

Guiding Your Team Through Human Trafficking Awareness Training

This toolkit is designed to help facilitate a discussion with your team about supporting individuals and preventing human trafficking. **For any feedback regarding this training, please contact ASERT at info@paautism.org or 877-231-4244.**

Human Trafficking Overview

Anyone can fall victim to human trafficking, but data shows that individuals with disabilities are a more vulnerable population. To ensure the safety of individuals with intellectual and developmental disabilities, all staff supporting them should have an understanding of what human trafficking is, how to recognize signs, and how to respond to concerns an individual is being trafficked.

Training Overview

This training is divided into three modules to be reviewed with staff. The first module provides an overview of human trafficking, both for labor and for sex. It also explains why individuals with intellectual and developmental disabilities are more vulnerable. The second module provides examples of real human trafficking cases of victims with intellectual and developmental disabilities, as well as signs – physical, behavioral, and situational – that can indicate a person is a victim or being groomed to become a victim. The third module reviews intervention, including steps to take if you believe a person is a victim of human trafficking. It also explains protective factors and skills to help prevent individuals from becoming future victims.



For each module, the toolkit includes a guide for material presentation and discussion prompts. Every module includes a link to a brief video and worksheets to help develop learning objectives, check for understanding, and facilitate discussion. Also included are resources to learn more information about human trafficking and quick access phone numbers and websites for reporting.

A collaborative effort between Aid in PA, ASERT, the Pennsylvania Department of Human Services, the Pennsylvania Developmental Disabilities Council (PADDC), Crime Victims' Center of Fayette County, and Fayette County Human Trafficking Task Force, these resources are part of a collection of information about human trafficking in the autism and intellectual disability communities.

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Your Role

As a supervisor, you will want to structure the trainings to work best for your staff and agency. Below are some areas to consider prior to planning the trainings:

- Plan to watch the videos and review all of the material yourself first. This will familiarize you with the content and determine how best to organize training groups among staff.
- Identify goals for your team; are the learning goals the same across roles and individual staff, or do you need to modify the presentation across groups?
- Has your agency ever had to report suspected human trafficking? If not, has your agency ever had to report suspected abuse (for which vulnerabilities, signs/symptoms, and reporting may be similar)? Real-life examples of recognition and reporting can be helpful to understand the material.
- Are there additional resources that your staff may need to feel supported in preventing and reporting human trafficking?
- How will you assess the outcomes of the training? Is there a way the material can be included in future discussions or trainings to ensure continued awareness of human trafficking? Can the materials be used ongoing to help assess vulnerabilities and apply teaching protective skills to the individuals you serve?

Trauma-Informed Teaching and Environment:

It is important to apply the same principles used in trauma-informed care for clients to agency employees, as well. Discussing human trafficking and the abuse it involves can be re-traumatizing to individuals that have experienced past trauma. It is recommended that while planning the training, the supervisor acknowledges that talking about human trafficking and the abuse involved can be difficult for some people. The supervisor should remind the group that they have the freedom to move around, take breaks, or speak privately if they anticipate discomfort or experience discomfort during the training. Some staff may do better learning independently and/or in modified form, and this should be recognized as a valid request. At the beginning of each module, the supervisor should reiterate the above allowances to provide a safe learning environment.

Supervisor Planning Guide

As you prepare to assign and/or facilitate human trafficking training sessions with your team, use this planning guide to help provide the most thorough review session.

Action Steps for Supervisors	Questions for Supervisors to Ask Themselves About Their Team	Planning Notes for Facilitation
Review material included for understanding.	<ul style="list-style-type: none"> • How should the training groups be organized in my team? 	
Identify goals for learning and application in each module.	<ul style="list-style-type: none"> • What are the goals for my team? • Are there roles/positions on the team that would benefit from different or more specific goals? • Does any material require modification? 	
Review within agency past reports of human trafficking or abuse.	<ul style="list-style-type: none"> • What re-identified examples can be shared to provide further understanding? • How well did the internal process for reporting, documentation, and staff support work then, and did any changes result from it? 	
Review electronic and hard copy resources.	<ul style="list-style-type: none"> • Which resources will be most useful? • Where can they be kept for easy access? • Are there other resources that my team or agency might benefit from? 	
Think about the material in relation to your teams long-term plan.	<ul style="list-style-type: none"> • What do I want the outcomes to be and how can I assess them? • How can the material be included in future discussions/trainings? • Is there a way the materials can be used ongoing to help assess vulnerabilities and apply teaching protective skills to the individuals you serve? 	
Review Trauma-Informed Care policies.	<ul style="list-style-type: none"> • In my planning, how will I acknowledge potential re-traumatization among staff? • Have I been clear and specific in possible accommodations to ensure a safe learning environment for staff? 	

Supervisor Training Guide: Module 1

1) Review trauma-informed care acknowledgment and accommodations for staff as the material is being reviewed and discussed.

2) Review learning objectives:

- Know the definition of human trafficking and the difference between human trafficking for labor and human trafficking for sex.
- Identify what “force, fraud, and coercion” mean and what they could look like.
- Identify who can be a perpetrator of human trafficking.
- Name 6 specific vulnerabilities to human trafficking in individuals with intellectual and developmental disabilities.

3) Watch the video for Module 1: “What is Human Trafficking?”

4) Facilitate discussion based on the video. Below are some example questions:

- What were some things you were surprised to learn about human trafficking?
- Have you ever heard of a human trafficking case in which you were surprised it was in PA, or surprised at the description of perpetrators involved?
- Think about the vulnerabilities discussed for individuals with intellectual and developmental disabilities.
 - Which of these do you see in those who you support?
 - Have you ever had an individual you supported with some of these vulnerabilities, that you recall making you particularly uncomfortable?

5) Check for understanding of the material. Depending on the group size, these questions can be completed individually as a written post-test, or orally as a group.

- What are the two types of human trafficking?
- Give an example of the use of the following: force, fraud, and coercion.
- Who can be a perpetrator of human trafficking? Who can be a victim?
- What is a factor that makes individuals with intellectual or developmental disabilities more vulnerable to financial exploitation and human trafficking for labor?
- What is a factor that makes individuals with intellectual or developmental disabilities more vulnerable to sexual exploitation and human trafficking for sex?

Supervisor Training Guide: Module 2

1) Review trauma-informed care acknowledgment and accommodations for staff as the material is being reviewed and discussed.

2) Review learning objectives:

- Become familiar with court cases in which perpetrators were convicted for human trafficking that included adults with intellectual or developmental disabilities.
- Identify behavioral signs that could suggest a person may be a victim.
- Identify physical signs that could suggest a person may be a victim.
- Identify situational signs that could suggest a person may be a victim.

3) Watch video for Module 2: “What does human trafficking look like?”

4) Facilitate discussion based on the video. Below are some example questions:

- Had you heard about any of the court cases discussed before? Are there other human trafficking court cases you have heard about in the news?
- What are some of the behavior changes that could suggest a person may be a victim?
- What are some of the physical changes that could suggest a person may be a victim?
- What are some situations that a person may describe or be in that could suggest a person may be a victim?
- Have you ever worked with someone that showed any of these signs? How did you or others in their life intervene? What was the outcome?

5) Check for understanding of the material. Depending on the group size, these questions can be completed individually as a written post-test, or orally as a group.

True or False:

- It is unusual in disability human trafficking cases that benefits are stolen.
- Labor trafficking cases may include victims who perform unpaid or underpaid labor.
- Abrupt changes in challenging behaviors are not usually a sign of human trafficking.
- Withdrawal, secretiveness about friends/social media can be a sign of human trafficking.
- Hearing the individual use new words or phrases that are unusual or sexually explicit is not a cause for concern.
- Perpetrators of human trafficking may insist on being present and speaking for the individual, or exert other behaviors that seem “controlling.”
- It is important to be aware of new “friends” or boyfriends/girlfriends.

Supervisor Training Guide: Module 3

1) Review trauma-informed care acknowledgment and accommodations for staff as the material is being reviewed and discussed.

2) Review learning objectives:

- Identify “protective factors” – skills to help someone be less likely to become a victim of human trafficking – and how you can help the individuals you serve to develop them.
- Know whom to call and where to find resources if you suspect a person is a victim.
- Learn how to best respond to disclosures of potential human trafficking.
- Know how to document and communicate within your organization, and to other support organizations if you have concerns about an individual potentially being a victim.

3) Watch video for Module 3: “What to do?”

4) Facilitate discussion based on the video. Below are some example questions:

- What are some protective factors that have to do with an individual’s communication skills and abilities? Were there any relatable deficits in communication observed in individuals you support? If so, what are some ways to teach and reinforce these skills?
- Some protective factors include what people understand about relationships with others. Which ones stood out to you? What are some ways you could teach individuals about healthy vs unhealthy signs in relationships?
- Have you ever had an individual disclose abuse/human trafficking? What were some strategies that you used to stay calm and resist emotional reactions or making promises? If you struggled, what are some strategies you could use in the future?
- Who should be notified if you suspect human trafficking? What process would be used within your organization? What if you encountered this outside of work?

5) Check for understanding of the material. Depending on the group size, these questions can be completed individually as a written post-test, or orally as a group.

- What is meant by a “protective factor” for human trafficking?
- How can family, community, and service involvement protect an individual?
- Provide an example of how someone can be manipulated within an unequal social relationship, and potentially become a victim of human trafficking.
- Describe some things to do or not do if a person discloses abuse/human trafficking.
- What is the process for documenting and reporting suspected abuse/human trafficking?