THE LINK

CENTER FOR CHILDREN WITH AUTISM

GRADUATE DESIGN 4 - IND 6258
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GABRIEL FERNANDEZ | MICHELLE ROCHA

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READING EXERCISE

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GABRIEL

Hill, M. (1989). "Bound to the Environment: Towards a Phenomenology of Sightlessness." In Dwelling, Place and Environment: Towards a Phenomenology of Person and World, by David Seamon and Robert Mugerauer (Dordrecht: Martinus Nijhoff, 1985), pp. 99-111.

What is the purpose of the study?
This study identifies the “phenomenology of vicarious experience” and identifies techniques for people to identify with other’s lived experience particularly those with disabilities. By using “cooperative encounters” and “imaginative self-transposal” we are able to better understand the circumstances under which others live. Furthermore, this study identifies alternate ways people with blindness are able to navigate the world.

What are the major considerations for the design?
The primary thought that I took away from this study was that those with blindness use an interesting combination of senses to compensate for the lack of sight. Senses of hearing, smell, and touch are significantly heightened. Interestingly, there was also another almost indescribable sense, a perception of space like a “radar”, likely due to a total combination of all other senses. Interestingly, persons with blindness can use changes in temperature as an indicator of moving through spaces. Echo intensity and presence of walls/handrails can provide an indication of the size of a space including the distance one must travel towards a destination.

Zeisel, J. (1999). Life-quality Alzheimer care in Assisted Living. Aging, Autonomy, and Architecture: Advances in Assisted Living, 110-129.

What is the purpose of the study?
By identifying the cognitive needs of individuals dementia, this study aims to provide solutions to make these individuals feel most comfortable throughout all stages of this highly variable but ultimately fatal disease. The ultimate purpose is to offer design solutions that increase the quality of life for both the patient and their families.

What are the major considerations for the design?
Symptoms of dementia can be highly variable among those that suffer and can change very rapidly as the disease progresses. By identifying the unique habits and trying to think ahead we are able to provide a spaces that are more comfortable and safe for both the care giver and the patient. The idea that personalization and familiar objects can allow people to feel positive emotions and improve mood is especially interesting. This allows persons with dementia to feel less like a patient and to retain their individuality for as long as possible. Another concern that I found interesting is the need for security especially when designing for the care of many people with this disease. Since dementia causes confusion – patients often can wander and become lost. By providing wayfinding, clear identification of spaces, and reducing hazards we can ensure the safety of all users of the space.

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MICHELLE

Hill, M. (1989). "Bound to the Environment: Towards a Phenomenology of Sightlessness." In Dwelling, Place and Environment: Towards a Phenomenology of Person and World, by David Seamon and Robert Mugerauer (Dordrecht: Martinus Nijhoff, 1985), pp. 99-111.

What is the purpose of the study?
After reading this study, the purpose is to delve deeply into the lived experience of blindness or limited sight, focusing on how individuals interact with their environment. It seeks to move beyond the medical perspective of the condition, exploring the personal and experiential aspects of navigating life without full vision. This study emphasizes how individuals adapt, overcome challenges, and find meaningful ways to engage with their surroundings, illustrating their ability to live as fully and authentically as possible.

What are the major considerations for the design?
Designing for individuals with blindness ca be challenge but possible if we provide a proper space where their others sense may not be affected and wide area where they can circulate without any issue by incorporating textures and patterns (tactile) and braille they can ‘’read’’, for those that comply limited sight to create an appropriate lighting design to avoid any further damage, eliminating hazard like sharp edges to promote a safe and comfort space. The focus should be on creating inclusive, functional spaces that respect their unique abilities and prioritize their sensory strengths, recognizing their full humanity and capacity to thrive, fostering independence and ensuring they will feel comfortable, considering people with this condition’s opinion and stories to achieve a well-distribute space.

Zeisel, J. (1999). Life-quality Alzheimer care in Assisted Living. Aging, Autonomy, and Architecture: Advances in Assisted Living, 110-129.

What is the purpose of the study?
Alzheimer is a complicated disease to treat, this study is to explore and develop strategies that improve the quality of life for individual with this disease in assisted care, how person-centered care, safe and comforting environment and cognitive stimulation improve well-being; focused on best practices for caregiver training, allowing to understand both side of this disease of the one who suffered and the one who treat it.

What are the major considerations for the design?
Designing Alzheimer’s care spaces in assisted living requires creating safe, clear pathways with secure exits to prevent wandering. Environments should feel familiar, using comforting colors and objects to ease anxiety. Good lighting and high-contrast surfaces are crucial for those with vision challenges. Areas dedicated to cognitive stimulation, such as reminiscence rooms or art therapy, engage residents' minds. Sensory features like calming sounds and tactile elements enhance the space. Personalization helps residents maintain a sense of identity and comfort. Communal spaces should encourage social interactions and reduce isolation. Flexible furniture and layouts adapt to residents' evolving needs. Providing outdoor access supports both physical activity and well-being. Lastly, the design should encourage family and caregiver involvement to provide holistic care.

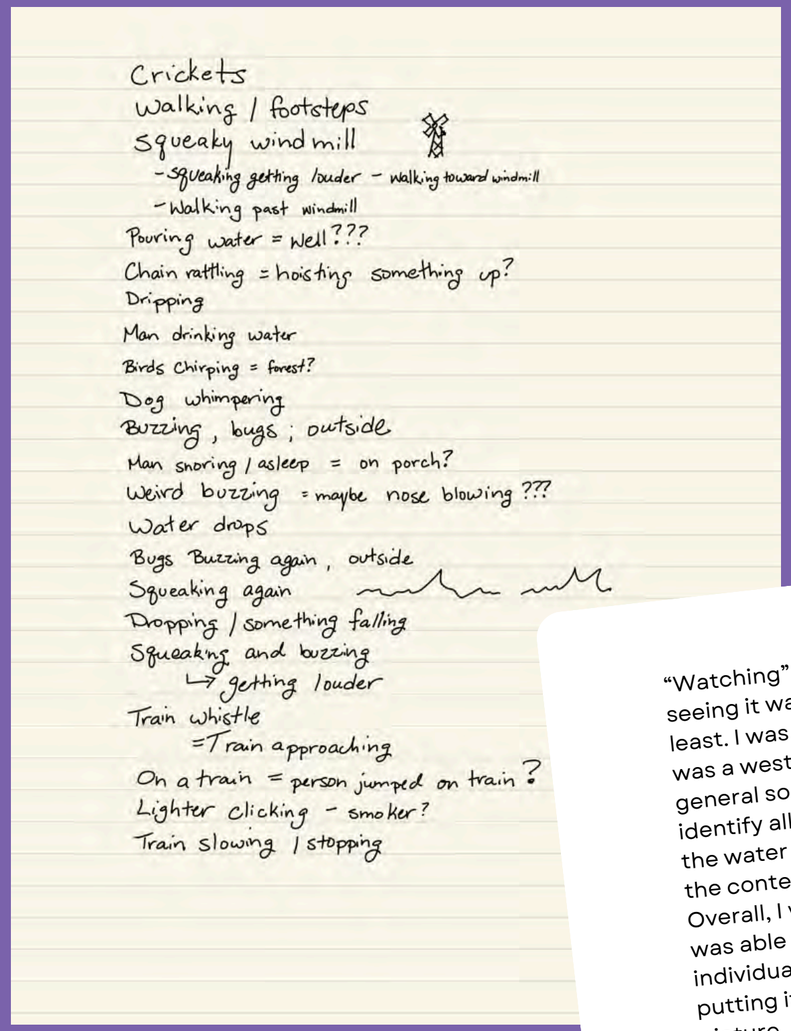
H2

SENSITIVITY TRAINING

7

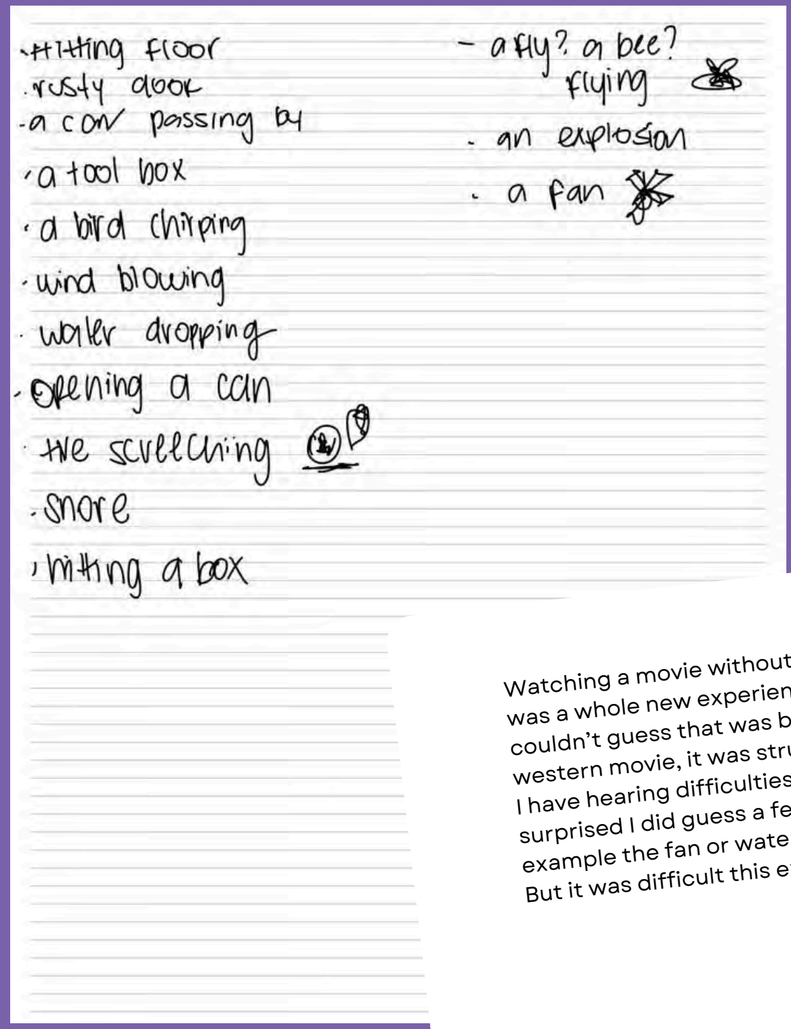
REVIEW A MOVIE

GABRIEL'S NOTES



"Watching" this movie clip without seeing it was interesting to say the least. I was able to observe that this was a western movie based off the general sounds, but it was tough to identify all the elements. For instance, the water dropping was correct but the context was completely wrong. Overall, I was surprised by how well I was able to correctly guess the individual sounds, but had difficulty putting it all together to form a bigger picture.

MICHELLE'S NOTES



Watching a movie without seeing it, it was a whole new experience; i couldn't guess that was based on western movie, it was struggling since I have hearing difficulties, but I was surprised I did guess a few for example the fan or water dropping. But it was difficult this exercise.

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OUR ROUTE FROM PCA TO DRC

BLIND - GABRIEL | GUIDE - MICHELLE

1

Architecture Building Stairs

3

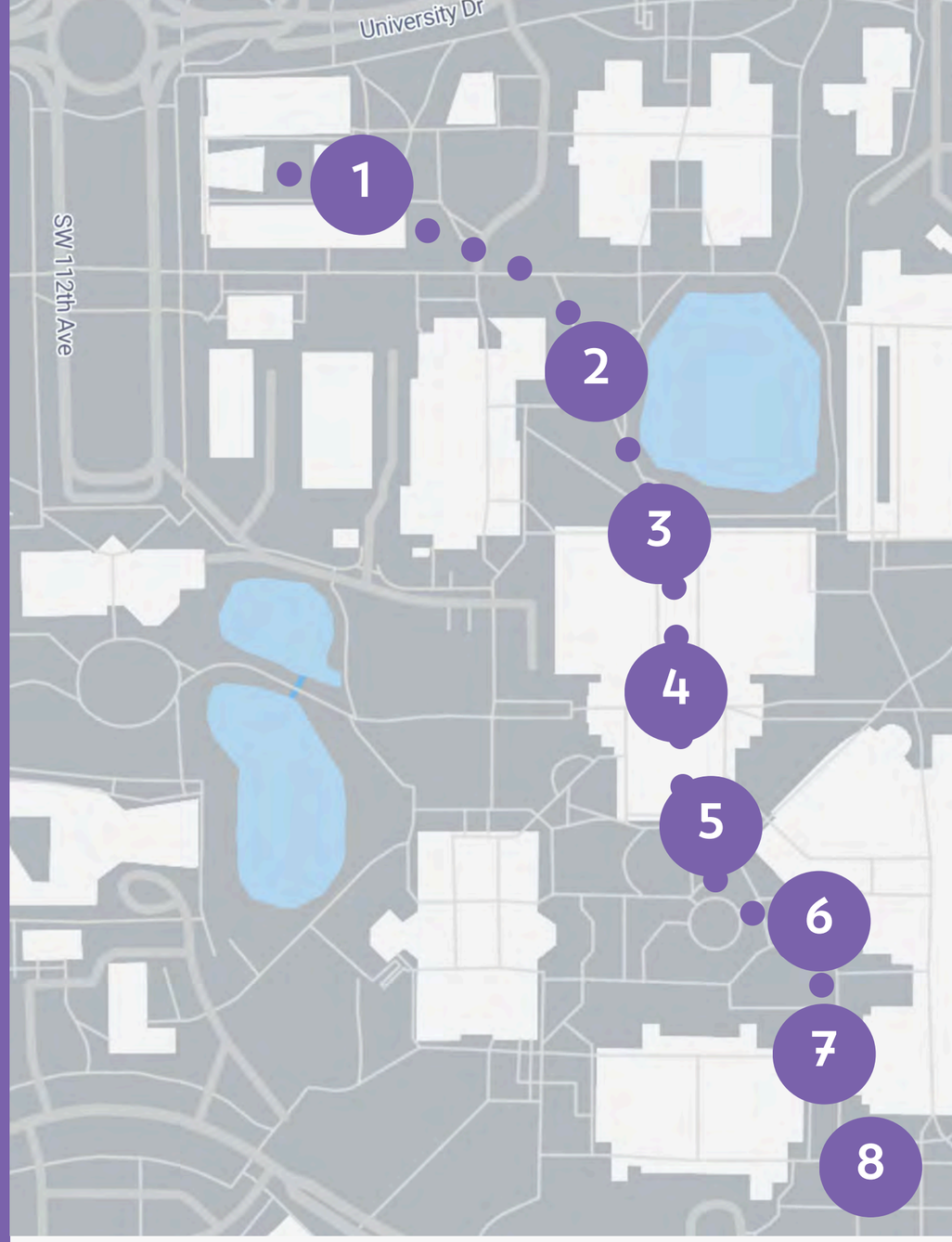
North Entrance of Greene Library

2

Walkway from PCA to Library along lake

4

Library Starbucks and Breezeway



Categories: Physical Hearing Tactile Smell

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OUR ROUTE FROM PCA TO DRC

BLIND - GABRIEL | GUIDE - MICHELLE

5

South of Library Breezeway

6

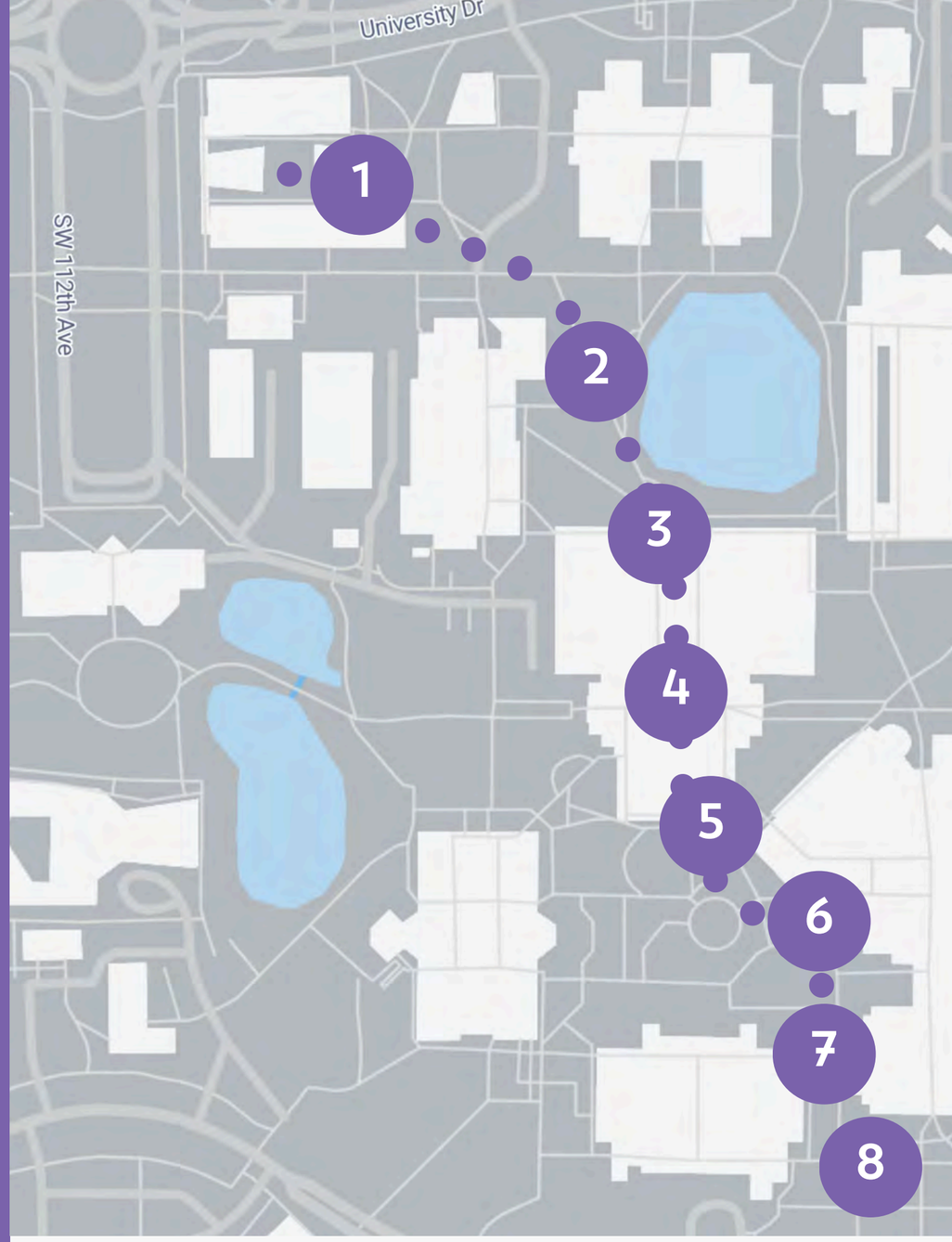
Outside Graham Center South East Entrance

7

Near FIU fountain

8

Disability Resource Center



Categories: Physical Hearing Tactile Smell

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DISABILITY RESOURCE CENTER

PRIMARY GOAL

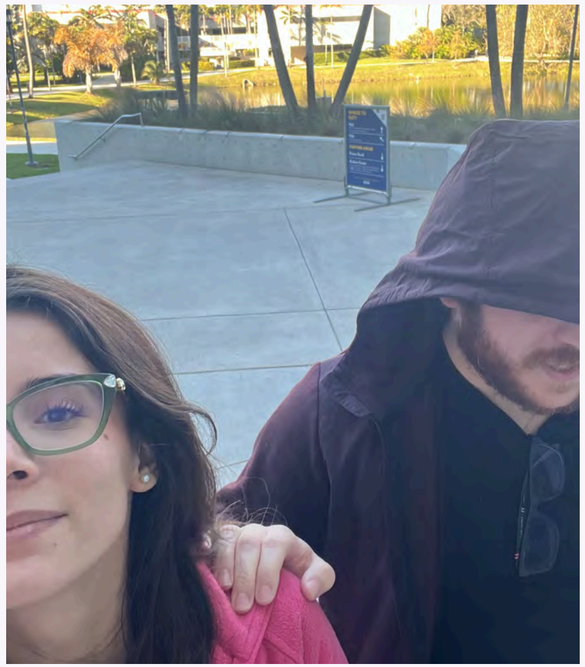
To provide any Academic Accommodation in compliance with ADA guidelines University wide.

TECHNOLOGICAL ASSISTANCE

- SensusAccess - file conversion for ease of understanding
- Glean - note taking tool
- JAWS - screen reading service
- Zoom - note transcription services

ADDITIONAL RESOURCES

- One-on-one consultation
- Student-Instructor facilitation
- Additional exam time
- Anonymous note taking
- Ensuring ADA compliance
- Training resources



MICHELLE'S EXPERIENCE

We did an experiment where I guided a blindfolded man, and it was a really interesting experience. My job was to help him walk safely. At first, I held his hand, but using my shoulder worked better because it let me control the pace. I kept talking to him, letting him know where we were going and what was ahead. When he needed to grab a handle, I guided him by telling him when to extend his arm. Keeping a conversation going the whole time made him feel more at ease. It taught me how important clear communication is to build trust and keep someone safe.

GABRIEL'S EXPERIENCE

I was led, blindfolded, by my groupmate through campus to the Disability Resource Center. Immediately I found the experience disorienting. My partner was excellent at describing upcoming obstacles and changes but I still found myself being extra cautious - especially when it came to steps and staircases. I found these to be extremely concerning because, without explanation, I would have no idea that they were there and would likely have fallen right off the edge. Over the short time frame of this experience I found myself tapping into my other senses much further than I normally would have. When passing a building I could "sense" that a wall was next to me based on the presence of sound on my left and lack of noise on my right. Continuing to use my sense of hearing I started trying to determine where people where in relation to me - were they close or far, coming towards me or moving away. In addition to sounds, temperature and smell played a large role. When walking into the library near the Starbucks I could feel the temperature change indicating I was inside, and smell the coffee being made, letting me know I was nearing the cafe. All of this helped to give me a better mental picture of my location helping me to feel less lost in my surroundings.

H3

DESIGNING FOR VULNERABLE POPULATIONS

13

AUTISM SPECTRUM DISORDER

"THERE IS NO ONE TYPE OF AUTISM, BUT MANY".
-STEPHEN SHORE

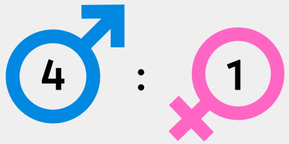
Autism: noun [ä·ti·zəm] *Autism, or autism spectrum disorder (ASD), refers to a broad range of conditions characterized by challenges with social skills, repetitive behaviors, speech and nonverbal communication.*

According to the National Institute of Mental Health, "Autism spectrum disorder is a neurological and developmental disorder that affects how people interact with others, communicate, learn, and behave. Although autism can be diagnosed at any age, it is described as a "developmental disorder" because symptoms generally appear in the first two years of life."

DSM5 Levels of Severity

1. Requires support
2. Requires substantial support
3. Requires very substantial support

Affects people of all kinds regardless of sex, age, race or ethnicity



Males are four times more likely to be diagnosed

Signs can begin around age 2

Common symptoms:

Difficulty with Social Skills

Challenges with Communication

Repetitive or Restrictive Behaviors/Interests

WHY?

Choosing autism as the focus of our project is crucial because it promotes a deeper understanding of the condition and encourages greater inclusivity. As autism becomes more widely recognized, there is a growing need for environments and solutions that address the unique challenges faced by individuals on the spectrum.

STUDENT PROFILE

LUCIA

AGE	GRADE	ETHNICITY	ASD LEVEL
5 years old	Kinder	Hispanic	Level 2

Lucia was diagnosed with Autism Spectrum Disorder (ASD) when she was 3. Her speech was developing normally, but her mom noticed some repetitive behaviors that didn't seem typical for kids her age. Wanting to help her early on, her parents decided to start therapy to support her speech and work on improving her social skills

INTERESTS

ANIMALS

- Cats
- Dogs

TV

- Animated Movies
- Interactive Channels

ARTS

- Watercolor paint
- Modeling Clay

SYMPTOMS

- Verbal Communication
- Social Interactions
- Repetitive Behaviors
- Sensory Sensitivities

STUDENT PROFILE

AXEL

AGE	GRADE	ETHNICITY	ASD LEVEL
8 years old	3rd grade	CAUCASIAN	Level 1

Axel was diagnosed with Autism Spectrum Disorder (ASD) when he was 4. After evaluations revealed a significant communication delays and sensory sensitivities, entrolled into therapy for his non-verbal issue by using assitive devices to improve his communication and following a structed routine to improved his mobility challenges.

INTERESTS

TRANSPORTATION

- Trains
- Bus

BOOKS

- Geography
- Music

ARTS

- Hand Drawing
- Coloring

SYMPTOMS

- Difficulty understading social cues
- Routines
- Focus on specific interest
- Motor challenges

STUDENT PROFILE

ANDRES

AGE	GRADE	ETHNICITY	ASD LEVEL
9 years old	5th Grade	Hiispanic	Level 3

Andres was diagnosed with Autism Spectrum Disorder (ASD) when he was 2 years old. His parents noticed that his communication was not developing at a rate consistent with other children in his age range. He was also having difficulty holding/making eye contact. Under the advisement of his pediatrician, his parents had him evaluated by a child psychiatrist who diagnosed him with Level 3 ASD.

INTERESTS

STRUCTURED PLAY	BOOKS	ARTS
LEGO	Geography	Hand Drawing
Blocks	Music	Coloring

SYMPTOMS

- Difficulty understading social cues
- Focus on specific interest
- Verbal Communication
- Motor challenges

HUMAN FACTOR DEVELOPMENT

SOCIAL PERFORMANCE

PROMPT: Create an image of an indoor playground for kids featuring tactile experience walls, wall seating with stair access, and a floor play area designed to promote social interaction and mobility. Incorporate natural light to enhance the environment and ensure safety throughout the space.

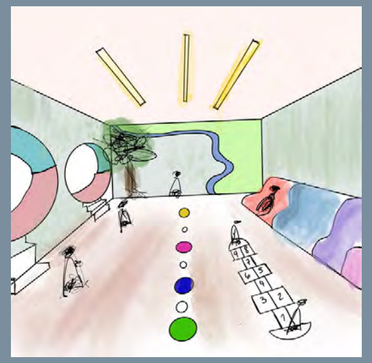
BODY MOVEMENT

PROMPT: A circular courtyard with large glass windows surrounded by greenery. There is a large butterfly sculpture on the right and a wooden play structure with slde on the left. The courtyard is filled with lush greenery, trees, and plants creating a natural atmosphere. Three children are playing in the courtyard. The scene is bright and sunny, emphasizing the outdoor setting.

HUMAN SCALE

PROMPT: A modern room with a blue color scheme, featuring two rounded seating areas with cushions , a small yellow table, and a bubble chair. The walls and carpet are all in various shades of blue , with soft lighting from a ceiling fixture . A bookshelf is visible on one side. a play table is in the center

VIGNETTES



AI IMAGES

H4

PRECEDENT ANALYSIS AND HUMAN FACTORS

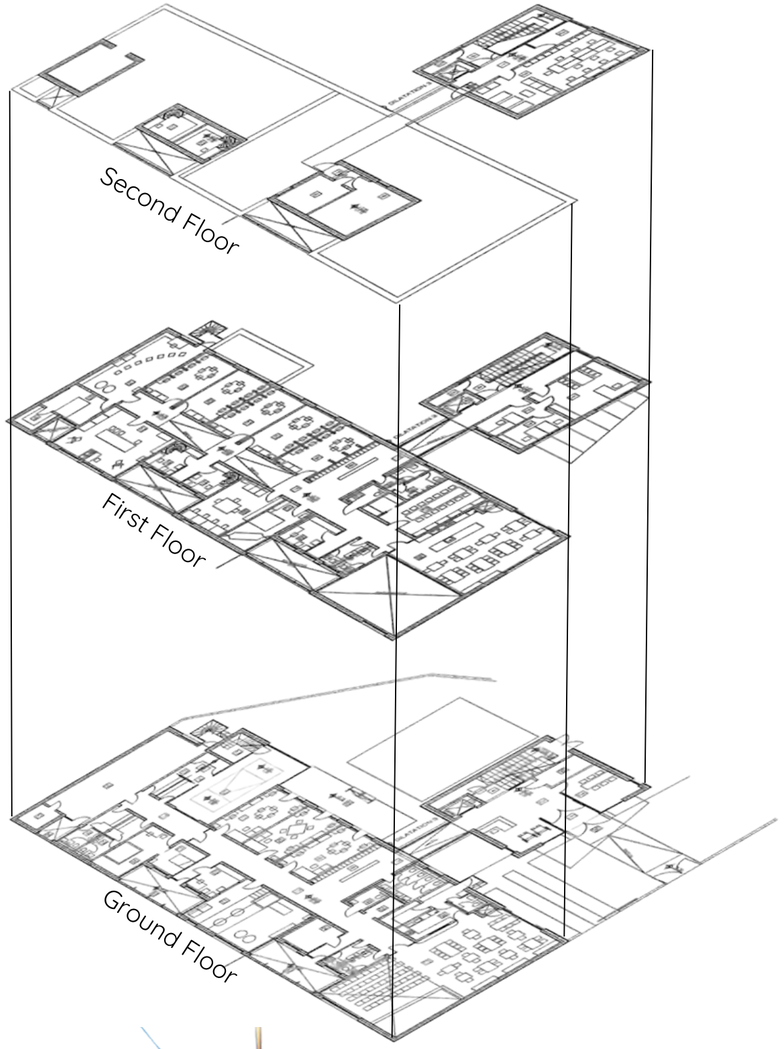
CASE STUDY

THE AUTISM CENTER
VINKOVACKA CESTA 3
OSIJEK, CROATIA 31000

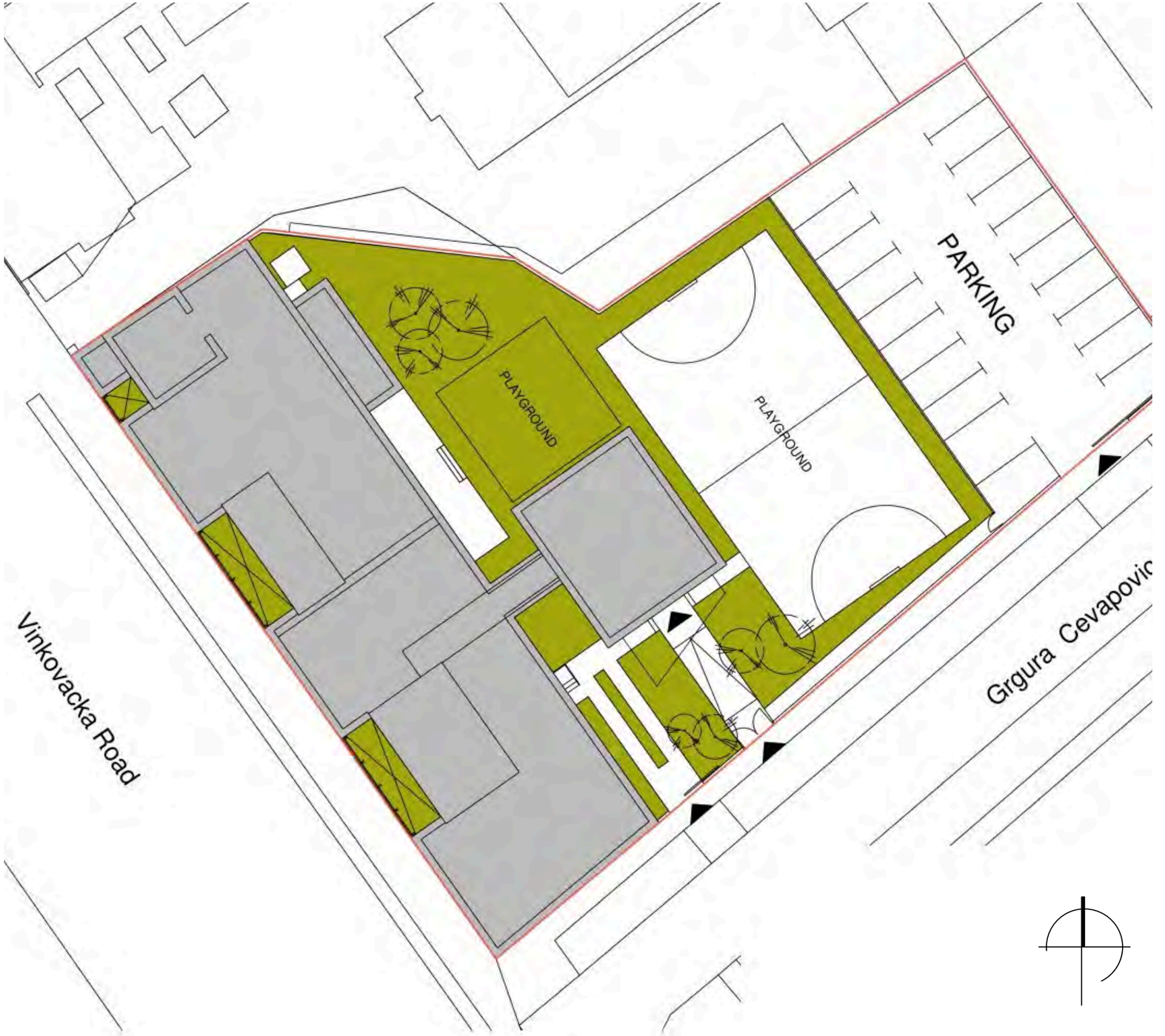
Completed: 2019
Architecture Firm: RECHNER d.o.o
Primary Architects: Bruno Rechner & Predrag Rechner
Website: www.rechner.hr
Design Collaborator: Robert Ticic
Contractor: Zuber d.o.o.
Client: Skola za osposobljavanje i obrazovanje Vinko Bek
(Vinko Bek Training and Education School)
Total Area: 19482 square feet

APPLICABLE HUMAN FACTORS

- Funcional Analysis
- Spatial Strategy
- Color & Light
- Sociofungal and Sociopetal
- Stimulation
- Autonomy
- Wayfinding
- Adaptability
- Sociality
- Restoration
- Personal Space
- Safety



SITE


PARKING
PLAYGROUND
PLAYGROUND
Vinkovacka Road
Grgura Cevapovic

DESIGN CONCEPTS

It was to divide cubic form, usual form of educational buildings, into small volumes according to function.

Autism Center was designed with emotions for children's emotions

GOALS/INTENTIONS

It was desgined and built to provide maximum spatial, functional and quality standard for education of children of autistic spectre.

CLIENT

- City of Osijek

BENEFICIARIES

- Individuals with autism
- Their families
- Professionals

FUNCTION

- Daycare and therapy center
- Learning Space
- Community Center

ALIGN WITH PROJECT GOALS? → HOW?

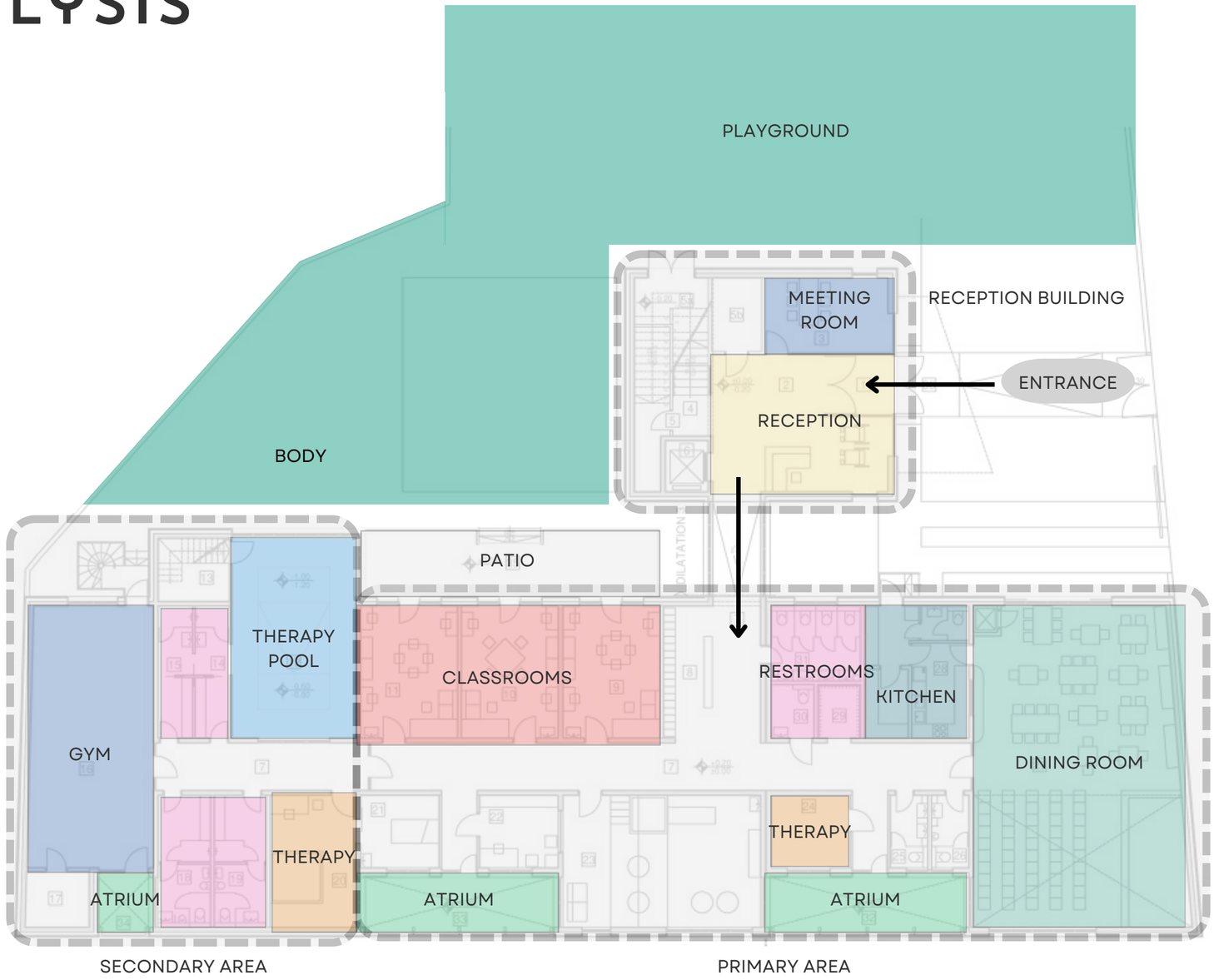
YES, reflecting an understanding of the unique needs of individuals with autism

- Zoned spaces
- Calming Architectural Design
- Inclusive and accessible design

CONCEPTUAL ANALYSIS

FUNCTIONAL ANALYSIS

- Facility entrance at Reception Building
- Walkway to Main Building
- Primary Area of Main Building contains:
  - Dining room
  - Classrooms
  - Student and Staff Restrooms
  - Two atriums
- Secondary Area
  - Secured
  - Contains: Gym and Therapy Spaces

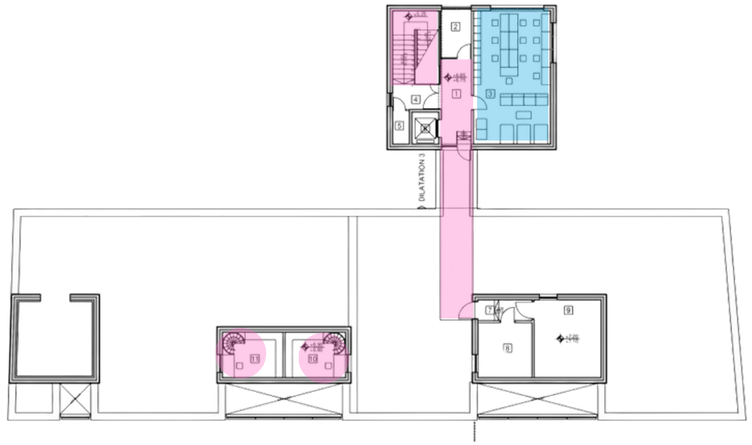


CONCEPTUAL ANALYSIS

SPATIAL STRATEGY

Ground Floor

First Floor



Third Floor

Semi Public Area Private Circulation Exterior

CLEAR AND PREDITABLE PATHWAYS

Corrdors are designed to be straighfowards, avoiding complexity to minimize confusion

WELL-SPACE DISTRIBUTION

Public spaces are located close to entrance for easy accessand private space are further insiude.

TRANSITIONS OF SPACES

Prioritizing calmness and safe environment in the center while adaptable spaces and outdoors foster interacction and inclusivity

CONCEPTUAL ANALYSIS

COLOR & LIGHT

Artificial Lighting

Neutral colors

Therapeutic colors

Natural Lighting

Neutral colors

Therapeutic colors

PSYCHOLOGICAL IMPACT

Color palette strategically use to create a calm environment while minizing visual distraction.

BENEFITS

Use of natural light for mental health

DUAL FUNCTIONALITY

Soft daylight, non-glaring fixtures and calming accent colors minimize overestimulation while color setting enhance therapeutic care

HUMAN FACTORS

SOCIOFUGAL SPACES
Arrangements that discourage social interaction, like linear seating or isolated spaces.

SOCIOPETAL SPACES
Configurations that encourage interaction, such as circular seating or open-play layouts.

Sociofugal Space

Sociopetal Space

This play area/classroom allows students the flexibility to engage in group play/interaction; while affording them the opportunity for individual focus time.

HUMAN FACTORS

STIMULATION

The degree to which a space activates the senses, through colors, textures, lighting or activity.

Large play and exercise structures encourage interactive play

Bright colors and natural lighting stimulate activity

HUMAN FACTORS

AUTONOMY

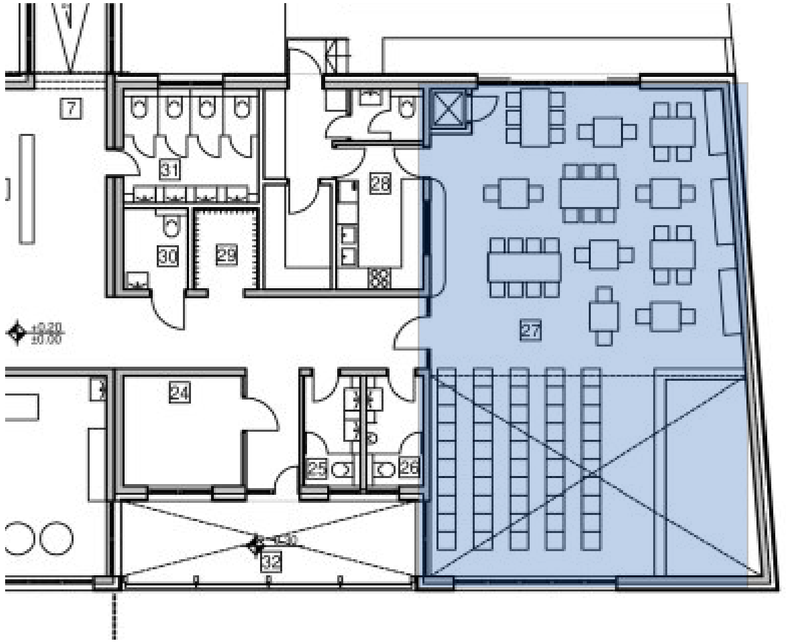
The ability for individuals to control their actions and make choices within a space, supported by flexible layouts and adaptable furniture

This sensory play room allows students the freedom to safely play and change their environment as desired.

HUMAN FACTORS

ADAPTABILITY

The ability of a space to change in response to use needs, such as modular furniture or multi-functional rooms.

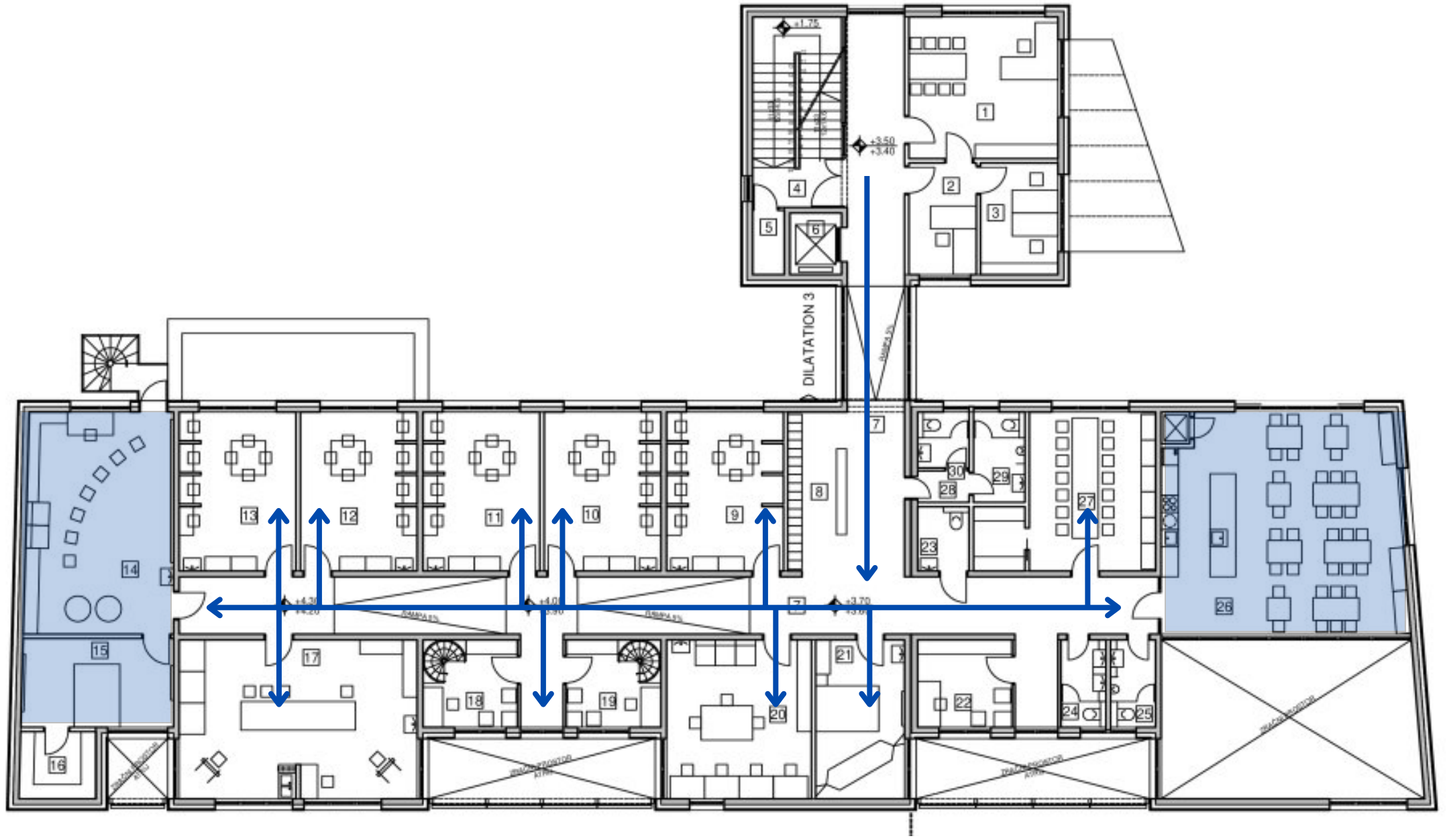


Large open space with moveable furniture allows for meetings, classes, and larger gathering/socialization.

HUMAN FACTORS

WAYFINDING

Strategies that help users navigate a space, including signage, lighting, spatial organization, and landmarks



A simple and linear primary circulation contributes to ease in wayfinding

Anchored by large group spaces

Large signage with Axonometric views aid occupants

HUMAN FACTORS

PERSONAL SPACE

Zone 2 - Personal Distance

Zone 3 - Social Distance

Zone 4 - Public Distance

As a multi-functional building, each type of space within the Autism Center is designed to support varying personal space requirements.

Classrooms and adaptable areas prioritize flexibility and group interactions, while offices and quiet rooms are tailored for privacy and individual needs, ensuring a balance between communal and personal environment

HUMAN FACTORS

SOCIALITY

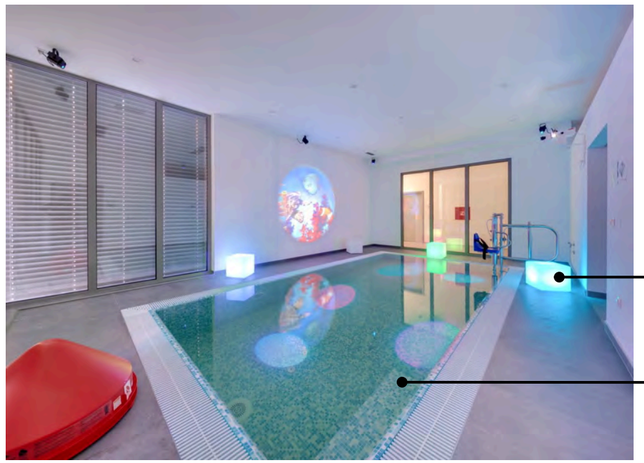
Communal Spaces

Spaces that facilitate social interaction and relationships.

- Communal areas are designed to be open and encourage social interaction between users
- Gathering areas

HUMAN FACTORS

RESTORATION



Non-glaring fixtures

Therapeutic swimming Pool

Quite room

The ability of a space to help users recover from stress or fatigue, often through natural elements, quietness, or calming aesthetics.

- This facility features specialized spaces, including quiet rooms, a water room, and a sensory room, where users can experience calmness and relaxation.

HUMAN FACTORS

SAFETY

PHYSICAL

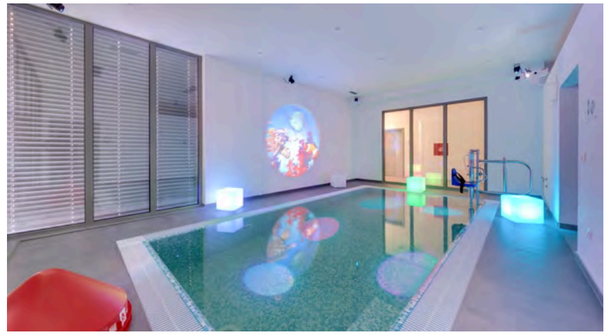
- Clear pathway to visible exits
- No harmful materials
- Outdoor zones carefully enclosed to perfom safety

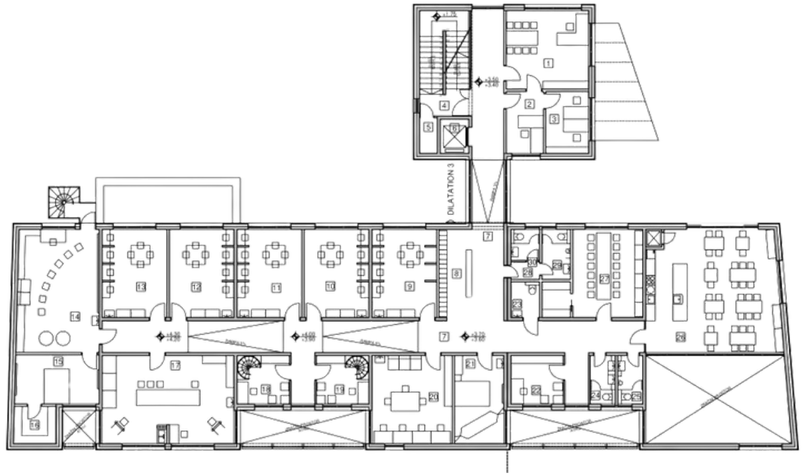
PSYCHOLOGICAL

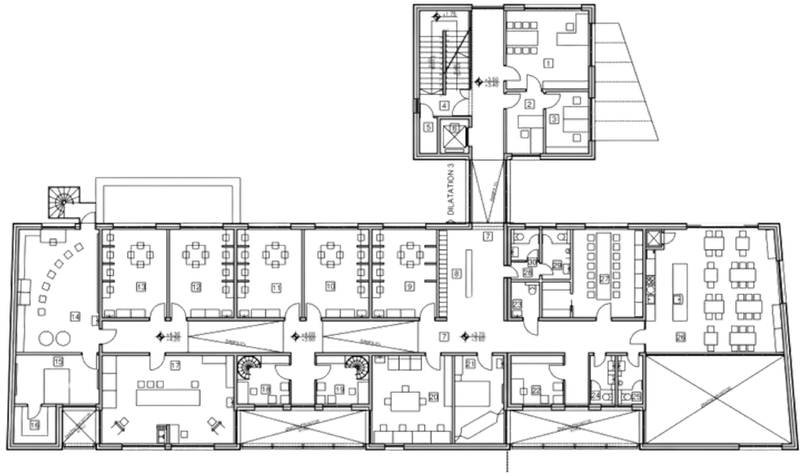
- Private therapy spaces
- No harmful materials
- No overstimulating colors/texture
- Clear corridor to avoid confusions

HUMAN FACTORS

LEGIBILITY







- A clear and intuitive layout helps users move through the building effortlessly.
- Wide, straightforward pathways enhance accessibility and minimize confusion.
- Visual cues, such as subtle color changes and signage, provide orientation and guidance.
- Natural light orientation further supports wayfinding and spatial clarity.

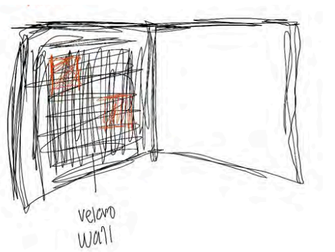
H5

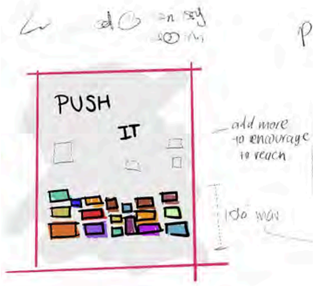
PROTOTYPING EXERCISE

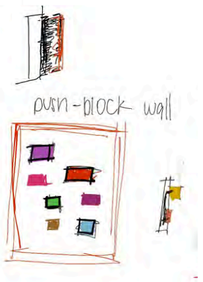
PROTOTYPE 1

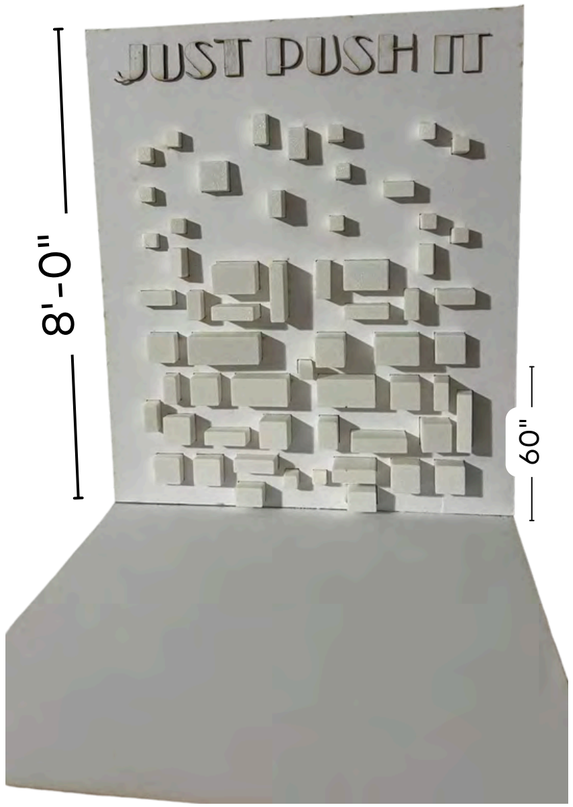
JUST PUSH IT - WALL

Initial Sketches









Prototype Model

Perspective

Elevation

Concept Exploration

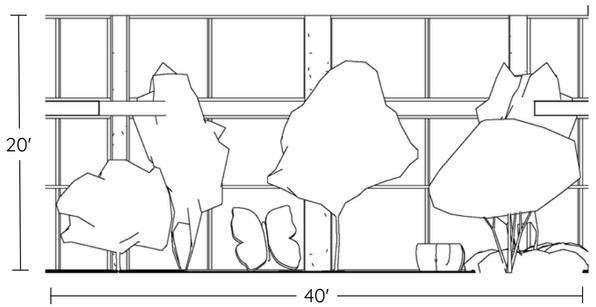
Interactive architectural feature to enhance mobility and sensory processing skills for children with autism, integrating a variety of color textured surfaces and dynamic push panels that encourage physical engagement through controlled system

Goals

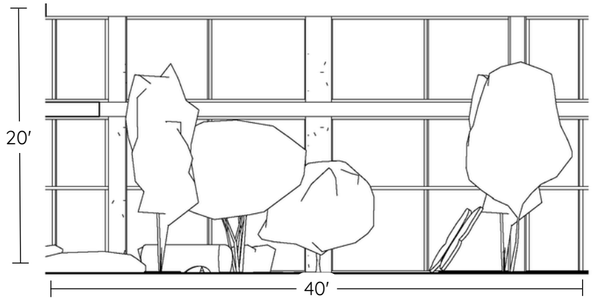
- Improve gross motor skills
- Support sensory development
- Enhance social interaction
- Self-regulation

PROTOTYPE 2

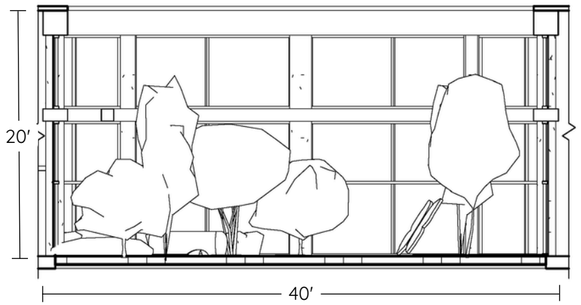
THE SENSE-ATRIUM



East Facing Elevation



North Facing Elevation



Section

Prototype Model

Perspective

Aerial Perspective

Concept Exploration

This atrium in the center of the building becomes a controlled hub for exploration outside of the “interior” environment. By combining a variety of plants, textures and interactive puzzle panels, this space is designed as a “stepping stone” between the indoor and outdoor environments.

Goals

- Assist with comfort in outdoor environments
- Introduction to a variety of textures and materials
- Opportunities for light outdoor play and motor skill development

H6

DESIGN BRIEF AND GUIDELINES

DESIGN BRIEF

Autism Spectrum Disorder (ASD) is a unique developmental condition that affects a widely ranging population in innumerable ways. Each person diagnosed with ASD has varying strengths and difficulties primarily involving communication, social skills, and repetitive behaviors and interests. Our goal with this project is to design a space that can aid in the early diagnosis, treatment, and development of individuals with ASD.

Usually diagnosed around the age of five, this space is designed to serve children and their caregivers as they learn how to navigate this lifelong condition. The formative years once diagnosis has been made are the most crucial for children and their families. By creating a space for students ranging from five to ten years old we hope to provide a nurturing environment that can bring together educators, students, parents, and caregivers to form wellness in community for not only the students but the entire family as well.

Containing seven thousand square feet of controlled sensory experiences, group play spaces, quiet rooms, one-on-one and group therapy rooms, a sensory atrium, multipurpose and conference rooms, this student center is acutely focused on the developmental needs of young children with ASD. The variety of spaces allows program administrators to meet the children – and their caregivers – where they are in their journey to best suite their needs. The relatively simple layout is designed to be approachable and easy to navigate but offers ample choices and flexibility for individuality. By integrating chances for tactile learning, motor skill development, and controlled sensory experiences these young students can grow at their own pace.

RESTORATION

Self-Safe Feelings

Studies discusses the need of sensory friendly designs will help to prevent sensory overload and promote relaxation.

Gaines, K., Bourne, A., Kleibrink, M., & Pearson, M. (2016). Designing for Autism Spectrum Disorders (p. [page number]). Routledge. https://doi.org/10.4324/9781315856872

Design Responses

- Use of comfortable furniture with soft and texturized fabrics to enhance relaxation.
- Use of lighting experiences to avoid overstimulation.
- Incorporate different sensorial experiences to the users can focus on a single activity at the time.
- Promoting emotional stability within the space.

SOCIALITY

Connection Spaces

Studies suggest that indoor playgrounds can be an important tool for improving socialization skills in children with ASD by providing structured environments that are both engaging and supportive of social interactions

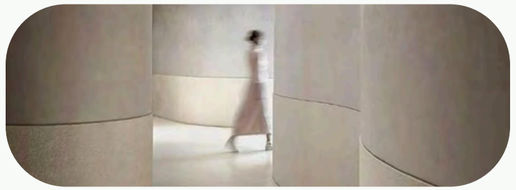
Guralnick, M. J., & Neville, B. D. (2019). Enhancing social development in children with autism through play-based interventions in sensory-rich environments. Research in Developmental Disabilities, 89, 57-68.

Design Responses

- Social reinforcement during play time to start being social with others (either kids and/or adults).
- Hazard free space to avoid any injuries.
- Implementation of sensory-friendly setting to lower stress levels by focusing on mobility and social skills.
- Enhance mobility skills.

LEGIBILITY

Flowing Pathways



Studies confirm that clear, open pathways are particularly important in public spaces and classrooms to ensure safe movement and ease of transition interactions will experience less stress and confusion.

Tsiros, M., & Hill, A. (2011). The Role of Environmental Design in Improving Social Interaction for Children with Autism. International Journal of Environmental Research and Public Health, 8(8), 3179-3189.

Design Responses

- Incorporating circular-type pathways throughout the facility for easy navigation.
- Implementation of hallways complying ADA codes.
- Use of signage will promote to an easy recognition of spaces.

SOCIOFULGAL/SOCIOPETAL

Proximity Variation

Availability of both socialfugal and sociopetal spaces allows freedom of choice and maximizes student personal comfort.

Lee, B., Lee, M., Zhang, P., Tessier, A., Saakes, D., & Khan, A. (2021). Socio-Spatial Comfort: Using Vision-based Analysis to Inform User-Centred Human-Building Interactions. Proceedings of the ACM on Human-Computer Interaction, 4(CSCW3), 1–33. https://doi.org/10.1145/3432937

Design Responses

- Using variation in furniture allows students to decide when they prefer to engage in social communication and when they would rather return to private time.
- Incorporating designated spaces for group and individual play/learning provides a sense of freedom.
- Individual play spaces.

STIMULATION

Sensory Stimuli

Appropriate sensory stimulus allows students to interact with their environment.

Nanda, U., Kim, E., & El-Ghazi, M. (2019). The impact of sensory stimulation on human health and well-being in interior environments. Journal of Environmental Psychology, 63, 1-12.

Design Responses

- Controllable opportunities for sensory stimuli allows students to become more comfortable with interaction.
- Variety of materials in designated spaces.
- Adjustable lighting options.

ADAPTABILITY

Flexible Spaces

Flexibility in space design allows the facility to adapt to the evolving personal requirements of students and staff.

Mlote, D. S., Budig, M., & Cheah, L. (2024). Adaptability of buildings: A systematic review of current research. Frontiers in Built Environment, 10. https://doi.org/10.3389/fbuil.2024.1376759

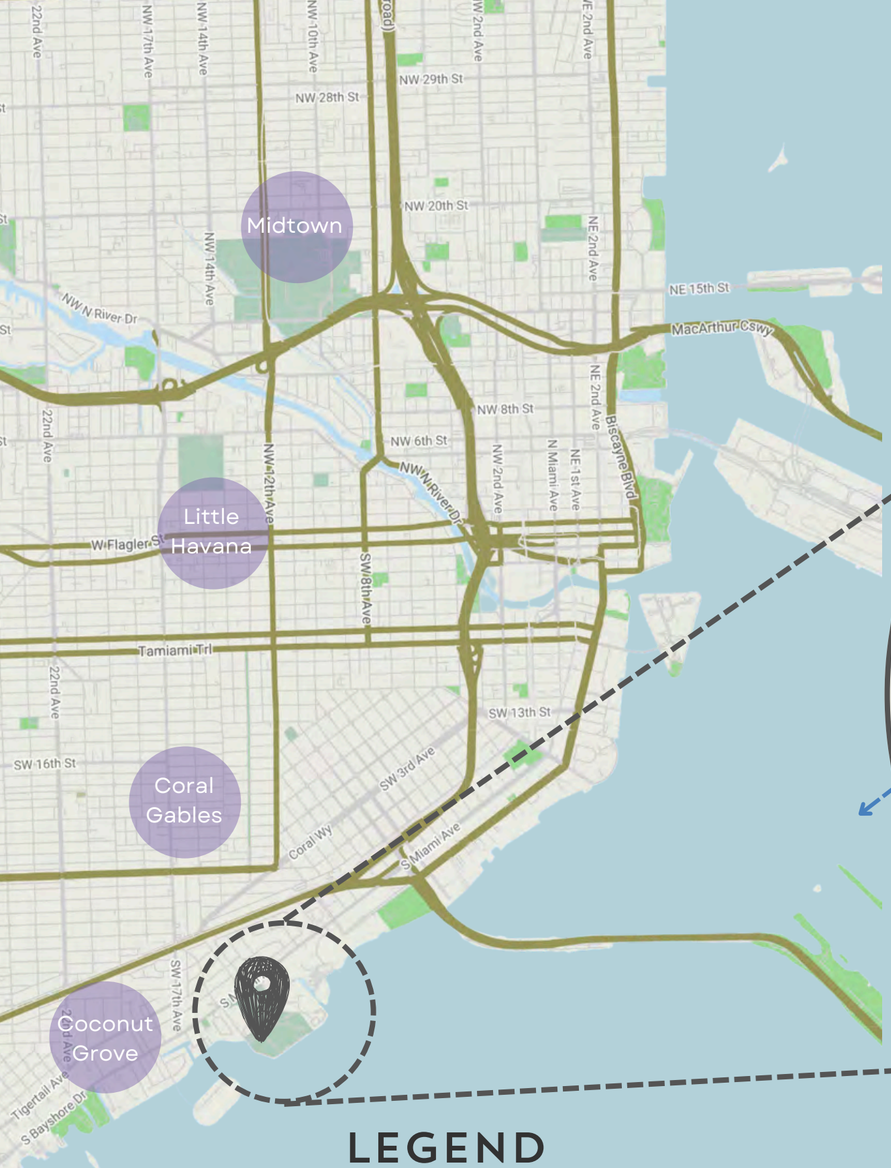
Design Responses

- Multipurpose rooms can be adjusted to meet the needs of students and caregivers.
- Adjustable and moveable furnishings.
- Technology integration allows spaces to serve several functions.

H7

SITE SELECTION AND SPACE MODELING

SITE ANALYSIS



LEGEND

- Site Location
- 2-way traffic
- Walkable streets
- Parking Spaces
- Bus Stop
- Wind
- Noise
- Helicopter Pad

N

Our site is highly approachable due to its connectivity with multiple bus stops and a pedestrian-friendly environment, making it easy for users to access. The surrounding area remains relatively quiet, with minimal noise disturbances, as it is located near the bay and some residential buildings. Additionally, the site's proximity to the bay creates a naturally windy atmosphere, which influences the overall comfort and experience of the space.

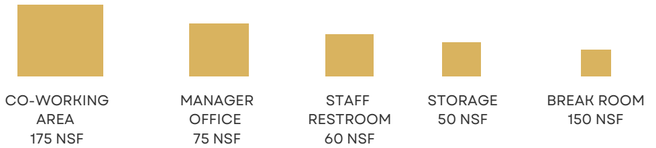
PROGRAMMING

Room	Space Function	Gross Load Factor	Efficiency	Net Load Factor	Floor Area	Occupancy	Occupancy Load
Reception	Assembly	N/A	0.6	15	500	33	34
Office	Business	150	0.6	90	510	6	6
Multipurpose Room	Assembly	N/A	0.6	15	926	62	62
Restrooms	Restroom	N/A	0.6	N/A	324	4	4
Group Play Room	Exercise	50	0.6	30	740	25	25
Therapy Room	Outpatient Area	100	0.6	60	630	11	11
Sensory Room	Outpatient Area	100	0.6	60	570	10	10
Circulation	Circulation	N/A	0.6	N/A	2,800	0	0

Total SQ FT	**7,000 SQ FT**
Total Occupancy	**152**

STIMULATION AREAS — 1,200 NSF

ADMINISTRATION — 510 NSF



WELCOMING AREA — 500 NSF

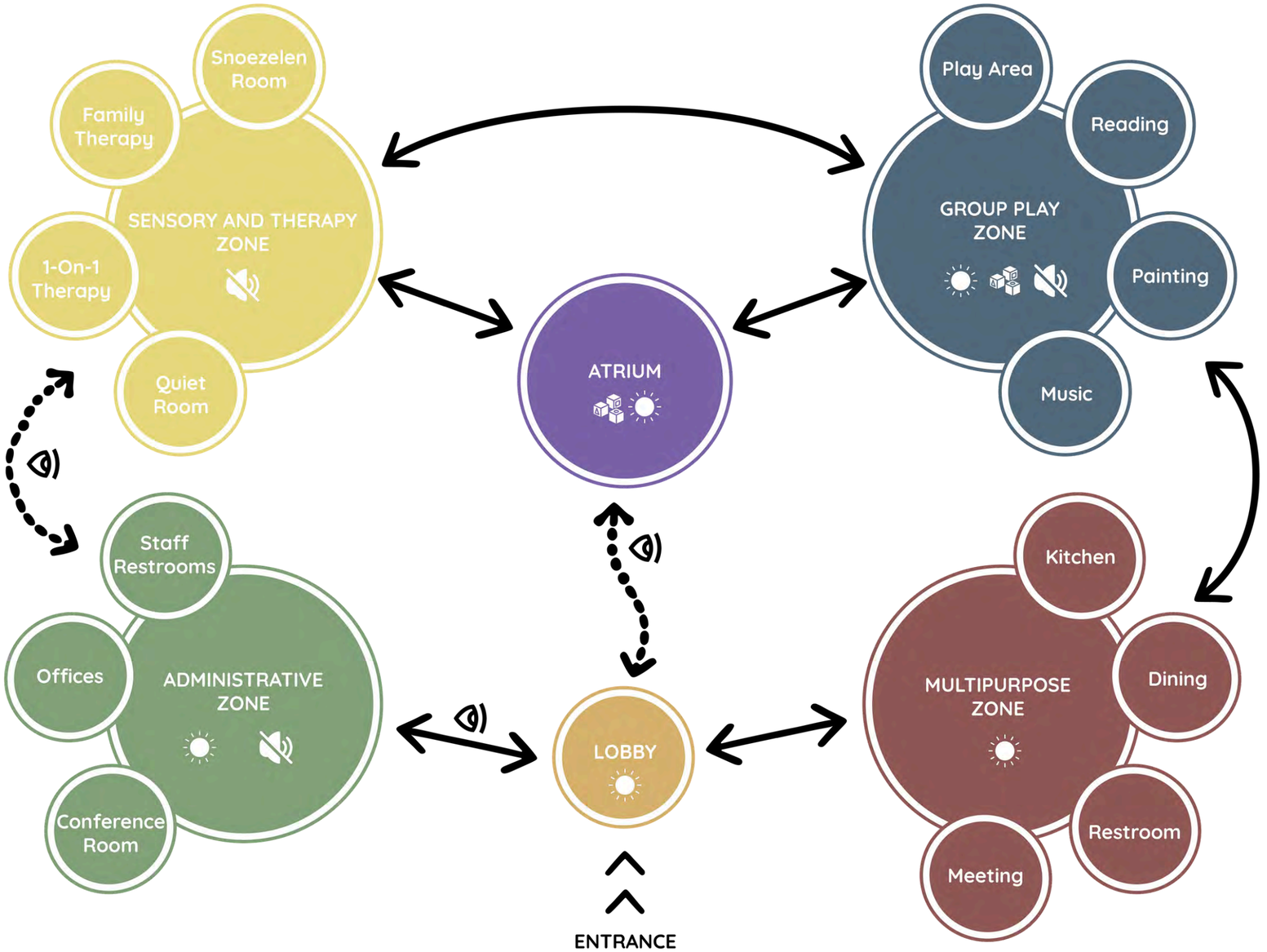
GATHERING SPACES — 1,667 NSF

RESTROOMS — 324 NSF

GRAND TOTAL NET	4,200 NSF
OVERALL BUILDING EFFICIENCY	60%

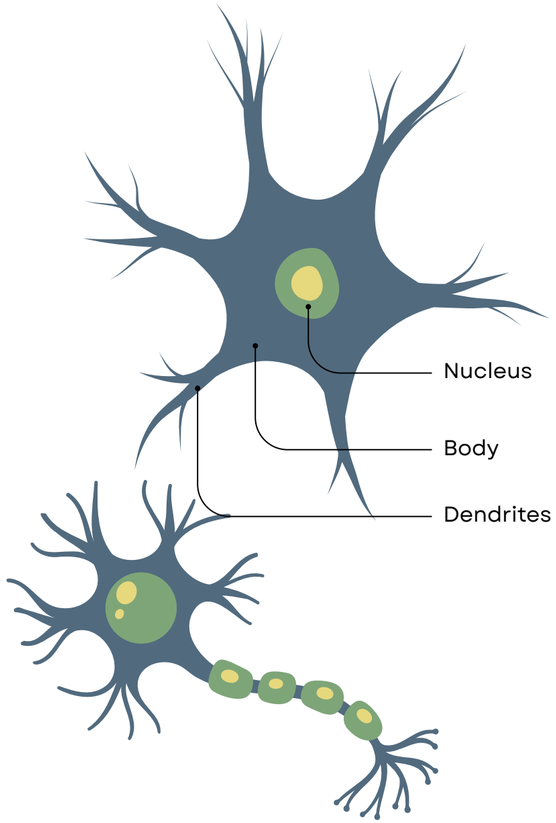
GRAND TOTAL GROSS — 7,000 GSF

ADJACENCY DIAGRAM



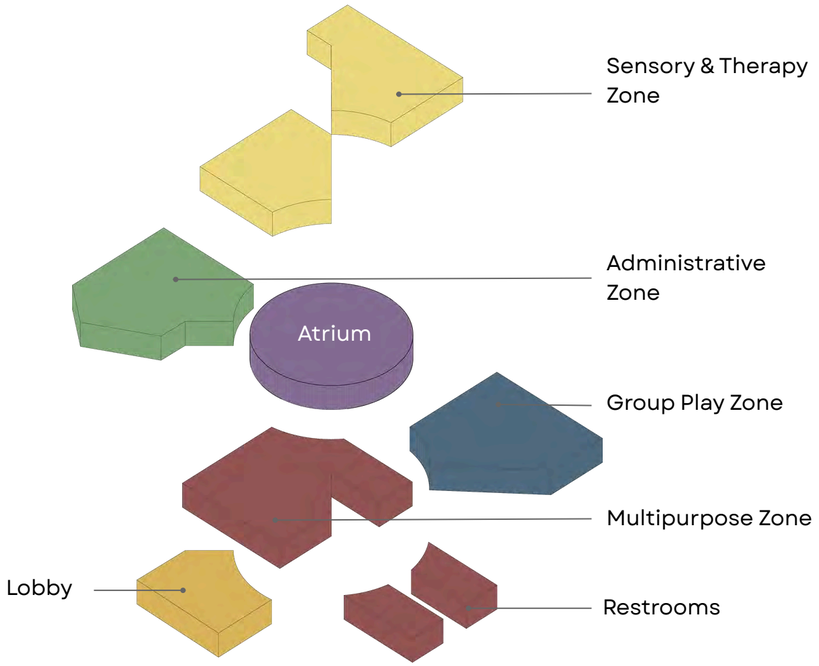
LEGEND

- Direction Connection
- Visual Connection Only
- Exterior Views
- Sound Control
- Visual Connection
- Play Area

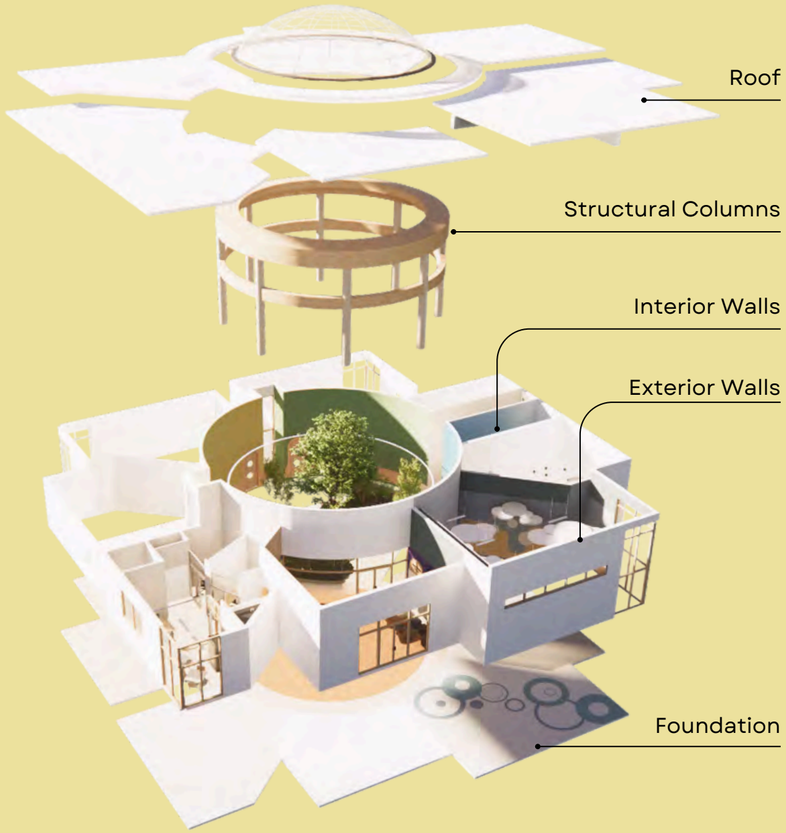


INSPIRATION

Neuron Structure



BUILDING STRUCTURAL MASS



EXPLODED VIEW

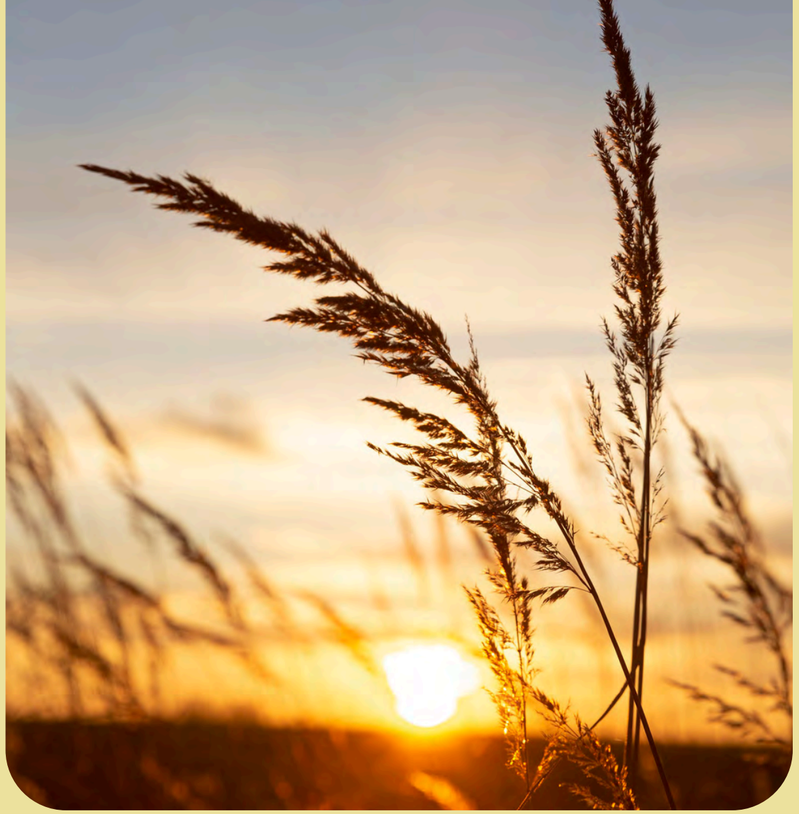
STRUCTURE BUILDING MASS

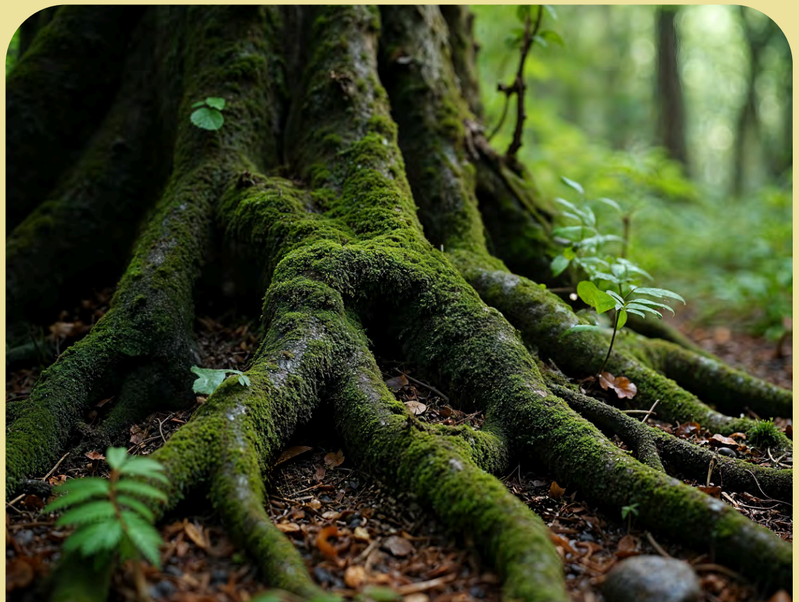
DESIGN CONCEPT

GROW
CONNECT
PROGRESS

The design concept focuses on creating a supportive and inclusive environment that serves both children with autism and their caregivers, fostering autonomy, growth, social interaction, and overall well-being. Flowing pathways and interconnected spaces are thoughtfully designed to ensure seamless navigation, allowing children to move freely and independently while maintaining a structured and secure atmosphere. The integration of sensory-friendly elements, such as tactile surfaces, interactive features, and calming zones, supports children's unique sensory needs and encourages engagement without overstimulation.

The connection between indoor and outdoor environments further enhances the experience by introducing natural elements, open spaces for movement, and sensory gardens that provide a calming retreat. By prioritizing transparency, connectivity, and sensory integration, the space creates a balanced and enriching environment that not only nurtures the independence and confidence of children with autism.





8

FINAL DESIGN

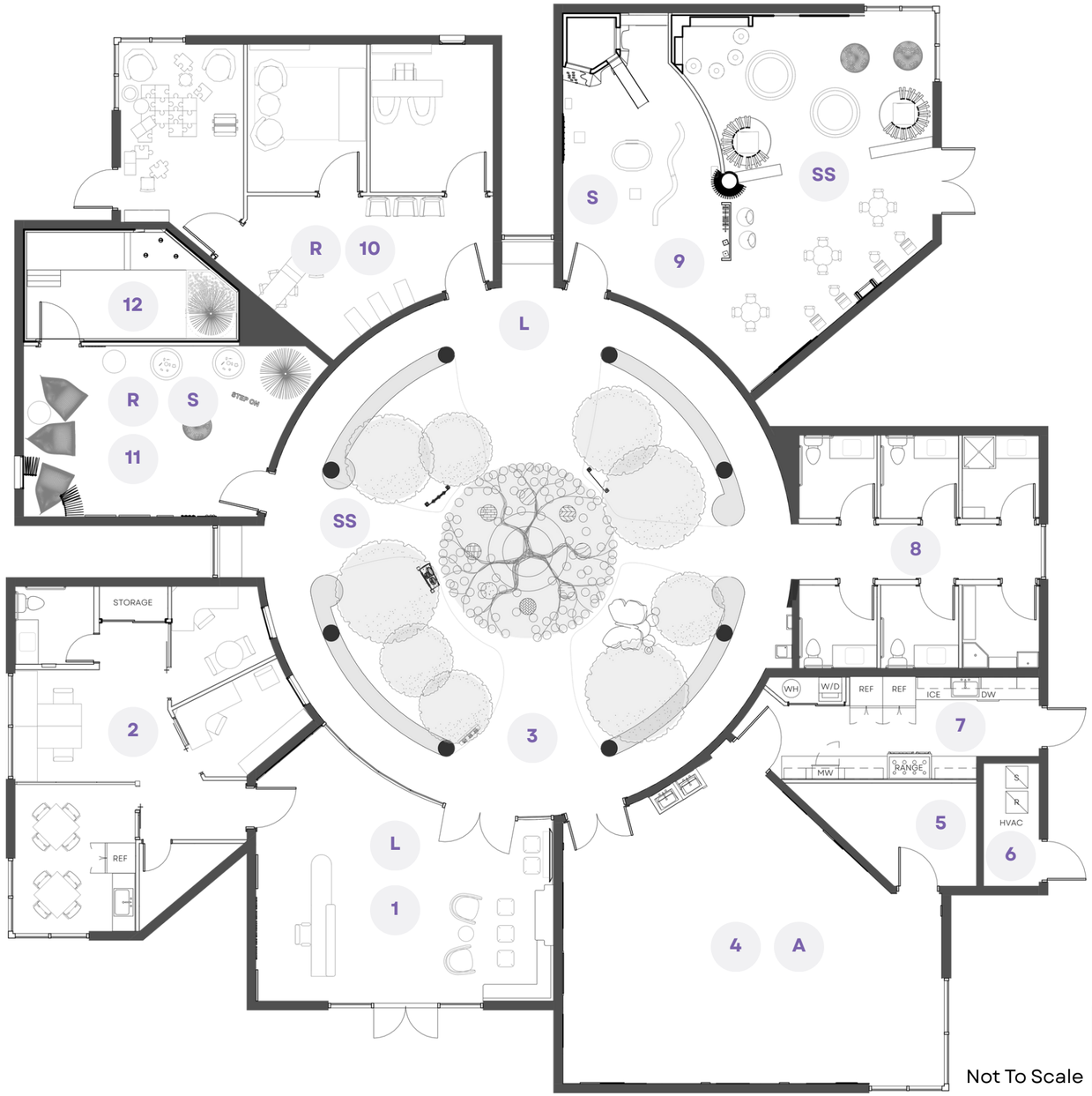
FLOOR PLAN

ROOM LEGEND

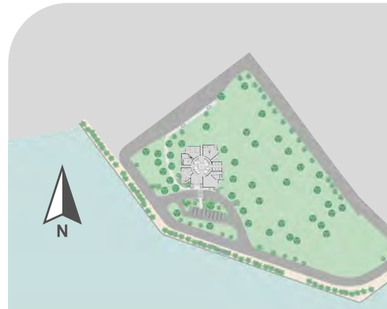
1. Lobby
2. Administrative Office
3. Atrium
4. Multipurpose Room
5. Storage
6. Electrical/Mechanical Room
7. Kitchen
8. Restrooms and Janitorial
9. Group Play Room
10. Therapy Rooms
11. Sensory Room
12. Snoezelen Room

HUMAN FACTORS

- S Stimulation
- A Adaptability
- L Legibility
- R Restoration
- SS Sociopetal/Sociofugal



Not To Scale



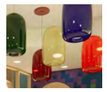
REFLECTED CEILING PLAN

LIGHTING AND CEILING LEGEND


Acuity Lighting Bruno Softshine
4' Suspended LED Fixture


Kimono by DESIGNHEURE
Pendant Fixture

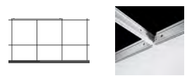

Acuity Lighting L8 Housing
8" Round Recessed Fixture


Custom Glass Pendant Fixture
Varied Heights and Colors


Acuity Lighting Stack Prime
2' x 4' Troffer Fixture

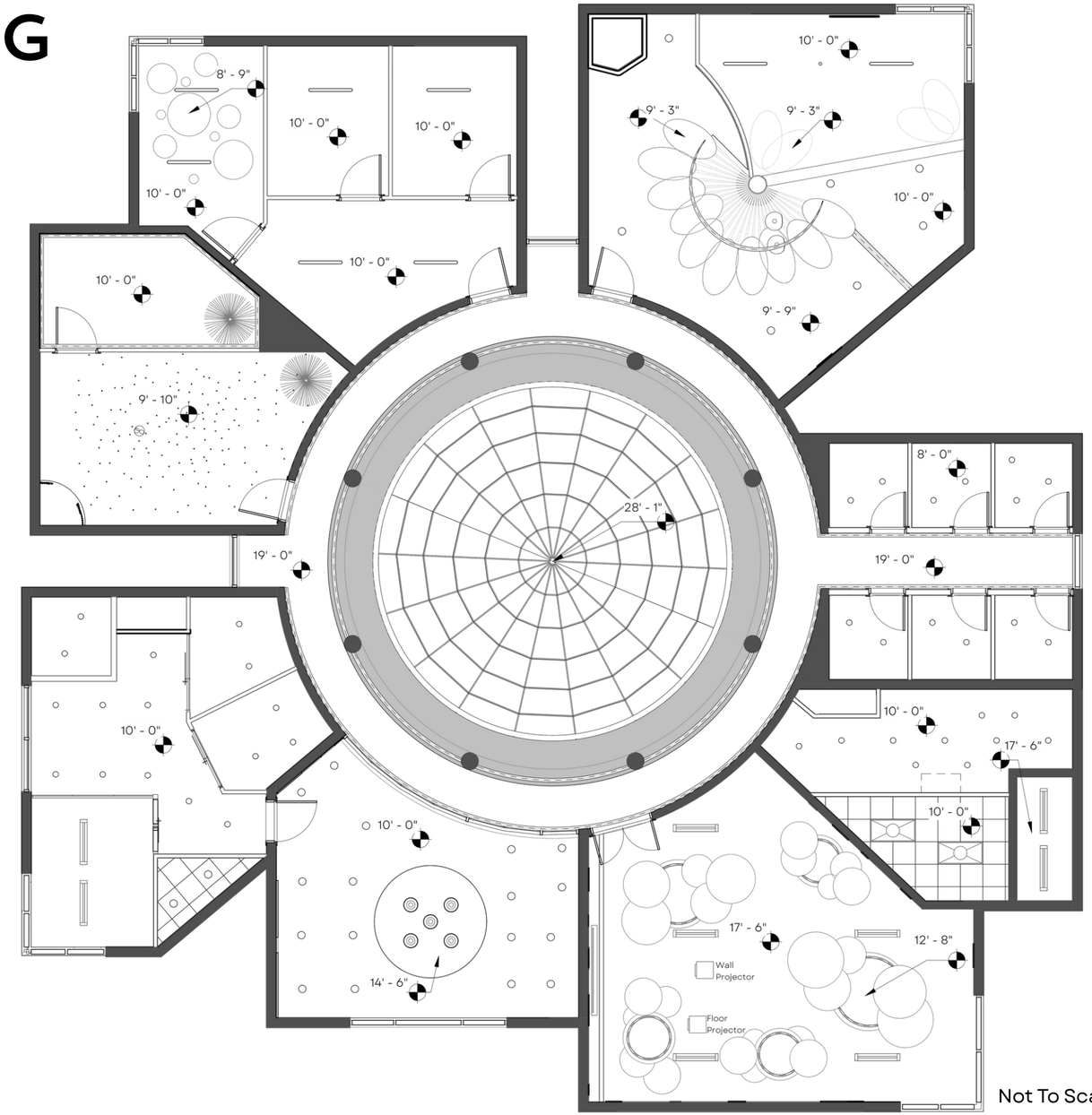

Pelee Line 1200
Suspended Fixture


Acuity Lighting Markcove 102
Cove Lighting


Armstrong Interlude XL
2' x 2' Suspended Tiles


Armstrong SOUNDSCAPES
Round Suspended Acoustic Tiles

1/2" Painted Gypsum Board



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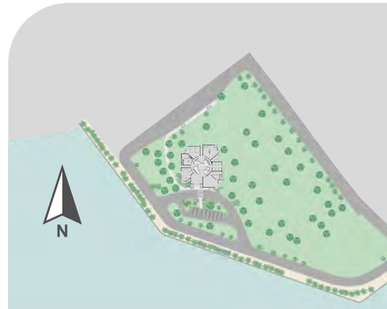
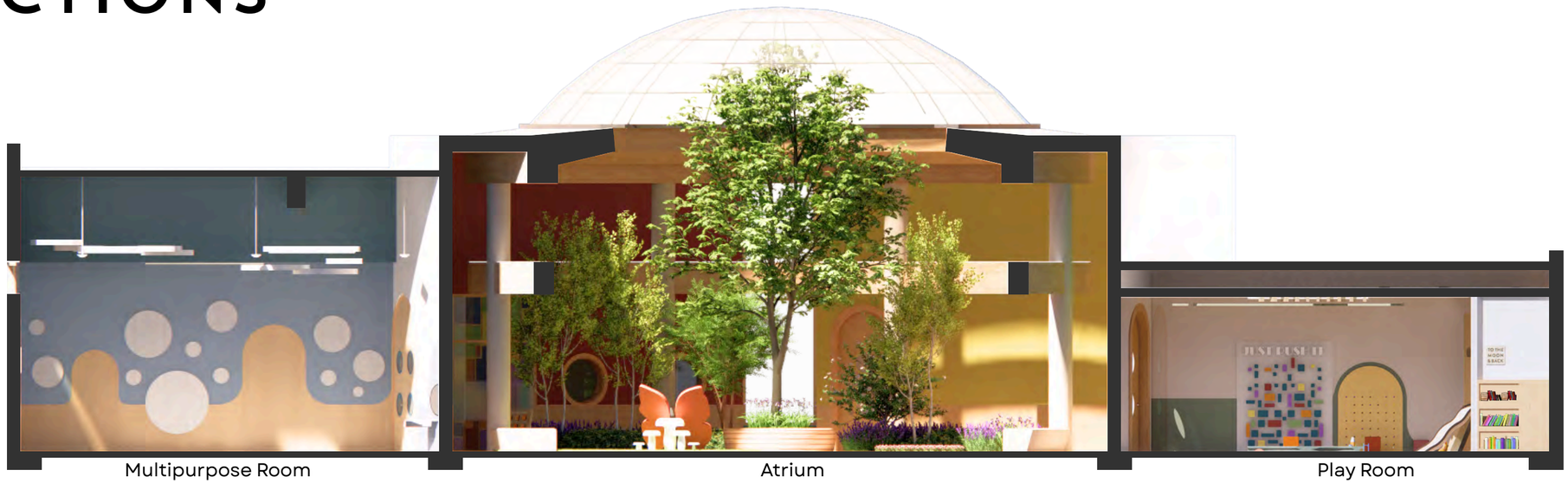
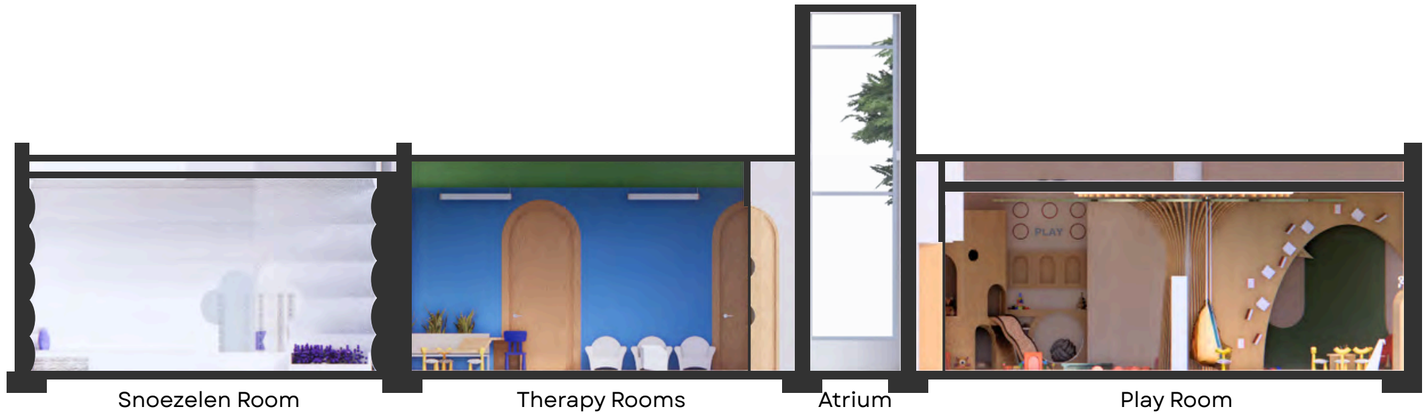


BUILDING SECTIONS



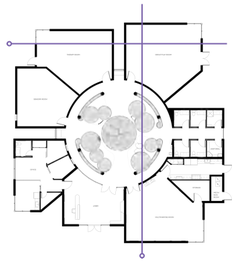
LONGITUDINAL SECTION

Not to Scale

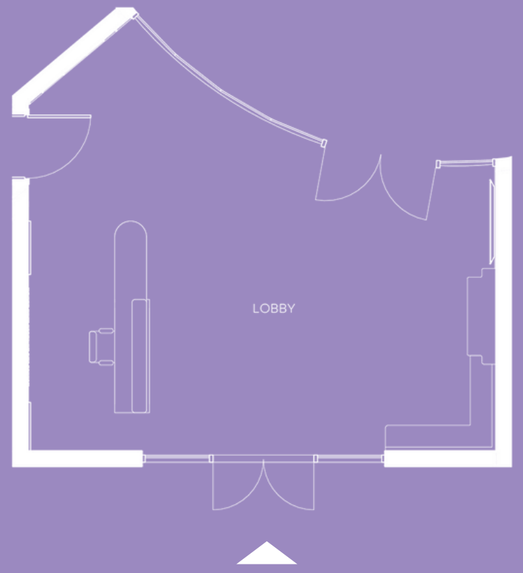


LATITUDINAL SECTION

Not to Scale



LOBBY



LOBBY

Human factors

S **Stimulation** - Combining bright primary colors with neutral wood tones and light flooring provides a balance between stimulating and restorative settings

Elevation (Not To Scale)
Lobby Seating and Message Board

Perspective
Reception Desk and Admin Office Entrance

Furniture & Materials

Filzfelt
Wool Felt
Multicolored

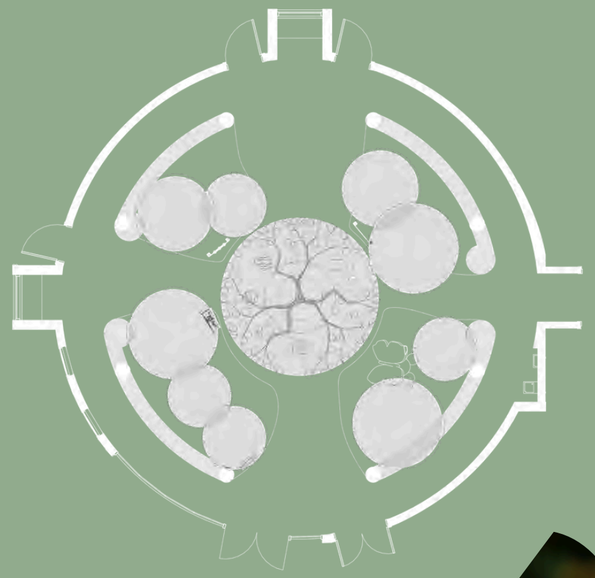
SW 6241
Aleutian

Roc Chair
Uwe Fischer

Venice
(8.63"x9.88")
Merola Tile

French Oak
Listone Giordano

ATRIUM



ATRIUM

Human factors

- **L** **Legibility** - Designed as a connection space. The atrium provides access and visibility to each space within the building. Wide pathways and bight natural lighting allows this space to be easily navigable
- **S** **Sociofugal/Sociopetal** - The inclusion of interactive puzzle walls, texture variety and secluded window alcoves, provides students with the ability to chose between private time and group interaction

Elevation (Not To Scale)
Offices and Window Alcove

Perspective
Students Playing on Interactive Elements in Atrium

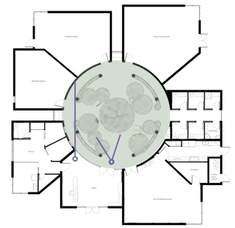
Furniture & Materials

Sherwin Williams
Paint

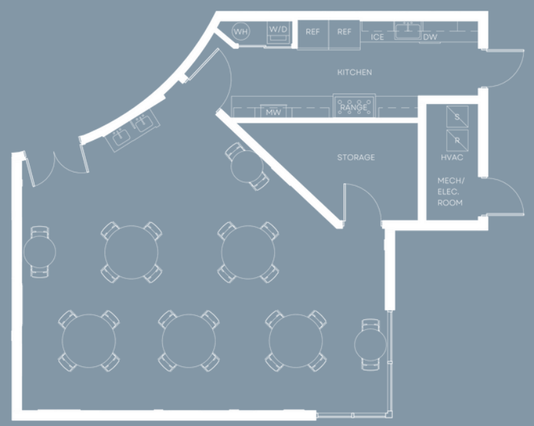
French Oak
Listone Giordano

Play Wall Panels

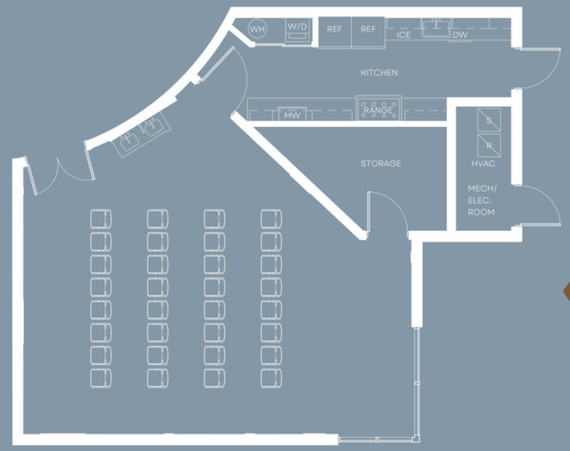
Summit Int
Triathlon 800
Pearl



MULTIPURPOSE ROOM



Cafeteria Layout



Lecture Layout

MULTIPURPOSE ROOM

Human factors

A **Adaptability** - This fully customizable space allows for use as lecture/meeting room, cafeteria, or play space

S **Sociality** - Interactive projections allow students to interact in a group setting and work together to complete tasks

Elevation (Not To Scale)
Entrance and Wash Station

A
S

Perspective
Children Playing on Interactive Projection Floor

Furniture & Materials

American Biltrite
ABPURE Sheet Rubber
Flooring

SW 6241
Aleutian

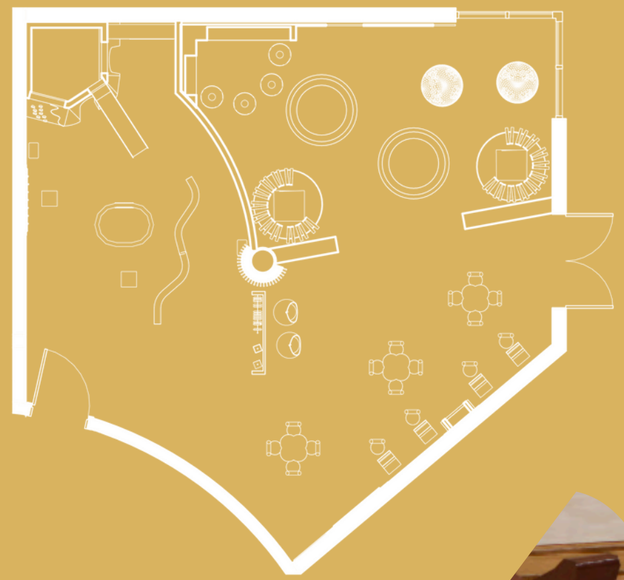
SW 9635
Stargazer

Stacking
Chair

Uline Flip-Top
Cafeteria Table
Walnut

French Oak
Listone Giordano

PLAY ROOM



PLAY ROOM

Human factors

- **S** **Sociality** - Art stations to enhance communication between users along their improve motor skills through painting
- **SS** **Sociopetal/Sociofungal** - Creating different environment within a area where they are free to choose as per their comfort

Perspective
Reading Room

Elevation (Not To Scale)
Art Station

Furniture & Materials

American Biltrite
ABPURE Sheet Rubber
Flooring

SW 6181
Secret Garden

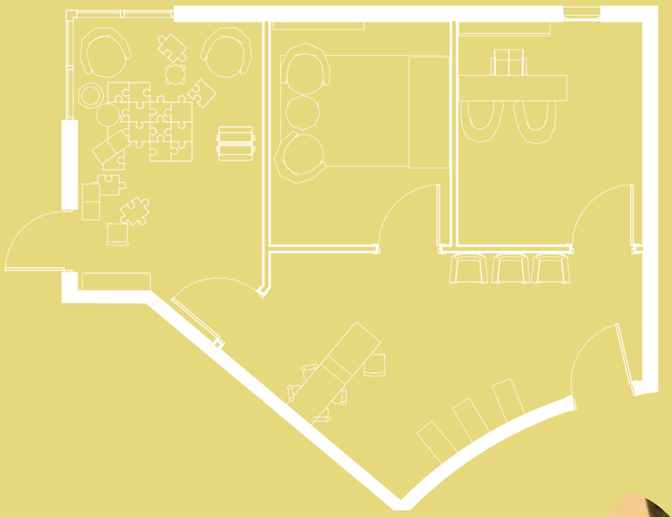
SW 7558
Medici Ivory

Kids
Chair and
Table

Poly Cotton
Broadcloth

Swaner Hardwood
Alder S4S

THERAPY ROOM

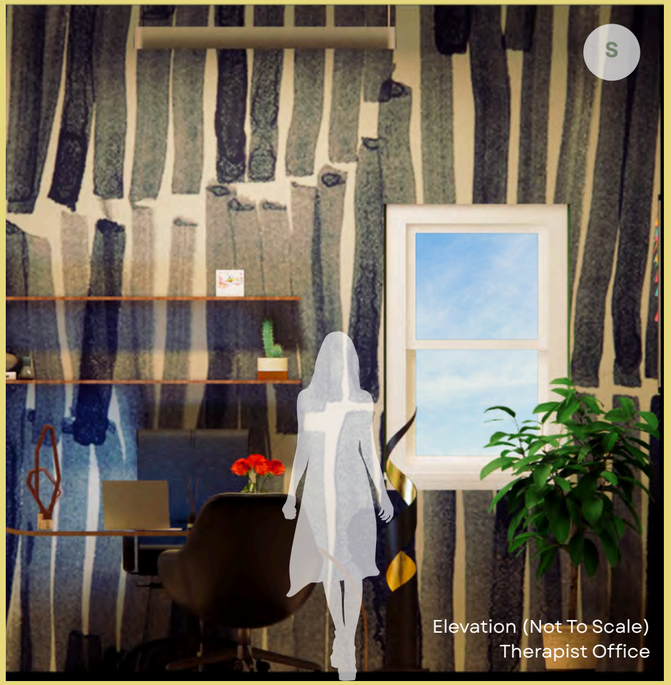


THERAPY ROOM

Human factors

R **Restoration** - Area with many toys to help them to relax and avoid overload stimulation

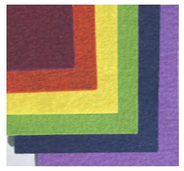
S **Sociality** - Therapist office to introduce the kids to the staff and start to create a comfortable environment.



Elevation (Not To Scale)
Therapist Office

Perspective
Therapy Room

Furniture & Materials



Filzfelt
Wool Felt
Multicolored

Porcelain

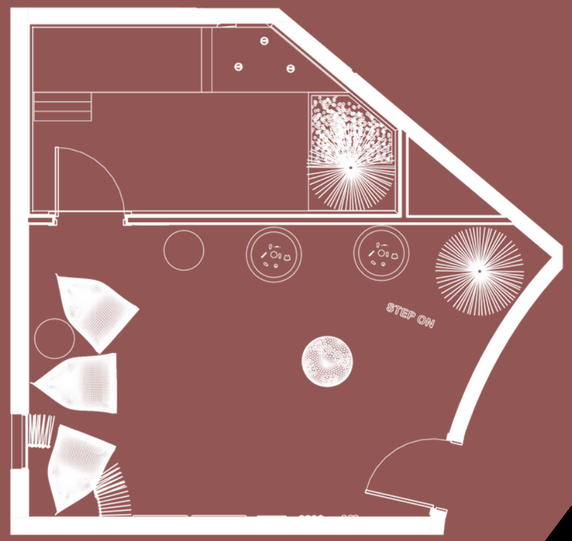
SW 9038
Cucuzza Verde

Mitchell Black
x Poketo
Wallpaper -
Chips

SW 9038
Cucuzza Verde

Roche Bobois
Dot Chair

SENSORY ROOM



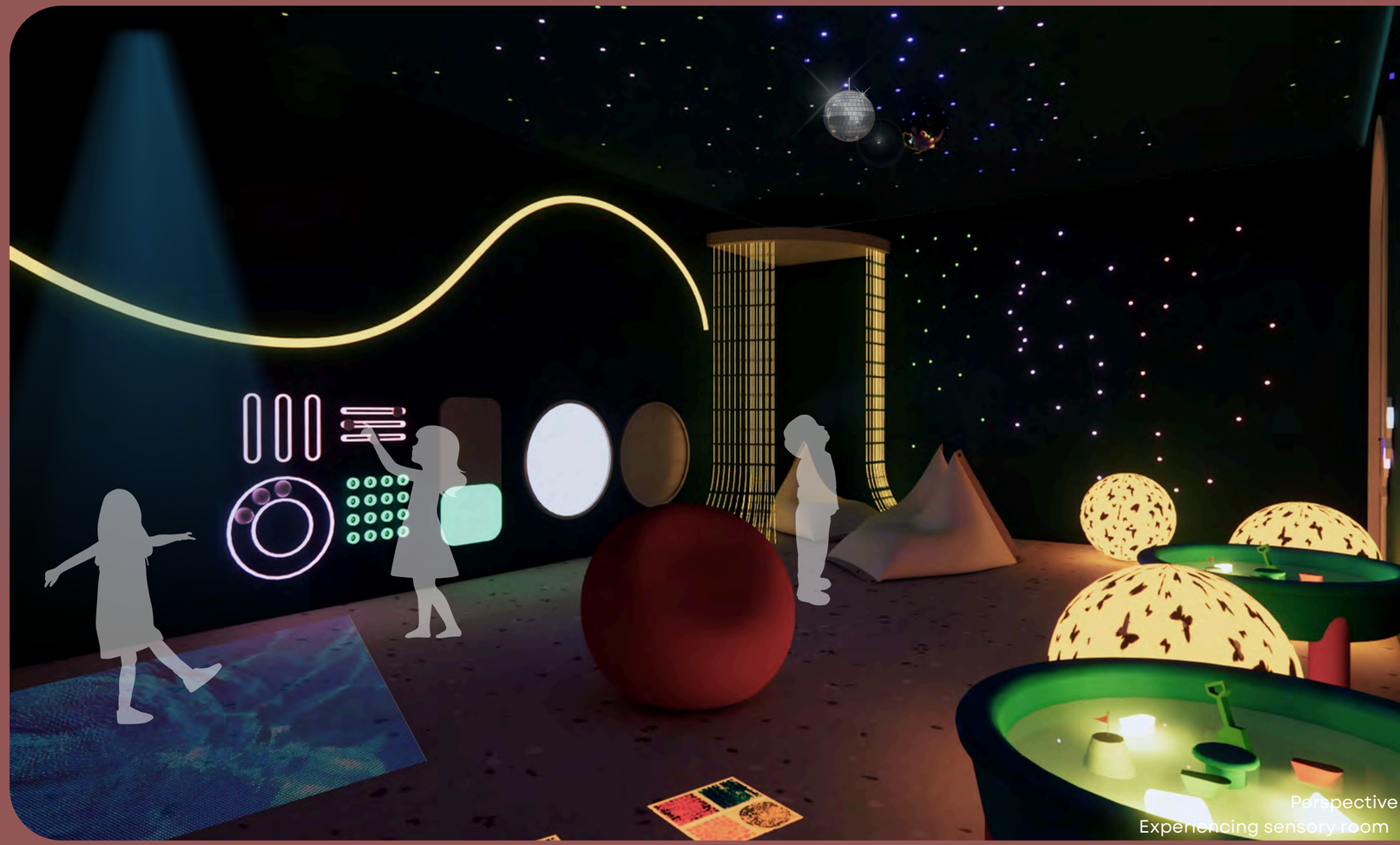
SENSORY ROOM

Human factors

S **Stimulation** - Space created for kids to reduce stress and overstimulation using different lighting setting and tools (fiber optic), floor play through projections.

R **Restoration** - Snoezel room a space designed to provide variety of sensory stimulation to promote relaxation and enjoyment.

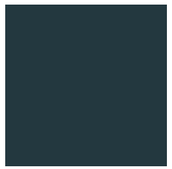
Elevation (Not To Scale)
Snoezelen Room - Kid interacting with bubble tube



Perspective
Experiencing sensory room

Furniture & Materials

American Biltrite
ABPURE Sheet
Rubber Flooring



SW 6237
Dark Night

Begois

Tatino Bean Bag

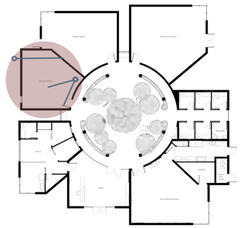
Fiber Optic
Shower

LED Sensory
Bubble Tube

Sensory Tools

Glow in the Dark
Ceiling Stars

Cushion Wall
Panels



THE LINK

CENTER FOR CHILDREN WITH AUTISM

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