

ST. CLAIR COUNTY COMMUNITY MENTAL HEALTH AUTHORITY

ADMINISTRATIVE PROCEDURE

Date Issued 11/23

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CHAPTER Facilities		CHAPTER 09	SECTION 003	SUBJECT 0015
SECTION Safety		SUBJECT Residential Fire Drills/Safety		
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I. APPLICATION:

- ☐ SCCCMHA Board
- ☐ SCCCMHA Providers & Subcontractors
- ☒ Direct Operated Programs
- ☐ Community Agency Contractors
- ☒ Residential Programs
- ☒ Specialized Foster Care

II. PURPOSE STATEMENT:

St. Clair County Community Mental Health Authority (SCCCMHA) shall make sure that all Specialized Group Homes and Foster Care Homes will be in compliance with fire safety requirements that apply to the facility (refer to Exhibit A for listing of which regulations apply to each facility) in accordance with the procedures outlined in this administrative procedures.

III. DEFINITIONS:

- A. Destination Training: A systematic process in which a resident is trained to participate in evacuation. If a resident is not independent to exit the home, and has the physical ability to be mobile, a destination training program must be implemented.
- B. Evacuation Assistance Scores (EAS): Individual assessment on a resident to determine capacity for evacuating independently. Deficits in any of the seven (7) categories may indicate a need for training.
- C. Evacuation Difficulty Index (EDI Score): Calculation of the possible evacuation difficulty of a home in a fire emergency considering resident characteristics, presence of stairs, type of alarm, and availability of staff. A prerequisite is a "yes" response to all questions about fire preparedness in the home.
- D. Fire Drill: The scheduled or unscheduled evacuation procedure involving all persons present in the home at the time, to a destination outside, in response to a smoke/fire alarm. If any person does not evacuate, it will not be considered a drill.
- E. Fire Safety Assessment: A process by which you determine the fire safety adequacy of a facility. There may be different versions of this assessment depending on the type of resident and the resident's living situation.

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- F. Individual Plan of Service (IPOS): A written plan of service directed by the individual as required by the Mental Health Code. This may be referred to as a treatment plan or a support plan, which is developed using the person-centered planning process, which addresses any safety needs with input from the resident, guardian, and/ or home provider.
- G. Maintenance Drill: A fire drill which is deliberately conducted by a home to assure that a resident's ability to independently exit the home does not decline; allows for practice of evacuation.
- H. Protection Plan: Plans are composed of three (3) required parts: 1) Evacuation Route Diagram, 2) Evacuation Procedure, and 3) Basic knowledge about fire.
- I. Waiver: Treatment Planning Team's approval that a resident does not have to participate in destination training. Resident will be evacuated by staff during drills. Waiver will be submitted to Contracted Safety Representative and included with resident's Evacuation Assistance Score, F-1 form. Waivers must include clinical and/or medical rationale. Waivers will be for non-ambulatory residents, who have no purposeful movement as it relates to exiting.

IV. STANDARDS:

A. Fire Drill Frequency

- 1. Specialized Group Home - Adult & Children
Requirement - 1 per shift per quarter, following the procedures established in the home's protection plan.
- 2. Specialized Children's Foster Care
Requirement - 1 per quarter.
- 3. Specialized Adult Foster Care - Capacity 1-3
Requirement - 1 per quarter (Two of the four fire drills during the year must be conducted during sleeping hours.)
- 4. Specialized Adult Foster Care - Capacity 4 or more
Requirement - 1 per shift per quarter.

B. Fire Safety Assessments

- 1. Specialized Group Homes - Children & Adults
Complete at least annually and within 30 days of a new placement in the home a Fire Safety Assessment (Exhibit B) including an EDI, an EAS for each individual and a Protection Plan.
* (With the exception of respite placement).
- 2. Specialized Foster Care - Children
Complete Fire Safety Assessment (Exhibit C) including Protection Plan: evacuation routes, evacuation plan, emergency numbers, location of alarms and extinguishers.

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3. Specialized Adult Foster Care

Must complete a Fire Safety Assessment (Exhibit B) including an EDI, EAS and Protection Plan (Exhibit C).

4. (Child/Adult) Living Independently or in a Non-Licensed Setting

It is highly recommended that a fire Safety Assessment and Home fire safety plan be completed. (Exhibit D- samples).

C. Destination Training

1. Specialized Group Home

Destination Training is required when 1) an EDI score is in the impractical range (greater than 5.0); and/or 2) an individual EAS score is inadequate in the category of risk of resistance, need for extra help, or response to instructions.

2. Specialized Foster Care

Destination Training is required when 1) an EDI score is in the impractical range (greater than 5.0); and/or 2) an individual EAS score is inadequate in the category of risk of resistance, need for extra help, or response to instructions.

3. Specialized Foster Care - Child

No formal requirements.

4. Independent living / Family Homes

No formal requirements.

D. Reporting of Smoke/Fire Incidents – All Specialized Homes

In the event the fire evacuation system is triggered due to actual smoke/fire, the home must be evacuated. Fire department should be contacted, and residents not returned to the home until the all-clear is given. Home providers should document incident on a fire drill log, giving full explanation of event and any remedial action taken and forward to the SCCCMHA Transportation Technician within 48 hours of incident.

E. Other SCCCMHA Residents

Any resident receiving services from SCCCMHA shall be informally evaluated on their need for specific education/training on general fire safety issues.

V. PROCEDURES:

A. Fire Drills

Provider

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1. Schedules fire drills according to the standards (either announced or unannounced) to meet the minimum requirements established.
2. Conducts fire drills and documents on the Fire Drill Log form.
 - (a) Everyone present in the homes must evacuate during a drill. Corrective action taken, including dealing with refusals, should be indicated on fire drill log.
 - (b) Attempted drills where refusal occurs cannot be counted as drills.
 - (c) Residents who strongly resist drill evacuation should not be physically managed to exit. Drill should be terminated and rescheduled. Only in the event of an actual smoke/fire emergency should residents be physically managed to exit the home.
3. Reviews and signs off that the fire drill log was reviewed for accuracy, documentation completeness, and specifically notes, evacuation time.
4. Discusses any discrepancies with the provider (and SCCCMHA Transportation Technician when necessary).
5. Forwards the fire drill log to SCCCMHA Transportation Technician.

Transportation Technician

6. Reviews fire drill log for accuracy and documents receipt of drill on Fire Drill Tickler.
7. Maintains a central filing system of all fire drill ticklers for at least two (2) years.
8. Notifies Contracted provider (Group, AFC, CFC) home representative of non-receipt of fire drill logs, if more than 30 days have elapsed since last drill was received.

B. Fire Safety Assessment

Provider

1. Completes the appropriate Fire Safety Assessment packet on each home within 30 days of the new fiscal year (every October 1st), and updates as needed within 30 days of significant changes (see Exhibit B and C).
2. Forwards the completed packet to the Safety Coordinator prior to its expiration date.

Transportation Technician

3. Reviews the Fire Safety Assessment packet for accuracy and completeness.

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4. Maintains a two (2) year master file of all Fire Safety Assessments.

C. Destination Training

Treatment Planning Team

1. Determines if there is a need to have Destination Training; individualizes the destination training program goal; and incorporates into the IPOS.

Primary Caseholder

2. Completes the waiver procedure if waived from training by obtaining rationale from the Treatment Planning Team and includes documentation on EAS.
3. Reviews quarterly the EAS status.
4. Modifies training program as needed, together with the Treatment Team.
5. Changes in any EAS that are substantial require a new EDI score be completed and submitted.

VI. REFERENCES:

- A. MDHHS Administrative Rules – R 330.1803 (1) – (6)
- B. Life Safety Code https://www.michigan.gov/lara/0,4601,7-154-89334_63294_27717-43318--,00.html

VII. EXHIBITS:

- A. Regulating Body/Home Category Listing
- B. E-Scores
- C. Protection Plans
- D. Fire Safety for Independent Living
- E. Helping People Become Independent
- F. Fire Drill Log Form/Performance Evaluations
- G. Optional Safety Materials

VIII. REVISION HISTORY:

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Dates issued 04/95, 08/95, 06/98, 07/00, 06/02, 06/04, 06/06, 06/08, 06/10, 03/12, 11/13, 11/14, 11/15, 11/16, 11/17, 11/18, 11/19, 11/20, 11/21, 11/22.

Exhibit A

REGULATING BODY					
HOME CATEGORY	NONE	DCH	CMH	F.M. (Fire Marshall 7-12)	F.M. (Fire Marshall 12+)
Children (1-4) Specialized F.C.	4		4		
Child Group (5-6)		4	4		
Adult Family (1-6)		4	4		
Adult Small Group (1-12)		4	4	4	
Adult Large Group (13-20)		4	4		4
Independent/SIPS	4		4		

4 - HOMES MUST FOLLOW LICENSING RULES AND/OR WILL BE AUDITED BY THAT LICENSING DEPARTMENT

FIRE SAFETY PROGRAM

"E-SCORES"

ASSESSING
EVACUATION
DIFFICULTY

Agency: Human Services

Appendix F Life Safety Code

APPENDIX F A PROCEDURE FOR DETERMINING EVACUATION CAPABILITY

This Appendix is not a part of the requirements of this NFPA Code, but is included for information purposes only. The term "shall" in this Appendix is used to indicate that if one chooses to use the Appendix, then, within the system described, the item is mandatory.]

Chapter 21 defines three levels of evacuation capabilities of the residents as a group (with staff assistance):

- (a) prompt;
- (b) slow; and
- (c) impractical.

Chapter 21 also prescribes the fire safety protection requirements for each level of evacuation capability. This Appendix describes a method for determining evacuation capability.

Separate subsystems are provided for:

- (a) Rating the evacuation capabilities of individual residents. (Step 1)
- (b) Computing the relative level of evacuation difficulty faced by the occupants of a given facility. This includes rating the Promptness of Response for the staff, introducing an adjustment for number of floors, and calculating an Evacuation Difficulty Score. Subsection 21-1.3 defines three evacuation capabilities levels in terms of evacuation difficulty scores.

Procedure for Determining Evacuation Capability.

STEP 1 - For each resident, complete one copy of Worksheet F1, Worksheet for Rating Residents. Follow the instructions on the Worksheet. Use the Instruction Manual for Rating Residents for further guidance and for definitions of terms.

STEP 2 - For each facility complete one copy of Worksheet F-2, Worksheet for Calculating Evacuation Difficulty Score (E-Score). Follow the instructions on the Worksheet. Use the Instruction Manual for Calculating Evacuation Difficulty Score for further guidance and for definitions of terms.

STEP 3 - Determine evacuation difficulty using the E-Score from Step 2 and the criteria of 21-1.3.

Instruction Manual for **Rating Residents (Worksheet F-1)** base ratings on commonly observed examples of poor performance.

The Evacuation Difficulty Score has been designed to minimize speculation about how residents might perform in an actual fire emergency by basing ratings on already observed performance. Instead of speculating, raters who are not familiar enough with a resident to confidently provide ratings should consult with someone who has observed the resident on a daily basis.

Due to the stress of a real fire emergency, some residents are not likely to perform as well as they are capable of doing. Therefore, ratings based on commonly observed examples of poor performance provide the best readily available indication of behavior that may be degraded due to the unusually stressful conditions of an actual fire. All persons naturally tend to be less capable on some days, and the ratings should be based on examples of resident performance on a typically "bad" day. Findings should not be based on rare instances of poor performance.

Risk Factors (refer to Worksheet F-1, side 2).

- I. **Risk of Resistance** - means that there is a reasonable possibility that, during an emergency evacuation, the resident may resist leaving the group home. Unless there is specific evidence that resistance may occur, the resident should be rated as "minimal risk".

Specific evidence of resistance means that staff have been required to use some physical force in the past. However, an episode of resistance should not be counted if it resulted from a situation that was different enough from a real fire emergency so that the incident probably does not predict behavior in a real fire emergency. For example, an incident when a resident refused to leave his bedroom to visit his parents would probably not predict behavior in a real fire emergency and would not be counted as specific evidence. Resistance may be active (for example, the resident may have struck a staff member or attempted to run away) or passive (for example, the resident may have "gone limp" or hid from staff members). Mere complaining or arguing is not considered resistance.

- (a) **Minimal Risk.** This means that there is no specific evidence to suggest that the resident may resist an evacuation.
- (b) **Risk of Mild Resistance.** This means that there is specific evidence that the resident may mildly resist leaving the group residence. Examples of specific evidence that a resident should be rated in this category are as follows:
 - (1) The resident has mildly resisted instructions from staff. Further, the resistance was brief or easily overcome by one staff member, and occurred in a situation similar enough to a fire emergency to predict that the behavior could recur during a fire emergency, or
 - (2) The resident has hidden from the staff in a situation similar enough to a fire emergency to predict that the behavior could recur during a real fire emergency. However, once found, the resident offered no further resistance.
- (c) **Risk of Strong Resistance.** This means that the resident may offer resistance that requires the full attention of one or more staff members. Examples of specific evidence that suggest that a resident should be rated in this category are as follows:
 - (1) The resident has struggled vigorously in a situation similar enough to a fire emergency to predict that the behavior could recur during a fire emergency, or
 - (2) The resident has totally refused to cooperate in a situation that is similar enough to a fire emergency to predict that the behavior could recur during a real fire emergency, or
 - (3) The resident has hidden in a situation that is similar enough to a fire emergency to predict that the behavior could recur during a real fire emergency. Moreover, once found, the resident continued to offer resistance.

- II. **Impaired Mobility** - means that the resident is physically limited in his or her ability to leave the home. The rating should reflect the present physical environment in the building where the resident lives and should be based on the resident lying awake on his/her bed. The resident is rated according to how easily he or she can leave, given the presence of physical barriers that hinder movement (such as stairs), the resident's ability to get out of bed or chairs he or she normally uses, and so forth. The resident should be given credit for being able to use devices that aid movement (for example, wheelchairs, walkers, crutches, and leg braces). However, the rater may give credit for such devices only if they are always available for an emergency evacuation.

The resident should be rated on his or her ability to use the most accessible route out of the home. For example, a resident who is "**self-starting**" when he uses the back door, but who "needs limited assistance" to get out the front door would be rated as "**self-starting**".

The rater should test the resident when he/she is under the influence of any routine medication that slows the resident's movement.

When the resident needs physical assistance to make a timely evacuation, the amount of assistance required is based on the categories defined below. Physical assistance means that the

staff member must use some strength to assist the resident. Guiding or directing the resident by giving gentle pushes or leading by the hand is not considered physical assistance.

- (a) **Self-Starting** - means that the resident is physically able to start and complete an evacuation without physical assistance.
- (b) **Slow** - means that the resident prepares himself or herself to leave and travels to the exit (or an area of refuge) at a speed significantly slower than normal. Specifically, the resident is rated "**slow**" if he/she cannot prepare him- or herself to leave, and then travel from his/her bedroom to the exit (or area of refuge) within a period of 90 seconds.
- (c) **Needs Limited Assistance** - means that the resident may require some initial or brief intermittent assistance, but can accomplish most of the evacuation without assistance. (The total time required to physically assist the resident should not exceed the amount of time typically required in the examples listed below.) The following are a few examples of capabilities that fall within this category:

The resident would be physically able to start and complete an evacuation, except that:

- (1) The resident needs help to get into a wheelchair, or
 - (2) The resident needs help to descend stairs in the building, or
 - (3) The resident needs help to get out of bed, or
 - (4) The resident needs help to open a door.
- (d) **Needs Full Assistance or Very Slow** - means that the resident needs "full assistance" or is "very slow" as defined in this section.

Needs full assistance. The resident needs full assistance if either:

- (1) the resident may require physical assistance from a staff member during most of the resident's evacuation or
- (2) the total time required to physically assist the resident is equal to or greater than the time required in the examples below.

The following are a few examples of capabilities that fall within this category:

- (1) The resident may need to be carried from the building.
- (2) The resident needs help to get into a wheelchair and must be wheeled out of the building.
- (3) The resident needs help to get into leg braces and needs help to descend steps.

Very slow. The resident is rated very slow if the time necessary for the resident to prepare him- or herself to leave, and then travel from his/her bedroom to the exit, is so long that the staff cannot permit the resident to evacuate unassisted. Specifically, the resident is rated very slow if he/she cannot prepare him- or herself to leave, and then travel to the exit (or area of refuge), in 150 seconds.

- III. **Impaired Consciousness** - means that the resident could experience a partial or total loss of consciousness in a fire emergency. Unless there is specific evidence that loss of consciousness may occur during a fire emergency, the resident should be rated as "no significant risk."

Specific evidence means that the resident has experienced some temporary impairment of consciousness of short duration (seconds or minutes) six or more times during the three months preceding the rating of the resident. Regardless of frequency, if there is specific evidence that loss of consciousness may be caused by the stress of a fire emergency, the resident should be rated as having impaired consciousness. An episode of partial loss of consciousness should be counted only if the impairment was severe enough to significantly interfere with the resident's ability to protect himself or herself. Do not count episodes where the loss of consciousness was the result of a temporary medical problem (e.g., a severe infection).

- (a) **No Significant Risk** - means that the resident is not subject to loss of consciousness or that the resident has had fewer than six episodes of consciousness loss (partial and total) during

the three months preceding the ratings.

- (b) **Partially Impaired** - means that the resident has had at least six episodes of consciousness loss in the last three months, and that the most severe of these episodes was only a partial loss of consciousness; that is, the resident would still be able to participate somewhat in his or her own evacuation.

Examples of specific evidence that a resident should be rated in this category include loss of consciousness result from mild (partial or petit mal) seizures, dizzy spells, intoxication, or any other partially incapacitating impairment of consciousness.

- (c) **Totally Impaired** - means that the resident has had at least six episodes of consciousness loss in the last three months, and that the most severe of these episodes was a total or severely incapacitating loss of consciousness; that is, the resident would require the full assistance of at least one staff member to get out of the building.

Examples of specific evidence that a resident should be rated in this category include losses of consciousness resulting from severe (generalized or grand mal) seizures, fainting spells, intoxication, or other total or severely incapacitating loss of consciousness.

- IV. **Need for Extra Help** - means that there is specific evidence that more than one staff member may be needed to evacuate the resident. Specific evidence means that two or more persons have been previously needed to assist the resident, and that the resident could require assistance from two persons in a real fire emergency.

When rating the resident on whether there is a need for additional assistance, the rater should disregard the presence of staff members who appear unusually strong or weak. (For example, a staff member who is exceptionally strong or an unusually small staff member would be disregarded when rating the resident on Need for Extra Help.)

- (a) **Needs Only One Staff** - means that there is no specific evidence that the resident might need help from two or more persons in a fire emergency.
- (b) **Needs Limited Assistance from Two Staff** - means that the resident might require some initial or brief intermittent assistance from two persons, but will otherwise need help for no more than one person. The following are a few examples of capabilities that fall within this category. The resident would require help from no more than one person except that:
 - (1) The resident needs two persons to get into a wheelchair.
 - (2) The resident needs two persons to descend stairs that are present in the building.
- (c) **Needs Full Assistance from Two Staff**. This means that the resident might require assistance from two persons during most of the resident's evacuation from the building. The following are a few examples of capabilities that fall within this category:
 - (1) The resident may need to be carried from the building and this would require two persons, or
 - (2) The resident would need two persons to get into a wheelchair and to get the wheelchair down a flight of stairs, or
 - (3) The resident may vigorously resist an evacuation and two persons would be required to get the resident out of the building.

- V. **Response to Instructions (Staff-Directed Evacuation)** - means the resident's ability to receive, comprehend and follow through with simple instructions. Residents often do not respond equally well to all staff members. Therefore, residents should be rated on their responses to staff members whose directions they are least likely to follow.

- (a) **Follows Instructions**. This means that the resident can usually be depended on to receive, comprehend, remember and follow simple instructions.
- (b) **Requires Supervision**. This means that the resident is generally capable of following instructions, but is not dependable. Therefore, the resident may need to be guided,

reminded, reassured or otherwise accompanied during his or her evacuation, but will not require the exclusive attention of a staff member. (For example, a staff member can simultaneously lead two or more residents who fit this classification.)

This category includes elderly persons who sometimes show early signs of senile dementia or cerebral arteriosclerosis (for example, confusion, disorientation, frequent "misplacement" of possessions) and young children who cannot be depended on to follow through with instructions. Some examples of resident capabilities that fall within this category are as follows. The resident is generally capable of following instructions except that:

- (1) The resident is deaf or hearing impaired and sometimes misinterprets communications from staff using sign language, or
- (2) The resident sometimes forgets instructions after a brief period of time, or
- (3) The resident is sometimes distracted or confused and fails to follow through with instructions, or
- (4) The resident is sometimes groggy and may fail to listen carefully or follow through with instructions, or
- (5) The resident is sometimes uncooperative without apparent good reasons, or
- (6) The resident is elderly and sometimes becomes "lost" in a familiar place, or
- (7) The resident is a young child who may become frightened and not follow through with instructions.

- (c) **Requires Considerable Attention or May Not Respond** - means that the resident may fail to receive, understand or follow through with instructions; that is, the resident may not respond to instructions or general guidance. Therefore, the resident may require most of the attention of a staff member during his or her evacuation. Some examples of resident capabilities that fall within this category are as follows:

- (1) The resident sometimes does not understand simple instructions, or
- (2) The resident may not respond to instructions from a particular staff member, or
- (3) The resident is sometimes emotionally upset and is therefore unwilling to follow instructions, or
- (4) The resident is deaf or hearing impaired and the staff cannot communicate reliably with the resident, or
- (5) The resident is very forgetful, easily confused or easily distracted.

- VI. **Waking Response to Alarm** - means that the fire alarm may fail to awaken the resident. Residents should be rated as "response probable" unless any of the following four conditions is true:

- (a) The building does not have an alarm system meeting the requirements of Chapter 21 or the alarm is not very loud where the resident sleeps (doors should be closed and barriers kept in place when testing the loudness of the fire alarm), or
- (b) Medication taken by the resident before retiring differs in type or amount (increased) from the medication taken for waking hours, or
- (c) The resident has a readily apparent hearing impairment or the resident removes his or her hearing aid when sleeping, or
- (d) There is some specific evidence that the resident may be an exceptionally sound sleeper. (Examples of specific evidence are: the resident did not wake up during some particularly loud clamor or racket and staff members have had to vigorously shake the resident to awaken him or her.)

When any of the four conditions is true, then the resident should be rated as "response not probable" unless the resident's ability to wake up has been demonstrated. The demonstration of the resident's ability to wake up to the fire alarm should be conducted after the first half-hour of sleep and during the first three hours of sleep. Also, the resident's ability to wake up to the alarm should be demonstrated on two different nights under usual

conditions (for example, without hearing aid, under usual medications, and so forth). Also, the resident should be alert enough to follow simple instructions within one minute of waking up. In order to avoid awakening other residents, a device that makes a sound that is similar to but not louder than the fire alarm may be used (for example, an alarm clock can be used instead of a bell alarm).

- (1) **Response Probable** - means that none of the four conditions is true for the resident or, when any of the conditions is true, the resident's ability to wake up has been demonstrated.
- (2) **Response not Probable** - means that one or more of the conditions is true for the resident, and that either the resident has not been tested for his or her ability to wake up to the fire alarm, or the resident failed to demonstrate his or her ability to wake up to the alarm.

VII. Response to Fire Drills (Self-Directed Evacuation) - relates to the resident's ability to leave the building as demonstrated by the resident's performance during fire drills. It covers his or her ability to make decisions but does not relate to mobility, which is covered in a separate factor. For example, a resident may need assistance only in transferring from bed to wheelchair but otherwise can promptly initiate and complete an evacuation. Such a resident would get a "yes" for "Initiates and Completes Evacuation Promptly" (0 points) and would be rated "Needs Limited Assistance" on the "Impaired Mobility" factor (6 points).

Components of a Self-Directed Evacuation - means there are three basic tasks that a resident must perform reliably and without instructions or supervision in order to receive the most favorable rating on this factor:

- (a) **Initiates and Completes Evacuation Promptly** - The resident must have demonstrated a proper response to an alarm or warning of a fire by starting and completing the evacuation without unnecessary delay.
- (b) **Chooses and Completes Back-up Strategy** - The resident must have demonstrated the ability to select an alternative means of escape or take other appropriate action if the primary escape route is blocked.
- (c) **Stays at Designated Location** - The resident must have demonstrated that he/she will stay at a designated safe location during fire drills. (The whereabouts of already evacuated residents needs to be confirmed to avoid dangerous return trips to look for residents who may have returned to buildings.)

The resident shall be credited with being able to perform a task only when the resident has been specifically trained or instructed in the desired task and has demonstrated the desired response in at least three of the last four fire drills for which the skill was tested.

When the skill has not been tested in four fire drills, the resident shall be credited only when the resident has demonstrated the desired response during the last two opportunities to test the skill. Ratings must be based on the resident's demonstrated performance. Any resident who has not been trained using fire drills must be given the higher scores.

Residents must be rated assuming that a fire might find them in a common situation where they are least likely to respond well to an emergency. For most residents, this will be their evacuation ability after being awakened at night. The rating should not include difficulties in actually awakening the resident because of the large differences in how easy it is to wake up the same individual at various times of the night.

- (a) **Initiates and Completes Evacuation Promptly**. Some examples of resident capabilities that score "no" for this item are:
 - (1) The resident may not react to the alarm until alerted by a staff member.
 - (2) The resident spends an excessive amount of time preparing to leave (for example, getting dressed, seeing what everyone else is doing).
 - (3) The resident has a hearing impairment and therefore must be alerted by a staff member.

- (4) The resident is sometimes upset or confused and therefore may seek out a staff member before evacuating.
 - (5) The resident will reliably start an evacuation, but is easily distracted and requires some supervision.
- (b) **Chooses and Completes Back-up Strategy** - Residents that score "no" on this item will be those unlikely to select a good course of action if the primary escape route cannot be used; that is, they have not been trained to find alternative escape routes, find an area of refuge or perform other appropriate action. An example of resident capabilities that score "no" for this item is: The resident lacks the conceptual ability to understand about fire hazards and blocked escape routes, and therefore needs supervision.
- (c) **Stays at a Designated Location in a Safe Area** - Some examples of resident's capabilities that score "yes" for this item are:
- (1) The resident has been specifically trained to remain at a designated location in a safe area, and has demonstrated this ability without the presence of staff members in three of the last four fire drills.
 - (2) The resident is physically immobile, and therefore cannot leave the designated location.
 - (3) The group home uses a motor vehicle (for example, a van or bus) or a building that is detached and remote from the home (for example, another house or a remote garage) as the designated location, and the resident has demonstrated in three of the last four fire drills that he or she will remain there without the presence of a staff member.
 - (4) The resident may tend to wander, but a reliable resident has been assigned to keep the "wandering" resident at the designated location without using any force or coercion. Further this arrangement has been demonstrated as effective in at least three of the last four fire drills.

Some examples of residents that score "no" for this item are:

- (1) The resident has not been trained to stay at a designated location without any staff supervision.
- (2) The resident has been trained to stay without staff supervision at a designated location, but has failed to demonstrate this capability in three of the last four fire drills.

Instruction Manual for Calculating Evacuation Difficulty Score (E-Score) (Worksheet F-2) - Requirements for Using the Evacuation Difficulty Score (E-Score). While the use of the Evacuation Difficulty Score allows determination of the level of fire safety need for a variety of staff and resident combinations, the system is valid only when the following underlying requisites are satisfied.

- (a) Has a Protection Plan Been Developed and Written and Have All Staff Members Counted in the Calculation of E-Scores Been Trained in its Implementation?

Regardless of the staff's everyday competencies, they cannot be relied on to innovate effective life safety actions under the extreme stress and time limitations of an actual fire emergency. Regardless of the building's protection features, staff must have a valid and practiced plan of action that can be immediately put into effect in an emergency. The protection plan should include the following features:

- (1) a description of all available evacuation, escape and rescue routes and the procedures and techniques needed to evacuate all the residents using the various routes, and
 - (2) the fundamental knowledge about fire growth, containment and extinguishment needed to make reasonable judgments about action priorities and viable egress routes.
- (b) Is the Total Available Staff at any Given Time Able to Handle the Individual Evacuation Needs of Each Resident Who May Be in the Board and Care Home?

In a well-protected building, it would be possible to have an E-Score which is passing in relation to the rating values for the fire protection features of the building, and still not have the total situation acceptable under this system. This would be the case where a resident is present who requires assistance from two staff members, but only one staff member is present. Thus, a facility must not only have a passing E-Score, but the situation must be such that every resident can be evacuated by available staff.

Exception: This requirement is waived when the following conditions are true:

- (1) The building meets the criteria for impractical level of evacuation difficulty; and
- (2) For any time when the question is answered "no":
 - a. The resident whose evacuation needs cannot be handled is in a bedroom or other room that provides adequate refuge from fire outside the room, and
 - b. There is at least one staff member present who can close the door to the room.

Example: A very heavy resident is in a building meeting the criteria for impractical level of evacuation difficulty with one staff member who cannot transfer the resident from his bed to his wheelchair. Although the staff member cannot meet all the resident's evacuation assistance needs, the problem arises only when the resident is in his bedroom and the bedroom provides adequate refuge.

- (c) Can Every Staff Member Counted in the Calculation of E-Scores Participate Meaningfully in the Evacuation of Every Resident? For example, a staff member, due to his or her own disability, may be unable to assist one or more physically disabled residents and, therefore, cannot be included in the calculation of the E-Score. However, if a staff member's disability does not limit his or her ability to assist the residents, then the staff member may be included.
- (d) Are All Staff Members Counted in the Calculation of E-Scores Required to Remain in the Dwelling Unit with Only the Exceptions Listed in the Instruction Manual?

The procedure described in this Appendix for calculating an Evacuation Difficulty Score is based upon the assumption that the facility is always staffed when residents are in the building except as described below. Un-staffed buildings, not covered by these Exceptions, may be assigned an evacuation capability level based on the demonstrated ability of the residents to meet the criteria of 21-1.3 without staff assistance.

The **Exceptions** are as follows:

- (1) Residents who receive only the most favorable ratings on the Worksheet for Rating Residents may be present in the dwelling unit without the presence of staff members.
- (2) A staff member may be at a location outside of the dwelling unit when his/her ability to respond to a fire emergency from the location is roughly equivalent to his/her response ability from within the dwelling unit. In determining equivalency, the regulatory authority should consider:
 - a. whether the alarm meets the minimum loudness criteria (see the Instruction Manual for Calculating Evacuation Difficulty Score) at the locations outside the dwelling unit or whether another staff member who is required to remain in the dwelling unit can immediately notify the outside staff member of a fire emergency;
 - b. travel time to the dwelling unit;
 - c. detection of fire cues (e.g., smoke, noises) from the locations outside the dwelling unit; and
 - d. whether the staff member will be immediately notified about which area has the fire emergency, if the outside staff member is required to report to fire emergencies in more than one dwelling unit or fire zone.

The authority having jurisdiction can grant partial credit (not to exceed the Delay of Response score that the staff member would receive when required to remain in the dwelling unit) for staff members who are permitted to be at locations outside the dwelling unit, but who have an ability to respond promptly.

Worksheet for Calculating the Evacuation Difficulty Score (E-Score) (Worksheet F-2)

I. Areas of Application of Evacuation Difficulty Score -

- (a) Small Facilities (housing not greater than 16 residents). The evacuation difficulty score is based on all of the housed residents and the available staff measured in accordance with the criteria for evaluating residents and staff in this instruction manual.
- (b) Large Facilities (housing greater than 16 residents). The evacuation difficulty score may be calculated on the basis of individual fire/smoke zones. The procedure providing the better, i.e., (lower), evacuation difficulty score may be used. A fire/smoke zone is a portion of the building separated from all other portions of the building by building construction having at least 1-hour fire resistance and/or smoke barrier conforming to the requirement of Section 6-3 of the Life Safety Code for smoke barriers of at least 20-minute fire resistance. Zoning of the facility is also permitted in non-fire-resistive sprinklered buildings provided the construction separating one zone from another is sound and smoke resistant.

If a building is zoned, each zone shall be separately evaluated. Its evacuation difficulty score is based on the residents of that zone and the staff that is available to that zone in accordance with the staff availability criteria in this instruction manual.

When the area of application is by zone, a separate evaluation is to be made of zones that include common use spaces where the residents of more than one zone congregate for meals, recreation, or other purposes. In such cases, adjust the resident evacuation assistance scores as appropriate to reflect the needs residents would have under such conditions.

II. Finding Staff Shift Score (Worksheet F-2B) - If it is not obvious which time period has the highest E-Value, complete a separate worksheet for all candidate time periods and use the one having the highest E-Value.

Alarm Effectiveness. This factor concerns whether smoke detector-activated alarm devices are loud enough to dependably alert staff to a fire emergency.

- (a) Assured. To be rated "assured", the alarm shall be "easily noticeable" in all locations where staff are allowed to go, regardless of their ratings on the promptness of response factor. To be "easily noticeable" the alarm shall be a minimum of 55 dBA measured at ear level. However, in order to be "easily noticeable", the authority having jurisdiction may require the alarm to be louder than 55 dBA where background noise interferes with alarm audibility. For example, the alarm may need to be more than 55 dBA in order to be loud enough to be heard over the noise of washing machine in the laundry, a television in the living room, and so forth.

In addition, if there are staff who are allowed to sleep, the alarm shall be a minimum of 70 dBA measured at "pillow" level in any area where they may be asleep. The alarm must be activated by one or both of the following:

1. Smoke detectors.
2. Sprinkler system.

If the facility has smoke detectors meeting the requirements of Chapter 21, the smoke detectors must activate the alarm. If the facility has a sprinkler system whose fire safety properties are considered in the fire safety evaluation of the building, activation of the sprinkler system must activate the alarm.

- (b) **Not Assured.** The alarm does not satisfy the conditions specified under "Assured". The loudness of the alarm is determined with doors, normally closed during the time period being rated, being closed, and with any other barriers that reduce the loudness of the alarms in place.
- (c) **Staff Availability.** This factor concerns whether there are circumstances when staff may be less able to respond appropriately or may be delayed in their response to a fire emergency.

Staff members shall be included in the ratings only if they are required to remain within the residence,* if they sleep less than 100 ft (30 m) from all locations in the portion of the facility being evaluated, and/or their travel time to any location in the portion of the facility being evaluated does not exceed 1 minute.

***Exceptions** to this requirement are listed in the Requirements for Using the Evacuation Difficulty Index.

- (a) **Standby or Asleep** - means that the staff member does not have specific duties that assure an immediate response to the alarm, but that the staff member is otherwise available to assist in a timely manner. This category includes live-in staff who may be asleep, showering, or otherwise unable to respond immediately.
- (b) **Immediately Available** - means that the staff member is required to be available to offer immediate assistance, but is not required to remain in close proximity to the residents. For example, the staff member would be allowed to wash clothes or do bookkeeping.
- (c) **Immediately Available and Close-by** - means that the staff member, in addition to satisfying the requirement for immediately available, is also required to remain in close proximity to the residents except for brief periods of time.

If the home is a large facility and has multiple fire/smoke zones, some staff may have responsibilities for residents outside the fire/smoke zone being evaluated. If their duties include rescue of residents in the fire zone being evaluated, they may be assigned partial or full promptness of response scores. The authority having jurisdiction shall assign the points based on the proximity of the staff members to the zone and the nature of their duties in a fire emergency. This credit will be given only if there is a smoke detection system that will alert the staff member and a system or procedure for promptly informing the staff member of the general location of the fire.

III. Finding the Home's Evacuation Difficulty Score (Worksheet F-2C).

Vertical Distance from Bedrooms to Exits - This factor concerns the increased risk resulting from resident bedrooms that are located where residents must travel through another floor in order to get outside of the small dwelling. Certain critical terms are defined as follows:

Direct Exit - means that there is no more than one step between the inside of the dwelling and either (1) ground level outside or (2) a level area outside the dwelling that is at least 32 sq ft (3.0 sq m). This level area might be a porch or a stairway landing. When the vertical distance is greater than one step, a ramp may be used to satisfy this criterion.

Vertical Distance - refers to the greatest number of floors that separates any resident bedroom from its nearest direct exit.

- (a) **All Bedrooms on Floors with Direct Exits** - means that every room where residents sleep is on a floor with at least one direct exit. Some examples of buildings that fall within this category follow:
 - (1) A one-story house without bedrooms in the basement, or
 - (2) A two-story house without bedrooms on the second floor, or
 - (3) A split-level house with direct exits at each level, or
 - (4) A two-story house with bedrooms on the second floor that has an exterior stairway from the second floor with a landing at the second floor which is greater than 32 sq ft (3.0 sq m).
- (b) **Any Bedroom One Floor from Exit** - means that there is at least one room where residents sleep where the shortest vertical distance to a direct exit is one floor. Some examples of buildings that fall within this category follow:
 - (1) A two-story building with bedrooms on the second floor and/or the basement, or

- (2) A one-story house where all the exits have stairs that lead to grade, without a landing, or porch of 32 sq ft (3.0 sq m).

(c) **Any Bedroom Two or More Floors from Exit** - means that there is at least one room where residents sleep where the shortest vertical distance to a direct exit is two or more floors. Some examples of buildings that fall within this category follow:

- (1) A three-story house with bedrooms on the third floor and no exterior fire escape, or
- (2) A three-story house with bedrooms on the third floor and a fire escape, but the landing to the fire escape is less than 32 sq ft (3.0 sq m).

If the board and care home is located in an apartment house and the unit containing the group home requires ascending or descending stairs to go from any bedroom to the exit to the corridor, assign a score of 1.2 for Vertical distance from Bedrooms to Exits. **Note:** This special scoring of this rare type of apartment is not noted on the Worksheet. In all other apartments, the score for Vertical Distance from Bedrooms to Exits - equals 1

SIDE 1

F-1

Worksheet for Rating Residents

Complete one Worksheet for each resident.

Read Instruction Manual before filling out this form.

Base ratings on commonly observed examples of poor performance.

Resident's Name _____ Rater _____

Facility _____ Date _____

WRITE ANY EXPLANATORY REMARKS YOU MAY WISH TO MAKE HERE:

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SIDE 2

F-1

Worksheet for Rating Residents

Read Instruction Manual before filling out this form
Base ratings on commonly observed examples of poor performance.

F-1A RATING THE RESIDENT ON RISK FACTORS

Rate the resident on each of the factors below by checking the one circle in each risk factor that best describes the resident. For the first six factors, write the scores for the circles you checked in the appropriate score boxes in the far right column. For "response to fire drills," write the three checked scores in the large circles. Write the sum of the 3 scores in the large box on the right.

	Minimal Risk	Risk of Mild Resistance	Risk of Strong Resistance		SCORE BOXES
I. Risk of Resistance (Check only one)	<input type="checkbox"/> score =0	<input type="checkbox"/> score=6	<input type="checkbox"/> score =20		
II. Impaired Mobility (Check only one)	Self-Starting <input type="checkbox"/> score =0	Slow <input type="checkbox"/> score =3	Needs Limited Assistance <input type="checkbox"/> score =6	Needs Full Assistance or Very Slow <input type="checkbox"/> score =20	
III. Impaired Consciousness (Check only one)	No Significant Risk <input type="checkbox"/> score =0	Partially Impaired <input type="checkbox"/> score =6	Totally Impaired <input type="checkbox"/> score =20		
IV. Need for Extra Help (Check only one)	Needs at Most One Staff <input type="checkbox"/> score =0	Needs Limited Assistance from 2 Staff <input type="checkbox"/> score =30	Needs Full Assistance From 2 Staff <input type="checkbox"/> score =40		
V. Response to Instructions (Check only one)	Follows Instructions <input type="checkbox"/> score =1	Requires Supervision <input type="checkbox"/> score =3	Requires Considerable Attention/May Not Respond <input type="checkbox"/> score =10		
VI. Waking Response to Alarm (Check only one)	Response Probable <input type="checkbox"/> score =0	Response Not Probable <input type="checkbox"/> score =6	1		

		Yes	No	SCORE BOXES	
VII. Response to Fire Drills (Without Guidance or Advice from Staff)	Initiates and Completes Evacuation Promptly	<input type="checkbox"/> Score=0	<input type="checkbox"/> Score=8		
	Chooses and Completes Back-up Strategy	<input type="checkbox"/> Score=0	<input type="checkbox"/> Score=4		
	Stays at Designated Location	<input type="checkbox"/> Score=0	<input type="checkbox"/> Score=6		
					SUM OF THESE THREE ITEMS

F-1B FINDING THE RESIDENT'S OVERALL NEED FOR ASSISTANCE
Compare the numbers in the 7 score boxes you have filled in. Take the one *highest score* from the score boxes and write it in this box:

EVACUATION
ASSISTANCE
SCORE

F-2

Worksheet for Calculating Evacuation Difficulty Score (E-Score)

BEFORE FILLING OUT THIS WORKSHEET:

- Please read the Instruction Manual
- Make sure you have the completed “Worksheets for Rating Residents” (Step 1)
- Determine whether the requirements for using the Evacuation Difficulty Index has been satisfied by checking the one box to the left of each question below that shows whether the answer to the question is “YES” or “NO.”

- | | | |
|------------------------------|-----------------------------|---|
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | 1. Has a protection plan been developed and written and have all staff members counted in the calculation of E-Scores been trained in its implementation? |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | 2. Is the total available staff at any given time able to handle the individual evacuation needs of each resident who may be in the residence? |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | 3. Can every staff member counted in the calculation of E-Scores meaningfully participate in the evacuation of every resident? |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | 4. Are all staff members counted in the calculation of E-Scores <i>required</i> to remain in the residence with only the exceptions listed in the Instruction Manual? |
| <input type="checkbox"/> YES | <input type="checkbox"/> NO | 5. Were at least SIX fire drills conducted during the last year? |

When the answers to all the above questions are “YES,” the requirements for using the Evacuation Difficulty Index are satisfied.

THIS WORKSHEET IS FILLED OUT FOR THE STAFF “SHIFT”

FROM _____ TO _____

(You must fill out this worksheet for the time of day, week, etc. when the ratings for the combination of staff and residents yields the highest E-Score. This period of time will usually be late at night. When it is not obvious which time period has the highest E-Score, complete a separate worksheet for all candidate time periods and use the one having the highest E-Score.)

EVALUATOR _____ DATE _____

FACILITY _____

101-256

LIFE SAFETY CODE

F-2A

Finding the Total Resident Score

1. List each resident's name in the scoresheet opposite (Scoresheet F-2A).
- 2 For each resident , transfer the Evacuation Assistance Score (Part F-1B) from his/her Worksheet for Rating Residents (Step 1).
3. Add the Evacuation Assistance Scores for all the Residents and write the answer in the appropriate Space at the bottom of Scoresheet F-2A.

Scoresheet F-2A	
RESIDENT SCORES	
Resident's name	Evac. Assist. Score
Evacuation Assistance	TOTAL 0

F-2B

Finding the Staff Shift Score

1. In Scoresheet F-2B (opposite), list the names of staff members who are required to remain in the group home during the time period (shift) specified on the front page of this worksheet.
- 2 Determine whether the effectiveness of the alarm System is rated as “assured” or “not assured” as explained in the Instruction Manual.
3. Using the appropriate “assured or “not assured” Column in the table below, find each staff Member’s *Promptness of Response Score* for time period specified. Write each staff member’s score in the appropriate space in Scoresheet F-2B opposite.
4. Add the staff members’ *Promptness of Response Scores* and write the total in the appropriate space in Scoresheet F-2B.

PROMPTNESS OF RESPONSE SCORES		
Staff Availability	Alarm Effectiveness	
	Assured	Not Assured
Standby or asleep	16	2
Immediately Available	20	2
Immediately Available & close by	20	10

Scoresheet F-2B STAFF SCORES		
Staff name		Promptness of Response Score
Staff Shift		TOTAL 0

Note: If the facility is a large residential facility, staff members may be responsible for assisting the residents in a fire/smoke zone, but may also have responsibilities for residents in other fire/smoke zones. See the glossary for Step 2 for the special procedure for assigning Promptness of Response Scores.

F-2C

Finding the Home's Evacuation Difficulty Score

- Rate the home on the factor below by checking the circle that best describes the home.

Vertical Distance from Bedrooms to Exits			
	All BR on floors with direct exits	Any BR one floor from exit	Any BR two or more floors from exit
Small Dwelling	<input type="checkbox"/> score= 0.8	<input type="checkbox"/> score= 1.0	<input type="checkbox"/> score= 1.2
Large Facility or Apartment	<input type="checkbox"/> score= 1.0		

Note: Small dwellings have 16 or fewer residents.

- Write the score for the category you checked in the appropriate box in Scoresheet F-2C below.
- Compute the E-Score as shown in Scoresheet F-2C:
 - Multiply the *Resident Score Total* by the score for *Vertical Distance from Bedrooms to Exits*.
 - Divide the answer by the *Staff Shift Score Total* to find the *Evacuation Difficulty Score (E-Score)*.

Scoresheet F-2C	CALCULATION OF E-SCORE	
	Resident Score Total	Vertical Distance From Bedrooms To Exits
	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>
		X
		<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>
		= E-Score
	Staff Shift Score Total	
	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div>

- Determine and record Level of Evacuation Difficulty appropriate to the calculated E-Score; use Scoresheet F-2D.

Scoresheet F-2D

LEVEL OF
EVACUATION DIFFICULTY

E-Score	Level of Evacuation Difficulty
≤1.5	Prompt
> 1.5 ≤ 5.0	Slow
>5.0	Impractical

FIRE SAFETY PROGRAM

“PROTECTION PLANS”

THREE REQUIRED PARTS:

- ® EVACUATION ROUTE DIAGRAMS
- ® EVACUATION PROCEDURE
- ® BASIC KNOWLEDGE ABOUT FIRE

PROTECTION PLAN PARTS

PART ONE: EVACUATION ROUTE DIAGRAMS

The plan for evacuation of each house must consider the physical layout of the house and the type of exit doors. Each room must have access to primary and alternate exits.

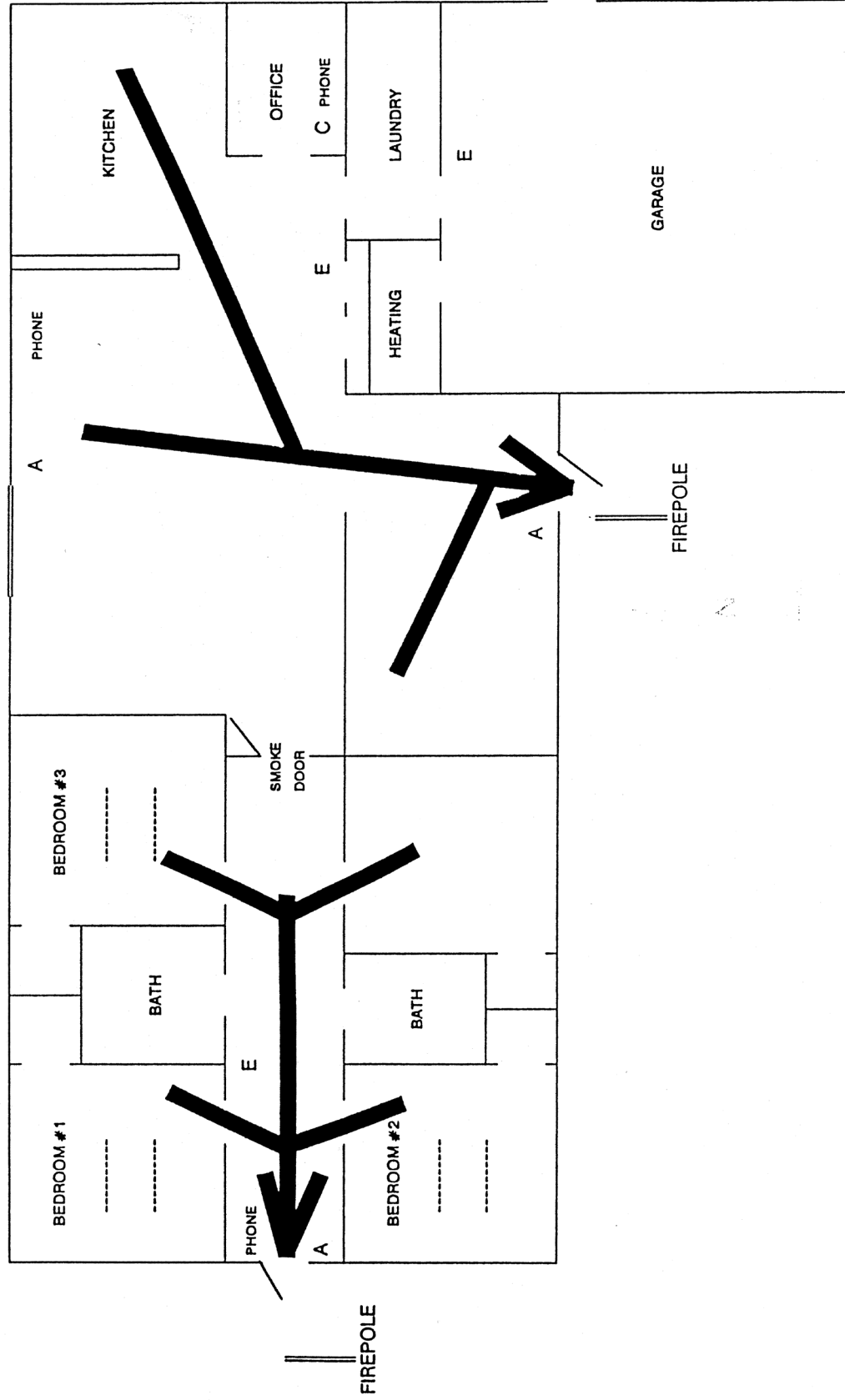
PRIMARY routes are paths to the nearest hinged (swinging in or out) door.

ALTERNATE routes are paths to other doors or windows to be used only if the primary exit route is blocked.

1. Prepare a simple diagram of each floor of the house, showing walls and doorways, and all exit doors (including showing whether the door swings in or out). Do not show furniture or appliances unless they are obstacles to exiting.
2. For each floor of the house, draw heavy dark lines from each room through the closest PRIMARY exit. Follow the rules for identifying primary exits.
 - ◆ In homes licensed for 6 or fewer people, Adult Foster Care Licensing Rules allow primary exits to be sliding glass doors or hinged doors in a garage. However, these doors are not allowed as primary exits in homes licensed for more than 6 people, nor are they allowed under the National Fire Protection Association Life Safety Code, nor are they recommended for use by Training Program Specialists, based on 13 years of successful fire safety program implementation in over 2,000 group homes. No one is *required* to use sliding glass doors or garage doors, and the consensus is that this is not a good idea. [Sliding glass doors are heavy, require more strength to open, and often have "burglar bars" to prevent easy opening. Garages are where most highly flammable things are stored.]
3. Draw the ALTERNATE escape and rescue routes. These may be drawn on a separate page. If they are drawn on the same page as the primary routes, make sure that they look extremely different so it is clear which route is primary.
 - ◆ Sliding glass doors and garage doors are acceptable as alternate exits.
 - ◆ Windows should be shown as rescue routes. It is not required or recommended that people plan or practice throwing people out windows! (If trapped, close the door to the room, go to the window, open it and make a lot of noise; wait to be rescued.)
4. Add other features on the diagram. These might include the location of alarm pull stations, fire extinguishers, automatic closing smoke barrier doors, emergency bag, etc.
5. Post the diagrams. The minimum is one per floor. Additional copies may be helpful in homes with frequent turnover, or where exit routes are complicated.
 - ◆ Orient the way the diagram is hung so it matches the viewer's perspective as he or she is looking at it on the wall. (Upside-down diagrams can be very confusing!)

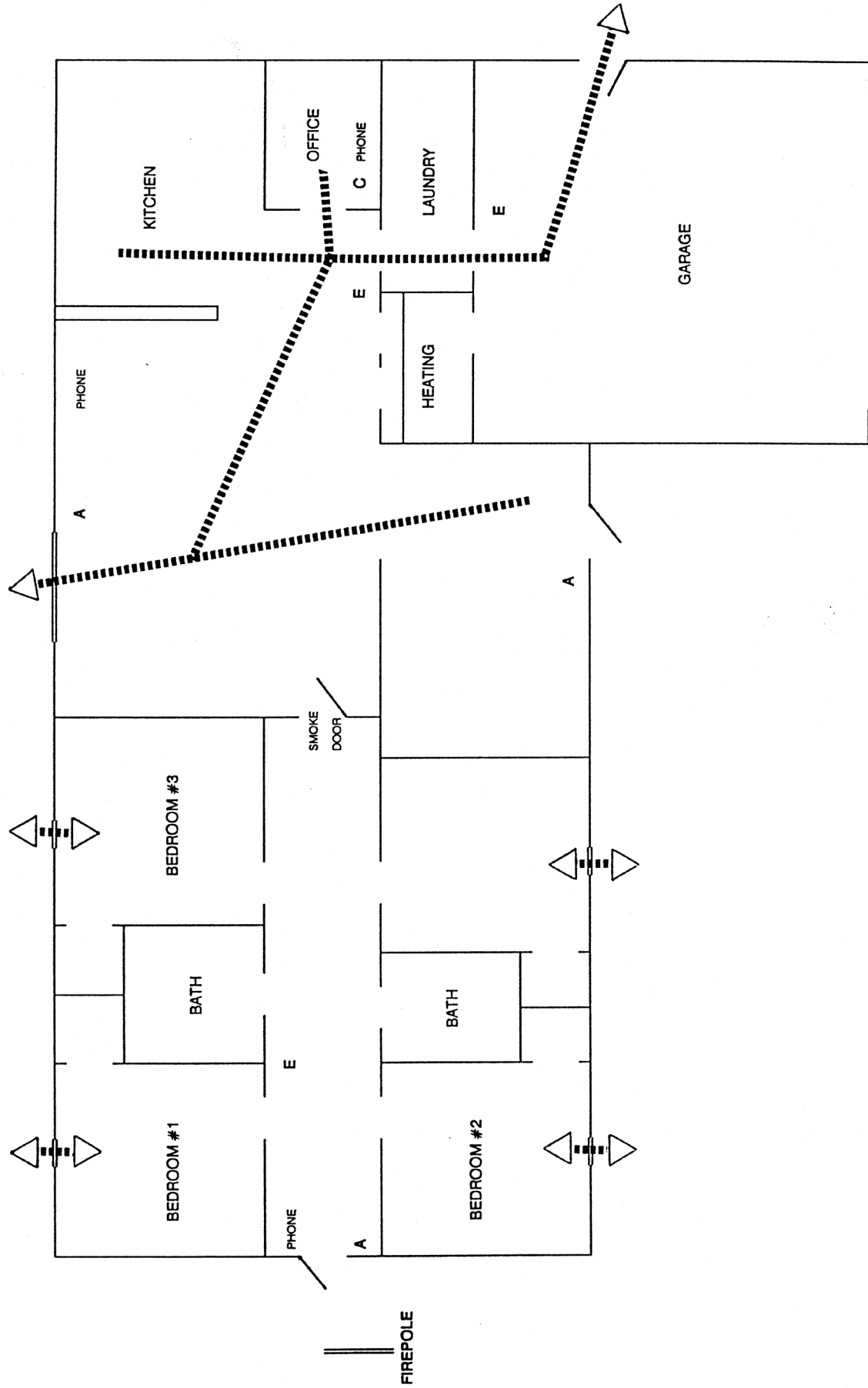
Examples of good diagrams are on the next two pages. Do not post these examples unless they match your house exactly!

PRIMARY FIRE EVACUATION ROUTES AND EXITS



A = ALARM PULL STATION
C = ALARM CONTROL PANEL
E = FIRE EXTINGUISHER

ALTERNATE EVACUATION AND RESCUE ROUTES



A - ALARM PULL STATION
 C - ALARM CONTROL PANEL
 E - FIRE EXTINGUISHER

PROTECTION PLAN PARTS

PART TWO: EVACUATION PROCEDURE

1. For each person living in the home, make a list of what would be important to know to assist that person in evacuating in a fire emergency. (The Evacuation Assistance Score will be helpful in doing this.) Make sure you know what assistance techniques work best with each person.
2. Using this information, "walk through" a pretend evacuation if it were during **sleeping hours**. Try several different sequences if appropriate, to find the one that is the most efficient, safest and quickest. There are three general principles that almost always work in deciding an evacuation procedure:
 - ◆ Evacuate from the top floors down. Smoke and heat rise, and the people on the upper floors need to get out before they get trapped by that smoke.
 - ◆ Evacuate areas of the house furthest from the exit door first. A fire *doubles in size every 99 seconds!* As the fire is getting bigger, you want to be getting closer to the exit door. Begin at the part of the house furthest away from the exit, and check rooms and give assistance there first, then work your way closer and closer to the exit.
 - ◆ If there are two or more staff present, and one or more people need assistance from two staff to exit, it is usually more efficient for the two staff to do those procedures at the beginning of the evacuation or as the last step, rather than trying to meet up in the middle of the process.
3. **Taking time to close doors or windows can delay evacuation!** Do not have **staff go out of the way or slow down evacuation just to close doors or windows!**
4. Write down this step-by-step procedure, recording for each staff person what he or she will do.
 - ◆ Do NOT have staff yell "FIRE!" This could cause panic. Tell people where to go. Write at the end of the procedure where to go to call the fire department.
5. Try out the procedure, and adjust as needed.
6. Train all staff in the procedure, including at least a pretend "walk-through."
7. Make sure staff are using the plan in their fire drills. If it becomes inefficient based on fire drill performance, it will be easy to revise and retrain everyone.
8. Repeat the above steps for a waking hours procedure, and for any special conditions in the home where the standard procedures might not work.
 - ◆ During waking hours, it is best to assign people to "zones" of the house, since anyone could be located anywhere. It is not efficient to try to assign individual staff to particular people in the home, as it is during sleeping hours.

NOTE: REMEMBER TO REVISE THE PLAN WHENEVER THINGS CHANGE: staffing pattern, people who live there, changes in assistance needs, renovations, etc.

PROTECTION PLAN PARTS

EVACUATION PROCEDURE

EXAMPLE

HOME: PINES AFC	TIME: SLEEPING HOURS	# STAFF ON DUTY: 1
<p>STAFF #1</p> <ol style="list-style-type: none">1. Go up the West stairs to bedroom #4 at the far end of the hallway. Make sure Don and David are awake. Say "Go to the firepole." Don has poor eyesight and may fall if he tries to go fast. Tell him "Walk, don't run!"2. Go to bedroom #3. Make sure Arlene and Rachel are awake. Say "Go to the firepole." Rachel may need help getting out of bed, but once standing, she will walk on her own.3. Go to bedroom #2. Wake Robert (a heavy sleeper). Say "Go to the firepole." Once awake, Robert exits quickly.4. Go to bedroom #1. Chuck should already be on his way out (he is always first to respond).5. Follow everyone down the stairs and out the West front door. Pick up the emergency bag and cordless phone by this door as you exit.6. Go to the firepole and count heads. If this is not a drill, move to a "Place of Safety."7. Call 911 with the cordless phone. Stay on the line until they tell you it is OK to hang up. Then call the Home Manager.8. Do not go back in until a fire official says it is OK to do so.		

PROTECTION PLAN PARTS

EVACUATION PROCEDURE

EXAMPLE

HOME: MARTHA'S AFC	TIME: SLEEPING HOURS	# STAFF ON DUTY: 2
<p>STAFF #1</p> <ol style="list-style-type: none"> 1. Go to Bedroom #2 and say "Go to the firepole." Put Brian in his wheelchair (always kept next to his bed). He can wheel himself once he is in his chair. Tell Jason "Go to the firepole," then make sure he is at least sitting up. Do not force him to exit at this point. He will usually go once staff leaves the room. 2. Go to Bedroom #3 and say "Go to the firepole." Make sure Paul and Joe are on their way out. If not, give physical prompts as needed. 3. Go to the firepole to make sure Paul, Joe, Brian and Jason are there. If Jason is not there, go back to get him with Staff #2. He may physically resist. If each staff takes one of his hands, he will go without force. Walk at his pace. 4. There are candy bars in the emergency bag to give people to help keep them at the firepole or the Place of Safety. 		<p>STAFF #2</p> <ol style="list-style-type: none"> 1. Go to Bedroom #1, wake Mary, who is a deep sleeper. Give her the manual sign for "Firepole." She will go on her own from there. Help Joan out of bed (she is blind and is especially disoriented at night). Put her left hand on your right elbow and lead her down the hall to the exit door. Put her left hand on the railing and she will to the firepole from there. 2. Pick up the emergency bag and cordless phone from the shelf by the exit door and bring them to the firepole. 3. Count heads to make sure everyone is at the firepole. If Jason is not out, help Staff #1 by taking one of his hands. Do not force or pull him. Walk at his pace. 4. If this is not a drill, go to a "Place of Safety," away from the house and any possible smoke or heat. 5. Call 911 from the cordless phone. Stay on the line until they tell you it is OK to hang up. Then call the Home Manager. 6. Do not go back in until a fire official says it is safe to do so.

PROTECTION PLAN PARTS

PART THREE: BASIC KNOWLEDGE ABOUT FIRE

Experience in actual fires has led to important lessons everyone should know. People will not automatically do the right thing. Knowing some simple things about fire and what to do in an emergency makes a huge difference in the outcome!

THREE REASONS PEOPLE DIE IN FIRES

1. They do not get enough warning. By the time they discover there is a fire, there is not enough time to get everyone out. **ALWAYS HAVE ENOUGH FUNCTIONING SMOKE DETECTORS TO GIVE YOU THE WARNING YOU NEED SO THAT YOU HAVE TIME TO EVACUATE EVERYONE SAFELY!**
2. Once they know there is a fire, they do something other than get out immediately. They may try to find the fire or to fight it, they may stop to get dressed or get personal belongings, or call the fire department first. **THE RULE IS: IF YOU SMELL SMOKE, OR SEE A FIRE, OR HEAR AN ALARM, GET EVERYONE OUTSIDE IMMEDIATELY!**
3. After everyone is outside, someone goes back in the house for some reason (like checking for fire or calling the fire department). **ONCE EVERYONE IS OUTSIDE, DO NOT GO BACK IN UNTIL A FIRE OFFICIAL SAYS IT IS SAFE TO DO SO!**

IN SUMMARY: GET WARNING, GET OUT, WAIT FOR AN "ALL CLEAR"

BEWARE OF THE "NATURAL INSTINCT" TO FIGHT A FIRE! No matter how small it looks, fires can have toxic gases than can kill you with one or two breaths!

SO WHEN WOULD YOU USE A FIRE EXTINGUISHER?

Fire extinguishers can help do your life-saving job: use one to RESCUE someone who is trapped behind a fire, or to clear a path to ESCAPE.

1. Hold the extinguisher upright and **PULL** the metal pin out of the handle.
2. Stand 6-10 feet away from the fire. **NO CLOSER!** If you are too close, it could spread the fire and make it worse.
3. **AIM** at the base (bottom) of the fire; not the flames. 4. **SQUEEZE** the handles.
5. **SWEEP** from side to side and move forward as the flames get smaller.

FIRE EXTINGUISHERS TYPICALLY ONLY LAST 8-10 SECONDS! They can suppress the flames long enough to get everyone out, but **FIRES CAN AND OFTEN DO RE-IGNITE!** Even if you have used an extinguisher, call the fire department and wait outside for them to tell you that the fire is really out!

FIRE SAFETY PROGRAM

FIRE SAFETY FOR PEOPLE LIVING INDEPENDENTLY

ASSESSMENT, PLANNING AND TRAINING FOR PEOPLE LIVING
IN HOMES WHERE AT LEAST SOME PART OF THE DAY OR
NIGHT THERE ARE NO STAFF PRESENT

"E-Scores" for People Living Independently

THE REQUIREMENTS

"E-Scores" are an assessment of the things that influence evacuation difficulty in case of fire.

THERE ARE NO STATE REQUIREMENTS FOR E-SCORES FOR PEOPLE LIVING INDEPENDENTLY, but they can be extremely useful in helping the person look at his or her fire safety preparedness. They can also be helpful for those who provide support to the person living independently, as they will point out areas where support is needed.

This package includes all of the tools needed to do an assessment of evacuation difficulty. It is a modification of the version used in residences where there is always a staff person present when the individual is home. Because the individual is without staff sometimes, you would naturally expect the person to be more independent and capable of reacting to emergencies. Thus, the evaluation process looks at that preparedness in greater depth, and the "Protection Plan Checklist" is longer than the one for staffed settings. The answers to that Checklist can identify areas for follow-up training and support. There is also a Training Outline to assist support staff in helping the individual become more fire safe in his or her home.

“EIS” for People Living Independently

INSTRUCTIONS for Evacuation Independence Score

This **form is a modification of the version** used in settings that have 24-hour staffing! **DO NOT CONFUSE THE TWO VERSIONS!** Because the individual is without staff sometimes, the scoring is more focused on true independence, with higher scores for areas where assistance is needed.

When doing an EIS evaluation, think about the person on a "typical bad day." This means neither the best or worst performance, but commonly observed behavior or medical status on a "bad day."

- I. **RISK OF PHYSICAL RESISTANCE** Do you have evidence the person might physically resist leaving his home in an emergency? If YES, is it "Mild Resistance," when the person has required strong verbal prompting to leave, or is it "Strong Resistance" where someone had to physically prompt or take him the entire way out?
- II. **IMPAIRED MOBILITY** *If the person wanted to*, could he get himself from his bed to the closest exit door without any physical strength assistance from another person, or does he need the physical strength assistance of someone? If he is able to move himself, can he get there in 90 seconds or less (score=0), or does it take between 1 1/2 and 2 1/2 minutes (score=3)? If he needs the physical strength help of someone, is it just part of the way out (score=6) or all of the way out (score=20)?
- III. **IMPAIRED CONSCIOUSNESS** Have there been 6 or more times in the last 3 months when the person is partially or totally unconscious (for example, due to seizures, medications taken before bed, street drugs or alcohol)?
- IV. **NEED FOR HELP** Does this person require help from another person to get out in an emergency, and if so, is the helper always present?
- V. **RESPONSE TO INSTRUCTIONS** Is the person likely to follow instructions in an emergency from a roommate, neighbor or an authority who is a stranger (such as apartment manager, police or fire official)?
- VI. **WAKING RESPONSE TO ALARM** Will the closest alarm wake this person when he is in the "period of deepest sleep," (30 minutes-3 hours after going to sleep)? He only has to be awake to get a YES here; he does not have to get up out of bed or go anywhere.
- VII. **RESPONSE TO FIRE DRILLS** Without any prompt or guidance from others, will the person reliably respond independently in the following areas?
 - A. Responds to alarm and evacuates without prompts.
 - B. If the closest exit is blocked, will find an alternate exit without prompts. NOTE: If the answer to Part A was "NO," the answer to Part B must also be "NO."
 - C. Will stay at the destination until "All Clear" is given.

Add the scores for Parts A, B, and C to give the score for Factor VII.

The person's EIS (Evacuation Independence Score) is the single largest of the seven factor scores. **DO NOT ADD THEM!**

Remember that the information here will be used to identify areas where support and/or training is needed. Take time to do the evaluation, and work with the individual in discussing and observing their knowledge and performance.

"EIS" for People Living Independently

NAME:	CASE #:
ADDRESS:	

I. RISK OF PHYSICAL RESISTANCE

Minimal risk <input type="checkbox"/> Score 0	Risk of mild resistance <input type="checkbox"/> Score 6	Risk of strong resistance <input type="checkbox"/> Score 20
--	---	--

>>>>>>Score _____

II. IMPAIRED MOBILITY [Ability to move self if he/she wants to]

Bed to exit door in 90 seconds [No strength help from others] <input type="checkbox"/> Score 0	Bed to exit door in 91-120 seconds [No strength help from others] <input type="checkbox"/> Score 3	Needs strength help from someone part of the way out <input type="checkbox"/> Score 6	Non-mobile or takes more than 2 and ½ minutes to get out. <input type="checkbox"/> Score 20
---	---	--	--

>>>>>>Score _____

III. IMPAIRED CONSCIOUSNESS [6 or more episodes in the last 3 months]

No significant risk <input type="checkbox"/> Score 0	Partially impaired <input type="checkbox"/> Score 6	Totally impaired <input type="checkbox"/> Score 20
---	--	---

>>>>>>Score _____

IV. NEED FOR HELP

Needs no help <input type="checkbox"/> Score 0	Needs help from someone; helper not always present <input type="checkbox"/> Score 40
---	---

>>>>>>Score _____

V. RESPONSE TO INSTRUCTIONS

Usually follows instructions <input type="checkbox"/> Score 1	Follows instructions but must be checked on <input type="checkbox"/> Score 3
--	---

>>>>>>Score _____

VI. WAKING RESPONSE TO ALARM [during deepest sleep]

Likely to wake up <input type="checkbox"/> Score 0	Not likely to wake up <input type="checkbox"/> Score 10
---	--

>>>>>>Score _____

VII. RESPONSE TO FIRE DRILLS [Without ANY prompts]

A. Responds to alarm and evacuates without prompts	YES <input type="checkbox"/> Score 0	NO <input type="checkbox"/> Score 8
--	--------------------------------------	-------------------------------------

NOTE: If answer to Part A was "NO," answer to Part B MUST also be "NO"

B. If closest door blocked, will find alternate exit without prompts	YES <input type="checkbox"/> Score 0	NO <input type="checkbox"/> Score 4
--	--------------------------------------	-------------------------------------

C. Will stay at destination until "All Clear" is given	YES <input type="checkbox"/> Score 0	NO <input type="checkbox"/> Score 6
--	--------------------------------------	-------------------------------------

+ _____
+ _____

>>>>>>Score _____

ENTER THE SINGLE LARGEST OF THE SEVEN SCORES ABOVE.

EIS = _____

PRINT EVALUATOR NAME AND TITLE:

SIGNATURE:

DATE:

"E-SCORE" for People Living Independently

NAME AND ADDRESS:	MENTAL HEALTH AGENCY:
SCORING BY [PRINT NAME]:	DATE:

[illegible]

VERTICAL DISTANCE SCORE (VDS)

Bedroom exits directly to ground (no stairs) = Score 0.8

Bedroom exit requires more than one step to ground = Score 1.0

Bedroom exit requires two floor changes to ground = Score 1.2

[illegible]

ALARM EFFECTIVENESS SCORE (AES)

Person or roommate would always hear any alarm = Score 5.0

Person or roommate might not hear any alarm = Score 2.0

[illegible]

□

E-SCORE >>>>>>>>>>>>>>>>>> EIS X VDS = >>>>>>>>>>>

[EIS TIMES VDS DIVIDED BY AES] AES

11/11/2011

CATEGORY RATING [CHECK ONE]:

PROMPT ☐
[Less than or = 1.5]

SLOW ☐
[1.51-5.0]

IMPRACTICAL ☐
[More than 5.0]

YES NO NA

□ □ □

1. HAS A PROTECTION PLAN BEEN DEVELOPED AND HAS THE PERSON BEEN ORIENTED AND INSTRUCTED IN ITS IMPLEMENTATION (INCLUDING ACTUAL PRACTICE)?

□ □ □

2. IF THE EIS IS 20 OR GREATER, HAVE SPECIFIC ARRANGEMENTS BEEN MADE TO ASSURE THAT ASSISTANCE WILL BE GIVEN IN CASE OF EMERGENCY? (At a minimum, there must be a way for notification of the emergency to be given to a responsible person, and for that person/agency to provide immediate response.)

□ □

3. IS THERE EVIDENCE (by participation in a fire drill or response to a spontaneous smoke alarm) THAT THE PERSON IS LIKELY TO EVACUATE IN RESPONSE TO THE SMELL OF SMOKE, SIGHT OF FIRE, OR SMOKE ALARM SIGNAL?

COMMENTS:

FIRE SAFETY

for People Living Independently

PROTECTION PLAN CHECKLIST

NAME AND ADDRESS:	MENTAL HEALTH AGENCY:
EVALUATOR [PRINT NAME]:	DATE:

YES NO NA

PRIMARY AND ALTERNATE EXIT ROUTES

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. ROUTES IDENTIFIED. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. DESTINATION IDENTIFIED. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. EXPLAINED AND PRACTICED AT LEAST ONCE. |

KNOWLEDGE ABOUT FIRE AND FIRE EMERGENCIES

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. IF FIRE OR SMOKE ALARM SOUNDS, ONLY EVACUATE! |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. DO NOT TRY TO FIND OR PUT OUT A FIRE! |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. USE THE STAIRS, NOT ELEVATOR |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. WALK FAST, DO NOT RUN. STAY LOW IF THERE IS SMOKE |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. DO NOT STOP FOR PERSONAL BELONGINGS OR CLOTHING |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6. IF EXIT IS BLOCKED, CLOSE DOOR, GO TO WINDOW; CALL FOR HELP |

PREVENTION PRACTICES

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. SAFE SMOKING AND DISPOSAL OF BUTTS AND ASHES ARRANGED |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. SAFE KITCHEN AND COOKING PRACTICES EXPLAINED |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. USE AND CARE OF ELECTRICAL APPLIANCES EXPLAINED AND SHOWN |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. FLAMMABLE SUBSTANCES STORAGE PROHIBITED |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5. EXIT PATHS CLEAR OF OBSTACLES AT ALL TIMES |

ALARM SYSTEM

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. ALARM WORKS AND PERSON IS FAMILIAR WITH SOUND |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. SMOKE DETECTORS PROPERLY PLACED AND FRESH BATTERIES |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. NUISANCE ALARMS AVOIDED BY PROPER DETECTOR PLACEMENT |

PREPAREDNESS

- | | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. FLASHLIGHT KEPT BY BEDSIDE |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. ROBE AND SLIPPERS KEPT CLOSE TO BED |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. EMERGENCY KIT WITH PHONE #'S, PONCHO, ETC. KEPT BY PRIMARY EXIT |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4. WHO (IF ANYONE) IN HOUSE NEEDS PROMPTS OR HELP, AND HOW TO GIVE |

WHERE TO GO AND WHAT TO DO ONCE OUTSIDE

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1. WHICH NEIGHBORS TO GO TO FOR HELP |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2. WHERE PHONES ARE AND HOW TO USE TO CALL FOR HELP |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3. HOW TO CALL FIRE DEPARTMENT AND WHAT TO SAY |

COMMENTS:

FIRE SAFETY

for People Living Independently

BASIC FIRE SAFETY TRAINING OUTLINE

NAME AND ADDRESS:	MENTAL HEALTH AGENCY:
TRAINING GIVEN BY [PRINT NAME]:	DATE:

EXPLAIN PURPOSE OF TRAINING SESSION

- ☐ HOW TO BE FIRE SAFE IN THE HOME AND LIMIT CHANCES OF A FIRE
- ☐ WHAT TO DO WHEN THERE IS A FIRE OR ALARM SOUNDS

FIRE SAFE COOKING

- ☐ KEEP AREA ON TOP OF AND AROUND STOVE CLEAR
- ☐ NEVER LEAVE KITCHEN WHEN STOVE IS ON
- ☐ TURN OFF BURNER BEFORE REMOVING PAN OR POT
- ☐ SAFE MICROWAVE USE (WHAT NOT TO PUT IN; HOW TO SET TIME; DANGERS OF BURNS)

SAFE USE OF LAUNDRY

- ☐ DO NOT OVERLOAD WASHER (USE SMALL BASKET TO LIMIT LOAD)
- ☐ CLEAN OUT LINT TRAP AFTER EACH DRYER LOAD
- ☐ DO NOT LEAVE DRYER RUNNING WHEN GOING OUT OR SLEEPING
- ☐ CLEAN BEHIND DRYER AND AROUND MACHINES ONCE A WEEK

SAFE SMOKING

- ☐ NO SMOKING IN BED OR ON COUCH
- ☐ USE ONLY "SAFETY" ASHTRAYS
- ☐ EMPTY ASHTRAYS ONLY IN COVERED METAL CAN

BE PREPARED TO EVACUATE

- ☐ KEEP ROBE AND SLIPPERS CLOSE TO BED (NOT CLOSET)
- ☐ HAVE FLASHLIGHT READY BY BED

RESPONSE TO FIRE OR SMOKE

- ☐ DO NOT TRY TO FIND OR PUT OUT FIRE (NO "SMALL" FIRES)
- ☐ EXTINGUISHER ONLY TO FIGHT WAY OUT

PRACTICE THE PLAN

- ☐ SET OFF ALARM TO KNOW WHAT IT SOUNDS LIKE
- ☐ PRACTICE WALKING ESCAPE ROUTE TO THE DESTINATION
- ☐ WHERE TO GO TO CALL FIRE DEPARTMENT OR FOR HELP
- ☐ DO NOT GO BACK IN UNTIL "ALL CLEAR" IS GIVEN

COMMENTS, SPECIAL PROVISIONS, RECOMMENDATIONS FOR FURTHER TRAINING:

FIRE SAFETY PROGRAM

HELPING PEOPLE BECOME INDEPENDENT

Helping People Become Independent

Identifying Areas for Improvement

Saving one's own life in case of fire requires a number of skills. Those who provide support to individuals can help them become more independent by first determining what skills the person has now and identifying particular challenges that could be overcome or lessened.

The skills needed to save your life are the same for everyone:

Recognize the warning signals that a fire is happening or about to happen.

- ☐ Having a good detection system is critical. Requirements from the state for licensed settings, and especially the mental health Special Certification Rules, have meant that group homes will get good warning when a fire happens.

Immediately get out.

Do not return to the house until a fire official says it is safe to do so.

These last two factors are the personal skill areas that present the greatest challenges in helping people be safe. Information can be gathered from a variety of sources: talking with the person and those who know him best, observing the person during fire drills, and reviewing the Evacuation Assistance Score portion of the E-Score Assessment.

The suggestions that follow are organized to help people follow up on that information, and to work with the people being served to increase independence in this critical area.

REMEMBER: If you help a person become more independent in responding to a fire emergency, you are not only helping him or her to be safe, you are helping everyone else in the home. Especially in homes where there are people who need the full assistance of staff to get out, the more independent others are, the easier evacuation becomes. Everyone will be outside quicker!

RESISTANCE TO EVACUATION

If a person physically resists evacuation during fire drills, there is usually an obvious reason. The first step in dealing with this challenge is to identify the reason(s). The most common examples are listed below.

- ® **Too many fire drills!** Many of the people we serve are very cooperative in doing things that staff ask them to do. But everyone has their limit! Sounding the alarm at various times of the day and night three times in three months [the state requirement in most settings] is generally tolerated by most people. Unfortunately, many homes in their effort to make sure they have well trained staff, are having drills at a rate three times that number or even more. If you have people who are resisting evacuation, this is a critical area to look at. Be careful not to get so focussed on staff skills that you create evacuation problems.
- ® **There is nothing in it for the person being told to leave.** Mature adults usually understand that the benefit of practicing evacuation in a fire drill is to know exactly what to do in an actual emergency, even though that may be a long time from the present. However, many of the people we serve are not particularly good at arranging their behavior *now* for a benefit in the long distant future. Sometimes they need a more immediate payoff for what they are being asked to do. [Think of this as pay for the work they do.]
- ® **The payoff for not evacuating cooperatively is greater than that for going willingly.** There are some people who get a great deal of satisfaction from being the "rebel," or the person who requires personal, individual attention, rather than just being one of the group. The more the staff have to talk, argue, beg, whine or bribe the person into going, the more the person resists! [In most such cases, when the staff finally do get the person out, nothing happens when he gets there!] The contrast is too great in the wrong direction.
- ® **Staff turnover is so great that the people living in the home do not know the person telling them to go outside, and are resistant to doing what this stranger says.** This has become one of the greatest challenges in homes all over the nation.
- ® **The alarm noise is so loud and offensive that the person hides instead of going outside.** Some alarms are literally painful to people, and they can set off reactions of extreme distress that unfortunately result in the person resisting evacuation to a place that will give them distance (and relief) from the offending noise.
- ® **The Destination is too far away from the house.** The Destination is the initial assembly place (like the porch or patio) where people assemble and count heads. Going much further (especially at night or in winter) can create resistance. [NOTE: DO make sure you always go at least just outside the door, so everyone gets used to going out all the time. Stopping at the door may end up with people not wanting to go out in a real emergency because they have been taught to stay inside in bad weather or at night.]

While there may be other reasons for resistance to evacuation, these are the most common. Fortunately, there are things that can be done to address these reasons and to build cooperation.

RESISTANCE TO EVACUATION

Ways to Reduce Resistance and to Build Cooperative Evacuation

- o Reduce the number of fire drills. The minimum required is one each daytime, evening and sleeping hours every three month period. If additional drills are needed to train staff, try substituting "walk-through" drills for the actual ones involving the people who live there. Sometimes having veteran staff portray the people who live there can give the staff person excellent experience without creating the disruption and resistance that tries the patience of the people in the home.
- o Make clear expectations and pay for the work! When you are interrupted without warning by a loud alarm and told you have to drop what you are doing to go outside immediately, it is hard work! Especially when this happens often, it can become very annoying. There are two easy steps to fixing this problem:
 1. Make sure that the "House Rules" state that whenever the alarm sounds everyone must evacuate to the meeting place.
 2. Arrange for "pay" when people get to the meeting place. Many homes have a Rule that states that whenever the alarm sounds, everyone who arrives at the Destination within a certain amount of time will receive a particular reward. Sometimes this is a small amount of money, or it can be coffee, candy, chips, cigarettes, etc. The responses are usually remarkable: even people who have favored activities they don't like to be interrupted, or people having problems with "voices" talking to them, or people who tell you that it won't make a difference will actually go very willingly when they experience that the reward is there.

Caution: if you have people who have been resisting, you will want to arrange for the first time with rewards to be conducted under "ideal" conditions: the person is awake and in a good mood, is fully dressed, not doing any preferred activity, is relatively near an exit, with reasonably good weather (no blizzard!), etc. Then set off the alarm, and make sure the reward is there just outside the door, with lots of congratulations and praise for a job well done. If it goes well, do it again a few days later, also under ideal conditions. Then drop these "practices" and begin having rewards during fire drills. Once they trust that they will get their pay when they get there, people will be willing to wait for staff to arrive to give the rewards out.

Caution #2: Do not negotiate with people about what rewards are to be given, and do not try to bribe the person by waving the reward to try to get him to follow you out. This will always backfire! The strategy is to arrange for the person to do what you want by making it very easy, and then actually giving out the reward! [Sometimes people will tell you they would not want something, but when it is actually given, they will take and enjoy it.]

- o Make the person's role important If this is a person who likes to be "special" or "different," you can give him an Important Role to help you. Create a list of the people who live in the home, and make this person your Fire Captain. His job is to get to the Destination with the checklist on a clipboard you hang by the door (so he can grab it on his way out), and to then

RESISTANCE TO EVACUATION

check **off** each person who comes out so he can tell you when you get there if everyone is out. [Be sure you double check the count.]

- o **Stop talking, whining, begging, etc.** Reduce the interaction and attention to the resisting person to a minimum. Tell the person clearly what you expect him to do: "Go to the [destination]." Do not lie to him, do not tell him there is a fire, do not threaten and do not scold. If the person does not respond, do what you must to get him out, but do it *without talking*. [NOTE: policies on the use of physical interventions vary greatly across the state. Make sure you know what you are and are not allowed to do. If physical management is not allowed by your mental health agency, make sure you have at least written instructions and staff training in what they expect you to do to evacuate someone who is resisting in an emergency.]
- o **Make it a point to introduce all new staff as soon as they arrive, and make it a priority for each new staff person to have a positive interaction with each person in the home on the first day (or evening).** Even if the new staff has had only one interaction with the people in the home, if it was a positive one, the chances are much greater that evacuation will go smoothly. When orienting new staff to the home in the first day, make sure to cover where the fire exits are, where the meeting place is, and where the rewards are kept!
- o **Tone down the alarm.** People do need to be familiar with what the loud noise means, so not using the alarm would be a huge mistake. However, there are different kinds of alarms, and some are more annoying than others. If you have the kind of alarm system that has a horn or bell that is set off by an alarm control panel, ask your alarm company for help. Central alarm systems can use a variety of bells, horns, sirens, etc. that meet the loudness requirements but have sounds that may be less stress producing.

If you cannot change the alarm sound, teach people that they can get away from the noise by getting outside quickly. Arrange to have the person who gets upset standing at the doorway of the house. Set off the alarm and immediately take the person out the door and close the door behind you. Keep walking away from the house while another staff is shutting off the alarm. (Don't forget to pay the person for coming out with you!) Return after "All Clear."

- o Set the Destination closer to the house. A good destination can be the porch, the patio, a birdfeeder just a few feet from the door, etc. As long as everyone is in the fresh outdoor air, they will be safe as an initial assembly point. During fire drills, people can stop there; they do not need to go further. In an actual emergency, after everyone is accounted for at the Destination, people can then go to a Place of Safety, far enough away from the house to be clear of smoke, heat or toxic gases, while they wait for the fire department.

If these ideas are not sufficient in solving a particular challenge, contact your local Fire Safety Coordinator, or call Training Program Specialists for additional assistance!

LEARNING TRUE INDEPENDENCE

There are two skills in independent evacuation: A.) Responding to an alarm and going to the destination, and B.) Knowing what to do if the primary exit is blocked. These are assessed in Parts A and B of Category VII of the Evacuation Assistance Score.

In Part A, the person must evacuate in response to the alarm signal, without any prompt, instruction, gesture, guidance or "meaningful looks" from staff. Fortunately, in Michigan, about 80% of the people in mental health group homes have become independent in this life-saving skill. If you have people who are not yet independent in this skill, contact your local Fire Safety Coordinator or Training Program Specialists for assistance.

In meeting with providers and home managers around the state, when people have been rated as not yet independent, it is because of one of two reasons.

- < The person knows what he is supposed to do, but doesn't move until staff actually give him the instruction personally.

Solution: Give him an incentive to go. People who are paid for work are much more likely to be prompt than those who are not paid. Going outside for fire drills is "work," and arranging for rewards can usually solve this problem. [See the previous section on Resistance to Evacuation.]

- < The person will not go out in response to the alarm; he still needs some cue from staff that it is OK for him to go. Sometimes this is because he has a long history of being told he must *never* go outside unless mommy/the teacher/the staff says it is OK. Sometimes he has a history of not initiating anything, but instead waiting for someone to do things for him or to take him where they want.

Solution: There are a number of ways to teach "independent response to the alarm." If the person goes when told or given some kind of prompt, then learning that the alarm means the same as staff giving permission or an instruction should happen quickly. If any of the techniques below has not resulted in independent response to the alarm after 10 trials, the technique should be stopped and a different one tried. Doing the technique any longer risks the person becoming more dependent on that technique. Habit training can happen quickly!

A.) Try a different reward. Sometimes people get in a habit of using only what is handy, and not really thinking about what the person has shown he really likes. We have seen people who suddenly became independent when they got paid with coffee and a sweet roll; others who learned as a result of raw vegetables; video cassettes that were given at the destination to bring back into the house to play; van rides; flashing lights; beer; cash, etc. Be creative! It is often not so much the *amount* of the item as it is the *quality*! A little of the really good stuff can go a long way.

B.) Have the person stand in the doorway of the house (exit door propped open) with one staff, and have a second staff person at the Destination with a strong reward. If you have been giving a verbal prompt after the alarm sounds, do not say a word. Set *off* the alarm and give a touch prompt to get the person started. (Do not make eye contact with the person, and do not have the staff at the Destination make eye contact or wave the reward

LEARNING TRUE INDEPENDENCE

at the person.) If the person does not move right away, gently guide him out, still without a word. Give the reward and lots of praise. Do not do more than one trial per session.

After four trials of this immediate **touch prompt to get the person going**, sound the alarm and pause for a count of three seconds before giving the touch prompt. Proceed as before. If after 10 trials of this 3 second pause the person still has not evacuated when the alarm sounded (before being touched), drop this technique and try another.

- C.) Model the appropriate behavior. Have the person stand in the doorway of the house (door open) with one staff, and have a second staff at the Destination with the reward. Set off the alarm and have the staff standing next to the person immediately and dramatically go to the Destination and get a big reward from the second staff. Laugh and have fun, not making eye contact with the person in the doorway. Allow 30 seconds of the alarm sounding to see if the person is drawn out to the fun without any prompts. Make sure there is a big reward when he steps out the door! If he is still in the doorway after 30 seconds, give him a prompt and still reward him when he gets out. (If he is not successful after 10 trials - only one trial maximum per day - try a different technique.)

If additional ideas are needed, contact your local Fire Safety Coordinator or contact Training Program Specialists

WAITING FOR THE "ALL CLEAR"

Once a person is outside the house in a fire emergency, it is critical that he or she stays at the meeting place until given an "All Clear" or at least until staff arrives to supervise the person for safety. Someone returning to a house that may not actually be free of fire, smoke or toxic gases can easily get injured or killed. Likewise, running away once outside can lead to the person getting hit by a car or getting in other risky situations. Part C of Category VII identifies individuals who cannot be counted on to stay at the Destination once outside.

Many of the people we serve have learned to evacuate when they hear the alarm because they know there is a reward once they get to the Destination. Unfortunately, some of them have also learned that there is only the one reward, and once they have received that, there is no reason to hang around the Destination.

The easiest way to teach a person to Stay at the Destination is to do some training (NOT during a fire drill). Identify the strongest rewards you know the person likes. Arrange to have two of the rewards. Have the person go out in response to the alarm, and have the person with the rewards give the first one, and then give the next one immediately after the other. In the next phase, give three rewards, one immediately after the other. After a few sessions where he has experienced that there are multiple rewards available, one after the other, begin building in a delay between them. Give one, then pause five seconds, then give the next, pause five seconds, etc. Each time you have success (meaning the person has three successful trials in a row -never more than one trial in a session!), double the pause time. The objective should be to wait 3 minutes between rewards.

REMAINING INDEPENDENT

Many of the people we serve have learned to evacuate independently, but if they do not practice that skill on a regular basis, they will lose the skill. Arranging for more practice during regular fire drills is not a good option, as the purpose of fire drills is for staff to practice their skills. It is important that staff know what they are doing to make sure they are aware of whom the practice is for!

MAINTENANCE DRILLS	FIRE DRILLS
❖ For the people who <u>live</u> in the home to practice evacuating without any assistance from staff.	❖ For the people who <u>work</u> in the home to practice how quickly they can get everyone outside, using whatever prompts or assistance they need.
❖ Always planned and arranged by staff in advance.	❖ Often a surprise to the staff on duty; no time for preparations beforehand.
❖ Always done during daytime hours when conditions are right for success.	❖ Done at different times and circumstances to assure ability to evacuate under any conditions.
❖ Always have rewards for people.	❖ May not have rewards immediately available.
❖ After alarm sounds, people are given time to respond on their own before any prompts are given.	❖ After alarm sounds, staff begin immediately prompting and assisting anyone who is not evacuating in a timely manner.
❖ Not timed.	❖ Always timed.
❖ Frequency determined by the need of the person for practice; not by artificial schedule.	❖ Frequency determined by Rules or Policy of regulating agency and/or provider.

A sample record of instructions follows this page. For people on Maintenance Drills, you will want to complete the bottom of the page with the personal information to help that person be successful.

REMAINING INDEPENDENT

MAINTENANCE DRILL INSTRUCTIONS

WHY:

Maintenance Drills are done to give the person a chance to practice being independent in evacuating the house. They are done at a different time from Fire Drills because staff need to be prepared to observe, to give prompts or assistance only if needed, and to reward the person at the destination.

WHEN:

Maintenance Drills are scheduled by staff at a time that is convenient for everyone and that is likely to be successful. Maintenance Drills are not intended to "trick" the person by happening at very difficult times. The goal is to have a successful experience and to maintain a positive attitude about evacuating the house.

HOW OFTEN:

The frequency is determined by the performance of the person. The goal is to have them often enough to maintain independent performance, without over-doing them so the person gets angry or bored and thus less responsive. The criterion for success is 75% of the time.

PROCEDURE:

- One staff goes to the destination with a supply of very strong rewards.
- People who will not be participating in the Maintenance Drill will be brought outside with the rewarding staff or they may be in the van with staff or otherwise away.
- People may be located in a specific area of the house (usually being in or near the bedroom is the first priority for independence), or, in more advanced stages, may be located anywhere in the house.
- A second staff sets off the alarm.
- People are given a few seconds to respond independently before any prompts or assistance are given. As long as the person is making steady progress toward the destination, no prompts or assistance are given.
- Each person is rewarded at the destination, whether or not prompts or assistance were needed.
- Data track where the person was when the alarm went off, and whether they were independent (check YES) or needed any prompt or assistance (check NO).

PERSONALIZED INFORMATION

Name: _____

How Often Maintenance Drill Should be Done: _____

Strongest (Preferred) Rewards: _____

Starting Place: _____

How long is he/she given to respond before a prompt is given: _____

REMAINING INDEPENDENT

MAINTENANCE DRILL RECORD

Some people who have learned to evacuate independently when the alarm sounds will need occasional practice to maintain that skill. See the person's particular preferences and instructions before conducting a Maintenance Drill.

Person's Name:	Page #
----------------	--------

Check "YES" if the person evacuated through the proper exit in response to the alarm without any prompts or guidance from staff.

Check "NO" if the person needed any kind of verbal, physical, gestural or other prompt.

[illegible]

St. Clair County Community Mental Health Authority Fire Drill Log and Evaluation

Home Name:		Agency (RMHA):		Home Manager Name:	
Date:	Time: _____ <input type="checkbox"/> am <input type="checkbox"/> pm	Weather: <input type="checkbox"/> warm <input type="checkbox"/> cold <input type="checkbox"/> rain <input type="checkbox"/> snow <input type="checkbox"/> ice <input type="checkbox"/> windy			
Type of drill: <input type="checkbox"/> staff surprised drill <input type="checkbox"/> staff notified in advance drill <input type="checkbox"/> other					
Type of alarm: <input type="checkbox"/> smoke detector <input type="checkbox"/> pull station <input type="checkbox"/> control panel <input type="checkbox"/> actual fire or smoke <input type="checkbox"/> other					

Residents			
Name:	start place/exit used:	Name:	start place/exit used:

What each staff did

Length of time to last person out of the door:	Name of destination:
Evaluation	

Proper exit(s) used Exterior door(s) open easily Evacuation route(s) clear Outside lighting adequate Staff had keys in possession Staff took phone and emergency kits Alarm system reset "all clear" procedure used	<input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no	Comments and/or actions:
--	--	--------------------------

Name of person completing log:	Overall fire drill evaluation: <input type="checkbox"/> Excellent <input type="checkbox"/> good <input type="checkbox"/> fair <input type="checkbox"/> poor Evaluated and approved by supervisor:
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FIRE SAFETY PROGRAM/
ENVIRONMENTAL EMERGENCIES

OPTIONAL SAFETY
MATERIALS

FIRE SAFETY PROGRAM

FIRE PREVENTION CHECKLIST

Home: _____ Date: _____

NAME OF PERSON(S) DOING SURVEY: _____

Inspect or observe each item. Check "Y" if the condition or practice is satisfactory. Check "N" if unsatisfactory, and make appropriate comments describing condition.

Y	N		COMMENTS AND CORRECTIVE ACTIONS:
<input type="checkbox"/>	<input type="checkbox"/>	Electrical outlets are not overloaded by use of "octopus" plugs.	
<input type="checkbox"/>	<input type="checkbox"/>	Extension cords are not used (power strips permitted if not overloaded).	
<input type="checkbox"/>	<input type="checkbox"/>	All light fixtures in good working order (no flickers or sparks).	
<input type="checkbox"/>	<input type="checkbox"/>	Radio, TV and stereo cords are in good condition.	
<input type="checkbox"/>	<input type="checkbox"/>	Stove is clean with no grease buildup under burners or in drip pans.	
<input type="checkbox"/>	<input type="checkbox"/>	Oven and broiler are clean with no grease or burned food remains.	
<input type="checkbox"/>	<input type="checkbox"/>	Oven door closes tight.	
<input type="checkbox"/>	<input type="checkbox"/>	Stove vent fan, screen and hood are free of grease build-up.	
<input type="checkbox"/>	<input type="checkbox"/>	Dishwasher is in good condition, with no evidence of electrical problem.	
<input type="checkbox"/>	<input type="checkbox"/>	Small kitchen appliances are unplugged when not in use.	
<input type="checkbox"/>	<input type="checkbox"/>	Washer and dryer are in good condition, with no evidence of problems.	
<input type="checkbox"/>	<input type="checkbox"/>	Dryer vent hose is metal and area behind is free of lint or clothes.	
<input type="checkbox"/>	<input type="checkbox"/>	Gasoline, oil based paint, charcoal starter, etc. are stored in detached shed or fire rated cabinet.	
<input type="checkbox"/>	<input type="checkbox"/>	Nothing is stored within 6 feet of furnace or water heater.	
<input type="checkbox"/>	<input type="checkbox"/>	Propane for barbecue grill is never stored in house or garage.	
<input type="checkbox"/>	<input type="checkbox"/>	Garage, basement and attic are free of accumulated trash.	
<input type="checkbox"/>	<input type="checkbox"/>	Only safety ashtrays are used, and emptied into covered metal container.	

FIRE SAFETY PROGRAM

FIRE SAFE PRACTICES IN THE KITCHEN

Safety in the kitchen is critical, as over 50% of group home fires begin there. Listed below are some of the key steps to remain safe in this dangerous place.

- o Pots and pans are big enough to hold the food without spilling over as they cook.
- o Temperatures selected on stove during cooking are correct (not too hot).
- o When cooking oil is used:
 - o Pan is not over-filled
 - o Oil is never allowed to get hot enough to smoke
 - o Items put in oil are first drained/dried to prevent spattering
 - o Person cooking does not leave kitchen unless burner is turned off
 - o When cooking is finished, pan is cooled before oil is emptied
- o Nothing is allowed on or next to stove when in use.
- o Oven is checked to sure it is empty with no spills before turning it on.
- o Small appliances are never used if cord is frayed or taped, or if sparks are seen. (Appliance is removed from kitchen, with note about what is wrong.)
- o Small appliances are moved out from under cabinets when used, and are unplugged when not in use.
- o Self-cleaning oven cycle is only used by staff authorized to do so.
- o Stove vent screen is cleaned in dishwasher once a week.
- o Wooden spoons or plastic silverware is not put in dishwasher.
- o Dishwasher not left running when no staff are in home.

This certifies that _____ has been observed
(Name)

following the above fire safe practices in the kitchen and has been instructed to follow these procedures at all times.

Observation Dates: _____; _____; _____

Trainer Signature: _____ Date: _____

FIRE SAFETY PROGRAM

FIRE SAFE PRACTICES IN THE LAUNDRY

Safety in the laundry is almost always a matter of people having good, basic, safe practices. Listed below are some of the key steps to remain safe in this potentially dangerous place.

- o Washer is loaded with only the amount of clothing recommended by the instructions that came with the machine. Washer must NEVER be over-loaded!
- o Washer is never used if there is any water leakage.
- o If washer shakes from an unbalanced load, the load is re-distributed.
- o Rubber, rubberized or plastic items are never put in the dryer.
- o Dryer temperature setting is correct for type of fabrics in the load.
- o Dryer lint filter is cleaned after EACH load. Lint is put
- o Clothing or other laundry is never put on top of the dryer while it is running.
- o Laundry machines are turned off if there is any "burning" smell or odor. (Door to washer or dryer is NOT opened to investigate.)
- o Area around, behind and under machines is cleaned at least weekly.
- o Volatile substances are never stored in the laundry room.
- o Laundry machines are never left running when no one is home.

This certifies that _____ has been observed
(Name)

following the above fire safe practices in the laundry and has been instructed to follow these procedures at all times.

Observation Dates: _____; _____; _____

Trainer Signature: _____ Date: _____

FIRE SAFETY PROGRAM

It is important that everyone know when and *when not* to use a fire extinguisher. Below are four signs (each saying exactly the same thing) that can be cut out and posted next to each fire extinguisher to remind everyone walking past them what they are for and when and how to use them.

RESCUE AND ESCAPE TOOL

HOLD EXTINGUISHER FIRMLY UPRIGHT. PULL RING PIN ON THE HANDLE.
STAND 6 - 8 FEET FROM THE FIRE - - - - NO CLOSER!
AIM THE NOZZLE AT THE BASE OF THE FIRE - SQUEEZE THE HANDLES.
SWEEP SLOWLY IN A SIDE TO SIDE MOTION.
EXTINGUISHERS DO NOT LAST LONG - ONLY 8 TO 10 SECONDS!!

RESCUE AND ESCAPE TOOL

HOLD EXTINGUISHER FIRMLY UPRIGHT. PULL RING PIN ON THE HANDLE.
STAND 6 - 8 FEET FROM THE FIRE - - - - NO CLOSER!
AIM THE NOZZLE AT THE BASE OF THE FIRE - SQUEEZE THE HANDLES.
SWEEP SLOWLY IN A SIDE TO SIDE MOTION.
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HOLD EXTINGUISHER FIRMLY UPRIGHT. PULL RING PIN ON THE HANDLE.
STAND 6 - 8 FEET FROM THE FIRE - - - - NO CLOSER!
AIM THE NOZZLE AT THE BASE OF THE FIRE - SQUEEZE THE HANDLES.
SWEEP SLOWLY IN A SIDE TO SIDE MOTION.
EXTINGUISHERS DO NOT LAST LONG - ONLY 8 TO 10 SECONDS!!

FIRE SAFETY PROGRAM

BATTERY OPERATED SMOKE DETECTOR TEST AND MAINTENANCE LOG

HOME:	# OF SMOKE DETECTORS:
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Battery operated smoke detectors must be:

- ♦ **Tested *at least* once a month**, and
- ♦ The **batteries must be replaced *at least* once a year**. (NOTE: Some manufacturers recommend that their detectors be checked weekly. Look in the instruction booklet for the specific recommendation.)
- ♦ Battery operated smoke detectors should be **thrown away and replaced with new ones** periodically. (A general guideline is that they be replaced every 3-5 years.)

Location of Battery Operated Detectors				
#1	#2	#3	#4	#5
#6	#7	#8	#9	#10

Enter date of each check; Note when battery or entire detector is replaced.

Year: _____

Month	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	Signature
Jan.											
Feb.											
Mar.											
Apr.											
May											
June											
July											
Aug.											
Sept.											
Oct.											
Nov.											
Dec.											

FIRE SAFETY PROGRAM

EMERGENCY LIGHTING TEST AND MAINTENANCE LOG

HOME:	# EMERGENCY LIGHTS:
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Emergency lights must be tested and maintained to make sure they operated when needed.

1. Once a month, hold down the test button for 30 seconds. The bulbs should light. Check this under "Bulbs Tested" on the chart below.
2. Once per year, turn off the circuit breaker that powers the unit (or unplug it if there is one). This forces the battery to operate the lights. Leave the power off until the lights go out (it should last at least 90 minutes). Turn the power back on, and the battery should fully recharge for another year. Check this under "Battery Recharged" on the chart below.

Month	Date	Bulbs Tested	Battery Recharged	Comments	Signature
JAN.					
FEB.					
MAR.					
APR.					
MAY					
JUNE					
JULY					
AUG.					
SEPT.					
OCT.					
NOV.					
DEC.					

FIRE SAFETY PROGRAM

SPRINKLER SYSTEM DESCRIPTION AND TESTING RECORD

Home Name: _____

This home has an automatic sprinkler system. Each individual sprinkler head will be set off if the temperature at that head reaches a very high temperature or if the temperature rises very fast. Only the head that is hot will go off, not the whole system. **The sprinkler heads are located:**

The control valve for the water to the system is located:

It ☐ is locked ☐ is not locked. **If it is locked, the key is** _____

The company that is responsible for inspecting and servicing the system is:

_____, and their phone number is: _____

The company **inspects the system at least once a year** to make sure it is operating properly. In between those visits, the system ☐ is ☐ is not to be tested.

If it is to be tested, testing is done this often: _____

During testing, the water will discharge from this place: _____

The system is to be tested by the following procedure: _____

Testing Documentation for the year: _____

Date	Results	Signature

SMOKE/FIRE INCIDENT REPORT

SEND A COPY OF THIS TO: Training Program Specialists, 9864 E. Grand River, Ste. 110-320, Brighton, MI 48116. Or FAX: 810-220-1758

Environmental Emergencies

CARBON MONOXIDE

Carbon monoxide is a "silent" killer! It cannot be seen, or smelled, or tasted. If you do not have a carbon monoxide detector, the only way you might know you have a carbon monoxide problem is because you feel ill or are found dead.

Carbon monoxide is a gas that is produced whenever anything is burned. If you have a gas stove or water heater or furnace (either propane or natural gas), if you have an oil burning furnace, if you have a fireplace, or any other item that burns fuel, carbon monoxide is being produced! When these appliances are working properly, the carbon monoxide is vented outside to the fresh air. When there is a problem with this normal operation, carbon monoxide can build up inside the house, and the results could be deadly!

Note: carbon monoxide is also produced by cigarettes or cigars or pipes that are burning, by barbecue grills, and by cars, vans, lawn mowers, snow blowers, snowmobiles, etc. It is very important that all of these take place outdoors (or in the case of tobacco smoking, at least in a well ventilated room).

SYMPTOMS OF CARBON MONOXIDE POISONING

MILD EXPOSURE

Slight headache, nausea, vomiting, fatigue >>>>>> "Flu-like symptoms"

MEDIUM EXPOSURE

Severe, throbbing headache, drowsiness, confusion, fast heart rate

EXTREME EXPOSURE

Unconsciousness, convulsions, cardio-respiratory failure, death

NOTE: People who have chronic health conditions, the very young or very old are especially vulnerable to the effects of Carbon Monoxide. Early warning is critical!

HOW TO BE SAFE: HAVE AT LEAST ONE CARBON MONOXIDE DETECTOR!

Follow the manufacturer's recommendations for where to locate them. If there will be only one, place it near the bedroom area so it will wake everyone up. One per floor is a good idea, and can give better warning.

The carbon monoxide detectors that have a constant digital readout (like many of the Nighthawk models) are great, as they will show you if there is carbon monoxide even if it is not high enough to set off the alarm, so you can take action before it makes people sick.

WHAT TO DO IF THE CARBON MONOXIDE DETECTOR GOES OFF

- GET EVERYONE OUT IMMEDIATELY
- Call the utility company or furnace repair company, or call 911 if anyone is ill.
- Do not re-enter the house until a knowledgeable person says it is OK to do so.

Environmental Emergencies

CARBON MONOXIDE INCIDENT REPORT			
HOME:		MENTAL HEALTH AGENCY:	
DATE: / /	TIME: <input type="checkbox"/> AM <input type="checkbox"/> PM	ORIGIN OF CARBON MONOXIDE (IF KNOWN):	
HOW ALERTED: <input type="checkbox"/> CARBON MONOXIDE DETECTOR SOUNDED <input type="checkbox"/> FELT ILL <input type="checkbox"/> OTHER:			
WHOM DID YOU CALL?	WHERE DID YOU CALL FROM?	RESPONSE TIME:	
# CLIENTS AT HOME:		# STAFF AT HOME:	
LENGTH OF TIME UNTIL ALL OCCUPANTS OUTSIDE:			
Describe Exactly What Happened			
REPORT COMPLETED BY:		Name & Phone Number to Contact for more information:	

SEND A COPY OF THIS TO: Training Program Specialists, 9864 E. Grand River, Ste. 110-320, Brighton, MI 48116. OR FAX: (810) 220-1758

ENVIRONMENTAL EMERGENCIES

TORNADO OR SEVERE STORM DRILL LOG

HOME:	MANAGER:
DATE:	TIME: <input type="checkbox"/> AM <input type="checkbox"/> PM
# CLIENTS PRESENT:	# STAFF PRESENT
HOW WERE PEOPLE ALERTED THAT THEY WERE TO GO TO THE SAFE AREA?	
LOCATION OF "SAFE AREA"(S):	
STEP-BY-STEP ACTIONS TAKEN BY STAFF	
Length of time to get everyone in the "SAFE AREA":	
How long did everyone stay in the "SAFE AREA?"	
Comments or Corrective Actions:	Signature of Staff Reporting: Supervisor Evaluation: <input type="checkbox"/> Excellent <input type="checkbox"/> Good <input type="checkbox"/> Fair <input type="checkbox"/> Poor Signature: _____ Date: _____

Environmental Emergencies

SEVERE STORM OR TORNADO INCIDENT REPORT

HOME:	MENTAL HEALTH AGENCY:
DATE: ____/____/____	TIME: _____ <input type="checkbox"/> AM <input type="checkbox"/> PM
HOW ALERTED: <input type="checkbox"/> WEATHER ALERT RADIO <input type="checkbox"/> TV/RADIO <input type="checkbox"/> PERSONAL OBSERVATION <input type="checkbox"/> OTHER: _____	
DESCRIBE WEATHER AT TIME OF ALERT:	
# CLIENTS AT HOME:	# STAFF AT HOME:
LENGTH OF TIME UNTIL ALL OCCUPANTS TO "SAFE AREA:	
HOW LONG DID EVERYONE STAY IN THE "SAFE AREA?"	
Describe Exactly What Happened	
DESCRIBE ANY DAMAGE (INCLUDING POWER OUTAGE):	
REPORT COMPLETED BY:	Name & Phone Number to Contact for more information:

SEND A COPY OF THIS TO: Training Program Specialists, 9864 E. Grand River, Ste. 110-320, Brighton, MI 48116. OR FAX: (810) 220-1758