**Teachers' perceptions regarding shy students and their implications for socio-emotional interventions**

Contemporary culture emphasizes an individual's competence in initiative, communication, teamwork, cooperation, and assertiveness. Individuals characterized by shyness (defined as stress and discomfort in social situations) tend to experience difficulties in realizing their personal potential. To improve our understanding of support mechanisms for shy students in a school setting, we investigated teachers' perceptions of shy students via 15 in-depth interviews. The thematic analysis shows that teachers tend to focus on the behavioral component of shyness ("he is very quiet") while rarely addressing the emotional aspects of stress in social situations. These findings have implications for intervention. Focusing on the behavioral component of shyness leads to the adoption of support strategies that seek behavioral changes. In contrast, a focus on the emotional component leads to a choice of support strategies that aim to address stress and discomfort in social situations. We argue that teachers should be trained to understand the inner world of shy students and to acquire knowledge of effective school-based strategies for overcoming social stress, in order that shy students can be better supported by their teachers and develop appropriate socio-emotional competencies.