



Franklinton

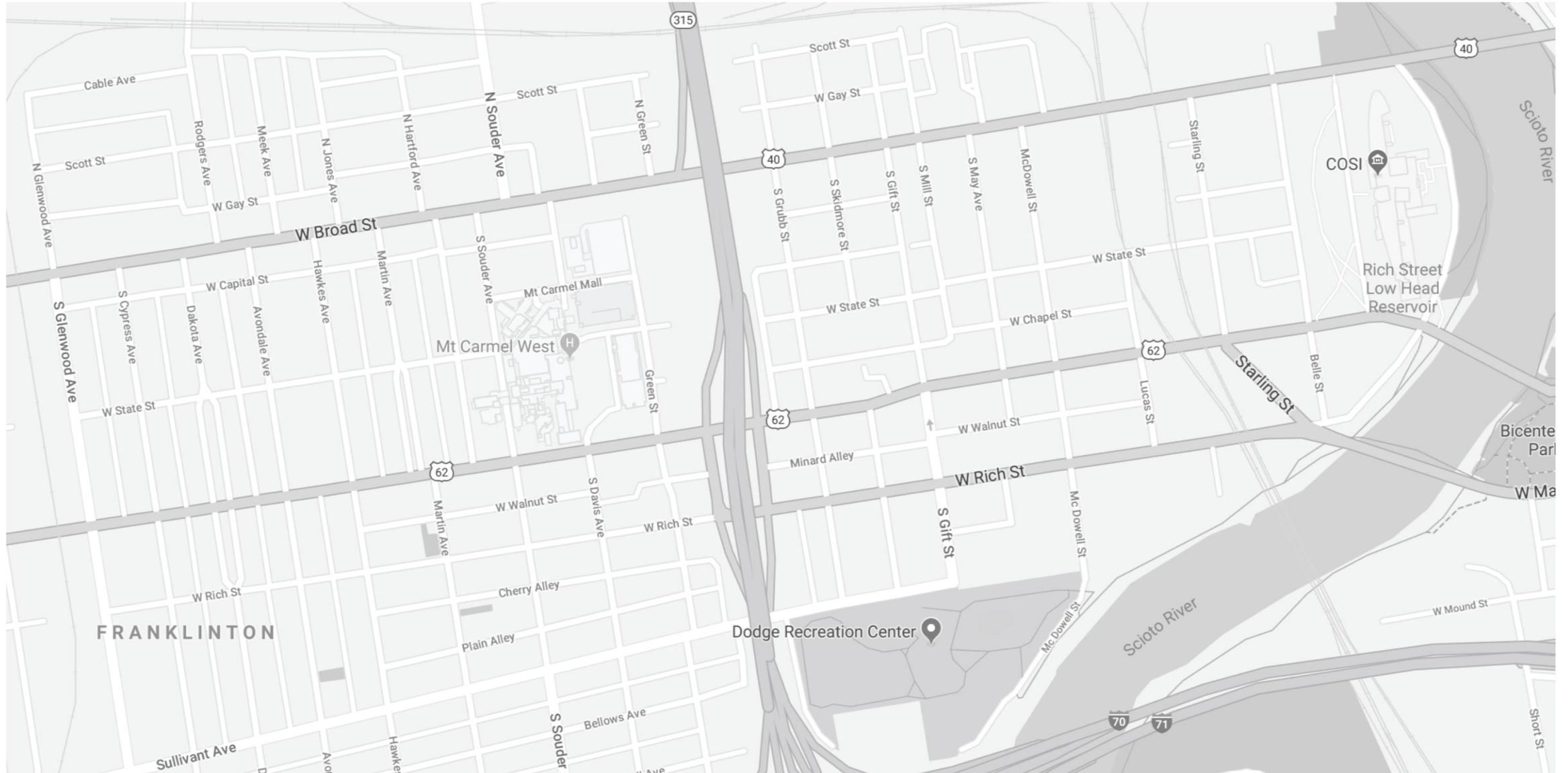
(The area we will explore in the workshop, Feb. 1.)

February 1, 2019

12 - 2 pm

The Idea Foundry

421 W State St, Columbus, OH 43215





why







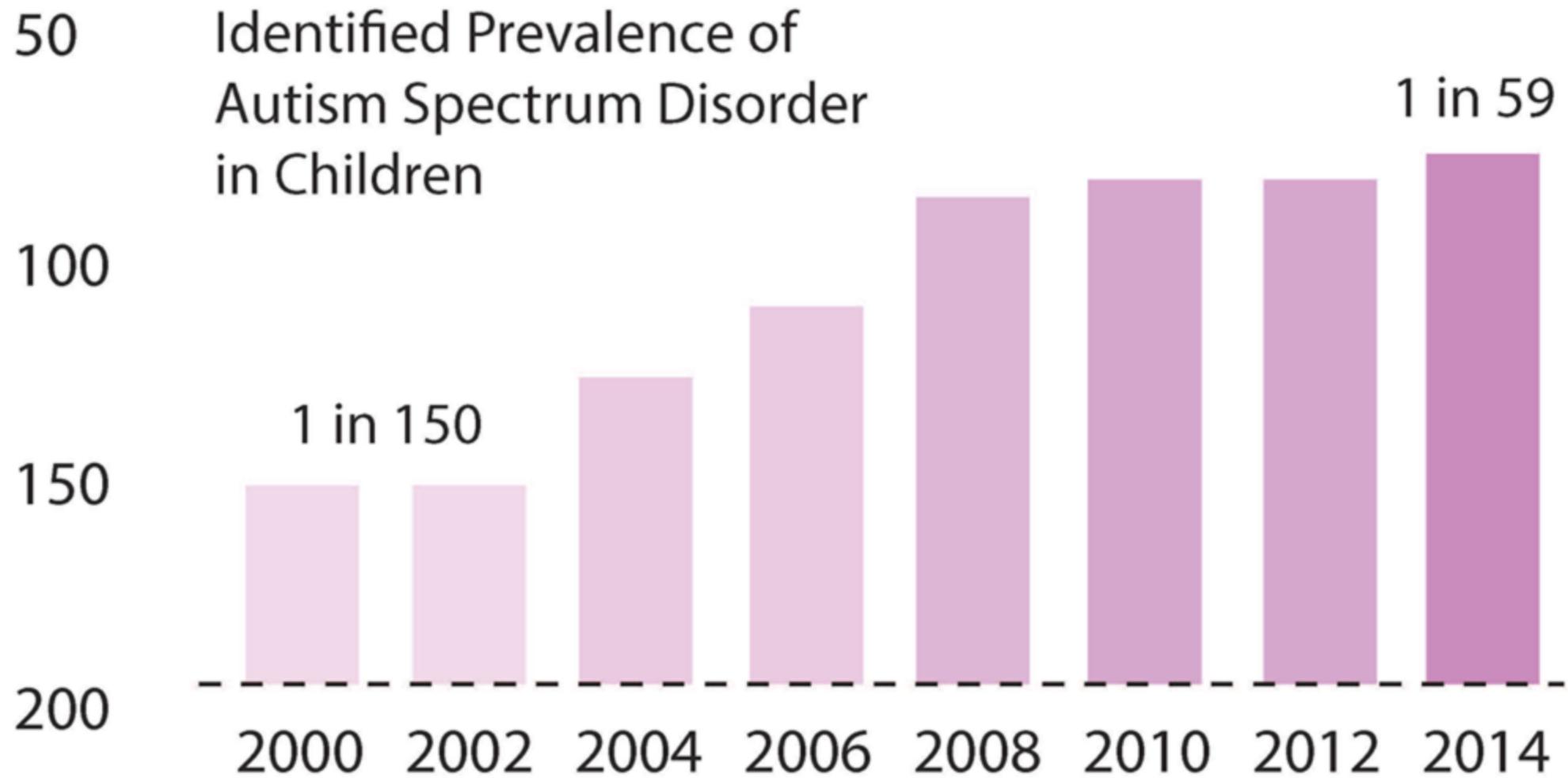
2 SOUTH/EAST

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290

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autism living

KNOWLTON SCHOOL



ARCHITECTURE LANDSCAPE ARCHITECTURE CITY AND REGIONAL PLANNING

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FACULTY AND STAFF

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Kyle Ezell, AICP CUD

Professor of Practice, City and Regional Planning Section

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CV (+)

Kyle Ezell is a professor of practice in city and regional planning at the Knowlton School, where he has taught since 2005. Ezell has 25 years of experience as a practicing city planner. His work at the school involves students heavily in experiential



10 Autism-Friendly Sidewalks

09 Autism-Friendly Duplex Living

08 Living Space Development Checklist

07 Autism-Friendly Rides

06 Autism-Friendly Drop-Off & Pick-up

05 Autism-Friendly Bus Rides

04 Accessory Dwelling Units (ADUs)

03 Autism-Friendly Wayfinding/Navigation

02 "I Need Assistance" Symbol

Background

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Image: Philip Arnold

what ↗

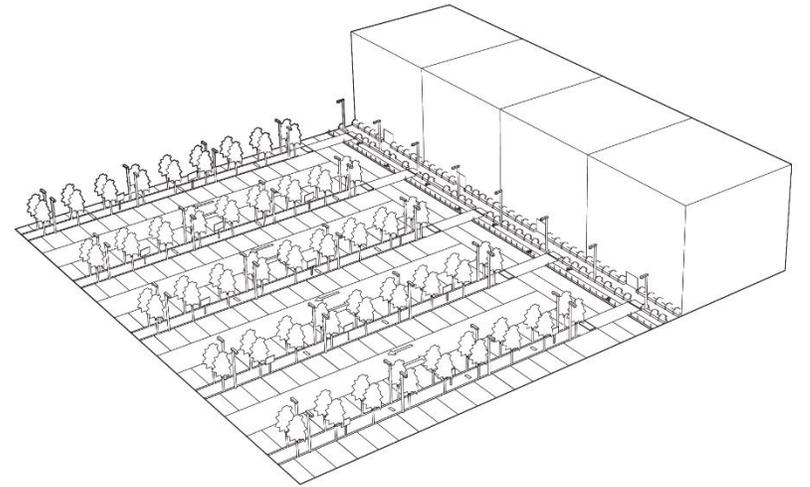
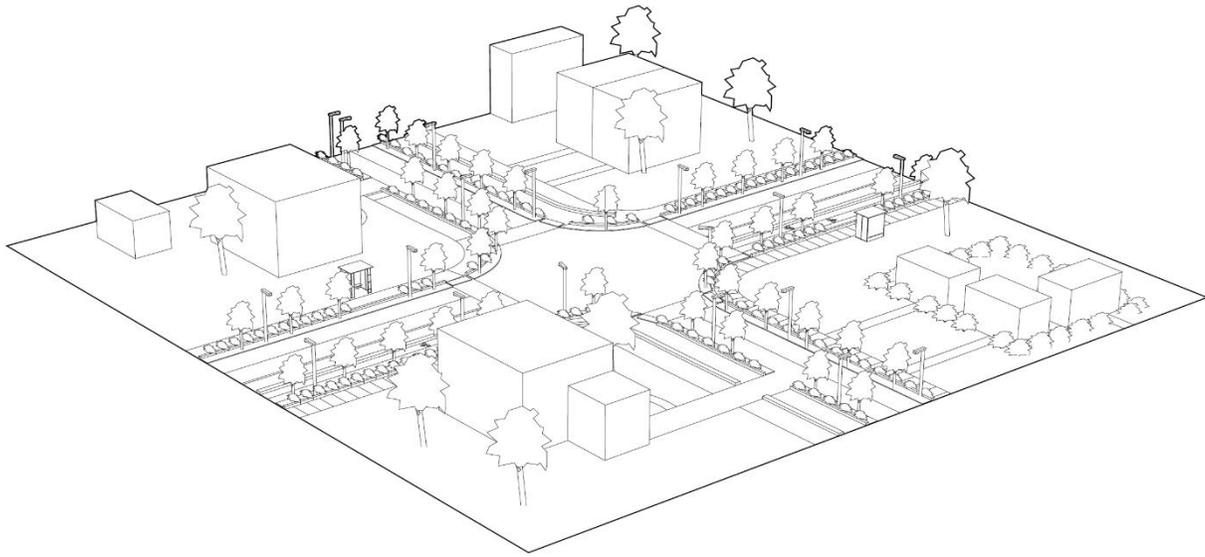
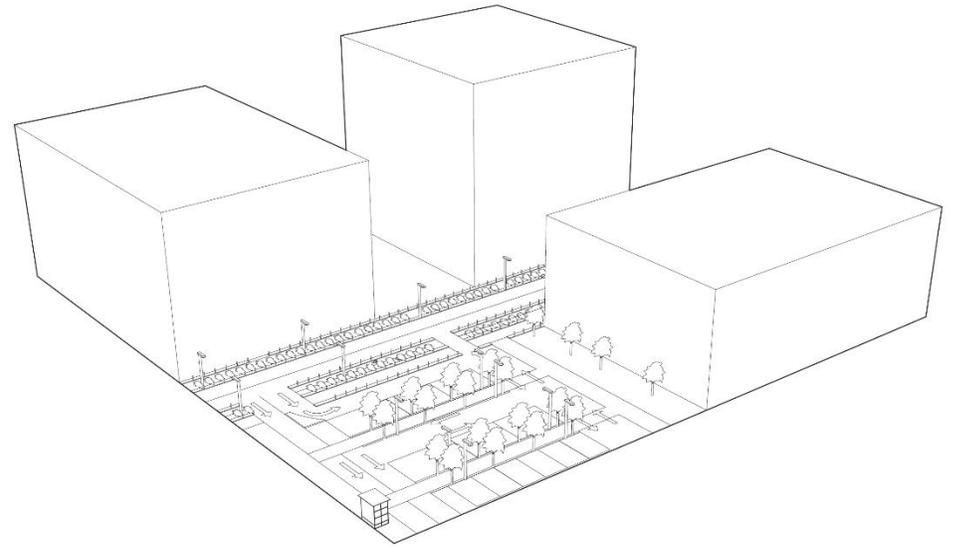
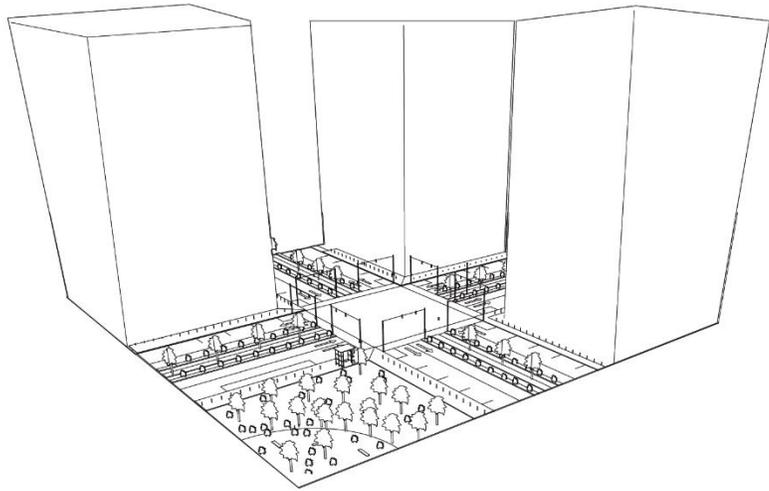
AUTISM PLANNING AND DESIGN GUIDELINES 1.0

Attempt 1.0 August 2017 - June 2018

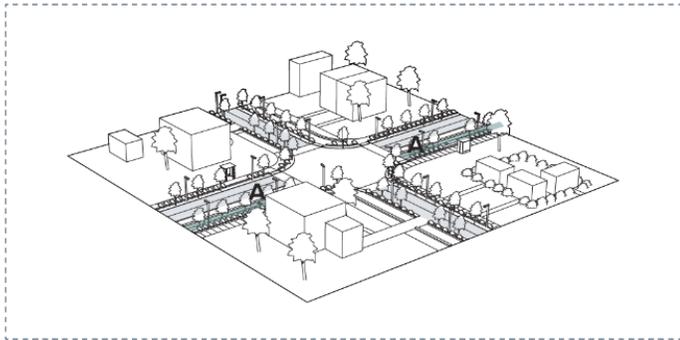
THE OHIO STATE UNIVERSITY CITY AND REGIONAL PLANNING STUDENTS

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II. Context-Specific
3. SUBURBAN



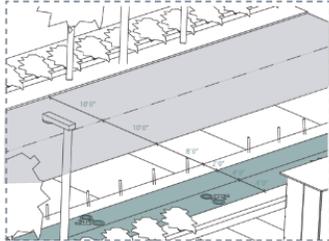
A. STREETS

(feeling safe, feeling clear, feeling calm, feeling connected)

FROM THE RESEARCH

While suburban streets are not ordinarily multi-modal, a new suburban multimodal street design has the potential to increase accessibility and safety, especially for those unable or unwilling to drive. To provide a feeling of safety and to lessen anxiety, narrower travel lanes can encourage slower automobile

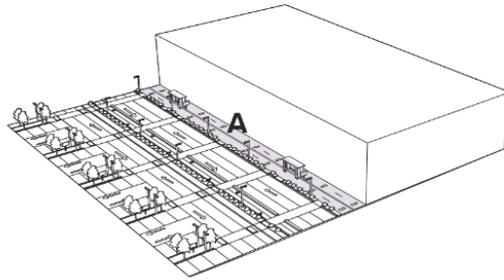
speeds. Separated bike lanes may encourage more adults with autism to become cyclists. Soft glow-in-the-dark green bike lane paint can increase visibility providing more safety and clarity for adults with autism. Landscaped buffers will also increase safety and improve the aesthetics of the streetscape.



GUIDELINES

Streets shall be multimodal. Bike lanes shall be on one side of the street, with one lane traveling in each direction. Bike lanes shall be separated from drive lanes with an 8'0" wide parking lane in between. Automobile lanes shall be no more than 10'0" wide. Bike lanes shall be painted green using (soft) glow-in-the-dark paint.

II. Context-Specific
4. MULTIMODAL HUB

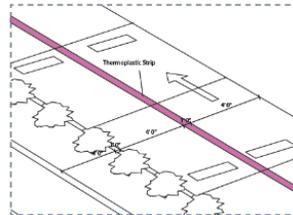


A. SIDEWALKS

(feeling calm, feeling clear, feeling safe, feeling free, feeling connected)

FROM THE RESEARCH

Transportation hubs connecting buses or trains, automobiles, and bicycles must properly accommodate pedestrians, including adults with autism. While sidewalk dimensions will vary based on geographic context, standard sidewalks can accommodate two-people with a standard width of 5'0". The research shows a sidewalk accommodating three people walking side-by-side comfortably will decrease sensory overload caused by over-crowding. Multimodal hubs will require much wider sidewalk widths. Research shows a strip down the middle of the walkable path designating two sections has the potential to increase comfort. Research suggests implementing a mid-body height barrier between the walkable path and the road would help adults with autistic feel less overwhelmed by cars and other activity taking place in the road, as well as vegetative buffers.



GUIDELINES

Multimodal standard sidewalk dimensions shall be 13' 0" wide. The walkable path shall be 8' 0". There shall be a magenta thermoplastic strip down the center of the walkable path. There shall be a barrier between the walkable path and the road 3'0" high maximum and 1'0" wide maximum. There shall be a planting strip between the barrier and the curb 4'0" wide, minimum.

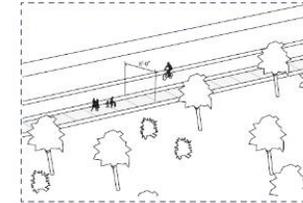
II. Context-Specific
7. PARK ACCESS

A. SIDEWALKS

(feeling free, feeling calm, feeling clear, feeling connected)

FROM THE RESEARCH

Sidewalks in and around parks must consider the needs of adults with autism. A new standard for sidewalks that accommodate three people walking comfortably side-by-side will decrease sensory overload caused by over-crowding and work well in parks. 5'0" is the usual minimum for a 2-person sidewalk. The research by autism to feel less overwhelmed by nearby cars and other distractions that occur near streets. Adults with autism often have diverse sets of motor impairments and properly-implemented barriers will benefit.



GUIDELINES

From the front of building to the edge of curb the sidewalk shall be 12' 0" in width. The walking path shall be 8' 0" wide. There shall be a barrier 2' 0" wide maximum and 3' 0" tall maximum on either side of the walkable path. The barrier shall be either a bollard or a planter.

B. STREETS

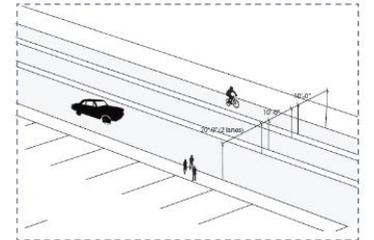
(feeling safe, feeling clear, feeling free, feeling connected, feeling calm)

FROM THE RESEARCH

Research shows that there are concerns about independence in travel, navigable, safe, and accessible infrastructure near parks. Making all roads multi-modal in design increases accessibility and safety for all, especially those unable or unwilling to drive. Narrower travel lanes typically lead to slower traveling speeds, which increases safety and lowers anxiety in the pedestrian experience. Separated bike lanes allow for easy travel, and the (soft) glow-in-the-dark green paint will increase visibility at all times of the day. Landscape buffers increase safety and lower anxiety.

GUIDELINES

Streets traveling through parkland shall be multi-modal, accommodating more than automobiles. Drive lanes shall be no more than 10'0" wide. Bike lanes shall be a minimum of 5'0" wide in both directions. The bike lanes shall be separated from the street by a landscaped buffer at least 3'0" in width. Bike lanes shall accompany adjacent sidewalks that are separated by a 2'0"-wide landscaped buffer. Bike lanes shall be painted with (soft) glow-in-the-dark green paint.



six feelings framework



FEEL CONNECTED

The public realm is easily reached, entered, and leads to destinations.



FEEL FREE

The public realm offers relative autonomy and the desired spectrum of independence.



FEEL CLEAR

The public realm makes sense and is not confusing.



FEEL PRIVATE

The public realm offer boundaries and provides retreat.



FEEL SAFE

The public realm diminishes the risk of being injured.



FEEL CALM

The public realm mitigates physical sensory issues associated with autism.

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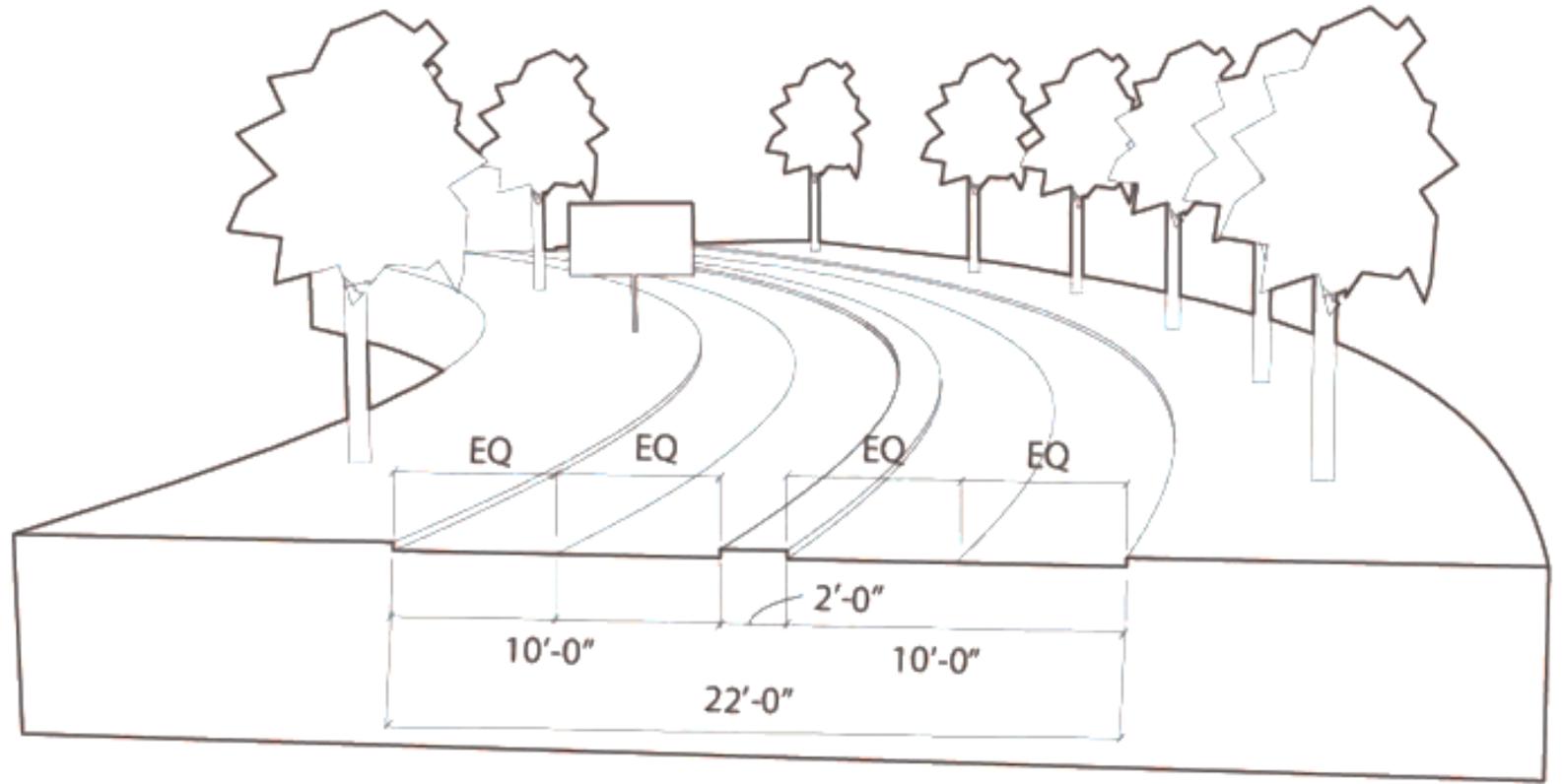


US National Park Service



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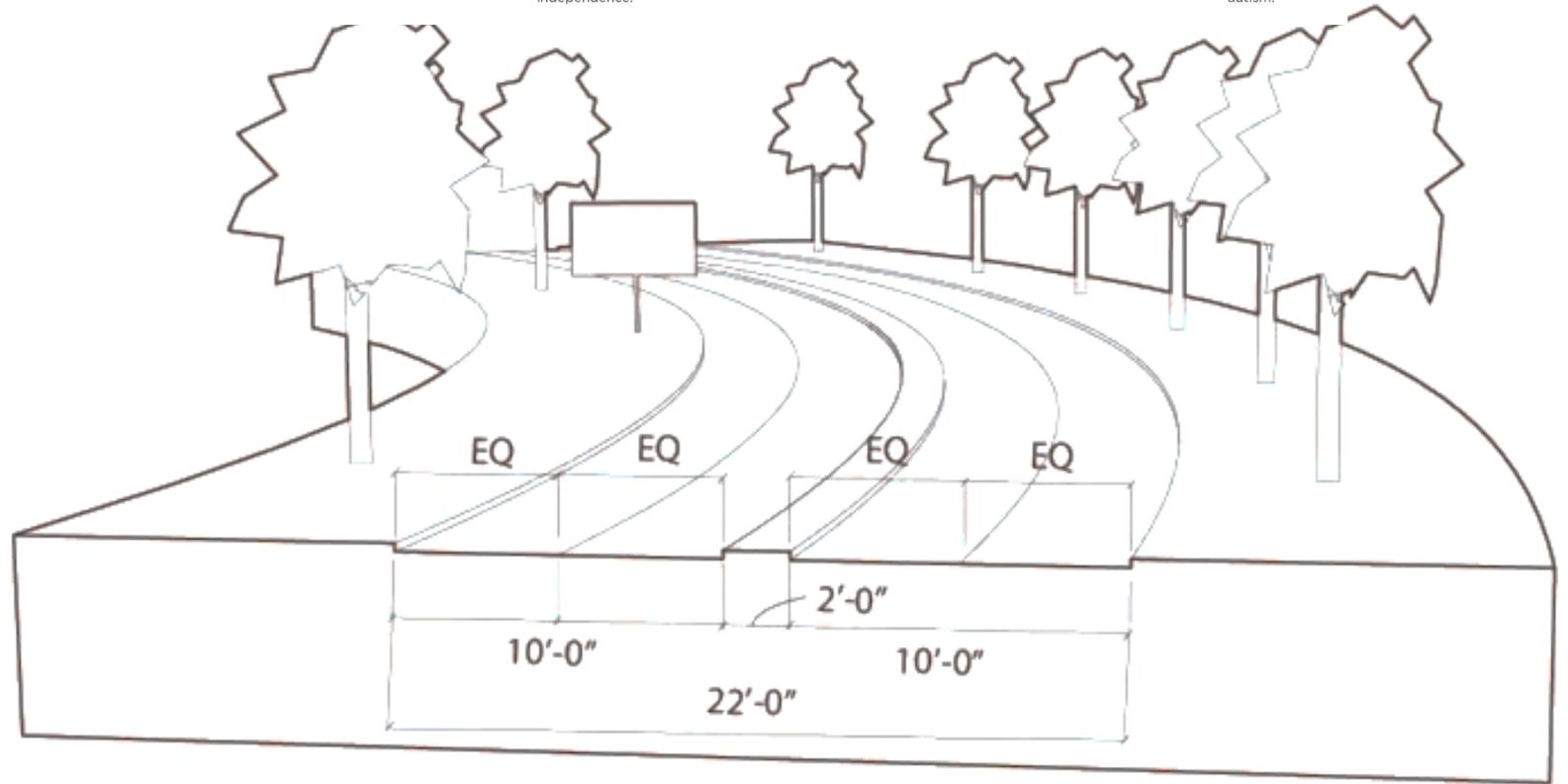
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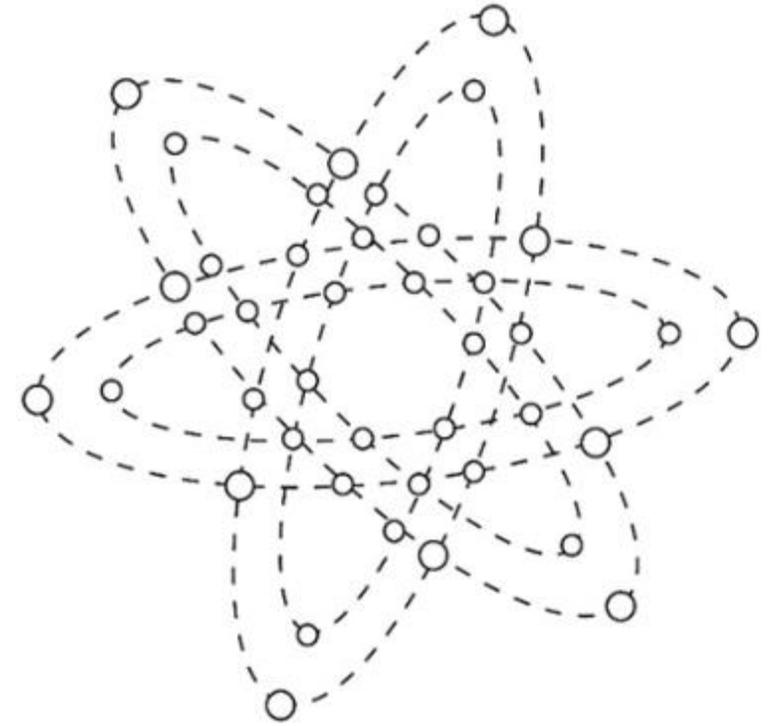
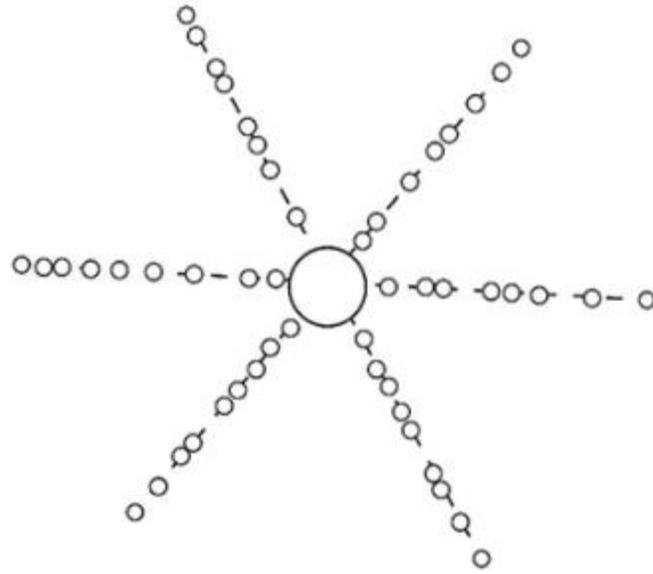
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desired spectrum of
independence.





FEEL FREE

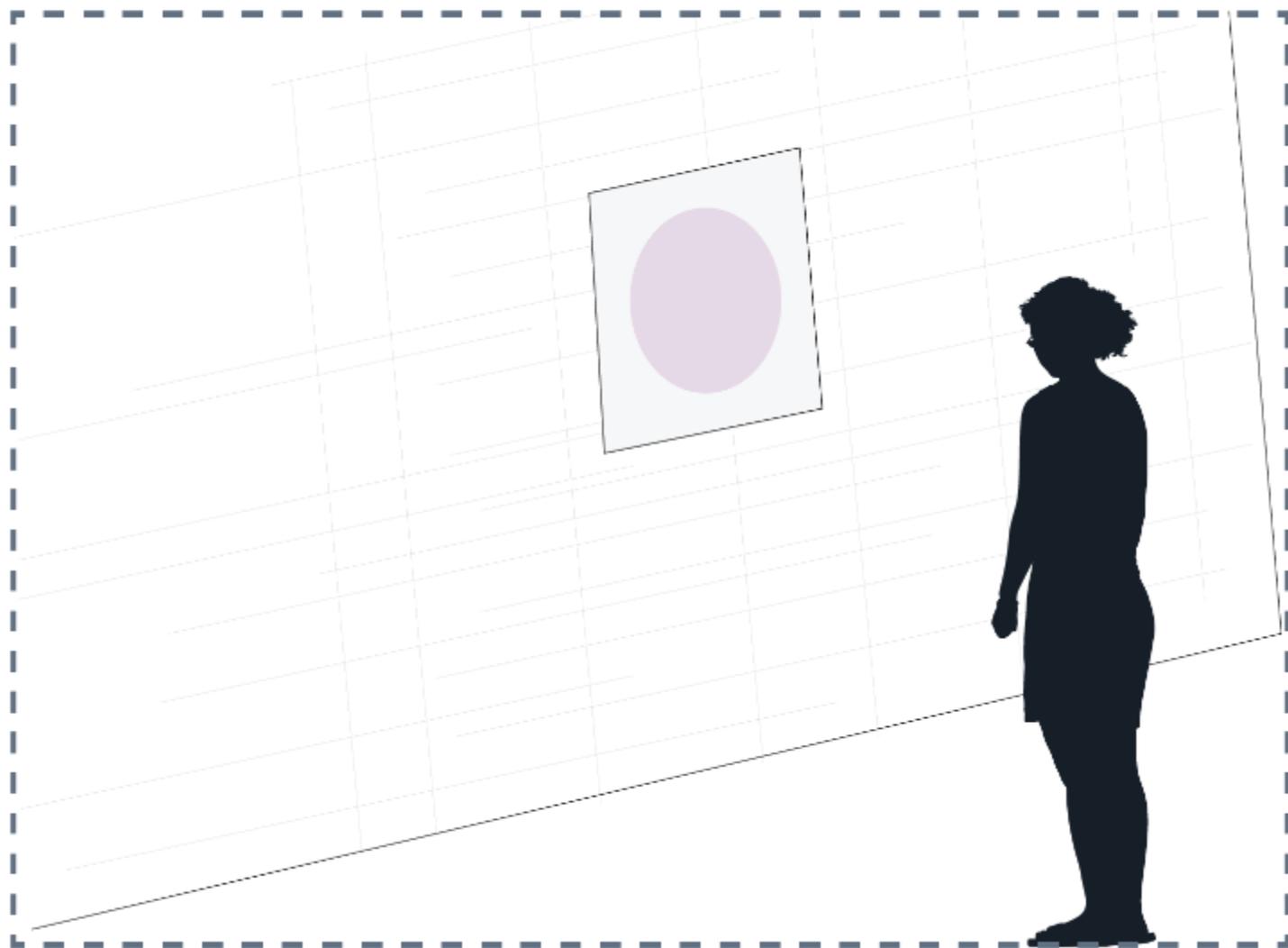
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FEEL FREE

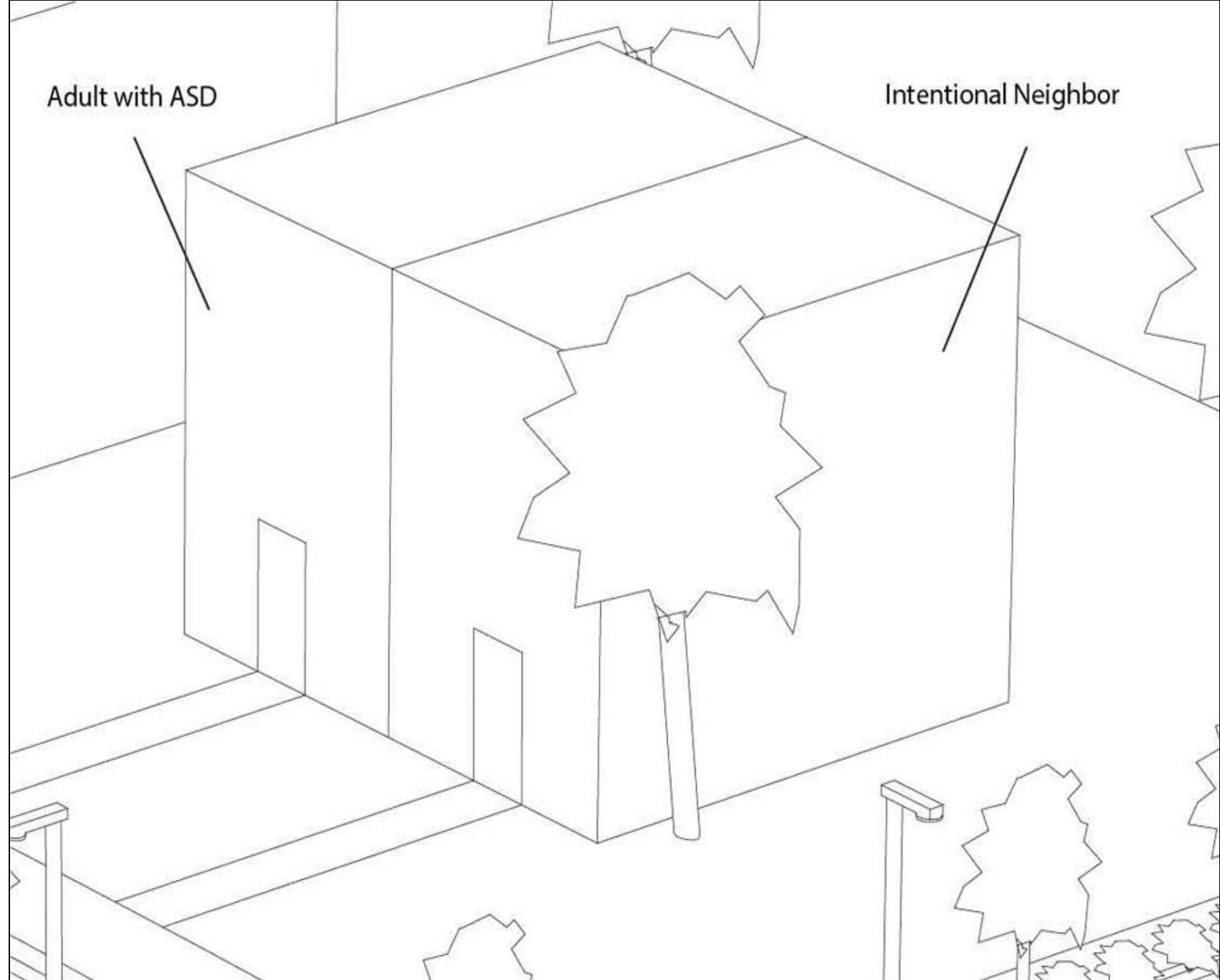
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six feelings framework



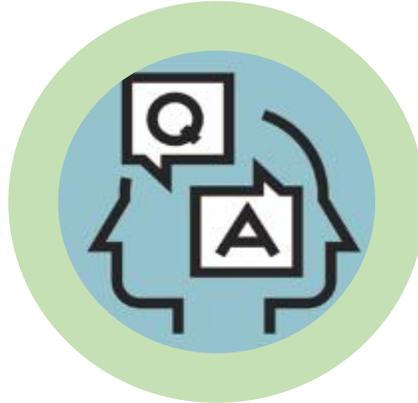
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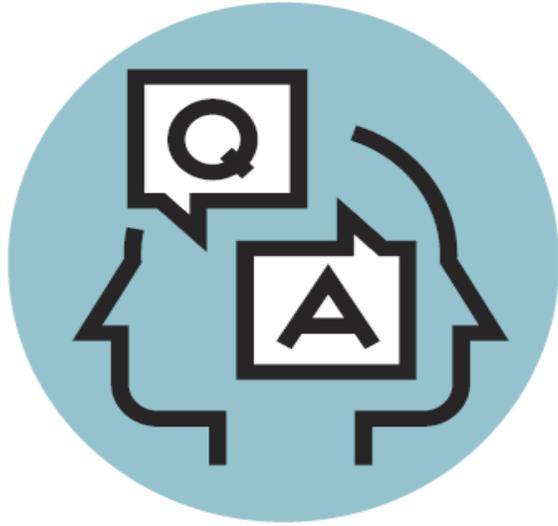
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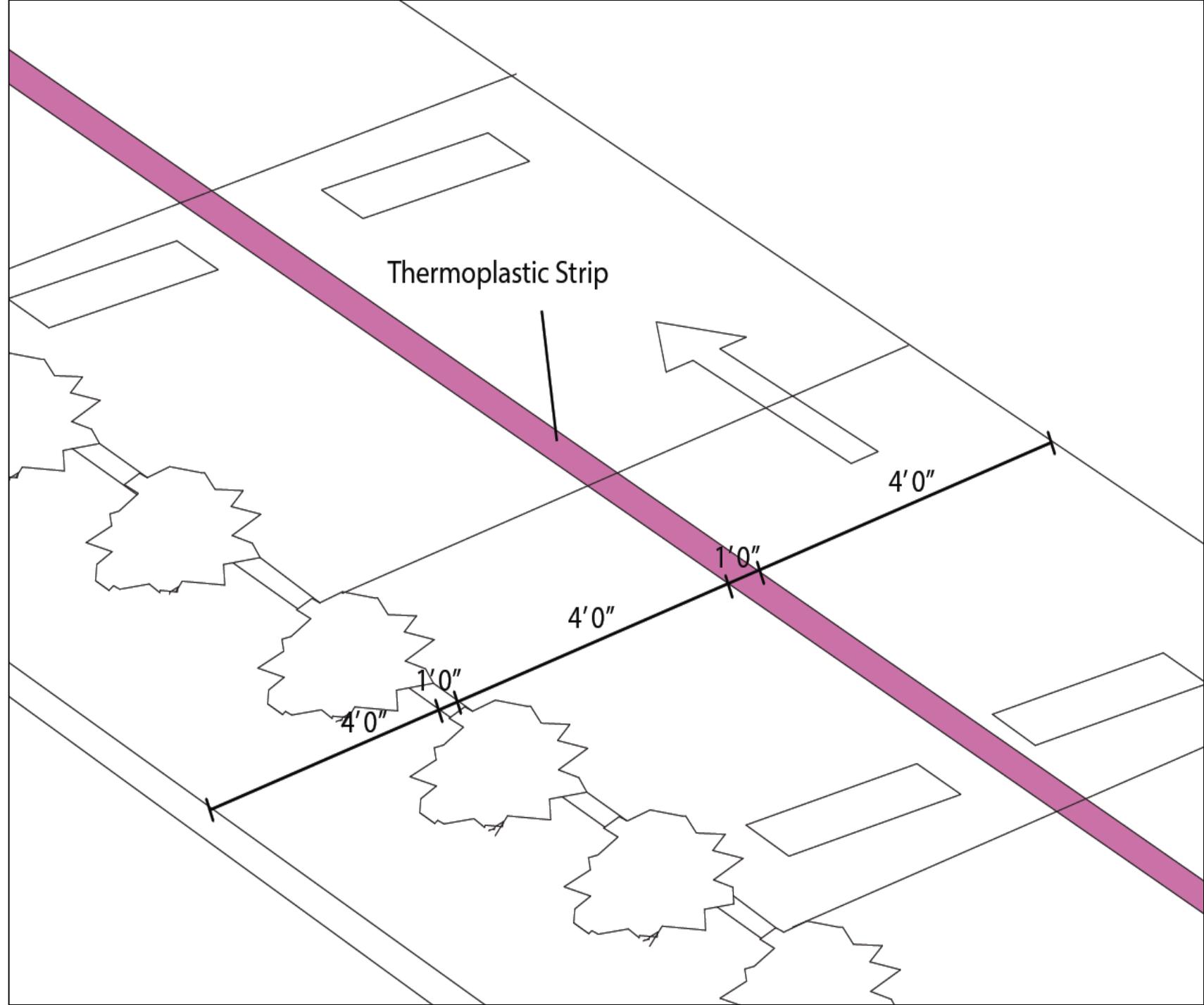
FEEL CALM

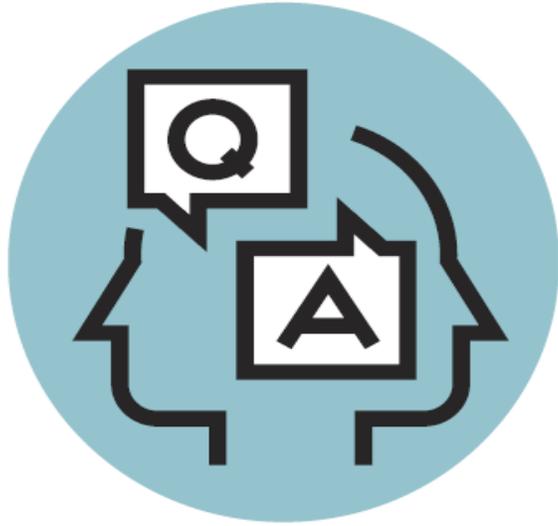
The public realm mitigates physical sensory issues associated with autism.



FEEL CLEAR

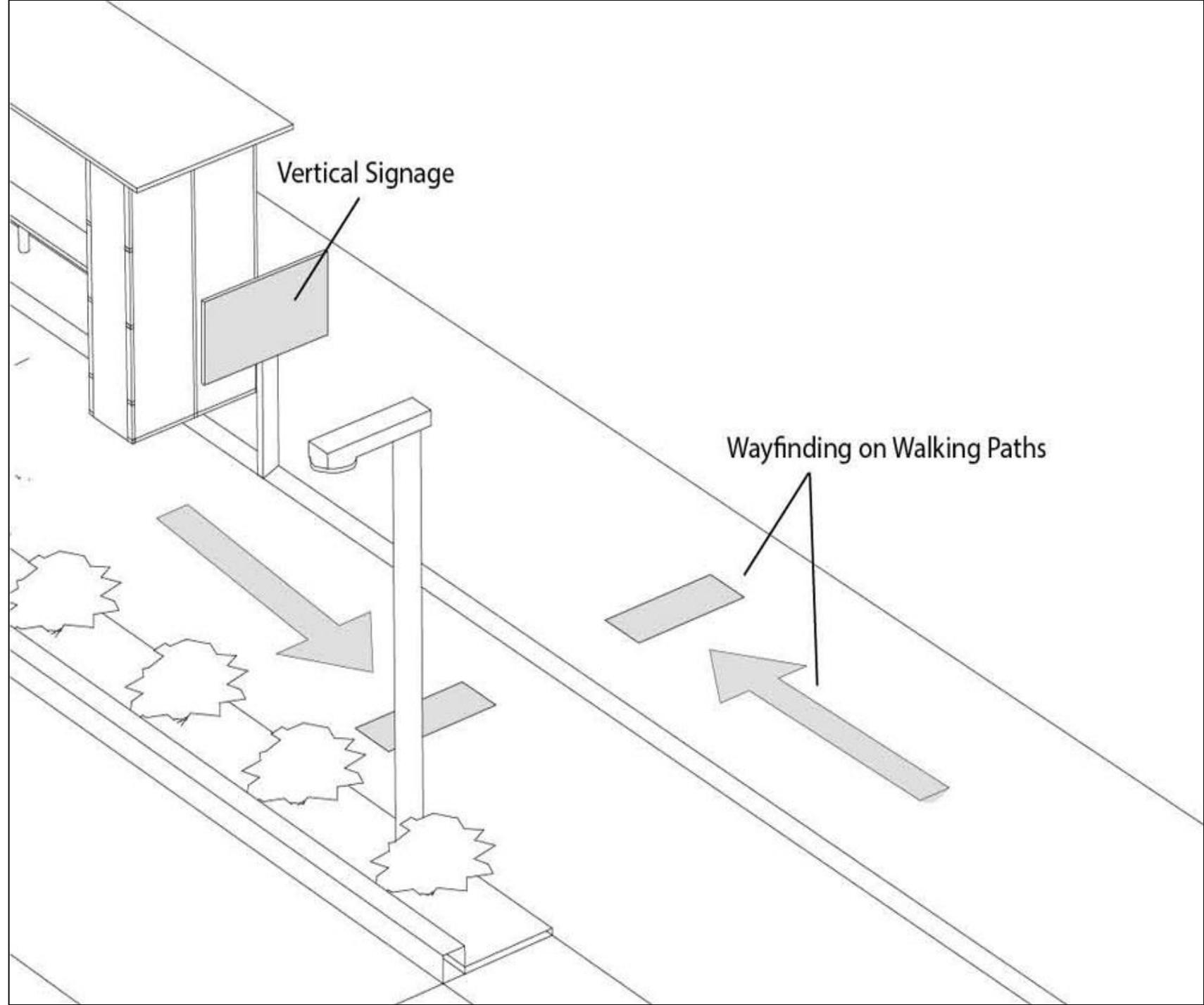
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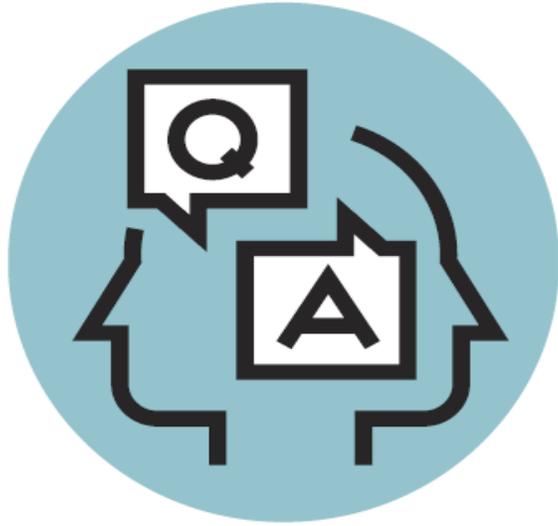




FEEL CLEAR

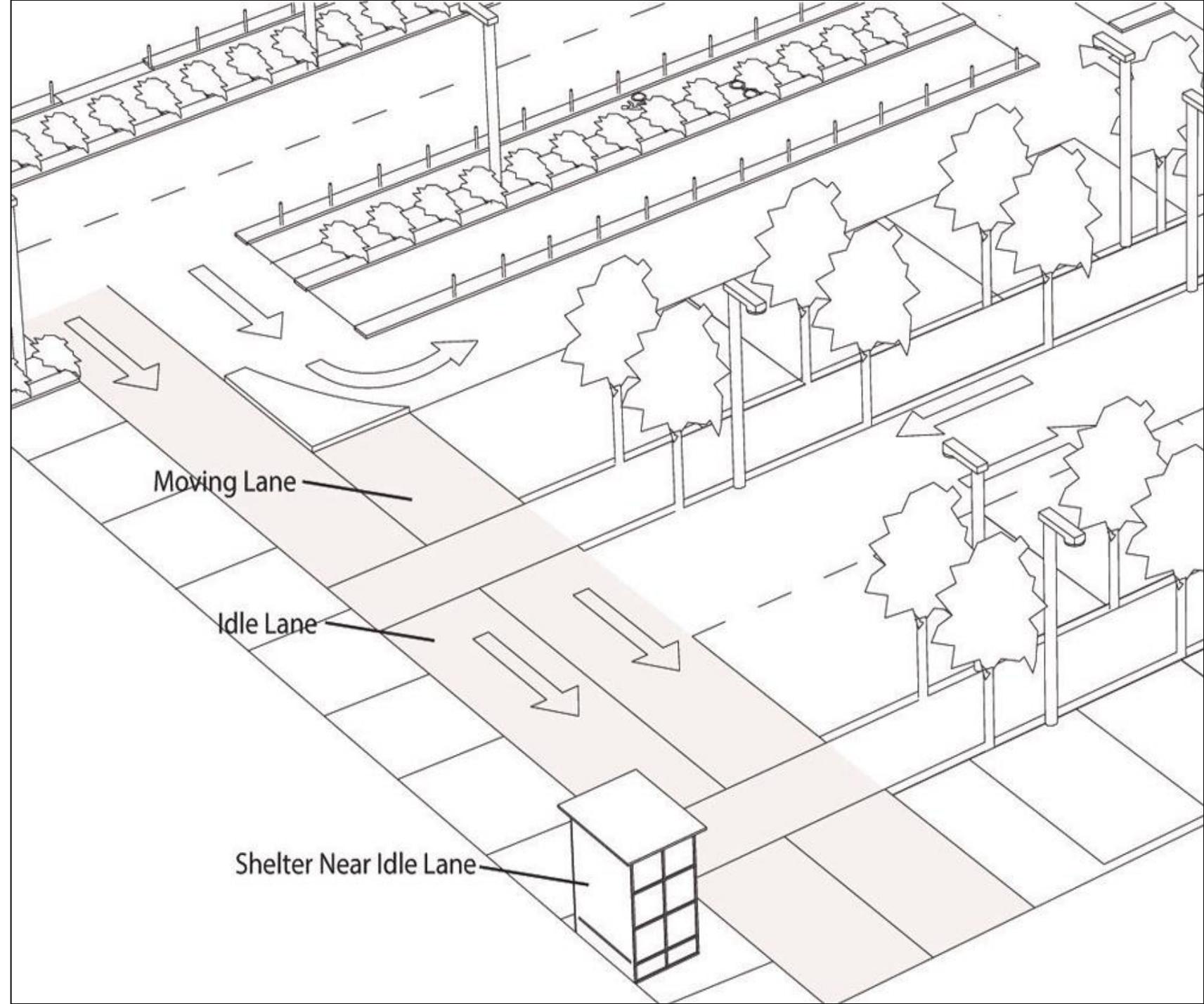
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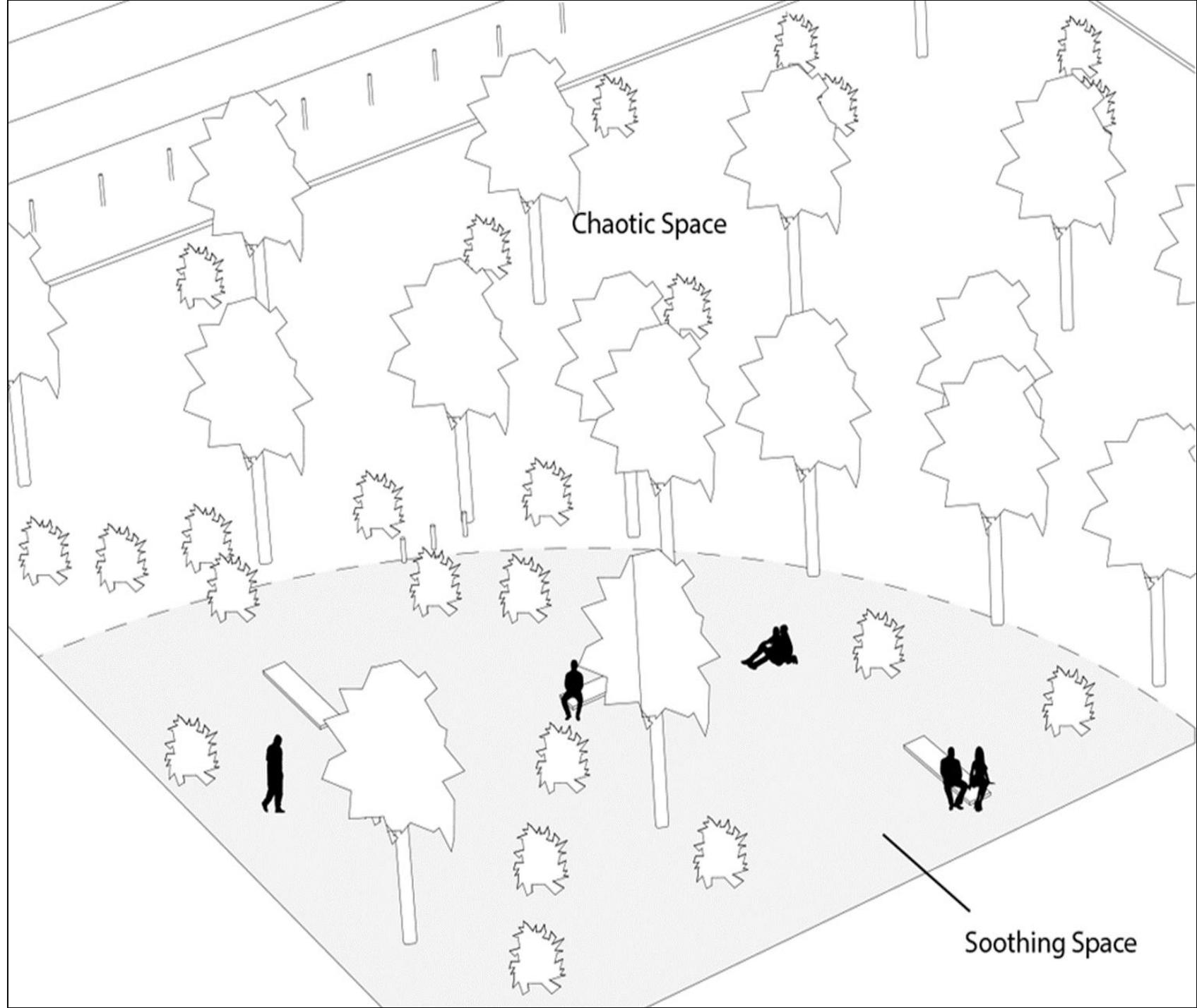


Image: The Ohio State University



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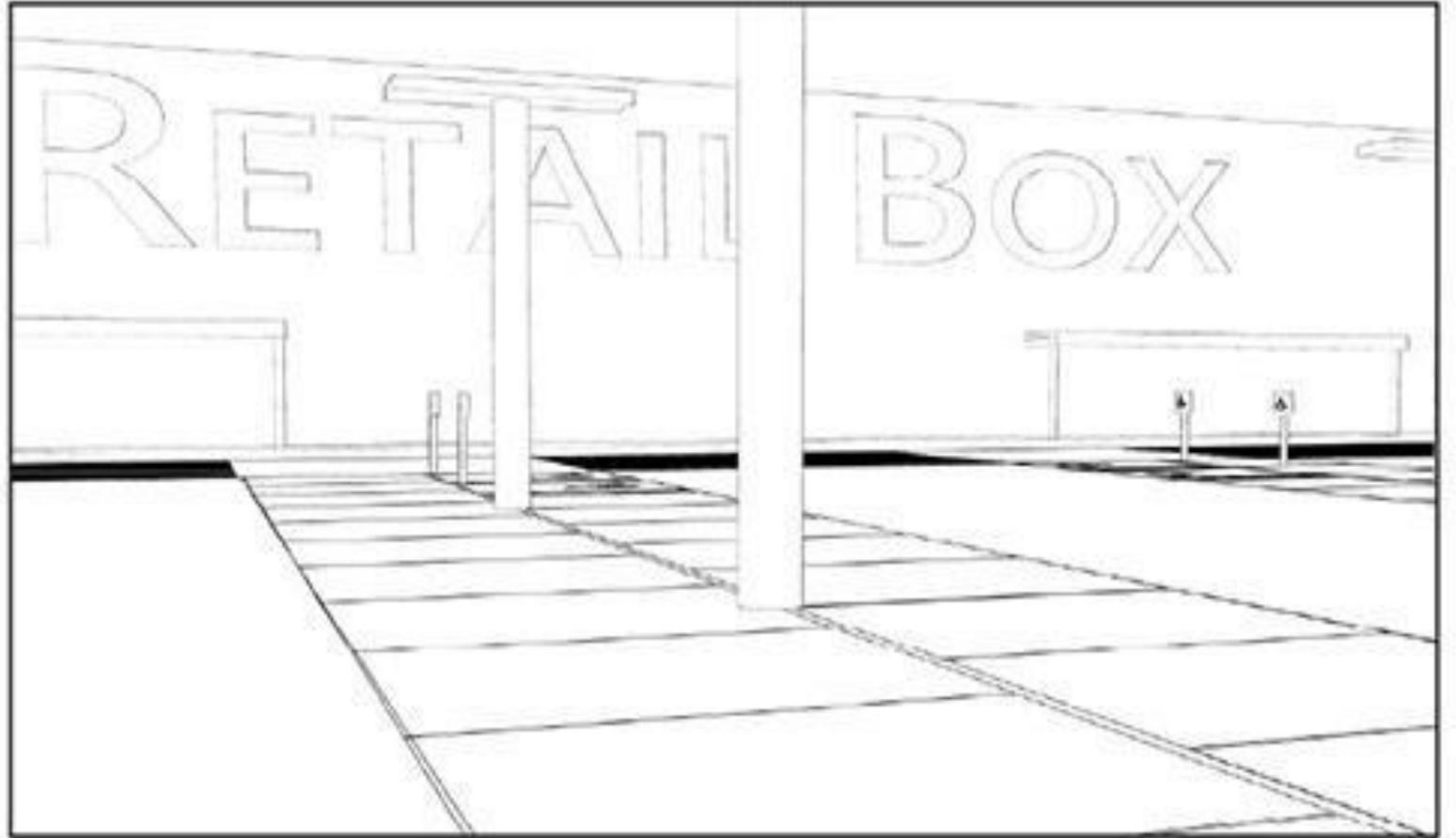




**FEEL
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BEFORE

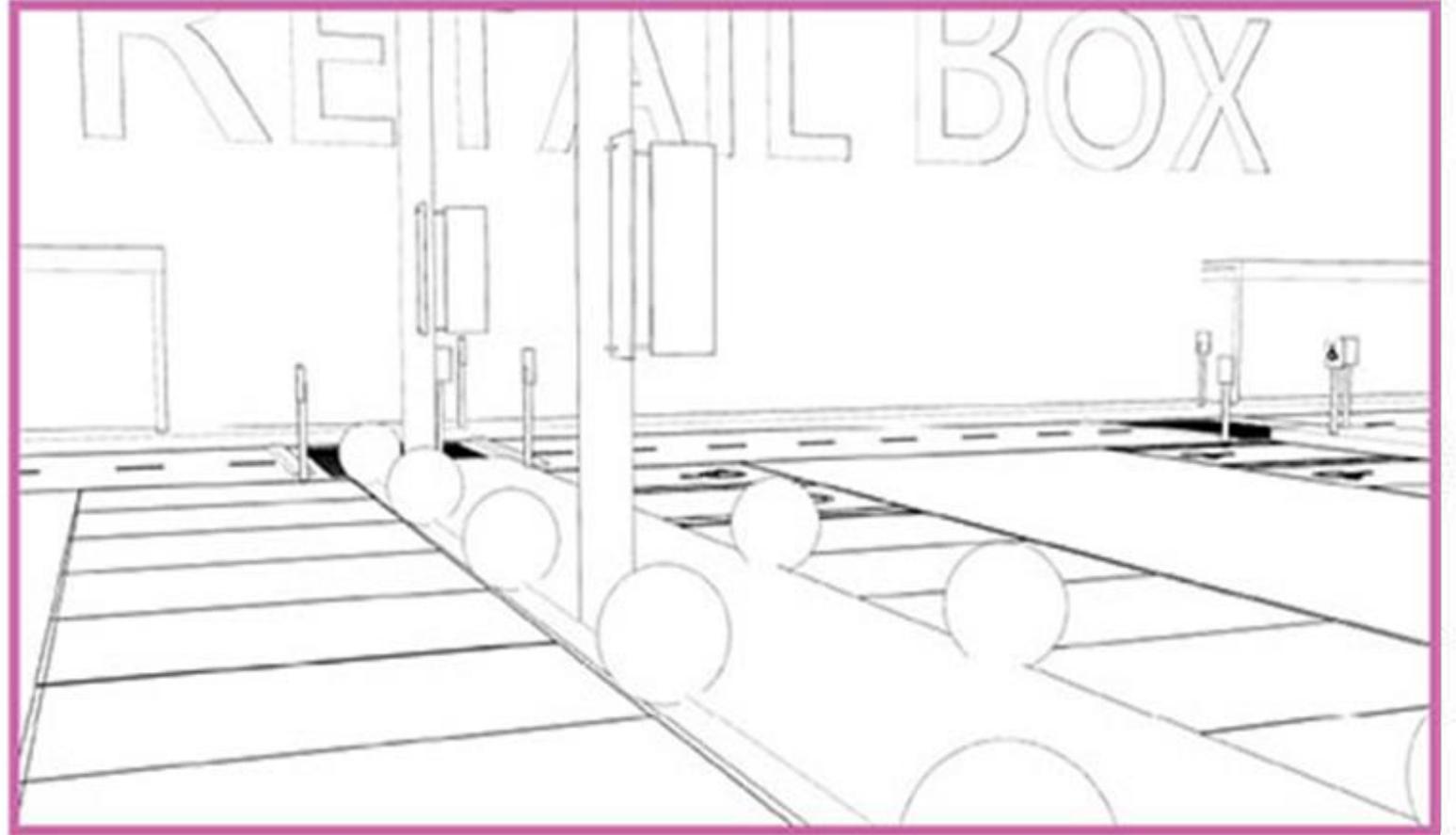




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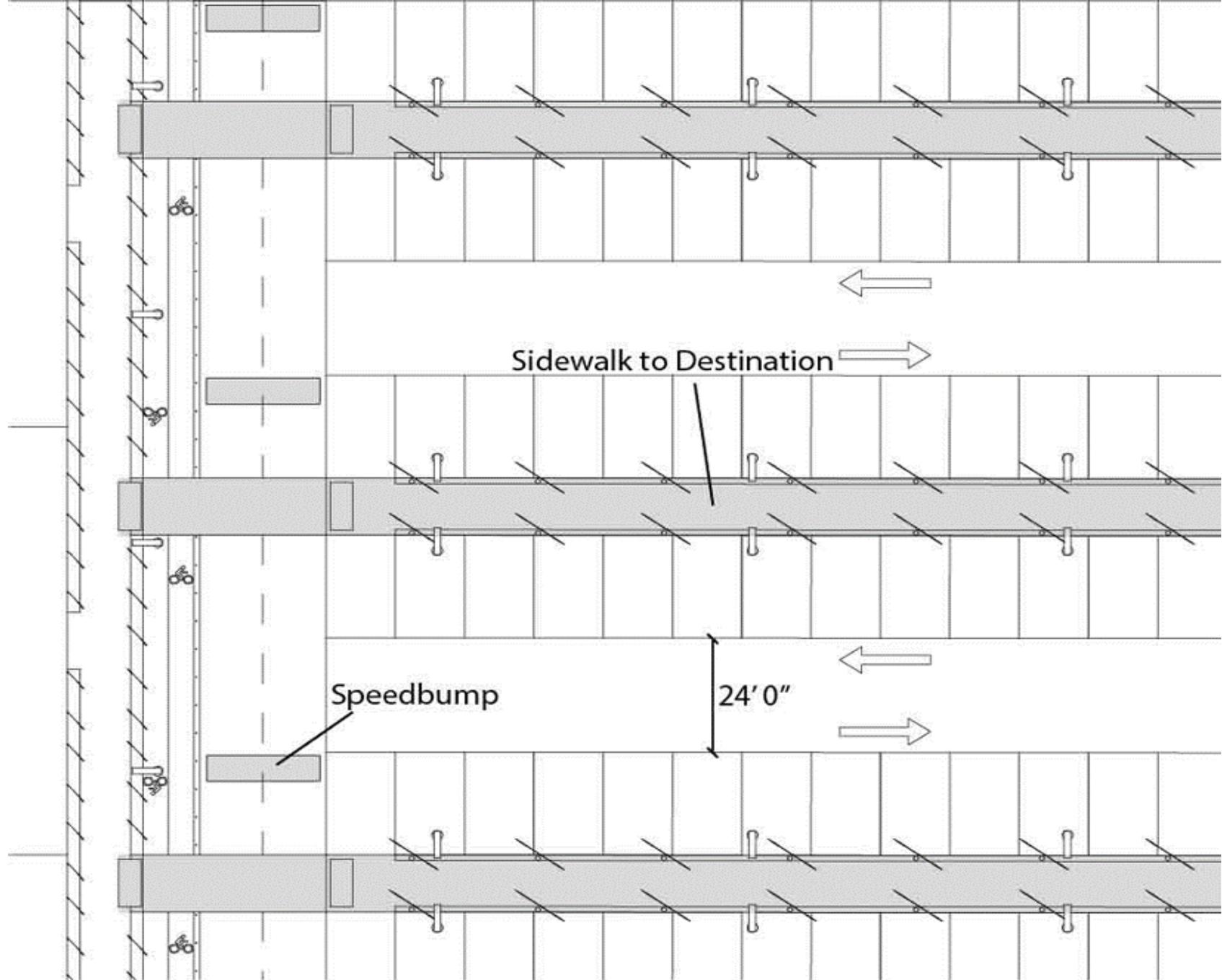
AFTER





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Image: KSA Digital Library



FEEL CALM

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B. STREETS

(feeling safe, feeling clear, feeling free, feeling connected)

FROM THE RESEARCH

Many adults with autism have concerns about accessibility. Urban street design directly impacts their ability to move around. Multi-modal street design on campuses can increase accessibility and safety, especially those who are unable or unwilling to drive. The research shows that narrower travel lanes typically lead to slower traveling speeds which in turn lowers pedestrian anxiety. Suggested design includes separated bike lanes and (soft) glow-in-the-dark green paint which will increase visibility, and landscaped buffers to satisfy the Six Feelings Framework that resulted from the research.

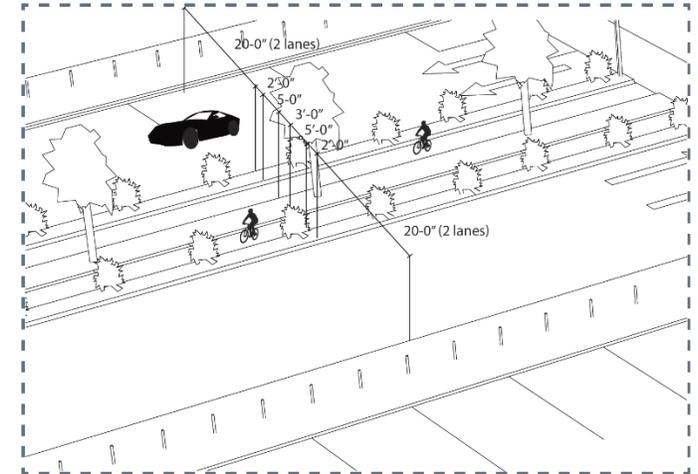
GUIDELINES

Streets shall be multi-modal.

Drive lanes shall be 10'0" wide.

Streets shall include a 5'0" (minimum width) bike lanes traveling in each direction separated by a 2'0"-3'0" wide buffer.

Bike lanes shall be painted green using (soft) glow-in-the-dark paint.



H. LIGHTS

(feeling safe, feeling calm)

FROM THE RESEARCH

Flashing, flickering, and excessively bright lights impact the wellbeing of many adults with autism. The research suggested that purple, blue, or yellow colors are calming for adults with autism. LED or incandescent light bulbs eliminates the flickering or buzzing affect that fluorescent lights possess and provides a more comfortable environment. 1000 lumens are necessary to have full coverage of light throughout the entire outdoor plane.

six feelings framework



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how ↗

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Gala Korniyenko is a PhD student in the city and regional planning at The Ohio State University. She was a Fulbright Scholar at the University of Kansas where she holds a Master of Urban Planning. Gala is also an administrator of the American Planning Association's Planning for Underserved Populations Interest Group and a member of World ENABLED, an educational nonprofit organization that promotes the rights and dignities of persons with disabilities.

(<http://worldenabled.org/tag/gala-korniyenko/>)



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Knowlton School of Architecture, Autism Living

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Terrence Barr, MCRP
Alex Blankenship, BSCR
Kevin Cannon, BSCR
Alex Carlson, BSCR
Linya Cheng, BSCR
Chordel Christian, BSCR
Matt Dean, MCRP
Sara Ford, MCRP
Greg Gaus, MCRP and MS Civil, Environmental and Geodetic Engineering
Jack Hehemann, BSCR
Jimmy Hoppel, MCRP
Grant Hughling, MCRP
Michael Kaufman, MARCH
Aerin Ledbetter, BSCR
David Marlow, BSCR
Brad McKinniss, MCRP
James Metz, BSCR
Sayee Mudholkar, MCRP
Alaina Parrish, BSCR
Amalia Ricksecker, MCRP
Chase Ridge, BSCR
Andrew Romanoff, BSCR
Safa Saleh, BSCR
Alyssa Saltzman, BSCR
Isabel Storey, MCRP
Dalton Walker, BSCR
Maureen Welsh, BSCR
Michael Widman, BSCR
Dalton Wilkins, BSCR
Michelle Williams, MARCH

Kyle Ezell, AICP CUD Professor of Practice, course instructor, principal investigator
Gala Korniyenko MUP, PhD Student

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Autism Living, Columbus, Ohio
Rick Stein, AICP (Research Partner)

Research Advisory Organization
Amigo Family Counseling
Dr. Emilio Amigo, Licensed Psychologist, Founder and Director and Supervising Psychologist, Amigo Family Counseling
Hayden Hinchman, MS: Marriage and Family Therapy, Counseling Staff
Shaun Klingensmith, Counseling Staff

Policy and Design Charrette Participants

Dr. Emilio Amigo, Licensed Psychologist, Founder and Director and Supervising Psychologist, Amigo Family Counseling
Ashique Ashique, MCRP, Peace Corp
Bob Apel, Founder/ Vice Chairman at M+A Architects Inc.
Tyler Ponder, MCRP, Compliance Officer, Ohio Department of Transportation
Carlie Boos, J.D., Program and Policy Manager, Ohio Housing Finance Agency
Roxyanne Burress, MCRP, Sole Proprietor, Cartier Burrus, LLC Community Planning and Development
Kimberly Burton, P.E., AICP CTP, LEED AP ND, Associate Professor of Practice of City and Regional Planning, Knowlton School of Architecture Owner and owner/CEO of Burton Planning Services
Erika Braun, M.F.A., Design Research Consultant, Stratos Innovation Group
Lori Burchett, AICP, Planner II, City of Dublin, Ohio
Karlos Covarrubias ; Instructional Aide, Oakstone Academy
Kyle Ezell, AICP, Professor of Practice, City and Regional Planning, Knowlton School of Architecture
Abby Fogle: Intervention Specialist & Transition Coordinator, Oakstone Academy
Brent Foley, AIA, NCARB, Principal, Triad Architects
Dr. Bernadette Hanlon, Associate Professor of City and Regional Planning, Knowlton School of Architecture
Phil Hanson, MPH/MCRP, Walking Programs Manager, City of Columbus Public Health
Jessyca Hayes, Program Coordinator, Specialized Transportation Program, Ohio Department of Transportation
Olivia Hook, Statewide Mobility Coordinator, Ohio Department of Transportation
Erin J. Hoppe, MA, Executive Director, VSA Ohio
Zane Jones, MBA, Veterans Affairs and ADA Coordinator, City of Columbus ADA
Rob Kaufman, Clinical Research Coordinator, Lazar Lab, Harvard University
Dale Kiss, Program Manager, College of Public Health Program Manager, The Ohio State University
Dr. Rachel Kleit, Professor and Head, City and Regional Planning Program, Knowlton School of Architecture
Gala Korniyenko, MUP, University of Kansas Fulbright Scholar, Ohio State PhD Student, Teacher's Assistant, City and Regional Planning
Nolan Leber, Architecture Graduate Student, Knowlton School of Architecture
Dan Mayer, AIA, Associate, Triad Architects
Briana Miller, President and CEO, The Perfect Self
Aimee Moore, Senior Instructor, Knowlton School of Architecture
Dr. Hazel Morrow-Jones, Professor Emerita, City and Regional Planning, Knowlton School of Architecture
Dr. Amber McNair, Associate Professor of City and Regional Planning, Knowlton School of Architecture
Dr. Kevin Passino, Professor of Electrical and Computer Engineering and Director, College of Engineering/Humanitarian Engineering Center
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Dr. Paula Ravidoux, Associate Director, Nisonger Center: A University Center for Excellence in Developmental Disabilities
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Rick Stein, AICP, Owner, CEO, and Principal, Urban Design Group and Autism Living Board Member
Scott T. Ulrich, AICP, CNU-A Healthy Places Program Director and City Bicycle Coordinator, City of Columbus Public Health

Glennon Sweeney, MCRP, PhD student, City and Regional Planning, Senior Research Associate, Kirwin Institute for the Study of Race and Ethnicity
Adults with autism
Parents of adults with autism

Focus Groups

23 parents of adults with autism, 19 adults with autism (Names of participants were required to be kept confidential per IRB.)

External Advisors

Ken Pearlman, Ohio State University Professor Emeritus of City and Regional Planning, former editor of JAPA
Sandra Tanenbaum, Professor Emerita, Health Services Management and Policy

Class Speakers

Leslie Bross, Doctoral Student, University of Kansas, Department of Special Education
Briana Miller, President and CEO, The Perfect Self
Erin J. Hoppe, MA, Executive Director, VSA Ohio
Dr. Paula Ravidoux, Associate Director, Nisonger Center: A University Center for Excellence in Developmental Disabilities

1. RESEARCH PROTOCOL

I. Objectives

People with autism have particular needs that most professionals (such as city planners who plan and design communities) haven't yet considered, even as autism has become increasingly prevalent in our society. Autism Spectrum Disorder (ASD) affects millions in the United States, including families and friends of people with ASD. Community planners can learn to improve the lives of people with autism by first understanding Autism Spectrum Disorder and why education about ASD is needed to properly serve their needs. This research seeks to broaden required public participation to understand the needs of adults with high-functioning Autism Spectrum Disorder. Our research is specific to city planning and fills a gap between community building and urban design and the rich literature and research found in public health (especially mental health), psychology, and special education.

This research seeks to discover how and what kinds of new planning ideas and tools can create quality living environments for adults with autism.

Beyond existing literature, this research will employ focus groups. Focus group questions for individuals with high-functioning ASD (we will refer to high-functioning ASD as "autism" from this point forward with the understanding that the research is based on meeting the needs of high-functioning adults with autism). We will determine what kind of community they want to live in and how planners can help them thrive in the public realm. The research will also include a design charrette to help discover day-to-day living experiences of adults with autism. Beyond the focus group study, we will examine existing planning tools such as zoning codes, methods such as design guidelines, and civic (and private) infrastructure that might better serve adults with autism.

Our main research question is how adults with autism can inform planners about the issue of inclusive built environments.

APPENDIX

AUTISM PLANNING AND DESIGN GUIDELINES 1.0

Attempt 1.0 August 2017 - June 2018

THE OHIO STATE UNIVERSITY CITY AND REGIONAL PLANNING STUDENTS

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focus group slides

Transportation

Transportation



Car



Taxi - Ride Share



Bus



Multi-Use Path



Bicycles



Sidewalk

Housing

Housing



Condominiums



Single Family- Ranch



Duplex



Single Family- 2 Story



Apartment Complex



Communal Living

Recreation

Recreation



Recreational Fields



Gym



Gardening



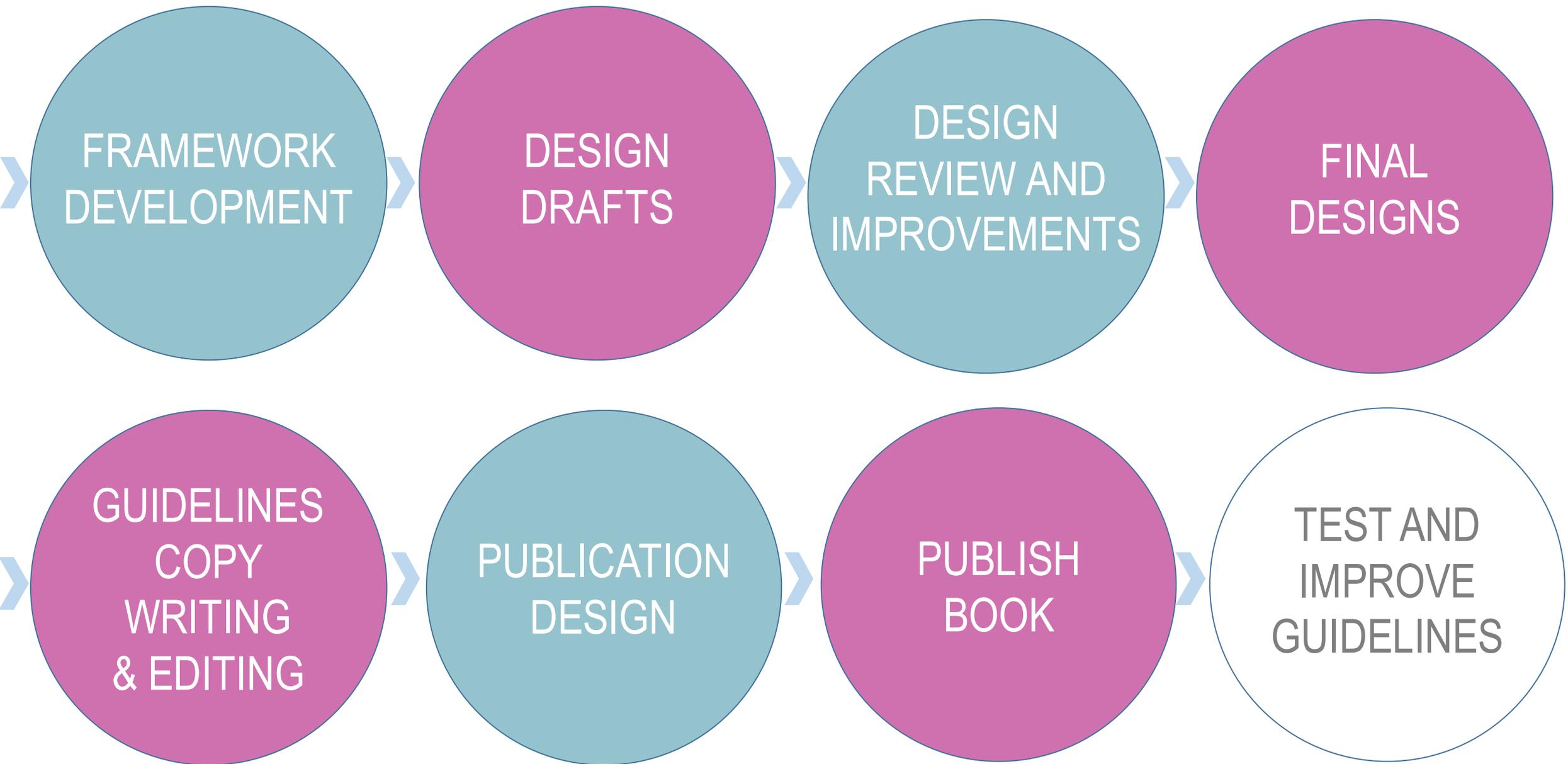
Neighborhood Park



Courts



Hiking - Outdoors



FRAMEWORK
DEVELOPMENT

DESIGN
DRAFTS

DESIGN
REVIEW AND
IMPROVEMENTS

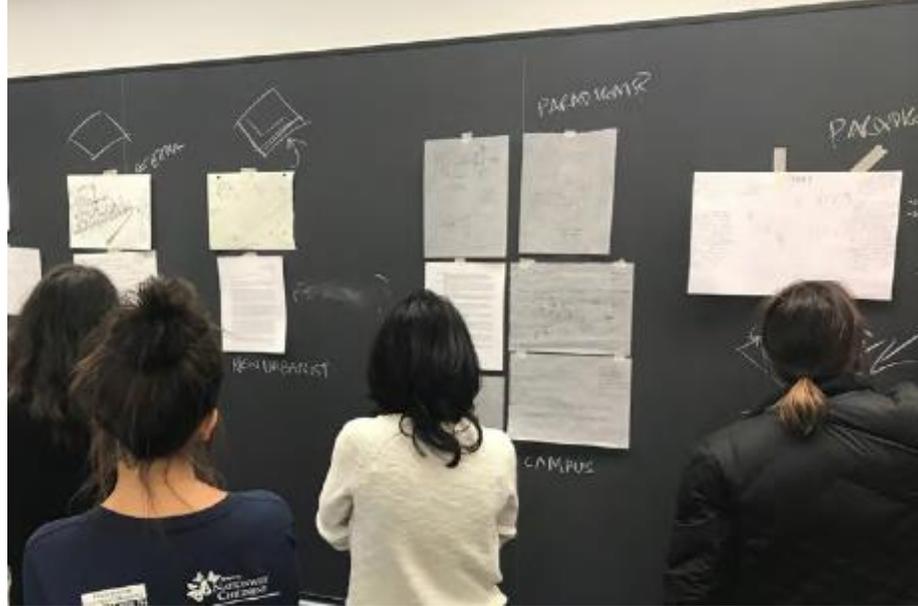
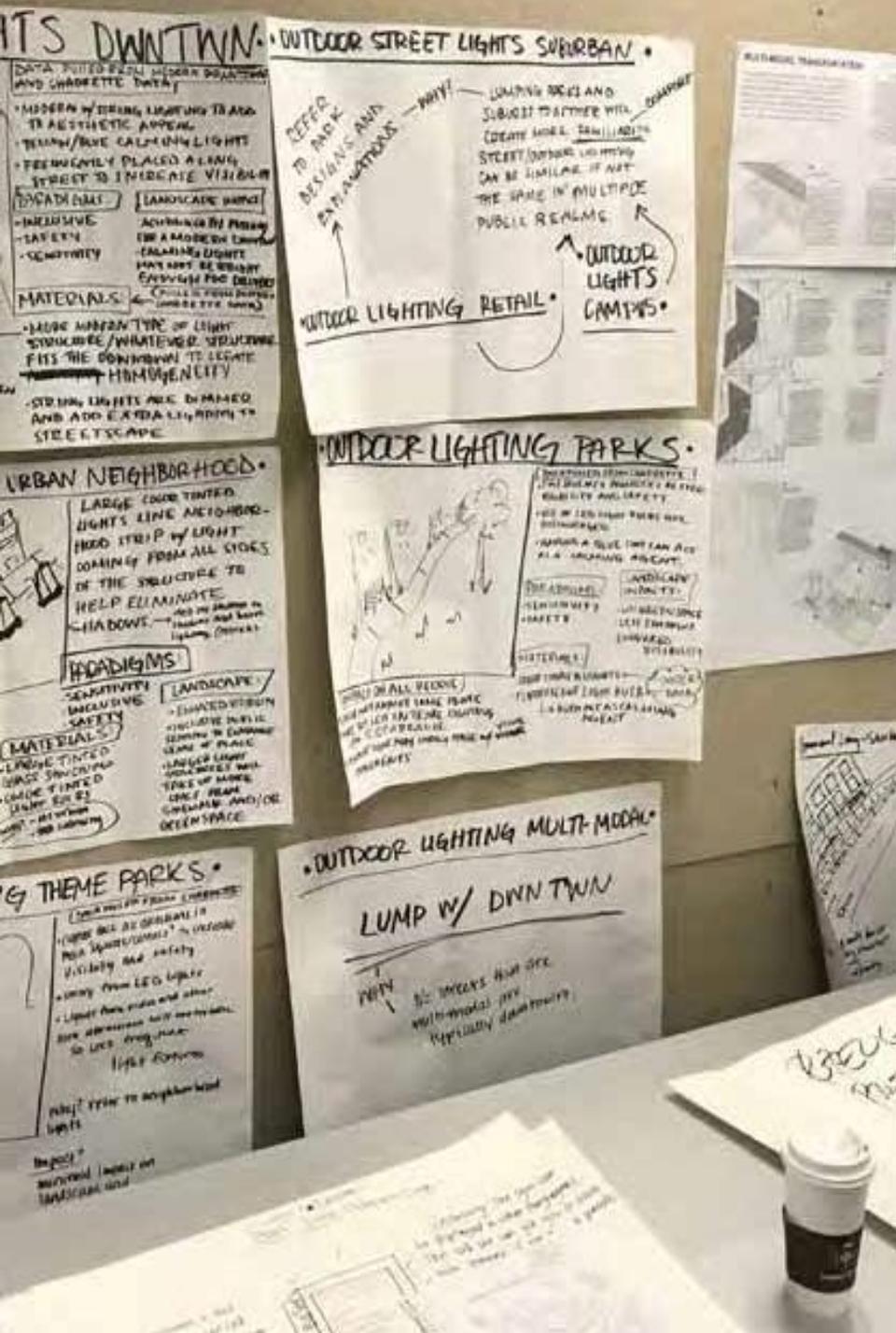
FINAL
DESIGNS

GUIDELINES
COPY
WRITING
& EDITING

PUBLICATION
DESIGN

PUBLISH
BOOK

TEST AND
IMPROVE
GUIDELINES



5. FOCUS GROUP DATA ASSESSMENT

TRANSPORTATION

Driver's Licenses:

- 2 participants have their licenses

Driving Experience:

- "Pretty Scary" due to dealing with repair fees
- Parking on campus is a "big pain"
- One person said they were too nervous to learn at 16 years old

Would you like to drive in the Future?

- 11 people say "yes" they would like to drive in the future

Who drives you?

- Most frequent answer was parents, family, or service providers (providers is not elucidated upon)
- Community apparently falls under "service providers" per what some said in focus group but not sure that's true.
- Falls under service providers?
- Friends included as well
- Two people said Uber.

Obstacles to getting a driver's license:

- Peer pressure to get license
- Spatial issues
- The rules of driving is an obstacle.
- More peer/social pressure (this time from parents, however)
- Driver's instructor prevented a person in the focus group from hitting someone while they were driving
- Road rage

Obstacles to getting a driver's license continued:

- Eye-sight (visual impairment)
- Can likely be recorded as a throwaway comment, but potentially obstacles stem from video games (or other entertainment).
- Crashing of a vehicle (albeit a golf cart not a car)
- Fine motor skills and instructors not good at their job
- Another crash, but an actual car crash
- Turning the car
- Fear in general
- Driving is draining (lack of "endurance").
- The rules of the road and having to envision where one's going
- Lack of a car to practice on as well
- Car noises (any of them)
- Focusing on the lights for the car and what is happening on the car's dashboard
- Another visual impairment
- No incentive to drive. No benefit
- Busy schedule, can't find time to practice



27 charrette project ideas (samples)

Autism-Friendly Streets

25

The research demonstrates a clear need for streets that are safe, walkable and conducive to multigenerational transit. Streets can be redesigned and unimproved for not only those on the spectrum but for all people. This format may be adapted on-street or require assistance in getting around, even when their destination is within walking distance. Streets should be designed in an inclusive manner for people who are unable or unwilling to drive.

Background

The Parents and Family Members of Children with Disabilities and the Autism Society of America expressed the importance of accessible and usable sidewalks for people with disabilities. These sidewalks are important for people with disabilities to get around and are a critical part of their lives. The sidewalks are also important for people with disabilities to get around and are a critical part of their lives. The sidewalks are also important for people with disabilities to get around and are a critical part of their lives.

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Facts from Research and Literature

Adults with low literacy skills... (text continues)

... (text continues)

Help Us Conceive

- Assist in identifying street cross-sections that accommodate multigenerational transportation
- Other better ideas
- Questions and topics

Background

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1. ... (text continues)

Secure Spaces in Parks

26

The Adults generally feel differently than neurotypical peers with outdoor settings in the environment, such as unexpected rain or bright sunlight. The Adults suggest that there is a need for both physical and social support for people with disabilities. Adults on the spectrum sometimes feel marginalized in a standard outdoor and indoor settings. It is important to create spaces that are secure, comfortable and safe for people with disabilities.

Background

Research is important. Parks and open spaces are places where people go to relax and connect. However, parks are not always accessible to people with disabilities. This is a need for people with disabilities to get around and are a critical part of their lives. The sidewalks are also important for people with disabilities to get around and are a critical part of their lives.

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Facts from Research and Literature

... (text continues)

... (text continues)

Help Us Conceive

- A preliminary design for a space/shelter that can accommodate adults with ASD without isolating them from the standard outdoor recreational areas
- Other better ideas
- Issue or problems with this proposal

Background

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1. ... (text continues)

Soothing Spaces in the Public Realm

27

Public social interaction, as well as public infrastructure generally, is a valuable challenge for people with autism. Though this position cannot be easily remedied, it is possible to provide a safe and comfortable environment for those individuals in a public setting. These environments, known as "soothing spaces," are individual public spaces designed to provide those with autism the time and space needed to calm down if they feel stressed or uncomfortable in situations involving social interaction or other sensory input in public settings. Soothing spaces should be publicly accessible, yet allow privacy for whenever someone uses the space at any given moment. These spaces may be located both indoors (single or multiple rooms with provided items on hand) and outdoors, and with enough room for pacing but are more concerned here about the outdoors such as walkways with textures and established signage no signage. The ultimate goal of soothing spaces is to allow people with autism to calm themselves in public areas safely and comfortably, without external providers.

Background

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1. ... (text continues)

ADA for Autism

28

In 1990 The Americans With Disabilities Act (ADA) became law to ensure that people with disabilities have the same opportunities and rights and nondiscriminated people. While physical disabilities are relatively covered, surprisingly, there is currently no accommodation in housing or ADA policy to benefit adults with autism or those with a particular set of needs in the built environment that can be effectively addressed with a policy change.

Background

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1. ... (text continues)

Facts from Research and Literature

... (text continues)

... (text continues)

Help Us Conceive

- The visual appearance of the space for both indoor and outdoor environments
- Why to ensure people with ASD have primary use of the space
- Potential triggers
- Any foreseeable or changing to the idea
- Any additional or changes that can be made to this proposal

Background

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1. ... (text continues)

Facts from Research and Literature

... (text continues)

... (text continues)

Help Us Conceive

- State and/or federal building codes to fit the needs of those on the ASD spectrum

Background

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1. ... (text continues)

Autism-Friendly Bike Racks

19

Some of the Adults would use a bicycle for transport if given the opportunity. Bicycling provides both entry to an individual with autism than driving a car on their own or even learning how to drive their own car's pedal. However, there are often safety concerns for bicycling. Lack of bike lanes or paths not sharing the road appropriately can cause frustration and stress. If approaching a destination without an area to adequately park and secure a bicycle will reduce the stress levels are elevated. By placing bike racks in suitable and near known areas, the Adults would have a new avenue of independence with riding a bicycle to a local park or convenience store.

Background

The Parents and Family Members of Children with Disabilities and the Autism Society of America expressed the importance of accessible and usable sidewalks for people with disabilities. These sidewalks are important for people with disabilities to get around and are a critical part of their lives. The sidewalks are also important for people with disabilities to get around and are a critical part of their lives.

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1. ... (text continues)

Shared Living with Retirees

20

Adults with ASD can struggle when they reach what is often referred to as "the cliff." The "cliff" represents what happens to an adult with ASD when they reach the age of 18 and stop receiving critical services. Often, many adults struggle to live on their own and would prefer either a roommate or someone to assist them with services. By providing a housing option which allows adults with ASD to live with retirees, this could not only provide adults with safe and secure (senior) housing, but it also could give retirees purpose and a worthwhile way to assist adults with ASD.

Background

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1. ... (text continues)

Facts from Research and Literature

... (text continues)

... (text continues)

Help Us Conceive

- Bike racks that are autism friendly
- Technological innovations could be included with or within the bike racks
- Methods to make the bike racks properly utilized
- Multidirectionally-placed bike racks instead of straight lines in the built environment
- Any foreseeable drawbacks to this idea
- Any new ideas that may be better than this proposal

Background

The Parents and Family Members of Children with Disabilities and the Autism Society of America expressed the importance of accessible and usable sidewalks for people with disabilities. These sidewalks are important for people with disabilities to get around and are a critical part of their lives. The sidewalks are also important for people with disabilities to get around and are a critical part of their lives.

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1. ... (text continues)

Facts from Research and Literature

... (text continues)

... (text continues)

Help Us Conceive

- If the idea of housing for retirees/adults with autism is feasible
- Challenges associated with this idea
- The market for this type of housing
- Which ways retirees could provide help and services to adults with autism/retirees or roommate
- Crosswalk/crawlsacks to this idea
- Other ideas that might work better than this proposal

Background

The Parents and Family Members of Children with Disabilities and the Autism Society of America expressed the importance of accessible and usable sidewalks for people with disabilities. These sidewalks are important for people with disabilities to get around and are a critical part of their lives. The sidewalks are also important for people with disabilities to get around and are a critical part of their lives.

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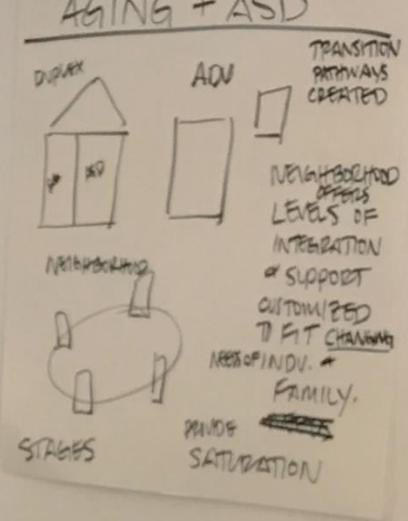
1. ... (text continues)



Image: Philip Arnold



Image: Philip Arnold



CONCRETE INSTRUCTIONS

1. Read the introductory material for a month or more, at least get to know you yourself, understand your goals.
2. Find 3-5 partners (volunteers, mentors, etc.) who can help you.
3. Pick a project to work on together.
4. Read the instructions and work together to get a good understanding of the project, research, or policy problem.
5. Find a place to host them. Have fun! Be creative! Have fun!
6. Invite your team (friends, classmates, etc.) to come to your event!
7. Bring your material with you to a meeting. Then have your own or their meeting!
8. Have your meeting! Be sure to have a good agenda if possible.
9. Repeat.
10. Repeat again and again for as long as you wish or when you are all satisfied!

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THE OHIO STATE UNIVERSITY

Extra

↓

Image: Philip Arnold



Image: Philip Arnold



Image: Philip Arnold

CAN WRITE
GREAT IDEAS
HERE!



Image: Philip Arnold

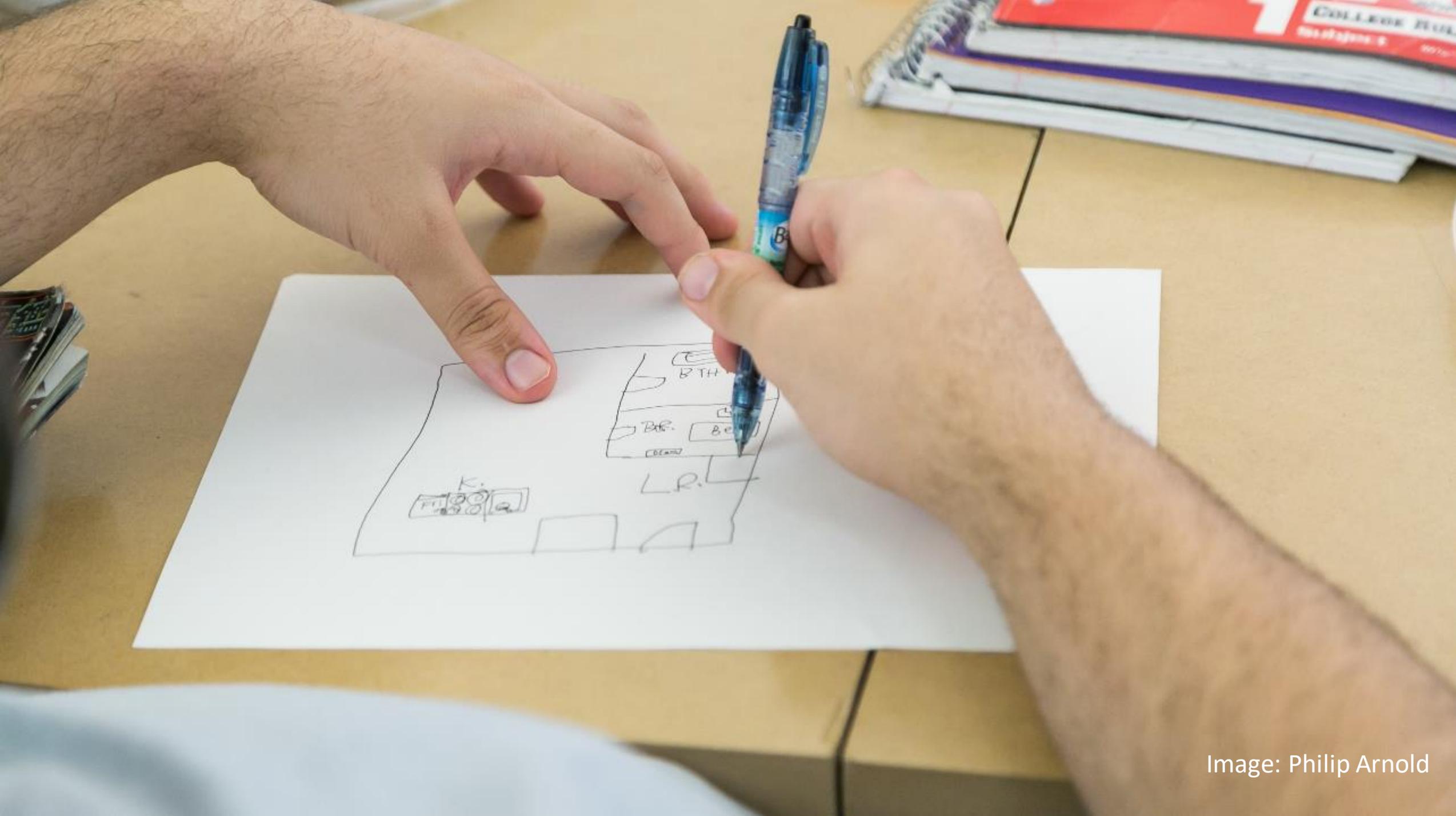


Image: Philip Arnold

Shared Living Pet friendly, plant
 Apt bulo Apartments
 aged - storage space
 - open concept living/dining/kitchen
 - dishwasher (appliance)

WIRING 10-11

Internet

Why important
 - social community
 games

Public wifi
 - probably would want

Wanted all the apartment
 (apartments)
 Rollin, in. 11/1/15

Shared internet	15	vs	15
personal internet	20		10

- soundproof walls
- safe lights
- pet friendly
 - dog park
- kitchen system to
 fit you in (finger print)

Accessibility to needed things
 - laundry
 - dumper truck



Image: Philip Arnold



CONDUCTIVE MATERIALS

- 1. Conductive materials are used to create a path for electricity.
- 2. They are used to connect different parts of a circuit.
- 3. They are used to create a path for electricity to flow through.
- 4. They are used to create a path for electricity to flow through.
- 5. They are used to create a path for electricity to flow through.
- 6. They are used to create a path for electricity to flow through.
- 7. They are used to create a path for electricity to flow through.
- 8. They are used to create a path for electricity to flow through.
- 9. They are used to create a path for electricity to flow through.
- 10. They are used to create a path for electricity to flow through.

Thank you for your participation!



PROJECT
OVERVIEW 250-
500
ABOUT
THE DESIGN WORDS

DIMENTIONS
← → ↑ ↓
CROSS
SECTIONS

PARADIGMS

CHARRETTE/NOV
IDEAS
POSTER INFO
PARADIGMS

DOWNTOWN
URBAN
SUBURBAN

MATERIALS
← WHY?
← CUTSHEETS
IF APPLICABLE

PARADIGMS

CAMPUS
PARKS
ULTI MODAL
AREA

IMPACTS ON
← LANDSCAPE - SETBACKS
PARKS
ETC
← PEOPLE - CONFLICT -
RESOLUTION -
COMMUNITY

PARK

Image: Philip Arnold



where when ↗



City of Dublin

OHIO, USA





THE CITY OF
COLUMBUS
ANDREW J. GINTHER, MAYOR

COLUMBUS PUBLIC HEALTH

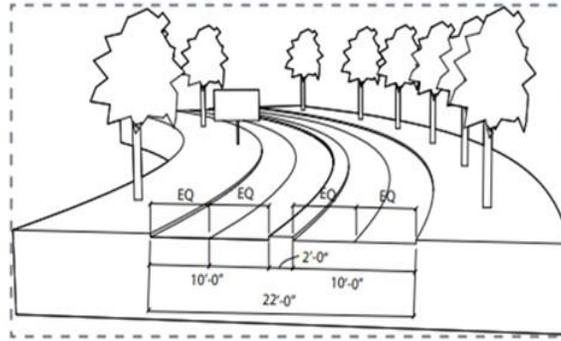
next 

GUIDELINES TRIAL -- AUTUMN 2018

August 2018 - December 2018

THE OHIO STATE UNIVERSITY CITY AND REGIONAL PLANNING STUDENTS

(Research design:)



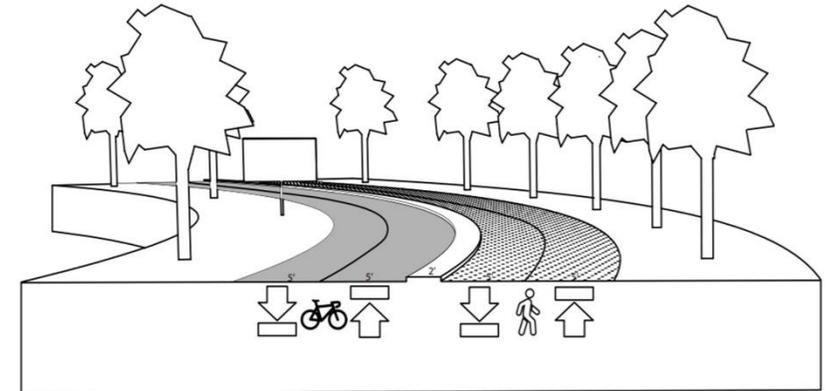
(Testing of design:)



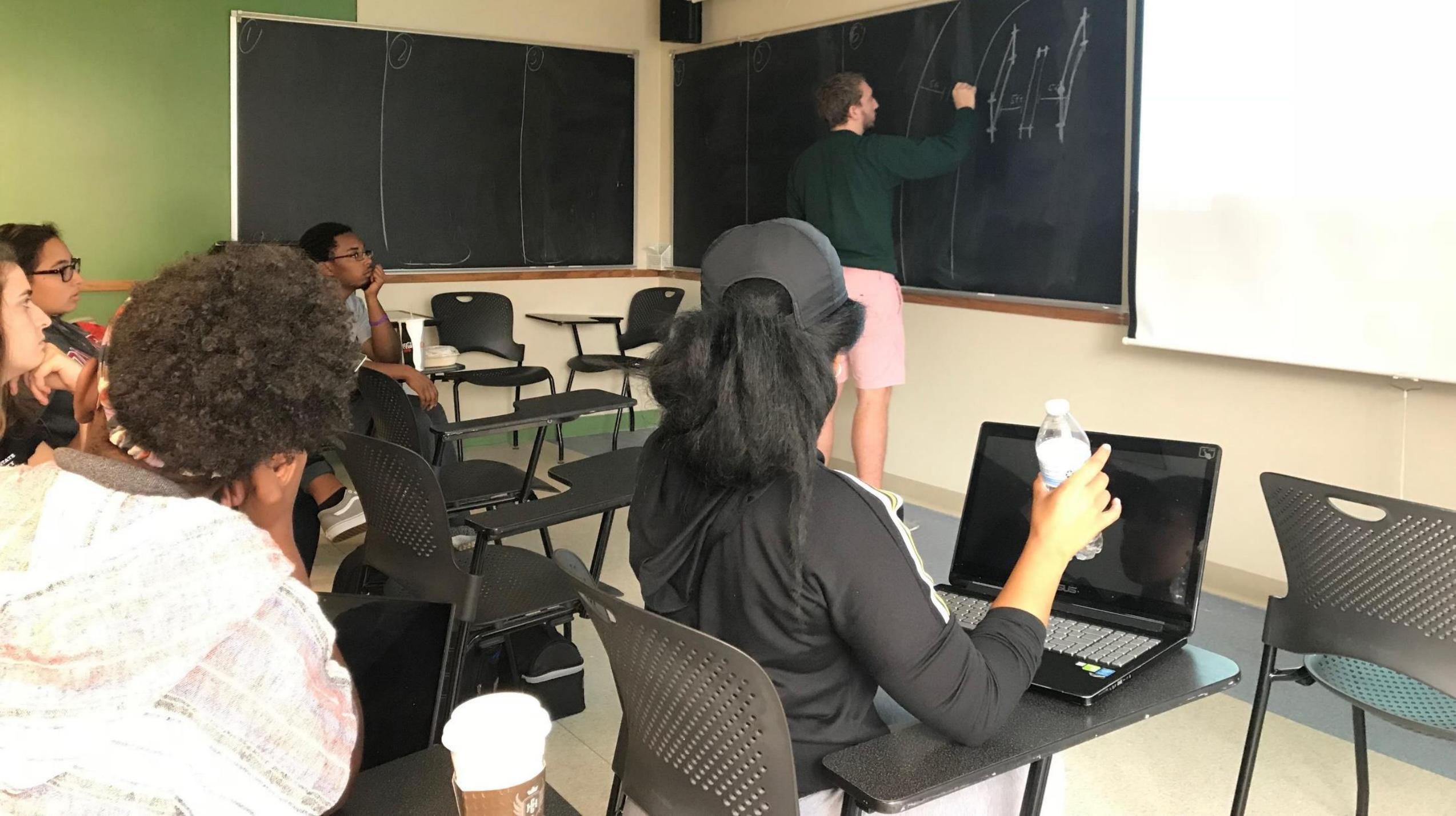
MULTI-USE TRAILS

DESIGN

Researchers built a simplified version of the Multi-Use Trail mentioned in the guidelines. Under the Knowlton Hall overhang, a to-scale mock-up of this trail was constructed using magenta duct tape. The tape was used to denote the separate lanes, while white chalk was used to draw arrows and other wayfinding.



(Revised "tested" design^)



Testing design on the OSU campus with adults with autism



WHEN EVERY DAY IS A SENSORY OVERLOAD

Planning Practice

Learning to plan with people with autism, not for them.

By KYLE EZELL, AICP CUD; RICK STEIN, AICP; and GALA KORNIYENKO

LIGHT AND NOISE:
Sensitivity to light and noise (like a buzzing street light) affects many people with autism.

SAFETY:
Cyclists with autism may have low tolerance for contact with automobiles and pedestrians.

PUBLIC TRANSIT:
Riding the bus can be difficult. If it doesn't arrive on time or if two buses arrive simultaneously, it can cause anxiety and confusion that affect decision making immediately thereafter.

STREET CROSSINGS:
Everyday wayfinding can be challenging, especially when streets are not oriented north-south and east-west. Not knowing where one is expected to walk diminishes feelings of clarity and can trigger the (secondary) condition of anxiety or panic.

CROWDED SPACES:
Adults with autism often have difficulty navigating through overwhelming or crowded spaces such as city sidewalks and streets.

A seemingly standard street scene on High Street in Columbus, Ohio, creates challenges for people with autism.

PHOTO BY SHUTTERSTOCK/STOCK PHOTO



July/August 2018

American Planning Association

Making Great Communities Happen

PAS MEMO

Autism Planning and Design Guidelines 1.0

By Kyle Ezell, AICP CUD; Gala Korniyenko; and Rick Stein, AICP

Envisioning the Future of Human-Technology Partnerships Conference
Autism, Innovation & the Workforce: Envisioning the Future of Human-Technology Partnerships
November 29, 2018

Vanderbilt University - Nashville, Tennessee

Supported in part by the National Science Foundation's Human-Technology Frontiers program



Transportation Research Board Workshop
Universal Design at Airports
Today's Problems and Viable Solutions for Passengers with Disabilities
Washington, DC
January, 2019

Typical Barriers: Airline Ops



- Gate Changes
- Long Walks
- Sensory Overload

PANELISTS



Peter Slatin
Slatin Group



Wesley Major
Purdue University



Gala Korniyenko
The Ohio State University

The Association of Collegiate Schools of Planning Conference in Buffalo, NY



AUTISM PLANNING AND DESIGN GUIDELINES 1.0

Attempt 1.0 August 2017 - June 2018

THE OHIO STATE UNIVERSITY CITY AND REGIONAL PLANNING STUDENTS

<https://www.planning.org/media/document/9153053/>

Look for us at the San Francisco National Conference

Autism Planning and Design Guidelines 1.0



[National Planning Conference](#) > [Program](#) > Autism Planning and Design Guidelines 1.0

Saturday, April 13, 2019 from 10:45 a.m. - noon PDT

CM | 1.25

Activity Type: [Educational Sessions](#)

Activity ID: NPC198009

Looking for sessions relating to inclusiveness and social justice? You've found one! This session has been identified and peer-reviewed as significantly pertaining to inclusiveness and social justice. [View all inclusiveness/social justice-related activities.](#)

Session Speakers



[Kyle Ezell, AICP CUD](#)
The Ohio State University
Columbus, OH



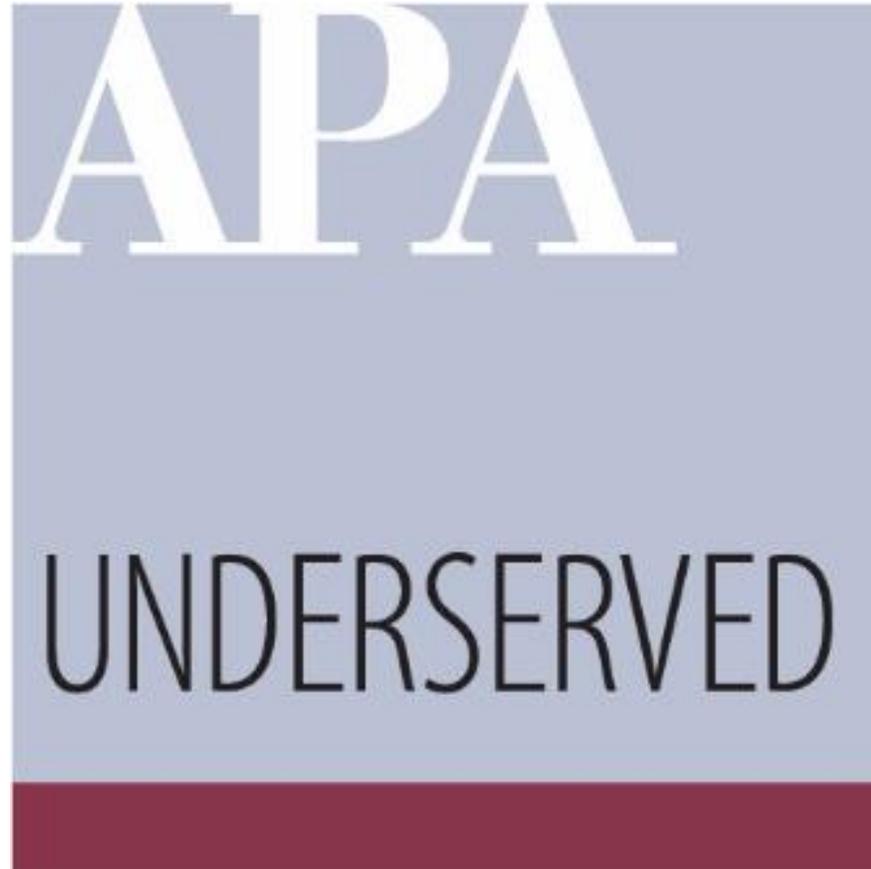
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planning.org/divisions/groups/underserved/