

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/d0bfacdc1adf74752336071>

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

Follow the Sexto protocol and gather information from the person coming forward with the case. Repeat these procedures with the victims and witnesses. By completing the grid, we can determine if the intent was impulsive or malicious. If it's malicious, call the police and confiscate the device. If the student refuses to collaborate or refuses to provide their device, call the police either way. If it's impulsive, it's recommended to contact the police for sensitivity follow-up.

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

If it's an impulsive act, it's recommended to contact the police for a sensitivity follow-up.

It is important to protect confidentiality.

If the information comes from a parent concerned about pictures on their child's phone, refer them to the police. If the child is directly related to the situation comes to see you, immediately begin the Sexto protocol.

A rapid response is important to contain the situation and avoid the distribution of images and limit damage.

Gather as much information to determine the validity of the facts and the intention behind the act.

Always ensure the support to the victims, the witnesses, and the instigator.

Never look at or ask to be sent images involved in situations.

If a student refuses to collaborate or give up their device, do not argue with them, simply refer to the police.

Never promise that the police will not be involved or how they will intervene.

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

Managing cases where students are not collaborative.

In situations that are deemed impulsive, I anticipate that it will be difficult to ensure that students do not feel judged or shamed during the intervention with me or the inclusion of the police.