

MSCA Board Elections—Leadership Opportunities

By Carrie Stefanatz, President Elect

Greetings Montana School Counselors! I hope this newsletter finds you well rested after the holiday break, and that you are getting excited for the MSCA Spring Conference! We have some exciting and enriching activities planned.

MSCA is pleased to announce the following upcoming vacancies: MSCA President Elect, Secretary and Treasurer, Middle School Level Vice President, and K-12 Level Vice President. We invite all MSCA members to apply or nominate someone that would be qualified for the position. We need your help!

The President Elect who is

selected should be prepared as this role will require a six-year commitment: two years as President Elect, two years as President, and two years as Past President.

The Level Vice Presidents who are selected should be prepared as their roles will each require a two-year commitment.

The Secretary and Treasurer serve a two year commitment. These positions are appointed by the MSCA President. Interested persons need to contact Kristy Savaria or me (there are no specific applications for these positions).

Please go to the MSCA

website to view the complete positions descriptions and download full nomination applications for the President Elect, K-12 and Middle Level Vice President. All members are encouraged to consider these positions and apply by March 30, 2008, to:

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Working with the Bullied Child

By Steve Breakstone & Michael Dreiblatt, Balance Educational Services

Research has revealed common characteristics and profiles among students who are repeatedly bullied. One group is referred to as passive (a.k.a. submissive) victims; another as provocative victims. Clarifying the behaviors of a student who is repeatedly bullied can lead to strategies that reduce victimization.

Passive victims signal, through attitude and behaviors, that they are insecure and will not respond strongly if bullied. They are often:

- * Physically weaker than others their age
- * Afraid of being hurt, have poor physical coordination and don't do well in sports
- * Have poor social skills and have difficulty making friends
- * Are cautious, sensitive, quiet, withdrawn and shy

* Are anxious, insecure, and cry or become upset easily

* Have poor self-esteem

* Have difficulty standing up for or defending themselves, physically and verbally

Provocative victims express behaviors that often irritate others and incite negative reactions. They often:

* Have poor social skills -- appear to instigate the bullying

* Are hyperactive, restless, and have difficulty concentrating

* Are clumsy, immature, and exhibit irritating habits

* Do not develop strong friendships

* Are hot-tempered and attempt to fight back, ineffectively and sometimes entertainingly, when

victimized

* Pick on smaller kids

If the bullied child has traits familiar to either list, altering their behavior may help reduce further bullying and develop self-esteem, resiliency and empowerment - qualities that will limit further victimization.

For instance, teach passive victims to respond assertively to bullies with details that include specific language and how to express confident body language, eye contact, and tone of voice. These students will also need to practice social skills and learn activities appreciated by peers.

Provocative victims also need to learn age appropriate skills. They will need help from a caring adult to become aware

of behaviors that generate negative reactions from others. They may also need help with emotional management techniques.

Social skills training should be incorporated into behavior plans, classroom lessons, and IEPs (Individualized Education Plans).

Although some behaviors do perpetuate bullying, no one ever deserves to be bullied!

For more information and other bully prevention strategies, contact Balance Educational Services (A leader in Bully Prevention) Toll Free: 1-866-768-4803 © 2008

www.BalanceEducationalServices.com