

## 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/57b8fa84cead2329ed6774d5>

Date d'obtention : 2022-01-24 18:57:50

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

Sexto Method

- 1) Speak to the person involved ( Victim themselves or person reporting)
- 2) Evaluate the situation without judgment  
-Complete the Incident Evaluation Grid to determine trigger/nature/intention/extent.
- 3) Verify information (others aware, verify /complete grid with others involved/emphasize confidentiality and privacy of the matter.

If the situation was malicious or criminal, immediately contact the police and do not complete the grid with the instigator. **MUST** confiscate electronic devices.

If the situation is not malicious, talk to the instigator to obtain their version.

The information gathered will give a better picture and determine if the incident was impulsive or malicious.

Following policies in your establishment ( contacting all parents and explaining the situation/ response protocol and next steps).

If the student is at risk bring the situation to DYP.

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

I have learned that all three situations were completely different and the intensity of each situation determined different steps and interventions within the Sexto method that the intervener needed to complete. I have learned that it is **VERY** important to work together (School System/Police) and have the student's best interest at hand offering them a safe and supportive environment.

Important to always maintain the student's physical and psychological integrity who are involved.

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

I find the most delicate part of the Sexto Method is determining whether the incident was an impulsive intention or malicious intention. I find this step more delicate as there are additional guidelines and the police need to be notified right away.

The other step I find delicate is emphasizing the importance of privacy and confidentiality. Regardless of explaining the importance behind it to the students involved, we cannot control whether or not the students keep the information private or not.