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## **“Violence in Childhood and Adolescence: Assessment, Prevention and Overcoming – Positive Psychology Approach”**

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# **I03: Online/mobile tool to assess the student’s exposure to violence/aggression**

### **Authors:**

**NATIONAL ASSOCIATION OF PROFESSIONALS WORKING WITH  
PEOPLE WITH DISABILITIES, BULGARIA**

**PRIVATE SCHOOL “SUN RAY”, BULGARIA**

**PHOENIXKM BVBA, BELGIUM**

### **Contributors:**

ZAMS – Zavod Antona Martina Slomska, Maribor, Slovenia

IEGL – Idiotiko Esperino Geniko Lykeio B. Koropouli, Athens, Greece



This tool aims to identify children's exposure to violence. The tool can be used in primary and secondary schools settings to assess children's exposure to violence. This tool should be used by a psychologist, a school educator or a trained pedagogue. Please carefully read to the student each of the statements. For each statement, the student can only choose one of the options below which are part of a scale of 4 possible responses. Each answer corresponds to a number of points which are related to the final results. On this base the professional may estimate the potential level of aggression or an existing exposure to violence.

The information you supply in completing the assessment will be used for the purposes of analysis and review within the AVCA project only. Your responses will not be retained after the end of the project other than for the purposes of audit within the Erasmus+ programme. We will not disclose specific content to any organisation outside the project partnership without your specific permission and we will ensure that any use we make of its content will be managed so as to protect your identity. The confidentiality under the scope of this project is in line with Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation).

Your name and surname:

Your email:

**Legend:**

I do not know	0 point
Never	1 point
Rarely	2 points
Sometimes	3 points
Often	4 points



<u>Statement</u>	I do not know	Never	Rarely	Sometimes	Often
1. I am rude to anyone, who is impolite to me and makes me angry					
2. I admire friends, from whom I can take benefits.					
3. I can do anything, when I believe I am right					
4. I can do anything to person who disappoints me.					
5. I like to play violent video games.					
6. I neglect the rights of the others, when I have to protect mine.					
7. I am ready to protect a friend of mine, even if I have to fight.					
8. I can't forget if someone abused me.					
9. I am pleased when people that I really don't like are in trouble.					
10. I lie just to get away from the situation.					
11. I can withdraw from my beliefs, just to gain superiority over the others.					
12. If someone treats me badly, I respond the same way.					
13. I easily change my behaviour towards others.					



14. I am quite annoyed with my family.					
15. I like to watch action and horror movies.					
16. I do not trust others, I only trust myself.					
17. I have classmates in my class who deserve to be beaten.					
18. I do not easily agree with others.					
19. Nobody cares about me.					
20. I don't see anything wrong in torturing animals.					
21. I don't see anything wrong with people who do wrong / forbidden things.					
22. I can be easily offended.					
23. I do not listen to my teachers and I do what I want to do.					
24. If I could I would have a weapon.					
25. Most people think I am a bad person, but I am not.					
26. I know how to get away if I do something wrong.					
27. I have experience with bullying others.					
28. I know how to teach others to respect me.					
29. If someone bullies me, I can hit them till they start crying.					
30. I hit my classmates and I like it.					



<u>Total points:</u>					
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The results are processed and interpreted in the following way:

**Interpretation of the results:**

Using the above mentioned scale, the total number of collected points will be determined. Based on the total amount of points collected, it is clearly visible to the professional to which scale of aggression the student belongs.

- Scale indicating lack of aggression is when the total score is below 45 points.
- Scale indicating an initial aggression comes when the total score is between 45 and 60 points.
- Scale indicating an increasing aggression level when the total score is between 61 and 105 points.
- Scale indicating an escalating aggression / high level when the total score is between 106 and 120 points.

The following guidelines might be useful to the specialist who is supporting the interviewed student.

**Initial aggression scale:**

If we have a student with a score between 45 and 60 points, this means that he falls into the initial aggression scale. At close observation of the student and his answers, a momentary dissonance in the student's behaviour can be established. At this stage, the specialist / psychologist needs to have a conversation with the child's teachers to understand if there is a sudden change in his behaviour. If, after this conversation, it is discovered that the child is experiencing initial level of aggression, it is necessary to speak with his parents and seek their agreement to start intervention with a psychologist. There could be a need of series of sessions with psychologist in order to resolve the problem and to take appropriate actions.

This action could involve classmates too.

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After applying the steps above and the results from the counselling are good e.g. the student is calmer and his teachers are confirming it, then it is suggestable to apply the same test to the student, but only selected questions (based on the decision of the specialist) from the initial and hidden aggression scale. It is expected that the results will be with less points than at the first time. If there is no change of the points, then the intervention with the student must continue and further help from other specialist might be required.

### Increasing aggression scale:

With score between 60 to 105 points per student, we have a hidden or so-called increasing aggression level of the student, responding to the questionnaire. After calculating the result and if the specialist found that the student has the corresponding number of results, it is necessary to start intervention immediately with him. Support and intensive counselling by a psychologist is recommended. The psychologist needs to work with both the student and his parents. It is necessary to find out where the aggression comes from and to define the core of the problem. It may come from the childhood, and may be triggered by a certain accident with the child. The psychologist must establish contact with teachers, who teach him and from there also he may obtain the necessary information for possible behavioural changes. After a constructive analysis and contacts with teachers, the family and the child, the reason for this growing aggression could be defined. When it comes to aggression, an action plan must be created by the psychologist. This plan could contain information about the cause - the source of the increasing aggression, and possible counselling methods. Group counselling can be applied to this case and his family if the problem comes from there.

After counselling sessions and a therapy with psychologist, it is necessary to offer the child a certain type of activity like sport that he is interested and where he could spend the negative energy. Parents' role is also important in order to establish their smooth relationship with the child in order to achieve a positive result. After intensive counselling sessions, it is necessary that the relationship with the child should not break off. The child should know that he can search for help and should know where to find it.



### Escalating aggression scale:

With the result between 105 to 120 points, we can conclude that there is a certain level of escalating aggression. This is a very dangerous condition, because of the aggressor's ability to manifest (show) his aggression or it is possible even to turn to self-aggression. Immediate support should be provided to the person. It is also urgent to inform the competent authorities on this child's case, such as the school board, the school head teacher, and the social services and obligatory the parents of the child. An immediate interaction with the parents and their child is essential. The professional should conduct consultation with the parents of the child to see if they have noticed changes in his behaviour.

If there were any changes, the professional need to estimate where they come from? Are there any radical changes in the child's family or social status, such as divorce/ separation of the parents or the loss of a close relative? Once the change has been found, the specialist could find the right approach to continue. Here, it is very important to determine if the child wants to show this escalating aggression outward or it may be kept as a self-aggression.

If the aggression is pointed out, it is advised for necessary counselling to be conducted with the child. The therapeutic consultations could aim at understanding the aggression and transforming it into a positive direction. If escalating aggression occurs as a self-aggression, the therapeutic-consultative approach to the child could be used to transform aggression to a positive result. The whole process may take several months of counselling with the child and the parents. If an immediate intervention is provided, then it will be possible to prevent serious consequences that could end with a severe outcome. Serious and precise work is recommended. After the 3 months counselling period, it is necessary to conduct a test to assess the progress of the results so far. If the result is negative and the child's aggression continues to escalate, then it is necessary to make adjustments to the consultation methods with the child and eventually consider subsequent inclusion of a psychiatrist. If the results are positive, aggression is not escalating and the child is much calmer, then the consultations can continue until the 6th month, when the full counselling

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cycle is completed. It is recommendable the consultations to be reduced in the last month. It is necessary for the child to know that he can always seek for help from the psychologist and this help will be provided to him adequately.