

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

The steps in the Sexto method are comprehensive and have clearly been well thought out. When I going through the three scenarios, I found that the memory aid checklist was helpful in analyzing the situations. Going through the checklist systematically along with each slide in the scenario helped me make an informed decision about what to do next. I also found that the incident evaluation grid was a good tool. This protocol would let the intervenor gather the relevant information and allow them to determine, with confidence, whether the case was impulsive or malicious. Using the Sexto method would give me confidence that I am making the right decisions throughout the process.

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

The three situations showed that what may appear to be straightforward on first glance, in fact could have much deeper repercussions. The use of the Sexto method, because it is deliberate and non judgemental would give confidence to the intervenor, but also to the victim and potential witnesses that the situation was being taken seriously, was respectful of the privacy of the individuals, and make them confident that they are part of the solution.

Given the nature of electronic devices and the speed of which these images can be disseminated, it is clear that when confronted with situations like those presented, speed is of the essence to prevent further harm. What I really appreciate about this method is that it can allow those of us in educational institutions to act quickly, but not impulsively and with confidence that we can make the best decisions for the young people involved.

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

The step that I find to be the most delicate is in the application of the incident evaluation grid when the questions turn to the nature of the images or video. I have noted that the questions are phrased in a way that allows one to gather the relevant information without going into too much detail; it would be at this moment that a victim is potentially the most vulnerable. I feel like this is the step that has the most emotional weight to it. I appreciate that on the memory aid that there are the reminders of best practices to support the victim. It might even be considered to move this part up in the checklist to that is front and centre for the intervenor before step 4.