

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?

1: Meet the student individually and confidentially. Complete the Incident Evaluation Grid with the student. Learn the nature and intentions while being as neutral as possible. Do not judge or put words in their mouth.

2: Support the student. Let them know that they will be taken in charge. Make sure their physical and mental integrity is respected.

3: Confiscate the cellphone if need be.

4: Meet the person that the picture or video was sent to and confiscate their cell phone.

5: Contact the police to inform them of the situation. A police officer intervening in a school setting will take charge of the rest of the intervention and the police will look after handing back the phone to its owner.

** Contact the authorities if it is a case of repeated offenses or malicious acts (like having and or distributing child pornography, asking for money to delete the photo, etc.)

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

When dealing with a malicious act, make sure to meet everyone that was involved or has information and complete the Incident Evaluation Grid with them individually. The intervener does not complete the Incident Evaluation Grid with the person who is suspected of doing the malicious act. Instead, the intervener meets with them and confiscates their cell phone. Then, the intervener contacts the police force so that they take charge of the rest of the intervention.

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

The step that I find the most delicate when applying the Sexto method is meeting with the victim. I can only imagine how embarrassing and stressful it is to meet with an adult because of a sexting situation. If I put myself in their place, they must feel embarrassed and scared of being judged. I feel like we have to make a connection with the student and make them feel safe, not judged and that they are in a safe space. We also have to be very careful with what we say, because we don't want to make them feel judged and we don't want to put words in their mouth, because this would greatly change the course of the intervention and also the information that the person is giving us.