

# Module Lesson Plan

## Hidden Dangers - Child Abductions in Indian Country

Prepared By

J. Walters

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Course Title(s)

AMBER in Indian Country

*(Courses where modules are taught)*

### Module Title

Hidden Dangers - Child Abductions in Indian Country

### Module Purpose/ Description

This module looks at recent cases of Native American and Alaskan children abducted by sexual predators in their own communities, the dynamics of abduction, as well as community based programs to protect children from the danger of abduction.

### Length of Module

120 minutes

### Module Learning Objectives: (minimum of 3)

- 1) Understanding the scope and scale of abductions in Indian Country
- 2) Understand the unique factors associated with abductions in tribal communities
- 3) Identify effective programs that can be employed in tribal communities to respond to child abductions

### Module Preparations, Training Aids and/or Equipment

Describe the training aids and/or audio visual equipment you will use during the presentation.

Computer, projector, NCMEC Publication: [\[PDF\]Missing and Abducted Children: A Law-Enforcement Guide](#)

### Module Content

Identify the content of the module provided in the notes section of the PPT. If there is no PPT for a module or activity, then the activity is to be identified in this lesson plan.

## Hidden Dangers - Child Abductions in Indian Country

### Quiz

How Many Children Are Missing from Native American Communities Across the USA?

Answer: Nobody knows for sure

How Many of You Know of a Missing Child in your State or Community?

Do you include runaways?

Do you include children who left the community for prostitution or other exploitation?

How Many Have Heard of these Child Abduction Cases?

Have You Heard About these Children?

### Recent Cases

John "Billy" Lieba

John "Billy" Lieba II, age 20, was charged with kidnapping, aggravated sexual assault of a child and attempted murder

According to court documents Leiba "sexually assaulted the child and attempted to murder her by strangulation

Kenzley Ava-LeAnn Olson

### Uncomfortable Conclusion

Historically we tell ourselves that child predators are strangers, that they are not from our community. As these cases and the research show us; The predator is often among us

### Relationship Between the Offender and Victim

The relationship between the offender and victim appears to change with the age of the child. Family members and acquaintances often abduct younger children, up to seven years of age. While strangers tend to abduct school age victims. Boudreaux et al, 1999

### NCMEC Study on NFA

155 NFA cases chosen for final analysis

Child was recovered alive in 106 cases (68.4 percent)

In 89 of these cases the child knew or was acquainted with the abductor

In 33 of the 49 cases in which the child was recovered deceased, the child knew or was acquainted with the abductor

In 16 of these cases, the child did not know the abductor

### Acquaintance Abductions

Child Recovered Alive/Abductors Number of Cases:

Neighbors 4

Babysitters 12

Friend of family	29
Child's acquaintance	18
Authority figure	7
Parents/grandparents of child's playmate	2
Former assailant/ re-victimizing child	7
Acquaintance Abductions (cont.)	

#### Recovered Deceased/Abductors Number of Cases

Neighbors	6
Babysitters	2
Friend of family	12
Child's acquaintance	9
Authority figure	1
Parents/grandparents of child's playmate	2
Babysitter's friend	1

#### Purpose

The primary mission of the AMBER Alert in Indian Country Initiative is to design, develop and implement AMBER Alert plans in Indian Country. To provide tribal communities with training and resources to quickly recover missing, abducted or exploited children. On or off tribal lands

#### Unique Challenges

- A history of cultural intervention
- Jurisdictional complexities
- No centralized source of reporting
- Lack of understanding of Indian Child Welfare Law outside tribal lands
- Often seen as a delinquency matter
- Long term implications of victimization within the community is magnified
- Lack of resources and specialization
- Limits to Infrastructure

#### Under Reporting

- The fact is there is no comprehensive data of the rate of victimization of Native American children, or the rate at which they runaway or are thrown away
- No federal or Native American agency/organization systematically collects this information(2)
- Data on crime in Indian Country suffers from under reporting to tribal authorities and thus under reporting to federal authorities

#### AMBER Alert in Indian Country Community Assessments

- Used to determine the needs of the community
- Often conducted more than once over several years
- Used to identify areas of need and develop plans to address those needs
- The AMBER Team has conducted community needs assessments at over 100 tribal communities
- Site assessments include visits with tribal leaders, law enforcement and community members

Review of policy and procedures

Assessment of capacity for response, investigation and follow up

To request an assessment in your community contact: askamber@fvtc.edu or call (877) 712-6237

### What the Assessments Show Us

#### High Risk Victims

Over half of the agencies in this survey cited the growing trend of children (primarily teenagers) being lured off of tribal lands by contacts they had made via the internet

These cases are primarily reported as runaways

Statistics have repeatedly shown that these “high risk” juveniles are at the greatest risk of victimization while they are runaways

#### Rise of Exploitation and Violence

Native women have been victims of human trafficking for two centuries

Recent developments have contributed to an upswing in trafficking and exploitation

Discovery and recovery of oil and natural gas in traditional tribal lands

The spread and influence of technology that helps facilitate exploitation

The historical lack of resources in tribal communities

### Staffing

Most local and tribal law enforcement agencies and child protection agencies contacted suffer significant personnel shortages

Some are as much as 50% below their authorized staffing level

Turn-over and lack of experience are seen as a major weakness

### Policy and Procedure

The majority of agencies had no written policy or procedure for responding to or conducting investigations involving endangered missing or abducted children

Few have an emergency operating procedure to be put in place in the event of child abduction on or near tribal lands

### Training, Skills and Experience

Agencies cited the need for training and experience in investigating child abductions, trafficking, child exploitation and other high risk crimes

None of the agencies involved in this project had significant training or experience in the investigation of online victimization or exploitation of children

All agreed on the need for a community response to these issues

### Geography and Jurisdiction

Geographic isolation, lack of immediate resources from the federal government, limits in jurisdiction and a lack of communications capabilities outside their community are significant challenges

Issues that extend or go beyond federal, state and tribal borders are often severely limited by jurisdictional complications

### Purpose of Developing Community Response

We cannot rely on stereotypes or false sense of security

To effectively prevent, identify, apprehend, predators, the you must have a clear understanding of offender dynamics and motivations. We don't have the resources to rely solely on law enforcement – it takes the entire community

### Child Abduction Investigations: Lessons Learned

Some of History's Lessons:

Time is the enemy of the victim and the police

Investigative mistakes, when made are most often related to search and canvass activities

Victimology – understanding the life and relationships of the child is essential

Preplanning can make the difference between life and death

History of Issues

A review of over 50 cases involving missing, abducted and endangered children showed that there are lessons to be learned in four key areas:

Pre-Planning and Training

Call Intake

Initial Response

Command and Control

Neighborhood Investigation, Search and Canvass

Assumptions of Criminal Behavior

No offender acts without motivation

Every single offense should be investigated on it's merits

No two cases are really ever exactly alike

Some offenders have unique motivations and/or behaviors that should be individuated from other similar offenders

### Sex Offender Characteristics

Because deviant sexual behavior is personally gratifying to the offender, it is an action that is often well thought out. Somebody is likely to notice or have a concern – we have to make sure they say something. Sexual offenses may appear impulsive upon first inspection. However offenders frequently report ruminating over sexual fantasies involving the same abusive behaviors in which they engage.

Pedophile vs. Child Molester

Not all pedophiles are child molesters

A child molester is an individual who sexually molests children

A pedophile might have a sexual preference for children and fantasize about having sex with them, but if he does not act on that preference or those fantasies, he is not a child molester

### Situational Offenders

- Individuals who's primary sexual attractions involve age appropriate adults
- Children are targets for a variety of reasons
- They are available in absence of adult relationships
- They are a novelty or new thrill
- A means of satisfying the sexual curiosity of inadequate personality types
- Children may be targeted because they are weak, vulnerable, or available

### Preferential or Fixated Child Molesters

- Have a real sexual preference for children
- Their sexual fantasies and erotic imagery focus on children
- They usually have age and gender preferences
- The younger the age preference, however, the more likely it is that they will molest both boys and girls

### Child Abduction Scenario Phases

Abduction by child molesters generally consists of four phases:

- Build-Up
- Abduction
- Post Abduction
- Recovery/Release

The elements of these phases vary depending on the type of offender involved and whether abduction occurred;

- To facilitate the sexual assault; or
- The child was not returned after having been obtained without abduction
- This is when we can break the cycle and prevent an abduction

### Offender Motivation

An abduction may occur for many reasons, including:

- A desire to possess a child
- Sexual gratification
- Financial gain
- Retribution
- The desire to kill

Abduction can generally include not only forcibly moving, but also preventing the return of a child

Some children go with the offender voluntarily with parental knowledge or permission. When they fail to return at a designated time, they can become “abducted” children. The abductor may murder the child for a variety of reasons, some of which are not easily predicted

They may:

- Kill their victims to avoid detection
- Hurt and kill for sexual pleasure (Sadist)
- Kill because of misguided “love” or ambivalent hate
- Be intimidated by interpersonal contact and over react to the reactions of the victim

MTF study on Abduction and Homicide

- The abducting offender is less likely to view the child as an interpersonal, “love” (as opposed to a non-abducting child molester) object
- His interaction with the child is likely to be superficial, minimally empathetic, and more prone to injurious behavior
- Many child abductors have a history of social inadequacies
- Multiple jobs
- Failed relationships
- Limited non-offense contact with children
- Nuisance sex offenses

Bottom Line

Because abductors have poorer social skills than non-abductors, they are more likely to use abduction as a means of entrapping or controlling the child than interpersonal ploys or verbal persuasion. The abductor’s low contact with children might further lessen his ability to seduce children, increasing his reliance on more forceful methods. This mixture of force, poor coping skills and lack of concern for the victim’s welfare place the child at incredible risk.

***Learning Methodologies:***

(1) Identify the type of learning activity (e.g. large group discussion, role play, quiz, lecture with PowerPoint, etc.); (2) provide a brief description of what will happen during the activity; (3) identify what learning objective it helps accomplish

*Description:*

- (1) Learning Activity: *Lecture, with PowerPoint and guided discussion utilizing Case Studies and NCMEC Law Enforcement Guide*
- (2) *Participants will be provided with information on the scope and scale, and dynamics of child abductions in Indian Country, followed by specific case studies of child abductions. Utilizing the NCMEC guide students will track the necessary actions to be taken in each case example.*
- (3) *Students will understand the dynamics of child abductions in Indian Country and the steps taken and community programs implemented to improve response*

***Assessments:***

Identify the assessments used to measure student knowledge of objectives.

*Facilitated scenario of an actual child abduction case*

