

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?

As a Sexto agent in my school, I will use and follow the Sexto kit and apply the Sexto intervention method. I will never consult the images/videos which may constitute child pornography as this is a criminal offence (i.e.: I will not seek to peruse the contents of a student's device). I will assess the situation using the incident evaluation grid using a calm and comforting voice to determine the nature of the shared images and/or videos, to not compromise the physical and psychological integrity of the students concerned and maintain their trust with me. This will allow me to determine the trigger, nature, interventions to use and the extent of the sexting situation. I can confiscate the phone to stop further spread of images/videos and provide to the police.

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

In the three situations presented, all students involved are 15 years of age and under. In each scenario, either the victim or parent went to speak with a school professional in order to stop the distribution of sexual images/videos. The school Sexto agent applied the Sexto intervention method during the intervention which results in providing prompt care for the victim and others involved and limiting the dissemination of the intimate images.

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

The most delicate step is speaking in a calm, comforting and non-judgmental tone with the victim as the goal is to preserve their physical and psychological integrity and provide timely support. The victim may be embarrassed by their action and what has happened. I have to show empathy and professional conduct in my response and strive to restrict myself from just collecting information. Despite the sexting situation, I have to ensure that the victim maintain or adopts a positive attitude about herself or himself and to surround herself or himself with positive and helpful people (friends or adults).