FYSB Family & Youth Services Bureau

Adolescent Pregnancy Prevention Program

Developing & Implementing a Human Trafficking Protocol in PREP Programs

July 7, 2020

RTI INTERNATIONAL

Objectives

- Understand human trafficking and its impact on youth
- Identify key components of a human trafficking protocol
- Describe 2–3 approaches to assist with the development and integration of a human trafficking protocol into PREP programs
- Access resources to facilitate development and implementation of a human trafficking protocol

Training Agenda

- Understanding Human Trafficking

- Prevention and Intervention: The Role of PREP programs

- Key Components of a Human Trafficking Protocol for PREP Programs

- Panel Discussion: Lessons from the Field

- Break-Out Groups

Has your organization implemented a protocol that addresses human trafficking?

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Understanding Human Trafficking

What Is Human Trafficking?

Sex trafficking: the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age

Labor trafficking: The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion, for the purposes of subjection to involuntary servitude, peonage, debt bondage or slavery

Trafficking Victims Protection Act, 2000

State Human Trafficking Laws

Human trafficking laws: Check your state's laws as human trafficking definitions/protections may differ

Child welfare laws: Check your state laws about what is considered human trafficking and your role as a mandated reporter related to this issue

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Who Are Traffickers?

There is no specific profile

Traffickers can be

- Intimate partners
- Employers
- Family members
- Peers
- Drug dealers
- Gang members

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Risk Factors

- Individual (child/youth factors)
- Family factors
- Community factors
- Societal factors

Warning Signs

General Indicators of Youth Trafficking (Sex and Labor)

– Leaves home frequently and/or for significant periods of time

– Shows signs of mental, physical, or sexual abuse

– Has a significantly older partner/spends a lot of time with a controlling person or older adult

– Has significantly reduced contact with family, friends, or other support networks

– Lacks control over schedule and/or money

New York Office of Children and Family Services, n.d.

Additional Warning Indicators

- **Physical Indicators**
  - Untreated injuries
  - Old and new injuries and/or frequent injuries
  - Explanations for injuries are inconsistent with their severity
  - Multiple current/previous sexually transmitted infections
  - Suspicious tattoos or burn marks

- **Psychological/Behavioral**
  - Heightened sense of fear or distrust of authority
  - Unwilling to disclose whereabouts or information about parents or caregivers
  - Restricted in communication and/or displays anxious, fearful, depressed, submissive, tense and nervous behavior
  - Displays behaviors aligned with a trauma history or PTSD
  - Many inconsistencies in his or her story
  - Multiple youth retell the same story in the same way many times, giving the appearance that the story has been coached

New York Office of Children and Family Services, n.d.

Prevention and Intervention

Human Trafficking in PREP Programs

- Your role facilitates relationships with youth
  - Relationships foster trust and create a safe space for youth to share their life experiences in a safe environment

- Opportunity to proactively prevent risky situations
  - Example: connecting youth to resources before they become homeless

How Can PREP Grantees Prevent Trafficking?

Provide information and resources, build youth's skills, and make connections for **youth**

Build capacity among **staff** to identify risk factors and collaborate with other local providers

Provide Information, Build Skills, and Make Connections for YOUTH

- Share informational resources (e.g., hotlines) with youth
- Incorporate trafficking prevention into existing adolescent pregnancy prevention programming
- Foster discussions with youth about tactics used by traffickers
- Integrate a project to address human trafficking prevention as part of a youth activity or community project
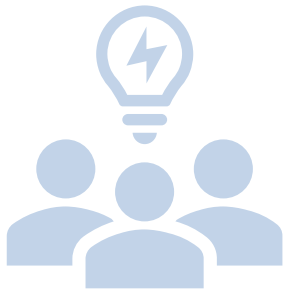
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Build Capacity Among STAFF to Identify Risk Factors and Collaborate with Other Providers

- Discuss with staff how human trafficking impacts youth from your program

- Integrate human trafficking training into staff development

- Grow and foster referral networks

- Join a local task force to coordinate efforts among various providers/systems

- Host presentations or community awareness events along with partners

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Build Capacity Among STAFF to Identify Risk Factors and Collaborate with Other Providers (cont.)

Identify Risks/Warning Signs

- Integrate or coordinate a staff training on how to identify youth at-risk or trafficked youth

- Identify vulnerabilities, signs of trauma, and behavioral signs of risk

- Discuss a step-by-step process that may be implemented within your organization to identify and connect youth at risk of or experiencing trafficking to appropriate resources and support

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Intervention: Developing a PREP Human Trafficking Protocol

Why Implement a Protocol?

- Provides specific steps to guide interactions when high-risk warning signs are recognized or a youth discloses a trafficking situation

- Fosters relationships with local organizations before high-risk situations arise

- Prepares provider to understand the youth's experiences from a trauma-informed perspective

- Provides a step-a step guidance on specific actions as a PREP program

Overview of Protocol Components

Create a safe environment

Educate staff and youth

Screening
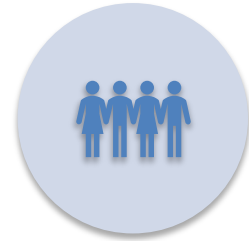
Response and referrals

Create a Safe Environment

- Create a **safe environment** that ensures **safety**

- Safety is the first guiding principle of trauma-informed practices

- Safety can assist programs in building rapport, trust, and relationship with youth

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Educate **Staff** and Build Youth's Skills

- Assess and integrate human trafficking training for staff
- Identify healthy support systems for potential referrals
- Build a trauma-informed organization/program

Educate Staff and Build Youth's Skills (cont.)

Incorporate information throughout PREP programming

- Discuss labor trafficking as part of finance literacy modules or programs
- Have conversations about healthy and unhealthy relationships
- Challenge harmful stereotypes and societal attitudes
- Encourage youth to seek help (if needed)

How could you incorporate more information about human trafficking into your PREP programming?

Screening Process

- **Screening** helps to learn about youth's life experiences; disclosure is not the final goal of a screening process

- **Build** trust and rapport

- **Recognize, evaluate, and/or ask** about possible concerns

- **Communicate** with supervisors and **connect** youth to services

Screening: Build Trust and Rapport

- Be patient, recognizing that trust will be built with time and consistency
- Refrain from questioning details of the youth's story
- Use strength-based approaches when talking with the youth
- Meet the youth where they are

Screening: Recognize, Monitor, and Ask

- Reassure youth
  - State your role to provide support, not to judge
  - Respect the youth by asking how they want to proceed

- Evaluate the youth for suspected victimization (sex and/or labor trafficking) based on risk factors and potential indicators

Screening: Recognize, Monitor, and Ask (cont.)

- Screening questions can be integrated as part of your regular intake or conversations with the youth

- Screening questions should assess for all types of trafficking or exploitative situations

Screening questions (examples)

- Are you involved in any after-school activities? (assessing living situation)

- What do you do for fun? Where do you go? (assessing and learning about partner/life history)

- Do you currently live with your parents? (assessing and learning about living situation/family dynamics)

Screening: Recognize, Monitor, and Ask (cont. #2)

- Establish ground rules as part of your protocol. Remember that screening is a process to learn and assess high-risk situations or potential trafficking.

  - **Language**
    - Learn about the youth's lived experiences
    - Model the language the youth uses
    - Be cautious with your language; avoid offensive terms

  - **Body Language**
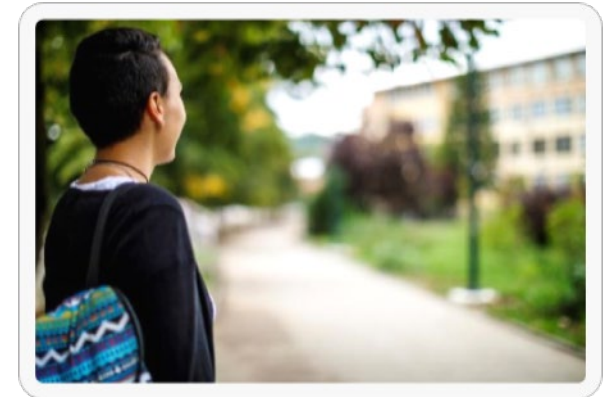   - Be open in your posture
    - Do not rush; give time

How can body language strategies be translated to a video-chat conversation with youth? What has or has not worked for you and your youth?

Response and Referrals

- **Communicate** with your supervisor
- Understand your role as a **mandated reporter**
- **Refer** youth for assessment and needed services

Please remember that staff should not be engaging youth in drawn-out conversations about their potential experiences of trafficking or exploitation

Response and Referrals : Communicate with Supervisors

- If you are monitoring risk or unsure whether the youth is at-risk

  - Discuss with your supervisor any potential situation and develop responses

  - Connect with a local human trafficking providers to review the situation

Response and Referrals: Steps of Escalating Concerns

Prepare to respond if you and your supervisor have safety concerns for a youth or if a youth discloses a trafficking situation. Communicate early on with youth about your role as a mandated reporter (as part of educating youth on trafficking).

- Share that your framework is one of safety, to keep them and what they share safe/confidential, but there are limitations

- Know and follow agency/organization protocol regarding mandatory reporting

- Develop a response plan as part of the protocol and know how that is communicated to youth

- Reach out to a trained professional to conduct an assessment

- Keep an updated list of local professionals and youth services providers to make referrals (if appropriate)

Response and Referrals: Providing Support

- Talk with youth about local providers trained in working with trafficked youth or other service providers who are trauma informed and "youth friendly"
- Help youth find resources to address basic needs first: food, water, clothing
  - Ask what their primary needs and concerns are
  - Present options for the youth to choose what works best for them
- Discuss recommendations/referrals for case management
- Discuss recommendations/referrals for other services

Panel Discussion: Developing a Protocol for Human Trafficking

P Provide Privacy

E Educate

A Ask

R Respect & Respond

R

PEARR Tool offers guidance to physicians, social workers, nurses, and other health care professionals on how to provide trauma-informed assistance to patients who are at high-risk of or who are exhibiting signs or symptoms of abuse, neglect, or violence.

Taking Action: Break-Out Groups

- What is one thing my PREP program can do to apply these ideas?

- What might be some challenges?

- How can you overcome those challenges?

Questions

Resources

- Legislation
  - [State human trafficking laws](#)
  - Information on state statues and reporting requirements: https://www.childwelfare.gov/topics/systemwide/laws-policies/statutes/manda/
- The Exchange
  - [Sex Trafficking and Adolescents: What Adults Need to Know](#) online training
  - [Soar to Health and Wellness: Human Trafficking Training](#) webinar
  - [Human Trafficking](#) tip sheet
  - [Be in the Know! Sex Trafficking is Real](#) infographic (English/Spanish)
  - [Healthy Relationships: Assess, Improve, Take Action](#) infographic

Resources (cont.)

- Hotlines
    - National Human Trafficking Hotline (NHTH) ⬈
        - 1-888-373-7888
        - Text INFO or HELP to BeFREE (233733)
    - National Runaway Safeline ⬈
        - 1-800-786-2929 or 1-800-RUNAWAY
        - Chat and email available via website
- Using the PEARR Tool ⬈
- HEAL Trafficking and Hope for Justice's Protocol Toolkit ⬈

Resources (cont. #2)

- Screening Tools
  - [CSE-IT](#)
  - [Pretesting a Human Trafficking Screening Tool in the Child Welfare and Runaway and Homeless Youth Systems](#)

References

- New York Office of Children and Family Services. (n.d.). *Red flags of CSEC and child trafficking*. Retrieved from https://ocfs.ny.gov/programs/human-trafficking/assets/docs/red-flags-of-CSEC-and-child-trafficking.pdf

- Strengthening Safe Families Act Pub. L. 113-183 (2014).

- Trafficking Victim Protections Act, 22 USC §106–386. (2000).

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Thank you!

Let's Hear From You!

- Please complete a short survey about your experience with today's webinar.

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