fire and called for help.

_1 The youth engaged in match or lighter play.

_2 The youth may have made some attempts to extinguish the fire, but called for help only after others discovered the fire.

_3 The youth ignored the fire, did not call for help, stayed to watch, or left the fire scene.

Comments:

- H. How did the youth feel after the fire? Suggested Questions:
What did your caregiver say about the fire?
Was anyone angry with you about the fire?
Do you care what others think of you after starting the fire?
Do you feel like you did something bad or did the fire scare you?
Did you think you would get into trouble?

Scoring

- _1 The youth shows remorse for the fire.
_2 The youth showed interest in how others reacted.
_3 The youth is unconcerned about others' reactions or is pleased with the fire.

Comments:

- I. Was the youth supervised when the fire occurred? Suggested Questions:
When you were playing around with the matches and lighters, where was mom or dad?
Was anybody at home at the time? Who was taking care of you?

Scoring

- _1 Parents or caregivers were home at the time or youth was under appropriate supervision.
_2 Parents or caregivers were home but unavailable or not directly supervised.
_3 The youth was left alone or with younger children.

Comments:

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

Did you think that the fire could get out of control and get really big?

Do you feel you can control a fire that you start?

Can you determine how big the fire will get? How?

What did you want to have happen when you started the fire?

Scoring:

_1 The youth is knowledgeable about some aspects of fire survival but is unaware of the destructiveness or speed of fire.

_2 The youth may indicate some concern about the dangers and risk of firesetting but thinks they can control it

_3 The youth does have an understanding of fire and uses it to defy authority, gain attention or express anger

Comments:

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

Tell me about home

Do you like being at home?

Is there anything about home that you don't like?

Has anything happened at home in the last six months that upset you?

Is there anything different about home lately?

Scoring:

_1 There has been no major crisis in the family in the last six months.

_2 There have been some changes in the family structure in the last six months, ie: divorce, death, moving, etc.

_3 The family is in a state of crisis or chaos.

Comments:

- L. Does the youth have a fire history? Suggested Questions:
Tell me the other times you have burned things?
What was the smallest fire? What was the largest fire?
Have you ever used an accelerant like gasoline or lighter fluid?
How about fireworks? Have you ever altered fireworks?

Scoring:

- _1 This is the first known incidence of firesetting.
- _2 The youth admitted to setting from 2—5 fires.
- _3 The youth has started more than 5 unsupervised fires.

Comments:

- M. Has the youth ever been burned? Suggested questions.
Have you ever been hurt by fire?
Tell me what happened?
Where did it happen? Who was involved?

Scoring:

- _The youth has never been burned.
- _The youth has been burned unintentionally.
- _The youth has been burned by another person and may have scars from this burn.

Comments:

- N. How concerned was the youth for accepting responsibility for the fire? Suggested Questions:
Now the fire is out and you have had a chance to think about what has happened, would you do it again?
Tell me your reasons or why this fire occurred?

Scoring:

- _1 The youth acknowledges the seriousness of the firesetting and accepts help appropriately.
- _2 The youth acknowledges the seriousness of the firesetting but seeks to blame others and denies his/her own responsibility.
- _3 The youth denies the seriousness of the firesetting and his/her own responsibility for it or takes full responsibility for it because he/she intended to cause destruction or injury.

Comments:

PARENT CHECKLIST

Youth Name _____ Date of birth: ___/___/___

Your name _____ Relationship to youth _____

My child takes medication for a behavioral problem. Y N

Are there smokers in the home? Y N

Please check if any of the following statements are true for your child.

- | Yes | No | Sometimes | |
|-----|-----|-----------|---|
| ___ | ___ | ___ | My child has set fire or played with fire tools more than once. |
| ___ | ___ | ___ | My child has set fires outside of the home before. |
| ___ | ___ | ___ | Other people in the home have set fires. |
| ___ | ___ | ___ | My child is fascinated by fire (for example, often stares at flames). |
| ___ | ___ | ___ | My child has altered or misused fireworks. |
| ___ | ___ | ___ | My child has easy access to lighters and/or matches. |
| ___ | ___ | ___ | There is a wood stove, fireplace, candles or incense frequently in use at home. |
| ___ | ___ | ___ | My child fights with brothers and sisters. |
| ___ | ___ | ___ | My child argues with parents/caregivers. |
| ___ | ___ | ___ | My child has witnessed parents arguing. |
| ___ | ___ | ___ | My child spends as much time as desired with father/male caregiver. |
| ___ | ___ | ___ | My child spends as much time as desired with mother/female caregiver. |
| ___ | ___ | ___ | There has been a traumatic event in my child's life or family in the last year. |
| ___ | ___ | ___ | There has been physical or sexual abuse in the family. |
| ___ | ___ | ___ | My family moves frequently. |
| ___ | ___ | ___ | My child has been suspended from school. |

- My child has few friends.
- My child is often picked on or bullies by others.
- My child has friends who are a bad influence.
- My child has a history of lying.
- My child has stolen or shoplifted.
- My child destroys their own possessions.
- My child has special needs.
- My child has been in counseling.
- My child is physically aggressive or hurts others.
- My child has intentionally harmed or injured an animal.
- I feel like I have no control over my child.

Comments:

PARENT INTERVIEW

Youth Name _____ Date _____

Interviewer Name _____ Score _____

Instructions: Place a check mark next to the scoring level that best describes the situation for this youth. Expand the questions as you feel necessary to complete the interview with confidence. Use the comment line for anything that seems out of the ordinary or supports your impressions.

- A. What was the parents' or caregivers' response to the fire? Suggested Questions:
Mom, Dad, what was your reaction to the fire?

Scoring

- _1 The reaction of the parents to the fire was immediate and appropriate response, with concern for any victims.
- _2 The reaction of the parents to the fire was one that appears too lax or too punitive.
- _3 The reaction of the parents to the fire was either nonexistent or was an immediate and overly punitive response (such as burning the youth's hands).

Comments:

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

Scoring:

- _1 There is no traceable history of fire in the family.
- _2 There is some history in the family that the youth has or may have heard about.
- There is a fire history about which the youth has direct knowledge.

Comments:

- C. Does the youth have a history of fire play or firesetting? Suggested Questions:
How many other times has your child lit matches, played with a lighter or burned things of little or no value?
Do you know if he has ever threatened anybody with fire or if he/she has been hurt by fire himself/herself?

Scoring:

- _1 This is the first known incidence of unauthorized use of fire for the youth.
- _2 The youth has a sporadic history of unauthorized use of fire. There was little or no damage from previous.
- _3 Family members have used fire inappropriately. The youth's home is not fire safe.

Comments:

- D. What kind of modeling is going on in the home? How did the parents/caregivers teach their youth about fire? What kinds of fire safety practices occur in the home? Are there any cultural or traditional ways the family uses fire? Suggested Questions:
How did you teach your child about fire?
Do you have a working smoke detector?
Do you have candles or a woodstove? How do you store matches and lighters?
How does your family use fire?
Are there smokers in the home?

Scoring:

- _1 Appropriate fire safety is observed in the home. Smoke detectors work, woodstoves are safely installed. Parents, siblings or other family members avoid modeling fire play.
- _2 There is modeling of using fire for fun at home and fire safety is only moderately observed by parents and siblings.
- _3 Family members have used fire inappropriately. The youth's home is not fire safe.

Comments:

E. How is the youth supervised? Suggested Questions:
When you are not at home, who takes care of the child?

Scoring:

- _1 The youth has good, continual parental and/or caregiver supervision.
- _2 The youth has some supervision, but the supervision is often sporadic.
- _3 The youth has minimal supervision.

Comments:

F. Does the youth have any problems in school? Suggested Questions:
Is the youth having any problems in school?
Does your child have any learning problems?
Is your child in any special classrooms or programs?

Scoring:

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

Comments:

G. Has the youth ever been in counseling? Suggested Questions:
Has your child ever seen the school counselor or other mental health provider for problems?

Scoring:

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

Comments:

H. How would you describe your youth's friends? Suggested Questions:
Do you like your kid's friends?
Are they a positive influence on your child?

Scoring:

_1 The youth has a healthy, supportive peer group.

_2 The youth has some peer support, but his/her behavior is influenced by peers (bad friends).

_3 The youth has little or no peer support, is shunned by peers and is isolated and withdrawn.

Comments:

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

Scoring:

_1 There has not been a traumatic family experience in the past year.

_2 There has been a major traumatic family experience in the past year.

_3 There has been a major traumatic family event in the past that may be influencing the youth's behavior.

Comments:

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

Scoring:

_1 The youth's family acknowledges the seriousness of the firesetting and seeks help appropriately.

_2 The family protects the child, seeks to blame others and denies their own and the child's responsibility for the fire.

_3 The family doesn't seem to take the behavior seriously and simply wants the fire department to "fix" the youth and/or doesn't see the need for other services.

Comments:

SCORING AND REFERRAL PROCEDURE

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

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

If youth questions D, J and / or L were scored with a 3 response, consider referring this youth for a crisis evaluation.

If the total number for the youth interview is from 14-19 then: The fire behavior appears to be basically experimental in nature. This youth does not have a history of fire behavior. The intervention for this category is fire education for the youth and the family. There are numerous fire education intervention curricula available to use with this child. The family should set clear rules about fire use in the home and practice home fire safety. YFPI Specialists should emphasize the importance of working smoke alarms and home escape planning for these families. Younger firesetters do not understand the consequences of their actions so it is important that parents/caregivers increase their knowledge of fire safe practices.

If the total number for the youth interview is 20-42 then: The youth has a sporadic history of firesetting and needs to be referred to other community agencies that serve children and their families. Many of these youths will require a more comprehensive mental health evaluation to determine the motives for his/her behavior. Youth who score in this range are setting fires as a cry for attention, as a response to a crisis event, to express anger or to defy authority. Many youth use fire because they are seeking power and control. The firesetting in this case is often a symptom of other family, school or peer group problems.

In addition to referring the family for further evaluation, YFPI Specialists need to provide fire science education. Families often do not understand the power of fire and need to increase their knowledge of home fire safety practices. Again, emphasizing the importance of working smoke alarms and practicing home escape planning. Helping educate the youth about how their firesetting behavior affected the community and the risk involved is another way YFPI Specialists can provide a service to the youth and their family and hold youth accountable for their behavior. Curricula for educating adolescent are available.

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

If the number for the parent interview is between 16-30 provide fire safety education to the family and recommend to the family that they seek the services of other community agencies to further evaluate the youth's firesetting behavior.

A referral should consist of:

1. A cover letter including
 - a. Statement of the fire incident
 - b. Observations of the interviewer
 - c. recommendations
2. A copy of the release of confidential information form
3. A copy of the fire report
4. Copies of both assessment interviews and parent check list
5. A brief summary of the education provided

Youth Fire Intervention (After Assessment is complete)
YOUTH FIRE ASSESSMENT SUMMARY

Youth Name: _____ Interviewer: _____

Date: _____ Start Time: _____ End Time: _____

Location of assessment: _____

People present: _____

Classification: Curiosity Delinquent Thrill Seeking Crisis Special Problem

Pre-test Score: _____ Family Risk Score _____ Child Risk Score _____

Action Plan: _____ No need for further action
_____ Fire Education Class
_____ Community Impact Report
_____ Education one on one
_____ Follow up (to be completed 3 months after initial interview)
_____ Homework assignment
_____ Refer to other agency (see below)
_____ Sent to Police for charging
_____ Business card given
_____ Other: _____

Referred to: _____
agency

_____ contact name telephone number

Will file be transferred to referred agency? _____ Yes _____ No
If yes, release of confidential information form must be completed!

Summary of assessment- start with summary of parent information, then juvenile information, finish with overall summary and recommendation. (use additional pages)



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Georgia Youth Firesetter Typologies

There are five types of Typologies that best explain the types and motivations of Youth Firesetters. Learning the typologies also helps understand the youth and decide the type or types of intervention needed.

1. Curiosity Firesetter

In most cases, we find that the child is demonstrating a natural "curiosity" about fire. We bombard the children with mixed messages about fire when they are very young. We celebrate birthdays by lighting candles on a birthday cake, and having the child blow out candles. Fire is often used to create a sense of excitement in the television and movie industry. When dealing with a "curiosity" firesetter, educational intervention usually proves to be effective. The child and parent may need additional services or psychological evaluation.

Profile

- Has fascination with fire and an interest in matches and lighters
- Usually, a boy 3 to 10 years old
- Does not usually understand the destructive potential of fires
- Generally, sets few fires
- Generally, asks for help to extinguish

2. Troubled Firesetter (Crisis/Troubled/Cry-for-help)

There are also other reasons for a child to be fascinated and involved with fire. In some of the cases, the child may be attempting to "cry out for help", an attempt to get attention. In some other cases, the child may be attempting to act out "destructively", or harm themselves or others. In these cases we find that the child and parent benefit by speaking with mental health professionals. We can help provide the family with direction in meeting with competent counselors to help further address the underlying problem of firesetting.

Profile

- The child has set several fires
- The child seeks out and collects firesetting tools
- The child uses fire to receive attention
- The child uses fire to destroy toys, hurts animals, or other children
- The child seems overly fascinated with Fire
- History of school and/or social problems
- Hyperactive
- Mood Swings
- Bedwetting
- May lie or steal/impulsive or destructive

3. Thrill-seeking/Risk-Taking

Youth will experiment with fire such as explosives or dangerous behaviors that they have seen on social media or other gaming systems. The youth take these risk with out thinking it through or thinking about the potential consequences such as injury, death, property damage or criminal sanctions. They are looking for an adrenaline rush.

Profile

- Likes to experiment
- Enjoys adrenaline rush
- Peer influenced; enjoy attention
- Fire incidents occurring with in the schools
- Has learning disabilities/ADHD that can contribute to poor decision-making and spontaneous behaviors.

4. Delinquent/Criminal/Strategic

To distinguish between thrill-seeking and delinquent is when the youths willful intent is to cause destruction and/or harm. Identifying these youth early is extremely important.

Profile

- Motive of willful intent to cause destruction
- Targets schools after hours, abandoned buildings, open fields, dumpsters and abandoned structures.
- Youth is influenced by peer-pressure, boredom or to show off.
- May use to cover a crime they have committed
- May use for revenge
- Troubling behavioral history
- Incidents are well planned
- Multiple points of origin and accelerants used
- Shows no guilt

5. Pathological/Severely disturbed

In epidemiology, pathology is referred to as the process of a disease. While setting fires is not a disease in itself, the behavior is a response to curiosity, problem-driven, or criminal intent.

Profile

- No regard to others
- Can set hundreds of fires
- May interject themselves into the investigation
- Has a long history of dysfunction
- Difficulty with relationships
- Home abuse is possible
- May have family issues at home
- Few rules at home
- No supervision



Youth Fire Intervention (Final steps – record outcome)

FOLLOW UP 6, 12 & 18 MONTHS

Date of incident _____ Date of completed intervention _____

Name of Juvenile _____

Name of Parents _____

Telephone Number _____

1. Has your child had additional incidents of fire setting or continue to show curiosity about fire since the class? If yes, explain.
 2. Has your child demonstrated changes in safety-related behaviors since the class? (i.e. check smoke alarms)
 3. After the program, did you discuss with your child what he/she learned about fire setting, fire prevention and fire safety?
 4. Do you feel the program was beneficial?
 5. What was the most important concept you learned as a parent?
 6. Do you practice a home fire escape plan?
-