



SAVING INNOCENCE & DALLAS CASA

CSEC ADVOCACY E-COURSE

Companion Guide



Welcome!

Welcome to the Saving Innocence and Dallas CASA Commercial Sexual Exploitation of Children (CSEC) Advocacy E-course!

*I*t is my honor to welcome you to the Saving Innocence and Dallas CASA Commercial Sexual Exploitation of Children (CSEC) Advocacy online course. Our heart behind every teaching video and curriculum page is to encourage you in your work as you serve vulnerable children, joining us in a national movement to protect innocence and human worth.

I founded Saving Innocence in 2010 with a passion to support children who, at that time, were being arrested and not recognized for their victimization. Our team of specialized advocates respond alongside local and federal law enforcement 24 hours a day to help children ages 7-18 escape sex trafficking. We successfully provide crisis response and long-term, strength-based, trauma-informed aftercare services for children and connect them with empowerment services for years following their recovery, helping them go from victim to survivor to leaders in their communities. In addition, we assist with state and federal level court cases as supportive advocates, ensuring children testifying against traffickers are safe and supported during their testimony. We are also one of the first state licensed Foster Family Agencies (FFA) in the United States with the sole focus of placing survivors of sex trafficking with families and connections intended to last a lifetime.

Saving Innocence is the first non-profit organization to be contracted by Los Angeles County, Los Angeles Superior Court, Los Angeles Probation Department, and the Los Angeles District Attorney's Office to provide a continuum of care for Commercially Sexually Exploited Children (CSEC). We train law enforcement officers, advocacy agencies and other frontline responders nationwide, and provide ongoing consultation to state governments on the creation of policy and social service provision who have replicated our model in multiple states. At the core of Saving Innocence is a belief that we are only as strong as our ability to work together.

Through this collaborative, multi-disciplinary approach, we can unite around the children more powerfully than the traffickers who once held control over them. When our staff walk into meetings with law enforcement, probation, child welfare, or non-governmental organizations, our motto is to ask, “how can we help make your job easier?” We are passionate about encouraging and empowering every individual in this work who help bear the great weight of pain that the children we serve are carrying. The stronger we are as humans and the more tools we have for the journey, the greater the support we can give these children whom we care so deeply about.

Each year, more than 150,000 advocates from Saving Innocence and CASA help change the lives of over 300,000 children nationwide with crisis intervention, support, mentorship and empowerment. The years of practical experience and lessons we have learned from the courageous youth we serve are now distilled into short, engaging teaching videos that you can watch at your own pace. To provide a comprehensive understanding of sex trafficking in the United States we have also included advice from government partners we work with, testimonials from child survivors of sex trafficking, and documentary interviews with those who have trafficked or purchased youth. Whether you are becoming an advocate for the first time, or you have worked with youth for many years, this online course is a robust training toolkit that will help you identify victims of trafficking, understand the unique needs of exploited youth, and provide them with the highest level of care. Thank you for your heart to serve those who are so vulnerable to human trafficking in our nation.

We are with you,

A handwritten signature in black ink, appearing to read "Kim Biddle".

Kim Biddle, MSW
Founder and Chief Executive Officer
Saving Innocence

“There can be no keener revelation of a society’s soul than the way in which it treats its children”

-Nelson Mandela

Welcome!

Welcome to the Saving Innocence and Dallas CASA Commercial Sexual Exploitation of Children (CSEC) Advocacy E-course!



“

We can't change a child's past but
we can change their future.

~ Sandra S., Dallas CASA Volunteer Since 2002

As one of more than 70 CASA programs in Texas and more than 900 in the National CASA|GAL member network, we thank you for your heart to serve youth who are vulnerable to the atrocious realities of child sex trafficking.

Over the 40 years we have been standing up for children, our awareness has grown that the particular children we serve are at an exceptionally higher risk of being victimized by commercial sexual exploitation.

Acknowledging this reality, Saving Innocence and Dallas CASA have partnered to provide CASA volunteer advocates and guardians ad litem (GAL) with the best and most practical tools to identify and support youth who have been victims of human trafficking or who may be at high risk of exploitation.

In contrast to other available trainings, the coursework you are undertaking is specifically designed to introduce effective advocacy skills and resources to those serving in the role of a volunteer advocate or staff member of a CASA or GAL program. More than a set of procedures and instructions, this workbook is a toolkit that will help us continue to provide the highest level of care to the vulnerable children we serve.

Abolitionist Harriet Tubman once painfully lamented that she could have freed thousands more if she could have convinced more slaves that they were enslaved. She was alluding to the reality that psychological bondage can in many ways be stronger than physical bondage. In our roles as advocates, we may encounter children who have been so deeply marred by unimaginable abuses and emotional trauma that they are unable to see that they are not free. That is why preserving and restoring the dignity of the children we serve is such a high priority and why the effort must start with educating and equipping ourselves.

Human trafficking frequently is referred to as “modern slavery.” Our hope is that we will join with those in history who have fought against the evils of slavery and that together we will identify, engage, and restore those who have been victims of human trafficking. This workbook is a supplement to the Saving Innocence and Dallas CASA CSEC Advocacy E-Course. We hope it will serve as a valuable resource in our collective efforts to help ensure that every child is able to grow up in a safe, loving, forever home where each can thrive.

As you no doubt are aware, these difficult topics can be very challenging to process, particularly for those who may be reminded of painful personal experiences. Please be mindful of your own well-being as you work through the curriculum. Your CASA supervisor and other professional program personnel are available to help you navigate the course material thoughtfully and safely.

With deep gratitude,



Kathleen M. LaValle
President and Chief Executive Officer
Dallas CASA

SAVING INNOCENCE & DALLAS CASA

CSEC ADVOCACY E-COURSE

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Albright-Byrd, Jasmine Edwards, Oree Freeman, Jessica Midkiff, survivors across the nation who have taught us all we know.

COMPANION GUIDE

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E-Course Content

Chapter 1.0

Overview

This overview is provided during the introductory portion of the e-course. Please review the introductory letter and follow along with the corresponding video for helpful information as you start your learning experience.

Chapter 2.0

Defining Human Trafficking

To find solutions we must first clearly define the problem. This chapter is replete with definitions, statistics, and an in-depth look at our nation's human trafficking epidemic. Here we will lay the foundational information needed to develop impactful strategies to help youth in need.

Chapter 3.0

Victim Identification

It's not enough to know. We must act. But how can we act unless we understand pathways to entry? In this chapter, we will be equipped to identify youth who are vulnerable to human trafficking and those who may currently be being exploited.

Chapter 4.0

Traffickers, Buyers, & Recruitment

Chapter Four may be tough to digest but it is vital! Gaining insight into manipulation and recruitment tactics is another tool in our toolkit that will help us support and protect the youth we are serving.

Chapter 5.0

Safety Planning, Engagement & Advocacy

Safety planning is a key element to providing effective support to victims of human trafficking. To do so we must acquire skills advocacy and engagement skills.

Chapter 6.0

Core Competencies & Understanding Trauma

This chapter is designed to aid us in developing core competencies and ensure that our support is trauma-informed and trauma-sensitive.

Chapter 7.0

Impact of CSE & Empowerment

Trauma impacts people differently and the severity of trauma can also have profound impact. Survivors of human trafficking need unique empowerment opportunities and caring adults who avoid the use of power and control.

Chapter 8.0

Supervision & Provider Care

We will conclude this training with a much needed discussion about cultural humility and how to honor our own hearts as we steward the lives we're entrusted with. This chapter addresses the natural phenomena of vicarious trauma and burnout.



Chapter 2.0

Defining Human Trafficking

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CSEC ADVOCACY

Defining Human Trafficking

In this section we will go over the federal definition of human trafficking and gain a broader understanding of the epidemic of the commercial sexual exploitation of children in the U.S. You will examine the social constructs and cultural influences that contribute to this growing problem while also gaining a deeper understanding of those who have been victimized. Insight into the culture and needs of this population is vital so that we do not inadvertently harm those whom we are seeking to help. The risk factors that can create vulnerability must be identified so that youth can be supported and further victimization can be prevented. We also believe it is important to examine real scenarios in which victimization has occurred so that the concepts you learn can be visualized and appropriated.

Important Facts From This Chapter

- Human trafficking is a form of modern-day slavery in which traffickers use force, fraud, or coercion to control victims for the purpose of engaging in commercial sex acts or labor services against his/her will. If a sex trafficking victim is under the age of 18 (or age of consent in that region of the country), there is no burden of proof for force, fraud, and coercion. (Source: Polaris Project)
- Commercial Sexual Exploitation of Children (CSEC) is a term that refers to a range of crimes and activities involving the sexual abuse or exploitation of a child under the age of 18 for the financial benefit of any person or in exchange for anything of value, including monetary and non-monetary benefits, that are given or received by any person.
- This problem is fueled by demand and a number of interrelated factors.
- Child sex-trafficking has been reported in all 50 U.S. states.
- Cultural competence is a process and not a destination. Understanding the cultural influences impacting human trafficking and possessing cultural humility will ensure that we serve youth survivors of human trafficking with compassion, empathy, and a high level of care.

DISCUSSION QUESTIONS

Let's take a few moments to discuss the following questions.

Q1 What did you discover about human trafficking and/or CSEC that you did not know until now?

Q2 Do you have any apprehensions/concerns about serving youth who have been trafficked? If so, what are some of those apprehensions/concerns?

Q3 What are some risk factors that CSEC encounter?

Q4 Based on the continuum of abuse vignette discussed in this chapter, how does child sexual abuse create vulnerability to further sexual exploitation?

Q5 It's common in a training like this, when you have not had experience with this population, to reflect on youth you are currently working with. What are some things we learned in section one you can use to help you identify at risk or CSEC youth?

CHAPTER 2.0 - KEY LEARNING POINTS

Congratulations on completing Chapter 2.0!
During this part of the course we learned about:

- Human trafficking & CSEC
- Identified the problem
- National and local statistics
- Foster care and intersection with CSEC
- Cultural competence
- Risk factors: individual, social, environmental
- Reviewed the continuum of abuse & vignette



Chapter 3.0

Victim Identification

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Victim Identification

Youth who are being trafficked have historically slipped through the cracks of social services. Assumptions, myths, and a lack of education kept the realities of human trafficking concealed and thereby hindered an appropriate effective response. Since the early 2000s there has, however, been an influx of educational efforts along with an incredible increase in social responsibility to meet the needs of victims. We are committed to doing our part. Our volunteers must discover how to identify vulnerable youth or those who have already been victimized. We need to know exactly what to look for so that together we can prevent future or further victimization while also ensuring that victims receive the highest level of care possible. The healing journey for a victim of human trafficking is arduous and painful, and it is often difficult for them to break free from the perpetrator(s) of the abuse. In this section we will also explore language and sensitivity strategies while considering the complex nature of trauma bonding and provide tools for responding to youth who are in a trauma bond with their abuser.

Important Facts From This Chapter

- Every youth is at-risk. Every child that has access to the internet, means that the world has access to that child. But there are specific individual, social, and environmental risk factors that pave the pathway to exploitation.
- A youth's environment or support system can significantly influence a youth's vulnerability to exploitation.
- Resilience is built over time. Collaboration with healthy trusted adults who understand the needs of this population can help create some of the internal and external assets that are needed to help youth succeed.
- Remember that if the age of a child has been verified to be under 18, and the individual is in any way involved in a commercial sex act, then he or she is automatically a victim of trafficking or CSEC.
- A common practice traffickers/exploiters frequently use is to bond with their victims, so that they will not want to leave. A victim is not usually physically held against their will, usually it is the time they spend with the abuser brainwashing the victim constantly and repetitiously. Trauma bonds are difficult to break, and they often take time, patience, and consistent treatment.

DISCUSSION QUESTIONS

Let's take a few moments to discuss the following questions.

Q1 When you think of a human trafficking victim, what characteristics come to mind?

Q2 After watching Jaycee Duggard's video, how do you think trauma bonding is related to CSEC?

Q3 Can you identify some of the vulnerabilities you may have experienced as a youth? What are some of the supports you needed to protect your vulnerabilities?

Q4 What harmful impact could result from calling a child a prostitute? What harmful impact could it have on society?

Q5 What are some of the social media outlets used in facilitating human trafficking in your area?

CHAPTER 3.0 - KEY LEARNING POINTS

Congratulations on completing Chapter 3.0!
During this part of the course we learned about:

- Victim resilience and risk
- Signs and identification
- Pathways to entry
- Trauma bonds



Chapter 4.0

Traffickers, Buyers, & Recruitment

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Traffickers, Buyers, & Recruitment

For many years media has influenced our collective perspective of what exactly a trafficker (pimp) is. Sensationalized images can in fact reduce public awareness of the heinous nature of the crimes committed by traffickers and can also desensitize us to the actual impact of their behavior if we remain uneducated. In this section we will explore the dynamics of power and control used by traffickers, the intricacies of recruitment, and gain a deeper understanding of the adult-child power imbalance that our youth are inadvertently subject to. We must educate and equip ourselves with eye-opening insights into the tactics used against our youth so that we do not unintentionally deepen the trauma bond. At CASA we believe it is our duty to ensure that we also understand the dynamics of buyer behavior and their role in fueling this crime.

Important Facts From This Chapter

- Traffickers/exploiters are unique in the ways they manipulate youth, so be aware of how they may be similar or different in their techniques. Also keep in mind that some may employ the use a combination of approaches.
- The Bottom Girl is also known as the "Bottom Bitch." She is the closest person to the exploiter. She may transport, discipline, collect funds, and report back to the exploiter concerning all girls under his/her control.
- Understanding these dynamics help us to better support these children as this toxic bond is broken. We need to be mindful of how a youth's unmet needs and desires can fuel vulnerability to the manipulative tactics of a trafficker.
- The US is one of the biggest drivers of demand in the world for human trafficking. We know that wherever there is an adult sex industry, there is also a demand for children. The demand for young bodies is fueled by society's sexualization of youth.
- Demand is fueled by a number of interrelated factors. Factors that include: a) the billion dollar adult sex industry, b) a culture that objectifies bodies and commodifies sex, and c) various media influences.

DISCUSSION QUESTIONS

Let's take a few moments to discuss the following questions.

Q1 What role does the media play in the promotion/glorification of “pimp culture”, and the objectification of women and girls? How do those influences affect the victims perspectives of themselves and their trafficker?

Q2 What impact does “Pimp Culture” have on boys and their relationships with the opposite sex and themselves?

Q3 What role does demand play in human trafficking?

Q4 How do traffickers exploit the vulnerability of youth in the foster care system?

Q5 What other methods of recruitment are used without the direct involvement of the trafficker?

CHAPTER 4.0 - KEY LEARNING POINTS

Congratulations on completing Chapter 4.0!
During this part of the course we learned about:

- Traffickers and exploiter manipulation
- Types of traffickers and recruitment
- Recruitment scenarios
- Buyers: their role in the process



Chapter 5.0

Safety Planning, Engagement, & Advocacy

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Safety Planning, Engagement & Advocacy

When supporting CSEC, it is important that we understand that these youth are often groomed to recruit other youth. We may be tempted to judge those who recruit but in this section we will grow in our understanding of the ways that traffickers prepare their victims to target and manipulate other victims. We will discuss the various pathways to entry into commercial sexual exploitation and conquer some of the mythical concepts around how children are recruited into the industry. We will discuss internet safety and the vulnerability that social media enables so that we can explore solutions for the youth we serve. This section will conclude with vital safety planning tips designed to increase physical and emotional safety. You will find that safety planning is one of the key elements in providing effective and lasting care to this population.

Important Facts From This Chapter

- This is the first generation of young people who have grown up with access to cell phones, social media and the internet, and did not experience life without such access. In light of that, we as parents, caregivers, and supportive adults have to help youth develop the character strengths that would help youth access social media platforms responsibly, giving them the tools, knowledge, and understanding of how open access can both help and hurt them.
- We need to become more tech savvy by knowing the popular apps utilized by youth, knowing how to use block features so we can show youth, and knowing how to report it if a child is being exploited online.
- The overwhelming majority of trafficked youth report that they have access to their own social media accounts when under the control of a trafficker. There have been instances of youth reaching out to their advocates via social media and we have had law enforcement intervene.
- A safety plan is made with a youth to support safe choices, self-soothing, harm reduction, and coping skills. It should be a practical guide that lowers risk and supports the youth with better decision making. Each one should be tailored to the youth and should be developed with the youth's voice and input.
- Advocacy for CSEC requires knowing all the members of a child's team, and supporting both the child's choices as well as what is best for the child.

DISCUSSION QUESTIONS

Let's take a few moments to discuss the following questions.

Q1 How can you encourage internet and social media safety with the population served?

Q2 How do you introduce and implement a safety plan with the CSEC population?

Q3 What are the first steps to take when you identify a child as CSEC?

Q4 What are some of the ways you can support the youth to navigate systems where they may not understand their victimization?

Q5 What is the core purpose of advocacy for the CSEC population?

CHAPTER 5.0 - KEY LEARNING POINTS

Congratulations on completing Chapter 5.0!
During this part of the course we learned about:

- Safety planning: physical and emotional
- The role of social media and internet safety
- Engagement: what to do if the child you are serving is identified as a CSEC
- Advocacy



Chapter 6.0

Core Competencies & Understanding Trauma

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CSEC ADVOCACY

Core Competencies & Understanding Trauma

Engaging CSEC in therapeutic services and interventions comes with a unique set of challenges, and partnering with them as they heal is a remarkable journey. Helping survivors to engage in supportive services requires insight into the impact of trauma and methods of providing trauma informed care. As advocates and supporters there are core competencies we can acquire and develop that will help to reduce harm. Enhancing these fundamental skills will ensure that we can help mitigate the impact of trauma. In addition to these core competencies, we will also discuss the stages of change each survivor will likely pass through during their healing journey. We will look at ways to provide creative support at each stage of change and explore harm reduction strategies designed to provide you with a practical set of strategies aimed at reducing the negative consequences of commercial sexual exploitation.

Important Facts From This Chapter

- Become familiar with the Core Competencies to help you identify some of your growth, and then some of the gaps that may still exist after you complete this training.
- When working with youth, our goal is to be encouraging, enforce trauma-informed principles, and limit re-traumatization. Trauma Informed Care recognizes the presence of trauma symptoms and acknowledges the role trauma may play in an individual's life. The Principles of Trauma Informed Care: safety, choice, collaboration, trustworthiness and empowerment.
- Harm reduction for CSEC is a philosophy you can use to help decide the least possible harmful course of action to take, when all options present potential harm.
- A foundational principle as advocates is building strategic partnerships with other people who are invested in youth's success. This might mean teachers, social workers, family members or caregivers, other CASA's who have had more experience, and even law enforcement. Key to building healthy partnerships is finding the committed and passionate people who deeply care about kids and the issue of trafficking.
- Help people to understand your role as a CASA, including some of your limitations. You may at times be asked to support a child in a way that is outside of your scope, so be sure to check with your CASA supervisor for anything that makes you uncomfortable.

DISCUSSION QUESTIONS

Let's take a few moments to discuss the following questions.

Q1 What is trauma informed care?

Q2 How will the stage of change that the child is in impact you as their CASA?

Q3 How does your engagement change based off the stage of change the youth is in?

Q4 In times of crisis, how can we model healthy power dynamics, and human interactions so that we do not inadvertently emulate the power and control tactics often used by traffickers?

Q5 Children and youth who have been exploited often have developmental trauma in addition to human trafficking trauma that can directly affect their ability to engage services, develop relationships, and impact their perspectives of themselves and others. Although we may not be clinicians/therapists, how can we help human trafficking victims navigate these dynamics?

CHAPTER 6.0 - KEY LEARNING POINTS

Congratulations on completing Chapter 6.0!
During this part of the course we learned about:

- The importance of partnership & collaboration
- Core competencies
- Trauma informed care
- Impacts of trauma
- Power & control wheel
- Stages of change
- Harm reduction strategies



Chapter 7.0

Impact of CSE & Empowerment

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Impact of CSE & Empowerment

While trauma is subjective, there are unique factors to carefully consider. With a population so deeply impacted by abusive power and control we must utilize a strength-based approach. Youth who have been commercially sexually exploited have had trust and interpersonal dynamics damaged. We have the opportunity to aid them as they redefine their understanding of intimacy and power and how they relate to themselves and others. We do this by approaching them with humility, empowerment, healthy boundaries, and a deep understanding of the psychological impact of CSE. In doing so we also need to be mindful of our own self-care needs and grow in our awareness of the symptoms of vicarious trauma and burnout. This chapter will encourage us to take a proactive stance to prevent the damaging effects of vicarious trauma and burnout so that we can avoid impairment of our ability to provide the highest level of care. When we practice our own self-care and healthy boundaries, we are modeling empowerment and boundaries for youth we are working with.

Important Facts From This Chapter

- The physical, emotional, spiritual, and social impact of trafficking may result in ongoing and at times lifelong challenges. But there is hope! There are new somatic therapies and treatments that are emerging to help unlock the trauma, and we continue to learn more about the most effective therapies. Familiarize yourself with the latest treatments that are available.
- Part of the strengths-based empowerment model is to focus on youth's strengths, but also the strengths of the family, caregivers, and the community around the youth to ensure that the support and resources can also be sustained. Do this by consistently affirming the youth, and help them to identify their strengths.
- Changing language is a critical piece to changing the narrative about this population as well as elevating the status of women and children in general.
- Because youth who have been trafficked have had their physical and emotional boundaries violated, it is important to model healthy limits while helping youth to reset and re-establish their boundaries in a socially and culturally appropriate way.
- Survivor-leadership is vital in the fight against human trafficking! There are many incredible roles a survivor can assume as an advocate, however, those individuals should not be thrown into that role and should come to the conclusion that they want to share their stories for public good on their own. Each survivor should be given the opportunity to explore the vast career options outside of the world of advocacy.

DISCUSSION QUESTIONS

Let's take a few moments to discuss the following questions.

Q1 As empathetic and caring supporters of youth, it's natural to anticipate and desire the healing of trauma. However, it is important that we embrace the reality that healing can look very different for each individual. In light of that, what could be some of the most challenging impacts of trauma to identify in working with youth?

Q2 Self-efficacy is belief in our ability to achieve. When considering the empowerment needs of this population, what are some practical ways to help youth build self-efficacy?

Q3 What are some of the skills you may need to develop and/or practice in order to consistently take a strengths-based approach to serving youth?

Q4 How do we build trust and set realistic expectations for our support of this population?

Q5 It can be tempting to want to meet all of the youth's needs, but practicing/ modeling healthy boundaries is an important part of self-care. It also compliments each youth's healing journey. What are some of the relationships and practices that you may need to develop to ensure that you maintain healthy boundaries?

CHAPTER 7.0 - KEY LEARNING POINTS

Congratulations on completing Chapter 7.0!
During this part of the course we learned about:

- Mental health and psychological impact
- Developmental needs
- Why don't they just leave?
- Best practices for working with survivors
- Tools for your toolbox
- Importance of language
- Boundaries
- Strengths-based empowerment model



Chapter 8.0

Supervision & Provider Care

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Supervision & Provider Care

From youth advocates to therapists, judges, law enforcement, department supervisors, and all other youth serving entities, each part of the intricate system of support is a crucial contributor to the intervening force of healing in the life of a survivor. In addition, those who are supporting youth can be the best support when they are coming from a place of health. That is why this final section of the e-course will explore an important facet of healing from CSE: the supervision and self-care of those who provide services. As supervisors and leaders, we need skills for supporting and overseeing those who are working directly with survivors.

Important Facts From This Chapter

- Always remember that the young person sitting in front of you has a body of knowledge that you don't have (and vice versa). We each bring our own unique set of experiences, skills, and values to our interactions with youth. It's tempting to allow our views to influence our perspective of the young person's experience which is why cultural humility is absolutely vital. Cultural humility includes the embodiment of the following three traits: 1) a lifelong commitment to self-evaluation and self-critique; 2) a desire to fix power imbalances; and 3) an aspiration to develop partnerships with people and groups who advocate for others.
- Self-care is key to the work. You have to make sure you have all the right supports in place to process the trauma, and healthy self-care practices will help us to be able to continue this incredible work. "Be really good and kind to yourself so that you can be really good and kind to others."
- We now know that the most effective solutions to preventing burnout are linked to a reduction in trauma exposure, feeling effective through experiencing success, better social support and, finally, taking a long hard look at systemic problems. One practical way that we limit trauma exposure is to practice low impact debriefing. This looks like limiting the graphic details of the trauma that we share with others, as to not continue the trauma exposure to each person we share the details with during either formal or informal debriefing.
- It is important to know the signs and symptoms of burnout and vicarious trauma before they arise and to have a few things in place to prevent burnout when working with this population.
- Here are a few ways to address burnout and/or vicarious trauma: 1) reach out to your supervisor for support; 2) increase your self-awareness; 3) have a regular self-care routine; 4) surround yourself with support.

DISCUSSION QUESTIONS

Let's take a few moments to discuss the following questions.

Q1 What additional areas of training for yourself do you need in order to provide supportive care for this population?

Q2 What, if any, symptoms of vicarious trauma and/or burnout have you already experienced?

Q3 We all have cultural barriers and implicit bias that can affect our perspective at times. How can you develop awareness of and mitigate this reality in your work with youth? And what resources could you seek out?

Q4 What additional support do you anticipate you may need from your CASA supervisor as you begin implementing what you are now learning?

Q5 What are three practical self-care strategies you can implement to support your emotional, physical, and social health?

CHAPTER 8.0 - KEY LEARNING POINTS

Congratulations on completing Chapter 8.0! During this part of the course we:

- A success story
- Cultural humility
- Providers priorities and self-care
- Vicarious trauma and burnout risk

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Chapter 7.0

Impact of CSE & Empowerment

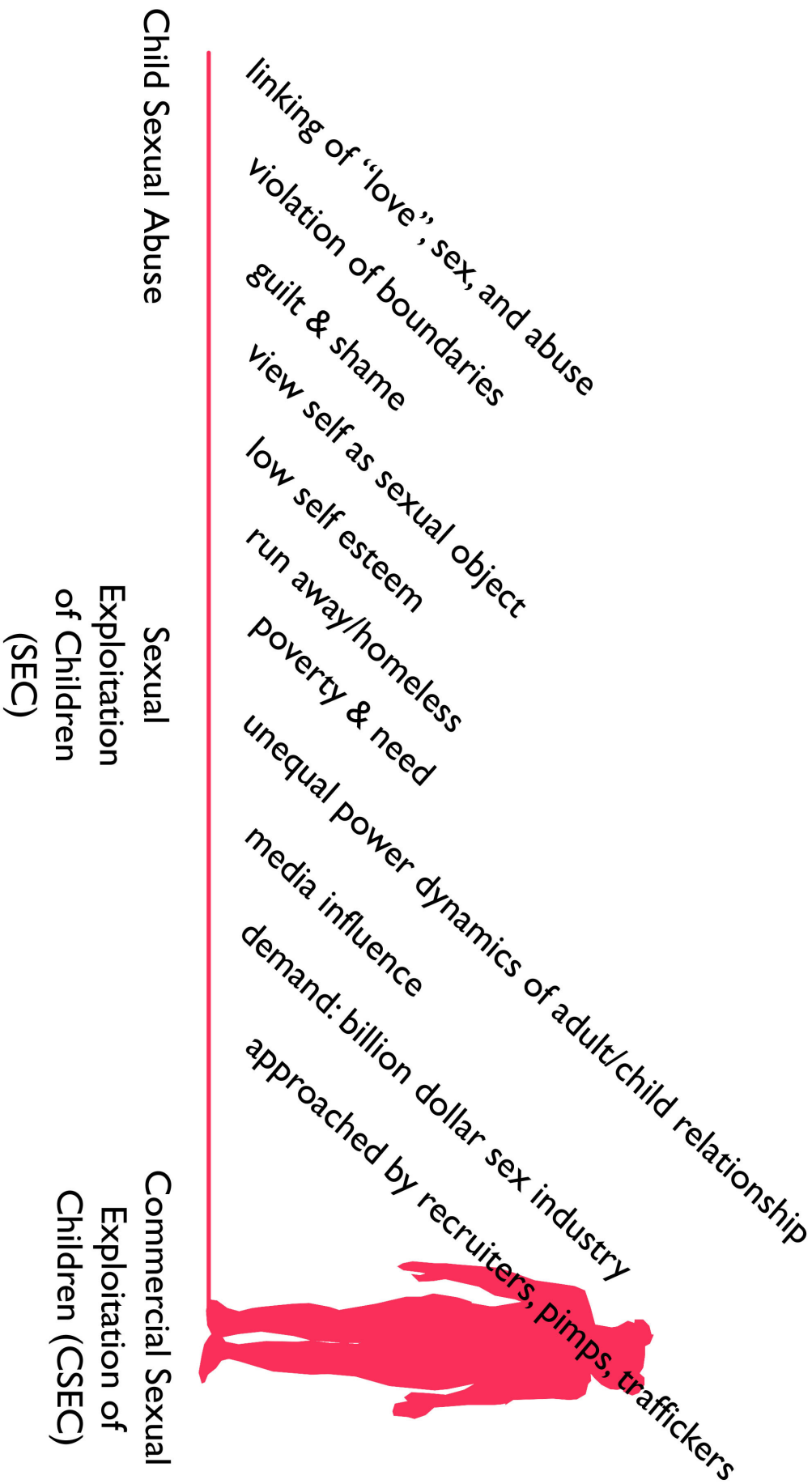
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Continuum of Sexual Abuse, SEC, & CSEC



Signs of Exploitation

(ADAPTED FROM KRISTI HOUSE)

- Visible signs of abuse, such as: unexplained bruises, blackeyes, cuts, or marks
- Displays of fear, anxiety, depression, submission, tension, and/or nervousness, hyper-vigilance, and/or paranoia
- Evidence of controlling or dominating relationships, includes: repeated phone calls from a “boyfriend” and/or excessive concern about displeasing partner
- Unexplained shopping trips or possession of expensive clothing, jewelry, or a cell phone that could indicate the manipulation of an exploiter
- The young person does not have control of his/her own money
- Use of lingo or slang from the world of exploitation
- Secrecy about whereabouts, unaccounted for time, and/or defensiveness in response to questions/concerns
- Keeping late nights or unusual hours
- Expression of interest in relationships with adults or older men
- Wearing sexually provocative clothing can be an indicator of sexual exploitation. Wearing new clothes of any style, or getting hair or nails done with no financial means to do this independently, is a more general indicator of potential sexual exploitation
- A young person with a tattoo, which he or she is reluctant to explain, may have been tattooed or branded by a pimp
- Personal information—such as: age, name, and/or date of birth—might change with each telling of his or her story, or the information given might contradict itself

Signs of Exploitation, Cont.

(ADAPTED FROM KRISTI HOUSE)

- Homeless or runaway youth who are in the position of surviving on their own may be forced to exchange sex for survival needs, such as housing or shelter. This can lead to recruitment into the commercial sex industry or a more organized or regular trading of sex for money, shelter, or things of value
- Youth living in group homes and youth shelters are targeted by exploiters for sexual exploitation.
- Truancy or tardiness from school may be a sign that sexual exploitation is occurring during school hours, or during the hours when the young person should otherwise be sleeping.
- Youth may depict elements of sexual exploitation or the commercial sex industry in drawing, poetry, or other modes of creative expression. Prints lyrics to sexually explicit music or songs that allude to the sex industry. Doctors and nurses can consider frequent or multiple sexually transmitted diseases (STDs) or pregnancies a warning sign.
- Family dysfunction may be an indicator -- including: abuse in the home (emotional, sexual, physical, etc.), neglect, absence of a caregiver, or substance abuse -- all major risk factors for CSEC, and therefore may be a warning sign

Case Vignette #1

(ARI'S STORY)

Ari* is a 16 year old African American female from Dallas. She has a great sense of humor and when she smiles she lights up every room she walks into. She is very loyal and people know her as someone that they can count on to always “keep it real” and she always tries to be there for people when they need her. Ari is also very curious and loves to be independent. Ari also loves to write poetry and uses it as a way to process her life and emotions. She’s very creative and she loves to dance.

Ari’s strengths are apparent, but she’s had a pretty tough life by the time you meet her. She was initially referred to child welfare at age 8. She spent time in juvenile hall for petty theft. Her mother struggles with substance abuse. At an initial meeting with CASA, she stated that she still had contact with her trafficker, though he was incarcerated. She also stated at intake that she had several traffickers and was transported from state to state before being picked up in Los Angeles, and sent back to Dallas.

Her initial placement plan was to remain in her mother’s care. Yet her mom became deeply depressed, attempted suicide, and Ari had to call 911 when she found her mother passed out. She was then placed at a residential facility pending mother’s rehabilitation. When she returned home, Ari continued to care for her mom, and it eventually escalated to a conflict where mom told Ari that she wished that Ari was never born. At that point she was separated from her mother, and was taken back to the same group home placement and remained there continuing to receive supportive services. She remained at the same high school throughout the change in placements, and her attendance was most consistent in school while she was at the group home. In total, she was at the same group home for 12 months.

The trafficker was released from prison after serving a three year sentence and has reached out to Ari on multiple occasions through social media and by texting her cell phone, which she keeps concealed from her placement and social worker. She has met with a survivor advocate to weigh the pros and cons of continuing contact with the trafficker. She continues to work on her case plan goals, which include staying at placement, reaching out when she feels like she wants to run away, creating new coping skills, and finding a job. She has disclosed to you that she is bisexual and currently has a girlfriend that she met on social media. She cares about her but they argue a lot. During sessions, she will refer to her past, but not explicit details of her experiences, more generally speaking in how she views herself and the world.

Case Vignette #1, Cont.

(ARI'S STORY)

She states that at school she doesn't have any friends, and she sits alone at lunch. She says that she doesn't think anyone would understand what she has been through. She has run away several times, but her advocate knows her pattern, how many days she is typically gone, and that she will reach out to let her know that she is safe. Ari often will run away to mother's home. Ari recently got a new social worker, who she likes, but is not attentive to her needs. She is stating that she doesn't want to be in placement any longer, and since her last elopement, she was denied the opportunity to work. She meets twice per month, and communicates weekly with her CASA advocate. Meetings with her CASA advocate will often be off site, over a meal of her choice (within reason), and redirecting her to her goals.

*Names and details of the youth represented in this vignette have been changed to protect her identity.

VIGNETTE QUESTIONS

Here are some helpful review questions to reflect on after reading this vignette:

1. What are Ari's strengths?
2. Identify the safety risk factors for Ari as an advocate?
3. Identify questions you might have for Ari around her safety and her perception of safety.
4. Create a safety plan for Ari around the identified risk factors.



FACTSHEET

July 2017

Social Media: Tips for Youth in Foster Care

If you're a youth in foster care, you probably know social media can help you stay in touch with friends and express yourself. But did you know it can also put you at risk? This tip sheet can help you use social media safely.

Using Social Media: The Good

- **Social ties and family connections.** Keep in touch with friends and siblings and meet new people.
- **Support.** Connect with peers who have similar life experiences through online community groups. (See FosterClub at <https://www.fosterclub.com/forums/youth-message-board> and Foster Care Alumni of America's groups on Facebook <https://www.facebook.com/FCAANational/>.)
- **Self-expression.** Use photos, videos, blogs, and other digital venues to express your feelings and ideas.

Be in touch. Social media can connect you with other young people who understand what you're going through. Check out FosterClub at <http://fosterclub.com>.

Using Social Media: The Bad

- **Privacy concerns.** Avoid sharing too much personal information—you never know how others might use it.
- **Cyberbullying.** Don't respond to mean comments. Use privacy settings to block bullies, instead. If the harassment continues, tell a trusted adult. (Learn more at <http://backgroundchecks.org/cyber-bullying-helping-the-bullied-stopping-the-bullies.html>.)
- **Breaking rules.** Don't engage with family members or others who are not supposed to contact you.
- **Inappropriate communication.** Watch out for adults who are looking for inappropriate, and sometimes sexual, relationships. Private messaging with people you don't know or chatting on dating apps are often dangerous. Discuss this with a trusted adult.

Be informed. Read some upsides and downsides to social networking at <http://foster-care-newsletter.com/foster-teens-and-social-media/#.WIJfLsGQxPZ>.

NATIONAL HUMAN TRAFFICKING HOTLINE

Do you **want to get out of the life?**
Are you being **forced to work** against your will?
Or **threatened or tricked** by your boss?
Do you know someone who may be?



CALL
1-888-373-7888



TEXT
"BeFree" (233733)



LIVE CHAT
HumanTraffickingHotline.org

- ✓ Get help.
- ✓ Report a tip.
- ✓ Find services.
- ✓ Learn about your options.

24/7 • Toll free • Confidential • 200+ languages



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OPERATED BY
Polaris



This wheel was adapted from the Domestic Abuse Intervention Project's Duluth Model Power and Control Wheel, available at www.theduluthmodel.org

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Stages of Change

The information below is from the
Office of Juvenile Justice and Delinquency Prevention's
Commercial Sexual Exploitation of Children Community Intervention Project

STAGE OF CHANGE:

I. PRE-CONTEMPLATION: A child in this stage does not see or acknowledge a problem.

Your child may:

1. Deny being sexually exploited
2. Disclose involvement in "the life" but does not present it as a problem
3. Is defensive
4. Does not want your help, wants you to "stay out of my business"

WHAT THIS LOOKS LIKE WITH CSEC VICTIMS

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Not ready to talk about their abuse 2. Will defend or protect their abuser/trafficker 3. Does not want help or intervention | <ul style="list-style-type: none"> • "I love my 'daddy.' He takes care of me." • "I'm happy making money." • "I'm good with the way things are." • "I make money doing what other people give away for free" • "I don't need to change." or "I can't change." |
|--|--|

PARENT/CAREGIVER'S GOALS

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Build trust and understanding 2. Ensure that your child feels heard and understood 3. Encourage your child to see the pros and the cons of the behavior 4. Encourage exploration of underlying needs, not action 5. Express your worry and concern for their safety 6. Express that you want them to be happy and do the things they really want to do in life 7. Help envision possibility of change 8. Find your child's strengths and interests and help them develop and build upon those strengths and interests 9. Create a safety plan with your child 10. Remain strength-based and solution-oriented 11. Choose your battles wisely | <ul style="list-style-type: none"> • "I can understand why you feel that way." • "How do you feel when...?" • "I want you to know that I love you no matter what, and that I am here for you." • "Why don't we do something fun today? Have any ideas?" • "What do you like about your relationship with him/her? Is there anything you don't like about him/her?" • "I am feeling worried because _____. Is there anything that worries you?" • "Know that if you are ever in danger, that I am here for you. I want to be able to protect you from any harm". • "I am sorry about _____. What can I do to make things better? (Then LISTEN.)" • "I have hope for our future...what are your hopes for the future?" • "I noticed you are really good at _____. Would you like to learn more about it? I hear there is a class being held at _____." |
|---|--|

STAGE OF CHANGE:

II. CONTEMPLATION

1. Acknowledges that being in "the life" is painful and probably not what they want for themselves
2. Not yet ready to leave but processing the abuse and the effects of the abuse
3. Ambivalent about actually leaving
4. Open to self-reflection, weighing consequences, and talking about feelings

WHAT THIS LOOKS LIKE WITH CSEC VICTIMS

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Often an external event or "reality" has confronted the pre-contemplative youth 2. Incidents can include: violence, rape, assault, getting pregnant, diagnosis with a STD, new girls in the placement, getting arrested, and not getting bailed out. 3. Fears the consequences of leaving such as: violence, retribution, threats to self and family, being homeless, and having no money 4. Thinking of leaving but feels isolated from the "square" world | <ul style="list-style-type: none"> • "I didn't think it was going to turn out this way." • "I feel like I don't deserve this." • "I don't want this for my daughter." • "I'm afraid that if I try to leave he'll just track me down and find me. There's no point." • "This is what I'm good at. I'm not good at anything else." |
|---|---|

Stages of Change (continued)

PARENT/CAREGIVER'S GOALS

1. Actively listen to your child
 2. Encourage them to list out the pros and cons
 3. Reflect change talk
 4. Affirm processing of problems
 5. Validate their ability to make changes
 6. Assist them in problem-solving obstacles
 7. Help them identify sources of support
 8. Talk about dating relationships
 9. Help your child identify values
 10. Help your child recognize options and the consequences
 11. Continue to reevaluate safety plan
 12. Talk with your child about their education
 13. Talk with you child about situations or things that triggers them and coping skills
 14. Identify personal and familial characteristics and strengths that could help you and your child overcome difficulties
- *"When are the times you feel really good? When are the times you feel really bad?" (make lists)*
 - *"What do you feel is holding you back the most?"*
 - *"I think you should be proud of yourself for..."*
 - *"I'm proud of you. You're taking big steps right now. Be proud of yourself!"*
 - *"We can work together at solving problems that come on way...I'll walk right by your side while we put our hearts and minds together and try and figure things out."*
 - *"Can you help me understand..." (then actively listen)*

STAGE OF CHANGE:

III. PREPARATION

1. Has made a commitment to leave
2. Has thought a lot about leaving, and now begins to "test the waters"
3. Exhibits signs of independence by taking small steps to be able to leave
4. Researches and is open to resources

WHAT THIS LOOKS LIKE WITH CSEC VICTIMS

1. Regularly attends groups or activities of interest to them; may attend counseling
 2. Brings clothes or belongings to the agency
 3. Starts GED classes
 4. Thinking about a part-time job
 5. Exploring ways to become independent
- *"I would really like to finish school."*
 - *"I still love home and want to be with him, just not with all the other stuff."*
 - *"I want to leave, I just want to save some money first."*

PARENT/CAREGIVER'S GOALS

1. Continue to actively listen to your child and seek understanding; share your worries as well and remain solution focused and strength-based
 2. Continue to work with your child on identifying triggers and coping skills while your child is in a calm state
 3. Find ways to help your child become involved in healthy social groups (i.e., sports, exercise groups, running clubs, church group, etc.) and new experiences
 4. Help child decide what things she would like to change/improve upon the most (top three). Help your child experience early success to motivate your child to keep moving forward
 5. Praise your child for any progress made, even if it is a small change!
 6. Continue to help your child communicate effectively and to advocate for her/himself
 7. Validate fear of change
- *"You should be really proud of yourself for doing ... You are doing something healthy for yourself."*
 - *"It's normal to be nervous about the changes you're making."*
 - *"What kinds of things are you interested in? What are your dreams for the future?"*

Stages of Change (continued)

STAGE OF CHANGE:

IV. ACTION

1. Leaving “the life”

WHAT THIS LOOKS LIKE WITH CSEC VICTIMS

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. There are often stages of exiting (may feel the need to rely on a few regular “johns” until financial situation is stable) 2. Child is more stable, less AWOLs/running away behaviors 3. Starts part-time job 4. Cuts off contact with pimps/johns 5. Moves from area of exploitation | <ul style="list-style-type: none"> • “It’s so hard and it’s taking so long to get everything together.” • “I’m so glad I left. I hate him...but I miss him.” • “I can see myself going to college and getting a good job.” • “It’s so weird being in the ‘square’ world. I feel different from everyone else.” |
|--|--|

PARENT/CAREGIVER’S GOALS

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Support and validate the effort it takes to leave 2. Address safety concerns 3. Discuss self-care 4. Create system with youth for short-term rewards he/she can give to him/herself 5. Process feelings of anxiety and loss 6. Reiterate long-term benefits of change 7. Continue to praise and reinforce progress that your child has made 8. Find ways for your child to increase her social skills in the community (i.e. volunteer at an animal shelter, discuss how to handle conflict with a peer at school) 9. Support your child in increasing a healthy support system 10. Continue to bring out your child’s strengths and continue to build on them | <ul style="list-style-type: none"> • “It’s going to take a while to get things in your life in order. Try to be patient and not do everything at once.” • “It’s completely normal to love and hate your ex at the same time. Let’s talk about your feelings before you act on them.” • “I’m proud of you. You’re taking big steps right now.” • “Be proud of yourself!” |
|--|---|

STAGE OF CHANGE:

V. MAINTENANCE

1. Remains out of CSEC
2. Develops new skills for a new life
3. Avoids temptations and responding to triggers

WHAT THIS LOOKS LIKE WITH CSEC VICTIMS

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. May maintain job/school 2. Living in a stable environment 3. Develops new relationships (intimate and social), often struggles with this 4. Develops network of support 5. Begins to address trauma of experiences | <ul style="list-style-type: none"> • “I can’t believe I wasted so many years. It’s like I never had a childhood.” • “I could never go back to the ‘track’/club.” • “I feel bad for other girls/boys who are still in it.” • “Sometimes I’m bored and kinda miss the drama.” • “It’s hard starting relationships because they only want one thing.” |
|---|---|

CAREGIVER’S GOALS

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Plan for follow-up support 2. Reinforce internal rewards and self-care 3. Discuss coping with relapse 4. Discuss triggers and temptations, creating coping strategies 5. Continue to help look for opportunities to develop new skills and invest in supportive communities 6. Recognize progress and validate strengths 7. Be patient and realistic | <ul style="list-style-type: none"> • “Can you tell me the times you most feel like going back? What do you miss the most?” • “How can you find ‘excitement’ and ‘attention’ in other ways?” • “What kinds of people are you attracted to? Why do you think that is?” • “I’m proud of you. You’re taking big steps right now. Be proud of yourself!” |
|---|---|

Stages of Change (continued)

STAGE OF CHANGE:

VI. RELAPSE

1. When talking about relapse, it is important to note that under the **Trafficking Victims Protection Act**, anyone under the age of 18 is being revictimitized when they engage in CSEC-related activities
2. Returns to “the life”

WHAT THIS LOOKS LIKE WITH CSEC VICTIMS

- | | |
|---|---|
| 1. Runs away from placement | • “He really loves me.” |
| 2. Re-establishes contact with exploiter (exploiter gets out of jail, runs into exploiter or someone from “the life” on the street, seeks exploiter out to reconnect) | • “I’m always going to be like this. This is who I am.” |
| 3. Returns to strip club or escort agency | • “I’m so ashamed. I don’t want to come back.” |
| 4. Begins to see “johns” regularly | • “You don’t understand. I missed him and besides, it’s different now.” |
| | • “It was too hard. I just couldn’t do it.” |

CAREGIVER’S GOALS

- | | |
|---|---|
| 1. Address feelings of failure | • “It’s ok. It’s normal to struggle with making really big changes. I still love you no matter what.” |
| 2. Reassure that most people experience relapse | • “What did you feel like you needed that you weren’t getting?” |
| 3. Revisit subsequent stages of change (hopefully preparation or action, but sometimes contemplation) | • “Perhaps we can talk about why it was so hard.” |
| 4. Evaluate the triggers that resulted in relapse | • “Are things better this time? Why do you think that? What changed?” |
| 5. Reassess motivation to leave again and barriers to leaving | • “I still support you and believe in you.” |
| 6. Plan stronger coping strategies and make modifications to the safety plan | |



**WORKING TOGETHER
TO PROTECT
EXPLOITED CHILDREN**

Core Competencies for Serving Commercially Sexually Exploited Children (CSEC)

Developed by the Child Welfare Council CSEC Action Team

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Introduction

Competencies refer to the skills, abilities, knowledge, and behaviors identified as critical for fulfilling one's essential responsibilities.¹ The competencies outlined in this document will help providers recognize signs of commercial sexual exploitation as well as understand and address these children's needs as related to their exploitation and underlying trauma. Commercially sexually exploited children (CSEC) require intensive treatment, services, and engagement. A multidisciplinary team is a promising approach to meet their needs and is a required element for participation in the state-funded CSEC Program.² Each team member should have a defined role for fulfilling certain needs, and should possess related competencies. As a whole, the multidisciplinary team should possess the full range of competencies outlined below.

It is worth noting that many of the competencies below represent knowledge and skills already held by those who work with abused and neglected children, and children with special needs. Enhancing these fundamental skills with training specific to the commercial sexual exploitation of children will increase the likelihood that victims of commercial sexual exploitation are provided the services and support they need.

Numerous factors not addressed in this document, such as race, socioeconomic status, and immigration status have significant implications on CSEC in terms of skills and understanding that should be applied while serving CSEC. The CSEC Action Team will explore providing further guidance to the state on these issues in the future.

This document briefly defines and outlines each competency and discusses how it relates to serving victims of commercial sexual exploitation. Resources for additional information on each competency are referenced in footnotes.

¹ See *Assessment & Selection: Competencies*, U.S. OFFICE OF PERS. MGMT., <http://www.opm.gov/policy-data-oversight/assessment-and-selection/competencies/> (last visited May 18, 2015).

² See CAL. WELF. & INST. CODE § 16524.8(b).



I. Core knowledge

Competency 1: *Basic understanding of the risk factors, indicators, and dynamics of commercial sexual exploitation.*

Competency 2: *Basic understanding of child-serving systems and how various agencies intersect.*

II. Impact and dynamics of abuse, neglect, and trauma

Competency 3: *Basic understanding of child abuse and neglect and its application to victims of commercial sexual exploitation.*

Competency 4: *Basic understanding of complex trauma, polyvictimization, and toxic stress, how they impact children, and their application to victims of commercial sexual exploitation.*

Competency 5: *Basic understanding of how trauma impacts providers serving victims of commercial sexual exploitation.*

III. Informed application of skills

Competency 6: *Application of the skills for working with children who have experienced trauma to child victims of commercial sexual exploitation.*



I. Core knowledge

Competency 1: *Basic understanding of the risk factors, indicators, and dynamics of commercial sexual exploitation.*

1. Definitions:

A. Risk factors:³

A body of research regarding CSEC is beginning to emerge, however currently it is in a nascent stage. Therefore, agencies and providers should exercise caution in labeling youth at-risk based on the following factors, as these factors are not based on empirical research. Measures should be taken when screening for CSEC to avoid profiling or unnecessarily pulling youth deeper into public systems. Further, many of the factors listed below are strongly associated with CSEC because they are overrepresented among homeless youth, a population highly vulnerable to exploitation. Generally, a combination of multiple risk factors, and not just one, may signal that the child is at-risk for commercial sexual exploitation.

Below is a list of risk factors that *may* increase a youth's vulnerability to exploitation.

i. History of:

1. Child welfare agency involvement
2. Juvenile justice system involvement
3. Emotional, physical, and particularly child sexual abuse
4. Neglect and/or abandonment
5. Sexual exploitation in the family and/or community
6. Untreated mental health illness
7. Exposure to domestic/intimate partner violence

ii. Poverty

iii. Young age (younger adolescents are more susceptible to manipulative tactics)

iv. School-related problems (e.g., truancy, learning difficulties)

v. Homelessness and running away

vi. Multiple placements

B. Social and behavioral indicators:⁴

Generally a combination of warning signs, and not just one, may indicate that a child has been commercially sexually exploited. A validated screening tool (e.g.,

³ See KATE WALKER, CAL. CHILD WELF. COUNCIL, ENDING THE COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN: A CALL FOR MULTI-SYSTEM COLLABORATION IN CALIFORNIA 18-19 (2013), available at http://www.youthlaw.org/fileadmin/ncyl/youthlaw/publications/Ending-CSEC-A-Call-for-Multi-System_Collaboration-in-CA.pdf; SHAHERA HYATT ET AL., SEXUAL EXPLOITATION AND HOMELESS YOUTH IN CALIFORNIA: WHAT LAWMAKERS NEED TO KNOW 2 (2012), available at <http://cahomelessyouth.library.ca.gov/docs/pdf/SexualExploitedHomelessYouthIssueBrief.pdf>; RACHEL LLOYD & AMALLIA ORMAN, TRAINING MANUAL ON THE COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN (CSEC): MODULE 2 (2010).

⁴ See WALKER, *supra* note 3; HYATT ET AL., *supra* note 3; LLOYD & ORMAN, *supra* note 3.



Commercial Sexual Exploitation Identification Tool (CSE-IT), is in the process of validation) is needed to more accurately identify children who are confirmed and suspected victims of exploitation.

- i. *Personal*: older friend(s) or partner(s); relationship with a controlling or dominating individual; lack of personal hygiene; signs of coercion and grooming⁵ of any kind; unexplained possession of large amounts of money and/or expensive jewelry; use of technology (internet, cell phone, social media) that involves social or sexual behavior that is atypical for the youth's age (e.g., having multiple phones that may be paid for by others); contradictory personal information (e.g., name, address); chronic running away; homelessness; bruises or other forms of physical trauma; depression, anxiety, fear, withdrawal, or other manifestations of psychological trauma; history of frequent tests for pregnancy and/or sexually transmitted diseases/infections; sexually-provocative attire;⁶ tattoos;⁷ domestic/intimate partner violence; intra-familial sexual exploitation
- ii. *Educational*: behind in grade level; chronically truant or tardy; tired and lethargic; behavioral problems; sudden change in performance
- iii. *Legal*: frequent contact with the juvenile justice system; frequent status offenses (e.g., running away, truancy, curfew violations, possession of alcohol or drugs); arrests in areas known for prostitution; arrests for other offenses (e.g., burglary, assault, loitering, trespassing); use of false identification; possession of an exotic dance permit

C. Dynamics:

- i. Commercially sexually exploited children may not initially self-identify as victims and will not necessarily seek or accept help. Many victims have had previous contact with public systems, such as child protective services, and may resist further involvement due to prior negative experiences with the systems. Many of these children may feel disconnected due to childhood trauma and a history of failed system engagement, which increases their vulnerability to exploitation.
- ii. Other dynamics to consider:
 1. Domestic violence/intimate partner violence (DV/IPV)
 - a. Refers to the emotional, psychological, physical, and/or sexual abuse inflicted on an individual by his or her former or current spouse or intimate partner. The abuser leverages the relationship bond to manipulate, isolate, and control the

⁵ See, e.g., MICHELLE TURNBULL ET AL., CHILDLINE, CAUGHT IN A TRAP: THE IMPACT OF GROOMING IN 2012 (2012), available at <http://www.nspcc.org.uk/globalassets/documents/research-reports/caught-trap-study.pdf>.

⁶ "Sexually provocative" with regard to attire is difficult to define and should be understood in the context of mainstream society's over-sexualization of young people, especially young women and girls.

⁷ Many pimps brand exploited children with tattoos in prominent places, indicating ownership. See WESTCOAST CHILDREN'S CLINIC, RESEARCH TO ACTION: SEXUALLY EXPLOITED MINORS (SEM) NEEDS AND STRENGTHS (2012), available at http://www.westcoastcc.org/WCC_SEM_Needs-and-Strengths_FINAL.pdf.



victim.⁸ This bond makes it difficult for the victim to leave the abuser.

2. Trauma-bonding

- a. Refers to the emotional attachment to an abuser that forms over the course of cycles of abuse consisting of stages of violence and love. Stockholm Syndrome, an example of a trauma-bond, refers to the emotional bond a victim feels towards an abuser in the context of the victim's coping mechanism meant to increase safety and minimize pain. The abuser showers the victim with affection thereby instilling an emotional bond; in turn the victim sees the abuser as a protector. The attachment is a psychological response to the "powerful mix of loving care alternated with violence, threats and dehumanizing behavior."⁹

2. **Importance of this competency for CSEC:**

- A. Lack of information and understanding of commercially sexually exploited children among child-serving agencies and organizations is one of the major barriers to helping this population. Providers with the tools to identify risks and warning signs associated with traumatized, exploited children will be more likely to intervene early and develop effective, individualized treatment plans.
- B. Children who identify as, or are perceived to be LGBTQ may be at increased risk for CSE due to a number of factors. Some of these factors include: their over-representation in the homeless youth population; history of adult/caregiver rejection based on the child's sexual orientation, gender identity, and/or expression (SOGIE);¹⁰ and the limited number of LGBTQ competent and affirming youth shelters.¹¹ This population, like other homeless youth

⁸ LINDA A. SMITH ET AL., SHARED HOPE INT'L, THE NATIONAL REPORT ON DOMESTIC MINOR SEX TRAFFICKING: AMERICA'S PROSTITUTED CHILDREN 31 (2009), available at http://sharedhope.org/wp-content/uploads/2012/09/SHI_National_Report_on_DMST_2009.pdf.

⁹ WESTCOAST CHILDREN'S CLINIC, *supra* note 7, at 11-12.

¹⁰ Sexual orientation, gender identity and expression (SOGIE) represents the intersections of these three important identities while also serving as a reminder that they are distinct and should not be conflated. Sexual orientation refers to a person's emotional, romantic, and sexual attraction to individuals of the same sex and/or a different sex (straight, lesbian, gay, bisexual, asexual, etc.); gender identity refers to a person's internal, deeply felt sense of being male, female, both, or neither, regardless of the person's assigned sex at birth; and gender expression is the manner in which a person expresses gender through clothing, appearance, speech, and/or behavior. See *Sexual Orientation and Gender Identity Definitions*, Human Rights Campaign, <http://www.hrc.org/resources/entry/sexual-orientation-and-gender-identity-terminology-and-definitions> (last visited May 18, 2015); HYATT ET AL., *supra* note 3; MEREDITH DANK ET AL., URBAN INST., SURVIVING THE STREETS OF NEW YORK: EXPERIENCES OF LGBTQ YOUTH, YMSM, AND YWSW ENGAGED IN SURVIVAL SEX (2015), available at www.urban.org/research/publication/surviving-streets-new-york-experiences-lgbtq-youth-ymsm-and-ywsw-engaged-survival-sex/view/full_report.

¹¹ See, e.g., CHILD WELF. LEAGUE OF AM. ET AL., RECOMMENDED PRACTICES: TO PROMOTE THE SAFETY AND WELL-BEING OF LESBIAN, GAY, BISEXUAL, TRANSGENDER AND QUESTIONING (LGBTQ) YOUTH AND YOUTH AT RISK OF OR LIVING WITH HIV IN CHILD WELFARE SETTINGS (2012), available at <http://familybuilders.org/sites/default/files/pdf/recommended-practices-youth.pdf>; LAMBDA LEGAL ET AL., NATIONAL RECOMMENDED BEST PRACTICES FOR SERVING LGBT HOMELESS YOUTH (2009), available at <http://familybuilders.org/sites/default/files/pdf/LGBTHomelessYouthBestPractices.pdf>.



populations, frequently engages in “survival sex,” meaning they exchange sex for basic necessities needed for survival, such as food or shelter.¹²

- C. Understanding the bond a commercially sexually exploited child forms with his/her exploiter through an intimate partner violence or trauma bond/Stockholm Syndrome lens helps illustrate why identifying exploited children, engaging them in services, and helping them remain stable away from their exploiter or from trading sex to survive can be so challenging.¹³ Additionally, understanding these bonds will offer providers the context they need to incorporate safety and mental health resources into every stage of the plan. Commercially sexually exploited children are also more likely to respond to interventions and services by providers who embody a non-judgmental approach.

Competency 2: *Basic understanding of child-serving systems and how various agencies intersect.*

1. Definition:

- A. Child-serving agencies and community-based partners each have distinct requirements and mandates to fulfill. For example, the child welfare agency is mandated to investigate allegations of abuse and neglect; determine whether there is safety risk to the child; and in certain circumstances, remove the child from the home. Juvenile probation is charged both with rehabilitating youth and protecting the community. Child-serving agencies have historically operated independently, which has led to a lack of coordination and a failure to holistically address system-involved children’s needs.¹⁴ Numerous jurisdictions now employ a teaming approach to serving an individual child or a case review approach to coordinate the services of multiple children. These approaches are more effective if the roles of each agency are clearly defined, each agency understands the others’ legal mandates, and the responsibility of serving and supporting the child and his/her family is shared among the providers within the existing mandates.¹⁵
- B. In 2014, California law (SB 855, Chapter 29, Statutes of 2014) clarified that a child who is sexually trafficked and whose parent or guardian is unable to protect him or her may be served through the child welfare (dependency) rather than the juvenile justice (delinquency) system.¹⁶

¹² See DANK ET AL., *supra* note 10.

¹³ *Id.*

¹⁴ See CAL. CHILD WELF. COUNCIL, CSEC ACTION TEAM, HOLISTIC NEEDS OF COMMERCIALLY SEXUALLY EXPLOITED CHILDREN (2015) (on file with the CSEC Action Team). [hereinafter HOLISTIC NEEDS].

¹⁵ See CAL. CHILD WELF. COUNCIL, CSEC ACTION TEAM, MODEL INTERAGENCY PROTOCOL FRAMEWORK (2015), available at http://www.youthlaw.org/fileadmin/ncyl/youthlaw/child_welfare/Model_Interagency_Protocol_Framework_040615_Final.pdf [hereinafter PROTOCOL FRAMEWORK].

¹⁶ CAL. WELF. & INST. CODE § 300(b)(2) (“The Legislature finds and declares that a child who is sexually trafficked, as described in Section 236.1 of the Penal Code, or who receives food or shelter in exchange for, or who is paid to perform, sexual acts described in Section 236.1 or 11165.1 of the Penal Code, and whose parent or guardian failed to, or was unable to, protect the child, is within the description of this subdivision, and that this finding is declaratory of existing law. These children shall be known as commercially sexually exploited children”); *California Governor Signs Legislation to Protect Commercially Sexually*



- C. The state-funded CSEC Program¹⁷ requires the development of an interagency protocol that utilizes a multidisciplinary approach to “provide coordinated case management, service planning, and services to children.”¹⁸

2. Importance of this competency for CSEC:

- A. Commercially sexually exploited children typically have had experience with and/or are currently involved in one or more of the many child-serving systems. In particular, this population has been or is involved with the child welfare (for child abuse and neglect) and the juvenile justice (for status offenses or “delinquent” acts) systems.¹⁹ Youth also regularly encounter teachers and school counselors, doctors and other medical professionals (e.g., for regular check-ups, urgent care), and other agents who have the opportunity to identify the child as confirmed or at-risk of commercial sexual exploitation. These different agencies and departments have varying levels of awareness of, and ability to meet this population’s needs and are currently adapting their practices to more effectively serve these children. It is critical that providers working with the population have a basic understanding of: CSEC system-involvement, each other’s systems, how the child moves through them, the supports and services children receive in these systems, and how providers serving the same child might work together to comprehensively address his or her needs while fulfilling their own agency/departamental requirements. By combining the shared knowledge of all of the systems and ensuring that a multidisciplinary approach is utilized, these children will be more effectively identified and served.²⁰

II. Impact and dynamics of abuse, neglect, and trauma

Competency 3: *Basic understanding of child abuse and neglect and its application to victims of commercial sexual exploitation.*

1. Definition:

- A. Child abuse refers to the physical, sexual, emotional, and/or psychological maltreatment of a child. Child abuse can increase a child’s vulnerability to exploitation.²¹

Exploited Children, Nat’l Ctr. for Youth Law (June 24, 2014), available at www.youthlaw.org/press_room/press_releases/2014/california_governor_signs_legislation_to_protect_commercially_sexually_exploited_children.

¹⁷ CAL. WELF. & INST. CODE § 16524 et seq.

¹⁸ CAL. WELF. & INST. CODE § 16524.8(b).

¹⁹ KATE WALKER, CAL. CHILD WELF. COUNCIL, CSEC WORKGROUP, PREVALENCE OF COMMERCIALLY SEXUALLY EXPLOITED CHILDREN-FACT SHEET (2013), available at www.courts.ca.gov/documents/BTB_XXII_IIIH_7.pdf; U.S. DEP’T OF JUSTICE, THE NATIONAL STRATEGY FOR CHILD EXPLOITATION PREVENTION AND INTERDICTION, A REPORT TO CONGRESS 35 (2010), available at <http://www.justice.gov/psc/docs/natstrategyreport.pdf>.

²⁰ See PROTOCOL FRAMEWORK, *supra* note 15.

²¹ See *Learn*, SF CHILD ABUSE PREVENTION CTR. (providing resources for identifying and understanding child abuse), <http://sfcapc.org/learn>.



- B. Neglect refers to the negligent treatment or the maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. The term includes both acts and omissions on the part of the responsible person.²²

2. Importance of this competency for CSEC:

- A. Most commercially sexually exploited children have a history of childhood abuse or neglect that began prior to their commercial exploitation.²³ As a result of this abuse, some children have formal involvement with the child welfare system and may be removed from their homes and placed in the foster care system or may even leave their home on their own to avoid further abuse.
- B. Commercially sexually exploited children endure ongoing abuse during their exploitation as exploiters frequently use physical beatings, substance dependency, sexual violence, and psychological manipulation to control their victim. These children also frequently experience abuse and violence at the hands of the individuals purchasing sex.
- C. Providers working with this population should understand the impact that childhood abuse and neglect have, and why it increases vulnerability to exploitation and may make children resistant to services and support. Providers should also understand the likelihood of additional abuse during exploitation, and should have the ability to address each, both individually, and as they relate to one another. It is also important for providers to recognize that many of the youth they serve will be currently experiencing trauma, abuse, and violence, and that contemporaneous exploitation should be accounted for in safety planning for the youth and the provider. It is also important to incorporate services and supports, such as family therapy, to ensure the youth and family can rebuild bonds and connections, if appropriate.
- D. Children who have experienced sexual abuse are at an increased risk of developing sexually reactive behavior, distinct from healthy sexual exploration, which could potentially lead to physical or emotional harm to themselves or others.²⁴

Competency 4: *Basic understanding of complex trauma, polyvictimization, and toxic stress, how they impact children, and their application to victims of commercial sexual exploitation.*

1. Definition:

- A. Complex trauma “describes both children’s exposure to multiple traumatic events, often of an invasive, interpersonal nature, and the wide-ranging, long-term impact of this exposure. These events are severe and pervasive, such as abuse or

²² See also CAL. PENAL CODE § 11165.2; CAL. WELF. & INST. CODE § 300(b)(1); 42 U.S.C. 5106 et seq.

²³ See Smith, *supra* note 5, at 31-32.

²⁴ NATIONAL Childhood Traumatic Stress Network, Treatment Strategies to Address Problematic Sexual Behavior, available at http://www.nctsn.org/nctsn_assets/pdfs/Tx_Strategies_to_Address_PSB_10.pdf (last visited May 19, 2015).



profound neglect. They usually begin early in life and can disrupt many aspects of the child's development and the very formation of a self. Since they often occur in the context of the child's relationship with a caregiver, they interfere with the child's ability to form a secure attachment bond. Many aspects of a child's healthy physical and mental development rely on this primary source of safety and stability."²⁵ Trauma often has a long-term impact on a child's mental, behavioral, and physical health, interfering with daily functions, decision-making, and social and emotional development.²⁶ Traumatic stress can bring about intense emotional and behavioral responses, including, but not limited to, maladaptive behaviors and somatic disorders. This can lead to challenges in school, at home, and in personal relationships; substance use and abuse; and detrimental physical health outcomes.²⁷

- B. Polyvictimization refers to exposure to multiple forms of victimization, such as family violence, sexual violence, and bullying. Polyvictimized youth may have particularly severe, persistent, and ongoing symptoms.²⁸ These youth suffer from worse physical and mental health outcomes and greater revictimization than youth who experience repeated exposure to a single type of trauma.²⁹ Adverse childhood experiences (ACEs) have been linked to numerous negative outcomes such as alcohol and drug abuse, depression, and suicide attempts.³⁰
- C. Toxic Stress is "the excessive or prolonged activation of the physiological stress response systems in the absence of the buffering protection afforded by stable, responsible relationships."³¹ Toxic stress can undermine healthy development of the brain circuitry and regulatory responses.³² The physiological stress response in children that experience toxic stress is chronically activated. Such chronic activation may manifest in a number of ways including challenges with learning, inability to identify dangerous situations, mood disorders, or serious health

²⁵ *Complex Trauma*, NAT'L CHILDHOOD TRAUMATIC STRESS NETWORK, <http://www.nctsn.org/trauma-types/complex-trauma> (last visited May 19, 2015).

²⁶ See generally Julian D. Ford et al., *Complex Trauma and Aggression in Secure Juvenile Justice Settings*, 39 CRIM. JUST. & BEHAV. 694 (2012); Alexandra Cook et al., *Complex Trauma in Children & Adolescents*, 21 Focal Point 4, 34 (2007), available at <http://pathwaysrtc.pdx.edu/pdf/fpW0702.pdf>.

²⁷ See NAT'L CHILD TRAUMATIC STRESS NETWORK, UNDERSTANDING CHILD TRAUMATIC STRESS 3 (2005), available at http://www.nctsn.org/sites/default/files/assets/pdfs/understanding_child_traumatic_stress_brochure_9-29-05.pdf; LISA PILNIK & JESSICA R. KENDALL, SAFE START CTR. ET AL., IDENTIFYING POLYVICTIMIZATION AND TRAUMA AMONG COURT INVOLVED CHILDREN AND YOUTH: A CHECKLIST AND RESOURCE GUIDE FOR ATTORNEYS AND OTHER COURT-APPOINTED ADVOCATES (2012).

²⁸ See *Polyvictimization (multiple victimizations of one child)*, CRIMES AGAINST CHILDREN RESEARCH CTR., <http://www.unh.edu/ccrc/polyvictimization>; David Finkelhor et al., *Polyvictimization: Children's Exposure to Multiple Types of Violence, Crime, and Abuse*, OJJDP Juv. Jus. Bulletin - NCJ235504 (2011), available at <http://scholars.unh.edu/cgi/viewcontent.cgi?article=1024&context=ccrc>.

²⁹ David Finkelhor et al., *Revictimization Patterns in a National Longitudinal Sample of Children and Youth*, 31 CHILD ABUSE & NEGLECT 479 (2007).

³⁰ See Vincent J. Felitti, et al., *Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study*, 14 AM. J. OF PREVENTIVE MEDICINE, 245–258.

³¹ Andrew S. Garner et al., *Early Childhood Adversity, Toxic Stress, and the Role of the Pediatrician: Translating Developmental Science into Lifelong Health*, 129 PEDIATRICS e224, e225 (2012).

³² *Id.*



challenges.³³ Both polyvictimization and complex trauma can increase the risk for toxic stress.³⁴

2. Importance of this competency for CSEC:

- A. Understanding that a CSEC child's behavior is impacted by trauma enables providers to accurately assess and serve the needs of traumatized children in order to minimize further harm. Providers should not take these behaviors personally and should be able to meet the child where they are in that moment. They should be willing and able to engage the child on a long-term basis in order to address the complex trauma the child has endured. They should be asking "What happened to you?" as opposed to "What is wrong with you?"
- B. Providers should employ a trauma-informed approach to serving children, which:
 - i. "Realizes the widespread impact of trauma and understands potential paths for recovery;
 - ii. Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system;
 - iii. Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and
 - iv. Seeks to actively resist re-traumatization."³⁵
- C. Commercially sexually exploited children may not initially engage with and commit to treatment. By addressing the child's complex trauma, a child may become ready to make a stronger commitment to treatment and may be able to envision a life outside of exploitation. Providers must understand that victim readiness for leaving the relationship is critical, and that the provider's role is to help the child understand and overcome his or her complex trauma. Working with victims of commercial sexual exploitation is a long-term commitment and assuming the youth and provider have a good connection, every effort should be made to ensure consistency of the providers working with youth.

Competency 5: *Basic understanding of how trauma impacts providers serving victims of commercial sexual exploitation.*

1. Definitions:

- A. Secondary traumatic stress is a significant issue for providers serving traumatized children. Symptoms exhibited are very similar to Post Traumatic Stress Disorder.³⁶

³³ *Id.*

³⁴ JESSICA FEIERMAN & LAUREN FINE, JUV. L. CTR., TRAUMA AND RESILIENCE: A NEW LOOK AT LEGAL ADVOCACY FOR YOUTH IN THE JUVENILE JUSTICE AND CHILD WELFARE SYSTEMS (2014), available at http://www.jlc.org/sites/default/files/publication_pdfs/Juvenile%20Law%20Center%20-%20Trauma%20and%20Resilience%20-%20Legal%20Advocacy%20for%20Youth%20in%20Juvenile%20Justice%20and%20Child%20Welfare%20Systems.pdf.

³⁵ *Trauma Informed Approach and Trauma-Specific Interventions*, SUBSTANCE ABUSE AND MENTAL HEALTH SERV. ADMIN., <http://www.samhsa.gov/ncic/trauma-interventions> (last visited May 18, 2015).



- i. Vicarious trauma, a variant of secondary traumatic stress, occurs when an individual who was not an immediate witness to the trauma absorbs and integrates disturbing aspects of the traumatic experience into his or her own functioning.³⁷
- ii. Compassion fatigue, also a manifestation of secondary traumatic stress, is a form of physical, emotional, and psychological burnout in which the individual suffers a decreased capacity for empathy.³⁸ It is often considered a precursor to vicarious trauma and may lead to high turnover among providers.

2. Importance of this competency for CSEC:

- A. Professionals working with victims of commercial sexual exploitation and other abused and neglected children should have access to mental health and ancillary resources in order to address compassion fatigue and vicarious trauma. A formal supervision structure should be in place that incorporates guidance on vicarious trauma and compassion fatigue. Providers should be trained both on how to identify the symptoms and how to access services.³⁹ Individuals reaching out for help to address their complex trauma should not be stigmatized.

III. Informed application of skills

Competency 6: *Application of the skills for working with children who have experienced trauma to child victims of commercial sexual exploitation.*

1. Definition:

- A. Skills to be applied while working with commercially sexually exploited children:⁴⁰
 - i. *Rapport-building*: focus on establishing a foundation of trust
 - ii. *Immediate engagement*: commit to engaging the child early and often after he or she has been identified as a victim of commercial sexual exploitation or at-risk of becoming victimized
 - iii. *Trauma-awareness*: employ a trauma-informed approach to avoid re-traumatizing the child
 - iv. *Child-focused*: engage the child in developing his or her individualized safety and case plans so he or she feels empowered throughout the process

³⁶ See *Secondary Traumatic Stress: Definitions of STS*, NATIONAL CHILD TRAUMATIC STRESS NETWORK, <http://www.nctsn.org/resources/topics/secondary-traumatic-stress> (last visited May 18, 2015).

³⁷ *Id.*

³⁸ *Id.*

³⁹ See *Secondary Traumatic Stress: Strategies for Prevention and Intervention*, NAT'L CHILD TRAUMATIC STRESS NETWORK, <http://www.nctsn.org/resources/topics/secondary-traumatic-stress> (last visited May 18, 2015).

⁴⁰ See also KARISSA HUGHES, S. AREA CONSORTIUM OF HUMAN SERV., LITERATURE REVIEW: THE SEXUAL EXPLOITATION OF CHILDREN 86 (2014), available at http://theacademy.sdsu.edu/programs/SACHS/literature/SACHS_CSEC_Lit_%20Review_Feb_2014.pdf.



- v. *Strengths-based*: build on the youth's strengths while also addressing the youth's needs⁴¹
 - vi. *Clear communication about healthy relationships and sexuality*: discuss healthy relationships and sexuality openly with youth, acknowledging and affirming each child's SOGIE
 - vii. *Flexibility/adaptability*: be flexible when developing an individualized approach as a child goes through the Stages of Change⁴² at his or her own pace
 - viii. *Cultural humility*: exhibit openness and emphasize an understanding of the child from within his or her own worldview as informed by his or her personal identities/experiences with culture, race, ethnicity, class, gender, SOGIE, etc.⁴³
 - ix. *Recognition of implicit bias*: identify and act against implicit biases; avoid drawing conclusions or defining case planning based on stereotypes of a child's culture, race, ethnicity, class, gender, and/or SOGIE⁴⁴
 - x. *Commitment to self-care*: seek counseling support to prevent or overcome compassion fatigue/secondary trauma⁴⁵
- B. Important considerations include:⁴⁶
- i. Address youth's basic needs including food, shelter/placement, and clothing before moving forward with case planning
 - ii. Prioritize safety for the child and the staff caring for the child
 - iii. Involve the child in key decision-making including the development of his or her safety and treatment plans
 - iv. Attempt to make a personal connection with the child as, often times, that personal relationship is the driving force behind a child engaging with treatment
 - v. Follow through with what you say you will do and do not make promises that you cannot keep
 - vi. Individualize treatment to meet the child's unique needs and build on his or her strengths

⁴¹ See CAL. CHILD WELF. COUNCIL, CSEC ACTION TEAM, APPENDIX (2015) available at http://www.youthlaw.org/fileadmin/ncyl/youthlaw/child_welfare/Appendix_040615_Final.pdf.

⁴² See WALKER, *supra* note 3.

⁴³ See *Are You Practicing Cultural Humility – The Keys to Success in Cultural Competence*, CAL. HEALTH ADVOC., <http://www.cahealthadvocates.org/news/disparities/2007/are-you.html> (last visited May 5, 2015); CHILD WELF. LEAGUE OF AM. ET AL., *supra* note 11; LAMBDA LEGAL ET AL., *supra* note 11; Robert M. Ortega & Kathleen Coulborn Faller, *Training Child Welfare Workers from an Intersectional Cultural Humility Perspective: A Paradigm Shift*, 90 CHILD WELF. 27-49 (2011).

⁴⁴ See ZENOBIA BELL & ANA RASQUIZA, IMPLICIT BIAS IN JUVENILE JUSTICE (2014), available at http://www.youthlaw.org/fileadmin/ncyl/youthlaw/juv_justice/Implicit_Bias_Juvenile_Justice_Lit_Review_for_ncyl_web.pdf; PAMELA M. CASEY ET AL., NAT'L CTR. FOR STATE COURTS, HELPING COURTS ADDRESS IMPLICIT BIAS: RESOURCES FOR EDUCATION (2012), available at <http://www.ncsc.org/~media/Files/PDF/Topics/Gender%20and%20Racial%20Fairness/Implicit%20Bias%20FAQs%20rev.ashx>; <http://www.ncsc.org/~media/Files/PDF/Topics/Gender%20and%20Racial%20Fairness/Implicit%20Bias%20FAQs%20rev.ashx>;

⁴⁵ See NAT'L CHILD TRAUMATIC STRESS NETWORK, SECONDARY TRAUMATIC STRESS: A FACT SHEET FOR CHILD-SERVING PROFESSIONALS (2011), available at http://nctsn.org/sites/default/files/assets/pdfs/secondary_traumatic_tress.pdf.

⁴⁶ See HUGHES, *supra* note 40, at 86 (providing more tips on appropriate engagement with CSEC).



- vii. Be genuine, as these children have difficulty trusting people and are more likely to engage in services if they come to trust the sincerity of the provider
- viii. Refer to a child using preferred names and pronouns
- ix. Use age and developmentally-appropriate interview skills
 - x. Have realistic expectations and understand that progress looks different for every child, and different from other types of child abuse and neglect
 - xi. Understand where the child is in the stage of exploitation to inform treatment
- xii. Work with an multidisciplinary team of providers to identify the child's needs and strengths and tailor services to those needs and strengths
- xiii. Provide access to a survivor advocate who can act as a liaison to bridge any relationship gaps between the provider and child
- xiv. Create appropriate boundaries between the service providers and the youth
- xv. Cultivate community-based supports
- xvi. Encourage the youth to develop independent living and self-advocacy skills

C. Understanding the dynamics of exploitation and meeting the child where he or she is:

- i. Accept where the child is in his or her stage of exploitation,⁴⁷ recognizing that some children may not understand that they are being exploited. Others may know they are being exploited, but may not see another way to survive, while others may want to leave the exploitative situation. Some CSEC providers utilize the Stages of Change model⁴⁸ (pre-contemplation, contemplation, preparation, action, and maintenance) to frame the child's status, needs, and approach to intervention. Providers should use the knowledge of the stage the child is in to build a trusting relationship and provide the right resources and services at the appropriate time.
- ii. Allow the child to tell his or her story. Children may justify and rationalize the exploitative relationship. Frequent interjections by the service provider can derail the child's thought process. Often, the stories that begin as good memories, eventually lead to the underlying traumas, which is where the clinical work begins.
- iii. Create a child-centered, strengths-based, non-judgmental approach that empowers the child to progress towards permanent exit from the exploitative relationship(s) or situation.

⁴⁷ Refers to the framework of exploitation as a series of stages with different risks and opportunities for intervention. See CATHY ZIMMERMAN, ET AL., HUMAN TRAFFICKING AND HEALTH: A CONCEPTUAL MODEL TO INFORM POLICY, INTERVENTION AND RESEARCH 328 (2011) available at

<http://www.mensenhandelweb.nl/system/files/documents/15%20apr%202014/Zimmerman%202003.pdf>.

⁴⁸ See WALKER, *supra* note 3, at 78.





40 Developmental Assets®

Search InstituteSM has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition
External Assets	Support <ol style="list-style-type: none"> 1. Family Support-Family life provides high levels of love and support. 2. Positive Family Communication-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents. 3. Other Adult Relationships-Young person receives support from three or more nonparent adults. 4. Caring Neighborhood-Young person experiences caring neighbors. 5. Caring School Climate-School provides a caring, encouraging environment. 6. Parent Involvement in Schooling-Parent(s) are actively involved in helping young person succeed in school.
	Empowerment <ol style="list-style-type: none"> 7. Community Values Youth-Young person perceives that adults in the community value youth. 8. Youth as Resources-Young people are given useful roles in the community. 9. Service to Others-Young person serves in the community one hour or more per week. 10. Safety-Young person feels safe at home, school, and in the neighborhood.
	Boundaries & Expectations <ol style="list-style-type: none"> 11. Family Boundaries-Family has clear rules and consequences and monitors the young person's whereabouts. 12. School Boundaries-School provides clear rules and consequences. 13. Neighborhood Boundaries-Neighbors take responsibility for monitoring young people's behavior. 14. Adult Role Models-Parent(s) and other adults model positive, responsible behavior. 15. Positive Peer Influence-Young person's best friends model responsible behavior. 16. High Expectations-Both parent(s) and teachers encourage the young person to do well.
	Constructive Use of Time <ol style="list-style-type: none"> 17. Creative Activities-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts. 18. Youth Programs-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community. 19. Religious Community-Young person spends one or more hours per week in activities in a religious institution. 20. Time at Home-Young person is out with friends "with nothing special to do" two or fewer nights per week.
Internal Assets	Commitment to Learning <ol style="list-style-type: none"> 21. Achievement Motivation-Young person is motivated to do well in school. 22. School Engagement-Young person is actively engaged in learning. 23. Homework-Young person reports doing at least one hour of homework every school day. 24. Bonding to School-Young person cares about her or his school. 25. Reading for Pleasure-Young person reads for pleasure three or more hours per week.
	Positive Values <ol style="list-style-type: none"> 26. Caring-Young person places high value on helping other people. 27. Equality and Social Justice-Young person places high value on promoting equality and reducing hunger and poverty. 28. Integrity-Young person acts on convictions and stands up for her or his beliefs. 29. Honesty-Young person "tells the truth even when it is not easy." 30. Responsibility-Young person accepts and takes personal responsibility. 31. Restraint-Young person believes it is important not to be sexually active or to use alcohol or other drugs.
	Social Competencies <ol style="list-style-type: none"> 32. Planning and Decision Making-Young person knows how to plan ahead and make choices. 33. Interpersonal Competence-Young person has empathy, sensitivity, and friendship skills. 34. Cultural Competence-Young person has knowledge of and comfort with people of different cultural / racial / ethnic backgrounds. 35. Resistance Skills-Young person can resist negative peer pressure and dangerous situations. 36. Peaceful Conflict Resolution-Young person seeks to resolve conflict nonviolently.
	Positive Identity <ol style="list-style-type: none"> 37. Personal Power-Young person feels he or she has control over "things that happen to me." 38. Self-Esteem-Young person reports having a high self-esteem. 39. Sense of Purpose-Young person reports that "my life has a purpose." 40. Positive View of Personal Future-Young person is optimistic about her or his personal future.

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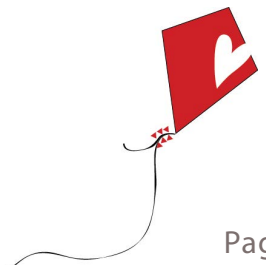
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Self-Care Guide

Developed by Randi Saunders—The Weapon We Have Is Love (Including Self-Love)

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Self-Care Can Be Small: Recognizing Little Victories

Often we focus on our success in major things: getting a job, getting a promotion, getting into a program we want to attend, finding a significant other, moving, etc. These big accomplishments matter, but because they are fewer and require a lot of work to achieve, focusing only on them can feed into a sense that nothing is getting done. Use this checklist the next time you feel like you are not accomplishing anything, and see how many small victories you've had recently!

- ☐ I have done laundry recently
- ☐ My home is relatively clean
- ☐ I recently bought groceries—real food, not just frozen dinners
- ☐ I have cooked a meal for myself in the last week
- ☐ I have spent time with a friend in the last week
- ☐ I have eaten all of my intended meals in the last week
- ☐ I have taken care of my personal hygiene needs (showering, brushing teeth, etc.)
- ☐ I have at least one person I could call if I really needed to talk
- ☐ I have at least three people I could call if I really needed to talk
- ☐ I spent time on one of my hobbies in the last week
- ☐ I have read or watched something I enjoy in the last week
- ☐ I have taken care of regular household chores in the last few days (cleaning, taking out trash, doing the dishes, etc.)
- ☐ I have spoken to a member of my family in the last two weeks
- ☐ I have paid my bills on time this month
- ☐ I made it to work or school every day this week
- ☐ I ate something I enjoyed this week
- ☐ I have made social plans with someone in the next week
- ☐ I have taken any necessary medications today
- ☐ I spent time outside in the last week
- ☐ I exercised in the last few days
- ☐ I did something creative in the last few days—writing, painting, coloring, cooking
- ☐ I tried something new in the last month
- ☐ I have a plan to seek medical care if I ever need to
- ☐ I have a self-care plan
- ☐ I have done at least two things on my self-care plan in the last week
- ☐ I have gotten enough sleep in the past few days
- ☐ I have let myself cry when I have needed it recently
- ☐ I have laughed at something in the last three days
- ☐ I have solved a problem that was bothering me in the last week
- ☐ I have done something spiritual or religious in the last few weeks

Self-Care Activity Ideas

There is no one right way to do self-care. Some people will want to meditate or do yoga; some will want to run; some will want to drink tea or paint. Remember, self-care has to be a habit, not just a random activity you do once in a while. Consider what kinds of self-care activities you can incorporate into your life to keep you balanced and help prevent burnout. Here are just a few suggestions:

- Journaling
- Jogging
- Playing with a dog/cat/other animal
- Going for a hike
- Watching the clouds
- Guided meditation
- Creating meal plans to balance your diet
- Establishing a boundary night where certain topics or activities are off-limits
- Reading for pleasure
- Yoga
- Getting a manicure or painting your nails
- Crafting
- Watching a favorite movie
- Burning candles
- Taking a bath
- Daily stretching
- Word or number puzzles (crossword puzzles, sudoku, word searches)
- Attending worship services
- Volunteering for a cause you care about
- De-cluttering a room or closet
- Taking a walk
- Joining a support group
- Seeking therapy
- Taking yourself on a self-date
- Being a tourist in your own city
- Making plans with friends
- Making a playlist of songs that make you feel good
- Having a mini dance party in your room
- Coloring
- Baking cookies

Don't forget to make time for yourself, set boundaries, and ask what you need from the people in your life. It is okay to make time for yourself and ask others for support.

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THANK YOU!

You have officially completed the CSEC Advocacy E-Course! We want to thank you for your time and your ongoing investment in the youth we are serving. While some of what you have learned may be hard to face, we trust that by educating ourselves we are making our world a safer place for youth who have been victims of human trafficking. By equipping ourselves we contribute to the development of an effective trauma-informed response to this atrocity and ensure that youth can have hope for a life without exploitation. With the help of caring advocates, the cycle of abuse and neglect will be broken.



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