

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

The Sexto intervention method allows situations of sexting to be resolved quickly and safely, as it prevents the dissemination of the content and prevents anyone, including the intervention agent, from ever seeing the photos or videos. The Sexto Intervention Kit Checklist provides a clear overview of the four steps to be followed when intervening. Said kit also allows us to distinguish what type of situation we are dealing with (impulsive act vs. malicious act) and how to proceed based on this.

Furthermore, the preliminary steps of the intervention method can be summarized as follows: the first step requires individually speaking to the victim as well as the person who initiated the report. The intention of these discussions is primarily so that the individuals feel supported and as though they are a part of the solution. Secondly, the evaluation grid is to be completed after having asked the relevant questions. This will allow us to determine the trigger, nature, intentions, and extent of the situation. The third step outlined in the method is to gather additional facts. Who else is aware of the incident? Ensure that each of these individuals are spoken to privately and explaining to them the seriousness of the issue and the importance of protecting everyone's privacy, by refraining from discussing the incident with anyone who is not involved. Finally, prior to the completion of the fourth step, according to the information gathered we must determine if we consider the act to be impulsive or malicious. If the act is impulsive, we will proceed to the fourth and final step. However, if we consider the act to be malicious or of a criminal nature, we are to seize the electronic device and the police department is to be contacted promptly. However, if we consider the act to be impulsive in nature, we are to carry out the final step of the Sexto intervention method, which is to speak with the instigator (all while protecting the privacy and confidentiality of any other student involved), gather their version of the story in order to complete the incident evaluation grid, have students turn off the electronic device if we have reasonable grounds to believe it contains child pornography, and have them place it in to a sealed bag. It is important to note that in the case of an impulsive act, the parents of all those involved should be contacted at the earliest possible opportunity, and once the intervention is completed DYP and the police department's delegated response officer should be communicated with.

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

The fact that each case is unique, in both who the reporter was and the circumstances of the case, highlights the importance of adjusting one's response and intervention accordingly.

It was very useful to be able to learn from realistic scenarios, all of which contained their own intricate details and nuances and thus required a specific tailored approach with regards to applying the Sexto protocol, when to apply it, and how to apply it. Some key elements which I found to be very impactful in terms of my own personal learning are as follows: Case #2 which outlines the Sexto Intervention Agent's duties versus that of the police. This is in the sense that even if a police officer, in charge of a certain file from the Sexto Intervention Agent's school, is calling the intervention agent to report about another student at said school involved in said case, that this is a police matter as the school is not a representative of the police force. Case #1 also highlights how to treat a situation when there are multiple parties involved in the potential dissemination of images. It also makes an important point that even if it is alleged that child pornography, according to the definition of the law, is not actually involved, that the Sexto Protocol is to be triggered regardless, in order to gather all of the facts and truly determine if child pornography is involved, without the Sexto Intervention Agent ever having to see any images or videos. Finally, case #3 is an interesting case which illustrates when the Sexto protocol can or cannot be applied. It highlights that generally when the intervention agent is receiving a disclosure form an outside party (not one of the students of the school) and they have no information to indicate that there could be repercussions for a student, at the school, or repercussions for the school community that this matter should be handled by the police force, i.e. the person bringing forth the concern should be referred to the police force, the Sexto protocol should not be triggered, and instead the intervention agent must act in accordance with their institutions policies to provide support to the potential victim.

In conclusion, as previously mentioned, the three cases are unique in their facts and circumstances and thus underscore the importance of the Sexto Intervention Agent's ability to adapt, think critically, and adjust to each situation accordingly. The Sexto Intervention Agent is to understand what is their responsibility to handle, versus what is solely that of the police force, they are to understand when to trigger the Sexto protocol, how to trigger the Sexto protocol, how to distinguish between a malicious act and an impulsive act, how to handle the rest of the intervention once the type of act has been established, they are to understand how to gather accurate information and facts, without ever having to see any of the images or videos, and how to properly record the information and facts of the case.

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

There are two elements which I consider to be the most delicate when applying the Sexto method. The first being the victims' vulnerability, given the sensitivity of the matter and the second being the importance of accurately establishing the nature of the act (impulsive versus malicious).

In my opinion, the most delicate part of the method is dealing with the vulnerability of the students/victims, given the sensitivity of the issue at hand. Students are likely to be feeling very vulnerable and will likely be dealing with a wide range of emotions,

such as but not limited to: fear, shame, guilt etc. Therefore, it is important when speaking to them that they feel supported, as though they are not being judged, as though the matter is being handled with their integrity, safety, and confidentiality at the forefront, and feel hopeful in that we are working together to find a solution. Students feeling comfortable enough to be fully honest and transparent is very important, as this is the only way that we will be able truly understand the scope and nature of the situation and effectively deal with the situation.

Finally, determining the nature of the incident (impulsive act versus malicious act) is an integral part of the method and must be handled with special attention and careful consideration, as it determines how the situation will be handled; will the Sexto Intervention Agent be speaking with the instigator or will the instigator immediately be directed to the police, after having their phone confiscated. Accurately determining the intent behind the incident/ nature of the incident is of paramount importance due to the seriousness of the matter and the all of legal implications involved and at stake.