



# IMPLEMENTATION GUIDE

## Transforming Culture to End Child Exploitation

**COMPREHENSIVE TOOLKIT**  
for Prevention & Intervention

**11y+** Implementation for School Districts and Youth Organizations



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## DISCLAIMER

### Walking Wise Implementation Guide

This *Walking Wise Implementation Guide* is an ever-evolving resource published in June 2023 and last revised on 6/3/2025. Access the entire implementation guide by logging in to [WalkingWise.com](https://WalkingWise.com). Please inform us if you have any questions or recommendations by emailing [support@WalkingWise.com](mailto:support@WalkingWise.com).

### Access to the Walking Wise Curriculum Program

The Walking Wise® curriculum is available through an annual subscription. Authorized users are granted access based on their selected plan: Individual, Professional, Nonprofit, or Education. Subscribers will receive a unique Login ID for seamless access.

Please support our mission to protect adolescents from sexual exploitation by purchasing your subscription at [WalkingWise.com](https://WalkingWise.com). Your subscription helps us remain a self-sustaining organization while keeping our curriculum current with the latest research and best practices.

### Legal Disclaimer

The *Walking Wise Implementation Guide* and all other curriculum materials (“Education Program”) provide general information intended to be informative but are not guaranteed to be accurate or current. This information is not intended as a substitute for legal advice. You should not base legal decisions on the statements or information provided within the Education Program or any externally referenced Internet sites. Walking Wise LLC does not assume responsibility for any actions or lack thereof taken by individuals who use its Education Program, and no one may claim reliance on any information provided or expressed.

### Mandated Reporting

Federal and state-funded organizations are required to have policies and procedures for mandated reporting that must be adhered to. This Education Program is not intended to substitute mandated reporting procedures.

## INTRODUCTION

### Sexual Exploitation Prevention Overview

Walking Wise® encourages school districts and youth organizations to establish ongoing education on sexual exploitation, embedding child safety into their community culture. Schools have traditionally invited guest speakers—often subject matter experts—to deliver single-session presentations on sex trafficking to staff, parents, and students. While these awareness sessions are valuable, a more sustainable, integrated approach is necessary to create lasting change.

Walking Wise follows a comprehensive five-step approach designed to help reduce sexual harm to children, addressing key risks such as grooming, sextortion, the production of child sexual abuse material (CSAM), and child sex trafficking.

Our educational framework aligns with the U.S. Department of Education’s Office of Safe and Supportive Schools guidelines outlined in *Human Trafficking in AMERICA’S SCHOOLS*.<sup>1</sup> To ensure long-term impact, Walking Wise equips school personnel—including members of student service staff and threat assessment teams, such as school social workers, resource officers, nurses, counselors, and educators (e.g., health teachers)—to lead prevention efforts within their own schools.

The Walking Wise educational program includes an on-demand course that prepares adults to teach its curriculum to middle and high school students in the classroom. The Academy of Forensic Nursing has endorsed the Walking Wise curriculum and hosts its Sexual Exploitation Education course on its learning platform, [GoAFN.org](https://GoAFN.org), for forensic, pediatric, and school nurses.<sup>2</sup>

## STUDENT BENEFITS

### Prevention & Harm Reduction Education

The Walking Wise mission is to help adults hold candid conversations with youth about sexual exploitation. Its 12-part education series include lesson plans, interactive classroom presentations, and 3-minute animated videos. Its microlearning approach aligns with a study that estimates 65% of the U.S. population are visual learners who prefer bite-size training, such as short 2- to 5-minute videos.<sup>3</sup>

Sexual exploitation prevention education for adolescents (10 – 19 years) often positively affects their knowledge, attitudes, and behaviors – it can empower young people to make informed decisions and communicate more effectively with trustworthy adults in the following ways:

1. **Increased Awareness:** Education can increase a young person’s ability to identify the warning signs of sexual abuse and exploitation, learning the vulnerabilities groomers often prey upon.
2. **Empowerment:** Education can empower young people to speak up and report suspicious behavior, feel more confident in setting boundaries, and resist pressure from others.
3. **Improved Communication:** Education can help build the vocabulary sometimes needed to label or describe experiences when reporting incidences of abuse or trafficking to a trusted adult.
4. **Understanding Consent:** Learning about healthy relationships helps educate young people about the importance of consent. With this understanding, youth may be less likely to become coerced into activities that can put them in harm’s way or make them feel uncomfortable.
5. **Self-Care:** Youth who receive education may be more likely to recognize signs of sexual exploitation and report it. They may also take steps to protect themselves when engaging online with people they have never met in person.



## PROTECTIVE FACTORS

### Safeguarding Against Exploitation

Sexual exploitation is a complex issue shaped by various risk and protective factors. One of the most effective protective measures school districts and youth organizations can take is implementing a proactive educational approach for school staff, parents, and adolescents. This approach helps expose the tactics used by sexual predators, groomers, and traffickers while also addressing behaviors that contribute to the demand for exploitative content and commercial sex.

Research indicates that young males are often conditioned to become sex buyers through exposure to pornography and today's hypersexualized culture. Rather than focusing solely on rehabilitating individuals after they have been arrested for purchasing sex, experts advocate for early education that helps male adolescents understand the factors leading to sex buying.<sup>4</sup> Studies show that 11.8% of sex buyers made their first purchase by age 18 and 45.1% between ages 18 and 21.<sup>5</sup>

To safeguard children and adolescents, school districts and youth organizations can help strengthen protective factors that help insulate young people from exploitation. Key protective factors include:

1. **Strong Family & Community Relationships:** Working to build strong relationships with trustworthy family members, friends, and community members can offer a sense of belonging and support. Sexual predators are less likely to prey upon youth with a trusted adult to guide them.
2. **Education:** Access to education provides youth with the learning tools they need to develop a social and emotional skill set that can undermine predators' manipulative efforts.
3. **Economic Stability:** Promoting access to financial stability can allow individuals to achieve their goals and provide for themselves, reducing their vulnerability to groomers and traffickers.
4. **Knowledge & Awareness:** Knowledge is often a powerful defense against sexual predators because awareness helps reveal the warning signs of potentially dangerous situations.
5. **Access to Healthcare & Mental Health Services:** Sexual predators' prey upon youth with past experiences of neglect and verbal, emotional, physical, or sexual abuse. Access to healthcare and mental health services can help individuals receive the support they need to recover from abuse, heal from trauma, and avoid additional exploitation.
6. **Supportive Policies & Laws:** Strong policies and laws help prevent further exploitation and provide victims with access to resources. States that enact Safe Harbor Laws protect victimized youth from prosecution for prostitution crimes and instead treat victims as children needing services.<sup>6</sup>
7. **Empowerment & Self-esteem:** Programs that promote empowerment and self-esteem can help youth build resilience and confidence, reducing their vulnerability to groomers.
8. **Strong Sense of Cultural Identity:** A strengthened sense of cultural identity can give individuals a sense of belonging and pride in their heritage, which can help foster positive self-esteem.

Although these protective factors will not guarantee immunity from sex trafficking, they can help reduce the risk and provide youth with the necessary tools and resources to help insulate them from predators.

## OBSTACLES OF YOUTH DISCLOSURE

### Understanding Shame & Fear

Shame and fear are significant obstacles that can hinder young people from seeking help when experiencing sexual abuse or exiting the commercial sex trade. School personnel, family, and friends must proceed cautiously when responding to a young person who has acknowledged the sexual exploitation committed against them. It is natural for adults to experience emotions of shock, anger, or disgust over such abuse. However, displaying these emotions can cause further harm to victims, who often struggle with self-blame. For more information about trauma responses, refer to the *Trauma-Sensitive School Training Package* provided by the National Center on Safe Supportive Learning Environments.<sup>7</sup>

There are challenges in guiding young people away from the manipulative tactics of human traffickers. Often, trafficking begins with sexual abuse or the grooming process to blur the lines between a safe and unhealthy relationship. This creates confusion, frequently causing young people not to recognize they are being trafficked or unable to identify themselves as victims. By filling an unmet need in the victim's life, the groomer creates a dependence that evolves into a conditional bond. An emotional cycle of love and fear makes it extremely difficult for the victim to seek help. This is called trauma bonding.

Groomers work to identify and fill an empty condition in a youth's life, such as the desire for a more supportive family, friendship, romantic partner, gifts, or basic needs such as money, food, and shelter. Once the groomer has earned the victim's trust, they quickly shift from care to expectation – obligating victims to repay the love and support by fulfilling demands. Typically, exploiters back their demands with threats of public humiliation or harm to the victim or their loved ones.

Traffickers strengthen their stronghold using shame by blaming victims for the crimes committed against them. The physical and psychological trauma endured because of sexual exploitation can manifest in different ways, including feelings of humiliation and worthlessness. Shame often causes victims to hide exploitation by withdrawing from relationships rather than seeking help. They may also engage in dangerous behavior, such as numbing their pain with drugs and alcohol. These common responses to trauma further strengthen a sexual predator and trafficker's grasp on youth, as isolation from support systems and substance addiction increases predators' control.

## IMPLEMENTATION

### Five-Step Implementation Model

Walking Wise recommends a five-step implementation process for launching a child exploitation prevention education program. This flexible model can be adapted to fit the specific needs of school districts and youth organizations, ensuring accessibility and sustainability across diverse communities.

The initial phase of implementing the Walking Wise education program begins by educating school district and organization leaders on the societal conditioning that contributes to sexual abuse and exploitation of children and adolescents at national, state, and local levels. These issues impact rural, urban, and suburban communities alike, making it essential for schools and youth organizations to take a proactive approach.

To assess child susceptibility to sexual predators, groomers, and sex traffickers, Walking Wise encourages schools and youth organizations to collaborate with external partners, such as local law enforcement, children's advocacy centers, child welfare agencies, anti-trafficking coalitions, and services for runaway and homeless youth.<sup>1</sup>

Once school district leadership approves the implementation of prevention education, the U.S. Department of Education recommends forming a 'safety team' of professionals trained to assess students' social, emotional, and behavioral well-being.<sup>1</sup>

#### Laying the Groundwork

To establish a strong foundation, schools should work with their threat assessment team or student services staff to form a dedicated safety team in each school.

This team is responsible for:

- Expanding their knowledge of sexual exploitation and trafficking prevention.
- Reviewing and strengthening existing school policies and protocols.
- Consider implementing youth assessment surveys to understand risk factors among the student population.
- Delivering education for school staff, parents, and students to build a culture of prevention.

This streamlined structure ensures an efficient, informative, and action-driven safety team, equipping participants to create a safer school environment.



## STEP ①

# Gain Leadership Approval

## Superintendents, Administrators, & Board Members



### Presenters

School Leaders, Local Advocates, Healthcare Professionals, Parents, or Community Members

### Participants

Superintendents, Principals, Curriculum Coordinators, School Administrators, or School Board Members


### Meeting Purpose & Objectives

This meeting aims to present the critical need for a districtwide sexual exploitation prevention education program and secure approval from district or school leadership. By demonstrating the prevalence, risk factors, and legal requirements, this discussion will provide decision-makers with the information and options needed to implement a customized and scalable program.

### Leadership Meeting Agenda

- 1. Understanding the Need for Districtwide Prevention Education**
  - Discuss the benefits of a districtwide approach to prevent child sexual abuse and exploitation.
  - Present local, state, and national data on sexual abuse and exploitation.
  - Discuss risk factors that make youth vulnerable and common indicators of exploitation.
- 2. Legal & Guidance Framework**
  - Explain that the Justice for Victims of Trafficking Act of 2015 (Sec. 104) expanded the definition of 'child abuse' under the Victims of Child Abuse Act of 1990 to include human trafficking and the production of child pornography.<sup>8</sup>
  - Highlight the U.S. Department of Education's recommendations for implementing trafficking prevention education – Human Trafficking in America's Schools.<sup>1</sup>
- 3. Introducing Walking Wise**
  - Present the Walking Wise youth curriculum and the education course for adults and its alignment with national guidelines.
  - Explain how the program can be customized to fit a school or the district's needs and resources.
- 4. Needs Assessment**
  - Introduce the availability and option of a needs assessment tool for conducting an anonymous youth survey.
  - Discuss the potential of anonymous youth assessment surveys to identify the prevalence of risk factors and trafficking indicators within the student population.
- 5. Tailoring Program Implementation**
  - Implement the complete Walking Wise program to educate the safety team, school staff, parents, and students.
  - Customize the Walking Wise curriculum by selecting topics for the safety team to address with school staff, parents, and students.
  - Prioritize adult-focused education, delivering training exclusively to school staff and optionally to parents.

### Meeting Duration

 1-hour presentation.

### Outcomes & Next Steps

1. Leadership approves expenditure, any program parameters, and implementation date.
2. Identify key school decision-makers to move forward with program implementation.





## STEP 2

# Establish a Safety Team



## School Social, Emotional, & Wellness Staff

### Presenters

Curriculum Coordinators, School Leaders, Local Advocates, or Healthcare Professionals

### Participants

Student Service Staff & Threat Assessment Team Members: Social Workers, School Resource Officers, School Nurses, School Psychologists, Counselors, Administrators, and Educators (e.g., Health Teachers)

### Meeting Purpose & Objectives

The meeting aims to establish a dedicated safety team responsible for the implementation, education, and long-term sustainability of the school's education program to prevent sexual exploitation.

### Safety Team Meeting Agenda

1. **Understand the Issues**
  - Present local, state, and national data on child sexual abuse and exploitation.
  - Discuss risk factors that make youth vulnerable to predators and common indicators of sex trafficking.
2. **Guidance & Policy Overview**
  - Review the U.S. Department of Education's *Human Trafficking in AMERICA'S SCHOOLS* guidelines.
  - Access and strengthen the school's trafficking response protocols and policies, using the Walking Wise Implementation Toolkit as a guide.
3. **Safety Team Training**
  - Engage in the 12-part Walking Wise Sexual Exploitation Education course to develop a deeper understanding of the complex challenges children face due to the rising rates of sexual crimes.
4. **Program Implementation**
  - Access the Walking Wise learning platform for educational tools, interactive classroom presentations, and an animated video series.
  - Collaborate with Walking Wise at [support@WalkingWise.com](mailto:support@WalkingWise.com) to integrate an online tool that provides interactive classroom engagement with students and anonymous youth surveys.

### Meeting Duration

🕒 1-hour presentation.

### Outcomes & Next Steps

1. **Gain Insight:** Understand the impact of sexual exploitation at the local, statewide, and national levels, including risk factors and indicators.
2. **National Guidelines:** Understand the DoEd-commissioned guidelines on implementing a sex trafficking prevention education program.
3. **Policies & Protocols:** Strengthen the school's sexual exploitation policies and trafficking response protocols.
4. **Online Course:** Utilize the [WalkingWise.com](https://WalkingWise.com) learning platform to prepare the safety team to educate the school staff, parents, and students.



## STEP ③

# Educate School Staff



## Teachers, Coaches, Transportation & Other Staff

### Presenters

School Safety Team Members

### Participants

School Staff, Educators, Curriculum Coordinators, and Administrators

### Meeting Purpose & Objectives

This training is designed to equip school staff with a comprehensive understanding of sexual abuse, grooming, and child sex trafficking. The sessions include common myths, realities, risk factors, and the indicators of trafficking. Participants will also learn about the Walking Wise education program, school district policies and protocols, and available tools to identify and support at-risk or victimized youth.

By the end of this training, participants will:

1. Understand the scope and impact of child sexual abuse and exploitation.
2. Recognize the risk factors and indicators of trafficking.
3. Learn about federal laws and school district policies on sexual exploitation.
4. Explore Walking Wise resources to support prevention education and student safety.

### School Staff Training Agenda

#### 1. Overview of the Walking Wise Education Program

- Present the *Myths & Reality of Child Sex Trafficking* classroom presentation for school staff.
  - i. Introduce an online interactive tool to enhance classroom engagement.
  - ii. Discuss federal laws related to child sexual exploitation.
  - iii. Share the Walking Wise animated video about *The Myths of Child Sex Trafficking*.
  - iv. Review the eleven key topics covered in the Walking Wise education program.
  - v. Discuss the various ways young people can ask for help.

#### 2. Need for Prevention Education

- Review local, state, and national data on child sexual exploitation.
- Discuss risk factors that make youth vulnerable.
- Identify common indicators of exploitation.

#### 3. School District Policies & Protocols

- Review the district's existing mandatory reporting policies.
- Discuss the school district's sexual exploitation policies and trafficking protocol.
- If applicable, explore Walking Wise assessment tools for risk factors and indicators.

### Meeting Duration

- 🕒 1-hour Training: Walking Wise presentation about trafficking myths & realities.
- 🕒 30-minute Training: The need for prevention education and policies & protocols review.

### Outcomes & Next Steps

1. **Continued Education:** School staff are encouraged to take the Walking Wise online course for adults: Sexual Exploitation Education.
2. **Classroom Support:** Teachers are prepared to monitor student reactions during student education sessions, ensuring students receive immediate support, and identify students who may benefit by receiving follow-up.



## STEP ④

# Host Parent Awareness Event

## Parents, Caregivers, & Community Members



### Presenters

School Safety Team Members

### Participants

Parents, Caregivers, and Community Members

### Event Purpose & Objectives

This event is designed to provide parents with a comprehensive understanding of sexual abuse, grooming, and child sex trafficking. The awareness education includes common myths, realities, risk factors, and indicators of trafficking. Participants will also learn about the Walking Wise education program.

### Parent Awareness Event Agenda

#### 1. Overview of the Walking Wise Education Program

- Present the *Myths & Reality of Child Sex Trafficking* classroom presentation for school staff.
  - i. Introduce an online interactive tool to enhance classroom engagement.
  - ii. Discuss federal laws related to child sexual exploitation.
  - iii. Share the Walking Wise animated video about *The Myths of Child Sex Trafficking*.
  - iv. Review the eleven key topics covered in the Walking Wise education program.
  - v. Discuss the various ways young people can ask for help.

#### 2. Distribute Handouts

- Overview of local, state, and national data on child sexual exploitation.
- Walking Wise Handout: Risk Factor & Indicator document.
- If applicable, Walking Wise Handout: Sexting Acronyms Parents Should Know.

### Awareness Event Duration

🕒 1-hour presentation

### Outcomes & Next Steps

1. **Recognizing Indicators:** Parents will learn the indicators that appear when a child is under the control of a trafficker.
2. **Child Disclosure:** Parents will understand the importance of treating a child's disclosure of sexual abuse or sex trafficking seriously and seek immediate help on behalf of their child.
3. **Parental Consent:** Parents will understand the relevance of sexual exploitation education for adolescents to recognize manipulation and intimidation and know how to seek help.
4. **Continued Education:** Parents and community members are encouraged to learn more by taking the Walking Wise online course for adults: Sexual Exploitation Education.



## STEP ⑤

# Kick Off Student Education

## Sexual Exploitation Education for Youth (Ages 10 – 19)



### Presenters

School Safety Team Members

### Participants

Middle School Students & High School Students

### Educational Purpose & Objectives

This program aims to educate students on the twelve topics covered in the Walking Wise sexual exploitation prevention series. Students will learn about the vulnerabilities that groomers exploit, identify manipulation and intimidation tactics, and recognize signs of sex trafficking. Ultimately, students will understand how to seek help by reporting concerns to a trustworthy adult.

### Student Prevention Education Program

1. **Administer Anonymous Youth Survey** (Optional)
  - Conduct a self-reported assessment to measure students' awareness, behaviors, and attitudes related to sexual exploitation before and after the program.
  - Utilize insights from the survey to improve the program's effectiveness.
2. **Coordinate Student Support**
  - Provide students with clear instructions on how to request a private meeting with a safety team member to report concerns about grooming, sextortion, or trafficking—whether for themselves or a peer.
  - Ensure students who report concerns receive appropriate support and referrals according to school policies and procedures.
3. **Parental Consent**
  - Determine the parental consent requirements for participation in trafficking prevention education and anonymous youth surveys.
  - Distribute notification letters or consent forms based on state or school district requirements (passive or active consent).
4. **Set Up Interactive Learning Tools**
  - Request access to an online tool that integrates interactive elements into classroom presentations, youth assessments, and lesson surveys by contacting [support@WalkingWise.com](mailto:support@WalkingWise.com).
5. **Administer Pre- and Post Lesson Surveys** (Optional)
  - Each Walking Wise lesson includes a four-question survey to gauge student understanding and engagement.
  - Surveys can be conducted in print, in the Walking Wise Education Guide, or digitally using an online interactive tool.
6. **Deliver Walking Wise Classroom Lessons**
  - Educators are encouraged to customize each classroom lesson to ensure the content aligns with their school policy, is age-appropriate, and fits within the class period.
  - Slides may be deleted, or educators may upload their own slides if they identify the author of the content and include the school's name or logo.

## Grade Level Recommendations





Explaining sexual exploitation to young people can be complex, as predators use manipulative tactics to overwhelm victims. The Walking Wise animated video series and classroom presentations break down these methods, delivering the information in a clear and structured way. Topics can be strategically tailored to suit the needs and capacity of each school or district, ensuring age-appropriate content.

### Districtwide Approach:

- Walking Wise recommends a district-wide approach where students (grades 5 through 10) receive up to two 45-minute lessons per school year, covering topics that span middle and high school grade levels.

### Schoolwide Approach:

- Students receive up to four 45-minute lessons per school year, spanning three consecutive grade levels (e.g., 6th, 7th, and 8th grades).
- Similar to the Walking Wise online course for adults, the schoolwide approach organizes topics into three parts: 1) The Groomers, 2) The Vulnerable, and 3) The Predators.

<b>DISTRICTWIDE PROGRAM</b>  <b>Parent Awareness:</b> #1 Myths & Reality <b>5th Grade:</b> #2 Trustworthy vs. Unsafe Adult  <b>6th Grade:</b> #3 Grooming Process & #4 Pornography Link <b>7th Grade:</b> #5 Sextortion Scheme & #6 Male Victims <b>8th Grade:</b> #7 Runaways as Targets & #8 Rural Risks <b>9th Grade:</b> #9 Human Traffickers & #10 Female Recruiters <b>10th Grade:</b> #11 Family Secret & #12 Hidden Buyers	<b>MIDDLE SCHOOL PROGRAM</b>  <b>Parent Awareness Event:</b> Myths & Reality <b>6th Grade: Part 1 - THE GROOMERS</b> Trustworthy vs. Unsafe Adult, Grooming Process, Pornography Link <b>7th Grade: Part 2 - THE VULNERABLE</b> Sextortion Scheme, Male Victims, Runaways as Targets, Rural Risks <b>8th Grade: Part 3 - THE PREDATORS</b> Human Traffickers, Female Recruiters, Family Secret, Hidden Buyers	<b>HIGH SCHOOL PROGRAM</b>  <b>Parent Awareness Event:</b> Myths & Reality <b>9th Grade: Part 1 - THE GROOMERS</b> Trustworthy vs. Unsafe Adult, Grooming Process, Pornography Link <b>10th Grade: Part 2 - THE VULNERABLE</b> Sextortion Scheme, Male Victims, Runaways as Targets, Rural Risks <b>11th Grade: Part 3 - THE PREDATORS</b> Human Traffickers, Female Recruiters, Family Secret, Hidden Buyers
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## Learning Objectives

- #1 Myths & Reality:** Examine how myths contribute to overlooking the signs that appear when a young person is trafficked or groomed.
- #2 Trustworthy vs. Unsafe Adult:** Explore how young people can identify trustworthy adults by understanding the inappropriate behaviors of unsafe adults.
- #3 Grooming Process:** Identify ways young people can recognize the grooming tactics predators use to manipulate and exploit victims for sexual harm and trafficking.
- #4 Pornography Link:** Explore the connection between emotional harm caused by viewing pornography and its role in growing the commercial sex industry.
- #5 Sextortion Scheme:** Examine how groomers and traffickers use technology and sexting to manipulate and control victims.
- #6 Male Victims:** Discuss why male victims are often overlooked and the reasons boys may hesitate to seek help when experiencing sexual abuse or sex trafficking.
- #7 Runaways as Targets:** Discuss how running away from home increases vulnerability to human trafficking due to factors like homelessness.
- #8 Rural Risks:** Examine the unique factors of living in a rural community that increase a young person's vulnerability to sexual predators and sex traffickers.
- #9 Human Traffickers:** Discuss tactics and behaviors of those who prey on young people to make money through trafficking vulnerable individuals.
- #10 Female Recruiters:** Identify how peers or acquaintances work with traffickers to lure new victims into the commercial sex trade.
- #11 Family Secret:** Explore how circumstances can increase the risk of a family member trafficking children within the family and the manipulative tactics they use.
- #12 Hidden Buyers:** Examine how young males are groomed to become sex buyers as they transition into adulthood.



## PROTOCOL TOOLKIT

### Developing a Coordinated Response to Child Trafficking

The U.S. Department of Education advises schools to “develop district or schoolwide policies and protocols for identifying and supporting trafficked victims.”<sup>1</sup> In alignment with this guidance, Walking Wise collaborated with law enforcement and survivor leaders to create a comprehensive toolkit with recommended guidelines to help organizations establish a coordinated response to grooming and child trafficking threats.

The sample tools outlined below are designed for use in various settings—including schools, drop-in centers, homeless shelters, churches, and community centers—across urban, suburban, and rural communities. When developing policies for monitoring and responding to suspicions of child trafficking, youth organizations must consider their unique culture, climate, and operational needs.

The U.S. Department of Education emphasizes the importance of involving a cross-section of organizations and stakeholders in developing anti-trafficking policies and protocols. Recommended partners include local law enforcement, child welfare agencies, child advocacy centers, foster care services, children's homes, human trafficking coalitions, domestic violence agencies, and advocacy groups that support runaway and homeless youth and victims of child trafficking.<sup>1</sup>

To assist in identifying vulnerable youth, Walking Wise offers an online tool called Slido, which school and youth staff can use to enter anonymous (de-identified) risk and indicator assessments. Slido, owned by Cisco Systems®, is a globally trusted platform that universities, hospitals, and corporations use to generate insights and enhance learning. Through Slido, organizations can anonymously aggregate case entries for individuals displaying indications of being trafficked and those at risk of being groomed by traffickers. The compiled data is provided in downloadable analytics reports for administrators, while strict privacy safeguards ensure that Walking Wise, its members, and Slido associates cannot access individual responses.

#### Walking Wise Response Toolkit

- **Response Protocol – Suspicion of Sex Trafficking:**  
This protocol outlines recommended steps for responding to suspected child trafficking cases and assessing a youth's risk factors. It serves as a supplement to existing mandatory reporting procedures.
- **Indicator Tool – Assessment for Sex Trafficking:**  
Designed to assist staff in identifying signs of sexual exploitation, this tool helps assess the severity of a child's actions, behaviors, or changes that may indicate victimization.
- **Risk Factor Tool – Assessment for Sex Trafficking:**  
This tool helps staff evaluate the environmental and personal conditions that may increase a child's vulnerability to grooming or coercion into trafficking. It supports identifying high-risk youth, enabling a school's safety team to coordinate targeted education, intervention, and monitoring efforts.

By implementing a structured response protocol, organizations can strengthen their ability to detect, prevent, and respond to child exploitation, ensuring a safer environment for young people.

## Response Protocol – Suspicion of Sex Trafficking

Confidentiality is vital to protecting a youth's safety, privacy & emotional well-being.

Process	Action	Quick Reference
<p><b>PURPOSE</b></p> <p><b>Activating a Response Protocol</b></p>	<p><b>When to Respond</b> A response protocol guides school staff and youth organization staff through protecting youth from sexual exploitation. Three primary circumstances prompt the use of a response protocol:</p> <p><b>1. YOUTH DISCLOSURE</b> A youth has disclosed being sexually exploited.</p> <p><b>2. SUSPECT VICTIMIZATION</b> A staff member suspects a youth is being sexually exploited.</p> <p><b>3. YOUTH AT-RISK</b> A staff member recognizes circumstances in a youth's life that make them vulnerable to groomers or traffickers of the commercial sex trade or within their own family.</p>	<p><b>Reasons Youth May Not Disclose Human Trafficking Victimization<sup>9</sup></b></p> <ul style="list-style-type: none"> <li>○ <b>Fear:</b> They may be afraid of retaliation from their trafficker.</li> <li>○ <b>Shame:</b> They may be embarrassed and worried about judgment or blame for what has happened.</li> <li>○ <b>Loyalty:</b> They may feel a sense of loyalty or attachment to their trafficker → Trauma Bonding.</li> <li>○ <b>Lack of Trust:</b> They may mistrust authority figures who can help them, such as law enforcement or social workers.</li> <li>○ <b>Control:</b> The trafficker may manipulate or intimidate the youth into silence using physical, emotional, or psychological tactics.</li> <li>○ <b>Lack of Awareness:</b> The youth may not realize they are being trafficked or understand that what is happening is wrong or illegal → Normalization.</li> </ul>
<p><b>ACTION-1</b></p> <p><b>Assess Suspicion &amp; Mandated Report</b></p> <p><b>Who:</b> School Staff Member</p>	<p><b>Assess Suspicion</b> Staff member suspecting youth victimization by a trafficker:</p> <p>A. If a trafficking threat seems evident, follow the school district's mandated reporting protocol.</p> <p>B. If time permits, complete the trafficking indicator tool to help communicate with the mandated reporting agency and law enforcement.</p> <p>C. Present the indicator tool to the school's 'Safety Team' Lead.</p>	<p><b>Indicator Tools</b></p> <ul style="list-style-type: none"> <li>○ <u>Walking Wise Indicator Tool</u> Assessment for Sex Trafficking. See page 19.</li> <li>○ <u>WestCoast Children's Clinic</u> Commercial Sexual Exploitation-Identification Tool (CSE-IT) requires authorization for use and completion of a mandatory three-hour user training provided by WestCoast Children's Clinic.<sup>10</sup></li> </ul>

<h2 style="color: #00728f;">ACTION-2</h2> <p><b>Inform ‘Safety Team’ &amp; Notify Authorities</b></p> <p><b>Who:</b> School Staff Member, Safety Team Lead, Law Enforcement, National Human Trafficking Hotline, &amp; Third-Party Agency</p>	<p><b>Informing ‘Safety Team’ Lead</b> The staff member should discuss with a ‘safety team’ lead their suspicion of a trafficked youth or the mandatory report they filed on behalf of the child.</p> <p><b>Notifying Authorities</b> Upon a school staff member filing a mandated report, the ‘safety team’ should notify the following:</p> <ul style="list-style-type: none"> <li>• Local Law Enforcement</li> <li>• National Human Trafficking Hotline 1-888-373-7888</li> </ul> <p>Trained personnel from third-party child agencies can provide additional support and youth services:</p> <ul style="list-style-type: none"> <li>• Child Protection Services</li> <li>• Child Advocacy Center</li> <li>• Local Human Trafficking Coalition</li> </ul> <p><b>Avoid Confrontation</b> <span style="color: red;">School personnel should never confront a trafficker or detain a suspected victim. Doing so could put the victim in danger and compromise their own safety.<sup>11</sup></span></p>	<p><b>Mandatory Reporting</b> Mandatory reporting is required for all suspected instances of children under 18 suffering from neglect, physical or sexual abuse, or emotional maltreatment. It also includes youth under 21 with physical, developmental, or intellectual disabilities who may suffer under such circumstances.<sup>12</sup></p> <p><b>Youth Disclosure</b> If a youth begins to disclose abuse that falls under the mandated reporting statute, comfort the child and explain the process. Dialog example:</p> <p><i>Thank you for trusting me and sharing this with me. I want you to know that I believe you and understand how difficult it must have been to discuss this. Your safety is my top priority, and it’s my responsibility to ensure you receive the support you need. As a result, I’m required to inform the appropriate officials who may follow up and request that you share your story again. You are not alone—I’m here for you. Would you like to be part of the conversation when I reach out to them? Also, would you be comfortable if we invited our [school counselor, social worker, or school psychologist] to join us so they can also provide support?</i></p>
<h2 style="color: #00728f;">ACTION-3</h2> <p><b>At-Risk Youth Communication Coordination</b></p> <p><b>Who:</b> Safety Team Lead, Social Worker, School Psychologist, School Staff Member, Third-Party Agency</p>	<p><b>At-Risk Youth Communication</b> If sexual exploitation is not evident, but a child is experiencing vulnerabilities that put them at risk, complete the <u>risk factor tool</u> and offer support.</p> <p>Support can include access to community resources (such as food, clothing, shelter, and utility assistance), mental health support (from in-school and outside agencies), and peer support groups. It is also important for at-risk youth to have conversations about healthy relationships, online safety, grooming tactics, and boundaries.</p>	<p><b>How to Meet with a Youth At-Risk</b></p> <ul style="list-style-type: none"> <li>○ The meeting space must be private.</li> <li>○ Select a convenient meeting time that does not draw attention to the youth or disrupt the child’s school schedule.</li> <li>○ For the youth’s safety, the potential “controller” or trafficker must NOT be aware of any attempt to meet with the youth.</li> <li>○ It may be necessary for youth to experience multiple positive interactions to build trust.</li> <li>○ The <u>Feelings Wheel</u> from iMOM may help youth express emotions.</li> </ul>

## ACTION-4

### Communication Guidance

#### Communication Guidance

Please be mindful that fear and shame often prevent youth from disclosing sexual exploitation.

- A. Ask open-ended questions to avoid receiving brief or “yes” and “no” replies.
- B. Use a trauma-informed approach when interacting with youth.
- C. Avoid sounding judgmental or asking “why” questions because *why* implies blame or fault.
- D. Be observant of your body language, including facial expressions, body posture, gestures, eye movement, touch, use of space, and tone of voice.
- E. Be cautious not to react to a youth’s disclosure of sexual, physical, or emotional abuse because the child could misinterpret your concern for judgment against them.
- F. Engaged listening will make the youth feel heard and better understood, such as paraphrasing – “Let’s make sure I understand what you are saying....”
- G. Listen for the risk factors and indicators of sex trafficking.
- H. Maintain confidentiality by restricting details about the alleged crimes committed against a youth to a need-to-know basis for other staff members.

#### Examples of Open-ended Questions<sup>13</sup>

- How are things going for you?
- Tell me more about what’s been happening in your life lately.
- Have you felt safe in your relationships with others?
- Tell me about the people you spend time with.
- Have you ever been asked to do something that made you uncomfortable?
- How are you feeling?
- What do you think may be contributing to your feelings?
- What do you think a healthy relationship should look like?
- What can I do to support you?

#### Principles of Trauma-Informed Care<sup>14</sup>

- **Safety:** Ensuring physical and emotional safety. Offer a welcoming atmosphere with respect for privacy.
- **Choice:** Provide youth with choice and control. Clearly explain the youth’s rights and responsibilities.
- **Collaboration:** Share decision-making power with the youth. Have the child play a significant role in planning and evaluating services.
- **Trustworthiness:** Demonstrate consistent and respectful interpersonal boundaries. Provide clear and reliable communication.
- **Empowerment:** Build youth’s skills and confidence. Offer validation and affirmation.

## ACTION-5

### Evaluating Parental Notification

#### Familial Trafficking Risk

*DO NOT* contact the parent, guardian, or caregiver if the youth has disclosed that the trafficker or abuser is a parent, family member, or friend of the family.

#### Familial Sex Trafficking

Familial sex trafficking is the sexual abuse of a child through human trafficking by a family member, including a natural or legal guardian (biological or adoptive parent or foster parent), stepparent, sibling, or extended family.

<p><b>Who:</b> Law Enforcement, Third Party Agency, Safety Team Lead, School Principal</p>	<p><b>Parent / Guardian Notification</b></p> <p>A. Law enforcement or a children’s agency should determine when to notify the parents or guardian.</p> <p>B. Once the youth directly discloses that <i>NO</i> parent, family member, or family friend engaged in the abuse, and upon approval of law enforcement or children’s services investigators, a school ‘safety team’ official may notify the parent. Inform the youth that their parents will be notified.</p> <p>C. The individual notifying parents should discuss providing support and not place blame on a youth. Families should receive support, resources, and education on the impacts of sexual exploitation.</p>	<p><b>Facts About Familial Trafficking</b></p> <ul style="list-style-type: none"> <li>○ 42% of victims are recruited into sex trafficking by a member of their own family.<sup>15</sup></li> <li>○ 91% of sexual abuse crimes are perpetrated by someone known and trusted by the child or the child’s family.<sup>16</sup></li> <li>○ Familial trafficking can go unreported because normalizing sex acts starts at an early age, often preventing children from recognizing the sexual crimes committed against them.</li> </ul>
<p><b>ACTION-6</b></p> <p><b>School Threat Investigation</b></p> <p><b>Who:</b> Law Enforcement, Superintendent, Principal, Resource Officers &amp; School Threat Assessment Team</p>	<p><b>School Threat Investigation</b></p> <p>The district’s superintendent, principals, resource officers, and local law enforcement should collaborate to assess the victims’ safety and identify any signs or threats of other youth exposure to the trafficker or abuser according to the district’s emergency management plan.</p> <p>A law enforcement response may be necessary to protect students from persistent threats, including harassment or the recruitment of other youth by traffickers.</p>	<p><b>Peer Pressure Trafficking</b></p> <p>A technique called “<i>peer pressure trafficking</i>” is often used by traffickers to lure young people into the commercial sex trade.</p> <p>Human traffickers sometimes require victims to recruit their peers while on school property. Recruitment can involve high-pressured invitations to parties, promote access to free drugs and alcohol, or seduce friends by flaunting money or a lifestyle of expensive clothing, jewelry, &amp; electronics.<sup>17</sup></p>
<p><b>ACTION-7</b></p> <p><b>Monitoring Youth’s Wellbeing</b></p> <p><b>Who:</b> School Psychologist, Social Worker, or a Safety Team Member</p>	<p><b>Monitor Youth’s Wellbeing</b></p> <p>The ‘safety team’ must establish an individualized plan for the ongoing monitoring of the identified at-risk youth or victimized youth who are returning to school.</p> <p>Encourage the youth to select a key staff member they want to work with throughout the re-entry process, such as the youth’s most trusted staff member and a ‘safety team’ member.</p>	<p><b>Monitoring Plan</b></p> <p>The ongoing monitoring plan may include an assigned ‘safety team’ member to assess the youth’s re-entry readiness, employ support resources, and arrange meetings to evaluate safety and progress. The monitoring plan should also provide ongoing academic and social support and solution-focused feedback.<sup>18</sup></p>



## Indicator Tool – Assessment for Sex Trafficking

**For each statement, place an *X* on the “Range of Concern” that applies to the situation.**

<b>Physical &amp; Emotional Indicators</b>	<b>No Concern</b>	<b>Potential Concern</b>	<b>Direct Concern</b>	<b>Info Unknown</b>
<i>Physical trauma – scars, cuts, bruises, new tattoos</i>				
<i>Poor physical health or malnutrition</i>				
<i>Change in behavior, appearance, or personal hygiene</i>				
<i>Displays exhaustion, depression, distress</i>				
<b>Educational Indicators</b>	<b>No Concern</b>	<b>Potential Concern</b>	<b>Direct Concern</b>	<b>Info Unknown</b>
<i>Sudden academic decline</i>				
<i>Academic overachiever; displays panic response to grades</i>				
<i>Truancy, frequent school absenteeism, chronic tardiness</i>				
<i>Frequent early dismissal from school</i>				
<i>Non-participant in after-school activities, inflexible schedule</i>				
<b>Relational Indicators</b>	<b>No Concern</b>	<b>Potential Concern</b>	<b>Direct Concern</b>	<b>Info Unknown</b>
<i>Change in peer relationships or social connections</i>				
<i>Over-attachment to school staff</i>				
<i>Older or controlling romantic partner or controlling parent</i>				
<i>An unknown person transporting a student to or from school</i>				
<i>Being isolated from family and/or friends</i>				
<i>Family member causing isolation from friends, family, or others</i>				
<i>Parent or caregiver uses or abuses drugs</i>				
<i>Associates with gangs, drug dealers, traffickers</i>				
<b>Behavioral Indicators</b>	<b>No Concern</b>	<b>Potential Concern</b>	<b>Direct Concern</b>	<b>Info Unknown</b>
<i>Uses or abuses drugs or alcohol</i>				
<i>Responses to questions sound rehearsed</i>				
<i>Constantly check phone or will not part from phone</i>				
<i>Displays extreme emotions, reactions, or people-pleasing</i>				
<i>Displays uncharacteristic promiscuity</i>				
<i>Makes inappropriate sexual references</i>				
<i>Sexualized online persona</i>				
<i>Dressed inappropriately for the weather or season</i>				
<i>Regularly travels to other cities or out-of-state</i>				
<i>Involved in the juvenile justice system</i>				
<b>Financial &amp; Material Indicators</b>	<b>No Concern</b>	<b>Potential Concern</b>	<b>Direct Concern</b>	<b>Info Unknown</b>
<i>Lacks basic needs like appropriate clothing for the weather</i>				
<i>Displays expensive salon care: hair, make-up, nails</i>				
<i>Possession of excessive cash or credit cards</i>				
<i>Possession of new phone, prepaid phone, clothes, jewelry</i>				
<i>Indebted to a friend, family, or someone else</i>				
<i>Possession of drugs or coerced to sell drugs</i>				
<b>Residential Indicators</b>	<b>No Concern</b>	<b>Potential Concern</b>	<b>Direct Concern</b>	<b>Info Unknown</b>
<i>Running away from home or couch-surfing</i>				
<i>Experiencing homelessness, living in a shelter or group home</i>				
<i>Lives in a foster care home</i>				
<i>Living in a home with people who are not immediate family</i>				

1. U.S. Department of Education, Office of Safe and Supportive Schools, *Human Trafficking in America's Schools* (2021).

## Risk Factor Tool – Assessment for Sex Trafficking

**For each statement, mark an *X* on the “Range of Concern” that applies to the situation.**

<b>Physical &amp; Emotional Factors</b>	<b>No Concern</b>	<b>Potential Concern</b>	<b>Direct Concern</b>	<b>Info Unknown</b>
<i>Experienced neglect, emotional, physical, or sexual abuse</i>				
<i>Has poor self-esteem</i>				
<i>Experiencing mental health challenges</i>				
<i>Experiencing medical or physical challenges</i>				
<b>Educational Factors</b>	<b>No Concern</b>	<b>Potential Concern</b>	<b>Direct Concern</b>	<b>Info Unknown</b>
<i>Struggles academically</i>				
<i>Has learning differences or challenges</i>				
<i>Chronic tardiness or absenteeism</i>				
<i>Unmotivated to achieve in school</i>				
<i>Unmotivated to participate in school activities</i>				
<b>Relational Factors</b>	<b>No Concern</b>	<b>Potential Concern</b>	<b>Direct Concern</b>	<b>Info Unknown</b>
<i>Lacks peer relationships</i>				
<i>Involved with an older boyfriend, girlfriend, or partner</i>				
<i>A target of bullying</i>				
<i>Submits to peer pressure</i>				
<i>Experiences family rejection over sexual orientation</i>				
<i>Romantic partner uses drugs</i>				
<i>Isolated by a romantic partner, friend, or parent</i>				
<i>Family members abuse drugs or alcohol</i>				
<i>Volatile home life or family dynamics</i>				
<i>Targeted by gangs or is a gang member</i>				
<i>Family members participate in trafficking</i>				
<b>Behavioral Factors</b>	<b>No Concern</b>	<b>Potential Concern</b>	<b>Direct Concern</b>	<b>Info Unknown</b>
<i>Unsecured use of social media platforms</i>				
<i>Uses drugs or alcohol</i>				
<i>Involved in the juvenile justice system</i>				
<b>Financial Factors</b>	<b>No Concern</b>	<b>Potential Concern</b>	<b>Direct Concern</b>	<b>Info Unknown</b>
<i>Lives in poverty</i>				
<i>Lacks basic needs like money, food, and clothing</i>				
<i>Indebted to a friend, family, or someone else</i>				
<b>Residential Factors</b>	<b>No Concern</b>	<b>Potential Concern</b>	<b>Direct Concern</b>	<b>Info Unknown</b>
<i>History of running away</i>				
<i>Lives in a foster care home</i>				
<i>Experiencing homelessness or couch surfing</i>				
<i>Lives in a homeless shelter or group home</i>				
<i>Exposed to prostitution within the family or neighborhood</i>				
<i>Lives near a wealthy tourist location</i>				

1. U.S. Department of Education, Office of Safe and Supportive Schools. (2021) *Human Trafficking in America's Schools: What Schools Can Do to Prevent, Respond, and Help Students to Recover from Human Trafficking* (2<sup>nd</sup> ed.).

## ASSESSMENT TOOLKIT

### Assessing Knowledge, Attitude, and Behaviors

Walking Wise provides anonymous assessment tools that are accessible digitally. Participants can complete surveys using laptops, tablets, or mobile phones. These customizable survey tools permit schools and youth organization administrators to remove specific questions to suit their needs.

An anonymous needs assessment is an effective tool for school districts or youth organizations to better understand the life circumstances of their student or youth population. A needs assessment can help eliminate unintentional bias or overlooked youth who do not reveal risk factors or indicators of trafficking and offer a more accurate picture of community challenges.<sup>19</sup>

A self-reported assessment can be conducted as a pre- or post-survey to measure the effectiveness of the education provided. Administering an anonymous survey at the start of a program allows educators to tailor sensitive topics to the existing knowledge, attitudes, and behaviors identified by participants' responses. This ensures that education is relevant and aligned with the needs of the youth while also helping to reveal the number of higher-risk individuals who may require additional support services before the program begins. Ultimately, assessing the audience in this way helps ensure that sexual exploitation education is delivered effectively, compassionately, and in a manner that addresses the diverse needs of young people.

Walking Wise utilizes Slido, an online tool, to provide anonymous (de-identified) surveys and assessments to its subscribing members, such as schools and nonprofits. Slido, owned by Cisco Systems®, is a globally trusted platform that universities, hospitals, and corporations use to gather insights and enhance learning experiences. The platform aggregates anonymous responses across groups and provides administrators with downloadable analytics reports. Privacy safeguards ensure that Walking Wise, its members, and Slido associates cannot access individual responses.

#### Walking Wise Assessment Toolkit

- **Needs Assessment Tool – Anonymous Youth Survey:** This optional schoolwide screening tool assesses the need for sexual exploitation education based on various risk factors within the student population.
- **Self-Reported Assessment – Anonymous Youth Survey:** Administering this anonymous survey at the start of a program helps educators tailor content to students' knowledge, attitudes, and behaviors, thereby assisting them in meeting students' educational needs. This survey may provide valuable insight into the program's effectiveness as a post-survey.

Sample Message: Your voice matters! This anonymous survey helps us understand students' views or opinions. There are no right or wrong answers—just respond to the best of your ability.

## Needs Assessment Tool - Anonymous Youth Survey

Please mark a ✓ (YES) or ✗ (No) for each statement that applies to your situation or experience.

SCHOOL	✓	✗	
			1. I find it hard to stay motivated in school.
			2. I don't feel interested in joining extracurricular activities.
			3. I am absent from school often.
RELATIONSHIPS	✓	✗	
			4. I don't have many friends.
			5. I find it hard to resist peer pressure.
			6. I have an older boyfriend/girlfriend/partner or have multiple partners.
			7. My boyfriend/girlfriend/partner uses drugs or alcohol.
			8. My boyfriend/girlfriend/partner tries to keep me away from my <i>friends</i> .
			9. My boyfriend/girlfriend/partner tries to keep me away from my <i>family</i> .
			10. I have close online relationships with people I've never met in person.
FAMILY & HOME	✓	✗	
			11. I find it hard to deal with my parents' divorce.
			12. My parent(s) don't let me spend time with friends and other family members.
			13. I live in a single-parent home.
			14. I'm dealing with the death of a parent, sibling, or caregiver.
			15. Someone in my home attempted or died by suicide.
			16. My family does not accept my sexual orientation.
			17. Someone in my home struggles with the use of drugs or alcohol.
			18. I don't always have access to basic needs like food, shelter, or clothing.
			19. I have witnessed or experienced emotional or psychological abuse.
			20. I have witnessed or experienced violence or physical abuse.
			21. I have witnessed or experienced sexual abuse.
PERSONAL	✓	✗	
			22. I don't use privacy settings on my social media or gaming apps.
			23. I use drugs or alcohol.
			24. I have low self-worth and often negatively compare myself to others.
			25. I have traded sex for money, food, drugs, alcohol, place to stay, something else.
			26. I have run away from home before.
			27. I have been involved in the Juvenile Justice system.
ENVIRONMENTAL	✓	✗	
			28. I feel bullied by my peers.
			29. I have been approached or targeted by gang members.
			30. Someone in my home is involved in a gang.
			31. Someone in my immediate family is currently in jail or prison.
			32. I live in an area where people sell sex.
			33. My family has difficulty affording basic needs and a place to live.
			34. I stay with different friends or relatives because I can't live at home.
			35. My housing changes often, or I am homeless.
SUPPORT	✓	✗	
			36. I don't have a trusted adult whom I can go to for help.
			37. I don't feel comfortable asking a teacher, coach, or school staff for advice.
			38. I don't have a parent or caregiver to support me when I'm sad or stressed.
			39. I feel unsafe at home.

1. U.S. Department of Education, Office of Safe and Supportive Schools, Human Trafficking in America's Schools (2021).

## Self-Reported Assessment – Anonymous Youth Survey

Please mark an **X** to rate how much you agree or disagree with the following statements.

Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	
					<b>KNOWLEDGE</b>
					1. Signs that someone may be a victim of sex trafficking can be easily recognized.
					2. Living in a hostile or bad home environment can increase a young person's vulnerability to grooming and sex trafficking.
					3. Some online activities can increase a young person's risk of being targeted by groomers and sex traffickers.
					4. Most people in online pornography are hired actors or models.
					5. Watching online pornography contributes to the growth of the sex trafficking industry.
					<b>CONFIDENCE</b>
					6. It is easy to spot inappropriate or suspicious behavior when talking to someone online.
					7. Recognizing inappropriate or suspicious behavior in face-to-face interactions is easy.
					8. It is easy to set boundaries when pressured to send nude photos/videos or engage in sexual activity.
					9. It is easy to recognize behaviors or warning signs when an adult may be unsafe to be around.
					<b>COMMUNICATION</b>
					10. I would tell a trusted adult if I noticed someone acting inappropriately or suspiciously.
					11. Reporting an inappropriate or suspicious person through an app's security feature is better than telling a trusted adult.
					12. If someone harassed me, I would report them to a trusted adult.
					<b>CONSENT</b>
					13. Most youths understand the laws about whether someone under 18 can legally consent to sexual activity.
					14. Sharing someone else's nude photo or sexual video is common and acceptable.
					15. Sending a nude photo or sexual video to a boyfriend, girlfriend, or partner is normal and expected.
					16. Sharing a nude photo or sexual video of an EX with others is no big deal.
					17. Sending a nude photo or sexual video to someone only met online is harmless.
					<b>SELF-CARE</b>
					18. Extreme caution should be used when interacting with people online.
					19. I avoid viewing pornography because it can negatively impact my mental health.
					20. Talking to people online who have never been met in person should be avoided.
					21. Privacy settings on devices and apps should always be used to prevent strangers from making contact.



## RESOURCES

Below is a list of additional resources and tools to help school districts, schools, and other youth organizations craft anti-trafficking policies, protocols, assessments, and survey tools. Walking Wise provides the links for educational purposes only and makes no guarantees about the included content.

U.S. Department of Education – *Human Trafficking in America’s Schools (2<sup>nd</sup> ed.)*, January 2021.  
<https://www2.ed.gov/documents/human-trafficking/human-trafficking-americas-schools.pdf>

WestCoast Children’s Clinic – *Validation of the Commercial Sexual Exploitation – Identification Tool (CSE-IT) Technical Report*  
<https://www.westcoastcc.org/wp-content/uploads/2015/04/WCC-CSE-IT-PilotReport-FINAL.pdf>

The Office of Trafficking in Persons / Kent ISD – *Kent County Human Trafficking School Safety Protocol*  
<https://docs.google.com/document/d/1M8yZr03Ptr7cl-4EsFUj-L5mIgShO8Rq2gVBA28lwfQ/edit>

The Office of Trafficking in Persons / Kent ISD – *Human Trafficking School Safety Protocol: Student Re-engagement and Re-entry: Welcome and Support Plan*, accessed 4/2023.  
<https://drive.google.com/file/d/1mHcH0qDrs3T38drzITBMAuOTow3Y0yZD/view>

The National Child Traumatic Stress Network – *Screening for human trafficking among homeless young adults*, 2019. <https://www.nctsn.org/resources/trafficking-screening-tools>

National Center on Safe Supportive Learning Environments – *Trauma-Sensitive Schools*, June 2018.  
<https://safesupportivelearning.ed.gov/trauma-sensitive-schools-training-package>

Polaris Project – *In Their Shoes: Understanding Victims’ Mindsets and Common Barriers to Victim Identification*, 2009. <http://humantraffickingsearch.org/wp-content/uploads/2017/06/Understanding-Victims-Mindsets.pdf>

U.S. Department of Education – *The Human Trafficking Framework for Instructional Programming*, June 2017. [https://safesupportivelearning.ed.gov/sites/default/files/USDOE\\_UseCase\\_HT\\_2017.pdf](https://safesupportivelearning.ed.gov/sites/default/files/USDOE_UseCase_HT_2017.pdf)

The Vera Institute of Justice – *Out of the Shadows: A Tool for the Identification of Victims of Human Trafficking*, 2014. <https://www.vera.org/news/out-of-the-shadows-and-into-the-field-the-trafficking-victim-identification-tool-at-six-months>

Polaris Project – *Comprehensive Human Trafficking Assessment*, 2011  
<https://humantraffickinghotline.org/sites/default/files/Comprehensive%20Trafficking%20Assessment.pdf>

National Human Trafficking Resource Center – *Educator Assessment Tool, January 2011*  
<https://humantraffickinghotline.org/en/resources/human-trafficking-assessment-tool-educators>

Family & Youth Services Bureau – *TIPSHEET: Peer-to-Peer Human Trafficking Recruitment in RHY Settings: Trauma-Informed Response*, 2022.  
<https://www.childmentalhealthmatters.org/files/2022/11/Tipsheet-on-Peer-to-Peer-Recruitment-human-trafficking.pdf>

## REFERENCES

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