

Minimum Standards for Child Sexual Abuse (CSA) and Human Trafficking (HT) Prevention Adult Serving Youth Instructional Materials

This document is a guideline for publishers/providers intending to provide materials for **adult serving youth** (hereafter referred to as adults) on awareness, prevention, and interruption of child sexual abuse and human trafficking. “Adult serving youth” or “adults” in this document refers to any adult working in education, in any role. The document includes 3 sections.

SECTION I - includes required concepts to be covered and minimum guidelines that must be adhered to for both Child Sexual Abuse and Human Trafficking Prevention materials (whether they are submitted as stand alone materials or combined into one set of materials).

SECTION II - includes required concepts to be covered and minimum guidelines related to Child Sexual Abuse Prevention ONLY

SECTION III - includes required concepts to be covered and minimum guidelines related to Human Trafficking Prevention ONLY

Please note that publishers/providers have three options when submitting content:

1. Submit only Child Sexual Abuse Prevention materials (must include all required content from both Section I and II).
2. Submit only Human Trafficking Prevention materials (must include all required content from both Section I and III).
3. Submit one set of materials that cover both Child Sexual Abuse and Human Trafficking Prevention (must include all required content from Sections I, II, and III). All required concepts must be covered at least once.

This document is to help make potential providers aware of the required program concepts, which are **bolded** throughout the document. All **bolded** terms are minimum expectations and must be covered in the curriculum. Accompanying details should be treated as descriptive information to the **bolded** term. The Concepts can be covered in any order, they do not need to be in the order listed.

This document is also used to provide a guide for evaluation of possible instructional materials submitted to USBE. A rubric has been created from these guidelines which is used when the materials are reviewed, to ensure that all required concepts are covered in the materials. Please direct inquiries about the rubric to prevention@schools.utah.gov.

These guidelines may also be used as a guide for Local Education Agencies throughout Utah as they decide which materials they want to utilize.

SECTION I
REQUIRED CONCEPTS AND EXPECTATIONS
that must be covered in both Child Sexual Abuse and Human Trafficking
Prevention Materials

General requirements:

1. **Adherence to Administrative Rule:** The instructional materials must be in compliance with [Utah State Board of Education Administrative Rule 277-630 Child Sex Abuse and Human Trafficking Prevention Training and Instruction](#). This Rule may be updated from time to time as Utah statute changes, so please make sure to review and be in compliance with all requirements prior to submissions.
2. **Limits of training:** Overall, the materials focus on awareness, prevention, and interruption of child sexual abuse and/or human trafficking. This includes covering examples of child vulnerabilities that may render a child more susceptible to child sexual abuse and/or human trafficking. The training materials clearly state that parents and caregivers are the primary source of information for their children regarding issues related to child sexual abuse and human trafficking, but other significant adults in a child's life can also provide protection. The materials should help adults understand best practices when talking about child sexual abuse and human trafficking prevention with students.
3. **Age-appropriate materials:** Overall, the materials are age appropriate and comply with the definition of age appropriate instructional material, as defined in [Utah Code 53G-9-207 \(a\)\(I\) and \(II\)](#).
4. **Prohibited Concepts and Practices:** As outlined in Utah Code [53G-9-207](#), Age-appropriate instructional material does not include materials that:
 - invites a student to share personal experiences about abuse during instruction;
 - gives instruction regarding consent as described in [Utah Code 76-5-406](#); or
 - includes sexually explicit language or depictions.

Additionally, participants should not be asked to role-play antisocial behavior, such as dividing into pairs where one child takes on the role of an abuser and the other child practices saying no.

5. **Sensitivity to prior abuse:** Overall, the instructional materials demonstrate a sensitivity and awareness of individuals that may have had prior abuse.
6. **Adult responsibilities:** The materials should cover that every adult is responsible for the safety of children. If someone approaches a child in a sexual or abusive way, adults are the ones who need to react responsibly to help prevent and recognize abuse. Youth shouldn't have the burden of preventing sexual abuse by themselves. Sometimes adults can miss critical opportunities to prevent child sexual abuse because they do not know what to look for, say, and do. By becoming educated, ASYs can make the world a safer place for children. It is also important for adults to recognize that most perpetrators of abuse are within the child's family or close circle. Because of this, children often turn to other trusted adults for help. It is not the adult's responsibility to investigate or prove abuse, only to report suspected abuse.
7. **Self-Reflection:** The materials contain activities that help adults reflect on their own reflect on their own background, experiences, and cultural upbringing about child sexual abuse and/or human trafficking, as they prepare to learn more about these concepts.
8. **Developmental Issues:** The materials contain a brief overview of childhood developmental issues to help adults understand how a child's developmental stage may affect their understanding of sexual abuse and/or human trafficking.
9. **Community issues:** The materials cover examples of issues that may exist in specific communities that may contribute to the prevalence of child sexual abuse and/or human trafficking.
10. **Appropriate adult behavior:** Instruction for adults should help them conceptualize what safe and appropriate adult behavior looks like and ensure that they have appropriate boundaries with children. It is the responsibility for adults to keep children safe. Adults have a legal responsibility not to abuse or exploit children and can be punished for doing so. Modeling appropriate adult behavior for their children is a preferred method of teaching. All children have the right to ask an adult to stop behavior that makes them uncomfortable and that they can report any behavior that concerns them to a trusted adult. Adults should not give gifts to children and expect repayment or something in return.
Examples of appropriate adult behavior may include (but are not limited to) the following:
 - Giving a high-five, handshake, or side hug (with child's prior permission).
 - Respecting a child's physical boundaries and requests for personal space.
 - Not touching private areas (unless medically necessary).

- Not being alone with a child unless specifically required for counseling, therapy, or other justifiable privacy concerns.
- Asking for parent/guardian to be present when speaking to a child.
- Inviting a parent to be close-by and keeping the door open for transparency and the comfort of the child, and/or being within visual line of sight or earshot of the parent/guardian.

Examples of inappropriate adult behavior may include (but are not limited to) the following:

- One on one private and unobservable interactions between an adult and a child.
- Touching private areas.
- Forcing a hug or other physical contact.
- Engaging in inappropriate, private, and/or sexually explicit social media interactions with a child.
- Forcing a child to watch inappropriate videos.
- Sharing personal or intimate details of one's home life with a child.
- Paying more attention to a specific child over others.
- Telling jokes about private body areas.
- Inviting a child to come alone to their home, an event, or in a car, without parental knowledge or consent.
- Secretly communicating with a child on the phone, such as using texting or other forms of digital communication, especially in a sexual manner.

11. Explanation of grooming: The materials should cover the concept of "grooming". Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building "trust" with a child and the child's parent(s) or other caregivers, when the intent is to hurt or abuse the child.

12. Grooming red flags: This section may include activities that help adults recognize "red flags", such as what an abuser might say or do at different stages in the grooming process. The material should point out how grooming might be hard to recognize at first, that grooming often happens at a gradual pace, and that the red flags may escalate over time.

Examples of grooming red flags may include (but are not limited to) the following:

- Fake trustworthiness – pretending to be the child's friend in order to gain their trust.
- Fake romantic relationship – providing false feelings of love and affection.
- Testing boundaries – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.), making the child feel extra special and telling them they are their favorite.

- Touch – Over time, touch progresses from regular, mostly comfortable non-sexual touch, to “accidental” touch of private parts, then to explicit sexual touching.
- Intimidation – using fear, embarrassment, or guilt to keep a child from telling anyone, or threatening to hurt them or their family members and friends.
- Sharing sexual material – capitalizing on a child’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc. of a sexual nature.
- Breaking rules – encouraging a child to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future.
- Drugs and alcohol – Giving the child drugs and/or alcohol, as an incentive or in exchange for engaging in sexual acts, or as a way to make the child less able to stop the abuse because they are under the influence.
- Communicating secretly – texting, emailing, or calling without parent knowledge; also visiting them at school or work unexpectedly, or dropping by the school or home when they’re outside playing. Parents do not know about the visits and the visits happen frequently and consistently. The child is told to keep the visits a secret.
- Blaming and confusing – making the child feel responsible for the abuse or what could happen to the child, his/her family, or the abuser if the child tells anyone.
- Giving gifts—abusers may give gifts and then expect a repayment or may make the child feel like they owe the abuser in some way.

13. **Create a safety plan:** There may be times when it is appropriate for adults to help parents design a safety plan that is clear and concise for their children. The safety plan should cover both a **physical safety plan** (what the physical boundaries are of the child) and **verbal safety plan** (such as a safe word the child can say to a parent when the child feels unsafe) and provide various examples on what to do in dangerous situations. The materials should cover the essential elements of a safety plan and an example of a safety plan.

Examples of creating a safety plan ahead of time may include (but are not limited to) the following:

- What the boundaries are for adult interactions with children, including social media, internet, and texting boundaries.
- What can be said if there is behavior that violates those boundaries.
- How the parent or adult will report abuse (what number to call, what information is needed, etc.).
- What trusted adults the child may report abuse to.

14. **Mandatory reporting and requirements:** The materials should cover the mandatory reporting requirement in Utah, which is that all adults are legally obligated to report any type of suspected child abuse, not just teachers, social workers, or police. Anyone that suspects any type of child abuse or human trafficking must call and report it to the proper authorities. There is an added importance for adults who work in schools to report as they are in a position of power and trust and have a responsibility to protect children. Adults working in education do not need to obtain approval from an administrator prior to calling and reporting information. The mandatory reporting requirement is described in Utah Code Sections 53E-6-701- Mandatory reporting of physical or sexual abuse of students. An adult that suspects a child is being (or has been) abused should immediately call Utah's 24- hour Child Protection Line: 1-855-323-3237. The hotline makes it easy to share concerns about a youth with a trained social worker. A person does not need to be certain abuse has occurred to call.
15. **What to expect when you report:** The materials should cover the basics of what will happen when an adult makes a report of child abuse or human trafficking. For example, they need to have as much information on hand as possible, including the child's name, date of birth, address, school or childcare provider, and the nature of the concerns. The system is set up to handle an investigation in a way that considers the well-being of the child/youth. Include a discussion that by following the appropriate steps for reporting, it is more likely that the youth will not be subjected to multiple interviews and the case will remain strong. Also, make adults aware that a person who reports abuse will not have any legal right to further details about what happens with the information or investigation following the report.
16. **Abusers can be anyone:** The materials should cover that child abusers often look and act like everyday people. They can be charming, charismatic, admirable, and respected pillars in the community, workplace, or school. They can also be people that use their positions of power and trust to get close to children in order to abuse them. Any adult who has access to youth regularly in private situations has more opportunity to sexually abuse youth. All reports of sexual misconduct should be taken seriously.
Abusers can be a family member, relative, friend, neighbor, co-worker, community leader, celebrity, teacher, coach, clergy or church leader. Perpetrators will work to earn trust in an attempt to challenge parent's and guardian's instincts, causing them to let down their guard. They are methodical in their efforts to keep up the image they have worked to create.
Adults should also be made aware that children can abuse other children. It can happen with children who are the same age, but more often happens when other

children are older and therefore have more power and control over younger children.

17. Abuse can happen anywhere, and at any time: The materials should help adults understand that abuse can happen anywhere and at any time. It generally happens in places where it is easy to be alone with a child and when there is some assurance that the abuse will not be seen, discovered, or interrupted by others. It can happen anywhere, such as in the child's home, a friend's home, at school, outside, in a car, bathroom or locker room, locked room, in dark areas or areas protected from view, etc. There is no specific time of day that abuse happens, although children may be more vulnerable when they are tired or asleep. It is important that adults understand that it is not the child's fault if they find themselves in a place or situation where an adult abuses them. The responsibility falls on the adult who committed the acts and children are in no way to blame.

18. Risk factors: Certain traits or behaviors of a child or youth can put them at higher risk of sexual abuse.

Examples of risk factors for children or youth who are susceptible and at higher risk may include (but are not limited to) those who:

- are insecure, have low self-esteem or self-worth.
- feel lonely, disconnected, and lack social support.
- lack access to information about sex and healthy human relationships.
- are exposed to videos, music, or video games that are violent, sexually explicit, or degrading to women.
- have unsupervised access to technology (the Internet, cell phone).
- have a disability (cognitive, physical, emotional and/or learning).
- have a developmental delay.
- have a history of sexual abuse or dating violence.
- lack of sense of personal safety.
- are isolated.
- are emotionally distressed.
- are experiencing homelessness and poverty.
- have a high level of family dysfunction.
- experience substance abuse.
- have mental health concerns.
- have already experienced childhood sexual abuse and/or sexual exploitation by family members or peers.
- are engaged in sexting or have been victims of sextortion.
- are involved with the Children Juvenile Justice System, the Division of Child and Family Services (DCFS), and/or the foster care system.
- are refugees and immigrants.

- are runaway youth.
- have a gender identity or sexual orientation that may put them at greater risk
- are American Indian/ Native Alaskan.

19. **How to react:** The materials should discuss concepts regarding how adults should react when they have a suspicion that abuse or trafficking is occurring, or when the youth has disclosed being subjected to abuse. When a child or youth discloses sexual abuse or potential trafficking, the adult's reaction plays an important part in whether they will continue to trust and confide in the adult. Children will pick up on everything from mannerisms to attentiveness (or lack thereof), and potentially judge themselves "guilty" or "dirty" according to how they feel the adult perceives them. Adults should try not to shame a child/youth by any conversation or explanation of abuse. It is important to learn what to say, and what *not* to say. Adults should actively listen as the child or youth shares their experiences and ask themselves if they are showing care and a belief in what the child is sharing.

20. **Establishing trust when abuse or trafficking is suspected:** The materials should cover ways that adults can establish trust with a child or youth that they suspect may be experiencing abuse or that has disclosed sexual abuse or human trafficking.

Examples of establishing trust may include (but are not limited to) the following:

- Not "interviewing" the child/youth; instead allow law enforcement and professionals to interview them.
- Helping the child/youth feel comfortable in the moment; you can give them a comfort object or a comfortable, safe place to sit.
- Reassuring the child/youth that the abuse is not their fault.
- Being caring and calm; not reacting with shock, anger, or disgust.
- Listening and staying quiet; not forcing them to talk.
- Not forcing them to talk about or show injuries.
- Using terms and language that the youth can understand.
- Speaking clearly and simply; not using or teaching new terms or words.
- Asking what the child/youth needs from you.
- Being honest with them.
- Confirming the validity of their feelings.
- Being supportive and helping them to understand that they do not need to carry the burden alone.

21. **School policy:** Each school has procedures and prevention policies set in place to protect against abuse and/or human trafficking. Adults that work in schools should educate themselves on schools' policies and work closely with school

officials and parents to reinforce prevention practices.

22. **Minimize risk:** The materials should discuss how adults can minimize the risk of abuse of children. Adults should set clear boundaries and rules and think carefully about the safety of situations.

Examples of actions that adults can take to minimize risk may include (but are not limited to) the following:

- Ensure that proper supervision is given to children or that multiple adults are present to supervise activities, especially if the child is with older children or may potentially be alone with an adult.
- Avoid any isolated, one-on-one settings, and encourage the child/youth to choose group situations whenever possible.
- If you find yourself alone with a student, offer to have a second adult join the conversation or take the child/youth to a public place where others can observe the interaction.

23. **Trust your intuition:** The materials should encourage adults to reflect on situations and behavior of other adults that are around students. Adults should consider the following: Does the other adult's behavior seem odd? Does it make you feel uncomfortable? Does it seem to happen all the time or too often? Has anyone else commented or noticed? If the answer is yes to any of these questions, then adults should trust their instincts and act by reporting suspicions. Contact law enforcement or child welfare authorities who will then open an investigation. Reporting may save the life of a child.

24. **Right to say no:** The materials should help adults understand that children have the right to set physical boundaries and say no in any situation where any kind of touch makes them feel unsafe or uncomfortable. Unless it is a safety situation where the student puts themselves or other students at risk, adults should honor when a child declines to be touched. Also, only adults trained in the proper use of restraint may use any type of restraint with a student. Adults should also understand how to empower children with the right to privacy (such as in bathrooms) and to say no when they are uncomfortable, but pair it with the understanding that the adults are the ones responsible for addressing and correcting behavior of others.

25. **Communication:** The materials should help adults talk to youth about sexual abuse with clarity and in a trauma-informed way. All prevention efforts are strengthened by the reinforcement of prevention concepts. The materials should provide opportunities to allow adults to practice what to say and to help prepare them for potential conversations with children who may be experiencing abuse.

26. **Teach children why they should report:** The materials should help adults have the ability to articulate to a child the reasons that telling an adult is important. Telling an adult who can help about suspected abuse can lead to protecting the person who may be experiencing abuse. No one deserves to be abused or afraid.
27. **Reporting:** The materials should include that if an adult suspects a child is being (or has been) abused or trafficked, that person should immediately call the proper authorities. They should also cover how the adult can report abuse or trafficking if they suspect it is occurring. For example, the adult should call law enforcement and Utah's 24-hour Child Protection Line: 1-855-323-3237. The national human trafficking hotline is 888-373-7888.
28. **Sexual Extortion:** The materials will cover sexual extortion as defined in Section 76-5b-204 and educate school personnel on appropriate responses to incidents of sexual extortion, including connecting victims with support services in accordance to their role.
29. **Protective Factors:** Materials will address the importance of building protective factors, positive childhood experiences, and supports to increase the well-being of both children and families and protect against harm.

SECTION II REQUIRED CONCEPTS AND EXPECTATIONS for Child Sexual Abuse Prevention ONLY

1. **Consistency with the law:** The materials demonstrate an understanding of Utah code as it applies to providing child sexual abuse prevention instructional materials to students. The materials also do not have inconsistencies with Utah's laws in regard to child sexual abuse ([Utah Code 53E-9-302](#)) or the code related to child sexual abuse prevention instructional materials.
2. **Sexual misconduct:** The materials cover the definition of sexual misconduct, as well as the concept that any sexual act towards a child is not safe or appropriate, whether it is done by an adult towards a child or by a child towards another child. There are situations where the child may not feel uncomfortable, but it is still considered abuse. The material should focus on the inappropriate behavior of the sexual act and not the feelings generated in the child to define abuse or inappropriate interactions.
3. **Define the concept of sexual abuse:** The materials define sexual abuse. Sexual abuse is defined in Utah Code, section [80-1-102](#) and includes acts or attempted acts of sexual intercourse, sodomy, incest, or molestation by an adult directed towards a child. It also includes acts or attempted acts by a child towards another child under certain conditions defined in the law.
4. **Appropriate physical contact:** The materials talk about what is appropriate, acceptable physical contact with children, and helps adults understand the types of boundaries that need to be in place at the school. The materials also give adults the language to explain this to children and opportunities to practice explaining it to children. Example: The private parts of your body are the parts of the body that are covered by a bathing suit and these parts should never be touched by an adult at school unless medically necessary.
 - Safe touch: Anything that makes us feel happy and comfortable. Examples include holding hands with friends, sharing meals, warm hugs from loving parents or friends.
 - Unsafe touch: Anything that leaves us feeling unsafe, confused, or uneasy or uncomfortable. Unsafe touch can also sometimes feel "good" to the child; however, it is still important to share with a trusted adult if there is touching on private parts of the body or touches that someone tells you to keep secret.
5. **Effects of sexual abuse:** The materials should cover that sexual abuse is extremely prevalent and can cause many different physical and mental health

problems. The effects of sexual abuse are numerous and widespread. Survivors report increased likelihood of substance abuse and mental health issues. The side effects include increased risk of suicide and eating disorders. Both male and female survivors are more likely to engage in prostitution and many report a loss of their innocence and lifelong, devastating emotional effects, carrying shame throughout their life.

6. **Abuse can affect anyone:** The materials should help adults understand that abuse can and does happen to anyone regardless of age, gender, race, etc. Most often an abuser is someone the child knows and trusts.
7. **Children who have been abused are not at fault:** The materials should help adults understand that children who have been sexually abused may likely feel the abuse is somehow their fault and that they brought it on themselves or encouraged it in some way. It is important to teach the child that the responsibility falls on the adult who committed the acts and that as children they are in no way to blame for these terrible acts.
8. **Facts regarding child sexual abuse:** Materials should state the following facts regarding child sexual abuse in order to diffuse common misconceptions that are common/prevalent.
The materials must include (but are not limited to) **all of the following facts:**
 - **Fact:** Prevention efforts are effective in stopping child sexual abuse and by learning the facts, parents can make a difference.
 - **Fact:** An abuser is generally someone the family knows and trusts; someone who has easy and consistent access to the youth. The idea that the perpetrator is a “stranger lurking in a dark alley” is most often not the case.
 - **Fact:** Adults miss opportunities to prevent child sexual abuse because of misinformation and confusing stereotypes. Sexual abuse can happen to any child. Anyone can be perpetrators of sexual abuse, regardless of social status, ethnicity, race, or creed. In addition, both male and female adults sexually abuse children, and even children can sexually abuse other children.
 - **Fact:** Most people who have experienced abuse do not become abusers.
9. **Signs of abuse:** The materials should cover signs that a youth may exhibit if they are a victim of abuse. A child exhibiting many of these signs could be experiencing other stressors that are affecting their well-being, such as divorce or bullying. However, if an adult witnesses a combination of these signs, they should pay close attention and, if appropriate, immediately report them to the parent or the proper authorities.

Examples of behavioral signs of abuse may include (but are not limited to) the following:

- Sleep disturbances.
- Regression of toilet training.
- Sudden personality changes.
- Older youth reverting back to younger behaviors.
- Unexplained fear or refusal to be around a certain individual, or refusal to go to typical activities.
- Sexual reactivity that is inappropriate for the youth's stage of development.
- Self-harming behaviors, such as cutting.
- Participating in self-defeating or high risk behaviors, such as substance abuse.
- Sexual reactivity - when a child reacts in a sexual manner to things that happen. Typically the child is under the age of 12 years old and have been sexually abused, exposed to sexual activity, or have lived in highly sexualized environments.

Examples of physical signs may include (but are not limited to) the following:

- Difficulty walking or sitting.
- Torn clothing.
- Stained or bloody underwear.
- Pain or itching in the genital area.
- Sudden weight gain, or loss.
- New marks on the child.

10. **Human Trafficking:** The materials generally cover that human trafficking is a form of abuse and modern-day slavery in which traffickers use force, fraud, or coercion to control victims for the purpose of engaging in commercial sex acts or labor services against his/her will. These crimes include digital trafficking, including the production and distribution of photographs, videos, and other media of underage victims through online social networks, and could also include sexting. If the materials are only meant to cover child sexual abuse, the should state that there is more in-depth training available regarding human trafficking issues.

SECTION III

REQUIRED CONCEPTS AND EXPECTATIONS for Human Trafficking Prevention ONLY

1. **Consistency with the law:** The materials demonstrate an understanding of Utah code. They do not have inconsistencies with Utah's laws in regard to **human trafficking or the code related to human trafficking prevention instructional materials**, including the following:
 - [Utah Code 53E-9-203](#) Activities prohibited without prior written consent - Validity of consent -Qualifications -Training on implementation.
 - [Utah Code 76-5-308](#) Human trafficking for labor.
 - [Utah Code 76-5-308.5](#) Human trafficking of a child -- Penalties.
 - [Utah Code 76-5-309](#) Benefitting from trafficking and human smuggling -- Penalties.
 - [Utah Code 76-5-310](#) Aggravated human trafficking -- Penalties.
 - [Utah Code 76-5-311](#) Human trafficking of a vulnerable adult -- Penalties.
 - Understanding human trafficking as a form of abuse: Curriculum content should include both sex and labor trafficking. See [Utah Code 78A-6-105](#), which specifies the definition of "Abuse".
2. **Definition of Human Trafficking:** Cover the definition and concepts related to human trafficking. Human trafficking is a form of modern-day slavery in which traffickers use force, fraud, or coercion to control those they abuse for the purpose of engaging in commercial sex acts or labor services against their will. These crimes include digital trafficking, including the production and distribution of photographs, videos, and other media of underage victims through online social networks. Children who are exploited for commercial sex acts or for labor are unwilling subjects of human trafficking, even if force, fraud, or coercion are not used to compel their participation in those acts. It may be helpful to also explain the concepts of force, fraud, and coercion.
3. **Forms of human trafficking: The materials must cover concepts for both sex trafficking and labor trafficking.**
 - **Sex trafficking** means the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for the purpose of a commercial sex act, in which the commercial sex act is induced by force, fraud, or coercion; or in which the person induced to perform such act has not attained 18 years of age. Note: A child (under 18) cannot consent to any form of commercial sex. Thus, exchanging anything of value (money, food, water,

shelter, controlled substances, a ride, etc.) for sex with a minor is a form of human trafficking where the minor is always the victim.

- **Labor trafficking** means the recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for labor or services, using force, fraud, or coercion. (See [Utah Code 76-5-308](#)). Note: Labor trafficking can occur at industrial facilities, sweatshops, households, agricultural enterprises, even in the child's own home, or any other workplace. The key question is whether the labor was obtained using force, fraud, or coercion.

Examples of labor trafficking situations may include (but are not limited to) when a child:

- is not permitted and/or is physically restrained from leaving their work environment or from quitting to find another job.
- shows signs of physical abuse or injury from the employer.
- appears to be fearful of or under the control of the person who employs them.
- is afraid of being handed over to the authorities due to threats of the employer.
- is forced to work under a threat of violence.
- is forced to work by the employer as a way of repaying a loan or services that the employer has provided or will provide to the child or the child's family (such as travel or immigration services).
- has their movements and freedom restricted by their employer.
- is kept isolated and prevented from getting help.
- has their activities restricted and monitored closely.
- is escorted or guarded by associates of the traffickers.
- is not allowed to have access to their own documents, such as a birth certificate, passport, or visa.
- is not provided payment for work.
- is not provided a safe work conditions or an environment free of physical, mental, and emotional threats and coercion.
- is not permitted to "work off" a debt, or the debt is continuously added to so it becomes impossible to work off.
- is forced to work long or late hours.
- is consistently not provided regular breaks, as required by labor law.

Examples of what is not labor trafficking of a child may include (but are not limited to) when a child is asked by their parent to:

- help with chores in their home
- work on their home work
- assist with yard work

4. **Recognizing general warning signs of human trafficking:** In addition to the general warning signs that a person may be abusing a child (outlined in section I), the information should focus on teaching adults how to recognize specific warning signs that a child has possibly been or is being trafficked or exploited. No single indicator is necessarily proof of human trafficking, but recognizing the signs is the first step in identifying those who are potentially being subjected to trafficking.

Examples of general warning signs of human trafficking may include (but are not limited to) the following:

- **Emotional signs:** fear, sadness, mood changes, problems sleeping, acting out, isolating themselves, keeping to themselves more than usual, refusing to be left alone with certain people, they emphasize keeping secrets, they have a sudden decline in grades and/or they stop participating in activities that they normally love.
- **Physical signs:** an attempt to conceal scars, bruises, or other signs of maltreatment. They may also be “branded” with tattoos. They may present as hungry or malnourished. They may act uncomfortable with showing skin, or they may be inappropriately dressed based on weather conditions or surroundings. They may also show up with new or expensive clothing, revealing clothing, jewelry, or other items (such as phones or makeup) and not be able to explain where they came from, OR they may say they were “gifts”. They may have to take unexplained calls and have to leave at a moment’s notice. They may also be seen with adults that they introduce as their “boyfriend” or “girlfriend”. They seem to be very controlled by adults and they are afraid to make the adult angry or upset.

5. **Human trafficking safe harbor amendments:** Utah law clarifies that victims of human trafficking should be treated as such, and not subjected to arrest or criminal prosecution for acts they engaged in as a result of trafficking. This concept is known as “safe harbor.” Children engaged in commercial sex cannot be subjected to juvenile delinquency proceedings, but must be treated as victims of abuse and referred to services through Division of Child and Family Services (DCFS). (See U.C.A. 76-10-1302; 76A-6-105). Children victimized in any form of labor trafficking (i.e. being forced, defrauded, or coerced into selling drugs, etc.) should also be considered abuse victims. Children wrongfully adjudicated as “delinquent” for conduct they engaged in only as a result of trafficking can petition courts to have those convictions vacated. (See U.C.A. 78A-6-1114). Legislation has removed references to “child prostitution” or “child prostitutes” throughout the Utah Code. This recognizes the fact that children engaged in commercial sex are being exploited and are legally considered victims of human trafficking.

6. **Effects of Human Trafficking:** The materials should cover that human trafficking can cause various physical and/or mental health problems. The effects of human trafficking are numerous and widespread. Survivors report increased likelihood of substance abuse, anxiety, insecurity, fear, medical issues, and trauma. The side effects include increased risk of cognitive impairment, memory loss, depression, eating disorders, and even suicide. Both male and female survivors are more likely to engage in prostitution and many report a loss of their innocence and lifelong, devastating emotional effects, carrying shame throughout their life.
7. **Trauma bond:** The materials should cover that those who perpetrate human trafficking hold control of their victim to induce commercial sex or forced labor. The trafficker sustains control by using privilege, intimidation, manipulation, isolation, coercion, minimizing, denying, blaming, and forms of abuse that includes economic, emotional, sexual abuse. The trafficker's imposed controls often lead to the trauma bond that is created between the trafficker and the person being trafficked. A strong emotional attachment can form that is characterized by cycles of abuse and intermittent positive reinforcement. The trauma bond can make it difficult to leave the relationship and also sometimes results in the person who is being trafficked being extremely defensive of their abuser. The victim may be extremely loyal, seem to be obsessive over the trafficker, continue to seek contact with the trafficker even though it continues to cause pain, or return to the trafficking situation voluntarily.
8. **Poly-victimization:** The materials should cover that victims of human trafficking who undergo multiple mental, physical and emotional forms of trauma experience poly-victimization. The traumatization leads to change in the plasticity of the brain and a "rewiring" of cognitive functions.
9. **Using a trauma-informed approach to discuss possible victimization with a child:** The materials should cover that trauma changes normal or typical reactions of a child. Adults need to be provided tools to help formulate the proper questions and responses to the child. The trauma-informed approach changes an adult's perspective from questioning why a youth is difficult, to understanding what has happened to the youth and asking questions in a more sensitive, focused manner.
10. **Facts regarding human trafficking:** Materials should state the following facts regarding human trafficking in order to diffuse common misconceptions that are common/prevalent (such as the notion that human trafficking only occurs abroad; that traffickers are always strangers; and that victims always have visible chains). **The materials must include** (but are not limited to) **all of the following:**

- **Fact:** Human trafficking exists in every country, including the United States. It exists nationwide—in cities, suburbs, and rural towns—and probably in your own community.
- **Fact:** Human trafficking victims can be any age, race, gender, or nationality: young children, teenagers, women, men, runaways, United States citizens, and foreign-born individuals. Victims come from all socioeconomic backgrounds.
- **Fact:** Individuals may have heard about sex trafficking, but forced labor is also a significant and prevalent type of human trafficking. Victims are found in legitimate and illegitimate labor industries, including sweatshops, massage parlors, agriculture, restaurants, hotels, and domestic service. Often, victims are forced, defrauded, or coerced into engaging in criminal activities such as selling drugs or retail theft. Note that sex trafficking and forced labor are both forms of human trafficking involving the exploitation of a person.
Fact: According to state and federal law, any minor under the age of 18 who is induced to perform commercial sex acts is a victim of human trafficking, regardless of whether he or she is forced or coerced.
- **Fact:** Human trafficking is not the same as smuggling. “Trafficking” is exploitation-based and does not require movement across borders. Although transporting a person for the purpose of commercial sex or forced labor is one way of committing human trafficking, trafficking can also occur without movement of a person. “Smuggling” is movement-based and involves moving a person who is not lawfully entitled to be in the state, in violation of immigration laws.
- **Fact:** Human trafficking is often a hidden crime. Victims may be afraid to come forward and get help; they may be forced or coerced through threats or violence; they may fear retribution from traffickers, including danger to their families; and they may not be in possession or have control of the identification documents.

11. Where trafficking occurs: The materials should cover that traffickers may systematically target vulnerable individuals by frequenting locations where said individuals congregate (e.g., malls, schools, shelters, parks, bus and train stations, foster and group homes, and social media networks).

12. How victims are trafficked: The materials should cover that traffickers use force, fraud, and coercion to compel individuals to engage in these activities. Victims of human trafficking include men, women, and children who are U.S. citizens, permanent residents, or foreign nationals.

13. **Force:** The materials should cover the concept of force. Force can involve the use of physical restraint or serious physical harm. Physical violence, including rape, beatings, and physical confinement, is often employed as a means to control victims, especially during the early stages of victimization when the trafficker breaks down the victim's resistance.
14. **Fraud:** The materials should cover the concept of fraud. Fraud can involve false promises regarding employment, wages, working conditions, or other matters. For example, individuals might travel to another country under the promise of well-paying work at a farm or factory only to find themselves manipulated into forced labor. Others might reply to advertisements promising modeling, nanny, or service industry jobs overseas, but be forced into commercial sex once they arrive at their destination.
15. **Coercion:** The materials should cover the concept of coercion. Coercion can involve threats of serious harm to or physical restraint against any person. Any scheme, plan or pattern intended to cause a person to believe that failure to perform an act would result in serious harm to or physical restraint against any person, or the abuse or threatened abuse of the legal process are other forms of coercion. These methods used to traffic victims are often subtle, to the point that the victim themselves may not recognize the full scope of the coercive scheme. If the victim is not working voluntarily but because they fear some serious consequence (including physical, emotional, reputational, or financial harm), they are being trafficked.
16. **Familial trafficking:** The materials should cover the concept of familial trafficking, which is when a family member (parent, sister/brother, aunt/uncle, etc.) exploits the family power dynamics and vulnerabilities of the child or youth to compel them into a trafficking situation it is called familial trafficking.
17. **How traffickers target, recruit, and control vulnerable children:** The material must discuss how traffickers target, recruit, and control vulnerable children and use specific examples. Traffickers target vulnerable children and lure them into forced labor and commercial sex and other forms of sexual exploitation. In fact, the vast majority of child victims in the commercial sex industry and in forced labor are recruited and controlled by traffickers. Traffickers often use the internet to recruit their victims. Trafficking victims can also become traffickers by recruiting their peers.
18. **Recruitment and control tactics:**
The materials must include (but are not limited to) **all of the following:**
 - **provide false feelings of love and affection.**

- create a dependency on drugs or alcohol or exploiting or manipulating an existing drug addiction.
- isolate the victims from others.
- physically, sexually, or verbally abuse the victim.
- confine the victim.
- control access to food or shelter.
- place the victim in “debt”.
- exhaust victims with long work hours and quotas.
- threaten friends, family, or other victims.
- convince the child that engaging in commercial sex or other forced labor is better than the life they have at home.
- supplying or buying expensive items.

19. **Possible indicators that a child is being trafficked:** There are various indicators that may be present in a youth who is a victim of human trafficking. Some signs could indicate that there are other stressors occurring in a youth’s life that are affecting their well-being, such as divorce or bullying. However, if an adult observes a combination of these signs, they should be attentive and make sure to talk to the child about them immediately.

The materials must cover, (but are not limited to) all of the following possible indicators of both child sexual trafficking and child labor trafficking.

The materials must include (but are not limited to) all of the following indicators of child sex trafficking:

- an inability to attend school on a regular basis and/or unexplained absences.
- frequently running away from home.
- references made to frequent travel to other cities.
- bruises or other signs of physical trauma, withdrawn behavior, depression, anxiety, or fear.
- lack of control over a personal schedule and/or identification or travel documents.
- hunger, malnourishment, or inappropriate dress (based on weather conditions or surroundings).
- signs of drug addiction.
- coached or rehearsed responses to questions.
- a sudden change in attire, behavior, relationships, or material possessions (e.g., expensive items).
- uncharacteristic promiscuity and/or references to sexual situations or terminology beyond age specific norms.
- a “boyfriend” or “girlfriend” who is noticeably older and/or controlling.

- an attempt to conceal scars, tattoos, or bruises.
- a sudden change in attention to personal hygiene.
- tattoos (a form of branding) displaying the name or moniker of a trafficker, such as “daddy”.
- hyperarousal or symptoms of anger, panic, phobia, irritability, hyperactivity, frequent crying, temper tantrums, regressive behavior, and/or clinging behavior.
- hypo arousal or symptoms of daydreaming, inability to bond with others, inattention, forgetfulness, and/or shyness.
- Use of terminology associated with the sex industry such as “the life” or “the game,” “turning tricks,” “hustling,” and “the track”.
- Use of websites and apps known for selling explicit services.

The materials must include (but are not limited to) all of the following indicators of child labor trafficking:

- being unpaid, paid very little, or paid only through tips.
- being employed but not having a school-authorized work permit.
- being employed and having a work permit but clearly working outside the permitted hours for students.
- owing a large debt and being unable to pay it off.
- not being allowed breaks at work or being subjected to excessively long work hours.
- being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss.
- not being in control of his or her own money.
- living with an employer or having an employer listed as a student’s caregiver.
- a desire to quit a job but not being allowed to do so.
- hunger, malnourishment, or inappropriate dress (based on weather conditions or surroundings).

20. Recognize the characteristics of healthy relationships: With the prevalence of feigned love and affection in the recruitment of trafficking, adults should emphasize what a healthy relationship looks like and what are red flags in relationships.

21. Responsibility to respect boundaries: Adults need to understand that a person who is uncomfortable with some behavior or unwilling to participate may be reluctant to actively say “no.” Sometimes they are fearful or feel social pressure or have other reasons for keeping quiet, freezing up, or even reluctantly going along with the behavior. It is the responsibility of every person to recognize and respect the wishes of others, even if they are not always communicated verbally.

Children need to be taught to honor and understand that others have boundaries, and that they need to avoid pushing those boundaries.

22. **How to react:** In addition to the items about how to react in section I, adults need to understand that victims of human trafficking sometimes may not realize they are being abused or they may not self-identify as a “victim”. Those being trafficked often blame themselves for their situation or often feel responsible for it to some degree. If you suspect a youth or child is being trafficked, don’t force the label of victim, or; interview or force the youth to talk; or show injuries. Immediately report what you suspect to law enforcement.
-

PREVENTION RESOURCES

Examples of resources that may be included or referred to for content:

Resources for Child Sexual Abuse:

- Utah Child Abuse and Neglect Reporting Hotline: 1-855-323-3237 and [Utah's Division of Child and Family Services webpage](#)
- [National Child Traumatic Stress Network webpage](#) regarding Child Sexual Abuse
- Center for Disease Control [Child Abuse and Neglect Prevention](#) website
- National Center for Victims of Crime [Child Sexual Abuse Statistics](#)
- SafeUT: download the app on your phone or go to the website: [SafeUT.org](#)

Resources for Human Trafficking:

- Utah Human Trafficking Tip Line: The Utah Human Trafficking Tip Line is a 24-hour tip line run by the Utah Attorney General’s office. Call the tip line to report tips about human trafficking. Leave a detailed message, along with your contact information and an investigator from the SECURE Strike Force will return your call
- Call 801–200–3443
- Utah Attorney General’s Internet Crimes Against Children Task Force: The Internet Crimes Against Children Task Force (ICAC) is a multi-jurisdictional task force that investigates and prosecutes individuals who use the Internet to exploit children
- ICAC Tip Line: 801.281.1211
- ICAC Email: utahicac@agutah.gov
- National Human Trafficking Hotline: The [National Human Trafficking Hotline](#) is a national, toll- free hotline, available to answer calls, texts, and live chats from anywhere in the United States, 24 hours a day, 7 days a week, in more than 200 languages. The National Hotline’s mission is to connect human trafficking victims and survivors to critical support and services to get help and stay safe, and to

equip the anti-trafficking community with the tools to effectively combat all forms of human trafficking. The National Hotline offers round-the-clock access to a safe space to report tips, seek services, and ask for help.

- Call 1-888-373-7888 -Text BeFree (233733)
- National Center for Missing and Exploited Children (NCMEC): As the nation's clearinghouse & comprehensive reporting center for all issues related to the prevention of and recovery from child victimization, NCMEC leads the fight against abduction, abuse, and exploitation - because every child deserves a safe childhood
- CyberTipline is the nation's centralized reporting system for the online exploitation of children. The public and electronic service providers can make reports of suspected online enticement of children for sexual acts, extra-familial child sexual molestation, child pornography, child sex tourism, child sex trafficking, unsolicited obscene materials sent to a child, misleading domain names, and misleading words or digital images on the internet.
www.cybertipline.com
- NetSmartz is a place where the public and electronic service providers can report suspected online and offline child sexual exploitation. The millions of reports made each year uniquely situate NCMEC to identify trends and create prevention resources to address the evolving needs of kids and teens online.
www.netsmartz.org
- NetSafe Utah provides online videos and resources for kids, teens, parents and educators, including Internet Safety information that Utah schools need to meet the Children's Internet Protection Act (CIPA) requirements. www.netsafeutah.org
- U.S. Department of Education, Office of Safe and Healthy Students, Human Trafficking in America's Schools <http://safesupportivelearning.ed.gov/human-trafficking-america-schools>
- SafeUT: download the app on your phone or go to the website: SafeUT.org