

Trauma-Informed Response & Trauma-Specific Services for Victims of HT & CSAM

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Forensic Resilience Training Academy



1. Mitigating the Impact of Secondary Trauma (MIST): Theory & Practice for Self Preservation and Team Care
2. Trauma-informed Identification and Screening of Victims of HT & CSEC
3. Trauma-informed Response and Trauma-specific Services for Victims of HT & CSAM
4. Working with Adolescent Victims in Cases of Youth-produced Sexual Image(s)
5. Specialized Forensic Training for Interviewing Victims of HT & CSEC
6. Developing a Trauma-Informed Community Response to HT & CSEC*



Before we begin, we'd like to let you know...



- This training session will be **recorded** (and why)
- We are **evaluating** this training (and why)
- Training sessions may include discussion of topics such as child sexual assault, physical violence, and emotional harm. We acknowledge the content may be difficult and encourage you to **care for your safety and well-being**.
- This project is **funded by** the OJJDP FY2021 - VOCA Children's Advocacy Centers National Subgrant Program - Domestic Trafficking Victims Funds (CFDA #16.834)
- After each training, you will receive a follow-up email with additional resources.
- At the end of the Academy, you will receive a resource guide.



Mindfulness

Remembering to be present in the full experience positive or negative



Meditation



Breath Work



Presence



Balance



Engagement



Introductions



Mary Beth Nelson



Ricky Lynn

Agenda



Community Meeting: A Trauma-Informed Check-In



EMOTIONAL SAFETY PLAN: A Trauma-Informed Tool



ASSESSMENT: Who, What, When, Where, How



IMPORTANT CONSIDERATIONS: Applying a Trauma-Informed Lens



TRC Model Tool #1



Community Meeting Practice



**How are you
feeling?**

**What is your
goal?**

**Who can
support you?**





Protective Practices: Armor Vs. Shield



VS



TRC Model Tool #2



Emotional Safety Plans



Emotional Labor



Emotional labor is the “process of regulating experienced and displayed emotions to present a professionally desired image during interpersonal transactions at work”

Larson & Yao, 2005, p. 1103



What is an Emotional Safety Plan?



A go to response or strategy an individual can use when starting to feel overwhelmed



The goal is to avoid becoming flooded by too many emotions at once leading to unsafe or unpredictable results.



A way to create an emotionally intelligent culture where everyone has an individualized plan for emotional regulation.



Creating an Emotional Safety Plan



STEP 1

Think about a situation when you felt the frightened, overwhelmed or angry

STEP 2

Identify signs that you (or those around you) might notice that you are starting to feel this triggering emotions (ie: crying, pacing, fidgeting, scribbling, blushing, etc.)

STEP 3

Identify 1-5 tasks to help keep yourself physically & emotionally regulated. Some tasks may involve others (hugs, calling a friend, etc.), some may involve leaving the physical space you're in (make some tea/coffee, take a walk). At least 2 of your tasks should be things that you can do on your own and without leaving the physical space you are in. (ie: deep breathing, squeezing your hands, counting tiles on the floor, etc.).



Shared Knowledge



RECAP FROM OUR LAST SESSION

- Purpose of identification and screening of HT/CSEC
- Vulnerabilities & risk factors
- Red flags & indicators
- Understand that youth may not identify as victims
- Language matters
- Other important considerations



WHY

Why do we do this?

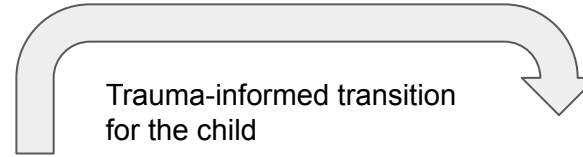
Why do we screen & assess for HT/CSAM?



WHAT

What exactly do we mean by “Assessment?”





Identification

- Awareness
- “Uh oh!”
- **Red flags**/Indicators
- Risk factors & **vulnerabilities**

Screening

- Use of a screening tool/process
- Typically includes **minimal questions**
- Results in a determination

Assessment

- **Multidisciplinary collaboration** to collect comprehensive information from all sources.
- Usually includes a **forensic interview** at this phase.
- Often is part of an **investigation**.
- Needs & resources **assessment**



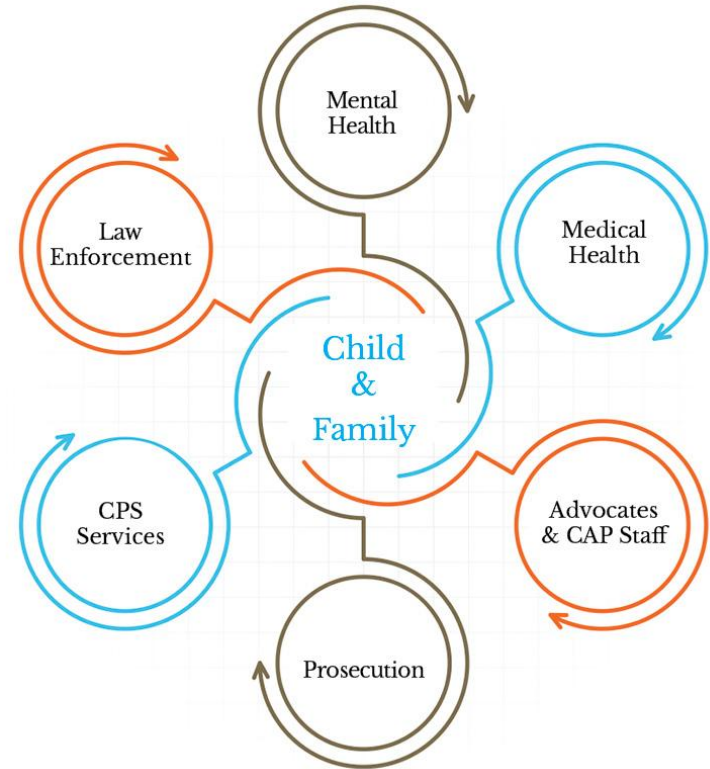
THE MORE INFORMATION, THE BETTER!

- Assessment using multiple sources of information is best path forward since we all know something and no one knows everything.



THE MULTIDISCIPLINARY TEAM

- Recognize roles of various team members
- Trauma informed = victim-centered no matter what!



CONSENT AND CONFIDENTIALITY

- ★ Staffing cases as a MDT
- ★ Multijurisdictional MDT
- ★ Service provider referrals



CASE PRESENTATION

Group Activity




HOW

How do we assess for HT/CSAM?
Process & Logistics (tools)



THE ASSESSMENT PROCESS

- 
- Screening/Minimal Facts: Triggers that we need to go further
 - Report to authorities: Have the state mandated reporting requirements been met?
 - **VICTIMIZATION ASSESSMENT**
 - Gather intel: Collect as much information as you can get from various sources
 - Engage the MDT
 - Forensic Interview (or investigative interview)
 - Prosecution involvement
 - Victim advocacy and service/resource coordination
 - **NEEDS AND RESOURCES ASSESSMENT**
 - Includes basic needs, plus physical (medical) and behavioral health (e.g., TF-CBT) needs
 - ACEs, history of abuse
 - Also includes resources and assets (e.g., social supports, family support, cultural assets, etc.)

VICTIMIZATION ASSESSMENT



SCREENING & ASSESSMENT TOOLS

CSE-IT - version 2.0
KY HT Screening Tool

WestCoast Children's Clinic Commercial Sexual Exploitation Identification Tool (CSE-IT) – version 2.0				
1. HOUSING AND CAREGIVING. The youth experiences housing or caregiving instability for any reason.	No Information	No Concern	Possible Concern	Clear Concern
a. Youth runs away or frequently leaves their residence for extended periods of time (overnight, days, weeks).	0	0	1	2
b. Youth experiences unstable housing, including multiple foster /group home placements.	0	0	1	2
c. Youth experiences periods of homelessness, e.g. living on the street or couch surfing.	0	0	1	2
d. Youth relies on emergency or temporary resources to meet basic needs, e.g. hygiene, shelter, food, medical care.	0	0	1	2
e. Parent/caregiver is unable to provide adequate supervision.	0	0	1	2
f. Youth has highly irregular school attendance, including frequent or prolonged tardiness or absences.	0	0	1	2
g. Youth has current or past involvement with the child welfare system. ∞	0	0	1	2
Indicator 1 Score: A subtotal of 0 to 3 = No Concern. A subtotal of 4 or 5 = Possible Concern. A subtotal from 6 to 14 = Clear Concern. Circle score here →	0	No Concern 0	Possible Concern 1	Clear Concern 2
2. PRIOR ABUSE OR TRAUMA. The youth has experienced trauma (not including exploitation).	No Information	No Concern	Possible Concern	Clear Concern
a. Youth has been sexually abused. ∞	0	0	1	2
b. Youth has been physically abused. ∞	0	0	1	2
c. Youth has been emotionally abused. ∞	0	0	1	2
d. Youth has witnessed domestic violence. ∞	0	0	1	2
Indicator 2 Score: A subtotal of 0 or 1 = No Concern. A subtotal of 2 = Possible Concern. A subtotal from 3 to 8 = Clear Concern. Circle score here →	0	No Concern 0	Possible Concern 1	Clear Concern 2

Trauma-Informed Screening & Assessment Tools

- Medical
- Child welfare/child protection
- Child advocacy/CACs
- Juvenile justice/juvenile courts/DJJ
- Therapists/behavioral health providers
- Law enforcement
- Schools/education



CSE-IT - version 2.0

Developed by WestCoast
Children's Clinic

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KY HT Screening Tool

Developed by the Kentucky
Investigator's Association

Minor / Child Sex Trafficking

Date of screening_____

Name of Minor_____

Date of Birth and Age_____

About the minor

1. How do you identify your gender? Female, Male, Genderqueer, Intersex, Transgender female, Transgender male, Transgender, other?
2. What is your sexual orientation? Straight, Gay, Lesbian, Bisexual, Queer/questioning, Asexual?
3. What is your race?
4. Have you ever used other names or aliases in person or online?
5. What is your phone number?
6. Have you used other phone numbers in the past?
7. Have you ever used a APP for texting like Textnow or Burner Phone?
8. Do you have children of your own, or are you or your partner pregnant?

School

1. Are you in school?
2. What is the highest level of education you finished?
3. Are you currently in a GED program?
4. How many times have you skipped school in the past 12 months?
5. Where did you grow up?
6. Where you born in the US?
If different from current location, how did you get here? Who brought you here?
7. Are you US citizen or a lawful permanent resident?

Family Section

8. Have you ever been in Foster Care?
9. Are you currently in Foster Care?
10. Describe your current Foster Care placement, Foster Parents (FP) unrelated, FP are relatives, group home?
11. Total, how long have you been in Foster Care?
12. Do you reside with family members?
13. How is the relationship with the adults you live with?
14. Do you have contact with your birth parents?
15. What is the relationship like with your birth parents?
16. Has anyone at home ever harmed you?

WHO

Who participates in assessment process?

Who takes the lead?

Who conducts the interview?

Who is present during the interview?



WHO

Who is getting assessed?



ASSESSMENT QUESTIONS

What screening/assessment questions are you uncomfortable asking?

Mentimeter Activity

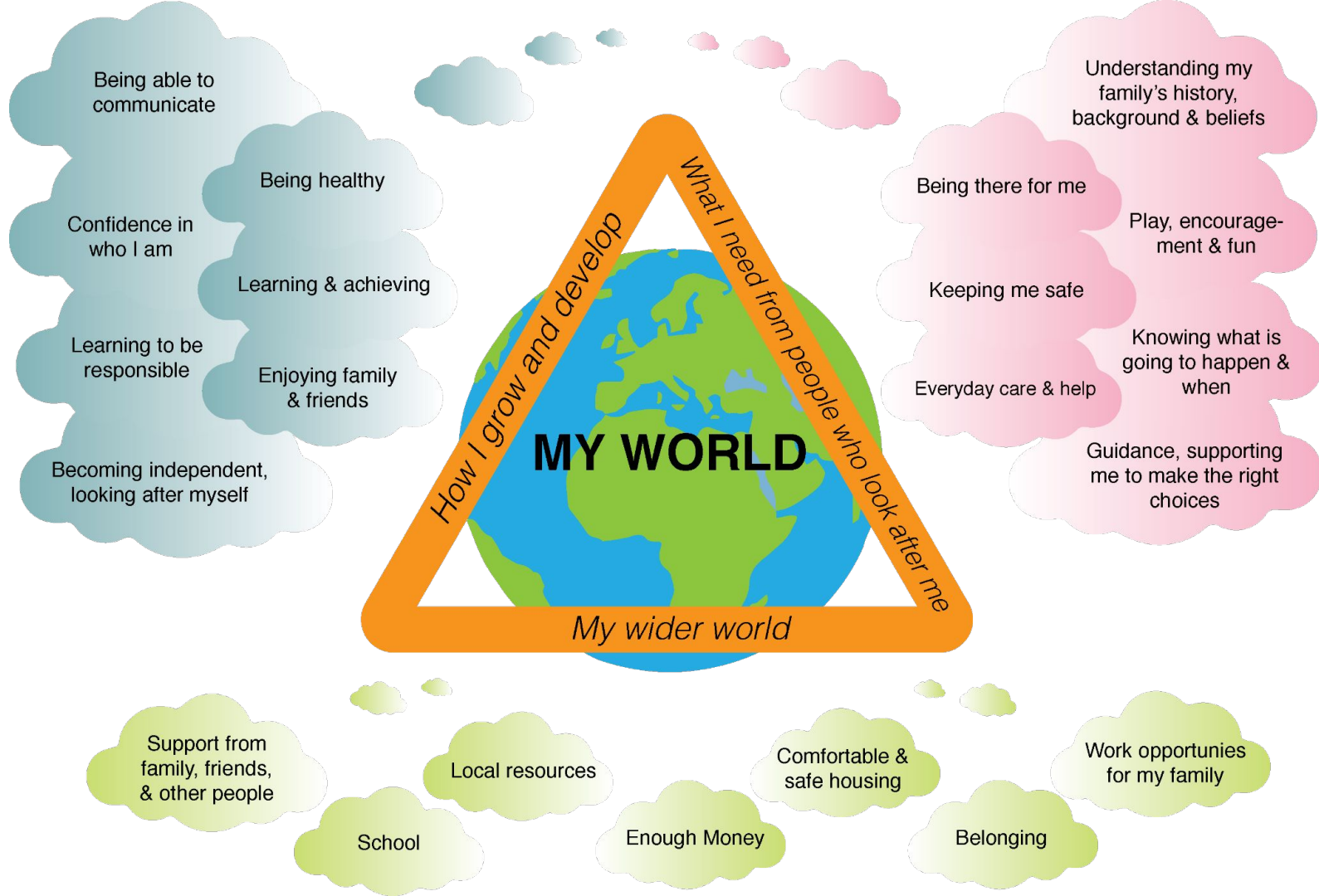


What do you do if you get a non-disclosure?



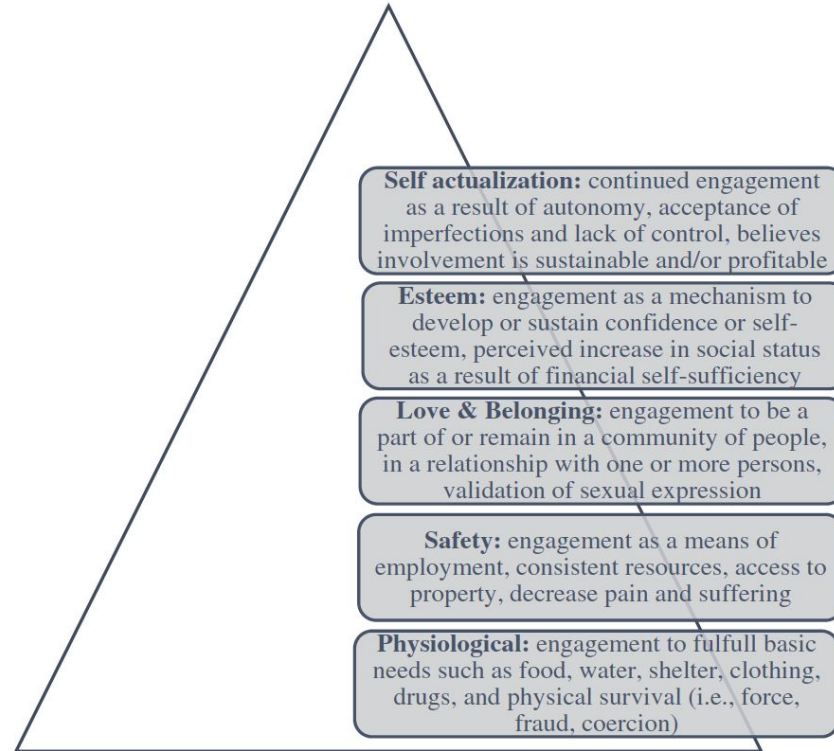
NEEDS AND RESOURCES ASSESSMENT





SURVIVAL SEX HIERARCHY OF NEEDS

(McDonald & Middleton, 2019)

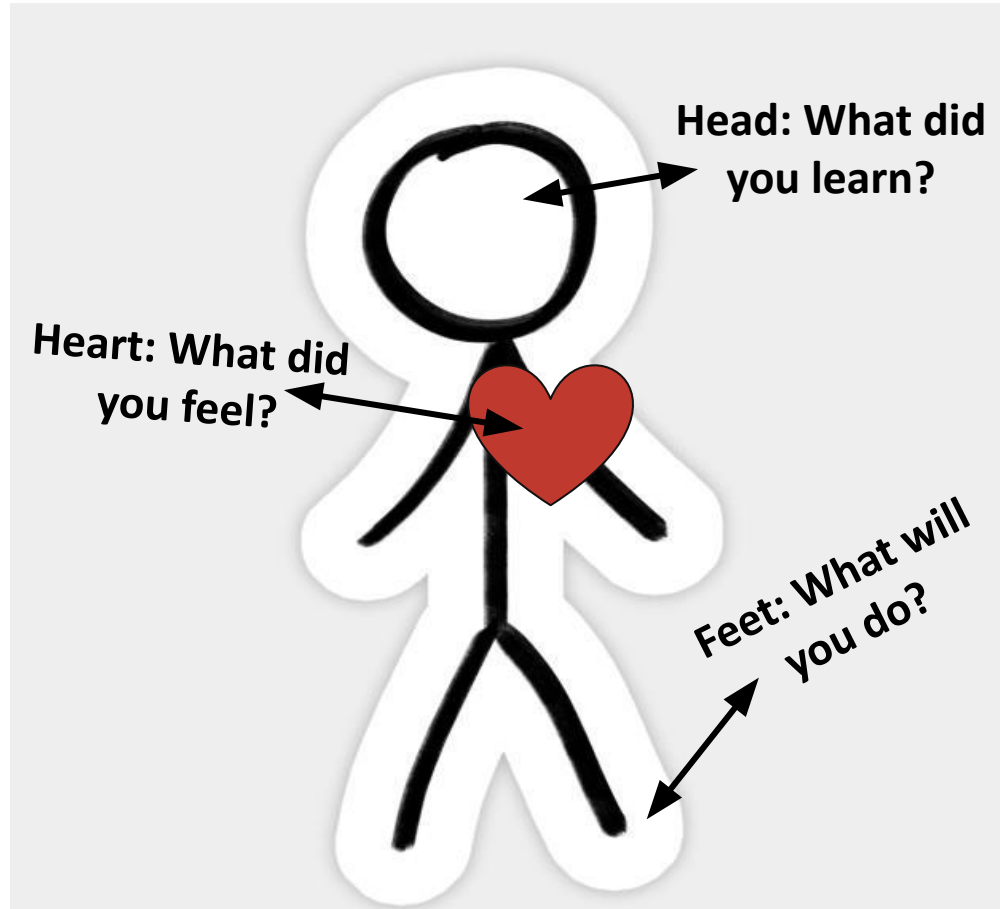


CONSIDERATIONS

Trauma-informed and
equity-centered considerations
for the assessment process



Questions & Reflections



“The eyes cannot see what the mind does not know.”

- From D.H. Lawrence



Thank you!

Contact us

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