

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/b0fc109b33caead7fca8c87>

Date d'obtention : 2024-03-18 15:31:52

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

Follow protocol, gather information from person who brings forth information, then the victim and the witnesses. Determine if intent was impulsive or malicious by completing the grid. If malicious, take phone and call police. If impulsive, call police and request sensitivity follow-up.

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

If act is determined to be impulsive, call police and request sensitivity follow-up.

Always important to protect confidentiality.

Always refer to the police if parents have concerns about pictures they find on their child's phone. If the child comes to you directly about the same incident/photos, then begin the Sexto protocol.

Rapid response is critical to contain any distribution of photos and limit more damages.

Gather as much information as possible to help validate the facts and determine intent of the act.

Support must be offered to all involved (victim, witnesses and instigator).

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

Protecting confidentiality under my professional order and having to disclose information to the police despite that fact.

Confiscating a cell phone from someone. As a professional in a school, I am not a disciplinarian and this seems like a disciplinary measure to me. It makes me uncomfortable, but either way, the police will be called so if the person does not give me the phone after my requesting it, the police will take over. I don't have to "push it"

Managing a situation that has multiple individuals with multiple version of incidents.

How to manage involving parents while adhering to my professional order's rules on confidentiality.

Remaining non-judgmental while dealing with individual(s) that are malicious in their intent.

Determining a malicious versus impulsive act.