

In this survey, we asked teachers to assess the possibility of bullying when children start to show the following behaviors. The assessment was conducted using a six-point scale, from “1: None,” “2: Almost none,” “3: Rarely exists,” “4: Somewhat exists,” “5: High” to “6: Very high.” The following figures are the average scores calculated based on their answers. We also classified items in the list into four factor categories according to their relatedness in terms of bullying indicators, using a factor analysis method.

## SOS signs and identifying bullying

### Minor bullying factors

Minor bullying factors	
4.67	Equipment, desks, chairs, etc., are increasingly in disarray.
4.51	The child becomes reluctant to tell the teacher the reason for being absent, late, or leaving school early.
4.37	The child often complains of bodily pain.
4.33	The child becomes skittish.
4.29	The child always tries to stay close to the teacher.
4.23	The child wants to exchange seats with classmates.
4.15	The child’s name is suddenly mentioned by other children in the classroom.
4.14	The child starts talking only to the teacher.
4.10	The child is often seen with an unnatural smile.
4.09	The child stops writing comments in the group notebook or the classroom daily report.
4.07	The child is often seen alone with an absent expression.
4.04	The child is often seen with messy hair.
4.02	The child is often seen with other children who put their arms forcefully around the shoulders of the child.
4.00	The child starts acting consciously funny or cheerful.
3.95	The child often looks annoyed.
3.94	The child shows obsequious behavior.
3.94	The child’s behavior changes at break time.
3.92	The child often feels frustrated.
3.88	The child starts arriving at school at the last minute.
3.84	The child readily agrees to join in when invited to play.
3.79	The child stutters more often.
3.73	The child speaks and behaves more inconsistently.
3.71	The child is more often seen reading books at any time.
3.71	The child becomes obsessive about something.
3.70	The child often shows no reaction when addressed by the teacher.
3.65	The child takes the initiative to decide groups in order to avoid becoming isolated.
3.64	The child becomes weirdly cheerful.
3.62	The child often forgets things.
3.56	The child starts to have less patience.
3.52	The child often forgets or submits homework late.
3.50	The child often becomes dazed after play-fighting with classmates.
3.49	The child’s writing pressure becomes weak.
3.46	The child more often compliments other children.

3.46	The child more often makes a cruel joke.
3.43	The child develops a different attitude towards the homeroom teacher and other faculty members.
3.35	The child more often plays the role of group leader during group-based study sessions.
3.34	The child often speaks out about something completely different from the topics being discussed in the classroom to draw attention to himself/herself.
3.21	The child shows a more aggressive attitude towards study in the classroom.
2.97	The child more often voices his/her own opinions.

### Medium bullying impact factors

5.21	The child is often observed as being isolated when groups are formed in the classroom.
4.92	The child leaves home every morning but often does not attend school.
4.49	The child often shows a concerned look on his/her face.
4.38	The child often seems to lack energy.
4.37	The child often looks depressed.
4.35	The child often lowers his/her eyes.
4.34	The child does not enjoy school excursions or tours to places of interest.
4.32	The child is often seen hanging around in the corridor at school.
4.32	The child often expresses negative comments.
4.31	The child often takes on a rueful look.
4.29	The child stops talking about friends.
4.29	The child often loses his/her belongings.
4.15	The child often gets his/her clothes dirty.
4.09	The child often looks as if he/she wants to be comforted.
4.03	The child does not make eye-to-eye contact with the teacher.
3.99	The child makes different types of friends from previously.
3.98	The child loses his/her confidence in everything.
3.97	The child becomes more emotional.
3.92	The child often sighs.
3.88	The child often has a poor complexion.
3.88	The child often has sharp look.
3.88	The child is often reluctant to begin when group-based activities are required.
3.85	The child falls behind in his/her grades.
3.85	The child ceases to display hearty laughing.
3.84	The child loses his/her appetite.
3.84	The child loses concentration.
3.82	The child speaks out very little in the classroom.
3.80	The child speaks in a low voice.
3.65	The child sometimes makes weird comments about his/her family.
3.57	Garbage is often seen in the drawer of the child's desk.
3.32	The child's handwriting becomes messy.

### Interpersonal avoidance/isolated behavior factors

4.51	The child is ignored by other children when playing ball or is the target recipient during ball games.
4.48	The child often does other children's assignments.

4.14	The child follows other children around in a reluctant manner.
4.14	The child frequently offers to deliver lunch to classmates or clean the classroom, which are unpopular school duties.
4.12	The child often comes close to the teacher even when he/she has nothing to do or ask.
3.94	The child leaves school hastily before children get ready to leave.
3.93	The child enters the classroom late alone.
3.87	The child does not enjoy after-school activities.
3.86	The child becomes reluctant to leave school until all other children have gone.
3.78	The child often talks about other children being the victims of bullying.
3.61	The child goes to school alone early in the morning for no particular reason.

### Negative interpersonal impact factors

5.64	A note of speaking ill of the child circulates among children.
5.51	Personal belongings of the child are often hidden by other children.
5.43	Garbage is often put in the locker, etc., of the child by other children.
5.39	Other children avoid touching personal belongings of the child.
5.39	Bad things about the child are written on online.
5.34	Children start making negative comments about the child's physical condition (smelling bad, short height, etc.).
5.30	The child often writes essays implying bullying and death.
5.27	Personal belongings of the child are often damaged or scribbled on.
5.17	Bullying expressions are often seen in the school diary (exchanged between children).
5.16	Children make negative comments about the child's ability (dumb, left-handed, etc.).
5.15	The child's hair sometimes seems to be unnaturally cut.
5.09	The child often runs an errand for other children.
5.06	The child has lunch alone at lunchtime.
5.04	The child often has scratches and bruises.
5.00	The child often delivers money and goods to other children.
4.99	The child often receives crank calls at home.
4.90	The child is made fun of by other children when he/she speaks out in the classroom.
4.72	The child smiles when he/she is spoken ill of by other children.
4.68	The child increasingly arrives late, leaves early, and is absent from school.
4.66	The child often looks as if he/she has been crying.
4.63	The child often visits school nurse's office.
4.57	The child is often forced, by other children in the class, to speak out.
4.54	The child avoids putting his/her desk close to that of classmates.