

# Axon VR

## Community Engagement Training (CET)



### Human Trafficking

## FACILITATOR'S GUIDE



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## FACILITATOR'S GUIDE OVERVIEW & USAGE TIPS

This Facilitator's Guide is customizable, enabling you to adapt it to your specific needs for tracking trainee progress, preparing for and conducting training sessions, and debriefing and assessing trainees after they complete the CET scenario in-headset.

### TRAINING SESSION PREPARATION

**NOTE:** Trainers should complete the scenario in-headset at least once prior to facilitating this CET module with trainees.

|   |   |
|---|---|
| <b><u>LESSON PLAN</u></b>                         | Review the lesson plan, which provides a comprehensive overview of the CET module, including its purpose, scenario overview, trainer preparation guidance, references, and links to additional resources. |
| <b><u>LEARNING OBJECTIVES</u></b>                 | Review the CET module's learning objectives, identify additional learning objective skills to assess trainees on during the scenario, and add any agency-specific learning objective skills to assess.    |
| <b><u>AGENCY RESOURCES</u></b>                    | Add agency-specific notes, including local and state resources, best practices, and pertinent guidelines tailored to your agency and community.   |
| <b><u>TRAINEE PRE-WORK HANDOUT</u></b>            | Provide the trainee with the pre-work handout, which offers an overview of the CET topic. The trainee should review this handout before completing the scenario in headset.                               |
| <b><u>SCENARIO FLOW &amp; DECISION POINTS</u></b> | Refer to the one-page flowchart outlining the scenario's decision points and corresponding branches as needed.  |

### TRAINEE EVALUATION

Use the [trainee evaluation form](#) to track trainee completion and document notes on their scenario decisions. Conduct a debriefing with the trainee by asking debriefing questions and questions in the [scenario assessment rubric](#). Print copies for each trainee and add the trainee's name, ID, and position at the top of each evaluation form to use as a training record.

**NOTE:** If facilitating this CET with multiple trainees at once, use the group debriefing and group Scenario Assessment Rubric questions in the [group evaluation](#) section to debrief the group. Axon also recommends [screen casting](#) the in-headset experience for the group to observe.

|  |  |
|--|--|
| <b><u>DEBRIEFING QUESTIONS</u></b>       | After the trainee completes the scenario in-headset, conduct a debriefing with them to provide feedback, discuss their choices and the scenario's outcome. Use the provided debriefing questions for guidance and incorporate any agency-specific debriefing questions.                                |
| <b><u>SCENARIO ASSESSMENT RUBRIC</u></b> | Conduct an assessment of the scenario topic with the trainee based on the CET module's learning objectives. Use the provided assessment questions for support as needed. Your assessment should also include a discussion about agency policy and a review of any pertinent local and state resources. |

## LESSON PLAN

|                                 |  |
|---------------------------------|--|
| <b>COURSE OVERVIEW</b>          | <p>During a domestic violence response, trainees may encounter signs that a victim is being trafficked. In this CET, trainees will explore how to spot subtle indicators, communicate safely and supportively, and coordinate with investigators to connect victims with appropriate services.</p> <p>Emphasizing trauma-informed approaches, this scenario helps officers navigate complex calls with empathy, build trust, and take action that supports victim safety and agency policy.</p> <p>After completing the experience, the trainer will conduct a debriefing with the trainee. The trainee must score 100% on the <a href="#">scenario assessment rubric</a>.</p>   |
| <b>IN-HEADSET VR EXPERIENCE</b> | <p>Trainees will begin the in-headset experience scenario as a patrol officer responding to a disturbance call at a low-budget motel and encounter a young woman named Jenna whose room and behavior raise concern. Initial contacts with the motel clerk and observations inside the room suggest possible human trafficking. Over multiple visits, the officers uncover indicators of grooming and coercion, support Jenna with advocacy and resources, and ultimately assist in identifying and arresting the trafficker.</p> <p>Trainees will be asked to make decisions in real time by selecting from multiple on-screen options. The trainees will see the scenario play out based on their selections. No VR Controllers are required. Trainees will use head movements to aim a crosshair and make selections.</p> <p>See the scenario flow and decision points <a href="#">flowchart</a> for an overview of the VR scenario and decision points branching.</p> |
| <b>LEARNING OBJECTIVES</b>      | <p>Given a scenario depicting a potential victim of human trafficking, the trainee will complete the following with their agency trainer and must achieve a score of 100% on the scenario assessment rubric:</p> <ul style="list-style-type: none"><li>• Identify indicators of human trafficking when encountering a potential human trafficking victim on a call.</li><li>• Develop insight into the lived experiences of human trafficking victims.</li><li>• Explain how to use a trauma-informed approach aligned with agency policy during interactions with a potential human trafficking victim.</li><li>• Identify communication techniques aligned with agency policy that have the best chance of resulting in a favorable outcome with a potential human trafficking victim.</li><li>• Explain best practices aligned with agency policy to effectively provide support and crisis intervention resources for human trafficking victims.</li></ul>           |

|                               |   |
|-------------------------------|---|
| <b>INSTRUCTIONAL GOAL</b>     | Given a scenario depicting a potential victim of human trafficking, the trainee will demonstrate the ability to recognize indicators of human trafficking; apply an understanding of victims' lived experiences; use trauma-informed, policy-aligned approaches during interactions; employ effective communication techniques to promote safety, trust, and cooperation; and identify appropriate support and crisis intervention resources. |
| <b>REQUIRED MATERIALS</b>     | Available on the <a href="#">VR training materials</a> page on <a href="#">Axon Help</a> : <ul style="list-style-type: none"> <li>• Facilitator's guide</li> <li>• Sample course roster (optional for collecting trainee names and email addresses and tracking completion)</li> </ul>  |
| <b>DATE RELEASED</b>          | March 2026  |
| <b>PREREQUISITES (IF ANY)</b> | None  |
| <b>COURSE LENGTH</b>          | 30 minutes (in-person instructor-led training)  |
| <b>EQUIPMENT</b>              | Axon VR equipment   |
| <b>FACILITY LOCATION</b>      | The Training Space will be identified by the agency and must contain a virtual boundary to keep trainees safe. Training Spaces should be kept clear of objects, pets, live weapons, and other people.   |
| <b>TARGET GROUP</b>           | Public safety and law enforcement officers  |
| <b>INSTRUCTORS</b>            | Any agency-identified VR trainer  |
| <b>GROUP RATIO</b>            | This curriculum is designed for a trainer-to-trainee ratio of 1:1.<br><b>NOTE:</b> If facilitating this module with multiple trainees at the same time, Axon recommends <a href="#">screen casting</a> a trainee's in-headset experience for the group to observe. Use the <a href="#">group debriefing questions</a> and the <a href="#">group scenario assessment rubric</a> to guide your debriefing with the group.                       |

|                                    |  |
|------------------------------------|--|
| <p><b>TRAINER PRE-WORK</b></p>     | <ol style="list-style-type: none"> <li>1. Create a VR Training Space. This is a 360° video experience that is best viewed while seated.</li> <li>2. Open the CET application and <a href="#">download the module</a> to the Library if it's not already present.</li> <li>3. Once downloaded, complete the module in-headset at least once prior to facilitating this CET. View the scenario more than once to experience the different possible outcomes.</li> </ol>  |
| <p><b>REFERENCE LIST</b></p>       | <ul style="list-style-type: none"> <li>• Office of Community Oriented Policing Services, U.S. Department of Justice. "Human Trafficking: The Crucible of Training." <i>The Dispatch</i>, April 2023. <a href="https://cops.usdoj.gov/html/dispatch/04-2023/crucible_of_training.html">https://cops.usdoj.gov/html/dispatch/04-2023/crucible_of_training.html</a>.</li> <li>• International Labour Organization. <i>Global Estimates of Modern Slavery: Forced Labour and Forced Marriage</i>. Geneva: International Labour Organization, 2024. <a href="https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---ipecc/documents/publication/wcms_854733.pdf">https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---ipecc/documents/publication/wcms_854733.pdf</a>.</li> <li>• United Nations Office on Drugs and Crime. <i>Global Report on Trafficking in Persons 2020</i>. Vienna: United Nations, 2021. <a href="https://www.unodc.org/documents/data-and-analysis/tip/2021/GLOTiP_2020_15jan_web.pdf">https://www.unodc.org/documents/data-and-analysis/tip/2021/GLOTiP_2020_15jan_web.pdf</a>.</li> <li>• The Exodus Road. "Race and Human Trafficking." <a href="https://theexodusroad.com/race-and-human-trafficking/">https://theexodusroad.com/race-and-human-trafficking/</a>.</li> <li>• National Human Trafficking Hotline. "Recognizing the Signs of Human Trafficking." <a href="https://humantraffickinghotline.org/en/human-trafficking/recognizing-signs">https://humantraffickinghotline.org/en/human-trafficking/recognizing-signs</a>.</li> </ul> |
| <p><b>ADDITIONAL MATERIALS</b></p> | <p>Download the optional <b>Sample Course Roster</b> on the <a href="#">VR training materials</a> page on <a href="#">Axon Help</a>.</p> <p>Print the sample course roster to use while facilitating training to collect the names and email addresses of trainees and track completion.</p>   |
| <p><b>ADDITIONAL RESOURCES</b></p> | <ul style="list-style-type: none"> <li>• For assistance facilitating this scenario or setting up Axon VR equipment, see the <a href="#">Virtual reality training</a> page</li> <li>• For directions on how to screen cast the in-headset experience, <a href="#">Screen cast options</a> article</li> </ul>  |

## SAMPLE COURSE SCHEDULE

|                  |   |
|------------------|---|
| <b>0800-0810</b> | Trainee reviews the pre-work handout  |
| <b>0810-0820</b> | Trainee completes VR scenario in-headset  |
| <b>0820-0830</b> | Trainer conducts assessment debriefing with the trainee using the debriefing questions and <a href="#">scenario assessment rubric</a> |

## LEARNING OBJECTIVES

Given a scenario depicting a potential victim of human trafficking, the trainee will complete the following with their agency trainer and must achieve a score of 100% on the scenario assessment rubric:

- Identify indicators of human trafficking when encountering a potential human trafficking victim on a call.
- Develop insight into the lived experiences of human trafficking victims.
- Explain how to use a trauma-informed approach aligned with agency policy during interactions with a potential human trafficking victim.
- Identify communication techniques aligned with agency policy that have the best chance of resulting in a favorable outcome with a potential human trafficking victim.
- Explain best practices aligned with agency policy to effectively provide support and crisis intervention resources for human trafficking victims.

## LEARNING OBJECTIVE SKILLS

Select additional learning objective skills to assess trainees on in this module:

| SITUATIONAL AWARENESS & OBSERVATION  | DE-ESCALATION & COMMUNICATION  |
|--|--|
| <input type="checkbox"/> 360° awareness<br><input type="checkbox"/> Observation: Whole body, hands, belt line, demeanor (immediate area)<br><input type="checkbox"/> Subject proximity | <input type="checkbox"/> Active listening & conflict resolution<br><input type="checkbox"/> Building rapport<br><input type="checkbox"/> Communication with partner<br><input type="checkbox"/> Communication with subject/individual<br><input type="checkbox"/> Cuffing under power<br><input type="checkbox"/> Dispatch disparity (caller perception, bias, etc.)<br><input type="checkbox"/> Duty to intervene<br><input type="checkbox"/> Empathy<br><input type="checkbox"/> Family intervention<br><input type="checkbox"/> Indicators of human trafficking<br><input type="checkbox"/> Non-verbal communication<br><input type="checkbox"/> Third party considerations/bias<br><input type="checkbox"/> Verbal de-escalation |
| ADMINISTRATIVE   |  |
| <input type="checkbox"/> Court preparation<br><input type="checkbox"/> Report writing<br><input type="checkbox"/> Resource identification  |  |

## AGENCY-SPECIFIC LEARNING OBJECTIVE SKILLS

Add any additional agency-specific learning objective skills you would like to assess trainees on as a part of this scenario:

## AGENCY RESOURCES

This training is best augmented with agency-specific resources. Axon does not make any recommendations on agency policies.

In alignment with agency policy, consider creating a supplemental guide (or use the space below to add agency-specific notes) to share with trainees that includes the local and state resources available that are specific to your agency and community, best practices, and agency-specific guidelines.

### AGENCY-SPECIFIC NOTES

## TRAINEE EVALUATION (INDIVIDUAL)

After the trainee completes the VR scenario in-headset, conduct a debriefing with them to provide feedback and discuss their choices and the scenario outcome using the provided questions as a guide. Then, complete the Scenario Assessment Rubric with the trainee.

You can use the [trainee evaluation form](#) with the debriefing questions and [scenario assessment rubric](#) as a training record to record performance notes and track individual trainee evaluations. Simply print copies for each trainee.

**NOTE:** If facilitating this CET with multiple trainees at once, use the group debriefing and Scenario Assessment Rubric questions in the [group evaluation](#) section to conduct a debriefing with the group.

**TRAINEE EVALUATION: HUMAN TRAFFICKING**

| TRAINEE NAME | ID | TYPE   |
|--------------|----|--|
|              |    | <input type="checkbox"/> Recruit<br><input type="checkbox"/> Officer |

**DEBRIEFING QUESTIONS (INDIVIDUAL)**

- What specific indicators in the scenario suggested possible human trafficking?
- How did you apply the definition of human trafficking (force, fraud, coercion) in your analysis?
- What behavioral, physical, verbal, or emotional signs stood out most to you?
- What fears might prevent the victim from cooperating with law enforcement?
- What trauma responses did you observe or anticipate (fear, denial, attachment)?
- How would you ensure the victim understands their rights and available protections?
- Did any of the consequences of certain choices come as a surprise? If so, which one(s)? Why?
- Would you change any of your choices after viewing the outcome of the scenario? Which choices would you have made differently?
- What is our agency's policy in responding to situations similar to this scenario?

**AGENCY-SPECIFIC QUESTIONS**

- 
- 

**TRAINER NOTES**

## SCENARIO ASSESSMENT RUBRIC (INDIVIDUAL)

Given a scenario depicting a potential victim of human trafficking, the trainee will now describe how to recognize indicators of human trafficking; apply an understanding of victims' lived experiences; utilize trauma-informed, policy-aligned approaches during interactions; employ effective communication techniques to promote safety, trust, and cooperation; and identify appropriate support and crisis intervention resources with their agency trainer and score 100% on the scenario assessment rubric questions below.

**NOTE:** As part of the scenario assessment rubric, Axon recommends discussing agency policy and reviewing local and state resources with the trainee.

Review the following example scenario with the trainee:

### ASSESSMENT SCENARIO

Officers respond to a disturbance call at a small, privately owned massage parlor near a strip mall.

The owner reports frequent male customers coming and going from one back room rented by a 19-year-old woman who appears nervous and avoids eye contact. When officers arrive, an older man is speaking for the woman and refuses to let her speak to them alone. She has only a small bag of belongings, no identification on her, and visible bruising on her arm.

When asked about the situation she says she's "just helping out a friend" and insists she's fine, but she's anxious and repeatedly glances at the man before answering. The owner says the back room is paid for in cash daily and that different men arrive at varying hours.

**Q1: What indicators suggest this may be a case of human trafficking?**

**PASSING RESPONSE**

The trainee clearly articulates at least three indicators, which may include:

- Presence of force, fraud, or coercion
- Controlling companion speaking for the victim
- Signs of fear, anxiety, avoidance of eye contact
- Lack of identification or control over documents
- Evidence of commercial sex activity (cash payments, frequent visitors)
- Physical injuries consistent with abuse
- Application of the Action-Means-Purpose (AMP) framework

**FAILING RESPONSE**

The trainee fails to articulate any relevant indicators or conveys the opposite of the indicators of human trafficking.

**TRAINER NOTES**

**Q2: What lived experiences or barriers may affect the victim's willingness to cooperate?**

**PASSING RESPONSE**

The trainee identifies at least three relevant factors, such as:

- Fear of bonding or psychological coercion
- Shame, stigma, distrust of law enforcement
- Immigration or arrest concerns
- Economic dependence or homelessness
- Grooming tactics creating dependency

**FAILING RESPONSE**

The trainee fails to recognize trauma-related barriers or assumes non-cooperation without considering coercion.

**TRAINER NOTES**

**Q3: How would you apply a trauma-informed approach aligned with agency policy?**

**PASSING RESPONSE**

The trainee articulates at least three trauma-informed strategies:

- Safely separating the victim from the trafficker
- Prioritizing safety (physical and emotional)
- Non-confrontational and transparent communication
- Avoiding blame or accusatory questioning
- Recognizing trauma responses (fear, denial, attachment)
- Providing immediate emotional support and clear next steps

**FAILING RESPONSE**

The trainee suggests confrontational tactics or actions that may retraumatize or escalate risk.

**TRAINER NOTES**

**Q4: What communication techniques would you use to build trust and encourage cooperation with the victim?**

**PASSING RESPONSE**

The trainee identifies at least three effective communication techniques:

- Calm tone and simple language
- Open-ended questions
- Active listening and validation
- Respecting personal space and equal eye level
- Allowing processing time
- Avoiding legal jargon and judgmental language
- De-escalation and reassurance

**FAILING RESPONSE**

The trainee recommends aggressive questioning, blaming language, rushing details, or confronting the trafficker in front of the victim.

**TRAINER NOTES**

**Q5: What support services and crisis intervention resources aligned with agency policy should be offered to the victim?**

**PASSING RESPONSE**

The trainee clearly identifies appropriate resources:

- National Human Trafficking Hotline (1-888-373-7888; Text HELP to 233733; online chat)
- Local non-governmental organizations NGOs, shelters, advocacy organizations
- Victim rights and federal protections
- Agency referral and documentation procedures
- Specialized task forces or investigative units
- Guidance for safe and confidential service navigation

**FAILING RESPONSE**

The trainee fails to identify relevant support resources or does not align recommendations with agency policy.

**TRAINER NOTES**

## TRAINEE EVALUATION (GROUP)

If facilitating this CET with multiple trainees at once, use these group questions to conduct a debriefing with the group. Add additional questions as needed.

### DEBRIEFING QUESTIONS (GROUP)

- What does “prioritize safety” look like in practice in this scenario?
- What common communication mistakes are most likely in calls with a possible human trafficking victim?
- What biases or assumptions might interfere with identifying trafficking?
- How can you maintain cultural sensitivity while still prioritizing safety?

### AGENCY-SPECIFIC QUESTIONS

### TRAINER NOTES

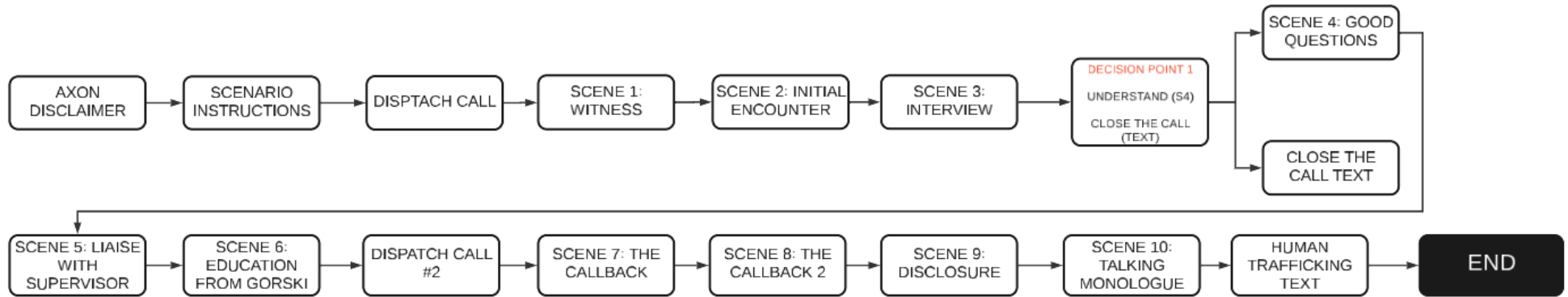
## SCENARIO ASSESSMENT RUBRIC (GROUP)

- What indicators that you've encountered in similar scenarios supported your reasonable suspicion of human trafficking?
- From the victim's perspective, what barriers or lived experiences may affect cooperation?
- How have you implemented a trauma-informed, policy-aligned response in similar scenarios?
- What communication strategies have you used in similar scenarios to build trust and encourage disclosure with a possible human trafficking victim?

## TRAINER NOTES

## SCENARIO FLOW & DECISION POINTS

The flowchart below displays the trainee decision points and their respective branches in the scenario.



## TRAINEE PRE-WORK HANDOUT: HUMAN TRAFFICKING

**Purpose:** This handout provides an overview of human trafficking to help officers understand, empathize, and communicate effectively while identifying possible human trafficking victims.

### UNDERSTANDING HUMAN TRAFFICKING

- Human trafficking involves the use of force, fraud, or coercion to exploit adults or children for labor or commercial sex
- Sex trafficking includes inducing a person to perform a commercial sex act through force, fraud, or coercion, or any commercial sex act involving a person under 18
- Child sex trafficking involves any commercial sex act with a minor, regardless of force, fraud, or coercion
- Forced labor cases involving adults must meet an **Action–Means–Purpose (AMP) framework**: Action (recruiting, harboring, transporting, providing, or obtaining a person), Means (force, fraud, or coercion), and Purpose (exploitation)
- Human trafficking does not require movement or crossing a border and is distinct from human smuggling

### CHARACTERISTICS OF AT-RISK POPULATIONS

- Victims can be any age, race, ethnicity, gender identity, sexual orientation, nationality, or socio-economic background
- Women and children are the most common victims
- At-risk populations include foster youth, runaway or homeless individuals, undocumented immigrants, individuals with disabilities or substance use disorders, LGBTQI+ individuals, and victims of domestic violence
- Systemic inequities, discrimination, and generational trauma create vulnerabilities traffickers exploit

**Review this handout prior to completing the VR scenario in-headset**

### COMMON INDICATORS OF SEX TRAFFICKING

- **Behavioral:** Fear of law enforcement, hesitation to cooperate, scripted responses
- **Physical:** Avoiding eye contact, tense posture, appearing fearful or submissive
- **Verbal:** Deflection, misdirection, or coached language
- **Emotional:** Fear, denial, shame, or emotional detachment

### LIVED EXPERIENCES OF VICTIMS

- Victims may fear retaliation, arrest, deportation, or harm to loved ones
- Cultural, language, and legal barriers often prevent victims from seeking help
- Trafficking occurs across legal and illicit industries including hospitality, agriculture, construction, salons, domestic work, and illicit markets

### TRAFFICKERS & CONTROL TACTICS

- Traffickers can be strangers, acquaintances, intimate partners, family members, or organized networks
- Traffickers exploit vulnerabilities through grooming, manipulation, threats, isolation, abuse, and debt control
- Victims may remain due to fear, trauma bonding, shame, or threats to themselves or their families

## TRAUMA-INFORMED RESPONSE

- Trauma affects victims' behavior, communication, and decision-making
- Victims may display fear, denial, distrust of authorities, or emotional attachment to traffickers
- Prioritize safety, trust, transparency, cultural sensitivity, and empathy
- Use victim-centered interviewing techniques and provide emergency emotional or physical care as needed

## EFFECTIVE COMMUNICATION TECHNIQUES

- Speak calmly using clear, simple language and open-ended questions
- Maintain equal eye level, open body language, and respectful personal space
- Demonstrate patience, empathy, active listening, and reassurance
- Avoid aggressive questioning, judgmental language, rushing, legal jargon, or confronting traffickers in front of victims

### References:

- Office of Community Oriented Policing Services, U.S. Department of Justice. "Human Trafficking: The Crucible of Training." *The Dispatch*, April 2023. [https://cops.usdoj.gov/html/dispatch/04-2023/crucible\\_of\\_training.html](https://cops.usdoj.gov/html/dispatch/04-2023/crucible_of_training.html).
- International Labour Organization. *Global Estimates of Modern Slavery: Forced Labour and Forced Marriage*. Geneva: International Labour Organization, 2024. [https://www.ilo.org/wcmsp5/groups/public/---ed\\_norm/---ipec/documents/publication/wcms\\_854733.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---ipec/documents/publication/wcms_854733.pdf).
- United Nations Office on Drugs and Crime. *Global Report on Trafficking in Persons 2020*. Vienna: United Nations, 2021. [https://www.unodc.org/documents/data-and-analysis/tip/2021/GLOTiP\\_2020\\_15jan\\_web.pdf](https://www.unodc.org/documents/data-and-analysis/tip/2021/GLOTiP_2020_15jan_web.pdf).
- The Exodus Road. "Race and Human Trafficking." <https://theexodusroad.com/race-and-human-trafficking/>.
- National Human Trafficking Hotline. "Recognizing the Signs of Human Trafficking." <https://humantraffickinghotline.org/en/human-trafficking/recognizing-signs>.

## SUPPORT & RESOURCES

- **National Human Trafficking Hotline**
  - Call: **1-888-373-7888**
  - Text: **HELP** or **INFO** to **BeFree (233733)**
  - Email: **help@humantraffickinghotline.org**
  - Chat: **humantraffickinghotline.org/chat**
- Follow agency policy to connect victims with local and national-level advocacy and support resources and service providers, as well as guidance on how to navigate those resources
- Identify victims' rights under federal law and available victim protections or resources offered by federal, state, local, and Tribal governments (if applicable)