



Fire Safe Seniors

# Training of Trainers

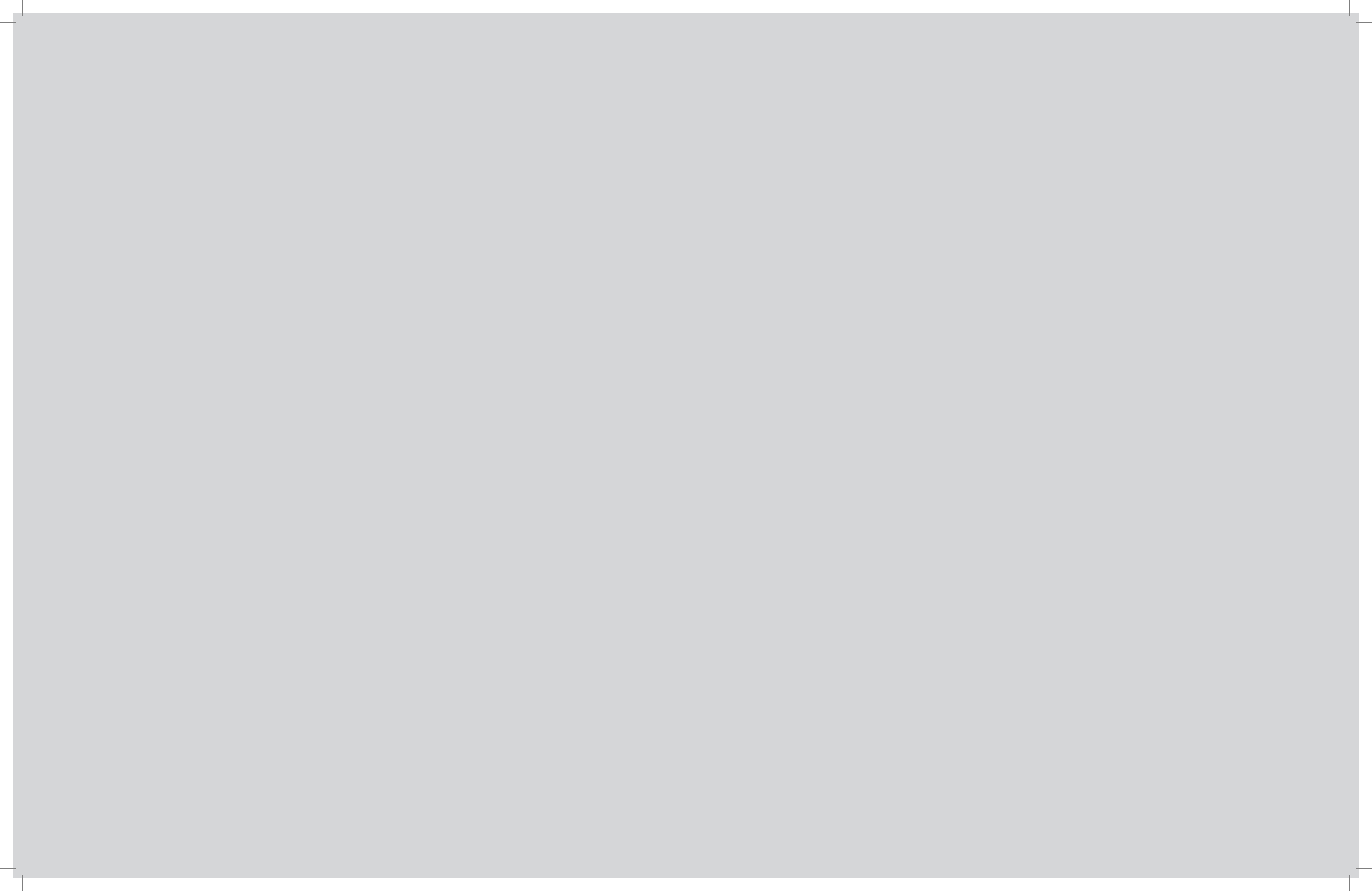
FACILITATOR'S GUIDE



FEMA

U.S. Fire Administration







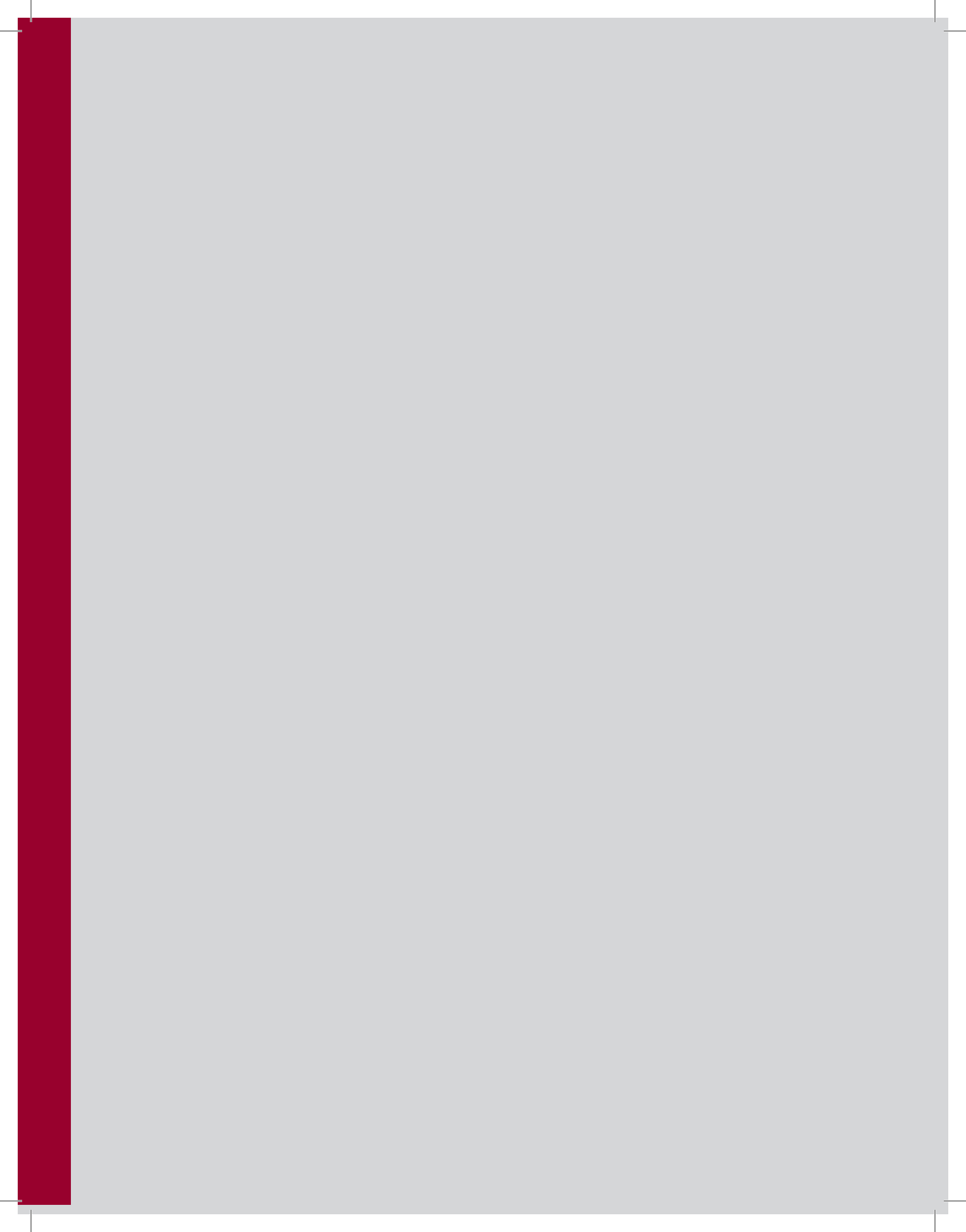
Fire Safe Seniors

# Training of Trainers

FACILITATOR'S GUIDE

Division of Unintentional Injury Prevention  
National Center for Injury Prevention and Control  
Centers for Disease Control and Prevention  
Atlanta, Georgia





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# Introduction and Overview

The Centers for Disease Control and Prevention (CDC) and the U.S. Fire Administration (USFA) developed the Fire Safe Seniors Program to help reduce injuries and loss of life and property due to fire. The program consists of four components, including:

- home assessments,
- smoke alarm installations
- education of seniors about fire safety, and
- follow-up to assess program effectiveness.

Ideally, these activities are conducted in collaboration with your local fire department. This collaboration can take many forms, which are outlined in the Fire Safe Seniors Implementation Guide.

The Fire Safe Seniors Tool Kit is designed to help you effectively implement a smoke alarm installation and fire safety education program targeting older adults. To do so, the tool kit contains the following elements:

- an implementation guide with helpful information for planning and running a comprehensive fire safety program for seniors;
- three different training curricula:
  - this training of trainers (TOT) curriculum,
  - a 4-hour curriculum to train your staff or volunteers who will conduct home assessments and education, including an optional session on smoke alarm installation, and
  - a 2-hour curriculum to train your staff or volunteers who will conduct only education; and
- tools for conducting the home assessments, education, and smoke alarm installations.

## Intended Audience and Curriculum Length

This 8-hour TOT curriculum is designed for large organizations with their own trainers who are responsible for training their staff or volunteers in different communities. This training covers all components of a comprehensive fire safety program and provides trainers

with tips for training their own staff and volunteers. You can review a detailed agenda at the end of this section. A maximum of 20 participants is recommended for the TOT to allow for full participation.

## Training Objectives

By the end of this training, participants will have

- familiarized themselves with the contents of the Fire Safe Seniors Tool Kit;
- reviewed statistics related to older adults and fires;
- learned how to conduct home assessments, install smoke alarms, and educate residents about fire safety and response; and
- discussed how to organize trainings for their own staff or volunteers.

## How Each Session Is Structured

This TOT facilitator's guide provides the following information for each session:

- context,
- objectives,
- materials needed,
- activities with recommended time allocations,
- training tips, and
- detailed instructions for facilitating each activity.

Within the detailed instructions for each activity, you will find text in *italics*. *This text can be presented verbatim to the participants*. When instructions for the facilitators fall within the verbatim text, they are presented in **BOLD CAPITAL LETTERS**.

## PowerPoint Slides

Each session of this TOT is accompanied by PowerPoint slides, which should be printed out for the participants (three slides per page). The session guides indicate whenever a slide should be used by saying "PowerPoint slide" in bold letters in parentheses [i.e., **(PowerPoint slide)**]. Several slides will need to be modified before the session to include information specific to your program. These modifications are indicated on the individual slides in the notes section. You may also need to modify other information related to your program's structure, eligibility

criteria, the type of smoke alarms you are using, and other information. Look at the Notes page of each slide to see if any modifications may be needed.

Five appendices are at the end of this facilitator's guide:

- **Appendix A** contains the agenda and other handouts related to the content of the sessions.
- **Appendix B** contains the posttest. This test was designed to assess the effectiveness of the training in increasing participants' knowledge about various aspects of the Fire Safe Seniors Program. You may need to modify the second question, depending on your program's eligibility criteria.
- **Appendix C** contains the training evaluation form, designed to assess the effectiveness of the training and your performance as a facilitator.
- **Appendix D** contains the answer keys for the home assessment exercise and the posttest.
- **Appendix E** contains checklists to help you prepare for the training.

The following materials are available for download:

#### *Home Assessment Materials*

- home assessment tool,
- fire department letter, and
- testing reminder stickers.

#### *Education Materials*

- education tool,
- flyer about smoke alarms and escape planning, and
- flyer about fire injury risk factors.

#### *Optional Items*

- emergency number card,
- phone sticker,
- refrigerator magnet,
- clipboard sticker, and
- pocket reminder card.



## Preparation of Materials

Appendix E contains detailed instructions on the preparation of training materials, including:

- materials and supplies needed,
- how to assemble the Fire Safe Seniors Tool Kits, and
- how to assemble participants' packets and handouts.

## Fire Department Participation

If you are collaborating with your local fire department to implement the program, you may wish to invite a local firefighter to co-present the smoke alarm installation session with you. This may be helpful in case participants have questions about smoke alarm installation or placement. If a firefighter is not available for your session, you may wish to meet with a firefighter beforehand to receive an orientation to smoke alarm installation to ensure that you demonstrate it correctly.



Fire Safe Seniors

## Fire Safe Seniors Program Training of Trainers

### SAMPLE AGENDA

9:00–9:45 a.m.	<b>Session 1:</b> Introduction to the Fire Safe Seniors Program
9:45–10:15 a.m.	<b>Session 2:</b> Fire and the Older Adult
10:15–10:30 a.m.	Break
10:30 a.m.–12:00 p.m.	<b>Session 3:</b> Home Assessment and Smoke Alarm Installation
12:00–12:45 p.m.	Lunch Break
12:45–1:45 p.m.	<b>Session 3:</b> Home Assessment and Smoke Alarm Installation (continued)
1:45–3:45 p.m.	<b>Session 4:</b> Education about Fire Safety
3:45–4:00 p.m.	Break
4:00–5:00 p.m.	<b>Session 5:</b> Training Preparation and Workshop Closure

# Introduction to the Fire Safe Seniors Program

TOTAL TIME

 45  
minutes

## CONTEXT

This session introduces the Fire Safe Seniors Program, reviews relevant fire injury and death statistics among older adults, and defines the role of the trainees.



## OBJECTIVES

By the end of this session, participants will have

- introduced themselves to each other,
- reviewed the training objectives and the agenda,
- discussed the components of the Fire Safe Seniors Program, and
- reviewed the contents of the Fire Safe Seniors Tool Kit.



## MATERIALS

- Agenda written on flipchart paper
- Laptop, LCD projector, and screen
- PowerPoint presentation for Session 1
- Copies of the Fire Safe Seniors Tool Kit
- Participant packets, including the agenda and copies of the PowerPoint presentations for each session



## ACTIVITIES

Activity #1	Welcome and participant introductions	15 minutes
Activity #2	Training objectives and agenda	5 minutes
Activity #3	Program overview	10 minutes
Activity #4	Overview of the tool kit	10 minutes
Activity #5	Training tips for this session	5 minutes

### **TRAINING TIPS**

- By writing the day's agenda on flipchart paper and posting it on the wall, you are able to continually refer to it throughout the day. This visible agenda helps to keep you and the participants on track and lets them see the progress being made toward achieving the training objectives.
- Establish ground rules, such as asking everyone to put their cell phones on vibrate and encouraging participants to ask questions as they think of them. Also, make sure to tell participants what the smoke alarm sounds like in the training facility and what the escape routes are in case of an emergency (see Handout 7—Training Facilitation Tips).



### **Activity #1: Welcome and Participant Introductions (15 min.)**

#### **(PowerPoint slide 3)**

As participants come into the room, ask them to make nametags. When everyone is present, welcome participants to the training. Introduce yourself and then have participants introduce themselves by stating their

- name;
- chapter, affiliate, or site; and
- role in the fire safety program.



## Activity #2: Training Objectives and Agenda (5 min.)

(PowerPoint slide 4)

Pass out the participant packets containing the agenda and copies of the PowerPoint presentations for each session. Review the objectives for the training of trainers.

*By the end of this training of trainers, participants will have*

- *familiarized themselves with the contents of the Fire Safe Seniors Tool Kit;*
- *reviewed statistics related to older adults and fires;*
- *learned how to conduct home assessments, install smoke alarms, and educate seniors about fire safety; and*
- *discussed how to organize trainings for their own staff and volunteers.*

**[NOTE: Delete smoke alarm installation as a learning objective if this will be done by the fire department.]**

Explain that the main purpose of today's training is for the participants to experience the training sessions that they will be conducting for others. You will also give them tips for how to facilitate each session and explain that, at the end of today's training, you will have time to discuss how these trainings will be rolled out. Ask participants to pull out the agenda from their packets and briefly review it together.



## Activity #3: Program Overview (10 min.)

Present an overview of the Fire Safe Seniors Program objectives, target audiences, and activities. Explain how the training fits into the activities.

(PowerPoint slide 5)

### *Fire Safe Seniors Overview*

*The National Center for Injury Prevention and Control of the Centers for Disease Control and Prevention (CDC) with the U.S. Fire Administration (USFA) developed the Fire Safe Seniors Program Tool Kit to help local, regional, and national organizations plan and implement successful smoke alarm installation and fire safety education programs for older adults in their communities. The goal of the Fire Safe Seniors Program is to reduce injuries and loss of life and property due to fire and fire-related hazards.*

**(PowerPoint slide 6)**

*The Fire Safe Seniors Program consists of the following components:*

1. *home assessments to determine the need for smoke alarms,*
2. *free smoke alarm installation for eligible residents,*
3. *education of older adults and/or their caretakers about fire safety, and*
4. *follow-up to assess program effectiveness.*

**(PowerPoint slide 7)**

*To be eligible for free smoke alarms, residents must*

- *be 65 years of age or older and*
- *live in a residential setting (e.g., house or apartment).*

*Eligibility should be determined when people call to inquire about the program, assuming that you are advertising it publicly. If your organization has an existing older adult client base, you can use your own internal records to determine eligibility. Older adults who are not eligible for alarms may still receive the educational component of the Fire Safe Seniors Program, with information about smoke alarms, fire prevention, and fire response.*

**(PowerPoint slide 8—Modify as needed.)**

*The Fire Safe Seniors Program will be implemented through the following steps:*

1. *You attend the training of trainers.*
2. *You return to your organization and train your staff and/or volunteers.*
3. *Your staff and/or volunteers conduct the home assessments, smoke alarm installations, and education. These things may happen during the same visit or separate visits, depending on your site.*
4. *Staff or volunteers return shortly after installation to test the alarms and ensure that they work properly. [NOTE: This step only applies if alarms are being installed by the fire department.]*
5. *Approximately 6 months after installation, your staff or volunteers conduct follow-up visits to assess the effectiveness of the program.*

*Tell participants that they are all here today in the capacity of trainers, even if that is not their official job title. It will be their job to train those staff or volunteers who will be doing all of these things you just mentioned.*



### **Activity #4: Overview of the Tool Kit (10 min.)**

Pass out copies of the tool kit (one per participant). Walk participants through the different sections of the kit as follows:

#### **(PowerPoint slide 9)**

- Home Assessment,
- Smoke Alarm Installation,
- Education,
- Two-Hour Training, and
- Four-Hour Training.

Do not spend a lot of time reviewing the contents of the tool kit—this walk-through is just meant to be a bird’s-eye view of the material. Explain that all of the materials will be reviewed in more detail throughout the day.

Before closing the session, review again the components of the Fire Safe Seniors Program and the eligibility criteria for free smoke alarms.

The Fire Safe Seniors Program components are

- home assessments,
- installation of free smoke alarms,
- education about fire safety, and
- follow-up after smoke alarm installation.

To be eligible for free smoke alarms, residents must

- be 65 years of age or older and
- live in a residential setting (e.g., house or apartment).



### **Activity #5: Training Tips for this Session (5 min.)**

Present the following training tips, which you have implemented yourself through this session. This will help participants to successfully replicate the session themselves. These tips are also contained in Handout 7: Training Facilitation Tips.

- *By writing the day's agenda on flipchart paper and posting it on the wall, you are able to continually refer to it throughout the day. This visible agenda helps to keep you and the participants on track and lets them see the progress being made toward achieving the training objectives.*
- *Establish ground rules, such as asking everyone to put their cell phones on vibrate and encouraging participants to ask questions as they think of them. Also, make sure to tell participants what the smoke alarm sounds like in the training facility and what the escape routes are in case of an emergency.*



# Fire and the Older Adult

TOTAL TIME

 30  
minutes


## CONTEXT

This session presents fire statistics for older adults and reasons why older adults are particularly at risk of fire death and injury. This session will help participants understand the rationale for creating the Fire Safe Seniors Program.



## OBJECTIVES

By the end of this session, participants will have

- reviewed statistics about fire deaths and injuries in older adults and
- discussed reasons why older adults are at greater risk of fire injury and death than other adults.



## MATERIALS

- PowerPoint presentation for Session 2
- Flipchart and markers



## ACTIVITIES

Activity #1	Review of session objectives	5 minutes
Activity #2	Presentation of fire statistics	5 minutes
Activity #3	Why older adults are at greater risk	15 minutes
Activity #4	Training tips for this session	5 minutes

## **TRAINING TIPS**

- Do not spend too much time discussing the fire statistics. Concentrate on discussing the characteristics that make older adults more vulnerable to fire injury and death than younger adults and why your organization is uniquely positioned to reach this population.
- Citations for the fire statistics are listed at the end of both training curricula, along with Web sites where the reports can be downloaded. Reviewing the reports before the training may be helpful in case participants have questions about the statistics.

**(PowerPoint slide 10)**



**Activity #1: Review of Session Objectives (5 min.)**

**(PowerPoint slide 11)**

Introduce the session and review session objectives listed above.



**Activity #2: Presentation of Fire Statistics (5 min.)**

Present the statistics about fire injuries and deaths among older adults.

**(PowerPoint slide 12)**

### *Fire Injury and Death Statistics*

- *Fires are a leading cause of unintentional injury deaths in the United States.<sup>1</sup>*
- *More than half of fire deaths occur in homes without working smoke alarms, including many where smoke alarms are present but fail to operate due to missing, disconnected, or dead batteries.<sup>2</sup>*
- *Most victims of fire die from smoke or toxic gases and not from burns.<sup>3</sup> Smoke alarms give people more time to get out before inhaling smoke or gases.*
- *Home fire deaths are more likely to occur during the winter months.<sup>4</sup>*

**(PowerPoint slide 13)**

*Older adults are three times more likely to die in fires than younger adults and over two times more likely to die in fires than children ages 1 to 4 years. The death rate for older adults increases with age. By the age of 85, older adults have death rates four times the overall U.S. rate.<sup>1</sup>*

**(PowerPoint slide 14)**

*Smoking is the leading cause of fire death among older adults. Cooking is the leading cause of fire injury among older adults.<sup>5</sup>*

**Activity #3: Why Older Adults Are at Greater Risk (15 min.)****(PowerPoint slide 15)**

Ask participants to brainstorm about reasons why older adults are at greater risk of fire injury and death than the general population. Write responses on the flipchart. Mention the risk factors below if they do not come up in discussion:

**(PowerPoint slide 16)**

*Risk factors that make older adults more vulnerable to fire injury than the general population include<sup>6,7</sup>:*

- *living alone, which can make escaping from a fire difficult.*
- *having physical and mental impairments and disabilities, such as dementia or memory loss, which make escaping or calling for help difficult.*
- *having reduced sensory abilities, such as smell, touch, vision, and hearing. For example, reduced sense of smell can make smelling smoke difficult. Reduced sense of touch can make unlocking the door in case of fire difficult. Reduced sense of vision can make seeing flames or getting out in case of fire difficult. And reduced sense of hearing can make hearing smoke alarms difficult.*
- *using chemical substances, such as medicine and alcohol. These substances can make older adults drowsy, which increases their likelihood of causing fires if they are smoking in bed. Using substances can also make waking up difficult if the smoke alarm goes off.*
- *living in substandard housing. Many older adults live in houses or buildings that, for example, may not be adequately heated (making the use of space heaters necessary) and that may have old gas stoves or old electrical wiring, all of which could pose a fire risk.*

Tell the participants that the challenge is that some older adults do not understand that their risks may have changed in relation to fires, or they may not want to acknowledge these changes. It's the job of Fire Safe Seniors staff and volunteers to tactfully make them aware of the fact that their risks have increased.

**(PowerPoint slide 17—Modify as needed.)**

Many of these risk factors are shared by the people that [YOUR ORGANIZATION] serves, putting them at very high risk of fire injury and death. [YOUR ORGANIZATION] is uniquely positioned to prevent fire injuries and deaths among older adults for the following reasons:

- Our staff and volunteers enter the homes of older adults on a regular basis.
- Our staff and volunteers have developed trusting relationships with the older adults that we serve. This trust is crucial for conducting home assessments.
- Our organization is a known and trusted source of information for older adults.

**Activity #4: Training Tips for This Session (5 min.)**

Present the following training tips, which you have implemented yourself through this session. This will help participants to successfully replicate the session themselves.

- Do not spend too much time discussing the fire statistics. Concentrate on discussing the characteristics that make older adults more vulnerable to fire injury and death than younger adults and how your program is uniquely positioned to help them.
- Citations for the fire statistics are listed at the end of both training curricula, along with Web sites where the reports can be downloaded. Reviewing the reports before the training may be helpful in case participants have questions about the statistics.

# Home Assessment and Smoke Alarm Installation

**TOTAL TIME**

## CONTEXT

This session provides an in-depth review of the home assessment process and smoke alarm installation. **[NOTE: If your fire department will be installing smoke alarms without the assistance of your staff or volunteers, then you can skip the smoke alarm installation activities.]**



## OBJECTIVES

By the end of this session, participants will have

- reviewed the *Fire Safe Seniors* smoke alarm standards,
- reviewed the home assessment tool,
- discussed steps for conducting the home assessment and completed a home assessment exercise, and
- examined the smoke alarm testing, installation, and maintenance guidelines and practiced installing a smoke alarm.



## MATERIALS

- PowerPoint presentation for Session 3
- Flipchart and markers
- Handout 2: Consent and Waiver Form
- Handout 3: Home Assessment Scenarios
- Handout 4: Smoke Alarm Installation Guidelines
- Home assessment tool—three copies per participant
- Smoke alarms (one for every group of three participants)
- Mounting materials that came with the smoke alarms (screws and mounting brackets/rings, if applicable)
- Drills (one per group)



## MATERIALS *(continued)*

- Screwdrivers, with the appropriate heads to match the screws used to mount your smoke alarms (one per group)
- Thick pieces of wood for smoke alarm installation practice, if using the ceiling or wall of the training room is not possible (one per group)
- Goggles (one pair per group)
- Tape measure and pencil (one set per group)
- Stepladder (one per group)



## ACTIVITIES

<b>Activity #1</b>	<b>Review of session objectives</b>	<b>5 minutes</b>
<b>Activity #2</b>	<b>Smoke alarm standards</b>	<b>5 minutes</b>
<b>Activity #3</b>	<b>Home assessment tool and steps</b>	<b>40 minutes</b>
<b>Activity #4</b>	<b>Home assessment exercise</b>	<b>40 minutes</b>
<b>Activity #5</b>	<b>Smoke alarm installation, testing, and maintenance</b>	<b>25 minutes</b>
<b>Activity #6</b>	<b>Installation practice</b>	<b>30 minutes</b>
<b>Activity #7</b>	<b>Training tips for this session</b>	<b>5 minutes</b>

### TRAINING TIPS

- Doing a mock home assessment during the training is usually not possible because the layout of an office is very different than a house or apartment layout. Therefore, observing actual home assessments after participants have returned to their communities is recommended. Consider having the trainer observe the first assessment conducted by each trainee and provide constructive feedback about what worked well and what could have been improved. Use this opportunity to also observe the smoke alarm installation process to ensure that it is done safely and correctly.
- Inviting a local firefighter to copresent this session with you may be helpful in case people have questions about smoke alarm installation or placement that you are unable to answer. If a firefighter is not available for your session, you may wish to meet with a firefighter beforehand to discuss the nuts and bolts of smoke alarm installation.
- Scope out the training room several days before the session to see if installing alarms on the ceiling or wall is possible. If not, bring pieces of wood that can be placed on a table to practice installation. Ensure that the wood is thick enough to accommodate the mounting screws.
- Read the manufacturer's instructions before you demonstrate the smoke alarm installation and practice the installation a few times before the training. The instructions will tell you where and how to install the alarm for best performance.
- If you have purchased alarms with special features, such as strobe lights or pause buttons, be sure to show participants how they work.



#### **Activity #1: Review of Session Objectives (5 min.) (PowerPoint slide 18)**

##### **(PowerPoint slide 19)**

Introduce the session and review session objectives listed above.

##### **(PowerPoint slide 20)**

Review the purpose of conducting home assessments:

- to determine if the resident has the appropriate number of smoke alarms with long-life lithium batteries,
- to test existing alarms to see if they are working, and
- to assess barriers that would keep the resident from escaping in case of a fire.



## **Activity #2: Smoke Alarm Standards (5 min.)**

Present the standards that your program will be following for smoke alarm installation.

**[NOTE: Modify this information if your county or state has different regulations.]**

### **(PowerPoint slide 21)**

The Fire Safe Seniors Program will be installing free smoke alarms with long-life lithium batteries in the following locations:

- one on every level of the home, including the basement, and
- one directly outside of every sleeping area.

*By sleeping area, we mean the area outside of any room where a person might sleep, including guest rooms where people may sleep occasionally. This area is often a hallway outside of bedrooms.*

### **(PowerPoint slide 22)**

*Existing alarms will be replaced if*

- they have non-lithium batteries (regardless of whether they are working),
- the battery type cannot be determined,
- they are not working, or
- they are more than 10 years old.

*A few residents may have hardwired alarms. The replacement of hardwired smoke alarms is beyond the scope of this program, but you may recommend putting a new alarm next to a hardwired alarm that is not working or is more than 10 years old.*

*It may be difficult to visually distinguish between smoke alarms that use long-life lithium batteries and smoke alarms that use non-lithium batteries, although some smoke alarms with long-life lithium batteries may have stickers on them indicating 10-year batteries. We do not want staff or volunteers to take alarms apart to look at batteries. Please ask residents if they know whether their existing alarms have long-life lithium batteries or other types of batteries.*

*Many residents will not know what type of batteries their alarms have, but in most cases we think that they will have non-lithium batteries. Therefore, alarms with unknown battery types will be counted as non-lithium alarms and will be replaced.*

### **(PowerPoint slide 23—Modify as needed.)**

*The number of alarms that each household can receive is not limited.*





### Activity #3: Home Assessment Tool and Steps (40 min.)

Ask participants to refer to the home assessment tool in their tool kit. Walk through the different sections of the tool as follows:

#### (PowerPoint slide 24)

##### *Review of the assessment tool:*

- **Top section:** Fill in the date of the assessment and your name where it says “assessor.” Next, provide the resident’s name, address, phone number, gender, ethnicity, and date of birth.
- **Alarm matrix:** This section is where you will indicate the locations of existing alarms and their status.
  - The first column lists all areas of the home that should have a smoke alarm:

*Sleeping Areas:* As a first step, check for alarms directly outside of each sleeping area in the home. Sleeping areas may be on more than one level, including the basement. Indicate the level of the home where each sleeping area is located.

*Additional Levels:* If another level of the home does not have a sleeping area (e.g., the main living level or the basement), check for alarms on this level. Be sure to indicate which level of the home it is.

- The second column is where you indicate what you find in each area:
  - AM for an alarm that is missing (in other words, there is no alarm),
  - NLB for an alarm with a non-lithium battery or an unknown battery type,
  - NLW for a lithium alarm that is not working,
  - >10 for a working lithium battery alarm that is more than 10 years old, and
  - OK for a working lithium battery alarm that is less than 10 years old.
- After you have filled in all of the columns, you need to estimate the total number of alarms that need to be installed. To get this number, add up all of the times that you wrote AM, NLB, NLW, and >10.
- **Escape barriers:** This where you can note any barriers that might keep the resident from escaping. Some of the most common types of escape barriers include:
  - furniture or boxes blocking exit doors,
  - security bars on doors or windows,
  - windows that are nailed or painted shut, and
  - clutter hindering escape routes.

We all have different definitions of clutter. For the purposes of the Fire Safe Seniors Program, we are talking about major clutter that is blocking an escape route, such as large piles of magazines or boxes.

Your program may be able to send caseworkers or volunteers back to address these barriers. Whether you are able to address these barriers will be up to your program to decide. Even if you cannot directly address them, you may wish to bring the barriers to the attention of the resident if the barriers could easily be addressed with the help of a friend or family member (like removing clutter, for example).

- **Homeownership status:** This section is where you should indicate whether the resident owns his or her residence, lives in a residence that is occupied by the owner, or rents his or her residence (house or apartment). **[NOTE: You may not need to collect this information if you are giving alarms to both homeowners and renters.]**
- **Number of people living in the home:** Indicate here the total number of people living in the home. This information will allow you to determine the number of people benefiting from the program.

Now, look at the back of the form. You will see the following items:

- **Smoke alarm standards:** If you look at the back of the tool, you will see reminders about where alarms should be located and which alarms should be replaced. You can refer to these as you are doing the assessment.
- **Action needed:** Place an X in the box if the resident needs alarms.
- **Tracking information:** On the back of the form, you will see a space for indicating when the alarm was installed and when the alarm was tested. This information will be filled out at a later date, after the assessment is completed. **[NOTE: A separate testing visit is only necessary if the fire department is installing the alarms without your staff or volunteers present.]**

Ask participants if they have any questions about the form. Recommend that they use a clipboard to fill it out.

#### **Steps for completing a home assessment:**

Pass out **Handout 2: Consent and Waiver Form**. Explain the steps to conduct a home assessment:

#### **(PowerPoint slide 25)**

**Step 1:** Identify residents who are eligible for the program. You may have already done this through community canvassing. If you have posted flyers or done other types of advertising, determine eligibility for free smoke alarms when the person calls to inquire about the program. If you have an existing resident base, use your records to identify eligible residents and call them to determine their interest in the program. **NOTE:** You may offer education about fire safety to residents who are not eligible for free smoke alarms if this service is within your program's mandate.

- Step 2:** Make an appointment at a time that is convenient for the resident. If the older adult has a regular caregiver, schedule the appointment at a time when the caregiver will be present. The appointment should take 15 minutes if you will be doing the home assessment only and will not be educating residents or installing alarms during the same visit. If you also will be conducting education about fire safety and response, then you need to allow 30 minutes for both assessment and education. If you will be installing smoke alarms, you should plan on 15 minutes for installing each alarm.
- Step 3:** On the day of the visit, call ahead of time to let the resident know that you are coming, and document the call in your files. During this call, you can ask if it would be possible to shut any dogs in a room during the visit, just in case they are not friendly towards strangers. When you arrive at the house, introduce yourself and explain why you are there. For example, you can say, “I’m here to talk to you about fire safety and prevention and see how many smoke alarms you need.” Take a few minutes to fill out the information on the top of the form. Then explain that you would like to walk through the house to see if there are enough smoke alarms. Reassure the resident that you are not there to inspect their house and it doesn’t matter if the house is clean! Make sure that you are wearing some type of program identification, such as a badge, program T-shirt, or program cap.

**(PowerPoint slide 26)**

- Step 4:** Ask where people sleep in the house (bedrooms or other areas). Begin by assessing these areas of the home. When you fill out the form, sleeping area #1 should be the first sleeping area that you find. If there is a sleeping area on the ground level, for example, this is usually the one that you will find first, so this will be sleeping area #1. Cover any other levels of the home, including the basement.
- Step 5:** Note any missing alarms and the status of existing alarms on the home assessment tool. For each alarm that you find, ask if the alarm has long-life lithium batteries or another type of batteries (e.g., alkaline or carbon zinc).
- Step 6:** Test any alarms with long-life lithium batteries and note the results on the home assessment tool.
- Step 7:** Ask the resident if you can check for escape barriers, and make a note of them on the form. If your program is able to address escape barriers, then you may wish to take this opportunity to discuss any barriers that you noticed. Each program should determine whether to address escape barriers and how they should be discussed with residents (if at all).

**(PowerPoint slide 27)**

- Step 8:** Install any new alarms that are needed or explain when the installation will happen. If alarms are being installed by the fire department, mention that someone from your program will be returning to the home to test the alarms after they have been installed. Have the resident sign the consent and waiver form.

**Step 9:** Proceed to the education about fire safety and response. If the education will take place during another visit, explain who will be coming back to do it and when.

**Step 10:** Explain that someone from your program will be following up with them again in approximately 6 months. Ask the resident or caregiver if they have any questions and thank them for their time.

**Safety tips:**

Your staff and volunteers may visit unfamiliar or unsafe neighborhoods. In addition, risk is always involved when going into an unfamiliar home. Present the following guidelines, which can help to keep your staff and volunteers safe as they perform home assessments. **[NOTE: These guidelines also apply for other visits that may be made to install smoke alarms or conduct education.]**

**(PowerPoint slide 28)**

- Always visit homes in pairs.
- If you are going to an unfamiliar neighborhood, bring a map or global positioning system (GPS) with you to avoid getting lost. Also, bring the program coordinator's phone number.
- Do not show up unannounced—ensure that an appointment for the visit has been made and then reconfirm it the day before. If possible, also call that day to request that any dogs be shut in a room prior to your arrival.
- Conduct all visits during daylight hours, if possible.
- If possible, mix genders within the pairs (i.e., send a man and a woman together).

**(PowerPoint slide 29)**

- Do not enter any homes that make you feel unsafe. If you are unsure about whether to enter, call the program coordinator.
- Leave the home immediately if you feel threatened for any reason. Establish a code word with your partner that you can use to alert each other if you feel unsafe.
- Do not look around inside the homes any more than is necessary to conduct the assessment—this could make residents or their family members confrontational if, for example, they feel that their homes are being scoped out for theft.

**Optional materials for staff and volunteers:**

Ask participants to look at the other materials that are available for staff and volunteers if they choose to use them:

**(PowerPoint slide 30)**

- **testing reminder sticker:** The stickers can be placed on things that your staff or volunteers distribute to older adults on a regular basis. For example, if your organization delivers meals and your volunteers

are able to test alarms for your residents, this sticker can be placed on meal packets once a month as a reminder. Planning when the stickers will be used each month is a good idea. For example, your program may decide that testing will happen on the first Monday of each month and use the stickers accordingly. These stickers can be printed on standard address labels that you can get online or buy at office supply stores (size 1”x 4”). A pack of 5,000 stickers costs approximately \$70.

- **fire department letter:** If you are partnering with fire departments for the installation component of your program, firefighters can bring this letter with them when they install alarms. The letter explains why the firefighters are there to reassure residents who may not remember the home assessment.

Let participants know where they can access electronic and/or hard copy versions of these materials.



#### **Activity #4: Home Assessment Exercise (40 min.)**

Distribute a copy of **Handout 3: Home Assessment Scenarios** to each participant in addition to three copies of the assessment tool. Give participants the following instructions:

##### **(PowerPoint slide 31)**

- Break into pairs.
- Read each scenario and look at the floor plan of the home. The shapes with the “S” inside of them indicate existing smoke alarms.
- Work with your partner to make X’s where an alarm is needed but does not currently exist. Also, circle any existing alarms that need to be replaced.
- Fill out the assessment tool for each scenario. Each of you should fill out the form to get practice.
- You have 30 minutes to complete the three scenarios.

##### **(PowerPoint slides 32-34)**

Take the last 15 minutes of the session to discuss the scenarios with the group (5 minutes per scenario). Show the PowerPoint slide containing the first floor plan and ask for one volunteer to explain how they filled out the form for the first scenario. Ask the rest of the group to explain any differences in how they filled out their own forms. Then, share the correct answers for this scenario, which can be found in Appendix D. Show the second and third floor plans and ask for different volunteers to explain how they filled out their forms. After discussing each scenario, share the correct answers.

Before closing the session, review again the areas of the home that should have smoke alarms:

- one on every level of the home, including the basement, and
- one directly outside of every sleeping area.

Remember that these guidelines should match those that your program is following. Also, review when to recommend that a new alarm be installed or an existing alarm be replaced:

- New alarms should be recommended for areas of the house that are missing alarms.
- Alarms with non-lithium batteries and unknown battery types should be replaced, even if they are working.
- Alarms with long-life lithium batteries that are not working should be replaced.
- Alarms more than 10 years old should be replaced.



### **Activity #5: Smoke Alarm Installation, Testing, and Maintenance (25 min.)**

If your local fire department is not installing your smoke alarms, your staff and/or volunteers will need to know how to do it. Go over the following guidelines for smoke alarm installation, testing, and maintenance and pass out **Handout 4: Smoke Alarm Installation Guidelines**.

#### *Steps for Installing the Smoke Alarm*

Before leaving for their first installation, the installers should read the manufacturer's instructions and ask questions of the program coordinator if something is not clear.

#### **(PowerPoint slide 35)**

**Step 1:** Determine the appropriate location for the alarms based on the results of the home assessment. Keep the following points in mind:

- Do not place alarms in or very near kitchens or bathrooms or close to wood-burning stoves, clothes dryers, or other appliances, which normally become warm or give off dust or steam during operation. For example, steam from the bathroom can trigger smoke alarms to go off. If the alarm must be located near a kitchen or bathroom, try and place it as far away as possible to avoid nuisance alarms.
- Place alarms on the ceiling at least 4 inches from the nearest wall and at least 2 feet from the nearest corner. Do not install alarms within 2 feet of the corner of a room because the airflow in corners is restricted.
- If alarms cannot be installed on the ceiling, install them on a wall at least 4 inches, but not more than 12 inches, from the ceiling, and 2 feet from the nearest corner. Install alarms on interior walls in mobile homes or other homes that are poorly insulated if ceiling installation is not possible because the external walls may heat up in hot weather.
- Locating alarms where they can be mounted by screws is preferable. Although alarms can be mounted by using double-sided tape, this method is not recom-

mended because the tape can pull free if exposed to heat. Therefore, only use tape in situations where screws are not an option.

**(PowerPoint slide 36)**

**Step 2:** Test each smoke alarm before you install it.

**Step 3:** Measure the distance between the screw holes on the alarm or on the mounting bracket/ring. Use a pencil to mark the distance on the ceiling or wall. (Skip this step if using double-sided tape.)

**Step 4:** Drill holes at the pencil marks. (Skip this step if using double-sided tape.)

**(PowerPoint slide 37)**

**Step 5:** Use screws or tape to attach the alarm or the mounting bracket/ring. Mount the alarm in the bracket/ring (if applicable).

**Step 6:** Demonstrate how to test the alarm and explain how to maintain it (see below).

***Smoke Alarm Maintenance Tips***

Smoke alarm recipients need to know how to care for their smoke alarms to ensure that they keep working properly. Here are some tips:

**(PowerPoint slide 38)**

- Use a vacuum with a hose and wand attachment or a soft feather duster or brush to remove dirt, dust, and cobwebs from the smoke alarm.
- You do not need to open the smoke alarm case to clean it.
- Smoke alarms should be cleaned at least once each month to prevent the buildup of dust, cobwebs, and other foreign material. You can clean your alarms when you test them monthly.
- All battery-operated smoke alarms have a low-battery warning device that emits a signal (a chirping or high-pitched sound) when the battery power is low. When you hear this sound, the battery needs to be changed. Test your alarms after being away from home for an extended period of time because the warning signal will stop after a few days.
- Smoke alarms with long-life lithium batteries are designed to only last for up to 10 years. After that amount of time, the entire unit (alarm and batteries) will need to be replaced.



**Activity #6: Smoke Alarm Installation Practice (30 min.)**

Divide participants into groups of three and give a smoke alarm and other installation supplies to each group. If you are using pieces of wood for the installation, clear space on tables for them.

First, take a minute to show the participants where the battery, test button, and any other features are located on the alarm. Then, have each person practice installing the smoke alarm, following these instructions:

**(PowerPoint slide 39)**

- Measure the distance between the screw holes by using a tape measure.
- Use a step ladder, if necessary, and make light pencil marks on the ceiling, wall, or piece of wood to indicate where you would need to drill holes.
- Drill holes in the ceiling, wall, or piece of wood.
- Screw the alarm or mounting ring/bracket into the ceiling, wall, or piece of wood.
- Screw the alarm into the mounting ring/bracket (if applicable).
- Test the alarm.



**Activity #7: Training Tips for This Session (5 min.)**

Present the following training tips, which you have implemented yourself through this session. This will help participants to successfully replicate the session themselves.

- *Doing a mock home assessment during the training is usually not possible because the layout of an office is very different than a house or apartment layout. Therefore, observing actual home assessments after participants return to their communities is recommended. Consider having the trainer observe the first assessment conducted by each trainee and provide constructive feedback about what worked well and what could have been improved. Use this opportunity to also observe the smoke alarm installation process to ensure that it is done safely and correctly.*
- *Inviting a local firefighter to copresent this session with you may be helpful in case people have questions about smoke alarm installation or placement that you are unable to answer. If a firefighter is not available for your session, you may wish to meet with a firefighter beforehand to discuss the nuts and bolts of smoke alarm installation.*
- *Scope out the training room several days before the session to see if installing alarms on the ceiling or wall is possible. If not, bring pieces of wood that can be placed on a table to practice installation. Ensure that the wood is thick enough to accommodate the mounting screws.*
- *Read the manufacturer's instructions before you demonstrate the smoke alarm installation and practice the installation a few times before the training. The instructions will tell you where and how to install the alarm for best performance.*
- *If you have purchased alarms with special features, such as strobe lights or pause buttons, be sure to show participants how they work.*



# Education about Fire Safety

TOTAL TIME

 2  
hours


## CONTEXT

This session provides an overview of the education tool and materials. In this session, participants will have the opportunity to practice their educational skills through role plays.



## OBJECTIVES

By the end of this session, participants will have

- learned how to use the fire safety education tool,
- reviewed the leave-behind materials for residents, and
- role-played an education session.



## MATERIALS

- PowerPoint presentation for Session 4
- Flipchart and markers
- Fire safety education tool
- The Fire Safe Seniors Tool Kit
- Handout 5: Tips for Communicating with Older Adults
- Handout 6: Education Scenarios



## ACTIVITIES

Activity #1	Review of session objectives	5 minutes
Activity #2	Review of education tool and materials	50 minutes
Activity #3	Education role play	60 minutes
Activity #4	Training tips for this session	5 minutes

### TRAINING TIPS

- Before the training, practice doing the role plays by using the scripts that are presented in Activity #3. Ideally, you will be familiar enough with the scripts so that you can perform the role plays without reading them. If that's not possible, you can read them from the training manual. If you do not have a co-trainer to practice with, you can practice with colleagues, friends, or family members (ask them to play the resident and family member while you play the educator).
- If you are the only facilitator, ask participants to play the resident and family member while you play the educator (for demonstrating the role play).
- Bring three chairs up to the front of the room so that participants can perform their role plays in front of the others.
- Due to time constraints, not all participants will be able to do their role plays in front of the larger group. Therefore, observing actual education sessions after participants return to their communities is recommended. Ideally, the first time that the educator conducts an education session, the trainer should observe and provide constructive feedback about what worked well and what could have been improved.



#### **Activity #1: Review of Session Objectives (5 min.) (PowerPoint slide 40)**

##### **(PowerPoint slide 41)**

Introduce the session and review session objectives listed above.

Provide an overview of the Fire Safe Seniors education component as follows:

##### **(PowerPoint slide 42)**

- *All older adult residents should receive education, regardless of whether they receive free smoke alarms.*
- *The education may take place immediately following the home assessment or at another time.*
- *The education tool guides the discussion.*
- *Leave behind flyers and other materials with residents for them to refer to later.*
- *If the resident has a caregiver, this person should be present.*



## Activity #2: Review of Education Tool and Materials (50 min.)

Refer participants to the fire safety education tool and leave-behind materials in their tool kit. Explain the tools and materials as follows:

### (PowerPoint slide 43)

*The tool has three sections:*

- *the top section, which contains information about the resident;*
- *the discussion section, which includes a discussion opener, questions, messages, and a discussion closer; and*
- *a place to note the materials that you give out.*

### (PowerPoint slide 44)

#### *Top section*

*This area is where you fill in the date and the resident's name, date of birth, address, and phone number. Then, fill in your name where it says "educator."*

### (PowerPoint slide 45)

#### *Educational Message Topics:*

- *The tool has five sets of messages. The first two sets of messages about smoke alarms and escape planning should be discussed with all older adult residents. **[READ MESSAGES OUT LOUD.]** As you can see, there are different messages for residents who already have alarms or will get them soon and residents who do not have alarms and are not eligible to receive them.*
- *The last three sets of messages are to be discussed only if the residents have these risk factors for fire injury. These factors are related to smoking, cooking, and alternative heating sources like space heaters and fireplaces. The message about not smoking near oxygen tanks is particularly important, since many older adults use them. **[READ MESSAGES OUT LOUD.]***

The following two tables contain the oral messages from the education tool. The rationale for certain alternative heating messages is provided in parentheses. You should explain the rationale to the training participants, but tell them that they do not need to give this extra information to residents unless they request further clarification.

### Messages for Discussion with All Older Adult Residents

#### ***SMOKE ALARMS*** (PowerPoint slide 46)

**FOR RESIDENTS WHO ALREADY HAVE ALARMS OR WILL GET THEM SOON:**

- **Main message:** Test smoke alarms every month; you can ask someone to test them for you.
- **Message #2:** Never disable your smoke alarm.

(PowerPoint slide 47)

**FOR RESIDENTS WHO DO NOT HAVE ALARMS (AND ARE NOT ELIGIBLE TO RECEIVE THEM):** **Main message:** A smoke alarm warns you when it senses smoke in your home. Put smoke alarms in your home and test them each month.

(PowerPoint slide 48)

#### ***ESCAPE PLANNING***

- **Main message:** Identify two ways out of every room.
- **Message #2:** Plan your escape around your abilities.
- **Message #3:** Keep a phone and emergency numbers to call for help near your bed or sleeping area.
- **Message #4:** If a fire starts, get out and stay out.
- **Message #5:** If you cannot get out, get as low to the ground as you can.

## Messages for Discussion According to Risk Factors

### **SMOKING (PowerPoint slide 49)**

- **Main message:** Never smoke when you are lying down, drowsy, or in bed.
- **Message #2:** Use large, deep, tip-resistant ashtrays, and place them on a flat surface.
- **Message #3:** Wet cigarette butts and ashes before emptying them into the trash.
- **Message #4:** Smoke outside, if possible.
- **Message #5:** Do not smoke near oxygen tanks.

### **COOKING (PowerPoint slide 50)**

- **Main message:** Keep an eye on what you fry. Most cooking fires start when someone is frying food.
- **Message #2:** Wear short sleeves or roll sleeves up so they don't catch fire.
- **Message #3:** Move things that can burn away from the stove.

### **SPACE HEATERS (PowerPoint slide 51)**

- **Main message:** Keep the space heater 3 feet away from anything that can burn, including you.
- **Message #2:** Unplug heaters when you aren't using them, including when you leave your home or go to bed.
- **Message #3:** Consider getting space heaters that automatically turn off if they tip over.

### **FIREPLACE, WOOD STOVE, OR COAL STOVE (PowerPoint slide 52)**

- **Main message:** Have a professional clean and inspect your fireplace, wood stove, or coal stove once a year.
- **Message #2:** Do not burn green wood, artificial logs, boxes, or trash.  
(RATIONALE: The high moisture content of green wood inhibits hot, clean burning and can cause the buildup of creosote—a flammable residue—in the chimney. Burning artificial logs can also cause creosote buildup. In addition, the wax from artificial logs can drip down into the fireplace and ignite a house fire. Burning trash is dangerous because the fire can release toxic gases. Also, trash can fly up the chimney, and trash burns very hotly, which can cause the fire to get out of control. You should not burn boxes because they can cause the fire to build up very fast inside the chimney.)
- **Message #3:** Use a metal mesh fireplace screen to keep sparks inside. If your fireplace has glass doors, leave them open while burning a fire.  
(RATIONALE: If the doors are closed, air supply will be restricted, which causes creosote to build up in the chimney.)

**(PowerPoint slide 53)**

- Each message topic has a main message, which is underlined, and additional messages. The main message is the most important message to get across. The other messages can be discussed with those residents who are able to absorb more information, but these messages should not be discussed with residents who have limited attention spans. You should judge how much information the resident can absorb.
- **All messages should be said verbatim, just as they are written in the tool.** The messages should not be paraphrased and should not be phrased as questions.

**(PowerPoint slide 54)**

- The tool guides you through the message discussion. It is designed so that, in most cases, you discuss a maximum of three message topics. These messages would be smoke alarms, escape planning, and one of the risk factor messages. We limited the number of messages to discuss because many older adults may have limited attention spans. In these cases, three message topics would probably be the maximum that they could absorb.
- The tool also instructs you to check understanding after each topic. For example, ask the resident to summarize what was just discussed by saying, “Before we move on to the next topic, can you tell me in your own words what we just discussed?”
- If residents are currently doing things that are putting them at risk of fire injury, do not scold them or make them feel like they are doing something wrong. Be neutral in your comments and gently encourage them to change their behavior. For example, if someone smokes in bed, you could say, “I realize that you enjoy smoking in bed, but the cigarette could easily start a fire if you fall asleep while it is still lit. We recommend that you never smoke when you are lying down, drowsy, or in bed.”
- Some residents may be very alert and able to retain more information. In this case, the tool allows you to cover additional risk messages.

Let’s see how the tool works.

**(PowerPoint slide 55)**

- **Step 1** is to open the discussion by requesting permission to do the education. You have a script for how to do this at the top of the education tool. **[READ SCRIPT OUT LOUD.]**

**(PowerPoint slide 56)**

- **Step 2** is to note all of the information on the top of the form.
- **Step 3** is to discuss the smoke alarm messages and demonstrate how to test any existing alarms. You will see that the way you introduce these messages is different for residents who already have alarms

or will get them soon and those that don't and are not eligible to receive them. **[READ DIFFERENT INTRODUCTIONS.]** Remember, if the resident has a limited attention span, you should discuss only the main message, which is the one that is underlined. After you have discussed the messages, demonstrate how to test the alarm.

**(PowerPoint slide 57)**

- **Step 4** is to discuss the escape planning messages.
- **Step 5** is to ask the risk factor questions in the order that they are presented here. They are presented in a specific order because certain risk factors present more of a fire death risk than others. Remember, if the resident has a limited attention span, you should discuss only the main message, which is the one that is underlined.
  - If the resident has a limited attention span, discuss only one risk factor message and then end the visit. If the resident can absorb more information, you can discuss the other risk factor messages.
- **Step 6** is to explain any materials that you are leaving behind. Show the resident each material and explain its purpose. Residents who do not have any of the fire risk factors should still receive a risk factor flyer because they may have family members who have these risk factors.

**(PowerPoint slide 58)**

- **Step 7** is to note the quantities of educational materials you are leaving behind on the second page of the tool in the space at the bottom.
- **Step 8** is to ask if the resident has any questions.
- **Step 9** is to thank the resident for his or her time and end the visit.

Ask participants if they have any questions about how to use the tool.

**Leave-Behind Materials**

Ask participants to look at the leave-behind materials in their binders and point out that they are all in both English and Spanish.

**[NOTE: If your program has made the decision to print/produce these materials centrally, then you do not need to discuss how to print/produce them.]**

**(PowerPoint slide 59)**

- **Flyers:** Two flyers should be used by all Fire Safe Seniors sites and left with all residents. One focuses on smoke alarms and escape planning. The other focuses on fire risk factors, including smoking, cooking, and space heaters. The flyers are in English on the front and Spanish on the back, and they contain more detailed information than what you will discuss orally. **[READ EACH FLYER OUT**

**LOUD.]** *The flyers are available in a small print version and in a larger print version. The small print version has English on one side and Spanish on the other. There are separate large print versions for English and Spanish. Before you leave the flyers with residents, give a brief overview of what they contain. You do not need to discuss the content in detail, however.*

If your program is using the following optional materials, show participants examples and explain that they are available electronically:

- **Emergency Number Card:** *This 8.5" x 11" sheet of paper can be posted next to the resident's bed. The card contains a message to call 911 in case of fire and spaces for additional emergency numbers. It can be printed on card stock or regular paper.*
- **Phone Sticker:** *This 2" x 2" sticker can be placed on residents' phones to help them remember emergency phone numbers.*
- **Refrigerator Magnet/Card:** *This card can be placed on residents' refrigerators as a reminder for them to check their smoke alarms. They can put a check mark in the box for each month after they check their alarms. This card can be turned into a magnet by a professional printer, or it can be printed on card stock and a small magnet can be glued to the back. You can print 1,000 4"x7" magnets for about \$600 using an online service.*

Encourage educators to use these materials during the discussion to help residents retain information. For example:

- *The flyers contain photos to illustrate each of the main messages. When you discuss a main message, you can point to the photo in the flyer.*
- *You can also use the other materials to illustrate messages. For example:*
  - *Refer to the emergency number card (if your program is using it) when you talk about escape planning. Ask the resident which numbers should be on the card and offer to write them in for the resident if he or she cannot do it.*
  - *Refer to the refrigerator magnet (if your program is using it) when you explain that smoke alarms should be tested every month. Offer to put the magnet on the refrigerator for the resident.*
- *If a resident's family member, home assistant, or other person is present during the education, encourage them to read the materials with the resident after you leave.*



### Materials for Staff and Volunteers

#### (PowerPoint slide 60)

- **Clipboard Sticker:** If your program is using clipboards to fill out the home assessment tools, you could put these stickers on the back to help you remember key educational messages. These stickers can also be printed on standard address labels (size 4-3/4" x 7-3/4"). A pack of 50 stickers costs approximately \$15.
- **Pocket Reminder Card:** This card contains key educational messages. It can be printed on card stock and laminated so that staff can carry it with them whenever they visit residents.

Distribute **Handout 5: Tips for Communicating with Older Adults**. Explain that, even though many of the participants have a lot of experience working with older adults, they may find these tips to be a helpful reminder. Briefly read through the tips.



### Activity #3: Education Role Play (60 min.)

This activity will help participants practice their educational skills and address any potential challenges they may encounter when conducting real-life educational sessions. Organize the role-play exercise as follows:

#### (PowerPoint slide 61)

- Have participants divide into an equal number of pairs and trios. **Distribute Handout 6: Education Scenarios.** Have the pairs do Scenario #1 (with one person playing the resident and the other person playing the educator). Have the trios do Scenario #2 (with one person playing the resident, another person playing the family member, and another person playing the educator).
- Explain that specific information has been revealed about the residents in the scenarios so that the people role-playing the residents know how to respond to questions. For example, one scenario says that a resident, Mr. Roberts, does not smoke, but the educator will not know this information when he or she arrives at Mr. Roberts's house. Therefore, during the role play, the educator should ask Mr. Roberts whether he smokes.
- Give the groups 15 minutes to practice their scenarios. Let them know that they do not have to role-play the home assessment—only the education session. Encourage them to use the education tool to conduct the discussion, and remind them that saying the key messages verbatim is important when they are speaking with residents.
- Show the PowerPoint slide with the first scenario. Ask for one pair who had Scenario #1 to do their role play in front of the group (taking approximately 5 minutes).
- Ask other participants what the educator did well and what could have been improved.

- By using the script below, demonstrate the correct way to conduct the education session for Scenario #1.
- Show the PowerPoint slide with the second scenario. Ask for one trio who had Scenario #2 to do their role play in front of the group (taking approximately 5 minutes).
- Ask other participants what the educator did well and what could have been improved.
- By using the script below, demonstrate the correct way to conduct the education session for Scenario #2.
- If time permits, invite another pair and another trio to conduct their role plays in front of the group, integrating what they learned from the demonstration. If you do not have any extra time, ask if participants have any final questions and then close the session.

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**(PowerPoint slide 62)**

**Scenario #1:** Mr. Roberts is 70 years of age and uses hearing aids. He will be getting three free smoke alarms from your program. He lives by himself in a small house, and his son comes to check on him once a day. He uses the stove to heat up soup and make oatmeal on the weekends. He also uses a wood stove to stay warm in the winter. He does not smoke, and he can get around the house by using a cane. He has a limited attention span.

*Script for demonstrating the role play*

**Educator:** Good morning, Mr. Roberts. My name is \_\_\_\_\_, and I'm with [YOUR ORGANIZATION]. How are you today?

**Mr. Roberts:** My arthritis is acting up, but, other than that, I'm doing real good. How 'bout you?

**Educator:** I am doing great, thanks. I am visiting you today because I would like to talk to you about fire safety. Many older people are harmed each year because of home fires, but the good news is that fires are preventable. If it's okay with you, I'd like to spend a few minutes discussing how you can prevent fires and what you can do in case of a fire. How does that sound?

**Mr. Roberts:** I'm sorry—I didn't catch that last part.

**Educator:** [Moving a little closer and speaking directly to the resident.] I said that I'd like to spend a few minutes discussing how you can prevent fires and what you can do in case of a fire. How does that sound?

**Mr. Roberts:** Oh, that sounds good. I don't get to talk to hardly anyone except my son, so I'm happy to talk to you today.

**Educator:** A few weeks ago, someone was here from [YOUR ORGANIZATION] to look at your smoke alarms, and, then, the fire department came and installed some new ones for you. Do you remember that?

**Mr. Roberts:** Oh, sure. Those firemen were real nice.

**Educator:** Great. Now that you have your alarms, you should test them every month; you can ask someone to do it for you. Do you think you can do that?

**Mr. Roberts:** My memory's not too good anymore, but I'll ask my son to remind me—he checks in on me every day, and he has a real good memory.

**Educator:** Great. I'll show you how it's done, so you can ask someone to do it for you. I'm going to press this button to test the alarm. Do you see it?

**Mr. Roberts:** Oh yeah, I see it.

**Educator:** Great. If the batteries are working, the alarm will make a loud beep when I press the button. Are you ready?

**Mr. Roberts:** Yep, go right ahead.

**Educator:** [Tests alarm, and it beeps.] Did you hear that beep? That means that the alarm is working.

**Mr. Roberts:** Yeah, I heard it alright. That doesn't seem too hard.

**Educator:** Great. Before we move on to another topic, can you tell me in your own words what we just discussed?

**Mr. Roberts:** You told me that I need to check my alarm on a regular basis.

**Educator:** How often?

**Mr. Roberts:** What was it...once a month, I think, is that it?

**Educator:** Yes, that's correct, once a month. Now let's talk about something else. Have you ever thought about how you might escape in case of fire here at home?

**Mr. Roberts:** This house has the front and the back door, which I can use to escape.

**Educator:** That's great. It's important to know two ways out of every room and to plan your escape around your abilities. I see that you walk with a cane. Do you always keep the cane nearby when you are sleeping in case you need to leave quickly in the middle of the night?

**Mr. Roberts:** Oh yes, my cane is always by my side.

**Educator:** That's good. You should also keep a phone and emergency numbers to call for help near your bed. Do you have a phone near your bed?

**Mr. Roberts:** No, my only phone is in the kitchen.

**Educator:** Well, you may want to think about getting another phone for your bedroom. Perhaps you can talk to your son about how you can get one.

**Mr. Roberts:** I reckon he knows where to get another one. He always has some kind of new fancy cell phone with him.

**Educator:** That's a good idea. Can you tell me in your own words what you learned about escape planning?

**Mr. Roberts:** Escape planning? What's that? What do I need to escape from?

**Educator:** What I meant was how you can get out of your house in case of a fire.

**Mr. Roberts:** Well, I can go out the front or back door, and I'll ask my son to get me a phone for my bed.

**Educator:** That's great. Now Mr. Roberts, do you smoke?

**Mr. Roberts:** I lit up a few times in my younger days, but I haven't smoked a cigarette in more than 40 years—and I'm proud of it!

**Educator:** That's great. Do you ever use your stove to cook?

**Mr. Roberts:** Sometimes, I heat up some soup or make oatmeal when I get hungry on the weekends. 'Cause my meal delivery service doesn't come on Saturday or Sunday.

**Educator:** It is important to stand by your pan when you are cooking and turn the burner off if you leave the kitchen. This can help prevent a fire.

**Mr. Roberts:** I usually stay in the kitchen when I'm cooking, but I'll be more careful.

**Educator:** Great. Can you just tell me again what you need to remember when cooking?

**Mr. Roberts:** I can't leave anything unattended on the stove when it's cooking.

**Educator:** Exactly. I see that you're starting to get tired now, so I'll wrap up. What questions do you have for me?

**Mr. Roberts:** I can't think of any right now.

**Educator:** Okay. Well, if you do think of some questions later, you can call the program office and ask to speak to me. Let me show you what I'm going to leave with you [shows the smoke alarm and escape planning flyer]. There are two flyers here. This one talks about the smoke alarms and the escape planning [points to risk factor flyer]. This other one talks about preventing fires if you or someone in your home smokes, cooks, or uses wood stoves or space heaters. These are for you to read. It's also a good idea to show them to your son.

**Mr. Roberts:** Thank you. I'll read these when I'm done with my crossword puzzle today.

**Educator:** Well, thank you so much for your time, Mr. Roberts. If you have any questions, please feel free to call [YOUR ORGANIZATION AND NAME OF MAIN CONTACT PERSON]. I'll write this information for you on the flyer.

**Mr. Roberts:** Thank you. You have a nice day, too.

Before moving on to the next role play, point out that the educator discussed only the main messages because the resident had a limited attention span. The secondary messages were not discussed.

**(PowerPoint slide 63)**

**Scenario #2:** Mrs. Paulson is 80 years old. She has a mild case of dementia and lives with her daughter, Nelly, in a two-bedroom apartment on the second floor. They will not be getting any free smoke alarms because their apartment building will not allow outside agencies to install alarms. They only have one smoke alarm in their living room, but it works. Mrs. Paulson likes to smoke a few cigarettes every day. Her apartment is well heated, so she does not use a space heater. She does not use the stove, but her daughter uses it. Mrs. Paulson has trouble walking on her own, and she spends most of the day on the couch watching television. Nelly is present during the education session. Nelly is very alert and is willing to discuss a lot of information.

*Script for demonstrating the role play*

**Educator:** Good morning. My name is \_\_\_\_\_, and I'm with [YOUR ORGANIZATION]. I called a few days ago to schedule a visit to talk about fire safety with Mrs. Paulson. Is this still a good time for both of you?

**Nelly:** Sure. Come on in. My name is Nelly, and I am Mrs. Paulson's daughter.

**Educator:** Nice to meet you.

**Nelly:** Nice to meet you, too. My mother is sitting over here on the couch. [Turns to address mother, speaking slowly and clearly.] Mom, a lady from [YOUR ORGANIZATION] is here to talk to us about fire safety.

**Mrs. Paulson:** Who is that?

**Nelly:** She's with [YOUR ORGANIZATION], and she's here to talk to us about how to prevent fires.

**Educator:** Good morning, Mrs. Paulson. How are you doing?

**Mrs. Paulson:** I'm just fine.

**Educator:** Mrs. Paulson, I am here today because I would like to talk to you and Nelly about fire safety. Many older people are injured or die each year because of home fires. If it's okay with you, I'd like to spend a few minutes discussing how both of you can prevent fires and what you can do in case of a fire. How does that sound?

**Nelly:** That's okay, Mom, isn't it?

**Mrs. Paulson:** Is it going to take long?

**Educator:** No. This will take us about 15 minutes. Is that ok?

**Mrs. Paulson:** Why are you here again?

**Nelly:** She's here to talk about fire safety, Mom.

**Mrs. Paulson:** All right.

**Educator:** A few days ago someone from [YOUR ORGANIZATION] came to check your smoke alarms, and he indicated that you have one here in your home. Is that correct?

**Nelly:** Yes. It's right here in the living room.

**Educator:** Good. It is important that your smoke alarm is tested every month; you can ask someone to do it for you. Is it okay if I show you how to do it, Nelly?

**Nelly:** Sure, that's fine.

**Educator:** I'm going to press this button to test the alarm, and it should make a loud noise if it is working. Mrs. Paulson, are you ready?

**Mrs. Paulson:** What's that?

**Educator:** Mrs. Paulson, I'm going to test your smoke alarm. It's going to make a loud noise, so I don't want you to be startled.

**Mrs. Paulson:** Okay, go ahead.

**Educator:** [Tests alarm.] That's how it is going to sound if the batteries are working. If there is no noise, then the batteries are not working and they need to be changed. It's also important to never disable your alarm by removing the batteries or taking it off the wall.

**Nelly:** Okay.

**Educator:** Before we move on to the next topic, can you tell me in your own words what we just discussed?

**Nelly:** You taught us how to test smoke alarms and said that we have to do it every month.

**Educator:** That's right. Let's move on to the next topic now. Have you ever thought about how you might escape in case of fire?

**Nelly:** No, not really. I guess we would go out the front door, unless we want to leap out a window!

**Educator:** We definitely don't want you jumping out of windows from such a height! You need to plan your escape around your abilities. Do you have any other exit doors in the apartment?

**Nelly:** Well, that sliding door leads out onto the balcony, but we couldn't get down from there.

**Educator:** Well, one thing you can do is keep a phone and emergency numbers to call for help near your bed or sleeping area. Do either of you have a phone near your bed?

**Nelly:** Yes, I do.

**Educator:** If there is a fire, get out and stay out. If you can't get out, get as low to the ground as you can. You'll also need to help your mother get low to the ground. Do you think that you could do that?

**Nelly:** Yeah. I know that you want to get low so that you don't breathe the smoke.

**Mrs. Paulson:** That's right.

**Educator:** Okay. Before we move on, can you tell me what we just discussed?

**Nelly:** Gosh, we talked about a lot of things. Let's see, we talked about how to escape, and, since the front door is the only way out, we know that we need to keep a phone near the bed in case we can't get out.

**Educator:** And we also talked about the fact that, if there is a fire, you need to get out and stay out, and, if you can't get out, you should stay low to the ground, right?

**Nelly:** Oh yes, we talked about that too.

**Educator:** Okay. Let's move on. Do either of you smoke?

**Mrs. Paulson:** What's that?

**Nelly:** Yes. She likes to smoke. She smokes a few cigarettes a day. I've tried to get her to stop, but she doesn't listen.

**Educator:** Mrs. Paulson, you should never smoke when lying down, drowsy, or in bed. This is because the cigarette can fall out of your hand and cause a fire.

**Nelly:** Did you hear that, Mom?

**Mrs. Paulson:** What?

**Nelly:** That you should not smoke when you are in bed. You know I have told you that many times.

**Mrs. Paulson:** I know, I know. You have to stop nagging me about that!

**Educator:** It's also important that you use large, deep, tip-resistant ashtrays and place them on a flat surface. You should also wet the cigarette butts and ashes before emptying them into the trash.

**Nelly:** That's good to know. I need to get some of those heavier ashtrays.

**Educator:** Can you tell me what you learned about smoking before we move on?

**Nelly:** Well, Mom shouldn't smoke in bed, but she already knows that. And I need to get some bigger ashtrays.

**Educator:** And don't forget to wet the ashes before you throw them out. Let's talk about cooking now. Do either of you use the stove to cook?

**Nelly:** I don't trust Mom around the stove anymore, so she's not allowed to use it, but I use it all the time.

**Educator:** The most important thing to remember is to keep an eye on what you fry and stand by your pan when cooking at high temperatures. If you leave the kitchen, turn the burner off.

**Nelly:** Well, sometimes, if my favorite soap is on TV and I'm cooking lunch, I'll leave things on the stove for a few minutes. I'm just a few feet away in the living room.

**Educator:** It only takes a few minutes for a fire to start, so we recommend that you never leave anything unattended on the stove. Fires started by cooking injure a lot of people every year.

**Mrs. Paulson:** What's that about cooking? Is it time for my lunch yet?

**Nelly:** It's not lunchtime yet, Mom. We'll eat soon, though, I promise.

**Educator:** You can also keep safe by wearing short sleeves or rolling your sleeves up while cooking and by keeping anything that can burn, such as towels, curtains, or paper, away from the stove.

**Nelly:** I hadn't thought about that. That's a good idea. We don't actually have any curtains in the kitchen, so that's not an issue.

**Educator:** Okay, so what did we discuss about how to prevent fires while cooking?

**Nelly:** The most important thing is to keep an eye on what you fry. That one will be hard for me to follow, but I'll try. I really don't want to miss any of my soaps! We also need to avoid wearing long billowy sleeves and we should keep stuff away from the stove.

**Educator:** What specifically do you need to keep away from the stove?

**Nelly:** Things like towels and paper.

**Educator:** Good. Now can you tell me how you stay warm when it gets cold outside? I don't see a fireplace or wood stove, but do you have any space heaters?

**Nelly:** Cold? Are you kidding? These apartments are toasty warm in the winter. In fact, sometimes, it's so hot that I have to keep the windows open. I wish we could control the temperature, but it's all central.

**Educator:** *I'm sure that must be frustrating, but I'm glad to hear that you're warm enough when it's cold out. Before we end our visit, I would like to leave these two flyers with you. They have more information about fire safety and fire prevention. Nelly, it would be great if you had some time to read these materials together with your mother.*

**Nelly:** *Sure. I can do that. She likes it when we read together.*

**Educator:** *What questions do either of you have for me?*

**Nelly:** *You covered a lot. I can't think of anything right now. Thanks for coming.*

**Educator:** *Thank you for taking the time to meet with me. If you have any questions, please feel free to call [YOUR ORGANIZATION AND NAME OF MAIN CONTACT PERSON]. I'll write that down for you on the flyer.*

**Nelly:** *I'll do that. Have a nice day!*

Before closing the session, remind participants that they should discuss only the following with residents who have limited attention spans:

- smoke alarm and escape planning messages,
- one other risk factor message (if the resident has any risk factors), and
- only the main message for each topic.



#### **Activity #4: Training Tips for This Session (5 min.)**

Present the following training tips, which you have implemented yourself through this session. This will help participants to successfully replicate the session themselves.

- *Before the training, practice doing the role plays by using the scripts that are presented in Activity #3. Ideally, you will be familiar enough with the scripts so that you can perform the role plays without reading them. If that's not possible, you can read them from the training manual. If you do not have a co-trainer to practice with, you can practice with colleagues, friends, or family members (ask them to play the resident and family member while you play the educator).*
- *If you are the only facilitator, ask participants to play the resident and family member while you play the educator (for demonstrating the role play).*
- *Bring three chairs up to the front of the room so that participants can perform their role plays in front of the others.*
- *Due to time constraints, not all participants will be able to do their role plays in front of the larger group. Therefore, observing actual education sessions after participants return to their communities is recommended. Ideally, the first time that the educator conducts an education session, the trainer should observe and provide constructive feedback about what worked well and what could have been improved.*



# Training Preparation and Workshop Closure

TOTAL TIME



## CONTEXT

During this session, participants will discuss how to organize their own training workshops. They will also take the posttest and fill out the workshop evaluation form.



## OBJECTIVES

By the end of this session, participants will have

- reviewed the 4-hour curriculum and discussed the content of the 2-hour curriculum,
- discussed how your organization will be supporting local programs for the training rollout,
- discussed the follow-up visit,
- filled out the posttest form, and
- filled out the evaluation form.



## MATERIALS

- PowerPoint presentation for Session 5
- Copies of the posttest and the answer key
- Copies of the evaluation form
- Handout 7: Training Facilitation Tips



## ACTIVITIES

Activity #1	Review of session objectives	5 minutes
Activity #2	Review of training curricula	15 minutes
Activity #3	Discussion of technical assistance for training rollout	10 minutes
Activity #4	Discussion of follow-up visit	10 minutes
Activity #5	Posttest	15 minutes
Activity #6	Workshop evaluation and closure	5 minutes



### **Activity #1: Review of Session Objectives (5 min.) (PowerPoint slide 64)**

**(PowerPoint slide 65)**

Introduce the session and review session objectives listed above.



### **Activity #2: Review of Training Curricula (15 min.)**

Ask participants to refer to the training curricula in their tool kits and explain the curricula as follows:

**(PowerPoint slide 66)**

- *You have two training curricula available for your use: a 4-hour curriculum and a 2-hour curriculum. The one that you choose will depend on who is implementing the Fire Safe Seniors Program at your site.*
- *The 4-hour curriculum is for training staff or volunteers who will be assessing homes and educating residents. If you have staff who will be only assessing homes, we still recommend that they take the 4-hour training because everyone involved in the Fire Safe Seniors Program should know the educational messages. This curriculum also contains an optional session on smoke alarm installation.*
- *The shorter, 2-hour curriculum is for training staff or volunteers who will be only educating residents.*
- *We recommend a maximum of 20 participants per training session to allow for the most participation.*

**(PowerPoint slide 67)**

- *Take a few minutes to look through the two curricula. You will see that they both have the following components:*
  - *training overview;*
  - *agenda;*
  - *preparation checklist;*
  - *facilitator's guide for each session;*
  - *posttest;*
  - *evaluation;*
  - *appendices with handouts;*
  - *answer keys for the posttest, and exercises; and*
  - *references for statistics.*

There are also PowerPoint presentations for these trainings, which are included on your CD-ROM. A few of the slides need to be modified, and these are clearly indicated. We recommend printing them with three slides per page like the handouts that you have today.

- As you can see, all of the sessions in the 4-hour curriculum are sessions that you have done today. The 2-hour curriculum is a shortened version, focusing only on the education component.

**(PowerPoint slide 68)**

- Let's take a few minutes to look at the preparation checklists. They tell you exactly what you need to do before the training, on the day of the training, and after the training. **[READ THROUGH CHECKLISTS.]**

Distribute **Handout 7: Training Facilitation Tips**. Explain that, even though many of the participants have a lot of training experience, they may find these tips to be a helpful reminder. Briefly read through the tips.



**Activity #3: Discussion of Technical Assistance for Training Rollout (10 min.)**

**(PowerPoint slide 69)**

Discuss the next steps for training rollout and tell participants how you will be supporting them throughout this process.



**Activity #4: Discussion of Follow-up Visit (10 min.)**

Discuss the follow-up visit that staff or volunteers will make to residents approximately 6 months after smoke alarms have been installed. Explain that the purpose of the follow-up visit will be to:

**(PowerPoint slide 70)**

- verify that the smoke alarms that were installed are still working;
- see if the resident has had the alarms tested since their installation;
- see if the smoke alarms have alerted the resident to any fires, thereby potentially saving lives; and
- determine if the resident has experienced any changes in knowledge or behaviors as a result of the education.

Explain to the participants that they will receive instructions on how to conduct the follow-up visit at a later date. Your Program Coordinator will need to develop a plan for these follow-up visits.



### Activity #5: Posttest (15 min.)

Distribute the posttest and give participants 5-10 minutes to complete it. Go over the correct responses together. Collect all of the posttests so that you can tally the results later.



### Activity #6: Workshop Evaluation and Closure (5 min.)

Distribute the workshop evaluation form and give participants a few minutes to complete it. Thank them for their time and close the workshop.

#### (PowerPoint slide 71)

At the end of the discussion, give your contact information to all participants in case they have any questions.

After the training, tally the training evaluation results and identify areas for improvement in the future. These results are for your own use.

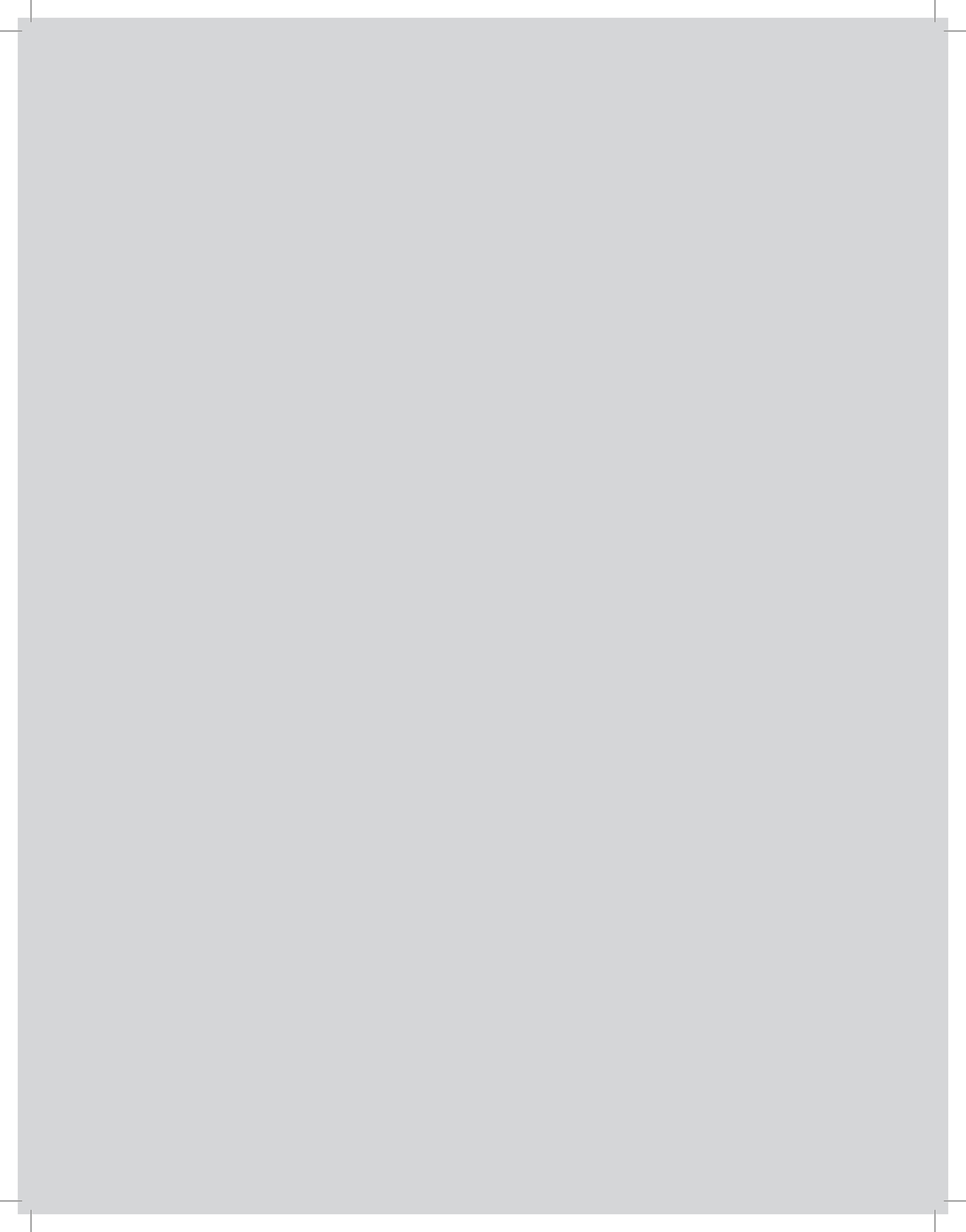
Also tally the posttest results following these steps:

- Using the answer key in Appendix D, mark each question as correctly answered or incorrectly answered. For each correct answer, mark a “1,” and, for each incorrect answer, mark a “0.” For questions requiring participants to circle multiple answers (Example: Question #5), all of the correct answers must be circled for the question to be answered correctly. If a participant circles only two out of the three correct answers, the question must be marked as incorrect.
- Calculate the percentage of participants that answered each question correctly by taking the total number of 1’s for each question and dividing it by the number of posttests.
- Calculate the percentage of questions that were answered correctly for each posttest (Example: On posttest #1, 8 out of 15 questions, or 53%, were answered correctly; on posttest #2, 10 out of 15 questions, or 67%, were answered correctly). Add up all of the percentages and then divide by the number of posttests to determine the overall percentage of questions that were answered correctly by all participants.

Appendix D provides you with a table showing hypothetical results that have been tallied as described above.

# Appendix A

*Handouts*



# Handout 1

## *Training Agenda*



Fire Safe Seniors

## Fire Safe Seniors Program Training of Trainers

### A G E N D A

9:00–9:45 a.m.	<b>Session 1:</b> Introduction to the Fire Safe Seniors Program
9:45–10:15 a.m.	<b>Session 2:</b> Fire and the Older Adult
10:15–10:30 a.m.	Break
10:30 a.m.–12:00 p.m.	<b>Session 3:</b> Home Assessment and Smoke Alarm Installation
12:00–12:45 p.m.	Lunch Break
12:45–1:45 p.m.	<b>Session 3:</b> Home Assessment and Smoke Alarm Installation (continued)
1:45–3:45 p.m.	<b>Session 4:</b> Education about Fire Safety
3:45–4:00 p.m.	Break
4:00–5:00 p.m.	<b>Session 5:</b> Training Preparation and Workshop Closure



# Handout 2

## *Consent and Waiver Form*



Fire Safe Seniors

## Fire Safe Seniors Program *Consent and Waiver Form*

As a participant in the Fire Safe Seniors Program implemented by [NAME OF YOUR ORGANIZATION], I understand and agree to the following:

1. My participation in the program is completely voluntary, and there is no cost or obligation for me to participate;
2. My decision to continue to participate or not will have no effect on the services I receive from [NAME OF YOUR ORGANIZATION];
3. My home has been assessed by a representative of [NAME OF YOUR ORGANIZATION], who has determined that one or more new smoke alarms are needed;
4. A local fire department or staff or volunteer from [NAME OF YOUR ORGANIZATION] will visit my home and install new smoke alarms, which will be provided to me at no cost or obligation;
5. That certain information about me, such as my name, address, and phone number, will be shared with [NAME OF YOUR ORGANIZATION] and a local fire department to enable them to contact me for the installation service;
6. That each smoke alarm being provided to me comes “as is” as a gift for which I have not paid or promised anything and that the smoke alarm was not manufactured by or altered in any way by [NAME OF YOUR ORGANIZATION] or the local fire department installing the fire alarm, none of which make any representations or warranties about its safety, use, condition, or reliability; and
7. That in exchange for this gift and free service, I hereby release, waive, discharge, and agree not to sue [NAME OF YOUR ORGANIZATION] or the local fire department installing the smoke alarm(s) for any claim of any kind (including claims for personal injury) that may result from my participation in this program or from the installation of such smoke alarm(s).

Understood and agreed:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name


\_\_\_\_\_  
Witness

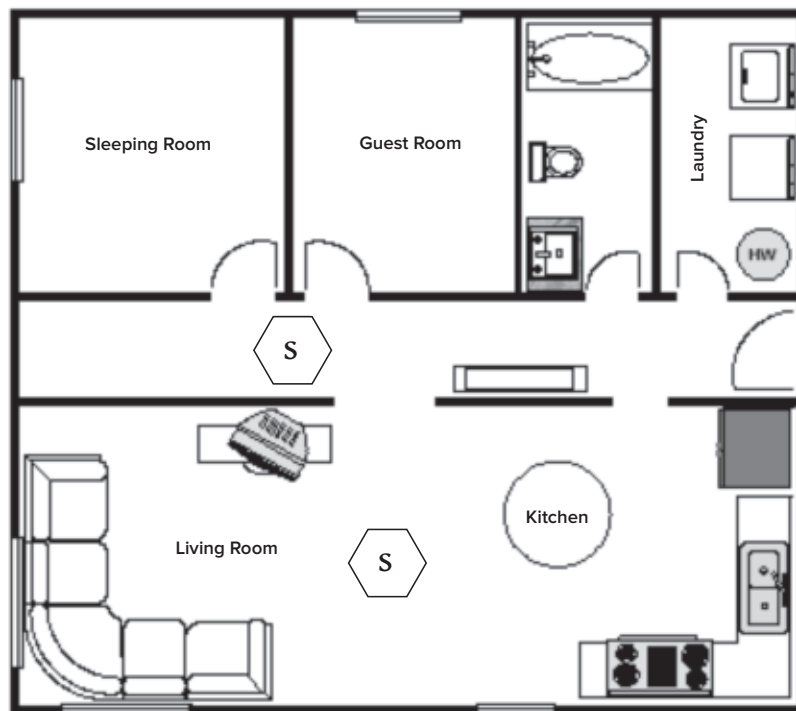
# Handout 3

## *Home Assessment Scenarios*

## Home Assessment Scenario #1


Miss Lewis is 70 years old and lives in a one-level condo that she owns in a new retirement community. She lives alone and has a home assistant who visits her twice a day. Miss Lewis's condo has two bedrooms, a kitchen, a living room, and one bathroom. She sleeps in one bedroom, and the other one is a guest room that is used by her children when they come to visit from out of town. Her home has two smoke alarms, one in the living room near the kitchen and another outside of the two bedrooms. She tells you that they were installed last year and that the condo association told her that the long-life lithium batteries would be good for 10 years. Both of them work when you test them.

 = existing smoke alarm



## Home Assessment Scenario #2

Mrs. Davis is an 85-year-old widow who lives with her sister in her sister's house. Mrs. Davis's sister, who is also widowed, is in her seventies. The house has two floors and a basement. The first floor has a family room, a kitchen, a bathroom, a fireplace, and a den that serves as Mrs. Davis's sleeping room. The second floor has two bedrooms and one full bathroom. One of the bedrooms functions as her sister's sleeping room, and the other room is a junk room. The two women have nailed the windows shut and blocked the escape door on the first floor for security reasons. One smoke alarm is in the family room, and another one is at the top of the second-floor stairs. The sisters do not know what kinds of batteries are in the alarms. Both women have children, but they live out of state and do not come to visit often. A younger neighbor helps them with shopping and chores once a week.


 = existing smoke alarm

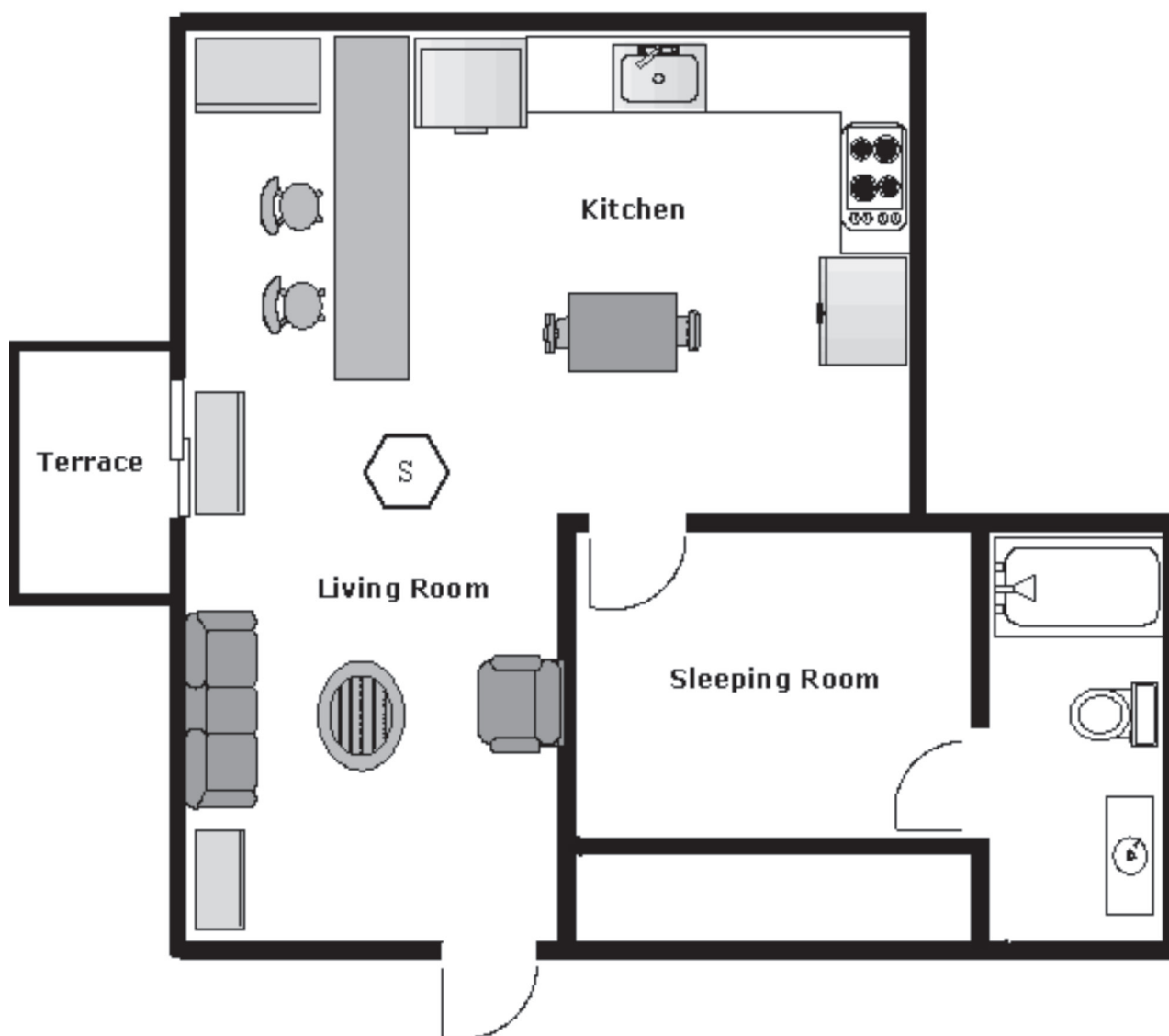
Shaded area = second floor



### Home Assessment Scenario #3

Mr. Jackson is 66 years old and lives alone in an older apartment complex. He has two grown children in the area who come to visit him a few times per week. The apartment has one bedroom where Mr. Jackson sleeps, one bathroom, a kitchen, and a combined living/dining room area. The apartment is on the first floor, and a sliding glass door in the living room leads out onto a terrace but is blocked by boxes. He has one smoke alarm in the living/dining room, and he tells you that it takes regular alkaline batteries.

 = existing smoke alarm



# Handout 4

## *Smoke Alarm Installation Guidelines*



Fire Safe Seniors

## S M O K E   A L A R M   I N S T A L L A T I O N   G U I D E L I N E S

### Steps for Installing the Smoke Alarm

Before leaving for your first installation, read the manufacturer's instructions and ask questions of the program coordinator if something is not clear.

**Step 1:** Determine the appropriate location for the alarms based on the results of the home assessment. Keep the following points in mind:

- Do not place alarms in or very near kitchens or bathrooms or close to wood-burning stoves, clothes dryers, or other appliances, which normally become warm or give off dust or steam during operation. For example, steam from the bathroom can trigger smoke alarms to go off. If the alarm must be located near a kitchen or bathroom, try and place it as far away as possible to avoid nuisance alarms.
- Place alarms on the ceiling at least 4 inches from the nearest wall and at least 2 feet from the nearest corner. Do not install alarms within 2 feet of the corner of a room because the airflow in corners is restricted.
- If installing alarms on the ceiling is not possible, install them on a wall at least 4 inches, but not more than 12 inches, below the ceiling and 2 feet from the nearest corner. Install alarms on interior walls in mobile homes or other homes that are poorly insulated because the external walls may heat up in hot weather.
- Locating alarms where they can be mounted by screws is preferable. Although alarms can be mounted by using double-sided tape, this method is not recommended because the tape can pull free if exposed to heat. Therefore, only use tape in situations where screws are not an option.

**Step 2:** Test each smoke alarm before you install it.

**Step 3:** Measure the distance between the screw holes on the alarm or on the mounting bracket/ring. Use a pencil to mark the distance on the ceiling or wall. (Skip this step if using double-sided tape.)

**Step 4:** Drill holes at the pencil marks. (Skip this step if using double-sided tape.)

**Step 5:** Use screws or tape to attach the alarm or the mounting bracket/ring. Mount the alarm in the bracket/ring (if applicable).

**Step 6:** Show the resident how to test the alarm and explain how to maintain the alarm. Encourage the resident to have someone test the alarm for him or her.



# Handout 5

*Tips for Communicating with  
Older Adults*



Fire Safe Seniors

## TIPS FOR COMMUNICATING WITH OLDER ADULTS

### 1. Allow extra time for the discussion.

- If you know that the resident has a mental or physical condition that limits his or her ability to understand and retain information, be sure to plan more time for the education session.
- If possible, arrange the education session when a family member or caregiver can be present.
- Older adults are often lonely. They might want to talk to you about other topics.

### 2. Reduce background noise.

- Ask permission to turn off the TV, radio, or other appliance that is making noise. Turning off noisy appliances will reduce distractions and help the resident to focus on what you are saying.

### 3. Get the resident's attention.

- State the resident's name and make sure that you have his or her attention before you begin. For example, start a sentence with "Mrs. Jones," then pause. Wait until you have the resident's attention before continuing.

### 4. Speak at eye level and maintain eye contact.

- If the resident is in a wheelchair or lying down, pull up a chair. Be sure to maintain eye contact, which will help the resident to focus on the conversation.

### 5. Speak clearly by using short, simple sentences.

- Always try to be short, direct, and descriptive. For example, instead of saying "Mrs. Jones, I would appreciate it if you would sign this form authorizing the local fire department to install the smoke alarms you need," try "Mrs. Jones, I need your permission to install the smoke alarms you need. Can you please sign this form?"

### 6. Rephrase your messages.

- If the resident does not understand what you are saying, try to rephrase your message instead of simply repeating it. Always use simple words that are familiar to the resident.

### 7. Move closer.

- If the resident cannot hear what you are saying, try moving closer to the person rather than raising your voice.
- Be respectful of a person's personal space, and move away if she or he is not comfortable having you so close.

### 8. Read body language.

- A person's body language can give clues about what she or he is trying to say. Pay attention to facial expressions and the way that people hold themselves. For example, if a resident is giving you a blank expression or frowns, this body language might indicate that he or she does not understand what you are saying.

# Handout 6

## *Education Scenarios*

## Education Scenario #1

Mr. Roberts is 70 years of age and uses hearing aids. He will be getting three free smoke alarms from your program. He lives by himself in a small house, and his son comes to check on him once a day. He uses the stove to heat up soup and make oatmeal on the weekends. He also uses a wood stove to stay warm in the winter. He does not smoke, and he can get around the house by using a cane. He has a limited attention span.

## Education Scenario #2

Mrs. Paulson is 80 years old. She has a mild case of dementia and lives with her daughter, Nelly, in a two-bedroom apartment on the second floor. They will not be getting any free alarms because their apartment building will not allow outside agencies to install alarms. They only have one smoke alarm in their living room, but it works. Mrs. Paulson likes to smoke a few cigarettes every day. Her apartment is well heated, so she does not use a space heater. She does not use the stove, but her daughter uses it. Mrs. Paulson has trouble walking on her own, and she spends most of the day on the couch watching television. Nelly is present during the education session. Nelly is very alert and is willing to discuss a lot of information.

# Handout 6

## *Training Facilitation Tips*



Fire Safe Seniors

## TRAINING FACILITATION TIPS

### 1. Encourage everyone to participate.

- Establish ground rules for the training that promote participation by everyone (e.g., no criticism is allowed, all participants must have the opportunity to express their views and opinions).
- Use nonverbal cues, such as nodding your head, maintaining eye contact, and moving forward to ask questions, to engage participants who are not actively participating.
- Avoid discouraging the excessive talkers. Instead, encourage others to participate by using phrases such as *“That’s a good observation. Does anybody else have anything to add?”* Go around the room and give each participant an opportunity to talk.

### 2. Use summarizing and paraphrasing to emphasize important information and clarify key points.

- Pay close attention to what the speaker is trying to say when summarizing or paraphrasing. Observing the speaker’s nonverbal expressions is important so that you can accurately capture the message.
- When summarizing, your goal is to convey the most important points of the discussion in a succinct and straightforward manner. Avoid using difficult vocabulary and lengthy descriptions.
- At the end of each session, summarize the material covered and ask if participants have further questions or need clarification.
- Paraphrase or reword information that is confusing to participants.

### 3. Know when to ask closed-ended and open-ended questions to guide the discussion.

- Ask closed-ended questions when you want precise, short answers (e.g., yes or no) or when you want to know if everyone in the group agrees with the decisions made (e.g., does everyone agree with this recommendation?).
- Use open-ended questions to engage participants in a discussion or to open a brainstorming session (e.g., what are some useful tips for communicating with older adults?).
- Open-ended questions are useful to assess participants’ understanding and to establish rapport.

#### **4. Effectively manage the training time.**

- Use a small table clock to keep track of the time. Make sure your clock does not make too much noise, which can be distracting.
- At the beginning of the training, let participants know that you may have to interrupt them to complete all the activities programmed.
- Announce the coffee and lunch breaks when discussing the agenda. This information is very important to participants.

#### **5. Use the flipchart to highlight key information. When using the flipchart, you should**

- make drawings and text large enough for all participants to see or read comfortably.
- avoid using markers with light-colored ink, which participants find difficult to read on a chart. Use black, dark blue, green, and brown markers instead.
- use no more than three colors on one flipchart. Using many colors can be distracting to participants.
- always write down the training agenda and objectives to help participants keep track of the progress being made.
- use words sparingly on the flipchart. Only record major points and key phrases. Use the speaker's own words if they are clear and appropriate.
- use bullets to delineate items and leave plenty of white space.
- avoid blocking participants' view to the flipchart.
- face the participants, not the flipchart, when talking.





Appendix B  
*Posttest*



Fire Safe Seniors

FIRE SAFE SENIORS PROGRAM POSTTEST

1. Which of the following is not a component of the Fire Safe Seniors Program?
  - a. home assessments to ensure that residents have the appropriate number of smoke alarms
  - b. education about fire safety
  - c. distribution of fire extinguishers
  - d. smoke alarm installation
  
2. People are eligible for free smoke alarms if they meet the following criteria: (Circle all that apply)
  - a. They live in nursing homes.
  - b. They live in a house or apartment.
  - c. They depend solely on Social Security for their income.
  - d. They are 65 years of age or older.
  
3. Which of the following is the leading cause of fire death among older adults in the United States?
  - a. space heaters igniting flammable objects
  - b. cooking
  - c. smoking
  - d. candles tipping over
  - e. Christmas tree lights
  
4. Which of the following is the leading cause of fire injury among older adults in the United States?
  - a. space heaters igniting flammable objects
  - b. cooking
  - c. smoking
  - d. candles tipping over
  - e. Christmas tree lights
  
5. A smoke alarm should be located in the following places: (Circle all that apply)
  - a. on every level of the home, including the basement
  - b. on every level of the home, excluding the basement
  - c. directly outside of every sleeping area
  - d. in the kitchen
  - e. in every stairwell

6. In which of the following scenarios will we supply a new smoke alarm?  
(Circle all that apply)
- a. The resident is missing a smoke alarm in a recommended area of the home.
  - b. The resident has a smoke alarm with non-lithium batteries that do not work.
  - c. The resident has a smoke alarm with non-lithium batteries that do work.
  - d. The resident has a smoke alarm with long-life lithium batteries that do not work.
  - e. The resident has a smoke alarm with long-life lithium batteries that do work.
  - f. All of the above.
7. How often should smoke alarm batteries be tested?
- a. once a week
  - b. once a month
  - c. once a quarter
  - d. once a year
8. If possible, residents should know \_\_\_\_ way(s) out of every room in their home.
- a. one
  - b. two
  - c. three
9. Fire Safe Seniors educators should not talk about escape planning with residents who have limited mobility.
- a. true
  - b. false
10. In which situations should older adults avoid smoking to decrease their risk of starting a fire? (Circle all that apply)
- a. when they are outside
  - b. when they are drowsy
  - c. when they are near oxygen tanks
  - d. when they are lying down or in bed
11. What is the most important message for residents who use their stoves to cook?
- a. Get a fire extinguisher and learn how to use it.
  - b. Keep towels, curtains, and paper away from the stove.
  - c. Wear tight-fitting or rolled-up sleeves while cooking.
  - d. Keep an eye on what you fry and stand by your pan when cooking at high temperatures.
  - e. Clean the stove and oven often to prevent grease buildup.

12. Space heaters should be kept at least \_\_\_\_ feet away from flammable objects:

- a. two
- b. three
- c. five
- d. six

13. Which of the following things should not be burned in fireplaces or wood stoves?  
(Circle all that apply)

- a. green wood
- b. dry (old) wood
- c. trash
- d. boxes
- e. artificial logs

14. Imagine that you are educating a resident who has a limited attention span. He is a smoker who also cooks on his stove occasionally, and he uses a space heater to stay warm in the winter. Which of the following message topics would you discuss orally with him?

- a. smoke alarms, escape planning, smoking, cooking, and space heater safety
- b. smoke alarms, escape planning, smoking, and cooking
- c. smoke alarms, escape planning, and smoking
- d. smoke alarms and escape planning
- e. None of the above—I would just leave flyers because he has a limited attention span.

15. Which of the following leave-behind materials should be used by all Fire Safe Seniors sites? (Circle all that apply)

- a. refrigerator magnets/cards
- b. educational flyers
- c. phone stickers with emergency numbers
- d. large bedside cards with emergency numbers
- e. pocket cards for educators

Appendix C  
*Evaluation Form*



Fire Safe Seniors

FIRE SAFE SENIORS PROGRAM TRAINING OF TRAINERS EVALUATION

Your feedback is very important to us! Please take 5 minutes to complete this evaluation form. Do not write your name on this form.

1. Do you feel that this training provided you with the information and tools you need to effectively implement the Fire Safe Seniors Program?

Yes  No

2. Please indicate below how helpful the various training sessions and activities were to you by circling one number for each item.

	Not Helpful At All				Very Helpful
<i>Fire Safe Seniors Program Overview</i>	1	2	3	4	5
<i>Fire and the Older Adult</i>	1	2	3	4	5
<i>Review of Home Assessment Tool and Steps</i>	1	2	3	4	5
<i>Home Assessment Exercise</i>	1	2	3	4	5
<i>Smoke Alarm Installation, Testing, and Maintenance</i>	1	2	3	4	5
<i>Smoke Alarm Installation Practice</i>	1	2	3	4	5
<i>Review of Education Tool and Materials</i>	1	2	3	4	5
<i>Education Role Play</i>	1	2	3	4	5

3. How confident do you feel that you will be able to implement the following skills, which were outlined in the training objectives?

	Not Confident At All				Very Confident
<i>Conduct a home assessment</i>	1	2	3	4	5
<i>Train your staff and volunteers on how to conduct a home assessment</i>	1	2	3	4	5
<i>Install, test, and maintain a smoke alarm</i>	1	2	3	4	5
<i>Train your staff and volunteers on how to install, test, and maintain a smoke alarm</i>	1	2	3	4	5
<i>Educate older adults about fire safety</i>	1	2	3	4	5
<i>Train your staff and volunteers on how to educate older adults about fire safety</i>	1	2	3	4	5

**4. How effective were the trainers?**

Trainer Name	Not Effective At All				Very Effective
Trainer #1:	1	2	3	4	5
Trainer #2:	1	2	3	4	5
Trainer #3:	1	2	3	4	5

**5. What did you like best about the training?**

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**6. What are your suggestions for improving the training?**

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**7. Comments:**

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the 1990s, the number of people in the UK who are employed in the public sector has increased from 10.5 million to 12.5 million (12.5% of the population). The public sector has also become an increasingly important employer of women, with the proportion of women in the public sector rising from 10.5% in 1990 to 12.5% in 2000.

The public sector has also become an increasingly important employer of young people, with the proportion of young people in the public sector rising from 10.5% in 1990 to 12.5% in 2000. This is particularly true of the health service, which has become an increasingly important employer of young people, with the proportion of young people in the health service rising from 10.5% in 1990 to 12.5% in 2000.

The public sector has also become an increasingly important employer of people with disabilities, with the proportion of people with disabilities in the public sector rising from 10.5% in 1990 to 12.5% in 2000. This is particularly true of the health service, which has become an increasingly important employer of people with disabilities, with the proportion of people with disabilities in the health service rising from 10.5% in 1990 to 12.5% in 2000.

The public sector has also become an increasingly important employer of people from ethnic minorities, with the proportion of people from ethnic minorities in the public sector rising from 10.5% in 1990 to 12.5% in 2000. This is particularly true of the health service, which has become an increasingly important employer of people from ethnic minorities, with the proportion of people from ethnic minorities in the health service rising from 10.5% in 1990 to 12.5% in 2000.

The public sector has also become an increasingly important employer of people with low qualifications, with the proportion of people with low qualifications in the public sector rising from 10.5% in 1990 to 12.5% in 2000. This is particularly true of the health service, which has become an increasingly important employer of people with low qualifications, with the proportion of people with low qualifications in the health service rising from 10.5% in 1990 to 12.5% in 2000.

The public sector has also become an increasingly important employer of people with low incomes, with the proportion of people with low incomes in the public sector rising from 10.5% in 1990 to 12.5% in 2000. This is particularly true of the health service, which has become an increasingly important employer of people with low incomes, with the proportion of people with low incomes in the health service rising from 10.5% in 1990 to 12.5% in 2000.

The public sector has also become an increasingly important employer of people with low skills, with the proportion of people with low skills in the public sector rising from 10.5% in 1990 to 12.5% in 2000. This is particularly true of the health service, which has become an increasingly important employer of people with low skills, with the proportion of people with low skills in the health service rising from 10.5% in 1990 to 12.5% in 2000.

The public sector has also become an increasingly important employer of people with low education levels, with the proportion of people with low education levels in the public sector rising from 10.5% in 1990 to 12.5% in 2000. This is particularly true of the health service, which has become an increasingly important employer of people with low education levels, with the proportion of people with low education levels in the health service rising from 10.5% in 1990 to 12.5% in 2000.

The public sector has also become an increasingly important employer of people with low health status, with the proportion of people with low health status in the public sector rising from 10.5% in 1990 to 12.5% in 2000. This is particularly true of the health service, which has become an increasingly important employer of people with low health status, with the proportion of people with low health status in the health service rising from 10.5% in 1990 to 12.5% in 2000.

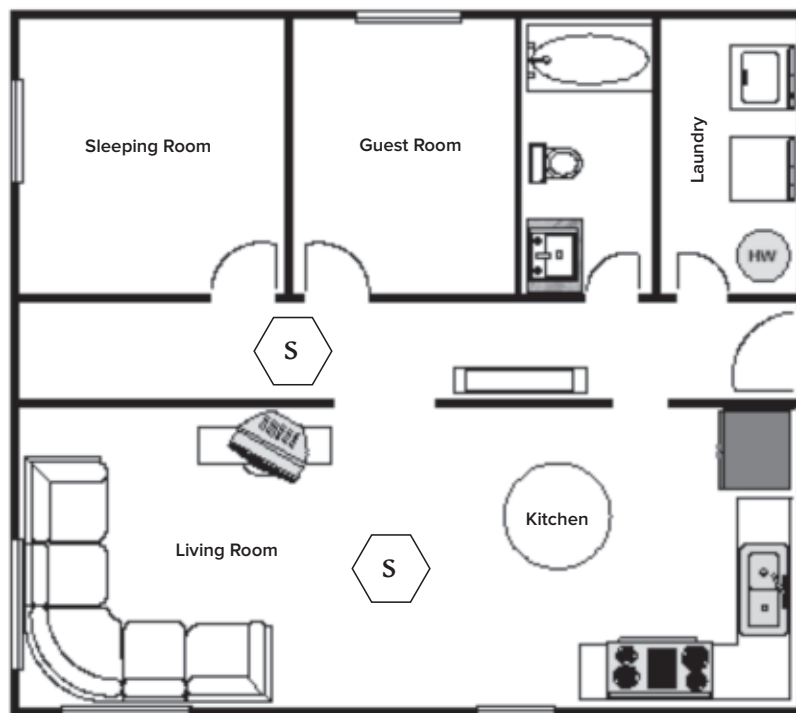


# Appendix D

*Answer Keys*

## Answer Key: Home Assessment Scenario #1

Miss Lewis is 70 years old and lives in a one-level condo that she owns in a new retirement community. She lives alone and has a home assistant who visits her twice a day. Miss Lewis's condo has two bedrooms, a kitchen, a living room, and one bathroom. She sleeps in one bedroom, and the other one is a guest room that is used by her children when they come to visit from out of town. Her home has two smoke alarms, one in the living room near the kitchen and another outside of the two bedrooms. She tells you that they were installed last year and that the condo association told her that the long-life lithium batteries would be good for 10 years. Both of them work when you test them.



### Response:

- For sleeping area #1, mark “main” for the level of the home.
- Mark “OK” in the second column because the home has two functioning lithium battery alarms that are less than 10 years old.
- The home does not have other sleeping areas or levels, so you are done with the assessment.
- The total of new alarms needed is zero.
- Miss Lewis's home has no escape barriers.
- Under “home ownership status,” you should mark “resident owns home.”
- The number of people living in the home is one.
- Do not check the box on the back of the form because no smoke alarms need to be installed.



Fire Safe Seniors

## HOME ASSESSMENT TOOL

DATE: 11 / 25 / 2009 ASSESSOR: Jane Smith

NAME: Betty Lewis

ADDRESS: 100 Golden Years Boulevard #404, Anytown, CA ZIP: 99999

PHONE: (555) 555-5555 GENDER:  M  F DATE OF BIRTH: 01 / 01 / 1939

ETHNICITY (Circle one): African American Asian/Pacific Islander Hispanic Native American  
Non-Hispanic White Other: \_\_\_\_\_

Look for smoke alarms:	Alarm Status
<ul style="list-style-type: none"> <li>On every level of the home</li> <li>Directly outside of every sleeping area</li> </ul>	
Outside of sleeping area #1 Indicate level of home: <u>Main</u>	<u>OK</u>
Outside of sleeping area #2 Indicate level of home: _____	
Outside of sleeping area #3 Indicate level of home: _____	
Additional level of home without a sleeping area Indicate level of home: _____	
Additional level of home without a sleeping area Indicate level of home: _____	
Other area: _____	Total # of new alarms needed: (AM + NLB + NWL + >10): <span style="border: 1px solid black; padding: 2px 10px;"><u>0</u></span>

**Escape barriers observed:**

Windows nailed or painted shut

Furniture or boxes blocking exit doors

Security bars on doors and/or windows

Clutter hindering escape route

Other: \_\_\_\_\_

**Home ownership status:**

Resident owns home

Resident lives in home occupied by owner or owned by family member

Resident rents home

Number of people living in home: 1



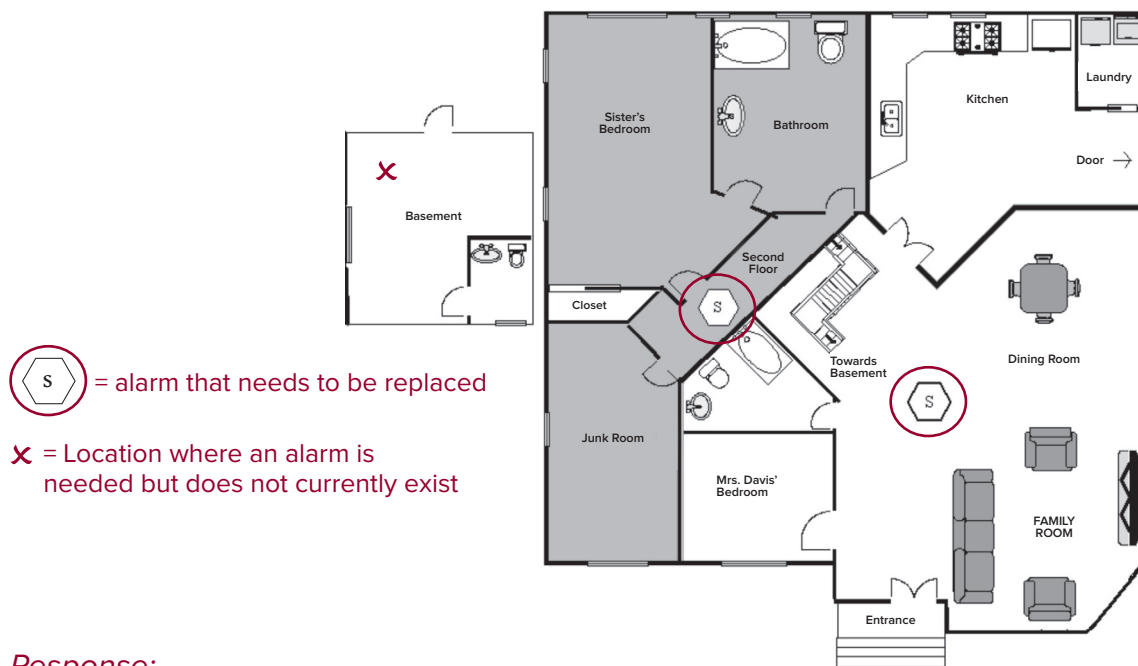
FEMA

U.S. Fire Administration



## Answer Key: Home Assessment Scenario #2

Mrs. Davis is an 85-year-old widow who lives with her sister in her sister's house. Mrs. Davis's sister, who is also widowed, is in her seventies. The house has two floors and a basement. The first floor has a family room, a kitchen, a bathroom, a fireplace, and a den that serves as Mrs. Davis's sleeping room. The second floor has two bedrooms and one full bathroom. One of the bedrooms functions as her sister's sleeping room, and the other room is a junk room. The two women have nailed the windows shut and blocked the escape door on the first floor for security reasons. One smoke alarm is in the family room, and another one is at the top of the second-floor stairs. The sisters do not know what kinds of batteries are in the alarms. Both women have children, but they live out of state and do not come to visit often. A younger neighbor helps them with shopping and chores once a week.



### Response:

- For sleeping area #1, write “ground floor” for the level of the home, because we assume that this is the first sleeping area that you saw. The existing alarm is close to the sleeping area. Therefore, in the second column, write “NLB” because you do not know the battery type. Circle this alarm on the diagram.
- For sleeping area #2, write “2nd floor” for the level of the home. In the second column, write “NLB” because you do not know the battery type of the existing alarm. Circle this alarm on the diagram.
- For the additional level, write “basement” for the level of the home. In the second column, write “AM” because the alarm is missing (there is no alarm). Put an “X” on the basement in the diagram.
- The total number of alarms needed is three.
- Under “escape barriers observed,” you should note that the windows on the first floor have been nailed down and the escape door is blocked with a heavy bookshelf.
- Under “home ownership status,” you should check “resident lives in a home occupied by owner or owned by family member.”
- The total number of people living in the house is two.
- Check the box on the back of the form to indicate that smoke alarms need to be installed.



Fire Safe Seniors

## HOME ASSESSMENT TOOL

DATE: 11 / 25 / 2009 ASSESSOR: Bill Jones

NAME: Mabel Davis

ADDRESS: 999 Main Street, Anytown, CA ZIP: 99999

PHONE: (555) 555-5555 GENDER:  M  F DATE OF BIRTH: 02 / 02 / 1924

ETHNICITY (Circle one): African American Asian/Pacific Islander Hispanic Native American  
Non-Hispanic White Other: \_\_\_\_\_

### Look for smoke alarms:

- On every level of the home
- Directly outside of every sleeping area

### Alarm Status

- AM (alarm missing)
- NLB (non-lithium or unknown battery)
- NWL (nonworking lithium alarm)
- >10 (working lithium alarm more than 10 years old)
- <10 (working lithium alarm less than 10 years old)

Outside of sleeping area #1  
Indicate level of home: ground floor

NLB

Outside of sleeping area #2  
Indicate level of home: 2nd floor

NLB

Outside of sleeping area #3  
Indicate level of home: \_\_\_\_\_

Additional level of home without a sleeping area  
Indicate level of home: basement

AM

Additional level of home without a sleeping area  
Indicate level of home: \_\_\_\_\_

Other area: \_\_\_\_\_

Total # of new alarms needed:  
(AM + NLB + NWL + >10):

3

### Escape barriers observed:

- Windows nailed or painted shut
- Furniture or boxes blocking exit doors
- Security bars on doors and/or windows
- Clutter hindering escape route
- Other: \_\_\_\_\_

### Home ownership status:

- Resident owns home
- Resident lives in home occupied by owner or owned by family member
- Resident rents home

Number of people living in home: 2



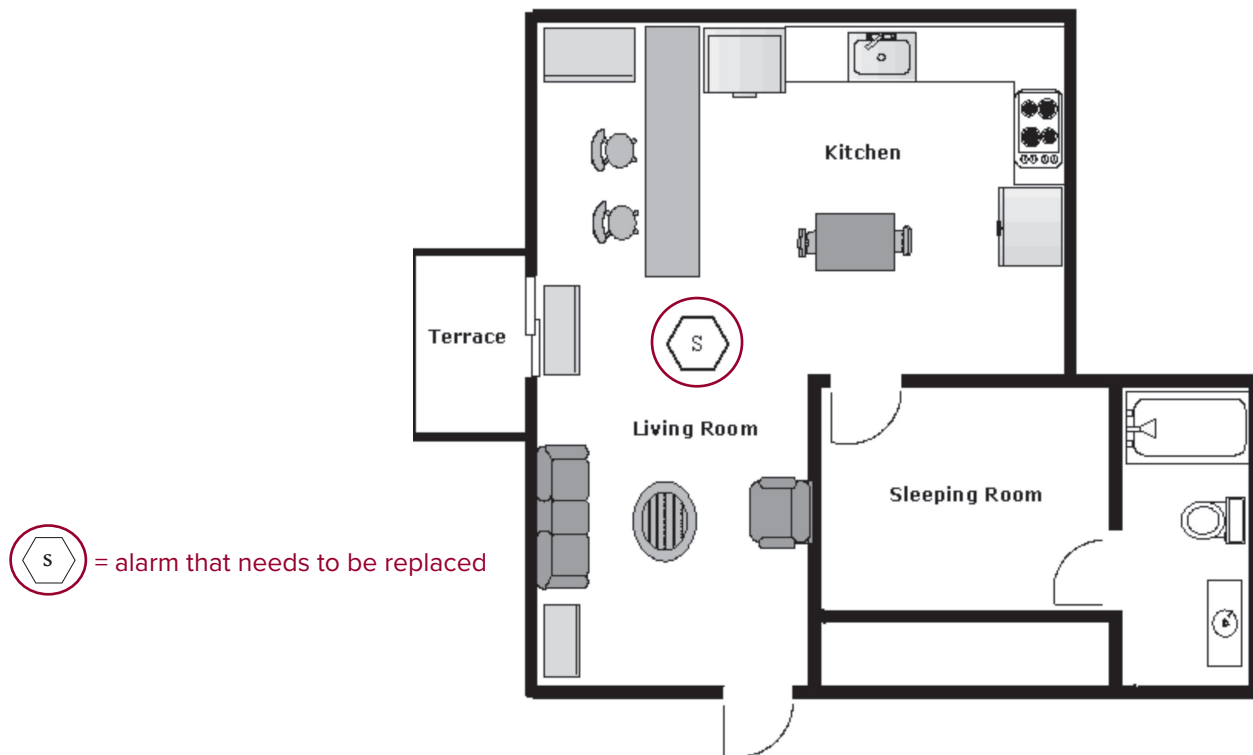
FEMA

U.S. Fire Administration



### Answer Key: Home Assessment Scenario #3

Mr. Jackson is 66 years old and lives alone in an older apartment complex. He has two grown children in the area who come to visit him a few times per week. The apartment has one bedroom where Mr. Jackson sleeps, one bathroom, a kitchen, and a combined living/dining room area. The apartment is on the first floor, and a sliding glass door in the living room leads out onto a terrace but is blocked by boxes. He has one smoke alarm in the living/dining room, and he tells you that it takes regular alkaline batteries.



#### Response:

- For sleeping area #1, mark “main” for the level of the home. The existing alarm is near the sleeping area. Therefore, in the second column, write “NLB” because the alarm has an alkaline battery. Circle this alarm on the diagram because it needs to be replaced.
- The home does not have other sleeping areas or levels.
- The total number of alarms needed is one.
- Under “escape barriers observed,” you should note that the escape door is blocked with several boxes.
- Under “home ownership status,” you should check the box that says “resident rents home.”
- The total number of people living in the apartment is one.
- Check the box on the back of the form to indicate that a smoke alarm needs to be installed.



Fire Safe Seniors

# HOME ASSESSMENT TOOL

DATE: 11 / 25 / 2009 ASSESSOR: Kathy Williams

NAME: Ralph Jackson

ADDRESS: 777 Spring Street #7, Amytown, CA ZIP: 99999

PHONE: (555) 555-5555 GENDER:  M  F DATE OF BIRTH: 02 / 02 / 1943

ETHNICITY (Circle one): African American Asian/Pacific Islander Hispanic Native American  
Non-Hispanic White Other: \_\_\_\_\_

Look for smoke alarms:	Alarm Status
<ul style="list-style-type: none"> <li>• On every level of the home</li> <li>• Directly outside of every sleeping area</li> </ul>	AM (alarm missing) NLB (non-lithium or unknown battery) NWL (nonworking lithium alarm) >10 (working lithium alarm more than 10 years old) <10 (working lithium alarm less than 10 years old)
Outside of sleeping area #1 Indicate level of home: <u>Main</u>	<u>NLB</u>
Outside of sleeping area #2 Indicate level of home: _____	
Outside of sleeping area #3 Indicate level of home: _____	
Additional level of home without a sleeping area Indicate level of home: _____	
Additional level of home without a sleeping area Indicate level of home: _____	
Other area: _____	
Total # of new alarms needed: (AM + NLB + NWL + >10): <span style="border: 1px solid black; padding: 2px 10px;">1</span>	

**Escape barriers observed:**

Windows nailed or painted shut

Furniture or boxes blocking exit doors

Security bars on doors and/or windows

Clutter hindering escape route

Other: \_\_\_\_\_

**Home ownership status:**

Resident owns home

Resident lives in home occupied by owner or owned by family member

Resident rents home

Number of people living in home: 1



FEMA

U.S. Fire Administration



Fire is Everyone's Fight

## Answer Key for Posttest

*The correct answers are underlined and written in bold.*

1. Which of the following is not a component of the Fire Safe Seniors Program?
  - a. home assessments to ensure that residents have the appropriate number of smoke alarms
  - b. education about fire safety
  - c. distribution of fire extinguishers**
  - d. smoke alarm installation
  
2. People are eligible for free smoke alarms if they meet the following criteria: (Circle all that apply)
  - a. They live in nursing homes.
  - b. They live in a house or apartment.**
  - c. They depend solely on Social Security for their income.
  - d. They are 65 years of age or older.**
  
3. Which of the following is the leading cause of fire death among older adults in the United States?
  - a. space heaters igniting flammable objects
  - b. cooking
  - c. smoking**
  - d. candles tipping over
  - e. Christmas tree lights
  
4. Which of the following is the leading cause of fire injury among older adults in the United States?
  - a. space heaters igniting flammable objects
  - b. cooking**
  - c. smoking
  - d. candles tipping over
  - e. Christmas tree lights
  
5. A smoke alarm should be located in the following places: (Circle all that apply)
  - a. on every level of the home, including the basement**
  - b. on every level of the home, excluding the basement
  - c. directly outside of every sleeping area**
  - d. in the kitchen
  - e. in every stairwell



6. In which of the following scenarios will we supply a new smoke alarm?  
(Circle all that apply)
- a. The resident is missing a smoke alarm in a recommended area of the home.
  - b. The resident has a smoke alarm with non-lithium batteries that do not work.
  - c. The resident has a smoke alarm with non-lithium batteries that do work.
  - d. The resident has a smoke alarm with long-life lithium batteries that do not work.
  - e. The resident has a smoke alarm with long-life lithium batteries that do work.
  - f. All of the above.
7. How often should smoke alarm batteries be tested?
- a. once a week
  - b. once a month
  - c. once a quarter
  - d. once a year
8. If possible, residents should know \_\_\_\_\_ way(s) out of every room in their home.
- a. one
  - b. two
  - c. three
9. Fire Safe Seniors educators should not talk about escape planning with residents who have limited mobility.
- a. true
  - b. false
10. In which situations should older adults avoid smoking to decrease their risk of starting a fire?  
(Circle all that apply)
- a. when they are outside
  - b. when they are drowsy
  - c. when they are near oxygen tanks
  - d. when they are lying down or in bed

11. What is the most important message for residents who use their stoves to cook?
- Get a fire extinguisher and learn how to use it.
  - Keep towels, curtains, and paper away from the stove.
  - Wear tight-fitting or rolled-up sleeves while cooking.
  - Keep an eye on what you fry and stand by your pan when cooking at high temperatures.**
  - Clean the stove and oven often to prevent grease buildup.
12. Space heaters should be kept at least \_\_\_\_\_ feet away from flammable objects:
- two
  - three**
  - five
  - six
13. Which of the following things should not be burned in fireplaces or wood stoves?  
(Circle all that apply)
- green wood**
  - dry (old) wood
  - trash**
  - boxes**
  - artificial logs**
14. Imagine that you are educating a resident who has a limited attention span. He is a smoker who also cooks on his stove occasionally, and he uses a space heater to stay warm in the winter. Which of the following message topics would you discuss orally with him?
- smoke alarms, escape planning, smoking, cooking, and space heater safety
  - smoke alarms, escape planning, smoking, and cooking
  - smoke alarms, escape planning, and smoking**
  - smoke alarms and escape planning
  - None of the above—I would just leave flyers because he has a limited attention span.
15. Which of the following leave-behind materials should be used by all Fire Safe Seniors sites? (Circle all that apply)
- refrigerator magnets/cards
  - educational flyers**
  - phone stickers with emergency numbers
  - large bedside cards with emergency numbers
  - pocket cards for educators

## Sample Tally of Posttest Results

Key: 0 = Incorrect Answer 1 = Correct Answer

Question #	Posttests														% Correct
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100
2	0	1	1	1	1	0	1	1	1	1	1	1	1	0	79
3	1	1	1	0	1	1	1	1	1	1	1	1	1	1	93
4	1	1	1	1	1	1	1	1	1	0	1	1	1	1	93
5	0	1	1	1	0	1	1	0	1	1	1	1	0	1	71
6	1	1	0	1	1	1	1	1	1	0	1	1	0	1	79
7	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100
8	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100
9	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100
10	0	1	0	1	0	0	1	0	0	0	1	1	1	1	50
11	1	1	1	0	1	0	1	1	1	0	1	1	1	1	79
12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	100
13	0	0	0	0	0	0	0	0	0	0	0	0	1	0	7
14	1	1	1	0	1	0	1	1	1	1	0	1	1	1	79
15	1	1	1	1	1	1	1	0	1	0	0	1	1	1	79
<b>% correct</b>	73	93	80	73	80	67	93	73	87	60	80	93	87	87	<b>80%</b>



Appendix E  
*Training Preparation Checklists*



Fire Safe Seniors

## TRAINING OF TRAINERS PREPARATION CHECKLISTS

These checklists are designed to help you prepare and conduct your training of trainers (TOT). The checklists cover the pretraining period, the day of the training, and after the training.

### Pretraining Preparation

Task	Completed
<b>Make Training Arrangements</b>	
Schedule the training at least 4 weeks in advance.	
Reserve a spacious room that is easy to locate and has the appropriate lighting and equipment you need for the training.	
Send an invitation to potential training participants and ask them to confirm their participation at least 1 week prior to the training.	
<b>Confirm Attendees</b>	
Obtain a roster of attendees at least 1 week prior to the training.	
Send a reminder email or letter at least 4 days prior to the training.	
<b>Procure Equipment</b>	
Laptop with Microsoft PowerPoint	
LCD projector and a screen	
<b>Obtain Supplies</b>	
Name badges	
2–3 fine-point markers for writing names on the name badges	
Pocket folders for the participant packets (one for each participant and trainer)	
Labels for the participant packets (approximately 3"x 4")	
1.5-inch ring binders with side pockets and clear front covers for inserting a title page (one for each participant and trainer)	
5-tab dividers (one for each participant and trainer)	
Flipchart and at least 10 sheets of flipchart paper	
Markers—blue, black, and red	
Masking tape	
Smoke alarms along with their mounting screws and rings/brackets (one alarm for every three participants)	
Stepladders (one per group of three participants)	
Drills (one per group)	
Screwdrivers (one per group)	
Measuring tapes and pencils (one per group)	
Safety goggles (one pair per group)	
Pieces of wood for alarm installation practice (one per group)	

Task	Completed
<p><b>Prepare Participant Packets (one copy per participant and trainer)</b></p> <p>Modify PowerPoint slides.</p> <p>Copy the following materials and insert into packets:</p> <ul style="list-style-type: none"> <li>• PowerPoint Slides (printed with three slides per page)</li> <li>• Training Agenda (Handout 1)</li> <li>• Consent/Waiver Form (Handout 2)</li> <li>• Home Assessment Scenarios (Handout 3)</li> <li>• Home Assessment Tool (three copies per participant)</li> <li>• Smoke Alarm Installation Guidelines (Handout 4)</li> <li>• Tips for Communicating with Older Adults (Handout 5)</li> <li>• Education Scenarios (Handout 6)</li> <li>• Training Facilitation Tips (Handout 7)</li> <li>• Posttest (Appendix B)</li> <li>• Evaluation Form (Appendix C)</li> </ul>	
<p><b>Prepare Fire Safe Seniors Tool Kits (one copy per participant and trainer)</b></p> <p>Copy covers and insert them into the binders.</p> <p>Print dividers and insert them into the binders.</p> <p>Make CD-ROMs with home assessment tools, education tools/materials, training curricula and PowerPoint presentations.</p> <p>Copy the following materials and insert them into the binders, following the instructions at the end of this table:</p> <ul style="list-style-type: none"> <li>• Home Assessment Tool</li> <li>• Education Tool</li> <li>• Letter for the Local Fire Department</li> <li>• Consent/Waiver Form (Handout 2)</li> <li>• Smoke Alarm and Escape Planning Flyer (small and large print version)</li> <li>• Risk Factor Flyer (small and large print version)</li> <li>• Facilitator's Guide for 2-Hour Training</li> <li>• Facilitator's Guide for 4-Hour Training</li> </ul> <p>Copy the following materials only if your program will be using them:</p> <ul style="list-style-type: none"> <li>• Letter for the local fire department</li> <li>• Emergency number card</li> <li>• Phone sticker</li> <li>• Refrigerator magnet/card</li> <li>• Testing reminder stickers</li> <li>• Clipboard sticker</li> <li>• Pocket reminder card</li> </ul>	
<p><b>Make Arrangements for Food/Beverages:</b></p> <ul style="list-style-type: none"> <li>• Lunch and snacks</li> <li>• Coffee, tea, and water</li> </ul>	

## Day of the Training

Task	Completed
<b>Set Up Training Room</b>	
Arrange furniture to allow all trainees to see the trainer and audiovisual aids.	
Set up the flipchart and put markers in a convenient place.	
Write the training agenda on the flipchart and tape it to the wall.	
Write a welcome message on the flipchart.	
Ensure the room temperature is comfortable.	
Ensure the lighting is appropriate for activities, such as note-taking and viewing of PowerPoint slides.	
Set out water pitchers or bottles.	
Set up a table for food and beverages.	
Test the smoke alarms to make sure they are working properly.	
Set up a sign-in table with the name badges, fine-point markers, and sign-in sheet.	
Find out where the restrooms are located.	
Set up the laptop and connect the LCD projector.	
Set up the screen to project the PowerPoint presentation.	
Load the PowerPoint presentation into the laptop.	
<b>Organize Training Materials</b>	
Arrange participant packets, handouts, posttests, and evaluation forms in order of use.	
Organize all of the smoke alarm installation materials in the area where you will be conducting the exercise.	

## Post-Training

Task	Completed
Tally the results of the posttest.	
Tally the results of the evaluation form.	
Make arrangements to observe the first home assessment conducted by trainees and provide constructive feedback about what worked well and what could have been improved.	
Make arrangements to observe the first education session conducted by trainees and provide constructive feedback about what worked well and what could have been improved.	



**Fire Safe Seniors Tool Kits**—The tool kits are assembled by using 3-ring binders with dividers. The cover page and dividers can be found on the CD-ROM. First, print out the cover page (in color, if possible) and insert it into the clear pocket on the front of the binder.

Next, print out the dividers and insert them into the binders. The divider cover page should contain the following categories, corresponding to each divider tab: Home Assessment, Smoke Alarm Installation, Education, Two-Hour Training, and Four-Hour Training. Each of these sections should contain the following materials:

- **Home Assessment:** home assessment tool;
- **Smoke Alarm Installation:** fire department letter, liability waiver/consent form, and testing reminder stickers (actual stickers or a printout);
- **Education:** education tool, two educational flyers;
- **Two-Hour Training:** facilitator's guide and PowerPoint slides (3 per page); and
- **Four-Hour Training:** facilitator's guide and PowerPoint slides (3 per page).

If your program is centrally printing or producing the tools, stickers, reminder cards, magnets, and other educational materials, then you can include actual examples in the tool kits. Otherwise, include printouts.

## DOCUMENT REFERENCES

<sup>1</sup>CDC. Web-based injury Statistics Query and Reporting System. Atlanta, GA: US Department of Health and Human Services, CDC; 2010 [cited 2013 May 14]. Available from: <http://www.cdc.gov/injury/wisqars/index.html>.

<sup>2</sup>Ahrens M. Smoke Alarms in U.S. Home Fires. Quincy, MA: National Fire Protection Association; September 2011 [cited 2013 May 14]. Available at: <http://www.nfpa.org>.

<sup>3</sup>Hall J. Fatal Effects of Fire. Quincy, MA: National Fire Protection Association; March 2011 [cited 2013 May 14]. Available at: <http://www.nfpa.org>.

<sup>4</sup>Ahrens M. Home Structure Fires. Quincy, MA: National Fire Protection Association; April 2013 [cited 2013 May 14]. Available at: <http://www.nfpa.org>.

<sup>5</sup>U.S. Fire Administration/National Fire Data Center. Fire and the Older Adult. FA-300 [monograph on the Internet]. Emmitsburg, MD: U.S. Fire Administration; January 2006 [cited 2013 May 14]. Available at: <http://www.usfa.fema.gov>.

<sup>6</sup>Centers for Disease Control and Prevention. Fire deaths and injuries: fact sheet [monograph on the Internet]. Atlanta: Centers for Disease Control and Prevention; 2008 [cited 2009 May 6]. Available at: <http://www.cdc.gov/injury>.

<sup>7</sup>The Fire Protection Research Foundation. Reducing fire deaths in older adults: Optimizing Smoke Alarm Signal Research Project. Summary technical report [monograph on the Internet]. Quincy, MA: The Fire Protection Research Foundation; May 2006 [cited 2009 May 6]. Available at: <http://www.nfpa.org>.

the 1990s, the number of people in the world who are under 15 years of age is expected to increase from 1.1 billion to 1.5 billion.

There are a number of reasons why the world's population is growing so rapidly. One of the main reasons is that the number of children born to each woman has increased. This is due to a number of factors, including improved medical care, better nutrition, and a higher birth rate.

Another reason why the world's population is growing so rapidly is that the number of people who are surviving to old age has increased. This is due to a number of factors, including improved medical care, better nutrition, and a higher life expectancy.

There are a number of challenges that the world's population growth poses. One of the main challenges is that there is not enough food to feed everyone. This is due to a number of factors, including a limited supply of arable land, a lack of investment in agriculture, and a growing demand for food.

Another challenge is that there is not enough water to drink. This is due to a number of factors, including a limited supply of fresh water, a lack of investment in water infrastructure, and a growing demand for water.

There are a number of ways that we can address these challenges. One way is to invest in agriculture and water infrastructure. Another way is to promote sustainable consumption and production patterns. A third way is to improve the health and education of women and children.

It is important that we take action now to address these challenges. If we do not, the world's population growth will continue to pose a serious threat to the well-being of all people.

The world's population is growing so rapidly that it is becoming a global crisis. There are a number of reasons why the world's population is growing so rapidly, and there are a number of challenges that the world's population growth poses.

There are a number of ways that we can address these challenges, and it is important that we take action now to address these challenges. If we do not, the world's population growth will continue to pose a serious threat to the well-being of all people.

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