

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/atsilividis-thestudy-qc-ca>

Date d'obtention : 2024-08-15 16:43:22

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

Step 1: Gather information while supporting the victim: during this time, we are trying to understand the circumstances and context surrounding the photos or videos being made and shared. We are also there to support the individuals sharing the information to ensure that they feel safe to share, and that they do not feel judged.

Step 2: Complete the Evaluation Grid: During this time, we are trying to gather the facts and avoid judgement. We want to learn 1) the trigger: who took the photos and who's in them, 2) the nature: why were the photos taken and what can we see (without looking at the photos), 3) the intentions: why were the photos taken, the context around the photo's being taken, and 4) the extent: who received the photos and if they have been circulated online or on social media.

Step 3: During this step we want to reach out to any other people who might have received or seen the photos and verify that the information is consistent amongst all the people involved. Most important to remember in this step is that we are just gathering information, and we do not need more details than necessary. We just want to learn if other students or adults are involved and if other schools need to be contacted in the process. We want to review the information shared with the students and confiscate the phone with the child pornography on it.

Step 4: At this point we need to speak with the instigator of the photos (the person who asked for them). We want to get their version of the events and learn if the pictures were taken with malicious intent or impulsive intent. We will attempt to confiscate the cellphone of the instigator and understand.

Once the Sexto protocol has been concluded we must contact the police, hand over the incident evaluation grid, and give them the confiscated phones. At this point the police will continue to gather information, work to have the photos destroyed, and decide whether the youth involved will have the Sexto Education program or if they will face court. If the police ask us to interview someone else, we must remind the police that we cannot complete this as it would make us a representative of the police.

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

The three situations have taught me the importance of speaking to witnesses and/or the involved individuals and completing the incident evaluation grid the moment a disclosure is signaled by a student in the school. This allows us to determine the severity of the incident, the intentions that surrounded the creation and distribution of the photos/videos and then allows the Sexto intervention specialist to contact the police with the precise information.

The case studies suggested that it was best to speak with the instigator of the photos last. This ensures that details from the victim and the witnesses of the photos are consistent before speaking with the instigator and determining whether it was an impulsive or a malicious act. The case studies gave a clear overview of how the situation should be handled if a student refuses to give up their phone. It also gives clear guidelines when responding to concerned parents or if the police ask the Sexto interventionist to gather information. The case studies explained when the police need to get involved and what situations or photos do not require the police's involvement in the situation.

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

In my opinion, the most delicate part of the Sexto intervention is speaking with the instigator of the photos/videos and asking for their version of the events. I can imagine that a teenager who is being confronted by an adult about why they asked or pressured a classmate or student for revealing photos could feel very defensive. If I were putting myself in the shoes of the individual, they could feel afraid that they will face consequences in any case, with the school and with the criminal justice system. I believe that speaking with the teen in a way that is non-judgemental while also relating their interpretation of events with those of their peers can be complicated.