In this section, we will define the construct ‘shyness,’ and review its consequences in the lives of children and adults. Afterwards, we will describe risk and protection factors in the development of shy children. Finally, we will address aspects of gender and culture.

 First, we will address the complexity involved in supporting shy students in the school framework. Afterwards, we will describe teachers' perceptions regarding these students and the support strategies that may be implemented in educational frameworks.

 The strategies combine different approaches in psychology, such as the humanistic approach (the inclusion of the shy student's feelings) and the cognitive and behavioral approaches. The following are the main strategies:

 ***Conversion of negative thoughts into realistic thoughts:*** For example, teachers should refrain from speaking in class about mistakes in a total or dramatic fashion, but rather to speak in a balanced way that allows the shy student to address the issue in proportion.

 In conclusion, this review reflects the understandings of its author on the subject of shyness and the spirit of the period during which it was written. It is likely that other reviews, written by different authors in different times, would present the subject from different viewpoints.

 To integrate the knowledge that has been published on the subject and to distill from it a structured and orderly frame of thought that contributes to the advancement of support for shy students in the classroom.