

# JOHN SCHOOL:

## Guidelines for Sex Buyer Education Programs



**DAVE YOST**  
OHIO ATTORNEY GENERAL





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## **Acknowledgements**

The Human Trafficking Initiative team at the office of Ohio Attorney General Dave Yost would like to acknowledge the many experts in the field who contributed to the development of these guidelines.

We especially thank Dr. Tony Talbott, director of advocacy for the Human Rights Center at the University of Dayton and director of Abolition Ohio, for his active guidance and feedback; both were instrumental in the completion of this project.

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## FROM THE ATTORNEY GENERAL

Sex trafficking is a market — an illegal one — but a market nonetheless. Like every other market, it is subject to the law of supply and demand. Traditionally, efforts to stop sex trafficking have focused on the supply side of the equation — arresting, charging and jailing those who provide sex, while giving the buyers a relative slap on the wrist.

Since becoming Ohio Attorney General in 2019, one of my top priorities has been to curb sex trafficking in Ohio by attacking the demand side of this equation — the buyers. Without people willing to buy sex, there would be no demand, and thus no incentive for traffickers to exploit emotionally and psychologically vulnerable children and women by turning them into sexual commodities.

When House Bill 431 went into effect last year, it gave law enforcement and prosecutors an important new tool to use against buyers of sex, with heightened penalties that include mandatory sentencing to what is often called “john school.” In these education classes, convicted sex-buyers learn about the ugly workings of sex trafficking, and the degrading and abusive practices traffickers use to control the victims they peddle to buyers.

The guide, created by the staff of the Ohio Attorney General’s Human Trafficking Initiative, is intended to help communities create a sex-buyer education program, or to enhance an existing one. Society has gradually come to understand that those selling sex are not the perpetrators of crime but the victims. Now it is time to focus attention where it belongs — on the buyers who drive this evil market.



Yours,

A handwritten signature in black ink that reads "Dave Yost". The signature is written in a cursive, flowing style. The "D" is large and loops around the "ave". The "Yost" is written in a similar cursive style.

**Dave Yost**  
Ohio Attorney General

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# INTRODUCTION

In April 2021, a new state law took effect that established the crime of “engaging in prostitution.” Previously, the state had a single statute addressing prostitution, one that generally penalized the seller of sex more than the buyer. Under the new statute (Ohio Revised Code Section 2907.231), those who engage in buying sex — commonly referred to as “johns” — are required to attend an education or treatment program “aimed at preventing (them) from inducing, enticing, or procuring another to engage in sexual activity for hire in exchange for the person giving anything of value to the other person.”

This requirement creates the need for statewide standards for sex buyer education (SBE) programs, commonly known as “john schools.” The Ohio Attorney General’s “John School: Guidelines for Sex Buyer Education Programs” — created by the staff of the Ohio Attorney General’s Human Trafficking Initiative in consultation with outside experts — is intended as an aid for local jurisdictions looking to create new programs or to evaluate or improve existing programs.

Buying sex results in the harm and exploitation of others. Holding buyers accountable for engaging in prostitution is crucial to shifting buyers’ behavior, changing societal attitudes and fostering the understanding that prostitution is not a victimless crime.

Accountability involves education, community assistance and, many times, the criminal justice system. Education can be powerful and effective, helping sex buyers not only to discover the reasons that they buy sex but also to abandon this behavior and, as a result, stop harming others.

SBE programs provide offenders with the tools to make this shift. The AGO’s guide recommends minimum areas of content coverage for such programs in Ohio. Foundational subject matter and resources for such programs should answer the questions:

- What is commercial sexual exploitation?
- What are the judicial and legal consequences of buying sex?
- Why do people buy sex? And what is the impact?
- Why is it important for offenders to build a support network?

Local jurisdictions that have an existing program should use the AGO guidelines to gauge that program’s quality. Lengthier, therapy-based programs for sex buyers also exist. One example, the T.O.P.S. Program, can be found in Section 7: Resources for programs. The AGO guidelines can be used to complement these types of programs.

The Human Trafficking Initiative team is available to work with local jurisdictions to help identify resources in your area if follow-up for program participants is needed. Administrators of new or developing programs are encouraged to connect with local resources and partner with agencies in their jurisdiction.

# SECTION 1 | STEPS TO DEVELOPING AN SBE PROGRAM

The following framework is intended to assist those seeking to create a sex buyer education (SBE) program or enhance an existing program so that it meets the recommendations of this Ohio Attorney General’s “John School: Guidelines for Sex Buyer Education Programs.”

## Preparing your team

Before you begin focusing on the program details, you can better prepare your staff by requiring all SBE program personnel to undergo Human Trafficking 101 training. The Ohio Attorney General’s Human Trafficking Initiative (HTI) team is available to provide this training at no cost.

The HTI team works to build awareness of human trafficking, to empower Ohioans to take action in their communities, to strengthen victim services throughout the state, and to ensure that traffickers and johns are brought to justice.

In its Human Trafficking 101 course, the team explores the common misconceptions and the realities of human trafficking, trafficking victims and how trafficking affects them, sex buyers and the role they play in trafficking, traffickers, and related Ohio law. The course also covers how community members and local stakeholders can join the fight.

**To arrange HT 101 training, email [HTI@OhioAGO.gov](mailto:HTI@OhioAGO.gov).**

## Getting started

Here are some all-important initial steps to building an effective SBE program:

- **Set goals for the content of the program that are consistent with the topics in this guide.** This guide covers, among other topics, human trafficking, the laws associated with sex buying and human trafficking, the reasons people buy sex, and the effects of sex trafficking. For a full list of topics and subtopics, see the Table of Contents.
- **Create a stable organizational structure.** Begin by identifying a lead program or agency coordinator or facilitator. For example, some SBE programs are housed and/or led by a prosecutor’s office, probation department or a mental health counseling group. From there, identify additional program instructors or facilitators to teach the content. Among the pool of professionals and stakeholders in your area from which you could draw are probation personnel, prosecutors, law enforcement officers who work human trafficking cases, health-care workers and mental health clinicians. Also consider consulting human trafficking survivors, whose lived experiences can really strengthen an SBE program. For best practices, see the “Resources on those with lived experiences” in Section 7: Resources for programs.
- **Determine the length of your program.** Program lengths can vary widely. Some programs may meet for six hours in one day; others may meet one hour a week for six to 10 weeks. The team or agency leading and teaching your SBE program should decide whether it will be a single-day session or multiple sessions spanning several days or weeks. Using only the SBE content offered in these guidelines, a class can be conducted in a minimum of six hours.

- **Determine whether your program will be available only to court-mandated offenders or open to outside referrals and self-referrals, too.** Many SBE programs receive participants through the court system, which mandates sex buyer education as part of a probation or diversion program. Some programs also take non-criminal community referrals or individuals who voluntarily seek education. As SBE program designers consider funding, staffing, collaboration with local agencies and other factors, they will be able to determine whether the program can accept outside referrals or self-referrals.
- **Conduct a cost assessment to ensure program sustainability.** Be sure to consider administrative costs (costs associated with running the program) and interpreter costs (some buyers do not speak English). Depending on the total costs and available funding, you might consider partnering with another agency or agencies on the SBE program.
- **Decide whether your program will charge participants a fee and, if so, how much.** Program fees can range from \$0 to \$1,500. It is important to consider administrative costs and any options your program might offer to participants who are indigent or would need a payment plan. Some programs also might consider charging an additional fee to be used to pay for local victim services and survivor support programs and/or to subsidize law enforcement efforts to curb trafficking.
- **Establish an attendance and completion policy, and communicate it clearly.** Scenarios to consider when determining such a policy include participants who sign up but do not attend the program, those who attend but do not pay the fee, and those who attend only some of the required sessions. Program organizers need to determine consequences for not meeting the attendance and completion policy — and should communicate the policy to program participants as well as court personnel and referral agencies.
- **Set a class size to ensure the best learning environment and use of resources.** In determining class size, consider the class location, current COVID-19 guidelines for in-person gatherings, number of facilitators, frequency of classes, frequency of law enforcement “stings” in your area, possible virtual programming, use of interpreters for participants, and curriculum structure. Some SBE programs cap classes at 10 people to heighten interaction with participants; others allow as many as 45 participants, which means less individual interaction.
- **Administer a post-program survey to all participants.** Any such survey should be anonymous, and that detail should be clearly conveyed to participants. A post-program survey can help determine efficacy, provide feedback on presenters and material, show what content most affected participants, and provide an opportunity for participants to self-report on the likelihood of recidivism. Program facilitators should also initiate a post-course discussion about what participants have learned — to reinforce the need for offenders to accept responsibility for their actions.
- **Identify any local resources that are available to participants during and after the program.** For example, a program might set up a referral process for therapists and counselors in your area who can work with sex buyers on more-substantive steps needed for them to change their behavior. Such next-step options, which can also involve mentorship and peer support, create opportunities for participants to build support, accountability and resilience.

## Working with offenders and building support

Some important details to note regarding sex buying offenders:

- **Be aware of cultural barriers.** It is important to realize that sex buyers represent a variety of races, ethnicities and cultures. Cultures vary in their acceptance of sex buying. Identifying and gaining an understanding of the various cultures and subcultures within your community are crucial so that you are properly prepared to deal with a diverse group of program participants. For participants who speak different languages, your program should partner with agencies that can provide interpreters as needed.
- **Understand that buyer attitudes and behaviors will not change overnight.** Attitude and behavior modification is a process; it takes time. Your program content may affect buyers in different ways. The first step toward change is education. According to a study commissioned by the National Institute of Justice — called the National Overview of Prostitution and Sex Trafficking Demand Reduction Efforts<sup>1</sup> — education is vital to reducing the demand for commercial sex. SBE programs covering the topics outlined in this guide will be able to provide participants with the tools they need to change. It is important to note, however, that some participants who complete the program may continue to buy sex and may or may not be caught by law enforcement; others may circumvent the education process, adapt their methods and find other ways to purchase sex.

## Enhancing the impact in your community

Once you have established the basics of your SBE program, consider broadening awareness in your community by establishing prevention efforts that educate not only adult men on the topics in this guide but also women, boys and girls. A community that is knowledgeable about sex trafficking can identify, address and reduce the sexual exploitation of others and the demand for commercial sex.

For additional information, facilitators can refer to the list of helpful links under “Resources for male participants” and “Resources for buyer support groups” in Section 7: Resources for programs. The nonprofit Truckers Against Trafficking has created discussion questions for men’s groups that can help facilitators foster discussion about various topics in this guide. This resource can be found under “Resources on demand” in Section 7: Resources for programs.

<sup>1</sup> Shively, M., Kliorys, K., Wheeler, K., & Hunt, D. (2012, June). National Overview of Prostitution and Sex Trafficking ... Retrieved from <https://nij.ojp.gov/library/publications/national-overview-prostitution-and-sex-trafficking-demand-reduction-efforts>



## SECTION 2 | THE LAW

**T**his section explains the legal penalties that buyers and traffickers may face for exploiting victims in Ohio. If your local law enforcement and court program use the municipal code, please include it in the content presented to participants. The Ohio Attorney General’s HTI team is available to explain the legal parameters of sex trafficking if questions arise.

### **A legal overview**

The following are legal consequences that should be covered in your SBE program.

#### **FOR BUYERS**

*The offender may be subject to fines, jail or penalties based on the local municipal code where a conviction occurs.*

1. Before April 12, 2021, Solicitation of Prostitution (ORC 2907.24) applied to those who sell sex and those seeking to purchase sex.
  - a. This charge is a misdemeanor of the third degree.
  - b. Sentencing comes with a maximum penalty of 60 days in jail and/or \$500 fine.
  - c. This code provision still applies to those who are selling sex.
2. New as of April 12, 2021, Engaging in Prostitution (ORC 2907.231) applies ONLY to those who seek to purchase sex.
  - a. This charge is a misdemeanor of the first degree.
  - b. Sentencing comes with a maximum penalty of 180 days in jail and/or up to \$1,500 fine.
  - c. The maximum fine for first-degree misdemeanors is typically \$1,000.
    - i. (C) of 2907.231 specifically allows for a higher fine.
    - ii. (C) of 2907.231 also states has specific language that says the “court shall (emphasis added) require the offender to attend an education or treatment program...” These education programs are usually referred to as sex buyer education (SBE) programs or “john schools.”
  - d. This offense was created with more stringent penalties to more effectively address the demand side of the sex trafficking market.
3. Different offenses and penalties may be involved if the person who is solicited is a minor, whether or not a buyer knows the person’s age. When a minor is involved, the offense is typically a felony — so those buyers won’t likely be involved in your programming.

**FOR TRAFFICKERS**

1. Trafficking in Persons (ORC 2905.32)
  - a. This charge is classified as a felony of the first degree with a 10- to 15-year MANDATORY sentence. This sentence is far more stringent than most other first-degree felonies.
  - b. Another condition of sentencing is sex offender registration. There are three tiers of registration: Tier I is 15 years, Tier II is 25 years and Tier III is lifetime. Trafficking in Persons comes with a Tier II (25-year) sex offender registration.
  - c. No person shall knowingly (or attempt to) recruit, lure, entice, isolate, harbor, transport, provide, obtain or maintain another.
    - i. The offender knows the person will be subject to involuntary servitude (LABOR) or be compelled to engage in sexual activity for hire (SEX).
    - ii. The language of sexual activity covers contact (i.e. touching) and conduct (i.e. penetration, oral sex) within the Ohio Revised Code.
2. Compelling Prostitution (ORC 2907.21)
  - a. This charge can be a variety of felony levels, depending on the age of the victim and whether the minor victim was compelled.
    - i. It is a felony of the third degree if the victim in the case is over 18. Sentencing includes up to 36 months in jail and there is probation eligibility.
    - ii. If the victim is a minor and is not compelled, this charge is a felony of the third degree.
  - b. Regardless of whether someone is charged at the first-, second- or third-degree level of compelling prostitution, a condition of sentencing is Tier II (25-year) sex offender registration.
  - c. No person shall knowingly do any of the following:
    - i. Compel another to engage in sexual activity for hire;
    - ii. Induce, procure, encourage, solicit, request or otherwise facilitate either of the following:
      - a. A minor to engage in sexual activity for hire, whether or not the offender knows the age of the minor;
      - b. A person the offender believes to be a minor to engage in sexual activity for hire, whether or not the person is a minor.
3. Promoting Prostitution (ORC 2907.22)
  - a. This charge is a felony of the fourth degree. Sentencing includes up to 18 months in prison, and there is probation eligibility.
  - b. If the victim is a minor, this charge is a felony of the third degree. Sentencing includes up to 36 months in prison, and there is probation eligibility.
  - c. A condition of sentencing is Tier I (15-year) sex offender registration.

*Facilitator note:* The term “compel” in both Trafficking in Persons and Compelling Prostitution does NOT require “that the compulsion be openly displayed or physically asserted.” Compulsion is also established if the state proves the victim’s will was overcome by force, fear, duress, intimidation or fraud.

- d. No person shall knowingly supervise, manage, or control the activities of a prostitute engaging in sexual activity for hire
  - i. OR transport someone for sexual activity for hire
  - ii. OR run a brothel
    - a. A brothel can be considered activity within a house or building.
- 4. Commercial Sexual Exploitation of a Minor (ORC 2907.19)
  - a. This charge is a felony of the third degree. Sentencing includes up to 36 months prison and there is probation eligibility.
  - b. No registration as a sex offender is required for this charge.
  - c. No person shall knowingly purchase or obtain advertising space for an ad for sexual activity for hire that includes the depiction of a minor.
  - d. Lack of knowledge of age is NOT a defense.
  - e. Traffickers are often charged for ads involving images of minors.

## SECTION 3 | HOW HUMAN TRAFFICKING WORKS

This section offers a detailed look at the key factors that result in human trafficking. Facilitators are encouraged to incorporate this material in their sex buyer education (SBE) classes.

Human trafficking is a multimillion-dollar illicit industry that treats people as commodities. It is present worldwide, including in Ohio. Human trafficking is defined as the use of compulsion, force, fraud or coercion to make another person engage in sex for hire (commercial sexual exploitation/sex trafficking) or involuntary servitude (labor trafficking). The federal definition highlights force, fraud and coercion; Ohio law focuses on compulsion.

There is a strong connection between the purchase of sex and harm to sexually exploited individuals. Educating people about the realities of commercial sexual exploitation can counter the misconception that prostitution is a victimless crime.

### Myths about human trafficking

There are many myths<sup>2</sup> about commercial sexual exploitation that not only stand in the way of identifying and helping victims but also create barriers for law enforcement, prosecutors and social-service providers. Among them:

- **Traffickers acquire victims through kidnappings — say, from shopping-mall parking lots.** Such tactics, in fact, are rare. In most cases, victims are trafficked by someone they know: a family member, friend or romantic partner. In other cases, a stranger deliberately builds a relationship with a victim with the intention of exploiting that person once the relationship is established.
- **Human trafficking is an issue only in other countries and involves only foreign nationals.** The reality is that the United States has a serious human trafficking problem and many of the victims in this country are U.S. citizens. Foreign nationals — many of whom have entered the U.S. legally under a visa or with refugee/asylum status — have also been victimized in the United States.<sup>3</sup> Regardless of a victim's residency status, trafficking is a violation of human rights and federal and state laws.
- **Human trafficking typically involves chains or other physical restraints.** This myth is fueled by the imagery often used to depict human trafficking in the entertainment industry and news media. In fact, traffickers control victims through the use of emotional abuse, psychological abuse and/or drug addiction. The false imagery can make it harder for people to recognize true trafficking.
- **Only girls and women are victims of trafficking.** The reality is that victimization of boys, men and those who identify as LGBTQ+ is underreported.<sup>4</sup> The cornerstone of human trafficking is vulnerability, and there are many reasons — regardless of where one is on the gender spectrum — that someone may be vulnerable.
- **Trafficking only happens in big cities.** In truth, trafficking knows no boundaries; it happens in big

2 Polaris Project. Myths, Facts and Statistics Retrieved from <https://polarisproject.org/myths-facts-and-statistics/>; DHS. Blue Campaign. Retrieved from <https://www.dhs.gov/blue-campaign/myths-and-misconceptions>; Ohio Attorney General Human Trafficking Initiative. Did You know? Retrieved from <https://www.ohioattorneygeneral.gov/Individuals-and-Families/Victims/Human-Trafficking/Did-you-know>

3 U.S. State Department. Refugee Admissions. Retrieved from <https://www.state.gov/refugee-admissions/>

4 Martinez, O., & Kelle, G. (2013). Sex Trafficking of LGBT Individuals: A Call for Service Provision, Research, and Action. *The international law news*, 42(4), [sex\\_trafficking\\_lgbt\\_individuals](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4204396/). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4204396/>

cities, small cities, suburbs and rural areas.

- **Prostitution is a free-will choice, and the person being bought and sold can stop, leave or escape the market at any time without consequences.** This is among the most damaging of myths related to human trafficking. Prostitution is sometimes depicted as a lavish and attractive lifestyle. The popular film “Pretty Woman,” for example, showcases a prostitute who finds true love after being rented by a wealthy businessman. In reality, most women engaged in prostitution are not participating voluntarily.
- **Trafficking is a victimless crime, a simple exchange of services for something of value.** The reality is that prostitution is anything but a victimless crime. The devastating costs of trafficking are discussed in Section 5: The Impacts of Purchasing Sex.

For additional information about myth busting, facilitators can refer to the list of helpful links under “Resources on sex trafficking” in Section 7: Resources for programs.

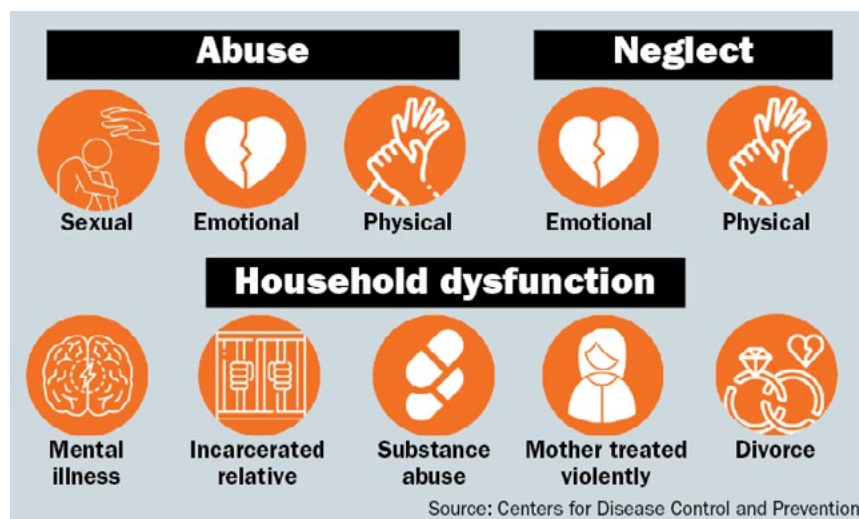
## The role of adverse childhood experiences

Adverse childhood experiences, also known as ACEs, are traumatic experiences that occur in a person’s life before the age of 18. Because ACEs are known to influence the behavior of traffickers, trafficking victims and buyers of sex, these experiences play a substantial role in human trafficking.

The concept of ACEs was developed by a team of doctors and researchers in a groundbreaking 1998 study, “The Adverse Childhood Experiences (ACE) Study.”<sup>5</sup>

ACEs are developed through toxic stress, “a prolonged or excessive activation of the stress response system.” The experiences include abuse and neglect in all forms, as well as family instability resulting from mental illness, substance use, imprisonment and domestic violence. These experiences are linked to a host of physical, emotional and psychological problems that can last a lifetime. The build-up of extensive stress can affect a child’s neurological and hormonal systems because neither is fully developed; it also can alter the way a person responds to stress or makes decisions as an adult.

According to the ACE study, 61% of adults in the United States endured at least one adverse childhood experience and one in six adults report having faced four or more ACEs. The graphic below from the Centers for Disease Control (CDC) details the range of adverse childhood experiences.



<sup>5</sup> Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults. The Adverse Childhood Experiences (ACE) Study. *American journal of preventive medicine*, 14(4), 245–258. [https://doi.org/10.1016/s0749-3797\(98\)00017-8](https://doi.org/10.1016/s0749-3797(98)00017-8)

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Facilitators can share this graphic in SBE classes and explain ACE scoring.

The original ACE study measured 10 types of childhood trauma. Five are personal:

- Physical abuse
- Verbal abuse
- Sexual abuse
- Physical neglect
- Emotional neglect

Five are related to the household:

- A parent who is a problem drinker
- A mother who is a victim of domestic violence
- A family member who has been incarcerated
- A family member diagnosed with a mental illness
- Parents who separate or get divorced

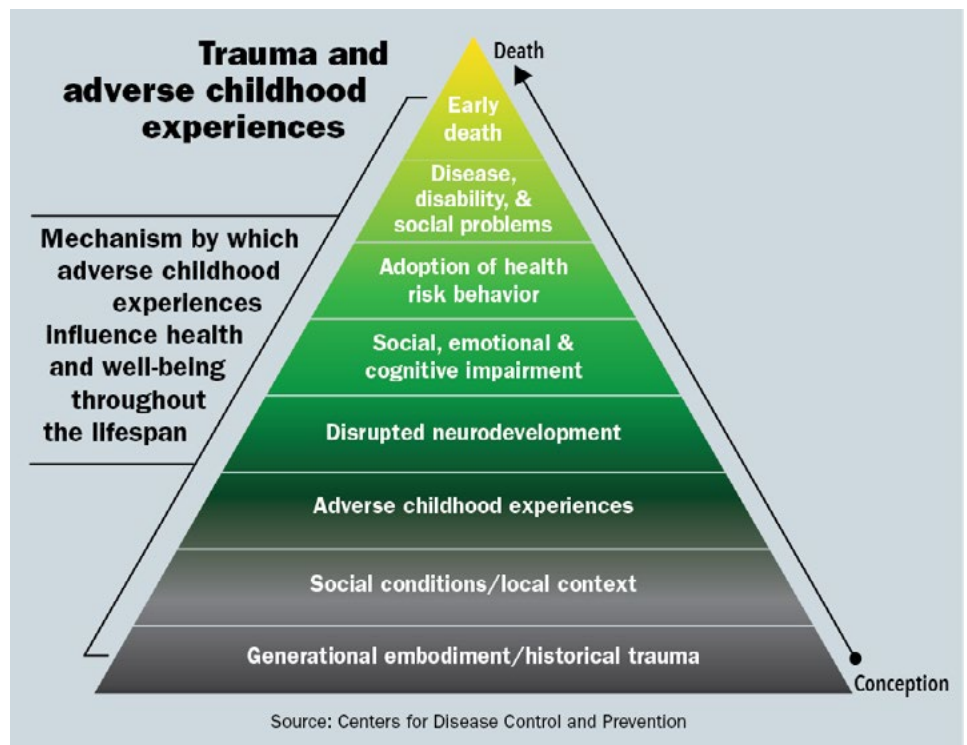
Each type of trauma counts as a score of one. Higher scores of toxic stresses experienced in childhood can increase the risk of health consequences or “poor health outcomes” — smoking, obesity, depression, unhealthy coping mechanisms, alcoholism, IV drug use and more. These health consequences are often linked to the chronic diseases people develop as adults, as well as depression, violence, violent victimization and suicide. Repeated or constant stress takes a toll on the body and affects a person’s well-being.

The connection between ACEs/trauma and the enduring health consequences — especially when the adversity begins early in a person’s life and persists throughout childhood — is underscored by the graphic at right from the CDC.<sup>6</sup>

ACEs have been found to be intergenerational within a person’s family and cyclical. For instance, it is not uncommon for a person to experience the same ACE as that of a parent, such as physical or emotional abuse<sup>7</sup>.

More recently, the ACE study was expanded to also include traumatic experiences

in a community environment, such as bullying, racism, living in an unsafe neighborhood and being in foster care.<sup>8</sup>



6 CDC. About the CDC – Kaiser ACE Study (2021, April 06). Retrieved from <https://www.cdc.gov/violenceprevention/aces/about.html>

7 CDC. Injury Prevention & Control Adverse Childhood Experiences. (2021, May 17). Retrieved from <https://www.cdc.gov/injury/priority/aces.html>

8 CDC. ACES Gabrielle Scarlett, A. G. (2021, August 12). Retrieved from <https://www.ncsl.org/research/health/adverse-childhood-experiences-aces.aspx>

## How ACEs affect sex trafficking

Adverse childhood experiences often play a role in the lives of victims, traffickers and buyers. The phrase “Hurt people hurt people” encapsulates the idea that people who have suffered ACEs often pass the damage on.

The study “Adverse Childhood Experiences and the Propensity to Participate in the Commercialized Sex Market” found a connection between childhood sexual abuse and the purchasing and selling of sex.<sup>9</sup> Victims often have underlying vulnerabilities stemming from ACEs that can increase the likelihood of future victimization. Similarly, ACEs can also be a major factor in traffickers’ victimization of others and their participation in other criminal activity. For sex buyers who have endured ACEs, such experiences can lead to unhealthy coping mechanisms, including a desire to buy sex.

In these varied ways, ACEs play a pivotal role in an individual’s decision-making as an adult.

Facilitators should use ACEs to unravel the misconceptions that participants have about those involved in prostitution and challenge them to ask how their own ACEs led them to participate in this harmful trade.

Also, a test that measures ACEs can be administered to participants during the program. For more information on ACEs and a link to the test, facilitators can refer to the “Resources on ACEs” in Section 7: Resources for programs.

<sup>9</sup> Diamond-Welch, B., & Kosloski, A. E. (2020). Adverse childhood experiences and propensity to participate in the commercialized sex market. *Child abuse & neglect*, 104, 104468. <https://doi.org/10.1016/j.chiabu.2020.104468>

## SECTION 4 | THE DEMAND THAT DRIVES HUMAN TRAFFICKING

**B**uyers of commercial sex represent the demand side of “supply and demand.” Traffickers respond to demand by turning vulnerable people into sexual commodities to sell at a profit. Demand is a complex issue that requires assessing the many factors that compel someone to buy sex. It is important that facilitators understand this content so they can share it with participants in their SBE program.

### Who are the buyers?

Buyers are generally referred to as “johns” or “purchasers of sex”; when they solicit sex, they often are called “tricks,” “customers,” “clients,” “dates” or “consumers.” The profile of a buyer is not one-size-fits-all. Sexual orientation, race and other demographic traits have been found to be a low predictor of sex buying. Sex buyers are overwhelmingly male,<sup>10</sup> and an estimated 14% of U.S. men have purchased sex at some point.<sup>11</sup>

Buyers can be categorized as low- or high-frequency. Low-frequency buyers purchase sex one to five times in a year. High-frequency buyers purchase sex weekly or monthly, and they account for nearly 75% of purchasers of sex. High-frequency buyers are more likely to make over \$100,000 annually, but it is important to note that income is not a reliable indicator of a person’s likelihood to purchase sex.

In one study, the age of sex buyers ranged from 20 to 71 years old, with the average being 39. Many buyers have reported feeling entitled to purchase sex and see nothing wrong with the behavior.<sup>12</sup> A common belief among sex buyers is that the person from whom they purchase sex is acting voluntarily, but that often is not the case.

Facilitators should emphasize that buyers are exercising free choice but that the person they are paying probably isn’t. If buyers stopped paying for sex, the market would shrink significantly.

For additional information, facilitators can refer to the list of helpful links under “Resources on demand” in Section 7: Resources for programs.

10 Farley, M., Golding, J. M., Matthews, E. S., Malamuth, N. M., & Jarrett, L. (2017). Comparing Sex Buyers With Men Who Do Not Buy Sex: New Data on Prostitution and Trafficking. *Journal of Interpersonal Violence*, 32(23), 3601–3625. <https://doi.org/10.1177/0886260515600874>

Demand Abolition. (2018, November). Who Buys Sex? Understanding and Disrupting Illicit Market Demand. Retrieved from <https://www.demandabolition.org/wp-content/uploads/2019/07/Demand-Buyer-Report-July-2019.pdf>

Shively, M., Kliorys, K., Wheeler, K., & Hunt, D. (2012, June). National Overview of Prostitution and Sex Trafficking ... Retrieved from <https://nij.ojp.gov/library/publications/national-overview-prostitution-and-sex-trafficking-demand-reduction-efforts>

11 Monto, M. A., & Milrod, C. (2014). Ordinary or Peculiar Men? Comparing the Customers of Prostitutes With a Nationally Representative Sample of Men. *International Journal of Offender Therapy and Comparative Criminology*, 58(7), 802–820. <https://doi.org/10.1177/0306624X13480487>

12 Durchslag, R., AM, & Goswami, S. (2008, May). Deconstructing the Demand for Prostitution: Preliminary Insights from Interviews with Chicago Men who Purchase Sex — The Chicago Alliance Against Sexual Exploitation. Retrieved from <https://humantraffickinghotline.org/sites/default/files/Deconstructing-the-Demand-for-Prostitution%20-%20CAASE.pdf>



## Why people buy sex

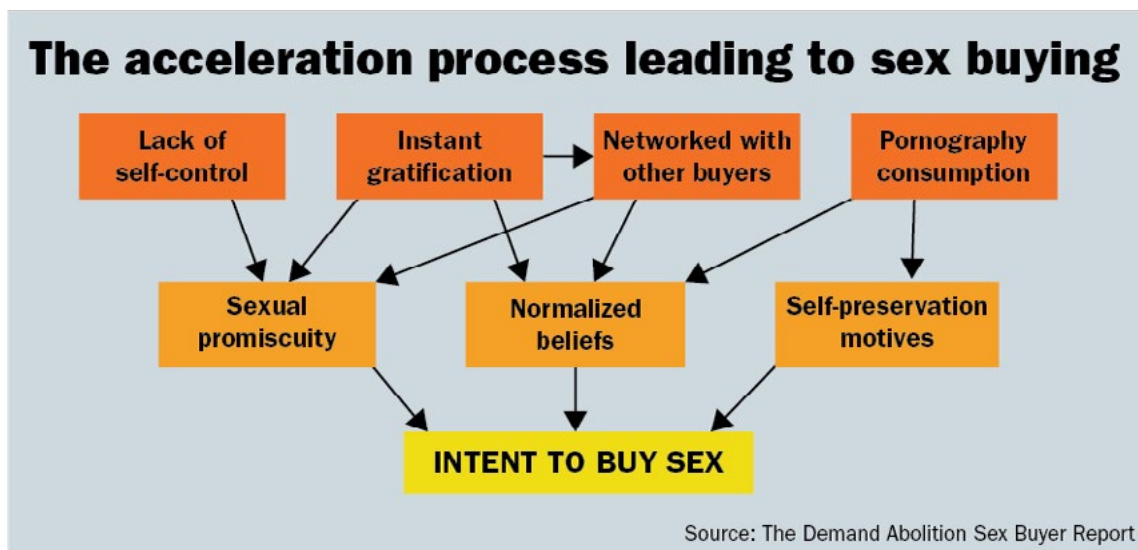
Many factors influence a person's decision to buy sex. Among them are beliefs derived from society and an individual's personal environment, harmful gender stereotypes, sexual objectification, trauma and ACEs, a desire for instant gratification, curiosity, thrill seeking, a lack or fear of intimacy, stress and sex addiction.

It is important to acknowledge that every person's experience is distinct and the motivations for purchasing sex exist on a spectrum. Buyers of sex are predominantly male, but facilitators should be aware that female buyers do exist.

When a person is not engaged in treatment or intervention and has a lack of accountability and support, he or she is more likely to buy sex.

A buyer's social environment can shape his views on purchasing sex. The beliefs, expectations and reactions within one's social circle or local community might influence a buyer's viewpoint. Similarly, family, friends, colleagues and mentors influence the way individuals establish beliefs and attitudes toward intimate relationships and the larger world. Social environments can include online sex review forums, through which buyers learn about and encourage one another to engage in purchasing sex. These forums essentially justify and normalize engaging in prostitution.

This chart shows how myriad factors can combine to lead to sex buying:



The following situations can be used as examples by facilitators to depict how social environments can contribute to a buyer's mentality and enable him to justify a sex purchase.

- A son grows up in a household in which he is taught that, in order to be a man, he must shut down his feelings and “act strong.” The son also sees the men around him denigrating women and girls. This social environment might make the son believe that this is an acceptable way to treat females.
- A group of high-school students make fun of a fellow male student who is still a virgin. Not only might this student feel peer pressure to lose his virginity to fit in, but he also is learning that he will not be considered a “man” unless he engages in sexual activity.
- A group of friends discuss the promiscuity of a woman. One of them believes that, because of the way she dresses, she is “asking for a hook-up.” This social discussion reinforces a male sense of entitlement to sexual access.
- Some businessmen are told by their boss that, if they meet a quarterly sales goal, they will be provided

with a group of women for private entertainment. These individuals are experiencing a company culture that normalizes inappropriate sexual rewards.

- During a guys' night out among work colleagues, one of the men talks about how he hires prostitutes to fulfill sexual needs his wife cannot. He encourages a co-worker who is experiencing stress at work and in his romantic relationship to engage in prostitution as a release. In heeding the advice, the co-worker begins to create an unhealthy coping mechanism.

To create discussion, facilitators can ask the following questions:

- When you were growing up, were there certain beliefs or attitudes within your household or a certain social group that have shaped your perspective toward sexual experiences?
- Where did you first learn about sex? How did that influence your life?
- Were you alone or with a group when you first purchased sex?

Enduring trauma, too, can influence a person's propensity to purchase sex. Childhood toxic stress can lead to a variety of sexual challenges, including:

- Sexual anxiety
- Sexual disorder
- Sexual avoidance
- Low sexual satisfaction
- Sexual compulsion

Buyers may purchase sex to ease insecurity, avoid emotional commitment, seek companionship, find purpose or gain a sense of accomplishment. Essentially, they use commercial sex as a gateway to a fantasy reality.

Facilitators should use the factors outlined in this section to ask participants what drives them to purchase sex.

## Sex trafficking and pornography

Pornography can serve as a gateway to trafficking.<sup>13</sup> It is difficult to differentiate between consensual and non-consensual pornography involving adults, so users can't know whether or not pornography participants acted voluntarily. Some participants may have been forced, coerced or manipulated into performing against their will. Researcher Melissa Farley found that 49% of women in prostitution reported having participated in pornographic productions.<sup>14</sup>

Pornography can also factor into a buyer's decision to solicit sex. A Chicago sex-buyer study revealed that 39% of respondents had re-enacted pornography with an individual from whom they purchased sex and 49% thought women in pornography were prostitutes.<sup>15</sup> As a pornography user reaches ever-escalating levels of desire, the need to fulfill those desires can lead him to purchase sex.<sup>16</sup>

There is no ambiguity about pornography involving minors. In the United States, such material is always illegal. Covenant Eyes, a website and app that monitors an individual's pornography use, says the word "youth" has been

13 Covenant Eyes. (2022, January 03). The Most Up-to-Date Pornography Statistics. Retrieved from <https://www.covenanteyes.com/pornstats/>

14 Farley, M., Cotton, A., Lynne, J., Zumbek, S., Spiwak, F., Reyes, M. E., . . . Sezgin, U. (2004). Prostitution and Trafficking in Nine Countries. *Journal of Trauma Practice*, 2(3-4), 33-74. doi:10.1300/j189v02n03\_03

15 Durchslag, R., AM, & Goswami, S. (2008, May). Deconstructing the Demand for Prostitution: Preliminary Insights from Interviews with Chicago Men who Purchase Sex — The Chicago Alliance Against Sexual Exploitation. Retrieved from <https://humantraffickinghotline.org/sites/default/files/Deconstructing-the-Demand-for-Prostitution%20-%20CAASE.pdf>

16 Monto, M.A. (2000). Why men seek out prostitutes. In: R. Weitzer (Ed.), *Sex for Sale: Prostitution, Pornography and the Sex Industry*, London: Routledge.

searched more than 400 million times on pornography websites, reinforcing the magnitude of the demand for child sexual abuse material (more commonly known as child pornography).

Survivors of sex trafficking and child pornography say they struggle with knowing that pornographic content from their victimization remains online, and they are looking for ways to fight websites that host the images and profit from their exploitation.

Facilitators should encourage participants to look beyond the pornographic content they view and work to really understand the harm behind it.

## Problematic pornography use and compulsive sexual behavior disorder

A common misunderstanding is that a person who purchases sex has a sex addiction or pornography problem. This may or may not be the case for sex buyers. The amount of pornography consumed varies from individual to individual, but those who view excessive amounts may have problematic pornography use (PPU), defined as excessive, compulsive and uncontrollable pornography use. Many sex buyers with PPU say that a key attraction of pornography is the instant gratification they derive from it.<sup>17</sup> For some, excessive pornography viewing may lead to the more severe challenge of sex addiction, which, like PPU, has been identified as a factor in the decision to buy sex.

Sex addiction, also known as compulsive sexual behavior disorder (CSBD), is when a person engages in long-standing, repetitive sexual behaviors, fantasies, and urges.<sup>18</sup> A person with CSBD experiences a pattern of failure to control intense sexual impulses that emerge over a period of six months or longer — despite adverse consequences.<sup>19</sup> A sex addict may seek the thrill of sexual fantasies and engage in risky behaviors — such as frequenting illicit massage parlors or soliciting sex — to satisfy the uncontrollable sexual urges.<sup>20</sup>

Both PPU and CSBD provide an avenue for escape from stress related to daily life, loneliness, depression, anxiety or past trauma.

Several studies have shown that PPU and CSBD can also impact an individual's brain activity. These conditions cause the loss of grey matter in the prefrontal cortex, the portion of the brain responsible for self-control and decision-making.<sup>21</sup>

17 Foubert, John D. (2017) "The Public Health Harms of Pornography: The Brain, Erectile Dysfunction, and Sexual Violence," *Dignity: A Journal on Sexual Exploitation and Violence*: Vol. 2: Iss. 3, Article 6. DOI: 10.23860/dignity.2017.02.03.0;

Durchslag, R., AM, & Goswami, S. (2008, May). Deconstructing the Demand for Prostitution: Preliminary Insights from Interviews with Chicago Men who Purchase Sex — The Chicago Alliance Against Sexual Exploitation. Retrieved from <https://humantraffickinghotline.org/sites/default/files/Deconstructing-the-Demand-for-Prostitution%20-%20CAASE.pdf>;

Negash, S., Sheppard, N. V., Lambert, N. M., & Fincham, F. D. (2015). Trading Later Rewards for Current Pleasure: Pornography Consumption and Delay Discounting. *The Journal of Sex Research*, 53(6), 689-700. doi:10.1080/00224499.2015.1025123

18 Mayo Clinic. (2020, February 07). Compulsive Sexual Behavior. Retrieved from <https://www.mayoclinic.org/diseases-conditions/compulsive-sexual-behavior/symptoms-causes/syc-20360434>

19 ICD-11 for Mortality and Morbidity Statistics <https://icd.who.int/browse11/l-m/en#/http%253A%252F%252Fid.who.int%252Ficd%252Fentity%252F1630268048>

20 Carnes, P., Carnes, S., Greene, P. (March, 2010). The Same Yet Different: Refocusing the Sexual Addiction Screening Test (SAST) to Reflect Orientation and Gender.24-26. DOI: 10.1080/10720161003604087

21 Draps, M., Sescousse, G., Potenza, M. N., Marchewka, A., Duda, A., Lew-Starowicz, M., . . . Gola, M. (2020). Gray Matter Volume Differences in Impulse Control and Addictive Disorders—An Evidence From a Sample of Heterosexual Males. *The Journal of Sexual Medicine*, 17(9), 1761-1769. doi:10.1016/j.jsxm.2020.05.007;

Hong, S., Zalesky, A., Cocchi, L., Fornito, A., Choi, E., Kim, H., . . . Yi, S. (2013). Decreased Functional Brain Connectivity in Adolescents with Internet Addiction. *PLOS ONE*, 8(2). doi:10.1371/journal.pone.0057831;

Kühn, S., & Gallinat, J. (2014). Brain Structure and Functional Connectivity Associated With Pornography Consumption. *JAMA Psychiatry*, 71(7), 827. doi:10.1001/jamapsychiatry.2014.93

They also create an emotional and psychological disconnect between reality and fantasy. A buyer's brain may crave more intense sexual stimulation, leading to behavior that falls on what is known as the sexual violence continuum. The changes in brain activity also directly affect how a person experiences sexual gratification.

Some research has shown that those with PPU and CSBD have experienced erectile dysfunction, delayed ejaculation and the inability to reach orgasm (anorgasmia) related to their excessive viewing of pornography.<sup>22</sup> Both PPU and CSBD<sup>23</sup> can cause a person to become secretive or hide their struggles from loved ones, which can harm those relationships. The time spent purchasing sex or watching excessive amounts of pornography also can cause a person to lose focus on everyday activities.

It is important to know that, without treatment, the behaviors and adverse consequences of PPU and CBSD will increase.

There are screening tools and evaluations conducted by licensed professionals that can aid in diagnosing PPU and CBSD. Facilitators should identify local clinical professionals in their area as options for support. For additional information, facilitators can refer to the list of helpful links under "Resources on pornography," "Resources on sex addiction" and "Resources for buyer support groups" in Section 7: Resources for programs.

## Society's role in creating demand

Gender stereotyping, sexualization and sexual objectification are among the ways that society contributes to the creation of demand for commercial sex.

Gender stereotypes encompass generalized views about the roles that are, or should be, performed by women and men. They can be reinforced by a person's local environment and social conditions, and they are bolstered by the entertainment industry. Film, television, magazines and books sexualize and objectify female, male and LGBTQ+ gender roles.

Sexualization<sup>24</sup> refers to a person's value being judged only from her or his sexual appeal or behavior, to the exclusion of other characteristics. It also means to make something sexual or frame it in a sexual way.

Sexual objectification focuses on a person's sexual body, body parts and/or sexual functions apart from the entirety of her or his being; the person is regarded as an object for others to use or consume. Women experience sexual objectification at far higher rates than men.<sup>25</sup>

All of these societal constructs can contribute to unhealthy beliefs about sex, including normalizing sex buying.

22 Sharpe, M., & Mead, D. (2021). Problematic Pornography Use: Legal and Health Policy Considerations. *Current addiction reports*, 1–12. Advance online publication. <https://doi.org/10.1007/s40429-021-00390-8>

23 Mayo Clinic. (2020, February 07). Compulsive Sexual Behavior. Retrieved from <https://www.mayoclinic.org/diseases-conditions/compulsive-sexual-behavior/symptoms-causes/syc-20360434>

24 Lamb, S., & Koven, J. (2019). Sexualization of Girls: Addressing Criticism of the APA Report, Presenting New Evidence. *SAGE Open*. <https://doi.org/10.1177/2158244019881024>

25 Szymanski, D. M., Moffitt, L. B., & Carr, E. R. (2011). Sexual Objectification of Women: Advances to Theory and Research 1 7. *The Counseling Psychologist*, 39(1), 6–38. <https://doi.org/10.1177/0011000010378402>

Here are some example(s) of sexual objectification, sexualization and gender stereotyping:<sup>26</sup>

- Social media and the entertainment industry portraying girls/women as promiscuous or less valuable than boys/men.
- People who are LGBTQ+ depicted as excessively flamboyant and/or hypersexual.
- Messages in social media and film depicting “real men” as unemotional, dominant and strong.
- TV shows in which youth are ridiculed for being virgins.
- TV shows revealing a girl’s body parts, suggesting sexual readiness.

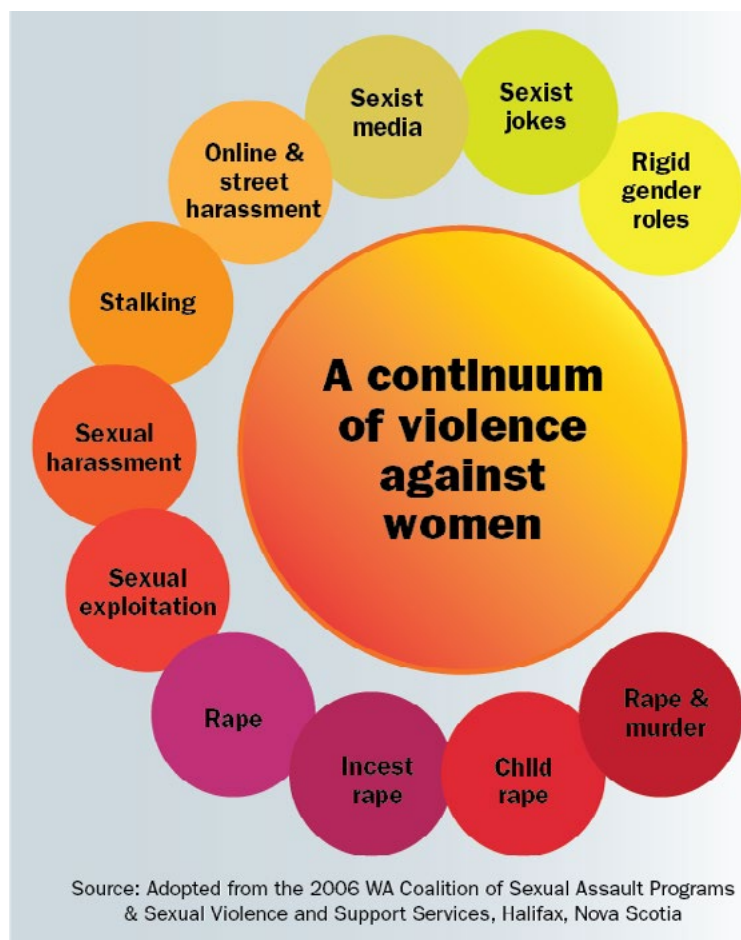
Society’s acceptance of online pornography sites such as OnlyFans and Pornhub not only promotes sexual objectification but also encourages acting out fantasies in real life. Individuals may then take it a step further and purchase sex.

When society accepts a skewed sexual decision-making culture, it creates an environment in which sexual violence and rape myths can thrive. Such behaviors will continue to harm vulnerable and marginalized individuals if buyers are not held accountable.

## The sexual violence continuum and rape culture

The sexual violence continuum, which depicts escalating levels of male sexual aggression toward women, is used to illustrate how societal norms help create an environment in which sexual violence can occur. It ranges from rigid gender roles all the way to extreme physical violence, such as rape. All of these acts can be categorized as unwanted, manipulated or forced contact.

The graphic at right depicts some of the levels of the sexual violence continuum, beginning with rigid gender roles and



26 Brown, J. D., L'Engle, K. L., Pardun, C. J., Guo, G., Kenneavy, K., & Jackson, C. (2006). Sexy media matter: Exposure to sexual content in music, movies, television, and magazines predicts black and white adolescents' sexual behavior. *Pediatrics*, 117(4), 1018-1027.;

Kraus, S. W., & Russell, B. (2008). Early sexual experiences: The role of Internet access and sexually explicit materials. *CyberPsychology & Behavior*, 11(2), 162-168.;

Pardun, C.J; L'Engle, K.L; and Brown, J. (2005). Linking Exposure to Outcomes: Early Adolescents' Consumption of Sexual Content in Six Media. *Mass Communication & Society*. 8(2), 75-91;

Farley, M., & Golding, J. M. (2019). Arrest Histories of Men Who Buy Sex. *Policy Journal — Center on Juvenile and Criminal Justice*, 16(1). Retrieved from [http://www.cjcc.org/uploads/cjcc/documents/arrest\\_histories\\_of\\_men\\_who\\_buy\\_sex\\_farley.pdf](http://www.cjcc.org/uploads/cjcc/documents/arrest_histories_of_men_who_buy_sex_farley.pdf)

continuing in order of increasing severity.<sup>27</sup>

The continuum — which can also involve assigning responsibility to a victim for what happened to her, threats against a victim of sexual assault and denial of rape — shows how the aggressive behaviors create rape culture.

Rape culture<sup>28</sup> essentially refers to a set of values, beliefs and behaviors in a society that normalizes sexual violence, including rape. It essentially justifies sexual aggression and trivializes the seriousness of sexual violence.<sup>29</sup>

Research has found that sex buyers are more likely to commit sexual aggression.<sup>30</sup> The transactional nature of purchasing sex gives the buyer a sense of ownership over the other person, allowing the buyer to justify engaging in behaviors on the sexual violence continuum. That justification might sound a lot like one of these examples:

- “The seller enjoys the sex acts.”
- “This is her job.”
- “She just wants to make money.”
- “I am allowed to have sex with whoever I want.”
- “I paid for it, so she must do what I tell her to do.”

In addition to creating the opportunity for sexual violence, commercial sex creates an environment in which gender-based violence can flourish because women are predominantly the ones selling sex. When society does not hold individuals accountable for sexual and gender-based violence, it sanctions and perpetuates victimization.

To combat these societal norms, facilitators should remind participants of the importance of changing their behavior to set an example for how harmful engaging in commercial sexual activity can be for society.

For additional information, facilitators can refer to the list of helpful links under “Resources on sexual violence and sexualization” in Section 7: Resources for programs.

27 Adapted from the 2006 WA Coalition of Sexual Assault Programs and Sexual Violence & Support Services Halifax, Nova Scotia

28 <https://www.unh.edu/sharpp/rape-culture>

29 <https://www.dictionary.com/browse/rape-culture>

30 Weitzer, R. (2005). Flawed Theory and Method in Studies of Prostitution. *Violence Against Women*, 11(7\_ 934-949. Doi:10.1177//1077801205276986

# SECTION 5 | SUPPLYING THE HUMAN TRAFFICKING MARKET

**B**uyers attending SBE programs need to understand that the people from whom they purchase sex may not be there of their own free will. This section explores how someone can fall under the control of a trafficker and the methods used to maintain that control.

## The victims

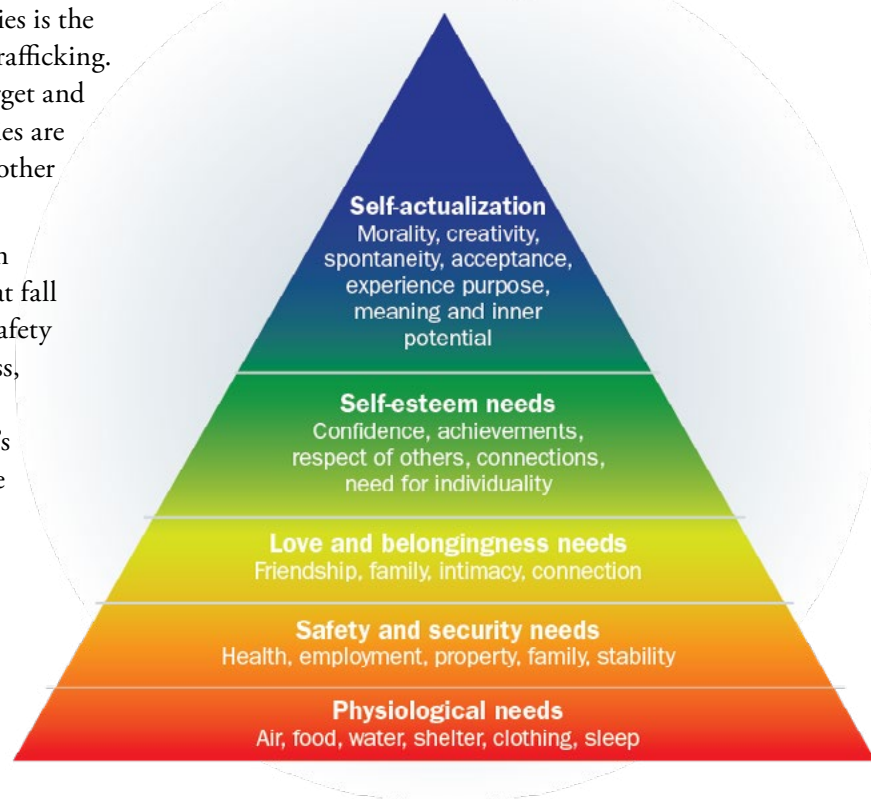
Exploitation of human vulnerabilities is the cornerstone of both sex and labor trafficking. In recruiting victims, traffickers target and exploit vulnerabilities. Vulnerabilities are not limited by age, race, gender or other demographics.

According to psychologist Abraham Maslow, every person has needs that fall into five core areas: physiological, safety and security, love and belongingness, self-esteem, and self-actualization. The chart at right explains Maslow's "hierarchy of needs" in a little more detail.

A void in these needs provides an opportunity for a trafficker to meet those needs. Here are some examples of how traffickers exploit vulnerabilities:

- Physiological needs: food, water, shelter, sleep, clothing
  - If a homeless teen needs a shelter, a trafficker may offer a safe place to stay.
- Safety and security needs: personal security, employment, health, resources
  - If a person loses her job, a trafficker may offer work that can make the person fast money.
- Need for love and belonging: friendship, sense of connection, family, intimacy
  - If a person lacks a family connection, the trafficker may tell her that he/she loves her and will take care of her the way family should.
- Esteem needs: self-esteem, recognition, freedom, respect
  - If a person has low-self-esteem or lacks a sense of self-worth, a trafficker may seek to gain her trust by

### Maslow's hierarchy of needs



reminding her of her worth and by recognizing and giving her personal “freedom.”

- Self-actualization needs: the desire to become the most that one can be
  - If a girl desires to go to college but her family puts her down for wanting this, a trafficker might tell her that he/she will help her attend college and become something.

## The traffickers

Traffickers can be any race or ethnicity, gender or age and can come from any socioeconomic class. Traffickers can be a parent or guardian, an intimate partner, a friend or an authority figure, such as a pastor, a teacher, a coach or an employer.

All traffickers have some commonalities. As mentioned, they prey on the vulnerabilities of others by appearing to fill a victim’s unmet needs, building rapport and winning her trust by making false promises. Once a trafficker has control over a victim, he/she is ready to push her into selling sex.

The trafficker might use multiple methods to maintain power and control over the victim, including:

- Threatening violence toward the victim, the victim’s family members and/or other victims.
- Exploiting the victim’s cultural beliefs. For example, in a culture where returning a favor is obligatory or given more weight, a victim may feel compelled to meet a trafficker’s demands.
- Taking control of the victim’s identification documents and restricting her movements.
- Physically abusing (beatings and torture) the victim or withholding food.
- Encouraging or forcing drug use, then manipulating the victim’s subsequent drug dependence. Traffickers may offer “free dope,” which isn’t actually free. The trafficker keeps count, immediately placing the victim in debt. Once the victim is hooked, traffickers use “dope sickness” as a punishment or motivation for victims to follow orders. Dope sickness — the symptoms of withdrawal from certain drugs — is agonizing and overwhelming; it includes body aches, restless leg syndrome, nausea, vomiting, diarrhea, muscular tension and insomnia.
- Sexually assaulting the victim to further break her spirit and further traumatize her.
- Threatening to expose graphic photos and videos of the victim on social media.
- Threatening to stop supplying basic needs.
- Targeting the victim’s self-esteem. A trafficker may, for example, tell the victim that “no one else will want you now” or “no one else cares about you.”
- Threatening to report the victim to authorities for crimes the victim has committed — as a way of instilling fear of law enforcement and reinforcing the idea that law enforcement is not a resource for help.
- Using the victim’s personal information against her. Traffickers often learn intimate details about their victims while building rapport, only to later use that information as a means of control.

For additional information, facilitators can refer to the list of helpful links under “Resources on sex trafficking” in Section 7: Resources for programs.



# SECTION 6 | IMPACTS OF PURCHASING SEX

**B**uyers should understand the psychological and physical effects that sex purchasing can have on them, their family, their community and those vulnerable to sex trafficking.

## Impact on victims

The act of selling sex is often not consensual. When buyers choose to purchase sex from vulnerable individuals, they feed the demand side of sex trafficking and contribute to a cycle of harm. Instead of rationalizing that the victim is voluntarily participating in this sexual exchange, a buyer should consider what likely led the seller to where she is today.

Buyers should understand that many factors and vulnerabilities — a pimp or trafficker, drug addiction, homelessness and past trauma, to name a few — make consent from the seller unlikely.

Commercial sexual exploitation exacts a heavy price, psychologically and physically, on victims. Among other challenges, victims may:

- Experience severe trauma and/or anxiety disorders. They may have PTSD and feel heavy levels of shame, grief, fear and depression.<sup>31</sup> According to the Journal of Trauma Practice, women in the sex trade experience post-traumatic stress disorder at rates equal to those of war veterans who see combat.
- Have a poor outlook for the future because of their traumatic experiences.
- Suffer sleep disorders.
- Develop trauma triggers, usually in the form of a sensory stimulus that evokes memories of traumatic experiences.
- Develop a trauma bond with her trafficker. A trauma bond is a psychological and hormonal response to abuse that occurs when the victim forms an unhealthy connection with her abuser; the bond is reinforced through cycles of abuse. Dopamine and oxytocin play a role in strengthening the bond.
- Experience reproductive health issues from sexual assaults, forced abortions and/or sexually transmitted infections. It is not unusual for victims to endure several untreated sexually transmitted infections at one time.
- Suffer malnutrition due to a lack of healthy and consistent meals and/or substance use disorder.
- Have limited access to basic medical treatment, resulting in infected or unhealed injuries. Women who have worked in prostitution exhibit the same incidence of traumatic brain injury (TBI) as that of torture survivors, due to being beaten, hit, kicked in the head, strangled or having their head slammed into objects.<sup>32</sup>

31 Roxburgh, A., Degenhardt, L., & Copeland, J. (2006). Posttraumatic stress disorder among female street-based sex workers in the greater Sydney area, Australia. *BMC psychiatry*, 6, 24. <https://doi.org/10.1186/1471-244X-6-24>

32 Lederer, L. J., & Wetzel, C. A. (2014). The Health Consequences of Sex Trafficking and Their Implications for Identifying Victims in Healthcare Facilities. *Annals of Health Law*, 23, 61-91. Retrieved from <https://lawecommons.luc.edu/annals/vol23/iss1/5>.

## Impact on LGBTQ+ and other minority communities

The LGBTQ+ and minority communities are disproportionately affected by sexual objectification and sexual exploitation.

Members of the LGBTQ+ community are often subjected to targeted sexual violence, bullying, harassment, neglect and homelessness. They also fear rejection by friends, family and the community at large. All of these challenges create additional vulnerability to trafficking.

Homelessness is of particular concern among the LGBTQ+ community because, compared with other youths,<sup>33</sup> the 10% of youths who identify as such face a 120% increased risk of experiencing homelessness.

Other minority communities have been historically objectified and, as such, are more likely to be trafficked at a younger age.<sup>34</sup> According to the FBI, Black children account for 57.5% of all juvenile prostitution arrests — more than any other racial group.<sup>35</sup>

Minority groups also experience poverty at higher rates, further contributing to their vulnerability. Likewise, misperceptions of some minority groups can increase their vulnerability. Some examples include:

- Minority teens often are perceived as older than they are. The Center on Poverty and Inequality<sup>36</sup> found that adults view Black girls as less innocent and more “adult” than white girls of the same age.
- Asian women are depicted as highly submissive and sexual.
- LGBTQ+ persons are often depicted as hypersexual.<sup>37</sup>

For additional information, facilitators can refer to the list of helpful links under “Resources on sex trafficking” in Section 7: Resources for programs.

## Impact on buyers

Buyers can experience immediate and adverse consequences. As discussed in Section 2: The Law, criminal consequences for buying sex in Ohio may include up to 180 days in jail and a \$1,500 fine. Besides a hefty fine, buyers may experience additional financial hardships in the form of court costs and job loss. Because a buyer is engaging in a criminal act, pimps may rob or assault the buyer because the buyer, given the circumstances, is less likely to report the crime.

Other direct consequences a buyer may face from arrest include:

- Education/treatment program as condition of a criminal case.
- Car impound and associated fees.

33 Morton, M.H., Dworsky, A., & Samuels, G.M. (2017). Missed opportunities: Youth homelessness in America. National estimates. Chicago, IL: Chapin Hall at the University of Chicago. Retrieved from [https://voicesofyouthcount.org/wpcontent/uploads/2017/11/ChapinHall\\_VoYC\\_NationalReport\\_Final.pdf](https://voicesofyouthcount.org/wpcontent/uploads/2017/11/ChapinHall_VoYC_NationalReport_Final.pdf)

34 Nelson-Butler, Cheryl, *The Racial Roots of Human Trafficking* (2015). *UCLA Law Review*, Vol. 62, No. 1464, 2015, SMU Dedman School of Law Legal Studies Research Paper No. 179, Available at SSRN: <https://ssrn.com/abstract=2655840>

35 Banks, D., Kyckelhahn, T. (2011, April). Characteristics of Suspected Human Trafficking Incidents, 2008-2010. U.S. Department of Justice Office of Justice Programs. Retrieved from <https://bjs.ojp.gov/content/pub/pdf/cshti0810.pdf>; Davey, S. Snapshot on the State of Black Women and Girls: Sex Trafficking in the U.S. Retrieved from <https://www.cbcfinc.org/wp-content/uploads/2020/05/SexTraffickingReport3.pdf>

36 Epstein, R., Blake, J., & Gonzzlez, T. (2017). Girlhood Interrupted: The Erasure of Black Girlss Childhood. SSRN Electronic Journal. doi:10.2139/ssrn.3000695

37 Polaris Project. Why LGBTQ Trafficking Cases Are Underreported. (2019, December 06). Retrieved from <https://polarisproject.org/blog/2017/06/why-lgbtq-trafficking-cases-are-underreported/>

- Legal fees.
- Community service.
- Driver's license suspension.
- Notification of the buyer's employer.
- Sex offender registration.

On a physical level, buyers often seek and pay a premium for unprotected sex acts, which greatly increase their risk of spreading sexually transmitted infections and other diseases to relational partners and those engaged in prostitution.<sup>38</sup> The potential consequences include chlamydia, HIV, syphilis, genital herpes, warts, staph infection, throat cancer from oral sex, hepatitis and MRSA.

The Demand Abolition Report not only confirms these health concerns but also explains that active, high-frequency buyers are much more likely to contract a sexually transmitted infection, suggesting they adhere less to safe-sex practices.<sup>39</sup>

Buying sex can also cause or exacerbate mental and emotional issues, such as suicidal ideation, depression, anxiety, substance abuse disorder, alcohol addiction and sex addiction. When unaddressed, these added stressors can compound buyers' health problems and take a toll on their relationships with friends and loved ones.

## Family and community impacts

Families and communities suffer trauma and shame when the names of sex buyers become public. Publicized arrests and local gossip put the family in a negative public spotlight. Children can experience higher rates of bullying at school.

A buyer's partner may feel betrayed and shocked at being exposed to sexually transmitted infections.<sup>40</sup> Men who are sexually aggressive against those from whom they buy sex have been found to commit sexual aggression against their partners.<sup>41</sup>

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## TO THE FACILITATORS

Thank you for doing this important work. The Human Trafficking Initiative is here to support and assist you in any way possible. Reach out anytime to [HTI@OhioAGO.gov](mailto:HTI@OhioAGO.gov).

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38 Shively, M., Kliorys, K., Wheeler, K., & Hunt, D. (2012, June). National Overview of Prostitution and Sex Trafficking ... Retrieved from <https://nij.ojp.gov/library/publications/national-overview-prostitution-and-sex-trafficking-demand-reduction-efforts>

39 Demand Abolition. (2018, November). Who Buys Sex? Understanding and Disrupting Illicit Market Demand. Retrieved from <https://www.demandabolition.org/wp-content/uploads/2019/07/Demand-Buyer-Report-July-2019.pdf>

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# SECTION 7 | RESOURCES FOR PROGRAMS

**B**elow is a list of resources for new, developing and existing sex buyer education programs. These resources, which will be updated periodically, are intended only to aid programs wanting to more deeply understand demand. Though not officially part of the curriculum standards, this resource list covers all the topics addressed in this Attorney General's guide.

## **Resources on sex trafficking**

- General Human Trafficking Information- HTI
- Polaris Project Myths, Facts and Statistics
- Trafficking Truths: A Myth-Busting Campaign by Rebecca Bender
- DHS Blue Campaign Myths and Misconceptions
- Maslow's Hierarchy of Needs and Sex Trafficking
- Polaris Project Human Trafficking Information
- National Human Trafficking Training and Technical Assistance Center
- CDC Violence Prevention: Sex Trafficking
- Who Are the Traffickers?
- 2021 Trafficking in Persons Report U.S. Department of State
- U.S. DOJ Special Report: Characteristics of Suspected Human Trafficking Incidents
- PTSD Within Prostitution and Trafficking
- LGBTQ and Sex Trafficking
- Why LGBTQ Trafficking Cases Are Underreported
- Homeless Youth in America
- Black Women and Girls Sex Trafficking in the U.S.
- Get the Facts: What we know about sex trafficking, prostitution, and sexual exploitation in the U.S.

## **Resources on those with lived experiences**

- M.I.S.T. Maximum Involvement of Survivors of Trafficking Policy Brief
- Engaging Survivors of Human Trafficking U.S. State Department
- Ohio 4th edition Standards for Serving Trafficked Persons

## **Resources on the legal breakdown of human trafficking**

- Ohio Laws
- Understanding the Definition of Human Trafficking: The AMP Model
- H.R.4326 — Sex Trafficking Demand Reduction Act (2019-2020)
- United Nations Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons
- Sex Trafficking: An Overview of Federal Criminal Law

## **Resources on demand**

- Demand Buyer Report
- A National Overview of Prostitution and Sex Trafficking Demand Reduction Efforts
- Demand for Prostitution: The Critical Role of Market Dynamics in Combating Sex Trafficking by the National Center on Sexual Exploitation
- Podcast: What Do Sex Buyers Really Think? Peter Qualliotine
- Comparing Sex Buyers with Men Who Do Not Buy Sex: New Data on Prostitution and Trafficking
- Research on Sex Buyers with National Samples of Men by Martin Monto
- Best Practices to Address the Demand Side of Sex Trafficking
- Discussion Questions Created by Truckers Against Trafficking to Address Demand with Men's Groups

## **Resources for male participants**

- Be a Man Video
- Coaching Boys into Men
- Addressing Demand Man to Man Campaign Video by Truckers Against Trafficking
- Engaging Men in Gender Violence Issues Video
- APA Guidelines for Psychological Practice with Boys and Men
- The Construction of Masculinity and the Triad of Men's Violence
- Ohio Men's Action Network
- Personal Plan of Action Worksheet by OHMAN

## **Resources on ACEs**

- Aces Too High
- ACE Questionnaire
- ACES Aware Resource
- Adverse Childhood Experiences and Propensity to Participate in the Commercialized Sex Market
- Philadelphia ACE Survey
- CDC-Kaiser Permanente Adverse Childhood Experiences Study
- Treating Childhood Trauma 60 minutes
- Childhood Trauma Affects Health Across a Lifetime TED TALK by Nadine Burke Harris

## **Resources on sexual violence and sexualization**

- Sexual Violence and the Spectrum of Prevention
- Sexual Violence Continuum
- Attachment Styles and Male Sex Addiction
- Sexualization and Exploitation of Women and Girls
- Report of the APA Task Force on the Sexualization of Girls
- 7 P's of Men's Violence
- The Role of Internet Access and Sexually Explicit Materials
- Rape Culture Defined

## **Resources on pornography**

- Pornography and Impersonal Sex
- Culture Reframed
- Brain Structure and Functional Connectivity Associated with Pornographic Consumption
- The Public Health Harms of Pornography: The Brain, Erectile Dysfunction, and Sexual Violence
- An Exploratory Study of Women's Experiences in Pornography Production in Sweden
- A Roadmap for Systems and Industries to Prevent and Disrupt Human Trafficking by Polaris Project, Page 7
- Covenant Eyes Pornography Statistics

## **Resources on sex addiction**

- Compulsive Sexual Behavior Disorder Explained by the Mayo Clinic
- ICD-11 for Mortality and Morbidity Statistics: Compulsive Sexual Behaviour Disorder
- Dr. Patrick Carnes Leading Sex Addiction Expert Video Interview
- Tasks of Sexual Addiction Recovery
- Sexual Addiction Screening Test (SAST)
- Sexual Addiction Screening Test (SAST-R)

## **Resources for buyer support groups**

- Anonymous Live Webinar for Sex, Porn and Love Addicts
- Drop-in Support Group for Partners for All Genders
- Life Works Recovery

## **T.O.P.S. program**

- Treatment of Prostitution Solicitors (T.O.P.S.)



# JOHN SCHOOL:

## Guidelines for Sex Buyer Education Programs



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