

Trainer's Notes

Human Trafficking: Helping Victims Webinar

Purpose:

To provide strategies for working with victims of human trafficking within the W-2 program.

Learning Objectives

Upon completion of this course, you will be able to:

- Locate community, state, and national resources for helping victims.
 - Outline steps to take when an individual discloses that they are a victim.
 - List services to provide victims throughout ongoing case management.
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Materials**Trainer Materials**

Human Trafficking: Helping Victims: Trainer's Notes

Human Trafficking: Helping Victims: PPT

Trainer Computer with Internet Access and Zoom

Learner Materials

Human Trafficking: Helping Victims: Participant Guide

Suggested Pace

This course is a 1-hour webinar. The following agenda is the suggested pace.

5 minutes	Introduction, Myth or Fact
20 minutes	Developing a Plan
15 minutes	Helping Victims
15 minutes	What Would You Do?
5 minutes	Closing


Introduction

 PG 1


 PPT 1

Welcome to the continuation of our Human Trafficking series: Helping Victims!

 PPT 2

Throughout our webinar, we use several different features in Zoom, including the chat and annotations. Access the chat feature by clicking the  Chat button at the bottom of your screen. This opens a conversation pane in your window.

 PPT 3

Sometimes, we'll ask you to mark on the screen using annotations. To access annotations, click  View Options at the top of your screen. Select Annotate to open the annotations tool bar.

If at any point during this webinar, you have a question, feel free to ask it by unmuting yourself or typing the question in the chat.

During this webinar, we discuss sensitive topics such as domestic abuse, sexual assault, and human trafficking. Someone in the class may have had some type of personal experience with these topics. It is important that everyone understand this and keep whatever is shared confidential. Please practice self-care, and respect others' levels of understanding.

Myth or Fact

Purpose: To remind learners of basic Human Trafficking facts and introduce the topics of this webinar.


Estimated Length: 5 minutes

Directions to Trainer: Read a statement in the PPT. Learners indicate if they believe the statement is a myth or a fact by marking the corresponding symbol on the PPT with their checkmark annotation tool. Give learners one minute to record their response. After one minute, clear all annotations. Then click to reveal the correct answer. Repeat the process until you have gone through all three statements.

Trainer Instructions to Learners: Let's start by looking at some statements about human trafficking. I will read a statement and display it on the screen. Decide if you believe it is a fact or a myth. Then use your checkmark annotation tool to stamp the section you believe is correct. You have one minute to decide and make your mark.


PPT 4

Human trafficking occurs only in illegal underground industries.

 This is a myth. Human trafficking cases have been reported in a variety of legal industries as well. Many of these industries, such as tourism, hospitality, and agriculture, are here in Wisconsin.


PPT 5

There is nothing I can do to stop human trafficking.

 This is a myth. Educating yourself on what human trafficking is, knowing how to spot the signs of human trafficking, and alerting the authorities when appropriate all help to combat human trafficking.

PPT 6

Survivors of human trafficking experience immediate relief after being rescued.

 This is a myth. For some survivors, being rescued is extremely traumatic. If survivors must testify against their abuser, it can be even more traumatizing. For most survivors, escaping the human trafficking situation is the first step in a lifelong process toward healing.

We never know when a participant may be ready to disclose that they are a victim of human trafficking and be ready to take steps toward being rescued. So, we must be ready to help them at a moment's notice.

Developing a Plan

 PG 3

 PPT 7

We start helping victims by developing an action plan. This begins by identifying both resources available nationally, as well as within your community, and continues by networking with those resources to develop a partnership.

Resources

The resources you may need to access vary based on each individual. For that reason, it is important to have a variety of resources at your disposal for whenever they might be needed.

National

 PPT 8

First, let's explore some national resources. A useful resource to start with is the National Human Trafficking Hotline. This is one of the most visible resources available to both you and victims. They operate a call line, text line, and live chat in over 200 languages that is available 24 hours a day, seven days a week.

 PPT 9

This poster is one of their publications. Raise your hand in Zoom if you have seen it before.

Note to Trainer: Pause about 30 seconds to allow learners to find their reactions and raise their hand.

Ask Where have you seen it? Unmute or put it in the chat.

Possible Responses: bathrooms at gas stations such as Kwik Trip and Casey's, in their agency, etc.

In addition to their hotline, they also offer a resource library and a referral directory that can be filtered in a variety of ways. We will look at their referral directory in just a bit.

☀ PPT 10

Another national resource is the Office on Trafficking in Persons, or OTIP. OTIP is part of the federal Administration for Children and Families and has a database of resources available. Additionally, they have a national service system to provide training and technical assistance. 🖱 Organizations can request training from the National Human Trafficking Training and Technical Assistance Center once a year. 🖱 You can access online trainings via their SOAR online modules.

Community

☀ PPT 11

OTIP and the National Human Trafficking Hotline are great resources to start with; however, it is likely you will need to locate, and collaborate with, resources within your local community as well.

☀ PPT 12

As we just mentioned, the National Human Trafficking Hotline website has a referral directory where you can view local provider information based on geographic location. We are putting the link to this directory in the chat. Click the link and 🖱 find the closest provider to your office. After you have found the closest provider, put it in the chat.

Note to Trainer: Put the link to the referral directory (<https://humantraffickinghotline.org/training-resources/referral-directory>) in the chat. Wait until everyone has found their closest provider, or three minutes has passed, before moving on.









🖱 Next, click the 'Click Here for Service and Referral Information' text to view more information on that provider. Take a minute or so to read the additional information.

Ask What types of additional information is provided? Unmute or type in the chat.
Possible Responses: Contact information, website, service information, who can get services

Although this directory is an effective starting point, it is not an all-inclusive list. **Ask** How might you discover additional resources, providers, and collaborating partners within your local community?

Possible Responses: Attend community networking events, look at United Way 211 website, connect with local DV and/or sexual abuse centers, connect with local worker rights groups, connect with local law enforcement to see who they partner with when they get calls regarding trafficking

 PPT 13

Keep in mind, victims may need other resources to escape and/or recover from human trafficking situations. It is likely you already may have connections with these resources in your community. Immediately, human trafficking victims may need assistance with  housing,  food,  medical needs,  language interpretation, and  legal services. They also may need access to  mental health services, such as counseling,  assistance finding and maintaining employment, and/or  legal services such as visas and immigration on a long-term basis.

Agency Process

 PG 4 PPT 14



After gathering resources, it is time to develop a process within your agency and/or office. **Ask** Does your agency have a process for when a participant discloses that they are a victim of human trafficking? Unmute or type in the chat.
Reponses will vary. If a learner does state their agency has a process, ask them to describe it.

 PPT 15



The first step in your plan, regardless of what agency, county, or office you work in, is to assess safety.



 PPT 16

If there is a risk of  imminent danger or harm,  call the police.



If there is  not risk of imminent danger,  obtain the victim's consent to contact law enforcement. Respect their decision if they choose not to contact law enforcement right away. Let victims decide which steps to take next and when to take them. If there is a minor involved in the trafficking, inform them that you are a mandated reporter and must contact law enforcement.



 PPT 17

Next, provide the victim with basic education about their rights and services available. Use plain,  straightforward language, and  avoid labels such as “trafficked” or

“victim,” as they might not see themselves that way.  Prioritize the victim’s confidentiality by taking them into a separate, private room, if available, and contact local resources only after gaining the victim’s consent. Again,  respect their decision if they do not want you to contact any additional resources.

PPT 18

Finally,  document all your actions and communications. Documentation may be especially valuable if the victim chooses to  seek services or report to law enforcement, both now and in the future.

Also be  mindful of your own safety. Traffickers are not above targeting individuals who get in their way. Immediately report to your supervisor, and document, any threats, phone calls, emails, or interactions.  Report them to law enforcement if necessary.

PPT 19

Keep in mind this is a broad outline of the steps you may need to take. Specifically adjust it for your office. You never know when a victim might disclose. What would you do if you are scheduled for back-to-back appointments and a victim discloses to you? What if you work in a single-person office and someone knocks on your door while the victim is disclosing? Brainstorming and preparing for the unexpected now helps you be more effective in the moment.

To help you begin the brainstorming process, take a few minutes to answer the questions in your Participant Guide. You may want to take the questions back to your office and work with your supervisor and/or co-workers to answer them.

Note to Trainer: Give learners two minutes to look over the questions in their Participant Guide and record their responses.


Helping Victims


PG 5


Brainstorming and developing a process is just the first step in helping victims. Next, we must recognize that helping victims can look different in every situation, as no two situations of human trafficking are the same. One role you have as a case manager when helping victims of human trafficking is to create a trusting environment.

Creating a Trusting Environment

☀ PPT 20

Creating a trusting environment involves many things, including, but not limited to, a case manager being  trauma informed. Trauma informed care assumes that participants have a history of trauma. You can recognize symptoms and acknowledge the role they play or have played in participants' lives. Having this knowledge of trauma informed care allows you to provide support and services that will not trigger or revictimize participants.

Trauma affects the way a person plans, learns and interacts with others. Here are some things you can do.  Give participants choice in their activities, meeting them where they are, and letting them determine the direction of assistance to receive. Provide frequent check ins to get feedback on the services and activities they are engaged in.

 Ask appropriate and needed follow-up questions to better understand the participant and their situation. This creates and builds a trusting environment where participants feel safe to ask for help.

Ask What's an example of meeting them where they are at? Put your responses in the chat box.


Possible responses: acknowledge their trauma, focus on what they need now

So far, we have talked about developing a plan and creating a trusting environment. Now, let's look at what activities on an Employability Plan, or EP, might look like when you are meeting the specific needs of a human trafficking victim.

Ongoing Case Management

PG 6

☀ PPT 21

As we mentioned earlier today, victims likely will need  resources and support on an ongoing basis, including but not limited to, other W-2 services. Their EPs need to change as their situation changes. Remember, we always want to give participants credit for what they already are working on.

Ongoing Case Management: Activity PPT 23 – 32


Purpose: Learners match the needs of a participant to one or more appropriate W-2 activities that show up on their EP.


Estimated Length: 10 minutes


Materials: PPT, PG


Directions to Trainer: Give learners 5 minutes to read through the list of needs on the left column in their Participant Guide. Learners match each need with the activities that it meets in the right-hand column. There can be more than one activity per code. Review each need and activity, and invite the learners to share additional examples of activities.


Instructions to Learner: As part of ongoing case management, you work with participants to identify what their needs are and how to translate those needs into activities on their EP. Participants who are in, who are leaving, or who have left a human trafficking situation, probably will be engaged in activities other than seeking employment. In your Participant Guide review the list of needs in the left-hand column, and then match each need to an activity in the right-hand column by drawing a line between them. There may be more than one need met by an activity/activity code and some activity codes may be used more than once. You have 5 minutes to complete this activity. Is there anything I can clarify before you start? Put an emoji in the chat when you are finished.


 **Safety Planning Say** This would fall under PD Personal Development and may include ongoing support groups and personal journaling. Participants may also need to identify things that in to be put into place for when they plan to leave. They may also need to recognize safety issues and concerns, and how to deal with them.


 **Housing Say** This would fall under HR Housing Resources and may include finding stable housing or attending a renters' education program. It may also include applying for low-income housing assistance or subsidies.


 **Food Say** This activity would go under LF Life Skills. Participants may need to attend family nutrition programs, access food pantries or meal sites, and apply for Foodshare.


 **Community Integration Say** This would also go under LF Life Skills. Participants may benefit from workshops on how to navigate government programs, and legal and school systems. Connect and partner with community agencies who serve different ethnic or cultural groups.

 **Clothing Say** This activity would be MO Job Readiness/Motivation and may include attending a Dress for Success workshop. They may also need to obtain appropriate attire or a change of clothes.

 **Legal Issues & Proceeding Support Say** These activities would be considered LA Court-Related/Legal Appoints. Remember to include court ordered appointments, hearings, and other meetings with law enforcement on participants' EPs.

 **Health/medical Care & Counseling Say** Determine the specific services participants receive and use the corresponding activity code. For example, if participants are getting a physical health evaluation, we could assign it under the AL Physician's Assessment activity code. Likewise, we would use AM Mental Health Assessment for a mental health evaluation. Remember to include ongoing appointments expected to last longer than 6 months under the MP activity code and ongoing counseling appointments under the CM activity code. If participants are involved in support groups, such as a Trafficking Survivor group, include that under the PD Personal Development activity code.

 **Basic Education Say** Depending on participants education level, this could fall under BE Basic Education or LS Literacy Skills. For example, if participants receive tutoring for reading or math, we would list that under the LS activity code. However, if they enroll in an Adult Basic Education class, we would list that under the BE activity code.

 **ESL Say** This activity would fall under EL English as a Second Language and includes participation in community and structured ESL classes.

Debrief/discussion questions:

What needs and/or activities were new to you?

How might you adapt these activities to work in your office?

What Would You Do?

 PG 7

 PPT 33

What Would You Do? Activity

Purpose: Learners apply what they learned about developing a plan to help participants when they disclose human trafficking.

Estimated Length: 15 minutes

Materials: PPT, PG

Directions to Trainer: Give learners seven minutes to read Asia's scenario located in the PG and answer the questions in their Participant Guide. Then, discuss the questions as a group.

Asia Scenario:

Today you have an eligibility review appointment scheduled with Asia. She arrives 10 minutes late with her son. Her eyes are puffy as if she was crying and she has large bruises on her wrists. You make small talk with Asia as you bring her back to your desk, trying to make her comfortable. She doesn't say much other than she just wants to get the appointment over with. You begin her eligibility review. When you ask her if anyone in her household is pregnant, she breaks down crying and says yes.

Asia tells you that her boyfriend has been making her prostitute herself. Any money she earns, he takes. She found out that she was pregnant last week, and she doesn't know who the father is. She confronted her boyfriend this morning, telling him about the pregnancy and begging him to allow her to stop. Instead, he said she needs to "take care of it." When she told him no, he began beating her saying he could take care of it himself. Asia was able to get her son and get out of the house but doesn't know what to do now. The boyfriend still has all her belongings, including her and her son's Social Security Cards and Birth Certificates, and she does not feel safe going back. Asia tells you that she has no friends or family in the area to stay with and is scared that her boyfriend may try to find her.

By the time Asia is done telling you her story, her appointment time is up, and you haven't finished completing her eligibility review. Your schedule was booked back-to-back today, and your next appointment is already waiting.

Trainer Instructions to Learners: Now that we have discussed what a participant may need immediately and on an ongoing basis, started developing a plan for when a participant discloses, and thought about ongoing case management, let's apply this to a scenario. Asia is a participant in your office. Read her scenario, and answer the questions in your Participant Guide. The scenario does contain sensitive topics, so please remember to practice self-care as you go through it. You have seven minutes. Then, we'll discuss the scenario and questions as a group. Put a thumbs down in the chat when you are done.

Debrief

How would you handle your upcoming scheduled appointments, including the appointment that is already there and waiting?

Responses will vary due to office size and location. Possible responses could include:

- *Ask a co-worker to cover appointment already there*
- *Have receptionist reschedule other appointments*

What initial steps might you take with Asia?

Possible Responses:

- *With Asia's permission, call the police*
- *Move to a private area to continue the conversation*
- *Provide resources*
- *Obtain consent to contact resources on Asia's behalf*

What ongoing case management tasks do you need to consider moving forward?

Possible Responses:

- *Reschedule eligibility review for a different time*
- *Provide good cause for missed activities due to crisis*
- *Document non-confidential information in PIN comments and confidential information on the **Participant Barriers** and/or **Participant Barrier** page*

What insight did this give you regarding the steps you need to take when a participant discloses human trafficking?

Responses will vary

Closing

PPT 34

This webinar built on your previous knowledge of human trafficking. Remember, helping victims of human trafficking is not a one-time event. It is an ongoing process. Get to know the resources in your community to help victims on both an immediate and a long-term basis. Then, develop a plan that works for your agency and office to help victims. If you haven't already, we also recommend checking the prior webinars in this series: Risk Factors and Seeking Help.

PG 8-10

PPT 35

There are a variety of additional trainings available throughout Wisconsin. Some of these providers are listed in on the screen and in your Participant Guide. Wisconsin DCF provides additional training. Their website contains a video series with survivor stories. If you would like to explore the topic further, your Participant Guide also includes a list of the resources we used in developing this course.

Thank you all for your participation today. There is a link to the course evaluation in the chat. Have a great rest of your day!