FIREFIGHTER II

Lead Evaluators Handbook

FIREFIGHTER II
LEAD EVALUATORS HANDBOOK

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LEAD EVALUATORS HANDBOOK

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Section I

Firefighter II Skills Handbook
Overview

This handbook has been developed to serve as an instructional resource for instructors and students. Evaluators will use this document as a reference while evaluating skills examinations. It has been determined that the skills contained in this document are necessary to meet the objective of NFPA 1001 2012 edition. Each skill has been laid out in the following format

- Name and Objective
- Directions
- Equipment/Materials List
- Task List

While this serves as a solid guideline that will cover the vast majority as written it is understood that there may be times that adjustments to the equipment and materials list and the task steps will be necessary to complete the objectives. Adjustments may be required if the host department does not have the exact equipment as listed. In this instance an alternative piece of equipment may be used as long as the intent of the objective is met. It may also be necessary to adjust the task steps based on equipment, procedures or manufacturers recommendations. In the event that an adjustment is necessary during training or testing, documentation of the adjustment should be made in the comment section of the students check off sheet.

The intent of this document is to ensure that all persons who achieve certification have met the minimum NFPA Standard. All persons seeking certification must demonstrate **all** skills contained in this document. This is true even if the student is not required to perform the skill at his/her fire department. For instance, your jurisdiction does not have any structures that employ the use of sprinklers; therefore your fire department does not train on sprinkler systems. You will still be required to complete all the sprinkler skills contained in this document. It will be the responsibility of the Lead Instructor to schedule the use of facilities and/or assemble all props necessary to ensure that training on all skills is completed. To assist with this we have identified skills that may be difficult to complete by providing guidance that will ensure compliance. The guidance is located on the identified skill sheet. In addition we are recommending the follow actions be taken to provide students with quality instruction and a positive learning experience;

- Determine your resource needs and identify where you can get them
    - Props

    - Books
    - Instructors
    - Evaluators
    - Your District Fire Training Council is a good starting point with this
- Conduct skill sessions at a training center
- Small classes should combine with neighboring fire departments this will help with ensuring the necessary resources are available

Once the students have successfully demonstrated a skill the instructor shall sign off the appropriate boxes on the FF II Practical Skills Competency Profile. The Lead Instructor will sign off at the bottom of the competency profile.

The following skill sheets have been identified and have special instructions or specific guidance;

M-81 Auto Extrication
M-84 Service Test Fire Hose
M-87 Control LPG Cylinder Fire
M-88 Command a Structure Fire
M-89 Preserve Evidence

If you find that you are unable to complete any skills you must contact the IDHS Training Staff and provide justification. Your justification will be taken into consideration and further direction will be given at that time. It is critical to preplan your courses to avoid last minute problems. Failure to obtain a prop will not excuse you from completing any of the required skills but will result in delaying the completion of the class.
The skill sheets in this document are used as a reference for the practical skills examination. During practical skills evaluations students will be instructed to complete a series of evolutions that may include any of the skill sheets contained in this document. At no time will a student be asked to perform a skill that is not listed.

Firefighter II Skills

Rescue and Extrication
M-81

Extricate a victim trapped in a motor vehicle. ***(NFPA® 1001, 6.4.1)***

Directions

For this skills evaluation checklist, students will prepare to extricate a victim, manage hazards, stabilize a vehicle and move or remove the following: vehicle roof, doors, windshields, windows, steering or other columns, and the dashboard. Various tools, equipment and techniques are effective. Please follow manufacturer guidelines for the safe and correct operations of tools and equipment as well as departmental guidelines on specific methods to follow. If your department/agency hasn't established these methods, please refer to the IFSTA manual **Principles of Vehicle Extrication** 2nd edition, for details on techniques. All of these methods need not be tried in one assessment. The firefighter gathers the proper equipment and tools and is wearing the appropriate PPE prior to performing extrication tasks.

****This should be conducted by teams of two or more. It is not necessary for every student to complete every portion of this although each team must perform each task listed below. Ideally there should be a car for every 2 teams. ****

Choose one or more of the following problems for this skill sheet:

- Remove a windshield.
- Remove a window.
- Remove/move a roof.
- Remove/move a door.
- Remove/move a steering or other column.

Choose one or more of the following tools or equipment to solve problem:

- Power hydraulic tools (cutter, spreaders, combination, rams)
- Air bags
- Air chisels
- Electric saws
- Hand saws

- Axes
- Halligan
- Pry bars

Equipment & Materials

- Two passenger dummies
- Full protective clothing and eye protection for three to four firefighters
- Hand and power tools
- Wrecked automobile(s) appropriate for skill demonstration
- Safety goggles
- Tarp, blanket, and backboard or other method of protecting victims
- Equipment as required to stabilize vehicle (cribbing, air bags, step blocks, etc.)

Skills Evaluation Checklist

Task Steps	
Rescue Preparation	
1.	Confirm order with officer for rescue operation.
2.	Assess if the scene is safe.
3.	Stabilize vehicle (i.e. wheel chocks, cribbing, ropes, or other tools) prior to accessing patient.
4.	Once the vehicle is stabilized deflate tires.
5.	Break the side door glass with an impact tool and remove it with a tool and place it under the vehicle if possible.
6.	Locate and cut the battery cables making sure to cut each cable twice. Create a gap between the cables to eliminate arcing.
7.	Assess the extrication methods that are required to access and extricate patient.

Task Steps	
Windshield or Window Removal	
1.	Confirm order with officer to remove windshield or window.
2.	Before starting work, plan the operation and determine the windows to be

Task Steps	
Windshield or Window Removal	
	removed and the method of removing glass.
3.	Check the area in which the work is to be done.
4.	Remove glass to avoid causing further hazards or injuries.

Task Steps	
Removing Vehicle Doors	
1.	Confirm order with officer to remove vehicle doors.
2.	Plan the operation before starting work. a. Method of removing door b. Impact of related systems (side-impact protection system and electrical components)
3.	Isolate the door from other systems if necessary. a. Disconnect battery to isolate electric windows, door locks, speakers, and other electric equipment in doors
4.	Prepare the area for operation of spreaders by creating a purchase point with the spreaders or a halligan bar.
5.	Insert the spreader's tips between door and pillar aligned square with pressure points. Pry outward to pop the door open.
6.	Cut the hinges and with handheld wire cutters cut any wires connected to the door.
7.	Move the door to area where it will not endanger others or interfere with operations.

Task Steps	
Roof Removal (Flap)	
1.	Confirm order with officer to remove roof.
2.	Plan the operation (method of removing roof) before starting work.
3.	Check the area in which the work is to be done.
4.	Remove the windshield only if absolutely necessary to gain access to patient.

Task Steps	
Roof Removal (Flap)	
5.	Remove the trim from all of the posts to check for seatbelt pretensioners and air bag cylinders. Cut all wires inside the posts.
6.	Tool operator: Cut both A and B roof posts using tools as close to the vehicle roof as is practical.
7.	Tool operator: Use a hydraulic tool to cut the roof just behind the B post on both sides.
8.	Tool operator and assistance team: Place a flat tool across the roof at the cuts and push up on the front of the roof bending it iver the top of the rear part of the roof.

Task Steps	
Roof Removal	
1.	Confirm order with officer to remove roof.
2.	Plan the operation (method of removing roof) before starting work.
3.	Check the area in which the work is to be done.
4.	Remove the windshield only if absolutely necessary to gain access to patient.
5.	Remove the trim from all of the posts to check for seatbelt pretensioners and air bag cylinders. Cut all wires inside the posts.
6.	Tool operator: Cut all roof posts using tools as close to the vehicle roof as is practical.
7.	Tool operator and assistance team: Position four firefighters, one near each A post and one near each C post.
8.	Tool operator and assistance team: Lift the roof using legs, not back and avoid twisting motions.
9.	Tool operator and assistance team: Move the roof to an area in which it will not endanger others or interfere with operations.

Task Steps	
Prepare Vehicle for Steering Wheel and Column Removal	
1.	Confirm order with officer to prepare vehicle.

Task Steps	
Prepare Vehicle for Steering Wheel and Column Removal	
2.	Plan the operation before starting work. a. Determining method of moving steering wheel b. Determining impact of related systems (supplemental restraint system and electrical components)
3.	Isolate the steering column and wheel from other systems if necessary. a. De-energize supplemental restraint system per manufacturer's instructions b. Disconnect battery to isolate ignition system, horn, wipers, lights, and other electric equipment connected to steering column
4.	Remove the windshield or roof if necessary to gain access to steering column or steering wheel.
5.	Check the area in which the work is to be done.
6.	Place two 4X4 pieces of cribbing going from the hood to the dash about 12 inches apart and third piece of 4X4 cribbing on top and perpendicular to the initial pieces.
7.	Place a piece of 4X4 cribbing near the front of the vehicle parallel to the third piece.
7.	Attach a tow chain securely to the steering column.
8.	Run the chain over the third piece of cribbing and attach it to one tong of a hydraulic spreader. Ensure the spreader is fully extended.
9.	Attach a second tow chain to the frame of the vehicle near the front. Run the chain forward and up and over the fourth piece of cribbing, attaching it to the second tong on the spreader.
10.	Close the hydraulic spreader. This will pull the steering column up, removing it and the steering column.

Task Steps	
Displace Dashboards	
1.	Confirm order with officer to displace the dashboard.
2.	Plan the operation before starting work by determining the method of removing the roof and the positioning of equipment.
3.	Remove windshield.

Task Steps	
Displace Dashboards	
4.	Equipment operators and assistance team: Move or remove roof.
5.	First cut into the fender to access the unibody underneath.
6.	Make a cut into the vehicles crumple zone.
7.	Make a relief cut in A post. a. Using hydraulic shears or reciprocating saw b. At base of A post on each side of vehicle c. At approximately 45-degree angle into frame or rocker panel d. No more than halfway through frame or rocker panel
8.	Position the extension rams or other tools to move dashboard.
9.	Operate tools until dashboard is moved clear of passengers.
10.	Place cribbing or block in the relief cut to hold dashboard in displaced position, one on each side of vehicle.
11.	Remove the tools by relieving pressure.

M-82

Service and maintain portable power plants and lighting equipment.
(NFPA® 1001, 6.5.4)

Directions

For this skills evaluation checklist, students will service and maintain portable power plants and lighting equipment. Equipment and materials used in your department may differ slightly from this skill sheet. Remind students to always follow the manufacturer's instructions when using any equipment. Inform students that they should report any damage or problems found to the appropriate person. Damaged electrical cords should be removed from service.

Equipment & Materials

- Portable power plant (generator or hydraulic power unit)
- Manufacturer's maintenance and service guides for each piece of equipment
- Equipment manufacturer's recommended oil
- Lighting equipment

- Equipment manufacturer's recommended fuel
- Spark plug gap gauge
- Drain pan
- Spare light bulbs appropriate to lights being tested
- Gloves
- Shop cloth

Skills Evaluation Checklist

Task Steps	
1.	Inspect equipment spark plug for damage, corrosion, carbon accumulation, or cracks in porcelain.
2.	Inspect spark plug wire and tighten connection, if needed.
3.	Replace equipment spark plug with spark plug recommended by manufacturer, and set to correct gap if inspection reveals damage or nonconformity.
4.	Check equipment carburetor, reporting any leaks found.
5.	Replace remaining fuel with fresh if fuel is three weeks old or older, and discard old fuel in approved manner and receptacle. a. If fuel stabilizer used then disregard this step.
6.	Check fuel level and fill with fuel as necessary.
7.	Check oil level.
8.	Replenish oil as necessary.
9.	Inspect all electrical cords for frayed or damaged insulation or missing or bent prongs.
10.	Test operation of lighting equipment. a. Connect one light at a time to generator. b. Turn on generator. c. Avoid looking directly at lighted bulbs.
11.	Replace light bulbs as necessary. a. Shut off power before removing bulb. b. Wear gloves to keep skin oil off bulbs.
12.	Discard faulty bulbs in the approved manner and in a receptacle.
13.	Clean work area and return equipment to proper storage, lifting properly to

	avoid back strain.
14.	Document service date and maintenance performed.

M-83

Assist rescue teams. ***(NFPA® 1001, 6.4.2)***

Directions

For this skills evaluation checklist, you will ask students to retrieve several pieces of equipment. Students will need to make sure they understand the name and quantity of equipment that is being requested. After being given the task, students should proceed to the equipment and tool storage area and select and carry the tool/equipment back to the appropriate location. For heavier equipment, assistance will be provided

You should place various equipment and tools on a large salvage cover. Position yourself in a remote location (simulate rescue site) and request equipment using the handheld radio. You should, using a handheld radio, provide the firefighter with at least three separate pieces of equipment to identify, locate and carry properly to the assigned location. Provide additional firefighters for heavy equipment.

It is not important for every piece of special rescue equipment to be identified and understood at the FFII level. However, students should be familiar with the most important kits, bags, tools, etc. For instance, if a Rope Rescue Technician asks the firefighter to retrieve a bag of rescue hardware that contains carabiners, descenders and brake bars, they should be able to quickly and accurately retrieve or locate that bag.

Equipment & Materials

- EMS equipment (i.e. KED, Trauma Kit, BLS kit, etc.)
- Confined space equipment
- Rope rescue hardware (i.e. carabiners, descenders, ascenders, pulleys)
- Life safety rope
- Rope rescue helmets
- Trench rescue equipment
- Nylon webbing
- Personal floatation device
- Rapid Intervention Team Packs
- Swift water rescue equipment

- Rope rescue harness
- Protective clothing
- Ice rescue equipment
-

Note: These are suggestions and none of this equipment is required to perform this skill.

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to assist rescue teams.
2.	Gather tools and equipment as directed.
3.	Provide assistance as requested or directed to rescue team members.
3.	Establish and mark scene barriers
4.	Maintain situational awareness.
5.	Report to officer completion of assigned task.

Hose
M-84

Service test fire hose (*NFPA® 1001, 6.5.5)*

Directions

For this skills evaluation checklist, students will service test fire hose.

****It is permissible to NOT bring the hose up to test pressure for this skill. However, all students must set up a hose test, charge the hose and perform all steps in the 50 psi test procedure. The hose should be brought up to normal operating pressure during the service test portion.****

Equipment & Materials

- Hose sections
- Spanner wrench
- Rope, hose rope tool, or hose strap
- Test gate valve
- Chalk or pencil
- Stopwatch
- Apparatus
- Water supply

Skills Evaluation Checklist

Task Steps	
1.	Perform a visual inspection of all hose, couplings and linings prior to the test. Take any hose that fails out of service.
2.	Identify the service test pressure and ensure all hose coupled together has the same test pressure.
3.	Connect a number of hose sections (check the gaskets before connecting) into test lengths of no more than 300 feet (100 m) each.
4.	Draw a line around each section at the couplings and a perpendicular line that crosses onto the coupling.
5.	Cap the last male coupling with either a bleeder cap of nozzle. Make sure that that the ends of the hose are secured.
6.	Use a spanner to tighten the connections between the sections.
7.	Connect an open test gate valve to each discharge valve.
8.	Use a spanner to tighten each connection.
9.	Connect a test length to each test gate valve.
10.	Use a spanner to tighten each connection.
11.	Fill each hoseline with water with a pump pressure of 50 psi (350 kPa) or to hydrant pressure and bleed the air out of each line.
12.	Hold nozzles above the level of the pump discharge to permit all the air in the hose to discharge.
13.	Discharge the water away from the test area.
14.	Close the nozzles after all air has been purged from each test length.
15.	Check that all hose is free of kinks and twists and that no couplings are leaking. Any length found to be leaking from BEHIND the coupling should be taken out of service and repaired before being tested.
16.	Retighten any couplings that are leaking at the connections. If the leak cannot be stopped by tightening the couplings, depressurize, disconnect the couplings, replace the gasket, and start over at Step 11. Any hose that fails the 50 psi test shall be taken out of service, repaired or condemned.
17.	Close each hose test gate valve.
18.	Increase the pump pressure to the required test pressure given in NFPA 1962.
19.	Closely monitor the connections for leakage as the pressure increases.

Task Steps	
20.	Maintain the test pressure for the time specified in your departmental SOP.
21.	Inspect all couplings to check for leakage (weeping) at the point of attachment.
22.	Slowly reduce the pump pressure after 3 minutes.
23.	Close each discharge valve.
24.	Disengage the pump.
25.	Open each nozzle slowly to bleed off pressure in the test lengths.
26.	Break all hose connections and drain water from the test area.
27.	Observe marks placed on the hose at the couplings. If a coupling has moved during the test, tag the hose section for recoupling. Tag all hose that has leaked or failed in any other way.
28.	Record the test results for each section of hose.

Fire Streams
M-85

Place a foam line in service using an In-line eductor. ***(NFPA® 1001, 6.3.1)***

Directions

For this skills evaluation checklist, students will place a foam line in service. To provide a foam stream, the firefighter or apparatus driver must be able to correctly assemble the components of the system. The following procedure describes the steps for placing a foam line in service.

Equipment & Materials

- Full protective clothing including SCBA
- One pumper
- Foam educator or Pro/Pak
- Hose and nozzle with compatible eductor
- Two buckets of foam concentrate
- Water supply

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to place line in service.

2.	Select the proper foam concentrate for the burning fuel involved.
3.	Place the foam concentrate at the eductor.
4.	Open enough buckets of foam concentrate to handle the task.
5.	Check the eductor and nozzle for hydraulic compatibility (rated for the same flow).
6.	Adjust the eductor metering valve to the same percentage rating as that listed on the foam concentrate container.
7.	Attach the eductor to a hose capable of efficiently flowing the rated capacity of the eductor and the nozzle.
8.	Attach the attack hoseline and desired nozzle to the discharge end of the eductor. Avoid kinks in the hose.
9.	Place the eductor suction hose into the foam concentrate.
10.	Open nozzle fully.
11.	Increase the water-supply pressure to that required for the eductor. Be sure to consult the manufacturer's recommendations for the specific eductor.
12.	Report to officer completion of assigned task.

or

Task Steps Pro/Pak	
1.	Confirm order with officer to place line in service.
2.	Select the proper foam concentrate for the spilled fuel involved.
3.	Connect water supply to the inlet of the Pro/Pak.
4.	Ensure the foam fill tank is full to the bottom of the fill port.
5.	Connect discharge hose and nozzle.
6.	Adjust the percentage knob to the same percentage rating that is recommended by the foam concentrate manufacturer.
7.	Report to officer status or completion of assigned task.

Fire Control
M-86

Extinguish an ignitable liquid fire. ***(NFPA® 1001, 6.3.1)***

Use Foam to blanket a spill. ***(NFPA® 1001, 6.3.1)***

Directions

A team of firefighters, while wearing full PPE and SCBA, will apply foam to a Class B fire and extinguish. You may give students a common hydrocarbon liquid or polar solvent. Students should be prepared to select the correct foam type and set or request the correct foam percentage. Inform each firefighter of their position and tasks to perform. A safety officer should check each student's gear before you enter the danger zone.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle.

Equipment & Materials

- Full protective clothing and SCBA for all firefighters
- Class B fire prop
- Hand lines appropriate for the size of prop
- Attack line supplied by a separate water source
- Back-up line supplied by a separate water source
- Foam proportioning system
- Aspirating nozzles and/or attachments
- Accountability system
- Handheld radios

Skills Evaluation Checklist

Task Steps	
Grade Level Fire Attack	
1.	Confirm order with officer to extinguish fire.
2.	Size up incident scene for hazards. a. Fire conditions b. Type of fuel c. Wind conditions d. Escape route
3.	Verify foam type and concentration are appropriate for fuel and fire conditions.

4.	Verify attack line is functioning and ready for attack.
5.	Extend hoseline to point of fire attack. a. Upwind and uphill if possible b. Team works in unison and advances using a shuffling step c. Able to apply stream as needed
6.	Extinguish fire by applying foam solution as directed. a. Rain down method b. Bank down method c. Roll on method
7.	Maintain situational awareness.
8.	When retreating the last team members falls back 20 feet to manage the hoseline and the remaining team members follow the cadence of the officer using a shuffling step.
9.	Report to officer completion of assigned task.

Task Steps	
Fuel Spill	
1.	Confirm order with officer to blanket spill.
2.	Size up incident scene for hazards. a. Type of fuel b. Wind conditions c. Escape route
3.	Verify foam type and concentration is appropriate for fuel.
4.	Verify attack line is functioning and ready for attack.
5.	Extend hoseline to point of spill. a. Upwind and uphill if possible b. Team works in unison and advances using a shuffling step c. Able to apply stream as needed
6.	Blanket spill by applying foam solution as directed. a. Rain down method b. Bank down method

	c. Roll on method
7.	Maintain situational awareness.
8.	When retreating, the last team members falls back 20 feet to manage the hoseline and the remaining team members follow the cadence of the officer using a shuffling step.
9.	Report to officer completion of assigned task.

M-87

Control a pressurized flammable gas container fire. ***(NFPA® 1001, 6.3.3)***

Directions

For this skills evaluation checklist, students will control a pressurized flammable gas container fire. Students must work as a team with nine firefighters when performing this skill; three on the attack line and three on each protective cover line. You should inform students of their positions for the evaluation.

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle.

During Step 5, if firefighters are unable to push flame away from the valve, the attack team should withdraw immediately to a safe location and continue to cool the container.

****If you do not have LPG props for the completion of this skill contact your district representatives or the Fire Academy Training System staff to schedule the use of the propane props.****

Equipment & Materials

- Full protective clothing and SCBA for all firefighters
- Adequate hand lines to achieve all objectives
- Attack line (separate water source)

- Flammable gas cylinder fire prop set up and monitored according to NFPA 1403®. The NFPA® does not indicate the minimum size or number of fires involving this type of fire
- Back-up line (separate water source)
- Handheld radios

Skills Evaluation Checklist

Task Steps	
1.	Confirm order with officer to extinguish fire.
2.	Size up incident scene for hazards. a. Fire conditions b. Type of fuel c. Integrity of container d. Wind conditions e. Escape route and safe haven f. Verify water supply is adequate
3.	Deploy two hoselines 1 3/4" minimum. a. Bleed air from hoselines b. Ensure adequate hoseline to reach container
4.	Cool cylinder or storage tank. a. Apply straight stream to container concentrating on the vapor space b. Ensure flames are not extinguished until the leak has been stopped
5.	Extend hoselines to isolate control valve. a. Approach upwind and uphill b. Advance in a coordinated fashion with the team leader between the two hoselines c. Approach container from the side d. Push flame away from valve with fog stream (30+ degree pattern)
6.	Maintain situational awareness if there is a loud hissing sound is heard immediately retreat from the area. The officer in charge will determine if a complete withdrawal is necessary or to continue to cool the tank from a

	distance.
7.	Use fog patterns to isolate the control valve and close control valve. a. Shut valve completely b. Report to officer that control valve is closed
8.	Cool container from safe distance. a. Withdraw hoselines and ensure hoseline teams face the container while retreating b. Apply straight stream to container
9.	Report to officer completion of assigned task.

M-88

Establish Incident Command and coordinate interior attack of a structure fire. ***(NFPA® 1001, 6.1.1.2, 6.2.2, 6.3.2)***

Directions

For this skills evaluation checklist, a team of firefighters, while wearing full PPE and SCBA, will perform various duties at the direction of the person in command (student). Provide students with a basic scenario that involves a fire in a residential structure. The student will need to assume command, coordinate tasks, and maintain command and control of incident until transfer of command is requested by a higher ranking member of the department (instructor).

Ensure firefighter safety at all times during this training evolution. Before proceeding with live fire training evolutions, read and adhere to NFPA 1403®, *Standard on Live Fire Training Evolutions*. Have students repeat this exercise, rotating the hoseline duties so that each student has a chance to perform on the nozzle.

****This skill can be completed simultaneously with the "Attack an Interior Fire" skill accomplished in the FF1 skill sheets or can be a simulated fire scene. ****

Equipment & Materials

- Full protective clothing and SCBA for all firefighters
- Ventilation tools and equipment

- Class A live fire building
- Hand lines
- Portable radios
- Forcible entry tools
- Rescue and lighting equipment
- Salvage and overhaul tools and equipment
- Accountability system

Skills Evaluation Checklist

	Task Steps
1.	Confirm order with officer.
2.	Size up incident scene on arrival. a. Fire conditions b. Type of occupancy c. Hazards d. Rescue potential
3.	Transmit initial report over radio. a. Situation found b. Actions to be taken/assignments made c. Command status
4.	Establish Incident Command. a. Place and name of Command
5.	Identify incident objectives and strategies. a. Determine the location of the fire, select the attack technique based on location and assign teams b. Coordinate forcible entry, search and rescue, ventilation and fire attack activities c. Forecast fire growth and communicate this with interior crews
6.	Assign available resources to tasks. a. RIT assigned if required b. Verify understanding of assignments
7.	Maintain communication with incident teams. a. Determine and report hazards as the incident progresses b. Identify team needs c. Secure resources and give assistance as needed

Task Steps	
8.	Transfer command to the first arriving chief officer and notify all units of the transfer.

Fire Scene Evidence
M-89

Protect evidence of fire cause and origin. ***(NFPA® 1001, 6.3.4)***

Directions

For this skills evaluation checklist, students will protect evidence of fire cause and origin. Provide students with a scenario that provides information about the nature of the evidence. Inform students that they and other firefighters are performing overhaul tasks in a structure fire when they notice evidence of fire cause. Students must identify and protect this potential evidence from further damage so that a trained investigator can determine its value.

****Students should walk through the fire area (or simulated fire area) and explain what they are looking for as specified in the task steps. Instructors should place evidence so students can gather it and explain the evidence procedures. If possible this can be completed in conjunction with the fire attack skills. ****

Equipment & Materials

- Paper and pencil or pen
- Camera
- Cardboard boxes
- Plastic sheeting
- Items that may indicate fire cause (both intentional and non intentional evidence)
- Tools necessary to conduct investigation

Skills Evaluation Checklist

Task Steps	
1.	Determine the Area of Origin, Fire Cause and Protect potential evidence.

	a. Avoid touching, disturbing, or tramping on evidence and preserve the area of origin and fire cause if possible b. Avoid using excessive water during extinguishment once fire is under control and evidence has been identified c. Leave evidence in place unless it must be moved to preserve it
2.	Preserve evidence as necessary. a. Move evidence only as necessary to preserve it b. Provide security for the evidence until an investigator is available
3.	Move evidence as necessary. a. Avoid damage to evidence b. Provide security for the evidence until an investigator is available
4.	Record information about evidence. a. Document information about location and appearance of evidence if it must be moved or cannot be preserved b. Initiate chain of custody record if control of evidence is turned over to anyone else
5.	Provide evidence and records to investigator before leaving incident site.

Communications
M-90

Create an incident report. ***(NFPA® 1001, 6.2.1)***

Directions

For this skills evaluation checklist, students will create an incident report. You may choose to make up several situations for students. Students should follow any policies of your local department for creating incident reports.

Equipment & Materials

- Incident report form, pen and/or pencils
- Computer (if necessary)

Skills Evaluation Checklist

Task Steps	
1.	Gather notes and other information on the incident.

	a. Times b. Occupant information c. Unit(s) and personnel involved d. Actions taken e. Outcome of incident, e.g. fire loss, cause, etc.
2.	Record information on incident report form (written or electronic version) used by department. a. All pertinent information fields completed and determine any codes necessary b. Information is accurate
3.	Review incident report and make corrections or revisions as needed.
4.	Finalize and process report according to department policy. a. Signature b. Save electronic report c. File or forward as appropriate

Fire Prevention and Public Education
M-91

Prepare a pre-incident survey. ***(NFPA® 1001, 6.5.3)***

Directions

For this skills evaluation checklist, students will prepare a preincident survey. Pre-incident survey procedures are usually considered the most important activity — aside from fire fighting — performed by firefighters. A carefully planned survey program carried out by well-trained personnel can reduce the loss of life and property should an emergency occur.

Equipment & Materials

- Coveralls for crawling into attics and confined spaces
- Hard hat
- Steel-toed shoes
- Eye protection
- Gloves
- Clipboard and inspection forms
- Pencils and paper for preparing sketches
- 50-foot (15 m) tape measure
- Flashlight
- Camera

- Pitot tubes and gauges for water flow tests
- Building or structure from which to prepare survey
- Copy of fire code and inspection manuals

Skills Evaluation Checklist

	Task Steps
1.	Contact the business owner or manager to gain permission to conduct the survey. a. Emergency contact information b. Correct address
2.	Record initial observations of the outside of the building. a. Number and location of fire hydrants, fire department connections, fire alarm boxes, etc. b. Type of building construction and materials c. Types of exposures d. Access and egress from the site e. Occupancy of building f. Any construction or environmental features which could negatively impact fire suppression
3.	Prepare a sketch of the building, streets, hydrants, etc.
4.	Calculate and record hydrant fire flow.
5.	Survey the interior of the building beginning on the lowest floor or roof.
6.	Record any features or conditions related to life safety and fire suppression. a. Location of fire protection systems, alarm panel, control valves, standpipes, etc. b. Location of exit stairwells, corridors, doors, etc. c. Hazardous operations, equipment, or materials d. Electrical control panels e. Life safety risks f. Roof access g. Potential ventilation openings h. Elevators i. High value content or merchandise

Task Steps	
7.	Draw floor plan of building to include all pertinent information from Step 6.
8.	Discuss results of survey with owner/manager. a. Thank manager for allowing fire department to conduct survey b. Offer to provide a copy of the preincident plan for the building's underwriter c. Comment on favorable conditions found d. Answer any questions
9.	Disseminate completed preincident plan to other companies and stations according to local protocols.

M-92

Conduct a fire station tour. ***(NFPA® 1001, 6.5.2)***

Directions

For this skills evaluation checklist, students will conduct a fire station tour. Inform students beforehand of the specific audience for the tour.

Equipment & Materials

- Written materials and/or handouts

Skills Evaluation Checklist

Task Steps	
1.	Determine characteristics of the group touring the station. a. Age of group b. Developmental characteristics c. Number of visitors d. Purpose of visit
2.	Select appropriate fire safety message(s) to be presented during the tour. a. Messages appropriate for the group
3.	Select written materials, handouts, etc. to be distributed during the tour. a. Information supports the message(s) from Step 2
4.	Reconfirm the date and time of the tour with the group point of contact.

	a. Contact at least one shift prior to visit b. Inform officer and crew members about tour
5.	Inspect station in preparation for the tour. a. Remove any safety hazards b. Clean station and apparatus
6.	Welcome the group to the station. a. Inform group of tour rules

M-93

Make a fire and life safety presentation. ***(NFPA® 1001, 6.5.2)***

Directions

For this skills evaluation checklist, students will make a fire and life safety presentation. You may choose to assign specific topics or have students select from a list of fire and life safety topics. Remind students that presentations should be directed toward the specific audience that you have identified for the presentation.

Equipment & Materials

- Lesson outline for presentation
- Appropriate equipment and materials for presentation

Skills Evaluation Checklist

	Task Steps
1.	Determine the audience and fire or life safety topic to be taught. a. Topic is appropriate for the audience
2.	Select location, date, and time for the presentation.
3.	Review lesson outline and obtain necessary equipment and materials.
4.	Notify the group or audience of the presentation details. a. Notification reaches audience or group prior to the date of the presentation
5.	Conduct the presentation according to the lesson outline. a. Educational methods used are developmentally appropriate b. All steps in outline are followed

	c. Questions are answered d. Participants are engaged by the presentation
6.	Return equipment and materials according to department policy.
7.	Record information about presentation in appropriate department database.

M-94

Conduct a fire safety survey in an occupied structure. ***(NFPA® 1001, 6.5.1)***

Directions

For this skills evaluation checklist, students will conduct a residential fire safety survey. Residential fire safety surveys may be part of a house-to-house fire prevention program, or they may be conducted on an individual basis when requested. Remind students that residential fire safety surveys are fire prevention activities, not code enforcement activities.

Equipment & Materials

- Fire prevention and safety literature
- Clipboard/paper, writing implement
- Structure to use for survey

Skills Evaluation Checklist

Task Steps	
1.	Gather equipment and informational materials required to conduct the survey.
2.	Contact the occupant. a. Approach residence on sidewalk or entryway. b. Respect all notices and signs such as 'No Soliciting'. c. Avoid dangerous situations such as possible dog bites.
3.	Explain the purpose and benefits of the survey to the resident. a. Emphasis on voluntary nature of survey b. Explain reason for survey.
4.	Conduct survey of the ~~residence~~ occupancy. a. Survey all areas of the occupancy.

	b. Take notes of hazards identified.
5.	Identify fire hazards and recommend appropriate solutions to the resident. a. Explain the nature of the hazard. b. Explain solution(s) to the hazard. c. Correct the hazard immediately, if possible. d. Mount smoke alarms, if needed.
6.	Discuss general fire safety information with the occupant. a. Address ~~home~~ escape planning, maintenance of smoke alarms, storage of flammable and toxic liquids. b. Complete applicable reports c. Provide copies of reports to occupant.
7.	Conclude survey. a. Thank resident for cooperation. b. Review any issues that require follow-up by the department.
8.	Record information on the survey in appropriate department database.

Section II
Practical Skills Competency Profile

This section is to be completed by all candidates who desire to achieve State Certification. The competition of this section is proof that all candidates have shown competence in the requisite skills for each JPR in NFPA 1001. A Lead Instructor shall sign this portion as verification. An Instructor shall be identified for each individual skill along with the date the training was completed.

Practical Skills Competency Profile

Student Name (Last, First, MI)		PSID Number	
Fire Department / Agency		IDHS Course Number	

Firefighter II Skills		
Rescue and Extrication	**Training Date**	**Instructor Name**
Service and maintain portable power plants and lighting equipment. *(NFPA® 1001, 6.5.4)*		
Extricate a victim trapped in a motor vehicle. *(NFPA® 1001, 6.4.1)*		
Assist rescue teams *(NFPA® 1001, 6.4.1)*		
Hose	**Training Date**	**Instructor Name**
Service test fire hose. *(NFPA® 1001, 6.5.5)*		
Fire Stream	**Training Date**	**Instructor Name**
A foam line in service — In-line eductor. *(NFPA® 1001, 6.3.1)*		
Fire Control	**Training Date**	**Instructor Name**
Extinguish an ignitable liquid fire and Blanket a Spill. *(NFPA® 1001, 6.3.1)*		
Establish Incident Command and coordinate interior attack of a structure fire. *(NFPA®*		

1001, 6.1.1.2, 6.2.2, 6.3.2)		
Control a pressurized flammable gas container fire. *(NFPA® 1001, 6.3.3)*		
Fire Scene Evidence	**Training Date**	**Instructor Name**
Protect evidence of fire cause and origin. *(NFPA® 1001, 6.3.4)*		
Communications	**Training Date**	**Instructor Name**
Create an incident report. *(NFPA® 1001, 6.2.1)*		
Fire Prevention and Public Education	**Training Date**	**Instructor Name**
Prepare a preincident survey. *(NFPA® 1001, 6.5.3)*		
Conduct a residential fire safety survey. *(NFPA® 1001, 6.5.1)*		
Make a fire and life safety presentation. *(NFPA® 1001, 6.5.2)*		
Conduct a fire station tour. *(NFPA® 1001, 6.5.2)*		
This competency profile is intended to be used as a record of a student's performance of each skill listed and its associated NFPA 1001 2008 edition objective. This sheet should be used for the instruction of the student; however, the Instructor should refer to the IDHS Practical Skills Sheets and NFPA standards for additional guidance on the proper completion of the demonstrated skill. **Students should place a copy of this document in their departmental training file.** REPORT ANY ERRORS OR PROBLEMS TO THE IDHS TRAINING SECTION 317-508-9165		
LEAD INSTRUCTOR CERTIFICATION OF SKILLS		

I certify that the student identified on this form has been trained and successfully completed all practical skills listed. Falsification of this information may result in disciplinary action against the Instructor by the Board of Fire Fighter Personnel Standards and Education.

Name		Signature	
PSID Number		Date	

Section III

Practical Skills Examination Procedure

FIREFIGHTER II
LEAD EVALUATORS HANDBOOK

Overview

The Firefighter II Practical Skills Final Examination is designed to test a candidate's ability to show competency by simulating response conditions. This is accomplished by taking a group of skills contained in the Firefighter II Skills Handbook (the skills identified to meet the minimum standard of NFPA 1001 2008 Edition) and constructing them into various scenarios. All available scenarios will be placed on the IDHS and Indianafiretraining.com website. Instructors shall familiarize themselves with the scenarios and are encouraged to use them during the skills portion of the class. Candidates shall also familiarize themselves with the scenarios so they have a clear understanding of the examination process. It must be understood that any of the skills contained in the Firefighter I/II Skills Handbook can be used in the scenarios for final practical examination purposes. The scenarios will be periodically revised or replaced to ensure credibility. Candidates must therefore be prepared to test on any practical skill required.

The scenarios attempt to represent an actual emergency response and the candidates represent a company with the evaluator handing out the team assignments. The purpose of this approach is to allow the candidates to understand how all of the individual pieces taught are put together. This also allows candidates to test on a wide variety of skills that is a fair representation of all available skills. With this in mind it must be understood that some of the scenarios will not be representative of how company assignments are handed out for a specific fire department. For instance, salvage operations in some organizations may be a truck company assignment but for the scenario it may be assigned to an engine company. Another example is a scenario is set up for a truck company operation and your organization does not operate truck companies. In either case keep in mind that emergency response requires that its members have the ability to adapt to changing conditions.

Test Validity and Reliability

The IFTS ensures test validity by referencing each test evolution to the appropriate NFPA standard(s) and dedicated reference material(s). Only certified fire service instructors are permitted to evaluate test evolutions. Additionally, the Indiana Board of Firefighting Personnel Standards and Education shall approve all practical skills. Reliability is evaluated as each examination is conducted and statistics are compiled. Based upon periodic review, evolutions are retained, redesigned or removed from the test.

Examination Administration Guidelines

Practical skills examinations shall be administered only to individuals who meet all prerequisites.

All practical skill examination evolutions will be available on the IDHS and Indianafiretraining.com websites. Instructors are urged to use these evolutions during training.

Fire Fighter II Practical Skills Examinations shall only be conducted at sites where all necessary examination props are available. The minimum equipment necessary is listed below

- Two Engines 500+ Gallon 1000+ GPM (fully equipped with at least a 24' extension ladder, roof ladder, 400' 1 3/4" hose, 300' supply hose, forcible entry tools, ventilation saw, 100' utility rope, pike poles, a pick head axe, gated wye and a siamese)
- Hydrant or Drop Tank (Fold A Tank)
- Vehicle Fire Prop
- LP Tank prop
- Extrication Equipment
- Training foam/detergent and the equipment necessary to produce a foam fire stream
- DOT Emergency Response Guidebook

Registration of the examination shall be the responsibility of the Lead Instructor and shall be completed within thirty (30) days prior to the examination date.

The Lead Evaluator shall contact IFTS staff via email at least fifteen (15) days before the examination date for scenario assignments. The Lead Evaluator shall not communicate the scenario assignments to anyone until the day of the evaluation. The Lead Evaluator is responsible for ensuring all necessary props are in place prior to the examination date.

Only the Evaluators and Lead Evaluator will be involved in the administration of practical skills certification examinations. Evaluators shall not have been the candidate's instructor(s) for the skills they are evaluating. The Lead Evaluator shall not have taught any portion of the class.

The Lead Instructor should be present for the examination to assist in providing remedial training to candidates who are unsuccessful in the completion of a skill station or to assist the Lead Evaluator as necessary.

Registration information for candidates from challenges, retests, or from districts other than the test site district shall be forwarded to the Lead Evaluator at least 2 weeks prior to the scheduled examination. The Lead Evaluator shall determine if additional candidates will be able to take the exam.

The Lead Evaluator shall monitor registration for the practical skills examination.

Candidates reporting to the examination site shall have all equipment and/or materials necessary to participate including personal protective equipment (PPE), and self-contained breathing apparatus (SCBA). In addition all candidates must present a completed Practical Skills Competency Profile (all skills signed off and the document signed by the Lead instructor) to the Lead Evaluator prior to being eligible to participate in the Final Skill Examination. The only exception to this will be if the Lead Instructor notifies the Lead Evaluator prior to the exam date and verifies the Practical Skills Competency Profiles are completed for his/her students. This notification shall be in writing and it is up to the Lead Evaluator to determine if this is acceptable. The Lead Evaluator shall send a written acknowledgement to the Lead Instructor.

Facial hair requirements of NFPA Standard 1500 and 29 CFR 1910.134 (q)(1) shall be followed in certification practical skills examinations which contain a SCBA use requirement.

Candidates shall provide photo ID for verification upon arrival at the test site.

Any individual whose name does not appear on the roster or does not have required paperwork will not be permitted to participate in the examination unless approved by the Lead Evaluator.

All exams shall be graded on a pass/fail basis.

Candidates shall be graded on an individual basis for all non-team related skills such as PPE and SCBA. Candidates will be graded as a two person team for all team related skills such as live fire attack, search and rescue. In the event of a team failure team members may be split up for the retest but this is not a requirement. If one student cannot complete a scenario due to injury, physical inability or capability another person may be substituted to allow the other team member to complete the scenario. The substituted person can be another student that is not currently engaged in an examination scenario, an instructor, evaluator or fire department personnel that is present. The substituted person shall not be the lead person in the evolution and cannot provide instruction to the testing candidate. If it is determined to use a substitute the Lead Evaluator shall make detailed documentation of why the substitution was necessary.

Each candidate will complete one (1) full scenarios comprised of two (2) team evolutions each that are designated by an (a) or (b) after the scenario number. This makes a total of two (2) graded scenarios that candidates will be evaluated on. Each evolution is graded independently so if candidates are completing Scenario 1 and fail the skills assigned to 1a and pass 1b they only need to retest on 1a to pass Scenario 1.

On the scenario skill sheet there are portions of the scenario considered to be critical fail points. All of these are noted on the scenario skill sheet. Any student or team that fails a portion that is considered as critical they automatically fail that team evolution and must complete that team evolution during a retest (as long as they remain eligible for a retest. If a candidate or team that fails an individual skill that is not noted as a critical skill then they only need to complete that individual skill and not the entire team evolution. For instance, a team fails a ladder raise, since that skill is considered to be critical they will complete the entire team evolution. If a candidate or team fails to construct a water chute since it is not considered to be critical they only need to construct a water chute to pass the scenario. However if a candidate or team fails numerous individual skills contained in a team evolution they should complete the entire team evolution as a retest even if none of failed skills are critical.

Candidates will be allowed to retest the same day per the retest allowance for the pertinent certification category and/or level. Lead Evaluators will only conduct such retests after all other candidates have completed testing. A different Evaluator observed by the Lead Evaluator shall conduct retesting. If the candidate fails a retest they must complete the entire Final Skills Examination on a future date.

Candidates failing more than two (2) skills for the pertinent certification category and/or level are required to complete a retest at a future date.

The rules for each certification category and/or level exam shall be followed in their entirety.

Practical skills examinations will be conducted weather permitting. Cancellations due to adverse weather conditions shall be at the discretion of the Lead Evaluator.

The estimated time for practical skills examinations is 3 hours not including breaks.

Timing begins at the completion of Lead Evaluator's address to the candidate group and ends with completion of all required stations, including any same-day retests by each candidate group.

Any additional costs incurred for complete retests shall be the responsibility of the candidate.

Examination Administrative Procedure

Prior to commencement of administration of an exam, the Lead Evaluator will assign the Evaluators to the various stations. The Lead Evaluator will, at the same time, assemble the Evaluators equipment:

- Clipboards
- Skills check-off forms for the pertinent exam
- Rehab supplies
- Communication equipment
- Pens/pencils
- Stopwatches

The Lead Evaluator will assemble the Evaluators and inform them of the skill choices assigned to the examination. The Evaluators perform setup of their particular station based on the skill choices assigned.

Upon completion of set-up by the Evaluators, the Lead Evaluator will perform a complete safety and operational site check.

The Lead Evaluator will assemble the Evaluators and address "best practices" for the pertinent exam, including:

- Safety being the #1 priority
- Pass/fail criteria
- Remind evaluators they are testing, not teaching
- Stress fairness and consistency
- Proper documentation and justification of pass/fail
- Complete explanations of failure to the candidates
- Disagreements between them and the candidates must be deferred to the Lead Evaluator
- They should be monitoring the physical well-being of the candidates as they participate/pass through their individual stations
- Determine an emergency signal that will require candidates to end the scenario and evacuate structures

- Injury or illness reporting

Also at this time, candidates will:

- Be checked for compliance with equipment/material requirements
- Be checked for compliance with facial hair requirements if applicable

The Lead Evaluator assembles the candidates and addresses them regarding the exam format:

- Makes candidate team assignments (candidates will be in teams of 2, it is also acceptable for the Lead Instructor to have the team assignments made prior to the test date)
- Describes the stations and their locations, what teams are assigned to the skill stations and how the team rotations will work
- Instructs candidates to notify an evaluator immediately in the event of injury or illness
- Emergency signal to indicate that candidates must evacuate any structures and report to their assigned evaluator
- May use the DOT-ERG book anytime while at hazmat stations
- Stresses that the candidates follow directions from the Evaluator and/or Lead Evaluator
- Candidates shall not leave the staging area until instructed to disperse
- Candidates are to stay with their assigned team at all time
- Candidates shall stay at the skill station assigned until released
- Candidates shall not discuss what was completed at any skill stations with any candidates that have not completed that particular skill station. Doing so may result in the failure of all students involved.
- Stresses the importance of the candidates keeping themselves hydrated and tells them location of water dispensers.
- Explains that 1 skill failed can be retested the same day
- Explains that 2 or more skills failed means complete retest on another day
- Stresses safety on the candidates part
- Asks for and answers any questions the candidates have relating to the process
- Introduces the Evaluators
- Explain this is a testing, not a teaching event
- Stress safety first to the candidates – wearing appropriate PPE/SCBA for the various stations and any additions/deletions due to weather conditions

The testing site shall provide secure staging for students to ensure unevaluated students cannot observe candidates being tested. Apparatus shall be in place at each skill station to ensure that candidates from other skill stations can not

observe the activities at other skill stations. Candidates are not permitted to communicate with each other during the examination.

Exam Commencement

Evaluators shall consistently provide the same directions to the candidates for each of the selected station tests. They are to read the scenarios exactly as written.

Evaluators shall instruct each candidate at his/her skill station of their team assignment.

Evaluators shall ask if the candidates as individuals or team members have any questions regarding the job performance requirement(s). All questions are to be answered.

Once the evaluator has completed the briefing he/she will collect the skills check sheet from each candidate.

The evaluator shall instruct the candidates to perform the required test function(s).

Once the candidates have completed their assignments the evaluator shall direct them where to go and to wait for further instructions.

All candidates shall complete every station assignment for the examination.

Once each team has completed all of the skills associated with a station the evaluator shall inform the Lead Evaluator that his/her teams are ready for their next assignment.

Once all skill stations have completed the current rotation the Lead Evaluator will notify all skill station Evaluators to direct the teams to go to their next assigned station.

This shall continue until all teams have completed the rotation through all skill stations.

When the examination is concluded any candidates that are required to retest shall be informed of where to go.

While observing the performance, Evaluators follow the checklist provided on each candidate's station skills check-off form. Safety issues are a priority during this observance.

Evaluators shall grade the candidates, either as individuals for individual tests or as team members for team tests, utilizing the check-off form.

Evaluators shall document in ink and explain the pass/fail results on the proper form.

Upon completion of each skill station evaluators shall return the completed skills check-off forms to each candidate.

Upon completion of the skills examination the Lead Evaluator shall collect all completed skill sheets and do the following as necessary;

- Sign the application for certification for all successful candidates
- Arrange all retests as necessary
- Advise all candidates who are not eligible for a retest or who have had an unsuccessful retest that they must make arrangements to take another skills examination.

Completed skill sheets will be returned to the candidate and shall be placed in their personnel/training file at their fire department.

Throughout the course of the exam, the Lead Evaluator makes himself/herself available to:

- Answer questions
- Maintain an expedient flow of the candidate/teams from staging area to station, back to staging area.
- Provide replacements in the event of equipment malfunction or failure
- Replenishes water supply at refreshment dispensers
- Candidates
- Evaluators
- Coordinator

Throughout the course of the exam the Lead Evaluator:

- Observe activities at all stations on a rotating basis
- Monitor Evaluator directions
- Listen to candidates questions and Evaluators answers
- Answer questions directed to the Lead Evaluator
- Settle disputes that may arise between candidates and Evaluators

- Make final pass/fail decisions in dispute situations
- Provide same-day retest forms in applicable failure situations
- Notify candidates to completely retest on a future date in failure and retest failure situations
- Ensure all certification documentation is complete, signed and correct for submission to the IFTS certification branch

Sample Examination

Scenario 3 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 3a and the other team will complete the skills assigned to team 3b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 3b will dismount the apparatus select, carry, raise a ground ladder for entry into a second story window and tie an axe for hoisting. Team 3a will dismount apparatus make a 360 of the structure. Once this is accomplished they will make the necessary reports to an evaluator. Then one member will pull the attack line while the other gathers necessary equipment from the apparatus, calls for water and readies the attack line. After team 3b has established the ground ladder they will gather all necessary equipment and begin salvage operations. Team 3a will enter the structure, locate and extinguish the fire. Once the fire is extinguished they will check for hidden fires.

Depending on the number of candidates, there will be a set up company who will be responsible for repacking the attack and supply lines and assisting the

evaluators prepare for the next scenario. This can easily be accomplished with larger classes (16 or larger), however this assignment may not be staffed for smaller classes (12-15). If this company is not staffed the company in rehab can assist or the company assigned to the scenario must accomplish the tasks. There will be a skill sheet for the tasks identified with this company and must be signed off when they are completed.

Scenario 5 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 5a and the other team will complete the skills assigned to team 5b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 5a will be led to constricted passage area and be instructed on the problems encountered. Once they complete that phase each member will complete the emergency operations portion individually and out of sight of each other. Team 5b will set up and perform RIT operations.

This scenario should be completed using the entanglement prop, a wall prop or something similar. If a candidate is unable to pass through restricted passage due to his/her size then attempts to find an alternative should be made.

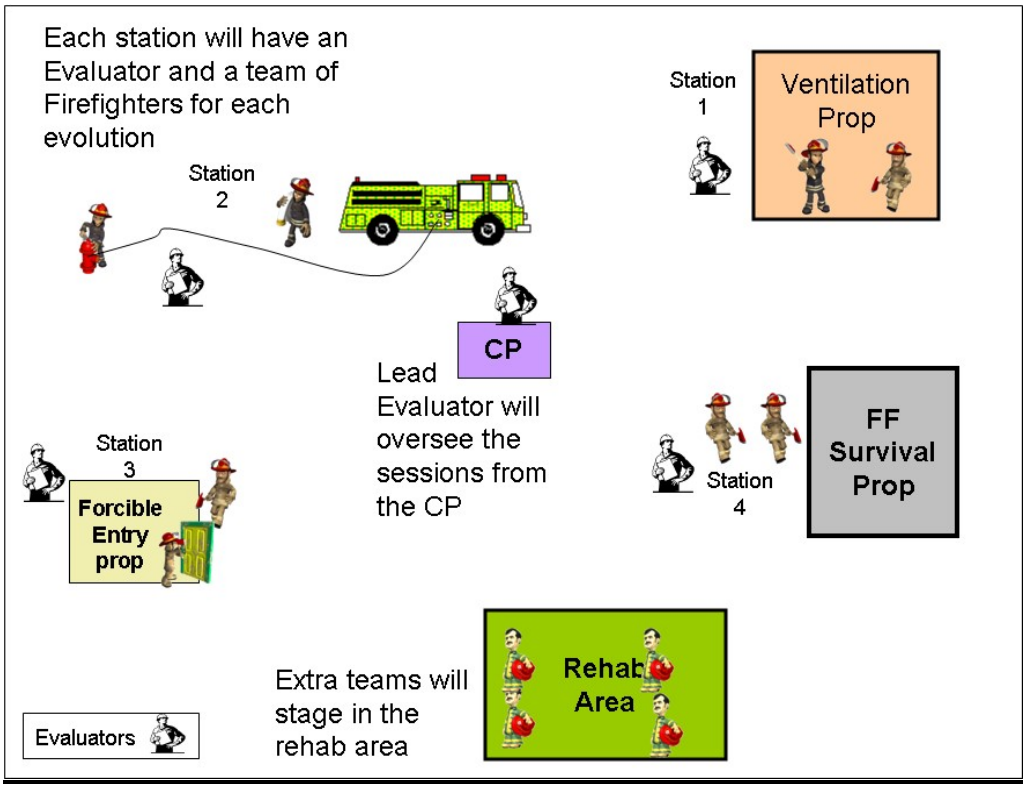
Scenario 7 Directions

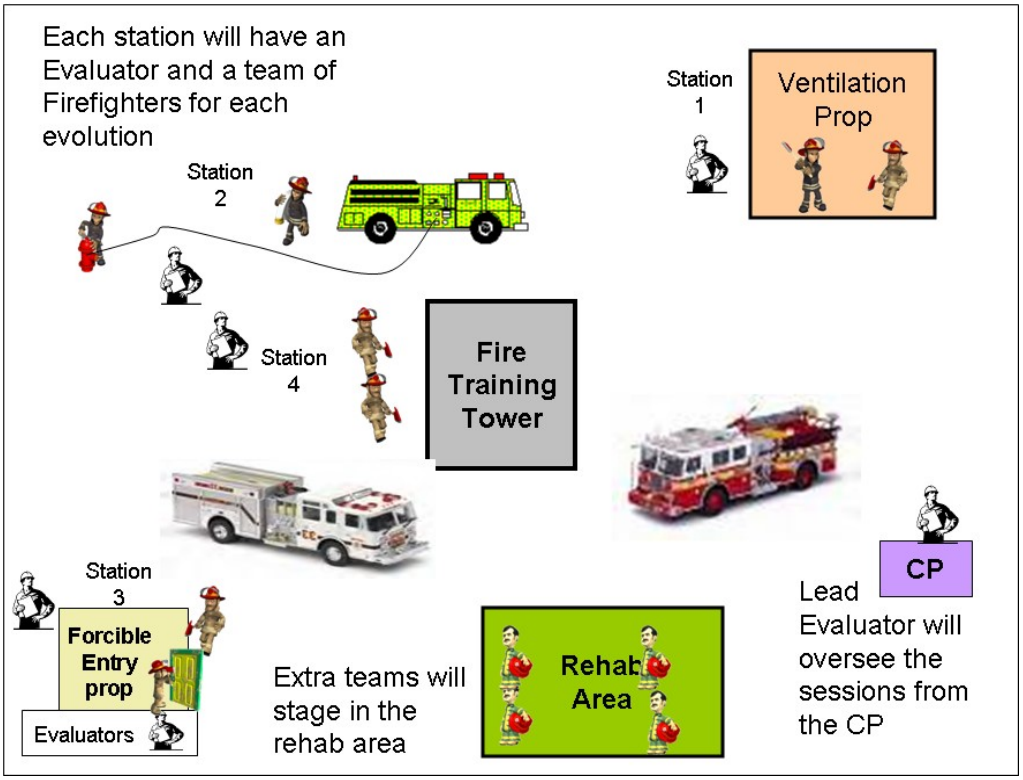
This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 7a and the other team will complete the skills assigned to team 7b. Once the scenario is completed the teams will switch assignments and

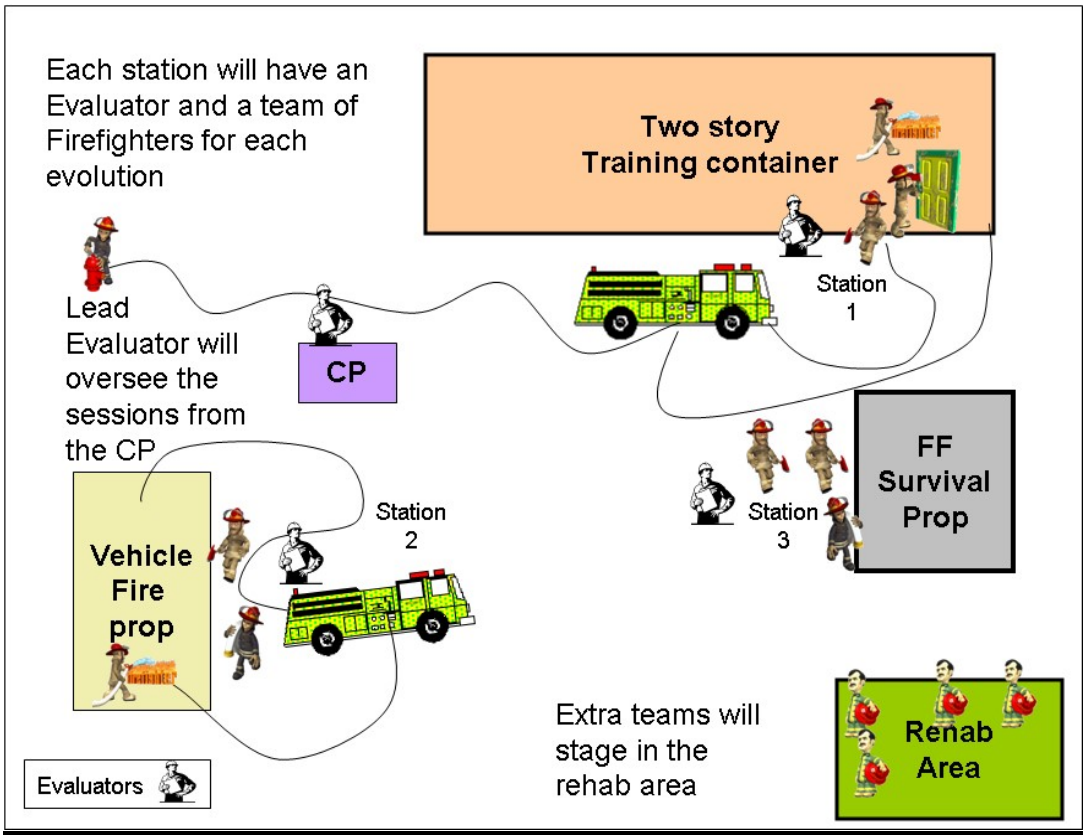
complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 7a will dismount the apparatus, assume command, complete a scene size up (each member must give a verbal size up to the evaluator individually) once they are directed they will begin fire attack operations. Team 7b will dismount the apparatus, place traffic control devises, set up scene lighting. Once each team has completed all skills prescribed they will get the apparatus to a ready state

Practical Skill Diagrams






Each station will have an Evaluator and a team of Firefighters for each evolution
Two story Training container
Station 1
Lead Evaluator will oversee the sessions from the CP
CP
FF Survival Prop
Station 3
Station 2
Vehicle Fire prop
Extra teams will stage in the rehab area
Renab Area
Evaluators

Section IV

Practical Skills Examination Scenarios

Evaluators shall place a "P" for Pass or "F" for Fail in the boxes located in the completed column

Scenario 1 **Flammable Gas Fire**

Condition

Upon your arrival on the scene you are told that there is a 250 pound flammable gas cylinder leaking and on fire. You are to approach the cylinder and shut off the cylinder valve.

SKILL	Skill Sheet	COMPLETED
Appropriately receives and acknowledges alarm	M-80	☐ ☐
**Demonstrate the donning of structural firefighter protective clothing	M-3	☐ ☐
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	☐ ☐
**Performs scene size-up *(assume command and identify hazards)*	M-88	☐ ☐
**Control a pressurized flammable gas container	M-87	☐ ☐

Critical Criteria	
**Candidate fails to properly don PPE*	
**Candidate fails to ensure scene safety before operating in the "Hazard Zone"*	
**Candidate fails to maintain control of the hoseline*	
Candidate fails to complete task or assignment marked with an ***	

**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*	
Evaluator name and PSID #:	
Applicant Signature:	
Applicant Printed Name:	
Comments:	

Scenario 1 Directions

This scenario is designed to be completed by a company of four. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. The company will dismount the apparatus, conduct a scene size up and check for hazards. Each member will report their findings individually to the evaluator. The company will pull two attack lines and control the flammable gas cylinder fire. Each team member must hold both nozzle and back up positions so the evolution will be run twice. The evaluator will act as the company officer and be placed in-between the two attack lines.

If the training site does not have a flammable gas cylinder prop the Lead Evaluator shall contact their DFTC and attempt to acquire one of the state flammable gas trailers.

Scenario 2

Vehicle Fire and Foam Operations

Condition

Your Engine Company receives a dispatch to a working vehicle fire at 0200 hours. Upon your arrival you suppress the fire appropriately and need to set up lighting on the highway. After suppressing the fire and returning to station your Captain requests you prepare all of your PPE back to service.

SKILL (Team 2a)	**Skill Sheet**	**COMPLETED**
Appropriately receives and acknowledges alarm	M-80	☐ ☐
**Demonstrate the donning of structural firefighter protective clothing	M-3	☐ ☐
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	☐ ☐
**Performs scene size-up *(assume command, identify any hazards)*	M-65	☐ ☐
EVALUATOR ADVISES CANDIDATES THAT A CHIEF HAS ARRIVED ON SCENE. THE CHIEF AND ASSUMES COMMAND. YOUR COMPANY HAS BEEN ORDERED TO SET UP SCENE CONTROL DEVICES AND EXTINGUISH THE VEHICLE FIRE.		
Selects appropriate handline and readies the line to attack the vehicle fire.	M-53	☐ ☐
**Dons SCBA mask and goes on air	M-3	☐ ☐
**Extinguishes vehicle fire	M-65	☐ ☐
SKILL (Team 2b)	**Skill Sheet**	**COMPLETED**
Uses traffic and scene control devises traffic control considered.	M-2	☐ ☐

Set up Scene lighting.	M-25	☐ ☐
EVALUATOR ADVISES THE FIRE HAS BEEN EXTINGUISHED AND THAT THERE IS A FUEL LEAK.		
Place a foam line in service and cover a spill	M-85 & 86	☐ ☐
Critical Criteria		
**Candidate fails to properly don PPE*		
**Candidate fails to Establish Command before operating in the "Hazard Zone"*		
**Candidate fails ensure scene safety*		
Candidate fails to complete task or assignment marked with an *		
**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*		
Evaluator Name and PSID		
Applicant Signature:		
Applicant Printed Name:		
Comments:		

Scenario 2 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 2a and the other team will complete the skills assigned to team 2b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 2a will dismount the apparatus, assume command, complete a scene size up (each member must give a verbal size up to the evaluator individually) once they are directed they will begin fire attack operations. Team 2b will dismount the apparatus, place traffic control devises, set up scene lighting, place a foam line in-service and cover the spill. Once each team has completed all skills prescribed they will get the apparatus to a ready state.

Scenario 3 **Vehicle Extrication**

Condition

You are dispatched to a vehicle accident with entrapment. You are to secure the scene and conduct vehicle extrication.

SKILL (Team 3a)	**Skill Sheet**	**COMPLETED**
Appropriately receives and acknowledges alarm	M-80	☐ ☐
**Demonstrate the donning of the appropriate protective clothing	M-3	☐ ☐
Safely and appropriately mounts apparatus, securing seat belt and dismounts	M-1	☐ ☐
EVALUATOR ADVISES THAT YOU ARE TO ASSEMBLE ALL NECESSARY EQUIPMENT TO CONDUCT VEHICLE EXTRICATION.		
**Assembles necessary equipment	M-81	☐ ☐
**When safety line is in place begin extrication	M-81	☐ ☐
		☐ ☐
		☐ ☐
SKILL (Team 3b)	**Skill Sheet**	**COMPLETED**
**Performs scene size-up *(identify any hazards)*		☐ ☐

Uses traffic and scene control devises traffic control considered.	M-2	☐ ☐
Selects appropriate handline and readies the line to attack the vehicle fire.	M-53	☐ ☐

Critical Criteria	
**Candidate fails to properly don PPE*	
**Candidate fails to ensure scene safety before operating in the "Hazard Zone"*	
**Candidate fails to maintain control of the ladder*	
Candidate fails to complete task or assignment marked with an *	
**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*	
Evaluator name and PSID #:	
Applicant Signature:	
Applicant Printed Name:	
Comments:	

Scenario 3 Directions

This scenario is designed to be completed by a company of four. The company of four will be divided into two teams of two. One team will complete the skills assigned to team 3a and the other team will complete the skills assigned to team 3b. Once the scenario is completed the teams will switch assignments and complete the scenario again. This will ensure that all candidates participate in all skills assigned. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Apparatus used in this scenario must be placed in a position that will obscure the scenario activities from candidates at other skill stations. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will mount the apparatus and proceed to the incident. Team 3b will dismount the apparatus, conduct a scene size up and check for hazards. Each member will report their findings individually to the evaluator, pull a handline and set up traffic and scene control devices. Team 3a will gather and set up all equipment necessary for vehicle extrication and begin patient extrication when notified. As stipulated in the skill sheet it is not necessary for all candidates to complete every task on the skill sheet. The design of the scenario is for each team to successfully assemble and operate different tools used in extrication.

Scenario 4 **Structure Fire**

Condition

"You are a member of a 4 person engine company that gets dispatched to a simulated working structure fire. You are to establish command and direct initial company operations."

SKILL	Skill Sheet	COMPLETED
**Performs scene size-up *(performs 360, assume command/accountability, transmit situation found and initial objectives)*	M-88	☐ ☐
Determine ventilation needs and direct ventilation crew	M-	☐ ☐
Direct interior crew to pull a line and prepare to make entry	M-53	☐ ☐
Ensure RIT is in place prior to ordering attack crew to enter		☐ ☐
Order attack crew to advance line into structure	M-27, 53	☐ ☐
Ensure water supply needs are addressed	M-88	☐ ☐
Coordinate and direct rescue crew	M-88	☐ ☐
Maintain communication until incident is terminated	M-88	☐ ☐
Critical Criteria		
**Candidate fails to Establish Command before operating in the "Hazard Zone"*		☐ ☐
Candidate fails to complete task or assignment marked with an *		
**Candidate attempts to; or performs any task in an unsafe, unapproved, uncontrolled manner.*		☐ ☐
Evaluator name and PSID #:		☐ ☐

Applicant Signature:	
Applicant Printed Name:	
Comments:	

Scenario 4 Directions

This scenario is designed to be completed by a company of four however it is to be evaluated as an individual skill. Each member of the company of four will assume a role during the incident. The primary purpose of this incident is to evaluate the coordination of an incident therefore it is not necessary to have crews perform the functions of attack, rescue and RIT. This is to be conducted as a simulated fire scene. The evaluated member will conduct a 360 of a simulated structure fire and the evaluator will communicate the incident conditions (fire and smoke condition, cars present, witness statements and so on). The incident commander will communicate incident objectives and order to the crew leaders. The evaluator will ensure that all incident needs are met. The incident will terminate when the primary objectives are met (attack, rescue, ventilation as necessary and RIT)

Scenario 5 **Flammable Liquid Spill**

Condition

You are dispatched to the report of a possible hazardous materials incident. You arrive and find an automobile accident involving a truck and a tree. The truck appears to be a fuel truck and has a visible placard with UN# 1993 and a large pool of liquid is forming on the ground. The driver is out of the truck and is not contaminated or injured. You are to take control of the incident, identify the product using the ERG and perform necessary control measures to minimize exposure.

SKILL	Skill Sheet	COMPLETED
Establish control of the Incident, perform scene size-up *(identify any hazards)*		☐ ☐
Establish isolation perimeter and make notifications (if necessary)		☐ ☐
Place a Foam Line in service	M-85	☐ ☐
Perform Vapor Suppression	M-86	☐ ☐
Evaluator name and PSID #:		
Applicant Signature:		
Applicant Printed Name:		
Comments:		

Scenario 5 Directions

This scenario is designed to be completed by a team of two. It is up to the evaluators to ensure that candidates share in the work equally. Evaluators must be familiar with all associated skill sheets prior to the commencement of the skills examination. Candidate Companies must stay together at all times. It is the responsibility of the evaluators to ensure that candidates do not leave their skill station until they are directed to rotate to the next skill station.

Prior to commencement, evaluators will make team assignments, brief all candidates of the scenario and conduct a PPE inspection. Once this is complete the Lead Evaluator (or designee) will be notified that the crew is ready to begin. Candidates will begin the incident. The team will conduct a scene size up and check for hazards. Each member will report their findings individually to the evaluator. After the size up they will look up the product used in the incident in the Emergency Response Guidebook, determine the appropriate isolation distance and isolate the area. Isolation distances used in the scenario can be simulated. After establishing control of the scene they will set up a foam line and perform vapor suppression.