

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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Badge attribué à : msrubenstein

<https://www.cadre21.org/membres/msrubenstein-vanguardquebec-qc-ca>

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

The way I would summarize the steps of the Sexto method, is that it begins through an evaluation in which the victims, or the author of the report feel supported, while being able to provide important information. Once the reporter and victim have been met, an evaluation takes place with the evaluation grid. This information is verified by speaking to witnesses and corroborating the information provided, also using an evaluation grid. The people who are met with are asked to not speak about the incident in order to respect the privacy of the victim. At this point it needs to be determined whether or not the activities could have been malicious. If not, the instigator should be met in order to obtain his or her version of events and an evaluation grid is filled in in order to clarify and corroborate information. If it is still believed not to be malicious, the phone can be confiscated in a safe manner (preferably turned off) in order to ensure the images don't get disseminated. The police department should be contacted for an appropriate follow up, and education. They can return the phone of the instigator. If it is believed to be a malicious act, the instigator should be met with to explain next steps, his or her phone confiscated, and the police called immediately. DYP should also be informed regardless of whether the act was malicious or impulsive.

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

I learned that the most important thing is to ensure that all information is gathered and that all the people involved are met with, using the evaluation grid when the act appears not to be malicious. In the first situation, I learned that at any point, if either the victim or the young instigator becomes uncooperative, it is important to inform the police of the situation. In the second case, I learned that even if it would appear that a photo is not of a criminal nature, it is important to still talk to the young instigator, in order to corroborate that information. It is always good to double check! Additionally, once the case is handed to the police, we cannot investigate further on their behalf, as we are not agents of the police. In the third case, I learned that we cannot act using the sexto kit based on parental concerns if there is no impact on the school environment. That being said, if the student comes to speak to us, we can then use the evaluation grid to take action.

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

I find the step that will be the most delicate is the confiscation of the phones, as teenagers are very attached to their devices and may be quite resistant to the idea of us taking them, without knowing when they would be returned. Even some parents might be upset with this step, despite it being for student safety, especially if it is near the end of the day. They may be concerned that the phone will not be returned that same day, and want their child to have it while on transportation. That being said, this step is vital as it enables us to ensure the dissemination of sensitive materials does not go any further.