The Professional's Guide to Youth Interventions

marie-vincent



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Acknowledgements

The Sexual Exploitation Intervention Toolkit and the Youth Intervention Guide were developed by Marie-Vincent in 2019. They underwent a major revision in 2022, followed by further enhancements in 2026.

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We also wish to thank everyone who participated in evaluating the toolkit and its resources, and who shared valuable feedback that helped improve the various tools.

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Foreword

Following an evaluation process conducted with our partners, this guide and its accompanying toolkit were thoroughly revised in 2022. This initial enhancement effort led to updates to several tools, as well as the addition of new ones to better meet the evolving needs of youth experiencing sexual exploitation.

In line with the evaluation findings, the title of the guide was changed to remove the term “sexual exploitation,” which had a deterrent effect on young people. Despite this change, both the Youth Intervention Guide and the Toolkit were designed to be used with youth experiencing sexual exploitation or at risk of it.

In 2026, further improvements were made possible through a grant from the Secrétariat à la jeunesse. This contribution allowed for updates to the cycle of sexual exploitation and several tools, incorporating feedback gathered since 2022 as well as the latest developments in the field. It also supported the enrichment of content related to intervention approaches for practitioners.

The feminine form is used throughout this guide to facilitate reading and to reflect the reality of individuals affected by this issue. This choice is not intended to be discriminatory and does not exclude its use with boys or individuals of diverse gender identities facing similar realities.

Similarly, the use of the masculine form to refer to recruiters or pimps does not exclude the fact that these roles may be assumed by individuals of any gender identity.

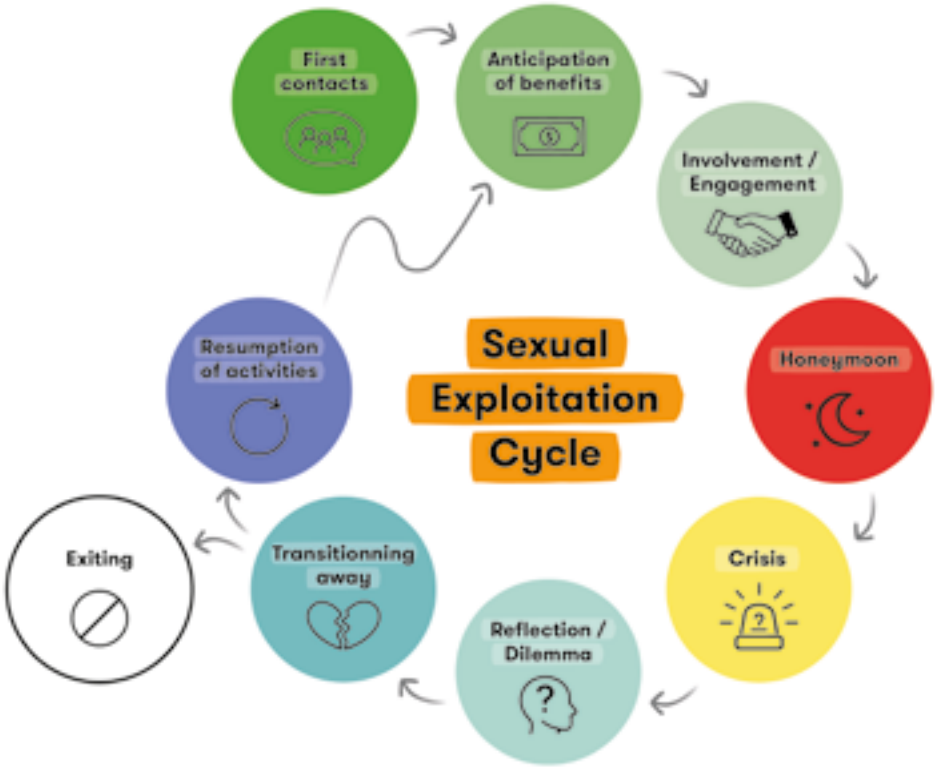


Introduction

Introduction

Identifying the Stage in the Sexual Exploitation Cycle

This intervention guide took its cue from the cycle of sexual exploitation approach developed by the Centre jeunesse de Montréal team for its project, *Le silence de Cendrillon* (Fleury et Fredette, 2002). The cycle suggests that a young person in a sexually exploitative relationship may go through eight distinct stages (see below). As we were improving the kit, care was taken to include examples relating to different youth profiles in sexual exploitation situations (in keeping with the classification of Corriveau and Dorais, 2010) and clarifications were thus added to the different stages of the cycle.



The Stages of Sexual Exploitation

The stages in the sex exploitation cycle shown on the previous page represent the stage in the experiences of young people who are victims of or at risk for sexual exploitation. The table below summarizes the characteristics of each stage.

Sources: CALACS La Chrysalide, 2018; Fleury and Fredette, 2002; Kulig and Cullen, 2021; Lanctôt, 2016; Hammond and McGlone, 2014; Baker et al., 2010

STAGES OF SEXUAL EXPLOITATION		CHARACTERISTICS OF EACH STAGE	
Stage 1	**First contacts**	• The recruitment period. Recruiters will usually try to recruit people they already know (friends, acquaintances, etc.) or with whom they have something in common. • Recruitment is done wherever young people meet or gather – movie theatres, arcades, parks, social media or other. • The recruiter focuses on the young person's needs (emotional, financial, shelter, drink or drugs, for example) and strives to fulfill them with an eye to the next stage of the cycle. The recruiter targets young people who are generally more exposed and vulnerable, such as youth in the justice system, runaways, with a weak social network or who are victims of violence. • Some young people may contemplate the idea of entering the field on their own. They research it and approach people who are already involved to find out more.	Green section
Stage 2	**Anticipation of benefits**	• Learning about the many good things that can come from being part of the gang and the new romance and/or entering into sexual exploitation itself. • The pimp tries to fulfill the young person's needs to build trust and a sense of belonging. • Some young people may plan to enter the field with a friend or friends. The anticipation of benefits between them may then be magnified and the risks downplayed.	Green section

STAGES OF SEXUAL EXPLOITATION		CHARACTERISTICS OF EACH STAGE	
Stage 3	**Involvement and Engagement**	• The young person reaches a new stage, which confers a place within the gang. • The pimp and his associates tell the young person about the positive aspects of the commitment. • An initiation rite can take place, often in the form of a group sexual assault (gang bang, gang rape) Desensitization can also be done gradually by exposing the young person to group sex, bringing her to strip clubs, etc. In all cases, the aim is to desensitize the adolescent and distort her notions of healthy sexuality. • In young people with adventurous and independent personalities, we see a gradual involvement in "the scene." For example, subscriptions to dating sites, initial contacts with clients or first transactions. • Involvement and engagement should be understood as something that does not happen suddenly, but is instead built up over time in the sex exploitation/prostitution world, fuelled both by the young person's recognition of the benefits and the manipulative control of the pimp and his associates/gang members.	Green section
Stage 4	**Honeymoon**	• The young person sees only the good aspects: the love relationship, friendships, access to substantial sums of money, the feeling of independence, access to parties and illegal substances (alcohol and drugs) or the feeling of belonging to a group. • The gang members help reinforce the young person's positive experiences. • The young person begins to participate more in gang activities, including prostitution.	Red section

STAGES OF SEXUAL EXPLOITATION		CHARACTERISTICS OF EACH STAGE	
Stage 5	**Crisis**	• The young person is having upsetting experiences related to the gang's activities (substance dependence, STDs, unwanted pregnancy or abortion, etc.) that cause great discomfort, anxiety or fear. Violence becomes increasingly frequent within the gang and between her and her "loving" boyfriend. • The young person's social life is being rigidly controlled. Activities, outings, and contacts with others are monitored. She can feel growing pressure to sell sexual services, and opportunities to leave the group seem to be gradually diminishing. • The young person begins to realize that the street gang and the loving relationship are perhaps not what she was looking for.	Yellow section
Stage 6	**Reflection and Dilemma**	• The young person is dealing with a situation that is no longer good for her. But her ability to leave depends on several factors, such as the possibility of finding another, better lifestyle. • Thus begins a process of thinking about her place within the gang or the 'scene'. • She could experience an escalation of violence against her and/or others, which makes her start to ask herself some hard questions. • She is ambivalent, weighing the pros and cons of belonging to the gang or the 'scene'. • In some cases, the young person has arrived at a phase of planning her exit. To formulate that plan, she could approach her caseworker for appropriate resources and exit strategies.	Aquamarine section

STAGES OF SEXUAL EXPLOITATION		CHARACTERISTICS OF EACH STAGE	
Stage 7	**Transitioning Away or Exiting**	• The young person is faced with pressing issues: the failure of her relationship, social isolation, financial loss, and more. All are also risk factors that can prompt her to resume the activities. • She is in desperate need of support but is ambivalent about the offers of assistance from people around her or from professionals. The support they offer may look like meddling, especially when weighed against the feeling of independence enjoyed during the honeymoon stage. Effective support must meet needs identified by the young person herself.	Aquamarine section
Stage 8	**Re-Entry and Resumption of Activities**	• The young person decides to rejoin the group. Her return could be accompanied by an increase in violence against her and she could once again be subjected to sexual violence through initiation rites, such as the gang bang (group rape). • The choice to go back to the scene could be motivated by her affection for the pimp, fear, guilt or the realization that she no longer has a support network outside of the gang. She could see her return to the group as a huge failure.	Blue section

USEFUL TIP

Not every young person will necessarily go through these stages or experience them in the same order.

Because the stages are all different, each involves distinct clinical issues, especially as regards:

- the therapeutic approach to take;
- the intervention objectives to aim for;
- the clinical tools to use.

The Sexual Exploitation Intervention Toolkit

The Marie-Vincent sexual exploitation toolkit is divided into seven sections, represented by different colours. Each section has a companion document explaining the various clinical approaches as well as the appropriate tools for the stage of the sex exploitation cycle the young person is at.

These are the colours of each section of the sexual exploitation toolkit:

The kit contains an observation tool that can be used to determine the approach to be taken with the young person. It should be completed by the professional as soon as they suspect a potential case of sexual exploitation. The tool has two parts:

1. The first helps determine if the young person is in a situation of sexual exploitation.
2. The second helps determine, if applicable, at which stage the young person finds herself at the sexual exploitation cycle and the victimization trajectory and thus, which clinical tool is appropriate to use.

Green is for a preventive intervention done during the stage of first contacts, anticipation of benefits and involvement/engagement in the sexual exploitation cycle.

Red is for a passive intervention approach during the honeymoon period. The aim here is to maintain the relationship of trust with the young person, rather than using an authoritarian approach and taking a stance as a youth protection expert.

Yellow is for a period that might possibly open the door to a more active intervention during or immediately following the crisis stage, depending on circumstances.

Aquamarine is for an active intervention period in which the professional's role is to support the young person in the process of change triggered by the reflection/dilemma and transitioning away/exiting stages, depending on the circumstances.

Blue is for re-entry and resumption of activities depending on circumstances. It can prompt feelings of uncertainty in the professional about the intervention and require a reassessment.

When the young person finds herself in a sexual exploitation situation, several issues will be revealed to the professionalon a personal, clinical and professional level. This tool offers avenues of reflection to help put these issues into perspective and safeguard the professional's well-being.

Clinical Objectives That Could Be Associated With Each Stage of the Fleury and Fredette Cycle (2002)

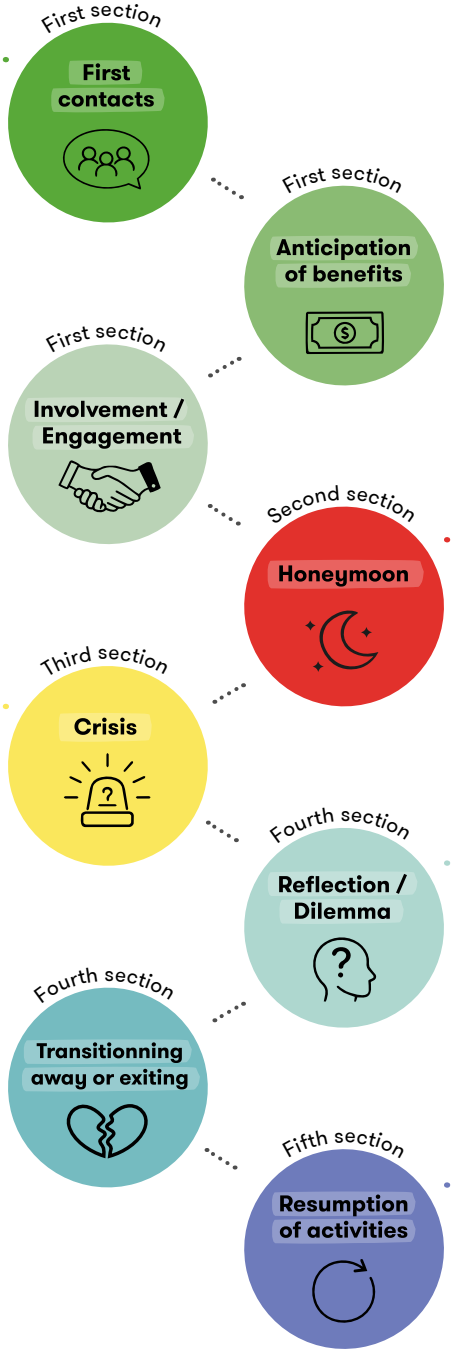
Preventive intervention role

Bolster the young person's support network and self-esteem.

Point out the inconsistencies between the young person's needs and the benefits she is envisioning.

Variable intervention role

Support the young person's empowerment and desire for change.



Passive intervention role

Avoid confrontations and maintain the trust-based relationship.

Active intervention role

Support the young person in the thought process by pointing out the positive and negative aspects of her experiences.

Mobilize the young person's support network and prevent re-entry/resumption of activities.

Passive intervention role

Avoid confrontations and maintain the trust-based relationship.

Assess the stage the young person is in and take appropriate action.

DUTY TO REPORT

According to the Youth Protection Act, any form of sexual exploitation of children and youth is considered to be a motive for compromising their safety and development (section 38 d. sexual abuse). Therefore, interventions with young people involved in a cycle of sexual exploitation (or for whom there are strong suspicions in this regard) do not in any way discharge the professional's duty to report.

Moreover, any new element or new situation that comes to light must also be reported. An existing report does not in any way release the professional from the duty to report new facts.

Approaches

The guide was designed using a motivational interviewing approach. This collaborative, person-centered approach aims to strengthen intrinsic motivation and commitment to change. It is based on collaboration rather than confrontation, and on a partnership between those receiving support and those providing it.

It seeks to bring out the individual's internal motivations and highlights their capacity for autonomy, recognizing that the decision to change, and how that change unfolds, ultimately belongs to them. This approach also acknowledges ambivalence toward change and normalizes it, while allowing space to explore it (Miller, 1983; Miller & Rollnick, 2013).

That said, the toolkit can be used with a variety of approaches. This section presents some of the approaches that align well with the guide's tools. It is not an exhaustive list, but rather a way to help guide you. You are encouraged to adapt the toolkit and its tools to your clientele, your preferred approach, and your own professional style.

EXAMPLES OF POSSIBLE APPROACHES

Cognitive Behavioral Therapy (CBT)

This approach is based on the idea that thoughts, emotions, and behaviors are closely interconnected, and that acting on one can influence the others. Psychological distress is partly maintained by cognitive patterns, irrational beliefs, and automatic thoughts that are often negative or biased.

CBT aims to help individuals identify these thoughts, critically assess them, and replace them with more realistic and functional interpretations. It is a structured, goal-oriented, collaborative approach that focuses primarily on the present.

The toolkit's tools support young people in recognizing these cognitive distortions at their own pace. They also aim to help them modify these patterns and improve their psychological well-being (Ellis, 1997; Beck, 1976).

Third-Wave CBT

This more recent version of CBT is based on three main principles. First, the acceptance of emotions, thoughts, and lived experiences, which requires actively engaging with them without judgment.

Second, mindfulness-based methods are emphasized to help youth distance themselves from their thoughts and adopt a more observational stance toward what arises, including associated emotions and sensations.

Finally, it encourages practitioners not to focus on changing symptoms directly, but rather on changing the young person's relationship to those symptoms. The toolkit can support this shift in perspective by providing tools to guide practitioners in their interventions (Hayes, 2004).

→

Trauma-Informed Approach

This approach is based on recognizing the impact of repeated and chronic exposure to traumatic events, which can lead to multiple, severe, and complex consequences for victims.

It is therefore essential to provide services that are compassionate and avoid re-traumatizing individuals. In cases of sexual exploitation, it is common for youth to have experienced multiple forms of victimization and a series of traumas from an early age.

They may exhibit externalized behaviors (running away repeatedly, defiance, aggression, poor hygiene, etc.) and internalized behaviors (difficulty trusting, communication challenges, anxiety, depression, hypoactivation, dissociation, withdrawal, etc.) that may be perceived as problematic by practitioners.

This approach emphasizes understanding the root causes of these behaviors by asking: “What happened to you?” rather than “What’s wrong with you?”

When combined with a trauma-informed approach, the toolkit helps identify needs that may be hidden behind behaviors and attitudes, and supports youth in engaging in reflection and introspection (Harris & Fallot, 2001; Godbout et al., 2018; Milot et al., 2021).



Observation Tools

Observation as a Tool to Guide a Therapeutic Intervention With a Young Person

The professional can use the observation tool as soon as they suspect a potential case of sexual exploitation.

This tool has two components:

Part 1	Helps assess whether the youth is at risk of being in, or is already in, a sexually exploitative situation: • Indications of a history of victimization by sexual exploitation • Adverse experiences related to sexual exploitation
Part 2	Helps assess, if applicable, at what stage in the exploitation cycle the young person might be. Then, use of the appropriate clinical tools in the toolkit.

Sources: Canadian Council for Refugees (2015), Ndaawin (2003) YWCA- Y des femmes de Montréal.
Complete sources on page 110.

Name: ..... Date: .....

Case number: .....

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Observation Tool, Part 1
Is the young person in a sexual exploitation situation?

Checking one or more of these statements indicates that the young person shows signs of being victimized by sexual exploitation. An intervention focused on prevention and strengthening the therapeutic bond, with the aim of an eventual disclosure, should be considered.

Check each statement that applies.

School-Related Signs	**X**
• The young person loses interest in school and/or is frequently absent.	
• The young person experiences a decline in academic performance.	
• The young person shows signs of inattention, forgetfulness, difficulty concentrating, and/or learning difficulties.	
• The young person arrives at and leaves school in a marked vehicle driven by a third party.	

Family-Related Signs	**X**
• The young person becomes physically or emotionally distant from home or family.	
• People in the young person's circle (parents, siblings, peers) are connected to the sex industry.	
• The young person reports frequent conflict with parents or attachment figures.	

Name: ..... Date: .....

Case number: .....

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Individual Signs	X
• The young person experiences extreme mood swings (feelings of euphoria or happiness followed by outbursts of anger or feelings of depression). These mood swings may also be related to substance use.	
• The young person has bruises on their body (signs of abuse). The young person has tattoos with concerning connotations (face tattoos, boys' names or nicknames, gang-related symbols).	
• The young person shows signs of hunger or malnutrition.	
• The young person appears tired and/or experiences sleep problems (nightmares, insomnia).	
• The young person displays suicidal or self-destructive behaviours.	
• The young person demonstrates low self-esteem or puts themselves down.	
• The young person shows symptoms of anxiety, fear, panic, and/or phobias.	
• The young person shows signs of hyperactivity, anger, irritability, and/or impulsivity.	
• The young person shows signs of depression, frequent crying, and/or regressive behaviour.	

Behavioural Signs	X
• The young person uses social networks in a reckless manner – for example, contacting strangers, engaging in conversations of a sexual nature, sending or sharing pictures of herself nude or posing seductively.	
• The young person refuses to talk about her activities. She lies about the people she is seeing or about her comings and goings.	
• The young person takes an extremely territorial attitude toward her new girl/boyfriend or new acquaintances.	
• The young person is looking for another place to live where she will have more freedom (family members, foster home, group home). She might lie about her family situation to facilitate such a move.	

Name: ..... Date: .....

Case number: .....

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Behavioural Signs	**X**
• The young person brings a change of clothes when going out.	
• The young person adopts new mannerisms or begins using unfamiliar slang terms or nicknames for friends or themselves (street language).	
• On social networks, the young person uses several accounts under different fake names, uses secret accounts, subscribes to video and photo content (e.g., only fans) or uses a mobile pay app (e.g., Cash App, Venmo).	
• The young person has money, new clothing, jewelry and more, etc. from unknown sources.	
• The young person has objects associated with drug use in her possession.	
• The young person has a new cell phone.	
• The young person has had to lie about her daily activities or sources of income.	
• The young person mentions having one or more sexually transmitted and blood-borne infections (STBBIs).	
• The young person refuses to show the contents of their phone.	
• The young person displays aggressive or violent behaviours and/or language.	
• The young person expresses views that trivialize sexual exploitation or promote the commodification of sexual activities.	
• The young person has been found at least once in a location known to be associated with the sex industry (e.g., motel, strip club, erotic massage parlour or erotic personal care establishment).	
• The young person refers to frequent trips or travel to other cities (e.g., metropolitan areas, Toronto, Vancouver).	

Name: ..... Date: .....

Case number: .....

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Relational Signs	**X**
• The young person is involved with someone significantly older and/or controlling.	
• The young person associates with people they know little or nothing about, identifies only by nicknames or shortened names, or refuses to identify.	
• The young person expresses views that normalize violence in intimate relationships.	

Checking one or more of these statements (adverse situation) indicates that the young person is at serious risk of sexual exploitation. **A report to the authorities should be considered.**

Check each description that applies.

POTENTIALLY ADVERSE SITUATIONS RELATING TO SEXUAL EXPLOITATION	**X**
• The young person gets phone calls from strangers at all hours of the day or night. The call is abruptly cut off if someone other than the young person answers the phone.	
• The young person is being coerced into performing sex acts, sometimes with different partners she doesn't know well or with complete strangers.	
• The young person has few interactions with her sex partners because relations are controlled by another person.	
• The young person has been told to accompany another person without knowing where she was being taken.	
• The young person has accepted to travel with another person but, upon arrival at the destination, did not find any of the arrangements that had been promised.	
• The young person was forced to stay hidden or was kept confined.	
• The young person is rarely allowed to go anywhere by herself without being contacted by another person.	
• The young person's every move is being too closely monitored by another person and for reasons that go well beyond her safety.	

Name: ..... Date: .....

Case number: .....

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Checking one or more of these statements (adverse situation) indicates that the young person is at serious risk of sexual exploitation. **A report to the authorities should be considered.**

Check each description that applies.

POTENTIALLY ADVERSE SITUATIONS RELATING TO SEXUAL EXPLOITATION	**X**
• The young person owes money to someone, who is demanding that it be repaid by non-monetary means.	
• Someone is preventing the young person from contacting certain people in her life (family, friends, others).	
• The young person is having rigid rules imposed on her by another person for reasons that go beyond safety.	
• Personal identification or legal documents belonging to the young person are being kept from her.	
• The young person is the victim of psychological abuse (including threats).	
• The young person is the victim of physical, sexual, or online sexual violence.	
• The young person has had to lie about her daily activities or sources of income.	
• Access to healthcare or social services for the young person is being restricted.	
• The young person is being forced to engage in criminal activity (theft, selling drugs, assault, other).	

Name: ..... Date: .....

Case number: .....

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Observation Tool, Part 2: At what stage of the sexual exploitation cycle is the young person at this time?

Read the description of each stage of the sexual exploitation cycle and indicate if that description applies to the young person's current circumstances. Identification of the stage will guide your intervention plan. It is possible for the young person to be at more than one stage in the cycle. In that case, the plan can be structured accordingly with those stages.

Check each description that applies.

STAGE OF SEXUAL EXPLOITATION CYCLE			X
Stage 1	**First contact**	• The young person recently met new friends and is spending a good deal of time with them. • The young person's involvement with these new friends is becoming more time-consuming. • She is exhibiting personality changes and starting to engage in risky behaviours.	Green section
Stage 2	**Anticipation of benefits**	• The young person is becoming increasingly aware of the benefits of deeper engagement with the pimp. • She sees the financial benefits of the sexual activities being suggested to her as well as the emotional benefits of the relationship	Green section
Stage 3	**Involvement and engagement**	• If applicable: she sees the relationship with the pimp becoming increasingly serious. • She might feel somewhat uneasy about her new activities, but avoids talking about it. • She minimizes the extent or consequences of her new activities and denies any coercion.	Green section
Stage 4	**Honeymoon**	• She focuses on the benefits of her involvement in the world of prostitution and with her pimp. • She avoids negative topics or sharing any doubts she might have. • She is reluctant to speak openly with the adults in her life and not very receptive to the intervention.	Red section

Name: ..... Date: .....

Case number: .....

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STAGE OF SEXUAL EXPLOITATION CYCLE			X
Stage 5	**Crisis**	• She is having difficulties to varying extents in several areas of her daily life. • She may feel that she's losing control, fearful or anxious when with the pimp or his associates. • Her relationship with the pimp is meeting fewer of her needs.	Yellow section
Stage 6	**Reflection and dilemma**	• The young person feels ambivalent about her situation. • She would like to change the situation. • She is weighing the pros and cons of the options being presented to her regarding her relationship with the pimp. • She can be feeling sad or fearful of possible repercussions.	Aquamarine section
Stage 7	**Transitioning away or exiting**	• She goes back to her previous living environment or to a housing resource. • The young person can feel ambivalent about her relationship with the pimp. • She can stay in touch (legally or illegally) with the pimp.	Aquamarine section
Stage 8	**Re-entry/ resumption of activities**	• The return to her previous living environment or to a housing resource is not working out as planned • The support network is worried about her. • She is afraid of reprisals by the pimp. • The young person has resumed contact with the pimp and is seeing his good qualities.	Blue section

Completed by: .....

Sources of information: .....

Intervention - green

Stage 1: First contact

Stage 2: Anticipation of benefits

Stage 3: Involvement and engagement



Stage 1

First Contacts



First Contacts

At this stage, the young person is having her first interactions in the sexual exploitation environment, with the pimp and with his circle of acquaintances (associates). These initial contacts may happen directly, indirectly, or on social media. Contact can also be initiated by the young person following her own self-directed sex exploitation activity. The first contacts can also occur through recruiters, either men or women, whose motive is to create a close relationship with young people. Their modus operandi is to gradually get to know the young person, determine their needs, and offer solutions that seem enticing.

Little by little, they groom the young people on a path toward victimization by sexual exploitation.

When you observe that a young person is at this stage:

Intervention objectives	• Prevention of sexual exploitation • Knowledge transfer about sexual exploitation
Points to discuss	• Recruitment through online sexual • violence • Healthy romantic relationships • Healthy friendships • Looking for thrills, new experiences and risk-taking • Online self-presentation • Glam images and their impact The impact of images of high-end, luxury possessions and lifestyles (flex culture)

Texting

Purpose of the tool: Prevent unhealthy or risky use of communication technologies. The tool can also be used to more generally discuss the types of communication used by the young person with the people in her life.



The sidebar below suggests a few examples of messages that could be received or sent.

Using the tool:

1. Using the cell phone, create fake conversations with the young person. Suggest examples of text messages. See the sidebar for ideas.
2. Discuss the various possible types of conversations with the new group of acquaintances. entourage.
3. Analyze her capacity for introspection about risk by suggesting conversational topics that verge on being risky.

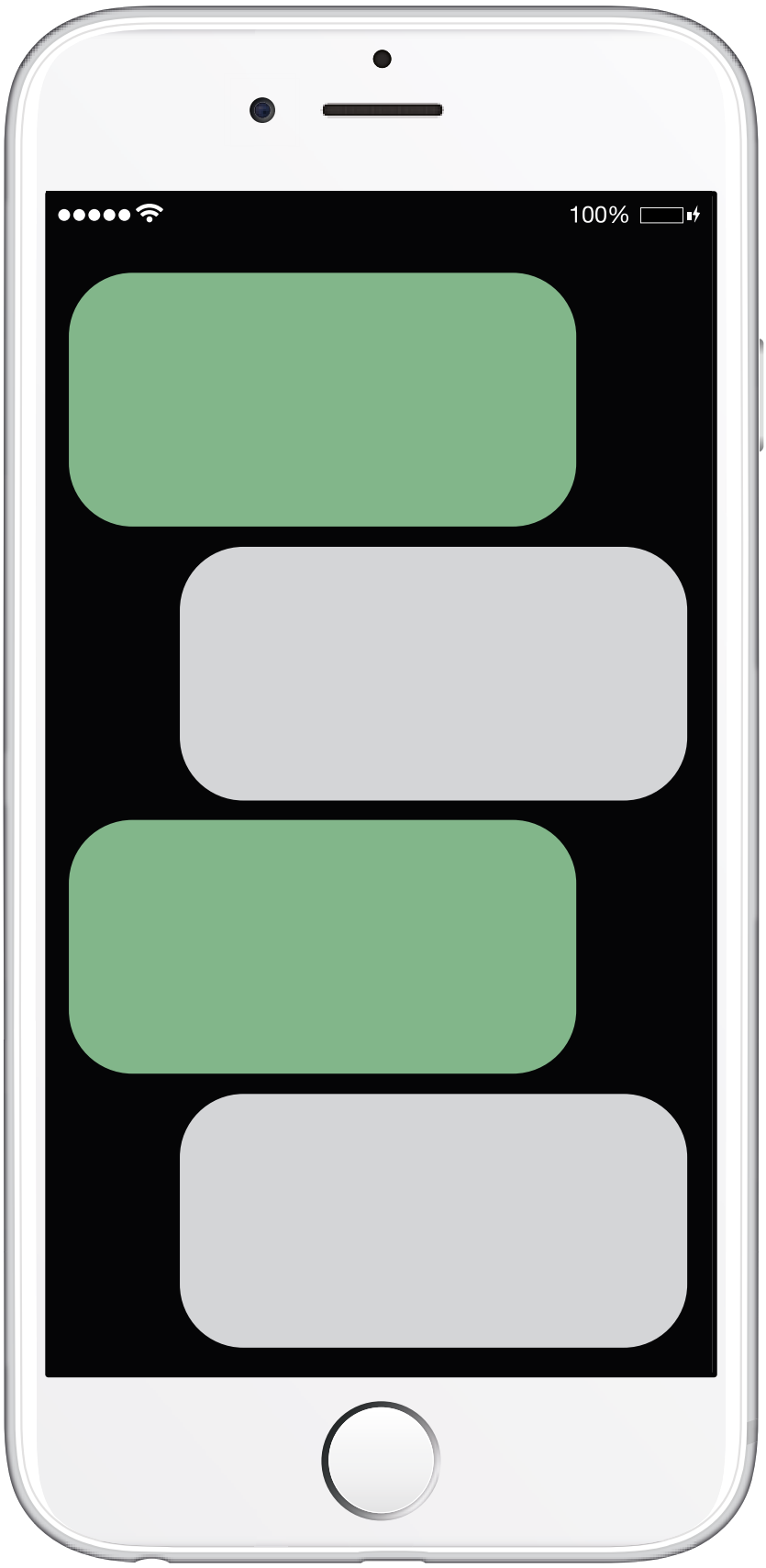
SUGGESTED RECEIVED TEXTS

- *Do you have a hot pic of yourself?*
- *Party here tomorrow. Bring your friends!*
- *Do you need some cash?*
- *Hey! I saw your profile. Add me!*
- *(penis pic)*
- *Send me a pic of you wherever you are and who you're with!*
- *Let's add each other on Snapchat!*
- *Take your clothes off… I want to see you!*
- *What time do you have to be home?*
- *A beautiful girl like you should be wearing the best and coolest clothes!*
- *Etc.*

SUGGESTED TEXTS SENT

- *I can't wait to see you*
- *Sorry…*
- *Who is this?*
- *Why are you asking me that?*
- *I love you.*
- *I can't…*
- *Come over here. My parents aren't home.*
- *Stop texting me!*
- *Don't worry.*
- *What are you planning to do with that pic?*
- *Etc.*




100%

Tool
To photocopy:
I've Met Someone New!

I've Met Someone New!

Purpose of the tool: With the young person, talk about the exciting new acquaintances she's made to discern what she thinks of and sees in them. This tool can be used if you suspect or know that she has just met someone who is potentially bad for her, even though the risk of her entering into sexual exploitation has not necessarily been established yet.

Using the tool:

1. Ask the young person to complete the sections of the form and to talk about the personality traits of the new acquaintance.
2. Validate the positive qualities she mentions.
3. Point out inconsistencies or contradictions, if any.
4. Broach the subject of healthy relationships, the first romantic experiences, thrill-seeking, etc. in response to aspects the young person brings up in your conversations.

To photocopy

I've Met Someone New!

First name: .....



What I know about them:

.....

.....

.....

.....



What we do together:

.....

.....

.....

.....



What I like about them:

.....

.....

.....

.....



What they like about me:

.....

.....

.....

.....



What I like less about them:

.....

.....

.....

.....



What they like less about me:

.....

.....

.....

.....



What others say about them:

.....

.....

.....

.....



What has changed for me since meeting them:

.....

.....

.....

.....





Stage 2

Anticipation of Benefits



Anticipation of Benefits

At this stage, the young person is investing more time and attention in the pimp, the recruiter or the sexual exploitation environment itself. They observe and examine the good things in this new relationship or environment and think about how these positive aspects might be maintained over time. The anticipated benefits could be emotional (relationship, love, etc.), material (money, apartment, expensive objects, lifestyle, etc.) or personal (recognition, self-actualization, etc.).

When you observe that a young person is at this stage:

Intervention objectives	• Prevention of the young person's involvement and engagement • Knowledge transfer about sexual exploitation
Points to discuss	• Healthy romantique relationships • Healthy friendships • Anticipation of consequences • Magical thinking and risk-taking • The young person's needs

Tools
To photocopy:
My Significant Relationships and *To Different Degrees*

To Different Degrees

Purpose of the tool: To discuss the young person's friendships, romantic relationships, family relationships or other (acquaintances, co-workers, etc.). The idea is to help her identify how she feels about different experiences she has had in her relationships.

Ultimate aim: To help her understand that the desired level of commitment can be different from one type of relationship to the next, and that this is what explains the discrepancies. For example, a young person could understand why a friend would always want to know where she is, but wouldn't tolerate this from her mother.

Note : This tool is available in two versions to allow you to choose the one that best fits the young person you are supporting.

Using the tool:

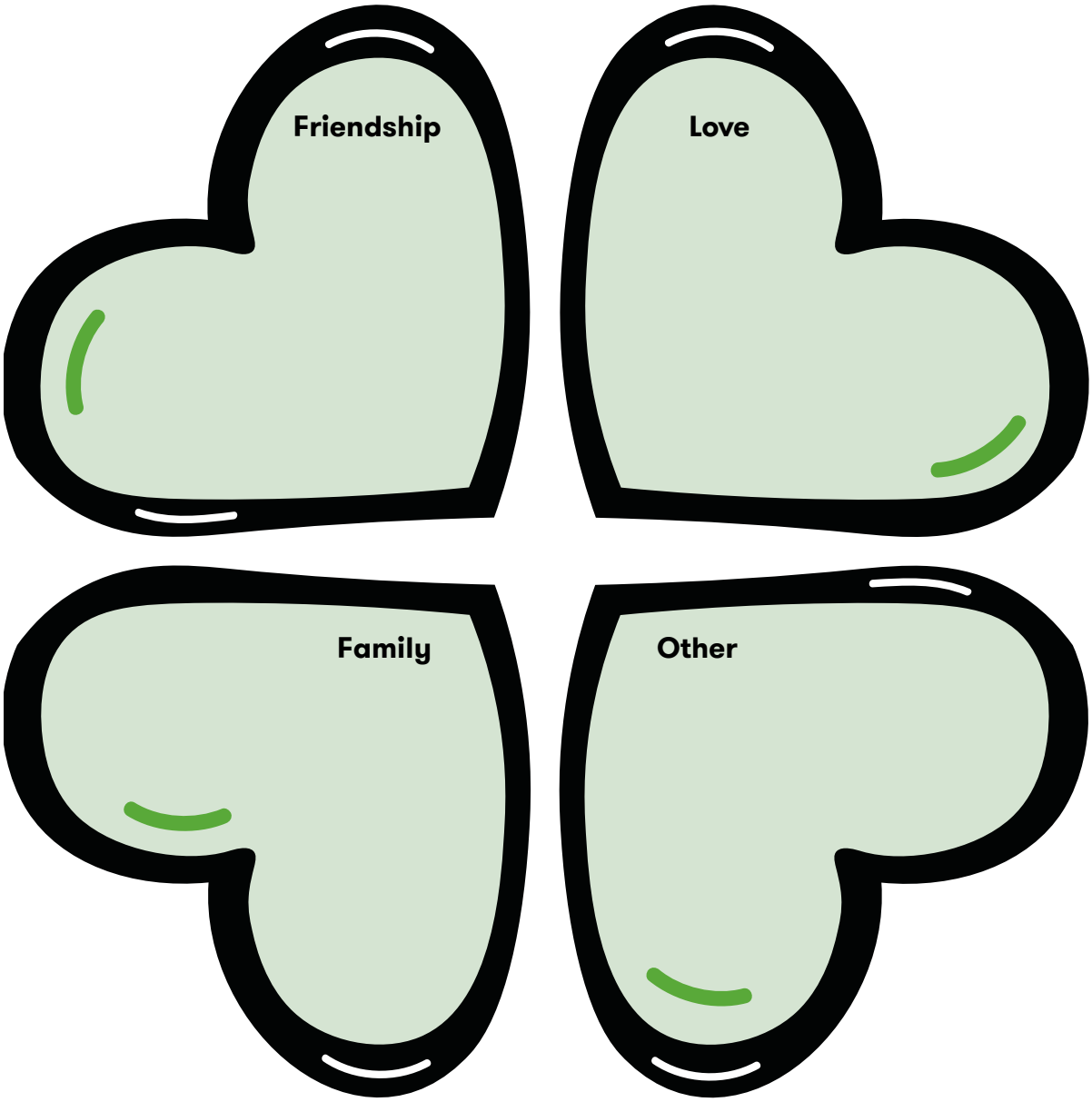
1. Give the young person a copy of the "My Significant Relationships" tool and ask her to write the important people in her life inside the hearts.
2. Talk about the different relationships and important people she identifies.
3. Ask her to give examples of situations that could arise in her relationships. The situations described could be pleasant or unpleasant. Help her by giving examples, if need be.
4. Ask the young person to write down her example situations and identify the significant people in the appropriate spaces on the "To Different Degrees" tool.
5. For each situation and each identified relationship, ask the young person to assign a colour (e.g., green = like, yellow = not sure, red = don't like) in each heart according to how she feels. Answers may differ from one significant relationship to another or from one situation to the next.
6. Talk about relationships in general and how the same situation can feel different with different people.

EXAMPLES OF SITUATIONS

They lie to me
They help me
They make all the decisions
They compliment me
They yell
I must often apologize
We have lots of things in common
They respect me
They criticize my choices
They threaten me
Etc.

To photocopy

My Significant Relationships



To photocopy

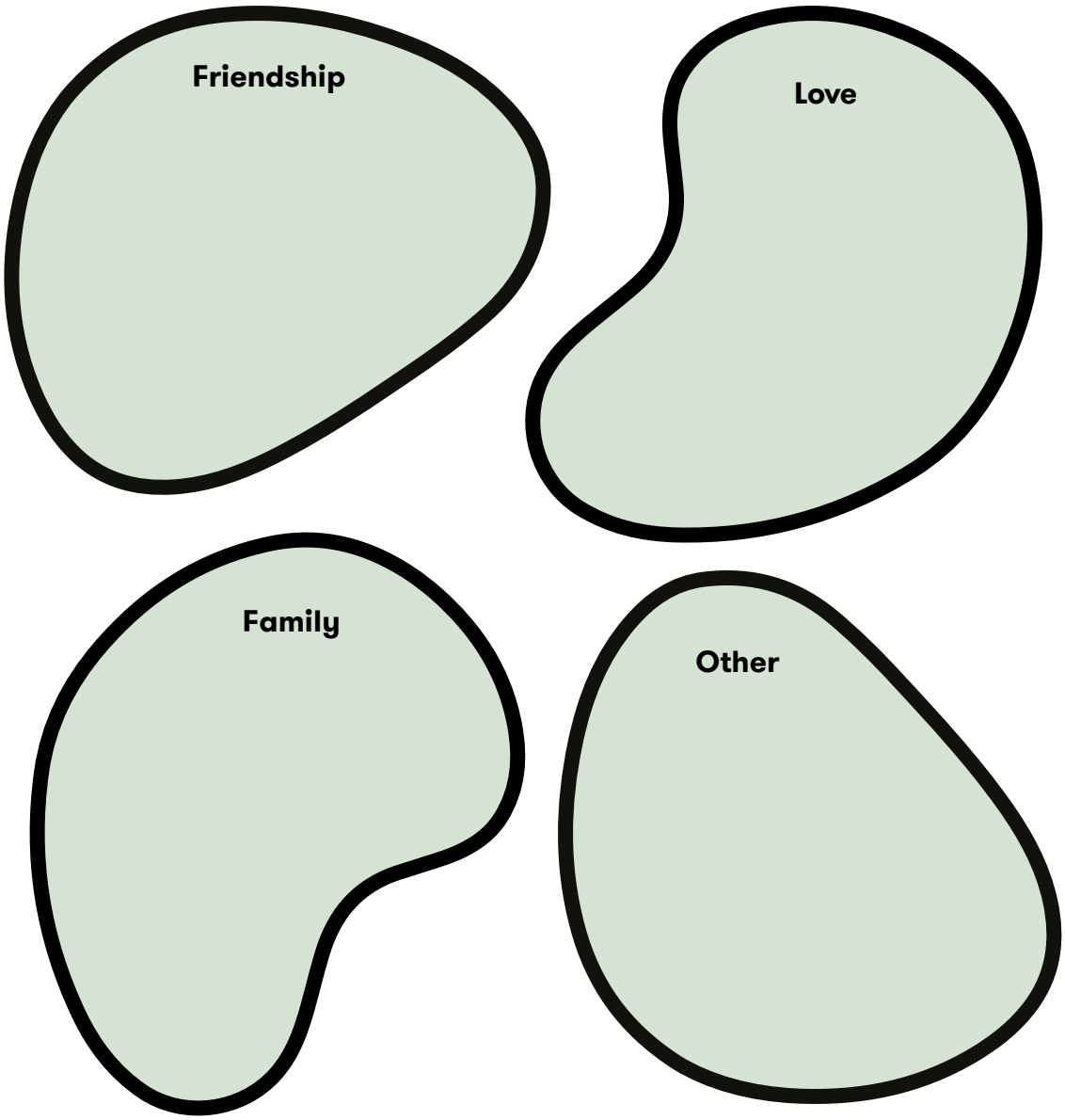
Different degrees

My Significant Relationships

Situations

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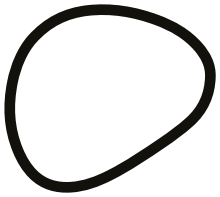
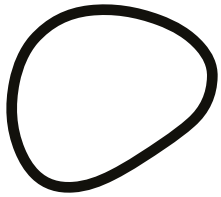
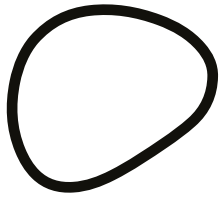
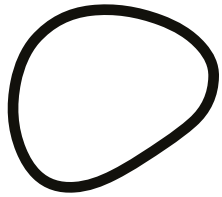
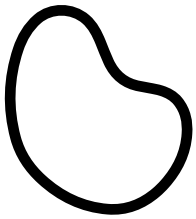
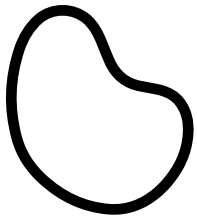
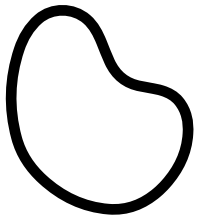
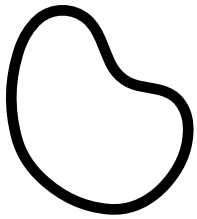
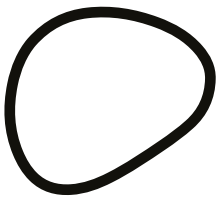
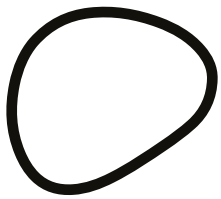
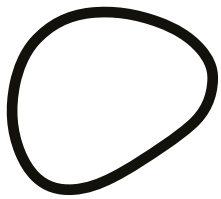
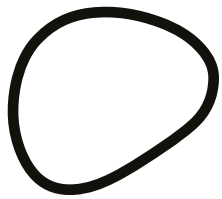
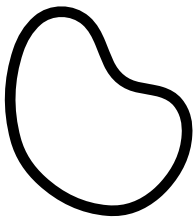
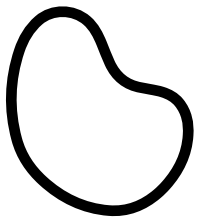
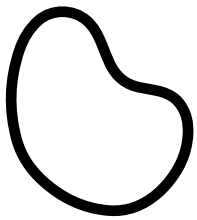
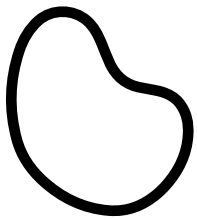
My Significant Relationships



To photocopy

Different degrees

My Significant Relationships

Situations	.....	.....	.....	.....
.....				
.....				
.....				
.....				

Tool
To photocopy:
Timeline

Timeline

Purpose of the tool: With the young person, talk about the possible progression of a situation, relationship or new activity about which she has doubts or which worries her family. Ask her to look into the future and imagine herself in a situation, relationship or decision.



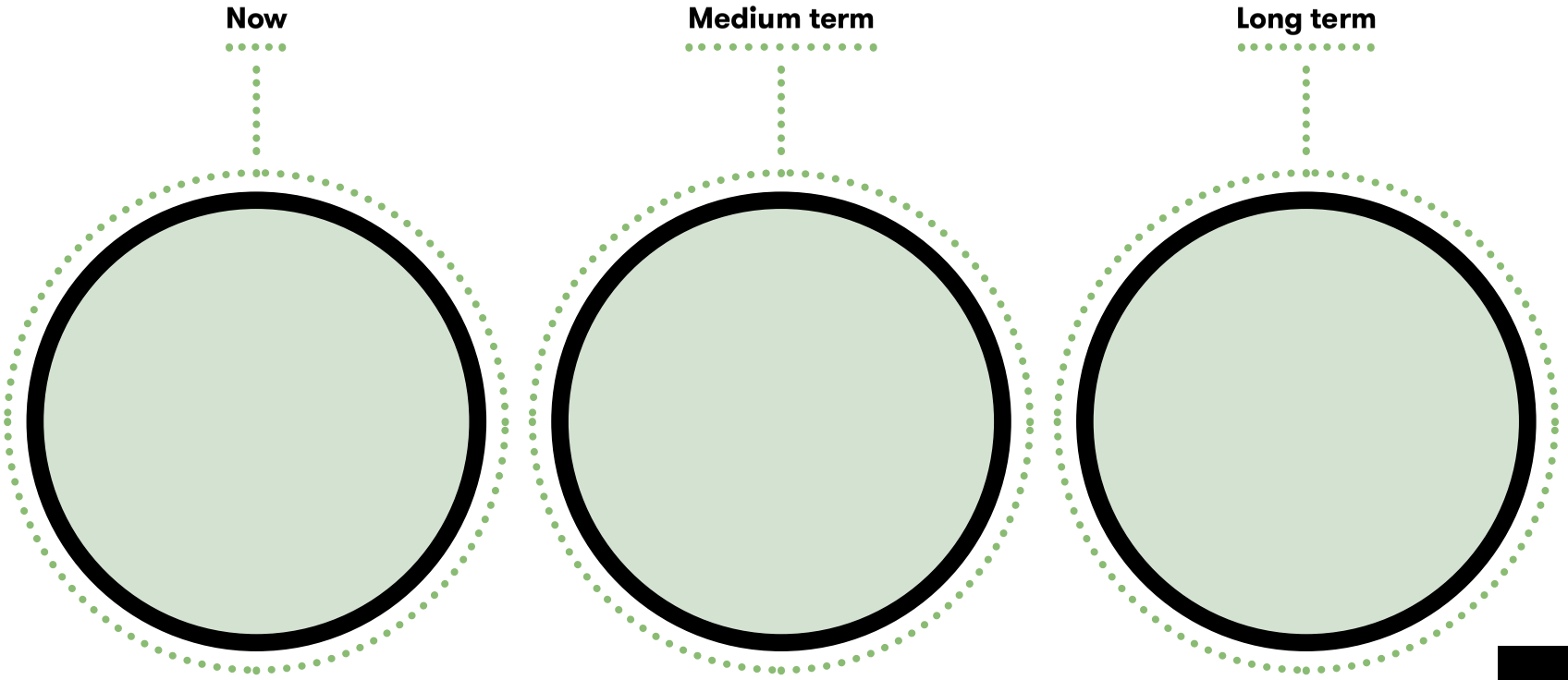
This tool can be used together with "In My Garden" (page 54) so that the young person can discuss her needs with regard to the specific situation.

Using the tool:

1. Explain the timeline: that the spheres represent the present, the medium term, and the long term to the young person. For example, the "medium term" sphere could stand for a period of time a few weeks from now.
2. Ask the young person to pick an issue that is currently troubling her or that she would like to discuss, then take a moment to write it in the first sphere labelled "today." Then, ask her to indicate in the two other spheres how the situation might progress over time (e.g., what she anticipates, worries about, hopes for, etc.).
3. Confirm the positive aspects that the young person mentions. Point out inconsistencies or contradictions, if any.

   You can use several copies of "Timeline" simultaneously to link different perspectives. For example: How I feel about it vs how my parents feel about it (or any other significant person), or me as I am versus me as I want to be.

Timeline



To photocopy

Tool
Board 2
or print version

Ups and Downs

Purpose of the tool: With the young person, talk about her background, a situation she has experienced, her interpersonal relationships, her romantic relationship and her perception of different events that have occurred during this relationship.



The roller coaster can also be used to help the young person explain the progression of a specific situation, her perceptions, her life experience, etc.

Using the tool:

1. Suggest a situation that could come up in life or in a relationship. It could be hypothetical or based on a real experience. Write the statement on the board or on a piece of paper.
2. Ask the young person to place it somewhere on the roller coaster, to represent what the statement means to her.
3. Repeat the exercise for several different situations, encouraging the young person to recognize her thoughts about them.
4. Validate the positive aspects the young person has brought up. Point out inconsistencies or contradictions, if any.

EXAMPLES OF SITUATIONS

"I've partied with such fun people, we went to fancy restaurants, I drank champagne."

"We stayed at a hotel; the pool was amazing."

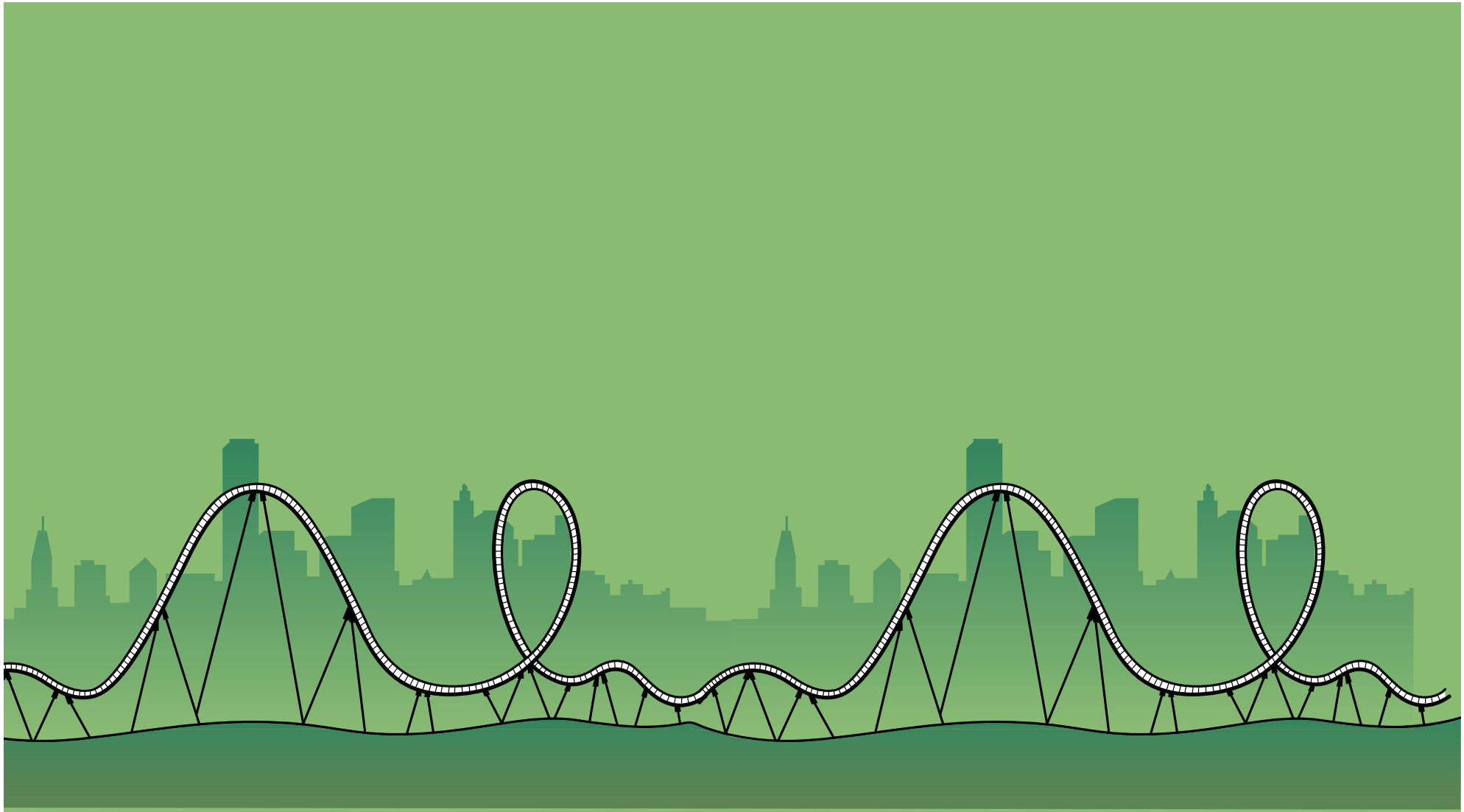
"I used to go out a lot, but not so much anymore. We order takeout, nothing special, and I pay for it."

"This one guy got really mad one night, he flipped a table, but then he bought the next round of drinks to make up for it, so everything was fine."

"On my way to the house where those guys lived, I knew they would be asking me to do things. I was expecting it."

"We had a huge fight. He doesn't want me to see my friends anymore. He says they are all against us."

"I'm going into business; it's going to be really fun."



Tool
Board 3
or print version

In My Garden

Purpose of the tool: With the young person, talk about her needs and help her recognize the areas of her life that are helping or preventing her from fulfilling those needs, using the sunflower as an analogy.

Note : This tool is available in two versions to allow you to choose the one that best fits the young person you are supporting.

Using the tool:

1. Give the young person a copy of the tool or use the board.
2. Ask the young person to list which of her needs are essential to her well-being and write them down around the flower.
3. Ask her to talk about the elements or people that help or hinder her quest for well-being and write them around the flower.

She can symbolically match the elements in the flower analogy with the needs she names.

The insides of the flower petals can be used by the young person to write her personal qualities or strengths, character traits or other aspect of identity.

EXAMPLES OF NEEDS

To be myself, to find myself, to live my life!

To be acknowledged and respected by others.

To be loved and be close to the people I love.

To be secure, to be able to get what I need without worrying about how I'm going to survive.

Eating, sleeping, clothing.

THE FLOWER ANALOGY

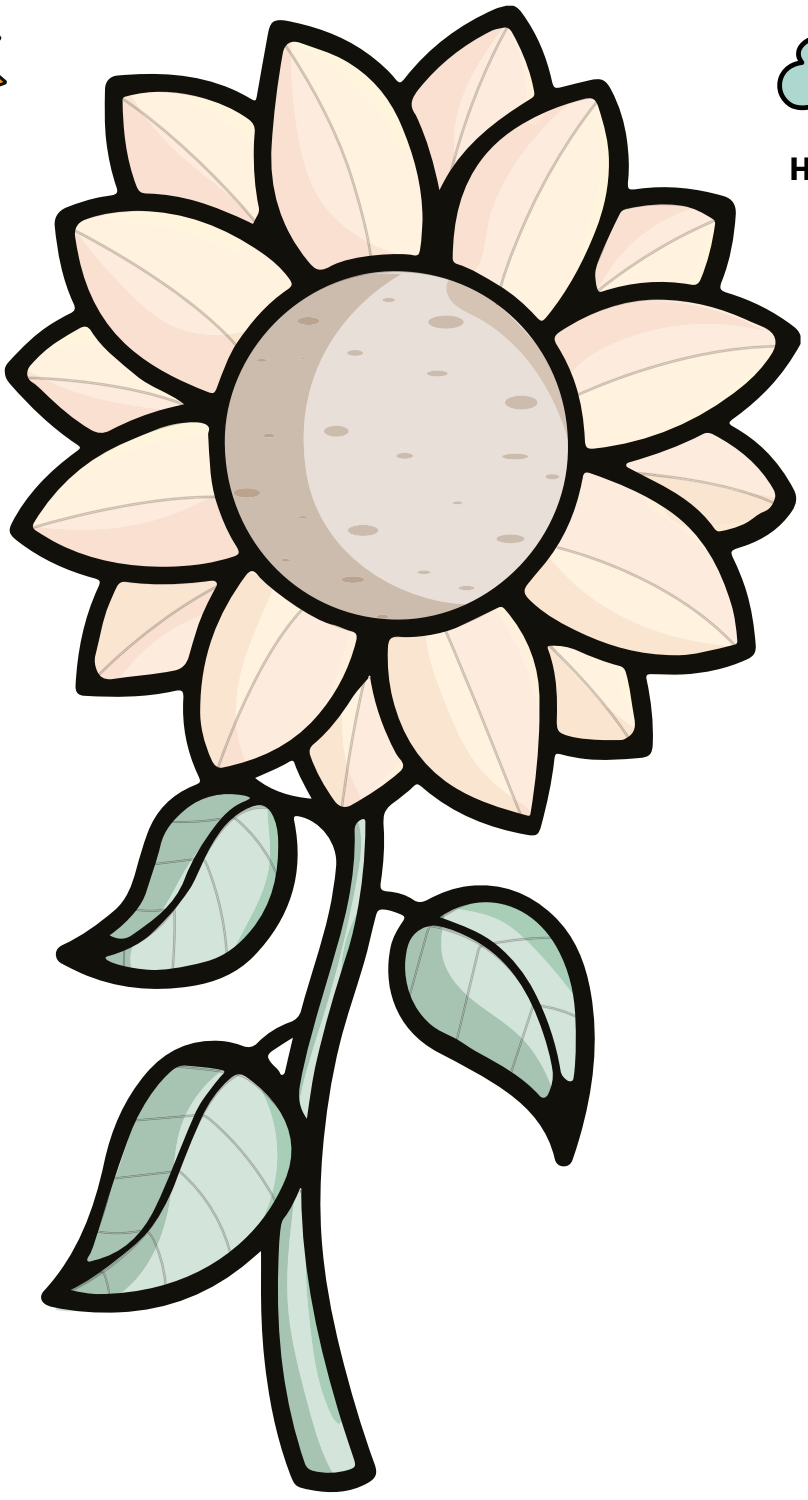
Many elements help the sunflower grow: water, sun, fertilizer, heat, etc. On the other hand, a sunflower's growth can also be slowed or prevented by several elements, such as a strong wind that breaks the stem, squirrels eating the petals, overcast skies, etc.

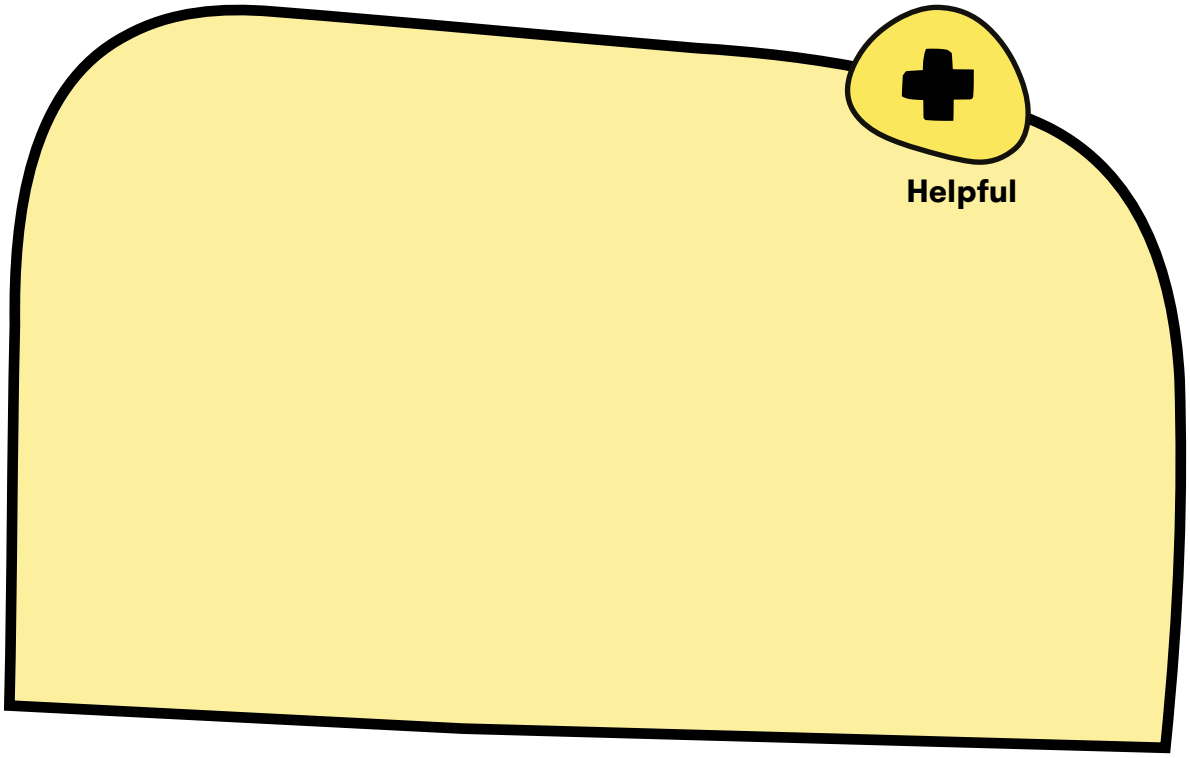
What do YOU need to grow and thrive? What is your fertilizer? What is your sun? What harmful elements are in your way?

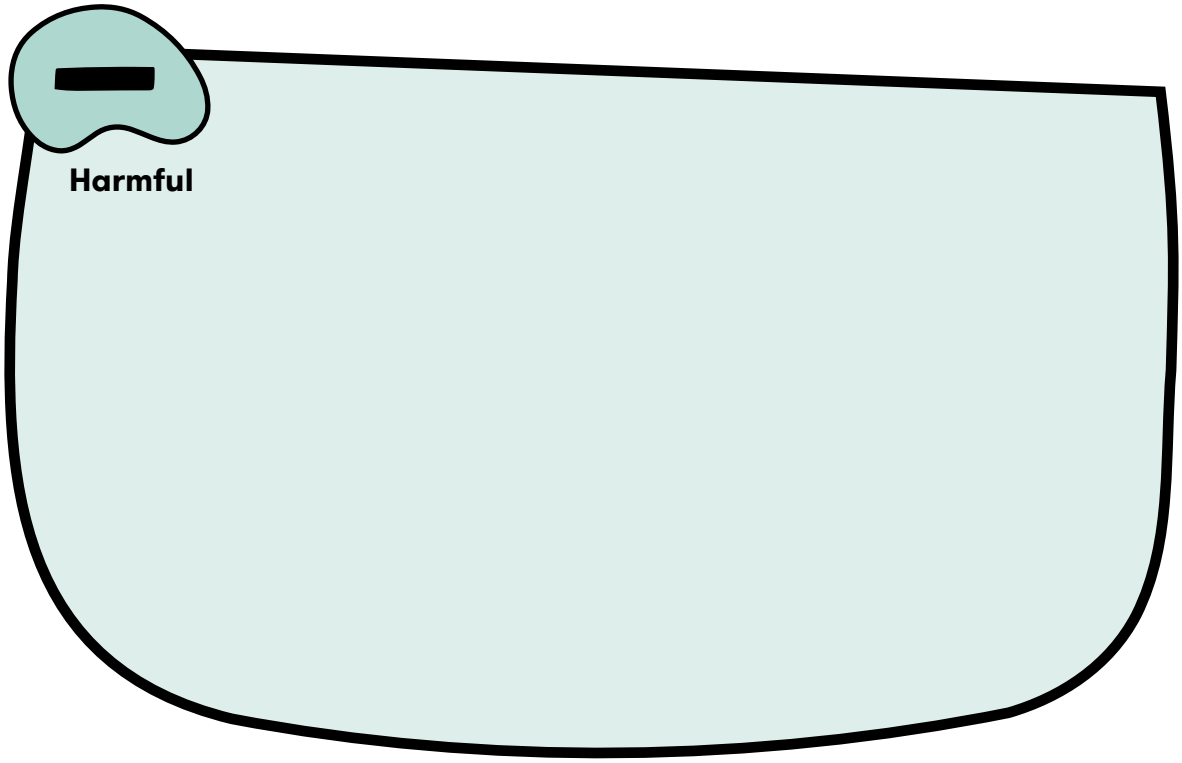
In My Garden

Helpful

Harmful




Helpful


Harmful



Stage 3

Involvement and Engagement



Involvement and Engagement

At this stage, the young people are increasingly entrenched in the sexual exploitation cycle, though many of them don't yet realize it. The youth sees that the anticipated benefits are increasingly materializing. Sometimes, however, uneasiness is creeping in with regard to certain situations or new realities they are experiencing.

When you observe that a young person is at this stage:

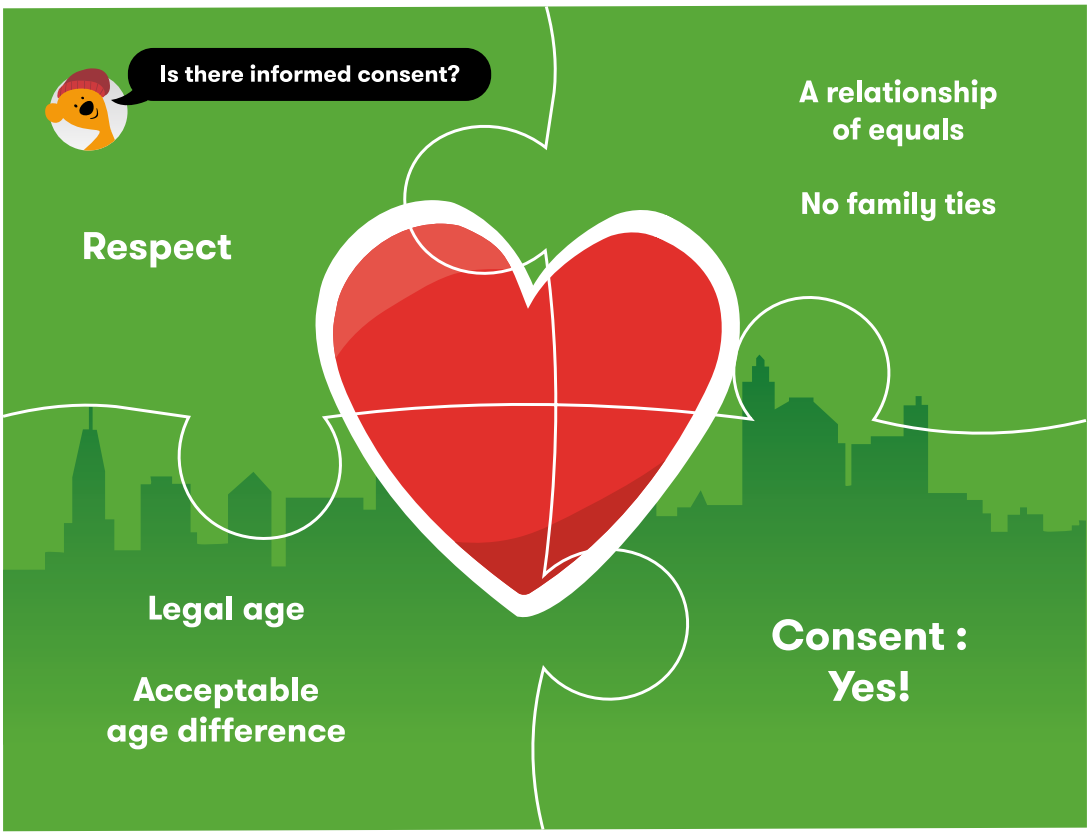
Intervention objectives	• To manage the young person's involvement and engagement • Knowledge transfer about sexual exploitation
Points to discuss	• Sexual exploitation • Self-protection skills

Puzzles

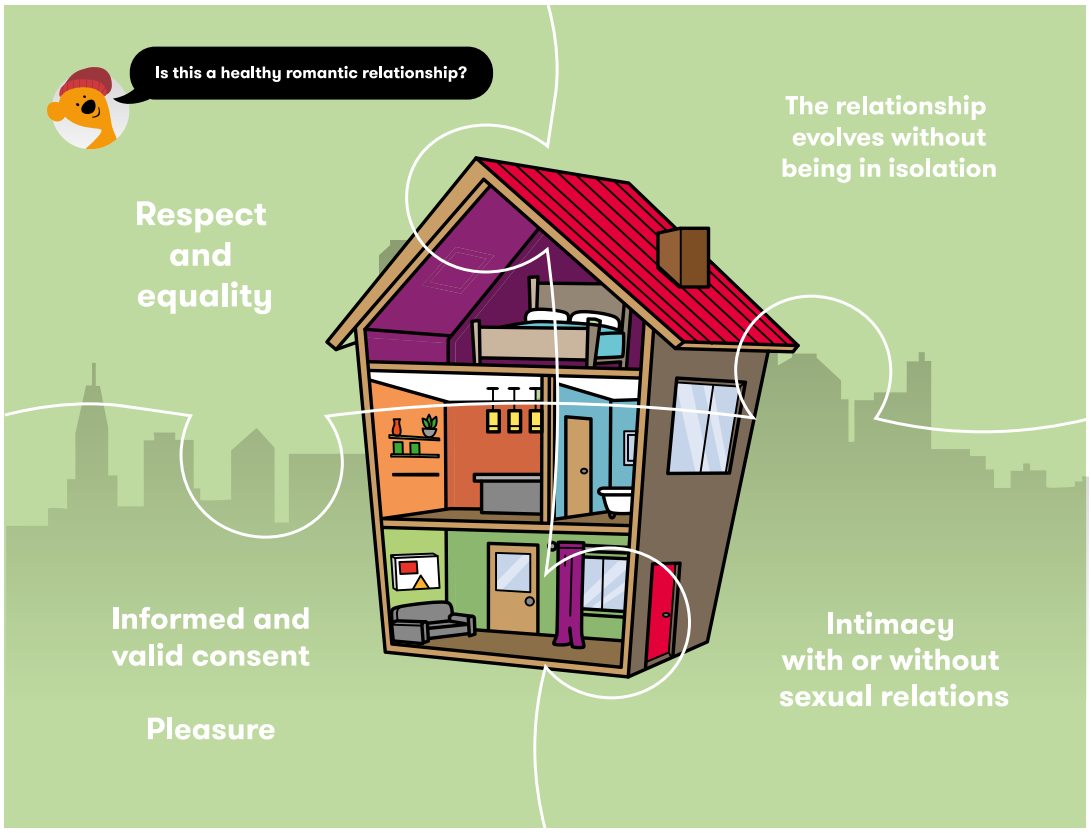
Purpose of tools: To educate the young person about consent, healthy romantic relationships and sexual exploitation, and to point out the difference between them.

Using the tool:

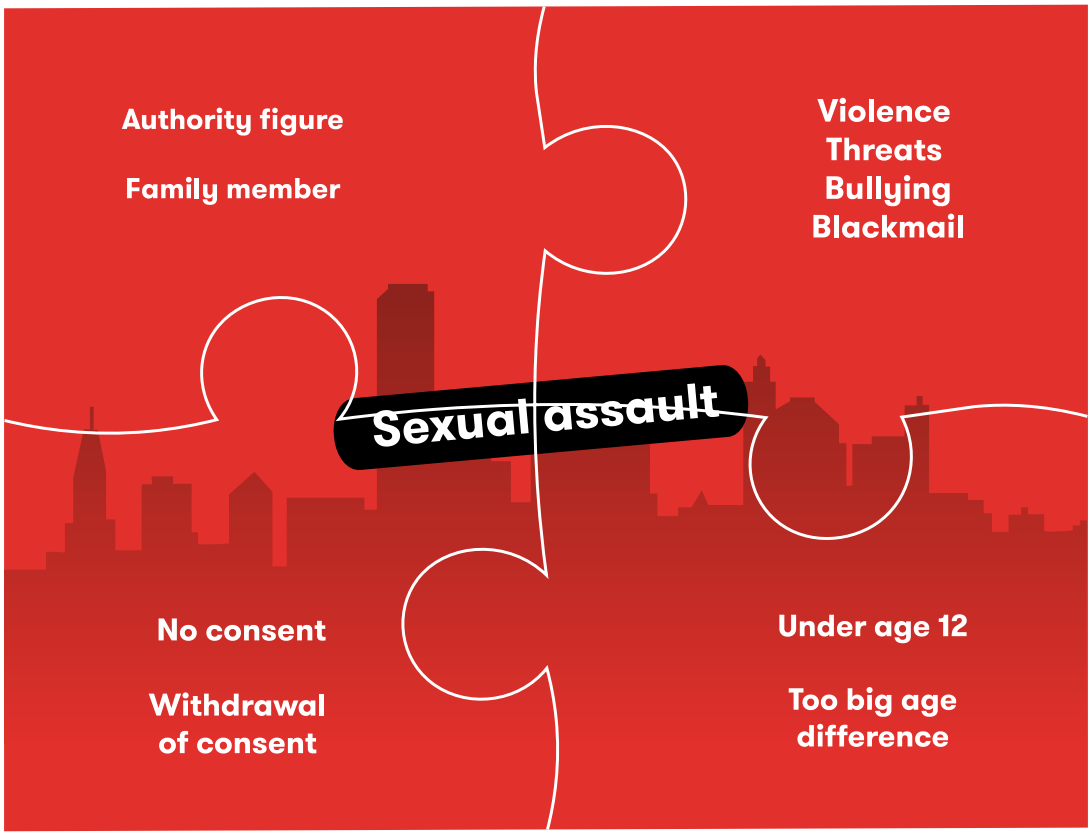
Do the consent puzzle with the young person and clarify the different statements printed on the puzzle pieces. If the young person is in a romantic relationship with someone in the gang or with her pimp, you can also do the second puzzle with the sex exploitation statements.



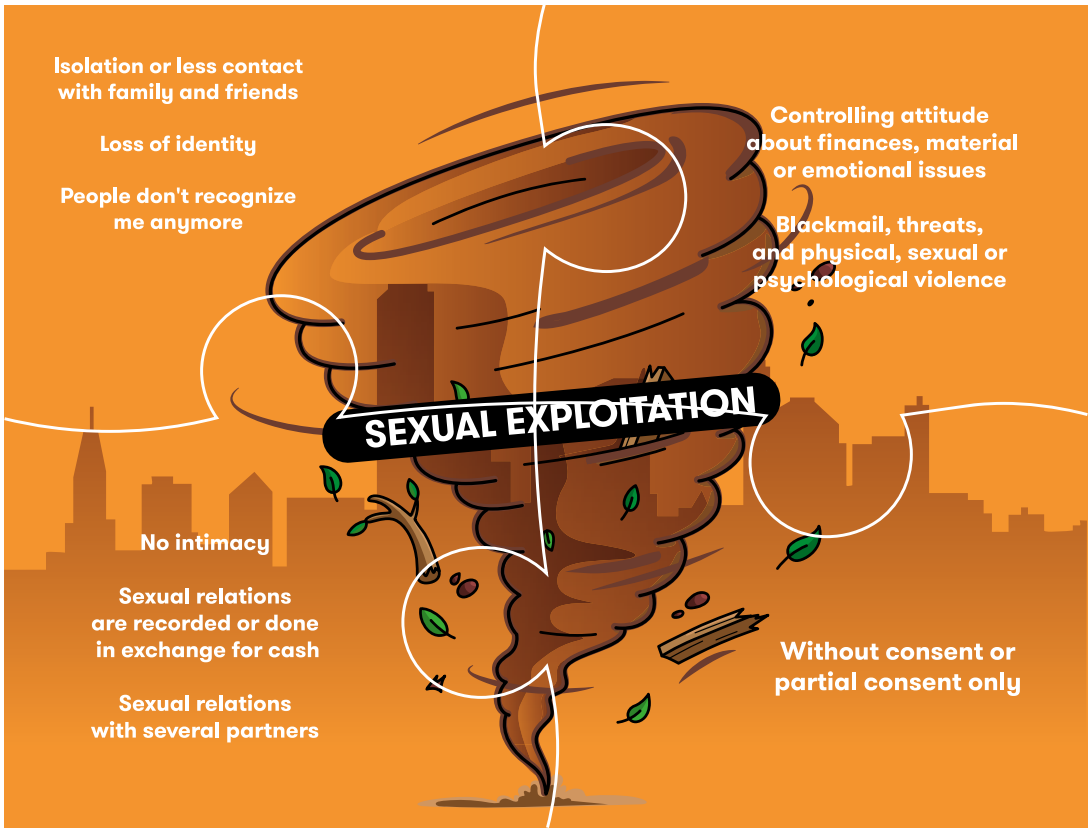
Consent puzzle - front



Healthy romantic relationship puzzle - front



Consent puzzle - back



Healthy romantic relationship puzzle - back

Tool
Board 4
or print version

My Inner Voice

Purpose of the tool: To help the young person gain a better understanding of the physical sensations felt and their associations with different thoughts and emotions.

Using the tool:

1. On the board with an image of a woman's silhouette, ask the young person to place the physical sensations she might feel.
2. Next, ask her to choose the thoughts and emotions that might be associated with the physical sensations and to place them near the head (thoughts) and the heart (emotions).
3. Make connections with the different signals that the body, the head and the heart send out to alert us to a risky situation.

Tool
To photocopy:
What Should I Do if I Think I'm in Danger?

What Should I Do if I Think I'm in Danger?

Purpose of tool: To discuss different strategies that could be used in a risky or dangerous situation.

Using the tool:

1. Together, read the different strategies listed on the tool and discuss the ones that would work best for her, depending on the context.
2. Ask her to make a list of people she would feel comfortable contacting if she were to find herself in a risky or dangerous situation.

To photocopy

What Should I Do if I Think I'm in Danger?

1. **Express yourself; speak up**
   In some cases, the best thing to do is to refuse or decline without arguing or explaining your reasons. For example: "I don't want to." "Not going to happen!" "No way." "That doesn't work for me anymore." "I want to leave and that's it."

2. **Refuse politely but firmly**
   For example: "No, thanks, I'll pass."

3. **Explain why something isn't a good idea**
   For example: "It's illegal and I don't want pictures of me all over the Internet. Forget it!"

4. **Find an excuse to back out**
   Tell them you have something else to do. For example: "I'm going out with my family. I told my parents where I am and they're waiting outside."

5. **Repeat yourself if you need to**
   If the person isn't listening to you and is being insistent, allow yourself to insist, too. Rather than giving in so that they'll stop harassing you, just repeat the same answer each time. Remember that insistence is a controlling behaviour. You can take control by responding firmly. Don't change your mind because you're being harassed. If the person won't leave you be, try to walk away. If you can't, scream and try to defend yourself physically. As soon as you can do so, call the police and get to a safe place.

6. **Blame your parents**
   For example: "My mother watches everything I do and she can check my phone any time she wants." "My parents would ground me forever." or "I got into trouble and now they're watching my computer activity." "My parents are really strict."

7. **Walk away**
   Sometimes, the most effective solution is to walk away from the risky or dangerous situation.

8. **Listen to your own red flags**
   The little voice inside you that says "I don't like this" or "This is getting weird" is a major ally. It is a warning that we are in a place that isn't good for us.

To photocopy

Online

1. **Cut all contact with the person**
   Stop answering their messages. Think about saving the messages somewhere in case your parents, your school or the police might need them.

2. **Block the person or delete them from your friends/contacts list**
   Prevent the person from getting in touch with you and remove them from your friends and contacts lists across all your social media accounts.

3. **Cut the ties**
   Change your email address and username on all sites where you've been in contact with the person.

4. **Double-check the privacy settings on your social media accounts**
   You have some control over who can find you or send friend requests.

5. **Report the person**
   Most social network sites have a reporting protocol. You can also confide in a trusted adult.

A FEW RESOURCES YOU CAN USE:

- **www.needhelpnow.ca** (to learn how to delete a photo of you that's being shared on the web)
- **www.teljeunes.com** (to talk to someone)
- **911** (if you're in trouble)

Source: Canadian Centre for Child Protection (2016)

If It Were You

Purpose of the tool: Using hypothetical scenarios to help the young person think about how looking for excitement and new experiences can affect one's perception of risk.

Ultimate aim: To get the young person to imagine herself using self-protection strategies in risky situations.

Using the tool:

1. On sheets of paper, write down a few hypothetical scenarios based on some of the young person's actual experiences. When needed, use the cut-out examples.
2. Ask the young person to select one scenario at a time, read it out loud, and answer the question, if it applies.
3. Ask her to identify what seems risky in each scenario, and what would help make her feel safer.
4. Talk about her reactions to each scenario. Validate the positive aspects she mentions. Point out inconsistencies or contradictions, if any.

To photocopy

Example of scenarios/cut-outs



A friend invites you to a party. She picks you up in her car. Before getting into the car, you notice that your friend doesn't seem to be feeling well and the guys she's with look sketchy. Do you get into the car or not?

You've run away from home. Your plan is to meet up with friends at a specific place. You get there, but they say the meeting place has changed. This is not what you agreed on, and people you've never met before are there. One of them says he has a job for you. You weren't expecting this. What do you do?

You're at a party in a suite at a well-known hotel. You see people you've been following on Snap. There's alcohol and lots of other stuff in the suite. You see girls and guys going into bedrooms. How does this setting make you feel?

A new guy, the friend of a friend on an app, starts messaging you. Do you reply? If so, what do you say?

You create an account on a dating site. What do you write on your profile? Who do you hope will message you or be a match? Is there anything you'd be afraid to receive?

Someone you know suggests that the two of you start a business together. They say, "You seem like someone who knows her own mind. You could help me get my business going." What do you do?



Intervention - red

Stage 4: Honeymoon



Stage 4

Honeymoon



Honeymoon

At this stage, the young person is feeling euphoric about their involvement, new friendships or love interest, and the benefits they see ahead. Typically, they see no need for an intervention and are more invested in maintaining their new lifestyle. As such, they may not feel very motivated to attend follow-up appointments or willing to devote any time to the clinical issues raised by the professional. That said, the intervention must be continued, albeit with adjustments tailored to the young person's state of mind.

When you observe that a young person is at this stage:

Intervention objectives	• Maintain the therapeutic connection with the young person (even if she is less motivated or interested) • Avoid confrontations: if applicable, ask general questions and how things are going in her life • The professional can use this time for reflection
Points to discuss	• The good aspects of the romantic relationship as perceived by the young person • Reinforcement of open dialogue between the young person and her caseworker

At this stage, it could be appropriate to offer follow-ups to the young person's parents to maintain the support network for the family. By doing so, we are maximizing the support given to the young person by her loved ones.

Moreover, all of the tools in this section can be used from the very outset of the therapy plan. They are particularly relevant at this stage, however.

I Like This Person

Purpose of the tool: To discuss the different positive aspects the young person discerns in any particular relationship (romantic, friendship, business, etc.). The point is not confrontation, but rather to bring out aspects that could be useful when the young person is at another stage of the cycle.

During the honeymoon, it is recommended that you avoid confrontations so as not to jeopardize your bond with the young person.

Using the tool:

1. Ask her to indicate what she likes most about that person, that relationship, or its benefits for her.
2. Ask her to write down these aspects in the appropriate heart zone.
    - The smaller the heart, the more important it is and the harder it is for others to see.
    - The larger the heart, the more conspicuous it is, and therefore more easily seen by others.
3. Validate her positive answers. Gently point out inconsistencies or contradictions, if any.

    Note the values she expresses in her answers.

EXAMPLE TO USE WITH THE YOUNG PERSON

Inside each heart, write what you like the most about that person, the relationship, or its benefits for you. The smaller the heart, the more it represents something important to you that few other people will be able to see.



Versions of Me

Purpose of tool: To encourage the young person to contemplate the things she is experiencing, how she feels, what she projects. The idea is not to confront her, but rather to bring out the elements that could be useful when she is at another stage in the cycle.

During the honeymoon, it is recommended that you avoid confrontations so as not to jeopardize the bond with the young person.

Note : This tool is available in two versions to allow you to choose the one that best fits the young person you are supporting.

Using the tool:

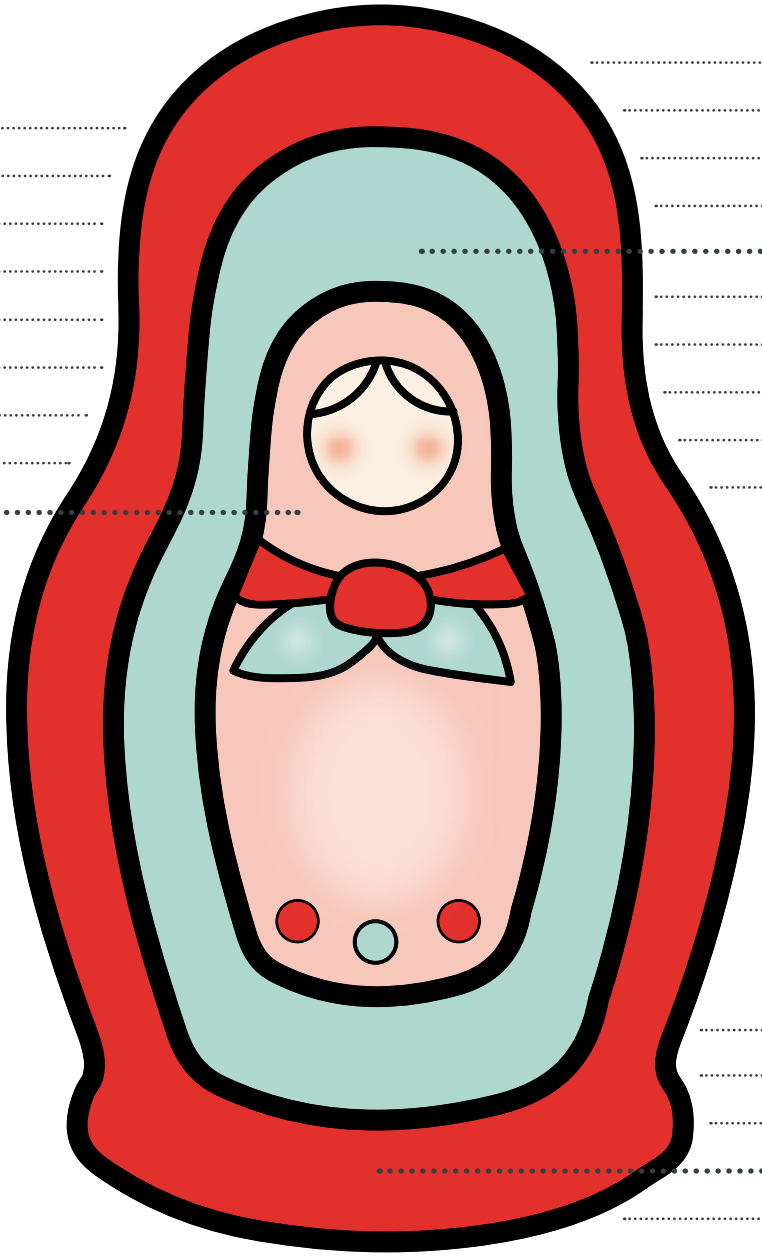
1. Ask the young person to identify the differences between what she projects to others and what she thinks and feels deep down inside.
2. Ask her to write those aspects in the appropriate part of the nesting doll.
   - The smaller the doll's outlined shape, the more this is something private that few others can see.
   - The larger the doll's shape, the more easily it can be seen by others.
3. Validate the positive aspects she mentions. Gently, without being confrontational, point out inconsistencies or contradictions in the elements she raises, if any. Observe the values she expresses in her answers.

EXAMPLE TO USE WITH THE YOUNG PERSON

For each outlined shape, write down what you feel, what you are experiencing on the inside. The smaller the shape, the more it will tend to be something important or vulnerable buried deep under your "protective shell."

To photocopy

Versions of Me



To photocopy

Versions of Me



Tool
To photocopy:
How Are You?

How Are You?

Purpose of the tool: To get an idea of the young person's state of mind before the follow-up meeting.

Using the tool:

1. Ask the young person how she feels about recent events in her life and how she is feeling about things since your last meeting with her.
2. Discuss the important aspects she mentions.

To photocopy

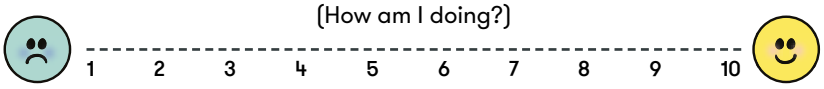
How Are You?

How have you been? Please, draw an X at the appropriate spot on each of the four scales to show me how you are doing.

The closer your mark is to the happy face, the better things are. The closer it is to the sad face, the worse things are.

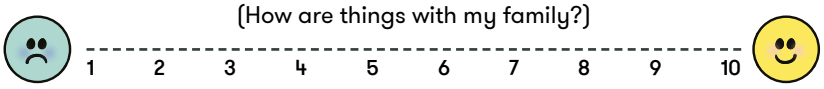
Me

(How am I doing?)



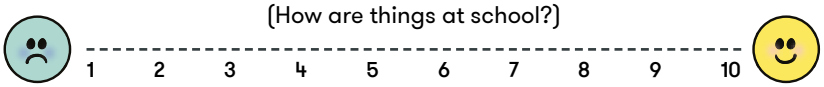
Family

(How are things with my family?)



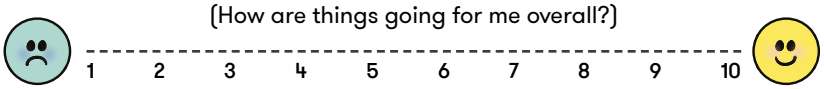
School

(How are things at school?)



Overall

(How are things going for me overall?)



Source: Heart and Soul of Change Project

Tool
To photocopy:
What Did You Think of Our Meeting Today?

What Did You Think of Our Meeting Today?

Purpose of the tool: To see what the young person thinks of the meeting you just had.

Using the tool:

1. Ask the young person to indicate how she feels about the different aspects of the intervention and the meeting you two just had.
2. Talk about the important aspects she mentions in relation to the outcomes (or at the next meeting).

To photocopy

What Did You Think of Our Meeting Today?

Please, draw an X at the appropriate spot on each of the four scales to show me how you feel.

The closer your mark is to the happy face, the better things are. The closer it is to the sad face, the worse things are.

Attentiveness

You didn't listen to me. — 1 2 3 4 5 6 7 8 9 10 — You were attentive to what I said.

What is important

What we did and talked about was not very important to me. — 1 2 3 4 5 6 7 8 9 10 — What we did and talked about was very important to me.

What we did

I did not enjoy the things we did today. — 1 2 3 4 5 6 7 8 9 10 — I enjoyed the things we did today.

Overall

I would like to do something else. — 1 2 3 4 5 6 7 8 9 10 — I hope we will do similar things at our next appointment.

Source: Heart and Soul of Change Project



Intervention - yellow

Stage 5: Crisis

Stage 5
Crisis



Crisis

At this stage, the young person is experiencing problems that are upending all of her notions about what this new lifestyle was meant to be. They can be feeling insecure and that they're losing control. They are in crisis mode and dealing with an array of emotions that could be making them feel unsure and ambivalent.

When you observe a young person at this stage:

Intervention objectives

- Reinforce the therapeutic bond with the young person
- Avoid confrontations; instead, be an empathetic and reassuring listener
- It possible, offer help in dealing with specific problems

Points to discuss

- The emotions the young person is feeling while going through this crisis stage
- The importance for the young person to maintain bonds with loved ones and the therapeutic relationship
- Self-evaluation of risk/danger and needs

At this stage, it could be appropriate to give the young person the tool **"What Should I Do if I Think I'm in Danger?"** from the green section of the toolkit.

It could also be useful to use an observation tool again in order to discern what risky situations the young person might potentially be dealing with.

At this stage, it can also be helpful to offer the parents a follow-up appointment to maintain the family support system. By the same token, it strengthens the parents' support for the young person.

Tool
Card game
or print version

The Many Moods of the Heart

Purpose of the tool: To encourage the expression of emotions.

At this stage of the intervention, listen to what the young person has to say without trying to restructure her thoughts.

Note: This tool is available in two versions to allow you to choose the one that best fits the young person you are supporting.

Using the tool:

1. Invite the young person to select cards illustrating emotions they may be feeling in relation to the identified crisis situation and its consequences.
2. Encourage her to speak openly about the cards she has chosen and the emotions she associates with them.

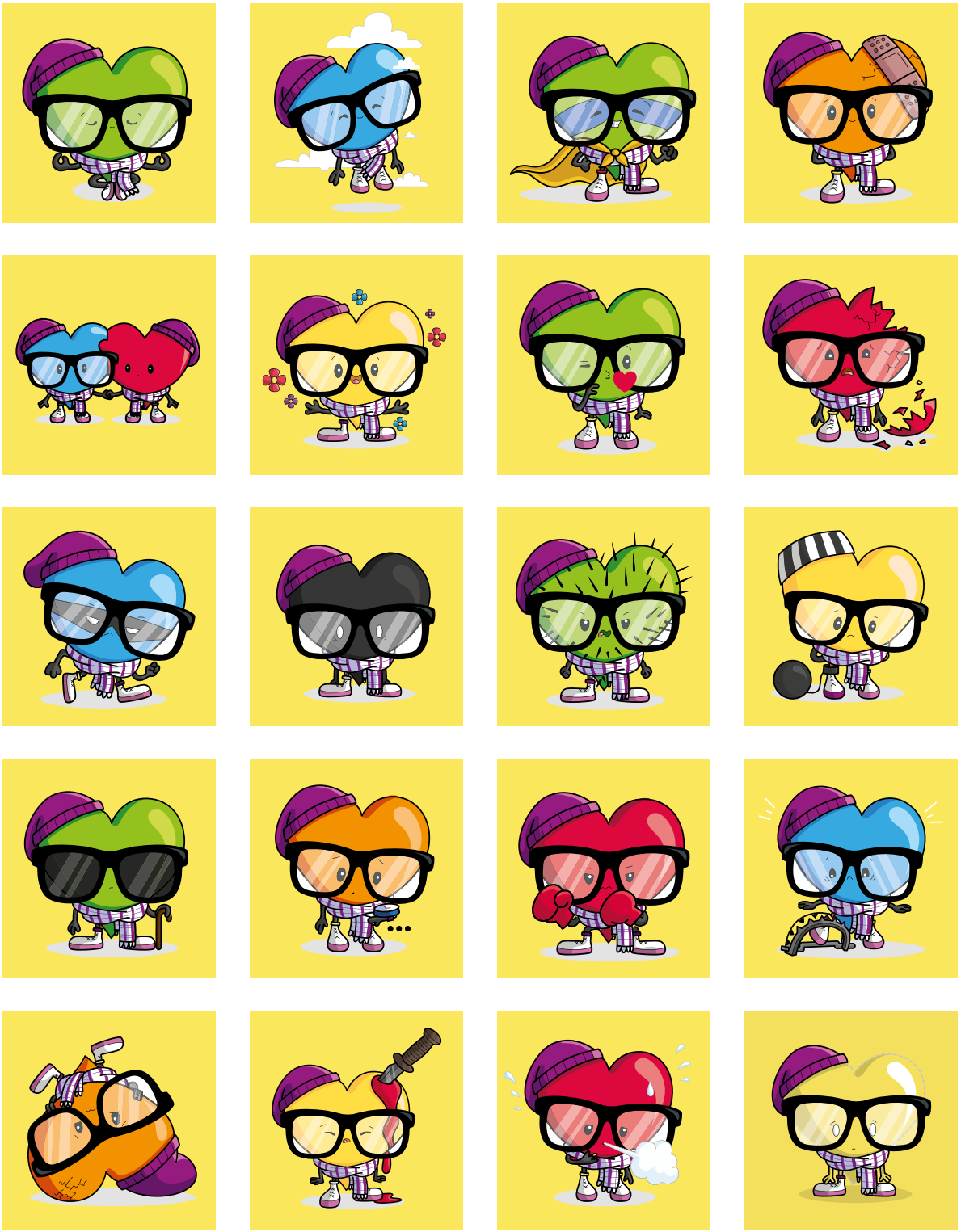
The illustrations have no texts and are thus open to interpretation. This means young people can ascribe completely different meanings to the images. Below is a list of moods represented by the illustrations on the cards:

Pleasant moods:

- Light-hearted
- Happy heart
- Seductive heart
- Heart in symbiosis
- Calm heart
- Brave heart
- Healed heart

Unpleasant moods:

- Broken heart
- Blind heart
- Upside-down heart
- Masked heart
- Heart on standby
- Bleeding heart
- Hollow heart
- Warring heart
- Breathless heart
- Prickly heart
- Trapped heart
- Guilty heart
- Erased heart







Intervention - aquamarine

Stage 6: Reflection and Dilemma

Stage 7: Transitioning Away or Exiting

Stage 6

Reflection and Dilemma



Reflection and Dilemma

At this point, the dust stirred up by the crisis is starting to settle. The young person is looking at the fallout and feeling very unsure about her situation. She is also starting to weigh her options: maintaining the status quo or changing her life.

When you observe a young person at this stage:

Intervention objectives	• Guide the young person in their thought processes • Focus on the young person's thinking skills rather than being rigid about guidelines
Points to discuss	• The consequences of sexual exploitation • The young person's perceptions of the situation • The dilemma the young person faces • The young person's thoughts about the dilemma

At this point, it can also be helpful to offer the parents a follow-up appointment to maintain the support system for the family. By the same token, it strengthens the parents' support for the young person.

All of the tools in this section can be used from the outset of the intervention. They are especially appropriate at this stage, however.

A Tornado Just Blew Through

Purpose of the tool: To help the young person see the fallout from the crisis she just experienced.

Note: This tool is available in two versions to allow you to choose the one that best fits the young person you are supporting.

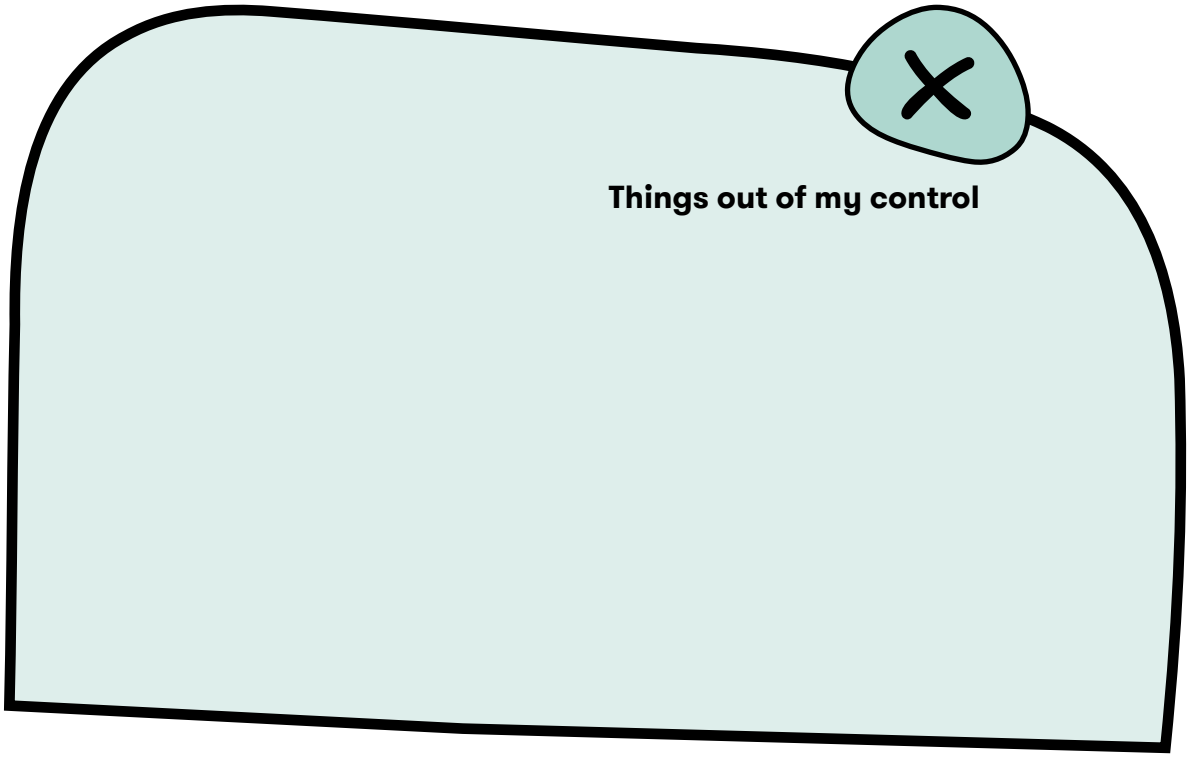
We suggest using the "A Tornado Just Blew Through" tool together with the "Building My House" tool to evoke the notion of rebuilding after the crisis.

Using the tool:

1. Ask the young person if she'd like to write a description of the crisis she just experienced as the tornado blew through her life.
2. Ask her to list some of the negative impacts she sees in the wake of the crisis (violence, breakups, threats, loss of bearings, loss of friends) on the illustrated wreckage.
3. Ask her to list some of the positive impacts she sees in the wake of the crisis (end of a toxic relationship, moving out, new awareness…) and write them on the positive illustrations (rainbow, sun, etc.)
4. Validate the fallout mentioned by the young person and the importance she places on those aspects. Suggest ways to think on this.






Things out of my control


Things I can control

Building My House

Purpose of the tool: To help the young person think of ways to "rebuild." For example: things she would like to do, people she might like to ask for help...

Help her envision the different steps to take to achieve her goals.



We suggest using the "Building My House" tool together with the "A Tornado Just Blew Through" tool to evoke the notion of rebuilding after the crisis.

This tool can also be used at other stages of the cycle.

Using the tool:

1. Using the illustrations of the different stages involved in building a house, talk with the young person about different solutions she envisions and the expected steps to reach them.
2. On the pictures of the phases involved in building a house, ask the young person to write the solutions and steps by order of execution, importance and what they represent.



Tool
To photocopy:
What I Am Aiming For

What I Am Aiming For

Purpose of the tool: From the elements revealed during the "Building My House" exercise, to help the young person define her objectives, list the steps to put in place, and see which conditions will be conducive to achieving her goals.

Using the tool:

1. Explain the "travel itinerary" analogy to the young person.
2. Ask her to write her objective in the "my destination" spot on the map.
3. On the first section of the map, ask her to write the different steps she wants to take to achieve her goal.
4. On the second section of the map, ask her to write the elements that are already in place in her life to achieve her goal.
5. On the other sections of the map, ask her to write the conditions that could help or hinder her progress toward her goals.

ANALOGY OF THE TRAVEL ITINERARY

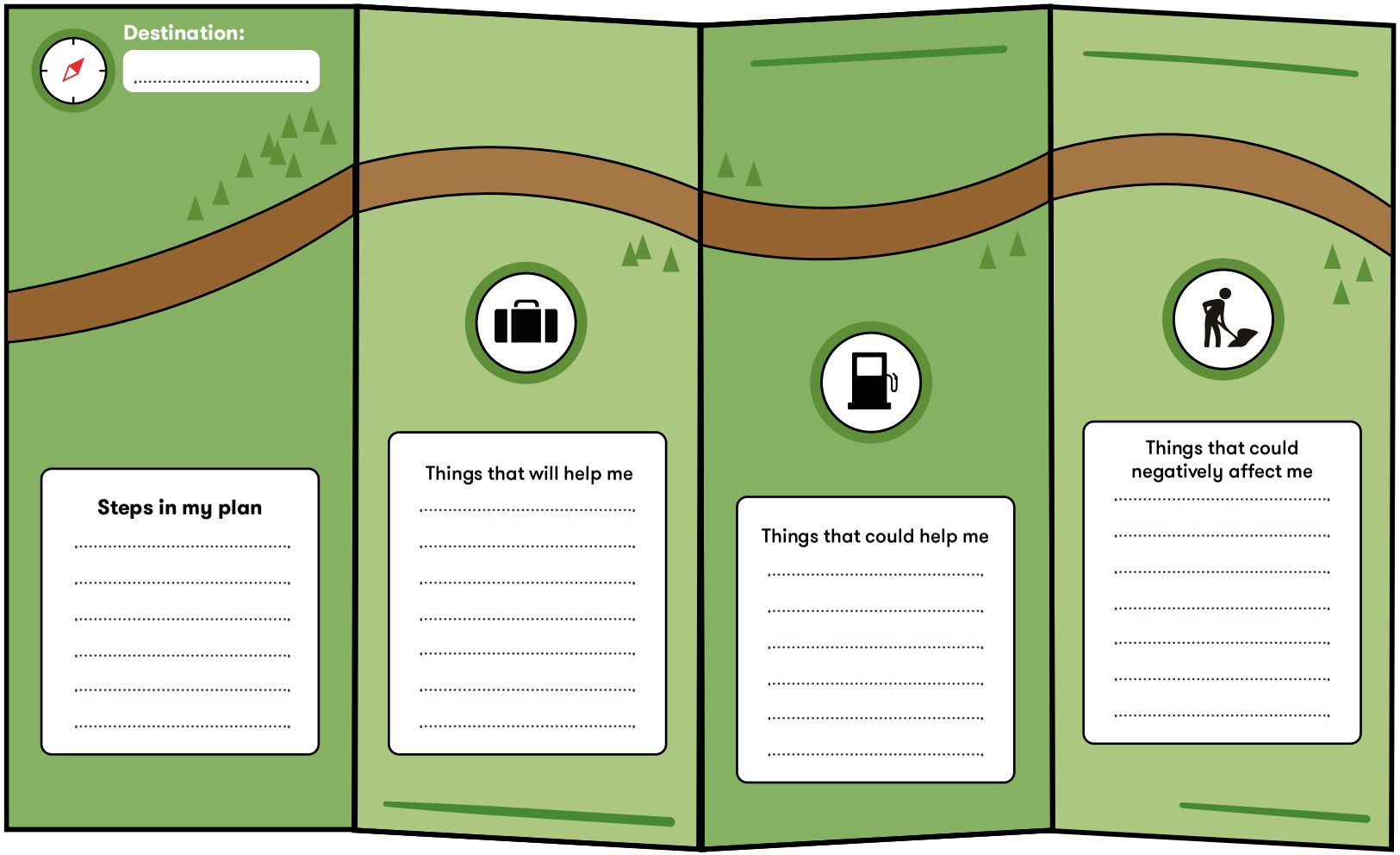
For some road trips, we take the time to look at a map and plan our itinerary toward our destination.

I would like us to do the same with your goals.

ANALOGY EXAMPLES

Destination: the goal
Co-pilots: resource people, allies, friends, family, caseworker, etc.
Suitcase, trunk, luggage: strengths, values and personal qualities.
Red lights, detours, flat tire, etc.: negative or detrimental factors (unhealthy relationship, drink or drugs, etc.)
Gas station, rest stop, etc.: positive or helpful factors (healthy relationship, stable parts of a routine, beneficial activity, etc.)

What I Am Aiming For



To photocopy

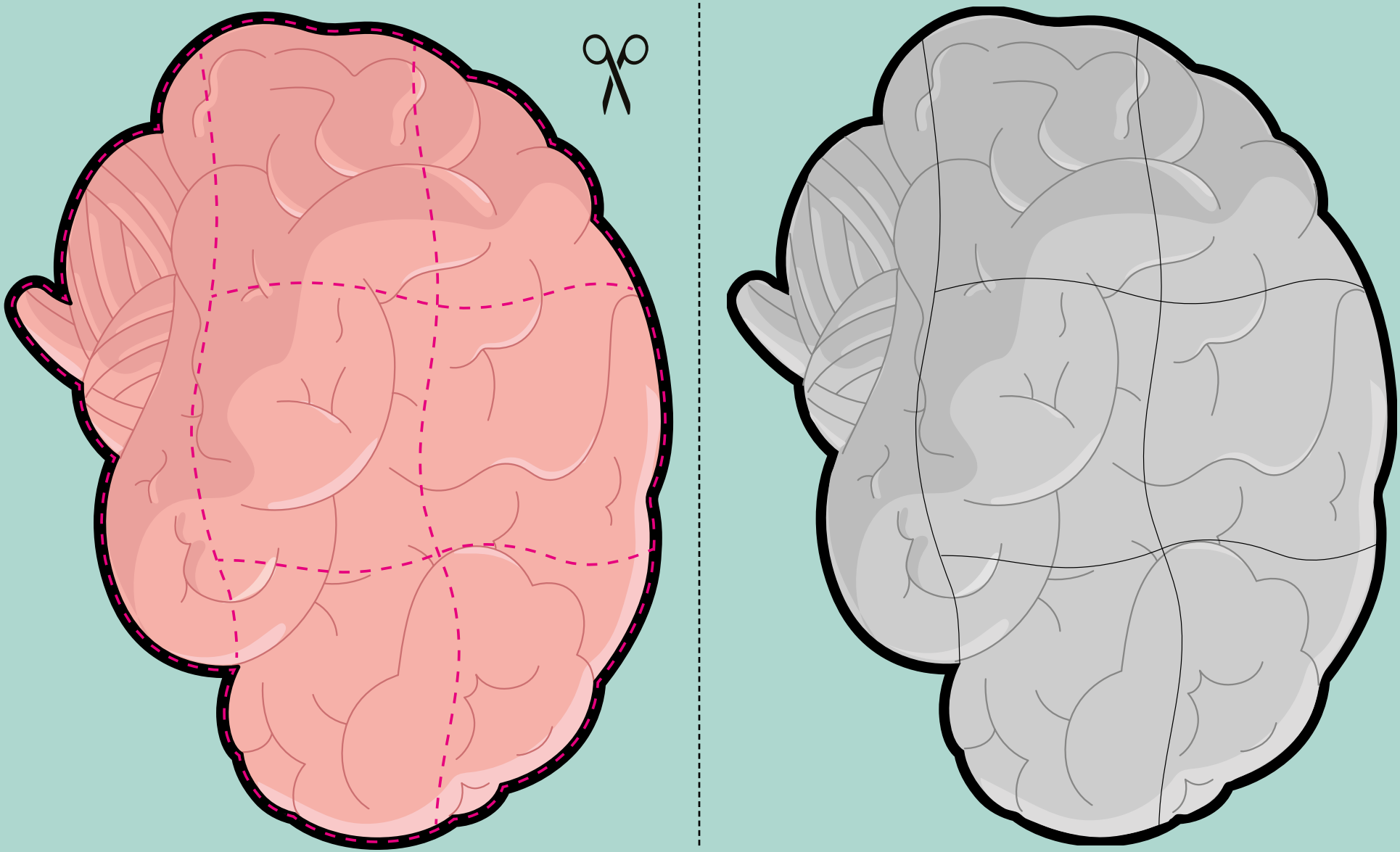
Tools
Board 9
cut pieces or print version

The Different Parts of My Mind

Purpose of the tool: To help the young person recognize beneficial or harmful thoughts about recent experiences or about herself. To help her find good thoughts to replace negative thinking and use them to feel better.

Using the tool:

1. On each part of the grey brain, ask the young person to write the thoughts that go through her head. The thoughts could be about her romantic or business relationship, the things she misses in her life, her worries, dreams and desires, perceptions of herself, etc.
2. Now, help her find replacement thoughts. Ask her to write them down on the pink brain parts.
3. Lastly, ask her to cover the grey parts (impulsive thoughts) with pink pieces (replacement thoughts).
4. Analyze the results of this exercise together.



Tool
To photocopy:
It Depends... and
My Batteries

It Depends on My Batteries

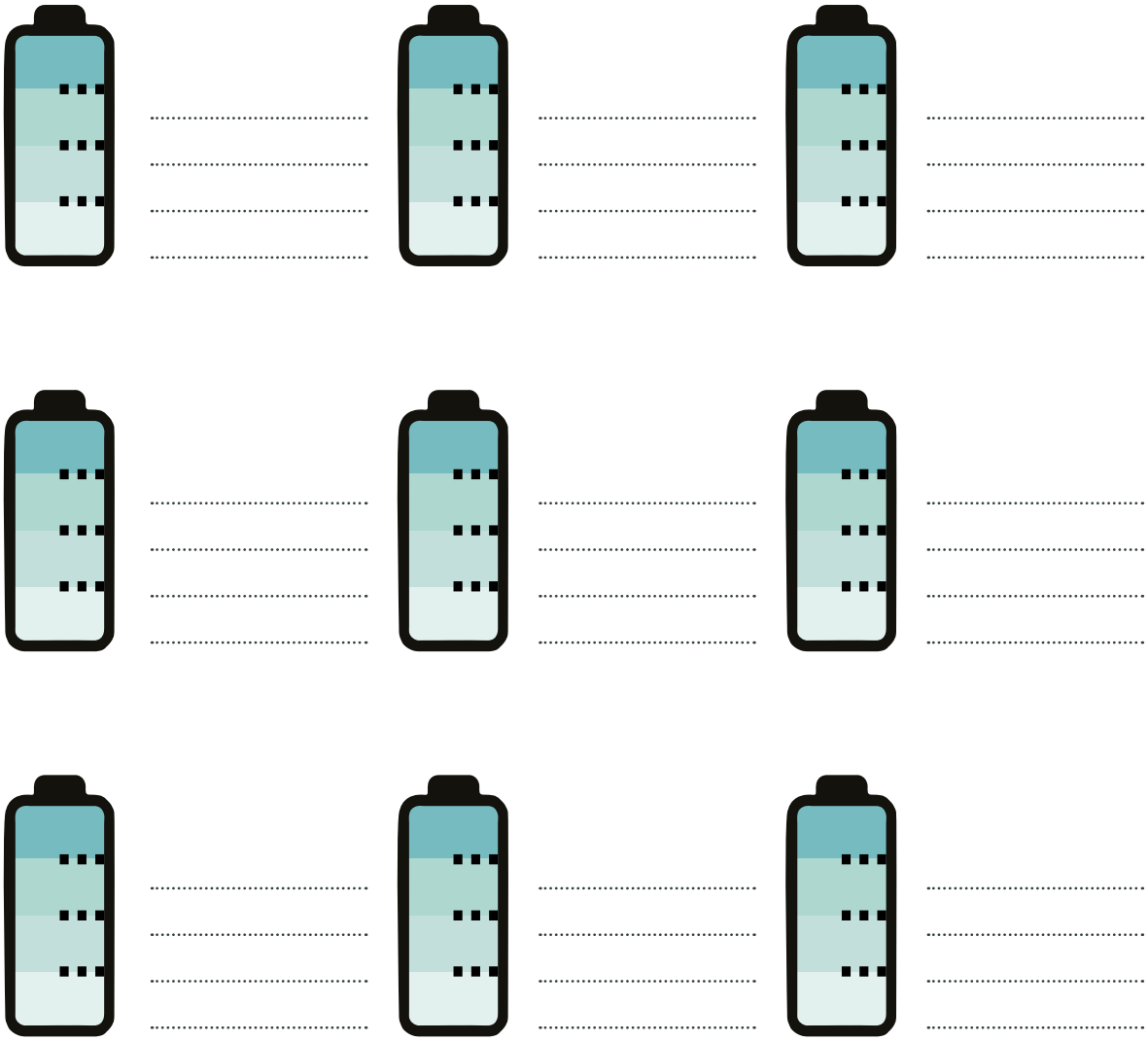
Purpose of the tool: To help the young person identify how some situations or interpersonal relationships impact her energy level or overall state of mind. The tool can also be used to help show how energy or overall state of mind can fluctuate during a particular event (e.g., running away from home, attending a party, etc.).

Using the tool:

1. For each battery in the "It Depends" tool, ask the young person to pick one particular interpersonal relationship or one situation.
2. Ask the young person to colour the batteries to show her energy level. Is a situation draining her energy or, conversely, replenishing it?
3. Ask the young person what she sees when she compares her energy levels in the relationships and situations she identified.
4. On the image of the charging phone (the "My Batteries" tool), ask her to write down different strategies she uses to revitalize herself. If need be, suggest positive strategies. Ask her to also name factors that drain her energy.

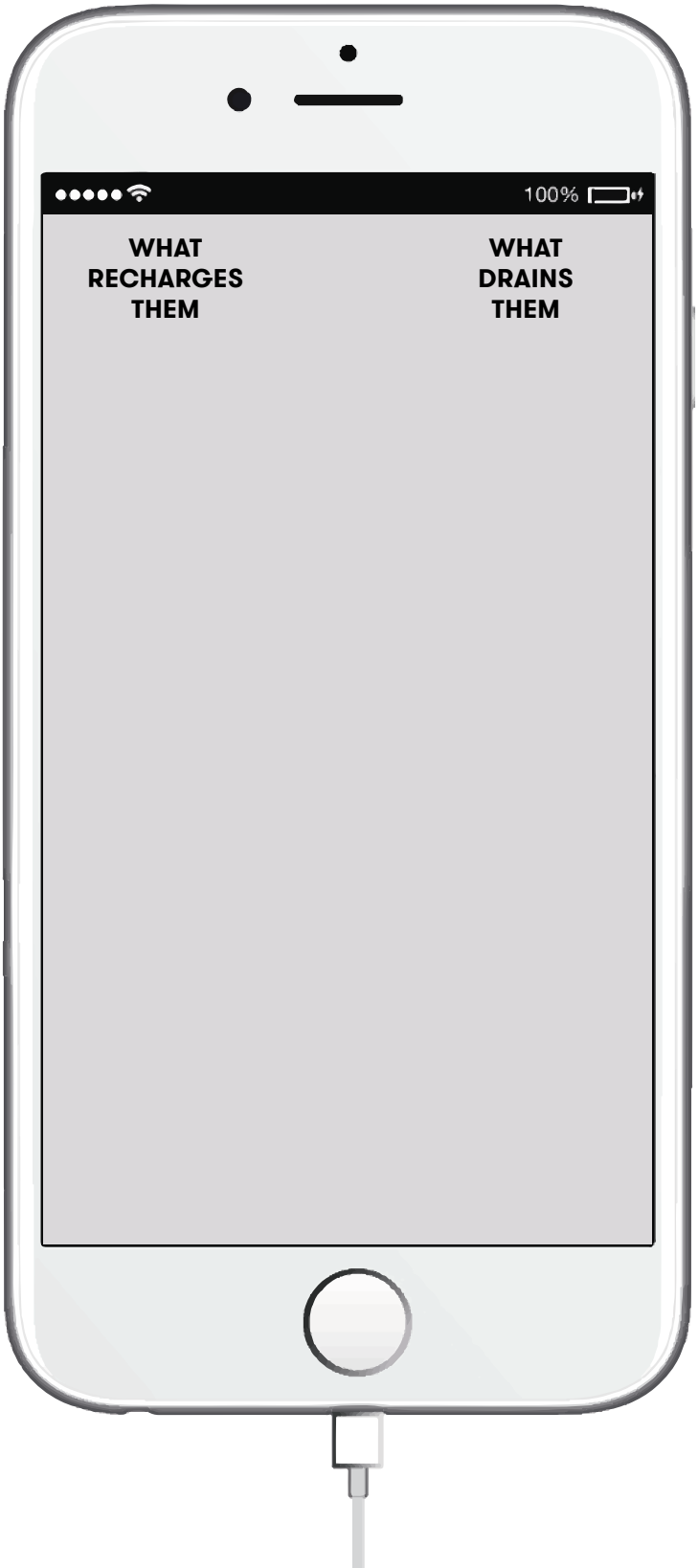
To photocopy

It Depends...



To photocopy

My Batteries



My Dilemma

Purpose of the tool: To help the young person think about and take a position on her dilemma, and to support her in the decision-making process.



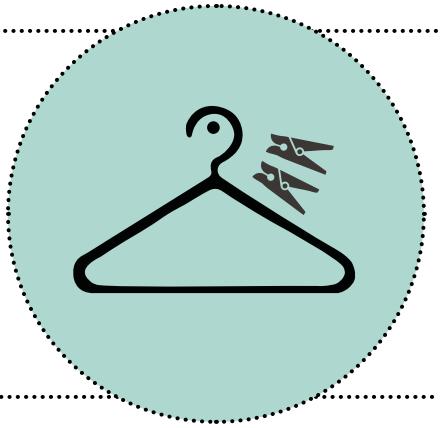
It is important to plan some preparation time to create your scale or to purchase one.

Using the tool:

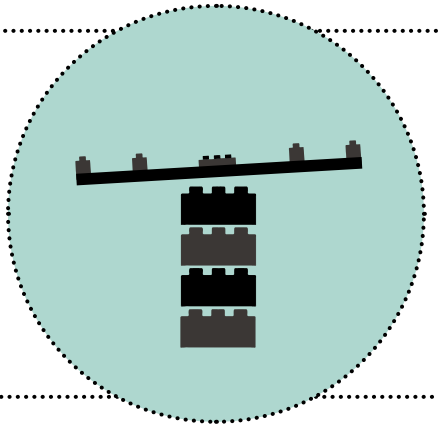
1. Ask the young person to talk freely about her dilemma.
2. Ask her to list the pros and cons of the dilemma.
3. Next, ask her to associate the pros and cons with the two sides of the scale.
4. Ask her to position the weights on each side of the scale to show that they are a pro or a con.
5. Ask what she sees, and discuss.

How to Make a Scale

- **Create a scale using a coat hanger, which you will hang from a nail on the wall.**
- Use clothes pegs as weights.



- **Create a scale using building blocks.**
- Use any small objects as weights.



- **Use a weighing scale.**
- Use small objects or pieces of cardboard as weights.







Stage 7

Transitioning Away or Exiting



Transitioning Away or Exiting

At this stage, the young person has usually reduced or even stopped the prostitution activities. In fact, she herself might have decided to leave the prostitution scene, or she might have been made to do so due to circumstances beyond her control – someone who forced her, placement in a foster home, etc. The reasons behind her exit can vary and be more or less the result of careful thought. It will influence her state of mind and needs at her therapy appointments.

When you observe a young person at this stage:

Intervention objectives

- Support the young person in her attempts to reinsert herself into society
- Strengthen the social bonds between her and the people in her life

Points to discuss

- Risky situations and self-evaluation of danger
- Adverse experiences
- Relationships between the young person and the people in her life

At this stage, it could be appropriate to reuse the "My Inner Voice" tool from the green section of this intervention program to help the young person work on recognizing inner signals and their meanings.

The tools in the Reflection and Dilemma section (Aquamarine) could also be useful, depending on what the young person needs.

At this stage, it can also be helpful to offer the parents a follow-up appointment to maintain the family support system. By the same token, it strengthens the parents' support for the young person.

Tool
Board 10
or print version

My Egg is Cooked

Purpose of the tool: To encourage the young person to think about and gain a clearer understanding of how she perceives risk.



This tool can also be used at other stages in the cycle.

Using the tool:

1. Ask the young person to pick a topic for discussion.
2. Discuss whichever aspects she chooses.
3. Validate her assertions and point out inconsistencies, if any.
4. Offer tips for self-protection and behaviours that are conducive to personal safety.

SUGGESTION

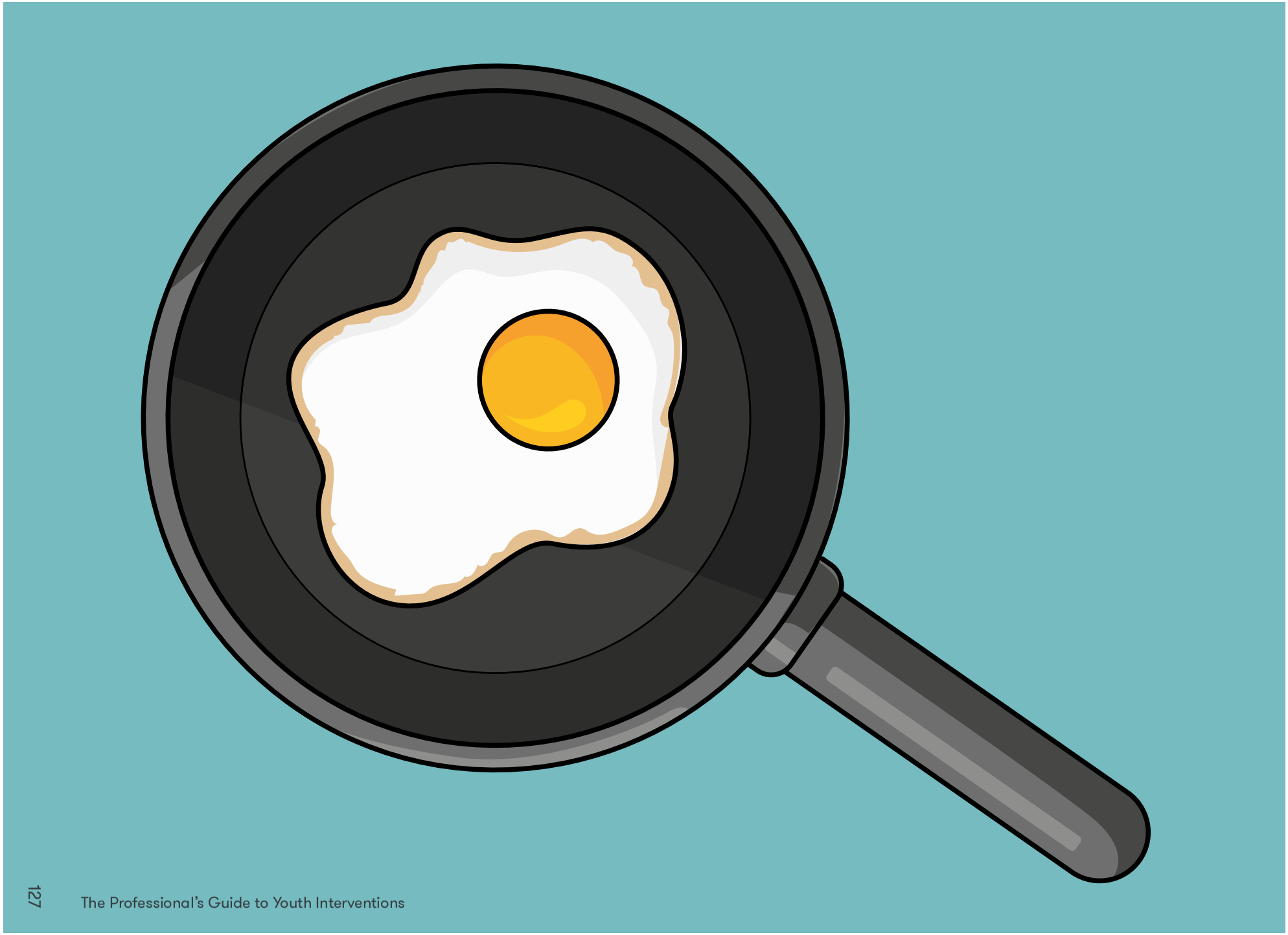
Suggestion explanation for the exercise:

"This egg represents your internal alarm system, which is in your head and your heart and helps alert you to a potentially dangerous situation.

We will choose a topic to discuss together. It could be about sexuality, romantic relationships, friendships, sports, drinking and drugs, etc.

In keeping with the topic we chose, let's talk about situations you think are safe and write them on the egg yolk, which is well protected against heat.

Then, on the egg white, write the situations you feel are less safe. The further you get from the yolk and closer to the edges of the egg, the more critical the situations become."



Positive Journaling

Purpose of the tool: Allow the young person to record their thoughts and feelings while paying particular attention to positive elements. This can be done in various ways, such as drawing or painting, making music or writing song lyrics, recording voice memos, creating positive social media posts, resharing inspiring content, etc.

Ultimate objective: Over time, to build up a positive journal filled with achievements and happy times in her life.



This tool can also be used at other stages in the cycle.

Using the tool:

1. Offer the young person a notebook or any other tool or accessory of their choice. If possible, allow them to choose from several options.
2. Encourage her to develop the habit of writing down her moods, along with drawings, doodles, even collages of images. Ask her to especially try to include positive things, good news, steps forward she has taken, etc.
3. Share different writing or creative prompts as needed to help guide the young person.
4. At points during the follow-up, ask the young person to share parts of her journal with you, if she wants to. Emphasize the positive elements she has written about.

FILLING THE JOURNAL

- Daily gratitude list: 5 things I'm grateful for
- Today was a good day because…
- 3 things I am proud to have accomplished
- 1 thing I achieved today
- Something nice someone said to me/about me today
- My strengths and qualities


My strengths
and qualities



Intervention - blue

Stage 8: Re-Entry and Resumption of Activities



Stage 8

Re-Entry and Resumption of Activities



Tool
Observation Tools:
Pink section of guide
Checking in with Yourself as a Professional:
Beige section of guide

Re-Entry and Resumption of Activities

At this stage, the young person is feeling euphoric about her relationships and the benefits of her lifestyle. Typically, she feels no need for therapy and is more interested in maintaining her newly regained place in life. As such, she may feel little motivation to attend appointments and show little interest in the clinical issues raised by the professional.

At this stage in the cycle, the therapy or bond must be maintained and the professional should find solutions to take the place of meetings if they become difficult to continue.

When you observe that a young person is at this stage:

Intervention objectives	• Maintain the therapeutic connection with the young person • Observe the stage in the sexual exploitation cycle where the young person has resumed activities • Time of reflection for the caseworker
Points to discuss	• Will vary with the stage in the sexual exploitation cycle at which the young person has resumed activities
Tools	• Observation tools to establish the appropriate intervention (pink section) • Checking in with Professional's Self-Evaluation (beige section)

At this stage, it can be appropriate to make a follow-up appointment with the parents to maintain the support system for the family and, by the same token, strengthen the family's support for the young person.



Professional's Self-Evaluation

Professional's Self-Evaluation

Tool
To photocopy:
Professional's Self-Evaluation

Professional's Self-Evaluation

When a young person is being sexually exploited, the professional faces a number of challenges on a clinical, personal and professional level. This tool will help put the issues into perspective and foster the professional's continued well-being.

This tool offers food for thought to help put these issues into perspective and promote the worker's well-being. The proposed solutions are only suggestions that may have a variable scope in relation to the solutions and practices implemented in your environment such as clinical support, supervision and intervision, advanced training, participation in clinical forums , brainstorming sessions with the team, etc.

A professional who has issues on a clinical, personal or professional level with regard to the therapeutic treatment of a young person should identify their own approaches to solutions in keeping with specific context and needs, and make use of the established practices in their workplace.

To photocopy

Professional's Self-Evaluation

For each of the following statements, indicate the extent to which you agree:

"I feel like I've lost the young person's trust."

Not at all ---------- Totally

"I'm angry at the young person for her lack of interest in the process."

Not at all ---------- Totally

"I feel like everything that's happening to the young person is my fault. I should have warned her."

Not at all ---------- Totally

"I'm not sufficiently equipped to help this young person."

Not at all ---------- Totally

"I'm feeling pressure from the parents."

Not at all ---------- Totally

"I feel powerless before the young person's parents."

Not at all ---------- Totally

"I feel like my work has all been for nothing."

Not at all ---------- Totally

"I get the feeling that I'm the only person working on this case. Where are the partners?!"

Not at all ---------- Totally

"I'm feeling jaded… I'm sick and tired of hearing about this situation."

Not at all ---------- Totally

"This case is hitting me hard, emotionally."

Not at all ---------- Totally

"When I see myself working with this young person, I don't even recognize myself."

Not at all ---------- Totally

To photocopy

ISSUES RAISED BY THE PROFESSIONAL	POSSIBLE SOLUTION	
"I feel like I've lost the young person's trust."	• Is it possible that the young person is distancing herself from everyone around her because she's in the honeymoon stage? • It is possible that the young person doesn't trust any adult in her life, because that's what her new friends are telling her?	• Would it be helpful to explore the young person's mistrust and invite them to reflect together on ways to work collaboratively? • Would it be helpful to reflect on the level of trust placed in the young person and the impact this may have on the trust they place in us in return?
"I'm angry at the young person for her lack of interest in the process."	• Would it be helpful to identify the interventions that have been effective throughout the support process and draw inspiration from them?	• Ask yourself who is doing the work during the appointments?Is the young person the one asking for help or am I wishing she would accept the help she needs?
"I feel like everything that's happening to the young person is my fault. I should have warned her."	• Is it possible that some of the conditions in the young person's life were not optimal for prevention? • Is it possible that nobody could have foreseen that this might happen? • Is it possible that the young person is looking for excitement and thinks that sexual exploitation is how she'll find it?	• Would it be helpful to review the interventions that have been implemented to support the young person and consider them in light of the decisions the young person made afterward?

ISSUES RAISED BY THE PROFESSIONAL	POSSIBLE SOLUTION	
"I'm feeling pressure from the parents."	• Is it possible that the parents are turning to me because they appreciate the work I have been doing with their child? • Is it possible that some of the parents' distress is not my fault and that I am entitled to set limits?	• Would it be helpful to explore the support that parents and the young person's circle are able to provide in order to share responsibilities between them and the practitioner?
"I'm not sufficiently equipped to help this young person."	• Is it possible that supporting this young person does not necessarily mean extricating her from her situation? • Is it possible that conditions in the young person's life are not conducive to a support program?	• Is it possible that persistence or engagement from the young person in the therapy shows that she is getting some benefit from it?
"I feel powerless before the young person's parents."	• Is it possible that what the parents need most is for me to listen?	• Is it possible that some of the parents' distress is not my fault and that I'm entitled to set limits?
"I feel like my work has all been for nothing."	• Is it possible that although I have the feeling that I'm not achieving anything concrete, my work is still useful?	• Would it be helpful to ask the young person directly what they are getting out of the support process?

To photocopy

ISSUES RAISED BY THE PROFESSIONAL	POSSIBLE SOLUTION	
"I get the feeling that I'm the only person working on this case. Where are the partners?!"	• Is it possible that several players are engaged in the process but not in a sufficiently concerted fashion? • Is it possible that the partners do not have a complete picture of the young person's needs?	• Would it be helpful to create a list of potential partners in my region and contact them to better understand each organization's mandate? • Would it be helpful to make a list of my existing partners and reconnect with them to revive collaborative efforts?
"I'm feeling jaded... I'm sick and tired of hearing about this situation."	• What is making me feel this way? • It is possible that this case is affecting me too much?	• Is it possible that I put too much into this case and drained my reserves?
"This case is hitting me hard, emotionally."	• What is making me feel this way? • Is it possible that I've invested too much of myself into this young person?	• Is it possible that I put too much into this case and drained my reserves?
"When I see myself working with this young person, I don't even recognize myself."	• What is making me feel this way? • Is it possible that I've invested too much of myself into this young person? • Is it possible that this young person brings up feelings in me that I've never felt for a client before?	• Is it possible that I put too much into this case and drained my reserves?

To photocopy

ISSUES RAISED BY THE PROFESSIONAL	POSSIBLE SOLUTION
Other thoughts I have	• What reflections related to this thought might be helpful?
Other thoughts I have	• What reflections related to this thought might be helpful?



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Sources page 10 to 13:

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