

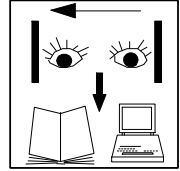


Publication: November 2006

Price: £4.00

Designing Living and Learning Environments for Children with Autism

With a preface by Dame Stephanie Shirley



Sunfield Research
Institute

The importance of physical and sensory aspects of the environment when designing learning and living spaces for children and adults with Autistic Spectrum Disorders (ASD) is important. People with ASD can have spatial awareness and sensory issues relating to visual, auditory, tactile, vestibular, proprioceptive, gustatory and olfactory domains. These difficulties not only impact upon learning, but upon everyday functioning.

In order to address some of these difficulties, there has been much interest in creating environments which take account of the problems that children with ASD experience. This pack contains five articles, including two by the architect involved, which describe how new residential accommodation was designed specifically for children with ASD at Sunfield School, and the effects that the new environment had on the children and staff who lived at work there.

The articles are:

1. 'Breaking the mould', *Communication*, 37 (3), 40. Christopher Beaver (2006)
2. 'Designing environments for children and adults with ASD'. Paper presented to the International Conference on Autism, Cape Town (22.08.06)
3. Evaluation of features specific to an ASD designed living accommodation' (Internal report), 11 pp. Teresa Whitehurst (2006)
4. 'The impact of building design on children with autistic spectrum disorders', *Good Autism Practice*, 7 (1), 31–38. Teresa Whitehurst (2006)
5. 'Contact through colour', *Special Children*, June/July, 30–33. Di Pauli (2006)

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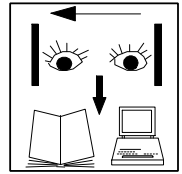


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