

Anti-Human Trafficking Training Workgroup

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PRESENTATION OF HUMAN TRAFFICKING 101 CURRICULUM

CO-CHAIRS:

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**WISCONSIN DEPARTMENT OF
CHILDREN AND FAMILIES**



Presentation Overview



- Workgroup Charge
- Explanation of Curriculum Development Process
- Questions and Answers

Training Workgroup Charge



A common core of training material will be developed and disseminated for use by professionals in all systems involved with sex trafficking victims, including law enforcement, health professionals, child welfare workers, juvenile justice workers, foster parents and other out-of-home care providers, judges, legal professionals, mental health providers, service providers, and teachers.

Curriculum Development Process

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- Phase 1 meetings
 - February and March 2016: large group background work
 - ✦ Examine charge and develop group rules
 - ✦ Agree on organizational plan for proceeding
 - ✦ Identify existing resources
 - April 2016: no meeting: collate and review existing curricula in preparation for May meeting
 - May-July 2016:
 - ✦ Review and discuss existing curricula
 - ✦ Decide on basic 6-module structure of curriculum
 - ✦ Develop learning objectives and goals for each module

Curriculum Development Process

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- Phase 2 meetings
 - August 2016: Meeting facilitator hired by DOJ to manage the intensive curriculum reviews. Drafting of curriculum begins.
 - Intensive Curriculum review sessions with a facilitator
 - ✦ Modules 1 & 2: October 19, 2016
 - ✦ Modules 3 & 4: November 7, 2016
 - ✦ Modules 5 & 6: December 7, 2016
 - January 2017: Curriculum completed

Curriculum Overview

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The following slides offer an overview of the six modules, including the goals of each module and example exercises.

Module 1: Introduction

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- **Goals**
 - Understand the federal and state definitions of child sex trafficking
 - Understand the scope of child sex trafficking in Wisconsin
 - Understand appropriate language use surrounding child sex trafficking
 - Understand why it matters that you are able to recognize and understand the dynamics of child sex trafficking

Module 1 Group Exercise Example

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Is this Child Sex Trafficking?

Ashley is 15 years old. She lives with her 84 year old grandmother, who also takes care of Ashley's four younger siblings. The week before her first day of school, Ashley realizes that they don't have enough money to buy her school uniform and supplies. One of her friends suggests she go down to the local gas station and "stand on the corner" to make money. Within 15 minutes of standing on the corner, a man offers her \$50 for her to suck on his penis. Ashley agrees because \$50 will pay for her school uniform.

Facilitator: Is this sex trafficking? YES

If yes, what components of the scenario align with Federal and State law? If no, what components are missing?

- Ashley is a minor.
- Something of value (\$50) is being provided in exchange for a sex act.

Module 2: Risk Factors

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- **Goals**
 - Understand the individual risk factors that make children/teens vulnerable
 - Understand the social factors that make children/teens vulnerable
 - Understand the impact of trauma on the child/teen who has been trafficked, which requires a trauma-informed approach.

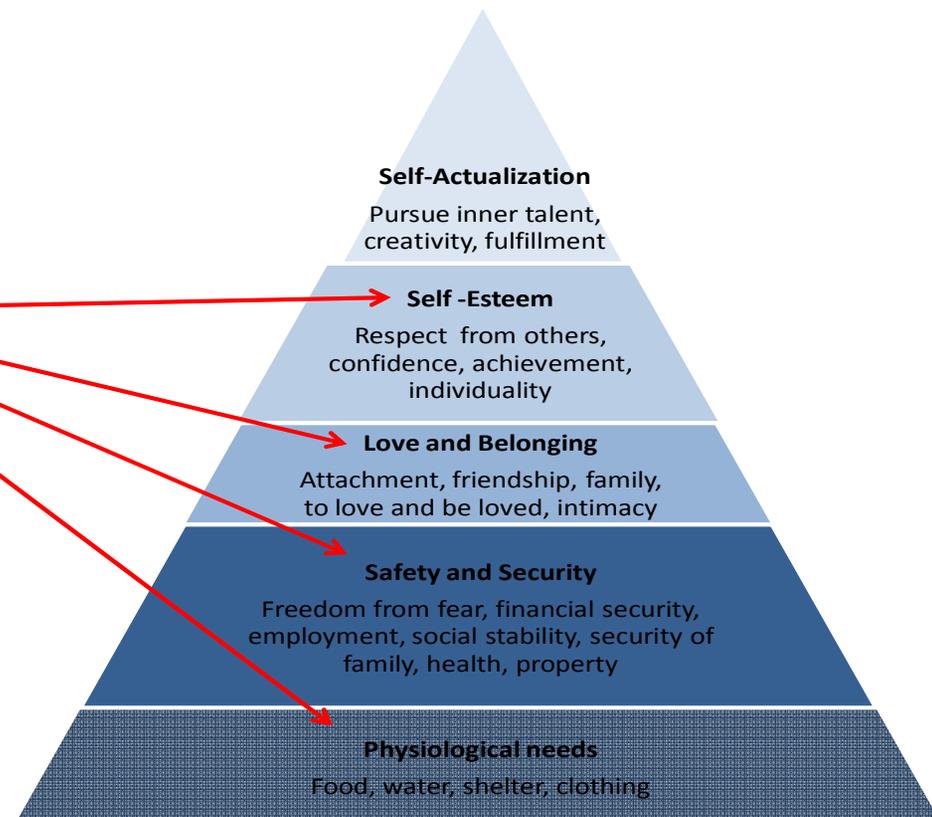
Module 2 Example Slide

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How Traffickers Use the Risk Factors to Lure Youth: “Meet the Need”

“My job is to make sure she has what she needs, personal hygiene, get her nails done, take her to buy an outfit, take her out to eat, make her feel wanted...but I keep the money.”

–Convicted pimp, Antoin Thurman*



Julie Braun 2015

*As quoted in the *New York Times* series, *Running in the Shadows Children on Their Own* 10/2009

Dr. Abraham Maslow's Hierarchy of Needs

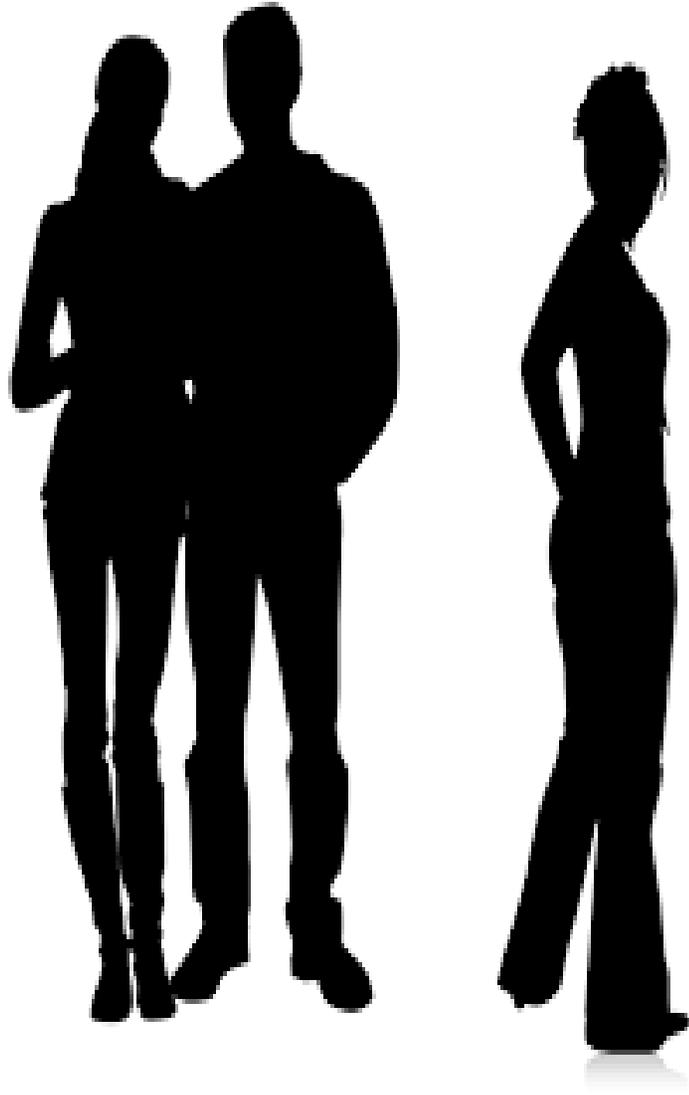
Module 3: Recruitment

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- **Goals**
 - Understand the techniques used by child sex traffickers to recruit and maintain children and teens in commercial sex trafficking.
 - Understand the different possible trajectories of entrance into child sex trafficking.

Module 3 Example Slide

Traffickers Target Vulnerability



Calculated & sophisticated tactics

- *Assess and meet “needs”
- *Gain psychological control
: keep promises-earns trust, love, devotion
- *Isolate/remove safety net
- *Uncomfortable demands-
sex acts, physical interactions; refusals punished, youth blamed
- *Transition to sex trafficking
- *Trafficker reshapes worldview

Module 3 Example Slide

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Facilitated Group Questions

Traffickers Target Vulnerability



Calculated & sophisticated tactics

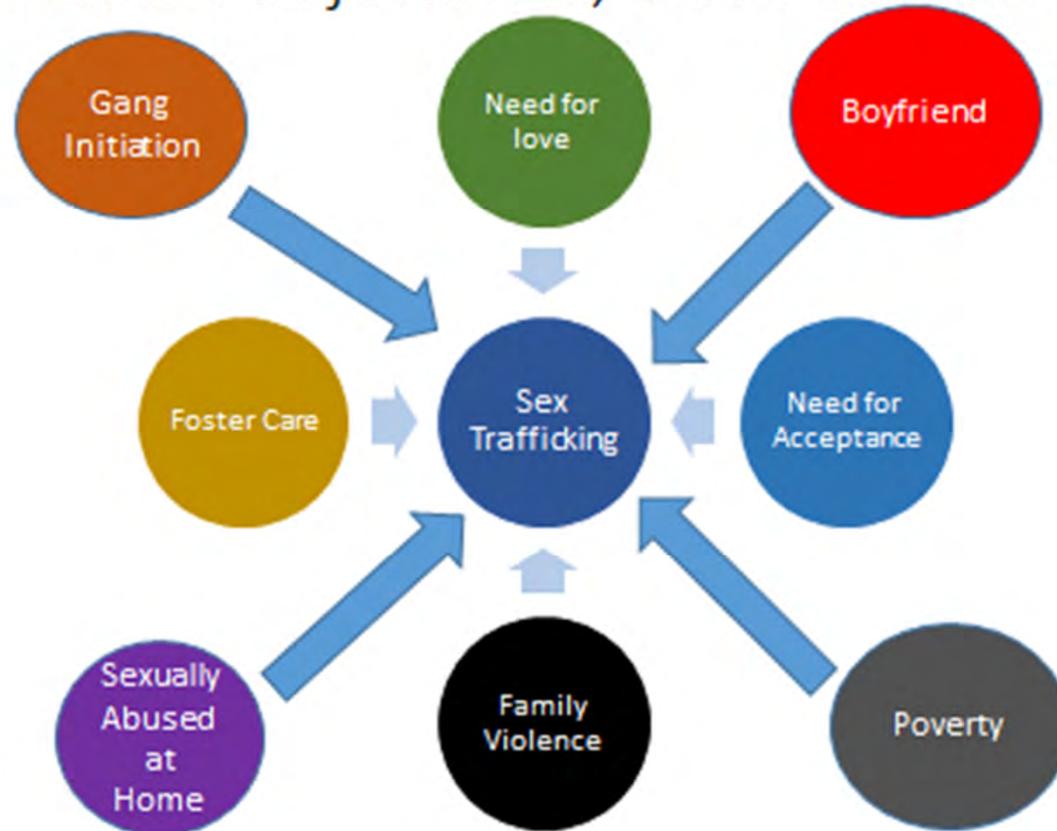
- *Assess and meet "needs"
- *Gain psychological control: keep promises—earn trust, love, devotion
- *Isolate/remove safety net
- *Uncomfortable demands—sex acts, physical interactions; refusal's punished, youth blamed
- *Transition to sex trafficking
- *Trafficker reshapes worldview

- What are some of the ways traffickers will meet a child/youth's needs?
- What are some examples of "promises kept" by traffickers?
- What are ways a trafficker can isolate a youth?

Module 3 Example Slide

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Many different trajectories, often for same child



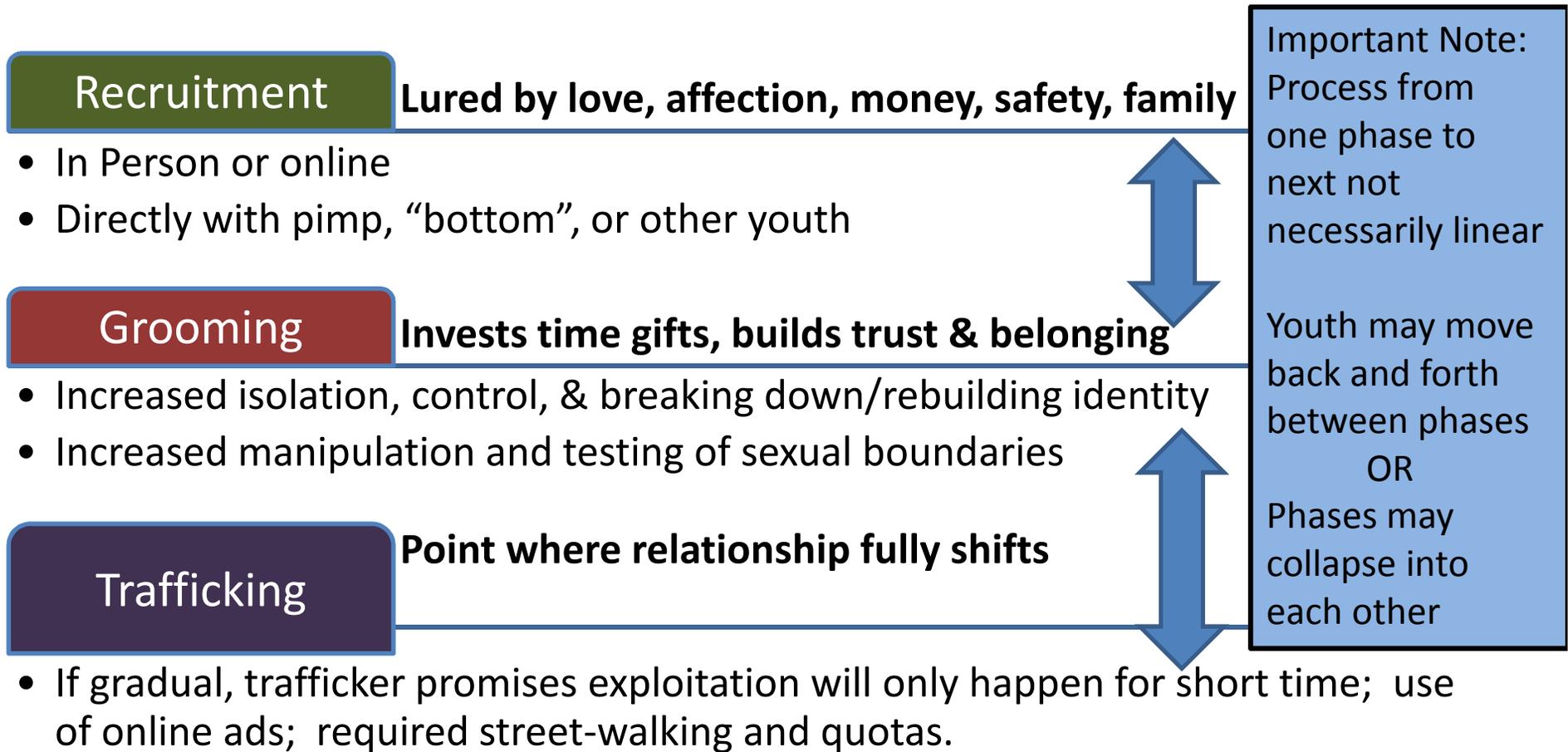
Module 4: Trafficking

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- **Module 4 Goals: Trafficking**
 - Identify confirmed ways to recognize youth who are possibly being sex trafficked.
 - Understand how to recognize child sex trafficking situations.

Module 4 Example Slide

Example of Trafficker Process: The Trafficker Figures Out What the Child Needs



Module 5: Transitioning Out

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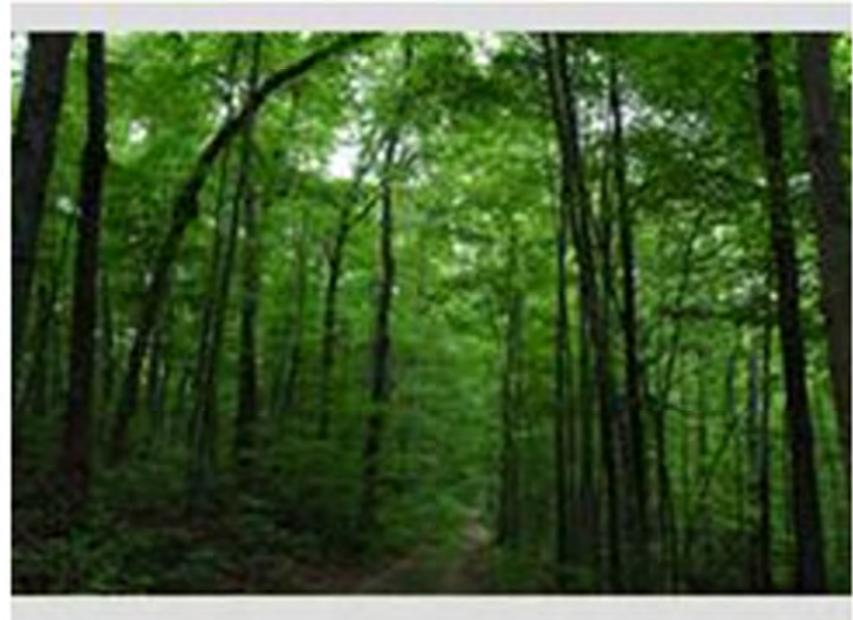
- **Goals**
 - Recognize the challenges of transitioning out of sex trafficking
 - Understand how the effects of trauma can impact transitioning out of child sex trafficking
 - Recognize the significant and varied needs of youth who are transitioning out of sex trafficking, including medical, legal, mental health, housing, education, socio-emotional
 - Understand strategies to engage trafficked youth to support transitioning from sex trafficking and identify the available services

Module 5 Example Slide

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Engaging Youth Who Have Been Trafficked

- Important reminders:
 - 1. Know what makes youth **vulnerable** to child sex trafficking
 - 2. Recall the **many reasons** a youth might become **involved** in child sex trafficking
 - 3. Remember that a youth may **move in and out of several forms** of sex trafficking
 - 4. **UNDERSTAND THE IMPACT OF TRAUMA**



Module 5 Group Exercise Example

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Who are our Trauma Gurus?

Facilitator: “Many of you may already know a great deal about how trauma impacts an individual. However, for some, this may be new territory. Let’s tap into the collective wisdom of the group to identify the main ideas about how trauma impacts us.”

- Group is broken into four small groups. Each group has a flipchart and marker. This is a “lightening round”, with the groups tasked with rapidly identifying as many critical aspects of how trauma impacts the individual as possible in three minutes.
- After three minutes, the facilitator will do a lightening “report-back”—each group will go in turn to report one aspect, going from group to group and continuing until all groups have exhausted their lists. The group with the most items listed can be deemed the “gurus.”

Module 6: Next Steps

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- **Goals**
 - Understand that transitioning from child sex trafficking is a process that is fluid, and that a child or youth may return to trafficking multiple times, similar to the power and control dynamics of domestic violence.
 - Understand that continuing trauma-informed care and responses that develop trust are essential across responders to youth who have been trafficked, including to ongoing and new safety concerns.

Module 6 Group Exercise Example

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Fishbowl Exercise-Trauma Informed Approach Group Activity

- The principles of a trauma-informed approach are introduced to the group one-by-one, during the course of a group exercise involving a “fishbowl” structure. In the fishbowl, a smaller discussion group sits in the center of the larger group and discusses questions posed relating to the identified principle of a trauma-informed response. Those outside of the fishbowl are permitted to exchange seats with someone in the fishbowl if they have a point to make or an idea to share.
- After the fishbowl discussion of the principles of a trauma-informed response, the large group will break into smaller groups to tackle the topic of meeting a trafficked youth’s needs in a given community.

Module 6 Group Exercise Example

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Principles of the Trauma-Informed Approach

- Safety
- Trustworthiness & Transparency
- Confidentiality
- Peer Support
- Empowerment
- Voice & Choice
- Sensitivity to cultural, historical & gender issues
- Collaboration & Mutuality

Next Steps



- Integrate “Wisconsinized” screening and indicator tools into the training curriculum
 - DCF workgroup has been adapting the tools recommended by the Screening & Identification Workgroup at the December meeting
- Implement a train-the-trainer model during 2017 to train key stakeholders across Wisconsin with this curriculum
 - DCF has some funding set aside for this
- Identify systems that could benefit from a shortened one-time training about sex trafficking (e.g., hotel staff, taxi drivers)

Discussion for Task Force Members



Based on what we have provided today:

- ❖ What are your general impressions? Are we missing anything?
- ❖ Which systems should we target for training (train-the-trainer vs. one-time training)?
 - ❖ Child welfare and law enforcement are covered under DCF and DOJ training mechanisms
- ❖ What should the process be for selecting individuals to participate in the “train-the-trainer” program?

Thank you to our workgroup members!



- Co-Chairs: Maya Krajcinovic & Mariana Rodriguez
- State Staff Leads: Miriam Falk, Dion Racks, & Morgan Young
- Work Group Members:
 - Tia Medley
 - Lt. Steve Elliott
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 - Jan Miyasaki
 - Sarah Coyle
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 - Michelle Zaccard
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 - Lisa Stark
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 - Dana World-Patterson
 - Maegan Nail
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 - Matt Martinson
 - Kaleen Morkin