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A Learning Center for Special Adults, Greenwood, South Carolina

Annemarie Havenga Jacques
Clemson University

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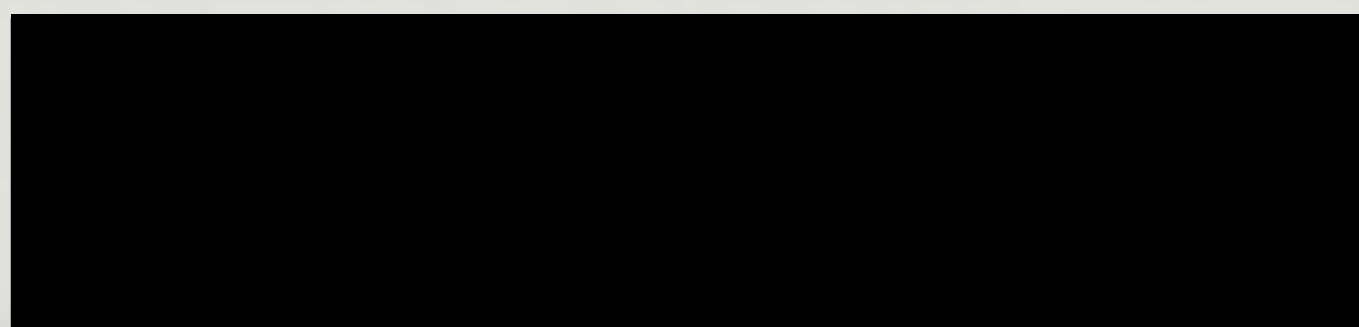
32
SPECIAL
EDUCATION

A LEARNING CENTER FOR SPECIAL ADULTS
GREENWOOD, SOUTH CAROLINA

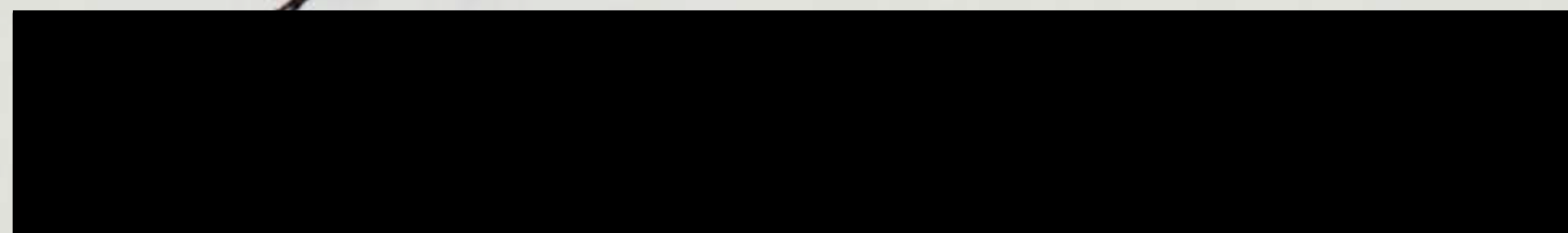
A Sixth year terminal project submitted to the
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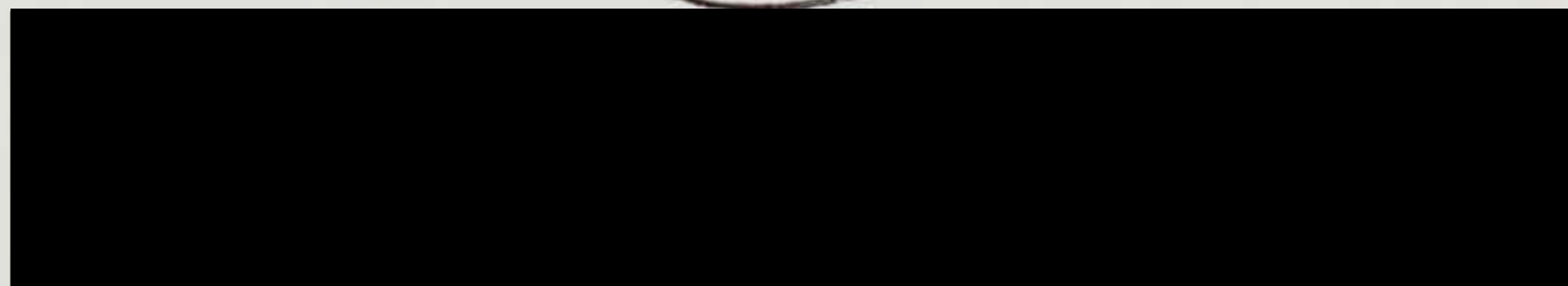
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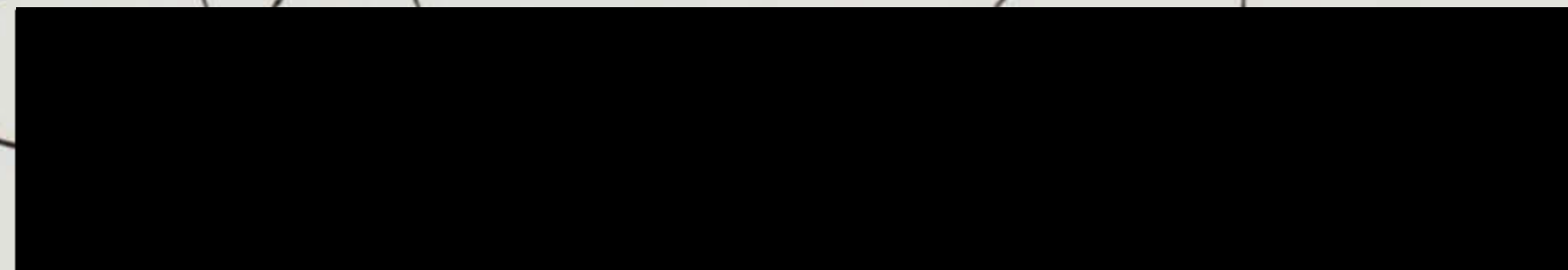
Committee Member



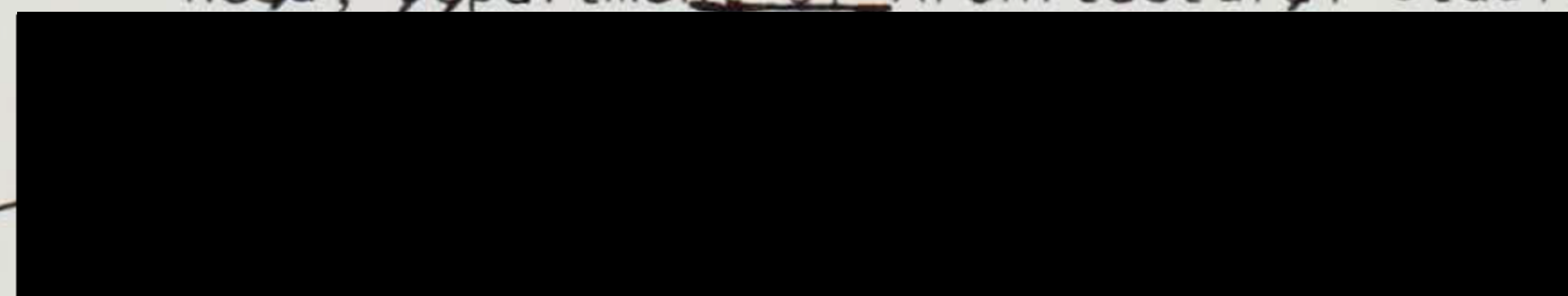
Committee Member



Committee Chairman



Head, Department of Architectural Studies



Dean, College of Architecture

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RESEARCH CENTER FOR SPECIAL ADULTS
SHEWEN, SOUTH CAROLINA

A five year terminal project submitted to the
Faculty of the College of Architecture, Clemson
University, in partial fulfillment of the require-
ments for the degree of MASTER OF ARCHITECTURE.

Approved by the Faculty of the College of Architecture
Clemson University
May 1981

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Henry C. Hinton
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Dean, College of Architecture

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Richard B. [Signature]
Dean, College of Architecture

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Dean, College of Architecture

A LEARNING CENTER FOR SPECIAL ADULTS
GREENWOOD, SOUTH CAROLINA

Annemarie Havenga Jacques
May 1981

to John and to my parents

With special appreciation to
Professor Burns, Professor Russo
and Professor Morris for their
guidance
to John and to my parents

With special appreciation to
Professor Means, Professor Russo
and Professor Harritos for their
guidance and to my classmates in
the Health Care Design Studio.

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INTRODUCTION

Since 1950, considerable effort has gone to the de-institutionalization of the mentally handicapped. With the new understanding of the potential of mentally handicapped individuals within society, new programs and facilities are being created.

Designing for the specific needs of the mentally handicapped is only recently developing. Although architecture alone cannot address all the problems, it can aid in reaching the goals of optimal individual development. The purpose of this study is to explore design criteria which will aid these goals.

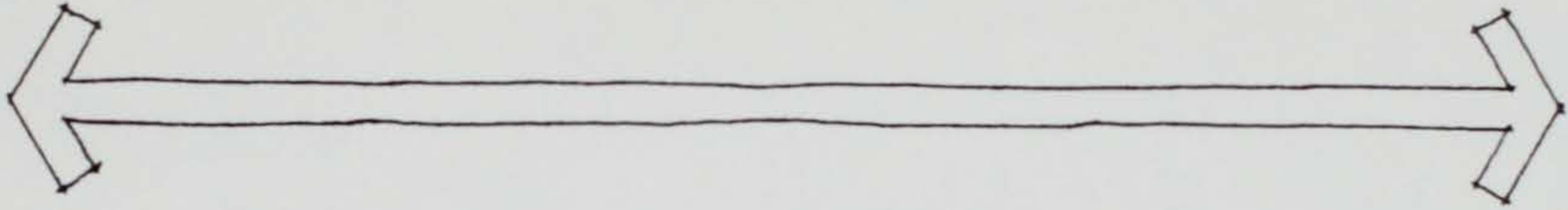
It is important to understand who the mentally handicapped individuals are. The facility will be designed for mentally handicapped adults who will attend the program on a daily basis. These individuals perceive themselves as adults, have very much the same psychological, emotional, and intellectual needs as the normal individual but operate, perhaps, at a different pace. The following diagrams give a quantifiable indication of their abilities and disabilities.

The first chapter looks into recent attempts at defining the goals and objectives for the development of mentally handicapped individuals, at international, national, and state levels.

Chapter two describes case studies of recent facilities designed for mentally handicapped adults in five different countries and summarizes the design criteria that is collected from these case studies.

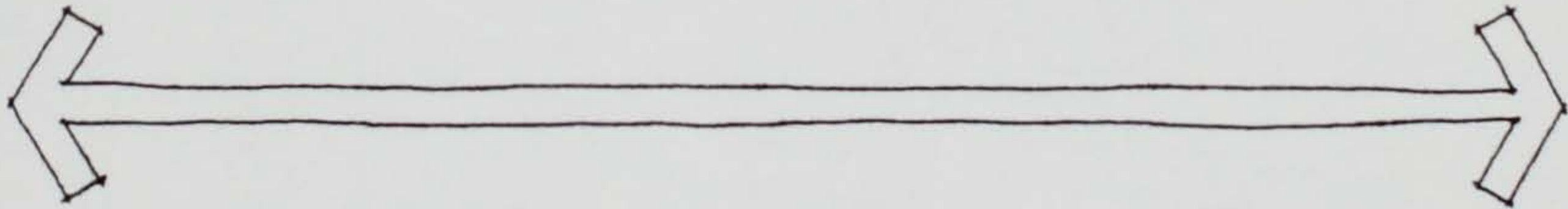
Chapter three provides a discussion of the program for the Piedmont Multi-County Mental Retardation Board facility in Greenwood, South Carolina.

Chapter four presents the solution.



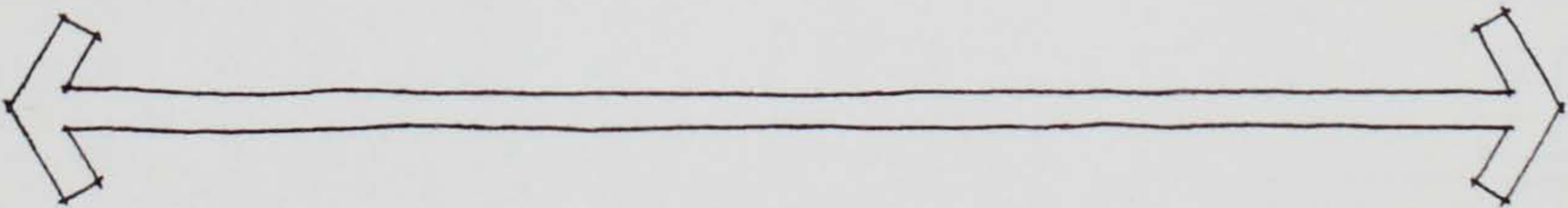
<u>mildly retarded</u>	<u>moderately</u>	<u>severely</u>	<u>profoundly</u>
-adequate development	-self supportive in a sheltered way	-minimal development	-minimal development
-self supportive	-needs guidance & supervision	-limited self care	-needs nursing care
-needs some guidance for social conformity		-needs guidance & supervision	

DEVELOPMENTAL



<u>educable</u>	<u>trainable</u>	<u>unable to be trained in self care</u>	<u>unable to survive without help</u>
-52-67 IQ	-36-51 IQ	-20-35 IQ	- 19 and under IQ
-6th grade equivalent	-2nd grade equivalent		

EDUCATIONAL



no handicaps - can participate in all physical activities	mildly handicapped - can participate in simple activities	extremely handicapped - cannot participate in physical activities
---	---	---

PHYSICAL

HISTORY

INTERNATIONAL

Much attention has been given to the needs of the mentally handicapped person in recent years. The 1971 United Nations "Declaration on the Rights of Mentally Retarded Persons" calls for:

. . . national and international action to ensure that it will be used as a common basis and frame of reference for the protection of these rights:

1. The mentally retarded person has, to the maximum degree of feasibility, the same rights as other human beings.
2. The mentally retarded person has a right to proper medical care and physical therapy and to such education, training, rehabilitation and guidance as will enable him to develop his ability and maximum potential.
3. The mentally retarded person has a right to economic security and to a decent standard of living. He has a right to perform productive work or to engage in any other meaningful occupation to the fullest possible extent of his capabilities.
4. Whenever possible, the mentally retarded person should live with his own family or with foster parents and participate in different forms of community life. The family with which he lives should receive assistance. If care in an institution becomes necessary, it should be provided in surroundings and other circumstances as close as possible to those of normal life.
5. The mentally retarded person has a right to a qualified guardian when this is required to protect his personal well-being and interests.
6. The mentally retarded person has a right to protection from exploitation, abuse and degrading treatment. If prosecuted for any offence, he shall have a right to due process of law with full recognition being given to his degree of mental responsibility.
7. Whenever mentally retarded persons are unable, because of the severity of their handicap, to exercise all their rights in a meaningful way or it should become necessary to restrict or deny some or all of these rights, the procedure used for that restriction or denial of rights must contain proper legal safeguards against every form of abuse. This procedure must be based on an evaluation of the social capability of the mentally retarded person by qualified experts and must be subject to periodic review and to the right of appeal to higher authorities.¹

Mental retardation is a condition which debases political, economic, and cultural differences, although systems for delivery of care and social acceptance differ from culture to culture. The goal, therefore, is to establish a methodology for exchange of scientific discoveries and integrating developments concerning the mentally handicapped person in society.

NATIONAL

A series of specific national objectives concerning the mentally handicapped individual may be identified which complement those at the international level. In 1974, President Ford stated that "There is an urgent need to chart a concerted effort to minimize the occurrence of mental retardation and to insure humane services and full citizenship for those who are retarded."²

National goals were outlined in a 1976 report, "Mental Retardation: Century of Decision," prepared by the President's Committee on Mental Retardation. These goals are:

1. The attainment of citizenship status, in law and in fact, for all mentally retarded individuals in the United States, exercised to the fullest degree possible under the conditions of the disability.
2. Reduction of the incidence of mental retardation from biomedical causes by 50 percent by the year 2000.*
3. To reduce the incidence and prevalence of mental retardation associated with social disadvantage to the lowest level possible by the end of this century.
4. Adequate and humane service systems for all retarded persons in need of them.
5. The attainment of a high and stable level of international relations in the cooperative resolution of the human problems of preventing and ameliorating mental retardation.
6. To achieve a firm and deep public acceptance of mentally retarded persons as member in common of the social community and as citizens in their own right.
7. Equitable, coordinated, efficient and effective use of public resources in all mental retardation programs.³

*There are three main classifications of mental retardation: medical-biological, social-psychological and educational. It is important to consider all three when speaking of prevention.

Joseph Califano, Chairman of the President's Committee for Mental Retardation, provides a clear summary of the national objectives with this directive: "As this nation starts its third century, Mr. President, we are confident that, under your leadership, citizens who are mentally retarded will have a share in that ever expanding American dream."⁴

STATE

South Carolina created the South Carolina Department of Mental Retardation and South Carolina Mental Retardation Commission in 1967. The basic purpose of these organizations is

. . . to provide, develop, coordinate, and improve services for mentally handicapped/developmentally disabled citizens of South Carolina so as to enhance their opportunities for living normal and useful lives through optimal development of their mental, physical and social potential.⁵

The major priorities which have been identified by the South Carolina Department of Mental Retardation are:

1. Development of additional community residences and programs as an alternative to institutional care.
2. Reduction of the longstanding overcrowding problem at the Whitten Village facility in Clinton.
3. Improvement of housing and staff size and composition to meet State and National requirements.
4. Increased support of families maintaining mentally retarded/developmentally disabled individuals in the home.
5. Further assurance of quality in client services and supporting administrative programs.
6. Continued cooperation with other State agencies and organizations addressing aspects of mental retardation and allied conditions and their prevention.⁶

The administrative structure for delivery of care to the handicapped in South Carolina is divided into four major regions: Piedmont, Pee Dee, Coastal and Midlands (see map). Act 1057 of 1974 requires the Department of Mental Retardation to license certain facilities and programs serving mentally handicapped individuals; and the Act 1127 of 1974 authorizes and outlines the mission of the County Mental Retardation Boards to assist

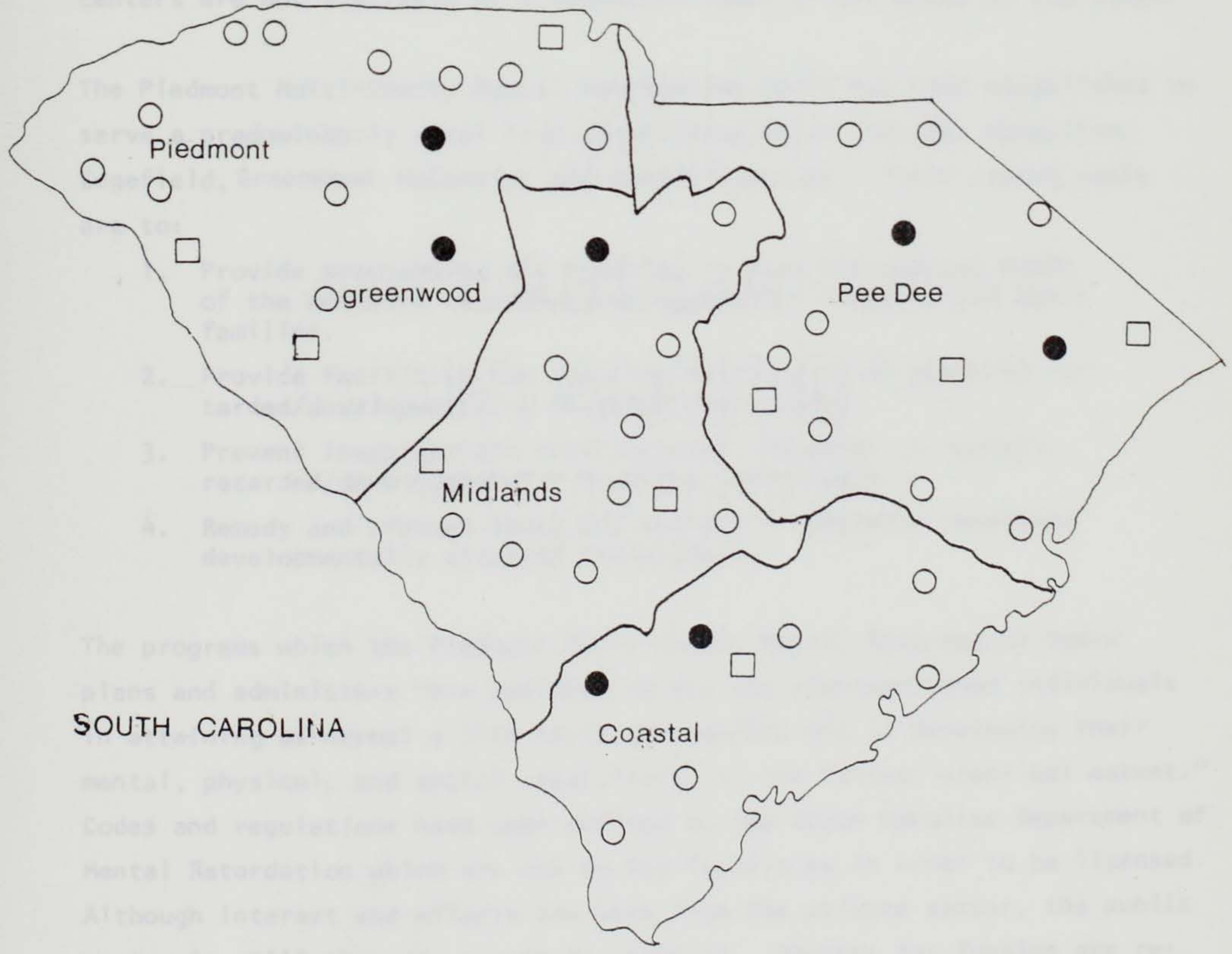
the Department of Mental Retardation in its planning, program development, and service assessment.

ACTIVE & PROPOSED ADULT COMMUNITY PROGRAMS

LOCAL

There is a concerted effort by the Department of Mental Retardation to develop and expand individualized community-based programs for individuals with mental retardation. These programs are designed to provide meaningful and productive lives for these individuals in their own communities.

The Piedmont Region is the largest of the four regions and is located in the northwestern part of the state. It is home to the largest population of individuals with mental retardation in the state. The Department of Mental Retardation has a long history of providing services to these individuals in this region.



SOUTH CAROLINA

The programs which are planned and administered by the Department of Mental Retardation are designed to provide meaningful and productive lives for individuals with mental, physical, and emotional handicaps.

Codes and regulations governing the Department of Mental Retardation are designed to ensure the highest quality of care and services for individuals with mental retardation.

Although interest and support for these programs are increasing, the public sector is still the only source of funding for these programs. The majority of the funding is received from federal and state sources.

The Department of Mental Retardation is committed to providing the highest quality of care and services for individuals with mental retardation.

Legend:

- adult development program - active
- adult development program - proposed
- vocational rehabilitation work program

are from extremely poor economic conditions.

the Department of Mental Retardation in planning, program development, and service assessment.

LOCAL

There is a concerted effort to provide for the needs of the mentally handicapped individuals at local levels (see map). Nevertheless, services and centers are not available at a community level in all areas of the state.

The Piedmont Multi-County Mental Retardation Board has been established to serve a predominantly rural five county area which includes Abbeville, Edgefield, Greenwood, McCormick and Saluda Counties. Their stated goals are to:

1. Provide programming and training to meet the special needs of the mentally retarded/developmentally disabled and their families.
2. Provide facilities for training and housing of mentally retarded/developmentally disabled individuals.
3. Prevent inappropriate institutional placement of mentally retarded/developmentally disabled individuals.
4. Remedy and prevent abuse and neglect of mentally retarded/developmentally disabled individuals.

The programs which the Piedmont Multi-County Mental Retardation Board plans and administers "are designed to aid the aforementioned individuals in attaining as normal a life style as possible and in developing their mental, physical, and social capabilities to the fullest practical extent." Codes and regulations have been defined by the South Carolina Department of Mental Retardation which are met by the facilities in order to be licensed. Although interest and efforts are made from the private sector, the public sector is still the main source for funding. Sources for funding are received from national and state levels, for about 75%, and the other 25% is received from local funds from the five county councils involved, two United Way agencies, and the City of Greenwood. It is important to note that no charge for services is made to either the handicapped individuals nor their families. Eighty percent of the mentally handicapped individuals are from extremely poor economic environments.

The review of objectives at international, national, state, and local levels suggests that providing as normal a life style as possible for the mentally handicapped individual is of major concern. It is strongly felt that the integration of these individuals into the mainstream of society can contribute to their well being. A further benefit might also be the changing of societal attitudes toward the inclusion of the mentally handicapped individual as a contributing member within the community.

CASE STUDIES

Research into the effects of the physical environment on the mentally handicapped adults is still in its infancy. Although very little data is available, facilities have been designed in recent years which explore the psycho-spatial needs of the mentally handicapped person. In order to understand these developments five case studies have been chosen.

Two types of facilities were studied, one type serves the mentally handicapped on a full-time residential basis but is not an institution. The other serves the mentally handicapped on a day care basis, usually involving sheltered workshops and learning activities. In choosing these as case studies, general criteria were determined in order to make a comparative study of the facilities:

1. philosophy
2. exterior expression
3. interior organization
4. details.

From the site plan, the context of this facility was not conveyed and the concern would again be the possible isolation of the mentally handicapped individuals from the community.

See following diagram.

Yamabato Institute for Mentally Retarded Adults

Japan

Koji Kamiya and Associates, Architects and Planners

1973

This facility is designed for thirty adults (male and female) on a residential plan. The designers' main concern was for the physical safety of the residents.

Good ventilation and acoustical treatments were of primary concerns. Dormitory rooms were designed in a stepping fashion to facilitate observation from staff quarters and to give a different spatial mood from the teaching setting. Finishes on walls and floors not only met the odor and acoustical problems but were detailed for the individuals' safety. Graphics were used to define small spaces within larger spaces and gelatin papers on clerestory glass were used to soften the quality of light.

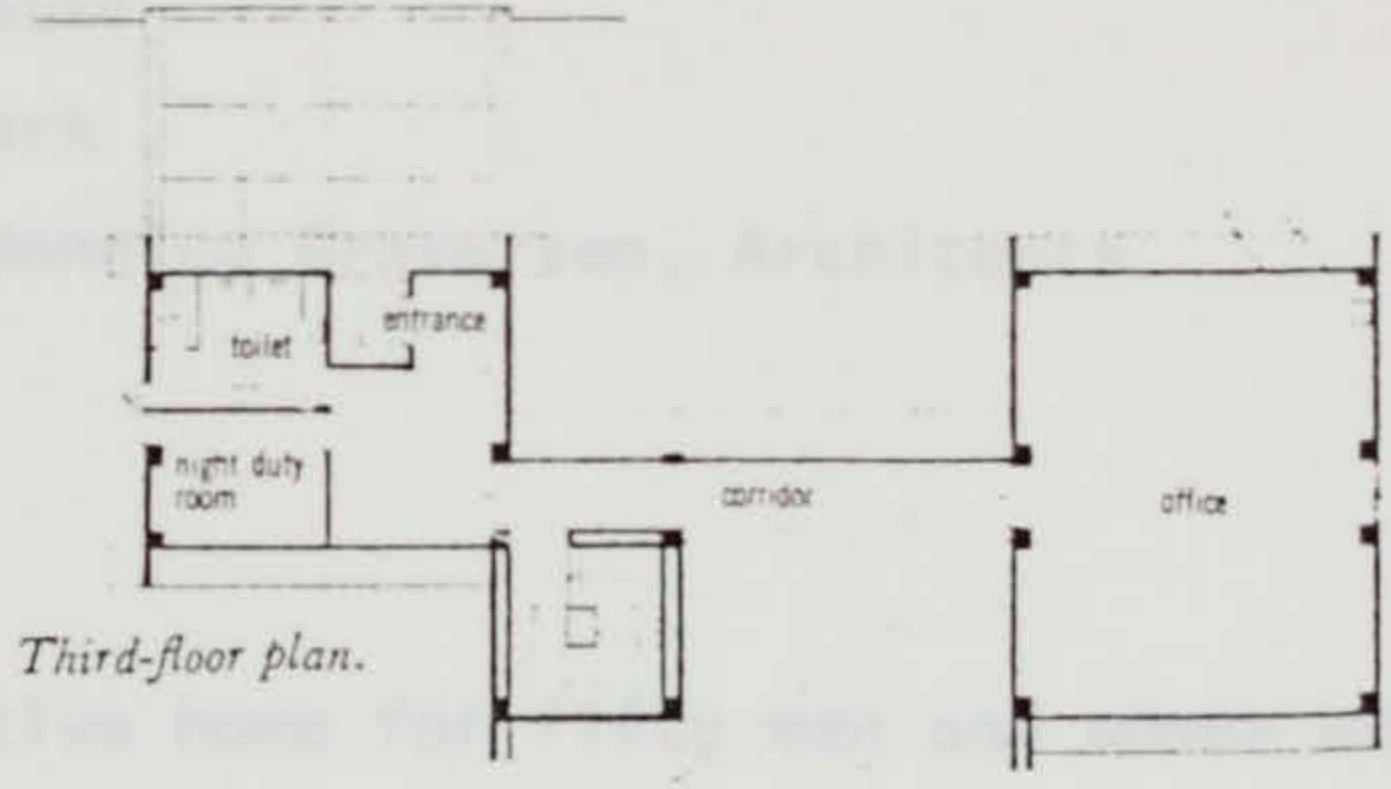
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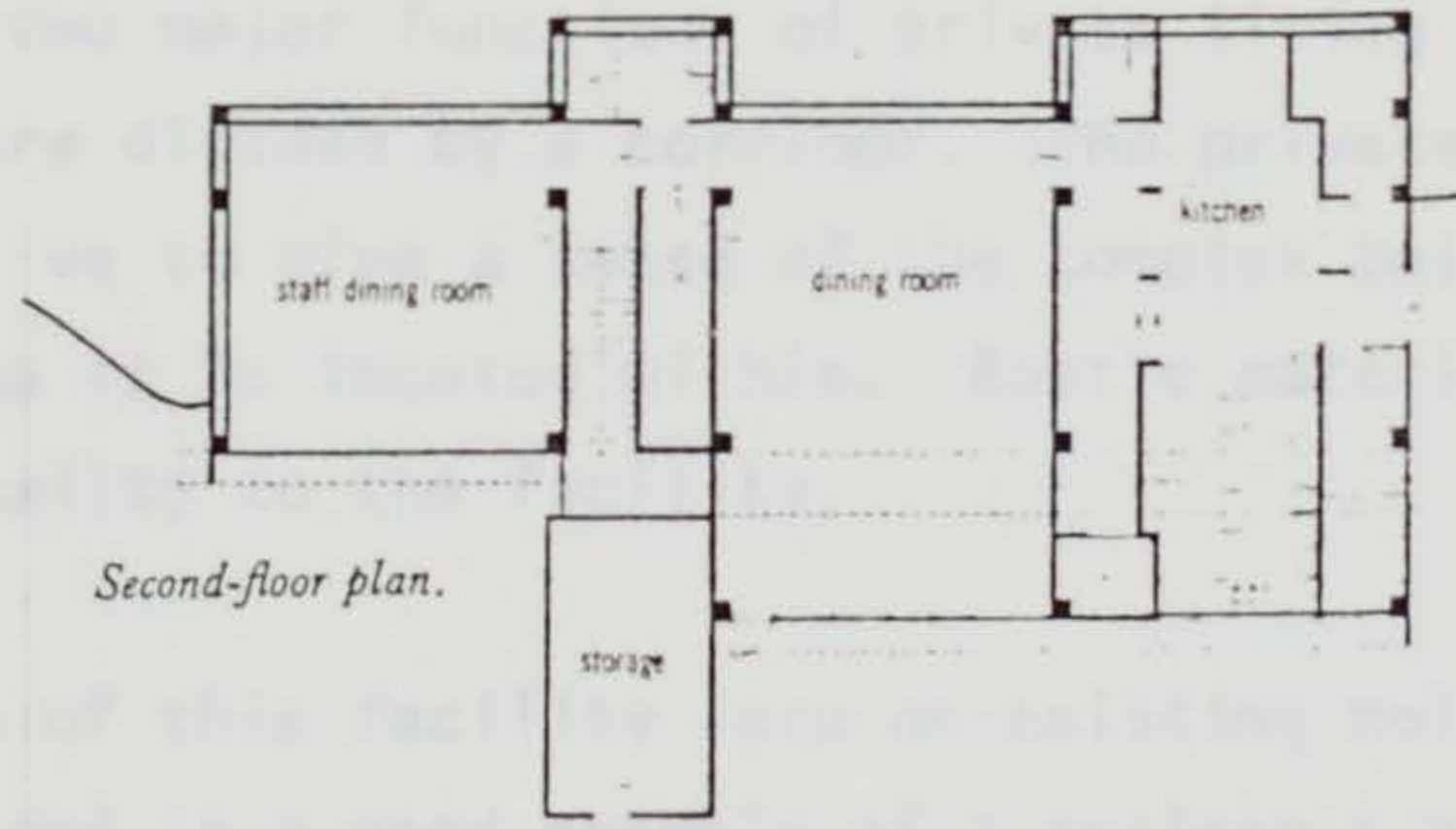
Floor plan, with 1973

YAMABATO HOME FLOOR PLANS
from Japan Architect August 1974

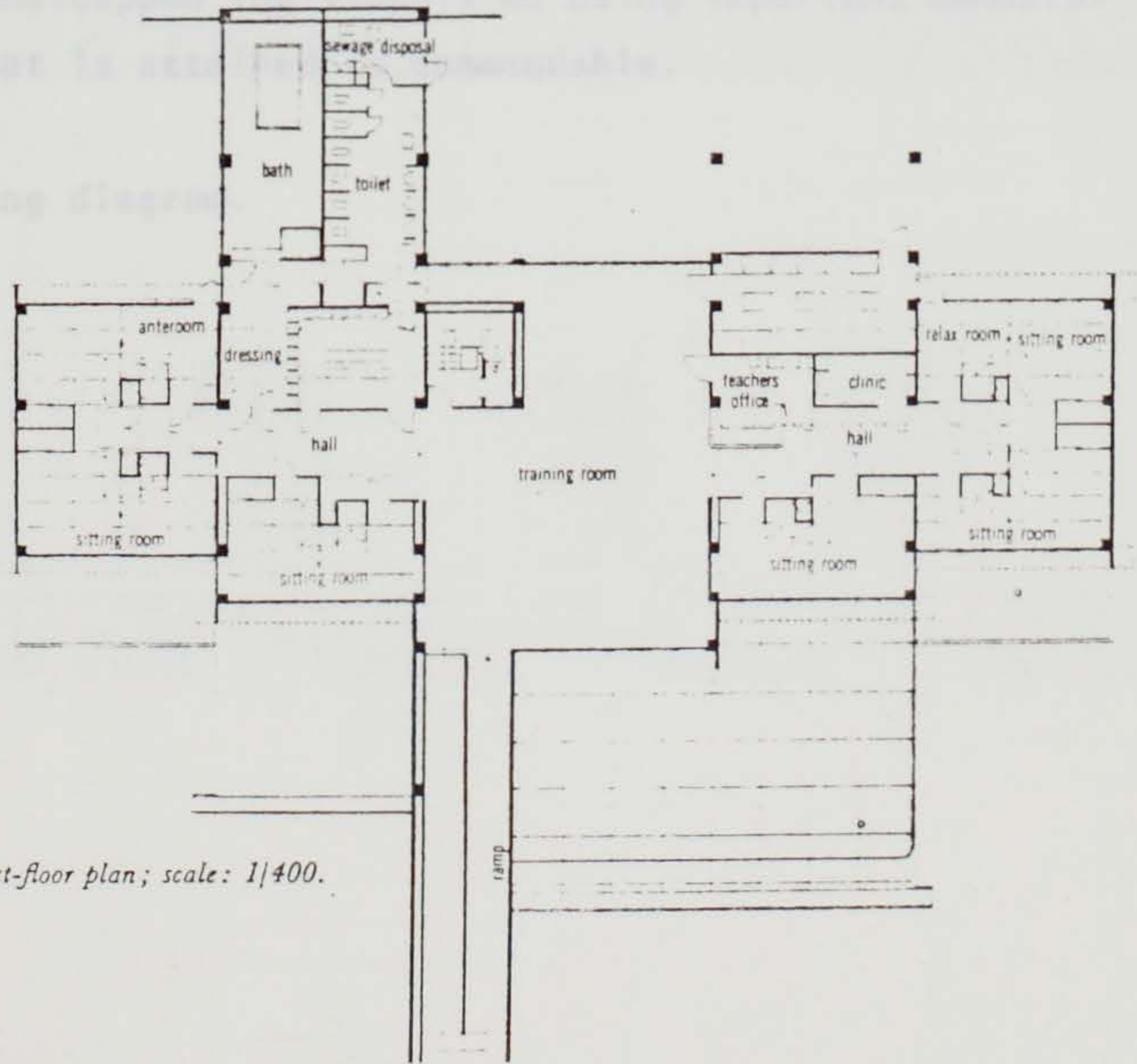
Adult Boarding Home
 Copenhagen, Denmark
 Erik Ejlers and Poul
 1975



Third-floor plan.



Second-floor plan.



First-floor plan; scale: 1/400.

YAMABATO HOME - FLOOR PLANS
 (from Japan Architect, August 1974)

Adult Boarding House

Copenhagen, Denmark

Erik Ejlers and Henning Graversen, Architects

1975

This is a collective home for fifty men and women who are able to care for themselves, work in town but still need some level of security and guidance. The two major functions of private living spaces and common living spaces are divided by a corridor. The private spaces are grouped into units of five to give a sense of the complex being part of the residential area it is located within. Rustic materials are used to the homelife quality to the facility.

The integration of this facility into an existing neighborhood is sensitively handled and is a good example of a society's attitude towards mentally handicapped individuals as being important members. The independence that is attained is commendable.

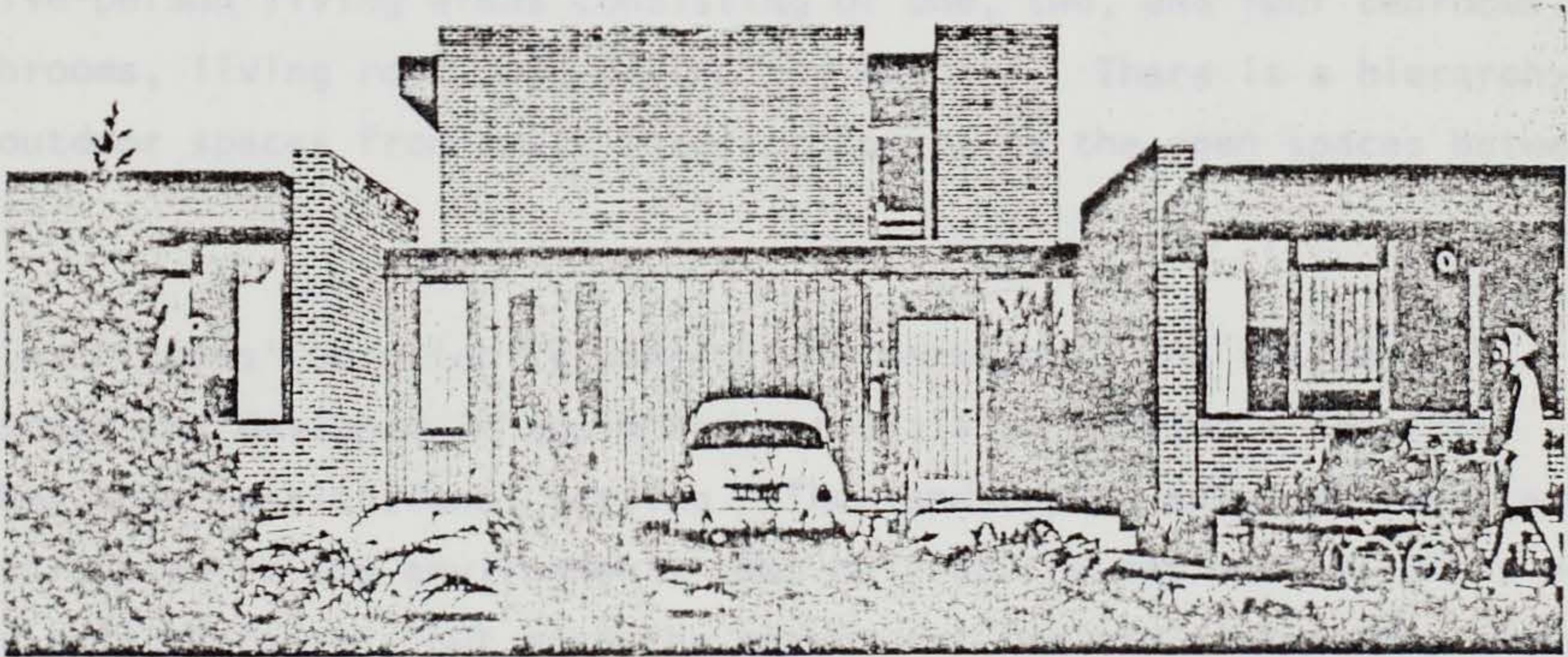
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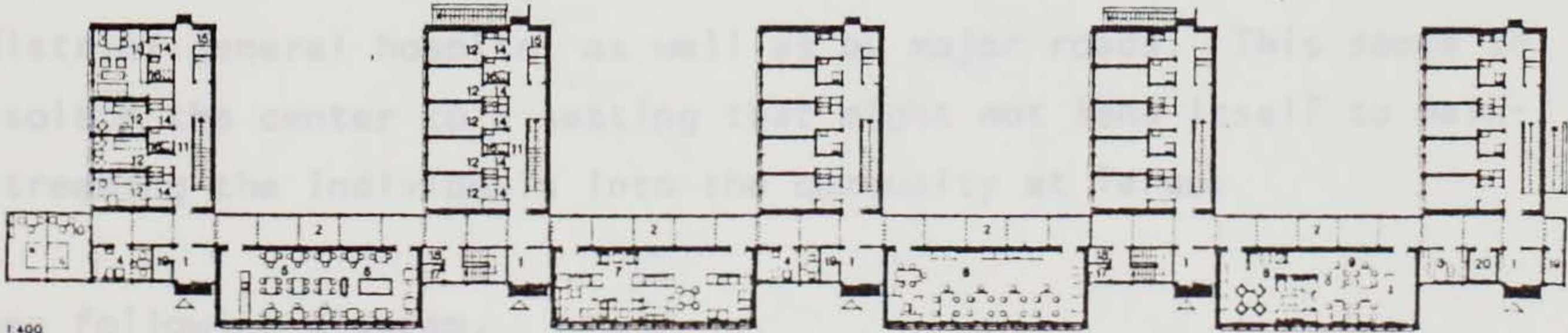
ADULT BOARDING HOUSE, COPENHAGEN
(from *New Environments for Retarded People*)

The Lighthouse House
Sheffield, England
Mitchison, Lucas & Pook, Architects
1977

This facility accommodates 36 people on a residential care plan and 145 on a day care plan. The four residential units are composed of two



tion, teaching, and living. The criticism one might have of this facility is its location. It is bounded by staff housing, a proposed center for hospital, a proposed



ADULT BOARDING HOUSE - COPENHAGEN
(from New Environments of Retarded People)

The Lightwood House
Sheffield, England
Hutchison, Locke & Monk, Architects
1977

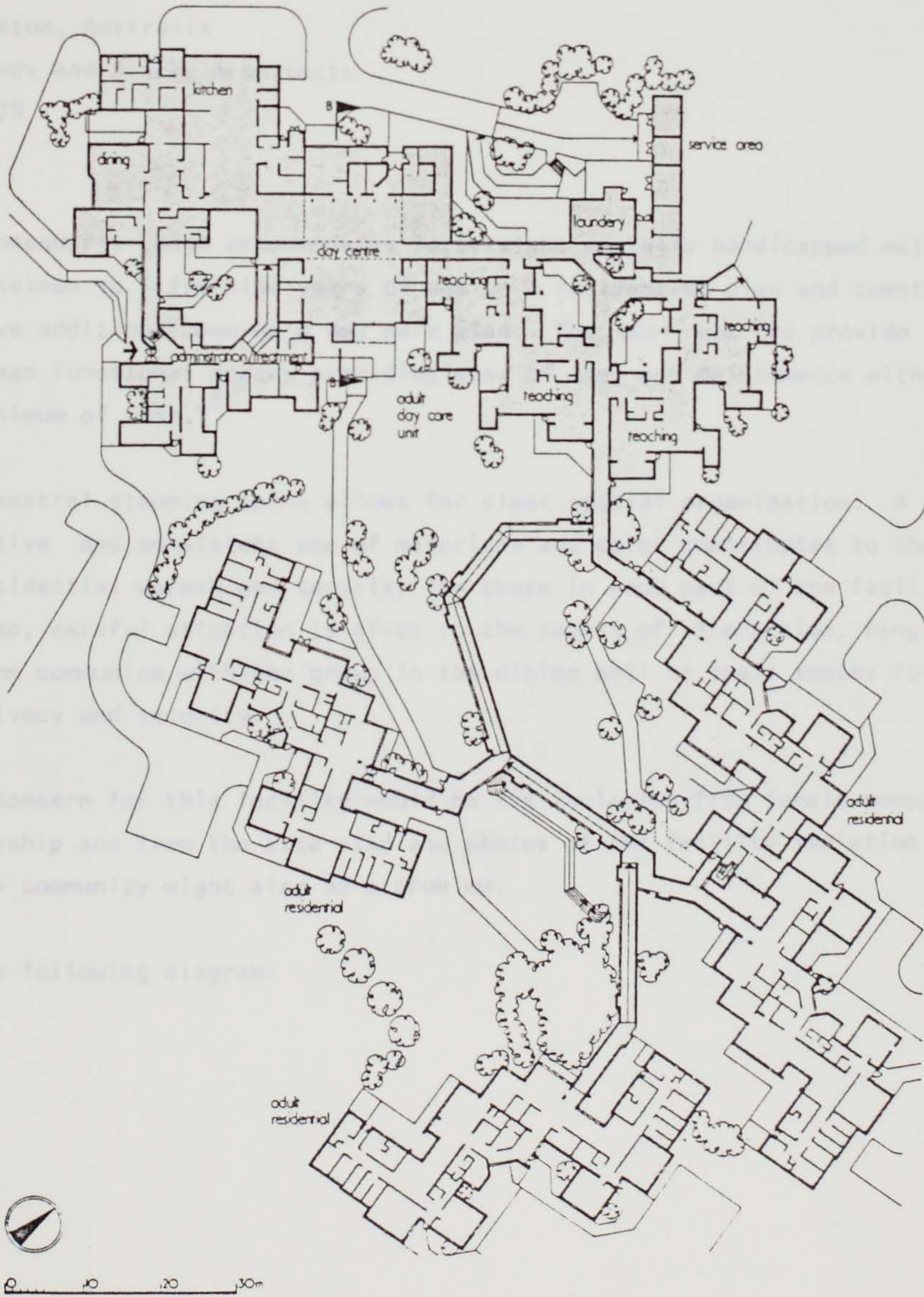
This facility accommodates 96 people on a residential care plan and 115 on a day care plan. The four residential units are composed of two twelve-person living areas consisting of one, two, and four bedrooms, bathrooms, living room, and dining and kitchen. There is a hierarchy of outdoor spaces from small interior courts to the open spaces between units.

The architects' solution is sensitively detailed. The residential clusters are designed in scale and materials to provide a homelike rather than institutional setting. The landscaping makes an important contribution to the environment. Not only do the residential units portray this character, but also the structures for administration, recreation, teaching, and dining.

The criticism one might have of this facility is its location. It is bounded by staff housing, a proposed community hospital, a proposed district general hospital as well as by major roads. This seems to isolate the center to a setting that might not lend itself to mainstreaming the individuals into the community at large.

See following diagram.

LIGHTWOOD HOUSE - SITE PLAN
(from The Architects' Journal, July 1977)



LIGHTWOOD HOUSE - SITE PLAN
(from The Architects' Journal, July 1977)

Stonequarry Lodge
Picton, Australia
Sawdy and Black, Architects
1978

Stonequarry Lodge accommodates forty-eight mentally handicapped males, nineteen to fifty-nine years of age on a residential plan and twenty-five additional men on a day care plan. The goal was "to provide clean functional spaces providing ease of use, and maintenance with a minimum of fuss."⁸

A central stepping spine allows for clear spatial organization. A sensitive and consistent use of materials and color contributes to the residential warmth and security for these in each part of the facility. Also, careful attention is given to the levels of interaction, ranging from communion with the group in the dining hall to small spaces for privacy and security.

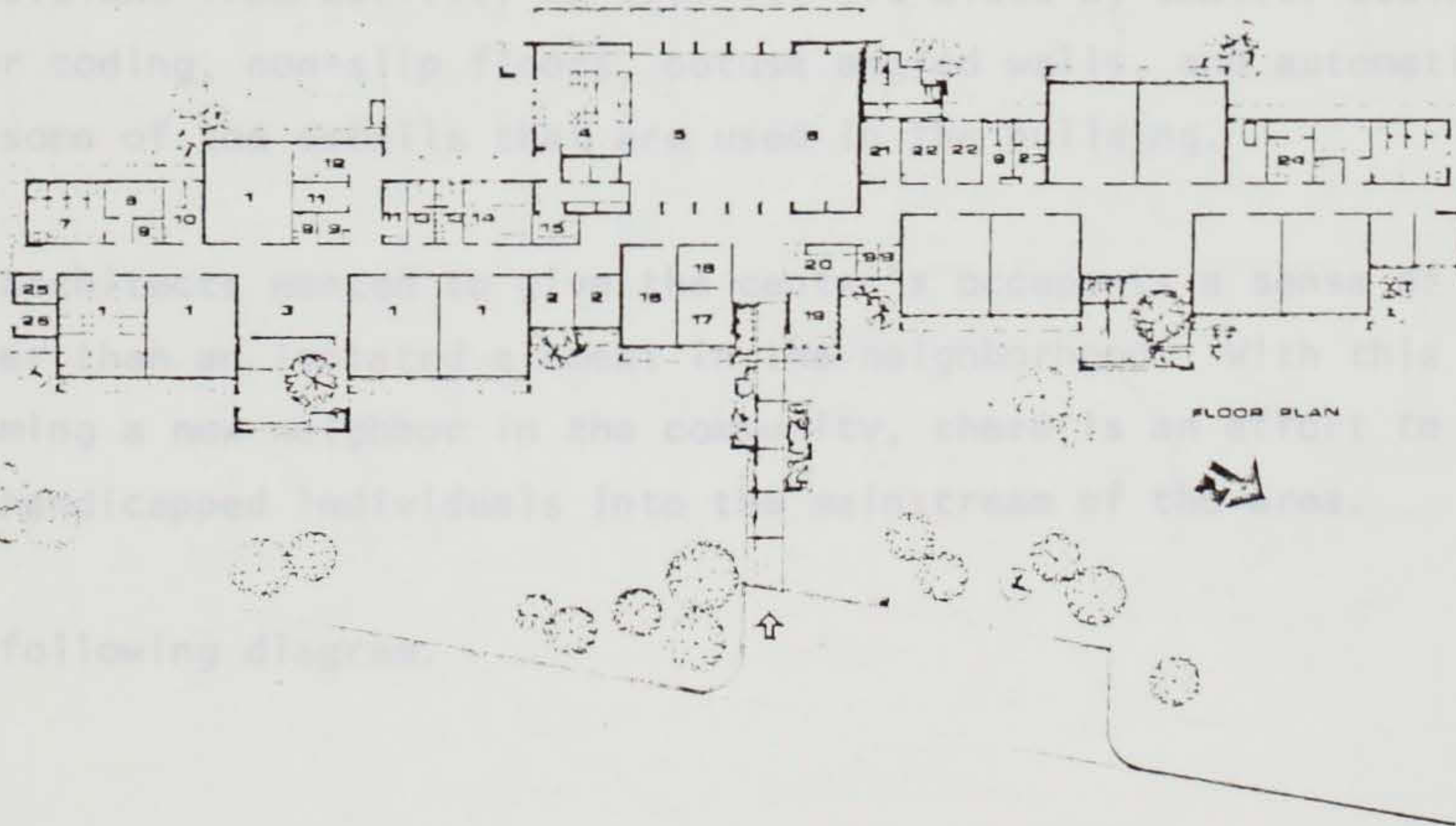
A concern for this facility would be its isolation from female companionship and from the site plan and photos of the facility isolation from the community might also be a problem.

See following diagram.

STONEQUARRY LODGE - FLOOR PLAN
(from Architecture Australia, January 1979)

Joseph E. Cole Recreation Center
 Washington, D.C.
 The Kent Cooper Partnership
 1978

This is America's first public recreation center for the mentally and physically handicapped. The exterior is given a non-institutional scale by expressing each of the center's components, thus reducing the visual bulk. A large interior courtyard becomes the main organizing element for the center, which provides flexibility and focus for the surrounding spaces. Fear of unknown spaces is a condition which needs to be considered for the mentally handicapped. With this organizational element of the courtyard, the spaces and activities gently present themselves to the individuals. Transitions from activity to activity are aided by smaller scaled spaces. Color coding, way-finding, and automatic doors



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The architects wanted to give the center's occupants a sense of community rather than an isolated element in the neighborhood. With this center becoming a new neighbor in the community, there is an effort to integrate the handicapped individuals into the mainstream of the area.

See following diagram.

In summary, careful attention has been given to the elements of each facility which contribute to the security, well-being, and stimulation of the individuals. Design criteria goals to fore for designing for the mentally handicapped. The following listing is a synthesis of these criteria:

- PHILOSOPHY: Optimal growth of the mentally handicapped individual.
- develop self-esteem and self-worth
 - develop independence as a feasible
 - become contributing members of society

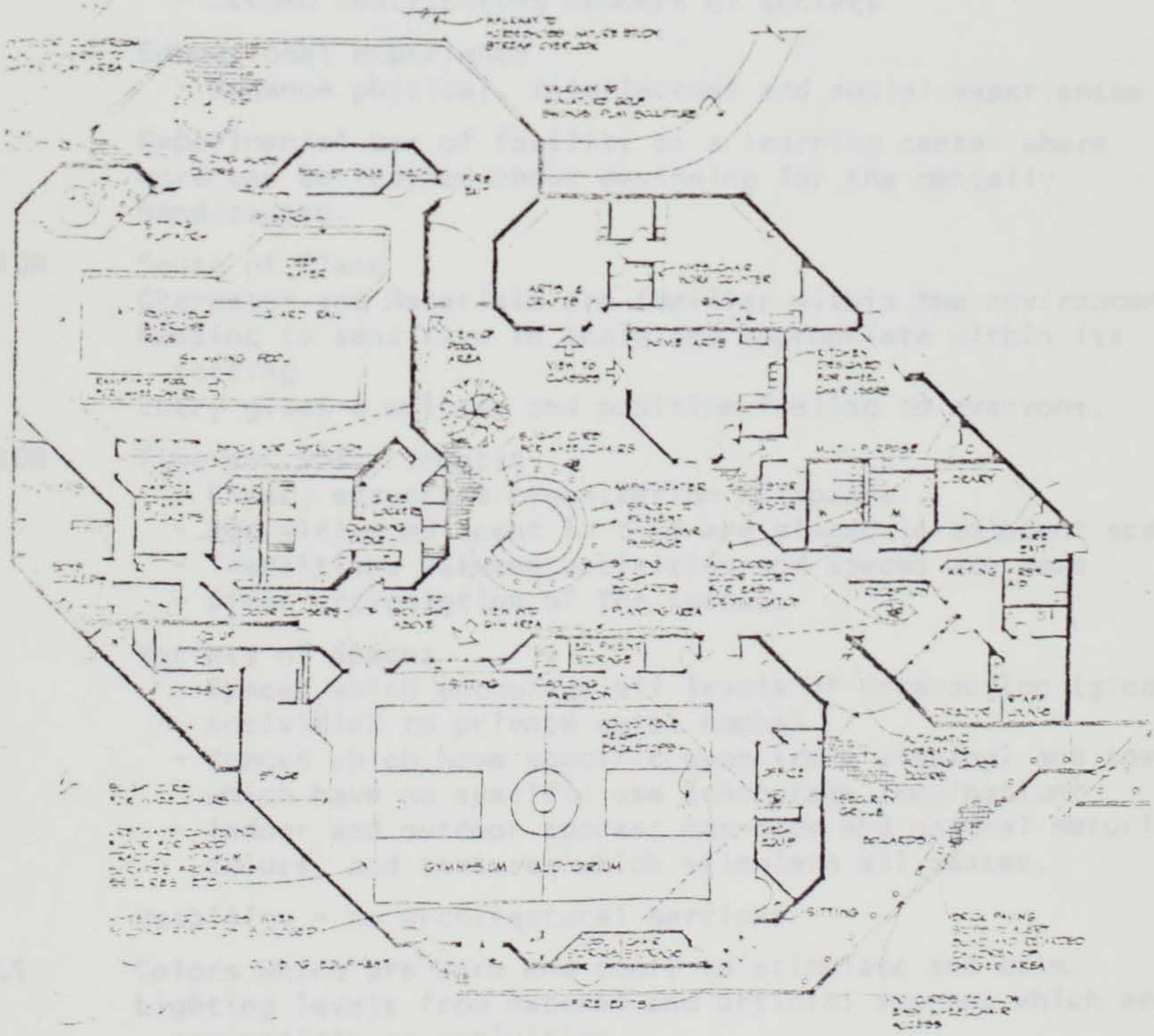
...and social experiences... carrying center where... for the mentally

EXTER... in the new program... with other

INTER... spaces

DETAILS

- colors
- lighting levels
- finishes for floor, walls, and ceiling that are easy to maintain and have acoustical properties.
- furnishings which are flexible for different activities, different body sizes and needs.



THE JOSEPH H COLE RECREATION CENTER
(Progressive Architecture, April 1978)

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- develop self esteem and self worth
- develop independence as is feasible
- become contributing members of society

Educational experience

- enhance physical, intellectual and social experiences

Experimental use of facility as a learning center where more can be learned about designing for the mentally handicapped.

EXTERIOR

Sense of Place

Character and Materials are familiar within the environment
Massing is sensitive in scale and appropriate within its setting

Entry gives a welcome and positive feeling to everyone.

INTERIOR

Time and Space Identity

- Clear, structure organization of spaces
- Activities adjacent in time are placed in adjacent spaces
- Transitions between activities and spaces are made
- Clear articulation of the spaces.

Variety of Spaces

- Spaces which encourage all levels of interaction (group activities to private quiet nooks)
- Spaces which have specific uses (role playing) and spaces which have no specific use (encourage imagination)
- Indoor and outdoor spaces; man-made and natural materials, colors, and textures which stimulate all senses.

Usability - no architectural barriers.

DETAILS

Colors which are warm and cool, to stimulate and calm.

Lighting levels from natural and artificial sources which are appropriate to activities.

Finishes for floor, walls, and ceiling that are easy to maintain and have acoustical properties.

Furnishings which are flexible for different activities, different body sizes and needs.

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Furnishings which are flexible for different activities, different body sizes and needs.

PROGRAMI

PROGRAM

They can learn and live and laugh and realize the worth of life, even within the limits of disability. Education is possible, and is their right. Productive work is possible and they deserve an opportunity.

The proposal for a Learning Center for Special Adults for Greenwood, South Carolina attempts to address this philosophy. The proposed facility is unique in terms of its program and regard for local needs, yet it must also satisfy the general criteria developed in Chapter III. These are:

1. Philosophy: A respect to the mentally handicapped, where the program and facility enhance their development in all respects.
2. Exterior: The building presents a positive identity to the individuals and to the community.
3. Interior: The organization is clear with a functional honesty.
4. Details: Use of materials, color, light, and furnishings enhance the individuals in their environment.

The format for the program is to define the function and sub-function as well as the activities which occur within these spaces. Relationships or proximities of spaces are determined as well as square footage requirements. A description of the desired effect of the space is defined, and goals for the development of the mentally handicapped individuals are described per space and activity.

SETTING

The Piedmont Multi-County Mental Retardation Board offers two centers of activity. The Edgefield Center serves Edgefield and Saluda Counties while the center in Greenwood serves Abbeville, Greenwood, and McCormick Counties.

The criteria used for selecting the site for the new proposed center were:

1. proximity to downtown Greenwood
2. lay of the land
3. economic feasibility
4. the freedom of open space that could be afforded to the individuals
5. in a multi-use setting of a community or neighborhood.

FUNCTION	SUB-FUNCTION	ACTIVITY	RELATIONSHIP	DIMENSIONS	DESCRIPTION	DEVELOPMENTAL GOALS
EDUCATION	Classroom	Survival skills, reading, writing, math, time	Toilets Outside	1000 sq ft	+easy maintenance of surfaces +warm to cool colors +flexibility of space & furniture	+attention span +language, speech & hearing +mathematical concepts +communication +environmental manipulation & control
	Classroom	"	"	1000 sq ft	"	"
	Classroom	"	"	1000 sq ft	"	"
	Domestic Training Room	laundry cooking	Kitchen	240 sq ft	+typical residential facility	+ego development +imitation & role play
	Arts & Crafts	Clay Leather Painting	Outside	1000 sq ft	+easy maintenance of surfaces +bright stimulating colors +natural light	+manual dexterity +exploration & discovery +imagination & creativity
	Greenhouse	Hortitherapy		1500 sq ft		+classification +awareness of natural environment +manual dexterity +exploration & discovery +environmental manipulation & control
	Instructional classroom	instruction	Greenhouse	350 sq ft		
	Outdoor garden		Classroom Greenhouse			"

FUNCTION	SUB-FUNCTION	ACTIVITY	RELATIONSHIP	DIMENSIONS	DESCRIPTION	DEVELOPMENTAL GOALS
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ADMINISTRATION

	Entry Lobby	Entry	Reception	200 sq ft	warm, welcoming stimulating colors & textures	setting a positive tone to the start of the day +handling environmental changes +direction & orientation +ego development
	Receptionist/ Secretary	Secretarial	Lobby & Director	150 sq ft		
	Director	Administrative	all staff members	200 sq ft	private office	
	Coordinator		workshop	120 sq ft	open landscape	
	Social Worker	counseling		120 sq ft	"	
	ARC	"		120 sq ft	"	
	Optimal Coord	"		120 sq ft	"	
	Conference Room	meetings	offices	300 sq ft		
	Toilets			200 sq ft		
	Storage			100 sq ft		
	Staff Lounge	informal interaction relaxation		200 sq ft	soft materials quiet, restful	

**RECREATION
(Outdoor)**

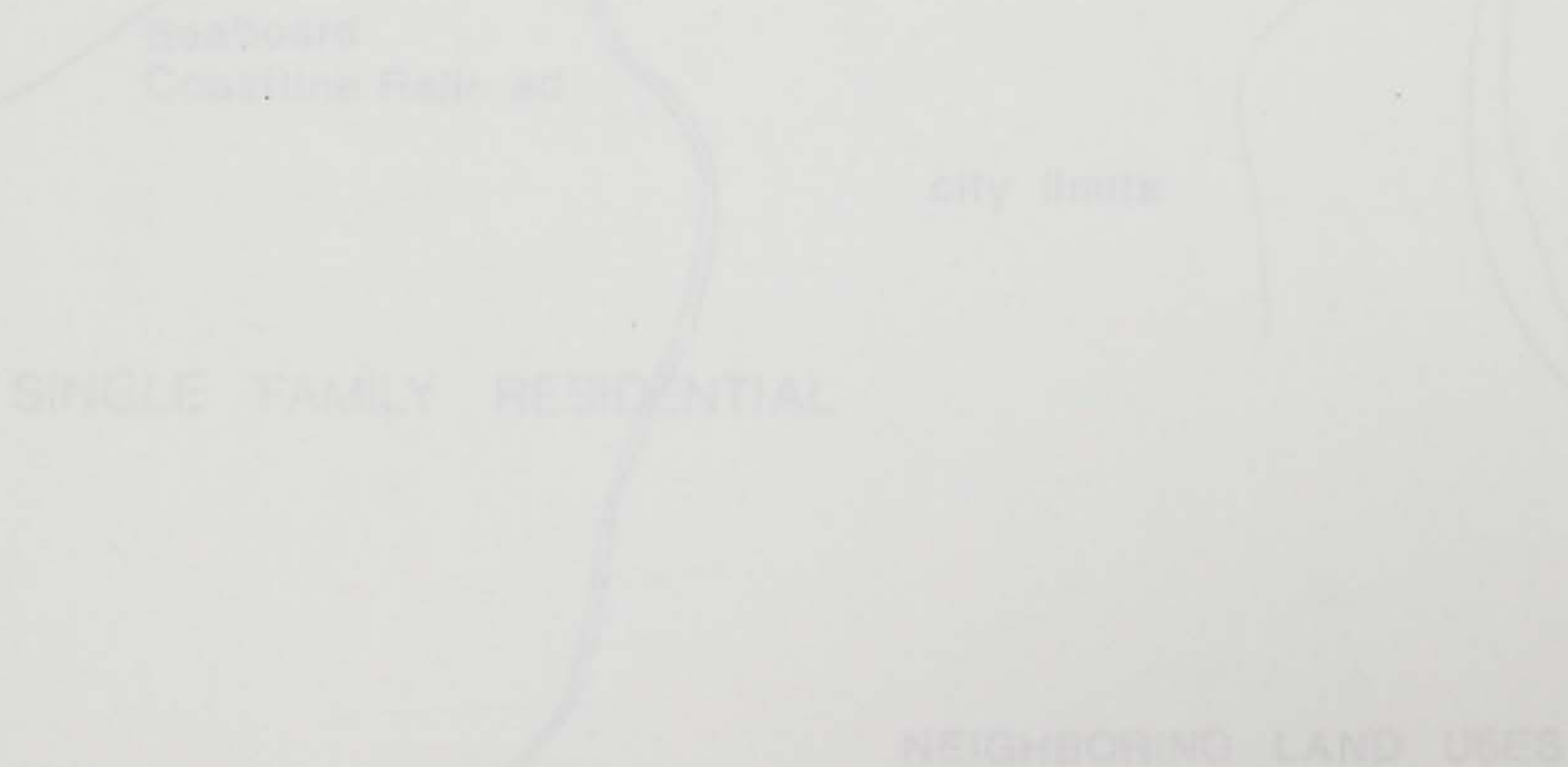
	Volleyball Courts (2)			42' x 72'		
	Basketball Courts (2)			50' x 54'		
	Soccer Field					

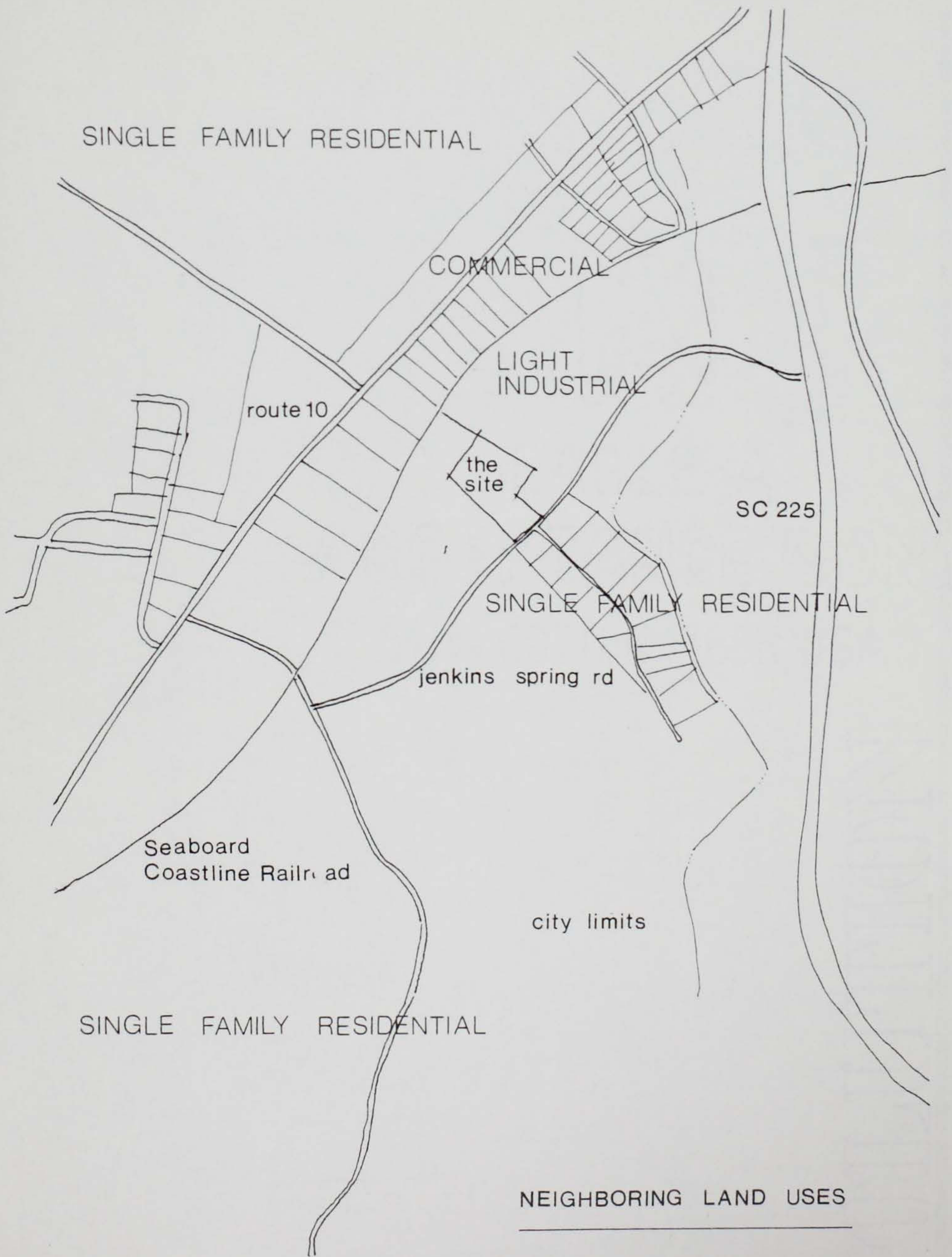
FUNCTION	SUB-FUNCTION	ACTIVITY	RELATIONSHIP	DIMENSIONS	DESCRIPTION	DEVELOPMENTAL GOALS
RECREATION	Gymnasium	basketball volleyball	outside showers & locker rooms	6000 sq ft	adjustable backstops for hoops	+eye hand/eye foot coordination +balance +locomotion
		weight lifting			compound floor for good traction	+general coordination +cooperation & social play +body image +ego development +emotional expression
	Swimming Pool	swimming physical therapy	showers & locker rooms	6600 sq ft		+same as above
GATHERING	Lockers, Showers & Toilets	personal hygiene	gymnasium & pool	1800 sq ft		
	Office		gymnasium & pool	150 sq ft		
	Equipment Storage		gymnasium pool offices	200 sq ft		
	Mechanical			150 sq ft		
RECREATION (Outdoors)	Volleyball Courts (2)			42' x 72'		
CIRCULATION & SERVICES	Basketball Courts (2)			50' x 84'		
	Softball Field					

FUNCTION	SUB-FUNCTION	ACTIVITY	RELATIONSHIP	DIMENSIONS	DESCRIPTION	DEVELOPMENTAL GOALS
OCCUPATION	Workshop	assembling mops, boxes, etc.	storage rooms loading dock	2000 sq ft	natural light contained views bright colors	+contributing members of the community +manual dexterity +self initiative +attention span +money concepts +classification & seriation
	Storage		workshop	300 sq ft		
	Finished Product Storage		loading dock workshop	500 sq ft		
GATHERING	Cafeteria/ Multi-purpose	eating game room group assembly seasonal programs	kitchen	2000 sq ft	natural light warm stimulating colors (appetite) dining furniture flexible & propor- tioned to users	+communication +social role playing +social interaction
	Kitchen	cooking	loading dock cafeteria	1000 sq ft		
	Dry storage Cold storage		kitchen kitchen	120 sq ft 120 sq ft		
	CIRCULATION & SERVICES	Janitor Closet			80 sq ft	
Circulation					avoid hall-like atmosphere	
Mechanical				250 sq ft		

The seven acre site allows access to open space where energies and frustrations can be freely expressed. The site also contributes to stimulation by the natural environment in which daily, weekly, and seasonal rhythms can be explored. Weekly visits into town for errands and entertainment are easily made, and farming and hortitherapy to celebrate the change of seasons are easily accommodated. The Jenkins Spring Road location is bounded by the Seaboard Coast Line Railroad to the north and properties to the east and west have been zoned light industrial but not yet developed. The juxtaposition of these present and future activities contributes to the image of the center as a work place. To the south is a new single family residential development which adds to the sense of belonging to a community.

The site is divided into two parts, one is heavily wooded with pine and deciduous trees on the east, and the other is a soft cleared area on the west that apparently was once farmland. On the northern corner is a small reservoir that poses a potential danger to the mentally handicapped individuals in unsupervised aquatic activity.





SOLUTION

SOLUTION

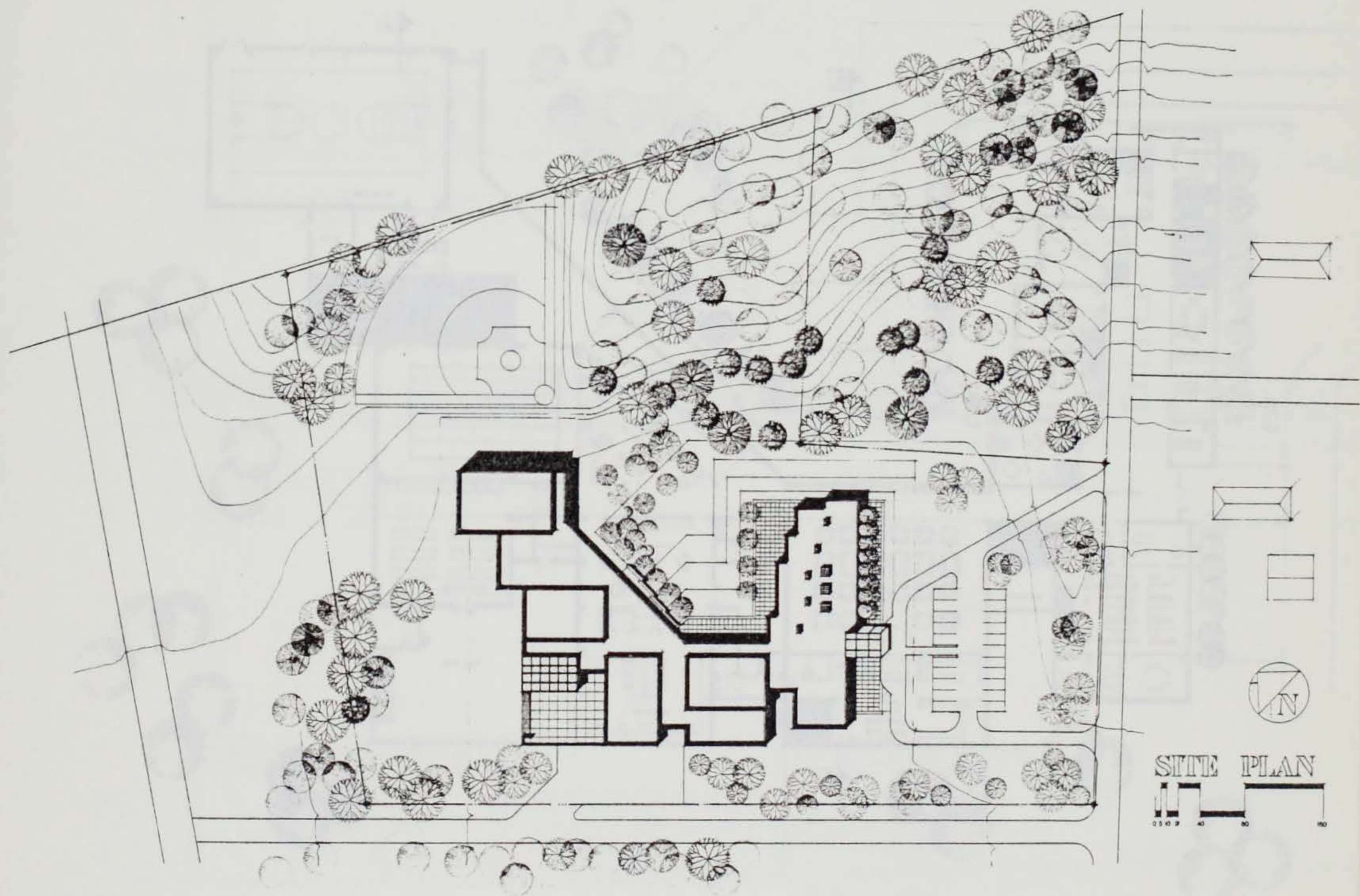
The building is located on the site in order to allow for services to occur on the west side, using the access road. The smaller scaled components, classrooms, and offices are placed to the south in order to be visible from the street and in scale with the residential area. The larger components - the recreational facilities and workshop - are located to the north, in order to take advantage of the sloping site and giving the components a lower profile. Winter winds and noise from the north might also be absorbed by the massing of these components.

The goal was to organize the programmed spaces in a time and space sequence that would begin the daily activities with learning in the mornings and continue with work or recreation in the afternoons. The dining space or multi-purpose space would then act as the focal point to these activities and spaces.

From a philosophical aspect, the building addresses its neighbors in a clear direct way, easily identifiable both to the handicapped individuals using the building and to the community.

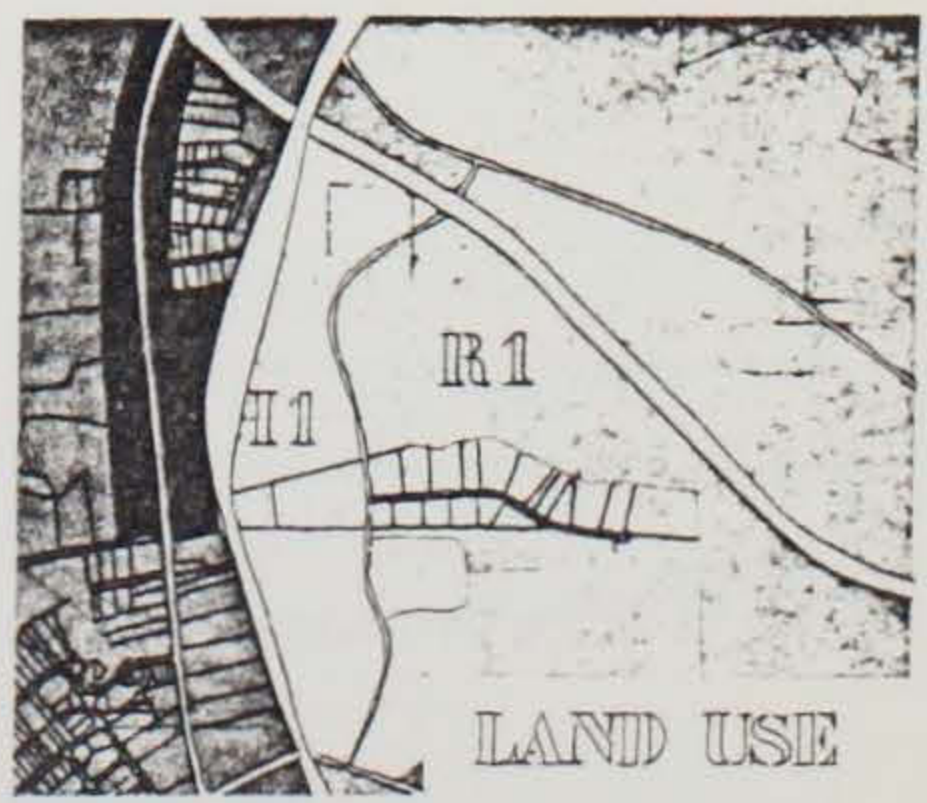
A finished scored concrete block would be used as a familiar construction material to express the building as a place of work. The interior is kept clear for organization of the spaces, and the spaces that are used for work and learning have simple construction and finish detailing to minimize irrelevant stimuli for those activities. Gathering spaces have a post and beam construction of concrete columns and laminated wood beam to express the structure. The finishes and detailing utilize materials which are easy to maintain and furnishings which encourage flexibility of use and configuration. Doors and windows are delineated so that there is neither confusion between what is outdoors and indoors, nor how to go from out to in and in to out.

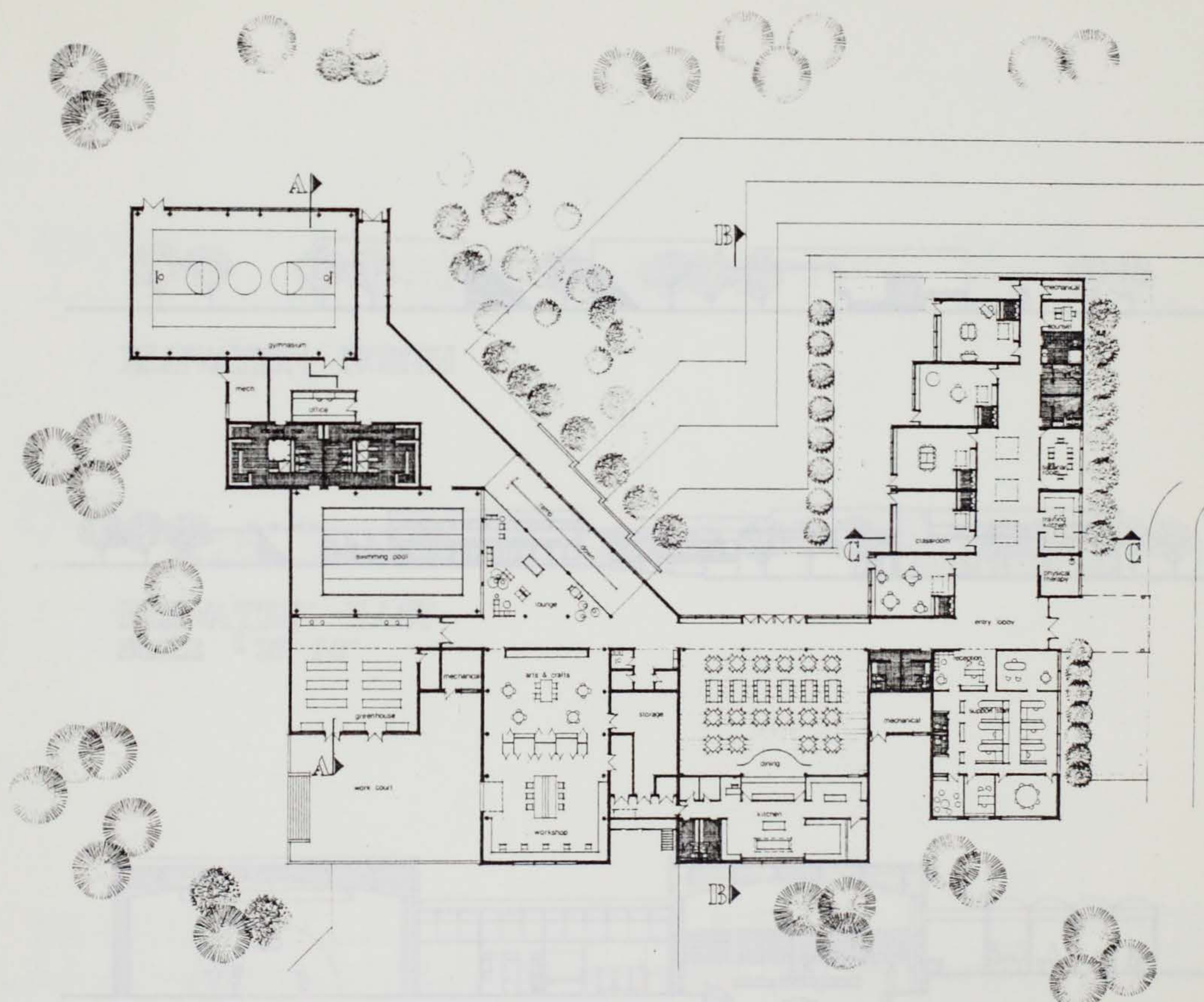
In summary, an effort has been made to make the handicapped individuals as comfortable as possible within his environment, and that the spaces are designed to enhance the individual in that particular activity to reach that optimum goal of development.



A LEARNING CENTER FOR SPECIAL ADULTS
GREENWOOD, SOUTH CAROLINA

A TERMINAL PROJECT, SPRING ANNEMARIE H. JACQUES

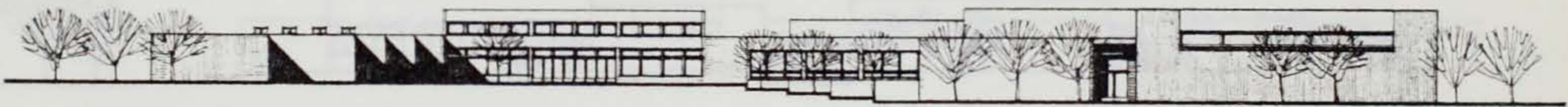




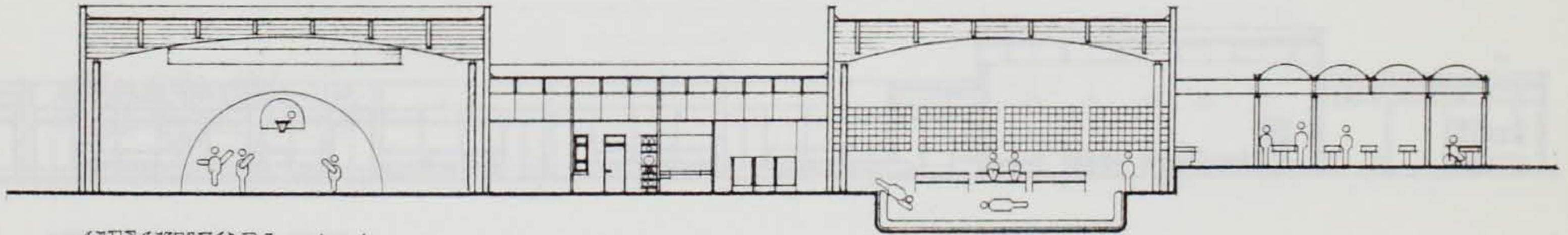
FLOOR PLAN SCALE 1/16" = 1'-0"



ELEVATION NORTH

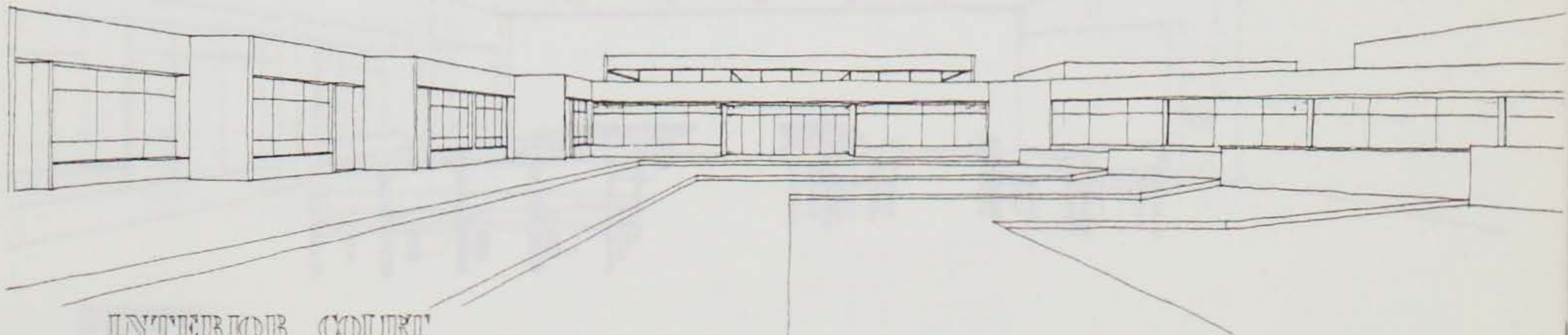


ELEVATION EAST
SCALE 1/16" = 1'-0"

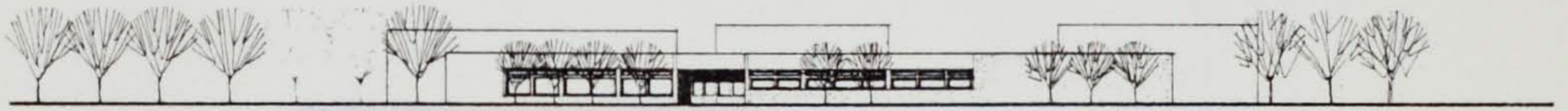


SECTION A-A
SCALE 1/8" = 1'-0"

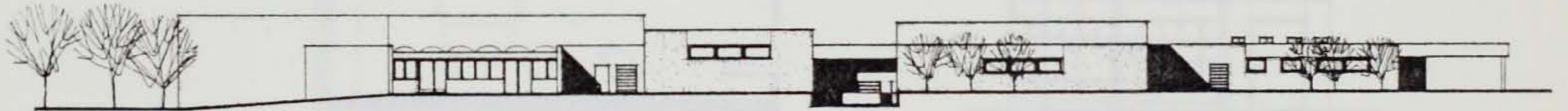
SECTION ELEVATIONS



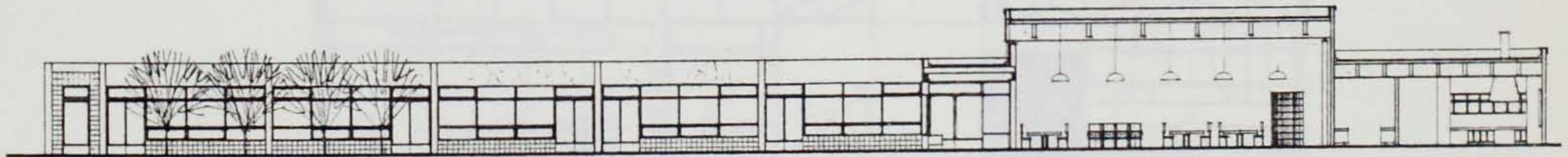
INTERIOR COURT



ELEVATION SOUTH
SCALE 1/16" = 1'0"

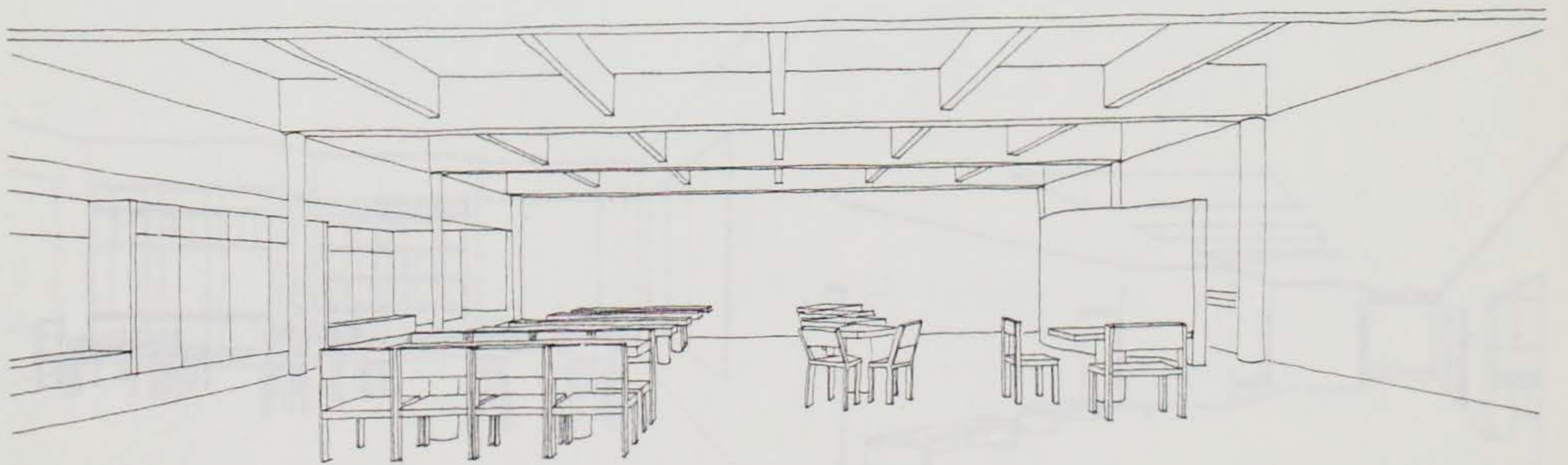


ELEVATION WEST
SCALE 1/16" = 1'0"

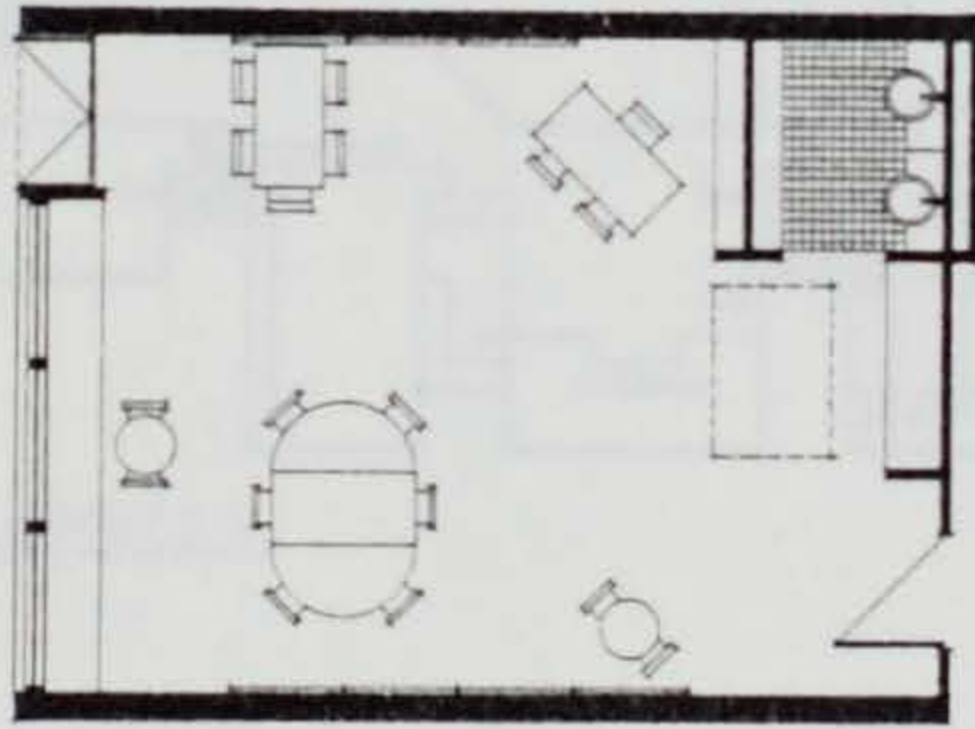


SECTION BB
SCALE 1/8" = 1'0"

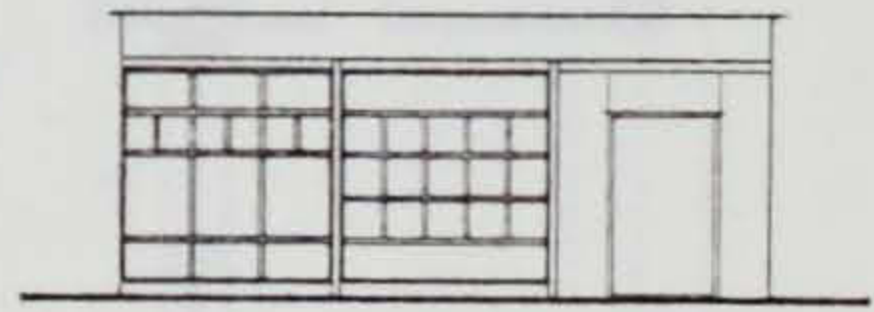
SECTION ELEVATIONS



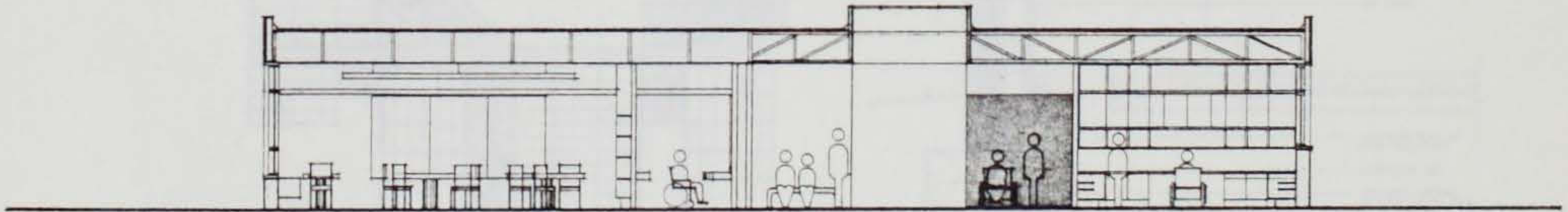
DINING



PLAN
SCALE 1/4" = 1'0"

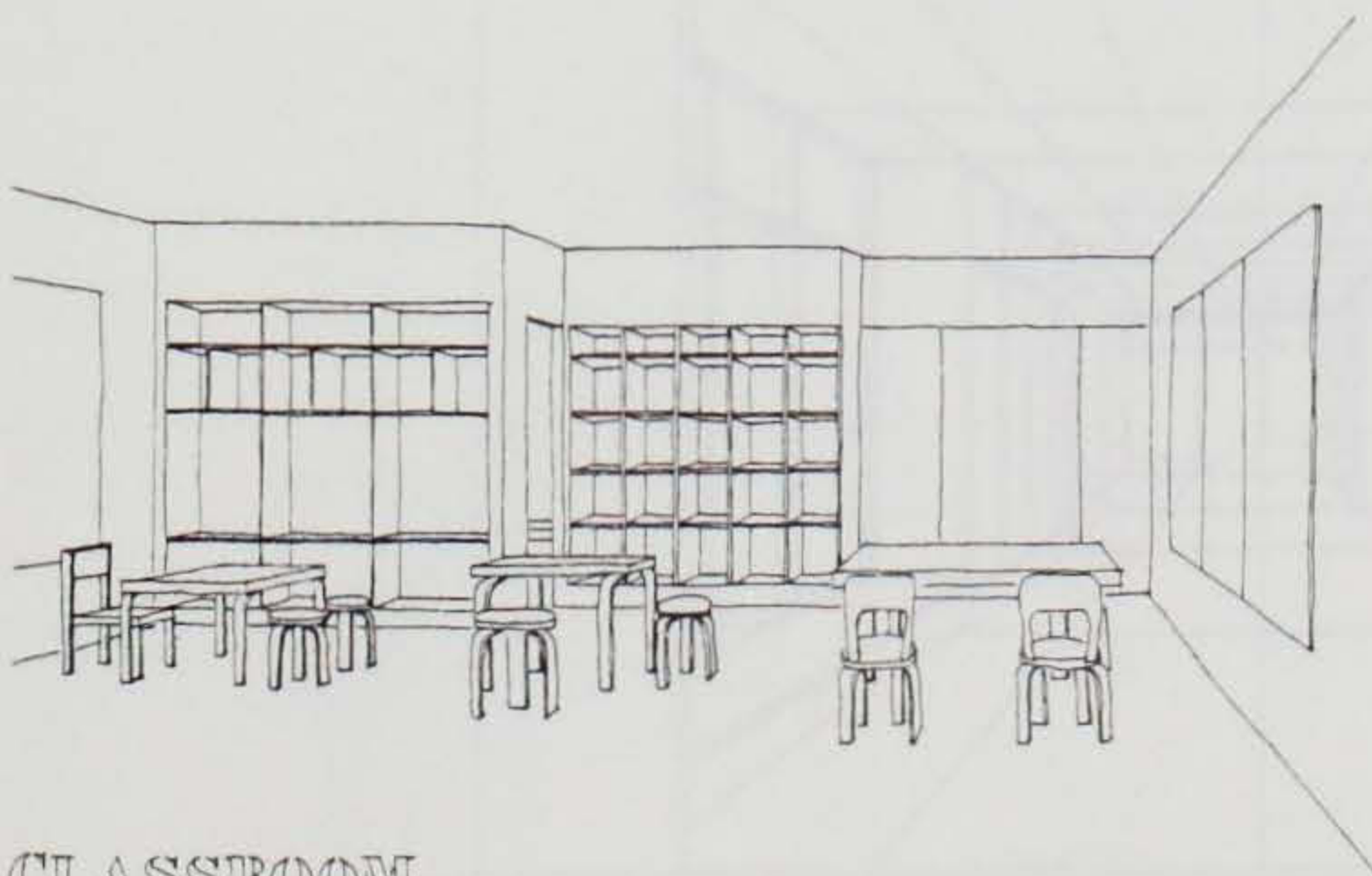


CABINET ELEVATION

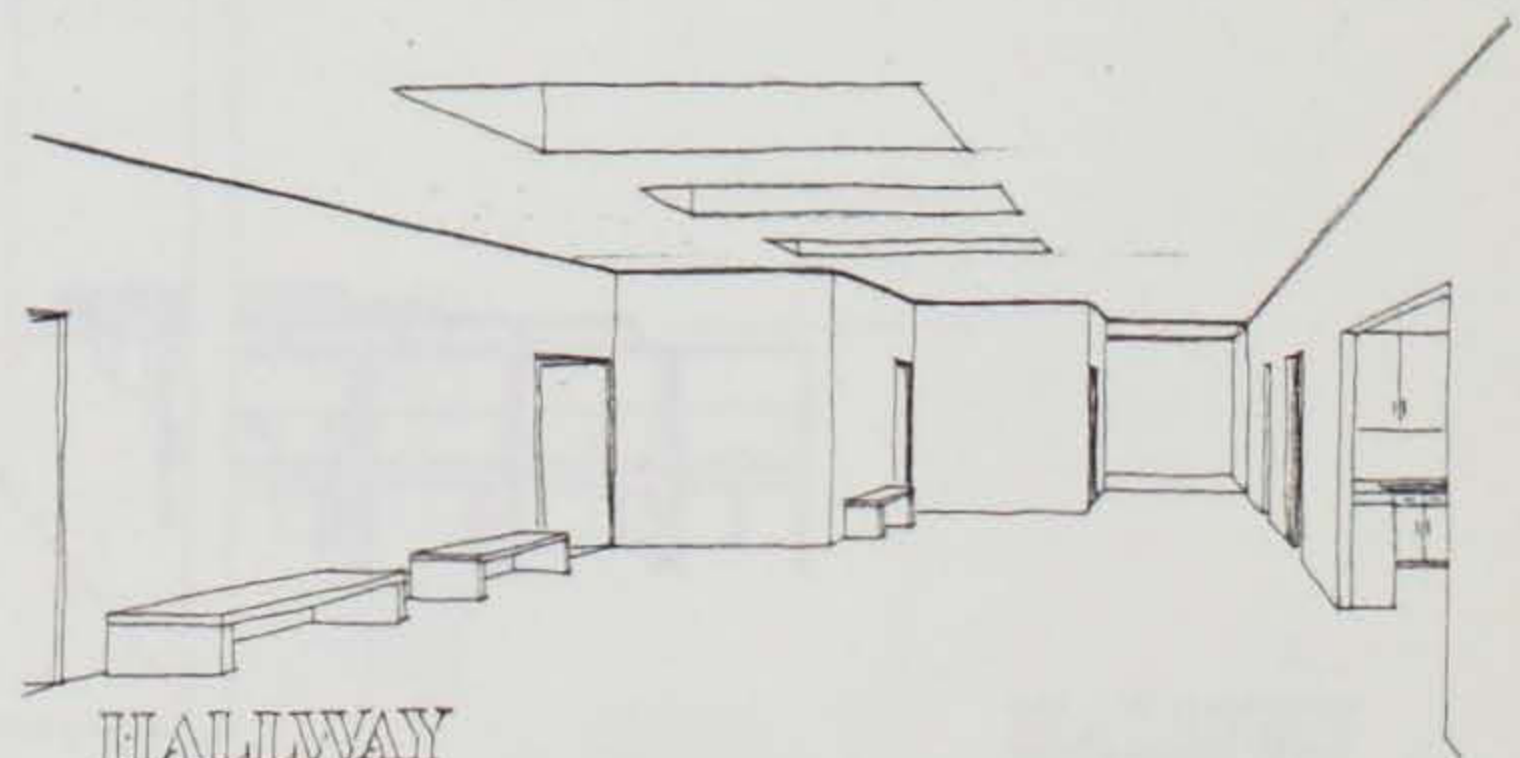


SECTION C-C
SCALE 1/4" = 1'0"

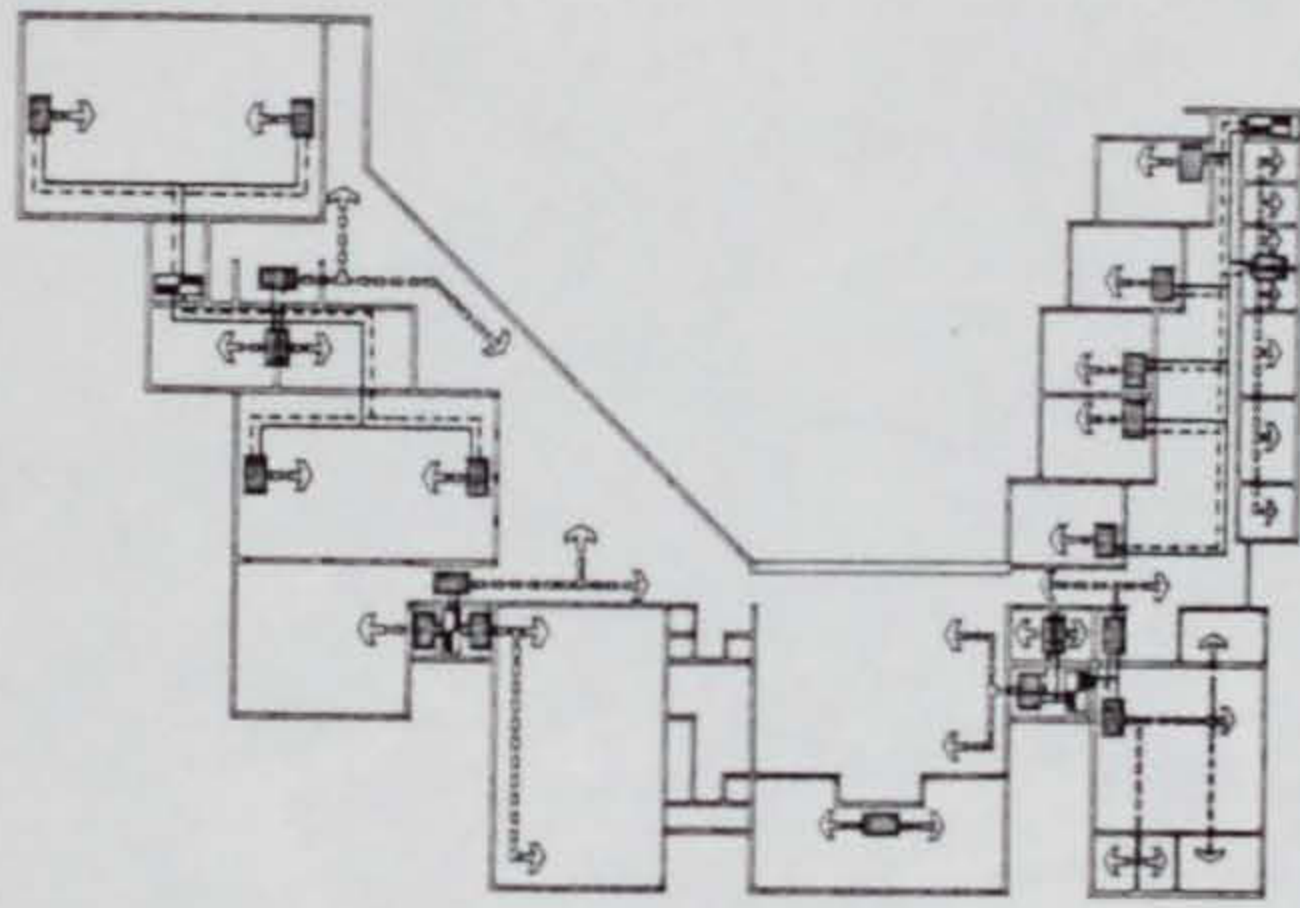
CLASSROOM ENVIRONMENT



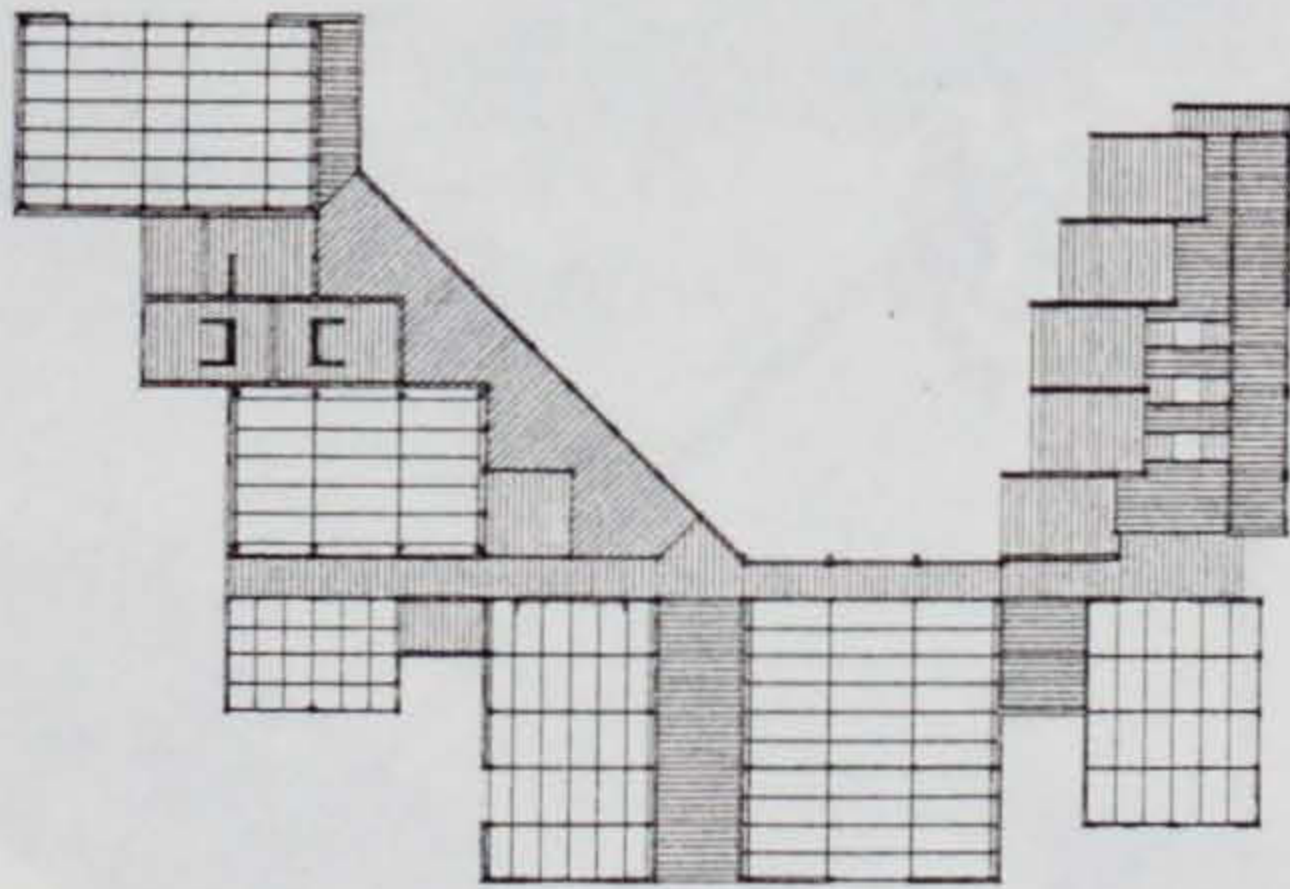
CLASSROOM



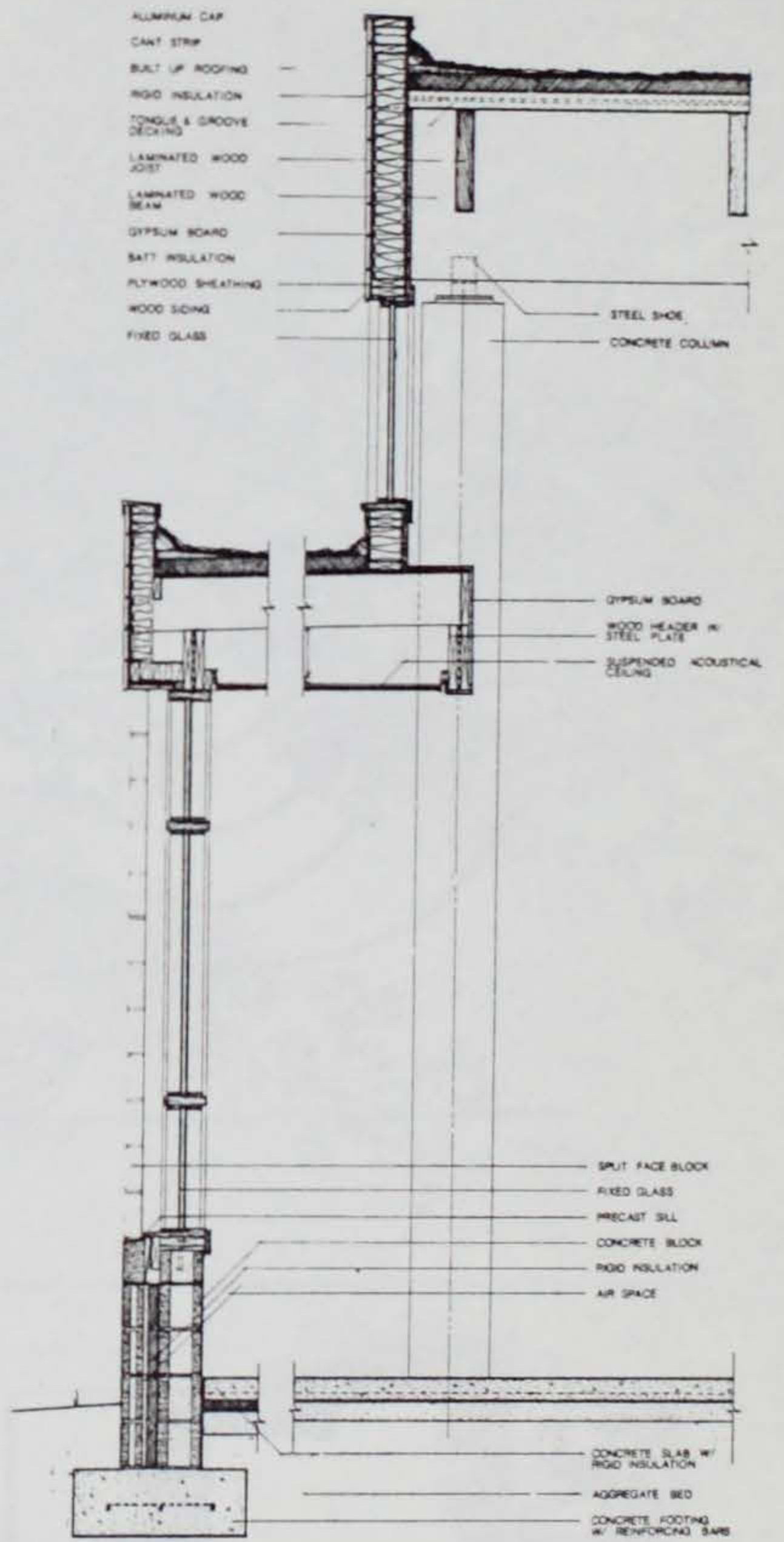
HALLWAY



MECHANICAL

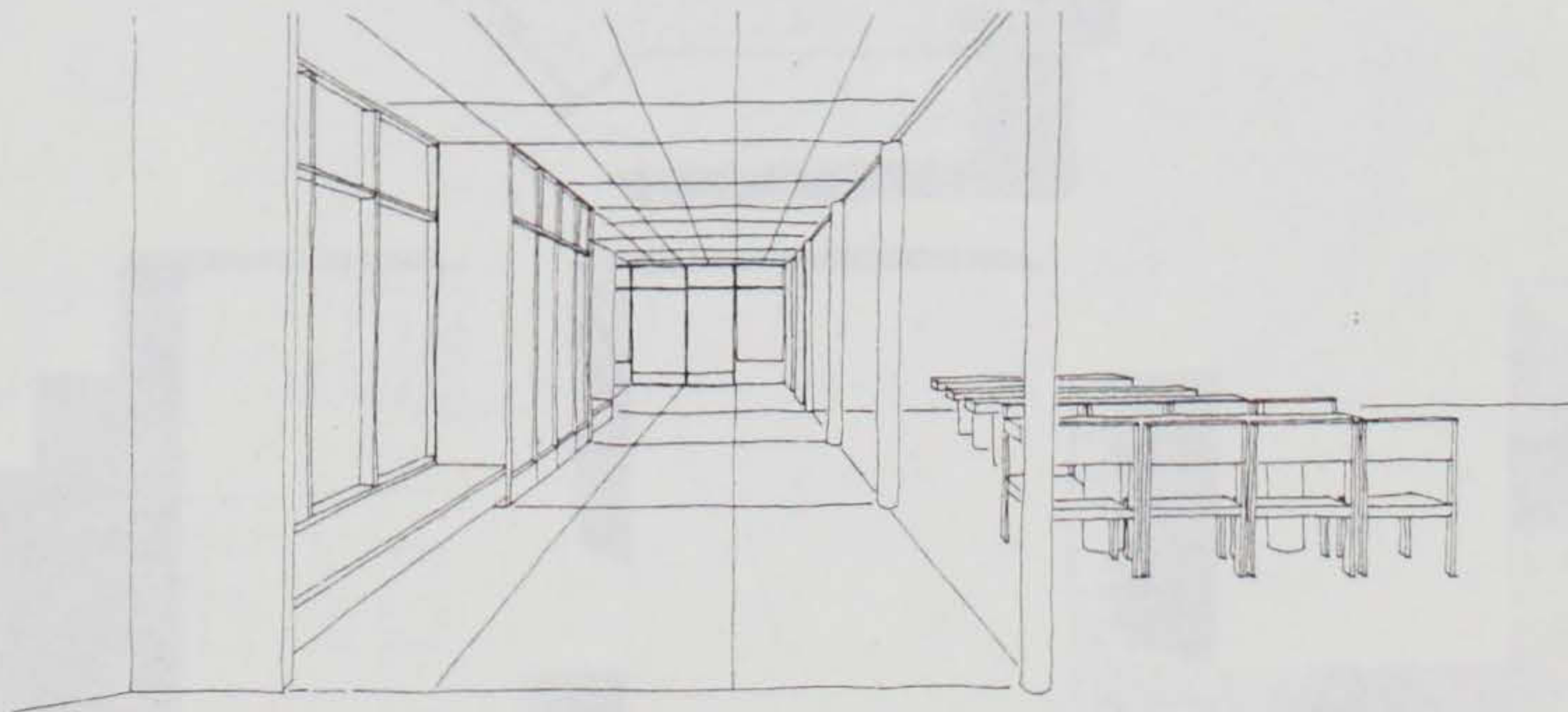


FRAMING

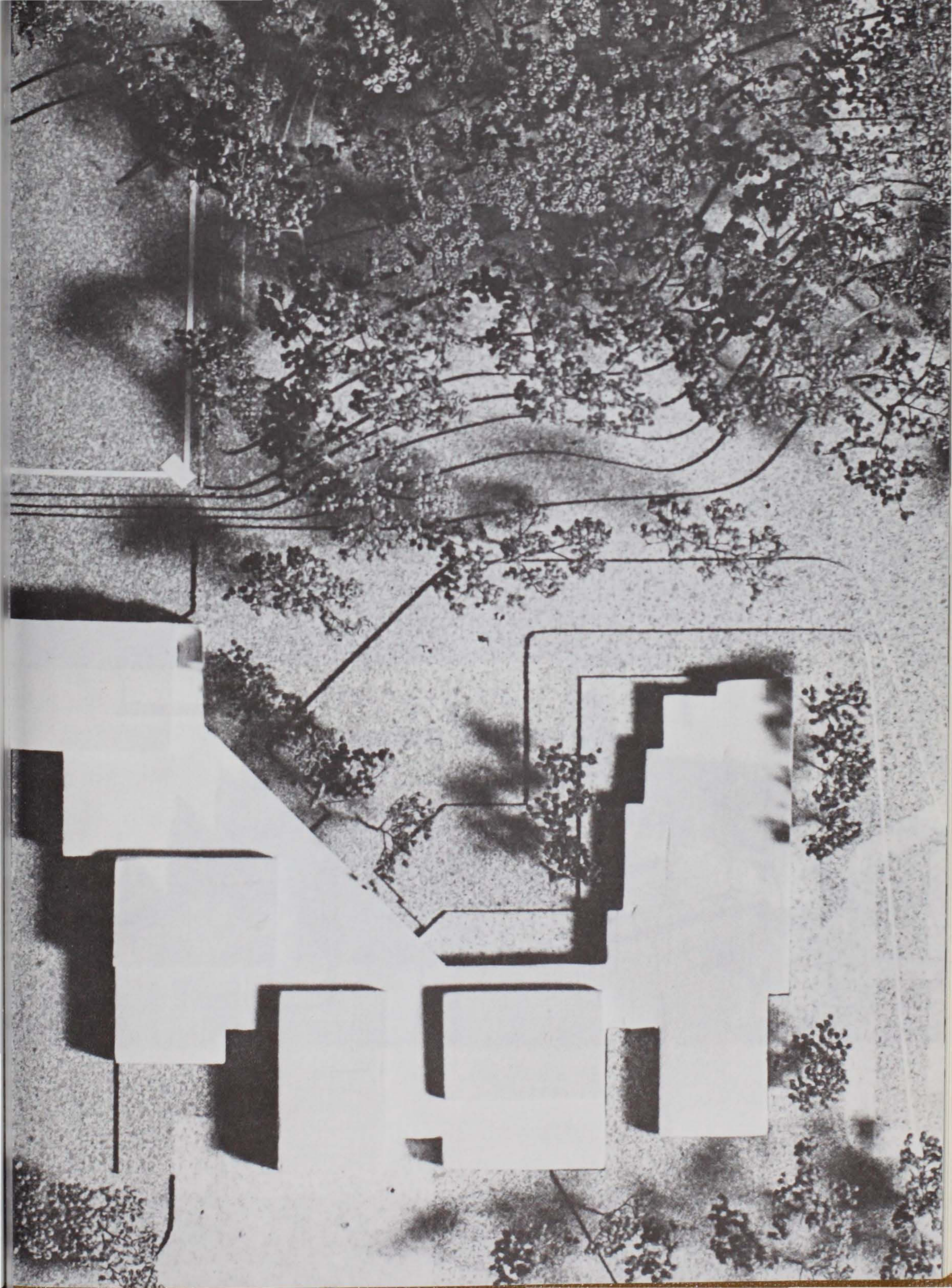


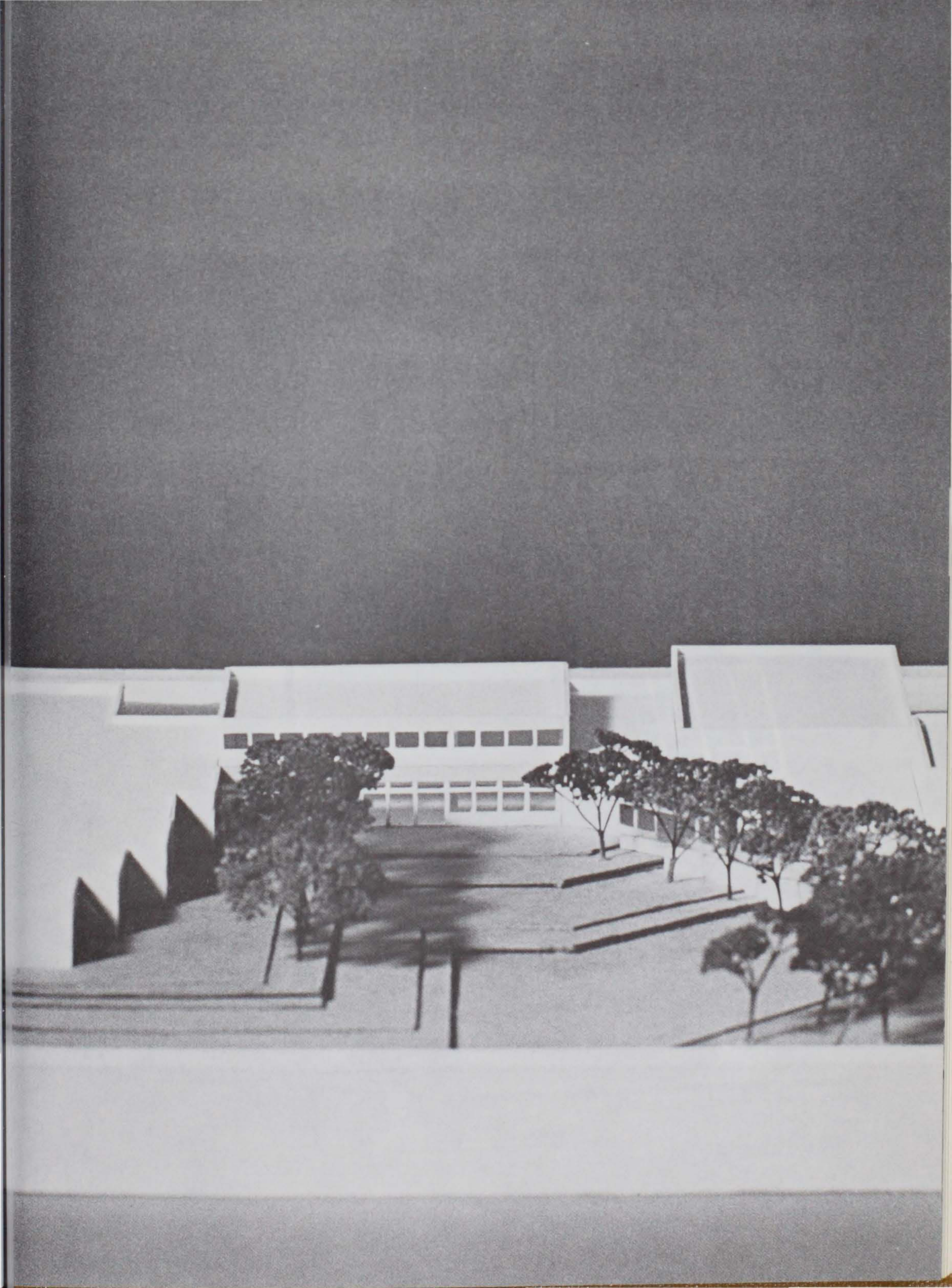
WALL SECTION
SCALE 1" = 1' 0"

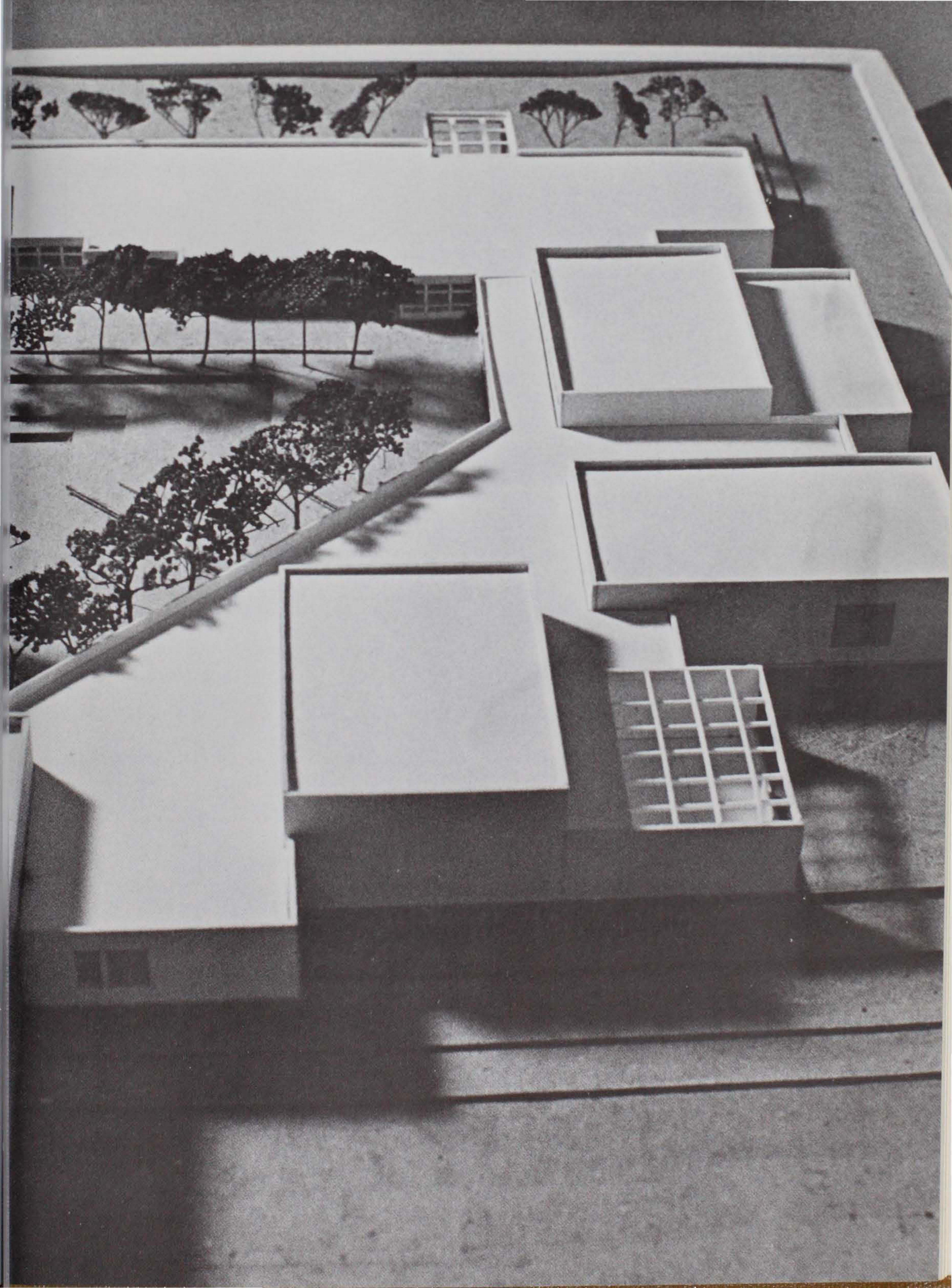
STRUCTURAL/MECHANICAL



HALLWAY







FOOTNOTES

FOOTNOTES

- ¹Mental Retardation: Century of Decision. p. 101.
- ²Ibid., Preface.
- ³Ibid., pp.
- ⁴Ibid., Cover letter.
- ⁵Five Year Plan for Programs and Facilities Improvements, 1979 Update. p. i.
- ⁶Ibid., pp. i-ii.
- ⁷"Goals and Program Description Statement." Piedmont Multi-County Mental Retardation Board.
- ⁸"Stonequarry Lodge." Architecture Australia. January 1979. p. 46.
- ⁹Christmas in Purgatory - A Photographic Essay on Mental Retardation. Blatt & Kaplan, 1966, p.

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- "Design Guidelines for Intermediate Care Facilities for the Mentally Retarded." Progressive Architecture. January 1977, p. 69.
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