

# Human Trafficking: Responding to Victim and Survivor Trauma

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South Southwest (HHS Region 6)

**MHTTC**

**Mental Health Technology Transfer Center Network**

Funded by Substance Abuse and Mental Health Services Administration

# Acknowledgement

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At the time of this publication, Miriam E. Delphin-Rittmon Ph.D., served as Assistant Secretary for Mental Health and Substance Use in the U.S. Department of Health and Human Services and the Administrator of the Substance Abuse and Mental Health Services Administration.

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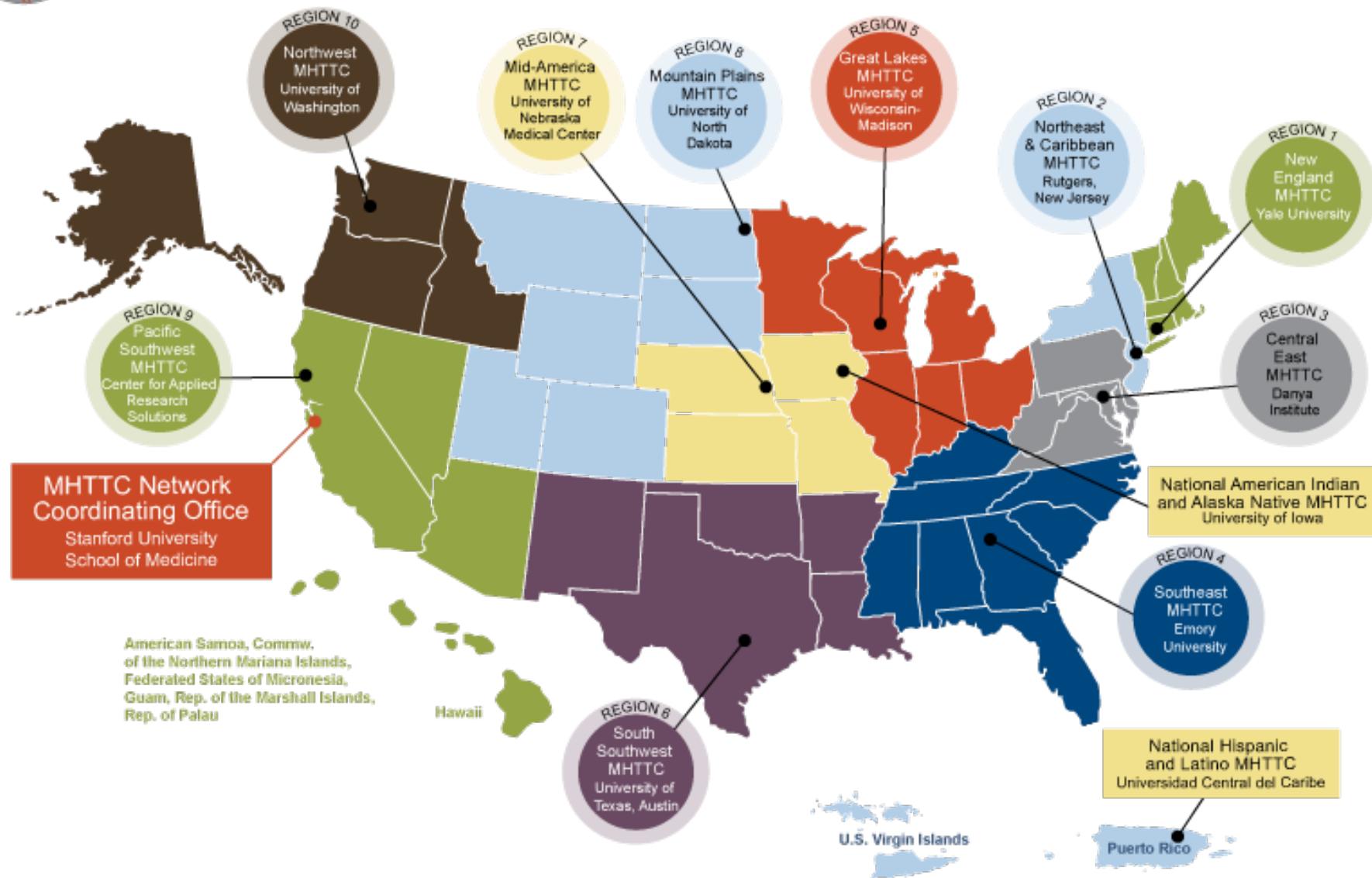
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# MHTTC

Mental Health Technology Transfer Center Network  
Funded by Substance Abuse and Mental Health Services Administration

## MHTTC Network



The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

STRENGTHS-BASED  
AND HOPEFUL

INCLUSIVE AND  
ACCEPTING OF  
DIVERSE CULTURES,  
GENDERS,  
PERSPECTIVES,  
AND EXPERIENCES

HEALING-CENTERED AND  
TRAUMA-RESPONSIVE

INVITING TO INDIVIDUALS  
PARTICIPATING IN THEIR  
OWN JOURNEYS

PERSON-FIRST AND  
FREE OF LABELS

NON-JUDGMENTAL AND  
AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR  
AND UNDERSTANDABLE

CONSISTENT WITH  
OUR ACTIONS,  
POLICIES, AND PRODUCTS

# Housekeeping Items

- We have made every attempt to make today's presentation secure. If we need to end the presentation unexpectedly, we will follow-up using your registration information.
- Attendees are unable to unmute and share video.
- Have a comment? Use the **Chat**.
- For participants who attended today's sessions, a certificate with 3 CEUs will be emailed to you within two weeks.
- Registrants are responsible for checking with their licensing or credentialing board to ensure acceptance of the CEUs issued.
- This session will be recorded.



## Housekeeping Items

- Please practice self-care activities throughout the program
- MHTTC staff will be available to answer questions specific to administrative protocols
- Have a content related question? Use the **Q&A**. (Note: Due to the number of participants in the session, we will make efforts to answer as many questions as possible.)

<https://988lifeline.org/chat/>



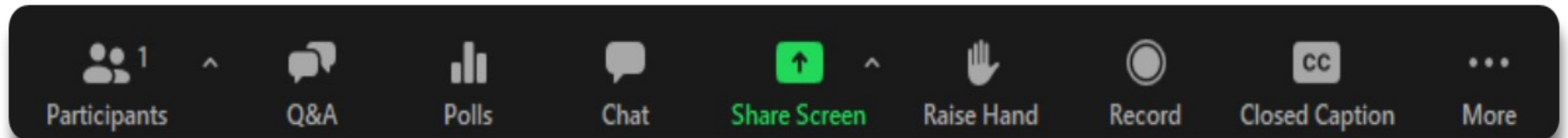
# NATIONAL HUMAN TRAFFICKING HOTLINE

## Housekeeping Items

- <https://humantraffickinghotline.org>
- Text \*233733
- 24/7 Confidential

**We have enabled closed captions during this event. Please click on the CC box in your zoom toolbar to find the option to enable captions individually.**

**We request that during this presentation, attendees utilize the chat box to network, comment on the session, and interact. Please utilize the Q&A box feature to ask questions. We want to make sure we can see the questions asked, so we ask that you use the Q&A box rather than the chat box.**



**This session will be recorded.**





Presenter  
Dr. Heather Curry, Ph.D.



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Dr. Marianne Thomas, Ph.D.





# HUMAN TRAFFICKING, TRAUMA AND THE IMPACT ON SCHOOL COMMUNITIES




# SETTING THE STAGE

- Housekeeping (Breakout Rooms, Chat Function, Facilitators' Role, Prework)
- Agenda Review
- Getting to Know Each Other





Time	Activity
10:00 AM	Welcome 5-minute Mindfulness Exercise Motivated Icebreaker: What helps you be present today? What might be standing in the way?
10:50 AM	Deeper Dive: Trauma-Informed and Trauma-Responsive Care in the Domain of Human Trafficking
11:20 AM	Breakout Discussion Sessions
12:00 PM	Break for Lunch (if you didn't have the chance to view the videos and review the literature, use this time to view those)
1:00 PM	Additional time for Review of Materials
1:30 PM	Discussion about Videos and Literature
1:50 PM	Large Group Discussion: Themes and Insights from Breakout Discussions
2:20 PM	10-Minute Mindfulness Exercise
2:30 PM	Adjourn

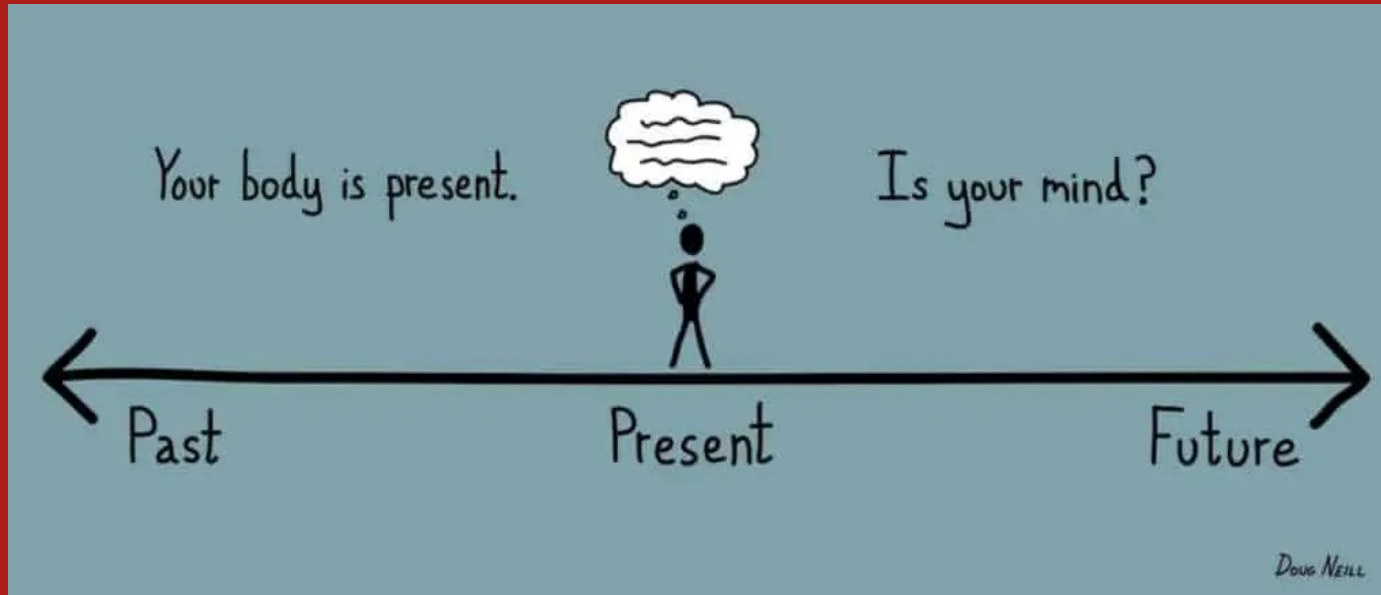


# REVISITING FOUNDATIONS FOR ENGAGEMENT

- What makes for a good conversation?
  - Respect for the other's dignity
  - Curiosity and humility
  - No judgment
  - Active listening
    - Listening to hear and understand, not to respond
    - Leaning in
    - Reflecting for understanding
  - Cognitive Empathy
  - Grace
  - Vulnerability
  - Courage

# BEING PRESENT

- What helps you be present today?
- What might be standing in the way?



# A NOTE ON COMPASSION

- Nerdy Language Moment: The Roots of Compassion
  - Suffering (passas) with (cum)
  - Passas is the past tense of pation (patience)
    - *"In the classical teachings of the Buddhist tradition compassion is defined as the heart that trembles in the face of suffering. At times, compassion is translated as the heart that can tremble in the face of suffering. It is aspired to as the noblest quality of the human heart, the motivation underlying all meditative paths of healing and liberation."*
    - Compassion - The Center for Compassion and Altruism Research and Education (stanford.edu)
- The problem with the box of tissue
- Why does it matter?
- When do you know it's happening?
- How do you know it's happening?
- What do you feel when its happening?





# REVIEWING COMMUNITY VULNERABILITIES

- The problem with exceptionality
- Understanding community vulnerabilities
  - Economic vulnerability
  - Low or precarious employability
  - Housing insecurities
  - Educational disparities
  - Language barriers
  - Mental health concerns (individual)
  - Mental health resources (systemic)
  - Underserved for transit and public transportation
  - Legacies of trauma (“We give the love we know.”)

# HUMAN TRAFFICKING AND SCHOOL COMMUNITIES: A DEEPER DIVE

- Community vulnerabilities *are* school community vulnerabilities
  - “Of 22,326 trafficking victims and survivors identified through contacts with the National Human Trafficking Hotline in 2019, at least 5,359 were under age 18.<sup>1</sup> Many underage victims of human trafficking are students in the American school system.” (<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>)
- Understanding school community vulnerabilities
  - Economic vulnerability
  - Low or precarious employability
  - Housing insecurities
  - Educational disparities
  - Language barriers
  - Mental health concerns (individual)
  - Mental health resources (systemic)
  - Underserved for transit and public transportation
  - Legacies of trauma (“We give the love we know.”)
- How do you identify a potential trafficking situation?
  - Going upstream: how do we do this? (Discussion)
  - Recap: It’s often not what you see, it’s what you *hear*
    - Discussion: How do you listen?

# QUICK REMINDER

- There is a lot of overlap between the dynamics of HT and other abusive dynamics (DV, child abuse, etc.), and some similarities in presentation.
- Don't mistake the overlap for uniformity.
- If your method is ineffective or harmful, your intention means nothing.

REMINDER:  
PERSPECTIVE  
MATTERS





STRENGTHS PERSPECTIVE

ACTIVATORS

# TRAUMA REACTIONS

```
graph TD; A[TRAUMA REACTIONS] --- B[FIGHT]; A --- C[FLIGHT]; A --- D[FREEZE]; A --- E[ATTACH]; A --- F[SUBMIT]
```

FIGHT

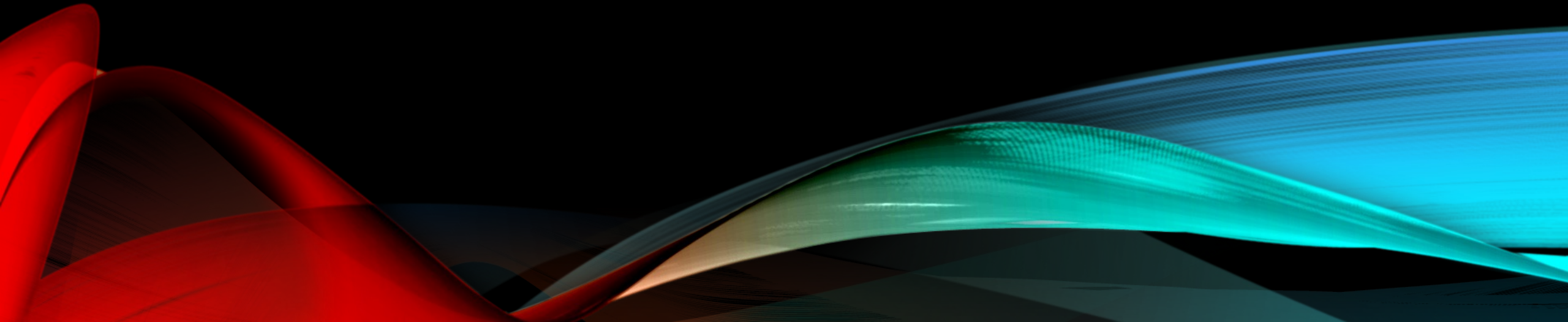
FLIGHT

FREEZE

ATTACH

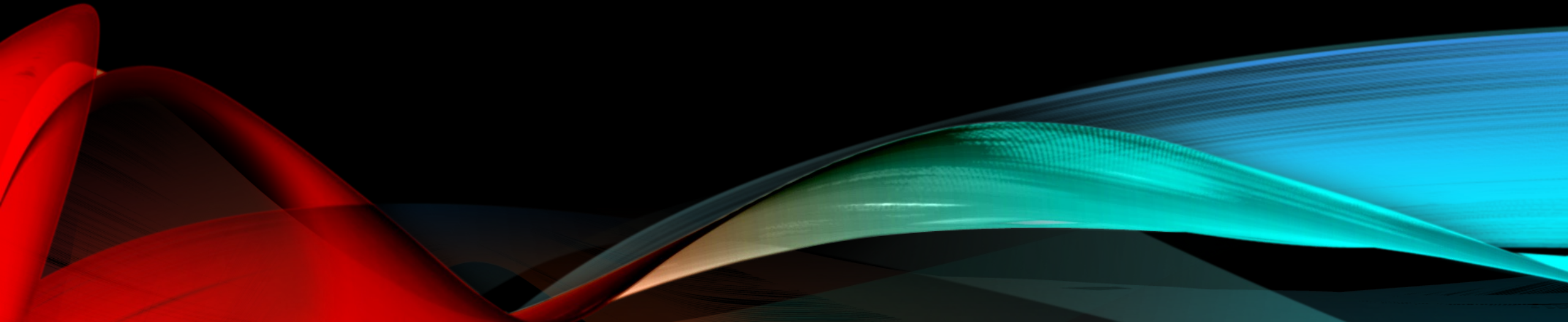
SUBMIT

BEING UNAWARE OF WHAT  
APPROPRIATE BEHAVIOR IS



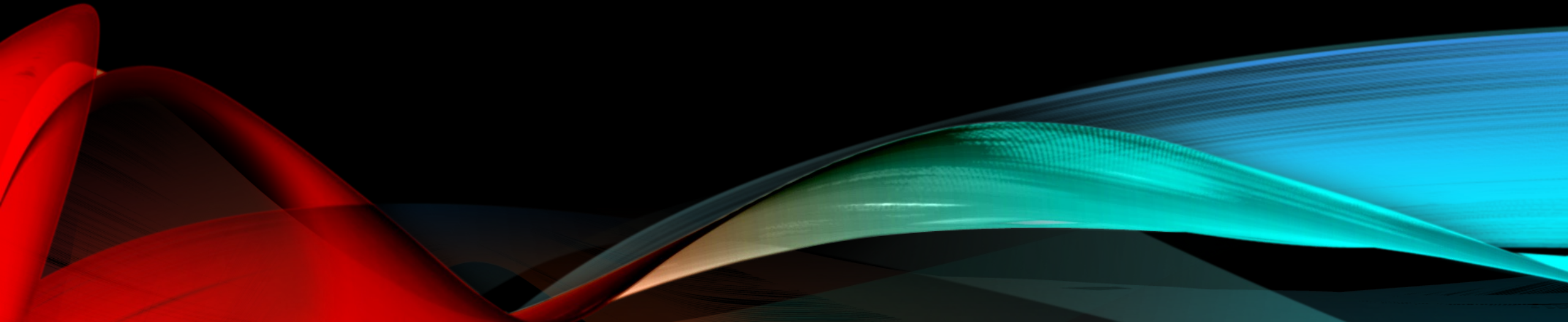


THERE ARE BASIC LIFE SKILLS THEY MAY  
NOT HAVE BEEN TAUGHT

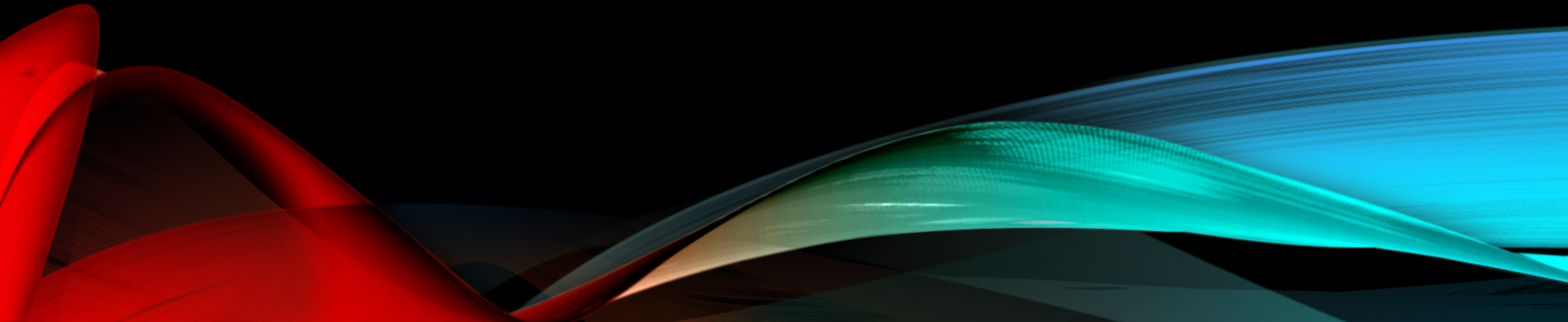




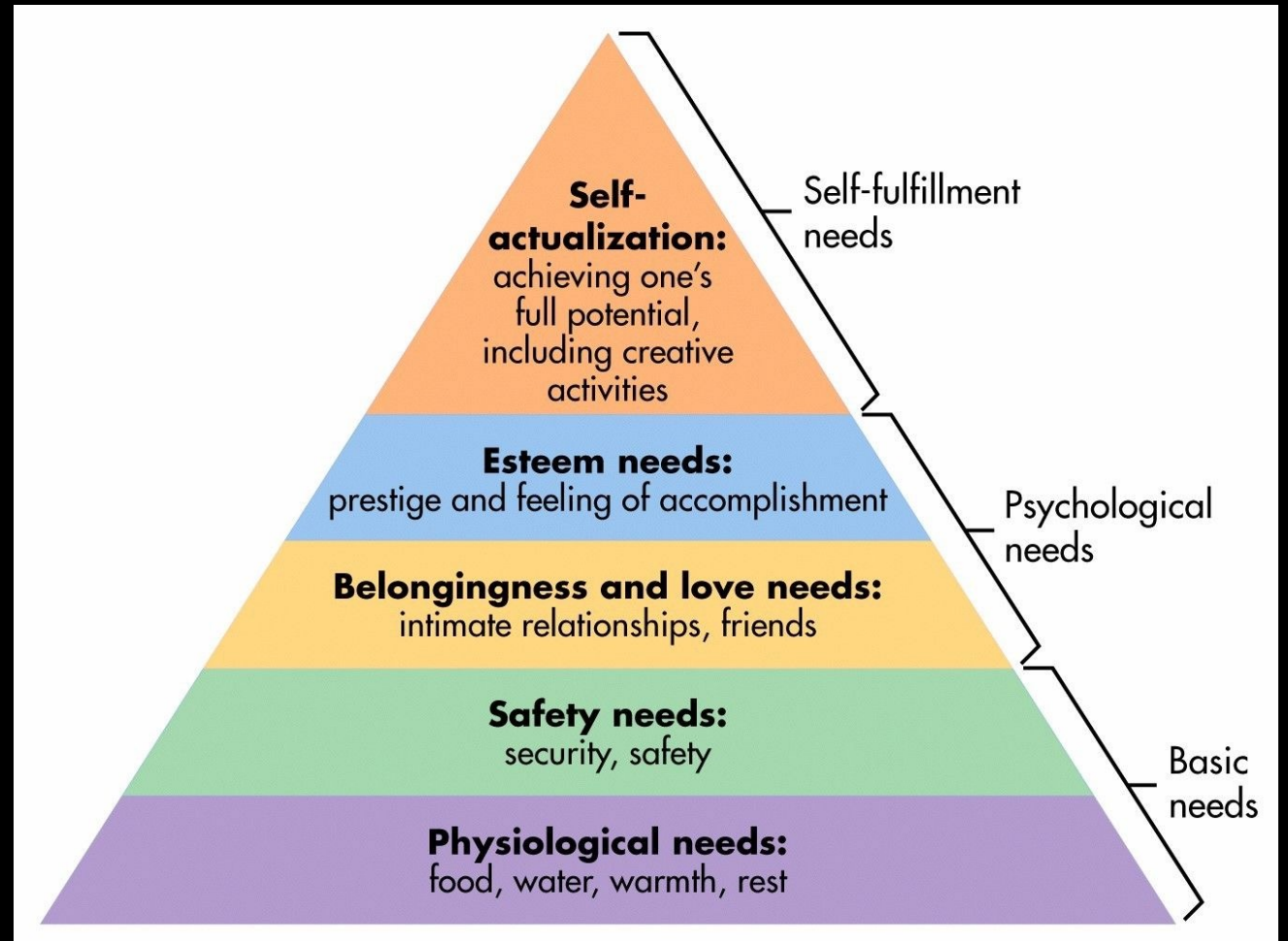
SELF-SABOTAGE



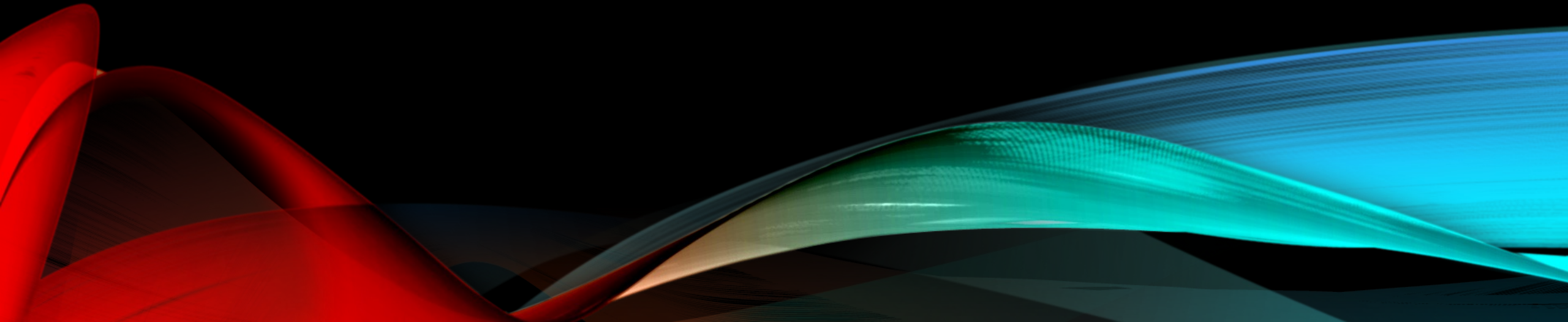
STUDENTS OR THOSE WHO MAY BE  
EXPERIENCING HUMAN TRAFFICKING SEEM  
LIKE THEY'RE MAKING NO PROGRESS



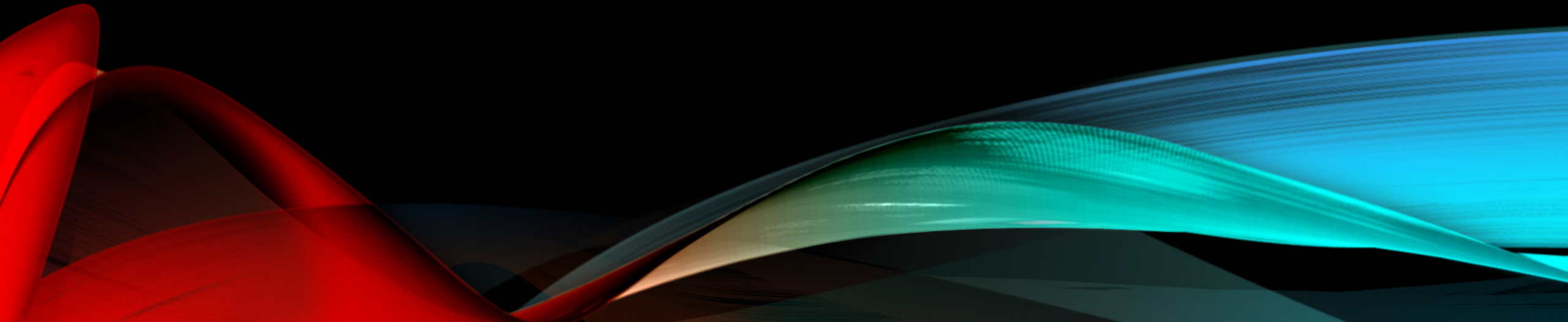
# MASLOW'S HIERARCHY OF NEEDS



STUDENTS OR THOSE WHO MAY BE EXPERIENCING  
HUMAN TRAFFICKING HAVE AN UNUSUALLY  
STRONG ATTACHMENT TO HIS/HER/THEIR PHONE

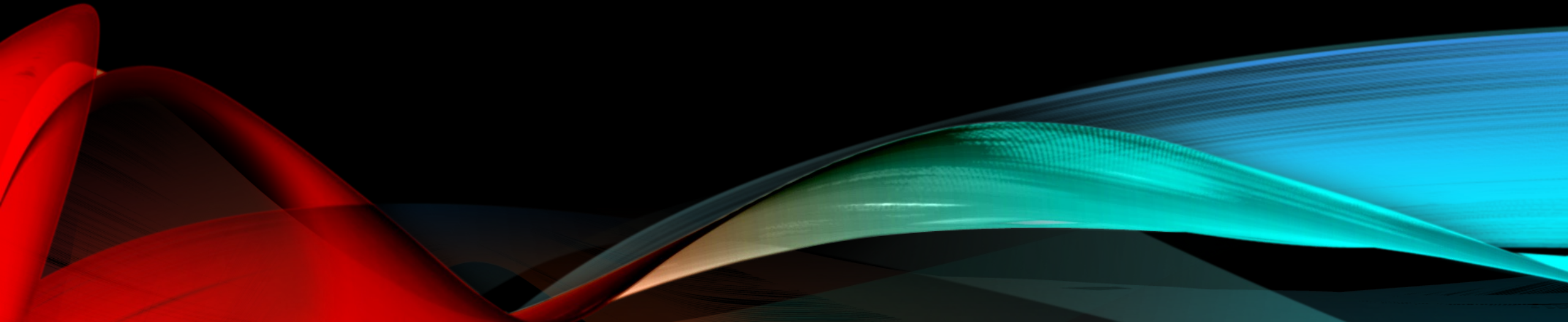


STUDENTS OR THOSE WHO MAY BE  
EXPERIENCING HUMAN TRAFFICKING JUST  
DISAPPEAR OR “GHOST” PROFESSIONALS FOR  
A WHILE, BUT SEEMED ENGAGED BEFORE

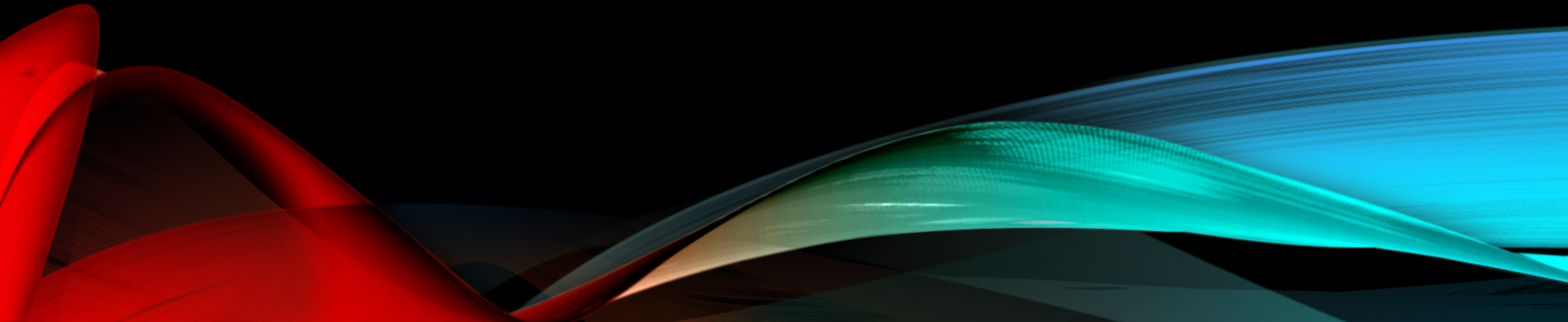




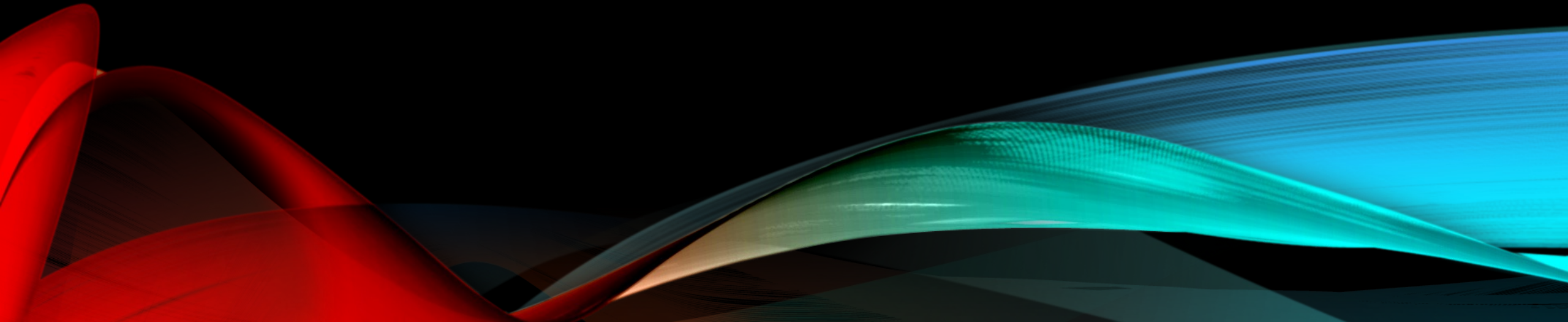
STUDENTS OR THOSE WHO MAY BE EXPERIENCING  
HUMAN TRAFFICKING SEEM COMPLETELY  
UNINTERESTED IN TALKING TO US/ARE RESISTANT  
TO SERVICES, BUT DON'T WANT US TO LEAVE



STUDENTS OR THOSE WHO MAY BE  
EXPERIENCING HUMAN TRAFFICKING NO-  
SHOW APPOINTMENTS RATHER THAN  
CANCELING, AND DON'T SAY WHY



STUDENTS OR THOSE WHO MAY BE  
EXPERIENCING HUMAN TRAFFICKING MOVE  
BETWEEN DIFFERENT FORMS OF EXPLOITATION





STUDENTS OR THOSE WHO MAY BE  
EXPERIENCING HUMAN TRAFFICKING WHO  
KEEPS JUMPING FROM TRAFFICKER TO  
ABUSIVE BOYFRIEND TO ANOTHER  
TRAFFICKER, AND SO ON...

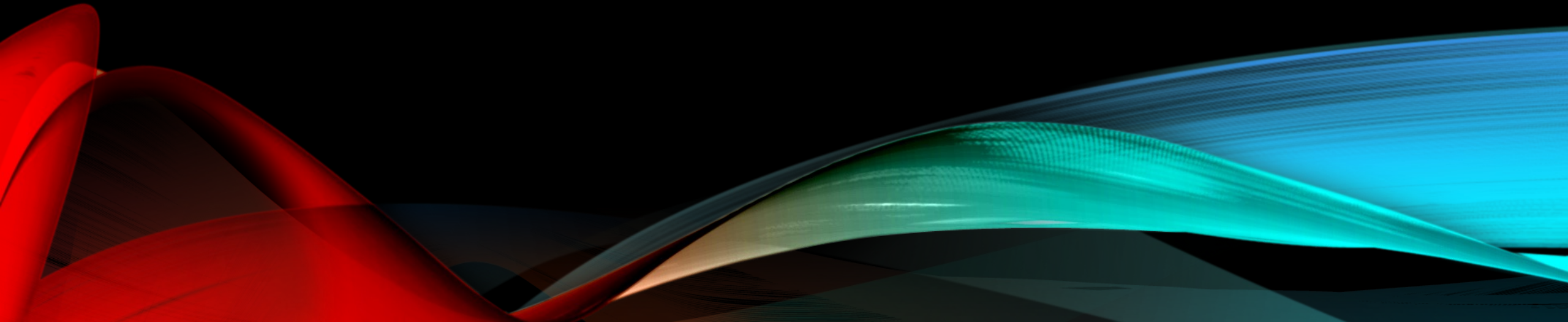


SOME STUDENTS OR THOSE WHO MAY BE  
EXPERIENCING HUMAN TRAFFICKING SEEM  
VERY DISTRUSTFUL, LIKE THEY HAVE THEIR  
GUARDS UP 24/7

OTHERS WILL TRUST TOO FREELY AND HAVE  
NO BOUNDARIES



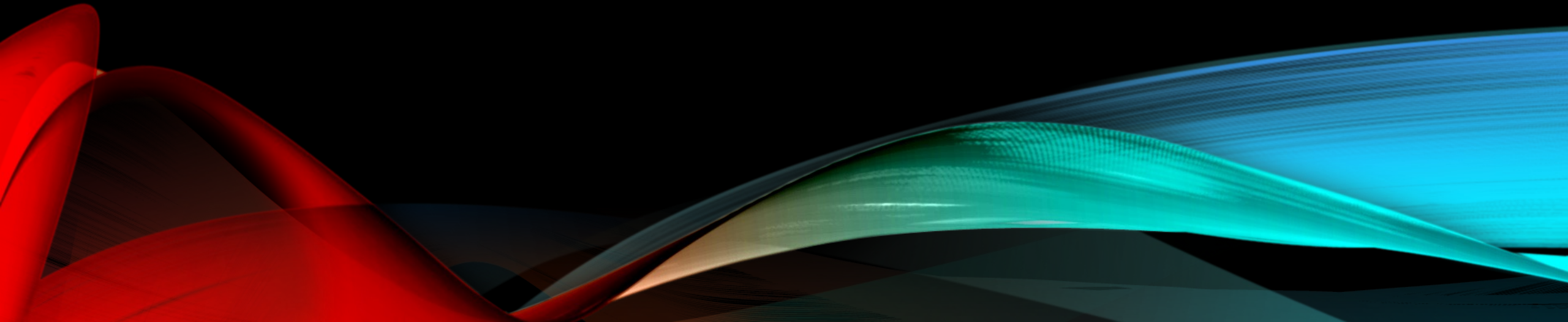
STUDENTS OR THOSE WHO MAY BE  
EXPERIENCING HUMAN TRAFFICKING  
“MANIPULATE”, OR SKEW/WITHHOLD  
INFORMATION, EVEN WHEN IT’S NOT  
NECESSARY



# BREAKOUT SESSIONS

Questions to consider (these are suggestions):

- What are your experiences with trauma-responsive care? In what ways are you engaging trauma-responsive care?
- What moments of reflection during which you assessed your response to a situation and pivoted because you recognized your response could be engage deeper compassion? What prompted this reflection? How did you address it?
- What moments in your profession, in your community, in your personal life have you found yourself activated? How did you handle that? How did you heal from that? How has it impacted you?

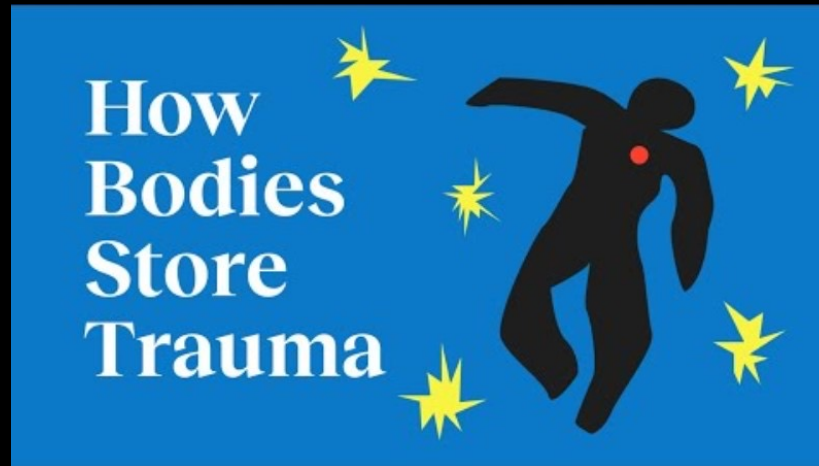




BREAK FOR LUNCH!



# DISCUSSION: THE BODY KEEPS THE SCORE



- Trauma lives in the body
- Unlocking the response from the mind: triggers are often felt first in the body



# DISCUSSION: REVISITING THE POWER OF VULNERABILITY



- How is vulnerability a strength?
- Why is it critically important for this discussion?
- Why is it critically important for educators and school professionals?
- How can embracing vulnerability help create healing spaces within school communities?

The background of the slide is a solid black field. At the top, there is a decorative horizontal band with a wavy, fluid appearance. This band features a color gradient, starting with warm tones of orange and red on the left, transitioning through yellow and green in the center, and ending with cool tones of cyan and blue on the right. The overall effect is modern and dynamic.

# DISCUSSION: THEMES FROM BREAKOUT SESSIONS





# MINDFULNESS EXERCISE AND CONCLUDING THOUGHTS



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# Survey



<https://ttc-gpra.org/P?s=824954>





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