

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?

I would summarize the sexto method steps as the following :

Step 1 : Would be speaking with the person who is coming forward with the information and the person who is being victimized in the situation . The number one priority in this step would be listening empathetically without judgement while assuring the students that they are supported and helping in the solution of this issue.

Step 2 :

Evaluation of the situation with the grid provided in the kit.

We would use the grid to evaluate what triggered the incident , Who exactly took the photo/video , Where were they taken ? The grid would help us evaluate the nature of the photos , What was the victim wearing ? Was there a sexual act being performed ?

The intentions of the person who is possessing the photos ex: Spreading pictures out of anger and the Extent. How far did the spreading of the photo go ? On what platforms ? Did this take place at school ? Finally , the type of involvement the author of the report has.

Step 3 :

Verification of the information.

Here is where you would meet / interview all people who were allegedly involved in the incident including the victim and potentially the instigator.

Each person will be interviewed one at a time and each will have their own evaluation grid performed . During this process it will be crucial to make the students aware of how protecting the privacy of the victim / people involved are , discouraging them from discussing the incident with anyone else.

The reason this step may exclude meeting with the instigator would be if by the information gathered , we have reason to believe the activities the instigator may be involved in are considered malicious / criminal . The evaluation grid would not be performed and the police would be contacted immediately . The cell phone of the instigator would need to be confiscated if there is reason to believe the person is in possession or may be distributing child pornography. We need to keep certain things in mind when deciding if the act is malicious or impulsive . How old are the students ? Does the instigator have a criminal record ? What type of act was being committed

Step 4: If the steps taken in step 3 allow , Step 4 is speaking with the instigator.

If the information you received does not lead you to believe that the instigator was taking part of acts deemed malicious or criminal , this step would be when you get the instigators version of events.

As with the other steps , one of the most crucial parts will be protecting the students who came forward to inform us of the situation. Now we would be able to add the information to what we already gathered to paint a clear picture of whether or not the activities were of a malicious or impulsive act. The parents of all students involved would need to be called to explain further proceedings , explaining of the situation and the response protocol and the next steps in the situation.

If the Act is deemed impulsive. The evaluation grid would need to be completed , the DPJ would need to be contacted and the police department would need to be contacted to assure no regulatory violations.

If the act is deemed malicious the police and DPJ would need to be contacted as quickly as possible .

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

Situation 1 : The first presentation I was able to learn that even friends of victims can have an important role in protecting their friends from potentially harmful situations. In the case presented , Meghan was the one who sent a picture of her self and confided in Cassandra . Cassandra was the one who brought it to the attention of the intervener. In this case Cassandra would be the be the first person to have the evaluation completed with them. Where I really learned something was what would happen if the victim did not want to collaborate after her friend met with the intervener. There was a small part of me that assumed that without collaboration from the victim themselves the intervention would be placed on hold. This is not the case. The intervener would need to hand the case over to the police . I was also able to see from the case what happens when malice is seemingly not presented after meeting with all parties and the instigator.

Situation 2: The victim was the one who approached the Intervener. The evaluation grid must be completed with her first . This

was the example where Meghan said the picture she shared with her boyfriend was a picture of herself in a bikini , even though this is not child pornography you would still need to validate the information you received with the boyfriend. If that information checks out , only then could you close the case.

We also are able to see what steps to take when a underage student sends pictures to a individual over the age of 18 . A evaluation grid must be completed , cell phone confiscated and police must be notified.

Situation 3 :

We learn :

- How to deal with a situation where a parent is involved in the signaling of a concern when there does not appear to have any repercussions on the school(refer parent to the police department) .
- How to deal with a situation where a malicious act has occurred and several people are now involved with the distributing of child pornography .

- Each person who told the victim they received the comprising photo/video will need to have the evaluation grid started with them . This way the intervener will be able to verify all information given by the victim before meeting with the instigator and confiscating their cell phone.

There was enough information given for the act to be considered malicious . Cell phone confiscation will prevent any further circulation from happening.

- What to do when and if the media would ask an intervener for a interview or their version of events. An intervener is prohibited from speaking about any information regarding a sexto protocol intervention.

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

I personally find several steps delicate .

Step one you have to be so careful when listening to the young person . If the person does not feel comfortable and confident that you will not judge them on the situation , they may not be honest or talk about the things that they are worried about.

Step three and four are very crucial , you need to use not only your judgment but evaluate all the information you received before meeting (or not) with the instigator. If an error in judgment is made and you do not inform the police quickly enough , the instigator could further hurt the victim .