

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/217b6714b0d749ef787a3b63>

Date d'obtention : 2024-01-23 16:38:56

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

To start, the Sexto protocol can only be implemented when students directly come to the school intervenor. If a police officer, or parent come to the intervenor, the protocol can not be started, and they should be referred elsewhere.

If a student comes to the intervenor, there are many steps.

The first is to talk to the author of the report. This is a crucial part of the process. The young person needs to feel heard, and supported, as opposed to judged or incriminated. If it is decided that the protocol should be started, the intervenor fills out the evaluation grid. This grid helps the intervenor determine what the intentions may have been in the situation, as well as the extent that this information/photos have been spread to other people.

The next step is to verify the information. The intervenor will meet with all other young people named as witnesses, and the evaluation grid is filled out from there.

Finally, the intervenor makes a choice whether the act was impulsive or malicious.

If impulsive, the intervenor can then meet with the instigator and an evaluation grid can be filled out. In this process, all devices that may contain images must be confiscated, turned off. The intervenor must not look at the photos, and may not ask for any passwords. Devices should be placed in sealed bags

If it is deemed the act may have been malicious, the intervenor must meet with the instigator and confiscate their device, however they are not to question the instigator or fill out the evaluation grid.

Finally, the intervenor must call the police department. In cases of impulsivity, the police department will host an education meeting with the young person and their parent(s). In cases of malice, the police department will decide how best to proceed.

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

I have learned clear examples of when the protocol can be implemented and when it can not.

I have also learned that if the instigator or the victims do not agree or are resistant to the process, that the step to follow is to contact the police department directly. I was curious about this, because I could see this being the case in certain situations.

I have also learned the importance of taking time to interview all youth who have been sent or witnessed the event. I am curious how this would work if the content had been broadcast widely to a large audience, or how to intervene in cases where it may have been posted on a social media site where you don't always know who has seen the image.

I also learned the order of operations (who to speak to and in what order) when applying the protocol.

Finally, I learned a few situations where the protocol can not be used (ex. a parent coming forward, a police officer asking the intervenor to interview a student).

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

I think the original discussion with the students involved whether victim or instigator are the most important. Many youth will feel very embarrassed at first discussing these types of things with an adult. I could see them being hesitant to share fully because of fear of getting in trouble. I think as an intervenor, it is important to remain supportive, avoiding judgement, and to be as comforting as possible. One way I would do this is by taking my time, and explaining to the youth the intention behind this protocol (to keep youth safe, to avoid youth getting in trouble for impulsive decisions, while still having consequences when behaviour is malicious).

I also could see youth wanting to show the photos to adults as "proof". I think that this is another delicate part of the process. It is important that adults do not view the content, and we need to make sure that the youth feel supported and believed. This can and has to be achieved without the youth showing the content to intervenors.