



Human Trafficking in **AMERICA'S SCHOOLS**



- Human Trafficking Webinar Series – Part 1: Supporting Students Who Have Experienced Familial Human Trafficking

Wednesday, January 11, 2023 | 3:00 – 4:30 PM ET
Transcript

Cindy Carraway-Wilson: Good afternoon, everyone, and welcome to Supporting Students Who Have Experienced Familial Trafficking. We appreciate that you are here this afternoon to join us in the first of our two part mini-series on the roles of families in human trafficking; participation, prevention, and intervention. This is the 11th webinar in this series sponsored by the U.S. Department of Education since January of 2020 to focus on the critical role that America's schools play in addressing human trafficking.

My name is Cindy Carraway-Wilson, and I'm a training specialist for the National Center on Safe Supportive Learning Environments, or NCSSE. NCSSE is funded by the Office of Safe Supportive Schools and the Office of Elementary and Secondary Education at the U.S. Department of Education. To learn a little bit about us, we'd like to invite you to visit our website. Our aim at NCSSE is to build the capacity of state education agencies, districts, and schools to make school climate improvements, foster school safety, and maintain safe, supportive, engaging, and healthy learning environments that support the academic enrichment and success of all students. To learn more about NCSSE and to access wide ranging resources that address school climate and conditions for learning, we encourage you to visit our webpage. On the right hand side of the slide is an image of what our website looks like and what it includes, and on the left we share some popular resources that we have on the website available to you.

We also share resources and events out through social media, and we invite you to follow us so you can continue to get valuable information. Please note that all materials you see today, including the slides, referenced resources, the archived version of the recordings will be available at the event webpage within this website. In fact, some of these items are already there, including the slides and

the speaker bios. Please also note you can access previous webinars in the human trafficking series by visiting webinar series webpage, which is also listed here and is now posted in chat.

We're pleased today to have a nice variety of speakers and panelists with us today. We encourage you to go to the event webpage to check out their speaker bios to learn more about each of them. You will be hearing from each of their voices today, and I'm very excited to have them with us.

Now I'd like to briefly show you the agenda, the trip that we will take today. We will begin with the introduction and logistics, and in just a moment we're going to go and hear a welcome from the U.S. Department of Education. Ms. Ruth Ryder will provide that welcome for us. Then we're going to have two speakers provide some context setting for us. First we will hear from Kate Price, and then Courtney Dunkerton. And then after the context, we will invite our other two panelists in to engage in our discussion with all four of our panelists. We will wrap up and close the content delivery section around 3:45. Excuse me, right around 4:15. At that point then, we're going to go until 4:30 for live Q&A. So we encourage you to hang around and continue to use that Q&A button in your Zoom control panel to post your questions.

Now I'd like to welcome Ms. Ruth Ryder to give us the welcome from the U.S. Department of Education. Ruth is the deputy assistant secretary at the office of elementary and secondary education at the U.S. Department of Education. Ruth?

Ruth Ryder:

Thank you so much Cindy, and welcome to all of you. I'm pleased to welcome you on behalf of the U.S. Department of Education, and I extend our sincere appreciation to you for joining the first of a two part mini-series focused on the roles of families in human trafficking as part of our human trafficking webinar series, and in recognition that January is Human Trafficking Awareness Month.

I hope you find today's content helpful in your continued efforts to build a safe, supportive learning environment for every student, including those who have been impacted by human trafficking or who are at risk of being trafficked.

When children and youth are unfortunately trafficked, they are trafficked by peers, romantic partners, acquaintances, strangers, and family. Today, we are focusing on when children and youth are trafficked by parents, other family members, or caregivers. What we refer to as familial trafficking, and the traumatic impact that it can have on them. We will learn about the ways familial trafficking is different from other forms of trafficking. We will also learn about the warning signs and the red flags for familial trafficking. Our speakers will share their expertise and provide suggestions on what schools can do to support students who are being trafficked by family so they can get safe and recover.

This webinar reflects the department's ongoing commitment to addressing human trafficking. As a member of the Inter-Agency Taskforce to Monitor and Combat Trafficking in Persons, we here at the Department of Education are

committed to helping educators support students affected by trafficking. Since early 2020, the department has led a series of projects to strengthen that support. Let me tell you a little bit about them in hopes that they will benefit you. As I mention each, the respective links will be posted in the chat for you. They are also posted on the event webpage.

First, we have produced with the support of the National Center for Safe Supportive Learning Environments this webinar series addressing human trafficking. These webinars range in focus from understanding the signs that a young person may be experiencing trafficking to how to intervene when you suspect trafficking, and how to support students who are particularly vulnerable to trafficking or who have been identified as having been trafficked. We hope you'll check out the archived webinars of this series at the link now appearing in the chat box. And a reminder, this is also posted on the webpage for this event. And join us for future human trafficking webinar series events.

Second, we've also produced three critical resources related to human trafficking. These resources include Human Trafficking in America's Schools: Addressing the Growing Problem of Domestic Sex Trafficking of Minors through Positive Behavior Interventions and Support, and How Schools Can Combat Human Trafficking in Partnership with People with Lived Experience. These resources touch on what to generally look out for, and what you can do, including how to engage people ethically and appropriately with lived experience into the work that you're doing.

Third, we produced the Human Trafficking in America's Schools staff development series as a complement to the Human Trafficking in America's School guide. It is comprised of three brief online videos with subject matter experts, including those with lived experience in trafficking, sharing information you need to know and discussion questions individual staff or teams of staff can explore afterwards, along with posters and social media website graphics, to really reiterate key messages.

All of these resources are rooted in the latest research and best practice information available while drawing from the wisdom of individuals with lived experience and trafficking prevention advocates, and can be found on a dedicated human trafficking website on the U.S. Department of Education's website.

With that, I would like to thank you again for joining us today. I and the entire team at the U.S. Department of Education, including Secretary Cardona, recognize the important work you are all undertaking to create safe, supportive environments for all students, including those who have been trafficked or are at risk of being trafficked. We hope this webinar provides the information and strategies you need to address familial trafficking in your community. Back to you Cindy.

Cindy Carraway-Wilson: Thank you Ruth for those words. I appreciate that you're always here and in such great support of the work that we're doing here around human trafficking. Now it's my great pleasure to introduce Dr. Kate Price. Dr. Price is a person with

lived experience, and is an expert in the area of child sex trafficking. She is a visiting scholar at Wellesley Centers for Women, and is a senior research associate at ECPAT for Human Potential. Kate?

Kate Price:

Thank you so much Cindy and thank you to Ruth Ryder and to the Department of Education. I do a lot of speaking, particularly during Human Trafficking Awareness Month, but this is the one speaking engagement that has literally brought me to tears. The very fact that the Department of Education is doing human trafficking webinars, but to recognize familial trafficking, it's a very nascent... we're just really starting to talk about familial trafficking. It's a very uncomfortable subject within a layer of another uncomfortable subject, and so this is the intersection. This is the crux of my story, so I really appreciate being able to speak.

I have 10 minutes for something that I could talk about for an hour or two, but just let me first start by saying thank you to all of the teachers here and to everyone involved within education. A teacher, my seventh grade teacher, was the one adult who ever said anything to me the entire time I was being trafficked. I was being trafficked by my father from earliest memory of about three, until he left our family when I was 12, and the trafficking stopped around age 11. But my seventh grade teacher, Mrs. Spade, was the one person who ever said anything to me. And I was crying in the classroom, and that just meant the world to me, because school was my safe haven. It really was.

I'm not going to go into all of my story, but just in terms of within school and the town library was my one safe place. I would lose myself in reading. When I was reading I was safe. My father would literally say to me, "You could read for hours," and he just wouldn't touch me then, and the same when I was watching baseball. I'm a huge baseball fan, a Phillies fan. And so reading was just safe. Books were safe for me, and being in school was my safe place. It was where I would eat a hot meal, all of the things that we really think about with school.

But the things though that also as a parent, I am a parent and I cannot believe to say that my son is about to graduate from high school this spring or this summer. But at school, in my experience, teachers, administration, everyone is there thinking... the primary, the basic assumption is that as a parent, a child... you are with parents and teachers, you are a team. You're a team supporting that child to be the best they can be, to be as safe as they can be, to really thrive and grow and learn. And yet with familial trafficking, that assumption is not there. And that's really hard to take. I think that's really hard to understand and grasp. Trafficking in and of itself is very difficult to grasp, but yet to think that someone would do that to their own child, it's very difficult to think about that. And so, yet it happens, and it happens very often.

In fact, I always will give credit to an assistant district attorney that I saw speak in Pennsylvania where I'm from, when she said, "The eyes can't see what the brain doesn't know." And so that's why I really acknowledge and appreciate you attending this training, but also for the Department of Education to be giving this training and to provide this opportunity. Because you are letting, your eyes can now see what the brain doesn't know.

And I know that one of the big questions was, how will I know? How could the school have helped me? They really didn't other than the teacher saying something, but even that, she said, she asked me what was wrong, and I was crying. And I said nothing, literally the word, "Nothing" is wrong. And she said, "Well nothing doesn't go bump in the night," and that was it. She never spoke to me about anything ever again, and I wish she would've kept asking questions. In fact, Mrs. Spade and I are doing a training together in my hometown next week for our local police department and the university on that same thing. As a teacher, how did she know? How did she know something was wrong with me? And it's just really cool that Mrs. Spade and I are going to be... I see all the hearts coming up, and it's very true. She's a very special woman.

But I do, I want to acknowledge in my final second half, in terms of how will you know? I know that's a big question to come up. The thing is, initially you probably won't. Like Mrs. Spade, you'll probably just know that something is wrong and you're not quite sure what. You as teachers, you're with children all day. You work literally 24/7. You know. You know rhythms of children, you get to know families, and so there are layers there.

The first layer that you really can look for and research, there's very little research on familial human trafficking. That is until I do the first national study on this in about two years. I'm already starting to pull it together. But warning signs, child sexual abuse is very much, is probably the first warning sign. Because usually there is incest happening. I was also sexually, physically, verbally abused by my father. I came to school with black eyes. I came to school hurt. I was often ill. I often sat out of gym class because I was in so much pain. I often had sore throats. I had to have my tonsils taken out. I'm thinking it was honestly because I had an STD. My father trafficked me to truckers along the interstate that traveled Interstate 80. It goes all the way across the country. So in terms of warning signs, child sexual abuse.

Physical abuse. Also if there's child sexual abuse imagery in the home, that is another. We're finding that, again the nascent research, it's the presence of what has before been called child pornography, but really child sexual abuse imagery. That's usually the gateway then for children to be trafficked. We often think about the internet in terms of parents, keeping your children safe from predators that are online, but really having to think about, well what if it's actually the predator in the home that takes it even a step further? That's terrifying. But that presence of child sexual abuse imagery. Even friends, my very first best friend who is still one of very best friends, she remembers that there was always Playboy or Hustler magazines in our bathroom when she would spend time at our home. And so even if a child's friend says anything, just be mindful of that.

The other piece I would say in terms of how will you know, there is very much intergenerational trafficking. I am certain, even though I have no empirical evidence, no hard evidence on this, I'm certain that my father was trafficked. He said to me at one point, "This happened to me so it's happening to you." And so not to pigeonhole families, but at the same time, I went to a school... my family, very few people... I grew up in northern Appalachia. Most families don't move,

and so my family very much had a reputation that there was something wrong. There were things wrong. And so just being mindful of that. And also the presence of substance abuse, those, trafficking and drug trafficking and substance abuse usually go hand in hand. So thinking about that.

But then also in terms of, how will you know, just keep paying attention. Build trust. That was the one thing I really wish, Mrs. Spade would've kept asking questions as I continued to come to school. Even after my father had left, I had a lot of... there was still abuse happening in the home with other family members. The sexual abuse had stopped, but the physical abuse had continued. So as I said, I would come to school with black eyes. I would lie about... I was on crutches, but I said I had hurt my leg. I really hadn't but I was just in pain. I was in chronic pain.

But building that trust, and then disclosure over time and keep asking questions.

The other piece that I think a lot, no one would've believed I think, because I got straight As, I excelled. I graduated top of my class. And yet that is a warning sign as well. I could not control anything in my world, but I could control myself, and I loved school and so I wanted to excel. I wanted to get straight As. I wanted to do that. But I felt like I was doing it because I was fearful of my life, and so I controlled myself.

I wouldn't sleep. I would stay up all night studying, and just making sure that I got an A, because I was determined. And so was my mother actually, that education was going to be my way out. And so ultimately that is what I did. She knew that college was going to be my way out of my family and my hometown, and that's exactly what happened. Sadly my mother died six months before I graduated from college, but her dying wish was for me to come to Boston to get my Masters degree. And I did that, but then I took it one step further, and my own wish was to get my PhD, and that is exactly what I did.

The other thing I would say in terms of... and I know, and I'll also be able to answer questions as well within the panel. But then in terms of also what could you do is just recognizing traumatic brain injury. I was often strangled. I was struck in the head, and so I struggled, there was certainly, the very first time it happened was, I was in second grade and we were doing multiplication tables, or addition, I can't remember. But we were saying them out loud, and my brain just went blank. And I put my head down and I cried, and I didn't know what was going on. And now I understand that was a symptom of undiagnosed and untreated traumatic brain injury.

So wondering, my teacher really could be like, "Wait a minute, this young girl," I've changed my name so, "This young girl is usually top of the class. She's star. What's happening that she can't do basic multiplication?" And I see I have one minute left.

And then the same, also thinking, I was tested for the talented and gifted program and didn't pass. I don't know, I mean granted, again I'm a social

scientist, we can't say that that was the cause. But just kind of seeing, hmm, some things aren't adding up here, and so keep asking questions. And you're curious. You're teachers. You have intellectual curiosity built into you, as well as social/emotional learning. And so just using those tools. You might not be the person to identify. You cannot be that, in terms of that white knight, "I'm going to be the person to save this child," and yet you can be part of a team who will watch. Because this is, you're one of the few institutions, and I see that I'm at my 10 minutes, you're one of the few institutions that travels along with a child throughout their life unless a child is going to be moved around a lot, which can happen. But it wasn't the case with me, and so you can be telling, just keeping eyes and ears on children throughout their time. So thank you so much, and I really appreciate this.

Cindy Carraway-Wilson: Thank you so much for sharing a portion of your journey, and of the lessons that you've learned and are sharing with everybody else. And that quote, when you first said that quote to me, "The eyes can't see what the brain doesn't know," that's profound. And I think just having conversations and hearing people talk about various forms of trafficking, and particularly familial trafficking, really will help folks notice more. So thank you so much for that.

Now it's my great pleasure to introduce Ms. Courtney Dunkerton. She is the human trafficking program coordinator and content strategist at the North Carolina Coalition Against Sexual Assault in North Carolina. Courtney?

Courtney Dunkerton: Thank you so much. So I want to echo what has been said before, and thank you all so much to the Department of Education for hosting this and inviting us to speak on this very important but very difficult topic. I also want to thank all the teachers here and you are doing an amazing and an impossible job. I am married to a schoolteacher, and have other schoolteachers in my family, and just, there is not enough respect that I can give. But thank you for doing what you do.

I am not here as a survivor of family trafficking or familial trafficking. I am here as someone who has worked with survivors of family trafficking doing direct service work. I have heard their stories and have been informed by them. And so now my role as a trainer and technical assistance provider for North Carolina rape crisis centers, I can hold those stories in my heart and teach others about them. It's interesting because this discussion of family trafficking or familial trafficking is a new discussion, but the thing itself is not new. Survivors have been telling us about their stories for years. Social workers and advocates have been telling their stories of the things that they have seen in their communities and generationally in families. We just didn't have it. Let's see. I am... Let's see. Okay, I'm getting some TA about the audio. Is everything good?

Cindy Carraway-Wilson: Yeah, it's better now.

Courtney Dunkerton: Okay, great. All right. Great technical assistance going on. Let's see where I was starting. So, survivors and social workers have been telling these stories for a long time about things that they have seen, things that they have experienced. We just didn't call it family trafficking. So, now we're adding language to

something that has been going on for a long time. And we are identifying children being trafficked by their family or caregivers as another type of child sexual abuse, as another form of human trafficking, as another form of commercial sexual exploitation of children. And researchers are beginning to conduct studies and surveys and do research and giving us some numbers, giving us some ideas about health outcomes. And it's revealing some surprising data. We're discovering that family or familial trafficking may represent a significant percentage of all commercial sexual exploitation of children.

And some studies are showing 30 to 40% of all CSEC, or commercial sexual exploitation of children, cases may be family trafficking, and there may be some sources shared in the chat from the sources that I'm using to bring you these numbers. If we include technology-facilitated trafficking, commercial sexual exploitation of children where that sexual abuse is live-streamed or where those child sexual abuse images are traded or sold, we are talking about an even higher number. We're learning that a lot of child sexual abuse materials are indeed produced by family members. We're learning about some startling health outcomes. We can learn by stories. We just heard some stories of some of the physical and emotional health outcomes. So, some researchers are sharing some really significant things that we need to be aware of. And one of the numbers that pulled me in was, and I'll just share this, in one of the research pieces that's being shared in the chat, there was one study that represented adults having survived the following.

Apart from the sexual abuse, the child sexual abuse and the significant and severe physical abuse, 35.5% of those victims in that study required psychiatric hospitalization subsequent to their trafficking. And then here's the number that gripped me. 48.4% of the victims from that particular study attempted suicide in their lifetime. That is almost 50%. And that is an extraordinary number, especially when compared to the national averages. And that just really got my attention. So, what does this mean for us as community service, as advocates, as school teachers? Well, we need to look at this beyond individual safety factors. We need to look at in terms of what are the larger cultural drivers of family trafficking? We have identified that the opioid crisis that shows no sign of slowing down as one of the drivers where parents are trading their children to meet that need for drugs.

So, we have identified that. But what are the larger cultural drivers that has normalized selling children? And this is where we have to look at that history where this country has been founded on dependence on a race-based chattel slavery system where selling children for sex was normalized, and what are the outcomes and the impacts of that? And so we have to be willing to have those difficult conversations and what needs to be uprooted from our cultural DNA. And so I'm really, really grateful that we are talking about this in a way that I think is really going to make a difference. And I look forward to more research. I'm looking forward to Dr. Price's research that's going to be coming out. I can't wait to see that. And also more input from survivors that's going to inform our response. So, thank you.

Cindy Carraway-Wilson: Thank you so much for pulling in all those elements, Courtney, and the data. And the significant impacts that we know go beyond the ending of that trafficking experience. That there are significant impacts to health, both mental and physical health, and being able to achieve and be comfortable in one's own body and one's own community. So, thank you for adding all of that. To the audience, lots of links have gone out related to Courtney's presentation, and our other presenters will also be sharing links as we go. So, please keep an eye out for those and know that we will be posting those on the event webpage for you when the event is done so you can access them easily. So, now I'd like to move into our panel discussion. So, I'd like to invite all of our panelists to bring up their webcams.

You have not heard from two of our panelists yet, so I'm going to do a quick introduction of them. Mr. Harold D'Souza is a lived experienced expert. He and his family experienced labor trafficking. He's also the president and co-founder of Eyes Wide Open International. And Ms. Liz Williamson, who's a lived experience expert and a survivor advocate and member of the Survivor Institute of GEMS. Thank you so much everybody for being here. We also have Courtney and Kate back. So, now we're going to go ahead and ditch that slide. We'll bring ourselves up into gallery view. And now we're going to go into a conversation about familial trafficking. We invite you to continue to submit your questions via Q&A.

So, the first question that I'd like us all to consider and address is, and you spoke a little bit about this already, Kate, but anything that folks want to add about how might a student let a caring adult in school or in a community or anywhere know that something is happening at home, that they may be getting trafficked by a family member or a caregiver? What are some signs, some things that you might notice? And for this one, we'll start with you, Liz.

Liz Williamson: Thank you so much. I actually grew up outside of the Philadelphia area and I was one of the students who was desperately attached to my teachers because I didn't have that interaction at home where I felt safe and wanted. So, I clung to those teachers. I was probably annoying, but I had good intention. That said, I would write diary worth of letters about what was actually going on. But I was also called imaginative and a lot of other words that we use to describe what we don't actually want to deal with. I don't mean that in a bad way because not all of my interactions with school was a bad thing. But I also find that I had symptoms like chronic UTIs that went up to my kidneys that I wouldn't always feel until they hit my kidneys because I just taught myself not to feel my lower body parts.

So, I wouldn't always notice a symptom of a UTI. I would go to the bathroom frequently and constantly. Most people just said, "Oh, you must drink too much water at home." I actually was not allowed to drink water or eat food unless it was approved by my caregivers because they just had total control and they wanted that control over my mind and my body and my heart. They didn't gain my heart, but they sure tried. That said, I echo Kate's comments about frequent throat infections. They were constant. I'm convinced it was an STD. If there's someone in the medical field that wants to study that, I will give you anything

you need to know about. It was pretty dramatic. But I also find that my most troubling symptom that I presented, I would take my clothes off on school picture day. Because I was so used to the child abuse imagery that was being produced at home that I was not allowed to wear clothes.

That is the most troublesome, most egregious symptom I can think of. What in the world were my teachers thinking? You can't explain that away. I mean, it wasn't like I was just politely taking off one layer of my Catholic school uniform and the next layer. I was dramatic and fast. So, that's just troublesome to me because it wasn't like, "Oh, it only happened in kindergarten. It only happened in first grade." I mean, it was probably fourth or fifth grade before they were like, "Just don't send her to school on school picture day." Which is unfortunate. I hold no fault to that because maybe they didn't know what they were looking at. But I do believe that we have a pretty fabulous group of educators now that want to understand. So, to that I say, I will use any piece of my experience if it helps illuminate the darkness for another person.

So, it is what it is. I'm just trying to think about if there's anything else. I had different men pick me up from school all the time. I know that that is not the case for most of our schools today because you have very stringent pick up and drop off rules. So, I only speak from my experience 30 years ago, but all it took was a note from my mom that so-and-so was picking me up. I was told to say that they were my uncles. They weren't. They'd also dropped me off at dance class, which the dance teacher was the gym teacher at my school. So, you know she saw things. You know that she did. But I also tend to think that sometimes either people are paid to look the other way or it's so messy that they feel uncomfortable getting involved.

Cindy Carraway-Wilson: Right. And you also have that quote from Kate. Maybe they just couldn't see it because their brain can't conceive of it. Yeah.

Liz Williamson: Yeah. There you go. There's some of my thoughts today.

Cindy Carraway-Wilson: Thank you, Liz. All right, Mr. D'Souza. Harold, do you have anything that you'd like to add? Some red flags that maybe your sons were showing?

Harold D'Souza: Yeah, Cindy. I just would like to share with all my audience. And first and foremost, I'd love to thank Department of Education for doing this. Because this is very close to my heart about the school because I think from the kids you can identify red flags and save victims of labor trafficking and sex trafficking. And I'll be very honest, I just want to give one classic example. This is winter right now and it is snowing. And this I'm talking 20 years back in 2002. I am from India. I'm a survivor of labor trafficking and debt bondage in the United States of America. And the first winter we get a note from the school teacher that both my sons cannot come to school. They were in elementary school, okay? That they cannot come to school if they do not wear snow jackets. Now, I didn't know what the hell is a snow jacket? Because my kids had sweater from India.

But anyway, my chef, he bought the snow jackets and gave it to us and they went to school. But the next day we get a note from the school teacher that both my sons cannot come to school if they do not wear snow gloves. Now they had gloves, but they were again from India, the woolen ones. So, these are some red flags where it is not only... Which I really respect Dr. Kate and Liz about the child abuse, which really touches my heart and I'm unable to digest. But I can again tell the education department, the school, the teachers that you can identify and save victims of labor trafficking or sexual abuse or ladies or mothers who are a victim of sex trafficking by seeing their kids at a very early stage. I'll be very honest. I could have been rescued very early. It took me 133 months to get my freedom.

So, it's a long journey. And again, I just would like to end on one note, Cindy, is that it's not only the school teachers, the counselors, the principals, but it is again small thing like the bus drivers, school bus drivers. In the cafeteria when it's a lunch break, the people who are serving food, they can identify outside the school zone. Extracurricular activities, if the child is walking back home on a school day. So, these are some very red flags. And number two, if it is a foreign national, a brown-skinned guy or immigrant, it should be, again, immediately a red flag. My son was pulled out from the school or from the assembly when he was going back by the counselor, which see what Liz and Kate said that you can identify.

The child is never ever going to go and tell that there's something going wrong as an adult, whether you are a victim of labor or sex. An adult also struggles to tell that I'm a victim of sex trafficking or labor trafficking. I struggled myself. So, a child will never do that. So, never expect that from a child. We have to be trauma-informed. So, my son was pulled out by the counselor, by his body language that there's something wrong with this child. There's something wrong with the family. Can you imagine? We were called mom and dad thinking that we are going through a divorce and we're abusing the child.

Cindy Carraway-Wilson: Right.

Harold D'Souza: So, these are authentic. Thank you.

Cindy Carraway-Wilson: Yes, absolutely. So, you got some great examples. The being dressed inappropriately, the body language that a child might show, and to be aware that sometimes the young person showing these signs and their parents might also be in a state of difficulty, also being trafficked in some way. So, that was an important message as well. Thank you so much. And Courtney, do you have anything that you'd like to add?

Courtney Dunkerton: Sure. And can you-

Cindy Carraway-Wilson: We can hear you. We're good.

Courtney Dunkerton: How about now? Is this good?

Cindy Carraway-Wilson: Yeah. We're good.

Courtney Dunkerton: Okay. Awesome. Thank you. So, in terms of disclosures, my mind goes to the cultures of safety. Sorry. Okay.

Cindy Carraway-Wilson: Yep, you're good.

Courtney Dunkerton: Okay. The cultures of safe... I'm getting a-

Cindy Carraway-Wilson: Yeah, it's echoing now. Yep.

Courtney Dunkerton: Okay. This is okay.

Cindy Carraway-Wilson: There you go. You're good.

Courtney Dunkerton: Gotcha. All right. So, my mind goes to the cultures of safety that we need to create the conditions where it is safe for a child to disclose. There's many reasons, as has been shared, where a child will not disclose. They may not know that anything is wrong. This is their normal. But also taking into the account, what has been this child's experience? Have they tried to disclose before? Are they going to be believed? Many times children will be told, "If you tell, this is going to happen to you. If you tell, mommy's going to go to jail. If you tell, your whole community will be betrayed," things like that. So, when anyone discloses, adults or children, there are safety trade-offs involved. So, if I tell what am I going to lose? And then what's going to happen?

And I think cultural competency is really important, especially as we understand how some communities interact with systems such as the criminal justice system and what is their experience. And I think understanding those things will inform the way we come across to children in creating those cultures of safety. And I think, let's see, what are the child's prior experience of reporting? And I think sometimes we want those disclosures, but we also know from what has been already shared that there are ways to still support a child even if there is no disclosure. And I think that's encouraging in a way. So, we can still do that. Just like when Kate shared, "Oh, nope, nothing. Everything's fine. Nothing's wrong." But still, she continued to receive that support from what I understood from your story, Kate, from that teacher. So, thank you.

Cindy Carraway-Wilson: Thank you. And Kate, do you have anything that you wanted to add that you haven't already mentioned?

Kate Price: Yeah. I'll just say briefly and first, let me just say thank you to my fellow panelists. This is the first event I've ever done that's just familial trafficking, and I've been doing this work for 20 years. So, this is really profound. I would say there are three things I have to add. One is in terms of, we cannot expect children to have the language to explain what's going on. The average age for child sex trafficking, familial sex trafficking to begin is three. And that was when I started. So, this is all a child is ever going to know. I mean, you can have a sense that something's wrong, but to be able to say, "I'm being trafficked..." I

mean, I was 30 years old getting my master's degree when I realized I was a victim. So, to expect putting the onus on the child is a lot.

Also, in terms of another thing, I ran away in high school. The trafficking had stopped by then, but I ran away and I ran away for a week. I just needed to get away from my family and out of my hometown. No one from the school ever said a thing to me. Nothing. Nothing. And again, I really think it was, I got straight A's and so everybody was like, "She's fine." And then the last thing is just thinking also about my whiteness in this as well, is that I think about I was a blonde-haired, blue-eyed girl and I barely made it out alive. I am the picture of what we think of as childhood innocence in the United States. And so whereas children of color, indigenous children, thinking about are they even, in terms of seeing that something is wrong, research has been done particularly on Black girls.

Black girls are seen as many ages ahead of what they are biologically. And so if a child is exhibiting, quote-unquote, "sexual behavior" or something like that, being mindful to not discriminate against a child, particularly a child of color, because we don't know how that child has learned that behavior or where else that is expected of them, exactly to Liz's point to take her clothes off. And so just really being mindful about that in terms of race and ethnicity.

Cindy Carraway-Wilson: Excellent, thank you. There's a lot of red flags and you guys have all named some that are specific to familial trafficking. And for our audience, we do have other webinars that really go over a lot that are focused specifically on identifying and have a whole lot of different ideas about red flags. And you can also find some of those in our guide that was mentioned earlier on as well by Ruth. But I do appreciate these specifics because these are a little bit different, a little bit more nuanced. Our next question is going to be a lightning, so nice brief answers to try to catch up on a little time here. I'd like to hear a little bit about some of the unique impacts of being trafficked by a family member or caregiver, the unique impacts that might happen to a young person that may or may not happen if they're trafficked in a different type of relationship. And Kate, I'd like to begin this one with you.

Kate Price: Thank you. I'm a sociologist. I am not a psychiatrist. I'm not a clinician. But thinking about, it's particularly difficult because these are your caregivers. These are the people you... I was biologically attached to this person. We are pack animals as human beings. And so it doesn't surprise me that statistic of... And I'm wondering, I think I actually might have even been a part of that study. So, that was read. But in terms of saying 50%, I certainly attempted suicide. When I was 15, I attempted. 17, I considered. And then again two more times, once in my twenties and then again in my thirties. And this is, I'm an educated woman. The twenties and thirties, I was working at Harvard University at the time. So, it's like we really can't think about race, class, gender. This happens, again, all scope of life, but you are attached to these people and you also can be exactly what was said. If you talk, you can be expelled from your family and it's very much happened to me. So we are hardwired to connect as human beings and that connection can be exploited but then also used against you. That's really, really, really difficult.

Cindy Carraway-Wilson: Thank you for those points. Absolutely. I'd like to move over to you, Liz.

Liz Williamson: When I consider the unique impact that familial trafficking had on me, specifically, I didn't understand the normal boundary of friendship. I didn't understand why I would be included or excluded because when my family introduced me to those men, they would say, "This is your new friend." That was difficult because I didn't understand why I didn't translate over to peers.

Cindy Carraway-Wilson: Ah, yes.

Liz Williamson: They were so interested in me and I didn't understand that that was false. I just find that troublesome throughout my schooling career that I always felt left out or different. It's not that I didn't have interest with my peers, we did, but it was very superficial because I didn't know how to make lasting connection without revealing my home life. And I didn't want them to be hurt as well. So sometimes I felt like a loner in the respect of although I fit in superficially, I know how to hold a conversation, I know how to do age-appropriate things, my safe place was the library, God bless the librarian who would let me sleep there.

Books were my friends. They were my actual best friends. I can tell you books that I grew up with that honestly, if you gave me a sheet of paper and said, "Who is your best friend?" And a fourth grader response, I would've given you The Babysitter Club characters. It's not that they were real people, but they were real to me because everyone else around me, I could have gotten them hurt too. So it wasn't worth the risk. I'd like to yield my time to others. I have plenty more I could say.

Cindy Carraway-Wilson: Excellent. But you brought up some amazing pointers there, right? You're put in this strange position with peers of wanting to engage but wanting to protect them. So you pull away and then also that blurring of boundaries and not knowing what a real friendship would look like or feel like because of the way your traffickers introduced those other people to you. The perpetrators to you. Yeah. Harold, would you like to add to this?

Harold D'Souza: Yes, I would like to add from the point of view of a labor trafficking victim. So my perpetrator threatened me and hired a guy to kill me, to shoot me. And this is a reality. So there's a... film coming up. But anyway, coming to the point. So one day, in the afternoon, I was talking to my wife during my trafficking situation. My son was five years old and I told my wife, we are having a conversation that, "I'm not going to live. I'm going to die." I could see death. So I always tell parents and everyone, do not be scared what the child speaks, but be scared what the child sees and hears. So my younger son, Rohan D'Souza, was playing on the floor facing the wall and he comes and taps me and I look behind and he tells me, like, "Dado, if you die, who'll take care of my schooling?"

And I was like, wow, that was like God talking to me. So there are a lot of reasons that I decided to fight back. That's number one. And number two, I want to share that what Kate said, and Liz said, my younger son tried to commit

suicide or kill himself so many times, which I didn't know because we were so engrossed with our own trauma that if be... Before he was 10 years old, any slight things he'll say, "I'll take a knife and kill myself." And we used to what happened to this boy? So many times when you are smoking, it affects a person who is not smoking next to you the same way human trafficking, whether it is child abuse or labor trafficking or sex trafficking, it affects the child a lot and we have to be respectful of that. Thank you.

Cindy Carraway-Wilson: Thank you. Okay. And then let's see. Courtney, do you have anything that you'd like to add to this?

Courtney Dunkerton: No, I just would yield my time more to the those with lived experience.

Cindy Carraway-Wilson: Okay. All right. I'd like to go ahead and move us into kind of a two-pronged question. I'm going to combine two here. They're very close. So in my conversations with you in preparation with this webinar, there were some of you who mentioned things about, "I wish that this had happened or I wish somebody had done that." So I'd like that to hear a little bit from each of you, like a minute, maybe a minute of a response. In your experience, or what you've heard from others that you have engaged and work with, what role do you wish the school could have played or what did they, or did they do or did not do that maybe engaged?

And it can be anybody in the school. And let's see, Kate, can we start with you again?

Kate Price: Sure. I mean I keep saying it, but it's true. I just wish my teacher, I wish Mrs. Spade would've kept asking questions. And I can say that, and this was astounding to me. I didn't know this until a couple years ago when we were having lunch. It's fun to... I have her now as a pal, as an adult, that of getting to know one another. But even I often thought, well, even if I'd said something to Mrs. Spade, she wouldn't know what I was talking about. Well, it turns out she did. It turns out in the 1960s... So I was in school in the '70s and '80s. It turns out in the 1960s, she helped another girl who was being trafficked by her father, two towns over, escape her father. She knew exactly what was going on. And so it just makes me even more wish that she just would've kept asking, like, "Don't think you're being a nudge. If you know something's wrong, you're probably right."

Cindy Carraway-Wilson: Keep be persistent is the message.

Kate Price: Yes, definitely.

Cindy Carraway-Wilson: Okay, Liz, how about, what would you add?

Liz Williamson: I would add, my school did allow me to see a counselor, but he was deeply connected with my family, not involved with my trafficking. However, he was committed to the story and portrayal that my family were good people and why was I this screwed up? This was from K to eight, why was I so screwed up? And I

should be very happy that my family are good people, etcetera. I wish that they had asked for an outside opinion or an outside resource because I believe, honestly, that someone from the outside perspective could have seen and said, "Liz, what's really going on?"

Unfortunately that counselor, he was just connected to the family and that was difficult. One thing I will say that the school did incredibly well and all teachers really excel at this, building rapport. I had an art teacher in high school who would have Clementine Mandarins in her classroom and trail mix. I didn't have access to food. She made sure I had access to food. I'm telling you, made all the difference in the world. I knew her classroom was a safe place. I would find reasons to go visit her classroom throughout the whole day just because I felt safe there. That was tremendous.

Cindy Carraway-Wilson: And you bring up a good point there. There's a way to advertise that you're a safe adult and that this classroom or this school or this hallway or this community or whatever is a safe space. Those libraries, they did something for you and Kate that really advertised that safety piece. So keeping that in mind that there are things that we can do that aren't necessarily just saying, "What's going on? Tell me about what's going on." It's also about how we create an environment. Wonderful. How about for you, Harold, when you're thinking for your sons, particularly, because you're in a unique circumstance in that your whole family was in this circumstance together. So what do you wish the school could have done with your sons?

Harold D'Souza: I think the best thing that this was 20 years back with the best thing is that what you're doing today, Cindy, and the Department of Education is educating not only the school system, the committee members on human trafficking and how to identify the red flags. Because at that time, many people, I'll tell you one thing, one example, when my situation was very bad and my trafficker kicked me out, I didn't know where to go. We did any money and we were threatened that the school will expunge my kids because we were immigrants and we didn't have any documentation 'cause we were called illegal and criminals.

So I was like, then they said that Americans not like brown-skinned guys and I believed my perpetrator. And he said, "Your kids will be thrown out." And I was so scared. So we went to the school principal, I still remember Mrs. Sweetle of Blue Ash Elementary School, very nice lady. We both were crying in the cabin, my wife and myself, she closed the door, gave some tissues, but the best thing, first thing she did was she gave both my sons free meal plans, which we didn't know.

So she, first thing, she gave us a free meal plan. Number two, she wrote to some school students' parents. So we started receiving in the mail, \$5, \$10 cash. But she connected with some needs organization where we could get some food, but she didn't know that we were human trafficked or labor trafficked. So I don't... I'm very respectful to her, I bless her that she was very humanitarian and they helped her. So that meant a lot to me. But today they should have the national human trafficking hotline number with them where they can connect the victim or the student to the person or whatever they have in the child abuse

system. So they should have those organizations list where they can get them connected. Thank you.

Cindy Carraway-Wilson: Excellent. Thank you. And those are good points. There's oftentimes multiple needs within circumstances of family trafficking that are needed for the student, but also perhaps for other family members who may not be involved in the trafficking or as in your case with Harold, you're all involved and all being trafficked. You all had needs that needed to be met. Thank you. And I also kind of want to jump back to one of the things that Liz said around the importance of including outside resources. It doesn't have to all be within the school. And we'll try to touch base touch on that a little bit, probably in the Q and A, because I'm seeing stuff come up in the Q and A about connecting and partnering outside of the school. So are there any other things that caring adults can do, notice, provide, or shifts in school culture that you think are particularly important to support students who have experienced trafficking from a family member or another caregiver? Courtney, can we begin with you on this one?

Courtney Dunkerton: Sure. I think that anything that promotes resilience and anything that develops or connects people to relationships. Now there's going to be, as we learned, real barriers to what does a healthy relationship look like? What does a safe relationship look like? And those things are so important to talk about in the schools. There's a lot of really great curricula out there that frames that discussion in a safe way. And I really think that is so important, talking about healthy relationships. And things that promote resilience can be things like athletics and band and clubs and anything that connects kids to other students or other adults that are safe and caring and supportive. Oftentimes we can't stop the trafficking. Oftentimes the trafficking or the things that get reported are screened out because there's not enough evidence to substantiate that. However, the kids, the students are still there in the classroom.

So when I teach others and when I did this work, you do the same thing. Regardless if that child is absolutely identified as a trafficking survivor, some we can get all tied up, "What if I'm wrong?" Or, "I have to know exactly what happened." We actually don't. What is trauma informed service delivery? We know that all of us, many of us, most of us have some kind of trauma in our lives. We know that if we talk the numbers on the folks on this webinar, look at the statistics. Most of us have experienced some form of sexual abuse. Many are going to have experienced that some of the things that we talked about here. So therefore, we do our work with that understanding. We connect with children, we want to connect with them in a way that they feel safe, that they feel emotionally safe in our presence.

And if we can be a respite for a child for an hour a day, that helps that child survive the thing that they're having to endure that we can't stop or take away. And even if the thing has stopped, even if the child has been is in a safe place, there's still ongoing trauma, we can still be that safe person. All of that promotes resilience. All of that increases protective factors. I'll give you one quick story. My husband's a school teacher and last year there was a child that came, I think they were outside during gym or whatever. She came up, I don't even know if it was she, they came up and asked my husband if they could, he

wasn't, they weren't one of his students, "Can I stand beside you for a little bit?" And he said, "Sure." And the student says, "It was like my counselor, my therapist, someone told me that when I'm feeling this way," that they didn't identify, "That I stand next to someone who makes me feel comfortable."

And when my husband told me this, of course I cried, like, "You're doing all the things. That's all the things you're supposed to do." And it's so little, but it is so much. And if we really got on board with that and we could really, really make a difference in kids' lives, we don't even know what's happened to them. But when we hear their stories later in life, we'll hear, "But there was that one teacher, there was that grandma, there was that aunt, there was that, my friend's mom who knew that was something was going on, but I never told, but she did this." So we can be that person. And I think there are greater impacts and outcomes than we realize. So...

Cindy Carraway-Wilson: Absolutely. Great. Thank you. Thank you so much for that. Now I'd like to move back over to Kate. Do you have anything that you want to add into that?

Kate Price: I do. I think that's just a segue from that. It's so true that it was a guidance counselor who was the person who even told me what therapy was. I mean, I literally left school. It was winter, I was crying, I couldn't stop crying and I left the school, didn't put a coat on, just walked right out and walked down to, like, "What is this therapy?" And it was the first time I ever talked about, said anything was wrong. I didn't get deep into my history. I didn't see the person for a long time because I left for college soon after that. And yet it was that one... That's what research shows, it takes one caring adult to really make a difference. The other is the same. It's just seeing a child authentically for who they are. I certainly have, oh, they bring me to tears.

My favorite teachers of my sons who just really saw him. And I have a, there was a teacher my junior year who encouraged me, me from this white trash family who was just known that. But she encouraged me to enter a writing contest and I was one of the winners. And I went to Yale for a long weekend. I didn't know what, coming from Northern Appalachia to New Haven, Connecticut, it's like going to Mars. And yet she didn't let any of that, any of those preconceived notions that other people might have had about me or my family or all the... She just saw me as someone who was determined to live a life of the mind and who was doing that as best I could. And the cool thing was she got to go with me too. And so it was just such a wonderful weekend. It was such a wonderful experience.

And I didn't have any Ivy League aspirations. For me, I just loved being around academia. And that was one of the first steps that really gave me confidence, like, "I could do this." Even though I did have other things that held me back in terms of the traumatic brain injury, my SAT scores weren't great. I loved math, but sometimes my brain just went blank because I was overwhelmed. That happened in my AP populist class. So all of the red flags that I wish people would've seen, like, "There's something wrong. Why is this happening?" She did see that part that was working. So I wish more people had been like her.

Cindy Carraway-Wilson: So it's important to see both sides. So things that are definitely red flags and the things not working and the things that are gifts that can be recognized to build those protective barriers.

Kate Price: Yes, a hundred percent. And to help me see a future beyond. So I knew I was turning 18 soon. When I turned five, I knew the moment. I was just like, "Oh my God, I just need to learn. I just need to survive until I'm 18 so I can get away from these people." And that school was a big piece of that.

Cindy Carraway-Wilson: Yeah. Excellent. Thank you. Thank you for those points. Liz, we're going to come over to you.

Liz Williamson: Thank you so much. I'd like to go to the tangibles that people could do. I never had money for feminine hygiene products and I started my period incredibly early. I tend to think that had something to do with the abuse. Again, if people research this, contact me. I'll tell you everything you don't want to know. That said, I would make my own products out of whatever I had. It was very awkward for me as I got older and realized, "Oh, I'm just supposed to have these products. I don't." But the other thing I didn't have, and I apologize if this makes people uncomfortable, I validate that what I'm about to say makes people feel a certain way because it brings up my emotions too. I wasn't allowed to wear underwear because underwear was meant for good girls and I was a slut. And I apologize for using that word, but that was what was told to me.

There needed to have been a safe place in my school where if I didn't have a supply like underwear, somehow I don't know how to gently do that without causing shame and embarrassment, but I'm telling you, even with my work with different agencies where I live in California now, underwear is always our biggest need. So if there's a gentle way, like a clothing supply closet where it's not just underwear, so you're not just pointing that out, it would have been tremendous. And it actually would've opened up the conversation of the why that I don't have that material that is just normal that you should have.

Cindy Carraway-Wilson: Absolutely, Liz. Those are such valuable pointers. They're things that many people take for granted and when they're absent, they're, it's housed in this place of, like you said, shame or judgment when you don't have it. And there are opportunities to open that door and to create places where young people can access supplies, access resources, and access those relationships because you're going to go into that closet with somebody and hopefully it's somebody that takes notice and opens the conversation with that student. Excellent. Those are great tangibles. Thank you. I'd like to go over to you, Harold.

Harold D'Souza: Yeah. I'd just like to add whether you are a victim of child abuse or labor trafficking or sex trafficking. I think like counseling is mandatory or is a must. Because my FBI Agent told me to go for counseling and I took it in the negative way because I'm from India. It's a cultural barrier, it's a stigma, it's a shame. But after I went for counseling, I think it's a blessing that I'm sitting in front of you and I'm a changed man and I have taken my kids also for counseling. And it was a young lady like you.

And after six months during the counseling, I used to always tell them her that I'm illegal, I'm illegal. And she told me, "Harold, why are you saying that?" Because I always think I'm a criminal. And traffickers in labor trafficking use four words for foreign nationals or immigrants. Number one, "I'll get you arrested." Number two, "I'll get you handcuffed." Number three, "I'll get you jailed." And number four, "I'll get you deported." Now this lady, she was reading me and after six months she told one word in one second my life changed. She told me, "Harold, you are not illegal, you are undocumented."

These are some small things that will change your life of the victim in whether it's a child abuse or small things. And that is when I take my two sons. And today both are different people and I'm very proud seeing Dr. Case is a PhD. Look at Liz. It's so inspiring. So that end, if some victim or survivor or child person is watching, it's inspiration that everything is possible. Like my trafficker told me, "Harold, I have greased the palms of the law enforcement agency." Nothing is, it's impossible. I never told him, but today I'm sharing in front of you all. I tell myself for Harold D'Souza, I am possible. Thank you.

Cindy Carraway-Wilson: Wonderful. And again, it's also motivational being possible, being seen, feeling your humanity and the fact that you have something to offer society. You're not just a person who is being trafficked, you're just a victim, or whatever that trafficker might be putting into your mind as to what you are, which you each have shared were often very demeaning messages.

Being undocumented versus being illegal. I mean, these are shifts in language that can happen in school environments, in school classrooms, in the way that we are speaking about every day things, even coming up in lesson plans sometimes, and being aware that we can sometimes shift that language. It's got a similar meaning but it lands differently on the students in that classroom.

We have a few more minutes left before I'm going to close our content delivery, and then we're going to shift into the live Q&A. But I'd like to hear briefly, just a few ideas from each of you about some external resources that schools might access to support students who are being sexually or labor trafficked by family members, caregivers, or, as in Harold's case, your sons were in the trafficking with you as a family. Harold, I'd like to start with you on this one.

Harold D'Souza: I'd just like to add one thing on your cellphone and I always tell that in the school system, I always tell that if you or anyone you suspect is a victim of labor exploitation, sexual abuse, or LGBTQ harassment, please dial 1(888) 373-7888 in the United States of America. And one humble request to you, Cindy, and to the Department of Education that I would not say mandatory, but I would humbly request that in all the school system they have a website, and now in that website they should have a tab where students or parents can go through that website and have this... I don't know what you want to call it, whether it is human trafficking or trauma or abuse, where they can click on that tab and they can find resources, like the hotline number, the services, the shelter, homes, like what Liz said, small thing like sanitary pads. These are small things, but very big for the victim. So I request to have a tab. I don't know how you want to do that. Thank you.

Cindy Carraway-Wilson: Excellent. Thank you so much for that. And the Department of ED does have a whole area of their website devoted to human trafficking. There's also a lot of resources on the NCSSE website as well, and links to various resources that are happening all over the country. But it's important to always remember, folks, to put this out. Some of those links just went into chat for our audience members. So I'd like to go ahead and move over to Courtney for this one. Some external resources.

Courtney Dunkerton: Sure. I'm going to add this, it is related. The thing about the underwear and the feminine supplies, no one should have to ask for them. They should be available. In the work that I did, we had cards that we would give community members. And I would say, we always need underwear. It is so true. Every size underwear and often sports bras, we would just fill it up. Here's our stack, here's our stuff. You visit the closet, I don't see what you take out. I don't need to know. You just go there and get what you need.

We want to center the humanity where the trafficker has tried to ruin or erase the humanity, and so we want to do everything we can to support that any way, any opportunity we can give choice, and sometimes a lot of choices can be overwhelming. That's where we're trauma informed. But when we can center choice, would you like to sit here or here? Would you like to be here? Where do you feel safe? How can I make you feel safe? What can I do to make you feel safer? A lot of folks will ask for language. What do I say? What do I do? What can I do to help you? Think of it, comfortable, safe, those are just key words. Just what can I do? Is there anything I can do? Or would you rather this or that?

Always have food on hand. Desperation drives trafficking. If it's poverty, if that's one of the drivers, then we do the things that alleviate the need, even if it's a simple bus pass or gift card for groceries. All those things. People shouldn't have to ask. We should offer them. And I think community members do want to help. We need to tell them how they can help. You pick up. You go to a large box store and buy a t-shirt in every size, underwear in every size, socks, flip flops, that kind of thing, diapers, wipes, and drop them off at this place and you will have helped a lot of people. Something to hug. A little blanket.

The other thing, the external resources, I want to emphasize rape crisis centers, because as we have talked about, disclosures happen later in life. And the people who are accessing services at rape crisis centers, most of them are accessing services from childhood sexual abuse. So it is very important that we access those services where rape crisis centers can provide advocacy, support, and also that service providers and schools network with the community supports. This is really important in rural areas where there's not a lot of services, but there's a lot of relationship building and networking, so the community can come around the needs and we can make those referrals for one another. Thank you.

Cindy Carraway-Wilson: Excellent. Thank you. And I was going to remind our audience that you are an external resource that's working to support students, so there are a variety. And we also just had a link go into our chat I want to bring the audience attention to, to an organization called You Are More Than, which is an organization that one

of our... We lost a speaker who had an emergency, and her organization is You Are More Than, and they actually offer a variety of services. I think Liz might mention some of them. But one of them is a support group for survivors of familial trafficking. And again, always paying attention to what's going on in your community and exploring what's out there that you can connect to.

Now I'd like to move over to Kate.

Kate Price:

Yeah, thank you. Really echoing Courtney in terms of local services, I think every community, we're looking for resources there. I certainly know that in terms of Appalachia that we we're talking about rural communities, there aren't a lot of resources, that is true, but also churches could be a very important resource. That said, churches also can be a location of exploitation, and so being very mindful about that.

I would say on a national scale, I would really love to highlight the work of the National Centers for Missing and Exploited Children. I just finished serving on a working group there who they just did an absolute overhaul of all of their programming to really thinking about survivor led, survivor centering, victim centering of their work and really starting to think about familial trafficking. So they're very, very thoughtful.

I would also just put in a word of caution, thinking about, and I do not say this lightly, I really don't say this lightly in terms of law enforcement and child protective services. I certainly know as a cisgender, white, upper middle class now, educated woman, that I was like, well, you just call the police. And I've learned, with a lot of work, and particularly now being the mother of a multiracial son, that is not necessarily the case. Not saying don't know, but just being cautious about if we consider thinking about these larger systems of law enforcement or child protective services who are so much like teachers, grossly underfunded, overworked, underpaid, all of these things. If we think that these larger systems are what is going to solve the problem, that might not necessarily be the case.

The other thing that we know is that law enforcement, judges, doctors are perpetrators often as well, so thinking about that and just really... I know this problematizes this and really makes things more complex, and yet what we're really asking the question of how in the world does familial child sex trafficking happen? This is exactly how it happens, is this manipulation of these larger systems and thinking about people who has the power and being able to work these systems, which victims are blamed and which perpetrators are just turned a blind eye or being able to use their power to manipulate these various systems.

So really just thinking about it locally, but then, at the same time, there are national, and I've worked with a ton of amazing law enforcement and child protective services as well, but really thinking about just like within trafficking is such a person to person, their experience is so different. The resources and the solutions for that person is also just as individual.

Cindy Carraway-Wilson: So considering the big system's approaches, or even, I'm thinking, from what you're all saying, even the local resources that you're considering engaging, get to know the people at the resource so that you can tell, are these people are going to be safe people, so that you can explore that and really relate and feel comfortable then making those connections for students. Great. And Liz, what would you like to add?

Liz Williamson: I think these are all tremendous that everyone has shared. I have a few resources that were mentioned in the chat. You Are More Than, I help facilitate the familial group. It's held on Zoom weekly. That could be an option. Another option is, it's called Safe, the number four, Us dot org. It's another familial group that we have a private online forum and it's just a safe place to process.

The last one I'd like to mention, my day job, I work for Truckers Against Trafficking and I helped them develop a school bus driver training video to use pieces of my story. Because you know what, sometimes our trafficking red flags don't include familial. So I was really honored to share my story, just because it gives better context.

My coworker, Lexi, is actually here in the audience listening and she developed a PDF that we put on our resource page from today. Super grateful to have that out there. It's a 30 minute video that the schools can really utilize and make sure that they have protocols in place. Because my school bus driver, Mr. B, to this day, he was an angel on earth because he saw me as a human. And he was my school bus driver from the time I was six years old until I was 18. I mean, just the continuity. The continuity of it. And he was kind. And if there's one thing I know for every survivor, as we know kind from unkind. It's tremendous.

Cindy Carraway-Wilson: Absolutely. And that was? Can you say it again? Truckers Against Trafficking?

Liz Williamson: Truckers Against Trafficking. And they have a school bus curriculum, and I just think that it would be a huge opportunity. They also have posters and wallet cards and stuff that is tangible that could even be on school buses. And it's free, that's the best part about all of that.

Cindy Carraway-Wilson: Absolutely. Great. Thank you. So I'm going to pause us for a moment, just to do an official close of content delivery. We're closing a little later than normal, but I didn't want to stop these conversations. So I'd like to thank all of you for your participation in the presentation of all this information. It has been incredibly powerful. There have been lots of tidbits that people can take away, and I'm excited for all of those. We have tons of questions coming in.

I also want to thank our audience for those questions, for your attention, for the emojis and the reactions coming up on the screens for our speakers. It's helpful to know that you're present and you're hearing and you're interested in this topic.

I'm going to try to get your quote again, the eyes can't see what the brain doesn't know. So we have just increased people's attention, I think, a hundred fold through this webinar today. So we appreciate all of that.

We're going to pop the slides back up for a moment, because we also wanted to remind everybody that we do have a second part to this webinar series. It is scheduled to take place toward the end of the month. That will be June [January] 25th. And this particular version of the roles family play in human trafficking mini-series will be focused on how schools can engage families in addressing trafficking and preventing trafficking. So both from a generalized prevention standpoint and educating parents and other family members and caregivers, but also how to work with families whose children may have been trafficked to be able to ensure protection for that child. So January 25th, same time.

In the spring for the human trafficking series, we'll be offering a webinar on labor trafficking. This is a lot of what Harold has been talking about. And specifically we're going to look at forced criminality in labor trafficking and how that plays out.

And then we have a few lessons from the field webinars we wanted to point out. We have a mini-series on fentanyl, the facts about fentanyl, January 17th, next week is knowing the facts. And then the 18th is the second part, which is all the information that practitioners are going to share on how to prevent and educate students about the dangers of fentanyl.

And you can see we have a list of other topics coming up later on as well. So I'd also like to then remind everybody that we do have a feedback form. We really take the feedback that you provide us very seriously. And in fact, this webinar today, and this series, actually came from questions and feedback on that feedback form. And we heard it over and over and we were able to pull together our subject matter experts. So please take a moment to click that link and fill out the form.

I also hope you can stay for the remaining. We only have six minutes left, so we're going to pull one or two questions from our live Q&A to put in front of our speakers. So we're going to go ahead and go back to our speakers now. Oh my, there's so many good ones here. What I'd like to begin with, we have one on the health office, and I'm curious, you guys, Kate and Liz, you mentioned two things already, but Harold and Courtney also may want to add. So the question is, "What are some key signs that might be watched for when the students visit the school nurse or the school-based health clinic?"

Does anybody want to jump in and provide just a brief response so that we can hear from multiple folks? Any other signs or symptoms? Go ahead, Courtney.

Courtney Dunkerton:

I can share. There will be emotional issues. There'll be depression. There'll be PTSD that sometimes misdiagnosed as ADHD. We've heard about the STIs. Multiple pregnancies, possibly terminated pregnancies. There will be neglect.

The child will present with neglect, and often sexual abuse, but neglect will be one of them. And not having control over their routines. When do you eat? When do you sleep? Where do you sleep? Those kind of everyday routine questions can give some indication into what's going on at home.

Cindy Carraway-Wilson: Excellent. Thank you, Courtney. Harold, Kate, Liz, do you want to add anything?

Harold D'Souza: Yeah, I want to add about my son. My younger son, he's what she called like a watermelon. He has a severe dental problem. And even to the nurses in the school couple of times, but they could not identify the red flag, because we didn't have medical insurance and we didn't know the resources, so we just did home therapy. My wife did that and it took weeks for it to get cured. But that's one.

Number two, my older son, when he was in middle school his glasses broke, he had glasses before he came from India, and for six months he used to put a cello tape or hold it like that. And he went to the nurse couple of times in the school, but they could not find any resources. So these are some red flags that there's something wrong going on in the family.

Cindy Carraway-Wilson: The family, right. So when things are left untreated or when things like glasses are not replaced when they break and being aware of that. Thank you. Okay. Kate or Liz, do you want to add anything?

Kate Price: Yeah, I would add just in terms of a child faking injuries, just because there's, how in the world am I going to tell a nurse? But I would say that I was on crutches, but I really wasn't, nothing was wrong with my leg. But then it was also I said something was wrong with my arm, and so being treated like a nuisance. Or saying I had to go to the bathroom all of the time. The same. I was attention seeking. And I had no idea what I was trying to say, but I was certainly trying to signal that something was very wrong.

And to what Courtney had said too, in terms of pregnancies. In high school I lied and said that I was pregnant. I was suicidal. I just needed... What is going to signal to somebody that something is very wrong? And again, nobody said a word. Everybody gossiped about me, but nobody said a word. And so just those red flags, definitely.

Cindy Carraway-Wilson: Excellent. Liz, do you have anything that you'd like to add to that?

Liz Williamson: I would just encourage everyone to approach each student when you see a whole mess of symptoms, looking at someone as more than their symptoms, what is causing this? What's the deeper root? If you have 17 things that are wrong with this kid, what caused it? What started it? How did it get to this point? Because I think if someone had approached me in gentle curiosity, I would've been much more willing, even though I don't have the vocabulary... We're ages from where we were, but we have ages to go. If I think about the fact that I didn't know the correct word for vagina. I didn't know how to tell you what was going on with my body because knowledge is power and they didn't

want me to have any. So if I think about it that way, instead of looking at me as the troubled, broken, burden on you... What's wrong with you? What's going on with you? What is more and what is deeper?

Because I'm not just the kid who sleeps in class and the kid who might have an eating disorder and the kid who harms herself. There is something so much deeper, and I wish that I could remember this fantastic quote, but of course I can't right here in this moment.

Cindy Carraway-Wilson: That happens.

Liz Williamson: Basically, it boils down to, what is more and what is deeper about that child.

Cindy Carraway-Wilson: Absolutely. Absolutely. And one of the famous quotes is to stop asking the questions about what's wrong with the child, but instead to reframe it to, what happened to you?

Kate Price: That's exactly what I was actually going to say. Instead of saying what's wrong with you, say what happened to you? The Harry and Oprah Winfrey book. Absolutely.

Cindy Carraway-Wilson: Yes. Yes. And that's a very powerful book. And being able to change that. And all of you have brought up this idea of curiosity and that importance of being able to come into it from that stance.

I can't believe that we're already at a time. It is 4:30. Thank you all. We so appreciate you. I mean, this is such a hard and uncomfortable topic, and you all handled this with such grace and shared these tidbits and we so appreciate all of the information that you've given us.

To the audience, again, thank you for the hands and the emojis, and thank you for your questions. We do value your questions, so we will be sharing these questions with our speakers and with the Department of Ed, and we encourage you to click that link to provide more feedback so that we know what you're looking for future human trafficking webinars. We will also make sure to have all of this information posted within the next few days so that you can access it on the website and on the webpages at NCSSE and at the Department of Ed, along with the recording for this event.

Thank you all very much. We appreciate all that you're doing to help keep America's kids, kids in America, safe. Thank you.