

# Trafficking of Youth with Disabilities

What Human Trafficking Service Providers Need to Know

## **Presented by**

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international organization for adolescents

# Meet the Presenters



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Project Coordinator

**International Organization for  
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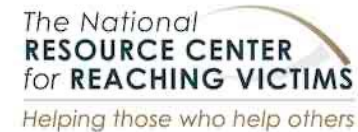
**Jody Haskin**

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**International Organization for  
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# The Trafficking of Youth with Disabilities Outreach & Education Project

- ▶ **International Organization for Adolescents (IOFA)**
- ▶ **National Human Trafficking & Disabilities Working Group (NHTDWG)**



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# Learning Objectives

## **Participants will gain:**

- ▶ Increased understanding of the role of a human trafficking provider serving youth with disabilities
- ▶ Increased awareness of disabilities
- ▶ Improved ability to identify and support potential or confirmed youth survivors of human trafficking with disabilities
- ▶ Increased understanding of the intersection between human trafficking and disability

**Why** do human trafficking providers need to learn about youth with disabilities?



# Youth, Children, & Minors



# The Reality



Children with disabilities are **at least three times** more likely to be abused or neglected than their peers without disabilities<sup>1</sup>

<sup>1</sup>Lund, E. M., & Vaughn-Jensen, J. (2012).  
Victimisation of children with  
disabilities. *The Lancet*, (380)9845, 867-869.

# What Do You Know About Disability?

## True or False?

Please reply to the following statement as True or False:

### **STATEMENT 1**

In the United States, the term “disability” has a clear definition that is used across all disability service organizations, government agencies and policies and within cultures.

### **ANSWER:**

**FALSE – There are several definitions and understanding on what qualifies as a disability and approaches to providing services.** 8



# What Do You Know About Disability?

## Part 2

### True or False?

Please reply to the following statement as True or False:

#### **STATEMENT 2**

All youth with a disability are required to take social classes, such as sex ed in school

#### **ANSWER:**

**FALSE – Youth who participate in special education classes are often overlooked for classes on relationships and sex education**

# What Do You Know About Youth Trafficking?

## Part 3

### True or False?

Please reply to the following statement as True or False:

#### **STATEMENT 3**

Some youth with a disability do not know they have a disability – whether they've been diagnosed or not.

#### **ANSWER:**

**TRUE – Some youth do not know they have a disability.**

# How do we **define** disability?

The ADA is the **legal** way to define disability.

- ▶ Physical or mental impairment that substantially limits one or more major life activity
- ▶ Record of impairment
- ▶ Is regarded as having an impairment

# How do we **define** disability?

This is **NOT** the  
only way to  
define disability.

The **social model of disability**  
considers the role our **attitudes**  
**and inaccessibility** have on  
functional differences.<sup>1</sup>

<sup>1</sup>Thomas, P., Gradwell, L., & Markham, N. (n.d.). *Defining impairment within the social model of disability.*

# Medical Model of Disability

## Physical & Mobility

- **Movement** is functionally limited
- May use a mobility device (cane, wheelchair, walker)
- Examples: amputation, paralysis

# Medical Model of Disability

## Sensory Impairment

- **One or more senses** are functionally limited
- May use an adaptive device (glasses, hearing aid)
- Examples: blindness, Deaf

# Medical Model of Disability

## Developmental & Intellectual

- **Physicality, learning, behavior, or communication** may be functionally limited
- Needs will vary
- Examples: cerebral palsy, Autism

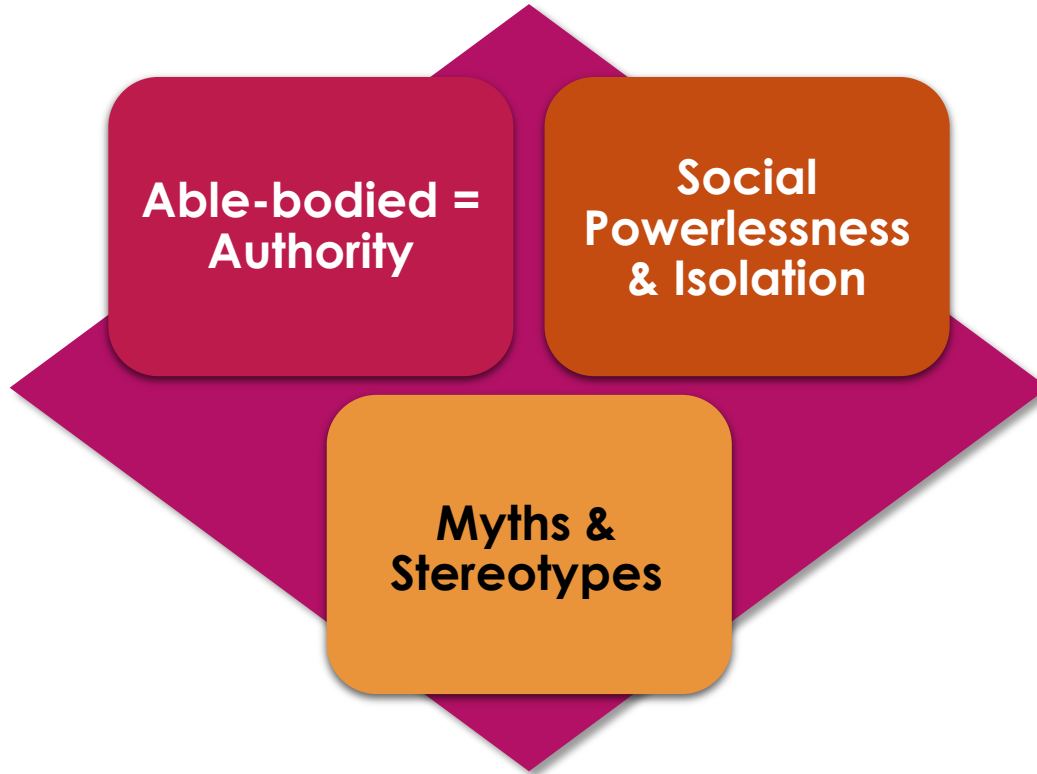
# Medical Model of Disability

## Mental & Emotional

- **Functional limitations vary**
- Needs will vary according to impairments
- Examples: mood, eating, personality, or behavioral disorders



# Why are youth with disabilities at higher risk for trafficking?



# Risk Factor: **Gaps in Education**

**Personal Safety**

**Online Safety**

**Healthy  
Relationships**

**Human  
Trafficking**

**Legal Rights**

**Value of Labor**

# Risk Factor: **Supports**

**Communication**

**Assistive/Mobility  
Devices**

**Personal Care**

**Educational**

**Housing**

**Benefits**

# Traffickers Can Be **Anyone**

**Case  
Example:**  
Interfamilial  
Trafficking



# Recruitment of Youth with Disabilities

## Traffickers recruit victims:

- ▶ Online
- ▶ Malls
- ▶ Schools
- ▶ After school/youth programs
- ▶ Social Security offices
- ▶ Group homes/foster care

# Grooming of Youth with Disabilities



**Case Example:**  
Youth Programs

# Maintaining Control in Youth with Disabilities



## Role of the Provider



Prevention



Identification



Follow Protocol/**Report**



Support & Referral



# Red Flags of Human Trafficking in Youth

## Red flags can be:

- ▶ Behavioral
- ▶ Physical
- ▶ Situational

**IMPORTANT:** What do you know about them already? And has something changed?

# Red Flags of Human Trafficking in Youth

## Behavioral

- ▶ Frequently missing school
- ▶ Reduced or changed communication
- ▶ Fear, exhaustion, or depression
- ▶ Sudden inability to perform tasks

## Provider Role: **Follow Protocol**

- ▶ **Safety** is first priority
- ▶ Explain **mandated reporting**
- ▶ Interpreters and supports ready **before** you need them
- ▶ Provide **choice** and autonomy
- ▶ Trauma-informed language and **take your time**

**Contact the  
National Human  
Trafficking Hotline  
for further  
guidance.**

# Supporting Youth with Disabilities

- ▶ Staff trainings
- ▶ Connect with community supports
- ▶ Acquire assistive technology
- ▶ Put myths and perceptions aside
- ▶ Make eye contact
- ▶ Ask to help. Wait for acceptance. Follow instructions
- ▶ Respect a person's equipment
- ▶ Accepting and welcoming tone

# Referral of Youth with Disabilities

- ▶ Housing/Shelter/Transportation
- ▶ Medical/Dental
- ▶ Legal Advocacy
- ▶ Case Management
- ▶ Mental Health Support
- ▶ Substance Abuse Services
- ▶ Educational Services
- ▶ Employment Services

**Keep referrals trauma-informed, survivor-focused, youth-friendly, and accessible.**

# Community Supports: Centers for Independent Living



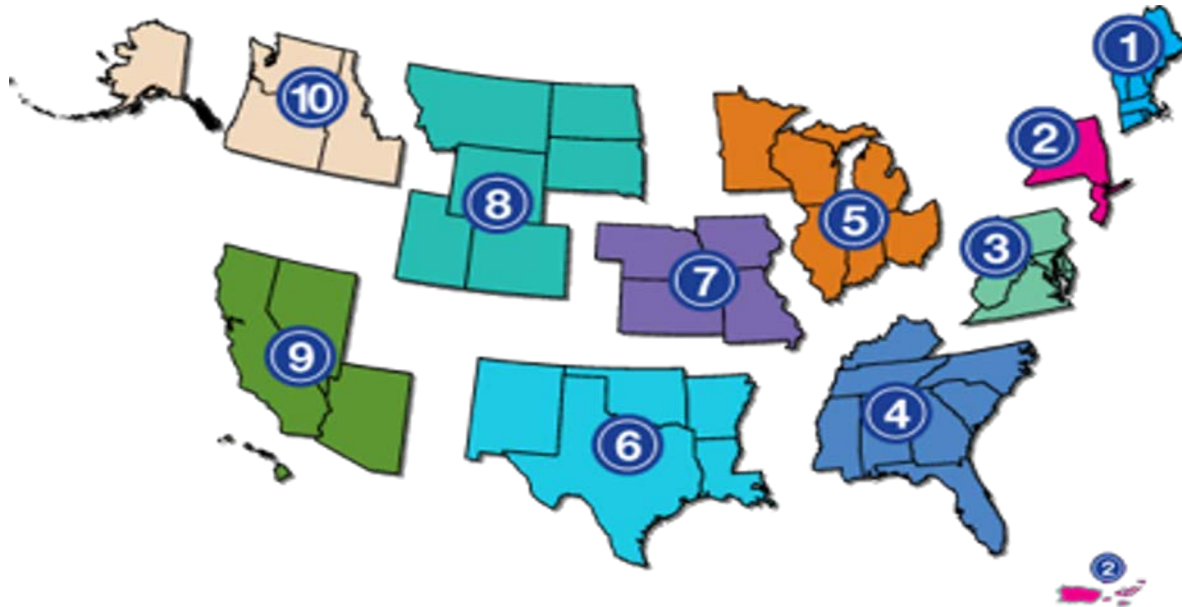
Fund your local  
CIL

## Community Supports: Protection & Advocacy Centers



For more  
information,  
about **Protection  
& Advocacy  
Centers**

# Community Supports: Regional ADA Centers



For more  
information  
about  
Regional  
ADA Centers



## Community Supports: Vocational Rehabilitation

To find your state's VR program, simply use any search engine and type: **“your state” + “vocational rehabilitation program”**



## Community Supports: Advocacy Programs

### Sibling Leadership Network

- ▶ Provide siblings of individuals with disabilities information, support, & tools
- ▶ Family resources

## **Community Supports:** Advocacy Programs

### **ARC of U.S. and State Chapters**

- ▶ Services, classes, & support for people with intellectual and developmental disabilities
- ▶ Research/resources

## Community Supports: Advocacy Programs

### Self Advocates Being Empowered (SABE)

- ▶ Advocacy services for people with all different types of disabilities
- ▶ Promotes self-advocacy

# Resources

## National Human Trafficking Resource Center (**Report** online )

- ▶ **Call:** 1-888-373-7888
- ▶ **Text:** “Help” to BeFree (233733)

# Resources

**HEAL Network**

**Email:** [healtraffickingnow@gmail.com](mailto:healtraffickingnow@gmail.com)

# Resources

**Freedom Network USA**

**Call:** 202-504-9602

**Email:** [info@freedomnetworkusa.org](mailto:info@freedomnetworkusa.org)

# Resources

## **National Human Trafficking and Disabilities Working Group**

**Email:** [nhtdwg@iofa.org](mailto:nhtdwg@iofa.org)



We are  
here to  
**help!**



info@iofa.org

**If you need assistance with:**

Identifying Human Trafficking

Resources

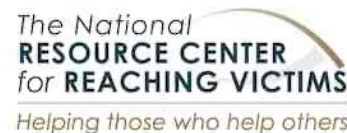
Training

Technical Assistance

**Contact [info@iofa.org](mailto:info@iofa.org)**

# Thank you to our partners

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