CHECKLIST FOR TEACHERS

Throughout your teaching career, you have noticed that some students change their behavior at school or their attitude towards teachers and colleagues. Also, you must have wondered why some students have a downward trajectory during a school year or why they start to be absent from classes.

The tendency of everyone is to throw the blame in the arms of the student, but, often, the cause of changes or decline in terms of school results is right around us (teachers, colleagues, friends).

All the possible and diverse causes must be taken into consideration: on the one hand, the period of preadolescence or/and adolescence is tumultuous for some students. On the other hand, changes can occur in the family environment, sometimes major that have a strong psycho-emotional impact on physical and mental health. Another reason could be the student's perception of the school environment and the fear of "something" or "somebody" that exists: verbal, attitudinal or physical aggression that appears repeatedly in the school environment and student wants to avoid., Support strategies can be built after all these causes have been identified and clarified.

But a frequent and invisible cause is online aggression. It is possible that your student does not know who the author (aggressor) is, thinking that the messages posted could be seen by tens or hundreds of colleagues, realizes that he/she cannot defend himself/herself from something he/she cannot see, feels humiliated, helpless and without any chance to get out of the situation.

Think about your student if he/she had the following signs **in the last month**:

- □ uses emotionally focused coping strategies
- □ uses avoidance-focused strategies
- □ manifests anger
- □ manifests rage
- □ manifests helplessness
- □ manifests frustration
- □ sometimes is counterattacking
- □ sometimes seems ignoring some colleagues or incidents
- □ sometimes is looking to inform a friend or receiving support
- □ dysfunctional families
- □ abusive relationships between family members (especially between mother and father)
- □ poor parent-child relationships
- □ one of the parents practices an authoritarian parenting styles
- □ parents ignore child"s needs
- □ parents who do not controle child"s time spent on the internet or the purpose of the use of smartphone
- □ physical-related problem (skinny, diformity, etc)
- □ has medical related problem (obesity, depression, chronic diseases, eyeglasses, underweight, shortness)
- □ has behavioral problems
- □ being a gifted children
- □ socio-demographic causes such as poverty,
- □ having a vulnerable family (single parent, poor financial level, etc)
- □ showing insatisfaction with the relationship with colleagues OR teachers OR parents
- □ has possible sexual harassment/gender orientation
- □ has different religious beliefs
- □ "lifestyle" – fashion, gadgets, pubs, social-groups
- □ the use of social networking
- □ online self-disclosure to other persons
- □ jelousy
- □ hate
- □ low self-esteem
- □ high anxiety
- □ high level of loneliness
- □ showing sadness
- □ showing fear
- □ showing psychoticism
- □ having poor (decreasing) academic results
- □ having high level of stress
- □ being previous victims of bullying
- □ poor appearence and poor clothes
- □ seems upset after going online
- □ seems suddenly depressed
- □ appears to be isolating themselves from friends or family
- □ is secretive about the phone or internet use
- □ is uneasy about going to school or to social situations
- □ complains of headaches, stomach aches, or has a change in appetite
- □ has trouble sleeping at night
- □ has lost interest in the favorite hobbies
- □ tries to stay home from school or extracurricular activities
- □ makes comments about self-harm or suicide attempts
- □ does not recognise an incident when he/she is questionned about in the presence of the possible aggressor