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# Poster Book

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## The Environmental Graphics Identification in Malaysia's Autism School Design

### Introduction

Autism is a developmental disorder that has a substantial impact on a person's verbal and non verbal communication skills, as well as social interaction. This condition usually embodies itself before the age of three and has a **negative impact on a child's academic performance**. LINDUNG is a place where students with autism can get an education, socialize and train to live independently in line with the statement issued by the Disability Policy that the disabled are the basis of equal rights and opportunities for disabled people for full participation in society. This policy also prioritizes the values of human rights such as dignity and honor to enable them to live independently.

### Problem Statement

Autism and intellectual disability are diagnosed separately, but the line between them is blurred (Sohn, 2020). Many social communication deficits that define autism spectrum disorder would be expected to occur to some extent in all individuals with intellectual disability (Thurm et al. 2019). For these reasons, this study focuses on the characteristics of children with autism spectrum disorder and addresses the physical environments that affect them in special schools.

### Objective

This study is to identify environmental graphic design elements in autistic educational space that contribute to the autistic children learning process.

### Conclusion

Based on the data found, the researcher can conclude that autistic children are **more likely to understand the environment through visuals**. The use of environmental graphic design in the learning space **helps autistic children to communicate better**. The implementation of environmental graphic design also **trains children to be more sensitive to the environment**.



Case Study 1 - Bangsar

- 1- play area wall with lettering at the facade.
- 2- seating with the pastel colour at the main entrance.

Case Study 2 - Klang

- 3- graphic at the main entrance with cool colour.
- 4- arrangement of furniture and the use of warm colour colour at the classroom.

### Methodology

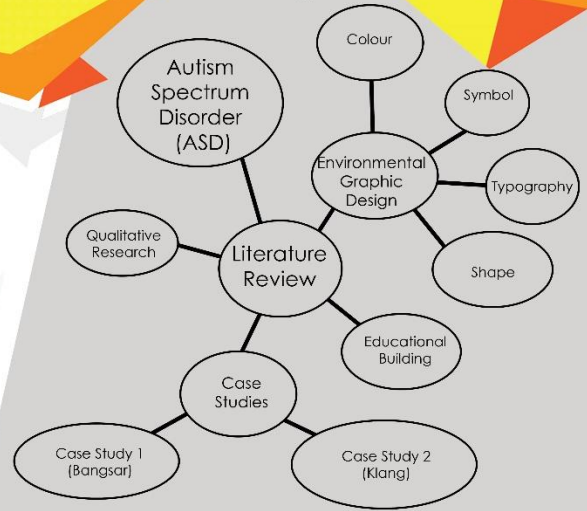


Figure : Research Methodology Framework

This research used a **qualitative method**. **On-site observation** requires the researcher to observe the environmental graphic design elements **by field photographic analyses**. All the data that have been collected will be presented in the **form of tables**.

### On-Site Observation

On-site observation is used as one of the research instruments by researchers to **identify the implementation of environmental graphic design in educational spaces and its impact on children with autism spectrum disorder**. This method is suitable for this study as it is related to the researcher's problem statement to find the suitable environmental graphic design element in educational space. This method is advantageous for the researcher as it is **conducted directly on the site**, allowing the researcher to **list complete access during the observation**. During the observation, there will be data that are provided with **comments and photographic evidence**.

### Finding

According to the researcher's findings, the adaptation of environmental graphic design in autism schools in Malaysia, such as **shape, colour, typography, and symbol**, is still **less than satisfactory**. The proper **implementation of environmental graphic design** can aid in the development of autistic children and **provide autistic children with an understanding of an environment**.

### Novelty

Design professionals, educators, and parents must be aware of the sensory dysfunction experienced by individuals with autism spectrum disorder in order to **provide appropriate environments**. The underlying premise of this research is that systemic, empirical research combined with pragmatic approaches to design development can **contribute to the planning and management of environments** that enhance organizational effectiveness. This research will serve as a **valuable tool for professionals involved in designing, building, developing, and administering** the design of physical environments for individuals with autism spectrum disorder throughout the lifecycle. Educators and parents will also benefit from the contents. Environmental design theories, symptoms of autism spectrum disorder, and design solutions for a variety of spaces will be **addressed**.

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