

Trainer's Notes

Human Trafficking: Seeking Help Webinar

Purpose:

To discuss why human trafficking victims are hesitant to seek help.

Learning Objectives

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

- State why it is difficult for human trafficking victims to seek help.
 - Identify human trafficking indicators.
 - List questions to ask participants to determine potential victimization.
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Materials**Trainer Materials**

Human Trafficking Seeking Help: Trainer's Notes

Human Trafficking Seeking Help: PPT

Trainer Computer with Internet Access and Zoom

Indicator Card (English) PDF (<https://www.dhs.gov/sites/default/files/publications/blue-campaign/materials/indicator-cards/bc-indicator-card-english.pdf>)

Learner Materials

Human Trafficking Seeking Help: Participant Guide

Suggested Pace

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

10 minutes	Introduction, Myth or Fact
10 minutes	Seeking Help
10 minutes	Indicators
15 minutes	Asking Questions, WIIFM
15 minutes	What Would You Do?, Closing

Introduction


 PG 1

 PPT 1

Welcome to the continuation of our Human Trafficking series: Seeking Help!


Note to Trainer: Have trainers turn on their webcams and introduce themselves.

 PPT 2

Throughout our webinar, we will 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. Everybody say 'hello' so we know you found it.

Note to Trainer: Pause to allow learners to find their chat and say 'hello'.

 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. Go ahead and mark on our screen so we know you found it.

Note to Trainer: Clear annotations before moving on.

Although we are not together in person, we want to make this webinar as close to an in-person classroom as possible. Just like we would be able to see each other in the classroom, we would like to see each other in this webinar. If you have the ability, please turn on your video camera. Before we get started, let's get to know each other a bit. When I call your name, unmute yourself and let us know what agency you are from and why this course interested you.

Note to Trainer: After everyone has introduced themselves, continue on.

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 that information 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. 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

Only women and girls can be victims of human trafficking.

 This is a myth. Anyone can be a victim of human trafficking.


 PPT 5

There must be elements of physical restraint, force, or bondage to be considered trafficking.

 This is a myth. Human trafficking does not require physical restraint, force, or bodily harm. A trafficker may use only psychological means to control a victim.

 PPT 6

Trafficking victims immediately ask for help and let people know they are a victim.

 This is a myth. Trafficking victims often do not seek immediate help for a variety of reasons, including fear and manipulation by their traffickers.

Seeking Help


 PG 3

It may be surprising to some people that human trafficking victims do not seek help as soon as an opportunity presents itself. As our last myth stated, this is due to a variety of reasons ranging from violence and fear to dependency and manipulation.



Violence

 PPT 7

First, let's explore how violence may prevent a victim from seeking help.



Sometimes, violence is used initially to  gain control over victims. This violence can include beatings, sexual assault, and rape. This often is referred to as the seasoning process, and can occur in any type of human trafficking. Even in instances of labor trafficking where victims are not being forced to commit sex acts against their will, sexual assault and rape may be used to control the victim.

Not only do some traffickers use violence against victims, they also may force victims to witness when they commit violent acts against others. For example, a trafficker may have several victims and beat or rape just one of them while the others are forced to watch.

Eventually, the repeated violence, both done to them and that they witness,  breaks down victims into  compliance. Some victims do what their traffickers say and do not speak up to avoid being beaten, raped, or assaulted again.

Fear

 PPT 8

Now, let's look at fear as a reason a victim may not seek help. Fear can be  real or  perceived. The impact it can have on a victim seeking help can be the same. Let's take a closer look at some things that a victim may fear.

 PPT 9

The first fear we want to talk about is the fear of systems.



Say Use the text annotation tool to type in some systems that a victim might encounter on the screen. One example could be the police or other law enforcement.


Possible responses: child protective services (CPS); human services (IM, FS, W-2, DVR, SSA), social workers, school counselors


Ask So, why might they fear those systems?


Possible responses: illegal activity they may have been coerced to participate in; situation may be worse or get worse before it gets better; fear that any of those systems may send them back to a situation they have run away from

☀ PPT 10

Another fear is violence against people they  know and  love. The threat to harm those you love can have a profound controlling effect on an individual. What might you be capable of doing or not doing if someone you love is threatened with violence? How might that fear paralyze you?

Victims may fear  the traffickers themselves. Traffickers can harm an individual, both physically, emotionally, and psychologically.

Threats to turn you over to authorities, such as the fear of  deportation or other legal action, can feel worse than the fear of the trafficker.



Finally, victims may fear losing their  children. These are threats that a victim will never see their children, or their children will be taken away from them.

Psychological Manipulation


PG 4

☀ PPT 11

Another area that impedes a victim from seeking help is psychological manipulation.

Your body's  fight-flight-freeze response is triggered by  psychological fears. This is a built-in defense mechanism that causes physiological changes, like rapid heart rate and reduced perception of pain. This enables you to quickly protect yourself from a perceived threat.

Individuals are trauma inflicted so that they don't see themselves as victims. They blame themselves for what is happening to them, and are filled with shame or guilt.

Often times, they even develop an  emotional attachment to the traffickers.

☀ PPT 12

☞ Gaslighting is a practice used to manipulate someone by psychological means so they question their own sanity.

Victims ultimately become ☞ dependent on the traffickers and are isolated from friends and family. They depend on the trafficker for their basic needs.

We have just covered specific three specific reasons why a victim of human trafficking may not seek help: violence, fear and psychological manipulation, which may be difficult to identify. Let's look at indicators that may be displayed by participants who are victims of human trafficking.

Indicators

☀ PPT 13

Even though human trafficking victims may not seek your help directly, it does not mean you aren't able to help them. Many victims display indicators that they may be involved in human trafficking. It is important to be aware of these potential indicators and recognize them as you are working with participants.

Some indicators can be visual or behavioral cues that you pick up on during your interaction with them. These cues could include:


- ☞ Avoiding eye contact;
- ☞ Tattoos of branding and/or ownership;
- ☞ Being afraid to speak;
- ☞ Wearing only clothing of stereotypical sex work; and
- ☞ Lack of concentration.

It is important to look for and pick up on cues like these during your interaction with participants.

☀ PPT 14

Let's take a closer look at the participant on the screen. **Ask** What do you notice? Type your answer in the chat or unmute yourself.

Answer: Bruised face, bloody knuckles

Note to Trainer: After learners have identified the answers above, or one minute has passed,  click to focus the image.

Now, if this participant was not in your office, how could you pick up on possible indicators via phone or video meetings?

Answer: Asking how they are feeling, paying attention to their tone of voice (does it sound like they have been crying or are upset), picking up on subtle behavior changes, schedule more frequent check-ins

Indicators Categories Activity

 PG 5

 PPT 15

Other indicators may not be as obvious. There are a few different categories indicators can fall into, including work conditions, living conditions, and mental and physical health.

Purpose: To introduce learners to human trafficking indicators.

Estimate Length: 8 minutes



Directions to Trainer: There is a word bank of human trafficking indicators in the Participant Guide. Learners review the word bank and record each indicator in the category where it belongs. Give them three minutes to work on their own.



After three minutes have passed, learners use their annotation tools to check the category where each indicator belongs. Clear the drawings and reveal the answer. Continue until all indicators have been sorted into a category.

Trainer Instructions to Learners: Your Participant Guide lists several human trafficking indicators. Review the indicators and put each one in the category where you believe it belongs. You have three minutes. Put a thumbs up, or any other icon, in the chat when you are done.

Now that you have had the opportunity to sort the indicators into categories, let's review them together. As the indicator displays on the screen, use your annotation tools to mark the category in which the indicator belongs.



Note to Trainer: Remember to clear the drawings prior to revealing the answer.



 Few or No Personal Possessions  *Living Conditions* **Say** This is an indicator that the individual may not have control over their belongings.



 Not Paid Directly  *Working Conditions* **Say** Pay can be an especially helpful indicator to look for. Who is the money going to? Additionally, look at how much they are being paid. An individual who is not paid, is paid very little, or is paid only in tips may be a victim of human trafficking.

 Malnourishment  *Mental/Physical Health*



 Poor Hygiene  *Mental/Physical Health*



 Not Allowed Breaks  *Working Conditions* **Say** Not being provided breaks and being forced to work extremely long or unusual hours may be an indicator they are a victim of human trafficking.

 Not Allowed to Speak for Themselves  *Living Conditions* **Say** Individuals who are never alone in the office and always have someone speaking for them may be a victim of human trafficking. Take note of their interactions as well. Does the individual defer to the other person when asked questions? Is the other person the one providing the verification documents?

 Frequent Bruises  *Mental/Physical Health* **Say** Bruises, soreness, and other signs of abuse may indicate the individual is a victim of human trafficking.

 Must Meet Daily Quotas  *Working Conditions*

 Unusually Fearful/Anxious  *Mental/Physical Health* **Say** Individuals who are fearful and anxious, especially after bringing up law enforcement or other authorities, may be victims. Pay attention to see if the individual is unusually submissive, tense, or paranoid, as these may be indicators as well.

 Not Free to Come/Go at Will  *Living Conditions* **Say** Individuals who must get someone else's permission to leave the house, come to the office, or complete activities may be victims of human trafficking.

Ask Which of these indicators have you encountered with the participants you serve? Go ahead and unmute yourself or type in the chat.
Answers will vary.

Human trafficking victims may display just one, several, or even none of these indicators. Although it is important to make note of indicators you observe, it is just as important to remember that the presence of an indicator does not automatically guarantee that an individual is a victim. We are putting a PDF file created by the DHS

Blue Campaign in the chat. Click the file to download it. This provides you a quick reference to human trafficking indicators.

Note to Trainer: Put the Indicator Card (English) PDF in the chat.


If you are working with an individual who displays indicators of human trafficking, there are questions you can ask to help determine if they are a victim.

Questions to Ask

 PG 6

 PPT 16

It is important to find out if a participant is, has been, or potentially could become a victim of human trafficking. Asking questions based on what you hear and see could provide you with the opportunity to assess and identify the participant's risks and get needed resources to the participant. Resources are covered in the next Human Trafficking course; however, before we can offer resources we need to know or explore the possibility that something is happening to a participant.


The first step in finding out if an individual may be a victim of human trafficking is asking questions.  We must first create a safe environment before we start asking sensitive questions.

Ask What are some best practices before asking questions on sensitive topics?
Possible responses: Seeking permission, asking if it is ok to talk about things that are sensitive, following up on previous conversations first to ensure participants are comfortable.

Ask What are some things that would make it unsafe for a participant to have a conversation with you?
Possible responses: others in the room (trafficker, children, others), fear of previous threats from a trafficker

Ask What are some questions that you could ask to assess the safety of the participant?
Possible responses: Can you talk? Is anyone able to hear our conversation? Is there a time that would be better for us to have a conversation?

State These were all closed ended questions that are simple and to the point.

 Sometimes we need more information than a simple response can provide. A key component of case management is asking open ended questions to better understand what may be happening to participants and to clarify something they said or did. When

participants are answering questions, it is your responsibility as a professional to be able to utilize tools such as reflection to restate what you hear for understanding and clarification.

An example is of a follow-up question is: When is a better time for you to call me?

Open ended questions allow the participant to answer the questions based on their interpretation of the questions you are asking.

It also gives participants the autonomy to decide where they may want the conversation to go based on how they answer your questions.

It can help you determine if participants are open to receiving help or deny that anything is wrong. It provides the opportunity for participants to clarify any misinterpreted information or minimize any red flags about their situation.

If something is wrong, it opens the door for participants to talk to you about it in future conversations.

No matter how they respond, we must respect their autonomy to decide what to share with you. They know their situation better than anyone.

WIIFM

PPT 17

So, why do we ask these questions? What information are we seeking? What are we trying to assess by asking each of the following questions?

Purpose: Learners reflect on the purpose of questions they ask and the expected outcome of those questions.

Estimated length: 6 minutes


Directions to Trainer: There is a series of questions a case manager may ask a participant to determine if they may be a victim or potential victim of human trafficking. Go through each question below, allowing time for discussion and/or response from the learners in the chat.

Trainer Instructions to Learner: Go ahead and unmute yourself or find the chat so we can discuss what we are trying to assess or what information we are seeking by asking the following questions to the participant who may be a victim of human trafficking.




Are you safe?

Possible responses: physical, emotional safety

 Tell me about your living arrangement.


Possible responses: who is in the home, do they have basic needs (beds-furniture, food), do they feel safe in their home

 Tell me about the relationships with each person with whom you live.


Possible responses: influence of those they live with on their actions

 Do you have friends or family to talk with about things you are dealing with?

Possible responses: their support network

 Tell me about a day in your life; tell me about your yesterday, weekday, weekend

Possible responses: this can help determine their ability to participate, if there are certain days/times that are safer than others for them to be contacted

 Tell me about things you do outside of your home.

Possible responses: does the participant have outside connections in the community, what are they involved with in the community

These all are questions that could be incorporated into your informal assessments or conversations with participants if and when you suspect a potential risk of human trafficking. Asking questions like we just went through provides you with more information and insight about participants' situations. These questions can assist you in identifying possible human trafficking risk factors participants may be facing.

What Would You Do?

 PG 7

 PPT 18

We have looked at several different human trafficking indicators and cues, and started discussing questions to ask if you suspect someone may be a victim of human trafficking. Now, let's put it all together and examine a scenario.

What Would You Do? Activity

Purpose: Learners apply what they learned about indicators and cues by recognizing them in interactions with participants, and then developing questions to ask.

Estimated Length: 15 minutes

Materials: PPT, PG

Directions to Trainer: Learners read Asia's scenario located in the PG. Instruct them to focus on potential cues/indicators that she may be a victim of human trafficking. After they finish reading, have them enter the cues/indicators on the PPT slide using the annotation tools. Give them four minutes. After time is up, go over the cues/indicators learners identified. Inform them of any cues/indicators they did not mention.

Next, give learners three minutes to brainstorm questions they may ask Asia if she were in their office. Then ask learners to unmute and discuss the questions they came up with.

Asia Scenario:

You have been working with Asia for about a month, and she is scheduled to come in today for an EP review. In preparation for your meeting, you speak with the workshop facilitator, Carl, to see how Asia is doing in Job Readiness 101. Carl states that Asia usually attends class, but doesn't participate much, and always wears low-cut shirts. He says that he spoke with Asia regarding appropriate class attire, but she still wears the same clothes.

Later in the day, Asia arrives at her appointment with her boyfriend. He doesn't come back to your desk with her, but you notice that she frequently looks over her shoulder as you walk back together and throughout her appointment. You ask Asia how Job Readiness 101 is going. Asia says that she has a lot on her mind, so it is hard to concentrate in class. When you bring up her class attire, she states it is her style and she isn't going to change it just because it makes some people uncomfortable.

When updating Asia's EP, you suggest a work experience because it has been awhile since she last worked. She says she would like to get out of the house more, but needs to check with her boyfriend first to make sure it is okay because the hours are different than what she is completing now. When Asia signs her EP, you see several bruises on her arms.

Trainer Instructions to Learners: Part 1: Asia is a participant in your office. Take a few moments to read her scenario in your Participant Guide. When you are reading, focus on cues and indicators that suggest Asia may be a human trafficking victim. After you identify some of the cues and indicators, use your text annotation tool to type them in the box. If someone already recorded a cue or indicator you found, put a checkmark next to it.

Asia's Cues/Indicators: Provocative clothing, inability to concentrate in class, frequently looking over her shoulder, bruises, needs to check with boyfriend before committing to a schedule change

Part 2: Now take three minutes to brainstorm some questions you would ask Asia if she were in your office.

Unmute so we can discuss the questions you came up with.

Possible responses: Tell me about a day in your life. Tell me about your living arrangement. Tell me about the relationships with each person with whom you live. Tell me about things you do outside of your home.

Debrief

1. What stood out to you regarding Asia's scenario?
2. What was the experience like looking specifically for cues or indicators of human trafficking during the interaction with Asia?
3. Which parts of developing questions to ask was easy for you?
4. What insight does this give you regarding looking for cues and indicators, and then following up on your observations?
5. How might you use this new insight in your everyday interactions with participants?

Remember, each individual is unique and may present very different indicators, or no indicators at all. Likewise, an individual may present these indicators, but not be a human trafficking victim. It is important to pick up on these cues and indicators, make note of them, and then ask appropriate follow up questions to help determine if the individual is, in fact, a victim of human trafficking.

Closing

PPT 19

This webinar builds your knowledge of human trafficking. Knowing what to look for and how to ask appropriate questions is one step closer to helping victims. Our next webinar is the culmination of all we have learned throughout the series and focuses specifically on helping victims.

PG 8

PPT 20

Remember, you don't have to wait for the next webinar in our series to get more training on human trafficking. There is a variety of additional trainings available throughout Wisconsin. Some of these providers are listed in on the screen and in your Participant Guide. One of the additional training providers is Wisconsin DCF. If you look on their website, you can find a video series that contains 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.

Note to Trainer: Put the link to the evaluation in the chat.

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!