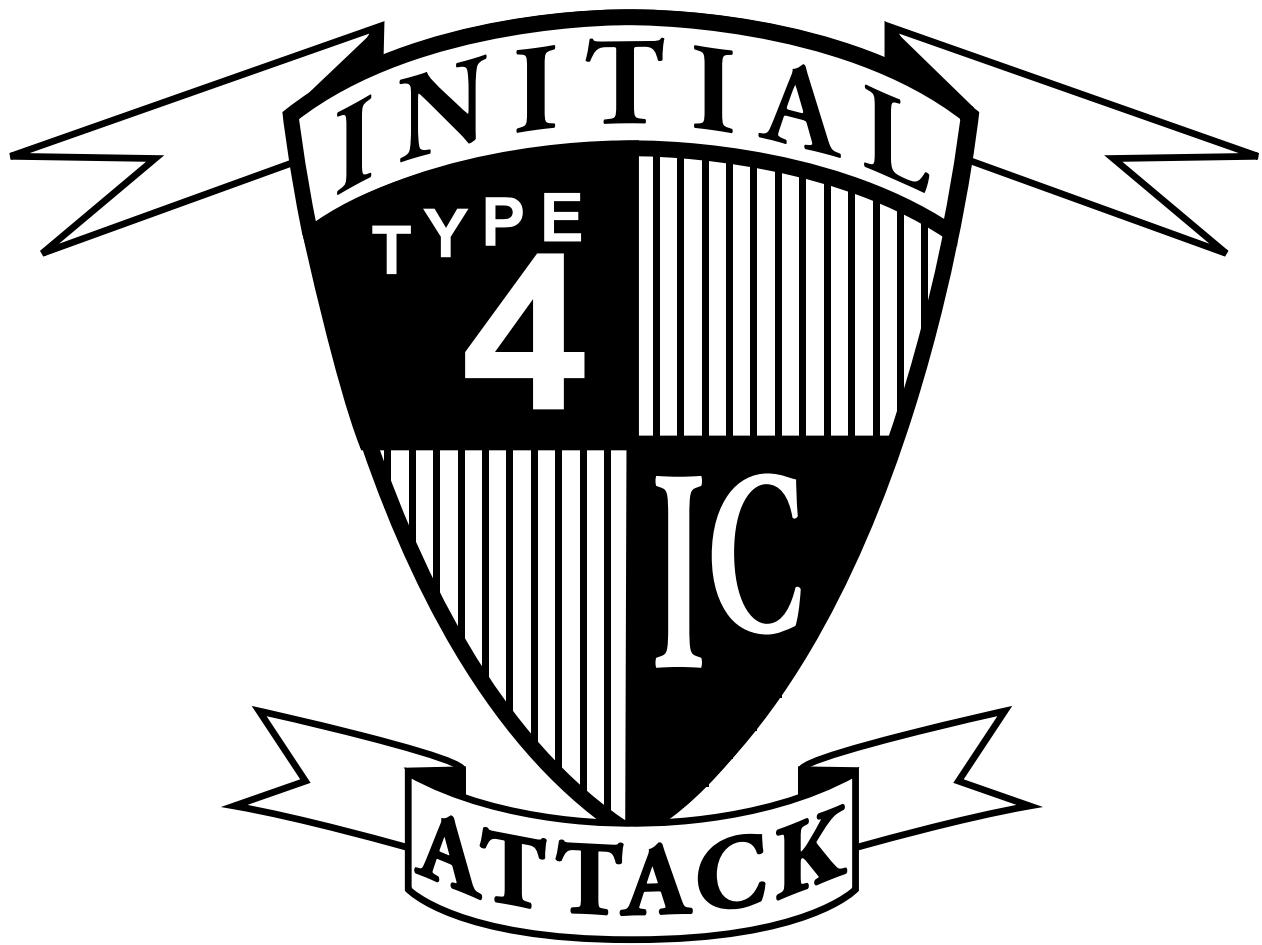


Initial Attack Incident Commander S-200



NFES 2904

**Student Workbook
DECEMBER 2006**



CERTIFICATION STATEMENT

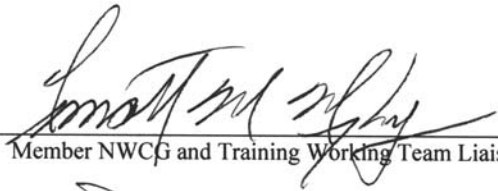
on behalf of the

NATIONAL WILDFIRE COORDINATING GROUP

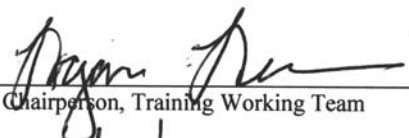
The following training material attains the standards prescribed for courses developed under the interagency curriculum established and coordinated by the National Wildfire Coordinating Group. The instruction is certified for interagency use and is known as:

Initial Attack Incident Commander, S-200
Certified at Level I

This product is part of an established NWCG curriculum. It meets the COURSE DEVELOPMENT AND FORMAT STANDARDS – Sixth Edition, 2003 and has received a technical review and a professional edit.



Member NWCG and Training Working Team Liaison
Date December 23, 2006



Chairperson, Training Working Team
Date 12/12/06

Initial Attack Incident Commander S-200

Student Workbook DECEMBER 2006 NFES 2904

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ATTN: Great Basin Cache Supply Office, 3833 South Development Avenue, Boise, Idaho 83705.
Order NFES 2904.

PREFACE

Initial Attack Incident Commander, S-200, is a required training course in the National Wildfire Coordinating Group (NWCG), wildland fire curriculum. This course was developed by an interagency group of experts with direction and guidance from NWCG Training under authority of the NWCG. The primary participants in this development effort were:

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The NWCG appreciates the efforts of these personnel, and all those who have contributed to the development of this training product.

CONTENTS

PREFACE	i
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UNITS OF INSTRUCTION

Unit 0 – Introduction	0.1
Unit 1 – Foundation Skills.....	1.1
Unit 2 – Intelligence Gathering and Documentation	2.1
Unit 3 – Size Up the Incident, Develop a Plan of Action	3.1
Unit 4 – Manage the Incident	4.1
Unit 5 – Evaluating Incident Objectives	5.1
Unit 6 – Post-fire Activities.....	6.1

Initial Attack Incident Commander, S-200

Unit 0 – Introduction

OBJECTIVES:

During this unit the instructor will:

1. Introduce the instructors and students.
2. Discuss the schedule of events/agenda.
3. Introduce the course and course materials.
4. Present the course objectives.
5. Explain the evaluation process.
6. Review the characteristics of the incident, and the duties and responsibilities of the Incident Commander Type 4.

I. INTRODUCTIONS

II. ADMINISTRATIVE INFORMATION

A. Announcements

B. Course Agenda

C. Course Materials

- Interagency Standards for Fire and Fire Aviation Operations (red book) or an equivalent agency operations guide.
- Incident Response Pocket Guide (IRPG)

D. Student Course Evaluation Forms

On the final day of the course, students will be given the opportunity to evaluate the instructors and the course.

III. COURSE INTRODUCTION

The intent of this course is to provide students with the tools and techniques to make the transition from Single Resource Boss to Incident Commander.

This will be accomplished through the application of the leadership principles taught in L-280, Followership to Leadership.

The material in this course is designed to be presented through a series of facilitated discussions and classroom exercises.

The exercises are presented in the form of an incident, the Budder Fire, which will be executed as Tactical Decision Games (TDGS).

There are a total of five TDGS that will provide incident flow from mobilization to demobilization allowing group interaction and realistic situations.

IV. COURSE OBJECTIVES

The course objectives are stated in broad terms that define what the student will be able to accomplish after completing the course.

At the successful completion of this course, students will:

- Demonstrate effective foundation skills (leadership, risk management, and communications) at the Incident Commander Type 4 (ICT4) level.
- Gather and document essential information about the incident.
- Size up the incident, develop plan of action.
- Manage the incident through effective leadership.
- Demonstrate the ability to evaluate plan of action and make adjustments to the plan when necessary.
- Conduct post fire activities.

V. EVALUATING STUDENTS PERFORMANCE

The course has four methods for evaluating student's performance:

- Simulation Task Book (STB)
 - Students must complete 7 out of 10 tasks (70%) in the STB.
 - Each task will be scored on a pass/fail basis.
- Peer evaluations
 - Peer evaluations will be performed through AARs, which will be led by students, not instructors.
- Self evaluation
 - Students will complete a self evaluation located at the end of the STB.
- Final written exam (open book)
 - Students must achieve 70% or higher on the final written exam.

Student's final grade for the course will be averaged by the scores they receive on the Simulation Task Book and the final written exam.

VI. CHARACTERISTICS OF THE INCIDENT, AND DUTIES AND RESPONSIBILITIES OF THE ICT4

A. Type 4 Incident Characteristics

The following description is from the Interagency Standards for Fire and Fire Aviation Operations, Chapter 11:

All fires, regardless of complexity, will have an Incident Commander (IC). The IC is a single individual responsible to the Agency Administrators for all incident activities; including the development of strategies and tactics, and the ordering, deployment, and release of resources. The IC develops the organizational structure necessary to manage the incident.

- Ad hoc organization managed by a Type 4 Incident Commander.
- Primarily local resources used.
- ICS Command and General Staff positions are not activated.
- Resources vary from a single resource to multiple resource task forces or strike teams.
- Incident usually limited to one operational period in the control phase. Mopup may extend into multiple operational periods.
- Written incident action plan not required. A documented operational briefing will be completed for all incoming resources (refer to the IRPG Briefing Checklist).

B. Duties and Responsibilities of the ICT4

The course is based on the tasks in the ICT4 Position Task Book (PTB).

**S-200, INCIDENT COMMANDER TYPE 4
(ICT4)**

SIMULATION TASK BOOK

TASK BOOK ASSIGNED TO:

Student Name_____

Date_____

Final Score_____

Simulation Task Book Student and Evaluator Responsibilities

1. Students are responsible for the successful completion of 7 out of 10 tasks (70%).
2. At periodic times students will do a “task check” with an instructor. The instructor will then help the student overcome areas of weakness and assist in the pursuit of the minimum 7 tasks.
3. At the conclusion of the Budder Fire Tactical Decision Game, students will complete a self-evaluation and turn in their STB for final grading.
4. Student’s final grade for the course will be averaged by the scores they receive on the Simulation Task Book and the final written exam. A student who completes the course with less than 70% on the STB or the final written exam will not receive credit for the course.

It is the student’s responsibility to demonstrate the tasks necessary to fulfill the requirements of the Simulation Task Book.

CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
Unit 1 – Foundation Skills		
1. Completed Apollo 13 pre-course work assignment.		
2. Applies the five communication responsibilities: • Brief others as needed • Debrief your actions • Communicate hazards to others • Acknowledge messages • Ask if you don't know		
Unit 2 – Intelligence Gathering and Documentation		
3. Collects critical information needed for initial response upon dispatch.		
Unit 3 – Size Up the Incident, Develop Plan of Action		
4. Develops incident objectives.		

CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
Unit 4 – Manage the Incident		
5. Provides briefing with essential information in the IRPG.		
6. Provides information updates to assigned resources and asks for situation check in return.		
7. Identifies and manages logistical needs.		
Unit 5 – Evaluate Incident Objectives		
8. Evaluates incident progress.		
9. Ensures that After Action Reviews are conducted.		

CRITERIA	EVALUATOR: INITIAL UPON COMPLETION	COMMENTS
Unit 6 – Post Fire Activities		
10. Provides complete briefing and complete documentation to cadre to demonstrate high level of situational awareness.		

Self-evaluation

- Strengths:

- Weaknesses:

Initial Attack Incident Commander, S-200

Unit 1 – Foundation Skills

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Identify and discuss effective leadership skills as they pertain to an ICT4.
2. Discuss command presence and leader's intent.
3. Discuss communication responsibilities that will turn your decisions into an action.
4. Discuss the critical elements required for the development of situational awareness.
5. Identify and discuss the decision-making cycle.
6. Discuss After Action Reviews (AAR).

I. LEADERSHIP

A. Foundations of Leadership

1. Duty

Duty is how you value your job.

Duty begins with everything required of you by law and policy, but it is much more than that.

A leader commits to excellence in all aspects of their professional responsibility so that when the job is done they can look back and say, “I couldn’t have given anything more.”

2. Respect

Respect is how you value your co-workers.

Respect for the individual forms the very basis for the rule of law in America.

This value is a reminder that those who follow you are your greatest resource.

Not all of your followers will succeed equally, but they all deserve respect.

3. Integrity

Integrity is how you value yourself.

You cannot be in charge of others unless you are in charge of yourself.

People of integrity separate what is right from what is wrong and act according to what they know is right, even at personal cost.

B. Command Presence

Your **Command Presence** will be transmitted by your ability to communicate effectively throughout the incident.

A set of positive behaviors and traits that is easily recognizable, yet difficult to achieve.

1. Competent

Recognizing firefighters' capabilities and giving assignments to fully utilize those abilities.

2. Composed

Though problems constantly arise, leaders never seem to get flustered.

3. Decisive

There is no wavering about decision-making.

4. Self-confident

Leaders are poised, assured, certain, firm and convinced that they can handle any situation, yet not over-confident or cocky where something could be overlooked.

5. Goal oriented

Leaders can shift into a higher gear to achieve their goals, yet be constantly protective of the safety of the firefighters.

C. The Leadership Environment

The **Leadership Environment** has three components that shape the situation a leader must assess in order to determine what leadership style is most appropriate.

1. The Team

The people who make up **The Team** represent all levels of followers within the framework of the team.

Each follower will have a different skill mix and unique personality traits.

2. The Leader

The Leader is you. You must have an honest understanding of your strengths and weaknesses, your capabilities and limitations.

3. The Task

Every **Task** presents a different challenge: high consequences, time compression, and special skill needs. The list is endless.

D. Leadership Styles

Leaders use **Leadership Styles** as a tool for adapting to the changing requirements of the leadership environment – specifically for guiding team members appropriately in a given situation.

A **style** is both a method and process for assuring that the tasks are understood, supervised, and accomplished.

1. Directing

The leader provides all instructions and guidance to followers in order to accomplish the task.

Followers have minimal opportunity for feedback and little decision making responsibility.

2. Delegating

The leader gives specific responsibilities to followers and expects them to accomplish those delegated tasks without further guidance.

Followers have moderate feedback opportunity and moderate to high level of decision making responsibility.

3. Participating

The leader asks followers to assist in determining best methods for solutions for accomplishing a task.

Followers are expected to provide ideas and may have high levels of decision making responsibility.

E. Leader's Intent

The rationale behind leader's intent is to provide the basis for subordinates to exercise initiative when unexpected opportunities or barriers arise.

Leader's intent must be developed at all levels and should be understood two levels down the chain of command.

This means that everyone from the agency administrator to a squad boss must develop and communicate their intent.

All leaders of firefighters have the responsibility to provide complete briefings that clearly state "Leader's Intent."

- Task = What is to be done?
- Purpose = Why it is to be done?
- End State = How it should look when done?

II. COMMUNICATION

In high risk environments, the best level of protection against errors and accidents is effective communication.

This means that everyone (regardless of rank, rating, or position) has an obligation to communicate critical information.

- Five Communication Responsibilities

The five communication responsibilities are common doctrine in one form or another to almost all high risk environments.

The wildland fire community at the interagency level adopted this doctrine.

- Brief others as needed
- Debrief your actions
- Communicate hazards to others
- Acknowledge messages
- Ask if you don't know

All firefighters and commanders have a duty to understand and practice these communication skills until they are constant, ingrained behaviors.

III. SITUATION AWARENESS

Situation Awareness relates to how people perceive their environment.

How well your perception matches reality is called **Situation Awareness** (SA). If your SA is high, you have a good perception of what is actually going on.

A. Perception

Perception forms as the result of your experiences and attitudes as well as cues provided by the situation.

B. Information Gathering

- Observation
- Communication
- Filtering and Focusing
- Distraction

C. Span of Control

Span of Control is a measure of how many resources a leader should directly supervise at any given time.

D. First Impressions

Establishes an initial perception of the incident.

E. Feedback

Asking for feedback implies willingness to listen and act on it. A willingness to ask for and accept feedback is a cornerstone of self-development.

IV. DECISION MAKING

A. Situation Awareness

Situation awareness is the foundation of the decision making process. It is tough to make good decisions about situations we don't understand.

All people make decisions and go through a natural process to make decisions. The basic individual decision process is intuitive but often not well understood. You just do it, you don't think about what you are doing.

The following discussion about the decision-making cycle will provide a better understanding of the components in decision making.

B. Decision Making Cycle

Most models of the decision-making process consist of five primary steps.

1. Problem recognition

Recognition is when you determine that something needs to be done and you want to impact your environment in some way.

2. Option selection

Selecting a course of action involves understanding the factors, options, and risks associated with those options.

A course of action is selected based on your experience and perception.

3. Decision point

The final part of the decision process is moving to act. Time marches on. If you decide not to act, the environment does not change.

4. Action

5. Change

This is the point of re-evaluation.

V. AFTER ACTION REVIEW

- What was planned?
- What actually happened?
- Why did it happen?
- What can we do next time?

The AAR is a learning tool intended for evaluation of an incident or project in order to sustain strengths and improve on weaknesses. It is performed immediately after the event by the personnel involved.

The leader of the incident or project should facilitate this process. It should encourage input from participants focused on what was planned, what actually happened, why it happened, and what can be done the next time.

Leaders and units can use this tool to get maximum benefit from any incident or project.

AARs may be conducted at the small unit or any multi-resource level. However, all AARs follow the same format, involve the exchange of ideas and observations, and focus on improving proficiency.

The climate surrounding an AAR must be one in which the participants openly and honestly discuss what actually transpired, in sufficient detail and clarity, so everyone understands what did and did not occur and why.

Most importantly, participants should leave with a strong desire to improve their proficiency.

- The leader enters the discussion only when necessary to maintain focus.
- Reinforce that respectful disagreement is OK. Keep focused on the what, not the who.
- Make sure everyone participates.
- End the AAR on a positive note.

Initial Attack Incident Commander, S-200

Unit 2 – Intelligence Gathering and Documentation

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Discuss the items needed in an Incident Commander's kit.
2. Identify appropriate local incident documentation.
3. Collect critical information needed for initial response upon dispatch.
4. Identify components of the risk management process.

I. ELEMENTS OF AN IC KIT

- IRPG
- Local Documentation
 - Incident Organizer
- ICS Forms
- Fire Report

II. TYPES OF DOCUMENTATION

- Formal written
- Digital (video, camera)
- Tape recording
- Dispatch log

Always maintain documentation.

III. INFORMATION GATHERING

A. Pre-Dispatch

1. Morning briefing elements
 - Weather
 - Fire behavior
 - Available resources
2. Fire history
 - Burning Index
 - Energy Release Component

B. Initial Dispatch

- Fire name
- Frequency plan
- Location and jurisdiction
- Access
- Resources responding
- Aircraft
- Hazards and begin risk assessment process
- Special consideration

C. During incident

- Briefings
- Situational awareness
- Unit log
- Dispatch
- Weather and fire behavior

D. Maintenance

- Continuing situational awareness and risk management

IV. RISK MANAGEMENT PROCESS

The risk management process can assist in making operational decisions on the fireline.

It integrates the approach and doctrine of fireline operations within a decisional process and risk framework that shadows the individual decision making process and helps to reinforce it.

The risk management process format can be found in the green operational pages of the IRPG.

- A. Situation Awareness
 - Gather information
- B. Hazard Assessment
 - Identify hazards
- C. Hazard Control
 - Mitigate hazards
- D. Decision Point
 - Go-No-Go
- E. Evaluate

BUDDER FIRE TDG #1: The Initial Attack Dispatch.

TDG instructions:

1. Collect critical information needed for initial response upon dispatch.
2. Begin documentation in the Incident Organizer.
3. Use the district in-briefing packet on pages 2.9 – 2.12 of the student workbook.

Scenario:

You are members of the Roper Helitack Crew in southwest Idaho. You just sat down for an 0800 briefing with the FMO. Make sure you have a briefing packet.

FMO briefing:

- The district was hit hard yesterday with lightning and we are still trying to get a handle on how many fires there are.
- Currently we have detected 13 fires and you will probably be dispatched to one of them. I would like to find them quickly and keep them small so we don't get any large fires on the district.
- Fire weather is calling for a Fire Weather Watch for dry thunderstorms, temperatures reaching the high 80s, humidity's down to 24%, winds out of the south. Monitor the radio closely for a "dispatch" to your fire.
- Resources available today are as follows:
 - Roper Helitack
 - Engine – 71, Type 4 local engine
 - Crew – 3, Type 2 hand crew USFS
 - Air Attack
 - Helicopter 2KW, Type 2

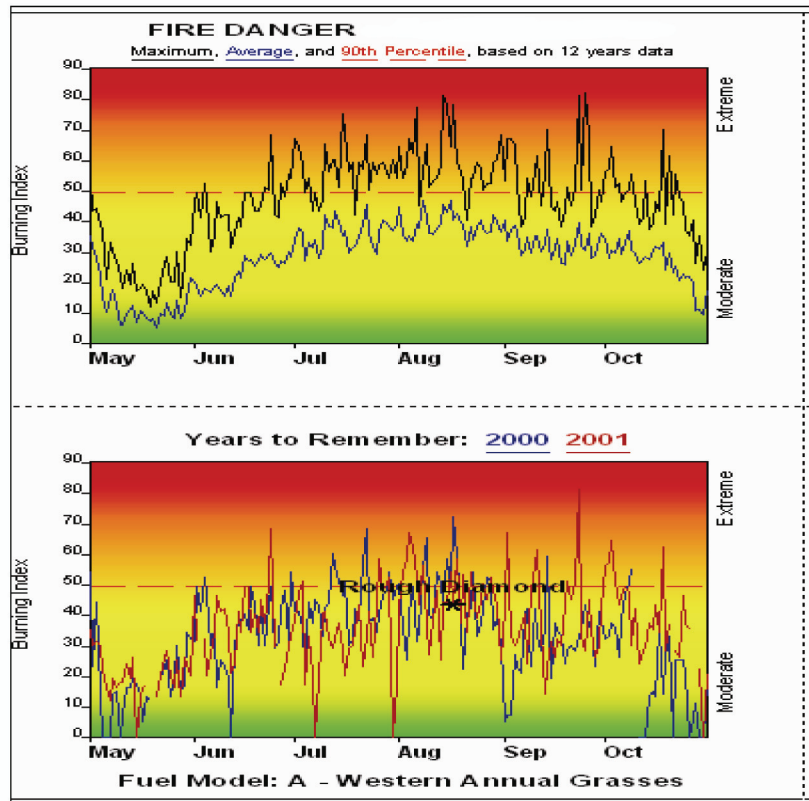
All stations stand by for a report of a wildland fire. We have a report of a wildland fire in Budder Creek: Township 3N, Range 3E, Section 24. Units to respond are:

- Roper Helitack (Helicopter 2KW)
- Engine 71
- Crew 3

Access to the fire is from Budder Creek Road off State Highway 21. Units responding need to be aware this is located within sensitive archeological area and near the Buckhorn Ranch.

District In-Briefing Packet

Pocket Card



Fire Behavior

The district consists of a grass-sagebrush ecosystem, with some areas of juniper encroachment. Cheatgrass covers the majority of the district. Fires are fast moving and usually wind driven. The combination of cheatgrass, wind, and low relative humidity are the major factors contributing to fire behavior. It is not uncommon for flame lengths to greater then 8 feet and rates of spread greater 80 chains per hour. An average fire is between 100 to 800 acres and burn less then three days.

The weather patterns (and winds) are developed from the southwest. Thunderstorm development are common in the afternoon and are followed by dry lightning and erratic high winds.

Average Temperature	87
Average High Temperature	104
Average Low Temperature	58
Average Relative Humidity	<29
Average Low RH	<11

Topography is high desert country with flat, rolling hills, except in the north and south end of the district where slope becomes a greater influence to the fire behavior.

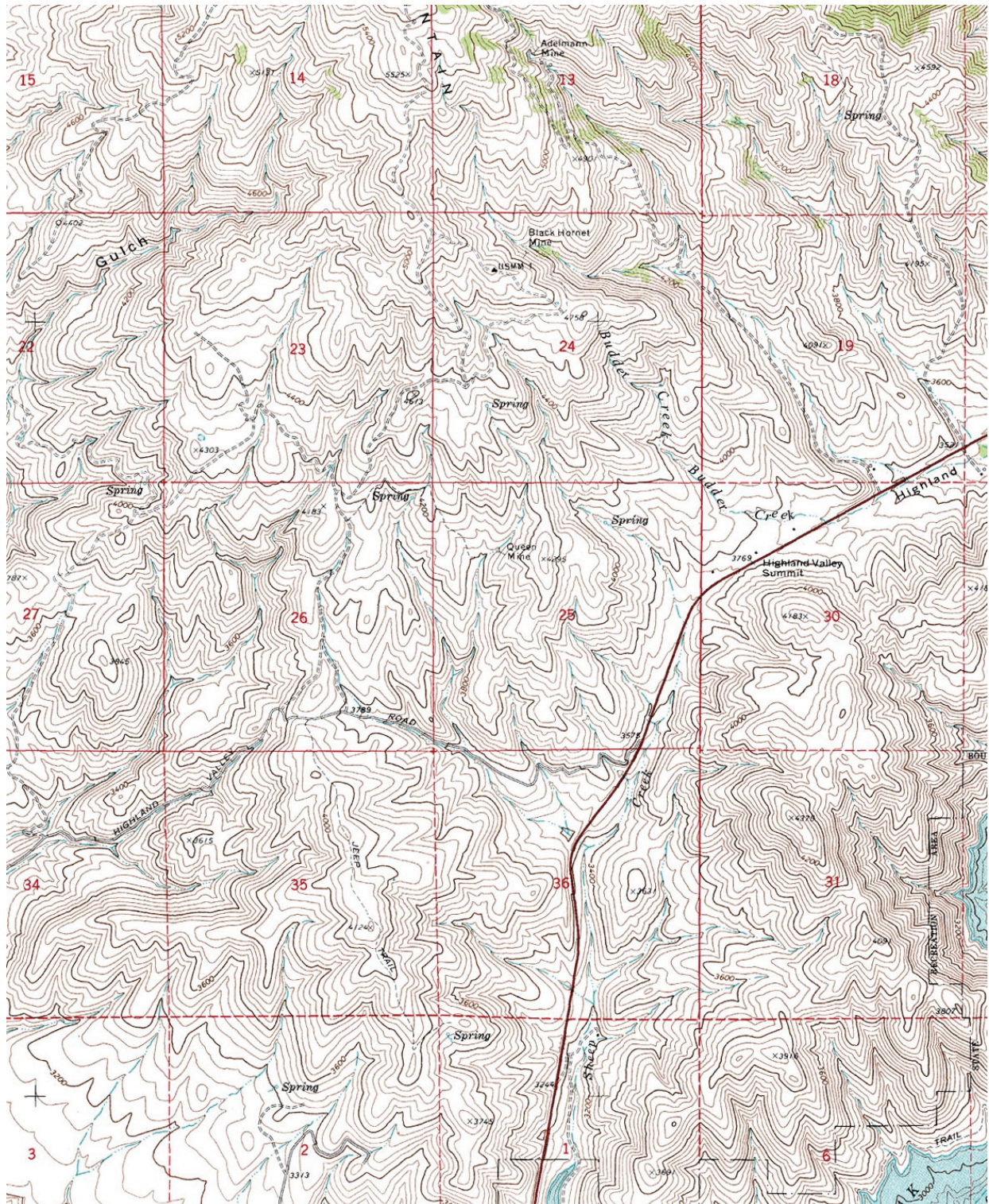
Fire History

During the last 20 years, the district experienced a total of 2,234 fires, which burned 2,300,047 acres. Analysis of the fire occurrence throughout this period indicates an average of 112 fires and 115,002 acres burned annually. During the 20-year period, 323 fires occurred in size class F and G (1,000-4,999 acres and 5,000-9,999 acres, respectively); 41 fires occurred in size classes H, I, and J (10,000-24,999 acres, 25,000-49,999, and 50,000+ acres, respectively). One fire exceeded 100,000 acres—the Foothills Fire in 1992, which burned 106,301 acres (acreage reflects the district portion only; total fire size was 283,845 acres). The annual acreage burned was greatest in 1985 (265,847 acres), 1986 (388,095 acres) and 1996 (234,584 acres).

Of the total acres burned in the 20-year period, 1,670,373 burned in lightning caused fires and 629,674 burned in human caused fires. The annual number of fire starts was greatest in 1984 (169 starts), 1987 (161 starts), 1986 (150 starts); the least number of fire starts occurred in 1988 (72 starts).

Special Considerations

- Protect life, property, and resources.
- Protect archeological sites such as the Buckhorn Ranch Home and Oregon Trail.
- Protect wild onion habitat.
- Utilize minimum impact suppression tactics (MIST) in all WSA (wilderness study area).



S-200 Incident Organizer

Incident Name	
Incident Number	
Accounting Code	
Other Code	
Unit	

Incident Commander/s	Time	Date

Yes	No	IC's Checklist
		An Incident Complexity Analysis has been completed.
		Risk Management Process completed.
		Hazard mitigation in place.
		IRPG Briefing Checklist used for all incoming resources and documented.
		Work Rest Guidelines reviewed and tracked.
		Personnel are qualified for positions.
		Performance evaluations completed for resources assigned from outside local area.
		Type 3 IC accepts no collateral duties except for unfilled command and general staff positions.

Yes	No	Management Check
		After incident review (AIR) by Agency Administrator, Fire Program Manager, or Safety Program Manager.
		DATE:

IC's Signature: _____

Version 2003

Initial Attack Fire Size-Up					
Fire Name:			Fire Number		DOI:
IC Name:					USDA:
					State:
Descriptive Location:					
**Arrival Date:			Time:		
**Legal:	Township	Range	Section(s)		
**Coordinates:	Latitude		Longitude		
	UTM:	E:	N:		
Reported by:					
**Estimated Size:			acres	Ownership:	
Estimated Containment		Date:	Time:		
Estimated Control		Date:	Time:		
Fire Investigator? ☐ No ☐ Yes, on order			Name:		
Resources Responding (show how many of each type):					
Engines (Type)		Handcrews (Type)		Helicopters (Type)	
Engines (Type)		Retardant (Loads)		Dozers (Type)	
Watertenders		Misc Aircraft (Type)		Other	

Initial Fire Size-Up					
**Are any structures threatened? ☐ No ☐ Yes - specify:					
Does the fire constitute any control problems? ☐ No ☐ Yes - specify:					
Are additional resources needed? ☐ No ☐ Yes - specify:					
**Hazard(s):					
**Spread Potential:	1. Low	2. Moderate	3. High	4. Extreme	
**Character of Fire:	1. Smoldering	3. Running	5. Torching	7. Crown/spotting	
	2. Creeping	4. Spotting	6. Crowning	8. Erratic	
**Slope at Head of Fire:	1. 0-25%	2. 26-41%	3. 41-55%	4. 56-75%	5. 76+%
Position on Slope:	1. Ridgetop		4. Middle 1/3 of slope		7. Valley bottom
	2. Saddle		5. Lower 1/3 of slope		8. Mesa/Plateau
	3. Upper 1/3 of slope		6. Canyon bottom		9. Flat or rolling
**Fuel Type:	1. Grass		4. Pinon/Juniper		7. Aspen
	2. Grass/brush		5. Lodgepole/pine		8. Logging/Thinning Slash
	3. Oakbrush		6. Spruce/fir		9. Other (specify)
Adjacent Fuels	1. Grass		4. Pinon/Juniper		7. Aspen
	2. Grass/brush		5. Lodgepole/pine		8. Logging/Thinning Slash
	3. Oakbrush		6. Spruce/fir		9. Other (specify)
Percent Active Perimeter:					
Aspect:	Flat	North	Northeast	East	Southeast
	South	Southwest	West	Northwest	Ridgetop
**Windspeed: mph					
**Wind Direction	1. Calm		3. NE		5. SE
	2. North		4. East		6. South
				7. SW	9. NW
				8. West	10. Erratic
Ask for B.I. and/or E.R.C. for Fuel Type:			Relationship to 90 th Percentile:		

**Call into Dispatch immediately.

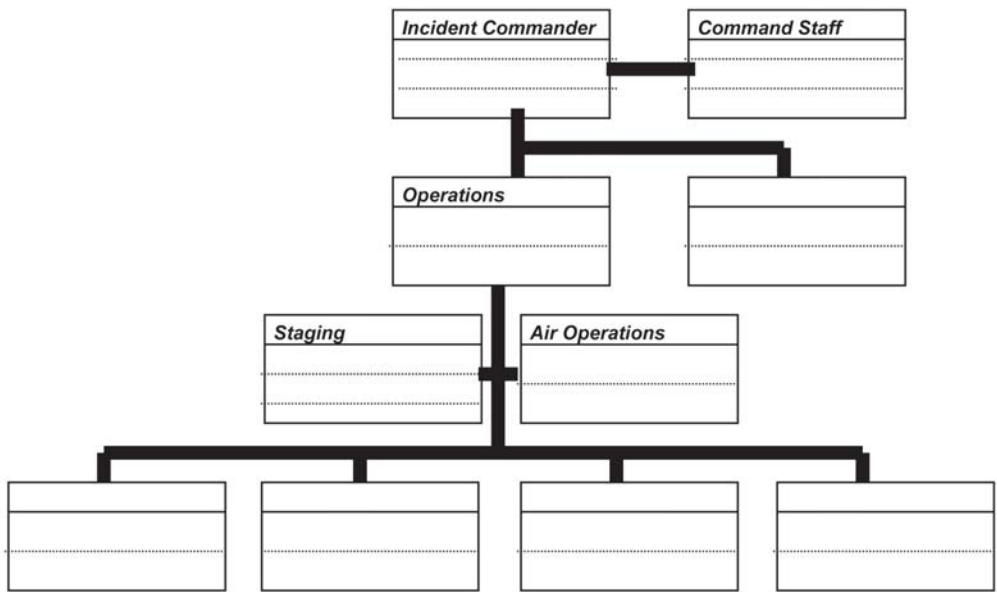
	1	2	3	4	5	6	7	8	9
		Optimum			↑↑			Too Many	

[illegible]

Incident Objectives	
1.	Firefighter and Public Safety.
2.	
3.	
4.	
Your goal is to manage the incident and not create another.	

Planning Check				
Is there a life-safety or evacuation problem?	No	Limited	Yes	In progress
Structure loss potential?	None	Possibly	High	Already Involved
Environmental/archaeological sensitive areas?	No	Limited	Yes	Unknown
Resistance to control?	None	Some	Moderate	High
Multi-Agency	No	1	2	3+
Do you have enough resources?	Yes	To be determined	Not sure	No
Probability of success?	High	Moderate	Low	Poor

INCIDENT ORGANIZATION



Radio Frequencies	
Net	Frequency
Command	Rx
	Tx
Support/Dispatch	Rx
	Tx
Air-to-Ground	Rx
	Tx
Air-to-Air	Rx
	Tx
Tac 1	Rx
	Tx
Tac 2	Rx
	Tx

Phone Numbers	
Name	Number

Today's ERC or BI of Unit Record Here:
--

[illegible]

Hazard Evaluation 18 Situations that shout "Watch Out!"			Hazard Control Standard Firefighting Orders		
Present	Absent				
		Fire not scouted and sized up.	☐ Keep informed on fire weather conditions and forecasts. ☐ Know what the fire is doing at all times. ☐ Base all actions on current and expected fire behavior. ☐ Have escape routes and safety zones, and make sure they are known. ☐ Post a lookout when there is possible danger. ☐ Be alert, keep calm, think clearly and act decisively. ☐ Maintain prompt communications with your forces, your supervisor and adjoining forces ☐ Give clear instructions and be sure they are understood. ☐ Maintain control of your forces at all times. ☐ Fight fire aggressively, but provide for safety first.		
		In country not seen in daylight.			
		Safety zones and escape routes not identified.			
		Unfamiliar with weather and local factors influencing fire behavior			
		Uninformed on strategy, tactics, and hazards.			
		Instructions and assignments not clear.			
		No communication link with crew members/supervisor.			
		Constructing fireline downhill with fire below.			
		Attempting frontal assault on fire.			
		Unburned fuel between you and the fire.			
		Cannot see main fire, not in contact with anyone who can.			
		On a hillside where rolling material can ignite fuel below.			
		Weather is getting hotter and drier.			
		Wing increases and/or changes directions.			
		Getting frequent spot fires across line.			
		Terrain and fuels make escape to safety zones difficult.			
		Taking nap near fireline.			
What other safety hazards exist? List any other hazards and what you will do to mitigate them. (Use IRPG for other hazard ID & mitigation.)					Have you complied with LCES? ☐ Lookouts ☐ Communications ☐ Escape Routes ☐ Safety Zones
			Yes	No	Decision Points
					Controls in place for identified hazards? If no, reassess your situation.
					Are selected tactics based on expected fire behavior? If no, reassess your situation.
					Have instructions been given and understood? If no, reassess your situation.
			⇒⇒		INITIATE

Incident Organization Complexity

Type 5 Incident

- ✓ The incident is generally contained within the first burning period and often within a few hours after resources arrive.
- ✓ Resources required typically vary from two to six firefighters.

Type 4 Incident

- ✓ Command staff and general staff functions are not activated.
- ✓ Resources vary from a single module to several resources.
- ✓ The incident is usually limited to one operational period in the control phase.
- ✓ No written IAP is required. However, a documented operational briefing will be completed for all incoming resources.

Type 3 Incident

- ✓ In-briefings and out-briefings are more formal
- ✓ Some or all of the command and general staff positions may be activated, usually at the division/group supervisor and/or unit leader level.
- ✓ Resources vary from several resources to several task forces/strike teams.
- ✓ The incident may be divided into divisions.
- ✓ Type 3 teams manage initial attack fires with a significant number of resources, an extended attack fire until containment/control is achieved, or an escaped fire until a Type 1 or 2 Team assumes command.
- ✓ The Incident may involve multiple operational periods prior to control, which may require a written action plan.
- ✓ A documented operational briefing will be completed for all incoming resources, and before each operational period. Refer to Incident Response Pocket Guide for outline.
- ✓ Staging areas and a base may be used.
- ✓ A Type 3 IC will not serve concurrently as a single resource boss.

Extended Attack Complexity Analysis

<i>If you check "Yes" on 3 or more items, consider ordering an Incident Management Team</i>	YES	NO
Fuels extremely dry and susceptible to long range spotting or You are currently experiencing extreme fire behavior.		
Weather forecast indicating no significant relief or worsening conditions.		
Current or predicted fire behavior dictates indirect control strategy with large amounts of fuel within planned perimeter.		
Performance of firefighting resources affected cumulative fatigue.		
Overhead overextended mentally and/or physically.		
Communication ineffective with tactical resources or dispatch.		
150 or more personnel assigned to incident or more than 3 divisions.		
Incident action plans, briefings, etc., missing or poorly prepared.		
Variety of specialized operations, support personnel or equipment.		
Unable to properly staff air operations.		
Limited local resources available for initial attack.		
Heavy commitment of local resources to logistical support.		
Existing forces have worked 24 hours without success.		
Resources unfamiliar with local conditions and tactics.		
Urban interface; structures, developments, recreational facilities, or potential for evacuation.		
Fire burning or threatening more than one jurisdiction and potential for unified command with different or conflicting management objectives.		
Unique natural resources, special designation areas, critical municipal watershed, T&E species habitat, cultural value sites.		
Sensitive political concerns, media involvement, or controversial fire policy.		

Work Rest Ratio Documentation Worksheet

This worksheet is designed to help IC's document and calculate amount of rest required to meet the 2:1 Work/Rest guidelines.

- Initial Attack operational period is not to exceed 24 hours except if Agency Administrator approves if
1) accomplish immediate and critical objectives or 2) address immediate and critical firefighter or public safety issues.
- The operational period commences when the employee comes on duty that morning. Subsequent operational shifts are not to exceed 16 hours.
- Rest Time is defined as time when the employee has the opportunity to sleep.

Date	Resource	Operational Period Start Time	Operational Period Stop Time	Total Hours Worked	Rest Time (document hours when employee or module rested)
Approval for shift lengths exceeding 16 hrs given by:			Date/Time Approval Given:		
IC Signature:				Date:	

Spot Weather Observation and Forecast Request									
1. Name of Incident or Project			2. Control Agency:			3. Request Made			
						Date:		Time:	
4. Location: (Township, Range, Section)			5. Drainage Name:			6. Exposure / Aspect			
7. Size of Incident or Project (ac.):			8. Elevation			9. Fuel Type:		10. Project On:	
			Top:	Bottom:				Ground Crowning	
11. Weather Conditions at Incident or Project or from RAWS:									
Place	Elev.	Observation Date/Time	Wind Direction/ Velocity		Temperature				Sky Condition
			20 ft	Eye-level	Dry bulb	Wet bulb	RH	DP	
The Weather Forecaster will furnish the information for block 13						Date/Time:			
13. Discussion and Outlook:									

Initial Attack Incident Commander, S-200

Unit 3 – Size Up the Incident, Develop Plan of Action

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Demonstrate an initial size up.
2. Discuss special considerations.
3. Develop incident objectives, strategies, and tactical plan.
4. Discuss ordering of resources and logistical needs.
5. Discuss the information an IC provides to dispatch or supervisor.

I. SIZE-UP

A. Definition

The continual evaluation of an incident to determine the course of action.

B. Why

- Help perception to closely match reality.
- Increase situational awareness.
- Basis for Plan of Action.
- Establish and maintain information flow.
- Paints a picture for dispatch and managers.

C. What items are included in a size-up?

- Refer to IRPG, Report on Conditions

BUDDER FIRE TDG #2: Size-up

TDG instructions:

1. Based on the visual and audio inputs contained in the Budder Fire video, develop a fire size-up.
2. During the video, capture the size-up on paper to present to the class.
3. Practice giving your size-up to a partner before presenting it to the class.
4. Reference the IRPG to ensure you mention the critical elements of the video such as the “Fire Weather Watch” as read in the fire weather forecast.

Scenario:

You are the assistant foreman of the Roper Helitack Crew. You are aboard Helicopter 2KW with your crew inbound for the Budder Fire. The FMO is in Dispatch waiting to hear your size-up. The time is 1000.

II. DEVELOP PLAN OF ACTION

A. Leader's Intent

It is important to understand the relationship between:

- Leader's Intent
- Objectives
- Strategies
- Tactics

We must realize this is a process and that it is slightly different for everyone. However, it is critical for all firefighters to recognize their existence and understand their origins and applications.

The process begins with intent, or a description of what the group must do to succeed, and what success looks like.

We provide leader's intent so that our people can adapt plans and exercise initiative to accomplish an objective when unanticipated opportunities arise or when the original plan no longer suffices.

The leader must communicate this through task, purpose, and end state (as described in Unit 1).

Objectives, strategies, and tactics provide the guidance through which subordinates can realize leader's intent.

Tactics are the tools used in the execution of a strategy and strategy is the plan used in the attainment of objectives.

It is important to understand the correlation concerning the chain of command. For example, incident commanders normally receive management intent in the form of objectives.

The IC will then deliver their intent in the form of strategy and the fireline supervisor's through tactics.

B. Objectives

To successfully manage an incident, the IC must take the incident objectives and translate them into achievable goals that resources on the scene can work towards accomplishing the leader's intent.

Objectives will often be given to the IC by local fire manager or guidance from unit fire management plan.

1. Objectives should be:

Specific. Is it clear and concise so that anyone understands?

Measurable. Can progress and success be measured?

Attainable. Can the goal be reached with available resources?

Realistic. Does it make sense? Does this goal bring people closer to accomplishing the incident objective? Does the outcome justify the risk?

Time. Has a deadline been established for this goal? Is there a trigger point that establishes whether or not it is working?

2. Objectives help define the “box” around the fire.

Examples may include:

- Provide for public and firefighter safety
- Keep the fire at 10 acres or less
- Keep the fire north of Highway 39
- Keep fire east of Hilltop drainage
- Protect Long Pine subdivision

C. Strategies

1. An overall plan of action for fighting a fire which gives regard to:
 - The most cost-efficient use of personnel and equipment in consideration of values threatened.
 - Fire behavior
 - Legal constraints
 - Objectives established for resource management.
2. Leaves decisions on the tactical use of personnel and equipment to supervisors and leaders in the operations section.

Examples may include:

- Construct direct handline along east flank of fire.
- Burn out along north side of Highway 39.
- Construct indirect fireline around Long Pine subdivision.

D. Tactical Plan

1. Operational aspect of fire suppression.
 - Determine exactly where and how to build a control line and what other suppression measures are necessary to extinguish the fire.
2. Tactics must be consistent with the strategy established for suppressing the fire.

Examples may include:

- Construct direct dozer line along west flank of fire anchoring at Fish Creek and proceeding north to Taylor Road. Line should be two blades wide down to mineral soil.
- Mop-up two chains inside control lines.
- Use drip torches to hand fire along the north side of Highway 39 using a 3-2-1 stripping pattern. Begin burning at the junction of Highway 39 and Topaz Road. Proceed west to the Gila River.

E. Trigger Points

A trigger point is a predetermined event or time that initiates a preplanned response such as:

“We will continue to go direct. If we can’t catch the fire before it reaches Elk Ridge, we will go indirect.”

Trigger points are identified during the stage of planning when planners discuss the “what ifs” and contingencies.

F. Contingency Plans

Contingency plans are secondary plans of action. Trigger points and contingency plans are only good if communicated and understood by all personnel.

III. INFORMATION SHARING

A. Periodic Updates

- Minimum of every two hours
- More often if needed
- Check local unit requirements

B. Dispatch/Supervisor

- Confirm size up
- Plan of action
- Special considerations
- Structures threatened
- Resources on scene
- Resource and logistical needs

IV. LOGISTICS

A. Resources

- Kinds
- Types
- Availability

B. Supplies and Equipment

- Quantities needed
- Consolidating orders
 - Develop a list and consolidate orders for supplies and resources prior to requesting.
- Order in timely manner (proper lead time)
 - Don't place an order and expect it to be available immediately.
- Prioritize ordered items
- Delivery point (when and where needed)

C. Documentation

- What is ordered?
- What time was it ordered?
- Unit Log, ICS 214 or Incident Briefing, ICS 201.
- Who was the order placed with?

D. Be Specific / Follow Up

If the items don't arrive in a reasonable amount of time, call dispatch to find out the status of the order.

V. SPECIAL CONSIDERATIONS

- Social/Political
- Environmental
 - Threatened and endangered species
 - Resource values to be protected
 - Fire rehab
 - Cultural
 - Wilderness/WSA
- Wildfire Use

- Fire Environment (resistance to control)
 - Fuels
 - Weather
 - Topography
- Urban Interface
- Personnel Welfare/Fatigue
- Policy
 - Where to find
 - Examples
 - Significance
- Contractors
- Cost Containment
 - Tactics and your Plan of Action impact cost containment (aircraft, special equipment).
 - DMOB excess resources timely!

BUDDER FIRE TDG #3: Plan of Action

TDG instructions:

1. Based on the visual and audio inputs contained in the Budder Fire video, develop a plan of action based on the elements outlined in the IRPG Briefing Checklist.
2. During the video, capture the plan of action on paper to present to the class.
3. Practice delivering your plan of action (in the form of a briefing) to a partner. The other students will be allowed to ask questions regarding the briefing.
4. This is a critical part of your incident documentation which will be evaluated by the coaches. Critical documentation includes:
 - Incident objectives
 - Resources on scene and en route
 - Frequencies
 - Map

Scenario:

You have arrived on the Budder Fire. Your crew is standing in front of you, 2KW is over head doing bucket work, and you have resources en route. As the IC, everyone is waiting for you to develop a plan of action.

Initial Attack Incident Commander, S-200

Unit 4 – Manage the Incident

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Brief and keep subordinates informed of plan of action.
2. Direct and coordinate resources.

I. BRIEF AND KEEP SUBORDINATES INFORMED OF PLAN OF ACTION

A. Develop Command Presence

Command presence will be transmitted by your ability to communicate effectively throughout the incident.

Prompt and decisive action during the early stages of a fire often determines the success or failure of the initial attack.

B. Be Aware of the Leadership Environment

- The Team
- The Leader
- The Task

C. Communicate Leader's Intent

- Task
- Purpose
- End State

D. Utilize References

- IRPG
- Incident Organizer

II. DIRECT AND COORDINATE RESOURCES

A. Apply Leadership Styles

- Directing
- Delegating
- Participating

B. Operational Leadership (as outlined in the IRPG)

The most essential element of successful wildland firefighting is competent and confident leadership.

Leadership means providing purpose, direction, and motivation for wildland firefighters working to accomplish difficult tasks under dangerous, stressful circumstances.

In confusing and uncertain situations, a good operational leader will:

- TAKE CHARGE of assigned resources.
- MOTIVATE firefighters with a “can do safely” attitude.
- DEMONSTRATE INITIATIVE by taking action in the absence of orders.
- COMMUNICATE by giving specific instructions and asking for feedback.
- SUPERVISE at the scene of action.

C. Dynamic Environment

- Maintain LCES and 10 and 18
- Monitor weather and fire behavior
- Maintain Span-of-Control
- Monitor crew welfare
- Incident complexity
- Re-evaluate strategies, tactics, hazards

BUDDER FIRE TDG #4: Manage the Incident.

Ground Rules Briefing:

- Two simulations will run simultaneously on two tables.
- Each sand table will have an instructor and an appropriate number of coaches.
- When players are not face to face on the Budder Fire, communication will be over the radio.
- An instructor or coach will be in the Dispatch and FMO roles.
- Instructor will have two types of input cards for each simulation (Green Cards and Red Cards):

Green Cards: These cards are given to each student at the beginning of the simulation. The front of the card shows position and current status:

S-200	Engine 71 Your Name
You think you are getting close to the fire but aren't sure if you are on the right road. Can you get some better instructions? <u>Crew Qualifications on back of card</u>	

On the back of the card are categories of information which can be developed during the simulation:

Incident	Budder Fire Simulation	_____
Arrival Time	_____	_____
Work / Rest Hours Remaining	12	_____
# Crewmembers	4	_____
___ DIVS	1	STLD ___ TFLD 1 EMT
Assignment	_____	_____

Red Cards (Murphy's Law): During the simulation, the instructor will read the inputs on these cards to the students. Example:

<i>S-200</i> Unit 4	Fire Activity is increasing
The fire just got into some heavier fuels... the flame lengths have just increased to about eight feet. Starting to spot.	

- Simulation Task Book elements can be signed off in all roles.
- Conduct yourself as you would on an actual incident.
- Utilize appropriate references.
- You will be evaluated on your documentation; everyone will document as if they are the IC.

TDG instructions:

1. From the previous exercises, you should have developed your Situational Awareness and have a plan of action ready to deliver in the form of a briefing.
2. Use the Incident Organizer to track resources and significant events.

Scenario briefing:

Now that you have given dispatch a size-up and developed a plan of action, it is time to execute your plan and manage the incident. The time is 1000.

Initial Attack Incident Commander, S-200

Unit 5 – Evaluating Incident Objectives

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Evaluate progress towards meeting incident objectives.
2. Determine if incident complexity exceeds IC skill level and comfort level.
3. Transfer command to an incoming Incident Commander.

I. EVALUATE PROGRESS TOWARDS MEETING INCIDENT OBJECTIVES

- Continuous cycle
- Tactical progress
- Decision/trigger points
- Safety concerns
- Incident complexity changes
- Logistical needs/issues
- Others?

II. DETERMINE IF INCIDENT COMPLEXITY EXCEEDS IC SKILL LEVEL AND COMFORT LEVEL

- General Impression
- Incident Complexity Analysis
 - IRPG
 - Incident Organizer

EXERCISE:

Complete an Incident Complexity Analysis on the Budder Fire using the Incident Organizer or IRPG.

III. TRANSFER OF COMMAND

The “Transfer of Command” period has been identified as a factor in past fireline accidents and entrapments.

All resources on the incident need to be informed about any transfer of command on the incident. Resource personnel need to know who the IC is at all times.

You are responsible for the management of the incident until the transfer is complete.

- Use the Briefing Checklist in the IRPG.
- Ensure you have good documentation in the Incident Organizer.
- Special considerations

A transfer of command may occur on an incident where the complexity exceeds the Incident Commanders certification or skill level. It may also occur when transferring command to an IC of the same level or lower level.

It is imperative that the IC manage the transfer and the ongoing incident. Remember, you are the leader of the incident until transfer of command is complete.

The IRPG includes a briefing checklist that can be used to provide a format for this briefing.

What additional information might an incoming IC want in a briefing?

BUDDER FIRE TDG #5: Evaluating Incident Objectives.

TDG instructions:

1. This simulation is a continuation of the Manage the Incident TDG in Unit 4.
2. During this part of the simulation, you will transition into new roles.

Scenario briefing:

This TDG is a continuation of Manage the Incident. You will receive a ten minute briefing from the outgoing IC and you will assume command. The time is 1100.

Initial Attack Incident Commander, S-200

Unit 6 – Post-fire Activities

OBJECTIVES:

Upon completion of this unit, students will be able to:

1. Prepare and discuss performance evaluations.
2. Brief and submit complete documentation to supervisor or designated officer at end of incident.
3. Identify steps necessary for resource demobilization.
4. Complete a post-incident AAR.

I. PERFORMANCE EVALUATION

- Good evaluation vs. bad evaluation
- Contractors
- Importance of honesty
- Self evaluation

II. POST-INCIDENT DOCUMENTATION

- Submit fire report
- Equipment needs (post-inspections, payment documents, time, etc.)
- Timesheets
- Resource and cultural concerns
- If it wasn't written, it didn't happen (what a lawyer would say)

III. DEMOBILIZATION OF RESOURCES

- Post-briefing with resources
- Work-Rest concerns
- Ensure for safe travel
- Logistics for next assignment
- Inform dispatch and local management

EXERCISE: Post-Incident AAR

Students will conduct an AAR for the entire incident (from dispatch to demob) as they experienced it. What went well? What didn't go well?

