

***YOUTH FIRESETTING PREVENTION  
AND INTERVENTION (N0629)  
PRE-COURSE ASSIGNMENT***

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Welcome to the National Fire Academy's (NFA's) *Youth Firesetting Prevention and Intervention* (YFPI) course. This six-day course will give you the knowledge, skills and abilities to perform the job performance requirements of a Youth Firesetting Intervention Specialist Level I and II as outlined in National Fire Protection Association 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention*.

Level I practitioners provide services at the program delivery level. They help identify children involved in firesetting, conduct program intakes, provide screenings to identify risks of future firesetting, deliver educational intervention, perform follow-ups, and evaluate program services.

Level II program leaders help develop, implement, lead and evaluate a YFPI program. In addition, the program leader must be proficient in **all** of the skills required for a Level I practitioner.

The target audience for this course is anyone who will perform leadership duties within a YFPI program. Leaders can be volunteer and career firefighters, fire investigators, fire and life safety educators, and allied professionals from criminal justice, mental health, social services, and juvenile justice.

Whether or not your community currently has a youth firesetting prevention and intervention program, an important prerequisite before you attend this course is to explore the past history, current experience, and projected future impact of youth firesetting at the local level. Investing the time to do this task will prepare you for a successful class experience. You will continue to use this information after your departure from NFA, most specifically, as you process the YFPI culminating assignment that calls for producing a plan to create a youth firesetting prevention and intervention program in your community.

Units 2 and 3 are included in the pre-course assignment to allow you time to read these units and become familiar with the material before class. You are encouraged to bring a laptop or other electronic device that will allow you to process class activities. It is also important to bring a thumb drive so you can exchange information with peers.

To achieve the optimal benefits of the course, we ask that you perform research in advance of the course. Please come prepared to use the following information pertinent to your community and organization:

- Bring a copy of NFPA 1035, 2010 edition.
  - Is your community urban, suburban, rural or a mixture?
  - How many youth firesetting incidents does your organization handle per year?
  - What types of youth firesetting incidents do you handle most frequently?
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## YOUTH FIRESETTING PREVENTION AND INTERVENTION

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- Are there areas of your community where incidents of youth firesetting occur more frequently? If so, where?
  - Are there particular age groups that represent a greater problem than others? If so, please identify them.
  - What is the minimum age at which your jurisdiction can file criminal charges against a youth for fire-related incidents?
  - If charges can be filed, what is the average number of youth who are charged per year?
  - On average, how many injuries caused by youth firesetting does your community experience per year? How many deaths?
  - On average, how much property loss is associated with youth firesetting per year?
  - If your organization currently has a YFPI program, please bring copies of the various documents that are used to support it, such as:
    - YFPI program mission statement.
    - Intake and screening forms.
    - Lesson plans for youth firesetting educational interventions.
    - Program operating procedures.
    - Release of information and consent forms.
    - Confidentiality agreements and waivers of liability.
    - Budget.
  - What educational programs are offered by your organization that feature content aimed at reducing the occurrence of youth firesetting and the resources that are invested into the programs?
  - If your organization currently has a YFPI program, what agencies are you already working with to collaborate on the disposition of youth firesetting cases?
  - If your organization does not have a program, please consider what local agencies you should be collaborating with and whom from those agencies you should be working with.
  - Who are the people from your organization who are (or should be) involved with the components of the YFPI program, such as:
    - Identification of youth in need of services.
    - Intake of youth/families.
    - Screening process.
    - Educational interventions.
    - Follow-up to program services.
    - Program evaluation.
  - Please bring a copy of your organization's overall mission statement.
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## **UNIT 2: NATIONAL FIRE PROTECTION ASSOCIATION STANDARD 1035**

### **TERMINAL OBJECTIVE**

*Upon completion of this unit, the students will be able to explain the competencies necessary to meet Juvenile Firesetter Intervention Specialist Levels I and II of National Fire Protection Association (NFPA) Standard 1035, Standard for Professional Qualifications for Public Fire and Life Safety Educator.*

### **ENABLING OBJECTIVES**

*The students will:*

- 1. Explain the history and purpose of NFPA 1035.*
  - 2. Describe the knowledge and skills expected of a Level I Juvenile Firesetter Intervention Specialist who meets the criteria specified as part of NFPA 1035.*
  - 3. Describe the knowledge and skills expected of a Level II Juvenile Firesetter Intervention Specialist who meets the criteria specified as part of NFPA 1035.*
  - 4. Explain why some jurisdictions require Juvenile Firesetter Intervention Specialists to meet the Job Performance Requirements (JPRs) of a Level I Fire and Life Safety Educator (FLSE).*
  - 5. Explain the importance of following prescribed procedures in administrating a youth firesetting prevention and intervention program.*
  - 6. Identify recommended components of a youth firesetting prevention and intervention program based on NFPA 1035.*
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## INTRODUCTION

This unit focuses entirely on National Fire Protection Association (NFPA) Standard 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator*.

Meeting an NFPA standard not only benefits a person individually through attainment of higher education/skill abilities, it also enhances the credibility and effectiveness of your organization. Most importantly, it helps improve the levels of service delivered to your community.

The local Authority Having Jurisdiction (AHJ) is responsible for developing the process to certify that a person has successfully met the NFPA standard. Many of the National Fire Academy (NFA) courses empower students with the knowledge, skills, and abilities to prepare for meeting NFPA standards and obtaining certification. *Youth Firesetting Prevention and Intervention* (YFPI) provides a compilation of material pertinent to Levels I and II of NFPA 1035 that pertain to youth firesetting.

## OBJECTIVES

### Terminal Objective

Upon completion of this unit, the students will be able to explain the competencies necessary to meet Juvenile Firesetter Intervention Specialist Levels I and II of National Fire Protection Association (NFPA) Standard 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator*.

### Enabling Objectives

The students will:

1. Explain the history and purpose of NFPA 1035.
2. Describe the knowledge and skills expected of a Level I Juvenile Firesetter Intervention Specialist who meets the criteria specified as part of NFPA 1035.
3. Describe the knowledge and skills expected of a Level II Juvenile Firesetter Intervention Specialist who meets the criteria specified as part of NFPA 1035.
4. Explain why some jurisdictions require Juvenile Firesetter Intervention Specialists to meet the Job Performance Requirements (JPRs) of a Level I Fire and Life Safety Educator (FLSE).
5. Explain the importance of following prescribed procedures in administering a youth firesetting prevention and intervention program.
6. Identify recommended components of a youth firesetting prevention and intervention program based on NFPA 1035.

## HISTORY OF NATIONAL FIRE PROTECTION ASSOCIATION STANDARD 1035

The NFPA creates and maintains minimum standards and requirements for fire prevention/suppression activities, training, equipment, and life safety codes and standards.

The NFPA was formed in 1896 by a group of insurance firm representatives in an effort to standardize fire sprinkler systems. Their influence grew from sprinklers to include buildings' electrical systems and expanded to all aspects of building design and construction. They oversee the development and maintenance of over 300 codes and standards. A cadre of over 6,000 volunteers representing the fire service, insurance, business, industry, government, and consumers develops these documents.

Many State, local, and national governments incorporate NFPA standards and codes which they develop into their own law either verbatim or with only minor modifications. Even when not written into law, the NFPA's standards and codes are typically accepted as a professional standard and are recognized by many courts as such. This widespread acceptance is a testament to the broad representation and input received on all the NFPA's projects.

In 1972, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board for the Fire Service (NPQB) to facilitate the development of nationally applicable performance standards for uniformed fire service personnel.

In 1977, the first edition of NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner* was adopted by the NFPA.

In 1986, the Joint Council directed the committee to develop separate documents for each of the job functions the original document addressed. This direction was coupled with the decision to remove the job of Fire Safety Educator from the strict career path previously followed and allow for civilian entry.

The first edition of NFPA 1035, was adopted by the NFPA in June of 1987.

The Technical Committee on Fire Educator Professional Qualifications was established by the NFPA Standards Council in 1990. This committee met numerous times to complete a job task analysis and develop specific JPRs for the job of FLSE.

JPRs describe the knowledge, skills, and abilities that a person meeting the standard should be able to demonstrate. The intent of the Technical Committee was to develop clear and concise JPRs that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a FLSE. These JPRs are applicable to FLSE, both public and private. The **2000 edition of the standard** added new chapters outlining the JPRs for the following positions: Public Information Officer (PIO), Juvenile Firesetting Intervention Specialist I and II.

In addition to being revised to meet current needs, **the 2010 edition** includes a skills maintenance requirement for all levels that are encompassed within the standard. All reference material was updated as well.

While the NFA is **not** a certifying agency for NFPA, many of its courses empower students with the knowledge, skills, and abilities to prepare for meeting NFPA standards.

The local AHJ is responsible for developing the process to certify that a person has successfully met an NFPA standard. The local process is often led/facilitated by a State training agency or local/regional fire academy.

## COMPARING JUVENILE FIRESETTER INTERVENTION SPECIALIST LEVELS I AND II

### Level I Juvenile Firesetter Intervention Specialist

The Level I Juvenile Firesetter Intervention Specialist is a **practitioner** that provides services at the program delivery level. He or she may help identify firesetters, conduct intakes, provide screenings, deliver educational interventions, perform followups, and evaluate program services/results.

The following graphic provides an overview of duties performed by a Level I Juvenile Firesetter Intervention Specialist practitioner.



## Level II Juvenile Firesetter Intervention Specialist

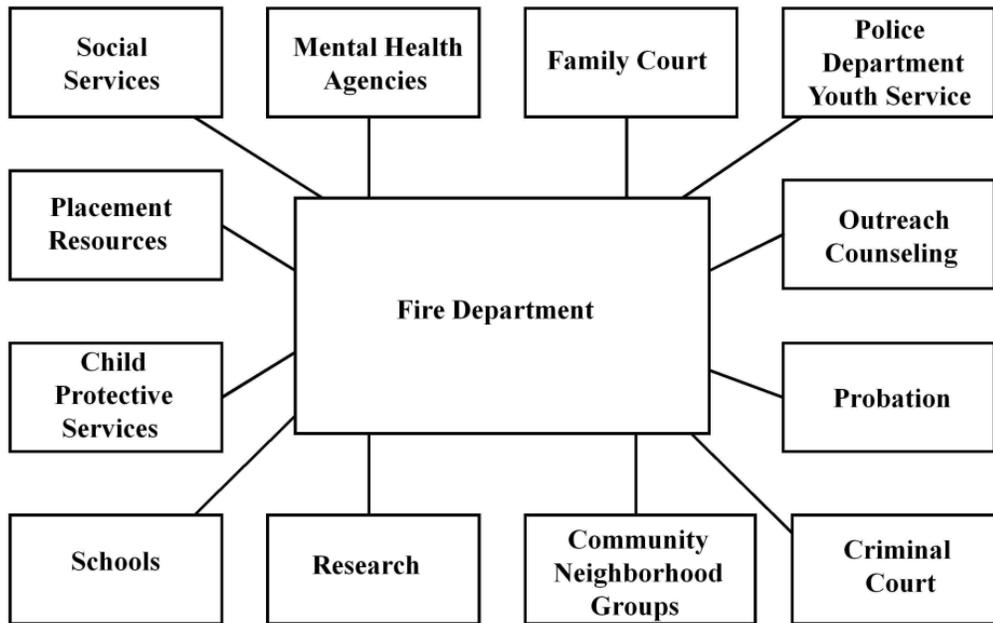
The Juvenile Firesetter Intervention Specialist II must be proficient in **all** duties expected of a Juvenile Firesetter Intervention Specialist I practitioner. In addition, he or she needs the skills to **develop, implement, lead, and evaluate** a youth firesetting prevention and intervention program.

The following graphic provides an overview of duties performed by a Level II Juvenile Firesetter and Intervention Specialist practitioner.



The most successful approach to preventing/mitigating youth firesetting is through use of a broad-based comprehensive strategy that involves multiple agencies and the community. Logical members of a partnership include (but are not limited to) those that appear in the following graphic:

**Youth Firesetting Prevention/Intervention Task Force**



**Standard Operating Procedures/Standard Operating Guidelines**

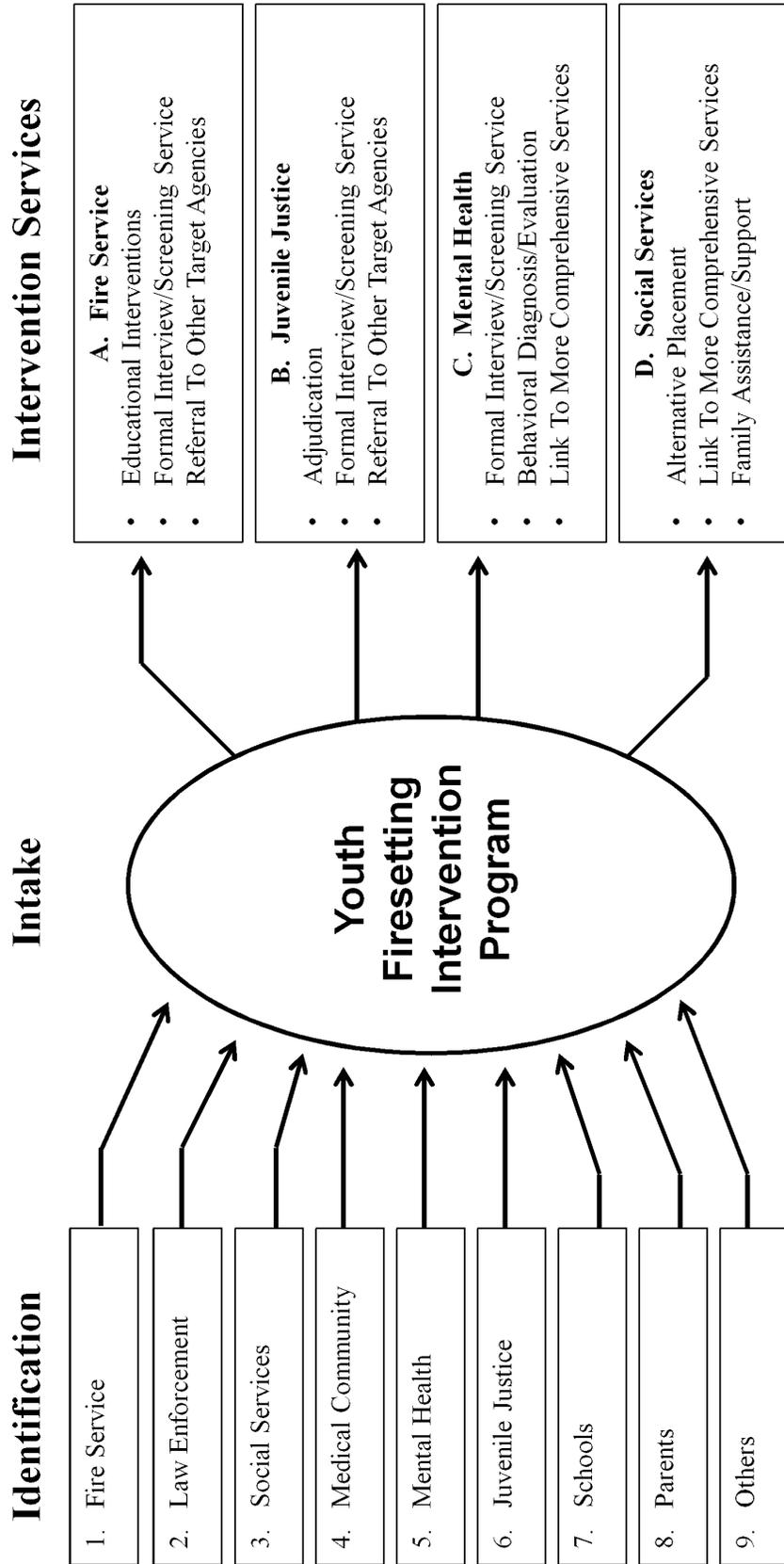
It is highly recommended that all youth firesetting prevention and intervention programs have established standard operating procedures (SOPs)/standard operating guidelines (SOGs). SOPs/SOGs define what the program is to do, actions to be taken, by whom, when, where, how, why, and to what degree. SOPs/SOGs help ensure that the program offers services that are safe, ethical, legal, and comply with the local AHJ. **All** practitioners must have mastery understanding of their youth firesetting prevention and intervention program SOPs/SOGs.

Because the YFPI course generally follows the structure of NFPA 1035, information on how to develop, implement, and lead a youth firesetting prevention and intervention program will be presented **after** the units on how to prevent, identify, intake, screen, and intervene in youth firesetting behaviors.

A flowchart for youth firesetting intervention services appears as an example on the following page.

Unit 8: Program Development will provide indepth information on the recommended components of a youth firesetting prevention and intervention program based on NFPA 1035.

# FLOWCHART FOR YOUTH FIRESETTING INTERVENTION SERVICES



## SUMMARY

- History and purpose of NFPA 1035.
- Knowledge and skills expected of a Level I Juvenile Firesetter Intervention Specialist who meets the criteria specified as part of NFPA 1035.
- Knowledge and skills expected of a Level II Juvenile Firesetter Intervention Specialist who meets the criteria specified as part of NFPA 1035.
- Rationale of why some jurisdictions may require Juvenile Firesetter Intervention Specialists to meet the JPRs of a Level I FLSE.
- Importance of following prescribed procedures in administrating a youth firesetting prevention and intervention program.
- Recommended components of a youth firesetting prevention and intervention program based on NFPA 1035.

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## REFERENCE

National Fire Protection Association. *Standard for Professional Qualifications for Public Fire and Life Safety Educator*. (2010).

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**APPENDIX**  
**2010 STATE AND PROVINCIAL LIST OF**  
**CERTIFICATIONS TO NFPA**  
**PROFESSIONAL QUALIFICATIONS**  
**STANDARDS**

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**2010 State and Provincial List of Certifications to NFPA Professional Qualifications Standards**

*If more than 1 edition is listed it is as follows:*  
IFSAC/Pro Board

**ALABAMA**

Discipline	Level	Standard	Edition
Hazardous Materials	Awareness; Operations; Technician; Incident Commander	NFPA 472	2008
Fire Fighter	I; II; I/II	NFPA 1001	2008
Driver/Operator	Pumper; Aerial	NFPA 1002	2003
Driver/Operator	ARFF; Mobile Water Supply	NFPA 1002	2009
Airport Fire Fighter		NFPA 1003	2000
Rescue Technician	Rope; Surface Water; Vehicle/Machinery; Confined Space; Structural Collapse; Trench	NFPA 1006	2003
Rescue Technician	Rope I; Surface Water I, II; Vehicle/Machinery; Confined Space I, II; Structural Collapse I, II; Trench I, II	NFPA 1006	2008
Fire Officer	I; II; III; IV	NFPA 1021	2003
Fire Inspector	I; II; III	NFPA 1031	2003
Fire Investigator		NFPA 1033	2003
Public Fire Educator	I; II	NFPA 1035	2000
Public Information Officer		NFPA 1035	2005
Fire Service Instructor	I; II; III	NFPA 1041	2007
Public Safety Telecommunicator	I; II; I/II	NFPA 1061	2002
Fire Dept. Safety Officer	Health/Safety Officer	NFPA 1521	2002
Fire Dept. Safety Officer	ISO, Fire Suppression; EMS Operations; HazMat Operations; Technical Rescue	NFPA 1521	2008

**ALASKA – IFSAC ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Fire Service Instructor	I; II	NFPA 1041	2007
Hazardous Materials	Awareness; Operations	NFPA 472	2008

**ARIZONA – IFSAC ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2002
Hazardous Materials	Awareness; Operations	NFPA 472	2002

**Gila River Indian Community – Arizona**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2002
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2002

**ARKANSAS**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2008
Driver/Operator	Pumper	NFPA 1002	2009
Fire Officer	I; II	NFPA 1021	2009
Fire Service Instructor	I; II	NFPA 1041	2007
Fire Inspector		NFPA 1031	2009
Fire Investigator		NFPA 1033	2009

**CALIFORNIA (Specialized Training Institute – CSTI) PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Hazardous Materials	Awareness; Operational; Technician; Incident Cmmdr; Private Sec. Spec. Employees A, B, C; Tech w/Tank Car Specialty, Tech. w/ Cargo Tank Specialty; Tech w/ Intermodal Tank Specialty	NFPA 472	2008
EMS Haz-Mat	I; II	NFPA 473	2008

**San Pasqual Reservation Fire Department – California – IFSAC ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Hazardous Materials	Awareness; Operations	NFPA 472	2008

**CONNECTICUT**

Discipline	Level	Standard	Edition
Driver/Operator	Aerial; Pumper; Mobile Water Supply	NFPA 1002	2009
Fire Fighter	I; II	NFPA 1001	2008
Fire Officer	I; II; III; IV	NFPA 1021	2009
Rescue Technician	Vehicle/Machinery I & II; Rope I & II; Confined Space I & II; Tech Rescuer I & II; Structural Collapse I & II; Trench I & II	NFPA 1006	2008
Fire Service Inspector	I	NFPA 1031	2009
Fire Service Instructor	I; II; III	NFPA 1041	2007

Hazardous Materials	Awareness; Operations; Technician; PPE; Mass Decontamination; Tech. Decontamination; Evidence Preservation; Product Cntrl; Air Monitoring & Samp.; Victim Rescue & Recovery; Illicity Lab. Incidents	NFPA 472	2008
Public Fire/Life Safety Educator/ Juvenile Firesetter Intervention Specialist	I	NFPA 1035	2005
Fire Dept. Safety Officer	Health & Safety Officer; ISO; ISO – Fire Suppression; ISO – HazMat Oper.	NFPA 1521	2008
Airport Firefighter		NFPA 1003	2005
Fire Investigator		NFPA 1033	2009

**COLORADO**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2002/2008
Fire Officer	I; II	NFPA 1021	2003/2009
Hazardous Materials Driver/Operator	Awareness; Operations; Technician Pump; Aerial	NFPA 472	2002/2008
Fire Service Instructor	I; II	NFPA 1041	2002/2007
Airport Fire Fighter		NFPA 1003	2005/2010
Public Fire & Life Safety Educ.	I	NFPA 1035	2005/2010
Public Fire & Life Safety Educ.	II	NFPA 1035	2010

**Colorado Metropolitan Certification Board**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Fire Officer	I; II; III	NFPA 1021	2009
Hazardous Materials Driver/Operator	Awareness; Operations Pump; Aerial	NFPA 472	2008
Fire Service Instructor	I; II	NFPA 1041	2007

**DELAWARE**

Discipline	Level	Standard	Edition
Hazardous Materials	Technician; Operational; Technician; Branch Officer; Branch Safety Officer	NFPA 472	2008
Fire Fighter	I; II	NFPA 1001	2008
Fire Officer	I; II	NFPA 1021	2009
Fire Inspector	I; II	NFPA 1031	2009
Fire Instructor	I; II	NFPA 1041	2007

Industrial Fire Brigade	Incipient; Advanced Exterior	NFPA 1081	2007
Rescue Technician	Rope Rescue I, II; Confined Space Rescue I, II; Vehicle & Machinery I, II	NFPA 1006	2008
Wildland Fire Fighter	I	NFPA 1051	2007

**DISTRICT OF COLUMBIA – IFSAC ONLY**

Discipline	Level	Standard	Edition
Driver/Operator	Aerial; ARFF; Pumper; Tiller	NFPA 1002	2003
EMS Haz-Mat	I	NFPA 473	2002
Fire Fighter	I; II	NFPA 1001	2002
Fire Officer	I; II	NFPA 1021	2003
Fire Service Instructor	I; II	NFPA 1041	2002
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2002
Fire Dept. Safety Officer		NFPA 1521	2002
Rescue Technician	Confined Space I; II	NFPA 1006	2008

**FLORIDA – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I/II	NFPA 1001	2008
Rescue Technician	Rope I & II, Vehicle & Machinery I & II, Confined Space I & II, Structural Collapse I, Trench I & II	NFPA 1006	2008
Fire Officer	I; II; I/II	NFPA 1021	2009
Fire Inspector	I; II; I/II, Plans Examiner I	NFPA 1031	2009
Fire Instructor	I; II	NFPA 1041	2007
Public Safety Educator	I; II; I/II	NFPA 1035	2010
Hazardous Materials	Awareness; Operations	NFPA 472	2008

**GEORGIA – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2008
Fire Fighter	I; II	NFPA 1001	2008
Driver/Operator	Pump; Aerial	NFPA 1002	2009
Airport Fire Fighter		NFPA 1003	2010
Rescue Technician	Rope Rescue I, II; Confined Space I, II; Trench Rescue I, II	NFPA 1006	2008
Fire Officer	I; II; III; IV	NFPA 1021	2009
Fire Inspector	I	NFPA 1031	2009
Fire Investigator		NFPA 1033	2009
Public Fire Educator	I	NFPA 1035	2010
Fire Instructor	I; II	NFPA 1041	2007
Wildland Fire Fighter	I	NFPA 1051	2007

Public Safety Telecommunicator	I	NFPA 1061	2007
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**HAWAII**

Discipline	Level	Standard	Edition
Hazardous Materials	Awareness; Operations	NFPA 472	2008
Fire Fighter	I; II	NFPA 1001	2008
Fire Instructor	I; II	NFPA 1041	2007
Driver/Operator	Pumper; Tiller; Aerial	NFPA 1002	2003
Fire Officer	I; II	NFPA 1021	2003
Rescue Technician	Surf Rescue I	NFPA 1006	2008

**Hawaii State DOT: Honolulu International Airport**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Fire Officer	I; II; III; IV	NFPA 1021	2009
Fire Inspector	I; II; III	NFPA 1031	2009
Hazardous Materials	Awareness; Operations; Technician; Incident Commander; Branch Officer	NFPA 472	2008
Driver/Operator	ARFF; Pump	NFPA 1002	2009
Fire Service Instructor	I; II; III	NFPA 1041	2007
Airport Fire Instructor		NFPA 1003	2010
Fire Dept. Safety Officer	Incident Safety Officer; Health & Safety Officer	NFPA 1521	2008

**IDAHO – IFSAC ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2002
Driver/Operator		NFPA 1002	2003
Fire Officer	I	NFPA 1021	2009
Fire Service Instructor	I	NFPA 1041	2007
Hazardous Materials	Operations	NFPA 472	2002

**ILLINOIS – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Driver/Operator	Mobile Water Supply	NFPA 1002	2009
Fire Officer	I; II	NFPA 1021	2009
Fire Inspector	I; II	NFPA 1031	2009
Fire Instructor	I; II	NFPA 1041	2007

**INDIANA – IFSAC ONLY**

Discipline	Level	Standard	Edition
Airport Fire Fighter		NFPA 1003	2005
Fire Fighter	I; II	NFPA 1001	2002
Driver/Operator	Pumper; Aerial	NFPA 1002	2003

Fire Inspector	I; II	NFPA 1031	2003
Fire Investigator		NFPA 1033	2003
Fire Officer	I; II; III	NFPA 1021	2003
Fire Service Instructor	I; II; III	NFPA 1041	2003
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2002

**IOWA**

Discipline	Level	Standard	Edition
Driver/Operator	Aerial; Pumper	NFPA 1002	2009
Fire Fighter	I; II	NFPA 1001	2008
Fire Officer	I; II	NFPA 1021	2009
Fire Service Instructor	I; II	NFPA 1041	2007
Fire Inspector	I	NFPA 1031	2009
Fire Investigator		NFPA 1033	2009
Hazardous Materials	Awareness; Operations; Ops-PPE, Ops-Product Control	NFPA 472	2008

**KANSAS**

Discipline	Level	Standard	Edition
Airport Fire Fighter		NFPA 1003	2010
Driver/Operator	Pumper; Aerial; ARFF	NFPA 1002	1998/2009
Fire Fighter	I; II	NFPA 1001	2008
Fire Inspector	I	NFPA 1031	2003/2009
Fire Officer	I; II	NFPA 1021	1997/2009
Fire Service Instructor	I; II	NFPA 1041	2007
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2002/2008
Rescue Technician	Structural Collapse	NFPA 1006	2003

**KENTUCKY – IFSAC ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Airport Firefighter		NFPA 1003	2005
Driver/Operator	Pumper; Mobile Water Supply; Aerial	NFPA 1002	2003
Fire Service Instructor	I	NFPA 1041	2007
Hazardous Materials	Awareness; Operations (CORE; CORE 6.2, 6.6)	NFPA 472	2008

**LOUISIANA**

Discipline	Level	Standard	Edition
Industrial Fire Brigade	Advanced Exterior; Incipient; Interior Structural; Leader	NFPA 1081	2007
Driver/Operator	Aerial; Pumper	NFPA 1002	2009
Fire Fighter	I; II	NFPA 1001	2008
Fire Inspector	I; II	NFPA 1031	2003
Fire Investigator		NFPA 1033	2009

Fire Officer	I; II	NFPA 1021	2009
Fire Officer	III	NFPA 1021	2003
Fire Service Instructor	I; II	NFPA 1041	2007
Hazardous Materials	Awareness; Operations	NFPA 472	2008
Hazardous Materials	Incident Commander; Technician	NFPA 472	2002
Airport Fire Fighter		NFPA 1003	2005
Rescue Technician	Rope I; II	NFPA 1006	2008

**MAINE – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II; I/II	NFPA 1001	2008
Fire Officer	I; II	NFPA 1021	2009
Fire Service Instructor	I; II; III	NFPA 1041	2007

**MARYLAND**

Discipline	Level	Standard	Edition
Hazardous Materials	Awareness; Operations; Technician; Incident Commander; Branch Officer; Branch Safety Officer	NFPA 472	2008
Industrial Fire Brigade	Incipient; Advanced Exterior; Interior Structural; Leader	NFPA 1081	2007
Fire Fighter	I; II	NFPA 1001	2008
Driver/Operator	Pump; Aerial; Tiller; ARFF; Wildland; Mobile Water Supply	NFPA 1002	2009
Airport Fire Fighter		NFPA 1003	2005/2010
Rescue Technician	Rope I & II; Surface Water; Vehicle/Machinery; Confined Space (I & II); Structural Collapse (I & II); Trench (I & II)	NFPA 1006	2008
Fire Officer	I; II; III; IV	NFPA 1021	2009
Fire Inspector/Plans Examiner	I; II; III/I; II	NFPA 1031	2003/2009
Fire Investigator		NFPA 1033	2009
Public Fire Educator	I; II; III; Public Information Officer	NFPA 1035	2010
Fire Instructor	I; II; III	NFPA 1041	2007
Public Safety	I; II	NFPA 1061	2007
Telecommunicator			
Fire Dept. Safety Officer	Health/Safety Officer; Incident Safety Officer; ISO – Fire Suppression; ISO – EMS; ISO – Haz-Mat Operations; ISO – Special Operations	NFPA 1521	2008

**MASSACHUSETTS – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2008
Fire Fighter	I; II; I/II	NFPA 1001	2008
Fire Officer	I; II; III; IV	NFPA 1021	2009
Fire Inspector	I; II	NFPA 1031	2009
Fire Investigator		NFPA 1033	2009
Public Fire Educator	I	NFPA 1035	2010
Fire Instructor	I; II	NFPA 1041	2007
Driver/Operator	Pumper; Aerial	NFPA 1002	2009
Fire Dept. Safety Officer	Incident Safety Officer – Fire Suppression	NFPA 1521	2008
Rescue Technician	Rope	NFPA 1006	2008

**MICHIGAN (Michigan State Police; Fire Marshal Division) – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Investigator		NFPA 1033	2009

**MINNESOTA**

Discipline	Level	Standard	Edition
Airport Fire Fighter		NFPA 1003	2005/2010
Driver/Operator	Pumper	NFPA 1002	2009
Fire Fighter	I; II	NFPA 1001	2008
Rescue Technician	Rope I & II, Confined Space I & II, Trench I & II	NFPA 1006	2008
Fire Inspector/Plans Examiner	I; II; III/I	NFPA 1031	2009
Fire Officer	I; II	NFPA 1021	2009
Fire Service Instructor	I; II; III	NFPA 1041	2007
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2008
Public Fire/Life Safety Educator	I; II	NFPA 1035	2005/2010
Fire Investigator		NFPA 1033	2003/2009
Wildland Fire Fighter	I; II	NFPA 1051	2007

**MISSISSIPPI**

Discipline	Level	Standard	Edition
Airport Fire Fighter		NFPA 1003	2005/2010
Driver/Operator	Aerial; Pumper	NFPA 1002	2003/2009
Fire Fighter	I; II; I/II	NFPA 1001	2002/2008
Rescue Technician	Rope I & II, Confined Space I & II, Trench I & II	NFPA 1006	2008
Fire Inspector	I; II; III	NFPA 1031	2003/2009
Fire Officer	I, II, III, IV, I/II III/IV	NFPA 1021	2003/2009
Fire Service Instructor	I; II; III; I/II	NFPA 1041	2002/2007

Hazardous Materials	Awareness, Operational, Ops-PPE, Ops-Product Control, Technician, Awareness/Operations (combined)	NFPA 472	2002/2008
Public Fire/Life Safety Educator	I; II; III	NFPA 1035	2005/2010
Fire Department Safety Officer	Health and Safety Officer	NFPA 1521	2002/2008
Fire Investigator		NFPA 1033	2009

**MISSOURI – IFSAC ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2002
Fire Inspector	I	NFPA 1031	2003
Fire Investigator		NFPA 1033	2003
Fire Officer	I; II	NFPA 1021	2003
Fire Service Instructor	I; II	NFPA 1041	2007
Hazardous Materials	Awareness; Operations	NFPA 472	2002

**MONTANA**

Discipline	Level	Standard	Edition
Fire Fighter	I; II; I/II	NFPA 1001	2002/2008
Fire Service Instructor	I; II; III	NFPA 1041	2002/2007
Haz Mat First Responder	Awareness; Operations; Ops/PPE, Ops/Product Control	NFPA 472	2002/2008

**NEBRASKA**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2002/2008
Fire Service Instructor	I	NFPA 1041	2002/2007
Hazardous Materials	Operations	NFPA 472	2002/2008

**NEVADA – IFSAC ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Hazardous Materials	Awareness; Operations	NFPA 472	2008

**NEW HAMPSHIRE – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Driver/Operator	Pump; Aerial	NFPA 1002	2009
Fire Officer	I; II; III; IV	NFPA 1021	2009
Fire Instructor	I; II; III	NFPA 1041	2007
Haz Mat First Responder	Awareness; Operational; Technician	NFPA 472	2008
Fire Inspector	I; II	NFPA 1031	2009
Wildland Firefighter	I; II	NFPA 1051	2007

**NEW JERSEY – Ft. Monmouth, NJ Fire & Emergency Services – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Firefighter	I; II	NFPA 1001	2008
Driver/Operator	Pump; Aerial	NFPA 1002	2009
Fire Officer	I; II	NFPA 1021	2009
Fire Instructor	I; II	NFPA 1041	2007
Hazardous Materials	Awareness; Operational; Technician	NFPA 472	2008

**NEW MEXICO – IFSAC ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Fire Officer	I; II	NFPA 1021	2009
Fire Inspector	I	NFPA 1031	2009
Fire Investigator		NFPA 1033	2009
Fire Service Instructor	I; II	NFPA 1041	2007
Hazardous Materials	Awareness; Operations; Mission Specific; Technician	NFPA 472	2008
Rescue Technician	Rope	NFPA 1006	2008
Wildland Fire Fighter	I	NFPA 1051	2007

**NEW YORK**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2002/2008
Fire Officer	I; II; III	NFPA 1021	2003/2009
Fire Service Instructor	I; II	NFPA 1041	2002/2007
Hazardous Materials	Awareness; Operations	NFPA 472	2002/2008
Fire Investigator		NFPA 1033	2009
Public Fire Educator	I	NFPA 1035	2010
Fire Department Safety Officer	ISO; Safety Officer – Fire Suppression	NFPA 1521	2008
Rescue Technician	Rope; Confined Space, Trench	NFPA 1006	2008
Fire Inspector	I	NFPA 1031	2009

**NORTH CAROLINA**

Discipline	Level	Standard	Edition
Airport Fire Fighter		NFPA 1003	2000
Driver/Operator	Aerial; Pumper	NFPA 1002	2002
Fire Fighter	I; II	NFPA 1001	2002
Fire Officer	I; II; III	NFPA 1021	2003/2009
Fire Service Instructor	I; II	NFPA 1041	2002/2007
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2002
Public Fire/Life Safety Educator	I; II; III	NFPA 1035	2005/2010

Rescue Technician	Agriculture, Rope, Structural Collapse; Vehicle & Machinery Rescue; Surface Water Rescue; Trench Rescue	NFPA 1006	2003
Fire Inspector	I; II; III	NFPA 1031	2003/2009

**NORTH DAKOTA – Fargo Fire Department – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Hazardous Materials	Awareness; Operational	NFPA 472	2008
Rescue Technician	Rope Rescue I, II; Confined Space Rescue I, II; Trench Rescue I, II; Structural Collapse I, II	NFPA 1006	2008

**OHIO – IFSAC ONLY**

Discipline	Level	Standard	Edition
Hazardous Materials	Awareness; Operations	NFPA 472	2002
Fire Fighter	I; II	NFPA 1001	2002
Driver/Operator	Pumper	NFPA 1002	2003
Fire Inspector	I	NFPA 1031	2003
Fire Officer	I	NFPA 1021	2003
Fire Instructor	I; II	NFPA 1041	2002

**Safety and Technical Rescue Association Toledo, OH**

Discipline	Level	Standard	Edition
Rescue Technician	Rope; Confined Space; Structural Collapse	NFPA 1006	2003

**Sinclair Community College – Dayton, OH**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Fire Officer	I; II	NFPA 1021	2009
Fire Instructor	I	NFPA 1041	2007

**OKLAHOMA**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2002/2008
Fire Inspector	I; II	NFPA 1031	2003/2009
Fire Officer	I; II	NFPA 1021	2003/2009
Fire Service Instructor	I; II	NFPA 1041	2002/2007
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2002/2008

**PENNSYLVANIA**

Discipline	Level	Standard	Edition
Driver/Operator	Pumper; Aerial	NFPA 1002	2009
Driver/Operator	Mobile Water Supply	NFPA 1002	2003/2009

Fire Fighter	I; II	NFPA 1001	2002/2008
Fire Inspector	I	NFPA 1031	2009
Fire Officer	I; II	NFPA 1021	2009
Fire Service Instructor	I; II	NFPA 1041	2007
Juvenile Firesetter	I	NFPA 1035	2005
Intervention Specialist/Public Fire & Life Safety Educator			
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2002/2008
Rescue Technician	Confined Space (I & II); Rope; Structural Collapse (I & II); Trench Rescue (I & II); Vehicle/Machinery; Surface Water (I & II)	NFPA 1006	2008
Airport Fire Fighter		NFPA 1003	2005/2010
Fire Investigator		NFPA 1033	2009

**Bucks County Community College – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Hazardous Materials	Awareness; Operations; Technician; Incident Commander	NFPA 472	2008
Rescue Technician	Rope Rescue I, II; Vehicle and Machinery I, II; Structural Collapse I, II; Trench Rescue I, II; Confined Space Rescue I, II	NFPA 1006	2008
Driver/Operator	ARFF; Mobile Water Supply, Tiller	NFPA 1002	2009
Airport Fire Fighter		NFPA 1003	2010
Fire Officer	I; II; III; IV	NFPA 1021	2009
Fire Inspector/Plans Examiner	I; II/I	NFPA 1031	2009
Fire Investigator		NFPA 1033	2009
Public Fire Educator	I; II	NFPA 1035	2010
Fire Instructor	I; II; III	NFPA 1041	2007
EMS Hazardous Material	I; II	NFPA 473	2008
Fire Dept. Safety Officer	Incident Safety Officer; Health Safety Officer	NFPA 1521	2008
Public Safety Telecommunicator	I; II	NFPA 1061	2007

**RHODE ISLAND – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II; I/II	NFPA 1001	2008
Fire Officer	I	NFPA 1021	2009
Fire Inspector	I	NFPA 1031	2009

Fire Instructor	I	NFPA 1041	2007
Fire Dept. Safety Officer	ISO – Fire Suppression; ISO – Special Operations	NFPA 1521	2008
Driver/Operator	Pumper	NFPA 1002	2009

**SOUTH CAROLINA – IFSAC ONLY**

Discipline	Level	Standard	Edition
Airport Fire Fighter		NFPA 1003	2010
Driver/Operator	Pumper; Aerial; ARFF; Mobile Water Supply	NFPA 1002	2009
Fire Fighter	I; II	NFPA 1001	2008
Fire Officer	I; II	NFPA 1021	2009
Fire Inspector	I	NFPA 1031	2009
Fire Service Instructor	I; II	NFPA 1041	2007
Public Fire/Life Safety Educator	I; Juvenile Firesetter Intervention Specialist	NFPA 1035	2010
Hazardous Materials	Operations	NFPA 472	2008

**TENNESSEE – IFSAC ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Fire Instructor	I; II	NFPA 1041	2007
Fire Officer	I	NFPA 1021	2009
Hazardous Materials	Awareness; Operations	NFPA 472	2008

**TEXAS (Emergency Services Training Institute)**

Discipline	Level	Standard	Edition
Airport Fire Fighter		NFPA 1003	2005/2010
Driver/Operator	Pump; ARFF; Aerial; Mobile Water Supply	NFPA 1002	2003/2009
Fire Fighter	I; II	NFPA 1001	2008
Hazardous Materials	Awareness; Operations; Technician; Incident Commander; Tech w/ Tank Car Specialty; Tech w/ Cargo Tank Spec.; Tech w/ Intermodal Tank Spec.; Tech w/ Flammable Gases Bulk Storage Spec.; Tech w/ Flammable Liquids Bulk Storage Spec.	NFPA 472	2002/2008
Rescue Technician	Rope Rescue I, II; Trench Rescue I, II; Confined Space Rescue I, II; Wilderness Rescue I, II; Surface Water Rescue I, II; Swift Water Rescue I, II; Vehicle & Machinery I, II	NFPA 1006	2008
Fire Officer	I; II; III; IV	NFPA 1021	2003/2009

Fire Inspector/Plan Examiner	I; II; III/I	NFPA 1031	2003/2009
Fire Investigator		NFPA 1033	2003
Fire Instructor	I; II; III	NFPA 1041	2007
Public Safety Telecommunicator	I; II	NFPA 1061	2007
Industrial Fire Brigade	Incipient Member; Advanced Exterior; Interior Structural; Leader	NFPA 1081	2007
Fire Department Safety Officer	Health/Safety; ISO; ISO Fire Suppression; ISO EMS Oper.; ISO HazMat Oper.; ISO Special Oper.	NFPA 1521	2008
Marine Fire Fighter	I; II	NFPA 1005	2007

**UTAH**

Discipline	Level	Standard	Edition
Driver/Operator	Aerial; Pumper	NFPA 1002	2009
Fire Fighter	I; II	NFPA 1001	2008
Airport Fire Fighter		NFPA 1003	2005/2010
Fire Inspector	I; II	NFPA 1031	2009
Fire Officer	I	NFPA 1021	2003/2009
Fire Service Instructor	I; II	NFPA 1041	2007
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2008
Public Fire/Life Safety Educator	I; II; Public Information Officer	NFPA 1035	2005/2010
Wildland Fire Fighter	I; II	NFPA 1051	2007
Rescue Technician	Rope; Vehicle & Machinery; Confined Space	NFPA 1006	2008
Fire Investigator		NFPA 1033	2009

**VERMONT – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Fire Officer	I; II	NFPA 1021	2009
Fire Instructor	I	NFPA 1041	2007
Hazardous Materials	Awareness; Operations	NFPA 472	2008

**VIRGINIA – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Hazardous Materials	Awareness; Operations; Awareness/Operational	NFPA 472	2008
Fire Fighter	I; II; I/II	NFPA 1001	2008
Driver/Operator	Pump; Aerial	NFPA 1002	2009
Airport Fire Fighter		NFPA 1003	2010
Fire Officer	I; II; III; IV	NFPA 1021	2009
Fire Inspector	I; II	NFPA 1031	2009
Fire Investigator		NFPA 1033	2009

Fire Instructor	I; II; III	NFPA 1041	2007
Marine Fire Fighter	I; II	NFPA 1005	2007
Rescue Technician	Vehicle & Machinery; Rope; Confined Space; Trench	NFPA 1006	2008
Public Fire Educator	I; II	NFPA 1035	2010
Industrial Fire Brigade	Incipient	NFPA 1081	2007

**WASHINGTON**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Driver/Operator	Pumper	NFPA 1002	2009
Airport Fire Fighter		NFPA 1003	2000
Fire Investigator		NFPA 1033	2003
Fire Officer	I; II	NFPA 1021	2003
Fire Service Instructor	I; II	NFPA 1041	2007
Hazardous Materials	Awareness; Technicians	NFPA 472	2002
Hazardous Materials	Operations	NFPA 472	2008
Fire Inspector	I	NFPA 1031	2003
Public Fire & Life Safety Educator	I	NFPA 1035	2005

**WEST VIRGINIA – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Driver/Operator	Pump; Aerial	NFPA 1002	2009
Fire Officer	I; II	NFPA 1021	2009
Fire Investigator		NFPA 1033	2009
Fire Instructor	I; II; III	NFPA 1041	2007
Hazardous Materials	Awareness; Operations; Technician; Incident Commander	NFPA 472	2008
Rescue Technician	Rope; Surface Water; Vehicle & Machinery; Confined Space	NFPA 1006	2008
Industrial Fire Brigade	Incipient; Advanced Exterior; Interior Structural; Fire Brigade Leader	NFPA 1081	2007

**WISCONSIN – IFSAC ONLY**

Discipline	Level	Standard	Edition
Driver/Operator	Aerial; Pumper	NFPA 1002	2003
Fire Fighter	I; II	NFPA 1001	2008
Fire Instructor	I	NFPA 1041	2007

**WYOMING – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Driver/Operator	Aerial; Pump	NFPA 1002	2009
Hazardous Materials	Awareness & Operational Core, PPE, Product Control	NFPA 472	2008
Fire Officer	I	NFPA 1021	2009
Fire Instructor	I	NFPA 1041	2007

**Great Oaks Institute of Technology & Career Development – Public Safety Services**

Discipline	Level	Standard	Edition
Fire Fighter	I; II; I/II	NFPA 1001	2008
Driver/Operator	Pumper; Aerial	NFPA 1002	2009
Airport Firefighter		NFPA 1003	2010
Hazardous Materials	Responder Awareness & Operational, Technician (core, product control, PPE),	NFPA 472	2008
Rescue Technician	Rope; Confined Space; Vehicle/Machinery; Structural Collapse; Trench	NFPA 1006	2008
Fire Officer	I; II; III	NFPA 1021	2009
Fire Inspector	I; II	NFPA 1031	2009
Fire Instructor	I; II	NFPA 1041	2007

**Fire Department Safety Officers Association (FDSOA)**

Discipline	Level	Standard	Edition
Fire Department Safety Officer	Incident Safety Officer; Health Safety Officer	NFPA 1521	2008

**INTERNAT'L ASSOC. of ARSON INVESTIGATORS, INC. – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Investigator		NFPA 1033	2009

**INTERNATIONAL CODE COUNCIL – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Inspector	I; II; Plans Examiner I; II	NFPA 1031	2009

**US DEPARTMENT OF DEFENSE FIRE FIGHTER CERTIFICATION**

Discipline	Level	Standard	Edition
Hazardous Materials	Awareness; Operational; Technician; Incident commander; Branch Officer; Operational Core & All Mission Specific Competencies	NFPA 472	2008
Fire Fighter	I; II	NFPA 1001	2008
Driver/Operator	Pump; Aerial; Tiller; Mobile Water Supply; ARFF	NFPA 1002	2009
Airport Fire Fighter		NFPA 1003	2010

Fire Officer	I; II; III; IV	NFPA 1021	2009
Fire Inspector	I; II; III	NFPA 1031	2009
Fire Instructor	I; II; III	NFPA 1041	2007
Public Safety	I; II	NFPA 1061	2007
Telecommunicator			
Rescue Technician	Rope; Vehicle/Machinery; Confined Space; Structural Collapse; Trench	NFPA 1006	2008
Wildand Fire Fighter	I; II	NFPA 1051	2007

**DoD Fire Academy – IFSAC ONLY**

Discipline	Level	Standard	Edition
Airport Fire Fighter		NFPA 1003	2005
Fire Fighter	I; II	NFPA 1001	2008
Fire Instructor	III	NFPA 1041	2007
Fire Inspector	I; II; III	NFPA 1031	2003
Fire Officer	II; III; IV	NFPA 1021	2003
Hazardous Materials	Awareness; Incident Commander; Operations; Technician	NFPA 472	2008
Rescue Technician	Vehicle/Machinery; Confined Space Rescue; Structural Collapse; Rope; Trench	NFPA 1006	2003

**Career Development Course (CDC) – IFSAC ONLY**

Discipline	Level	Standard	Edition
Airport Fire Fighter		NFPA 1003	2005
Driver/Operator	Aerial; ARFF; Mobile Water Supply AP; Pumper	NFPA 1002	2003
Fire Fighter	I; II	NFPA 1001	2008
Fire Inspector	I; II; III	NFPA 1031	2003
Fire Officer	I; II; III; IV	NFPA 1021	2003
Fire Service Instructor	I; II; III	NFPA 1041	2007
Hazardous Materials	Awareness; Incident Commander; Branch Officer; Technician; Operations CORE	NFPA 472	2008
Telecommunicator	I; II	NFPA 1061	2007
Wildland Fire Fighter	I; II	NFPA 1051	2007

**US Army Chemical, Biological, Radiological, and Nuclear School – IFSAC ONLY**

Discipline	Level	Standard	Edition
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2002

CANADA

ALBERTA

Discipline	Level	Standard	Edition
Airport Fire Fighter		NFPA 1003	2005/2010
Driver/Operator	Pumper; Aerial	NFPA 1002	2003/2009
Fire Fighter	I; II	NFPA 1001	2002/2008
Fire Inspector	I; II; III	NFPA 1031	2003/2009
Fire Investigator		NFPA 1033	2003/2009
Fire Officer	I; II; III; IV	NFPA 1021	2003/2009
Fire Service Instructor	I; II; III	NFPA 1041	2002/2007
Hazardous Materials	Responder Awareness, Operational, Ops/PPE, Ops/Product Control, Technician, Incident Commander	NFPA 472	2002/2008
Industrial Fire Brigade	Advanced Exterior; Incipient; Interior Structure; Leader	NFPA 1081	2001/2007
Public Fire/Life Safety Educator	I; II	NFPA 1035	2005/2010
Rescue Technician	Rope Rescue I, II; Trench Rescue I, II; Confined Space Rescue I, II; Vehicle & Machinery I, II	NFPA 1006	2003/2008
Wildland Fire Fighter	I	NFPA 1051	2002/2007
Emergency Vehicle Technician	EVT I	NFPA 1071	2006
Fire Department Safety Officer	FDSO; Health & Safety Officer	NFPA 1521	2008

Alberta Emergency Management Agency

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Driver/Operator	Pumper; Aerial	NFPA 1002	2009
Airport Firefighter		NFPA 1003	2010
Rescue Technician	Rope Rescue I, II; Trench Rescue I, II; Confined Space Rescue I, II; Vehicle & Machinery I, II	NFPA 1006	2008
Fire Officer	I; II; III; IV	NFPA 1021	2009
Fire Inspector	I; II; III	NFPA 1031	2009
Fire Investigator		NFPA 1033	2009
Public Fire Educator	I; II	NFPA 1035	2010
Fire Instructor	I; II; III	NFPA 1041	2007
Wildland Firefighter	I	NFPA 1051	2007
Emergency Vehicle Technician	I; II	NFPA 1071	2006
Fire Brigade Member	Incipient; Adv. Exterior; Int. Structural; Leader	NFPA 1081	2007
Haz Mat	Awareness; Operations; Technician; Incident Commander	NFPA 472	2008

Fire Department Safety Officer	Health & Safety Officer	NFPA 1521	2008
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**BRITISH COLUMBIA (College of the Rockies)**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Hazardous Materials Driver/Operator	Awareness; Operational; Technician Pumper; Aerial; Wildland	NFPA 472 NFPA 1002	2008 2009
Rescue Technician	Vehicle/Machinery I; II/Confined Space I; II	NFPA 1006	2008
Industrial Fire Brigade	Incipient; Advanced Exterior; Interior Structural	NFPA 1081	2007
Fire Officer	I; II	NFPA 1021	2009
Fire Inspector	I	NFPA 1031	2009
Fire Investigator		NFPA 1033	2009
Fire Instructor	I; II	NFPA 1041	2007

**District of North Vancouver Fire & Rescue Services**

Discipline	Level	Standard	Edition
Hazardous Materials	First Responder Awareness; Operational	NFPA 472	2008
Fire Instructor	I	NFPA 1041	2007
Fire Officer	I; II	NFPA 1021	2009
Fire Department Safety Officer	Incident Safety Officer	NFPA 1521	2008

**Vancouver Island Emergency Response Academy – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Fire Investigator		NFPA 1033	2009
Fire Fighter	I; II	NFPA 1001	2008
Driver/Operator	Pumper	NFPA 1002	2009
Fire Officer	I; II	NFPA 1021	2009
Fire Inspector	I	NFPA 1041	2007
Fire Investigator		NFPA 1033	2009
Fire Instructor	I; II	NFPA 1041	2007
Fire Department Safety Officer	Incident Safety Officer	NFPA 1521	2008
Hazardous Materials	Awareness; Operations	NFPA 472	2008

**Justice Institute, Fire and Safety Division – PRO BOARD ONLY**

Discipline	Level	Standard	Edition
Driver/Operator	Aerial, Mobile Water Supply, Pumper	NFPA 1002	2009
Hazardous Materials	Awareness; Operational; Technician	NFPA 472	2008
Fire Fighter	I; II	NFPA 1001	2008

Rescue Technician	Rope; Confined Space; Vehicle/Machinery	NFPA 1006	2008
Fire Officer	I; II; III; IV	NFPA 1021	2009
Fire Instructor	I; II	NFPA 1041	2007
Industrial Fire Brigade	Incipient; Adv. Exterior; Int. Structural; Leader	NFPA 1081	2007
Fire Department Safety Officer	Incident Safety Officer	NFPA 1521	2008
Fire Inspector/Plan Examiner	I; II/I	NFPA 1031	2009
Public Fire and Life Safety Educator	I; II; III	NFPA 1035	2005/2010
Wildland Fire Fighter		NFPA 1051	2007
Fire Inspector/Plans Examiner	I; II	NFPA 1031	2009
Fire Investigator		NFPA 1033	2009

**MANITOBA**

Discipline	Level	Standard	Edition
Airport Fire Fighter Driver/Operator		NFPA 1003	2005/2010
Fire Department Safety Officer	Pumper; Aerial; Mobile Water Supply	NFPA 1002	2009
Fire Department Safety Officer	Incident Safety Officer	NFPA 1521	2008
Fire Fighter	I; II	NFPA 1001	2008
Fire Inspector	I; II	NFPA 1031	2009
Fire Investigator		NFPA 1033	2009
Fire Officer	I; II	NFPA 1021	2009
Fire Service Instructor	I; II	NFPA 1041	2007
Hazardous Materials	Responder Awareness, Operational, Ops/PPE, Ops/Product Control, Technician, Incident Commander	NFPA 472	2008
Industrial Fire Brigade	Incipient	NFPA 1081	2008
Public Fire/Life Safety Educator	I	NFPA 1035	2005/2010
Rescue Technician	Rope Rescue I, II; Trench Rescue I, II; Confined Space Rescue I, II; Surface Water Rescue I, II; Structural Collapse I, II; Vehicle & Machinery I, II; Ice Rescue I, II; Wilderness Rescue I, II	NFPA 1006	2008

**NEWFOUNDLAND**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Airport Fire Fighter		NFPA 1003	2005
Fire Service Instructor	I	NFPA 1041	2007
Driver/Operator	Pumper	NFPA 1002	2003
Hazardous Materials	Awareness; Operations	NFPA 472	2008
Rescue Technician	Rope; Confined Space; Vehicle/Machinery	NFPA 1006	2003

**NOVA SCOTIA**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2002/2008
Fire Officer	I; II	NFPA 1021	2003/2009
Fire Service Instructor	I; II	NFPA 1041	2002/2007
Hazardous Materials	Awareness; Operations; Technician	NFPA 472	2002/2008

**ONTARIO (Office of the Ontario Fire Marshal)**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Fire Investigator		NFPA 1033	2009
Public Fire/Life Educator	I; II	NFPA 1035	2005
Public Info. Officer		NFPA 1035	2005/2010
Hazardous Materials	Operations CORE; Technician; Awareness; Operations Mission Specific; Personal Protective Clothing, Mass Decontamination, Technical Decontamination, Product Control, Air Monitoring and Sampling, Victim Rescue, Response to Illicit Drug Laboratories	NFPA 472	2008

**PRINCE EDWARD ISLAND (Atlantic Police Academy) – IFSAC ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2002
Hazardous Materials	Awareness; Operations	NFPA 472	2002
Fire Officer	I; II	NFPA 1021	2003
Driver/Operator	Pumper	NFPA 1002	2003
Fire Dept. Safety Officer		NFPA 1521	2002

**QUEBEC – IFSAC ONLY**

Discipline	Level	Standard	Edition
Fire Fighter	I; II	NFPA 1001	2008
Hazardous Materials	Awareness; Operations	NFPA 472	2008
Driver/Operator	Aerial; Pumper	NFPA 1002	2003
Fire Officer	I; II	NFPA 1021	2003
Fire Service Instructor	I; II	NFPA 1041	2007
Industrial Fire Brigade	Incipient	NFPA 1081	2007

**SASKATCHEWAN – IFSAC ONLY**

Discipline	Level	Standard	Edition
Driver/Operator	Aerial; Pumper	NFPA 1002	2003
Fire Fighter	I; II	NFPA 1001	2002
Fire Inspector	I	NFPA 1031	2003
Fire Investigator		NFPA 1033	2003
Fire Service Instructor	I; II	NFPA 1041	2007
Fire Officer	I; II	NFPA 1021	2003
Hazardous Materials	Awareness; Operations	NFPA 472	2002
Public Fire/Life Safety Educator	I; II	NFPA 1035	2005

**CANADIAN FORCES FIRE MARSHAL – IFSAC ONLY**

Discipline	Level	Standard	Edition
Airport Fire Fighter		NFPA 1003	2000
Driver/Operator	Aerial; ARFF; Pumper; Wildland Fire Apparatus	NFPA 1002	2003
Fire Fighter	I; II	NFPA 1001	2002
Fire Inspector/Plans Examiner	I; II; III/I; II	NFPA 1031	2003
Fire Officer	I; II; III	NFPA 1021	2003
Fire Service Instructor	I; II; III	NFPA 1041	2002
Hazardous Materials	Awareness; Incident Commander; Operations; Technician	NFPA 472	2002
Public Fire/Life Safety Educator	I; II; III	NFPA 1035	2003
Rescue Technician	Confined Space; Vehicle/Machinery	NFPA 1006	2003

## **UNIT 3: THE EXTENT OF THE YOUTH FIRESETTING PROBLEM**

### **TERMINAL OBJECTIVE**

*Upon completion of this unit, the students will be able to explain national trends in youth firesetting and compare those trends to the statistics from their home communities.*

### **ENABLING OBJECTIVES**

*The students will:*

- 1. Explain the national trends regarding youth firesetting.*
  - 2. Identify the national statistics associated with youth-set school fires.*
  - 3. Evaluate the data gathered on the youth firesetting problem.*
  - 4. Compare and contrast their home community youth firesetting data with the national data on youth firesetting.*
  - 5. Identify who is setting fires in their community.*
  - 6. Identify the kinds of fires set by youth.*
  - 7. Identify the costs associated with youth-set fires.*
  - 8. Explain how youths are experimenting with explosive and pressure-creating devices.*
-



## INTRODUCTION

Youth firesetting is a costly and often deadly problem. This unit explores the extent of this problem at the national, state and local level. It helps you understand youth firesetting trends and evaluate how the problem is affecting your community.

## OBJECTIVES

### Terminal Objective

Upon completion of this unit, the students will be able to explain national trends in youth firesetting and compare those trends to the statistics from their home communities.

### Enabling Objectives

The students will:

1. Explain the national trends regarding youth firesetting.
2. Identify the national statistics associated with youth-set school fires.
3. Evaluate the data gathered on the youth firesetting problem.
4. Compare and contrast their home community youth firesetting data with the national data on youth firesetting.
5. Identify who is setting fires in their community.
6. Identify the kinds of fires set by youth.
7. Identify the costs associated with youth-set fires.
8. Explain how youths are experimenting with explosive and pressure-creating devices.

## THE EXTENT OF THE YOUTH FIRESETTING PROBLEM

### Youth Firesetting Facts

#### The Costs

Whether the youth was misusing, experimenting, or purposely setting a fire, youth firesetting can be costly. The costs associated with youth firesetting include injuries, deaths, property damage, and criminal sanctions.

Fires reported by U.S. fire departments show that during the period of 2004 to 2008, youth playing with fire started 57,700 fires causing an estimated 113 civilian deaths, 916 civilian injuries, and \$286 million in direct property damage. (National Fire Protection Association (NFPA), 2010.)

During the same period, an estimated 7,900 **home structure** fires involving **youth fireplay** were reported to U.S. municipal fire departments resulting in an estimated 104 civilian deaths, 775 civilian injuries, and \$197 million in property damage. (Hall, 2010.)

### Child-Play Home Structure Fires

While the majority of fireplay fires (77 percent) started outside, most associated deaths (92 percent) were in home structure fires. (Hall, 2010.) Most home fires involving lighters or matches are started by children. From 2004 to 2008, lighters and matches accounted for 65 percent of child-play home structure fires, 80 percent of associated civilian deaths, and 81 percent of associated civilian injuries. (Flynn/Hall, 2009/2010.)

Forty-seven percent of people who start home structure fires by playing (where age is a factor) were 5 years old or younger. (Hall, 2010.) Children under age 5 are more than eight times as likely to die in fires caused by playing with a heat source than are people of all ages. 65 percent of all fatal victims of child-playing fires were children 5 years old or younger. (Flynn, 2009.)

Playing with a heat source such as lighters or matches caused 5 percent of the civilian deaths and 6 percent of civilian injuries that took place in home structure fires from 2002 to 2005. (Flynn, 2009.) In 1 year, children younger than age 5, playing with multipurpose lighters caused an estimated 800 residential fires that resulted in about 20 deaths, 50 injuries, and \$15.6 million in property damage. (Consumer Product Safety Commission (CPSC), 2000.)

Almost half (42 percent) of child-play home structure fires begin in the bedroom. The most commonly lit items in these fires are mattresses, bedding, and clothing. (Flynn, 2009.)

### Outside Fires

From 2003 to 2006, an estimated 41,100 annual **outside** fires occurred that involved youth fireplay. These fires resulted in estimated losses of one civilian death, 96 civilian injuries, and \$3.3 million in direct property damage, annually. (Flynn, 2009.)

### Youth Between the Ages of 11 and 14 are at the Greatest Risk for Setting Fires

One very noteworthy fact is that even though we have been discussing young children involved in firesetting, statistically speaking, youth between the ages of 11 and 14 are at the greatest risk for setting fires. Boys are at greatest risk of setting fires. Annually, 80 to 85 percent of the identified firesetters are male. (Boberg, 2006.)

### Times, Days, and Months of Juvenile Set Fires

There is no peak day for child-play home structure fires, however, slightly more fires occur on Friday and Saturday. (Flynn, 2009.) The weekend is the clear peak time for outside and *other* type fires. (Flynn, 2009.) Both home structure and outside fires involving youth fireplay follow a similar trend, peaking in the after school hours, before dinner time. (Flynn, 2009.)

However, more home structure fires involving youth fireplay occur during the morning hours between 6 a.m. and 1 p.m. than do outside fires. Conversely, more outside and other fires caused by youth fireplay occur during the hours of 1 p.m. to 8 p.m. (Flynn, 2009.)

Youth fireplay fires peak during the month of July. One out of every four youth fireplay fires that occurred outside was in the month of July. More than two out of every three (67 percent) outside and *other* type youth fireplay fires in July involved fireworks. (Flynn, 2009.)

### Fireworks and Fires

In 1 year, fireworks caused an estimated 22,500 reported fires including

- structure fires: 1,400;
- vehicle fires: 500; and
- outside and other fires: 20,600. (Hall, 2010.)

These fires resulted in an estimated:

- one civilian death;
- forty civilian injuries; and
- direct property damage: \$42 million. (Hall, 2010.)

The risk of fireworks injury was the highest for teens ages 15 to 19 and children 5 to 9, both with at least 2-1/2 times the risk for the general population. (Hall, 2010.) Two of five (40 percent) people injured by fireworks were under the age of 15. (Hall, 2010.)

### The Good News about Child-Set Fires

**Since 1980**, all structure fires involving fireplay have decreased 79 percent and home structure fires have decreased 81 percent. (Flynn, 2009.) During the same period, civilian deaths caused by fireplay have declined by 84 percent. Injuries have decreased by 61 percent. (Hall, 2010.) Property loss (adjusted to inflation) has declined by 38 percent. (Hall, 2010.) Outside and other fires have decreased 95 percent since 1980. (Flynn, 2009.)

**Since 1995**, outside and other fires involving fireplay have decreased 86 percent. Home structure fires have decreased 57 percent and structure fires as a whole have decreased 42 percent. (Flynn, 2009.)

In 1994, the CPSC set a mandatory safety standard requiring the manufacturing and importation of cigarette lighters to be child-resistant. The standard requires that lighters resist the efforts of 85 percent of the children to operate them in a specified test. More than 95 percent of the estimated half-billion lighters purchased annually in the United States are covered by the standard. (Flynn, 2009, CPSC, 1993.) In a 2002 evaluation of the effectiveness of the 1994 CPSC lighter safety standard, the CPSC found a 58 percent reduction in fires caused by children younger than 5, compared to children over the age of 5. (Smith and Greene, 2002.)

### **Youth Firesetting and Arson**

The crime of arson has the highest rate of juvenile involvement as compared to all other crimes. According to the Federal Bureau of Investigation (FBI), nearly half of all arson arrests in the United States are of juveniles under the age of 18. Nearly one-third of those arrested were under the age of 15 and 5 percent were under the age of 10. (FBI, 2006.) According to the FBI's Uniform Crime Report ((UCR), 2006) there were a total of 11,972 arrests for arson. Of those arson arrests, 5,868 were under the age of 18. (FBI, 2006.)

Of the juveniles arrested for arson in the United States in 2006, 79 percent were white. (FBI, 2006.) In 2008, there was an estimated 6,600 juveniles arrested for arson in the United States. Fifty-six percent of those arrested were under age 15 and 12 percent were female. (Office of Juvenile Justice and Delinquency Prevention (OJJDP), 2009.) After being relatively stable for most of the 1980s, the juvenile arrest rate for arson grew 33 percent between 1990 and 1994. (OJJDP, 2009.)

The juvenile arrest rate for arson declined substantially between 1994 and 2008, falling 46 percent. (OJJDP, 2009.) Following a 19 percent decline between 2006 and 2008, the juvenile arrest rate for arson in 2008 reached its lowest point since 1980. (OJJDP, 2009.)

### **School Fires**

The most deadly school fire in American history occurred on December 1, 1958 at the Our Lady of the Angels parochial school on Chicago's west side. Ninety-two students and three nuns were killed. The fire was started by an angry student.

According to the National Fire Data Center (NFDC) (2007), from 2003 to 2005, there was an estimated annual average of 14,700 fires on nonadult school properties which caused an average of 100 injuries and an estimated \$85 million in property loss. (Federal Emergency Management Agency (FEMA), 2007.)

## Causes of School Fires

### Preschools

Structure fires in preschools and daycare centers are predominantly due to cooking (64 percent), followed by heating (7 percent), and electrical distribution (6 percent). (FEMA, 2007.) The causes for fires in kindergarten or elementary schools mostly involve cooking (27 percent), incendiary or suspicious activity (25 percent), and heating (12 percent). (FEMA, 2007.)

### Middle, Junior, or Senior High Schools

The primary cause of fires in middle, junior, or senior high schools is due to incendiary or suspicious activity (47 percent), followed by cooking (15 percent), and heating (7 percent). (FEMA, 2007.)

## Time, Day, and Month of School Fires

According to the NFDC, overall, the average peak month for school fires was July. The lowest incidence of school fires occurred between December and February. (FEMA, 2007.)

### Elementary School Fires

The NFDC, states that the sharp increase in July school fires is driven by the number of elementary school fires. Suggesting that elementary schools may be more attractive targets for incendiary or suspicious fires during the summer when fewer staff members monitor the school campuses. (FEMA, 2007.)

### Middle, Junior, and Senior High Schools

Middle, junior, and senior high schools had more fire incidents in the fall and spring, the beginning and end of the school year. (FEMA, 2007.)

According to NFCD, 55 percent of fires on school properties occur between 8 a.m. and 5 p.m., the hours that students are most likely to be at school. Thirty percent of school fires occur between 5 p.m. and midnight, and 15 percent of school fires occur between midnight and 8 a.m. (FEMA, 2007.)

## Where School Fires Start

The three leading areas where school fires begin are the bathroom, kitchen, and small assembly areas. (FEMA, 2007.) Twenty-five percent of all school structure fires begin in bathroom trash

cans and they are of an incendiary or suspicious nature. (FEMA, 2007.) Seventy-eight percent of all school bathroom fires occur in middle, junior, and senior high schools. (FEMA, 2007.)

### Most Common Materials that are Ignited

The most common materials ignited in school fires are paper (25 percent), plastic (14 percent), wood (11 percent), and fabric (9 percent). (FEMA, 2007.)

### Youth Firesetting Prevention and Intervention Program Personnel

It is very important that the youth firesetting prevention and intervention program personnel have a good working relationship with the schools and school district(s) in their community. There has to be an element of trust formed between the youth firesetting prevention and intervention program and the school personnel or the school personnel may be reluctant to contact the youth firesetting prevention and intervention program staff, the fire department, and law enforcement if there is a school fire situation.

Many schools and school districts fear that if they report school fires, it will damage their reputation and cause the fear in their community that their school is a "bad" school, thus lowering the school's or district's rating. This might result in a loss of funding opportunities.

## **YOUTH USE OF EXPLOSIVE DEVICES**

Youths have experimented with constructing and using incendiary/explosive/pressure-creating devices for decades. Experimentation and purposeful acts of destruction have expanded dramatically as a result of easy access to information. Youths have easy access to instructions on how to make/use devices. Many Web sites provide visual examples of youths engaged in dangerous behaviors involving incendiary/explosive and pressure-creating devices. Easy access to information, combined with natural curiosity and peer influences can create disastrous consequences.

## **UNDERSTANDING YOUR PROBLEM**

Understanding the youth firesetting problem in your community is the first step in developing your firesetting prevention and intervention program.

Collecting the available information on the youth firesetting problem in your community will demonstrate to the community the need for a firesetting prevention and intervention program and will answer the following questions:

- Who is setting fires in your community?

- What kinds of fires are being set by juveniles?
- What costs are associated with these fires (injuries, lives lost, property damage, loss of environmental resources, etc.)?

The precourse assignment for *Youth Firesetting Prevention and Intervention* (YFPI) required you to conduct research on the topics listed above. Finding data on the occurrence and effects of youth firesetting at the local level **may** have been a challenging process. Knowing, or attempting to discover, the extent of the problem will encourage individuals and agencies to support a program to meet the needs of the community.

Demonstrating the need for a program based on current youth firesetting data from your community is the first step in identifying and justifying the need for a firesetter intervention program. Remember, many youths who set fires never get reported to the fire or police departments. The development of your firesetting intervention program might be the catalyst to get these fires reported!

## SUMMARY

- In this unit, we identified the extent of the juvenile firesetting problem in students' own communities and in the United States.
- Now that we understand the extent of the juvenile firesetting problem, we need to understand what motivates juveniles to set fires. In Unit 4: *Who Sets Fires and Why?*, we will look at who sets fires and why they do it.
- This evening's homework is to read the background sections of Units 1 through 4 of the Student Manual (SM).
- Students should also review Unit 6: *Trip to Abraxas Youth Center*. Most particularly, the interview forms that will be used during the visit to the Abraxas Secure Firesetter Program.

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**APPENDIX**  
**A BRIEF HISTORY OF RESEARCH ON**  
**JUVENILE FIRESETTING**

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## **A Brief History of Research on Juvenile Firesetting**

### **The Elements of Arson**

When a fire occurs it is the responsibility of the fire investigator to determine the cause of the fire. The fire investigator looks for three elements to determine if the fire can be considered the crime of arson. DeHaan (2002) identified these as follows:

1. There has been a burning of property. This must be shown to the court to be actual destruction, at least in part, not just scorching or sooting (although some states include any physical or visible impairment of any surface).
2. The burning is incendiary in origin. Proof of the existence of an effective incendiary device, no matter how simple it may be, is adequate. Proof must be accomplished by showing specifically how all-possible natural or accidental causes have been considered and ruled out.
3. The burning is shown to be started with malice, that is with intent of destroying property (p. 508).

### **The Early Years of Arson Motives**

According to Wooden and Berkey (1984), "Arson itself is as old as civilization, but it was not until the nineteenth century that there appeared to be much concern about the motivations for it or about the psychological stability of arsonists" (p. 12). As already reported, in the 1800s and early 1900s, considerable emphasis was placed on arsonists suffering from pyromania.

It was not until the mid-1960s that research on the motives of arsonists moved away from theories of a certain type of deviance. In 1966, McKerraccher and Dacre studied 30 adult male arsonists in a forensic psychiatric setting. They found that when compared with 147 adult non-arson offenders, the motives for the arsons were related to feelings of aggression, rather than from a certain type of deviance. In support of McKerraccher and Dacre's findings, Wolford (1972) reported that arsonists were unable to express their anger to others. Vreeland and Waller (1979) supported Wolford's findings when their research found that arsonists could not confront the object(s) of their anger/aggression, and instead the arsonists displaced that anger/aggression against property by starting fires.

In addition to the literature that focuses on pyromania, more current discussions of arson revolve around criminality. The National Center for the Analysis of Violent Crime (NCAVC) has identified six major categories of arson motives:

1. Profit
2. Vandalism

3. Excitement
4. Revenge
5. Crime concealment
6. Extremism (cited by DeHaan, 2002, p. 509)

According to DeHaan (2002), of these six categories, the vandalism category is most closely associated with juvenile and adolescent firesetting. The fires are "set when the opportunity arises, often after school or work or on weekends. Boredom and frustration among youths, sometimes lead to peer-group challenge to create some excitement" (p. 511).

O'Connor (1987) identified nine categories for the various motives for arson; (a) arson for profit, which would include insurance fraud and welfare fraud; (b) business-related fraud, which includes eliminating the competition and organized crime; (c) demolition and rehabilitation scams and building strippers; (d) revenge and prejudice fires; (e) vanity or hero fires; (f) crime concealment fires; (g) mass civil disturbances; (h) terrorism; and (i) juvenile firesetters and vandalism. Yet in focusing solely on juveniles, O'Connor stated that "a motive for juvenile firesetters is not always apparent" (p. 20), like it is with an adult. In support of O'Connor, Boudreau et al. (1977) stated,

Vandalism is a common cause ascribed to fires set by juveniles who seem to burn property merely to relieve boredom or as a general protest against authority. Many school fires as well as fires in abandoned autos, vacant buildings, and trash receptacles are believed to be caused by this type of arsonist (p. 19).

In other words, according to Boudreau et al. (1977), O'Connor (1987), and DeHaan (2002), unlike arson in general, the motive is not always apparent as to juvenile firesetting and it could be just a symptom of boredom.

### **Juvenile Firesetting**

In reviewing the literature that looks specifically at juvenile firesetting, four theoretical frameworks are evident; (a) Psychoanalytic Theory, (b) Social Learning Theory, (c) Dynamic-Behavioral Theory, and (d) Cycles of Firesetting Oregon Model. Each theory outlines the etiology for juvenile firesetting behavior based on the theoretical perspective of the researchers and three of the four are informed by a mental health perspective and have provided the foundation for the explanations of the motivations of firesetters to date.

#### **Psychoanalytic Theory**

Psychoanalytic Theory is a theory of human development that interprets human development in terms of motives and drives. Those that prescribe to Psychoanalytic Theory believe that human

development is "primarily unconscious and heavily colored by emotion. Behavior is merely a surface characteristic, and it is important to analyze the symbolic meanings of behavior, and that early experiences are important to human development" (Berger, 2005, p. 35). Psychoanalytic Theory prescribes that firesetting is a child's desire to have power over something that he is able to extinguish himself.

### Social Learning Theory

Bandura and Walters (1963) first introduced the Social Learning Theory as an extension of Miller and Dollard's (1941) research on the behavioral interpretation of modeling. Bandura's (1977) Social Learning Theory looked at the importance of learning through observation and modeling of behaviors, reactions, and attitudes of others. Bandura (1977) stated,

Learning would be exceeding laborious, not to mention hazardous, if people had to rely solely on the effects of their own actions to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action. (p. 22)

Bandura (1973) believed that anger and aggression, just like other types of behaviors, were learned through observational learning. An individual's observational learning comes from his or her family, cultural background, peer group, community, and mass media. According to Gaynor and Hatcher (1987), aggressive children come from families where one or more members also demonstrate aggressive behaviors. Through modeling, children learn to exhibit aggressive behaviors. As a result, poor social skills begin to develop within the family and continue to occur outside the family, for example, with peers and in school. Hence the family as well as the youngster's other primary environments reinforces the development of the socially deviant behavior of firesetting. (pp. 46-47)

The link between Social Learning Theory and juvenile firesetting would come from a child seeing a family member or peer set a fire out of anger or aggression.

Current firesetter researchers Kolko and Kazdin (1986), drew on Social Learning Theory to develop a risk-factor model for juvenile firesetters. This model includes three domains: (a) learning experiences and cues, (b) personal repertoire, and (c) parent and family influences and stressors.

Learning experiences and cues would include the child's early modeling and vicarious experiences, early interest and direct experiences, and the availability of adult models and incendiary materials. The personal repertoire would include cognitive components such as limited fire and fire safety awareness, behavioral components such as interpersonal ineffectiveness/skill deficits and antisocial behavior excesses, and motivational components. The parent and family influences and stressors would include limited supervision and monitoring, parental distance and uninvolvement, parental pathology and limitations, and stressful external events.

## Dynamic-Behavioral Theory

Dr. Ken Fineman (1980) introduced the Dynamic-Behavioral Theory of firesetting in 1980, as a way to show that certain factors predispose a child to firesetting. These factors include (a) personality characteristics, (b) family and social situations, and (c) environmental conditions (see Table 1 for a description of these factors).

**Table 1**

### **Dynamic-Behavioral Theory of Firesetting (Fineman, 1980)**

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<u>Category</u>	<u>Description</u>
Personality characteristics	Child's exhibited behaviors, school adjustment, physical problems, and organic dysfunctions.
Family and social situations	Information about the family system, how the child gets along with family members, how discipline is meted out, and if there is an ongoing crisis within the family.
Environmental conditions	The child receives encouragement to play with fire, models firesetting behavior identified in others, and deals with emotional distress, peer pressure, and stress.

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Fineman (1995) introduced his Juvenile Firesetter Child and Family Risk Survey as a way to determine the future risk of firesetting of a child already determined to be a firesetter.

## Cycles of Firesetting

Based upon years of experience working with juvenile firesetters, the Oregon State Fire Marshal's Office and the Oregon Treatment Strategies Task Force partnered to develop the Cycles Model of Firesetting. According to Stadolnik (2000), "The Cycles Model is visually represented by four concentric circles that represent the four dimensions of a juvenile's internal and external world that are considered to be related to their likelihood of firesetting" (p. 19). The cycle includes four circles: (a) the emotional/cognitive cycle, (b) the behavior cycle, (c) the family/household cycle, and (d) the community/social cycle. The four circles are described in Table 2.

**Table 2**

**Cycles Model of Firesetting (Stadolnik, 2000)**

<u>Cycle</u>	<u>Description</u>
Emotional/cognitive	Juvenile's thoughts and feelings after his or her firesetting event.
Behavior	Behaviors of the juvenile firesetter that coincide with his or her thoughts and feelings.
Family household	How the family responds to the firesetting event and the emotional environment of the juvenile's household.
Community/social	Responses by the community to the firesetting and what level of support or restriction the firesetter and family receive.

A vast number of empirical studies have been informed by these four theoretical frameworks of youth firesetting. The following section discusses this research timeline, beginning with the research of Dr. Helen Yarnell in the 1930s, through the current firesetter research of today. The chronology illustrates a move from studying institutionalized juvenile firesetters to the development of a series of typologies for non-institutionalized juvenile firesetters.

**1930–1960**

During 1937 and 1938, Dr. Helen Yarnell, working in the Psychiatric Division of Bellevue Hospital, undertook one of the very first studies on the phenomenon of juvenile firesetting. The reason for the study stemmed from her discovery that children who were referred to the Psychiatric Division of Bellevue Hospital for observation and firesetting tendencies showed a variation in their clinical firesetting background. Yarnell's study team observed 60 children between the ages of 6 and 15. Sixty percent were between the ages of 6 and 8 and 35% were between the ages of 11 and 15. Only two were girls, ages 6 and 7. The research team reviewed the children's clinical history and completed interviews with each child. According to Yarnell (1940), the adolescent group's findings were much different than that of the younger group; however, Yarnell's study with the adolescent group was incomplete at the time of the printing of her monograph.

In the first column of Table 3 is a list of the findings on the children ages 6 through 8, with the exception of five children who were deemed to be mentally defective. In the second column of Table 3 is a list of the findings on the adolescents, ages 11 through 15. Yarnell found that children aged 6-8, started fires because of a deprivation of love and security at home, whereas older children viewed fire as exciting and entertaining.

Table 3

Findings of Dr. Helen Yarnell's 1937-1938 Study (Yarnell, 1940, pp. 272-286)

<u>Ages 6 through 8</u>		<u>Ages 11 through 15</u>	
1.	All of the children are of average to dull normal intelligence, but many had some special educational disability such as reading or arithmetic. This made their school adjustment difficult.	1.	This group showed little anxiety or regret for their firesetting.
2.	In every case, the child had been deprived of love and security in his/her home life.	2.	Anxiety dreams were infrequent.
3.	They set fires only when under stress in their home situation.	3.	The fires were planned, set away from home, and many caused losses involving thousands of dollars.
4.	The children set fires, with associated fantasies to burn some member of the family who had either withheld love from the child or become too serious a rival for the love of a parent.	4.	The adolescents waited to see the fires and enjoyed the noise and excitement from the fire engines.
5.	The fires are set in and around the home, cause little damage, and are usually put out by the child himself; significance is chiefly symbolic.	5.	The boys tended to go in pairs, with the exclusion of all other friends. The pairs included an aggressive and passive member, suggesting homosexual association; however, the researchers never proved this.
6.	The children show other types of asocial behavior such as running away from home, truancy, stealing, and general hyper kinesis and aggression.		
7.	All children show acute anxiety and suffer from terrifying dreams and fantasies, including vivid attacks by the devil, ghosts, and skeletons.		
8.	All children have some sexual conflicts and many tell of active masturbation, sodomy, or fellatio; type of activity does not seem significant.		
9.	Enuresis was noted in only nine of the cases and seemed a part of the general picture rather than specifically associated with the fire motif.		
10.	A special group of children were orphans who had been placed in boarding homes but failed to make emotional adjustments.		

In a second study begun shortly after Yarnell's study of 1937-1938, Drs. Nolan Lewis and Helen Yarnell (1951) looked at a group of 238 child firesetters between the ages of 5 and 15. In this study the case records were obtained from fire reports, insurance investigators, juvenile research centers, and juvenile courts. The 1951 study included the 30 cases from Yarnell's previous 1937-1938 research study. In this study Lewis and Yarnell reported a wide range of motivations for firesetting. That included;

1. With the exception of children who set fires against the school, the children's intelligence ranged from low average to superior.
2. Most of the fires occurred when the child was found to feel guilty over some type of sexual preoccupation.
3. A number of the fires were symbolic and directed specifically toward one member of the family.
4. Thirty-two percent of the firesetters set the fire because they liked fire and excitement.
5. Twenty-two percent of the firesetters set the fire as revenge against a parent or foster home.
6. Seventeen percent of the firesetters set the fire because they liked to see the fire engines.
7. Fifteen percent of the firesetters set the fire out of revenge against their employer.
8. Eight percent of the firesetters set the fire to be a hero.
9. Six percent of the firesetters set the fire to cover or be associated with stealing.

Both the Yarnell (1940) and the Lewis and Yarnell (1951) studies were the first studies that looked specifically at the child and adolescent firesetter. These studies were the groundwork for future research on child and adolescent firesetting. Unfortunately, it was not until the 1970s when research on juvenile firesetting resumed when fire departments and mental health professionals began to notice the increasing numbers of child and adolescent firesetting incidents.

### 1960–1980

There was little research, aside from that of Lewis and Yarnell, throughout the 1940s and 1950s. It was not until the late 1960s and early 1970s that the fire service and mental health took notice of the large number of reported youth who were setting fires, that were appearing in the fire service statistics of that time.

Macht and Mack (1968) began the resurgence in firesetting research in 1968. They studied four adolescent firesetters ages 16 to 18. In this study they found that all four boys came from stressful home situations. The boys only set fires when they were away from their fathers, and each one of the boy's fathers had some type of significant job involvement with fire. Macht and Mack concluded from their study that fire had come to have a special and pleasurable meaning in the lives of these patients...In an important sense the firesetting represents a call from the overburdened adolescent to the absent father in order to bring him to the rescue...The activity in connection with fire served to reestablish a lost relationship with the father. (p. 286)

Folkman and Siegelman (1971) undertook a pilot study to explore the firesetting behavior in 47 randomly selected normal children ages 6 and 7. In this study, Folkman and Siegelman found that only two boys had come to the attention of the fire service for setting fires. However, 60% of the boys and 33% of the girls were found to have an interest in fire, which was exhibited by either a self-report of previous firesetting or reporting they had asked to light matches. During this time the focus expanded to identifying treatment options for juvenile firesetters.

During a California State Psychological Association conference in 1975, a group of fire service personnel and psychologists met to discuss the issue of juvenile firesetting. The reason for this discussion was the fact that both fire service and mental health had been receiving referrals on juvenile firesetters and neither group knew how to help these children. Out of this meeting the Fire Service and Arson Prevention Committee was formed to design methods to work with the child firesetters. According to Gaynor and Hatcher (1987), this committee received a grant from the United States Fire Administration to begin work on designing and developing a method to classify juvenile firesetting behavior and to determine the risk of future firesetting in children who have been identified as firesetters. This committee's work provided the basis for the evaluation and classification system used today with youth firesetters.

Bernard Levin (1976) wrote about the psychological characteristics of firesetters. The main focus of this article was on the adult firesetter; however, he did discuss children and fire by stating,

Most people are fascinated by fire. This fascination starts at an early age and manifests itself in young children playing with matches. While people may not outgrow their basic fascination with fire, normal children learn that playing with matches is not acceptable behavior and discontinue it by the age of five or six. A few children continue to play with matches or deliberately set destructive fires, and their chronic firesetting is an observable symptom of a psychological disturbance. (p. 38)

He went on to discuss two types of treatments used when working with chronic juvenile firesetters. The first treatment discussed by Welsh (1971) was stimulus satiation. This technique requires a firesetter to strike matches for an hour a day until the firesetter is sick of lighting the matches and stops match lighting and/or firesetting. The second treatment is through positive reinforcement that is accompanied with the threat of punishment by loss (Holland, 1969). This technique requires a child to bring any found match packages to his father, who would then give him a reward for his positive behavior. This treatment would cause the child to develop positive nonfiresetting behaviors based on the positive reward.

The literature on juvenile firesetting from the 1940s through the 1970s focused either on diagnosis or treatment. During this time, Heath, Gayton, and Hardesty (1976) reviewed the literature on juvenile firesetting and found only six journal articles that exclusively discussed juvenile firesetting and 17 articles on issues related to juvenile firesetting. Unfortunately, they were unable to get their literature review article published in the United States, so they relied upon the Canadian Psychiatric Association to publish the literature review in their journal.

However, from the 1980s through today, the literature has proven to be ripe with research on juvenile firesetting, just not specific to the motivations of school firesetters or the phenomenon of school fires.

### 1980–Today

From the 1980s through today, there have been many different foci of youth firesetter research, including (a) the impact of the environment on the juvenile firesetter's behavior (Fineman, 1980; Gaynor & Hatcher, 1987; Vreeland & Waller, 1979); (b) psychiatric disorders as the catalyst for juvenile firesetting (Fineman, 1980; Freud, 1932; Heath et al., 1976; Kolko & Kazdin, 1986; Kuhnley, Henderson, & Quinland, 1982; Lewis & Yarnell, 1951; Williams, 2005; Wooden & Berkey, 1984; Yarnell, 1940). (c) firesetting as a learned behavior (Gaynor & Hatcher, 1987; Kolko & Kazdin, 1986; Vreeland & Waller, 1979); (d) juvenile firesetter assessment and evaluation instruments (Fineman 1980, 1995; Gaynor & Hatcher, 1987; Sakheim & Osborn, 1994; Slavkin, 2000; Stadolnik, 2000); (e) mental health and educational interventions (Bumpass, Fagelman, & Brix, 1983; Fineman, 1980, 1995; Kolko & Kazdin, 1986, 1991; Sakheim & Osborn, 1994; Stadolnik, 2000; Wooden & Berkey, 1984), and (f) juvenile firesetter motives and typologies (Cotterall, 1999; Fineman, 1980; Gaynor & Hatcher, 1987; Hall, 2006; Kolko & Kazdin, 1991; Meade, 1998; Sakheim & Osborn, 1994; Swaffer & Hollin, 1995; Terjestam & Ryden, 1996). Because the specific focus of this dissertation is on the self-reported motivations of students who set school fires, the following section focuses strictly on the literature regarding firesetter motives and typologies. While the typologies contain anywhere from three to nine categories of firesetter motives, they all range from the curious to the pathological firesetter.

### School Fires and Firesetting

According to historical information on school fires, there have been three devastating school fires in the history of the United States. A synopsis of each of these school fires follows. The first school fire occurred on March 4, 1908 at the Lakeview Elementary School in Collinwood, Ohio. The cause of the fire was said to be wood joists coming in contact with an overheated steam pipe that started the fire. This fire killed 172 students and 2 teachers (Gottschalk, 2002). The second devastating school fire occurred on March 18, 1937, in New London, Texas. A disgruntled school employee who had been reprimanded for smoking and wanted to get back at the school administrators started the New London School fire. He tampered with the gas lines so as to run up the school gas bill. An explosion ensued which killed 294 students and staff (Gottschalk, 2002). The third school fire occurred on December 1, 1958 in Chicago, Illinois at

the Our Lady of the Angels School. A fifth grade student lighting a cardboard waste barrel in the school basement started this school fire. The fire claimed the lives of 92 students and 3 nuns.

All of these fires caused community devastation, millions of dollars in property loss, and the most precious loss of all, the loss of life. However, only the fire at Our Lady of the Angles School was started by a school student.

According to the National Fire Incident Reporting System (NFIRS) and the National Fire Protection Association (NFPA), in 2002, there were an estimated 14,300 fires in kindergarten through twelfth grade educational institutions, causing an estimated \$103,600,000 in property damage and 122 injuries (FEMA, 2004).

The leading cause of these school fires was incendiary/suspicious activity accounting for 37% of all school structure fires. Fifty-two percent of all middle and high school fires have been attributed to incendiary/suspicious activity (FEMA, 2004). The NFIRS report stated that 78% of all school fires occur during the school week and 55% of these fires occur between the hours of 8 a.m. and 5 p.m. when youth are likely to be at school (FEMA, 2004). Today, deaths from school fires are rare, but injuries per fire were higher in school structure fires than nonresidential structure fires on average per the United States Fire Administration (2005). Also according to the USFA (2001), "Each year in the United States, there are an estimated 1,300 fires in high schools, private and prep schools and college dormitories. These fires are responsible for less than 5 deaths, approximately 50 injuries and \$4.1 million in property loss annually" (p. 1) But what about in Phoenix, Arizona?

In 2005, there were a total of 99 school fires occurring during school hours in K-12 educational institutions that were reported to the Phoenix Fire Department's Youth Firesetter Intervention Program (2006). These reports over the past five years along with the fire at Our Lady of the Angels School prompted this research on the motivations of students who set school fires. Are they troubled students who dislike school, as was the case with the fire set at our Our Lady of the Angels School? Do the motivations for student firesetters follow the motivation typologies found in previous research on firesetters? What does previous research say about school firesetters?

### School Firesetters

In Lewis and Yarnell's (1951), study from 1937–1938 of 238 child firesetters, 61 had set fires in either churches or schools (no differentiation between church or school was given). The reasons these firesetters gave for setting their school fires were predominately based on hatred, revenge, and the desire to destroy the school building, hoping that they would no longer have to attend school. Some of their other reasons included the following comments:

1. "We didn't like the looks of the teacher."
2. "I got a bad report card and thought I'd make a fire and blow it up."
3. "I was mad, because I didn't pass."

4. "I was tired of going to school."
5. "The teacher picked on me." (p. 300)

Some of the secondary reasons these students gave for setting the school fires was to see the fire, see the fire engines, and be the hero that discovers the fire. The researchers went on to say that these children might also vandalize school property, steal from teachers and staff, leave obscene notes on the teacher's desk, and mutilate the teacher's clothing. Their classroom behavior and schoolwork was poor at best and they showed a "predominately dull or borderline intelligence with special learning disabilities, and all of them were unable to compete in the classroom" (p. 300). Lewis and Yarnell (1951) also stated that children under age 10 rarely set school fires and the most frequent age group of school firesetters is between 12 and 14 years of age. In Wooden and Berkey's (1984) study, they found that the "greatest number of fires (37%) set by the delinquent firesetters" were school-related fires (p. 72). The motives for these school fires were found to be "revenge, spite, or disruption of classroom activities" (p. 77). The median age for the school firesetters in Wooden and Berkey's (1984) study was 14 and the fires were most often set in the classroom, school closets, under the teacher's desk, or in the wastebasket. They also found that most of the school firesetters were considered trouble-making students and the fires occurred after being punished by a teacher or school administrator. In the body of current literature, only two examples of differing motives appear.

In an article written by Jeff Meade (1998) titled *Fire Power*, while not a study about school firesetters but rather a compilation of information about school fires written for *Education Week*, Meade discussed school firesetting with juvenile firesetter researcher Paul Schwartzman. Schwartzman suggested that there was no one main reason juvenile firesetters target schools; however, he did suggest the following possible motives behind school firesetting:

1. A prank
2. To get out of final exams
3. Peer pressure
4. Seeking attention

Other possible motives behind school firesetting discussed by Meade (1998) include revenge, school disruption, anger, or no explanation at all. Hall (2006) reported that "deliberate fires in schools are often a result of mucking about which gets out of hand" (p. 2). However, according to Hall's report, Dr. Jack Kennedy, a clinical forensic psychologist, reverted to a pathological explanation, asserting that there was a deeper reason for school fires. Kennedy stated,

For children, school is normally a focal point for their social world. So that's where they're going to be exposed to frustrations, to issues of tolerance, and anger. And because they place social controls on children, schools—unfortunately—often annoy them, cause them to be disgruntled, or to feel hard done by. The results can be starting a fire to vent anger, or exact revenge against the school, or against the teacher. It's rare that there is not some sort of trail or story behind a fire at school. Fires may be like a friend to some of these children, the one thing they feel gives them some power. (Hall, 2006, pp. 2-3)

As has been evidenced by the scant research that focuses specifically on school firesetters, little is known about the motivations behind school fires. In Lewis and Yarnell's (1951) research, all of the school firesetters had "predominately dull or borderline intelligence with special learning disabilities and all of them were unable to compete in the classroom" (p. 300). In Wooden and Berkey's study in 1984, all of the school firesetters were troubled students who set school fires after a teacher or school administrator had punished them. Meade and Hall speculated about the motives of school firesetters, but undertook no actual research to support their hypotheses

(This information was taken from the following source: Boberg, J. (2006). *An exploratory case study of the self-reported motivations of students who set school fire*. Flagstaff, AZ; NAU) (Chapter 2)

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