

# **B5- Addressing the Growing Problem of Domestic Sex Trafficking in Minors through PBIS**

Presenters:

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- Topic: School-wide
- Keywords: Action plan, Targeted, Trauma



# Virtual Forum Expectations

EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>✦ Use a <b>shared action plan</b> for your team</li> <li>✦ Complete session <b>evaluations</b></li> </ul>	<ul style="list-style-type: none"> <li>✦ Post positive <b>on-topic</b> comments</li> <li>✦ Questions for the presenters go in the <b>POLLS tab</b> ➡</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Add questions</b> before and/or during session</li> </ul>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>✦ Limit <b>distractions</b></li> <li>✦ <b>Follow up</b> on your assigned action items</li> </ul>	<ul style="list-style-type: none"> <li>✦ Use <b>inclusive</b> language</li> </ul>	<ul style="list-style-type: none"> <li>✦ Use <b>sincere</b> phrasing</li> <li>✦ Complete additional polls <b>when prompted</b></li> </ul>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>✦ Take <b>movement breaks</b></li> <li>✦ Be aware of your <b>stress level</b></li> </ul>	<ul style="list-style-type: none"> <li>✦ Engage in <b>productive</b> dialogue</li> </ul>	<ul style="list-style-type: none"> <li>✦ Ask <b>solution-oriented</b> questions</li> </ul>
<i>For Presenters</i>	<ul style="list-style-type: none"> <li>✦ <i>Ensure <b>Files Tab</b> has current materials and related weblinks</i></li> </ul>	<ul style="list-style-type: none"> <li>✦ <i><b>Monitor</b> and remove inappropriate comments</i></li> </ul>	<ul style="list-style-type: none"> <li>✦ <i><b>Identify common Qs</b> to address in final 15 minutes</i></li> </ul>

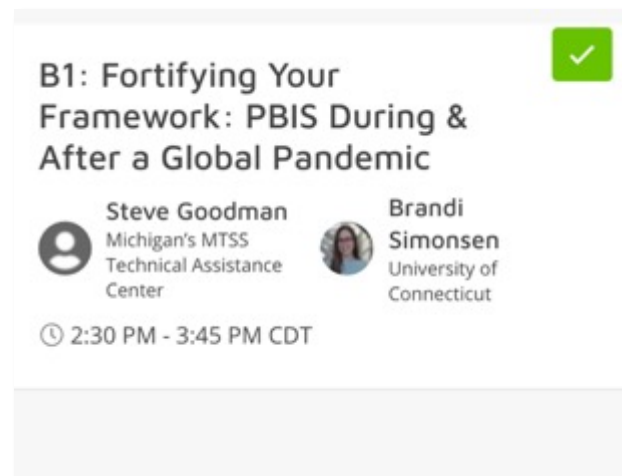
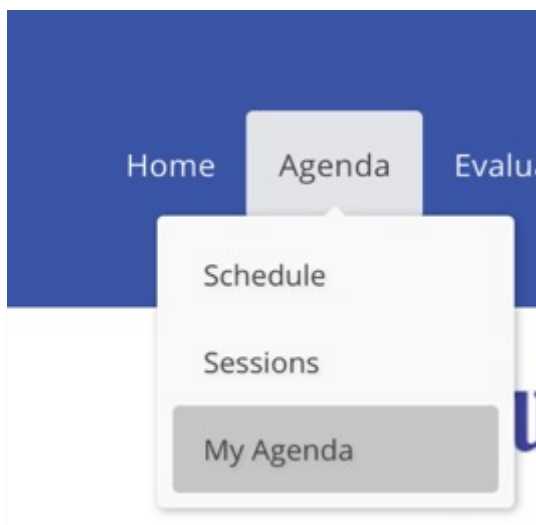


# *Tips for Participants*

## Finding Your Registered Sessions in Pathable

### ***Your Personalized Schedule (My Agenda)***

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



## *Tips for Participants*

# Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**

The screenshot shows the session page for the 'Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)' session. The page is titled 'DRESS REHEARSAL' and features a 'JOIN MEETING' button. The session is presented by Jennifer Norton (Midwest PBIS Network Project Coordinator) and Brian Meyer (Midwest PBIS Network (IL) Co-Director). The session is scheduled for 2:00 PM - 4:00 PM CDT on Friday, September 18. The description states: 'This session is an orientation for tech assistants and content facilitators on the Pathable Portal. This Orientation is OPTIONAL for Presenters. This Orientation will be'. The page also includes a 'Chat' section with a message from Diane LaMaster: 'I had to open zoom to hear'. The page is part of the 'Virtual PBIS Leadership Forum' and includes a 'MANAGE' button in the top right corner.

1. Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters) 2. JOIN MEETING 3. Chat



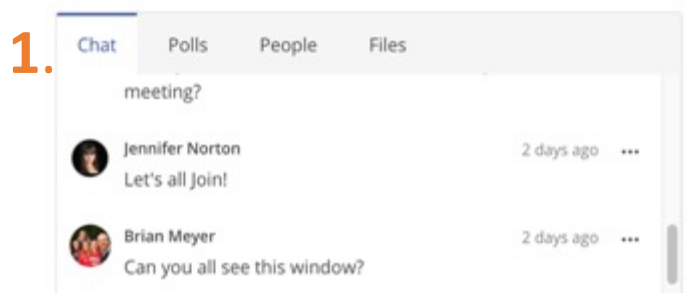
# Tips for Participants

## Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

*Presenters may use chat differently in specific sessions.*

Follow overall Forum expectations for *responsible, respectful, and safe* chatting

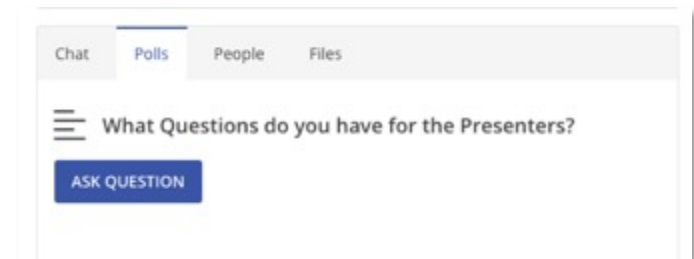


2. Find the **Q&A** under **Polls**.  
Questions for presenters go there.

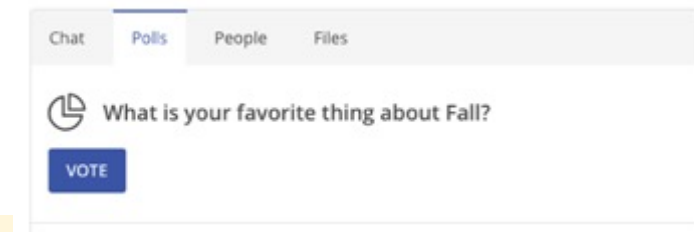
3. Some sessions have other **Polls** or more **Specific Questions**.

Complete those when prompted

2.



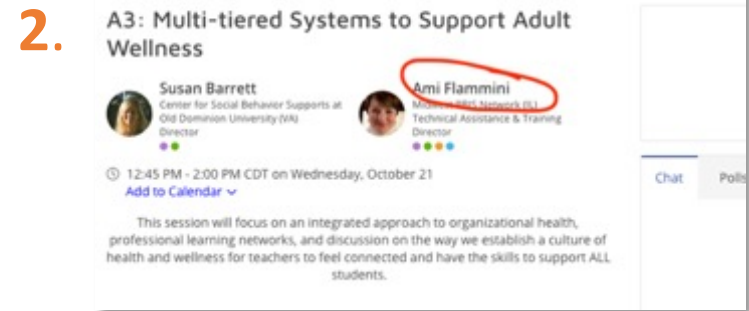
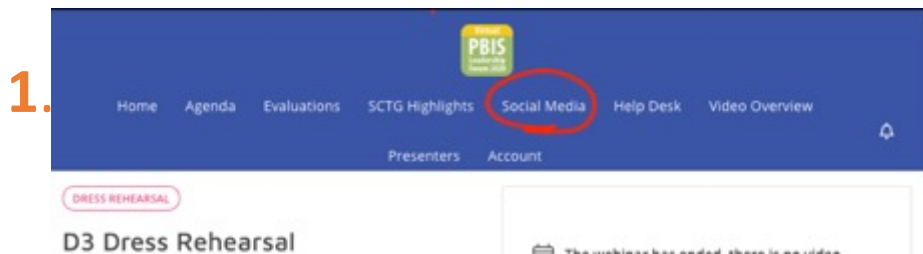
3.



# Be careful of accidentally navigating away

## **While participating in a live Session...Be Present!**

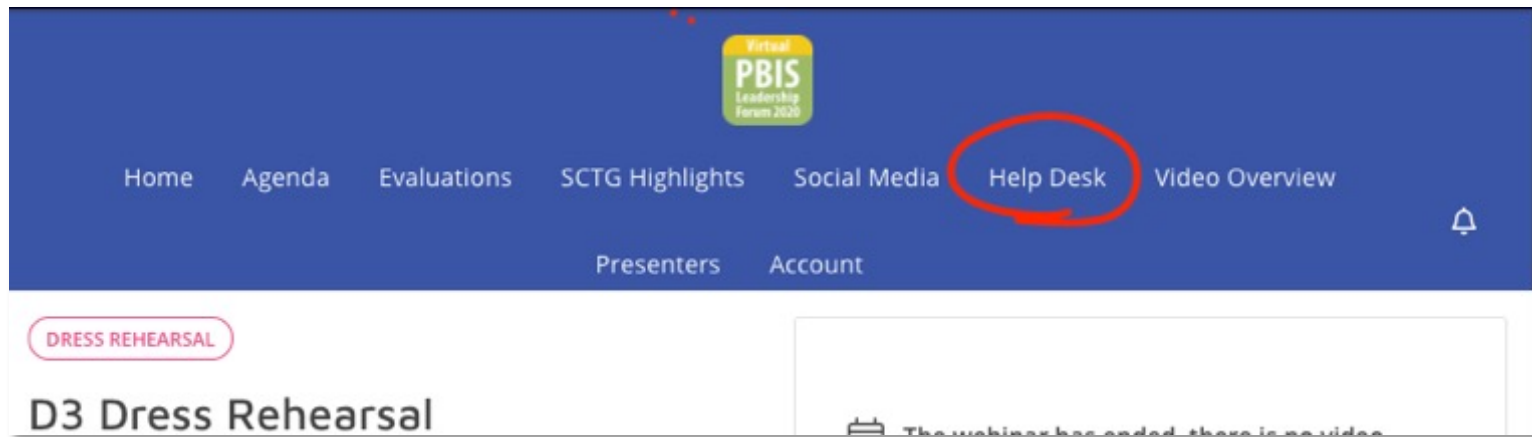
- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does **navigating away** look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person's name



*Tips for Participants*

# Support is Available

If at any time you need support as a participant,  
use the **Help Desk**:



# Learning Objectives

1

Gain an understanding of domestic human trafficking and how to spot red flags

2

Understand how a human trafficking prevention framework is integrated into the PBIS model

3

Consider resources in your own settings that would allow for a PBIS, 3-tier approach





# *Trigger Warning*

The following presentation will include language and discussion of child abuse in the form of child sex trafficking for the purposes of education, prevention, and intervention implementation. The content is not graphic in nature but the topic may be disturbing to some.

Please note, if hearing this information is upsetting to you at any time you are welcome to leave the virtual room.





# Overview of Domestic Minor Sex Trafficking (DMST)

1

# QUICK POLL

*In the Pathable Poll:*

Write words or ideas that you  
currently have about Domestic  
Minor Sex Trafficking.

*What is it? Who is affected?*

# What is Domestic Minor Sex Trafficking (DMST)

- The commercial sexual exploitation of children occurs when a child is sexually abused for economic purposes
- Trafficking Victims Protection Act (2000):  
sex trafficking involves recruiting, harboring, transporting, providing, or obtaining a person under the age of 18 for sex

## What is DMST? (Continued)


- Trafficking Victims Protection Act was reauthorized in 2013 under the Violence Against Women Reauthorization Act (Public Law 113-4) to specifically include DMST in the legislation


### *...WHY IS THIS IMPORTANT?*

- This policy emphasizes a new multidimensional perspective of the definition by
  - (a) including specific language regarding commercial sex acts committed against individuals under the age of 18 and
  - (b) incorporating individuals between 18-20 years old who were victimized while under the age of 18

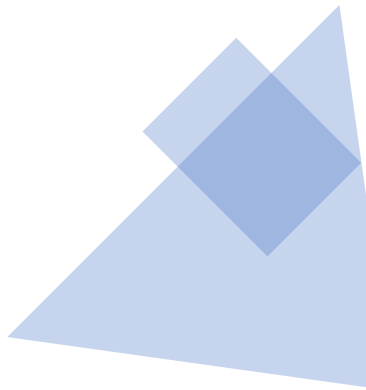


## Pathways to DMST

- Some of the main types of DMST are pimp-controlled, familial and intimate partner-based, and gang involved.
  - For some children and youth, like runaway and homeless youth, engagement in commercial sex acts may even be a means for survival, also known as “survival sex,” in order to enable them to meet their basic needs.
- 



## Long-Term Consequences of DMST

- Psychological traumatization
  - Emotional and behavioral distress
  - Numerous physical health consequences
  - Range of psychological diagnoses, including Post-Traumatic Stress Disorder, Attention-Deficit Hyperactivity Disorder, Depression, Anxiety, and Eating Disorders
  - Suicidal ideation and behavior, substance abuse, and social isolation
- 



## The Big Picture

In the U.S., approximately **150,000-300,000 children** are trafficked for commercial sexual exploitation each year

The sexual exploitation of children has become an enterprise that contributes to sex trafficking's **\$27.8 billion dollars** gross profit in the U.S. each year



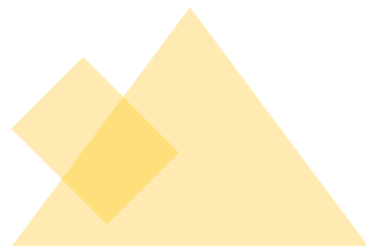


# School-Based Intervention and Prevention of DMST

2

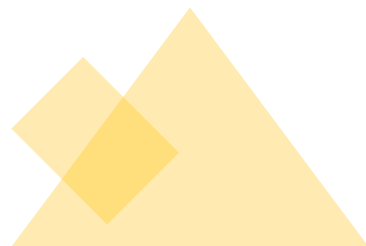


## Why School-Based?

- School personnel's interaction with students everyday puts them in a prime position to look for signs of abuse or neglect as well as common behaviors that accompany DMST such as depression, anxiety, anger, fear, and isolation from others.
  - School personnel continue to be the highest reporters of child abuse and neglect according to the most recent data published by the Department of Social Services.
- 



## Why School-Based? (Continued)

- The average age of recruitment for DMST is between the ages of 12 and 14...
  - This means that schools can play a critical role in the fight to end DMST. Schools are the largest youth-serving system and serve as lead agencies in communities.
  - Schools are uniquely positioned to spearhead prevention efforts, aid in the identification of risk factors, and implement intervention for DMST related issues on a broader level.
- 

# PBIS For DMST Prevention and Intervention

PBIS can be an advantageous evidence-based framework for schools to address DMST for several reasons

1. Disclosure and help-seeking behaviors for vulnerable or victimized students may be more easily facilitated by the safe and supportive school climates promoted by PBIS
2. The development of positive social-emotional-behavioral skills embedded in the PBIS framework could help to reduce the risk of exploitation for students
3. The use of school and community data can inform teams of students who may be at risk or victims of DMST
4. The benefits of PBIS have been documented to extend to other youth settings, such as juvenile justice facilities



# DMST within the PBIS Framework

3

# Steps to take Prior to Incorporating DMST and PBIS

Schools develop standardized policies and protocols for responding to youth who have experienced or are at-risk of experiencing commercial sexual exploitation


Schools build and/or strengthen partnerships with other community members:

e.g. service providers, local and federal law enforcement, local school boards, human trafficking task forces and coalitions, child welfare agencies, juvenile justice agencies, runaway and homeless youth providers, and others





## Developing School Policy and Procedures around DMST

- Educating staff on risk factors and indicators of sex trafficking
  - Educating parents and students about the risks of sex trafficking
  - Establishing a clear protocol for identifying possible victims or a swift and appropriate response to disclosure from a suspected victim
  - Identifying a few specific school personnel who are in a designated role to deal with DMST related issues in the school and enact further portions of the protocol, such as screening
- 

# Questions to Consider When Building DMST Protocols and Procedures

- What are the state laws on human trafficking in my state?
- Is there already another related protocol with parallel reporting steps?
- What are the mandatory reporting obligations for various staff in my school?
- Who is best positioned to be a lead point of contact on human trafficking in my school?
- Would a school-based or district-based protocol be most successful in my area?
- What resources and referrals are available in my area for potential trafficking victims?
- What is my school's relationship with local and federal law enforcement?
- What do I tell the student's parents?



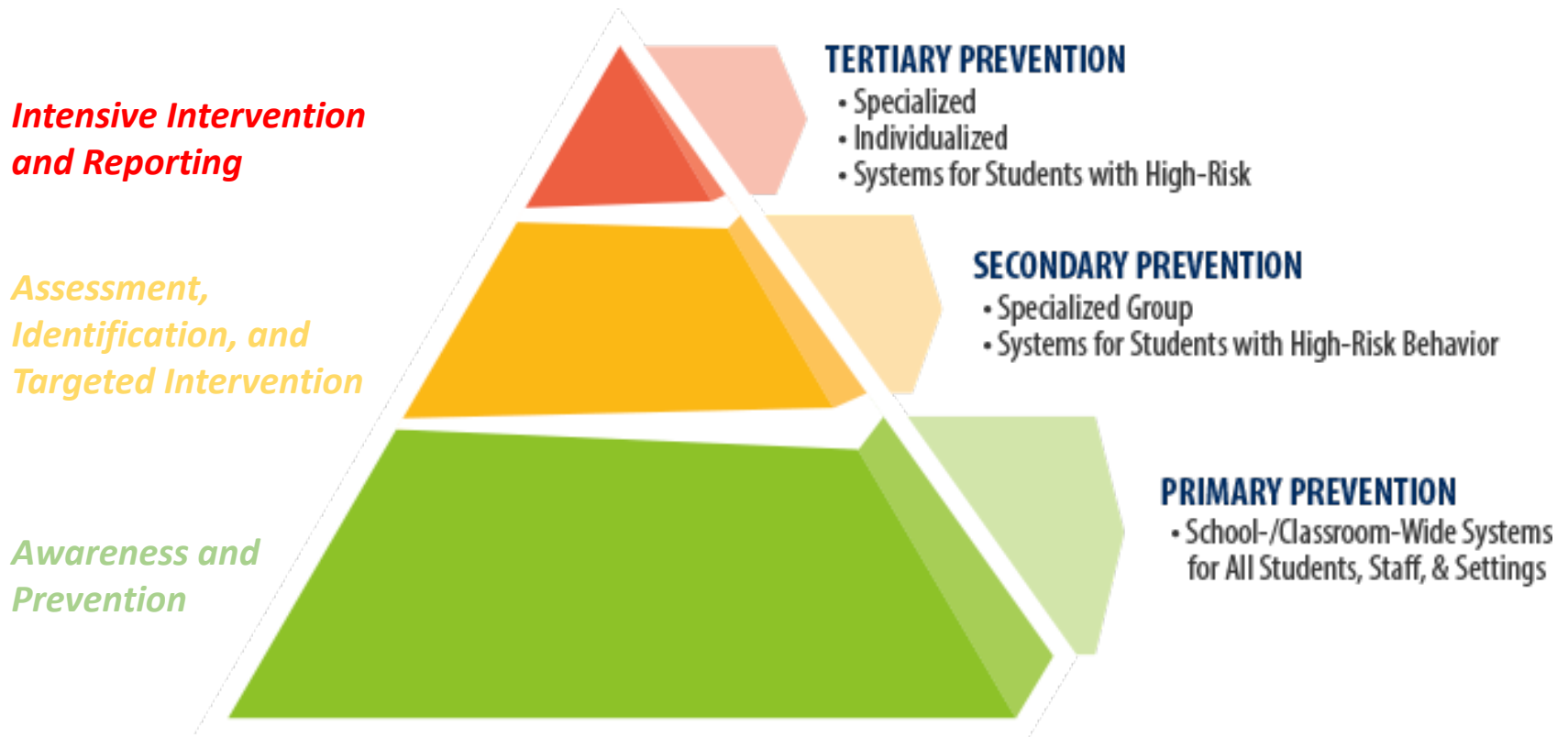
# DMST in the PBIS Framework

In the PBIS framework, DMST can be encapsulated by the **3 R's of DMST in schools**:

1. **Risk** factors should be broadly understood,
2. **Recognize** risk factors or indicators of trafficking, and
3. **Report** to appropriate school personnel

Following these steps will ensure that school personnel are on the forefront of preventing and intervening in DMST for students at their schools

# Framework for Integrating DMST into PBIS



# Tier 1- Awareness and Prevention

Risk Factors	Possible Indicators
<ul style="list-style-type: none"><li>▪ Past sexual, physical, or emotional abuse</li><li>▪ Previous traumatic experiences or exhibits symptoms of trauma</li><li>▪ An abusive, neglectful or unstable home environment</li><li>▪ Poverty and/or lack of stability in having basic needs met: food, shelter, clothing, and sleep</li><li>▪ History of homelessness or running away</li><li>▪ Poor self-image, self-esteem or increased sensitivity to peer ridicule</li><li>▪ Isolation from peers and/or lack of social support</li><li>▪ History of truancy, delinquency, and/or criminal activity</li><li>▪ Developmental and/or learning disabilities</li><li>▪ Lack of school engagement</li><li>▪ Gang affiliation</li><li>▪ Language barrier</li><li>▪ Undocumented immigration status</li></ul>	<ul style="list-style-type: none"><li>▪ Physical trauma (bruises, scars, etc.)</li><li>▪ Emotional trauma and/or sudden behavioral changes (depression, anxiety, fearfulness, hyperarousal etc.)</li><li>▪ Malnourishment and inappropriate dress (based on surroundings)</li><li>▪ Frequent episodes of running away</li><li>▪ Inconsistent ability to attend school, pay attention in school, and/or complete coursework</li><li>▪ Presence of a noticeably older and/or controlling “boyfriend”/ “girlfriend”</li><li>▪ Inability to bond with others or overly attached behavior</li><li>▪ Tattoos displaying the name of a trafficker (i.e. “daddy”)</li><li>▪ Signs of drug addiction</li><li>▪ Rehearsed responses to questioning</li><li>▪ Promiscuity and overly sexual references beyond age-specific norms</li></ul>

# Tier 1- Awareness and Prevention (*Continued*)

- Additional areas for expanding school-wide knowledge (staff, students, parents, etc.)
- **Standard Terminology:** It is often found that terms such as 'sex trafficking', 'commercial sexual exploitation of children', and 'DMST', are unclear and/or unfamiliar to most people
- **Recruitment Techniques:** Both Internet-facilitated and non-Internet-based recruitment techniques are common among traffickers. Additional known and potential recruitment methods, used in tandem or in isolation, are provided below:
  - Appealing to promises of a better life
  - Angling to fulfill a relationship that is lacking or vulnerable in a youth's life, often by means of false love or feigned affection
  - Meeting youth's basic needs, such as food, shelter, clothing, and providing employment
  - Using peers or other victims to recruit the youth
  - Utilizing manipulations of: "sense of duty" to help provide for others (such as family members), shame, or guilt

# Tier 1- Recommendations and Challenges

## ***Tier 1 Recommendations***

1. Conduct school-wide awareness campaigns for all staff, students, and parents.
2. Teach all students healthy decision-making practices, in regard to Internet usage, healthy boundaries and communication, and any other areas that may be relevant to common DMST recruitment techniques.
3. Implement interventions that increase positive relationships with at-risk youth and continue to promote positive school climate while monitoring the youth's wellbeing.

## ***Tier 1 Implementation Challenges***

- Address stigma associated with DMST and potential implicit bias or blame and shame associated with youth who are at risk or victims of DMST through timely receipt of updated knowledge and understanding of awareness efforts.

## Tier 2- Assessment, Identification, and Targeted Intervention

- School teams assess and identify students at-risk for human trafficking or currently being victimized by human trafficking
- The assessment component of this stage includes both formal and informal assessments
- The efficacy of informal assessments (e.g., knowing all the risk factors and/or indicators for initial identification of an at-risk youth or current victim) hinges upon personally connecting with youth and building a strong relationship foundation for subsequent supportive efforts
- Formal assessments, such as written questionnaires, may be used to identify a student who may be at-risk for trafficking by assessing risk factors, potential trauma experience, or directly assessing commercial sexual exploitation

## Tier 2- Assessment, Identification, and Targeted Intervention (Continued)

- Assessments aimed at capturing at-risk status:
  - Trauma Symptom Checklist for Children, or the Trauma Symptom Checklist for Young Children (Briere, 1998)
  - Trauma Symptom Inventory (Briere, 2011)
  - UCLA PTSD Reaction Index (Pynoos & Steinberg, 2014)
- Assessments aimed at capturing suspected or confirmed trafficking victimization:
  - The Trafficking Victim Identification Tool (includes broader screening for all forms of trafficking)
  - The Commercial Sexual Exploitation-Identification Tool (specific to commercial sex trafficking; Westcoast Children's Clinic, 2017)

*Please note these lists are not exhaustive, however, it is important that the formal assessment tool chosen has appropriate psychometric properties.*

# Tier 2- Recommendations and Challenges

## ***Tier 2 Recommendations***

1. Utilizing both informal and formal assessments to assess youth's status with regard to DMST involvement.
2. Triage cases to school-based designated staff member for DMST related challenges or follow school's standard protocols regarding prevention or intervention efforts.
3. Install evidence-based interventions within a continuum that match the presenting problems of students impacted by DMST.

## ***Tier 2 Implementation Challenges***

- Clear identification of a student who may be showing indicators of DMST may be challenging related to the student's sense of shame or fear, the stigma around forced prostitution, the control the trafficker has over the student, and the student's lack of understanding of their own victimization and subsequent lack of engagement in help seeking behaviors.
  - This may also affect their willingness to respond to the screening tool. The importance of a positive school environment and rapport with the student are paramount when aiming to overcome this challenge.



## Tier 3- Intensive Intervention and Reporting

- Designed to address a small portion of students who have intensive needs that require an individualized response. These interventions are primarily selected to match the individual student's presenting problems
- In the context of DMST intervention, a youth who is identified as likely being victimized by human trafficking should be reported immediately to child welfare services per your state's mandated reporting requirements
- However, it is extremely important for the safety of the student that a multi-step process is utilized..

# Tier 3- Intensive Intervention and Reporting (Continued)

- 1) **A safety check** should be conducted to ensure the youth is safe while speaking with a school staff member or designated human trafficking support personnel. It is important that the student does not feel forced into responding.
- 2) **Other dimensions that could be assessed** include:
  - If anyone is watching, listening, calling, or texting them
  - if the trafficker is present or nearby
  - if the trafficker knows where the student attends school or lives
  - the repercussions if the student tries to leave the trafficker
  - do the student's parents or guardians know about the situation or could they be involved

*If the danger is assessed to be immediate or urgent, school personnel should call 911 or local law enforcement in addition to making a report to child welfare services.*

# Tier 3- Intensive Intervention and Reporting

## *(Continued)*

- **Some youth may return to the school setting as survivors of trafficking** and these youth may often require additional mental health services in order to cope with and/or process the traumatic experiences of DMST
- It is advisable that these youth are connected with community mental health providers, ideally working in the school in conjunction with MTSS teams in order to provide greater depth in services that also connect to other supports for the student at Tier 1 and 2
- Schools can also provide wrap-around services to support these youth (and their families, if applicable) in receiving remedial services, regular check-ins with mental health personnel, or further services that may be needed

# Tier 2- Recommendations and Challenges

## ***Tier 3 Recommendations***

1. Report suspected DMST to the local child welfare services as a part of mandated reporting duties, as indicated earlier in this brief
2. Call the National Human Trafficking Hotline for information about resources and additional next steps that can be taken locally
3. Provide school mental health intervention integrated with the school's MTSS, and provide additional supportive care to students in relation to coursework, possible health needs, wraparound supports, and assistance to family members

## ***Tier 3 Implementation Challenges***

- It is extremely important that student safety is first taken into account prior to beginning any trafficking assessments, identification, or reporting. There are potential risks for a youth whose trafficker is alerted to others' awareness of the trafficking situation
- Trafficking can occur even in school settings, so it is important a safe and private place is found for the youth to meet with a school staff member or designated DMST personnel

# PBIS, DMST, and Beyond

- After learning about DMST in their school settings, staff and students can aim to take on the responsibility of sharing the information with their peers in the school, across the school district, and with collaborating community agencies and partners
- One positive outcome of these efforts may be an *increase* in reported sex trafficking. This may seem counterintuitive, but because DMST is a hidden crime, higher reporting rates indicate that prevention and intervention efforts are working

***It is important that light is brought onto the darkness and survivors are identified and given the direct help they need. While resiliency is vital for survival, resiliency is not static.***

*This presentation based on a published practice brief that can be found on the PBIS website at: <https://www.pbis.org/resource/addressing-the-growing-problem-of-domestic-sex-trafficking-in-minors-through-pbis>*

# Additional Resources Regarding DMST and School-Based Programming & Intervention

- *Human Trafficking in America's Schools (2015)* | U.S. Department of Education: <http://safesupportivelearning.ed.gov/human-trafficking-americas-schools>.
- *Educators and Human Trafficking: In-Depth Review (2011)* | Polaris Project: <https://humantraffickinghotline.org/resources/human-trafficking-depth-review-educators>
- *Introduction to Human Trafficking: A Guide for Texas Education Professionals (2014)* | Texas Human Trafficking Prevention Task Force: <https://humantraffickinghotline.org/resources/introduction-human-trafficking-guide-texas-education-professionals>
- *Schools and Anti-Trafficking Awareness: Education/Training Key Influencers & Students (2017)* | Tidball, S. & Rajarm, S.S.: <https://www.unmc.edu/publichealth/departments/healthpromotion/facultyandstaff/01-Trafficking-Report-final.pdf>
- *National Educators to Stop Trafficking (NEST)* | An organization that aims to incorporate human trafficking prevention education in every school and youth organization in the United States. Includes guidance on curriculums, protocols, and other resources.
- <http://nesteducators.org/>



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*Exemplar*

# Greenville County School District

Jordan Brantley



**Virtual PBIS Leadership Forum | #PBISForum**

**October 26-28, 2021**

# Greenville County, South Carolina

- Population estimates: 523,542 as of July, 2019
- Increased by 16% from April, 2010 (451,211)
- Greenville, SC ranked in top 10 fastest growing cities
- Greenville, SC is on the I-85 corridor between Atlanta and Charlotte



# Greenville County School District

- 101 different schools and centers
- Over 76,000+ students actively enrolled from preK-K12
- Largest in the state and 44<sup>th</sup> largest nationally



# Human Trafficking in Greenville & SC

- 139 reported cases and 179 victims in SC during 2020
- Greenville county was the 3<sup>rd</sup> highest county in SC
- January 2021- 75 charges pending in SC State Courts
- 22 different defendants; all sex-trafficking
- Community Partnerships- Greenlink, Jasmine Road, SwitchSC



# Greenville County Schools- Trainings & Partnerships

- Required trainings on trauma & signs of abuse/neglect for staff
- Community Partnerships- Prisma Health, Greater Greenville Mental Health Center, local law enforcement, Communities in Schools of SC, and etc.
- OnTrack Teams to identify & support student needs
- Social Emotional Learning program- Rethink SEL
- Need for additional resources- Specific trainings, more data on school impact



# Resources

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# Please Complete this Session's Evaluation

## Session #B5 - Addressing the Growing Problem of Domestic Sex Trafficking in Minors through PBIS

### 1. In the Event Platform/App:

- In “Files” tab,
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*Evaluations are anonymous!  
We send reminder emails to all  
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# Questions? Comments?



## *Contact us!*

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