

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 Sexto approach unfolds through a series of structured, protective, and non-judgmental steps that ensure the safety and dignity of all young people involved.

First, the adult meets with the author of the report and the young victim to reassure, support, and encourage them, helping them distinguish between an error in judgment and their personal worth. This step emphasizes emotional safety and the importance of surrounding oneself with supportive peers.

Next, the adult evaluates the incident, asking open, non-judgmental questions and completing the incident evaluation grid to determine the trigger, nature, intentions, and extent.

A third step consists of verifying the information by speaking with witnesses or other students involved one at a time, always emphasizing confidentiality and protection of the young victim's privacy.

Then, the adult meets with the young instigator, listens to their version of events, and gathers information that clarifies whether the behavior stemmed from impulsive or malicious intent.

Throughout the process, the adult must assess potential criminal elements, contact police when needed, ensure devices are secured, notify parents, and consult the Director of Youth Protection when required.

Together, these steps ensure a comprehensive, safe, and ethically responsible intervention.

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

The three situations highlighted how essential it is to follow the steps systematically, without rushing or skipping around. I learned that reassuring the young victim and the author of the report early in the process establishes a sense of safety that makes the following steps more effective.

Another important learning was that evaluation must stay grounded in facts, free of judgment, and accompanied by a comforting tone. In each scenario, completing the incident grid brought clarity regarding whether the behavior was impulsive or malicious.

This distinction is critical: impulsive acts often stem from poor judgment or lack of understanding, whereas malicious acts involve intent to harm. The SEXTO method helps differentiate between the two so the response remains proportionate and protective.

I also learned that young people often first disclose sensitive information to peers or parents, which reinforces the importance of taking these reports seriously. In Meghan's case, she confided in her best friend Cassandra about having sent an intimate image to William and, once fear set in, urgently sought help from an intervener. Cassandra's decision to report the situation illustrated how peers can play a protective role. Meghan's meeting with the intervener underlined the importance of reassurance, validation, and strict adherence to confidentiality and protocol, especially when the young victim fears widespread dissemination.

Similarly, the situation involving Nicolas showed how parents may unexpectedly uncover sensitive information. His father, upon finding intimate images exchanged with an older boy through an instant messaging app, immediately brought the matter to a school intervener. This case highlighted the importance of collaborating with families, offering calm and structured guidance, and ensuring they fully understand the procedure. The school team worked closely with the father and directed him to the appropriate authorities, including contacting the police. This reinforced that when potential criminal elements are present, particularly concerning intimate images of minors, the school must follow the legal protocol, secure electronic devices when indicated, and partner with law enforcement.

Another key learning was that information often circulates quickly among other students, sometimes before adults are fully aware of the situation. This reinforces the need to verify information carefully, speak with each student individually, emphasize confidentiality, and prevent further emotional or reputational harm.

Across all cases, I realized how essential it is to remain methodical, neutral, and protective. The Sexto method provides a reliable structure even as new information emerges, supporting the adult in assessing risk, clarifying intent (impulsive or malicious), and determining whether a situation has criminal aspects that require contacting police or informing the DYP. Overall, the method ensures the physical and psychological safety of everyone involved while maintaining dignity, confidentiality, and ethical practice.

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

The most delicate step for me is verifying information with all parties involved, especially when speaking to multiple young people individually while maintaining strict confidentiality. Balancing transparency, protection of the young victim, and respect for privacy requires precision and emotional sensitivity.

It can also be challenging to gather information without unintentionally leading the student, and to ensure that my tone remains neutral and comforting despite the seriousness of the situation.

Maintaining this balance, being thorough while protecting each student's dignity, is the part of the method I find the most complex, but also one of the most important.