

DEVELOPING AND MANAGING YOUTH FIRESETTING INTERVENTION PROGRAMS

A Guide Developed By

**SOS FIRES:
YOUTH INTERVENTION PROGRAMS**

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Developing and Managing Youth Firesetting Intervention Programs

The development and maintenance of a youth firesetting intervention program can seem a daunting task. Since many programs exist, how does one choose the best model? Perhaps there is a better way to develop a program than to replicate another. An effective program must meet the individual needs of a community, making each program unique in its own way.

While intervention programs may appear very different, the contrary is actually true. Most programs, when the underlying *Foundation Components* are examined, will actually show some striking similarities.

Differently Similar

What causes one program to appear different from another is generally the result of the resources a particular community applies when addressing youth firesetting behavior. These resources fall broadly into two categories: Staffing and Funding.

Inspired individuals drive some programs. While this is admirable, it can sometimes lead to personal disappointment and professional failure when an organization doesn't support the long-term vision of the individual. At other times, organizations have a desire to implement a program but do not end up with a qualified person to manage the effort. This approach can also be prone to failure. Ideally, a formula combining both a willing individual and an organizational desire is necessary to give a program the best chance of survival. Regardless of the exact mix, a commitment to hard work over time is a key requisite.

Equally important is funding/support. While this can be configured different ways it still comes down to a dollars and cents commitment. Often times, a single organization decides to underwrite the program. This might be a fire agency, hospital, labor union, or non-profit agency. Funding can be absorbed by the agency (donated office space, staffing provisions, office hardware donated, etc.) or sought through grants and sponsorships. While no magic formula exists, it remains a critical task to maintain a program over time.

Staffing and funding are accomplished in many different ways. Behind these issues lie the key *Program Management Elements* and *Foundation Components* of a program. These are remarkably similar among the many successful programs in operation today. They differ in how they are staffed and funded, but an exploration of successful programs will find the *Program Management Elements* and *Foundation Components* solidly in place.

Program Management Elements

A successful intervention program and management support structure will include the following elements. These will be discussed more fully later in the article.

- ❖ Staff
- ❖ Budget
- ❖ Coalition Involvement
- ❖ Community Outreach
- ❖ Service Delivery

Contained within these elements will be the *Foundation Components* for intervention success. They include:

- ❖ Identification System
- ❖ Intake Process
- ❖ Interview/Screening Protocol
- ❖ Intervention Services
- ❖ Evaluation

These *Foundation Components* will be interwoven within a program. In order to see how these fit, they should first be defined.

❖ **FOUNDATION COMPONENTS**

Identification System – This is the method through which children who set fires come to the attention of a program. It might be considered a blend of marketing and salesmanship.

Identification begins with awareness on the part of those who may encounter firesetting behavior. The obvious identifiers will be the fire service, law enforcement, fire investigation, and juvenile justice. Less obvious, yet equally important include (but are not limited to) school staff (particularly behavior specialists), medical providers, mental health practitioners, child welfare workers, and parents (see Table 1.).

For the identification process to be effective there must be an understanding of the value and purpose of a program by those who might encounter the behavior. For example, a line firefighter might feel qualified to tell a child a particularly graphic story, feeling it will carry the same impact on the child as it did on him/her, yet it would be far more effective to refer the same child to a trained professional who could explore the overall dynamic of the firesetting behavior. To compel the line firefighter to take this action, he/she must first be educated about the existence and value of an intervention program along with its location and point of access.

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| <p>Table 1.</p> <p><u>Disciplines Invested</u> <u>In Firesetting</u> <u>Intervention</u></p> <p>Fire Service Law Enforcement Fire Investigation Juvenile Justice Child Welfare Mental Health School Staff Medical Professionals Parents Parenting Groups Related Non-Profits Others</p> |
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Intake Process – Once a child is identified, a formal process must exist to initiate their involvement in an intervention program. It should be able to be initiated from any of the disciplines listed in Table 1.

A comprehensive intake process is imperative to reduce the service gaps that make it possible for a child/family to lose continuity with the services or withdraw when it might not be in the best interests of the child/family. The process must begin with the gathering and tracking of information about the child and family.

Tracking the case information on children involved in firesetting behaviors is very important. It can provide a wealth of clues into the motivations that drive the behavior. It can also help map the past, current, and future intervention services.

Recidivism, or repeat behavior is a reality. It is an important measure of effectiveness as well as a clue that prior intervention (if it occurred) was ineffective. Without knowledge that a child has participated in a program in the past, it would be very easy to repeat the same intervention that was ineffective after the initial firesetting episode. This reason alone should be enough to encourage a comprehensive tracking process that begins at intake. Confidentiality is another issue that comes to mind here. It, and documentation, will be discussed later in the article when addressing coalition practices.

Interview/Screening Protocol - An interview or screening protocol is the central feature of the hands-on intervention service. More than anything it serves as a communication device to allow each level of intervention to benefit from the information gathered at each point of service. Each level of intervention will have an opportunity to gather information from a different perspective. When shared, a much more comprehensive story can be told about the firesetting behavior as well as the child and family dynamics.

Numerous screening instruments have been developed over the past two decades. Each has its strengths and weaknesses. To point to one that would be considered best would spark an endless debate, a debate with little relevance. If one subscribes to the theory that the screening instrument is, in fact, a communication device, then the best choice is the one that the coalition of professionals finds to be of greatest assistance in gathering and sharing information from one discipline to the next. In other words, the selection criteria for the best screening instrument should be developed and determined by the user group of the tool (more on coalition building to come).

A screening protocol should consist of a general method for the intervention process to follow. This is often framed by an interview or screening tool, which guides the interventionist through the interview. Questions are designed to explore different facets of the behavioral profile and record those for later review, and if necessary, communicate key issues or concerns to other professionals who might join in on the case. It can also serve as a permanent record of the information gathered. (see Appendix C)

Intervention Services - Intervention Services are provided by the various disciplines that may be required to meet the needs of a child/family. These can take many forms

but are intended to carry the initial intervention through to a safe and productive conclusion for the child.

The coalition team will be made up of people representing agencies such as those listed in Table 1. This team should establish a familiarity with one another in advance of the times when intervention services are needed. This might take the form of a formal coalition or an informal professional affiliation. In either case, this pre-established familiarity will greatly aid the process of assisting children when time becomes a critical issue.

When the interventionist performs the initial screening interview, some clues to the extended needs of the child and family may become evident. In most cases, the need for education is paramount. This is often more acute for the parents/caregivers than it is for the child.

Intervention services that might be necessary are as varied as the children a program will see. They might include, but should not be limited to the following:

- ❖ Mental Health Evaluation
- ❖ Medical Evaluation
- ❖ Juvenile Justice Intervention
- ❖ Child Welfare Intervention
- ❖ Parent Training
- ❖ Behavioral Screenings
- ❖ Learning Evaluation (through Schools)
- ❖ Others

It should come as no surprise how closely this list matches the disciplines identified in Table 1. Those who are in a position to discover firesetting behavior in children are very often well positioned to provide intervention services. This can help create the full circle effect that an intervention program should strive to achieve (see Appendix B).

EDUCATION (as an Intervention Service) - A solid program should have a well-developed and comprehensive educational component as a first line of intervention service. While a certain percentage of children will certainly need services beyond education, nearly every child/family will benefit from a better understanding of the dangers and appropriate uses of fire.

Education is our primary intervention service. However, it is not a simple task that should be carried out without the same professional preparation and comprehensive consideration as every other intervention service.

Children who are experiencing behavioral problems, whether due to neurological complications or environmental issues, are bigger risk-takers. Using fire inappropriately is often just one behavior in a cluster of other excessive risk-taking behaviors in which a child may be engaged. If a child has already been involved with mental health services or other social service provisions and they may have already received a professional

diagnosis, they may have a bigger problem than a firesetting intervention program can address with education alone. It's better to error on the side of caution. Align the family with intervention services most suited to get to the root cause before you make the decision to simply educate and walk away.

Don't assume that all children and parents know the basics about fire safety and fire survival. Some can learn to make good decisions, and some need a very structured program. A normal brain that is not fully developed or neurologically compromised may not be equipped to predict consequences. Therefore, they have to rely on the repetitive experience or education by adults to understand the dangers of firesetting behavior.

A parent's unrealistic expectation of young children is often evidenced by their explanation to the child that the child might be seriously hurt or die if they use fire. Many adults believe that just because a child can mimic their words about the reality of death it means the child understands the concept. Children do not understand the concept or the finality of death. Using such scare tactics to keep a child away from fire does not work. Proper education has less to do with intelligence and much more to do with brain development.

Humans need to be given information about the behavior you want them to perform, not information about what you don't want them to do. So keep your educational messages positive. Tell them what you want them to do. Teach with expectations, not warnings.

When embarking on an education curriculum specific to a child/family and the associated firesetting incident, determine the key issues and deliver the appropriate message to clear up the thinking errors. Start by finding out what the child does not know about fire and fire safety. Fill those gaps. The most important student however, may be the parents. They may not consider fire to be a dangerous tool. They may be minimizing the danger. In which case, they may need to set up the same kind of rules for fire that they have for guns, sharp knives and chain saws, etc.

Pre-school children have only a limited understanding of cause and effect. And those that do have some notion of what it is all about are easily confused by too much or distracting information. This is crucial, because until a child can understand cause and effect, he can't recognize unsafe conditions or figure out how to correct or avoid them."

Elementary school children understand that transformations that fire can make and they understand cause and effect. They have these abilities, but they don't always use them. Children at this age can't anticipate events they haven't experienced. They rely heavily on their own experience; if they haven't seen how a large fire gets going, they can't quite picture it.

(Firefighter's Complete Juvenile Firesetter Handbook, Fireproof Children, Robert Cole, Ph.D., Lt. Robert Crandall, Jerold Bills - © 1999 Fireproof Children Company)

Brain development in adolescents is becoming more understandable! Impulsiveness, questionable decision making skills, attention problems, and the sometimes

frustrating lack of initiative seem to be tied to brain development. Research is showing that the brain continues to develop in these areas well beyond age 25!

(What Makes Teens Tick? , Claudia Wallis: Time Magazine May 10, 2004)

Evaluation - A comprehensive evaluation of a program is critical in determining if it is accomplishing the purpose for which it exists. This should include factors such as recidivism (repeat behavior), customer satisfaction, and behavioral change. Assumptions should not be relied upon for these answers. Surveys of program participants will generally prove most productive. They should be performed at various intervals post-interview. The proper interval is debatable, but many programs choose 6 months, 1 year, and 2 years.

A capable data system should also be able to identify when a name referred to a program repeats itself. Computer software can be programmed to alert when such a situation presents. However, an alphabetical filing system can be just as effective when properly used.

❖ PROGRAM MANAGEMENT ELEMENTS

Now that an understanding of the critical foundation elements of an intervention program are understood, it's time to explore the management elements that are necessary to support an intervention program. These are what differentiate a comprehensive, professional program from an effort that is destined to struggle. As was mentioned earlier, there is no right or wrong way to develop these support elements. They will represent the character of the community and the coalition agencies that make up the effort. The right program design is the one that most effectively serves the community. By addressing the key program management elements and the foundation components of intervention success, a program will stand a high chance for long-term success.

| Foundation Elements |
|--------------------------------|
| • Identification System |
| • Intake Process |
| • Interview/Screening Protocol |
| • Intervention Services |
| • Evaluation |

Staffing

The staff necessary to administer a youth firesetting intervention program is very important. There are various aspects to staffing that must be understood and addressed to maintain program quality.

Client Management is a common yet highly overlooked aspect of a program. Every child referred to a program should be formalized through the establishment of a file or case. This creates a permanent record that documents the child/family participation (or lack thereof). The Client Manager will establish the initial file, gather basic information about the family, and see that it reaches the next step in the intervention process.

The Client Manager should be the one person who is the common denominator to all cases. The Client Manager may act on behalf of numerous agencies feeding into one core program (e.g. a county-based program where numerous agencies direct referrals to a central point) or each agency may employ an individual Client Manager, while all cases are then fed into a larger program (e.g. a county-based program where numerous agencies provide front line intervention then feed cases into a collective, coordinated set of intervention services). In yet other cases, a program can stand alone in its approach to intervention through the employment of an individual with a wide range of skills. In any case, the Client Manager remains the critical contact for each and every child participating in the program.

Training is a very important aspect of a program, regardless of the professional discipline. Each individual discipline within the coalition should be assigned a recommended standard of training. These skill-based training goals should endeavor to build a team that can easily transition each case from intake to final disposition.

The front-line interventionist should be trained in interpersonal skills. Rapport building is a critical first step when attempting to engage any family in services. They should understand children well enough to interact with all age ranges and be able to effectively communicate with adults. Another key element of training is the effective use of the chosen interview/screening tool. To understand the use and meaning of the entire tool is paramount in the tool's effectiveness as a communication device. Of course, this goes hand in hand with the same need for understanding among other coalition members that will work with the same interview tool.

Professionals outside of the fire service should receive training on the role of the fire service in child-set fires. Since each fire agency may handle cases in their own way, it is important that this be tailored to the individual coalition.

Ideally, training should include a formal presentation to the coalition from a representative in each professional discipline (refer to the section on "Intervention Services"). Each should explain their role and capabilities for addressing youth firesetting behaviors.

Once a working knowledge of coalition services is understood, coalition members may want to seek an outside perspective on the topic. This can include training opportunities that they arrange for their specific purposes or traveling to conferences and seminars to broaden their perspective and introduce them to other programs, ideas, and individuals.

Intake - The intake process is not only an important *Foundation Component*, but also a very key staff assignment. The person who performs the actual intake function must be knowledgeable in the program, able to articulate its purpose and benefit to the client and be able to initiate action on behalf of the child and family.

The intake specialist may be the person who performs the initial intervention service or serve the organization in some other staff capacity. For the overall benefit of a program, a phone number that can be readily available to the public, coalition members, and be routinely staffed is ideal.

Interview/Screening Services - The actual interview/screening protocol described within the foundation elements is the heart and soul of the program. Individuals who will perform these services must possess an aptitude for the process and receive effective training in the use of the interview/screening tool. For these screening services to be most effective, training and experience are critical.

Experience comes with time. However, most mental health professionals can offer a wealth of experience from their line of work. They can be tapped for mentoring of new screeners until a nucleus of experience is established.

Evaluation - While program evaluation is important (as discussed within the “foundation components”), so is staff evaluation. Anyone providing direct services to clients should be part of this evaluation process. Those who have the clearest picture of the services provided would be those served by the program. Follow-up phone and/or mail surveys about client satisfaction can go a long way in determining the quality of service delivered. Don’t expect these to all be perfect, but a well-designed survey can identify screeners or other service providers who may need additional training or who are ill suited for the task.

Budget

Financial realities can play a key role in the development and survival of a program. But hard dollars may not be the only answer. To consider the shared expenses from in-kind or subsidized services can effectively fill many program needs.

Program Development - Financial needs can be significant when a program begins. Training costs may be most important. The base of expertise in the coalition will meet many of the training needs and will weigh heavily on the initial costs.

The cost effectiveness of training should be considered. Sometimes the best training can be brought to the coalition members, at a cost. Sometimes coalition members must travel to the source of training. Factors such as time, distance, and the number of individuals needing the training should be considered when evaluating cost.

Office space is another financial issue to be considered. Many programs find this resource within participating coalition membership. A coalition member can sometimes offset costs through the donation of phone service, computers, and other in-kind office-related contributions.

As always, grants and other donations present financial opportunities to start a program. Having the mechanism to receive funds in this manner is an important program development step. Some have found success in creating a non-profit affiliate while others have piggybacked onto an existing organization.

Program Maintenance - The maintenance of an intervention program is perhaps, the most challenging aspect of all. It can be easy to find staff and dollars during the initial stages when a tragedy or political agenda push a program into existence. Over time, as

the individuals who have championed the initial effort move on to other assignments or to retirement, the challenge of maintaining a program grows.

Continued attention must be given to maintaining interest in program involvement. In many areas, coalition members often carry heavy workloads, making additional involvement in another effort difficult. Meetings should be set up with a meaningful purpose and consideration should be given to on-line meetings and phone conferencing to accomplish the needs of a program. Time is money and all agencies involved will feel the pinch if the time dedicated to this effort is anything less than efficient.

Grant funding for a well established and functionally effective program can be much easier than it is for new programs or those not able to show positive results. By developing a solid business plan containing an evaluation component and demonstrates a subsequent benefit to the community, donated funds through grants or related businesses (insurance, safety advocates, safety coalitions, etc.) will be much more easily secured.

Finally, participating organizations should be able to contribute financially to a coalition. Whether as dues, membership fees, or however it is termed, a small amount of money from numerous organizations can go a long way in both maintaining a program and creating a stronger base of support that is reinforced by the financial commitment created through such plans.

Program Materials - Program materials (brochure, videos, computers, etc.) can often be the easiest elements to fund. For one thing, they are very concrete. A needed video can be shown and a statement can be made for its value in developing and maintaining a program. The financial outlay is often of a size that can be achieved by local businesses, service clubs, or agencies that want to help out.

Brochures, posters, and other printed elements can carry the name of a sponsor who wishes to reach the same client base as your program. This might include the insurance industry, local retailers, or even social programs in the community.

As technology evolves, many businesses look for good causes through which to donate things like computers, cell phones, and other devices where technology often outpaces the lifespan of the device. Search around for opportunities. In some cases, these relationships may blossom into other financial opportunities.

Coalition Involvement (see Appendix A)

Purpose - A coalition is the foundation of a sound program. The extent to which the coalition needs to be developed will depend on the needs of a particular effort. Therefore, no blueprint is offered here. However, it is safe to say that all of those agencies listed in Table 1 should be considered.

Leadership – The leader of the coalition should be based on who can best manage a team effort. There are many roles involved in a youth firesetting intervention effort. Each requires a unique skill set and the coalition should endeavor to let individuals

participate in a way that plays to their personal and professional strengths. Leadership should include the elements of time and communication as primary considerations. Depending on the make-up of the program, the leadership role may be less about the provision of intervention services and more about the business aspects of maintaining a coalition. Therefore, be creative in the selection of a leader, considering the bigger picture of need.

Participation - Participation can mean different things to different individuals/organizations. Questions that should be asked are how often will face-to-face meetings be needed and how much participation will be needed to maintain the coalition's mission.

A significant goal of coalition participation should be getting to know the role other agencies play in the youth firesetting intervention process. This can be accomplished by meeting regularly, having lunch gatherings that rotate from agency to agency, or through on-line meetings and communication. The options are only limited by the thinking of the coalition membership.

Remember, the key to participation is having a program that meets the needs of the community and fits the time and resource profiles of the participating members.

Cooperative Agreements - Participation in coalitions is sometimes influenced by the changing tides of the individual's home organization. As other issues become a priority, time available to participate in a coalition can evaporate. This is most often driven by the lack of appreciation of the coalition process. To overcome this, many programs ask participants to enter into agreements of participation. This can be a simple or complex agreement, but is designed to get the commitment of an organization to join in, support, or lend resources to an effort.

Operational Procedures - Because a coalition can bring together numerous organizations that fit into the intervention process in many different ways, a good tool to ensure a clear understanding of the process is an operational procedure. This should be developed by the coalition to illustrate a clear path through which cases will travel through the system. In particular, it should identify the problem areas that may not occur often (see Appendix A).

Legal Considerations - Legal considerations are always difficult to address. Not only do laws vary from state-to-state, county-to-county, and city-to-city, but also interagency issues for coalition activities are subject to the unique nature of each coalition format.

All laws aside, it is best to develop a list of concerns and share them with the legal authorities of each coalition participant for review. Some of the key considerations might include:

- Confidentiality
- Certification (Qualifications) of Interventionists
- Meeting with Clients

- Location
- Interviewing alone or in teams
- Interview/Screening Forms
- Sharing of information between agencies
- Reporting/documenting criminal activity
- Handling of complaints

Community Outreach (Identification)

The identification of youth firesetting behavior was discussed early on and potential identifying agencies were listed in Table 1. Community outreach is necessary to educate those individuals both inside the participating coalition agencies and outside, to the general public.

Internal - Outreach to coalition agencies is critical to enable each agency to access the program effectively. This is not an easy task when agencies are numerous and turnover is frequent. Some issues were previously discussed in the section on training. This effort will rely heavily on the inside knowledge of each agencies ability to identify the most effective path to use to retrieve needed information. Some of the key individuals might be firefighters, police officers, phone receptionists, caseworkers, court counselors, and mental health practitioners. Procedural manuals and similar documents serve as an excellent way to get the word out. Of course, all levels of an organization should be familiar with the value a youth firesetting intervention program brings them but those in direct contact with the kids and families are the most important ambassadors to the program.

External - Outside of the coalition agencies are typically the community members at-large. This is a difficult audience to reach, particularly if they have yet to experience a child with a firesetting issue. This is where outreach to natural first points of contact become critical. The difference between the literature for internal versus external is that the external audiences need to be convinced to participate. Posters, brochures, and other enticements need to be developed with this thought in mind.

Service Delivery (Intervention Strategies)

The service delivery of intervention services needed to see a child/family through to a useful intervention conclusion are very important. The entire effort starts during intake and continues through all levels of intervention.

Documentation - The importance of documentation cannot be overstated. While some believe it should end with the blanks filled out on an interview/screening tool, much more is recommended. A narrative should be put together to accompany every intervention. It is the only way to recall the details of the interview.

Most professionals who will interact with youth firesetting behavior are familiar with proper documentation. Firefighters, law enforcement, social service, medical, mental health, court officials, and school personnel are all familiar with thorough and

appropriate documentation. There are many guides and formats that may be used. It is not the intent of this article to select one over another. However, the fundamental question that should be posed when discussing documentation is “If this case is reopened one year from today, what information will be needed to understand this case and the intervention provided?” If the documentation can address that question, it is likely thorough enough for the case.

Aside from the moral and procedural obligations to accurately report the case facts in writing, it should always be kept in mind that all records are subject to scrutiny by the juvenile justice system. It would be unfortunate, at best, to lose an opportunity to effectively intervene in the dangerous behaviors of a child because poor notes or a hazy account of a case prevented the accurate communication of the events in question. For reasons of protocol, the agency’s legal authority should be consulted to determine the extent to which documentation should take place.

NOTES

SUMMARY

To summarize what has been presented in this article, consider the following.

- Programs are different in their surface appearance due to the local resources of staffing and funding
- Successful programs feature the common Foundation Components of:
 - Identification System
 - Intake Process
 - Interview/Screening Protocol
 - Intervention Services
 - Evaluation
- Consideration should be given to the following Program Management Elements to ensure the business success of a coalition and subsequent program:
 - Staff
 - Budget
 - Coalition Involvement
 - Community Outreach
 - Service Delivery
- The professional disciplines that may encounter youth firesetting behavior are the same professional agencies that should be considered for a coalition.
- To begin a program, consider the following steps:
 - Perform a problem assessment of the youth firesetting issue in your service area.
 - Develop a coalition of interested and necessary professional agencies.
 - Explore various program designs to determine which configuration is best for the staffing and funding resources available to your community.
 - Develop a business plan for the coalition and the program to increase the odds for sustainability.
 - Establish and follow an evaluation program designed to measure program effectiveness.

| Program Management Elements | Foundation Elements |
|--|--|
| <ul style="list-style-type: none">• Staff• Budget• Coalition Involvement• Community Outreach• Service Delivery | <ul style="list-style-type: none">• Identification System• Intake Process• Interview/Screening Protocol• Intervention Services• Evaluation |

APPENDIX A

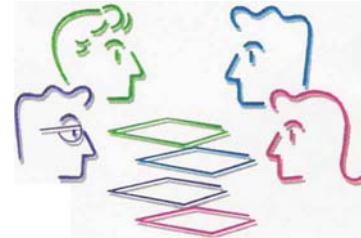
Coalition Building for Youth Firesetting Intervention Programs

What is a coalition?

A coalition is an alliance of individuals and/or organizations working together to achieve a common purpose.

Why are they important?

- Addresses a community-based problem.
- Builds support at every level
- Increases overall awareness
- Utilizes the members collective resources and expertise
- Spreads out the work load
- Broadens funding opportunities and needed resources
- Increases the overall success and effectiveness of the program

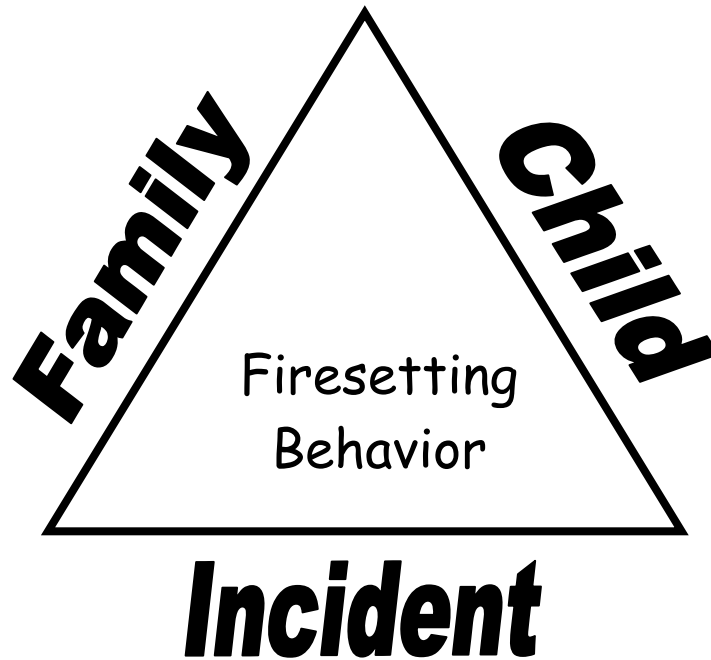


Successful strategies for building your coalition!

- Define and document the needs of the program
- Determine who/what (individuals/agencies) can help meet the program needs
- Who in the community is doing similar work with the target audience?
 - Learn about their processes, abilities and limitations
 - How can the Youth Firesetting program work with them?
 - What are the benefits to them for participating?
- Determine which agency or individual will take a leadership position in the coalition.
- Establish a good means of communication with every coalition member.
- Develop a mission statement that explains what the coalition stands for, why it exists and how it plans to address the issue of youth firesetting.
- Define a process, or operating principals that will work for every member of the coalition and assist in completing tasks.
- Schedule regular & timely meetings
 - Maintain a good working agenda.
 - Value every team member's time (start and end on time).
 - Recognize achievements and successes no matter how big or small.
 - Establish achievable goals.
 - Encourage new ideas from every member.
 - Assign tasks and action plans with established deadlines.
- Develop strategies for maintaining momentum

APPENDIX C

The Firesetting Intervention Triangle



An effective intervention will consider the three perspectives, which influence the firesetting behavior. These include:

- Family Circumstances
- Child Circumstances
- Fire Incident

Each perspective should be consistent with the others. What the parent tells the interventionist should be similar to what the child tells the interventionist. Both of those viewpoints should be supported by the objective information about the incident (e.g. fire reports when available).

When these perspectives do not mesh, the interventionist should carefully review each aspect and consider a more in-depth exploration of the case.