

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?

Upon receiving a report of sexting from a member of the school community the sexto protocol should be initiated. I would use the grid to receive the necessary information to help guide the direction of the intervention. I would make certain that I was not simply collecting information, but was also supporting the person reporting. I would then initiate the protocol with any witnesses, if there were any, or the other person involved. If the devices needed to be confiscated I would do so in accordance with sexto policy, recognizing that a youth refusing to relinquish their phone would require a call to the police. Once completed, the police should be informed of the situation. The parents should also be informed.

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

I have learned that the context, intent and legality of each situation is important to determine to decide which course of action to take. Whether it was impulsive or malicious, if it meets the definition of child pornography are important factors to consider to ensure appropriate intervention. I also learned that I can make mistakes, and it is important to follow all the steps and use the resources, such as the memory aid, provided in the kit.

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

For me, the most delicate step would be asking to confiscate the devices. Given the attachment of youth to their devices, in addition to the sensitive nature of the images they contain, might lead to a conflict. It seems counterintuitive that a youth would gladly hand over a device containing images that could lead to public humiliation, parental disapproval, or even legal consequences.