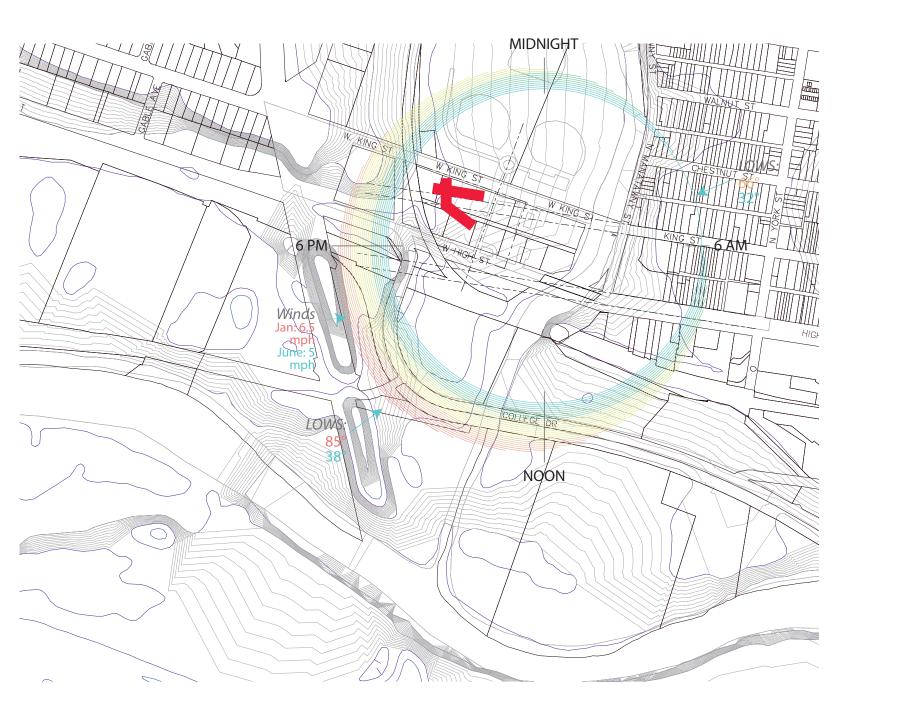


POTTSTOWN-A ROBUST. INDUSTRIAL TOWN FAMED FOR ITS STEEL MANUFACTURING OF THE PAST-NEEDS A DISCOVERY CENTER THAT STRESSES INTERACTIVITY WITH THE ARCHITECTURE ITSELF AND EDUCATIONAL STIMULATION FOR ITS YOUNGER POPULATIONS. WITH AN EMPHASIS ON CATERING TO CHILDREN WITH ADS. IT IS OUR DUTY AS DESIGNERS TO CREATE SPATIAL ZONES, ARCHITECTURAL INSTALLATIONS, AND EDUCATIONALLY-BENEFICIAL EXHIBITS THAT IMPLORES THESE CHILDREN WITH SENSORY DEFICIENCIES TO TOUCH. SEE. AND HEAR THE BUILDING AROUND THEM. WE MUST RESPOND TO AN AUDIENCE WITH A WIDE RANGE OF SOCIAL COMFORTABILITY BY REDUCING THE PHYSICAL SEPARATION BETWEEN PUBLIC EXHIBITION SPACES AND PRIVATE NOOKS FOR SOCIAL REPRIEVE WHILE KEEPING THE CLARITY OF THE TWO SPACES WELL DEFINED WHILE NOT SACRIFICING EFFECTIVENESS.

CAREFUL ATTENTION TO THE SENSORY IMPLICATIONS OF DESIGN CHOICES WITHIN A SPACE–WHICH COLORS OR IMAGERY ARE BENEFICIAL TO UNDERSTANDING. EXPLORING. AND SOCIALIZING AND WHICH HAVE ADVERSE EFFECTS; WHICH LEVELS OF MATERIAL TACTILITY WILL BECKON CHILDREN TO TOUCH, EXPLORE, AND HOPEFULLY, BEGIN TO UNDERSTAND SAID OBJECTS; OR WHAT ARRANGEMENT OF SPACES WILL PIQUE THE AUTISTIC CHILDREN'S INTEREST AND BE EASILY NAVIGABLE TO A AUDIENCE THAT PREFERS SENSIBLE LAYOUTS AND THE ABILITY TO TAKE BREAKS TO SOCIALLY RECHARGE AT A MOMENT'S NOTICE-IS KEY TO CREATING A DISCOVERY CENTER THAT ENCOURAGES THESE CHILDREN TO OVERCOME OBSTACLES TO LEARN AND SOCIALIZE.

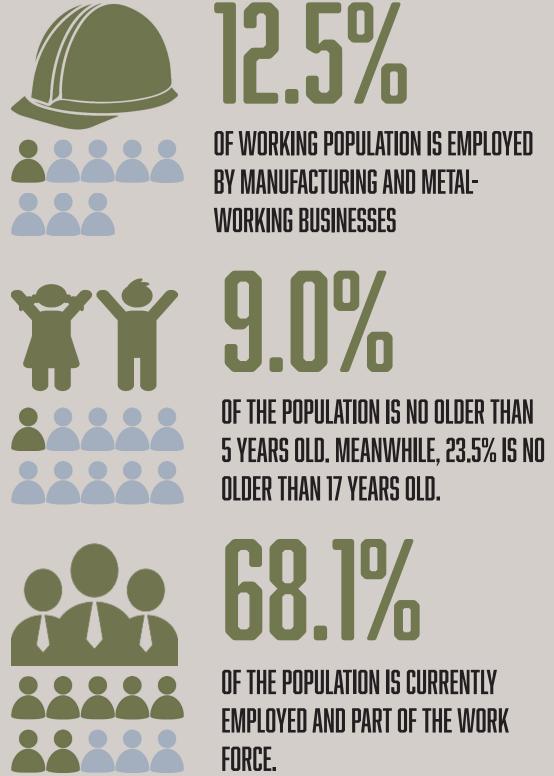
EXHIBITS AND BASIC-SCIENCE APPARATUSES ASIDE. THE BUILDING ITSELF SHOULD ENCOURAGE CHILDREN OF ALL AGES AND CAPABILITIES TO DESIRE EDUCATION AND UNDERSTANDING WHETHER IT BE INSTALLATIONS THAT RESPOND TO AND ENCOURAGE HUMAN TOUCH OR SEQUENCES OF COLORS, IMAGES, OR VIDEOS THAT CATCH ONE'S FULL ATTENTION, THE DISCOVERY CENTER SHOULD BE COMPLETE EQUIPMENT THAT CHILDREN WANT TO EXPLORE AND UNDERSTAND. POTTSTOWN WOULD GREATLY BENEFIT FROM YOUNG GENERATIONS **ENJOYING SCIENCE AND LEARNING.**



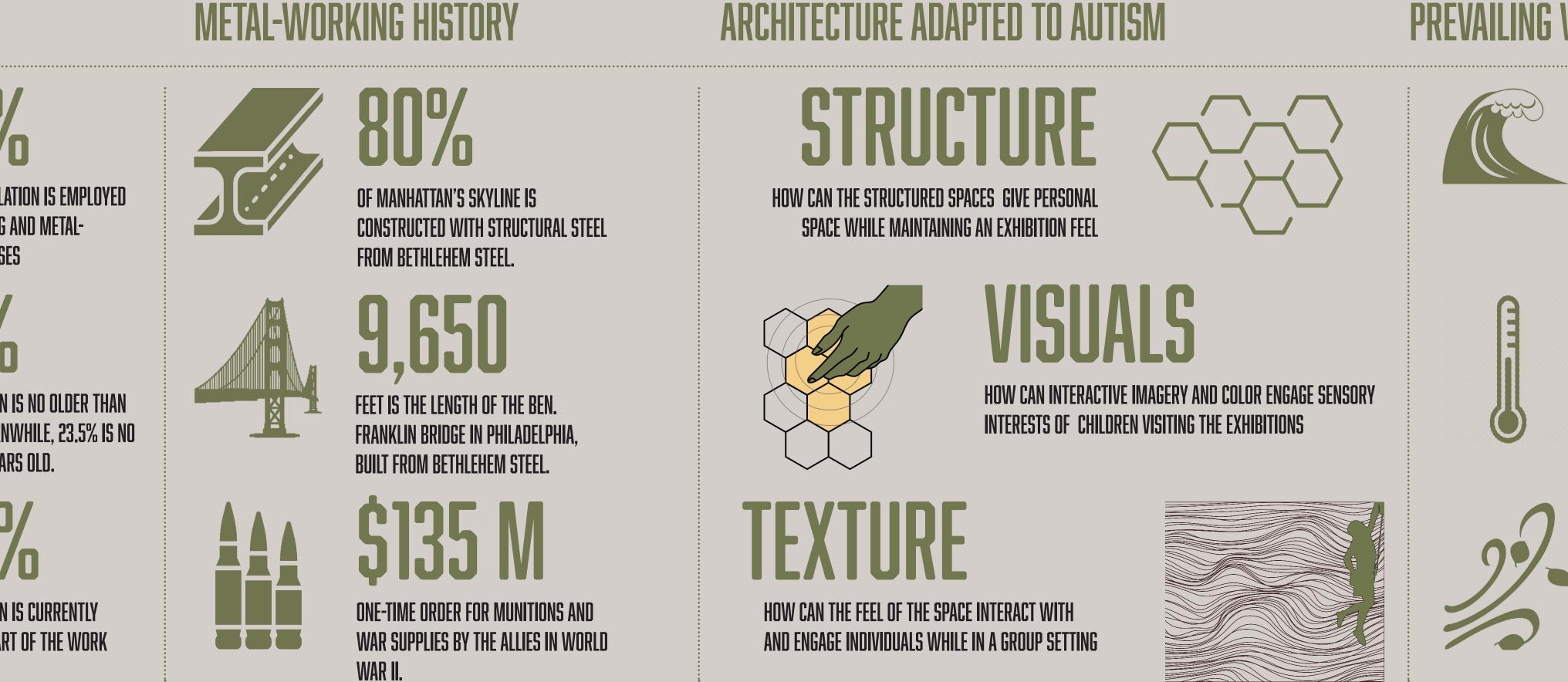


CONNECTIONS

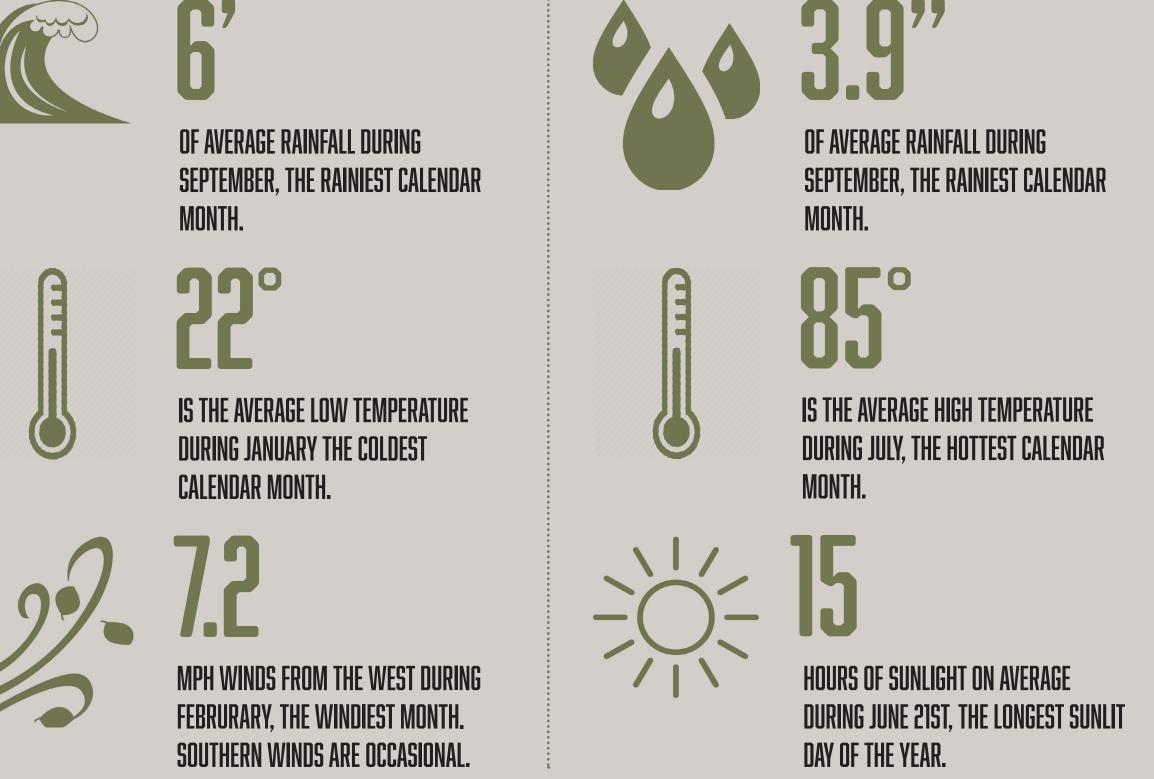




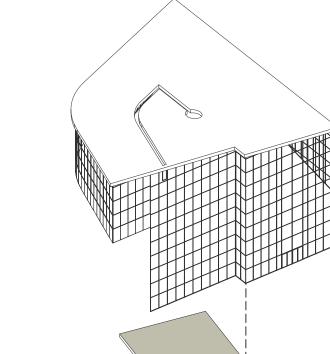
ATRIUM



PREVAILING WEATHER CONDITIONS



PROGRAM STRATEGIES- CONNECTIONS



AUTISM DESIGN CONSIDERATIONS



RESPONSIVE FACADES WITH A FACADE FACING THE STREET. THIS SEMI-**OPEN WALL GIVES VISUAL ACCESS TO THE EXTERIOR** WHILE DETERRING UNPREDICTABLE CHILDREN FROM RUNNING OUT DIRECTLY INTO THE STREET. THIS SKIN BREATHES MUCH LIKE FISH GILLS, OPENING AND CLOSING IN RESPONSE WITH WEATHER CONDITIONS.

THEMATIC PAVILION EXPO 2012, KOREA

PRECEDENTS



Ring Celestial Bliss, _ _ _ _ _ _ _ _ _ _ _ _ _ An outdoor media space allows for exhibits, presentations, movies, or activities to break from the interior confines during the



Deep Sea Installation, Takahiro Matsuo

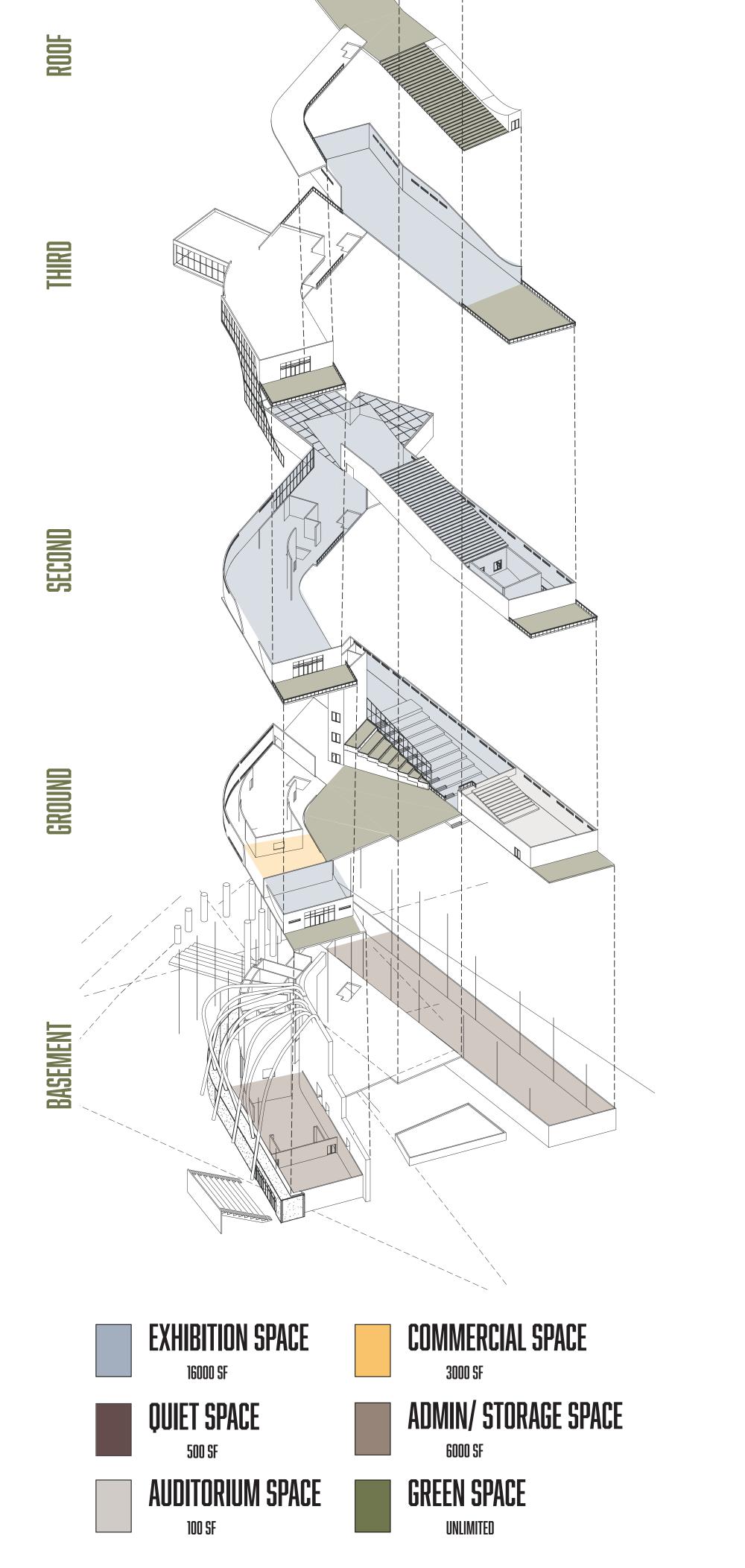
_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ These interactive walls which respond to the touch and motion of onlookers double as a quiet space and sensory room to increase the experience of the autistic population.

Taishan College, Tianjin, China

A quiet, studious, and relaxing lounge space doubling as building circulation is perfect for children and parents



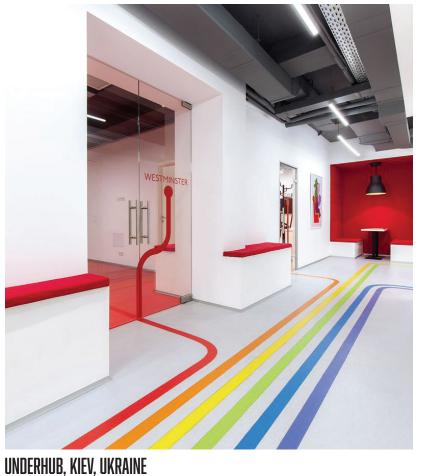
looking to socially recharge



STUDIES SHOW THAT CERTAIN COLORS. NAMELY BLUE AND GREEN, AND IMAGERY CAN BE CONDUCIVE TO GREATER CREATIVITY AND FOCUS IN AUTISTIC CHILDREN. SPECIFIC IMAGES AND COLORS CAN BE SUPERIMPOSED BEHIND THE GRILL-LIKE EXTERIOR TO **GENERATE A BETTER LEARNING ENVIRONMENT.**



GALLERIA CENTERCITY. KOREA



VISUAL CUES AND ORDER STUDIES SHOW THAT AUTISTIC CHIDLREN RESPOND **BEST TO SIMPLISTIC CIRCULATION AND ORDERLY** LAYOUTS. COUPLED WITH CAREFUL COLOR DESIGN, THESE VISUAL GUIDES WILL MAKE TRAVERSING THROUGH SPACES MORE INTRIGUING AND EASIER TO FOLLOW.



_ _ _ _ _ _ _ _ _ _ _ _ _ Seemless images cast up onto the surfaces of walls and floor creates a room where the structure itself can be the media. Exhibits and videos can be shown on all surfaces.



Al-Gharafa Stadium,

Doha, Qatar _ _ _ _ _ _ _ _ _ _ _ Ribbons around the envelope of the stadium filter the winds hitting the facade, warming the winter winds and cooling the summer breeze that pass





HELIOS TOUCH LIGHTS





STUDIES SHOW THAT MANY AUTISTIC CHILDREN

EXPERIENCE SENSORY HYPERSENSITIVITY, MEANING

THEY EXPERIENCE STRONG URGES TO TOUCH AND

EXPLORE OBJECTS TO GAIN AN UNDERSTANDING ON

LIGHTS WHICH ARE TRIGGERED ON/OFF BY TOUCH

THEM. A HAND IS RUN ALONG A PANEL OF HEXAGONAI

AUTISTIC CHILDREN STRUGGLE WITH SOCIAL INTERACTION AND, MUCH LIKE INTROVERTS, FIND THEMSELVES CRAVING PRIVACY AND QUIET FOLLOWING EXTENDED SOCIALIZATION. IN THESE PRIVATE PODS, CHILDREN RECHARGE THEIR SOCIAL BATTERY BEFORE RETURNING TO THE EXHIBITS.



TACTILITY

SUBDIVISIONED SPACES AUTISTIC CHILDREN OFTEN FIND THAT LARGE, OPEN SPACES DENSE WITH STIMULI TO BE OVERWHELMING AND THAT IF PARTITIONED INTO SMALLER SUB-AREAS, THEY CAN FOCUS ON FEWER TASKS AT ONCE AND ARE ABLE TO LEARN EFFECTIVELY AND BECOME MORE CREATIVE.



