

Preuve et attestation de développement professionnel

Sexto response kit 1 - Explorateur



Description:

For legal reasons, the use of the SEXTO kit is reserved exclusively for Quebec's education sector personnel. In addition, its use must be the subject of a prior agreement between the police force that serves the territory where the school is located and the Director of Criminal and Penal Prosecutions (DCPP). Please note that an attestation badge will only be attributed to personnel at education institutions in a territory where such an agreement has been concluded. Before completing the training program, it is therefore recommended that you validate this information with your superiors or your police force. This training program is designed to equip education sector personnel to act quickly and efficiently with the students in their institution who are involved in a sexting situation. Sexting among teenagers can be defined as the shared production, distribution, and redistribution of sexual content (photos, videos, etc.) via information and communication technologies. At the end of the Explorer level of this training program, you will be able to understand the phenomenon and guide those involved in the management of cases that could be brought to their attention through an intervention tool, namely the Sexto kit. At the Architect level, through interactive organized activities, you will be presented with three fictional cases of sexting in order to consolidate new learning and validate your interventions. The creation of the Sexto kit was made possible thanks to the collaboration of the City of Saint-Jérôme (Quebec), the Director of Criminal and Penal Prosecutions (DCPP), the Canadian Centre for Child Protection, the Crime Victims Assistance Centre (CAVAC), Commission scolaire de la Rivière-du-Nord, and Académie Lafontaine. The Sexto Kit training program was developed by CADRE21 and carried out thanks to the participation of Fédération des établissements d'enseignements privés (FEEP) and funding from the ministère de l'Éducation et de l'enseignement supérieur (Quebec ministry of education and higher education, or MÉES).

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Question 1 - What have I learned from the Sexto intervention method?

That it is a very successful method that involves different members of the community (police, high school personnel, members of judicial community) to support students and parents when it comes to sexting interventions.

That we must be trained before using the kit.

That the procedures are very clear as to what my role is and that the kit is complete and easy to follow in terms of the actions I will take and the context in which I take them.

That 80% of the cases where Sexto interventions are used are considered impulsive and 20% are considered malicious and that these two circumstances are handled differently. In either situation, the police are notified but at different times in the intervention process.

That the follow up/consequences of a sexting incident the majority of times will result in an education meeting between police, students, and parent, but it may also lead to a criminal investigation.

Question 2 - What will this training change in my future interventions?

It gives me very clear guidelines and procedures to follow. This will make my interventions more accurate and helpful in the long run. It also allows me to show support to my students and to feel supported at the same time.

My interventions will now be guided by 4 elements - trigger (context of the events), nature (degree of sexual explicitness), intentions (of those involved), extent (of the dissemination of images).

I will follow the checklist carefully while intervening. I will phone the police (at the appropriate moment depending on the circumstances), the DYP, and parents of those involved to inform them.

I will confiscate phones as prescribed in the kit.

Question 3 - What will be my focus with the students when I have to intervene?

Supporting the students involved, without judgement, while going over the steps according to the kit.

To use the kit to determine the actions that I should take.

To inform their parents and to support and provide resources for them as well.