View of Community Space

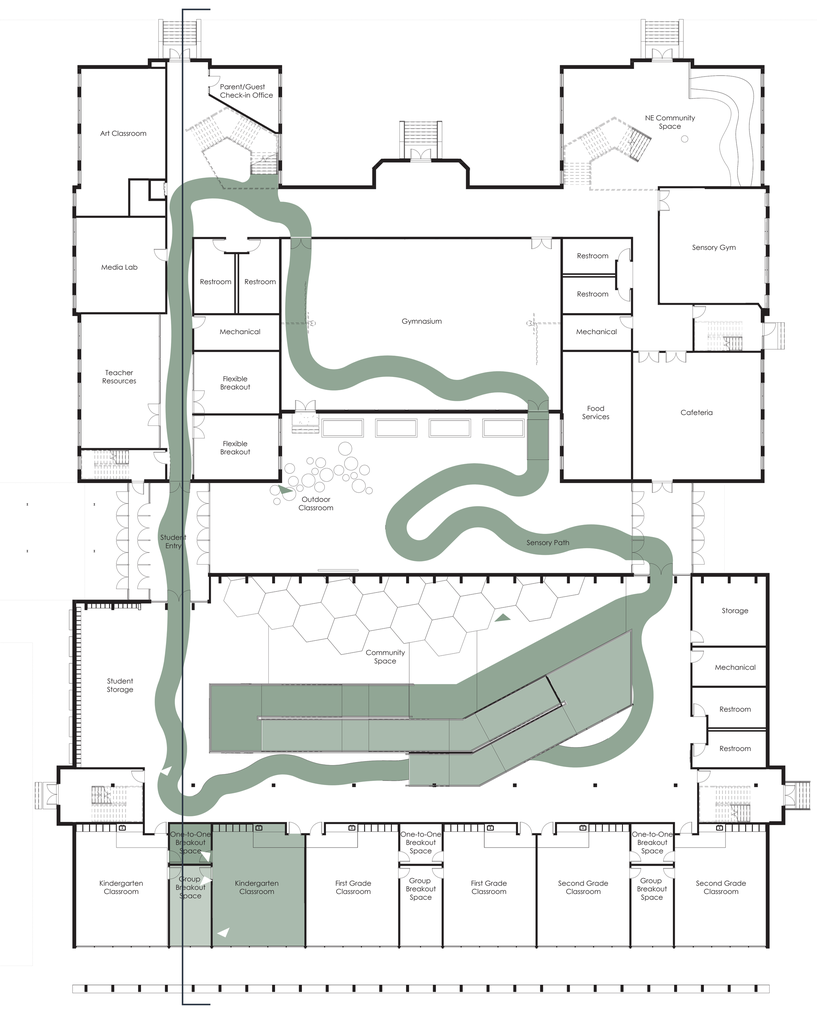
View of Typical Classroom

View of One-to-One Breakout Space

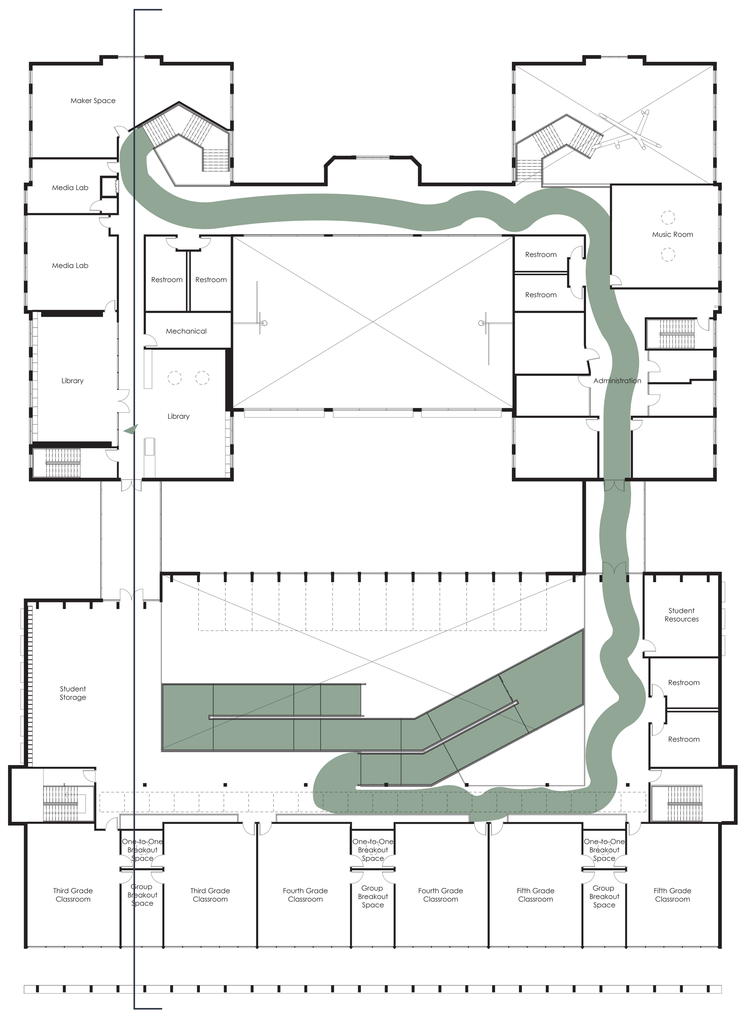
View of Group Breakout Space

SENSORY SYNTHESIS

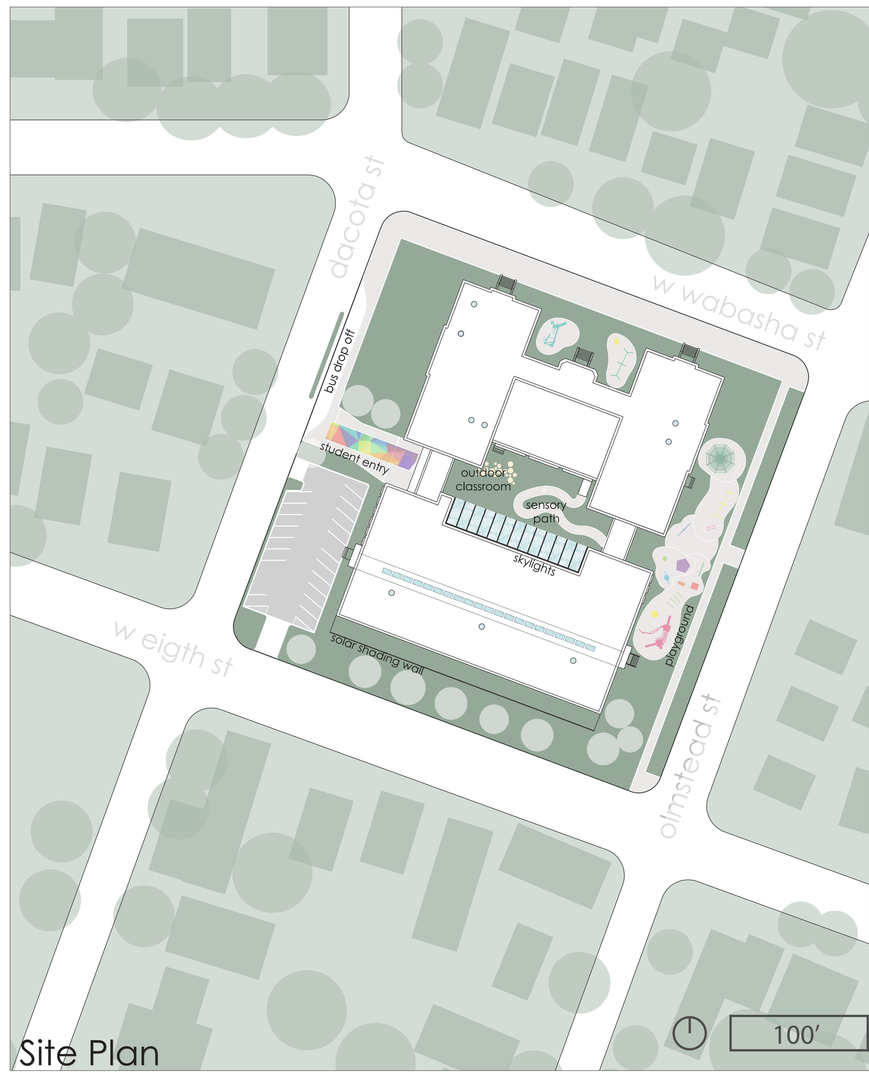
Integrating sensory design on a mainstream scale to better incorporate neurodivergent perspectives in the learning environment.



Level One Floor Plan



Level Two Floor Plan



Site Plan

More Images: HERE

LIGHT

Lighting design is vital to designing for sensory prone individuals. Flickering from fluorescent lights or changing daylight conditions can be a major distraction. In addition, there are a variety of studies indicating daylight to be a substantial factor in the performance of students. Daylight is a valuable design tool.

TEXTURE

Texture, like color, also plays a role in how visually stimulating the space is and the how sensory aspects are experienced. Warm and natural textures are used to create variety and interest without becoming overwhelming. The textures chosen can become a teaching aid, as varieties can add dimension to a space without bringing chaos along with it.

SOUND

Acoustics also play a major role as noise can be distracting for just about anyone. Sound is essential to learning - minimizing unwanted sounds can create more focus and clarity for students. Spaces are arranged to provide peace from louder activities and distance from the building operation sound.

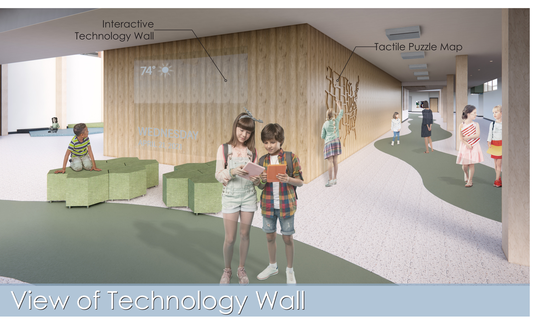
SCALE

Scale is important for children. Furniture is sized for the children in order to allow them to experience the world on their level. The scale of spaces - ceiling heights and room sizes - is proportionate based on the activity and purpose of the space. Transitions between contrasting scales are provided to minimize sharp changes.

COLOR

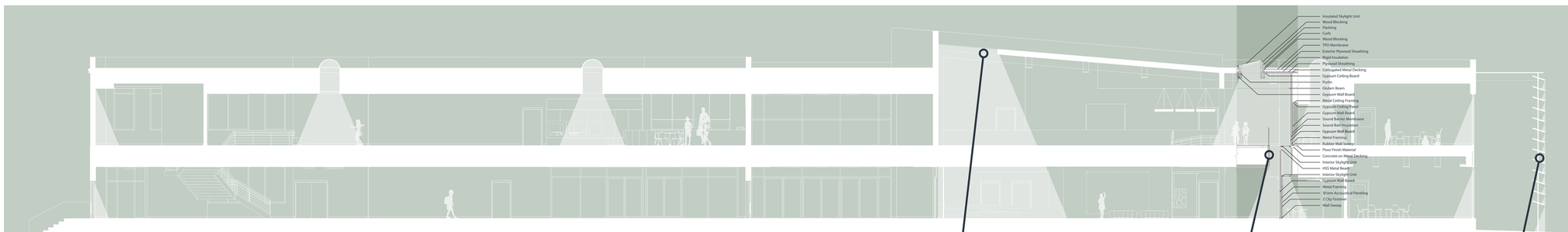
Color choices are critical for accommodating sensory prone individuals. Balance is required to create an engaging and child-like environment without excess noise. Color can be used to create distinct spaces, communicate information about a space, and help define the purpose of a space between task and non-task spaces.

View of Library



View of Technology Wall

View of Courtyard



Building Section

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Autism Spectrum Disorder, ASD, is a developmental disability caused by differences in the brain. Sensitivity to sensory stimuli is a common symptom of ASD, with triggers that can be found in the built environment. Utilizing a neurodivergent lens as the predominant view of the built environment, provides an altered perception of design allowing a unified intersection of experiences and perceptions to equip each student to reach their full potential.

Winona, MN presents an opportunity to meet the need for better accommodations for Autistic learners and revitalize an unused school building to push education and inclusion standards forward.

View of Student Entry