It should be noted that shyness has positive aspects, as will be described below, and is not considered a negative characteristic to be changed. In addition, attention should be given to the need to change the way of thinking around shy people, and to promote society's ability to accept the phenomenon, especially in the current period.

Shyness during early childhood has been found to be connected to children's reports on loneliness.

Shyness could be connected to problems during childhood, because behaviors that characterize shyness are contrary to social norms and the expectations of peer groups.

Indeed, it has been found that young teens who are characterized as being shy, experience more distress on the social level, more victimization, and they are less popular than their counterparts. This may work in a vicious cycle: social rejection is connected to poorer self-perceptions, which in turn may exacerbate social problems.

It has been found that teens characterized by a sense of humor and with athletic skills are better protected from victimization.

An additional aspect is the type of coping strategies that characterize shy individuals. It has been found that shy children tend to make use of internalizing coping strategies (coping emotionally with the stressor, such as worrying and self-blame), and this can increase their risk of developing socioemotional difficulties. Researchers raise the possibility that among shy children who make use of problem-solving coping strategies (coping directly with the stressor by taking action), there will be a decrease in socioemotional difficulties.

X claimed that teachers are the professional figures in children's lives, and they have the special opportunity to see the child as a whole. They note the fact that this matter has not received enough emphasis in school-based social intervention, and that the advantageous position of the teacher should be systematically included in these interventions.

X conducted a summary of studies on the effectiveness of support strategies for shy individuals. They concluded that exposure and social skill training strategies showed improvement in the short-term; however, the ability for generalization and long-term improvement was not yet known. Therefore, they emphasize the need to further refine and evaluate the support strategies.

As noted by X, parts of the strategies are not unique to shy students, but are characteristic of good teaching practice in general. This aspect is important, since it means that supporting shy students can become a routine element of educational practice.

Thus, for example, when students are asked to read a text in front of other students, the teacher can verbalize the emotions that accompany the experience, for example, "Sometimes it can be a little embarrassing to speak in front of a group, it's very natural to feel that way."

In educational activities, it is possible to create a sense of control over social situations via various strategies. For example, enabling students...

Thus, for example, when a teacher asks a class a question, he can say, "Give it a try, nothing will happen if you give the wrong answer, the important thing is to give it some thought and to try."

Peer-mediated interventions — Greco and Morris (2001) review studies in which attempts were made to support children who were characterized by social withdrawal by integrating peers into the process; they conclude that this approach appears to be effective for children of low status, but that it is necessary to take into account the fact that only a few studies with a few participants were conducted. Thus, for example, among young children it was found that peer-pairing intervention conducted over four [חסר פה מילה, שנים?] showed an improvement in the status of socially neglected children as well as an increase in the level of pro-social behavior among them. One of the mechanisms that the researchers suggested to explain the changes that occurred in the children is that the interactions constituted a form of exposure to social situations, and as such they reduced anxiety levels among the children. Even in the context of adolescents who are characterized by social anxiety, it was found that work with peer assistants (friendly and helpful students who attend the school and create a positive social experience for their peers) as one of the components of school based intervention resulted in a reduction in anxiety symptoms. The rationale for integrating peers into support strategies is that children are better aware than adults of the appropriate norms of social situations, and they can make informed suggestions about acceptable behavior within the peer group. In addition, activity within a student's natural environment increases the possibility for generalization of new behaviors. X's paper contains additional support strategies for class-room based teachers as a social group.

Humor development:  It was found that humor protects shy adolescents (especially boys) from victimization; therefore, it was recommended that shy individuals are supported through the development of humor skills. This aspect may also support shy students in coping more adaptively with feelings of stress in social situations.

In addition, it was found that athletic ability protects shy adolescent boys against victimization, likely because they are perceived to be physically strong. Therefore, we should consider integrating sports activities into processes for supporting shy students.

In conclusion, this paper sought to integrate knowledge on the nature of shyness, and based on this, to offer rational points for supporting shy students within the educational framework.

I hope that this review will contribute to the creation of a thought framework.