Instrumentality in Psychology: Animes and Mangas as Mediation Tools in School Psychology

La instrumentalidad en psicología: El anime y el manga como herramientas de mediación en la psicología escolar

Instrumentalidade na Psicologia: Animes e Mangás como Ferramentas de Mediação na Psicologia Escolar

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ABSTRACT

Psychology arose from a social demand for a tool to implement and sustain a system based on exploitation and oppression by predicting and controlling human behavior. Considering the need to review the instruments and techniques of traditional psychology - moving towards critical psychology - a

critical analysis of the process by which they are chosen is necessary. This article articulates the results of two qualitative master's research studies, one characterized as intervention-research and the other of a documentary nature, both carried out between 2022 and 2023. In particular, the article proposes the use of Animes and Mangas as tools for Psychology, linking them to the concept of instrumentality. Our main objective is to present these artistic expressions in the work of school psychology professionals favoring the process of enriching the category's instrumentality, at the same time as seeking to advance the discussion of this concept in the area of psychology. Based on these works, we understand that the study of instrumentality sheds light on the final and broad intentions of the work of psychology, holding us accountable - and facilitating this process - for each choice we make.

***Keywords*:** School psychology; instrumentality; animes; mangas.

RESUMEN

La psicología surgió de una demanda social por una herramienta capaz de implementar y sostener un sistema basado en la explotación y la opresión mediante la predicción y el control del comportamiento humano. Considerando la necesidad de revisar los instrumentos y técnicas de la psicología tradicional - avanzando hacia una psicología crítica -, se hace necesaria un análisis crítico del proceso mediante el cual estos son seleccionados. Este artículo articula los resultados de dos investigaciones cualitativas de maestría, una caracterizada como investigación-intervención y la otra de carácter documental, ambas realizadas entre 2022 y 2023. En particular, el artículo propone el uso de Animes y Mangas como herramientas para la psicología, vinculandose con el concepto de instrumentalidad. Nuestro objetivo principal es presentar estas expresiones artísticas en el trabajo de los profesionales de la psicología escolar, favoreciendo el proceso de enriquecimiento de la instrumentalidad de la categoría, al mismo tiempo que se busca avanzar en la discusión de este concepto en el ámbito de la psicología. A partir de estos trabajos, entendemos que el estudio de la instrumentalidad ilumina las intenciones finales y amplias del trabajo de la psicología, responsabilizándonos - y facilitando este proceso - por cada elección que realizamos.

***Palabras clave*:** Psicología escolar; mediación; animado; mangas.

RESUMO

A psicologia surgiu de uma demanda social por uma ferramenta capaz de implementar e sustentar um sistema baseado na exploração e na opressão, por meio da previsão e do controle do comportamento humano. Diante da necessidade de rever os instrumentos e as técnicas da psicologia tradicional - avançando em direção a uma psicologia crítica -, faz-se necessária uma análise crítica do processo de escolha desses recursos. Este artigo articula os resultados de duas pesquisas qualitativas de mestrado - uma caracterizada como pesquisa-intervenção e a outra de natureza

documental -, ambas realizadas entre 2022 e 2023. Em particular, propõe-se o uso de animes e mangás como ferramentas para a psicologia, relacionando-os ao conceito de instrumentalidade. O objetivo principal é apresentar essas expressões artísticas na atuação de profissionais da psicologia escolar, favorecendo o enriquecimento da instrumentalidade da categoria e, simultaneamente, buscando avançar na discussão desse conceito no campo da psicologia. Com base nesses trabalhos, compreende-se que o estudo da instrumentalidade lança luz sobre as finalidades e os propósitos amplos da atuação psicológica, responsabilizando-nos - e facilitando esse processo - por cada escolha realizada.

***Palavras-chave*:** Psicologia escolar; instrumentalidade; animes; mangás.

Psychology as a science emerged amidst significant social transformations during the 19th century in a European society transitioning to a capitalist system of production (Guzzo & Ribeiro, 2019). Its history is rooted in and shaped by natural and positivist sciences, developed and disseminated through laboratories aimed at controlling experimental variables. Psychology arose from a social demand (Guerra, 2014) for a tool to implement and sustain a system based on exploitation and oppression by predicting and controlling human behavior (Parker, 2014).

As Lima (2005, p.18) highlights, “class differences were explained by the notion that some individuals were more capable than others, supported by intelligence and personality measurement tools created by Galton.” In other words, Psychology was called upon to justify social inequality, validate oppression, and uphold exploitation under the premise that some individuals were naturally more endowed than others.

In Brazil, during the industrialization process (1930-1964), Psychology was positioned as a tool for modernization and national development. By the 1970s, it aligned itself with social movements, though its political engagement remained illusory (Boechat, 2017). As it developed nationally, Psychology took on a predominantly clinical and private focus, particularly reflecting the effects of the Military Regime and University Reform (Oliveira et al., 2017).

This orientation shaped higher education undergraduate programs in Brazil. Their generalist approach reflects a fragmented, diffuse epistemological foundation, often commodified - manifested in the predominance of private institutions - while being presented as a unified field (Parker, 2014). According to the 2022 Census (Sandall et al., 2022; Guzzo et al., 2022), the professional category (regarding Psychology practitioners) in Brazil consists predominantly of white, cisgender, heterosexual, middle-class, young women from the Southeast region, graduates of private institutions, with a clinical practice focus. This raises the question: does such professional training equip practitioners with the tools necessary to address Brazil's complex social demands?

Within the public school system, the effective application of School Psychology principles is severely hampered by systemic obstacles and insufficient resources. Furthermore, the distinct professional identity of school psychology is compromised by professional inadequacies and the inappropriate transfer of health professionals into the educational setting. This results in the perpetuation of a clinical approach, focusing on diagnosing individual issues within the educational context. We argue, however, for the presence of professionals adequately trained to work in schools - critically and contextually - grounded in the realities of the school community to collaboratively address challenges (Moreira & Guzzo, 2017).

The theoretical framework necessary for school-based practice are fundamentally different from those required in health or corporate settings, for example. School psychology requires an expanded critical understanding of students, particularly recognizing their material living conditions and their relationship with the broader social context (Guzzo et. al., 2021).

According to Martín-Baró (1997), Psychology cannot act effectively without understanding the context in which it operates, nor without assessing the social, political, economic, and cultural conditions surrounding students. Furthermore, Martín-Baró emphasizes our role in fostering the process of conscientization. Achieving this requires

professionals adequately prepared for such work, a gap not addressed by the generalist orientation of undergraduate programs.

Given this profession's historical legacy, daily professional choices must adopt a critical perspective to break away from the individualization of issues. In the context of School Psychology, the predominance of a clinical practice focus remains a significant obstacle to developing effective professional tools. A critical and analytical approach to the tools of Psychology can foster the creation of more impactful practices to students and teachers.

The application of art in school psychology is a validated and effective strategy for promoting both personal development and critical awareness (conscientization) among all school stakeholders. By establishing a safe and expressive medium within the school environment, art provides a powerful mechanism for individuals to re-evaluate their position and interactions, thereby stimulating self-reflection on their current realities and motivating them toward constructive future-oriented change (Souza et al., 2018).

We ask ourselves: how can we choose and construct instruments for the practice of school psychology in a way that is consistent with critical psychology? In order to answer that question, this article proposes the use of anime and manga in psychological practices. Through this proposal, a procedure for selecting these instruments will be outlined. Therefore, this article aims to present the use of anime and manga as work tools in the work of school psychology professionals favoring the process of enriching the category's instrumentality, at the same time as seeking to advance the discussion of this concept in the area of psychology. To this end, we discuss the contributions of Instrumentality and Art in Psychology as mediators of professional intentionality. We further illustrate this connection through the concept of the “Guiding Procedure for Psychological Practices Mediated by Artistic Expressions” (PraPsi), exemplified by an intervention conducted in one of the master's research projects mentioned.

Instrumentality, Anime, and Manga

We understand instrumentality as the inherent capacity of each profession to transform (material and subjective) working conditions into instruments for mediating the demands socially assigned to it (Guerra, 2000; Sousa, 2021). According to recent studies, this discussion remains incipient in Psychology. However, its application enriches analyses of professional practice, spanning from training and professional choices to the political conditions and possibilities shaping the construction of the profession (Perez, 2023).

According to Guerra (2000), instrumentality can be developed on three levels: addressing the demands of the bourgeois project; achieving immediate professional objectives; and mediating social demands to fulfill professional intentionality. The latter is not merely a matter of professional aspiration or personal ambition but pertains to the raison d'être of the profession - its role in constructing the societal project upheld by the professional category: the purpose of its struggle (Falla Ramírez, 2017). Intentionality embodies the profession's vitality and informs all aspects of its practice.

In this process, the work of Psychology, like that of all other professional categories, encompasses certain dimensions. These can be systematically categorized into three basic dimensions: (1) theoretical-methodological, (2) ethical-political, and (3) technical-operational. It is essential to emphasize the need for balance among these dimensions and their alignment with intentionality (Costa, 2008).

The theoretical-methodological dimension pertains to the foundational frameworks, the lens through which professionals interpret the world (Costa, 2008). For instance, in school contexts, it dictates how human development is understood and which methodologies are deemed appropriate for analysis. The ethical-political dimension concerns analyzing the contradictions of reality and the work performed (Costa, 2008). This dimension enables understanding the power dynamics embedded in relationships. In the school setting, it allows for analyzing the involvement of organized crime in the

community's dynamics, the role of religion in students' and their families' lives, and the implications of professional actions.

Lastly, the technical-operational dimension focuses on the tools intentionally selected and created for mediating demands. These include materials, procedures, reports, games, referrals, dynamics, and other professional actions. The articulation of these three dimensions is crucial (Costa, 2008). A clear understanding of intentionality guides all actions, while the worldview informs the identification of contradictions and the choice of instruments, fostering a process of continuous evaluation and reevaluation (Falla Ramírez, 2017).

In summary, Psychology professionals must be attentive to the direction of their actions: whom they serve, for what purpose, in what format, whose interests they address, the real possibilities for their implementation, the consequences of their actions, their responsibilities, their preparation, and, above all, the active role of the individuals they work with in their development processes.

Intertwining the presented premises on School Psychology and instrumentality, we argue that art can be a powerful tools in the school psychologist’s work, mediating and promoting human development (Souza & Arinelli, 2019). The essence of developing the Psychology of Art, as posited by Vygotsky (1999), lies in understanding the connection between imagination and emotion. Art’s ability to affect and mobilize individuals facilitates the emergence and consolidation of “creative processes valuable to the development of adolescents, enabling them to envision their future” (Souza et al., 2018, p.378).

In the educational context, we agree with Souza et al. (2018, p. 377) that art’s fundamental role in this mediating process lies in “its contribution to the constitution of an educational context that promotes the development of more sophisticated forms of relationships.” Art serves as a psychological tool that, by eliciting emotions, fosters

awareness, re-signification, and new possibilities for individuals' actions within their reality (Souza et al., 2018).

We advocate for the use of anime and manga as mediating artistic expressions in the psychologist's work. These forms of Japanese artistic expression can "broaden knowledge, relationships, and emotions, encouraging reflection on oneself, others, and the context" (Carvalho, 2023, p. 87). Their use in school settings unveils an unlimited potential for exploring themes, supporting school psychologists seeking critical, collective-oriented practices aimed at mobilizing and transforming their context.

However, the choice of works - part of the technical-operational dimension - must not be arbitrary. It is essential to consider the other dimensions of instrumentality: the theoretical-methodological and the ethical-political. This involves selecting productions aligned with the objectives of interventions and actions tailored to the school context while respecting the history and perspectives of the individuals within it.

Thus, the results presented are excerpts and syntheses of two master's research projects linked to two different research groups. The first study, "Anime and Manga Mobilizing Affects and Imagination at School" (Carvalho, 2023), supervised by Prof. Dr. Vera Lúcia Trevisan de Souza, analyzed the potential of anime and manga in mobilizing adolescents' emotions and imagination, while the second, "Instrumentality in Psychology: Approaches to Its Praxis within the Brazilian Reality" (Perez, 2023), supervised by Prof. Dr. Raquel Souza Lobo Guzzo, characterized the concept of instrumentality as outlined in selected institutional psychology documents, serving as guides for professional practices in the Brazilian context.

Method: an explanation of previous research

As previously mentioned, this study is characterized by the systematization and articulation of two research projects previously published. The first study, titled "Anime and Manga Mobilizing Affects and Imagination at School", was a qualitative, participatory

investigation defined as an intervention-research project. Grounded in Historical-Cultural Psychology and Historical-Dialectical Materialism as its theoretical-methodological framework, the study was conducted in a public lower- and upper-secondary school in the metropolitan region of Campinas - São Paulo, Brazil (Carvalho, 2023).

The research was carried out through the creation of a reflection group with lower-secondary students. The group consisted of students from one 6th-grade class, two 7th-grade classes, and two 8th-grade classes who expressed interest in participating. Meeting weekly, the group was facilitated by the researcher, who presented selected anime episodes for collective reflection on students' feelings and emotional expression. As one of its outcomes, this study proposed a guiding instrument for the selection of Artistic Expressions , named PraPsi (Carvalho, 2023).

The second study, titled "Instrumentality in Psychology: Approaches to Its Praxis within the Brazilian Reality", was a qualitative documentary investigation. It employed the Historical-Dialectical Materialist Method to analyze selected documents within Brazilian psychology: (1) the current Curriculum Guidelines for undergraduate psychology programs; (2) the Brazilian Federal Council of Psychology's (CFP) draft document concerning the new Curriculum Guidelines for undergraduate psychology programs, approved and regulated in October 2023 (CNE/CES Resolution No. 1, of October 11, 2023); (3) the recommendations for remote psychology practice and internships in the pandemic context, produced by the CFP; (4) the Code of Professional Ethics for Psychology; and (5) a selection of three Technical References developed by CREPOP/CFP (Perez, 2023).

With the support of the Atlas.ti software, the research sought to highlight contradictions and gaps within the documents themselves and in comparison with the demands encountered in professional practice. As one of its outcomes, this study proposed a guiding material for theoretical and methodological choices in psychology, considering their ethical-political alignment with the declared intentionality (Perez, 2023).

Recognizing that the methodologies of both studies were grounded in similar assumptions and ontological perspectives, a dialogue between them began to emerge. With the aim of strengthening a critical psychology within the Brazilian context, both studies addressed the choice and construction of instruments aligned with the declared intentionality of practice. The present work systematized the main findings of the first study, using the theoretical-methodological structure proposed in the second one presented here.

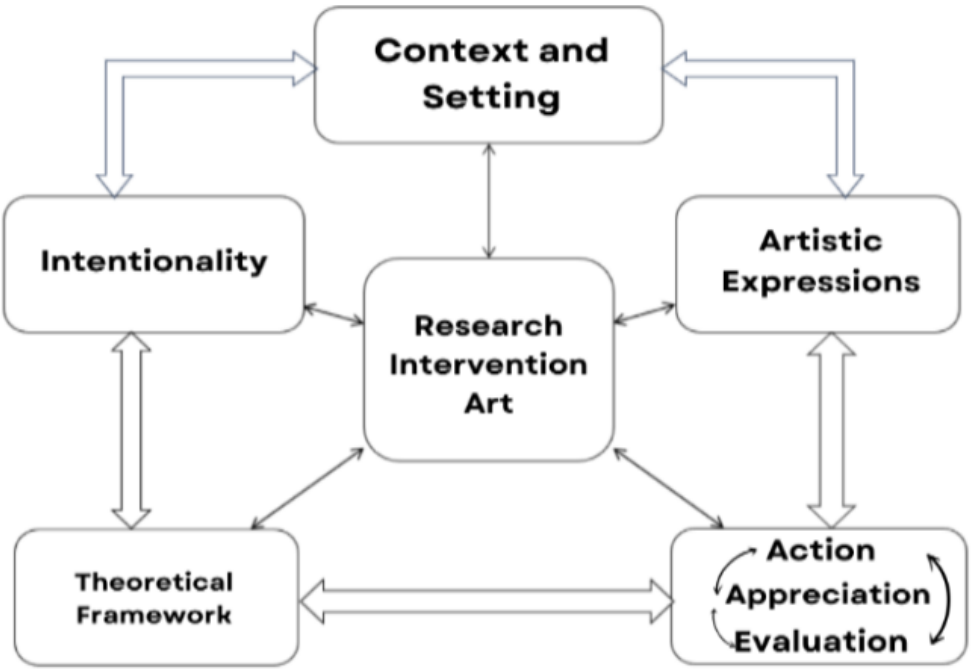
Both studies proposed models of action as pathways for selecting and constructing psychological instruments - particularly in the field of school psychology. This study brought both proposals together and developed an instrument containing guidelines and directions to support professionals in their everyday decision-making.

Results: Instrumentality and Guiding Procedure

Carvalho (2023) established the use of anime and manga as psychological practices by creating the “Guiding Procedure for Psychological Practices Mediated by Artistic Expressions” (PraPsi). This procedure aimed to provide a fluid pathway (stimulating a dialectically organized movement), maintaining focus on the objectives of the action, and grounding psychologists' collective-oriented practices. PraPsi offers resources for planning and developing practices that use artistic expressions through a dialectical interplay among its dimensions.

Figure 1

PraPsi



Note. Authorship: Carvalho, 2023.

The procedure is structured into five dimensions to support the development and planning of psychological practices with Artistic Expressions: (1) Intentionality, (2) Context and Scenario, (3) Artistic Expressions, (4) Action, Appreciation, Evaluation and (5) Theoretical Framework. These dimensions should not be treated in isolation, much like the holistic approach needed for planning school-based interventions and practices. Simultaneously, Perez (2023) concluded that instrumentality, as an analytical category, requires greater emphasis in Psychology, particularly regarding its praxis within the Brazilian context. Through the analysis of the selected documents, the researcher concluded that instrumentality, as an analytical category, has not been extensively addressed - directly or explicitly - in the official regulations of the profession. In other words, discussions regarding psychology's capacity to transform material and subjective

conditions into instruments for mediating reality were considered incipient and insufficiently integrated (Andrade & Gianna, 2024).

Moreover, the study identified the fragmentation and superficiality in defining Psychology's intentionality as a professional category. Having been identified in various ways across official instruments, the intentionality of psychology appears only sporadically, through the use of vague terms such as “social justice” and “social transformation,” which are neither thoroughly explored nor clearly defined. Based on this analysis, the researcher concluded that there is difficulty in establishing a unified intentionality for psychology. In other words, the documents present broad and weakly defined conceptions of the profession's motives, its societal project, and the role it intends to effectively play in the world (Perez, 2023; Sousa, 2021).

Another contradiction observed in selected documents was the imbalance among the core dimensions of professional work previously discussed. The study found that each document exhibited a predominance of discussion in one specific dimension: they dealt extensively either with the technical-operational, the theoretical-methodological, or the ethical-political dimension. The researcher understands that this imbalance stems both from the nature and the intended purpose of each document; however, she also assessed that a stronger articulation among the three dimensions is necessary, for example, to justify methodological choices by clearly stating their foundations and desired outcomes (Perez, 2023).

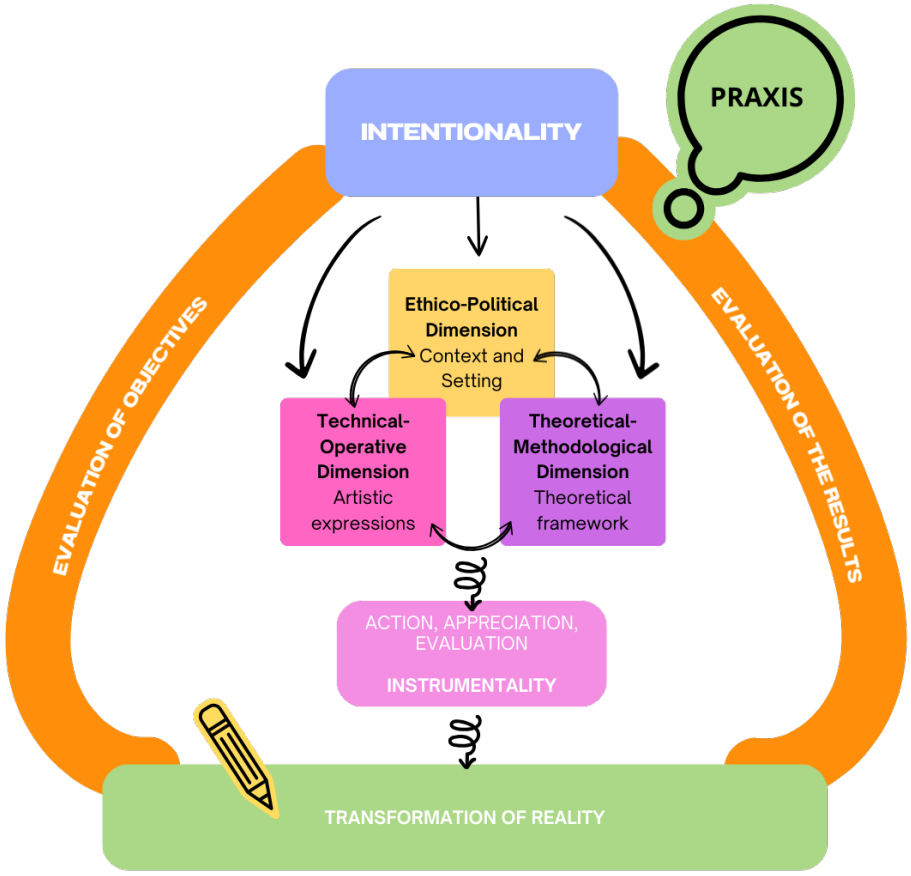
The study revealed that some documents prioritize theoretical aspects without adequately addressing their practical application or ethical-political foundations. Others focus on practical guidelines without theoretical grounding or ethical considerations. Some even emphasize ethical directives without theoretical support or practical applicability (Perez, 2023).

Reflecting on the connection between instrumentality and the dimensions of PraPsi, a visual synthesis was developed, followed by an exploration of intersections between

these frameworks. This exploration does not seek to establish rigidly structured practices but rather to propose a pathway for professional practices, supporting psychologists in aligning their methods and objectives through the use of art.

Figure 2

Instrumentality and Guiding Procedure



Note. Authorship: Original Authorship.

The first dimension of PraPsi (Carvalho, 2023), Intention, understands that the concept is central and guiding for the actions and practices of psychologists using art. It is necessary to have clarity regarding the intentionality of the proposal to bring forth subjectivities and support the outward communication of inner states. Intentionality will

guide the choice of material to be used by affecting and stimulating emotions and reflections of the subjects on the theme addressed or investigated. The selected material assumes the role of a psychological tool due to its capacity to promote new interactions between the subjects' higher psychological functions (Souza et al., 2018).

Much more than immediate responses to the demands brought to School Psychology, it is necessary to shed light on its intentionality. As previously established, intentionality transcends mere professional function; it is defined as the fundamental purpose or the desired horizon of the professional category, explicitly connecting its daily role to the broader societal project it champions. Intentionality essentially addresses the "why" behind professional practices. Consequently, it mandates that all choices, whether theoretical frameworks, practical methodologies, or ethical stances, must be rigorously evaluated against this core purpose. The goal is to achieve congruence among three critical dimensions: what is formally declared (the profession's mission/values), what is actively practiced (daily interventions and methods), and what is ultimately achieved (the resulting impact on the community or society) (Falla Ramírez, 2017).

The second dimension, "Context and Scenario," is foundational and structured on the premise that a comprehensive understanding of the environment is paramount. This dimension requires the professional to first map the operational context and then, based on this analysis, thoroughly characterize the specific scenario. This characterization involves detailing the key participants (stakeholders), the nature of the interactions taking place, and the prevailing conditions within that setting.

Knowing the context and scenario is therefore indispensable, as this detailed information strategically influences all other dimensions of the PraPsi framework. It acts as the primary guide for defining the intentionality (purpose and 'why') behind an intervention and dictates the appropriate selection of suitable materials and methodologies. This dimension understands that comprehending the context includes the various actors that compose it, such as the school (professionals and students), families, the local

community, and the regulatory bodies of education (Department of Education and the Education Secretariat). Although the proposed action may be directed toward a specific group (such as students), the relationships cannot be disregarded. It is essential to understand their histories and remain attentive to their expressions to access the dialectical and contradictory movement of the phenomena of reality such as violence, education or emotional as complex phenomena.

Beyond the relationships between subjects, this dimension also aims to focus on the physical and spatial aspects of the scenario and the resources for the application of the project. For instance, when considering anime, does the location have a projector/television/sound? If we think of manga, how are the comics made available? Through a weekly lending system, reading group? Individual reading?.

This dimension of the instrument proposed by Carvalho (2023) fundamentally incorporates the ethical-political stance of professional practice. Its importance stems from the necessity to analyze the systemic contradictions surrounding professional work, alongside the complex interplay between the socio-historical context and student development. While acknowledging the importance of immediate environmental conditions - such as the quality of the school's physical infrastructure, specific regional economic characteristics, or available funding - this dimension encourages a deeper, attentive focus. This focus is directed toward the intentional consequences of our actions, requiring an ethical and political calculation when making professional choices (Costa, 2008).

The "Artistic Expressions" dimension involves deepening specific knowledge about the selected material(s) and understanding their methods of use. It is essential to master the fundamentals of the chosen material, including its history, relevant authors, and means of expression. Furthermore, it is important to understand the emotions and/or feelings underlying the work, the elements highlighted in the production - such as images, dialogues, soundtrack, colors, movement, lines - the context of its creation, the main

characteristics of the culture in which it was produced, the year of production, and available access methods.

This dimension also concerns the need for high-quality reproductions that are suitable for the age group and target audience of the activities. It is crucial to invest in the appreciation of the material, considering that not all participants may be familiar with the artistic or media form chosen, and they may not have the habit of appreciating images or certain productions. Therefore, it is necessary to develop an appreciation, which may require several encounters before a more meaningful relationship is established with the audience.

Here, we draw a parallel between this dimension of Artistic Expressions and the technical-operational dimension of professional practice. It is through this dimension, when articulated with the others, that the choices - and creation - of mediating tools for objective and subjective conditions are dictated. It is important to emphasize that these tools should not be crystallized, as they must follow the movements of the complex social relations involved in the work in question (Costa, 2008).

To do so, it is crucial to return to the ethical-political dimension and question the consequences of these tools: do they align with the professional intentionality or create general harmful contradictions? Additionally, these tools are seen as major forces of labor in mediating intentionality. However, it is worth highlighting that their choice should be - or ideally, should be - made in congruence with the theoretical lens (Costa, 2008).

The fourth dimension, "Theoretical Framework," focuses on the practical intervention of the psychologist's work. In the context of the theoretical assumptions underpinning critical psychology, it is fundamental to revisit the guiding principles for collective, collaborative, and transformative practices. When considering theoretical framework , it is important to seek an understanding of what research production in the area has already contributed on the topic.

In the context of using artistic or media expressions, the theoretical foundation is Art Psychology (1999), which comprehends the capacity of these forms of expression to affect subjects, especially in terms of emotions. Therefore, it is crucial that the professional intending to conduct this type of intervention has solid knowledge in this area, understanding its ability to promote reflection and awareness (Souza, 2021).

For critical psychology, founded by Holzkamp (2016), the subject plays an elemental and fundamental role in the process of reproduction and production of life. Thus, an essential question in School Psychology is the perspective of the subject - in this case, the students. It is from this perspective that interventions can be planned and implemented, as it sees the subjects as both products and producers of their reality. This view, however, is not romanticized; it considers the material and possible conditions of life. However, it acknowledges the possibility of subjects improving their life conditions within their reality, as well as the role of Psychology in this process.

Here, we understand the theoretical-methodological dimension of the work. It is through this lens that we have the ontological and methodological foundations that supported our practical choices. Understanding it implies recognizing that the chosen and created tools do not exist for their own sake - they are not mere protocol steps, unchanging and fixed. At the same time, theory is seen as constantly updating and transforming, not static (Costa, 2008).

Although theory is of great value and plays a fundamental role - literally - across the other dimensions of the work, it cannot stand on its own. It lacks the practical extension to alter reality and update itself independently. Therefore, it requires the practical dimension in constant dialogue. Moreover, it ensures criteria for actions aligned with social practice (Konder, 1981).

Finally, the last dimension, "Action, Appreciation, Evaluation," refers to the interconnection of the other four dimensions before the actual application of the material and proposed action. This dimension allows reflection on the effectiveness of the

material in a specific context and scenario, assessing whether it aligns with the intentionality of the action, considering the relationships with demands and the target audience, and determining whether the theoretical framework is sufficient for action or requires further development from the professional.

For Guerra (2014), this process can be translated as the instrumentality of professional practice, in which the teleological positioning - our ability to project our intentions in the mobilization of available resources - allows for the calculation of our methodological choices before their application. This is what guarantees the process of reflection and evaluation of the theoretical, technical, and ethical pertinence of our professional choices (Andrade & Gianna, 2024). The following will illustrate this relationship with a professional experience that used anime and manga as mediating tool in School Psychology.

Discussion: The procedure in practice

To illustrate the interconnectedness described earlier, this subtopic presents a case study of an intervention conducted in a public school in the State of São Paulo, involving 6th and 7th-grade students. The following narrative details how this action strategically connected the core proposals of the PraPsi framework and the concept of instrumentality in professional practice.

In June 2022, the school’s management formally reported a significant "family relationships" problem, asserting that these issues were "interfering with learning" due to their problematic nature. The initial concern articulated by the management was focused on observable family structures and crises, specifically referencing scenarios such as divorce, abandonment, neglect, or the impact of parental imprisonment and death. This initial report established the perception of the problem as seen by the school's administration.

Following the management's report, the subsequent stage involved a period of closer engagement with the affected classes. This phase, defined here as “Action, Appreciation, Evaluation” encompassed several structured and informal conversations held with both students and teachers during class time. This time of intensive engagement served a dual purpose: to validate the initial management concern and to collect nuanced data from the participants' perspectives. This comprehensive process allowed us to observe that the theme of family relationships extended into more complex, pervasive, and often unspoken emotional dimensions than the initially reported administrative description suggested.

Thus, based on this reassessment, the Intentionality Dimension (the first dimension of PraPsi) was strategically established. It became clear that the intervention needed to address family relationships not merely as structural problems, but as a need for collective expression and emotional elaboration, seeking to promote transformation and positive reinterpretation of their affective experiences.

With the overall intentionality clearly defined, the focus of the intervention transitioned to the "Context and Scenario" dimension of the PraPsi framework. It was determined that the intervention would be strategically carried out within the respective classrooms of the groups involved, aiming for a collective and collaborative approach with all students. The action was structured into three distinct, sequential moments, designed to maximize opportunities for new forms of expression and elaboration concerning the phenomenon of family relationships: (1) Artistic Expressions Appreciation: This involved the collective viewing of a pre-selected culturally relevant anime episode. This Artistic Expression was chosen intentionally, as its narrative served as a shared, non-threatening stimulus to indirectly introduce the core themes (family conflicts and bonds), thereby establishing a common affective baseline for the subsequent discussion; (2) Collective Discussion: Led by the school psychologist, this phase utilized semi-structured dialogue techniques (e.g., open-ended questions about the characters' emotions and motivations) to process the

material. The objective was to facilitate the articulation of feelings and promote the socialization of interpretations, actively shifting the exploration of the phenomenon from individual silence to collective understanding; (3) Free Production: Students then participated in a creative task (e.g., drawing or narrative writing) where they could freely express and reinterpret the themes, offering concrete evidence of their individual elaboration and the beginning of the transformation of their affective experiences.

To ensure efficacy and minimize disruption, strategic partnerships were established with subject teachers (e.g., Arts or Literature teachers) to integrate the three moments into existing class hours. Crucially, the survey of necessary materials was conducted and formally documented. This process was a vital step in evidencing the instrumentality of the work, as it involved creating a detailed itemized list and budget for specialized supplies (e.g., large format paper, specific paint types, modeling clay) that were essential for the "Free Production" moment but exceeded standard school provisions. This documentation served as evidence for transparently discussing the practical needs and operational objectives with the management. This collaborative approach significantly enriched the instrumentality of School Psychology (Guerra, 2014) by (1) Collectivizing the demand, transforming it from a mere administrative concern into a shared interdisciplinary project; (2) Establishing genuine interprofessional work between the psychological and pedagogical staff; (3) Preventing crystallized intervention proposals, by ensuring choices were strategically grounded in the real context and available resources.

Once the Context and Scenario dimension was defined, the process advanced to the Artistic Expressions dimension. Considering the use of anime, the final choice was made after a rigorous process of professional immersion in the work. This process included not only viewing the material but also engaging in conversations with other individual’s familiar with these expressions and consulting specialized databases to ensure its relevance and thematic suitability.

Following this immersion, the chosen material was analyzed against the other dimensions of the tool (Intentionality and Ethical-Political), aiming to raise questions that would enable the (re)formulation and (re)thinking of the intervention and the final proposal, thus ensuring the overall coherence of the action (Carvalho, 2023).

In the case presented, the anime chosen was "Spy Family," directed by Furuhashi (2022) and based on the manga by Endo (2019). The story revolves around the secret agent Twilight on an unusual mission: to marry and raise a daughter. Twilight adopts the orphan Anya, a 6-year-old girl with telepathic powers, and proposes a fake marriage with Yor Briar, a mysterious assassin. The anime transitions between everyday family situations in a fluent and engaging comedy. In the intervention, the first episode was presented in which Twilight adopts Anya.

Although the intervention utilized only the first episode, the psychologist undertook a thorough and extensive familiarization process with the entire work. This included viewing all previously released anime episodes and reading various chapters of the corresponding manga to ensure a comprehensive understanding of the narrative arcs and thematic complexities. Furthermore, in-depth contextual research was conducted, gathering information on the creators, the socio-historical context of the work's production, and its key cultural references. This meticulous approach to selecting an anime is crucial, precisely because it directly serves the established intentionality of intervention. The process deliberately avoids random selection or, critically, choices based merely on the personal tastes or preferences of the activity coordinators. Instead, it ensures the material functions as a validated, purposeful tool aligned with the ethical and pedagogical objectives of professional practice.

This intervention proposal was rigorously established based on a comprehensive analysis of both the material and subjective conditions relevant to the student population. This evaluation process assessed four critical factors to ensure the choice of Artistic Expressions was strategic: (1) Cultural Resonance: The students' affinity for the chosen

artistic material (anime/manga) was prioritized, given the observable significant increase in access and popularization of these media during the historical period of this work. (2) Resource Feasibility: An assessment of the material resources offered by the school was conducted to ensure the practicality and sustainability of the intervention activities. (3) Thematic Appropriateness: The relevance of the themes addressed in the anime was carefully matched with the specific developmental characteristics and emotional demands identified within the student cohort. (4) Strategic Alignment: A final check ensured coherence between the artistic proposal and the ultimate objectives of the intervention (i.e., collective emotional elaboration).

By grounding the intervention in this multi-faceted evaluation, the action moved beyond a standardized approach. We observed that this deliberate process directly served as an attempt to enrich the instrumentality in the professional practice of the school psychologist (Guerra, 2014), because the choices were made consciously, contextualized, and strategically aligned with both the students' reality and the professional's final purpose.

Prior to the session, all electronic devices were tested for functionality, and the availability of all necessary materials for the production activity was meticulously verified. With these preparations complete, the intervention commenced. The psychologist introduced herself, briefly described her role and the project's objectives, and informed the students that they would first watch a selected anime episode, followed by related activities.

The viewing was immediately succeeded by a discussion phase led by the psychologist. Semi-structured trigger questions were utilized to facilitate dialogue, such as: "How did you feel watching the episode?", "What do you think the creator intended to convey?", and "What did the material make you think of in your own life?". Students actively participated in the collective debates and completed the final production activities.

The materials collected from the students' work (e.g., drawings, narratives, and discussion notes) were subsequently analyzed and actively interpreted by the psychologist. This analytical process focused on identifying core interpretations, emerging reflections, and thematic generalizations derived from the students' output. This rigorous post-intervention analysis was critical, as it enabled the creation and precise adjustment of future proposals for subsequent interventions with adolescent populations.

Regarding the data, we observed that the use of the anime in question stimulated adolescents to reflect on parenthood, the complexities of family relationships, as well as their emotions, fears, and concerns. In addition, these activities promoted reflection and favored imagination, allowing them to project new future-oriented possibilities.

That is, through the analysis of this case, it becomes possible to visualize the proposal presented in Image 2 in action. Once intentionality is explicitly stated and well-established, the subsequent steps can be outlined. It is intentionality that illuminates the most appropriate choices for the context and setting, as well as guides the selection of the most suitable theoretical framework. Thus, in this movement of articulation and alignment, the choice of artistic expressions becomes more coherent and purposeful. In doing so, professional practice takes on the character of instrumentality, mediating social demands. Finally, a continuous process of action-appreciation-evaluation sheds light on the reflection regarding the adequacy of the proposal to its final objectives and, above all, to the intentionality that has been declared.

Final Considerations

This article aimed to present anime and manga as possibilities for professional interventions by psychologists, linking them to the concept of instrumentality. The use of these artistic expressions enhances the process of enriching the instrumental capabilities of the profession, while also fostering reflection on the need for more critical

and supportive practices. The image created, interlinking instrumentality with PraPsi, sought not only to propose a way of thinking about and using these tools but also to highlight the necessity for tools in psychology that integrate theoretical, technical, and ethical relevance.

As discussed previously, psychology emerged from the need to categorize and standardize behaviors to sustain the capitalist model of production in society (Parker, 2014). Consequently, it ultimately instrumentalized the notion that some individuals are more capable or competent than others, through psychological tests and assessments treated as unquestionable data (Lima, 2005). The intentionality of the work presented here lies in an effort to redirect psychological practice toward a contextualized approach aligned with the strengthening of subjects from childhood onward. By explicitly discussing and articulating the intentionality of its work, psychology can develop actions that genuinely correspond to its stated aims.

The proposed framework for guiding decision-making in professional actions may help practitioners avoid harmful contradictions in their practice. Once professionals reflect on the motivations underlying their actions, it becomes more feasible to identify the pathways that must be constructed in their chosen direction (Falla Ramírez, 2017). In doing so, the alignment among theory, practice, and intentionality can be achieved in a more deliberate and coherent manner. This is grounded in the premise of avoiding the articulation of a disembodied discourse of presumed social justice - often pursued through divergent means, such as the use of standardized tests and the classification of students as either fit or unfit.

The case presented demonstrated how instrumentality was fundamental to the practice, using anime and manga in a dialogical and reflective manner. Much more than selecting suitable tools to address the everyday demands of our professional practice, embedding our practices with instrumentality - at a critical and mediated level - requires active and reflective involvement from all parties. By doing so, we observed a horizontalized

practice, rooted in the needs and conditions of the students, with school psychology serving as a mediating tool in their processes of integral development. What is required of our professional category is this critical and reflective approach to our own professional choices. The study of instrumentality sheds light on the broader and final intentions of our work, holding us accountable - and facilitating this process - for every choice we make.

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Author's contribution statement

MGP: Conceptualization, Data Curation, Formal Analysis, Investigation, Methodology, Software, Writing – original draft

RMDAFC: Conceptualization, Data Curation, Formal Analysis, Investigation, Methodology, Visualization, Writing – original draft

RSLG: Administration, Resources, Supervision, Validation, Writing – review & editing

VLDST: Project Administration, Resources, Supervision, Validation, Writing – review & editing

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The data set supporting the results of this study is not available.

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