

# Welcome to Utah's Juvenile Fire Setting Program

Until now, the State of Utah has never had a consistent Juvenile Fire Setting program that has been implemented state wide. Many fire departments do great things, but others had no program, or were using a patchwork of forms from many other programs. This binder was built to be a user friendly guide through the Juvenile Fire Setting (JFS) intervention process that will help fire departments deliver consistent education across the entire state. If this binder used from the first call to the final referrals, we can all be assured that fire departments are delivering reliable and proven information to the citizens they serve.

Inside this binder, you will find guides to help you through every portion of the intervention process and resources to give to families and assist you in teaching. This process is a guideline to your JFS process, but is not set in stone. If your department has additional requirements or more resources, we encourage you to go beyond what this program provides. If your department intends to use this program as it is designed, you can rest assured that you are delivering a program that has been proven to be effective in many cities across America. In this program, a referred child will visit the fire station twice, complete some homework, and go to a group workshop at a nearby hospital if they are able to.

As soon as you get a call from a concerned parent, school, or other organization, use this binder as your road map. There are several steps to the JFS intervention process, and you will find a tab for each within the binder. Each step in the process is outlined below.

1. Initial contact – When you first receive a call or visit from someone who has a referral for the program, turn to the Appointment tab in the binder. Complete the Incident Referral Form as best you can and keep it for the interventionist. After the form is complete, read the checklist for call takers that is in the Appointment section as well. This checklist will help you tell the affected families what to expect when they come in for their appointment, and what to do in their home between their initial phone call and their appointment with you. Once complete, send them the attached letter via mail or email (there is a digital copy on the CD in the resources section).
2. Assessment – When the involved child and their family come to the fire station for their first visit, you will need to open the binder to the assessment tab. You will find an assessment for the child involved, and one for the guardian of the child. Please try to complete these assessments separately if conditions permit. After the assessment form is completed, you will determine whether the child falls into the high risk or low risk category. Once their risk level is determined, turn to the tab in the binder that applies to the child that you are working with.
3. Low Risk – If the affected child falls into the low risk category, intervention and education can be effectively delivered in the fire station. In this section, you will find a teaching guide that will walk you through the topics to cover with the family. There are

several videos in the section that you can show and talking points to discuss for each video. As you can see in the teaching materials, our goal is to focus on the potential consequences of the child's fire play. At the fire station, we will focus on the consequences that fire can have on our belongings, our bank accounts, and our freedom. When the child visits a local hospital, they will learn all about the physical consequences of fire and what a patient with a serious burn endures at the burn center. There is also a workbook in the section for the child to complete at home. This is a difficult workbook that will require the help of the child's guardian. When the workbook is complete, the family should return to the fire station and review the book with you.

4. High Risk – If the affected child falls into the high risk category, effective intervention is beyond the scope of firefighters and the child needs to visit a mental health professional before any education is done at the fire station. Often, with high risk children, talking about their behavior or about fire safety can often excite them and exacerbate the problem. You will find a list of professionals that specialize in destructive juvenile behavior in the high risk section. We recommend that you refer the family to a professional in your region and only deliver safety education to the child if they are referred back to you. If you are utilizing the high risk section, you should use the attached resources to help teach the family basic fire safety and give them the list of things to do to help them avoid future emergencies.
5. Follow Up – When the family returns to review the workbook with you, use the follow up section to guide you through your discussion of the workbook and help you give the family some guidance as they move forward. Make sure to give them a schedule for the group workshops, and let them know that we will be contacting them in a year to see how everything is going.
6. Resources – In this tab, you will find additional information and handouts that you can give to families, and use to supplement your education in special circumstances.

We hope this binder is a helpful tool as you move forward with your JFS program. If you have any questions or suggestions about the program, please contact Kim Passey at the Utah State Fire Marshal's office.

Insert Tab Here

“Appointment”

# **JFS Call Taker Guide**

When someone calls you to make a JFS appointment, be sure to let them know what to expect when they visit with the fire department, and always fill out a participant referral form. You will find a little bit of information about how the program works, and a check list of things for the family to do before they come in for their appointment listed below...

When you come to the fire station for your Juvenile Fire Setting appointment, please plan on spending a couple of hours with us. The firefighters will spend some time getting to know you and your child, and completing a short risk assessment to help determine the extent of your child's fire play, the factors surrounding their behavior, and the likelihood that the child will continue to play with fire after their intervention. The firefighters will determine a course of action based on their assessment, but it will most likely involve some fire safety lessons, a few short videos, and a workbook to be completed at home. We would like to remind you that this is a non-punitive program. Participation in this program will not be placed on anyone's permanent record or put a name in a database of offenders of any kind.

- Remove all matches and lighters from the home until after your first visit to the fire station. Hiding these items is usually ineffective, so to be safe, get rid of everything until we determine the child's risk level.
- Test and inspect all smoke detectors in your home. Smoke detectors are the first line of defense in alerting your family to fire in your home. If your child lights a fire between now and your appointment, we want to be sure that your family can exit the home safely.
- Do a quick sweep of the house and look for evidence of prior fire play incidents. Singed carpet, spent matches in strange places, burned items in places that the child frequents, missing matches or lighters, and unexplained burns or singed hair are some things to look for.
- Make sure all of the exits in your home are easy to open and unobstructed.
- Make sure all young children in the family know that they need to get outside if there is a fire in the house, and that hiding from fire or firefighters is dangerous.

# State of Utah Juvenile Fire Setting Program

## Participant Referral Form

Incident Date: \_\_\_\_\_ Referred

By: \_\_\_\_\_

Incident

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

### **Child Information**

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

DOB: \_\_\_\_\_

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

School Currently Attending: \_\_\_\_\_

Grade: \_\_\_\_\_

Mother/Guardian: \_\_\_\_\_

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

email: \_\_\_\_\_

Father/Guardian: \_\_\_\_\_

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

email: \_\_\_\_\_

Where did the incident  
occur? \_\_\_\_\_

Items

☐☐☐

Ignited: \_\_\_\_\_

Source of Ignition:

Matches

Lighters

Other

Others involved?

☐☐

Yes

No

(List names on other side of form)

**When Applicable**

Were smoke ☐ ☐ detectors present? Yes ☐ No ☐

Did they activate? Yes ☐ No ☐

If no,  
why? \_\_\_\_\_  
\_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Please use the script that is provided with this form to give the party some basic fire safety tips and immediate actions to take between now and their appointment at the fire station.

**Agency Name**

**Agency Address**

**Date**

Dear Juvenile Fire Setting program participant,

Thank you for participating in **{Insert Department Name Here}'s** Juvenile Fire Setting Program. We understand how alarming it is to discover that your child has been playing with fire, and how difficult it can be to teach them how dangerous fire can be. By enrolling your child in the Juvenile Fire Setting program, you have taken the first step towards making your family fire safe and ensuring that your child stops playing with fire for good. This letter is intended to give you a better idea of what to expect at your appointment with the fire department, and to give you a few tips on what to do in your home to avoid an emergency and make your home more fire safe in the time before your appointment. Juvenile fire setting is a problem that the fire department is very concerned about, but research has shown time and time again that early intervention often corrects fire setting behavior in 94% of the cases.

When you come to the fire station for your Juvenile Fire Setting appointment, please plan on spending a couple of hours with us. The firefighters will spend some time getting to know you and your child, and completing a short risk assessment to help determine the extent of your child's fire play, the factors surrounding their behavior, and the likelihood that the child will continue to play with fire after their intervention. If the child is determined to be a candidate for fire department intervention, the firefighters will spend some time teaching your child about the potential consequences of their behavior. You will both be taught some fire safety principles, and be shown some videos that highlight the stories of children who were involved in fire play in the past. Your child will be sent home with a workbook that needs to be completed and returned to the fire station. This workbook will not be easy for the child to complete on their own, and will have a few pages that require parents to help answer some questions. We hope that this workbook will help your child see what the ramifications of fire really are, and help you open an honest dialogue with them.

If your child is determined to be high risk during their assessment, research has shown that fire department intervention is not effective. You will be given a list of professionals that specialize in dangerous pediatric behavior. The fire crew will teach you some fire safety principles, and answer any questions you may have. After your appointment with the referred agency, you may be asked to continue the low risk program.

Before your appointment, please take the time to make sure you don't have a fire play emergency and that your home is fire safe by completing the items on the list below:

- Remove all matches and lighters from the home until after your first visit to the fire station. Hiding these items is usually ineffective, so to be safe, get rid of everything until we determine the child's risk level.
- Test and inspect all smoke detectors in your home. Smoke detectors are the first line of defense in alerting your family to fire in your home. If your child lights a fire between now and your appointment, we want to be sure that your family can exit the home safely.
- Do a quick sweep of the house and look for evidence of prior fire play incidents. Singed carpet, spent matches in strange places, burned items in places that the child frequents, missing matches or lighters, and unexplained burns or singed hair are some things to look for.
- Make sure all of the exits in your home are easy to open and unobstructed.
- Make sure all young children in the family know that they need to get outside if there is a fire in the house, and that hiding from fire or firefighters is dangerous.

We are sorry that your child has been participating in fire play, but we hope to help you change their behavior and open their eyes to the dangers of their actions. Please feel free to contact us with any questions or concerns that you may have. Please be aware that this program is non punitive, and your family will not be tracked in any database due to participation in this program.

Sincerely,

**Interventionist's name**

**Agency**

**Agency's Contact Info**



Insert Tab Here

“Assessment”

# Juvenile Fire Setting Assessment

When your JFS families come in for their first appointment, the first thing you need to do is complete a risk assessment. Establish a rapport with the family when they enter the fire station so they feel safe and comfortable as you ask them to open up to you. It is important to remind parents that we aren't looking to place blame on anyone or punish anyone (barring total neglect or abuse). The children need to understand that we're their friends and that we will not be contacting the police about anything they have been doing. Creating a safe environment is the first step towards getting an honest assessment.

In this section of the binder, you will find two assessments and two keys to those assessments. There is one assessment for the child, and one for the parents or guardians. The Assessment attempts to delve into the child's home life, their attitudes towards family, school, and social variables, and looks at the fire play incident itself. We hope to learn the motivation and environmental factors around their behavior. The assessment is easy to do. Try to separate the child and the parents and do the interviews separately. Separating the family isn't necessary, but is definitely preferred. When interviewed separately, it helps us to be able to look at the assessments separately and see if the two stories are consistent. If they aren't, you will probably need to investigate further, and try to get the entire story. Ask the child and the parents the questions in the assessment, and compare them to the key. The key has the "red flag" answers marked with an x. When complete, figure out how many questions had a red flag marked on them. Each question is worth one red flag, even if there are multiple boxes checked. Add together the child and parent's red flags to figure their total score.

## **If the family has less than 11 flags:**

This family is considered to be low risk and intervention at the firehouse is appropriate. Turn your binder to the Low Risk section and continue with the education program outlined in that section. Most families will fall into this category.

## **If the family has 11 red flags or more:**

This family is considered to be high risk, and intervention at the fire station may not be safe or appropriate. Turn your binder to the High Risk tab and follow the instructions there. You will be providing some basic fire safety education for the family and referring them to a specialist.

Insert Your Department's JFS Assessment Here.

Insert Tab Here

“Low Risk”

## **Low Risk Section**

If you've turned to this section, the juvenile that you just evaluated had less than 11 total flags on their risk assessment, or the mental health professional that treated your high risk juvenile has sent him back to you to complete the low risk regimen. Because the child was deemed to be low risk, education in the fire station will likely be safe and effective. You are going to work with the child and help them to learn some fire safety principles, what to do when they find themselves in a possible fire play incident, and the potential consequences of playing with fire.

As you teach the child, please cover all of the topics listed below. This is a fairly comprehensive list of fire safety topics. This list isn't absolute, and you should feel free to cover any additional information that you believe will benefit the child you are teaching. If you don't have a routine for teaching these concepts, or would like a guide to help you through the intervention, you will find a teaching guide in this section that covers all of the topics in the following list.

### **Teaching Topics**

- Matches are tools, not toys.
- Matches and lighters have special safe places where they must be kept
- If matches and lighters are found, show an adult where they are, and have the adult pick them up. (Older children may be allowed to take them to an adult)
- Explain what children should do if they witness others using or about to use matches or lighters. Also, what should they do if they are subject to peer pressure in these incidents?
- Fire Survival Skills
  - o Home escape plans
  - o Working smoke detectors
  - o Crawl low under smoke
  - o Feel closed doors before opening them
  - o Know two ways out of every room
  - o Stop, drop, and roll
- Consequences for the crime of Arson
- Physical consequences of fire

- o Burns
  - o Death
  - o Loss of property
  - o Loss of pets
  - o Losing irreplaceable objects
- Children learn more by watching parents than listening to them.
  - Parents must lead by example when using matches and lighters in the home.
  - Parental discipline should be positive and place emphasis on the behavior that parents hope to see in the future.
  - The importance of proper supervision (especially with younger children).

There are also some supplemental videos that you may choose to show. The videos can be found in the back of this binder. You will also find lesson plans and questions to ask about the videos in this section.

When your firehouse education is complete, send the family home with the appropriate workbook for their developmental age. There is a teen workbook and a children's workbook. All children develop at different rates, and in different ways, so make sure you pair the workbooks with the child's ability to complete it. If the child is 17 years old, but has a learning disability, the children's book may be the most appropriate workbook. When you give the workbook to the child, turn to the last page of the book. Go over the non-fire use contract with them and sign it as a group. Ask them to complete the book with their guardians and return it to the fire station when it is complete. Explain to them that the workbook will be difficult to complete, and they will probably need to ask their guardian for assistance to finish it. Negotiate a small reward with the child that you can give them when they bring you the finished workbook. This reward shouldn't be anything extravagant, but something to give the child a sense of satisfaction for completing the program. Common rewards are station tours, a ride around the block in the fire engine, a fire badge or hat, etc.

When the child returns to the station with their completed workbook, sit down with them and go over it with them. Ask questions to make sure they understand what the book is asking for. After you have looked through the book with the child, give them the reward that they requested at their first appointment, and tell the parents or guardians about the optional burn center class that they can attend at a local hospital. There is a flyer for the class included in this section, and on the course materials CD that came with this binder. The class is a monthly class that is conducted by the University of Utah Burn Center. It is a group class that focuses on burns and burn prevention. They will use real stories to illustrate the magnitude of burn injuries, and help the child understand how burns affect you for your

entire life. The child may also meet some burn survivors and hear firsthand accounts of burn emergencies, and life as a patient in the burn center.

## **Fire Safety Teaching Guide**

If you don't yet have a routine for delivering fire and life safety education, feel free to use this script as a guide. It covers all of the necessary topics, and gives you questions to ask and talking points. This should help you deliver engaging education that keeps your student involved.

**What is the difference between a tool and a toy?** – We play with toys, and we use tools to do work.

**Ask the student to identify whether objects are tools or toys... Is a screwdriver a tool or a toy? How about a teddy bear? Do we play with screwdrivers? Ask about a few of each type of object. Hammers, saws, knives/Video games, Barbies, soccer balls.**

**Are matches a tool or a toy? What about lighters?** – Both are tools. We use them to help us, but they should never be played with. Just like tools, they should be kept in a safe place.

**Can fire be helpful? In what ways does fire help us?** Yes – It heats our home. It makes our cars move. It cooks our food.

**Where do you think we should keep matches and lighters?** – They should be kept in a safe place that is out of reach of small children. The location that matches and lighters are stored should always be off limits to children.

**What do you think can happen if you play with fire and it gets out of control? –**

- You could get hurt
- A family member or friend could get hurt
- Someone could die
- You could lose all of your belongings or your house
- You could go to jail
- You could have to pay to replace everything that was burned in your fire
- You could be removed from your home (foster care)

**Where would you go and stay if your house burned down?** – Grandma's house? A Hotel?

**Would that person be okay with you staying there, or do you think it would be a pain for your whole family to go live there for a while?**



**Could you afford to stay in a hotel for a long time while your house is rebuilt?**

**What would you wear to school if all of your clothes burned in a fire? Would you feel silly going to school in your pajamas the next day? Clothes are expensive. Can your family afford to go out and buy all new clothes and furniture right away?**

**If you have to move, it might be to a different neighborhood. How would it feel if you had to switch schools because you moved to a new place?**

**What should you do if you find matches or lighters in a place that they shouldn't be?**

- Children – Leave them where they are, and tell a grown up right away
- Teens – Take them to an adult and make sure they get put in a safe place.

**What should you do if you see other kids using matches or lighters, or if you see them about to play with fire?** – Get out of there and tell a grown up right away. The problem needs to be stopped before it gets out of hand.

**What should you do if your friends try to pressure you into playing with fire?** – Tell them no way. Get out of there and go tell a grown up right away. Try to talk them out of playing with fire. Tell them that they could burn the house down or get burned very badly. Suggest another safe activity to do instead of playing with fire. If you have friends that are playing with fire, they're not very good friends. They could hurt you or destroy your home. You should get out of the situation right away.

**Now that you're here and talking to the professionals, it is going to be your job to make sure that your family and your home are fire safe. Does your family have a fire escape plan?** – Every family should have an escape plan, and practice it together.

**If there is a fire in your home, what should you and your family members do? Should you hide under the bed from the fire? Should you hide in the closet?** – No way! You should get outside where it's safe.

**Does smoke go up into the sky, or does it sink low to the ground?** – It goes up into the sky

**If smoke goes up, where is all the fresh air that we can breathe while we escape?** – It's down low by the floor

**If the fresh air is down low, should we stand up and run outside, or crawl low under the smoke?** – We should crawl low.

**As we exit, we need to make sure we feel all of the doors before we open them. If we feel a door and it's hot, should we open it? Why not?** – No. There is probably fire on the other side of it.

**If we can't open a door because it's hot, how else can we get out of a room?** – Usually through a window or a different door. You and everyone in your family should know two ways out of every room in your house.

**Once you get outside, you should have a safe meeting place where everyone in your family should meet. Do you think the meeting place should be in the front yard or the back yard?** – The front yard. Firefighters will want to know whether someone is still inside or not, so you should all be in front of the house to meet them.

**What is a good meeting place that you could use for your family?** – It could be the mailbox, a big tree, a rock, or even the end of the fence. Make sure that it's far enough away from the house that it's safe.

**Once you're outside, should you ever go back inside for anyone?** – No. You shouldn't go back for family members, pets, or anything else.

**Whose job is it to go inside and get everyone else out of the house?** – The firefighters. Your job is to tell the firefighters whether everyone is out safely or if someone is still inside.

**You need to go through your house with your family and make an escape plan for every room in the house. Can I count on you to make sure everyone knows what to do if there's a fire in the house? Will you practice your escape plan with your family?**

**You also need to make sure that your house is safe to help prevent fires from happening. What do we have in our homes that can wake us up if we have a fire, or alert us to fire if we are in another room?** – Smoke Alarms.

**Do you have smoke alarms in your home? Where should they be put?** – Up high (that's where the smoke goes), in the kitchen, on every floor of the home, and near all sleeping areas.

**How often should you check the batteries in your smoke alarms?** – At least twice a year. Show the child how to check the batteries in a smoke detector and have him promise to check the batteries with his parents.

**Take the child through the station and talk about possible fire hazards in each room. Focus on heat sources and clutter. Make sure the child knows that it is his or her responsibility to make their home fire safe.**

**Kitchen – What can get hot in the kitchen?** – Stove oven, other cooking appliances.

- Make sure there is always a 3 foot kid free zone around the stove and oven where children shouldn't be while the family is cooking.
- If you are simmering, baking, roasting, or boiling food, check it regularly, remain in the home while food is cooking, and use a timer to remind you that you are cooking.
- Stay in the kitchen while you are frying, grilling, or broiling food. If you leave the kitchen for even a short period of time, turn off the stove.
- Make sure drapes and loose clothing are not near a heat source.

**Living room: What can get hot in the living room or bedroom?** – Fireplaces and space heaters.

- Make sure all space heaters have a 3 foot clearance around them, and that they are always turned off when you leave the room.
- Fireplaces are nice to warm yourself by, but you should never put flammable things near the fireplace or put things in the fireplace that shouldn't be burned.

**Garage and shed: What do we need to worry about in the garage or in the shed?** Storage of gasoline and other flammables and oily rags.

- Gasoline, oil, and paint can be very flammable. Make sure your parents only have as much as they need stored in the garage. Also, make sure they're stored away from heat sources like heaters and pilot lights.
- Never store propane indoors. Propane bottles are designed to be stored outside.
- Clean up any spills in the garage immediately.

**Egress Areas: Do you think it's important to keep escape areas like hallways clean?** –

Yes! If there is a fire, visibility will be limited, and things like toys and junk in the hallway will slow down your escape.

**Do you think you should try to make sure that none of your doors are blocked?** –

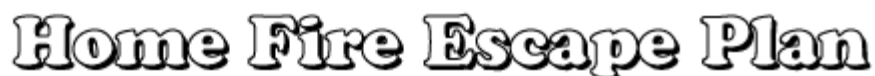
Definitely! During a fire, you won't be able to get outside if doors are blocked. Make sure there isn't any clutter around doors, and they open easily.

For Parents:

- Make sure you lead by example when using fire at home. Always ignite matches and fires safely, and make sure your children know the proper way to light a fire.

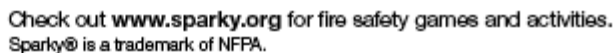
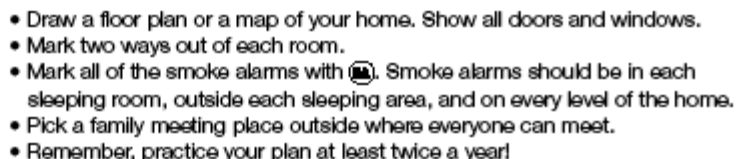
- Children learn far more by watching parents than listening to them. Remember that there are always eyes on you, and children will emulate their parents. Be safe all the time, and make sure to always act responsibly if there is any chance that a child could be watching you.
- Parental discipline should be positive, and emphasize the behavior the parents hope to see in the future. Focus on what the children should do right instead of reminding them over and over again of what they did wrong. Often, children know they are breaking a rule, but don't know what the right thing to do is.
- Make sure your children are always supervised. Especially with small children. Fire play incidents commonly occur when a child has little or no supervision, and his imagination and curiosity drives him towards playing with fire. If you know where your child is and what he is doing at all times, it isn't likely that he will have an opportunity to play with fire.

The workbook that you will be sending the Juvenile home with covers all of these topics in detail. Repetition is helpful in these situations, and it will be good for the child to have a guide towards making an emergency plan at home. Make sure you read through it with him in detail when he returns.



**Memorize your fire department's emergency phone number and write it here:** \_\_\_\_\_

**Use the space below to create your home fire escape plan.**

This image shows a full page of blank graph paper. The grid consists of small, equal-sized squares formed by thin black lines. There are no margins, text, or other markings on the page.

**Grown-ups:** Children don't always awake when the smoke alarm sounds. Know what your child will do before a fire occurs. Get more information on smoke alarms and escape planning at [www.nfpa.org/factsheets](http://www.nfpa.org/factsheets).

Insert Tab Here

“High Risk”

## High Risk Family Teaching Guide

If the family that you just evaluated had over 11 combined red flags on their evaluations, they are considered to be a high risk family. As a firefighter interventionist, you need to be very careful when teaching a high risk juvenile. Many times, talking to these children about fire in any capacity can excite them and make them want to continue lighting fires. Because of this, we would like to recommend that you refer the family to a mental health professional for further treatment as opposed to conducting an intervention in the firehouse. There are a handful of safety lessons to pass on to the parents or guardians of these children, but juvenile/professional interaction needs to be conducted by a professional before the fire station program is continued.

Make a copy of the Mental Health Resources sheet that you will find in this section, or on the provided resources CD and give it to the family. Explain to them that the evaluation determined that they are in the high risk category, and the safest course of action will be for the family to visit a professional who specializes in destructive juvenile behavior. Make sure they know that they may be referred back to the fire station program by the mental health professional, but for the time being, research has shown that it may not be safe to continue with the firehouse intervention.

Make a copy of the High Risk Family Checklist that you will find in this section, or on the provided resources CD and give it to the family.

- Tell the parents that they should complete the checklist between now and their mental health appointment to help prevent future fire play and ensure the family's safety if a fire play event should happen.
- Tell the family that all matches and lighters should be removed from the home until their professional evaluation is completed. This doesn't mean that they will have to be lighter free forever, but they should be until their appointment.
- Reiterate to the family that you don't want them to hide matches and lighters. They must get them out of the home completely.
- Make sure that the family has working smoke alarms in the home and that they have tested the batteries. They should have a smoke alarm on every level of the home and near all sleeping areas.
- Make sure their child is closely supervised between now and their mental health evaluation.
- Make sure that the family has a fire escape plan and every member of the family has practiced it. The key points to illustrate to the family are:
  - o Know 2 ways out of every room.
  - o Never hide from fire, get outside where it's safe

- o Crawl low under smoke, and feel doors before opening them
  - o Once outside, never go back inside for anyone or anything (the firefighters will do that)
  - o Have a safe meeting place in the front yard where everyone in the family should go.
- Make sure the family has a fire safe home
  - o Limit combustibles and flammable liquids in the garage and storage areas
  - o Make sure all exits are clear and easily accessible
  - o All escape routes are free of clutter
  - o Portable space heaters are at least 3 feet away from anything that can burn, and always turned off when the room is unattended



# Juvenile Fire Setting High Risk Family Checklist

- o Make a mental health appointment with a mental health resource listed on the provided list.
- o Make sure your child is closely supervised between now and their mental health evaluation.
- o Install and/or test smoke alarms on each level of the home and near all sleeping areas.
- o Remove all matches and lighters from the home (don't hide them... Remove them).
- o Create and practice your family's fire escape plan (see attached literature).
  - o Know 2 ways out of every room.
  - o Never hide from fire, get outside where it's safe
  - o Crawl low under smoke, and feel doors before opening them
  - o Once outside, never go back inside for anyone or anything (the firefighters will do that)
  - o Have a safe meeting place in the front yard where everyone in the family should go.
- o Make your home fire safe
  - o Make sure all exits are clear and easily accessible
  - o All escape routes are free of clutter
  - o Portable space heaters are at least 3 feet away from anything that can burn, and always turned off when the room is unattended

Insert Local Mental Health Resources Here

This should be a list of mental health providers that you have identified who have the ability to, and have agreed to evaluate and treat Juvenile Fire Setters.

Insert Tab Here

“Follow Up”

This is a living document and is nowhere near complete. This document, however, should give you the basic framework and the building blocks for a JFS program in your area.

For more downloads or information on Utah's JFS programs, please visit...

<http://publicsafety.utah.gov/firemarshal/juvenilefiresetters.html>