

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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Badge attribué à : C

<https://www.cadre21.org/membres/cbranch-emsb-qc-ca>

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

Step 1. Explain to each student that the situation is serious and that I am acting in accordance to my responsibilities under the law to protect all students.

Step 2. Interview all students involved while filling out a the grid for each student. This needs to be done separately to insure that there is no confusion or conflicts within the recollection of events. The time is recorded as well as the date the interview was conducted for each student separately. Establish whether the intent of the students were impulsive or malicious.

Step 3. Place all devices into the scalable bag that comes with the Sexto tool kit. Indicate the date and time as well as the names of each student whose devices are in the bag.

Step 4. Contact the police and the parents of each student. Inform administration of what has taken place.

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

Each situation is very different and should be handled accordingly.

For example: Case 1, although the case is one that deserves to be taken seriously. No one involved has come forward. Thus, nothing can be done other than for Cassandra to encourage her friend to come forward about the situation. I would note what was said to me, however, I could not proceed with the Sexto toolkit.

Case 2: In this case I would definitely start the process of the toolkit by first informing the student that this is serious and I have a responsibility to act. I would speak to all students involved separately. Determine whether the act was impulsive or malicious, in this case it was impulsive on the part of Meghan. Given her fear and the decision to come forward, I would assume her fear was due to feeling pressured to send pictures or video. At this point, collect each of their devices and contact the police. The parents would be notified as well as the administration.

This was a clear case that allowed the toolkit to be applied.

Case 3: Unfortunately, given the father is coming forward in place of the son, it's trickier to apply the toolkit. I would in this case encourage the father to speak with his son about the contents and the seriousness of child pornography. On my end, I would pay attention to any signs of the student looking closer off or distant and isolated. Or for instance, is the student eating properly are they socializing with friends. There are certain indicators that can dictate whether there has been a change in behavior. At this point, I can open the door and speak to them in the hopes that they'll open up about the pictures. It's at that point where I can apply the toolkit.

Each case is very different and has to be treated as such as demonstrated here.

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

I believe the interview portion where the toolkit is used to be the most delicate due to the fact that many students have trouble speaking about very intimate parts of their lives. There is an embarrassing component that comes with this, having to speak on things that the student may not be comfortable expressing. In both cases whether the student acted on impulse, there is a level of shame and embarrassment that come into place. If the act was malicious and the student has no remorse, it can be difficult for the intervenor to explain what could be the consequences of their actions.