

# NFPA 1035

## Standard for Professional Qualifications for Public Fire and Life Safety Educator

### 2000 Edition



National Fire Protection Association, 1 Batterymarch Park, PO Box 9101, Quincy, MA 02269-9101  
An International Codes and Standards Organization

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## **NFPA 1035**

### **Standard for**

## **Professional Qualifications for Public Fire and Life Safety Educator**

### **2000 Edition**

This edition of NFPA 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator*, was prepared by the Technical Committee on Public Fire Educator Professional Qualifications, released by the Technical Correlating Committee on Professional Qualifications, and acted on by the National Fire Protection Association, Inc., at its November Meeting held November 14–17, 1999, in New Orleans, LA. It was issued by the Standards Council on January 14, 2000, with an effective date of February 11, 2000, and supersedes all previous editions.

This edition of NFPA 1035 was approved as an American National Standard on February 11, 2000.

### **Origin and Development of NFPA 1035**

In 1972, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board for the Fire Service (NPQB) to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. On December 14, 1972, the Board established four technical committees to develop those standards, using the National Fire Protection Association (NFPA) standards-making system. The initial committees addressed the following jobs: fire fighter, fire officer, fire service instructor, and fire inspector and investigator.

The original concept of the professional qualification standards, as directed by the JCNFSO and the NPQB, was to develop an interrelated set of performance standards specifically for the uniformed fire service. The various levels of achievement in the standards were to build upon each other within a strictly defined career ladder. In the late 1980s, revisions of the standards recognized that the documents should stand on their own merit in terms of job performance requirements for a given field. Accordingly, the strict career ladder concept was revised to allow civilian entry into many of the fields, except for the progression from fire fighter to fire officer. These revisions facilitated the use of the documents by other than the uniformed fire services.

The Committee on Fire Inspector and Investigator Professional Qualifications met from 1973 through 1977 and produced the first edition of NFPA 1031, *Professional Qualifications for Fire Inspector, Fire Investigator, and Fire Prevention Education Officer*. This document was adopted by the Association in May of 1977.

Subsequent to the adoption of the initial edition, the committee met regularly to revise and update the standard. In 1986, the Joint Council directed the committee to develop separate documents for each of the job functions the original document addressed. This direction was coupled with the decision to remove the job of public fire educator from the strict career path previously followed and allow for civilian entry. The first edition of this new document, NFPA 1035, *Standard for Professional Qualifications for Public Fire Educator*, was adopted by the Association in June of 1987.

In 1990, responsibility for the appointment of Professional Qualifications committees and the development of the Professional Qualifications Standards was assumed by the NFPA. The Professional Qualifications Correlating Committee was appointed by the NFPA Standards Council and assumed the responsibility for coordinating the requirements of all of the documents in the Professional Qualifications system.

The Technical Committee on Public Fire Educator Professional Qualifications was established by the NFPA Standards Council in 1990 based on a recommendation by the Professional Qualifications Correlating Committee. This recommendation addressed the need for specific expertise in the area of public fire and life safety education to review and revise the existing document. This committee met numerous times to complete a job task analysis and develop specific job performance requirements for the job of public fire and life safety educator.

The intent of the Technical Committee was to develop clear and concise job performance requirements that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a public fire and life safety educator. These job performance requirements are applicable to fire and life safety educators, both public and private.

In this edition of the standard, the committee has added new chapters outlining the Job Performance Requirements (JPRs) for the following positions: Public Information Officer, Juvenile Firesetter Intervention Specialist I, and Juvenile Firesetter Intervention Specialist II.

## Technical Correlating Committee on Professional Qualifications (PQU-AAC)

**Douglas P. Forsman**, *Chair*  
Oklahoma State University, OK [M]

**Fred G. Allinson**, Nat'l Volunteer Fire Council, WA [L]  
**Stephen P. Austin**, State Farm Fire & Casualty Co., DE [I]  
 Rep. TC on Investigator Pro Qual  
 (Vote Ltd. to Pro Qual Sys Mgmt.)  
**Dan W. Bailey**, USDA Forest Service, MT [E]  
 Rep. TC on Wildfire Suppression Pro Qual  
 (Vote Ltd. to Pro Qual Sys Mgmt.)  
**Boyd F. Cole**, SunnyCor Inc., IL [M]  
 Rep. TC on Emergency Vehicle Mechanic Technicians  
 Pro Qual  
 (Vote Ltd. to Pro Qual Sys Mgmt.)  
**David T. Endicott**, Prince William County Fire & Rescue  
 Service, VA [U]  
 Rep. TC on Fire Fighter Pro Qual  
 (Vote Ltd. to Pro Qual Sys Mgmt.)  
**Gerald C. Evans**, Salt Lake City Public Safety, UT [L]  
 Rep. TC on Telecommunicator Pro Qual  
 (Vote Ltd. to Pro Qual Sys Mgmt.)  
**Jon C. Jones**, Jon Jones & Assoc., MA [SE]  
 Rep. TC on Industrial Fire Brigades  
 (Vote Ltd. to Pro Qual Sys Mgmt.)  
**Charles E. Kirtley**, City of Guymon Oklahoma Fire Dept.,  
 OK [U]  
 Rep. TC on Fire Service Educator Pro Qual  
 (Vote Ltd. to Pro Qual Sys Mgmt.)

**Michael J. McGovern**, Pierce County Fire District 2, WA [L]  
 Rep. Int'l Assn. of Fire Fighters  
**William E. Peterson**, Plano Fire Dept., TX [M]  
 Rep. TC on Inspector Pro Qual  
 (Vote Ltd. to Pro Qual Sys Mgmt.)  
**Hugh A. Pike**, U.S. Air Force Fire Protection, FL [E]  
 Rep. TC on Rescue Technicians Pro Qual  
 (Vote Ltd. to Pro Qual Sys Mgmt.)  
**Bruce R. Piringer**, Fire & Rescue Training Inst., MO [SE]  
 Rep. TC on Fire Service Instructor Pro Qual  
 (Vote Ltd. to Pro Qual Sys Mgmt.)  
**Alan G. Walker**, Louisiana State University, LA [E]  
 Rep. TC on Officer Pro Qual  
 (Vote Ltd. to Pro Qual Sys Mgmt.)  
**Johnny G. Wilson**, Georgia Firefighter Standards & Train-  
 ing Council, GA [E]  
 Rep. Nat'l Board on Fire Service Professional Qualifica-  
 tion  
**John P. Wolf**, University of Kansas, KS [SE]  
 Rep. TC on Accreditation and Certification  
 (Vote Ltd. to Pro Qual Sys Mgmt.)

### Alternate

**Michael W. Robinson**, Baltimore County Fire Dept., MD  
 [E]  
 (Alt. to J. G. Wilson)

**Frank Florence**, NFPA Staff Liaison

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**Committee Scope:** This Committee shall have primary responsibility for the management of the NFPA Professional Qualifications Project and documents related to professional qualifications for fire service, public safety, and related personnel.

## Technical Committee on Public Fire Educator Professional Qualifications (PQU-PFE)

**Charles E. Kirtley**, *Chair*

City of Guymon Oklahoma Fire Dept., OK [U]

**Christy A. Baird**, State Fire Safety Board, MI [E]  
**Gerry N. Bassett**, U.S. Fire Administration, MD [SE]  
**John R. Brantley**, Dept. of Fire Service, CT [SE]  
**Monique Cardwell**, Plano Fire Dept., TX [U]  
**Margaret D. Carson**, Carson Assoc., Inc., VA [C]  
**Cynthia Colton-Reichler**, Commission on Fire Prevention & Control, CT [E]  
**Michael J. Corso**, Nat'l Fire Sprinkler Assn., WA [M]  
**Tamara Dempsey-Tanner**, Chapel Hill, NC [SE]  
**Marta Dubay**, Colorado Springs Fire Dept., CO [SE]  
**Cynthia M. Fuller**, North Carolina Office of State Fire Marshal, NC [E]  
**Ernest J. Grant**, North Carolina Jaycee Burn Center, NC [L]  
**Penny L. Hulse**, Pierce County Fire District #5, WA [U]

**Joseph L. Murabito**, Delaware State Fire Prevention Commission, DE [SE]  
**Gerri Penney**, Palm Beach County Fire Rescue, FL [E]  
 Rep. Florida Fire Marshals Assn.  
**Niki D. Pereira**, Anchorage Fire Dept., AK [E]  
 Rep. Alaska State Fire Marshal's Office  
**Nancy Porter**, USDA Forest Service, CA [U]  
**Philip B. Quinton**, City of Alpharetta Fire Dept., GA [U]  
 Rep. Georgia Coalition of Public Safety Educators  
**Dena E. Schumacher**, Champaign Fire Dept., IL [L]  
**Robert L. Thompson**, Wichita Fire Dept., KS [U]  
**Sonja M. Watts**, Indianapolis Fire Dept., IN [E]  
**G. Thomas Weathers**, Flagstaff Fire Dept., AZ [U]  
 Rep. Arizona Fire & Burn Educators Assoc, Inc.  
**Michael W. Weller**, Hagerstown Fire Dept., MD [U]

### Alternate

**Martha L. Hamilton**, Colorado Springs Fire Dept., CO [SE]  
 (Alt. to M. Dubay)

**Frank Florence**, NFPA Staff Liaison

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**Committee Scope:** This Committee shall have primary responsibility for documents on professional competence required of public fire educators, public information officers, and juvenile firesetter educators.

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**NFPA 1035****Standard for****Professional Qualifications for Public Fire  
and Life Safety Educator****2000 Edition**

**NOTICE:** An asterisk (\*) following the number or letter designating a paragraph indicates that explanatory material on the paragraph can be found in Appendix A.

Information on referenced publications can be found in Appendix B.

**Chapter 1 Administration**

**1-1 Scope.** This standard identifies the levels of professional performance required for public fire and life safety educators, public information officers, and juvenile firesetter intervention specialists. It specifically identifies the job performance requirements (JPRs) necessary to perform as a public fire and life safety educator, a public information officer, and a juvenile firesetter intervention specialist.

**1-2\* Purpose.** The purpose of this standard is to specify the job performance requirements for serving as a public fire and life safety educator, as a public information officer, and as a juvenile firesetter intervention specialist. It is not the intent of this standard to restrict any jurisdiction from exceeding minimum requirements of fire and burn prevention or including other life safety, injury prevention, public information, or juvenile firesetter intervention issues.

**1-3 General.**

**1-3.1\*** It is the organization's responsibility to ensure that a public fire and life safety educator, public information officer, or juvenile firesetter intervention specialist is trained to the prescribed level, as set forth in this standard, prior to engaging in those duties.

**1-3.2** The job performance requirements for a public fire and life safety educator, public information officer, or juvenile firesetter intervention specialist shall be completed in accordance with recognized practices and procedures or as defined by law or by the authority having jurisdiction.

**1-3.3** The job performance requirements need not be mastered in the order in which they appear. The local, state/provincial, or federal training programs shall establish the instructional priority and the training program content necessary to prepare individuals to meet the job performance requirements of this standard.

**1-3.4** Evaluation of job performance requirements shall be by accomplished individuals approved by the authority having jurisdiction. Evaluators shall be individuals who were not involved as instructors for the requirement being evaluated.

**1-3.5** The public fire and life safety educator shall meet all the requirements of Public Fire and Life Safety Educator I defined in Chapter 2 prior to being certified at that level.

**1-3.6** The Public Fire and Life Safety Educator I shall meet all the requirements defined in Chapter 3 prior to being certified as a Public Fire and Life Safety Educator II.

**1-3.7** The Public Fire and Life Safety Educator II shall meet all the requirements defined in Chapter 4 prior to being certified as a Public Fire and Life Safety Educator III.

**1-3.8** The public information officer shall meet all the requirements defined in Chapter 5 prior to being certified as a Public Information Officer.

**1-3.9** The Juvenile Firesetter Intervention Specialist I shall meet all the requirements defined in Chapter 6 prior to being certified as a Juvenile Firesetter Intervention Specialist I.

**1-3.10** The Juvenile Firesetter Intervention Specialist II shall meet all the requirements defined in Chapters 2, 6, and 7 prior to being certified as a Juvenile Firesetter Intervention Specialist II.

**1-3.11** The public fire and life safety educator at all levels of progression shall remain current with educational methodology, technology, and technical content by means of workshops and seminars or professional publications and journals.

**1-3.12** The requisite knowledge and requisite skills identified in Chapters 2-7 are cumulative and are based on needed certification requirements.

**1-4 Definitions.** For the purpose of this standard, the following definitions shall apply.

**1-4.1\* Abuse.** A series of harmful behaviors and actions, as defined by local law, that place an individual at risk and require reporting.

**1-4.2 Activity.** A component of a public fire and life safety education program.

**1-4.3\* Approved.** Acceptable to the authority having jurisdiction.

**1-4.4 Assessment.** A structured process by which relevant information is gathered for the purpose of determining specific child or family intervention needs.

**1-4.5\* Authority Having Jurisdiction.** The organization, office, or individual responsible for approving equipment, materials, an installation, or a procedure.

**1-4.6 Campaign.** A component of an organizational fire and life safety education strategy with a predetermined time frame.

**1-4.7 Confidentiality.** A principle of law and professional ethics that recognizes the privacy of individuals (within limits).

**1-4.8 Create.** Design original educational or informational resource materials.

**1-4.9 Develop.** Modification, expansion, or compilation of existing educational or informational materials or resources.

**1-4.10 Educational Methodology.** The sum of knowledge and skills, including instructional materials, used by the public fire and life safety educator to create a positive outcome related to the learning objectives.

**1-4.11 Fire Assessor I.** The individual who has demonstrated the ability to conduct an interview with a firesetter and his or her family using prepared forms and guidelines and who, based on recommended practice, may determine the need for referral for counseling and/or implement educational intervention strategies to mitigate effects of firesetting behavior.

**1-4.12 Firesetting.** Any nonsanctioned, noninstructional use of fire involvement, including both intentional and unintentional involvement, whether or not an actual fire occurred.

**1-4.13 Initiative.** A fire or life safety program that targets a specific issue and audience(s) and is terminated when program goals are achieved.

**1-4.14 Interagency Network.** A group of agencies (public safety, social services, education, mental health, law enforcement, and juvenile justice) working in a formal partnership to address juvenile firesetting.

**1-4.15 Intervention.** A formal response to firesetting behavior that may include education, evaluation, and referral for assessment for counseling, counseling, medical services, social services, and juvenile justice sanctions.

**1-4.16 Job Performance Requirement (JPR).** A statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task.

**1-4.17 Juvenile Firesetter.** A person, through the age of 21, or as defined by the authority having jurisdiction, who is involved in the act of firesetting.

**1-4.18 Juvenile Firesetter Intervention Specialist I.** The individual who has demonstrated the ability to conduct an interview with a firesetter and his or her family using prepared forms and guidelines and who, based on recommended practice, can determine the need for referral for counseling, implement educational intervention strategies, or both, to mitigate the effects of firesetting behavior.

**1-4.19 Juvenile Firesetter Intervention Specialist II.** The individual who has demonstrated the ability to coordinate child firesetting intervention program activities and the activities of Juvenile Firesetter Intervention Specialist I.

**1-4.20 Labeled.** Equipment or materials to which has been attached a label, symbol, or other identifying mark of an organization that is acceptable to the authority having jurisdiction and concerned with product evaluation, that maintains periodic inspection of production of labeled equipment or materials, and by whose labeling the manufacturer indicates compliance with appropriate standards or performance in a specified manner.

**1-4.21 Lesson.** A component of a program in which the educator directly presents fire or life safety information to a group.

**1-4.22 Liability.** Legal responsibility and accountability for an act or process related to a program.

**1-4.23\* Listed.** Equipment, materials, or services included in a list published by an organization that is acceptable to the authority having jurisdiction and concerned with evaluation of products or services, that maintains periodic inspection of production of listed equipment or materials or periodic evaluation of services, and whose listing states that either the equipment, material, or service meets appropriate designated standards or has been tested and found suitable for a specified purpose.

**1-4.24 Neglect.** Failure to act on behalf of or in protection of an individual in one's care.

**1-4.25 Prepared Program.** An assembled kit, including a lesson plan, behavioral objectives, presentation outline, instructional materials, and evaluation instruments, that is ready to be presented.

**1-4.26 Program.** A comprehensive strategy that addresses safety issues via educational means.

**1-4.27 Public Fire and Life Safety Education.** Comprehensive community fire and injury prevention programs designed to eliminate or mitigate situations that endanger lives, health, property, or the environment.

**1-4.28 Public Fire and Life Safety Education Strategy.** An organization's comprehensive plan that is designed, through public fire and life safety education programs, campaigns, and initiatives, to eliminate or mitigate risks that endanger lives, health, property, or the environment.

**1-4.29 Public Fire and Life Safety Educator I.** The individual who has demonstrated the ability to coordinate and deliver existing educational programs and information as specified in this standard for the Public Fire and Life Safety Educator I.

**1-4.30 Public Fire and Life Safety Educator II.** The individual who has demonstrated the ability to prepare educational programs and information to meet identified needs as specified in this standard for the Public Fire and Life Safety Educator II.

**1-4.31 Public Fire and Life Safety Educator III.** The individual who has demonstrated the ability to create, administer, and evaluate educational programs and information as specified in this standard for Public Fire and Life Safety Educator III.

**1-4.32 Public Information Officer.** The individual who has demonstrated the ability to conduct media interviews and prepare news releases as specified in this standard for the Public Information Officer.

**1-4.33 Referral.** An act or process by which a juvenile firesetter and family gain access to a program or community resources.

**1-4.34 Requisite Knowledge.** Fundamental knowledge one must have in order to perform a specific task.

**1-4.35 Requisite Skills.** Essential skills one must have in order to perform a specific task.

**1-4.36 Resources.** Any personnel, materials, or both, including volunteer educators, educational or promotional materials, and financial resources, required to meet the needs of a program.

**1-4.37 Shall.** Indicates a mandatory requirement.

**1-4.38 Should.** Indicates a recommendation or that which is advised but not required.

**1-4.39 Strategy.** A comprehensive organizational plan that is designed to eliminate or mitigate risks that endanger lives, health, property, or the environment through public fire and life safety education programs.

**1-4.40 Task.** A specific job behavior or activity.

## Chapter 2 Public Fire and Life Safety Educator I

**2-1 General Requirements.** The Public Fire and Life Safety Educator I shall meet the job performance requirements defined in Sections 2-1 through 2-4.

**2-1.1 General Requisite Knowledge.** Fire behavior; organizational structure, function, and operation; human behavior during fire; injury causes/prevention; escape planning; hazard identification and correction; basic fire protection systems and devices; emergency reporting; fire fighter personal protective equipment; special needs for those with disabilities; time management.

**2-1.2 General Requisite Skills.** Communicate in writing, communicate verbally.

## **2-2 Administration.**

**2-2.1\*** Document public fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form or format is completed.

(a) *Requisite Knowledge:* Required forms or formats, reporting procedures, scheduled activities.

(b) *Requisite Skills:* Utilize forms, gather and assemble information.

**2-2.2\*** Prepare written activity reports, given specific forms or formats and information on activities, so that all components of the form or format are completed with the correct information.

(a) *Requisite Knowledge:* Types of educational activity, classifications for activities, types of documentation methods and authority having jurisdiction preferred methods, the purpose of the forms or formats, implications of not appropriately documenting activities.

(b) *Requisite Skills:* Maintain records, compile information.

**2-2.3** Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.

(a) *Requisite Knowledge:* Scheduling limitations and program requests.

(b) *Requisite Skills:* Schedule events without conflict, schedule time for pre-activity requirements.

**2-3 Planning and Development.** Identify partners for addressing fire and life safety issues, given fire and life safety issues and community agencies, organizations, and associations, so that information and resources are shared.

(a) *Requisite Knowledge:* Community and organizations, fire and life safety issues, background information on the issues.

(b) *Requisite Skills:* Identify organizations with common fire and life safety goals, recognize opportunities for shared effort.

## **2-4 Education.**

**2-4.1\*** Select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives.

(a) *Requisite Knowledge:* Learning characteristics of varied audiences and instructional material content.

(b) *Requisite Skills:* Assess instructional materials, locate instructional materials.

**2-4.2** Maintain safety during fire and life safety education activities, given a lesson plan and a list of equipment, so that public fire and life safety activities are conducted without injury to educator or students.

(a) *Requisite Knowledge:* Potential hazards, injury reduction strategies.

(b) *Requisite Skills:* Recognize and mitigate potential hazards.

**2-4.3\*** Present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment,

setting, and identified audience, so that the lesson plan is followed and the objectives are met.

(a) *Requisite Knowledge:* Lesson content, presentation methods, specific audience needs.

(b) *Requisite Skills:* Implement lesson plans with identified learning objectives, apply presentation management skills, demonstrate presentation methods, use audiovisual equipment and materials.

**2-4.4** Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are included.

(a) *Requisite Knowledge:* Publicity methods, local media resources, policies regarding dissemination of information.

(b) *Requisite Skills:* Distribute information.

**2-4.5** Distribute educational information, given material, a specified audience, and time frame, so that the information reaches the audience within the specified time.

(a) *Requisite Knowledge:* Legal requirements and policies for the distribution and posting of materials, distribution methods, venues for communicating with various audiences, time requirements for processing information.

(b) *Requisite Skills:* Distribute information.

**2-4.6** Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are known.

(a) *Requisite Knowledge:* Evaluation instruments, learning objectives, testing policies and procedures.

(b) *Requisite Skills:* Apply testing policies and procedures.

**2-4.7** Score an evaluation instrument, given the scoring procedures and grading scale, so that lesson outcomes are known.

(a) *Requisite Knowledge:* Scoring techniques, grading techniques, grading scales.

(b) *Requisite Skills:* Information analysis.

## **Chapter 3 Public Fire and Life Safety Educator II**

**3-1 General Requirements.** The Public Fire and Life Safety Educator II shall meet the job performance requirements defined in Sections 3-1 through 3-4.

**3-1.1 General Requisite Knowledge.** Learning theory; statistical analysis methods, resources; evaluation techniques.

**3-1.2 General Requisite Skills.** Ability to transfer content knowledge verbally and in writing.

## **3-2 Administration.**

**3-2.1** Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed, and the budget identifies all program needs.

(a) *Requisite Knowledge:* Budgetary process; governmental accounting procedures; federal, state, and local laws; organizational bidding process; and organization purchase requests.

(b) *Requisite Skills:* Estimate project costs; complete budget forms; create request statements; collect, organize, and format budgetary information; complete program budget proposal; complete purchase requests.

**3-2.2** Project program budget expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected expenditures.

(a) *Requisite Knowledge:* Resource availability and cost, budgetary methods or process.

(b) *Requisite Skills:* Retrieve and organize past budget information, project expenditures.

### **3-3 Planning and Development.**

**3-3.1\*** Establish public fire and life safety education priorities within a program, given relevant local loss and injury data, so that local public fire and life safety education activities address identified risk priorities.

(a) *Requisite Knowledge:* Content of reports and data.

(b) *Requisite Skills:* Collect data, analyze data, establish priorities.

**3-3.2** Develop an evaluation strategy, given educational program goal and objectives and evaluation instruments, so that program outcomes are measured.

(a) *Requisite Knowledge:* Evaluation methods.

(b) *Requisite Skills:* Collect data, analyze data, implement evaluation strategy.

**3-3.3** Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome.

(a) *Requisite Knowledge:* Testing methods.

(b) *Requisite Skills:* Measure program outcome, validate testing instrument.

**3-3.4\*** Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured.

(a) *Requisite Knowledge:* Statistical analysis methods and resources, evaluation techniques.

(b) *Requisite Skills:* Implement evaluation methods.

**3-3.5** Participate in fire and life safety collaborative partnership, given information on the organizations in the partnership, the goal of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved.

(a) *Requisite Knowledge:* Meeting times and locations of existing coalitions, group process.

(b) *Requisite Skills:* Identify resources, negotiate, resolve conflict, interact in a group, communicate objectives, recognize opportunity for shared effort.

**3-3.6** Prepare a request for support resources, given an organizational policy on requesting resources and a description of the resources needed, so that the request conforms to the provider's requirements.

(a) *Requisite Knowledge:* Legal issues, organizational policies for requesting resources, sources of assistance.

(b) *Requisite Skills:* Write proposals.

### **3-4 Education.**

**3-4.1\*** Develop informational material, given an identified fire or life safety objective, so that information provided is

accurate, relevant to the objective, and specific to the audience.

(a) *Requisite Knowledge:* Data resources, information systems including format and materials, learning theory.

(b) *Requisite Skills:* Assemble information in specific format, generate written communication.

**3-4.2\*** Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met.

(a) *Requisite Knowledge:* Lesson plan format, needs assessment, instructional methods/techniques.

(b) *Requisite Skills:* Design lesson plan, adapt lesson plan based on audience need.

**3-4.3** Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan and are specific to the audience.

(a) *Requisite Knowledge:* Types of educational materials, instructional development, and graphics.

(b) *Requisite Skills:* Design educational materials.

**3-4.4\*** Adapt a lesson plan, given a specific audience, so that a modified lesson plan is responsive to the specific characteristics of the intended audience.

(a) *Requisite Knowledge:* Lesson plan format, needs assessment and instructional methods/techniques, and audience analysis.

(b) *Requisite Skills:* Design lesson plan, adapt lesson plan based on audience need.

**3-4.5** Design a public fire and life safety education program, given a comprehensive educational strategy, so that the goals of the given strategy are addressed.

(a) *Requisite Knowledge:* Needs assessment, evaluation instruments, educational methodology.

(b) *Requisite Skills:* Compile, organize, and evaluate educational program elements.

**3-4.6** Adapt an educational program, campaign, or initiative, given results of an evaluation of the program, campaign, or initiative and a description of the program including target audience(s) and learning objectives, so that the learning objectives are achieved.

(a) *Requisite Knowledge:* Educational methods.

(b) *Requisite Skills:* Write specific objectives, write lesson plans, analyze data.

## **Chapter 4 Public Fire and Life Safety Educator III**

**4-1 General Requirements.** In addition to meeting the requirements of Chapter 3, the Public Fire and Life Safety Educator III shall meet the job performance requirements defined in Sections 4-1 through 4-4.

**4-1.1 General Requisite Knowledge.** Current organizational policy, procedures, guidelines.

**4-1.2 General Requisite Skills.** Write report, analyze data.

### **4-2 Administration.**

**4-2.1** Develop a fire and life safety education budget, given schedules and guidelines concerning its preparation, so that capital operating and personnel costs are determined and justified.

(a) *Requisite Knowledge*: Basic accounting methods, budgeting methods, budget cycles that affect strategy, cost allocation breakdown, local budget guidelines and requirements, and budget administration issues.

(b) *Requisite Skills*: Collect, organize, and format budgetary information; analyze projected budgetary needs; compile program needs to develop strategic budget.

**4-2.2** Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures.

(a) *Requisite Knowledge*: Local, state, and federal employment regulations; personnel evaluation techniques.

(b) *Requisite Skills*: Complete specific evaluation forms; document subordinate performance.

### 4-3 Planning and Development.

**4-3.1** Develop a comprehensive organizational public fire and life safety education strategy, given a systematic planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.

(a) *Requisite Knowledge*: Public fire and life safety education issues, program administration issues, community concerns, available community resources, and cost/benefit analysis methods.

(b) *Requisite Skills*: Design program strategy; select program components; interact with community groups, partnerships, and collaborative efforts.

**4-3.2** Create a collaborative fire and life safety education partnership, given a description of local organizations and agencies, a list of fire and injury priorities, and organizational policies for interagency partnerships, so that a specific fire or injury priority is mitigated by the partnership.

(a) *Requisite Knowledge*: Potential community partners with shared concerns and resources, team development dynamics.

(b) *Requisite Skills*: Facilitate meetings, motivate partners to achieve goal, manage and maintain teamwork.

**4-3.3\*** Project current fire and life safety issues, given current and future trends, so that proactive planning is accomplished within the organizational mission.

(a) *Requisite Knowledge*: Demographics, governmental regulations, environmental issues, and technological changes.

(b) *Requisite Skills*: Analyze trends, prepare plans.

**4-3.4** Develop a public policy recommendation, given a fire or injury issue, and policy development guidelines, so that justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit from adopting the policy is stated.

(a) *Requisite Knowledge*: Procedures for legislative implementation at the jurisdictional level, fire and injury issue.

(b) *Requisite Skills*: Format policy, project possible outcome.

### 4-4 Education.

**4-4.1** Create educational materials, given an identified issue, so that the materials created are accurate, address the issue, and are specific to the audience.

(a) *Requisite Knowledge*: Technical content, educational materials and curriculum development process, characteristics of the audience.

(b) *Requisite Skills*: Research issues, design materials, analyze issues.

**4-4.2** Establish administrative policies for the public fire and life safety education program, given organizational mission and policies, so that program policies are clearly stated and support the organizational mission and policies.

(a) *Requisite Knowledge*: Agency policy development process.

(b) *Requisite Skills*: Devise standard operating guidelines for the education program, interpret the mission in terms of the program.

**4-4.3** Create a training program for public fire and life safety educators, given identified job performance requirements and training program goals, so that the educators are able to carry out the job performance requirements and so that the training program goals are achieved.

(a) *Requisite Knowledge*: Job performance requirements, course development guidelines.

(b) *Requisite Skills*: Design training program, evaluate performance of personnel.

**4-4.4** Create an awareness campaign within the organization, given identified public fire and life safety education goals and policies, so that all members are informed of their role within the organization's fire and life safety education strategy.

(a) *Requisite Knowledge*: Organization mission statement, communication systems, goals, policies, education strategy.

(b) *Requisite Skills*: Create an awareness campaign, disseminate information internally, implement market strategy.

**4-4.5** Create a comprehensive public fire and life safety education report for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, and outcomes are clearly described.

(a) *Requisite Knowledge*: Public policy process of the organization, educational activities and outcomes.

(b) *Requisite Skills*: Generate reports, analyze data.

## Chapter 5 Public Information Officer

**5-1 General Requirements.** The Public Information Officer shall meet the job performance requirements defined in Sections 5-1 and 5-2.

**5-1.1 General Requisite Knowledge.** Report writing, professional appearance based on situation, media characteristics, news process, organizational policies, methods for informal dissemination, laws and procedures for release of information.

**5-1.2 General Requisite Skills.** Communicate verbally, communicate in writing, exhibit professional demeanor, manage interaction with the media, use various means of information technology.

## 5-2 Administration.

**5-2.1** Conduct media interviews, given incident information, public information officer (PIO) worksheets, and department policies, so that all information compiled on worksheets is disseminated to the media in a timely, accurate, and understandable manner.

(a) *Requisite Knowledge:* Interview methodology.

(b) *Requisite Skills:* Demonstrate interview techniques, collect incident information, complete PIO worksheets.

**5-2.2** Establish a media area at an emergency incident, given incident information, departmental policies, and types of media present at incident, so that the area provides for the safety of all media, provides communication with incident commander, and is accessible and clearly identified.

(a) *Requisite Knowledge:* Incident management system, incident safety considerations, other responding agencies.

(b) *Requisite Skills:* Manage media area participants, coordinate communication between command and media.

**5-2.3** Coordinate dissemination of information to specific nonmedia groups, given departmental policies and methods available for contacting other groups and organizations available to assist, so that the information is communicated to the groups accurately and within the desired timetable.

(a) *Requisite Knowledge:* Awareness of nonmedia groups.

(b) *Requisite Skills:* Maintain liaison with community groups.

**5-2.4\*** Write news releases, given incident information, departmental policies, and news release format, so that the news releases are accurate, pertinent, and concise.

(a) *Requisite Knowledge:* Media requirements for news releases.

(b) *Requisite Skills:* Compose information in accordance with media source specifications.

**5-2.5\*** Write a media advisory, given information to be disseminated, media advisory format, and departmental policy, so that the media advisories are accurate, pertinent, and concise.

(a) *Requisite Knowledge:* Media requirements for media advisories.

(b) *Requisite Skills:* Compose information in accordance with media source specifications.

**5-2.6** Disseminate information to the media, given news release or media advisory, characteristics of local media including deadlines, department policies, and methods available to reach media, so that, prior to deadline, the information reaches the media in a form usable to each specific local medium.

(a) *Requisite Knowledge:* Specific methods for disseminating information to the media.

(b) *Requisite Skills:* Maintain liaison with media group.

**5-2.7** Disseminate information to organizational personnel, given incident or event information, departmental policies, methods available to reach personnel, and timetable for releasing information, so that the information reaches all desired personnel within the time frame and is accurate and concise.

(a) *Requisite Knowledge:* Specific methods for disseminating information within the organization.

(b) *Requisite Skills:* Maintain liaison with organizational personnel, operate office information systems.

**5-2.8** Coordinate a press conference for local media, given an event or issue, local media characteristics, methods available for reaching media, and departmental policies on press conferences, so that a site is obtained, desired media are notified, a press conference agenda is established, a media information package is produced, and participants in the conference are notified.

(a) *Requisite Knowledge:* Event planning requirements.

(b) *Requisite Skills:* Liaison with media, disseminate information, coordinate site selection and use, review media materials.

## Chapter 6 Juvenile Firesetter Intervention Specialist I

**6-1 General Requirements.** A person assigned to the duties of a Juvenile Firesetter Intervention Specialist I shall meet all the requirements defined in Sections 6-1 through 6-4 prior to being certified as a Juvenile Firesetter Intervention Specialist I. In addition, the person shall meet the requirements for Public Fire and Life Safety Educator I prior to being certified as a Juvenile Firesetter Intervention Specialist I.

**6-1.1 General Requisite Knowledge.** Interviewing techniques, symptoms or signs of abuse or neglect, data collection systems, child development, juvenile justice laws, program policies and procedures.

**6-1.2 General Requisite Skills.** Communicate verbally, communicate in writing, apply interpersonal communication skills, apply interviewing techniques, gather desired information, recognize areas of risk, identify and report abuse and neglect, operate within the parameters of the local jurisdiction regarding abuse and neglect.

## 6-2 Administration.

**6-2.1** Prepare written documentation, using validated screening instruments, given forms and formats, so that all elements of the forms are addressed.

(a) *Requisite Knowledge:* Validated forms.

(b) *Requisite Skills:* Compile and organize data.

**6-2.2** Manage personal work schedule, given contact name and requested time, so that all interviews are conducted on time and in a location agreeable to all parties.

(a) *Requisite Knowledge:* Program guidelines.

(b) *Requisite Skills:* Maintain records.

**6-2.3** Provide feedback to supervisor, given a case file, including forms, the interview information, and selected intervention, so that the supervisor can ensure that the assessment process meets all applicable policies and procedures.

(a) *Requisite Knowledge:* Interview processes, program forms, types of intervention.

(b) *Requisite Skills:* Relate to others.

**6-2.4** Apply educational and referral resources, given inter-agency network list, education program outline, and program guidelines, so that all educational and referral resources are identified and the family can access resources that meet its needs.

(a) *Requisite Knowledge:* Educational resources, interagency members, service program guidelines.

(b) *Requisite Skills:* Evaluate resources.

**6-3 Planning and Development.** (No requirements at this level.)

#### **6-4 Interviewing/Intervention.**

**6-4.1** Review a case file, given a referral, incident report, interview forms, and all related information, so that, before speaking with the child and family, the juvenile firesetter specialist becomes familiar with the incident and circumstances of the firesetting.

(a) *Requisite Knowledge:* Program guidelines.

(b) *Requisite Skills:* Review records for completeness.

**6-4.2** Initiate contact with the family, given the case file, so that the juvenile firesetter intervention specialist contacts the family; explains the program and its benefits; schedules a time, date, and place for the interview; and advises the family of possible intervention options.

(a) *Requisite Knowledge:* Scope of services provided by given agency.

(b) *Requisite Skills:* Manage personal work time.

**6-4.3** Conduct an interview, given interview forms and program guidelines, so that the juvenile firesetter intervention specialist can establish the purpose and limits of the interview, establish rapport, gather relevant information, identify and intervene in any immediate life-threatening situations, report any suspected abuse and neglect, record and report observations, and summarize findings.

(a) *Requisite Knowledge:* Governing laws, policies, and procedures pertaining to juveniles, firesetting behavior, child development, abuse and neglect, profile of the firesetter and family.

(b) *Requisite Skills:* Conduct an interview.

**6-4.4** Determine educational needs, given the case file, completed interview forms, and preknowledge of fire safety, so that specific educational materials can be selected.

(a) *Requisite Knowledge:* Fire safety education, fire behavior, interview forms, program guidelines.

(b) *Requisite Skills:* Analyze information, select educational materials and resources.

**6-4.5** Implement educational intervention, given intervention report, materials, and resources, so that intervention activities are completed by the firesetter and family.

(a) *Requisite Knowledge:* Fire safety education, fire behavior, adult and child education methodologies.

(b) *Requisite Skills:* Conduct educational intervention presentation.

**6-4.6** Determine referral needs, given the case file and completed interview forms, so that specific referral needs are addressed.

(a) *Requisite Knowledge:* Interagency network, referral process.

(b) *Requisite Skills:* Analyze information.

**6-4.7** Implement referral process, given interagency network list and program guidelines, so that the firesetter and family gain access to needed services.

(a) *Requisite Knowledge:* Interagency network, referral process.

(b) *Requisite Skills:* Contact other agencies.

## **Chapter 7 Juvenile Firesetter Intervention Specialist II**

**7-1 General Requirements.** A person assigned the duties of a Juvenile Firesetter Intervention Specialist II shall meet all the requirements defined in Sections 7-1 through 7-3 prior to being certified as a Juvenile Firesetter Intervention Specialist II.

**7-1.1 General Requisite Knowledge.** Juvenile justice laws including arson, standard operating procedures, organizational skills.

**7-1.2 General Requisite Skills.** Communicate verbally, communicate in writing, coordinate community services.

### **7-2 Administration.**

**7-2.1** Assign a juvenile firesetter intervention specialist for a juvenile firesetter, given a referral and a list of available assessors (mediators), so that relevant information about the firesetter, the family, the full incident, and background factors is gathered.

(a) *Requisite Knowledge:* Multicultural, multilingual, and interpersonal issues.

(b) *Requisite Skills:* Determine the appropriate family or juvenile firesetter intervention specialist match.

**7-2.2** Supervise the Juvenile Firesetter Intervention Specialist I assigned to conduct an assessment process, given program guidelines and evaluation procedures, so that a consistent body of information is collected, program guidelines are followed, the Juvenile Firesetter Intervention Specialist I's performance is evaluated, and the Juvenile Firesetter Intervention Specialist I is given direction and feedback on a continuing basis.

(a) *Requisite Knowledge:* Performance evaluation techniques, time management.

(b) *Requisite Skills:* Perform assessment, resolve conflict.

**7-2.3\*** Determine the intervention for a firesetter's family, given a case file, interview forms, a list of treatment providers, and a list of established educational curricula, so that the firesetting problem is addressed.

(a) *Requisite Knowledge:* Fire behavior, child development, intervention options, profile of the firesetter and family, laws pertaining to the juvenile justice system, interview techniques.

(b) *Requisite Skills:* Analyze and apply information, select intervention.

**7-2.4** Process a referral for a juvenile firesetter, given program guidelines, forms, and a list of agencies dealing with juvenile firesetter issues, so that governing laws, policies, and procedures are met, confidentiality of the child and family is maintained, intervention is selected, and documentation is completed and maintained according to program guidelines.

(a) *Requisite Knowledge:* Governing laws, policies, and requirements pertaining to juveniles; intervention options; interagency services.

(b) *Requisite Skills:* Apply laws, policies, and procedures to the case; determine agency capabilities.

**7-2.5** Maintain records and case files of each juvenile firesetter, given all data collection forms, program guidelines, and legal requirements, so that consistent and accurate documentation on process and content is available for each case, legal issues are addressed, progress can be tracked, the program is evaluated, and state reporting requirements are met.

(a) *Requisite Knowledge:* Governing regulations pertaining to juveniles, liability issues, file management systems, required reporting forms.

(b) *Requisite Skills:* Manage cases, write reports.

### **7-3 Planning and Development.**

**7-3.1** Coordinate training of juvenile firesetting program personnel, given a training curriculum, so that program personnel are able to perform intervention tasks and resources can be utilized.

(a) *Requisite Knowledge:* Educational methodologies, internal and external training resources.

(b) *Requisite Skills:* Schedule activities, manage budget.

**7-3.2\*** Evaluate the juvenile firesetter training program, given an evaluation instrument and program guidelines, so that the effectiveness of sites, presenters, and training resources can be determined.

(a) *Requisite Knowledge:* Data analysis methods and resources; evaluation techniques.

(b) *Requisite Skills:* Apply evaluation techniques.

**7-3.3** Conduct a community needs assessment, given a directory of service providers and information on local trends, so that the community fire problem is documented and trends that can impact program development are identified.

(a) *Requisite Knowledge:* Data collection, interpretation and processing techniques, community demographics.

(b) *Requisite Skills:* Collect data, analyze data, write reports, perform assessment process.

**7-3.4\*** Establish and maintain an interagency network, given a list of agencies, a sample interagency agreement, and protocol, so that roles and responsibilities are clarified, so that a mission, participation agreements, and a continuum of intervention services are established and maintained for the community, and so that duplication of services is avoided.

(a) *Requisite Knowledge:* Community resources, capability of service providers.

(b) *Requisite Skills:* Facilitate meetings, resolve conflict, build team, relate to others, manage network.

**7-3.5** Develop and deliver an awareness program, given a mission statement, policies and procedures, incident data, and program information, so that individuals in the community recognize juvenile firesetter issues and available intervention resources.

(a) *Requisite Knowledge:* Media resources, intervention and marketing strategies, methods of media dissemination, community demographics.

(b) *Requisite Skills:* Develop programs.

**7-3.6** Evaluate the awareness program, given evaluation forms and target audience, so that program impact is measured and program adjustments can be made.

(a) *Requisite Knowledge:* Evaluation techniques, statistical analysis, educational methodology.

(b) *Requisite Skills:* Assess evaluation process.

**7-4 Interviewing/Intervention.** (No job performance requirements at this level.)

## **Appendix A Explanatory Material**

*Appendix A is not a part of the requirements of this NFPA document but is included for informational purposes only. This appendix contains explanatory material, numbered to correspond with the applicable text paragraphs.*

**A-1-2** One intent of this committee is to establish guidelines for the professional development and qualifications of public fire and life safety educators. This document is intended to apply not only to fire service educators, but to all those dedicated to the prevention of injury and loss of life and property through education. By encompassing administration and ongoing planning and development, effective public education efforts go beyond the delivery of programs. The primary mission of every fire department is to protect lives and save property. Public fire and life safety education should be an integral part of every fire department's responsibility, function, and philosophy.

**A-1-3.1** It is essential that training is available for the public fire and life safety educator, public information officer, and juvenile firesetter intervention specialist, to ensure that they can perform the job performance requirements (JPRs). Those training agencies with responsibility in these areas are strongly encouraged to develop and implement training programs to meet this standard. For the skills and knowledge not specifically addressed in this standard, it is the responsibility of the authority having jurisdiction to define minimum levels.

**A-1-4.1 Abuse.** Reporting of abuse is required in all 50 states. However, users of this document should familiarize themselves with the laws governing abuse in this country.

**A-1-4.3 Approved.** The National Fire Protection Association does not approve, inspect, or certify any installations, procedures, equipment, or materials; nor does it approve or evaluate testing laboratories. In determining the acceptability of installations, procedures, equipment, or materials, the authority having jurisdiction may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such standards, said authority may require evidence of proper installation, procedure, or use. The authority having jurisdiction may also refer to the listings or labeling practices of an organization that is concerned with product evaluations and is thus in a position to determine compliance with appropriate standards for the current production of listed items.

**A-1-4.5 Authority Having Jurisdiction.** The phrase "authority having jurisdiction" is used in NFPA documents in a broad manner, since jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire prevention bureau, labor department, or health department; building official; electrical inspector; or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the

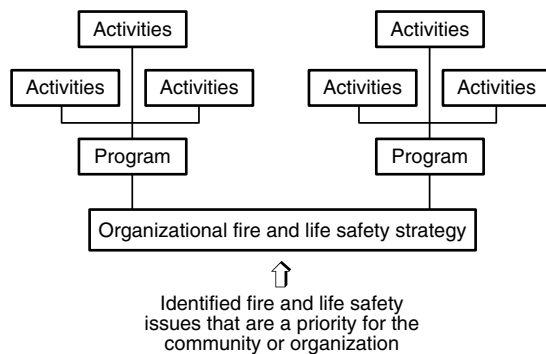


authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction.

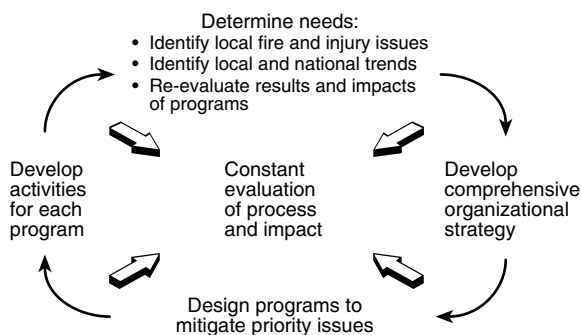
**A-1-4.23 Listed.** The means for identifying listed equipment may vary for each organization concerned with product evaluation; some organizations do not recognize equipment as listed unless it is also labeled. The authority having jurisdiction should utilize the system employed by the listing organization to identify a listed product.

**A-2-2.1** An activity is a component of a fire and life safety education program. Activities include lessons, public presentations, demonstrations, safety fairs, home inspections, news releases, media interviews, and billboards. A fire and life safety education program utilizes multiple activities to achieve program goals. For example, a department can have a home safety program. The program includes home inspections by engine company personnel, public service announcements on local radio and television, billboards on major highways, and presentations to community groups. An organization's public fire and life safety strategy is the comprehensive organizational plan designed to eliminate or mitigate risks that endanger lives, health, property, or the environment through public fire and life safety education programs. [See Figure A-2-2.1(a).] The strategy can include collaborative partnerships with other community, state, and national organizations and agencies. It is the result of a planning process that begins with determining community needs and issues. [See Figure A-2-2.1(b).]

**FIGURE A-2-2.1(a) Fire and life safety education program components.**



**FIGURE A-2-2.1(b) Fire and life safety education program design process.**



**A-2-2.2** The Public Fire and Life Safety Educator I is routinely tasked with several activities other than educational presentations, for example, attending meetings and working with department teams. The activity report documents all the non-educational activities or tasks performed by the educator.

**A-2-4.1** The Public Fire and Life Safety Educator I may receive this requisite knowledge through departmental training programs, training programs sponsored by state or federal training agencies, or education departments of local colleges or universities. It should be emphasized that the role of the Public Fire and Life Safety Educator I is simply to deliver predeveloped lessons. For this reason, the requisite knowledge should focus only on those basic skills. The final determination of the amount of training necessary to meet the requirements is the responsibility of the organization providing the training. It is important that the requisite knowledge and skills be obtained prior to assuming the duties of a Public Fire and Life Safety Educator I.

**A-2-4.3** Typical presentation methods include the following:

- (1) Lectures
- (2) Skits
- (3) Games
- (4) Role playing
- (5) Questioning
- (6) Team teaching
- (7) Discussions
- (8) Music
- (9) Characterizations
- (10) Demonstrations
- (11) Modeling
- (12) Videos
- (13) Films
- (14) Slides

**A-3-3.1** The public fire and life safety educator should understand, access, and be able to clearly summarize relevant current local, state, and national statistics. This information is necessary for both the planning and evaluation of public fire and life safety education programs. Sources of information that accurately track fire incidence and nature of burn injuries vary among communities and can be limited to local fire service and hospital records. State and national data, such as National Fire Information Incident Reporting System (NFIRS) and the Burn Registry, can be used to justify local programming, but the more accurate and community-specific this information is, the more likely it is that it can be used in a meaningful way. Public fire and life safety educators should determine and use those pertinent data sources that are available, participate in and encourage systematic reporting where appropriate, and provide input into the modification and development of improved systems.

**A-3-3.4** Many times in public fire and life safety education programs and individual projects, developing resources outside the organization is necessary to achieve program goals and objectives. These resources might include volunteer educators, educational or promotional materials, financial resources, or any other personnel or material resources required to meet program needs. To solicit these resources effectively in the community, a record of past efforts, including program requirements, providers, methods of solicitation, personnel responsible for solicitation, and methods for managing and accounting for the resources, should be maintained.

**A-3-4.1** Informational materials and formats can include, but are not limited to, news releases, print and broadcast public service announcements, brochures, video news releases, newsletters, flyers, posters, and billboards.

**A-3-4.2** As with Public Fire and Life Safety Educator I, the requisite knowledge requirements can be satisfied through a variety of methods, including those listed in A-2-4.1. Because of the depth of these requirements, it is not possible, nor is it the desire of the committee, to recommend a minimum amount of training necessary to achieve the requirements. Rather, such a determination is the responsibility of the organization providing the training.

**A-3-4.4** The public fire and life safety educator is frequently called on to deliver lessons to a variety of audiences and thus needs to understand how to adapt the lesson content so that it is understandable to different audiences. Audiences can vary in several ways that will impact their ability to understand and apply information. These differences can include the following:

- (1) Age
- (2) Educational backgrounds and learning style
- (3) Cultural and ethnic backgrounds
- (4) Physical ability and agility
- (5) Language (specific and slang)
- (6) Emotional characteristics (e.g., fearfulness)
- (7) Values and beliefs

To be responsive to these differences, the public fire and life safety educator should consider how the lesson plans and content address these dimensions. For example, a lesson plan for a middle-class adult suburban population could run for a long period and utilize lecture as a primary presentation technique. Adapting this lesson plan to an elementary school audience would require a shorter time period and experiential teaching techniques to meet the same objectives.

**A-4-3.3** A policy might include a statement of recommended fire/burn safety practices intended to be adopted as any of the following:

- (1) Departmental policy
- (2) Organizational policy
- (3) Local, state, or federal legislative items

**A-5-2.4** Incident information pertains to an emergency-related event to which the department is responding. Examples of such events include fires, motor vehicle crashes, and natural disasters.

**A-5-2.5** Media advisory pertains to upcoming events that the department is sponsoring, supporting, or participating in. Examples include public service announcements for radio, newspaper, or television; advertisements for newspapers and newsletters; and informational articles for newspapers and newsletters.

**A-7-2.3** Typically, interventions for the firesetter and family are determined by a multiagency group. The team is generally composed of representatives from fire, mental health, school, law enforcement, and social services.

**A-7-3.2 Program Guidelines.** When creating a juvenile firesetter intervention program, program guidelines must be established. Such guidelines might have to be created, or they might be adapted from state training centers or local fire marshal offices.

Program success can be measured in many ways: reduction of overall fires set by children, recidivism rate (repeat fireset-

ting by children having successfully completed the program), and so on. The evaluation plan should be determined during the program planning stage. The evaluation results should be shared with participating agencies and the community. Proper maintenance of records and case files are required to achieve this.

**A-7-3.4** Before establishing an interagency network, the juvenile firesetter intervention specialist should be aware of any existing networks that could be used for juvenile firesetter intervention purposes.

## Appendix B Resources

*This appendix is not a part of the requirements of this NFPA document but is included for informational purposes only.*

### B-1 Organizational Resources for Public Fire and Life Safety Educators.

American Burn Association  
 American Red Cross  
 American Trauma Society  
 Burn Awareness Foundation  
 Children's Television Workshop  
 Consumer Product Safety Commission  
 Federal Emergency Management Agency  
 International Association of Arson Investigators  
 International Association of Black Fire Fighters  
 International Association of Fire Chiefs  
 International Association of Fire Fighters  
 International Fire Service Training Association  
 International Society of Fire Service Instructors  
 National Association for the Education of Young Children  
 National Association of State Fire Marshals  
 National Fire Information Council  
 National Fire Protection Association  
 National Fire Sprinkler Association  
 National Safe Kids Campaign  
 National Safety Council  
 Oklahoma State University Fire Service Training  
 Pan Educational Institute  
 Shriners Burns Institute  
 United States Fire Administration

### B-2 Selected Reference Publications and Resources.

Allen, Kenneth, *Preventing Childhood Emergencies: A Guide to Developing Effective Injury Prevention Initiatives*, Emergency Medical Services for Children National Resource Center, Washington, D.C., 1997.

Committee on Injury Prevention and Poison Prevention, American Academy of Pediatrics, "Injury Prevention and Control for Children and Youth," 1997.

"Community Education Leadership." Engine Company Tours, 1-hour Educate, William O'Neil (A member of Oregon Fire Education Assoc.), 2255 Rogers Lane, N.W., Salem, OR 97304.

FEMA/USFA Document(s), *The National Juvenile Firesetter/Arson Control and Prevention Program — Fire Service Guide to a Juvenile Firesetter Early Intervention Program*.

Grant, Ernest J., RN, MSN, North Carolina Jaycee Burn Center, 5th floor P.S.T., UNCHospitals, Chapel Hill, NC 27514; (919) 966-3693; (919) 216-0773 (pager), Egrant.est1@mail.unch.unc.edu.

*IFSTA Fire and Life Safety Educator*, 1997 edition.

IFSTA FLSE, Resource Kit.

Intervention, Resource Materials: F.I.R.E. Solutions, Inc., P.O. Box 2888, Fall River, MA 02722; (508) 636-9149.

Myers, J.E.B., *Legal Issues in Child Abuse and Neglect*, Sager, Newbury Park, CA, 1992: 102.

National Fire Academy Courses: Presenting Effective Public Education Programs Developing Fire and Life Safety Strategies.

Proving Public Fire Education Works, Tridata Corporation, 1500 Wilson Boulevard, Arlington, VA 22209; (703) 351-8300.

## Appendix C Tables of Job Performance Qualifications

*This appendix is not a part of the requirements of this NFPA document but is included for informational purposes only.*

**C-1** Table C-1 lists the job performance requirements for Public Fire and Life Safety Educator I, II, and III. Table C-2 lists the job performance qualifications for Juvenile Firesetter Intervention Specialist I and II.

**Table C-1 Professional Qualifications for Public Fire and Life Safety Educators**

JPR Group	Public Fire and Life Safety Educator I	Public Fire and Life Safety Educator II	Public Fire and Life Safety Educator III
<b>Duty: Administration</b>			
<b>Written Documentation</b>	<p><b>2-2.1</b> Document public fire and life safety educational activities, given specific forms or formats, so that all activities are recorded and each component of the form or format is completed.</p> <p><b>2-2.2</b> Prepare written activity reports, given specific forms or formats and information on activities, so that all components of the form or format are completed with the correct information.</p>	<p><b>3-3.6</b> Prepare a request for support resources, given an organizational policy on requesting resources and a description of the resources needed, so that the request conforms to the provider's requirements.</p>	<p><b>4-4.5</b> Create a comprehensive public fire and life safety education report for policy makers, given relevant information, so that educational strategies, goals, objectives, activities, impact, and outcomes are clearly described.</p> <p>(a) <i>Requisite Knowledge:</i> Public policy process of the organization, educational activities and outcomes.</p> <p>(b) <i>Requisite Skills:</i> Generate reports, analyze data.</p>
<b>Budget</b>		<p><b>3-2.1</b> Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.</p> <p><b>3-2.2</b> Project program budget expenditures, given program needs, past expenditures, current materials, personnel cost, and guidelines, so that projections are within accepted guidelines and program needs are addressed in the projected expenditures.</p>	<p><b>4-2.1</b> Develop a fire and life safety education budget, given schedules and guidelines concerning its preparation, so that capital operating and personnel costs are determined and justified.</p>
<b>Time Management</b>	<p><b>2-2.3</b> Maintain a work schedule, given a list of events, activity requests, pre-activity requirements, and time allotments, so that all activities are scheduled and completed without conflict.</p>		

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Table C-1 Professional Qualifications for Public Fire and Life Safety Educators (Continued)

JPR Group	Public Fire and Life Safety Educator I	Public Fire and Life Safety Educator II	Public Fire and Life Safety Educator III
Supervision			4-2.2 Evaluate subordinate performance, given written performance criteria, organizational policies on performance evaluations, and evaluation forms, so that the employee is evaluated objectively, feedback is provided to the employee, and the evaluation is completed according to organizational policy and procedures.
<b>Duty: Planning and Development</b>			
Partnerships	2-3 Identify partners for addressing fire and life safety issues, given fire and life safety issues and community agencies, organizations, and associations, so that information and resources are shared.	3-3.5 Participate in fire and life safety collaborative partnership, given information on the organizations in the partnership, the goal of the partnership, and organizational guidelines, so that fire and life safety education objectives for the partnership are achieved. (a) <i>Requisite Knowledge</i> : Meeting times and locations of existing coalitions, group process. (b) <i>Requisite Skills</i> : Identify resources, negotiate, resolve conflict, interact in a group, communicate objectives, recognize opportunity for shared effort.	4-3.2 Create a collaborative fire and life safety education partnership, given a description of local organizations and agencies, a list of fire and injury priorities, and organizational policies for interagency partnerships, so that a specific fire or injury priority is mitigated by the partnership.
Priorities		3-3.1 Establish public fire and life safety education priorities within a program, given relevant local loss and injury data, so that local public fire and life safety education activities address identified risk priorities.	4-3.3 Project current fire and life safety issues, given current and future trends, so that proactive planning is accomplished within the organizational mission.
Strategy			4-3.1 Develop a comprehensive organizational public fire and life safety education strategy, given a systematic planning process and relevant information, so that program goals, design, resources, implementation, and evaluation methods are included.

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Table C-1 Professional Qualifications for Public Fire and Life Safety Educators (Continued)

JPR Group	Public Fire and Life Safety Educator I	Public Fire and Life Safety Educator II	Public Fire and Life Safety Educator III
<b>Evaluation</b>	<p><b>2-4.6</b> Administer an evaluation instrument, given the appropriate evaluation instrument and testing policies and procedures, so that lesson outcomes are known.</p> <p>(a) <i>Requisite Knowledge</i>: Evaluation instruments, learning objectives, testing policies and procedures.</p> <p>(b) <i>Requisite Skills</i>: Apply testing policies and procedures.</p> <p><b>2-4.7</b> Score an evaluation instrument, given the scoring procedures and grading scale, so that lesson outcomes are known.</p> <p>(a) <i>Requisite Knowledge</i>: Scoring techniques, grading techniques, grading scales.</p> <p>(b) <i>Requisite Skills</i>: Information analysis.</p>	<p><b>3-3.3</b> Design an evaluation instrument, given educational program goals and objectives and an evaluation strategy, so that the evaluation instrument measures the program outcome.</p> <p><b>3-3.4</b> Implement an evaluation strategy, given educational program goals and objectives and evaluation instrument(s), so that educational program outcomes are measured.</p> <p>(a) <i>Requisite Knowledge</i>: Statistical analysis methods and resources, evaluation techniques.</p> <p>(b) <i>Requisite Skills</i>: Implement evaluation methods.</p>	
<b>Duty: Education</b>			
<b>Materials</b>	<p><b>2-4.1</b> Select instructional materials, given a subject, learning objectives, the intended audience, and related resources, so that the materials are specific to the audience and activity objectives.</p>	<p><b>3-4.1</b> Develop informational material, given an identified fire or life safety objective, so that information provided is accurate, relevant to the objective, and specific to the audience.</p> <p><b>3-4.3</b> Develop educational materials, given a lesson plan and a specified audience, so that the materials support the lesson plan and are specific to the audience.</p>	<p><b>4-4.1</b> Create educational materials, given an identified issue, so that the materials created are accurate, address the issue, and are specific to the audience.</p>
<b>Safety</b>	<p><b>2-4.2</b> Maintain safety during fire and life safety education activities, given a lesson plan and a list of equipment, so that public fire and life safety activities are conducted without injury to educator or students.</p>		
<b>Lesson Plans</b>	<p><b>2-4.3</b> Present a lesson, given a lesson plan with multiple presentation methods, evaluation instruments, time allotment, setting and identified audience, so that lesson plan is followed and the objectives are met.</p>	<p><b>3-4.2</b> Develop a lesson plan, given learning objectives and a specified audience(s), so that the objectives are met.</p> <p><b>3-4.4</b> Adapt a lesson plan, given a specific audience, so that a modified lesson plan is responsive to the specific characteristics of the intended audience.</p>	

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Table C-1 Professional Qualifications for Public Fire and Life Safety Educators (Continued)

JPR Group	Public Fire and Life Safety Educator I	Public Fire and Life Safety Educator II	Public Fire and Life Safety Educator III
<b>Programs</b>	<p><b>2-4.4</b> Notify the public, given a scheduled event, so that the location, date, time, topic, and sponsoring agency are included.</p> <p><b>2-4.5</b> Distribute educational information, given material, a specified audience, and time frame, so that the information reaches the audience within the specified time.</p>	<p><b>3-4.5</b> Design a public fire and life safety education program, given a comprehensive educational strategy, so that the goals of the given strategy are addressed.</p> <p><b>3-4.6</b> Adapt an educational program, campaign, or initiative, given results of an evaluation of the program, campaign, or initiative and a description of the program including target audience(s) and learning objectives, so that the learning objectives are achieved.</p>	<p><b>4-4.2</b> Establish administrative policies for the public fire and life safety education program, given organizational mission and policies, so that program policies are clearly stated and support the organizational mission and policies.</p>
<b>Staff Training</b>			<p><b>4-4.3</b> Create a training program for public fire and life safety educators, given identified job performance requirements and training program goals, so that the educators are able to carry out the job performance requirements and so that the training program goals are achieved.</p> <p><b>4-4.4</b> Create an awareness campaign within the organization, given identified public fire and life safety education goals and policies, so that all members are informed of their role within the organization's fire and life safety education strategy.</p>
<b>Public Policies</b>			<p><b>4-3.4</b> Develop a public policy recommendation, given a fire or injury issue, and policy development guidelines, so that the justification for the policy is provided, the issue is explained, the policy identifies solutions, and the impact or benefit from adopting the policy is stated.</p> <p>(a) <i>Requisite Knowledge:</i> Procedures for legislative implementation at the jurisdictional level, fire and injury issue.</p> <p>(b) <i>Requisite Skills:</i> Format policy, project possible outcome.</p>

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Table C-2 Professional Qualifications for Juvenile Firesetter Intervention Specialists

JPR Group	Juvenile Firesetter Intervention Specialist I	Juvenile Firesetter Intervention Specialist II
<b>Written Documentation</b>	<p><b>6-2.1</b> Prepare written documentation, using validated screening instruments, given forms and formats, so that all elements of the forms are addressed.</p> <p>(a) <i>Requisite Knowledge:</i> Validated forms.</p> <p>(b) <i>Requisite Skills:</i> Compile and organize data.</p>	<p><b>7-2.5</b> Maintain records and case files of each juvenile firesetter, given all data collection forms, program guidelines, and legal requirements, so that consistent and accurate documentation on process and content is available for each case, legal issues are addressed, progress can be tracked, the program is evaluated, and state reporting requirements are met.</p> <p>(a) <i>Requisite Knowledge:</i> Governing regulations pertaining to juveniles, liability issues, file management systems, required reporting forms.</p> <p>(b) <i>Requisite Skills:</i> Manage cases, write reports.</p>
<b>Supervision</b>	<p><b>6-2.3</b> Provide feedback to supervisor, given a case file, including forms, the interview information, and selected intervention, so that the supervisor can ensure that the assessment process meets all applicable policies and procedures.</p> <p>(a) <i>Requisite Knowledge:</i> Interview processes, program forms, types of intervention.</p> <p>(b) <i>Requisite Skills:</i> Relate to others.</p>	<p><b>7-2.1</b> Assign a juvenile firesetter intervention specialist for a juvenile firesetter, given a referral, a list of available assessors (mediators), so that relevant information about the firesetter, the family, the full incident, and background factors is gathered.</p> <p>(a) <i>Requisite Knowledge:</i> Multicultural, multilingual, and interpersonal issues.</p> <p>(b) <i>Requisite Skills:</i> Determine the appropriate family or juvenile firesetter intervention specialist match.</p> <p><b>7-2.2</b> Supervise the Juvenile Firesetter Intervention Specialist I assigned to conduct an assessment process, given program guidelines and evaluation procedures, so that a consistent body of information is collected, program guidelines are followed, the Juvenile Firesetter Intervention Specialist I's performance is evaluated, and the Juvenile Firesetter Intervention Specialist I is given direction and feedback on a continuing basis.</p> <p>(a) <i>Requisite Knowledge:</i> Performance evaluation techniques, time management.</p> <p>(b) <i>Requisite Skills:</i> Perform assessment, resolve conflict.</p> <p><b>7-3.4</b> Establish and maintain an inter-agency network, given a list of agencies, a sample interagency agreement, and protocol, so that roles and responsibilities are clarified, so that a mission, participation agreements, and a continuum of intervention services are established and maintained for the community, and so that duplication of services is avoided.</p> <p>(a) <i>Requisite Knowledge:</i> Community resources, capability of service providers.</p> <p>(b) <i>Requisite Skills:</i> Facilitate meetings, resolve conflict, build team, relate to others, manage network.</p>

(Sheet 1 of 4)

Table C-2 Professional Qualifications for Juvenile Firesetter Intervention Specialists (Continued)

JPR Group	Juvenile Firesetter Intervention Specialist I	Juvenile Firesetter Intervention Specialist II
<b>Resources</b>	<p><b>6-2.4</b> Apply educational and referral resources, given interagency network list, education program outline, and program guidelines, so that all educational and referral resources are identified and the family can access resources that meet its needs.</p> <p>(a) <i>Requisite Knowledge:</i> Educational resources, interagency members, service program guidelines.</p> <p>(b) <i>Requisite Skills:</i> Evaluate resources.</p>	<p><b>7-3.4</b> Establish and maintain an interagency network, given a list of agencies, a sample interagency agreement, and protocol, so that roles and responsibilities are clarified, so that a mission, participation agreements, and a continuum of intervention services are established and maintained for the community, and so that duplication of services is avoided.</p> <p>(a) <i>Requisite Knowledge:</i> Community resources, capability of service providers.</p> <p>(b) <i>Requisite Skills:</i> Facilitate meetings, resolve conflict, build team, relate to others, manage network.</p>
<b>Time Management</b>	<p><b>6-2.2</b> Manage personal work schedule, given contact name and requested time, so that all interviews are conducted on time and in a location agreeable to all parties.</p> <p>(a) <i>Requisite Knowledge:</i> Program guidelines.</p> <p>(b) <i>Requisite Skills:</i> Maintain records.</p>	
<b>Assessment Process</b>	<p><b>6-4.1</b> Review a case file, given a referral, incident report, interview forms, and all related information, so that, before speaking with the child and family, the firesetter specialist becomes familiar with the incident and circumstances of the firesetting.</p> <p>(a) <i>Requisite Knowledge:</i> Program guidelines.</p> <p>(b) <i>Requisite Skills:</i> Review records for completeness.</p> <p><b>6-4.2</b> Initiate contact with the family, given the case file, so that the juvenile firesetter intervention specialist contacts the family; explains the program and its benefits; schedules a time, date, and place for the interview; and advises the family of possible intervention options.</p> <p>(a) <i>Requisite Knowledge:</i> Scope of services provided by given agency.</p> <p>(b) <i>Requisite Skills:</i> Manage personal work time.</p> <p><b>6-4.3</b> Conduct an interview, given interview forms and program guidelines, so that the juvenile firesetter intervention specialist can establish the purpose and limits of the interview, establish rapport, gather relevant information, identify and intervene in any immediate life-threatening situations, report any suspected abuse and neglect, record and report observations, and summarize findings.</p> <p>(a) <i>Requisite Knowledge:</i> Governing laws, policies, and procedures pertaining to juveniles, firesetting behavior, child development, abuse and neglect, profile of the firesetter and family.</p> <p>(b) <i>Requisite Skills:</i> Conduct an interview.</p>	<p><b>7-2.3</b> Determine the intervention for a firesetter's family, given a case file, interview forms, list of treatment providers, and a list of established educational curricula, so that the firesetting problem is addressed.</p> <p>(a) <i>Requisite Knowledge:</i> Fire behavior, child development, intervention options, profile of the firesetter and family, laws pertaining to the juvenile justice system, interview techniques.</p> <p>(b) <i>Requisite Skills:</i> Analyze and apply information, select intervention.</p>

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Table C-2 Professional Qualifications for Juvenile Firesetter Intervention Specialists (Continued)

JPR Group	Juvenile Firesetter Intervention Specialist I	Juvenile Firesetter Intervention Specialist II
<b>Assessment Process</b> (continued)	<p><b>6-4.4</b> Determine educational needs, given the case file, completed interview forms, and preknowledge of fire safety, so that specific educational materials can be selected.</p> <p>(a) <i>Requisite Knowledge</i>: Fire safety education, fire behavior, interview forms, program guidelines.</p> <p>(b) <i>Requisite Skills</i>: Analyze information, select education materials and resources.</p> <p><b>6-4.6</b> Determine referral needs, given the case file and completed interview forms, so that specific referral needs are addressed.</p> <p>(a) <i>Requisite Knowledge</i>: Interagency network, referral process.</p> <p>(b) <i>Requisite Skills</i>: Analyze information.</p>	
<b>Intervention</b>	<p><b>6-4.5</b> Implement educational intervention, given intervention report, materials, and resources, so that intervention activities are completed by the firesetter and family.</p> <p>(a) <i>Requisite Knowledge</i>: Fire safety education, fire behavior, adult and child education methodologies.</p> <p>(b) <i>Requisite Skills</i>: Conduct educational intervention presentation.</p> <p><b>6-4.7</b> Implement referral process, given interagency network list and program guidelines, so that the firesetter and family gain access to needed services.</p> <p>(a) <i>Requisite Knowledge</i>: Interagency network, referral process.</p> <p>(b) <i>Requisite Skills</i>: Contact other agencies.</p>	<p><b>7-2.4</b> Process a referral for a juvenile firesetter, given program guidelines, forms, and a list of agencies dealing with juvenile firesetter issues, so that governing laws, policies, and procedures are met, confidentiality of the child and the family is maintained, intervention is selected, and documentation is completed and maintained according to program guidelines.</p> <p>(a) <i>Requisite Knowledge</i>: Governing laws, policies, and requirements pertaining to juveniles; intervention options; interagency services.</p> <p>(b) <i>Requisite Skills</i>: Apply laws, policies, and procedures to the case; determine agency capabilities.</p>
<b>Staff Training</b>		<p><b>7-3.1</b> Coordinate training of juvenile fire-setting program personnel, given a training curriculum, so that program personnel are able to perform intervention tasks and resources can be utilized.</p> <p>(a) <i>Requisite Knowledge</i>: Education methodologies, internal and external training resources.</p> <p>(b) <i>Requisite Skills</i>: Schedule activities, manage budget.</p> <p><b>7-3.2</b> Evaluate the juvenile firesetter training program, given an evaluation instrument and program guidelines, so that the effectiveness of sites, presenters, and training resources can be determined.</p> <p>(a) <i>Requisite Knowledge</i>: Data analysis methods and resources, evaluation techniques.</p> <p>(b) <i>Requisite Skills</i>: Apply evaluation techniques.</p>

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