How to Identify and Communicate with Human Trafficking Victims with an Intellectual and/or Developmental Disability

April 17, 2014
3:15 – 4:15 PM EST

Presenters:
Ashley Garrett, Human Trafficking Team Lead, OVC TTAC
Darla J. Stuart, Executive Director, The Arc of Aurora

The material presented during today’s webinar session will be available on the Human Trafficking Learning Community.

The session will be recorded and will begin shortly.

As with all technology, we may experience a momentary lapse in the Webinar session. In the event of a problem, please be patient and remain on the line. If the problem persists, please contact alexandra.barry@icfi.com for technical assistance. The Webinar session will resume shortly.
Roll Call: Your organization name will be called in alphabetical order. If you come on the call late, please wait until we’ve completed the list and you can then let us know that you’ve joined.
Tip of the Month

Definition review of “Sex Act” and inputting accurate sex and labor Trafficking information in TIMS
Type of Trafficking - “other” in TIMS

- Labor Trafficking
  - Domestic servitude, servile marriage, mail order bride

- Sex Trafficking
  - Sexual exploitation, servile marriage, mail order bride

- Derivatives – use the type of trafficking of the primary victim
What is a Commercial Sex Act?

- “any sex act, on account of which anything of value is given to or received by a person.” § 1591 (e)(3)

- Sex act is defined under 18 U.S.C. § 2246 (2) “sexual act” or 18 U.S.C. § 2246(3) “sexual contact”

- For “exotic” dancing or massage consider U.S.C. 1589 Forced Labor
How to Identify and Communicate with Human Trafficking Victims with Intellectual and Developmental Disabilities (I/DD)
The Arc of Aurora
Presents
a Webinar for
OVC TTAC Anti-Human Trafficking Grantees

Darla J. Stuart – Executive Director
Presentation Goals:

• To provide tips to help identify a human trafficking victim who may have an intellectual or developmental disability (I/DD)

• To provide tips for communicating with a human trafficking victim with an I/DD

• To identify resources to help support human trafficking victims with an I/DD
Are People with Disabilities Trafficked?

The ‘Boys’ in the Bunkhouse

‘Toll, abuse and endures in the homeland’
The Boys in the Bunkhouse

Clearwater man charged with human trafficking

Ashland Couple Convicted of Labor Trafficking and Related Crimes
People with Disabilities

- Single largest minority group in the U.S.
- Tend to be poorer, less educated, and less employed than people without disabilities
- Often reliant on others for assistance
- Reliance leads to vulnerability
What Is an Intellectual or Developmental Disability (I/DD)
People with Intellectual Disability and/or Developmental Disabilities

True or false

Intellectual disability is one where there is significant limitation in intellectual functioning, and a developmental disability is one where the person’s physical development is limited.
Developmental Disability

- umbrella term that includes intellectual disability
- includes disabilities acknowledged during early childhood, e.g., autism spectrum disorder
- some largely physical issues, e.g., cerebral palsy, epilepsy
- physical + intellectual disability, e.g., Down syndrome, fetal alcohol spectrum disorder
A developmental disability is a severe, chronic disability that:

• Is attributable to a mental or physical impairment or a combination of those;

• Occurs before age 22;

• Is likely to continue indefinitely;

• Results in substantial functional limitations in three or more activities of daily living;

• Creates reliance which may lead to vulnerability exploited by traffickers
Intellectual Disability

- developmental disability
- significant limitations in both intellectual functioning (called intelligence; refers to general mental capacity, e.g., learning, reasoning, problem solving) and adaptive behavior
- originates before age 18/21
- used to be referred to as “mental retardation”
- impairment vs. incapacitated
Autism Spectrum Disorder
- developmental disability
- affects verbal and nonverbal communication, social interaction
- Autism historically referred to levels of function as well as diagnosis like Asperger’s

Autism does **NOT** relate to an IQ score.
How Do You Know Whether a Person May Have an I/DD?

Which is **not** an effective way to assess whether a person may have an I/DD?

1. Strong focus on a single thing in the environment
2. Inability to communicate (verbally/nonverbally)
3. Facial characteristics
Cues and Clues

*Disability Acronyms*

Did you ever have a case manager or resource coordinator?

Did you have an IEP (Individual Educational Plan) in school?

Did you ever get SSI?

Did you graduate from high school when you were 21?

Did you ever have a Rep Payee (someone who receives your SSI payment and helps you manage that money)?
Cues and Clues

After allowing for cultural differences:

- Overly dependent on others for activities of daily living?
- Difficult time communicating?
- Struggle with understanding what types of supports are needed?
Cues and Clues

- Environmental stimuli seems overwhelming (e.g., lights or noises) or unusually focused on a single item in the environment or a topic (e.g., a badge, sign, weapon, pop dispenser?)
- Unconventional social behaviors e.g., oblivious to social cues?
If you suspect an I/DD...

• You are not looking to diagnose but, rather, to recognize.
• Bottom line is, if you think an individual has an I/DD, then reach out and find a way to begin eligibility determination for federally funded supports.
Time for Questions
Tips for Communicating with a Person with an I/DD
People with Intellectual and/or Developmental Disabilities

- Speak to individuals in a manner matching their chronological age while matching your questions to the individual’s intellectual ability.

- Ask for understanding
People with Intellectual and/or Developmental Disabilities

Pay attention to verbal and non-verbal language for both yourself and the individual.
People with Intellectual and/or Developmental Disabilities

Avoid:
- questions about time
- complex sequences
- asking reasons for behavior.
- Do not use lists.

Ask for understanding
People with Intellectual and/or Developmental Disabilities

Ask the same question 2 or 3 times in different ways.

Do not praise between questions so as to not to influence responses.

Ask for understanding.
People with Autism Spectrum Disorder

Be calm, literal and concrete when speaking.
People with Autism Spectrum Disorder

The Procrastinator’s Meeting Has Been Postponed.

Avoid sarcasm.
People with Autism Spectrum Disorder

Pragmatic deficits in communication are common.
People with Autism Spectrum Disorder

Echolalia occurs.
People with Autism Spectrum Disorder

Do not interpret monotone or lack of emotion as a lack of ability to feel.
People with Autism Spectrum Disorder

Remove anything that may be distracting.
Support Resources

The Arcs
Direct service care providers, advocacy, day programs and employment, etc.
www.thearc.org

State Agencies on Developmental Disabilities
Single point of entry for ALL long term services in that state inclusive of housing, mental health, etc.
www.nasddds.org

Federal Administration for Community Living – AIDD Programs
Information and referral, legal services, training and education, etc.
www.acl.gov
The Arc of Aurora
advocating for and with people with I/DD

Darla Stuart
dsarcaurora@aol.com

www.thearcofaurora.org
(Under Construction)

720.213.1420