A'24 MN

The Minnesota Conference on Architecture

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AIA Minnesota

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Through the Lens of Trauma Informed Design

Cuningham

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We'd love to connect with you!

Presentation Outline

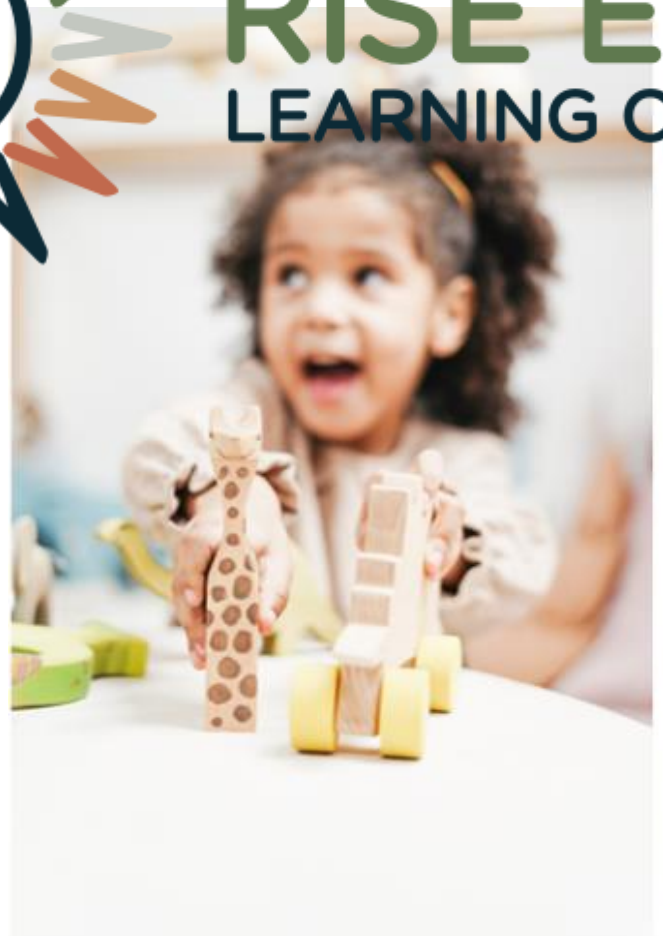
1 Understanding Trauma and Trauma Informed Design

- Defining Trauma and Why It Matters
- Adverse Childhood Experiences
- What is Trauma Informed Design and How to Practice it

2 Applying a Trauma Informed Design Approach

- Impacts on Design Process
- Aquila Elementary School Case Study

RISE EARLY
LEARNING CENTER



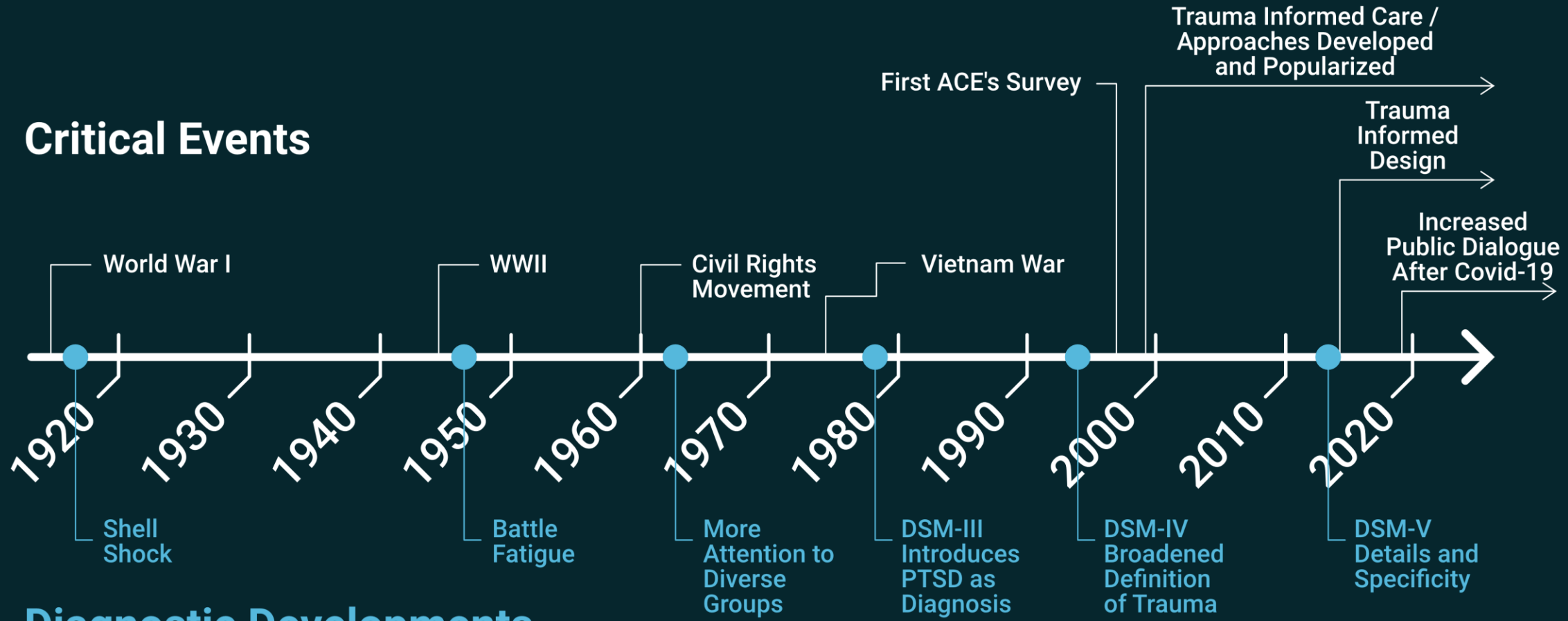
Play

Equity

Trauma Informed Design

Latané
Schools That Heal
ISLAND PRESS
WISE
DESIGN FOR BELONGING
HM 683 .W57 2022
Steve Maslin Designing Mind-Friendly Environments
PETER BLOCK
COMMUNITY
THE STRUCTURE OF BELONGING
HM 756 .B56 2018
FOSTERING RESILIENT LEARNERS
Kristin Souers with Pete Hall
ascd
THE HAPPY DESIGN TOOLKIT
Ben Channon

Critical Events



Diagnostic Developments

Treatment Developments

Rest

Talk Therapy

Group Therapy

Cognitive Behavioral Therapy

Trauma Informed Approaches to System Design

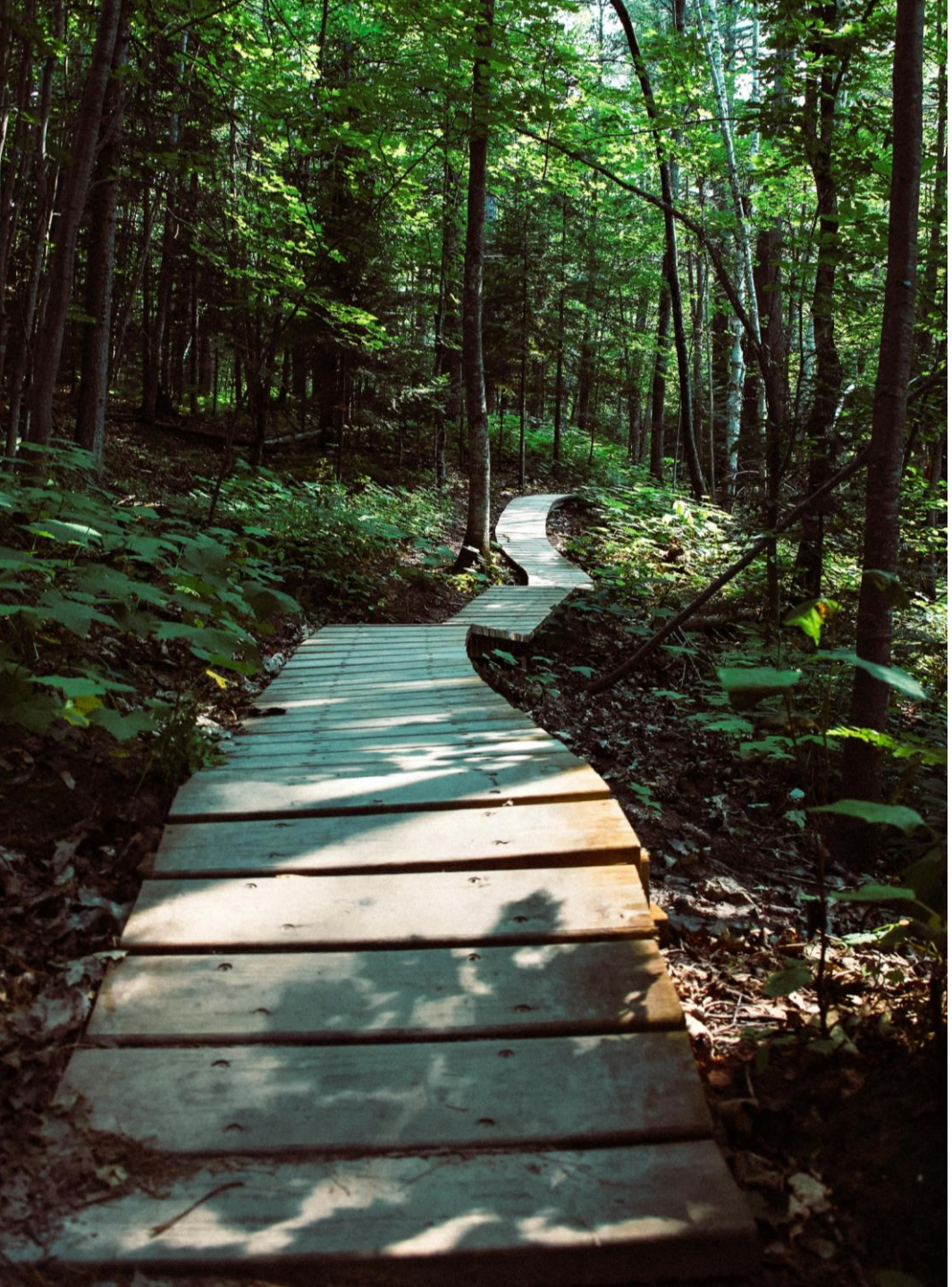
Center for Substance Abuse Treatment, 2014. Appendix C Historical Account of Trauma. In: Trauma-Informed Care in Behavioral Health Services: Treatment Improvement Protocol (TIP) Series, No. 57. Rockville, MD: Substance Abuse and Mental Health Services Administration.

“Individual trauma results from an **event**, **series of events, or set of circumstances** that is **experienced** by an individual as physically or emotionally harmful or life threatening and that has **lasting adverse effects** on the individual’s functioning and mental, physical, social, emotional, or spiritual **well-being**”

SAMHSA’s Concept of Trauma

Adverse Childhood Experiences (ACEs)

Extreme stress experienced between ages 0-17 categorized into three groups: abuse, neglect, and household challenges



ACE Categories

1. Emotional / Psychological Abuse
2. Physical Abuse
3. Sexual Abuse
4. Parents in Abusive Relationship
5. Household Substance Abuse
6. Mental Illness in Household
7. Incarcerated Householder Member
8. Emotional Neglect
9. Physical Neglect
10. Parental Separation or Divorce
11. Bullying *

* added after original survey, assessed with CDC Bully Scale Survey

2 in 3
Americans have an ACE score of 1 +
1 in 6
Americans have an ACE score of 4 +

“When a person experiences strong, frequent, or prolonged adversity, it can have profound negative effects on the mind and body.”
- Kaiser Permanente

Category	No Adverse Experiences	One	Two	Three	Four or More
Past Suicide Attempt	1.00	1.80	3.00	6.60	12.20
Injected Drug Use	1.00	1.30	3.80	7.10	10.30
Alcoholism	1.00	2.00	4.00	4.90	7.40
Illicit Drug Use	1.00	1.70	2.90	3.60	4.70
Depression	1.00	1.50	2.40	2.60	4.60
50+ Sexual Partners Over Lifetime	1.00	1.70	2.30	3.10	3.20
Had a Sexually Transmitted Disease	1.00	1.40	1.50	1.90	2.50
Current Smoker	1.00	1.10	1.50	2.00	2.20
Severe Obesity	1.00	1.10	1.40	1.40	1.60
Limited Physical Activity	1.00	1.20	1.20	1.40	1.30
Chronic Bronchitis / Emphysema	1.00	1.60	1.60	2.20	3.90
History of Hepatitis or Jaundice	1.00	1.10	1.80	1.60	2.40
Fair or Poor Self-Rated Health	1.00	1.20	1.40	1.40	2.20
Heart Disease	1.00	0.90	0.90	1.40	2.20
Cancer	1.00	1.20	1.20	1.00	1.90
Past Skeletal Fracture	1.00	1.10	1.40	1.20	1.60
Stroke	1.00	0.90	0.70	1.30	2.40
Diabetes	1.00	1.00	0.90	1.20	1.60

Felitti, V. J. et al., 1998. Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study. American Journal of Preventive Medicine, 14(4), pp. 245-258.

Students with 3 or more ACEs

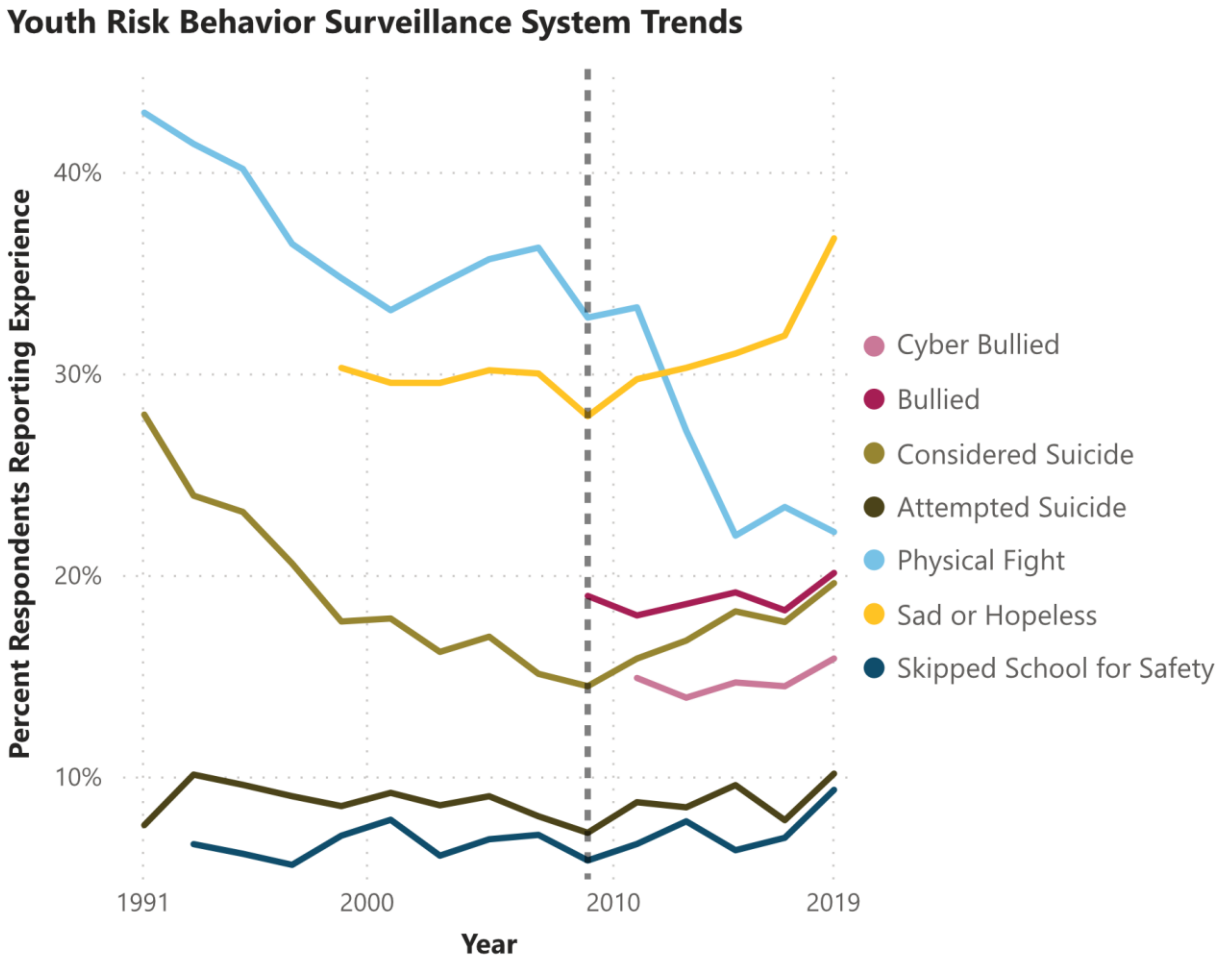
5x more likely to have attendance issues

6x more likely to have behavior problems

3x more likely to experience academic failure

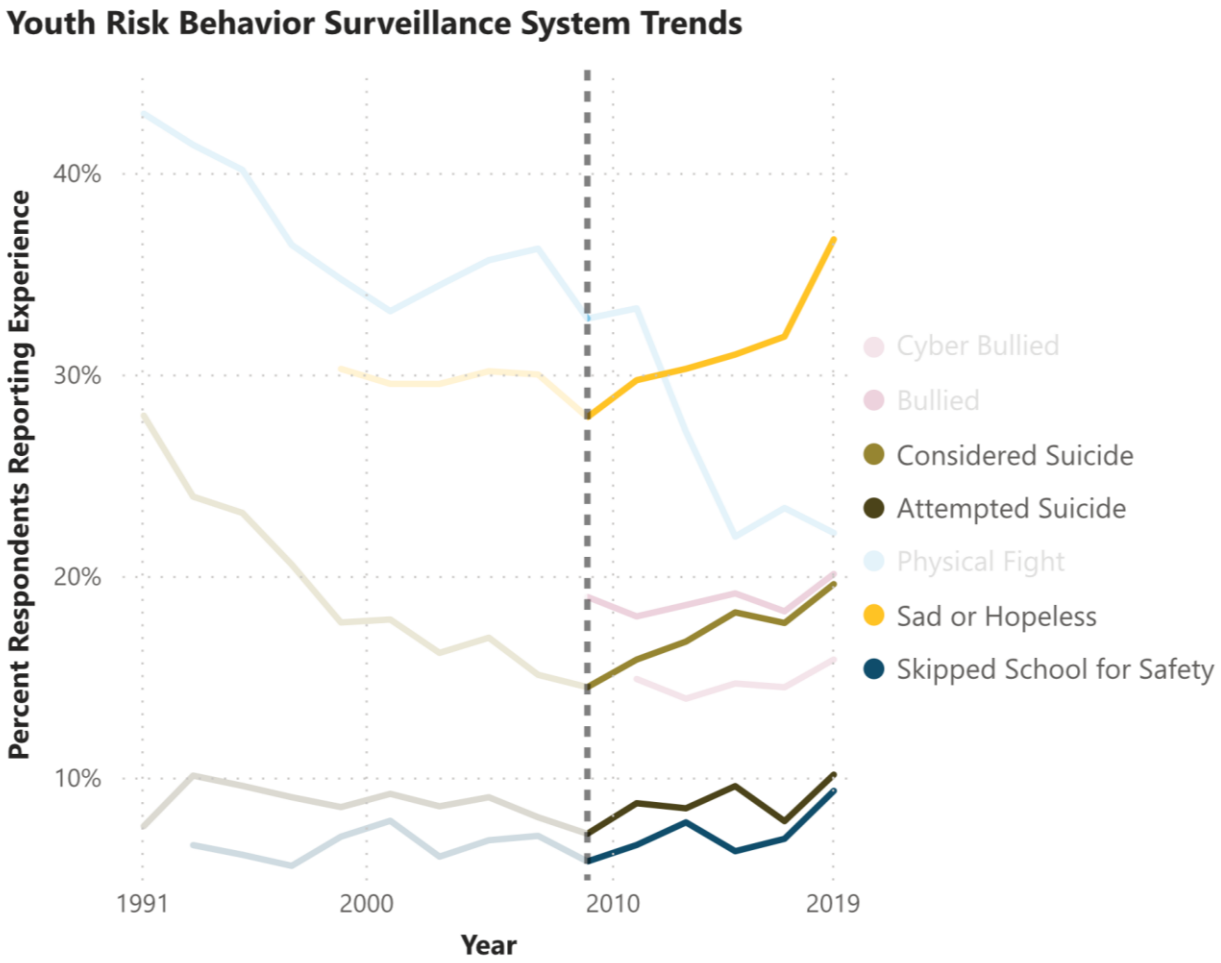
Kaiser Permanente. "Adverse Childhood Experiences (ACEs)." Thriving Schools | a Partnership for Healthy Students, Staff & Teachers, 2023, thrivingschools.kaiserpermanente.org/mental-health/aces/.

Increasing Prevalence of Mental Health / Safety Indicators



Centers for Disease Control and Prevention, 2022. YRBSS Data & Documentation. [Online] Available at: https://www.cdc.gov/healthyyouth/data/yrbs/data.htm [Accessed 3 October 2022].

Increasing Prevalence of Mental Health / Safety Indicators



"In 2021, 42% of high school students felt so sad or hopeless almost every day for at least two weeks that they stopped doing their usual activities"

- CDC Youth Risk Behavior Survey

Centers for Disease Control and Prevention, 2022. YRBSS Data & Documentation. [Online] Available at: https://www.cdc.gov/healthyyouth/data/yrbs/data.htm [Accessed 3 October 2022].

The Washington Post
Democracy Dies in Darkness

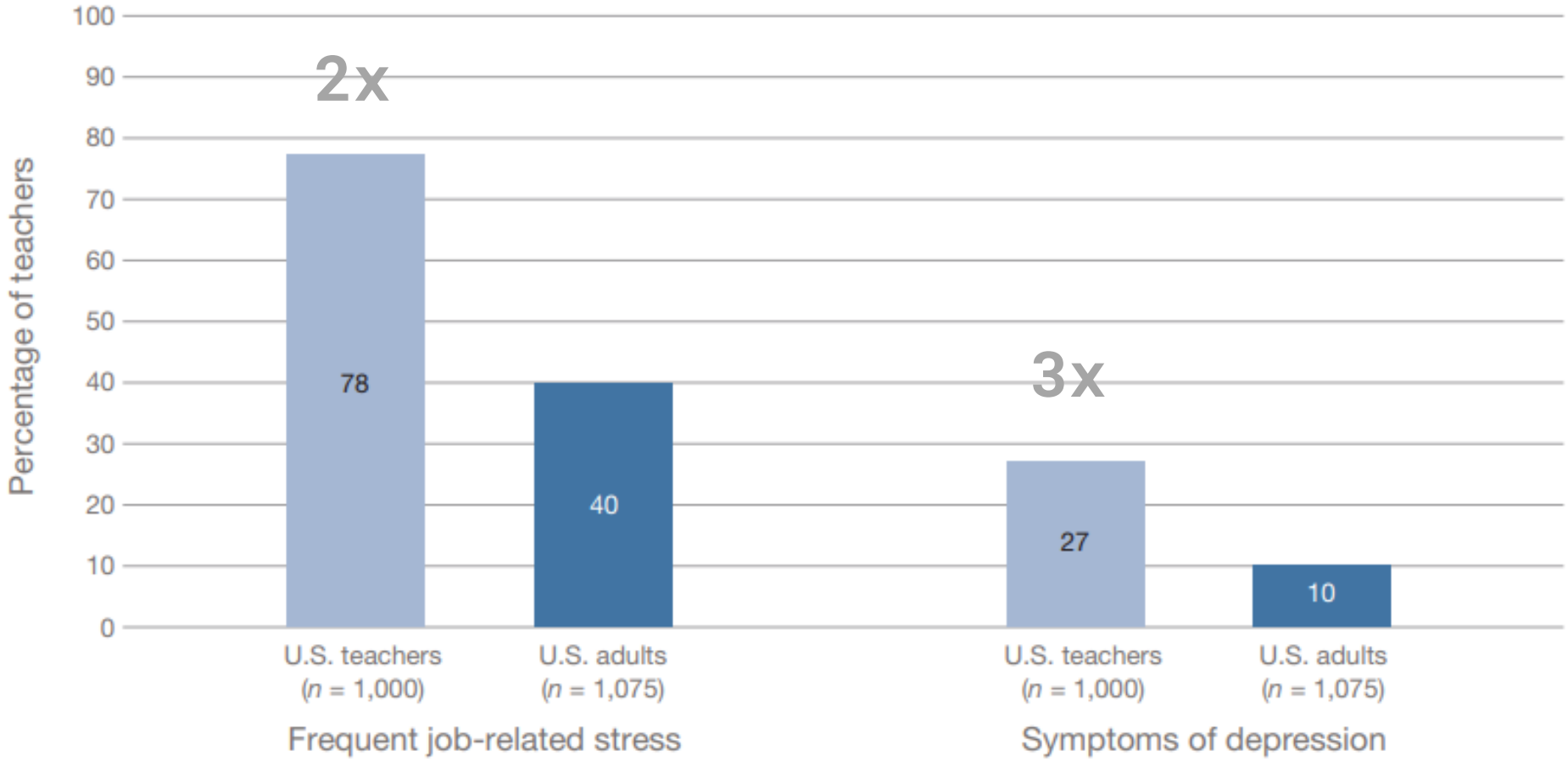
Students in high-achieving schools are now named an ‘at-risk’ group, study says

Perspective by Jennifer Breheny Wallace
September 26, 2019 at 9:00 a.m. EDT

“A consensus study report on advancing health equity among American children published this summer by the National Academies of Sciences, Engineering and Medicine added youths in “high achieving schools” to their list of “at-risk” groups, along with kids living in poverty and foster care, recent immigrants and those with incarcerated parents.

Last year, a report by the Robert Wood Johnson Foundation came to a similar conclusion when it named the **top environmental conditions harming adolescent wellness — among them were poverty, trauma, discrimination and “excessive pressure to excel, often, but not exclusively, occurring in affluent communities. ”**

Job-Related Stress and Symptoms of Depression Among Teachers and the General U.S. Adult Population



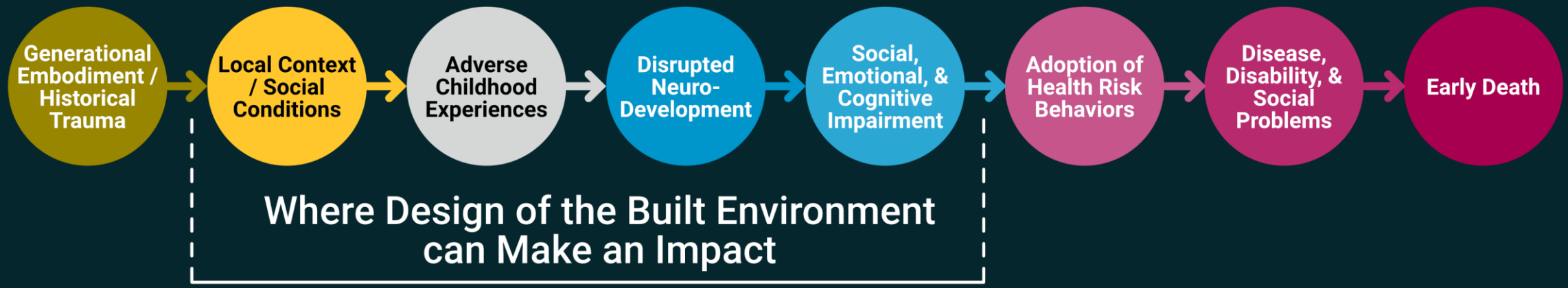
SOURCES: Data for U.S. teachers are from our ATP survey. Data for frequent job-related stress among U.S. adults are from our ALP survey. Data for symptoms of depression among U.S. adults are from the Understanding America Study (University of Southern California Dornsife Center for Economic and Social Research, undated-a).

The National Center of Safe Supportive Learning Environments notes the following possible triggers related to the built environment:

- Loud, chaotic environments
- Odors
- Physical touch
- Confinement
- Witnessing violence between other individuals, such as peers fighting
- Areas of school experienced as unsafe, such as bathrooms or less well-monitored areas
- Emergency vehicles and police or fire personnel

"Mapping Triggers and Opportunities Activity." *National Center on Safe Supportive Learning Environments*, safesupportivelearning.ed.gov/sites/default/files/TSS_Building_Handout_3mapping_triggers.pdf. Accessed 19 Oct. 2023.

Tracing Causation - from ACEs to Negative Outcomes



National Center for Injury Prevention and Control, Division of Violence Prevention, 2021. *About the CDC-Kaiser ACE Study.* [Online] Available at: https://www.cdc.gov/violenceprevention/aces/about.html [Accessed 31 August 2022].

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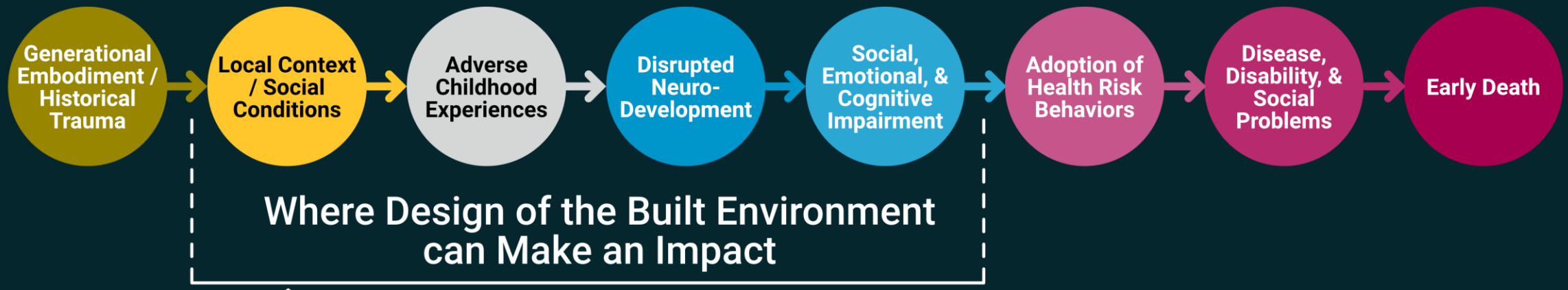

Design to address **historical disinvestment** in built environment and meet current **context specific** socio-economic and environmental **challenges**

National Center for Injury Prevention and Control, Division of Violence Prevention, 2021. *About the CDC-Kaiser ACE Study.* [Online] Available at: https://www.cdc.gov/violenceprevention/aces/about.html [Accessed 31 August 2022].

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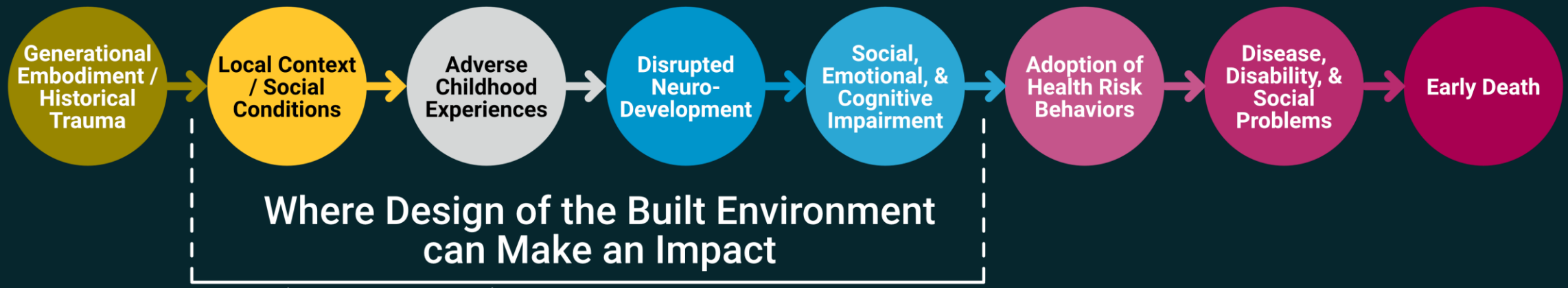

Design the built environment to be **less likely to contribute** to traumatic events, and to **reduce events that may trigger** a trauma based response

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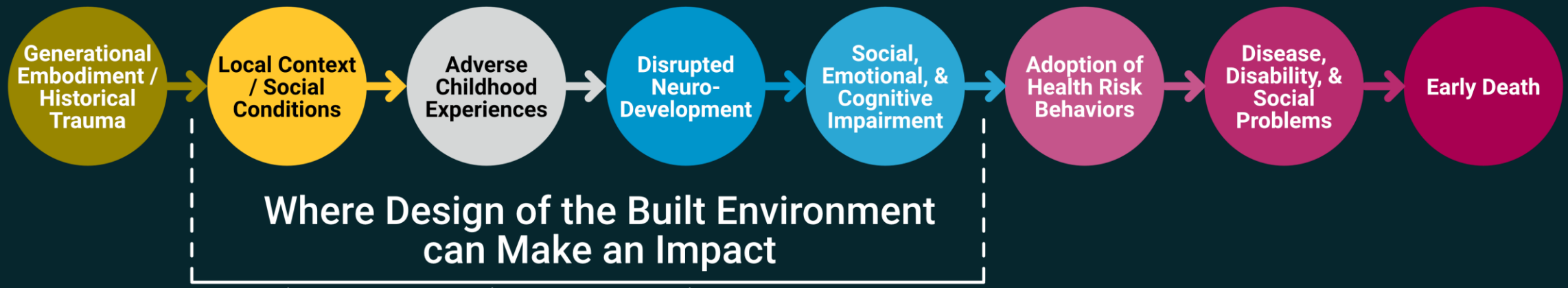

Where Design of the Built Environment can Make an Impact

Understand impacts of disrupted development, and **anticipate these impacts** during design where relevant

Design the built environment to be **less likely to contribute** to traumatic events, and to **reduce events that may trigger** a trauma based response

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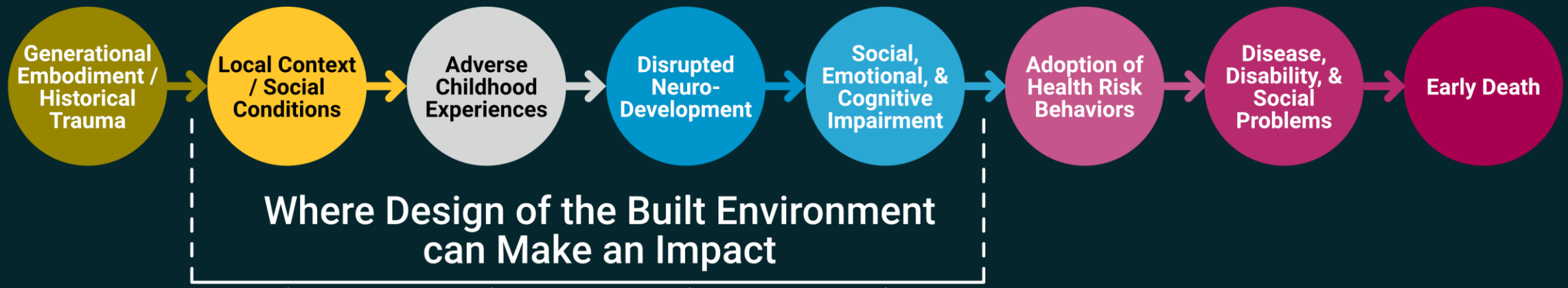

Where Design of the Built Environment can Make an Impact

Design a built environment that is **accessible** for those with social, emotional, & cognitive impairment, understanding the **challenges this population faces**

Understand impacts of disrupted development, and **anticipate these impacts** during design where relevant

Design the built environment to be **less likely to contribute** to traumatic events, and to **reduce events that may trigger** a trauma based response

Design to address **historical disinvestment** in built environment and meet current **context specific** socio-economic and environmental **challenges**

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Passive

Spaces designed to be less likely to trigger trauma-based reactions by the nature of what is included in them and what is not

Intervening

Spaces designed to help those who are currently experiencing a trauma-based reaction to recover in a healthy and supported manner

SAMHSA's 6 Principles to a Trauma-Informed Approach	DRH 6 Principles for Trauma-Informed Design
Empowerment & Choice	Empowerment & Personal Control
Safety	Security, Privacy & Personal Space
Peer Support	Sense of Community
Cultural, Historical & Gender Issues	Beauty and Meaning
Collaboration & Mutuality	Dignity & Self Esteem
Trustworthiness & Transparency	Stress Management

Pabel, J. & Ellis, A., 2015. Trauma-Informed Design: Definitions and Strategies for Architectural Implementation, Tallahassee, FL: Design Resources for Homelessness.

Substance Abuse and Mental Health Services Administration, 2014. SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach, Rockville, MD: Substance Abuse and Mental Health Services Administration.

Empowerment & Personal Control

Encourage individual agency, welcome self-expression and offer choice for occupants

This might mean:

- Pinup Space for Personalization
- Choice Between Variety of Furniture Types / Postures
- Operable Windows and Shades
- Interactive Displays
- Writable Surfaces
- Access to Water Filling Stations

Safety, Privacy and Personal Space

Understand that perceived safety is as crucial as basic safety and recognize the role of program staff in creating a sense of safety and security

<u>This might mean:</u>

- Places of Refuge
- Protected Back Seating
- Clear Wayfinding
- Screened Boundary Conditions
- Inclusive Restrooms
- Passive Observation Sightlines
- Dedicated Locking Storage

Sense of Community

Create spaces that build relationships and offer opportunities to belong

<u>This might mean:</u>

- Welcoming Entry Sequence
- Gathering Spaces
- Ties to Neighborhood, Community and Context
- Conversation Pieces
- Tailored Community Spaces
- Spaces for Community Resources
- Furniture Arranged for Groups

Beauty and Meaning

Honor culture and identity while creating spaces that spark and nurture imagination, hope and aspiration

This might mean:

- Culturally Relevant Designs
- Natural Materials and Avoidance of Sterile Aesthetic
- Reduce Visual Complexity
- Calming Color Schemes
- Nature Walks and Learning Trails
- Connection to Nature
- Local Artwork / Murals

Dignity and Self Esteem

Celebrate each individual's value and identity

<u>This might mean:</u>

- Welcoming Entry
- Furniture and fixtures comfortably sized to occupant sizes
- Project Display
- Equitable Accessibility
- Integrated Resources
- Side Lighting at Mirrors

Stress Management

Cultivate a comfortable, calm ambiance that supports relaxation, self-soothing, and coping

This might mean:

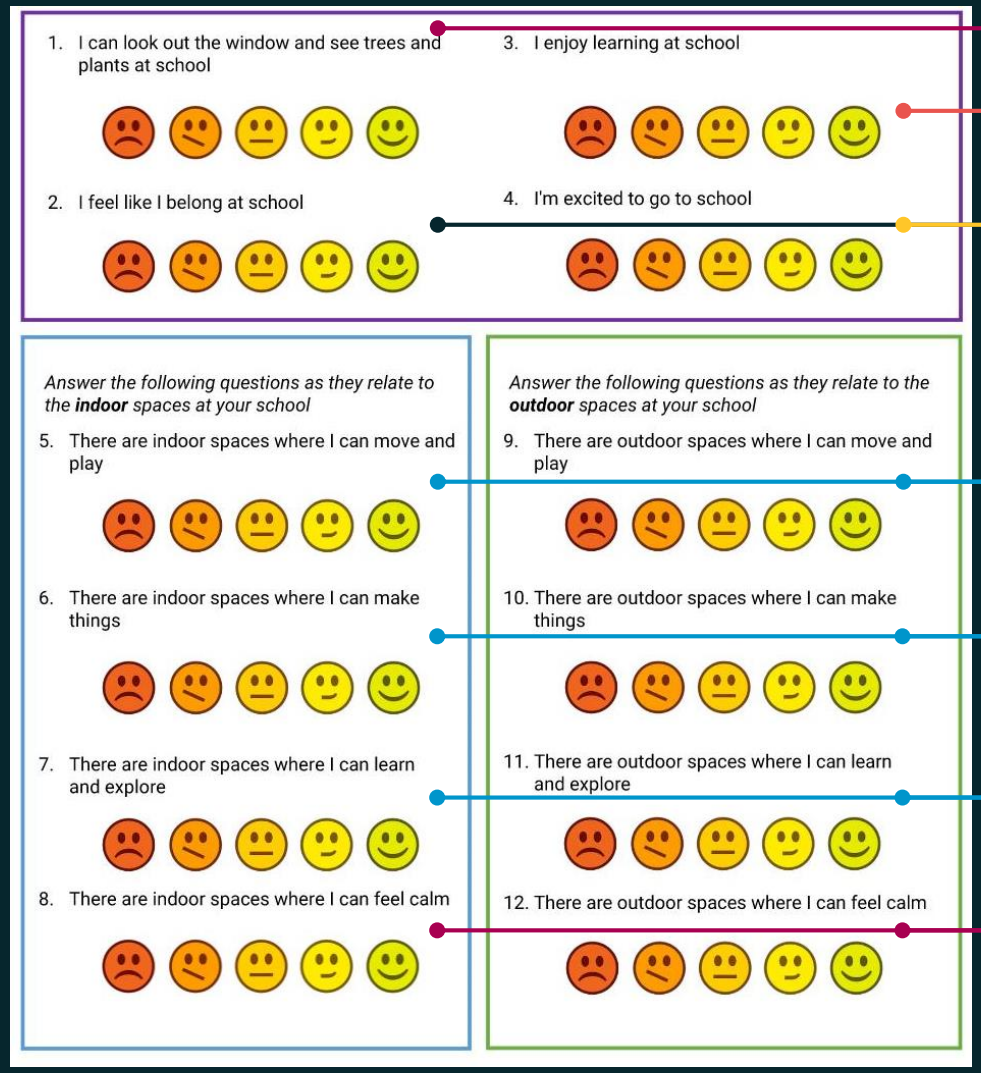
- Plentiful Natural Lighting / Views
- Design for Ease of Cleaning
- Dimmable Lighting
- Window Seats
- Soft Textures and Forms
- Tactile Walls
- Noise Abatement Strategies
- Outdoor Spaces

Impacts on Process

Teacher Surveys

- **Rate your overall satisfaction:**
  - Outdoor teaching/learning opportunities *(outdoor classrooms, opportunities to engage with the landscape)* — **Stress Management**
  - Equitable access *(accessibility, access to resources and space)* — **Dignity & Self-Esteem**
  - Opportunities to collaborate with other teachers and staff *(shared work spaces, shared resources, time to connect)* — **Sense of Community**
  - Sense of security and control *(clear wayfinding, sightlines, paths of retreat, refuge spaces, inclusive restrooms)* — **Safety, Privacy & Personal Space**
  - The school celebrates and represents its occupants *(meaningful symbols and patterns, spaces that spark the imagination)* — **Beauty & Meaning**
  - Opportunities for personalization *(project display space, classroom display, flexible furniture, variety of settings)* — **Empowerment & Personal Control**
  - Welcoming and Inclusive *(does the building make you feel welcome?)* — **Dignity & Self-Esteem**
  - Spaces that Support Student Mental Health *(calming rooms, sensory rooms, accessible staff support)* — **Stress Management**

Student Surveys



Stress Management

Beauty & Meaning

Sense of Community / Dignity & Self-Esteem

Empowerment & Personal Control

Empowerment & Personal Control

Empowerment & Personal Control

Stress Management

What makes you feel inspired?

Where do you go to relax?

What makes a space feel calming to you?

What types of spaces would the community like to see?

What are you proud of that should be celebrated?

What do you want to be able to do in this space?

Where do you feel like you belong?

What makes you feel (un)comfortable in a space?

What are you curious about?

Potential TID Strategies

SOCIAL SPACES VISIBLE AND ACCESSIBLE FROM MAIN ENTRY
When occupants enter a building and see social interaction happening, there can be a greater sense of belonging and community.

CONVERSATION PIECES
Unique and meaningful design elements or artwork can serve as conversation pieces for occupants to connect and build a sense of community and shared identity.

TAILORED COMMUNITY SPACES
Work with the community to understand what types of activities and events they want to be a part of and design intentional spaces around them.

COLLABORATION SPACE
Provide spaces that encourage group interaction and collaboration. Flexible furniture can be arranged to accommodate a range of group sizes and activities.

CENTRALIZED CHARGING STATION
Locating charging stations in the center of spaces instead of only at the perimeter encourages occupants to mingle and connect to others while using o charging devices.

EQUITABLE AND INTERACTIVE TECHNOLOGY
Ensure that all occupants can see what is being presented or shared. This may mean locating supplemental screens around the space for ease of viewing. Interactive technology can allow occupants to engage and collaborate together, even with people not in the room.

EASILY CLEANABLE MATERIALS
Materials that are easy to clean (and easy to tell that they are clean), such as polyurethane fabric, plastic laminate and solid surface, provide peace of mind that dust, and other debris are not hiding.

CLEAR WAYFINDING
Large educational facilities can have complex floorplans that are hard to navigate. Striving for simple layouts and clear hierarchy of space can make a building more navigable and less intimidating.

SCREENED BOUNDARY CONDITIONS
Screened boundaries allow for passive observation and connection between spaces, while filtering distraction from high activity areas. A screened boundary can create the sense of enclosure while avoiding a sense of constriction from smaller enclosed space.

SIGHTLINES FOR PASSIVE OBSERVATION
Use openness and transparency to allow for passive observation rather than relying on an authority figure. This can make the space feel less surveilled while also keeping eyes on the space for safety.

RETREAT SPACES
Provide spaces that allow occupants to retreat from the stresses of the main space and unwind. This may be an enclosed piece of furniture, a built-in nook, or a small focus room.

INCLUSIVE RESTROOM DESIGNS
Inclusive restrooms embrace the ethics of universal design and provide a private space to recover from stress or triggering events. They serve all occupants equally.

OPERABLE WINDOWS
Provides occupants with a sense of control over the airflow, temperature, humidity and sound in the space.

INDOOR SPACES THAT ENCOURAGE MOVEMENT AND PLAY
Create durable, safe and fun places that spark movement and play. Floor patterns, dynamic lighting, and engaging wall graphics may promote a sense of play.

ZONED AND DIMMABLE LIGHTING
Spaces with different lighting zones allow occupants to change how defined areas are lit and dimmable controls give occupants the ability to modify the brightness to match how the space is being used and how people are feeling in the space.

TOUCH DOWN SPACES
Inspiring, engaging spaces for occupants to transition and connect. Recessed benches or flexible furniture may offer this opportunity.

VARIETY OF FURNITURE TYPES AND ZONES
Provide furniture options with varying degrees of tactility, mobility, and posture. Arrange different types of furniture into zones to give occupants choice of where they want to be.

BRING PLANTS INSIDE
Planting, watering and caring for plants can be therapeutic. In climates with an extended winter season, greenhouses and indoor plants can be used to extend these benefits through the winter.

TRANSITION ZONES BETWEEN SPACES
Create natural and gentle experiences of threshold/transition between spaces of different uses, between interior and exterior, and different levels of social activity.

CURVED FURNITURE FORMS
Soft and organic forms in furniture and finishes can make a space feel more comfortable and reduce stress for occupants.

ACOUSTIC SEPARATION / MITIGATION
Use acoustic separation, like fabric covered space dividers and high STC walls, and mitigation, like sound masking, to reduce unnecessary or overwhelming ambient noise.

HEATED FLOORS
Heated floors provide comfort for learners who occupy the floor space during activities and learning. They can also make spaces feel more welcoming.

QUIET SYSTEMS AND LIGHTS
Equipment and lights that create a buzzing, clicking or subtle sound can be distracting and upsetting. Select quiet fixtures and design acoustic separation from noisy building systems.

LIGHTING FOR CIRCADIAN RHYTHMS
Include lighting that changes intensity and color over the course of the day to correspond to people's natural circadian rhythms. A healthy circadian rhythm is associated with improved long-term health and promotes better sleep habits.

WELCOMING ENTRY SEQUENCE
The entry to the space should be well-lit, warm and welcoming. Natural light, comfortable furniture, and clear wayfinding help people feel like they belong.

CAREFUL AND WELL DESIGNED STORAGE
Storage designed to reduce clutter and visual complexity can improve occupant well being, while allowing occupants to feel agency over their spaces and keep them tidy. Well designed storage can double as display to enrich the character of the space.

FURNITURE OPTIONS FOR ALL BODY TYPES
Intermix furniture in a range of sizes and postures, including bariatric and sensory options, allowing occupants to select what feels more supportive and comfortable to them.

ACHIEVEMENT DISPLAY AREA
Design intentional spaces for 2D, 3D, and digital display.

EQUITABLE ACCESSIBILITY
Sloped floors, ramps and elevators which are centrally located and near stairs create a more equitable path of travel for all occupants.

INDIRECT LIGHTING NEAR MIRRORS
Indirect side lighting creates a more attractive lighting condition when looking in the mirror, helping to support self-image.

CULTURALLY RELEVANT DESIGNS
Work with the community to understand the stories that occupants want to see told in the building.

REDUCE VISUAL COMPLEXITY
Irregular, cluttered, and highly contrasting spaces can be confusing and disorienting. Minimize the interior palette to contain only what is necessary to serve the building and tell the story.

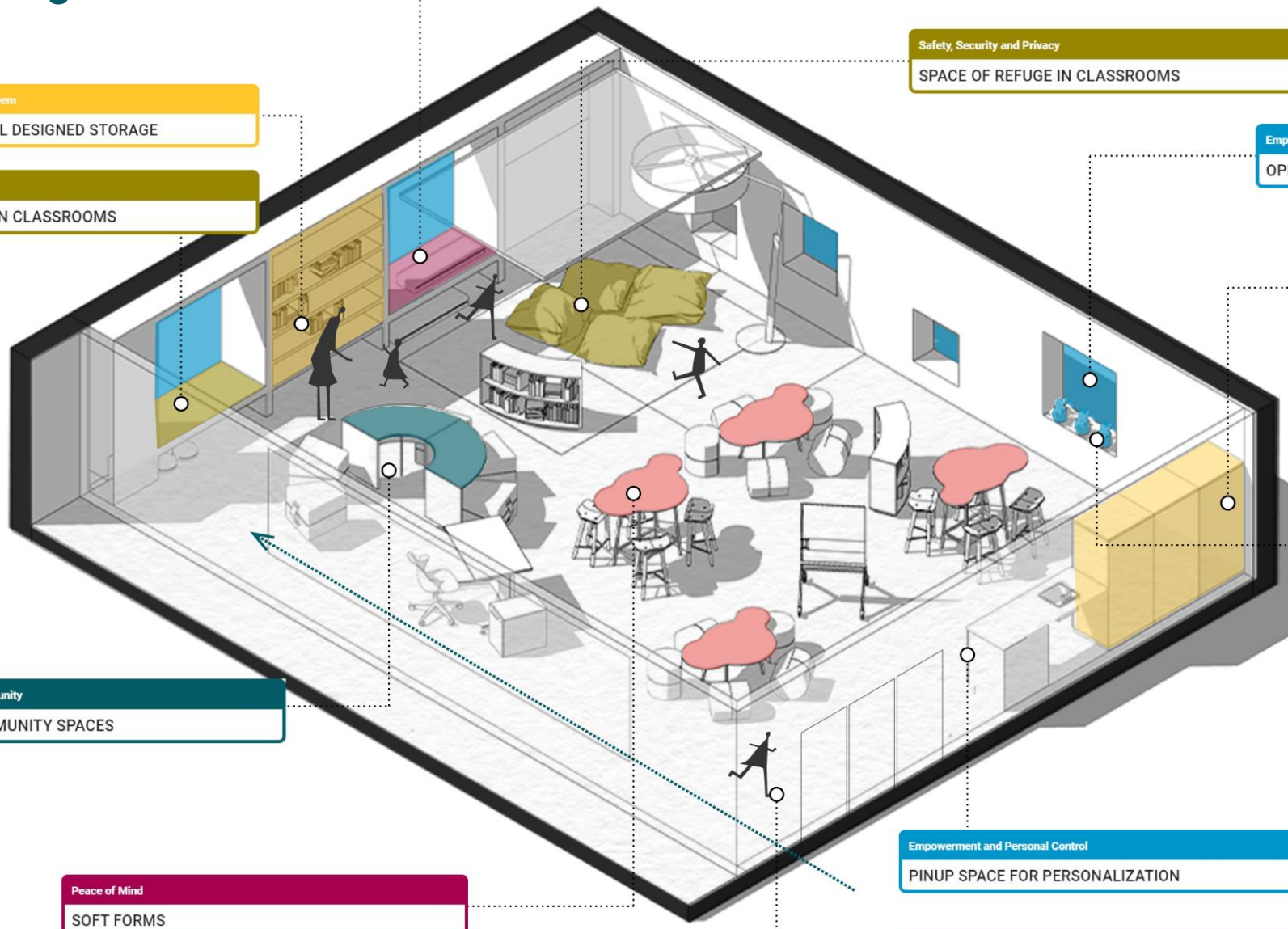
NATURE WALKS AND LEARNING TRAILS
Accessible pathways through natural surroundings can support sense of place and teach occupants about the natural ecosystem.

NATURAL AND TEXTURED MATERIALS
Materials like wood, stone, and textured fabric add warmth, authenticity, and softness to the space.

MEANINGFUL COLOR PALETTES
Work with the community to understand what colors are most meaningful and use them to add character to the space.

STORYTELLING AND DISPLAY
Intentional spaces for storytelling and changeable displays infuse the space with identity and meaning.

Learning Studio



Peace of Mind
SEATING INTEGRATED INTO WINDOWS

Safety, Security and Privacy
SPACE OF REFUGE IN CLASSROOMS

Hope, Dignity, and Self-Esteem
CAREFUL AND WELL DESIGNED STORAGE

Safety, Security and Privacy
SPACE OF REFUGE IN CLASSROOMS

Empowerment and Personal Control
OPERABLE WINDOWS

Hope, Dignity, and Self-Esteem
CAREFUL AND WELL DESIGNED STORAGE

Joy, Beauty and Meaning
COOL COLOR PALETTE SCHEMES

Empowerment and Personal Control
SPACE FOR GROWING PLANTS / GREENHOUSES

Connection and Community
TAILORED COMMUNITY SPACES

Empowerment and Personal Control
PINUP SPACE FOR PERSONALIZATION

Peace of Mind
SOFT FORMS

Peace of Mind
INTERIOR LIGHTING FOR CIRCADIAN RHYTHMS

- Dignity & Self-Esteem
- Sense of Community
- Beauty & Meaning
- Stress Management
- Empowerment & Personal Control
- Safety, Privacy & Personal Space

Main Entry

Beauty and Meaning
NATURAL LIGHT INTO LEARNING SPACES

Security, Privacy & Personal Space
SPACES FOR "PROSPECT"

Sense of Community
CONVERSATION PIECES

Beauty and Meaning
NATURE WALKS AND LEARNING TRAILS

Stress Management
AUTHENTIC CONSTRUCTION MATERIALS

Sense of Community
COMMUNITY RESOURCES

Empowerment & Personal Control
SPACES THAT ENCOURAGE MOVEMENT AND PLAY

Security, Privacy & Personal Space
SCREENED BOUNDARIES

Security, Privacy & Personal Space
EXTERIOR AWNINGS / SHELTERED SPACES

Security, Privacy & Personal Space
INTENTIONAL SIGHT LINES FROM INTERIOR TO MAIN ENTRY

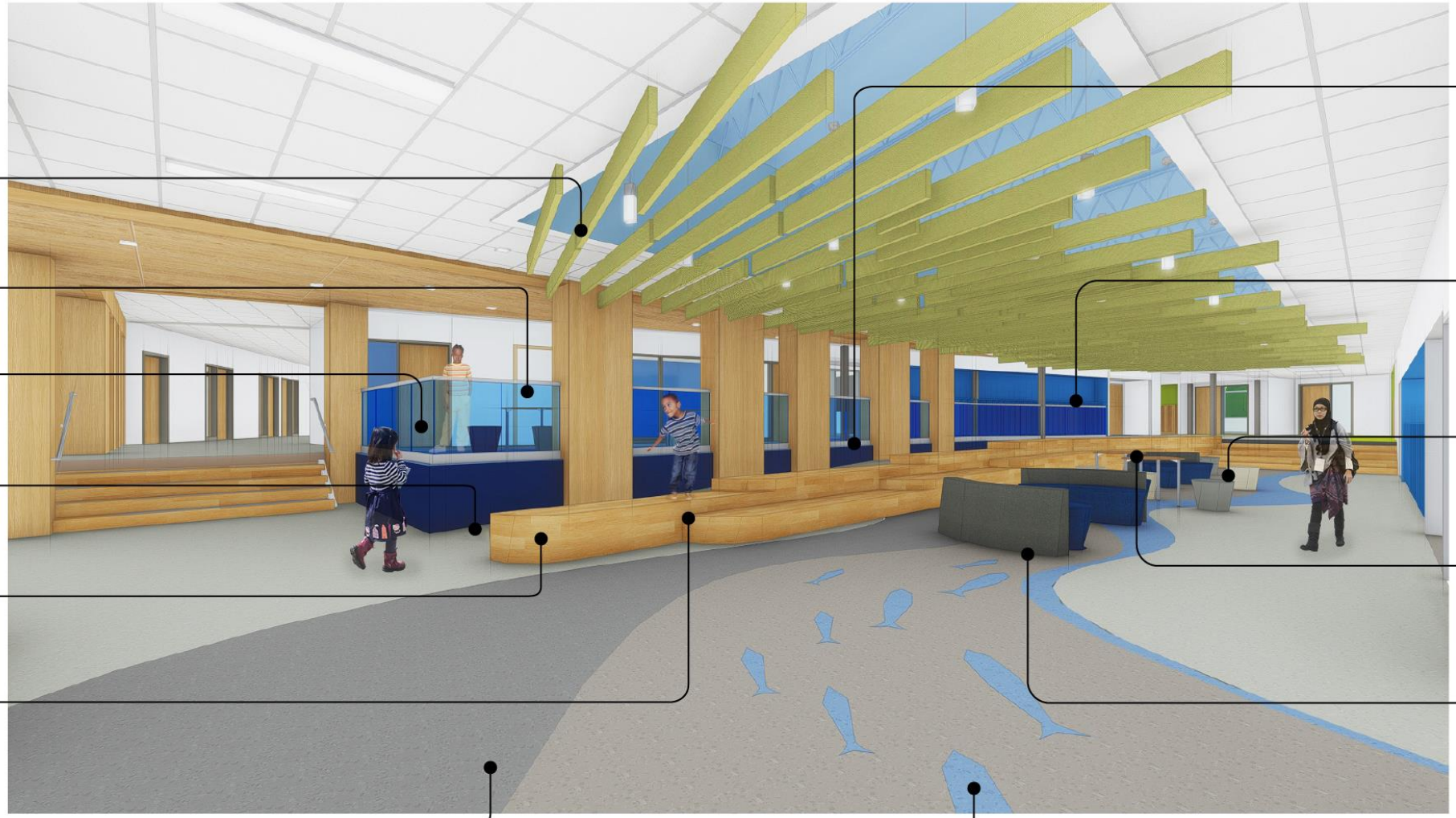
Sense of Community
DIRECT CONNECTIONS TO THE EXTERIOR

Dignity and Self Esteem
WELCOMING ENTRY SEQUENCE

Stress Management
AUTHENTIC CONSTRUCTION MATERIALS PERIMETER SEATING

Beauty and Meaning
NATIVE LANDSCAPES

Neighborhood Commons



Stress Management
ACOUSTIC SEPARATION / MITIGATION

Secuity, Privacy & Pesonal Space
SPACES FOR "PROSPECT"

Beauty and Meaning
TRANSPARENCY BETWEEN SPACES

Dignity and Self Esteem
EQUITABLE ACCESSIBILITY

Beauty and Meaning
WOOD FURNITURE FOR TACTILE AND VISUAL COMFORT

Empowerment & Personal Control
SPACES THAT ENCOURAGE MOVEMENT AND PLAY

Sense of Community
PRIMARY SOCIAL SPACES VISIBLE AND ACCESSIBLE FROM MAIN ENTRY

Sense of Community
MULTI-LEVEL SPACES

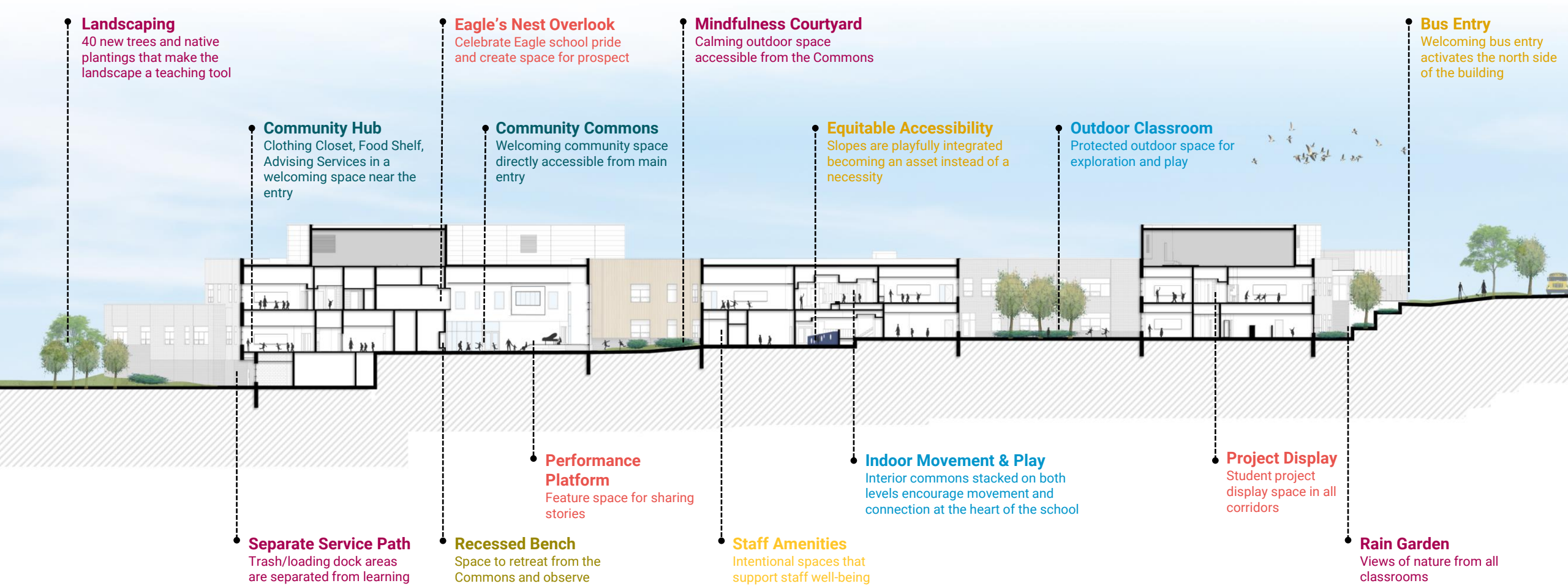
Beauty and Meaning
COOL / SOOTHING COLOR PALETTE

Sense of Community
COLLABORATION SPACE

Beauty and Meaning
NATURAL OR SOFT MATERIALS

Stress Management
SOFT FORMS

Beauty and Meaning
MEANINGFUL DESIGNS AND PATTERNS

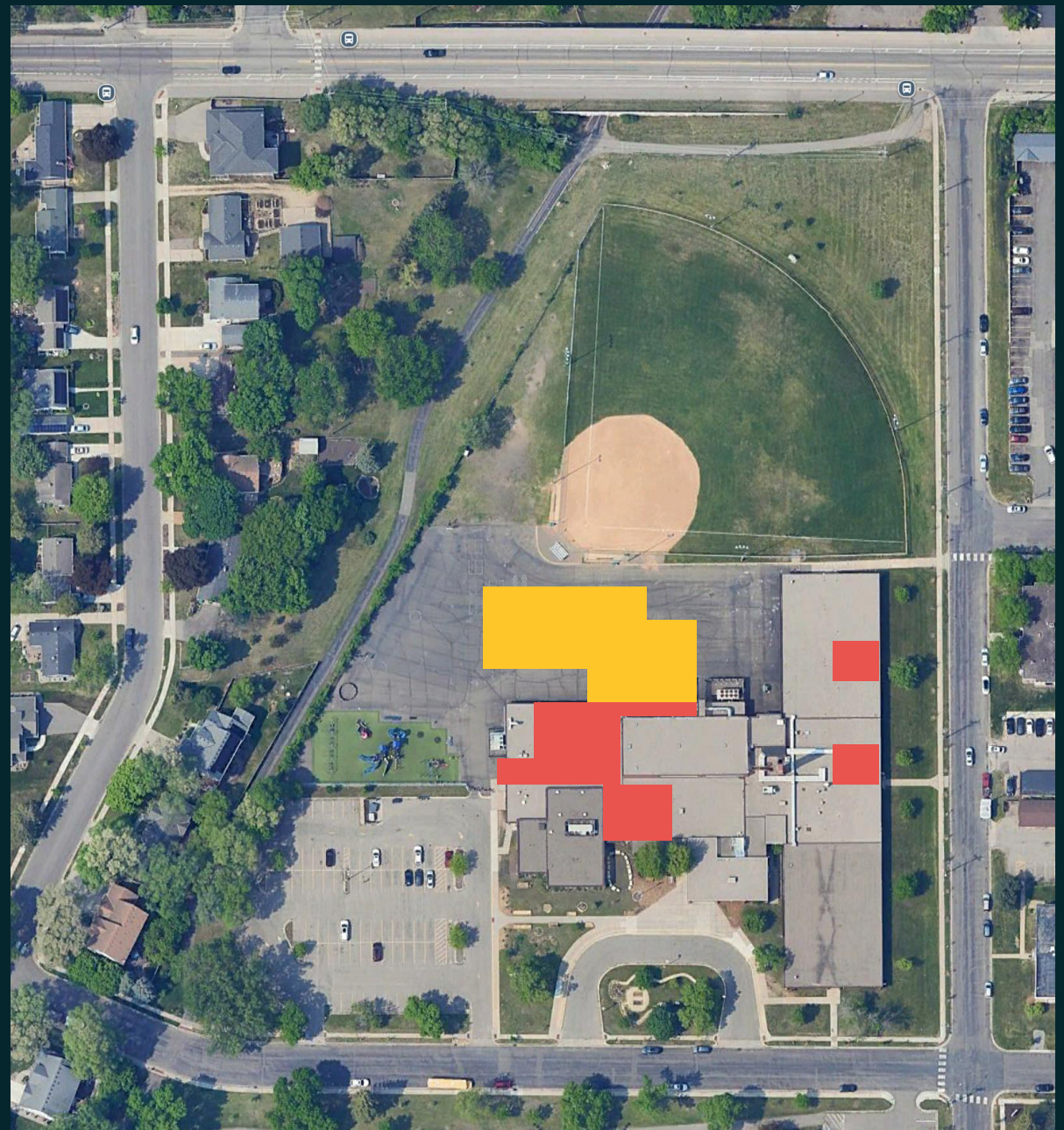

Landscaping
40 new trees and native plantings that make the landscape a teaching tool
Eagle's Nest Overlook
Celebrate Eagle school pride and create space for prospect
Mindfulness Courtyard
Calming outdoor space accessible from the Commons
Bus Entry
Welcoming bus entry activates the north side of the building
Community Hub
Clothing Closet, Food Shelf, Advising Services in a welcoming space near the entry
Community Commons
Welcoming community space directly accessible from main entry
Equitable Accessibility
Slopes are playfully integrated becoming an asset instead of a necessity
Outdoor Classroom
Protected outdoor space for exploration and play
Performance Platform
Feature space for sharing stories
Indoor Movement & Play
Interior commons stacked on both levels encourage movement and connection at the heart of the school
Project Display
Student project display space in all corridors
Separate Service Path
Trash/loading dock areas are separated from learning spaces to reduce noise and odors
Recessed Bench
Space to retreat from the Commons and observe
Staff Amenities
Intentional spaces that support staff well-being
Rain Garden
Views of nature from all classrooms

Cuningham

Aquila Elementary

Applying Trauma Informed Design Concepts

Aquila Elementary School Project Scope



- Provide adequate space for an over-crowded school
- Right-size kindergarten classrooms
- Improve quality and performance of spaces
- Consideration for special education and sensory needs
- Create a welcoming environment for families
- Addition and renovations to be completed in fall of 2025

St. Louis Park Public Schools

Core Values

- **The brilliance of ourselves and others.**
  Everyone has the capacity and responsibility to foster the growth and brilliance of others.
- **Authentic community engagement.**
  Engaging and supporting our employees, families, and communities will enhance the healthy development of each learner.
- **High expectations.**
  Instilling and upholding high expectations empowers students and staff to higher levels of achievement.
- **Collective responsibility.**
  Embodying the collective and urgent responsibility of anti-racist practices enriches a work and learning environment and community.
- **Persistent effort.**
  Through persistent effort we will create anti-racist schools and academically successful learners.
- **Racial consciousness and cultural competence.**
  Racial consciousness and cultural competence are essential to each person's ability to be a catalyst for change.
- **Advocacy for equity.**
  Everyone has equal intrinsic worth and we will advocate for the historically marginalized.

EXIT

Pollinator
This area has been planted with pollinator-friendly flowers and is protected from pesticides to provide valuable habitat for bees and other pollinators.
To learn how you can help to bring back the pollinators, please visit www.xerces.org.
Bring Back the Pollinators

AIRJAM

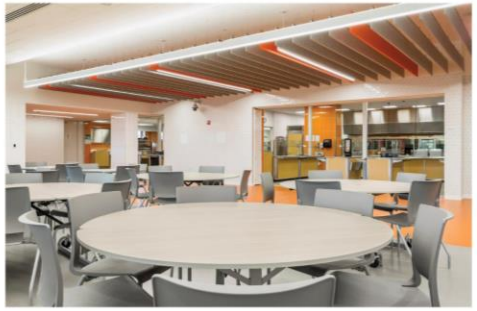
Applications

What would most benefit Aquila Elementary School?

SMALL GROUP ROOMS

LARGE COLLABORATIVE SPACES

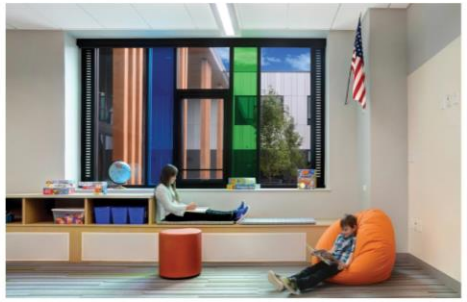
ACTIVE LEARNING SPACES



ACOUSTICAL UPDATES IN CAFETERIA

OUTDOOR LEARNING

IMPROVED SPECIAL ED RESTROOMS

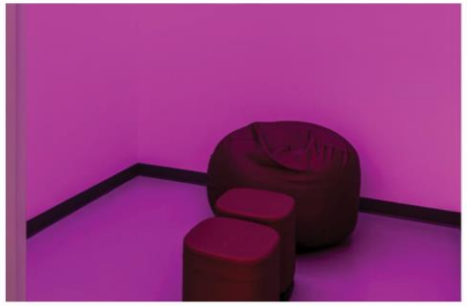


VARIETY OF FURNITURE

QUIET RETREAT SPACES

SENSE OF BELONGING

STAFF COLLABORATION



SENSORY ROOM

INCLUSIVE RESTROOMS

What would most benefit Aquila Elementary School?

Empowerment & Personal Control

Security, Privacy, & Personal Space

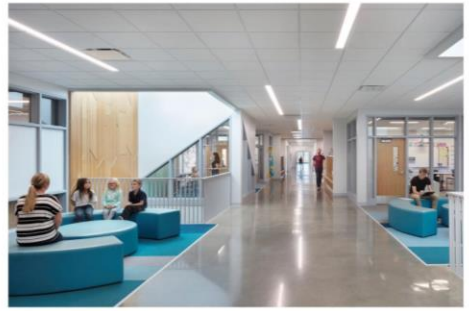
Sense of Community

Beauty & Meaning

Dignity & Self Esteem

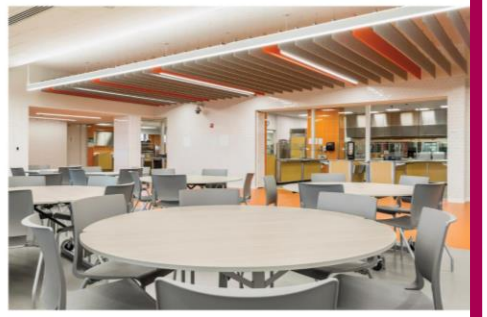
Stress Management

SMALL GROUP ROOMS



LARGE COLLABORATIVE SPACES

ACTIVE LEARNING SPACES



ACOUSTICAL UPDATES IN CAFETERIA

OUTDOOR LEARNING

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VARIETY OF FURNITURE

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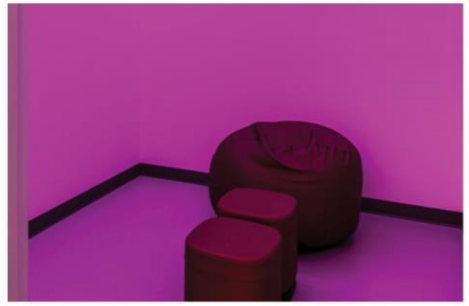
SENSE OF BELONGING

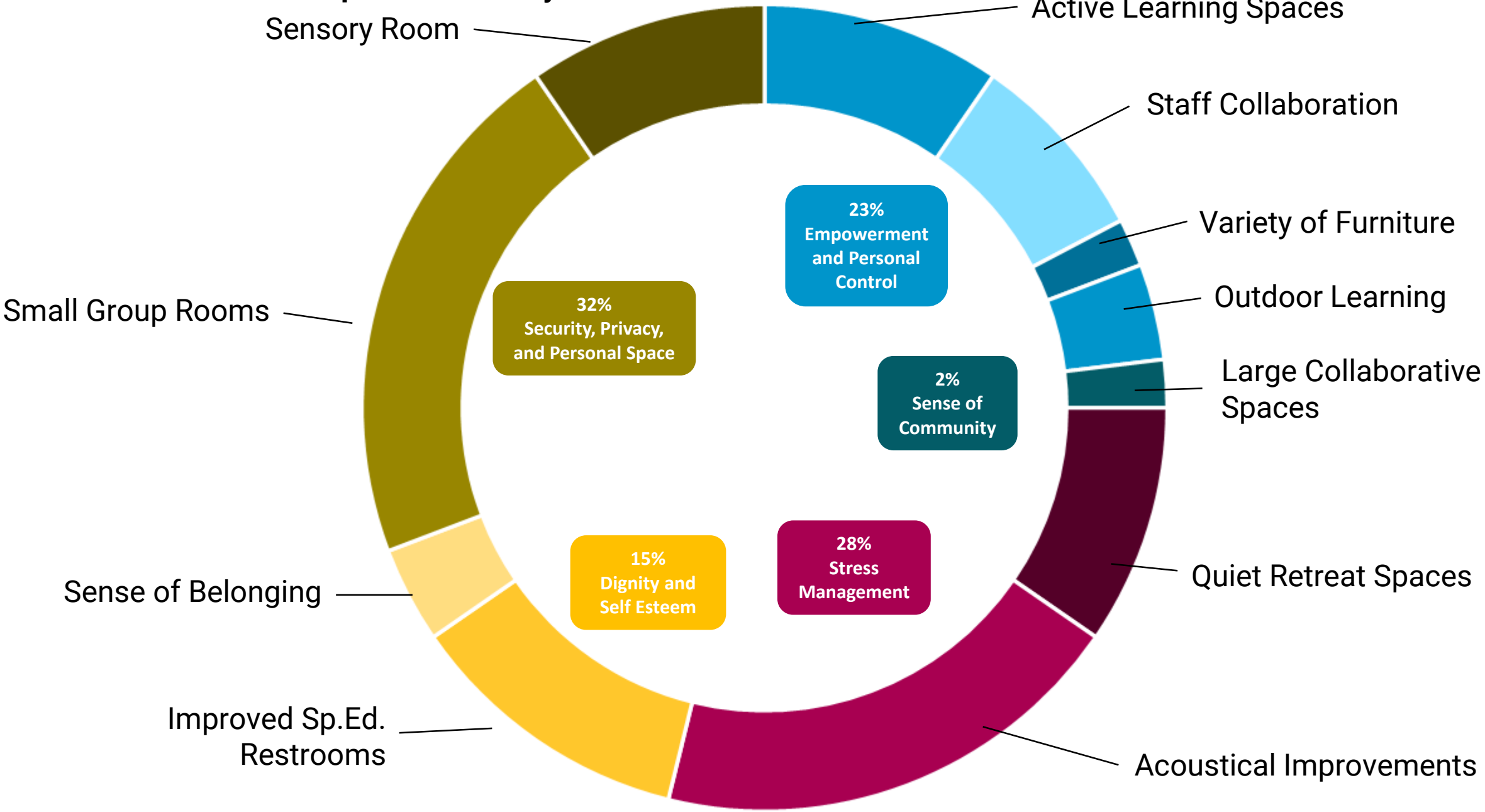
STAFF COLLABORATION



SENSORY ROOM

INCLUSIVE RESTROOMS

What would most benefit Aquila Elementary School?



Security, Privacy and Personal Space

SPACES FOR "PROSPECT"

Beauty and Meaning

NATURE WALKS AND LEARNING TRAILS

Security, Privacy and Personal Space

CLEAR WAYFINDING

Dignity and Self Esteem

FURNITURE AND FIXTURES SIZED TO YOUNGER OCCUPANTS

Stress Management

VISUAL CONNECTION TO THE OUTSIDE

Sense of Community

DIRECT CONNECTIONS TO THE EXTERIOR

Empowerment and Personal Control

SPACE FOR GROWING PLANTS / GREENHOUSES

Dignity and Self Esteem

WELCOMING ENTRY SEQUENCE

Stress Management

ACOUSTIC SEPARATION / MITIGATION

Sense of Community

COMMUNITY RESOURCES

Security, Privacy and Personal Space

INCLUSIVE RESTROOM DESIGNS

Security, Privacy and Personal Space

EXTERIOR AWNINGS / SHELTERED SPACES

Empowerment and Personal Control

VARIETY OF FURNITURE TYPES AND ZONES

Beauty and Meaning

WOOD FURNITURE FOR TACTILE AND VISUAL COMFORT

Sense of Community

COLLABORATION SPACE

Empowerment and Personal Control

SPACE THAT ENCOURAGES MOVEMENT AND PLAY

Security, Privacy and Personal Space

QUIET ZONE

Dignity and Self Esteem

EQUITABLE ACCESSIBILITY

Security, Privacy and Personal Space

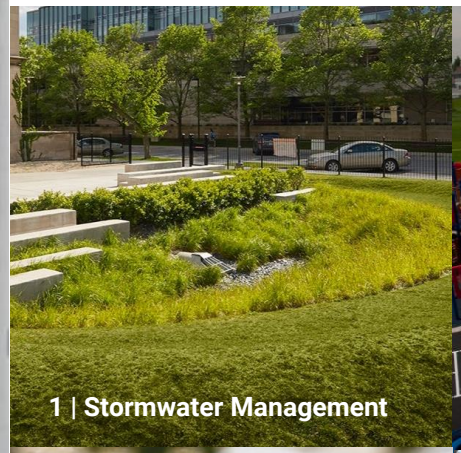
AREA FOR PERSONAL SPACE

Beauty and Meaning

NATURAL OR SOFT MATERIALS

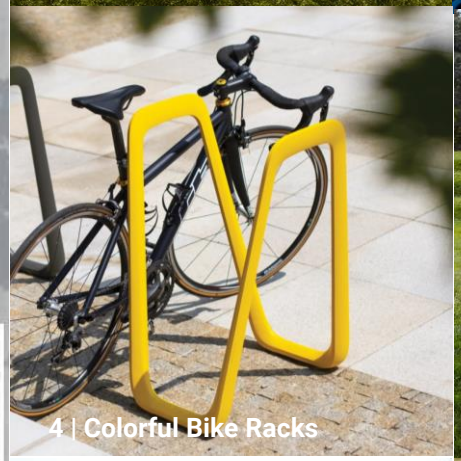
Empowerment and Personal Control

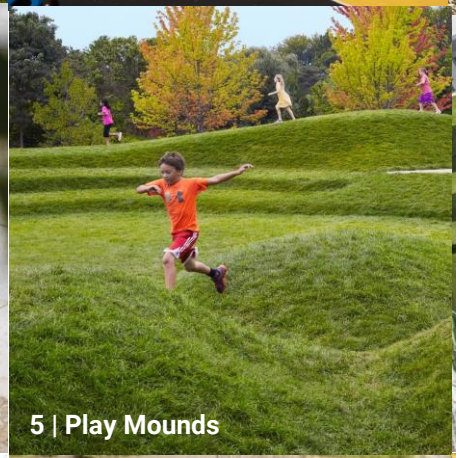
TOUCH DOWN SPACES


1 | Stormwater Management

2 | Painted Games

3 | Natural Materials


4 | Colorful Bike Racks


5 | Play Mounds

6 | Learning Trails

7 | Soccer Lawn

8 | Tree Stump Seats

9 | Student Gardens

Trauma Informed Design
is *just good design*.

Thank you!

Q&A

We'd love to connect with you!

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