



**Politecnico  
di Torino**

## **Honors Thesis**

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### **Master of Science in Sustainable Architecture**

#### **Abstract:**

Education is one of the fundamental pillars in the life of all human beings. We live in a world where we are educated to be all equal. We have the same opportunities to learn; however, we must understand that in our world, there is Neurodiversity; two people can't be identical, with the same capacities and potentialities. In children within the Autism Spectrum, we can observe that no two children are the same despite sharing the same diagnosis.

The work starts from the analysis of the Autism Spectrum Disorder, its understanding, its behavior, and its needs. At the same time, it reflects on the role of architecture and its influence on the social development in the user's school and, especially, on the user with autism.

Design and sensorial strategies are obtained from the research carried out to understand the behavior in the classrooms of users with autism both socially and educationally and from the architectural references of which it was possible to understand aspects of importance for the spaces, all this to achieve proper functioning of all users without exception.

After carrying out this research process, it is put into practice in two case studies chosen to develop the strategies, both of which went through the exact parameters of research and interviews.

The first case study is located in Italy; Casale Monferrato (Piemonte), the second case study located in Venezuela, Barquisimeto, the selection of these two case studies was given to have two similar educational examples where you could see the comparison of the level of integration and management given to children in Latin America and Europe.

Subsequently, the analysis was based on the school and its operation, observing among its aspects the strengths, opportunities, weaknesses, and threats that it could present in its facilities, which could be the beginning of the basic modifications to be made to apply the essential strategies then and achieve spaces with the desired functionality.

Therefore, after the previous analysis, a concept was developed for the internal and external spaces of the school.

With aspects that are essential because they come from the understanding of the functioning of children with autism that was previously carried out, where it was understood that they need a clear and straightforward structure to identify how they should behave in each space and what specific function is performed in that space.

After the analysis and application of the strategies, we can conclude that it is not necessary to redo a school from scratch architecturally to provide an accessible and comfortable integration for any child regardless of their developmental condition, either

social, physical, or educational, where in addition to the provision of a functional, adequate and adaptable space, which response to the daily activities of the school, allowing the development and growth of the child in a friendly environment.

**Title: Inclusive and educational spaces for children with autism**

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