



THE UNIVERSITY  
*of* NORTH CAROLINA  
*at* CHAPEL HILL

## **UNC-CH Schools of Social Work and Public Health: Overview of the Teach2Reach Program and Protocol**

Cynthia Fraga Rizo, Hannabeth Franchino-Olsen, Sandra Martin, Rebecca Macy

**Human Trafficking Commission Meeting**

June 27, 2019

# Presentation Overview



- Teach2Reach project overview
- Teach2Reach program structure and protocol
- Sample Objectives, Content, Activities
- Ongoing and next steps



# Project Overview



THE UNIVERSITY  
*of* NORTH CAROLINA  
*at* CHAPEL HILL

# Teach2Reach

Traditional Public  
Schools Project

Alternative Public  
Schools Project

Supported by Crime Victim Services of GCC via Grant No. 2016-VA-GX-0075 and 2017-VA-GX-0050 of the Office for Victims of Crime, U.S. Department of Justice



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

# Teach 2 Reach: Project Goals

- Develop *sex trafficking awareness and identification content*
- Develop *sex trafficking identification and response protocol* for schools
- Develop *training protocol as well as a training and dissemination plan* in collaboration with the NC Coalition Against Sexual Assault (NCCASA)



# Teach2Reach: Project Activities

Reviewing relevant literature (e.g., educating youth, identification/response)

 Surveying NC superintendents and principals of traditional and alternative schools

 Conducting interviews and discussion groups with key stakeholders

Surveying purveyors/developers of existing curricula

Seeking feedback from experts (including survivors) and stakeholders

# Survey of Principals of Traditional ( $n=57$ ) and Alternative ( $n=19$ ) North Carolina Schools

- Many were not familiar with the new requirement to teach students about sex trafficking awareness and prevention, or the requirement to develop a referral protocol
- Majority agree that:
  - School personnel should be knowledgeable about sex trafficking, able to identify potential victims, and knowledgeable about how to respond
  - Middle and high school students should receive ST awareness and prevention
- About 11% teach about sex trafficking, and 34% have a protocol



# Survey of Principals of Traditional ( $n=57$ ) and Alternative ( $n=19$ ) North Carolina Schools

- Principals believed some school personnel were better prepared to handle sex trafficking concerns, identifications, and disclosures:
  - School resource officers
  - Social workers
  - Counselors
- However, overall principals did not perceive school personnel to be “extremely well prepared”



# Survey of Principals of Traditional ( $n=57$ ) and Alternative ( $n=19$ ) North Carolina Schools

- Greatest perceived challenges:

Sensitive and controversial topic

Parental concerns

Unsure how to respond

Competing demands

Lack of funding

- Recommendations:
  - Healthful living curriculum
  - Facilitators: School counselors, social workers, and health teacher
  - School personnel training



# Stakeholder Interviews and Discussion Groups (N=32)

- **Curriculum framework:** align with essential standards, and does not leave students afraid and unprepared
- **Content recommendations:**
  - Information on sex trafficking
  - Relationship and personal safety
  - Response and resources



# Stakeholder Interviews and Discussion Groups (N=32)

- *Delivery recommendations:*

- Interactive, engaging, and incorporates visual materials
- Activities (e.g., narratives and stories)
- Promote problem-solving and critical thinking
- Ready-to-go materials for educators
- Facilitator: non-judgmental; invested, well-trained and comfortable discussing the topic
- Potential facilitators (e.g., survivor leaders, teachers, support staff, guest speakers)
- Approach to facilitation (e.g., co-facilitation)



# Stakeholder Interviews and Discussion Groups (N=32):

Critically important to prepare schools

- *Training school personnel*

- Information on sex trafficking
- Mandated reporting laws
- Questions to ask
- Appropriate response
- Protocols for handling disclosures/identification
- Survivor-centered and trauma-informed resources and practices
- Brief, use-friendly, uses technology, and tiered training



# Teach2Reach Program Structure & Protocol



THE UNIVERSITY  
*of* NORTH CAROLINA  
*at* CHAPEL HILL

# Teach2Reach Program Goals

- Raise youth's awareness and knowledge about:
  - healthy relationships and sexuality
  - sex trafficking
  - existing resources
  - being a support
- Equip youth with:
  - online safety skills
  - help-seeking skills
  - skills related to helping others



# Teach2Reach Program Structure Overview

- 3 modules
  - 7<sup>th</sup> Grade Module
  - 8<sup>th</sup> Grade Module
  - 9<sup>th</sup> Grade Module
- 5 lessons per module (45 minutes each)
- Implementation:
  - Co-facilitation (recommended)
  - Can be delivered by a teacher, social worker, counselor, or local professional (e.g., rape prevention educator, anti-trafficking advocate)



# Common Content Areas Across Modules

<b><u>Lesson 1:</u> Foundation</b>	<b><u>Lesson 2:</u> Understanding Sex Trafficking Part 1</b>	<b><u>Lesson 3:</u> Understanding Sex Trafficking Part 2</b>	<b><u>Lesson 4:</u> Finding Help</b>	<b><u>Lesson 5:</u> Helping Others</b>
<p>Create safe space;  Contrast healthy and unhealthy relationships</p>	<p>Review safe space;  Define sex trafficking and/or identify different forms of sex trafficking;  Emphasize that sex trafficking is never the victim's fault</p>	<p>Review safe space;  Identify warning signs that someone is trying to engage you or someone else in sex trafficking, or that someone is already being sex trafficked</p>	<p>Review safe space;  Describe steps for help seeking; Identify safe persons to talk to about sex trafficking;  Identify resources for sex trafficking</p>	<p>Review safe space;  Role of peers in prevention (and intervention);  Steps to intervene (while staying safe);  How to overcome barriers to helping others</p>

# Essential Standards

Recognize that sexual harassment may contribute to sexual abuse, sexual assault and sex trafficking and the feelings that result from these behaviors

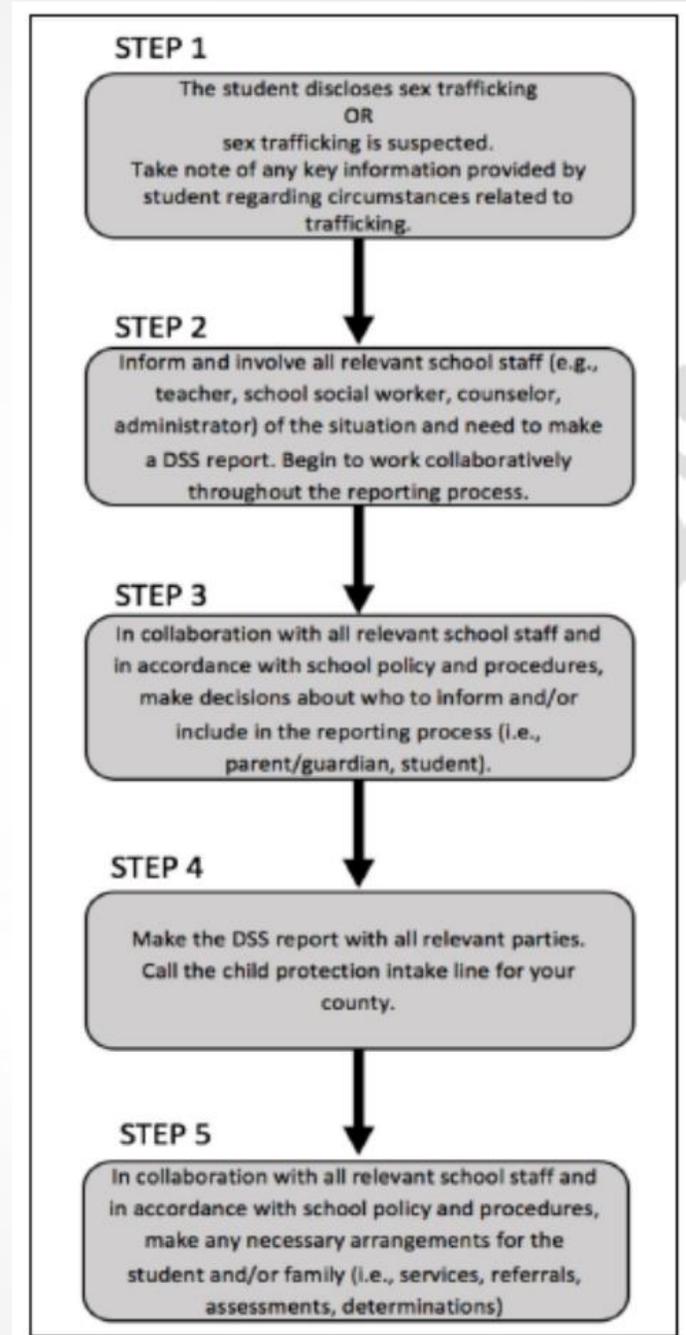
Identify the reasons that people engage in violent behaviors (bullying, hazing, dating violence, sexual assault, family violence, verbal abuse, sex trafficking) and resources for seeking help

Explain how power and control in relationships can contribute to aggression, violence and sex trafficking



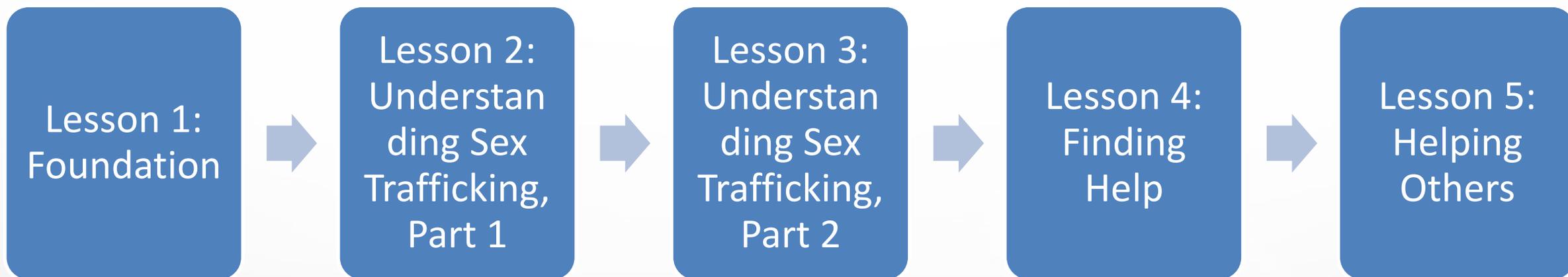
# Example Reporting Protocol

- Step 1: Sex trafficking is disclosed or suspected
- Step 2: Inform and involve all relevant school staff (e.g., teacher, school social worker, counselor, administrator)
- Step 3: Collaboratively decide who else to inform/include in the reporting process
- Step 4: Make DSS report
- Step 5: Following-up after DSS report
- School-level campus climate assessment



# **SAMPLE Lesson:**

## **7th Grade, Lesson 3: Understanding Sex Trafficking, Part 2**



# 7<sup>th</sup> Grade, Lesson 3:

## Understanding Sex Trafficking (Part 2)

- Learning Objectives:
  - Identify the warning signs that a peer is experiencing, or at-risk of experiencing, sex trafficking
- Lesson Overview:
  - Introduction and reminders
  - Understanding warning signs, recruitment and grooming
  - Activity: Red flags
  - Exit ticket



# Class Contract for a Safe & Respectful Environment



Let's review our class contract!

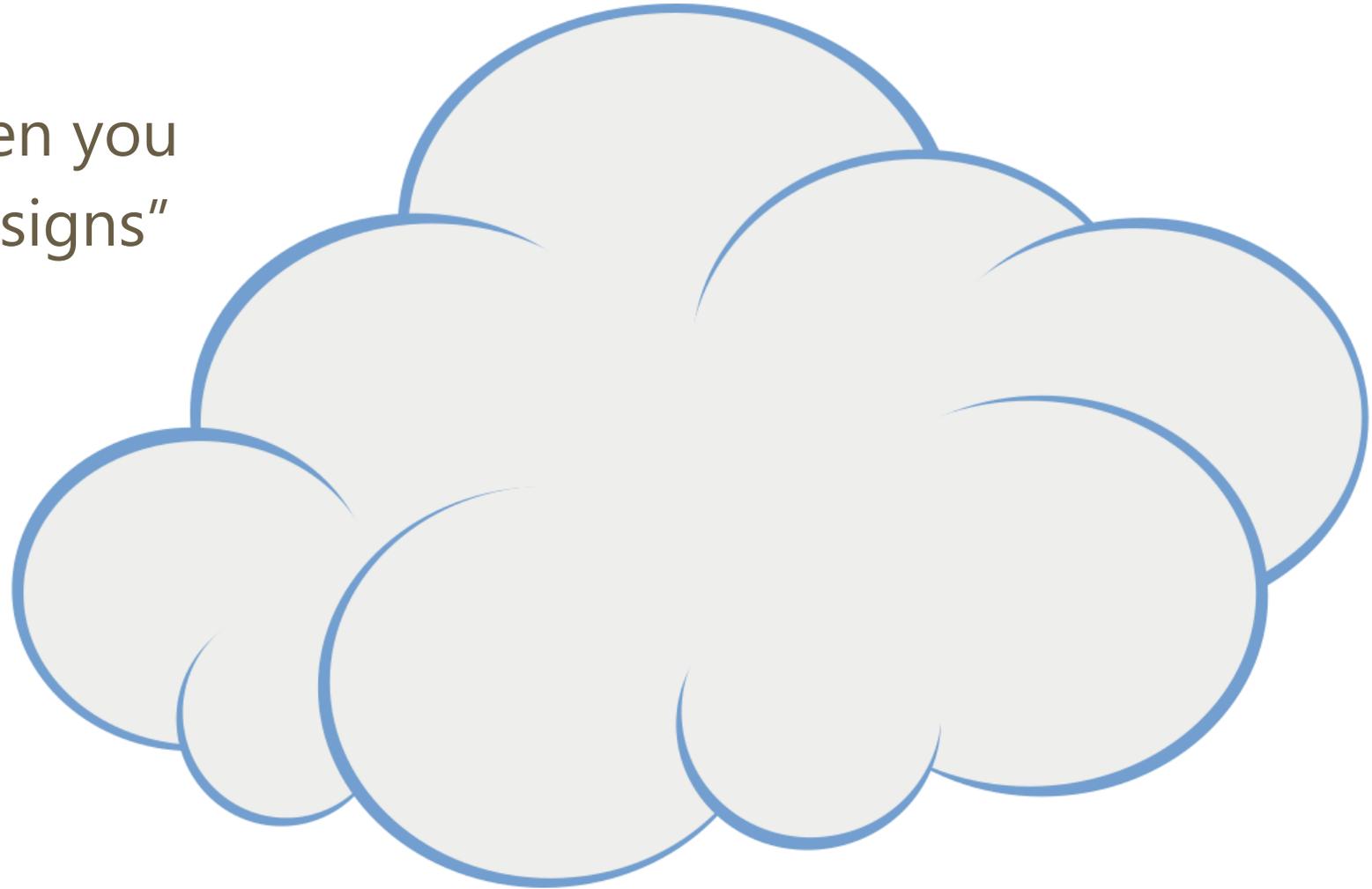
# It's okay to take care of yourself.

- Take a moment to yourself
- Come speak with me after class
- Make an appointment with the school social worker/counselor
- Call the National Human Trafficking Hotline at 1-888-373-7888

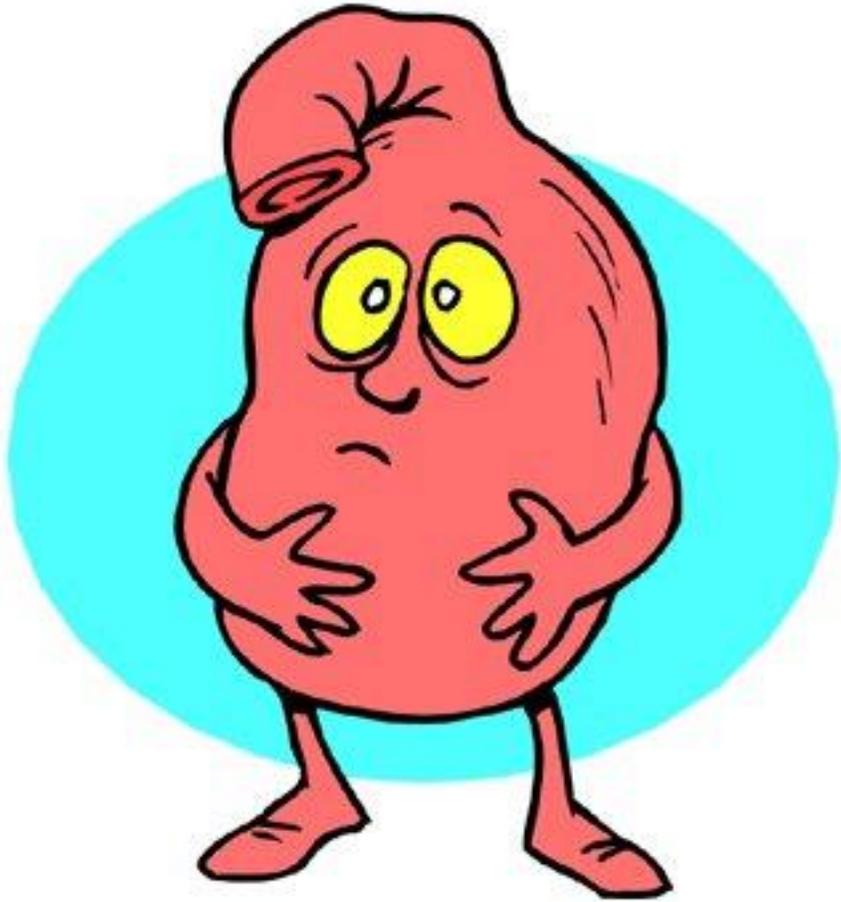
In North Carolina, all adults are mandated to report instances of sex trafficking, child abuse, and neglect to the Department of Social Services.

# Word Cloud

What comes to mind when you hear the terms "warning signs" or "red flags"?



# What do we mean by warning signs or red flags?



- Definition: Cues that a situation might be unsafe or off in some way
- Oftentimes, our bodies recognize warning signs or red flags before we do
- What are some ways that our bodies try to alert us to cues that a situation might be scary, unsafe, or just off in some way?

# Perspective Swapping



- Can sometimes be difficult to recognize these warning signs or red flags in our own lives!
- Put yourself in someone else's shoes:
  - What if this were happening to a friend?
  - What would others think of this situation?

# Sex Trafficking: Recruitment

- Young people are typically recruited into trafficking by a third party (i.e., trafficker)
- The trafficker might reach out to young people:
  - In person (e.g., school, party, mall)
  - Social media
  - Ask for picture or personal information
  - Seems mysterious
- Young people may not recognize that they are being trafficked

# Sex Trafficking: Grooming Tactics

- Glamorizing the exchange of sex for money or things
- Isolating someone from family and friends
- Establishing a romantic or strong relationship
- Promising love and family
- Offering a place to stay, food, etc.
- Promising money (e.g., I know a way you can make quick and easy money)
- Pressuring, manipulating, threatening, or hurting

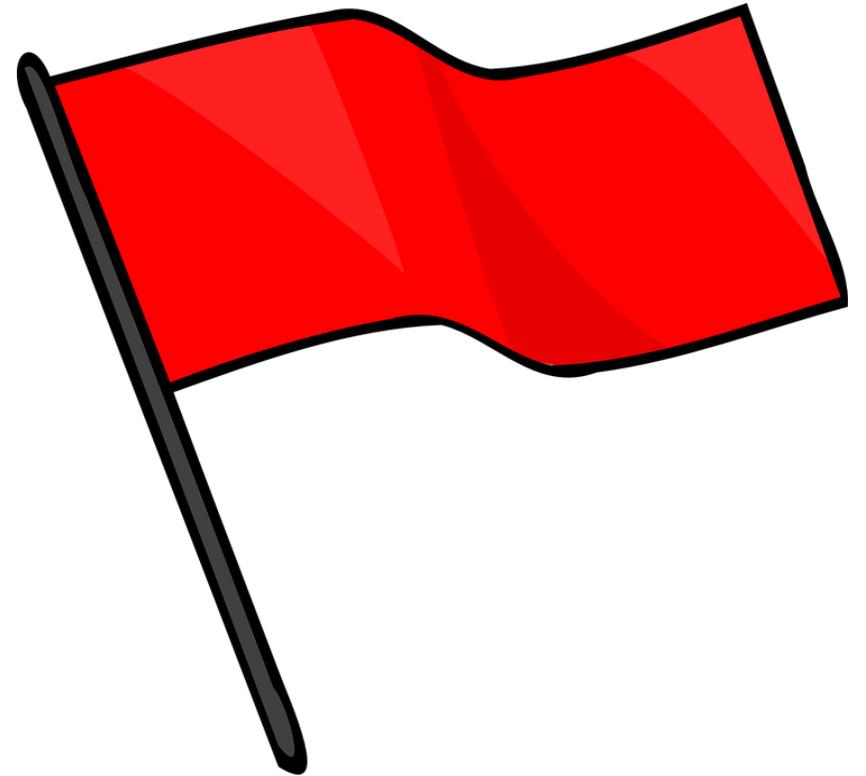
## If a young person is ...

- Excessively monitored by parents, caregiver, older partner
- In a relationship with a much older partner
- Not free to leave current employment
- Regularly missing school or falls asleep in class
- Showing changes in dress, physical appearance, interests, behaviors, and relationships (e.g., constantly on or checking their phone)
- Withdrawn, sad, anxious, or frequently afraid

**... this might (but might not) be sex trafficking**

# Activity: Red Flags

- I am going to read a scenario out loud
- Raise your Red Flag whenever you hear something that could be a warning sign or red flag for sex trafficking



# Exit ticket

Please take out a piece of paper and answer one of these questions. I will collect the papers before you leave.

- A) What is something you learned about sex trafficking that you didn't know?
- B) What is a question you still have about sex trafficking?
- C) What stands out to you from this lesson?



# Ongoing and Next Steps



THE UNIVERSITY  
*of* NORTH CAROLINA  
*at* CHAPEL HILL

# Ongoing & Next Steps



- Adapt materials for alternative schools
  - Visiting schools
  - Speaking to key stakeholders
- Create training materials for educators
- Preparing for next grant (moving forward in the GCC grant process pending modifications)
  - Partnering with Juvenile Education Services to implement Teach2Reach in alternative school settings



# Summary



- Research in NC identified the need for:
  - Greater awareness of the requirement to educate students about sex trafficking awareness and prevention
  - School personnel training on sex trafficking
- Teach2Reach is an evidence-informed program for educating youth about sex trafficking
  - Necessary to evaluate the Teach2Reach program
- Currently working to adapt the program for upcoming implementation in alternative schools



# Big thanks to our Expert Advisory Group!

- Hanna Arrowood
- Melinda Barnhardt
- Robin Colbert
- Elizabeth (Libby) Magee Coles
- Judge Craig Croom
- Emily Davis
- Dean F. Duncan III
- Courtney Dunkerton
- Amanda Eckhardt
- Meredith Edwards
- Ellen C. Essick
- Suzan Evans
- Karen W. Fairley
- Emily Fitchpatrick
- Scott Grantham
- Sergeant Michael Hardin
- Elizabeth Hunter
- Adam R. Johnson
- Deana Joy
- Liz Leon
- Christine Shaw Long
- Kym L. Martin
- Monika Johnson Hostler
- William (Billy) Lassiter
- Beth S. Posner
- JP Przewoznik
- Damie Sesay
- Jessi Sisk
- Jean L. Steinberg
- Abbi Tenaglia
- Patricia Witt
- Kiricka Yarbough-Smith

