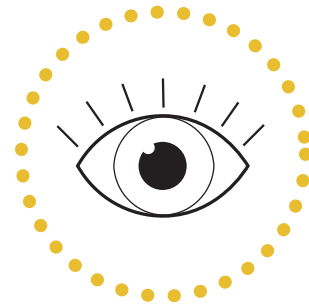
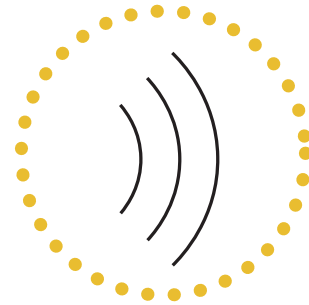
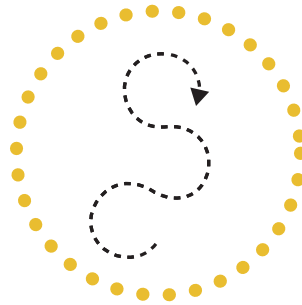


SUSANNA ARSAELSSON

FOCUSED IN SCHOOL

- An accessible school building for students with neurodevelopmental disorders and concentration difficulties.



HEALTHCARE ARCHITECTURE

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Children with neurodevelopmental disorders and concentration difficulties often experience difficulties in school, resulting in lower grades and longer periods of absence. In Sweden education must be accessible for all regardless of one's preconditions and it must not discriminate based on ability. Many schools fail to provide the support and accessibility needed for this group of children and as a result they are more likely to experience stress, mental illness, bullying and harassment during their education.

To raise awareness and facilitate the situation for this group, this thesis will investigate how factors in the physical learning environment affect students with neurodevelopmental disorders and concentration difficulties. Through the design of a school building the thesis aims to answer the question of how architecture can be used to create accessible learning environments for children with neurodevelopmental disorders and concentration difficulties.

To understand the relation between students' experiences of their physical environment and its design, observations, interviews and literature studies have been conducted. To translate theory into practice,

workshops, model making and sketching have been used.

The thesis results in a design proposal for an elementary school in Torslanda, Gothenburg. The design focuses on creating accessible learning environments, where the specific factors in the physical learning environment affecting children with neurodevelopmental disorders and concentration difficulties have been investigated.

Keywords : Accessibility, Learning environment, School building, Neurodevelopmental disorders, Concentration difficulties