

Prevention and Early Recognition of Child Trafficking

Jordan Greenbaum, MD

Institute on Healthcare and Human Trafficking

Stephanie V. Blank Center for Safe and Healthy Children

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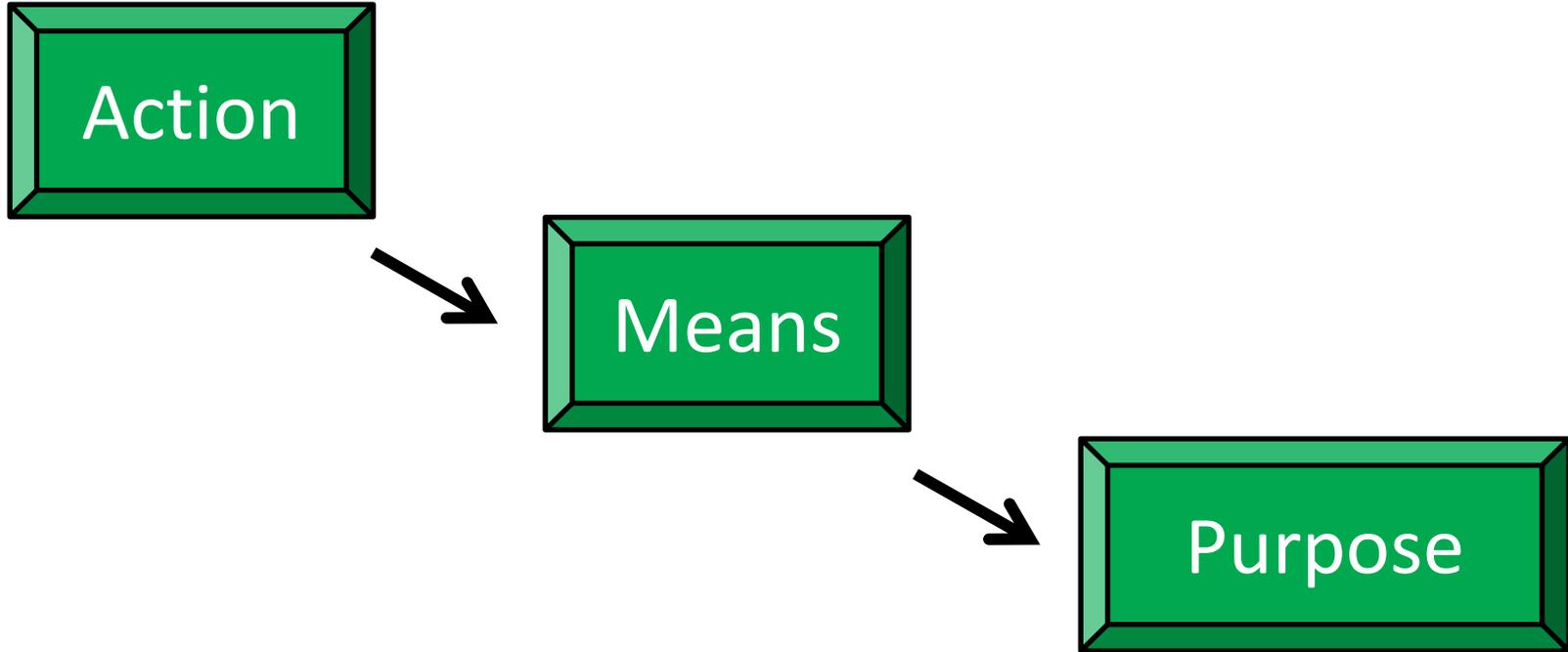


Objectives

- Recall the risk factors, potential indicators and health consequences of child trafficking
- Be aware of common recruitment strategies
- Recall strategies to prevent victimization
- Be aware of appropriate referrals/reports for suspected trafficking

Human Trafficking Definition

- 3 components:



What is Human Trafficking?

Action

Recruits
Harbors
Entices
Transports
Provides
Obtains or
maintains a
person
OR
[patronizes
/solicits sex]

Means

Force
OR
Fraud
OR
Coercion

Purpose

Involuntary servitude
OR
Debt Bondage
OR
Slavery
OR
Sexual exploitation

TVPA, 2000;
Justice for Victims Trafficking Act, 2015

Sex Trafficking of a Minor

Action

Recruits
Harbors
Entices
Transports
Provides
Obtains or
maintains a
person
OR
[patronizes
/solicits sex]

~~Means~~

~~Force
OR
Fraud
OR
Coercion~~

Purpose

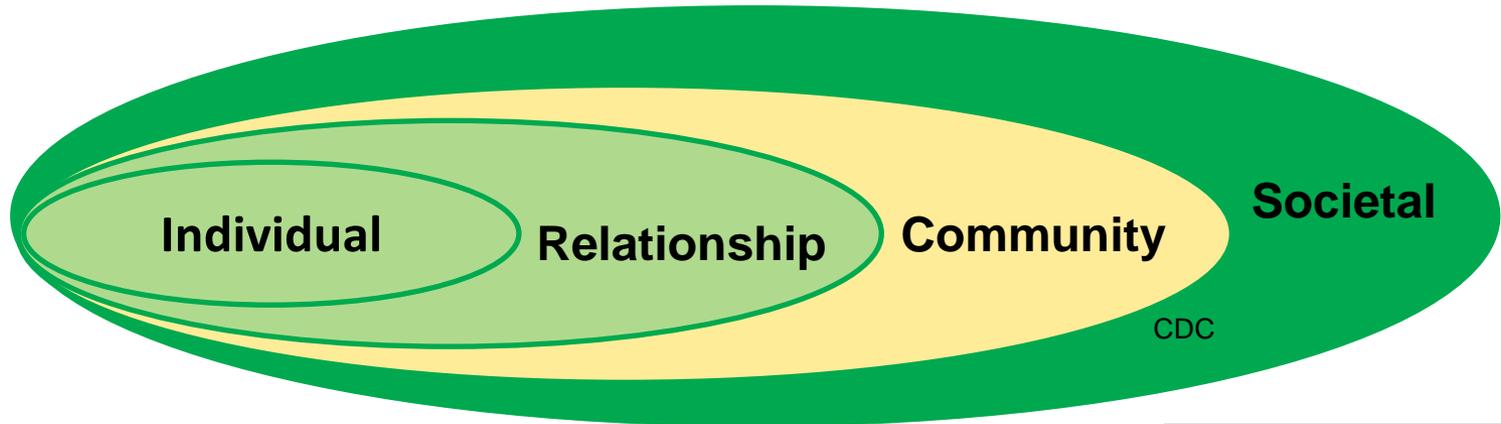
Involuntary servitude
OR
Debt Bondage
OR
Slavery
OR
Sexual exploitation

TVPA, 2000;
Justice for Victims Trafficking Act, 2015

Examples

- Hector is a 16 yo male from a small village near Villa Nueva. His parents want him to leave Guatemala, to escape the violence. He answers an ad for construction work in Atlanta...
- Pat is a 17 yo transgender girl who ran away from home to escape mother's drug addiction and her rejection. She lives on the streets and exchanges sex to pay for food, hormones, and clothing...
- Louisa is a 10-year-old female whose mother lost her job during COVID. The family is now facing eviction. The mother tells Louisa to 'go with the landlord and do whatever he wants...'
- Sophia is a 14 yo female who has a boyfriend in a gang. She is made to sell sex at a local motel as part of her affiliation with the gang.

Who is vulnerable?



Individual

Hx maltreatment
 Homeless/runaway
 LGBTQ+ status
 Substance misuse
 Hx with JJ, CPS
 Immigrant (esp. unaccompanied minor)

Relationship

Family violence
 Familial poverty
 Family dysfunction
 Forced migration

Community

Tolerance of sexual exploitation
 High crime rate
 Lack of community resources/support
 Transient male populations

Societal

Gender-based violence & discrimination
 Cultural attitudes/beliefs
 Natural disasters
 Political/social upheaval

Vulnerability Factors: Societal

- Technology
 - Social media
- Systemic racism
- Sexism and misogyny
- Homophobia
- Xenophobia
- Sexualization of girls and young women
- Glorification of pimp/prostitution culture



Vulnerabilities Unique to Children/Teens

Uses poor judgment

Sexual Curiosity

Walk/commute alone

Use internet

Want to “fit in”

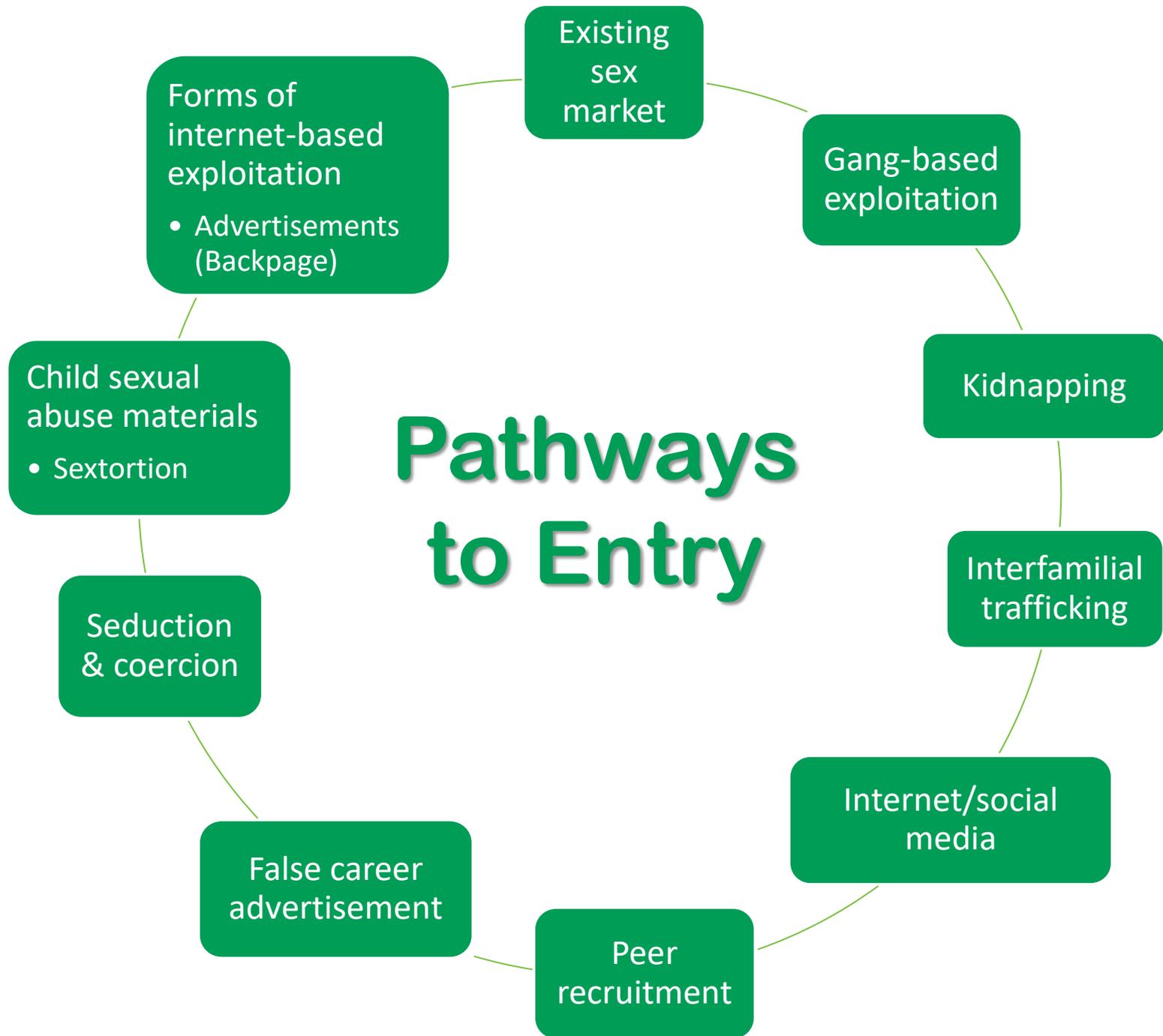
Feel insecure or misunderstood

Fight with parents

Want independence

Test boundaries and take risks

Pathways to Entry



Recruitment Techniques for CST

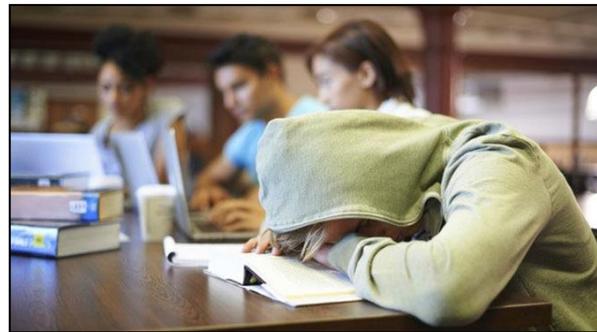
- “Show your family what you can do. Take this job and earn good money.”
- “If you love me, you’ll do this.”
- “It’s fine. Everyone does it.”
- “You trust me, don’t you? Then do this.”
- “Why give it away? You can make some real money.”
- “To get you a modeling job we need to take some photos, right? So, let’s lose the shirt...”
- “Of course I’ll help you. Here’s some money; don’t worry about it.”

Potential Indicators

Unexplained school absences; decrease in performance



Referencing frequent travel to other cities



Hypoarousal, inattention, forgetfulness, exhaustion



Sudden change in behavior, dress, friends, activities

Potential Indicators

- Bruises or other trauma in protected areas of body
 - Neck
 - Upper arms
 - Torso
 - Upper and inner thighs
- Frequent pain complaints
- Requests for STI, pregnancy testing
- Depression/suicidality/self-harm



Symptoms of Traumatic Stress

“I’m talking to her and it’s like she’s not there.”



“Another student just looked at her—nothing going on, just happened to look at her, and she practically jumped down his throat!”

“I saw some drawings he had sketched...unbelievable violence.”

“We’re talking about the capital of Nicaragua and suddenly he just goes off!”

What should you do if you suspect a child is a victim of trafficking?

Example

You notice that one of your previously high-performing students, Jessica, has been consistently missing school and seems uninterested in her academics, though she seems to be flourishing socially. She's been getting into trouble for using her cell phone frequently during school. Recently, she was seen by another teacher showing off a new tattoo to some of her friends.

You're concerned about Jessica. What should you say to encourage open communication and ensure that she is safe?

Responding to Disclosures

- Stay calm, do not act visibly upset or shaken
- Do not ask leading questions
 - Use open-ended questions to clarify
- **Make a report to designated delegate or to DFCS**

“Can you tell me what happened, in your own words?”

“Can you tell me about...?”

“What happened next?”

After a health class focusing on child sexual abuse prevention, Louisa comes to you and tells you about her 'visits' with the landlord.

She is visibly upset.

What do you think Louisa is feeling, and why?

Disclosure Response

Thank you
for telling
me/talking
about it

Assault is not
their fault

Assure
Child

They are not
in trouble

You're here
to support
them

Disputing
facts

Making
promises
you can't
keep

Denigrating
the offender

Avoid

Blaming/
shaming the
child

Assuming child
perceives
events the way
you do

React with
shock,
disgust,
disbelief

Try to avoid saying...

“Why did you go with the landlord?
Why didn't you tell someone sooner!”

“You ran away from a good home!
What did you think would happen?”

“You should leave that gang. Just leave it!”

“Oh come on. You really believed what he told you?”

“Well you must have said, “NO!” didn't you?”

Working With Traumatized Children and Youth

Trauma-Informed Approach

- Child's best interests are highest priority
- Considers culture
- Accounts for the impact of trauma on behavior

Functions of “Problem Behavior”

- Reduce danger
- Reduce loneliness
- Engage parent
- Communicate need or feeling
- Shape caregiver behavior
- Maximize chance of self-survival

Trauma-Informed Approach

Don't take it personally!

Behavior may reflect reactions to trauma

Look beyond behavior, find its purpose

Remain nonjudgmental, calm, open

Work collaboratively

Set limits, give control when feasible

Keep in mind....

Talking can trigger
stress

The goal is to minimize re-trauma

A Victim Is Not Just A Victim...

- Focus on strengths
- Look for resilience, emphasize it
- Empower the student
 - Allow student control when feasible
 - Involve student in decisions, plans when feasible

Reporting CST and SV

Reports and Referrals for CST

- We're mandated reporters in Georgia
 - **Follow your school's reporting protocol!**
 - Report to DFCS
 - 1-855-GA-CHILD (DFCS number)
 - Report to Law Enforcement
 - Georgia Cares (domestic CST victims <18 years)
 - 1-844-8GA-DMST
 - 24-Hour Hotline
 - Foreign national victim of suspected CST
 - Tapestri (foreign national victims all ages; labor and sex trafficking)
 - 404-299-2185



A Multidisciplinary Approach to Services

- Services needed
 - Emergency (safety, housing)
 - Mental health
 - Medical
 - Victim advocacy (emotional support)
 - Legal assistance
 - School/GED/special Ed.
 - Life skills/ Job skills
 - Transportation
 - Transition to adulthood
 - Language/cultural issues to be addressed

Health Services

- Medical evaluation by SANE or at CAC (CHOA if metro Atlanta)
- Medical home
 - Easily accessible to teen, free or sliding-scale
 - Immunizations, STI testing, family planning, anticipatory guidance, etc.
- Mental health assessment and trauma-informed therapy if indicated

A Critical Resource...

- National Human Trafficking Resource Center:
 - Hotline (24/7)
 - Interpreters for >100 languages
 - All types of trafficking, all ages

**National Human Trafficking
Resource Center (NHTRC)**

1-888-3737-888

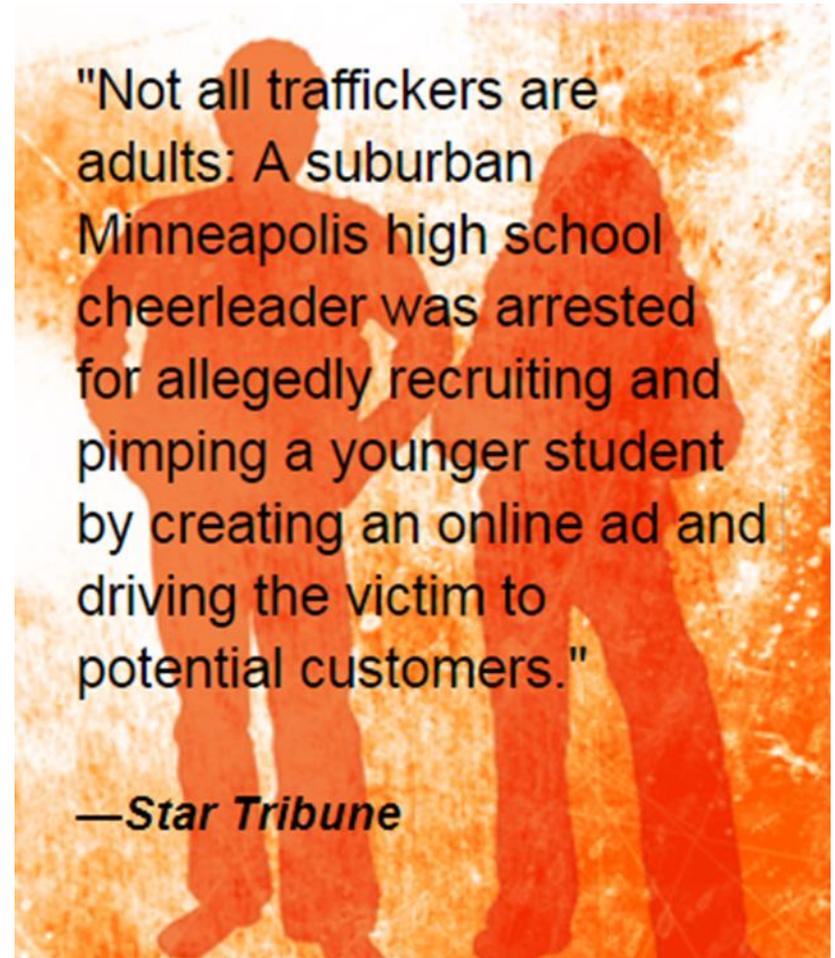
email: NHTRC@PolarisProject.org

TOLL-FREE | 24 Hours/day, 7 Days/week

Confidential | Interpreters available

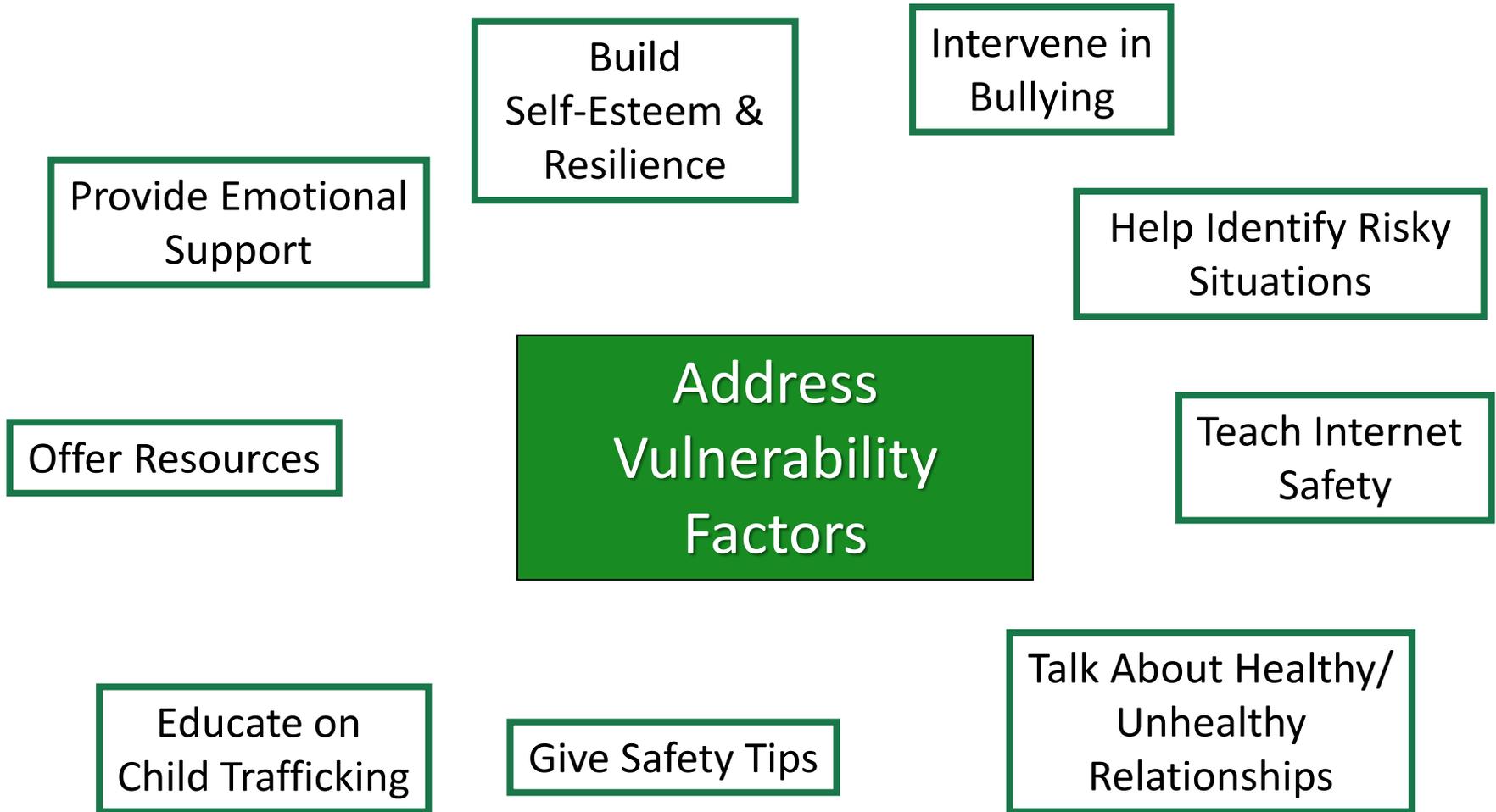
School Response to Child Sex Trafficking

- May take many forms (student as trafficker, recruiter, or victim)
- Develop protocol for response
 - Suspected recruitment of peers
 - Suspected victim of exploitation
 - Confirmed victim of exploitation
- Work with School Resource Officer, counselors, etc.



**What can you do to prevent
victimization?**

Reducing Risk



Local and National Resources

National Suicide Hotline

Available 24/7

Helps individuals in suicidal crisis with support

1-800-273-8255

<https://suicidepreventionlifeline.org>

Child Help USA National Hotline

Available 24/7, over 170 languages

Helps youth who are suffering child abuse

1-800-4-A-CHILD (1-800-422-4453)

<http://www.childhelpusa.org/>

Crisis Textline

Available 24/7

Support to all individuals in crisis

Text "HELLO" to 741741

www.crisistextline.org

Trevor Project Lifeline

Available 24/7

Confidential suicide hotline for LGBT youth

866-488-7386

<http://www.thetrevorproject.org>

Boys Town National Hotline

Available 24/7

Serving all at-risk teens and children

Call: 800-448-3000

<http://www.boystown.org/hotline/>

National Human Trafficking Resource Center

Available 24/7

Confidential hotline 1-888-373-7888 24/7

Text "HELP" or "INFO" to 233733

<https://humantraffickinghotline.org/>

Substance Abuse Mental Health Awareness National Helpline

24/7, English and Spanish

Support and referral for drug and alcohol services

1-800-662-HELP (4357)

<https://www.samhsa.gov/find-help/national-helpline>

National Teen Dating Violence Hotline

Available 24/7

Questions or concerns about dating relationships

1-866-331-9474

Text "loveis" 22522

<http://www.loveisrespect.org>

The Anti-Violence Project

Available 24/7, English and Spanish, LGBT-inclusive

Support for individuals who have suffered violence

Hotline 212-714-1124

<http://www.avp.org>



Practice Safety

“What would you do if....”

A friend tells you about an easy way of making money, ‘it’s not really sex, just blow jobs’ and ‘everyone is doing it’. ‘Wanna make some money?’

You meet someone online. They seem nice. They understand what you’re going through, when nobody else does. One night they start talking about sex, and ask you to send a naked photo.

A stranger starts chatting with you in a store and offers you a job that sounds ‘too good to be true’.

Conclusions

- Child labor and sex trafficking are major problems for adolescents
- School personnel can identify risk factors and potential indicators trafficking
- Primary prevention is an important role for school staff
- Healthcare resources are critical (medical and mental health)

Resources

National Referral Organizations

Organization	Contact info
Polaris Project (policy, training, advocacy, National Resource Center)	www.polarisproject.org 1-888-373-7888 202-745-1001 (office number)
National Human Trafficking Resource Center Hotline	(1-888-3737-888) Report tips, receive technical assistance, operates 24/7.
Shared Hope International (training, research, advocacy, policy)	www.sharedhope.org 1-866-HER-LIFE
National Child Traumatic Stress Network (Mental Health Resources) (National)	www.nctsn.org/resources/public-awareness/human-trafficking

National Referral Organizations

Organization	Contact info
National Teen Dating Violence Hotline	1-866-331-9474; www.loveisrespect.org
National Sexual Assault Hotline	1-800-656-HOPE (4673)
Choose Respect Initiative	www.cdc.gov/chooserespect
Project Safe, Inc. 24 hour text line, teens can establish communication, ask questions, obtain safety resources	706-543-3331; www.project-safe.org

Want more information on assault & exploitation prevention programs for students?

Contact our training & prevention team to learn more about the programs, how to contact a facilitator, or how to implement a program into your school's current schedule

Kacey Baine

CPCTraining@choa.org

404-785-5004

Presented By



Children'sSM
Healthcare of Atlanta

Jordan Greenbaum, MD

jordan.greenbaum@choa.org

404-785-3829

Training on Mandated Reporting,
Identifying Child Sexual
Abuse, & other related topics
www.choa.org/cptraining

Institute on Healthcare and
Human Trafficking
www.vIHHT.org

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Thank You!

Please help by sharing your knowledge of child sex trafficking with others.

If you have not already done so, please register for other webinars in this series: www.choa.org/csecwebinars

- The Fundamentals of Child Sex Trafficking
- The Hidden Victims of Trafficking: Issues Related to Male and LGBT Victims
- Supply and Demand: The Roles of Traffickers, Buyers, and Gangs in CSEC
 - Technology and CSEC: The Good, the Bad, and the Ugly
 - The Medical Evaluation of Victims of Child Sex Trafficking
 - Moving Forward After Victimization: Helping Victims Survive and Thrive