

At-Risk of Human Trafficking 12-Hour Curriculum

Instructor Guide



At Risk of Human Trafficking 12-Hour Curriculum Instructor Guide

About this Guide:

This instructor guide is designed to guide you through teaching the curriculum modules to supporting your learners' understanding and application of the concepts into daily practice and extend their professional development.

Length of Curriculum: 12 hours

Format: eLearning, In-person and Virtual Instructor-led

Intended Audience: Staff who work with youth at risk of Human Trafficking, including supervisory staff.

Contents:

Module 1: Human Trafficking Awareness 101 eLearning and Pre-Assessment

Module 2 : Adverse Experiences, Trauma, and Human Trafficking

Module 3: Understanding Human Trafficking Victims

Module 4: Understanding Human Traffickers

Module 5: Working with Children and Youth At Risk of Human Trafficking

Module 6: Motivational Interviewing Skills (Sunshine Health)

At Risk of Human Trafficking 12-Hour Curriculum Materials



Begin here

At-Risk of Human Trafficking Learner Resource Guide

Please share the following learner guide to participants of the trainings.
Learner Resource Guide

Module 1:

[Human Trafficking Awareness 101 eLearning Course Link](#)

Please provide the link to complete the eLearning course for Module 1. Participants must complete this course before receiving training on the remaining modules. This course will contain a Pre-Assessment of the content.

Module 2:

Adverse Experiences, Trauma and Human Trafficking PowerPoint

Module 3:

Understanding Human Traffickers PowerPoint

Module 4:

Understanding Human Trafficking Victims PowerPoint

Module 5:

Working with Youth At Risk of Human Trafficking PowerPoint

Module 6:

Motivational Interviewing

**This training can be completed in a number of ways. Learners can take a Motivational Interviewing training through Sunshine Health by visiting the Sunshine Health Training Catalog, here, [Training Catalog \(gototraining.com\)](#).*

Learners can also take any Motivational Interviewing training through the Departments training portal, My FL Learn, here, [My FL Learn | Florida DCF \(myflfamilies.com\)](#).

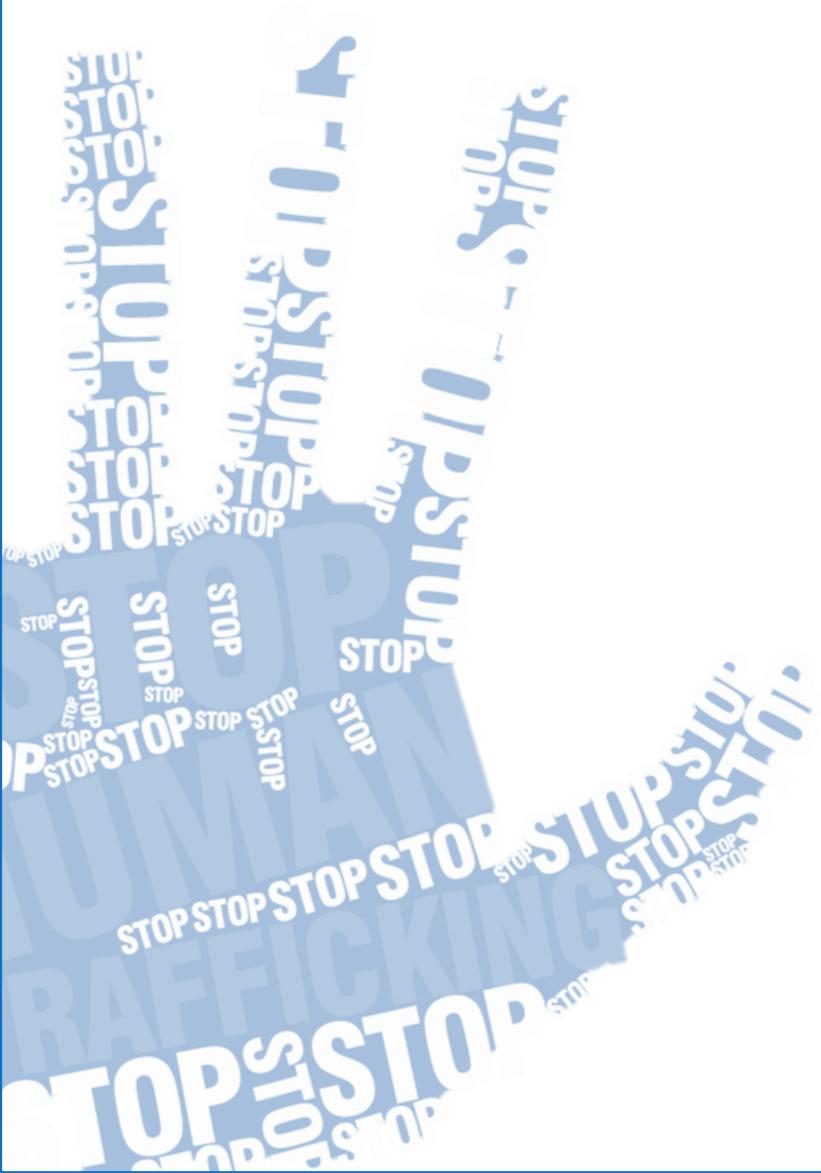
At-Risk of Human Trafficking Post-Assessment Trainer Template:

Once learners have completed all of the modules, administer the post-training assessment. If you have Microsoft Forms, you can use the forms template to save your own copy to share with learners or you can save a copy of the MS Word version.

- <https://forms.office.com/Pages/ShareFormPage.aspx?id=SLoN94OyV0yIMctBFEWpTKPseYF0Lv9DkiQaShm6INRUMjl5UFNTRDNEUDhXUk9USlhBRVBJOUZHSC4u&sharetoken=7ZDfxmriTvOwQx1p6lCT>
- [At-Risk of Human Trafficking Post-Assessment - Word Document](#)

Module 1

Human Trafficking Awareness 101 eLearning Course with Pre-Assessment



Module 2

Adverse Experiences, Trauma and Human Trafficking



Module 2

Adverse Experiences, Trauma and Human Trafficking Instructor Guide

Learning Objectives

1	What are adverse childhood experiences?
2	How adverse experiences impact child development
3	The effect of trauma exposure
4	How trauma impacts brain development
5	How trauma manifests, i.e., trauma bonding and Stockholm Syndrome

ICON LEGEND	TEAMS Whiteboard	Participation	Guided Activity	Handout	Multimedia

What is in the Learner Guide:

Adverse Childhood Experiences

What are ACEs?

How do ACEs affect health?

Adverse Childhood Experiences

The good news is resilience brings hope!

What is Resilience?

Resilience is the ability to bounce back from adversity.

Activity: What is Your ACE Score?

Prior to your 28th birthday:

- Did a parent or other adult in the household often or very often... abuse or neglect you or your siblings or household guest or do so in a way that made you afraid that you might be physically hurt?
- Did a parent or other adult in the household often or very often... drink, gamble, use, or drive something at you or fear you so hard that you had trouble to move around?
- Did an adult or parent at least 5 years older than you ever... touch or fondle you or have you touch their body in a sexual way? Or kissing or actually have sex, oral, anal, or vaginal intercourse with you?
- Did you often or very often feel... no one in your family loved you or thought you were important or special? Or your family didn't look out for each other, had trouble in each other, or support each other?
- Did you often or very often feel that... you didn't have enough to eat, had to wear dirty clothes, and had to go to school? Or your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
- Were your parents ever separated or divorced?
- Was anyone in your household... often or very often alcohol, problem, abused, or had someone in the house at least 2 in a household, often or very often violent, drunk, or with a gun, with each month spent or your responsibility for the care of at least one member of household aged 6 or less?
- Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?
- Was a household member depressed or mentally ill, or did a household member attempt suicide?
- Did a household member go to prison?

TOTAL # OF YES ANSWERS:

Adverse Experiences, Trauma and Human Trafficking

7 Stages of Trauma Bonding

Love Bombing

Addiction

Trust and Dependency

Regression and Loss of Self

Control is Established

Recommendations for Further Learning

Video Links

Resource Links

Adverse Experiences, Trauma and Human Trafficking

Flip the Lid: Hand Model of the Brain

Flip the Lid (Hand Model of the Brain)

Adverse Experiences, Trauma and Human Trafficking

Adverse Experiences, Trauma and Human Trafficking Instructor Guide

Adverse Experiences, Trauma and Human Trafficking

Slides

Trainer Notes and Course Content

1.  Module 2
**Adverse Experiences,
Trauma and Human
Trafficking**
At-Risk of Human Trafficking 12-Hour Curriculum

Department of Children and Families

Trainer Notes: Please ensure you have read through the trainer notes prior to session.

Welcome slide.

2.  **What This Training Covers**

- What are adverse childhood experiences?
- How adverse experiences impact child development.
- The effects of trauma exposure.
- How trauma impacts brain development.
- How trauma manifests, i.e., trauma bonding and Stockholm Syndrome.

Trainer Notes:
The overall goal of this session is to educate learners on Adverse Childhood Experiences, trauma, sexual abuse and how it is different CSEC is in order to know how to uniquely work and support the victims.

3.  **Adverse Childhood
Experiences and Trauma**

Trainer Notes:
We will start this session by examining the relationship between Adverse Childhood Experience and human trafficking vulnerability.

4.  **POLL QUESTION**
Are you familiar with the ACE study?

Trainer Notes:
Gauge audience: Before we begin, who is familiar with the ACE study? Who has taken it before?



Adverse Experiences, Trauma and Human Trafficking Instructor Guide

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5.

Adverse Childhood Experiences

ACEs are significant childhood traumas that can impact brain development, changes in the brain can affect a child's learning ability, social skills, and can result in long-term health problems.

The more ACEs a child experiences, the more likely he or she is to suffer from things like poor academic achievements or substance abuse later in life.

Trainer Notes and Course Content

Trainer Notes:

ACEs stands for Adverse Childhood Experiences. These experiences can include things like physical, emotional abuse, neglect, caregiver mental illness, and household violence. The more ACEs a child experience, the more likely he or she may suffer from things, like poor academic achievements or substance abuse later in life. Experiencing many ACE's as well as things like racism and community violence without supportive adults can cause what's known as toxic stress. This excessive activation of the stress response system can lead to long-lasting wear and-tear on the body and brain.

6.

Activity: What is Your ACE Score?

Prior to your 18th birthday:

1. Did a parent or other adult in the household often or very often... Swear or use harsh language and you showed or humiliate you? or Act in a way that made you afraid that you might be physically hurt? _____

2. Did a parent or other adult in the household often or very often... Push, grab, slap, or throw something at you? or Ever hit you so hard that you had marks or were injured? _____

3. Did an adult or person of 18 years older than you ever... Touch or fondle you or have you touch their body in a sexual way? or Attempt or actually have oral, anal, or vaginal intercourse with you? _____

4. Did you often or very often feel that... No one in your family loved you or thought you were important or special? or Your family didn't look out for each other, feel close to each other, or support each other? _____

Trainer Notes: *Note: Share with learners that ACE scores are personal and do not have to be shared with others. Read questions out loud with group, prompt to write yes/no on a piece of paper.*

Understanding ourselves as adults often means revisiting our childhoods. When you take your ACE test, or adverse childhood experience test, it helps you do that. The ACE test asks 10 questions, and at the end we will provide you with your score and information on what it may mean for you.

For this activity, we want you to self-reflect on your own childhood. Recognizing experiences in your own life can help create a better sense of understanding and working with ACE victims.

Take a moment to read through the statements on the slide and write "Yes" next to the statements that have happened to you.

[Take your ACE Test : Understand your health risks. \(stopabusecampaign.org\)](http://stopabusecampaign.org)

7.

Activity Continued

5. Did you often or very often feel that... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it? _____

6. Were your parents ever separated or divorced? _____

7. Was your mother or stepmother Often or very often pushed, grabbed, slapped or had something thrown at her? or Sometimes, often or very often kicked, bitten, hit with a fist, or hit with something hard? or Ever repeatedly hit over or over a few minutes or threatened with a gun or knife? _____

8. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs? _____

9. Was a household member depressed or mentally ill, or did a household member attempt suicide? _____

10. Did a household member go to prison? _____

Trainer Notes:

Now add up your "Yes" answers: _ This is your ACE Score.

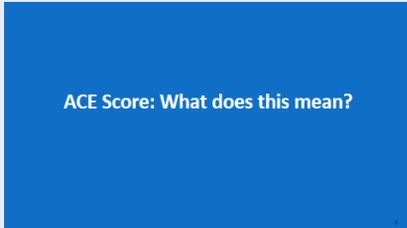
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Adverse Experiences, Trauma and Human Trafficking

Slides

Trainer Notes and Course Content

8.



ACE Score: What does this mean?

Trainer Notes:

As your ACE score increases, the risk of disease and social and emotional problems increases. **People with six or more ACEs die nearly twenty years earlier (on average) than those without ACEs**

Our childhood experiences have a tremendous, lifelong impact on our health and the quality of our lives. The ACE study showed dramatic links between adverse childhood experiences and risky behavior, psychological issues, serious illness, and the leading cause of death.

Think about your ACE score as measuring the amount of toxic stress you endured as a child and alerting yourself to some statistical indicators of health risks.

The higher your ACE score, the higher your chance of suffering from psychological and medical problems like chronic depression, cancer, or coronary heart disease.

Understanding your childhood means being able to understand your possible risks and being able to prevent the potential consequences.

9.



Preventing Adverse Childhood Experiences

PREVENTING
ADVERSE
CHILDHOOD
EXPERIENCES
Module 1



Trainer Notes:

This video talks about risk, protective factors, and outcomes associated with ACEs.

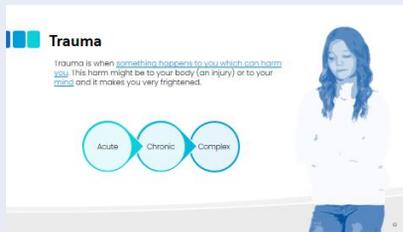
ACEs affect people at all income and social levels. It can have serious impact across their lifespan, and we need to acknowledge trauma's effects on their lives. By reducing families' sources of stress, providing children and adults with responsive relationships, strengthening their core life skills and resiliency that they need to adapt and thrive, we can prevent and counteract lasting harm

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10.



Trainer Notes and Course Content

Trainer Notes:

To help a victim cope with their trauma, we need to understand what trauma is first. Trauma is defined simply as trauma is when something happens to you which can harm you. This harm might be to your body (an injury) or to your mind, and it makes you very frightened.

Trauma can be:

- Acute-single traumatic event, limited in time
- Chronic-experience of multiple traumatic events, effects are cumulative
- Complex-exposure to chronic trauma, usually caused by adults entrusted with the child's care.

11.



Trainer Notes:

Ask learners: What do human trafficking of minors and childhood adversity look like in Florida?

The study* in 2017 found that minors in Florida had high ACE composite scores. Six ACEs indicative of child maltreatment were more prevalent among youths who had human trafficking abuse reports. Sexual abuse was the strongest predictor of human trafficking:

- Odds of human trafficking was 2.52 times greater for girls who experienced sexual abuse.
- Boys who had histories of sexual abuse were under 8.21 times greater risk.

Reference: Human Trafficking of Minors and Childhood Adversity in Florida (2017)

Joan A. Reid, PhD, Michael T. Baglivio, PhD, Alex R. Piquero, PhD, Mark A. Greenwald, MPA, and Nathan Epps, MS

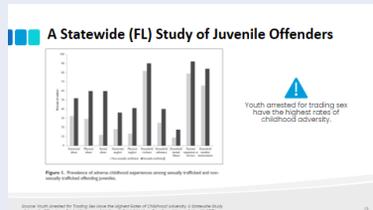
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Trainer Notes and Course Content

12.

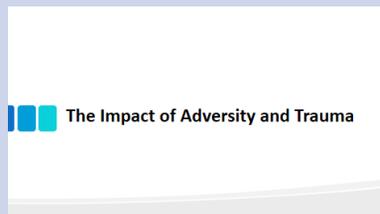


Trainer Notes:

In a 2015 statewide study of juvenile offenders in Florida found that the youth who were arrested for trading sex had the highest rates of childhood adversity.

Florida DJJ used the PACT assessment to determine the risk and needs of an offender. The Positive Achievement Change Tool (PACT) is a fourth-generation actuarial risk/needs assessment designed to assess a youth's overall risk to reoffend, as well as to rank-order criminogenic needs/dynamic risk factors.

13.



Trainer Notes:

Transition slide to discussing the impact of adversity and trauma on development.

14.



Trainer Notes:

Scientists have identified a specific region of the brain called the **amygdala** that is responsible for immediate reactions including fear and aggressive behavior. This region develops early. However, **the frontal cortex**, the area of the brain that controls reasoning and helps us think before we act, develops later. This part of the brain is still changing and maturing well into adulthood.

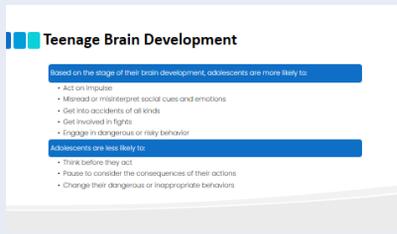
- Pictures of the brain in action show that adolescents' brains work differently than adults when they make decisions or solve problems.
- Their actions are guided more by the emotional and reactive amygdala and less by the thoughtful, logical frontal cortex.
- Research has also shown that exposure to drugs and alcohol during the teen years can change or delay these developments.

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Adverse Experiences, Trauma and Human Trafficking

Slides

15.



Teenage Brain Development

Based on the stage of their brain development, adolescents are more likely to:

- Act on impulse
- Misread or misinterpret social cues and emotions
- Get into accidents of all kinds
- Get involved in fights
- Engage in dangerous or risky behavior

Adolescents are less likely to:

- Think before they act
- Pause to consider the consequences of their actions
- Change their dangerous or inappropriate behaviors

16.



Flip the Lid: Hand Model of the Brain

A video thumbnail showing a woman with glasses speaking, with a play button icon overlaid on the image.



Trainer Notes and Course Content

Trainer Notes:

This does not mean that young people can't make good decisions or tell the difference between right and wrong. It also doesn't mean that they shouldn't be held responsible for their actions. However, an awareness of these differences can help us as service providers anticipate and manage the behavior of adolescents.

Trainer Notes:

The hand model of the brain, proposed by Dr. Dan Siegel, provides a simplified way to understand the brain's functions and reactions. It suggests that the brain can be thought of as having an "upstairs" and a "downstairs" component. The upstairs brain represents rational thinking, planning, and decision-making, while the downstairs brain encompasses our emotional and survival instincts.

When it comes to trauma and its consequences, the brain's response is closely related to this model. The more our brain perceives danger, the more it prioritizes survival instincts from the downstairs brain, such as fight, flight, or freeze responses. This heightened state of alertness can diminish our ability to process important relational information, including what we need, value, or want from relationships and interactions with others.

In terms of understanding individuals who have experienced trauma, it's important to consider the impact on their brain's functioning. Instead of asking, "What's wrong with you?" it can be more empathetic and helpful to ask, "What happened to you?" This shift in perspective recognizes that individuals' behaviors and emotional responses may be influenced by their past traumatic experiences and that addressing the underlying trauma is often essential for healing and recovery.

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Trainer Notes and Course Content

17.



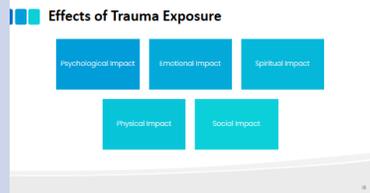
Trainer Notes:

ACES impact child development which has long-term consequences.

as acs go up, the consequences are worse. What can this look like?

- Alcoholism
- Drug abuse
- Depression
- Suicide attempts
- Sexually Transmitted Diseases
- Heart disease, cancer, chronic lung disease, etc.

18.



Trainer Notes:

Discuss that there are many effects of trauma exposure, including the following: Psychological; Emotions; Spiritual; Physical; Social.

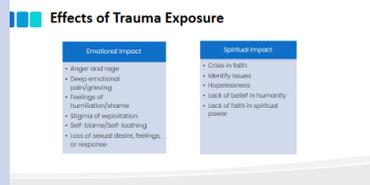
19.



Trainer Notes:

Discuss the psychological impact of trauma exposure.

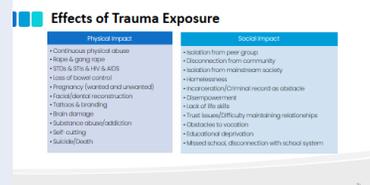
20.



Trainer Notes:

Discuss the emotional and spiritual impact of trauma exposure.

21.



Trainer Notes:

Discuss the physical and social impact of trauma exposure.

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Trainer Notes and Course Content

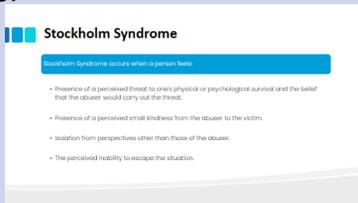
22.



Trainer Notes:

Transition slide to discuss how trauma manifests.

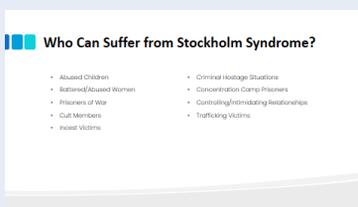
23.



Trainer Notes:

Gauge audience to see if anyone has heard of this term before. Discuss Stockholm syndrome.

24.



Trainer Notes:

Discuss who can suffer from Stockholm Syndrome.

25.



Trainer Notes:

Discuss signs of Stockholm Syndrome.

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26.



Trainer Notes and Course Content

Trainer Notes:

Bonding is a biological occurrence related to emotions that makes people more important to each other and is influenced by time spent together.

Traumatic bonding occurs as the result of ongoing cycles of abuse in which the intermittent reinforcement of reward and punishment creates powerful emotional bonds that are resistant to change.

Patrick Carnes developed the term to describe "the misuse of fear, excitement, sexual feelings, and sexual physiology to entangle another person." A simpler and more encompassing definition is that traumatic bonding is: "a strong emotional attachment between an abused person and his or her abuser, formed as a result of the cycle of violence."

Traumatic bonding can be defined as

Misuse of fear, excitement, sexual feelings, and sexual physiology to entangle another person (Patrick Carnes). A strong emotional attachment between an abused person and his or her abuser, formed as a result of the cycle of violence.

27.



Trainer Notes:

Play video.

Remember in Matthew Deiaci's interview he stated he was not a trafficker/Pimp instead he describe himself as a "business manager." However, his victims described a very controlling and manipulating trafficker that portrayed himself to be their boyfriend. Matthew explained that he preyed on the women's vulnerability to build the trauma bond. The victim's stated he controlled them by telling them when they could eat, when they could sleep, when they could shower and what to wear. They also stated they loved Matthew and even some of the victims tattoo his name on their body.



Adverse Experiences, Trauma and Human Trafficking Instructor Guide

Adverse Experiences, Trauma and Human Trafficking

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28.

Trauma Bonding and Human Trafficking Victims

CSEC victims often form "trauma bonds" with perpetrators as a result of:

- Violence and threats of violence
- Alternating violence and kindness increases bonding
- Believing if they even think a disloyal thought, exploiter will know and retaliate
- Isolation
- Shame and stigma associated with prostitution, rape, losing virginity

Trauma bonding becomes wired in the brain to repeat activities that cause a feeling of reward. Therefore, when the person is engaged in an abusive relationship, something as simple as a moment of kindness can seem like such a reward. This will cause the brain to produce a surge of dopamine, which could also encourage the victim to become more attached to their abuser.

Trainer Notes and Course Content

Trainer Notes:

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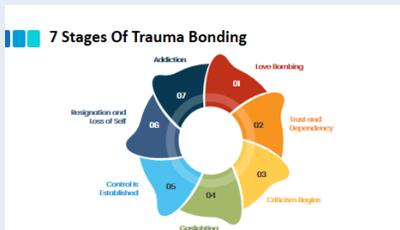
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29.



Trainer Notes and Course Content

Trainer Notes:

Stage 1: “Love Bombing”—The trafficker showers their victim with love and validation. (The trafficker provides gifts)

Stage 2: Trust and Dependency—They start to trust that they will love their trafficker forever. They now depend on their trafficker for love and validation. (The traffickers makes them promises like they will marry them or give them children)

Stage 3: Criticism Begins—The trafficker gradually reduces the amount of love and validation that they give their victim and start to criticize their victim and blame them for things. The trafficker starts making demands. (If you really love me, you will do this for me...)

Stage 4: “Gaslighting”—The trafficker tell their victim that this is all their fault. If they would only trust them and do exactly as they say, they would shower them with love again. They try to make them doubt their own perceptions and accept their trafficker's interpretation of reality (Who will love them after people find out everything they have done).

Stage 5: Control Is Established- They do not know what to believe but think that their only chance of getting back the good feelings of Stage 1 is to try doing things their traffickers way.

Stage 6: Resignation and Loss of Self—The abusive situation gets worse, not better. When they try to fight back, their trafficker increases the abuse. Physical abuse is added to the verbal abuse. Now they would just settle for peace and for the fighting to stop. They are confused, unhappy, and their self-esteem is at its lowest.

Stage 7: Addiction- Their friends and family are worried about them. They know that this situation is terrible, but they feel as if they cannot leave because their trafficker is now everything to them. All they can think about is winning back their traffickers' attention and love. (The psychological bond has been established)

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Adverse Experiences, Trauma and Human Trafficking

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Trainer Notes and Course Content

30.

Major Indicators of Trauma Bonding

- Shows ongoing symptoms of trauma or PTSD
- Intensely grateful for small kindness
- Denies violence when violence and threats of violence are actually occurring
- Rationalizes violence
- Denies anger at exploiter to others and to self
- Believes if they control situation, it lessens pimp/customer/trafficker control and abuse
- Self-blame for situation and abuse
- Hyper vigilant to exploiter's needs
- Seeks to keep exploiter happy to decrease violence
- Tries to get inside pimp's/trafficker's/ customer's needs
- Sees world from exploiter's perspective
- Sees outside authorities/people trying to win release (escape) as bad guys
- Sees exploiter as good/guy, protector
- Is thankful and grateful trafficker/customer have not killed them

Trainer Notes:

Discuss major indicators of trauma bonding. Trauma bonds can be the biggest obstacle in a victim's recovery.

31.

Ways to Help Break Trauma Bonds

- Recognize the Abuse
- Challenge from the situation
- Build Up Your Identity Outside of the Relationship
- Face the Difficult Emotions
- Understand What Healthy Relationships Look Like
- Talk to a Professional
- Find Local Resources

Trainer Notes:

Discuss ways to help break trauma bonds.

32.

Key Takeaways

Understanding ACEs	Understanding Impacts of Trauma Exposure	Understanding the Stages of Trauma Bonding
<ul style="list-style-type: none"> ACEs are significant childhood traumas that can impact brain development. The more ACEs a child experiences, the more likely he or she is to suffer from things like poor academic achievements or substance abuse later in life. 	<ul style="list-style-type: none"> Psychological impact Emotional impact Spiritual impact Physical impact Social impact 	<ul style="list-style-type: none"> Love Trust/Dependency Distraction Gaslighting Control Loss of self Addiction

Trainer Notes:

Discuss key takeaways from the session with participants.

Module 3

Understanding Human Trafficking Victims



Understanding Human Trafficking Victims

Learning Objectives

- 1 What are adverse childhood experiences?
- 2 How adverse experiences impact child development
- 3 The effect of trauma exposure
- 4 How trauma impacts brain development
- 5 How trauma manifests, i.e., trauma bonding and Stockholm Syndrome

ICON LEGEND	TEAMS Whiteboard	Participation	Guided Activity	Handout	Multimedia

What is in the Learner Guide:

Activity Scenarios

Scenario 1
Jayden is a 13-year-old boy who grew up with a father who used to be and probably about him. Shortly after Jayden was placed in a foster home, he realized being recruited to be a member of a gang. He was recruited by a man named Jayden. He was recruited at school after he was in a fight with another boy. He is afraid to tell his father and with the stress. The friend also told Jayden that he does not have to be afraid of anyone and, if he needs more help or something strange, they can "work something out."

Which vulnerabilities are present in this scenario?

Scenario 2
Malika is an 18-year-old girl who first was in a group and was sent to the U.S. with a distant relative. Her father is missing in action, and her mother had to stay behind to care for her eight grandchildren. Malika misses her mother a lot. She is one of many children in her new family and is constantly overwhelmed. She did not see her mother in person at the other family members and keeps mostly to herself. After a few months of being with her relatives, Malika decided to run away and somehow make her way back to her mother. Luckily, Malika had not thought that before she was stopped by a law enforcement officer while trying to hitch a ride.

Which vulnerabilities are present in the scenario?

Activity Scenarios

Scenario 3
Tyler is a 15-year-old youth who identifies as gender nonconforming. Because of a history of being physically bullied about their fluid gender identity, Tyler dislikes going to school. They often feel like they are not good enough and don't know why anyone would want to be their friend. Additionally, Tyler has trouble focusing on the lessons, is prone to procrastination, and gets easily overwhelmed. To cope with anxiety, Tyler started self-medicating by drinking before school and other "stressful" events.

Which vulnerabilities are present in the scenario?

Understanding Human Trafficking Victims	Activity Scenario	Which Vulnerabilities are Present?	Which Vulnerabilities are Present?
Scenario 1	Scenario 2	Scenario 3	Scenario 3

Recommendations for Further Learning

Video Links

- Life on the Streets for Runaway Youth <https://www.youtube.com/watch?v=...>
- A Life Story – Belinda <https://www.youtube.com/watch?v=...>
- The Making of a Girl <https://www.youtube.com/watch?v=...>
- A Runaway Story – Becha Head <https://www.youtube.com/watch?v=...>

Resource Links

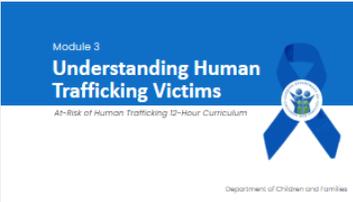
- Social Media and Sex Trafficking Prevalence on the Streets for Runaway Youth <https://www.pewresearch.org/...>

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Slides

Trainer Notes and Course Content

1. 

Trainer Notes:
Trainers, please read through all the trainer notes prior to training.

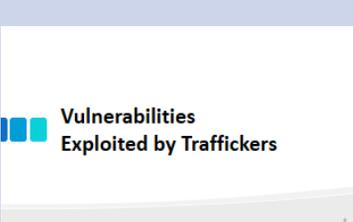
Welcome slide.

2. 

Trainer Notes:
Discuss what this training covers.

3. 

Trainer Notes:
Provide content disclaimer.

4. 

Trainer Notes:
Transition slide to discuss vulnerabilities exploited by traffickers.

Human traffickers seek out and take advantage of these circumstances that induce stress and uncertainty in society and use that against the and use human trafficking to appear as the answer to solve their stress within these circumstances.

5. 

Trainer Notes:
Discuss global vulnerabilities.

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Trainer Notes and Course Content

6.

Global Vulnerabilities

Addiction Traffickers use substance dependency and addiction to keep control of the trafficked person.

Identify/learned fear People with disabilities face a variety of challenges including isolation, diminished capacity to consent or offer informed consent, and limited ability to seek help and direct attention.

Grooming For gangs, the exploitation of men, women, and children is lucrative and less risky than other trades such as weapons or drugs.

Trainer Notes:

Discuss global vulnerabilities.

7.

Vulnerability Through Substance Use

Substance abuse can cause vulnerabilities. Traffickers exploit these vulnerabilities in the following ways:

Recruitment through substance use

- Traffickers may target individuals with existing substance abuse issues to recruit into trafficking.

Control through substance addiction

- Traffickers may use a substance addiction to keep victims in a trafficking situation. It can be framed as a reward or punishment, or to decrease the victim's ability to resist trafficking and abuse.

Substance abuse as a coping mechanism

- Some victims of human trafficking may abuse substances as a response to the trauma of their trafficking victimization.

Trainer Notes:

Discuss global vulnerabilities.

8.

Individual Vulnerabilities

Identify the Children

- Emotional/psychological (trauma, responses to being, and fear levels)
- Physical or cognitive (disabilities)
- Limited support systems (not "on the grid" or "disconnected youth")

Trainer Notes:

Expanding upon how traffickers use a substance abuse vulnerability applies to the trafficker's abilities to recruit, control, and use it as a coping mechanism for the victim.

Recruitment Through Substance Use: Traffickers may target individuals with existing substance abuse issues to recruit into a trafficking situation.

Control Through Substance Addiction: Traffickers may also use substance addiction to keep victims in a trafficking situation. It can be framed as a reward or punishment or to decrease the victim's ability to resist trafficking and abuse.

Substance Abuse as A Coping Mechanism: Some victims of human trafficking may abuse substances as a response to the trauma of their trafficking victimization.

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9.



Vulnerable Populations to Sex Trafficking

- Children/Youth in Foster Care
- LGBTQ Youth
- Urban and Rural
- Religious/Incarcerated/Migrant
- Homeless Children/Youth
- Military Veterans
- Every Race and Socioeconomic Class

While any child is at risk, CFC (disproportionately) impacts children left in foster care of neglect and greater social, economic, and environmental vulnerabilities.

Trainer Notes and Course Content

Trainer Notes:

Traffickers do not discriminate against race or socioeconomic class. There is a range of youth who could fall victim to human trafficking: LGBTQ youth, males, females, homeless children and youth. The list can go on.

In a broader sense, traffickers target and seek out emotionally unstable children, children who have physical or cognitive problems, and children who are disconnected with a limited or non-existent support system.

10.



LGBTQ Vulnerability

LGBTQ youth still face significant challenges during adolescence and early adulthood, fighting discrimination, misconceptions, and abuse by peers, family members, and others in their communities.

Up to 40% of homeless youth identify as LGBTQ.

Sex trafficking and LGBTQ youth are rising because of family rejection.

7.4 times more likely to experience acts of sexual violence than their heterosexual peers.

3.7 times more likely to engage in survival sex to meet basic needs such as shelter, food, drugs, and toiletries.

Trainer Notes:

LGBTQ youth is a vulnerable population for human traffickers. LGBTQ youth face higher rates of discrimination, violence, and economic instability than their non-LGBTQ peers.

Up to 40% of homeless youth identify as LGBTQ:

- 46% of sex trafficking and LGBTQ youth ran away because of family rejection.
- 7.4 times more likely to experience acts of sexual violence than their heterosexual peers.
- 3.7 times more likely to engage in survival sex to meet basic needs, such as shelter, food, drugs, and toiletries.

When faced with fewer resources, employment opportunities, or social supports, LGBTQ youth must find ways to meet their basic needs and may therefore enter the street economy, engaging in commercial sex to meet these needs.

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Trainer Notes and Course Content

11.



Trainer Notes:

In this video, you will see runaways' experiences on the streets: what they go through to survive, what they eat, who they talk to. This is an eye-opening reality for us to understand vulnerabilities of youth who run away.

Play the video.

<https://youtu.be/oKdBEAuztBM>

You can launch the video from the PPT however, it may freeze. You can also pull up the video on your browser to play.

12.



Trainer Notes:

Vulnerabilities are what traffickers look for and take advantage of to recruit and exploit vulnerable children and youth. Childhood trauma and abuse increase children's vulnerability to become a human trafficking victim.

Child abuse is associated with high-risk behaviors in adolescents, such as truancy and running away. Many of these children may become homeless or live in shelters. Homeless children and youth are at risk for further victimization, such as repeated abuse, exposure to violence, and forced prostitution.

13.



Trainer Notes:

Transition to activity that begins in the following slides.

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14.



Trainer Notes and Course Content

Trainer Notes:

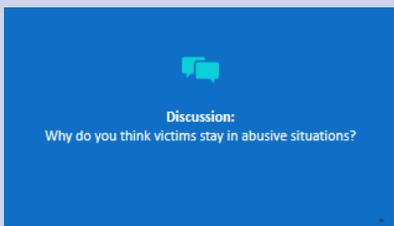
Play the video and prompt learners to write down any vulnerabilities they see in the video and discuss afterwards.

<https://youtu.be/ZvnRYte3PAk>

Video Description: An intimate journey of a hypothetical preteen girl as she faces a life of sexual exploitation. Rachel Lloyd, founder of Girls Educational and Mentoring Services, takes us through the trauma, pain and trauma of a largely unremarked upon current issue facing American youth- sex trafficking, abuse, and sexual exploitation.

This video tells the life story of several survivors of sexual abuse and how their abuse had inadvertently primed these survivors to sexual exploitation.

15.



Trainer Notes:

Discuss question with learners.

We often hear thought---why don't they just leave or ask for help.....

Why do they not try to escape?

Why do they not seek help?

Why do victims stay or go back?

- The victim is fearful of their trafficker and the trauma is deeper than you can imagine.
- The victim may not know where to go, they may not know what town they are in or they love their trafficker and do not want to give up their relationship.
- The victim has been told that they are worthless, and no one will want them, they are terrified of what will happen if they try to leave.

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Slides

16.

Activity: Youth At Risk of Trafficking

- Scenario 1: Jayden
- Scenario 2: Malik
- Scenario 3: Tyler

Vulnerabilities

- Lack of emotional well-being
- Problems with physical or cognitive health
- Low self-esteem
- History of physical or sexual abuse
- Runaway episodes or homelessness
- Substance use
- Troubled or dysfunctional family
- LGBTQ orientation
- Exposure to political instability
- Foster home placement
- Gang affiliation



Trainer Notes and Course Content

Trainer Notes:

Group: Break the learners into small groups and assign one scenario to each group.

Small groups should read their scenario and discuss as a group what vulnerabilities they see present in the scenario. Have one spokesperson discuss the vulnerabilities you have identified.

View learner guide for scenarios.

Instructions: Read through the scenario. Write down the vulnerabilities you have identified in the case.

17.

Scenario 1

Jayden is a 13-year-old boy who grew up with a father who used to hit and verbally abuse him. Shortly after Jayden was placed in a foster home, he started having recurrent nightmares of being chased by a masked figure with a knife. Jayden's acquaintance at school offered him an illegally obtained knife "as a favor" to help Jayden deal with the issues. The friend also told Jayden that he does not have to be afraid of anyone and, if he needs more knives or something stronger, they can "work something out."

- Which vulnerabilities are present in this scenario?



Trainer Notes:

Read the short scenarios of children who are at risk of being trafficked and identify all the vulnerabilities that apply.

- **Lack of emotional well-being**
- Problems with physical or cognitive health
- Low self-esteem
- **History of physical or sexual abuse**
- Runaway episodes or homelessness
- **Substance use**
- **Troubled or dysfunctional family**
- LGBTQ orientation
- Exposure to political instability
- **Foster home placement**
- Gang affiliation

Jayden's emotional well-being is at risk because he is constantly dealing with the negative effects of the physical and verbal abuse from his father. He has recently moved into a foster home where he may not feel comfortable enough yet to open up and talk about his nightmares. Instead, he started using substances to cope with his troubled past, which put him at risk of human trafficking.

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18.

Scenario 2

Malika is an 8-year-old girl who fled a war zone and was sent to the US with a distant relative. Her father is missing in action, and her mother had to stay behind to care for her aging grandparents. Malika misses her mother a lot. She is one of many children in her new family and is constantly overlooked. She feels that she is not as important as the other family members and keeps mostly to herself. After a few months of living with her relatives, Malika decided to run away and somehow make her way back to her mother. Luckily, Malika had not crossed far before she was spotted by a law enforcement officer while trying to hitch a ride.

• Which vulnerabilities are present in the scenario?



Trainer Notes and Course Content

Trainer Notes:

Read the short scenarios of children who are at risk of being trafficked and identify all the vulnerabilities that apply.

- **Lack of emotional well-being**
- Problems with physical or cognitive health
- **Low self-esteem**
- History of physical or sexual abuse
- **Runaway episodes or homelessness**
- Substance use
- Troubled or dysfunctional family
- LGBTQ orientation
- **Exposure to political instability**
- Foster home placement
- Gang affiliation

Malika was exposed to political instability and violent conflict at a very early age. Even though she is physically safe with her new family, she feels lonely, desperate to belong, and starved for attention. Because she is overlooked by her relatives, she may have low self-esteem and feel that she is not deserving of their love. To cope with the situation, she runs away and ultimately places herself at risk of human trafficking.

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19.



Scenario 3

Tyler is a 18-year-old youth who identifies as gender nonconforming. Because of a history of being physically bullied about their fluid gender identity, Tyler dislikes going to school. They often feel like they are not good enough and don't know why anyone would want to be their friend. Additionally, Tyler has trouble focusing on the lessons, is prone to procrastination, and gets easily overwhelmed. To cope with anxiety, Tyler started self-medicating by drinking before school and other "stressful" events.

• Which vulnerabilities are present in the scenario?



Trainer Notes and Course Content

Trainer Notes:

Read the short scenarios of children who are at risk of being trafficked and identify all the vulnerabilities that apply.

- **Lack of emotional well-being**
- **Problems with physical or cognitive health**
- **Low self-esteem**
- **History of physical or sexual abuse**
- Runaway episodes or homelessness
- **Substance use**
- Troubled or dysfunctional family
- **LGBTQ orientation**
- Exposure to political instability
- Foster home placement
- Gang affiliation

Tyler's experience of being bullied because of their gender identity has affected their emotional well-being and lowered their self-esteem. This history of physical abuse and possible ADHD diagnosis made Tyler use alcohol to cope with the stress. These vulnerabilities place Tyler at risk of human trafficking.

20.



Commercial Sexual Exploitation of Children (CSEC) & Sexual Abuse

Trainer Notes:

Transition slide to discuss commercial sexual exploitation of children and sexual abuse.

Let's talk about the relationship as well as the similarities and differences between sex trafficking and sexual abuse as they can be easily confused. The connection between sexual abuse and sexual exploitation can depend on how children and the systems surrounding them, respond to their trauma.

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21.

Sexual Abuse Victim Vulnerability

Childhood sexual abuse can prime girls for future exploitation.

"My stepdad was an abusive person... physically and sexually to me and my sister. So growing up with it, I assumed it was normal."

— BOBETTE, SURVIVOR & ADVOCATE



Trainer Notes and Course Content

Trainer Notes:

This video tells the life story of several survivors of sexual abuse and how their abuse had inadvertently primed these survivors to sexual exploitation.

Watch the *Child Sexual Abuse* video from [The Life Story](https://thelifestory.org) website to hear victim accounts of childhood sexual abuse.

[The Life Story – Child Sexual Abuse](https://thelifestory.org)

<https://thelifestory.org/child-sexual-abuse>

22.

What We Know

Before they turn 18...

1 in 6 boys experience some form of sexual abuse

1 in 4 girls experience some form of sexual abuse



Trainer Notes:

A study in 2018 was done by a survivor of childhood sexual abuse to find out the current rates of child sexual abuse victims. Based on the study results, one out of every four girls and one out of every six boys were sexually abused.

HIGHLIGHT: That means in a room of 500 people, 125 of them are survivors.

<https://casamb.org/2018/04/04/child-sexual-abuse-awareness-and-prevention-with-sasha-joseph-neulinger/>

23.

Continuum of Sexual Abuse, SEC & CSEC



Trainer Notes:

Sexual abuse and CSEC should be considered as a continuum. This line shows the progression of child sexual abuse experiences and how they can lead the child into SEC and CSEC.

The continuum of sexual abuse starts in childhood with “love” and sex, the progresses towards violating boundaries. The child begins to believe that there are simply a sexual object and their self-esteem diminishes.

At a certain point they may run away or become homeless and end up in poverty without basic needs being met, which makes them even more vulnerable for exploitation and being recruited by traffickers/pimps etc.

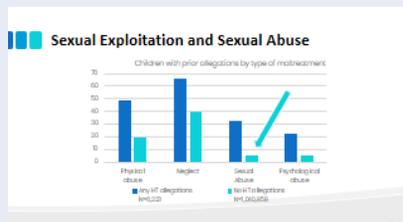
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24.



Trainer Notes and Course Content

Trainer Notes:

The connection between sexual abuse and sexual exploitation can depend on children, the systems surrounding them, and the response to their trauma. Childhood sexual abuse can prime girls for future exploitation. This graph shows 90 % CSEC victims had prior reported allegations of physical, neglect and psychological abuse.

25.

Commercial Sexual Exploitation of Child (CSEC)

Use of any person under the age of 18 for sexual purposes in exchange or promise of exchange for money, goods or services or the promise of money, goods or services.

Commercial Sex Act

Any sex act on account of which anything of value is given to or received by any person.

Trainer Notes:

Commercial sexual exploitation in children includes all of the following:

- The use of girls and boys in sexual activities remunerated in cash or in kind (commonly known as child prostitution) in the streets or indoors, in such places as brothels, discotheques, massage parlors, bars, hotels, restaurants, etc.
- The trafficking of girls and boys and adolescents for the sex trade.
- Child sex tourism.
- The production, promotion and distribution of pornography involving children.
- The use of children in sex shows (public or private.)

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26.



Trainer Notes and Course Content

Trainer Notes:

Here are some of the similarities and differences between CSEC and sexual abuse children. In both CSEC and Sexual abuse:

- Caretaker dominance and prey on vulnerable youth.
- Uses secrecy and isolation to maintain control.
- Preys on taking advantage of life provisions to also keep control and induce fear and anxiety.
- And leave feelings of hopelessness and despair but manipulating them with gifts or rewards.

In CSEC:

- CSEC requires payments; and is more of a cult/gang like experience.
- CSEC creates more of a street life experience and instills a sense of pride because of there is someone involved in their life who cares.
- CSEC has a lack of resources and a form of stigmatization.
- And more often, CSEC is a continuation of prior sexual abuse.

27.



Trainer Notes:

Transition slide to discuss identifying Commercial Sexual Exploitation of Child Victims.

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28.



From Victim to Survivor
Meet Keisha Head

"At the age of 16, I became a victim of domestic minor sex trafficking. Today, I serve as a Survivor Advocate expert and leader on the subject of DVST. I am a firm believer that your experiences in life does not limit you from becoming a leader in your life and society. It only equips you with the knowledge, faith and strength to persevere. Through my experiences, I want to provide programs that are not crisis based but strength-based to help victims transition into survivor leaders, who are able to live life at their full capacity and not limited to the victimhood stigma that society has placed upon them."

Activity: List all the vulnerabilities you hear Keisha speak about in her video.



Trainer Notes and Course Content

Trainer Notes:

For this activity, we will listen to survivor of minor sex trafficking, Keisha Head. As we listen to Keisha's story, list in your participant guide all the vulnerabilities you hear she speaks about in her video.

Trainer Note: : Allow time for trainees to read the case story of Keisha Head. Confirm that everyone is finish then proceed with the video on the next slide.

29.



A Survivor Story: Keisha Head



Trainer Notes:

Discuss the vulnerabilities learners identified in the video.

- Fearful of her guardian.
- Fearful of law enforcement.
- Fearful of how generational abuse may affect her child.
- She felt desperate to connect to another individual and feel heard.
- Fear of being reliant on "the system."
- The need to belong somewhere.
- Fearful for her life and the life of those around her.
- Fear of homelessness.

At the end of your debrief, share the following:

As a Survivor Advocate Expert, Keisha has beliefs about how to help other survivors of sex trafficking. She believes that with the right support system, anyone can heal and overcome their past experiences. She supports programs that aim towards self-sufficiency and empowerment to overcome victimization.

<https://youtu.be/DKiBf6dgerI>

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Trainer Notes and Course Content

30.



Trainer Notes:

If the age of an individual has been verified to be under 18, and the individual is in any way involved in the commercial sex industry, then he or she is a CSEC victim.

Under federal law, sex trafficking (such as prostitution, pornography, exotic dancing, etc.) **does not require there be force, fraud, or coercion if the victim is under 18.**

31.



Trainer Notes:

Discuss the factors/characteristics of a CSEC victim.

- Does youth have a history of running away or leaving the home overnight or for days/weeks at a time?
- Does youth have tattoos? Who was with them when got the tattoos (ones you can see and one's underneath clothing)? What is the significance of the tattoo(s)? Any names, dollar signs/money bags with hearts/diamonds/flowers/clovers?
- Did they travel? Who were they with and where did they go?
- Who are you closest to in your family? Who pays for your food, clothes, cell phone getting your hair done?
- Does youth get involved with a gang?
- Does the youth come and go as they please or have they been kicked out of the home? If so, where and with whom did they stay while they were away from home?
- What type of social media do they access? Do they put their pictures on advertising or modeling pages?
- Where was youth picked up— hotel/motel/club??

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Trainer Notes and Course Content

35.

Key Takeaways

Prevalence of Trafficking Victims	Understanding of Trafficking Victims	Understanding of Trafficking Victims of COVID-19
<ul style="list-style-type: none"> • 1 in 10 • 1 in 100 • 1 in 1000 • 1 in 10000 • 1 in 100000 	<ul style="list-style-type: none"> • Lack of understanding of trafficking • Lack of understanding of trafficking victims 	<ul style="list-style-type: none"> • Lack of understanding of trafficking victims

Trainer Notes:
Discuss key takeaways.

Module 4

Understanding Human Traffickers Instructor's Guide



Understanding Human Traffickers Instructor's Guide

Learning Objectives

1	What we know about human traffickers
2	Human Trafficking Recruitment & Tactics
3	Sex trafficking language
4	Types of sex trafficking
5	Who the buyers are
6	Targets of human trafficking
7	Methods of recruitment
8	Online Safety
9	Sextortion
10	Gang-controlled Sex Trafficking

ICON LEGEND	TEAMS Whiteboard	Participation	Guided Activity	Handout	Multimedia
					

What is in the Learner Guide:

Common Terminology	
Term	Meaning
The Game/The Life	The collection of prostitution, complete with rules, a hierarchy of authority, and language.
Track (Street or stable)	An area of town known for prostitution activity, including around a group of hotels and pornography stores, or a particular stretch of street.
John (Buyer)	An individual who pays for or trades something of value for sexual acts.
Trick	Committing an act of prostitution (trick), or the person buying it (trick). A victim is said to be "tricking a john" or "with a trick".
Date	The exchange where prostitution takes place, or the activity of prostitution. A victim is said to be "with a date" or "dating".
Bottom	A female appointed by the trafficker/pimp to supervise the others and report rule violations.
Daddy	The term that a pimp will often require his victims to call him.
Family/folks	The terms used to describe the other individuals under the control of the same pimp.
Wifey/Sister Wife	What women and girls controlled under the same pimp call each other.
Stable	A group of victims under the control of a single pimp.
Quota	A set amount of money that a trafficking victim must make each night before the victim can come "home".
Choosing Up	The process in which a different pimp takes "ownership" of a victim.
Exit Fee	The money a pimp will demand from a victim who is thinking about trying to leave. It will be an exorbitant sum, to discourage her from leaving.
Turn Out	To be forced into prostitution (trick) or a person newly involved in prostitution (trick).

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Recommendations for Further Learning	
	<p>Video Links</p> <p>Selling Girls https://www.youtube.com/watch?v=...</p> <p>Interview with a Human Trafficker: Matthew DeLeon https://www.youtube.com/watch?v=...</p> <p>P.I.M.P. Juries by 5D Cent https://www.youtube.com/watch?v=...</p> <p>Young Girl PIMP Testimony https://www.youtube.com/watch?v=...</p> <p>Human Trafficking PSA https://www.youtube.com/watch?v=...</p> <p>Don't Show Your Face on Social Media https://www.youtube.com/watch?v=...</p>
	<p>Resource Links</p> <p>Parent's Guide to Gangs A guide designed to provide parents with answers to common questions about gangs to enable them to recognize and prevent gang involvement. https://www.ncjrs.gov/pdffiles1/nij/218421.pdf</p> <p>Secret codes and language used by kids and traffickers. https://www.fbi.gov/newsroom/special-operations/child-exploitation</p> <p>Pediatric https://www.pediatrics.org/cgi/content/full/124/3/e1</p> <p>Darkness to Light https://www.dl.org/education/additional-training/child-exploitation/</p>

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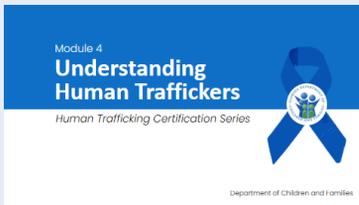
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Trainer Notes and Course Content

1.



Module 4
Understanding Human Traffickers
Human Trafficking Certification Series
Department of Children and Families

Trainer Notes:
Please ensure you have read through the trainer notes prior to session.

Welcome slide.

2.



What This Training Covers

- What we know about human traffickers
- Human trafficking recruitment & tactics
- Sex trafficking language
- Types of sex trafficking
- Who the buyers are
- Targets of human trafficking
- Methods of recruitment
- Online safety
- Sex tourism
- Gang-controlled sex trafficking

Trainer Notes:
Discuss what this training will cover from this slide.

3.



Content Warning

This presentation may contain sensitive and/or triggering material. Sexual abuse, assault and other forms of abuse will be discussed. Forms of force, fraud and coercion will also be talked about. There may be uncomfortable moments.

If you feel you need to step out of a profile, take a break, or speak out, please do so.

All debriefs with professionals, it does not mean we do not need support ourselves.

Please know that there is help, resources and we encourage you to seek support.

Trainer Notes:
Provide content disclaimer.

4.



Human Trafficking in the USA

SELLING GIRLS



Trainer Notes:
We will start this session by introducing you to human trafficking in the USA with the following video, “Selling Girls – Sex Trafficking 101”

Play the video:
<https://youtu.be/sBhbMPgbNIU>

Video Description:
We’ve all heard the term sex trafficking...but there are a lot of question that many people feel uncomfortable asking. We created this rundown to help you understand what it is and how it American girls are being targeted.

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Trainer Notes and Course Content

5.



Trainer Notes:

Transition slide to discussing who are the perpetrators of human trafficking. The traffickers.

6.



Trainer Notes:

Let's discuss how sex traffickers draw women into the sex industry.

- They get the girls to fall in love with them.
- Because the young girls are "broken" in some way, they can be exploited.
- Drugs can be used.
- Creating the illusion that they love the girl and telling them what they want to hear.
- Putting in 50/50 into a "relationship" to hold onto the relationship.
- Selling the idea of a perfect, dream life.

Play the video:

<https://youtu.be/VQhdHu55fhg>

Video Description: All across the GTA, young Canadian girls are being beaten, branded, bought and sold along our highways and in our hotels. A Star investigation into the dark underbelly of domestic sex trafficking in Ontario.



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7.



Who are Human Traffickers?

- Perpetrators of this crime (traffickers/pimps or buyers/johns).
- Do not fit a stereotype.
- Can come from every social, ethnic, gender, and racial group.
- May be involved with local or national level gangs, larger nationwide criminal organizational groups, or may have no affiliation with any one specific group.

Trainer Notes and Course Content

Trainer Notes:

Human Traffickers- The perpetrators of this crime (traffickers/pimps or buyers/johns) do not fit a stereotype. They represent every social, ethnic, gender, and racial group. Some perpetrators are involved with local or national level gangs, others are members of larger nationwide criminal organizational groups, some have no affiliation with any one specific group, some are independent traffickers and others are family members/caregivers or Intimate partners.

8.



Profiling Human Traffickers

There is no one single profile of traffickers:

- Not always organized criminals
- A pimp can be a boyfriend, business, father, mother, uncle, a coach, a teacher or anyone exerting control over a minor, even a peer
- Any ethnicity or race
- Both men and women of varying ages
- Anyone who benefits from the commercial sexual or labor exploitation of a minor



Trainer Notes:

There is no one way to identify a trafficker, as they can come from any background or walk-of-life. Traffickers are not gender specific, and can even be related to the victim, such as a parent, guardian, or trusted adult. A trafficker has the ability to exert control over a minor, so it can even be a peer. Anyone who benefits from the commercial sexual or labor exploitation of a minor is considered a trafficker.

9.



Who are Human Traffickers?

Based on human trafficking cases that have been identified by the National Human Trafficking Resource Center, examples of traffickers may include:

- Brothel and illegal massage business owners and managers
- Employers of domestic servants
- Gangs and criminal networks
- Growers and crew leaders in agriculture
- Intimate partners/family members
- Labor brokers
- Factory owners and corporations
- Pimps/sex traffickers
- Small business owners and managers

See Traffickers

Labor Traffickers

Trainer Notes:

Traffickers can be foreign nationals and U.S. citizens, males and females, family members, intimate partners, acquaintances, and strangers. Based on human trafficking cases that have been identified by the National Human Trafficking Resource Center, examples of traffickers may include:

- Brothel and illegal massage business owners and managers
- Employers of domestic servants
- Gangs and criminal networks
- Growers and crew leaders in agriculture
- Intimate partners/family members
- Labor brokers
- Factory owners and corporations
- Pimps/sex traffickers
- Small business owners and managers
- Ultimately, traffickers exist because human trafficking remains highly lucrative operation.

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Trainer Notes and Course Content

10.



Trainer Notes:

Read this excerpt from “The Pimp Game, An Instructional Manual,” written 1998.

11.



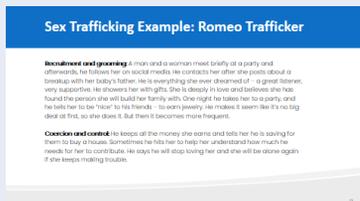
Trainer Notes:

Discuss that these are examples of the kinds of sex trafficking situations that are most frequently heard about on the U.S. National Human Trafficking Hotline. They are by no means the only ways that sex trafficking can occur.

We will discuss three of these examples in Reference:

[Sex Trafficking Examples | Polaris \(polarisproject.org\)](https://polarisproject.org/sex-trafficking-examples/)

12.



Trainer Notes:

- Most common trafficker/pimp involved in domestic sex trafficking.
- Portray themselves as a caring and loving boyfriend or girlfriend to inspire fierce loyalty from the victim.
- Spend weeks to months grooming their victims and gaining their trust.
- Are master manipulators that seek out their victims vulnerable to capitalize on their need victims need to feel loved, listened, and desired.
- Manipulate their victims psychologically so that victims stay or return to trafficker or in the “life” of sex trafficking.
- May physically abuse the victim.

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Trainer Notes and Course Content

13.

Sex Trafficking Example: Online Trolling

Recruitment and grooming: A lonely, insecure teen dreams of a modeling career and frequently posts pictures of herself striking a pose. She is contacted by someone who claims to be a modeling agent and sends her a plane ticket to come to his studio. When she arrives, he takes her out on the town and tells her she has to "be nice" to some people in the business to get contracts and sends her out to prostitute.

Coercion and control: She is far from home, didn't tell her parents she was leaving, has no money, and is concerned. He tells her she is making a good impression and that it will just take a little longer for her hard work to turn into modeling jobs.

Trainer Notes:

Traffickers troll the internet looking for children who express a desire for family and connection. When they identify a target, a trafficker starts the grooming process by building trust and a friendship that, in the child's mind, can turn into something deeper.

[Sex Trafficking Examples | Polaris \(polarisproject.org\)](#)

14.

Sex Trafficking Example: CEO Pimping

Recruitment and grooming: A young woman who grew up in foster care ages out and is left without a pick-up line or guidance for her future. She meets a man at her job at a gas station who tells her he has connections in the entertainment industry, and she should come down to his après club where she will meet producers who might need an assistant. After a few weeks, he tells her the reason she isn't getting noticed is that she does not perform sex acts in the club's back room after her shift ends.

Coercion and control: When she doesn't comply, he threatens to fire and blackball her from any other clubs or music venues in the city. He also makes veiled threats about hurting her and her young child.

Trainer Notes:

- Are more likely to be engaging in "white collar crimes"
- Typically run the operation like a business and may operate additional businesses that are legitimate or illegal
- Most likely be linked to massage parlor exploitation and escort services
- May be very successful people in the business or entertainment world

15.

Sex Trafficking Language

Trainer Notes:

Transition slide to discussing the common terminology used by human traffickers.

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16.

Common Terminology	
Term	Meaning
The Game/The Life	The subculture of prostitution, complete with rules, a hierarchy of authority, and language.
Track (Stroll or Blade)	An area of town known for prostitution activity including around a group of strip clubs and pornography stores, or a particular stretch of street.
John (Buyer)	An individual who pays for or trades something of value for sexual acts.
Trick	Committing an act prostitution (<i>verb</i>), or the person buying it (<i>noun</i>). A victim is said to be "turning a trick" or "with a trick".
Date	The exchange when prostitution takes place, or the activity of prostitution. A victim is said to be "with a date" or "dating".
Bottom	A female appointed by the trafficker/pimp to supervise the others and report rule violations.
Daddy	The term that a pimp will often require his victims to call him.

Trainer Notes and Course Content

Trainer Notes:

The Game/The Life

The subculture of prostitution, complete with rules, a hierarchy of authority, and language. Referring to the act of pimping as “the game” gives the illusion that it can be a fun and easy way to make money, when the reality is much harsher. Women and girls will say they’ve been “in the life” if they’ve been involved in prostitution for awhile.

Track (AKA Stroll or Blade)

An area of town known for prostitution activity. This can be the area around a group of strip clubs and pornography stores, or a particular stretch of street.

“John” (AKA Buyer or “Trick”)

An individual who pays for or trades something of value for sexual acts.

Trick

Committing an act prostitution (*verb*), or the person buying it (*noun*). A victim is said to be “turning a trick” or “with a trick”.

Date

The exchange when prostitution takes place, or the activity of prostitution. A victim is said to be “with a date” or “dating”.

Bottom

A female appointed by the trafficker/pimp to supervise the others and report rule violations. Operating at his “right hand”, the Bottom may help instruct victims, collect money, book hotel rooms, post ads, or inflict punishment on other girls.

Daddy

The term that a pimp will often require his victims to call him.

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17.

Term	Meaning
Family/Folks	The terms used to describe the other individuals under the control of the same pimp.
Wife/Sister Wife	What women and girls controlled under the same pimp call each other.
Stable	A group of victims under the control of a single pimp.
Quota	A set amount of money that a trafficking victim must make each night before the victim can come "home".
Choosing Up	The process in which a different pimp takes "ownership" of a victim.
Exit Fee	The money a pimp will demand from a victim who is thinking about trying to leave. It will be an exorbitant sum, to discourage her from leaving.
Turn Out	To be forced into prostitution (verb) or a person newly involved in prostitution (noun).

Trainer Notes and Course Content

Trainer Notes:

Family/Folks

The terms used to describe the other individuals under the control of the same pimp. He plays the role of the father (or "Daddy") while the group fulfills the need for a "family".

Wife/Sister Wife

What women and girls controlled under the same pimp call each other.

Stable

A group of victims under the control of a single pimp

Quota

A set amount of money that a trafficking victim must make each night before she can come "home". Quotas are often set between \$300 and \$2,000. If the victim returns without meeting the quota, she is typically beaten and sent back out on the street to earn the rest. Quotas vary depending upon geographic location, local events, etc.

Choosing Up

The process in which a different pimp takes "ownership" of a victim. Victims are instructed to keep their eyes to the ground at all times. According to pimping rules, when a victim makes eye contact with another pimp (accidentally or on purpose), she is choosing him to be her pimp. If the original pimp wants the victim back, he must pay a fee to the new pimp. When this occurs, he will force the victim to work harder to replace the money lost in transaction.

Exit Fee

The money a pimp will demand from a victim who is thinking about trying to leave. It will be an exorbitant sum, to discourage her from leaving. Most pimps never let their victims leave freely.

Turn Out

To be forced into prostitution (*verb*) or a person newly involved in prostitution (*noun*).

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Trainer Notes and Course Content

18.



Trainer Notes:

Transition slide to discussing the tactics and stages of the recruitment process.

19.



Trainer Notes:

Traffickers are known to engage in constant recruitment to attempt to entice children into their web of control.

Three common stages of recruitment:

- 1) the lure,
- 2) trust and
- 3) payback stage

20.



Trainer Notes:

- Pays special attention to child, gives compliments, affection.
- Offers romance, support, parties, drugs, "glamour" (hair, nails, etc.)
- Promises increased popularity in new peer group

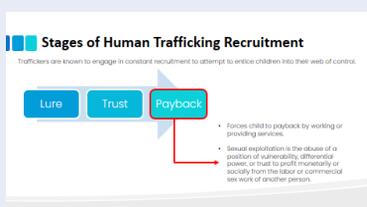
21.



Trainer Notes:

- Sell youth on the glamour of street life.
- Say "I love you" and have sex with the child.
- Challenge boundaries set by parents or caregivers to further separate the child from his or her family.

22.



Trainer Notes:

- Forces child to payback by working or providing services.
- Sexual exploitation is the abuse of a position of superiority, differential power, or trust to profit monetarily or socially from the labor or commercial sex work of another person.

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Trainer Notes and Course Content

23.



Trainer Notes:

Traffickers will utilize the following tactics to establish a bond with their victim.

24.



Trainer Notes:

The more the trafficker can make the victim believe they have one to love, protect and understand then the more control they will have of them.

- Taking all the victim's money or not allowing them control over their money while making the victim rely on their trafficker to meet their needs and wants.
- Making the victim participate in illegal activities and then using this against them if they try to leave.
- Isolating the victim from their family and friends.
- Moving the victim to another city or state, so they have no one to call or nowhere to go to ask for help.

25.



Trainer Notes:

This tactic often is induced by fear or threat of violence or harm against the victim or their families. The victim will remain with their trafficker to prevent harm to themselves or the ones that the love. These threats may have been reinforced if the trafficker has been violent toward their victim or if the victim has witnessed the trafficker be violent to others.

- Instills the thoughts that if the victim leaves or even thinks about leaving, they will not receive money or support from their trafficker. They would be left homeless and unable to provide for themselves.
- Convinces the victim that they will find them wherever they go if they try to leave.
- Threatens to kill the victim or someone they love if they try to leave.

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26.

Understanding Traffickers' Tactics

- Instills the thoughts that if the victim leaves or even thinks about leaving, they will not receive money or support from their trafficker. They would be left homeless and unable to provide for themselves.
- Convinces the victim that they will find them wherever they go if they try to leave.
- Threatens to kill the victim or someone they love if they try to leave.

Trainer Notes and Course Content

Trainer Notes:

This tactic often is induced by fear or threat of violence or harm against the victim or their families. The victim will remain with their trafficker to prevent harm to themselves or the ones that they love. These threats may have been reinforced if the trafficker has been violent toward their victim or if the victim has witnessed the trafficker be violent to others.

- Instills the thoughts that if the victim leaves or even thinks about leaving, they will not receive money or support from their trafficker. They would be left homeless and unable to provide for themselves.
- Convinces the victim that they will find them wherever they go if they try to leave.
- Threatens to kill the victim or someone they love if they try to leave.

27.

Understanding Traffickers' Tactics

- Using sleep deprivation to control the victim.
- Playing tricks with their minds to attempt to convince the victim that they are mentally unstable.
- Consistently telling the victims that they are unattractive, that they disgust them, and no one will ever want them because they have done.
- Telling the victim that they are only good at sexual acts, so why they are trying to better themselves by going further in their education, detoxing from substances, or getting a job.

Trainer Notes:

The more a person is told something, even if it is a lie, the more they begin to believe it. Trafficker use this tactic to increase the trauma bond with their victim and in return the victim will rely on their trafficker for everything including their basic needs. Such as, when the shower, when to eat and when to sleep.

- Using sleep deprivation to control the victim.
- Playing tricks with their minds to attempt to convince the victim that they are mentally unstable.
- Consistently telling the victims that they are unattractive, that they disgust them, and no one will ever want them because they have done.
- Telling the victim that they are only good at sexual acts, so why they are trying to better themselves by going further in their education, detoxing from substances, or getting a job.

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28.

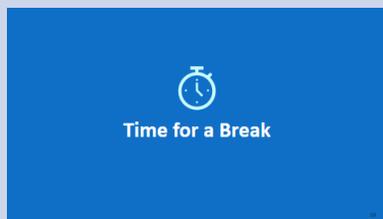


Trainer Notes and Course Content

Trainer Notes:

- Promising to change their ways and constantly rotating acts of kindness with violence.
- Blaming the abuse on stress or the victim's actions or behaviors.
- Promising to love them forever, marry them, or give them a family.
- Making the victim feel shame and self-blame for allowing this person into their life.
- The victim feels trapped and believes there is no way out of the abusive situation.

29.



Trainer Notes:

Give the learner's the opportunity for a break. Give a specific time for their return.

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30.



Trainer Notes and Course Content

Trainer Notes:

Video Description: An actor exposes the truth behind the life of a victim of human trafficking.

Play the video:

<https://youtu.be/TnWRx-3s-Ag>

Discuss that without the desire for sex trafficking, traffickers would not be able to exploit their victims. Demand creates the opportunity for trafficking.

31.

Who is Buying Children?

Buyers could be anyone.

- They are all genders, races, socio-economic status and professions.
- Buyers of minors for sexual purposes often have difficulty interacting with their adult peers.
- Buyers are willing to treat other people like objects or commodities that they can buy and exploit for their own sexual benefit.
- Buyers that pay or solicit for sexual acts or pornography of a person under the age of 18 can be charged with Human Trafficking per Florida State and Federal laws. They will also be verified as a Human Trafficking perpetrator by DCF.

The infographic features a central blue circle labeled 'Who is buying?' with lines radiating to various categories: 'Family members', 'Peers', 'Organized crime cartels or gangs', 'Exotic dance club patrons', 'Opportunistic', 'Business leaders', 'Neighbors and friends', 'Faith leaders', 'First responders', 'Low income population', and 'Wealthy population'.

Trainer Notes:

Beware! Buyers could be anyone. They are all genders, races, socio-economic status and professions. Buyers of minors for sexual purposes often have difficulty interacting with their adult peers. Buyers are willing to treat other people like objects or commodities that they can buy and exploit for their own sexual benefit. Buyers that pay or solicit for sexual acts or pornography of a person under the age of 18 can be charged with Human Trafficking per Florida State and Federal laws. They will also be verified as a Human Trafficking perpetrator by DCF.

- They could be:
- family, relatives
 - peers
 - organized crime cartels or gangs
 - exotic dance club patrons
 - opportunistic
 - business leaders
 - neighbors and friends
 - faith leaders
 - first responders
 - low income population
 - Wealthy population

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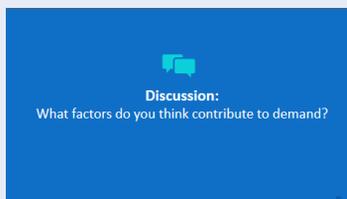
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Trainer Notes and Course Content

32.



Trainer Notes:

Ask the learners, what factors do you think contribute to the demand for sex trafficking?

33.



Trainer Notes:

Ask the learners what risks can lead to being sex trafficked.

- Being a runaway
- There is a demand for child sex trafficking
- Companies profit from the exploitation of children
- Large sporting events

Play the video:

<https://youtu.be/ymWWvmNcltA>

[Protecting Children from Sex Trafficking - Darkness to Light \(d2l.org\)](https://youtu.be/ymWWvmNcltA)

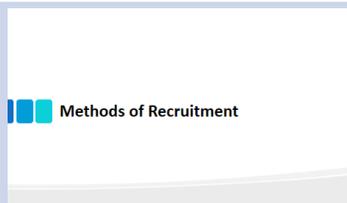
34.



Trainer Notes:

Discuss the common risk factors for children at risk of trafficking compared to common characteristics of trafficking victims.

35.



Trainer Notes:

Transition slide to discussing the methods used by traffickers to recruit their victims.

36.



Trainer Notes:

Human traffickers recruit boys and girls online. Ignoring the signs of human trafficking behind the socially accepted normalcy of social media exposes children to traffickers.

Play the video:

<https://youtu.be/HDSCTJYdO0g>

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37.

Online Predatory Practices

With the rise of online technology, traffickers have increased ability to:

- Access vulnerable youth through online connections
- Assess youth vulnerabilities when interacting online
- Build relationships when engaging in online grooming
- Use self-erasing technology
- Develop a second online persona and
- Transition youth from online to in-person interactions.

Online Access to More Vulnerable Youth

1st person access to 100% vulnerable youth

Trainer Notes and Course Content

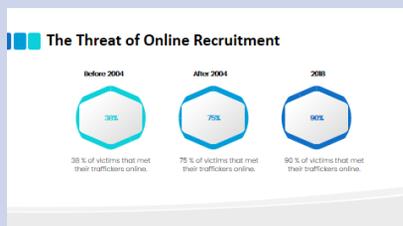
Trainer Notes:

The University of Toledo Human Trafficking and Social Justice Institute published a report in 2018 that serves to inform professionals, parents, and children about the dangers of online predatory practices to connect, recruit, and sell youth for sex. The report outlines themes that include a trafficker's increased ability to....

access vulnerable youth through online connections
assess youth vulnerabilities when interacting online
build relationships when engaging in online grooming
use self-erasing technology
develop a second online persona and
transition youth from online to in-person interactions.

Kunz, R., Baughman, M., Yarnell, R., & Williamson, C. (2018). *Social media & sex trafficking process*. University of Toledo.

38.



Trainer Notes:

([Thorn Survivor Insights, 2018](#))

Access and Ability to Connect More Vulnerable Youth Online

This report serves to inform professionals, parents, and youth about the dangers of online predatory practices to connect, recruit, and sell youth for sex. This report outlines themes which include access and the ability to connect to more vulnerable youth online, the ease of assessing vulnerabilities online, online grooming to form quicker relationships, the use of self-erasing technology and/or developing a second persona to traffick youth, and moving youth from online to in-person.

[Ryan Kunz, MSW, Meredith Baughman, BA, Rebecca Yarnell, MSW, Celia Williamson, PhD](#) The University of Toledo Human Trafficking and Social Justice Institute 2018

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39.



Trainer Notes and Course Content

Trainer Notes:

Traffickers search the youth's social media pages for any information they can use to recruit and groom. Traffickers use the information gathered from the youth's social media pages to fill vulnerabilities, build trust, and get them to share more of their bodies in pictures. Traffickers will also try to convince the youth to move from monitored pages to pages with very little oversight.

Traffickers will encourage youth to share a risky picture of themselves, convince them to sell their pictures to the trafficker or online, then use these pictures to coerce them.

Often traffickers use emojis to communicate with youth. Emojis are images offered within the social media app that hide the true message being sent or received.

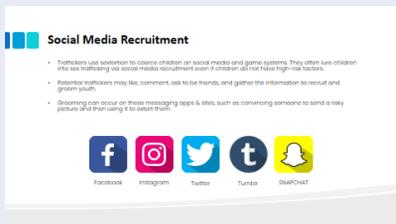
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40.



Trainer Notes and Course Content

Trainer Notes:

Facebook: A popular free social networking website that allows registered users to create profiles, upload photos and video, send messages and keep in touch with friends, family and colleagues

Instagram: a free online photo sharing and social network platform that allows members users to upload, edit and share photos with other members through the Instagram website, email, and social media sites such as Twitter, Facebook, Tumblr, Foursquare and Flickr

Twitter: a free social networking microblogging service that allows registered members to broadcast short posts called *tweets*. Twitter members can broadcast tweets and follow other users' tweets by using multiple platforms and devices.

WhatsApp and Kik Messenger lets teens send text messages, videos, photos, and short audio messages to one or many people with no message limits or fees (after paying for the app). Tumblr is a blogging platform that lets you effortlessly share anything. You can post text, photos, quotes, links, music, videos and even other people's blog posts into your blog, and share it with other people.

Ask.fm is a social networking website where users can ask other users questions, with the option of anonymity. This is a question-and-answer service that thrives on anonymity, making it fun and dangerous, which is why teens like it.

TikTok is a Chinese-owned social video-sharing app. Users can shoot, edit, and share 15-second videos jazzed up with filters, music, animation, special effects, and more. Like its fellow social media apps, users can also follow, like, and comment on everything they see. TikTok can be used on iOS and Android operating systems. To put it plain and simple, TikTok is here to make social media fun again.

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41.

Social Media Recruitment

- Traffickers fill vulnerabilities, build trust, and get them to share more of their body in pictures. Move them from monitored page to less monitored page.
- Traffickers will move their targeted victims from sharing to selling or selling pictures online of themselves.

WhatsApp Kik Tinder Ask.fm TikTok

*The University of Texas-Kelcey Trafficking and Social Justice Institute

Trainer Notes and Course Content

Trainer Notes:

WhatsApp and Kik Messenger lets teens send text messages, videos, photos, and short audio messages to one or many people with no message limits or fees (after paying for the app).

Tinder is an online dating app that allows you to swipe right (like) or swipe left (don't like) to other's profiles. If both people swipe right you can private message. Tinder uses geo-location, to find people close to you. You can set your geo-location to as close as 1 mile away. The restriction age for Tinder is 12 years old.

Ask.fm is a social networking website where users can ask other users questions, with the option of anonymity. This is a question-and-answer service that thrives on anonymity, making it fun and dangerous, which is why teens like it.

TikTok is a Chinese-owned social video-sharing app. Users can shoot, edit, and share 15-second videos jazzed up with filters, music, animation, special effects, and more. Like its fellow social media apps, users can also follow, like, and comment on everything they see. TikTok can be used on iOS and Android operating systems. To put it plain and simple, TikTok is here to make social media fun again.

40.

Sextortion

Sextortion refers to the broad category of sexual exploitation in which power or blackmail is the means of coercion and can be coupled with the threatened release of sexual images or information.

Purposes:

- To acquire additional and increasingly more explicit sexual content (photos/videos) of the youth for personal use or to post/sell on the internet.
- To obtain money from the youth.
- To meet and have sex with the youth.

Trainer Notes:

Sextortion is a broad category of sexual exploitation where power or blackmail is used to coerce or threaten a victim for sexual images or information.

Social media is commonly used to create this situation.

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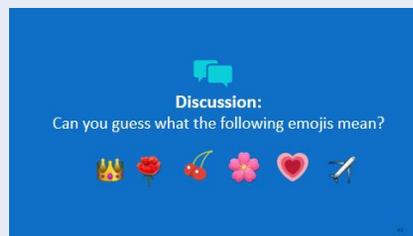
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Trainer Notes and Course Content

43.



Trainer Notes:

How Sex Traffickers Use Emojis on Social Media

Did you know sex traffickers use emoji symbols to communicate with buyers and potential clients who are interested in paying for sex? Rather than using words, this can represent the new form of human trafficking language. **What is an emoji?** An icon or image used to express emotion, often used in text messages. A yellow smiley face is one example.

What are 6 popular emojis used by pimps to sell children?

- 1.Crown
- 2.Rose
- 3.Cherry
- 4.Cherry Blossom
- 5.Growing Heart
- 6.Airplane

What is the definition or meaning of these coded emojis?

1.Crown

1. “indicates a boy or girl is under house arrest”
2. the girl or boy is owned or controlled by a pimp or gang who acts as the male administrator or manager and keeps the victim confined within certain perimeters .

2.Rose = the number of roses may indicate price (how much it costs to buy her or him)

3.Cherry (cherries) = implies virginity; he or she is underage

4.Growing Heart = victim is a minor under 18 years old; “child-like”

5.Airplane = ‘new in town’; the buyer must travel to the designated city where the victim is located

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47.



Ways to Keep Children Safe Online

- Educate yourself and stay up to date with new apps. Every few weeks do a quick online search for "new social media apps." Get familiar with the apps before your kids.
- Discuss the apps/sites you find with your kids, ask them what they know, and keep the lines of communication open. Browse the internet with your child in care and teach them about what is and isn't appropriate.
- Set appropriate parental controls, age restrictions for downloading apps, time restrictions, etc.
- Check your kids' devices frequently and thoroughly. Consider connecting to all of the apps from your child's device. View the child's activity, messages, contacts etc. Some companies offer software to help you monitor kids' activity on phones and apps. Be aware of your kids' friends online and offline.

Trainer Notes:

- Educate yourself and stay up to date with new apps. Every few weeks do a quick online search for "new social media apps." Get familiar with the apps before your kids.
- Discuss the apps/sites you find with your kids, ask them what they know, and keep the lines of communication open.
- Set appropriate parental controls, age restrictions for downloading apps, time restrictions, etc.

48.



Ways to Keep Children Safe Online

- Establish boundaries by designating a family computer, tablet or smart phone with rules to follow, and schedule times for use.
- Educate your children on the dangers of "oversharing" online. Teach them that every move we make does not have to be documented online and remind them that social media is not a diary or a personal photo album.
- Most importantly, maintain a connected relationship with your kids. Spend time with them, tell them you love them, and express your appreciation for them. Rely more on your relationship with them than filters and other safeguards!

Remember, a child's safety is more important than their privacy. As a parent/guardian you aren't being nosy by checking their cell phone on a regular basis; you are being a responsible parent.

Trainer Notes:

- Check your kids' devices frequently and thoroughly. Consider connecting to all of the apps from your child's device. View the child's activity, messages, contacts etc. Some companies offer software to help you monitor kids' activity on phones and apps. Be aware of your kids' friends online and offline.
- Educate your children on the dangers of "oversharing" online. Teach them that every move we make does not have to be documented online, and remind them that social media is not a diary or a personal photo album.
- Most **importantly**, maintain a connected relationship with your kids. Spend time with them, tell them you love them, and express your appreciation for them. Rely more on your relationship with them than filters and other safeguards!
- Cable and phone service providers offer the option of setting up parental controls. With these, you will be able to restrict the sites your child in care can browse through. This will prohibit him from viewing inappropriate content. Some methods are:
- Remember, a child's safety is more important than their privacy. As a parent/guardian, you aren't being nosy by checking their cell phone on a regular basis; you are being a responsible parent.

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49.



Trainer Notes:

Give the learner's the opportunity for a break. Give a specific time for their return.

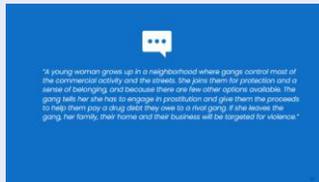
50.



Trainer Notes:

Transition slide: While gangs have historically focused on drug trafficking and illegal weapons trade, gang involvement with human trafficking—as one of the world's fastest growing criminal enterprises—continues to increase.

51.



Trainer Notes:

Human traffickers are commonly found in gangs.
Read the quote.

[Sex Trafficking Examples | Polaris \(polarisproject.org\)](https://polarisproject.org)

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52.

What is a Criminal Gang?

"Criminal gang" means a formal or informal ongoing organization, association, or group that has as one of its primary activities the commission of criminal or delinquent acts, and that consists of three or more persons who have a common name or common identifying signs, colors, or symbols, including, but not limited to, terrorist organizations and hate groups.

Criminal activity

Share collective name, signs or symbols

Three or more persons (Florida) Five or more persons (Federal)

Trainer Notes and Course Content

Trainer Notes:

Explain that this is a three prong criteria for how law enforcement classifies Criminal Street Gangs.

Pose the question of what would be present with the absence of the last criteria (criminal activity).

Give examples of groups such as the Boys Scouts, a sports team, PTA, etc... emphasizing the fact that , criminal activity, is the major separator.

RCW 9.94A.030(12) "Criminal street gang" means any ongoing organization, association, or group of three or more persons, whether formal or informal, having a common name or common identifying sign or symbol, having as one of its primary activities the commission of criminal acts, and whose members or associates individually or collectively engage in or have engaged in a pattern of criminal street gang activity. This definition does not apply to employees engaged in concerted activities for their mutual aid and protection, or to the activities of labor and bona fide nonprofit organizations or their members or agents.

874.03 "Criminal gang" means a formal or informal ongoing organization, association, or group that has as one of its primary activities the commission of criminal or delinquent acts, and that consists of three or more persons who have a common name or common identifying signs, colors, or symbols, including, but not limited to, terrorist organizations and hate groups.

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53.

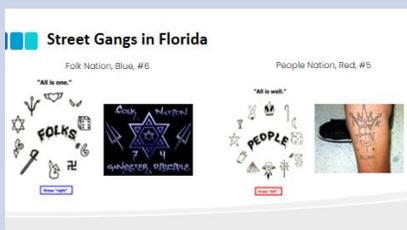


Trainer Notes and Course Content

Trainer Notes:

There are a lot of reasons why youth get involved in gangs. Sometimes youth get “pulled” into a gang because they think they might earn a lot of money and gain status, or they may think it is a good way to show family, neighborhood, or cultural pride. Other times youth get “pushed” into a gang because they are afraid for their safety and think a gang will provide protection from neighborhood crime and violence, or they have been pressured by the gang to join.

54.



Trainer Notes:

Folk Nation – Numeric 6. Symbols include the Six-point Star of David, Devil’s Tail, 6-dice, winged heart, devils' horns, a pitch-fork or a playboy bunny, sword or a sai depending on the disciple. They use Right-handed identifiers to distinguish themselves from the People Nation such as wearing articles of clothing to the right

People Nation – some of the symbols are the the five-pointed star, the number 5, an upside down 5, a 6-dot dice, a crown. People Nation wear identifiers to the left of their bodies to distinguish themselves from the Folks Nation.

Understanding Human Traffickers

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55.



Trainer Notes and Course Content

Trainer Notes:

The Sureños (#13, x3, or XIII) are the umbrella organization for Hispanic street and prison gangs united under the **Mexican Mafia**.

The purpose of the alliance of gangs is primarily to make more money for the drug lords, who are mostly prisoners in state penitentiaries. The gangs began in the prisons and on the streets as a way to protect ethnic groups from physical violence by others.

Norteños (#14) are the various, affiliated gangs that pay tribute to Nuestra Familia while in California state and federal correctional facilities. The gang's membership consists primarily of Mexican Americans. Their color is red.

MS-13 was formed by Salvadoran immigrants that came to the United States in order to escape the civil war in their home country. Colors blue and white. #13

56.



Trainer Notes:

Notoriously rivals, these two gangs have a stronghold in Florida.

Understanding Human Traffickers Instructor Guide

Understanding Human Traffickers

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Trainer Notes and Course Content

60.

Female Sex Trafficking Tattoos



Trainer Notes:

Tattoos are commonly used to mark victims of human trafficking, establishing them as the property of their specific trafficker or gang. These are used to deter individuals from harming the victims and establish ownership. Treating their victims as property.

61.

Gang Graffiti



Trainer Notes:

Gang graffiti is used to mark areas as the property of that gang. They can be used to scare off other gangs or establish availability for specific services based on the gang's commodities, including human trafficking.

62.

Gang Initiations: Male vs Female

<p>Accepted: The initiate is "bitten" by the other gang members for an undetermined amount of time.</p>		<p>Accepted: A blood transfer with the number listed determines the number of gang members the initiate must accommodate.</p>
<p>Accepted: A document written by the original gangster (OG) which the other members of a gang read that has automatically accepted.</p>		<p>Accepted: The initiate is bitten by the other gang members for an undetermined amount of time.</p>

Trainer Notes:

Gang initiations are different for male and female members. These initiations are different.

Read the different types.

63.

Gang Involvement Signs



Trainer Notes:

Transition slide: The most common age that youth join a gang is around 15, but the early adolescent years (12–14 years of age) are a crucial time when youth are exposed to gangs and may consider joining a gang. While it is more common for boys to get involved in gangs, girls also face similar pushes and pulls and can also become involved in gangs. Gang involvement can be fluid, as some youth move in and out of gang-involved friendship groups. Thus, parents should pay attention to even small changes in behavior

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Trainer Notes and Course Content

64.

Common Warning Signs of Gang Involvement
These are the common warning signs:

- Admits to "hanging out" with kids in gangs
- Shows an unusual interest in one or two particular colors of clothing or a particular logo
- Has an unusual interest in gangster influenced music, videos, movies, or websites.
- Uses unusual hand signals to communicate with friends
- Has specific drawings or gang symbols on schoolbooks, clothes, walls, or tattoos
- Comes home with unexplained physical injuries (fighting-related bruises, injuries to hands/fingertips)
- Has unexplained cash or goods, such as clothing or jewelry
- Carries a weapon
- Has been in trouble with the police

Trainer Notes:

This list contains multiple signs to indicate possible gang involvement because some of these indicators alone, such as clothes or musical preferences, are also common among youth not involved in gangs. It is important to familiarize yourself with local gang symbols, seek help early, and consider contacting school personnel, local law enforcement, faith leaders and community organizations for additional assistance.

[Warning Signs That Your Child May Be Involved With a Gang - Campus Safety \(campussafetymagazine.com\)](http://campussafetymagazine.com)

65.

Common Warning Signs of Gang Involvement
Behavioral Changes
Exhibits negative changes in behavior such as:

- Withdrawing from family
- Declining school attendance, performance, behavior
- Staying out late without reasons
- Displaying an unusual desire for secrecy
- Exhibiting signs of drug use
- Breaking rules consistently
- Speaking in gang style slang

Trainer Notes:

Read the list of behavioral changes

[Warning Signs That Your Child May Be Involved With a Gang - Campus Safety \(campussafetymagazine.com\)](http://campussafetymagazine.com)

66.

How Are Girls Exploited By Gangs?

Protection Social Media Sex Trade Branding Violence

Trainer Notes:

- The primary role of a female in a gang is provide sexual services to the male gang members, sexual exploitation to profit the gang and/or drug and gun trafficking for the gang.
- Gangs use promises of protection, status, money, loyalty and material items to lure girls and women into the gang.
- Gangs often use social media and websites to advertise and sexually exploit minors and adults. Youth who have been sexually exploited can be used to recruit other youth into sexual exploitation or trafficking.
- Female youth associated with gang members can be forced into the sex trade or used as sexual objects by multiple gang members.
- Gangs often tattoo or brand females in their gang because they view them as their property.
- Gangs use force, violence, threats and intimidation to secure the females loyalty to the gang and prevent them from exiting the gang and or trafficking life.

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Trainer Notes and Course Content

67.



Trainer Notes:

Transition slide to discuss prevention tips for gang involvement.

68.



Trainer Notes:

Involving children in extracurricular activities such as afterschool programs, athletics, art, community organizations, or religious groups. Meeting children's friends and their parents. Educating children about the potential negative consequences of gang involvement and criminal behavior.

69.



Trainer Notes:

- Spend quality time with youth
- Keep youth involved in activities
- Be a positive role model and set examples
- Tutor students and encourage school and further education
- Get to know the youth and their friends and always keep an open line of communication
- Encourage job training and internships
- Encourage participation in positive after school activities with adult supervision such as organized sports or youth groups

70.



Trainer Notes:

- Teach youth how to cope with peer pressure
- Always encourage and provide praise for good behaviors
- Do not be in denial... you must take action from the first sign of gang affiliation.
- When the first sign of gang involvement are present then staff this case with your supervisor and youth's case manager immediately.
- Establish a plan of action and clearly document the signs and your concerns.
- Notify your local law enforcement gang unit. If the child is involved with DJJ then notify their JPO of your concerns.

Understanding Human Traffickers

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71.



Key Takeaways

Recognizing Traffickers	Methods of Recruitment	Gang Traffickers
<ul style="list-style-type: none">• Know their language• Know their methods• Know their goals• Know their common actions• Know that without the demand, there would be no opportunity	<ul style="list-style-type: none">• Know the steps of that traffickers go through to recruit• Know media and the age of the child• Know how traffickers use social media to recruit• Know that traffickers use social media to recruit	<ul style="list-style-type: none">• Gangs are commonly engaged in the practice of trafficking• Know the ways that gang involvement increases the likelihood of human trafficking

Trainer Notes and Course Content

Trainer Notes:

Review takeaways.

Module 5

Working with Children and Youth At Risk of Human Trafficking



Working with Children and Youth At Risk of Human Trafficking Instructor Guide

Learning Objectives

1	How to identify children who are at-risk
2	Protective factors that can reduce the risk of youth falling victim to human trafficking
3	Ways to help youth when you believe they are in an unhealthy relationship
4	What normalcy means
5	The meaning of a “strength-based” approach
6	How to create a transitioning and safety plan
7	The responsibilities of your agency

ICON LEGEND	TEAMS Whiteboard	Participation	Guided Activity	Handout	Multimedia

What is in the Learner Guide:

Tips for Normalcy Conversations

- Make sure youth and young adults are at the table and are prepared and supported to engage in the conversation
- Devote considerable time in stakeholder meetings to developing a shared vision of normalcy
- Create an environment where participants feel they can provide feedback, share their perspectives and experiences, and challenge assumptions
- Set ground rules to guide discussions
- Plan time for participants to build relationships
- Provide opportunities for stakeholders to learn about each other's areas of expertise and to understand potential areas of conflict or misunderstanding
- Ensure that all stakeholders have a voice and feel that their role is important as they can become more connected to the common goals
- Engage stakeholders in identifying obstacles to normalcy, recognizing actual versus perceived barriers, and brainstorming strategies for overcoming them
- Develop a strategic action plan for implementing the stakeholders' vision of normalcy

Working with Children and Youth At Risk of Human Trafficking

Recommendations for Further Learning

Policy References

- Child Care Agency Licensing, Florida Administrative Code
<https://www.flsos.org/child-care-licensing/>
- Florida Administrative Code
<https://www.flsos.org/>
- Florida Administrative Code
<https://www.flsos.org/>
- Standards for At-Risk Group Homes
<https://www.flsos.org/>
- Florida Administrative Code
<https://www.flsos.org/>
- Florida Administrative Code
<https://www.flsos.org/>

Video Links

- Practical Strategies for Connecting with and Managing Behaviors of Children Impacted by Trauma
<https://www.flsos.org/>
- 1011 HUMAN COMMUNITY PRACTICAL STRATEGIES FOR CONNECTING WITH AND MANAGING BEHAVIORS OF CHILDREN IMPACTED BY TRAUMA
<https://www.flsos.org/>

Resource Links

- Health in Foster Care
<https://www.flsos.org/>
- Podcasts
<https://www.flsos.org/>
- Darkness to Light
<https://www.flsos.org/>

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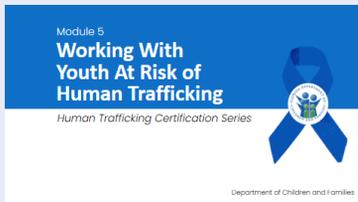
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Slides

Trainer Notes and Course Content

1.



Trainer Notes:

Please ensure you have read through the trainer notes prior to session.

Welcome slide.

2.



Trainer Notes:

Discuss what this training will cover from this slide.

3.



Trainer Notes:

The following build trust:

- Use models that help you understand behaviors.
- Join, validate, mirror, and use positive re-enforcement wherever possible.
- Be as honest as you can about next steps, transition plans, etc.

The following damage trust:

- Avoid judgmental explanations
- Avoid power struggles, when things start to get tense, shift to a different topic or give each other a time out

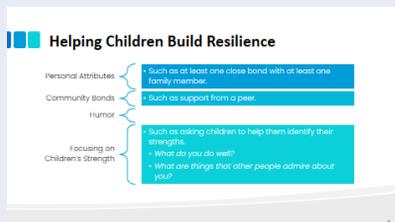
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Trainer Notes and Course Content

4.



Trainer Notes:

Personal attributes; at least one close bond with at least one family member; and community bonds (King, King, Fairbank, Keane, and Adams, 1998) such as support from a peer (Werner, 1995)

Humor (Ruch, Proyer, and Weber, 2010)

Try to elicit conversations with kids about their strengths, “what do you do well?; what are things that other people admire about you?”

Caring and supportive adults and peers help build resilience that helps children avoid human trafficking.

To build resilience, children need

focus on their strengths: being asked and helped to identify their strengths by supportive adults and peers and

positive childhood experiences: talking with family about their feelings, feeling supported by their family, participating in community traditions, having a sense of belonging in school, feeling supported by friends, having at least two non-parent adults who have a genuine interest in them, and feeling safe and protected by an adult in the home.

humor: laughter to help make difficult situations tolerable because it dissolves negative emotions and keeps situations in perspective

community bonds: support from a peer

personal connections: at least one close bond with a family member

5.



Trainer Notes:

Ongoing challenges faced by children who may be at risk of human trafficking.

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Working with Children and Youth At Risk of Human Trafficking

Slides

Trainer Notes and Course Content

6.



Trainer Notes:

Child or youth at risk of sex trafficking means an individual who has experienced trauma, such as abuse, neglect, and/or maltreatment, and presents with one or more of the accompanying risk factors:

- History of running away and/or homelessness
- History of sexual abuse and/or sexually acting out behavior
- Inappropriate interpersonal and/or social media boundaries
- Family history of or exposure to human trafficking
- Out-of-home placement instability demonstrated by repeated moves from less restrictive levels of care

7.



Trainer Notes:

Protective factors are characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as positive countering events.

Promoting Protective Factors Fact Sheet for Pregnant and Parenting Teens

https://www.childwelfare.gov/pubPDFs/guide_teen.pdf

POLICY: Children who are admitted to an At-Risk setting as defined in this slide must meet the requirements set forth in 65C-46.001(3)

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Trainer Notes and Course Content

8.



Trainer Notes:

[Promoting Protective Factors for Victims of Child Abuse and Neglect: A Guide for Practitioners \(childwelfare.gov\)](https://www.childwelfare.gov/guides/promoting-protective-factors-for-victims-of-child-abuse-and-neglect/)

Protective factors are characteristics associated with a lower likelihood of negative outcomes or that reduce a risk factor's impact. Protective factors may be seen as positive countering events.

9.



Trainer Notes:

Positive physical development
Academic achievement/intellectual development
High self-esteem
Emotional self-regulation
Good coping skills and problem-solving skills
Engagement and connections in two or more of the following contexts: school, with peers, in athletics, employment, religion, culture

10.



Trainer Notes:

This can be challenging for youth in care – you must be aware of any concerns or court orders that may prohibit contact with certain individuals

- Help youth to build positive peer relationships
- Support from positive friends is related to lower levels of substance use, antisocial behavior, and suicide, as well as academic performance among children exposed to abuse and neglect.
- Get youth involved in prosocial activities outside of the home. See how you can partner with your local community organizations to find volunteer opportunities.

Promoting Protective Factors for Victims of Child Abuse and Neglect: A Guide for Practitioners

<https://www.childwelfare.gov/pubPDFs/victimscan.pdf>

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Trainer Notes and Course Content

11.



Trainer Notes:

POLICY: These community factors may be part of the child's treatment/service plans and aftercare plans that the CCA creates for the child. Rule for Service plans 65C-46.012(12), treatment Plans 65C-46.012(13) and after care plans 65C-46.013

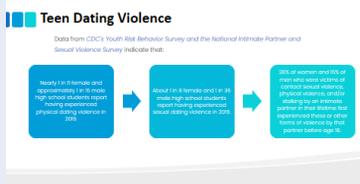
12.



Trainer Notes:

Transition slide to discuss understanding relationships of children.

13.



Trainer Notes:

<https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teendatingviolence/fastfact.html#:~:text=it%20affects%20millions%20of%20teens,viole%20in%20the%20last%20year>

Affects millions of teens in the U.S. each year. Data from CDC's Youth Risk Behavior Survey and the National Intimate Partner and Sexual Violence Survey indicate that:

- Nearly 1 in 11 female and approximately 1 in 15 male high school students report having experienced physical dating violence in the last year.
- About 1 in 9 female and 1 in 36 male high school students report having experienced sexual dating violence in the last year.
- 26% of women and 15% of men who were victims of contact sexual violence, physical violence, and/or stalking by an intimate partner in their lifetime first experienced these or other forms of violence by that partner before age 18.

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14.

Guidelines for Teen Relationships: Setting Boundaries

Emotional Boundaries	Physical Boundaries	Digital Boundaries
<ul style="list-style-type: none">• Discuss the when, how, and why the youth should talk about their feelings• Discuss how they communicate their needs for space• Discuss how they prefer to be treated in words and action	<ul style="list-style-type: none">• Talk to the youth about respecting their personal space and to discuss their boundaries to their partner• Discuss how to they feel about touching or holding hands• Talk about things that make them comfortable or uncomfortable in the relationship progression	<ul style="list-style-type: none">• Avoid sexting, gaming and other electronic tools• Adjust privacy settings• Have open conversations regarding sexting, social media posts, emails, and phone calls

15.

Healthy Relationships

In a healthy/respectful relationship, your significant other:

- Tells the truth
- Compromises
- Speaks up for yourself
- Admits when they're wrong
- Takes through conflict in a productive manner
- Honors your boundaries, emotions, and point of view
- Values your family and friends
- Listens when you say "No"
- Accepts it when you change your mind – especially if/when you want to break up

Trainer Notes and Course Content

Trainer Notes:

POLICY: These community factors may be part of the child's treatment/service plans and aftercare plans that the CCA creates for the child. Rule for Service plans 65C-46.012(12), treatment Plans 65C-46.012(13) and after care plans 65C-46.013

Trainer Notes:

- Tells the truth
- Compromises
- Gives you space to be yourself
- Admits when they are wrong
- Talks through conflict in a productive manner
- Honors your boundaries, emotions, and point of view
- Listens when you say “No”
- Accepts it when you change your mind – especially if/when you want to break up

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Working with Children and Youth At Risk of Human Trafficking

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16.

Unhealthy Relationships

If an unhealthy relationship, your significant other:

- Humiliates you OR belittles your opinion
- Tries to get serious too quickly—pressures you into doing things you are not ready
- Breaks things to intimidate you
- Threatens to hurt themselves if you break up with them
- Asks you to choose between them and family/friends
- Pressures you into sexual behavior by saying “if you love me, you will...”
- Demands you be on call for them 24/7 no matter what
- Makes you afraid of how they’ll react to bad news
- Calls you names—in insults—during arguments or when angry
- Makes you afraid to express your thoughts or feelings
- Threatens to break up all the time
- Fails to respect your emotional, physical, and digital boundaries
- Pressures you into using drugs, drinking, or other risky/illegal behavior
- Hurts you physically
- Says they can’t live without you
- Checks up on you, texts, or calls incessantly

Trainer Notes and Course Content

Trainer Notes:

- Humiliates you or belittles your opinion
- Tries to get serious too quickly – pressures you into doing things you are not ready
- Breaks things to intimidate you
- Threatens to hurt himself or herself if you break up with them
- Asks you to choose between them and family/friends
- Pressures you into sexual behavior by saying “if you love me, you will...”
- Demands you be on call for them 24/7 no matter what
- Makes you feel afraid of how they will react to bad news
- Calls you names – i.e., insults – during arguments or when angry
- Makes you afraid to express your thoughts or feelings
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- Fails to respect your emotional, physical, and digital boundaries
- Pressures you into using drugs, drinking, or other risky/illegal behavior
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17.

Signs of an Unhealthy Relationship

The partner:

- Pressures the youth to make the relationship serious or to have sex early in the relationship.
- Is extremely jealous and possessive.
- Exhibits controlling behaviors and will not allow the youth to make their own decisions.
- Refuses to see the youth's point of view or desires.
- Keeps the youth from spending time with friends or participating in positive extracurricular activities.
- Is verbally abusive which may include yelling, cursing, manipulation, spreading rumors and/or making the youth feel guilty.
- Encourages the youth to drink alcohol and/or using drugs.
- Threatens the youth to use physical violence.

Trainer Notes and Course Content

Trainer Notes:

The youth is pressured to make the relationship serious or to have sex early in the relationship

The boyfriend/girlfriend is extremely jealousy and possessive. They may tell the youth that they are this way because they love or falling in love with them.

Exhibits controlling behaviors and will not allow the youth to make their own decisions.

Refuses to see the youth's point of view or desires. Keeping the youth from spending time with friends or participating in positive extracurricular activities.

The boyfriend/girlfriend:

- Keeps the youth from spending time with friends or participating in positive extracurricular activities
- Is verbally abuse which may include yelling, cursing, manipulation, spreading rumors and/or making the youth feel guilty
- Encourages the youth to drink alcohol and/or using drugs
- Threatens the youth to use physical violence

18.

How You Can Help Youth In Violent Relationships

- Make a safety plan with the youth
- Encourage the youth to talk with someone they trust, such as a teacher, guidance counselor, case manager, or mentor
- Contact the youth's case manager and counselor or call the police if they report a crime
- Understand that the violence will not just stop or go away and will most likely become more violent over time
- Discuss with the youth that it is not their role to change their boyfriend/girlfriend
- Explain and stress that they are not responsible for the abuse

Trainer Notes:

Make a safety plan with the youth

Encourage the youth to talk with someone they trust: such as a teacher, guidance counselor, case manger or mentor...

Contact the youth's case manger and counselor or call the police if they report a crime.

Understand that the violence will not just stop or go away and will most likely become more violent over time.

Discuss with the youth that it is not their role to change their boyfriend/girlfriend.

Explain and stress that they are not responsible for the abuse.

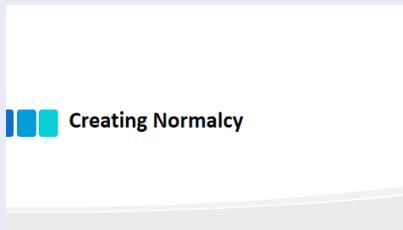
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Trainer Notes and Course Content

19.



Trainer Notes:

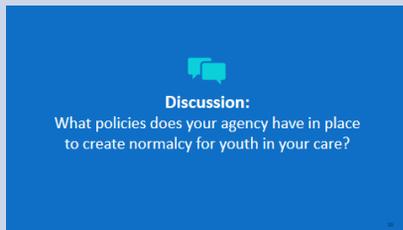
We are going to talk about Normalcy

Normalcy is defined as the quality or condition of being normal.

Normalcy means creating age-appropriate experiences for these youth and taking other steps to support healthy development. Former DCF Secretary Hadi published the following memo in 2005 for child welfare professionals to promote normalcy for youth and children.

“Administration, staff & CBC providers should encourage foster parents & group home staff to make decisions regarding foster children’s participation in normal activities

20.



Trainer Notes:

Discuss with the learners about what policies their agencies have in place to create normalcy for youth in their care.

Working with Children and Youth At Risk of Human Trafficking Instructor Guide

Working with Children and Youth At Risk of Human Trafficking

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21.

Normalcy

What does this mean & how can your program facilitate normalcy with respect to issues such as:

- Dating
- Clothes
- Food
- Curfew
- Music
- Internet Access
- Phone Privileges
- Access to Friends
- Extra Curricular School Activities

YOUTH IN FOSTER CARE:

COURTESY OF THE DEPARTMENT OF CHILDREN AND FAMILIES

THE DEPARTMENT'S COMMITMENT TO YOU

Trainer Notes and Course Content

Trainer Notes:

[10-28-Foster-Expectations.pdf \(myflfamilies.com\)](https://myflfamilies.com/10-28-Foster-Expectations.pdf)

Ask staff to share what some of the policies their agency has in place that support “Normalcy”

How do you engage youth in this conversation?

Youth are valued partners who should have meaningful, decision-making roles in programs and the community they live in.

Activities

- To have the opportunity to participate in activities you want to do, such as extracurricular, enrichment, and social activities, so long as they are age-appropriate and based on your emotional and developmental readiness
- To participate in activities that provide life experiences and opportunities that will help you become independent when you become an adult
- To be given rides to these activities

Money

- That your cash allowance will not be tied to your behavior or completion of chores, or withheld as a punishment
- To receive an allowance that is spent how you choose
- To not have to spend your allowance on basic needs, as those should already be provided by your caregiver
- To know that if you have a master trust, to know what it is, how much is in it, what it is spent on, and what the request process is for you to use the money for various activities

Foster Youth Organizations

- Communicate with other youth in foster care for the purpose of organizing as a group to advocate for better services and living conditions, work toward improvements in the child welfare system, and provide support for one another

Continued on next page

Working with Children and Youth At Risk of Human Trafficking Instructor Guide

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21.

Normalcy

What does this mean & how can your program facilitate normalcy with respect to issues such as:

- Dating
- Clothes
- Food
- Curfew
- Music
- Internet Access
- Phone Privileges
- Access to Friends
- Extra Curricular School Activities

YOUTH IN FOSTER CARE: THE DEPARTMENT'S COMMITMENT TO YOU

Trainer Notes and Course Content

Transitional Services for Youth 13 and Older

- To be given and explained information on Extended Foster Care,¹ Postsecondary Education Services and Support, and Aftercare by your case manager
- To receive support from your case manager on how to reach your educational, career, and independence goals
- To get information that you may qualify for a tuition exception and that the tuition exception is free tuition to colleges, universities, and vocational programs through age 28

At Age 15 and if Eligible

- To participate in the Keys to Independence program, which includes receiving assistance to obtain your driver's permit and license, participate in driver's education, and get car insurance
- To understand how to enroll in other vocational programs, if desired
- To understand how to get and when to apply for Medicaid

At Age 16

- To participate in making your My Pathways to Success Plan
- To participate in financial literacy classes
- At age 17, to be able to open your own bank account
- To work if your job does not interfere with your schoolwork
- To receive a monthly allowance, based on a needs assessment if you are enrolled in Extended Foster Care and, when you are between 18 and 21 years old, to pay for things like child care expenses, clothing, extracurricular activities, internet service, personal items, recreational activities, nonessential transportation, savings, telephone, and car expenses

Young people in foster care should be aware that:

They have a right to normalcy under P.L. 113–183, as well as a right to participate in discussions about their rights and potential changes to them.

They should have opportunities to participate in any conversations about normalcy at local, county, and state levels.

POLICY: 65C-46.008 references the individual needs and rights of children in care.

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22.



Trainer Notes and Course Content

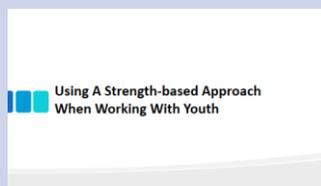
Trainer Notes:

Normalcy refers to allowing youth in out-of-home care to experience childhood and adolescence in ways similar to their peers not in foster care. This includes opportunities to participate in activities and experiences such as: ? ! . After-school clubs and sports Recreational and community activities School field trips Sleepovers Social media Part-time jobs Driver’s education Choice in personal style Cultural and religious expression

Research shows that adults who respond to LGBTQ children and youth with accepting behaviors promote a greater sense of well-being as compared to those that respond with rejecting behaviors. The child welfare system should promote accepting behaviors by:

- Training staff to be comfortable discussing sexual orientation, gender identity, and gender expression (SOGIE)
- Creating emotionally and physically safe spaces for LGBTQ children and youth
- Training staff to be familiar with sexuality and gender terminology and concepts
- Developing policies that address normalcy considerations for LGBTQ children and youth
- Including SOGIE in nondiscrimination policies
- Displaying symbols that represent the LGBTQ community

23.



Trainer Notes:

Let’s talk about using a Strength base approach

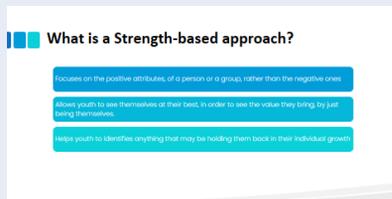
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Trainer Notes and Course Content

24.



Trainer Notes:

A strength-based approach is to build the inner strength, self-esteem, and self-image of the at-risk youth by focusing on their positive attributes to empower them instead of focusing on their negative ones. Strength-based approach

- Focuses on the positive attributes, of a person or a group, rather than the negative ones.
- Allows youth to see themselves at their best, in order to see the value, they bring, by just being themselves.
- Helps youth to identifies anything that may be holding them back in their individual growth.

25.



Trainer Notes:

Feeling Safe: Children who have experienced trauma are continually alert to the possibility of threat. They experience chronic stress and anxiety that impacts on their emotions and behavior. We can support children and young people by creating an environment of emotional and culturally safety where their emotions and perceptions are acknowledged and respected.

Healthy Connections: Children and young people in care can be acutely aware that they are different and can hunger for normality. Mixing with local kids and your community helps normalize their experience and develop healthy connections with caregivers. We can support healthy relationships by focusing on their connections with kids, rather than focusing on teaching them how to behave.

Adaptive Coping: Children and young people in care who have experienced trauma can have difficulty controlling their emotions and impulses. Research tells us that learning to manage emotions is based on the availability of support, coaching and trust from caregivers – so your role is vital. Active listening and focusing on the feelings that are driving their behavior will assist these kids develop healthy and adaptive strategies to cope with the past.

[Supporting children who've experienced trauma - Fostering a child | Family & Community Services \(nsw.gov.au\)](https://www.nsw.gov.au/family-community-services/supporting-children-who've-experienced-trauma)

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26.



Trainer Notes and Course Content

Trainer Notes:

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27.



Trainer Notes and Course Content

Trainer Notes:

Feeling Safe: Children who have experienced trauma are continually alert to the possibility of threat. They experience chronic stress and anxiety that impacts on their emotions and behavior. We can support children and young people by creating an environment of emotional and culturally safety where their emotions and perceptions are acknowledged and respected.

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28.



Trainer Notes and Course Content

Trainer Notes:

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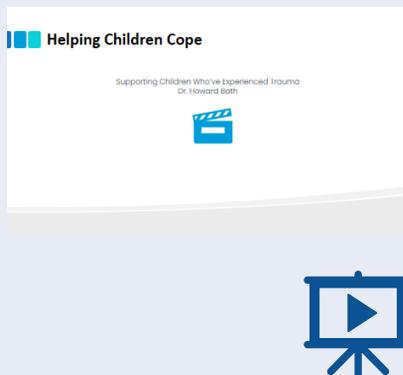
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Trainer Notes and Course Content

29.



Trainer Notes:

Play video at 5:35-14:49

How do children cope....

How can we help children develop healthy coping strategies

<https://youtu.be/Gng-dclTbqU>

Open YouTube file to play video or use hidden slide to play in PowerPoint .

30.



Trainer Note:

Slide hidden because video freezes when embedded in PPT. Recommended to open the video using the link provided in slide 29 and play from browser.

31.



Trainer Notes:

Learn how to set goals and expectations.

Learn how to cope in a productive method that can foster growth.

Learn that when faced with a challenge it is better to confront than avoid.

Awareness of vulnerabilities and weaknesses but focus on strengths.

Builds self-esteem and competence.

Learn effective interpersonal skills in order to look for assistance and support when needed.

Understand what can and cannot be controlled.

Understand supporting others and giving time to those that we care about.

Encourages connecting to a person's social support like family, or community to spur on his or her own transformation.

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Trainer Notes and Course Content

32.



Benefits of Using Strength-based Approach

- Offers youth a new mindset and different perspective
- Improves resiliency of youth as well as the overall function of youth in their family and community
- Offers a shared language
- Respects that in order to build someone up, including their capacities, it takes time and there is a process of evolvment
- Sees people as creating and rebuilding, rather than broken or failing
- Introduces and molds a person into being resilient

Trainer Notes:

Focusing on strengths rather than problems offers control to the person and a new mindset.

Resilience is improved as well as the overall function of the person in their family and community.

Offers a shared language

Respects that in order to build someone up, including their capacities, it takes time and there is a process of evolvment. Sees people as creating and rebuilding, rather than broken or failing.

Focusing on strengths of a person also introduces and molds a person into being resilient. With resilience there are some added benefits, like feeling special and valued, optimistic, understand life is a journey.

<https://positivepsychology.com/strengths-based-interventions/> Hammond, 2010

33.



Crisis Planning

Trainer Notes:

Transition slide to discuss crisis planning.

34.



Necessity of Safety Planning for HT Victims

Safety plan helps youth get perspective and support when they are in crisis and may not be able to make appropriate decisions for themselves.

- By encouraging youth to write down their safety plan, they'll be better equipped to keep themselves safe.
- When a youth shares their safety plan, they know that if they are in a dangerous situation, they can ALWAYS get help.

Trainer Notes:

A safety plan helps youth get perspective and support when they are in crisis and may not be able to make appropriate decisions for themselves.

By encouraging youth to write down their safety plan, they'll be better equipped to keep themselves safe.

When a youth shares their safety plan, they know that if they are in a dangerous situation, they can ALWAYS get help

NOTE: these may be incorporated into the treatment/service plan and even the CPA. Please ensure when assessing the crisis plan or safety plan they include the child CM/CPI and any other professionals who are working with the child. This is very important since the CCA is who is knows the child day in and day out and any assessment and recommendation must be documented and involve the CWP

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Trainer Notes and Course Content

35.

Activity: Creating Safety Plans

Scenario #1: Youth comes to you and tells you that one of their friends got a message on Instagram about a modeling opportunity. The youth tells you her friend was invited to meet up with the modeling agent and that she was invited to go with her.

Scenario #2: Youth in your home often goes on elopement for several days at a time. On Friday morning she tells staff she will not be coming back after school but will be back on Sunday night.

Scenario #3: Come up with your own scenario.



Trainer Notes:

Activity is written is we can break the participants out into virtual groups-if not an option the activity will be altered Think through the situation, where might you be at risk of emotional or physical harm.

Prepare a plan for how you would stay safe in the scenario that you created. What are three practical steps that can be taken to prepare for this situation? Identify who should be part of the safety plan?

What are two resources that can help you during this situation? Who will you share your safety plan with?

Scenario #1: Youth comes to you and tells you that one of their friends got a message on Instagram about a modeling opportunity. The youth tells you her friend was invited to meet up with the modeling agent and that she was invited to go with her.

Scenario #2: Youth in your home often goes on elopement for several days at a time. On Friday morning she tells staff she will not be coming back after school but will be back on Sunday night.

Scenario #3: Come up with your own scenario

36.

Activity: Creating Safety Plans

Present your safety plan → What do you think about the process? → Still with difficult about creating these plans?



Trainer Notes:

Activity is written is we can break the participants out into virtual groups-if not an option the activity will be altered Think through the situation, where might you be at risk of emotional or physical harm.

Prepare a plan for how you would stay safe in the scenario that you created. What are three practical steps that can be taken to prepare for this situation? Identify who should be part of the safety plan?

What are two resources that can help you during this situation? Who will you share your safety plan with?

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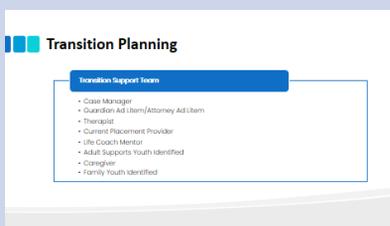
37.



Trainer Notes:

- Ensure youth is involved in transition planning
- Ask youth how she or he would like to participate in their transition plan
- Include current relevant service providers to discuss ongoing service delivery
- Ensure import documents and all personal belongs are transitioned with the youth

38.



Trainer Notes:

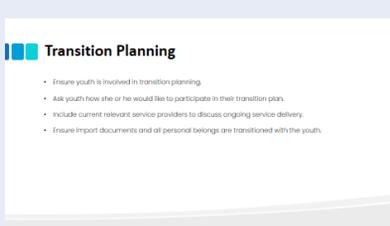
Efforts should be made to enhance and develop existing relationships with adults whom youth trust, or with whom trust could be strengthened.

Building the capacity of existing relationships to offer more empathetic and insightful emotional support could provide important resources for the youth as he or she leaves out-of-home placement and continues to deal with the emotions and questions raised by his or her experiences prior to, and during, placement.”

****Remember you are not responsible to lead the Transition Plan, but you are an important part of the team****

Policy: CWP is responsible for ensuring the child's transition plan is aligned with the child's service or treatment plan. 65C-46(15)(b) and F.S 39.4023.

39.



Trainer Notes:

Transition planning for all youth in foster care is critical for their emotional and behavioral wellbeing. Youth may be transiting from one placement to another, they may be reunified or adopted or aging out of the foster care system. During this process we need to remember:

- Youth must be at the table when the transition plan is developed.
- Youth should be asked who they would like to participate in their transition plan.
- Current relevant service providers should be included so that ongoing service delivery can be discussed.
- Ensure import documents and all personal belongs are transitioned with the youth

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40.

Independent Living – Transition Planning

- ✓ Youth focused
- ✓ Bring the team together
- ✓ Be creative
- ✓ Be the youth's advocate
- Consider the following
- ✓ Type/location of Housing
- ✓ Continuity of Services
- ✓ Frequency of Visitation/Contact

Keep in mind that young adults can be provided with the experience of living independently while still in a supportive environment.

Trainer Notes and Course Content

Trainer Notes:

Advocate for what you believe is best for the youth but always factor in the youth's voice

Youth Focus – Planning should be center around the youth and involving the youth, be considerate of their time and availability
Be Creative - Before you eliminate options discuss them and follow up to see if something that may not have been tried before can be done

Bring the Team Together – You are part of this team, be available to participate in this process as the information you have as the youth's caregiver can help to ensure a smooth transition.

Be Creative – Don't get caught up in what the plan looked like for the last youth in your program, focus on what would be best for this youth. Be creative, consider the youths interests and how you can tie that into their Transition Plan.

Be the youth's advocate – Advocate for the youth during this process. Any transition can be scary and often can cause anxiety. Be sure to advocate for the youth during this process, help to ensure their voice is heard. When necessary report your concerns to the appropriate CBC staff and or the youth attorney ad lietm.

Continued on next page

Working with Children and Youth At Risk of Human Trafficking Instructor Guide

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40.

Independent Living – Transition Planning

- ✓ Youth focused
- ✓ Bring the team together
- ✓ Be creative
- ✓ Be the youth's advocate
- ✓ Consider the following
- ✓ Type/location of Housing
- ✓ Continuity of Services
- ✓ Frequency of Visitation/Contact

Keep in mind that young adults can be provided with the experience of living independently while still in a supportive environment.

Trainer Notes and Course Content

Type & Location of Housing – Become familiar with the housing option for youth transitioning to Extended Foster Care (EFC) or Post-secondary Educational Support Services (PESS) in youth area. The CBC/CMO Independent Living Staff would be your best point of contact for this information.

Continuity of Services – Determine early on if services the youth is currently receiving can continue after they turn 18. If not bring this up to the Transition Team so you can assist with ensuring a transfer of services from one provider to an other.

Frequency of Visitation/Contact – Youth participating in EFC will still have visitation with a case manager, if you feel a youth may need more frequent contact upon transition based on what you have experienced during their time in your program, be sure to share that with the Transition Team.

Policy:

Rules for IL CFOP
170-17 chapter 1-3

Rule :
65c 28.009
65C41
65C-42

Statute
39.6251
409.1451

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Trainer Notes and Course Content

41.



Trainer Notes:

Remember that as the youth caretaker during this time you play a significant role in the process preparing them for independence.

When creating independent living plan, always consider the followings:

- Type & location of housing
- Continuity of services (Appendix B – pg. 27)
- Frequency of visitation/contact

42.



Trainer Notes:

Transition slide for agency responsibilities.

43.



Trainer Notes:

The Child Welfare League of America defines cultural competency as the ability of individuals and systems to respond respectfully and effectively to people of all cultures, classes, races, ethnic backgrounds, sexual orientations, and faiths or religions in a manner that recognizes, affirms, and values the worth of individuals, families, tribes, and communities, and protects and preserves the dignity of each" (Child Welfare League of America, 2001, Cultural Competence Defined).

In practice this involves an individual and professional's ability to treat every person with dignity, respect, and fairness.

It implies that organizations set in place a set of practices, policies, and behaviors that are congruent with principles of equity, fairness, and inclusion of cultural differences and a commitment to address social inequities among cultural groups.

We need to be aware of culture differences and how they may effect some of the decisions the youth you serve will make.

Ask participants to provide examples:

In some country's youth begin to work at a very early age to help support the family

In some country's young girls are encouraged to marry significantly older men

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Trainer Notes and Course Content

44.

Training Requirements

The child caring agency MUST ENSURE:

- All staff meet the training requirements as noted in 65C-46.019, F.A.C. Standards for At-Risk Houses.
- There are available staff trained in a department approved human trafficking prevention education curriculum to facilitate to youth residing in the home.
- Training should be geared to educating children and youth who are at risk of human trafficking, with strategies to remain safe from exploitation.

Trainer Notes:

POLICY: the departments approved HT prevention education rule is 65C-46.019(4)

The child-caring agency MUST ENSURE:

- All staff meet the training requirements as noted in 65C-14.1183 Standards for At-Risk Houses.
- There are available staff trained in a department-approved human trafficking prevention education curriculum to facilitate to youth residing in the home.

Training should be geared to educating children and youth who are at risk of human trafficking, with strategies to remain safe from exploitation

45.

Important and Critical Reminders

How to serve youth who may be at risk for human trafficking

- Develop additional techniques (to those used with other clients) to build rapport with them
- Create youth centered solutions, such as daily care and treatment approaches
- Empower them
- Provide safety and involve a multidisciplinary approach
- Always focus on strengths and positive outcomes
- Use your words wisely

Trainer Notes:

Staff need to recognize that when working with youth who may be at risk for human trafficking, they need to develop additional techniques (to those used with other clients) to build rapport with them and to reduce the mistrust that they commonly have about people.

To best serve this population, daily care and treatment approaches need to remain centered on the youth, empower them, provide safety and involve a multidisciplinary approach.

Always focus on strengths and positive outcomes

The words we choose MATTER. Use words wisely.

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46.

Stability & Support

Family Stability
We must remember family is more than the people we are connected to by birth.

- Talk to youth about who they consider family.
- Be creative on how you can engage a youth's family in their development.

Social Support Networks

- Help youth to build positive peer relationships.
- Support from positive friends is related to lower levels of substance use, antisocial behavior, and suicide, as well as academic performance among children exposed to abuse and neglect.
- Get youth involved in prosocial activities outside of the home. See how you can partner with your local community organizations to find volunteer opportunities.

Trainer Notes and Course Content

Trainer Notes:

This can be challenging for youth in care – you must be aware of any concerns or court orders that may prohibit contact with certain individuals :

- Help youth to build positive peer relationships
- Support from positive friends is related to lower levels of substance use, antisocial behavior, and suicide, as well as academic performance among children exposed to abuse and neglect.
- Get youth involved in prosocial activities outside of the home. See how you can partner with your local community organizations to find volunteer opportunities.
- Talk to you about who they consider family
- Be creative on how you can engage a youth's family in their development

Promoting Protective Factors for Victims of Child Abuse and Neglect: A Guide for Practitioners

<https://www.childwelfare.gov/pubPDFs/victimscan.pdf>

47.

Mental and Emotional Health

Yoga, Guided Meditation, Equine Therapy, Art Therapy, Creating a Memory Book

Trainer Notes:

We know this is important for us all, but we also need to remember it means more than offering our youth individual and group therapy. What else can be considered...

- Yoga
- Guided Meditation
- Equine Therapy
- Art Therapy
- Creating a Memory Book

48.

Key Takeaways

Trainer Notes:

Discuss key takeaways from the session with participants.

Module 6

Motivational Interviewing



Motivational Interviewing Training Instructor Guide

Learning Objectives

- 1 The impact of physical health and behavioral health issues on the developmental stage of adolescence.
- 2 The four principles of using Motivational Interviewing with adolescents.
- 3 Ways to listen for change talk using motivational interviewing of D.A.R.N.C.

Motivational Interviewing Training Instructor Guide

Slides	Trainer Notes and Course Content
	<p>This training can be completed in a number of ways. Learners can take a Motivational Interviewing training through Sunshine Health by visiting the Sunshine Health Training Catalog, here, Training Catalog (gototraining.com).</p> <p>Learners can also take any Motivational Interviewing training through the Departments training portal, My FL Learn, here, My FL Learn Florida DCF (myflfamilies.com).</p>

What is in the Learner Guide:

