



Bullying in the school context: a perspective through the film “Extraordinary”

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SUMMARY

The purpose of this research project was to deepen the understanding of the phenomenon of *bullying* in schools, using the film "Wonder" as a perspective. This study sought to analyze the various dimensions of this phenomenon, clarifying its implications and consequences, with the goal of anticipating and preventing the occurrence of these unwanted behaviors. The analysis of the film was based on texts, scientific articles, and relevant works. The film "Wonder" tells the story of August Pullman, or Auggie, as he is better known, a boy with a facial deformity that leaves him...

outside conventional standards. Throughout the story, the film depicts Auggie's first year at school, after years of homeschooling. The film's analysis provided insight into *bullying* and the strategies used to combat it. The story explores the character's development, showing what Auggie learned and what he taught others. The results highlighted the main conclusions and significant contributions to understanding the topic, which are presented in the final considerations. This presentation was preceded by an analysis of the data collected throughout the film, reflecting our commitment to a rigorous, critical, and objective approach.

Keywords: *Bullying*. Behavior. School. Health. Movie “Extraordinary”.

ABSTRACT

The proposal of this research project aimed to deepen the understanding of the phenomenon of bullying in the school context, with a perspective through the film “Extraordinário”. This study sought to analyze the various dimensions of this phenomenon, clarifying its implications and consequences, with the aim of anticipating and preventing the occurrence of these unwanted behaviors. The analysis of the film was based on texts, scientific articles and relevant works. The film “Extraordinary” tells the story of the character August Pullman, or Auggie, as he is better known, a boy with a facial deformity that leaves him outside conventional standards. As the story goes, the film shows his first year at school, after years of homeschooling. Analysis of the film provided insight into bullying and the strategies used to combat it. The story works on the character's evolution, showing what Auggie learned and what he taught others. The results highlighted the main conclusions and significance contributions to the understanding of the topic, which are presented in the final considerations. This presentation was preceded by an analysis of the data collected throughout the film, reflecting our commitment to a rigorous, critical and objective approach.

Keywords: *Bullying*. Behavior. School. Cheers. Film “Extraordinary”.

1. INTRODUCTION

Author Olweus (1993) says that *bullying* is a continuous phenomenon and in different social contexts, is not limited to simple aggressive interactions, its effects are long range, leaving physical and psychological scars on its victims. Physically, the

bullying often manifests itself through direct aggression, resulting in injuries, bruises and even broken limbs. Olweus's investigation (1993) demonstrated a link between persistent physical *bullying* in childhood and problems physical and mental health in adulthood, highlighting the severity of these effects.

Based on Freire's analysis (2014), the psychological effects of *bullying* are harmful. Continued exposure and social isolation can lead to the development of mental disorders, including anxiety and depression. Adverse experiences, such as *bullying*, can trigger long-term mental health problems.

Freire (2014) also states that victims of *bullying* can develop damages that are caused by such behavior, such as low self-esteem and depression. In the case of aggressors, they have a higher risk of getting involved with other types of behavior such as substance abuse and criminality.

Furthermore, *bullying* creates a vicious cycle in which victims internalize negative messages, damaging your self-esteem and self-image. These traumas psychological problems persist and negatively impact emotional and social development.

To break this cycle, it is essential to invest in intervention and prevention. School programs that promote empathy, emotional education and respect for differences are vital. Furthermore, public policies must be implemented comprehensive that involve not only schools, but also families and society as a whole.

Generally speaking, *bullying* is more than an isolated act of aggression, it is a complex phenomenon that leaves a deep mark on its victims.

Understanding these losses and adopting proactive measures are fundamental steps in building a more just and inclusive society, where respect and compassion can overcome the prolonged pain caused by *bullying*.

The phenomenon of *bullying* in the school environment is a growing concern in contemporary society, with significant implications for the mental health of individuals involved. *Bullying* is not a transient phenomenon, but represents a fundamental aspect of human behavior (Volk, Cioppa, Earle and Farrell, 2012).

Lopes Neto (2005) mentions that the occurrence of violence against students can

cause psychological and/or physical harm, or that when witnessing such facts they remain silent so that they are not also attacked or that they end up finding them banal or even that, in the face of the omission and tolerance of adults, adopt aggressive behaviors. Therefore, the exclusion and violence are some of the school damages that can be caused by *bullying*.

The central hypothesis of this study is that this behavior, motivated by factors such as the desire for power and control over others and the pressure to fit into standards social, can lead to physical, psychological and emotional disorders in affected students. In view of the above, the general objective was to conduct research through the analysis of scenes from the film “Wonder”, where the relationships of the protagonist “Auggie” were studied in the school context, of the victim and the aggressor. Analyze the manifestations of *bullying*, its roots and, especially, their consequences for the mental health of those involved. To achieve this objective, an analysis will be proposed of how this behavior affects the students' mental health and the importance of prevention and early intervention to reduce these negative impacts.

Specific objectives include investigating implicit factors such as desire to control others and the pursuit of social standards, and the analysis of the implications direct consequences of *bullying*. In addition, identify the consequences of these harmful acts and propose interventions that aim to improve the mental health of students and everyone involved.

The justification for carrying out this research is focused on the relevance of the *bullying* as a social and mental health problem. The impact of this behavior is not limited to the school environment, it reflects on society as a whole. Therefore, It is believed that this study benefits both direct victims and also contributes to create a safer school environment, promoting a healthier future for children future generations and thus improving mental health on a social scale.

This study has a relevant scope, not only for Psychology, but also for public policies and interdisciplinary research. By understanding the social dynamics and psychological factors involved in *bullying*, we are identifying risk and protective factors, and thus contributing to better awareness, creating a school environment and a healthier and safer future for all.

From a scientific point of view, this study promotes advances in knowledge, resulting in substantial improvements in the quality of life of people affected by this



problem in their daily lives. Furthermore, it contributes to the development of research interdisciplinary, the validation of psychological theories and influence on public policies.

Thus, this study presents a significant contribution to the field of Psychology, as it offers support to victims and the community involved, as well as, promotes mental health and well-being. Furthermore, it helps in the development of intervention strategies, deepens the understanding of social and psychological dynamics and identifies risk and protective factors.

2. DEVELOPMENT

2.1 - *Bullying from the perspective of Cognitive Behavioral Therapy*

Considering the central theme of this work, “Bullying in the school context”, an analysis was carried out in light of the Cognitive-Behavioral approach. Cognitive Behavioral Therapy (CBT) encompasses psychotherapeutic interventions that aims to: produce changes in thoughts, in systems of meanings, in addition to lasting emotional and behavioral transformation; and provide autonomy to the client, thus achieving relief or total remission of symptoms (Beck, 1993). Three levels of cognitions are identified by CBT, namely: automatic thoughts (APs), intermediate beliefs and core beliefs (Beck et al., 1997). The authors also emphasize that core beliefs represent the mechanisms developed by people to deal with everyday situations, that is, the way how individuals perceive themselves, others and the world, and the future, this being perception called the cognitive triad.

2.2 - Theoretical perspectives on *bullying*

Bullying is a complex and multifaceted phenomenon that can have roots in different historical and cultural contexts. Silva (2014) points out in his book that *bullying* may have intensified in recent decades, in part due to increased violence in society and the increasing use of communication technologies.

Duarte (2007) in the article "Analysis of school *bullying* from the perspective of psychology historical-cultural" addresses the subject indirectly, highlighting the importance of understand the historical and social context in which the phenomenon became present in schools. The author emphasizes that it is necessary to have answers to questions such as “What led socially *bullying* to be present in schools? In what historical context did it occur

to gain visibility?”

The author also reflects on the relationship between *bullying* and the context social and cultural context in which it occurs, highlighting the importance of working on more important issues structural issues related to the production of *bullying*, so that students can understand that your attitudes reflect reality, based on certain conditions life goals.

Olweus (1978) defined the term as an aggressive behavior that involves an imbalance of power, is repetitive and intentional, that is, it is a behavior offensive and undesirable from one person or group towards another individual or group.

According to Beck (2011), Cognitive Behavioral Therapy (CBT) examines the *bullying*, highlighting the relationship between thoughts, emotions and behaviors. Both Both the aggressor and the victim may have dysfunctional thoughts. The aggressor may have beliefs of superiority, while the victim may develop low self-esteem.

Emotionally, *bullying* triggers negative reactions, such as pleasure in aggressor and fear in the victim. These emotions influence subsequent behaviors, with the bully resorting to *bullying* to deal with social problems and the victim adopting avoidance behaviors.

According to Beck (2013), Cognitive Behavioral Therapy - CBT, involves the identification and challenging of core beliefs and negative automatic thoughts (NATs). Core beliefs are the perceptions an individual has of themselves, others, and the world. world around you.

Beliefs that often develop during childhood and that for many are sometimes influenced by significant experiences in the individual's life, which can make them difficult to identify and challenge. In CBT, the therapist seeks, together with the patient, identify core beliefs and negative automatic thoughts (NATs). Once identified, they can begin to challenge these beliefs and thus develop thoughts more adaptive.

An example of a core belief of “I am a failure” can lead the patient to having negative automatic thoughts (NATs) like “I can’t do anything right” or “I don’t I will be able to do this.” And by encouraging the challenge of this core belief and thoughts automatic, the individual can begin to develop a more positive view of themselves

same.

In the context of school *bullying*, beliefs can play a role significant, since victims may strengthen negative beliefs about the triad cognitive, that is, about themselves, others, and the world around them. These beliefs can trigger feelings of anxiety, anger, fear and sadness and can influence the victim's behavior, avoiding people and situations. In the film, the character principal Auggie, may have developed negative beliefs resulting from the *bullying* that suffer because of their physical appearance. These beliefs can affect their relationships, academic performance and self-esteem.

Through this, CBT can be an effective approach to assist victims of *bullying* to identify and challenge these beliefs, because by changing these negative beliefs, affected individuals may begin to see themselves, others, and the world in a different way. a more positive way, leading to development and improvements in your well-being behavioral and emotional.

According to Beck (2011), CBT offers interventions to modify distorted thoughts and develop social skills. For the abuser, it includes learning to deal with emotions. For the victim, it promotes self-esteem and effective coping. Thus, CBT can promote positive changes in both.

2.3 - Manifestations of *bullying* in the school environment

In this context, mental health is a key concept for the development of this work, as it refers to the individual's psychological and emotional well-being.

This study provides the necessary conceptual foundation for the development of this research, in which the central theme will be analyzed manifestations of *bullying* in the school environment, which according to Almeida, Lisboa and Caurcel (2007) is violence that occurs through the persecution and intimidation of a student by one or more colleagues, with the clear intention of causing them suffering and presents repetitive and intentional. A situation that can negatively impact mental health of the students involved, causing problems such as insecurity, low self-esteem, anxiety and depression.

We use the CBT approach - Cognitive Behavioral Therapy which brings the

understanding, including the aggressor's behavior, as well as the reactions of the victim. As the author Bandura (2006) describes in his study on the disconnection moral, "positive attitudes and beliefs about *bullying* are significantly more likely among students who bully , with 38% of the variance in *bullying* reported being explained by students' endorsement of moral disengagement strategies."

CBT plays an important role in preventing psychological problems and in development of cognitive, social and emotional skills which, in turn, are protective factors against mental disorders and other emotional and psychological problems behavior (Fava and Martins, 2016).

The research also investigates the short- and long-term consequences for victims of different forms of violence, whether manifested as *verbal bullying* , physical or social.

3. METHODOLOGY

3.1 - Materials

This research aims to analyze the film "Extraordinary", based on the best seller homonymous by RJ Palacio, published in 2013. The plot narrates the journey of Auggie, a boy born with a genetic syndrome who undergoes multiple plastic surgeries due to a facial deformity. As he enters school at age 10, Auggie is faced with challenges that force him to adapt to his new reality.

Four scenes were analyzed, described below:

| SCENE | START | TERMINATION | SUMMARY |
|--|--------------|-------------|--|
| First Contact of Auggie with the students | 13min 40s | 20min 24s | Auggie is greeted by his schoolmates with with strangeness, rejection and curious looks. |
| First friend | 36min 50s | 40 min | Auggie makes his first friend. |
| Meeting with parents | 1h 27min 10s | 1h 30min | The classmate's parents are called to a meeting with the principal. |
| School trip | 1h 34min 50s | 1h36min | Some boys insult Auggie for your appearance. |

In addition to examining four scenes from the film that address social issues related to school *bullying*, this research also sought relevant articles on the theme in the SCIELO and PEPSIC databases. The analysis focused on the repercussions on mental health, in risk and protective factors, aiming to contribute to the development of effective interventions to promote the well-being of students affected by this problem.

The methodology used for data collection in this study consisted of the analysis of 4 scenes from the movie "Wonder", focusing on the main character, Auggie, who is victim of *bullying* due to his physical appearance.

Four specific scenes were selected that demonstrate the occurrence of *bullying* and its repercussions on the character's mental health. The choice

of these scenes was based on the observation of the events portrayed and the behaviors that involve Auggie and in literature data. A notable example is the scene in which Auggie goes to school for the first time and, because of his physical appearance, no one shows it interest in becoming your friend.

The scenes were chosen based on their reverence to the central theme of the study, bullying . Each scene chosen manifests an incident of indirect or direct *bullying* that Auggie faces, as well as Auggie's reactions to what happened.

Therefore, these scenes are fundamental to understanding the gravity and depth of the *bullying* that Auggie experiences. In the same way that they help illustrate the various forms that *bullying* can take, as well as the consequences psychological and emotional changes that can result from these experiences

3.1 - Analysis Procedure:

The project focuses on school contexts and seeks to understand more about the psychological impact that *bullying* has on children and adolescents. This analysis was formulated through information collection. The data analysis carried out had as its main objective model qualitative analysis, that is, a dynamic research process within a specific theoretical system, according to Pinto (2004) in his article "*Qualitative Research in Clinical Psychology*" of the scientific journal "*SCIELO*". The research to be carried out includes the collection of data indicative of behaviors, actions and preferences related to film "Extraordinary".

Each selected scene was analyzed based on: statements from colleagues, facial expressions, behaviors directed at Auggie, and observed consequences on him, that is, how it impacted his self-esteem and effects on other people/colleagues and on the discussion of literature.

4. RESULTS AND DISCUSSION

4.1 - Scene 1

| | | | |
|---|------------------|------------------|--|
| <p>First Contact of Auggie with the students</p> | <p>13min 40s</p> | <p>20min 24s</p> | <p>Auggie is welcomed by colleagues of school with strangeness, rejection and looks curious.</p> |
|---|------------------|------------------|--|

The first scene analyzed begins at 13 minutes and 40 seconds and ends at 20 minutes and 24 seconds. It takes place when Auggie, the main character, goes to school for the first time, he needs to walk the path from the school entrance to his classroom, however, already in the first steps, he notices the looks and distances of others students, due to their appearance differing from the socially accepted standard, which makes this is the first challenge he faces in the school environment.

According to Erikson (1968), during adolescence, young people face a crisis of identity versus role confusion. At this stage, they seek to understand who they are and where they fit into society. For young people with socially or physically different, this search for identity can be especially challenging.

During this challenging situation, Auggie uses the teachings from his mother, who says that “if you don’t like where you are, imagine the place where I would like to be.” With this thought in mind, he is able to move forward and reach your classroom, but the discomfort continues as your classmates watch curiously as he tries to find a place to sit, he feels the critical looks of judgment and the whispers around you.

Erikson (1968) also highlighted the importance of the peer group during adolescence. For young people with different standards, peer rejection can lead to social withdrawal and difficulty in developing a positive identity.

While some students try to disguise and avoid eye contact with Auggie, others can't contain their laughter, even if it's discreet.

For Auggie, this first day of school becomes a rather painful and challenging, as he faces prejudice and hostility from his peers. colleagues. Beck (2015) argues that distorted thoughts about themselves and others others may increase feelings of inadequacy and hostility towards others.

During this analysis, some of the core negative beliefs were identified demonstrated by Auggie about himself, such as “I’m ugly” or “People will hate me” reject because of my appearance.” These beliefs may be linked to the feeling of helplessness, difficulty in receiving love and lack of value, resulting in the emergence of fear of school, which can also contribute to a state of anxiety.

Auggie faces a series of thoughts related to his physical appearance and the way others perceive him and socially exclude him, as well as being the target of jokes from his peers. It is also important to consider that it is very likely that Auggie has already have experienced similar situations, even outside of school and these past experiences can also influence their expectations and emotional reactions in the school environment.

As coping strategies, it is clear that Auggie avoids social situations and tries to hide using his astronaut helmet, which can bring some relief temporary, but by not effectively addressing negative beliefs, they can maintain the cycle of anxiety and avoidance.

The character receives full emotional support and guidance from his parents in order to help you develop healthy coping skills and challenge your negative thoughts.

Effectively confronting *bullying* requires not only courage, but also appropriate strategies to deal with the situation. As Bandura (1977) stated, A self-efficacy is the belief in one's own abilities to organize and execute courses of action necessary to deal with specific situations. Therefore, developing a sense of self-efficacy can be crucial to successfully address *bullying* .

During the scene after Auggie returns home, we see his mother offering encouragement and support, which can help you feel more confident and able to cope your challenges.

In addition to family support, it is also important that there is intervention in the school environment itself, both in preventing *bullying* and in supporting the inclusion of all.

Intervention in the school environment to combat *bullying* is key to creating a safe and welcoming place for all students. As observed by Smith and Shu (2017) effective *bullying* prevention requires an approach that encompasses not only the identification and intervention in individual incidents, but also the providing a school culture that promotes empathy, respect and mutual inclusion. Therefore, it is crucial that schools adopt consistent anti *-bullying policies*, teach students and teachers on the topic and train social and emotional skills to prevent and intervene to correct systematic *bullying* .

The school must promote a culture that values diversity and combats any type of discrimination, involving students and educators.

This scene from the movie "Wonder" provides an opportunity to analyze the challenges faced by those who are outside of socially acceptable standards, as well as, it demonstrates the importance of family support and school intervention in the search for social inclusion.

4.2 - Scene 2

| | | | |
|--------------|-----------|--------|------------------------------|
| First friend | 36min 50s | 40 min | Auggie makes his 1st friend. |
|--------------|-----------|--------|------------------------------|

The second scene analyzed begins at 36 minutes and 50 seconds and ends at 40 minutes. When it shows the main character making his first friend in moment when they are taking the science test and Auggie realizes that his classmate Jack Will is having trouble answering the questions and shows his proof for him.

In the next scene, Jack Will goes to the table where Auggie is sitting to tell him thank you and they both start talking, Auggie invites him to study science at his home. In the following scenes, Auggie and Jack Will become friends.

The scene depicts the main character overcoming his insecurities and fears in moment he connects with Jack Will. This interaction is valid and meaningful, as it challenges some negative core beliefs Auggie has about himself, like: "Nobody will want to be my friend."

According to Beck (2011), core beliefs are the deepest ideas that people hold. individuals have of themselves, the world around them, and others. They are formed from the experiences lived throughout life and that can be changed through Therapy Cognitive-Behavioral - CBT.

In light of this, the friendship established with Jack Will offers Auggie a new opportunity to challenge his negative beliefs. Soon, Auggie begins to realize that despite his condition and appearance, he is able to be accepted by others and make new friends.

Change doesn't happen all at once, Auggie ends up facing several setbacks along the way, including the betrayal of his friend Jack Will who feels pressured by his former friends and on *Halloween* he is seen by Auggie talking of their appearance. Still, after a while, friendship is an important step on Auggie's journey to develop a positive identity and overcome his insecurities and fears.

In this context, Auggie and Jack Will's friendship can be seen as a way therapy in action, as it actually helps Auggie challenge his negative beliefs and thus develop a more positive outlook on both yourself and others.

4.3 - Scene 3

| | | | |
|----------------------|--------------|----------|--|
| Meeting with parents | 1h 27min 10s | 1h 30min | The classmate's parents room are called for a meeting with the director. |
|----------------------|--------------|----------|--|

The third scene analyzed starts at 1 hour, 27 minutes and 10 seconds and ends with 1 hour and 30 minutes. The school principal, Mr. Buzanfa, calls the parents of Julian, a classmate of Auggie, for a meeting.

Julian is identified as one of the students who shows difficulty in accepting Auggie due to his physical appearance, manifesting bullying behaviors , including the creation and distribution of derogatory cartoons about Auggie.

During the meeting, Mr. Buzanfa addresses the acts of *bullying* committed against Auggie, emphasizing the negative impacts of these actions. He highlights the school's policy of no tolerance for *bullying*. The principal presents Julian's parents with drawings made by your child, but they demonstrate complicity with his behavior. This point is crucial, because, as Bandura (1977) stated, "behavior is learned through observation and modeling." When parents are complicit in their parents' *bullying*, children, are, in a way, reinforcing this negative behavior.

Julian's mother reports that her son suffers from nightmares and has been referred to a psychologist due to the emotional impacts caused by Auggie's physical appearance. She downplays Julian's *bullying* actions , arguing that the drawings are just harmless children's games. However, as Beck (1976) proposes, "negative automatic thoughts can distort the perception of reality and perpetuate emotional distress." Therefore, by minimizing Julian's *bullying* actions , parents are contributing to the maintenance of dysfunctional patterns of thinking and behavior in your child.

At the end of the scene, Julian's parents try to exert influence over the director, mentioning their power, financial influence, and connections on the school board. They claim they cannot adapt to individual needs, like Auggie's. In However, it is important to highlight that, as discussed by Beck (1976) and Bandura (1977), the Parental responsibility goes beyond simply accommodating the needs individual needs of their children. They also have a responsibility to intervene and correct harmful behaviors, such as *bullying*, to promote a healthy school environment healthy and inclusive.

4.4 - Scene 4

| | | | |
|-------------|--------------|----------|--|
| School trip | 1h 34min 50s | 1h 36min | Some boys offend Auggie put your appearance. |
|-------------|--------------|----------|--|

The fourth scene analyzed begins at 1 hour, 34 minutes and 50 seconds and ends at 1 hour and 36 minutes. Auggie and his friend participate in a scheduled activity at the camp, which will be showing a film for the children's entertainment.

In his first experience of independence, Auggie will go on a school trip without the supervision of parents, who usually serve as their emotional anchor. Initially, he expresses confidence and security, refraining from goodbyes while plays with friends while boarding and departing the bus.

At camp, Auggie and his friend, instead of watching the movie, decide explore the surroundings, they move away from the other children and enter the forest. In this moment, they are approached by some students from another school, who, upon noticing the Auggie's face, they begin a series of verbal attacks, denigrating his physical appearance with comments like "look at his face, he's a freak" and "I've never seen anything so ugly like that".



Auggie and his friend try to fight back, but the bullies persist, culminating in a physical confrontation when one of them pushes Auggie's friend, resulting in an accident where he hits his head on a rock. According to Beck (1976), aggressions can activate negative automatic beliefs in the victim, triggering emotions like anxiety and anger. With the arrival of Auggie's other school friends, the situation deteriorates into a widespread riot, involving physical assaults, forcing Auggie and his friends to flee the scene to avoid further conflict.

In this context, the actions of the attackers and the reaction of Auggie and his friend may be understood in light of Cognitive-Behavioral Theory (CBT). Beck (1976) says that people develop dysfunctional beliefs and thoughts that influence their emotions and behaviors. In Auggie's case, verbal abuse can trigger negative automatic thoughts about oneself, exacerbating feelings of low self-esteem and inadequacy.

Furthermore, the situation experienced by Auggie exemplifies the dynamics of the cycle of *bullying* described by Olweus (1993), *bullying* is a repeated and intentional aggression that occurs in a power imbalance between the aggressor and the victim. Auggie and his friend's reaction, while initially confrontational, reflects the attempt to defend themselves against the abusive behavior of their attackers.

Therefore, when analyzing this situation in light of the principles of CBT, it is possible better understand the cognitive and behavioral processes involved in facing *bullying* by Auggie and his friends.

Emotional support from family and friends plays a role crucial in dealing with *bullying*. When a person is the target of *bullying*, they can face a series of emotional, psychological and social challenges that can affect profoundly affect your well-being and self-esteem. In this context, having a support network solid can be essential to help face these difficulties and promote resilience.



Studies carried out by authors such as Olweus (1993) and Espelage and Swearer (2003) have highlighted the importance of social support in combating the negative effects of *bullying*. The presence of family and friends who offer comfort, understanding and support emotional can help reduce the isolation and loneliness often associated with *bullying*. Additionally, these individuals can provide outside perspectives, advice and strategies for dealing with bullying situations .

Hawker and Boulton's (2000) research also highlights that having a network of strengthened support can increase the self-confidence and self-esteem of bullying victims , helping them resist the negative effects of bullying behavior. This network of support not only offers emotional comfort, but can also encourage the search for professional help, thus promoting active confrontation of the problem.

Therefore, it is essential to recognize the value of social support in coping with *bullying*. Educate families, schools, and communities about the importance of creating environments Support and empathy can be an effective strategy to combat *bullying* and promote emotional well-being of individuals affected by this form of violence.

5. FINAL CONSIDERATIONS

The proposed research, which used the film "Extraordinary" as a basis for analyzing the dynamics of bullying in the school context, significantly reveals the experiences faced by the victims, especially the protagonist Auggie. The analysis of the film scenes in light of Cognitive Behavioral Therapy offers understanding about the mental and emotional processes involved for both victims and aggressors.

The importance of family support and school intervention in prevention is highlighted and combating bullying. The scene where Julian's parents downplay the bullying of your child exemplifies the need for a comprehensive approach that involves not only schools, but also families and society as a whole. The scene in that Julian's parents downplay the

your child's bullying actions exemplify the need for a comprehensive approach that involves not only schools, but also families and society as a whole.

Analysis of the consequences of bullying, both short and long term, highlights the urgency of implementing public policies and school programs that promote empathy, respect, and inclusion. These measures are essential to break the vicious cycle of bullying and create a safe and welcoming school environment for all students.

The study presents a significant contribution to the field of Psychology, providing important content for understanding and preventing bullying, as well as highlight the need for an interdisciplinary and comprehensive approach to dealing with this social and mental health problem.

Based on the results of this research on the phenomenon of bullying and its analysis of the dynamics present in the film "Extraordinary", directions emerge that can guide future research, such as exploring school interventions and family members, in order to investigate the effectiveness of different school intervention programs and family in the prevention and reduction of bullying, and may also include studies to evaluate the long-term impact of these interventions. Still in the social sphere, development of strategies to evaluate the effectiveness of existing Public Policies related to bullying, identifying gaps or areas for improvement in order to promote safer and more inclusive school environments, as well as comparing the experiences of bullying in different cultural and social contexts to understand how cultural values, educational systems and social dynamics influence the prevalence and manifestations of bullying.

In this sense, it is suggested to expand the research to include perspectives multidisciplinary, such as sociology, education and public health, for a better understanding the causes and consequences of bullying and developing strategies more comprehensive prevention. These research suggestions



can contribute to the development of more effective prevention and intervention.

The use of Cognitive Behavioral Therapy (CBT) as an intervention can be positive in cases of bullying because it helps victims identify and modify negative and distorted thoughts about themselves, developing skills of coping and ways of seeking support. In addition, CBT helps in the management of emotions, reducing anger, fear and sadness, and promotes positive behaviors and adaptive. When applied to aggressors, CBT helps to understand and modify inappropriate behaviors, encouraging more empathetic thoughts. The approach also involves the family, the school environment and society as a whole, creating a supportive environment and promoting a culture of respect, empathy and inclusion.

The present study suggests that new research and studies should also be dedicated to the behavior of the perpetrator of *bullying*, as they can provide a better understanding deep and comprehensive understanding of the causes and factors that contribute to behavior aggressive. With this knowledge, it is possible to develop interventions and programs effective prevention measures that address the root causes of this behavior, such as problems emotional, family, or social. Such studies help identify patterns and common characteristics among aggressors, allowing the creation of strategies customized for each case. This would not only reduce the recurrence of the behavior aggressive, but would also promote the development of social skills, empathy and conflict resolution. By working with aggressors in an informed and knowledge-based manner, in evidence, it is possible to transform negative behaviors, contributing to a safer and healthier school and social environment for everyone.

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