

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/48fa7284db4102ef705657c4>

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

The steps of the Sexto Method involve activating the evaluation grid which will allow you to speak to the student, evaluate the incident and then verify the information. You will proceed accordingly based on if it was a malicious or impulsive act. As in the cases presented, it is also important to know when to continue based on the level of collaboration of the victim, witnesses and/or instigator. The evaluation grid will assist in determining this. This will also determine at what stage the police become involved, the need for a SEXTO meeting as in Case 1 whereby both Meghan and William were collaborative. The goal is the well-being of the student. For example in Case 2 with the swimsuit picture, although no child pornography was involved (therefore, police were not involved) it is still important to investigate and ensure that pictures are disseminated to protect the physical and psychological well-being of the student. In the case of a malicious act, one may seize the phone to not have any images disseminated. However, the Incident Evaluation grid should not be completed and the police must be contacted. The student can only be told the next steps.

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

Case 1- I learned that although Cassandra came regarding concerns about Meghan sharing a bare-breasted photo there should be an assessment grid completed with Cassandra first you would not skip Cassandra and go directly to Meghan. In the end although Meghan and Cassandra were both cooperative, the officer was still contacted and a SEXTO meeting took place to better educate them.

In the other scenario of Case 1, if either party was not cooperative the police needed to be contacted.

Case 2- I learned that Although Meghan was upset that there was the possible sharing of her swimsuit picture. The investigation should still take place. Since the law does not consider it to be child pornography, it is the role of the intervener to ensure that it is not shared it order not to harm Meghan. However, the police will not be involved.

When Meghan shared a photo of herself with a 19-year-old. SEXTO protocol is still executed however police must get involved and deal directly with the adult. In terms of another party contacting the police about the same case, It is important to know that the intervener cannot act as an agent of the police.

Case 3- When the parent contacts the school's intervener regarding images shared by his son, he must be directed to the police. SEXTO protocol is not activated. When Nicholas decides to go to the intervener regarding his image being shared. I learned that since it was determined based on the information gathered it was a malicious act carried out by Kevin. There is no Evaluation Grid completed and the police must be contacted. Simple stop the dissemination of images.

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

The step that I find most delicate is when one is evaluating the incident and verifying the information. One must ensure that you are being sensitive to and protecting the student during your investigation. Due to the fact, that witnesses will need to be questioned we must stick with the questions in the grid to ensure that we are respecting the privacy and rights of the victim. It is important to speak to individuals one at a time. You want to ensure that the victim feels protected and heard and does not want to change his or her story out of fear or the risk of being judged. One's tone is very important. One also has to have the same sensitivity when explaining the situation of an IMPULSIVE ACT when contacting a parent. We do not want the student's well-being to be affected by the information shared.