



JUVENILE WITH FIRE

Screening Tool



Distributed by Oregon Office of State Fire Marshal
Oregon Department of State Police
Juvenile Firesetter Intervention Unit
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Introduction

The Juvenile Firesetter Screening Tool is designed for use by fire service personnel to screen youth referred to them for a fire-related incident. This is a basic screening tool. It is used to decide if a youth needs fire education intervention or needs to be referred to other community agencies. The screening tool is only the

first step in the evaluation process for a youth who is using fire. It is not a risk inventory nor does it attempt to predict recidivism.

The tool is based on the statistical analysis of 130 juvenile firesetter assessments.

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

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

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

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

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

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

The screening booklet has several parts:

Steps for Conducting a Screening Interview: Self explanatory

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

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

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

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

Procedure: See Scoring and Referral Procedure Page **Report:** This is a sample format to use when writing up a referral.

Authorization for Release of Information: This form is used in Oregon. Other jurisdictions may have their own form.

Child-Parent Contract: This form outlines safety precautions for the child and family. It is recommended that you select one or more items for the family to complete. Have the family sign the form, make a copy for them and put a copy in your files. While one cannot predict a child’s future firesetting behavior, the fire service can make sure that the family was given fire safety and fire survival information at the time of the interview.

Good Fire, Bad Fire: This is an activity sheet for the younger age child. There are many activity sheets available for younger age youth. You may have your own preference.

Fire and Life Safety Questionnaire: This activity sheet was designed for the middle school aged youth. It can assist the interviewer in assessing the educational level of the youth, which can be helpful in assigning reading or writing homework assignments.

Form 10J: Submit to the Oregon Office of State Fire Marshal for data collection. (Your state or department may have their own data collection point.)

Steps for Conducting a Screening Interview

- Step 1:** A request for a screening interview is received. This request may come from several sources: a parent/caregiver, fire personnel, or other agency (i.e. juvenile, school, mental health)
- Step 2:** When the person calls for a screening interview, complete as much as possible of the **Incident Information** form.
- Step 3.** Schedule screening interview. Inform the family that the interview will take about an hour.

Step 4. At the time of the interview, introduce yourself, explain the purpose and format of the meeting.

Example: “We are here today to gather information that will help determine what educational intervention is needed to stop your child from playing with or setting fires. There are many reasons why kids are interested in fire. We are concerned about your child’s safety and the safety of your family. We know only too well how fast fire can get out of control and we want to make sure that it doesn’t happen to you. So, we are going to ask you and your child a series of questions about the fire incident. I will also be asking you to complete a checklist. This information will direct us on how to best help your child.

Step 5. Give the parent the **Parent Checklist** and place them in a separate room to fill it out. Time permitting, you might also want them to view a safety video. We recommend *Plan to Get out Alive* or *Fire Power*.

Step 6. Interview the youth. Complete the **Youth Interview** form. Take time to establish rapport with the youth before beginning your questions about the fire.

Step 7. After the parent has completed the **Parent Checklist** and you have finished interviewing the child, bring the parent and child back together to complete the **Parent Interview** form. Depending on your situation, you may want to interview the parent alone. (Optional: If interviewing the parent first, give the youth an assignment to complete such as a work sheet*, a fire safety questionnaire*, or ask them to draw a picture of their fire.)

Step 8. Score the **Youth Interview** form and the **Parent Interview** form. Depending on the results of the scoring, the interviewer will recommend intervention strategies. There are basically two:

- 1) Fire Education for the youth and family
- 2) Referral to another agency for a more comprehensive assessment, accountability program, and fire education for the youth and family

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

*Sample provided at back of book.

Juvenile Firesetter Incident Information

Personal Information

Date Received

Agency/Department

Initial Contact Person

Person/Agency Requesting Service _____ Phone# _____

Youth's Name _____

Address _____ City _____

Age _____ DOB _____

Male _____ Female _____

Parents/Caregivers

Father _____ Work# _____ Home# _____

Mother _____ Work# _____ Home# _____

_____ Other adults in the home

Name

Relationship

Brothers/Sisters

Name

Age

School _____ Grade _____

Incident Information

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

Where did the incident take place?

What was set on fire?

What was the ignition source?

Have there been any other firesets?

Action Taken

Screening Interview Date _____ Time _____

Name of Interviewer _____

Results: Fire Education _____ Referral to _____

[illegible]

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, etc.

Comments:

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

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

_1 The youth has friends in the neighborhood.

_2 The youth gets into fights frequently in the neighborhood or has few friends. The youth may get picked on by others.

_3 The youth is involved in a gang or is "hanging out" with other youths involved in delinquent or criminal activity.

Comments:

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

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

_2 For an adolescent, the object may not have any significance but may be an act of vandalism.

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

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

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

- _1 The fire was started in a place where the youth plays such as his/her bedroom, a closet, a fort, a hiding place.
forest.
- _2 The fire was started in a place with community significance i.e. church, a school, a park, in the
- _3* The fire was set in a building occupied with people with the intent to place people at-risk.

Comments:

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

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

Where did it come from?

Scoring:

- _1 The fire was started using available materials; the act of firesetting was spontaneous and done without planning. Matches and lighters were readily available.
- _2 There was some pre-planning for the fire and some gathering of materials; however, the fire was not especially thought out.
- _3 There was definite planning for the fire, materials were sought out, and matches and lighters were stashed and/or hidden at the site beforehand. Accelerants may have been used.

Comments:

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

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

- _1 The youth was with many peers/siblings when the fire was set.
- _2 The youth was with other peers/siblings and this youth might have instigated the fire.
- _3 The youth was alone when the fire was set.

Comments:

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

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

Scoring:

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

_1 The youth engaged in match or lighter play.

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

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

Comments:

H. How did the youth feel after the fire?

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

Scoring:

_1 The youth showed remorse for the fire.

_2 The youth showed interest in how others reacted.

_3 The youth is unconcerned about others' reactions or is pleased with the fire.

Comments:

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

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

_1 Parents or caregivers were home at the time of the fire incident.

_2 Parents or caregivers were home but unavailable (i.e. sleeping, watching TV, not being attentive)

_3 Youth was left alone or with younger children. **or ...**

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

Scoring:

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

Comments:

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

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

- _1 The youth is knowledgeable about some aspects of fire survival but is unaware of the destructiveness or speed of fire.
- _2 The youth may indicate some concern about the dangers and risk of firesetting but thinks they can control it.
- _3* The youth does have an understanding of fire and uses it to defy authority, to gain status or attention, to express anger or for revenge.

Comments:

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

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

Scoring:

- _1 There has been no major crisis in the family in the last six months.
- _2 There have been some changes in the family structure in the last six months, ie. divorce, death, moving, death of a pet, etc.
- _3 The family is in a state of crisis or chaos.

Comments:

L. Does the youth have a fire history?

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

Scoring:

- _1 This is the first known incidence of fireplay or firesetting.
- _2 The youth admitted to setting from 2-5 fires or played with matches/lighters.
- _3* The youth has started more than 5 unsupervised or inappropriate fires. One or more of the fires has resulted in property loss or injury.

Comments:

M. 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:

N. Has the youth ever been burned?

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

Scoring:

- _1 The youth has never been burned.
- _2 The youth has been burned unintentionally.
- _3 The youth has been burned by another person, may have scars from this burn.

Comments:

Parent Checklist

(Please print)

Name of youth: _____

Date of birth: ____/____/____

Name of person filling out this questionnaire:

Relationship to child _____

Are there smokers in the home? Y m N m

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

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

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

Use back for additional comments.
Comments:

[illegible]

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

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

Scoring:

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

Comments:

B. Is there a family history with fire?

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

- _1 There is no traceable history of fire in the family. There are no parents, siblings or close relatives who are/ were firefighters, who were burned in a fire, lost their home in a fire or were firesetters.
- _2 There is some fire history in the family that the youth has or may have heard about.
- _3 There is a fire history about which the youth has direct knowledge.

Comments:

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

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

Scoring:

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

Comments:

D. What kind of modeling is going on in the home? How did the parents/caregivers teach their youth about fire? What kinds of fire safety practices occur in the home? Are there any cultural or traditional ways the family uses fire? Suggested Questions: ***How did you teach your child about fire? Do you***

have a working smoke detector? Do you have candles or a woodstove? How do you store matches and lighters? How does your family use fire?

Are there smokers in the home?

Scoring:

_1 Appropriate fire safety is observed in the home. Smoke detectors work, woodstoves are safely installed. Parents, siblings or other family members avoid modeling fire play.

_2 There is modeling of fire play at home and fire safety is only moderately observed by parents and siblings.

_3 Family members have used fire inappropriately. The youth's home is not firesafe.

Comments:

E. How is the youth supervised?

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

_1 The youth has good, continual parental and/or caregiver supervision.

_2 The youth has some supervision, but the supervision is often sporadic.

_3 The youth has minimal supervision.

Comments: _____

F. Does the youth have any problems in school?

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

Scoring:

_1 The youth has minimal problems in school.

_2 The youth gets some school referrals.

_2 The youth receives special education services.

_3 The youth has been suspended or expelled from school.

Comments: _____

G. Has the youth ever been in counseling?

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

_1 The youth has never been in counseling.

_2 The youth has been in counseling in the past.

_3 The youth is currently in counseling or has been referred for counseling.

Comments: _____

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

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

_1 The youth has a healthy, supportive peer group.

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

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

Comments: _____

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

Scoring:

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

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

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

Comments: _____

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

Scoring:

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

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

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

Comments: _____

Scoring and Referral Procedure

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

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

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

The fire behavior appears to be basically experimental in nature and set out of curiosity. This youth does not have a history of fire behavior. The intervention for a youth motivated primarily out of curiosity is fire education for the youth and the family. There are numerous fire education intervention curricula available to use with this child. The family should set clear rules about fire.

use in the home and practice home fire safety. Fire departments should emphasize the importance of working smoke alarms and home escape planning for these families. With education, curiosity firesetters usually do not continue their fire behavior. However, because curiosity firesetters do not understand the consequences of their actions, it is important that parents/caregivers increase their knowledge of fire safe practices.

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

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

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

If question D, J and/or L is answered with a 3 response, consider referring this youth for a crisis evaluation.

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

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

Referral should consist of:

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

Juvenile Firesetter Screening Report

Name _____ Address _____

Telephone _____ DOB _____ Age _____

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

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

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

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

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

Signature _____

Date _____

Fire Department _____ Telephone _____

Authorization for Use and Disclosure of Non-Health Information

To our applicants and clients: By voluntarily signing this form, you are letting non-health information about your case be shared. We will use and disclose only as much information as is needed.

Adult's Legal Last Name	First	Middle	Date of Birth
Adult's Legal Last Name	First	Middle	Date of Birth
Child's Legal Last Name	First	Middle	Date of Birth
Child's Legal Last Name	First	Middle	Date of Birth
Child's Legal Last Name	First	Middle	Date of Birth

By signing this form, I am allowing my information to be disclosed and used, as follows:

Client's Initials*	From (Record Holder):	To: (If releasing to a team, list members in the next section)	Specific information to be released:	Purpose for release of information:	Mutual exchange? Y/N	Expire Date or Event:

**Client agrees to this release of information.*

Team members identified in Previous Section

Client's Initials	Team Members

Client's Initials	Team Members

I can cancel my permission to use or disclose my information at any time in writing. I understand this change will not affect information that has already been shared.

I have reviewed and understand this form. I understand that federal and state agencies must follow federal law about protecting my information. However, my information could be shared with agencies or businesses who may not be covered by the federal law. They could then share my information with others.

✎ Full Legal Signature or Mark of Individual

Date

✎ Full Legal Signature or Mark of Individual

Date

✎ Full Legal Signature of Legal or Personal Representative

Relationship

Date

✎ Full Signature of Worker

Initiating Agency

Date

This form is available in alternate formats that meet the guidelines for the Americans with Disabilities Act (ADA).
Contact DHS at: Phone 503-945-7021, TTY 503-947-5330 or fax 503-373-7690.

Additional Children Names from page 1

Child's Legal Last Name	First	Middle	Date of Birth
Child's Legal Last Name	First	Middle	Date of Birth
Child's Legal Last Name	First	Middle	Date of Birth
Child's Legal Last Name	First	Middle	Date of Birth
Child's Legal Last Name	First	Middle	Date of Birth

Additional Record Information from page 1

By signing this form, I am allowing my information to be disclosed and used, as follows:

Client's Initials*	From (Record Holder):	To: (If releasing to a team, list members in the next section)	Specific information to be released:	Purpose for release of information:	Mutual exchange? Y/N	Expire Date or Event:

**Client agrees to this release of information.*

Additional Team Information from page 3

Team members identified in Previous Section

Client's Initials	Team Members

Client's Initials	Team Members

Additional Children Names from page 1

Child's Legal Last Name	First	Middle	Date of Birth
Child's Legal Last Name	First	Middle	Date of Birth
Child's Legal Last Name	First	Middle	Date of Birth
Child's Legal Last Name	First	Middle	Date of Birth
Child's Legal Last Name	First	Middle	Date of Birth

Additional Record Information from page 1

By signing this form, I am allowing my information to be disclosed and used, as follows:

Client's Initials*	From (Record Holder):	To: (If releasing to a team, list members in the next section)	Specific information to be released:	Purpose for release of information:	Mutual exchange? Y/N	Expire Date or Event:

**Client agrees to this release of information.*

Additional Team Information from page 3**Team members identified in Previous Section**

Client's Initials	Team Members

Client's Initials	Team Members

Child/Parent Responsibility Contract

This contract outlines several steps both children and their parents/caregivers can take to prevent firesetting behavior in the home. While increasing safety in the home, they may not eliminate all fire risks and are not a substitute for parent/caregiver supervision.

THE YOUTH (initial on line)

- ____ Shall not possess any incendiary devices of any kind. This includes but is not limited to matches, lighters, lit cigarettes, lighter fluid, fireworks, aerosol cans and other flammable liquids.
- ____ Shall submit to searches of his/her person and property by his/her parent/caregiver. This includes the youth's personal property and immediate area where the youth is located (car, room, school locker, backpack, etc.).
- ____ Shall complete a fire-escape plan for their family and practice it with his/her parent/caregiver.
- ____ Shall tell an adult if they find matches or lighters.
- ____ Shall not play with friends who engage in any form of fire activity.
- ____ Other _____

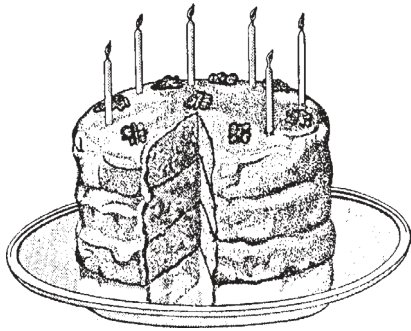
____ Youth _____ Date _____

THE PARENT

- ____ Shall install and maintain working smoke alarms in every room of the home, including garages and sheds. A working class (2A-10BC) fire extinguisher shall be accessible to every level of the home and garage.
- ____ Shall secure all combustibles and all matches, lighters, flammable liquids, fireworks, and other sources of ignition in an area where the youth does not have access, preferably a locked cabinet.
- ____ Shall use only a child resistant lighter if a smoker and kept on their person at all times.
- ____ Shall conduct routine searches of the youth's room and possessions for matches or lighters.
- ____ Shall monitor the youth's access to the Internet for information that can assist them in modifying fireworks or manufacturing destructive devices.
- ____ Shall give permission to other children in the home to tell on someone who misuses fire.
- ____ Shall increase supervision of youth. Youth should not be left alone or unsupervised in other youth's homes where ignition material may be easily available.
- ____ Shall set firm rules that any child in the house should not touch matches, lighters, the stove, barbecue lighters, flares, fireworks or any other object that could potentially set a fire.
- ____ Inform children of the fire safety rules and the consequences of breaking them. Discuss the rules and consequences with your child to check for understanding.
- ____ Shall not display any candles, incense lamps or other fire related items in the home regardless of their use.
- ____ Shall complete a home fire safety checklist obtained from the local fire department.
- ____ Shall forbid youth to watch shows or videos with provocative fire themes.
- ____ Shall lock up all flammable chemicals such as turpentine, gasoline, lighter fluid or charcoal starter for barbecues.
- ____ Shall remove closets doors to avoid a hiding place.
- ____ Other _____

____ Parent/Guardian _____ Date _____

Removing the risk today prevents the fires of tomorrow.

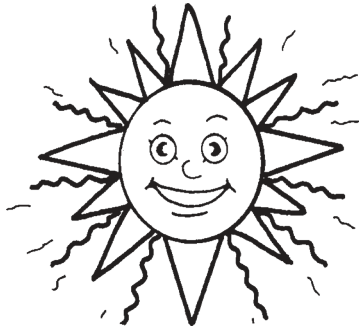


DIRECTIONS

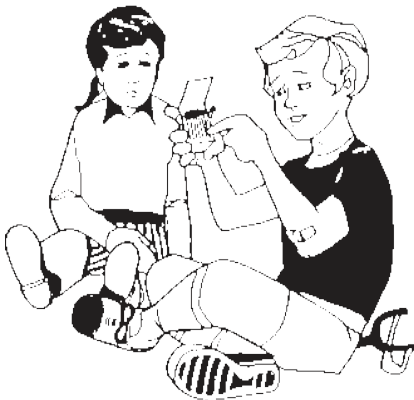
Draw a line from the bad fire to bad fires.



Good Fire



Bad Fire



Fire and Life Safety Questionnaire

Name _____

1. Describe the fire. Tell what happened. Who was involved? What methods were used to start the fire?

2. On a scale from 1 to 10, how much responsibility for the firesetting is yours?
1 (no responsibility) - 10 (full responsibility)

3. List four things you could have done to stop yourself from starting the fire.

1 _____

2 _____

3 _____

4 _____

4. Who was harmed by your firesetting behavior?

5. How much time do you and your family have to safely escape a fire in your home?
6. Name the elements of a fire that are life-threatening.
7. When is it OK for you to use matches or lighters?
8. List the ways your family can make your home firesafe.
9. What do you know about fire?
10. Have you ever been burned?