

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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<https://www.cadre21.org/membres/d1c4e980183bfb5d05f4a2ec>

Date d'obtention : 2023-11-30 19:16:17

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

In summary, the steps of the Sexto method are designed to help the intervener develop a clear understanding of each case, gather details and information to direct the intervention, maintain the protection and wellbeing of students involved and to ensure that the intervener does not take any steps that might interfere or compromise police interventions. This is all very important in helping to guide and support students through every stage of a complaints process that is safe and assures their wellbeing and privacy.

By completing a grid with the involved parties, the intervener can offer a supportive and non-judgemental environment for students to disclose information, while making sure that they are able to gather all necessary information. An important element of this grid is that it guides the intervener in making sure they collect all necessary information from all people involved. This step also helps ensure that in cases of malice and intimidation that the police can be informed as quickly and concisely as possible.

The SEXTO method provides interveners with the necessary tools to confiscate cell phones, to prevent future distribution of content that might cause further emotional and psychological damage to students. This is also an extremely important step in preserving content that would be essential to a police force investigation or intervention. By following the SEXTO method, interveners can also assure that any confiscated phones or laptops are stored securely and cannot be accessed by anyone other than the police force.

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

The three situations presented were all very comprehensive and educational in understanding different scenarios that require the SEXTO method. What I found most helpful was developing a better understanding of what situations require earlier police force intervention and situations where the intervener should direct individuals directly to the police force to file a complaint (Nicolas' father). This was essential in understanding what steps a school intervener can best help with and which steps are not a part of their role to investigate.

I found the situation involving 4 students within the same school as particularly eye-opening as this is a situation that must happen often once photos or videos are circulated amongst students. It was important to understand that the intervener is responsible for talking and meeting with all individuals involved, who took the photo, who shared the photo and even who has direct knowledge of and seen the photo. This is so important in order to corroborate all the details of an incident, and to ensure that no relevant information has been missed.

Also demonstrated throughout the situations, I also found it beneficial to know scenarios where the intervener can inform a police officer when they cannot help with the SEXTO process (example of being asked to act on behalf of the police force).

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

One of the most delicate aspects of the SEXTO method involves the initial steps in the process when it comes to corroborating accounts of what has taken place and who is involved. As a school counsellor, I understand how delicate it can be to approach students and teenagers during sensitive situations, especially when there is a possibility that the matter will have to be referred to the police at some point. This is particularly relevant to situations where students might be un-cooperative or hesitant to work with the intervener.

Although creating a sense of security and assuring that students do not feel judged is a delicate process, what I like about the SEXTO method is that it creates a very positive working alliance between the intervener and the police force. For students who might be unsure or worried about police involvement, through Projet Sexto the intervener can help prepare students for steps that will involve the police and help in the secure process of referring a student and their case outside of the school and to the necessary police officials.