

# Fire F.R.I.E.N.D.S. Behavioral Health Evaluation Interview – **Child**

Childress, C.A., Fineman, K.R, Patterson, B.L (2004)

Interviewer \_\_\_\_\_ Date \_\_\_\_\_

Juvenile's Name \_\_\_\_\_

Gender \_\_\_\_\_ D.O.B. \_\_\_\_\_ Ethnicity/Race \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

\_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Smoker:  No one  Parent(s) / Step-parent(s)  
 Juvenile  Other family member

### Development of Rapport

The purpose of this section is to make the child comfortable with you. The more at ease you can make the child, the greater the likelihood that he or she will answer all of your questions. If the following questions aren't enough, add your own. Questions or language can be modified throughout this form to accommodate the age of the child or adolescent.

Introduce yourself: I'm \_\_\_\_\_. What's your name? \_\_\_\_\_

How old are you? \_\_\_\_\_

What school do you go to? What grade are you in? \_\_\_\_\_

Do you like your school? \_\_\_\_\_

Are there nice/okay teachers at your school? \_\_\_\_\_

What classes/subjects do you like/not like? \_\_\_\_\_

What do you do for fun? Do you have any hobbies \_\_\_\_\_

Who's your best friend? \_\_\_\_\_

What do you like to play/do with your friend? \_\_\_\_\_

What do you watch on TV and what videos do you watch? \_\_\_\_\_

What is your favorite person/show on TV? \_\_\_\_\_

What is your favorite video/computer game? \_\_\_\_\_

What do you like about that game (note if there excessive violence or fire)? \_\_\_\_\_

When rapport is established, determine level of understanding if the child is under age 7, or appears to have problems communicating.

This interview protocol was developed from the dynamic-behavioral theory of firesetting behavior articulated by K.R. Fineman, Ph.D., and based on Dr. Fineman's prior work in developing the FEMA Risk Assessment Interview

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

Fineman, K.R. (1997). Comprehensive FireRisk Assessment. In Poage, Doctor, Day, Rester, Velasquez, Moynihan, Flesher, Cooke & Marshburn (Eds.), *Juvenile Firesetter Prevention Program: Training Seminar Vol. I* (pp. 1-25), Denver, Colorado: Colorado Division of Fire Safety.

School Issues

Tell me about school.

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|---|----|---|
| Issues to answer: The juvenile's sense of competence in school as opposed to feelings of inadequacy and frustration.  |    |   |
| Do you like school/learning?<br>What's your favorite thing about school?<br>What don't you like about school?<br>If there were one thing you could change about school, what would it be? |    |   |
| Clinical Summary:   | C1 | The juvenile generally seems to feel capable and competent in school      |
|   | C2 | The juvenile expresses feelings of inadequacy or frustration about school |

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| Issues to answer: Ability to accept adult authority in the school setting.   |    |  |
| Do you follow the directions of your teachers(s) most of the time?<br><br>Do you get along with your teachers? Do they ever make you mad?<br>Do your teachers ever get mad at you? For what? |    |  |
| Clinical Summary:  | C1 | The juvenile seems to accept adult authority and follow directions in school |
|  | C2 | The juvenile seems to have conflicts with authority in the school setting    |

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| Issues to answer: Well regulated and appropriate school behavior as opposed to frequent misbehavior and externalizing behavioral signs of emotional distress.  |    |  |
| Have you gotten in trouble at school?<br><br>Have you ever been punished for misbehavior at school<br>(e.g., sent to the principal's office, restricted from recess, lose "points", notes home to parents, suspended, etc.)?<br>How often does this happen? (e.g., several times a day, once a day, 2-3 times a week, etc) |    |  |
| Clinical Summary:  | C1 | The juvenile seems fairly well regulated and fairly well behaved at school |
|  | C2 | The juvenile seems to present frequent behavior problems at school         |

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| Issues to answer: Academic performance as a sign of distress, frustration, or discouragement.  |    |   |
| Have there been any problems with your school performance in the last year?<br><br>What sort of grades do you get? Has there been any change in your grades?<br>In what subject do you get the best grade? Worst grade?<br>How do your parents feel about your grades? |    |   |
| Clinical Summary:  | C1 | The juvenile appears to be performing at grade level expectations?          |
|  | C2 | The juvenile appears to be struggling significantly in some academic areas? |

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| Number of C1 responses | <input type="text"/> |
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| Number of C2 responses | <input type="text"/> |
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Social Relationships      Tell me about how you get along with other kids your age

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| Issues to answer:    Whether or not the juvenile has friends   |    |  |
| Do you have friends you spend time with or do you spend most of your time alone?<br>What's the name of some of your friends? How old are they?<br>What sort of things do you do together?<br>Do you have as many friends as you want?<br><hr/> |    |  |
| Clinical Summary:  | C1 | The juvenile has age-appropriate friendships   |
|  | C2 | The juvenile is socially isolated, has very few friends, or has friends who are much younger (2-3 years) |

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| Issues to answer:    Whether the juvenile is accepted or rejected by peers   |    |  |
| Do you get along with other children?<br>Do you get picked on or teased by other children?<br>Do you get left out of games and activities by other children?<br>Are you invited to birthday parties? Whose?<br><hr/> |    |  |
| Clinical Summary:  | C1 | The juvenile is accepted by peers                    |
|  | C2 | The juvenile is teased or socially isolated by peers |

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| Issues to answer:    Peer influence on the juvenile's behavior  |    |  |
| Do you think your friends are a bad influence on you?<br>Do your friends get into trouble for the things they do?<br>Do your friends ever cut classes or do things they shouldn't?<br>Do you sometimes do things you shouldn't just to go along with your friends?<br><hr/> |    |  |
| Clinical Summary:   | C1 | The juvenile's friends do not present a bad influence on the juvenile's behavior |
|   | C2 | The juvenile may be susceptible to bad peer influences                           |

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| Issues to answer:    Extracurricular activities and positive alternatives to problem behavior   |    |   |
| What sort of things do you do in your free time?<br>Are you on any organized sports teams, or do you belong to any clubs or groups?<br>Do you have any hobbies or interests?<br>What sort of things do you do for fun?<br><hr/> |    |   |
| Clinical Summary:   | C1 | The juvenile has appropriate interests, hobbies or activities, and makes relatively good use of free time |
|   | C2 | The juvenile is not involved and has a great deal of unstructured free time                               |

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| Number of C1 responses | <input type="text"/> |
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## Family Relationships      Tell me about the people in your family.

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| Issues to answer:    The quality of the mother - child relationship   |    |   |
| <p>Usually, how well do you get along with your mother?<br/>         Do you fight or argue with your mother? How often? About what?<br/>         Describe a recent fight you had with your mother? Are you afraid of your mother?<br/>         Do you spend as much time with your mother as you'd like?</p> <hr/>                          |    |   |
| Clinical<br>Summary:  | C1 | Juvenile's relationship with mother is within a normal range of closeness                                       |
|   | C2 | Juvenile's relationship with mother is marked by frequent fights, rejection, hostility, or distance             |
|   | C3 | Juvenile's relationship with mother is highly dysfunctional (e.g., mother's substance abuse, physical abuse)    |
| Issues to answer:    The quality of the father - child relationship   |    |   |
| <p>Usually, how well do you get along with your father?<br/>         Do you fight or argue with your father? How often? About what?<br/>         Describe a recent fight you had with your father? Are you afraid of your father?<br/>         Do you spend as much time with your father as you'd like?</p> <hr/>                          |    |   |
| Clinical<br>Summary:  | C1 | Juvenile's relationship with father is within a normal range of emotional and physical closeness                |
|   | C2 | Juvenile's relationship with father is marked by frequent fights, rejection, hostility, or distance             |
|   | C3 | Juvenile's relationship with father is highly dysfunctional (e.g., father's substance abuse, physical abuse)    |
| Issues to answer:    The quality of the step-parent - child relationship  |    |   |
| <p>Usually, how well do you get along with your step-parent?<br/>         Do you fight or argue with your step-parent? How often? About what?<br/>         Describe a recent fight you had with your step-parent? Are you afraid of your step-parent?<br/>         Do you spend as much time with your step-parent as you'd like?</p> <hr/> |    |   |
| Clinical<br>Summary:  | C1 | N/A or the juvenile's relationship with step-parent is within a normal range of closeness                       |
|   | C2 | Juvenile's relationship with step-parent is marked by frequent fights, rejection, hostility, or distance        |
|   | C3 | Juvenile's relationship with step-parent is highly dysfunctional (e.g., mother substance abuse, physical abuse) |
| Issues to answer:    The quality of the parental relationship between his biological parents  |    |   |
| <p>How well do your mother and father get along?<br/>         Do they every get into arguments with each other? How often?<br/>         What happens when they argue or fight? Do they yell? Do they ever hit each other?<br/>         How do you feel when they argue/fight? What do you do when they argue/fight?</p> <hr/>               |    |   |
| Clinical<br>Summary:  | C1 | Biological parents' relationship is within a normal range of closeness  |
|   | C2 | Juvenile's parents argue or fight frequently and/or juvenile is significantly distressed by their fighting      |
|   | C3 | Juvenile's parents engage in physical fighting and/or child is extremely distressed by their fighting           |

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| Issues to answer: Sibling relationships  |  |
| Tell me about your brothers and sisters. Usually, how well do you get along with them?<br><br>What happens when you get in arguments with your brother (sister)?<br>Is your brother or sister someone you could turn to when you're in trouble?<br>Could your brother (sister) turn to you if he (she) was in trouble? |  |
| Clinical Summary:  | C1 Sibling relationships are within the normal range of closeness<br>C2 Sibling relationships are marked by excessive fighting or emotional distress |

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| Issues to answer: Discipline practices   |  |
| What do you do that gets you into trouble at home?<br><br>What happens when you get into trouble?<br>How do your parents discipline you when you get in trouble?<br>How often do you get into trouble at home? |  |
| Clinical Summary:  | C1 Acceptable discipline practices (time-out, grounding, response cost, mild to moderate parental anger)<br>C2 Excessive or inappropriate discipline practices<br>C3 Physical or emotional abuse |

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| Issues to answer: Crisis or trauma   |   |
| Within the last year, has anything bad happened in your life?<br><br>Has anything bad happened in your family?<br>Has there been any ongoing crisis or problem in your life or with your family? |   |
| Clinical Summary:  | C1 No crisis or trauma<br>C2 Moderate crisis or trauma<br>C3 Significant crisis or trauma |

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| Issues to answer: Stability of the home environment  |  |
| Have you lived with your parents throughout your life?<br><br>Have there been any times when you had to live with relatives, or at placements?<br>(If there has been a divorce) Do you live with your mom, or dad, or both. Has it always been that way? |  |
| Clinical Summary:  | C1 Relatively stable home environment, lives with both parents or stable living situation following a divorce<br>C2 Moderate instability in home environment. Frequent moves, changes in living situation<br>C3 Significant instability, history of foster care placement or living with relatives due to parental instability |

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| Number of C1 responses |  |
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| Number of C2 responses |  |
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| Number of C3 responses |  |
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Fire Features      Tell me about the fires you've set

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| Issues to answer:      Number of fires set - the frequency of this behavior                                  |    |   |
| How many fires have you set?<br>Tell me about the fire setting incidents you've been in with other children. |    |   |
| Clinical<br>Summary:   | C1 | The juvenile has set only this one referral fire or has been involved with only one peer-set fire       |
|  | C2 | The juvenile has set between 1 to 5 previous fires or has been involved with between 1-5 peer-set fires |
|  | C3 | The juvenile has set more than 5 previous fires or has been involved in more than 5 peer-set fires      |

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| Issues to answer:      Severity of fires set - the degree of concern regarding previous fire setting behavior   |    |   |
| Tell me about the fires you've set?<br>What types of things have you lit on fire? What was the largest fire you've set?<br>Have you ever lit a structure (house, building, etc.) on fire? Have you ever lit brush (twigs, leaves, etc.) on fire?<br>Have you ever lit a fire to destroy property. Have you ever lit a fire to hurt someone? |    |   |
| Clinical<br>Summary:  | C1 | The juvenile's fires have been limited to small items or fireplay, such as lighting matches or small papers                     |
|   | C2 | The juvenile has lit small bonfires, small controlled vegetation fires, has lit fires to destroy property or used an accelerant |
|   | C3 | The juvenile has lit uncontrolled wildfire, or has lit fires to harm persons or animals   |

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| Issues to answer:      The effort the juvenile puts into gathering materials or starting the fire  |    |   |
| Where did you get the material to start the fire?<br>Where did you get the lighter or matches?<br>What did you light on fire? How did you decide to light that on fire? Where did you get the item?<br>How long in advance did you plan to set the fire? |    |   |
| Clinical<br>Summary:   | C1 | The juvenile made minimal effort to gather material. Used whatever was readily available. The ignition source (matches/lighter/magnifying glass) was readily available in the juvenile's environment. |
|  | C2 | The juvenile planned the fire and expended effort to gather either the material or the ignition source  |
|  | C3 | The juvenile plans fires well in advance, looks forward to the fire, and/or makes significant effort to gather materials or the ignition source.  |

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| Issues to answer:      The degree of reinforcement the child receives from the fire  |    |  |
| What do you like about setting fires? Do you think about fire when your doing other activities?<br>What did you do after you set the fire? Did you stay and watch? Run away?<br>Were you afraid? Happy? Ashamed? Excited? Angry? |    |  |
| Clinical<br>Summary:   | C1 | The juvenile sets fires from curiosity or experimentation  |
|  | C2 | The juvenile derives moderate reinforcement from fires (e.g., excitement, relief from boredom, peer interaction) |
|  | C3 | The juvenile derives much reinforcement from fires (e.g., thinks about fire, feels elated or powerful)           |

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| Number of C1 responses |  |
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| Number of C2 responses |  |
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| Number of C3 responses |  |
|------------------------|--|

**Fire Timeline**

How long ago? 0-1 month 2-3 months 3-6 months 6-12 months 1-2 years 2+ years

Tell me about when you set the fire (identify the specific incident).

|   |   |   |
|---|---|---|
| <p>Tell me about what you were doing right before the fire was set?</p> <p>What were you doing? What were you doing right before that?</p> <p>Were you with other people (alone)?</p> <p>Were you feeling sad (angry, afraid/anxious)?</p> <p>What were you thinking about?</p> <p>Had you been using any drugs or alcohol?</p> | <p>Tell me about how you set the fire.</p> <p>What did you light on fire?</p> <p>Why did you choose to light (object) on fire?</p> <p>What were you feeling just as, or just before, you lit the fire?</p> <p>What did you use to start the fire?</p> <p>Where did you get the (lighter/matches)?</p> <p>Did you use anything to make the fire burn stronger, like lighter fluid or gasoline?</p> | <p>What did you do after the fire was lit?</p> <p>Did you stay and watch? (or run away? or try and put it out? or go and tell someone?)</p> <p>How did the fire make you feel? Did it make you feel happy (less sad, less angry, less afraid, powerful, excited)?</p> <p>After the fire, did you feel guilty (powerful, ashamed, afraid, remorseful, relaxed)?</p> <p>Did you like to see all the fire trucks and activity?</p> |
|---|---|---|

Describe the child's responses to questions about events/feelings/behavior/thoughts before, during and after the fire setting incident

|          | Before the Fire Set | During the Fire Set | After the Fire Set |
|----------|---------------------|---------------------|--------------------|
| Behavior |                     |                     |                    |
| Feeling  |                     |                     |                    |
| Thoughts |                     |                     |                    |

**Fire Timeline**

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|   |   |   |
|---|---|---|
| <p>Tell me about what you were doing right before the fire was set?</p> <p>What were you doing? What were you doing right before that?</p> <p>Were you with other people (alone)?</p> <p>Were you feeling sad (angry, afraid/anxious)?</p> <p>What were you thinking about?</p> <p>Had you been using any drugs or alcohol?</p> | <p>Tell me about how you set the fire.</p> <p>What did you light on fire?</p> <p>Why did you choose to light (object) on fire?</p> <p>What were you feeling just as, or just before, you lit the fire?</p> <p>What did you use to start the fire?</p> <p>Where did you get the (lighter/matches)?</p> <p>Did you use anything to make the fire burn stronger, like lighter fluid or gasoline?</p> | <p>What did you do after the fire was lit?</p> <p>Did you stay and watch? (or run away? or try and put it out? or go and tell someone?)</p> <p>How did the fire make you feel? Did it make you feel happy (less sad, less angry, less afraid, powerful, excited)?</p> <p>After the fire, did you feel guilty (powerful, ashamed, afraid, remorseful, relaxed)?</p> <p>Did you like to see all the fire trucks and activity?</p> |
|---|---|---|

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| Feeling  |                     |                     |                    |
| Thoughts |                     |                     |                    |

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|   |   |   |
|---|---|---|
| <p>Tell me about what you were doing right before the fire was set?</p> <p>What were you doing? What were you doing right before that?</p> <p>Were you with other people (alone)?</p> <p>Were you feeling sad (angry, afraid/anxious)?</p> <p>What were you thinking about?</p> <p>Had you been using any drugs or alcohol?</p> | <p>Tell me about how you set the fire.</p> <p>What did you light on fire?</p> <p>Why did you choose to light (object) on fire?</p> <p>What were you feeling just as, or just before, you lit the fire?</p> <p>What did you use to start the fire?</p> <p>Where did you get the (lighter/matches)?</p> <p>Did you use anything to make the fire burn stronger, like lighter fluid or gasoline?</p> | <p>What did you do after the fire was lit?</p> <p>Did you stay and watch? (or run away? or try and put it out? or go and tell someone?)</p> <p>How did the fire make you feel? Did it make you feel happy (less sad, less angry, less afraid, powerful, excited)?</p> <p>After the fire, did you feel guilty (powerful, ashamed, afraid, remorseful, relaxed)?</p> <p>Did you like to see all the fire trucks and activity?</p> |
|---|---|---|

Describe the child's responses to questions about events/feelings/behavior/thoughts before, during and after the fire setting incident

|          | Before the Fire Set | During the Fire Set | After the Fire Set |
|----------|---------------------|---------------------|--------------------|
| Behavior |                     |                     |                    |
| Feeling  |                     |                     |                    |
| Thoughts |                     |                     |                    |