Developing Best Practices, Serving Trafficked Youth

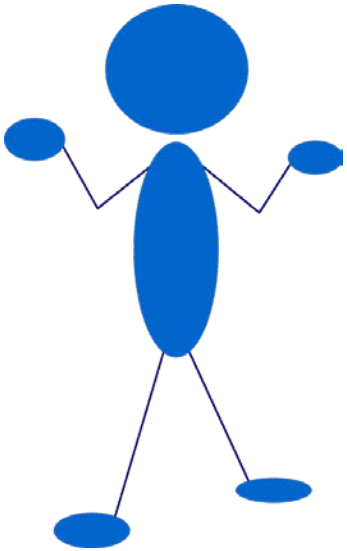
Anti-Trafficking Therapy Pilot Project

Megan Lundborg, LBSW
Survivor Leader

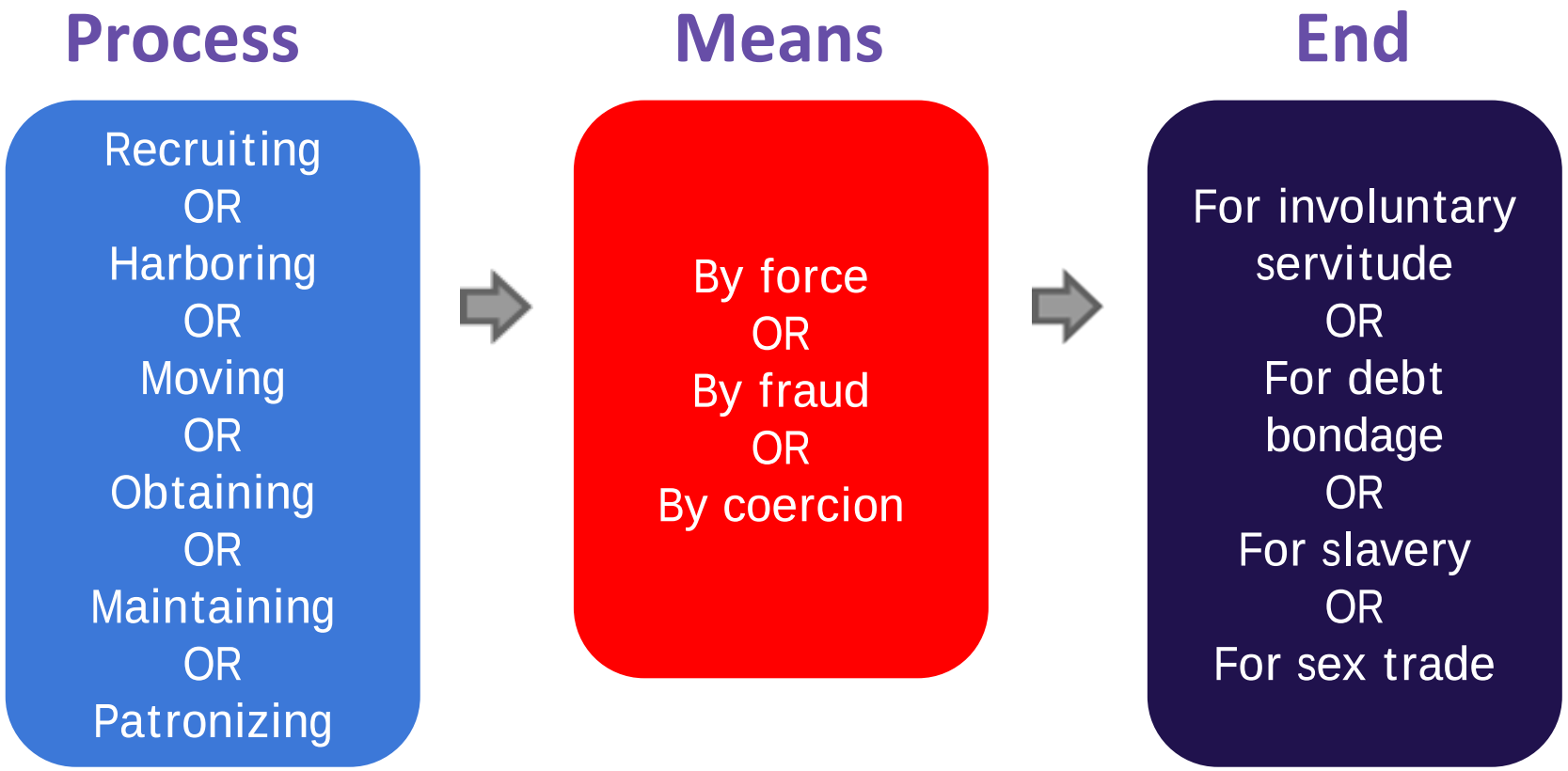
Alison Traynor, LMSW, MPH
Anti-Trafficking Therapist

youthworks

What is human trafficking?



Federal Definition of Human Trafficking (ND Law)



Commercial Sexual Exploitation of Children (CSEC)

Minor+Commercial Sex=Human Trafficking Victim

https://sharedhope.org/wp-content/uploads/2016/02/Policy_Paper_Eliminating_Third_Party_Control_Final.pdf

Service Providers...

What does human trafficking look like in your caseload?

How do these individuals identify themselves?

Are we providing trauma-informed responses?

What is most challenging about this clientele?

What resources are helpful for this clientele?

Change the norm...

- “Underage woman”-there is no such thing, it’s a child
- “Child prostitute”-children can’t consent.
  - They are rape or sexual assault survivors
- “Sex with a minor”-is Gross Sexual Imposition.
- “Non-consensual sex”-is Gross Sexual Imposition.
  - Give victims the validation they deserve
  - The burden of responsibility is on the perpetrator

Change the norm...

- “Underage woman”-there is no such thing, it’s a child
- “Child prostitute”-children can’t consent.
  - They are rape or sexual assault survivors
- “Sex with a minor”-is Gross Sexual Imposition.
- “Non-consensual sex”-is Gross Sexual Imposition.
  - Give victims the validation they deserve
  - The burden of responsibility is on the perpetrator

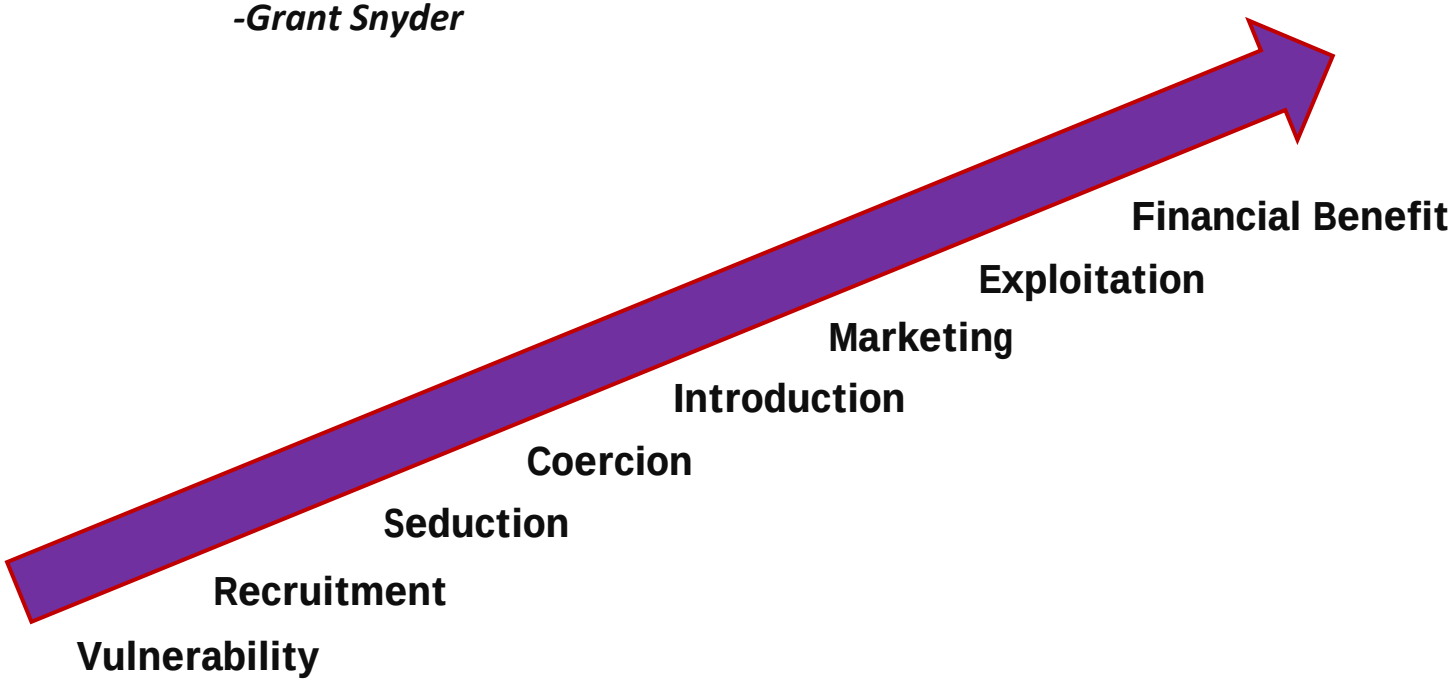
What does HT in youth look like?

- Older acquaintances
- Truancy
- Cell Phones
- Gang/drug affiliation
- Runaway
- Drug/alcohol
- Mental Health
- Couch-hopping
- LGBTQIA+
- Neglect
- Peer pressure
- ‘Consent’
- Intellectual deficits
- Hx of abuse

- Increase in behaviors consistent with trauma
  - ODD
  - Shame and guilt
  - Fear
  - Rage
  - In crisis
  - Control
  - Boundaries

Phases of Trafficking

-Grant Snyder



Why do we identify HT?

- Trauma of HT is different than other trauma
  - Complex
  - Multiple sexual assaults
  - Viewing themselves as just a ‘body’
  - View themselves as criminals
  - Medical trauma
    - STI’s
    - Reproductive trauma
- Access to services that are HT specific

Why This Pilot Program?

- Insurance/cost
- Cancellation Policies
- Trust
- Need for therapy
- Nontraditional approach

Local Response

- Law Enforcement
- Service Provider
- Community Provider

↓

Navigator

↓

- ROI's and Approvals
- Reports
- Coordination

↓

- Response Team Meeting
- Follow Up
- Ongoing Communication

NORTH DAKOTA
HUMAN TRAFFICKING TASK FORCE

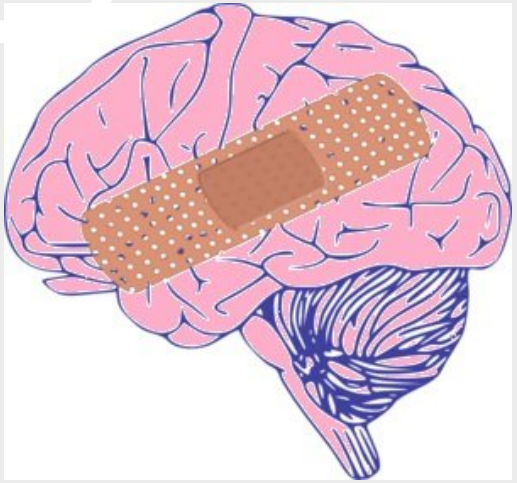
Disclaimer

Began on June 21st of 2021 and this is the first time this information will be shared.

Understanding Trauma-related barriers to therapy

The same behaviors that allowed youth to *survive* traumatic experiences,

- Were encouraged and reinforced while being trafficked
- Make it difficult for them to engage in programming



Transtheoretical (Stages of Change)

- 1) Precontemplation, often do not identify as a victim, may be in a double-bind, having been exploited by family or loved ones.
- 2) Contemplation, when individuals acknowledge have been trafficked but are ambivalent about change
- 3) Preparation, when survivors both acknowledge a need to change and are preparing to act.
- 4) Action, when survivors actively take steps to effect the desired change.
- 5) Maintenance, when individuals integrate the new behavioral change and avoid return to their former behavior.

(Bath, 2008; Prochaska JO, Velicer WF, 1997)

Big Picture
How do we get from Crisis to Therapy

Crisis Intervention Principles

1.)Focus on safety, including emotional safety.

2) Develop healing relationships.

3) Help youth regulate emotions.

4) Recognize stages of change.

5) Combat stigma.

6) Include comprehensive case management.

7) Focus on youth development/survivor leadership.

(Informed by Rutgers School of Social Work Bath, 2008; Black, Woodworth, Tremblay, & Carpenter, 2012; Brodie, Melrose, Pearce and Warrington, 2011; Clawson & Goldblatt Grace, 2007; Courtois, 2004; Hickle & Roe-Sepowitz, 2014; Kagan & Spinazzola, 2013; Macy & Johns, 2011)

Social Work Generalist Practice, Not linear and happening in layers of service.

1) Engagement

Building Trust, this happens over a session, weeks, or months

2) Assessment

Ongoing assessment of safety and state, as engagement increases, assessments become more clinical.

3) Planning

Earlier in process, the shorter and more crisis focused plans we are developing.

4) Implementation

Life stuff, case management, survivor mentorship, and therapy are among other layers of implementation as well as therapy, which may begin with DBT and move into a trauma-focused modality.

5) Evaluation

Begins with checking in on how clients feel about their interactions with us, how their readiness changes, and eventually, applying standardized assessment tools recommended by

6) Termination

We are terminating with clients when they leave the state. I have maintained nearly all of my clients that are in the western part of the state.

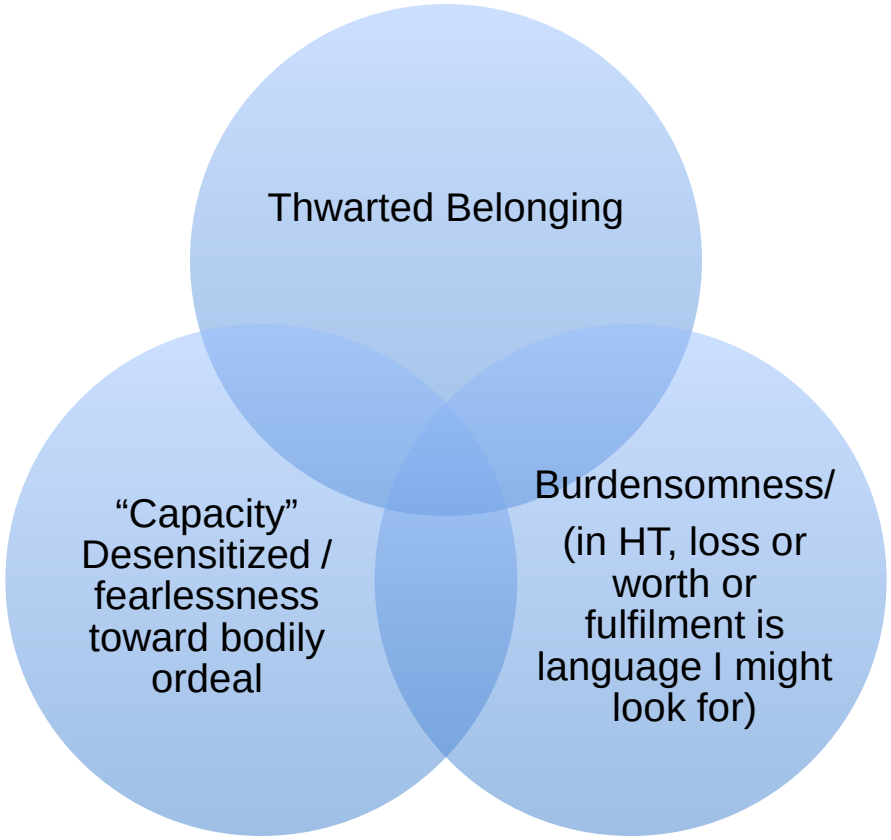
7) Follow-up

We are working as connectors to other states and services.

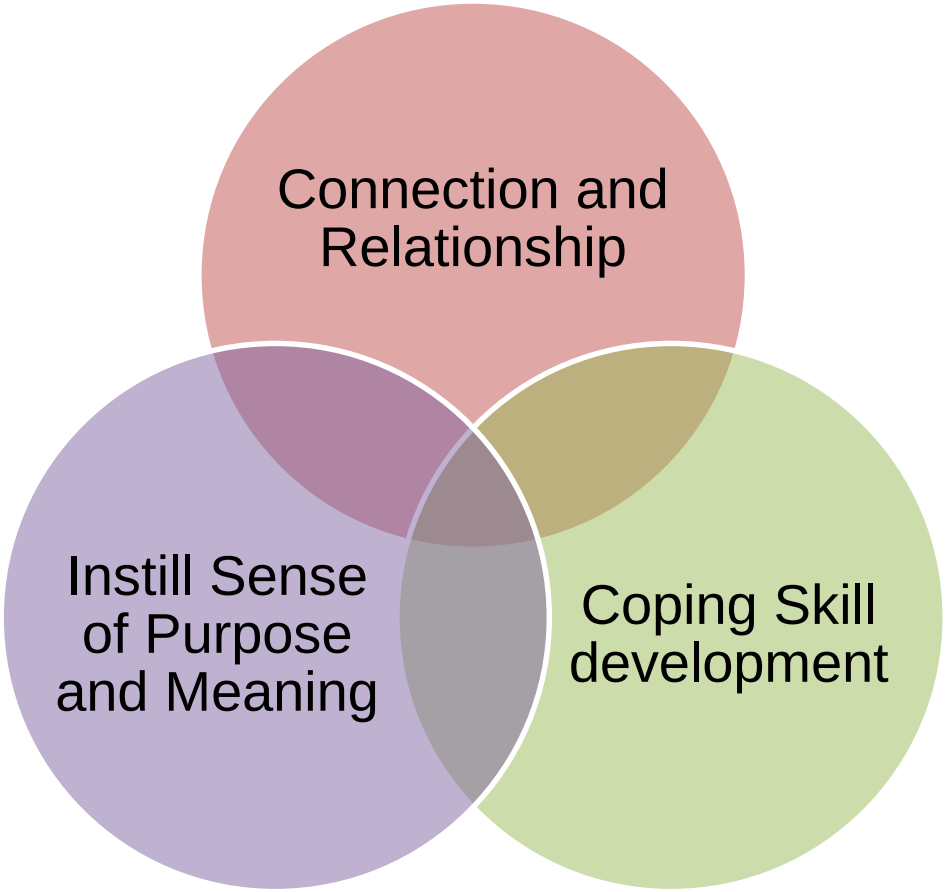
(Informed by Rutgers School of Social Work Bath, 2008; Black, Woodworth, Tremblay, & Carpenter, 2012; Brodie, Melrose, Pearce and Warrington, 2011; Clawson & Goldblatt Grace, 2007; Courtois, 2004; Hickle & Roe-Sepowitz, 2014; agan & Spinazzola, 2013; Macy & Johns, 2011)

Trust Development

Informed by Joiner's Model



Hope resides here



Informed by Joiner (2006)

Address the issue they prioritize

- Pie chart intervention example

Experiences in shelter care

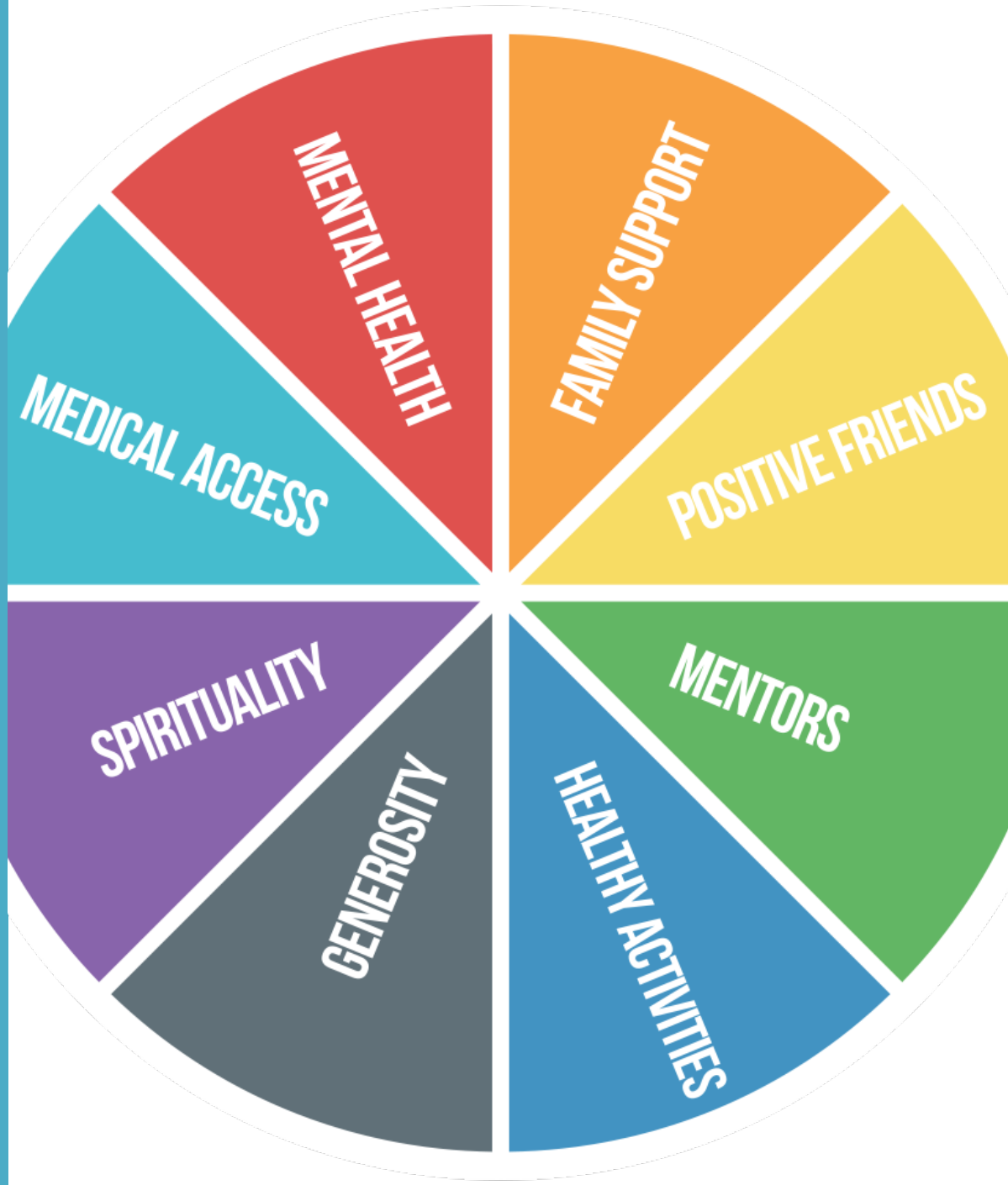
- Meal preparation together
- Running together or in groups
- Playing basketball
- Drumming
- Drives
- Art Therapy
- Boxing
- Yoga

Sources of Strength

Foundational Model used when engaging youth in the shelter and in the community.

Based on research on how people recover after adversity

(Wyman, P. et al. (2010).



Strengths Based Safety/ Wellness Planning

- Begin by identifying their strengths
- What situations, thoughts, emotions or circumstances upset me and let me know I need use my plan?
- I am resilient because I have made it to this university through many obstacles. What has helped me get through hard times in the past?
- What places can I go to help lift my spirits or that make me feel safe?
- Who can I reach out to – to distract me from my thoughts or feelings?
- Who can I reach out to for help?
- What can we do to make my environment as positive and safe as possible for me?
- What is worth fighting for? Why am I doing this?

Engagement Continued

- Address the bottom rungs of Maslow's hierarchy of needs first and ongoing.

Help develop skills to regulate emotions and to new coping skills to replace coping strategies that increase risk (Filetti, 1998

Modalities used by therapists

Youthworks works to embed Person-Centered Trauma-Informed Care across interventions and is founded on the premise of Positive Youth Development, encouraging a Professional use of self and reciprocity in relationships. I need to decide how I show up for youth.

Dialectical Behavioral Therapy (often the first modality incorporated to help youth develop skills to regulate emotions and increase window of tolerance for therapy)

Internal Family Systems / parts work is essential in helping clients get to a place where they can engage in other therapies. Parts may need to be honored and addressed before a client can work on coping skills.

Ending the Game (group or individually)

Trauma Focused Cognitive Behavioral Therapy

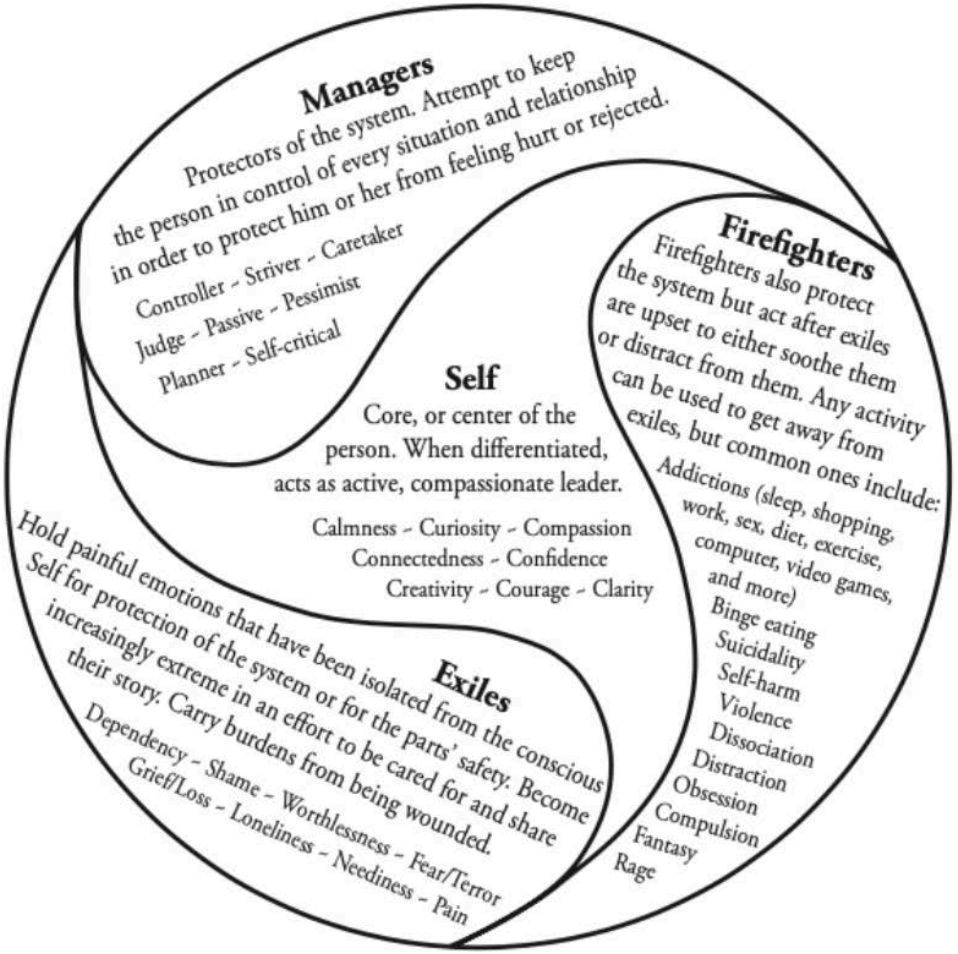
Cognitive Processing Therapy

Eye Movement Desensitization and Reprocessing (EMDR)

Family Therapy – Emotionally Focused & Structural Approaches

Clinical recommendations may guide placement, mentor and other work with the client in the shelter to create an environment of stability and to reinforce skill development.

The Internal System

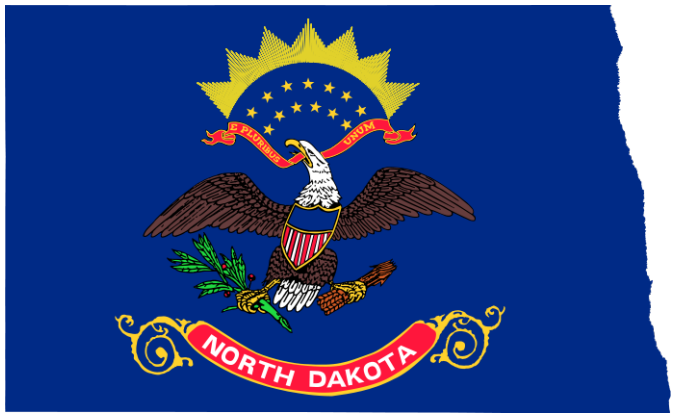


Anderson, F. G., Sweezy, M., & Schwartz, R. C. (2017).

Case examples

Navigators

- **Western ND**
  Analena Lunde
  alunde@youthworksnd.org
  701-390-7397
- **Central ND**
  Amy Jacobson
  ajacobson@youthworksnd.org
  701-595-2112
- **Eastern ND**
  Melissa Kaiser
  navigator102@ndhttf.org
  701-353-8052
- **Tribal Navigator, Statewide**
  Ruth Buffalo
  navigator701@ndhttf.org
  701-353-1507



NORTH DAKOTA

AN TRAFFICKING TASK F

References

- Braveheart, M. Y. (2011). *Welcome to Takini's Historical Trauma*. Retrieved February 6, 2012, from Historical Trauma: www.historicaltrauma.com
- Braveheart, M. Y., Chase, J., Elkins, J., & Altschul, D. B. (2011). Historical trauma among indigenous peoples of the Americas: Concepts, research, and clinical considerations. *Journal of Psychoactive Drugs*, 282-290. doi: 10.1080/02791072.2011.628913.
- *Trafficking in Persons; What is Human Trafficking? (2013).* Retrieved March 19, 2013 from Department of Justice Canada: http://www.justice.gc.ca/eng/fs-sv/tp/
- Deer, S. (2010). Relocation revisited: Sex trafficking of Native women in the United States. *William Mitchell Law Review* , 621-683
- Farley, M. (n.d.). *Human Trafficking and Prostitution*. Washington, District of Columbia, US: Psychologists for Social Responsibility.
- Farley, M., Cotton, A., Lynne, J., Zumbeck, S., Spiwak, F., Reyes, M. E., et al. (2003). Prostitution and trafficking in nine countries: An update on violence and posttraumatic stress disorder. *Journal of Trauma Practice* , 33-74.
- Farley, M., Lynne, J., & Cotton, A. J. (2005). Prostitution in Vancouver: Violence and the colonization of First Nations women. *Transcultural Psychiatry* , 242-271.
- Farley, M., Matthews, N., Deer, S., Lopez, G., Stark, C., & Hudon, E. (2011). *Garden of truth: The prostitution and trafficking of Native women in Minnesota.* St. Paul: Minnesota Indian Women's Sexual Assault Coalition and Prostitution Research & Education.
- International Association of Chiefs of Police
- LaFramboise, T. D., Choney, S. B., James, A., & Running Wolf, P.R. (1995). American Indian women and psychology. In H. Landrine (Ed.)
- , https://www.scribd.com/document/367383848/mickey-royal-the-pimp-game-instructional-guide-pdf

Section Two References

- Anderson, F. G., Sweezy, M., & Schwartz, R. C. (2017). *Internal family systems skills training manual: Trauma-informed treatment for anxiety, depression, PTSD & substance abuse*. PESI publishing & media. [Google Scholar]
- Anderson, F. G. (2021). *Transcending trauma: Healing complex PTSD with internal family systems therapy*. PESI publishing & media. [Google Scholar]
- Au, T., Suer-Zavala, S., King, M. W., Petrocchi, N., Barlow, D., & Litz, B. T. (2017). Compassion-based therapy for trauma-related shame and posttraumatic stress: Initial evaluation using a multiple baseline design. *Behavior Therapy*, 48(2), 207–221. https://doi.org/10.1016/j.beth.2016.11.012 [Crossref], [PubMed], [Web of Science ®], [Google Scholar]
- Barlow, M. R., Goldsmith Turow, R. E., & Gerhart, J. (2017). Trauma appraisals, emotion regulation difficulties, and self-compassion predict posttraumatic stress symptoms following childhood abuse. *Child Abuse & Neglect*, 65, 37–4. https://doi.org/10.1016/j.chiabu.2017.01.006
- Bath, H. (2008). The three pillars of trauma-informed care. Reclaiming children and youth, 17(3), 17-21. Black, P. J., Woodworth, M., Tremblay, M., & Carpenter, T. (2012). A review of trauma-informed treatment for adolescents. Canadian Psychology/Psychologie canadienne, 53(3), 192.
- Bulanda, J. & Johnson, T. B. (2016). A trauma-informed model for empowerment programs targeting vulnerable youth. Child Adolescent Social Work Journal, 33, 303-312. doi: 10.1007/s10560-015-0427-z.
- Felitti VJ, Anda RF, Nordenberg D, et al. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. *Am J Prev Med.* May;14(4):245–58
- Márquez, Y., Deblinger, E., Dovi, A., (2020). The Value of Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) in Addressing the Therapeutic Needs of Trafficked Youth: A Case Study, Cognitive and Behavioral Practice, 27 (3) 253-269, https://doi.org/10.1016/j.cbpra.2019.10.001.
- Pisani, A. R., Schmeelk-Cone, K., Gunzler, D., Petrova, M., Goldston, D. B., Tu, X., & Wyman, P. A. (2012). Associations between suicidal high school students' help-seeking and their attitudes and perceptions of social environment. *Journal of youth and adolescence*, *41*(10), 1312-1324.
- Prochaska JO, Velicer WF. The transtheoretical model of health behavior change. (1997) Am J Health Promot. ;12(1):38-48. doi:10.4278/0890-1171-12.1.38
- Twis, M., (2020). The Influence of Victims' Unmet Basic Needs as a Mediator in Trafficking Relationships: A Research Note, 101 (1) 44-53, https://doi.org/10.1177/1044389419857848
- Wyman, P. et al. (2010). An outcome evaluation of the Sources of Strength suicide prevention program delivered by adolescent peer leaders in high schools. American Journal of Public Health, Vol. 100: 1653-1661.