SPHÈRES

PROGRAM

Interagency intervention program for sexually exploited persons aged 12 to 24

Youth worker notebook

My Stratosphere

COLLECTION
INSTITUT UNIVERSITAIRE
JEUNES EN DIFFICULTÉ

Québec

Editorial
Nathalie Gélinas, Coordinator, SPHÈRES program, IUJD, CCSMTL and René-André Brisebois, Planning, Programming and Research Officer, IUJD, CCSMTL

In collaboration with Chantal Fredette, Ph. D. criminology, consultant to the IUJD

English translation
C'est-à-dire

Graphics
La boîte de Pandore

© Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal, 2022.

ISBN: XXX-X-XXX-XXXXX-X (PDF)

Legal deposit Bibliothèque et Archives nationales du Québec, 2022. Library and Archives Canada, 2022.

Suggested quotation: Gélinas, N., Brisebois, R.-A. et Fredette, C. (2022). My Stratosphere *youth worker notebook – SPHÈRES program*. Quebec, Montreal: Institut universitaire Jeunes en difficulté of the Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal.

For more information about the SPHÈRES program, please visit www.spheresprojet.com/en/.

We wish to thank the National Crime Prevention Strategy of Public Safety Canada and the Fondation des jeunes de la DPJ for their valuable financial support.

Thank you to all partner organizations of the SPHÈRES program:

Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal (CCSMTL)
Centre intégré universitaire de santé et de services sociaux de l'Ouest-de-l'Île-de-Montréal (CODIM)
City of Montreal police department (SPVM)
Marie-Vincent Foundation
En Marge 12-17
L'Anonyme

For their contributions to the development and implementation of the SPHÈRES program as well as the writing of the *My Stratosphere* youth worker notebook, thank you:

TO THOSE WHO SERVE OR HAVE SERVED ON THE STEERING COMMITTEE

Élodie Bergeron, former Director of Clinical Services, Marie-Vincent Foundation
Sylvie Boivin, General Manager, L'Anonyme
Michel Bourque, Captain, Organized Crime Division, SPVM
René-André Brisebois, Planning, Programming and Research Officer (PPRO), Institut universitaire Jeunes en difficulté (IUJD), CCSMTL
Dominique Côté, Captain, Investigations Department – Sexual Exploitation Section, SPVM
Marie-Hélène Dagenais, Coordinator, Adolescent Rehabilitation Services, Youth Programs Department, CCSMTL
Sonia Dionne, Director of Clinical Services, Marie-Vincent Foundation
Sylvain Dumouchel, Captain, Investigations Department – Sexual Exploitation Section, SPVM
Nathalie Gélinas, Coordinator, SPHÈRES program, IUJD, CCSMTL
Marc Helde, Early Childhood Coordinator, Trajectoire clientèle CIUSSS – At-Risk Youth, Youth Programs Department, CODIM
Derrolton James, Head of Multisite Clinical Support, Youth Programs Department, CODIM
Pascal Jobin, PPRO, IUJD, CCSMTL
Marie-Noëlle L'Espérance, General Manager, En Marge 12-17
Mélany Rivard, Coordinator, Adolescent Rehabilitation Services, Youth Programs Department, CCSMTL
Sophie Saint-Louis, PPRO, IUJD, CCSMTL

TO THOSE WHO SERVE OR HAVE SERVED ON THE CLINICAL COMMITTEE

Matchek Balcer, Youth Worker, L'Anonyme
Véronique Beaulieu, Community Youth Worker, Community Services and Resources, Youth Programs Department, CCSMTL
Geneviève Boisvert-Pilon, Sexologist and Psychotherapist, Marie-Vincent Foundation
Anne Charpentier, Clinical Coordinator, En Marge 12-17
Renée Coulombe, Project Manager, Sex Education Program, L'Anonyme
Lynn Dion, Sexuality and Youth Sexual Exploitation Responder, Multisite Clinical Support, CODIM
Geneviève Dumas, Educator, Adolescent Rehabilitation Services, Youth Programs Department, CCSMTL
Mélissandre Gagnon-Lemieux, Youth Worker, En Marge 12-17
Mélissa Garon, police officer, Les Survivantes program, SPVM
Nathalie Gélinas, Coordinator, SPHÈRES program, IUJD, CCSMTL
Pascal Jobin, PPRO, IUJD, CCSMTL
Shanda Jolette, Coordinator, Sex Education Program, L'Anonyme
Josée Mensales, police officer, Les Survivantes program, SPVM
Jennifer Pelletier, Sexology and Psychotherapy, Marie-Vincent Foundation
Martin Pelletier, Module Leader, Fugues-Sexo-Toxico (FTS), Youth Programs Department, CCSMTL
Nicolas Sabourin, Youth Worker, L'Anonyme
Sophie Saint-Louis, PPRO, IUJD, CCSMTL
Jannick Tapp, Youth Worker, L'Anonyme
Mathilde Turcotte, Researcher, CCSMTL
Diane Veillette, retired police officer, co-founder of Les Survivantes program, SPVM
Romy Verge-Boudreau, police officer, Les Survivantes program, SPVM

TO THE EVALUATION RESEARCH TEAM

Roxane Bélanger, Research Professional, CCSMTL
Sophie T. Hébert, Researcher, CCSMTL
Denis Lafortune, Professor, Université de Montréal
Mathilde Turcotte, Researcher, CCSMTL

Thank you to Anne Wittevrongel, Psychologist and motivational interviewing trainer, for her valuable clinical support.

Table of contents

PREAMBLE 6

SPHÈRES PROGRAM INTERVENTION STRATEGIES 7

Coaching and support 7

Stages of change and recommended interventions 9

Contemplation 9

Determination 12

Action 19

Maintenance 20

Setback or relapse 21

Support for the operationalization of change strategies 21

Emergency shelter 22

Cellphone of last resort 23

Psychotherapeutic assessment and follow-up 25

Specialized services for marginalized people 26

Recreational and cultural activities 26

Examples of recreational and cultural activities in the initial SPHÈRES program 27

Tools for reflection and discussion 28

Examples of tools for reflection and discussion in the initial SPHÈRES program 29

Partner activities 32

Examples of services offered by partners of the initial SPHÈRES program 32

Marie-Vincent Foundation 32

SPVM's Les Survivantes program 33

En Marge 12-17 33

L'Anonyme 34

Integrated university health and social service centres 35

CONCLUSION 36

REFERENCES 37

APPENDIX 38

Request for therapeutic follow-up at the Marie-Vincent Foundation 38

Preamble

Breaking the cycle of sexual exploitation is complex, despite the will to do so. The withdrawal[1] from such a situation involves a lot of back and forth. It requires physical healing as well as psychological and social rehabilitation. Interventions adapted to sexually exploited persons must enable them to heal their traumas, build a positive identity, regain control over their lives, make choices, exercise their power to act and develop their autonomy.

The SPHÈRES program relies on the collaboration of the Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal (CCSMTL), the Centre intégré universitaire de santé et de services sociaux de l'Ouest-de-l'Île-de-Montréal (CODIM), the Montreal police force's Les Survivantes program, the Marie-Vincent Foundation, En Marge 12-17 and L'Anonyme to implement concerted actions in order to support the change efforts of individuals facing sexual exploitation. More specifically, it aims to achieve the following:

- Meet the basic needs of these persons in ways other than through the commodification of their sexual services.
- Reduce the physical, psychological, relational, social and legal harms associated with the commodification of sexual services.
- Develop a life plan aimed at the fulfillment of their personal aspirations and their socio-professional integration.
- Improve their overall personal and social well-being.

SPHÈRES

The SPHÈRES program was originally conceived by Martin Pelletier and René-André Brisebois of the CCSMTL. Its name was determined from a brainstorming session involving Lynn Dion of the CODIM, Mélissandre Gagnon-Lemieux of En Marge 12-17, Shanda Jolette of L'Anonyme, Martin Pelletier of the CCSMTL and Sophie Saint-Louis of the CCSMTL, who are members of the first clinical team of youth workers.

The name of the program brings to mind not only the different spheres of people's lives and their power to influence them, but also the different fields of action of the partner organizations involved with them and the importance of their collaboration. In addition, its logo is a nod to Montreal's emblematic Biosphère. The colours are those of the partner organizations participating in the program, and the predominant flower on the orb symbolizes hope. Finally, the title of the youth worker notebook, *My Stratosphere,* alludes to all the layers of concerted action required to support sexually exploited persons in all spheres of their lives.

The degree of collaboration of institutional and community resources that are recognized as credible in a given community contributes to the considerable variation in services available to sexually exploited persons. This close collaboration is fundamental to the implementation of the SPHÈRES program in other regions of Quebec.

The SPHÈRES program is intended for persons aged 12 to 24 who recognize that they are being or have been sexually exploited or have been engaged in activities related to the sex trade. Men, women and all individuals whose gender identity is "other" (e.g., neutral, androgenous, trans, etc.) are eligible for the program. However, recognition of the harms associated with the commodification of sexual services is required for admission to the program, even if the persons are not yet committed to changing their situation.

The program is voluntary. At no time should it be imposed or used as a means to coerce sexually exploited persons to receive services or counselling that they do not seek.

The *My Stratosphere* youth worker notebook describes the different components of the psychosocial follow-up for sexually exploited persons participating in the SPHÈRES program in addition to the services of specialized resources from which they can benefit. It also provides examples of recreational and cultural activities and proposes tools for reflection and discussion that have been put in place to support their change process during the initial implementation of the SPHÈRES program in the Greater Montreal area. These examples are provided to inspire organizations fighting against sexual exploitation which would

1 The use of the term "withdrawal" refers to the process of abandoning the sex trade, terminating the commodification of sexual services or leaving a sexually exploitative situation.

like to implement the SPHÈRES program in other regions of Quebec. Finally, to help implement the program elsewhere in the province, the youth worker notebook concludes with a description of the activities of community and institutional organizations involved in the initial implementation of the SPHÈRES program in the Montreal metropolitan area. The partners are the soul of the SPHÈRES program. As both managers and providers of services, they are involved in referring participants to the SPHÈRES program, offering relevant resources for their change process, supporting their families and friends, promoting the program and supporting the youth workers in organizations working with sexually exploited persons.

The humanistic values of empowerment and mobilization as well as respect for the integrity, multitude of experiences, pace and safety of sexually exploited persons are the basic foundations of the SPHÈRES program. Anyone wishing to implement the SPHÈRES program shall respect and promote its fundamental values.

SPHÈRES program intervention strategies

The SPHÈRES program is organized, on the one hand, around the consultation and mobilization activities of partner organizations and, on the other hand, around individualized psychosocial follow-up activities intended for sexually exploited persons who wish to make changes to their lifestyle.

The SPHÈRES program follows the premises of complex trauma treatment (Briere and Lanktree, 2013) and harm reduction (Brisson, 1997, 2014), which take into account the multitude of profiles and backgrounds of sexually exploited persons. Therefore, the program has the following goals:

- Focus on the process of self-reconstruction rather than terminating the commodification of sexual services.
- Mobilize individuals to change their lifestyles.
- Position sexually exploited individuals as active agents in their lives who are capable of making decisions and taking action to implement them.
- Provide a safe intervention environment so that persons can focus their energy on achieving their full potential.

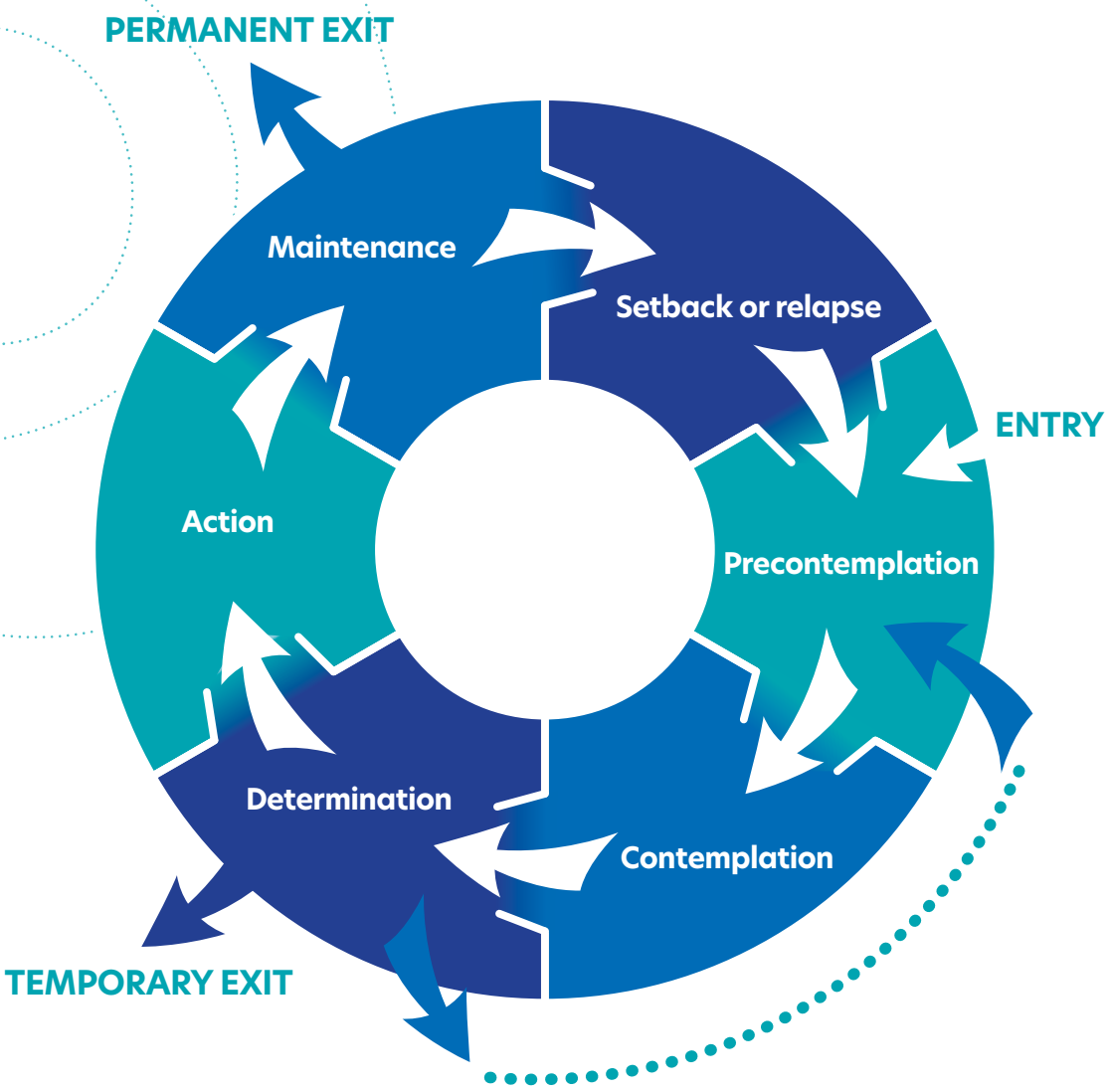
Coaching and support

The psychosocial follow-ups of persons being helped by the SPHÈRES program involve coaching and support guided by the *My Stratosphere* youth worker notebook. The procedures established in this publication have the following objectives:

- Agree on follow-up methods.
- Ensure that urgent and critical needs are met.
- Identify needs affected (or not met) by lifestyle habits and behaviour associated with the commodification of sexual services.
- Develop strategies to meet needs without compromising the safety or development of the persons being helped.
- Facilitate the resumption or maintenance of links with natural and professional caregiver networks as well as with community resources.
- Allow the persons being helped to reflect on situations that could compromise their safety or development and establish a safety net to protect themselves.
- Promote the building of a positive identity, the reacquisition of the power to act and the development of autonomy.
- Enable the development of stimulating life plans that promote the achievement of personal aspirations and the improvement of overall well-being.

The interventions described in the *My Stratosphere* youth worker notebook are guided by the transtheoretical model of change by Prochaska and DiClemente (1982). The withdrawal trajectory from the cycle of sexual exploitation is comparable to the process of change (as shown in the stages of change below) such that the latter involves different stages that follow a complex evolution punctuated by back-and-forth behaviour (Brisebois and Fredette, 2021). At first glance, therefore, the psychosocial follow-up requires a recognition of the stage at which the persons who commodify their sexual services are situated in order to determine the most appropriate actions to move them to the next stage, including motivational interviewing (Miller and Rollnick, 2002, 2006) and relapse prevention (Marlatt and Donavan, 2005).

The purpose of the *My Stratosphere* notebook is to facilitate the adaptation of interventions to the stage of change at which the persons being helped find themselves in order to help these individuals evolve to the next stage. The notebook includes a description of each stage, a list of recommended interventions and a series of tools to use.



The tools presented in the *My Stratosphere* notebook are not used systematically. Youth workers are free to select which to use according to the traits of the persons being helped, their needs and the goals they have set for themselves. Throughout this process, these tools need to be used in accordance with the humanistic values of the SPHÈRES program: empowerment and mobilization as well as respect for the integrity, multitude of experiences, pace and safety of sexually exploited persons.

Stages of change and recommended interventions

The first step in the psychosocial support offered as part of the SPHÈRES program involves creating a relationship of trust between the youth workers and persons being helped, which can take a variable length of time depending on the characteristics of these persons and the situation in which they find themselves. Building trust can be difficult with sexually exploited persons, who are often victims of multiple traumas that have marked their interpersonal relationships. It is necessary to take as much time as possible to reduce resistance and establish a climate of safety. Therefore, at the start of the follow-up, youth workers are encouraged to favour more playful activities to allow the persons being helped to get to know them better and to gradually explore their needs and the services available to them as part of the SPHÈRES program.

Contemplation

The first interventions associated with the SPHÈRES program are generally carried out when the persons being helped are in the **contemplation** stage of change; that is, when they recognize the risks and harms associated with the cycle of sexual exploitation.

First, the intervention framework is established: each person's role, limits, objectives, fears, honesty, transparency, etc. The responsibilities and expectations of the persons being helped and youth workers are specified and discussed until there is a clear agreement on the means to be taken to protect the persons being helped and ensure their psychosocial follow-up.

Next, the persons being helped and youth workers must identify and address the needs that are deemed urgent and critical. These may be basic needs of the persons being helped (e.g., shelter, food, etc.) or the need to stabilize their situation. They may also relate to their safety and the safety of those close to them (e.g., family, spouse, children, etc.), youth workers, or other institutional and community professionals who are working with them.

Priority intervention is required if the persons being helped are facing imminent danger (e.g., suicidal thoughts, self-mutilation, coercion by a pimp, violence by a spouse, threats, dangerous use or abuse of alcohol or other drugs, etc.) or if there is a risk to others (e.g., intimidation, harassment, etc.) or the intervention process (e.g., controlling family member or close friend, repeated absences from appointments, intoxication during appointments, history of abandoning interventions or aggression toward caregivers, etc.). When such needs are detected, measures are taken to ensure the safety of the persons being helped, their social circle and the youth workers.

Once urgent and critical needs have been addressed, the assessment of needs related to the commodification of sexual services can begin. This is combined with the determination of the issues that the persons being helped wish to address, however ambivalent they may be about it. This process usually requires several meetings. Exactly how many will depend on the characteristics of the persons being helped and the circumstances and nature of the sexually exploitative situation in which they find themselves. Given the ambivalence that lingers throughout the contemplation stage, the interventions advocated are essentially aimed at eliciting the language of change in the persons being helped.

Examples of the language of change at the contemplation stage

"I would really like to change..."

"I need to make some changes in my life..."

"I need to do something..."

"That's crucial, it needs to change..."

"I can change if I want to..."

To allow the language of change to emerge, youth workers use motivational interviewing strategies, with the exception of decisional balance, which is contraindicated if the persons have not yet resolved their ambivalence to change.[2]

Examples of motivational interviewing strategies

- **Ask evocative questions**
  (e.g., "What are your concerns about …? What are your beliefs concerning …?")
- **Ask for elaborations**
  (e.g., "You tell me that you're fed up with life. Tell me what exactly you're fed up about.")
- **Ask for concrete examples**
  (e.g., "You don't like it when your boyfriend isn't nice to you. Give me specific examples of what he does.")
- **Allow the persons being helped to be retrospective**
  (e.g., "Tell me about things you've done well in your life and that you're proud of.")
- **Allow the persons being helped to make projections**
  (e.g., "What kind of person will you be in five years?")
- **Talk about extremes**
  (e.g., "What's the worst that could happen if …? What's the best that could happen if …?")
- **Defend the status quo (i.e., not changing)**
  (e.g., "You make a lot more money selling sex than you would as a cashier.")
- **Explore the goals and values of the persons being helped**
  (e.g., "What's most important to you in life?")
- **Allow the persons being helped to self-assess their confidence in their ability to change or the importance they place on this change on a scale of 0 to 10.**

Example:

youth worker: On a scale of 0 to 10, with 0 being "not at all important" and 10 being "very important," how important do you perceive change to be?

person being helped: I would say 6.

youth worker: That's very good, I see that you consider change important [*The language of change should be encouraged regardless of the assessment of the persons being helped*]. Explain to me why you think it's a 6 rather than a 4? [*Asking the persons to explain why they are not assigning a lower number helps elicit the language of change.*]

person being helped: I'm tired of suffering. I just want to feel better, I want people to see me as a person like everyone else, not like a whore. And I'm tired of youth centres!

youth worker: I understand. You're tired of suffering and you want to feel better. You'd also like to be free and no longer have to deal with youth centres. [*Reflective listening demonstrates understanding and allows the persons being helped to hear themselves talk about change.*]

person being helped: That's it! If I can change that in my life, I'd feel a lot better.

youth worker: I see. Now tell me, what would it take to get you to an 8? [*Getting persons to name other reasons for change helps elicit the language of change.*]

person being helped: If I could count on finding a decent-paying job, it would be easier for me to give up prostitution. [*The solutions proposed to the persons being helped can enable them to set goals and allow the youth workers to support them in the means chosen to achieve these goals.*]

2 Decisional balance allows the advantages and disadvantages of change to be explored. It is not recommended if the persons being helped have little interest in changing or are ambivalent about it. In such cases, its use tends to reduce the persons' commitment to change, even support their decision not to change.

These strategies also help reveal contradictions (or discrepancies) in the statements of the persons being helped while encouraging their self-efficacy and power to act on their situation.

Youth workers avoid arguments so as not to create discord by pressing the persons being helped to change. The decision whether or not to change rests exclusively with the persons being helped. Youth workers get these persons to talk about changing without judging them or offering unsolicited advice. They respect the "experiential knowledge" of the persons being helped, encourage their search for wellness, and demonstrate acceptance and compassion for them. They also keep in mind that the spirit of motivational interviewing is as important, if not more so, than the method itself.

Since it is primarily the process of self-re-evaluation that enables the transition to the stage of readiness for change (Prochaska and Prochaska, 2016), youth workers may also resort to a life story interview. This exercise allows the persons being helped to make sense of their story. Youth workers encourage these persons to tell their story by focusing on aspects they consider to be most important. This allows them to highlight the qualities and strengths that helped them overcome obstacles and become the person they are today.

Two life story interview frameworks are proposed. Youth workers are free to use the one that best suits the person being helped.

First interview framework: © Therapist Aid LLC[3]

1. **Tell me your story – about your past – in your own way. Don't forget to mention the challenges you faced and what allowed you to overcome them.**
2. **Tell me about your life now and the kind of person you are today. How have you changed? What are your main strengths and qualities?**
3. **Now tell me about the life you would like to lead. Would it be different from the one you have now? What would it be like?**

Second interview framework: © 1995 Dan P. McAdams

Have you ever seen a movie that tells the story of someone's life, for example, a star or an athlete? That's what we're going to do today. We're going to imagine that we're making a movie about you. We'll talk about your life as well as the events and people that should be in your movie so that those who watch it understand what you've been through and what you've become.

Let's start by discussing the major moments in your life which you'd like to show in your movie:

- **The most negative moment and the most positive moment**
- **The most significant moment; that is, the one that led to major changes in your life or that profoundly changed you**

Since this is your movie, you are, of course, the main character. Now tell me about the other people who should appear in your film. Who are these people (whom you consider the "supporting cast" in your life)?

Now let's imagine that your movie is finished and is being shown in theatres for the first time.

- **Tell me about the people you think should absolutely see your movie and, conversely, the people who should not see it or see only parts of it.**
- **If a reporter asked you what you would like people to remember about your movie and your story, what would you say?**
- **When you watch your movie and see all that you've been through and where you are today, how do you feel? How do you feel to see it all laid out in front of you?**

3 https://www.therapistaid.com/

Determination

At the **determination** stage of change, the intervention aims to prepare the desired change prior to taking action. This exercise clarifies and prioritizes needs that are affected or not being met by habits or behaviours (especially those considered risky) that are part of the lifestyle of the persons being helped, including the commodification of sexual services. It also helps determine other methods that can be put in place to meet the needs of the persons being helped and support the change they wish to undertake.

At the determination stage, persons being helped aspire to a better life, talk about their dreams, express a desire to be a different person, envision new goals and say they are willing to change. Although they may not necessarily recognize the commodification of their sexual services as a problem, they may nevertheless be determined to make changes in their lives in order to reduce the harm.

Examples of the language of change at the determination stage

"I'm ready to change."

"What do I need to do to change?"

"This week, I had four clients but turned another one down."

To promote maintaining the language of change, youth workers can also use decisional balance to allow the persons being helped to weigh the pros and cons of the status quo and those of change.[4] They can also evoke the extremes:

• "What's the worst [best] that could happen if you stopped selling your sexual services?

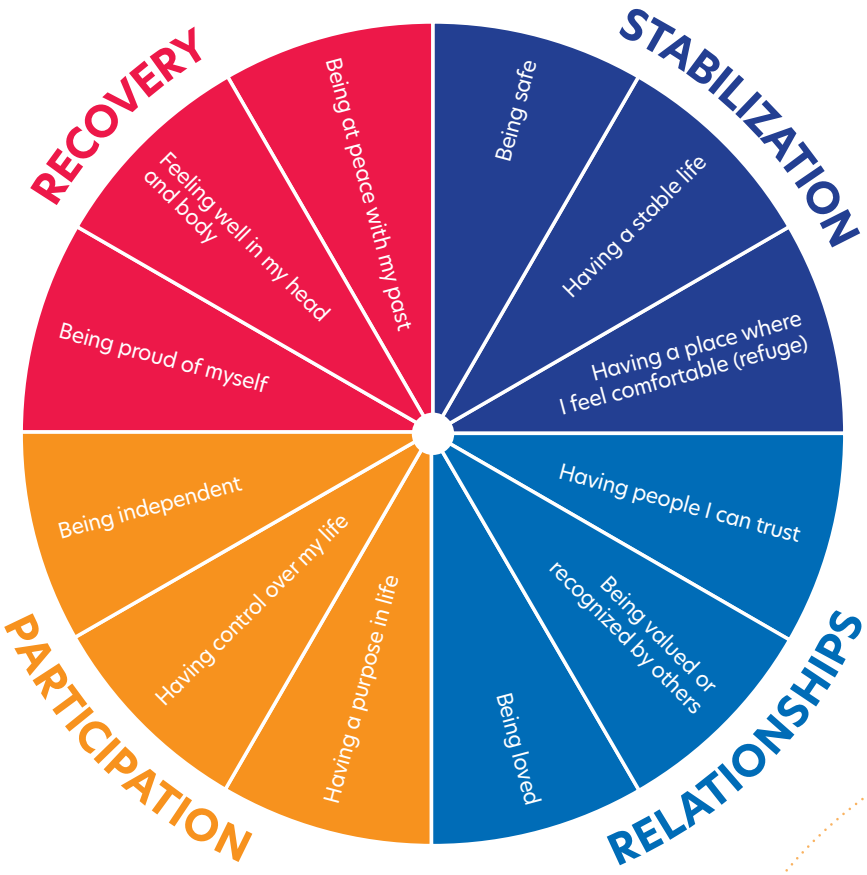
• "What's the worst [best] that could happen if you continued selling sex?

Youth workers also assist the persons being helped in clarifying their expectations of change and in describing which of their own skills will enable them to take action and adopt new lifestyle habits. As well, youth workers encourage the persons being helped to express their motivations and values in order to support their sense of self-efficacy. To do so, they can use an evaluation scale from 0 to 10.

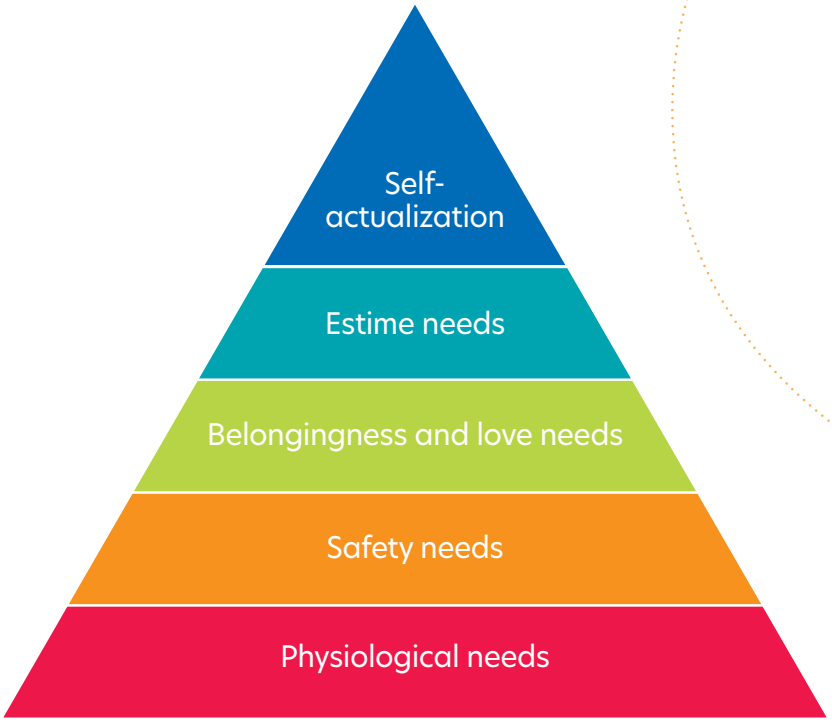
To prepare the persons being helped to take action, youth workers help them determine and prioritize their needs using the wheel of needs[5] or Maslow's hierarchy of needs (1943).

4 Ask the person being helped to assign a value from 1 to 3 to each of the advantages and disadvantages described.
5 Inspired by Lanctôt and Collin-Vézina, 2018-2020.

Wheel of needs



Maslow's hierarchy of needs



In the spirit of motivational interviewing, it is preferable to explore the needs that are not being met by the commodification of sexual services rather than those that are.

To support the motivation to change, it is wiser to have the persons being helped talk about what they are missing rather than what they might miss if they changed their situation. Therefore, youth workers encourage the persons being helped to determine what they stand to gain by changing rather than what they risk losing by doing so.

Furthermore, youth workers assist the persons being helped in determining how to initiate the changes they wish to make to their situation. The persons being helped are also invited to make a list of the people close to them (e.g., parents, spouse, friends, etc.) who are capable of supporting them in their change process and to explore the community resources that can be put to use.

An action (or change) plan is then established. Its goal is to achieve one objective at a time and takes into account the prioritization of needs by the persons being helped. Youth workers ensure that the actions defined in the intervention plan are "**SMART**":

Specific: Precise as to the desired result and positively formulated[6]

Measurable: Quantifiable using precise indicators (observable and measurable)

Adapted: Accessible given the characteristics of the person being helped (gender identity, age, culture, personality, temperament, etc.)

Realistic: Achievable given the constraints of the situation and environment of the person being helped

Timely: Planned and limited in time

Examples of "SMART" objectives

"I want to decrease my pot consumption from 20 grams to 7 grams a week."

"By April 1, 20XX, I'm committing myself to attending one group meeting a week at the Centre de réadaptation en dépendance."

Youth workers also ensure that the action (or change) plan anticipates potential setbacks and provides a strategy for managing them. The persons being helped are encouraged to determine the various personal obstacles (e.g., behaviour, cognitions, emotions, feelings, etc.) and situational obstacles (e.g., context, environment) that may interfere with achieving the goals they have set. They are also encouraged to explore their strengths to identify warning signs (e.g., emotional states, intrusive thoughts, anxiety, restlessness, desire to be free, people or places visited, etc.) that could lead them to neglect their commitments.

Setbacks are usually preceded by missteps that generate cognitive distortions, which revive the need for immediate gratification, decrease the sense of self-efficacy and intensify the positive expectations of not changing. As a result, persons in this situation tend to feel justified in no longer adhering to the objectives they have set and the commitments they have made.

6 An action (or change) plan focuses on what to do rather than what not to do.

Youth workers regularly evaluate the relevance of the intervention plan with the persons being helped and revise it, if necessary. Once the first objective has been achieved, the persons being helped develop a new plan with youth workers in order to gradually strengthen new lifestyle habits and, ultimately, terminate the cycle of sexual exploitation.

Then, because it is mainly the process of self-liberation that enables the transition to the action stage (Prochaska and Prochaska, 2016), an interview to explore "possible selves" (Shepard and Marshall, 1999; Shepard and Quressette, 2010) can also be conducted. This type of interview allows the persons being helped to take stock of their lives and project themselves into the future in a motivating and realistic manner with respect to the goals to be reached and the means to achieve them. It addresses the hopes and fears of the persons being helped with regard to what they will become. However, the interview frameworks are complex and require that the persons being helped take a step back to consider the impact of their actions on their life plans.

Two interview frameworks of "possible selves" are proposed below, one for minors, the other for adults. They are free adaptations of the work by © 2004 Daphna Oyserman and her colleagues (Oyserman *et al.,* 2004) as well as © 2008 Ann Marshall and Fran Guenette (Marshall and Guenette, 2008).

The framework proposed by Oyserman and her colleagues (2004) encourages the persons being helped to ask themselves what they would like to become and do the following year and to explore how they are already doing it or would like to do it in order to succeed.

The framework proposed by Marshall and Guenette (2008) encourages the persons being helped to take stock of their hopes and fears for the future and to define their feared and desired "possible selves." It requires the use of removable sticky notes (e.g., Post-it®) in two different colours. The exercise begins with a brainstorming session during which the persons being helped are asked to write down all their hopes (one per sticky note of the same colour) and fears (one per sticky note of another colour). If necessary, youth workers ask these persons to group their hopes and fears into broad categories. Then, they ask the persons to explain these categories and name them. The persons being helped can then make additions or changes if they wish. Finally, they write down which of their "selves" is most likely (around which they are asked to draw a square), which is most feared (which they are asked to circle) and which is most desired (next to which they are asked to draw a star).

"Possible selves" interview for a minor

This interview focuses on your past, your present and your future. Its goal is to understand who you are and who you want to be. I'll ask you questions to get to know you better, determine your strengths and needs, learn about your aspirations and what you require in order to achieve them.

I'll ask you questions about different aspects of your life: your friends, your family, your hobbies and your occupations. If you don't feel comfortable answering a question, just tell me. At the end of the interview, if you want to talk about other topics, we can do that.

To start, I'd like you to describe what you were like as a child.

- When you picture yourself with your family, how were you?
- Tell me about your fondest childhood memory.
- Tell me about a fun moment you had as a child.
- What was it like at school?
- If we looked at pictures of you as a child, what would we see? What would you say to that?
- Tell me about your relationships with your friends when you were a child.

I'd like you to tell me about what's been going on in your life, from the beginning of your teens to now.

- How do you spend your time?
- Tell me about an activity you enjoy doing.
- What is a typical day like for you these days?
- What's going well? What's more difficult to deal with?
- Tell me what makes you proud.
- What would you change?
- What things do the people around you criticize you for?
- How does your culture or how do your beliefs affect your life?

I'd like you to tell me about the people around you.

- Tell me about the people who are important to you.
- Are there people you avoid or from whom you distance yourself (or should distance yourself)?
- What do these people bring to your life, both positive and negative?
- Describe your ideal life partner. What do you look for in a lover?
- How are things with your family?

Looking to the future, I'd like you to describe the kind of person you want to be.

- What motivates you to want to become the person you described?
- Tell me about someone who's a role model for you.
- What would you like to accomplish in life?
- How easy would you say it's going to be for you to become that kind of person [*use person's own words*]? Why?
- Let's imagine this future: You are exactly as you would like to be and you have achieved your goals [*use person's own words*]. How does it feel to have accomplished that?
- How are you going to make sure you become the person you want to be? What could you actually do? What steps could you take to get started?

Conversly, I'd like you to tell me what kind of person you don't want to be.

- What motivates you to not want to become the person you described?
- What does that mean to you?
- What are you afraid of for the future?
- Tell me about a person you would not want to be like.
- Do you often think about the person you just described?
- Imagine yourself in a future where you were [*use person's own words*]: How would that feel? How would you react?
- How likely would you say you are to becoming or in danger of becoming [*use person's own words*]? Why?
- Tell me about the things that you could do or have already done to avoid becoming the person you don't want to be. What could you actually do? What steps could you take to get started?

Is there anything you would like to add?

"Possible selves" interview for an adult

This interview focuses on your past, your present and your future. Its goal is to understand who you are and who you want to be. I'll ask you questions to get to know you better, determine your strengths and needs, learn about your aspirations and what you require in order to achieve them.

I'll ask you questions about different aspects of your life: your friends, your family, your hobbies and your occupations. If you don't feel comfortable answering a question, just tell me. At the end of the interview, if you want to talk about other topics, we can do so.

To start, I'd like you to describe what you were like as a child.

- When you picture yourself with your family, how were you?
- Tell me about your fondest childhood memory.
- Tell me about a fun moment you had as a child.
- What was it like at school?
- If we looked at pictures of you as a child, what would we see? What would you say to that?
- Tell me about your relationships with your friends when you were a child.

I'd like you to tell me about your teenage years. How would you describe yourself at that time?

- Tell me about the important people in your life at that time.
- What was it like in your family?
- What did you envy about others at that time?
- When you think back, tell me what makes you most proud.
- Tell me what you found most difficult as a teenager.

I'd like you to tell me what's going on in your life right now.

- How do you spend your time?
- Tell me about an activity you enjoy doing.
- What's a typical day like for you these days?
- What's going well?
- What would you change?
- What do the people around you criticize you for?
- How does your culture or how do your beliefs affect your life?

I'd like you to tell me about the people around you.

- Tell me about the people who are important to you.
- Are there people you avoid or from whom you distance yourself (or should distance yourself)?
- What do these people bring to your life, both positive and negative?
- Describe your ideal life partner. What do you look for in a lover?

Looking to the future, I'd like you to describe the kind of person you want to be.

- What motivates you to want to become the person you described?
- Tell me about a person who's a role model for you.
- What would you like to accomplish in life?

- How easy would you say it's going to be for you to become that kind of person [*use person's own words*]? Why?
- Let's imagine this future: You're exactly as you'd like to be and you've achieved your goals [*use person's own words*]. How does it feel to have accomplished that?
- How are you going to make sure you become the person you want to be? What could you actually do? What steps could you take to get started?

Conversely, I'd like you to tell me what kind of person you don't want to be.

- What motivates you to not want to become the person you described to me?
- What does that mean to you?
- What are you afraid of for the future?
- Tell me about a person you would not want to be like.
- Do you often think about the person you just described?
- Imagine yourself in a future where you are [*use person's own words*]. How would that feel? How would you react?
- How likely would you say you are to becoming or in danger of becoming [*use person's own words*]? Why?
- Tell me about the things that you could do or have already done to avoid becoming the person you don't want to be. What could you actually do? What steps could you take to get started?

Is there anything you would like to add?

Action

At the **action** stage of change, the intervention aims to encourage the persons being helped to stick to their action (or change) plan. These persons are encouraged to take advantage of all opportunities to exercise their power to act. At the action stage, the effects of change on the persons being helped are observable and measurable. It is a stage of collaboration involving all individuals supporting the persons being helped in changing. Using different motivational interviewing strategies, youth workers encourage the persons being helped to engage in the language of change and enable discussions about maintaining the change to emerge.

Examples of the language of change at the action stage

"I enrolled in school."

"I started my therapy."

"I haven't used drugs since ..."

Youth workers act as facilitators by encouraging the persons being helped to be proactive, make decisions and use the community resources. They do not hesitate to refer the persons being helped toward these resources so that they can make use of them. To enable the persons being helped to develop their autonomy, it is crucial to "make them do it" rather than "do it for them."

The reinforcement of all successes leading to the achievement of the goal set by the persons being helped, no matter how small, is very important at the action stage. Youth workers do not hesitate to value the ability to change of the persons being helped and to mobilize their social group (parents, spouse, friends, other youth workers, etc.), which can help these persons focus on the positive (e.g., well-being, new activities, personal satisfaction, pride, etc.). Youth workers also reinforce the intrinsic motivations to change of the persons being helped, which are ultimately responsible for maintaining the change. If the motivation to change is *a priori* extrinsic, the intervention must allow the persons being helped to internalize their motivation.

For example, "I don't want the DYP on my back anymore"

should become "I want to be self-sufficient and free!"

Consistent with the processes of counter-conditioning, reinforcement management and searching for helping relationships, these interventions are designed to transition the persons being helped to the maintenance stage of change (Prochaska and Prochaska, 2016).

Maintenance

At the **maintenance** stage of change, the intervention is essentially aimed at preventing a setback. To ensure that gains made are not lost, youth workers focus on the persons' ability to monitor themselves by teaching them different ways to anticipate and prevent missteps. They make the persons being helped aware of situational, behavioural, emotional and cognitive cues that could trigger a setback so that they can react to them quickly.

To promote a continuation of the gains made and prevent a setback, youth workers work closely with the persons being helped to examine all the external (e.g., environment, situation, social group, etc.) and internal (e.g., cognitions, emotions and feelings) factors that may contribute to diverting them from the objectives of change they have set for themselves. The goal is to allow the persons being helped to anticipate the chain of events that could lead to a setback and to define the strategies to adopt in order to break this chain.

Example of a chain of events that could lead to a setback (or relapse)

- Lifestyle imbalance or critical event: *"I lost my new job."*
- Desire to be free: *"I'm no good at anything."*
- Need for immediate gratification: *"That's enough! Why can't I enjoy myself?"*
- Conflict of values: *"But I promised myself I wouldn't do anything stupid ..."*
- Seemingly trivial decisions: *"I'm going to call Natalie, it's been a long time ..."*
- Risky situations: *"Natalie invited me for a drink."*
- Missteps: *"I drink and smoke pot with Natalie."*
- Setbacks: *"I've been smoking pot every day since that get-together."*

Consistent with stimulus control (Prochaska and Prochaska, 2016), interventions at the maintenance stage of change should enable the persons being helped to achieve the following:

- Recognize imbalances in their lifestyle, their desire to be free, and seemingly harmless decisions that expose them to situations that could lead to missteps.
- Anticipate, prepare for and appropriately respond to situations that may lead to missteps without compromising their safety or development.
- Plan the necessary changes to avoid high-risk situations.
- Develop and maintain coping strategies[7] such as anticipating emotional reactions to failure, discouragement or defeatism; problem-solving and asking for help.

At the same time, youth workers coach the persons being helped in establishing a life plan that will enable them to update their personal and professional ambitions and improve their overall physical, psychological and emotional well-being. A realistic and stimulating life plan is a necessary condition to maintain the motivation of the persons being helped to move away from a sexually exploitative lifestyle and, eventually, put a permanent end to the commodification of their sexual services.

7 The notion of "coping" comes from stress studies and refers to the cognitive processes that people put in place between themselves and a disturbing event in order to control, tolerate or reduce its impact (Lazarus and Folkman, 1984).

Setback or relapse

At the **setback or relapse** [8] stage, youth workers make sure that contact is maintained with the persons being helped. They play down the importance of the situation, relieve the persons being helped of guilt, and explain to them that setbacks are part of the change process and serve as learning opportunities. It is important to instill hope in the persons being helped that they can get back on track. Youth workers remind them of the gains they have made and reiterate their unconditional confidence in their ability to change.

Youth workers discuss the factors that precipitated the setback with the persons being helped to enable them to recover quickly. They encourage these persons to talk about events that occurred the week prior to the setback and describe the 48 hours that preceded it (e.g., situations, behaviour, cognitions, emotions, feelings).

Along with the persons being helped, youth workers will review the strategies previously established to break the chain of events that led to the setback and discuss the obstacles encountered. If necessary, a new action (or change) and setback plan is developed. Finally, youth workers allow the persons being helped to discuss the reasons why they want to change and reinforce their willingness and ability to do so.

If decisions need to be made with which the persons being helped may disagree in order to ensure their safety (e.g., a report of sexual abuse or a denunciation pursuant to the enforcement of a sentence handed down by a court), the youth workers are transparent and take the time necessary to explain their actions. If possible, they ensure the co-operation of the persons being helped in implementing these decisions.

Finally, certain minors, once at this stage, may choose to run away. In such a case, youth workers prepare for them to call. It is not uncommon for persons who run away to contact those in their social circle, including the youth workers assigned to them. The time it takes for them to communicate varies. Some persons wait a long time before coming forward, knowing that efforts will be made to persuade them to return. Others come forward quickly due to feelings of guilt. In all cases, it is a protective factor that needs to be leveraged. Maintaining contact with runaways is a valuable safety net for checking on their condition, reassuring the people around them and preparing for their return (Fredette and Plante, 2004).

Support for the operationalization of change strategies

Within the framework of the SPHÈRES program, support for the implementation of the means chosen by the persons being helped to initiate the changes they wish to make to their situation takes many forms. The SPHÈRES program has been designed and built in such a way so that the interventions carried out for these persons respect their pace and are adjusted according to their situation and particular needs. This requires that youth workers involved in the program "think outside the box," meaning that they accept the notion of acting outside the normative intervention framework in which they have operated, for the most part, until now.

The complexity of the various situations experienced by victims of sexual exploitation requires a different approach. The SPHÈRES program is based on the paradigm that people who sell their sexual services, whether minors or adults, are not only victims who must be protected, against their will if necessary, but also people who are capable of making choices and acting on them. Therefore, youth workers must accept using their "technical knowledge" to serve the "experiential knowledge" of the persons they are supporting.

The best solution is the one the person with the problem chooses.

Therefore, being a youth worker in the SPHÈRES program means the following:

- Supporting persons being helped in the legal process
- Accompanying persons being helped in court
- Supporting persons being helped in their efforts to obtain aid from CAVAC

8 The use of the term "setback" (or "relapse") has elicited a fair amount of reflection and discussion as part of the initial implementation of the SPHÈRES program in the Greater Montreal area. Essentially, its adequacy with the guiding principles of the motivational interviewing model is being questioned. Managers and youth workers tend to prefer "resumption of the cycle of sexual exploitation" or "resumption of the commodification of sexual services."

- Accompanying persons being helped to a hospital for a medicolegal examination
- Accompanying persons being helped to a detention centre to visit a loved one
- Accompanying persons being helped to a detoxification centre
- Allowing persons being helped to meet with a survivor
- Completing a social assistance application with persons being helped
- Supporting persons being helped in the process of going back to school
- Helping persons update their wardrobe to enter the job market
- Helping persons become parents
- Supporting persons being helped in managing their debts
- Supporting persons being helped in their efforts to regularize their civil status
- Helping persons recover their identity cards
- Using a manimo,[9] a comforting plush toy that helps persons anchor themselves in the present moment
- Establishing an emergency plan with persons being helped to ensure their safety

Being a youth worker in the SPHÈRES program is all that and more …

Emergency shelter

As part of the implementation of the SPHÈRES program in Montreal, persons being helped, whether minors or adults, who find themselves in an uncomfortable or delicate situation with respect to their physical and/or psychological health can benefit from an emergency shelter service provided by En Marge 12-17. A room is reserved for them for this purpose, regardless of their age.[10] To take advantage of it, persons being helped need only to show up at En Marge 12-17 and specify that they are receiving services from the SPHÈRES program. If they cannot get there on their own, they can call a taxi and have the fare paid by En Marge 12-17 upon their arrival.[11]

To facilitate access to the shelter, youth workers designated to follow up on the persons being helped tell them about the emergency shelter service, encourage them to add the contact information (phone number and civic address) of En Marge 12-17 to their cellphone contacts[12] and invite them to visit the organization in order to explain the different services offered (in addition to emergency shelter). This opportunity also allows the creation of an initial contact in an effort to establish a bond of trust between the persons being helped in the SPHÈRES program and the youth workers at En Marge 12-17.

IMPLEMENTATION OF THE SPHÈRES PROGRAM

In order to establish the SPHÈRES program, such a service agreement with a community organization that offers a respite, support and a 24-hour shelter is strongly recommended. Persons who are sexually exploited, even those in the process of change, often struggle to meet their basic needs (e.g., food, shelter, safety, etc.) and stabilize their situation (e.g., running away, family or marital conflicts, eviction from housing, etc.). Therefore, it is essential to help them sort out their situation so that they can continue their process of change.

9 manimo products are weighted stuffed toys that provide proprioceptive sensory stimulation that has a calming effect on the body and mind. For more information, visit https://manimo.ca/en/.

10 The En Marge 12-17 emergency shelter is normally reserved for people between the ages of 12 and 17. As part of the initial implementation of the SPHÈRES program, the organization chose to offer the emergency shelter service to everyone targeted by the program (i.e., persons aged 12 to 24).

11 The reimbursement of taxi costs for persons being helped who require emergency shelter is a financial contribution by En Marge to the SPHÈRES program.

12 Financial support must be considered for persons being helped who do not have a cellphone to obtain one and pay for it. While respecting these persons' power to act, the team of youth workers makes sure that they will eventually be able to assume the costs of their cellphone and even pay back part or all of the costs incurred by the SPHÈRES program.

As its name implies, the SPHÈRES emergency shelter service is reserved for situations requiring immediate action. As a result, it is not always possible to respond to the shelter needs of some persons being helped, either because the room is being occupied at the time they need it or because their situation does not call for such a response (need for a respite, wait for a place in a therapy centre, search for housing, etc.). As part of the implementation of the SPHÈRES program in Montreal, persons being helped who find themselves in a similar situation can benefit from overnight stays in a hotel at the expense of the SPHÈRES program.[13] Since this type of accommodation must remain temporary, youth workers assigned to follow up on persons who benefit from it encourage them to prioritize the stabilization of their situation.

Cellphone of last resort

As part of the initial implementation of the SPHÈRES program, a cellphone number of last resort is made available to persons being helped who find themselves in a situation that is eminently dangerous for their physical safety and who are unable to reach the 911 emergency service. The purpose of the cellphone of last resort is to quickly reach the police for assistance if the persons being helped are unable to do so. Only persons identified by the clinical committee, in collaboration with police officers assigned to the Les Survivantes program, are eligible for the cellphone of last resort.

911 **The use of the cellphone of last resort does not replace the 911 emergency service. As its name implies, it should only be used when absolutely necessary.**

Youth workers insist that persons being helped prioritize calling the 911 emergency service or choose to quickly distance themselves from places or people that threaten their physical safety. They remind the persons being helped that they can take advantage of the SPHÈRES emergency shelter service in such circumstances and should not hesitate to do so.

To support the development and maintenance of self-protection skills, youth workers develop an EMERGENCY PLAN with the persons being helped which details the protective strategies they can use when needed. Youth workers do not hesitate to regularly ask the persons being helped to name and repeat these protective strategies in their emergency plan to facilitate their memorization and, eventually, their application.

The SPHÈRES cellphone of last resort only receives text messages and messages sent through the Messenger cellphone app. No phone calls or voice meesages are taken. The cellphone of last resort is reserved exclusively for the persons being helped who have been identified by the clinical committee. Only the phone numbers of these people are saved in the list of contacts of the cellphone of last resort along with information deemed relevant for the handling of emergency messages received (e.g., full name, age, language spoken, assigned youth worker, particular situation, mandate, etc.).

As part of the implementation of the SPHÈRES program in Montreal, the cellphone of last resort is placed under the responsibility of En Marge 12-17. It is used to cover the hours when youth workers are unavailable, namely Sunday to Saturday from 7 p.m. to 7 a.m.

Youth workers assigned to persons identified by the clinical committee as eligible for this service encourage these persons to add the cellphone number of last resort to the phone and Messenger contacts on their cellphone.[14, 15] Youth workers then send them the **emergency code** to be used when needed.[16]

13 The costs associated with hotel stays by persons being helped under the SPHÈRES program in the Greater Montreal area are reimbursed thanks to the precious financial contribution of the Fondation des jeunes de la DPJ.

14 Normally, a mobile device synchronizes phone contacts with Messenger contacts.

15 For security reasons, the SPHÈRES cellphone of last resort is listed in the contacts under a false name. If it is discovered by anyone other than the identified persons being helped, youth workers in the SPHÈRES program or En Marge 12-17 clinical team, it will be changed immediately.

16 For security reasons, this emergency code is, of course, confidential. If it is discovered by anyone other than the identified persons being helped, youth workers in the SPHÈRES program or En Marge 12-17 clinical team, it will be changed immediately.

Identified persons are advised that youth workers at En Marge 12-17 answer the SPHÈRES cellphone of last resort if and only if the established emergency code is transmitted via text message or Messenger. Youth workers also ensure that identified persons are able to communicate their location using the Share Live Location feature in the Messenger app on their cellphone. This feature allows the police to determine a geographic location in real time and intervene quickly.

Youth workers then remind identified persons how to communicate the emergency code (see procedure below). At the same time, they ensure that the SPHÈRES cellphone number of last resort is indeed saved as a contact on the cellphone of the identified persons. As with the **emergency plan**, youth workers continue to repeat this procedure with identified persons several times to facilitate its memorization.

Procedure for using the SPHÈRES cellphone of last resort

If the persons being helped have **access to a Wi-Fi network,** they send the **emergency code** via the Messenger cellphone app and share their location. To do so, they open the **Messenger** app on their cellphone and perform the following:

1. Tap the "**+**" at the bottom-left of the screen.
2. Tap the "**Δ**" on the right of the screen.
3. Share their location, either by tapping **Share Live Location** or by entering the address where they are located into the dialog box.
4. Text the emergency code.

If the persons being helped **DO NOT have access to a Wi-Fi network,** they communicate the emergency code via **text message** in which they indicate their location and the **emergency code.** If they do not know their location, it is still possible for the police to locate them if the location-sharing feature on their mobile device is activated. **BUT TAKE NOTE:** the location-sharing feature is not available with all mobile service providers and is not always accurate. Therefore, it is important to include an alternate strategy in the **emergency plan** in case the persons being helped cannot be located accurately or at all.

Once the text message is sent, they make sure to delete it in case someone they are with confiscates their cellphone.

In both cases, the youth workers who receive the emergency code perform the following:

1. Reply to the persons being helped with the emoji 👍 to confirm that their emergency code has indeed been received and that the requested help is coming.
2. Contact the 911 emergency service immediately and say: "*We have received an emergency code. The person does not want to be identified when the police arrive at the scene. She does not want the people with her to know that she is the one who called for help. Here is the person's full name, phone number and location.*"

It is important to specify in advance to the persons being helped that if they do not receive the emoji 👍 as a reply, it means their emergency message was not received. They must send the emergency code again.

When an **emergency code** is received by a staff member at En Marge 12-17, the SPHÈRES youth worker assigned to the identified person being helped who used the code is informed by voice mail or email. The youth worker makes sure to follow up on this intervention with the person being helped as soon as possible. The navigator also informs the clinical committee during their weekly meeting to allow police representatives (of the Montreal police department's Les Survivantes program in the initial implementation of the SPHÈRES program) to also ensure a follow-up of the intervention within their organization.

In addition, members of the SPHÈRES clinical committee are systematically informed by staff at En Marge 12-17 of any types of messages deemed strange which are received on the SPHÈRES cellphone of last resort. If necessary, verifications can be made in order to identify the authors of these messages and, if need be, put an end to them.

IMPLEMENTATION OF SPHÈRES PROGRAM

In order to implement the SPHÈRES program, such a service agreement with a community organization offering a respite, support and shelter 24 hours a day is strongly recommended. People involved in a cycle of sexual exploitation, even in a process of change, are regularly confronted with situations that threaten their physical safety. Therefore, it is essential to provide such an emergency service to quickly ensure their protection.

Psychotherapeutic assessment and follow-up

A number of victims of sexual exploitation require therapy to deal with their traumas and be able to make changes in their lives, which often carry significant physical and psychological scars. Carrying out a psychotherapeutic follow-up contributes greatly to the recovery of individuals who have been involved in a sexually exploitative lifestyle. It helps develop greater self-esteem; decreases symptoms of anxiety, depression, dissociation and post-traumatic stress; lessens feelings of guilt and reduces the use of avoidance strategies (Lanctôt *et al*., 2016).

In the initial implementation of the SPHÈRES program in the Greater Montreal area, sexually exploited persons who wish to undertake a psychotherapeutic follow-up have accelerated access to services at the Marie-Vincent Foundation. Youth workers assigned to their follow-up assess their needs and motivations for undertaking such a process (see the therapeutic follow-up application at the Marie-Vincent Foundation presented in the appendix).[17] If the persons being helped are determined to benefit from a psychotherapeutic follow-up, youth workers refer them to psychotherapists at the Marie-Vincent Foundation who are involved with the SPHÈRES program and help them apply for benefits from *Indemnisation des victimes d'actes criminels* (IVAC) in order to defray the associated costs.[18] In the event that a person being helped is not eligible for IVAC benefits, he or she can still receive the Foundation's services free of charge.[19]

The follow-up begins with an assessment to determine which services can best meet the needs of the persons being helped. To do so, the clinical professionals conducting the assessments document the persons' status in all areas of their lives (personal, family, social, etc.). They also document the persons' coping strategies with regard to sexual victimization, the consequences of this victimization on themselves and their social circle as well as the social circle's ability to support them.[20] The cognitive-behavioural therapy proposed focuses on trauma resolution and aims to promote the identification, expression and management of emotions; the modification of harmful thoughts into more realistic ones; the expression of experiences related to the sexual victimization and any other traumatic experiences interfering with the person's current life; the identification and modification of false beliefs regarding sexual abuse and sexuality; the acquisition of knowledge regarding sexual abuse and healthy sex education; and the development of better communication, assertiveness and self-protection skills. Other aspects can also be addressed depending on the person's needs, such as issues related to pornography addiction, dissociation, eating disorders and violence in romantic relationships.

IMPLEMENTATION OF THE SPHÈRES PROGRAM

For the SPHÈRES program, the collaboration of specialized resources offering services to victims of sexual violence (such as designated centres for victims of sexual assault or the Marie-Vincent Foundation) is invaluable, even necessary. Therefore, it is strongly recommended to arrange such a service agreement with a specialized resource for sexual violence for any implementation of the SPHÈRES program.

17 In order for sexually exploited persons over the age of 14 to have access to the services of the Marie-Vincent Foundation, a report of their situation must have been made to the Director of Youth Protection (DYP). In the case of persons aged 14 or younger, the report must be retained.

18 If necessary, the person being helped and youth worker can count on the support of a Crime Victims Assistance Centre (CAVAC) to fill out and send an application to IVAC.

19 The services of the Marie-Vincent Foundation are normally offered to minors (0 to 17 years old) and their families. However, in the initial implementation of the SPHÈRES program, the clinical team agreed to serve all clients targeted by the program, namely persons aged 12 to 24.

20 While a person being helped waits for treatment, it is possible, if necessary, to organize occasional support meetings with a therapist or refer the person to other resources while providing support.

Specialized services for marginalized people

As with many marginalized people, those who are involved in a cycle of sexual exploitation are reluctant to go to conventional health care and social service facilities. Yet, the consequences of the commodification of their sexual services often require medical care that they neglect out of fear of being denounced, judged and stigmatized.

For the implementation of the SPHÈRES program in Montreal, the invaluable collaboration of the multidisciplinary team at Clinique Jeunes de la rue[21] makes it possible to offer health care (including dental care) adapted to the needs of the persons being helped, whether or not they have a home address and health insurance card. The clinic also provides specialized health services for trans and non-binary individuals as well as those who are questioning their gender identity.

The initial SPHÈRES program can also count on the collaboration of Clinique ADO + at the Clinique universitaire de médecine de famille – GMF de Verdun[22] (CUMF-GMF de Verdun),[23] which provides care to minors who do not have a family doctor.

IMPLEMENTATION OF THE SPHÈRES PROGRAM

The Clinique Jeunes de la rue has a regional mandate, with services available to anyone aged 14 to 25 from anywhere in Canada or another country who is travelling to Montreal. When implementing the SPHÈRES program elsewhere in the province, the collaboration of the Clinique Jeunes de la rue is strongly recommended.

Anyone wishing to implement the SPHÈRES program will also benefit from the collaboration of medical clinics that offer services similar to those of Clinique Ado + in order to ensure that persons being helped who so desire have access to all the health care and social services they need.

Recreational and cultural activities

It takes creativity to meet the specific needs of persons being helped by the SPHÈRES program, whether it involves respecting their pace, adapting change strategies to their situation or developing their power to act. Persons being helped must go through different experiences and be exposed to a multitude of opportunities to learn about themselves, assert themselves, acquire new skills, test their strengths and skills, emancipate themselves and aspire to a better life. Change also involves the discovery of new possibilities to exceed one's limits.

Youth workers in the SPHÈRES program must use their imagination, creativity and active listening skills to expose persons being helped to a variety of recreational and cultural activities tailored to their needs and desires. Whether organized for one person or a group,[24] these activities are valuable opportunities to establish a meaningful therapeutic relationship with the persons being helped, resolve their ambivalence toward change and support their motivation to change.

The SPHÈRES program also enables persons being helped to do the following:

- Take cooking classes.
- Participate in scrapbooking workshops.
- Take self-defence classes.
- Do sports activities (snowshoeing, skiing, cycling, hiking, etc.).
- Take dance classes.
- Take singing lessons.
- Take music classes.

21 https://ciusss-centresudmtl.gouv.qc.ca/propos/qui-sommes-nous/leadership-et-innovations/clinique-jeunes-de-la-rue

22 Verdun is a borough in the southwest region of Montreal.

23 https://ciusss-centresudmtl.gouv.qc.ca/etablissement/clinique-universitaire-de-medecine-de-famille-gmf-de-verdun-cumf-gmf-de-verdun

24 In order to respect the anonymity and confidentiality to which participants in the SPHÈRES program are entitled, youth workers obtain their prior consent to participate in a group activity involving several participants. Persons being helped who are deemed to have recruited individuals for sexual exploitative purposes are systematically excluded from group activities.

- Build a stress management toolbox.[25]
- Write autobiographical stories.
- Write songs.
- Make videos.
- Visit museums.
- Explore the Montreal Biodôme.[26]
- See exhibitions such as *Illumi*[27] in Laval.
- Engage in conversation at Céramic Café Studio.[28]
- Meditate or practise yoga.

Examples of recreational and cultural activities in the initial SPHÈRES program

Equitherapy is an equestrian activity conducted in partnership with Le Ranch équestre Carola et filles, located in Mascouche.[29] The goal of this activity is to nourish the self-esteem and self-confidence of persons being helped in the SPHÈRES program, enable them to excel, discover new talents and offer them an opportunity to escape an urban environment. It is also an opportunity to calm down, which helps manage mood disorders and symptoms of anxiety and depression.

Univers Toutou[30] is an activity conducted in partnership with the store of the same name[31] which provides an opportunity to make one's own stuffed animal thanks to an easy-to-use stuffing machine. The creation of one's own stuffed animal, often considered a symbolic and universal object of comfort, allows the persons being helped in the SPHÈRES program to use their creativity and awaken their senses. They must first choose the type of animal and filling material from a range of more than 20 different models. Next, they must choose its clothes and shoes as well as its aroma using scent chips. Finally, they have to give it two features that reflect its personality and record a personalized audio message to be inserted inside the toy which is meant to be comforting and to which they can listen to calm themselves.

J'suis pas juste… is an art project organized by L'Anonyme and led by Claude Majeau, a visual and collaborative artist.[32] It offers persons being helped in the SPHÈRES program a collective experience in artistic creation.[33] Workshops on the themes of identity, the body, power, powerlessness, intimacy and community are held weekly at the Montreal Museum of Fine Arts[34] over a 22-week period. They culminate in the creation of a hybrid installation composed of drawings, collages and video projections. This activity allows the persons being helped to explore their artistic talents, relax, meet new people and share their experiences in a safe and peaceful environment.[35]

Tools for reflection and discussion

25 For inspiring ideas, visit https://www.psychopap.com/boite-a-outil-gestion-du-stress-et-de-la-detresse-enfants-et-adolescents/ and https://www.hachette.fr/livre/la-boite-outils-de-la-gestion-du-stress-9782100758326.
26 https://montreal.ca/en/places/biodome-de-montreal
27 https://illumi.com/en/
28 https://leccs.com/en/
29 Located in the administrative region of Lanaudière, Mascouche is one of the 82 municipalities of the Communauté métropolitaine de Montréal (CMM).
30 https://www.universtoutou.com
31 There are three Univers Toutou stores in Quebec (Quebec City, Brossard and Mont-Tremblant).
32 https://claudemajeau.wordpress.com
33 The project is made possible thanks to the Fondation Inter Écho (https://interecho.org/).
34 https://www.mbam.qc.ca/en/
35 The works could not be exhibited, as planned, at the MMFA due to health restrictions related to the pandemic. However, people were able to admire them on L'Anonyme's Facebook page (https://fr-ca.facebook.com/lanonymemobile/).

Meeting the specific needs of the persons being helped in the SPHÈRES program, respecting their pace, adapting change strategies to their situation and developing their power to act also requires reflection and discussion of the various factors that have marked their lives. The persons being helped are not passive agents of a sexually exploitative lifestyle. They make choices and, at times, willingly accept the risks. They are certainly not to blame for the abuse that affects them physically, emotionally and mentally. However, they are responsible for the judgments they make about the situations they face and the decisions they make. Change also implies "knowing better" in order to "know how to cope better."

The SPHÈRES program also allows the persons being helped to do the following:

- Distinguish an abusive relationship from a consensual one.
- Learn about sexuality in a healthy way.
- Objectively discuss issues related to the commodification of sexual services.
- Take a stand against domestic violence and sexual exploitation.
- Understand the physical, psychological, emotional, behavioural and social consequences of sexual abuse.

Whether organized for a single person or a group,[36] moments of reflection and discussion are valuable tools to address issues that are at times shocking, without creating resistance or discord between the persons being helped and youth workers. As with the recreational and cultural activities, youth workers in the SPHÈRES program must once again demonstrate creativity, flexibility and daring, all while being extremely sensitive to the traumas[37] that can be rekindled by discussions of various topics such as violence, sexual exploitation and the commodification of sexual services as well as their impact on the physical, psychological and emotional well-being of the persons being helped.

"It's necessary to have a bit of frenzy. It's poetry, uncertainty, hesitation, confusion and the source of creativity."

Boris Cyrulnik, French neuropsychiatrist[38]

36 In order to respect the anonymity and confidentiality to which participants in the SPHÈRES program are entitled, youth workers obtain their prior consent to participate in a group activity involving several participants. Persons being helped who are deemed to have recruited individuals for sexual exploitative purposes are systematically excluded from group activities.

37 In the event of a PTSD, it is important to invite the person being helped to consult a doctor in order to receive appropriate care.

38 Boris Cyrulnik is known for popularizing the concept of resilience.

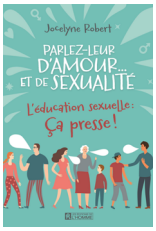
Youth workers provide moments of reflection and discussion in a safe setting, both static and dynamic, to allow the persons being helped to position themselves as active agents in their lives, who are capable of making decisions and taking action to bring them to fruition.

Examples of tools for reflection and discussion in the initial SPHÈRES program

An educational intervention on sexuality and healthy, egalitarian relationships is an essential component of working with persons who commodify their sexual services or are at risk of doing so. It has been shown that both sex education and consensual relationship education improve sexual health by significantly reducing sexually transmitted and blood-borne infections (STBBIs) and the number of unwanted pregnancies (UNESCO, 2015). It also promotes gender equality and sexual diversity in addition to playing a crucial role in preventing dating violence and sexual exploitation (Basile *et al.*, 2016; Tharp *et al.*, 2013).

Structure FST Fugues Sexo Toxico

The *Guide de soutien à la pratique en matière d'abus sexuels et conduites à risque chez les adolescents de 12 à 18 ans* (Boisclair and Durocher, 2014) and the sex education program for troubled youth, *Pour ados seulement*, (Durocher, Fortier and Beaulieu, 2014) by Structure Fugues-Sexo-Toxico of the CCSMTL are useful reference tools for youth workers who wish to encourage reflection and discussion on the multiple aspects of sexuality and interpersonal relationships with persons being helped by the SPHÈRES program.



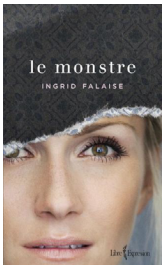
The book *Parlez-leur d'amour... et de sexualité* by sexologist Jocelyne Robert (Éditions de l'homme)[39] is a reference tool for youth workers who wish to address the various stages of psychosexual development. This book deals with a variety of themes, such as hypersexualization, rape culture, sexual violence, pornography, addictions, sexting, aggression, seduction, consent, egalitarian relationships and gender identities.

Finally, several of the persons being helped in the initial SPHÈRES program were parents or about to become parents. Educational interventions on sexuality and consensual relationships are all the more relevant for them, considering the major role that parents play in the prevention of sexual violence. In doing so, youth workers also support the persons being helped with their parenting.

39 http://www.editions-homme.com/

Le violentomètre (The violence meter) is a tool designed in 2018 by the Observatoire des violences envers les femmes of the Conseil départemental de la Seine-Saint-Denis,[40] En Avant Toute(s)[41] and Paris city council, then adapted in 2019 by the Centre Hubertine Auclert[42] to raise awareness of domestic violence in high schools and during public events.[43, 44]

The violence meter allows persons being helped in the SPHÈRES program to assess whether their romantic relationship is healthy and egalitarian. It is presented in the form of a ruler that illustrates, using a coloured gradation (green, orange and red), what is and is not a consensual relationship free of violence.[45]



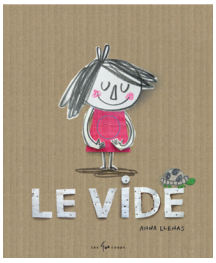
The television series *Le Monstre,* broadcast in 2019 on the ICI Radio-Canada Télé network and available on digital platform ici.tout.tv,[46] is a television adaptation, scripted by Chantal Cadieux,[47] of the autobiographical story of Ingrid Falaise[48] (Éditions Libre Expression).[49] At the age of 18, Ms. Falaise fell in love with a young man with whom she would go on to have an extremely violent marital relationship. The viewing of the entire series or excerpts from it allows youth workers to discuss the cycle of conjugal violence with the persons being helped and to draw parallels between the series and their own romantic relationships.

The television series *Fugueuse,* broadcast in 2018 on the TVA network and available on digital platform TVA+,[50] tells the story of Fanny Couture, a 16-year-old victim of sexual exploitation. From her meeting with Natacha, a recruiter with whom she becomes friends, to her meeting with Damien, a pimp with whom she falls in love, *Fugueuse* explores the realities of running away and the commodification of sexual services as well as the personal and social issues involved. With the help of the *Guide d'accompagnement de la série Fugueuse* (series support guide) written by Nathalie Gélinas and Martin Pelletier (2018) of the CCSMTL, the viewing of the entire series or excerpts from it allows youth workers to discuss the cycle of engagement in a sexually exploitative lifestyle with the persons being helped and to draw parallels between the TV series and their own stories.

40 https://seinesaintdenis.fr/solidarite/observatoire-des-violences-envers-les-femmes/
41 https://enavanttoutes.fr
42 https://www.centre-hubertine-auclert.fr
43 Such as the Solidays annual festival (https://www.solidays.org/)
44 The violence meter is part of the "#TuMaimesTumeRespectes" campaign (https://www.tumaimestumerespectes.com) launched by the Centre Hubertine Auclert in November 2017 to encourage the French population not to trivialize domestic violence.
45 https://www.centre-hubertine-auclert.fr/article/outil-de-prevention-des-violences-le-violentometre
46 https://ici.tou.tv/le-monstre
47 http://www.sartec.qc.ca/bottin/1865/
48 https://www.soniagagnon.com/artists/view_generals/121
49 www.editions-libreexpression.com
50 https://www.qub.ca/tvaplus/tva/fugueuse

The documentary series and podcast *Trafic*, available since 2019 on the Télé-Québec website,[51] narrates the quest of a director (Catherine Proulx)[52] and her colleague (Arnaud Bouquet)[53] to understand the workings of sexual exploitation. They interview pimps, police officers, social workers, clients, people who sell sexual services and survivors. The documentary paints three distinct portraits from confidential interviews with a former victim of sexual exploitation, a former pimp and a client, and is complemented by the views of experts on the topic of sexual exploitation. The podcast is divided into six episodes that follow the trail of a consumer of underage sexual services. The viewing of the documentary and listening of the podcast, in whole or in part, allows youth workers to discuss the issues surrounding the commodification of sexual services with the persons being helped.

The portrayal of the pimp[54] is especially powerful. It is relevant to discuss the strategies used by the pimp to recruit young women for sexually exploitative purposes. As well, the portrayal of Chloé[55] and the video *Chloé – le complément*[56] are useful to address the multiple consequences of sexual exploitation and allow the persons being helped in the SPHÈRES program to draw parallels between these consequences and those they have to deal with in their own lives.



From author Anna Llenas[57], ***Le vide*** tells "the story of Julia, a happy, normal young girl who lived without a care in the world until the day she felt a void. An enormous void that leaves a chill, lets monsters in and devours everything. Julia makes repeated attempts to fill this void, to find the right solution to solve this problem and give her back her care-free spirit" (Édition Les 400 coups[58]). Addressing issues such as self-comprehension, maturity and the joy of living, *Le vide* is a story that can benefit both the persons being helped in the SPHÈRES program and the youth workers working with them. It is a valuable tool that nourishes the resilience of the persons being helped in a simple, serene way.

From author Mélodie Vachon-Boucher,[59] ***Les trois carrés de chocolat*** is the illustrated story of "a rape victim who tries to regain her shattered intimacy" (Éditions Mécanique Générale[60]). This book, "which is not intended to be a settling of accounts with the narrator's aggressors," allows the persons being helped in the SPHÈRES program and the youth workers working with them to reflect on the emotions experienced by victims of sexual violence and discuss the healing process.

Created by visual artist Marie-Claude Marquis,[61] the Quebec board game ***Oh Really?*** published by Randolph[62] can help establish a bond of trust between the persons being helped in the SPHÈRES program and the youth workers responsible for their follow-up. *Oh Really?* requires two to eight players and involves guessing what the others prefer among five different topics illustrated on the game cards. The more accurately you guess someone else's preferences, the more points you earn. Triggering both laughter and frank discussions, this game is a particularly interesting tool for getting to know yourself and others.[63]

51 https://trafic.telequebec.tv
52 https://www.agencecg.com/catherineproulx.html
53 https://www.reals.quebec/arnaudbouquet
54 https://trafic.telequebec.tv/videos/45626. Kevin is the alias of the former pimp who agreed to be interviewed for the documentary *Trafic*.
55 https://trafic.telequebec.tv/videos/46135. Chloé is the alias of the former victim of sexual exploitation who was interviewed in the documentary *Trafic*.
56 https://trafic.telequebec.tv/videos/45790
57 http://www.annallenas.com
58 https://www.editions400coups.com
59 http://www.melodievachonboucher.com
60 https://www.editionsmecaniquegenerale.com/
61 https://www.marieclaudemarquis.com/infocontact
62 https://www.randolph.ca/en/
63 The French version (*Ah Ouinnn?*) is also available.

Partner activities

In addition to contributing to the promotion and outreach of the SPHÈRES program, referring people in need of help and providing relevant activities to support participants' change process, partners contribute on a daily basis to efforts to prevent and detect sexual exploitation, treat persons who sell their sexual services and provide ongoing training to the youth workers who work with them. Partners of the SPHÈRES program also provide invaluable support to the families and close friends of sexually exploited individuals. The services provided to those in their social circle are important because they constitute an essential component in the fight against sexual exploitation and, on a more personal level, a valuable support to the efforts to change of the persons being helped.

IMPLEMENTATION OF THE SPHÈRES PROGRAM

The close collaboration of institutional and community resources recognized as credible in a given community because of their contribution to the variety of services offered to minors or adults who are or risk being sexually exploited as well as to the people close to them (e.g., parents, spouse, siblings, friends, etc.) is fundamental to the implementation of the SPHÈRES program.

Examples of services offered by partners of the initial SPHÈRES program

Marie-Vincent Foundation

The **Marie-Vincent Foundation**[64] supports child and adolescent victims of sexual violence as well as their families, ensuring that all of them receive the specialized treatment they need to overcome their ordeal. Provided by psychotherapists at its Expertise Centre, the treatments are based on best practices in the field of sexual violence and are supported by the work of the Marie-Vincent Interuniversity Research Chair on sexual assault.[65] The Marie-Vincent Foundation is also closely involved in global efforts to educate people about, raise awareness of and screen for sexual violence.

The Marie-Vincent Foundation is closely involved in providing direct services to sexually exploited individuals participating in the SPHÈRES program. As mentioned above, those who wish to benefit from a psychotherapeutic follow-up have accelerated access to the services of the Marie-Vincent Expertise Centre.

In addition, thanks to funding obtained as part of the Stratégie d'action jeunesse of the Quebec government's Secrétariat à la jeunesse, the Marie-Vincent Foundation, in collaboration with partner organizations of the SPHÈRES program, has developed a sexual exploitation intervention kit (Marie-Vincent Foundation, 2020).

The kit includes tools that are used, on the one hand, to evaluate whether a person is or risks being sexually exploited (and if so, the extent of their involvement) and, on the other hand, to intervene in a way that is suited to the nature of his or her experience with the commodification of sexual services. The kit allows youth workers in the SPHÈRES program (or any other youth worker trained in its use) to address the issues of sexual victimization and exploitation. The tools making up the kit were designed to encourage the persons being helped to reflect on their experience with sexual victimization and exploitation and to become a stakeholder in their intervention.

64 For more details, visit https://marie-vincent.org/en/.
65 For more details, visit https://marie-vincent.org/en/fondation/research/.

SPVM's Les Survivantes program

The name "Les Survivantes" (the survivors) refers to women, men and trans individuals who have put an end to the commodification of their sexual services and chosen to talk about their experiences. Armed with the willingness of survivors to share their experience, **the SPVM's Les Survivantes program**[66, 67] provides information sessions to the various professionals who work with victims of sexual exploitation as well as meetings to raise the awareness of such victims and their loved ones. Targeted interventions can also be provided, including the development of safety plans.

As part of the initial implementation of the SPHÈRES program, Les Survivantes and its coordinators contribute to the outreach and promotion of the program. It also helps refer people to the program and provides awareness and training services to youth workers in institutional and community networks who fight against sexual exploitation and human trafficking for sexual exploitation. In doing so, it contributes to the promotion and outreach of various resources that can support victims of sexual exploitation in their efforts to change.

Finally, Les Survivantes provides direct services to persons being helped by the SPHÈRES program by meeting those who wish to do so. The book entitled *Pour l'amour de mon pimp… Six survivantes de la prostitution se racontent*, written by the two women behind Les Survivantes, Josée Mensales and Diane Veillette, with the collaboration of writer Guillaume Corbeil[68] (Les Éditions Publistar, 2015[69]), can be used as an intervention tool. Mensales and Veillette are also the authors of the book *Mon ami… mon agresseur: regards et témoignages sur l'exploitation sexuelle des Premières Nations et des Inuits en milieu urbain* (Les Éditions Hannenorak, 2019[70]), which can serve as a reference for interventions with Indigenous people who are victims of sexual exploitation. The meetings that are organized also allow the persons being helped and their loved ones to have their various legal questions answered.

The type of peer intervention offered by the SPVM's Les Survivantes program is particularly relevant because it allows the experience of sexual exploitation to be discussed with the persons being helped without the usual mistrust created by youth workers who are providing aid in an official capacity. The benefits of peer intervention are drawn from social comparison and social learning theories (Lagueux, 2011). Social comparison theory suggests that human beings naturally seek out contact with other humans who are struggling with similar problems to their own in order to normalize their own experience. According to social learning theory, behavioural changes are more likely to occur when a person struggling with a problem interacts with another person who has had a similar experience, since the latter is perceived as a more credible model.

En Marge 12-17

The **En Marge 12-17**[71] organization offers 24/7 services year-round to minors and their loved ones who are affected by the experience of running away and living on the street. It provides an alternative for persons in such situations.

At any time of the day or night, no matter the time of year, minors can knock on the organization's door to take a break from the street for a few hours or take advantage of shelter services. Runaways aged 12 to 17 can benefit from three nights of emergency shelter to allow them to take stock of the crisis that led to their running away and prepare their return to their living environment. For those aged 16 or 17, a 30-day stay is possible with parental consent. As well, five housing units are available for people aged 16 to 22 who are known to the organization. Minors known to En Marge 12-17 can also benefit from the organ-

66 For more details, visit https://spvm.qc.ca/en/Pages/Discover-SPVM/Projects/Les-Survivantes.
67 The SPVM's Les Survivantes program has been adopted by the Laval police department (visit https://gotmyinfo.com/listing/les-survivantes-service-de-police-de-laval/).
68 https://www.cead.qc.ca/cead/mandate
69 http://www.editions-publistar.com/
70 https://editions.hannenorak.com
71 For more details, visit www.enmarge1217.ca/.

ization's support to facilitate their transition to adulthood until they reach the age of 21. Finally, through the work done on the street, the organization's youth workers are able to establish privileged and trustworthy relationships with persons in a situation of social disruption or at risk of being so. These relationships allow us to support these people in their search for well-being and to refer them to the services of En Marge 12-17 or any other resources adapted to their reality and needs.

In addition to the services for youth affected by the experience of running away and living on the street, En Marge 12-17 offers support services to their parents through its Parents En Marge de la Rue program. Various services are available, including phone counselling, coffee chats, information sessions and support groups. The goal is to improve our understanding of running away and the issues associated with it, including sexual exploitation. These services are valuable opportunities to support parents in their efforts to reconnect with their child, improve their parenting skills and develop their support network. In addition, En Marge 12-17 offers awareness and training sessions on the realities of running away and living on the street to the different youth workers who work with troubled teens.

Finally, in addition to referring participants to the SPHÈRES program and contributing to its outreach and promotion, En Marge 12-17 offers direct services to persons being helped by assigning a youth worker to follow up on their cases and providing services related to youth housing and the cellphone of last resort. These emergency services involve not only the entire En Marge 12-17 clinical team but its financial and structural resources, as well.

L'Anonyme

The mission of community organization **L'Anonyme** is to promote safe behaviour and egalitarian relationships as well as to prevent the spread of sexually transmitted and blood-borne infections (STBBIs) through a humanistic approach to outreach.[72] To do so, it uses two mobile units that criss-cross the entire territory of Montreal. The first is composed of a team that travels by bus to offer psychosocial support as well as prevention and protection materials to people facing various issues (substance abuse, homelessness, sex work, etc.). It also refers these people to appropriate resources. The second, the Supervised Injection Service (SIS), provides a safe and legal space for people who inject drugs in order to prevent overdoses and reduce the associated consequences. The SIS is provided in collaboration with the CCSMTL.

L'Anonyme also provides prevention, education and intervention activities to promote sexual health, the adoption of safe behaviour, and the development of critical thinking that fosters egalitarian and consensual relationships. These activities take the form of educational and interactive workshops and are offered to community organizations as well as schools and institutions.

In addition, L'Anonyme is a representative of the city of Montreal's program to support citizen action on urban safety in the Mercier–Hochelaga-Maisonneuve borough. This program aims to support, equip and raise the awareness of citizens so that they can freely use public spaces and live in a safe environment. Moreover, the organization has acquired a building in this borough in order to turn it into a rooming house. The Logements program aims to offer suitable, safe rooms to socially disaffiliated individuals.

In addition to contributing to the outreach and promotion of SPHÈRES, L'Anonyme refers persons to the program. Finally, the organization helps provide direct services to persons being helped through its youth worker, who ensures the follow-up of these persons.

72 For more details, visit https://www.anonyme.ca/en/.

Integrated university health and social service centres

Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal
Québec

Centre intégré universitaire de santé et de services sociaux de l'Ouest-de-l'Île-de Montréal
Québec

IUJD INSTITUT UNIVERSITAIRE JEUNES EN DIFFICULTÉ

The **Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal** and the **Centre intégré universitaire de santé et de services sociaux de l'Ouest-de-l'Île-de-Montréal**[73] are responsible for the health and well-being of the population as well as for research and the teaching of best practices. Their youth programs, as with all youth programs in the other CIUSSS or CISSS locations in Quebec, apply measures associated with decisions made in accordance with the *Act respecting health services and social services*, the *Youth Protection Act* and the *Youth Criminal Justice Act*.

The CIUSSS du Centre-Sud-de-l'Île-de-Montréal (CCSMTL) and the CIUSSS de l'Ouest-de-l'Île-de-Montréal (CODIM) are the main organizations that refer sexually exploited minors to the SPHÈRES program, in addition to contributing greatly to its outreach and promotion. They also help provide direct services to persons being helped through two youth workers. Furthermore, the **IUJD**, which is part of the CCSMTL, is responsible for the management and clinical coordination of the initial SPHÈRES program implemented in the Greater Montreal area.

73 https://ciusss-centresudmtl.gouv.qc.ca/; https://ciusss-ouestmtl.gouv.qc.ca/en/home/.

Conclusion

The SPHÈRES program is based on the idea that a sexually exploited person, whether a minor or an adult, is both a victim of violence who must be cared for AND a person who is free to make choices, however risky they may be for his or her safety. As a result, the SPHÈRES program focuses on the ability of sexually exploited persons to change the course of, and regain control over, their lives from a harm reduction perspective (i.e., pragmatic and humane) rather than a prohibition perspective (i.e., control and alienation), whose harms greatly outweigh its health, social and economic benefits.

The SPHÈRES program relies on the close collaboration of institutional and community partners to support the change efforts of sexually exploited persons. It is guided by the belief that instead of simply managing the risks to which sexually exploited minors and adults are exposed, it is more effective to support, in a concerted manner, their ability to make choices that are good for them and their power to solve their problems, whatever they may be.

In the end, the SPHÈRES program believes that the most effective approach consists of supporting these persons so that they can reduce or even eliminate the harms that threaten their safety and development. The SPHÈRES program considers the best strategy to ensure the protection of sexually exploited minors and adults to be the development of their autonomy so that they can avoid ending up on the street or staying there. To achieve this, they must be exposed to every opportunity to test their judgment, practise making choices, assert themselves, develop their social skills and exercise their power to act, not only in a static environment that ensures their safety, but also in a safe, dynamic environment as proposed by the SPHÈRES program.

The creators of the SPHÈRES program share the conviction that the innovative approach proposed merits widespread adoption throughout the province of Quebec in order to lessen the prevalence of sexual exploitation and reduce its harms. The humanistic values advocated by the SPHÈRES program (i.e., empowerment, mobilization as well as respect for the integrity, multitude of experiences, pace and safety of sexually exploited persons) make it a promising participatory and collaborative intervention for cases of sexual exploitation.

"We brought people into the world, maybe we should listen to them."

Serge Fiori, Quebec singer-songwriter

References

Basile, K.C., DeGue, S., Jones, K., Freire, K., Dills, J., Smith, S.G., and Raiford, J.L. (2016). *STOP SV: A Technical Package to Prevent Sexual Violence*. Atlanta, Georgia: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

Boisclair, J., in collaboration with Durocher, L. (2014). *Guide de soutien à la pratique en matière d'abus sexuels et conduites à risque chez les adolescents de 12 à 18 ans*. Montreal, Quebec: Centre jeunesse de Montréal – Institut universitaire.

Briere, J., and Lanktree, C. (2013). *Integrative Treatment of Complex Trauma for Adolescents (ITCT-A)*. Treatment Guide (2nd ed.). Los Angeles, California: https://keck.usc.edu/adolescent-trauma-training-center/.

Brisebois, R.-A. and Fredette, C. (2021). *Frame of Reference for Sexual Exploitation Interventions*. Montreal, Quebec: Institut universitaire Jeunes en difficulté du Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de-Montréal.

Brisson, P. (1997). *L'approche de réduction des méfaits: sources, situation, pratiques*. Quebec City, Quebec: Comité permanent de lutte à la toxicomanie, Government of Quebec.

Brisson, P. (2014). *Prévention des toxicomanies. Aspects théoriques et méthodologiques* (2nd ed.). Montreal, Quebec: Presses de l'Université de Montréal.

Durocher, L., Fortier, M., and Beaulieu, I. (2014). *Pour ados seulement: programme d'éducation sexuelle destinée aux jeunes en difficulté* (2nd ed.). Montreal, Quebec: Centre jeunesse de Montréal – Institut universitaire.

Fredette, C., and Plante, D. (2004). *Le phénomène de la fugue à l'adolescence: guide d'accompagnement et d'intervention*. Montreal, Quebec: Centre jeunesse de Montréal – Institut universitaire and En Marge 12-17.

Marie-Vincent Foundation (2020). *Mémoire présenté dans le cadre de la Commission spéciale sur l'exploitation sexuelle des mineurs* (janvier 2020). Montreal, Quebec: Marie-Vincent Foundation.

Gélinas, N., and Pelletier, M. (2018). *Guide d'accompagnement de la série Fugueuse*. Montreal, Quebec: Direction adjointe du programme jeunesse – Santé mentale, réadaptation enfants et adolescentes du CIUSSS du Centre-Sud-de-l'Île-de-Montréal.

Lagueux, N. (2011). *L'intervention par les pairs, un tandem d'espoir vers le rétablissement*. Revue thématique CREA | PACA-Corse. Marseille, France.

Lanctôt, N., Couture, S., Couvrette, A., Laurier, C., Parent, G., Paquette, G., and Turcotte, M. (2016). *La face cachée de la prostitution: une étude des conséquences de la prostitution sur le développement et le bien-être des filles et des femmes*. Rapport de recherche soumis au Fonds de recherche – Société et culture. Longueuil, Quebec: Université de Sherbrooke.

Lanctôt, N., and Collin-Vézina, D. (2018-2020). *L'outil de réadaptation "Mon plan de match": ce que des jeunes femmes et des intervenant·e·s en pensent*. Montreal, Quebec: IUJD, CIUSSS of the CCSMTL.

Lazarus, R.S., and Folkman, S. (1984). *Stress, Appraisal and Coping*. New York, New York: Springer

Marlatt, G.A., and Donovan, D.M. (2005). *Relapse Prevention: Maintenance Strategies in the Treatment of Addictive Behaviors*. New York, New York: The Guilford Press.

Maslow, A.H. (1943). A Theory of Human Motivation. *Psychological Review, 50* (4): 370-396.

McAdams, D.P. (1995). *The Life Story Interview*. Evanston, Illinois: Northwestern University.

Mensales, J., and Veillette, D., in collaboration with Corbeil, G. (2015). *Pour l'amour de mon pimp… Six survivantes de la prostitution se racontent*. Montreal, Quebec: Les Éditions Publistar.

Mensales, J., and Veillette, D. (2019). *Mon ami… mon agresseur: regards et témoignages sur l'exploitation sexuelle des Premières Nations et des Inuits en milieu urbain*. Wendake, Quebec: Les Éditions Hannenorak.

Miller, W.R., and Rollnick, S. (2002). *Motivational Interviewing: Preparing People for Change* (2nd ed.). New York, New York: Guilford Press.

Miller, W.R., and Rollnick, S. (2006). *L'entretien motivationnel*. Paris, France: InterEditions.

Oyserman, D., Bybee, D., Terry, K., and Hart-Johnson, T. (2004). Possible Selves as Roadmaps. *Journal of Research in Personality, 38*: 130–149.

Prochaska, J.O., and DiClemente, C.C. (1982). Transtheoretical Therapy: Toward A More Integrative Model of Change. *Psychotherapy: Theory, Research and Practice, 19* (3): 276–288.

Prochaska, J.O., and Prochaska, J.M. (2016). Behavior Change. *In* D.B. Nash, R.J. Fabius, A. Skoufalos, J.L. Clarke and R. Horowitz (dir.), *Population Health: Creating a Culture of Wellness, Second Edition* (pp. 115-132). Burlington, Massachusetts: Jones & Bartlett Learning, LLC.

Shepard, B., and Marshall, A. (1999). Possible Selves Mapping: Life-Career Exploration with Young Adolescents. *Canadian Journal of Counselling, 33* (1): 37–54.

Shepard, B., and Quressette, S. (2010). Possible Selves Mapping Intervention: Rural Women and Beyond, https://www.counseling.org/resources/library/vistas/2010-v-online/Article_51.pdf.

Tharp, A.T., DeGue, S., Valle, L.A., Brookmeyer, K.A., Massetti, G.M., and Matjasko, J.L. (2013). A Systematic Qualitative Review of Risk and Protective Factors for Sexual Violence Perpetration. *Trauma Violence Abuse, 14* (2): 133–167.

United Nations Educational, Scientific and Cultural Organization (2015). *Emerging Evidence, Lessons and Practice in Comprehensive Sexuality Education: A Global Review*. Paris, France: UNESCO.

Appendix

Request for therapeutic follow-up at the Marie-Vincent Foundation

Name of SPHÈRES[74] program participant:

Telephone:

Name of youth worker:

Date of admission to SPHÈRES program:

Provide a brief description of your needs related to this request:

Provide a brief description of what motivates you to receive a follow-up:

Have you ever filed a legal complaint? If so, at what stage are you in the process? ◯ Yes ◯ No

Have you applied to IVAC for benefits? ◯ Yes ◯ No

74 This therapeutic follow-up request form is the one used for the initial implementation of the SPHÈRES program in the Greater Montreal area.

Centre intégré universitaire de santé et de services sociaux du Centre-Sud-de-l'Île-de Montréal

Québec