

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?

The Sexto intervention method allows the Sexto intervention agent to respond quickly and effectively when a sexting situation occurs and to confront the problem of sexting among their students. The sexto method reduces the processing time of reported sexting incidences from several months to approximately 4 days. The speed and efficacy of the interventions will aid to avoid the dissemination of images which may constitute child pornography and reduce consequences for the youth involved.

By completing the procedures suggested in the kit, using the incident evaluation grid, we can evaluate the 4 elements as a means of guiding our intervention. The trigger, the nature, the intentions, and extent. All the steps to follow are intended to ensure that we handle the sexting situation effectively, to evaluate the seriousness and scope of the situation and to identify the people involved in a case of sexting. There is an intended process making sure that information runs through a course of people based on the information collected (school, police, DCPD). Completing the grid is a crucial step of the Sexto protocol enabling the intervener to orient the rest of the intervention with the students involved.

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

What I have learned is that each scenario presents a unique set of circumstances, demanding slightly different responses. This underscores the importance of critical thinking in dealing with various situations effectively.

Understanding the nuances of each situation and responding appropriately is crucial in ensuring the well-being of victims and oneself. My response to each scenario is pivotal in information gathering and subsequent intervention. Knowledge serves as a compass in navigating interventions, and following established protocols can help ensure that the information collected is appropriate and that victims are safeguarded without compromising their safety or that of the intervener.

Assessment of intent guides the process in each different scenario. Identifying the importance of discerning whether an act is malicious or impulsive is crucial. This assessment influences the intervention strategy and the potential outcomes of the situation.

The scenarios have demonstrated the varied ways in which images can be created, shared, and circulated. This awareness is crucial in understanding the scope and complexity of the issue at hand and when the school should get involved and when it is the sole responsibility of the police.

In short, these insights underscore the multifaceted nature of interventions in cases involving image-based abuse and child pornography.

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

The steps that I find the most delicate when applying the Sexto Method is wherever there is sensitive content involved. Handling such situations requires careful consideration of various factors. Students feel vulnerable and therefore it is essential to prioritize and respect the privacy of the students involved within the guidelines of the method. Students will feel vulnerable when their photos, videos etc are shared or discussed and therefore it is crucial to create a safe and supportive environment where they feel comfortable expressing themselves without fear of judgment or further exploitation.

Secondly, understanding the intent behind sharing sensitive information can be delicate. Whether it is malicious or impulsive, determining the motivation behind such actions is crucial in addressing the issue effectively but equally delicate because of the potential legal implications especially when the intent is malicious. A young person's statement to a person in authority can be deemed inadmissible within the framework of legal proceedings and therefore it is crucial to make sure not to follow through with the evaluation grid in this scenario.