

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?

1. Quickly gather information in a respectful, solution-oriented manner. Begin with the author of the report and then, when dealing with cases of impulsive actions, speak to the victim and other students involved, each in a separate meeting. When speaking with the victim, ensure to support their self-esteem and encourage a support network.
2. In each meeting, evaluate the incident by using the Incident Evaluation Grid. Verbally gather all information and confiscate devices that you suspect store child pornography. Use a non-judgemental approach.
3. Verify information and reinforce the importance of privacy.
 - a. Ensure that the information gathered does not indicate that the incident involved malice. If malice is suspected, contact the police and confiscate the device of the instigator but do not completed an Incident Evaluation Grid.
4. If it is an impulsive act, meet with the instigator. Reassess intention for maliciousness.

When possible: contact the parents of all students involved to explain the situation and describe the protocol. Consider throughout the process: your institutions policies and rules, always work towards supporting the physical and psychological integrity of youth.

5. Once your intervention is complete: inform the relevant police response officer or police educational relations officer. Often, a Sexto education meeting is the non-judicial measure applied by police for most first offenses involving impulsive acts.
6. Inform DYP

4. If it is a malicious act, consult your police department as quickly as possible. Discuss with them when and how to inform the instigator's parents and other involved parties.
5. Inform DYP

In all cases, never: speak to the media, view the photos or videos.

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

One thing the situations made obvious was how important it is to follow the Sexto protocol as it is intended, and to methodically collect all relevant information when appropriate. When reading the situations I noticed that at times the actions described could trigger emotional reactions, but that the Sexto protocol's structure kept returning my decision making to the rational process. For example, in Case 3 although a concerned parent from the school community came to speak to a school worker, because the case did not initially involve repercussions for a student or the school community, it was not appropriate to apply the Sexto protocol. Although I know this, there have been times when a parent who is highly concerned can make a school employee feel like they must take action, but it is not always appropriate and at times instead a matter for the police. This case was also interesting because it potentially involved a student with repeated impulsive behavior, but by completing the Incident Evaluation Grid it was learned that there was not a new school incident, but an old incident that was resurfacing. Once again, this highlights how cases of sexting can trigger emotional responses from school employees, for example, assumptions and fear about repeated occurrences. This was also evident in Case 1, where the first person the intervener must speak to is the author of the report, and not the victim; some interveners may feel compelled to first speak to the victim, however, this would be an emotional reaction and not appropriate protocol. This is why the structure of the Sexto protocol is so important as it reduces error caused by human bias or emotional responses. Case 2 was an interesting example of how the protocol can be applied to situations that do not involve child pornography, in part because an Incident Evaluation Grid has to be completed to determine if child pornography is not present, and in part to protect the physical and psychological integrity of the student.

A second thing I learned from the situations is how to navigate a non-collaborative youthful party. It was interesting in Case 1 how the non-collaborative party was the young person who sent the intimate photo, and how the police must still act as there are impacts for all young people involved. I think once again the strength of the Sexto protocol is how structured it is, and that a non-collaborative youth can be informed about the protocol and easily explained the responsibilities of interveners working with youth.

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

From past experiences, I think the step I find most delicate is speaking to the young victim when they are non-collaborative. As described in the training, there are so many negative effects to sexting that I think many victims feel too much shame to talk about the incident, and they may fear the situation will worsen if they seek help from an adult. The Sexto method deals with emergencies and thus action must be quick, but it is just as important to set a warm tone when evaluating incidents, in my opinion especially with the victim. The suggestions in the Sexto training are helpful to help with this step: use a comforting tone, avoid judgements, and ask questions to gather information while protecting the integrity of the young people. The best practice

suggestions are also helpful in thinking about how I would navigate this step, such as encouraging the victim to adopt a positive attitude and distinguishing between a error in judgment versus a character flaw.

I think similarly, another delicate moment for me would involve responding to malicious acts due to the importance of not interfering with police processes. The school role is to explain the next steps to malicious instigators and confiscate their devices, but not complete an Incident Evaluation Grid with them. This moment seems important and delicate to me because although the dissemination of images is no longer possible from instigator's device, I worry about the instigator perpetuating other actions out of anger. However, on reflection, this underscores the importance of having the meeting with the instigator to explain that next steps will involve the police force who will continue the investigation, which should deter further maliciousness.