

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

The first step is to receive the information and consider if Sexto's trousse can be applied. If the incident is brought by an adult, I need to refer the adult to the police.

Step one is to meet with the author of the report (if it's not the victim), and fill the evaluation grid.

Step two is to verify the information with the victim and fill the evaluation grid.

Step three : If from the information I received, this looks like an impulsive act, I will meet with the perpetrator and verify his version of the facts. I can then close the file, provide the information to the police so that they can meet with the concerned students.

If I consider that this looks like a malicious act, I will close the folder, meet the perpetrator to explain the situation and seize his device. Then, I will contact the police for them to continue the process with the students.

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

It allowed me to understand where and when the sexto process can be applied.

The incident has to be reported by a student from the school, not an adult.

It is important not to fill the grid with the perpetrator if the act is suspected to be malicious.

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

The most delicate part to me is to determine if the act is malicious or impulsive. We have to rely on both versions and sometimes, students will have totally different versions. Some situations can be harder to intervene when there is presence of two or more versions of the facts.