

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/b7913ed910990d9a7b1891c5>

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

Ensure that the incident involved involves members of the school community and directly affects school environment.

Talk to person who author's report & young victim

Use grid w/ author, victim & other relevant witnesses --> follow grid & do not deviate in terms of questioning

Determine, based on info, if incident is malicious or impulsive

If impulsive, meet with perpetrator and fill grid; also confiscate phone; if malicious, contact police, meet perp & confiscate phone....no grid

Always contact police, whether impulsive or malicious

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

It is important to note that we are not the representative of the police; in no way are we acting on their behalf. We should initiate the protocols based on their initiation to us.

It is important to determine, in regards to whether we are intervening in this situation, if the incident occurs in a setting that affects the school environment. For instance, in situation 3, initially it is just the father concerned about pictures his son shared with a boy over 18 who does not go to the school. Though troubling, this does not affect school environment directly, so father should be encouraged to seek help directly through police. I was initially inclined to think that school should intervene.

An important thing I learned as well is that it is essential to determine, through the questioning process with victim and witnesses, whether the incident is impulsive or malicious. Determining this will allow me to ensure what next steps to take with the perpetrator.

It was also interesting to learn that in some cases, such as with Meghan's case, that she could be liable for police intervention through the Sexto education for sharing her photos with the older boy. I had not considered this to be an impulsive act, but upon reflection, it does make sense that because she has initiated the sending of the photos to the 19 yr old, she is responsible.

In all 3 cases, one common theme is ensuring that the victim feels supported in all situations, and that support is provided to this individual.

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

For me, certainly the meeting with the victim seems quite delicate, as it is important to navigate the fact that the person is likely feeling embarrassed. It is probably not easy for them to answer the questions in the grid, as they may feel ashamed of what has occurred. It's also important to strike the right balance between being supportive and also gathering the necessary information to go further with the investigation.

Likewise, the step that involves meeting with the perpetrator is also delicate, compounded by whether or not the incident is viewed as having been impulsive or malicious. Again, it is important to remain non-judgmental about the incident and to simply gather the facts from the perpetrator, at least in the case of an impulsive act.