

## 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/kallen1-emsb-qc-ca>

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

The Sexto method offers schools a quick and effective approach for responding to incidents of sexting. The Sexto method is efficient and provides prompt and efficient care for the victim and others involved. It also helps to limit the dissemination of the intimate images and videos. Bringing all the parties combined ( schools ,police department , the penal prosecution of Quebec together in an effort to respond to the the growing sequence of sexting.

Working in the schools settings we are considered the front line and key players when sexting is reported. Therefore we gather the key information and use the evaluation grid as the base.

First step :Meeting with the author of report and /or victim provide support and reassurance

Step 2: Evaluate the incident, ask non judgemental questions, complete evaluation grid to determine the nature and intentions of the act

Step 3: Verification ask victim if other people are aware of the incident,meet and verify the information,complete the evaluation grid with witnesses or others involved

Step 4; Determine the nature of the instigator's actions: is the act impulsive or malicious and manage the situation in accordance to the severity.

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

In each situation it was apparent that each case is treated differently depending on the severity. There is a lot of working parts , many in depth questions and answers and it is a very thorough process . You get a clear picture of the events that take place and what actions to take .

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

The most delicate part of the Sexto method is applying the evaluation grid as you are asking intimate details in what took place and writing it up. Therefore having to deal with the vulnerability of the student and all their emotions when retelling the incident.