

Intercultural Visual Narratives that Strengthen Emotional Self-Expression In Neurodivergent Indigenous Students

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ABSTRACT

This hermeneutic documentary study analyzes the potential of intercultural visual narratives as a tool to strengthen emotional self-expression in neurodivergent Indigenous students; a group doubly marginalized by homogenizing educational models. The objective was to analyze, from a hermeneutic approach, how these visual narratives, understood as art, weaving, drawing, and ritual symbols—strengthen emotional self-expression, while proposing guidelines for teachers in the state of Apure, Venezuela. The methodology employed documentary hermeneutics, interpreting academic sources on interculturality, neurodivergence, and visual expression. The process followed three phases: comprehension, explanation, and contextual application, organizing the analysis around the constructs of visual narratives, emotional self-expression, and intercultural mediation. Regarding the results, the analysis reveals a theoretical convergence: visual narratives act as an epistemological and ontological bridge. They articulate neurodivergent ways of processing (thinking in pictures) with Indigenous worldviews, enabling authentic emotional expression that functions as an act of agency and identity. In discussion, it is argued that the effectiveness of this strategy depends on framing it within a critical interculturality (Walsh, 2009), which avoids folklorization and promotes genuine dialogue among knowledge systems. This implies a transformed role for educators, who must be able to read visual narratives as valid discourses rather than mere decorations. It is concluded that intercultural visual narratives are a crucial decolonial practice. Their implementation not only strengthens individual self-expression but also demands and promotes a transformation of pedagogy toward a truly inclusive model that honors cultural and neurological diversity.

Descriptors: Narratives, visual, intercultural, self-expression, emotional, students, Indigenous, neurodivergent

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