

**JUVENILE FIRESETTER INTERVENTION PROGRAM
DATABASE SOFTWARE**



**Texas State Fire Marshal's Office
Juvenile Fire Awareness and Intervention Program**



Texas Department of Insurance

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Introduction

This guide is designed to help the fire service, and more specifically its juvenile firesetter intervention program personnel, use the Texas Juvenile Firesetter Intervention Program (JFIP) Database created in Microsoft Access 97, 2000 and 2002. The database program allows local JFIPs to maintain records of juveniles participating in their programs and of fireplay and firesetting incidents in which those youths have been involved. It permits reporting of information about the incidents and the juveniles, even including items such as types of residential environments and relationships to persons exerting a significant influence on their behavior, referral sources and service providers. Identifying elements such as names, addresses, telephone numbers, and Social Security numbers will be maintained only on the local level and not transmitted to the state level. The database program also provides each user with the capability of running 27 different reports.

The JFIP Database is made up of 23 forms, 19 of which are intended for the entry of data. Two of the 19 entry forms serve as search tools to facilitate retrieval of specific juvenile and/or incident information, while another serves as a note pad that may be used for the collection of any information not captured in the forms or as each program chooses to use it.

The purpose of the forms is to ensure that events surrounding juvenile-set fires and fireplay activity are recorded in a similar manner, leading to consistent and meaningful information. The information collected, both locally and statewide, will assist in setting priorities, targeting resources and populations, designing educational and outreach programs, identifying trends and perhaps providing predictors of firesetting behavior.

Conventions

Each entry section of this guide includes definitions, purposes and step-by-step instructions for performing a specific task. Specific conventions used in this book to assist your use of the database program are:

What you type appears in **bold** colored type.

What you select appears in **colored** type.

Menu, Form (Sub-form), Tab, Field, Button, Icon and Key names appear with the first letter capitalized.

An **R** indicates a field or data entry item that is required; it must be completed for submission to the SFMO. A star in a circle (★) indicates a field or data entry item that should be completed for submission to the SFMO. An octagon (●) indicates data that is for local JFIP use only and will not transmit to the SFMO, even when the field contains information.

What is a Database?

A database is any collection of information. Your local telephone book, for example, is a database, as is your Rolodex file and the card catalog at your local library.¹ With this computerized JFIP Database program you can store information, view it on screen and print out several predetermined reports. The database is a container for the tables, queries, forms and reports.



Tables

All of the data is stored in tables. A database may have many tables. A data table is shown below:

ID	Date	Short Description	Type	FD_called	Exact_date	Exact
I.32SFMO1	10/14/00	backyard fire	Firesetting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I.32SFMO2	10/14/00	playing with matches	Fireplay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I.32SFMO3				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.32SFMO4	10/17/00	fireworks	Firesetting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I.32SFMO5	11/15/00	solar ignition	Firesetting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
I.32SFMO6				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.32SFMO7				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I.32SFMO8	12/3/00	match play	Fireplay	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Each database entry is stored in its own row; this is a record. For example, all information about I.32SFMO1 on 10/14/00, backyard fire, including the type, whether fire department was called, exact date, etc., forms a single record.

Each type of detail is kept in its own column, called a *field*. For example, “Short description” is one field and “Type” is another.

At the intersection of a field and a row is the individual bit of data for that particular record; this area is called a *cell*.² For example, in the cell where the Type column and the I.32SFMO4 record intersect, you will find Firesetting.

In this JFIP Database program, the tables are “behind the scene;” they are not visible or accessible from the Main Menu or any of the program forms.



Forms

All the data you enter into a database ends up in a table for storage. On-screen forms have been created to make entry easier. A form resembles a fill-in-the-blanks sheet that you would complete by hand.³ The form is linked to the table, so the information you enter into the form is automatically stored in the table. Forms give you the ability to enter information into several tables at once. Each form displays only one record at a time. The JFIP Database Main Incident form is shown below:

JFIP Database - [Main Incident]

File Edit View Insert Format Records Tools Window Help

JFIP Incident: 0010005

Type of Incident: Firesetting

Description: fireworks

Date/Jurisdiction Detail Juveniles Involved

Date: 10/17/00 Exact Date: Exact Day: Time: 17:01 to 18:00

Incident location

City: Austin

Zip: 78701 County: TRAVIS

Jurisdictions

FD: Austin Fire Department FD Responded

JFIP: Children's S.A.F.E. Program

New Incident/Search Delete Incident

Record: 1 of 1 (Filtered)

Form View FLTR NUM

Tabs (click to display sub-forms)



Reports

Reports are formatted collections of data that are designed to be printed. This database program contains 27 reports that can be printed. A portion of a report is shown as an example below. Individual programs on an ad hoc basis can develop additional reports.

Juvenile Fireplay/Firesetting Incidents by Zip Code				
Start Date:	1/1/00	Stop Date:	12/31/00	
Fireplay				
Zip Code	Count	Dollar Loss	Injury	Deaths
78703	1	\$0.00	0	0
Subtotals	1		0	0
Firesetting				
Zip Code	Count	Dollar Loss	Injury	Deaths
78701	1	\$1,000.00	0	0
78702	1	\$500.00	0	0

JFIP Database Structure

The JFIP Database is divided into three primary forms or screens for data entry – the Juvenile form, the Incident form, and Juvenile-Incident form. The Juvenile-Incident form has two sub-forms associated with it. Each of the three main forms was created with a different colored background to make identification easy at a glance. The single most important element to ensure proper usage of the program is to understand the concept of these three primary forms.

Primary Forms

1. *Juvenile*

The Juvenile form is used for capturing information about the youth that is constant, in other words, information that probably will not change from incident to incident, should the juvenile progress from fireplay to firesetting or have repeated incidents of fireplay or firesetting. This information includes items such as name, Social Security number, date of birth, gender, race, etc. The Juvenile form also provides space for the current address of the youth and serves as a “tickler” or reminder for JFIP personnel to obtain a waiver. The Juvenile form has a blue background.

2. *Incident*

The Incident form is used for capturing information specific to a particular incident. This information is also constant. The incident information includes items such as date of incident, location, material ignited, ignition tool, deaths, injuries, dollar loss, etc. The Incident form has a yellow background.

3. *Juvenile-Incident*

The Juvenile-Incident form is used for capturing information about the juvenile that is specific, in time, to the particular incident. The juvenile-incident information includes items such as where the child was living, what school the child was attending and grade level at the time of the incident, social and mental health services being received, factors that contributed to the incident, classification, risk assessment, recommended referrals, etc. – things that may change from incident to incident, although the same juvenile is involved. The Juvenile-Incident form and the two associated sub-forms have green backgrounds.

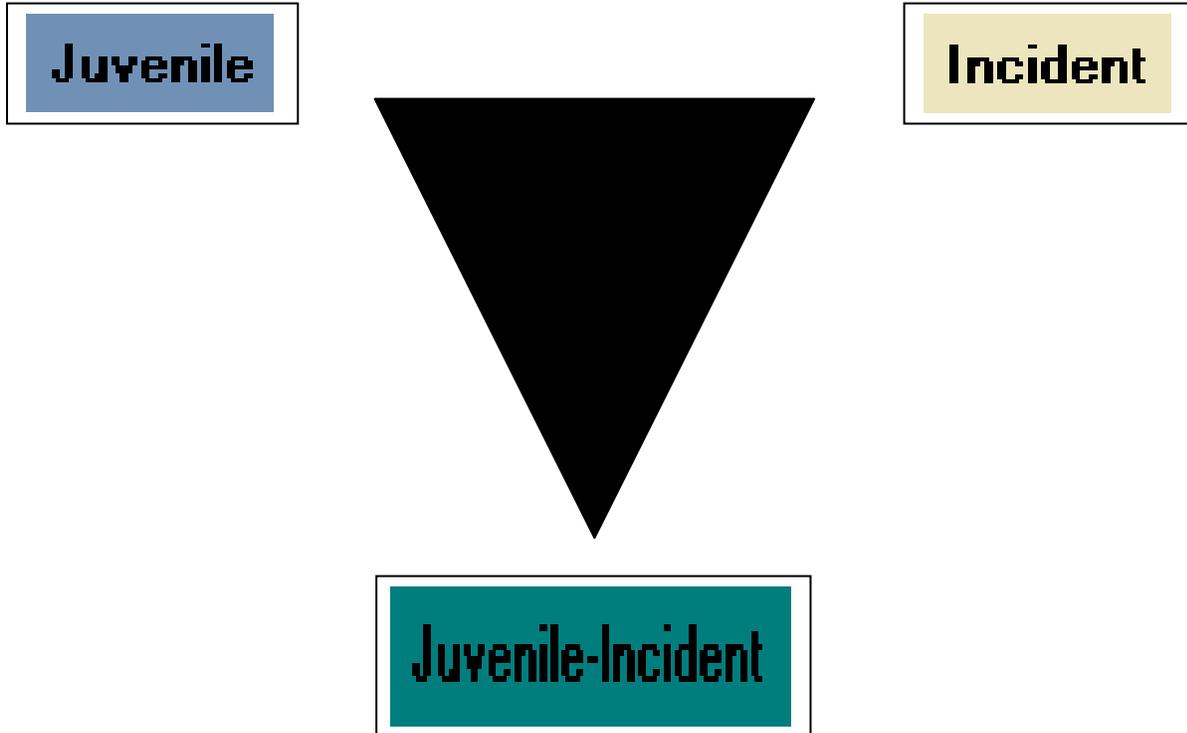
(a) Associated Environments

The Associated Environments sub-form is used for capturing information about the youth’s environment at the time of the incident (and post-incident).

(b) Associated People

The Associated People sub-form is used for capturing information about the adults in the youth’s environment who influence the youth.

The Juvenile, Incident, and Juvenile-Incident forms can be thought of as an inverted triangle, as shown below. This symbol is used throughout the Guide as a reminder of the three primary forms.



Rules

The following rules apply to the JFIP Database program:

Fire Dept. Rules

Each FD will support one and only one JFIP.
Each FD has one and only one primary county.

JFIP Rules

Each JFIP will have one physical address.
Each JFIP may have one mailing address in addition to its physical address.
Each JFIP will have one and only one program head.
Each JFIP may have one and only one key contact person.
Each JFIP may have one or more additional contacts.
A JFIP may be sponsored by one or more fire departments.
Each JFIP has one and only one primary county.



<u>Juvenile Rules</u>	A juvenile record may exist independently of any corresponding incident report.
<u>Incident Rules</u>	Each incident appears on one and only one JFIP report. An incident is associated with zero or one fire dept. Each incident refers to one or more juveniles.
<u>Juvenile-Incident Rules</u>	Each juvenile-incident generates zero to many records of a residential environment. Each juvenile-incident generates zero to many records of people who may influence the child’s behavior or genetic inheritance. A person exerting influence should reside in one of the child’s environments. Each juvenile-incident generates zero to many reports of prior incidents. Each juvenile-incident manifests zero or many associated behaviors. Each juvenile-incident reflects zero or many contributing factors.
<u>Referral Rules</u>	Each juvenile-incident may result in zero or many referrals. Each referral is to a single service provider. Each referral is for a single type of service, with “provider’s discretion” as the default.
<u>Providers Rules</u>	Each provider may offer one or more services.

Main Menu Elements

The Main Menu form elements are listed below. A description and/or page number where a complete description can be found is listed for those elements that are not self-explanatory.

Find/Add Juvenile	To find a juvenile in the system or add one to it. p. 28
Find/Add Incident	To find an incident in the system or add one to it. p. 38
Run Reports	To run one of the 27 predetermined reports. p. 93
Update SFMO	To create batches of data to submit to SFMO. p. 97
Add Fire Department	To add a fire department to the database. p. 26
Add Provider	To add a service provider to the database. p. 25
Close Database	Page 24
Close MS Access	Page 24
Identification Numbers	Identifies fire department by number.
Version Number	Identifies Database program version by number.
Trash Can Icon	This deletes juvenile-incident records for which there

is no corresponding incident or juvenile record. It also clears orphaned records from the correlation tables.



Specifications/System Requirements

Microsoft Access licensed users: Copy of the JFIP database (Microsoft Access 97, 2000 or 2002) containing menus and functionality appropriate for JFIP use, which includes a second, linked "front-end" database to allow for the development of ad hoc (special purpose) reports and queries.

Non Microsoft Access licensed users: An Office Developer Kit (ODK) copy of the JFIP database (Microsoft Access 97), which includes a run-time version of Microsoft Access distributed under the terms of the Microsoft Developer Kit license issued to TDI by Microsoft Corporation and subject to the terms of use contained in that license. (A copy of the terms of use can be found in [Appendix A](#).) Menus and functionality will match the licensed users' version, but end-users will not be able to execute ad hoc queries using the software as distributed.

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To run the JFIP Database program, you need:

Microsoft Access licensed users

- Personal or Multimedia computer with a 486 higher processor for Access 97, a Pentium 75 MHz or higher processor for Access 2000 or a Pentium 133 MHz or higher processor for Access 2002.
- Microsoft Windows™ 95 or 98 operating system or Microsoft Windows NT Workstation 3.51 Service Pack 5 or later (will not run on earlier versions) for Access 97 or Access 2000 and Microsoft Windows™ 98, 2000 or XP for Access 2002.
- Microsoft Access version 97, 2000 or 2002
- For Windows 95, 12 MB of memory is required. For Windows NT Workstation, Windows 98 or 2000, 16 MB of memory is required. For Windows XP 128 MB or more is required. More memory may be required to run additional applications simultaneously.
- Hard disk with 5-20 MB of available space for Access 97 or 2000 and hard disk with 20 MB of available space for Access 2002.
- One 3.5" high-density (1.44MB) disk drive or CD-ROM drive
- VGA or higher-resolution video adapter (Super VGA, 256-color recommended)
- Mouse or compatible pointing device (mouse recommended)

Non Microsoft Access licensed users

- Personal or Multimedia computer with a 486 or higher processor
- Microsoft Windows™ 95 operating system or Microsoft Windows NT Workstation 3.51 Service Pack 5 or later (will not run on earlier versions)
- For Windows 95, 12 MB of memory is required. For Windows NT Workstation 16 MB of memory is required. More memory may be required to run additional applications simultaneously.
- Hard disk with 5-20 MB of available space
- One 3.5" high-density (1.44MB) disk drive or CD-ROM drive
- VGA or higher-resolution video adapter (Super VGA, 256-color recommended)
- Mouse or compatible pointing device (mouse recommended)



Getting Started

The JFIP database consists of three files stored on the CD-ROM:

JFIPRem.mde
JFIPRem_be.mdb
AdHoc.mdb (For custom queries.)

In addition, the complete user manual appears on the CD-ROM as "JFIP User Guide.doc."

Installation

Local Drive (C:)

Installing the database on your local drive is a simple, two-step process (steps below for Access 97 users; the tool bar/menu options are slightly different in Access 2000 and XP):

- Create a directory named C:\JFIP.
 1. Click the [Start](#) button. A menu appears.
 2. Highlight or point to Programs. A list of your program groups appears.
 3. Click on [Windows Explorer](#). A list of folders appears (generally on the left side of your screen).
 4. Highlight or point to your [\(C:\)](#) drive. It may be labeled Win95(C:) or Win98(C:).
 5. Click on [File](#) at the top of your toolbar; select [New](#), then [Folder](#) (at which point a folder icon and New Folder will appear highlighted (usually at the bottom on the right side of your screen, depending upon your selected settings); type **JFIP**, and hit the [Enter](#) key.
- Copy the three files from the CD-ROM and paste them in your C:\JFIP directory/folder.
 1. From Windows Explorer, highlight or point to your [CD-ROM drive](#) (usually D or E).
 2. With the [Ctrl](#) key depressed, point to the [JFIPRem.mde](#), [JFIPRem_be.mdb](#), and [Adhoc.mdb](#) files, highlighting all three. Release Ctrl key.
 3. Click on [Edit](#), then [Copy](#).
 4. In Windows Explorer, highlight or point to your [JFIP folder](#) under your Win95(C:) or Win98(C:) drive.
 5. Click on [Edit](#), then [Paste](#).
 6. Point and click on the file [JFIPRem.mde](#) to highlight it.
 7. Right click your mouse. A menu appears.
 8. Point and click [Properties](#). The JFIPRem.mde Properties form appears.
 9. Under "Attributes" at the bottom of this form, deselect "Read only" by clicking into the [Read only](#) box. The check mark will disappear.
 10. Select Archive by clicking into the [Archive](#) box. A check mark will appear. Click [OK](#).

Repeat steps 6 through 10 for each file: **AdHoc.mdb** and **JFIPRem_be.mdb**.



11. Point and double click on the [JFIPRem.mde](#) file to open the database program as stated in step 2 on page 15.

If more than one person will be entering data into the database program, you will either have to:

- Designate a single PC (personal computer) to be shared for all data input;
- Or
- Access the database program through a network drive (e.g., LAN, NOVELL, etc.)

Note: You cannot have the database program on two separate unlinked computers.

Other Directory

Installing the database in a different directory location, including a networked drive, is a slightly more complicated process. In this case, you will need to reset the links between the ".mde" file that holds the program code and the ".mdb" file that holds your data tables. You will also need to reset the "AdHoc" database to link it properly to the other two files. (Steps below for Access 97 users; See [Appendix D](#) for Access 2000 instructions):

To do so:

1. [Copy](#) the three files to the subdirectory where you want them to reside. You may store them in separate subdirectories if you wish. Follow steps 6 through 10 on page 11 to change attributes for each file.
2. Open Microsoft Access and use the [File](#), [Open Database](#) commands to load [JFIPRem.mde](#). Hold down the [Shift](#) key when you click on the [Open](#) command. This step will prevent execution of the auto-open macro that asks for your JFIP name.
3. Activate the main database window in Microsoft Access if it is not already visible. This window contains a set of tabs labeled "Tables," "Queries," "Forms," "Reports," etc.
4. Click on the [Tools](#) option on the Access toolbar. Select [Add-ins](#) from the drop-down list that appears, and then select [Linked table manager](#).
5. When the dialog box comes up, click on the [Select All](#) button to select all tables. Also click on the [Always prompt for new location](#) button at the lower left corner of the screen. Then click [OK](#).
6. A dialog box will appear asking you to "Select New Location of criBehaviors" (the first of the tables you are re-linking). Use the file and directory navigation tools on the box (which are the same as any Microsoft file selection tools) to locate [JFIPRem_be.mdb](#).
7. Select [JFIPRem_be.mdb](#) from the file list when it appears, then click [Open](#). Access will recreate the required links. The process should take no more than a minute.
8. Close "JFIPRem.mde" and open "JFIPRem_be.mdb. Relink the "refGthSeq" table to "JFIPRem.mde" following the process described in the prior steps.

If the "Linked Table Manager" does not appear at step 4, you have two options. You may install it using your original Access installation materials and following the Access set-up process to add optional components, or you may link each table manually. The latter option replaces steps 4 to 8 above with these:



4. Activate the "Tables" tab of the main database window and delete the existing table links that appear there. Linked tables are identified by an arrow that appears to the left of the table name. **Make sure that you do not delete the tables stored in the "mde" file.** See the list below for the names and locations of each.

Table	Location	
	Front-end	Back-end
crBehaviors		X
crCont_Factors		X
crLanguages		X
crReferrals		X
dtaBatches		X
dtaDELETE		X
dtaEnvironments		X
dtaFD		X
dtaINCIDENT		X
dtaJFIP	X	
dtaJFIP_contacts	X	
dtaNotes		X
dtaPeople		X
dtaProviders		X
dtaReported_Priors		X
dtaSUBJECT		X
dtaSubject_Incident		X
lstBehavior	X	
lstCounties	X	
lstFactors	X	
refGthSeq	X	
refReportsB	X	
refSys		X
refTable	X	

5. From the Access toolbar, click the [File, Get External Data](#) and select the [Link Tables](#) option.
6. A dialog box resembling the standard Microsoft "File, Open" box will appear. Use it to navigate to the directory containing "JFIPRem_be.mdb," select [JFIPRem_be.mdb](#) when it appears in the list, and click [Link](#).
7. A second dialog box will appear. This box will contain a list of tables. Click on [Select All](#), then click [OK](#). Access will take about a minute to create the new links.
8. Close "JFIPRem.mde" and open "JFIPRem_be.mdb. Relink the "refGthSeq" table to "JFIPRem.mde" following the process described in the prior steps.

Note: If you install the database program on a network drive, make sure that your network administrator limits access (both read-only and write access) to the drive or



folder containing the program to JFIP personnel only, as the program will contain highly sensitive and confidential information about children and their families.

The "AdHoc.mdb" file must also be re-linked using whichever of the two process you selected to re-link "JFIPRem.mde." "AdHoc.mdb," however, is linked to tables in both of the other two files. As a result, you cannot use the "Select All" option at step 5 or 7. Instead, you should select each table individually, using the locations shown in list above.

You only need to re-link the databases once. The re-linking is permanent, unless you decide to move the files to a different location.

Maintenance

To avoid problems with the database, you should periodically "Compact" and "Repair" it using functions built into the MS Access menu. To do so,

1. Load the database. Close any screens that are open, except for the start menu.
2. Click on [Tools](#), then [Database Utilities](#).
3. Select the [Repair Database](#) option. Access will close the database, repair it, notify you that it has finished, and reload the database.
4. Click on [Tools](#), then [Database Utilities](#).
5. Select the [Compact Database](#) option. Access will close the database, repair it, notify you that it has finished, and reload the database.

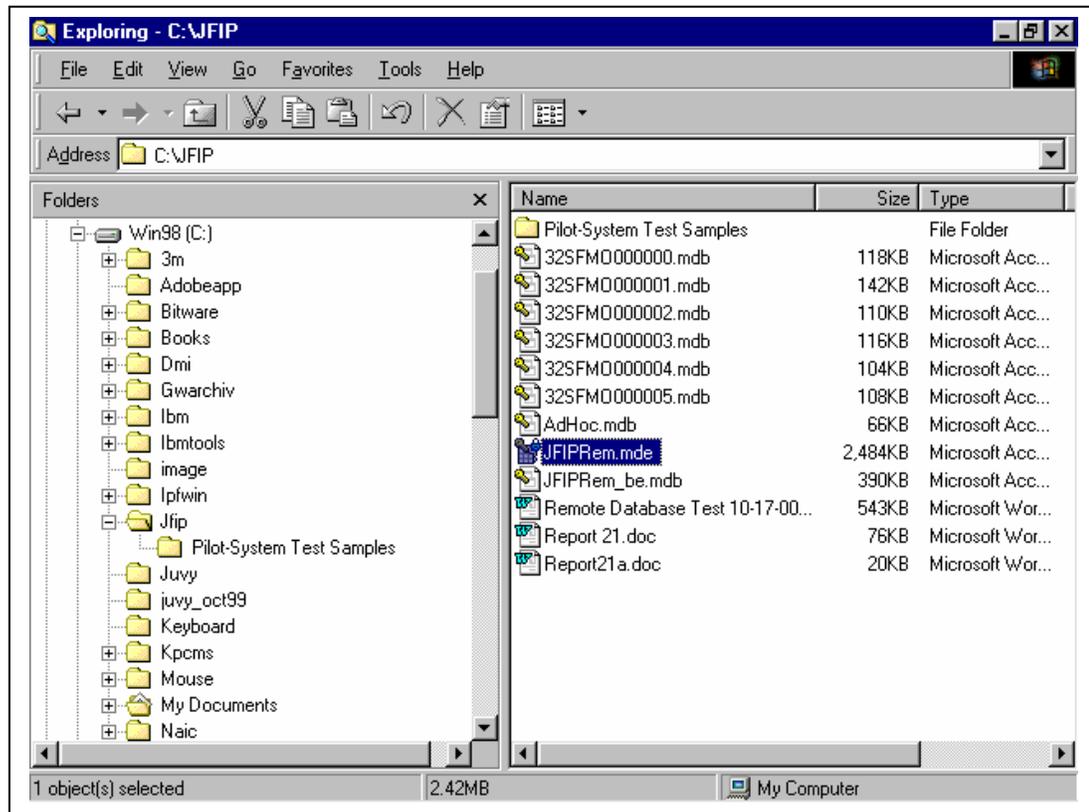
For most users, compacting the database once a month should be adequate to prevent problems and maintain system performance. If you experience trouble, however, or if the database suddenly seems sluggish when responding to commands, compacting and repairing it may resolve the problems.



Opening the Database

Once you have installed the database, there are two ways to open or run it.

- From the appropriate drive in Windows Explorer (usually C:):
 1. Double-click the **JFIP** folder to display file names (on right side of screen).
 2. Double-click the **JFIPRem.mde** file. **Note:** Be certain that you have selected the file with the .mde extension and NOT the one with the .mdb extension.



Or

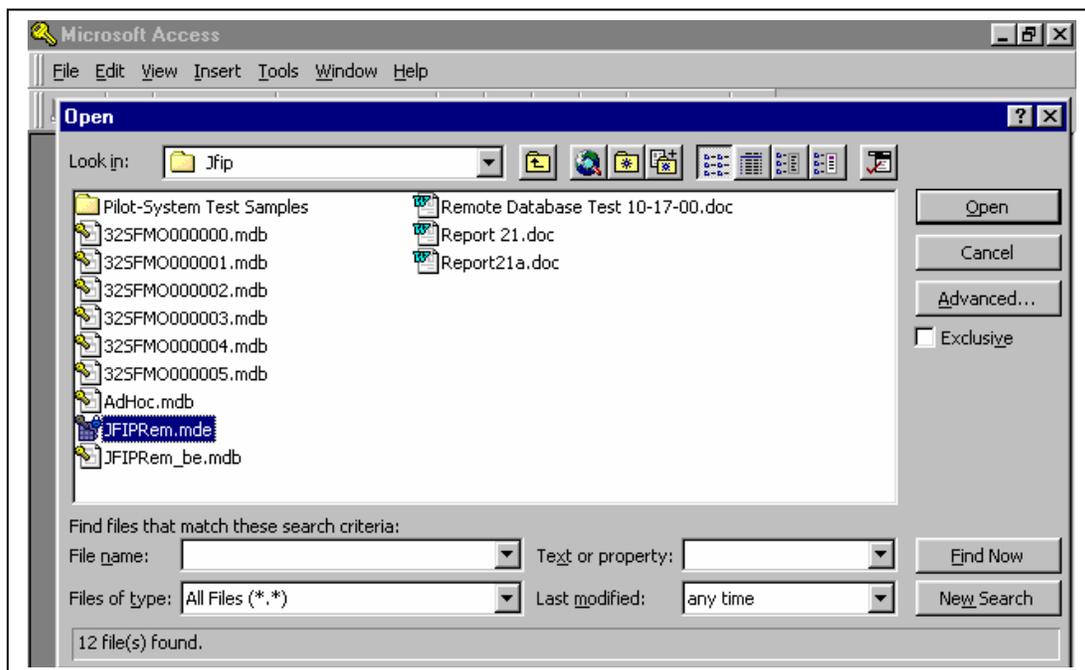
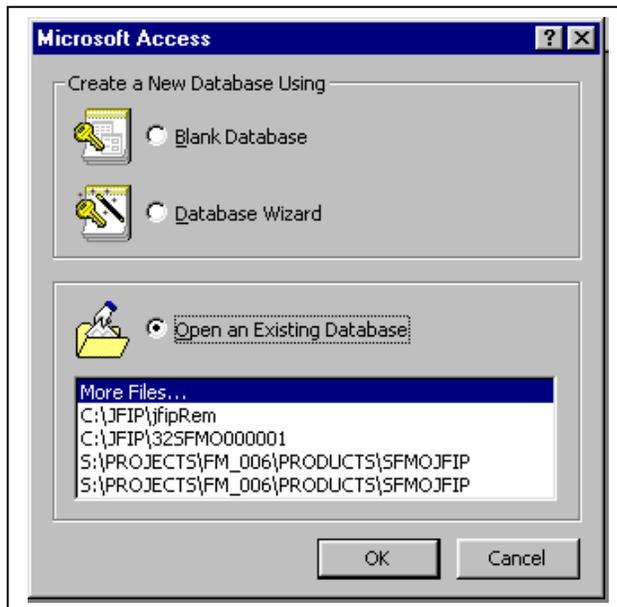
- From Microsoft Access:
 1. Click the **Start** button. A menu appears.
 2. Highlight or point to "Programs." A list of your program groups appears. Highlight or point to "Microsoft Office," or if Microsoft Access is displayed move to step 3.
 3. Click on **Microsoft Access**. A Microsoft Access dialog box will open.
 4. Click the radio button beside **Open an Existing Database** and highlight or point to **JFIPRem** if it is a visible option, or **More Files**, then hit **OK**.
 5. If "More Files" was chosen, you will have to select the appropriate drive (probably C:), by clicking the down arrow next to the "Look in" box and



pointing to it; then double-click the **JFIP** folder to reveal the database files.

Note: You may be required to change the “Files of type” option in the lower left corner of the “Open” dialog box either to display **MDE Files (*.mde)** or to display **All Files**.

6. Highlight or point to **JFIPRem.mde** click, and then hit **Open**. **Note:** Be certain that you have selected the file with the .mde extension and NOT the one with the .mdb extension.

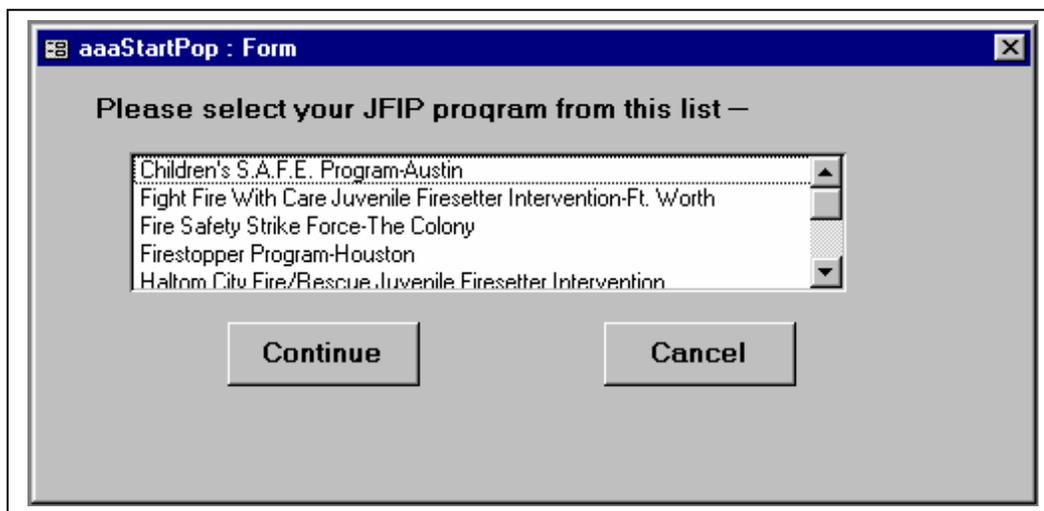




If you can't find Access, you can search for it. Click the [Start](#) button and select [Find](#); then select [Files](#) or in the "Named" box, type [msaccess.exe](#). Open the "Look in" list and select [My Computer](#). Then select [Find Now](#). When the file appears on the list below, double-click it to start Access.⁴

Identifying Your Program

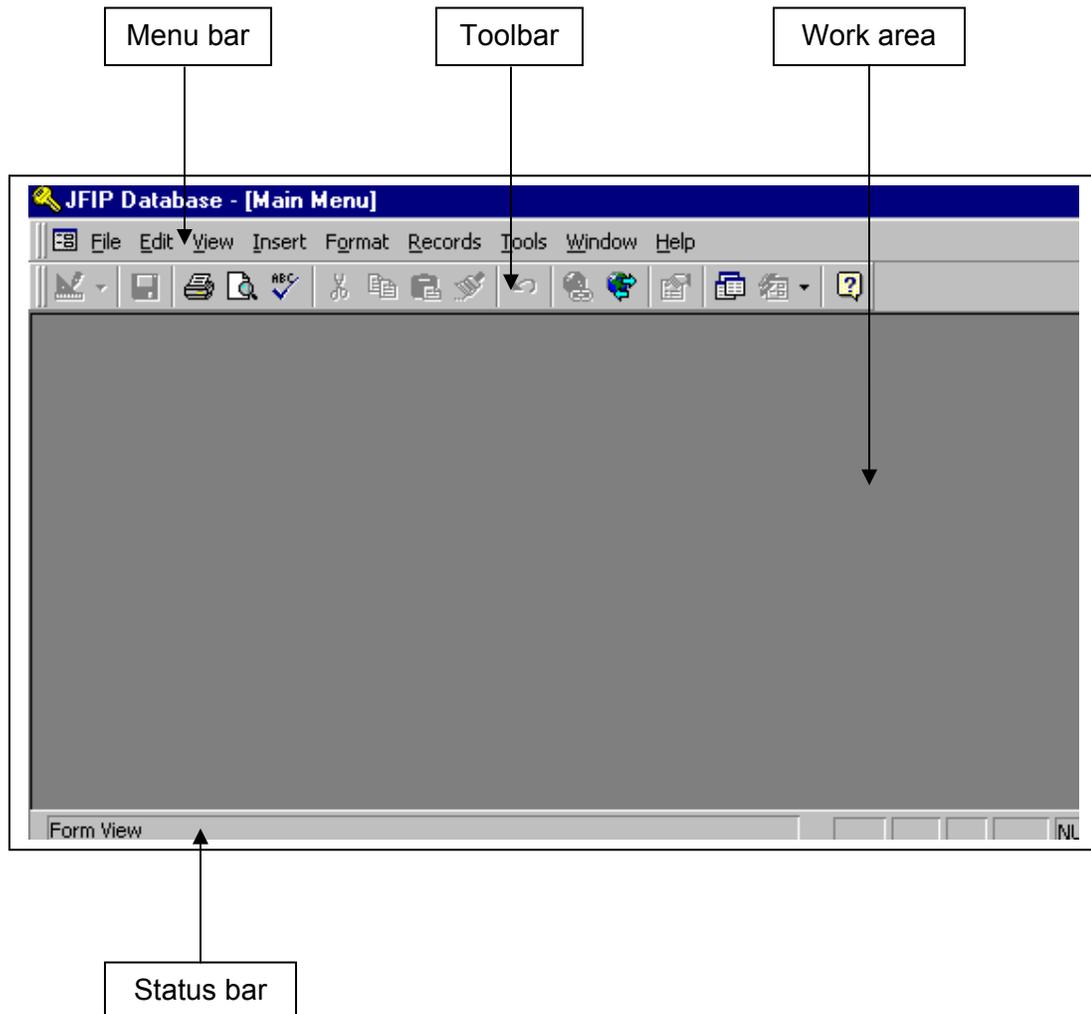
The first time you open the JFIP Database, you will be prompted to select your JFIP from a list of statewide programs. You may have to use the down arrow to scroll through the list to locate your program. Point and click to select your JFIP. It will appear highlighted. Click the [Continue](#) button, then [OK](#). The database opens at the Main Menu. Once you've made your initial JFIP selection, the prompt should not appear again.





Parts of the Screen

The screen of the Access JFIP Database is similar to other Windows programs. It contains menus, a toolbar, a work area and a status bar. The menu and status bars will remain the same throughout each screen form.

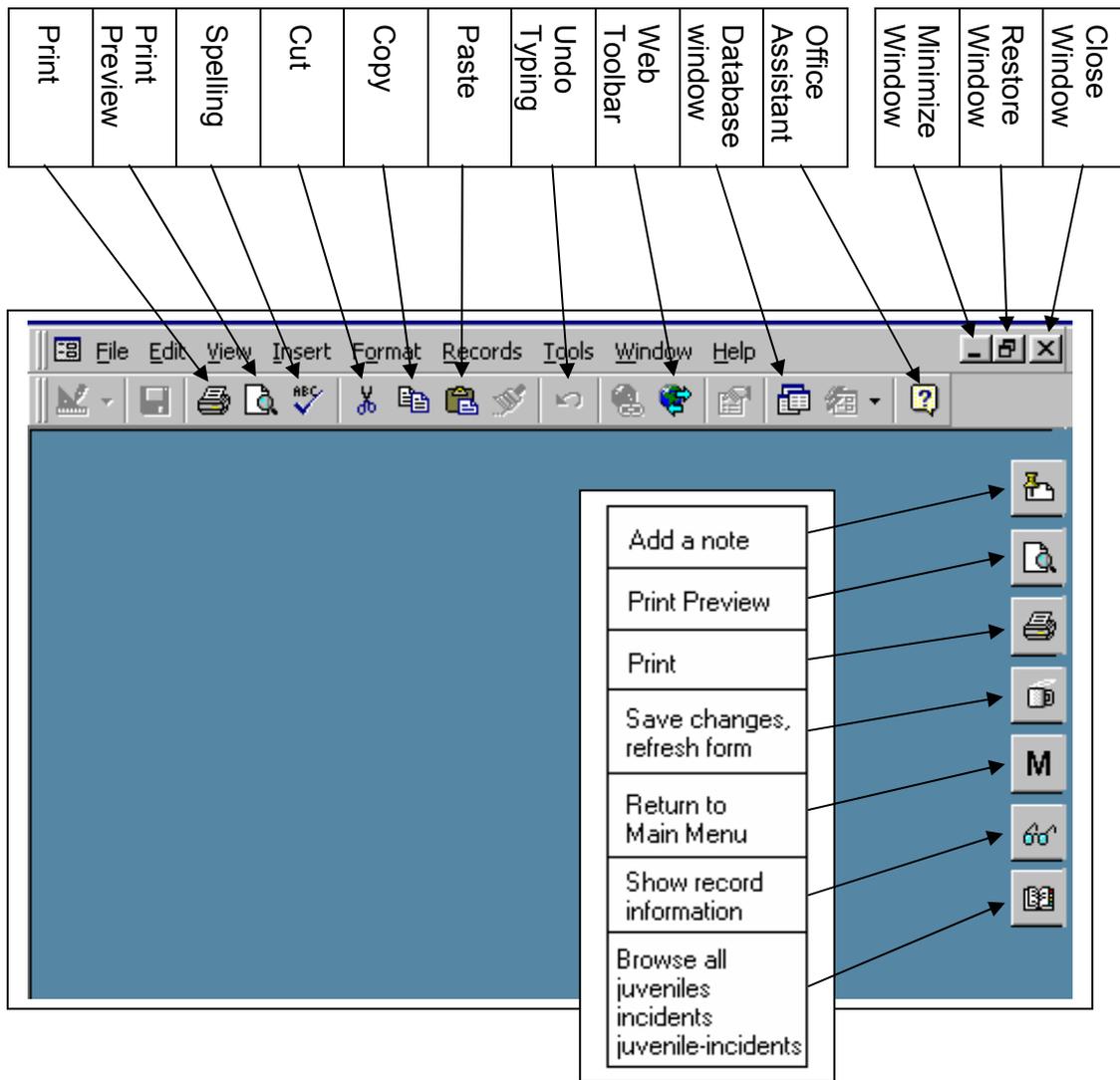




The Toolbar

The toolbar is a row of buttons that represent common commands you can issue. Toolbar buttons or icons are often shortcuts for menu commands. The toolbar changes depending upon the form or sub-form you are working with at the time.⁵ The toolbar icons that are grayed out cannot be used.

In addition to the toolbar icons, there is a vertical row of icons on the right edge of most of the database forms. Some of these icons are identical to the toolbar icons and perform the same function as those on the toolbar. You can point to the icons with your mouse to find out what each does.



A brief description of those buttons that are exclusive to the JFIP Database program is provided on the following page.



Button	Mouse Over	Purpose
	Add a note	Opens a pop-up screen (or sub-form) that allows you to create a note relative to the main form you have displayed. Also allows deletion of an existing note.
	Save changes, refresh form	Saves and displays any changes you have made to the form in which you are working. Note: All changes made to a form are also automatically saved upon exiting the screen.
	Return to Main Menu	Opens the Main Menu screen.
	Show record information	Displays the record ID, counter, batch ID, whether marked for transmission to the SFMO and the date/time of update for each screen.
	Browse all juveniles (or incidents or juvenile-incidents)	Allows you to view all records in the category in which you are currently working. A record counter and scroll arrows appear at the bottom of the screen to allow movement to each record.

Adding a Note

This function allows you to add notes or additional information to the main Juvenile, Incident, Juvenile-Incident, Associated Environments, and Associated People forms. To add a note:

1. Point and click the “Add a note” icon. A Notes sub-form appears. (If you choose not to add a note at this time, click the **x** in the upper right corner to close the form.)
2. Point and click the [Add Note](#) button. The blank note screen appears. Information concerning the record the note applies to and the date and time will appear at the top of the form. **Note:** If a note has been added, you will be cued of that fact by the red box around the “Add a note” icon.





If you open the Notes sub-form and then decide **not** to enter information, you **must** click the “Trash Can” icon to delete the note. Otherwise, you will have created a blank note record.



3. Type a note or information relative to the form in which you are currently entering data (Juvenile, Incident, Juvenile-Incident, Associated Environments, and Associated People).

Repeat the steps to create new notes. Notes may be added at any time. The number of notes attached to a record is displayed in the Record counter at the bottom of the Notes form. To view the notes scroll using the arrows to the right and left of the Record count box. **Note:** The most recent note will appear as 1 and the oldest note will appear as the highest number of note records.

If you add information to an existing note rather than creating a new note, you may wish to update the date and time the note was recorded. This may be done by clicking the [Reset Date/Time](#) button at the bottom of the form.

To print a note, click the “printer” icon. All notes for the instant record will be printed.

The screenshot shows a software window titled "Notes". At the top, there is a blue header bar with the title and a close button (X). Below the header, the form is divided into sections. The first section is labeled "Applies to" and contains the text "James P. Comer, Jr.: backyard fire". The second section is labeled "Date/time recorded" and contains the text "3/24/01 3:49:32 PM". Below these sections is a large, empty text area for entering notes. At the bottom of the form, there are four buttons: "Add Note", "Reset Date/Time", a trash can icon, and a printer icon. Below the buttons, there is a record counter that reads "Record: 1 of 1 (Filtered)" with navigation arrows on either side.

Close the Notes form by clicking the **x** in the upper right corner of the blue bar.



Shortcut Keys

To

Press

Windows

Activate the menu bar in programs
 Carry out the corresponding command on the menu
 - sub-level – carry out resulting command options
 Close the current window or quit a program
 Copy
 Cut
 Delete
 Display the Windows **Start** menu
 Open Windows Explorer
 Paste
 Switch to the window you last used
 Or
 Switch to another window by holding down ALT while
 repeatedly pressing TAB
 Switch to the previous program
 Undo

F10
 ALT+underlined letter in menu
 underlined letter in menu
 ALT+F4
 CTRL+C
 CTRL+X
 DELETE
 CTRL+ESC (or )
+E
 CTRL+V
 ALT+TAB

 ALT+SHIFT+TAB
 CTRL+Z

Go to a specific record

Move to the record number box; then type the record
 number and press ENTER

F5

Navigate between fields and records

Move to the current field in the next record
 Move to the current field in the previous record

CTRL+PAGE DOWN
 CTRL+PAGE UP

Navigate between the main form and sub-form

Enter the sub-form from the preceding field in the
 main form
 Enter the sub-form from the following field in the
 main form
 Exit the sub-form and move to the next field in the master
 form or next record
 Exit the sub-form and move to the previous field in the
 main form or previous record

TAB
 SHIFT+TAB
 CTRL+TAB
 CTRL+SHIFT+TAB

Using a dialog box

Switch to the next tab in a dialog box

 Switch to the previous tab in a dialog box

 Move to the next option or option group
 Move to the previous option or option group
 Move between options in the selected drop-down list box
 or between some options in a group of options

CTRL+TAB or CTRL+PAGE
 DOWN
 CTRL+SHIFT+TAB or
 CTRL+PAGE UP
 TAB
 SHIFT+TAB
 Arrow keys



<u>To</u>	<u>Press</u>
<i>Using a dialog box continued</i>	
Perform the action assigned to the selected button; select or clear the check box	SPACEBAR
Move to the option by the first letter in the option name in a drop-down list box	Letter key for the first letter in the
Select the option or select or clear the check box by the letter underlined in the option name	ALT+ letter key
Open a drop-down list box	ALT+DOWN ARROW (when a drop-down list box is selected)
Close a drop-down list box	ESC (when a drop-down list box is selected)
Perform the action assigned to the default button in the dialog box	ENTER
Cancel the command and close the dialog box	ESC
<i>Editing in a text box</i>	
Move to the beginning of the entry	HOME
Move to the end of the entry	END
Move one character to the left or right	LEFT ARROW or RIGHT ARROW
Move one word to the left or right	CTRL+LEFT ARROW or CTRL+RIGHT ARROW
Select from the insertion point to the beginning of the entry	SHIFT+HOME
Select from the insertion point to the end of the entry	SHIFT+END
Select or unselect one character to the left	SHIFT+LEFT ARROW
Select or unselect one character to the right	SHIFT+RIGHT ARROW
Select or unselect one word to the left	CTRL+SHIFT+LEFT ARROW
Select or unselect one word to the right	CTRL+SHIFT+RIGHT ARROW



Exiting

When you finish working in the JFIP database program, exit from the Main Menu, by clicking [Close Database](#). There are several ways to get to the Main Menu to exit from the Juvenile, Incident, Juvenile-Incident forms, as well as all sub-forms:

- Click the [M](#) icon;
- Click the Close Window ([X](#)) button in the upper right corner of the Menu Bar (**Note:** This is NOT the Close ([X](#)) that appears above the Menu Bar in the uppermost right corner of your screen.); or
- Select [File, Exit](#).

Unless you anticipate a quick return to the program, you should exit Access to free up your computer's memory for other tasks. Exit Access **only** after you have returned to the Main Menu. There are several ways to exit Access from the Main Menu:⁶

- Click [Close MS Access](#);
- Click the Close ([X](#)) button in the uppermost right corner of your screen;
- Select [File, Exit](#); or
- Press [Alt+F4](#).

Entering Data

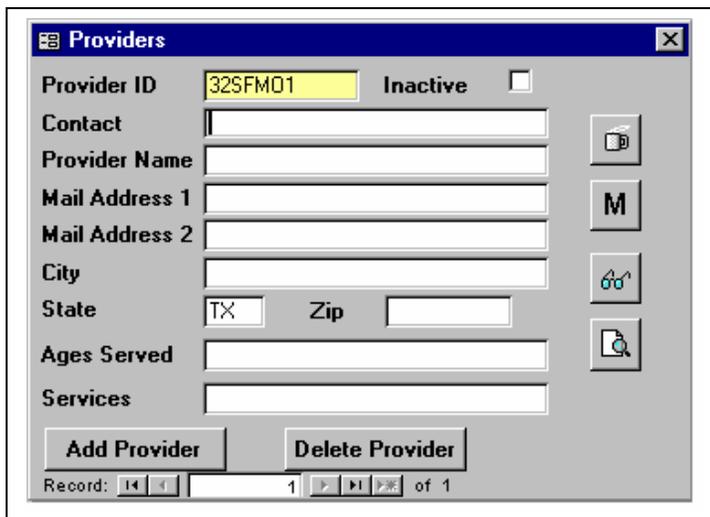
The first step you should take after identifying your JFIP is to add your JFIP name and information to the list of providers.

Providers Form

1. Click the [Add Provider](#) button on the Main Menu. A blank Providers sub-form appears.
2. Click the [Add Provider](#) button on the blank Providers sub-form. The sub-form opens.

If you open a Providers sub-form and then decide **not** to enter information, you **must** click [Delete Provider, Yes](#) before exiting the Providers form. Otherwise, you will have created a blank record.

3. Type the name of the main contact **person** for your JFIP in the Contact box.
4. Type the name of your **JFIP** in the Provider Name box.
5. Type the mailing address of your JFIP in the Mail Address 1 and 2, City, State and Zip boxes. **Note:** The State box defaults to TX. You may tab through this field to the Zip field, unless the state is other than TX; then, use the two-letter abbreviation designated by the U.S. Postal Service.
6. Type the age range, separated by a hyphen, of the children served by your JFIP in the Ages Served box. (Example: **3-18**)
7. Type each service your JFIP provides, separated by a comma, in the Service box (Example: [interview](#), [education](#), [referral](#). For the purposes of this database program, “interview” includes risk assessment.



The screenshot shows a software window titled "Providers" with a close button (X) in the top right corner. The form contains the following fields and controls:

- Provider ID:** A text box containing "325FMD1".
- Inactive:** A checkbox that is currently unchecked.
- Contact:** A text box with a small icon to its right.
- Provider Name:** A text box with a small icon to its right.
- Mail Address 1:** A text box with a small icon to its right.
- Mail Address 2:** A text box with a small icon to its right.
- City:** A text box with a small icon to its right.
- State:** A dropdown menu showing "TX".
- Zip:** A text box.
- Ages Served:** A text box with a small icon to its right.
- Services:** A text box.
- Buttons:** "Add Provider" and "Delete Provider" are located at the bottom of the form.
- Record Navigation:** At the bottom left, it says "Record: 1 of 1" with navigation arrows.

Also, add other community service providers that may be targets for your juvenile referrals by clicking the [Add Provider](#) button and following steps 2 through 6 above.



Examples of some other types of service provider services are:

	<u>Services</u>
Mental Health	evaluation, counseling, therapy
Social Services	counseling, financial assistance, housing assistance
Juvenile Justice System	probation, detention, restitution
Church Groups	counseling, youth activity programs

Providers may be added at any time; however, a provider must be in the system before you can show referral of a juvenile under the Referral To tab in the Juvenile-Incident form. This form is also used to remove providers from your system. **Note:** A provider cannot be deleted if that provider is associated with other juvenile-incident information within your system. If this is the case, but you are no longer using the provider, you can click [Inactive](#) to indicate the provider's status.

If you choose not to add additional providers at this time, you can return to the Main Menu by clicking the [M](#) (Main Menu) icon or by clicking the [x](#) in the upper right corner of the blue bar.

Fire Department Form

Your next step is to add the fire departments (fire marshal offices), including your own, that refer juveniles to your program.

1. Click the [Add Fire Department](#) button on the Main Menu. A blank Fire Departments sub-form appears.
2. Click the [Add Department](#) button on the blank Fire Departments sub-form. The sub-form opens.

If you open a Fire Departments sub-form and then decide **not** to enter information, you **must** click [Delete Department](#), [Yes](#) before exiting the Fire Departments form. Otherwise, you will have created a blank record.

3. Type that department's TEXFIRS identification number in the TEXFIRS ID box. If this information is unknown, contact 1) the department, 2) the SFMO's Juvenile Firesetter Intervention Program or 3) its TEXFIRS section.
4. Type the department's name Department box.
5. Open the [Primary County](#) drop-down list, using the downward arrow to the right of the box, and click the primary county that the fire department serves. **Note:** If you choose to type the county rather than select it, the program will automatically complete the box based on the characters you have entered. Continue typing until the correct county is displayed.
6. Open the [JFIP Name](#) drop-down list, using the downward arrow to the right of the box, and click the appropriate JFIP name for the fire department. **Note:** If you choose to type the name rather than select it, the program will automatically complete the box based on the characters you have entered. Continue typing until the correct name is displayed.



Just as with Providers, Departments may be added at any time; however, a department must be in the system before you can show that the department had jurisdiction over a particular incident under the Date/Jurisdiction tab in the Incident form.

This form is also used to remove departments from your system. **Note:** A department cannot be deleted if that department is associated with other incident information within your system. If this is the case, but you are no longer providing services for juveniles from that department, you can click [Inactive](#) to indicate the department's status.

Return to the database Main Menu by clicking the [M](#) (Main Menu) icon or by clicking the [X](#) in the upper right corner of the blue bar.

Juvenile Form

Juvenile No.

Definition

A unique number assigned to a juvenile by the local JFIP to assist in identifying the juvenile.

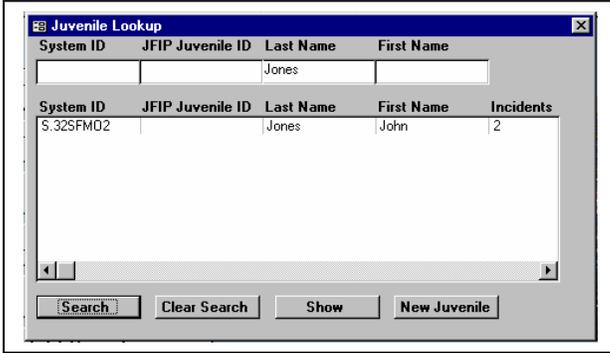
Purpose

This number is used as an additional identifier of a particular juvenile and to tie data from different forms together.

Entry

Always conduct a juvenile search, from the Juvenile Lookup screen entered through the [Find/Add Juvenile](#) or [Show Juvenile](#) buttons, **before** entering a new juvenile or juvenile number.

1. Type as few as three characters in the [Last Name](#) and/or [First Name](#) box or enter the complete juvenile ID number in the [JFIP Juvenile ID](#) box.
2. Click the [Search](#) button. A list of matches appears in the lower portion of the frame or a message stating “No matching items found.”



The screenshot shows a window titled "Juvenile Lookup" with a search interface. At the top, there are input fields for "System ID", "JFIP Juvenile ID", "Last Name" (containing "Jones"), and "First Name". Below these is a table with the following data:

System ID	JFIP Juvenile ID	Last Name	First Name	Incidents
S.325FMD2		Jones	John	2

At the bottom of the window are four buttons: "Search", "Clear Search", "Show", and "New Juvenile".

If items are displayed:

3. Point and click on the match that you wish to view. The entry should appear highlighted.
4. Click the [Show](#) button. The Juvenile form of the juvenile selected appears.

If no matches are found or this is your first entry into the system:

5. Click the [New Juvenile](#) button. A blank Juvenile form appears.

If the juvenile does not already exist in your system, enter the number assigned to him. The number should be assigned at the local JFIP level and must be unique for each juvenile. The number may be up to 16 characters in length and may include text. If a number is not assigned, the system will automatically generate a system ID number; however, it will not be visible in the Juvenile No. box.



Example

A juvenile was assigned with an ID number a001 would be entered as:

Juvenile No.	Last Name	First Name	Mid. Name/Ini.	Suffix
a001				

If you open a blank Juvenile form and then decide **not** to enter information, you **must** click **Delete Juvenile, Yes** before exiting the Juvenile form. Otherwise, you will have created a blank record.

Last Name; First Name; Mid. Name/Ini.; Suffix ●

Definition

The full name of the juvenile involved in the incident.

Purpose

The name of the juvenile involved is needed for legal reference. The name also provides a basis for long-term analysis in recognizing patterns of repeated incidents involving the same individual in the same or different locations over a period of time.

Entry

Enter the full name of the juvenile as normally written. Enter the name using the format: last name, first name, middle name or initial, and suffix (Jr., Sr., III, etc.).

Example

A juvenile named Michael R. Scott, Jr. would be entered as:

Juvenile No.	Last Name	First Name	Mid. Name/Ini.	Suffix
	Scott	Michael	R.	Jr.

Address/Release (Tab)

Address; Address ●

Definition

The address of the juvenile involved with the incident.

Purpose

This information may be of value to you for contacting the juvenile involved with the incident and in identifying possible target areas for outreach efforts.

Entry

Enter the full address where the juvenile can be contacted. The full address includes the street number, prefix (directional descriptor that appears before a street name, such as North, South, East, West), street or highway name, street type (such as avenue, boulevard, circle, lane), suffix (directional descriptor that appears after a



street name) and apartment number. Prefixes, street types and suffixes may be abbreviated. A list of common abbreviations is provided below:

Prefixes/Suffixes: Street Types:

E	East
N	North
S	South
W	West

Ave	Avenue
Blvd	Boulevard
Cir	Circle
CR	County Road
Ct	Court
Dr	Drive
Expy	Expressway
FM	Farm Road
Fwy	Freeway
Hwy	Highway
Lane	Lane

Loop	Loop
Pky	Parkway
Pl	Place
Rd	Road
RM	Ranch Road
RR	Rural Route
Rt	Route
Sq	Square
St	Street
Tpke	Turnpike
Way	Way

A more detailed list can be found in [Appendix B](#).

Example

The juvenile lives at 7501 Lamar, apartment 221. (See completed example at end of section.)

City R

Definition

The city for the juvenile involved with the incident.

Purpose

This information may be of value to you for contacting the juvenile involved with the incident and in identifying possible target areas for outreach efforts.

Entry

Enter the city where the address information recorded for the juvenile is located in the [City](#) box.

Example

The juvenile lives in Austin, Texas. (See completed example at end of section.)

State R

Definition

The state for the juvenile involved with the incident.

Purpose

This information may be of value to you for contacting the juvenile involved with the incident and in identifying possible target areas for outreach efforts.

**Entry**

Enter the abbreviation for the state associated with the previously recorded city for the juvenile involved in the incident in the [State](#) box. **Note:** The default for this field is set for the abbreviation for the State of Texas (TX). You do not have to enter information in this field unless the state is other than Texas.

Example

The State of Texas would be entered as TX. (See completed example at end of section.)

Zip Code **R****Definition**

A numerical code assigned by the U.S. Postal Service to all jurisdictions within the United States.

Purpose

This information may be of value to you for contacting the juvenile involved with the incident and in identifying possible target areas for outreach efforts.

Entry

Enter the digits of the postal zip code number for the address of the juvenile involved in the incident in the [Zip Code](#) box. If the five-digit zip code has a four-digit extension, separate the extension by inserting a hyphen.

Example

The zip code for the juvenile is 78703-1456. (See completed example at end of section.)

Phone ●**Definition**

The telephone number, including the area code, of the residence of the juvenile involved in the incident.

Purpose

This information may assist you in contacting the juvenile involved with the incident.

Entry

Enter the area code and telephone number, without separators (such as hyphens or parenthesis), of the juvenile in the [Phone](#) box. The database program will automatically insert parenthesis around the area code and a hyphen to separate the prefix from the rest of the telephone number.

Note: Additional phone numbers and other information may be captured by using the “Add a note” icon found on each form. Complete [instructions](#) are given in the Getting Started chapter.

Example

The telephone number for the juvenile is 512-366-1445. (See completed example at end of section.)

Release on File ●**Definition**

The release is a signed and dated document that allows the JFIP to release information, confidential or otherwise, regarding the juvenile and incident with other governmental agencies and private entities as deemed appropriate. (In addition to the Release of Information, a JFIP should obtain a Release of Liability; these may be combined.) **Note:** The release must be signed by parent(s) or legal guardian(s) of the child.

Purpose

This information indicates whether a release has been obtained to allow for the disclosure of information to other entities that may become involved with the intervention and/or treatment of the juvenile. **Note:** The sharing of any information regarding a juvenile without such a release could create a liability for you and your department. It is strongly recommended that all release forms utilized by your JFIP have been reviewed and approved by your county or city attorney.

Entry

Point and click on the [Release on File](#) box to indicate that a release has been obtained. A check mark will appear. (To deselect, point and click again.)

Example

A release has been obtained. (See completed example at end of section.)

Release Date ●**Definition**

The month, day, and year that the Release of Information form was signed by the parent(s) or legal guardian(s) of the juvenile.

Purpose

The date, in conjunction with the following field information, will help you determine the age of the release. Such releases generally contain a length of time for which the release applies. **Note:** A release may be revoked or modified in writing at any time.

Entry

Enter the date the Release of Information form was signed – month, day, and year, each separated by a hyphen or forward slash – in the [Release Date](#) box. You may enter either a one- or two-digit number for the month and day and either a two- or four-digit number for the year. The date will default on screen to a single digit month and day, if appropriate and a two-digit year, with forward slash formatting.

Example

A release was signed on October 17, 2000. (See completed example at end of section.)



Duration ●

Definition

The number of days delimiting the length of time for which the signed and dated Release of Information applies.

Purpose

To help you determine whether a Release of Information is valid or has become stale. The duration in days, in conjunction with the date of release, will provide you with the date a Release of Information expires – see the Release End box. The date in the Release End box is automatically calculated based on the information entered in the Date of Release and Duration fields.

Entry

Enter the number of days contained in the period for which the Release of Information applies in the [Duration](#) box. You should enter 365 to indicate a one-year period; 28, 30 or 31, as applicable to indicate a month, etc.

Example

A release was signed for a one-year period (or signed on October 17, 2000 and indicated on the release to be valid until October 17, 2001).

Address/Release		Demographics	
Address	7510 Lamar St	Release On File	<input checked="" type="checkbox"/>
Address	Apt 221	Release Date	10/17/00
City	Austin	Duration	365
State	TX	Zip	78703-1456
Phone	[512] 366-1445	Release End	10/17/01

Demographics

Point and click [Demographics](#) tab. Demographics sub-form appears.

SSN (Social Security Number) ●

Definition

The unique nine-digit number assigned to the juvenile by the U.S. Social Security Administration. The nine-digit Social Security number is divided into three parts—

- The first three digits are the area numbers. These digits originally indicated the state where you applied for your first card. Since 1973 it has been derived from the ZIP code in the mailing address on your application for a card.
- The middle two digits are the group numbers. They have no special geographic or data significance but merely serve to break the number into conveniently sized blocks for orderly issuance.



- The last four digits are the serial numbers. They represent a straight numerical sequence of numbers within the group.

Purpose

This number is used as an additional identifier of a particular juvenile.

Entry

Enter the seven-digit Social Security number for the juvenile, without hyphens, in the [SSN](#) box. The program will automatically insert hyphens in the appropriate places.

Example

The juvenile's SSN is 444-22-7777. (See completed example at end of section.)

DOB (Date of Birth) R**Definition**

The month, day, and year of the birth of the juvenile.

Purpose

This data entry element may be useful in further identifying the juvenile and is the basis for the automatic system-calculation of the age of the juvenile at the time of the each incident.

Entry

Enter the date of birth showing the month, day, and year, each separated by a hyphen or forward slash in the [DOB](#) box. You may enter the month and day in a one- or two-digit format and the year in either a two- or four-digit format.

Example

A juvenile born on December 5, 1990. (See completed example at end of section.)

Birth Order R**Definition**

The sequence in time of the birth of the juvenile relative to all others born of the same mother.

Purpose

This data entry element may be useful in identifying a correlation, if any, between birth order and risk for firesetting and in predicting a possible predisposition for fireplay or firesetting activity.

Entry

Enter numerically the order of birth of the juvenile relative to all other siblings born of the same mother in the [Birth Order](#) box. A child with only one older sibling would have a birth order of 2.

Example

A juvenile has no older siblings. (See completed example at end of section.)

**Gender** R**Definition**

The identification of the juvenile as male or female.

Purpose

This data entry element may be useful in further identifying a juvenile, as well as any correlation between gender and risk for firesetting and in predicting a possible predisposition for fireplay or firesetting activity. It also may be used to target certain audiences for prevention programs.

Entry

Open the **Gender** drop-down list, using the downward arrow to the right of the box, and click the appropriate response with your mouse, or you can type male or female in the Gender box. **Note:** If you choose to type the gender rather than select it, the program will automatically complete the box based on the characters you have entered.

Example

The juvenile is a boy. (See completed example at end of section.)

Ethnicity R**Definition**

The ethnicity of the juvenile is an ethnic classification or affiliation. Ethnicity designates a population subgroup having a common cultural heritage, as distinguished by customs, characteristics, language, common history, etc. Spanish/Hispanic/Latino is the U.S. Census Bureau classification. In this system, Spanish/Hispanic/Latino includes Mexican, Mexican American, Chicano, Puerto Rican, Cuban and other Spanish/Hispanic/Latino. Spanish, Hispanic and Latino are not considered races, because a person can be black AND Spanish, Hispanic or Latino, white AND Spanish, Hispanic or Latino, etc.

Purpose

This information can be used with other demographic information to identify juvenile firesetting problems in certain segments of the population and to target prevention programs.

Entry

Open the **Ethnicity** drop-down list, using the downward arrow to the right of the box, and click the appropriate response with your mouse, or you can type Spanish/Hispanic/Latino or Non-Spanish/Hispanic/Latino in the Ethnicity box. **Note:** If you choose to type the ethnicity option rather than select it, the program will automatically complete the box based on the characters you have entered. Continue typing until the correct category is displayed.

Example

The juvenile is not Spanish/Hispanic/Latino. (See completed example at end of section.)



Race **R**

Definition

The identification of the juvenile as a certain race based on U.S. Census Bureau categories.

Purpose

This information can be used with other demographic information to identify juvenile firesetting problems in certain segments of the population and to target prevention programs for certain audiences.

Entry

Open the **Race** drop-down list, using the downward arrow to the right of the box, and click the appropriate response (that race with which the juvenile most closely identifies) with your mouse, or you can type:

- | | |
|---------------------------------------|-----------------------------|
| W – White | V – Vietnamese |
| B – Black, African Am., or Negro | OA – Other Asian |
| AI – American Indian or Alaska Native | H – Native Hawaiian |
| A – Asian Indian | G – Guamanian or Chamorro |
| C – Chinese | S – Samoan |
| F – Filipino | OP – Other Pacific Islander |
| J – Japanese | |
| K – Korean | |
| O – Some other race | |

Note: If you choose to type the race rather than select it, the program will automatically complete the box based on the characters you have entered. Continue typing until the correct race is displayed.

Note: If “O-Some other race” is selected, add a note and type as follows: **Race – Other – (identify the race)**. Complete [instructions](#) for adding notes are given in the Getting Started chapter.

Example

The juvenile is a Caucasian (white). (See completed example at end of section.)

Prior JFIP

Definition

The identification of prior association with other juvenile firesetter intervention programs. This is not for information about a juvenile or incidents that are already in your database.

Purpose

This information can help identify the fireplay/firesetting activity and treatment history of the juvenile outside of your program, which may help in determining intervention strategies.



Entry

Point and click the [Prior JFIP](#) box to indicate “Yes” that the juvenile attended another juvenile firesetter intervention program (JFIP). A check mark will appear. (To deselect, point and click again.)

Example

The juvenile was in a JFIP in another city. (See completed example at end of section.)

Address/Release		Demographics	
SSN	444-2-2-7777	Gender	Male <input type="checkbox"/> <input type="checkbox"/>
DOB	12/05/1990	Ethnicity	Non-Spanish/Hispar
Birth Order	1	Race	W/White
			Prior JFIP <input checked="" type="checkbox"/>

Upon subsequent entry to an established juvenile record, information regarding incidents in which the juvenile has been involved is displayed, **provided** that an association was made by you after entry of each incident information from the [Incident](#) form via the [Add Juvenile](#) button.

Items displayed on yellow backgrounds cannot be changed in the current form. Only three records are visible at a time. You can use the record counter arrows or the down arrow on your keyboard to scroll to additional records.

Incident information

Juvenile No.	Last Name	First Name	Mid. Name/Ini.	Suffix
aa003	Scott	Michael		

Address/Release		Demographics	
Address	7510 Lamar St	Release On File	<input checked="" type="checkbox"/>
Address	Apt 221	Release Date	10/17/00
City	Austin	Duration	365
State	TX	Zip	78703
Phone	(512) 366-1445	Release End	10/17/01

Incidents	JFIP Incident	Date	Description	Type
	a0010003	10/14/00	backyard fire	Firesetting
	a0010004	10/14/00	playing with matches	Fireplay
	iudt1	11/15/00	solar ignition	Firesetting

Record: 1 of 3

New Juvenile/Search
Show Incident
Show Juvenile-incident
Associate/Add Incident
Delete Juven



Incident Form

JFIP Incident ★

Definition

A unique number assigned to an incident by the local JFIP in order to identify the incident.

Purpose

This number is used to identify a particular incident and to tie data from different records together. It is not practical to rely solely upon the date and the time of the incident because multiple incidents can occur simultaneously.

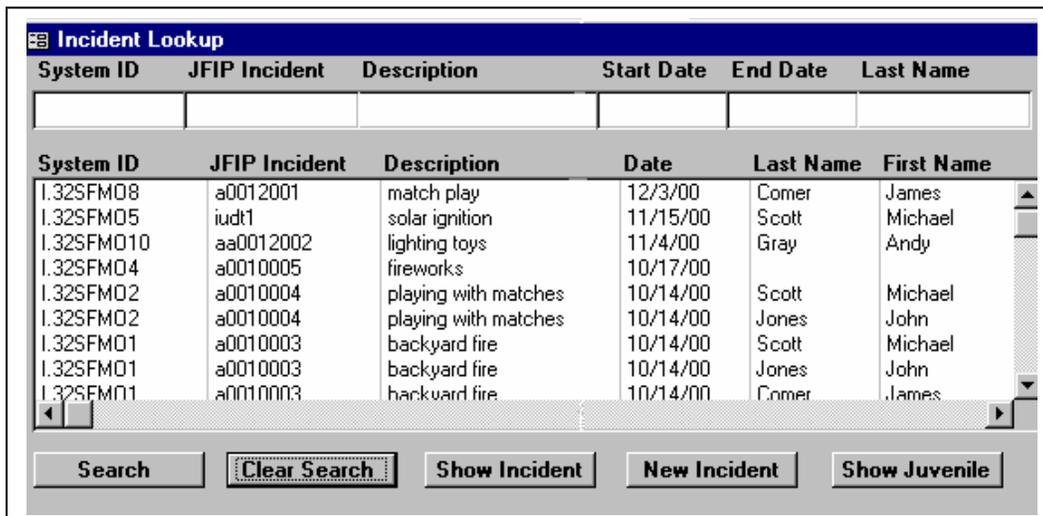
Entry

Always conduct an incident search, from the Incident Lookup screen entered through the [Find/Add Incident](#) button on the Main Menu or [Associate/Add Incident](#) button on the Juvenile Form, **before** entering a new incident or incident number.

1. Type the complete date or the month and year in the [Start Date](#) box and the complete date or the month and year in the [End Date](#) box for the date range in which you wish to search. You may also type as few as three characters in the [Description](#) (and/or [Last Name](#) if entered from the Find/Add Incident button) box or enter the complete incident ID number in the [JFIP Incident](#) box.
2. Click the [Search](#) button. A list of matches appears in the lower portion of the frame or a message stating "No matching items found." (If no matching items are found, click [OK](#) and proceed to step 5.)

If items are displayed:

3. Point and click on the match that you wish to view. The entry should appear highlighted.
4. Click the [Show Incident](#) button. The Incident form of the incident selected appears.





If no matches are found or this is your first entry into the system:

5. Click the [New Incident](#) button. A blank Incident form appears.

If the incident does not already exist in your system, enter the incident ID number assigned to it. The number should be assigned at the local JFIP level and must be unique for each incident. The incident ID must be limited to nine characters in length in order to see the complete ID on print screen reports. The ID may include text. If an incident ID number is not assigned, the system will automatically generate a system ID number; however, it will not be visible in the JFIP Incident box.

Example

An incident was assigned ID number a0010003. (See completed example at end of section.)

If you open a blank Incident form by clicking [New Incident](#) and then decide **not** to enter information, you **must** click [Delete Incident](#), [Yes](#) before exiting the Incident form. Otherwise, you will have created a blank record.

Type of Incident R

Definition

NFPA 1035 defines firesetting as any unsanctioned incendiary use of fire, including both intentional and unintentional involvement, whether or not an actual fire and/or explosions occurs.⁷

However, for the purposes of this database program, a distinction is made between fireplay and firesetting, wherein fireplay (sometimes referred to as firestarts) is experimentation with fire and/or fire tools or unsupervised activity with fire tools (misuse of fire and fire tools) and firesetting is an intentional act, sometimes with repeated incidents. In general, fires resulting from fireplay are accidental or unintentional. (Fireplay also includes playing with or investigating fire tools, such as matches and lighters, without actually starting a fire.) Intentional firesetting may be planned. The determination of the type of incident may be subjective on the part of the assessor based upon information provided by the parent(s)/guardian(s), child and personal experience.

Purpose

To help identify possible progressive patterns of behavior between juveniles that engage in fireplay activity and firesetting. This information may also be useful in developing prevention and intervention programs.

Entry

Open the [Type of Incident](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate incident type with your mouse, or you can type fireplay or firesetting in the Type of Incident box. **Note:** If you choose to type the type of incident rather than select it, the program will automatically complete the box based on the characters you have entered. Continue typing until the correct incident type name is displayed.



Example

The fire was an intentionally act of firesetting. (See completed example at end of section.)

Description 

Definition

A short statement that will briefly illustrate the incident.

Purpose

This element provides an additional identifier of an incident. This, in addition to the JFIP Incident and Type of Incident, will facilitate location and association of an incident.

Entry

Type a brief description of the incident in the [Description](#) box.

Example

The juvenile set a fire in his backyard.

JFIP Incident	<input type="text" value="a0010003"/>
Type of Incident	<input type="text" value="Firesetting"/>
Description	<input type="text" value="backyard fire"/>

Date/Jurisdiction (Tab)

Date 

Definition

The month, day and year of the incident, whether fireplay or firesetting.

Purpose

The Date, in conjunction with other fields, uniquely identifies each incident and allows for the identification of possible trends and target times.

Entry

Enter the date of the incident – month, day, and year, each separated by a hyphen or forward slash in the [Date](#) box. You may enter either a one- or two-digit number for the month and day and either a two- or four-digit number for the year. The date will default on screen to a single digit month and day, if appropriate, and a two-digit year, with forward slash formatting.

Note: Enter an approximate date if possible when you are not sure of the exact date. There may be instances where there was no fire department response to an incident and the parent may only remember the day of the week of the incident. For



example, the parent may remember that the incident occurred on a Saturday in December, but is not sure which Saturday. You would then enter the date of a Saturday in December for the appropriate year – the date that best fits the information you have. You will be able to indicate whether the date is exact.

Example

The incident occurred on October 14, 2000. (See completed example at end of section.)

Exact Date **Definition**

The precise month, day and year of the fireplay or firesetting incident.

Purpose

This element allows for the tracking of the precise month, day and year of an occurrence when known, while still allowing for the general date when all particulars are not known.

Entry

Point and click [Exact Date](#), to indicate “Yes,” if the date you entered in the Date field above is the precise date of the incident. A check mark appears in the box. (To deselect, when a “ballpark” date is used, point and click again.)

Example

The exact date of the incident is October 14, 2000. (See completed example at end of section.)

Exact Day **Definition**

The actual weekday (Sunday, Monday, Tuesday, etc.) of the fireplay or firesetting incident.

Purpose

This element allows for the tracking of the precise weekday of an occurrence when the exact date is unknown.

Entry

Point and click [Exact Day](#), to indicate “Yes,” if the date you entered represents the correct day of the week of the incident. A check mark appears in the box. (To deselect, when a general date is used that may not correspond to the correct weekday, point and click again.)

Example

October 14, 2000 represents the weekday (Saturday) of the incident. (See completed example at end of section.)

**Time** **R****Definition**

The time of day, using the 24-hour clock (00:01-24:00), when the fireplay or firesetting incident occurred.

Purpose

The Time, in conjunction with other fields, uniquely identifies each incident and allows for the identification of possible trends and target times.

Entry

Open the [Time](#) drop-down list, using the downward arrow to the right of the box, and click the appropriate response with your mouse. Time is defined in one-hour ranges, using the 24-hour clock. Midnight is 24:00 and 00:01 signifies the start of a new day. The 00:01 to 01:00 range represents the time period starting immediately after midnight through 1:00 o'clock a.m.

Example

The time of the incident is 3:30 p.m., which is 15:30 on the 24-hour clock. (See completed example at end of section.)

City (Incident Location) **R****Definition**

The city where the incident occurred. If the incident occurred in an unincorporated area, use the city found in the mailing address for the incident location.

Purpose

This information aids in identifying the exact incident address.

Entry

Enter the city where the incident occurred, or the city used in the mailing address for the incident location, in the [City](#) box.

Example

The incident occurred in Austin, Texas. (See completed example at end of section.)

Zip Code (Incident Location) **Definition**

A numerical code assigned by the U.S. Postal Service to all jurisdictions within the United States.

Purpose

This information aids in identifying the location where the incident occurred, provides a means of linking fire incident data to other geographic and population factors for comparative analysis at the local and regional levels and may be helpful in identifying possible target areas for prevention and outreach efforts.

**Entry**

Enter the digits of the Postal Zip code number for the physical address where the incident (fireplay or firesetting) occurred in the [Zip Code](#) box. If the five-digit zip code has a four-digit extension, separate the extension by inserting a hyphen. **Note:** For unincorporated areas, use the zip code for the city found in the mailing address for the incident location.

Example

The Zip Code for the incident address is 78702. (See completed example at end of section.)

County (Incident Location)**Definition**

A statewide geographical boundary designation.

Purpose

This information aids in identifying the location where the incident occurred, provides a means of linking fire incident data to other geographic and population factors for comparative analysis at the local and regional levels and may be helpful in identifying possible target areas for prevention and outreach efforts.

Entry

Open the [County](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate county name with your mouse, or you can type the county name in the County box. **Note:** If you choose to type the name of the county rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct county name is displayed.

Example

The County for the incident address is Travis. (See completed example at end of section.)

FD (Jurisdictions)**Definition**

The primary fire department that has jurisdiction over the firesetting or fireplay incident. Each incident is reported to one and only one primary fire department.

Purpose

This information identifies the fire department that has jurisdiction over the geographical location where the incident occurred. This information may provide a means of linking fire incident data to other geographic and population factors for comparative analysis at the local and regional levels.

Entry

Open the [FD](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate fire department name with your mouse, or you can type the name of the fire department in the FD box. **Note:** If you choose to type the name of the fire



department rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct department name is displayed.

If a department name is not displayed, you may have to add the department by clicking the [Main Menu](#) icon, then [Add Fire Department](#). Follow the steps set out on page 15 of this chapter and then return to the Date/Jurisdiction tab on the Incident Form (From Main Menu, [Find/Add Incident](#), select incident, then [Show Incident](#)).

Example

The Austin Fire Department has jurisdiction over the geographical location where the incident occurred. (See completed example at end of section.)

FD Responded (Jurisdictions) 

Definition

The deployment of a fire department emergency service resource to an incident.

Purpose

This information helps identify emergency response resources used in connection with juvenile firesetting activity.

Entry

Point and click [FD Responded](#), to indicate “Yes,” if an emergency service resource was deployed in connection with the incident. A check mark appears in the box. (To deselect point and click again.)

Example

The Austin Fire Department dispatched fire suppression apparatus to the scene of the incident. (See completed example at end of section.)

JFIP (Jurisdictions) 

Definition

The primary juvenile firesetter intervention program in which the youth participated in connection with a specific identified and recorded incident. Each incident is reported to one and only one primary JFIP.

Purpose

This information identifies the juvenile firesetter intervention program in which the juvenile participated in connection with a specific incident. This information may provide a means of linking fire incident data to other geographic and population factors for comparative analysis at the statewide level.

Entry

Open the [JFIP](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate intervention program name with your mouse, or you can type the name of the program in the JFIP box. **Note:** If you choose to type the name of the intervention program rather than select it, the database program will



automatically complete the box based on the characters you have entered. Continue typing until the correct name is displayed.

Example

The juvenile participated in the Children's S.A.F.E. Program (of the Austin Fire Department's JFIP) in connection with the incident described.

The screenshot shows a form titled "Date/Jurisdiction" with the following fields and values:

- Date:** 10/14/00
- Exact Date:**
- Exact Day:**
- Time:** 15:01 to 16:00
- Incident location:**
 - City:** Austin
 - Zip:** 78702
 - County:** TRAVIS
- Jurisdictions:**
 - FD:** Austin Fire Department
 - JFIP:** Children's S.A.F.E. Program

There is a checkbox labeled "FD Responded" which is currently unchecked.

Detail

Point and click [Detail](#) tab. Detail sub-form appears.

Location **R**

Definition

The specific use of the property where the incident occurred.

Purpose

This data element permits analyses of juvenile firesetting and fireplay incidents that occur in a wide range of locations. Information on the frequency, losses, and types of fires for each property use location may assist in targeting fire prevention programs and evaluate the success of programs directed at particular types of properties and their occupants.

Entry

Open the [Location](#) drop-down list, using the downward arrow to the right of the box. With your mouse, click the property use that best describes the location of the incident, or you can type the location in the Location box. **Note:** If you choose to type the property use location rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct location is displayed.



Location options are:

Apartment	Street/alley/sidewalk
Single family home	Vacant lot
Other type of residence	Park
	Wildland
School	
Church	Vehicle
Commercial building/property	
Other structure	Other
	Unknown

Note: If “Other” is selected, add a note and type as follows: **Location – Other – (identify the location)**. Complete [instructions](#) for adding notes are given in the Getting Started chapter.

Example

The incident occurred in a single family home. (See completed example at end of section.)

Area R

Definition

The primary use of the area where the fire started or fireplay activity took place within the property. Every fire or incident has an area of origin.

Purpose

This information, combined with other data elements, helps describe the exact location of the incident and cause of the fire, if one occurred. Such information is useful for targeting fire prevention, investigation and suppression efforts.

Entry

Open the [Area](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate area with your mouse, or you can type the area in the Area box. **Note:** If you choose to type the area rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct area is displayed.

Area of origin options are:

Bathroom/lavatory/locker room/cloakroom	Classroom
Bedroom/sleeping area	Lg. Assembly room/sales area
Closet	Office
Dining area/lunchroom/cafeteria	Supply room
Hallway/corridor/mall	Utility/equipment room
Kitchen/cooking area	
Laundry area	Courtyard/terrace/patio
Living room/family room/lounge area	Forest/woods
	Yard/landscaping
Garage/carport/vehicle storage	
	Exterior porch/balcony



Dumpster/trash bin	Exterior storage
Mailbox	Exterior wall surface
Multiple	Other
	Unknown

Note: If “Other” is selected, add a note and type as follows: **Area – Other – (identify the area)**. Complete [instructions](#) for adding notes are given in the Getting Started chapter.

Example

The incident occurred in the backyard. (See completed example at end of section.)

Material **R**

Definition

The first item ignited by the heat source.

Purpose

This information permits analysis of firesetting methods and trends and is helpful in the development of fire prevention and intervention strategies. Additionally, it is useful in accessing the need for flammability and other materials standards.

Entry

Open the **Material** drop-down list, using the downward arrow to the right of the box. Click the appropriate item with your mouse, or you can type the item in the Material box. If the only material ignited was the heat source, select **Ignition Tool Only**.

Note: If you choose to type the material rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct material is displayed.

Material ignited options are:

Bushes/Trees/Shrubs	Curtains/Draperies
Grass/Leaves/Twigs	Mattress/Bedding
	Furniture
Rubbish/Trash/Garbage	
	Paper/Cardboard
Clothing	
	Fireworks/Explosives
Exterior Walls/Doors	
Interior Walls/Doors	Ignitable Liquids/Aerosols
Ignition Tool Only	Toys
People/Animals/Self	Other
	Unknown



Note: If “Other” is selected, add a note and type as follows: **Material – Other – (identify the first material ignited)**. Complete [instructions](#) for adding notes are given in the Getting Started chapter.

Example

A pile of leaves was the first material ignited, causing a fire that involved a tool shed. (See completed example at end of section.)

Ignition Tool **R**

Definition

The item that provided the principal heat source to cause ignition.

Purpose

This information is helpful for developing fire prevention efforts. Also, it is useful in accessing the need for materials standards and possible legislation regarding the use of ignition tools by children.

Entry

Open the [Ignition Tool](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate tool with your mouse, or you can type the tool name in the [Ignition Tool](#) box. **Note:** If you choose to type the name of the ignition tool rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct tool is displayed.

Ignition tool options are:

- Candles
- Cigarette
- Explosive Device (Bomb)
- Fireworks
- Lighter
- Multipurpose Lighter (Grill/Fireplace Starter)
- Matches
- Open Flame/Open Fire
- Other

Note: If “Other” is selected, add a note and type as follows: **Ignition Tool – Other – (identify the principal heat source)**. Complete [instructions](#) for adding notes are given in the Getting Started chapter.

Example

A grill starter was used to ignite the pile of leaves. (See completed example at end of section.)

Tool Source **R**

Definition

Where the juvenile acquired the ignition tool used in the fireplay or firesetting incident.



Purpose

This information may be useful in identifying the availability of ignition tools. It permits analysis of firesetting methods and trends and can assist in the development of prevention and intervention strategies. Additionally, it may be used in accessing the need for possible legislation regarding the accessibility of ignition tools.

Entry

Open the [Tool Source](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate source with your mouse, or you can type the source name in the Tool Source box. **Note:** If you choose to type the source name rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct source is displayed.

Tool Source options are:

Convenience Store	Motel/Hotel
Grocery Store	Restaurant
Other Retail Outlet	School
Home	Outdoors
Other Person/Friend	Other
	Unknown

Note: If “Other” is selected, add a note and type as follows: [Tool Source – Other – \(identify the tool source\)](#). Complete [instructions](#) for adding notes are given in the Getting Started chapter.

Example

The juvenile found the grill starter at home. (See completed example at end of section.)

Death **R**

Definition

The number of persons killed either as a result of the incident or during the mitigation of the incident. Deaths also include people who die within one year of the incident because of injuries sustained from the incident.

Purpose

This information may be correlated with other data to help understand how to reduce future fire deaths resulting from child-set fires.

Entry

Enter the number of people who died as a result of the incident in the [Death](#) box. If there were no fatalities, enter zero (0).

Example

There were no deaths resulting from the fire. (See completed example at end of section.)

**Injury** **R****Definition**

The number of persons injured either as a result of the incident or during the mitigation of the incident. An injury is physical damage to a person that requires either: (a) treatment by a practitioner of medicine within one year of the incident or (b) at least one day of restricted activity immediately following the incident.

Purpose

This information may be correlated with other data to help understand how to reduce future fire injuries resulting from child-set fires.

Entry

Enter the number of people injured as a result of the incident in the [Injury](#) box. If there were no injuries, enter zero (0).

Example

No one was injured as a result of the fire. (See completed example at end of section.)

Dollar Loss? **R****Definition**

Whether or not the incident resulted in a dollar loss to the structure and contents, in terms of replacement in like kind and quantity.

Purpose

This information, in conjunction with the estimated amount, helps illustrate the magnitude of the juvenile firesetting problem, provides an additional indicator of the incident severity, and can be used to evaluate progress in fire prevention and intervention efforts.

Entry

Open the [Dollar Loss?](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate response with your mouse. **Note:** There are two positive response options: "Yes" and "Yes-Unknown amt." Use "Yes-Unknown amt" only when you are unable to provide a rough estimation of the loss.

Example

The incident resulted in damage to a tool shed. (See completed example at end of section.)

Amount **★****Definition**

A rough estimation of the total loss to the structure and contents, in terms of the cost of replacement in like kind and quantity. This estimation of the fire loss includes contents damaged by fire, smoke, water, and overhaul efforts. This does not include indirect loss, such as business interruption.



Purpose

Estimated dollar loss helps illustrate the magnitude of the juvenile firesetting problem, provides an additional indicator of the incident severity, and can be used to evaluate progress in fire prevention and intervention efforts. This information may help target fire prevention programs, as well as help local communities and the state determine the amount of money that should be spent on fire prevention/intervention.

Entry

Enter the best estimate of the dollar loss resulting from the fire in the [Amount](#) box. Monetary losses should be estimated as accurately as possible, though it is understood that the estimates may be rough approximations. **Note:** Dollars and cents may be entered; however, if the decimal point is not inserted the program will default to whole dollars. Skip this box if your response to the previous field was “No” or “Yes–Unknown amt.”

Often a better estimate of losses for a fire becomes available after the incident information was submitted. Revision of the original estimate should be made if better information becomes available. The revision will be automatically captured when you update the SFMO.

Example

The estimated dollar loss was \$500.00.

Detail	
Location	SINGLE FAMILY HOME
Area	YARD/LANDSCAPING
Material	GRASS/LEAVES/TWIGS
Ignition Tool	MUTIPURPOSE LIGHTER (GRILL/ FIREPLACE STARTER)
Tool Source	HOME
Death	0
Injury	0
Dollar Loss?	Yes
Amount	\$500.00

Juveniles Involved

Point and click [Juveniles Involved](#) tab. Juveniles Involved sub-form appears.

In addition to other items, this tab displays information that has already been entered about the juvenile(s) involved in the current incident, **provided** that an association was made by you after entry of the juvenile information from the Juvenile Form via the Associate/Add Incident button.



Items displayed on yellow backgrounds cannot be changed in the current form. The Gender, DOB and Grade fields will automatically populate upon your completion of the Juvenile-Incident Form (covered later in this manual) or you may enter the information directly into this sub-form. Only three records are visible at a time. You can use the record counter arrows or the down arrow on your keyboard to scroll to additional records.

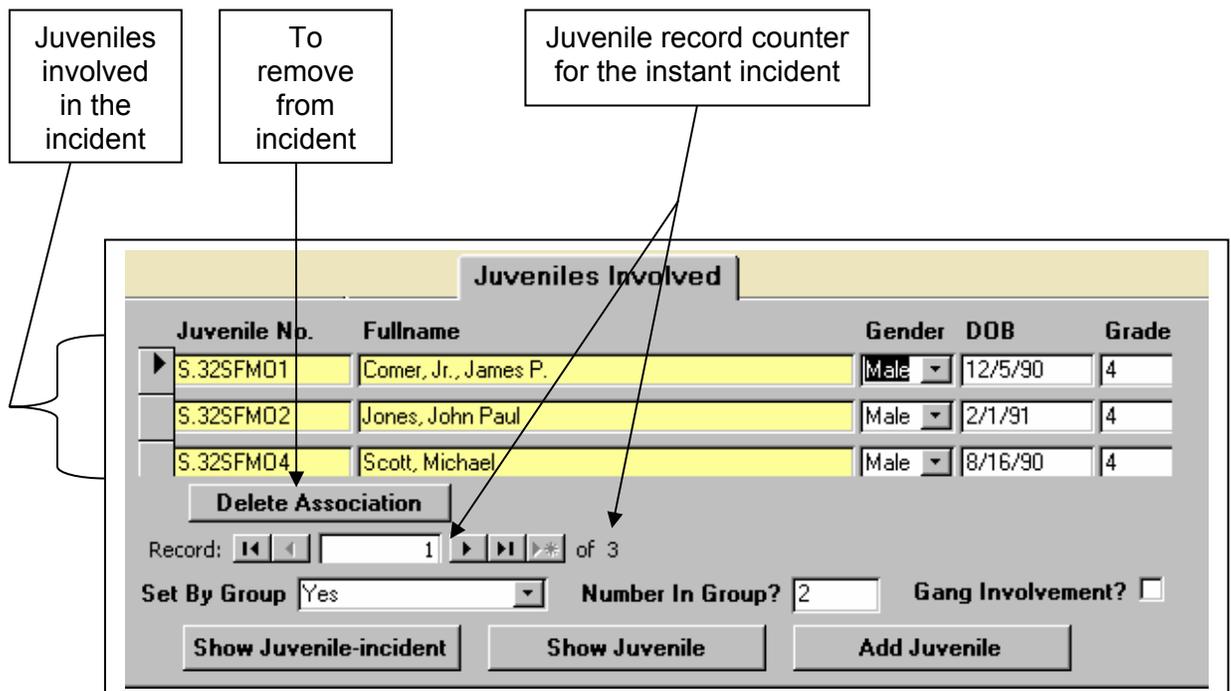
Association

If you wish to associate an additional juvenile with this incident, **complete the remaining fields on the Juveniles Involved tab starting with “Set by Group” (detailed on the following page)**, and then click the [Add Juvenile](#) button. Refer to the first page of the Juvenile section of this chapter for further entry instructions.

Disassociation

A juvenile may be disassociated from an incident by clicking the area to the left of the Juvenile No. on the appropriate row (or by using the Record counter). A black or white arrow pointing to the right will appear at the end of the row of the juvenile selected. Click the [Delete Association](#) button. A message will appear asking “Are you sure you want to delete the current record?” If you select “Yes” the juvenile record will not be deleted, only the association to the incident. Click on the [Yes](#) button, [OK](#) to delete the association. The juvenile’s name, number, etc. will no longer be displayed on the Juveniles Involved tab.

Remember, when associating or disassociating a juvenile with an incident, to make all necessary changes to the [Set By Group](#), [Number In Group?](#) and [Gang Involvement?](#) fields discussed below.



**Set By Group** **Definition**

Whether or not the fireplay or firesetting incident involved more than one individual.

Purpose

Permits analysis of trends based on participation in groups.

Entry

Open the [Set By Group](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate response with your mouse. **Note:** There are two positive response options: “Yes” and “Yes-Unknown number.” Use “Yes-Unknown number” only when you cannot ascertain the number of individuals in the group.

Example

More than one juvenile was involved in the incident. (See completed example at end of section.)

Number In Group? **Definition**

The number of individuals involved in the fireplay or firesetting incident.

Purpose

This, in conjunction with other data, permits analysis of trends based on participation in groups.

Entry

Enter the numeral representing the number of individuals involved in the incident in the [Number In Group?](#) box.

Example

Two individuals were involved in the incident. (See completed example at end of section.)

Gang Involvement? **Definition**

Whether the juvenile participating in the fireplay or firesetting incident is involved with a gang or a gang activity.

Purpose

This, in conjunction with other data, permits analysis of trends based on participation in criminal groups or organizations.

Entry

Point and click [Gang Involvement?](#) to indicate “Yes,” the juvenile was involved or affiliated with a gang at the time of the incident. A check mark appears in the box. (To deselect, point and click again.)



Example

The juvenile was not a member of or involved with a gang.

Juveniles Involved				
Juvenile No.	Fullname	Gender	DOB	Grade
S.325FMD1	Comer, Jr., James P	Male	12/5/90	4
S.325FMD2	Jones, John Paul	Male	2/1/91	4
S.325FMD4	Scott, Michael	Male	8/16/90	4

Record: 1 of 3

Set By Group: Yes Number In Group?: 2 Gang Involvement?

Buttons: Show Juvenile-incident, Show Juvenile, Add Juvenile



CLICK THE [Show Juvenile-incident](#) BUTTON TO CONTINUE INPUT OF INFORMATION.

Juveniles Involved				
Juvenile No.	Fullname	Gender	DOB	Grade
S.325FMD1	Comer, Jr., James P	Male	12/5/90	4
S.325FMD2	Jones, John Paul	Male	2/1/91	4
S.325FMD4	Scott, Michael	Male	8/16/90	4

Record: 1 of 3

Set By Group: Yes Number In Group?: 2 Gang Involvement?

Buttons: Show Juvenile-incident, Show Juvenile, Add Juvenile

Click → (pointing to Show Juvenile-incident button)



Juvenile-Incident Form

The Juvenile-Incident form is accessed by clicking the [Show Juvenile-incident](#) button on the Juveniles Involved tab of the Incident screen or on the Juvenile screen. The juvenile's name and a brief description of the incident are displayed at the top of the Juvenile-Incident form. This information is shown on a yellow background and cannot be changed from this form. The remaining fields relate to the juvenile at the time of this specific incident and are described in detail below.



Detail (Tab)

Init. Contact Date

Definition

The month, day and year the juvenile firesetter intervention program was first in contact with the juvenile or juvenile's parent(s) or guardian(s). The juvenile, the juvenile's parent(s) or guardian(s) or the JFIP may have initiated contact.

Purpose

The Init. Contact Date allows the JFIP to track and query for any given time-range and may assist in calculating time spent per juvenile for administrative and program evaluation purposes.

Entry

Enter the date the JFIP was first in contact with the juvenile or juvenile's parent(s)/guardian(s) – month, day, and year, each separated by a hyphen or forward slash – in the [Init. Contact Date](#) box. You may enter either a one- or two-digit number for the month and day and either a two- or four-digit number for the year. The date will default on screen to a single digit month and day, if appropriate and a two-digit year, with forward slash formatting.

Example

The JFIP first called and actually made contact with the juvenile's parents on October 13, 2000. (See completed example at end of section.)

**No Show** **Definition**

Whether the juvenile failed to appear for the initial meeting with a member of the JFIP.

Purpose

This information allows the JFIP to keep track of juveniles involved with fireplay and firesetting activity that **did not** receive program services. It may be useful in identifying recidivism, drawing statistical conclusions based on the population seen and developing strategies to ensure enrollment into the program.

Entry

Point and click [No Show](#) to indicate “Yes” the juvenile **failed** to appear for the initial meeting with the JFIP. A check mark appears in the box. (To deselect, point and click again.)

Example

The juvenile attended the JFIP interview. (See completed example at end of section.)

Current Non-JFIP **Definition**

Whether the juvenile is currently receiving services, such as counseling, specialized education, etc., that are **not** as a result of referral or recommendation from the instant JFIP.

Purpose

This information allows for the identity of additional service providers that may need to be involved in treatment strategies and the continuum of care for the juvenile. Additionally, it may provide the JFIP interviewer with information pertinent to the fireplay or firesetting incident.

Entry

Point and click [Current Non-JFIP](#) to indicate “Yes” the juvenile is receiving services unrelated to the JFIP. A check mark appears in the box. (To deselect, point and click again.)

Example

The juvenile is not currently receiving services from any other entity. (See completed example at end of section.)

Public Assistance **Definition**

Whether the juvenile’s parent(s) or guardian(s) is receiving any type of public assistance (not as a result of the current incident). Some examples of such assistance include food stamps, school lunch program, low income housing, etc.

**Purpose**

This information may help identify a correlation between of fireplay and firesetting and certain populations or income levels. It may also be useful in targeting prevention and outreach services.

Entry

Point and click [Public Assistance](#) to indicate “Yes” the juvenile’s parent(s)/guardian(s) receives some sort of public assistance. A check mark appears in the box. (To deselect, point and click again.)

Note: Additional information regarding assistance may be captured by using the “Add a note” icon found on each form. Complete instructions are given in the Getting Started chapter.

Example

The juvenile’s family does not receive public assistance. (See completed example at end of section.)

Child Protective Services**Definition**

Whether the juvenile’s parent(s) or guardian(s) have ever been contacted by or involved with Child Protective Services (Department of Protective and Regulatory Services).

Purpose

This element may provide the JFIP interviewer with information related to any history of abuse or neglect in the juvenile’s environment or any current CPS involvement, including counseling. Additionally, it may be helpful in identifying a possible correlation between fireplay/firesetting and abuse/neglect.

Entry

Point and click [Child Protective Services](#) to indicate “Yes” the juvenile’s parent(s)/guardian(s) are currently or have been involved with CPS. A check mark appears in the box. (To deselect, point and click again.)

Note: Additional information concerning CPS involvement may be captured by using the “Add a note” icon found on each form. Complete instructions are given in the Getting Started chapter.

Example

CPS has never contacted the juvenile’s family. (See completed example at end of section.)

Residential Area**Definition**

The type of area – rural, suburban, urban – where the juvenile resided at the time of the fireplay or firesetting incident.



Urban is defined as comprising all territory, population, and housing units in urbanized areas. Urbanized areas – (a) comprises all persons living in places of 2500 or more inhabitants incorporated as cities, villages, boroughs and towns, but excluding those persons living in the rural portions of the extended cities (places with low population density in one or more large parts of their area); (b) census designated places (previously termed unincorporated) of 2,500 or more inhabitants; and (c) other territory, incorporated or unincorporated, included in urbanized areas. An urbanized area comprises one or more places and the adjacent densely settled surrounding territory that together have a minimum population of 50,000 persons.

Suburban area – An outlying part of and included in the urbanized area (a smaller community adjacent to or within commuting distance of a city or town).

Rural – The population not classified as urban (or its subpart – suburban) constitutes rural.

Purpose

This information aids in identifying where the juvenile resided at the time of the incident and may be helpful in identifying possible target areas for prevention and outreach efforts.

Entry

Open the [Residential Area](#) drop-down list, using the downward arrow to the right of the box. Click the area type (rural, suburban, or rural) of the residence where the juvenile lived at the time of the incident with your mouse, or you can type the area in the Residential Area box. **Note:** If you choose to type the residential area rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct area type is displayed.

Example

The juvenile lived a suburban area at the time of the incident. (See completed example at end of section.)

County (Residence Location at Time of Incident) R

Definition

A statewide geographical boundary designation.

Purpose

This information aids in identifying where the juvenile resided at the time of the incident and may be helpful in identifying possible target areas for prevention and outreach efforts.

Entry

Open the [County](#) drop-down list, using the downward arrow to the right of the box. Click the name of the county where the juvenile resided at the time of the incident with your mouse, or you can type the county name in the County box. **Note:** If you choose to type the name of the county rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct county name is displayed.

**Example**

The County of the residence of the juvenile at the time of the incident was Travis.
(See completed example at end of section.)

Census Tract (Residence Location at Time of Incident) **Definition**

The census tract number is a six-digit number assigned by the United States Census Bureau. The number identifies an area of land within the United States.

Purpose

This number provides a means to cross-reference geographic and population information that is available from the U.S. Census Bureau to incident data for comparative analysis.

Entry

Enter the census tract number of the residence of the juvenile at the time of the incident in the **Census Tract** box. Enter six digits as shown below; two right spaces are always assumed to follow a decimal point. If the residence is in an area where a census tract number has not been assigned, enter six zeros.

Enter census tract numbers as follows:

1610.01	→	1610.01
204.01	→	0204.10
202	→	0202.00
17.26	→	0017.26
1	→	0001.00
None	→	0000.00

You can find the census tract number for a particular street address from the Census Bureau web site at <http://www.census.gov/geo/www/tractez.html> (use the Census Tract Street Locator link) or from your local planning or zoning commissions. Not all jurisdictions have census tract numbers.

Example

The juvenile's residence at the time of the incident had a census tract number of 0008.03. (See completed example at end of section.)

Zip Code (Residence Location at Time of Incident) **Definition**

A numerical code assigned by the U.S. Postal Service to all jurisdictions within the United States.

Purpose

This information aids in identifying where the juvenile resided at the time of the incident and may be helpful in identifying possible target areas for prevention and outreach efforts.



Entry

Enter the digits of the postal zip code number for the address where the juvenile resided at the time of the incident in the [Zip Code](#) box. If the five-digit zip code has a four-digit extension, separate the extension by inserting a hyphen.

Example

The zip code for the juvenile’s residence at the time of the incident was 78702. (See completed example at end of section.)

School (At Time of Incident) R

Definition

The educational facility (EE, PK, K, grades 1 through 12) attended by the youth at the time of the incident.

Purpose

This information may be helpful in identifying possible target areas for prevention and outreach efforts.

Entry

Type the name of the school the juvenile attended at the time of the incident in the [School](#) box. The school must offer one or more of the following levels of education: Early Education, Pre-kindergarten, Kindergarten, Grades 1 through 12. **Note:** It is important to be consistent in your entry of school names. Use complete or the most commonly used name for each school. You may eliminate the word “school” in the name and you may abbreviate levels as follows:

Level	Abbreviation
Early Education	EE
Pre-kindergarten	PK
Kindergarten	K
Elementary	EL
Middle School	MS
Intermediate	IN
Junior High	JH
High School	HS
Alternative Schools	AS

Example

The juvenile attended Pease Elementary School at the time of the incident. (See completed example at end of section.)

Grade (At Time of Incident) R

Definition

The educational grade level (EE, PK, K, grades 1 through 12) of the juvenile at the time of the incident.

Purpose

This information may be helpful in identifying possible target areas for prevention and outreach efforts.



Entry

Open the [Grade](#) drop-down list, using the downward arrow to the right of the box. Click the grade level of the juvenile at the time of the incident with your mouse, or you can type the grade level in the Grade box as follows:

EE, PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, or 12.

Note: If you choose to type the grade level rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct level is displayed.

Example

The juvenile was in the fourth grade at the time of the incident. (See completed example at end of section.)

Referred By **R**

Definition

The type of entity or individual that referred the juvenile to the local JFIP for the particular fireplay or firesetting incident. This may be the first person or the affiliation of the first person that contacted the JFIP about the juvenile.

Purpose

This information may be helpful for administrative purposes in identifying possible target areas for educational and outreach efforts.

Entry

Open the [Referred By](#) drop-down list, using the downward arrow to the right of the box. Click the description that best describes the referring party for this particular fireplay/firesetting incident with your mouse, or you can type the referring party in the Referred By box. **Note:** If you choose to type the referring party rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct party is displayed.

Referral source options are:

Caregiver/Parent	Law Enforcement	Juvenile Justice	Clergy
Fire Service	School Staff	Mental Health	Other

Note: If “Other” is selected, add a note and type as follows: [Referred By – Other – \(identify the referral source\)](#). Complete [instructions](#) for adding notes are given in the Getting Started chapter.

Example

A fire department investigator first contacted the JFIP regarding the juvenile and this incident.



Detail	Factors	Behaviors	Referral To	Reported Priors
Init. Contact Date	<input type="text" value="10/13/00"/>	Residential Area	<input type="text" value="Suburban"/>	
No Show	<input type="checkbox"/>	County	<input type="text" value="TRAVIS"/>	
Current Non-JFIP	<input type="checkbox"/>	Census Tract	<input type="text" value="0008.03"/>	
Public Assistance	<input type="checkbox"/>	Zip Code	<input type="text" value="78702"/>	
Child Protective Services	<input type="checkbox"/>	School	<input type="text" value="Pease Elementary School"/>	
		Grade	<input type="text" value="4"/>	
Referred By	<input type="text" value="FIRE SERVICE"/>			

Factors

Point and click [Factors](#) tab. Factors sub-form appears.

Definition

Physical, emotional, or environmental circumstances, conditions, or pressures that may have contributed to the fireplay/firesetting incident. The determination of a factor's contribution to the incident may be subjective on the part of the assessor, parent/guardian or child.

Purpose

This information may be useful in drawing inferences or making predictions concerning the risk of firesetting behavior and in developing educational materials for potentially at-risk populations.

Entry

1. Click the [Add Factor](#) button on the Factors sub-form. An Add Factors form appears.

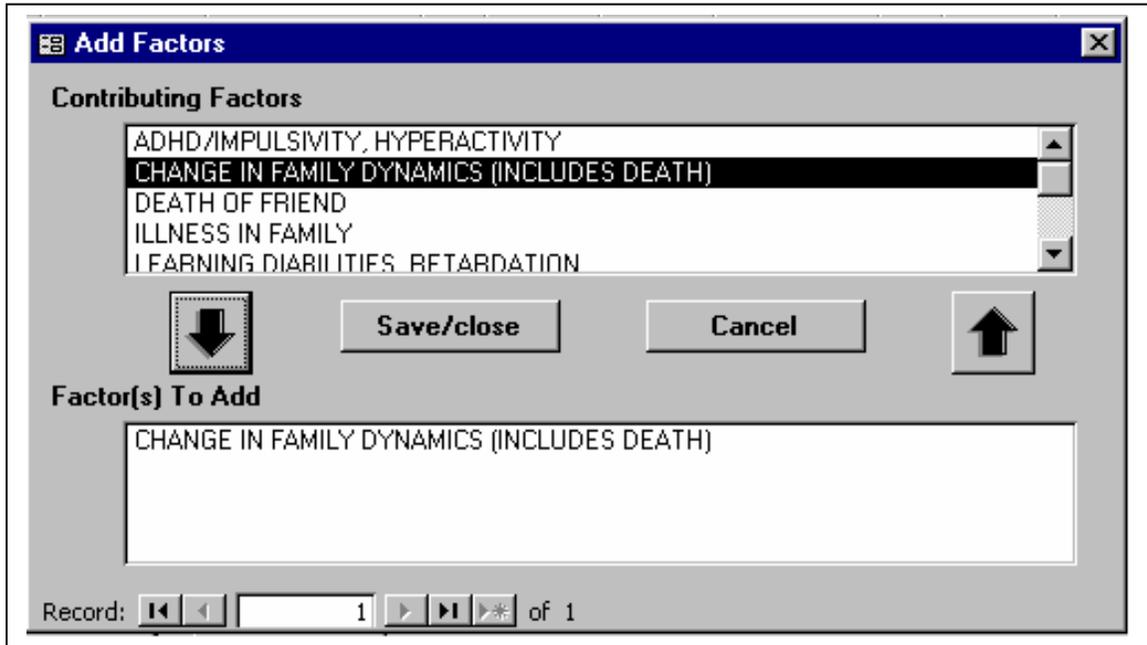
Detail	Factors	Behaviors	Referral To	Reported Priors
Factor		Date Entered		
<p>Record: <input type="text"/> </p>				
<p>Click </p>		<p><input type="button" value="Add Factor"/> <input type="button" value="Delete Factor"/></p>		

Factor counter for the instant incident



2. Highlight a factor from the list provided in the Contributing Factors box by clicking on the factor. (You may use the up or down arrows to the left of the Contributing Factors (upper) box to scroll through the factor options.)
3. Click the down arrow under the Contributing Factors box. The factor will appear in the Factor(s) to Add (lower) box.

Additional factors may be added by repeating steps 2 and 3 above. To cancel **all** factors currently in the lower box, click the [Cancel](#) button.



Factor options are:

- (Diagnosed as) ADHD/Impulsivity, Hyperactivity
- Change in family dynamics (includes death) (e.g., divorce, separation, birth of a sibling, new adult or children in household.)
- Illness in family
- Nutrition (adequate nutritional needs not being met)
- Peer pressure
- Other
- Learning disabilities, retardation
- Death of a friend
- Relocation (e.g., new neighborhood, city, or school)
- Physical, emotional, sexual abuse
- Lack of supervision

4. Click the [Save/close](#) button to save all factors selected. The Add Factors form will close and the screen will return to the Factors sub-form. Selected



contributing factors will be visible, as well as the date you entered the information. The form provides a record counter, located above the Add Factor and Delete Factor buttons, for ease in accessing factors when multiple factors have been entered.

To cancel a single factor you must do so from the Factors tab. Select the factor and click the [Delete Factor](#) button.

Note: If “Other” is selected, add a note and type as follows: **Factors – Other – (identify the contributing factor)**. Complete [instructions](#) for adding notes are given in the Getting Started chapter.

Example

The juvenile’s father and mother recently divorced, which may have been a contributing factor in the firesetting incident.

Behaviors

Point and click [Behaviors](#) tab. Behaviors sub-form appears.

Child Smokes

Definition

Whether the youth reportedly smokes cigarettes, cigars, or other tobacco products, including illegal substances, at the time of the incident.

Purpose

This information may be helpful in targeting populations for prevention and outreach efforts, as well as in determining incident rates between smokers and non-smokers.

**Entry**

Point and click the [Child Smokes?](#) box to indicate “Yes” the youth smokes conventional or non-conventional tobacco products. A check mark appears in the box. (To deselect, point and click again.)

Example

The juvenile does not smoke. (See completed example at end of section.)

Intentional? **Definition**

Whether the youth (or caregiver) reported that the intention was to ignite the material or start a fire. Whether the resulting fire was intentional or unintentional (deliberate vs. accident).

Purpose

This information may be helpful in studying motivation, identifying trends and in developing prevention and intervention strategies.

Entry

Point and click the [Intentional?](#) box to indicate “Yes” the youth meant to ignite the material or start a fire. A check mark appears in the box. (To deselect, point and click again.)

Example

The juvenile stated he intended to start the fire. (See completed example at end of section.)

Classification **Definition**

Behavioral and motivational category used to describe the fireplay/firesetting behavior. Categorization is subjective on the part of the interviewer/assessor based upon information provided by the parent(s)/guardian(s) and the child, as well as the assessor’s experience.

Purpose

This information may be helpful in studying motivation, identifying trends and in developing prevention and intervention strategies.

Entry

Open the [Classification](#) drop-down list, using the downward arrow to the right of the box. Click the classification or category that best describes this particular fireplay/firesetting incident with your mouse, or you can type the classification in the Classification box. **Note:** If you choose to type the classification rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct classification is displayed.

Classification options are:



Curiosity
Crisis

Delinquent
Pathological

Example

The firesetting represented underlying psychosocial conflicts and therefore classified as crisis. (See completed example at end of section.)

Risk R

Definition

The likelihood that youth will become involved in future firesetting. One of three risk levels (Little/Some Concern, Definite Concern, Extreme Concern), described by the psychological and social factors of individual traits, social circumstances and firesetting scenarios, by which juveniles and their families can be characterized.⁸ The level of risk is determined through use of the Comprehensive FireRisk Forms, a copy of which can be found in [Appendix C](#).

Purpose

This information may be useful in tracking trends, determining motivation, predicting future firesetting, and in developing prevention and intervention strategies.

Entry

Open the **Risk** drop-down list, using the downward arrow to the right of the box. Click the risk level that best describes this particular fireplay/firesetting incident, based analysis of the Comprehensive FireRisk Forms, with your mouse, or you can type the risk level in the Risk box. **Note:** If you choose to type the risk level rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct level is displayed.

Example

Responses to the FireRisk Forms indicate definite concern or risk for further and dangerous firesetting.

The screenshot shows a software interface with the following elements:

- Tabs:** Detail, Factors, Behaviors (selected), Referral To, Reported Priors.
- Form Fields:**
 - Child Smokes?
 - Intentional?
 - Classification: CRISIS (dropdown menu)
 - Risk: DEFINITE CONCERN (dropdown menu)
- Table:**

Weight	Behavior	Group
- Navigation:** Record: [Home] [Left] [Input] [Right] [End] [Refresh]
- Buttons:** Weight Behaviors, Float Screen, Search, Print.



Weight Behaviors 

Definition

The frequency (Rarely to Never, Sometimes, or Frequently) the child exhibits certain behaviors. The behaviors, contained in the Parent FireRisk Questionnaire, are divided into eight groups (School/Attention, Health/Developmental, Peer Issues, Antisocial Behavior, Symptoms of Anxiety/Depression, Fire History, Family Issues, and Severe Dysfunction).

Purpose

This information in conjunction with other risk evaluation information may be useful in tracking trends, determining motivation, predicting future firesetting, and in developing prevention and intervention strategies.

Entry

Using the completed [Parent Questionnaire](#) to provide you with the weight of each behavior, there are two ways to weight (Rarely/Never, Sometimes, Frequently, Not Applicable, Unanswered) the preset 116 behaviors.

- Use the Weight Behaviors Button:

Point and click the [Weight Behaviors](#) button. A sub-form appears showing three behaviors at a time, the category or group of each behavior shown, and a blank field for entering the weight of each behavior shown.





Child Smokes? Intentional?

Classification

Risk

Weight	Behavior	Group
<input type="text"/>	Behavior problems in school	School Issues
<input type="text"/>	Fantasizes (day dreaming)	School Issues
<input type="text"/>	Hyperactivity at school	School Issues

Record: of 116

Three behaviors are exhibited at a time.

Or

- Use the Float Screen Button:

Point and click the [Float Screen](#) button. A full screen sub-form appears showing 15 behaviors at a time, the category or group of each behavior shown, and a blank field for entering the weight of each behavior shown.

Weight	Behavior	Group
<input type="text"/>	Behavior problems in school	School Issues
<input type="text"/>	Fantasizes (day dreaming)	School Issues
<input type="text"/>	Hyperactivity at school	School Issues
<input type="text"/>	Impatient	School Issues
<input type="text"/>	Impulsive (acts before he thinks)	School Issues
<input type="text"/>	Lack of concentration	School Issues
<input type="text"/>	Learning problems at school	School Issues
<input type="text"/>	Likes school	School Issues
<input type="text"/>	Listens to teacher(s)/school authorities	School Issues
<input type="text"/>	Shows age appropriate interest in future school/jobs/career	School Issues
<input type="text"/>	Truant/school runaway	School Issues
<input type="text"/>	Comfortable with own body	Health/Developmental Issues
<input type="text"/>	Convulsions, seizures, "spells"	Health/Developmental Issues
<input type="text"/>	Excessive overweight	Health/Developmental Issues



Note: To exit and return to the Juvenile-Incident Screen and Behavior sub-form, click the **X** in the upper right corner of the gray tool bar.

Entry and movement around both forms is as follows:

1. Open the **Weight** drop-down list, using the downward arrow to the right of the each box. Click the frequency indicated on the completed Parent Questionnaire with your mouse for each of the three behaviors. If a behavior was not applicable **due to a specified age range**, select Not Applicable. If a frequency level was not indicated for a behavior, select Not Evaluated. You may type the frequency in the Weight box. **Note:** If you choose to type the frequency rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct frequency is displayed.
2. Move through the remaining behaviors using the Tab key, the downward arrow (↓) on your keyboard, or the right-pointing arrow to the right of the Record counter box. The Record counter box is located below the sub-form and above the Weight Behaviors button on the short form and at the bottom of the page on the full screen view.

Example

See a portion of the completed form below.

Weight	Behavior	Group
Rarely/Never	Behavior problems in school	School Issues
Rarely/Never	Fantasizes (day dreaming)	School Issues
Rarely/Never	Hyperactivity at school	School Issues
Rarely/Never	Impatient	School Issues
Rarely/Never	Impulsive (acts before he thinks)	School Issues
Rarely/Never	Lack of concentration	School Issues
Rarely/Never	Learning problems at school	School Issues
Rarely/Never	Likes school	School Issues
Rarely/Never	Listens to teacher(s)/school authorities	School Issues
Rarely/Never	Shows age appropriate interest in future school/jobs/career	School Issues
Rarely/Never	Truant/school runaway	School Issues
Rarely/Never	Comfortable with own body	Health/Developmental Issues
Rarely/Never	Convulsions, seizures, "spells"	Health/Developmental Issues
Rarely/Never	Excessive overweight	Health/Developmental Issues

A print preview and print option is offered for the Behaviors form. The preview and print buttons are located on the bottom right of the Behaviors tab.



Referral To

Point and click [Referral To](#) tab. Referral To sub-form appears.

Provider

Definition

Target agencies or entities that provide intervention services to youth and/or their families, to which you have recommended the juvenile and/or family be referred. Do not forget to include your JFIP as a recommended referral if it is appropriate that your program conduct fire safety educational intervention.

Purpose

This information may be useful in tracking referrals to intervention service providers.

Entry

Point and click the [Add Referral](#) button. A sub-form appears showing a blank row of fields including Provider.

If you open a blank Provider form by clicking Add Referral and then decide **not** to enter information, you **must** click [Delete, Yes](#) before exiting the Referral To form. Otherwise, you will have created a blank record.

Open the [Provider](#) drop-down list, using the downward arrow to the right of the box. Click the name of the target or provider agency/entity to which you referred the juvenile and/or family for this particular fireplay/firesetting incident. **Note:** If you choose to type the name of the provider rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct level is displayed.

If a provider that you wish to refer a juvenile to is not included in your drop-down list, click the [M](#) icon to return to the Main Menu icon. From the main screen, click the [Add Provider](#) button. A Providers form



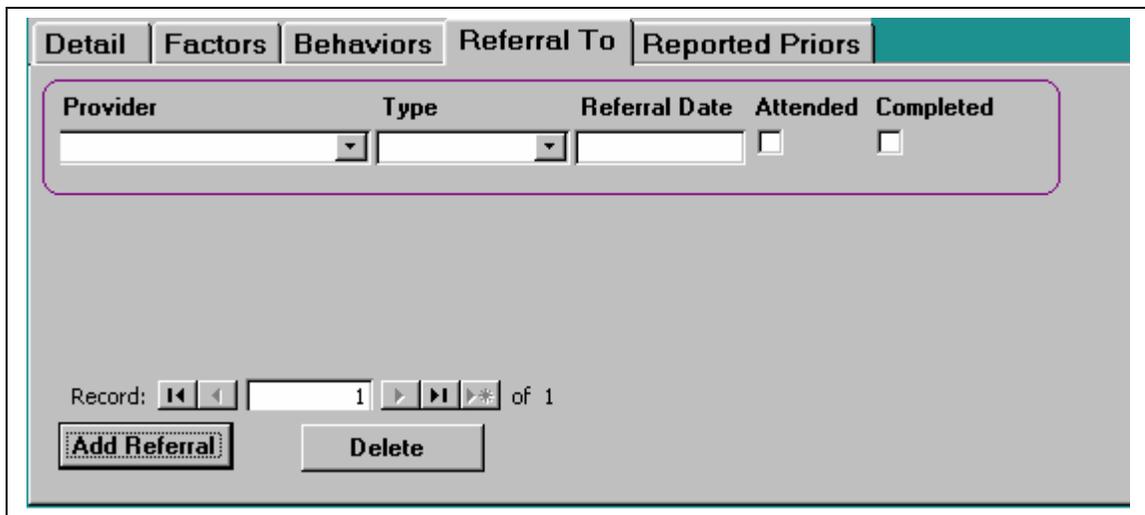
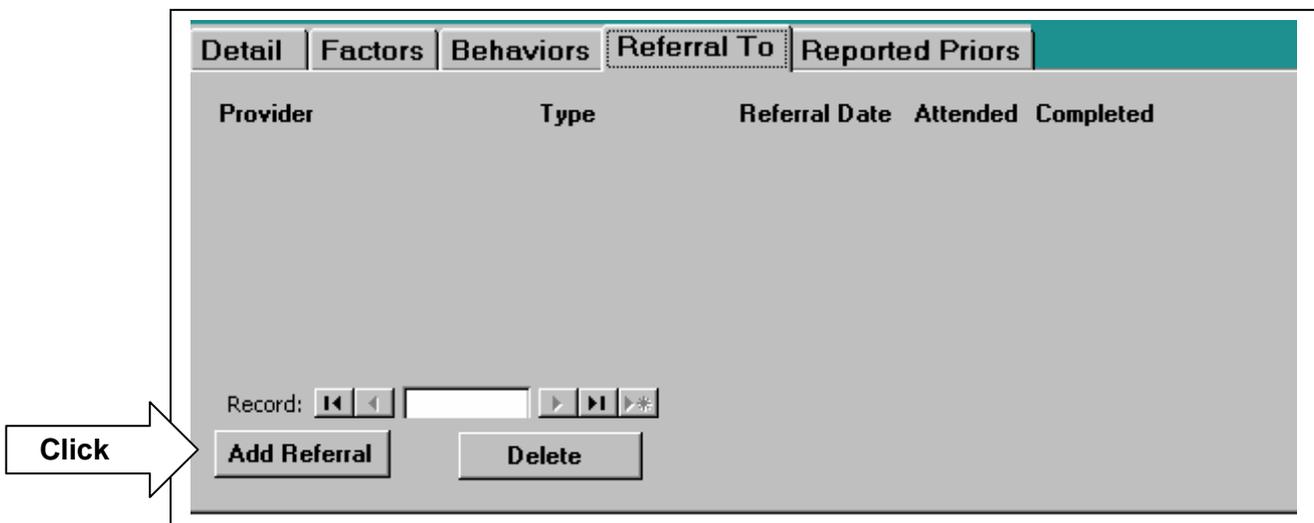


appears. Continue by following the steps on page 25.
 You **must** then return to the Juvenile-Incident form, Referral To tab to complete entry information. You may do so by clicking:

- The [Find/Add Juvenile](#) button, selecting the appropriate juvenile, clicking the [Show](#) button, clicking the [Show Juvenile-incident](#) button, then clicking on the [Referral To](#) tab;

Or

- The [Find/Add Incident](#) button, selecting the appropriate incident, clicking the [Show Incident](#) button, clicking on the [Juveniles Involved](#) tab, clicking the [Show Juvenile-incident](#) button, then clicking on the [Referral To](#) tab.





Note: Only five rows of service providers are visible at one time. You may continue to add as many provider-records as necessary, but will only be able to view row numbers greater than five by scrolling, using the arrows to the right of the Record counter directly above the Add Referral and Delete buttons or the down arrow on your keyboard.

Example

The juvenile was referred to the Austin Fire Department and to the Child Study Center. (See completed example at end of section.)

Type 

Definition

The kind of service provided by a particular youth and/or family service provider.

Purpose

This information may be useful in tracking intervention services recommended for a juvenile and/or family for follow-up purposes and in identifying an intervention service history.

Entry

Open the **Type** drop-down list, using the downward arrow to the right of the box. Click the appropriate type of service for the provider agency/entity to which you referred the juvenile and/or family for this particular fireplay/firesetting incident.

Note: If you choose to type the service rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct service is displayed.

The type of referral service options are:

- | | |
|------------|------------------|
| Education | Juvenile Justice |
| Counseling | Other Referral |

Note: If “Other Referral” is selected, add a note and type as follows: **Type of Service – Other – (identify the type of service)**. Complete [instructions](#) for adding notes are given in the Getting Started chapter.

Example

The juvenile was referred for education and counseling. (See completed example at end of section.)

Referral Date 

Definition

The month, day and year the recommendation or referral was made by the JFIP to the juvenile and family.

Purpose

This information may be useful for administrative purposes, particularly if you contract for services with providers, and for conducting follow-ups.

**Entry**

Enter the date the referral was made by the JFIP – month, day, and year, each separated by a hyphen or forward slash – in the [Referral Date](#) box. You may enter either a one- or two-digit number for the month and day and either a two- or four-digit number for the year. The date will default on screen to a single digit month and day, if appropriate and a two-digit year, with forward slash formatting.

Example

The juvenile was referred for education and counseling on October 13, 2000. (See completed example at end of section.)

Attended **Definition**

Whether the juvenile and/or family attended the intervention service to which referred.

Purpose

This information may be useful for administrative purposes, particularly if you contract for services with; for follow-up purposes; and in identifying an intervention service history.

Entry

Point and click the [Attended](#) box to indicate “Yes,” if the juvenile and/or family, as appropriate, attended the target agency’s intervention service. A check mark appears in the box. (To deselect point and click again.)

Example

The juvenile attended the fire department’s educational program, but failed to meet with the Child Study Center. (See completed example at end of section.)

Completed **Definition**

Whether the juvenile and/or family completed the intervention service to which referred.

Purpose

This information may be useful for administrative purposes, for follow-up purposes, and in identifying an intervention service history in the event of future incidents.

Entry

Point and click the [Completed](#) box to indicate “Yes,” if the juvenile and/or family, as appropriate, completed the target agency’s intervention service. A check mark appears in the box. (To deselect point and click again.)

Example

The juvenile completed the fire department’s educational program, but did not complete services provided by the Child Study Center. (See completed example at end of section.)



Note: To delete a Referral To provider record (row), you must click into one of the fields on the row you wish to delete, then click the [Delete](#) button. The row and all information contained in it will disappear.

Detail	Factors	Behaviors	Referral To	Reported Priors
Provider	Type	Referral Date	Attended	Completed
Austin Fire Department	Education	10/13/00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Child Study Center	Counseling	10/13/00	<input type="checkbox"/>	<input type="checkbox"/>

Record: of 2

Reported Priors

Point and click [Reported Priors](#) tab. Reported Priors sub-form appears.

This section was developed to capture minimal information about prior incidents of fireplay/firesetting, **not** associated with your JFIP. The juvenile and/or parent or caregiver, who may have only limited information, even if the juvenile was seen by another JFIP, provides this information.

Age 

Definition

The age, in years, of the youth at the time of prior fireplay or firesetting incidents, not associated with the instant JFIP.

Purpose

This information may be useful in identifying a fireplay or firesetting history or progression outside of the current program and in determining appropriate intervention strategies.

Entry

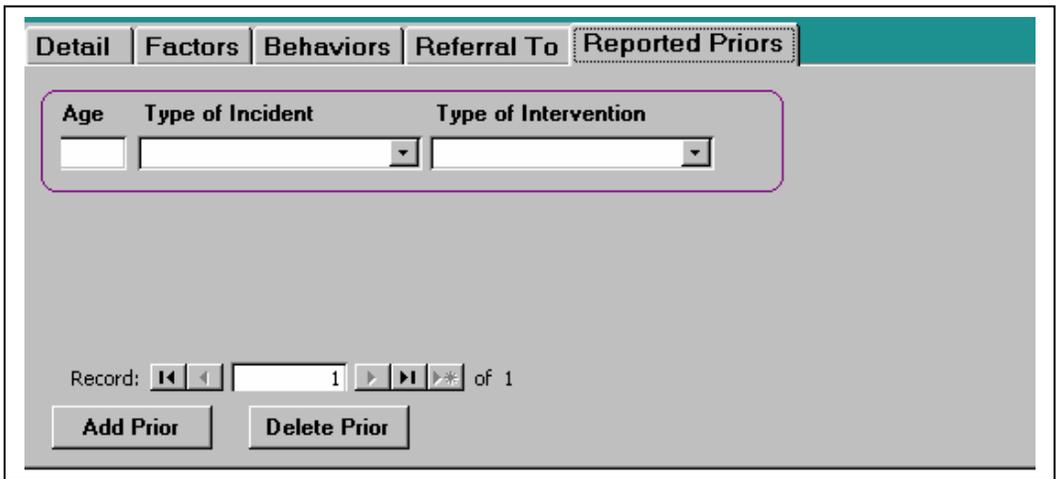
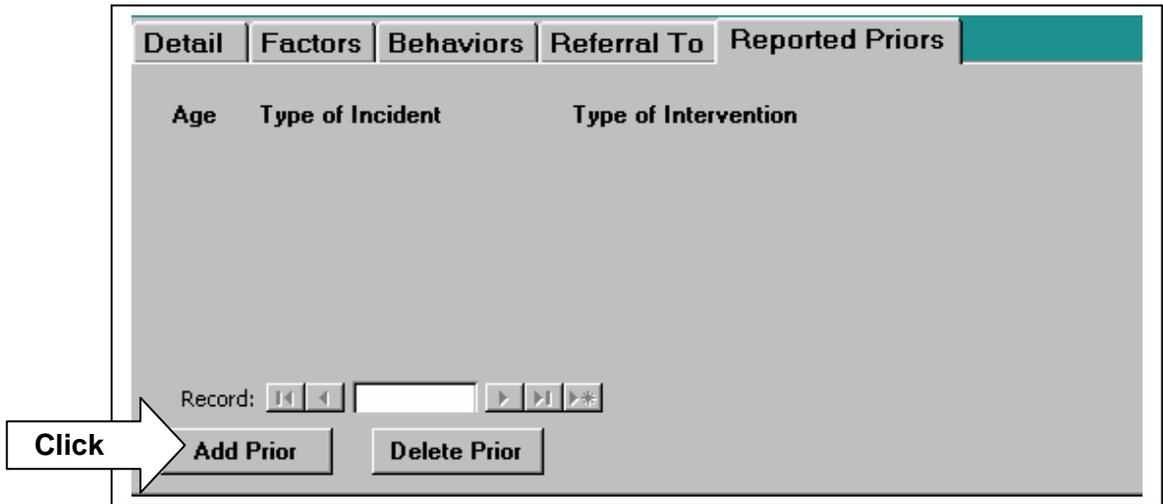
Point and click the [Add Prior](#) button. A sub-form appears showing a blank row of fields including Age.

If you open a blank Prior form by clicking Add Prior and then decide **not** to enter information, you **must** click [Delete](#), [Yes](#) before exiting the Reported Priors form. Otherwise, you will have created a blank record.



If there are no reported prior incidents not associated with your JFIP, click the [Show Environments](#) button and proceed to the Associated Environments section on page 78; otherwise, follow the steps below:

Enter the numeral that represents the juvenile’s age, in years, at the time of the incident as reported to you by the juvenile and/or parent/caregiver.



Note: Only five rows of priors are visible at one time. You may continue to add as many prior-records as necessary, but will only be able to view row numbers greater than five by scrolling, using the arrows to the right of the Record counter directly above the Add Prior and Delete Prior buttons or the down arrow on your keyboard.

Example

A prior incident that occurred when the juvenile was five years old was reported. (See completed example at end of section.)



Type of Incident

Definition

Whether the incident was considered fireplay or firesetting. (See page 39 for distinction between fireplay and firesetting. The determination of the type of incident may be subjective on the part of the assessor based upon information provided by the parent(s)/guardian(s), child and personal experience.

Purpose

This information may be useful in identifying a fireplay or firesetting history or progressive patterns of behavior outside of the current program and in determining appropriate intervention strategies.

Entry

If the juvenile and/or parent or caregiver reported the type of incident, open the [Type of Incident](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate incident type with your mouse, or you can type fireplay or firesetting in the Type of Incident box. Otherwise, leave the box blank. **Note:** If you choose to type the type of incident rather than select it, the program will automatically complete the box based on the characters you have entered. Continue typing until the correct incident type name is displayed.

Example

The incident was an act of fireplay. (See completed example at end of section.)

Type of Intervention

Definition

The kind of intervention service provided by a particular youth and/or family service provider.

Purpose

This information may be helpful determining appropriate intervention services for a juvenile considering service history.

Entry

If the juvenile and/or parent or caregiver reported the type of intervention received, open the [Type of Intervention](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate type of service to which the juvenile and/or family was referred. Otherwise, leave the box blank. **Note:** If you choose to type the service rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct service is displayed. The type of intervention service options are listed on page 72.

Example

The juvenile received educational intervention. (See completed example at end of section.)

Note: To delete a Reported Prior record (row), you must click into one of the fields on the row you wish to delete, then click the [Delete](#) button. The row and all information contained in it will disappear.



Detail	Factors	Behaviors	Referral To	Reported Priors
Age	Type of Incident	Type of Intervention		
5	Fireplay	Education		

Record: 1 of 1



CLICK THE [Show Environments](#) BUTTON TO CONTINUE INPUT OF INFORMATION CONCERNING THE JUVENILE-INCIDENT.

Detail	Factors	Behaviors	Referral To	Reported Priors
Age	Type of Incident	Type of Intervention		
5	Fireplay	Education		

Record: 1 of 1



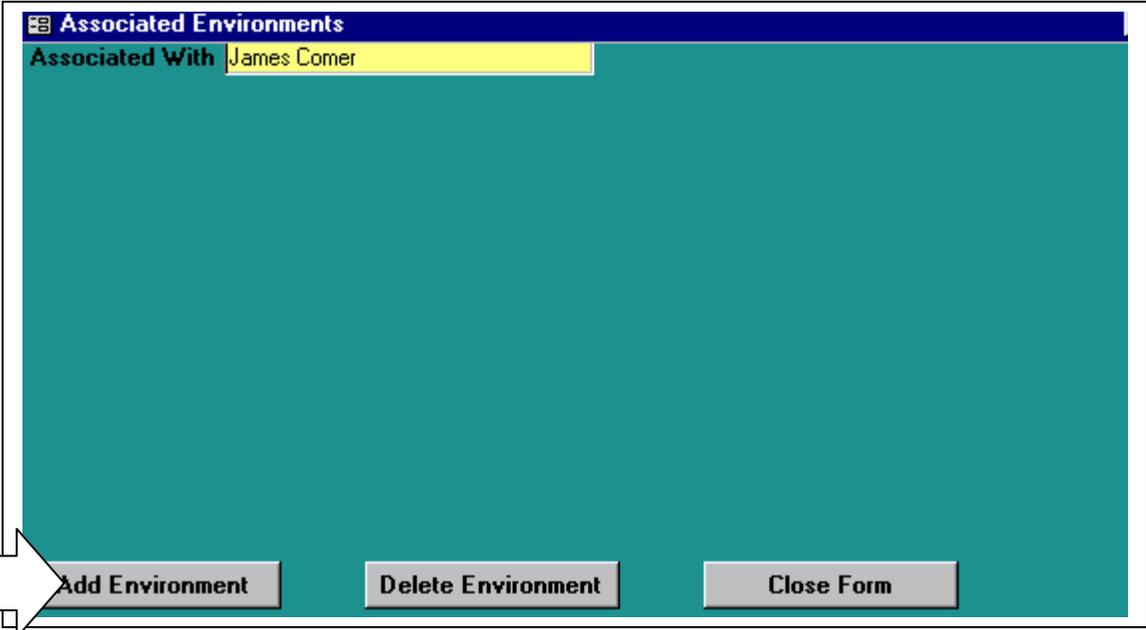
Associated Environments

The Associated Environment form allows you to input information about the primary (and secondary, if applicable) environment where the child lived at the time of the incident. **The primary caregiver's environment must be included.** If the child was staying with someone other than the primary caregiver (another parent, relative, etc.) at the time of the incident and routinely stays in that environment, include it. Also, include the post-fire/post-fireplay environment that is working with your program if it is not one of the environments already entered. **Note:** Add a note to indicate the post-incident environment and type as follows: **Environments – Post-incident – (identify the environment by description)**. Complete instructions for adding notes are given in the Getting Started chapter.

This section may also be used for information about other environments where the child spent (spends) a great deal of time and was (is) influenced by an adult; however, the primary purpose of this section is to capture information about where the child lives.

The youth's name appears at the top of the form in yellow and cannot be changed from this form. Each environment **must** have at least one adult (18 years of age or older) associated with it. An environment may have multiple adults associated with it. When entering information on the environment form consider the individual or individuals who influenced the juvenile in that environment.

Click the [Add Environment](#) button. The Associated Environments form appears.



Associated Environments

Associated With James Comer

Click Add Environment Delete Environment Close Form

If you open a blank Associated Environments form by clicking Add Environment and then decide **not** to enter information, you **must** click [Delete Environment](#), [Yes](#) before clicking [Close Form](#). Otherwise, you will have created a blank record.

**Description** **Definition**

A short statement that will briefly illustrate the environment.

Purpose

This element provides an identifier of the environment.

Entry

Type a brief description of the environment in the [Description](#) box. For example, home, Mom's house, Dad's house, etc.

Example

The environment is what the juvenile considers home. (See completed example at end of section.)

Marital Status **Definition**

The marital status of the primary person to be associated with the environment.

Purpose

This element provides information on the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

Entry

Open the [Marital Status](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate status for the primary person associated with the environment. **Note:** If you choose to type the status rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct status is displayed.

Marital status options are:

Cohabiting	Divorced
Currently Married	Never Married
Separated	Widowed

Example

The marital status of the primary person associated with the environment is divorced. (See completed example at end of section.)

Percent Time **Definition**

An amount of time, as a percentage of 100, the juvenile lives in the environment.

Purpose

This information, along with other elements relating to the juvenile's environment, may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

**Entry**

Type the numeral representing the percentage of time, up to 100 percent, that the juvenile spends in the environment in the **Percent Time** box. Use whole numbers, and decimals or a percentage sign. If using decimals, for times less than 100 percent, enter a decimal and then a numeral (e.g., .9); for 100 percent, type the number 1 and then a decimal (e.g., 1.).

Example

The juvenile lives in this environment 100 percent of the time. (See completed example at end of section.)

Zip**Definition**

A numerical code assigned by the U.S. Postal Service to all jurisdictions within the United States.

Purpose

This information may be of in identifying possible target areas for outreach efforts.

Entry

Enter the digits of the postal zip code number for the address of the environment in the **Zip** box. If the five-digit zip code has a four-digit extension, separate the extension by inserting a hyphen.

Example

The zip code for the juvenile's home environment is 78702. (See completed example at end of section.)

County (Environment Location)**Definition**

A statewide geographical boundary designation.

Purpose

This information may be helpful in identifying possible target areas for prevention and outreach efforts.

Entry

Open the **County** drop-down list, using the downward arrow to the right of the box. Click the appropriate county name with your mouse, or you can type the county name in the County box. **Note:** If you choose to type the name of the county rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct county name is displayed.

Example

The county for the environment where the juvenile lives is Travis. (See completed example at end of section.)

Custody At Incident? **Definition**

Whether the juvenile was in the custody of the primary person associated with the environment at the time of the incident.

Purpose

This information, along with other elements relating to the juvenile's environment, may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

Entry

Point and click [Custody At Incident?](#) to indicate "Yes," if the juvenile was in the custody of the primary person associated with the environment. A check mark appears in the box. (To deselect point and click again.)

Example

The primary person associated with the environment had custody over the juvenile at the time of the incident. (See completed example at end of section.)

Homeless? **Definition**

Whether the environment 1) is not a regular, fixed, or adequate nighttime residence; or 2) is a supervised public or private shelter designed to provide temporary living accommodations (including welfare hotels and congregate shelters); or 3) a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

Purpose

This information, along with other elements relating to the juvenile's environment, may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

Entry

Point and click [Homeless?](#) to indicate "Yes," if the environment is not a regular residence as defined above. A check mark appears in the box. (To deselect point and click again.)

Example

The environment is a regular residence. (See completed example at end of section.)

Smoke Alarms? **Definition**

Whether the environment contains one or more working smoke alarms.

Purpose

This information may assist in identifying unprotected environments and in determining risk associated with the environments.



Entry

Point and click [Smoke Alarm\(s\)?](#) to indicate “Yes,” if the environment contains one or more working smoke detectors. A check mark appears in the box. (To deselect point and click again.)

Example

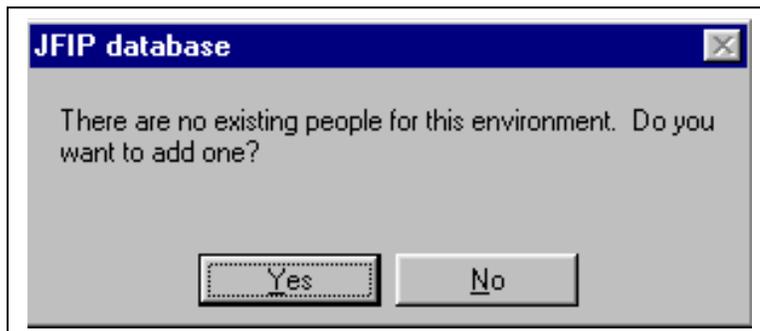
The environment has at least one working smoke detector.

If any Associated Environment information has been entered, you will be cued of that fact by the red box around the [Show Environments](#) button on the Juvenile-Incident form.

To view details about a specific person associated with this environment, point and click in the space on the left side of the row showing the person's name, gender, age and relationship to the juvenile. An arrow will appear. Click the [Show People](#) button. The Associated People form appears.

To disassociate a person from the environment, point and click in the space on the left side of the row showing the person's name. An arrow will appear. Click the [Delete Person](#) button. The person's name, gender, age, and relationship will disappear from the environment form.

If you click the [Show People](#) button and no one is associated with the environment, a message will appear stating that there are no existing people for the environment and asking if you want to add one. You may add a person and open the Associated People form by clicking [Yes](#).



Entry to the Associated People form through this method leaves the Associated Environment form open, behind the Associated People form. You must close the form before closing the database or entering into other database sections. To close the Associated Environment form, click the [Close Form](#) button.



Another method for entering the Associated People form is by clicking the [Show People](#) button on the Juvenile-Incident form.



CLICK THE [Show People](#) BUTTON TO CONTINUE INPUT OF INFORMATION CONCERNING THE JUVENILE-INCIDENT.

Associated People

The Associated People form allows you to input information about the primary caregiver(s) and/or those adults (18 years of age or older) in the environment where the child lives and those that most influence the juvenile. Each individual must be associated with an environment.

Click the [Add Person](#) button. The Associated People form appears.

The screenshot shows a software window titled "Associated People". Inside the window, there is a text input field labeled "Associated With" which contains the text "James Comer". Below the input field, there are three buttons: "Add Person", "Remove Person", and "Close Form". A white arrow with the word "Click" inside it points to the "Add Person" button. At the bottom of the window, there is a "Record:" label followed by a set of navigation icons (back, forward, search, etc.).

If you open a blank Associated People form by clicking Add Person and then decide **not** to enter information, you **must** click [Delete, Yes](#) before exiting the Associated People form. Otherwise, you will have created a blank record.

Name ●

Definition

The full name of the adult (18 years of age or older) that is associated with the child's environment and that has influence over the child.

Purpose

The name of the juvenile's caregiver(s) will be useful when contact by the JFIP is necessary and for follow-up purposes.

Entry

Enter the full name of the adult as normally written in the [Name](#) box. Enter the name using the format: first name, middle name or initial, last name, and suffix (Jr., Sr., III, etc.).

**Example**

The juvenile lives with Maureen Comer. (See completed example at end of section.)

Relation R**Definition**

The relationship of the adult to the child.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting. This information also will be useful when contact by the JFIP is necessary and for follow-up purposes.

Entry

Open the [Relation](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate relationship of the adult to the juvenile. **Note:** If you choose to type the relationship rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct relationship is displayed.

The relationship options are:

Natural/Bio Parent	Grandparent	Half Sibling
Adoptive Parent	Other Relative	Step Bro/Sis
Step Parent	Other Adult	Other Child
Foster Parent	Full/Biological Sibling	

Note: If “Other Relative,” “Other Adult,” or “Other Child” is selected, add a note and type as follows: [Relation – Other – \(identify the relationship\)](#). Complete [instructions](#) for adding notes are given in the Getting Started chapter.

Example

Maureen Comer is the natural/biological parent of the juvenile. (See completed example at end of section.)

Gender R**Definition**

The identification of the adult as either male or female.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

Entry

Open the [Gender](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate response with your mouse. **Note:** If you choose to type the gender rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct gender is displayed.

Example

Maureen Comer is a female. (See completed example at end of section.)

Age ★**Definition**

The adult's age in years.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

Entry

Enter the numeral representing the age of the adult in years at the time of the incident in the [Age](#) box.

Example

Maureen Comer was 30 years old. (See completed example at end of section.)

Occupation ★**Definition**

Identification of the adult's occupation as unskilled, skilled, professional. Unskilled: lacking technical training; Skilled: mastery of a technique or trade - craft or trade; Professional: engaged in one of the learned professions.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

Entry

Open the [Occupation](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate occupational skill level with your mouse. **Note:** If you choose to type the level rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct level is displayed.

Example

Maureen Comer is skilled. (See completed example at end of section.)

Environment ★**Definition**

A brief description that illustrates the environment of the adult in relation to the juvenile.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.



Entry

Open the [Environment](#) drop-down list, using the downward arrow to the right of the box. Click the appropriate environment with your mouse. **Note:** If you choose to type the environment rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct environment is displayed.

It is very important that you check the environment box to make sure the appropriate environment is displayed. The environment will automatically default to the last environment accessed if no other selection is made. If you need to add an environment, do so according to the instructions on the preceding pages, **after you have completed this section.** You can associate this person with the new environment from the Associated Environments screen by clicking the [Show People](#) button, scrolling the Record counter to locate the appropriate person, and opening the [Environment](#) drop-down list as described directly above.

Example

The environment associated with Maureen Comer is considered the juvenile’s home. (See completed example at end of section.)

Education 

Definition

The highest grade level completed or the highest degree attained by the adult.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

Entry

Open the [Education](#) drop-down list, using the downward arrow to the right of the box. Click the highest educational level attained by the adult with your mouse. **Note:** If you choose to type the educational level rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct educational level is displayed.

Education level options are:

- | | |
|---|---|
| < 9 th Grade | Associate Degree (e.g., AA, AS) |
| 9 th to 12 th Grade, No Diploma | Bachelor Degree (e.g., BA, AB, BS) |
| High School Diploma (or GED) | Graduate or Professional Degree (e.g., MA, MS, MEng., MEd, MSW, MBA, MD, DDS, DVM, LLB, JD, PhD, EdD) |
| Some College, No Degree | |

Example

Maureen Comer completed two years of college and obtained an Associate Degree. (See completed example at end of section.)

Primary Caregiver? **Definition**

Whether the adult is considered the primary caregiver. There can only be one primary caregiver for each youth.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

Entry

Point and click [Primary Caregiver?](#) to indicate “Yes” the adult is considered to be the youth’s primary caregiver. A check mark appears in the box. (To deselect, point and click again.)

Example

Maureen Comer is the juvenile’s primary caregiver. (See completed example at end of section.)

Prior Fire Incidents? **Definition**

Whether the adult reports every being involved in a fireplay or firesetting incident.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

Entry

Point and click [Prior Fire Incidents?](#) to indicate “Yes” the adult has had one or more incidents with fireplay and/or firesetting. A check mark appears in the box. (To deselect, point and click again.)

Example

Maureen Comer was never involved in fireplay or firesetting. (See completed example at end of section.)

Smokes? **Definition**

Whether the adult smokes traditional or non-traditional tobacco products.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

Entry

Point and click [Smokes?](#) to indicate “Yes” the adult smokes. A check mark appears in the box. (To deselect, point and click again.)

Example

Maureen Comer does not smoke. (See completed example at end of section.)

Currently Employed? **Definition**

Whether the adult was employed at the time of the incident.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

Entry

Point and click [Currently Employed?](#) to indicate “Yes” the adult was employed at the time of the incident. A check mark appears in the box. (To deselect, point and click again.)

Example

Maureen Comer was employed at the time of the incident. (See completed example at end of section.)

Criminal History? **Definition**

Whether the adult has been arrested or convicted of a crime.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

Entry

Point and click [Criminal History?](#) to indicate “Yes” the adult reports having been arrested or convicted of a crime. A check mark appears in the box. (To deselect, point and click again.)

Example

Maureen Comer was never arrested or convicted of a crime. (See completed example at end of section.)

Currently Incarcerated? **Definition**

Whether the adult was in jail or prison at the time of the incident.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting.

**Entry**

Point and click [Currently Incarcerated?](#) to indicate “Yes” the adult was in jail or prison at the time of the incident. A check mark appears in the box. (To deselect, point and click again.)

Example

Maureen Comer was not in jail or prison. (See completed example at end of section.)

Languages Spoken**Definition**

The identification of languages spoken by the adult while in the child’s environment.

Purpose

This element provides information about the family type that may assist researchers in determining those risk factors that may be a predictor of juvenile firesetting and information that may assist in developing prevention and intervention programs.

Entry

1. Point and click the [Add Language](#) button. A drop-down box appears.
2. Open the [Languages Spoken](#) drop-down list, using the downward arrow to the right of the box. Click the language spoken by the adult in the child’s environment. **Note:** If you choose to type the language rather than select it, the database program will automatically complete the box based on the characters you have entered. Continue typing until the correct language is displayed.
3. If multiple languages are spoken by the adult in the child’s environment, repeat steps 1 and 2 above, as necessary for each language.

Note: To delete a Languages Spoken record (row), you must click into the cell on the row you wish to delete (a black arrow appears), then click the [Delete Language](#) button. The row and information in it will disappear.

Only four rows are visible at one time. You may continue to add as many languages as necessary, but will only be able to view row numbers greater than four by scrolling, using the arrows to the right of the Record counter at the bottom of the gray inset language sub-form.

Example

Maureen Comer speaks English at home (in the child’s environment). (See completed example on the next page.)



Associated People

Associated With	<input type="text" value="James P. Comer, Jr."/>	
Name	<input type="text" value="Maureen Comer"/>	Primary Caregiver? <input checked="" type="checkbox"/>
Relation	<input type="text" value="NATURAL/BIO PARENT"/>	Prior Fire Incidents? <input type="checkbox"/>
Gender	<input type="text" value="Female"/>	Smokes? <input type="checkbox"/>
Age	<input type="text" value="30"/>	Currently Employed? <input checked="" type="checkbox"/>
Occupation	<input type="text" value="Skilled"/>	Criminal History? <input type="checkbox"/>
Environment	<input type="text" value="home"/>	Currently Incarcerated? <input type="checkbox"/>
Education	<input type="text" value="ASSOCIATE DEGREE"/>	
Languages Spoken	<input type="text" value="English"/>	
<input type="button" value="Add Language"/>		
<input type="button" value="Delete Language"/>		
Record: <input type="button" value="⏪"/> <input type="button" value="⏩"/> <input type="text" value="1"/> <input type="button" value="⏴"/> <input type="button" value="⏵"/> <input type="button" value="⏶"/> <input type="button" value="⏷"/> of 1		
<input type="button" value="Add Person"/> <input type="button" value="Remove Person"/> <input type="button" value="Close Form"/>		
Record: <input type="button" value="⏪"/> <input type="button" value="⏩"/> <input type="text" value="1"/> <input type="button" value="⏴"/> <input type="button" value="⏵"/> <input type="button" value="⏶"/> <input type="button" value="⏷"/> of 2 (Filtered)		

Click the [Close Form](#) button to return to the Juvenile-Incident form. If any Associated People information has been entered, you will be cued of that fact by the red box around the [Show People](#) button on the Juvenile-Incident form.

Running Reports

There are 27 predetermined summary or statistical reports built into this database program. To run a report, start at the Main Menu.

1. Click the [Run Reports](#) button. The Summary Reports form appears.
2. Point and click on the report (1 through 27) that you wish to run. The report name and number will appear highlighted.

Report options are:

- Juvenile Fireplay/Firesetting Incidents by Month
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Day of Week
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Time of Day
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Zip Code
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Ignition Tool
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Source of Ignition Tool
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Material Ignited
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Location and Area
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Grade and Gender
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Age and Gender
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Race and Gender
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Ethnicity and Gender
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Risk Assessment
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Classification
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Contributing Factors
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Marital Status of Primary Caregiver
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Referral Source
Using Incident Date
- Reported Prior Incidents of Juveniles by Age and Intervention
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents by Relationship to Primary Caregiver
Using Incident Date



- Persons Associated with Juveniles by Languages Spoken
Using Incident Date
- Juvenile Fireplay/Firesetting Incidents with Influence of Smokers and Others With Prior Incidents Using Incident Date
- Juvenile-Incidents by Referral (Type)
Using Incident Date
- Juvenile Report (shows percentage of juveniles with one incident and Percentage of juveniles with multiple incidents by type of incident) Using Incident Date
- Referrals by Provider
Using Referral Date
- List of Juveniles with Incidents*
Using Incident Date
- List of Incidents with Juveniles Involved*
Using Incident Date
- Juveniles with Referrals (showing whether attended and completed)
Using Incident Date

* **Can be cross-checked to identify “orphaned” records (i.e., juvenile records with no incidents and incident records with no juveniles).**

3. Enter the beginning date of the date range for the period you wish the report to cover – month, day, and year, each separated by a hyphen or forward slash – in the [Start Date](#) box. You may enter either a one- or two-digit number for the month and day and either a two- or four-digit number for the year.
4. Enter the ending date of the date range for the period you wish the report to cover – month, day, and year, each separated by a hyphen or forward slash – in the [End Date](#) box. You may enter either a one- or two-digit number for the month and day and either a two- or four-digit number for the year.

Note: The start date defaults to the first day of the current year (e.g., 1/1/01) and the end date defaults to the last day of the current year (e.g., 12/31/01). If you fail to enter a date in the Start Date and End Date boxes, this may cause an error (#Error) in your report. **It is very important to remember to enter a start and end date.**

5. Click the [Show Report](#) button. The report will appear. To select another report, click the lower [x](#) in the upper right corner of the screen.

Note: You may print the report by clicking the “printer” icon on the tool bar.

Show as Query

This command will reproduce the grouped data reflected in the printed report. You may copy and save the query **with a different name** or convert it to SQL view and store it as a text file and then recreate the query in the "Adhoc.mdb" database and use the design grid to edit it.



Show Detail

This command displays the details lines from which the grouped totals are tallied. You may copy and save the query **with a different name** or convert it to SQL view and store it as a text file and then recreate the query in the "Adhoc.mdb" database and use the design grid to edit it.

Summary Reports		
1	Juvenile Fireplay/Firesetting Incidents by Month	
2	Juvenile Fireplay/Firesetting Incidents by Day of Week	
3	Juvenile Fireplay/Firesetting Incidents by Time of Day	
4	Juvenile Fireplay/Firesetting Incidents by Zip Code	
5	Juvenile Fireplay/Firesetting Incidents by Ignition Tool	
6	Juvenile Fireplay/Firesetting Incidents by Source of Ignition Tool	
7	Juvenile Fireplay/Firesetting Incidents by Material Ignited	
8	Juvenile Fireplay/Firesetting Incidents by Location and Area	
9	Juvenile Fireplay/Firesetting Incidents by Grade and Gender	
10	Juvenile Fireplay/Firesetting Incidents by Age and Gender	
11	Juvenile Fireplay/Firesetting Incidents by Race and Gender	
12	Juvenile Fireplay/Firesetting Incidents by Ethnicity and Gender	
13	Juvenile Fireplay/Firesetting Incidents by District	

Start Date: 1/1/00 End Date: 12/31/01

Buttons: Show Report, Show as Query, Show Detail

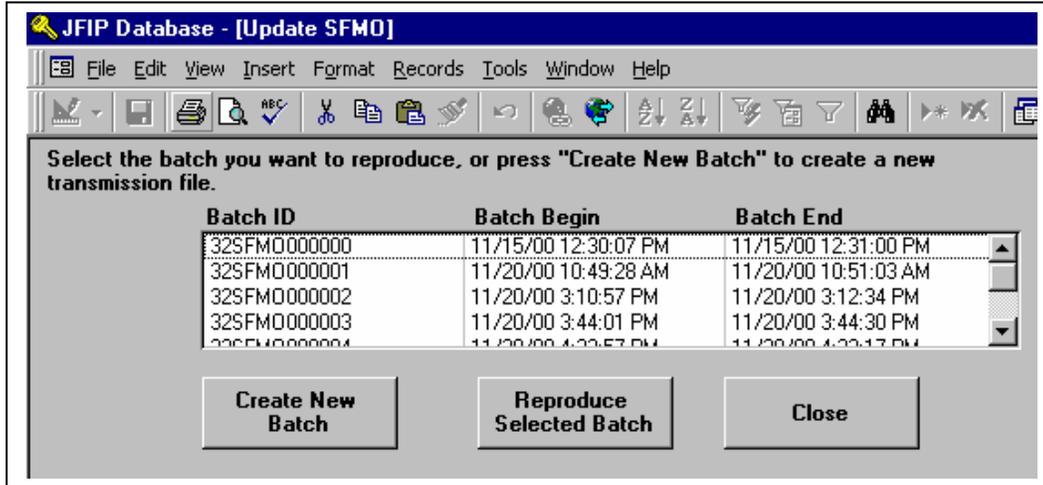
To exit the Summary Report form, click the lower X in the upper right corner of the screen. You will return to the Main Menu.



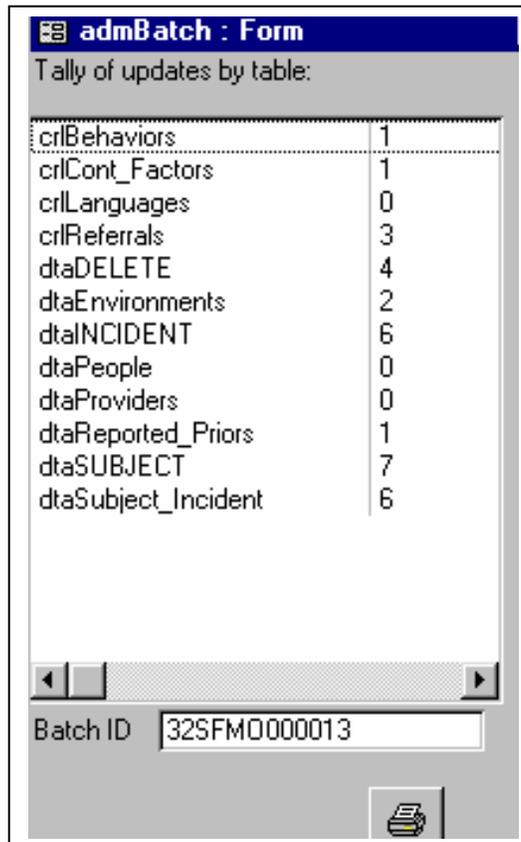
Updating SFMO

The database program was created to allow for the transfer of information to the SFMO. Such submission of information should be done on a regular basis, but no less than biannually (every six months). To batch data for submission, start at the Main Menu.

1. Click the [Update SFMO](#) button. The Update SFMO form appears.



2. Click the [Create New Batch](#) button to create a batch. A Batch form appears, providing a tally of updates by table and the **Batch ID number**. Note the batch ID number, as you will need it for submission purposes.



Write down the Batch ID so you will know which batch to transmit.

3. Close the Batch Form by clicking the **X** in the upper right corner of the form. The Main Menu appears.
 4. The batch will automatically be sent to your C:\JFIP folder.
- To transmit by diskette:
 5. Open your C:\JFIP folder.
 - Click the **Start** button. A menu appears.
 - Highlight or point to Programs. A list of your program groups appears.
 - Click on **Windows Explorer**. A list of folders appears (generally on the left side of your screen).
 6. Click on the plus sign **+** next to Win95(C:) or Win98(C:). A list of folders will appear.
 7. Point and click on the **JFIP** folder to highlight it. Contents of the folder will appear to the right.
 8. Point and click on the batch that you wish to transmit. Batches are identified by ID numbers. The batch will appear highlighted.
 9. Click on **Edit**, then **Copy**.
 10. Insert a blank disk into your A drive.
 11. Point and click on the 3½ Floppy (A:) drive to highlight it.
 12. Click on **Edit**, then **Paste**. The batch should appear on your A drive.
 13. Mail the disk in a diskette or padded mailer to:

**ATTN: JFIP
 State Fire Marshal's Office
 (Mail Code 112-WH)
 7915 Cameron Rd.
 Austin, TX 78754**

- To transmit via e-mail:
 5. Send an e-mail in your usual fashion to:

jfip@tdi.state.tx.us

with the batch as an attachment. This is generally done by selecting Attach or Attach File and then selecting the location of the attachment.
 6. Choose your **C** drive.
 7. Double click the **JFIP** folder. A list of its contents appears.
 8. Point and click on the batch you wish to transmit to highlight it. It will appear in the File Name box.
 9. Click **OK**. It will be attached to your e-mail.
 10. Click **Send**.

You may also recreate a batch for transmission if necessary. From the Main Menu, click the **Update SFMO** button; select the batch you wish to recreate by pointing and clicking it; click

the [Reproduce Selected Batch](#) button; and follow the steps above for the desired method of transmission to the SFMO.

Appendices

Appendix A

LICENSE.TXT

This file contains a list of the Microsoft Office Developer's Kit files that can be legally redistributed in accordance with the end user license agreement. When distributing software solutions that require a Microsoft application to run, end users must obtain a licensed copy of the Microsoft application for every targeted computer on which they desire to run the custom solution. In obtaining these licenses, the user of each licensed target computer obtains full license rights to use the Microsoft application and is not restricted to use of the application solely in conjunction with a custom solution you are distributing.

=====
SAMPLE APPLICATIONS

These sample application files are located in the root directory of the ODK cd in compressed format. They are copied to the user's \Windows\System directory when the Office Developer's Kit is installed.

- COMPOBJ.DLL
- CTL3D.DLL
- OLE2.DLL
- OLE2CONV.DLL
- OLE2DISP.DLL
- OLE2NLS.DLL
- OLE2PROX.DLL
- STORAGE.DLL
- THREED.VBX
- TYPELIB.DLL
- VBRUN300.DLL
- GRID.VBX
- MSOLE2.VBX
- PICCLIP.VBX
- SPIN.VBX

The sample application source and executable files are located on the cd in the \SAMPLES directory. The user can copy these files to the hard drive using the Contents Browser.

Directory: \SAMPLES\CHARTDEM

- ABSTRACT.TXT
- CHARTDEM.BAS
- CHARTDEM.EXE
- CHARTDEM.FRM
- CHARTDEM.FRX
- CHARTDEM.ICO
- CHARTDEM.MAK
- CHARTDEM.XLS
- CHARTDEN.FRM
- CHARTDES.FRM
- CHARTDES.FRX

Directory: \SAMPLES\ENCORE

- ABSTRACT.TXT
- ENCORVBA.XLS

REGION.DOT

Directory: \SAMPLES\FINDXL

ABSTRACT.TXT
FINDXL.EXE
FINDXL.FRM
FINDXL.FRX
FINDXL.ICO
FINDXL.MAK

Directory: \SAMPLES\HELPDESK

ABOUT.FRM
ABSTRACT.TXT
ASSIGN.FRM
AUTOEXEC.BAT
CALLS.FRM
CALLS.FRX
COMMAND.COM
CONFIG.SYS
CONTACTS.FRM
CONTACTS.FRX
DATACTL.BAS
DB.LOC
FINDCALL.FRM
FINDSERV.FRM
HELPPAP.DOC
HLPDSK.EXE
HLPDSK.MAK
HLPDSK.XLT
HPDESK.XLS
LAYOUT.DOC
LOGIN.FRM
MAIN.BAS
MAIN.FRM
MAIN.FRX
MYHLPDSK.MDB
NEWSYS.FRM
PASSWORD.FRM
PHONE.FRM
REPORTS.FRM
REPORTS.FRX
SERVICE.FRM
SERVICE.FRX
SYSTEMS.FRM
SYSTEMS.FRX
TITLE.FRM

Directory: \SAMPLES\INVOICE

ABSTRACT.TXT
DB.LOC
INVOICE.EXE
INVOICE.FRM
INVOICE.FRX
INVOICE.MAK

INVOICE.MDB
INVOICE2.DOT
INVOICEM.DOC

Directory: \SAMPLES\MAILLST

ABOUT.FRM
ABSTRACT.TXT
ASSIGN.FRM
DATACTL.BAS
DB.LOC
FIND.FRM
LISTS.FRM
LISTS.FRX
MAILLIST.FRM
MAIN.BAS
MERGE.FRM
MERGE.FRX
MLMGR.DOC
MLMGR.EXE
MLMGR.ICO
MLMGR.MAK
MYMAIL.MDB
NAMES.FRM
NAMES.FRX
NEWLIST.FRM
OLEROUTN.BAS
SETUP.FRM
TITLE.FRM
TYPE.FRM

Directory: \SAMPLES\MENUDEMO

ABSTRACT.TXT
MENUDEMO.TXT
MENUDEMO.XLS

Directory: \SAMPLES\VISIBASE

ABSTRACT.TXT
DB.LOC
EMPLOYEE.DOT
MAIN.FRM
MAIN.FRX
NEWSLETT.MDB
PROCS.BAS
VISIBASE.DOC
VISIBASE.EXE
VISIBASE.MAK

Directory: \SAMPLES\NWINDMGT

ABOUT.FRM
ABOUT.FRX
ABOUTUS.FRM
ABOUTUS.FRX
ABSTRACT.TXT

DB.LOC
EMPLOYEE.FRM
HOME.FRM
HOME.FRX
MAIN.BAS
MAIN.FRM
MAIN.FRX
NWIND.DOC
NWIND.DOT
NWIND.EXE
NWIND.MDB
NWIND.XLS
NWINDMS.ICO
NWINDMS.MAK
OLEACCES.BAS
PROFSTR.BAS
SPLASH.FRM
SPLASH.FRX
VB3CONST.BAS
VBACONST.BAS
XLCONST.BAS

Directory: \SAMPLES\OLEDB

ABSTRACT.TXT
DB.LOC
ODKOLE.ICO
OLEDB.BAS
OLEDB.EXE
OLEDB.FRM
OLEDB.FRX
OLEDB.MAK
OLEDB.MDB

Directory: \SAMPLES\SETOBJNM

ABSTRACT.TXT
SETOBJN1.XLS
SETOBJNM.TXT
SETOBJNM.XLA
SETOBJNM.XLS

=====
ELECTRONIC FORMS DESIGNER

Directory: \EFD10\DISKS\DISK1

FRAMEWRK.DLL
GRID.VBX
MAILSPL.EXE
MAPI.DLL
MEFBROWS.EXE
MEFDIAL.DLL
MEFLIB.DLL
MEFLINK.VBX
MEFRAUTO.DOC
MSSF.S.DLL

OLECLIEN.VBX
SETUP.EXE
SETUP.LST
SETUPKIT.DLL
SPIN.VBX
THREED.VBX
USERINST.EXE
USETUP.LST
VBRUN200.DLL

Directory: \EFD10\DISKS\DISK1\MEFBROWS

BROWSER.FRM
BROWSER.FRX
BROWSER.MAK
COMMON.BAS
BROWSER.ICO

Directory: \EFD10\DISKS\DISK1\PHONE

COMPOSE.FRM Can't distribute without altering
COMPOSE.FRX Can't distribute without altering
EFORM.BAS Can't distribute without altering
EFORM.MAK Can't distribute without altering
PHONE.BMP
READ.FRM Can't distribute without altering
READ.FRX Can't distribute without altering
MEFPHONE.EXE
OPTIONS.FRM
READ.ICO Can't distribute without altering
COMPOSE.ICO Can't distribute without altering

Directory: \EFD10\DISKS\DISK1\ROUTING

COMPOSE.FRM- Can't distribute without altering
COMPOSE.FRX- Can't distribute without altering
COMPOSE.ICO- Can't distribute without altering
NOTIFY.ICO
NOTIFY.FRM
NOTIFY.FRX
EFORM.BAS- Can't distribute without altering
EFORM.MAK- Can't distribute without altering
READ.FRM- Can't distribute without altering
READ.ICO- Can't distribute without altering
READ.FRX
MEFROUTE.EXE
UP.BMP
UPD.BMP
DOWN.BMP
DOWND.BMP

Directory: \EFD10\DISKS\DISK2\INTL\FRN

MAILSPL.EXE
MAPI.DLL
MSSFS.DLL

Directory: \EFD10\DISKS\DISK2\INTL\GER

MAILSPL.EXE
MAPI.DLL
MSSFS.DLL

Directory: \EFD10\DISKS\DISK2\ROUTING

MEFRAUTO.DOC
MEFRINST.DOC
MEFROUTE.XLS

=====
MICROSOFT EXCEL 5.0 DEVELOPER'S KIT

Directory: \EXCEL5DK\DISK1\BIFF

BIFFVIEW.EXE
DUMPBIFF.EXE
README.TXT

Directory: \EXCEL5DK\DISK1\HELP

ARROWRT.BMP
DLG.BMP
EXCEL.BMP
PRESS.BMP
HELPCALL.C
HELPCALL.DEF
HELPCALL.DLL
EXAMPLE.DOC
JUMPS.DOC
EXAMPLE.HLP
EXAMPLE.HPJ
HELPCALL.MAK
EXAMPLE.RTF
DLG.SHG
EXAMPLE.XLM
HELPCALL.XLM

Directory: \EXCEL5DK\DISK1\INCLUDE

XLCALL.H
README.TXT
INTLMAP.XLS

Directory: \EXCEL5DK\DISK1\LIB

XLCALL.LIB

Directory: \EXCEL5DK\DISK1\SAMPLE\ADVDLL

ADVDLL.C
ADVDLL.DEF
ADVDLL.DLL
ADVDLL.MAK

Directory: \EXCEL5DK\DISK1\SAMPLE\AUTOXL

AUTOXL.C
DISPARGS.C
WINCODE.C
AUTOXL.DEF
AUTOXL.EXE
AUTOXL.H
DISPARGS.H
RESOURCE.H
ICON1.ICO
AUTOXL.MAK
AUTOXL.RC

Directory: \EXCEL5DK\DISK1\SAMPLE\CIRCUM

CIRCUM.C
CIRCUM.DEF
CIRCUM.DLL
CIRCUM.MAK
CIRCUM.XLM
CIRCUM.XLS

Directory: \EXCEL5DK\DISK1\SAMPLE\EXAMPLE

EXAMPLE.C
EXAMPLE.DEF
EXAMPLE.MAK
EXAMPLE.XLL
EXAMPLE.XLM

Directory: \EXCEL5DK\DISK1\SAMPLE\FRAMEWRK

FRAMEWRK.C
GENERIC.C
GENERIC.DEF
DIALOG.DLG
FRAMEWRK.H
GENERIC.H
FRAMEWRK.LIB
FRAMEWRK.MAK
GENERIC.MAK
GENERIC.RC
GENERIC.XLL

Directory: \EXCEL5DK\DISK1\SAMPLE\SDISP

SDISP.C
SDISP.DEF
SDISP.MAK

Directory: \EXCEL5DK\DISK1\SAMPLE\SWITCHSN

SWITCHSN.C
SWITCHSN.DEF
SWITCHSN.DLL
SWITCHSN.MAK

SWITCHSN.XLM

Directory: \EXCEL5DK\DISK1\SAMPLE\UNDUMP

UNDUMP.C
UNDUMP.DEF
UNDUMP.DLL
BIFF.H
UNDUMP.H
XLCONV.H
UNDUMP.MAK

XL5DK.SEA is a compressed archive of the Macintosh files from the Microsoft Excel 5.0 Developer's Kit which you will find on Compuserve. This archive contains the following folders and files:

Microsoft Excel 5.0 DK Folder:*. *
Excel Settings (5) Template

Include folder:

xlcall.h
International Constant Mapping
International Readme

Sample Code folder:

Circum folder:
Circum
Circum Project
Circum.C
Circum Macro Sheet
Circum Worksheet

Framework folder:
fDance Project
fShowDialog.c
xlAutoAdd Project
fDance.c
Func1 Project
xlAutoAdd.c
fDialog Project
Func1.c
xlAutoClose Project
fDialog.c
FuncSum Project
xlAutoClose.c
fExit Project
FuncSum.c
xlAutoOpen Project
fExit.c
Generic
xlAutoOpen.c
Framework Library
Generic Library
xlAutoRegister Project
Framework Library Project

Generic Library Project
xlAutoRegister.c
Framework.c
Generic.h
xlAutoRemove Project
Framework.h
Tables.c
xlAutoRemove.c
fShowDialog Project
xlAddInManagerInfo Project
xlcall.h
fShowDialog Project.rsrc
xlAddInManagerInfo.c

SwitchSn folder:
Switchsn
SwitchSn.c
SwitchSn.xlm
SwitchSn Project

Examples folder:
CallerExample Project
CallerExample.c
debugPrintfExample.c
debugPrintfExample Project
EvaluateExample Project
EvaluateExample.c
Example
Example Library
Example Library Project
Example.h
Example.xlm
Excel4Example Project
Excel4Example.c
ExcelExample Project
ExcelExample.c
Framework Library
Framework.h
GetString Project
GetString.c
InitFrameworkExample Project
InitFrameworkExample.c
QuitFrameworkExample Project
QuitFrameworkExample.c
Tables.c
TempActiveCellExample Project
TempActiveCellExample.c
TempActiveColumnExample Project
TempActiveColumnExample.c
TempActiveRefExample Project
TempActiveRefExample.c
TempActiveRowExample Project
TempActiveRowExample.c
TempBoolExample Project
TempBoolExample.c
TempErrExample Project
TempErrExample.c

TempIntExample Project
TempIntExample.c
TempMissingExample Project
TempMissingExample.c
TempNumExample Project
TempNumExample.c
TempStrExample Project
TempStrExample.c
xlAddInManagerInfo Project
xlAddInManagerInfo.c
xlAutoAdd Project
xlAutoAdd.c
xlAutoClose Project
xlAutoClose.c
xlAutoFree Project
xlAutoFree.c
xlAutoOpen Project
xlAutoOpen.c
xlAutoRegister Project
xlAutoRegister.c
xlAutoRemove Project
xlAutoRemove.c
xlcall.h
xlCoerceExample Project
xlCoerceExample.c
xlFreeExample Project
xlFreeExample.c
xlGetNameExample Project
xlGetNameExample.c
xlSetExample Project
xlSetExample.c
xlSheetIdExample Project
xlSheetIdExample.c
xlSheetNmExample Project
xlSheetNmExample.c
xlUDFExample Project
xlUDFExample.c

=====
MAIL DEVELOPER'S KIT

Directory: \MAILDK32\CMCPLS\DISKS\DISK1\CMC

CMC.DLL
CMC.HLP
README.TXT
XCMC.H
XCMCEXT.H
XCMCMSXT.H

Directory: \MAILDK32\CMCPLS\DISKS\DISK1\CMC\SAMPLE

CLIENT.C
CLIENT.DEF
CLIENT.H
CLIENT.ICO
CLIENT.RC

CLIENT2.ICO
MAKEFILE
PVALLO.C
PVALLO.C
READ.BMP
READA.BMP
UNREAD.BMP
UNREADA.BMP
XCMCX.H

Directory: \MAILDK32\CMCPLS\DISKS\DISK1\SPL

README.TXT
SPLUS.BAS
SPLUS.DLL
SPLUS.H
SPLUS.TXT
SPLUS-C.DOC
SPLUS-VB.DOC

Directory: \MAILDK32\CMCPLS\DISKS\DISK1\SPL\SAMPLE\C

DLGCALLS.C
MAPI.H
SALAPP.EXE
SALAPP.ICO
SALAPP.MAK
SALCALLS.C
SAL.ICO.ICO
SALMAIN.C
SALMAIN.DEF
SALMAIN.H
SALMAINR.C
STRUCTS.C

Directory: \MAILDK32\CMCPLS\DISKS\DISK1\SPL\SAMPLE\VB

ABOUT.FRM
CREATEAP.FRM
CREATETA.FRM
GLOBAL.BAS
MAPIVB.BAS
READMRFO.FRM
SALAPP.EXE
SALAPP.FRM
SALAPPVB.MAK
SUSERI.FRM
USERI.FRM

Directory: \MAILDK32\FFAPI\DISKS\DISK1

SETUP.EXE
SETUP.INI
SETUP.INF

Directory: \MAILDK32\FFAPI\DISKS\DISK1\APP\LARGE

LAPPGET.EXE
LAPPPUT.EXE
LAPPPUT.EXE
LAPPPUT.EXE
LAPPDIR.EXE

Directory: \MAILDK32\FFAPI\DISKS\DISK1\APP\SMALL

APPGET.EXE
APPPUT.EXE
APPPUT.EXE
APPDIR.EXE

Directory: \MAILDK32\FFAPI\DISKS\DISK1\GTW\LARGE

LGTWGET.EXE
LGTWPUT.EXE
LGTWCFG.EXE

Directory: \MAILDK32\FFAPI\DISKS\DISK1\GTW\SMALL

GTWGET.EXE
GTWPUT.EXE
GTWCFG.EXE

Directory: \MAILDK32\FFAPI\DISKS\DISK2\APP

OAPPGET.EXE
OAPPPUT.EXE
OAPPPUT.EXE
OAPPDIR.EXE

Directory: \MAILDK32\FFAPI\DISKS\DISK2\GTW

OGTWCFG.EXE
OGTWGET.EXE
OGTWPUT.EXE

Directory: \MAILDK32\FFAPI\DISKS\DISK2\REMOTE\LARGE

LRMTGET.EXE
LRMTPUT.EXE

Directory: \MAILDK32\FFAPI\DISKS\DISK2\REMOTE\SMALL

RMTGET.EXE
RMTPUT.EXE

Directory: \MAILDK32\FFAPI\NETSETUP

SETUP.EXE
SETUP.INI
SETUP.INF

Directory: \MAILDK32\FFAPI\NETSETUP\APP

OAPPGET.EXE
OAPPPUT.EXE
OAPPPUT.EXE
OAPPDIR.EXE

Directory: \MAILDK32\FFAPI\NETSETUP\APP\LARGE

LAPPGET.EXE
LAPPPUT.EXE
LAPPDIR.EXE

Directory: \MAILDK32\FFAPI\NETSETUP\APP\SMALL

APPGET.EXE
APPPUT.EXE
APPDIR.EXE

Directory: \MAILDK32\FFAPI\NETSETUP\GTW

OGTWCFG.EXE
OGTWGET.EXE
OGTWPUT.EXE

Directory: \MAILDK32\FFAPI\NETSETUP\GTW\LARGE

LGTWGET.EXE
LGTWPUT.EXE
LGTWCFG.EXE

Directory: \MAILDK32\FFAPI\NETSETUP\GTW\SMALL

GTWGET.EXE
GTWPUT.EXE
GTWCFG.EXE

Directory: \MAILDK32\FFAPI\NETSETUP\REMOTE\LARGE

LRMTGET.EXE
LRMTPUT.EXE

Directory: \MAILDK32\FFAPI\NETSETUP\REMOTE\SMALL

RMTGET.EXE
RMTPUT.EXE

Directory: \MAILDK32\SRVR-CLN\DISKS\TECH-REF\MAILEXTS

APPEXEC.DLL
EMPTYWB.DLL
HELPREQ.EXE
HELPREQ.INI
MAILEXTS.H
MAILEXTS.TXT
SHARED.INI

Directory: \MAILDK32\SRVR-CLN\DISKS\TECH-REF\MAILEXTS\APP.EXEC

APP.EXE
APPEXEC.C
APPEXEC.DEF
APPEXEC.H
APPEXECR.C
APPEXEC.TXT

APPEXECI.H
LIBENTRY.OBJ
MK.BAT
README.TXT

Directory: \MAILDK32\SRVR-CLN\DISKS\TECH-REF\MAILEXTS\HELPREQ

APPEXEC.H
HELPREQ
HELPREQ.C
HELPREQ.DEF
HELPREQ.DLG
HELPREQ.H
HELPREQ.ICO
HELPREQ.MAK
HELPREQR.C
MK.BAT
README.TXT

Directory: \MAILDK32\SRVR-CLN\DISKS\TECH-REF\MAPI.C

MAPI.H
MAPIC.HLP

Directory: \MAILDK32\SRVR-CLN\DISKS\TECH-REF\MAPI.C\SAMPLE

MAPIAPP.C
MAPIAPP.DEF
MAPIAPP.EXE
MAPIAPP.H
MAPIAPP.ICO
MAPIAPP.MAK
MAPIAPP.MDT
MAPIAPPR.C
MAPIAPP.WIN
MAPIAPP.WIR
MAPINIT.C
MAPINIT.H
MAPINIT.MDT

Directory: \MAILDK32\SRVR-CLN\DISKS\TECH-REF\MAPI.VB

MAPI.TXT
MAPIVB.BAS
MAPIVB.HLP

Directory: \MAILDK32\SRVR-CLN\DISKS\TECH-REF\MAPI.VB\SAMPLE

COMPOSE.FRM
GLOBAL.BAS
MAIL01A.ICO
MAIN.FRM
MAPIDEMO.BAS
MAPIDEMO.ICO
MAPIDEMO.MAK
MAPISTAT.FRM
MAPIVB.BAS

VIEW.FRM

Directory: \MAILDK32\SRVR-CLN\NETSETUP\TECH-REF\MAILEXTS

APPEXEC.DLL
EMPTYWB.DLL
HELPREQ.EXE
HELPREQ.INI
MAILEXTS.H
MAILEXTS.TXT
SHARED.INI

Directory: \MAILDK32\SRVR-CLN\NETSETUP\TECH-REF\MAILEXTS\APP.EXEC

APPEXEC
APPEXEC.C
APPEXEC.DEF
APPEXEC.H
APPEXEC.RC
APPEXEC.TXT
APPEXECI.H
LIBENTRY.OBJ
MK.BAT
README.TXT

Directory: \MAILDK32\SRVR-CLN\NETSETUP\TECH-REF\MAILEXTS\HELPREQ

APPEXEC.H
HELPREQ
HELPREQ.C
HELPREQ.DEF
HELPREQ.DLG
HELPREQ.H
HELPREQ.ICO
HELPREQ.MAK
HELPREQ.RC
MK.BAT
README.TXT

Directory: \MAILDK32\SRVR-CLN\NETSETUP\TECH-REF\MAPI.C

MAPI.H
MAPIC.HLP

Directory: \MAILDK32\SRVR-CLN\NETSETUP\TECH-REF\MAPI.C\SAMPLE

MAPIAPP.C
MAPIAPP.DEF
MAPIAPP.EXE
MAPIAPP.H
MAPIAPP.ICO
MAPIAPP.MAK
MAPIAPP.MDT
MAPIAPP.RC
MAPIAPP.WIN
MAPIAPP.WIR
MAPINIT.C

MAPINIT.H
MAPINIT.MDT

Directory: \MAILDK32\SRVR-CLN\NETSETUP\TECH-REF\MAPI.VB

MAPI.TXT
MAPIVB.BAS
MAPIVB.HLP

Directory: \MAILDK32\SRVR-CLN\NETSETUP\TECH-REF\MAPI.VB\SAMPLE

COMPOSE.FRM
GLOBAL.BAS
MAIL01A.ICO
MAIN.FRM
MAPIDEMO.BAS
MAPIDEMO.ICO
MAPIDEMO.MAK
MAPISTAT.FRM
MAPIVB.BAS
VIEW.FRM

=====
WORKGROUP TEMPLATES

Directory: \MAILDK32\WGTEMPL\DISK1\APPENDIX

MAPILIB.BAS
SPLUS.BAS
SPLUS.DLL
WBMAPI.DLL
WBMAPI.DOT
WRKGROUP.MDB
XLMAPI.XLS

Directory: \MAILDK32\WGTEMPL\DISK1\BUDGET

BUDGET.XLS
CLOSBUIT.XLS
HIERREP.XLS
INIT.XLS
STATUS.XLS

Directory: \MAILDK32\WGTEMPL\DISK1\BUDGET\RETURNED

BUDGET.XLS
START.XLS

Directory: \MAILDK32\WGTEMPL\DISK1\CUSTOMER

CUSTOMER.MDB

Directory: \MAILDK32\WGTEMPL\DISK1\EXPENSE

ADMIN.XLS
EXPENSE.XLA
EXPENSE.XLT

Directory: \MAILDK32\WGTEMPL\DISK1\EXPERT

EXPERT.EXE
EXPERT.MDB

Directory: \MAILDK32\WGTEMPL\DISK2\HELPDESK

HELPDESK.EXE

Directory: \MAILDK32\WGTEMPL\DISK2\MEETING

MEETING.MDB
SUBMIT.EXE

Directory: \MAILDK32\WGTEMPL\DISK2\PROJECT

ADDRESS.EXE
APPEXEC.DLL
OPENMAIL.EXE
SENDMAIL.EXE
WORKGRUP.MPV

Directory: \MAILDK32\WGTEMPL\DISK2\REPORT

REPTCON.DOT
REPTCON1.DOT

Directory: \MAILDK32\WGTEMPL\DISK2\RQUERY

RQUERY.EXE
RQUERY.MDB

Directory: \MAILDK32\WGTEMPL\DISK2\SERVICE

SERVICE.MDB

Directory: \MAILDK32\WGTEMPL\DISK2\STATUS

STATUS.EXE
STATUS.MDB

Directory: \MAILDK32\WGTEMPL\DISK2\SUPPLY

SUPPLY.EXE
SUPPLY.MDB

Directory: \MAILDK32\WGTEMPL\DISK2\TRAVEL

TRAVEL.EXE

Directory: \MAILDK32\WGTEMPL\DISK3\APPENDIX\FOXPRO

FOXMAPI.FLL
FOXMAPIHLP
README.TXT
TO_PRINT.RTF

Directory: \MAILDK32\WGTEMPL\DISK3\APPENDIX\FOXPRO\LIBS

MAPI.DLL
REQUIRED.DBF
SPLUS.DLL

Directory: \MAILDK32\WGTEMPL\DISK3\APPENDIX\FOXPRO\SAMPLES

FOXTOOLS.FLL

Directory: \MAILDK32\WGTEMPL\DISK3\APPENDIX\FOXPRO\SAMPLES\ATTACH

ATTACH.APP
ATTACH.PJT
ATTACH.PRG
ATTACH.PJX
ATTACH.SCT
ATTACH.SPR
ATTACH.SCX
CODERS.DBF
FILES.DBF
FOXMAPI.FLL
MAPIERR.PRG
MAPILIB.PRG
PROG1.PRG
PROG2.PRG
PROG3.PRG
PROG4.PRG
PROG5.PRG
PROG6.PRG
RESULTS.DBF
RESULTS.FPT

Directory: \MAILDK32\WGTEMPL\DISK3\APPENDIX\FOXPRO\SAMPLES\BULK

BULK.APP
BULK.PJT
BULK.PRG
BULK.PJX
BULK.SCT
BULK.SPR
BULK.SCX
FOXMAPI.FLL
MAPIERR.PRG
MAPILIB.PRG
MEMBERS.DBF
SALES.DBF

Directory: \MAILDK32\WGTEMPL\DISK3\APPENDIX\FOXPRO\SAMPLES\MAILBMPS

ARW04LT.BMP
ARW04RT.BMP
BINOCULR.BMP
CLOSE.BMP
CLOSE.MSK
DISK04.BMP

DISK04.MSK
MAIL03.BMP
MAIL03.MSK
MAIL04.BMP
MAIL04.MSK
MAIL10.BMP
MAIL10.MSK
MAIL12.BMP
MAIL12.MSK

Directory: \MAILDK32\WGTEMPL\DISK3\APPENDIX\FOXPRO\SAMPLES\MAILMENU

FOXMAPI.FLL
GETNAME.SCT
GETNAME.SPR
GETNAME.SCX
MAILMENU.APP
MAILMENU.MNT
MAILMENU.MNX
MAILMENU.PJT
MAILMENU.PRG
MAILMENU.PJX
MAPIERR.PRG
MAPILIB.PRG
READMAIL.PRG
READMAIL.SCT
READMAIL.SPR
READMAIL.SCX
SENDMAIL.PRG
SENDMAIL.SCT
SENDMAIL.SPR
SENDMAIL.SCX

Directory: \MAILDK32\WGTEMPL\DISK3\APPENDIX\FOXPRO\SAMPLES\SPLUS

FOXTOOLS.FLL
SPLUSALL.PRG
SP_APPT.PRG
SP_FREE.PRG
SP_MEET.PRG
SP_SAVE.PRG
SP_TASK.PRG

=====
=
MICROSOFT WORD 6.0 DEVELOPER'S KIT

CAPILIB.C
CAPILIB.H
WDCAPI.H
WDCMDS.H
WDERROR.H
WDFID.H

EXAMP.C
EXAMP.DEF
EXAMP.MAK

MAKEFILE

WBMAPI.DLL
WBMAPI.DOT

MAKEFILE
MAPI.H
WBMAPI.C
WBMAPI.DEF
WBMAPI.H
WBMAPI.LIB
WBMAPI.RC

TEST.MDB
WBODBC.DOT
WBODBC.WLL

CLOSE.C
ERROR.C
EXEQUERY.C
LIBENTRY.OBJ
MAKEFILE
MESSAGE.H
ODBC.LIB
OPEN.C
RETRIEVE.C
ROUTINE.C
SCHEMA.C
SMBLIB.C
SQL.H
SQLEXT.H
WDODBC.C
WDODBC.DEF
WDODBC.H
WDODBC.LIB
WDODBC.RC
WDODBC.RES

EXAMPLES.DOT
INVCE.DOT
MKWIZARD.WIZ
POSITION.TXT
README.TXT
STARTER.WIZ
WINAPI.TXT

=====
MICROSOFT JET 2.0/VISUAL BASIC COMPATIBILITY LAYER

BTRV200.DLL -- Btrieve ISAM driver library.
PDX200.DLL -- Paradox ISAM driver library.
XBS200.DLL -- Microsoft FoxPro ISAM driver library.
MSAJT112.DLL -- The Microsoft Access 2.0 compatibility layer.
VBDB300.DLL -- Microsoft Visual Basic to Jet support DLL.
PDBJET.DLL -- Crystal Reports file.
PDCTJET.DLL -- Crystal Reports file.
PDIRJET.DLL -- Crystal Reports file.

Appendix B

Postal Abbreviations

Name	Correct Abbreviation
ALLEY	ALY
ANNEX	ANX
ARCADE	ARC
AVENIDA	AVE
AVENUE	AVE
BAYOU	BYU
BEACH	BCH
BEND	BND
BLUFF	BLF
BOTTOM	BTM
BOULEVARD	BLVD
BRANCH	BR
BRIDGE	BRG
BROOK	BRK
BURG	BG
BYPASS	BYP
CALLE	CLL
CAMINITO	CMT
CAMINO	CAM
CAMP	CP
CANYON	CYN
CAPE	CPE
CAUSEWAY	CSWY
CENTER	CTR
CERRADA	CER
CIRCLE	CIR
CIRCULO	CIR
CLIFFS	CLFS
CLUB	CLB
CORNER	COR
CORNERS	CORS
COURSE	CRSE
COURT	CT
COURTS	CTS
COVE	CV
CREEK	CRK
CRESCENT	CRES
CROSSING	XING
DALE	DL
DAM	DM
DIVIDE	DV
DRIVE	DR
ENTRADA	ENT
ESTATE	EST
EXPRESSWAY	EXPY
EXTENSION	EXT
FALL	FALL
FALLS	FLS
FERRY	FRY
FIELD	FLD

Name	Correct Abbreviation
FIELDS	FLDS
FLAT	FLT
FORD	FRD
FOREST	FRST
FORGE	FRG
FORK	FRK
FORKS	FRKS
FORT	FT
FREEWAY	FWY
GARDENS	GDNS
GATEWAY	GTWY
GLEN	GLN
GREEN	GRN
GROVE	GRV
HARBOR	HBR
HAVEN	HVN
HEIGHTS	HTS
HIGHWAY	HWY
HILL	HL
HILLS	HLS
HOLLOW	HOLW
ILSE	ILSE
INLET	INLT
ISLAND	IS
ISLANDS	ISS
ISLE	ISLE
JUNCTION	JCT
KEY	KY
KNOLLS	KNLS
LAKE	LK
LAKES	LKS
LAND	LAND
LANDING	LNDG
LANE	LN
LIGHT	LGT
LOAF	LF
LOCKS	LCKS
LODGE	LDG
LOOP	LOOP
MALL	MALL
MANOR	MNR
MEADOWS	MDWS
MEWS	MEWS
MILL	ML
MILLS	MLS
MISSION	MSN
MOUNT	MT
MOUNTAIN	MTN
MOUNTAINS	MTNS
NECK	NCK
ORCHARD	ORCH

Name	Correct Abbreviation
OVAL	OVAL
PARK	PARK
PARKWAY	PKY
PASEO	PSO
PASS	PASS
PATH	PATH
PIKE	PIKE
PINES	PINES
PLACE	PL
PLACITA	PLA
PLAIN	PLN
PLAINS	PLNS
PLAZA	PLZ
POINT	PT
PORT	PRT
PRAIRIE	PR
RADIAL	RADL
RANCH	RNCH
RANCHO	RCH
RAPIDS	RPDS
REST	RST
RIDGE	RDG
RIVER	RIV
ROAD	RD
ROW	ROW
RUN	RUN
SHOAL	SHL
SHOALS	SHLS
SHORE	SHR
SHORES	SHRS
SPRING	SPG
SPRINGS	SPGS
SPUR	SPUR
SQUARE	SQ
STATION	STA
STRAVENUE	STRA
STREAM	STRM
STREET	ST
SUMMIT	SMT
TERRACE	TER
TRACE	TRCE
TRACK	TRAK
TRAFFICWAY	TRFY
TRAIL	TRL
TRAILER	TRLR
TUNNEL	TUNL
TURNPIKE	TPKE
UNION	UN
VALLEY	VLY
VEREDA	VER
VIADUCT	VIA

Name	Correct Abbreviation
VIEW	VW
VILLAGE	VLG
VILLE	VL
VISTA	VIS
WALK	WALK
WAY	WAY
WELLS	WLS

Appendix C

Instructions for Using the Comprehensive FireRisk Forms

The Child Fire FireRisk Interview Form, the Family FireRisk Interview Form, and the Parent FireRisk Questionnaire

United States Fire Administration-FEMA

Kenneth R. Fineman, Ph.D.

Fire Service Professional, Version 3.0

General Instructions

The original FEMA manuals for interviewing and assessing juveniles who set fires provided three forms for each age range (under 7, 7-13, and 14-18). The present version of these assessment tools is more concise and consists of only three forms. The general format is still the same. The fire service professional makes a determination of **risk** by establishing the degree of concern that one should have for the juvenile continuing to set fires. He/she determines the level of risk by establishing whether we should have little concern, definite concern, or extreme concern for the child's continued firesetting, based on his recent firesetting behavior as well as many of his behavioral characteristics. The more concern that we have, based on the information that we obtain from the juvenile as well as his parents, the greater degree of risk we assign to him for future firesetting, and especially dangerous firesetting.

In order to adequately assess risk, and thereafter refer the juvenile for an appropriate intervention, it is necessary to talk with the juvenile as well as his/her parents. The format is simple. A variety of questions are asked to the juvenile, and/or parent(s). A response is scored in terms of whether it is primarily an issue that involves the child him/herself—a C response, or whether the issue is primarily a parent or family issue—a P response. Each C or P response is placed in column 1, 2, or 3 on the assessment forms. Placing a C or P in Column 1 suggests that the behavior is relatively normal and probably not correlated with and/or not predictive of pathological, or problem firesetting. It is more likely correlated with curiosity firesetting. When a response is placed in Column 2, Definite Concern, or Column 3, Extreme Concern, one is assuming that the behavior being categorized is problematic, and probably predictive of continued firesetting.

It is assumed that a C-1 (a C placed in Column 1) or a P-1 (a P placed in Column 1) score is indicative of curiosity firesetting, and not correlated with recidivist firesetting. As a general rule, one would assume that children whose responses are primarily in Column 1 are curiosity or accidental firesetters, and that their firesetting activity can be addressed primarily through educational intervention. Those children and families whose responses fall primarily in Columns 2 and 3 are usually problem children and/or problem families, and the firesetting is likely to need more intensive investigation and intervention by a mental health professional.

Some questions are for general information only and are not scored. Though most questions require only one response to be circled, there are some questions that allow for many responses to be circled. When this happens, mark all responses that apply. However, when it comes time to score the item in question, only score (i.e., give credit for) the most severe response. When narrative information is required and you run out of room, use the back of the form.

On occasion, you will be given the option of choosing whether a response is to be placed in Column 1, 2, or 3. Use your best professional judgment in making that decision. One can generally think of a C-1 or P-1 response as signifying appropriate behavior, and a C-2 or C-3, or P-2 or P-3 response as signifying inappropriateness. This means that when you choose one response over the other, you should be thinking of the overall context in which the child lives and functions. If the behavior is a problem in general, or if it is correlated with repeat firesetting, it should be placed in Column 2, signifying that it is a response of definite concern. If it is highly abnormal or inappropriate, considering the overall context in which the child lives, then it should be placed in Column 3 and considered a response of extreme concern.

Common Issues

Sometimes it is difficult to determine if a parent's form of discipline is P-1, essentially normal, or whether the parent has crossed the line and the response should be scored as P-2. After talking with the child and/or family for awhile, you can usually come to a decision as to whether or not a parent's response to the child's firesetting was within the expected norm, or whether it was not. Choose your column accordingly. Be sensitive to cross cultural issues and differences.

Another situation which is often difficult to evaluate has to do with the child's response to a fire. Is attempting to extinguish a fire an appropriate response? It probably depends on the size of the fire, the age of the child, and the level of experience that the child has had with fire related issues, amongst a variety of other variables. Again, you must use your best judgment in making this decision. There are times that a child should run away from a fire (to protect himself), and at other times running away would be considered an attempt to avoid taking responsibility for one's act. More extensive conversation with the child and the family can help you make these types of determinations.

Is a child staying to watch a fire scored a C-2 or C-3. The answer to this also has to do with the context of the situation. Talk to the child, as well as other witnesses, that the child watches a fire is extensive, that his facial expression was transfixed, and that he was manifesting extreme fascination with the fire (perhaps photographing or videotaping it), one may consider a C-3 score.

If a child sees fire as having special, miraculous, or spiritual powers, how do we know if this should be C-2, or C-3? The evaluation that you are conducting, though yielding an eventual numerical result, is still very much of a qualitative assessment. Thus, one must consider all aspects of the child and parent's circumstances. When you believe that the answer to a question deviates in the extreme relative to fire related issues, it might be scored C-3. The most important determination to make is not usually the differentiation between when an item is a C-2 or C-3. It is the determination of whether the item is a C-1, as opposed to whether it is C-2 or C-3. Thus, the most important determination is whether the item falls into the "problematic" categories or the "normal" category. Spend more time making the determination of whether the response is to be placed in Column 2 or 3 versus Column 1, rather than trying to discern whether an answer is really a Column 2 or a Column 3 response.

There may be times when you are given a choice of a C or P response. What we are asking is whether the behavior is directly attributable to family dynamics/family pressures, or whether the problem is directly attributable, in your view, to the juvenile. Oftentimes there is a thin line of difference. Don't ponder the issue, just use your judgment, based on your experience, and we will have more information than we had at the start. If you are not sure, make a decision and write some notes so that another evaluator, or mental health provider, will be aware of the difficulties associated with that decision.

Many items require you to circle everything that applies. However, only the most severe and problematic response is scored. An item may provide a variety of answers, some of which can be scored C, and some of which can be scored P. The scoring requests that you circle all that apply, but only score the most severe. However, which one should be scored if you circle both a C-2 and a P-2. If this were to happen, score both. We don't want to lose the data that suggests that there might be a significant problem with the child as well as with the parent or the family.

On one item you are asked to identify how the child feels after the fireset. You can well ask the same questions about the firesetter's feelings before or during the fire to obtain additional information. What you ask depends on the amount of time that you have for an interview. With regard to the specifics of the item as it is printed, you are asked to make determinations as to whether or not the child felt sexually aroused or sensually aroused by the fire. This is a difficult subject to deal with it, and at times it can be embarrassing. Issues of sexual or sensual arousal are excitement from a fireset will not admit it very easily. Do not expend extensive time in trying to ask questions concerning this issue. If it is an uncomfortable issue to deal with, ignore those items.

Clarifying Your Choices

As an interviewer, you have the option to obtain more information on any question when you feel it is necessary to help you make your C-1/2/3 and/or P-1/2/3 decisions. Within the limits of the time you can allow for an interview, the more information you get the better. When no responses apply other than the “other” category, and you select it, please clarify what “other” means.

When you answer questions that deal with whether a structure was or was not occupied at the time of the fire, score the question in terms of what was actually set on fire as opposed to what the juvenile says he intended. An occupied structure is one that had people in it at the time of the firestart. An unoccupied structure is unoccupied if it had no one in it at the time of the firestart, even if it sometimes does. A vacant structure is one that not only did not have occupation at the time of the fire, but also is generally believed not to, such as a structure in the process of being built. Feel free to include some narrative that differentiates between what a child intended to set on fire, and what he did set on fire, especially if that is an important issue. However, what was set on fire should be the issue that is ultimately scored.

When answering questions concerning where a child got his firesetting material, use the sequence of the child’s story, as related to you by the child himself, or other reports that are available in making the ultimate determination. It may appear initially that the child simply found the material, or was given it by another when in fact the firesetter went out of his way to acquire the match or lighter.

Be sure to ask a reasonable number of questions concerning whether a trauma or crisis preceded the firestart. Since we would not expect a curiosity firesetter to set fire after a crisis or trauma, it is important that we acquire that information.

Clarifying the Child’s or Family’s Choices

In the course of your interview, it may become apparent that the child or parent does not understand a question, either because of the way it is phrased or because they don’t understand some of your terminology. You have the option to change the way a question is worded to make it clear to the child or parent. You can substitute a word, or phrase, in order to be more clearly understood.

In order that the questionnaires be applicable to all ages, it has been necessary to insert optional language. As an example, you might want to talk to a younger child about his *teacher*, but to an older child about his *classes*, or *subjects*. Whether or not a question gives you a choice of words, you still have the option to substitute

words to clarify meaning. Though many of the phrases refer to the male gender, please substitute *she*, for *he*, when applicable.

The Format of the FireRisk Interview Forms and the Parent FireRisk Questionnaire

Both the original assessment tools in the FEMA manuals as well as the present updated assessment tools are based on the dynamic-behavioral theory of firesetting (Fineman, 1980, 1995, 1997). The original forms were less structured and less complex. The present forms have greater structure and at the same time provide wider latitude for the fire service professional to explore the factors that lead to higher risk for future firesetting. The dynamic-behavioral model suggests that past history of dysfunctional behavior coupled with poor supervision and training in fire safety generates an at risk child. Add to this a traumatic event, or alcohol to lessen an adolescent's inhibitions and increase his impulsiveness, and we are poised for a fireset. Because there are many combinations of problems and issues within a child's or a family's life, it is necessary to obtain as much information from the various content areas in the interview forms as possible.

The dynamic-behavioral model further suggests that thoughts and feelings that occur before, during and after the fire should be investigated, as that information will help us understand the motivation and/or reinforcement for the firesetting and provide very specific information for the referral source who will provide the therapy for those assessed as definite or extreme risk. The present assessment instruments are constructed in such a manner as to allow the fire service professional to more clearly understand the sequence of thoughts, feelings and behavior that lead to and maintain firesetting.

The final summary of all the information gathered occurs on the Comprehensive FireRisk Analysis Form. One can look at the numbers in the columns on this form, to help understand the sequence or chain of behaviors that has occurred. The form also helps us assess risk. The easiest method would be to calculate the various percentages on the forms, to be discussed below. There are cut-off scores available to determine when a child should be given fire education under the auspices of the fire department, or a diversion program, and when a child should be referred to a mental health professional.

In 1997, the author obtained 143 completed FEMA assessment forms from Indianapolis, Indiana and 79 completed FEMA assessment forms from Portland, Oregon and surrounding areas. The data was analyzed statistically to establish cut-off points for the 222 protocols obtained. The following table shows the cut-off scores established by the analysis of the data.

Instructions for Using the Comprehensive FireRisk Forms

	Juv. Interview			Fam. Interview			Par. Questionnaire			Combined FireRisk		
	Lit	Def	Ext	Lit	Def	Ext	Lit	Def	Ext	Lit	Def	Ext
Child Risk	<16		>74	<22		>78	<26		>56	<21		>75
Family Risk	<16		>56	<16		>59	<34		>76	<21		>56
Total Risk	<16		>62	<19		>69	<27		>56	<21		>66

The above table suggests cut-off scores for estimating “Little,” “Definite,” or “Extreme” concern on the Juvenile, and Family Interviews and on the Parent Questionnaire. As an example, if we look at the total risk that is determined after all three forms are averaged, we see a range from 22% to 67% (see the grayed in area above). That suggests that any score less than 21% is of “little concern” and any score at 67% or higher is of “extreme concern.” Scores between 21% and 66% suggest “definite concern.”

The simplest method is to determine if 20% or more of the available, and scored, responses are pathological, or problem responses (i.e., that they were placed in Columns 2 or 3). If so, a mental health referral is appropriate. Remember, these scores are not the final answer to the perplexing questions about the risk of future firesetting. They are just one more piece of information to use in making a decision. Depend more on your experience-based judgment than on the numbers.

On some occasions, you may not be able to interview the family, as only the child will be available for the interview. In those situations, use the first sheet of the Family Interview Form with the child in order to get as much information about the family’s living arrangements as possible and then conduct your interview using the Child FireRisk Interview Form.

The Child FireRisk Interview Form

This interview form is divided into eight content sections plus demographics. As you interview, circle C or P responses and write in narrative information that you want to remember. When the interview has been completed, count up all C-1 responses and enter that number in the appropriate square on the small summary box that is included at the end of each of the eight sections. Repeat this process for C-2 responses through P-3 responses. When complete, transfer that information to the large summary box at the end of the interview form. Then, total each column and record that sum in the appropriate square. Once you have all totals recorded, use the total score for each of the columns to calculate the percentage of risk for child, family, and total risk according to the following formulae:

Child Risk	Family Risk	Total Risk
$\frac{C-2 + C-3}{C-1 + C-2 + C-3} = \text{ ______ } \%$	$\frac{P-2 + P-3}{P-1 + P-2 + P-3} = \text{ ______ } \%$	$\frac{C-2 + P-2 + C-3 + P-3}{C-1 + P-1 + C-2 + P-2 + C-3 + P-3} = \text{ ______ } \%$

The Family FireRisk Interview Form

This interview form is divided into nine content sections plus demographics. When the interview is completed, count all C-1 responses and enter that number in the appropriate square on the Family Interview Form summary sheet. Repeat this process for C-2 through P-3 responses. When complete, total each column and record that sum in the appropriate square. Once you have totals recorded, use the total score for each of the columns to calculate the percentage of risk for child, family, and total risk according to the formulae in the above section.

The observation section of the questionnaire is filled out when you observe the family at their home, or at the fire station. It is possible that you will choose not to interview in the home. If you are unable to make determinations regarding the items in the observation section, skip that section.

The Parent FireRisk Questionnaire

This questionnaire form is divided into eight sections. When the interview is completed, using a transparency scoring sheet or scoring key, count up all C-1 responses and enter that number in the appropriate square on the Parent Questionnaire summary sheet. Repeat this process for C-2 through P-3. When complete, total each column and record the sum in the appropriate square. Once you have all totals recorded, use the total score for each of the columns to calculate the percentage of risk for a child, family, and total risk according to the above formulae.

A parent may ask for clarification on certain questions. Have the parent assess the appropriateness of a child's reaction to a fire, within the overall context of family life. Thus, watching the fire, running, away, panicking or not may all be C-1 responses in the sense that those responses may provide for the safety of the child as well as for others. When helping a parent evaluate eye contact, consider whether that behavior is appropriate to the child's culture. Severe behavior difficulties refer to extraordinary problems which a parent admits are beyond his or her ability to control. Chewing odd things has to do with those children who put things in their mouth or suck on, or chew objects that are inappropriate, considering the age of the child. Phobias refer to specific or severe fears such as heights, spiders, closed places, or snakes. A general fear is a non-specific fear.

A parent may ask you what you consider to be excessive parental absences. This is a subjective judgment and depends on what is normal, not so much in one family, but what is accepted in society in general, and especially in the culture to which the family belongs. There may be a discrepancy between the family's culture and society in general. One may ask the parents whether they are absent from their children more than other parents in the neighborhood. This might be helpful in assessing whether they themselves see their behavior as discrepant from their culture.

The Comprehensive FireRisk Analysis Form

At the conclusion of the interviews, transfer all individual and total scores from the questionnaire and the two interview forms to the Comprehensive FireRisk Analysis Form. The total scores from the summary sheets are placed in their respective columns and squares on the form. When complete, add all three subtotals and place the total in the total column at the bottom of the page. Next, transfer the three percentage scores from the two interview forms and the parent questionnaire to the analysis form. To obtain an average for all information transferred, add the three percentage scores in each column and divide each by three. The Comprehensive Analysis Form at a glance will allow one to assess most factors that produced the fire.

Some Final Thoughts

It is important to consider the purpose for which the above interviews are being conducted. Our goal is to assess the degree of concern that we have for a juvenile setting more fires. Juveniles assessed to be curiosity firesetters (the majority of scores falling into the first column) will likely be referred for educational intervention. For juveniles whose scores fall primarily in the second and third column, we will likely refer for further mental health assessment and psychotherapeutic intervention. However, it is important to understand that the interview forms are not psychological tests, they are interview aids. Their purpose is to help us acquire information so we can make preliminary decisions and thereafter, based on our degree of concern, make appropriate referrals for relevant intervention. Juveniles should not be placed in a program based on the scores obtained using these assessment instruments. When mental health professionals deal with diagnosis, placement, and the specifics of treatment, additional interview techniques and many psychological tests will likely be used before a final recommendation is made for those determined to be problem firesetters. The above forms are a first step in the assessment of a firesetter, and should never be used exclusively to make final recommendations concerning diagnostic issues, the specific type of psychological treatment that the firesetter is to obtain, or the appropriateness or inappropriateness of a given placement setting for a firesetter.

Fineman, K. R. (1980). Firesetting in children and adolescents. In B. J. Blinder (Ed.), *Psychiatric Clinics of North America, Vol. 3. Child Psychiatry: Contributions to diagnosis, treatment, and research* (pp. 483-500). Philadelphia/London/Toronto: W. B. Saunders.

Fineman, K. R. (1995). A model for the qualitative analysis of child and adult fire deviant behavior. *American Journal of Forensic Psychology, 13*, 31-60.

Fineman, K.R. (1997). Comprehensive FireRisk Assessment. In Poage, Doctor, Day, Rester, Velasquez, Moynihan, Flesher, Cooke & Marshburn (Eds.), *Juvenile Firesetter Prevention Program: Training Seminar Vol. I* (pp. 1-25), Denver, Colorado: Colorado Division of Fire Safety.

October, 2004

Family FireRisk Evaluation Form

(Questions to be asked of parents of Children and Adolescents 3 to 18 Years of Age)

INTERVIEWER _____ INTERVIEWEE _____ DATE _____

JUVENILE'S NAME _____

SEX _____ DOB _____ ETHNICITY/RACE _____

ADDRESS _____ PHONE _____

PREVIOUS ADDRESS(ES)-5 YRS. _____

HAVE THERE BEEN FIRES AT THESE ADDRESSES? _____

SCHOOL _____ GRADE _____

SCHOOL ADDRESS _____

FEMALE CAREGIVER _____ RELATIONSHIP _____

MALE CAREGIVER _____ RELATIONSHIP _____

MOTHER _____ ADDRESS (If not caregiver) _____

FATHER _____ ADDRESS (If not caregiver) _____

EMPLOYERS of caregivers and parents _____

FEMALE CAREGIVER MARITAL STATUS: __Single__ Married__ Divorced__ Widow__ Separated__ Remarried

MALE CAREGIVER MARITAL STATUS: __Single__ Married__ Divorced__ Widow__ Seperated__ Remarried

MOTHER'S MARITAL STATUS: __Single__ Married__ Divorced__ Widow__ Separated__ Remarried

FATHER'S MARITAL STATUS: __Single__ Married__ Divorced__ Widow__ Seperated__ Remarried

LIST ALL IN THE FAMILY Give their ages and relationship to the child _____

RELATIONSHIP OF CHILD TO YOU Birth____ Foster____ Adopted____ Friend____ Step____ Other_____

CHILD LIVES WITH Birth Parents____ Single Birth Parent____ Birth Parent + Step Parent____ Which Other_____

CIRCLE ALL ANSWERS BELOW THAT APPLY

HEALTH HISTORY

1. What medical or physical problems does your child have? _____

Professionally diagnosed No Yes By whom _____

2. Has your child taken any medication in the past 3 months? If so, what? _____

3. Has your child been diagnosed with any impulse control conditions such as ADHD/ADD (hyperactivity)?

Yes No Diagnosis _____

4. Is your child currently in counseling or has he/she been seen by a counselor before? Yes (C-2) No (C-1)

For what _____ With whom: _____

5. Is any other family member currently in counseling or have they been seen before? Yes (P-2) No (P-1)

By whom _____ For what reason _____

6. Are there smokers in your home? Yes (P-2) No (P-1)

Health- Column 1		Health- Column 2		Health- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

FAMILY STRUCTURE/ISSUES

7. How long have you rented or owned at present location? ____ If less than 1 yr. score (P-2) if more than 5 yrs. score (P-1)

8. Do you think that you or your spouse/partner may be overprotective of the child?

always (P-3) usually (P-2) sometimes rarely never

9. Is Mother/female caregiver available to the child (not gone) as much as the child needs her?

always (P-1) usually (P-1) sometimes rarely (P-2) never (P-3)

10. Is Father/male caregiver available to the child (not gone) as much as the child needs him?

always (P-1) usually (P-1) sometimes rarely (P-2) never (P-3)

11. Do you feel you spend enough time with your child?

always (P-1) usually (P-1) sometimes rarely (P-2) never (P-3)

12. Are there significant conflicts between this child and other members of the family?

always (P-3) usually (P-2) sometimes rarely never

13. Do you believe that you have adequate influence and control over your child?

always (P-1) usually (P-1) sometimes rarely (P-2) never (P-3)

14. What do you discipline your child for? _____ How often? _____

15. How do you normally discipline your child? _____

16. Is there a history of emotional abuse in the family? Yes (P-2) or (P-3) No (P-1)

Who? _____ Relationship? _____ Currently in the home? _____

17. Is there a history of physical abuse in the family? Yes (P-2) or (P-3) No (P-1)

Who? _____ Relationship? _____ Currently in the home? _____

18. Is there a history of sexual abuse in the family? Yes (P-2) or (P-3) No (P-1)

Who? _____ Relationship? _____ Currently in the home? _____

Family- Column 1		Family- Column 2		Family- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

PEER ISSUES

19. Does your child interact normally with peers? Yes (C-1) No (C-2)

20. Does your child get into fights frequently? Yes (C-2) No (C-1)

21. Does your child frequently get picked on by other children? Yes (C-2) No (C-1)

22. Does your child frequently play/stay alone rather than with other children? Yes (C-2) No (C-1)

23. Do you think his/her friends are a bad influence? Yes (C-2) No (C-1)

Peers- Column 1		Peers- Column 2		Peers- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

SCHOOL ISSUES

24. Is your child in the age appropriate grade? Yes No [Is your child ahead (C-1) or behind (C-2)]

25. How does your child perform academically? Well (C-1) Average (C-1) Poorly or below expectation (C-2)

26. Have there been any recent negative changes in your child's academic performance? Yes (C-2) No (C-1)

27. Does your child have any special educational [special ed.] learning needs?

Yes [e.g., learning disabled, developmentally disabled (retarded)] (C-2) No (C-1)

28. Have there been any discipline problems at school? Yes (C-2) No (C-1)

School- Column 1		School- Column 2		School- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

BEHAVIOR ISSUES

29. Has your child been in trouble outside of school for non-fire related behaviors? Yes (C-2) No (C-1)

What _____

30. Does your child frequently say no when he is asked to do something? Yes (C-2) No (C-1)

31. Has your child ever stolen or shoplifted? Yes (C-2) No (C-1)

32. Has your child ever lied excessively? Yes (C-2) No (C-1)

33. Has your child ever used drugs/alcohol/inhalants? Yes (C-2) No (C-1)

34. Has your child ever beat up or hurt others? Yes (C-2) or (C-3) No (C-1)

Behavior- Column 1		Behavior- Column 2		Behavior- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

FIRE HISTORY

35. What were you doing when the fire occurred?

appropriate supervision (P-1) not home, asleep, or other indication of inappropriate supervision, score (P-2)

36. Are matches or lighters readily available to the child in the home? Yes (P-2) No (P-1)

37. How did you teach your child about fire? appropriate (P-1) inappropriate (P-2)

38. Have any of your child's siblings engaged in inappropriate fire behavior? Yes (P-2) No (C-1)

39. If you had to describe your child's curiosity about fire, would you say it was:

absent? (C-1) mild? (C-1) moderate? (C-2) extreme? (C-3)

40. How many times has your child used fire inappropriately? 1 time =(C-1), 2-3 times =(C-2) more than 3=(C-3).
If no other times, skip #41

41. Tell me what you know about all the fires that he started before this one. [Use a common time frame i.e. Christmas, school starting, etc. to help parent describe when fires were started or fireplay initiated]

What Set	Date Set	Where Set	With Whom	Ignition Source	Accelerant if used
1.					
2.					
3.					
4.					
5.					
6.					

Fire Hx- Column 1		Fire Hx- Column 2		Fire Hx- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

CRISIS OR TRAUMA

42. Has anything bad happened in the family or in your child's life in the last year? Yes (C-2) or (P-2) No (P-1)

What _____

43. Has there been an ongoing (chronic) crisis/problem in your life or in the family? Yes (C-2) or (P-2) No (P-1)

44. Did the fire/fireplay occur after:

- family fight (C-2) being angry at sibling (C-2) being angry at boss (C-2)
- being angry with school authority (C-2) being angry with another (C-2)
- recent move (P-2) other crisis (C-2) or (C-3) or (P-2) or (P-3) None

C or T- Column 1		C or T- Column 2		C or T- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

CHARACTERISTICS OF FIRESTART OR FIREPLAY [circle all that apply but only score the most severe response for each question]

45. Materials used to set the fire or fireplay

- matches lighters flammable liquid/aerosol fireworks
- other (butane torch, flare, stove, pilot light) What? _____

46. How did child get material to start fire or engage in fireplay?

found it (C-1) went out of his way to acquire it (C-2) from his hidden/saved incendiary supplies (C-2)
was readily available at home (P-2) another child had material (C-1)

47. Where was the fire set or did the fireplay occur?

home-occupied (C-3) other structure-occupied (C-3)
home-unoccupied at time (C-2) other structure-unoccupied at time (C-2)
other residence-occupied (C-3) vacant structure (C-2)
other residence-unoccupied at time (C-2) vehicle (C-2)
school-occupied (C-3) dumpster (C-2)
school-unoccupied at time (C-2) wildland (C-2) or (C-3)
outside (C-2)

48. List room or specific place of fire origin _____

49. Address and time of fire or fireplay incident _____

50. What was set on fire?

object of little or no value (C-2) object of value to child (C-2)
object of value to others (C-2) part of a building (C-2)
people, self (C-3) flammable liquids/aerosols (C-3)
fireworks (C-2) wildland (C-2) or (C-3) [intentional = C-3]
paper, tissue, cardboard, twigs (C-1) bedding/bed-child's own (C-2)
bedding/bed-someone elses (C-2) clothing-child's own (C-2)
clothing-someone elses (C-2) toys (C-2)
furniture (C-2) trash, leaves, grass (C-2)
animals (C-3) insects (C-2)
matches only (C-1) lighter only (C-1)

51. What did he do after the fire started?

put it out (C-1) or (C-2) called for help (C-1) ran away [if appropriate] C-1 if not (C-2)
stayed and watched (C-2) or (C-3) panicked (C-1) tried to extinguish (C-1) or (C-2)
other (C-1) or (C-2) or (C-3)

52. Did child lie about involvement? total denial, minimizing, score (C-2) denial at first and then confessed, score (C-1)
no denial (C-1)

53. Did child act alone? No Yes

List names _____

54. Was child pressured or coerced into firesetting or fireplay behavior by his peers? Yes (C-2) No (C-2)

Child was instigator (C-3)

55. Did the child respond to the fire or fireplay as if it were a positive or humorous experience? (C-2)

or as a negative (remorseful) experience? (C-1)

56. Does the child believe that fire has spiritual qualities or extraordinary powers? Yes (C-2) or (C-3) No (C-1)

57. Is there an impulsive quality to the child's firesetting or fireplay? Yes (C-2) No (C-1)

58. Did your child set the fire or play with fire in an intentional, deliberate or planned manner? Yes (C-2) No (C-1)

59. What did you do to the child in response to the fire or fireplay?

grounded him/her (P-1)

physical punishment (P-1) or (P-2)

nothing (P-2)

talked/lectured (P-1) or (P-2)

sought outside help (P-1)

yelled (P-1) or (P-2)

other (P-1) or (P-2)

abused (P-2) or (P-3)

Explain

C.O.F.- Column 1		C.O.F.- Column 2		C.O.F.- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

OBSERVATIONS

60. How does the mother act toward the child?

Appropriately concerned (P-1) inappropriately concerned (P-2) indifferent or hostile (P-3)

61. How does the father act toward the child?

Appropriately concerned (P-1) inappropriately concerned (P-2) indifferent or hostile (P-3)

62. Does the mother show appropriate self-care? Yes (P-1) No (P-2)

63. Does the father show appropriate self-care? Yes (P-1) No (P-2)

Observ.- Column 1		Observ.- Column 2		Observ.- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

Transfer the information you placed in Summary Boxes 1-8 to the Summary of Family Interview Form below. Then total each column and put the sum at the bottom.

SUMMARY OF FAMILY INTERVIEW						
	C-1	P-1	C-2	P-2	C-3	P-3
Health History						
Family Structure/Issues						
Peer Issues						
School Issues						
Behavior Issues						
Fire History						
Crisis or Trauma						
Characteristics of Firestart/play						
Observations						
TOTAL						

Now that you have all the totals, use the totals to compute the percentages according to the formulae below.

Child Risk

$$\frac{C-2 + C-3}{C-1 + C-2 + C-3} = \underline{\quad} = \underline{\quad}\%$$

Family Risk

$$\frac{P-2 + P-3}{P-1 + P-2 + P-3} = \underline{\quad} = \underline{\quad}\%$$

Total Risk

$$\frac{C-2 + P-2 + C-3 + P-3}{C-1 + P-1 + C-2 + P-2 + C-3 + P-3} = \underline{\quad} = \underline{\quad}\%$$

Child FireRisk Evaluation Form

(Questions to be asked of Children and Adolescents 3 to 18 Years of Age)

INTERVIEWER _____ DATE _____

JUVENILE'S NAME _____

SEX _____ DOB _____ ETHNICITY/RACE _____

ADDRESS _____ PHONE _____

SCHOOL _____ GRADE _____

DEVELOPMENT OF RAPPORT

The purpose of this section is to make the child comfortable with you. The more at ease you can make him, the greater the likelihood that he will answer all of your questions. If the following questions aren't enough, add your own. Questions or language can be modified throughout this form to accommodate the age of the child or adolescent.

A. [Introduce yourself] I'm _____ what's your name? _____

B. How old are you? _____

C. What school do you go to? _____

What grade are you in? _____

Do you like your school? _____ Are there nice/okay teachers at your school? _____

D. What classes/subjects do you like/not like? _____

E. What do you do for fun?. Do you have hobbies? _____

F. Who's your best friend? _____

G. What do you like to play/do with your friend? _____

H. What do you watch on TV and/or what videos do you watch? _____

I. What is your favorite person/show on TV? _____

J. What is your favorite video/computer game? _____

K. What do you like about that game? [Is there is extreme interest in violence or fire?]

[When rapport is established, determine level of understanding if the child is under 7, or appears to have problems communicating.]

Comments: _____

DETERMINE LEVEL OF UNDERSTANDING

It is often difficult to determine if a young child really understands you. (This section may be skipped if you are interviewing an older child). There may be an age barrier, a language barrier, a learning problem, or sub-normal intelligence. It is fruitless to go through an entire interview unless you are first assured that the child has enough understanding to complete the interview. There are several ways to gauge whether you are on the same “wave length” as the child. The following are suggested ways to do so:

- a. Obtain information from rapport section above:
By paying close attention to the manner in which a young child responds to the 11 questions above, you can estimate whether he can understand and respond to the other questions in this instrument.
- b. Using crayons/paper as a tool:
You can ask the child to draw pictures of common objects, his favorite toys, houses, trees and people. Then, ask him to describe what he has drawn. Clear explanations of his drawings and the action taking place in some of those drawings will tell you something about the child’s vocabulary and his ability to understand.
- c. Using toys and games:
Have toys of the appropriate developmental level of the child available. Engage the child in a game with the toys or allow the child free play with the toys. After a while ask the child about the toys and the game he is playing. Inquire about the rules, the purpose, etc. Estimate the child’s vocabulary in terms of his ability to complete the interview.
- d. Using puppets:
Have hand puppets available. Allow the child to set the interaction, with the child playing all parts or with you playing some of the parts. Quiet children can become quite verbal with this approach. Focus on the child’s ability to understand your questions during the puppet play and determine if this level of communication is sufficient for continued interviewing.

If you are satisfied that the child has adequate understanding, proceed with the interview.

Comments: _____

CIRCLE ALL ANSWERS BELOW THAT APPLY

SCHOOL [If home-schooled skip question 2]

- 1. Do you like school/learning? No (C-2) Yes (C-1)
- 2. Do you listen to your teacher(s) most of the time? No (C-2) Yes (C-1)
- 3. Have there been any problems with your school performance in the last year? Yes (C-2) No (C-1)
- 4. Have you gotten in trouble at school? Yes (C-2) No (C-1)

School- Column 1		School- Column 2		School- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments: _____

PEER ISSUES

- 5. Do you get along with most of your friends? No (C-2) Yes (C-1)
- 6. Do you get picked on? (C-2) or are you accepted by peers (C-1)
- 7. Do you have as many friends as you want? No (C-2) Yes (C-1)
- 8. Do you want to be alone or with other kids? Alone (C-2) With Kids (C-1)

9. Do you think your friends are a bad influence on you? (C-2) or a good influence (C-1)

Peers- Column 1		Peers- Column 2		Peers- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

BEHAVIOR ISSUES

10. Do you get in trouble a lot outside of school? Yes (C-2) No (C-1)

11. Do you usually not do things that you are asked to do? Yes (C-2) No (C-1)

12. Have you ever stolen or shoplifted? Yes (C-2) No (C-1)

13. Have you lied a lot, ever? Yes (C-2) No (C-1)

14. Have you ever used drugs, alcohol, or inhalents? Yes (C-2) No (C-1)

15. Have you ever beat up or hurt others? Yes (C-2) or (C-3) No (C-1)

Behavior- Column 1		Behavior- Column 2		Behavior- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

FAMILY ISSUES

[Circle all that apply but only score the most severe response for each question]

16. Do you like going home? Yes No Why _____

17. Usually, how well do you get along with your mother (female caregiver)?
always get along (P-1) usually get along (P-1) sometimes get along (P-2)
don't get along very often (P-2) never get along (P-3)

18. Do you fight or argue with your mother?
always (P-3) usually (P-2) sometimes (P-1) rarely (P-1) never (P-1)

19. Are you afraid of your mother?
always (P-3) usually (P-2) sometimes (P-2) rarely (P-1) never (P-1)

20. Usually, how well do you get along with your father (male caregiver)?
always get along (P-1) usually get along (P-1) sometimes get along (P-2)
don't get along very often (P-2) never get along (P-3)

21. Do you fight or argue with your father?
always (P-3) usually (P-2) sometimes (P-1) rarely (P-1) never (P-1)

22. Are you afraid of your father?
always (P-3) usually (P-2) sometimes (P-2) rarely (P-1) never (P-1)

23. Do your mother and father fight? [have child elaborate on the fights] _____
always (P-3) usually (P-2) sometimes (P-1) rarely (P-1) never (P-1)

24. Tell me about your brothers and/or sisters. Usually, how well do you get along with them?
always get along (P-1) usually get along (P-1) sometimes get along (P-2)
don't get along very often (P-2) never get along (P-3)

25. Do you see your mom as much as you'd like? No (P-2) Yes (P-1)

26. Do you see your dad as much as you'd like? No (P-2) Yes (P-1)

27. What do you do that gets you into trouble at home? _____

28. What happens at home when you get in trouble?

grounded (P-1) physical punishment (P-1) or (P-2) nothing (P-2)
talked/lectured (P-1) or (P-2) sought outside help (P-1) yelled (P-1) or (P-2)
abused (P-2) or (P-3) other (P-1) or (P-2) Explain _____

29. Do you get spanked/punished too much? Yes (P-2) No (P-1) If so, by whom _____

Family- Column 1		Family- Column 2		Family- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

CRISIS OR TRAUMA

30. Within the last year has anything bad happened in your life? Yes (C-2) or (P-2) No (C-1)

What? _____

31. Has there been an ongoing (chronic) crisis/problem in your life or in the family? Yes (C-2) or (P-2) No (C-1)

32. Was the fire set after:

family fight (C-2) being angry at sibling (C-2) being angry with boss (C-2)

being angry with school authority (C-2) being angry at another (C-2)

other crises such as stress, death, depression (C-2) or (C-3) or (P-2) or (P-3) None

What? _____

C or T- Column 1		C or T- Column 2		C or T- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

FIRE HISTORY

33. Do you like to look at fire for long periods of time? Yes (C-2) or (C-3) No (C-1)

34. Do you dream about fires at night? Yes (C-2) or (C-3) No (C-1)

35. Do you think about or daydream about fires in the day? Yes (C-2) or (C-3) No (C-1)

36. Number of past (inappropriate) fires or fireplay incidents _____ 1 (C-1) _____ 2-3 (C-2) _____ 4+ (C-3)

37. Tell me about all the fires that you started or your fireplay before this one. [Use a common time frame i.e. Christmas, school starting, etc. to help child describe when fires were started or fireplay occurred]

What Set	Date Set	Where Set	With Whom	Ignition Source	Accelerant if used
1.					
2.					
3.					
4.					
5.					
6.					

38. Do you feel the need to set fires over and over again? Yes (C-2) or (C-3) No (C-1)

39. If fires are more than 1, ask do you always set your fires in exactly the same way? Yes No

Fire Hx- Column 1		Fire Hx- Column 2		Fire Hx- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

CHARACTERISTICS OF FIRESTART OR FIREPLAY

[circle all that apply, but only score the most severe response for each question]

40. Tell me about how you think the fire/fire play started?

Admits/confesses (C-1) denies or minimizes (C-2) denial then truth (C-1)

41. What did you use to set the fire or start the fire play?

matches lighter flammable liquid/aerosol fireworks

other (butane torch, flare, stove, pilot light) What? _____

42. How did you get the (above) ignitor to start the fire or the fire play?

went out of way to acquire (C-2) found it (C-1) hidden stockpile (C-2)

readily available at home (P-2) another child had material (C-1)

43. What was set on fire?

object of little or no value (C-1) or (C-2) object of value to child (C-2)

object of value to others (C-2) part of a building (C-2)

people, animals, self (C-3) flammable liquids/aerosols (C-3)

fireworks (C-2) wildland (C-2) or (C-3) intentional=C-3

paper, tissue, cardboard, twigs (C-1) bedding/bed-child's own (C-2)

bedding/bed-someone else's (C-2) clothing-child's own (C-2)

clothing-someone else's (C-2) toys (C-2) insects (C-2)

furniture (C-2) trash, leaves, grass (C-2)

matches only (C-1) lighter only (C-1)

44. Where was the fire set or did the fire play occur?

home-occupied (C-3)

other structure-occupied (C-3)

home-unoccupied at time (C-2)

other structure-unoccupied at time (C-2)

other residence-occupied (C-3)

vacant structure (C-2)

other residence-unoccupied at time (C-2)

vehicle (C-2)

school-occupied (C-3)

dumpster (C-2)

school-unoccupied at time (C-2)

wildland (C-2) or (C-3)

outside (C-2)

45. Did you intend to set the fire? Yes (C-2) No (C-1)

46. What do you think made you want to start the fire or the fire play/what happened?

to express anger (C-2)

to see it burn (C-2)

bored (C-2)

to show power or control (C-2)

didn't want to (accident or curiosity) (C-1)

reaction to stress (C-2)

from peer pressure (C-2)

to destroy something (C-2)

to hurt self (C-3)

to hurt others (C-3)

to get attention (C-2)

don't know (C-2)

rebellion - was told not to do so (C-2)

47. Did you drink or take any drugs before, during or after the fire or fire play? Yes (C-2) No (C-1)

48. What did you do after the fire or fire play started?

put it out (C-1) or (C-2)

called for help (C-1)

ran away [if appropriate] (C-1) else (C-2)

stayed and watched (C-2) or (C-3)

panicked (C-1)

tried to extinguish (C-1) or (C-2)

other (C-1) or (C-2) or (C-3)

49. How did your parents punish you for the fire?

grounded/restricted (P-1)

physical punishment (P-1) or (P-2)

nothing (P-1) or (P-2)

talked/lectured (P-1) or (P-2)

sought outside help (P-1)

yelled (P-1) or (P-2)

abused (P-2) or (P-3)

other (P-1) or (P-2) Explain _____

50. Did the fire or fires you started make you happy or make you laugh? Yes (C-2) No (C-1)

51. Can fire do magical, special or miraculous things? Yes (C-2) or (C-3) No (C-1)

If yes, explain _____

52. After the fire how did you feel?

- happy (C-2) nervous (C-1) sad (C-1) powerful (C-3) angry (C-2)
 hateful (C-2) vengeful (C-2) scared (C-1) remorseful (C-1) elated (C-3)
 guilty (C-1) ashamed (C-1) excited (C-3)
 aroused sexually (C-3) aroused sensually (C-3) curious (C-2)

C.O.F.- Column 1		C.O.F.- Column 2		C.O.F.- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

OBSERVATIONS

53. Are child's behavior and mannerisms:

- normal (C-1) troubled (C-2) very troubled (C-3)

54. Is the child's mood:

- normal (C-1) troubled (C-2) very troubled (C-3)

55. Is the child's way of thinking:

- normal (C-1) troubled (C-2) very troubled (C-3)

56. Are there signs of abuse? Yes (P-2) or (P-3) No (P-1) Explain _____

57. Are there signs of neglect? Yes (P-2) or (P-3) No (P-1) Explain _____

Observ.- Column 1		Observ.- Column 2		Observ.- Column 3	
C-1	P-1	C-2	P-2	C-3	P-3

Comments:

Transfer the information you placed in Summary Boxes 1-8 to the Summary of Child Interview Form below. Then total each column and put the sum at the bottom.

SUMMARY OF CHILD INTERVIEW						
	C-1	P-1	C-2	P-2	C-3	P-3
School Issues						
Peer Issues						
Behavior Issues						
Family Issues						
Crisis or Trauma						
Fire History						
Characteristics of Firestart/play						
Observations						
TOTAL						

Now that you have all the totals, use the totals to compute the percentages according to the formulae below.

Child Risk

$$\frac{C-2 + C-3}{C-1 + C-2 + C-3} = \underline{\quad} = \underline{\quad}\%$$

Family Risk

$$\frac{P-2 + P-3}{P-1 + P-2 + P-3} = \underline{\quad} = \underline{\quad}\%$$

Total Risk

$$\frac{C-2 + P-2 + C-3 + P-3}{C-1 + P-1 + C-2 + P-2 + C-3 + P-3} = \underline{\quad} = \underline{\quad}\%$$

PARENT QUESTIONNAIRE

(For the Parents of Children and Adolescents 3 to 18 Years of Age)

PARENTS: Please complete this form. Mark the answer under “rarely to never,” “sometimes” or “frequently” that best describes your child for each question. When marking the form, consider all parts of the child’s life (at home, at school, etc.) where the events below might occur. If an item does not apply, leave it blank. If you do not understand a term or question, make a mark next to it in the left margin and ask the interviewer for clarification.

ITEM	RARELY TO NEVER	SOMETIMES	FREQUENTLY
Hyperactivity at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of concentration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning problems at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behavior problems in school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impulsive (acts before he thinks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Impatient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fantasizes (day dreaming)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Likes school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listens to teacher(s)/school authorities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows age appropriate interest in future school/jobs/careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Truant/school runaway	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Convulsions, seizures, "spells"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Need for excessive security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Need for affection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Loss of appetite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excessive weight loss	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excessive overweight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows what is moral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feels good about self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comfortable with own body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Likes overall looks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stuttering	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wets during the day (after age 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Night time bed wetting (after age 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Soiling (after age 3)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is good in sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Injury prone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shyness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tries to please everyone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships are socially appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ITEM	RARELY TO NEVER	SOMETIMES	FREQUENTLY
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Physically fights with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Withdraws from peers/group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Destroys toys/property of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a poor loser	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows off for peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily led by peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shows appropriate peer affection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays alone (not even with adults)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on by peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has many friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is a loner (few friends)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Lies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Excessive & uncontrolled verbal anger	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physically violent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cruel to animals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cruel to children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is/was in a gang	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses anger by damaging the property of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Destroys own toys/possessions (if age 3-6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Destroys own toys/possessions (if age 7-18)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disobeys	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Severe behavior difficulties (past or present)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses anger by destroying others' things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has been in trouble with police	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Uses drugs or alcohol	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jealous of peers/siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Temper tantrums	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable showing off	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual activity with others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ITEM	RARELY TO NEVER	SOMETIMES	FREQUENTLY
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Stomach aches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nightmares	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sleeps too deep or problem waking up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anxiety (nervousness)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has twitches (eyes, face, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bites nails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vomits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aches and pains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chews odd/unusual things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extreme mood swings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Depressed mood or withdrawal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constipation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Diarrhea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-imposed unnecessary or excessive diet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sleep walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Phobias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General fears	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Curiosity about fire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays with matches/lighters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plays with fire (singeing, burning)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was concerned when fire got out of control	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was proud or boastful regarding fireplay or firestart	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stares at fire for long periods (fire fascination)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unusual look on child's face when he/she stares at fire(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daydreams or talks about fires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fear of fire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other(s) in family set fire(s) (past or present)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Set occupied structure on fire	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate reaction to fire(s) he/she set	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ITEM	RARELY TO NEVER	SOMETIMES	FREQUENTLY
Extensive absences by father	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extensive absences by mother	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family has moved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Runs away from home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has seen a counselor/therapist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other family member has seen a counselor/therapist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes attempts at age appropriate independence from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In trouble at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent or sibling with serious health problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage is unhappy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mother's discipline is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Father's discipline is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fighting with siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflicts in family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Unusual fantasies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strange thought patterns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bizarre, illogical, or irrational speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Out of touch with reality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strange quality about child	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expresses anger by hurting self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Destroys own property or what he likes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Was/is in a cult	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Severe depression or withdrawal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poor or no eye contact	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PARENT QUESTIONNAIRE**(For the Parents of Children and Adolescents 3 to 18 Years of Age)**

PARENTS: Please complete this form. Mark the answer under “rarely to never,” “sometimes” or “frequently” that best describes your child for each question. When marking the form, consider all parts of the child’s life (at home, at school, etc.) where the events below might occur. If an item does not apply, leave it blank. If you do not understand a term or question, make a mark next to it in the left margin and ask the interviewer for clarification.

ITEM	RARELY TO NEVER	SOMETIMES	FREQUENTLY
Hyperactivity at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lack of concentration	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Learning problems at school	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Behavior problems in school	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Impulsive (acts before he thinks)	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Impatient	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Fantasizes (day dreaming)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Likes school	<input type="checkbox"/> C2	<input type="checkbox"/> C1	<input type="checkbox"/> C1
Listens to teacher(s)/school authorities	<input type="checkbox"/> C2	<input type="checkbox"/>	<input type="checkbox"/> C1
Shows age appropriate interest in future school/jobs/career	<input type="checkbox"/> C2	<input type="checkbox"/> C1	<input type="checkbox"/> C1
Truant/school runaway	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2

Convulsions, seizures, "spells"	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Need for excessive security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Need for affection	<input type="checkbox"/> C2	<input type="checkbox"/> C1	<input type="checkbox"/> C2
Loss of appetite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Excessive weight loss	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Excessive overweight	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Knows what is moral	<input type="checkbox"/> C2	<input type="checkbox"/>	<input type="checkbox"/> C1
Feels good about self	<input type="checkbox"/> C2	<input type="checkbox"/>	<input type="checkbox"/> C1
Comfortable with own body	<input type="checkbox"/> C2	<input type="checkbox"/>	<input type="checkbox"/> C1
Likes overall looks	<input type="checkbox"/> C2	<input type="checkbox"/>	<input type="checkbox"/> C1
Stuttering	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Wets during the day (after age 3)	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Night time bed wetting (after age 3)	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Soiling (after age 3)	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Is good in sports	<input type="checkbox"/> C2	<input type="checkbox"/>	<input type="checkbox"/> C1
Injury prone	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Shyness	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Tries to please everyone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Relationships are socially appropriate	<input type="checkbox"/> C2	<input type="checkbox"/>	<input type="checkbox"/> C1

ITEM	RARELY TO NEVER	SOMETIMES	FREQUENTLY
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Physically fights with peers	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Withdraws from peers/group	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Destroys toys/property of others	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Is a poor loser	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Shows off for peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Easily led by peers	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Plays with other children	<input type="checkbox"/> C2	<input type="checkbox"/>	<input type="checkbox"/> C1
Shows appropriate peer affection	<input type="checkbox"/> C2	<input type="checkbox"/>	<input type="checkbox"/> C1
Plays alone (not even with adults)	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Picked on by peers	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Has many friends	<input type="checkbox"/> C2	<input type="checkbox"/> C1	<input type="checkbox"/> C1
Participates in sports	<input type="checkbox"/> C2	<input type="checkbox"/>	<input type="checkbox"/> C1
Is a loner (few friends)	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C2

Lies	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Excessive & uncontrolled verbal anger	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Physically violent	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Steals	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Cruel to animals	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Cruel to children	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Is/was in a gang	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Expresses anger by damaging the property of others	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Destroys own toys/possessions (if child is age 3-6)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Destroys own toys/possessions (if child is age 7-18)	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Disobeys	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Severe behavior difficulties (past or present)	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Expresses anger by destroying others' things	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Has been in trouble with police	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Uses drugs or alcohol	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Jealous of peers/siblings	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Temper tantrums	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Unacceptable showing off	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Sexual activity with others	<input type="checkbox"/>	<input type="checkbox"/> C3	<input type="checkbox"/> C3

ITEM	RARELY TO NEVER	SOMETIMES	FREQUENTLY
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Stomach aches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Nightmares	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Sleeps too deep or problem waking up	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Anxiety (nervousness)	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Has twitches (eyes, face, etc.)	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Cries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Bites nails	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Vomits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Aches and pains	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Chews odd/unusual things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Extreme mood swings	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Depressed mood or withdrawal	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Constipation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Diarrhea	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> C2
Self-imposed unnecessary, or excessive diets	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Sleepwalking	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Phobias	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
General fears	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2

Curiosity about fire	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Plays with matches/lighters	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Plays with fire (singeing, burning)	<input type="checkbox"/> C1	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Was concerned when fire got out of control	<input type="checkbox"/> C3	<input type="checkbox"/> C2	<input type="checkbox"/> C1
Was proud or boastful regarding fireplay or firestart	<input type="checkbox"/>	<input type="checkbox"/> C3	<input type="checkbox"/> C3
Stares at fire for long periods (fire fascination)	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Unusual look on child's face when he/she stares at fire(s)	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Daydreams or talks about fires	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Fear of fire	<input type="checkbox"/> C2	<input type="checkbox"/>	<input type="checkbox"/> C1
Other(s) in family set fire(s) (past or present)	<input type="checkbox"/>	<input type="checkbox"/> P2	<input type="checkbox"/> P3
Set occupied structure on fire	<input type="checkbox"/>	<input type="checkbox"/> C3	<input type="checkbox"/> C3
Appropriate reaction to fire(s) he/she set	<input type="checkbox"/> C3	<input type="checkbox"/> C2	<input type="checkbox"/> C1

ITEM	RARELY TO NEVER	SOMETIMES	FREQUENTLY
Extensive absences by father	<input type="checkbox"/> P1	<input type="checkbox"/> P2	<input type="checkbox"/> P2
Extensive absences by mother	<input type="checkbox"/> P1	<input type="checkbox"/> P2	<input type="checkbox"/> P2
Family has moved	<input type="checkbox"/> P1	<input type="checkbox"/>	<input type="checkbox"/> P2
Runs away from home	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Has seen a counselor/therapist	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Other family member has seen a counselor/therapist	<input type="checkbox"/>	<input type="checkbox"/> P2	<input type="checkbox"/> P2
Makes attempts at age appropriate independence from parents	<input type="checkbox"/> C2	<input type="checkbox"/> C1	<input type="checkbox"/> C1
In trouble at home	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Parent or sibling with serious health problem	<input type="checkbox"/>	<input type="checkbox"/> P2	<input type="checkbox"/> P2
Marriage is unhappy	<input type="checkbox"/> P1	<input type="checkbox"/> P2	<input type="checkbox"/> P2
Mother's discipline is effective	<input type="checkbox"/> P2	<input type="checkbox"/>	<input type="checkbox"/> P1
Father's discipline is effective	<input type="checkbox"/> P2	<input type="checkbox"/>	<input type="checkbox"/> P1
Fighting with siblings	<input type="checkbox"/> C1	<input type="checkbox"/>	<input type="checkbox"/> C2
Conflicts in family	<input type="checkbox"/> P1	<input type="checkbox"/>	<input type="checkbox"/> P2

Unusual fantasies	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Strange thought patterns	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Bizarre, illogical, or irrational speech	<input type="checkbox"/>	<input type="checkbox"/> C3	<input type="checkbox"/> C3
Out of touch with reality	<input type="checkbox"/>	<input type="checkbox"/> C3	<input type="checkbox"/> C3
Strange quality about child	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Expresses anger by hurting self	<input type="checkbox"/>	<input type="checkbox"/> C3	<input type="checkbox"/> C3
Destroys own property or what he likes	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2
Was/is in a cult	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C3
Severe depression or withdrawal	<input type="checkbox"/>	<input type="checkbox"/> C3	<input type="checkbox"/> C3
Poor or no eye contact	<input type="checkbox"/>	<input type="checkbox"/> C2	<input type="checkbox"/> C2

Transfer the information you obtained above to the Summary of Parent Questionnaire Form below. Then total each column and put the sum at the bottom.

SUMMARY OF PARENT QUESTIONNAIRE						
	C-1	P-1	C-2	P-2	C-3	P-3
School Issues						
Health/Developmental Issues						
Peer Issues						
Antisocial Behavior						
Symptoms of Anxiety or Depression						
Fire History						
Family Issues						
Severe Dysfunction						
TOTAL						

Now that you have all the totals, use the totals to compute the percentages according to the formulae below.

Child Risk

$$\frac{C-2 + C-3}{C-1 + C-2 + C-3} = \frac{\quad}{\quad} = \quad\%$$

Family Risk

$$\frac{P-2 + P-3}{P-1 + P-2 + P-3} = \frac{\quad}{\quad} = \quad\%$$

Total Risk

$$\frac{C-2 + P-2 + C-3 + P-3}{C-1 + P-1 + C-2 + P-2 + C-3 + P-3} = \frac{\quad}{\quad} = \quad\%$$

FEMA Comprehensive FireRisk Analysis Form

Kenneth R. Fineman, Ph.D.

	Little/Some Concern		Definite Concern		Extreme Concern		Child Risk	Family Risk	Total Risk
	C-1	P-1	C-2	P-2	C-3	P-3			
Child FireRisk Interview							____%	____%	____%
School Issues									
Peer Issues									
Behavior Issues									
Family Issues									
Crisis or Trauma									
Fire History									
Characteristics of Firestart									
Observations									
SUBTOTAL									
Family FireRisk Interview							____%	____%	____%
Health Issues									
Family Issues									
Peer Issues									
School Issues									
Behavior Issues									
Fire History									
Crisis or Trauma									
Fire Behavior									
Observations									
SUBTOTAL									
Parent FireRisk Questionnaire							____%	____%	____%
School/Attention									
Health/Development									
Peer Issues									
Antisocial Behavior									
Symptoms of Anxiety/Depression									
Fire History									
Family Issues									
Severe Dysfunction									
SUBTOTAL									
TOTAL							____%	____%	____%

Appendix D

Installing Access 2000 to Network

Instructions that follow are for installing the Access 2000 version of the database in a directory location other than the C drive, including a networked drive. They replace pages 12 through 14 of this guide.

11. Point and double click on the [JFIPRem.mde](#) file to open the database program as stated in step 2 on page 15.

If more than one person will be entering data into the database program, you will either have to:

- Designate a single PC (personal computer) to be shared for all data input;
- Or
- Access the database program through a network drive (e.g., LAN, NOVELL, etc.)

Note: You cannot have the database program on two separate unlinked computers.

Other Directory

Installing the 2000 database in a different directory location, including a networked drive, is a slightly more complicated process. In this case, you will need to reset the links between the ".mde" file that holds the program code and the ".mdb" file that holds your data tables. You will also need to reset the "AdHoc" database to link it properly to the other two files.

To do so:

1. [Copy](#) the three files to the subdirectory (create Jfip folder) where you want them to reside. You may store them in separate subdirectories if you wish. Follow steps 6 through 10 on page 11 for each file to change properties from "Read Only" to "Archive."
2. Open Microsoft Access and then hit the [Cancel](#) button. From the menu bar use the [File](#), [Open](#) commands to select [JFIPRem.mde](#) from the subdirectory where it is housed. Hold down the [Shift](#) key when you click on the [Open](#) command. This step will prevent execution of the auto-open macro that asks for your JFIP name.
3. Click on the [Tools](#) option on the Access toolbar. Select [Database Utilities](#) from the drop-down list that appears, and then select [Linked Table Manager](#). **Note: If you receive the message "Microsoft Access can't start this wizard. This feature is not currently installed. Would you like to install it now?" click [No](#). At the next message describing a syntax error, click [OK](#), close the database and proceed to step 4 on page 13.**
4. When the dialog box comes up, click on the [Select All](#) button to select all tables. Also click on the [Always prompt for new location](#) button at the lower left corner of the screen. Then click [OK](#).
5. A dialog box will appear asking you to "Select New Location of criBehaviors" (the first of the tables you are re-linking). Use the file and directory navigation tools on the box (which are the same as any Microsoft file selection tools) to locate [JFIPRem_be.mdb](#).
6. Select [JFIPRem_be.mdb](#) from the file list when it appears, then click [Open](#). Access will recreate the required links. The process should take no more than a minute.
7. Close "JFIPRem.mde" and open "JFIPRem_be.mdb. Re-link the "refGthSeq" table to "JFIPRem.mde" following the process described in the prior steps.

If the "Linked Table Manager" does not appear at step 4, you have two options. You may install it using your original Access installation materials and following the Access set-up process to add optional components, or you may link each table manually. The latter option replaces steps 4 to 7 above with these:

4. Activate the "Tables" tab of the main database window and delete the existing table links that appear there. Linked tables are identified by an arrow that appears to the left of the table name. **Make sure you do not delete the tables stored in the "mde" file (those withOUT arrows).** See the list below for the names and locations of each.

Table	Location	
	Front-end	Back-end
crlBehaviors		x
crlCont_Factors		x
crlLanguages		x
crlReferrals		x
dtaBatches		x
dtaDELETE		x
dtaEnvironments		x
dtaFD		x
dtaINCIDENT		x
dtaJFIP	x	
dtaJFIP_contacts	x	
dtaNotes		x
dtaPeople		x
dtaProviders		x
dtaReported_Priors		x
dtaSUBJECT		x
dtaSubject_Incident		x
lstBehavior	x	
lstCounties	x	
lstFactors	x	
refGthSeq	x	
refReportsB	x	
refSys		x
refTable	x	

5. From the Access toolbar, click the [File, Get External Data](#) and select the [Link Tables](#) option.
6. A dialog box resembling the standard Microsoft "File, Open" box will appear. Use it to navigate to the directory containing "JFIPRem_be.mdb," select [JFIPRem_be.mdb](#) when it appears in the list, and click [Link](#).
7. A second dialog box will appear. This box will contain a list of tables. Click on [Select All](#), then click [OK](#). Access will take about a minute to create the new links.

8. Close "JFIPRem.mde" and open "JFIPRem_be.mdb". Delete the linked table "refGthSeq." Recreate the "refGthSeq" table link to "JFIPRem.mde" following the process described in the above steps 5 through 7.

Note: If you install the database program on a network drive, make sure that your network administrator limits access (both read-only and write access) to the drive or folder containing the program to JFIP personnel only, as the program will contain highly sensitive and confidential information about children and their families.

The "AdHoc.mdb" file must also be re-linked using whichever of the two processes you selected to re-link "JFIPRem.mde." "AdHoc.mdb," however, is linked to tables in both of the other two files. To do so,

1. Delete all existing linked tables (those with arrows).
2. From the Access menubar, click the [File](#), [Get External Data](#) and select the [Link Tables](#) option.
3. Locate and select the [JFIPRem.mde](#), click [Link](#).
4. Depress and hold the [Ctrl](#) key and click each table, then click [OK](#).
5. From the Access menubar, click the [File](#), [Get External Data](#) and select the [Link Tables](#) option.
6. Locate and select the [JFIPRem_be.mdb](#), click [Link](#).
7. Click the [Select All](#) button, click [OK](#).
8. Close the database. Re-linking is now complete.

You only need to re-link the databases once. The re-linking is permanent, unless you decide to move the files to a different location.

Maintenance

To avoid problems with the database, you should periodically "Compact" and "Repair" it using functions built into the MS Access menu. To do so,

6. Load the database. Close any screens that are open, except for the start menu.
7. Click on [Tools](#), then [Database Utilities](#).
8. Select the [Repair Database](#) option. Access will close the database, repair it, notify you that it has finished, and reload the database.
9. Click on [Tools](#), then [Database Utilities](#).
10. Select the [Compact Database](#) option. Access will close the database, repair it, notify you that it has finished, and reload the database.

For most users, compacting the database once a month should be adequate to prevent problems and maintain system performance. If you experience trouble, however, or if the database suddenly seems sluggish when responding to commands, compacting and repairing it may resolve the problems.

Footnotes

¹ Faithe Wempen, *10 Minute Guide to Access 97*, (Indianapolis: Que®Corporation, A Division of Macmillan Computer Publishing, 1997), p. 1.

² *Ibid.*, p. 3.

³ *Ibid.*

⁴ *Ibid.*, p. 17.

⁵ *Ibid.*, p. 19.

⁶ *Ibid.*, p. 20.

⁷ National Fire Protection Association, *NFPA 1035 Standard for Professional Qualifications for Public Fire and Life Safety Educator*, (Quincy, MA: NFPA 1035, 2000), section 3.3.11.

⁸ Federal Emergency Management Agency, United States Fire Administration, *Juvenile Firesetter Intervention Handbook*, (U.S. Government Printing Office FA 210/June 2000), p. 17.