

2016

RESEARCH REPORT
NATIONAL JUDICIAL INSTITUTE ON
DOMESTIC CHILD SEX TRAFFICKING
EVALUATION



NATIONAL COUNCIL OF JUVENILE
AND FAMILY COURT JUDGES

MAY 2016

The National Council of Juvenile and Family Court Judges® (NCJFCJ) headquartered on the University of Nevada campus in Reno since 1969, provides cutting-edge training, wide-ranging technical assistance, and research to help the nation's courts, judges, and staff in their important work. Since its founding in 1937 by a group of judges dedicated to improving the effectiveness of the nation's juvenile courts, the NCJFCJ has pursued a mission to improve courts and systems practice and raise awareness of the core issues that touch the lives of many of our nation's children and families.

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Executive Summary

Domestic Child Sex Trafficking (DCST) is a growing and complex problem in the United States. It is estimated that thousands of children are at risk of being exploited and many are already being trafficked. Many of these child victims are frequently seen as offenders. Juvenile and family court judges are in a unique position to assist these youth to ensure they receive the necessary services to heal and recover from the trauma associated with DCST. The National Council of Juvenile and Family Court Judges (NCJFCJ) recognized the lack of training available on this topic and worked closely with partners, such as Rights4Girls and Futures without Violence, to develop a highly engaging judicial training. With support from the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the NCJFCJ delivered the third National Judicial Institute on Domestic Child Sex Trafficking (NJDCST) in Reno, Nevada in May of 2016.

The NJDCST was led by a faculty team of knowledgeable judges and experts who have been recognized for their work nationwide on this issue in the courtroom and beyond. The NJDCST provided judicial officers with tools needed to develop or enhance their ability to handle these multifaceted and challenging cases. The Institute's goal was for judges to return to their communities with a greater ability to identify children who are at-risk for or are currently being trafficked, to become aware of effective prevention and intervention strategies that respond to the individualized needs of each victim and improve case outcomes, and to gain a stronger sense of their courtroom and community roles to help prevent and end domestic child sex trafficking.

The NCJFCJ continuously looks for ways to improve trainings through careful evaluation. Pre- and post-surveys were used to assess knowledge acquisition, decision making, practice change and attitudes, and satisfaction. Below is a summary of the key findings.

Key Findings

Knowledge Acquisition

- There was an increase in self-reported knowledge across all 16 topic areas.
- Statistically significant differences from pre- to post-average knowledge levels were found in 15 topics.

Case Scenario (Decision Making)

- Statistically significant increases in the number of risk factors identified by participants from pre- to post-survey were found.
- There was an increase in the number of participants who said they would (1) screen, assess or evaluate victims, (2) appoint an advocate or attorney, (3) find appropriate placement options, and (4) involve the victim in placement and treatment decisions.

Practice Change & Attitudes

- All respondents indicated that they were *likely or very likely* to use what they had learned at the Institute to help inform decisions in their future work.
- Participants noted that both understanding the prevalence of the problem, and the risk factors to better identify DCST victims was valuable.
- Participants said they would: (1) educate the court staff and the community on the issue, (2) engage in conversations and collaborations with other stakeholders, and (3) make practical practice changes in their own practice to address DCST.

Satisfaction

- Overall, the majority (79%) of respondents indicated they were *very satisfied* with the Institute.
- Participants largely reported that the topics covered were useful, the information was relevant to their roles, and the presenters were knowledgeable about the topics.

Introduction

Domestic Child Sex Trafficking (DCST) is a growing and complex problem in the United States. It is estimated that thousands of youth in dependency and neglect cases are at risk for commercial sexual exploitation (CSE).¹ In addition, youth who are involved in the foster care system are at greater risk for CSE because these youth often runaway or have a history of child sexual abuse.

The National Council of Juvenile and Family Court Judges (NCJFCJ) recognized the lack of training available on this topic. In response, the NCJFCJ developed and delivered a judicial training on the complex issues surrounding DCST, the *National Judicial Institute on Domestic Child Sex Trafficking* (NJIDCST). The NJIDCST is the result of a dynamic partnership between the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention, Futures Without Violence, Rights4Girls, and the NCJFCJ.

The most recent NJIDCST training was held on May 11-12, 2016 in Reno, Nevada. The two day institute was led by a faculty team of experienced judges and experts from across the country who have established work on this issue in the courtroom and beyond. Faculty included:

- Honorable Richard Blake
- Honorable Stacy Boulware-Eurie
- Karen Countryman-Roswurm, LMSW, Ph.D.
- Honorable Maxwell Griffin, Jr.
- Michelle Guymon, MSW
- Honorable Kami Hart
- Honorable Steven Lynch
- Honorable Barbara Mack
- Honorable Robyn Millenacker
- Honorable Catherine Pratt
- Honorable John Romero, Jr.
- Honorable Stacy Ross
- Honorable Carolina Stark
- Alicia Summers, Ph.D.
- Yasmin Vafa, J.D.
- Sujata Warriar, Ph.D.

The NJIDCST utilizes faculty at multiple levels - “up front” or segment faculty lead the presentation of material within the Institute while seminar leaders provide leadership and guidance to participants at each table to ensure that the material is meeting participant needs and that participant’s unique community issues are identified and addressed.

The NJIDCST was a highly interactive, hands-on experience that provided new and experienced juvenile and family court judges with tools to enhance their ability to handle these complex and challenging cases. Session topics included risk factors and entry into domestic child sex trafficking, perpetrator control and victim response, cultural considerations, standards of care and services, adolescent brain development and trauma-informed systems, decision-making, and judicial

¹ Kotrla, K. (2010). Domestic minor sex trafficking in the united states. *Social Work*, 55(2), 181-7. Retrieved from <http://search.proquest.com/docview/193904157?accountid=452>

Introduction

leadership in DCST. The goal of the Institute was for judges to return to their communities with a greater ability to: (1) identify children who are at risk for victimization or are currently being trafficked, (2) implement effective prevention and intervention strategies that respond to the individualized needs of each victim and improve case outcomes, and (3) understand their courtroom and community roles to help prevent and end domestic child sex trafficking.

The NCJFCJ conducts thorough evaluations in order to continuously improve trainings. The NJDCST included pre- and post-surveys to assess knowledge acquisition, decision-making, practice and attitude change, and satisfaction. The following report is a summary of the methodology used and the pre- and post-survey results.

METHODS OF SURVEY DATA COLLECTION AND ANALYSIS

Utilizing the *Guide to Conducting Effective Training Evaluations*² tools and resources, researchers developed an evaluation plan to examine changes in knowledge, decision-making and attitude and satisfaction as it relates to DCST. In addition, researchers were interested in any changes participants anticipated making as a result of their attendance, which could include identifying risk factors and appropriately addressing the needs of victims. The research staff utilized a pre/post-test design with a case scenario to evaluate changes in decision-making. Participants were given a unique identification in order to link pre- and post-survey responses. Researchers have employed a similar methodology at previous trainings.³

Pre-Survey

Researchers created a pre-survey that was administered at the beginning of the first day of the training. This survey assessed participants' current knowledge surrounding DCST, as well as their expectations of the Institute. The knowledge questions asked participants to rate their knowledge prior to attendance on a 4-point scale⁴ of specific topics related to DCST (e.g. profiles of victims, trauma-informed systems of justice, emerging legislation). A brief case scenario was provided and participants were asked follow-up questions (Are there any risk factors for sex trafficking? What would you do at the first/initial hearing? What services or resources exist in your community to address the issue of domestic child sex trafficking?). The pre-survey also asked participants to rate themselves on a 5-point scale⁵ how confident and satisfied they were in applying their current knowledge of domestic child sex trafficking to their work. Judicial officers were also asked demographic questions to assess how long participants had been judicial officers, which types of cases they handle, and how many child abuse and neglect and juvenile justice cases they hear. Thirty-one judicial officers completed the pre-survey, which accounted for a response rate of 100%.

Post-Survey

Researchers created a post-survey to assess change in knowledge, attitude, and potential practice change. The post-survey included the original knowledge and agreement questions on the same scales asking participants to think about what they learned. The post-survey asked participants if the Institute increased their satisfaction of their current knowledge and confidence in their ability to apply the information to handle DCST cases. Post-survey also included the original case scenario to evaluate if answers changed from the pre-survey. In addition, participants were asked to indicate what they believed were the least and most beneficial parts of the Institute, how they were going to apply the information they learned into practice, and any additional suggestions to improve the Institute. Twenty-four NJDCST participants completed the post-survey, which accounted for a 77.4% response rate.

² Gatowski, S. and Dobbin, S. (2014). *A Guide to Conducting Effective Training Evaluation: Recommendations, Strategies, and Tools for Dependency Court Improvement Programs*. Retrieved from <http://www.ncjfcj.org/resource-library/technical-assistance/guide-conducting-effective-training-evaluations>.

³ Research Report: 2014 Child Abuse and Neglect Institute in Reno, NV. Retrieved from: <http://www.ncjfcj.org/cani-2014-research-report>

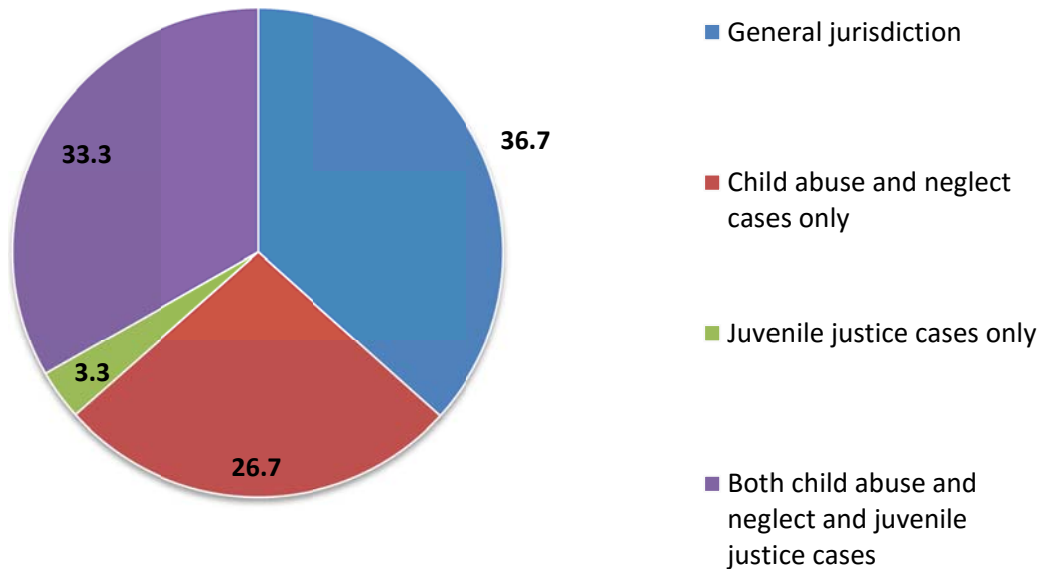
⁴ 4-point scale (4 – great deal of knowledge, 3 – fair amount of knowledge, 2 – limited knowledge, and 1 – no knowledge)

⁵ 5-point scale (5-very satisfied/confident, 4-somewhat satisfied/confident, 3-neutral, 2-slightly satisfied/confident, 5-not confident/satisfied at all)

DEMOGRAPHICS (PRE-SURVEY)

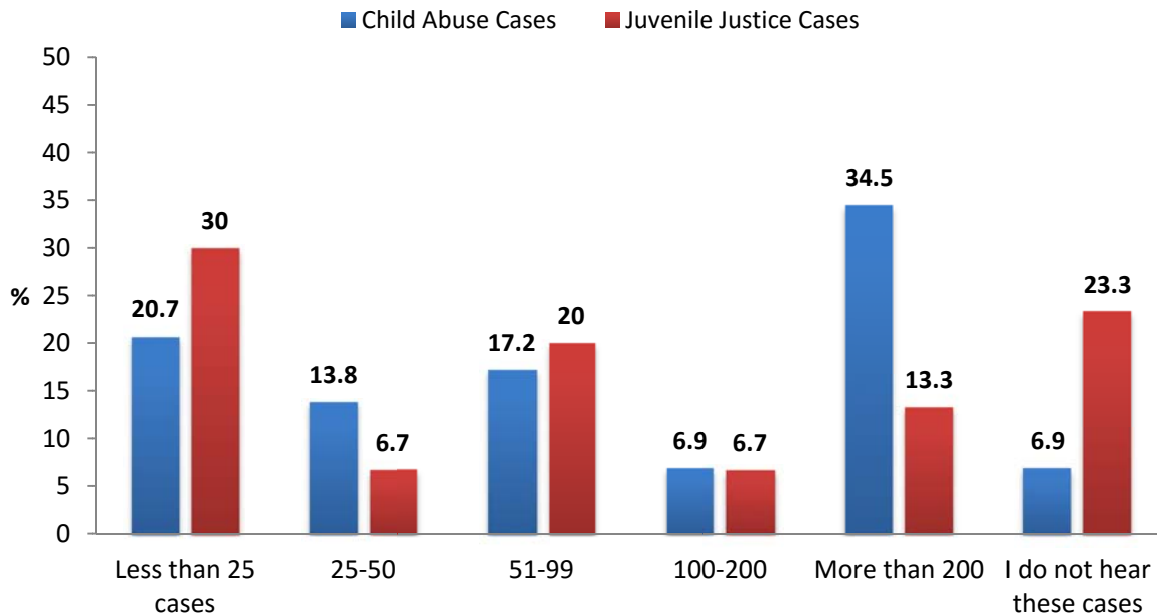
Results from the pre-survey indicated that 32.3% of participants had been a judicial officer for 1-4 years, followed by 29% who had more than 15 years of experience. Judicial officers who had less than 1 year of experience had the least representation (3.2%). Over a third (36.7%) of participants indicated that they worked in general jurisdiction, while 33.3% indicated that they hear both child abuse and neglect and juvenile justice cases (see Figure 1). There were no participants who identified themselves as Tribal Court judicial officers.

Figure 1 - The Role of Judicial Officer



Overall, participants indicated that they hear more dependency cases than juvenile justice cases. In fact, the majority of respondents indicated they hear more than 200 dependency cases (34.5%) and less than 25 juvenile justice cases (30%) every three months (Figure 2). Survey participants were asked to estimate what percentage of cases on their docket involve sex trafficking. Ten participants (37%) estimated 5% or fewer cases on their docket involved sex trafficking, while another eight participants (29.6%) estimated between 6-15% of cases involved DCST. Many respondents who provided estimates stated they were unsure of the true prevalence as screening may be lacking in their jurisdiction.

Figure 2 - Percentage of Cases Heard Every 3 Months



KNOWLEDGE ACQUISITION

Participants were asked to self-rate their knowledge level (pre- and post-Institute) on 16 items related to DCST topics. Respondents’ pre- and post-survey answers were matched for analysis. Responses were then averaged and sorted from least to greatest mean difference in knowledge between pre- and post-Institute. The least amount of change in knowledge was for the topic, “*emerging legislation related to DCST*”; whereas the most amount of change occurred for the topic, “*standards of care as they apply to DCST*” (see Table 1). Overall, there was an increase in knowledge across *all* topic areas, with a mean difference of 1.31, SD = 0.19. T-test analyses⁶ revealed there were statistically significant⁷ difference between pre- and post-survey average knowledge levels among 15 topics (see Table 1).

⁶ A T-test analysis is used in statistical examination to compare the means of two populations and determine if they are equal. In this situation, a paired t-test was used because responses were matched, which provided the opportunity to compare the mean difference of the pre- and post-survey results.

⁷ Statically significant findings indicate that the relationship between two variables is not mere random chance and are typically explained through a p-value. If the p-value is less than 0.05, then there is 95% confidence in the relationship between two variables.

Results

Table 1. Change in knowledge by topic area (sorted from least to greatest)

Topic Area	Pre-Survey Average	Post-Survey Average	Mean Difference
Emerging legislation that relates to DCST	1.88	2.71	0.83
The impact trauma has on adolescent brain development	2.17	3.29	1.12*
Prevention opportunities for DCST	1.67	2.79	1.12*
The effects of exploitation on DCST victims	2.25	3.38	1.13*
Risk factors of entry into sex trafficking	2.21	3.46	1.25*
How to make a juvenile court trauma-sensitive	1.88	3.13	1.25*
Appropriate services for DCST victims	1.83	3.08	1.25*
Characteristics of DCST victims	2.17	3.46	1.29*
How to use judicial leadership to improve outcomes for DCST	1.92	3.25	1.33*
The dynamics of exploitation by the perpetrator	1.92	3.25	1.36*
Profiles of traffickers (i.e. pimps)	1.88	3.25	1.37*
Recruiting methods of child sex traffickers	1.96	3.38	1.42*
Promising practices for DCST victims	1.71	3.17	1.46*
The role of culture in DCST cases	1.67	3.25	1.58*
The role of cultural misinformation in DCST cases	1.71	3.29	1.58*
Standards of care as they apply to DCST	1.58	3.21	1.63*
*4-point scale (4 – great deal of knowledge, 3 – fair amount of knowledge, 2 – limited knowledge, and 1 – no knowledge)			
*Signifies statistical significance where p-value is less than 0.05.			

CASE SCENARIO

Survey participants were given a case scenario (below) in which they were instructed to identify any risk factors for sex trafficking and to indicate what they would do at the initial/first hearing (i.e. orders regarding placement and services, etc.). Staff administered the same case scenario to participants at the end of the Institute to evaluate if their answers changed due to participation. Respondents' pre- and post-responses were matched for analyses.

Katrina is a 15 year old girl who has been detained for possession and consumption of alcohol and marijuana. Katrina also has an extensive history with child welfare, her mother's rights were terminated when she was 6 and has lived in many different foster homes ever since. Katrina ran away from her last group home 8 months ago. At Katrina's hearing, she reveals that she was sexually assaulted there and it prompted her to run. Katrina also informs the court that she has a boyfriend who is 22 and is currently living at his home.

Risk Factors

The above case scenario has a potential of ten risk factors that could be identified. The risk factors included: (1) Katrina's age, (2) potential substance abuse, (3) history with child welfare, (4) termination of mother's rights, (5) multiple placements, (6) runaway behavior, (7) placement in group

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home, (8) history of sexual assault, (9) age of boyfriend, and (10) current living situation with older boyfriend.

In the pre-survey, respondents on average identified 4.7 risk factors. The most commonly identified risk factors in the pre-survey were: (1) age of boyfriend, (2) prior sexual assault, and (3) runaway and child welfare history (Table 2). In the post-survey, participants identified on average 6.3 risk factors. The most commonly identified risk factors in the post-survey were: (1) age of the boyfriend, (2) prior sexual assault, and (3) potential substance abuse. The least commonly identified risk factors in both surveys were: placement in a group home, Katrina's age, and Katrina's current living situation. There was a statistically significant difference between the identification of risk factors among pre- and post-Institute. There was a mean difference of 1.56, SD = 0.15 ($p = 0.003$), indicating a significant improvement in participants' ability to identify risk factors among the case scenario after attending the Institute.

Table 2. Change in items identified by topic area (sorted from least to greatest) in initial/first hearing			
Topic Area	Pre-Survey Percentage Average	Post-Survey Percentage Average	Percentage Mean Difference
Katrina's age	12.9	13.0	.10
Substance Abuse/Use	45.2	82.6	37.4
Child Welfare History	54.8	69.6	14.8
Termination of Mother's Rights	51.6	60.9	9.3
Multiple Placements	35.5	65.2	29.7
Runaway Behavior	54.8	73.9	19.1
Group Home	9.7	4.3	-5.4
Previous Sexual Assault	77.4	87.0	9.6
Age of Boyfriend	87.1	91.3	4.2
Current Living Status with Older Boyfriend	12.9	39.1	26.2
Percentage average derived from number of total respondent in pre and post surveys, respectively.			
*Signifies statistical significance where p-value is less than 0.05.			

Hearing Orders

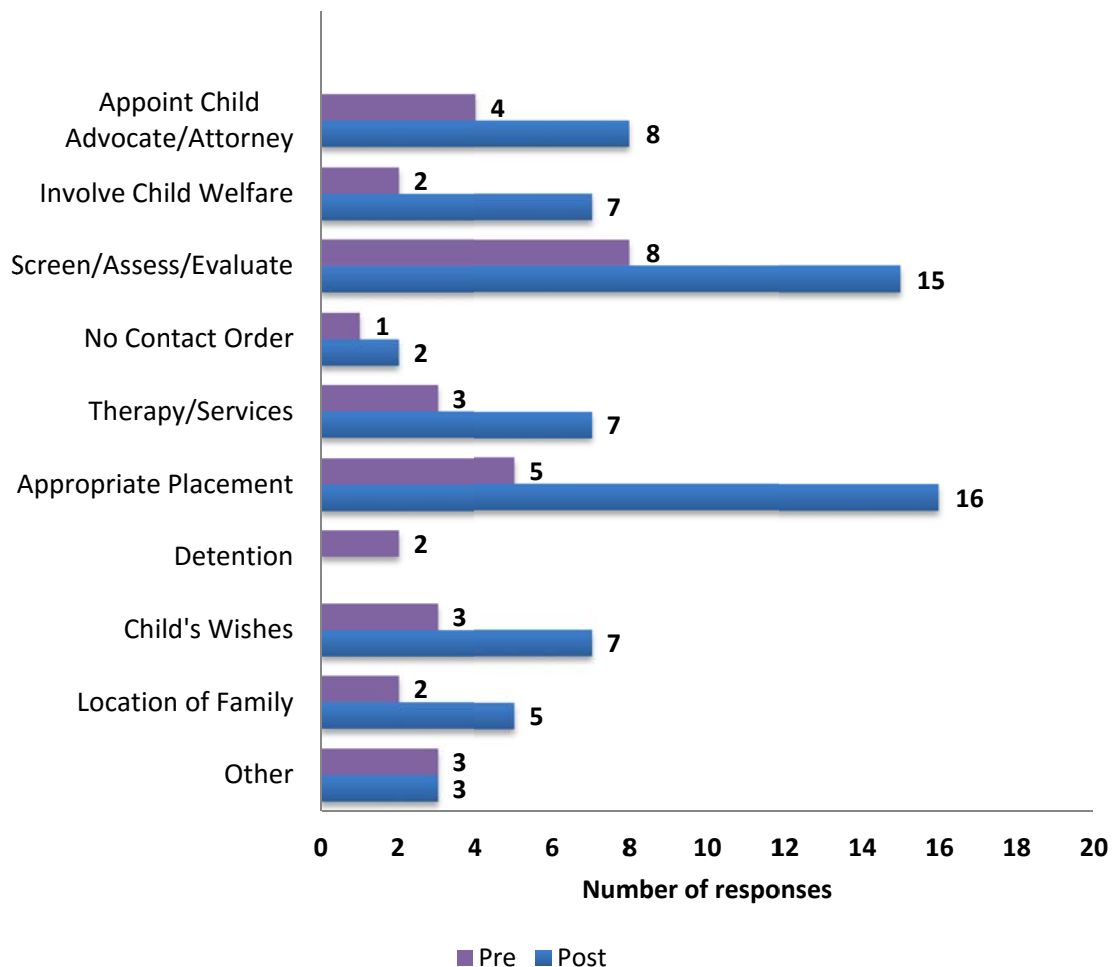
Participants were provided an open-ended response question to identify what they would put in their orders following the first/initial hearing. Pre- and post-Institute answers were analyzed for common themes and re-coded. There were nine main themes identified and these included: (1) appoint child advocate and/or attorney, (2) involve child welfare, (3) screen/assess/evaluate, (4) no contact with the trafficker, (5) provide therapy/services, (6) provide placement, (7) order to detention, (8) discuss child's wishes and (9) other. Other answers included talking to relative search, home visit, and review of current and previous case histories.

Overall, of those who responded, there was an increase in the average number of items identified from the pre- to post-survey (1.06 versus 2.91, respectively). The themes with the largest percentages in both surveys included: (1) screen/assess/evaluate and (2) identification of appropriate placement; however, there were more participants in the post-survey who identified

Results

these items. The inclusion of the victim in court processes and discussions surrounding their own placement and service needs was an emphasis at this Institute and was reflective in the increase in responses from pre- to post-survey. In addition, some respondents in the post-survey identified the need for trauma-informed services, specifically in regards to therapy and placement. No one identified this in the pre-survey. In addition, there was an decrease in the number of respondents in the post-survey indicating placement of the victim in a detention facility (Figure 3).

Figure 3 - Number of "Hearing Order" Items Identified in Pre- and Post-Surveys



PRACTICE CHANGE

The ability to apply knowledge to practice change is an overall goal of the Institute. To assess this, participants were asked to rate their level of confidence in applying their current knowledge of DCST to future work in both surveys. A t-test analysis revealed a statistically significant difference between pre- and post-Institute, with a mean difference of 1.71, SD = 1.40 ($p = 0.001$), indicating both improvement in judicial officers' confidence and ability to apply concepts into their work.

ATTITUDES

Questions were asked to identify the *least and most beneficial parts of the Institute*, *how judicial officers will apply the information when they return to work*, as well as, *suggestions for improvement to the Institute*. Responses were coded to determine themes and a frequency analysis was conducted to determine which themes were the most prominent.

Overall, participants felt that one of the most valuable things they took away from the Institute was an increased awareness of risk factors and how to better identify potential victims of commercial sexual exploitation. Other participants indicated the information regarding trauma and resiliency as the most beneficial. Respondents mentioned that improving their understanding of how decision-making impacts victims, the perspectives of victims and perpetrators, and systematic and personal bias were insightful (See Appendix A for all responses). This is significant because judicial officers are in a position of leadership and have the opportunity to improve victims lives by ordering the necessary services to help begin the healing process, both physically and mentally. The responses could indicate that the Institute has the potential to change practice in the court room for sexually exploited children and shift the view from offender to victim.

“We need to change the conversation we are having with victims. Instead of asking ‘What is wrong with you?’ we need to start asking ‘What has happened to you?’”

Participants were able to indicate ways in which they will use and apply the information to their future work. The majority of respondents indicated that they would educate and share the information they learned with others in their jurisdiction. This was followed by participants who identified specific practice changes, such as, changing the language used in the courtroom and increasing the time spent engaging youth to improve their self-efficacy in their cases. In addition, judicial officers indicated plans to have courageous discussion with various stakeholders and agencies in developing coordinated responses to DCST (See Appendix B for all responses).

Respondents also reported that some sessions in the Institute felt repetitive and mentioned a lack of applied examples provided (see Appendix C for responses). Participants provided suggestions to improve future Institutes, such as: (1) providing more examples from other jurisdictions and/or specific evidence-based interventions or programs, (2) increasing time to network with other judicial officers and states, and (3) providing more resources and tools to take home to each jurisdiction (i.e. best practice handbooks, bench books, checklists, etc.)

SATISFACTION

Satisfaction questions were asked in the post-survey. Participants were asked if the Institute overall had met the goals or needs outlined in the pre-survey. Pre-survey goals for the Institute included, increasing understanding of the topic (38.1%), developing appropriate responses and processes to apply to DCST victims (31.7%), understanding techniques to identify victims (24.4%), and

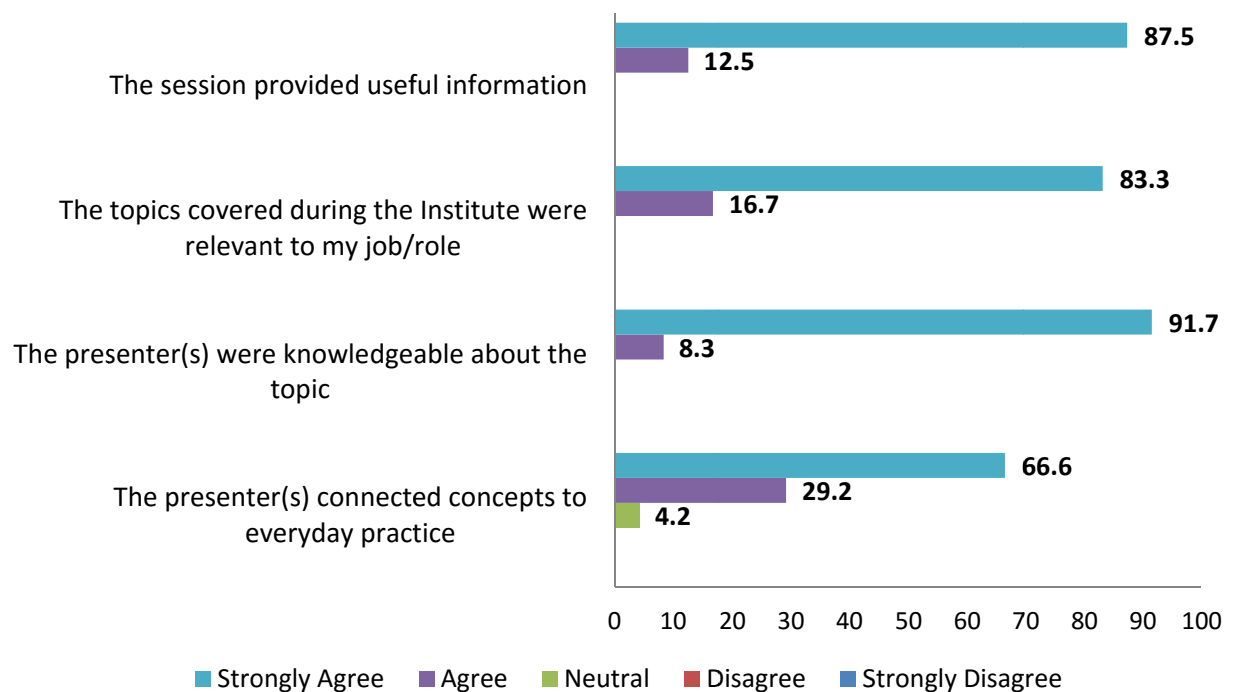
Results

understanding the legal framework around the issue (7.3%). An overwhelming majority (95.8%) of participants indicated that the Institute had *met or exceeded* their goals or expectations.

In addition, participants were asked to rate their agreement among four statements regarding components of the Institute. Statements included: *the sessions provided useful information, the topics covered were relevant to my job/role, the presenters were knowledgeable about the topic, and the presenter(s) connected concepts to my everyday practice.*

Overall, the majority of participants indicated favorable responses to all four statements (Figure 4). There was most variability among one statement, *the presenters connected concepts to my everyday practice*, which could indicate the use of more applicable examples and tools in future Institutes.

Figure 4 - Satisfaction with the Institute



Conclusion

The NCJFCJ is one of several national organizations dedicated to raising awareness about domestic child sex trafficking and improving services for this underserved population, but the only that focuses specifically on educating judges. Family and juvenile court judges can play a key role in identifying and serving DCST victims as judges are exposed to many at-risk and trafficked children in the foster care and juvenile justice systems. Victims of sex trafficking often experience complex and persistent trauma that impacts their perspectives and responses to intervention. Judicial officers have a unique opportunity and challenge in addressing the needs of these traumatized children and spearheading efforts in their jurisdictions. This can be accomplished through increasing judicial officers' awareness of the risk factors to identify potential victimized youth, understanding the perspectives of both victims and perpetrators, and using cultural competency in their decision-making. Therefore, the need to properly train and educate judicial officers about DCST has never been more critical.

A thorough evaluation plan was developed by the NJCJFCJ research staff to improve future NJIDCST programs. The evaluation plan examined knowledge acquisition, decision-making and practice change, and satisfaction through the use of pre- and post-surveys. Evaluation results generally trended in a positive direction suggesting that the Institute was valuable to participants. Pre- and post-survey results demonstrated an overall increase in knowledge acquisition after attendance at the Institute. Furthermore, the case scenario revealed that post-Institute, more participants were able to identify an increased number of risk factors. In addition, after the Institute, judicial officers were more likely to make orders that would help facilitate screening of potential victims, provide advocacy for children and youth, and provide appropriate services, resources and placements for victims.

The findings of this evaluation report are encouraging and indicate that the third NJIDCST achieved many of the desired goals and that respondents were satisfied with the Institute overall. In reviewing the results from the first and second NJIDCST, it is apparent that this is an important platform to to broadly raise awareness and educate judicial officers on this important and pervasive issue. It is the hope of the NJIDCST and the NCJFCJ that progress is made to ensure victims of sex trafficking are able to get the justice, services, and support they need to be able to recover from the complexity of trauma they have experienced.

Appendix A

Most Useful Components of NJDCST

Risk Factors/Identification of Victims (83.9%)
Identifiers for victims and those at risk
Ideas/techniques to identify victims
Risk factors
Risk factors and entry into DCST
Risk factors for trafficking
Risk factors to watch for
The warning signs, identifying the vulnerable youth
Risk factors to identify
That I should be alert, while on the bench, to risk factors for CST present in my cases
Risk factors
Risk factors and vulnerabilities
Risk factors
How to recognize risk factors concerning these victims
The scenarios are helpful and I realize that they can be helpful in trainings I do at home to help probation, DCS, law enforcement see the red flags
Risk factors,
Risk factors
Risk factors of DCST kids
There are no set prototype of victims or traffickers but there are factors that make victims more vulnerable
Risk factors/signs of victimization
Identifications of vulnerabilities--Dr. Countryman has developed assessment
Identify red flags
Identify the factors of sexual trafficking
I learned to identify several risk factors that I need to watch for
Learned about the warning signs that would be signals to me to identify vulnerable youth who have been exposed or are more likely to be exposed
Adolescent Brain Development, Trauma & Resiliency (41.9%)
Discussion in trauma
The extent to which trauma is involved
Trauma information
The discussion on resiliency and trauma
Understanding the impact of DCST on child victims (trauma)
Importance of creating a path for resiliency for victims
Keep trauma-informed need at the forefront
Resiliency in form of goals
Discussion of resiliency was helpful
That the system can inflict trauma
Therapy focused on future (have GSP to go back without re-traumatizing and build on strengths of survivor)

Appendix A

The actual effects of trauma
Decision Making (38.7%)
Engage minor in their service plan/placement
The concept of changing the questions that are asked from "what is wrong with you?" to "what has happened to you?"
Victim centered approaches in decisions
That how I respond to a child victim is extremely important
Need to include minor into making plans for their future. Think out of the box
Empowering the child
Importance of bringing children in, if they choose, to give them a voice in dependency, neglect cases. This is atypical in our jurisdiction.
Empowering victims to have input into decision making
Empowering victims to have input into decision making
Engaging children in their own cases and decision
We are prepping these kids to be victims through our orders.
I can apply factors to the process of decision making
Perpetrators: Control and Victim Response (38.7%)
How victims are groomed and the similarities to DV issues and/or cycles
Perpetrator identification
Understanding the victim's perspective
Understanding the victim's perspective and voice (they are not broken/damaged, they have strength and survival skills)
Methods of "grooming" by pimps
Imperative to see through the eyes of the children
Put ourselves in "different people's shoes," was remarkable, especially the child
Information regarding buyers and tools utilized by exploiters
The need to understand the psychology of the victims and perpetrators
The dynamics of trafficking
A variety of differing viewpoints and approaches to survivors-particularly from the bench
Prevalence of Issue (Misconceptions, etc.) (35.5%)
Important factual information about sex trafficking victims
The complexity of and multiple layers involved in child sex trafficking cases
How widely spread the issues are
How the child protective system "prepares" children to be victims of sex trafficking
The reality and extent of trafficking in our country
That bad practice in child welfare commonly creates risk of exploitation
The connection between the foster system and trafficking
Kids in families where substance abuse is rampant are much more at risk regarding DCST
Learned more about the victimization of young girls and boys
How pervasive the problem is and how complex the dynamics are

Appendix A

Numerous misconceptions
Judicial Leadership (16.1%)
The case approach from the judicial leadership and all that I have learned here. It's going to make a big difference
What court threatens as consequences will never be as bad as pimp's threats--as a judicial leader, consider and advocate for specialty court sessions and consistency of group of trained professionals
Judges can make a difference
The importance of judicial leadership (position) in transformation, laws in the area, including the warrant script
Importance of the role of the judge
Cultural Considerations (16.1%)
Bias (systemic and party)
Cultural Sensitivity
Implicit bias
Putting aside stereotypes when making decisions; not making assumptions about people
Better understanding the role of bias
Other (16.1%)
Getting services in a new way
And the way to engage discussion with stakeholders
Discussion of issues in relating to the length of time that might be needed to address victim's empowerment
DCS to report to NCMC (missing/exploited children)
Need for various providers to work together

Appendix B

Relevant Applications of Information from NJDCST

Specific Practice Changes (38.7%)
Making sure to allow the youth to always have a voice in the courtroom
Make more effort to engage youth in court
Spend more time talking with my kids. Try harder to be empathetic.
Spend more time with those AWOL youth when they are returned to my court.
I'll incorporate the scenarios in trainings into the courtroom and consider orders as we place children to really be more vigilant in the big picture.
Make the orders
Second, work to assure those things, like removing control and sending messages that a child is a source of income, are eliminated from practice.
Focus on factors that reinforce resiliency, not just on risks/weaknesses in practice
Work with Dr. Countryman (1) to get her assessment and (2) what forms of therapy is she referring to
Difference in how I am going to see the cases in front of me
Change language and characteristics of survivors (respondents)
Making routine orders re: children AWOL in state care
Education/ Information Sharing (32.3%)
To educate other stakeholders and work toward a unified approach to these cases.
On another level, I hope to share much of this material with colleagues.
Educate other judges in my JD.
Passing on more information to colleagues.
Educated my colleagues not here
First, spread the word
I'm going to share the factors
My mind is churning – the materials will be shared with our Human Trafficking Commission, disseminated to my statewide judicial association and with my benchmates
Share Judge Romero's order with presiding judge and recommend its adoption by us.
Engage fellow judges and magistrates in the juvenile justice system.
Collaboration/Discussion with Stakeholders (25.8%)
Get discussions going with other disciplines
Discussions with child protective services, practitioners, sensitivity victims.
Make all agencies that appear before me work together to minimize the risk factor.
Our community is forming a local task force and I look forward to being an engaged and informed participant.
Discuss with stakeholders about whether agencies have been trained to identify trafficking.
Will encourage GAL's to ask children if they want to come to court and involve them more in their own care planning. Bring back to court need to develop more expertise in judges and other providers.
I will participate in a dialogue with members of the judiciary and be a part of presentation

Appendix B

and suggestion to deal with the problem from a judicial perspective.
Courageous conversations with colleagues
Increase Awareness of Problem (22.6%)
Personally, I hope to have a far better awareness of all the issues surrounding this issue.
Try to be more aware of vulnerabilities in children in court.
Be more aware of children who might be DCST kids but not identified as such.
Better equipped to see risk factor/signs.
Put together at least mental list of vulnerabilities
The information I received today will allow me to be more informed about the child trafficking victims that appear before me.
It will make me sensitive to the issues that arise with the children and families who appear before me. And give me some better tools to deal with the issue more effectively.
The knowledge will help me understand and address litigant's needs.
Develop Coordinated Responses (22.6%)
Work toward a unified approach to these cases.
I will use the information to further the work being done at state and local level around helping stakeholders to identify victims and perpetrators of domestic sex trafficking. Development of streamlined assessment tool and protocols, etc.
We (the judiciary) have begun to develop a community response to trafficking.
To help build a system of care to meet the needs for CSEC.
I want to start the "Buyer Beware" public information program from Seattle.
It has confirmed in my mind that a multi-system process in place is a must! Need to be prepared for the child when he/she is presented to me as the judge.
My county will be looking at how we can best develop a comprehensive strategy around this.

Appendix C

Least Beneficial Component of NJDCST

Session Specific (12.9%)
Adolescent brain development (not enough audience involvement)
Adolescent brain--because I have heard that at other seminars
The standards of care and services was too short and somewhat disjointed
Introduction of the entire audience chews up a lot of times.
Repetition (9.7%)
1st day was too repetitive
Day 2 began to feel repetitive
Too much repetition of same info.
Applicability (6.5%)
Applicable ways on how are we going to handle the sense of responsibility the juvenile have for their actions.
Great ideas but need ideas to get programs started in my area and engage others from service providers
Logistics (6.5%)
I think it needs to be a little longer
We need more breaks

Suggestions for Improvement

Examples (32.3%)
Discussion of particular courts or programs that work.
I would like to hear more from victims/survivors.
More open space
Techniques that work--evidence based research not on all the risks, issues, but on things we can do to more appropriately and effectively intervene.
Practice--see a judge do a hearing using the techniques described in the training
The approach from the social responsibility of the juveniles (offender) in addition to how to approach the victims in the hearing.
All of the information you provided was valuable, but the overall picture was very discouraging. In addition to showing us what we're doing wrong, teach us how to get it right.
Maybe a little less on the hypothetical of Aliyah and Jason.
Practical application on how to engage. What that looks like.
Applicable ways on how are we going to handle the sense of responsibility the juvenile have for their actions.
Logistics (19.4%)
It was an awful lot to cram into two days
More breaks--there was a significant amount of information provided and its hard to focus,

Appendix C

remain engaged for 2 hour segment. It's also impatient to get up and move
The brain segment was too broad and short--she needed more time to cover the practical applications to DCST
Too little breaks--sitting up to 2-2/1/2 hours was difficult and tiring
There is a tremendous amount of material presented. It would be helpful to have more frequent breaks as it was difficult to stay focused despite how good the materials and presenters are. It was a great mix of active participation, lecture, & interactive group.
Should have group discussions after lunch to help us remain engaged after food.
Networking Time (9.7%)
Great set up and interaction with audience; 2nd day switch up tables one more time to meet more judges
Involve other disciplines--attorneys, social services, probation, etc.
I would like to have other stakeholders attend this training.
Additional Resources (9.7%)
1st day was too repetitive
Day 2 began to feel repetitive
Too much repetition of same info.