For a number of years now, I have had the privilege of representing IFSTA and OSU at the annual National Fallen Firefighters Foundation (NFFF) Memorial Service held on the campus of the National Emergency Training Center in Emmitsburg, Maryland. A weekend spent at this event will test virtually every emotion that one could possibly have. First and foremost is the sobering sadness of watching 122 families and fire department representatives grieve the losses of their loved ones and comrades. In some cases, a significant amount of time had passed since their loss, but their incredible sorrow is still etched on their faces and deeply into their souls. There is no way that you can observe this much anguish without thinking that there must be a better way to do things so that loved ones do not have to go through this pain and sadness.

Each year I read the stories of each of the fallen firefighters as their names are read during the ceremony and their families go forward to be recognized. During this time, I find myself fighting off anger and tempering it with disappointment when reviewing how these firefighters’ deaths occurred. Clearly, many of them could have been prevented. Generally, we are not finding new ways in which firefighters are being killed. Consistently, three-quarters of these deaths remain cardiac or vehicle related. There remains much work to be done relative to these two primary causes of injuries and deaths. Many of these deaths could have been prevented by healthier life styles, regular medical exams, safer driving practices, age limits, and other interventions with which we are all too familiar but, in many cases, still fail to follow.

Another emotion that is also stoked during the course of this weekend is an incredible amount of pride in the fire service, which goes to extraordinary means to honor those who have made the supreme sacrifice and to bring comfort and assistance to those they leave behind. Enough credit cannot be given to Ron Siarnicki and everyone associated with the NFFF for their efforts in staging this incredible event, as well their efforts toward reducing these losses throughout the entire year. The event would not be possible if it were not for the hundreds, perhaps thousands, of members of the fire service who volunteer each year to assist in making this weekend happen. The event is accomplished with precision, flare, dignity, and reverence.

A few weeks before this event, the International Association of Fire Fighters staged an equally impressive tribute to their fallen members at their memorial site in Colorado Springs, Colorado. This passion to recognize our fallen members and to aid their loved ones shows the very best side of our profession and the people who make it up.

One way to honor those who have made this sacrifice is to continue to reduce the other causes of firefighter injuries and death, including those that occur as a result of activities on the structural fireground. One important aspect of this is recognizing the characteristics of the environment in which we are operating. Specifically, we are talking about the buildings to which we respond when they catch fire. Based on the type of structure involved in the incident, firefighters and fire officers are provided with an upfront idea of particular hazards that may be of greater or lesser concern. The type of building involved may affect the speed and method of fire spread throughout the structure or have a bearing on how quickly the building may fail under fire conditions.

The key here is to recognize the type of building with which you are working and understand its characteristics as they relate to being on fire. Since its first edition, the IFSTA Building Construction Related to the Fire Service manual has been squarely focused on providing useful and, in some cases, lifesaving information on this topic. With the pending release of our third edition of this manual, our focus remains on providing useful information on the methods of building construction and how these methods impact the fire fighting operations we conduct in them. Our manual does not focus on ancient war stories or one-in-a-million structures or events. Simply, it provides the exact information you need to perform your duties and ensure that Everyone Goes Home. I can assure you that IFSTA and FPP are every bit as committed to this goal as are our friends with the NFFF.

Keep the faith!

Mike Wieder
TABLE OF CONTENTS

Executive Director’s Ramblings ........................................ inside cover

IFSTA Update
  Building Construction Related to the Fire Service .......... 2

Training Tip
  E-Learning Courses:
  Tips for Selecting a Quality Product .......................... 4

Multimedia Tip
  Incorporating the New Age of Videos in Traditional
  Learning ........................................................................ 5

Guest Editorial
  A Tale of Four Responses and the Lessons Learned ........ 6

Calendar Contest Winners .............................................. 8

LODD Update
  How Crew Resource Management (CRM)
  Affects Team Decision Making ..................................... 9

NAFTD Update
  State Fire Training – We’re Here to Help ....................... 10

Advertising
  Building Construction Related to the Fire Service .......... 3
  Online Fire Protection Courses .................................. 11
  Fire Service Hydraulics and Water Supply Analysis ....... 11
  Essentials of Fire Fighting Skills DVD Series .............. 12
  Aerial Apparatus Driver/Operator Handbook ................. back cover

Building Construction Related to the Fire Service ........ page 2

2010 IFSTA Calendar Contest Winners ......................... page 8

GO GREEN AT IFSTA.ORG
Do you want to read Speaking of Fire online at ifsta.org? If so, we will notify you when it is available for viewing — all you need to do is send your e-mail address to sof@osufpp.org. You can print your own copy at your convenience and therefore won’t need a printed copy from us. If you definitely don’t want a printed copy of Speaking of Fire, please include in your e-mail your name, address, and account number so that we can remove you from the SOF mailing list. Thanks!

Cover Photo Courtesy of Chris E. Mickal, District Chief
New Orleans Fire Department Photo Unit

Fire Protection Publications | Oklahoma State University | 930 N. Willis, Stillwater, OK 74078
800.654.4055 | www.ifsta.org

Assistant Director and Managing Editor: Mike Wieder | Editor SOF: Cindy Brakhage
Interim Marketing Manager: Jason Hanson | Sr. Graphic Designer: Desa Kinnamon
Contributing Writers: Don Turno, Ed Kirtley, Margi Stone Cooper, Jerry Clark, Jeff T. Dyar, Eriks Gabliks

Marketing Comments or Questions? Contact Jason Hanson by email: JHanson@osufpp.org or call: 800.654.4055.
Editorial Comments or Questions? Contact Cindy Brakhage by email: CBrakhag@osufpp.org or call: 800.654.4055.

Speaking of Fire newsletter is published four times a year by Fire Protection Publications (Headquarters for IFSTA) to update customers on the latest information about FPP and IFSTA products and other significant issues affecting the fire industry. The views acknowledged in the guest editorial don’t necessarily reflect those of Fire Protection Publications or the International Fire Service Training Association.

Copyright© 2009 Fire Protection Publications. This material may not be reproduced without the express permission of the publisher.
Building Construction Related to the Fire Service, Third Edition
By Don Tumo

Around 1790 BC in ancient Babylon, a set of laws were developed called the Code of Hammurabi. One example of law at the time was the following:

*If a Builder builds a house for someone and does not construct it properly, and the house which he built falls in and kills its owner, then the builder shall be put to death*

Today this law has been referred to as the first building code. Not a bad idea? After all, would you want to lose your life over the way a building was built? Now that is what I call a warranty. But seriously, no one wants to lose a life over the way a building was built. As we grow in population, land available for building becomes harder to find. We want to keep the charm of our communities and protect our green spaces that we need and love. To do this, our buildings have become taller and constructed of new materials that are far different from those of our ancestors. Not only have we developed these new materials, but we developed new techniques to install them as well.

In 2008 according to NFPA's United States Fire Loss Clock, fire departments responded to a reported structure fire every 61 seconds and a home fire every 82 seconds. Therefore, emergency responders must stay current with the improvements and technologies in the building industry to maintain their experience, knowledge, and education to provide for the safety of responders, as well as building occupants. IFSTA's *Building Construction Related to the Fire Service* manual is written for just that reason.

In 2006, IFSTA started the revision of this manual in response to the growth of the housing market, use of new materials, new building techniques (such as lightweight construction), NFPA Professional Qualifications set forth in the NFPA® 1000 series, and the *Fire and Emergency Services Higher Education* (FESHE) standards for manuals and textbooks for fire-service-related curriculum. The validation committee ensured that this edition addressed all the important factors affecting building construction as well as met the FESHE and NFPA® requirements.

IFSTA's *Building Construction Related to the Fire Service* provides the reader with the basic information about how buildings are designed and constructed. This manual provides the knowledge to improve pre-emergency planning and the ability to make better fireground decisions in regard to the effects of fire, explosions, weather, and other factors on these buildings. The new manual includes the following chapters:

- **Chapter 1** – Building Construction and the Fire Service
- **Chapter 2** – Structural Fire Resistance and Building Classifications
- **Chapter 3** – The Way Buildings are Built: Structural Design Features
- **Chapter 4** – Building Systems
- **Chapter 5** – Fire Behavior and Building Construction
- **Chapter 6** – Foundations
- **Chapter 7** – Wood Construction
- **Chapter 8** – Masonry and Ordinary Construction
- **Chapter 9** – Steel Construction
- **Chapter 10** – Concrete
- **Chapter 11** – Roofs
- **Chapter 12** – Special Considerations
- **Chapter 13** – Buildings Under Construction, Remodeling, Expansion, and Demolition
- **Chapter 14** – Non-Fire Building Collapse

Included in the chapters are discussions on green construction, case histories emphasizing hazards of all types of construction, hazards of lightweight construction, and photo updates.

continued on page 12
This textbook matches the course outline and objectives identified by the National Fire Academy’s Fire and Emergency Services Higher Education (FESHE) Program for the Building Construction for Fire Protection core course.

This new 3rd edition provides the reader with basic instruction about how buildings are designed and constructed and how this relates to emergency operations. In addition to basic construction principles, a new emphasis is placed on firefighter safety, newer types of construction that may be difficult to identify, and green construction principles. This edition is illustrated with new drawings and photos, case histories that emphasize real-life safety principles, key terms, and review questions. Fire inspectors, preincident planners, fireground commanders, investigators, and firefighters will all find useful and valuable information in this new edition.

Support Products
- Instructor Disc (Item 37024–$55.00)
- Self-Study Guide (Print) (Item 37023–$40.00)
- Self-Study Guide (Interactive CD) (Item 37025–$37.00)
- Clip Art (Item 37026–$35.00)
- Course Workbook (Item 37028–$50.00)

Resource Kits and Packages
- Instructor Resource Kit (Item 37190–$165.00)
- Package: Manual and Self-Study Guide (print version) (Item 37191–$87.75)
- Package: Manual and Self-Study Guide (CD version) (Item 38121–$85.00)
- Package: Manual and Self-Study Guide (both print and CD versions) (Item 38126–$120.90)
- Student Package: Manual and Course Workbook (Item 37029–$96.50)

ORDER AT
IFSTA.ORG OR 800.654.4055
E-Learning Courses:
Tips for Selecting a Quality Product

By Ed Kirtley

A growing trend in the fire service today is to use some type of electronic learning (e-learning) course when meeting training and educational requirements. Product ads are in most of the leading journals and web sites. A training officer can select from a myriad of topics — everything from certification courses to continuing education, webinars, and full-length college courses. A host of different delivery methods are used in e-learning courses. Some are nothing more than instructor’s notes and PowerPoint® slides posted on a web site. At the other end of the spectrum are interactive courses complete with learning activities, homework, and tests.

With so many choices, it becomes a challenge for the local training officer to select e-learning products that will meet the needs of the department and through which student learning truly occurs. While a product buyer’s guide may not be available, the design elements described below are common to effective e-learning products and should be considered when making a purchasing decision.

- **Engages the learner.** An effective e-learning product will engage the student in the content of the course through video clips, scenarios, questions, activities, etc. In other words, the student is not simply reading text off a computer screen or clicking through an instructor’s PowerPoint® slides.

- **Interaction and feedback between the student and the instructor.** Some type of interaction should exist between the instructor and the student, especially in longer courses such as Fire Officer I or an EMT refresher. It is also beneficial if there is interaction between the students allowing them to share ideas, respond to content topics, etc.

- **The course content is current and applicable to the student.** The quality of the content in any e-learning course is critical. Does the information presented reflect the latest in accepted theory and practice? Is the information and skill applicable to the students’ department? Is the content taken from valid sources trusted by the training officer?

- **The course is well organized.** The course should provide clear instructions to the student on how to log in, establish a student account, and to work through the content. A plan of instruction or something similar should be included that will help the instructor administer and facilitate the course. Finally, course management tools should be available that help the instructor track student progress, provide feedback to the students, etc.

- **The course is presented in segments or modules.** Except for courses that are designed to be completed by the student in several hours, content should be presented in modules or sections, generally by topic. This presentation allows the students to make steady progress in each of the different topic areas. In addition, each section or module should have some type of basic evaluation tool that tells the student and instructor when the content has been mastered.

- **The content is applied by the student.** This is one of the most important elements of an e-course that has practical skills associated with it. An effective course has assignments or practical application scenarios based on course content that allows the student to solve and then receive the instructor feedback. In some cases, this is addressed with classroom sessions where the students come together and work on activities in small groups. This blended approach is ideal for courses such as Fire Officer I and II, Fire Inspector I and II, etc.

- **Learning is evaluated.** Some type of evaluation process must be established to determine whether the student has met the learning objectives. The evaluation process can be a test administered at the end of the course or it can be smaller quizzes at the end of each module. The evaluation component is especially important if the course is going to be used for college credit or in a certification process.

continued on page 12
Incorporating the New Age of Videos in Traditional Learning

By Margi Stone Cooper

The use of visual aids to communicate is as old as primitive man. Around 17,000 years ago in France and Spain, primitive tribesmen decorated the walls of caves with images of their hunting adventures. While these paintings are enduring, they aren't exactly portable. After thousands of years of using everything from clay tablets to papyrus scrolls, Johannes Gutenberg solved the portability problem by inventing the method of printing that, until fairly recently, experienced very little change.

Advances in communication technology over the last 20 years, such as the Internet, the cell phone, and the iPod, have drastically changed the way we communicate. As a result, technology has also had a radical impact on the way students learn. More and more, instructors are having to compete with all kinds of electronic gizmos and gadgets for their students' attention. Instructors must continually seek out ways to make learning more engaging and, let’s face it, more entertaining and exciting. Fortunately, Fire Fighter I and II instructors have access to an added advantage, thanks to the Essentials of Fire Fighting Skills DVD Series.

Teaching in the “Olden Days”

Not that long ago, “multimedia” meant the use of overhead transparencies or maybe a slide-tape program where you would advance the slide when you heard a beep in the audiotape. Most of us from a certain generation also remember watching scratchy, glitchy 16mm movies in our public school classrooms. Often, we ended up having to sit through the same movies over and over again because they were recycled to other classes. Looking back, it seems that movies were mainly used as filler for times when a substitute was left in charge or for a reward for students when they finished a particular unit. In a way, they were a reward for the teacher too, because invariably the teacher would use the time to take a break and would disappear from the room. In such instances, were teachers really using multimedia for teaching? Of course the answer is no, because little was done to incorporate the movie as a full-fledged learning activity. What a wasted opportunity!

Today, successful teaching has evolved into a multimedia hybrid. Like us, multimedia has grown up and matured. Nowadays, the term “multimedia” means “digital media,” and teaching is expected to include dynamic sound, animation, and video. This is good for the student, because an increasing amount of evidence shows that students learn more from words and visual imagery than they do from the printed or spoken work alone. In addition, technology is an important component of today’s world, and the use of multimedia in the classroom better prepares students for a career in an increasingly technological workplace.

Videos for the YouTube Generation

The Essentials of Fire Fighting Skills DVDs Series were developed with today's students in mind. These videos help reinforce basic fire fighting skills in a style that students have grown accustomed to. The success of video web sites such as YouTube has meant that people are used to short videos that get to the point. Most of the videos in the Essentials series range from about 30 seconds to 2 minutes and show only the skill at hand without providing extraneous background information.

By using these skills videos in the classroom, an instructor is able to show students how to perform a task, rather than just telling them. The instructor can also pause the video in
A Tale of Four Responses and the Lessons Learned
By Jerry Clark

A recently published report (www.fire.nist.gov) that included multiple structural roof collapse tests reported that 180 firefighters lost their lives at structure fires as a result of structural collapse from 1979 to 2002. For over 30 years, the fire service has been alerted to the concerns of lightweight roof systems in residential structures. The inception of lightweight roof truss rafters, which progressed from connectors made of plywood to metal gusset plates, has raised concerns regarding the safety of the roof support systems. Many fire professionals have warned about the “dangers of the truss.” They are told if the fire is in the truss area, it is already too late to be on the roof. Perhaps the fire service is finally getting the message. Today, the roof truss has seen an increase of structural members being constructed of lightweight sheet steel pieces attached with screws. Recent tests conducted on several typical residential roof systems showed consistent failure about 17 minutes from ignition. Given the time for a fire to be detected and reported, fire department response, and the initial strategic goals and the tactical objectives to be implemented — this could be about the time that firefighters arrive on the roof. BEING AWARE OF THE LIGHTWEIGHT TRUSS ROOF SYSTEM CAN SAVE LIVES.

Following the truss concept for residential roof construction came the desire to make lightweight floor support systems. The parallel chord wooden truss became the popular choice over 30 years ago. Residential structures constructed in this time frame will very likely have used some form of lightweight floor system replacing the standard dimension framing materials, such as the 2- by 10-inch wood joist. Today, we see not only the parallel chord truss with metal gusset plates, but we commonly see wooden “I” beams, also known as engineered beams. The latest concept is the use of parallel chord trusses with all connections being made from finger jointed locking devices about ⅜-inch deep and held together with glue. No nails, screws, or gusset plates — just glue. Recently, a wooden “I” beam manufacturer announced a new floor beam where the web portion (material between the top and bottom member) is fashioned to look like Swiss cheese with most of the mass of material removed. The reason reported is for the convenience of the trades industry to install the utilities in the floor supports without having to drill or saw through the web member. We now need to spread the word: BEWARE OF THE FLOOR SYSTEM.

Lessons to be Learned about the Dangers of the Floor System
In reviewing NIOSH Firefighter Fatality reports, the following four floor-collapse incidents were selected.

First Incident
At a fire in Wisconsin on August 13, 2006, two firefighters fell through the floor. The floor was covered with ceramic tile and supported by wooden “I” beams when the basement fire attacked the floor support system and a sudden collapse occurred. One firefighter perished, and the second was severely injured.
**Second Incident**
In January 2007, a firefighter fell through the floor of a residential structure and was fatally injured in Tennessee. Once again, the floor support system was made from wooden “I” beams. The NIOSH report states that “Without warning, the floor collapsed sending the victim into the basement.” The timeline shows that 28 minutes passed from the receipt of the alarm until floor failure.

**Third Incident**
Another fire in New York State on March 7, 2002, resulted with fatalities for two firefighters when they entered the first floor of a structure with a basement and the lightweight floor system failed below them.

**Fourth Incident**
A fire where firefighters had practiced for such an incident resulted in a happy ending. The fourth response started in a manner similar to the first three with a fire in a single-family dwelling constructed with a lightweight floor and roof support system. The major difference was the outcome; there were no fatalities because this type of event had been practiced.

The fire department in Georgia responded to a structure fire in a single-family dwelling. Before this department responded, it had planned for and practiced for this type of fire. The department had developed a SOG that stated under fire conditions the lead hoseline would use a tool to sound the floor as firefighters progressed inside. At this fire, they observed a relatively new two-story single-family dwelling with a walkout basement covered with brick veneer siding and an attached garage. Size-up revealed the potential for a backdraft condition. It was decided to ventilate high in the structure before entry inside. There was no visible fire damage outside the structure and from all appearances, there may not have been a significant fire situation. After the second floor was vented, a first floor interior attack was initiated. Per protocol and training, the entry team used a short pike to sound the floor as they entered. About 5 feet inside the door, the pole was lost indicating that there was no floor present. With that, the team backed out and defensive actions were initiated.

After the fire was extinguished, it was discovered that about a 15-foot section of the first floor was missing. The floor covering and supporting wooden “I” beams were gone. The floor section the initial attack team had walked on ended in midair. Support came from the floor covering attached to other joists still intact. The happy ending was a result of preparedness for this event. They had been trained in building construction, developed a SOG for working on floors of lightweight construction, and trained on the procedure of sounding the floor. Planning for this day resulted in a happy ending for the firefighters on the initial attack line.

**Training**
It is absolutely critical that firefighters are trained in the methods and materials used to construct buildings. Structures are our primary work site and time after time, we are unprepared to recognize the risks and dangers from the degradation of structural elements supporting the load of the building and its contents as well as the firefighters inside. As an example, tests conducted have indicated that wooden trusses connected with metal gusset plates have about 80% of the mass (wood) left when the connecting metal gusset plates fail. Because the steel plate is an excellent conductor of heat, the heat is drawn into the teeth inserted in the wood, which causes the metal teeth to lose their grip and the connector to fail.

Today, instead of just remembering the slogan: “BEWARE OF THE TRUSS,” we must initiate a new slogan: “BE TRAINED AND BEWARE OF ALL STRUCTURAL SUPPORT SYSTEMS.”

**About the author:**
Jerry Clark is a retired Fire Protection Specialist from the New York State Office of Fire Prevention and Control. He has been involved in the volunteer fire service for over 40 years and served as a career firefighter for 14 years before joining State government. In addition, he has been a National Fire Academy instructor for 24 years. He has authored two Building Construction For The Fire Service training courses and written building construction/fire behavior portions of courses for the NFA.
2010 IFSTA CALENDAR WINNERS

Sandy McAllister, Jackson, Mississippi.
Chris Mickal, New Orleans, Louisiana.
Bill Tompkins, Bergenfield, New Jersey.

Lisa Winn, New York, New York.

Jamie Walters, Camden, Arkansas.
Henry Williams, Tampa, Florida.

Bill Tompkins, Bergenfield, New Jersey.
Wayne Milette, West Glocester, Rhode Island.
Michael D. Watiker, Columbus, Ohio.

Sharon Bast Pyle, Arnold, Maryland.
Chris Mickal, New Orleans, Louisiana.

CALL FOR ENTRIES
2011 IFSTA/FPP FIRE SERVICE CALENDAR PHOTO CONTEST
DOWNLOAD YOUR ENTRY FORM AT IFSTA.ORG
MUST BE POSTMARKED BY APRIL 30, 2010
How Crew Resource Management (CRM) Affects Team Decision Making
By Jeff T. Dyar

As the team from Engine 72 approached the front of the two-story apartment, probationary firefighter Gano Yui observed heavy fire billowing out from the upper-story windows and smoke rolling from under the eaves. As he was taught to do in the academy, he paused to review the building construction and their primary routes of egress. Their team leader, Lieutenant Scott Yost, gave the order to advance a hoseline through the front door and up the stairs. Firefighter Yui was immediately concerned. He had observed a deformity in the roof line above the stairs and was curious whether his Lieutenant or one of the other two veteran firefighters on Engine 72 had seen the same thing. Firefighter Yui looked carefully at each team member to see if he could detect any traces of concern in their faces.

Lt. Yost repeated the order to advance and scanned the faces of his team. The two veterans nodded their approval. The four firefighters made their way up the stairs and into the burning apartment. As they opened their hoseline, a large portion of the interior ceiling collapsed, forcing all four firefighters to the floor. Lt. Yost, at the rear of his team on the line, found the three firefighters in front of him under debris and worked to free them while calling for assistance. All were able to exit the building safely, with two suffering moderate traumatic and burn injuries.

In the post-incident analysis, the team members of Engine 72 were asked if they had any concerns associated with their “standard” approach to this “ordinary” fire. Probationary firefighter Yui was the only person to respond affirmatively. He stated that he had a concern about the roof immediately after the Lieutenant gave the order to proceed upstairs. However, he acknowledged that he said nothing to any member of his team and also stated that he clearly understood what they were going to do...his Lieutenant had repeated the strategy twice.

Decision making is different for novices than it is for veterans. For novices, the process is slower and more rule-oriented. However, for the veteran, intuition plays a much larger role. In urgent situations, firefighters tend to trade accuracy and safety for speed and efficiency. Only after the incident is over do fire personnel have the luxury of recognizing whether the trade-off was worthwhile.

Effective Crew Resource Management (CRM) will ensure that every member of the team has an appreciation of the following key points:

- Exact nature of the problem, its cause, and any confounding or complicating factors
- Skills, strengths, weaknesses, and experience of their fellow team members
- Understanding of what is likely to happen based on taking no action
- Understanding of what is likely to happen if the team chooses a specific action
- Shared knowledge of the desired outcome
- Shared strategy, with an understanding of what tactics need to be accomplished, by whom, and when
- Knowledge that any member of the team, regardless of rank or experience, has the ability to respectfully question the strategy and/or provide additional cues that will help the team gain a better understanding of the situation as it unfolds

Only when the team truly knows how to use CRM can it maximize the potential for a successful outcome. Gaining the ability to develop and cultivate a shared vision among team members is a skill that requires practice and the knowledge of how our minds work while under pressure to make a decision.

Everyone Goes Home (EGH) is a national program developed by the National Fallen Firefighters Foundation to prevent line-of-duty deaths and injuries. EGH focuses on reducing Line-of-Duty Deaths, and CRM is one tool in your toolbox that can help achieve this goal. For more information go to www.everyonegoeshome.com

About the author:
Jeff Dyar has worked in private, public, academic, military, and federal capacities and has authored three books. For twelve years, Mr. Dyar held the position of Program Chair for EMS, Firefighter Health and Safety, and Counter-Terrorism at the National Fire Academy in Emmitsburg, Maryland.
Those who follow fire service history might be interested to learn that the first three-day training class for firefighters in the United States was held in 1925 at the University of Illinois. This class led the United States Chamber of Commerce to establish a Fire Service Exchange Committee to encourage such activities in each state. Since this first formally recognized training session, much has taken place in the development of fire service training. The good news today is that fire service training and educational opportunities exist on almost every conceivable topic and are accessible almost around the clock—you just need to know how to look for these opportunities.

Across North America, each state or province has established a fire service training organization that serves its career and volunteer fire service professionals. Each one works toward a similar purpose: to help train and educate the members of the fire service for the tasks they will face in local communities.

The training offered varies by state. In some, fixed props at fire academies may exist for technical rescue, aircraft fire fighting, hazardous materials, and firefighter skills training. In others, a wide variety of mobile props are available to simulate emergency vehicle operations, flammable liquid fires, and mobile burn rooms. These props, as well as others, may be transported to fire stations across the state.

In addition to training props, technology also plays a major role in providing services through the use of online, interactive, and distance learning classes. This technology enables firefighters and command officers to participate in training classes without leaving their fire station. While there are differences, one thing we all strive to do is to develop future instructors for the fire service.

Fire service training needs to be flexible, and we know that one size does not fit all. Because of this, a number of state fire training agencies offer classes at nights and weekends for volunteer firefighters in their local communities. To meet the needs of career and industrial fire agencies, a number of state fire training agencies deliver training in a residential or academy setting. Some of these academies are designed to train newly hired structural firefighters, while others allow industrial fire brigades and specialized fire-rescue teams to receive in-depth specialized training on props not available in their local area.

We have discussed firefighter training at length, but we know that there is more to the fire service than the folks on the engines and trucks. Training and educational opportunities are also offered to many other specialized areas that are equally important to the overall success of the fire service. In some states and provinces, the state fire training entity may also play a role in training emergency medical care providers such as first responders, EMTs, and paramedics.

Training and education are key elements for individual success in the fire service, but equally important is formal recognition of those who can demonstrate that they meet the professional qualification standards of the National Fire Protection Association (NFPA®). In most cases, the state fire training organization is also actively involved in, or manages, the state or provincial fire service certification system with either the International Fire Service Accreditation Congress (IFSC), the National Board on Fire Service Professional Qualifications (Pro-Board), or a state specific fire service certification system that is based on national standards. Most states and provinces also have formal processes in place for the recognition of fire-rescue training programs and the instructors who deliver them.

In addition to serving our customers, state and provincial fire training organizations share another bond: We are all members of the North American Fire Training Directors (NAFTD). NAFTD is an international organization that promotes the common interests of providing quality fire training and educational experiences for firefighters. On an annual basis, the collective efforts of NAFTD members reach over one million firefighters in North America. NAFTD is an active participant in a number of national organizations and activities that are working to help ensure firefighter safety and effectiveness through training and education.
One of NAFTD’s most successful partnerships is with the National Fire Academy (NFA) and the United States Fire Administration (USFA). NAFTD works in concert with the NFA and the USFA to provide training to over 80,000 fire service students each year. As the face of the National Fire Academy within each state, we maintain the quality of instruction and high standards already established by both the NFA and the state fire training system. States work in partnership with the NFA to coordinate in-state delivery of two-day and six-day off-campus NFA classes. This is a very successful outreach program that allows those unable to attend NFA classes at the Emmitsburg, Maryland, campus to receive similar high-quality training and education opportunities close to home. State fire training organizations also serve as ambassadors for the NFA in two special ways:

1. Marketing NFA programs and classes to career and volunteer fire service members
2. Being authorized to deliver NFA classes on a local level by using state-approved fire instructors

For those new to the fire training officer position, I would recommend that you contact your respective state/provincial fire training organization to discover what services and assistance are available. The NAFTD web page includes a link to each state and provincial fire training organization. Visit www.naftd.org and click on the member web sites button for more information.

State and provincial fire training organizations provide a valuable service to the members of the fire service. The best way to learn what is available in your state or province is to make a phone call or send an e-mail. We stand ready to help you!

About the author:
Eriks Gabliks is the Deputy Director of the Oregon Department of Public Safety Standards and Training and the current President of the North American Fire Training Directors (NAFTD). Eriks has been an active member of the fire service since 1980 and has served as the state fire training director for the past 14 years. Eriks is a graduate of the Executive Fire Officer Program at the National Fire Academy and holds a master’s degree in public policy from Portland State University.
Readers will find that the new third edition follows a building from the day the owner decides to build, through renovations, remodeling, and expansions until it is torn down and replaced. All aspects of how the building is built and areas for concern to the firefighter are discussed. In reading and studying the new manual, firefighters will feel confident that they have met the requirements set forth in the NFPA® and FESHE standards as they progress in their fire fighting careers.

The reader will also have an understanding of where we are today in building homes, businesses, and workplaces that provide a sense of civic pride. We may not take the life of the builder, but we do hold builders and designers accountable. It is our duty as firefighters, inspectors, and officers to understand how these building are put together so that when we are called to assist our customers, we can provide the best service possible.

To reserve your copy today, call 1-800-654-4055 or visit our web site at www.IFSTA.org

About the author:
Don Turno served as the Chairman of the IFSTA Building Construction Related to the Fire Service manual and has served on other IFSTA committees. Don is a graduate of the University of South Carolina, Oklahoma State University, and University of Maryland with degrees in Criminal Justice, Fire Protection Engineering, and Fire Protection Management. Don also holds a Master of Business Administration from the University of Phoenix. Don is a graduate of the National Fire Academy Executive Fire Officers Program and holds the designation of Chief Fire Officer. He is employed by Savannah River Nuclear Solutions as the Fire Protection Engineering and Program Manager for the Spent Nuclear Fuels Division.

Easy access to technical assistance. Invariably, an instructor or student will need technical assistance in every e-course. A quality product has a toll-free phone number and/or an e-mail link that the student or instructor can use to receive assistance. At the very least, the assistance should be available during weekday hours and preferably for some after-hours on weekdays and weekends.

In addition to these design features, there are two other considerations for the training officer that are critical in making a wise purchase. First, the vendor should be willing to provide several free trial registrations so that it is possible to go through the course features and content. This test run will provide insight into the ease of use, quality of the content, etc. It also tells something about the vendor. If they are not willing to provide trial registrations, it may be that there are problems with the course.

Second, it is wise to check the history of the course by asking the vendor for a list of other departments that have used the course in the past. Take time to contact the references and ask them detailed questions about the students’ and instructors’ experience with the course. Specifically, ask about the success rate of the students who take the course. A quality product will have a high success rate.

E-learning courses are here to stay and quickly are becoming a valuable tool for the local training officer and state/provincial training coordinators. Just as with any other training materials available for purchase, there are good products and poor products. Take time to learn about the product and its features, the design elements of the course, and the experiences of others who have used it. By taking these steps, you should be able to find an e-course that will meet the needs of your students and your department.

About the author:
Ed Kirtley is the IFSTA & Curriculum Projects Coordinator at Fire Protection Publications. He is a retired fire chief and has done extensive teaching and writing on fire service training and leadership. He has a master’s degree in education with an emphasis in adult curriculum and instruction.
Incorporating the New Age of Videos in Traditional Learning

order to emphasize a critically important aspect of the skill. Students can use the videos for remediation and for a refresher in preparation for their certification exam. In other words, skills demonstrations can take place away from the training ground.

In addition, these full-motion instructional videos:

- Speak thousands of words.
- Provide added motivation to learn.
- Address different learning styles because students can see, hear, and imagine the skills.
- Raise the level of understanding and improve comprehension.
- Increase learning retention because students are engaged.
- Improve the consistency of instruction.
- Help build student confidence because the skill can be demonstrated as many times as necessary.

The Essentials of Fire Fighting Skills DVD Series is a four-disc set that includes 153 videos, which depict all 159 skills taught in the Essentials of Fire Fighting, 5th Edition. Included in the set are two versions of each video, one in high-resolution movie quality and one in Windows Media Video format for use with such programs as PowerPoint®. In addition, the videos address the requirements of NFPA® 1001, Standard for Fire Fighter Professional Qualifications (2008).

The cost of the video set has been greatly reduced from the previous edition of the Essentials videos. Priced at $577.45, the videos are a bargain. Videotaping occurred over many weeks and required the assistance of dozens of firefighters and instructors who volunteered as actors. The bulk of the videotaping took place at Goodfellow Air Force Base in San Angelo, Texas, which is the premier firefighter training facility for the Department of Defense. Production and editing were handled by highly trained video professionals who also have a fire fighting background. This mammoth effort resulted in a very professional, high quality instructional product designed for firefighters.

Sample videos from the Essentials of Fire Fighting Skills DVD Series can be viewed at www.ifsta.org.

For more information about this video series or to place an order, visit the IFSTA web site or call 1-800-654-4055.

About the author:
Margi Stone Cooper is the Electronic Products Project Coordinator for FPP. She previously worked for the Oklahoma Cooperative Extension Service and the Oklahoma Department of CareerTech and has 20 years of experience in adult and career education. She holds current teaching credentials and has two undergraduate degrees—one in education and the other in graphic design—as well as a master’s degree in mass communications.

---

ESSENTIALS OF FIRE FIGHTING SKILLS DVD SERIES

SPECIAL PACKAGE PRICES

Item 36770.......$577.45
Add an Essentials Skills Handbook AND Essentials Skills DVD Series to the Essentials of Fire Fighting Instructor Resource Kit
Item 37477.......$740.20
Add an Essentials Skills Handbook AND Essentials Skills DVD Series to the Essentials of Fire Fighting and Fire Department Operations Instructor Resource Kit
Item 37497.......$768.85
AERIAL APPARATUS DRIVER/OPERATOR HANDBOOK
SECOND EDITION
NOW AVAILABLE!
ITEM 36796
INSTRUCTOR AND STUDENT MATERIALS AVAILABLE

ORDER AT IFSTA.ORG