

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/dbce3550e1b7ba5446afba76>

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

Assess if the Sexto protocol applies to the situation (ie: Parent reporting to the school, direct them to the police)

Follow the sexto protocol to collect information from the student who has come forward

Based on what is shared, we may have to use the kit and fill out the grid for several children

If the situation was not malicious, the police are contacted for sensitivity training

If the situation is malicious, the device is confiscated and the police are called

Provide info to the police

Contact DYP as necessary

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

Impulsive act = 's interview and fill out the grid and involve the police for sensitivity education for the student

Malicious act = ' police engagement right away and the need to take the device

The student needs to share directly to trigger the sexto protocol. 3rd party information from a parent, outside agency gets oriented back to the student and directed to the police

It is important to act quickly to contain the images and ensure they don't continue to get shared

Do not look at or take images from the student

Do not allow the student to 'share' images with you

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

When information s provided by a 3rd party (student) with concerns

When multiple students are involved who are implicated in complicated ways

Gathering verbal information while ensuring not to look at the images

Communicating to all the parties involved in a timely and discreet manner.