

Human Trafficking (HT) Prevention

SCORING RUBRIC FOR PARENTS & GUARDIANS INSTRUCTIONAL MATERIALS (IM)

This rubric is taken from the Guidelines/Expectations from USBE prevention webpage. Scorers may use the guidelines as an in-depth clarifying tool

Adult-serving Youth (ASY) is any adult who works with children not related to them. This includes teachers, coaches, nurses, volunteers, advocates, and other paid and non-paid staff.

<p><i>Does the potential publisher meet the following expectations?</i></p>	<p style="text-align: center;">Directions for reviewers using this rubric: <i>Record your findings based on whether the elements are evident or not. Mark yes or no.</i></p>		
<p><i>Do the IMs give examples of.....</i></p>	<p>YES = Element consistently meets/exceeds guidelines. Use this rating when most lessons you review meet or exceed the expectation.</p> <p>NO = Element does not satisfy the criterion</p>		
<p><i>Method of teaching</i></p>	<p>The training of parents, caregivers, & guardian should be oriented to empower them as the primary trainers of their children. The training should include interactive portions.</p>		

Limits of training:	Training should focus on prevention and interruption of human trafficking.		
<p><i>Are IMs in compliance & show familiarity with the law and Utah State Board Education (USBE) rule? R277-630</i></p>	<p>Read and understand Utah’s laws and the USBE rule regarding human & labor trafficking and child sexual abuse.</p> <p>53G-9-207; Child Sexual Abuse/ HT Prevention</p> <p>53E-9-302 Student data protection</p> <p>53E-9-203; (Activities prohibited without prior written consent)</p> <p>76-5-308; Human trafficking for labor)</p> <p>76-5-308.5; (Human trafficking of a child)</p> <p>76-5-309; (Benefitting from trafficking and human smuggling – Penalties)</p> <p>76-5-310; (Aggravated Human Trafficking– Penalties)</p> <p>76-5-311; (Aggravated Human Trafficking of a vulnerable adult- Penalties)</p> <p>78A-6-105; (Definitions)</p>	YES	NO

	76-10-1302 Safe Harbor		
<i>Do the IMs give examples of Cultural differences and/or special populations:</i>	Be mindful of your own cultural upbringing and teach to the individual in equitable ways.	YES	NO
<i>All bolded terms are minimum expectations.</i>	REQUIRED PROGRAM CONCEPTS <i>Accompanying information should be treated as explanatory to the bolded term.</i>		
<i>Do the IMs give examples of Trafficking definition?</i>	Human trafficking is a form of 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. Child victims exploited for commercial sex acts are human trafficking victims, even if no force, fraud, or coercion is used to compel their participation in those acts.	YES	NO

<p><i>Do the IMs give examples of</i> Adult responsibilities?</p>	<p>Adults who do not know what to look for, say, or do miss critical opportunities to prevent human trafficking. By becoming educated, ASYs make the world a safer place for youths. Every adult is responsible for the safety of children. If someone approaches a youth who is a target for human trafficking, adults need to prevent, recognize, and react responsibly</p>	<p>YES</p>	<p>NO</p>
<p><i>Do the IMs give examples of</i> Appropriate adult behavior?</p>	<p>IMs should focus on teaching youths what appropriate adult behavior is and making clear that it is the responsibility of adults to keep youths safe. Youths should be taught that they have the right to ask an adult to stop inappropriate behavior and to report any behavior that concerns them to a trusted adult. Adults also have a legal responsibility not to abuse or exploit children and can be punished for doing so. Modeling appropriate behavior is a preferred method of teaching.</p>	<p>YES</p>	<p>NO</p>
<p>Scorers to provide comments for all "no" responses</p>			
	<p>FORMS OF TRAFFICKING IN PERSON</p>		

<p><i>Do the IMs give examples of Sex trafficking?</i></p>	<p>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.</p>	<p>YES</p>	<p>NO</p>
<p><i>Do the IMs give examples of Labor Trafficking Definition?</i></p>	<p>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 76-5-308.5; (Human trafficking of a child)). Note: Labor trafficking can include labor in industrial facilities, sweatshops, households, agricultural enterprises, or any other workplace. The key question is whether the victim's labor was obtained through the use of force, fraud, or coercion.</p>	<p>YES</p>	<p>NO</p>
	<p>HUMAN TRAFFICKING SAFE HARBOR AMENDMENTS</p>		
<p><i>Do the IMs give examples of Human trafficking</i></p>	<p>Utah law has clarified that victims of human trafficking should be treated as such, and not subjected to arrest or criminal prosecution for acts they engaged in only as a result of trafficking. This concept is</p>	<p>YES</p>	<p>NO</p>

<p>safe harbor amendments?</p>	<p>known as “safe harbor.” Utah law has clarified that 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 76-10-1302 Safe Harbor) (78A-6-105; (Definitions)) 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 delinquent for conduct they engaged in only as a result of trafficking can petition courts to have those convictions vacated.</p>		
<p><i>Do the IMs give examples of Effects of Human Trafficking?</i></p>	<p>HT is prevalent and 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, and even suicide. Many victims report that they feel their innocence was taken from them, and that the emotional effects are lifelong and devastating.</p>	<p>YES</p>	<p>NO</p>
<p><i>Do the IMs give examples of Trauma bond?</i></p>	<p>The trafficker holds control of the 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</p>	<p>YES</p>	<p>NO</p>

	trauma bond that is created between the trafficker and the victim.		
<i>Do the IMs give examples of Poly-victimization:</i>	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.	YES	NO
Using a trauma-informed approach to discuss possible victimization with a child:	Trauma changes normal or typical reactions of a child. ASYs need to be provided tools to help them 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.	YES	NO
Scorers to provide comments for all “no” responses			
<i>Do the IMs give examples of Myths and Misconceptions:</i>	Human Trafficking myths and misconceptions are common/prevalent. The notion that HT only occurs abroad; that victims are only foreign-born or impoverished individuals; that traffickers are always strangers; and that victims always have visible chains.	YES	NO

	<p>Myth #1: HT does not occur in the United States. It only happens in other countries. Fact: HT exists in every country, including the United States. It exists nationwide—in cities, suburbs, and rural towns—and probably in your own community.</p> <p>Myth #2: HT victims are only foreign-born individuals and those who are poor. Fact: HT 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.</p> <p>Myth #3: HT is only sex trafficking. 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.</p> <p>Myth #4: Individuals must be forced or coerced into commercial sex acts to be a victim of HT. Fact: According to state and federal law, any minor under the age of</p>		
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	<p>18 who is induced to perform commercial sex acts is a victim of HT, regardless of whether he or she is forced or coerced.</p> <p>Myth #5: HT and human smuggling are the same.</p> <p>Fact: HT 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.</p> <p>Myth #6: All HT victims attempt to seek help when in public.</p> <p>Fact: HT 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</p>		
<p><i>Do the IMs give examples of Where can trafficking occur?</i></p>	<p>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.)</p>	<p>YES</p>	<p>NO</p>
<p>How victims are trafficked:</p>	<p>Traffickers use force, fraud and coercion to compel individuals to engage in these activities. Victims of human trafficking include men,</p>	<p>YES</p>	<p>NO</p>

	women, and children who are U.S. citizens, permanent residents, or foreign nationals.		
<i>Do the IMs give examples of Force:</i>	Force can involve the use of physical restraint or serious physical harm. Physical violence, including rape, beatings, and physical confinement, is often employed to control victims, especially during the early stages of victimization when the trafficker breaks down the victim's resistance	YES	NO
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.	YES	NO
<i>Do the IMs give examples of Coercion:</i>	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	YES	NO

	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.		
Scorers to provide comments for all “no” responses		YES	NO
<i>Do the IMs give examples of Familial trafficking?</i>	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 is familial trafficking.	YES	NO
	TRAFFICKER RECRUITMENT METHOD		
<i>Do the IMs give examples of Trafficker recruitment method:</i>	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.	YES	NO

<p><i>Do the IMs give examples of Trafficker tactics:</i></p>	<ul style="list-style-type: none"> • 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 child that engaging in commercial sex or other forced labor is better than the life they have at home • supplying or buying expensive items 	<p>YES</p>	<p>NO</p>
<p><i>Do the IMs give examples of Possible indicators of a victim of <u>human trafficking</u>?</i></p>	<p>There are various 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 ASY observes a combination of these signs, they should be attentive and make sure to address them immediately.</p>	<p>YES</p>	<p>NO</p>
<p>Possible indicators of a <u>child sex trafficking</u> victim:</p>	<p>An inability to attend school on a regular basis and/or unexplained absences</p> <ul style="list-style-type: none"> • 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 	<p>YES</p>	<p>NO</p>

	<p>travel documents</p> <ul style="list-style-type: none"> • 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 		
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<p><i>Do the IMs give examples of Possible indicators of a <u>child labor trafficking</u> victim:</i></p>	<ul style="list-style-type: none"> • 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) 	YES	NO
<p>Scorers to provide comments for all “no” responses</p>			
<p><i>Do the IMs give examples of Perpetrator information and traits?</i></p>	<p>Perpetrators often look and act like everyday people. They can be charming, charismatic, and pillars in the community. Perpetrators will attempt to earn trust, thus challenging ASY’s instincts and causing them to let down their guard. They are methodical in their</p>	YES	NO

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 ADA Compliant November 2023

	efforts to keep up the image they have worked to create. Respected and admired members of society can be perpetrators, including those in the workplace.		
<i>Do the IMs give examples of Risk factors?</i>	Certain traits or behaviors of a youth can put them at higher risk (e.g. those who have a history of sexual abuse, dating violence, low self-worth, and lack of social support). Other factors include lack of personal safety, isolation, emotional distress, homelessness, poverty, family dysfunction, substance abuse, mental illness, learning disabilities, developmental delay, childhood sexual abuse, and sexual exploitation by family members or peers. Children and youth who are engaged in sexting or have been victims of sextortion are also at risk for human trafficking and exploitation.	YES	NO
Scorers to provide comments for all “no” responses			
	LAWS AND RESPONSIBILITIES REGARDING PREVENTION AND DISCLOSURE		
<i>Do the IMs give examples of Mandatory reporting and requirements?</i>	In Utah, all adults are legally obligated to report suspected child trafficking, not just teachers, social workers, or police. Anyone who suspects any type of human trafficking to any child is required by law to call and report. There is an added importance to reporting for ASYs as they are in a position of trust and power. If one suspects a	YES	NO

	youth is being (or has been) human trafficked, that person should immediately call law enforcement and Utah’s 24-hour Child Protection Line: 1-855-323-3237. The national human trafficking hotline is 888-373-7888.		
<i>Do the IMs give examples of How to react:</i>	Victims of human trafficking may not self-identify as a victim. Trafficking victims 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; interview or force the youth to talk; or show injuries. Immediately report what you suspect to law enforcement. When a youth discloses being a victim of trafficking, the reaction plays an important part in whether the youth will continue to confide or will shut off. Parents and guardians should actively listen as the youth share experiences and ask themselves “am I showing care and love, or am I quick to cast aside their experiences in response to my own uncomfortable feelings?” Youths will pick up on everything from mannerisms to attentiveness (or lack thereof), and potentially judge themselves “guilty” or “dirty” according to how they feel their parent or guardian perceives them. It is important to learn what to say, and what not to say.	YES	NO
<i>Do the IMs give examples of Establish trust in the</i>	• Don’t “interview” the youth; allow law enforcement and professionals to do that.	YES	NO

<p>following ways:</p>	<ul style="list-style-type: none"> • Help the youth feel comfortable. • Reassure the youth the abuse is not his or her fault. • Don't react with shock, anger, or disgust. • Don't force a youth to talk. • Don't force a youth to show injuries. • Use terms and language that the youth can understand. • Don't teach the youth new terms or words; speak clearly and simply. • Find out what the youth wants from you. • Be honest with the youth. • Confirm the validity of the youth's feelings. • Be supportive, and help the youth understand that he or she does not have to carry the burden alone. 		
<p><i>Do the IMs give examples of What to expect when you report:</i></p>	<p>Try to have as much information on hand as possible, including the name of the youth and his or her parents/caretakers; the youth's 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 youth. By following the appropriate steps for reporting, chances are the youth will not be traumatized further by multiple interviews and the case will remain untainted by outside sources. After reporting potential trafficking case, you are turning over the information to authorities and have no legal right to further details.</p>	<p>YES</p>	<p>NO</p>

	PREVENTION		
<i>Do the IMs give examples of School policy:</i>	Each school has procedures and prevention policies set in place to protect against human trafficking. ASYs should educate themselves on schools' programs and work closely with parents and guardians to reinforce these practices at home. Coordinating efforts in both the school and home environments provides a clear and unified discussion of human trafficking, its terminology and signs, and the proper ways to report when one suspects trafficking.	YES	NO
Minimize risk:	Set clear boundaries and rules with a youth's time and think carefully about the safety of situations. Consider the safety of any isolated, one-on-one settings, and choose group situations whenever possible. ASYs should monitor internet use-- including what youths are posting online—and ensure they are using privacy settings online and on apps. Be aware of who youths or children are in contact with online. Perpetrators take advantage of internet anonymity to lure youths into trafficking and begin the recruiting process.	YES	NO
<i>Do the IMs give examples of how to Trust your intuition?</i>	When reflecting on someone's behavior, consider the following: Does it 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, then trust your instincts and act. Never	YES	NO

	confront a suspected trafficker. Doing so can put you and especially the child or youth at risk. Contact law enforcement who will then open an investigation. Reporting what you suspect may save the life of a child.		
<i>Do the IMs give examples of Set and respect family boundaries:</i>	All members of the family have rights to privacy in dressing, bathing, sleeping, and other personal activities. If anyone does not respect these rights, an adult should clearly tell them the family rules.	YES	NO
Recognize the characteristics of healthy relationships:	With the prevalence of feigned love and affection in the recruitment of trafficking, ASYs should teach their students what a healthy relationship looks like and what are red flags.	YES	NO
<i>Do the IMs give examples of Right to say no:</i>	Teach youths the right to say no when anyone wants to engage in activities that make the youths feel uncomfortable. Teach youths to say NO firmly and loudly. Explain that doing this will not get them in trouble. Teach youths about “bad secrets” and the difference between a surprise and a secret. Empower youths with the right to privacy and to say no, but pair it with the understanding that the adults are the ones responsible for correct behavior.	YES	NO
<i>Do the IMs give examples of Responsibility to respect boundaries:</i>	Teach youths that a person who is uncomfortable with some behavior or unwilling to participate may not actively say “no.” Sometimes they are fearful or feel social pressure or have other reasons for keeping quiet, freezing up, or even reluctantly going	YES	NO

	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. Teach children to understand the need to empathize and understand others' desires or wishes and avoid pushing their boundaries.		
<i>Do the IMs give examples of Communication:</i>	ASYs should talk to youths about human trafficking with clarity and confidence and in a trauma-informed way. All prevention efforts are strengthened by the reinforcement of prevention concepts by caregivers. Practicing what to say and using trauma-informed methods will help prepare for the conversations. Making sure youths have the words they need to describe situations that make them feel confused, uncertain, or uncomfortable.	YES	NO
Accountability:	Youths shouldn't have the burden of preventing human trafficking by themselves. Adults must act on their commitment to keeping youths safe by learning to recognize and respond to inappropriate behaviors around youths, before a youth is harmed, and reporting if something has occurred.	YES	NO
<i>Do the IMs give examples of Safety plans:</i>	Make a plan ahead of time about: 1. What are the boundaries for adult interactions with youths, including social media, internet, and texting boundaries? 2. What will be said if there is behavior that violates those boundaries? 3. How will the ASY report abuse (what	YES	NO

	number to call, what information is needed, etc.)? 4. How will the youth report abuse?		
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Human Trafficking (HT) Prevention

SCORING RUBRIC FOR ADULT SERVING YOUTH (ASY) INSTRUCTIONAL MATERIALS (IM)

This rubric is taken from the Guidelines/Expectations from USBE prevention webpage. Scorers may use the guidelines as an in-depth clarifying tool

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Limits of training:	Training should focus on prevention and interruption of human trafficking.		
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<p><i>Do the IMs give examples of Human trafficking safe harbor amendments?</i></p>	<p>Utah law has clarified that victims of human trafficking should be treated as such, and not subjected to arrest or criminal prosecution for acts they engaged in only as a result of trafficking. This concept is known as “safe harbor.” Utah law has clarified that children engaged in commercial sex cannot be subjected to juvenile delinquency proceedings but must be treated as victims of abuse and referred to</p>	<p>YES</p>	<p>NO</p>

	<p>services through Division of Child and Family Services (DCFS). (See 76-10-1302 Safe Harbor) 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 delinquent for conduct they engaged in only as a result of trafficking can petition courts to have those convictions vacated.</p>		
<p><i>Do the IMs give examples of Effects of Human Trafficking?</i></p>	<p>HT is prevalent and 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, and even suicide. Many victims report that they feel their innocence was taken from them, and that the emotional effects are lifelong and devastating.</p>	YES	NO
<p><i>Do the IMs give examples of Trauma bond?</i></p>	<p>The trafficker holds control of the 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 victim.</p>	YES	NO
<p><i>Do the IMs give examples of Poly-victimization?</i></p>	<p>Victims of human trafficking who undergo multiple mental, physical and emotional forms of trauma experience poly-victimization. The</p>	YES	NO

	traumatization leads to change in the plasticity of the brain and a “rewiring” of cognitive functions.		
<i>Do the IMs give examples of Using a trauma-informed approach to discuss possible victimization with a child?</i>	Trauma changes normal or typical reactions of a child. ASYs need to be provided tools to help them 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.	YES	NO
Scorers to provide comments for all “no” responses			
<i>Do the IMs give examples of Myths and Misconceptions?</i>	HT myths and misconceptions are common/prevalent. The notion that HT only occurs abroad; that victims are only foreign-born or impoverished individuals; that traffickers are always strangers; and that victims always have visible chains. Myth #1: HT does not occur in the United States. It only happens in other countries. Fact: HT exists in every country, including the United States. It exists nationwide—in cities, suburbs, and rural towns—and probably in your own community.	YES	NO

	<p>Myth #2: HT victims are only foreign-born individuals and those who are poor.</p> <p>Fact: HT 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.</p> <p>Myth #3: HT is only sex trafficking.</p> <p>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.</p> <p>Myth #4: Individuals must be forced or coerced into commercial sex acts to be a victim of HT.</p> <p>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 HT, regardless of whether he or she is forced or coerced.</p> <p>Myth #5: HT and human smuggling are the same.</p> <p>Fact: HT is not the same as smuggling. "Trafficking" is exploitation-based and does not require movement across borders. Although</p>		
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	<p>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.</p> <p>Myth #6: All HT victims attempt to seek help when in public.</p> <p>Fact: HT 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</p>		
<i>Do the IMs give examples of Where can trafficking occur:</i>	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.)	YES	NO
How victims are trafficked:	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.	YES	NO
<i>Do the IMs give examples of Force:</i>	Force can involve the use of physical restraint or serious physical harm. Physical violence, including rape, beatings, and physical confinement, is often employed to control victims, especially during	YES	NO

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	the early stages of victimization when the trafficker breaks down the victim's resistance		
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.	YES	NO
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.	YES	NO
Scorers to provide comments for all "no"			

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responses			
<i>Do the IMs give examples of Familial trafficking:</i>	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 is familial trafficking.	YES	NO
Trafficker recruitment method:	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.	YES	NO
Trafficker tactics:	<ul style="list-style-type: none"> • 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 child that engaging in commercial sex or other forced labor is better than the life they have at home • supplying or buying expensive items 	YES	NO

<p><i>Do the IMs give examples of Possible indicators of a victim of human trafficking:</i></p>	<p>There are various 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 ASY observes a combination of these signs, they should be attentive and make sure to address them immediately.</p>	<p>YES</p>	<p>NO</p>
<p><i>Do the IMs give examples of Possible indicators of a child sex trafficking victim:</i></p>	<p>an inability to attend school on a regular basis and/or unexplained absences</p> <ul style="list-style-type: none"> • 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 	<p>YES</p>	<p>NO</p>

	<p>controlling</p> <ul style="list-style-type: none"> • 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 		
<p><i>Do the IMs give examples of Possible indicators of a child labor trafficking victim:</i></p>	<ul style="list-style-type: none"> • 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, 	<p>YES</p>	<p>NO</p>

	malnourishment, or inappropriate dress (based on weather conditions or surroundings)		
Scorers to provide comments for all “no” responses			
<i>Do the IMs give examples of Perpetrator information and traits:</i>	Perpetrators often look and act like everyday people. They can be charming, charismatic, and pillars in the community. Perpetrators will attempt to earn trust, thus challenging ASY’s instincts and causing them to let down their guard. They are methodical in their efforts to keep up the image they have worked to create. Respected and admired members of society can be perpetrators, including those in the workplace.	YES	NO
<i>Do the IMs give examples of Risk factors?</i>	Certain traits or behaviors of a youth can put them at higher risk (e.g. those who have a history of sexual abuse, dating violence, low self-worth, and lack of social support). Other factors include lack of personal safety, isolation, emotional distress, homelessness, poverty, family dysfunction, substance abuse, mental illness, learning disabilities, developmental delay, childhood sexual abuse, and sexual exploitation by family members or peers. Children and youth who are engaged in sexting or have been victims of sextortion are also at risk for human trafficking and exploitation.		

<p><i>Do the IMs give examples of Vulnerable populations?</i></p>	<p>Vulnerable youth populations include those involved in the Children Juvenile Justice System; Division of Child and Family Services (DCFS) and the foster care system; refugees and immigrant youth; homeless and runaway youth; lesbian, gay, bisexual, or transgender (LGBTQ+) youth; and American Indian/Native Alaskan youth.</p>	<p>YES</p>	<p>NO</p>
<p>Scorers to provide comments for all “no” responses</p>			
	<p>LAWS AND RESPONSIBILITIES REGARDING PREVENTION AND DISCLOSURE</p>		
<p><i>Do the IMs give examples of Mandatory reporting and requirements:</i></p>	<p>In Utah, all adults are legally obligated to report suspected child trafficking, not just teachers, social workers, or police. Anyone who suspects any type of human trafficking to any child is required by law to call and report. There is an added importance to reporting for ASYs as they are in a position of trust and power. If one suspects a youth is being (or has been) human trafficked, that person should immediately call law enforcement and Utah’s 24-hour Child Protection Line: 1-855-323-3237. The national human trafficking hotline is 888-373-7888.</p>	<p>YES</p>	<p>NO</p>

Required Concepts	<i>Do the Instruction Materials adequately cover these required program concepts? Is each definition clearly explained?</i>	YES	NO
<i>Do the IMs give examples of Human Trafficking Victims?</i>	Trafficking can and does happen to anyone. Most often the trafficker is someone the victim knows or has met (in the real world or online) and feels they can trust them. Youths who have been trafficked may feel the abuse is somehow their fault – that they brought it on themselves or encouraged it in some way. It is important to teach that the responsibility falls on the adult who committed the acts and that as youths they are in no way to blame	YES	NO
<i>Do the IMs give examples of Human Trafficking Prevention?</i>	<i>Do the Instruction Materials adequately cover these required program concepts? Is each definition clearly explained?</i>	YES	NO
<i>Do the IMs give examples of Be safe in various situations?</i>	Youths should learn rules that keep them safe from people, places, and situations that make them feel unwelcomed, scared, uncomfortable, or confused. Remind youths they have the right to say “no” in any situation that makes them feel unsafe, and they should tell a trusted adult (for example, parent, guardian, relative, teacher, and clergy). Youths should learn skills to get them out of	YES	NO

	situations as fast as possible when the person, place, or situation makes them feel unwelcomed, scared, uncomfortable, or confused.		
<i>Do the IMs give examples of Appropriate use of technology:</i>	<p>Age-appropriate scaffolded curriculum should focus on teaching youths the norms of appropriate and responsible behavior regarding technology use. Give examples of appropriate and responsible behavior regarding technology use, and examples of behaviors that put the youths at risk to be in situations that make them feel unwelcomed, scared, uncomfortable, or confused. According to the International Society for Technology, elements may include:</p> <ul style="list-style-type: none"> • Digital Etiquette: electronic standards of conduct or procedure • Digital Communication: electronic exchange of information • Digital Literacy: process of teaching and learning about technology and the use of technology • Digital Access: full electronic participation in society • Digital Commerce: electronic buying and selling of goods • Digital Law: electronic responsibility for actions and deeds • Digital Rights and Responsibilities: those freedoms extended to everyone in a digital world • Digital Health and Wellness: physical and psychological well-being in a digital technology world • Digital Security (self-protection): electronic precautions to guarantee safety 	YES	NO

<p><i>Do the IMs give examples of Appropriate adult behavior?</i></p>	<p>Age-appropriate scaffolded IMs should focus on teaching youths what good adult behavior looks like. Modeling good adult behavior is a preferred method of teaching. Youths should be taught that they have the right to ask an adult to stop and can report any behavior that concerns them to a trusted adult (for example, parent, guardian, relative, teacher, and clergy). Adults should not give gifts to youths and expect repayment or something in return. i. Examples may include:</p> <ul style="list-style-type: none"> • Respecting a youth's requests for more personal space • Not touching private areas (unless medically necessary) • Keeping doors open if a youth is alone with an adult • Not telling jokes about private body areas • Not sharing personal or intimate details of his or her home life 	<p>YES</p>	<p>NO</p>
<p>How to react:</p>	<p>Victims of human trafficking may not self-identify as a victim. Trafficking victims 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; interview or force the youth to talk; or show injuries. Immediately report what you suspect to law enforcement. When a youth discloses being a victim of trafficking, the reaction plays an important part in whether the youth will continue to confide or will shut off. ASYs should actively listen as the youth share experiences and ask themselves "am I showing care and love, or am I quick to cast aside their experiences in response to my own uncomfortable feelings?" Youths</p>	<p>YES</p>	<p>NO</p>

	will pick up on everything from mannerisms to attentiveness (or lack thereof), and potentially judge themselves “guilty” or “dirty” according to how they feel their ASY perceives them. It is important to learn what to say, and what not to say.		
<i>Do the IMs give examples of Establish trust in the following ways:</i>	<ul style="list-style-type: none"> • Don’t “interview” the youth; allow law enforcement and professionals to do that. • Help the youth feel comfortable. • Reassure the youth the abuse is not his or her fault. • Don’t react with shock, anger, or disgust. • Don’t force a youth to talk. • Don’t force a youth to show injuries. • Use terms and language that the youth can understand. • Don’t teach the youth new terms or words; speak clearly and simply. • Find out what the youth wants from you. • Be honest with the youth. • Confirm the validity of the youth’s feelings. • Be supportive, and help the youth understand that he or she does not have to carry the burden alone. 	YES	NO
What to expect when you (ASY)report:	Try to have as much information on hand as possible, including the name of the youth and his or her parents/caretakers; the youth’s 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 youth. By following the appropriate steps for reporting, chances are the youth will not be traumatized further by multiple interviews and the case will remain untainted by outside sources. After reporting potential trafficking	YES	NO

	case, you are turning over the information to authorities and have no legal right to further details.		
	PREVENTION		
<i>Do the IMs give examples of School policy:</i>	Each school has procedures and prevention policies set in place to protect against human trafficking. ASYs should educate themselves on schools’ programs and work closely with parents and guardians to reinforce these practices at home. Coordinating efforts in both the school and home environments provides a clear and unified discussion of human trafficking, its terminology and signs, and the proper ways to report when one suspects trafficking.	YES	NO
Minimize risk:	Set clear boundaries and rules with a youth’s time and think carefully about the safety of situations. Consider the safety of any isolated, one-on-one settings, and choose group situations whenever possible. ASYs should monitor internet use-- including what youths are posting online—and ensure they are using privacy settings online and on apps. Be aware of who youths or children are in contact with online. Perpetrators take advantage of internet anonymity to lure youths into trafficking and begin the recruiting process.	YES	NO
<i>Do the IMs give examples of how to Trust your</i>	When reflecting on someone’s behavior, consider the following: Does it seem odd? Does it make you feel uncomfortable? Does it seem to	YES	NO

intuition?	happen all the time or too often? Has anyone else commented or noticed? If the answer is yes, then trust your instincts and act. Never confront a suspected trafficker. Doing so can put you and especially the child or youth at risk. Contact law enforcement who will then open an investigation. Reporting what you suspect may save the life of a child.		
Set and respect family boundaries:	All members of the family have rights to privacy in dressing, bathing, sleeping, and other personal activities. If anyone does not respect these rights, an adult should clearly tell them the family rules.	YES	NO
Recognize the characteristics of healthy relationships:	With the prevalence of feigned love and affection in the recruitment of trafficking, ASYs should teach their students what a healthy relationship looks like and what are red flags.	YES	NO
Right to say no:	Teach youths the right to say no when anyone wants to engage in activities that make the youths feel uncomfortable. Teach youths to say NO firmly and loudly. Explain that doing this will not get them in trouble. Teach youths about “bad secrets” and the difference between a surprise and a secret. Empower youths with the right to privacy and to say no, but pair it with the understanding that the adults are the ones responsible for correct behavior.	YES	NO
<i>Do the IMs give examples of Responsibility to</i>	Teach youths that a person who is uncomfortable with some behavior or unwilling to participate may not actively say “no.”	YES	NO

respect boundaries:	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. Teach children to understand the need to empathize and understand others' desires or wishes and avoid pushing their boundaries.		
Communication:	ASVs should talk to youths about human trafficking with clarity and confidence and in a trauma-informed way. All prevention efforts are strengthened by the reinforcement of prevention concepts by caregivers. Practicing what to say and using trauma-informed methods will help prepare for the conversations. Making sure youths have the words they need to describe situations that make them feel confused, uncertain, or uncomfortable.	YES	NO
Accountability:	Youths shouldn't have the burden of preventing human trafficking by themselves. Adults must act on their commitment to keeping youths safe by learning to recognize and respond to inappropriate behaviors around youths, before a youth is harmed, and reporting if something has occurred.	YES	NO
<i>Do the IMs give examples of Safety plans:</i>	Make a plan ahead of time about: 1. What are the boundaries for adult interactions with youths, including social media, internet, and texting boundaries? 2. What will be said if there is behavior that	YES	NO

	violates those boundaries? 3. How will the ASY report abuse (what number to call, what information is needed, etc.)? 4. How will the youth report abuse?		

Human Trafficking (HT) Prevention

SCORING RUBRIC FOR YOUTH INSTRUCTIONAL MATERIALS (IM)

This rubric is taken from the [Guidelines/Expectations from USBE prevention webpage](#).
Scorers may use them as a clarifying tool

<p><i>Does the potential publisher meet the following expectations?</i></p> <p><i>Do the IMs give examples of.....</i></p>	<p>Directions for reviewers using this rubric: <i>Record your findings based on whether the elements are evident or not.</i> <i>Mark yes or no.</i></p> <p>YES = Element consistently meets/exceeds guidelines. Use this rating when most lessons you review meet or exceed the expectation.</p> <p>NO = Element does not satisfy the criterion</p>	YES	NO
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<i>All bolded terms are minimum expectations.</i>	Accompanying information <i>should be treated as explanatory to the bolded term.</i>		
<p>Are IMs in compliance & show familiarity with the law and Utah State Board Education (USBE) rule? <u>R277-630</u></p>	<p>Read and understand Utah’s laws and the USBE rule regarding human & labor trafficking and child sexual abuse.</p> <p>53G-9-207; Child Sexual Abuse/ HT Prevention</p> <p>53E-9-302 Student data protection</p> <p>53E-9-203; (Activities prohibited without prior written consent)</p> <p>76-5-308; Human trafficking for labor)</p> <p>76-5-308.5; (Human trafficking of a child)</p> <p>76-5-309; (Benefitting from trafficking and human smuggling – Penalties)</p> <p>76-5-310; (Aggravated Human Trafficking– Penalties)</p> <p>76-5-311; (Aggravated Human Trafficking of a vulnerable adult- Penalties)</p> <p>78A-6-105; (Definitions)</p> <p>76-10-1302 Safe Harbor</p>	YES	NO
<p>Do the IMs give examples of Cultural differences,</p>	<p>Mindful of own cultural upbringing and teaches to the individual in equitable ways. Consider more specialized instruction when needed. Use teaching aids and lessons that are adaptable for cultural relevance and special populations</p>	YES	NO

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special populations			
<i>Do the IMs give examples of Curriculum adaptations for different ages?</i>	IM content should be adapted for age groups dependent upon cognitive abilities and special populations.	YES	NO
<i>Do the IMs give examples of Understanding human trafficking as a form of abuse:</i>	IM content should include both sex and labor trafficking. (See 78A-6-105; (Definitions))	YES	NO
Scorers to provide comments for all “no” responses			

Required Concepts	<i>Do the Instruction Materials adequately cover these required program concepts? Is each definition clearly explained?</i>	YES	NO
<i>Do the IMs give examples of Human Trafficking</i>	Human trafficking is a form of 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	YES	NO

	their will. Child victims exploited for commercial sex acts are human trafficking victims, even if force, fraud, or coercion are not used to compel their participation in those acts.		
<i>Do the IMs give examples of Sex Trafficking Definition?</i>	The recruitment, harboring, transporting, 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. Sex trafficking can include digital trafficking, including the production and distribution of photographs, videos, and other media of underage victims through online social networks.	YES	NO
<i>Do the IMs give examples of Labor Trafficking Definition?</i>	The recruitment, harboring, transportation, provision, obtaining, patronizing, or soliciting of a person for labor or services, using force, fraud, or coercion. Labor trafficking situations may include when a child: <ul style="list-style-type: none"> • cannot leave their work environment or cannot quit to find another job • shows signs of physical abuse or injury from employer • appears to be fearful of or under the control of the person who employs them • is threatened or afraid of being handed over to the authorities • is forced to work under a threat of violence 	YES	NO

	<ul style="list-style-type: none"> • is demanded to work as a way of repaying a loan or service to the employer and their freedom is restricted • is kept isolated and prevented from getting help, and their activities are restricted and are watched, escorted, or guarded by associates of the traffickers. 		
<i>Do the IMs give examples of Grooming</i>	Is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a youth and often with the youth’s parent or other adults in their life.	YES	NO
<i>Do the IMs give examples of Grooming tricks?</i>	<p>Grooming tricks may include:</p> <ul style="list-style-type: none"> •Fake trustworthiness – pretending to be the youth’s friend in order to gain their trust <p>Fake romantic relationship – providing false feelings of love and affection</p> <ul style="list-style-type: none"> •Testing boundaries – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.) 	YES	NO

<p><i>Do the IMs give examples of what a trafficker might say or do at different stages in the grooming process, pointing out how it might be hard to recognize at first, the gradual pace, and how it escalates over time?</i></p>	<ul style="list-style-type: none"> •Touch – from regular, mostly comfortable non-sexual touch to “accidental” touch of private parts, often over time •Intimidation – using fear, embarrassment, or guilt to keep a youth from telling anyone •Sharing sexual material – capitalizing on a youth’s natural curiosity to normalize sexual behavior by showing pictures, videos, text messages, photos, websites, notes, etc., of asexual nature •Breaking rules – encouraging a youth to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future •Drugs and alcohol – breaking the rules (see above) and/or making the youth less able to stop the abuse because they’re under the influence of the substance •Communicating secretly – texting, emailing, or calling in an unexpected way (parents don't know about it, it happens a lot, the youth is told to keep it a secret) •Blaming and confusing – making the youth feel responsible for the abuse or what could happen to the youth, his/her family, or the abuser if the youth tell anyone. <p>Giving gifts—traffickers may give gifts then expect a re-payment or may make the youth feel like they owe the trafficker in some way</p>		
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<i>Do the IMs give examples of Human Trafficking Victims?</i>	Trafficking can and does happen to anyone. Most often the trafficker is someone the victim knows or has met (in the real world or online) and feels they can trust them. Youths who have been trafficked may feel the abuse is somehow their fault – that they brought it on themselves or encouraged it in some way. It is important to teach that the responsibility falls on the adult who committed the acts and that as youths they are in no way to blame	YES	NO
<i>Do the IMs give examples of Risk factors?</i>	Certain traits or behaviors of a youth can put them at higher risk (e.g. those who have a history of sexual abuse, dating violence, low self-worth, and lack of social support). Other factors include lack of personal safety, isolation, emotional distress, homelessness, poverty, family dysfunction, substance abuse, mental illness, learning disabilities, developmental delay, childhood sexual abuse, and sexual exploitation by family members or peers. Children and youth who are engaged in sexting or have been victims of sextortion are also at risk for human trafficking and exploitation.	YES	NO
<i>Do the IMs give examples of Vulnerable populations?</i>	Vulnerable youth populations include those involved in the Children Juvenile Justice System; Division of Child and Family Services (DCFS) and the foster care system; refugees and immigrant youth;	YES	NO

	homeless and runaway youth; lesbian, gay, bisexual, or transgender (LGBTQ+) youth; and American Indian/Native Alaskan youth.		
Provide comments for all “no” responses			
	HUMAN TRAFFICKING PREVENTION		
<i>Do the IMs give examples of Be safe in various situations?</i>	Youths should learn rules that keep them safe from people, places, and situations that make them feel unwelcomed, scared, uncomfortable, or confused. Remind youths they have the right to say “no” in any situation that makes them feel unsafe, and they should tell a trusted adult (for example, parent, guardian, relative, teacher, and clergy). Youths should learn skills to get them out of situations as fast as possible when the person, place, or situation makes them feel unwelcomed, scared, uncomfortable, or confused.	YES	NO
<i>Do the IMs give examples of Appropriate use of technology:</i>	Age-appropriate scaffolded curriculum should focus on teaching youths the norms of appropriate and responsible behavior regarding technology use. Give examples of appropriate and responsible behavior regarding technology use, and examples of	YES	NO

	<p>behaviors that put the youths at risk to be in situations that make them feel unwelcomed, scared, uncomfortable, or confused. According to the International Society for Technology, elements may include:</p> <ul style="list-style-type: none"> • Digital Etiquette: electronic standards of conduct or procedure • Digital Communication: electronic exchange of information • Digital Literacy: process of teaching and learning about technology and the use of technology • Digital Access: full electronic participation in society • Digital Commerce: electronic buying and selling of goods • Digital Law: electronic responsibility for actions and deeds • Digital Rights and Responsibilities: those freedoms extended to everyone in a digital world • Digital Health and Wellness: physical and psychological well-being in a digital technology world • Digital Security (self-protection): electronic precautions to guarantee safety 		
<p><i>Do the IMs give examples of Appropriate adult behavior?</i></p>	<p>Age-appropriate scaffolded IMs should focus on teaching youths what good adult behavior looks like. Modeling good adult behavior is a preferred method of teaching. Youths should be taught that they</p>	<p>YES</p>	<p>NO</p>

	<p>have the right to ask an adult to stop and can report any behavior that concerns them to a trusted adult (for example, parent, guardian, relative, teacher, and clergy). Adults should not give gifts to youths and expect repayment or something in return. i. Examples may include:</p> <ul style="list-style-type: none"> • Respecting a youth's requests for more personal space • Not touching private areas (unless medically necessary) • Keeping doors open if a youth is alone with an adult • Not telling jokes about private body areas • Not sharing personal or intimate details of his or her home life 		
<p><i>Do the IMs give examples of how to Trust your feelings?</i></p>	<p>Youths should listen to themselves and trust their feelings. This includes anything from an uneasy feeling at being alone with an adult, inappropriate activities that make them feel uncomfortable, or inappropriate comments about their body or matters of a sexual nature, and more. They should communicate feelings with an adult they trust and keep telling until they receive help. Youths should also tell an adult if they suspect a friend is being trafficked or exploited in any way. "Gut" feelings can be an indicator that something is wrong or headed in that direction.</p>	YES	NO
<p><i>Do the IMs give examples of Body ownership</i></p>	<p>Body ownership is the idea that one is in charge of their own body and may choose how they use their body, including deciding who may and may not touch their body. Include topic such as: the child being in control and the "boss" of their own body, "private zones,"</p>	YES	NO

	and how to recognize and respond to inappropriate touch, or touches or activities that make one uncomfortable.		
<i>Do the IMs give examples of No secrets about inappropriate activities?</i>	If someone tells a youth to keep a secret about inappropriate activities, instruct the youth to tell another adult. Give scenarios to youths that all have the same answer: "Tell an adult you trust!" Include activities to help youths outline a safety plan, both physically and verbally.	YES	NO
<i>Do the IMs display how to recognize general warning signs?</i>	Age-appropriate scaffolded IMs should focus on teaching youths how to recognize general warning signs of a friend possibly being trafficked or exploited. Remind youths how "red flags," or indicators, can help alert law enforcement agencies, school administrators, staff, and parents to a human trafficking situation. Youths should be taught that no single indicator is necessarily proof of human trafficking. Recognizing the signs is the first step in identifying potential victims. i. Emotional signs: fear, sadness, mood changes, problem sleeping, acting out, refusing to be left alone with certain people, emphasis on keeping a secret ii. Physical signs: an attempt to conceal scars or bruises, tattoos, hunger, malnourishment, or inappropriate dress (based on weather conditions or surroundings)	YES	NO

	<p>iii. Emphasize that if a friend reports to them, they should tell a trusted adult (parent, guardian, relative, teacher, and clergy). This is not breaking a promise but being a good friend, so their friend isn't hurt.</p> <p>iv. If a friend is acting differently, encourage them to check in on that friend.</p>		
<p><i>Do the IMs give examples of how to Recognize warning signs of a person who is abusing a position of power or trust?</i></p>	<p>Age appropriate scaffolded IMs should focus on teaching youths how to recognize warning signs of a person who is abusing a position of power or trust. Remind youths how "red flags," or indicators, can help alert law enforcement agencies, school administrators, staff, and parents to a human trafficking situation. Youths should be taught that no single indicator is necessarily proof of human trafficking. Recognizing the signs is the first step in identifying potential victims.</p> <p>Examples include:</p> <p>Person having a close personal relationship with youth</p> <ul style="list-style-type: none"> • Person spending time alone with youth, time before or after school with youth, time in private spaces with youth, flirting with youth, and making off-color remarks • Reemphasize trusting intuition and that a person they like could still hurt them • Person may be in a position of power, such as an older youth, 	<p>YES</p>	<p>NO</p>

	<p>teacher, coach, parent, sibling, other relative, or employer</p> <ul style="list-style-type: none"> • Person shows increased interest in, or isolation of, a youth • Person gives special attention and gifts to a youth or takes youth on special outings • Person constantly texts/calls youth • Person spends more time with youth than adults and tries to be alone with a youth • Person tries to isolate the youth from his or her friends and/or parents • Person displays behavior that may make a youth uncomfortable • Person insists on hugging, touching, kissing, tickling, or holding a youth even when the youth does not want this • Person shows pictures or videos to a youth that makes them uncomfortable • Person emphasizes secrecy • Person uses secrecy, blame, or threats to maintain control • Person may be charming, charismatic, and a pillar in the community • Person may be respected and admired members of society 		
	<p>RESPONDING TO A DISCLOSURE</p>		

<p><i>Do the IMs give examples of how to create a reporting plan?</i></p>	<p>Youths should be provided necessary tools to know what sexual abuse human trafficking is and what is normal and what is wrong and how to report it. Help them create a strategy that is clear and concise. Questions they should be able to answer include: What do you do if you suspect someone is being abused or if it's happening to you? What are the specific names you can write down today of people you know you can trust to help you?</p>	<p>YES</p>	<p>NO</p>
<p><i>Do the IMs give examples of how to Report:</i></p>	<p>Telling an adult who can help about suspected trafficking or exploitation can lead to protecting the person being trafficked or exploited. No one deserves to be abused or afraid. i. Emergency call 911 ii. Utah Human Trafficking Tip line: 801-200-3443. 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 about human trafficking. Leave a detailed message, along with your contact information, and an investigator from the SECURE Strike Force will return your call. iii. National Human Trafficking Hotline: 888-373-7888 or text 233733 (BEFREE). National Human Trafficking Hotline: The National Human Trafficking Hotline is a national, tollfree 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</p>	<p>YES</p>	<p>NO</p>

	<p>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. 7 iv. Internet Crimes Against Children (ICAC) Tip line: 801-281-1211 or email ICAC. Utah Attorney General’s Internet Crimes Against Children Task Force is a multi-jurisdictional task force that investigates and prosecutes individuals who use the Internet to exploit children.</p>		
Provide comments for all “no” responses			

DRAFT Child Sexual Abuse (CSA) Prevention **2-15-24**
SCORING RUBRIC FOR Parents & Guardians INSTRUCTIONAL MATERIALS
(IM)

This rubric is taken from the Guidelines/Expectations from USBE prevention webpage.

Scorers may use them as a clarifying tool

<p><i>Does the potential publisher meet the following expectations?</i></p> <p><i>Do the IMs give examples of.....</i></p>	<p><i>An Adult-serving Youth (ASY) is any adult who works with children not related to them. This includes teachers, coaches, nurses, volunteers, advocates, and other paid and non-paid staff.</i></p> <p style="text-align: center;"><i>Directions for reviewers using this rubric:</i></p> <p style="text-align: center;"><i>Record your findings based on whether the elements are evident or not. Mark yes or no.</i></p> <p>YES = Element consistently meets/exceeds guideline. Use this rating when most lessons you review meet or exceed the expectation.</p> <p>NO = Element does not satisfy the criterion</p>		
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Method of teaching:	The training of parents & guardians should be oriented to empower them as the primary trainers of their children. The training should include interactive portions.	YES	NO
Limits of training:	Training should focus on prevention and interruption of child sexual abuse.		
<i>Are IMs in compliance & show familiarity with the law and Utah State Board Education (USBE) rule?</i> R277-630	Read and understand Utah's laws regarding sexual abuse. 53G-9-207; Child Sexual Abuse/ HT Prevention 53E-9-302 Student data protection 53E-9-203; (Activities prohibited without prior written consent)	YES	NO
Cultural differences & special populations	Mindful of own cultural upbringing and teaches to the individual in equitable ways.	YES	NO
All bolded terms are minimum expectations	REQUIRED CONCEPTS Accompanying information should be treated as explanatory to the bolded term		
<i>Do the IMs give examples of Sexual misconduct?</i>	Any act or acts by any person involving sexual molestation or exploitation of a youth including but not limited to incest, prostitution, rape, sodomy, or any lewd and lascivious conduct involving a youth.	YES	NO

	<p>Any sexual act by an adult that makes the youth feel uncomfortable.</p> <p>This can include physical and non-physical contact, pictures, inappropriate jokes or communication and other grooming behaviors.</p>		
<p><i>Do the IMs gives examples of</i> Appropriate physical contact:</p>	<p>Clarify the difference between safe/healthy touch and unsafe/unhealthy touch or behaviors that use language appropriate for grade level. Example:</p> <p>The private parts of your body are the parts of the body that are covered by a bathing suit.</p> <ul style="list-style-type: none"> • Safe touch: Anything that feels good and leaves us happy and comfortable. Examples include holding hands with friends, sharing meals, warm hugs from loving parents. • Unsafe touch: Anything that leaves us feeling unsafe, confusing, or uneasy, excited or uncomfortable. Examples include touches involving special parts that are private to us, or touches that are told to be kept secret. 	YES	NO
<p><i>Do the IMs gives examples of</i> Adult responsibilities:</p>	<p>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 youths. Every adult is responsible for the safety of children. If</p>	YES	NO

	someone approaches a youth in a sexual way, adults are the ones who need to prevent, recognize, and react responsibly.		
<i>Do the IMs gives examples of Effects of sexual abuse:</i>	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 victims are more likely to engage in prostitution than if they had not been abused. The economic strain on the community represents the second most expensive crime behind murder, costing the U.S. billions annually. Many victims report that they feel their innocence was taken from them, and that the emotional effects are lifelong and devastating.	YES	NO
Appropriate adult behavior	IMs should focus on teaching youths what good adult behavior looks like so that it is clear that it is the responsibility for adults to keep youths safe. Youths should be taught that they have the right to ask an adult to stop and that youths can report any behavior that concerns them to a trusted adult. Modeling good adult behavior is a preferred method of teaching.	YES	NO

<p><i>Do the IMs gives examples of Grooming cycle:</i></p>	<p>Extensive personal actions and behaviors that build trust with youths (and often their caregivers) can be a step in the process of abuse. This “grooming” typically takes place over time and develops into inappropriate physical contact. If an adult or older youth seems overly interested or creates opportunities to be alone with another youth, it is important to be aware and stop the cycle immediately. Parents and guardians who know and recognize these behaviors are better prepared to prevent sexual abuse before it happens. Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a youth and often the youth’s parent or other caregiver.</p> <p>Groomers use tricks: Grooming is a subtle (hard to notice), gradual (slow), and escalating (more and worse over time) process of building “trust” with a youth and often the youth’s parent or other caregiver.</p> <p>Grooming tricks include:</p>	YES	NO
<p><i>Do the IMs give examples</i></p>	<p>Fake trustworthiness – pretending to be the youth’s friend in</p>		

<p>of these tricks & of what an abuser might say or do at different stages in the grooming process, pointing out how it might be hard to recognize at first, the gradual pace, and how it escalates over time.</p>	<p>order to gain their trust</p> <ul style="list-style-type: none"> • Testing boundaries – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.) • Touch – from regular, mostly comfortable non-sexual touch to “accidental” touch of private parts, often over time • Intimidation – using fear, embarrassment, or guilt to keep a youth from telling anyone • Sharing sexual material – capitalizing on a youth’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 youth to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future • Drugs and alcohol – breaking the rules (see above) and/or making the youth less able to stop the abuse because they’re under the influence of the substance • Communicating secretly – texting, emailing, or calling in an unexpected way (parents don’t know about it, it happens a lot, the youth is told to keep it a secret) 		
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	<ul style="list-style-type: none"> • Blaming and confusing – making the youth feel responsible for the abuse or what could happen to the youth, his/her family, or the abuser if the youth tells anyone 		
<i>Do the IMs gives examples of Where abuse occurs:</i>	Anywhere there are youths (homes, schools, bedrooms, locker-rooms, cars, social media, etc.) Sexual abuse is a crime that fuels off of secrecy and trust. In short, wherever youths are alone physically or virtually with an adult is a potential place where they could be subjected to sexual abuse.	YES	NO
<i>Do the IMs gives examples of Trafficking:</i>	Human trafficking is a form of 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 distribution of photographs, videos, and other media of underage victims’ through online social networks.	YES	NO
<i>Do the IMs gives examples of Myth-busting facts:</i>	<ul style="list-style-type: none"> • Prevention efforts do matter and by learning the facts, caregivers can make a difference. • Adults miss opportunities to prevent child sexual abuse because of misinformation and confusing stereotypes. An abuser takes on all shapes and sizes, regardless of social status, ethnicity, race, or creed. • 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. • Sexual abuse doesn’t only happen to 	YES	NO

	<p>girls; it is not only committed by men. Boys and girls alike can be victims, just as women can be perpetrators of sexual abuse.</p> <ul style="list-style-type: none"> • Most victims do not become abusers. 		
<p><i>Do the IMs gives examples of Signs of abuse:</i></p>	<p>There are many different signs that may be given by a youth who is a victim of abuse. Many signs together could even mean other stressors are occurring in a youth's life that are affecting their well-being, such as divorce or bullying. However, if a parent or guardian witnesses a combination of these signs, they should pay close attention and make sure to address it immediately.</p>	YES	NO
<p><i>Do the IMs gives examples of Behavioral signs from a victim:</i></p>	<ul style="list-style-type: none"> • Sleeping disturbances • Sudden personality changes • Older youths 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 behaviors or high risk, such as substance abuse 	YES	NO
<p>Physical signs from a victim:</p>	<ul style="list-style-type: none"> • Difficulty walking or sitting • Torn clothing • Stained or bloody underwear • Pain or itching in the genital area • Sudden weight gain, or loss 	YES	NO

<p><i>Do the IMs gives examples of Perpetrator information and traits:</i></p>	<p>Perpetrators can look and act like everyday people, and often try to blend into society. They can be charming, charismatic, and pillars in the community. Perpetrators will attempt to earn trust, thus challenging parent and guardians’ instincts and causing them to let down their guard. They are methodical in their efforts to keep up the image they have worked to create. People who society respects and admires can be perpetrators, including those in the workplace. Adults who have access to youths before or after school, or in private situations are more likely to sexually abuse youths. Any employee, including volunteers, might abuse. Sexual predators in schools are often well-liked or considered excellent teachers. Rumors can an important source of information on educator or caregiver sexual misconduct.</p>	<p>YES</p>	<p>NO</p>
<p><i>Do the IMs gives examples of Risk factors:</i></p>	<p>Certain traits or behaviors of a youth can put them at higher risk. Those who are insecure, have low self-esteem, feel lonely, or are disconnected are particularly vulnerable. Other factors include if he/she lacks access to information about sex and sexuality, or is exposed to videos, music, or video games that are violent, sexually explicit, or degrading to women. If there is unsupervised access to technology (the internet, cell phone), or the youth has a disability (cognitive, physical, emotional and/or learning), he or she may be susceptible.</p>	<p>YES</p>	<p>NO</p>
<p>Comments to support your “NO” response</p>			

	LAWS AND RESPONSIBILITIES REGARDING PREVENTION AND DISCLOSURE		
<i>Do the IMs gives examples of Mandatory reporting and requirements:</i>	In Utah, all adults are legally obligated to report suspected abuse, not just teachers, social workers, or police. Anyone who suspects any type of abuse to any child is required by law to call and report. There is an added importance to reporting for parents and guardians as they are in a position of trust and power. If one suspects a youth is being (or has been) sexually abused, that person 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.	YES	NO
<i>Do the IMs gives examples of How to react:</i>	When a youth discloses sexual abuse, the reaction plays an important part in whether the youth will continue to confide or will shut off. Parents and guardians should actively listen as the youth share experiences and ask themselves: Am I showing care and love, or am I quick to cast aside their experiences in response to my own uncomfortable feelings? Youths will pick up on everything from our mannerisms to our attentiveness (or lack thereof), and potentially judge themselves “guilty” or “dirty” according to how they feel parents and guardians perceive them. It is important to learn what to say, and what not to say.	YES	NO
<i>Do the IMs gives examples of Establish</i>	<ul style="list-style-type: none"> • Don’t “interview” the youth; allow law enforcement and professionals to do that. 	YES	NO

<p>trust in the following ways:</p>	<ul style="list-style-type: none"> • Help the youth feel comfortable. • Reassure the youth the abuse is not his or her fault. • Don't react with shock, anger, or disgust. • Don't force a youth to talk. • Don't force a youth to show injuries. • Find out what the youth wants from you. • Be honest with the youth. • Confirm the validity of the youth's feelings. • Be supportive, and help the youth understand that he or she does not have to carry the burden alone. • Use terms and language that the youth can understand. • Don't teach the youth new terms or words; speak clearly and simply. 		
<p><i>Do the IMs gives examples of</i> What to expect when you report:</p>	<p>Try to have as much information on hand as possible, including the name of the youth and his or her parents/caretakers; the youth's 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 youth. By following the appropriate steps for reporting, chances are the youth will not be traumatized further by multiple interviews and the case will remain untainted by outside sources. After reporting potential abuse, you are turning over the information to authorities and have no legal right to further details.</p>	<p>YES</p>	<p>NO</p>
<p>Comments to support your "NO" response</p>			

	PREVENTION		
<i>Do the IMs gives examples of School policy:</i>	Each school has procedures and prevention policies set in place to protect against sexual abuse and sexual predators. Parents and guardians should educate themselves on school’s programs and work closely with school officials to reinforce these practices at home. Coordinate efforts in both the school and home environments to provide a clear and unified discussion of abuse, its terminology and signs, and the proper ways to report when one suspects abuse.	YES	NO
Minimize risk	Set clear boundaries and rules with a youth’s time, and think carefully about the safety of situations in which older youths have access to younger children. Parents and guardians should ensure multiple adults are present to supervise. Consider the safety of any isolated, one-on-one settings, and choose group situations whenever possible. Caregivers should monitor youth’s internet and social media use because perpetrators use the internet to lure youths into physical contact.	YES	NO
<i>Do the IMs gives examples of Trust your</i>	When reflecting on someone’s behavior, consider the following: Does it seem odd? Does it make you feel uncomfortable? Does it seem to happen all the time or too often? Has anyone else	YES	NO

intuition:	commented or noticed? If the answer is yes, then trust your instincts and act. Confronting the person, or reporting what you suspect, may just save the life of a child.		
Set and respect family boundaries:	All members of the family have rights to privacy in dressing, bathing, sleeping, and other personal activities. If anyone does not respect these rights, an adult should clearly tell them the family rules.	YES	NO
Right to say no:	Teach youths the right to say no when anyone wants to touch anywhere normally covered by a swimming suit. Teach youths to say NO loudly. Explain that doing this will not get them in trouble. Teach youths about “bad secrets” and the difference between a surprise and a secret. Empower youths with the right to privacy and to say no, but pair it with the understanding that the adults are the ones responsible for correct behavior.	YES	NO
<i>Do the IMs gives examples of</i> Communication:	Parents and guardians should talk to youths about sexual abuse with clarity and confidence. All prevention efforts are strengthened by the reinforcement of prevention concepts. Practicing what to say will help to prepare for the conversations. Making sure youths have the words they need to describe situations that make them feel mixed up or uncomfortable. Experts suggest when talking to youths about body parts, that it is best to use the correct names, i.e. penis and vagina. When nicknames are used it can make it difficult or confusing for the youth to report.	YES	NO

<p><i>Do the IMs gives examples of</i> Accountability:</p>	<p>Youths shouldn't have the burden of preventing sexual abuse by themselves. Adults must act on their commitment to keeping youth safe by learning to recognize and respond to inappropriate behaviors around youth, before a youth is harmed, and reporting if something has occurred.</p>	<p>YES</p>	<p>NO</p>
<p>Safety plans:</p>	<p>Make a plan ahead of time about: 1. What are the boundaries are for adult interactions with youths, including in regard to social media, the internet, and texting? 2. What will be said if there is behavior that violates those boundaries? 3. How will the parent or guardian report abuse (what number to call, what information is needed, etc.)? 4. How will the youth report abuse?</p>	<p>YES</p>	<p>NO</p>
<p>Comments to support your "NO" response</p>			

Child Sexual Abuse (CSA) Prevention SCORING RUBRIC FOR Adult Serving Youth (ASY) INSTRUCTIONAL MATERIALS (IM)

This rubric is taken from the Guidelines/Expectations from USBE prevention webpage.

Scorers may use them as a clarifying tool

<p><i>Does the potential publisher meet the following expectations?</i></p> <p><i>Do the IMs give examples of.....</i></p>	<p><i>An Adult-serving Youth (ASY) is any adult who works with children not related to them. This includes teachers, coaches, nurses, volunteers, advocates, and other paid and non-paid staff.</i></p> <p style="text-align: center;">Directions for reviewers using this rubric:</p> <p style="text-align: center;"><i>Record your findings based on whether the elements are evident or not. Mark yes or no.</i></p> <p>YES = Element consistently meets/exceeds guideline. Use this rating when most lessons you review meet or exceed the expectation. NO = Element does not satisfy the criterion</p>	YES	NO
<p>Method of teaching:</p>	<p>The training of ASYs should be oriented to educate and prepare ASYs to support and report suspected abuse. The training should include portions that are interactive. Include vignettes with</p>		

	continuum of appropriate to harmful behaviors for ASYs to decide if the person is acting appropriately.		
Ongoing training: Limits of training:	Training should be continuously reinforced throughout each school year Training should focus on prevention and interruption of child sexual abuse.		
<i>Are IMs in compliance & show familiarity with the law and Utah State Board Education (USBE) rule? R277-630</i>	Read and understand Utah's laws regarding sexual abuse. 53G-9-207; Child Sexual Abuse/ HT Prevention 53E-9-302 Student data protection 53E-9-203; (Activities prohibited without prior written consent)	YES	NO
Cultural differences & special populations	Mindful of own cultural upbringing and teaches to the individual in equitable ways. Considers more specialized instruction when needed and use teaching aids and lessons that are adaptable for cultural relevance and special populations.		
Comments to support your "NO" response			

<p>All bolded terms are minimum expectations</p>	<p style="text-align: center;">REQUIRED CONCEPTS</p> <p>Accompanying information should be treated as explanatory to the bolded term</p>		
<p><i>Do the IMs give examples of Sexual misconduct?</i></p>	<p>Any act or acts by any person involving sexual molestation or exploitation of a youth including but not limited to incest, prostitution, rape, sodomy, or any lewd and lascivious conduct involving a youth.</p> <p>Any sexual act by an adult that makes the youth feel uncomfortable.</p> <p>This can include physical and non-physical contact, pictures, inappropriate jokes or communication and other grooming behaviors.</p>	<p>YES</p>	<p>NO</p>
<p>Appropriate physical contact:</p>	<p>Clarify the difference between safe/healthy touch and unsafe/unhealthy touch or behaviors that use language appropriate for grade level.</p> <p>Example:</p> <p>The private parts of your body are the parts of the body that are covered by a bathing suit.</p> <ul style="list-style-type: none"> • Safe touch: Anything that feels good and leaves us happy and comfortable. Examples include holding hands with friends, sharing meals, warm hugs from loving parents. 		

	<ul style="list-style-type: none"> • Unsafe touch: Anything that leaves us feeling unsafe, confusing, or uneasy, excited, or uncomfortable. Examples include touches involving special parts that are private to us, or touches that are told to be kept secret. 		
<i>Do the IMs gives examples of Adult responsibilities:</i>	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 youths. Every adult is responsible for the safety of children. If someone approaches a youth in a sexual way, adults are the ones who need to prevent, recognize, and react responsibly.	YES	NO
Effects of sexual abuse:	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 victims are more likely to engage in prostitution than if they had not been abused. The economic strain on the community represents the second most expensive crime behind murder, costing the U.S. billions annually. Many victims report that they feel their innocence was taken from them, and that the emotional effects are lifelong and devastating.		
<i>Do the IMs gives examples of</i>	IMs should focus on teaching youths what good adult behavior looks like so that it is clear that it is the responsibility for adults to	YES	NO

<p>Appropriate adult behavior</p> <p><i>Do the IMs gives examples of of appropriate behavior</i></p>	<p>keep youths safe. Youths should be taught that they have the right to ask an adult to stop and that youths can report any behavior that concerns them to a trusted adult. Modeling good adult behavior is a preferred method of teaching.</p> <p>ASYs should educate and model what appropriate behavior and contact look like, not to create fear and stop appropriate learning scenarios. ASYs need to consider a youth’s individual needs and interact in a way that is beneficial but safe for both parties.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Giving high-fives • Respecting a youth's requests for more personal space • Not touching private areas (unless medically necessary) • Keeping doors open if a youth is alone with an adult • Keeping windows clear of coverings • Not telling jokes about private body areas • Not sharing personal or intimate details of his or her home life • Not forcing a hug 		
<p><i>Do the IMs gives examples of of behaviors to avoid:</i></p>	<ul style="list-style-type: none"> • One on one interaction between ASY and a youth • Touching private areas • Forcing a hug or other physical contact • Engaging in social media interaction with an individual • Sharing personal or intimate details of one’s home life with a youth • Paying more attention to one youth than to others 		

<p>how it escalates over time.</p>	<ul style="list-style-type: none"> • Sharing sexual material – capitalizing on a youth’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 youth to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future • Drugs and alcohol – breaking the rules (see above) and/or making the youth less able to stop the abuse because they’re under the influence of the substance • Communicating secretly – texting, emailing, or calling in an unexpected way (parents don’t know about it, it happens a lot, the youth is told to keep it a secret) • Blaming and confusing – making the youth feel responsible for the abuse or what could happen to the youth, his/her family, or the abuser if the youth tells anyone 		
<p><i>Do the IMs gives examples of Where abuse occurs:</i></p>	<p>Anywhere there are youths (homes, schools, bedrooms, locker-rooms, cars, social media, etc.) Sexual abuse is a crime that fuels off of secrecy and trust. In short, wherever youths are alone physically or virtually with an adult is a potential place where they could be subjected to sexual abuse.</p>		

<p><i>Do the IMs gives examples of Trafficking:</i></p>	<p>Human trafficking is a form of 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 distribution of photographs, videos, and other media of underage victims' through online social networks.</p>	<p>YES</p>	<p>NO</p>
<p>Myth-busting facts:</p>	<ul style="list-style-type: none"> • Prevention efforts do matter and by learning the facts, ASYs can make a difference. • Adults miss opportunities to prevent child sexual abuse because of misinformation and confusing stereotypes. An abuser takes on all shapes and sizes, regardless of social status, ethnicity, race, or creed. • 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. • Sexual abuse doesn’t only happen to girls; it is not only committed by men. Boys and girls alike can be victims, just as women can be perpetrators of sexual abuse. • Most victims do not become abusers. 		
<p>Signs of abuse:</p>	<p>There are many different signs that may be given by a youth who is a victim of abuse. Many signs together could even mean other stressors are occurring in a youth’s life that are affecting their well-being, such as divorce or bullying. However, if an ASY witnesses a combination of these signs, they should pay close attention and make sure to address it immediately.</p>		

<p><i>Do the IMs gives examples of Behavioral signs from a victim:</i></p>	<ul style="list-style-type: none"> • Sleeping disturbances • Sudden personality changes • Older youths 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 behaviors or high risk, such as substance abuse 	<p>YES</p>	<p>NO</p>
<p>Physical signs from a victim:</p>	<ul style="list-style-type: none"> • Difficulty walking or sitting • Torn clothing • Stained or bloody underwear • Pain or itching in the genital area • Sudden weight gain, or loss 		
<p>Perpetrator information and traits:</p>	<p>Perpetrators can look and act like everyday people, and often try to blend into society. They can be charming, charismatic, and pillars in the community. Perpetrators will attempt to earn trust, thus challenging an ASY’s instincts and causing them to let down their guard. They are methodical in their efforts to keep up the image they have worked to create. People who society respects and admires can be perpetrators, including those in the workplace. Adults who have access to youths before or after school, or in private situations are more likely to sexually abuse youths. Any employee, including volunteers, might abuse. Sexual predators in schools are often well-liked or considered excellent</p>		

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	teachers. Rumors can an important source of information on educator or caregiver sexual misconduct.		
<i>Do the IMs gives examples of Risk factors:</i>	Certain traits or behaviors of a youth can put them at higher risk. Those who are insecure, have low self-esteem, feel lonely, or are disconnected are particularly vulnerable. Other factors include if he/she lacks access to information about sex and sexuality, or is exposed to videos, music, or video games that are violent, sexually explicit, or degrading to women. If there is unsupervised access to technology (the internet, cell phone), or the youth has a disability (cognitive, physical, emotional and/or learning), he or she may be susceptible.	YES	NO
Comments to support your "NO" response			
	LAWS AND RESPONSIBILITIES REGARDING PREVENTION AND DISCLOSURE		
<i>Do the IMs gives examples of Mandatory reporting and requirements:</i>	In Utah, all adults are legally obligated to report suspected abuse, not just teachers, social workers, or police. Anyone who suspects any type of abuse to any child is required by law to call and report. There is an added importance to reporting for ASYs as they are in a position of trust and power. A licensed educator who does not report suspected abuse could be at risk of losing his or her license. If one suspects a youth is being (or has been)		

	sexually abused, that person 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.		
<i>Do the IMs gives examples of How to react:</i>	When a youth discloses sexual abuse, the reaction plays an important part in whether the youth will continue to confide, or will shut off. ASYs should actively listen as the youth share experiences and ask themselves: Am I showing care and love, or am I quick to cast aside their experiences in response to my own uncomfortable feelings? Youths will pick up on everything from our mannerisms to our attentiveness (or lack thereof), and potentially judge themselves "guilty" or "dirty" according to how they feel ASYs perceive them. It is important to learn what to say, and what not to say.	YES	NO
Establish trust in the following ways:	<ul style="list-style-type: none"> • Don't "interview" the youth; allow law enforcement and professionals to do that. • Help the youth feel comfortable. • Reassure the youth the abuse is not his or her fault. • Don't react with shock, anger, or disgust. • Don't force a youth to talk. • Don't force a youth to show injuries. • Find out what the youth wants from you. • Be honest with the youth. • Confirm the validity of the youth's feelings. • Be supportive, and help the youth understand that he or she 		

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	<p>does not have to carry the burden alone.</p> <ul style="list-style-type: none"> • Use terms and language that the youth can understand. • Don't teach the youth new terms or words; speak clearly and simply. 		
<p><i>Do the IMs gives examples of What to expect when you report:</i></p>	<p>Try to have as much information on hand as possible, including the name of the youth and his or her parents/caretakers; the youth's 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 youth. By following the appropriate steps for reporting, chances are the youth will not be traumatized further by multiple interviews and the case will remain untainted by outside sources. After reporting potential abuse, you are turning over the information to authorities and have no legal right to further details.</p>	YES	NO
<p>Comments to support your "NO" response</p>			

	PREVENTION		
<i>Do the IMs gives examples of School policy:</i>	Each school has procedures and prevention policies set in place to protect against sexual abuse and sexual predators. ASYs should educate themselves on school's programs and work closely with school officials to reinforce these practices at home. Coordinate efforts in both the school and home environments to provide a clear and unified discussion of abuse, its terminology and signs, and the proper ways to report when one suspects abuse.	YES	NO
Minimize risk	Set clear boundaries and rules with a youth's time, and think carefully about the safety of situations in which older youths have access to younger children. ASYs should ensure multiple adults are present to supervise. Consider the safety of any isolated, one-on-one settings, and choose group situations whenever possible. ASYs should monitor youth's internet and social media use because perpetrators use the internet to lure youths into physical contact. Setting clear boundaries is also important to avoid putting an ASY at risk of accusation or misunderstanding and keeps both the adult and youths safe.		
Trust your intuition:	When reflecting on someone's behavior, consider the following: Does it 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, then trust your		

	instincts and act. Confronting the person, or reporting what you suspect, may just save the life of a child.		
<i>Do the IMs gives examples of</i> Communication:	YSAs should talk to youths about sexual abuse with clarity and confidence. All prevention efforts are strengthened by the reinforcement of prevention concepts. Practicing what to say will help to prepare for the conversations. Making sure youths have the words they need to describe situations that make them feel mixed up or uncomfortable. Experts suggest when talking to youths about body parts, that it is best to use the correct names, i.e. penis and vagina. When nicknames are used it can make it difficult or confusing for the youth to report.	YES	NO
Accountability:	Youths shouldn't have the burden of preventing sexual abuse by themselves. Adults must act on their commitment to keeping youth safe by learning to recognize and respond to inappropriate behaviors around youth, before a youth is harmed, and reporting if something has occurred.		
Safety plans:	Make a plan ahead of time about: 1. What are the boundaries are for adult interactions with youths, including in regard to social media, the internet, and texting? 2. What will be said if there is behavior that violates those boundaries? 3. How will the ASY report abuse (what number to call, what information is needed, etc.)? 4. How will the youth report abuse?		

Comments to support your "NO" response			

Child Sexual Abuse (CSA) Prevention SCORING RUBRIC FOR YOUTH INSTRUCTIONAL MATERIALS (IM)

This rubric is taken from the Guidelines/Expectations from USBE prevention webpage.

Scorers may use them as a clarifying tool

<p><i>Does the potential publisher meet the following expectations?</i></p> <p><i>Do the IMs give examples of.....</i></p>	<p>Directions for reviewers using this rubric: <i>Record your findings based on whether the elements are evident or not. Mark yes or no.</i></p> <p>YES = Element consistently meets/exceeds guideline. Use this rating when most lessons you review meet or exceed the expectation.</p> <p>NO = Element does not satisfy the criterion</p>	YES	NO
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<p><i>Are IMs in compliance & show familiarity with the law and Utah State Board Education (USBE) rule? R277-630</i></p>	<p>Read and understand Utah's laws regarding sexual abuse.</p> <p>53G-9-207; Child Sexual Abuse/ HT Prevention</p> <p>53E-9-302 Student data protection</p> <p>53E-9-203; (Activities prohibited without prior written consent)</p>	<p>YES</p>	<p>NO</p>
<p><i>Do the IMs give examples of Cultural differences & special populations</i></p>	<p>Mindful of own cultural upbringing and teaches to the individual in equitable ways. Considers more specialized instruction when needed and use teaching aids and lessons that are adaptable for cultural relevance and special populations.</p>	<p>YES</p>	<p>NO</p>
<p><i>Do the IMs give examples of Understand cognitive development norms?</i></p>	<p>IM should highlight a brief overview of development norms, however at early ages; the youth's self-concept is limited. Curriculum should include activities that help the youth remember milestones, such as age of first memory and the norm of age of first memory.</p> <p>Other examples include:</p> <ul style="list-style-type: none"> • ages 2 to 3, use toys as symbols in play • ages 3 to 4, begin to follow directions • ages 4 to 5, begin to understand the difference between good and bad behavior • ages 5 to 6, a youth's environment begins to shape his/her personality • ages 6 to 11, begins to change the way he/she thinks about the 	<p>YES</p>	<p>NO</p>

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	world as he/she leaves the egocentric thinking. Youths this age are also now able to think of themselves in more sophisticated ways. This more advanced thinking brings about comparisons to others, self-examination, and changing self-concept and self-esteem.		
IMs adaptations for different ages	IM content should be adapted for age groups dependent on cognitive abilities and special populations	YES	NO
Comments to support your "NO" response			
All bolded terms are minimum expectations	REQUIRED CONCEPTS Accompanying information should be treated as explanatory to the bolded term		
<i>Do the IMs give examples of Sexual misconduct?</i>	Any sexual act by an adult that makes a youth feel uncomfortable. This can include physical and non-physical contact, pictures, inappropriate jokes or communication and other grooming behaviors.	YES	NO
<i>Do the IMs give examples of Appropriate adult behavior?</i>	IMs should focus on teaching youths what good adult behavior looks like so that it is clear that it is the responsibility for adults to keep youths safe. Youths should be taught that they have the right to ask an adult to stop and that youths can report any	YES	NO

	<p>behavior that concerns them to a trusted adult. Modeling good adult behavior is a preferred method of teaching.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Giving high-fives • Respecting a youth's requests for more personal space • Not touching private areas (unless medically necessary) • Keeping doors open if a youth is alone with an adult • Keeping windows clear of coverings • Not telling jokes about private body areas • Not sharing personal or intimate details of his or her home life • Not forcing a hug 		
<p><i>Do the IMs give examples of Practice saying "no"</i></p>	<p>Youths should be taught they should not keep secrets about touching or viewing private body areas. Remind youths that they have the right to say "no" in any situation that makes them feel unsafe, and have them practice saying "no."</p>	YES	NO
<p>It's okay to tell (secrets). No secrets about touching:</p>	<p>If someone tells a youth to keep a secret about touching, instruct the youth to tell another adult. Give scenarios to youths that all have the same answer: "Tell an adult you trust!" Include activities to help youths outline a safety plan both physically and verbally.</p>	YES	NO
<p>Grooming:</p>	<p>Talk about how grooming also means "getting ready" – you would get ready for having your school picture taken by making sure that your hair, face, and clothes were all set. In the same way, sexual abusers "groom" youths they want to abuse by "getting them ready" to abuse.</p> <p>Groomers use tricks: Grooming is a subtle (hard to notice),</p>	YES	NO

<p><i>Do the IMs give examples of these tricks & of what an abuser might say or do at different stages in the grooming process, pointing out how it might be hard to recognize at first, the gradual pace, and how it escalates over time.</i></p>	<p>gradual (slow), and escalating (more and worse over time) process of building “trust” with a youth and often the youth’s parent or other caregiver.</p> <p>Grooming tricks include:</p> <p>Fake trustworthiness – pretending to be the youth’s friend in order to gain their trust</p> <ul style="list-style-type: none"> • Testing boundaries – jokes, roughhousing, back rubs, tickling, or sexualized games (pants-ing, truth or dare, strip games, etc.) • Touch – from regular, mostly comfortable non-sexual touch to “accidental” touch of private parts, often over time • Intimidation – using fear, embarrassment, or guilt to keep a youth from telling anyone • Sharing sexual material – capitalizing on a youth’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 youth to break rules, which establishes secret-keeping as part of the relationship and can be used as blackmail in the future • Drugs and alcohol – breaking the rules (see above) and/or making the youth less able to stop the abuse because they’re under the influence of the substance 		
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	<ul style="list-style-type: none"> • Communicating secretly – texting, emailing, or calling in an unexpected way (parents don’t know about it, it happens a lot, the youth is told to keep it a secret) • Blaming and confusing – making the youth feel responsible for the abuse or what could happen to the youth, his/her family, or the abuser if the youth tells anyone 		
<i>Do the IMs give examples of Abuse can affect anyone:</i>	Abuse can and does happen to anyone. Most often an abuser is someone the victim knows and trusts.	YES	NO
<i>Do the IMs give examples of Victims are not at fault:</i>	Youths who have been sexually abused may likely feel the abuse is somehow their fault – that they brought it on themselves or encouraged it in some way. It is important to teach that the responsibility falls on the adult who committed the acts and that as youths they are in no way to blame for these terrible acts.	YES	NO
Trust your feelings:	<p>Youths should listen to themselves and trust their feelings. This includes anything from an uneasy feeling at being alone with an adult, touching or caressing that makes them feel uncomfortable, or inappropriate comments about their body or matters of a sexual nature, and more.</p> <p>They should communicate feelings with someone they trust and keep telling them until they help. If one suspects a friend is being abused, one of the most powerful things to do is to check with them about their feelings and encourage them to express them</p>	YES	NO

	<p>to an adult they can trust. "Gut" feelings can be an indicator that something is wrong or headed in that direction.</p>		
<p><i>Do the IMs give examples of Body ownership:</i></p>	<p>Body ownership is the idea that one is in charge of their own body and may choose how they use their body, including deciding who may and may not touch their body. Include topic such as: the child being in control and the "boss" of their own body, "private zones," and how to recognize and respond to inappropriate touch, or touches that make one uncomfortable.</p>	YES	NO
<p><i>Do the IMs give examples of Create a reporting plan:</i></p>	<p>Youths should be provided necessary tools to know what sexual abuse is and what is normal and what is wrong. Help them create a strategy that is clear and concise. Questions they should be able to answer include: What do you do if you suspect someone is being abused or if it's happening to you? What are the specific names you can write down today of people you know you can trust to help you?</p>	YES	NO
<p>Comments to support your "NO" response</p>			
	<p>PREVENTION AND DISCLOSURE</p>		

<p><i>Do the IMs give examples of Recognize warning signs:</i></p>	<ul style="list-style-type: none"> • Emotional signs: fear, sadness, mood changes, problems sleeping, acting out, refusing to be left alone with certain people, emphasis on keeping it a secret • Emphasize that if a friend reports to them, they should tell a trusted adult. This is not breaking a promise, but being a good friend so that their friend isn't hurt. • If a friend is acting differently, encourage them to check in on that friend. 	<p>YES</p>	<p>NO</p>
<p><i>Do the IMs give examples of How to recognize warning signs of a person who is in a position of power or trust:</i></p>	<ul style="list-style-type: none"> • Behaviors of adults who molest include close personal relationships with students, time alone with students, time before or after school with students, time in private spaces with students, flirtatious behavior with students, and off-color remarks in class • Reemphasize trusting intuition and that a person they like could still hurt them • Person may be in a position of power, such as an older youth, teacher, coach, parent, sibling, or other relative • Person shows increased interest in, or isolation of, a youth • Person gives special attention and gifts to a youth or takes 	<p>YES</p>	<p>NO</p>

	<p>youth on special outings</p> <ul style="list-style-type: none"> • Person constantly texts/calls youth • Person spends more time with youth than adults and tries to be alone with a youth • Person tries to isolate the youth from his or her friends and/or parents • Person displays behavior that may make a youth uncomfortable • Person insists on hugging, touching, kissing, tickling, or holding a youth even when the youth does not want this • Person shows pictures or videos to a youth that makes him/her uncomfortable • Person emphasizes secrecy • Person uses secrecy, blame, or threats to maintain control 		
<p><i>Do the IMs give examples of</i></p> <p>What to do if you suspect a friend is</p>	<ul style="list-style-type: none"> • Talk to an adult and tell them what you are worried about because they will know how to report to people that can help. Tell your own mom, dad, or grandparents so they can help. Talk to a teacher, principal, or school counselor so they can help. Talk to a police officer so he/she can help. 	<p>YES</p>	<p>NO</p>

being abused:	<ul style="list-style-type: none"> • Let your friend know that you care about them and want to help them. • Let your friend know that it isn't their fault. • Listen to what your friend is telling you and believe them. 		
<i>Do the IMs give examples of Why report?</i>	<ul style="list-style-type: none"> • Telling an adult who can help about suspected abuse can lead to protecting the person being abused. • You care about your friend and want him/her to be safe. • No one deserves to be abused or afraid. 	YES	NO
Comments to support your "NO" response			