

At-Risk of Human Trafficking Curriculum

Learner Resource Guide



At Risk of Human Trafficking Curriculum

About this Guide:

This learning guide is designed to guide you through the curriculum modules to support your understanding and application of the concepts into daily practice and extend your professional development.

Length of Curriculum: 12 hours

Format: eLearning, In-person and Virtual Instructor-led

Intended Audience: Staff who work with youth at risk of Human Trafficking, including supervisory staff.

Contents:

Module 1: Human Trafficking Awareness 101 eLearning and Pre-Assessment

Module 2 : Adverse Experiences, Trauma, and Human Trafficking

Module 3: Understanding Human Trafficking Victims

Module 4: Understanding Human Traffickers

Module 5: Working with Children and Youth At Risk of Human Trafficking

Module 6: Motivational Interviewing Skills (Sunshine Health)

Module 1

Human Trafficking Awareness 101

eLearning Course

with Pre-Assessment



Human Trafficking Awareness 101

What this training covers:

- The definition of human trafficking
- The scope of the problem
- The differences between sex and labor trafficking
- The common misconceptions about trafficking
- The ways to report suspected human trafficking



Florida Abuse Hotline

The Florida Abuse Hotline accepts reports 24 hours a day and 7 days a week of known or suspected child abuse, neglect, or abandonment and reports of known or suspected abuse, neglect, or exploitation of a vulnerable adult. To make a report you can -

- Report online at <https://reportabuse.dcf.state.fl.us/>
- Call 1-800-962-2873
- Florida Relay 711 or TTY 800-955-8771
- Fax your report to 800-914-0004

If you suspect or know of a child or vulnerable adult in immediate danger, call 911.

Recommendations for Further Learning



Video Links

Human Trafficking Facts For The State of Florida

<https://youtu.be/yaFUFEEJozg4>



Resource Links

National Center for Missing and Exploited Children. (2022). *Child sex trafficking*.

<https://www.missingkids.org/theissues/trafficking>

US Trafficking Stats

<https://humantraffickinghotline.org/states>

Florida Trafficking Stats

<https://humantraffickinghotline.org/state/florida>

Florida Alliance to End Human Trafficking

[Home \(floridaallianceendht.com\)](http://floridaallianceendht.com)

Understanding Human Trafficking Fact Sheet

[Understanding-Human-Trafficking_LOW.pdf \(state.gov\)](#)

Professional Mandated Reporter Training

[Professionally Mandated Reporter - Overview \(usf.edu\)](#)

Boys and CSEC

[Boys & CSEC | Youth Collaboratory](#)

Healthy Teen Network

[Home - Healthy Teen Network](#)

Office on Trafficking In Persons

[Office on Trafficking in Persons \(OTIP\) | The Administration for Children and Families \(hhs.gov\)](#)

Module 2

Adverse Experiences, Trauma and Human Trafficking



Adverse Experiences, Trauma and Human Trafficking

What this training covers:

- What are adverse childhood experiences
- How adverse experiences impact child development
- The effects of trauma exposure
- How trauma impacts brain development
- How trauma manifests, i.e., trauma bonding and Stockholm Syndrome

Adverse Childhood Experiences

What are ACEs?

ACEs are significant childhood traumas as identified below which can result in actual changes in brain development. These changes may affect a child's learning ability, social skills, and can result in long-term health problems. The Centers for Disease Control and Prevention (CDC) views ACEs as one of the major health issues in the 21st century.

Adverse Childhood Experiences can include:

1. Emotional abuse
2. Physical abuse
3. Sexual abuse
4. Emotional neglect
5. Physical neglect
6. Mother treated violently
7. Household substance abuse
8. Household mental illness
9. Parental separation or divorce
10. Incarcerated household member

Exposure to childhood ACEs can increase the risk of:

- Adolescent pregnancy
- Alcoholism and alcohol abuse
- Chronic obstructive pulmonary disease (COPD)
- Depression
- Early initiation of sexual activity
- Early initiation of smoking
- Fetal death
- Health-related quality of life
- Illicit drug use
- Ischemic heart disease (IHD)
- Liver disease
- Multiple sexual partners
- Risk for intimate partner violence
- Sexually transmitted diseases (STDs)
- Smoking
- Suicide attempts
- Unintended pregnancies

How do ACEs affect health?

Through stress. Frequent or prolonged exposure to ACEs can create toxic stress which can damage the developing brain of a child and affect overall health.

Reduces ability to respond, learn, or process effectively which can result in problems in school

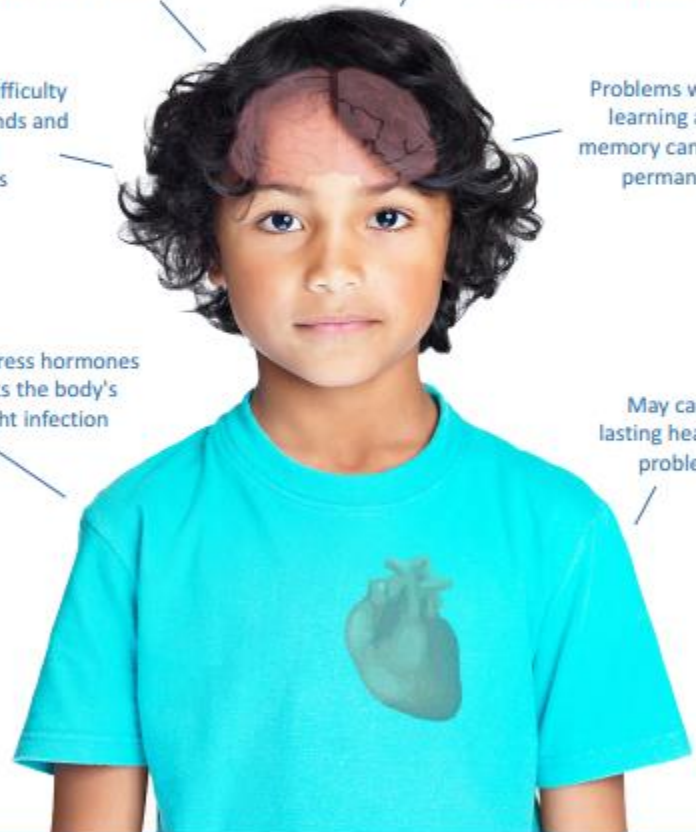
Lower tolerance for stress can result in behaviors such as aggression, checking out, and defiance

May have difficulty making friends and maintaining relationships

Problems with learning and memory can be permanent

Increases stress hormones which affects the body's ability to fight infection

May cause lasting health problems



A **Survival Mode Response** is one that increases heart rate, blood pressure, breathing and muscle tension. When a child is in survival mode, self-protection is their priority. In other words:

"I can't hear you, I can't respond to you, I am just trying to be safe."

Adverse Childhood Experiences

The good news is resilience brings hope!



What is Resilience?

Resilience is the ability to adjust (or bounce back) when bad things happen. Research shows resilience helps reduce the effects of ACEs. Protective factors are internal and external resources that help us to build our resilience.

Resilience trumps ACEs!

Parents, teachers and caregivers can help children by:

- Gaining an understanding of ACEs
- Creating environments where children feel safe emotionally and physically
- Helping children identify feelings and manage emotions
- Creating protective factors at home, schools and in communities

What are protective factors?

- 1. Parental resilience**
Increasing parents' ability to problem-solve and build relationships with their child and others
- 2. Nurturing and attachment**
Listening and responding to a child in a supportive way and discovering and paying attention to the child's physical and emotional needs
- 3. Social connections**
Having family, friends or neighbors who are supportive and willing to help or listen when needed
- 4. Concrete supports**
Having their child's basic needs met, such as housing, food, clothing and health care
- 5. Knowledge of parenting and child development**
Increasing parents' knowledge of their child's development and appropriate expectations for their child's behavior
- 6. Social and emotional competence of children**
Helping their child to interact positively with others, manage emotions and communicate feelings

Resources:

Parent Help 123
www.parenthelp123.org
1-800-322-2588

Resilience Trumps ACEs
www.resiliencetrumpsaces.org

Washington Information Network
www.win211.org
1-877-211-WASH (9274)

CDC Adverse Childhood Experiences (ACE) Study
www.cdc.gov/ace/about.htm

Activity: What is Your ACE Score?

Prior to your 18th birthday:

1. Did a parent or other adult in the household often or very often... Swear at you, insult you, put you down, or humiliate you? or Act in a way that made you afraid that you might be physically hurt?
2. Did a parent or other adult in the household often or very often... Push, grab, slap, or throw something at you? or Ever hit you so hard that you had marks or were injured?
3. Did an adult or person at least 5 years older than you ever... Touch or fondle you or have you touch their body in a sexual way? or Attempt or actually have oral, anal, or vaginal intercourse with you?
4. Did you often or very often feel that ... No one in your family loved you or thought you were important or special? or Your family didn't look out for each other, feel close to each other, or support each other?
5. Did you often or very often feel that ... You didn't have enough to eat, had to wear dirty clothes, and had no one to protect you? or Your parents were too drunk or high to take care of you or take you to the doctor if you needed it?
6. Were your parents ever separated or divorced?
7. Was your mother or stepmother: Often or very often pushed, grabbed, slapped, or had something thrown at her? or Sometimes, often, or very often kicked, bitten, hit with a fist, or hit with something hard? or Ever repeatedly hit over at least a few minutes or threatened with a gun or knife?
8. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs?
9. Was a household member depressed or mentally ill, or did a household member attempt suicide?
10. Did a household member go to prison?

TOTAL # OF YES ANSWERS: _____

Flip the Lid: Hand Model of the Brain

Flip the Lid (Hand Model of the Brain)

Make a **Fist** with your thumb tucked inside your fingers. This is a model of your brain.

Thumb = Midbrain (Stem & Limbic) = Emotional Brain. This is where emotions and memories are processed. This is where the fight, flight & freeze is triggered.

Fingers = Cerebral Cortex = Rational Brain. Houses our ability to think and reason.

Fingernails = Prefrontal Cortex = Problem-Solving

When something triggers us, we are prone to **"Flip our Lid"** which means the Prefrontal Cortex (Fingernails) have a very poor connection with the Midbrain (Thumb), and we're not able to access the logical, problem-solving part of our brain. Our emotions are overriding our ability to think clearly.

-Dr. Dan Siegal



7 Stages Of Trauma Bonding

Love Bombing

Trafficker showers their victim with love and validation, such as giving gifts.

Trust and Dependency

Victims start to think that their trafficker will love them forever. They start to depend on traffickers' love and validation.

Criticism Begins

Trafficker gradually reduces the amount of love and validation that they give their victim and start to criticize their victim and blame them for things.

Gaslighting

Trafficker try to make victims doubt their own perceptions and accept traffickers' interpretation of reality.

Addiction

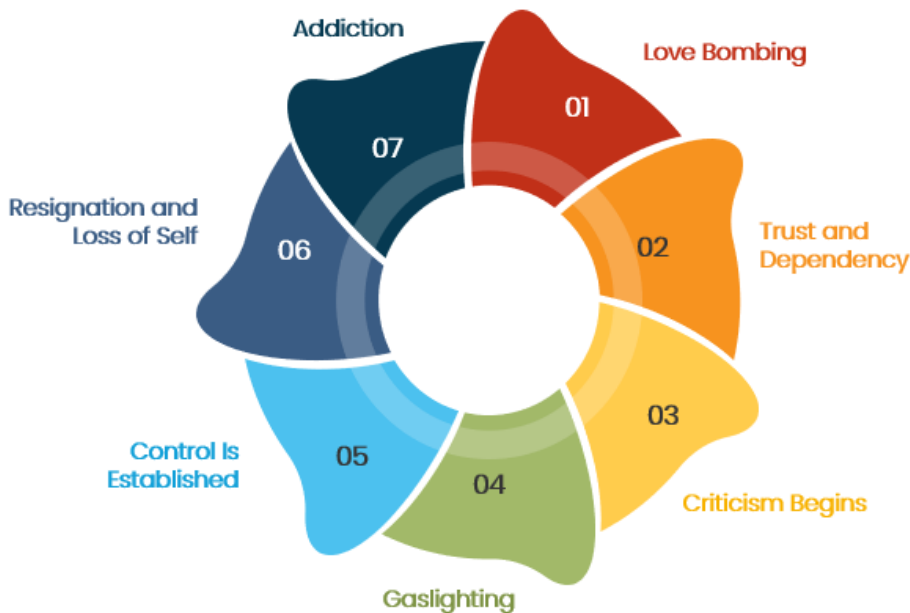
Victims' friends and family are worried about them. Victims know that this situation is terrible, but they feel as if they cannot leave because their trafficker is now everything to them.

Resignation and Loss of Self

The abusive situation gets worse, not better. When they try to fight back, their trafficker increases the abuse. Now they would just settle for peace and for the fighting to stop. Victims are confused, unhappy, and their self-esteem is at its lowest.

Control Is Established

Victims start thinking that their only chance of getting back the good feelings of Stage 1 is to try doing things their traffickers' way.



Recommendations for Further Learning



Video Links

How Childhood Trauma Impacts Health Across a Lifetime

<https://youtu.be/uXXTLf7oouU>



Resource Links

Center for Disease Control: ACE's Infographic

[ACEs Infographic | Veto Violence \(cdc.gov\)](#)

Polaris

[Understanding Trafficking Happens | Polaris \(polarisproject.org\)](#)

Darkness to Light

<https://www.d2l.org/education/additional-training/child-exploitation/>

Module 3

Understanding Human Trafficking Victims



Understanding Human Trafficking Victims

What this training covers:

- What are adverse childhood experiences?
- How adverse experiences impact child development
- The effect of trauma exposure
- How trauma impacts brain development
- How trauma manifests, i.e., trauma bonding and Stockholm Syndrome

Activity Scenarios

Scenario 1

Jayden is a 13-year-old boy who grew up with a father who used to hit and verbally abuse him. Shortly after Jayden was placed in a foster home, he started having recurrent nightmares of being chased by a masked figure with a knife. Jayden's acquaintance at school offered him an illegally obtained Xanax "as a favor" to help Jayden deal with the stress. The friend also told Jayden that he does not have to be afraid of anyone and, if he needs more Xanax or something stronger, they can "work something out."

Which vulnerabilities are present in this scenario?

Scenario 2

Malika is an 8-year-old girl who fled a war zone and was sent to the U.S. with a distant relative. Her father is missing in action, and her mother had to stay behind to care for her aging grandparents. Malika misses her mother a lot. She is one of many children in her new family and is constantly overlooked. She feels that she is not as important as the other family members and keeps mostly to herself. After a few months of living with her relatives, Malika decided to run away and somehow make her way back to her mother. Luckily, Malika had not traveled far before she was spotted by a law enforcement officer while trying to hitch a ride.

Which vulnerabilities are present in the scenario?

Activity Scenarios

Scenario 3

Tyler is a 16-year-old youth who identifies as gender nonconforming. Because of a history of being physically bullied about their fluid gender identity, Tyler dislikes going to school. They often feel like they are not good enough and don't know why anyone would want to be their friend. Additionally, Tyler has trouble focusing on the lessons, is prone to procrastination, and gets easily overwhelmed. To cope with anxiety, Tyler started self-medicating by drinking before school and other “stressful” events.

Which vulnerabilities are present in the scenario?

	Core Message from Youth that Exposes Vulnerability	What It Might Look Like Online	Trafficker's Strategic Response	Trafficker Repellent
Need Understanding	I desire understanding. They do not understand me.	Nobody gets me. You really do not know me.	I understand you.	Some people do understand me.
Emptiness/Love	I am not feeling loved.	I am so sick of being single. I wish I had someone around for me.	I love you.	I am loved.
Desire/Allure	I am not feeling beautiful. I want you to like my body and my looks and think I am desirable.	OMG. I am so ugly. How do I look? Check out my new pics. What do you think?	I think you are beautiful. I will encourage you to show and use your body.	I am beautiful, and I have beautiful elements to my body, mind, and spirit.
Disappointment	My life is not going well/not fulfilled.	My life sucks. Everyone in my life can go to hell. Is this all there is to life?	I will make your life better.	My life is alright.
Connection	I do not have friends/family who care/connect to me.	She is not my true friend. If you are not going to support me, unfriend me.	I will be your best friend.	I have family and friends care about me.
Freedom	I want to be treated like an adult. I want my independence, and I want to take risks.	My parents do not trust me. I am being treated like a kid.	I will encourage you to take risks. You are an adult.	I talk to my family and friends and negotiate my desire for freedom and independence.
Fear	I am scared.	I need to get out of here. Someone save me.	I will protect you.	I talk to my family and friends about my fears, and they support me.
Success	I want to be successful.	I wish there was a way to make quick money. Need to step up my game and make real money.	I will make you successful.	I am successful in my life right now.
Confidence	I am not confident.	I do not know what to do. Is this right?	Trust in me.	I am confident and know who I am.

Recommendations for Further Learning



Video Links

Life on the Streets for Runaway Youth

<https://youtu.be/oKdBEAuztBM>

A Life Story— Bobette

<https://thelifestory.org/child-sexual-abuse>

The Making of a Girl

<https://youtu.be/ZvnRYte3PAk>

A Survivor Story—Keisha Head

<https://youtu.be/DKiBf6dgeRl>



Resource Links

Social Media and Sex Trafficking Process on the Streets for Runaway Youth

[smr.pdf \(utoledo.edu\)](http://smr.pdf(utoledo.edu))

Module 4

Understanding Human Traffickers



Understanding Human Traffickers

What this training covers:

- What we know about human traffickers
- Human Trafficking Recruitment & Tactics
- Sex trafficking language
- Types of sex trafficking
- Who the buyers are
- Targets of human trafficking
- Methods of recruitment
- Online Safety
- Sextortion
- Gang-controlled Sex Trafficking

Common Terminology

Term	Meaning
The Game/The Life	The subculture of prostitution, complete with rules, a hierarchy of authority, and language.
Track (Stroll or Blade)	An area of town known for prostitution activity, including around a group of strip clubs and pornography stores, or a particular stretch of street.
John (Buyer)	An individual who pays for or trades something of value for sexual acts.
Trick	Committing an act prostitution (verb), or the person buying it (noun). A victim is said to be “turning a trick” or “with a trick”.
Date	The exchange when prostitution takes place, or the activity of prostitution. A victim is said to be “with a date” or “dating”.
Bottom	A female appointed by the trafficker/pimp to supervise the others and report rule violations.
Daddy	The term that a pimp will often require his victims to call him.
Family/Folks	The terms used to describe the other individuals under the control of the same pimp.
Wifeys/Sister Wife	What women and girls controlled under the same pimp call each other.
Stable	A group of victims under the control of a single pimp.
Quota	A set amount of money that a trafficking victim must make each night before the victim can come “home”.
Choosing Up	The process in which a different pimp takes “ownership” of a victim.
Exit Fee	The money a pimp will demand from a victim who is thinking about trying to leave. It will be an exorbitant sum, to discourage her from leaving.
Turn Out	To be forced into prostitution (verb) or a person newly involved in prostitution (noun).

Recommendations for Further Learning



Video Links

Selling Girls

<https://youtu.be/sBhbMPgbNIU>

Interview with a Human Trafficker: Matthew Deiac

<https://youtu.be/VQhdHu55fhg>

P.I.M.P. Lyrics by 50 Cent

<https://youtu.be/7FYTGRzq9gM>

Young Girl PIMP Tactics

<https://youtu.be/6G3pJPPDVXo>

Human Trafficking PSA

<https://youtu.be/TnWRx-3s-Ag>

Don't Shut Your Eyes on Social Media

<https://youtu.be/HDSCTJYdO0g>



Resource Links

Parent's Guide to Gangs

A guide designed to provide parents with answers to common questions about gangs to enable them to recognize and prevent gang involvement.

[Parents' Guide to Gangs \(ojp.gov\)](https://www.ojp.gov/parents-guide-to-gangs)

Secret codes and language used by kids and traffickers

[Secret codes and language used by kids and traffickers \(kgun9.com\)](https://www.kgun9.com/secret-codes-and-language-used-by-kids-and-traffickers)

Polaris

[Understanding Trafficking Happens | Polaris \(polarisproject.org\)](https://www.polarisproject.org/understanding-trafficking-happens)

Darkness to Light

<https://www.d2l.org/education/additional-training/child-exploitation/>

Module 5

Working with Children and Youth At Risk of Human Trafficking



Working with Children and Youth At Risk of Human Trafficking

What this training covers:

- How to identify children who are at-risk.
- Protective factors that can reduce the risk of youth falling victim to human trafficking.
- Ways to help youth when you believe they are in an unhealthy relationship.
- What normalcy means.
- The meaning of a “strength-based” approach.
- How to create a transitioning and safety plan.
- The responsibilities of your agency.

Tips for Normalcy Conversations



Make sure youth and young adults are at the table and are prepared and supported to engage in the conversation



Devote considerable time in stakeholder meetings to developing a shared vision of normalcy



Create an environment where participants feel they can provide feedback, share their perspectives and experiences, and challenge assumptions



Set ground rules to guide discussions



Plan time for participants to build relationships



Provide opportunities for stakeholders to learn about each other's areas of expertise and to understand potential areas of conflict or misunderstanding



Ensure that all stakeholders have a voice and feel that their role is important so they can become more connected to the common goals



Engage stakeholders in identifying obstacles to normalcy, recognizing actual versus perceived barriers, and brainstorming strategies for overcoming them



Develop a strategic action plan for implementing the stakeholders' vision of normalcy

Recommendations for Further Learning



Policy References

Child Caring Agency Licensing, Florida Administrative Code

[65C-46 : CHILD-CARING AGENCY LICENSING - Florida Administrative Rules, Law, Code, Register - FAC, FAR, eRulemaking \(flrules.org\)](#)

Standards for At-Risk Group Homes

[65C-46.019 : Standards for At-Risk Houses - Florida Administrative Rules, Law, Code, Register - FAC, FAR, eRulemaking \(flrules.org\)](#)



Video Links

Practical Strategies for Connecting with and Managing Behaviors of Children Impacted by Trauma

[2017 FSFAPA Conference: Practical Strategies for Connecting with and Managing Behaviors of Children Impacted by Trauma \(usf.edu\)](#)



Resource Links

Youth in Foster Care

[10-28-Foster-Expectations.pdf \(myflfamilies.com\)](#)

Polaris

[Understanding Trafficking Happens | Polaris \(polarisproject.org\)](#)

Darkness to Light

[https://www.d2l.org/education/additional-training/child-exploitation/](#)

Module 6

Motivational Interviewing Skills (Sunshine Health)



Motivational Interviewing Skills

What this training covers:

- The impact of physical health and behavioral health issues on the developmental stage of adolescence.
- The four principles of using Motivational Interviewing with adolescents.
- Ways to listen for change talk using motivational interviewing of D.A.R.N.C.

Recommendations for Further Learning



Resource Links

Child Welfare Information Gateway

www.childwelfare.gov

American Academy of Pediatrics

[American Academy of Pediatrics](http://AmericanAcademyofPediatrics.org)

KidsHealth

[Nemours KidsHealth - the Web's most visited site about children's health](http://NemoursKidsHealth.org)

Help Guide

HelpGuide.org

NTCTSN

[National Child Traumatic Stress Network](http://NationalChildTraumaticStressNetwork.org)

Healthy Children

[HealthyChildren.org - From the American Academy of Pediatrics](http://HealthyChildren.org)

US Dept. of Health and Human Services

HHS.gov