

# **Architectural Design For Inclusive Schools**

## **“Towards An Integrated Evaluation Methodology For Autism”**

**Associ. Prof. Dr. Iman Gawad**

**Associate Professor, Architecture Department, Faculty of Fine Arts, Helwan University, Cairo**

**[, iman.gawad@hq.helwan.edu.eg](mailto:iman.gawad@hq.helwan.edu.eg)**

**Researcher. Samar Elafifi**

**Ph.D Student, Department of Architecture, Fine Arts, Helwan University, Cairo**

**[samarelafifi@gmail.com](mailto:samarelafifi@gmail.com)**

### **ABSTRACT**

A specific focus of government decisions in Egypt is for special needs children to gain access to advanced education. Enacting into legislation the principles of what to educate is only one means of ensuring the future of the welfare of the nation's children. To best serve children with special needs, a set of governmental recommendations are placed together, one of these was to guarantee the rights of children with disabilities and their inclusion into society through building their learning environment. Formal regulation guidelines set up to evaluate and rank inclusive schools to address the requirements of children with special needs.

The word special needs apply to the needs of a group of people living in any community who encounter challenges in carrying out their everyday activities. These conditions may be highlighted as physical challenges, developmental challenges, behavioral/emotional difficulties, and sensory impairments, or also as a combination of them. Autism is a form of special needs underlying the symptoms of behavioral challenges that are highly vulnerable to the environment to the extent of manipulating their behaviors and perception. The architecture of the building environment of autistics must reflect the learning opportunity's desires, needs, and skills.

The Egyptian government has to go down various routes to support individuals with autism for ensuring that the limitations are eliminated and requirements satisfied by evaluation strategies. Across several studies concerning autism, common aspects are considered by analyzing design guidelines that have been utilized. These aspects have been shared in several empirical studies will be consistent with the Egyptian regulation on the accomplishment of the research objective of integrating the formal evaluation criteria for inclusive schools.

### **KEYWORDS**

Autism Spectrum Disorder; Autism in Egypt; Inclusive schools