

## 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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Badge attribué à : Beettam Erin

<https://www.cadre21.org/membres/26e64bd78e6f455568a6c64c>

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

Begin with someone concerned who is a student in the school, otherwise you encourage whomever else to speak/encourage the student to come speak with you. Speak to student with an open, non-judgemental stance to gather an understanding of the context, and nature of the concern. If there are direct witnesses that are relevant also speak with them in the same manner. If there are other parties involved who are willing to speak with you do so. In all elements, you are using the Sexto protocol to follow in the discussion. The Sexto protocol is followed to gather information, and will continue as long as the information gathered does not clearly indicate malice. When the conclusion is malice, then you immediately inform police and then meet with the student for the purpose of confiscating their cellphone, or laptop and explaining the procedure from there. The goal of the Sexto method is to allow you to separate students in an impulsive situation who still need education regarding exchanging of images that are sexual in nature and to limit harm; while at the same time, establishing situations that are malicious and therefore must be handled and properly investigated by police.

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

I definitely learned how a situation can evolve over time, so it is important to continue to refer to the protocol to understand how my decisions may change based on new information. I have learned about differentiation of malicious and impulsive. As well different versions or situations where impulsive can occur (well and malicious of course). As well, how you may do the protocol numerous times, or as new things come to light. The protocol is truly for students, inside the school environment, and not requiring school staff to extend their involvement beyond that context, aside from communicating with parents in certain contexts.

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

I find the interview with a student where I would need to explain that their cellphone would need to be confiscated would be the most difficult step to do. It would be important to be prepared beforehand for how to manage potential responses to reactions or concerns.