

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?

I knew quite a bit about the procedure before the training because I have witnessed some of my colleagues completing the procedure. However, the training gave me a better insight as to what the steps were, and why we are doing it in this way. Also, I was happy to learn that one of the goals of the procedure is to secure the integrity of the students, as they sometimes make very impulsive decisions without realizing the real life consequences of these decisions. Finally, being a part of a professional order, I found it interesting that the instruction is to follow my code of Ethics. This was one of my questions before the training, and I am happy to hear that this was considered.

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

This training won't change a lot in my practices, other than I will now be equipped to complete the kit. In the past, when I would suspect or get news of these types of actions, I would call on my colleagues who are trained. I now have a better understanding of how to complete it, and will be able to do so on my own. I will also be more on the lookout to evaluate whether it seems to be an impulsive vs malicious act. In the past, I did not realize that these two acts were to be treated differently. Therefore, moving forward, I will now be more aware and know to evaluate this aspect closer.

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

My focus will be to try to preserve their dignity and to treat the situation in very delicate matter. These types of situations can have big ramifications on their day to day lives and their reputations at school and with their families. Also, I will be sure to not asking leading questions that may contaminate the investigation later for the police. It will be important to just collect facts and follow the kit and answer the specific questions from the kit. Finally, I will try to reassure the students that the police will try to process this all as quickly as possible. Teenagers are not very keen to give up their phones, and I can imagine that it is not easy for them to just hand over their phone.