

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/gverelli-lbpsb-qc-ca>

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

Would have to follow the protocol and gather the information from the person who comes to see me. Would always have to respect the procedures and steps with the person reporting. Remember to never blame the victim or witnesses. By filling out the grid it will allow me to determine if the intent was impulsive or malicious and will guide how to proceed. If it is malicious then would be important to call the police and confiscate the phone. If it is impulsive then would still have to follow up with the police and then proceed with following up with a sensitive approach.

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

I learned that if it is an impulsive situation, then we would still follow up with the police for a sensitivity follow up and always maintain proper confidentiality. Also learned that if the information comes directly from the parents due to a situation that occurred outside of school then we would refer them directly to informing the police themselves, compared to if the student comes directly to us in school then we would follow the procedure and administer the kit. Also it is important to prevent the images to continued to be sent so we would ask to confiscate the phone, if they refuse then we would tell the police. Always have to make sure to gather as much information as possible to try and establish as much details as possible. Finally, always make sure to provide support to ensure wellbeing of all students involved.

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

One step I would imagine finding delicate is when asking to confiscate a phone from a student and they would refuse, I can imagine most students not agreeing to voluntarily give up their phone. In addition, another thing I would find delicate is meeting with all the individuals involved as well as explaining the situations with their parents (for the main students involved like victim and aggressor), as conversations with parents can be difficult at times.