

The "Role of Rehearsal Plus" on Fear Reduction, Acquisition and
Knowledge of Fire Emergency Skills

by

Jeff Randall

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APPROVED:

Russell T. Jones, Ph.D., Chairman

E. Scott Geller, Ph.D.

Caryn L Carlson, Ph.D.

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(ABSTRACT)

Three training procedures (Rehearsal Plus, Elaborative and Behavioral) were examined to ascertain their effectiveness in the acquisition and maintenance of fire emergency skills, fear reduction of fears associated with being in fires, and knowledge attainment. These three trained groups were compared to an untrained group. The subjects were 52 randomly assigned second- and third-grade children. They were assessed before, immediately following, and 3 months after training. Significant behavioral performance gains were evident at posttesting for the experimental groups but not the control. However, at follow-up, the Rehearsal Plus and the elaborative groups performance exceeded that of the Control group. Furthermore, Rehearsal Plus and Elaborative strategies led to different types of knowledge attainment. The results indicate the value of Rehearsal Plus and Elaborative strategies in enhancing acquisition and maintenance of behavioral skills and different types of knowledge attainment.

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The Role of Rehearsal Plus on Fear Reduction

Over the past several decades, injuries due to accidents have become the leading cause of fatalities among children. A total 105,000 children died from accidents in 1974. Another 40,000 to 50,000 children remain permanently injured each year due to accidental injury. Shockingly, one in every three children who is injured dies prematurely from accidental injury. Boys and unsupervised children have been reported to be particularly at risk for injury (Jones, McDonald, & Shinske, in press). The home is one of the most frequent setting for such accidents.

Although some traditional educational programs have attempted to decrease the incidents of child injuries, these efforts have achieved only minimal amount of success. Within the past ten years an emerging body of literature has attested to the effectiveness of behavioral procedures on the acquisition and maintenance of a variety of safety skills (Jones & Ollendick, 1986). Successful application of these skills offers great potential for the prevention of harmful consequences resulting from child abuse (Wurtele, Saslansky, Miller, Marrs, & Britcher, 1986), unsafe after-school activities (Peterson, 1986), automobile accidents (Robert & Turner, 1985), and emergency situations (Jones, 1980; Jones & Kazdin, 1980) which have served as targets in several investigations. Additionally, the benefits of this training is not limited to the aforementioned situations, but has wide-spread application to other potentially dangerous situations (e.g., drugs abuse & kidnapping). Continued attention to this

area is necessary given the growing number of children at risk or vulnerable to physical or psychological harm stemming from dangerous situations (Garmezy & Masten, 1986).

The majority of previous efforts to equip children with adaptive behaviors in dangerous situations have targeted skills training. However little attention has been given to related variables that may mediate the skill being trained. One such variable is fear. Fear may inhibit one's acquisition, maintenance, and generalization of learned skills across various stressful situations (Jones, Ollendick, McLaughlin, & Williams, 1989). For example, it has been reported that approximately 40% of children report extreme fear about being in a fire and getting burned (Ollendick, 1983). Furthermore, it has been demonstrated that extreme levels of fear often inhibit desired functioning (Janis & Mann, 1968; Kanfer, Karoly, & Newman, 1975). Therefore the need to decrease fear during training is obvious. The primary purpose of this study was to reduce levels of fear during fire emergency training.

While studies in the past have targeted fear reduction among children (Kanfer et al., 1975), few studies have targeted fear reduction in the context of fire emergency safety training. A review of the studies which have focused on fear reduction in other contexts supports the contention that systematic desensitization is a widely used fear reduction technique, especially with adults. While it has been shown to be highly effective with adults (Bellack & Hersen, 1977), it is difficult to say whether it is an effective technique for children, inasmuch as only limited controlled research has been conducted. In spite of the lack of evidence for its effectiveness with children, systematic desensitization continues to be one of the most widely used methods. Several case studies have been conducted where systematic desensitization was employed to reduce children's fears. A review of these case studies follows.

Systematic Desensitization

Tasto (1969) used systematic desensitization to treat a four year old boy's fear of loud noises. The treatment consisted of muscle relaxation, imagery and a hierarchy. The treatment eliminated the boy's fears after only two sessions.

Miller (1972) used systematic desensitization to treat a multi-phobic 10-year-old boy with school phobia, fear of dying and separation anxiety. Each of the fears was treated separately. The treatment primarily consisted of muscle relaxation and imagery. The fear of dying was treated with only muscle relaxation, since imagery was deemed inappropriate for this fear. All three fears were eliminated after nine weeks.

Weinstein (1976) used systematic desensitization to treat effectively a 10-year-old burn patient who developed a fear of water after being burned on 70% of his body. Treatment consisted of muscle relaxation and imagery. The patient exhibited a decrement in fear after only four sessions. This decrement was indicated by an extinction of screaming and hitting behaviors.

Freeman, Roy and Hemmick (1976) investigated the impact of systematic desensitization on a 7-year-old mentally retarded child who was experiencing a fear of taking physical examinations at a clinic. The researchers were not able to teach the child imagery and relaxation techniques due to his limited cognitive abilities. As a replacement, in-vivo desensitization was employed. The experimenters developed a hierarchy which involved gradual ascending steps in the examination procedure. The boy's favorite nurse was used as a counter-conditioning agent. Initially, the nurse conducted all of the steps of the examination. The nurse's role was faded out while a doctor began to perform the examination. After 11 weeks the child exhibited no fear of being examined by a doctor.

This study and aforementioned studies attest to the effectiveness of a modified or standard version of systematic desensitization in the treatment of children's fears. In spite of the effectiveness of

systematic desensitization demonstrated in these case studies, one cannot conclude that these beneficial outcomes were due solely to the treatment procedures. Without appropriate experimental designs or controls, these results could be attributed to other impinging variables.

In an attempt to investigate the effectiveness of systematic desensitization more empirically, Ollendick (1979) employed a single subject design in the treatment of fears in a 16-year-old male anorexic client. The client exhibited fears of becoming overweight and eating. He was successfully treated with a package consisting of systematic desensitization, informational feedback and cognitive restructuring. Reinforcement was not one of the elements of the treatment. Systematic desensitization and informational feedback regarding the subject's weight were given in 24 sessions over an eight month period wherein weight increased to a safe level of 160 pounds. During the next four months systematic desensitization was withdrawn and only feedback was given on a monthly basis. Over this period the subject's weight decreased to his pretreatment unsafe level of 125 pounds. Following this period, systematic desensitization was reinstated and his weight increased again to 161 pounds. Again systematic desensitization was removed and his weight dropped to 128 pounds. Upon completion of this phase the maintenance component (cognitive restructuring and feedback) of the treatment package was implemented.

Additionally, the subject was taught how to use cognitive strategies. During this phase weight again increased to 167 pounds. Lastly, cognitive restructuring was discontinued and only feedback was given for the next four months. The subject's weight maintained during this phase at 166 pounds. He also reported less anxiety and a greater desire for food. Upon a two-year follow-up, the subject's weight had decreased some (to 146 lbs.), but increased to the desired level following refresher booster sessions.

This study highlights the effectiveness of systematic desensitization; feedback alone was not effective in increasing the subject's weight. Moreover, its results suggest cognitive procedures are effective in producing maintenance of acquired behavior.

In addition to single subject case studies, other researchers have employed group design studies in an effort to ascertain the effectiveness of systematic desensitization on children's fears. For example, Kondas (1967) compared a group of 12 children who were treated with systematic desensitization for test anxiety and stage fright to a group of 12 kids who were treated with relaxation for the same problems. Results indicated that the systematic desensitization group reported less fear than the relaxation group on a fear survey inventory and on interview data after treatment. This study offers group data in support of the effectiveness of systematic desensitization.

Barabasz (1973) compared a systematic desensitization group of high and low test anxious children to a control group of high and low test anxious children within a classroom setting. Ratings of anxiety level for each child were based on the child's score on the galvanic skin resistance instrument (GSR). Prior to treatment, the subjects were also given the an intelligence test to measure baseline intellectual abilities. The results indicated that highly test-anxious subjects, having undergone systematic desensitization, had significantly lower GSR scores and demonstrated greater improvement on an alternate form of the intelligence test than did test anxious controls. Low test-anxious subjects were not affected by treatment.

In short, systematic desensitization has been shown to be effective in case studies as well as group investigations. However, since few experimentally controlled studies examined the efficacy of this technique, it is difficult to say whether this is an effective technique for reducing children's fears, although it is the one of the most commonly used techniques. Furthermore, two problems arise with the use of systematic desensitization proper with children. First, some children are unable to engage in imagery. And second, some children cannot learn muscle relaxation. Since these two components are the key elements of systematic desensitization proper (that is, deep muscle relaxation followed by the presentation of the hierarchy), researchers have been compelled to seek other methods of fear reduction for children.

Positive Reinforcement

Positive reinforcement is another method that has been used to reduce children's fears. Williamson, Jewell, Sanders, Haney and White (1977) successfully treated, with positive reinforcement, two young children who were afraid to speak to anyone outside of their family. Positive reinforcement resulted in an increase in speaking for each child and this maintained at a two-month follow-up for one child and at a one-year follow-up for the other child. However, due to a lack of no-treatment control subjects, the results cannot be solely attributed to the treatment since the experimenter didn't use a reversal design.

Modeling

A third frequently employed fear reduction technique is modeling. The premise underlying this treatment is that fear can be learned through observation (Bandura, 1969). Ritter (1968) compared participant modeling, live modeling and a control condition to determine the effectiveness of each in reducing children's fear of snakes. Forty-four 5 to 11-year-old children participated in the study. The results indicated participant and live modeling groups demonstrated decrements in avoidance behavior. The control group showed little change. While these results do suggest modeling is an effective technique, they are at best questionable since no follow-up nor generalization data were collected.

Since Ritter's study, few researchers have investigated the role of live modeling in decreasing children's fears. Of the studies that have been done, most have focused on fears such as animal and dental phobias. Overall, this procedure should be used with caution due to limited number of situations studied.

Symbolic modeling is a second form of modeling that has been used in decreasing children's fears. This procedure has been applied in a number of controlled research studies. Bandura and Menlove

(1968) investigated the effects of filmed modeling on children who were afraid of dogs. They ranged in age from 3 to 5 years. They were divided into three groups. One group of children saw a film of a five-year-old boy becoming progressively more intimate with a dog. The scenes of the film range from the little boy looking at the dog's house from his playpen to the little boy petting the dog inside his playpen. The second group observed a film which showed little boys interacting with many dogs of different sizes. The third group was shown a Disneyland film (control group). The results indicated that both modeling groups (group 1 and 2) demonstrated decreases of fear on a behavior avoidance test. There was little difference found in the control group. The differences in the modeling groups were maintained at follow-up. While symbolic modeling was shown to be effective in this study, it should be used with caution when it is being employed on fears where there are no research data to support its effectiveness.

Cognitive Strategies

Cognitive self-control strategies are a fourth method of fear reduction. A cognitive self-control technique that has gained much attention and has been used quite frequently with children in recent years is cognitive self-instructions. Meichenbaum (1977) defines self-instructions as a multi-faceted intervention by which people learn to control their behavior via self-instructions. Individuals use overt and covert verbalizations to change and direct their behavior. This results in greater self-control.

Self-instructions consist of four phases where the child performs initially according to an adult's instructions, followed by the child's own overt instructions, and finally by the child's own covert instructions. During the first phase of training, an adult model performs a task while talking aloud to himself. During the second phase of training, overt external guidance is given when the child performs the same task under the direction of the model's instructions. During the third stage the child performs the task while instructing himself aloud. During the fourth phase the child performs the task while guiding his performance covertly.

Meichenbaum (1972) investigated the efficacy of cognitive self-instructions on reducing test anxiety. The focus of his intervention was to reduce the worry component of test anxiety. Meichenbaum hypothesized that test-anxious subject's performance could be improved by directing the subject's attention to task relevant variables and away from self-evaluative ruminations. A total of 21 subjects were used in the study. They were placed in three groups--a cognitive modification group, a standard systematic desensitization group, and a waiting list control group. The two experimental groups were given eight weeks of treatment. The results indicated that the cognitive modification group showed the most improvement. After treatment, these subjects reported levels of anxiety that were similar to low test-anxious individuals. This study highlights the advantages of a cognitive based treatment.

Kanfer, Karoly and Newman (1975) examined the effect of focusing on subject's competence and self-control versus verbal responses in an effort to diminish the aversive nature of a feared situation. Forty-five subjects were placed in one of three groups--a competence, stimulus, or control group. All of the subjects were fearful of the dark. During treatment sessions subjects in two experimental groups were instructed to repeat certain sentences. For example, the competence group was instructed to say, "I am a brave boy or girl. I can take care of myself in the dark." In contrast, the stimulus group was trained to say, "The dark is a fun place to be. There are many good things in the dark." Results indicated that both experimental groups exhibited significantly greater tolerance levels of the dark than the control group. The competence group exhibited the greatest change. This study attests to the effectiveness of self-instructions.

Graziano, Mooney, Huber, and Ignasiak (1979) applied a treatment package consisting of self-instructions, imagery, relaxation, and token reinforcement to treat children who were afraid of the dark. Seven children whose ages ranged from 3 to 6 were treated over a five-week period. The children were instructed to do the following: lie down and relax their muscles, think of a pleasant scene and say, "I am a brave boy. I can take care of myself in the dark." The children were instructed to practice this at home before bedtime. The children were rewarded a token for each practice which could later be cashed in for a McDonald's party. A goal of ten consecutive nights

of fearless behavior was set for each child. The results indicated that all subjects reached this criterion. These results suggest self-instruction along with home practice is effective in reducing fear of the dark in children. However, results from this study are still questionable due to a lack of a no treatment control group.

Graziano and Mooney (1980) tested the fear reduction technique used in by Graziano and colleagues (1979) in an experimentally controlled design. Night-time fears again were the focus of the intervention. The major aim of the study was to test systematically whether simple instructions to children as well as parents on the correct use and practice of cognitive and behavioral self-control skills are effective in reducing fear of the dark. Thirty-three children participated in the study. Children were placed either in an experimental or a no treatment control group. The results indicated subjects in the experimental group exhibited less fear of the dark than those in the control group. These findings demonstrate the effectiveness of verbal mediation and self control procedure in reducing children's fear of the dark.

Sheslow, Bony, and Nelson (1982) examined the effectiveness of cognitive procedures to reduce children's fear of the dark. They compared graduated exposure, verbal coping skills and a combination of the two in order to determine their effectiveness in treating children who exhibited a fear of the dark. A total of 32 children were divided into four groups: a graduated exposure group, a verbal coping skills group, a coping skills/ graduated exposure group and a contact control group. The results showed that only subjects in the graduated exposure group exhibited significant increases in dark tolerance. Subjects in the verbal coping group or verbal coping plus exposure group showed no significant increase in dark tolerance. In summary, there are a number of studies that have attested to the effectiveness of cognitive self-instruction techniques for reducing fears in a number of different situations.

While several different techniques have been used on a number of different kinds of fears, few studies have targeted fear reduction in the context of fire emergency. This fear is an appropriate target for reduction because it is the fifth highest fear rated by children (Ollendick, 1985). In addi-

tion, as mentioned earlier an extreme fear of fire may inhibit a child's acquisition as well as maintenance of skills across various stressful situations. Only four studies have targeted reduction of fire fears in children. However, before these studies are reviewed, a brief review of the fire emergency literature that preceded these studies is necessary.

Fire Emergency

Jones and his colleagues (Jones & Kazdin, 1980; Jones et al., 1981; Jones, Van Hasselt, & Sisson, 1984; Jones & Haney, 1984; Jones & Ollendick, 1986, Jones et al., in press) have conducted a series of programmatic studies in the area of fire emergencies. The focus of early studies was on teaching subjects when and how to make emergency telephone calls. Subsequent studies focused on teaching children how to evacuate a fire emergency situation. An operant behavioral approach was adopted as a teaching method for fire safety skills. In a study that examined children's acquisition of fire emergency responses Jones et al., (1981) found that instructions, feedback, modeling, shaping, external reinforcement and self-reinforcement were effective behavioral training techniques. However, the behavior gains were significantly diminished at 9-month follow-up. This led Jones and his colleagues to explore techniques that would better facilitate maintenance.

In an attempt to improve maintenance, Jones et al. (1984) tested the effectiveness of a cognitive-behavioral strategy. As mentioned earlier, cognitive self-control strategies have been found to result in greater levels of maintenance and generalization than many behavioral techniques (Kazdin, 1980; Meichenbaum, 1977). Jones and his colleagues skillfully combined a cognitive technique with a behavioral technique. In addition to instructions, shaping, modeling, feedback, external reinforcement and self-reinforcement, they added self-evaluation and verbal review to their treatment package.

The results indicated that the cognitive-behavioral group demonstrated significantly greater maintenance than the the behavioral group. The results suggested the self-regulatory, cognitive com-

ponent of the cognitive-behavioral group contributed to the maintenance of skills. The researchers concluded that the extended maintenance achieved by this group was due partly to the subject's playing a more active role in learning the skills. The subjects were able to participate more because of the self-evaluation and self-reinforcement training they received.

Jones and Haney (1984) further extended the investigation of the role of cognitive components in maintenance of fire safety skills. They investigated the effectiveness of a self-instructional strategy which was composed of self-monitoring, self-evaluation, self-verbalization and self-reinforcement. The children who used this instructional strategy were compared to a group of children who used an external-instructional strategy. The children in the external-instructional group were simply given behavioral training on fire safety skills. The internal and external-instructional groups were compared to an untrained control group. The results indicated the self-instructional strategy led to greater maintenance than the external-instructional strategy. More specifically, the children in the self-instructional treatment group demonstrated a more gradual decline in behavioral performance over an eight-month period than children in the external-instructional group. These findings suggest self-regulatory components of the self-instructional group facilitate behavioral maintenance.

In addition to investigating maintenance, Jones and Haney (1984) also investigated generalization. More specifically they trained children in both treatment groups (self-instructional and external instructional strategy) to react appropriately to three different fire emergency situations. At post, four months and eight months follow-up tests, the children were tested on the three trained situations and one untrained situation. The untrained situation was inserted to test the generalizability of the training strategies. At post-test, both treatment group averaged a 92% level of correct performance on the untrained situation. There was no difference between the two treatment groups. At four months and eight months follow-up, the two treatment groups did not differ on the untrained situation. These findings suggest that regardless of method of training (external-instructional or self-instructional strategy), subjects were able to transfer previously learned skills into an untrained situation and function well.

Fear Reduction and Fire Safety

More recently the focus of fire safety research has been on reducing children's fears of fire by means of combining a behavioral training strategy with a cognitive strategy. Jones, Ollendick, McLaughlin, and Williams (1989) compared a cognitive behavioral training procedure which used elaborative rehearsal (in this procedure, children were taught specific skills and were provided a coherent rationale as to why these strategies would work) to a behavioral training procedure where children were taught only fire safety skills. The two trained groups were compared to an untrained control group with regards to: 1) relative effectiveness in the acquisition of fire emergency skills, and 2) fear reduction. The results indicated no differences in the trained groups on acquisition of fire emergency skills. However, there were significant differences between the trained groups on fear reduction. More specifically, the elaborative rehearsal strategy resulted in significantly more fear reduction than did behavioral rehearsal strategy, which did not surpass that of controls (Jones et al., 1989). This study highlighted the importance of elaborative rehearsal in reducing children's fear as well as teaching fire emergency skills.

Jones, Ollendick, and Shinske (in press) extended the investigation of the aforementioned study. These investigators used a dismantling strategy to examine the efficacy of a cognitive-behavioral elaborative rehearsal procedure used in the Jones et al., (1989) study. Cognitive-behavioral elaborative rehearsal, elaborative rehearsal only (children in this group were given rationale as to why the behavioral steps work, but the children were not given fire safety training on the steps), behavioral and untrained control groups were compared with regards to acquisition of emergency skills, knowledge attainment, and fear reduction.

The results indicated a significant increase in fire emergency skills, with cognitive-behavioral, elaborative rehearsal plus behavioral, and behavioral groups performing better than the elaborative rehearsal only and control groups. Significant gains in knowledge were found in cognitive-behavioral, elaborative rehearsal, and elaborative rehearsal groups, but not in the remaining groups.

Across all groups there were no significant reductions in children's level of fear. This study failed to replicate the previous findings of Jones et al. (1989). Several explanations may be offered. First the children in this study were not assigned to groups on the basis of their fear of fire, as was done in the earlier study. In fact, one third of the children in this study reported no fear of getting burned in a fire. The inclusion of these children may account for the lack of significant reductions in fear. The second possible explanation is the number of subjects in each group was smaller than that of the previous study.

Williams and Jones (1989) used a different approach to reduce children's fear of fire. They investigated the impact of self instructions on children's fear of fires. A total of 48 children, ranging in age from 7.6 to 10.5 with the median age being 8.1, served as subjects. The subjects were divided into four groups. The groups included a behavioral group (that received behavioral training on fire safety skills only), a fire safety plus fear reduction group (that received cognitive self-instruction and behavioral training on fire safety skills), an attentional control group (that received fire-related stories), and a waiting list control group.

Training in the fire safety plus fear reduction group consisted of two phases. In phase one the subjects were taught fire safety skills. This phase, lasting 25 minutes, consisted of a trainer demonstrating the correct behavioral sequence of steps for evacuating a fire emergency situation, followed by subjects performing steps. The second phase of the training session consisted of subjects using self-instructions to reduce their fears. Self instructions consisted of the following steps: the trainer said to subjects, "Sometimes a lot of kids feel afraid of fire or feel worried about getting burned in a fire. We're going to learn some ways to keep us from feeling this way by talking to ourselves the way we did when we learned how to get out of a burning house." The trainer proceeded by saying, "We are going to ask ourselves, what is happening? and we will say I am feeling afraid of fire and worrying that I will get burned. Then we should ask ourselves what is it that I should do? And we can answer by saying, "I should relax and calm down, I can take care of myself because I know what to do in a fire." "How am I doing? I'm doing great. I'm feeling better already." The trainer verbalized the instructions two times. Next the children verbalized the in-

structions as a group. The trainer then modeled instructional steps with the fear stimuli, for example, hearing a crash somewhere in your house, feeling the bedroom become hotter and hotter and hearing a burning fire in your house. The selection of these three items was based on a study by Jones and Ollendick (1986) where they found that 50% of the children endorsed these stimuli as being "feared a lot."

The children in the behavioral group were taught self-instructions as well. However, the self instructions in this group were not paired with specific fire fear items as were in the fire safety/fear reduction group. Children in the attention control group engaged in discussions concerning fire-related incidents. The children were assessed on acquisition and maintenance of emergency skills and on fear reduction. At post-test, behavioral and fire safety/fear reduction groups did not differ with regards to behavioral skills acquisition. At five months follow-up, however, the two trained groups were significantly different. Greater maintenance of skills was found in the fire safety/fear reduction group. Concerning fear, no significant reductions were found. Maintenance was the most significant finding in this study.

Jones and Randall (in prep a) extended the work of the previous three studies. Jones and Randall recently compared fire safety, rehearsal plus and two control groups. The fire safety group was trained in the same format that was employed in the Williams and Jones (1989) study. The first half of training in the rehearsal plus group was identical to the first half of training in the fire safety group. The second half was different. More specifically, self-instructions were paired with behavioral steps (the children did not perform the steps in this phase). Furthermore, on the last day of training (day 3), self-instruction statements were paired with behavioral steps, and specific fear stimuli.

Children were told,

"now we are going to do something a little bit different. We are going to talk about why we should not be afraid of fire." The children were told that a lot of kids do not feel afraid of fire or think about getting burned in a fire because they have learned what to do in a fire. "We are going to teach you some ways to help you feel cool and calm. We will do this by talking to ourselves the way we did when we were learning how to get out of a burning house. Remember the things we said to ourselves? Again we asked: 1) What is happening? 2) What do I need to do? 3) How am I doing?"

All three of these questions were self-instructional questions. Now we are going to ask these same questions again plus one more. Okay? Let's start." Next the trainer performed mastery modeling. The trainer says, "First I will read the question and then the answer. Then you will have a turn to do it. The first question is: 1) What is happening? The answer is: (the answers pertain to a fire emergency situation. Umm, there is a little smoke in my room. Okay, are you ready for the next question? 2) The new question is how do I feel? I am not feeling afraid and I am not thinking I will get burned because I know how to get out of my house safely. 3) What do I need to do? I should relax, be calm and think before I act. I can take care of myself because I know what to do in a fire. 4) Now how am I doing? I'm doing great! I'm feeling in control because I know how to be safe in a fire."

As stated earlier, rehearsal plus during the second half of training was paired with the behavioral steps and specific fear stimuli on the third day.

At posttest, the groups were assessed on acquisition and maintenance of fire emergency skills, knowledge attainment and fear reduction. Concerning acquisition of fire safety skills, the trained groups performed at significantly higher levels than untrained control groups. At four months follow-up, these differences were still present. However, two treatment groups did not differ in maintenance of behavioral skills. The findings of maintenance in the Williams and Jones (1989) study were not replicated. Furthermore, the groups did not differ with regards to knowledge attainment and fear reduction.

There are several possible explanations as to why rehearsal plus did not have a significant impact on maintenance of behavioral skills and fear reduction. First, the length of the procedure may have been too long. Children may have found it difficult to retain and use such a large volume of information. A possible remedy to this problem would be to reduce the length of the procedure. Second, some of the words used in rehearsal plus may have been too complex for the children to understand. A possible remedy would be to use words that could easily be understood. Third, the behavioral group used in the study was also trained with self-instructions. Since the majority of the rehearsal plus procedure is self-instructions, making a distinction between a rehearsal plus group and a behavioral self-instruction group is difficult. One possible solution of making the behavioral and rehearsal plus groups more distinct is to have children in the behavioral group receive no self instructions. Each of these problems will be addressed and dealt with in this present investigation.

Present Study

This present study represented a follow-up to the four previously mentioned studies which targeted fear reduction in the context of fire emergency. The role of rehearsal plus was again investigated. Rehearsal plus has several distinct components. These components include: 1) self-instructions, 2) provision of a rationale for appropriate coping, 3) mastery modeling, 4) verbal rehearsal of rationale in both individual and group instances, and 5) integration of the rationale with the target responses (Jones & Randall, in prep a).

The rehearsal plus strategy employed in the Jones and Randall (1989) study was used in this present investigation. The rehearsal plus strategy received four modifications: 1) the words used in the procedure were changed to match the verbal level of the subjects, 2) the sentences used in the procedure were shortened to reduce the amount of information that the subjects had to process, 3) in addition to the verbal instructions, visual aids (pictures) were added to the treatment package, and 4) at the end of training on days one and two, the children were given a written test covering the rationale for specific fire-fear items.

In addition to "rehearsal plus", the role of elaborative rehearsal was investigated as well. This present study represented a partial replication of the Jones et al.(in press) study. As mentioned earlier, elaborative rehearsal consisted of teaching children specific fire safety skills followed by the provision of coherent rationale as to why the skills are important. In short, elaborative rehearsal provided rationale to children as to why the behavioral steps were important.

Hypotheses

Elaborative Rehearsal and Rehearsal Plus groups were compared with Behavioral, without self-instructions, and untrained Control groups. The following hypotheses were tested.

First, it was hypothesized that children in Rehearsal Plus and Elaborative Rehearsal groups would not only show greater levels of fear reduction at Post-Test, but would also show higher levels of response maintenance at Follow-Up.

Second, it was hypothesized that the Rehearsal Plus group would show a greater level of fear reduction on a fear inventory for specific fire-fear items (The Fire-Fear Items Inventory, Jones & Randall, 1988) than Elaborative Rehearsal, Behavioral and Control groups at Post-test and Follow-up.

Third, it was hypothesized that the Elaborative Rehearsal group would show greater levels of knowledge attainment on an elaborative rationale questionnaire (The Elaboration for Behavioral Skills Inventory, Jones, 1984) than Behavioral, Rehearsal plus and Control group at Post-Test and Follow-Up.

Fourth, the Rehearsal Plus group would show a greater level of knowledge attainment on a rationale questionnaire for specific fire-fear items (The Rationale for Fire-Fear Items Questionnaire, Jones & Randall, 1988) than Elaborative Rehearsal, Behavioral, and Control groups at Post-Test and Follow-Up.

Fifth, it was hypothesized Elaborative Rehearsal, Behavioral and Rehearsal Plus groups would show a greater level of attainment of procedural knowledge (knowing the behavioral steps) than the Control group at post-test. At Follow-Up, however, it was hypothesized Rehearsal Plus and

Elaborative Rehearsal groups (due to the cognitive components of these treatments) would demonstrate greater maintenance of procedural knowledge than Control and Behavioral groups.

Sixth, it was hypothesized that Rehearsal Plus, Elaborative Rehearsal and Behavioral groups would demonstrate greater levels of behavioral performance on the fire safety skills than the Control group at Post-Test. At follow-up, however, it was hypothesized that the rehearsal plus and the elaborative rehearsal groups, due to the cognitive components of these treatments, would demonstrate greater levels of response maintenance than the behavioral group.

Seventh, it was hypothesized that Behavioral, Elaborative Rehearsal and Rehearsal Plus group would show greater performance, on generalization tests assessing performance and knowledge of behavioral steps in an untrained situation, than the control group. These two tests were used to assess the extent to which training of fire safety skills would generalize and facilitate correct responding in untrained situations. The contention that training would generalize has been supported by previous work of Jones and Haney (1984).

Method

Subjects

Fifty two second and third grade children served as subjects. All of the subjects were enrolled in a regular classroom, and their ages ranged from 7 to 10 years. Their mean age was 8.5 years. The subjects resided in a small university community, middle class neighborhood, in southwest Virginia. All subjects received written permission from their parents to participate in the study.

Setting and Apparatus

All of the training was conducted in simulated bedrooms within the school. A total of eight rooms were converted to bedrooms and the following equipment was placed in each room: a cot, a shirt, a chair, a throw rug, a buzzer, an E-Z tilt window, a pictorial representation of a fire, and a blow dryer to simulate the situation in which there is hot air rushing in through the crack of the door.

Social Validation and Task Analysis

Three of the nine situations described in Jones et al. (1981) were used in this study. Two of the three situations were used for training. The third situation was used for a generalization test. The subjects were tested on all three situations. The following situations were used: "hot air rushing in through the crack of the door", "nothing blocking the path", and "fire blocking the path". All situations were validated by expert judges and fire fighters. More specially, the behavioral steps of each situation were review by expert judges and fire fighters on the likelihood that the steps would result in safe evacuation.

Assessment

Pretraining Assessment

The questionnaires used in this study for group assessment were administered by a graduate student. The pretraining assessment took place in two phases, Phase 1: questionnaire assessment and Phase 2: behavioral assessment. During the first phase, subjects were administered the following inventories: The Fear Inventory for Fire Safety (Jones & Hillman, 1984), The Fire-Fear Items Inventory (Jones & Randall, 1988), The Elaboration for Behavioral Skills Inventory (Jones, 1984), and

The Rationale for Fire-Fear Items Questionnaire (Jones & Randall, 1988). Individually, children were administered The Behavioral Skills Questionnaire (Jones & Randall, 1988). Further elaboration on these inventories follows.

The Fear Inventory for Fire Safety (Jones & Hillman, 1984; Table 11) was a 15-item self report inventory (a modified version of the original 33-item inventory) which assessed children's fears associated with fire related stimuli. Some of the representative items included "hearing a loud explosion outside your bedroom window" and "losing control in a fire emergency." The children were required to indicate their fear level of each item by circling one of the following responses: none, some or a lot. These responses were scored as follows: one point was awarded for each none response, two points were awarded for each some response, and three points were awarded for each a lot response. The scores were then summed. The possible range of scores for this inventory was 15-45 points. The individual scores of subjects in this study ranged from 15 to 42 points. This inventory was used to test the hypothesis that training would lead to a decrease of fear of fire-fear items in Rehearsal Plus and Elaborative Rehearsal groups.

Fire-Fear Items Inventory was a 16-item inventory on which specific fears of fire targeted in the by rehearsal plus training group were assessed. Some of the representative items include: "smelling smoke in your bedroom," and "hearing a fire alarm." The children were asked to report their their fear level of each item by circling one of the following responses: none, some or a lot. These responses were scored as follows: one point was awarded for each none response, two points were awarded for each some response, and three points were awarded for each a lot response. The scores were then summed. The possible range of scores for this inventory was 15-48 points. The individual scores of subjects in this study ranged from 15 to 45 points. This inventory was used to verify the hypothesis that the Rehearsal Plus strategy would result in decreased levels of fears on fire-related items (see Appendix A).

The Rationale for Fire-Fear Items Questionnaire was a 5-item inventory (a modified version of the original 16-item inventory, items 2, 4, 5, 9, and 12 were used in this study) on which children were

requested to give reasons why they should not be afraid of certain specific fire-fear items. Some of the representative items included: "Why shouldn't you be afraid of fire---getting burned?", and "why shouldn't you be afraid of seeing smoke in your bedroom?" This was an open ended inventory where children were awarded one point of each correct answer. The possible range of scores was 0-5 points. The individual scores of subjects in this study ranged from 0 to 2 points. This inventory was used to verify the hypothesis that the Rehearsal Plus group would have more rationale knowledge than the other groups (Jones & Randall, 1988, see Appendix B).

The Elaboration for Behavioral Skills Inventory was a 14-item inventory on which the children were required to report the reasons as to why they should perform each fire safety step. Representative items included: "why should you roll or slide out of bed?" and " why should you feel the air?" This was an open ended inventory where children were awarded one point of each correct answer. Four of the 14 questions required 2 answers. The possible range of scores was 0-18 points. The individual scores of subjects in this study ranged from 0 to 16 points. This inventory was used to verify the hypothesis that children in the Elaboration group would retain more knowledge as to why the steps were important (see Appendix C).

Lastly, The Behavior Skills Questionnaire was a four-item questionnaire on which the children were to report their knowledge of the behavioral responses required for safe evacuation. Some of the representative items included: "What would you do if your bedroom door was cool?" and "What you do if your bedroom door was hot?". This was an open ended inventory where children were awarded one point of each correct answer. Two of the 4 questions required 2 answers. The possible range of scores was 0-6 points. The individual scores of subjects in this study ranged from 0 to 5 points. This inventory was used to assess the hypothesis that children's fire knowledge level would increase following training (see Appendix D).

During the second phase, the children were behaviorally assessed. Descriptions of the three fire emergency situations were read to each child in random order by trained observers (see Appendix E). The children were presented with different sensory cues, for example a pictorial representation

of a fire, as they reached different locations in the simulated bedroom. The children's reactions to the cues were recorded on an objective behavioral observation checklist (see Appendices F-H). The child earned one point for each correct response emitted in sequence. The child's total score was obtained by adding up the total correct responses for each situation, and then dividing that number by the total number of possible correct responses, and finally multiplying that number by 100 in order to obtain a percentage of correct responses. All children were timed via stop watches to ascertain their starting, finishing and duration times at pre, post and follow-up testing.

Post-training Assessment

Directly after the last training session on day three of training, post assessment was conducted. The children were assessed in the same rooms where they were assessed during pretest

Follow-up Assessment

Three months after post-test, the children were again assessed in the same rooms where they were assessed during pre- and post-test.

Reliability of Assessment

A group of undergraduates were trained over a two-week period to serve as assessors. Their training consisted of modeling, role playing, corrective feedback, social reinforcement, and behavior practice.

Reliability checks on the behavioral data were taken during 30% of the pre, post and follow-up tests. An interrater reliability coefficient was calculated from these data across the three behavioral situations. The reliabilities for the behavioral situations were: 89% for situation one, 88% for sit-

uation two, and 90% for situation three. Additional reliability checks were conducted on the knowledge inventories; these reliabilities were: 94% for The Behavioral Skills Questionnaire, 92% for The Elaboration for Behavioral Skills Inventory, and 99% for The Rationale for Fire-Fear Items Questionnaire. All reliabilities were calculated by dividing the number of agreement by the sum total of agreements and disagreements and multiplying by 100 to form a percentage.

Adherence to Training Procedures

A measure of trainers' adherence to teaching protocols was obtained by two independent judges listening to tape recordings of one third of the sessions. Each item on a checklist, including introduction, modeling, feedback, and so forth, was scored as occurring or not occurring. The obtained level of adherence was 100%.

Procedures

After pre-test, the children were assigned to groups. This assignment was based on item number five on The Fire-Fear Items Inventory, "fire--getting burned," which assessed the children's levels of fear of fire. As discussed earlier, on this scale the children were required to circle none, some or a lot to indicate their level of fear. Based on item number five, children were blocked on three different categories. Category one was high level of fear, which consisted of children who circled a lot. Category two was medium level of fear, which consisted of children who circled some. And category three was zero level of fear, which consisted of children who circled none. Only children from category one and two were used in this study. Children from category one and two were then randomly assigned to a behavioral, an elaborative rehearsal, a rehearsal plus, or a waiting list control group. Training sessions lasted from 50-60 minutes and were held on three consecutive days. The children were trained in groups of threes. The training in the three experimental groups was carried out in two phases.

Behavioral Group

The first phase of training on day one and two in the behavioral group consisted of the following: first, the trainer verbalized and modeled the correct motor responses for the children. More specifically, the children were told that now we are going to pretend that we are in a specific situation. Let's pretend it is late at night; you are lying in bed, and you smell smoke in your room. You are not coughing and your eyes are not burning. You hear the sound of smoke detector (buzzzzzz).

"I should: (situation 1 trainer verbalizes and demonstrates the behavioral steps) 1) slide out of bed onto the floor, 2) get into a crawl position, 3) crawl from my bed to the bedroom door, 4) feel the bottom of the door with the back of my hand and stand up and feel the top of the door with the back of my hand, 5) return to a crawl position, 6) open the door by first, placing one knee on the floor, second, placing one hand on the doorknob, third placing one foot on the door, fourth, turn the doorknob and open the door just a crack, fifth, place one hand in front of the crack, still bracing the door with my other hand and feel for hot hot air, 7) open the door more while I am still on my knees, 8) crawl outside of the room, 9) close the bedroom door behind me, 10) crawl down my hallway until I get to the stairs, when I get to the stairs, I will turn and crawl down backwards, and 11) go outside of my house."

Next, the children performed the correct motor responses while the trainer verbalized each step. The trainer made corrections on each child's performance as well as gave positive feedback contingent upon correct responding. If the child made an error on a step the trainer stopped him/her immediately and told the child to watch. The trainer demonstrated the correct step. The child was then given an opportunity to perform the step again. If an error occurred on the second occasion, the trainer modeled the correct step one additional time. If an error was committed during the child's next trial, the trainer simply verbally corrected and instructed the child to move on to the following step in the sequence. Lastly, each child behaviorally rehearsed the steps. Each child took turns and went through each situation a total of two times. If the child made an error, he/she was

corrected in the same manner previously mentioned (see Appendices I-K). This phase of training lasted 30-35 minutes.

During the second phase of training, the children recited the steps aloud without performing them, first as a group and then individually. This second phase of training lasted from 20-25 minutes also.

Lastly, on day three of training the children in the behavioral group were given a review session which covered the two situations that the children learned on the two previous days. In phase one, each subject was given two opportunities to perform each situation. In phase two, the children were given an opportunity to verbally review the behavioral steps first as a group and then individually (see Appendices L-N)

Rehearsal Plus Group

Training consisted of two phases. The first phase of training was identical to the first phase of training in the Behavioral group. Again first, the trainer modeled the steps. Next, the children learned the steps. The trainer made corrections on each child's performance as well as gave feedback during this step (the format of making corrections in this group was the same format that was followed in the behavioral group). Last, the children rehearsed the steps twice. If a child made a mistake, the trainer corrected the child in the same manner previously mentioned. Phase one of training lasted from 30-35 minutes.

The second phase of training consisted of pairing the Rehearsal Plus strategy with specific fire fear stimuli listed on The Fire-Fear Items Inventory (Jones & Randall, 1988). First, the children were told, "Now we are going to teach you some ways to help you reduce your fear of some items that might occur during a fire emergency. We will do this by talking to ourselves. Okay? We will ask ourselves five questions and we will answer each question. We will ask ourselves first, what is happening? Second, how do I feel? Third, why? Fourth, what do I need to do? And fifth, how

am I doing? Okay? Today we are going to cover eight events that might occur during a fire (on days one and two of training, eight of the sixteen items covered each day). We will go through each one separately."

Next, the children were given mastery modeling by the trainer. The children were told that

"Now we are going to cover the first of our eight events that might occur during a fire emergency. Now I want you to pay very close attention to the questions that I ask myself and the answers that I give because later on I will want you to give two of the same answers. Okay? Let's pretend we hear a fire alarm (the trainer holds up a picture of fire alarm and models the correct verbal responses to this item for the children). The first question I will ask myself is "what is happening?" I answer, "I hear a fire alarm." The next question that I will ask is "how do I feel?" I answer, "I am not afraid." The next question that I will ask myself is "why?" I answer, "because I know what to do in a fire emergency." The next question I ask myself is "what do I need to do?" I answer, "I should relax and think before I act." The next question that I ask myself is "how am I doing?" I answer, "I am doing good."

Next, the children recited the answers to two of the above questions (how do I feel? and why?) as a group. The trainer said, "Now let's go through two of the answers as a group. Let's pretend we hear a fire alarm. O.K. the first question I want you to answer is: How do you feel?" If the children hesitated, the trainer gave part of the answer. Additionally, the trainer gave praise and feedback. After the children responded to the question, the trainer proceeded, "and Why?" The children then answered the question (the trainer provided praise, correction, or feedback on the answer).

Next, the children recited the questions and answers individually. The trainer asked for a volunteer to go through the questions and answers. If no one volunteered, the trainer selected a child. The trainer made corrections and provided praise and feedback on each child's performance. If the child made a mistake, the trainer told the child the correct answer and had the child repeat it. If the child made a mistake again on the same item, the trainer corrected the child and allowed him/her to repeat the correct answer. If the child made a third mistake, the trainer told the him/her the correct answer and moved on to the next item. This ensured that each child received no less than two turns in this section (since only eight items were covered, one child only received two turns whereas, the other two children received three turns). The sixteen items on The Fire-Fear Items Inventory

which were covered in two blocks of eight questions (one block on day one and the next block on day two of training)

Each item was covered separately. For example, when the trainer had covered "hearing a fire alarm" in each of the four sections, the trainer moved on to the next item (i.e. seeing a fireman during a fire emergency), and that item was then covered in the four sections of this phase.

After the children finished covering the eight items at the end of each day, the trainer administered a written test. The test required the children to give the rationale as to why they should not be afraid of each of the eight items that they had been trained on. This phase of training lasted 20-25 minutes.

Lastly, on day three of training the children were given a review training session. During phase one (the same as in the behavioral group), the children were given two opportunities to perform each of the two situations that they learned earlier. During phase two, the children reviewed the sixteen fire-fear stimuli that they covered on days one and two. The same procedure used in phase two on those days was used here with the exception of the written test which was not included. This allowed enough time for the children to review all sixteen items instead of only eight, (see Appendices O-Q)

Elaborative Rehearsal Group.

Training in this group consisted of two phases. The first phase was identical to the first phase of training in the Behavioral group. This phase of training lasted 30-35 minutes.

The second phase of training consisted of the following: 1) questions pertaining to behavioral steps that the children learned were asked, 2) explanations for each behavioral step (rationale for each step) were provided, 3) the children were asked to repeat the explanation that was provided to them,

4) each child was given a chance to ask questions concerning any of the above information that was disseminated to them, and 5) each child took a written test at the end of day one and two of training (the test required the children to write down the rationale for the steps which they received earlier).

More specifically, all of the behavioral steps were practiced. For example, on day one of training, the 11 steps in the "nothing blocking the path situation" were taught. The following steps were carried out: 1) In a group situation, the trainer held up a picture of a child rolling out of bed and getting into a crawl position and asked, "Why should you roll out of bed and get into a crawl position?"; 2) All of the children were given an opportunity to respond; 3) The trainer provided the correct answer (Firemen tell us, "It helps you to see and breathe better."); 4) All of the children repeated the answer; 5) Children were next asked, "Why does this step help us to see and breathe better?"; 6) Children were given an opportunity to respond (positive feedback was contingent upon correct responding, if the child made a mistake the trainer told him/her the correct answer and then the trainer had all the children repeat the correct answer); 7) The trainer provided the answer, "Because smoke rises to the ceiling, and makes it hard to breathe, and see when you stand up"; 8) Children repeated this answer; 9) Children were given an opportunity to ask questions; and 10) After all 11 items of this situation were covered, the children were given a written test. This phase of training lasted 25-30 minutes.

Lastly, on day three, as in the other training groups, children were given a review session. In phase one, the children behaviorally practice the steps covered on the first two days. They rehearsed the steps of each situation twice (taking turns) in the first phase of training. During the second phase, they rehearsed the rationale for each step of the two situations that they had trained on. The training times for day three were the same as the training times for days one and two throughout the two phases (see Appendices R-T).

Control Group

The control group was an untrained control group and the children were not taught any fire safety skills nor provided with any rationale or knowledge. They were pretested and post-tested only.

Results

Overview of Analyses

The data were analyzed by employing a series of 4 x 3 ANOVAs and Student-Newman-Keul tests.

Behavior

Behavioral Situations One and Two Combined (Trained Situations)

First, the effects of types of training on the acquisition and maintenance of the fire emergency skills for situations one and two were examined. Behavioral Observation Checklists were employed as dependent measures. On these measures for situations 1 and 2, the child earned one point for each correct response emitted in sequence. The child's total score was obtained by adding up the total correct responses for each situation, and then dividing that number by the total number of possible correct responses, and finally multiplying that number by 100 in order to obtain a percentage of correct responses. Table 1 and Figure 1 depict the mean percentage correct response for each group. A 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post,

Follow-up) ANOVA which is represented in Table 11 revealed significant main effects for both Group ($F_{3,41} = 28.37, p < .0001$) and Phase ($F_{2,82} = 96.14, p < .0001$) which was qualified by a significant Group X Phase interaction ($F_{6,82} = 8.34, p < .0002$). At pretest, Student-Newman-Keuls tests on the means revealed that none of the groups differed. Student-Newman-Keuls tests on the means (X) at posttesting showed that the Elaborative ($X = 92\%$), the Rehearsal Plus ($X = 90\%$) and Behavioral ($X = 87\%$) groups surpassed the Control group ($X = 18\%$). Analyses of the means at follow-up indicated that the Elaborative ($X = 66\%$) and the Rehearsal plus ($X = 48\%$) group exceeded the Control group ($X = 20\%$). Furthermore, the Elaborative and Rehearsal Plus groups did not differ from the Behavioral group ($X = 41\%$). The Behavioral group did not differ from the Control group.

Behavioral Situation One

The Behavioral Observation Checklist was used as the dependent measure for situation one. Table 2 and Figure 2 depict the mean percentage correct response for each group. A 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post, Follow-up) ANOVA which is represented in Table 11 revealed significant main effects for both Group ($F_{3,41} = 21.10, p < .0001$) and Phase ($F_{2,82} = 60.27, p < .0001$) which was qualified by a significant Group x Phase interaction ($F_{6,82} = 5.07, p < .0002$). Student-Newman-Keuls tests on the means at pretest revealed that none of the groups differed. Student-Newman-Keuls tests on means at posttesting showed that the Elaborative ($X = 86\%$), the Rehearsal Plus ($X = 88\%$) and Behavioral ($X = 83\%$) groups surpassed the Control group ($X = 19\%$). Analyses at follow-up indicated that the Elaborative ($X = 67\%$) and the Rehearsal Plus ($X = 52\%$) group exceeded the Control group ($X = 23\%$).

Table 1. Group Means % and SD - Situations 1 and 2

GROUP	PRETEST	SD	POST-TEST	SD	FOLLOW-UP	SD
Grp 1	17.5	7.5	86.7	16.7	47.3	24.1
Grp 2	14.7	10.1	92.2	10.8	65.4	32.3
Grp 3	17.1	10.7	87.2	20	40.8	28.8
Grp 4	13.5	12.2	17.4	10.3	19.8	7.87

Grp 1 = Rehearsal Plus (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 2 = Elaborative (pre: n = 13, post: n = 13, and fol-up: n = 11)

Grp 3 = Behavioral (pre: n = 14, post: n = 14, and fol-up: n = 14)

Grp 4 = Control (pre: n = 12, post: n = 12, and fol-up: n = 8)

SD = Standard Deviation

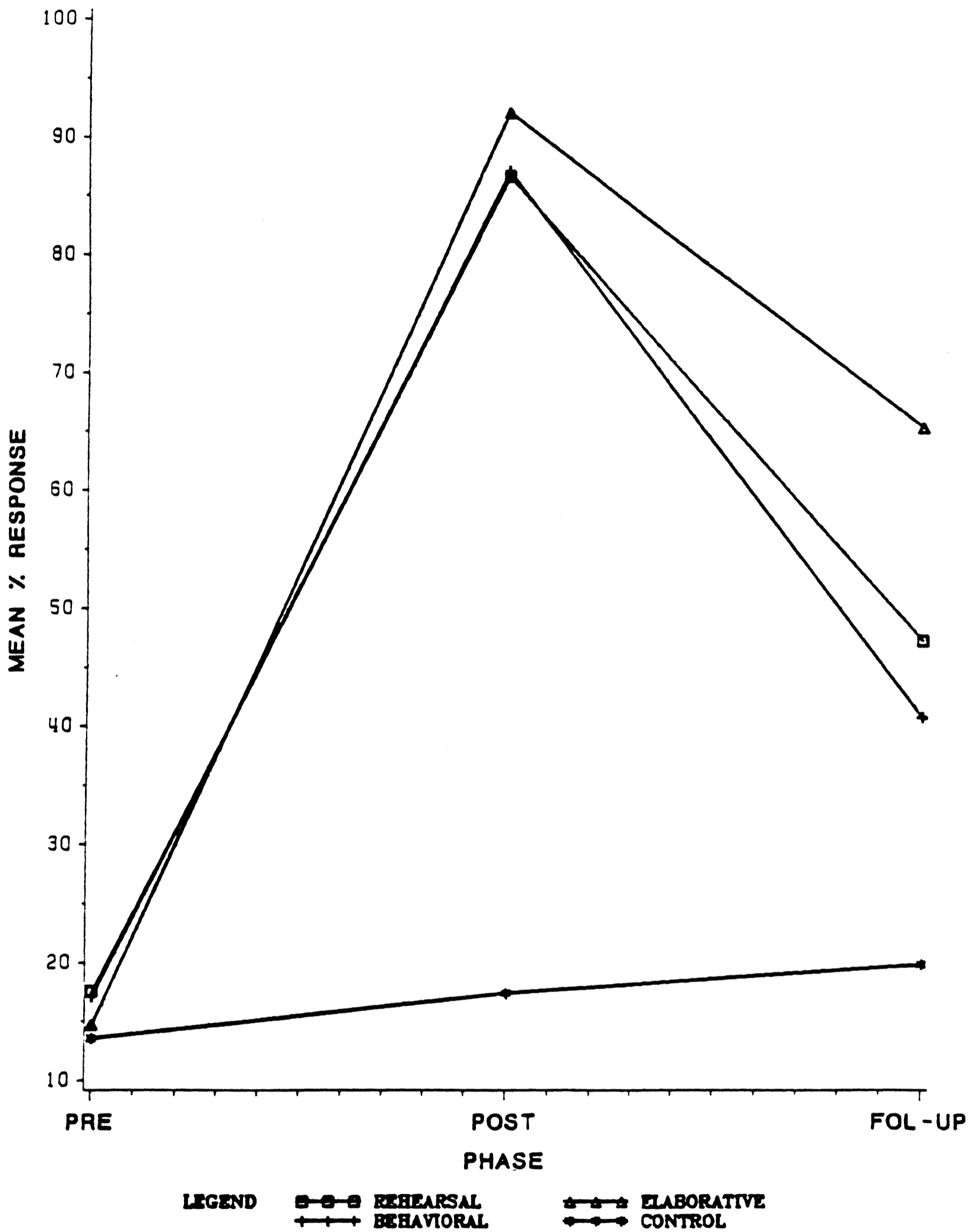


FIGURE 1. PHASE MEAN % CORRECT RESPONSE FOR SITUATION 1 AND 2 COMBINED

Table 2. Group Means % and SD - Situation 1

GROUP	PRETEST	SD	POST-TEST	SD	FOLLOW-UP	SD
Grp 1	18	9	84	21.7	52.6	21.1
Grp 2	15.2	11.3	86.1	21.8	66.6	31.2
Grp 3	18	11.2	83.1	27.4	44.6	35
Grp 4	15	13.5	18.8	11.2	22.5	6.8

Grp 1 = Rehearsal Plus (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 2 = Elaborative (pre: n = 13, post: n = 13, and fol-up: n = 11)

Grp 3 = Behavioral (pre: n = 14, post: n = 14, and fol-up: n = 14)

Grp 4 = Control (pre: n = 12, post: n = 12, and fol-up: n = 8)

SD = Standard Deviation

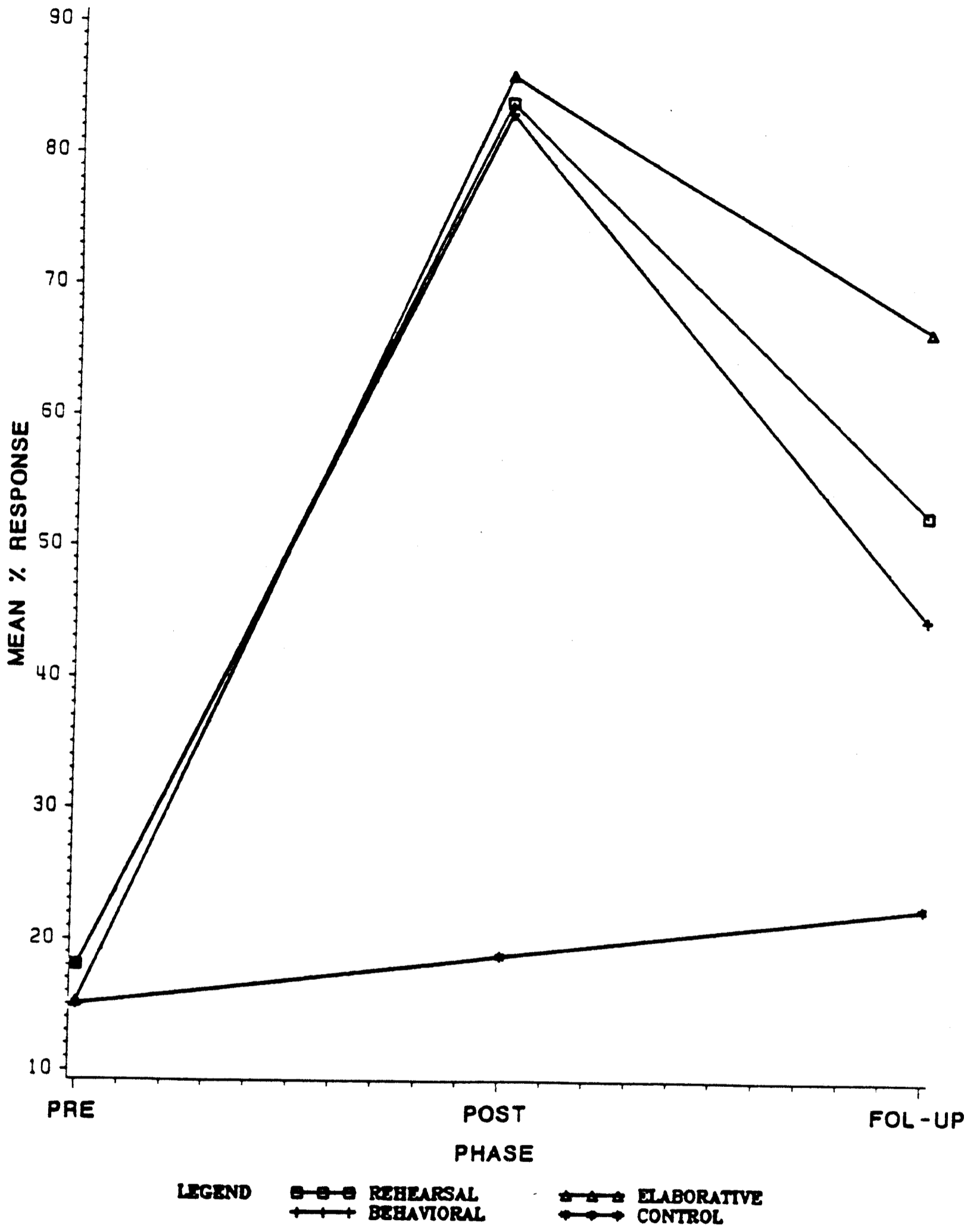


FIGURE 2. PHASE MEAN % CORRECT RESPONSE FOR SITUATION 1
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Behavioral Situation Two

The Behavioral Observation Checklist was used as the dependent measure for situation two. Table 3 and Figure 3 represent the mean percentage correct response for each group. A 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post, Follow-up) ANOVA which is depicted in Table 11 revealed significant main effects for both Group ($F_{3,41} = 29.19, p < .0001$) and Phase ($F_{2,82} = 96.60, p < .0001$) which was qualified by a significant Group X Phase interaction ($F_{6,82} = 8.61, p < .0001$). Student-Newman-Kuels tests on means at pretest revealed that none of the groups differed. Student-Newman-Kuels tests on means at post-test showed that the Elaborative ($X = 98\%$), the Rehearsal Plus ($X = 90\%$) and Behavioral ($X = 91\%$) groups surpassed the Control group ($X = 16\%$) (see Table 3 and Figure 3) Analyses at follow-up indicated that the Elaborative ($X = 64\%$) group exceeded the Control group ($X = 17\%$).

Behavioral Situation Three (Untrained Situation)

The Behavioral Observation Checklist was used as the dependent measure for situation three, the generalization situation. Table 4 and Figure 4 represent the mean percentage correct response for each group. A 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post, Follow-up) ANOVA which is depicted in Table 11 revealed significant main effects for both Group ($F_{3,41} = 12.89, p < .0001$) and Phase ($F_{2,82} = 42.54, p < .0001$) which was qualified by a significant Group X Phase interaction ($F_{6,82} = 3.27, p < .0062$). Student-Newman-Kuels tests on means posttesting showed that the Elaborative ($X = 72\%$), the Rehearsal Plus ($X = 61\%$) and Behavioral ($X = 68\%$) groups surpassed the Control group ($X = 13\%$). Analyses at follow-up indicated that the Elaborative ($X = 38\%$), the Rehearsal Plus ($X = 34\%$) and the Behavioral ($X = 35\%$) groups did not differ from the Control ($X = 13\%$) group.

Table 3. Group Means % and SD - Situation 2

GROUP	PRETEST	SD	POST-TEST	SD	FOLLOW-UP	SD
Grp 1	17	7.1	89.4	21.4	42	26
Grp 2	14.2	9.8	98.2	6.4	64.2	35
Grp 3	16.2	11.3	91.2	21.5	36.9	26.7
Grp 4	12.1	11	16	9.5	17.1	9

Grp 1 = Rehearsal Plus (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 2 = Elaborative (pre: n = 13, post: n = 13, and fol-up: n = 11)

Grp 3 = Behavioral (pre: n = 14, post: n = 14, and fol-up: n = 14)

Grp 4 = Control (pre: n = 12, post: n = 12, and fol-up: n = 8)

SD = Standard Deviation

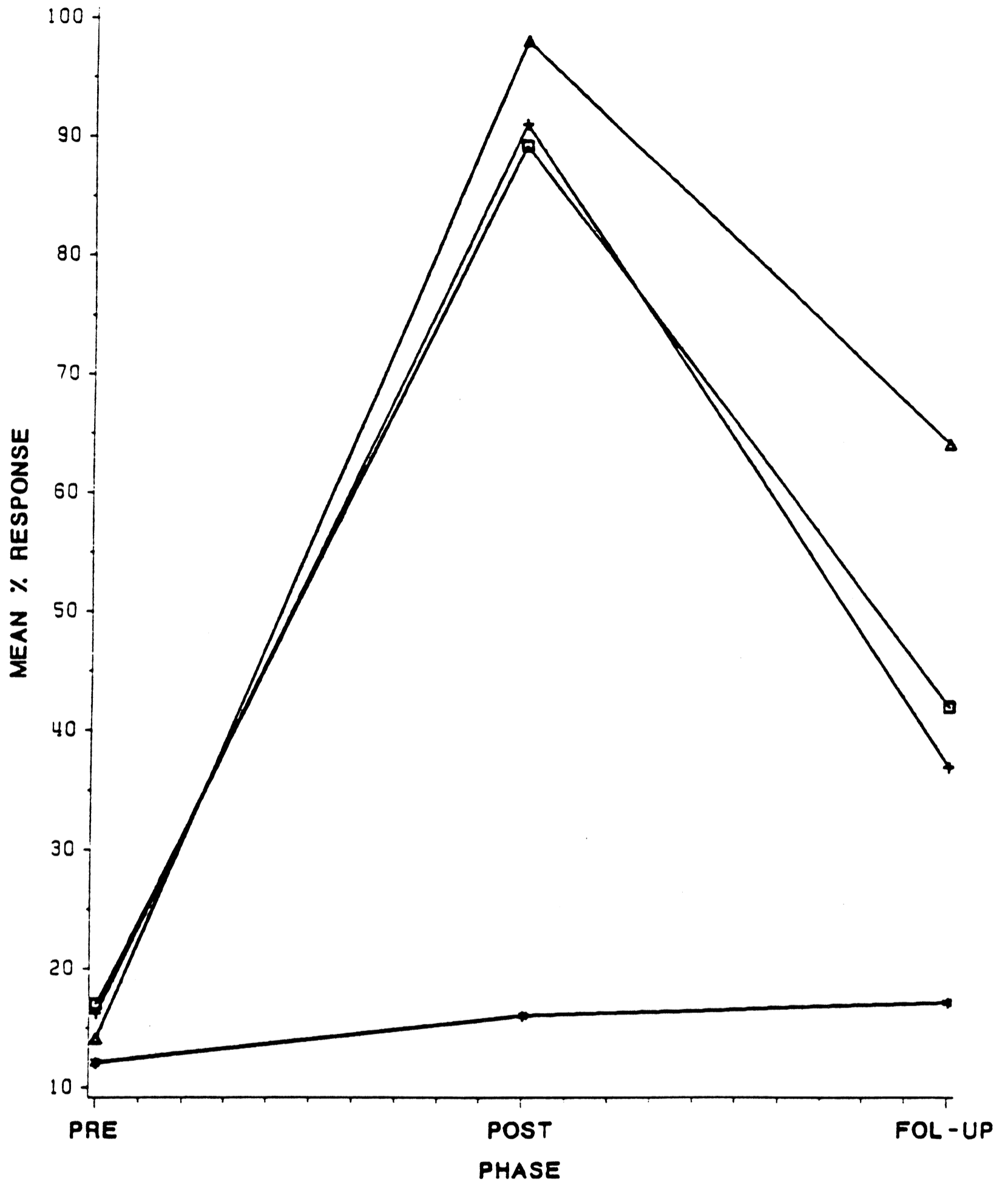


FIGURE 3. PHASE MEAN % CORRECT RESPONSE FOR SITUATION 2

Table 4. Group Means % and SD - Situation 3

GROUP	PRETEST	SD	POST-TEST	SD	FOLLOW-UP	SD
Grp 1	13.1	5.8	57.5	27.9	33.7	24.9
Grp 2	10.5	7.2	73.2	33.8	37.8	26.5
Grp 3	12.5	8.3	68.4	23	34.9	28.4
Grp 4	10.3	7.9	11.6	6.4	12.8	5.6

Grp 1 = Rehearsal Plus (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 2 = Elaborative (pre: n = 13, post: n = 13, and fol-up: n = 11)

Grp 3 = Behavioral (pre: n = 14, post: n = 14, and fol-up: n = 14)

Grp 4 = Control (pre: n = 12, post: n = 12, and fol-up: n = 8)

SD = Standard Deviation

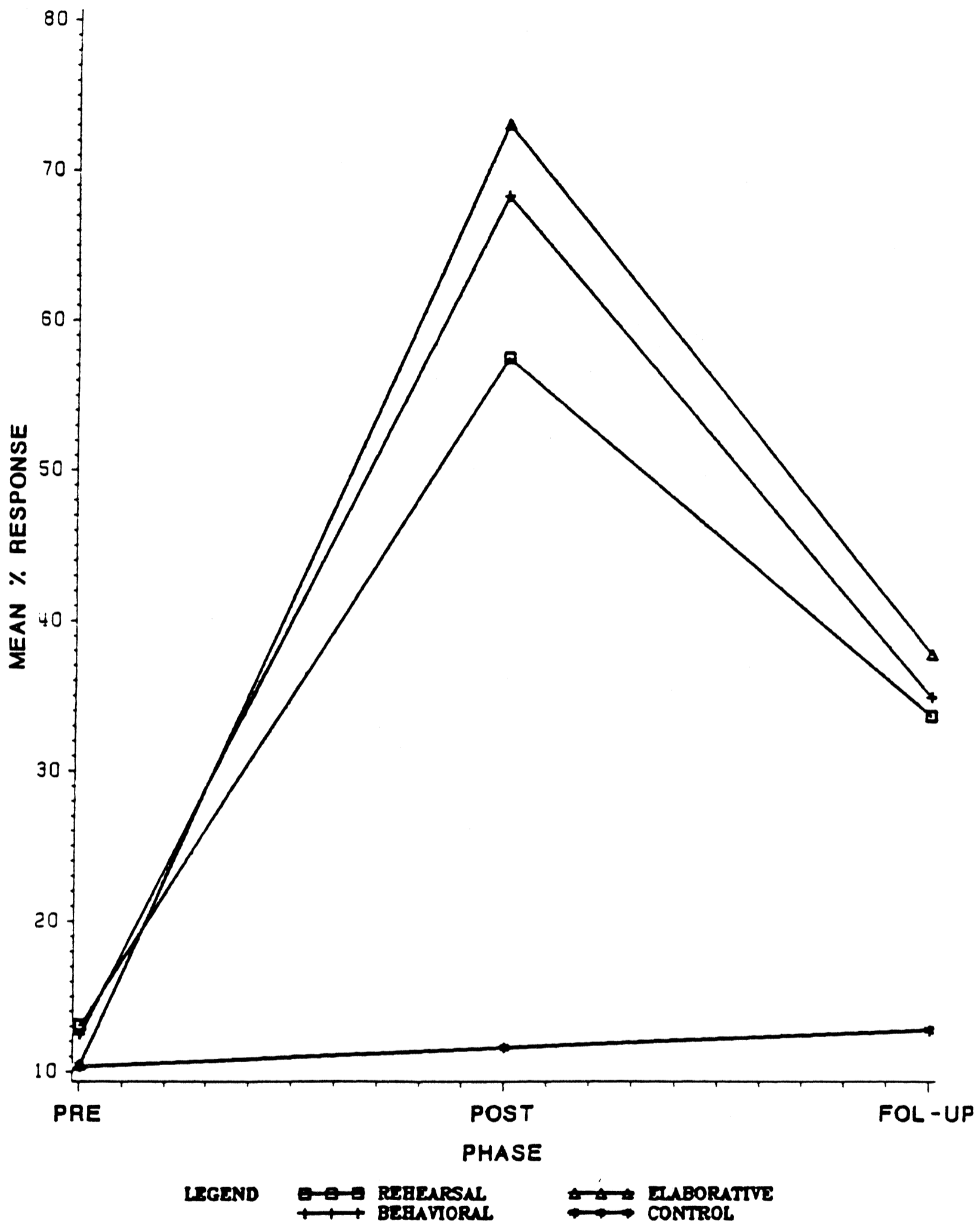


FIGURE 4. PHASE MEAN % CORRECT RESPONSE FOR SITUATION 3
 The Role of Rehearsal Plus on Fear Reduction

Fear

The Fire-Fear Items Inventory

Second, the effects of type of training on fear reduction were examined. The Fire-Fear Items Inventory was used as a dependent measure. As previously mentioned, Children were asked to report their their fear level of each item on this inventory by circling one of the following responses: none, some or a lot. These responses were scored as follows: one point was awarded for each none response, two points were awarded for each some response, and three points were awarded for each a lot response. The scores were then summed. The possible range of scores for this inventory was 15-48 points. The individual scores of subjects in this study ranged from 15 to 45 points. Table 5 and Figure 5 represent the mean of the raw scores for each group. A 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post, Follow-up) ANOVA which is depicted in Table 11 revealed no main effects for Group ($F_{3,44} = .61$, $p > .61$), nor a Group X Phase interaction ($F_{6,88} = 1.80$, $p < .11$). However, a main effect for Phase was revealed ($F_{2,88} = 17.79$, $p < .0001$). Since this finding was irrelevant to the experimental hypothesis, no further analyses were run.

The Fear of Fire Inventory

The Fear of Fire Items Inventory was used as a second dependent measure for fear. As previously mentioned, children were asked to report their their fear level of each item on this inventory by circling one of the following responses: none, some or a lot. These responses were scored as follows: one point was awarded for each none response, two points were awarded for each some response, and three points were awarded for each a lot response. The scores were then summed. The possible range of scores for this inventory was 15-45 points. The individual scores of subjects

Table 5. Group Means and SD - The Fire-Fear Items Inventory

GROUP	PRETEST	SD	POST-TEST	SD	FOLLOW-UP	SD
Grp 1	33.2	7	27.8	7.2	28	3.8
Grp 2	32.8	5.7	29.2	7.1	30.1	4.3
Grp 3	29.5	6.2	29.1	6.1	31.4	3.7
Grp 4	32.5	6.3	31.3	6.1	28.9	5.5

Grp 1 = Rehearsal Plus (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 2 = Elaborative (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 3 = Behavioral (pre: n = 14, post: n = 14, and fol-up: n = 14)

Grp 4 = Control (pre: n = 12, post: n = 12, and fol-up: n = 10)

SD = Standard Deviation

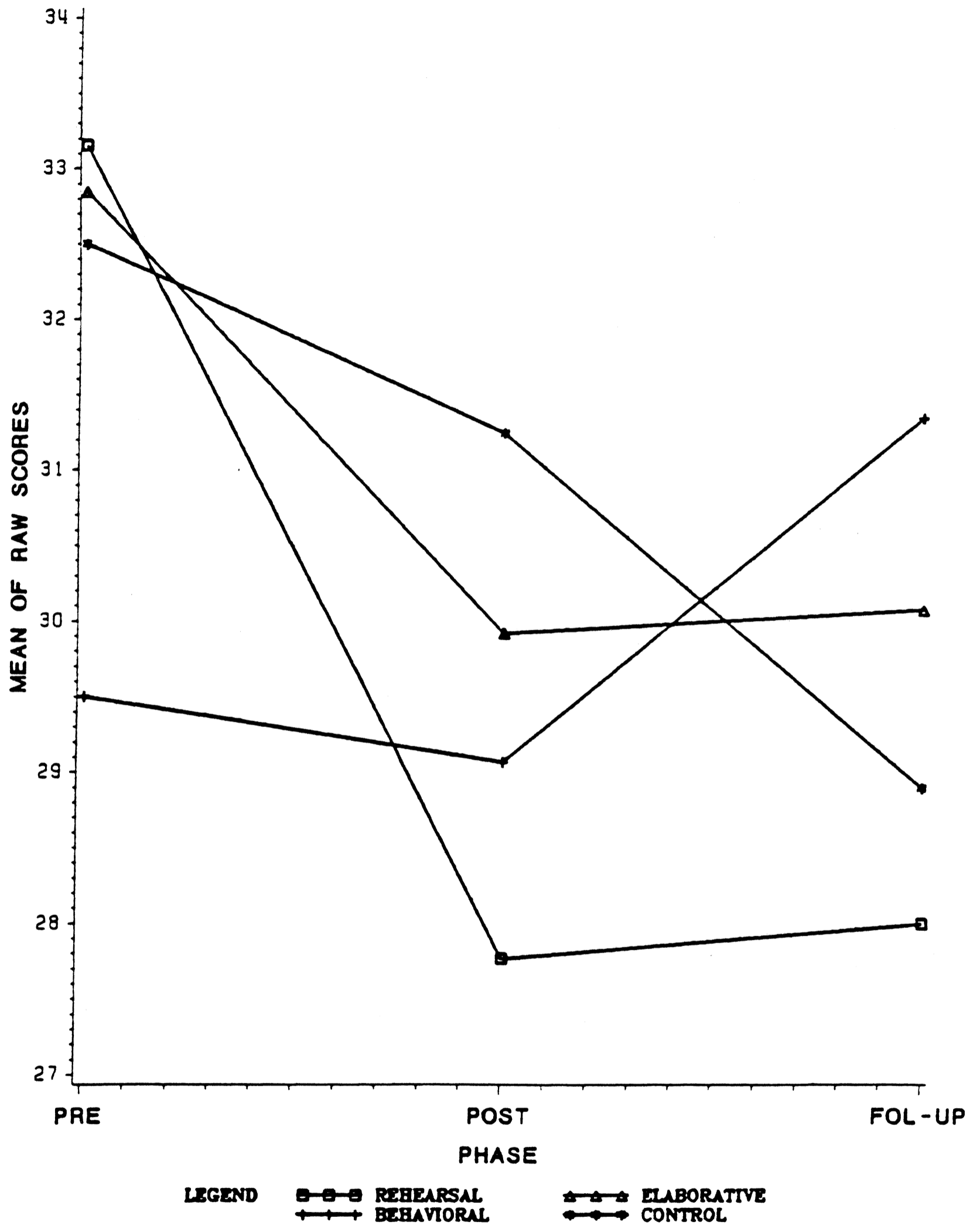


FIGURE 5. PHASE MEAN OF RAW SCORES FOR THE FIRE-FEAR ITEMS INVENTORY

in this study ranged from 15 to 42 points. Table 6 and Figure 6 represent the mean of the raw scores for each group. A 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post, Follow-up) ANOVA which is depicted in Table 11 revealed no main effects for Group ($F_{3,44} = 1.49, p < .23$), nor a Group X Phase interaction ($F_{6,88} = 1.58, p < .16$). However, a main effect for Phase ($F_{2,88} = 22.65, P < .0001$) was found. Since this finding was irrelevant to the experimental hypothesis, no further analyses were run.

Item Number Five of The Fire-Fear Items Inventory.

Item number five of The Fire-Fear Items Inventory was used as a third dependent measure for fear.. Children were required to report their their fear level of this item by circling one of the following responses: none, some or a lot. These response was scored as follows: one point was awarded for a none response, two points were awarded for a some response, and three points were awarded for an a lot response. The possible range of scores for this item was 1-3 points. The individual scores of subjects in this study ranged from 1 to 3 points. Table 7 and Figure 7 represent the mean of the raw scores for each group. A 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post, Follow-up) ANOVA which is depicted in Table 11 revealed no main effect for Group ($F_{3,44} = .59, p < .59$), nor a Group X Phase interaction ($F_{6,88} = .43, p < .86$). However, a main effect for Phases was revealed ($F_{2,88} = 17.79, p < .0001$). Since this finding was irrelevant to the experimental hypothesis, no further analyses were run.

Table 6. Group Means and SD - Fear of Fire Inventory

GROUP	PRETEST	SD	POST-TEST	SD	FOLLOW-UP	SD
Grp 1	33.4	3.9	25.8	6.6	27	4.8
Grp 2	34.2	4.5	30.3	4.6	30	4.7
Grp 3	31.8	3.8	27.9	5.6	30.5	5.5
Grp 4	32.3	5	29.4	4.5	28	5.2

Grp 1 = Rehearsal Plus (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 2 = Elaborative (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 3 = Behavioral (pre: n = 14, post: n = 14, and fol-up: n = 14)

Grp 4 = Control (pre: n = 12, post: n = 12, and fol-up: n = 10)

SD = Standard Deviation

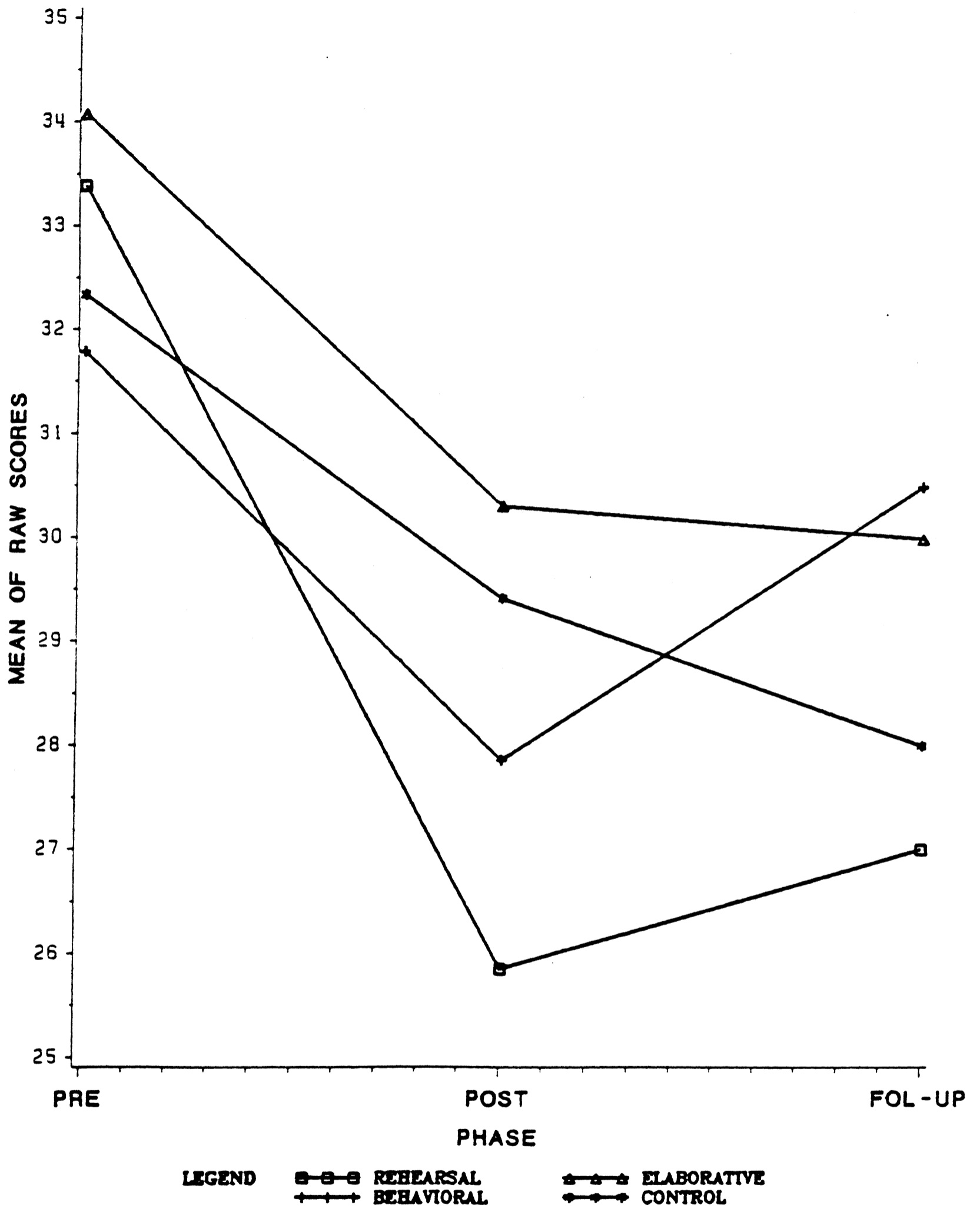


FIGURE 6. PHASE MEAN OF RAW SCORES FOR THE FEAR OF FIRE INVENTORY

The Role of Rehearsal Plus on Fear Reduction

Table 7. Group Means and SD - Item Number Five

GROUP	PRETEST	SD	POST-TEST	SD	FOLLOW-UP	SD
Grp 1	2.76	.4	1.69	.8	2.16	.9
Grp 2	2.61	.5	2.07	.6	2.08	.5
Grp 3	2.64	.5	2	.8	2.21	.9
Grp 4	2.33	.5	1.83	.7	1.9	.9

Grp 1 = Rehearsal Plus (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 2 = Elaborative (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 3 = Behavioral (pre: n = 14, post: n = 14, and fol-up: n = 14)

Grp 4 = Control (pre: n = 12, post: n = 12, and fol-up: n = 10)

SD = Standard Deviation

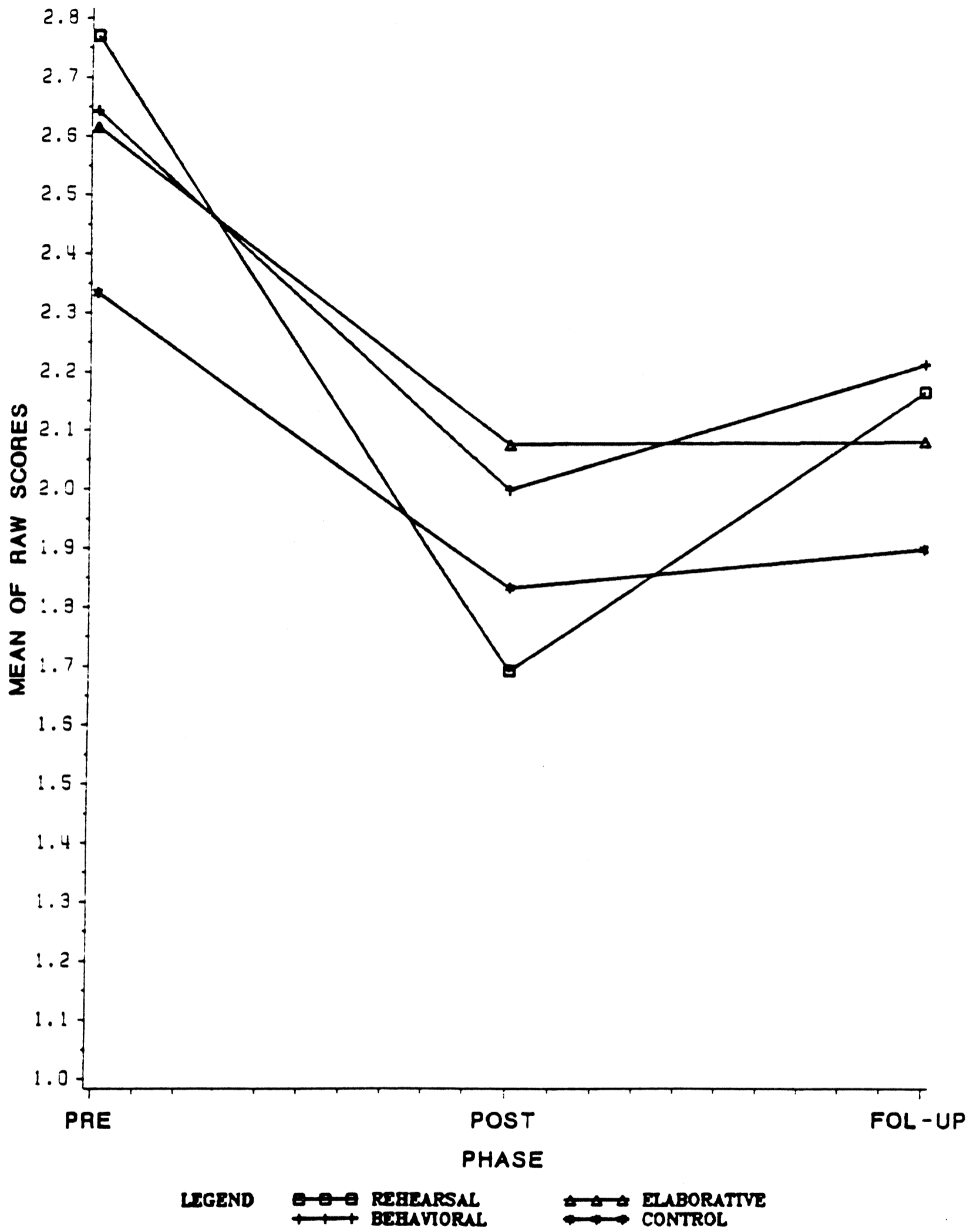


FIGURE 7. PHASE MEAN OF RAW SCORES SCORES FOR ITEM 5 OF THE FIRE-FEAR ITEMS INVENTORY
 The Role of Rehearsal Plus on Fear Reduction

Subjects Who Scored a 3 on Item Five

The Fear of Fire Inventory

An additional 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post, Follow-up) ANOVA were run on The Fire-Fear Items Inventory and The Fear of Fire Inventory with only subjects who scored a 3 on item number 5 (which indicated a high level of fear of fire) from The Fire-Fear Items Inventory. The analysis of The Fear of Fire Inventory indicated significant main effects for both Group ($F_{3,26} = 3.95, p < .0191$) and Phase ($F_{2,52} = 22.18, p < .0001$) and no Group X Phase interaction ($F_{6,52} = 1.16, p > .34$). Since these findings were irrelevant to the experimental hypothesis no further analyses were run.

The Fire-Fear Items Inventory

A 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post, Follow-up) ANOVA on The Fire-Fear Items Inventory revealed no main effect for Group ($F_{3,26} = 1.35, p > .27$) nor a Group X Phase interaction ($F_{6,52} = 1.34, p > .25$). However, a significant main effect for Phase ($F_{2,52} = 3.19, p < .0494$) was found. Since this finding was irrelevant to the experimental hypothesis no further analyses were run.

Knowledge

The Behavioral Skills Questionnaire

Third, the effects of type of training on knowledge attainment and maintenance were examined.

The Behavioral Skills Questionnaire was used as a dependent measure. This was an open ended inventory where children were awarded one point for each correct answer. Two of the 4 questions required 2 answers. The possible range of scores was 0-6 points. The individual scores of subjects in this study ranged from 0 to 5. Table 8 and Figure 8 represent the mean of the raw scores for each group. A 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post, Follow-up) ANOVA which is depicted in Table 11 revealed significant main effects for both Group ($F_{3,42} = 2.83, p < .0496$) and Phase ($F_{2,84} = 30.07, p < .0001$). However, no Group X Phase interaction ($F_{6,88} = 1.36, p > .23$) was found. Since these findings were irrelevant to the experimental hypothesis, no further analyses were run.

The Elaboration for Behavioral Skills Inventory

The Elaboration for Behavioral Skills Inventory was used as a second dependent measure for knowledge. This was an open ended inventory where children were awarded one point for each correct answer. Four of the 14 questions required 2 answers. The possible range of scores was 0-18 points. The individual scores of subjects in this study ranged from 0 to 16. Table 9 and Figure 9 represent the mean of the raw scores for each group. A 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post, Follow-up) ANOVA which is depicted in Table 11 revealed significant main effects for both Group ($F_{3,44} = 26.69, p < .0001$) and Phase ($F_{2,88} = 23.53, p < .0001$) which was qualified by a significant Group X Phase interaction ($F_{6,88} = 17.17, p < .0001$). Student-Newman-Kuels on the means at pretest revealed that none of the groups

Table 8. Group Means and SD - The Behavioral Skills Questionnaire

GROUP	PRETEST	SD	POST-TEST	SD	FOLLOW-UP	SD
Grp 1	1.53	1.3	2.69	1.4	3.25	1.7
Grp 2	1.15	1.1	2.46	1.1	3.25	1.5
Grp 3	1.28	.8	3.07	1.2	3.35	1.8
Grp 4	1.41	1.1	1.41	1	2.37	1.1

Grp 1 = Rehearsal Plus (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 2 = Elaborative (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 3 = Behavioral (pre: n = 14, post: n = 14, and fol-up: n = 14)

Grp 4 = Control (pre: n = 12, post: n = 12, and fol-up: n = 8)

SD = Standard Deviation

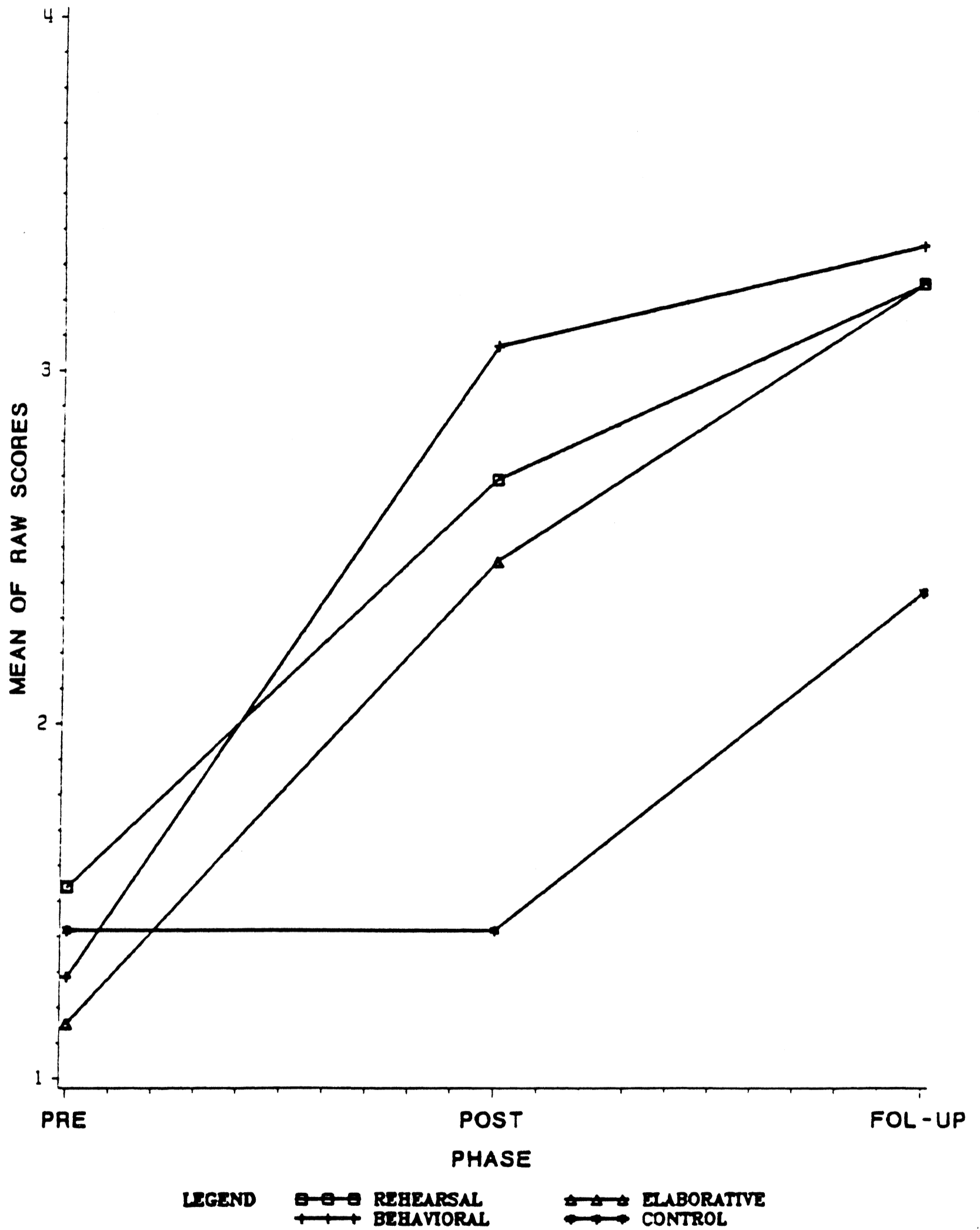


FIGURE 8. PHASE MEAN OF RAW SCORES FOR THE BEHAVIORAL SKILLS QUESTIONNAIRE

The Role of Rehearsal Plus on Fear Reduction

differed. Student-Newman-Kuels on the means at posttesting showed that the Elaborative ($X = 14.08$) group surpassed the Rehearsal Plus ($X = 6.17$), the Behavioral ($X = 4.29$) and the Control groups ($X = 3.70$). The Rehearsal Plus group differed from the Control group. Analyses at follow-up indicated that the Elaborative ($X = 9.08$) and the Rehearsal Plus ($X = 7.25$) groups differed from the Behavioral ($X = 4.57$) and Control ($X = 3.20$) groups.

The Rationale for Fire-Fear Items Inventory

The Rationale for Fire-Fear Items Inventory was used as a third dependent measure for knowledge. This was an open ended inventory where children were awarded one point for each correct answer. The possible range of scores was 0-5 points. The individual scores of subjects in this study ranged from 0 to 2. Table 10 and Figure 10 represent the mean of the raw scores for each group. A 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post, Follow-up) ANOVA which is depicted in Table 11 revealed significant main effects for both Group ($F_{3,44} = 4.47, p < .0080$) and Phase ($F_{2,88} = 4.89, p < .0097$) which was qualified by a significant Group X Phase interaction ($F_{6,88} = 2.60, p < .0230$). Student-Newman-Kuels tests at pretest revealed that none of the groups differed. Student-Newman-Kuels tests on the means at posttesting indicated that none of the groups differed from each other. However, analyses at follow-up showed that the Rehearsal Plus ($X = .750$) group surpassed the control ($X = .100$), the Elaborative ($X = .083$) and the Behavioral groups ($X = .000$). The Behavioral, Elaborative and Control groups did not differ from each other.

Table 9. Group Means and SD - Elaboration for Behavioral Skills Inventory

GROUP	PRETEST	SD	POST-TEST	SD	FOLLOW-UP	SD
Grp 1	5.38	1.9	6.07	2.1	7.25	1.5
Grp 2	4.69	2.4	13.69	2.8	9.08	3.5
Grp 3	3.57	1.6	4.28	2.3	4.57	1.9
Grp 4	3.91	2.5	3.75	2.7	3.2	2.3

Grp 1 = Rehearsal Plus (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 2 = Elaborative (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 3 = Behavioral (pre: n = 14, post: n = 14, and fol-up: n = 14)

Grp 4 = Control (pre: n = 12, post: n = 12, and fol-up: n = 10)

SD = Standard Deviation

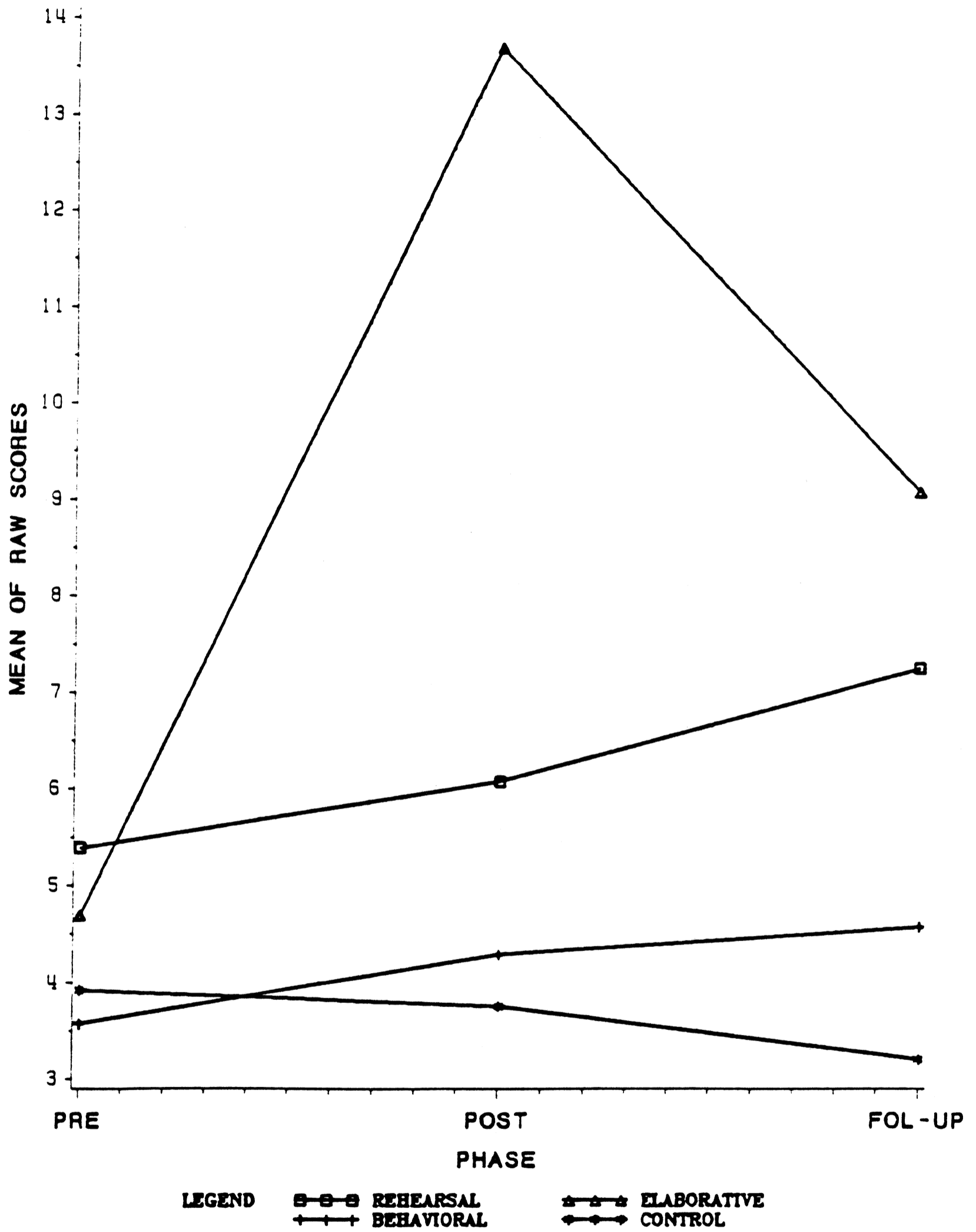


FIGURE 9. PHASE MEAN OF RAW SCORES FOR THE ELABORATION FOR BEHAVIORAL SKILLS QUESTIONNAIRE

The Role of Rehearsal Plus on Fear Reduction

Table 10. Group Means and SD - Rationale for Fire-Fear Inventory

GROUP	PRETEST	SD	POST-TEST	SD	FOLLOW-UP	SD
Grp 1	0	0	.61	1.1	.75	1
Grp 2	0	0	.15	.6	.08	.3
Grp 3	0	0	.07	.3	0	0
Grp 4	0	0	.08	.3	.1	.3

Grp 1 = Rehearsal Plus (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 2 = Elaborative (pre: n = 13, post: n = 13, and fol-up: n = 12)

Grp 3 = Behavioral (pre: n = 14, post: n = 14, and fol-up: n = 14)

Grp 4 = Control (pre: n = 12, post: n = 12, and fol-up: n = 10)

SD = Standard Deviation

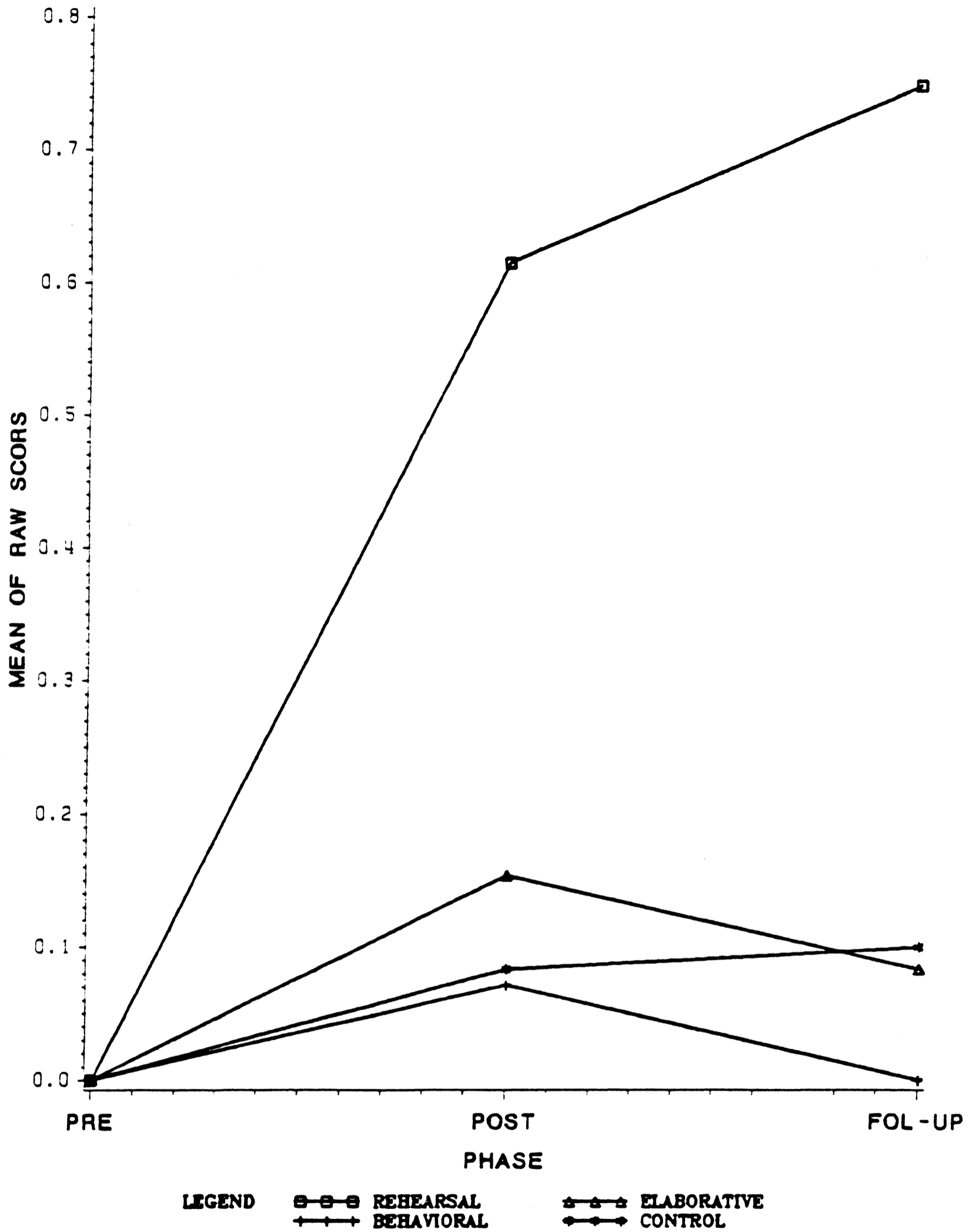


FIGURE 10. PHASE MEAN OF RAW SCORES FOR THE RATIONALE FOR FIRE-FEAR ITEMS INVENTORY

Table 11. Univariate Repeated Measures Analyses of Variance

VARIABLE	GROUP F	P	TIME F	P	INT F	P
Sit 1&2	28.37	.0001*	96.14	.0001*	8.34	.0002*
Sit 1	21.10	.0001*	60.27	.0001*	5.07	.0002*
Sit 2	29.19	.0001*	96.60	.0001*	8.61	.0001*
Sit 3	12.89	.0001*	42.54	.0001*	3.27	.0062*
FFII	.61	.61	17.79	.0001*	1.80	.11
FFI	1.49	.23	22.65	.0001*	1.58	.16
IF	.59	.59	17.79	.0001*	.43	.86
BSQ	2.83	.0496*	30.07	.0001*	1.36	.23
EBSQ	26.69	.0001*	23.53	.0001*	17.17	.0001*
RFFII	4.47	.0087*	4.89	.0097*	2.60	.023*

Sit 1&2 = Situations 1 and 2

Sit 1 = Situation 1

Sit 2 = Situation 2

Sit 3 = Situation 3

FFII = The Fire-Fear Items Inventory

FFI = The Fear of Fire Inventory

BSQ = The Behavioral Skills Questionnaire

EBSQ = The Elaboration for Behavioral Skills Questionnaire

RFFII = The Rationale for Fire-Fear Items Inventory

F = F test

P = P Value

* = Significant

Duration

Start, Finish and Duration Phases

Lastly, a series of 4-Groups (Rehearsal Plus, Elaborative, Behavioral, Control) X 3-Phases (Pre, Post, Follow-up) ANOVAs (examining the subjects start, finish and duration Phase times for each situation) were conducted. The results from these tests were nonsignificant. Tables 12, 13 and 14 depict the means all groups for situations 1, 2, and 3 on duration times.

Discussion

One major purpose of this study was to investigate the roles of three different types of training on response maintenance. Previous findings have suggested that response maintenance can be achieved by employing operant and self-control procedures (Jones & Kazdin, 1975; Wood & Flynn, 1978; Sanders & Glynn, 1981). However, there have been problems associated with many of these strategies. For example, when employing self-reinforcement, persons allowed to self-reward often become increasingly lenient over time, which seldom results in increased performance (Kazdin, 1974). Furthermore, maintenance often deteriorates once contingencies are withdrawn (Kazdin, 1984).

In examining studies which have shown limited response maintenance unless external agents (i.e., teacher, parents) administered the reinforcer, additional shortcomings are evident (Jones, Nelson, & Kazdin, 1977). More specific to the area of emergency skills, previous findings have suggested that cognitive-based techniques such as self-instructions and elaborative rehearsal may be useful in maintaining behavior (Williams & Jones, 1989; Hillman et al., 1986). While increased levels of re-

Table 12. Duration Group Means for Situation 1

GROUP	PRETEST	POST-TEST	FOLLOW-UP
Grp 1	44.5	33.8	38.5
Grp 2	31.3	36.6	43.6
Grp 3	37.2	40.1	36.7
Grp 4	30	24	25.1

Grp 1 = Rehearsal Plus

Grp 2 = Elaborative

Grp 3 = Behavioral

Grp 4 = Control

Time is reported in seconds.

Table 13. Duration Group Means for Situation 2

GROUP	PRETEST	POST-TEST	FOLLOW-UP
Grp 1	47.8	36	41.6
Grp 2	32	39.5	42.5
Grp 3	48.4	41.4	46.1
Grp 4	31.1	27.2	25.5

Grp 1 = Rehearsal Plus

Grp 2 = Elaborative

Grp 3 = Behavioral

Grp 4 = Control

Time is reported in seconds.

Table 14. Duration Group Means for Situation 3

GROUP	PRETEST	POST-TEST	FOLLOW-UP
Grp 1	52.1	47.4	61.4
Grp 2	46	53.5	61.9
Grp 3	47.5	52.9	66.8
Grp 4	40.4	34.6	31

Grp 1 = Rehearsal Plus

Grp 2 = Elaborative

Grp 3 = Behavioral

Grp 4 = Control

Time is reported in seconds.

sponse maintenance were achieved in these studies, relative to less cognitively based procedures, desired levels are still lacking. This present study was one of a series of investigations that examined the issue of response maintenance.

The two most noteworthy findings of this study were that both Rehearsal Plus and Elaborative strategies resulted in response maintenance of behavioral skills and knowledge. Initially, discussion of maintenance of behavioral skills will be presented, followed by a description of the knowledge variable. These findings attest to the effectiveness of cognitively based strategies in producing response maintenance. The results are consistent with previous research (Williams & Jones, 1989; Hillman et al., 1986) where similar levels of maintenance were obtained.

One possible explanation for the encouraging findings concerning behavioral skills may be due the types of processes engaged by children during training. The extent to which behavioral skills were remembered may have been contingent upon types of conceptual processes engaged while encoding stimuli (Jones et al., 1989). In order to further explicate these processes, previous research concerning memorial functioning should be discussed.

Craik and Lockart (1972) asserted that the internal nature of incoming information was determined by the processes performed during input. The product resulting from such processes was referred to as "codes." According to Craik and Lockart (1972), codes created by processes constitute the only feature of an input that is available for further processing. Therefore, the code serves as "memory" as well as a process. Furthermore, memory depends on the nature of the code. Craik and Lockhart (1972), in their levels of processing theory, predict that different codes have different permanence. Permanence is contingent upon the level at which information is processed. Processes that provide meaning to input result in that information being processed at deeper levels, which in turn lead to greater recall of acquired information. The application of this model to the development of maintenance and recall of fire safety skills appears to have had beneficial consequences for two groups.

More specifically, in the Elaborative group, the provision of rationale articulating the importance of each behavioral response may have enabled the information to be processed at a greater level, thus leading to greater recall. Regarding the Rehearsal Plus group, maintenance of behavioral responding may have resulted from the self-instructions component of this strategy. This contention is consistent with previous research (Jones & Haney, 1984; Williams & Jones, 1989). This component may have led subjects to take a more active role in training and, in doing so, allow the training process to become more meaningful. Consequently, acquired information may have been processed at a deeper level and therefore produced response maintenance.

Another component of Rehearsal Plus that may have contributed to maintenance was the coping technique. Employing this technique may have enabled subjects to reduce their fire-related fears. As previously mentioned, extreme levels of fear might hamper response in emergencies so that appropriate skills might not be acquired, used, or maintained (Jones & Ollendick, 1986). Furthermore, prior research has suggested that high levels of emotion interfere with successful conflict resolution and coping efforts (Janis & Mann, 1968). Although there were no significant between group differences on fear measures at pre post and follow-up testing, extreme levels of fear may still have occurred during training. More specifically, fear measures taken at pre, post and follow-up phases may have not been sufficient enough to capture the phenomenon of extreme levels of fear of fire hampering behavioral performances in fire emergencies. For example, at pretest, this phenomenon would not have been present because everyone would have obtained a low score for their behavioral performances, regardless of their fear levels, since no one was trained at this phase. At post and follow-up testing, the phenomenon may not have been present since the subjects were already taught how to cope with fire emergency situations. The most likely point when this phenomenon may have occurred was during training. To further explicate, at the onset of training, subjects were likely to possess their pretest fear levels. At this point, they were probably most likely to be hampered by high fear levels when attempting to learn and perform the fire safety steps. At some point between the onset and completion of training, subjects may have learned to cope with the fire emergency situation to the extent where their fear levels may have no longer hampered their

performances. This contention suggests that fear and behavioral measures should be taken during training in an attempt to ascertain the points at which high levels of fear hampers behavioral performance.

Learning the coping strategy within the context of the Rehearsal Plus strategy procedure provided subjects with a viable mechanism to confront their fears during training. This may have resulted in the subjects achieving a greater level of control in the fear-producing situation, thereby lessening initial fear and enabling them to acquire and maintain desired emergency skills. This contention is consistent with previous findings (Jones et al., 1989).

The finding that cognitive strategies such as Rehearsal Plus and Elaboration produced meaningful levels of maintenance of behavioral skills has several substantive implications. First, it implies that the types of processes engaged during learning may be of extreme importance. Encoding strategies that add meaning to skill attainment may result in greater maintenance. In light of the dearth of strong findings supporting attempts of response maintenance, these results provide conceptual as well as heuristic insight to this issue.

Second, cognitively based strategies may be more efficient than previous maintenance strategies. For example, behaviorally based techniques are largely dependent on extended lengths of training to ensure maintenance (Paul & Lentz, 1977). Several months to a year have been suggested lengths required to ensure maintenance. Conversely, given that cognitive strategies tap higher levels of cognitive functioning, less time may be required to produce potent results.

Third, cognitive strategies may provide subjects with a greater recall of learned material, thereby increasing the likelihood that subjects will be able to perform previously learned skills without external guidance. Furthermore, cognitive strategies may provide subjects with information and skills that are less likely to be forgotten after treatment is discontinued.

This study adds substantially to the existing literature in the area of childhood stress and coping. The development of strategies which produce maintenance is critical due to the nature and pervasiveness of potentially dangerous situations that children are confronted with. Given that many of these situations are life-threatening, it is imperative that children not only be taught but also remember correct responding. Employing strategies such as Rehearsal Plus and Elaboration when training skills may ensure such recall.

The second most important finding of this study was in the area of acquisition of behavioral knowledge. More specifically, the Elaborative group demonstrated significantly greater acquisition of behavioral knowledge than the other groups at post-test. This finding may have been a function of deeper processing. Given that the Elaborative group was provided with specific rationale concerning the importance of each response, a greater level of performance was hypothesized. Inasmuch as the rationale component (which may have led to a greater level of "meaningfulness" of information) served as the major element of the Elaborative strategy, the likelihood of greater processing and subsequent recall was increased. This contention is consistent with previous findings whereby elaborative training resulted in greater connections within and between materials to be learned and resulted in greater recall than training where such connections were not formed (Hayes, 1981; Pavio & Csapo, 1973; Levin, 1973).

Concerning fire safety, this finding is consistent with previous research where Elaborative strategies have resulted in greater behavioral knowledge acquisition as well as fear reduction (Jones, et al., in press; Jones et al., 1989) when compared to behavioral strategies. There are several implications for this finding. First, this finding suggests that strategies which enable subjects to assign meaningfulness to to-be-learned materials may produce greater acquisition than strategies that requires subjects to engage in strategies such as verbal rehearsal. Second, given that an Elaborative strategy may also, as previously mentioned, produce response maintenance, this strategy coupled with skills training may be important in producing maximal cognitive and behavioral changes. This contention is consistent with previous findings (Hillman et al., 1986; Jones et al., in press; Williams & Jones, 1989). Therefore, it is extremely useful for researchers to combine elaboration

with skills training and knowledge attainment to increase overall effectiveness of training procedures. Third, this finding suggest that meaningful changes can be achieved with interventions that are relatively non-labor-intensive to implement. Elaboration can enhance information attainment by simply providing rationales which add meaningfulness to the information.

This finding makes a significant contribution to the area of childhood stress and coping. Due to its simplicity in design and use, elaborative strategies seem applicable to large number of potential life-threatening problems such as drug refusal situations, safe street crossing and seat-belt-buckling practices. In spite of the Elaborative strategy's significant finding at post-test, where it exceeded all other groups, at follow-up, the elaborative group did not differ from all other groups. Additional research is needed in the area of maintenance for this procedure.

Another finding of this study was in the area of generalization. At post-test, elaborative, rehearsal plus as well as behavioral groups differed significantly from the control group on behavioral skills in an untrained situation. This finding supports the previous work of Jones and Haney (1984) where both cognitive (self-instructions) and behavioral groups demonstrated significantly greater levels of generalization to an untrained situation than a control group. One implication of this finding is that Behavioral strategies alone may be sufficient to produce generalization to an untrained situation. This finding is important in the area of childhood stress and coping. Training procedures that result in response or stimulus generalization are very useful since they would reduce training time by enabling researchers to train less responses and fewer situations. This would increase the effectiveness of training by extending the range of training effectiveness outside of the initial setting or response to other settings and behaviors. Strategies that result in generalization would allow children to respond effectively to untrained dangerous situations that are similar to trained situations. At follow-up, however, none of the groups differed. on the untrained situation. One possible explanation for the lack of between group differences may be the length of training. The training time was one half of that used in previous research where significant between group differences existed at five months follow-up testing for an untrained situation(Jones & Haney, 1984).

Concerning the fear measures, on all three fear measures, no between group differences were found. This suggested that the training strategies were not effective in reducing fear. The lack of between group differences may be attributed to several factors. The differences may have resulted from the inclusion of highly as well as moderately fearful subjects. In fact, twenty one of the fifty two subjects included in this study possessed only a moderate level of fear. These subjects were included because of an insufficient number of individuals possessing a high level of fear. This finding is consistent with previous results where subjects with moderate fear were employed (Jones & Randall, in prep). In conclusion, only those subjects with high levels of fear are likely to benefit from fear reduction strategies such as rehearsal plus. Another possible explanation could be the fear inventories that were employed. They may not have been sensitive enough to register changes. Inventories used in previous research where significant fear reduction was evident contained twice as many items as the ones employed in this study (Jones et al., 1989; in press). Another possible explanation could be the relatively brief period of the intervention which only lasted three days. Further research is needed in this area to ascertain strategies that will result in fear reduction in children.

Another finding was in the area of coping knowledge. The Rehearsal Plus group out performed all other groups in this area at follow-up. However, this finding must be qualified since overall all group scores on this inventory were close to zero. A possible score of five could have been obtained on this measure. While the Rehearsal Plus group scores exceeded that of the other groups, the mean of the raw scores for this group was only .8. One possible reason for the low performances on this inventory may have resulted from the format of the questionnaire which was open ended. A multi-choice format questionnaire may have yielded higher scores.

Several variables that were not included in the list of hypotheses were explored in this study as well. Analyses were conducted duration in order to ascertain the effects of types of training on start, finish and duration phases for each group while performing the fire emergency skills. None of the analyses were significant. The findings is important since one of the main goals of Rehearsal Plus, Elaborative, and Behavioral strategies is to enhance the likelihood children's safe evacuations during

a fire emergency without reducing children's reactions times which could endanger their lives; finding supports this goal.

In conclusion, this study yielded several significant findings. The most important findings were in the area of maintenance where cognitive-based strategies resulted in greater response maintenance than the control condition. The second most important finding was in the area of acquisition of behavioral knowledge where the Elaborative strategy led to greater acquisition of behavioral knowledge than the other groups. Other findings were in the area of generalization where the experimental groups demonstrated generalization at follow-up and in the area of coping rationale where the Rehearsal Plus group demonstrated maintenance at follow-up.

Several shortcomings should be noted. The most obvious one was discovering that second and third graders experienced great difficulties in writing down information on an open ended questionnaire. This would suggest that the open ended questions format presently used should be changed to multichoice format. Secondly, contrary to the expectation of only studying children with high levels of fears, due to a small sample, to included children of medium levels of fear were also studied. Lastly, the sheer volume of information that subjects received in the Rehearsal Plus group may have been too great for them to process. This could have resulted in subjects only being able to recall a small amount of information on the coping rationale inventory. Future research in this area needs to improve upon the effectiveness of rehearsal plus, by identify populations that it is most suited for, and by identify which elements of rehearsal plus are essential to its effectiveness.

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Appendix A. The Fear Inventory for Fire Safety

Directions:

Very often, people are afraid of certain things or situations. It is not odd or strange for people to have a fear of certain things.

Perhaps you know of a few things and experiences that may cause you to feel afraid or to have unpleasant feelings. Circle the word that best describe how much you are afraid now by each of the following items.

1. Smelling smoke in your home.....None Some A Lot

2. Seeing smoke in your home.....None Some A Lot

3. Hearing a burning fire outside your bedroom.....None Some A Lot

4. Seeing a burning fire in your home.....None Some A Lot

5. Smelling a burning fire in your home.....None Some A Lot
6. Losing control in a fire emergency.....None Some A Lot
7. Hearing a burning fire inside your room.....None Some A Lot
8. Seeing a fireman climb up a ladder to your
bedroom window.....None Some A Lot
9. Hearing windows being broken.....None Some A Lot
10. Hearing the siren of a police car.....None Some A Lot
11. Looking out of your bedroom window
in a fire emergency.....None Some A Lot
12. Feeling bedroom become hotter and
hotter during a fire emergency.....None Some A Lot
13. Hearing an explosion inside your house....None Some A Lot
14. Hearing an explosion outside your
bedroom window.....None Some A Lot
15. Seeing someone be carried from your
house on an ambulance stretcher.....None Some A Lot

Appendix B. The Fire-Fear Items Inventory

Directions:

Very often, people are afraid of certain things or situations. It is not odd or strange for people to have a fear of certain things.

Perhaps you know of a few things and experiences that may cause you to feel afraid or to have unpleasant feelings. Circle the word that best describe how much you are afraid now by each of the following items.

1. Seeing a fireman.....None Some A Lot

2. Smelling smoke in your bedroom.....None Some A Lot

3. Seeing a fire outside your bedroom.....None Some A Lot

4. Being confused during a fire emergency.....None Some A Lot

5. Fire--Getting burned.....None Some A Lot
6. Hearing a fire alarm in your house.....None Some A Lot
7. Seeing a fire truck.....None Some A Lot
8. Seeing smoke in your bedroom.....None Some A Lot
9. Getting burned in a fire.....None Some A Lot
10. Feeling hot air rush in your room.....None Some A Lot
11. Yelling for help during a fire.....None Some A Lot
12. Being confused on how to get out
of the house during a fire.....None Some A Lot
13. Being unable to help your family
during a fire.....None Some A Lot
14. Smoke coming into your room.....None Some A Lot
15. Being unable to get help in a fire.....None Some A Lot
16. Seeing a policeman.....None Some A Lot

Appendix C. The Rationale for Fire-Fear Items Questionnaire.

Directions:

I want all of you to pretend that your house is on fire. And I want you to write down why you should not be afraid in each of these situations.

- 1. Why should you not be afraid of seeing a fireman?**
- 2. Why should you not be afraid of smelling smoke in your bedroom?**
- 3. Why should you not be afraid of seeing a fire outside your bedroom?**

4. Why should you not be afraid of not knowing what to do in a fire emergency?
5. Why should you not be afraid of fire--getting burned?
6. Why should you not be afraid of hearing a fire alarm in your house?
7. Why should you not be afraid of seeing a fire truck?
8. Why should you not be afraid of seeing smoke in your bedroom?
9. Why should you not be afraid of getting burned in a fire?
10. Why should you not be afraid of feeling hot air rush in your room?
11. Why should you not be afraid of yelling for help during a fire?
12. Why should you not be afraid of not knowing how to get out of the house during a fire?

13. Why should you not be afraid of being unable to help your family during a fire?

14. Why should you not be afraid of smoke coming into your room?

15. Why should you not be afraid of being unable to get help in a fire?

16. Why should you not be afraid of seeing a policeman?

Appendix D. Elaboration for Behavioral skills Inventory.

Situation I. Nothing Blocking Your Path

1. Why should you roll out of bed and get into a crawl position?

2. Why should you feel the bottom of the door?

3. Why should you feel the top of the door?

4. Why should you use the back of your hand when feeling the door?

5. Why should you get back into a crawl position?

6. Why should you brace the door and open it only a crack?

7. Why should you feel the air?

8. Why should you close the door behind you?

9. Why should you crawl to the stairs and go down backwards?

10. Why should you crawl to the outside door of your house?

Situation II. Hot Air Rushing In

11. Why should you close the door when you feel hot air?

12. Why should you crawl to the rug and push it beneath the entire door?

13. Why should you get the shirt and crawl to the window?

14. Why do you wave the shirt out the window and yell for help?

Appendix E. The Behavioral Skills Questionnaire.

1. If you smelled smoke at night when you were in bed, tell me what you think you would do.

2. If your bedroom door was hot?

3. If your bedroom door was cool?

4. If there was a fire in your path after you left your bedroom?

Appendix F. Assessor's Guide

Appropriate Steps for

Situations I II and III

Script for Fire Safety Study

Orient the child to the testing procedure.

I am going to read three situations in which your house is on fire. Each time, I want you to do two things: first, show me everything you would do; and second, say "I'm done" when you're done. Now what are you going to do?

If the child can't answer the question, say:

- (a) "What are we going to pretend?" If the child hesitates, say "that your house is on _____."
- (b) "Are you going to tell me what you would do, or are you going to show me what you would do?" If the child hesitates, say "show me or tell me , I want you to do what you would do if your house was on fire...so are you going to tell me or show me? and
- (c) "What will you say when you're done?"

The child must give at least the following answers before you continue:

- (a) "fire"
- (b) "show you" and
- (c) "I'm done."

Tell the child the location of objects in the room:

"We're going to pretend that this is your bedroom. This is your bed, the pillow, the window. Over here is the chair with your T-shirt on it. Here's the rug, and this is your bedroom door." (Open it.) "Come and see what's out here. Over there are the other rooms in the house. Here are the steps going downstairs, and this is the door to the outside. When you walk across this line (walk across) you're now outside. Now show me where everything is."

To be read at the beginning of each scene:

"It's late at night and you're lying in bed. You smell smoke and your eyes are not burning and you're not coughing. You here this (sound of a buzzer) buzzzzzzzzzzzz. Show me what you would do.

Situation I: Nothing Blocking Your Path

Appropriate Responses

1. Rolls or slides out of bed onto the floor (does not sit up for more than five seconds).
2. Gets in crawl position after getting out of bed (before walking more than one step). Subject may sit down on the floor before actually getting in a crawl position with hands and knees flat on the floor.
3. Crawls directly from bed to door (using hands and knees).
4. Lifts one hand, places it on bottom of door (has one knee floor). Stands up and places hand on upper part of door.

5. Returns to crawl position (or squat).
6. Braces door with one foot and one hand at all times, keeping one knee on floor and placing a hand in front of crack; opens door one to two inches (not more than three inches) slowly.
7. Opens door further than one or two inches (from crawl or squat position).
8. Crawls outside bedroom door.
9. Closes door.
10. Crawls to the stairs and goes down backwards.
11. Crawls to the outside door and goes outside.

Situation II: Hot air rushing in

Appropriate Responses

1. Rolls or slides out of bed onto the floor (does not sit up for more than five seconds).

2. Gets in crawl position after getting out of bed (before walking more than one step). Subject may sit down on the floor before actually getting in a crawl position with hands and knees flat on the floor.
 3. Crawls directly from bed to door (using hands and knees).
 4. Lifts one hand, places it on bottom of door (has one knee floor). Stands up and places hand on upper part of door.
 5. Returns to crawl position (or squat).
 6. Braces door with one foot and one hand at all times, keeping one knee on floor and placing a hand in front of crack; opens door one to two inches (not more than three inches) slowly.
- CUE: Hot air rushes in
7. Closes door immediately (in crouch or squat position).
 8. Crawls and gets rug (or cloth).
 9. Crawls to door and pushes rug (or cloth) in front of entire door.
 10. Crawls to article of clothing or bedding.

11. Crawls to window (with article of clothing or bedding).
12. Opens window from either a kneeling or a standing position.
13. Yells and signals for help (wave article of clothings or bedding out window).

Situation III: Fire Blocking Your Path

Appropriate Responses

1. Rolls or slides out of bed onto the floor (does not sit up for more than five seconds).
2. Gets in crawl position after getting out of bed (before walking more than one step). Subject may sit down on the floor before actually getting in a crawl position with hands and knees flat on the floor.
3. Crawls directly from bed to door (using hands and knees).

4. Lifts one hand, places it on bottom of door (has one knee floor). Stands up and places hand on upper part of door.
5. Returns to crawl position (or squat).
6. Braces door with one foot and one hand at all times, keeping one knee on floor and placing a hand in front of crack; opens door one to two inches (not more than three inches) slowly.
7. Opens door further than one or two inches (from crawl or squat position).
8. Crawls outside bedroom door.
9. Closes door.
10. Crawls until sees fire.

CUE Picture of Fire

11. Crawls back to bedroom door.
12. Crawls back into room; closes door.
13. Crawls and gets rug (or cloth).

14. Crawls to door and pushes rug (or cloth) in front of entire door.

15. Crawls to article of clothing or bedding.

16. Crawls to window (with article of clothing or bedding).

17. Opens window from either a kneeling or a standing position.

18. Yells and signals for help (wave article of clothings or bedding out window).

Appendix G. Behavioral Observation Checklist.

Situation I: Nothing Blocking Your Path Rater _____

Room _____

Legend: S = Sequence O = Occurrence

X = Wrong DP = Didn't Perform Child _____

Appropriate Responses

1. Rolls or slides out of bed onto the floor (does not sit up for more than five seconds). S O X DP
2. Gets in crawl position after getting out of bed (before walking more than one step). Subject may sit down on the floor before actually getting in a crawl position with

- hands and knees flat on the floor. S O X DP
3. Crawls directly from bed to door (using hands and knees). S O X DP
4. Lifts one hand, places it on bottom of door (has one knee floor). Stands up and places hand on upper part of door. S O X DP
5. Returns to crawl position (or squat). S O X DP
6. Braces door with one foot and one hand at all times, keeping one knee on floor and placing a hand in front of crack; opens door one to two inches (not more than three inches) slowly. S O X DP
7. Opens door further than one or two inches (from crawl or squat position). S O X DP
8. Crawls outside bedroom door. S O X DP
9. Closes door. S O X DP
10. Crawls to the stairs and goes down backwards. S O X DP
11. Crawls to the outside door and goes outside. S O X DP

Appendix H. Behavioral Observation Checklist.

Situation II: Nothing Blocking Your Path Rater _____

Room _____

Legend: S = Sequence O = Occurrence

X = Wrong DP = Didn't Perform Child _____

Appropriate Responses

1. Rolls or slides out of bed onto the floor (does not sit up for more than five seconds).

S O X DP

2. Gets in crawl position after getting out of bed (before walking more than one step). Subject may sit down on the floor before actually getting in a crawl position with hands and knees flat on the floor. S O X DP
 3. Crawls directly from bed to door (using hands and knees). S O X DP
 4. Lifts one hand, places it on bottom of door (has one knee floor). Stands up and places hand on upper part of door. S O X DP
 5. Returns to crawl position (or squat). S O X DP
 6. Braces door with one foot and one hand at all times, keeping one knee on floor and placing a hand in front of crack; opens door one to two inches (not more than three inches) slowly. S O X DP
- CUE: Hot air rushes in
7. Closes door immediately (in crouch or squat position). S O X DP
 8. Crawls and gets rug (or cloth). S O X DP
 9. Crawls to door and pushes rug (or cloth) in front of entire door. S O X DP
 10. Crawls to article of clothing or bedding. S O X DP

11. Crawls to window (with article of clothing or bedding). S O X DP

12. Opens window from either a kneeling or a standing position. S O X DP

13. Yells and signals for help (wave article of clothings or
bedding out window). S O X DP

Appendix I. Behavioral Observation Checklist.

Situation III: Fire Blocking Your Path Rater _____

Room _____

Legend: S = Sequence O = Occurrence

X = Wrong DP = Didn't Perform Child _____

Appropriate Responses

1. Rolls or slides out of bed onto the floor (does not sit up for more than five seconds). S O X DP
2. Gets in crawl position after getting out of bed (before walking more than one step). Subject may sit down on the floor before actually getting in a crawl position with hands and knees flat on the floor. S O X DP
3. Crawls directly from bed to door (using hands and knees). S O X DP
4. Lifts one hand, places it on bottom of door (has one knee floor). Stands up and places hand on upper part of door. S O X DP
5. Returns to crawl position (or squat). S O X DP
6. Braces door with one foot and one hand at all times, keeping one knee on floor and placing a hand in front of crack; opens door one to two inches (not more than three inches) slowly. S O X DP
7. Opens door further than one or two inches (from crawl or squat position). S O X DP
8. Crawls outside bedroom door. S O X DP
9. Closes door. S O X DP

10. Crawls until sees fire.

S O X DP

CUE Picture of Fire

11. Crawls back to bedroom door.

S O X DP

12. Crawls back into room; closes door.

13. Crawls and gets rug (or cloth).

S O X DP

14. Crawls to door and pushes rug (or cloth) in front of entire
door.

S O X DP

15. Crawls to article of clothing or bedding.

S O X DP

16. Crawls to window (with article of clothing or bedding).

S O X DP

17. Opens window from either a kneeling or a standing position.

S O X DP

18. Yells and signals for help (wave article of clothings or
bedding out window).

S O X DP

Appendix J. Phase One Training Script

Situation I Day 1

Outline for Trainers

1) Instructions

2) Experimenter Models (E)

Experimenter models situation with all three subjects attending closely.

3) Subject Learns

Subjects individually performs situation behaviorally while simultaneously stating each response.

E provides behavioral and verbal feedback.

Allow subjects to provide peer reinforcement.

4) Subject Rehearses

Subject individually performs situation behaviorally on two consecutive occasions.

E should model all incorrect response immediately and allow subjects one opportunity to perform responses correctly.

At end of each rehearsal, allow opportunity for peer reinforcement and feed back.

Rotate the order of subjects each day

Day 1 1 2 3

Day 2 2 3 1

Day 3 3 1 2

Give a token for each correct rehearsal

(possible total of two)

INTRODUCTION

Each of you have been selected to participate in our special fire safety project. Over the next 3 days you will be meeting here for about one hour to learn more about fire safety. When you work and think hard you will be able to win tokens which can be turned in for a nice prize. On the third day you will be tested to see how much you've learned. We will test you again in about a month to see how much you have remembered. In order for you to learn everthing you must come all 3 days. Since we will be doing a lot of crawling, you should wear jeans. We have found that other boys and girls like yourself have really enjoyed this project. I think you will too!!

Any questions?

Get subject's names.

Ask if anyone's ever been in a fire--

Ask if anyone's ever been trained--

SITUATION 1

NOTHING BLOCKING YOUR PATH

Modeling

Now I am going to show and tell you what to do when "there is just a little smoke in your room. When there is a little smoke it might be safe to leave through your bedroom door, down the stairs, and out through the front door of your house."

Read cue:--"it is late at night and there is just a little smoke in

your room. You are not coughing and your eyes are not burning.

Your hear a smoke detector": *buzzzzzzzzzz*

I want you to watch what I do carefully. In order for you to earn a prize

you must do this correctly when we test you in 2 days. O.K.?

1) First, I roll or slide out of bed onto the floor.

2) Now I get into a crawl position on all fours.

3) Now I crawl directly from my bed to the bedroom door.

4) I will now feel the door two times:

A) First on the bottom with the back of my hand

B) Second, I stand up and feel the top of the door with
the back of my hand

5) "The door is not hot!" I will return to a crawl position.

6) Now I will open the door:

A) First, I will place one knee on the floor

Second, I will place one hand on the door (knob)

Third, I will place one foot on the door

B) Now I will turn the doorknob and open the door just a

crack.

C) Now I will place one hand in front of the crack still

bracing the door with my other hand.

* Hairdryer cue: "There is no hot air rushing in."

7) Since I do not feel hot air, now I open the door more while

I am still on my knees.

8) Now I crawl outside of the room.

9) Now I close my bedroom door.

10) Now I crawl to the stairs to get to the outside door. (When I get to the stairs I should crawl down backwards.)

11) Now I crawl to the door and open the outside door.

"Now I want you to do it." (start in bed)

"O.K.--there is just a little smoke in your room. You are not coughing

and your eyes are not burning. Now show and tell me everthing you would

do."

You may start now.

HAVE SUBJECTS SAY AND PERFORM RESPONSES SIMULTANEOUSLY

1) First, subject rolls or slides out of bed onto the floor.

- 2) Now subject gets into a crawl position on all fours.
 - 3) Now subject crawls directly from his bed to the bedroom door.
 - 4) Subject now feels the door two times:
 - A) First on the bottom with the back of his hand
 - B) Second the subject stands up and feels the top of the door with the back of his hand.
 - 5) "The door is not hot!" I will return to a crawl position.
 - 6) Now, subject opens the door:
 - A) First, I will place one knee on the floor
Second, I will place one hand on the door (knob)
Third, I will place one foot on the door
 - B) Now I will turn the doorknob and open the door just a

crack.
 - C) Now I will place one hand in front of the crack still

bracing the door with my other hand.
- *Hairdryer cue: "There is no hot air rushing in."

7) Since subjects does not feel hot air, he opens the door more

while he is still on his knees.

8) Now, subject crawls outside of the room.

9) Now, subject closes his bedroom door.

10) Now, subject crawls to the stairs to get to the outside door.

(When he gets to the stairs he should crawl down backwards.)

11) Now he crawls to the door and opens the outside door.

SUBJECT REHEARSAL

"Now I want you to rehearse two times."

"I want you to do one step at a time." (start with subject on bed)

"Wait until I ask you what to do next , before you do the next step"

Time one

"O.K., there is just a little smoke in your room." You are

not coughing and your eyes are not burning. You hear a smoke detector"

buzzzzzzzzzzzz

"Show me what you would do first"

- 1) Roll or crawl out of bed

"Show me what you would do next"

- 2) Get in a crawl position

"Show me what you would do next"

- 3) Crawl directly from bed to door. (using hands and knees)

"Show me what you would do next"

- 4) A) Lift one hand and feel bottom of door with the back of hand

"Show me what you would do next"

- 4) B) Stand up and feel top of door with the back of hand

"Show me what you would do next"

*Hand on hairdye

5) Return to a crawl position

"Show me what you would do next"

6) A) Brace the door

- with one foot on the door
- one knee on the floor
- and hand on the door knob

"Show me what you would do next"

6) B) Turn the knob and open door just a crack.

"Show me what you would do next"

6) C) Place one hand in front of crack still bracing door with
other hand.

*Hairdryer cue: "There is no hot air rushing in."

"Show me what you would do next"

7) Open the door further (from crawl position)

"Show me what you would do next"

8) Crawl outside bedroom

"Show me what you would do next"

9) Close the door

"Show me what you would do next"

10) Crawl to stairs to get to outside door (when I get to stairs I
should crawl down backwards)

"Show me what you would do next"

11) Opens the outside door

"Good, now I want you to rehearse once more what to do when nothing is
blocking your path."

Time Two

"O.K., there is just a little smoke in your room." You are

not coughing and your eyes are not burning. You hear a smoke detector"

buzzzzzzzzzzzz

"Show me what you would do first"

- 1) Roll or crawl out of bed

"Show me what you would do next"

- 2) Get in a crawl position

"Show me what you would do next"

- 3) Crawl directly from bed to door. (using hands and knees)

"Show me what you would do next"

- 4) A) Lift one hand and feel bottom of door with the back of hand

"Show me what you would do next"

- 4) B) Stand up and feel top of door with the back of hand

"Show me what you would do next"

*Hand on hairdryer

5) Return to a crawl position

"Show me what you would do next"

6) A) Brace the door

- with one foot on the door
- one knee on the floor
- and hand on the door knob

"Show me what you would do next"

6) B) Turn the knob and open door just a crack.

"Show me what you would do next"

6) C) Place one hand in front of crack still bracing door with
other hand.

*Hairdryer cue: "There is no hot air rushing in."

"Show me what you would do next"

7) Open the door further (from crawl position)

"Show me what you would do next"

8) Crawl outside bedroom

"Show me what you would do next"

9) Close the door

"Show me what you would do next"

10) Crawl to stairs to get to outside door (when I get to stairs I

should crawl down backwards)

"Show me what you would do next"

11) Open the outside door

Appendix K. Phase One Training Script

Situation II Day 2

SITUATION 2

HOT AIR RUSHING IN

O.K. Let's move on to situation 2. Now many of the steps will be the same, but some will be different. This time when you open the door hot air will rush in and I will teach you what to do.

Modeling

Now I am going to show and tell you what to do when "there is just a little smoke in your room. When there is a little smoke it might be safe to leave through your bedroom door, down the stairs, and out through the front door of your house."

Read cue:--"it is late at night and there is just a little smoke in

your room. You are not coughing and your eyes are not burning.

Your hear a smoke detector": buzzzzzzzzzz

I want you to watch what I do carefully. In order for you to earn a prize

you must do this correctly when we test you in 1 day. O.K.?

1) First, I roll or slide out of bed onto the floor.

- 2) Now I get into a crawl position on all fours.
 - 3) Now I crawl directly from my bed to the bedroom door.
 - 4) I will now feel the door two times:
 - A) First on the bottom with the back of my hand
 - B) Second, I stand up and feel the top of the door with the back of my hand
 - 5) "The door is not hot!" I will return to a crawl position.
 - 6) Now I will open the door:
 - A) First, I will place one knee on the floor
Second, I will place one hand on the door (knob)
Third, I will place one foot on the door
 - B) Now I will turn the doorknob and open the door just a crack.
 - C) Now I will place one hand in front of the crack still
bracing the door with my other hand.
- * Hairdryer cue: "There is hot air rushing in."

7) Now I shut the door, quickly.

8) Now I crawl and get my rug.

9) Now I crawl back to the door and cover the whole crack of

of the door with my rug.

10) Now I crawl to my shirt which is on my chair.

11) Now I crawl to the window with my shirt.

12) Now I open the window.

13) Now I yell for help and wave my shirt

"Now I want you to do it." (start in bed)

"O.K.--there is just a little smoke in your room. You are not coughing

and your eyes are not burning. Now show and tell me everthing you would

do."

You may start now.

HAVE SUBJECTS SAY AND PERFORM RESPONSES SIMULTANEOUSLY

- 1) First, subject rolls or slides out of bed onto the floor.
- 2) Now subject gets into a crawl position on all fours.
- 3) Now subject crawls directly from his bed to the bedroom door.
- 4) Subject now feels the door two times:
 - A) First on the bottom with the back of his hand
 - B) Second the subject stands up and feels the top of the door with the back of his hand.
- 5) "The door is not hot!" I will return to a crawl position.
- 6) Now, subject opens the door:
 - A) First, I will place one knee on the floor
Second, I will place one hand on the door (knob)
Third, I will place one foot on the door
 - B) Now I will turn the doorknob and open the door just a crack.

6) C) Place one hand in front of crack still bracing door with other hand.

*Hairdryer cue: "There is hot air rushing in."

7) Now subject shuts his door, quickly.

8) Now, subject crawls and gets his rug.

9) Now, subject crawls back to the door and covers the whole crack of the door with his rug.

10) Now, subject crawls to his shirt which is on his chair.

11) Now subject crawls to the window with his shirt.

12) Now subject open his window.

13) Now subject yells for help and waves his shirt.

SUBJECT REHEARSAL

"Now I want you to rehearse two times."

"I want you to do one step at a time." (start with subject on bed)

"Wait until I ask you what to do next , before you do the next step"

Time one

"O.K., there is just a little smoke in your room." You are
not coughing and your eyes are not burning. You hear a smoke detector"

buzzzzzzzzzzzzzz

"Show me what you would do first"

- 1) Roll or crawl out of bed

"Show me what you would do next"

- 2) Get in a crawl position

"Show me what you would do next"

- 3) Crawl directly from bed to door. (using hands and knees)

"Show me what you would do next"

4) A) Lift one hand and feel bottom of door with the back of hand

"Show me what you would do next"

4) B) Stand up and feel top of door with the back of hand

"Show me what you would do next"

*Hand on hairdryer

5) Return to a crawl position

"Show me what you would do next"

6) A) Brace the door

- with one foot on the door
- one knee on the floor
- and hand on the door knob

"Show me what you would do next"

6) B) Turn the knob and open door just a crack.

"Show me what you would do next"

6) C) Place one hand in front of crack still bracing door with

other hand.

*Hairdryer cue: "There is hot air rushing in."

"Show me what you would do next"

7) Close the door immediately.

"Show me what you would do next"

8) Crawl to get my rug.

"Show me what you would do next"

9) Crawl back to the door and cover the whole crack with my rug.

"Show me what you would do next"

10) Crawl to my shirt which is on my chair.

"Show me what you would do next"

11) Crawl to the window with my shirt.

"Show me what you would do next"

12) Open my window.

"Show me what you would do next"

13) Yell for help and wave my shirt.

"Good, now I want you to rehearse once more what to do when hot air is rushing in."

Time Two

"O.K., there is just a little smoke in your room." You are not coughing and your eyes are not burning. You hear a smoke detector"

buzzzzzzzzzzzzzz

"Show me what you would do first"

1) Roll or crawl out of bed

"Show me what you would do next"

2) Get in a crawl position

"Show me what you would do next"

3) Crawl directly from bed to door. (using hands and knees)

"Show me what you would do next"

4) A) Lift one hand and feel bottom of door with the back of hand

"Show me what you would do next"

4) B) Stand up and feel top of door with the back of hand

"Show me what you would do next"

*Hand on hairdryer

5) Return to a crawl position

"Show me what you would do next"

6) A) Brace the door

- with one foot on the door
- one knee on the floor
- and hand on the door knob

"Show me what you would do next"

6) B) Turn the knob and open door just a crack.

"Show me what you would do next"

- 6) C) Place one hand in front of crack still bracing door with other hand.

*Hairdryer cue: "There is hot air rushing in."

"Show me what you would do next"

- 7) Close the door immediately.

"Show me what you would do next"

- 8) Crawl to get my rug.

"Show me what you would do next"

- 9) Crawl back to the door and cover the whole crack with my rug.

"Show me what you would do next"

- 10) Crawl to my shirt which is on my chair.

"Show me what you would do next"

- 11) Crawl to the window with my shirt.

"Show me what you would do next"

12) Open my window.

"Show me what you would do next"

13) Yell for help and wave my shirt.

Appendix L. Phase One Training Script

Situation I and II Review Day 3

"Today we are going to rehearse the steps that we have learned

over the past two days. Each of you will get a turn to do two

rehearsals of each of the situations that you have learned."

SUBJECT REHEARSAL "NOTHING BLOCKING YOUR PATH"

Time One

"Now I want you to rehearse two times what to do when there is nothing blocking your path." "Who would like to go first?"

"I want you to do one step at a time." (start with subject on bed)

"Wait until I ask you what to do next , before you do the next step"

Time one

"O.K., there is just a little smoke in your room." You are not coughing and your eyes are not burning. You hear a smoke detector"

buzzzzzzzzzzzzzz

"Show me what you would do first"

- 1) Roll or crawl out of bed

"Show me what you would do next"

- 2) Get in a crawl position

"Show me what you would do next"

- 3) Crawl directly from bed to door. (using hands and knees)

"Show me what you would do next"

- 4) A) Lift one hand and feel bottom of door with the back of hand

"Show me what you would do next"

- 4) B) Stand up and feel top of door with the back of hand

"Show me what you would do next"

*Hand on hairdryer

- 5) Return to a crawl position

"Show me what you would do next"

- 6) A) Brace the door

- with one foot on the door
- one knee on the floor
- and hand on the door knob

"Show me what you would do next"

6) B) Turn the knob and open door just a crack.

"Show me what you would do next"

6) C) Place one hand in front of crack still bracing door with
other hand.

*Hairdryer cue: "There is no hot air rushing in."

"Show me what you would do next"

7) Open the door further (from crawl position)

"Show me what you would do next"

8) Crawl outside bedroom

"Show me what you would do next"

9) Close the door

"Show me what you would do next"

10) Crawl to stairs to get to outside door (when I get to stairs I
should crawl down backwards)

"Show me what you would do next"

3) Crawl directly from bed to door. (using hands and knees)

"Show me what you would do next"

4) A) Lift one hand and feel bottom of door with the back of hand

"Show me what you would do next"

4) B) Stand up and feel top of door with the back of hand

"Show me what you would do next"

*Hand on hairdryer

5) Return to a crawl position

"Show me what you would do next"

6) A) Brace the door

- with one foot on the door
- one knee on the floor
- and hand on the door knob

"Show me what you would do next"

6) B) Turn the knob and open door just a crack.

"Show me what you would do next"

6) C) Place one hand in front of crack still bracing door with
other hand.

*Hairdryer cue: "There is no hot air rushing in."

"Show me what you would do next"

7) Open the door further (from crawl position)

"Show me what you would do next"

8) Crawl outside bedroom

"Show me what you would do next"

9) Close the door

"Show me what you would do next"

10) Crawl to stairs to get to outside door (when I get to stairs I
should crawl down backwards)

"Show me what you would do first"

- 1) Roll or crawl out of bed

"Show me what you would do next"

- 2) Get in a crawl position

"Show me what you would do next"

- 3) Crawl directly from bed to door. (using hands and knees)

"Show me what you would do next"

- 4) A) Lift one hand and feel bottom of door with the back of hand

"Show me what you would do next"

- 4) B) Stand up and feel top of door with the back of hand

"Show me what you would do next"

*Hand on hairdryer

- 5) Return to a crawl position

"Show me what you would do next"

6) A) Brace the door

- with one foot on the door
- one knee on the floor
- and hand on the door knob

"Show me what you would do next"

6) B) Turn the knob and open door just a crack.

"Show me what you would do next"

6) C) Place one hand in front of crack still bracing door with
other hand.

*Hairdryer cue: "There is hot air rushing in."

"Show me what you would do next"

7) Close the door immediately.

"Show me what you would do next"

8) Crawl to get my rug.

"Show me what you would do next"

9) Crawl back to the door and cover the whole crack with my rug.

"Show me what you would do next"

10) Crawl to my shirt which is on my chair.

"Show me what you would do next"

11) Crawl to the window with my shirt.

"Show me what you would do next"

12) Open my window.

"Show me what you would do next"

13) Yell for help and wave my shirt.

"Good, now I want you to rehearse once more what to do when hot air is rushing in."

Time Two

"O.K., there is just a little smoke in your room." You are not coughing and your eyes are not burning. You hear a smoke detector"

buzzzzzzzzzzzz

"Show me what you would do first"

- 1) Roll or crawl out of bed

"Show me what you would do next"

- 2) Get in a crawl position

"Show me what you would do next"

- 3) Crawl directly from bed to door. (using hands and knees)

"Show me what you would do next"

- 4) A) Lift one hand and feel bottom of door with the back of hand

"Show me what you would do next"

- 4) B) Stand up and feel top of door with the back of hand

"Show me what you would do next"

***Hand on hairdryer**

5) Return to a crawl position

"Show me what you would do next"

6) A) Brace the door

- with one foot on the door
- one knee on the floor
- and hand on the door knob

"Show me what you would do next"

6) B) Turn the knob and open door just a crack.

"Show me what you would do next"

6) C) Place one hand in front of crack still bracing door with
other hand.

*Hairdryer cue: "There is hot air rushing in."

"Show me what you would do next"

7) Close the door immediately.

"Show me what you would do next"

8) Crawl to get my rug.

"Show me what you would do next"

9) Crawl back to the door and cover the whole crack with my rug.

"Show me what you would do next"

10) Crawl to my shirt which is on my chair.

"Show me what you would do next"

11) Crawl to the window with my shirt.

"Show me what you would do next"

12) Open my window.

"Show me what you would do next"

13) Yell for help and wave my shirt.

Appendix M. Phase Two Training Script

Behavioral Group

Situation I Day 1

SITUATION 1

NOTHING BLOCKING YOUR PATH

Modeling

"Now, we are going to do something slightly different. We are going to say the steps aloud without performing them. I will go first. I will say all of the steps twice then I will give each of you a chance to say them twice. O.K.? Now listen very carefully as I say the steps."

Read cue:--"it is late at night and there is just a little smoke in your room. You are not coughing and your eyes are not burning. You hear a smoke detector": *buzzzzzzzzzz*

- 1) First, I roll or slide out of bed onto the floor.
- 2) Next I get into a crawl position on all fours.
- 3) Next I crawl directly from my bed to the bedroom door.
- 4) I will next feel the door two times:
 - A) First on the bottom with the back of my hand

- B) Second, I stand up and feel the top of the door with the back of my hand
- 5) "The door is not hot!" I will return to a crawl position.
- 6) Next I will open the door:
- A) First, I will place one knee on the floor
Second, I will place one hand on the door (knob)
Third, I will place one foot on the door
- B) Next I will turn the doorknob and open the door just a crack.
- C) Next I will place one hand in front of the crack still bracing the door with my other hand.
- * Hairdryer cue: "There is no hot air rushing in."
- 7) Since I do not feel hot air, next I open the door more while I am still on my knees.
- 8) Next I crawl outside of the room.
- 9) Next I close my bedroom door.

10) Next I crawl to the stairs to get to the outside door. (When I get to the stairs I should crawl down backwards.)

11) Next I crawl to the door and open the outside door.

"Now I will say the steps again."

Read cue:--"it is late at night and there is just a little smoke in

your room. You are not coughing and your eyes are not

burning. You hear a smoke detector": buzzzzzzzzzz

1) First, I roll or slide out of bed onto the floor.

2) Next I get into a crawl position on all fours.

3) Next I crawl directly from my bed to the bedroom door.

4) I will next feel the door two times:

A) First on the bottom with the back of my hand

B) Second, I stand up and feel the top of the door with
the back of my hand

5) "The door is not hot!" I will return to a crawl position.

6) Next I will open the door:

A) First, I will place one knee on the floor

Second, I will place one hand on the door (knob)

Third, I will place one foot on the door

B) Next I will turn the doorknob and open the door just a

crack.

C) Next I will place one hand in front of the crack still

bracing the door with my other hand.

* Hairdryer cue: "There is no hot air rushing in."

7) Since I do not feel hot air, next I open the door more while I am still on my knees.

8) Next I crawl outside of the room.

9) Next I close my bedroom door.

10) Next I crawl to the stairs to get to the outside door. (When I get to the stairs I should crawl down backwards.)

11) Next I crawl to the door and open the outside door.

SUBJECT REHEARSAL

"Now, you may say them. Who would like to go first?"

Time One

Read cue:--"it is late at night and there is just a little smoke in

your room. You are not coughing and your eyes are not

burning. You hear a smoke detector": buzzzzzzzzzz

- 1) First, I roll or slide out of bed onto the floor.
- 2) Next I get into a crawl position on all fours.
- 3) Next I crawl directly from my bed to the bedroom door.
- 4) I will next feel the door two times:
 - A) First on the bottom with the back of my hand
 - B) Second, I stand up and feel the top of the door with the back of my hand

5) "The door is not hot!" I will return to a crawl position.

6) Next I will open the door:

A) First, I will place one knee on the floor

Second, I will place one hand on the door (knob)

Third, I will place one foot on the door

B) Next I will turn the doorknob and open the door just a

crack.

C) Next I will place one hand in front of the crack still

bracing the door with my other hand.

* Hairdryer cue: "There is no hot air rushing in."

7) Since I do not feel hot air, next I open the door more while

I am still on my knees.

8) Next I crawl outside of the room.

9) Next I close my bedroom door.

10) Next I crawl to the stairs to get to the outside door. (When I

get to the stairs I should crawl down backwards.)

11) Next I crawl to the door and open the outside door.

Time Two

"Now, I would like for you to say them again."

Read cue:--"it is late at night and there is just a little smoke in

your room. You are not coughing and your eyes are not

burning. You hear a smoke detector": buzzzzzzzz

1) First, I roll or slide out of bed onto the floor.

2) Next I get into a crawl position on all fours.

3) Next I crawl directly from my bed to the bedroom door.

4) I will next feel the door two times:

A) First on the bottom with the back of my hand

B) Second, I stand up and feel the top of the door with
the back of my hand

5) "The door is not hot!" I will return to a crawl position.

6) Next I will open the door:

A) First, I will place one knee on the floor

Second, I will place one hand on the door (knob)

Third, I will place one foot on the door

B) Next I will turn the doorknob and open the door just a

crack.

C) Next I will place one hand in front of the crack still

bracing the door with my other hand.

* Hairdryer cue: "There is no hot air rushing in."

7) Since I do not feel hot air, next I open the door more while I am still on my knees.

8) Next I crawl outside of the room.

9) Next I close my bedroom door.

10) Next I crawl to the stairs to get to the outside door. (When I get to the stairs I should crawl down backwards.)

11) Next I crawl to the door and open the outside door.

Appendix N. Phase Two Training Script

Behavioral Group

Situation II Day 2

SITUATION 2

HOT AIR RUSHING IN

Modeling

"Now, we are going to do the same as we did the day before. We are going to say the steps aloud without performing them. I will go first. I will say all of the steps twice then I will give each of you a chance to say them twice. O.K.? Now listen very carefully as I say the steps."

Read cue:--"it is late at night and there is just a little smoke in your room. You are not coughing and your eyes are not burning. You hear a smoke detector": *buzzzzzzzzzz*

- 1) First, I roll or slide out of bed onto the floor.
- 2) Next I get into a crawl position on all fours.
- 3) Next I crawl directly from my bed to the bedroom door.
- 4) I will next feel the door two times:
 - A) First on the bottom with the back of my hand
 - B) Second, I stand up and feel the top of the door with

the back of my hand

5) "The door is not hot!" I will return to a crawl position.

6) Next I will open the door:

A) First, I will place one knee on the floor

Second, I will place one hand on the door (knob)

Third, I will place one foot on the door

B) Next I will turn the doorknob and open the door just a crack.

C) Next I will place one hand in front of the crack still

bracing the door with my other hand.

* Hairdryer cue: "There is hot air rushing in."

7) Next I shut the door, quickly.

8) Next I crawl and get my rug.

9) Next I crawl back to the door and cover the whole crack of

of the door with my rug.

10) Next I crawl to my shirt which is on my chair.

11) Next I crawl to the window with my shirt.

12) Next I open the window.

13) Next I yell for help and wave my shirt

"Now I will say the steps again."

Read cue:--"it is late at night and there is just a little smoke in

your room. You are not coughing and your eyes are not

burning. You hear a smoke detector": buzzzzzzzzzz

1) First, I roll or slide out of bed onto the floor.

2) Next I get into a crawl position on all fours.

3) Next I crawl directly from my bed to the bedroom door.

4) I will next feel the door two times:

A) First on the bottom with the back of my hand

B) Second, I stand up and feel the top of the door with

the back of my hand

5) "The door is not hot!" I will return to a crawl position.

6) Next I will open the door:

A) First, I will place one knee on the floor

Second, I will place one hand on the door (knob)

Third, I will place one foot on the door

B) Next I will turn the doorknob and open the door just a crack.

C) Next I will place one hand in front of the crack still

bracing the door with my other hand.

♦ Hairdryer cue: "There is hot air rushing in."

7) Next I shut the door, quickly.

8) Next I crawl and get my rug.

9) Next I crawl back to the door and cover the whole crack of

of the door with my rug.

10) Next I crawl to my shirt which is on my chair.

11) Next I crawl to the window with my shirt.

12) Next I open the window.

13) Next I yell for help and wave my shirt

SUBJECT REHEARSAL

“Now, you may say them. Who would like to go first?”

Time One

Read cue:--“it is late at night and there is just a little smoke in

your room. You are not coughing and your eyes are not

burning. You hear a smoke detector”: ***buzzzzzzzzzz***

1) First, I roll or slide out of bed onto the floor.

- 2) Next I get into a crawl position on all fours.
 - 3) Next I crawl directly from my bed to the bedroom door.
 - 4) I will next feel the door two times:
 - A) First on the bottom with the back of my hand
 - B) Second, I stand up and feel the top of the door with the back of my hand
 - 5) "The door is not hot!" I will return to a crawl position.
 - 6) Next I will open the door:
 - A) First, I will place one knee on the floor
Second, I will place one hand on the door (knob)
Third, I will place one foot on the door
 - B) Next I will turn the doorknob and open the door just a crack.
 - C) Next I will place one hand in front of the crack still

bracing the door with my other hand.
- * Hairdryer cue: "There is hot air rushing in."

- 7) Next I shut the door, quickly.
- 8) Next I crawl and get my rug.
- 9) Next I crawl back to the door and cover the whole crack of

of the door with my rug.
- 10) Next I crawl to my shirt which is on my chair.
- 11) Next I crawl to the window with my shirt.
- 12) Next I open the window.
- 13) Next I yell for help and wave my shirt

Time Two

"Now, I would like for you to say them again."

Read cue:--"it is late at night and there is just a little smoke in

your room. You are not coughing and your eyes are not

burning. You hear a smoke detector": buzzzzzzzzzz

- 1) First, I roll or slide out of bed onto the floor.
- 2) Next I get into a crawl position on all fours.
- 3) Next I crawl directly from my bed to the bedroom door.
- 4) I will next feel the door two times:
 - A) First on the bottom with the back of my hand
 - B) Second, I stand up and feel the top of the door with the back of my hand
- 5) "The door is not hot!" I will return to a crawl position.
- 6) Next I will open the door:
 - A) First, I will place one knee on the floor
Second, I will place one hand on the door (knob)
Third, I will place one foot on the door
 - B) Next I will turn the doorknob and open the door just a crack.
 - C) Next I will place one hand in front of the crack still

bracing the door with my other hand.

* Hairdryer cue: "There is hot air rushing in."

7) Next I shut the door, quickly.

8) Next I crawl and get my rug.

9) Next I crawl back to the door and cover the whole crack of

of the door with my rug.

10) Next I crawl to my shirt which is on my chair.

11) Next I crawl to the window with my shirt.

12) Next I open the window.

13) Next I yell for help and wave my shirt

Appendix O. Phase Two Training Script

Behavioral Group

Situation I and II Review Day 3

"Now we are going to say the steps aloud that we have learned

over the past two days. Each of you will get a turn to do two

rehearsals of each of the situations that you have learned."

SUBJECT REHEARSAL "NOTHING BLOCKING YOUR PATH"

Time One

"Now I want you to say aloud two times, what to do when there is nothing blocking your path. Who would like to go first?"

Read cue:--"it is late at night and there is just a little smoke in

your room. You are not coughing and your eyes are not

burning. You hear a smoke detector": buzzzzzzzz

- 1) First, I roll or slide out of bed onto the floor.
- 2) Next I get into a crawl position on all fours.
- 3) Next I crawl directly from my bed to the bedroom door.
- 4) I will next feel the door two times:
 - A) First on the bottom with the back of my hand
 - B) Second, I stand up and feel the top of the door with the back of my hand

5) "The door is not hot!" I will return to a crawl position.

6) Next I will open the door:

A) First, I will place one knee on the floor

Second, I will place one hand on the door (knob)

Third, I will place one foot on the door

B) Next I will turn the doorknob and open the door just a

crack.

C) Next I will place one hand in front of the crack still

bracing the door with my other hand.

* Hairdryer cue: "There is no hot air rushing in."

7) Since I do not feel hot air, next I open the door more while

I am still on my knees.

8) Next I crawl outside of the room.

9) Next I close my bedroom door.

10) Next I crawl to the stairs to get to the outside door. (When I get to the stairs I should crawl down backwards.)

11) Next I crawl to the door and open the outside door.

Time Two

"Now I would like for you to say them again."

Read cue:--"it is late at night and there is just a little smoke in

your room. You are not coughing and your eyes are not

burning. You hear a smoke detector": buzzzzzzzzzz

- 1) First, I roll or slide out of bed onto the floor.
- 2) Next I get into a crawl position on all fours.
- 3) Next I crawl directly from my bed to the bedroom door.
- 4) I will next feel the door two times:
 - A) First on the bottom with the back of my hand
 - B) Second, I stand up and feel the top of the door with the back of my hand

5) "The door is not hot!" I will return to a crawl position.

6) Next I will open the door:

A) First, I will place one knee on the floor

Second, I will place one hand on the door (knob)

Third, I will place one foot on the door

B) Next I will turn the doorknob and open the door just a

crack.

C) Next I will place one hand in front of the crack still

bracing the door with my other hand.

* Hairdryer cue: "There is no hot air rushing in."

7) Since I do not feel hot air, next I open the door more while

I am still on my knees.

8) Next I crawl outside of the room.

9) Next I close my bedroom door.

10) Next I crawl to the stairs to get to the outside door. (When I get to the stairs I should crawl down backwards.)

11) Next I crawl to the door and open the outside door.

SUBJECT REHEARSAL "HOT AIR RUSHING IN"

Time one

"Now I want you to say aloud two times what to do when there is hot air rushing in. Who would like to go first?"

Read cue:--"it is late at night and there is just a little smoke in

your room. You are not coughing and your eyes are not

burning. You hear a smoke detector": ***buzzzzzzzzzz***

- 1) First, I roll or slide out of bed onto the floor.
- 2) Next I get into a crawl position on all fours.
- 3) Next I crawl directly from my bed to the bedroom door.

4) I will next feel the door two times:

A) First on the bottom with the back of my hand

B) Second, I stand up and feel the top of the door with
the back of my hand

5) "The door is not hot!" I will return to a crawl position.

6) Next I will open the door:

A) First, I will place one knee on the floor

Second, I will place one hand on the door (knob)

Third, I will place one foot on the door

B) Next I will turn the doorknob and open the door just a
crack.

C) Next I will place one hand in front of the crack still

bracing the door with my other hand.

* Hairdryer cue: "There is hot air rushing in."

7) Next I shut the door, quickly.

8) Next I crawl and get my rug.

9) Next I crawl back to the door and cover the whole crack of

of the door with my rug.

10) Next I crawl to my shirt which is on my chair.

11) Next I crawl to the window with my shirt.

12) Next I open the window.

13) Next I yell for help and wave my shirt

Time Two

“Now I would like for you to say them again.”

Read cue:--“it is late at night and there is just a little smoke in

your room. You are not coughing and your eyes are not

burning. You hear a smoke detector”: *buzzzzzzzzzz*

1) First, I roll or slide out of bed onto the floor.

- 2) Next I get into a crawl position on all fours.
 - 3) Next I crawl directly from my bed to the bedroom door.
 - 4) I will next feel the door two times:
 - A) First on the bottom with the back of my hand
 - B) Second, I stand up and feel the top of the door with the back of my hand
 - 5) "The door is not hot!" I will return to a crawl position.
 - 6) Next I will open the door:
 - A) First, I will place one knee on the floor
Second, I will place one hand on the door (knob)
Third, I will place one foot on the door
 - B) Next I will turn the doorknob and open the door just a crack.
 - C) Next I will place one hand in front of the crack still

bracing the door with my other hand.
- * Hairdryer cue: "There is hot air rushing in."

- 7) Next I shut the door, quickly.
- 8) Next I crawl and get my rug.
- 9) Next I crawl back to the door and cover the whole crack of

of the door with my rug.
- 10) Next I crawl to my shirt which is on my chair.
- 11) Next I crawl to the window with my shirt.
- 12) Next I open the window.
- 13) Next I yell for help and wave my shirt

Appendix P. Phase Two Training Script

Rehearsal Plus Group

Situation I DAY 1

“Now I am going to teach you some ways to help you reduce your fears of some events that might occur during a fire emergency.

We will do this by talking to ourselves. First, I will ask myself

five questions and I will answer each one. The five questions are:

first, what is happening? Second, how do I feel? Third, why?

Fourth, what do I need to do? And fifth, how am I doing?"

"Next, I will ask you, as a group, to repeat the answers for two of the questions. The questions will be: first, how do I feel? And second, why? Lastly, I will have one of you repeat the answers for the same two questions. Okay? Any questions?"

"Today we are going to cover eight events that might occur during a fire. We will go through each one separately. Now I want you to pay very close attention to the questions that I ask myself and the answers that I give, so later on you will be able to answer the questions that I will have for you. Okay?"

Let's pretend we see a fireman (hold up card 1).

The first question I ask myself is, "what is happening?"

I answer, "I see a fireman."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "he is coming to help me."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we see a fireman (hold up card 1).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we see a fireman (hold up card 1).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we smell smoke in our bedroom (hold up card 2).

The first question I ask myself is, "what is happening?"

I answer, "I smell smoke in my bedroom."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "if I get into a crawl position I can still breathe."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we smell smoke in our bedroom (hold up card 2).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we smell smoke in our bedroom (hold up card 2).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we see a fire outside of our bedroom (hold up card 3).

The first question I ask myself is, "what is happening?"

I answer, "I see a fire outside of my bedroom."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I know how to crawl back into my bedroom where I will
be safe."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we see a fire outside of our bedroom (hold up card 3).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend we see a fire outside of our bedroom (hold up card 3).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we are confused during a fire (hold up card 4).

The first question I ask myself is, "what is happening?"

I answer, "I am confused."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I have learned what steps to take when my house
is on fire."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are confused during a fire (hold up card 4).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend we are confused during a fire (hold up card 4).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we are afraid of fire--getting burned (hold up card 5).

The first question I ask myself is, "what is happening?"

I answer, "I am in danger of fire--getting burned."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I have learned what steps to take when my house is on fire."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are in danger of fire--getting burned

(hold up card 5).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend we are in danger of fire--getting burned.

(hold up card 5).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we hear a fire alarm in our house (hold up card 6).

The first question I ask myself is, "what is happening?"

I answer, "I hear a fire alarm."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I have learned what steps to take when my house is on fire."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we hear a fire alarm in our house (hold up card 6).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend we hear a fire alarm in our house (hold up card 6).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we see a fire truck (hold up card 7).

The first question I ask myself is, "what is happening?"

I answer, "I see a fire truck."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "someone is here to help me."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we see a fire truck (hold up card 7).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend we see a fire truck (hold up card 7).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we see smoke in our bedroom (hold up card 8).

The first question I ask myself is, "what is happening?"

I answer, "I see smoke in my bedroom."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I can get into a crawl position and the smoke won't hurt me."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we see smoke in our bedroom (hold up card 8)

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we see smoke in our bedroom (hold up card 8).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

MOVE ON TO WRITTEN REHEARSAL

The Rationale for Fire-Fear Items Questionnaire.

Directions:

I want all of you to pretend that your house is on fire. And I want you to write down why you should not be afraid in each of these situations.

1. Why should you not be afraid of seeing a fireman?

2. Why should you not be afraid of smelling smoke in your bedroom?

3. Why should you not be afraid of seeing a fire outside your bedroom?

4. Why should you not be afraid of being confused?

5. Why should you not be afraid of fire--getting burned?

6. Why should you not be afraid of hearing a fire alarm in your house?

7. Why should you not be afraid of seeing a fire truck?

8. Why should you not be afraid of seeing smoke in your bedroom?

Appendix Q. Phase Two Training Script

Rehearsal Plus Group

Situation II DAY 2

"Now we are going to cover eight more events that might occur during a fire. We will go through each one separately. Now I want you to pay very close attention to the questions that I ask myself and the answers that I give, so later on you will be able to answer the questions that I will have for you. Okay?"

Let's pretend we are in danger of getting burned in a fire.

(hold up card 9).

The first question I ask myself is, "what is happening?"

I answer, "I am in danger of getting burned in a fire."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I have learned what steps to take when my house is on fire."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are in danger of getting burned in a fire.

(hold up card 9)

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we are in danger of getting burned in a fire.

(hold up card 9).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we see hot air rushing in our room (hold up card 10).

The first question I ask myself is, "what is happening?"

I answer, "I feel hot air rushing in my room."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I can close my door."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we feel hot air rushing in our room (hold up card 10).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend, we feel hot air rushing in our room (hold up card 10).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we are yelling for help during a fire (hold up card 11).

The first question I ask myself is, "what is happening?"

I answer, "I am yelling for help."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "Someone will hear me."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are yelling for help during a fire (hold up card 11).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend we are yelling for help during a fire(hold up card 11).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

*Let's pretend we are confused on how to get out of the house during
a fire (hold up card 12).*

The first question I ask myself is, "what is happening?"

I answer, "I am confused on how to get out of the house."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I have learned what steps to take when my house is on fire."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now lets answer two of these questions as a group."

Let's pretend we are confused on how to get out of the house during

a fire (hold up card 12).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend, we are confused on how to get out of the house during

a fire (hold up card 12).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend, we are unable to help our family during a fire (hold

up card 13)

The first question I ask myself is, "what is happening?"

I answer, "I am unable to help my family during a fire."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "others will try to help them."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are unable to help our family during a fire (hold up card 13).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend we are unable to help our family during a fire (hold

up card 13).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend smoke is coming into our room during a fire (hold up

card 14).

The first question I ask myself is, "what is happening?"

I answer, "smoke is coming into my room."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I know if I cover the crack of my door with my rug it
will keep the smoke out."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend smoke is coming into our room during a fire (hold up

card 14).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like

to answer them.”

Let’s pretend smoke is coming into our room during a fire (hold up card 14).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let’s move on to the next event.

Let's pretend we are unable to get help in a fire (hold up card 15)

The first question I ask myself is, "what is happening?"

I answer, "I am unable to get help."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I have learned what steps to take when my house is on
fire."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are unable to get help in a fire (hold up card 15).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we are unable to get help in a fire (hold up card 15).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we see a policeman (hold up card 16).

The first question I ask myself is, "what is happening?"

I answer, "I see a policeman."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "he is coming to help me."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we see a policeman (hold up card 16).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend we see a policeman (hold up card 16).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

MOVE ON TO WRITTEN REHEARSAL

The Rationale for Fire-Fear Items Questionnaire.

Directions:

I want all of you to pretend that your house is on fire. And I want you to write down why you should not be afraid in each of these situations.

9. Why should you not be afraid of getting burned in a fire?

10. Why should you not be afraid of feeling hot air rush in your room?

11. Why should you not be afraid of yelling for help during a fire?

12. Why should you not be afraid of being confused on how to get out of the house during a fire?

13. Why should you not be afraid of being unable to help your family during a fire?

14. Why should you not be afraid of smoke coming into your room?

15. Why should you not be afraid of being unable to get help in a fire?

16. Why should you not be afraid of seeing a policeman?

Appendix R. Phase Two Training Script

Rehearsal Plus Group

Situation I And II DAY 3

"Now we are going to review the sixteen events that we have covered in the last two days. We will go through each separately. Now I want you to pay very close attention to the questions that I ask myself and the answers that I give, so later on you will be able to answer the questions that I will have for you. Okay?"

Let's pretend we see a fireman (hold up card 1).

The first question I ask myself is, "what is happening?"

I answer, "I see a fireman."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "he is coming to help me."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we see a fireman (hold up card 1).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend we see a fireman (hold up card 1).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we smell smoke in our bedroom (hold up card 2).

The first question I ask myself is, "what is happening?"

I answer, "I smell smoke in my bedroom."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "if I get into a crawl position I can still breathe."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we smell smoke in our bedroom (hold up card 2).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we smell smoke in our bedroom (hold up card 2).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we see a fire outside of our bedroom (hold up card 3).

The first question I ask myself is, "what is happening?"

I answer, "I see a fire outside of my bedroom."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I know how to crawl back into my bedroom where I will be safe."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we see a fire outside of our bedroom (hold up card 3).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we see a fire outside of our bedroom (hold up card 3).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend, we are confused during a fire (hold up card 4).

The first question I ask myself is, "what is happening?"

I answer, "I am confused."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I have learned what steps to take when my house
is on fire."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are confused during a fire (hold up card 4).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend we are confused during a fire (hold up card 4).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we are in danger of fire--getting burned

(hold up card 5).

The first question I ask myself is, "what is happening?"

I answer, "I am in danger of fire--getting burned."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I have learned what steps to take when my house is on fire."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are in danger of fire--getting burned

(hold up card 5).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we are in danger of fire--getting burned

(hold up card 5).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we hear a fire alarm in our house (hold up card 6).

The first question I ask myself is, "what is happening?"

I answer, "I hear a fire alarm."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I have learned what steps to take when my house is on
fire."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we hear a fire alarm in our house (hold up card 6).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend, we hear a fire alarm in our house (hold up card 6).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we see a fire truck (hold up card 7).

The first question I ask myself is, "what is happening?"

I answer, "I see a fire truck."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "someone is here to help me."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we see a fire truck (hold up card 7).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we see a fire truck (hold up card 7).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we see smoke in our bedroom (hold up card 8).

The first question I ask myself is, "what is happening?"

I answer, "I see smoke in my bedroom."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I can get into a crawl position and the smoke won't hurt me."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we see smoke in our bedroom (hold up card 8)

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend we see smoke in our bedroom (hold up card 8).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we are in danger of getting burned in a fire.

(hold up card 9).

The first question I ask myself is, "what is happening?"

I answer, "I am in danger of getting burned in a fire."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I have learned what steps to take when my house is on fire."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are in danger of getting burned in a fire.

(hold up card 9).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we are in danger of getting burned in a fire.

(hold up card 9).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we feel hot air rushing in our room (hold up card 10).

The first question I ask myself is, "what is happening?"

I answer, "I feel hot air rushing in my room."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I can close my door."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we feel hot air rushing in our room (hold up card 10).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend, we feel hot air rushing in our room (hold up card 10).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we are yelling for help during a fire (hold up card 11).

The first question I ask myself is, "what is happening?"

I answer, "I am yelling for help."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "Someone will hear me."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are yelling for help during a fire (hold up card 11).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we are yelling for help during a fire (hold up card 11).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we are confused on how to get out of the house during

a fire (hold up card 12).

The first question I ask myself is, "what is happening?"

I answer, "I am confused on how to get out of the house."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I have learned what steps to take when my house is on
fire."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are confused on how to get out of the house during

a fire (hold up card 12).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like

to answer them.”

Let's pretend we are confused on how to get out of the house during

a fire (hold up card 12).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we are unable to help our family during a fire (hold up card 13)

The first question I ask myself is, "what is happening?"

I answer, "I am unable to help my family during a fire."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "others will try to help them."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are unable to help our family during a fire (hold up card 13).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend we are unable to help our family during a fire (hold up card 13).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend smoke is coming into our room during a fire (hold up card 14).

The first question I ask myself is, "what is happening?"

I answer, "smoke is coming into my room."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I know if I cover the crack of my door with my rug it will keep the smoke out."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend smoke is coming into our room during a fire (hold up

card 14).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

“Now I want one of you to answer the two questions. Who would like to answer them.”

Let's pretend smoke is coming into our room during a fire (hold up card 14).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend we are unable to get help in a fire (hold up card 15)

The first question I ask myself is, "what is happening?"

I answer, "I am unable to get help."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "I have learned what steps to take when my house is on
fire."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we are unable to get help in a fire (hold up card 15).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we are unable to get help in a fire (hold up card 15).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Let's move on to the next event.

Let's pretend, we see a policeman (hold up card 16).

The first question I ask myself is, "what is happening?"

I answer, "I see a policeman."

The next question I ask myself is, "how do I feel?"

I answer, "I am not afraid."

The next question I ask myself is, "why?"

I answer, "he is coming to help me."

The next question I ask myself is, "what do I need to do?"

I answer, "I should relax and think before I act."

The last question I ask myself is, "how am I doing?"

I answer, "I am doing good."

"Now let's answer two of these questions as a group."

Let's pretend we see a policeman (hold up card 16).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

"Now I want one of you to answer the two questions. Who would like to answer them."

Let's pretend we see a policeman (hold up card 16).

The first question I want you to answer is, how do you feel?

The next question I want you to answer is, why?

Okay?

Any questions?

Appendix S. Phase Two Training Script

Elaboration Group

Situation I Day 1

NOTHING BLOCKING YOUR PATH

INTRODUCTION

“Now we will discuss why its important to do each step. It is important that you know why you should do each step correctly. Pay very close attention and think hard. I’m going to ask you some

questions and I want you to raise your hand if you know the answer.

O.k.?"

1) Why should you roll out of bed and get into a CRAWL position?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 1 UP FOR THEM HERE

2) Firemen tell us that you should: roll out of bed and get into a crawl position because it helps you to see and breathe better.

HAVE SUBJECTS REPEAT EACH REASON

"I should roll out of bed and get into a crawl position, because repeat after me, it helps me to see and breathe better."

O.K.

3) Any questions.

1) Why should you feel the **BOTTOM** of the door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 2 UP FOR THEM HERE

2) Firemen tell us that you should feel the bottom of the door to see
if the bottom door of the is hot.

HAVE SUBJECTS REPEAT EACH REASON

"I should feel the bottom of the door, repeat after me, to see if the bottom of the door is hot."

O.K.

3) Any questions.

1) Why should you feel the TOP of the door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 3 UP FOR THEM HERE

- 2) Firemen tell us that you should feel the top of the door to see if the top of the door is hot.

HAVE SUBJECTS REPEAT EACH REASON

"I should feel the top of the door, repeat after me, to see if the top of the door is hot."

O.K.

- 3) Any questions.

- 1) Why should you use the BACK of your hand when feeling the door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 4 UP FOR THEM HERE

- 2) Firemen tell us that you should use the back of you hand because you can feel heat faster that way.

HAVE SUBJECTS REPEAT EACH REASON

"I should use the back of my hand because repeat after me, I can feel heat faster."

O.K.

- 3) Any questions.

- 1) Why should you get back into a CRAWL position?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 5 UP FOR THEM HERE

- 2) Firemen tell us that you should get back into a crawl position because it helps you to see and breathe better.

HAVE SUBJECTS REPEAT EACH REASON

"I should get back into a crawl position because, repeat after me, it helps me to see and breathe better."

O.K.

- 3) Any questions.

1) Why should you BRACE the door and open it only a crack?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 6 UP FOR THEM HERE

2) Firemen tell us that you should brace the door and open it only a crack, because it keeps fire from 1) pushing the door open and 2) letting the fire come in.

HAVE SUBJECTS REPEAT EACH REASON

"I should brace the door, and open it only a crack, repeat after me, to keep the fire from pushing the door open, and letting the fire come in."

O.K.

3) Any questions.

1) Why should you FEEL the air?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 7 UP FOR THEM HERE

2) Firemen tell us that you should feel the air to see if it is
hot or cold.

HAVE SUBJECTS REPEAT EACH REASON

"I should feel the air repeat after me, to see if it is hot or cold.

O.K.

3) Any questions.

1) Why should you CLOSE the door behind you?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 8 UP FOR THEM HERE

2) Firemen tell us that you should close the door behind you to keep the fire and smoke out of your room.

HAVE SUBJECTS REPEAT EACH REASON

"I should close my door behind me, repeat after me, to keep the fire and smoke out of my room."

O.K.

1) Why should you crawl to the stairs and go down BACKWARDS?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 9 UP FOR THEM HERE

2) Firemen tell us that you should crawl to the stairs and go down backwards, because it is easier and safer.

HAVE SUBJECTS REPEAT EACH REASON

"I should crawl to the stairs and go down backwards because, repeat after me, it is easier and safer."

O.K.

3) Any questions.

1) Why should you crawl to the OUTSIDE DOOR of your house.

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 10 UP FOR THEM HERE

2) Firemen tell us that you should crawl to the outside door to
get out of your house.

HAVE SUBJECTS REPEAT EACH REASON

"I should crawl to the outside door repeat after me, to get out of my house."

O.K.

3) Any questions.

MOVE ON TO WRITTEN REHEARSAL

Elaboration for Behavioral skills Inventory.

Situation I. Nothing Blocking Your Path

1. Why should you roll out of bed and get into a crawl position?

2. Why should you feel the bottom of the door?

3. Why should you feel the top of the door?

4. Why should you use the back of your hand when feeling the door?

5. Why should you get back into a crawl position?

6. Why should you brace the door and open it only a crack?

7. Why should you feel the air?

8. Why should you close the door behind you?

9. Why should you crawl to the stairs and go down backwards?

10. Why should you crawl to the outside door of your house?

Appendix T. Phase Two Training Script

Elaboration Group

Situation II Day 2

HOT AIR RUSHING IN

INTRODUCTION

“Now we will discuss why its important to do each step. It is important that you know why you should do each step correctly. Pay very close attention and think hard. I’m going to ask you some

questions and I want you to raise your hand if you know the answer.

O.k.?"

1) Why should you roll out of bed and get into a CRAWL position?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 1 UP FOR THEM HERE

2) Firemen tell us that you should: roll out of bed and get into a crawl position because it helps you to see and breathe better.

HAVE SUBJECTS REPEAT EACH REASON

"I should roll out of bed and get into a crawl position, because repeat after me, it helps me to see and breathe better."

O.K.

3) Any questions.

1) Why should you feel the **BOTTOM** of the door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 2 UP FOR THEM HERE

2) Firemen tell us that you should feel the bottom of the door to see
if the bottom of door the is hot.

HAVE SUBJECTS REPEAT EACH REASON

"I should feel the bottom of the door, repeat after me, to see
if the bottom of the door is hot."

O.K.

3) Any questions.

1) Why should you feel the TOP of the door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 3 UP FOR THEM HERE

- 2) Firemen tell us that you should feel the top of the door to see if the top of the door is hot.

HAVE SUBJECTS REPEAT EACH REASON

"I should feel the top of the door, repeat after me, to see if the top of the door is hot."

O.K.

- 3) Any questions.

- 1) Why should you use the BACK of your hand when feeling the door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 4 UP FOR THEM HERE

- 2) Firemen tell us that you should use the back of you hand because you can feel heat faster that way.

HAVE SUBJECTS REPEAT EACH REASON

"I should use the back of my hand because repeat after me, I can feel heat faster."

O.K.

- 3) Any questions.

- 1) Why should you get back into a CRAWL position?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 5 UP FOR THEM HERE

- 2) Firemen tell us that you should get back into a crawl position because it helps you to see and breathe better.

HAVE SUBJECTS REPEAT EACH REASON

"I should get back into a crawl position because, repeat after me, it helps me to see and breathe better."

O.K.

- 3) Any questions.

1) Why should you BRACE the door and open it only a crack?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 6 UP FOR THEM HERE

2) Firemen tell us that you should brace the door and open it only a crack, because it keeps fire from 1) pushing the door open and 2) letting the fire come in.

HAVE SUBJECTS REPEAT EACH REASON

"I should brace the door, and open it only a crack, repeat after me, to keep the fire from pushing the door open, and letting the fire come in."

O.K.

3) Any questions.

1) Why should you FEEL the air?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 7 UP FOR THEM HERE

2) Firemen tell us that you should feel the air to see if it is
hot or cold.

HAVE SUBJECTS REPEAT EACH REASON

"I should feel the air repeat after me, to see if it is hot or cold.

O.K.

3) Any questions.

1) Why should you close the door when you feel HOT air?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 8 UP FOR THEM HERE

2) Firemen tell us that you should close the door when you feel hot air to keep the fire out of your room.

HAVE SUBJECTS REPEAT EACH REASON

"I should close the door when I feel hot air, repeat after me, to keep the fire out of my room."

O.K.

3) Any questions.

1) Why should you CRAWL to the rug and PUSH it beneath the entire door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 9 UP FOR THEM HERE

2) Firemen tell us that we should push the rug beneath the entire door to keep the smoke from coming into the room.

HAVE SUBJECTS REPEAT EACH REASON

"I should push my rug beneath the entire door, repeat after me,

to keep the smoke from coming into the room.”

O.K.

3) Any questions.

1) Why should you get the SHIRT and crawl to the window?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 10 UP FOR THEM HERE

2) Firemen tell us that you should get the shirt and crawl to the window to wave for help.

HAVE SUBJECTS REPEAT EACH REASON

"I should crawl to the window with my shirt, repeat after me,
to wave for help."

O.K.

3) Any questions.

1) Why do we WAVE the shirt out the window and YELL for help?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 11 UP FOR THEM HERE

2) Firemen tell us you wave the shirt and yell for help so
so you will be seen.

HAVE SUBJECTS REPEAT EACH REASON

"I wave my shirt and yell, repeat after me, so firemen will see me."

O.K.

3) Any questions?

MOVE ON TO WRITTEN REHEARSAL

Elaboration for Behavioral skills Inventory.

Situation II. Hot Air Rushing In

11. Why should you close the door when you feel hot air?

12. Why should crawl to the rug and push it beneath the entire door?

13. Why should you get the shirt and crawl to the window?

14. Why do you wave the shirt out the window and yell for help?

Appendix U. Phase Two Training Script

Elaboration Group

Situation I AND II REVIEW DAY 3

“Now we are going to review the reasons why it is important to do each step for the two situations that we have learned over the past two days. First, we will cover the reasons why it is important to do the steps in the situation where there is nothing blocking your path.”

NOTHING BLOCKING YOUR PATH

- 1) Why should you roll out of bed and get into a CRAWL position?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 1 UP FOR THEM HERE

- 2) Firemen tell us that you should: roll out of bed and get into a crawl position because it helps you to see and breathe better.

HAVE SUBJECTS REPEAT EACH REASON

"I should roll out of bed and get into a crawl position, because repeat after me, it helps me to see and breathe better."

O.K.

3) Any questions.

1) Why should you feel the **BOTTOM** of the door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 2 UP FOR THEM HERE

2) Firemen tell us that you should feel the bottom of the door to see
if the bottom door of the is hot.

HAVE SUBJECTS REPEAT EACH REASON

"I should feel the bottom of the door, repeat after me, to see
if the bottom of the door is hot."

O.K.

3) Any questions.

1) Why should you feel the TOP of the door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 3 UP FOR THEM HERE

2) Firemen tell us that you should feel the top of the door to see if
the top of the door is hot.

HAVE SUBJECTS REPEAT EACH REASON

"I should feel the top of the door, repeat after me, to see if the top of the door is hot."

O.K.

3) Any questions.

1) Why should you use the BACK of your hand when feeling the door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 4 UP FOR THEM HERE

2) Firemen tell us that you should use the back of you hand because

you can feel heat faster that way.

HAVE SUBJECTS REPEAT EACH REASON

"I should use the back of my hand because repeat after me, I can feel heat faster."

O.K.

3) Any questions.

1) Why should you get back into a CRAWL position?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 5 UP FOR THEM HERE

- 2) Firemen tell us that you should get back into a crawl position because it helps you to see and breathe better.

HAVE SUBJECTS REPEAT EACH REASON

"I should get back into a crawl position because, repeat after me, it helps me to see and breathe better."

O.K.

- 3) Any questions.

- 1) Why should you BRACE the door and open it only a crack?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 6 UP FOR THEM HERE

- 2) Firemen tell us that you should brace the door and open it only a crack, because it keeps fire from 1) pushing the door open and 2) letting the fire come in.

HAVE SUBJECTS REPEAT EACH REASON

“I should brace the door, and open it only a crack, repeat after me, to keep the fire from pushing the door open, and letting the fire come in.”

O.K.

- 3) Any questions.

1) Why should you FEEL the air?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 7 UP FOR THEM HERE

2) Firemen tell us that you should feel the air to see if it is
hot or cold.

HAVE SUBJECTS REPEAT EACH REASON

"I should feel the air repeat after me, to see if it is hot or cold.

O.K.

3) Any questions.

1) Why should you CLOSE the door behind you?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 8 UP FOR THEM HERE

2) Firemen tell us that you should close the door behind you to keep the fire and smoke out of your room.

HAVE SUBJECTS REPEAT EACH REASON

"I should close my door behind me, repeat after me, to keep the fire and smoke out of my room."

O.K.

- 1) Why should you crawl to the stairs and go down BACKWARDS?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 9 UP FOR THEM HERE

- 2) Firemen tell us that you should crawl to the stairs and go down backwards, because it is easier and safer.

HAVE SUBJECTS REPEAT EACH REASON

"I should crawl to the stairs and go down backwards because, repeat after me, it is easier and safer."

O.K.

3) Any questions.

1) Why should you crawl to the **OUTSIDE DOOR** of your house.

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 10 UP FOR THEM HERE

2) Firemen tell us that you should crawl to the outside door to
get out of your house.

HAVE SUBJECTS REPEAT EACH REASON

"I should crawl to the outside door repeat after me, to get out of my house."

O.K.

3) Any questions.

"Now we will cover the reasons why it is important to do the steps in the situation where there is hot air rushing in."

HOT AIR RUSHING IN

1) Why should you roll out of bed and get into a CRAWL position?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 1 UP FOR THEM HERE

- 2) Fire men tell us that you should: roll out of bed and get into a crawl position because it helps you to see and breathe better.

HAVE SUBJECTS REPEAT EACH REASON

"I should roll out of bed and get into a crawl position, because repeat after me, it helps me to see and breathe better."

O.K.

- 3) Any questions.

1) Why should you feel the **BOTTOM** of the door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 2 UP FOR THEM HERE

2) Firemen tell us that you should feel the bottom of the door to see
if the bottom door of the is hot.

HAVE SUBJECTS REPEAT EACH REASON

"I should feel the bottom of the door, repeat after me, to see
if the bottom of the door is hot."

O.K.

3) Any questions.

1) Why should you feel the TOP of the door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 3 UP FOR THEM HERE

2) Firemen tell us that you should feel the top of the door to see if
the top of the door is hot.

HAVE SUBJECTS REPEAT EACH REASON

"I should feel the top of the door, repeat after me, to see if

the top of the door is hot.”

O.K.

3) Any questions.

1) Why should you use the BACK of your hand when feeling the door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 4 UP FOR THEM HERE

2) Firemen tell us that you should use the back of you hand because
you can feel heat faster that way.

HAVE SUBJECTS REPEAT EACH REASON

"I should use the back of my hand because repeat after me, I can feel heat faster."

O.K.

3) Any questions.

1) Why should you get back into a CRAWL position?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 5 UP FOR THEM HERE

2) Firemen tell us that you should get back into a crawl position because it helps you to see and breathe better.

HAVE SUBJECTS REPEAT EACH REASON

"I should get back into a crawl position because, repeat after me,
it helps me to see and breathe better."

O.K.

3) Any questions.

1) Why should you BRACE the door and open it only a crack?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 6 UP FOR THEM HERE

- 2) Firemen tell us that you should brace the door and open it only a crack, because it keeps fire from 1) pushing the door open and 2) letting the fire come in.

HAVE SUBJECTS REPEAT EACH REASON

"I should brace the door, and open it only a crack, repeat after me, to keep the fire from pushing the door open, and letting the fire come in."

O.K.

- 3) Any questions.

- 1) Why should you FEEL the air?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 7 UP FOR THEM HERE

- 2) Firemen tell us that you should feel the air to see if it is hot or cold.

HAVE SUBJECTS REPEAT EACH REASON

"I should feel the air repeat after me, to see if it is hot or cold.

O.K.

- 3) Any questions.

- 1) Why should you close the door when you feel HOT air?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 8 UP FOR THEM HERE

- 2) Firemen tell us that you should close the door when you feel hot air to keep the fire out of your room.

HAVE SUBJECTS REPEAT EACH REASON

"I should close the door when I feel hot air, repeat after me, to keep the fire out of my room."

O.K.

- 3) Any questions.

- 1) Why should you CRAWL to the rug and PUSH it beneath the entire door?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 9 UP FOR THEM HERE

- 2) Firemen tell us that we should push the rug beneath the entire door to keep the smoke from coming into the room.

HAVE SUBJECTS REPEAT EACH REASON

"I should push my rug beneath the entire door, repeat after me, to keep the smoke from coming into the room."

O.K.

- 3) Any questions.

1) Why should you get the SHIRT and crawl to the window?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 10 UP FOR THEM HERE

2) Firemen tell us that you should get the shirt and crawl to the window to wave for help.

HAVE SUBJECTS REPEAT EACH REASON

"I should crawl to the window with my shirt, repeat after me, to wave for help."

O.K.

3) Any questions.

1) Why do we WAVE the shirt out the window and YELL for help?

ALLOW SUBJECTS TO RESPOND AFTER RAISING THEIR HANDS

HOLD CARD 11 UP FOR THEM HERE

2) Firemen tell us you wave the shirt and yell for help so
you will be seen.

HAVE SUBJECTS REPEAT EACH REASON

"I wave my shirt and yell, repeat after me, so firemen will
see me."

O.K.

3) Any questions?

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