



Missing and Exploited Children's Program



Sexual Exploitation and Trafficking of Youth

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Missing and Exploited Children's Program



MECP supports state and local law enforcement officers, child protection personnel, prosecutors, medical providers, child advocacy center professionals, and other criminal justice practitioners in developing and strengthening their responses to child victimization.

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www.mecptraining.org
www.ncjtc.org/MECP
 1-888-347-5610

The mission of the AMBER Alert Training and Technical Assistance Program is to safely recover missing, endangered, or abducted children through the coordinated efforts of law enforcement, media, transportation, and other partners by using training and technology to enhance response capacities and capabilities and increase public participation.

askamber@fvtc.edu
www.amber-net.org
www.ncjtc.org/AmberAlert
 1-877-71-AMBER

Goals for this training

- Identify the risk factors for and indicators of victims who have been sexually exploited
- Understand the intersections between victims of sex trafficking and child welfare systems and multi-disciplinary teams
- Learn how to improve rapport with clients and discover what questions to ask when speaking with a potential victim
- Learn how to discuss safety with victims and incorporate safety planning
- Recognize all services needed to assist victims of sexual exploitation and sex trafficking

Federal Definition: Human Trafficking

Human Trafficking: 18 U.S.C. § 1591 makes it illegal to recruit, entice, obtain, provide, move or harbor a person or to benefit from such activities knowing that the person will be caused to engage in commercial sex acts **where the person is under 18 or where force, fraud or coercion exists**. This statute does not require that either the defendant or the victim actually travel **

Commercial sex act means any sex act on account of which anything of value is given to or received by any person. This includes:

Prostitution	Pornography	Internet based
Exotic dancing/stripping	Survival sex*	Exploitation
Erotic/nude massage	Phone sex lines	
Sex tourism	Gang based prostitution	

- 2008 Trafficking Victims Protection Reauthorization Act (TVPRA)

Sexual Exploitation Affects:

- Girls
- Transgender youth
- Boys
- LGBTQI youth
- Any economic class
- Any race
- Any education level

However, sexual exploitation **disproportionately** affects young, financially poor, girls, youth of color, immigrant, and LGBTQ youth

Getting Started: 5 Lessons

1. Relationship IS the intervention
2. Address the subculture (prostitution, gangs, street life)
3. Re-frame the economic strategy
4. Develop partnerships and know your systems
5. This is the *long game*...

Landscape of Exploitation

- Pimps/3rd party trafficker (can be any gender)
- Gang-based
- Family-based
- Survival Sex
- Exploitation of boys, transgender, gender variant youth
- Independent, “renegading”
- Peer to peer
- Exploitation through other forms of the sex trades

Risk Factors

Individual

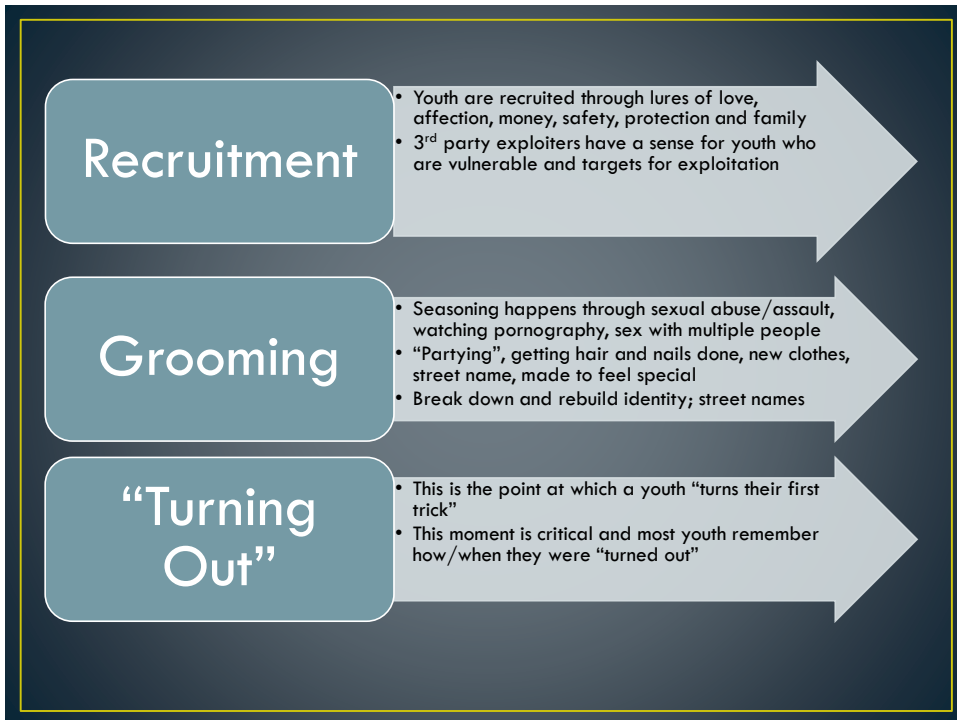
- History of abuse or neglect
- Mental health issues
- Family dysfunction
- Homelessness
- Immigrant
- People of color
- Youth
- Girls/women
- LGBTQI
- Low IQ or developmental assets

Environmental

- Adult sex industry
- Transient male populations
- Substance abuse
- Poverty
- Violence
- Use of women's bodies in media/advertising
- Glorification of “Pimp and Ho” subculture
- Proximity to borders/ports

Social

- Sexism and Misogyny
- Privilege
- Racism
- Homophobia
- Transphobia
- Classism
- Acceptance of violence towards women and minority groups
- Inaccessibility of legal economies
- Materialism/consumers



Red Flags!

- Chronic truant/runaway/gang-involved/homeless youth
- Excess amount of cash
- Multiple cell phones
- Hotel room keys/ key cards
- Having goods or services that they cannot pay for
- Signs of branding (tattoos, jewelry)
- Lying about age/false identification; inconsistencies
- Dramatic personality changes, evasive behavior especially around a new boyfriend/girlfriend/partner
- Lack of knowledge of a given community or whereabouts
- Provocative clothing, sex toys, multiple condoms, lube or other sexual devices

Identification

- Ask specific questions during intake to screen for risk factors or involvement
- Increase attempts to track youth that are chronically running away and/or truancy
- Consider significant behavior change especially if youth becomes secretive or has a new “older” boyfriend
- Ask about STI’s, pregnancy, unexplained injuries
- Hyper-sexualized behavior, offering sex acts
- Observe communication patterns in school, clinics, drop-in or street outreach settings; who talks to who, who doesn’t?

Asking the Question

- Have you ever traded sex for money or things you need to survive? (Intake form)
- Sometimes people trade sex for money or because they have to survive, has that happened to you? (In person interviewing)
- I’m wondering if you are in the life? I will not judge you or anything you tell me. I’m here to listen if you ever want to talk or want support getting out.

Relationship Building Process

rapport Building

- Identification
- “getting to know you” level information
- May need to show up multiple times before engagement occurs

Trust Building

- Be **CONSISTENT**
- Show up and be present
- Expect testing
- Offer choices
- Trust is built over time with small interactions

Relationship Building

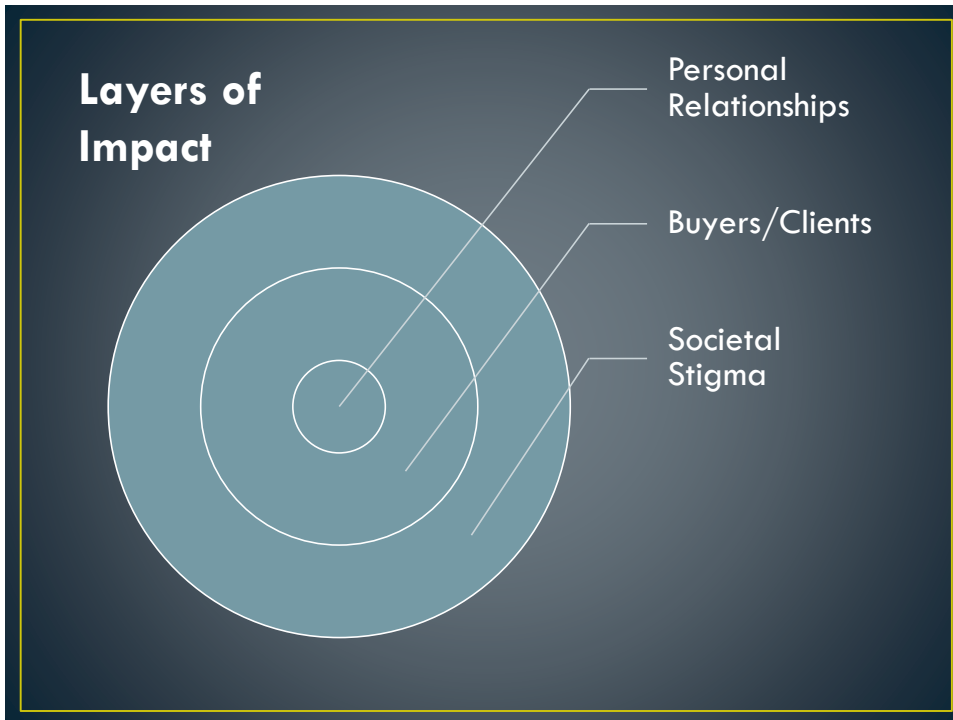
- Pro-active communication from youth
- Youth-led
- Consistency
- Advocate for the youth

Support System Building

- Leverage your relationship to increase youth support system
- You should not be the “only” supportive relationship youth has

Tips for Engagement

- Be Real
- Be impeccable with your words; avoid micro-aggressions, sarcasm or put downs of **anyone** including self-deprecating humor/comments
- Go slow; respect the process of building relationships
- Expect testing (that’s a good sign!)
- Celebrate the small success, **all** of them
- Accept that you don’t have the “whole story”, ever



Safety Planning is:

a set of techniques to increase safety by creating strategies to reduce or avoid harm including stress and triggers:

- Identifying sources of support
- Identifying, developing and practicing coping strategies
- Create detailed plans to respond to or plan for dangerous situations such as changes in an abusive relationship, family instability or leaving the life (squaring up)
- Identify safe family, friends and other safe places
- Identify safe(r) strategies for youth who are still “working” (always having and using condoms, screening buyers, working in familiar places, working in pairs, checking in)
- “Mini-plans”: short, frequent and as specific as possible

Building Safety Into Conversation

- Specificity is helpful but you don't NEED it to make a good safety plan. *"I respect your privacy, we can talk about some strategies without going into details, does that sound ok?"*
- Find opportunities to offer choices (even small ones). *"We have a few things to do today, what would you like to do first?"*
- Follow up! Follow up! Follow up! After making a plan with you always check back during you next conversation, *"How did things go? Did you use any of the strategies/ideas you came up with/we talked about?"*
- Practice refusal skills. Do mini role plays with youth to practice saying "no", declining drugs/alcohol, leaving safe housing, *"So, next time you run into that person what will you say if they ask you to party with them?"*
- Support youth to identify and resolve ambivalence. Avoid giving advice and instead, use open-ended questions to encourage youth to explore their ideas and come up with their own strategies and solutions (Motivational Interviewing)

Knowledge of Systems

- Navigating and educating the system will be unique in each case
- Become familiar with the following:
 - The local, state and federal laws for prostitution/trafficking
 - Mandatory reporting regulations and processes for your region
 - The juvenile justice systems: intake/screening, detention, probation, AYR/CHINS/PINS/CHIPS, drug courts, warrants, guardianship or other specialized programs
 - The **practices** of child welfare, law enforcement and juvenile justice in your region
 - The process and expectations for submitting written testimony
 - The differences between state and federal investigations

Partnerships

- Multi-disciplinary teams (MDT) and approaches
- Information sharing and confidentiality
- Decision making and authority
- Building “non-traditional” partnerships
- Anticipating, managing and resolving conflict or divergent opinions about specific decisions or the trajectory of a case
- Crisis management/responses
- Leverage (especially in legal and crisis situations)

**** See the highway, but stay in your own lane****

Services

- **Advocacy/Case Management**
- **Street Outreach**
- **Drop-in Services**
- **Housing (emergency shelter, long term, treatment)**
- **Medical care**
- **Legal Advocacy/ Medical Advocacy**
- **Clinical Service (mental health, substance abuse)**
- **Education**
- **Employment**
- **Peer/mentorship**
- **Family support**

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