

Fire F.R.I.E.N.D.S. Behavioral Health Evaluation Interview – Parent

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 person in the household

Development of Rapport

The purpose of this section is to provide the juvenile's parent with the opportunity to describe the scope of the problem, frame the situation, and describe what's been done so far to address the problem. It also offers an opportunity for the evaluator to begin assessing the parent's understanding and insight into the problem.

Let's start by having you tell me something about your concerns and what brings you here today.

What do you think is going on that's causing this situation?

Has this always been the case or has it gotten worse recently?

What have you tried to do to correct the situation?

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.

Describe your child's fire behavior

What has
juvenile lit on
fire?

When did it
start?

What have you
done about it?

What sorts of
consequences
have there been?

Why do you
think it's
happening?

Family History & Context

Issues to answer: Current Family Structure & Relevant Family History

Now I'd like to get a little information about your family, and the family context that your child lives in.

Begin gathering information about family structure, who lives in the home, ages of parents and siblings, and whether there is extended family support available. This also offers the opportunity to follow clinical leads into information about divorces, multiple fatherhood of the children, step-parenthood, dates of significant family events, such as deaths, accidents, illnesses, etc., history of physical or sexual abuse, relevant family psychiatric history, history of drug and alcohol abuse.

Follow clinical leads and make notes related to family structure, family history, and family context for the juvenile's behavior.

Simple structural genogram with notes:

Timeline of Behavior and Events

Issues to answer: A coherent timeline of significant events in the child's life and behavior related to fire setting behavior

Now I'd like to get a sense of where your child's firesetting behavior fits with other things going on in his/her life
Follow the individual leads offered by the parent to identify significant milestones in the life of the child (e.g., illnesses, onset of behavior problems, onset of academic problems, family moves, family dissolutions, onset of academic problems, etc.
Use a scale that seems to fit the relevant information, particularly related to the onset of the juvenile's fire behavior, significant fire related behaviors, and recent firesetting behaviors
In some circumstances, it may be helpful to write the relevant dates or ages on the timeline and use both sides of the timeline to record relevant child, family, or fire related events

The form is a vertical timeline template. It consists of a central vertical line with 18 horizontal tick marks extending to the left and right, intended for recording events.

School Issues

Tell me about your child's school.

Issues to answer: The juvenile's sense of competence in school as opposed to feelings of inadequacy and frustration.		
Does your child like school/learning? What's his or her favorite thing about school? What doesn't he or she like about school? If there were one thing you could change about your child's school situation, what would it be?		
Clinical Summary:	C1	The juvenile generally seems to be functioning competently in school
	C2	The juvenile is functioning poorly in school and seems to feel of inadequate about school

Issues to answer: Ability to accept adult authority in the school setting.		
Does your child follow the directions of his or her teachers(s) most of the time? Do your child get along with his or her teachers? Does your child ever get mad at teachers? Do your teachers ever get mad at your child? 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

Issues to answer: Well regulated and appropriate school behavior as opposed to frequent misbehavior and externalizing behavioral signs of emotional distress.		
Has your child gotten in trouble at school? Have your child ever been punished for misbehavior at school (e.g., sent to the principal's office, restricted from recess, lose "points", notes home to parents, suspended, etc.)? 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

Issues to answer: Academic performance as a sign of distress, frustration, or discouragement.		
Have there been any problems with your child's academic performance at school in the last year? What sort of grades does your child get? Has there been any change in his or her grades? In what subject does your child get the best grade? Worst grade? As your child's parent, how do you feel about your child's 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?

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 your child gets along with other kids his or her age

Issues to answer: Whether or not the juvenile has friends		
Does your child have friends that he or she spends time with or does your child spend most of his or her time alone? What's the name of some of your child's friends? How old are they? What sort of things does your child do together with his or her friends? Does your child have as many friends as he or she wants?		
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)

Issues to answer: Whether the juvenile is accepted or rejected by peers		
Does your get along with other children? Does your child get picked on or teased by other children? Does your child get left out of games and activities by other children? Is your child invited to birthday parties? Whose?		
Clinical Summary:	C1	The juvenile is accepted by peers
	C2	The juvenile is teased or socially isolated by peers

Issues to answer: Peer influence on the juvenile's behavior		
Do you think your child's friends are a bad influence on him or her? Do your child's friends get into trouble for the things they do? Do your child's friends ever cut classes or do things they shouldn't? Does your child sometimes do things he or she shouldn't just to go along with his or her friends?		
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

Issues to answer: Extracurricular activities and positive alternatives to problem behavior		
What sort of things does your do in his or her free time? Is your child on any organized sports teams, or does your child belong to any clubs or groups? Does your child have any hobbies or interests? What sort of things does your child do for fun?		
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

Number of C1 responses	<input type="text"/>
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Number of C2 responses	<input type="text"/>
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Family Relationships Tell me about the relationships in your family.

Issues to answer: The quality of the mother - child relationship		
<p>Usually, how well does the child's mother get along with your child? Do the child and mother argue and fight? How often? About what? Describe a recent fight between the child and the mother? Is the child afraid of the mother? Does the child's mother spend as much time as the child wants with the child?</p>		
Clinical 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 does the child's father get along with your child? Do the child and father argue and fight? How often? About what? Describe a recent fight between the child and the father? Is the child afraid of the father? Does the child's father spend as much time as the child wants with the child?</p>		
Clinical 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 does the child's step-parent get along with your child? Do the child and step-parent argue and fight? How often? About what? Describe a recent fight between the child and the step-parent? Is the child afraid of the step-parent? Does the child's step-parent spend as much time as the child wants with the child?</p>		
Clinical 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., step-parent substance abuse, physical abuse)
Issues to answer: The quality of the parental relationship between his biological parents		
<p>How well do the child's mother and father get along? Do they every get into arguments with each other? How often? What happens when they argue or fight? Do they yell? Do they ever hit each other? What does the child do when they argue/fight?</p>		
Clinical 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

Issues to answer: Sibling relationships	
Usually, how well does your child get along with his or her siblings? What happens when your child gets into arguments with his or her brother (sister)? Is your child's sibling someone your child would turn to if your child was in trouble? Would your child's brother (sister) turn to your child if the brother or sister was in trouble?	
Clinical Summary:	C1 Sibling relationships are within the normal range of closeness C2 Sibling relationships are marked by excessive fighting or emotional distress

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

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

Issues to answer: Stability of the home environment	
Has your child lived with his or her parents throughout the child's life? Have there been any times when your child had to live with relatives, or at placements? (If there has been a divorce) Does your child live with 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 C2 Moderate instability in home environment. Frequent moves, changes in living situation C3 Significant instability, history of foster care placement or living with relatives due to parental instability

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 your child has set

Issues to answer:		Number of fires set - the frequency of this behavior
How many fires has your child set? What about with other children?		
Clinical 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

Issues to answer:		Severity of fires set - the degree of concern regarding previous fire setting behavior
Describe the fires your child has set? What types of things has your child lit on fire? What was the largest fire your child has set? Has your child ever lit a structure (house, building, etc.) on fire? Has your child ever lit brush (twigs, leaves, etc.) on fire? Has your child ever lit a fire to destroy property. Has your child ever lit a fire to hurt someone?		
Clinical 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

Issues to answer:		The effort the juvenile puts into gathering materials or starting the fire
Where did your child get the material to start the fire? Where did your child get the lighter or matches? What did your child light on fire? Where did your child get the item? Did your child plan to set the fire in advance?		
Clinical 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 and/or makes significant effort to gather materials or the ignition source.

Issues to answer:		The degree of reinforcement the child receives from the fire
What does the child like about setting fires? Do your child think or talk about fire when he or she is doing other activities? What did your child do after setting the fire? Did your child stay and watch? Run away? Was your child afraid? Happy? Ashamed? Excited? Angry?		
Clinical 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)

Number of C1 responses	
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Number of C2 responses	
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Number of C3 responses	
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