

## 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/vgagnon-emsb-qc-ca>

Date d'obtention : 2024-03-04 17:57:06

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

Summarizing the Sexto method involves several key steps. First, engage in conversations with the report author and the young victim to understand the situation. Next, evaluate the incident and verify the information gathered. It's crucial to maintain confidentiality at all times. Further, engage in dialogue with the young instigator to gain insights. Throughout the process, ensure the application of best practices, incorporating elements like relevance, clarity, depth, and sufficient information. The intervention with students, victims, and instigators should consistently follow the Sexto steps to foster a comprehensive and effective resolution.

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

I've gained confidence in relying on and adhering to the steps outlined in the SEXTO program. Recognizing the uniqueness of each case, I've learned the importance of approaching student interventions calmly. It's crucial to understand my role as an intervener and avoid representing the police force. External adults, like outsiders, must be directed to contact the police directly. This responsibility feels serious to me, and I'm committed to executing interventions correctly and thoroughly.

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

I've discovered that one of the trickiest aspects of using the Sexto method is distinguishing between a malicious act and an impulsive one. It's crucial to make this distinction to ensure my interventions are effective. If I'm not supposed to fill out the grid in certain situations, I want to adhere to that guideline, ensuring that my actions align with the method's principles. The goal is to make sure my interventions are both thoughtful and in line with the specific requirements of each case.