

Advocating for Commercially Sexually Exploited Children & Youth Course Facilitator's Guide





Dallas CASA Mission

Dallas CASA advocates in the community and the courtroom for children in the protective care of the state so they can grow up in safe, permanent homes where they can thrive.

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Facilitator Prep

Welcome Note

Welcome to the Facilitator's Guide for the Advocating for Commercially Sexually Exploited Children and Youth course. This guide was created so that a training facilitator at a CASA/GAL program in Texas can further educate their program's volunteers on the needs of Commercially Sexually Exploited Children and Youth (CSEC/CSEY). This will support CASA/GAL efforts to work with their local Care Continuum and the Office of the Governor's Child Sex Trafficking Team as they advocate for children and youth who have been sexually exploited.

This course was designed by Dallas CASA and Saving Innocence as an extension of their three-hour Advocacy for Commercially Sexually Exploited Children (CSEC) e-learning course on Texas CASA's Learning Center. The course is designed to be delivered in-person, but can be done virtually if needed. CASA volunteers begin their training process by completing the online course. They will then join their local CASA program training for the rest of the course with a larger group.

The term "CSEY" will be used throughout this guidebook, but is intended to include children, and those who have been or are at risk of being trafficked or exploited.

How to Use this Facilitator's Guide

This guide starts with overarching recommendations to prepare for facilitating this training, including who should facilitate, pre-training requirements for volunteers, the ideal training environment, best practices and a set-up checklist.

The majority of this guide is broken down by chapters that correspond to the PowerPoint, as well as to the lessons in the online course. Each chapter has a section devoted to every slide on the PowerPoint.

Each individual slide instructional features (as applicable):

- Length of time to teach
- Checklist of items needed for the slide
- Any advance prep needed
- Handouts or video content used
- Suggestions on how to localize the slide and/or lesson
- Actual content for facilitators to present to the class
- Any adjustments that need to be made for a virtual training
- Any additional resources that will support facilitators
- A "Notes" section for facilitators to document their own plans for the slide

The final part of this guide is an Appendix with the handouts that should be printed for each training, as well as the CSEC Companion Guide to the online course.

Who Makes the Ideal Facilitator?

This course should be led by at least two experienced facilitators who are equipped to handle the heavy nature of this content and the emotions it is likely to bring up amongst trainees. Having at least two facilitators will ensure that one person can always be observing the class and watching for signs of discomfort, confusion or overwhelm, or even inappropriate responses that need to be addressed amongst the trainees.

All facilitators need to have completed the three-hour online course “Advocacy for Commercially Sexually Exploited Children (CSEC)” on Texas CASA’s Learning Center, which is the prerequisite to this training.

The ideal facilitator has knowledge of (or will spend time learning in-depth about) the following issues:

- Trafficking and exploitation
- Trauma-informed care
- Engaging and supporting teenagers
- The foster care system
- The role of a CASA volunteer and best-interest advocacy

If someone is already charged with making local connections through the Care Continuum, it is recommended that they are a part of this facilitation team.

Who Makes the Ideal Trainee?

This course requires an extensive time commitment of approximately 12 hours between online courses and group training.

Ideally, trainees should have at least two years of experience volunteering with CASA. If possible, they should be nominated by their supervisors to participate in this training program based on their past case experience and level of commitment to and trust with the organization.

Pre-Training Requirements

It is imperative that all volunteers complete the three-hour online course Advocacy for Commercially Sexually Exploited Children (CSEC) on Texas CASA’s Learning Center before attending the group training. This facilitator’s guide, and the corresponding PowerPoint deck and handouts, do not function as a standalone training*. The entire presentation is built around volunteers already having the knowledge from the online course and companion guide.

Volunteers should be sent the link to the online course components at least three weeks in advance of the group training date.

Volunteers should be required to send in their course completion certificate to their training facilitators or supervisor at least one week in advance of the group training date. This certificate is made available for download upon course completion.

*If volunteers do not have time to do both the online course and group training, the online course should be prioritized as a standalone training opportunity.

Ideal Group Training Environment

In-Person Group Training

This group training works best with 20 or fewer people to support a space that is intimate and safe. A group of 10–15 people is perfect for creating the small-group rapport that’s needed and is optimal for this training.

When hosting the training in-person, it is ideal to plan for a single, eight-hour day of training. Breaking up the training into multiple days would enhance the likelihood of someone missing a portion of it.

Typical Schedule

- 7:45 a.m.: Arrival with light breakfast available
- 8:00 a.m.: Start time with housekeeping and icebreaker early to build rapport
- At least one morning break of 10 minutes (built into presentation, but can be moved as facilitators see fit)
- 12:00 p.m.: Lunch provided, approximately 45 minutes
- At least one afternoon break of 10 minutes
- 5:00 p.m.: Training completed

Training Space

It is important that the training environment is comfortable and inviting. This is going to be a long day of difficult topics! Set up the room in a way that is comfortable, calm, provides for the needs of the attendees, is trauma-informed, and sets everyone up in attendance for success.

The recommended room set-up is with tables and chairs that face the front of the room where the trainers will be. Tables that provide enough space for note-taking and personal items, and allow some room from the person next to them, are ideal. The space also needs lots of room for movement to get people up and away from their tables at times. The chairs should be comfortable for long periods of sitting.

In addition to providing breakfast and lunch, snacks and refreshments should be accessible at all times. Placing fidget toys, tissues, hand sanitizer, coloring pages and crayons or markers, and candy on the tables will help keep trainees focused and engaged.

Virtual Group Training

If the training will be conducted virtually (on Zoom or another video platform), it is recommended to split the training into two days and require all trainees to attend both days. The difficult topics in combination with the time spent on video and screens make this too emotionally taxing to complete in one single session.

It is recommended that training materials are put together and shared with attendees in advance of the training, either in a physical packet that is picked up/mailed out, or electronically. This will ensure they have all needed materials and handouts in front of them during the virtual training.

It is important that each facilitator presents from their own computer, so that trainees can see and hear the presenter clearly. Facilitators will want to set up a private group chat system (separate from private Zoom chat to avoid accidentally messaging participants) like Slack or Microsoft Teams so they can confer about logistics or participant needs throughout the training process.

Prior to the training, facilitators should test the WiFi connection, the laptop to be presented from, the microphone and video camera, as well as all video content, to ensure a strong audiovisual set-up and that there are no lags or sound issues. Plug in any laptops or devices being used for the training delivery.

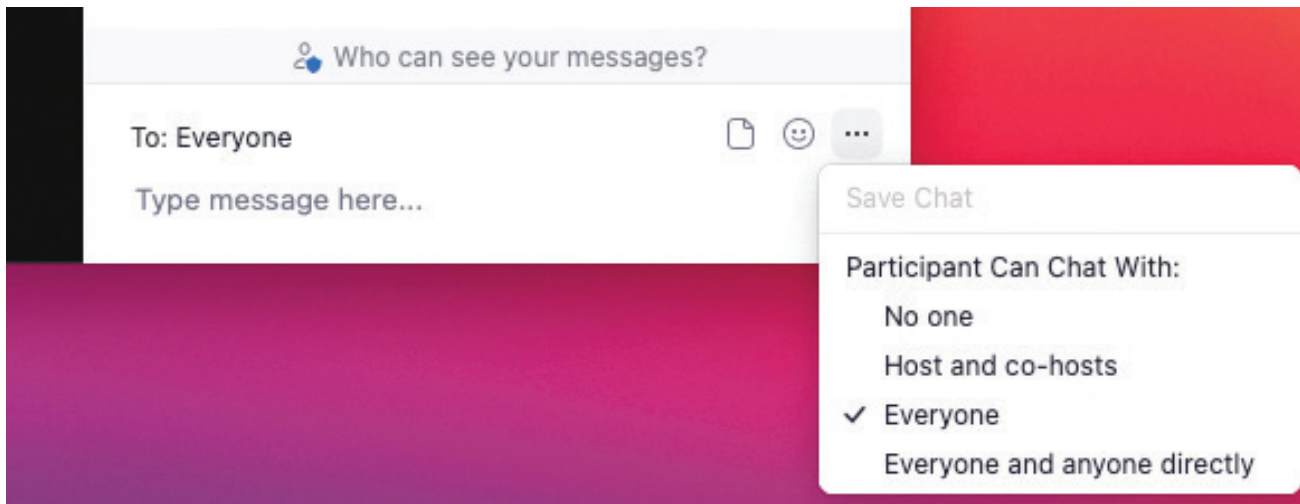
As part of establishing group agreements, it is recommended to ask people to stay on camera throughout the training unless they are taking a quick break. This will be important for watching for any signs of discomfort, confusion or overwhelm that need to be addressed amongst the trainees. If a participant has had their camera off for more than 10 minutes, a facilitator could reach out to them via private chat to check in.

There are virtual tips throughout the facilitator guide for specific group activities and breakouts.

Zoom-Specific Recommendations

Virtual Adjustments recommended throughout the facilitator guide are Zoom-specific but can be modified based on other virtual meeting platforms' offerings.

- As the meeting starts, the host should set up other facilitators as co-hosts in the Participants panel
- Use a Zoom Whiteboard under the Share Screen option to type whenever there would have been a dry erase or sticky note easel pad documentation of trainees' responses
- When sharing video, select Share Sound and Optimize for Video Clip check boxes under the Share Screen option
- Determine preferred chat box settings and update them as soon as the meeting is started (this can also be preset as a meeting default in Zoom Settings of the meeting host)



- Decide if trainees are able to message everyone, or just hosts
- If they can message everyone, are direct/private messages allowed or only group messages?

Best Practices for Facilitators

- Do not attempt this alone—having at least two facilitators is vital to observing and responding to the general sentiment of the class and reactions of individual participants
- Stay sensitive to the room and take self-care seriously: be flexible with taking group breaks and/or encouraging someone to step outside for a personal break. Self-care is important not just for trainees, but also for facilitators!
- Localize the training for the area and program as much as possible to make it feel relevant
- All facilitators should practice delivering the training in advance, making sure their first time presenting materials isn't in front of their first training class
- Ensure that all facilitators know the rules and instructions of any icebreakers or activities and can consistently share them to avoid confusion
- Be organized and well-prepped by having all materials easy to access throughout the training
- Especially in the morning, watch the clock and don't let time slip away during intense discussions, example sharing or group activities
- Load all videos before starting to avoid delays

Finally, make sure any volunteers participating in this video and subsequent group training clearly understand the expectations, time commitment and the potentially triggering nature of the content before they get started.

Recommended Group Agreements

Group agreements should be established by the training class during housekeeping and the icebreaker at the beginning of the training. Allow the trainees to start, but if needed the facilitators can suggest some to get ideas flowing.

Recommended agreements may include:

- Be respectful
- Allow people to share their truth
- Don't interrupt
- Keep politics out of this discussion
- Be/stay on time
- Stay considerate and compassionate
- Keep phones on silent and hidden away
- If virtual: stay on video and stay engaged
- Take care of yourself

This is also a good time to establish if people should ask questions throughout, or if there will be a parking lot set up for them to put questions on sticky notes to return to later. This can be based on the facilitator team's preferences.

Checklist and Set-Up

- All handouts printed (see Appendix)
- Dry-erase boards and/or large sticky note easel pads
- Markers
- Painter's tape in four neon colors
- Index cards in four neon colors to match painter's tape
 - Enough cards needed to give all trainees one and break them into even groups
- Matching card game for icebreaker
 - The card game "Set," available on Amazon, works well for this
- Notepaper or small sticky notes
- Pens
- Fidget toys
- Coloring pages
- Crayons
- Candy
- Snacks
- Bottled water and other refreshments

Set-Up Before Trainee Arrival

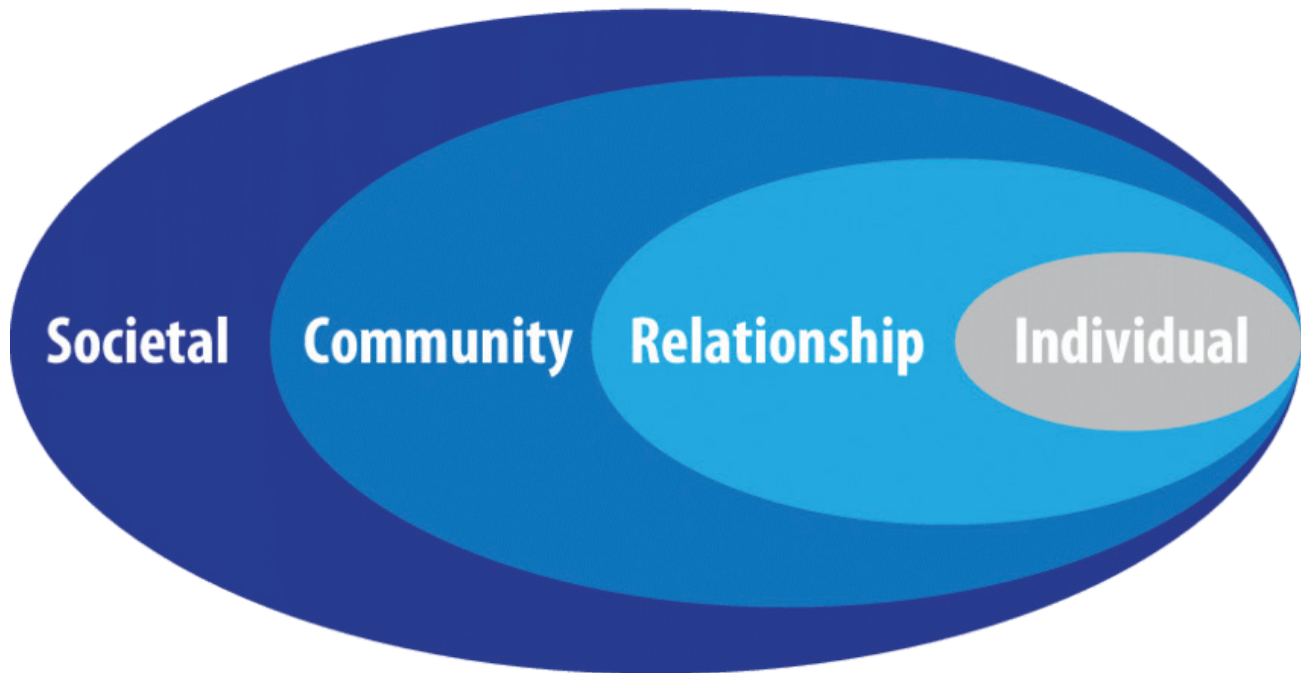
Pre-Set on Tables

Place fidget toys, coloring pages and crayons, candy, notepaper and pens on each of the tables where trainees will be seated.

Voices All Around Activity Preparation

In a large open space, use the four different colors of painter's tape to create four concentric circles representing the four levels of the Social-Ecological Model. The entire training class will ultimately stand in these circles, with one person seated in the middle playing the role of the youth, so make them as big as space allows.

Once the circles are done, write each word (Individual, Relationship, Community and Societal) on the corresponding color index cards.



Set-Up During Trainee Arrival

As people are coming into training in the morning, give them each one of the cards from the matching game. Each person's card should match someone else's card in the room to facilitate the icebreaker game.

Training Introduction/Welcome

Slide 1 - Advocating for Commercially Sexually Exploited Children

Length: Two minutes

How to Localize: Add local facilitator names to PPT for that training, and local CASA program name.

Content to Present

Have the first slide on screen at the start of the training.

Introduce each of the facilitators and their backgrounds with CASA/GAL and their work with CSEC/CSEY.

Thank the trainees for what they've already participated in so far with the online training, and for being here today.

Notes

Slide 2 - Housekeeping

Length: 10 minutes

Checklist: Dry erase board or sticky note easel pad, markers

How to Localize: Update the slide with key bullet points for the training environment (in-person or virtual).

Content to Present

Present any specific housekeeping needs for your training environment.

Make sure trainees know where the snacks, refreshments and facilities are. Let them know that they can excuse themselves at any time to make use of these. Discuss the fidget toys and other items on the tables and how they can use them to stay focused and engaged.

Have the class of trainees determine their own group agreements (refer to the Recommended Group Agreements on page 10 to get ideas flowing if needed) and document them visibly on the wall.

Encourage trainees to be aware of their self-care needs throughout these discussions of emotionally heavy topics. Emphasize that they can act on those needs in appropriate ways.

Facilitators should answer any questions trainees have about what is coming up throughout the day for them. They should note any questions they're unable to answer at the time, and return to them later.

Virtual Adjustments

Change the slide content and group agreements as needed (e.g., stay on video and stay engaged). Housekeeping will likely be much shorter than 15 minutes.

Use a Zoom Whiteboard under the Share Screen option to type out group agreements together, then copy them and paste them into the chat for a reminder.

Notes

Slide 3 - Introductions

Length: 20–25 minutes

Checklist: Matching card game (like “Set”)

What to Prep in Advance: Matching cards should have been given out as the trainees entered the training space to facilitate this icebreaker.

How to Localize: Change the introduction questions on the slide and/or opening icebreaker game based on local facilitator preference.

Content to Present

Matching Card Icebreaker Introductions

The objective of this icebreaker is to create a sense of familiarity among the trainees and build rapport early as they prepare to learn together and reflect upon the challenging content.

Instruct the trainees to read the card that was given to them when they entered the room, and to find the person with the matching card.

Once they find the person with their matching card, they will answer the questions shown on the slide.

After a few minutes, bring everyone back to the whole group, and go around the room having each person introduce the person who had their matching card (and not themselves). They will share what they learned about their partner from answering the questions on the slide.

Virtual Adjustments

Instead of using matching cards, place all trainees randomly into Zoom breakout rooms of two people to get to know each other (make sure facilitators are not in rooms with trainees). Bring them back to the main training room to complete the icebreaker.

Notes

Chapter 1

Slide 4 - Chapter 1: Overview

Length: One minute

Content to Present

Note that Chapter 1 of the presentation corresponds with Lesson 1 from the online course and that all other chapters presented today will do the same.

Notes

Slide 5 - I Stopped Counting

Length: 10 minutes

What to Prep in Advance: Load video "I Stopped Counting."

Video: <https://www.youtube.com/watch?v=a6TWGwxKn8c> (seven minutes)

Content to Present

Introduce the story of T Ortiz Pettigrew, who grew up in foster care, experienced sex trafficking, and now does anti-trafficking advocacy work all over the world. She made this video on behalf of Dallas CASA to share her story of the volunteer advocate who made a difference in her life.

Let the class know that this first video is challenging, but will give them some additional context for the day. This video helps demonstrate why this topic is so important for volunteers, and why they are needed to advocate for youth who've experienced trafficking.

Play video "I Stopped Counting."

Some of T's accomplishments include getting the Associated Press to stop using the word child prostitute on a federal level and being named one of TIME Magazine's 100 Most Influential People in the World in 2014.

While her story is tough, it's a powerful reminder of how lasting the impact of these life experiences can be.

Mention and share her website, talkwitht.com, as an additional resource for trainees.

Additional Resources for Facilitators

T Ortiz Pettigrew's website: <http://talkwitht.com>

Notes

Slide 6 - Personal Connection

Length: Five minutes

How to Localize: Update the slide with a name or photo to reference the personal or local story the facilitator will share.

Content to Present

The objective of this slide is to bring CSEY/CSEC issues to the forefront for the trainees in the room by sharing a personal connection story. They have seen the online courses, but now they need to experience a more direct connection to understand why this issue is so important in their work.

If none of the facilitators have their own personal connection to these issues, or would rather not share, they could also share a de-identified story of working with a youth in the child welfare system who's experienced trafficking.

Notes

Slide 7 - Origin of CASA Specific CSEC Training: Collaborative Efforts

Length: 10 minutes

What to Prep in Advance: Load video "Who We Are - Saving Innocence."

Video: <https://www.youtube.com/watch?v=6qf7lwa88ig> (five minutes)

How to Localize: Add in details for specific collaborative efforts in local area/program.

Content to Present

"To understand how CASA's work in this arena has evolved, we want to provide some history."

In 2015, in the 84th Legislative Session, the Governor's Office created the Child Sex Trafficking Team (or CSST) with the goal of creating a consistent response and a collaborative effort across the state. They wanted to get away from working in silos.

The CSST found a model in Los Angeles created by the nonprofit Saving Innocence. This organization also helped create the pre-work online course that each of you took."

Play video "Who We Are - Saving Innocence" and respond to any questions right after.

Wrap up by explaining why the local CASA/GAL program has gotten involved.

Additional Resources for Facilitators

Saving Innocence - <https://savinginnocence.org>

Notes

Slide 8 - "Local" Care Coordination Team

Length: Three minutes

Advance Prep: Learn about local Care Coordination set-up and team members in order to clarify what's happening in their area.

How to Localize: Update slide with local county and team members' information, and be ready to share local protocols for how to handle multiple advocates on a case.

Content to Present

The objective of this slide is to briefly review the local stakeholders and to highlight the diversity of the organizations involved. This will help trainees understand who all they might see represented on a Care Coordination team.

Care Coordination Team (CCT) Definition:

The Office of the Texas Governor – Child Sex Trafficking Team (CSTT) and local communities are establishing Care Coordination Teams (CCT) across the state to provide children and youth victims of sex trafficking with a continuum of care. The CCT is made up of professional organizations in the community who provide services for trafficking victims, or who investigate and prosecute trafficking cases. In most communities across Texas, Children's Advocacy Centers are leading the CCT development process and serving as the local Care Coordinator. Involvement with CCT is the default structure for children and youth identified as human trafficking victims, including children and youth in DFPS conservatorship.

https://www.dfps.state.tx.us/handbooks/CPS/Resource_Guides/HTCE_Protocol_for_Care_Coordination.pdf

This model features two advocates on the case: CASA/GAL and a government office paid advocate. Clarify the difference and talk about the local protocols regarding expectations for how these two roles interact.

Notes

Slide 9 - Basic Continuum of Care

Length: Two minutes

Advance Prep: As part of getting to know the local Care Coordination team, identify what goes into each category below to help make connections for the class.

Content to Present

Briefly review, at a high level, these basics on the Continuum of Care:

- Meet Emergency Needs
 - Immediate medical, food, shelter needs
- Provide Urgent Care
 - Placement, clothing
 - Expand on the fact that this population is more challenging to find placement for
- Support Restoration
 - Therapeutic services, wraparound services from different agencies
 - Much of this hinges on core advocacy work of CASA volunteers
- Build Resiliency
 - Building relationships and a support system

Explain that these are the basic building blocks of what everyone on the Care Coordination team is working towards for people recovered from trafficking.

Notes

Slide 10 - CSEY Advocacy Agencies

Length: Two minutes

Content to Present

The map shown on the slide displays the different organizations that are grant funded by the Office of the Governor to provide crisis response and long-term care for survivors of trafficking. Current services exist in the areas highlighted in blue.

Note that many rural areas currently have no crisis center coverage, making these services less accessible for youth in these areas. Ask trainees what difficulty this lack of services might mean for them as a CASA volunteer. What could they do to try and bridge this gap?

Notes

Slide 11 - Specialized Services to Recover Youth

Length: Three minutes

Content to Present

This map shows recovery shelters and drop-in centers for children and youth who have been trafficked or exploited.

Note again how centralized these services are to major urban centers only, and again, how rural areas are lacking services.

Discuss how this lack of services explains why so many youth will get placed outside of, if not far from, the counties from which they came. Discuss as a group the detrimental effects this separation could result in, such as disconnection from their family, friends and community; and feelings of loneliness and isolation. This disconnection may also result in re-entry back into the life of being trafficked, where sometimes it's believed that any connection (even if negative) is better than none.

Notes

Slide 12 - Care Coordination Regional Map and Contact Info

Length: Two minutes

Content to Present

This map shows how Texas is divided into North, East, Central, West and South regions with regards to the multi-disciplinary Care Coordination teams working on these issues.

Notes

Slide 13 - Local Coalition

Length: Two minutes (unless lots of local efforts to update on)

Advance Prep: Ask around in the community to find who's involved in the local coalition.

How to Localize: This whole slide should be localized to include logos/activities happening in the specific area of the CASA/GAL program.

Content to Present

The local coalitions are all different. Some are led by nonprofits, and others are led by the District Attorney or Sheriff's office. These are collaborative collections of groups/offices working in each local area. Some groups are closed, and others are open to the public.

Talk about the importance of engaging with the coalition in this area and share how the CASA/GAL program is involved to support the entire Care Continuum.

Notes

Chapter 2

Slide 14 - Chapter 2: Defining Human Trafficking

Length: Three minutes

Checklist: Dry erase board or large sticky note easel pad, markers

Content to Present

Note that the class is transitioning into Chapter 2, which corresponds with Lesson 2 from their online course.

Ask the class for their definitions of human trafficking and write down their responses.

Virtual Adjustments

Use a Zoom Whiteboard under the Share Screen option to type out answers.

Notes

Slide 15 - What Is Human Trafficking?

Length: 10 minutes

What to Prep in Advance: Load video "Rights 4 Girls No Such Thing As a Child Prostitute."

Video: <https://www.youtube.com/watch?v=PyEaGKr35GQ> (eight minutes)

Content to Present

Read through the actual definition of human trafficking:

"Human trafficking is a form of modern-day slavery in which traffickers use force, fraud, or coercion to control victims for the purpose of engaging in commercial sex acts or labor services against their will."

Share that the definition comes from the Polaris Project and the United Nations.

Discuss how the burden of proof is not an issue in these cases, since there is no legal requirement for a minor victim of trafficking to prove coercion/exploitation. Prosecutors should not depend on victim testimony which would re-traumatize them.

Discuss what imagery comes to mind about trafficking. Images of human smuggling? Handcuffs? Kidnapping? Trainees are likely to immediately picture people coming across country or state borders, so share how trafficking crosses all lines and backgrounds. Trafficking does not have to mean transportation like smuggling or kidnapping. Borders do not matter in this issue.

Discuss the myth of child prostitution. Children are not old enough to consent—they are victims, not criminals.

Play "Rights 4 Girls" video and respond to any questions right after.

Notes

Slide 16 - Commercial Sexual Exploitation of Children/ Youth (CSEC or CSEY)

Length: Three minutes

Content to Present

Read through the definition of CSEC/CSEY:

“Commercial Sexual Exploitation of Children (CSEC) is a term that refers to a range of crimes and activities involving the sexual abuse or exploitation of a child under the age of 18 for the financial benefit of any person or in exchange for anything of value, including monetary and non-monetary benefits, that are given or received by any person.”

Share that this definition comes from the Department of Justice.

Note the addition from “children” (CSEC) to “youth” (CSEY) as the term “youth” fits the average age of entry to human trafficking, which is 14 years of age (ref: Polaris Project).

Discuss what this definition actually means, starting with asking the class to list items that can be exchanged instead of money.

Sample answers: Clothing, food, shelter, love

Discuss the term “survival sex” (“a form of prostitution engaged in by a person because of their extreme need”) and how this is a myth that should be moved away from and instead identified as exploitation, what it actually is.

Survival Sex Definition: “Survival intercourse is, simply, exchanging your body for fundamental subsistence requirements, including clothes, meals, and shelter.”

<http://cidac.org/trading-intercourse-for-survival-survival-sex-is-4/>

Notes

Slide 17 - Trafficking vs. Smuggling

Length: Three minutes

Content to Present

The objective of this slide is to further clarify the difference between trafficking (borders don't matter) and smuggling (specific to cross-border activities). These terms are often used interchangeably in the media.

Note that smuggling can lead to exploitation, but it is not the same thing.

This is a good time to debunk the myth of "child-snatching" and the images of children kidnapped at random. This kind of occurrence makes up less than 3% of victims. Discuss how the majority of trafficking comes from a slow coercion process that mirrors grooming and domestic violence patterns. Trafficking is primarily about coercion and manipulation, taking advantage of existing vulnerabilities.

Notes

Slide 18 - Types of Trafficking

Length: Four minutes

Content to Present

Talk through the different types of trafficking defined on the slide. It's important for trainees to understand all types and how they're interlinked, even if they don't start with sexual exploitation. Forced labor and domestic servitude are often avenues for people to be recruited into sex trafficking.

Note that the focus of this training is sexual exploitation, as that is the type of trafficking that is most commonly seen affecting the children and youth to whom CASA volunteers are appointed.

Ask the trainees which type of trafficking gets the most media attention.

Answer: There's more media coverage of sex trafficking since it's more sensationalized and "glamorous," especially if it involves people already in the spotlight like Jeffrey Epstein or R. Kelly. Media studies prove that sex trafficking dominates stories about human trafficking.

Ask the trainees about anything on the slide that they're surprised by or haven't heard about.

Share that the FBI tracks trafficking cases as they concern federal matters. While cases may be tried on the local county/state level, the FBI still has an interest.

Notes

Slide 19 - Local and National Statistics

Length: Five minutes

How to Localize: Add local statistics to slide or in a handout if data is available.

Content to Present

Discuss the statistics on the slide.

When talking through these statistics, add the caveat that trafficking numbers are elusive and statistics can be all over the place. The hidden nature of the issue means it's difficult to accurately track. The 2016 University of Texas study referenced on the slide is considered reputable.

Note that survivors tend to be referred to as female, though male victims and victims across the gender spectrum exist as well. The marginalized nature of being transgender makes these individuals particularly vulnerable to human trafficking. Male victims exist in lower numbers, but it is important to be as inclusive as possible in our language to support a safe space for their recovery as well.

Note that one in four trafficking victims worldwide is a child (worldschildren.org).

Discuss the correlation between youth running away and them being trafficked, and how that affects CASA/GAL's work with children who run away or are missing from their foster care placements.

Notes

Slide 20 - What Society Thinks Sex Trafficking Is

Length: Three to five minutes

Content to Present

Discuss problems with the famous Liam Neeson movie "Taken," including the fact that it is a violent kidnapping, it focuses on trafficking happening in foreign countries, and the victim is an affluent American teenager not coming from a place of vulnerability in terms of their family/support network.

Optional: Play "Taken" movie trailer if reference is unfamiliar to audience:
<https://www.youtube.com/watch?v=XK9zL0ze9O4> (two minutes)

Discuss that these are common images that have shown up in an internet search of the term human trafficking.

Ask the class what reactions they have to seeing these images. What could be interpreted as the problem with them? Are the images helpful or not?

Answers:

- Mistakenly portraying trafficking as kidnapping, and reinforcing the "child-snatching" myth
- Imagery set outside the U.S. when there are thousands of people being trafficked in this country
 - Note that domestic sex trafficking far exceeds the stories heard about people being smuggled in from other countries
- Movie imagery that glamorizes the industry

Ask the trainees for other images that come to mind when they hear "human trafficking," including any examples of movies or other media they have seen.

Notes

Slide 21 - What Sex Trafficking Actually Is

Length: 10 minutes

How to Localize: Switch images on slide and stories below for local stories in the media. Have the local CASA program runaway protocol available to reference if needed.

Content to Present

The images on this slide represent specific scenarios in addition to real news stories.

The first three images in the top left corner represent children who have run away or are missing, who are all at higher risk. Remind the class how often youth in the child welfare system end up on runaway status and how vulnerable this makes them.

Ask if they know what their CASA program runaway protocol is if the child or youth they are advocating for runs away.

Note the young age of everyone shown on this slide.

Note the girl on the couch at home, seemingly safe, but on her phone which could give access to potential predators and make her a victim.

The bottom middle photo is of Leticia Serrano, a teen girl rescued from a sex trafficking ring who then died by suicide. Her father told the media he believed his daughter couldn't get over being away from the man who took her. She ran away from home twice to be with this man, who had been arrested and then released days later.

The far-right photos are both of Rebekah Charleston, who was trafficked as a teen and is now the CEO/Co-Founder of Charleston Law Center (www.charlestonlawcenter.org), who provide pro bono legal services to survivors of sexual and domestic violence in Nevada.

Ask participants if they can think of any current news stories they have heard about and if those stories line up with the images portrayed.

Additional Resources for Facilitators

Rebekah Charleston's website: <https://www.rebekahspeaksout.com/>

Leticia Serrano story: <https://www.cbsnews.com/dfw/news/texas-teen-dies-suicide-after-rescued-from-sex-trafficking-ring/>

Notes

Slide 22 - Myths—Poll Time!

Length: Five minutes

Checklist: Dry erase board or sticky note easel pad, markers

What to Prep in Advance: Decide how to present the poll (writing on dry erase board, pre-written on sticky note easel pad, or create Zoom poll if virtual) and how people will be asked to respond.

Content to Present

Go through each poll question and ask trainees to decide if it's True (T) or False (F):

- Most people experiencing trafficking are held captive (F)
- Traffickers primarily kidnap small children (F)
 - Note: Average age of victims in the U.S. is 14 years old
- Trafficking involves a calculated recruitment and grooming process (T)
- Most people experiencing trafficking enter "the life" by "choice" (F)
 - Note: This lifestyle may seem glamorized, but the people involved in this situation have been manipulated, exploited and taken advantage of

Virtual Adjustments

Use a Zoom poll to secure true/false answers, and then display and discuss the results.

Notes

Slide 23 - Myths

Length: Three minutes

Content to Present

The objective of this slide is to delve further into the detailed truth behind the six myths shown on the slide. Allow the class to comment and ask questions as each one is discussed. Share the realities presented below from the Human Trafficking Hotline’s website.

- Most victims are held captive
 - “That is sometimes the case. More often, however, people in trafficking situations stay for reasons that are more complicated. Some lack the basic necessities to physically get out—such as transportation or a safe place to live. Some are afraid for their safety. Some have been so effectively manipulated that they do not identify at that point as being under the control of another person.”
- It is always a violent crime
 - “By far the most pervasive myth about human trafficking is that it always—or often— involves kidnapping or otherwise physically forcing someone into a situation. In reality, most traffickers use psychological means such as tricking, defrauding, manipulating or threatening victims into providing commercial sex or exploitative labor.”
 - Take grooming processes into account
- It only happens “over there”/in illegal industries
 - “Human trafficking cases have been reported and prosecuted in industries including restaurants, cleaning services, construction, factories and more.”
- Trafficking involves movement across borders
 - “Human trafficking is often confused with human smuggling, which involves illegal border crossings. In fact, the crime of human trafficking does not require any movement whatsoever. Survivors can be recruited and trafficked in their own home towns, even their own homes.”
- If the person originally consented to prostitution, they can never be a victim of trafficking
 - “Initial consent to commercial sex or a labor setting prior to acts of force, fraud, or coercion (or if the victim is a minor in a sex trafficking situation) is not relevant to the crime, nor is payment.”
- Victims of trafficking are usually held against their will
 - “Some lack the basic necessities to physically get out - such as transportation or a safe place to live. Some are afraid for their safety. Some have been so effectively manipulated that they do not identify at that point as being under the control of another person.”

<https://humantraffickinghotline.org/what-human-trafficking/myths-misconceptions>

Notes

Slide 24 - Julie

Length: Two minutes

Handouts Used: One-page handout "Julie's Story" (page 101 in Appendix)

How to Localize: Create a local case study combining scenarios of youth to de-identify. Keep in mind that the class will want to know how the youth is doing, so be ready to answer that question.

Content to Present

Pass out the handout and read Julie's story to the class:

"Julie entered foster care at age nine because of sexual abuse by her mother's boyfriends. In exchange for sex with Julie, boyfriends paid for the mother's rent and food.

After CPS removal, Julie lived in several different foster homes and then Residential Treatment Centers. A CASA volunteer was appointed from the beginning.

At age 13, Julie began running away—always running back to her mother. Her mother would give Julie drugs and alcohol and further victimize her through sexual abuse by her boyfriends.

It was hard to keep in touch, but Julie always called her CASA volunteer when she had access to a phone.

Julie fell behind in school—she is now 16 years old and is classified as a freshman. She was introduced by her mother to a 22-year-old man named Tony. They began dating and it is suspected that he is now her trafficker.

Julie has a public and active social media page—she uses an alias. The majority of her friends are male and most of her photos are provocative.

After a falling-out with her mother, Julie is now living with Tony. She is pregnant."

Note that this story portrays a fictional girl based on real-life scenarios that CASA programs have encountered in their advocacy. Share that the rest of the training will refer back to the Julie (or localized) case study frequently.

Notes

Slide 25 - CSEY in Foster Care

Length: Five minutes

Checklist: Dry erase board or sticky note easel pad, markers

Content to Present

Ask the class what they think puts youth in foster care at higher risk of being trafficked or exploited. Specifically refer to the case study example, such as “What might have put Julie at risk?” if needed to spur conversation.

Write down the responses.

Virtual Adjustments

Use a Zoom Whiteboard under the Share Screen option to type out risk factors.

Notes

Slide 26 - CSEY and Risk Factors

Length: Five minutes

Content to Present

This slide is a continuation of the previous discussion, going into a full list of risk factors and expanding upon the class’s responses on the last slide.

Review each item on the list and share why it’s a risk factor. Ask the class to think about the teens they’ve advocated for and which of these risk factors were present in their life.

- Running away: impact of lack of consistency or stable living situations. This may include couch surfing, being out in the elements, lack of access to shelter, money, food, or ability to meet their other basic needs. This all makes them an easy target for traffickers to fulfill a need that the young person has.
- Drugs and alcohol: another thing to exploit, also lowers inhibitions, and if someone becomes addicted, then there is a “need” to be filled.
- Low self-esteem: more likely to be drawn to someone that comments on their appearance or shows them attention, particularly if they are in foster care or coming from unhealthy homes.
- Marginalized populations: being undocumented, from a minority group, LGBTQ+, etc. makes youth even more vulnerable as they have less rights, trust in systems, access to services, etc.
 - Discuss how being undocumented is specifically prevalent in Texas.
 - Also discuss how marginalized populations are overrepresented in the foster care system.

Note that these risk factors may be common in teenagers—even those not involved in the child welfare system—such as having low self-esteem or experimenting with drugs and alcohol. However, youth in foster care are at greater risk of experiencing these risk factors which, in conjunction with experiencing instability and isolation, make them a prime target for recruitment by traffickers.

This topic will likely prompt numerous questions from the class, so ensure there is time in the agenda to foster and not rush this discussion.

Notes

Slide 27 - Looking at Sex Trafficking Through the Social-Ecological Model

Length: Four minutes

What to Prep in Advance: Be familiar with the CDC Social-Ecological Model.

Content to Present

The objective of this slide is to introduce an overarching theory to explain the why and how behind violence and exploitation. The Social-Ecological Model comes from the Centers for Disease Control and Prevention (CDC).

The CDC developed this theory to explain the complex interplay between individual, relationship, community and society factors. It allows an understanding of the range of factors which put people at risk, and which protect people.

Originally developed as a means to understand violence prevention, this model is now also applied to understand exploitation. Each ring illustrates risks and protective factors, while the overlapping rings illustrate how these factors at each level impact and influence other factors.

The model can be applied when looking at CSEC, viewing how youth may be predisposed to vulnerabilities, what fuels sex trafficking and what perpetuates further victimization due to society's lack of understanding of the complex dynamics.

Ask what questions or thoughts attendees have.

Additional Resources for Facilitators

Social-Ecological Model: <https://www.cdc.gov/violenceprevention/about/social-ecologicalmodel.html>

Notes

Slide 28 - Social-Ecological Model Detailed

Length: Five minutes

Content to Present

The objective of this slide is to apply the Social-Ecological Model specifically to exploitation and youth in foster care.

Discuss each level of the ring and address the risk factors that contribute to exploitation. Break up each level between the trainers to keep the voices changing in the discussion.

Ask the trainees to think about how their role as CASA volunteers plays into the Relationship level of the ring.

Additional Resources for Facilitators

Social-Ecological Model: <https://www.cdc.gov/violenceprevention/about/social-ecologicalmodel.html>

Notes

Slide 29 - The Social-Ecological Model and Youth in Foster Care

Length: Five minutes

Content to Present

This slide applies the Social-Ecological Model specifically to youth in foster care, with the red text sections as specific examples at each level.

Discuss each level in detail and with regards to the youth served by CASA/GAL.

Additional Resources for Facilitators

Social-Ecological Model: <https://www.cdc.gov/violenceprevention/about/social-ecologicalmodel.html>

Notes

Slide 30 - Activity: Adapted Voices All Around

Length: 20 minutes

Materials Checklist:

- Voices All Around handouts
- Index cards color coded by four levels with corresponding four words from the Social-Ecological Model
 - For handouts and index cards for this activity, have enough of each level in the circle to evenly break the training class out into four groups
 - If 16 trainees, need four of each handout and four of each index card meant to match
- Painter's tape in four different colors
- Dry erase board or sticky note easel pad
- Markers

What to Prep in Advance: Before the training starts in the morning, use the painter's tape to create the concentric circles noted in the "Checklist and Set-Up" section on page 10.

Handouts Used: Four pages of handout "Voices All Around" (pages 102–105 in Appendix) plus Facilitator Response Guide version.

Content to Present

To facilitate this activity, pass out the index cards and corresponding handouts, breaking up the group into the four levels of the Social-Ecological Model: Individual, Relationship, Community and Societal. Ideally, place one of the facilitators in each group to help clarify the activity, or move around often if there are not enough facilitators for all four of the groups.

Breakout Group Discussions

Once the different levels have been grouped together, ask them to read their page, think about the level they were assigned, and consider Julie's (or the localized case study) story. As a group, they should discuss the messages Julie is likely to hear and perceive, both positive and negative, from their assigned level of the Social-Ecological Model. Have them write down additional messages beyond the examples shown on each worksheet.

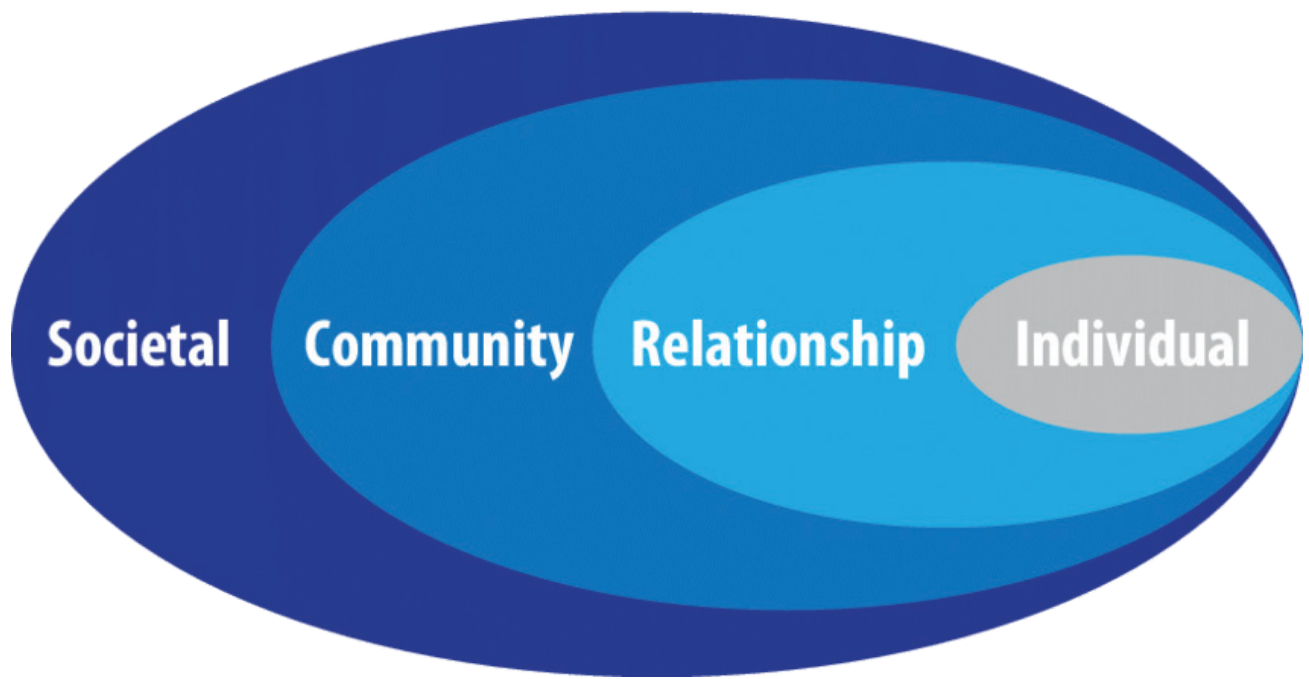
Use the Facilitator Response Guide of the handouts (pages 106–107 in Appendix) to find suggested messages in red to help start conversations.

Full Group Activity

Once the groups have written down their messages for Julie, bring everyone back together and into the space in the room where the four concentric circles have been marked on the floor to represent the model.

Ask one person to volunteer to play Julie, and sit in a chair in the middle of the circles.

Instruct the rest of the class to be in the circles for the level they discussed, with Individual in the center and Societal in the largest, furthest-out circle:



Instruct everyone to share one of their messages at the same time, in a regular speaking voice.

Next, ask everyone to start with whispering their message, and gradually get louder until they are almost yelling.

Then alternate, with one group quiet, one group whispering, one group talking in a regular speaking voice, and one group almost yelling. Switch up the groups a few times.

Ask everyone to slowly move back to their seats in prep for reflection and discussion on the next slide. Note that it takes some time to come down from this activity, so do not rush.

Virtual Adjustments

Use four breakout rooms in place of the tape circles. Once the first part is done, close the breakout rooms and complete the rest of the activity in the full group, with one person playing Julie and not speaking.

Notes

Slide 31 - Reflection

Length: Five minutes

Content to Present

Once back at tables, ask the trainees to respond to how the activity felt for them.

Discuss the differences in messaging for Julie, versus for a 16-year-old who has grown up in a healthy home, not in foster care.

Ask which level of the Social-Ecological Model may have had the most significant impact on Julie.

Answer: Can be any of them, depending on the day

Notes

Slide 32 - Give Me a Break!

Length: 10 minutes

Kit Kat Bars encouraged!

This break can be taken earlier if facilitators assess that the class needs it.

Slide 33 - Factors that Keep Human Trafficking Alive

Length: Five minutes

Content to Present

Lead the class in a discussion of the factors that fuel human trafficking. Much research has been conducted on the how and why behind exploitation, and all of it points to the following as contributing factors to perpetuating exploitation:

- Poverty
 - When people don't have their basic needs met and someone finds a way to meet those needs, it creates vulnerability and sets the stage for exploitation
- Global market
 - The demand for goods and services, made quickly, made cheaper, contributes to the potential for labor trafficking and exploitation
- Disproportionate availability of resources worldwide
 - This is not just in terms of money/wealth, but also quality air and water
 - This has led to global migration, most recently an increase in female migration
 - Statistic: Developed nations include only about 20-25% of the world's population, yet utilize 80% of the world's available resources (e.g., water, food, electricity, etc.) - Mary Burke
- Widening economic and wealth gap
 - Unequal distribution of power is a risk factor for exploitation
- Demand, especially the demand for young girls
 - Demand breeds the supply

Notes

Slide 34 - What Fuels the Demand?

Length: 10 minutes

Checklist: Dry erase board or sticky note easel pad, markers

What to Prep in Advance: Think about mainstream examples to share in the conversation that do not vilify a specific group of people, genre of music, etc.

Content to Present

Ask the participants to think about examples in music, movies, pop culture, the media and people in the spotlight which further normalize and accept violence against women and/or support sexual exploitation. Write down examples as shared.

Sample responses:

- Modern culture that objectifies women and girls
 - Bratz and L.O.L. Surprise Dolls
 - Beauty pageants for children
 - Pornography and sexually-explicit music videos that feature young women dressed to resemble little girls
- Minimization and "acceptance" of violence against women
- Zac Efron cast as serial rapist/killer Ted Bundy glamorizes a predator
 - Plots of "Gossip Girl," "Game of Thrones," "Vampire Diaries," "365 Days" ("erotic thriller" on Netflix about a man imprisoning a woman so she'll fall in love with him)
 - Continued success of stars like Roman Polanski, Chris Brown after known violence against women
- Normalization of buying sex
 - "Pretty Woman"
- Perpetuating the myths about trafficking which deflect from the actual issues
 - "Child snatching"
 - "Taken"

Important: This topic is likely to bring forth a challenging conversation, as examples shared may offend some members of the class. It's important to ensure this conversation does not become generalized or judgmental against any specific groups of people (rap music, racial/ethnic groups, sex workers/dancers, etc.). If needed, remind the class that the point of this isn't to cancel or condemn anything, but simply to take a critical lens to the media consumed every day and how it may impact perception of a topic, and potentially impact youth beliefs.

Notes

Slide 35 - Reflection

Length: Four minutes

Content to Present

Ask the class to share any apprehensions/concerns they have about serving youth who've been trafficked. Help validate and normalize for the group that it's okay to feel nervous about their competency to work with this population at this point. This is hard work, and the needs of young people who have been trafficked are high and unique.

This is why it is so important that CASA volunteers are trained and prepared to advocate for and support these youth. Thank volunteers for being here!

Explain that the upcoming chapters of the training will share tools and methods they can practically apply to their advocacy and in their work with the young people they are appointed to.

Notes

Chapter 3

Slide 36 - Chapter 3: Victim Identification

Length: One minute

Content to Present

Remind the class that this chapter corresponds with Lesson 3 from their online course.

Notes

Slide 37 - Hand Model of the Brain

Length: 10 minutes

What to Prep in Advance: Load video "Dr. Dan Siegel's Hand Model of the Brain."

Video: <https://www.youtube.com/watch?v=f-m2YcdMdFw> (eight minutes)

Content to Present

Play video "Dr. Dan Siegel's Hand Model of the Brain."

After viewing, note that this video shows the general structure of the brain. Mention that the class will be discussing the survival versus emotional parts of the brain in this chapter, as well as how the prefrontal cortex may not be as developed in the youth served by CASA/GAL.

Notes

Slide 38 - Trauma and Brain Development

Length: Five minutes

Handouts Used: One-page handout "Trauma and Brain Development" (page 108 in Appendix)

Content to Present

Pass out handout.

Discuss the impact of trauma on child and youth brain development, emphasizing the inversion of developmental processes that occurs when brains are experiencing high-stress, traumatic events during development.

The visual shows that when the brain is hyper-focused on survival there is little space left to develop skills such as regulation and healthy relationships. Cognition is low, so an adult (such as them, as a volunteer) trying to reason with a youth or teach them something may not come through. Their brain may be unable to receive that information. It is not intentional or done on purpose, it is simply a normal (and healthy!) part of development.

Brains equate familiarity and predictability to safety. Ask the class to consider how youth in unsafe, unpredictable environments might be affected by hormonal responses.

Discuss "manipulative" behaviors as survival mechanisms. Emphasize viewing behaviors through a strengths-based lens, and not taking behaviors personally. People are wired to be interpersonally dependent, so interpersonal trauma is highly influential to brain development.

Note that adults working in the child welfare system want to think that they make kids objectively safer, but the youth may still not feel safe even with a trusting adult around. It's important to have empathy and understanding of where youth are at. Trainees should consider not taking negative responses from youth personally, knowing where their brains may be operating from.

Notes

Slide 39 - Types of Trauma

Length: 15 minutes

Handouts Used: One-page handout "Types of Trauma" (page 109 in Appendix)

Content to Present

Pass out handout.

Review each type of trauma with the class.

Discuss the differences between "little t" and "big T" trauma.

Break the class into small groups and ask them to review the handout and come up with examples of each type of trauma. Have them discuss how they think those types of trauma may manifest behaviorally and/or in relationships with their small groups.

Additional Resources for Facilitators

Understand and Overcoming 3 Types of Trauma: Acute, Chronic, and Complex:

<https://medcircle.com/articles/types-of-trauma/>

Different Types of Trauma: Small 't' versus Large 'T': <https://www.psychologytoday.com/us/blog/trauma-and-hope/201703/different-types-trauma-small-t-versus-large-t>

Notes

Slide 40 - Trauma Bonds

Length: Five minutes

Content to Present

Define and discuss trauma bonds with the class.

Trauma bonds are powerful emotional attachments that develop from two specific features of abusive relationships: power imbalances and intermittent good/bad treatment. Dynamics mirror the power and control wheel associated with domestic violence education (trainees may remember this from their pre-service volunteer training).

The abuser utilizes various strategies to attain control and obedience (starvation, rape, abuse, confinement, threats of violence towards the victim/victim's family, forced drug use, shame).

They may also use grooming techniques, like presenting themselves as loving adults, providing material things, providing basic needs such as food/clothing, love bombing, etc.

Abusive behaviors may be carefully concealed by the abuser. Relationships are complex and layered, and there's frequently a romantic component. Victims may have children with the abuser.

Essentially, there are many ways for an abuser to create a trauma bond, whether through withholding love, love bombing or having children with the victim.

Youth are not choosing to stay in a situation like this. It's the nature of the trauma bond and cycle of abuse they're experiencing that keeps them there. If mentioned earlier, refer to the Leticia Serrano story from Slide 22.

Additional Resources for Facilitators

Is It Love, or Love Bombing?: <https://www.verywellhealth.com/love-bombing-5217952>

Leticia Serrano story: <https://www.cbsnews.com/dfw/news/texas-teen-dies-suicide-after-rescued-from-sex-trafficking-ring/>

Notes

Slide 41 - Empathy

Length: Five minutes

What to Prep in Advance: Load video "Brené Brown on Empathy."

Video: <https://www.youtube.com/watch?v=1Ewgu369Jw> (three minutes)

Content to Present

"Now that we've talked about some heavy stuff, let's talk about the personal impact on ourselves."

Briefly define empathy: The ability to understand and share the feelings of another.

Play video "Brené Brown on Empathy."

Notes

Slide 42 - Primary Traumatic Stress vs. Secondary Traumatic Stress

Length: Three minutes

Content to Present

Note that the class has already discussed primary trauma and first-hand exposure. Now, the focus is on secondary trauma that can occur when working with this particular population.

Review the differences briefly, since most trainees will likely be familiar.

Primary

- First-hand exposure to a traumatic event
- Survival responses activated in the brain
- Responses to the traumatic event may include extreme fear, sadness, shame, anger, etc.

Secondary

- Indirect exposure to a traumatic event
- Result of empathic response within the helper
- Response to secondary traumatic stress can result in compassion fatigue or burnout

Notes

Slide 43 - Compassion Fatigue

Length: Eight minutes

What to Prep in Advance: Load video "Water Bottle Analogy for Stress, Compassion Fatigue and Resilience."

Video: <https://www.youtube.com/watch?v=-3yxouKWVTU> (five minutes)

Content to Present

Mention to the class that the onus is on them to be mindful of their own triggers and when they might be experiencing compassion fatigue. This is especially important when working with young people in the foster care system, and particularly with young people who have experienced exploitation or trafficking.

Play video "Water Bottle Analogy for Stress, Compassion Fatigue and Resilience."

Discuss examples of compassion fatigue. Ask the class to provide examples from their lives.

Discuss ways to combat compassion fatigue (note that the group will discuss specific self-care strategies later in training).

Additional Resources for Facilitators

Compassion Fatigue: Symptoms to Look For: <https://www.webmd.com/mental-health/signs-compassion-fatigue>

Notes

Slide 44 - Lunch: I'm So Hungry

Length: 30–45 minutes depending on time available

Serve lunch.

Recommendation: Play music in the background to lighten the mood during this break time.

Chapter 4

Slide 45 - Chapter 4: Traffickers, Buyers, and Recruitment

Length: One minute

Content to Present

Introduce Chapter 4 of the training and note that this section corresponds with Lesson 4 from their online courses.

Note that the upcoming section of the training will be more difficult to hear than previous chapters. Remind the class of the fidget toys and coloring pages they have available on the tables. Let them know they can briefly step outside to get some air or be in a different space if needed.

Notes

Slide 46 - What Society Thinks a Trafficker Looks Like

Length: Three to five minutes

Content to Present

Ask the participants to share, along with those shown on the slide, other examples of what a trafficker looks like in their mind.

Note that most examples feel lighthearted, with images of pimps and madams from TV and music. Their clothes are funny and outlandish. They're often glorified.

Discuss the positive connotations of pimp: "Pimp My Ride," "Big Pimpin"

Notes

Slide 47 - REAL Faces of Traffickers

Length: 10 minutes

How to Localize: Facilitators have the opportunity to change the slide and presentation to local news stories/photos, although it's important to keep a diverse array of people represented to avoid reinforcing generalizations or stereotyping.

Content to Present

Share that each of the photos represents a real person found guilty of trafficking.

- Top Left: High school teacher who coerced students into helping him secure explicit photos.
 - "The 17-year-old was eliciting explicit photos from other minors and distributing them to Brian Mohr, a teacher at the high school. There was also evidence Mohr used the photos to coerce the minors into sexual activity."
- Top Middle
 - "27 years old, pleaded guilty to charges of sexual assault of a child under 17, human trafficking and compelling prostitution. Prosecutors accused her of a month-long pimping operation where she raped the teen, forced her to solicit strangers for sex in southwest Houston and made her see buyers at their homes or in a motel room."
- Top Right: Christopher James Regan, 38, and Tanya Marie Regan, 35, made and distributed child pornography, with intent to sell it.
 - "Mr. Regan was sentenced to 90 years and Ms. Regan was sentenced to 50 years in prison."
- Bottom Left: Margarita "Rita" Martinez, 61, and her son, Genaro Fuentes, 36
 - "A Hidalgo County grand jury indicted Martinez on charges of human trafficking, 15 counts of aggravated sexual assault, 14 counts of sexual assault of a child and one count of manufacturing/delivering a controlled substance."
- Bottom Right: Detectives arrested James Duncan, 37, and Katheryne Sneed, 23, on sex trafficking charges. Point out that Katheryne was most definitely a victim before she was 18, and is not his "bottom" or right hand, but is also now considered a criminal.
 - "Bottom" definition: A female appointed by the trafficker/pimp to supervise the others and report rule violations. Operating as his "right hand," the "bottom" may help instruct victims, collect money, book hotel rooms, post ads, or inflict punishments on other girls.

Ask for observations from the class.

Note that traffickers come in all shapes, sizes, demographics, etc. These examples include a couple and a mother and son.

Additional Resources for Facilitators

Trafficking Terms: <https://sharedhope.org/the-problem/trafficking-terms/>

Notes

Slide 48 - The Buyers

Length: Five minutes

Content to Present

Review the slide and then ask what the class thinks of when they hear the words “buyer” or “John.”

Ask who is the most famous buyer they’re aware of.

Answer: Likely will be Jeffrey Epstein

Note that buyers can cross all demographic and socioeconomic lines. It could be anyone.

Notes

Slide 49 - Recruitment of a Youth in Foster Care

Length: Three minutes

Content to Present

Review slide and how traffickers may be able to meet basic needs or take advantage of vulnerabilities specific to youth in foster care.

Remind the class of Julie’s risk factors discussed earlier, and how they relate to the vulnerabilities of any youth in foster care.

Note that because meeting basic needs can be a recruitment tool, CASA/GAL volunteers should find a way to ensure youth have basic needs met in healthier ways.

Remind the class that there’s social capital that comes with having nails done or wearing nice clothes, especially in foster care when these luxuries are scarce. Traffickers are aware of this and can use it to their advantage.

Notes

Slide 50 - Signs and Identification

Length: Three minutes

Content to Present

Review the signs noted on the slide together.

Make sure the class understands that some of these signs might be present in teens without identifying them as being trafficked. Note the importance of rapport building to be able to distinguish specific behavior/mood changes that could be red flags.

This discussion is focused on how to recognize trafficking, not what to do about it. That will come later in the presentation.

Notes

Slide 51 - Internet Safety

Length: 10 minutes

Content to Present

Let class know that this graphic comes from the National Center for Missing and Exploited Children (NCMEC) which is an excellent resource to stay up to date on social media channels that can give predators easy access to recruit youth. NetSmartz is their online safety education program.

Tech is positive but can create vulnerabilities. Discuss how cell phones are useful for CASA/GAL volunteers staying in touch with youth, but also open them up to being reached by potential traffickers.

It's important to know that youth are going to access the internet and that the best bet is to teach them how to be savvy and safe. While this will be hard to enforce in today's world of social media, safety tactics for youth online can include:

- Keeping social media profiles private
- Ignoring friend invites from strangers
- Not allowing themselves to get tagged in photos
- Never sharing their personal information or location

Note that it's not just social media, but also video games and their corresponding chat features can make youth vulnerable.

Encourage youth to interact and build healthy relationships in real life with the people they know and trust, so that they're less tempted to look for meaningful relationships in an online space with strangers who may be dangerous.

Participants may ask how they're supposed to keep up with all of these channels and games. Emphasize that internet safety is the same as in-person safety, and everyone can be taught to be wary of strangers whether in-person or online.

Additional Resources for Facilitators

NCMEC NetSmartz: <https://www.missingkids.org/netsmartz/home>

Notes

Slide 52 - Skipthegames Profile

Length: Three minutes

Content to Present

The screenshot on this slide is from an actual youth served by CASA/GAL who was being trafficked. Advocates found this online profile/ad for sexual services with their photos and information.

Notes

Slide 53 - Chatting with a Trafficker

Length: Six minutes

What to Prep in Advance: Load video "Pimp Psychology."

Video: <https://www.wingclips.com/movie-clips/sexmoney/pimp-psychology> (three minutes)

Content to Present

Warn class that this video will be frustrating/tough to watch.

Play video "Pimp Psychology."

Start open discussion:

- "What did you think?"
- "How do you feel about the trafficker?"
- "What are your thoughts on his use of the words 'ho' and 'daddy'?"
- "What do you think about how easy he made it seem to control a woman's mind?"

Notes

Slide 54 - Chatting with a Buyer

Length: Four minutes

What to Prep in Advance: Load video "Sex+Money."

Video: <https://www.wingclips.com/movie-clips/sexmoney/pastor-testimony> (two minutes)

Content to Present

Again, warn the class about the tough nature of this video.

Play video "Sex+Money."

Discuss the lack of accountability and how the man blames the victim for his actions.

Note how a married pastor might be one of the last people someone would expect to be a buyer.

Notes

Slide 55 - Survivor Story: From Victim, to Survivor, to Leader

Length: 12 minutes

What to Prep in Advance: Load video "Saving Innocence: A Survivor's Story - Oree Freeman."

Video: <https://www.youtube.com/watch?v=odASOknP1kY> (nine minutes)

Content to Present

Note that the next video is a sad story but that it ends on a positive note, acknowledging that the previous two videos were both very difficult.

Play video "Saving Innocence: A Survivor's Story - Oree Freeman."

Ask the participants for any thoughts they had and how the video made them feel.

Ask them to compare their reactions to Oree's story versus the two videos beforehand.

Emphasize: The videos shown earlier talked about women as objects, not people. Oree's story reminds people that victims of sex trafficking are human beings.

Discuss how Oree's story relates to youth in foster care and the role CASA/GAL volunteers play.

Notes

Chapter 5

Slide 56 - Chapter 5: Safety Planning, Engagement, and Advocacy

Length: One minute

Content to Present

Introduce the next chapter that corresponds to Lesson 5 from their online course. This section will include tools for advocacy and how participants can practically apply the knowledge they're receiving today.

Notes

Slide 57 - Meeting the Youth Where They Are

Length: Three minutes

How to Localize: Plan to tell a personal anecdote or local story (de-identified) to reinforce the idea of not rescuing the child or youth.

Content to Present

The objective of this slide is to introduce the idea of empowering children and youth to make their own decisions, and to deter volunteers from going onto cases with a rescue mentality.

If possible, the facilitator should share a CASA/GAL story (which has been de-identified) or a personal anecdote about the difference between “rescuing” someone and doing the work for them and helping teach/empower someone to rescue themselves.

Let participants know that they are about to get a lot of tangible tools that they can use tactically with the young people they advocate for.

Notes

Slide 58 - 11 Characteristics of an Effective Advocate

Length: Five minutes

Handouts Used: One-page handout "11 Characteristics of an Effective Advocate" (page 110 in Appendix)

Content to Present

Pass out the handout and review the list of characteristics and details of each. Note that this is another resource from Saving Innocence.

Ask the class to pick out a few that stand out to them. Ask them why they think these characteristics are most important.

Discuss how they might use different characteristics in different circumstances throughout a case.

Notes

Slide 59 - Safety Plan for Face to Face Visits with High Risk Youth

Length: Seven minutes

What to Prep in Advance: Secure a copy of the local Safety Plan for Visits (or work with program team to develop protocol for this to train volunteers on).

Handouts Used: Local safety plan for visits

How to Localize: Use the local version of a safety plan as a handout and update the slide to reflect that.

Content to Present

Explain that the purpose of a safety plan is to ensure volunteers are safe when working with youth who may not be in the safest placements or situations. They will complete a plan like this with their supervisor for these higher-risk situations.

Mention Julie’s story and how she was living with a boyfriend who may be her trafficker, and her CASA volunteer has to find a safe way to see her in person.

Reiterate that safety comes first for volunteers, staff, children and youth.

Walk through the different questions on the plan:

- Note that before going on a first visit, an assessment will be made about where the youth is placed, the best time to go, who to go with (never alone) and what to consider before the visit
- Mention that it can be difficult to develop rapport with youth in high-risk situations, and one of the easiest ways to start that is to check in on basic needs like food/clothes (bring food or clothes to the visit if possible) and if they have an ID

Note that the safety plan is always a guide and may need to be adjusted for the situation.

Notes

Slide 60 - Developing a Safety Plan

Length: 10 minutes

Handouts Used: Refer back to Julie’s Story and Safety Plan handouts

Content to Present

Split the class into groups of three and ask them to think about Julie and develop a safety plan for each of the three scenarios on the slide. Remind the class that Julie is currently 16 years old.

Ask them to consider their individual safety needs for each visit/location.

If they feel they need more information on Julie’s story, note that they may not always have all of the information they would like in real life either. Encourage them to plan for different situations.

Bring the groups back together to report on their planning sessions.

Debrief points:

- In scenario three, it would be best to plan to visit Julie somewhere other than her boyfriend’s house, which might be dangerous
- Try to bring their CASA/GAL supervisor or CPS caseworker with them... never going alone if possible

Notes

Slide 61 - Reflection

Length: Five minutes

Content to Present

Ask the class how they can support a youth who may not understand that they're a victim, experiencing exploitation or being trafficked.

As needed, remind the class about meeting a youth where the youth is at. If they're not ready to talk about what's happening to them, how can a volunteer support the youth in other ways with whatever is needed at the moment?

Following this reflection time is a good time to take another 10-minute break for the afternoon.

Notes

Tentative Break Time (10 minutes)

Chapter 6

Slide 62 - Chapter 6: Core Competencies and Understanding Trauma

Length: One minute

Content to Present

Introduce Chapter 6 and note that it aligns with Lesson 6 from their online video courses.

Notes

Slide 63 - Bessel van der Kolk Quote

Length: Two minutes

Content to Present

Read quote aloud:

“Traumatized people chronically feel unsafe inside their bodies: The past is alive in the form of gnawing interior discomfort. Their bodies are constantly bombarded by visceral warning signs, and, in an attempt to control these processes, they often become expert at ignoring their gut feelings and in numbing awareness of what is played out inside. They learn to hide from their selves.” - Bessel van der Kolk

Revisit trauma discussions from earlier in the day during Chapter 3.

Discuss how trauma is an individual experience and that each youth must be approached as an individual.

Begin discussing the ways trauma, and constantly being in survival mode, manifests in the body:

- Survivors may experience headaches, stomach pain, memory problems, back pain, poor appetite, exhaustion, dizzy spells, pelvic pain, gynecological issues, STIs, etc.
- Trauma changes how the body responds to stress
 - In order to survive repeated trauma, the brain, body and nervous system adapt
- Many survivors are fixated on safety, but it’s difficult to know what safe really is
 - Remember that just because something is considered objectively safe, doesn’t mean it feels safe to a survivor
- Many “negative behaviors” are skills that helped victims survive when in the life
 - Examples: Emotionally distancing, stealing, running away, avoidance, secrecy
- It takes the body time to relearn how to cope and respond when trauma is absent
 - Chaos may feel safer because it’s more familiar

Discuss why familiarity equals safety to the brain.

Notes

Slide 64 - Neuroplasticity

Length: Three minutes

Content to Present

Review quote on slide:

Neuroplasticity “refers to the physiological changes in the brain that happen as the result of our interactions with our environment. From the time the brain begins to develop in utero until the day we die, the connections among the cells in our brains reorganize in response to our changing needs. This dynamic process allows us to learn from and adapt to different experiences” – Celeste Campbell (n.d.)

Remind the class what has already been discussed about how trauma impacts the brain’s structure and development.

This neuroplasticity allows for recovery as well—growth and healing can happen after trauma.

For healing to happen, healthy and consistent relationships can be the most positive and impactful. CASA/GAL volunteers can provide that continuity, support and unconditional positive regard to reinforce healing, but it has to be consistent. Volunteers can also work to build other positive connections and safety networks for the youth they advocate for through Collaborative Family Engagement.

Additional Resources for Facilitators

Collaborative Family Engagement: <https://texascasa.org/what-we-do/collaborative-family-engagement/>

Notes

Slide 65 - Core Competencies: Core Knowledge

Length: One minute

What to Prep in Advance: Become very familiar with pages 49-62 of the CSEC Course Companion Guide, "Core Competencies for Serving Commercially Sexually Exploited Children (CSEC)."

Content to Present

Refer to pages 52–56 of the Companion Guide that all participants should have worked through during their online courses.

Briefly remind participants of the Core Knowledge competencies.

Additional Resources for Facilitators

CSEC Course Companion Guide: https://casacollege.myabsorb.com/files/866211a0-f202-4da0-afed-665744fc9438/CASA-SI-E-Course_Companion%20Guide.pdf

Notes

Slide 66 - Core Competencies: Impact and Dynamics of Abuse, Neglect, and Trauma

Length: Two minutes

What to Prep in Advance: Become very familiar with pages 49-62 of the CSEC Course Companion Guide, "Core Competencies for Serving Commercially Sexually Exploited Children (CSEC)."

Content to Present

Refer to pages 56–60 of the Companion Guide and briefly remind participants of the core competencies around the impact and dynamics of abuse, neglect and trauma.

Additional Resources for Facilitators

CSEC Course Companion Guide: https://casacollege.myabsorb.com/files/866211a0-f202-4da0-afed-665744fc9438/CASA-SI-E-Course_Companion%20Guide.pdf

Notes

Slide 67 - Core Competencies: Informed Applications of Skills

Length: One minute

What to Prep in Advance: Become very familiar with pages 49-62 of the CSEC Course Companion Guide, "Core Competencies for Serving Commercially Sexually Exploited Children (CSEC)."

Content to Present

Refer to pages 60–62 of the Companion Guide and briefly remind participants of the core competencies around informed application of skills.

Additional Resources for Facilitators

CSEC Course Companion Guide: https://casacollege.myabsorb.com/files/866211a0-f202-4da0-afed-665744fc9438/CASA-SI-E-Course_Companion%20Guide.pdf

Notes

Slide 68 - Trauma-Related Diagnoses

Length: Five minutes

Content to Present

Begin by reminding trainees of the scope of their role and that they are not mental health professionals when advocating on behalf of CASA/GAL (even if they might be in real life). The point of this slide is to provide them with awareness of diagnoses that may come up.

Emphasize: It is not their job or role to make a diagnosis. What's important is to make sure youth get the treatment they need, or at least some sort of mental health assistance, even if there's no specific diagnosis.

Getting mental health support is important, because a child/youth in a state of crisis won't be able to talk about future goals/aspirations with their volunteer. They first need to stabilize and have their immediate needs met.

Review each item on the list, noting that it's not an exhaustive list but includes many diagnoses commonly seen in this work:

- PTSD: Life threatening experience with re-experiencing, avoidance, change in cognition/mood, hyper arousal, over one month
- Acute Stress Disorder: Three days to one month
- Reactive Attachment Disorder: Withdrawn from caregivers, social disturbance, early attachment difficulties
- Adjustment Disorder: Behavioral or emotional reaction to difficult life change
- Other Specified Trauma/Stressor Related Disorder: Adjustment disorder, more than six months

Notes

Slide 69 - Evidence Based Trauma Treatments

Length: Two to three minutes

What to Prep in Advance: The facilitator should be familiar with the treatment forms listed on the slide.

How to Localize: Find out what services are available locally and add these to the discussion or create a handout.

Content to Present

Briefly review the different forms of treatment listed on the slide, so that volunteers can have them in the back of their mind to suggest as options when working a case in the future. Reiterate that CASA volunteers can only suggest options, not diagnose or provide any form of therapy. It is also important to note that there's not one single therapeutic intervention that works for every person.

- Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
 - Form of cognitive behavioral therapy that addresses the specific emotional and mental health needs of individuals struggling to overcome destructive effects of early trauma
 - Trauma-focused cognitive behavioral therapy (TF-CBT) is especially sensitive to the unique problems of youth with post-traumatic stress and mood disorders resulting from abuse, violence or grief (Psychology Today, 2022)
- Eye Movement Desensitization Reprocessing (EMDR)
 - EMDR therapy facilitates the accessing and processing of traumatic memories and other adverse life experience to bring these to an adaptive resolution (EMDR Institute, 2020)
 - Not traditional talk-therapy
- Other promising practices:
 - Cognitive Behavioral Therapy (CBT): Therapeutic interventions that focus on understanding underlying thought patterns that influence behavior
 - Seeking Safety: Treats co-occurring substance abuse disorder and PTSD
 - Trauma-Focused Coping (TFC): Skills-focused; targets collateral symptoms of trauma such as depression, anxiety, anger, etc.
 - Somatic Experiencing: Body-centered approach to healing; helps people tune into the emotions held in their bodies

Note that limitations exist, especially when there aren't enough providers in every area to provide this specialized treatment to every child/youth who needs it.

Additional Resources for Facilitators

Trauma-Focused Cognitive Behavioral Therapy: <https://www.childwelfare.gov/pubPDFs/trauma.pdf>

Eye Movement Desensitization and Reprocessing: <https://www.emdr.com/what-is-emdr/>

Notes

Slide 70 - Adverse Childhood Experiences (ACEs)

Length: Five minutes

Handouts Used: One-page handout "Got Your ACE Score?" (page 111 in Appendix)

Content to Present

Share the history of the ACE study:

"The CDC-Kaiser Permanente adverse childhood experiences (ACE) study is one of the largest investigations of childhood abuse and neglect and household challenges and later-life health and well-being.

The original ACE study was conducted at Kaiser Permanente from 1995 to 1997 with two waves of data collection. Over 17,000 Health Maintenance Organization members from Southern California receiving physical exams completed confidential surveys regarding their childhood experiences and current health status and behaviors."

<https://www.cdc.gov/violenceprevention/aces/about.html>

Note that the long-term physical impact of trauma is known because of this study.

Pass out the ACE Score handout and ask each participant to fill it out on their own (clarify that it won't be shared publicly).

Once their personal ACE Score is tallied, have them complete the form again, but this time answer for Julie, or the localized case study, based on the information they have.

Ask them to compare their scores with how they've scored Julie.

Ask participants to share their reaction to this comparison with the group (if comfortable).

How does this help them conceptualize what Julie is experiencing? How might her experiences up to this point be impacting her CASA volunteer's relationship and rapport building during visits with her?

Notes

Slide 71 - ACE Score in CSEY

Length: Five minutes

Content to Present

Share that the data shown on the slide is from a study in Florida where researchers reviewed records and compared ACE scores of juvenile offenders who they knew to have been trafficked versus those who had not.

Note how much higher the group who experienced trafficking scores (red bars).

Ask the volunteers:

- "What do you think?"
- "What do you know about ACE scores?"
- "What are your impressions/interpretations of the data shown?"

Additional Resources for Facilitators

Florida ACE Study: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5227932/pdf/AJPH.2016.303564.pdf>

Notes

Slide 72 - Resiliency

Length: Nine minutes

What to Prep in Advance: Load video "Ken Ginsburg: The Seven C's of Resiliency."

Video: https://www.youtube.com/watch?v=iMWql6F_CyA (seven minutes)

Handouts Used: One-page handout "The 7 Cs: The Essential Building Blocks of Resilience" (page 112 in Appendix)

Content to Present

Pass out the handout.

Remind trainees that they learned about The Seven C's of Resiliency during their pre-service training to become a volunteer advocate.

Note that resiliency is sometimes referred to as a quality inherent in children, but this is not necessarily the case. Resiliency can be developed out of necessity.

Play video "Ken Ginsburg: The Seven C's of Resiliency."

Discussion will take place with the next slide.

Notes

Slide 73 - Building Resiliency in Survivors

Length: 15 minutes

Content to Present

Using The Seven C's handout and video, ask participants to look at resiliency again through the lens of safety as a priority, and with a strengths-based approach (an approach focused on collaboration and empowerment).

Break participants into small groups and ask them to jointly come up with ways to encourage The Seven C's of Resiliency.

Example: "As a volunteer, I can encourage a feeling of confidence with a child who's been a victim of trafficking."

Bring the group back together and ask a few tables to share what they came up with.

Notes

Slide 74 - Self-Care Strategies

Length: Eight minutes

Content to Present

Mention that these days, with social media and memes, people joke that everything is self-care and have made it a somewhat trite term.

Self-care and being able to identify when it's needed, is real and important... especially in the work CASA/GAL volunteers do.

Different activities work for different people. Ask the group to share what they do for self-care to give others ideas.

Discuss the importance of self-awareness and taking accountability for knowing oneself and when burn-out is approaching.

Notes

Slide 75 - Stages of Change

Length: Five minutes

Handouts Used: Four-page handout “Stages of Change” (pages 113–116 in Appendix)

Content to Present

Pass out the handout.

Re-introduce the Stages of Change model that the participants have seen in the companion guide from their online course. Mention that this model comes from research in the 1980s addressing substance abuse and the phases people go through to quit drugs or smoking.

Now the model is used for domestic violence and trafficking survivors as well.

Read over and briefly discuss the six stages on the slide:

- Pre-Contemplation: Denial, no need to change, actively rejects the idea of change
- Contemplation: Recognizes the impact that the behavior has on life
- Preparation: Looking at alternatives, making plans for change
- Action: Actively made commitment to change
- Maintenance: Maintaining change
- Relapse: A slip back

Notes

Slide 76 - Stages of Change: Quitting Reality TV

Length: One minute

How to Localize: If a facilitator has another light, personal “challenge” topic, slides can be changed from reality TV to the stages of change for something else.

Content to Present

“Let’s take a look at the lighter side of the stages of change. How might we use these to quit watching reality TV?”

Notes

Slide 77 - The Stages

Length: Three minutes

Content to Present

Read through the slide and how each stage can be applied to quitting reality TV.

Notes

Slide 78 - Name that Stage of Change—Poll

Length: 3–5 minutes

How to Localize: Replace “Dallas CAN” school with a local school on the slide.

Content to Present

Using Julie’s story or the localized case study, ask participants to shout out guesses for the stage of change she’s in during each of the three bullet-point scenarios.

- After Julie has run away the first time, she calls you but won’t tell you where she is...
 - Contemplation
- She has agreed to meet with school counselor at Dallas CAN
 - Preparation
- She has run away again from her relative’s home, you see on her Facebook page that she posted a pic of her new tattoo which is Tony’s name...
 - Relapse

Mention that people can go back and forth through the stages—they are not linear. Just as they say in substance abuse recovery, relapse is part of recovery. A relapse does not equal a hopeless situation.

Once the stages have been identified, ask participants to use the handouts to identify strengths in each scenario, and discuss how volunteers can help Julie at each stage (under Parent/Caregiver’s Goals).

Notes

Slide 79 - Stages of Change: CSEY

Length: Four minutes

Content to Present

Read through each stage and apply it to youth who've experienced trafficking or exploitation, discussing specific examples shown on the handout.

Ask which stage of change trainees think is most critical (answers will vary, no single correct answer).

Point out that as advocates, CASA/GAL volunteers have an opportunity to help in each of the stages of change.

It is particularly important for volunteers to be on high alert when youth are in the Maintenance stage:

- A more relaxed time
 - Easy to think the youth doesn't need to be checked in on as much
- Youth may actually feel uneasy because life is calmer than their brain is used to
 - Very vulnerable time for relapse
 - Youth may get bored with no drama, and opportunity for self-sabotage is high

Maintenance is **not** the time to step down advocacy efforts.

Ask the group to discuss specific activities to engage with youth during Maintenance time based on Caregiver's Goals in the handouts.

Notes

Chapter 7

Slide 80 - Chapter 7: Impact of CSE and Empowerment

Length: One minute

Content to Present

Note that this Chapter corresponds with Lesson 7 in their online video course, and remind participants of the earlier discussion around empowering versus rescuing (slide 57).

Notes

Slide 81 - Maslow's Hierarchy of Needs

Length: One minute

Content to Present

Mention that volunteers have probably seen the hierarchy in their pre-service training and in many other places. The objective here is to remind everyone to meet the child where they are at. A CASA/ GAL volunteer cannot skip ahead to helping a child/youth plan life goals before their shelter, food and medical needs are met.

Remind participants to listen and observe to understand the child's most immediate needs. First focus on the child/youth's goals, not on their goals for the child.

Notes

Slide 82 - Assessing and Meeting Needs

Length: Five minutes

Handouts Used: One-page handout "Needs of CSEC Victims" (page 117 in Appendix)

Content to Present

Pass out the handout and explain that it is a tool to identify immediate needs but also to be mindful of the whole picture of a child/youth's needs.

Note that the list of needs most likely matches the majority of children served by CASA/GAL programs, but is particularly important for a survivor of CSEC.

Referring back to Maslow's hierarchy, immediate needs will mostly be in the tangible list on the left. This column of needs should be filled first, though they don't have to happen in order. Meeting immediate/tangible needs can help build rapport with the child/youth, and can show them that there are healthier ways to get their needs met.

Important: Keep in mind crossover needs like safety, which is an immediate need, but an intangible one (i.e., there's no way to hand someone safety like one can hand them food or clothing).

In the large group, discuss Julie's story and what she might need while in the stage of living with her boyfriend:

- What are physical needs CASA/GAL volunteers can help with?
- How can these needs be provided to Julie in a healthier way than the trafficker might provide them?
- How can volunteers support Julie without "rescuing" Julie?

Discuss what CASA can do to be a healthy adult relationship and role model, showing care and support without attaching strings like a trafficker would.

Notes

Slide 83 - Activity: Three's Consulting Company

Length: One minute

Content to Present

Mention the next activity, called "Three's Consulting Company."

Notes

Slide 84 - Involving the Child or Youth in the Process

Length: 20 minutes

Checklist: Online Timer (<https://www.google.com/search?q=timer+google>)

What to Prep in Advance: Have the online timer set to two minutes before taking it to full screen.

Content to Present

This final activity is meant to get people up and moving near the end of the training.

Ask the class to move into groups of three and find their own space in the training room.

Explain the directions and then start the first timer:

- One person will play the client, the other two will be the "consultants"
 - Client will discuss a personal problem (that they don't mind sharing) with the consultants
- First two minutes on timer:
 - Client will tell the consultants about the problem
 - Consultants **cannot** speak, they can only listen and take notes if they wish
- Reset for second two minutes on timer:
 - Consultants can ask the client clarifying questions
 - All can speak
- Reset for final two minutes on timer:
 - Client turns away from consultants, but does not leave the area (they should still be able to hear the conversation)
 - Consultants talk about how they think the client should solve the problem
 - Client **cannot** speak

Once the six minutes are done, bring everyone back to the large group to discuss their feelings.

- Ask the client how it felt to listen to other people solve their problem
- Ask the whole group if it was possible to solve this problem in such a short amount of time

Ensure that participants reach the following conclusions:

- Time has to be invested to solve a problem, it can't be done quickly
- It's uncomfortable for a client/child/youth to listen to someone else try to solve their problem for them
- It's not possible to solve a child/youth's problem without their involvement
 - Refer back to T Ortiz's story about keeping children involved in making decisions for themselves
 - Empowering... not rescuing

Virtual Adjustments

Ask participants to set their own timers using their phone, and set the breakout rooms to close after eight minutes.

Notes

Slide 85 - Reflection

Length: Three minutes

Content to Present

Ask the whole group to consider how they can build trust and set realistic expectations to support youth in this population.

Ask everyone to write themselves a note about how they are feeling now. Ask them to reread this note later when working with a youth to reflect back upon training.

Notes

Slide 86 - What to Expect From Your Supervisor

Length: Five minutes

How to Localize: Bring in local protocols/policies/trainings/support systems to the slides and discussion.

Content to Present

Talk with the participants about what they can expect next as they move forward in working with youth in foster care who have experienced trafficking or exploitation. Discuss localized plans for further support, any changes to their caseload or supervisor, etc.

Notes

Slide 87 - Thank You!

Length: One minute

Content to Present

Highlight the wide array of organizations and individuals who helped create this training program. This is one final opportunity to provide context and show the scope and professionalism of this project.

If planning to do any kind of post-training survey, share the handout or link at this time.

Notes

Slide 88 - We're Done!

Length: Two minutes

What to Prep in Advance: Select a funny, cute video (babies or animals ideally) that's less than two minutes and will wrap the training up on a lighter note.

Suggested Video: Baby Loves First Taste of Bacon, <https://www.youtube.com/watch?v=7wB0tbCeeao>

Content to Present

After a long day discussing heavy topics, this final slide is meant to be a palate cleanser. Acknowledge to the class how emotionally taxing this has been, and thank them for their physical and emotional commitment to participate.

To not send off on a sad note, here's a little fun.

Play chosen video

Notes

Appendix

- Julie’s Story - Page 101
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Julie's Story

Julie entered foster care at age nine because of sexual abuse by her mother's boyfriends. In exchange for sex with Julie, boyfriends paid for the mother's rent and food.

After CPS removal, Julie lived in several different foster homes and then Residential Treatment Centers. A CASA volunteer was appointed from the beginning.

At age 13, Julie began running away—always running back to her mother. Her mother would give Julie drugs and alcohol and further victimize her through sexual abuse by her boyfriends.

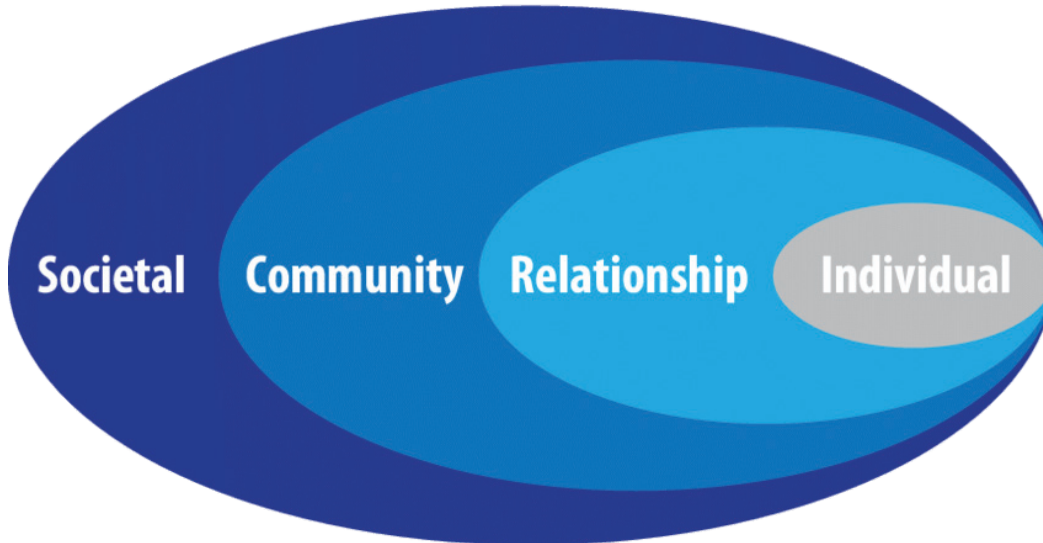
It was hard to keep in touch, but Julie always called her CASA volunteer when she had access to a phone.

Julie fell behind in school—she is now 16 years old and is classified as a freshman. She was introduced by her mother to a 22-year-old man named Tony. They began dating and it is suspected that he is now her trafficker.

Julie has a public and active social media page—she uses an alias. The majority of her friends are male and most of her photos are provocative.

After a falling-out with her mother, Julie is now living with Tony. She is pregnant.

Voices All Around - Individual



The Social-Ecological Model is a framework for understanding social problems, and what puts people at risk. It considers the complex interplay between individual, relationship, community, and societal factors. The overlapping rings in the model illustrate how factors at one level influence factors at another level.

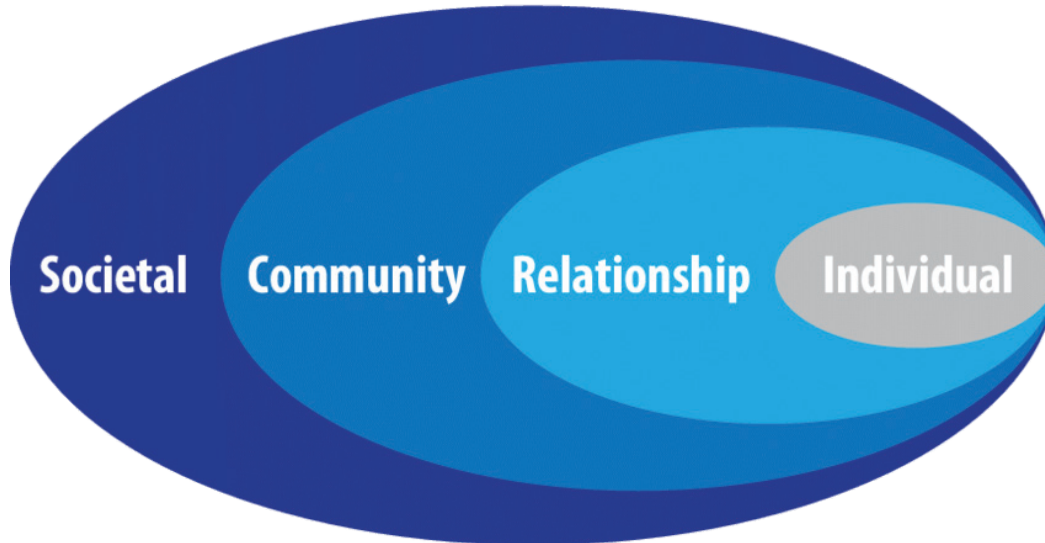
In this case, we are applying the model to understand victims of sex trafficking, specifically CSEC, and to understand the range of factors that put people at risk or protect them from experiencing risk.

This activity explores the various messages that people hear and perceive about themselves from the various levels, and the impact they have. At your table, consider the messages Julie will hear and perceive, and fill in the blanks. There are some examples to get you started. Please consider **both positive and negative** messages.

Individual: (internal feelings of self. Refer back to the risk factors discussed earlier)

- No one is at home missing me
- I deserve this
- I'm helping my family by bringing in income
- _____
- _____
- _____
- _____
- _____
- _____

Voices All Around - Relationship



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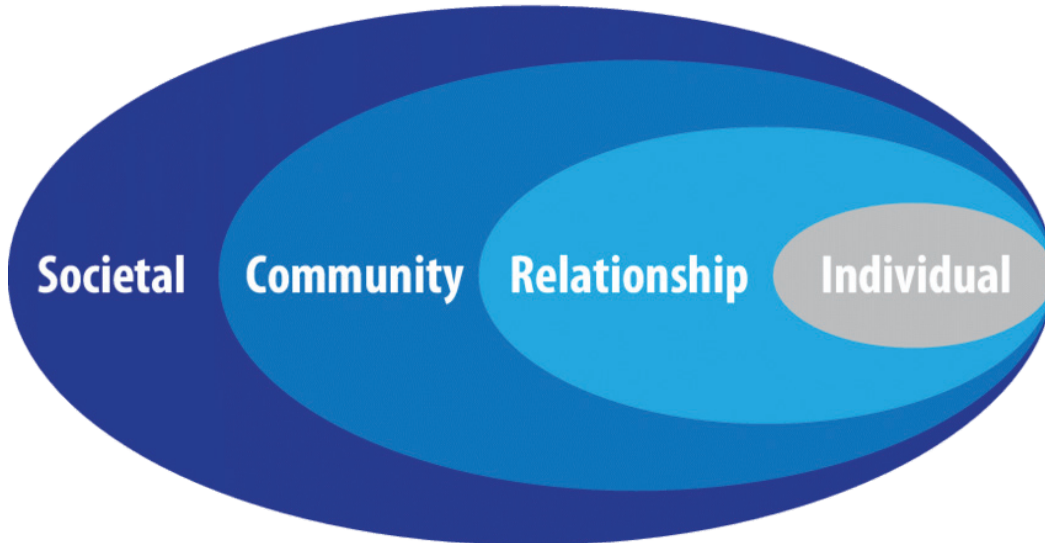
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Relationships: (biological family/family of origin, foster families, CASA advocates, case workers, Traffickers and Buyers)

- She lies/she doesn't follow rules/she's promiscuous/she's difficult (foster families)
- You owe us this/This is where you belong/We're in this together (bio families)
- You need to come back in to care/we are going to remove your baby/you make my job hard (CPS)
- Are you safe/What do you need/If you run, please just call me (CASA)
- I'll take care of you/We're a family now/I'll kill you if you leave me (Traffickers)
- You are so pretty/you are a fantasy, not a human (Buyers)
- Are you going to keep your baby/where have you been/love your outfit (Friends)
- _____
- _____
- _____
- _____

Voices All Around - Community



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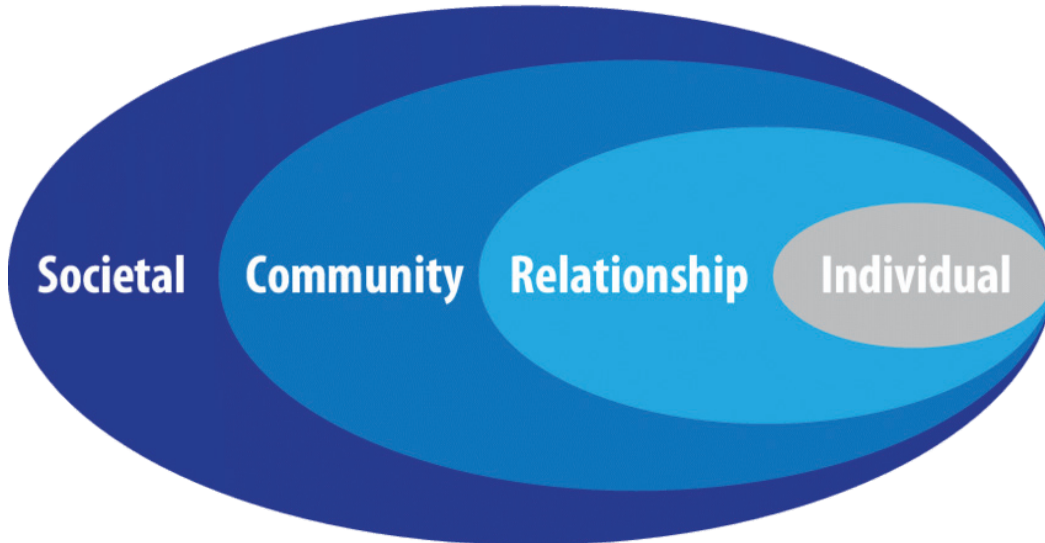
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Community: (Child welfare system/court system, schools, etc.)

- Runaway/lost cause/ "throw-away"
- Drain on the system/ "Welfare Queen"
- Teen Mom/Future CPS case/Drop-out
- She's asking for it/ "child-prostitute"
- _____
- _____
- _____
- _____
- _____
- _____

Voices All Around - Societal



The Social-Ecological Model is a framework for understanding social problems, and what puts people at risk. It considers the complex interplay between individual, relationship, community, and societal factors. The overlapping rings in the model illustrate how factors at one level influence factors at another level.

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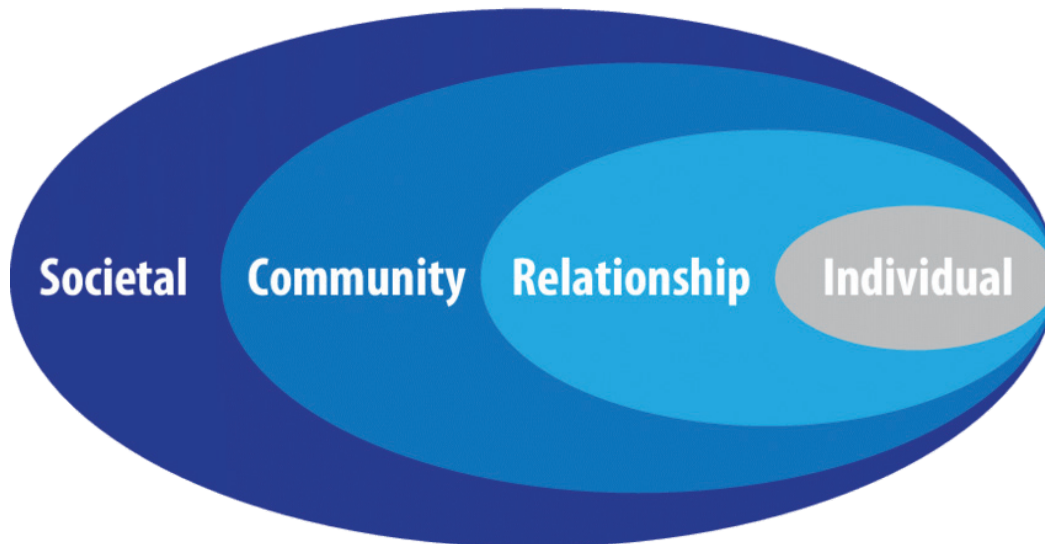
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Societal: (social and cultural norms that perpetuate inequalities; policies that support systemic inequalities)

- You need nice nails/clothes/nice things
- You need a boyfriend
- Your value is determined by a man's opinion
- Must work towards adoption if you are PMC to CPS (CPS policy)
- This home is an unauthorized placement (CPS policy)
- _____
- _____
- _____
- _____

Voices All Around Facilitator Response Guide

In this version, red text represents the additional messages that group discussions will hopefully bring up, and if they don't, the facilitators can use these as examples to further conversation.



The Social-Ecological Model is a framework for understanding social problems, and what puts people at risk. It considers the complex interplay between individual, relationship, community, and societal factors. The overlapping rings in the model illustrate how factors at one level influence factors at another level.

In this case, we are applying the model to understand victims of sex trafficking, specifically CSEC, and to understand the range of factors that put people at risk or protect them from experiencing risk.

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Individual: (internal feelings of self. Refer back to the risk factors discussed earlier)

- No one is at home missing me
- I deserve this
- I'm helping my family by bringing in income
- I am damaged goods
- I am not smart
- I am not worthy of love
- No one is at home waiting for me

Relationships: (biological family/family of origin, foster families, CASA advocates, case workers, Traffickers and Buyers)

- She lies/she doesn't follow rules/she's promiscuous/she's difficult (foster families)
 - Your family is no good for you/She's too much to handle/can't trust her/We want you here
 - Does she have family/We want you to be safe
 - She's choosing this life
- You owe us this/This is where you belong/We're in this together (bio families)
 - You can't trust anyone else/we love you/we can take care of you/this is where you belong
- You need to come back in to care/we are going to remove your baby/you make my job hard

(CPS)

- Your behavior makes finding placements hard/your family isn't good for you/I'm worried about you
- Are you safe/What do you need/If you run, please just call me (CASA)
 - Are you getting your needs met/If and when you are ready, I have resources for you/I care about you/I am worried about you
- I'll take care of you/We're a family now/I'll kill you if you leave me (Traffickers)
 - I'm the only one who understands you/You owe this to me/If you love me, you'll do this
- You are so pretty/you are a fantasy, not a human (Buyers)
 - It's consensual/you enjoyed it
- Are you going to keep your baby/where have you been/love your outfit (Friends)
 - You missed my birthday/why haven't you been in school/who is that older guy you call your boyfriend/he doesn't love you

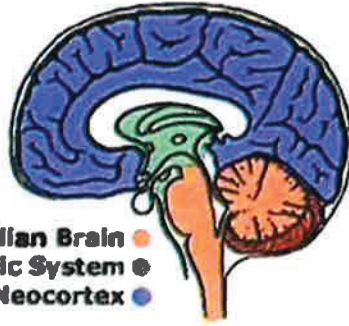
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- Runaway/lost cause/ "throw-away"
- Drain on the system/ "Welfare Queen"
- Teen Mom/Future CPS case/Drop-out
- She's asking for it/ "child-prostitute"
- Teen Mom/Future CPS case
- Drop-out
- Not adoptable
- Ward of the state
- Just a number/statistic

Societal: (social and cultural norms that perpetuate inequalities; policies that support systemic inequalities)

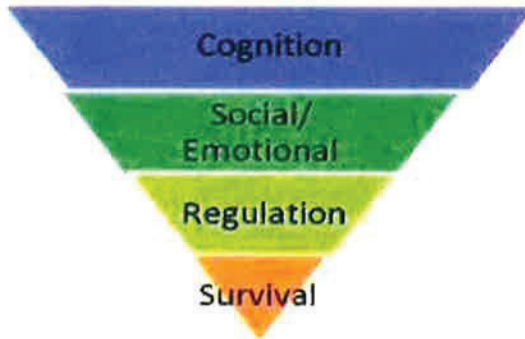
- You need nice nails/clothes/nice things
- You need a boyfriend
- Your value is determined by a man's opinion
- Must work towards adoption if you are PMC to CPS (CPS policy)
- This home is an unauthorized placement (CPS policy)
- Don't you want a family
- Don't you want to go to college
- Women need a man to take care of them
- Your value is in your sexuality

Trauma & Brain Development



Reptilian Brain ●
Limbic System ●
Neocortex ●

Typical Development



Developmental Trauma



Adapted from Holt & Jordan, Ohio Dept. of Education

MIDDLE PREFRONTAL CORTEX



Place your thumb in the middle of your palm as in this figure.

CEREBRAL CORTEX



Now fold your fingers over your thumb as the cortex is folded over the limbic areas of the brain.

(Hand Model of the Brain: Dan Siegel)

Types of Trauma

Acute trauma

- A single incident.

Chronic trauma

- Repeated and prolonged incidences.

Complex trauma

- Exposure to varied and multiple traumatic events, often of an invasive, interpersonal nature.

Historical trauma

- Refers to the cumulative emotional harm of an individual or generation caused by a traumatic experience or event.

Traumatic grief

- An abrupt, unexpected loss.

Interpersonal trauma

- Events that occur between people.

11 Characteristics of an Effective Advocate

Fearlessness: They “run into the fire”, like first responders who bravely and willingly enter into the scary and messy work of helping victims.

Discerning: As they understand the needs, values and priorities of the people they are working with, they are able to make good quick decisions based on information available at the time.

Adaptable: They are able to change on the fly with the needs of the moment.

Integrity: Their character is honorable and consistent. They are trustworthy and dependable.

Leader: They are willing to lead even when they don’t have the title or authority.

Initiative: Willingness to break normative barriers by taking appropriate action that others are unaware of or are unwilling to do. (e.g. clearing the courtroom)

Principled: They have a solid rod down their spine that instills peace and respect with everyone they work with. They have a grounding that is unmovable because it’s based on foundational principles.

Emotional Stability: They are healthy enough to be able to be a source of strength to victims exhibiting compassion without becoming weak.

Approachable: They are a healthy person that “feels” safe because they are engaging, humble and understanding.

Confident: They are solid in their self-identity so that they are not perceived as weak or insecure.

Team Player: They have the ability to work independently, but also as part of a team with an attitude of helpfulness and adding value to the team.

Got Your ACE Score?

Here is the ten-item ACE quiz—for more information about the quiz, see acestoohigh.com/got-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? Yes _____ No _____
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? Yes _____ No _____
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? Yes _____ No _____
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? Yes _____ No _____
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? Yes _____ No _____
6. Were your parents ever separated or divorced? Yes _____ No _____
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? Yes _____ No _____
8. Did you live with anyone who was a problem drinker or alcoholic, or who used street drugs? Yes _____ No _____
9. Was a household member depressed or mentally ill, or did a household member attempt suicide? Yes _____ No _____
10. Did a household member go to prison? Yes _____ No _____

Now add up your "Yes" answers: _____

This is your ACE Score.

The 7 Cs: The Essential Building Blocks of Resilience

Bottom Line #1: Young people live up or down to expectations we set for them. They need adults who believe in them unconditionally and hold them to the high expectations of being compassionate, generous, and creative.

Competence: When we notice what young people are doing right and give them opportunities to develop important skills, they feel competent. We undermine competence when we don't allow young people to recover themselves after a fall.

Confidence: Young people need confidence to be able to navigate the world, think outside the box, and recover from challenges.

Connection: Connections with other people, schools, and communities offer young people the security that allows them to stand on their own and develop creative solutions.

Character: Young people need a clear sense of right and wrong and a commitment to integrity.

Contribution: Young people who contribute to the well-being of others will receive gratitude rather than condemnation. They will learn that contributing feels good, and may therefore more easily turn to others, and do so without shame.

Coping: Young people who possess a variety of healthy coping strategies will be less likely to turn to dangerous quick-fixes when stressed.

Control: Young people who understand privileges and respect are earned through demonstrated responsibility will learn to make wise choices and feel a sense of control.

Bottom Line #2: What we do to model healthy resilience strategies for our children is more important than anything we say about them.

[The 7 Cs are an adaptation from The Positive Youth Development movement. Rick Little and colleagues at The International Youth Foundation first described the 4 Cs of confidence, competence, connection, and character as the key ingredients needed to ensure a healthy developmental path. They later added contribution because youth with these essential 4 characteristics also contributed to society. The additional two C's – coping and control – allow the model to both promote healthy development and prevent risk.]

Stages of Change

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

STAGE OF CHANGE:

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

Your child may:

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

WHAT THIS LOOKS LIKE WITH CSEC VICTIMS

1. Not ready to talk about their abuse
 - “I love my ‘daddy.’ He takes care of me.”
2. Will defend or protect their abuser/trafficker
 - “I’m happy making money.”
3. Does not want help or intervention
 - “I’m good with the way things are.”
 - “I make money doing what other people give away for free”
 - “I don’t need to change.” or “I can’t change.”

PARENT/CAREGIVER’S GOALS

1. Build trust and understanding
 - “I can understand why you feel that way.”
2. Ensure that your child feels heard and understood
 - “How do you feel when...?”
3. Encourage your child to see the pros and the cons of the behavior
 - “I want you to know that I love you no matter what, and that I am here for you.”
4. Encourage exploration of underlying needs, not action
 - “Why don’t we do something fun today? Have any ideas?”
5. Express your worry and concern for their safety
 - “What do you like about your relationship with him/her? Is there anything you don’t like about him/her?”
6. Express that you want them to be happy and do the things they really want to do in life
 - “I am feeling worried because _____. Is there anything that worries you?”
7. Help envision possibility of change
 - “Know that if you are ever in danger, that I am here for you. I want to be able to protect you from any harm”.
8. Find your child’s strengths and interests and help them develop and build upon those strengths and interests
 - “I am sorry about _____. What can I do to make things better? (Then LISTEN.)
9. Create a safety plan with your child
 - “I have hope for our future...what are your hopes for the future?”
10. Remain strength-based and solution-oriented
 - “I noticed you are really good at _____. Would you like to learn more about it? I hear there is a class being held at _____.”
11. Choose your battles wisely

STAGE OF CHANGE:

II. CONTEMPLATION

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

WHAT THIS LOOKS LIKE WITH CSEC VICTIMS

1. Often an external event or “reality” has confronted the pre-contemplative youth
 - “I didn’t think it was going to turn out this way.”
2. Incidents can include: violence, rape, assault, getting pregnant, diagnosis with a STD, new girls in the placement, getting arrested, and not getting bailed out.
 - “I feel like I don’t deserve this.”
 - “I don’t want this for my daughter.”
3. Fears the consequences of leaving such as: violence, retribution, threats to self and family, being homeless, and having no money
 - “I’m afraid that if I try to leave he’ll just track me down and find me. There’s no point.”
4. Thinking of leaving but feels isolated from the “square” world
 - “This is what I’m good at. I’m not good at anything else.”

Stages of Change (continued)

PARENT/CAREGIVER'S GOALS

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

STAGE OF CHANGE:

III. PREPARATION

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

WHAT THIS LOOKS LIKE WITH CSEC VICTIMS

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

PARENT/CAREGIVER'S GOALS

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

Stages of Change (continued)

STAGE OF CHANGE:

IV. ACTION

1. Leaving “the life”

WHAT THIS LOOKS LIKE WITH CSEC VICTIMS

1. There are often stages of exiting (may feel the need to rely on a few regular “johns” until financial situation is stable)
 2. Child is more stable, less AWOLs/running away behaviors
 3. Starts part-time job
 4. Cuts off contact with pimps/johns
 5. Moves from area of exploitation
- *“It’s so hard and it’s taking so long to get everything together.”*
 - *“I’m so glad I left. I hate him...but I miss him.”*
 - *“I can see myself going to college and getting a good job.”*
 - *“It’s so weird being in the ‘square’ world. I feel different from everyone else.”*

PARENT/CAREGIVER’S GOALS

1. Support and validate the effort it takes to leave
 2. Address safety concerns
 3. Discuss self-care
 4. Create system with youth for short-term rewards he/she can give to him/herself
 5. Process feelings of anxiety and loss
 6. Reiterate long-term benefits of change
 7. Continue to praise and reinforce progress that your child has made
 8. Find ways for your child to increase her social skills in the community (i.e. volunteer at an animal shelter, discuss how to handle conflict with a peer at school)
 9. Support your child in increasing a healthy support system
 10. Continue to bring out your child’s strengths and continue to build on them
- *“It’s going to take a while to get things in your life in order. Try to be patient and not do everything at once.”*
 - *“It’s completely normal to love and hate your ex at the same time. Let’s talk about your feelings before you act on them.”*
 - *“I’m proud of you. You’re taking big steps right now.”*
 - *“Be proud of yourself!”*

STAGE OF CHANGE:

V. MAINTENANCE

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

WHAT THIS LOOKS LIKE WITH CSEC VICTIMS

1. May maintain job/school
 2. Living in a stable environment
 3. Develops new relationships (intimate and social), often struggles with this
 4. Develops network of support
 5. Begins to address trauma of experiences
- *“I can’t believe I wasted so many years. It’s like I never had a childhood.”*
 - *“I could never go back to the ‘track’/club.”*
 - *“I feel bad for other girls/boys who are still in it.”*
 - *“Sometimes I’m bored and kinda miss the drama.”*
 - *“It’s hard starting relationships because they only want one thing.”*

CAREGIVER’S GOALS

1. Plan for follow-up support
 2. Reinforce internal rewards and self-care
 3. Discuss coping with relapse
 4. Discuss triggers and temptations, creating coping strategies
 5. Continue to help look for opportunities to develop new skills and invest in supportive communities
 6. Recognize progress and validate strengths
 7. Be patient and realistic
- *“Can you tell me the times you most feel like going back? What do you miss the most?”*
 - *“How can you find ‘excitement’ and ‘attention’ in other ways?”*
 - *“What kinds of people are you attracted to? Why do you think that is?”*
 - *“I’m proud of you. You’re taking big steps right now. Be proud of yourself!”*

Stages of Change (continued)

STAGE OF CHANGE:

VI. RELAPSE

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

WHAT THIS LOOKS LIKE WITH CSEC VICTIMS

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

CAREGIVER’S GOALS

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

Needs of CSEC Victims

Tangible Needs

- ★ Crisis housing
- ★ Long-term housing
- ★ Food
- ★ Clothing
- ★ Education
- ★ Job or income
- ★ Viable alternatives for employment
- ★ Transportation
- ★ Legal representation and/or advocacy
- ★ Opportunities to develop new skills and strengths
- ★ Medical and/or dental care
- ★ Health education
- ★ Mental healthcare
- ★ Counseling and/or case management
- ★ Safety plan
- ★ Childcare and/or parenting skills

Intangible Needs

- ★ Safety
- ★ Protection
- ★ Nonjudgmental environment
- ★ Respect
- ★ Acceptance
- ★ Engagement in positive community
- ★ Healthy adult relationships
- ★ Mentors and/or positive role models
- ★ Supportive peers
- ★ Understanding of the recovery process
- ★ Affirmation of skills and strengths
- ★ Recognition of abuse and trauma
- ★ An opportunity to not be defined solely by abuse and trauma
- ★ Options
- ★ A sense of empowerment in one's own healing and restoration process
- ★ Political education to understand the issue of CSEC
- ★ Youth leadership opportunities
- ★ Love
- ★ Holistic care

**Thank you to those who contributed to
the creation of this training and guide:**

Saving Innocence

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