

JBLM CHILD & YOUTH SERVICES

Reporting Suspected Child Abuse

**IMMEDIATELY CALL
all of the following:**

**Lewis MP's
(253) 967-3107**

**Sports Director
Cynthia Williams-Patnoe
(253) 967-2405 wk**

**Washington State (CPS)
(866) 363-4276**

**MAMC Family Advocacy
Behavioral Health Svc Intake
(253) 968-4159**

- 1. Talia's Law requires reporting suspected Child Abuse in a time sensitive manner.**
- 2. Our sports director has 2 hours to report up the chain once a coach or staff becomes aware of suspected abuse or neglect.**
- 3. When unsure, call your Sports Director for advice so a timely report can be made if required.**



DEPARTMENT OF THE ARMY
JOINT BASE GARRISON
BOX 339500, MAIL STOP 1AA
JOINT BASE LEWIS-MCCHORD, WA 98433-9500

REPLY TO
ATTENTION OF

IMLM-MWA

23 October 2017

SUBJECT: TALIA'S LAW-Changes to Joint Base Lewis McChord (JBLM) Child & Youth Services (CYS) Child & Youth Abuse Reporting Procedures

1. PURPOSE. To change child abuse reporting procedures and protect children and youth.

2. REFERENCE. Talia's Law (HR3894) and National Defense Authorization Act, 23 Dec 2016

3. SCOPE. This SOP is applicable to CYS employees, contractors, volunteers and Family Child Care (FCC) providers.

4. Background.

a. On December 23, 2016 former President Obama signed Talia's Law, HR3894, and it was added to the Nation Defense Authorization Act. "Talia's law," introduced by U.S. Rep. Tulsi Gabbard, requires the military to report any abuse on base to civilian authorities.

b. In 2005, 5-year-old Talia Williams died after months of abuse by her father, who was a soldier stationed at Schofield Barracks, and her stepmother. Despite multiple reports to military officers, state child protection services was never contacted. There were gaps in the military's reporting requirements that failed to protect Talia and so many other military children remained. Enactment of Talia's law closes these gaps by requiring the same protections that exist for any other child to also protect children in military families.

5. Mandatory Reporting Procedures for CYS employees, contractors, volunteers and FCC providers are as follows:

a. Contact the JBLM Military Police, 1-253-967-3107, and report immediately upon awareness of the possible suspected child abuse or neglect.

b. Contact Washington State Child Protective Services (CPS) AT 1-866-363-4276 or 1-866-END-HARM and report.

c. Contact your CYS Chain of Command and provide an oral and written report.

IMLM-MWA

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d. Contact the Madigan Army Medical Center (MAMC) Family Advocacy Behavioral Health Services (FABHS) intake desk, 1-253-968-4159, and report.

6. CYS supervisory personnel additional reporting requirements are as follows:

a. Verify that the military police, CPS and MAMC FABHS intake has been contacted and a report has been made by your staff, contractor, volunteer or FCC provider.

b. Contact your chain of command and provide an oral report.

c. Complete a written Report of Unusual Incidence (RUI) and send to chain of command.

d. If the allegation occurred in a CYS setting, remove the employee, contractor, volunteer or FCC provider from caring for children while an investigation is conducted by authorities.

7. CYS employees, contractors, volunteers and FCC providers must react in a timely manner and report to their CYS chain of command immediately. Each person in the CYS chain of command must also be cognizant of the time sensitive nature of this process. The JBLM Garrison Commander must receive the written report within 2-hours of the awareness and initial report to the military police.

8. POC is the undersigned.

SOPHIA L. WESTCOTT- CURL
Coordinator
Child & Youth Services

INDICATORS OF CHILD MALTREATMENT: SEXUAL ABUSE

PHYSICAL SIGNS	CHILD/YOUTH'S BEHAVIOR	PARENTAL CHARACTERISTICS
<u>Difficulty Walking</u>	<u>Sudden Drop In School Performance</u>	<u>Possessive and Jealous of the Victim</u> <ul style="list-style-type: none"> Denies the child/youth normal social contact Accuses the child/youth of sexual promiscuity and seductiveness Is abnormally attentive to the victim
<u>Torn, Stained or Bloody Underclothing</u>	<u>Poor Peer Relations</u>	<u>Low Self-Esteem</u>
<u>Abnormalities in Genital/Anal Areas</u> <ul style="list-style-type: none"> Itching, pain, swelling Bruises or bleeding Frequent urination Vaginal/penal discharge Poor sphincter control 	<u>Unwillingness to Change Clothing for Gym</u>	<u>Poor Impulse Control</u>
<u>Venereal Disease</u>	<u>Sexual Knowledge Beyond Age</u> <ul style="list-style-type: none"> Displays bizarre, sophisticated sexual behavior 	<u>Believes Sexual Contact Expresses Familial Love</u>
<u>Pregnancy</u>	<u>Poor Self-Concept</u> <ul style="list-style-type: none"> Depressed/apathetic Suicidal 	<u>Was Sexually Abused as a Child</u>
<u>Psychosomatic Illnesses</u>	<u>Extreme Behavior</u> <ul style="list-style-type: none"> Sexual aggressive Withdrawn/careful of opposite sex 	<u>Abuses Alcohol/Drugs</u>
<u>States that he/she has been abused.</u>	<u>Regression to Earlier Developmental Stage</u>	<u>Socially Isolated</u>
		<u>Believes Child/Youth Enjoys Sexual Contact</u>

INDICATORS OF CHILD MALTREATMENT: PHYSICAL NEGLECT

PHYSICAL SIGNS	CHILD/YOUTH'S BEHAVIOR	PARENTAL CHARACTERISTICS
<u>Poor Growth Pattern</u> <ul style="list-style-type: none"> Emaciated Distended stomach 	<u>Developmental Lags</u> <ul style="list-style-type: none"> Physical, emotional, intellectual 	<u>Apathetic/Passive</u>
<u>Consistent Hunger/Malnutrition</u>	<u>Extremes in Behavior</u> <ul style="list-style-type: none"> Hyperactive Aggressive Withdrawn Assumes adult responsibilities Acts in a pseudo mature fashion Submissive or overly compliant 	<u>Depressed</u>

INDICATORS OF CHILD MALTREATMENT: PHYSICAL NEGLECT, cont...

PHYSICAL SIGNS	CHILD/YOUTH'S BEHAVIOR	PARENTAL CHARACTERISTICS
<u>Poor Hygiene</u> <ul style="list-style-type: none"> Lice Body odor 	<u>Infantile Behavior</u>	<u>Unconcerned with the Child</u> <ul style="list-style-type: none"> Is not bothered by child/youth's lack of basic necessities nor by child/youth's behavior due to his/her negligence Does not seek child care No food in the house
<u>Lacks Appropriate Necessary Clothing</u>	<u>Depressed/Apathetic</u> <ul style="list-style-type: none"> States no one cares 	<u>Socially Isolated</u>
<u>Unattended Physical Problems or Medical Needs</u> <ul style="list-style-type: none"> Lack of proper immunization Gross dental problems Needs glasses/hearing aids 	<u>Begs or Steals Food</u> <ul style="list-style-type: none"> Forages through garbage Consistent hunger 	<u>Low Self-Esteem</u>
<u>Constant Lack of Supervision</u> <ul style="list-style-type: none"> Especially in dangerous activities or circumstances 	<u>Seeks Attention/Affection</u> <ul style="list-style-type: none"> Hypochondria 	<u>Abuses Alcohol/Drugs</u>
<u>Constant Fatigue/Listlessness</u> <ul style="list-style-type: none"> Falls asleep in school 	<u>Consistent Absence or Tardiness at School or Delinquency</u>	<u>Maltreated as a Child</u>
		<u>Impulsive</u>
		<u>Mentally Retarded</u>
		<u>Unsafe Living Conditions</u> <ul style="list-style-type: none"> Chaotic home life, overcrowding Drugs/poisons in reach of children Garbage/waste in living areas

INDICATORS OF CHILD MALTREATMENT: PHYSICAL ABUSE

PHYSICAL SIGNS	CHILD/YOUTH'S BEHAVIOR	PARENTAL CHARACTERISTICS
<u>Unexplained Bruises or Welts</u> <ul style="list-style-type: none"> On several different areas In clusters or unusual patterns In various stages of healing (bruises of different colors, old and new scars) In the shape of instruments used to inflict them. 	<u>Extreme Behavior</u> <ul style="list-style-type: none"> Very aggressive Very withdrawn Submissive, overly compliant, caters to adults Hyperactive Depressed/apathetic 	<u>Conceals Child/Youth's Injury</u> <ul style="list-style-type: none"> Gives explanations which doesn't fit the injury or has no explanation Dresses child/youth to cover injury Keeps child/youth home from school
<u>Unexplained Burns</u> <ul style="list-style-type: none"> In the shape of instruments used to inflict them. (Cigarettes, rope, iron) Caused by immersion into hot liquid (may be gloved-like or sock-like) 	<u>Easily Frightened/Fearful</u> <ul style="list-style-type: none"> Of parents, adults Of physical contact Of going home When other children cry 	<u>Does Not Appear To Be Concerned About the Child/Youth</u> <ul style="list-style-type: none"> Care more about what will happen to him or her than what happens to the child or youth.
<u>Unexplained Lacerations or Abrasions</u> <ul style="list-style-type: none"> To mouth, lips or gums To external genitalia On the back of arm, legs, torso 	<u>Destructive to Self/Others</u>	<u>Describes Child/Youth as Bad, Different or Evil</u> <ul style="list-style-type: none"> Believes in severe discipline Or inappropriate discipline for child/youth's age or size

INDICATORS OF CHILD MALTREATMENT: PHYSICAL ABUSE, cont...

PHYSICAL SIGNS	CHILD/YOUTH'S BEHAVIOR	PARENTAL CHARACTERISTICS
<u>Unexplained Skeletal Injuries</u> <ul style="list-style-type: none"> • Fractures of skull or face • Multiple fractures • Stiff, swollen joints • Bald spots, from pulling hair • Missing or loosened teeth • Human-size bite marks (especially if adult sized and reoccurring) • Detached retina (from shaking or hitting) 	<u>Poor Social Relations</u> <ul style="list-style-type: none"> • Craves affection • Indiscriminate attachment to strangers • Relates poorly to peers • Manipulates peers to get attention 	<u>Unrealistic Expectation</u> <ul style="list-style-type: none"> • Regarding development • Regarding emotional gratification (expects child/youth to fill emotional void)
<u>School Absences Correlates with Appearance of Injury</u>	<u>Reports</u> <ul style="list-style-type: none"> • Fear of parent(s) • Injuries inflicted by parent • Unbelievable reasons for injuries 	<u>Low Self-Esteem</u>
<u>Clothing Inappropriate for the Weather (concealing injuries)</u>	<u>Demonstrates Poor Self-Control</u>	<u>Abuses Drugs or Alcohol</u>
	<u>Learning Problems</u> <ul style="list-style-type: none"> • Poor academic performance • Short attention span • Language delayed 	<u>Immature</u>
	<u>Chronic Runaway Delinquency</u>	<u>Maltreated as a Child</u>

INDICATORS OF CHILD MALTREATMENT: EMOTIONAL ABUSE

PHYSICAL SIGNS	CHILD/YOUTH'S BEHAVIOR	PARENTAL CHARACTERISTICS
<u>HEALTH PROBLEMS</u> <ul style="list-style-type: none"> • Obesity • Skin disorders—acne • Speech disorders—stuttering • Asthma, allergies, ulcers 	<u>Learning Problems</u>	<u>Unrealistic Expectations of Child/Youth</u>
<u>Infantile Behavior</u> <ul style="list-style-type: none"> • Pants/bedwetting • Thumb sucking 	<u>Developmental Lags</u> <ul style="list-style-type: none"> • Physical, emotional, intellectual 	<u>Belittles, Rejects, Degrades, Ignores the Child/Youth</u>
<u>Failure to Thrive in Infancy</u>	<u>Extremes in Behavior</u> <ul style="list-style-type: none"> • Aggressive • Withdrawn 	<u>Threatens the Child/Youth</u> <ul style="list-style-type: none"> • With Severe punishment • With abandonment
<u>Poor Appearance</u>	<u>Destructive to Self & Others</u>	<u>Describes the Child/Youth as Bad, Different or Evil</u>
	<u>Demonstrates Poor Self-Concept</u> <ul style="list-style-type: none"> • Depressed • Apathetic • Suicidal 	<u>Low Self-Esteem</u>

AR 608-10 and AR 608-18 require that all installation commanders implement a “home alone” policy to address the ages and circumstances under which a child may be left at home alone during parental duty hours without adult supervision. In addition there is a HQDA guideline for the supervision of children and youth, newborn through age 18. The following tables summarize the requirements of these regulations and guidelines:

HQDA Guideline

OUT OF SCHOOL CHILD SUPERVISION CRITERIA

Supervision Levels	Definition	School Grade/Age Range	Supervision Options
Direct supervision at all times	Adult supervision on a regular basis during out of school hours during parental duty day.	<u>0 years to 4th Grade</u>	CYS Sponsored: <ul style="list-style-type: none"> School-Age Services (SAS) Child Development Center (CDC) Family Child Care (FCC) Community Resources: <ul style="list-style-type: none"> In-home babysitter Nanny Civilian CDC/SAC Programs
Monitored	An adult is aware of child’s location and activities during out of school hours. An emergency contact is available at all times.	<u>5th and 6th grade(at least 10 years old)</u> <u>2 consecutive hours</u>	CYS Sponsored: Middle School (MS) Program <ul style="list-style-type: none"> Team Sports Clubs/Volunteer Activities Open Recreation Special events/trips Community Resources: <ul style="list-style-type: none"> Designated adult Schools Churches YMCA Youth Centers
Self Care	Parents assess child’s ability to be in self-care.	<u>7th thru 8th Grade</u> <u>4 consecutive hours.</u> <u>9th thru 10th Grade-</u> <u>6 consecutive hours</u> <u>11th thru 12th Grade-</u> <u>10 consecutive hours</u> <u>(Ages 16-17)</u>	

CHILD SAFETY AGE GUIDELINES.

AGE	REQUIREMENTS
0-1 years old	Constant supervision in and out of the home (e.g., playgrounds & outdoor play).
2-5 year old	Constant supervision in and out of the home (e.g., playgrounds & outdoor play).
6-10 years old	Direct supervision; they must be officially registered with a CYS program or be under the direct supervision of an adult with parental responsibility and/or designee, or teen or adult babysitter, within the child's home during parental duty hours.
11 years old	Children can be without direct supervision for not more than two (2) hours at a time. Children who have not reached their 11 th birthday, or are incapable of caring for themselves (physically or mentally) will not be left alone or inadequately supervised.

GUIDELINES FOR BABYSITTING SIBLINGS/PERMANENT YOUTH RESIDENTS.

AGE	REQUIREMENTS
12 years old	May babysit siblings or permanent youth resident 1-11 years old for a maximum of three (3) hours without direct adult supervision. Children who have not reached their 12 th birthday, or are incapable of caring for themselves (physically or mentally) will not be allowed to babysit siblings/visitors.
13-14 years old	May babysit siblings or permanent youth resident 0-11 years old up to three (3) hours without direct adult supervision.
15-17 years old	May babysit siblings or permanent youth resident 0-11 years old.
18 years old	May babysit siblings or permanent youth resident overnight or for extended periods of time (TDY, parents on vacation, deployment)

GUIDELINES FOR BABYSITTING OTHER CHILDREN.

AGE	REQUIREMENTS
13-15 years old	May babysit other people's children ages 1-12 years old for not more than twenty (20) hours a week, eight (8) hours at a time and not to include overnight. If babysitting under age one, then must have direct adult supervision.



Active Start/First Skills Phase (3-5)



Kinds of Activities:

Body control skills - like balance, moving the arms and legs in rhythmic ways to music, and developing coordination.

Locomoters skills - like crawling, walking, running, skipping, jumping, leaping, rolling.

Sending & receiving skills-Kicking, throwing overhand, throwing underhand, catching, punting, bouncing, striking a ball, stopping ball w/ foot.

Social and Emotional Considerations:

Learning to share and take turns

Emotions can be extreme and short lived

Needs encouragement and reassurance

Activities need to be fun, engaging and diverse

Intellectual Considerations:

Can begin to learn rules of game, practice drills

Can communicate their needs, ideas and questions

Can be very talkative

Begin to ask questions, "why" "how" "when"

Begin to develop reasoning skills



FUNdamental/Basic Fitness Stage (6-9)



Physical Considerations:

Girls begin to mature faster than boys

*Avoid competitions between boys and girls

Increase in muscle development, strength, balance & coordination

More apt to increase aerobic and muscle power at this phase

Hand and foot speed can be developed especially well during this stage

Strength, endurance and flexibility need to be developed, but through games and fun activities rather than a training regimen.

*Plan activities that allow youth to move and use their full body

Social and Emotional Considerations:

Enjoy group activities and feel loyal to a group or club

*Emphasize group learning & plan activities together

Prefer to be with members of the same sex

*Plan activities that allow youth to work with members of the same sex and also work with members of the opposite sex

Need guidance from adults and admire & imitate older youth

*Enlist older youth to help teach and mentor

Comparisons between youth are often and can erode confidence and prefer praise and recognition

*Praise all equally and identify talents of all participants

Intellectual Considerations:

Eager to try new things and easily motivated

*Provide a variety of games, drills, etc.

Vary greatly in academic abilities, interests and reasoning skills

*Provide activities that allow all children to succeed.

Children this age have a strong sense of what is "fair" and should be introduced to the simple rules and ethics of sports.

*Basic rules, tactics, decision making and ethics of sport can be introduced.

*Children can begin learning to "read" the movements going on around them and make sound decisions during games



Learn to Train/Early Team Phase (females 8-11, males 9-12)



Physical Considerations:

Muscle strength fall short of what it will be during main growth spurt

Lack nervous connections necessary to activate full fore of muscles

Wide variations of muscle strength and power (girls develop faster than boys)

Significant gains in height and weight

*This is an important time to work on flexibility. Stamina and strength should be developed through games, relays, and own-body weight exercises as opposed to more formalized physical training

While most children naturally enjoy healthy competition, skills training and practice should be the focus at Learn to Train – not winning. 70% of time in the sport should be spent in practice, and no more than 30% of time spent competing in formal games and competitions

Social and Emotional Considerations:

Can begin to become self conscious and have mood swings

Concerned with being liked by peers and susceptible to hero worship

Can become “bored” sitting on the bench

*Develop activities that provide both teaching leadership and also teaching how to follow as both are important at this stage

Kids are told they are not “good” Avoid negative assessments but focus on talents and areas of improvement

Dropout rates begin (especially with female participants)

Intellectual Considerations:

By this stage, children have developed clear ideas about the sports they like. Their enthusiasm and personal sense of success should be encouraged

Familiar with teamwork and able to understand importance and meaning of rules

Can accept responsibility for their actions and more cognitive thinking occurs

Begin to think more rationally and logically



Train to Train (females 11-15, males 12-16)



Physical Considerations

Experience rapid changes in growth and appearance

Major height and weight gains

Puberty onset

Physical strength and ability develop between male and females

Social and Emotional Considerations

Girls can feel inadequate when competing with boys and therefore quit

Large sport drop out in female athletes

Dependence upon parents shifts to dependency of peer opinions

Desire independence but still need parents

Opinions of sport and fitness become fixed!!

Intellectual Considerations

Begin to reject adult solutions in favor of their own

*Allow youth to create their own games and work together to officiate, solve problems on the field

Take more responsibility for planning and outcome

*Involve youth in practice planning and activities

Begin to think abstractly and hypothetically and use reason, logic and cause and effect

*Involve youth in rule setting and team philosophy



Train to Compete (females 15-21, males 16-23)



Physical Considerations

Most have overcome awkwardness of puberty but many are still growing.

Body image concerns are enhanced

*Avoid comments that criticize stature, size or shape

Muscular strength apparent and organs reach size of adult

Physical strength characteristics between male and females evident

Social and Emotional Considerations

Strong desire for status within peer groups

Desire for independence and adult leadership roles

Want to be recognized as unique individuals

Have formulated their opinions on importance/desire for continuing in sports and fitness

Intellectual Considerations

Increase of self knowledge, personal philosophies begin to emerge

Reach high levels of abstract thinking and problem solving

Able to determine their athletic abilities and future sport and fitness desires

Develop community consciousness and concern the well being of others



REFERENCES



Long Term Athletic Development Model (Ages and stages of sport)

Istvan Balyi, Richard Way, Colin Higgs

Canadian Sport for Life Society

Development Stages of Youth

Army CYS Services, Sports and Fitness Director's Handbook, Version One, 2008

NAFTA Kids Fitness Study Guide

National Alliance of Fitness Trainers of America, 2015

TWO STEPS TO STAYING ALIVE

with **HANDS-ONLY™** **CPR**



Call 9-1-1



**Push hard and fast
in the center of the chest
to the beat of
“Stayin’ Alive” by the Bee Gees**

	Adult	Child	Infant
Hand Position	2 hands center of chest, lower half of breast bone	2 hands center of chest, lower half of breast bone	2-3 fingers in center of the chest
Compression Depth	At least 2"	About 2"	lower half of the breast bone About 1 ½"
Breathing	Look for Chest Rise Deliver breaths over 1 sec	Look for Chest Rise Deliver breaths over 1 second	Look for Chest Deliver breaths over 1 second
Comp. to Breaths	30:2	30:2	30:2
Compression Rate	100/minute	100/minute	100/minute

Hustle to www.heart.org/handsonlycpr to watch
a 60-second video to learn how to save a life.



**American
Heart
Association®**

CPR & First Aid

www.heart.org/handsonlycpr

Find us on



HANDS-ONLY CPR

FOR WITNESSED SUDDEN COLLAPSE

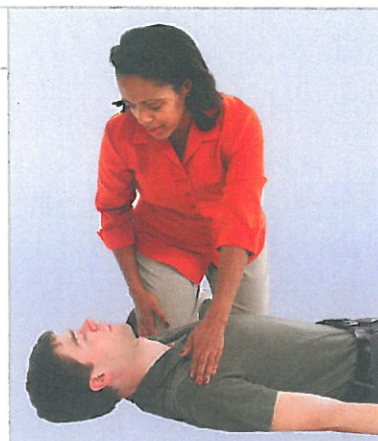


1. CHECK and CALL

1. **CHECK** the scene, then **CHECK** the person.
2. Tap on the shoulder and shout, "Are you okay?" and quickly look for breathing.
3. **CALL** 9-1-1 if no response.
4. If unresponsive and not breathing, **BEGIN CHEST COMPRESSIONS**.

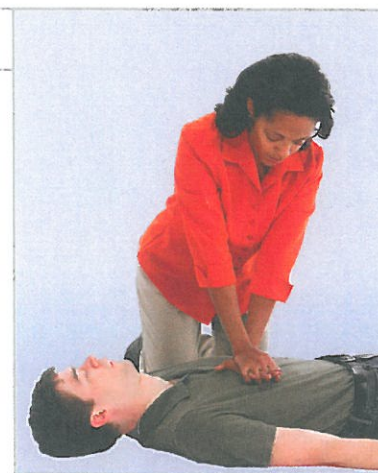
TIPS:

- Whenever possible use disposable gloves when giving care.
- Occasional gasps are not breathing.



2. GIVE CHEST COMPRESSIONS

1. Place the heel of one hand on the center of the chest.
2. Place the heel of the other hand on top of the first hand, lacing your fingers together.
3. Keep your arms straight, position your shoulders directly over your hands.
4. Push hard, push fast.
 - Compress the chest at least 2 inches.
 - Compress at least 100 times per minute.
 - Let the chest rise completely before pushing down again.
5. Continue chest compressions.



3. DO NOT STOP

Except in one of these situations:

- You see an obvious sign of life (breathing).
- Another trained responder arrives and takes over.
- EMS personnel arrive and take over.
- You are too exhausted to continue.
- An AED is ready to use.
- The scene becomes unsafe.

AED

AUTOMATED EXTERNAL DEFIBRILLATOR

If an AED is available:

1. Turn on AED.
2. Wipe chest dry.
3. Attach the pads.
4. Plug in connector, if necessary.
5. Make sure no one is touching the individual.
6. Push the "Analyze" button, if necessary.
7. If a shock is advised, push the "Shock" button.
8. Perform compressions and follow AED prompts.

Go to redcross.org or call your chapter to sign up for training in full CPR, First Aid, Babysitter's Training, Pet First Aid and much more.



Facts About Lightning

Safety Tips for the Mariner

Factsheet Vol. 1

May 16, 2001

MESMERIZING BUT DEADLY

Lightning kills more people in the United States in a year than tornadoes. Mariners are particularly at risk. Marine vessels are often the tallest objects in a large open space. Seeking the tallest objects, lightning has blown out the bottom of boats and caused millions of dollars in damage to navigational equipment.

WHAT IS LIGHTNING?

Lightning is the result of the buildup and discharge of electrical energy. The air in a lightning strike is heated to 50,000 degrees Fahrenheit. It is this rapid heating of the air that produces the shock wave that results in thunder.

A cloud-to-ground lightning strike begins as an invisible channel of electrically-charged air moving from the cloud toward the ground. When one channel nears an object on the ground, a powerful surge of electricity from the ground moves upward to the clouds and produces the visible lightning strike.

The danger of lightning poses a major threat to mariners. A direct lightning hit can damage or destroy vessels, overload navigational and other electronic systems, and electrocute crew and passengers.



Multiple cloud-to-ground lightning strikes during a nighttime thunderstorm

How Do You Know If You Are In DANGER?

Lightning is a threat whenever:

- You see lightning or hear thunder
- You hear loud static on your AM radio
- You hear buzzing sounds on radio antennas
- Mastheads begin to glow

St. Elmo's Fire

The glow on a masthead produced by an extreme buildup of electrical charge is known as St. Elmo's Fire. Unprotected mariners should immediately move to shelter when this phenomena occurs. Lightning may strike the mast within five minutes after it begins to glow.

The principle lightning safety guide is the 30-30 rule. The first "30" represents 30 seconds. If the time between when you see the flash and hear the thunder is 30 seconds or less, the lightning is close enough to hit you. If you haven't already, seek shelter immediately.

The second "30" stands for 30 minutes. After the last flash of lightning, wait 30 minutes before leaving your shelter. More than one half of lightning deaths occur after a thunderstorm has passed.

How CLOSE Is THE LIGHTNING AND Is IT COMING MY WAY?

You can tell how close you are to a lightning strike by counting the seconds between seeing the flash and hearing the thunder. For every five seconds you count, the lightning is one mile away. If you see a flash and instantly hear the thunder, the lightning strike is very close. Take shelter immediately.

A hand bearing compass can be used to determine if you are in the path of a storm. By observing the storm's ground flashes and using a series of bearings, you can plot the approach of a thunderstorm. If the bearing of the flashes doesn't change, the average storm is heading toward you. It is time to alter your course.

WHAT TO DO WHEN LIGHTNING THREATENS?

Before Setting Out on the Water

Before setting out to sea know what conditions to expect. Listen to a NOAA Weather Radio for weather information and plan your trip accordingly. If severe weather is approaching or forecast, the best bet is to stay ashore.

When thunderstorms threaten, mariners should stay away from the water, get to shore if already underway, get out of their vessels and seek shelter immediately inside a sturdy, closed building, vehicle or below decks.

Even when conditions look good, mariners should still leave a float plan with a marina or someone ashore and make sure they have an escape route planned in case a thunderstorm cuts off the original course back to land. Conditions can change from good to bad very quickly.

Out on the Water

If a thunderstorm catches you while you are at sea, follow these safety guides:

- Keep away from metal objects not grounded to the vessel's protection system. Contact with them during a direct hit can cause electrocution.
- Stay out of the shower. The electrical charge often travels along and through plumbing.
- Wear a life jacket at all times. A victim struck by lightning can be rendered unconscious and fall overboard.
- Stay tuned to NOAA Weather Radio for the latest warnings, watches, advisories, and forecasts from the local National Weather Service office.

Remember...

Lighting occurs in all thunderstorms, preparedness can reduce the risk of lightning hazard.

For more striking facts about lightning check out the following Web site:

lightningsafety.noaa.gov