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Title: Schematic Learning Environment for 'Children with Autism' in Bangladesh

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Abstract:

Classrooms serve as the major setting for the emotional, cognitive, social, and psychological development of children. For children with autism spectrum disorder (ASD), classrooms can help them to develop themselves and make them independent in future. Autism is a kind of attitude where we can find some disabilities in their behavior. If we cannot provide properly designed classrooms for the students with developmental disabilities, they would not be able to learn important skills to live in a society. From various researches, it has been found that, children with ASD might have developmental disabilities, but their intelligence quotient (IQ) level is equal to normal persons. As a matter of fact, their IQ level is in some cases higher than average people. That's why research is needed to design an inclusive learning environment to remove barriers for the children with ASD. The aim of this paper is to show the result of a schematic learning environment for the children with ASD with an in-depth study of autism and focusing on the issues related to the architecture that might become barriers for children with ASD. Further, some guidelines have been generated to design classrooms for the children with ASD using a qualitative analysis.