

## SEX TRAFFICKING & ADOLESCENTS: WHAT ADULTS NEED TO KNOW, PART 2: COURSE NARRATION TRANSCRIPT

### Course Orientation

MALE VOICE: Let's review the features of this online course.

To control the course audio: Select the **PLAY** arrow to hear the audio narration for each screen. Select the same button to **PAUSE** the audio. Use the progress bar to rewind or skip forward in the narration. Select the **SPEAKER** button to increase or decrease the audio volume.

To navigate through the course: Use the **NEXT** and **BACK** arrow buttons to advance through the course screens. The **HOME** button will take you back to the beginning of the course. The **HELP** button will bring you to this page. The **EXIT** button will end your session and close the course window. Use the **MENU** button to freely navigate among the course sections and topics.

The **VIEW SOURCE** icon appears throughout the course to provide source information used in the development of the course content. Select the icon to view a complete list of links to content sources.

To track your learning progress: Each course section is followed by a brief Knowledge Check. At the end of the course, you will have an opportunity to print a Certificate of Completion.

### Welcome Back

MALE VOICE: Welcome back to the e-learning course on Sex Trafficking and Adolescents: What Adults Need to Know. This is Part Two of a two-part course designed for adults who work with youth in community and school-based programs.

FEMALE VOICE: In Part One, key definitions and concepts related to the sex trafficking of youth were introduced, and factors that can place young people at higher risk for sex trafficking were discussed, as well as physical, behavioral and school performance signs to look for that can indicate a potential exploitation or trafficking situation.

This second part of the course continues to delve into community and individual impacts of sex trafficking and the emerging trend of youth trafficking their peers; explores the impact of sex trafficking on young people; and discusses ways adults can incorporate sex trafficking awareness, prevention, and intervention strategies into youth programs. Resources are also provided for adults and youth.

## Part 2 Overview

**FEMALE VOICE:** In *Sex Trafficking and Adolescents: What Adults Need to Know Part Two*, we will look at the impacts of sex trafficking of youth on communities and individuals, then explore ways to incorporate sex trafficking awareness and prevention into youth programs.

**MALE VOICE:** This course should take approximately thirty-five minutes to complete.

## Community Impact of CSEC

**FEMALE VOICE:** The sex trafficking of youth has a serious impact on communities. It decreases safety in neighborhoods, links to other types of crime, normalizes the commercial sex industry and promotes negative images for young people, creates demand and therefore the increased recruitment of youth, directly exposes youth to commercial sexual exploitation locations, places youth in danger, creates additional burden on social service and healthcare systems, burdens law enforcement resources and court systems, and contributes to long-term negative impacts on adults who were exploited as youth.

**MALE VOICE:** Once the commercial sex industry becomes established in an area, public service needs increase, including law enforcement and public health services.

## Individual Impact

**FEMALE VOICE:** Sex trafficking has serious impacts on the youth who are exploited. These can be psychological and emotional, as well as physical.

**MALE VOICE:** Click each button to learn more.

## Psychological & Emotional Impact

**FEMALE VOICE:** Sex trafficking of youth has a tremendous psychological and emotional impact on the survivors.

Trauma bonding can result from situations of ongoing abuse where reward and punishment are used intermittently to reinforce dependency dynamics that are difficult to change. Traffickers employ alternating acts of violence and kindness that normalize abusive behavior as an expression of care. This is especially true in cases where the exploiter is a family member. Along with isolating exploited youth from familiar people, these tactics serve to establish a young person's dependency on and strong bond with their exploiter.

Traffickers will also use shame and stigma associated with prostitution or sexual abuse, or the implication that a young person is "used" or "damaged goods" as a result of his or her experience, to convince exploited youth that they, their tormentor, is in fact the only person that will care for them.

**MALE VOICE:** Trauma bonding includes developing a strong emotional dependency on the trafficker, where, despite the exploited youth being harassed, beaten, threatened, and intimidated by their aggressor, the effect is such that youth respond to the trauma by identifying with their trafficker as a survival strategy.

As a result, survivors may develop different survival strategies: deny any abuse occurred, not identify as being sexually exploited or trafficked, develop a false sense of control over their situation, adopt a trafficker's values and attitudes, empathize with their exploiter, and begin to perceive outsiders as a threat to the relationship dynamic in which survivors believe they have positioned themselves in their exploiter's favor.

#### Physical Impact

**FEMALE VOICE:** As we mentioned in the first part of this course, health risks are especially high for sexually exploited youth, particularly impacting their sexual and reproductive health.

This can include incidences of unwanted or forced pregnancy, multiple / unwanted / forced abortions, increased exposure to HIV and other STIs, (sexually transmitted infections) other serious communicable diseases (for example Hepatitis or tuberculosis); injury resulting from physical violence and abuse, mental and emotional abuse, rape and sexual assault, the effects of substance use and abuse, malnutrition, self-inflicted harm, suicide and serious mental health problems among others.

#### Red Flag Indicators

**FEMALE VOICE:** There are many 'red flags' that may indicate a sex trafficking situation. These include Physical Health, Behavioral / Mental Health, and Social / Environmental indicators.

As adults who work in communities serving youth, you work with many partners such as medical providers, law enforcement, public health and mental health professionals, and faith-based communities. Raising awareness among all partners about the common signs and indicators of sex trafficking is important.

**MALE VOICE:** The table illustrates common 'red flags' that all adults working with youth should be aware of that may indicate a sex trafficking situation.

## Who is a Trafficker?

MALE VOICE: It is important for adults working directly with youth to be cognizant of the myths and stereotypes associated with commercial sexual exploitation. These include myths and stereotypes about the youth who are being exploited and the perpetrators.

Traffickers and their relationships with the youth they exploit can take various forms. Exploiters can be a family member, love interest, a social media or online friend, community role model, or other kind of mentor to a young person.

FEMALE VOICE: Traffickers can be innovative in recruiting youth. Some have been known to pose as family members to gain access to youth who may be the most vulnerable. It is not uncommon for traffickers to visit potential victims or trafficked youth in out-of-home care facilities, assessment centers, and even at school to maintain contact and control.

Traffickers may attend court dates posing as an adjudicated youth's family member and may manipulate the court to place youth with them or a relative. They may pose as a family member to send letters and have phone calls with exploited youth placed in out-of-home care facilities.

Younger-looking traffickers may sign up for youth programs or services in order to identify and recruit young people for exploitation, or they may pose as a potential love interest to a young person.

Traffickers may also place exploited youth in out-of-home care facilities, and schools for the purpose of identifying and recruiting other young people for the trafficker.

## Who is a Trafficker? Examples

### Family Member

FEMALE VOICE: Gigi was only thirteen when her mother, who has a drug addiction, forced Gigi to sleep with her mother's "friends" in exchange for cash or drugs.

At fifteen, Gigi ran away from home. But her mother quickly found her at a shelter. One of her mother's "friends" suggested Gigi recruit other teens from the shelter to "work" for him so that she wouldn't have to do any "favors" for anybody again. Soon Gigi was going to different overnight shelters and day programs to recruit for him.

## Love Interest

FEMALE VOICE: Rihanna was seventeen when she met Ricky, a line-backer on the football team. When she started dating Ricky, she felt like she became an instant celebrity in school, especially on game nights.

The parties were fun too. At one of those parties, she had more to drink than usual. That was when he told her he was in a lot of trouble and that she could really help him out if she would just let this one guy have sex with her, just this once. Someone stepped into the room and walked over to the bed. Rihanna was stunned, in tears and too scared to move.

Afterwards, Ricky came in and wrapped her in his arms, telling her he loved her for doing that for him. Except that wasn't the last time this happened. And every time, Ricky assured her it was going to be the last. He loved her.

Rihanna felt bad that Ricky was going through so much and thought she needed to find a way to help fix his problems. She couldn't stand to think she might lose Ricky.

## Social Media/Online "Friend"

FEMALE VOICE: Alex has a PayPal account, and money seems to magically get transferred to this account.

It all started when Alex sent a flirtatious, partially nude photo of himself to a new virtual friend, someone in Australia who has been snapchatting flirtatious photos to Alex for some time now. After a few months Alex relented and snapchatted a "sexy" photo. "See, it's harmless!" the new friend said, who soon enticed Alex to upload nude selfies to a secret website for an underground modeling gig. The word "underground" seemed so grown up and exciting. "They're halfway around the world, for one thing. Nobody will find out."

Not long after that, Alex was standing in front of the laptop - camera on, clothes off...thinking "There will be money in that PayPal account." But Alex, only thirteen, is starting to wonder who these people are and whether they were really in Australia.

What is Peer-to-Peer Trafficking?

MALE VOICE: Remember what we discussed previously about the phenomenon of peer-to-peer trafficking. Peer-to-peer trafficking happens when the sexual exploitation of youth occurs among peers – within similar age groups or with a close range of ages, similar social circles, intimate relationships, or among groups of friends.

FEMALE VOICE: One example could be a young person who is a victim of sex trafficking and then coerced or enticed by the trafficker to recruit other youth for the trafficker. In this case, the youth themselves may not necessarily be a pimp or trafficker, but may serve as a recruiter for one. In some cases, these youth may be paid by the trafficker to recruit their peers.

Another example is when a young person who sells sex for cash or other things of value engages their peers, offering them what they might believe to be a chance to experience the same excitement of a risk-taking adventure and making money. Yet a third example is when youth may agree to have sex for cash because it is a norm within their social group. Finally, youth may be invited to a Skip Party as part of a gang recruitment tactic.

These are just some examples of situations that constitute peer-to-peer trafficking.

### Section 1 Summary

FEMALE VOICE: So far in this course, we have discussed some community impacts of commercial sexual exploitation and trafficking, as well as its psychological, emotional, and physical impact on exploited youth.

We also reviewed important reminders to dispel stereotypes about what traffickers can look like and may include: family members, love interests, social media or online ‘friends’, community role models, gang members, and peers.

MALE VOICE: In the next section of this course we will explore ways to incorporate sex trafficking awareness, prevention, and intervention into youth programs.

## Knowledge Check 1

MALE VOICE: This Knowledge Check reviews the information covered in the first section of this course. Choose your answers, and select the NEXT arrow to continue.

At the end of the quiz, you will be able to review your answers and all of the correct responses. Use the CANCEL button to exit the quiz and skip to the next course topic at any time.

## Incorporating CSEC & Sex Trafficking Awareness into Youth Programs

FEMALE VOICE: Now let's consider ways to incorporate sex trafficking awareness, prevention, and intervention strategies into current youth programming.

This will include ways to engage exploited or trafficked youth, strategies for providing help and support for young people at risk of sex trafficking, and recommendations from the field for addressing sex trafficking in both schools and community youth programs.

## Engaging Youth Dos & Don'ts

MALE VOICE: Adults who work with youth must be cautious and purposeful about engaging sexually exploited and trafficked youth.

Click each button to review tips on how to appropriately engage youth whom you believe may be in a trafficking situation.

## Engaging Youth Dos & Don'ts Summary

MALE VOICE: We just reviewed a lot of information with dos and don'ts for engaging sexually exploited youth. A document summarizing these can be downloaded here, and from the Course Resources button at the end of this course.

## Recommendations from the Field

FEMALE VOICE: Now let's look at some recommendations from the field for adults who work with youth and consider how to incorporate some of these into your current youth programs. We will explore each of these in this section of the course.

## Raise Awareness

FEMALE VOICE: So, what can adults who work with youth do? First and foremost, it is essential to raise awareness about the reality of sex trafficking among the youth we serve. Adults, especially those who work directly with youth through their programs in any setting, need to be aware of the signs that youth may be experiencing sexual exploitation. We can serve as advocates for young people, starting with the inclusion of activities and lessons that increase knowledge and understanding of sex trafficking and ways a young person can reduce their risk of being involved in sex trafficking.

MALE VOICE: We can teach youth simple ways to raise awareness about sex trafficking among their peers. Another way to do this is to include the message in outreach and community awareness activities to inform young people and their parents or guardians. Oftentimes, guardians can be grandparents, so these efforts must extend far and wide.

## Raise Awareness, continued

FEMALE VOICE: Whenever possible, program curricula should be developed or modified to address sex trafficking, the risks for trafficking, particularly peer-to-peer trafficking, and normalize harm reduction and avoidance behaviors. At the very least, these should be incorporated in discussions around life skills and healthy relationships. This could be done in the context of a broader youth development program, or sexual health education, wherein sex trafficking is defined and addressed, perhaps in the context of relationships.

Prevention programming must also have a focus on both males and females. While there are many organizations that provide prevention education in schools, a lot is geared specifically towards females, even when presented in a co-ed context. We need to incorporate more education for males and ideally have curricula targeted specifically to these youth.

MALE VOICE: Include information about different forms of recruitment. Explain that traffickers can pose as a romantic partner, a cool older friend, an entertainment industry agent, etc.

Sometimes, recruitment happens unintentionally. For example, homeless youth may not be intentionally recruiting a peer to work for a pimp, but simply sharing the best way they knew to survive.

## Screen and Monitor Participants

FEMALE VOICE: As we've discussed, traffickers may seek to gain access to out-of-home care facilities, group homes, and other live-in settings to target high risk youth for recruitment into sex trafficking. They can also position exploited youth in places to serve as recruiters for peers.

Organizations that provide these services should develop ways to screen youth enrolled in programs and monitor activities with an eye for recognizing potential sexual exploitation or trafficking situations.

There are a number of screening tools that have been developed-- and that are currently under development (in process of being finalized) -- to aid service providers and other professionals who work with youth in accurately detecting sexually exploited and trafficked youth. We have provided a link here to several screening tools for you to explore.

Peer-to-peer trafficking and recruitment often happens in settings where youth may be the most vulnerable to high risk factors for sexual exploitation.

In order to protect other teens in your programs, establish a protocol to follow if any signs of activities that may lead to trafficking are observed. Here are a few steps to consider: Notify your supervisor; Continue monitoring risk factors; Document your observations; Notify caregivers or other supports; Recommend or refer for case management, further assessment, or to other services; Develop a safety plan; Make a mandated report to Child Protective Services; Follow agency, organization, and state commercial sexual exploitation of children protocol.

MALE VOICE: These are just a few examples. You may want to develop your own steps to follow that would align with your program and agency procedures. Consider what is most appropriate for the youth you serve.

## Teach Healthy Relationships

FEMALE VOICE: Provide healthy relationship education. Controlling relationships are big red flags, yet because victims of sex trafficking often have histories and backgrounds of trauma, they are fairly resilient. And while this resilience can be a protective factor, it can pose additional risks. For example, a young person may not have good role models for love and affection in their home, so when they meet an older individual who promises them the world, takes care of them, and shows them love, youth can justify when that older individual becomes controlling, isolates them from friends and family, and

demands to know his or her constant whereabouts as the behavior of a loving caretaker concerned about their wellbeing. Traffickers are experts at exploiting this dynamic.

For example, traffickers will create an illusion of a ‘faux family’ and use entrapment to isolate a young person from their ‘real family.’ Traffickers are very skilled at leading the young person to believe that that they are ‘special and irreplaceable,’ even pitting victims against each other to create competition and jealousy between victims, that perpetuate suspicion and distrust of each other, with the trafficker identified as the only person they can trust.

MALE VOICE: Young people need to be taught what positive healthy connections with others look and feel like; as well as the warning signs of unhealthy relationships. By helping young people connect with social circles that are positive and safe, youth have real examples of success, and can be less vulnerable to distorted views of acceptable treatment towards other people.

#### Provide Prevention Education and Use a Trauma-Informed Approach

MALE VOICE: Using a trauma-informed approach in prevention education can be more effective in working with youth who are survivors of sexual exploitation.

Teach youth about the benefits of sexual risk avoidance; the risks associated with unprotected sex, including communicable diseases; healthy relationships; and the concept of affirmative consent in intimate relationships or sexual encounters. In exploitative relationships, sex can be used as a form of control. Youth can benefit from learning how to identify healthy and unhealthy behavior and signs in relationships.

FEMALE VOICE: By focusing on relationships and going beyond just healthy and unhealthy models, we can teach young people skills, during adolescence, that influence their relationship models into adulthood. We know from experts in the field that models and “views” of romantic relationships, both conscious and unconscious, that adolescents form through their interactions and experiences with their romantic partners are carried forward into future romantic relationships. Thus, it is critical to build a foundation for healthy relationship development early on as a primary prevention strategy in order to avoid some of the negative outcomes that can be associated with unhealthy relationships (e.g., violence, abuse, exploitation).

In general, young people can be undereducated about their own bodies, and aren’t empowered to take charge of their health and make healthy decisions. Empower young people by teaching them about their

sexual health and connecting them to youth-friendly sexual health services, including federally funded adolescent pregnancy prevention and human trafficking grant programs.

#### Adopt a Trauma-Informed Approach

**FEMALE VOICE:** Use a trauma-informed approach when working with youth, especially youth who may be in a trafficking situation.

In any system of services or care for young people, using a trauma-informed approach requires a culture change. Rather than using a set of defined steps in an intervention, a trauma-informed provider demonstrates the ability to recognize signs and symptoms of trauma, and show empathy in engaging the youth, careful not to retraumatize them.

**MALE VOICE:** A trauma-informed approach can be implemented in any type of service setting or organization and is distinct from trauma-specific interventions or treatments that are designed specifically to address the consequences of trauma and to facilitate healing.

#### Six Key Principles of a Trauma-Informed Approach

**FEMALE VOICE:** A trauma-informed approach reflects adherence to six key principles rather than a prescribed set of practices or procedures. These principles may be generalizable across multiple types of settings, although terminology and application may be setting- or sector-specific.

As presented in SAMHSA's Guiding Principles of Trauma-Informed Care, service providers and the youth they serve must feel they are physically and psychologically safe. Transparency is key in building and maintaining trust between those who provide services and those who receive them.

Another principle, peer support, is important in ensuring that providers of services are supported by their peers in their program or service delivery approach, as these are important to build trust, safety and empowerment among program participants.

The principle of collaboration and mutuality speaks to true partnering where there are power differences between those who provide services (at all levels within an organization) and the ones they serve.

Decision-making about the process of healing is most effective when shared, and everyone has a role to play in a trauma-informed approach.

In the principle of empowerment, voice and choice, the strengths of all individuals involved are acknowledged and regarded as the foundation of the healing process, while enhancing or building new skills as needed. Youth are regarded as individuals with a unique set of experiences.

Just as important is that cultural, historic, and gender issues are recognized and taken into careful account by the service provider and the organization so that services are responsive to a youth's gender, building on the value of culture and tradition, and acknowledgement of historical trauma.

#### Trauma-Specific Interventions

**MALE VOICE:** Intervention programs that serve youth who may have experienced trauma in their lives need to recognize that survivors of trauma need to feel empowered to take control over their healing and recovery.

Service providers should encourage them to be partners in their care, keeping them informed and connected. Traumatic experiences undermine the basic aspects of a survivor's relationship, sometimes negatively affecting their attitudes and behavior. Service providers should be prepared to recognize and address possible symptoms of trauma such as substance abuse, sexual assault, violence, depression, and anxiety.

Survivors of sexual assault need to regain that sense of trust and safety with family, friendships and community. Service providers should open opportunities for collaboration in the healing and recovery process.

#### Tailor Solutions to Various Vulnerable Populations

**MALE VOICE:** Some populations are vulnerable to being sexually exploited and need additional support. Let's examine some ideas for tailoring solutions to the youth you serve through your programs.

**FEMALE VOICE:** Runaway/homeless and male youth who have sex with other men for favors or survival face higher rates of discrimination, violence, and economic instability than their peers.

Traffickers may exploit these vulnerabilities in order to compel youth into commercial sex.

Provide services that are culturally and linguistically appropriate for the youth you serve who may be more vulnerable to sex trafficking. There are specific populations that are more difficult to screen for including: young males, youth in out-of-home care, LGBTQ youth, and youth with disabilities.

Often young males who are survivors of commercial sexual exploitation get involved for survival purposes and may not identify as gay. These youth are very hard to identify because of the shame and stigma they feel. It is important that all adults and service providers who work with and interact with vulnerable youth populations receive training on how to assess or screen for sex trafficking.

**MALE VOICE:** Address intangible and tangible needs. Some vulnerable populations engage in sex trafficking activities to survive, yet few services exist for at-risk youth, especially at-risk male minors. Providing these youth with food, shelter, and clothing will remove the most immediate causes for engaging in sex trafficking activity.

Further, all at-risk youth must be empowered to deal with the traumas they face at home and be connected to services that can provide for their needs, including supportive individuals and communities.

#### Encourage Online Safety Measures

**FEMALE VOICE:** Help youth better understand the complexities of social media. Talk to young people about the information they share. Encourage young people to protect themselves by limiting their profile to only people they know from real life and to avoid posting private details about themselves to public forums. Talk to youth about strangers who pose as peers on messaging apps and what to do if they have been contacted by someone they don't know.

Often young people do not fully realize the hazards of social media. They communicate on social media as if they were talking to a friend and as a result tend to share WAY too much information about themselves.

**MALE VOICE:** Adults working with youth should be familiar with basic terminology used on most social networking and stay abreast of the latest social networking sites and apps that youth are using. This will help you communicate effectively with the youth work with to help them stay safe online.

Also, when young people use messaging apps to communicate with strangers, it is never certain who is actually on the other end of that communication, and what their true intentions might be.

Explore some of the resources provided for tips on how to support youth to stay safe online.

### Support Adult Healing

MALE VOICE: Given any opportunity, working with the adults that surround the youth could make a big difference in improving outcomes for the young people we serve.

If at all possible, and within the scope of your programs, help parents, guardians, and adult advocates in the community heal from their own past trauma as survivors of sexual exploitation.

Parents or guardians of exploited youth can often have their own history of abuse and trauma, and as a result can mistrust law enforcement, social workers and other service providers who represent “the system” as a means for their own resiliency and survival.

FEMALE VOICE: Some parents and other family members recruit their own young people into “the life” for the same survival reasons youth peers might. At the very least, provide them with useful information or guide them to seek services.

By helping adults in the community heal from their own history of exploitation, the network of advocates available to currently exploited youth can be expanded.

### Parent/Caregiver Resource Materials

FEMALE VOICE: Parents and caregivers of trafficking victims need support too. Parents and caregivers play a key role in the recovery process, but also have their own support needs.

Support groups can help parents and caregivers of trafficking victims: Provide a safe and secure healing environment for each child; Help each child transition their mindset away from their life as a victim; Help identify and find other children who are sex trafficking victims; Understand and adopt a trauma-informed and survivor-focused approach; Focus on trauma recovery, education and life skills; and Locate mentors and academic tutoring for their child.

### Sex Trafficking Response: A Scenario

MALE VOICE: Let’s look at an example of how a youth serving community-based organization can incorporate sex trafficking awareness into their programming.

FEMALE VOICE: A community-based organization that teaches sexual risk avoidance/sexual health education expanded their curriculum to address healthy relationships to help youth build enough awareness to draw a distinction between healthy and unhealthy relationship behavior. The new module includes definitions for affection, healthy relationships, unhealthy relationships, exploitation, and sex

trafficking. Part of the instruction uses critical thinking exercises with case studies including examples of relationships that move from affection to manipulation and exploitation, and identifies ways to avoid these situations, reduce their risks, or seek help.

With the new healthy relationships module in place, they might also provide in-service training for their staff to identify and respond to signs of potential sex trafficking, using trauma informed approaches, and how to assist survivors.

They may also choose to expand that training to community partners and local schools, especially for staff that work directly with youth. They may also conduct a sex trafficking awareness raising campaign with community partners and local schools to reach young people and their parents or guardians in the area.

#### Identify Local and State Resources

**MALE VOICE:** In addition to national resources, it is important to identify local and State resources for your community. There are numerous approaches for doing this. Identify the best approach for your organization based on available staffing and resources.

Consider partnering with other youth-serving organizations within your community to collaborate on the creation of a resource list.

Prepare and maintain an updated list to provide youth and families that you serve. There is no single list that exists for local community use, so you will need to customize yours to meet youth's specific service needs.

Be prepared each time you are in the field or at program implementation sites to share or post and distribute resource information.

**FEMALE VOICE:** There are a number of modalities for sharing resources. For example, you can create a poster or infographic with your local and state resources, or use an existing poster or infographic from the resources provided in this course and customize it with your contact information.

Distribute resource information in multiple ways, via paper, electronic documents, text messages, and through social media.

Remember to review and update your resource list frequently to ensure that telephone numbers and links remain valid.

## Understand Local Mandatory Reporting Laws

MALE VOICE: Additionally, it is important to understand the mandated reporting laws for your community and state. All States and Territories have laws and guidelines for persons required as mandated reporters of suspected child abuse, maltreatment and neglect. It is important to become aware of these laws within your State and train appropriate staff within your agency to report suspected abuse to an appropriate agency, such as child protective services, a law enforcement agency, or a State's toll-free child abuse reporting hotline. We have provided links here to State-by-State statutes and laws.

## Additional Resources

FEMALE VOICE: There are a host of national resources available to help you support youth who may be in a sex trafficking situation.

The National Human Trafficking Hotline helps anyone who is a victim or survivor of human trafficking twenty-four hours a day, seven days a week, three hundred and sixty-five days a year.

The U.S. Department of Health and Human Services, Administration for Children and Families, Office on Trafficking in Persons offers a wide range of resources and training materials via a searchable database to build the capacity of service providers and communities to respond to human trafficking.

A service of the National Center for Missing and Exploited Children, the CyberTipline, gives the public and registered electronic service providers the ability to report instances of online enticement of children for sexual acts, extra-familial child sexual molestation, child pornography, child sex trafficking, and other sexually exploitative activities.

The mission of HEAT Watch is to develop an effective, comprehensive, collaborative, and regional response to human trafficking of all forms. Their online toolkit was created to help communities develop comprehensive plans to build awareness, empower survivors, and hold traffickers accountable.

There are a number of screening tools that have been developed-- and that are under development (in process of being finalized) -- to aid service providers and other professionals who work with youth in accurately detecting sexually exploited and trafficked youth.

MALE VOICE: These and other resources to support adults working with youth to respond to sex trafficking are available from the resources document provided with this course. Click the button to download the resource list.

## Section 2 Summary

**FEMALE VOICE:** In the last section of this course, we reviewed some Dos and Don'ts for engaging potential survivors of sex trafficking and discussed recommendations for incorporating sex trafficking awareness, prevention, and intervention strategies into youth programming.

Recommendations from the field include: Raise Awareness; Screen and Monitor Participants; Teach Healthy Relationships; Provide Prevention Education and Use a Trauma Informed Approach; Tailor Support to Vulnerable Populations; Encourage Online Safety Measures; Support Adult Healing; Provide Parent/Caregiver Resource Materials; Identify local laws specific to your State and community; and Understand local laws for mandatory reporting.

## Knowledge Check 2

**MALE VOICE:** This Knowledge Check reviews the information covered in the second section of this course. Choose your answers, and select the NEXT arrow to continue. At the end of the quiz, you will be able to review your answers and all of the correct responses. Use the CANCEL button to exit the quiz and skip to the next course topic at any time.

## Course Summary

**MALE VOICE:** In this course, we discussed the community and individual impacts of the sex trafficking of youth, and reviewed what traffickers can look like, specifically in peer-to-peer trafficking situations. We also reviewed tips for engaging sexually exploited youth and explored recommendations from the field for addressing sex trafficking awareness, prevention, and intervention in youth programs.

## Congratulations

**MALE VOICE:** Congratulations on completing this course on Sex Trafficking and Adolescents: What Adults Need to Know. If you would like a certificate of completion to print, enter your name here as it should appear on your certificate and click the button.

## Thank You

**MALE VOICE:** Thank you for participating in this two-part e-learning course series on Sex Trafficking and Adolescents: What Adults Need to Know.

Additional information and resources are provided to you as a part of this course. Be sure to review the resources and access the downloadable documents referenced throughout this course.

FEMALE VOICE: As a result of this course, we hope you were able to increase your understanding of youth sex trafficking and the various forms of sexual exploitation young people are at risk of facing.

We also hope you are able to identify signs of potential sexual exploitation and sex trafficking situations, including trafficking that occurs among adolescent peers, and that you are better prepared to address common myths and stereotypes in order to identify potential exploitation and trafficking recruitment.

Finally, we hope you will be able to apply the tips and resources provided to identify exploited youth, engage these youth in meaningful ways to respond to their needs, and find ways to support young survivors of sexual exploitation through your programs.

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