

Preuve et attestation de développement professionnel

Sexto response kit 2 – Architecte



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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Date d'obtention : 2021-03-06 15:37:36

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Question 1 - How can I summarize the steps of the Sexto method?

The first step is to meet with the person who reported and with the victim (not the instigator yet.) The way to do this is to talk with the victim and other youths who may be involved. During this meeting, it is important to reassure the victims and help them to feel like they are part of the solution.

The second step is to evaluate the incident. This is done by asking questions WITHOUT judging the situation. It is important to be reassuring and comforting while evaluating the situation. While evaluating the incident, it is important to investigate the following information: the trigger, the intention, the nature and the extent.

The third step is to verify the information received in steps 1 and 2. In order to do this, you need to begin by finding out if other people are aware of the situation or are involved in any way. Then, verify the information with other people who are involved or people who were witnesses (if there are any.) Once the people involved are identified the next step is to speak with all of them separately and individually. During this process, you must ensure confidentiality and ask the youths involved not to discuss the situation with other people.

Once this is done, before moving onto the next step you must evaluate the situation in order to determine what the next step of the intervention is and if the situation is a malicious act. If you believe that it is a malicious act, you do not continue to step 4 and you do not complete the evaluation grid. Instead, you must contact the police, explain your intervention to the youth who committed the act and properly confiscate their cellphone or device if you believe there is child pornography in it. It is important to not look at the contents of the phone. Confiscate the device and put it into the bag provided with the kit.

If you do not believe that it is a malicious act, then you can move onto step 4.

The fourth step is to now meet with the instigator. You must discuss the situation with him in order to get their side of the event. While doing this, always protect the confidentiality of other people involved. It is also recommended to contact the police department once the intervention is complete. Depending on your establishment's guidelines, it could also be recommended to contact parents and inform DYP of the situation.

Question 2 - What have I learned from the three situations presented?

The three situations helped me learn because they helped me to see if I would be prepared to deal with these situations in real life. I learnt how important it is to use the evaluation grid and follow the steps.

In the situation number 2, I learnt that even if the bikini photo is not considered child pornography, we must still use the evaluation grid in these types of scenarios. In this situation, at first, I was not sure whether we needed to continue the intervention or not, but I then learnt that even if it is not a child pornography situation, it is still important to continue the grid and talk to both people involved in order to verify the information and to determine what step needs to be taken next.

In case number 3, I learnt that even if it is a repeated offense, it is important to still complete the evaluation grid with the youths involved before confiscating a device and contacting the police department. This taught me that it is important to evaluate the information and get the details of the situation from everyone involved and get each version of the situation before proceeding, this also helps to evaluate how to proceed with the intervention next.

Question 3 - Which step do I find the most delicate when applying the Sexto method?

The part I find the most delicate with this process would be having to deal with malicious acts. Because the protocol is different and this kind of situation is handled more firmly with the police, I find it delicate because it is important to be following the steps correctly and handle the situation professionally.

In terms of the steps on the checklist, the one that I find the most delicate is step 4, talking with the young instigator. This step is delicate because it requires talking with the person who committed the act. During this step, I believe that it can be delicate because you must remain non-judgmental and protect the students who gave you the information. I think that questions asked and information given during this step can be delicate because it may be difficult to hear and discuss as well. Step 1, discussing with the victim, may also be difficult because of the same reason, it can be hard to hear some of the information we might be given, but it is extremely important.