

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 : Stamatakos Betty

<https://www.cadre21.org/membres/dfec6dc271596e1d4724b9e2>

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

1. Meet separately with the following people below without any judgement from Interviewer and reminders to all above to respect victim's privacy:

(1) the person who reported the incident

(2) the victim involved

(3) any other student(s) involved; without any judgement from Interviewer and reminders to all above to respect victim's privacy

2. Complete the 'Incident Evaluation Grid' (trigger, nature, intentions, extent) for each individual(s) mentioned above; decide whether incident is of Impulsive or Malicious nature and if Malicious inform Police Office immediately

3. Look at school's policy for any regulation violation and Criminal Code Act

4. If any question of use, possession or dissemination of child pornography, electronic device(s) can be taken away

5. After completion of intervention, contact Police Department

6. Contact parents of students above to inform of situation, the response protocol, and any step that may be needed

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

Always interview all parties involved, and separately, in the order indicated above using the Incident Evaluation Grid.

There may be more details/complexities to the incident that may arise over the course of a few days that may cause re-direction from the Intervener.

At times, the police may need to be contacted immediately without the Intervener meeting with the young instigator should there be collaboration from other students indicating the possibility of malicious intent by the young instigator.

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

The step I find most delicate when applying the Sexto method would be when evaluating the incident with the 'victim' directly, which requires asking specific questions i.e. trigger, nature, intentions and extent. This may easily cause the victim emotional stress/shame which may be traumatic for the victim when providing 'personal details'. When interviewing the victim, you must approach in a soothing manner, demonstrate support, reassurance you are there to help without any form of judgement, and most importantly ensure after the incident evaluation that the Victim is in a good state of mind. I will also request to the other students involved to respect the Victim's privacy and not speak of the incident to other students.