



**Cromwell Fire Department**  
Youth Fire Setter Intervention Program





# Cromwell Fire District

Office of the Fire Marshal



Cromwell Fire Department  
Youth Fire Setter Intervention Program

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## Youth Fire Setter Contact List

- Cromwell Fire Dep. Intake Line -----(860) 635-5211
- Cromwell Police Department -----(860) 635-2256
- Cromwell Public Schools -----(860)632-4831  
Student Services
- Cromwell Youth Services -----(860) 632-3420
- Cromwell Human Services -----(860) 632-3449
- Department of Children and Families (DCF)  
Ann Adams -----(860) 913-7413
- Youth Fire Setter Intervention Specialist  
Brian Mello -----(860) 214-1770

1 West Street, Cromwell, CT 06416

Phone: (860) 635-3188    Fax: (860) 613-2406    Email: [FMO@CromwellFD.com](mailto:FMO@CromwellFD.com)



**Cromwell Fire Department**  
**Fire Marshal Division**  
**Standard Operating Procedure**



**Cromwell Fire Department**  
Youth Fire Setter Intervention Program

Revision: 0

Effective Date: March 4, 2022

Effective Until: Superseded or Cancelled

**Scope:** Standardized approach to youth fire setting and prevention, as well as the use of the “Oregon Juvenile with Fire Screening Tool”

**Purpose:** The purpose of youth fire setting educational interventions are to empower the child, adolescent, or teen with knowledge to make better decisions and abstain from fire setting and other types of fire-related experimentations.

**Responsibility:** The responsibility to carry out this policy rests with any member of the Cromwell Fire Department who may encounter youth fire setting behavior and recognize the need to notify the Cromwell Fire Department Youth Fire Setters program.

**Requirements:** Members within the Cromwell Fire Department assigned to the Cromwell Youth Fire Setters Program shall be trained by the CT fire Academy in Youth Fire Setter Specialist, Fire Hawks Program, or a comparable curriculum.

**Definitions:**

Youth Fire setting: Any child under the age of 18 who engages in the act of burning, melting, or playing with fire for any reason regardless of property value or intent.

Youth Fire setting Intervention: A response to youth who have set a fire(s) including fire setting prevention education and possible referral to other necessary agencies.

**Authority: Fire Chief**

## **PROCEDURE**

When a youth fire setter is identified at a scene, or any signs of a fire occurring/occurred involving a youth, the Cromwell Fire Marshal's Office shall be notified to respond through the proper chain of command, especially if anyone was injured, or there were unusual circumstances because of a youth set fire.

Parents, or guardians, who call the Cromwell Fire Department for assistance with youths who set fires should be directed to the Cromwell Fire Department Youth Fire Setters Program via telephone at (860) 635-5211. Phone contact will be made with the parents within 24 hours by the Cromwell Youth Fire Setters Program. The parents will be informed of the program and encouraged to make an appointment for them and their child. A Youth Fire Setter Intake Form will be filled out during phone contact.

If a family comes to a fire station with a child, or children, who has been involved with fire setting, the family should be directed to contact the Cromwell Youth Fire Setters Program during normal business hours at (860) 635-5211. Tours of the fire station should NOT be given to youths suspected of fire setting behavior, as children tend to view the tours as a positive reward for negative behavior.

## **PROGRAM OPERATIONS**

1. The Cromwell Fire Youth Fire Setter Program shall open a file using the information gathered from incident reports (Fire/Police) or Intake form from the family when the first contact is made. An incident number shall be assigned to all cases (if incident was not previously reported to the Cromwell Fire Department). A scheduled interview with the youth should be conducted to determine whether further treatment or education is required.
2. Based upon the interview, a determination will be made as to the appropriate level of intervention. The interviewer should use the "Oregon Juvenile with Fire Screening Tool" outlined in the attached documentation. If the interview reveals further treatment is needed, the Cromwell Fire Youth Fire Setter Program shall:
  - a. Contact the youth and guardian by phone and/or letter, sharing the result of the interview and the course of action. If the interview results in a "some" level of risk that the youth is at risk for repeat fire setting behavior, the youth should receive age-appropriate fire safety education on fire prevention and safety. If the interview results in a "definite" to "extreme" level of risk that the youth is at risk for repeat fire setting behavior, youth/guardian will be encouraged to seek professional counseling/further treatment.

- b. Cromwell Youth Fire Setters Program shall assist the family in determining a safety plan for their home.
- c. After treatment has been terminated and/or educational programs have been completed, the fire marshal should perform follow-up interviews to survey the youth's current behavior. A primary follow-up shall occur by the Cromwell Fire Departments Youth Fire Setter's Program 4 to 6 weeks after exit, and a secondary follow-up 6 to 12 months later.
- d.

**Recidivism:** Some children will continue to set fires. These children need more help from social services, youth justice, or residential mental health treatment. These youths may need to be formally charged in order to get to the desired result of stopping the behavior. A child should not go through the program twice but should be referred to an appropriate agency.

**Documentation:** Youth's information is protected. All files should be locked up in a specific location. Each file may include (if applicable): police report, fire report, contact form, narrative, interview information, etc. Every contact regarding the case should be documented in the file by name, date, time, and reason for contact.

**Prepared By: Fire Inspector Collin Whalen  
Fire Chief Jason Balletto  
Fire Marshal Harold Holmes**

**Approved By: Fire Chief Jason Balletto**







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:
Three rows of blank lines for name and relationship.

Brothers/Sisters

Name: Age:
Three rows of blank lines for name and age.

School Grade

\*\*\*\*\*Incident Information\*\*\*\*\*

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

Where did the incident take place?
Blank line for answer.

What was set on fire?
Blank line for answer.

What was the ignition source?
Blank line for answer.

Have there been any other firesets?
Blank line for answer.



# Cromwell Youth Fire Setter Intervention Program

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Cromwell Fire Department  
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**\*\*\*\*\*Action Taken\*\*\*\*\***

Screening Interview Date \_\_\_\_\_ Time \_\_\_\_\_

Name of Interviewer \_\_\_\_\_

Results: Fire Education \_\_\_\_\_ Referral to \_\_\_\_\_

Describe educational intervention provided: (Use back.) \_\_\_\_\_







CROMWELL YOUTH FIRESETTING INTERVENTION PROGRAM
AUTHORIZATION FOR RELEASE OF CONFIDENTIAL INFORMATION

I, \_\_\_\_\_, the parent/guardian of:

\_\_\_\_\_ D.O.B. \_\_\_\_\_
(Child's name)

Address: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_ Work Phone: \_\_\_\_\_

hereby authorize the following individual or agency:

Name: \_\_\_\_\_
(Name of individual or agency in possession of the records)

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

to release to representatives of the Cromwell Youth Firesetting Intervention Program
the following records of the above-named child:

- Yes No - Family history
Yes No - Educational records and reports
Yes No - Disciplinary records and reports
Yes No - Mental health services
Yes No - Alcohol/drug treatment
Yes No - Medical/psychiatric treatment
Yes No - Other Specify: \_\_\_\_\_

^^^USE ONE RELEASE FORM PER AGENCY^^^



## Cromwell Youth Fire-Setter Intervention Program



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And further authorize the above named individual or agency to discuss the contents of these records with representatives of the Cromwell Youth Firesetting Intervention

*NOTICE: I understand this consent can be revoked at any time except to the extent that disclosure made in good faith has already occurred in reliance on this consent. If not previously revoked, this consent will expire automatically ninety (90) days from the date signed or will terminate thirty (30) days after completion of the Cromwell YFIP program, whichever occurs first.*

*I also understand that my child's records are protected by state and local law and cannot be disclosed without my written consent except as otherwise specifically provided by law. Furthermore, I understand that if my child's records involve alcohol or drug abuse, they are also protected under Federal Regulation (42 CFR Part 2), Confidentiality of Alcohol and Drug Abuse.*

The reason for disclosure of information is to facilitate adequate treatment for the above-named child due to firesetting incident(s). I have read carefully and understand the above statements and do herein expressly and voluntarily consent to disclosure of the above records to representatives of the Cromwell Youth Firesetting Intervention Program.

\_\_\_\_\_  
*Printed Name of Parent/Guardian signing Release*

\_\_\_\_\_  
*Signature of Parent/Guardian*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Witness*

\_\_\_\_\_  
*Date*







# Cromwell Youth Fire-Setter Intervention Program



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## CONSENT AND RELEASE OF LIABILITY FOR CHILD TO PARTICIPATE IN THE CROMWELL YOUTH FIRESETTING INTERVENTION PROGRAM

I, \_\_\_\_\_, the parent/guardian of:  
\_\_\_\_\_  
*(Child's name)* D.O.B. \_\_\_\_\_

Address: \_\_\_\_\_ Phone: \_\_\_\_\_  
\_\_\_\_\_ Work Phone: \_\_\_\_\_

acknowledge that my child has been involved in firesetting conduct and has been offered an opportunity to participate in the Cromwell Youth Firesetting Intervention Program (YFIP).

I understand that this program is voluntary, and I hereby give my consent for my child to participate in all aspects of the program knowing further that the program is offered free of charge and that I may stop participation at any time.

I understand that the program requires the release of certain confidential records and I have executed the releases required to disclose those records to the YFIP.

I also understand that this consent allows the Cromwell Youth Firesetting Intervention Program (YFIP) to discuss my child's case with the "triage team" before, during, and at the conclusion of the program in order to determine the best form of treatment and follow-up care. I understand the "triage team" consists of members of the Cromwell YFIP Task Force, including mental health clinicians, firefighters, and youth services, trained to help children with their firesetting behaviors. I understand that the "triage team" will maintain confidentiality at all times, and not discuss this child's case with anyone outside of the Cromwell YFIP.

I also expect to be kept informed of my child's progress throughout their participation in the YFIP.

I also recognize and acknowledge that there are risks associated with my child's behavior and agree to release, indemnify, and hold harmless the Cromwell YFIP and the Cromwell Fire Marshal's Office, including any employee or volunteer of such program or office, in connection with my child's participation in the YFIP in the event that my child's behavior or conduct causes any harm whatsoever to any person or property during or after completion of the program.

\_\_\_\_\_  
*Printed Name of Parent/Guardian signing Release*

\_\_\_\_\_  
*Signature of Parent/Guardian* \_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Witness*





# Program Rules

- You must adhere to all instruction and directions given by teachers
- If uncooperative, the parent(s) will be required to attend classes
- You will not discuss program information outside the class
- Student must sign Programs Rules at the first class
- Each missed class will be made up
- If you're late you must make up the time
- If You don't do the homework, extra classes can be added
- You Will Not threaten or bully any other students or staff
- No food, drinks, hats, or electronic devices in the open or on.
- If You will miss a class You Must call; If You don't, Completion of this Course can be withheld. Call (860)635-5211





# ACCEPTANCE OF RULES SIGN-OFF SHEET

I, \_\_\_\_\_, have read and understand the rules set forth by the Cromwell Fire Department's Youth Firesetting Intervention Program and agree to follow them and to fully participate in the program. My failure to follow these rules or my failure to fully participate in the program may result in my discharge from the program and referral to the Superior Court Juvenile Matters, if applicable.

I am signing this Acceptance voluntarily and without any threats or promises and in the presence of my parent/guardian.

\_\_\_\_\_  
(Child)

\_\_\_\_\_  
(Parent / Guardian)

\_\_\_\_\_  
(Counselor)

\_\_\_\_\_  
(Date)





# Refusal Form

Incident Date: \_\_\_\_\_ Time: \_\_\_\_\_ Incident # \_\_\_\_\_

Incident Location: \_\_\_\_\_

***My son/daughter has been involved with fire setting. I acknowledge that I been provided information regarding the Cromwell Youth Fire Setter Intervention Program.***

This is to certify that \_\_\_\_\_

Parent(s) of \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Home Address: \_\_\_\_\_  
\_\_\_\_\_

***Is choosing NOT to participate in the education youth fire intervention program being offered by the Cromwell Fire Department / Fire Marshal's Office.***

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Print: \_\_\_\_\_

Fire Department Official: \_\_\_\_\_ Date: \_\_\_\_\_





# Cromwell Fire Department

FIRE MARSHAL'S OFFICE

## Certificate of Completion

This is to certify that

NAME OF STUDENT

has successfully completed the

## Cromwell Youth Fire Setter Intervention Sessions

on

DATE OF LAST SESSION.



Collin Whalen  
Fire Inspector  
CYSIP Program Manager

Name of Interventionist  
Title of Interventionist



Cromwell Fire Department  
Youth Fire Setter Intervention Program





## SEAN'S STORY - LESSON PLAN

### Target Audience

*Sean's Story* is suitable fire education material for a wide variety of audiences. The video and lesson plan can be used with teenagers, adults, and the elderly. *Sean's Story* is not considered appropriate for very young children. The recommended age range of this lesson is for children 8 – 17 years of age.

### Learning Objectives

Upon viewing the video and completing the lesson, the juvenile should have an understanding of the numerous and long-lasting financial, social, legal, and medical consequences of firesetting. The child should also have an understanding of the legal consequences of arson, including the several degrees of arson in Connecticut. The child should be able to relate the financial effects to themselves, and to their families.

### Lesson Outline

Before viewing, explain to the audience the purpose of having them watch the video. Emphasize that what they are about to see is a true story. What happened to Sean as a result of his choice to misuse fire can and does happen to children and teens every day. Our goal is to prevent this from happening to you. *Optional:* Administer a written pre-test or verbally ask some of the test questions.

Show the video

Discuss the pre-video questions again and see if the child's opinion has changed. Ask any or all of the following questions:

"What is "Arson"?"

"What are some examples of fires that meet the definition of arson?"

"How serious a crime is arson? Is it a felony?"

"Can kids be arrested for misusing fire?"



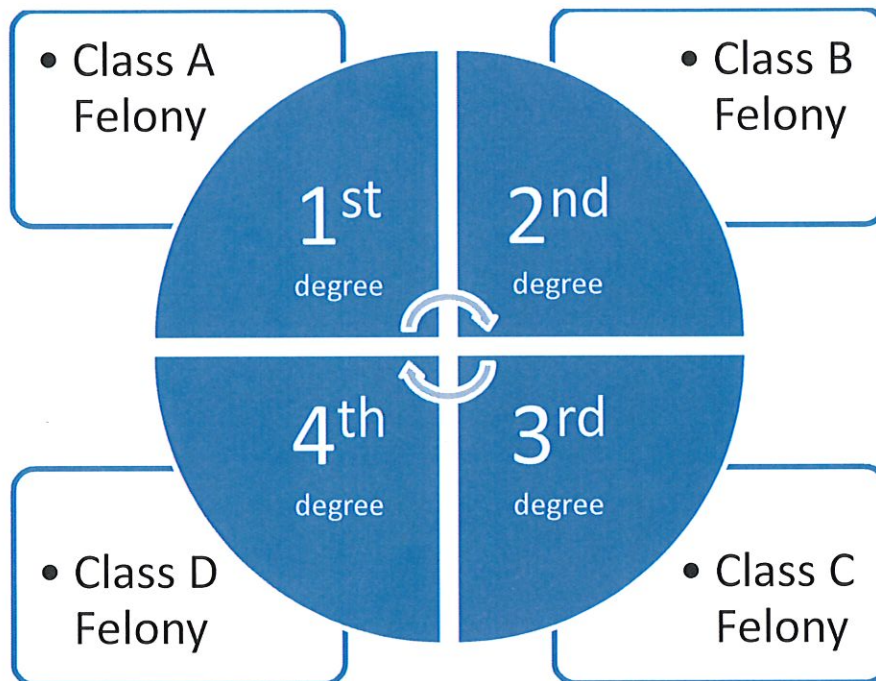


"How are you and Sean different?"

"How are you and Sean similar?"

"What are some of the problems you and your family could face if you misuse fire?"

Explain the crime of Arson in Connecticut and the four degrees of Arson. Explain how each is a felony and the possible penalties for each.



1. **First Degree Arson** - Class A Felony
  1. Prison sentence between 10 and 25 years
  2. A fine of up to \$20,000
2. **Second Degree Arson** - Class B Felony
  1. Prison sentence between one and 20 years
  2. A fine of up to \$15,000
3. **Third Degree Arson** - Class C Felony
  1. Prison sentence between one and 10 years
  2. A fine of up to \$10,000





## ***Cromwell Youth Fire-Setter Intervention Program***

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### **Administer Post-Test**

Have the child complete the attached Post-Test. Go over the answers with the child and instruct on any incorrect answers.

### **Discussions and Activities (*Optional*)**

Have the child discuss their favorite activities. Explain how sports, friends, games, etc. could be taken away if convicted of a felony and sentenced to a juvenile detention center.

Have the child discuss how their fire incident was similar to Sean's and who their incident could have impacted.

Have the child describe the financial responsibilities that their parents have or could have incurred as a result of their misuse of fire.

Discuss the choices and consequences of the misuse of fire at their age.







# SEAN'S STORY – POST TEST

1) "Age of culpability" means the age a person can:

- have their juvenile records erased
- testify as a witness to a crime
- become legally independent from their parents
- be held legally responsible for their actions

2) Your friends are lighting body spray on fire to make a video to post on the internet. you should:

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3) Restitution may include all of the following, *except*:

- paying for fire department and EMS response
- replacement of damaged property
- if it was a practical joke, there is no restitution
- medical treatment costs

4) Who is responsible for your decision to correctly use or misuse fire?





## Cromwell Youth Fire-Setter Intervention Program



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- my parents
- my friends
- me
- the police

5) Which of the following is an appropriate and responsible use of fire?

- experimenting with a small bomb
- putting gasoline on a campfire
- playing with a lighter
- lighting birthday candles

6) If I see someone misusing fire, I should:

- ignore it and walk away
- record it and post it on YouTube
- tell an adult or call 911
- go watch what they are doing

7) Which of the following statements about fire is true?

- poisonous gases can be created
- a small fire can't be considered arson
- fire can always be controlled
- fire destroys all evidence

8) If you get an arson or felony charge, you might:

- gain the trust of teachers and parents
- be limited in the career or job you can get
- receive financial credit to rent an apartment
- have an easier time getting accepted into college or a trade school





## Cromwell Youth Fire-Setter Intervention Program



9) John was playing in an abandoned building and lit some garbage on the floor on fire. Fires in abandoned buildings:

- are no big deal if the building is abandoned
- won't be investigated
- can cause serious injury to someone
- have no cost to anyone

10) Julie was upset that a girl from school was spreading rumors about her. Julie decided to get even by lighting the girl's papers on fire in her locker. Julie was caught, suspended, and is facing expulsion from school. Instead of lighting a fire, all of the following would have been a better choice for Julie, except:

- releasing some anger by going for a run
- telling the girl to stop
- pushing the girl
- talking to a teacher or school counselor





# CHOICES AND CONSEQUENCES

Name: \_\_\_\_\_

Date: \_\_\_\_\_



1.) What choices have I made in the past about setting fires?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2.) What actions did I take because of the choices I made?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



3.) What were the consequences of my actions?

\_\_\_\_\_



# Cromwell Youth Fire-Setting Intervention Program



Cromwell Fire Department  
Youth Fire-Setting Intervention Program

For me? \_\_\_\_\_

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For my family? \_\_\_\_\_

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For my community\*? \_\_\_\_\_

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4.) What did these consequences teach me about the choices I made?

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5.) If I am in a similar situation, what choices will I make and why?

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# Cromwell Youth Fire-Setting Intervention Program



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6.) When is the best time to think about consequences of choices? Why?

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7.) If I don't know what choice to make, what should I do?

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*\* community includes your town, your school, your church, your friends*





# Choices, Consequences and Responsibility

**In order to make good choices, you need to think before you act.**

What do I think about?

- 1) Think about what you are being asked to do or want to do. (situation)
- 2) Think about what might happen if you do it. (action and reaction)
- 3) Think about how this action will affect you. (your future, your health, your safety)
- 4) Think about how this action will effect others (your family, your friends, your community)

Based on your thinking, what is the best way to act in this situation? (good choice or poor choice)

Based on your thinking, are you ready to take responsibility for your choice?

Accepting responsibility for oneself includes an understanding of how your choices have consequences and recognizing your responsibility for choices. Choices play a key role in shaping or defining your life. In a moment, an unwise choice can completely derail your best-developed goals and plans. An unwise choice can completely change your life.

The process of making choices is a learning experience that teaches responsibility for and control over your own behavior. The consequences of your actions are logical because they are clearly related to your behavior. With consequences, you can make the connection between your behavior and the results.

Good choices result from a level of self-knowledge and understanding, particularly related to your goals, values and beliefs. Knowing your values helps you make choices consistent with things that are important. Knowing your goals increases the likelihood of making wiser choices leading to achieving these goals.

Experiencing the consequences of your choices is one of the most effective ways you learn self-discipline. These lessons really last because they come from real life. Most success in life depends on making wise choices. Being able to think ahead about the positive or negative consequences of an action and choose accordingly is a skill we want to learn. People learn better from their own mistakes than from “preventive lectures.”

A willingness to avoid poor choices can motivate a person towards wiser choices. However, this reason requires an understanding of what actions contribute to poor choices.

Actions leading to poor choices arise when a person acts before thinking about what one is doing, thus forgetting to consider what is important or disregarding how the action can hinder one from achieving goals.

Poor choices also can occur when a person fails to consider different options in a



situation, avoids seeking useful information from people, denies possible negative consequences of one's actions, or violates the rights of others.

A poor choice can happen when a person allows people to influence one in the wrong way, feels pressure to go along with the group, or avoids saying, "No!" when appropriate.

Accepting responsibility further involves a willingness to admit to poor choices and to take responsibility for one's actions.

People make poor choices on the way to becoming responsible grown-ups. They must experience the consequences of their actions in order to learn from them.

At times you may not be aware of available options in different situations which could improve your chances of wise choices. Getting an opinion, information, or data from others can help a person select the best option.

Thus, acting responsibly after a poor choice requires a person to be honest or truthful with oneself. Being honest with yourself will involve accepting ownership of the poor choice by dealing with its consequences, understanding what contributed to the poor choice, seeing how the choice led to difficulties, and avoiding a repeat of this choice in the future.

If a person is not willing to admit mistakes, then they are prone to repeat poor choices in the future. If a person does not take ownership for poor choices, they deny responsibility by blaming their poor choice to reasons outside of their control.

### **Some Things to Consider**

Sometimes, a person may be reluctant to seek information or input from others when contemplating a decision or choices.

Intense feelings or emotions can increase your vulnerability for poor choices. These feelings or emotions might include anger, disappointment, physical attractions, pleasure, frustration, rejection or humiliation. In the presence of strong feelings, desires, or emotions, you might need to pause for a moment, proceed with caution, or avoid reacting hastily.

The use of mind-altering substances like alcohol and drugs also can increase your vulnerability for poor choices.

Stubbornness or close-mindedness can also increase your vulnerability for poor choices since these views generally reflect an unwillingness to consider different perspectives or options.

There are times when people respond impulsively in a situation without thinking about possible consequences. In this situation, accepting responsibility involves admitting



your impulsive choice regardless of your awareness at the time of your choice. Your lack of full awareness of your choice does not diminish your responsibility. By accepting responsibility for your impulsive choice and related consequences, you are empowering yourself to be in a position to consider a different choice to a similar situation in the future.

It is important to remember that no human being is perfect. We will all make mistakes or poor choices. However, we differ in how we choose to deal or cope with these mistakes or poor choices. Frequently, the actions taken after the mistake can be equally important as the actual mistake.

Sometimes, your poor choice or mistake results in pain for someone. Addressing your poor choice will involve both the acknowledgment of your poor choice and the pain to someone due to this choice. You might have an opportunity to admit your poor choice and the pain caused directly to the person who experienced this pain. If this opportunity occurs, you need to accept that despite your level of remorse for your action(s), the person may or may not be ready to forgive you at that time. You cannot control when a person will be ready to forgive you, but you can hope that the person will forgive you in time.

Sometimes, a major part of dealing with a mistake or poor choice is forgiving yourself. This self-forgiveness for your mistake may take time. If you have a tendency to willingly forgive others rather than forgive yourself, you need to learn to offer yourself the same level of kindness or compassion that you freely offer others.

Young people will be confronted with options but might not recognize that there are options or be able to identify these options.

In general, accepting responsibility for oneself, being responsible for self, personal responsibility or self responsibility emphasizes people's responsibility for their actions and the course of their lives. Although others can help a person, this responsibility emphasizes things a person has to do for oneself.

Accepting responsibility for oneself also emphasizes the things a person has to face alone despite the support and presence of others throughout one's lifetime.

Accepting responsibility for self is a learned life skill requiring ongoing training, experiences and opportunities for both adults and youth.

Writings and Excerpts from the book:

"Accepting Responsibility for Oneself" By: Gloria Edmunds, Ph.D. Personal Development Publications  
157 pages Paperback ISBN 9780979610004



# Cromwell Fire District

Office of the Fire Marshal



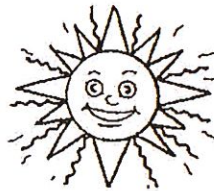
Cromwell Fire Department  
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## DIRECTIONS

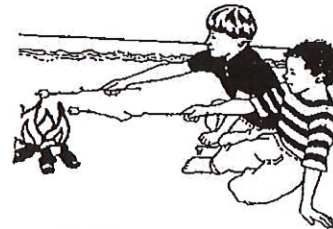
Circle the Good Fires.  
Put an 'X' through the  
Bad Fires



GOOD FIRE



BAD FIRE





**Youth Firesetting Intervention Program--Pretest and Posttest**

**Elementary Age Level**

**Part 1**

Please fill in the box with the correct answer from the word bank.

1. What is the name of the safety tool that smells for smoke?

\_\_\_\_\_

2. During a fire, where does the smoke and heat go?

\_\_\_\_\_

3. If a person's clothes are on fire, what must they do?

\_\_\_\_\_

4. What should you do if you find a lighter?

\_\_\_\_\_

**WORD BANK**

Stop, drop, and roll	Seatbelt	Down
Whistle	Crawl	Up
Bike helmet	Tell an adult	Smoke alarm

**Part 2**

Please answer true or false. Draw a circle around the correct answer.

1. Most fires happen because adults are not careful with tools that make heat.

True or False

2. Smoke alarms only need to be tested once a year.

True or False

3. During a fire, it is very hot near the floor.

True or False

4. Using a window is the safest and fastest way to escape from a fire.

True or False

5. Laws are important rules that everyone must obey.

True or False

6. If you start a fire on purpose you can be taken to jail.

True or False

7. If you find a lighter you should pick it up and take it to an adult.

True or False

8. A lighter is a tool for adult use only.

True or False



**Part 3**

Multiple choice questions. Please circle the letter next to the correct answer.

1. Fire is a powerful
  - a. toy.
  - b. tool.
  - c. game.
  - d. weapon.
  
2. 9-1-1 is used to
  - a. find out what time it is.
  - b. get directions.
  - c. get help during an emergency.
  - d. find a friend's telephone number.
  
3. When adults are cooking food they should
  - a. watch television.
  - b. watch the stove.
  - c. talk on the telephone.
  - d. lie down to rest.
  
4. If smoke is near, a person should
  - a. stop, drop, and roll.
  - b. stand up and run.
  - c. look for a fire.
  - d. get low and go.
  
5. People who get hurt are most often those who are
  - a. following safety rules and laws.
  - b. listening to people they trust.
  - c. not taking risks and dares.
  - d. not following safety rules and laws.





# Cromwell Fire District

Office of the Fire Marshal



Cromwell Fire Department  
Youth Fire Setter Intervention Program

## WHAT CAN BURN?

Assignment #1: There are many things in your house you might not think of as flammable, but they do catch on fire fairly easily. Make a list of 6 items in your house that might burn easily.

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Assignment #2: Number these words in alphabetical order. Do each column on its own. Put a circle around the word that could catch fire. Underline those that will melt, but not burn. (#1 #2 #3 etc.)

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| _____ Telephone | _____ Baby doll | _____ Newspaper |
| _____ Cat       | _____ Camera    | _____ Needle    |
| _____ Thread    | _____ Pot       | _____ Bib       |
| _____ Paper     | _____ Plants    | _____ Radio     |
| _____ Padlock   | _____ Bike      | _____ Bathtub   |
| _____ Plate     | _____ Popcorn   |                 |





# *Cromwell Fire District*

*Office of the Fire Marshal*



Cromwell Fire Department  
Youth Fire Setter Intervention Program

If there was a fire in your home and property was damaged, what things would you miss the most?

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What things (if any) would you not miss?

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What things could not be replaced?

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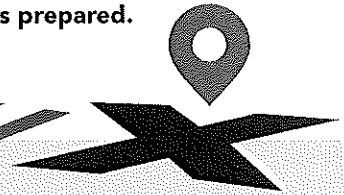




# HOME SAFETY CHECKLIST

FOR PARENTS & CAREGIVERS OF CHILDREN, TODDLERS, AND INFANTS

Fire can spread rapidly through your home, leaving less than three minutes to escape safely once the smoke alarm sounds. Make sure your home is safe and that your family is prepared.



## SMOKE ALARMS

- On every level of the home
- Inside bedrooms and outside sleeping areas
- Tested each month and batteries are changed as needed
- Less than 10 years old
- Available for deaf and hard of hearing

## CARBON MONOXIDE ALARMS

- Located on each level of the home where bedrooms are located
- Should be placed inside or outside of the bedrooms
- Tested monthly

## WINDOW FALL AND FURNITURE SAFETY

- Teach children to play a safe distance from windows that pose a fall risk
- Install window stops that allow for windows to open less than 4 inches
- Avoid deadly tip-overs; anchor TVs and furniture to walls

## HOME FIRE ESCAPE PLAN

- Make an escape plan for you and your family
- Designate a safe meeting place
- Know 2 ways out of each room
- Have a plan for young children who cannot get out by themselves
- Practice your escape plan
- If there is smoke, get low and go!
- Once outside, call 911

## COOKING SAFETY

- Make sure there is a fire extinguisher in the home
- The cooking surface is clear of all things that can burn
- Remain in the kitchen when you are boiling, frying, grilling, or broiling food
- Turn pot or pan handles toward back of the stove
- Children and pets are kept at least 3 feet away from the stove area
- Small appliances are in proper working order and are unplugged when not in use

## ELECTRICAL AND BURN SAFETY

- Safety covers are over all unused outlets
- Adjust the thermostat setting on water heater to 120 degrees Fahrenheit to avoid scald injuries
- Create a 3 foot safety zone around space heaters, fireplaces, pellet stoves, and wood stoves
- Have heating equipment and chimneys cleaned and inspected every year by a qualified professional
- Inspect electrical cords. Replace if cracked, the plugs are broken, damaged, or have loose connections

## CANDLE, LIGHTER, AND MATCH SAFETY

- Candles are kept out of children's reach
- Matches and lighters are locked and stored out of children's reach
- Use flameless candles



### American Red Cross

Cascades Region

If you don't have working smoke alarms, contact your local fire department/agency or the American Red Cross.  
preparedness@redcross.org  
503-528-5783



Oregon State Police  
**OFFICE OF STATE FIRE MARSHAL**  
503-934-8228  
osfmce@osp.oregon.gov  
fb.com/OregonStateFireMarshal





# HOME FIRE ESCAPE PLANNING

COMPLETE THE ACTIVITIES INSIDE  
TO PREPARE FOR HOME FIRES



# IN CASE OF A HOME FIRE, IT'S IMPORTANT TO KNOW 2 WAYS OUT.

## WHEN THE ALARM SOUNDS . . . KNOW 2 WAYS OUT.

During a home fire, you only have a few minutes to get out safely. It's important to create a home fire escape plan with your family to keep everyone safe.

### STEP 1: WRITE DOWN EACH ROOM OF YOUR HOME.

Sister's bedroom

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### STEP 2: WHAT ARE 2 WAYS OUT OF EACH ROOM?

Door Window by bed

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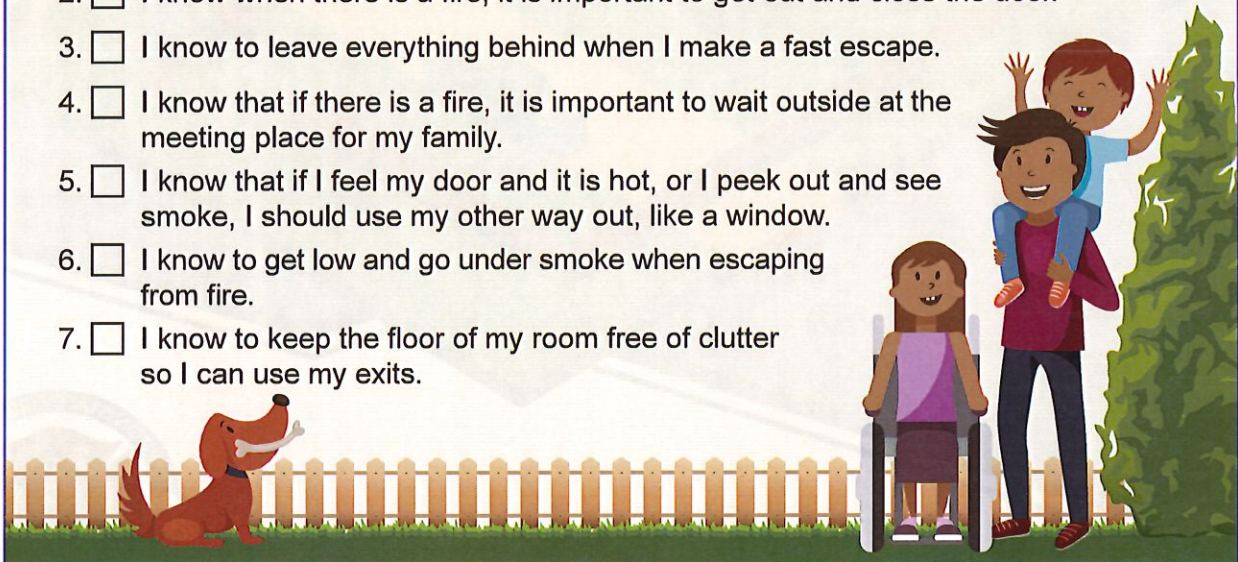
### STEP 3: PICK AN OUTSIDE MEETING PLACE IN THE FRONT OF THE HOUSE AND WRITE IT ON THE LINE TO THE RIGHT.

Our outside meeting place is:

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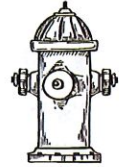
### STEP 4: COMPLETE THE CHECKLIST BELOW.

- I know what my smoke alarm sounds like and what to do when it goes off.
- I know when there is a fire, it is important to get out and close the door.
- I know to leave everything behind when I make a fast escape.
- I know that if there is a fire, it is important to wait outside at the meeting place for my family.
- I know that if I feel my door and it is hot, or I peek out and see smoke, I should use my other way out, like a window.
- I know to get low and go under smoke when escaping from fire.
- I know to keep the floor of my room free of clutter so I can use my exits.



# Test My Home Fire Escape Knowledge

CONNECT THE FOLLOWING EMERGENCIES TO THE CORRECT RESPONSE.



Numbers to memorize for emergencies

How to travel beneath smoke

Location to wait for family and help

Tools, not toys

What to do when the smoke alarm sounds

**MEETING PLACE**

**GET LOW AND GO**

**GET OUT AND STAY OUT**

**MY PHONE NUMBER AND ADDRESS**

**MATCHES AND LIGHTERS**

## DO YOU KNOW 2 WAYS OUT AT OTHER PLACES YOU GO?



You are at the library for reading time. In the event of a fire, what are 2 ways you could get out?

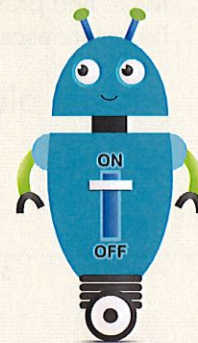
**1ST WAY** \_\_\_\_\_

**2ND WAY** \_\_\_\_\_

Imagine you've stayed to participate in Robotics Club in the school cafeteria. If there was a fire, what are 2 ways that you would get out of the building?

**1ST WAY** \_\_\_\_\_

**2ND WAY** \_\_\_\_\_



While at a friend's apartment, the smoke alarm begins to go off. Can you write down 2 ways to get out of the apartment safely?

**1ST WAY** \_\_\_\_\_

**2ND WAY** \_\_\_\_\_

## SAFETY PROMISES: COMPLETE THE CHECKLIST BELOW.

It's important to plan what to do in case of a home fire, because fires burn fast and smoke is dangerous. You only have a few minutes to get out safely. Planning and practicing a home fire escape plan is a great way to help keep you and your family safe.

1.  Now that I have a home fire escape plan, I will ask my family to **practice** it with me.
2.  If there is a fire in my home, I will not hide. **I will go outside and stay at my meeting place.**
3.  **I know to call 911** from a safe place in the event of an emergency. I also know the number for a nearby relative, friend, or neighbor who can respond quickly if my family needs help.
4.  **I know my address.** For an emergency I call 911 and am able to tell them where to send help.
5.  **I will not touch matches or lighters.** In fact, I won't even pick them up. If I find matches or a lighter, I will tell an adult.

## I PLEDGE TO BE PREPARED FOR FIRE RISKS BY HAVING A HOME FIRE ESCAPE PLAN.

### BY MAKING THIS PLEDGE I'M COMMITTING TO:

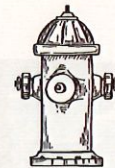
1. Make and practice a home fire escape plan.
2. Know to call 911 in case of an emergency.
3. Know my address and emergency contact information.

I pledge to do these things to help keep myself  
and my family safe from home fires.

Signature



Date



Oregon State Police  
**OFFICE OF STATE FIRE MARSHAL**  
YOUTH FIRE SAFETY PROGRAM

503-934-8228 | [osfmc@osp.oregon.gov](mailto:osfmc@osp.oregon.gov) | [fb.com/OregonStateFireMarshal](https://fb.com/OregonStateFireMarshal)

## Program Details

- Prevent firesetting in the first place by providing fire safety education from preschool through high school.
- Raise awareness in your community about youth firesetting.
- Form partnerships between local fire departments and organizations to help support firesetting prevention and intervention programs.
- Support community-based programs to provide services such as fire safety education and counseling using community resources.
- Educate parents/caregivers and all who work with children about where they can go for help about firesetting

*Do you know where your matches and lighters are?*

*Your children do, just ask them...*



# The Cromwell Youth Fire Setters Intervention Program is 100% Confidential



Cromwell Fire Marshal's Office  
1 West Street  
Cromwell, CT 06416  
Phone: (860) 635-5211  
Fax: (860) 613-2406  
E-mail: [CwHalen@cromwellfd.com](mailto:CwHalen@cromwellfd.com)

## Cromwell Youth Fire Setters Intervention Program



Cromwell Fire Department  
Youth Fire Setter Intervention Program

Cromwell Fire Department and  
Fire Marshal's Office  
1 West Street  
Cromwell, CT 06416  
(860) 635-5211

## Youth Fire Setting

**Who does a parent call when they catch their child playing with matches?**

**Most would call the fire department, but in recent years it has become apparent that the traditional stern lecture from a firefighter may not be enough.**

- ◆ All ages, 3 to 17 years old, set over 100,000 fires annually. 25,000 of those fires are set in the homes.
- ◆ Children make up between 20%-25% of all fire deaths.
- ◆ Over 30% of the fires that kill children are set by children playing with fire.
- ◆ Children usually play with fire in the bedrooms, in closets and under beds.
- ◆ Child Firesetters, if not given the proper guidance and supervision, consequently repeat their fireset-

### PRACTICE FIRE SAFETY IN THE HOME

- ◆ Supervise young children closely.
- ◆ Keep matches and lighters in a secured drawer or cabinet.
- ◆ Have your children tell you when they find matches and lighters.
- ◆ Check under beds for burned matches, evidence your child may be playing with fire.
- ◆ Teach children that fire is a tool and not a toy.
- ◆ Develop a home fire escape plan, practice once a month with your children. Designate a meeting place outside.
- ◆ Teach children not to hide from firefighters, but get out quickly and call for help from another location.
- ◆ Teach children the nature of fire. It is **HOT, FAST, DARK, AND DEADLY.**
- ◆ Show children how to crawl low on the floor, below the smoke, to get out of the house and stay out.
- ◆ Demonstrate **STOP, DROP, and ROLL** if their clothes caught on fire.
- ◆ Install smoke alarms on every level in your home. Test them each month and replace the batteries once a year.



**Cromwell Fire Department**  
Youth Fire Setter Intervention Program

The Cromwell Fire Department in conjunction with the Town of Cromwell has a confidential program to prevent youth fire setting and youth fire interest.