

This training was created with the support of grant 22-GG-01577-DTVF, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this content are those of the contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

This is a training program produced by the Oregon Trafficking Response Intervention Program (T.R.I.P.) within the Crime Victim and Survivors Services Division (CVSSD) of the Oregon Department of Justice.

For more information about the training, please contact:

Amanda Swanson, Human Trafficking Intervention Coordinator
Amanda.Swanson@doj.state.or.us

Letetia Wilson, Human Trafficking Intervention Specialist
Letetia.Wilson@doj.state.or.us

Caroline Olfert, Training and Curriculum Policy Coordinator
Caroline.Olfert@doj.state.or.us

doj.state.or.us/TRIP

Contents

| | |
|--|----|
| About this Curriculum..... | 5 |
| Background | 5 |
| Pre-Requisites | 7 |
| Customization of the Curriculum | 7 |
| Duration..... | 7 |
| Instructor Notes for In-Person Delivery | 9 |
| Instructor Notes for Online Delivery..... | 37 |
| Appendices | 65 |
| Appendix A: Materials Needed | 67 |
| Appendix B: Sample Training Flyer..... | 69 |
| Appendix C: Producer’s Guide..... | 71 |
| Handouts..... | 73 |
| Handout 1: Recognizing Sex Trafficking | 75 |
| Handout 2: Sample Training Evaluation Form | 77 |
| Handout 3: Child Abuse Reporting Guide | 79 |

About this Curriculum

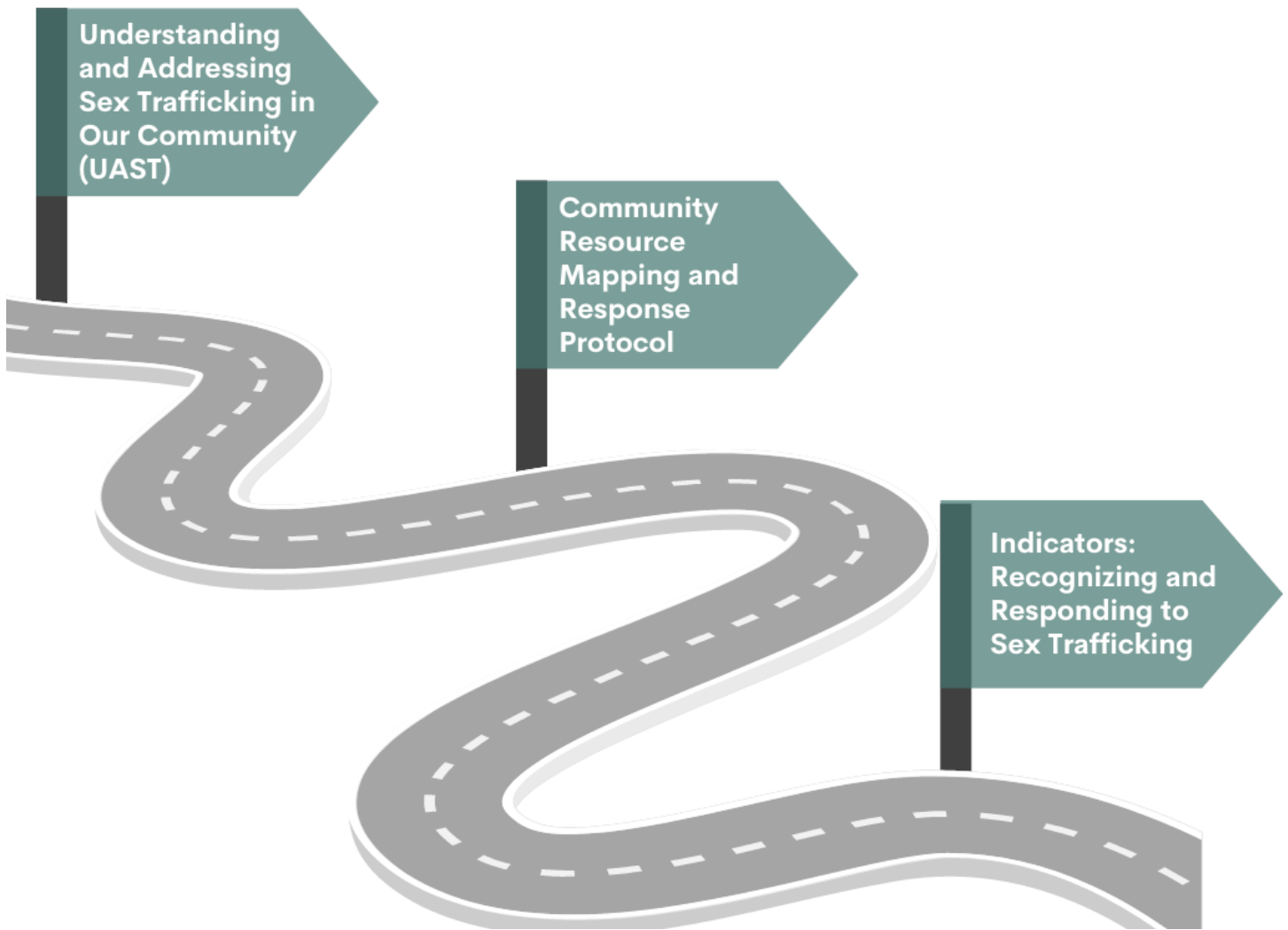
The goal of this curriculum is to improve participants' ability to recognize indicators of sex trafficking in minors and take initial steps to respond. This response includes reporting suspicions (when appropriate) and continuing to provide services, regardless of whether the survivor discloses trafficking.

Background

Oregon T.R.I.P. supports community task forces and their partners in their efforts to address sex trafficking. One of the first steps begins with building broader support for these efforts. We developed the **Understanding and Addressing Sex Trafficking** curriculum in 2021 to help communities develop greater empathy, raise awareness, and motivate people to take action to address sex trafficking.

The second step involves **Community Resource Mapping** for groups to identify organizations that may be entry points and/or provide support to survivors. This process results in a community-specific response plan that any service provider may initiate when they suspect a minor is experiencing sex trafficking. This response plan incorporates a **Standard Sex Trafficking Response Protocol (STRP)**, tested in pilot sites across the state. The STRP is a set of actions to guide communities in a general response to any sex trafficking situation. The goal is to implement this protocol statewide.

The third step involves building a "no wrong door approach" by preparing service providers to recognize indicators and take initial steps to respond to sex trafficking in minors. Trained facilitators will deliver this curriculum, **Indicators: Recognizing and Responding to Sex Trafficking**, in communities that have developed their response protocol. We created the Recognizing Sex Trafficking list of indicators from tools used by the Oregon Department of Human Services, HEAL Trafficking, the Office for Victims of Crime, and Polaris.



Visual depiction of Oregon's training strategy to address sex trafficking.

Pre-Requisite

This is not an introductory sex trafficking course. Participants should complete an introductory training, like **Understanding and Addressing Sex Trafficking in Our Community (UAST)**, prior to attending this course.

Also, the community should have a sex trafficking response protocol in place that clearly identifies the initial steps people should take when they suspect sex trafficking is occurring. If the community does not yet have a protocol in place, they should hold off on delivering this training until they create one.

Customization of the Curriculum

We designed this curriculum to be customizable by the instructor based on the following considerations:

- Community Response Protocol
- Audience
- Delivery method

Community Response Protocol:

We included space in the slide deck for you to incorporate the community's response protocol.

Audience:

The intended audience for this training is service providers and people who may encounter victims of sex trafficking through their work. We recommend audiences of no more than 50 people (40 people if delivered online). We encourage you to consider your audience every time you deliver the curriculum and find opportunities to link their connection to sex trafficking when discussing both the indicators and the response.

Delivery Method:

You may deliver this curriculum in person or online.

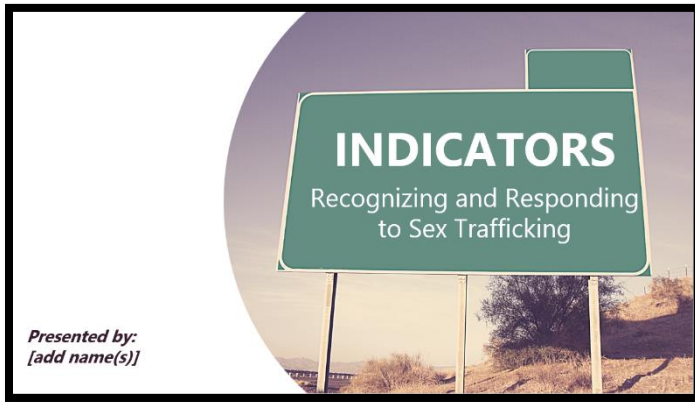
Duration

This training is 60-minutes long. It is highly interactive, and discussion based. We recommend scheduling 60-90-minutes for this training to allow for interactivity and audience engagement.

Instructor Notes for In-Person Delivery

- Objectives:
- To list physical, behavioral, and environmental indicators of a minor who is experiencing sex trafficking.
 - To describe the actions to take when you suspect a minor is experiencing sex trafficking.
- Handouts:
- Recognizing Sex Trafficking
 - [ODHS Child Abuse Reporting Guidelines](#)
 - Community Response Protocol
- Time: 60 minutes
- Prepare:
- Bring your community's response protocol to the training.
 - Practice describing your response protocol in 2-3 minutes.
 - Make sure you include contact information for the agencies listed on page 2 of the protocol (law enforcement, child welfare, medical, advocate).
 - Update your community resource list from UAST.
- Consider:
- Should people ask questions as you go or hold until the end?
 - Where will participants say they might encounter someone who is experiencing sex trafficking?
 - Does your community have a response protocol in place?
 - What role do participants play in the response protocol?
 - Are participants already using a screening tool as part of their job?
- Customize:
- Add name of instructor(s) on slide #1.
 - Update slide #13 with your community's response protocol.
- Learn:
- Learn about other types of human trafficking screening tools, such as this one from SOAR: <https://humantraffickinghotline.org/human-trafficking/recognizing-signs>
 - Learn more about the [Stages of Change](#) model.

Slide 1:



| | | |
|-------------------|-----|--|
| Facilitate | Do | Show slide #1. |
| | Say | <ul style="list-style-type: none">• Welcome participants.• Thank the host.• Introduce the instructor(s) (name, title, organization, trafficking task force and connection to the topic).• Our training today expands on what we learned in Understanding and Addressing Sex Trafficking in Our Community, or UAST.• Remember that in that training, we learned from survivors' stories about the impact of sex trafficking.• In this training we are going to learn about how we recognize the signs of sex trafficking and how to respond to it. |
| Slide Time | | 1 minute |

Slide 2:

OVC Funding

This training was created with the support of grant 22-GG-01577-DTVF, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

The opinions, findings, and conclusions or recommendations expressed in this content are those of the contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

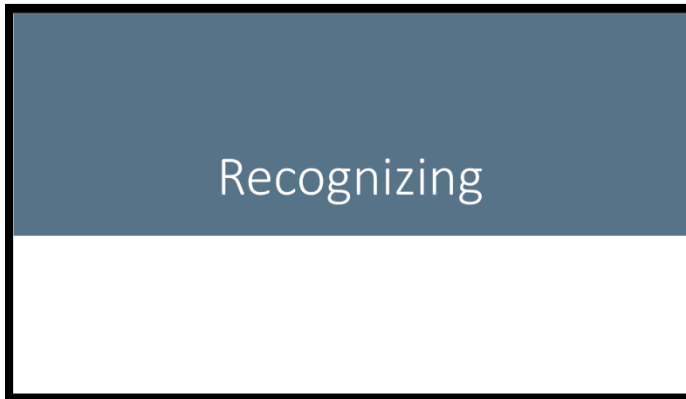
| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #2. |
| | Say | This training was created with OVC funding. |
| Slide Time | | |
| | | 30 Seconds |

Slide 3:



| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #3. |
| | Say | <ul style="list-style-type: none"> • This training will last 60-minutes. • The bathrooms are located... • The emergency exits are located... • This training will be interactive. • Your participation is important. • We ask you to be present, participate in small and large group discussions, and be receptive to new ways of recognizing and responding to sex trafficking. • Ask questions as we go / Hold questions until the end. |
| Slide Time | | 1 minute |

Slide 4:



| | | |
|-------------------|------------|---|
| Facilitate | Do | Show slide #4. |
| | Say | Let's begin by talking about how you might recognize signs of sex trafficking. |
| | Ask | Where might a victim of sex trafficking encounter services or the system? Feel free to share your responses. |
| | Do | <ul style="list-style-type: none">• Invite folks to share their responses.• If participants are not talking much, use examples to start the conversation (see the next page). Choose most applicable examples. |
| | Say | <ul style="list-style-type: none">• These are all places and times when you may engage with a youth.• This list shows us that there are more opportunities to recognize when a youth is experiencing sex trafficking.• It isn't always going to be when the youth is in crisis. |
| Slide Time | | 4 minutes |

Slide 4 (continued)

Examples

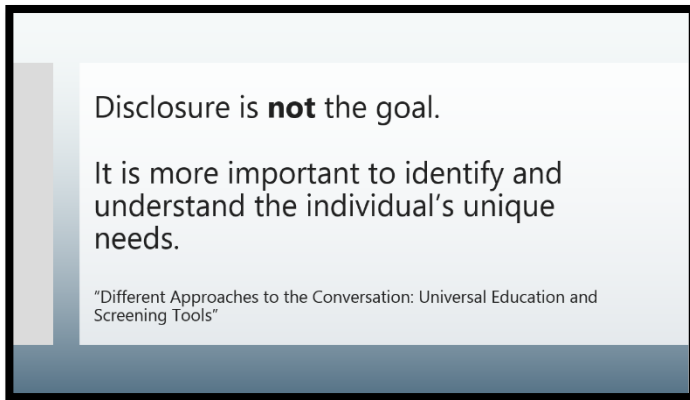
- A law enforcement officer pulls over a car and learns a passenger is a runaway.
- A person comes into a clinic for sexual health needs.
- A teacher has concerns about a student's behaviors.
- A staff member at a homeless youth shelter has concerns about a youth who talks about exchanging sex acts for a place to stay.
- An advocate supports a youth during a sexual assault exam at the hospital.
- A nurse in the emergency department is concerned about a patient who has unexplained injuries.
- A survivor meets with an advocate from a domestic violence program about their relationship.
- A youth comes to the church for a hot meal and to pick up a food box.
- A therapist talks to a parent who has concerns about their kid's behavior.
- A juvenile probation officer has concerns about a new youth on their caseload.
- A forensic interviewer meets with a youth who provides minimal information.

Slide 5:



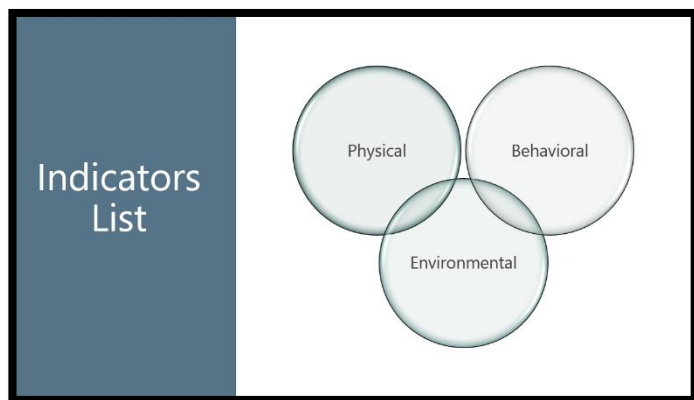
| | | |
|-------------------|------------|--|
| Facilitate | Do | Show slide #5. |
| | Ask | Tell me why it's important to be able to recognize when a person is experiencing sex trafficking? |
| | Do: | <ul style="list-style-type: none"> • Invite people to callout their responses. • Provide time for folks to respond to this question. • If participants are not talking much, use examples to start the conversation (see below). Choose most applicable examples. |
| | Say | We want to recognize when someone might be experiencing trafficking so that we can provide help and services without them needing to self-disclose. |
| Slide Time | | 3 minutes |
| Examples | | <ul style="list-style-type: none"> • To build relationships • To connect them to services • To decide if we need to make a child abuse report. |

Slide 6:



| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #6. |
| | Say | <ul style="list-style-type: none">• Our goal is not self-disclosure. Often, people do not self-identify as "trafficking victims."• It is more important to address the needs of the youth.• A youth doesn't need to disclose sex trafficking for us to do something.• Instead, we want to recognize when someone might be experiencing trafficking – and to better understand what victims and survivors need. |
| Slide Time | | 30 seconds |

Slide 7:



| | | |
|-------------------|------------|---|
| Facilitate | Do | Show slide #7. |
| | Say: | <ul style="list-style-type: none"> To help you recognize when someone is experiencing sex trafficking, the Oregon Department of Justice created a list of indicators. This handout helps anyone, regardless of where they work, recognize indicators. It includes things that we might observe in our first or second interaction with a youth. The list is not exhaustive. There are other lists and screening tools. This is not a list of questions to ask the youth. |
| | Do: | <ul style="list-style-type: none"> Distribute Recognizing Sex Trafficking handout. Give participants two minutes to review it. |
| | Say | <ul style="list-style-type: none"> I'm going to give you a couple minutes to look it over. Give me a sign when you're done looking at the list and are ready to move on. |
| | Ask | Do you have any questions about the list? |
| | Say | <ul style="list-style-type: none"> Remember, a single indicator may or may not mean that sex trafficking is occurring. You should report any reasonable suspicion of sex trafficking. |
| | Do: | If people have questions about whether to report suspicions, defer them until slide 10, when child abuse reporting is covered. |
| Slide Time | | 7 minutes |

Slide 8:



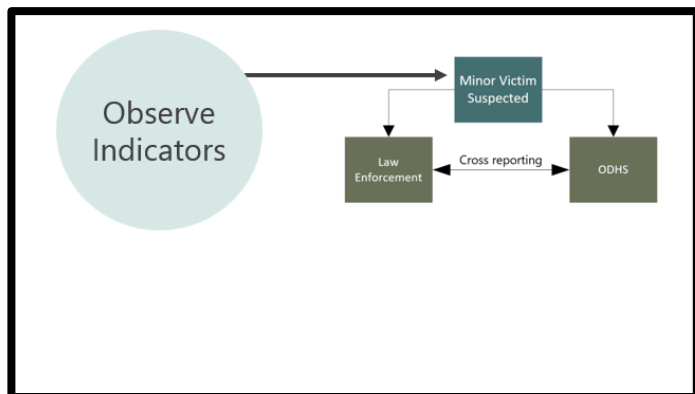
| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #8. |
| | Say | So, let's talk about how to respond to sex trafficking. |
| Slide Time | | 30-seconds |

Slide 9:



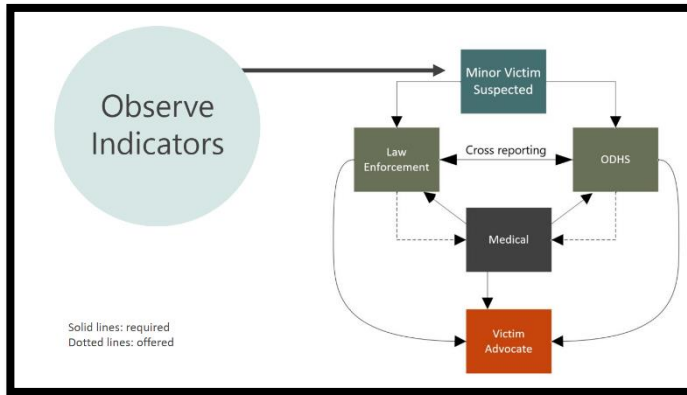
| | | |
|-------------------|------------|--|
| Facilitate | Do | Show slide #9. |
| | Say | You observe indicators, and you suspect that a youth is experiencing sex trafficking. |
| | Ask | What do you do? |
| | Do | Solicit responses from participants. |
| | Say | <ul style="list-style-type: none"> • What you do next depends on your role and, if there is one, your community's response protocol. • For now, we're going to show you a model response to sex trafficking. |
| Slide Time | | 2 minutes |

Slide 10:



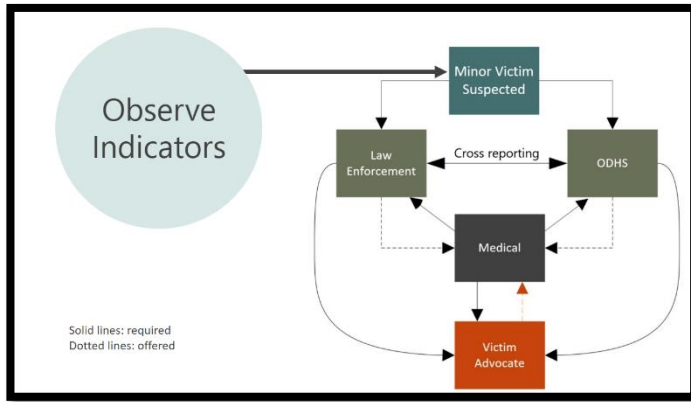
| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #10. |
| | Say | <ul style="list-style-type: none"> • In any profession, you start at “minor victim suspected.” • In Oregon, the sex trafficking of minors is considered a form of child abuse. • Based on Oregon law, if you’re a mandatory reporter, you must make a child abuse report to either law enforcement or ODHS. • It’s good practice to not assume that someone else has reported it. • You can make a report even if you are not a mandatory reporter. • This response does not require a disclosure from the suspected victim. • You do not need to confirm that trafficking is happening to make a report. • You’re noticing indicators and suspecting that a minor might be experiencing sex trafficking. • If you have questions about how to report child abuse, you can refer to the Child Abuse Reporting Guide. |
| | Do | Distribute Child Abuse Reporting Guide https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/de2807.pdf |
| Slide Time | | 2 minutes |

Slide 11:



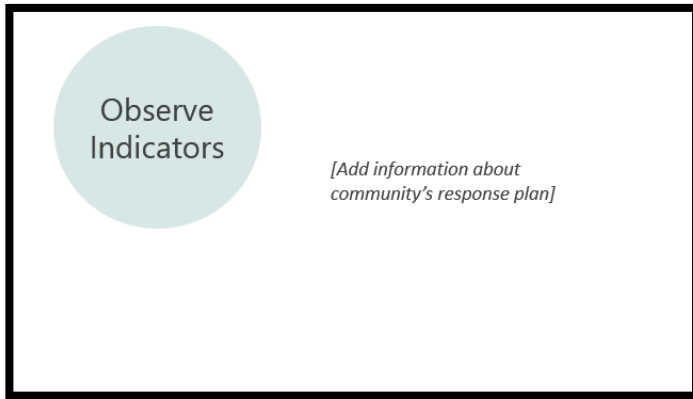
| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #11. |
| | Say | <ul style="list-style-type: none"> • The model response includes offering medical services and victim advocacy for all suspected victims. • The key word here is “offering.” We have indicated this with the dotted line. • The victim has a choice whether to access services. • The victim is going to have needs beyond what’s in this picture. • These are the initial steps to take when you suspect sex trafficking. |
| Slide Time | | 30 seconds |

Slide 12:



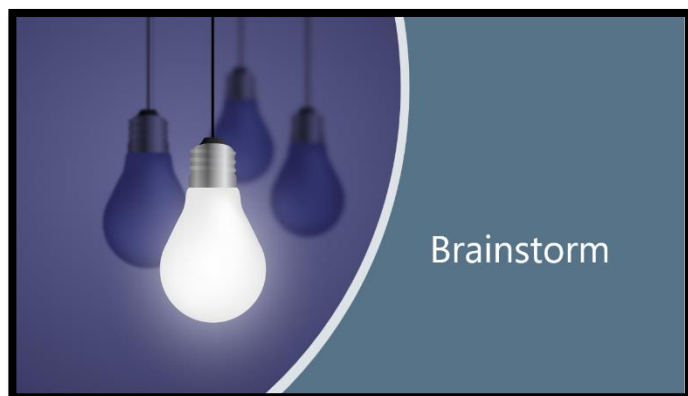
| | | |
|-------------------|-----|--|
| Facilitate | Do | Show slide #12. |
| | Say | <ul style="list-style-type: none"> Any agency – including confidential advocates – can initiate this protocol. A confidential advocate is not a mandatory reporter. If they suspect sex trafficking, the protocol recommends offering medical services. If the victim wants to make a report or if they identify imminent danger, contact law enforcement. Again, the victim has a choice whether to access services. |
| Slide Time | | 1 minute |

Slide 13:



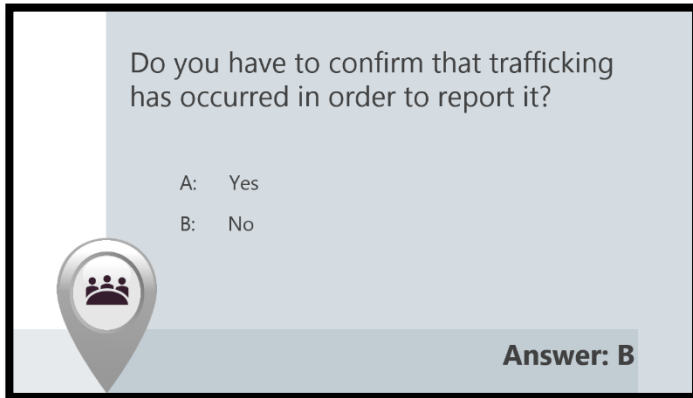
| | | |
|-------------------|------------|---|
| Facilitate | Do | Show slide #13. |
| | Say | Here is the response protocol for our community |
| | Do | <ul style="list-style-type: none"> Distribute the response flow chart for your community. Explain your community's response protocol. |
| | Say | On the back (or on page 2) you will see contact information for all the agencies. |
| | Ask | Do you have any questions about this response protocol? |
| Slide Time | | 3-4 minutes |

Slide 14:



| | | |
|---------------------------|------------|--|
| Facilitate | Do | Show slide #14. |
| | Say | <ul style="list-style-type: none"> • The protocol includes reporting. We know that for some people, this is new information. • Let's talk about some reasons why people might not report sex trafficking of minors. |
| | Do | Reporting Exercise |
| Slide Time | | 7 minutes |
| Reporting Exercise | Say | <ul style="list-style-type: none"> • In a small group, brainstorm some of the reasons a person might not report suspected sex trafficking of minors. • Figure out who will be your group's speaker. |
| | Do | <ul style="list-style-type: none"> • Divide into small groups (4-5 people) to meet for 3 minutes. • Welcome group back. |
| | Ask | Would anyone like to share anything about their discussion? |
| | Do | <p>Highlight these reasons if they do not bring them up:</p> <ul style="list-style-type: none"> • They think they must confirm it before they report it • They do not know how to report (who to go to) • People are unaware that sex trafficking of a minor is child abuse • People do not know enough about sex trafficking to know when it is happening |
| | Say | <ul style="list-style-type: none"> • These are reasons for why people don't report. • Remember, if you're a mandatory reporter, you must report. |

Slide 15:



| | | |
|-------------------|------------|---|
| Facilitate | Do | Show slide #15. |
| | Ask | What do you think? Do you have to confirm that trafficking has occurred in order to report it? |
| | Do | <ul style="list-style-type: none"> • Invite people to raise their hand for each answer if they think it is correct. • Click mouse once to have correct answer appear. • If some people answered this question wrong, let the group know that this is a common misconception about trafficking. |
| | Say | <ul style="list-style-type: none"> • The answer is "no." • You do not have to confirm that trafficking has occurred to report it. |
| Slide Time | | 1 minute |

Slide 16:



| | | |
|-------------------|------------|---|
| Facilitate | Do | <ul style="list-style-type: none"> • Pull up video on desktop and cue it to 1:57. • Be sure to share audio. • Show slide #16. |
| | Say | <ul style="list-style-type: none"> • We are going to watch a video from the Life Story. • The Life Story elevates the experiences and voices of those who have experienced sex trafficking. • This video includes one of the victims, Bobette, talking about a teacher from school. • While you watch, pay attention to the description of what the teacher did or didn't do. • We will discuss after. |
| | Do | Play "The Life Story: School" from 1:57-3:33 |
| | Ask | What did you notice in the video? |
| | Do | Use examples to start conversation if needed (see next page). |
| | Say | <ul style="list-style-type: none"> • We know the teacher noticed what we consider to be indicators of sex trafficking. • We don't know what he did with his suspicions. • We don't know if he reported them to anyone. • But we do know he made an impression on Bobette. |
| Slide Time | | 5 minutes (includes video) |
| Video Time | | 90 seconds |
| Link | | https://thelifestory.org/school |

Slide 16 (continued)

Acknowledgment: The *School*/video shared with permission from The Life Story, <https://thelifestory.org/>.

Examples

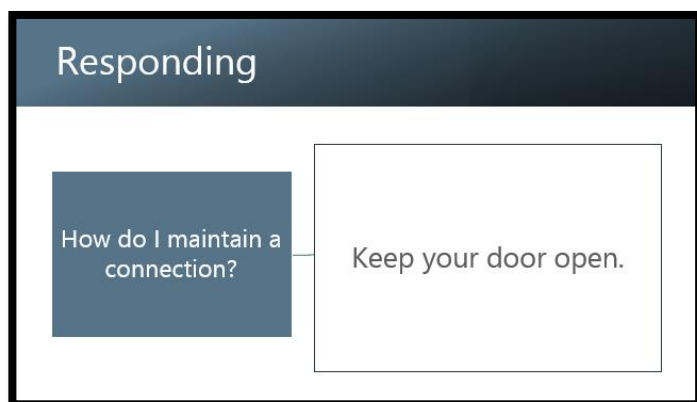
- The teacher noticed something about Bobette.
- The teacher voiced what he noticed about Bobette to her.
- The teacher asked questions of Bobette.
- Bobette still remembers this teacher (he made an impression).
- Teacher showed concern.
- Teacher saw something in her she didn't see in herself.
- It's important to let people know we see them, and we care about them.

Slide 17:



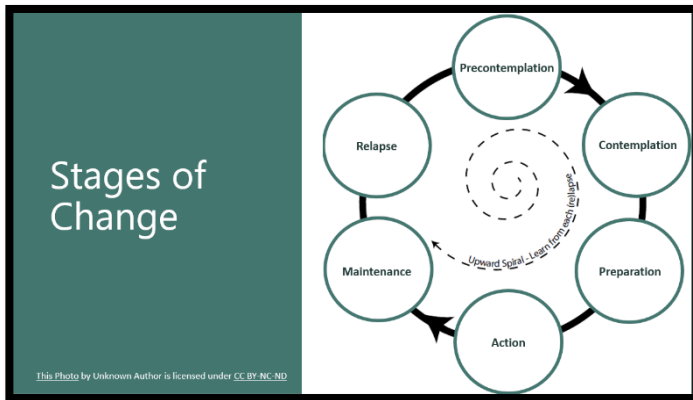
| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #17. |
| | Say | One thing we hope you take away from the Life Story video is this quote. |
| | Do | Read quote aloud or pause to let them read. |
| | Say | <ul style="list-style-type: none">• Many times, victims who reach out for services are still experiencing trafficking.• Your connection with the victim is so important. |
| Slide Time | | 30 seconds |

Slide 18:



| | | |
|---------------------------------|------------|---|
| Facilitate | Do | Show slide #18. |
| | Ask | How do you maintain a connection? |
| | Say | <ul style="list-style-type: none"> • We're going to meet in smaller groups to discuss what can we do to "keep our doors open" and maintain a connection with the victim, even if they are actively being trafficked. • You'll have four minutes to discuss. |
| | Do | Complete the "Connect" exercise. |
| Slide Time | | 8 minutes |
| Connect Exercise (7-min) | Do | <ul style="list-style-type: none"> • Create groups with 4-5 people. • Give groups 4 minutes to discuss. • Invite groups to share what they discussed for two minutes. • Highlight items from this list below if not mentioned. <ul style="list-style-type: none"> ○ Lower barriers to services and support for victims. ○ Focus on what they need. ○ Follow through with your commitments to connect them to other services. ○ Support their autonomy for choice. ○ Don't make promises you can't keep. |
| | Say | Remember, they don't need to self-identify – or not be experiencing sex trafficking – to maintain the connection. |

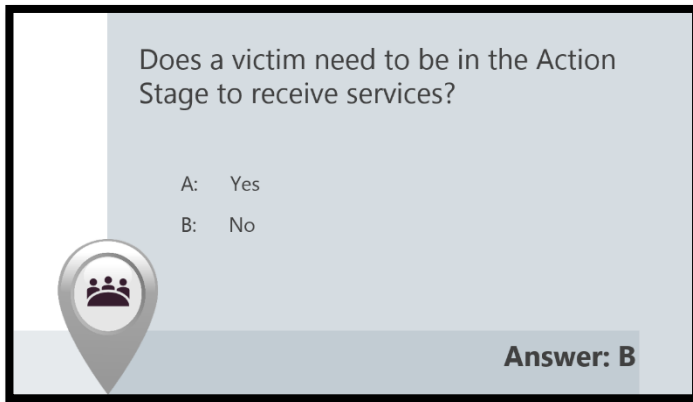
Slide 19:



| | | |
|-------------------|------------|--|
| Facilitate | Do | Show slide #19. |
| | Say | <ul style="list-style-type: none"> We all have engaged in some type of change in our lives. It might have been changing jobs, leaving a relationship, moving to a different city, giving up a bad habit, or incorporating healthy habits. Think about a change you've made in the last five years. |
| | Do | Pause for a few seconds |
| | Ask | Would anyone be willing to share one word that comes to mind when you think about that change. |
| | Do | <ul style="list-style-type: none"> Allow time for folks to respond (15 seconds). Acknowledge responses. |
| | Say | <ul style="list-style-type: none"> Change is hard. Leaving a trafficking situation is not easy and involves a lot of change in the victim's life. The Stages of Change model is a great depiction of how people move through change. |
| | Ask | How many of you have heard about this model? |
| | Do | Pause to get responses. Continued on the next page. |

| | | |
|-------------------|------------|--|
| | Say | <ul style="list-style-type: none"> • I'm going to provide a quick overview of the stages. • Change requires action, yet action isn't the first step most of us take. • Looking at this model, we start in Precontemplation - when we have no idea that we need to make a change. • Next comes Contemplation when we realize we need to make a change. • Moving into preparation- we've taken steps to prepare to change. • Action is the fourth step – when we make the change. • From there, we move into the Maintenance stage. We're sticking with the change and moving forward. • However, we relapse. We learn from it and move through the stages faster. |
| | Ask | Why is this model helpful when working with victims of sex trafficking? |
| | Do | <ul style="list-style-type: none"> • Allow folks to respond. • If they don't respond, here are some examples: <ul style="list-style-type: none"> • It's a reminder to us the stages that someone goes through before they're ready to act. • It can help us be more empathetic to the victim we are working with. • It normalizes relapse. |
| | Say | Keeping this model in mind, we recommend having low barriers to services, so that victims can access them regardless of what stage they are in. |
| Slide Time | | 5 minutes |

Slide 20:



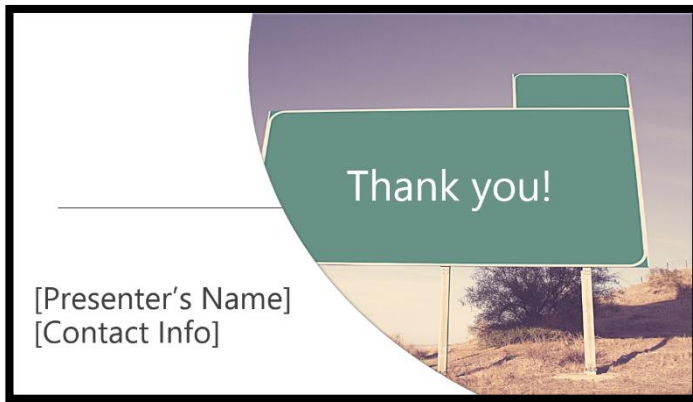
| | | |
|-------------------|------------|---|
| Facilitate | Do | Show slide #20. |
| | Ask | Does a victim need to be in the Action Stage to receive services? |
| | Do | <ul style="list-style-type: none"> • Invite people to raise their hand for each answer if they think it is correct. • Click mouse once to have answer appear. |
| | Say | Services should be available to victims no matter what stage of change they're in. |
| Slide Time | | 30 seconds |

Slide 21:



| | | |
|-------------------|-----|--|
| Facilitate | Do | Show slide #21. |
| | Say | <ul style="list-style-type: none">• With trafficking, we know that victims and survivors interact with different parts of our systems at different times.• This training is helping us to recognize and respond in the same way to sex trafficking.• There's no wrong door that a youth can go through in our community.• This is why the "no wrong door approach" is so important. |
| Slide Time | | 30 seconds |

Slide 22:

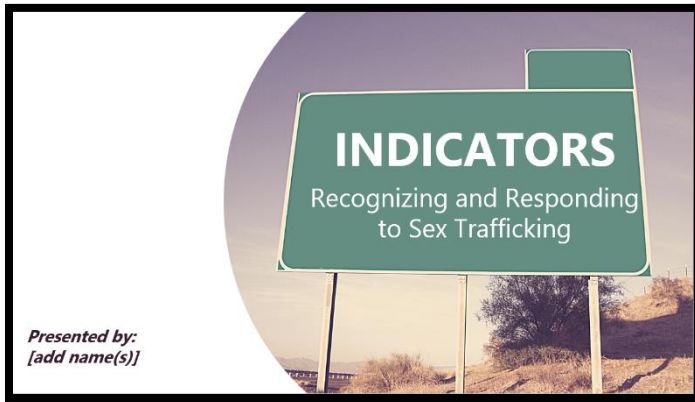


| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #22. |
| | Say | <ul style="list-style-type: none">• Thank you for taking time to recognize and respond to sex trafficking in our community.• I've listed my contact information here.• It's important for us to know how we did today.• Please take a few minutes to complete an evaluation. |
| | Do | Hand out or share link to course evaluation. |
| Slide Time | | 3 minutes |

Instructor Notes for Online Delivery

- Objective:
- To list physical, behavioral, and environmental indicators of a minor who is experiencing sex trafficking.
 - To describe the actions to take when you suspect a minor is experiencing sex trafficking.
- Handouts:
- Recognizing Sex Trafficking
 - [ODHS Child Abuse Reporting Guidelines](#)
 - Community Response Protocol
- Time: 60 minutes
- Prepare:
- Bring your community's response protocol to the training.
 - Practice describing your response protocol in 2-3 minutes.
 - Make sure you include contact information for the agencies listed on page 2 of the protocol (law enforcement, child welfare, medical, advocate).
 - Update your community resource list from UAST.
- Consider:
- Who will produce your session?
 - Should people ask questions as you go or hold until end?
 - Where will participants say they might encounter someone who is experiencing sex trafficking?
 - Does your community have a response protocol in place?
 - What role do participants play in the response protocol?
 - Are participants already using a screening tool as part of their job?
- Customize:
- Add name of instructor(s) on slide #1.
 - Update slide #13 with your community's response protocol.
- Learn:
- Learn about other types of human trafficking screening tools, such as this one from SOAR: <https://humantraffickinghotline.org/human-trafficking/recognizing-signs>
 - Learn more about the [Stages of Change](#) model.

Slide 1:



| | | |
|-------------------|-----|---|
| Facilitate | Do | <ul style="list-style-type: none"> • Make sure your role in Zoom is “host” or “cohost.” • Share your screen to display slide #1. • Share your video throughout the session. |
| | Say | <ul style="list-style-type: none"> • Welcome participants. • Thank the host. • Introduce the instructor(s) (name, title, organization, trafficking task force and connection to the topic). • Our training today expands on what we learned in Understanding and Addressing Sex Trafficking in Our Community, or UAST. • Remember that in that training, we learned from survivors’ stories about the impact of sex trafficking. • In this training we are going to learn about how we recognize the signs of sex trafficking and how to respond to it. |
| Slide Time | | 1 minute |

Slide 2:

OVC Funding

This training was created with the support of grant 22-GG-01577-DTVF, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice.

The opinions, findings, and conclusions or recommendations expressed in this content are those of the contributors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

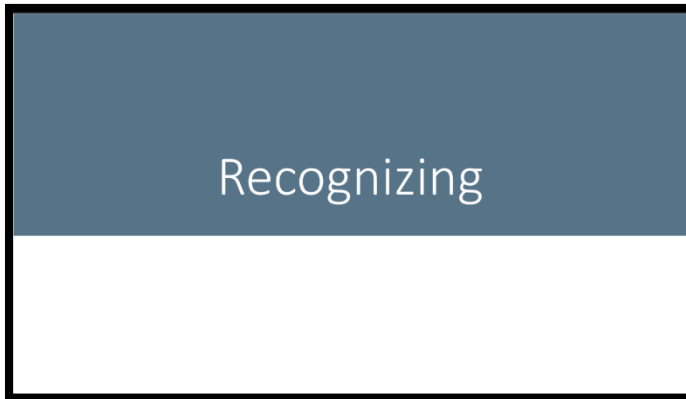
| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #2. |
| | Say | This training was created with OVC funding. |
| Slide Time | | 30 Seconds |

Slide 3:



| | | |
|-------------------|-----|--|
| Facilitate | Do | Show slide #3. |
| | Say | <ul style="list-style-type: none">• This training will last 60-minutes.• This training will be interactive.• Your participation is important.• We ask you to be present, participate in small and large group discussions, and be receptive to new ways of recognizing and responding to sex trafficking.• We hope you will turn on your video today.• Ask questions as we go / Hold questions until the end. |
| Slide Time | | 1 minute |

Slide 4:



| | | |
|-------------------|------------|---|
| Facilitate | Do | Show slide #4. |
| | Say | Let's begin by talking about how you might recognize signs of sex trafficking. |
| | Ask | Where might a victim of sex trafficking encounter services or the system? Feel free to share your responses. |
| | Do | <ul style="list-style-type: none">• Invite folks to share their responses in the chat box.• If participants are not talking much, use examples to start the conversation (see next page). Choose most applicable examples. |
| | Say | <ul style="list-style-type: none">• These are all places and times when you may engage with a youth.• This list shows us that there are more opportunities to recognize when a youth is experiencing sex trafficking.• It isn't always going to be when the youth is in crisis. |
| Slide Time | | 4 minutes |

Slide 4 (continued)

Examples

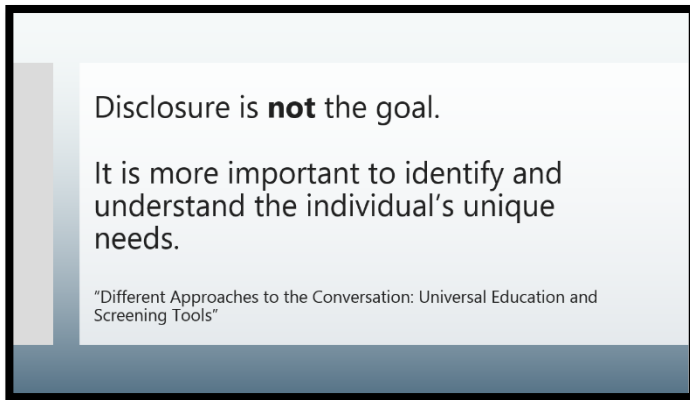
- A law enforcement officer pulls over a car and learns a passenger is a runaway.
- A person comes into a clinic for sexual health needs.
- A teacher has concerns about a student's behaviors.
- A staff member at a homeless youth shelter has concerns about a youth who talks about exchanging sex acts for a place to stay.
- An advocate supports a youth during a sexual assault exam at the hospital.
- A nurse in the emergency department is concerned about a patient who has unexplained injuries.
- A survivor meets with an advocate from a domestic violence program about their relationship.
- A youth comes to the church for a hot meal and to pick up a food box.
- A therapist talks to a parent who has concerns about their kid's behavior.
- A juvenile probation officer has concerns about a new youth on their caseload.
- A forensic interviewer meets with a youth who provides minimal information.

Slide 5:



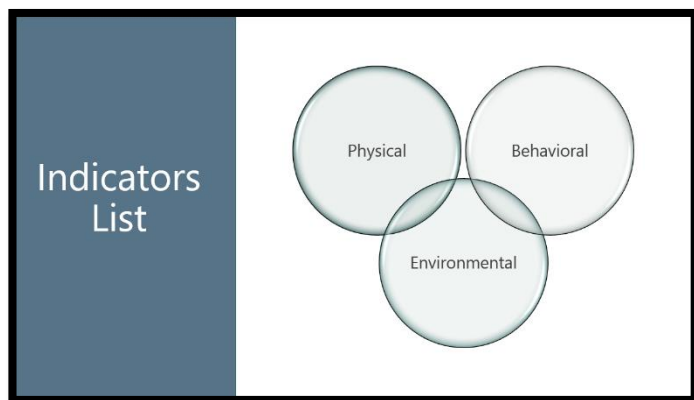
| | | |
|-------------------|---|---|
| Facilitate | Do | Show slide #5. |
| | Ask | Tell me why it's important to be able to recognize when a person is experiencing sex trafficking? |
| | Do: | <ul style="list-style-type: none"> • Invite people to unmute or type their responses in the chat. • Provide time for folks to respond to this question. • If participants are not talking much, use examples to start the conversation (see below). Choose most applicable examples. |
| | Say | We want to recognize when someone might be experiencing trafficking so that we can provide help and services without them needing to self-disclose. |
| Slide Time | | 3 minutes |
| Examples | <ul style="list-style-type: none"> • To build relationships • To connect them to services • To decide if we need to make a child abuse report. | |

Slide 6:



| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #6. |
| | Say | <ul style="list-style-type: none">• Our goal is not self-disclosure. Often, people do not self-identify as "trafficking victims."• It is more important to address the needs of the youth.• A youth doesn't need to disclose sex trafficking for us to do something.• Instead, we want to recognize when someone might be experiencing trafficking – and to better understand what victims and survivors need. |
| Slide Time | | 30 seconds |

Slide 7:



| | | |
|-------------------|------------|---|
| Facilitate | Do | Show slide #7. |
| | Say: | <ul style="list-style-type: none"> To help you recognize when someone is experiencing sex trafficking, the Oregon Department of Justice created a list of indicators. This handout helps anyone, regardless of where they work, recognize indicators. It includes things that we might observe in our first or second interaction with a youth. The list is not exhaustive. There are other lists and screening tools. This is not a list of questions to ask the youth. |
| | Do: | <ul style="list-style-type: none"> Add Recognizing Sex Trafficking handout in the chat. Provide participants two minutes to review it. |
| | Say | <ul style="list-style-type: none"> I'm going to give you a couple minutes to look it over. Give me a sign when you're done looking at the list and are ready to move on. |
| | Ask | Do you have any questions about the list? |
| | Say | <ul style="list-style-type: none"> Remember, a single indicator may or may not mean that sex trafficking is occurring. You should report any reasonable suspicion of sex trafficking. |
| | Do: | <ul style="list-style-type: none"> If people have questions about whether to report suspicions, defer them until slide 10, when child abuse reporting is covered. |
| Slide Time | | 7 minutes |

Slide 8:



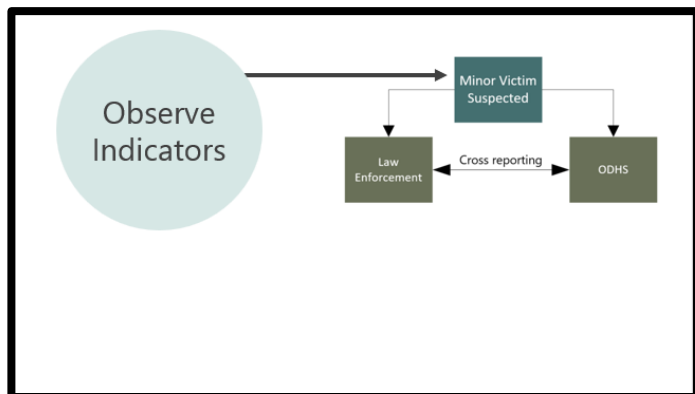
| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #8. |
| | Say | So, let's talk about how to respond to sex trafficking. |
| | | |
| Slide Time | | 30-seconds |

Slide 9:



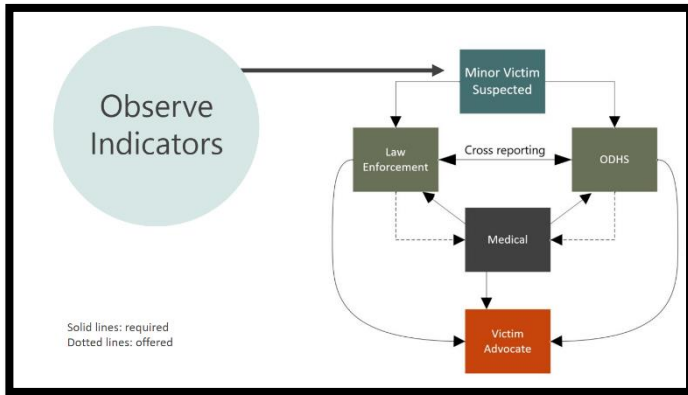
| | | |
|-------------------|------------|--|
| Facilitate | Do | Show slide #9. |
| | Say | You observe indicators, and you suspect that a youth is experiencing sex trafficking. |
| | Ask | What do you do? |
| | Do | Invite people to unmute or type their responses in the chat. |
| | Say | <ul style="list-style-type: none"> • What you do next depends on your role and, if there is one, your community's response protocol. • For now, we're going to show you a model response to sex trafficking. |
| Slide Time | | 2 minutes |

Slide 10:



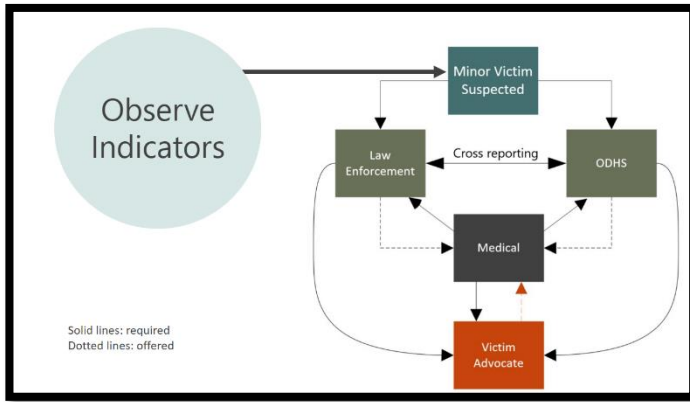
| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #10. |
| | Say | <ul style="list-style-type: none"> • In any profession, you start at “minor victim suspected.” • In Oregon, the sex trafficking of minors is considered a form of child abuse. • Based on Oregon law, if you’re a mandatory reporter, you must make a child abuse report to either law enforcement or ODHS. • It’s good practice to not assume that someone else has reported it. • You can make a report even if you are not a mandatory reporter. • This response does not require a disclosure from the suspected victim. • You do not need to confirm that trafficking is happening to make a report. • You’re noticing indicators and suspecting that a minor might be experiencing sex trafficking. • If you have questions about how to report child abuse, you can refer to the Child Abuse Reporting Guide. |
| | Do | Add link to the Child Abuse Reporting Guide in the chat. https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/de2807.pdf |
| Slide Time | | 2 minutes |

Slide 11:



| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #11. |
| | Say | <ul style="list-style-type: none"> • The model response includes offering medical services and victim advocacy for all suspected victims. • The key word here is “offering.” We have indicated this with the dotted line. • The victim has a choice whether to access services. • The victim is going to have needs beyond what’s in this picture. • These are the initial steps to take when you suspect sex trafficking. |
| Slide Time | | 30 seconds |

Slide 12:



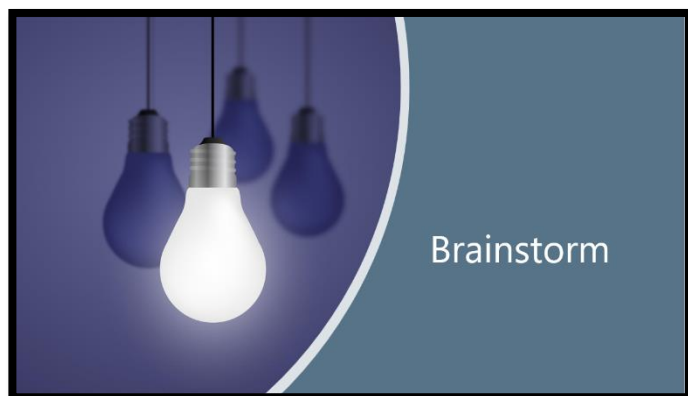
| | | |
|-------------------|-----|--|
| Facilitate | Do | Show slide #12. |
| | Say | <ul style="list-style-type: none"> Any agency – including confidential advocates – can initiate this protocol. A confidential advocate is not a mandatory reporter. If they suspect sex trafficking, the protocol recommends offering medical services. If the victim wants to make a report or if they identify imminent danger, contact law enforcement. Again, the victim has a choice whether to access services. |
| Slide Time | | 1 minute |

Slide 13:



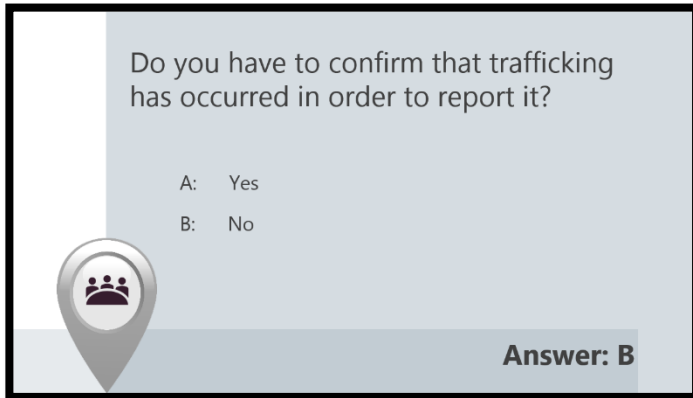
| | | |
|-------------------|------------|--|
| Facilitate | Do | Show slide #13. |
| | Say | Here is the response protocol for our community |
| | Do | <ul style="list-style-type: none"> • Add the response flow chart for your community in the chat. • Explain your community's response protocol. |
| | Say | On the back (or on page 2) you will see contact information for all the agencies. |
| | Ask | Do you have any questions about this response protocol? |
| Slide Time | | 3-4 minutes |

Slide 14:



| | | |
|---------------------------|------------|--|
| Facilitate | Do | Show slide #14. |
| | Say | <ul style="list-style-type: none"> • The protocol includes reporting. We know that for some people, this is new information. • Let's talk about some reasons why people might not report sex trafficking of minors. |
| | Do | Reporting Exercise |
| Slide Time | | 7 minutes |
| Reporting Exercise | Say | <ul style="list-style-type: none"> • In a small group, brainstorm some of the reasons a person might not report suspected sex trafficking of minors. • Figure out who will be your group's speaker. |
| | Do | <ul style="list-style-type: none"> • Divide into breakout rooms (4-5 people) for 3 minutes. • Welcome group back. |
| | Ask | Would anyone like to share anything about their discussion? |
| | Do | <p>Highlight these reasons if they do not bring them up:</p> <ul style="list-style-type: none"> • They think they must confirm it before they report it • They do not know how to report (who to go to) • People are unaware that sex trafficking of a minor is child abuse • People do not know enough about sex trafficking to know when it is happening |
| | Say | <ul style="list-style-type: none"> • These are reasons for why people don't report. • Remember, if you're a mandatory reporter, you must report. |

Slide 15:



| | | |
|-------------------|------------|---|
| Facilitate | Do | Show slide #15. |
| | Ask | What do you think? Do you have to confirm that trafficking has occurred to report it? |
| | Do | <ul style="list-style-type: none"> • Launch the Zoom poll. • If you do not have a producer, skip the poll, and have people respond in the chat box. • Show results. • Click mouse once to have correct answer appear. • If some people answered this question wrong, let the group know that this is a common misconception about trafficking. |
| | Say | <ul style="list-style-type: none"> • The answer is "no." • You do not have to confirm that trafficking has occurred to report it. |
| Slide Time | | 1 minute |

Slide 16:



| | | |
|----------------------|------------|---|
| Facilitate | Do | <ul style="list-style-type: none"> • Pull up video on desktop and cue it to 1:57. • Be sure to share audio. • Share browser window with video. |
| | Say | <ul style="list-style-type: none"> • We are going to watch a video from the Life Story. • The Life Story elevates the experiences and voices of those who have experienced sex trafficking. • This video includes one of the victims, Bobette, talking about a teacher from school. • While you watch, pay attention to the description of what the teacher did or didn't do. • We will discuss after. |
| | Do | Play "The Life Story: School" from 1:57-3:33 |
| | Ask | What did you notice in the video? |
| | Do | Use examples to start conversation if needed (see next page). |
| | Say | <ul style="list-style-type: none"> • We know the teacher noticed what we consider to be indicators of sex trafficking. • We don't know what he did with his suspicions. • We don't know if he reported them to anyone. • But we do know he made an impression on Bobette. |
| Slide Time | | 5 minutes (includes video) |
| Video Time | | 90 seconds |
| Link | | https://thelifestory.org/school |
| Slide 16 (continued) | | |

Acknowledgment: The *School* video shared with permission from The Life Story, <https://thelifestory.org/>.

Examples

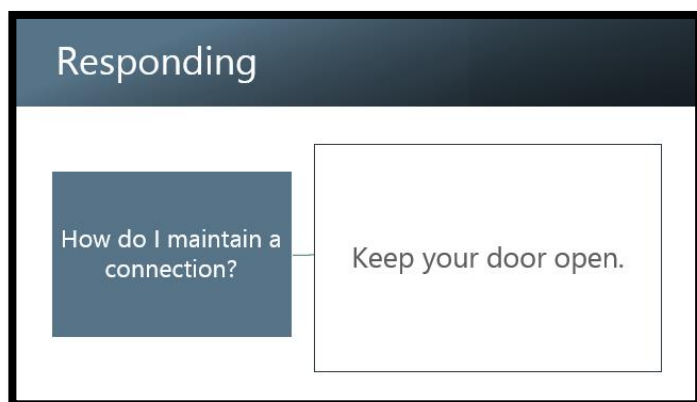
- The teacher noticed something about Bobette.
- The teacher voiced what he noticed about Bobette to her.
- The teacher asked questions of Bobette.
- Bobette still remembers this teacher (he made an impression).
- Teacher showed concern.
- Teacher saw something in her she didn't see in herself.
- It's important to let people know we see them, and we care about them.

Slide 17:



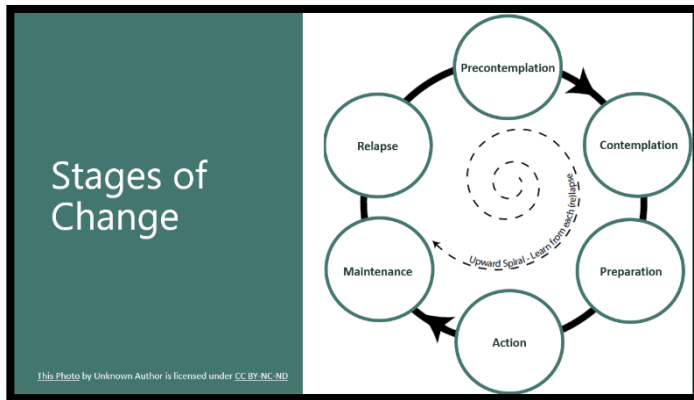
| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #17. |
| | Say | One thing we hope you take away from the Life Story video is this quote. |
| | Do | Read quote aloud or pause to let them read. |
| | Say | <ul style="list-style-type: none">• Many times, victims who reach out for services are still experiencing trafficking.• Your connection with the victim is so important. |
| Slide Time | | 30 seconds |

Slide 18:



| | | |
|---------------------------------|------------|---|
| Facilitate | Do | Show slide #18. |
| | Ask | How do you maintain a connection? |
| | Say | <ul style="list-style-type: none"> • We're going to meet in smaller groups to discuss what can we do to "keep our doors open" and maintain a connection with the victim, even if they are actively being trafficked. • You'll have four minutes to discuss. |
| | Do | Complete the "Connect" exercise. |
| Slide Time | | 8 minutes |
| Connect Exercise (7-min) | Do | <ul style="list-style-type: none"> • Divide into breakout rooms (4-5 people) for 4 minutes. • Welcome group back. • Invite groups to share what they discussed for two minutes. • Highlight items from this list below if not mentioned. <ul style="list-style-type: none"> ○ Lower barriers to services and support for victims. ○ Focus on what they need. ○ Follow through with your commitments to connect them to other services. ○ Support their autonomy for choice. ○ Don't make promises you can't keep. |
| | Say | Remember, they don't need to self-identify – or not be experiencing sex trafficking – to maintain the connection. |

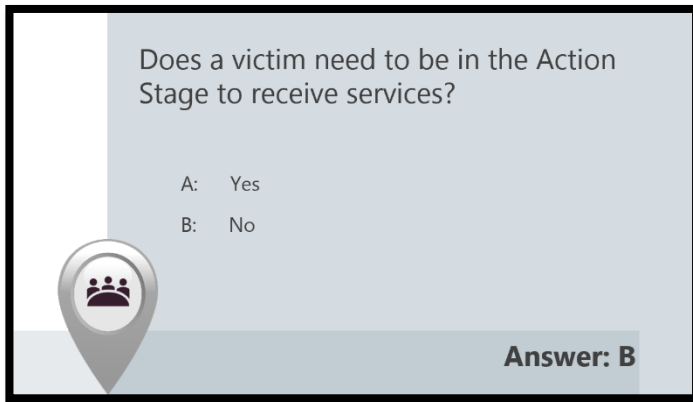
Slide 19:



| | | |
|-------------------|------------|--|
| Facilitate | Do | Show slide #19. |
| | Say | <ul style="list-style-type: none"> We all have engaged in some type of change in our lives. It might have been changing jobs, leaving a relationship, moving to a different city, giving up a bad habit, or incorporating healthy habits. Think about a change you've made in the last five years. |
| | Do | Pause for a few seconds |
| | Ask | Would anyone be willing to share one word that comes to mind when you think about that change. |
| | Do | <ul style="list-style-type: none"> Allow time for folks to respond (15 seconds). Acknowledge responses. |
| | Say | <ul style="list-style-type: none"> Change is hard. Leaving a trafficking situation is not easy and involves a lot of change in the victim's life. The Stages of Change model is a great depiction of how people move through change. |
| | Ask | By show of hands, how many of you have heard about this model? |
| | Do | Pause to get responses. Continued on the next page. |

| | | |
|-------------------|------------|--|
| | Say | <ul style="list-style-type: none"> • I'm going to provide a quick overview of the stages. • Change requires action, yet action isn't the first step most of us take. • Looking at this model, we start in Precontemplation - when we have no idea that we need to make a change. • Next comes Contemplation when we realize we need to make a change. • Moving into preparation- we've taken steps to prepare to change. • Action is the fourth step – when we make the change. • From there, we move into the Maintenance stage. We're sticking with the change and moving forward. • However, we relapse. We learn from it and move through the stages faster. |
| | Ask | Why is this model helpful when working with victims of sex trafficking? |
| | Do | <ul style="list-style-type: none"> • Allow folks to respond. • If they don't respond, here are some examples: <ul style="list-style-type: none"> • It's a reminder to us the stages that someone goes through before they're ready to act. • It can help us be more empathetic to the victim we are working with. • It normalizes relapse. |
| | Say | Keeping this model in mind, we recommend having low barriers to services, so that victims can access them regardless of which stage they are in. |
| Slide Time | | 5 minutes |

Slide 20:



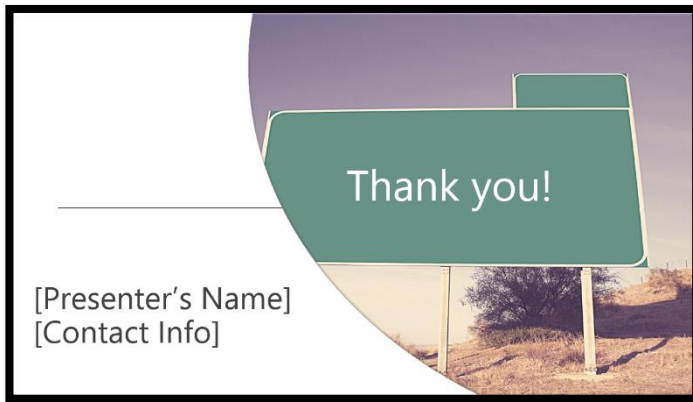
| | | |
|-------------------|------------|---|
| Facilitate | Do | Show slide #20. |
| | Ask | Does a victim need to be in the Action Stage to receive services? |
| | Do | <ul style="list-style-type: none"> • Launch the Zoom poll. • If you do not have a producer, skip the poll, and have people respond in the chat box. • Show results. • Click mouse once to have answer appear. |
| | Say | Services should be available to victims no matter what stage of change they're in. |
| Slide Time | | 30 seconds |

Slide 21:



| | | |
|-------------------|-----|--|
| Facilitate | Do | Show slide #21. |
| | Say | <ul style="list-style-type: none">• With trafficking, we know that victims and survivors interact with different parts of our systems at different times.• This training is helping us to recognize and respond in the same way to sex trafficking.• There's no wrong door that a youth can go through in our community.• This is why the "no wrong door approach" is so important. |
| Slide Time | | 30 seconds |

Slide 22:



| | | |
|-------------------|-----|---|
| Facilitate | Do | Show slide #22. |
| | Say | <ul style="list-style-type: none">• Thank you for taking time to recognize and respond to sex trafficking in our community.• I've listed my contact information here.• It's important for us to know how we did today.• Please take a few minutes to complete an evaluation. |
| | Do | Share link to course evaluation in chat. |
| Slide Time | | 3 minutes |

Appendices

Appendix A: Materials Needed

For in-person delivery of this presentation, you will need the following items.

- PowerPoint file titled, "Indicators March 2023"
- Computer
- Screen or Display
- Projector
- Speakers
- Optional slide advancer
- Handouts for the participants
- Timer or Clock

Indicators:

Recognizing and Responding to Sex Trafficking

What if you suspect a youth is being trafficked? Learn more about how our community responds to the sex trafficking of minors.

[Date]

[Time]

[Location]

Register

For more information or if you require an accommodation to participate, please contact [insert name, email, and phone number for point of contact].

Appendix C: Producer's Guide

Indicators: Responding and Recognizing Sex Trafficking Production Guide

| NUMBER | ACTION | TIME |
|--------|--|--------|
| 7 | Chat: Share Recognizing Sex Trafficking Handout (after speaker talks about the handout) | |
| 10 | Chat: Share Child Abuse Reporting Guide https://sharedsystems.dhsoha.state.or.us/DHSForms/Served/de2807.pdf | |
| 13 | Chat: Share handout - Community's response protocol. | |
| 14 | Breakout: 4-5 people/room Chat: Why might someone not report suspected sex trafficking of minors? | 3 mins |
| 15 | Poll | |
| 18 | Breakout: 4-5 people/room Chat: What can we do to "keep our doors open" and maintain a connection with a victim, even if they are actively being trafficked? | 4 mins |
| 20 | Poll | |
| 22 | Chat: Share evaluation link | |

Handouts

Handout 1: Recognizing Sex Trafficking

Recognizing Sex Trafficking

This list focuses on indicators you might observe when interacting with youth. It does not include every indicator of sex trafficking. Most of these indicators are ones that you might see the first or second time you meet with a youth.

A single indicator may or may not mean that sex trafficking is occurring. **You should report any reasonable suspicion of sex trafficking.**

**Report suspected trafficking of a youth to the Oregon Child Abuse hotline:
1 (855) 503-7233**

Physical Indicators

- Bruising and burns
- Communicable and noncommunicable disease (e.g., TB, Hepatitis)
- Dental issues, mouth injuries
- Frequent treatment for sexually transmitted infections and injuries
- Multiple pregnancies/terminations
- Physical and sexual abuse/sexual assault
- Substance use
- Tattoos
- Unexplained injuries or unaddressed medical issues

Environmental Indicators

- Accompanied by another person who answers for them
- Changes in school attendance and/or behavior (e.g., falling asleep in class)
- Experiencing homelessness
- Lacking access to weather-appropriate clothing
- Living in a car, motel, or homeless camp
- Living where they work
- Multi-system involvement
- Not living with relatives or foster parents
- Recruited for different work than currently doing
- Required to provide sexual services to co-workers and/or employers

Behavioral Indicators

- Being forced to commit crimes (e.g., theft, assault, fraud)
- Confusing or contradicting stories
- Exchanging sexual acts or performances for money, basic needs (e.g., shelter, food) or anything of value (e.g., drugs, transportation, alcohol)
- Fear of appointments taking longer than expected
- Frequently checking in with family member, friend, or significant other
- Inability to focus or concentrate
- Multiple occasions of running away from home/placement.
- Protecting the person who hurt them or minimizing abuse
- Providing limited information
- Unaware of location, age, and/or the date

This resource was created by Oregon Department of Justice Trafficking Response Intervention Program (T.R.I.P.) with the support of grant 22-GG-01577-DTVF, awarded by the Office for Victims of Crime, Office of Justice Programs, U.S. Department of Justice. The opinions, findings, and conclusions or recommendations expressed in this content are those of the contributors and do not necessarily represent those of the U.S. Department of Justice.

Handout 2: Sample Training Evaluation Form

Training Evaluation

[Name of Training] [Date of Training]

1. Did the training meet your expectations? Yes/No
If no, in what ways did the training fall short?

2. Please rate the following areas on a scale of 1 to 5, with 1 = unacceptable and 5 = outstanding.
 - a. The quality of the instruction
 - b. The quality of activities and interactions
 - c. The quality of the learning environment

3. Please indicate your agreement with the following statements on a scale of 1 to 5, with 1 = strongly disagree and 5 = strongly agree.
As a result of this course, I can...
 - a. list physical, behavioral, and environmental indicators of a minor who is experiencing sex trafficking.
 - b. describe the actions to take when you suspect a minor is experiencing sex trafficking.

4. What, if anything, would you change about this training to improve it?

Handout 3: Child Abuse Reporting Guide

