

This month's *Working Fire...*

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Volume 03- 3: March 2003
Approx. Program Length: 58:11

FIRELINE

Distillery Fire Louisville, KY

Approx. length: 9:06

Alcohol-soaked wood over many years was the driving force behind this fire in an abandoned distillery outside Louisville, Kentucky. A second alarm was turned in immediately by Shively, Kentucky firefighters and the fire quickly turned defensive. The radiant heat was a large factor here, even causing nearby railroad tracks to ignite. So also was access to water which, though adequate, was difficult to reach via abandoned roads that had been overgrown. For further information, contact Chief John Renn, Shively Fire Department, 3920 Dixie Highway, P.O. Box 16007, Shively, KY 40256-0007 or call him at 502-447-2982.

Car Into House Crash Claymont, DE

Approx. length: 7:43

An elderly couple drove their minivan through the garage, the sunroom, on to the back deck of their daughter's home, and then fell off the deck on its left side, trapping the man's arm that was out the window. Rescue crews stabilized the vehicle with cribbing, then used air bags to raise the vehicle enough to remove the man's arm (his wife had vacated the van on her own). EMS worked on the man simultaneously who was communicative. The couple's daughter and granddaughter narrowly escaped serious injury as they were on the deck at the time of the crash. For more information, contact Eric Haley, Fire Chief, Claymont Fire Company, 3223 Philadelphia Pike, Claymont, DE 19703 or call him at 302-798-9274.

HANDS-ON

Fire investigation Basics, Pt. 1

Approx. length: 11:39

Working Fire revisits a topic featured a number of years ago on the latest in fire investigation. In this first segment in a series, the San Francisco Fire Department reviews the role of the fire investigator and the procedures he/she follows, stages a car fire and a structure fire scenario, and discusses what can be learned from analysis of these fire scenes. Additional scenarios follow next month. For more information, contact Capt. Elmer Carr, San Francisco Fire Department, San Francisco Fire Dept., 2310 Folsom Street, San Francisco, CA 94110 or call him at 415-558-3535.

This month's *Working Fire*...

HANDS-ON (cont.)

Weapons of Mass Destruction Drill/Simulation

Approx. length: 15:46

The Lee's Summit (MO) Fire Department outside Kansas City, assisted by the Overland Park (KS) Fire Department, teamed up with its mutual aid partners to execute a Weapons of Mass Destruction drill at an underground office complex housing government operations. This scenario gives departments an idea of how to plan such a drill and the elements involved in staging a response should it ever really be necessary. *Working Fire* encourages all departments to develop and execute a WMD response with its neighboring departments. For more information, contact Assistant Chiefs John Spencer or Ken Plant, Lee's Summit Fire Department, 207 SE Douglas Street, Lee's Summit, MO 64063 or call them at 816-969-7343.

FIRE MEDICS

Approx. length: 7:57

Nitrous Oxide in the Field

We take a trip to Educational Consultant Bill Kramer's home department and learn about a new technique in pain management for paramedics starting to get widespread use in Ohio. It's the use of Nitrous Oxide to relieve pain under specific circumstances. It has the advantage of being non-narcotic and can be administered without the permission of a doctor. It's also easy to control. For more information, contact Battalion Chief Doug Koch or Lt. Bob Hines, Deerfield Township Fire Rescue, 8355 Snider Road, Mason, OH 45040 or call them at 513-459-0875.

EVOLUTIONS 2000

Kramer vs. Kramer

Approx. length: 3:23

Dedicated vs. General Rescue Training

Working Fire and Professor/Chief Bill Kramer present our Continuing Education segment that's worth one credit from the University of Cincinnati. Picking up on this month's Hands-On WMD segment, Bill asks whether we're spending too much time training for such disasters at the expense of training for more normal duty. For more information, contact Professor Bill Kramer at the Open Learning Fire Service Program, College of Applied Science, University of Cincinnati, 2220 Victory Parkway, ML #103, Cincinnati, Ohio 45206 or call 513-556-6583.

This month's *Working Fire*...

From the Departments Involved...

DISCUSSION QUESTIONS FOR THIS MONTH'S INCIDENTS

The departments involved in this month's incidents pose some discussion questions that you can use as discussion-starters in your own department's training sessions. Let's kick it around!

Distillery Fire/Louisville, KY Chief John Renn, Shively (KY) Fire Department

1. Have a preplan for industrial sites and updated them periodically. If the property is abandoned, maintain access to water supplies. This may require work done by your local Department of Public Works.
2. In fuel-driven fires where radiant heat is high, be prepared to have Rehab set up early and frequent crew rotation.

Car Into House Crash/Claymont, DE Chief Eric Haley, Claymont (DE) Fire Company

1. In situations where patients are trapped, the rescue effort must happen simultaneously with EMS treatment. Train on such scenarios so coordination in tight working environments can be worked out.
2. Always have a backup extrication plan ready in case circumstances don't allow you to pursue your preferred plan.
3. Be prepared to deal with neighbors, onlookers, and well-wishers in high-profile incidents in residential neighborhoods. Crowd control will be a constant problem so alert police manpower early on.

Enhanced Training

Fire Investigation Basics: Part I

Objectives

After watching this program, the student shall understand:

1. the role of the fire investigator
2. the formation of fire and how it travels
3. the signs that indicate whether or not the fire's origin is suspicious.

Standards & Regulations

This training is consistent with NFPA 1500 and appropriate OSHA regulations. Consult state/local regulations and standards regarding school bus construction and safety.

Training Outline

I. VEHICLE FIRES

A. Fires in Vehicles

1. In vehicles, under-the dash fires often emanate from the fuse box or some other electrical source.
2. In back-seat fires, investigators should look for cigarettes or some other "man-made" cause.

B. Indication Signs

1. Soot on glass: if it's easy to wipe off, then a solvent may have been involved.
2. Sunken roof: this may also indicate that an accelerant may have been involved.
3. Engine fires:
 - a. Look for melted wires or insulation burned away; some parts may be burned more than others.
 - b. Radiator hoses may be burned away.
 - c. Look for evidence that a fire may have breached the firewall and made its way into the engine compartment.
4. Look for "crime scenes" in places such as trunks where evidence may lurk; be careful not to disturb it.
5. Obvious signs of arson would include an engine fire with a missing battery, eliminating a source of ignition.

II. STRUCTURE FIRES - Scenario #1

A. Waste Paper Basket Fire - Signs of Development

1. In incipient stage; it's a free-burning fire. With no outside sources of oxygen, it will create a convective column of fire going straight up to the ceiling.

Answers to the questions on Page 6:

1. False 2. True 3. True
4. b. 5. c.

Fire Investigation Basics: Part I

2. Smoke will then bank along the ceiling and the heat and gases will move down toward the floor.
3. Firefighters entering the room will introduce oxygen. If this continues, the column of smoke and gases will ignite. This is called Rollover.
4. If the gases in the room has been heated sufficiently to a certain point, the whole room auto-ignites, resulting in Flashover.

B. Scene Security/Information-Gathering

1. Upon arriving on scene, investigators must secure the scene to avoid its disturbance before going outside to conduct interviews or other information-gathering.
 - a. Look for containers
 - b. Look for condition of windows
 - c. Doors forced open
2. Work your way into the part of the room with the most damage; looking back at the part of the room with the least damage, observing the smoke and lines of demarcation, which will point you toward the area of ignition.
3. Treat every fire as an accident until you don't know it was an accident or it was incendiary; then it's treated as a crime scene which is controlled until all evidence is gathered. The scene is not left attended until that happens.

C. Fire Investigation Tips

1. Plastic usually falls away from the source of the fire.
2. Usually there is 30% more damage to ceilings.
3. Observe smoking patterns which will tell you whether doors and windows were open and how much -- or were not open.
4. Door locks: twist the lock and if it's oxidized, it was open. If it's clean, it was inside the door lock, so the door was closed.
5. Protected areas behind furniture will help indicate where the fire came from.
 - a. For example, an iron turned off will show a protected area proving it wasn't the cause of the fire.
6. Melted ash trays may indicate a cigarette fire.

Fire Investigation Basics: Part I Quiz

Date _____

Chief/T.O. _____

Firefighter (print) _____

Education Credits/
Hours/Units _____

Signature _____

Select the best answer:

1. True or False Since it's a restricted area, a fire investigation scene makes a good place to carry on Rehab.
2. True or False A fire investigator should go into an investigation with no preconceived notions as to how the fire started.
3. True or False A strong outside size-up and assessment is essential in fire investigation.
4. Which of the following is part of fire investigation?
 - a. Deprived areas
 - b. Protected areas
 - c. Denied areas
 - d. Injured areas
 - e. All of the above
5. Which of the following are **not correct** as they relate to fire investigation?
 - a. Usually there is 30% more damage to ceilings
 - b. Melted ash trays may indicate a cigarette fire.
 - c. Plastic bends toward the source of a fire
 - d. Observe smoking patterns which will tell you whether doors and windows were open and how much, or not open at all.
 - e. None of the above

(See answers at the top of page 5)

Enhanced Training

Weapons of Mass Destruction: Multi-Jurisdictional Drill/Simulation

Objectives

After watching this program, the student shall understand:

1. how to plan and execute a WMD drill
2. the coordination and training necessary among participating partners
3. the logistical problems encountered during the actual drill.

Standards & Regulations

This training is consistent with NFPA 1500 and appropriate OSHA regulations. Consult state/local regulations and standards regarding school bus construction and safety.

Training Outline

I. PLANNING

A. Purpose

1. To help fulfill department requirements for department's haz-mat team's quarterly drill.
2. Initial classroom teaching leads to field training. This drill is the latest and biggest in a series of smaller ones conducted to prepare for this larger one.
3. Partnering haz-mat teams have also generated relationships with local army/civil support team from nearby Fort Leonard Wood who operate as a WMD response team.
4. The public has an expectation that the fire and emergency service is ready or will be ready to respond to these threats. Partnering departments must be familiar with each other and each others capabilities and operating protocols.

B. Initial Briefing

1. Inform participants as to why they are there.
2. Tell them how to be there safely.
 - a. Halting radio traffic in case of an emergency
 - b. Discussed the roles of the Safety Officers and Controllers
 - c. Discussed what the scenario is trying to accomplish.
 - d. Discussed the process of developing and coordinating a Unified Command, identifying shortcomings in the command structure and addressing those.

II. DRILL

A. Scenario Explanation

1. A report came in that maintenance workers at an underground office have

Answers to the questions on Page 9:

1. False
2. False
3. True
4. e.
5. a.

Weapons of Mass Destruction Scenario/Drill

come upon people who were engaged in suspicious activities and who sped away from the scene in a pickup truck when confronted.

2. An unidentified object was found and a crash was heard. Appropriate authorities were then notified.

B. Investigative Phase

1. Fire and EMS units respond, do a survey and size-up, and interview the maintenance worker and security person.
2. Information is developed that there are two suspects who may be the ones who crashed near another entrance and are now unresponsive. The investigation continues.
3. Subjects are examined by EMS and are administered the initial phases of medical treatment. Haz-Mat teams are called in and subjects are deconned.
4. Investigative information is acquired. A SWAT team is dispatched to protect responders and to follow up on a report that there may be further perpetrators.

C. Combative Phase

1. Escalate into a combined police, fire, EMS operation with SWAT being an active participant, protecting responders and controlling the “bad guys.”
2. Further information is developed about an explosive device in the pickup truck.
3. Bomb is moved out to an area where the bomb squad can work on it.
4. Haz-mat identifies possible hazards in vehicle and near HVAC units and proceed with a plan to mitigate.
5. Notify FBI, the governor who will authorize the Civil Support teams, and other government agencies as necessary.

D. Post Phase

1. Train sufficiently so that the operation can be expanded regionally as often as needed and can be done so comfortably.
2. This will only happen as departments and functional teams train together often enough to generate the seamlessness necessary to respond effectively.

Weapons of Mass Destruction Scenario/Drill: Quiz

Date _____

Chief/T.O. _____

Firefighter (print) _____

Education Credits/
Hours/Units _____

Signature _____

Select the best answer:

1. True or False SWAT teams are used because firefighters can't hold hoses and shoot guns at the same time.
2. True or False A WMD drill really isn't much different than your typical haz-mat response.
3. True or False Familiarity among the participants on a regional scale is one of the objectives of a WMD drill.
4. Which of the following are part of the initial briefing?
 - a. A discussion of the process of developing and coordinating Unified Command.
 - b. A discussion of the roles of the Safety Officers and Controllers
 - c. Halting radio traffic in case of an emergency
 - d. A discussion of what the scenario is trying to accomplish.
 - e. All of the above
5. Which is the right order of progression for a WMD drill?
 - a. Fire-EMS survey and size-up -- escalate into the Combative phase -- expand the ability to respond regionally on an as-needed basis.
 - b. Notify FBI -- EMS examines perpetrators -- Fire-EMS survey and size-up
 - c. Bomb is moved to restricted area -- initial suspects are deconned -- Notify FBI
 - d. Additional information suggests additional perpetrators -- Post phase encourages joint training -- Fire, EMS, and SWAT bond together.
 - e. None of the above

(See answers at the top of page 8)

Evolutions 2000

University of Cincinnati Continuing Education Program

WMD Training vs. Typical Emergency Training

If you're enrolled in the **Open Learning Fire Service Program** at the **University of Cincinnati**, here's your opportunity this month to earn one college credit hour for watching *Working Fire*.

VOLUME 03-3

Kramer vs. Kramer: WMD Training vs. Typical Emergency Training

Complete written responses to the following three essay questions:

1. Describe why the fire service should or should not be heavily involved in training regarding WMD (Weapons of Mass Destruction).
2. In your opinion does WMD training detract from or enhance other training necessary in our fire departments today? Please explain.
3. Describe any WMD training with which you are familiar and provide suggestions on how it could be improved or made more relevant for the local fire department.

Send your responses to:

**Mr. Bill Kramer
University of Cincinnati
College of Applied Science
2220 Victory Parkway, ML #103
Cincinnati, OH 45206**

ENROLLMENT INFORMATION:

For more information on enrolling in the Open Learning program to gain college credit, call *Working Fire* at 800-516-3473 for a brochure or, to register directly, call the University of Cincinnati at 513-556-6583. Associates and Bachelors programs are available. Call to have your transcripts evaluated.