

## 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/1a96ebcae4b0c96ed64687dc>

Date d'obtention : 2024-03-18 15:50:26

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

The sexto protocol requires that I gather information about the nature and scope of the situation from the person reporting the incident, and from witnesses, the victim and instigator. By completing the evaluation grid I will have a clear understanding of the situation and this will steer my intervention. If the act is impulsive it is recommended to contact the police for educational intervention with those involved. If the act is malicious I explain the intervention to the instigator, confiscate their phone, and contact the police. Under no circumstances do I request or agree to view the images in question. It is important to support the people involved and not judge or shame them.

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

Gathering information about the situation is key to understanding the nature and scope of the situation, since this will guide the direction of the intervention. Interview the witnesses and victim in order to obtain as much information as possible before intervening with the instigator. If it is a malicious act it is important to confiscate the phone and contact the police, but even if not malicious it is recommended to contact the police. I do not enact the Sexto protocol if a parent approaches me with concerns for their child, or if the police request it. I always initiate the protocol first with the student who comes to me about the situation, even if that is a witness. Finally, it is important to address these situations quickly (and thoroughly) to reduce the risk of transmission and harm to those involved.

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

As a professional governed by a code of ethics, I find myself challenged by the rules of confidentiality and how to apply them in the context of this protocol. Also, maintaining an attitude of non-judgmental impartiality while also striving to support all the people involved may be difficult to balance at times. In one of the case studies there were layers of complexity and many different people involved, and as I read the case I was grateful that the protocol would be available to guide me through these interventions, because there is much to consider at every step. When I consider the harm that can occur in these situations, it is important to apply the best practice to intervention.