

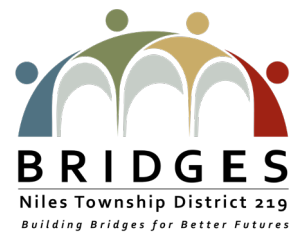


learningSCAPES 2022
A CALL TO ACTION

Building Bridges: Creating Transitional Learning Environments for Students to Young Adults

October 8, 2022

1:30pm





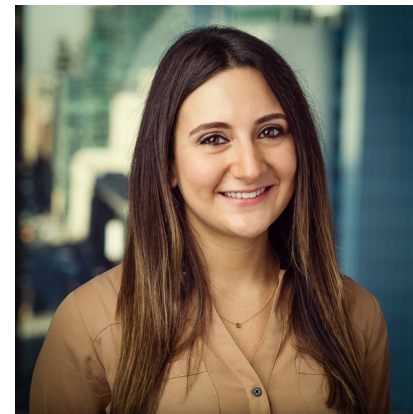
Bridget Connolly
**Assistant Superintendent of
Special Education and
Student Services**
Niles Township High School
District 219



**Pat Callahan, AIA,
ALEP, LEED-AP**
Senior Principal
StudioGC



Kate Seiwert
**Director of
Transition Services**
Niles Township High School
District 219



**Athi Toufexis, AIA,
ALEP, LEED-AP**
Principal
StudioGC

Learning Objective 1:

Understand the **importance of young adult transitional services** for students with special needs.

Learning Objective 2:

Discover how **community partnerships** can expand learning opportunities beyond a traditional school environment.

Learning Objective 3:

Explore how specialized learning environments and pedagogies can **cultivate student growth and success**.

Learning Objective 4:

Learn about an **innovative educational facility** for students aged 18-21 with special needs.



Poll



text
PATRICKCALLA532
to
22333
to join

How many Children, 18 years old and younger, in the United States have a disability?

Top

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🌐 When poll is active, respond at pollev.com/patrickcalla532

📱 Text **PATRICKCALLA532** to **22333** once to join

How Many adults, 18 and over, in the Unites States have a disability?

5-20 million

20-35 million

35-50 million

over 50 million

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📱 Text **PATRICKCALLA532** to **22333** once to join

In 2020-2021, what percentage of all public school students (ages 3-21) received special education services in the United States?

0-5% (0 - 2,830,000 students)

6-10% (2,830,000 - 5,232,000 students)

11-15% (5,232,000 - 7,632,000 students)

16-20% (7,632,000 - 9,600,000 students)

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Where will I live?

How do I host family & friends at my apartment?

How will I get to work?

Where will I get therapy if needed?

What will I do in my free time?

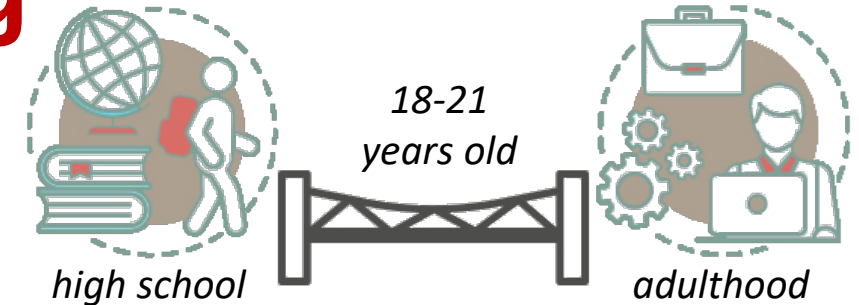
Where will I work?

How will I pay my bills?

Who will I live with?

How will I cook for myself?

Areas of Transition Learning

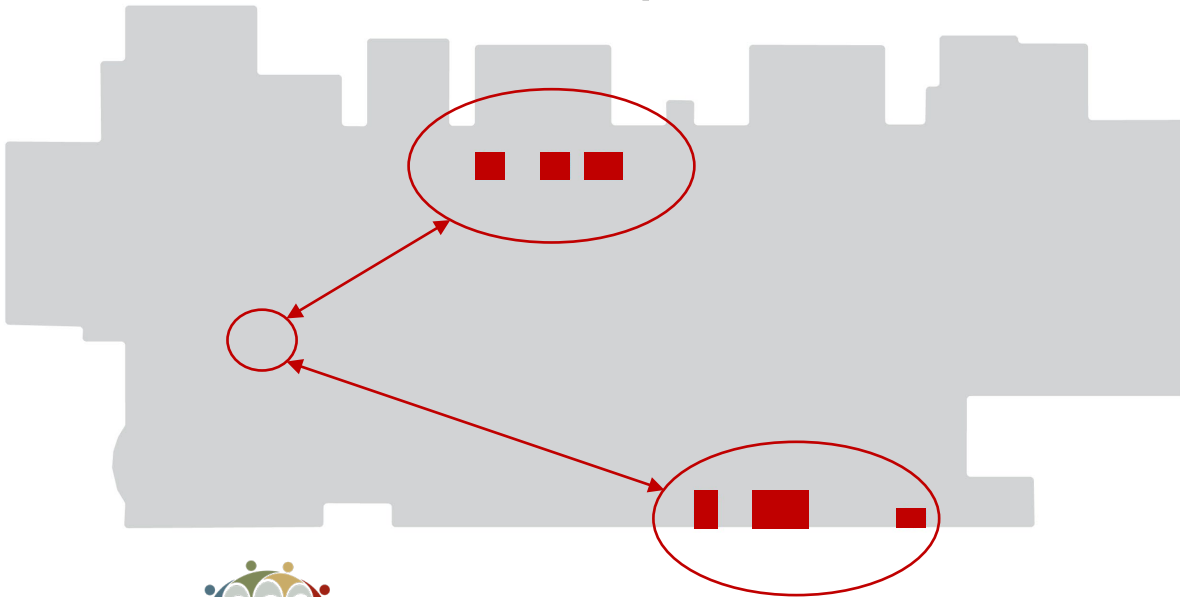


Independent Living	Vocational	Training	Post-Secondary Education
Cooking Skills, Kitchen Safety, and Nutrition	Vocational Awareness/ Skills	Transportation and Community Access	Money management: Budgeting, making purchases, banking
Personal Appearance and Hygiene	Self Advocacy Skills	Post Secondary Education and/or Training Planning	Functional Reading: Schedules, Recipes, Maps etc.
Personal Health and Well-being, Home Management Tasks	Interpersonal Skills	Knowledge of Community Resources and Rec Leisure	Functional Writing: Filling out forms- applications, resumes, personal information, W-2.

Barriers & Challenges

High School Setting

- Graduated Seniors
- Bell Schedule
- Crowds
- Cafeteria/Lunch
- Allocated space – 3,639 SF



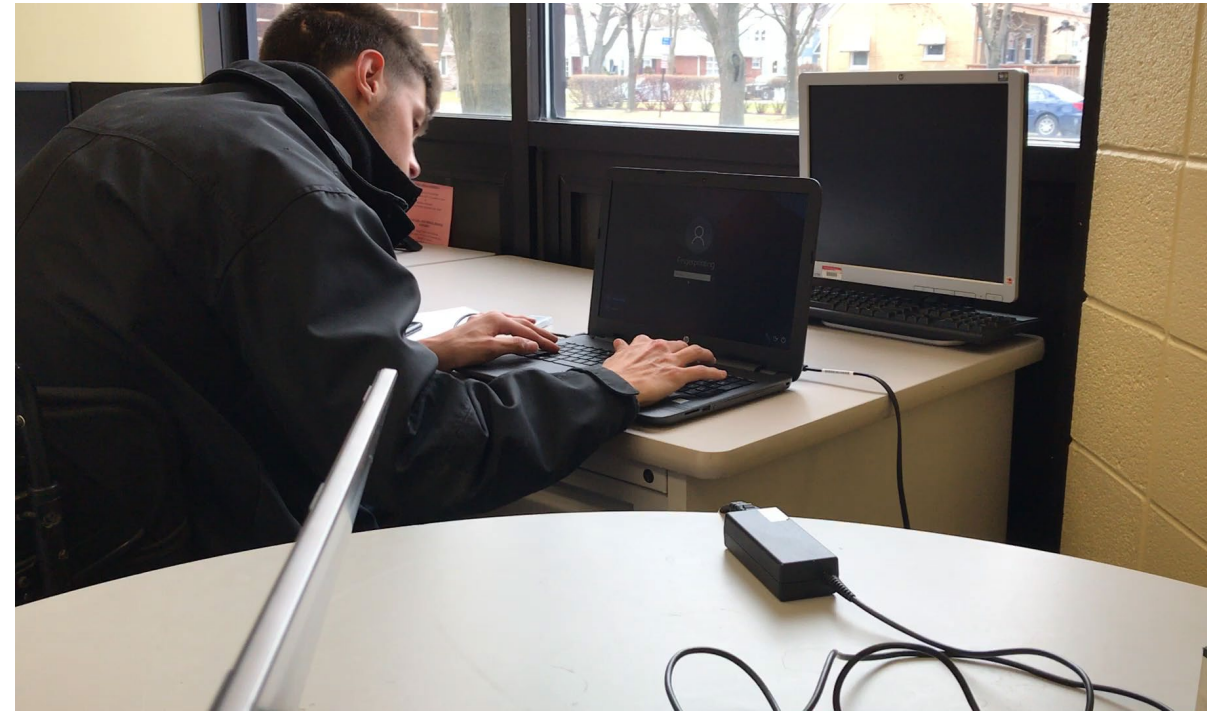
Site Visits

Dream big



Programming Studies

Support the student experience



Program Development

Opportunities & limitations

Existing – 3,639 SF



Minimum – 17,000 SF



Optimized (initial present-day) – 35,000 SF



bedroom	not included	1000	1200
commercial kitchen	not included	1200	2000
industrial laundry	not included	not included	2000
retail store	20	1200	1200
printing lab	not included	not included	2000
conveyor belt	not included	not included	2000
grocery store	not included	1200	2000

Conceptual Program Test-Fits

Minimum – 17,000 SF

Optimized (initial present-day) – 35,000 SF



- Offices/ Support
- Conference Room
- Storage
- Workspace
- Classroom 600
- Classroom 500
- Sensory Room
- Recreation Space
- Entry
- Skill Building Spaces
- Consignment Shop/ Greenhouse
- Toilet/Locker Room

Conceptual Program Test-Fits

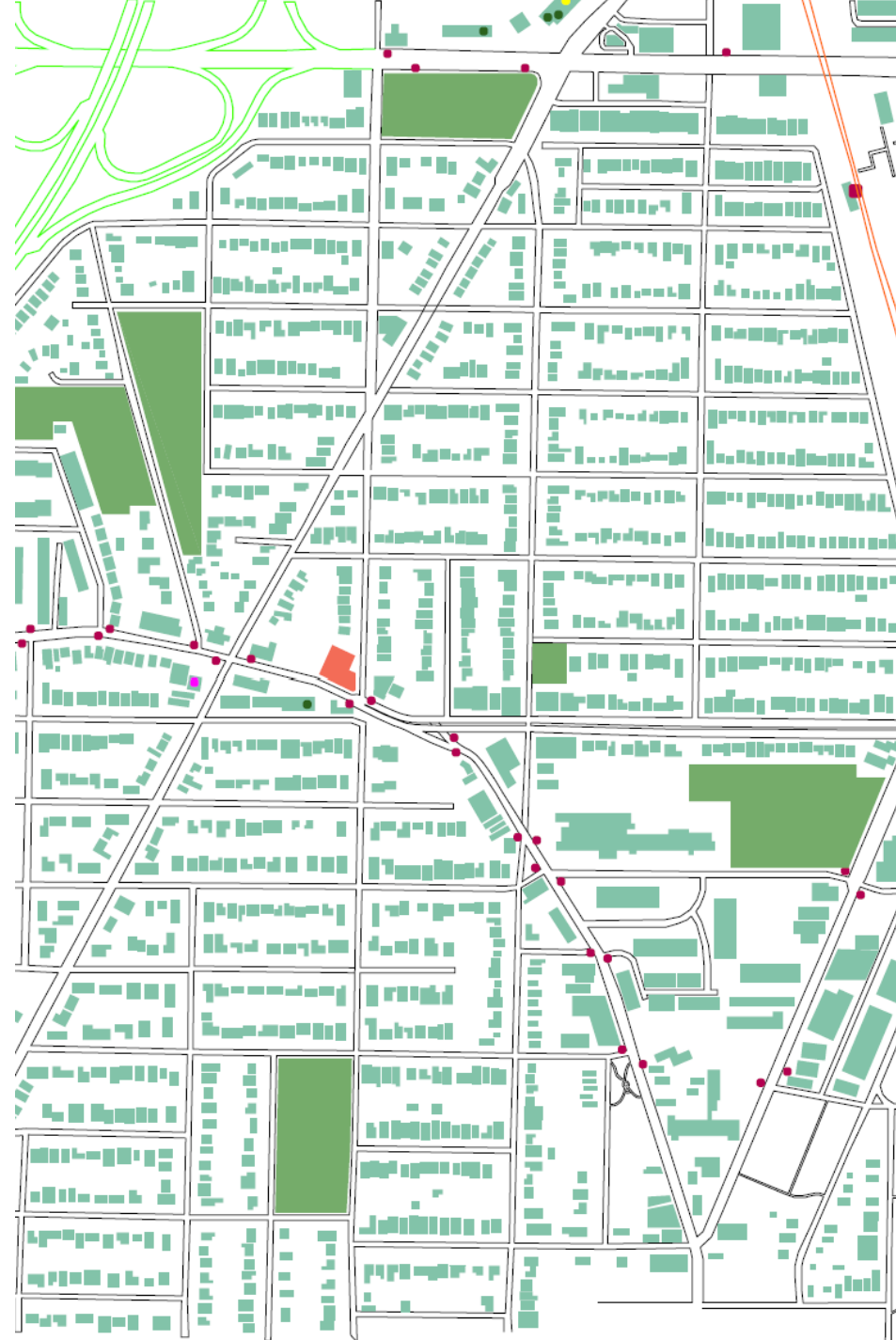
Optimized (future planning) – 50,000 SF



Site & Location Studies

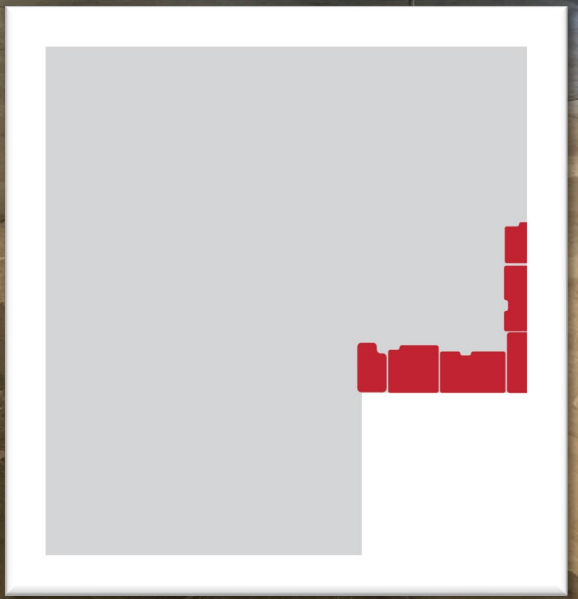
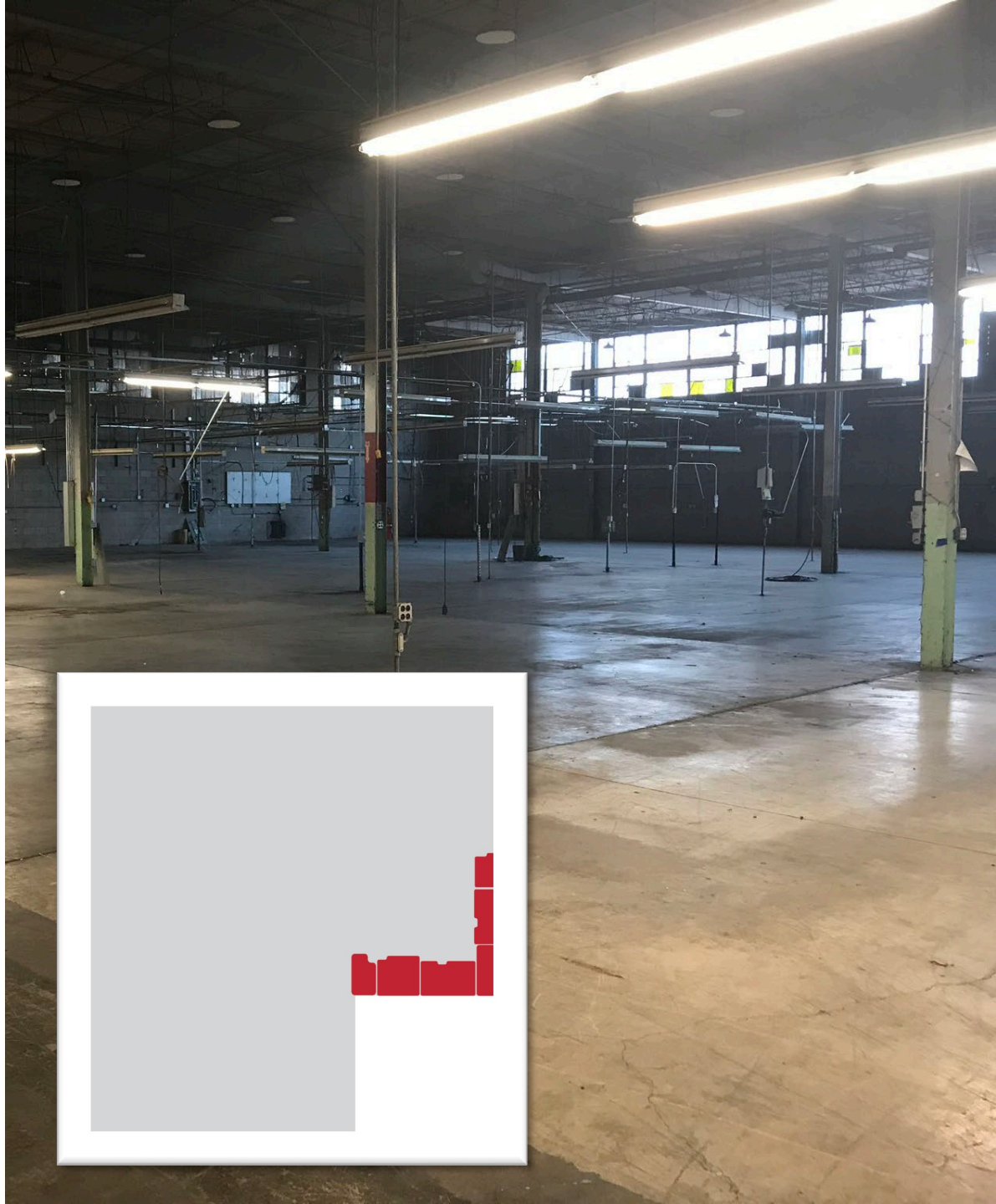
Property search

- Access to Public Transportation
- Access to Community Partners
- 5 buildings toured over 14 months



A New Beginning

Manufacturing warehouse
& office building
50,000 sq. ft. existing



Parent & Student Engagement

- Village Special Use public meeting support
- On-site tours of existing building
- Still image renderings






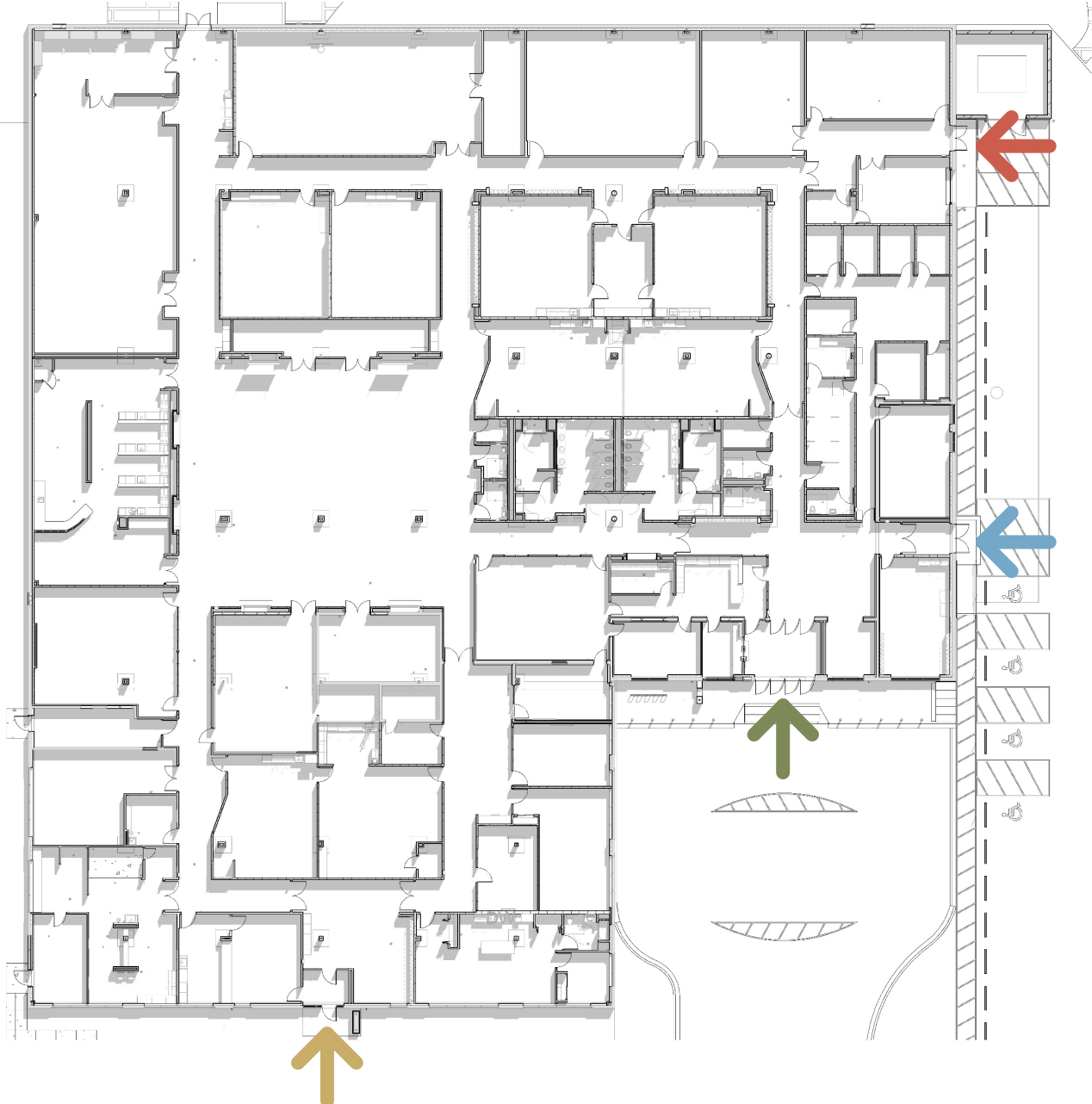
Parent & Student Engagement

- Immersive virtual reality
- Rendered design walkthroughs
- Virtual orientations to prep students




Floor Plan


-  Student & Visitor Main Entry
-  Student Community & Internship Access
-  Staff
-  Deliveries & Building Support




Floor Plan

 Instructional Lab
5,820 SF

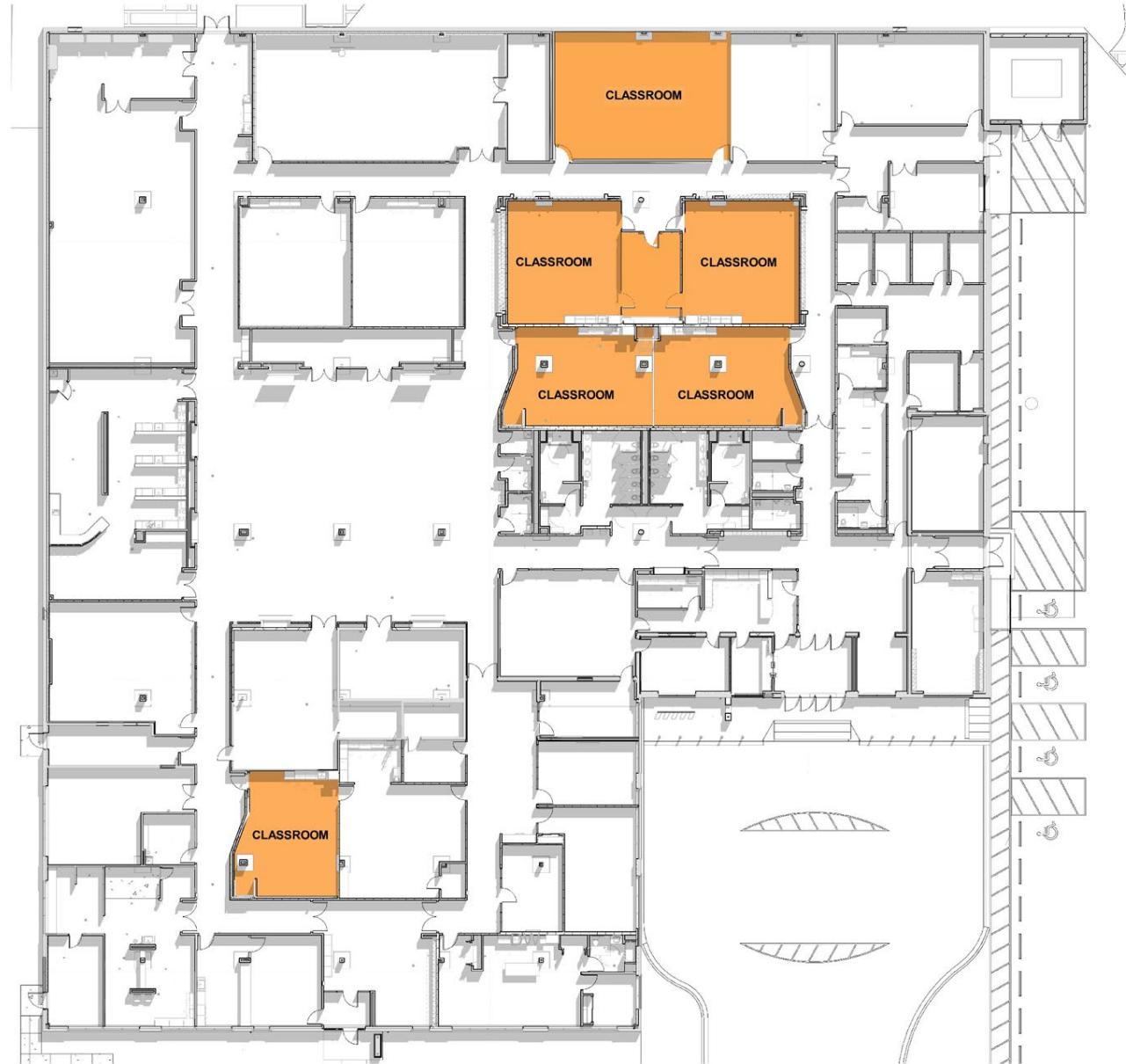
 Simulation Labs
9,800 SF

 Common Areas
9,750 SF

 Staff & Support
7,250 SF


 Toilet/Mech/
Circulation
15,954 SF


Total = 48,574 SF




Floor Plan

 Instructional Lab
5,820 SF

 Simulation Labs
9,800 SF

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Floor Plan

- Instructional Lab
5,820 SF
- Simulation Labs
9,800 SF
- Common Areas
9,750 SF
- Staff & Support
7,250 SF
- Toilet/Mech/
Circulation
15,954 SF

Total = 48,574 SF

Current Enrollment – 690 SF/student
Max Enrollment – 540 SF/student



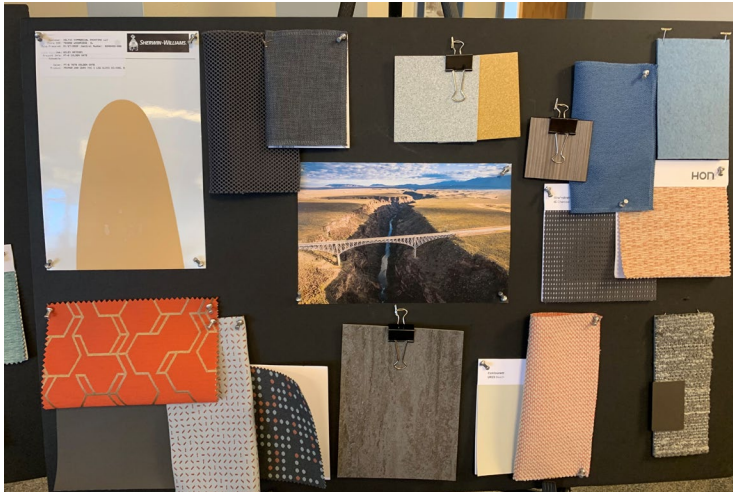
What design elements do you see in these spaces for students with special needs?



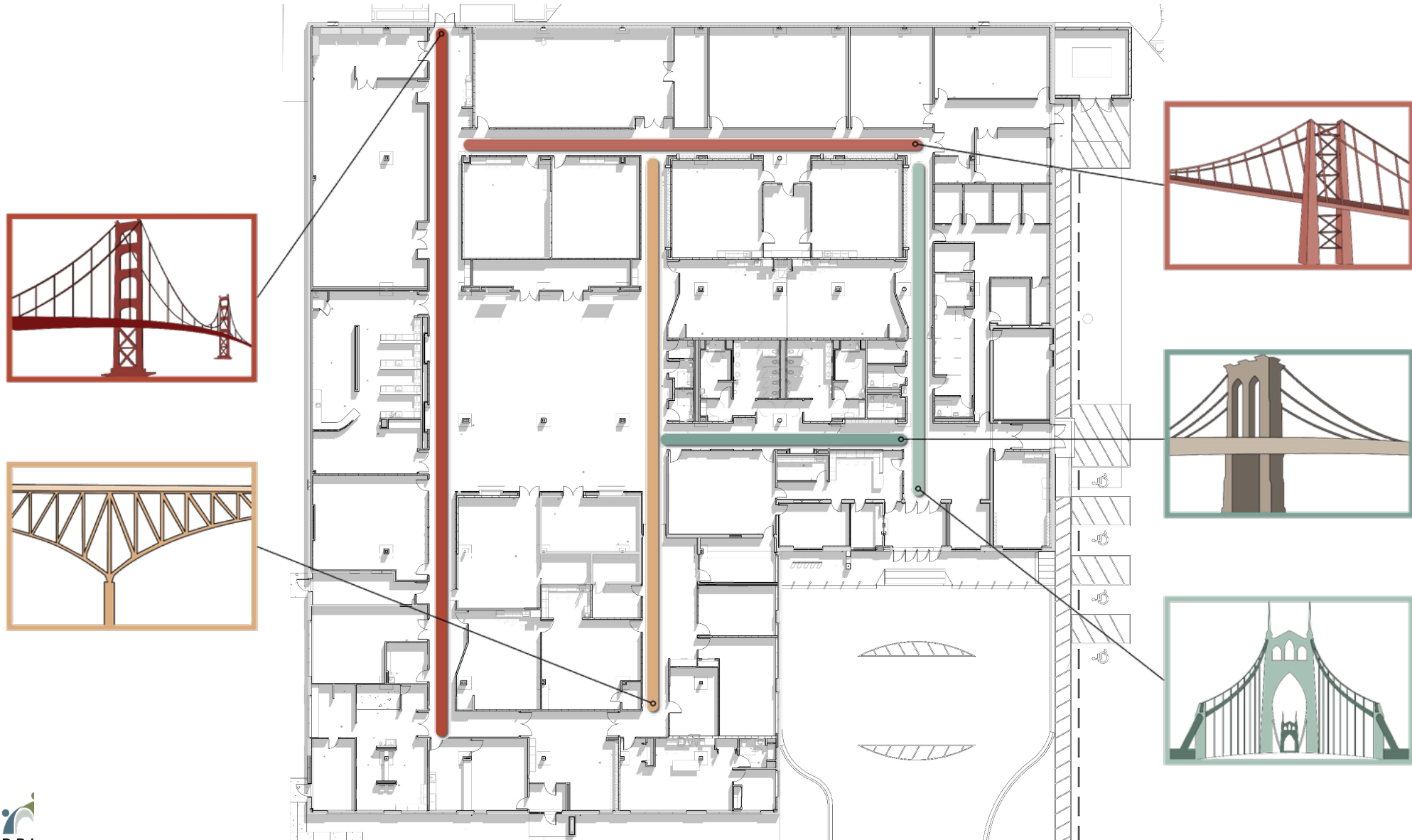
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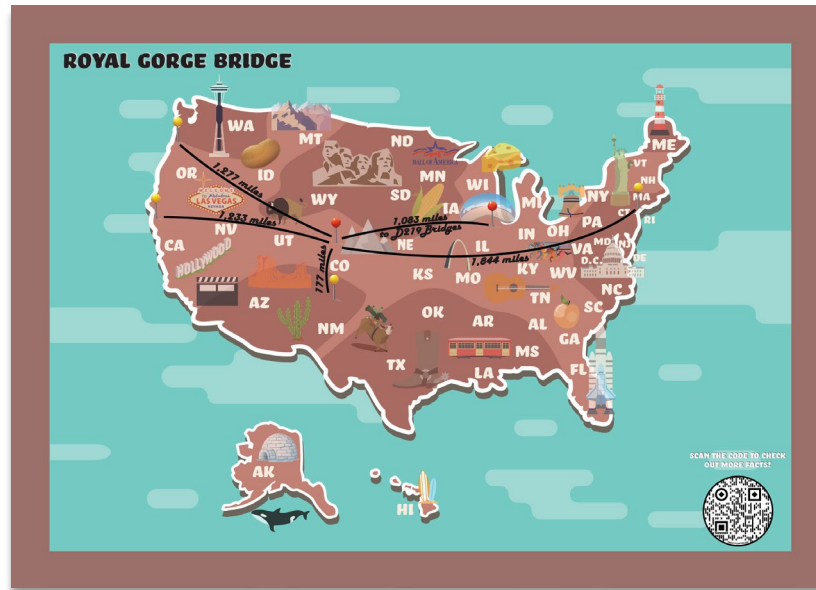
Bridges Concept Development



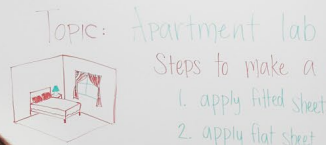
Experiential Wayfinding



Experiential Wayfinding

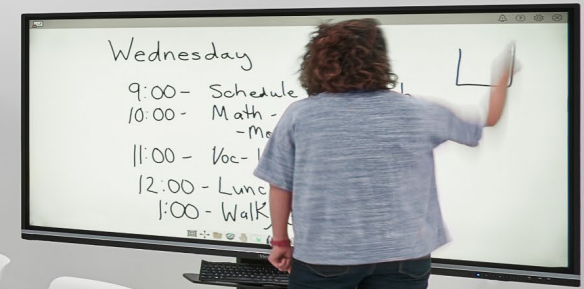


Instructional Lab



Topic: Apartment lab
Steps to make a bed

1. apply fitted sheet
2. apply flat sheet
3. place blanket
4. put pillows in pillow cases
5. place pillows on bed
6. Complete!!



Wednesday

- 9:00 - Schedule
- 10:00 - Math - Mo
- 11:00 - Voc - 1
- 12:00 - Lunch
- 1:00 - Walk

Instructional Lab



Rules/Expectations

- 3ft apart
- Stay at your desk unless given permission by staff
- No CBI (cell phone)
- Breaks can be taken only with staff
- Masks on (wear at all times)

Details of Student's work

4:00 PM
4:15 PM
4:30 PM
4:45 PM
5:00 PM



What is the purpose of this lab?

What are the expectations for this lab?







What are the rules for this lab?

Instructional Lab



Instructional Lab



				
2700K	3000K	3500K - neutral	4000K	5000K
calming relaxing	creating		energizing focusing	alertness awareness
use: morning arrival; room or activity transitions; reading time	use: general default in early morning or late afternoon, discussion, projects	 <p>BRIDGES Niles Township District 219 Building Bridges for Better Futures</p>	use: after lunch to aid in energy levels; general group focus time	use: midday, peak alertness, during testing and high-focus work

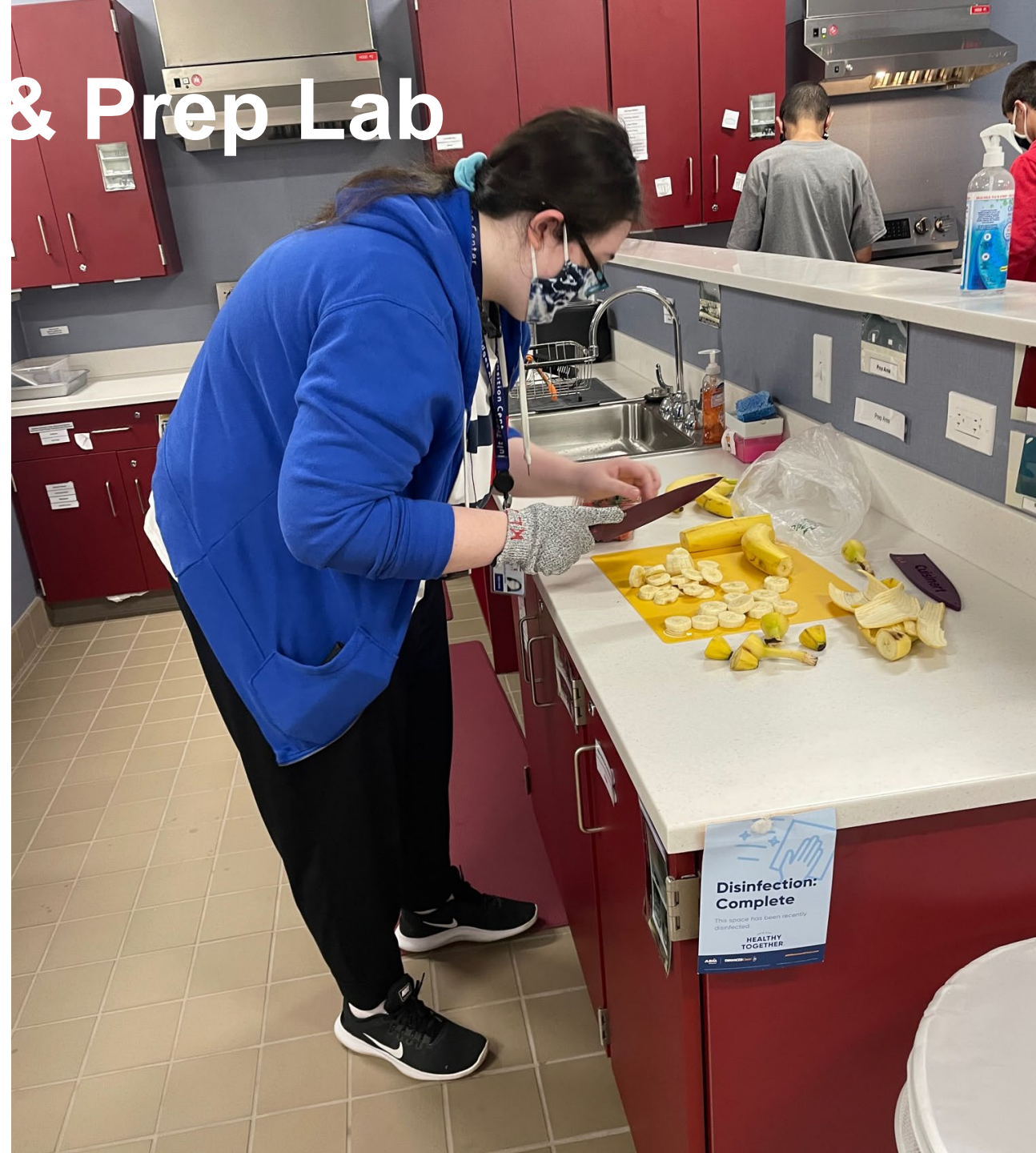
Instructional Lab



Commercial Kitchen & Prep Lab



Commercial Kitchen & Prep Lab



Serving & Prep Kitchen Lab



Office Lab



Tasks

10 Packs
19 8 254



Box label

1st - teacher
back 3
mods 4-6

Filing 101

Green = Billing
Blue = Contracts
Red = employee docs

Office Rules

- No horseplay
- Listen to instructions
- Communicate Needs: I need help, Mine, Break
- Know your Role, mindful of others

Commercial & Residential Laundry Lab



Commercial & Residential Laundry Lab



Independent Living Lab



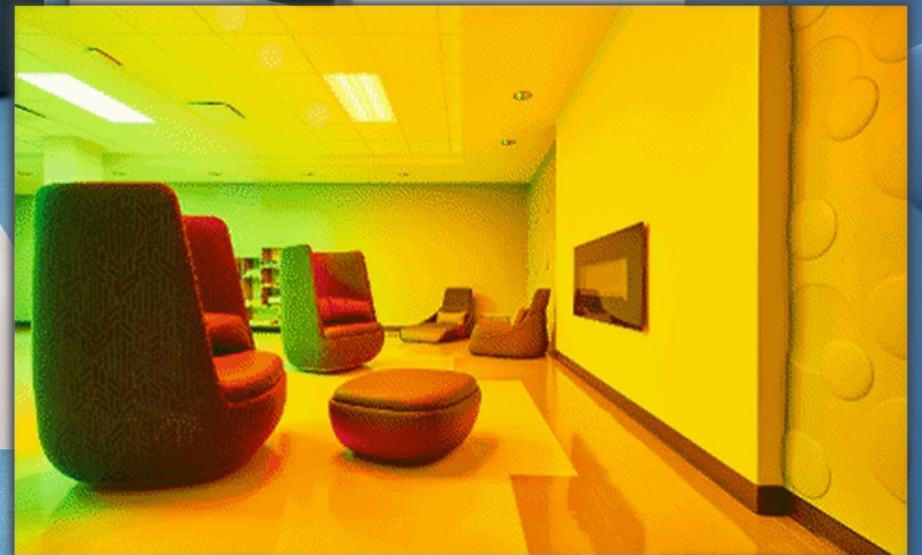
Independent Living Lab



Multipurpose Room



Wellness Lounge



Superstore Lab



APPAREL

ELECTRONICS

FOOD

PETS/ CHEM PAPER

PERSONAL CARE

Superstore Lab



***Why do Transition Programs
matter?***

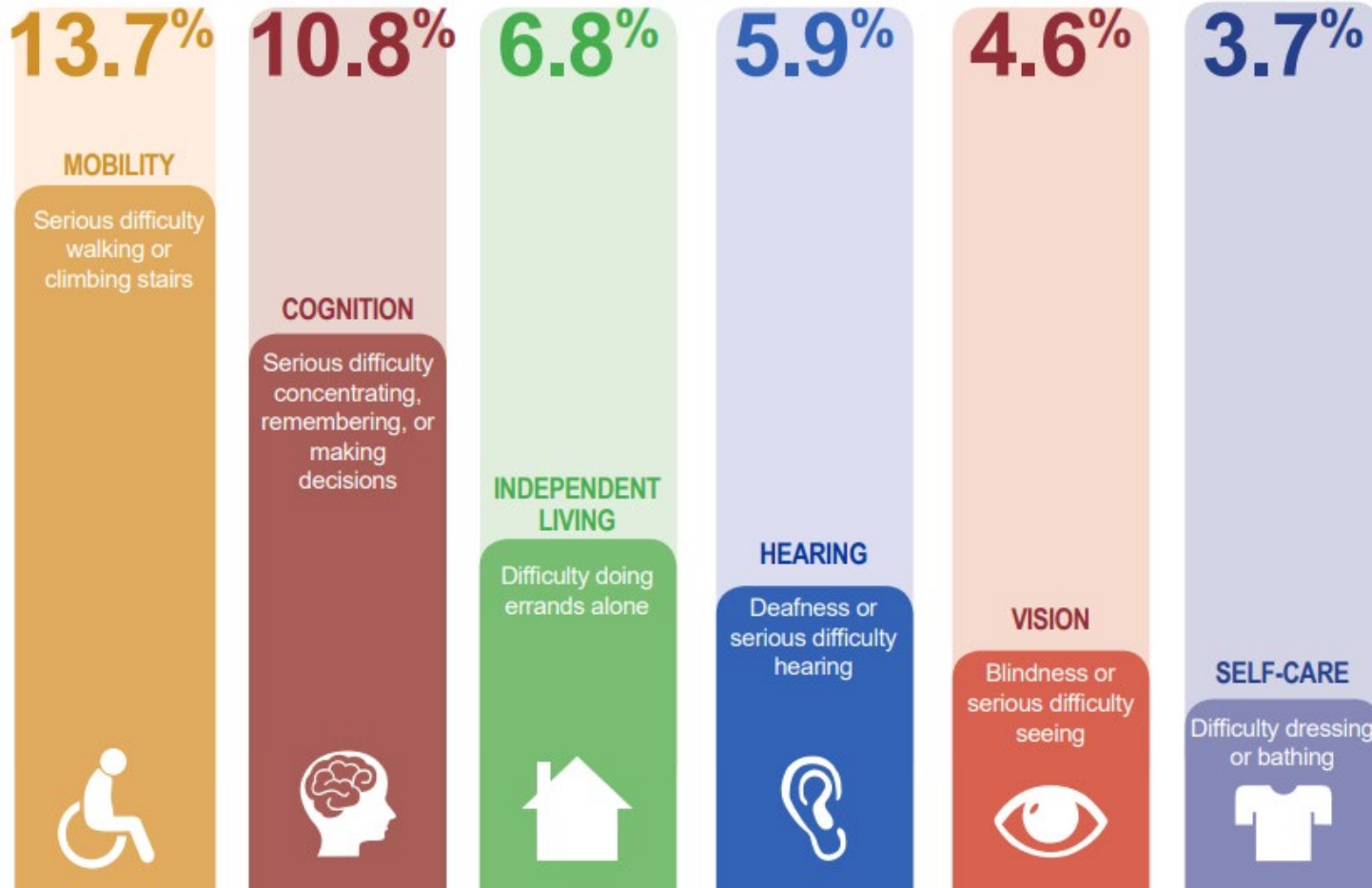
***Why do they need intentionally
designed and purpose-built
spaces?***

26% of adults in the United States have some type of disability
(1 in 4)

The percentage of people living with disabilities is highest in the South



Percentage of adults with functional disability types



Employees with disabilities have a
48% lower
turnover rate than non-disabled employees.

92% of Americans view companies that hire employees with disabilities more favorably than those who don't.

19.1% of adults with disabilities are currently employed.

17% of adults with disabilities live independently.



BRIDGES

Niles Township District 219

Building Bridges for Better Futures

