08

08th - 14th Sept.

WEEK EIGHT

Goals:

- Create mood boards
- Mind map implications
- Additional research
- Ideate
- Present findings to peers

SUPPORTING NEURODIVERSE PLAY.

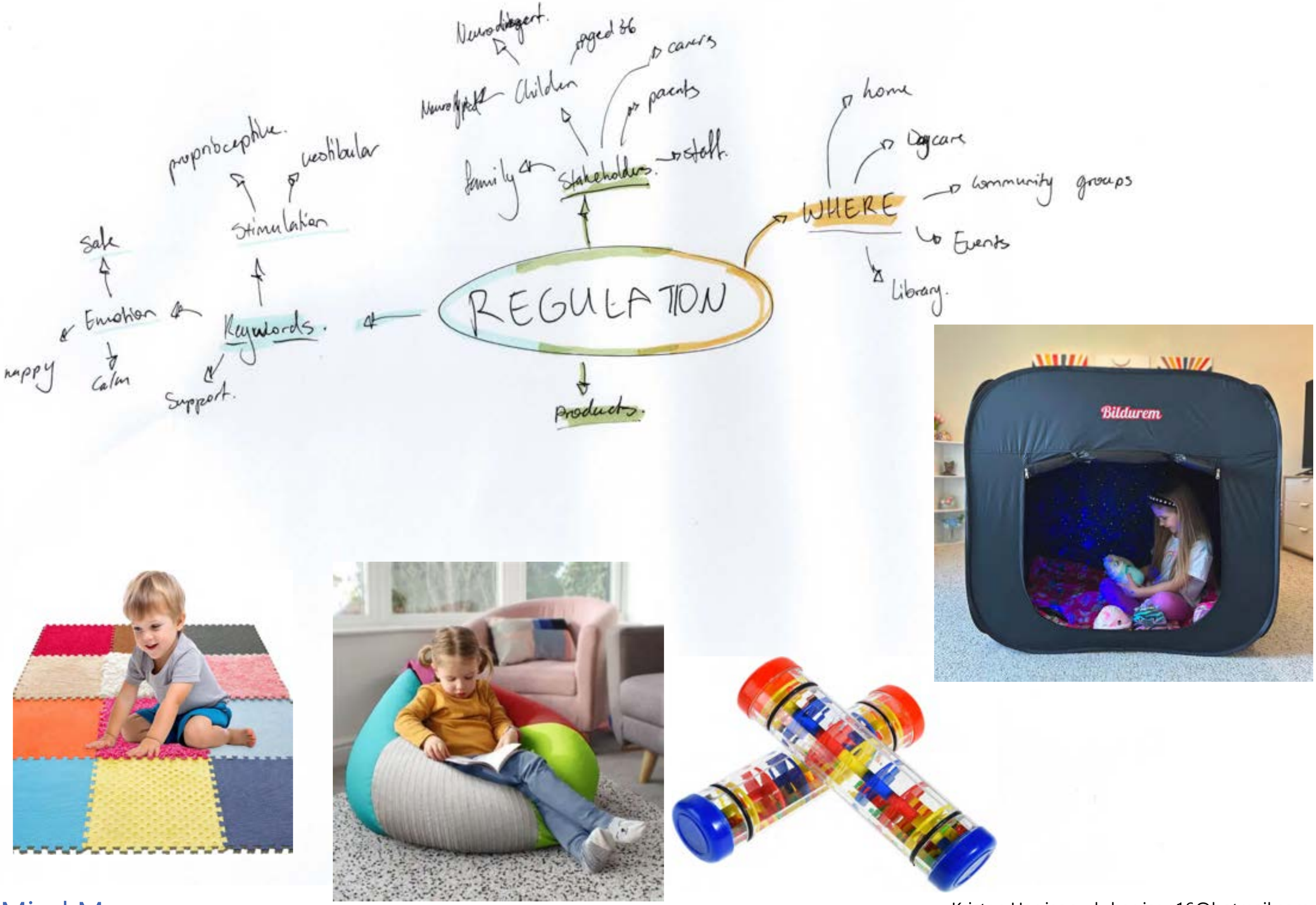
- Stakeholders
  - Family
    - Siblings
    - Grand parents
  - Staff
  - Children aged 3-6
    - Neurotypical
    - Neurodivergent
  - Parents
    - careres
- WHERE
  - Museum
  - Events
  - At home
  - library
  - park
    - Outdoors
      - Fields
  - Community groups
    - Venues
    - Town hall
  - Daycare
  - Fast food restaurants.
- KEYWORDS
  - Adaptable.
  - furniture.
  - Regulation
    - stimulation
      - proprioception
      - vestibular.
  - Communication
  - friendship
  - Guide from afar.
  - collaboration.
  - Support
    - Solitary
    - Social
    - Associatives
  - Play
  - predictability
  - Structure
- PRODUCTS
  - Supports development.
  - Toys / Equipment
    - Grows w/ child
  - Furniture.
    - Flexible
    - Grows w/ child
    - Environment
  - Adaptable

Mind Maps

Kristen Harrison - k_harrison16@hotmail.com

Kristen Harrison - k_harrison16@hotmail.com

Kristen Harrison - k_harrison16@hotmail.com



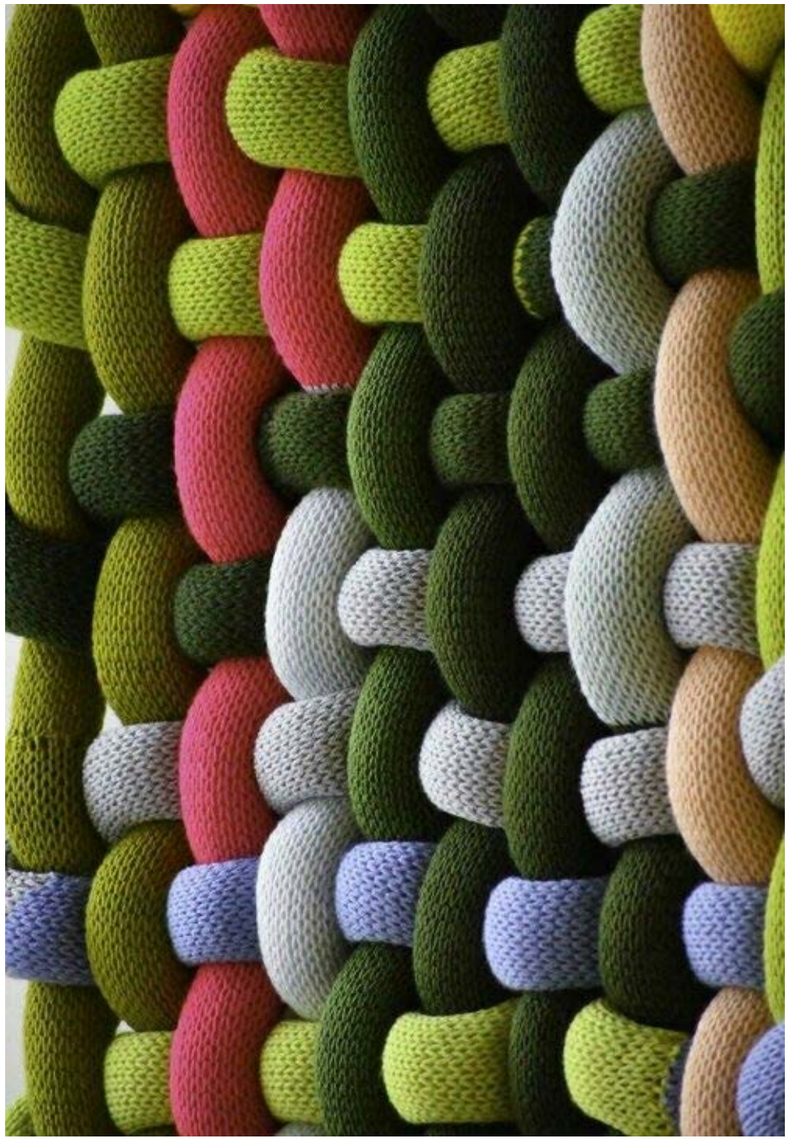
Kristen Harrison - k_harrison16@hotmail.com

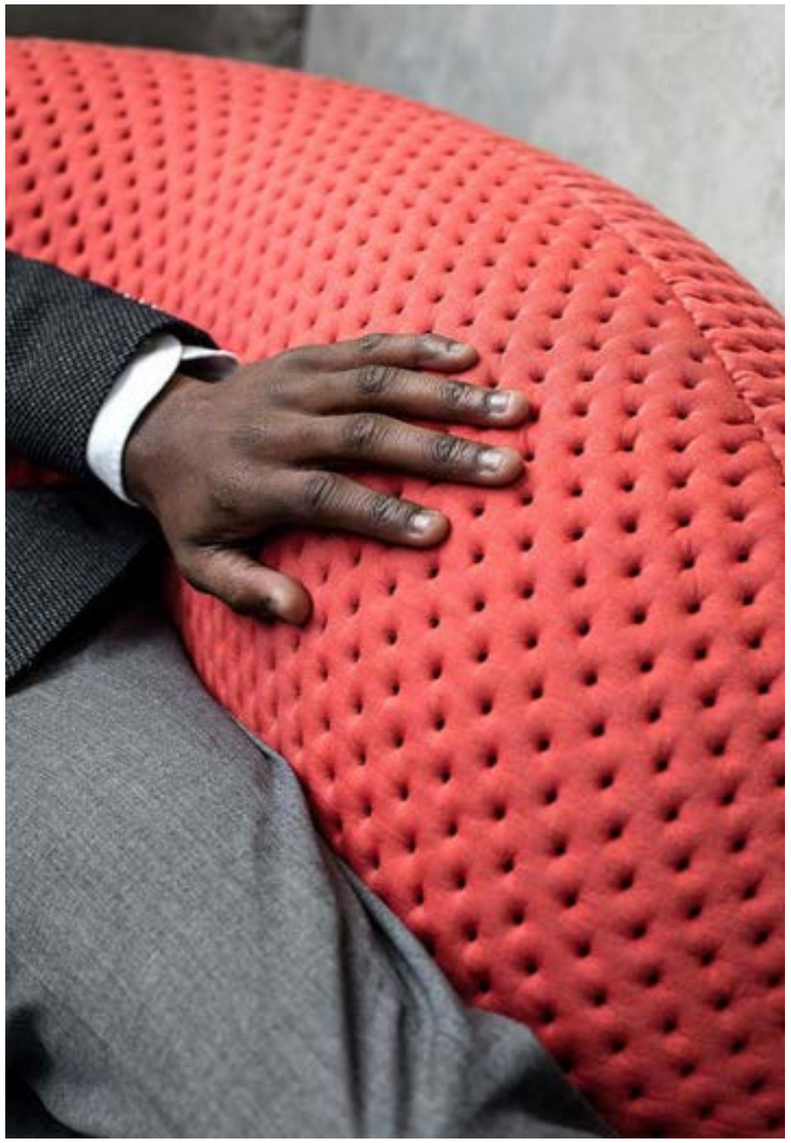
Mood Board | Function

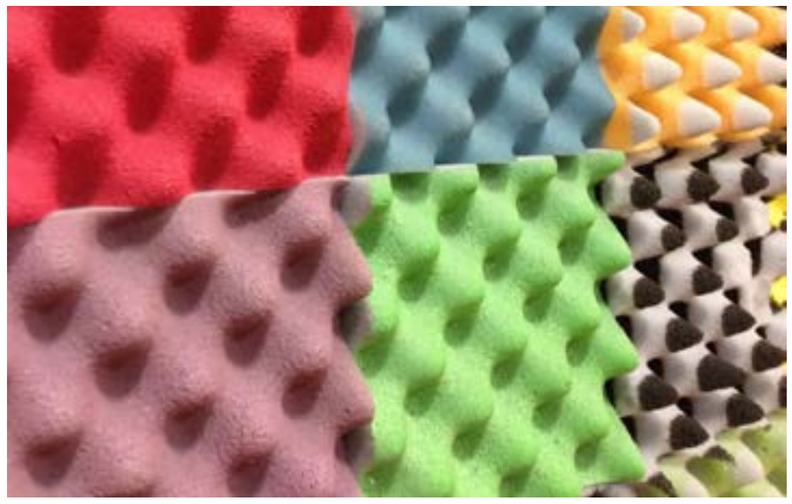
Kristen Harrison - k_harrison16@hotmail.com

Mood Board | Aesthetic

Kristen Harrison - k_harrison16@hotmail.com







Mood Board | Material

Kristen Harrison - k_harrison16@hotmail.com

Kristen Harrison - k_harrison16@hotmail.com

First-Then Cues

Often, children with autism have difficulty focusing or engaging in activities that they don't prefer. These are called non-preferred activities. In order to motivate and improve learning chances, a first-then cue can be used. This cue will have a picture corresponding to the task that needs to be completed first before engaging in a more preferred activity. For example, a cue could include First (picture of writing) Then (picture of a preferred game). This type of cueing helps children with autism work on following directions and is a way to assist with learning new skills.

Visual Schedule for Tasks or Routines

A visual schedule can be used as a way to break down the specific parts of a task or as a way to highlight a routine for children with autism. Children with autism often struggle with following multi-step directions, so a visual schedule can be helpful when teaching new skills. For example, if a child is learning how to prepare a sandwich, a visual schedule could include the specific parts of this task, including obtaining materials, placing ingredients on the sandwich, and eating the sandwich. Depending on the needs of the child, this visual schedule could be very specific and include each part of placing the ingredients or broader by outlining the general steps.

Visual schedules can also be used to outline a routine for a child with autism. This could be a daily routine and include waking up, getting dressed, eating breakfast, etc. and proceed all the way through the child's daily activities. Or a visual schedule could highlight a specific routine that a child struggles with. For example, getting on the bus in the morning or putting on pajamas at night. No matter what a visual schedule is being used for, it is important to practice its use and remain consistent, regardless of who is using the visual with the child. This will help promote skill carry-over and learning.

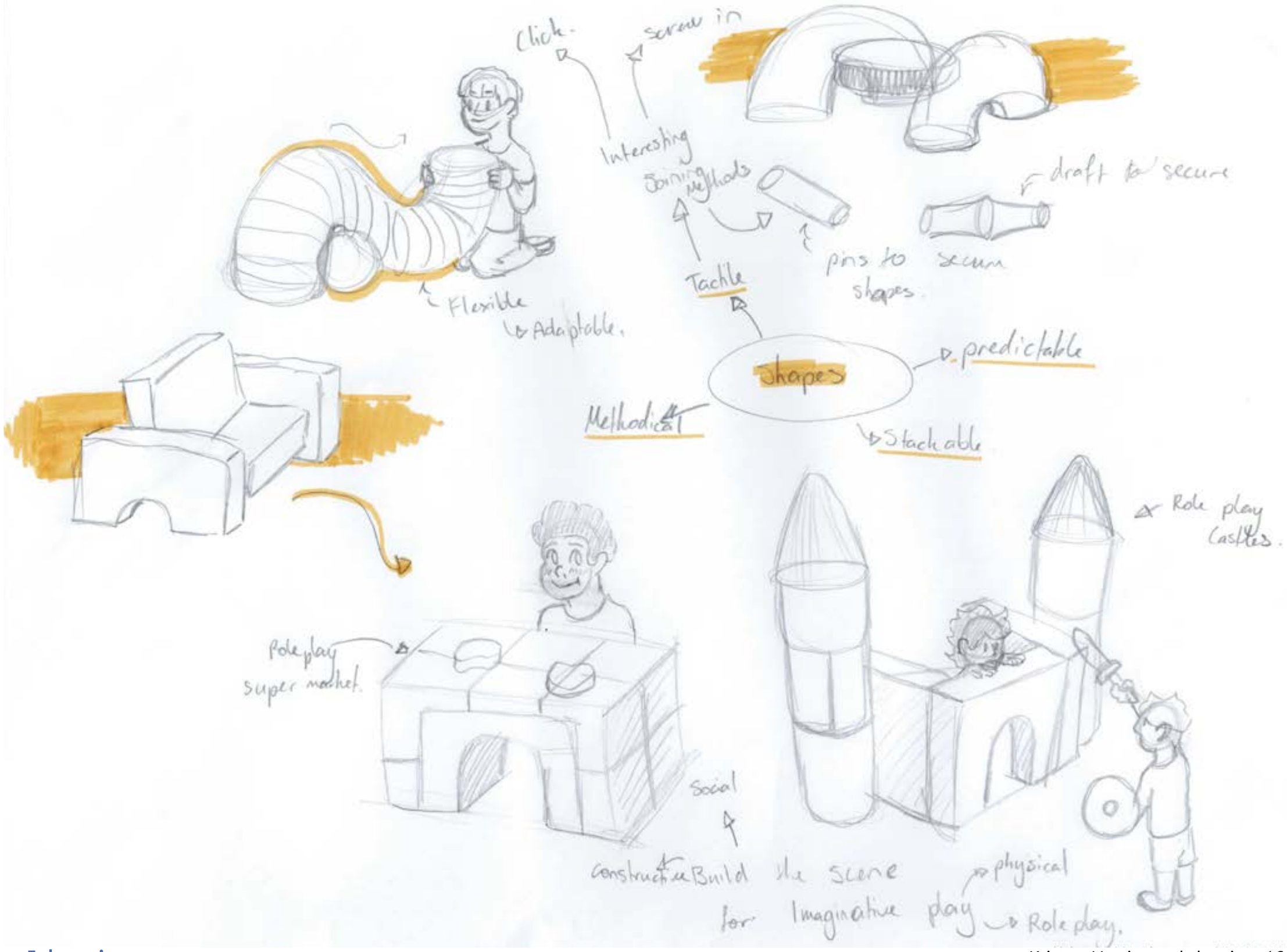
3. Use Special Interests as a Gateway to Teaching Skills

In general, children with autism have special preferences or special interests. This could be anything from a sport to a movie or television character. For some children, it may be appropriate to utilize this special interest as a way to teach other important skills.

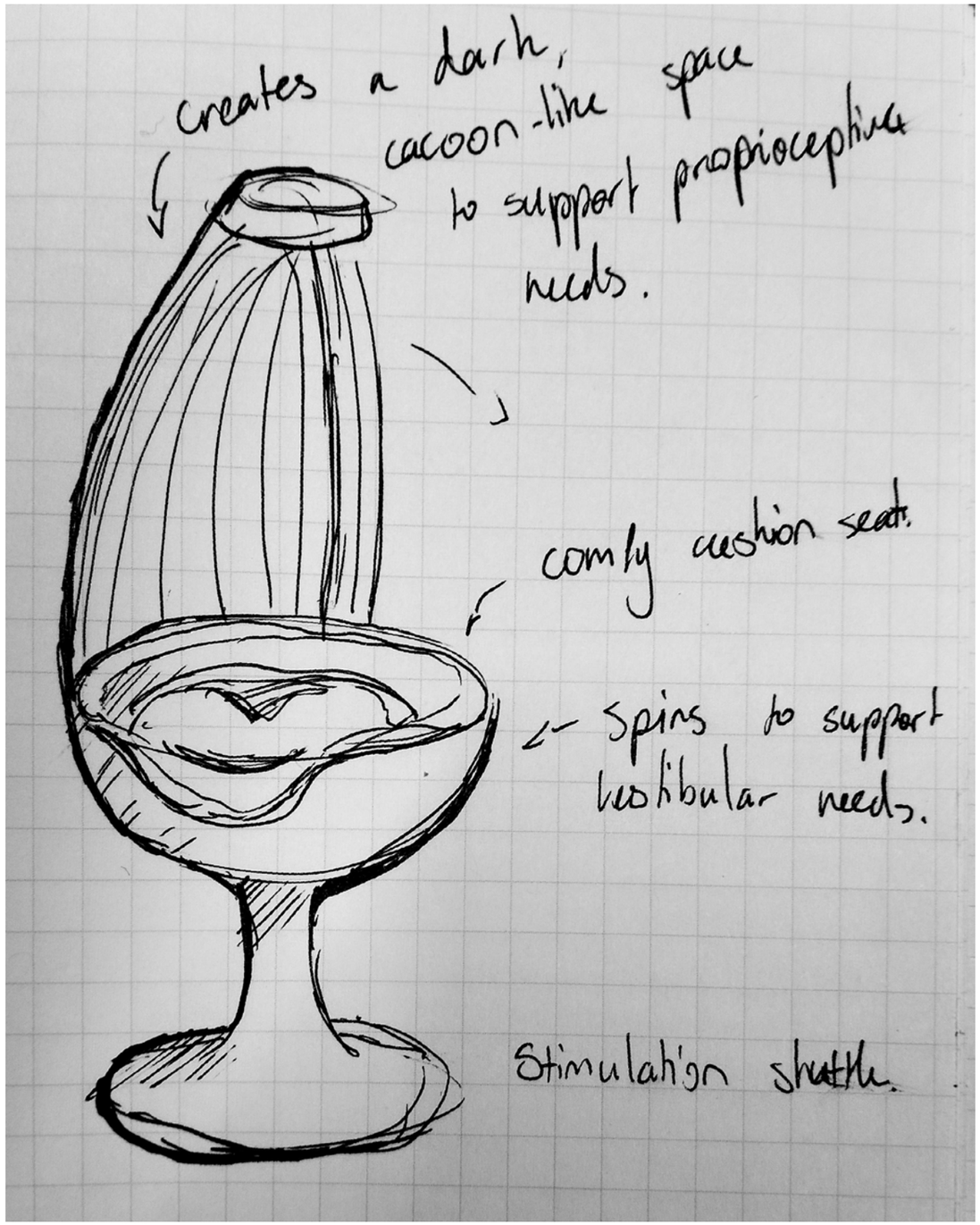
If a child has a special interest in a character from a movie, this character could be used to teach appropriate social skills. The character could be used in social stories to teach a variety of social norms and skills, and using the character would facilitate trust and also keep the child engaged.

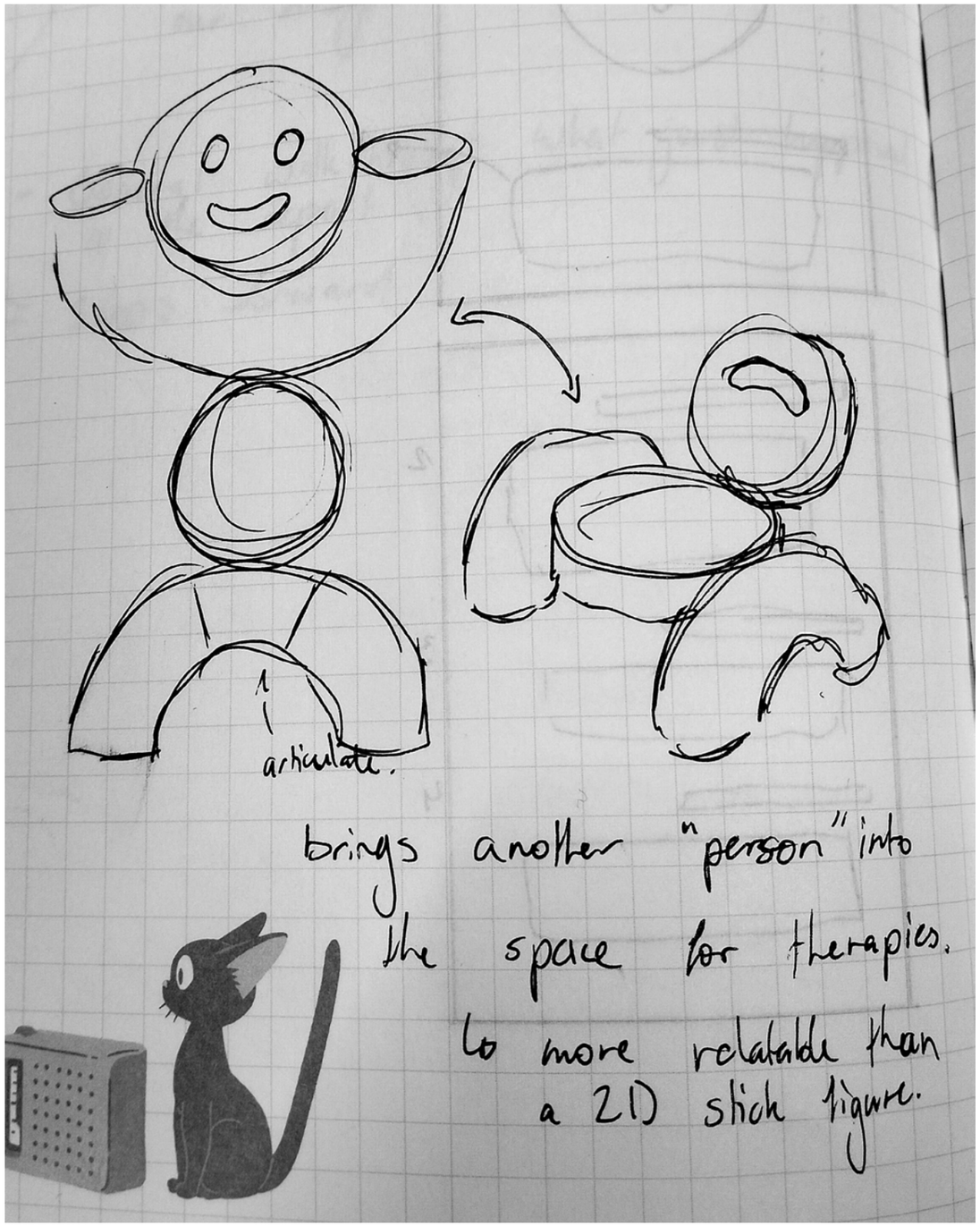
It is important to get to know the children you are working with before implementing this type of strategy, as it could be distracting to some. However, in most situations, it can be a gateway to teaching skills.

Kristen Harrison - k_harrison16@hotmail.com

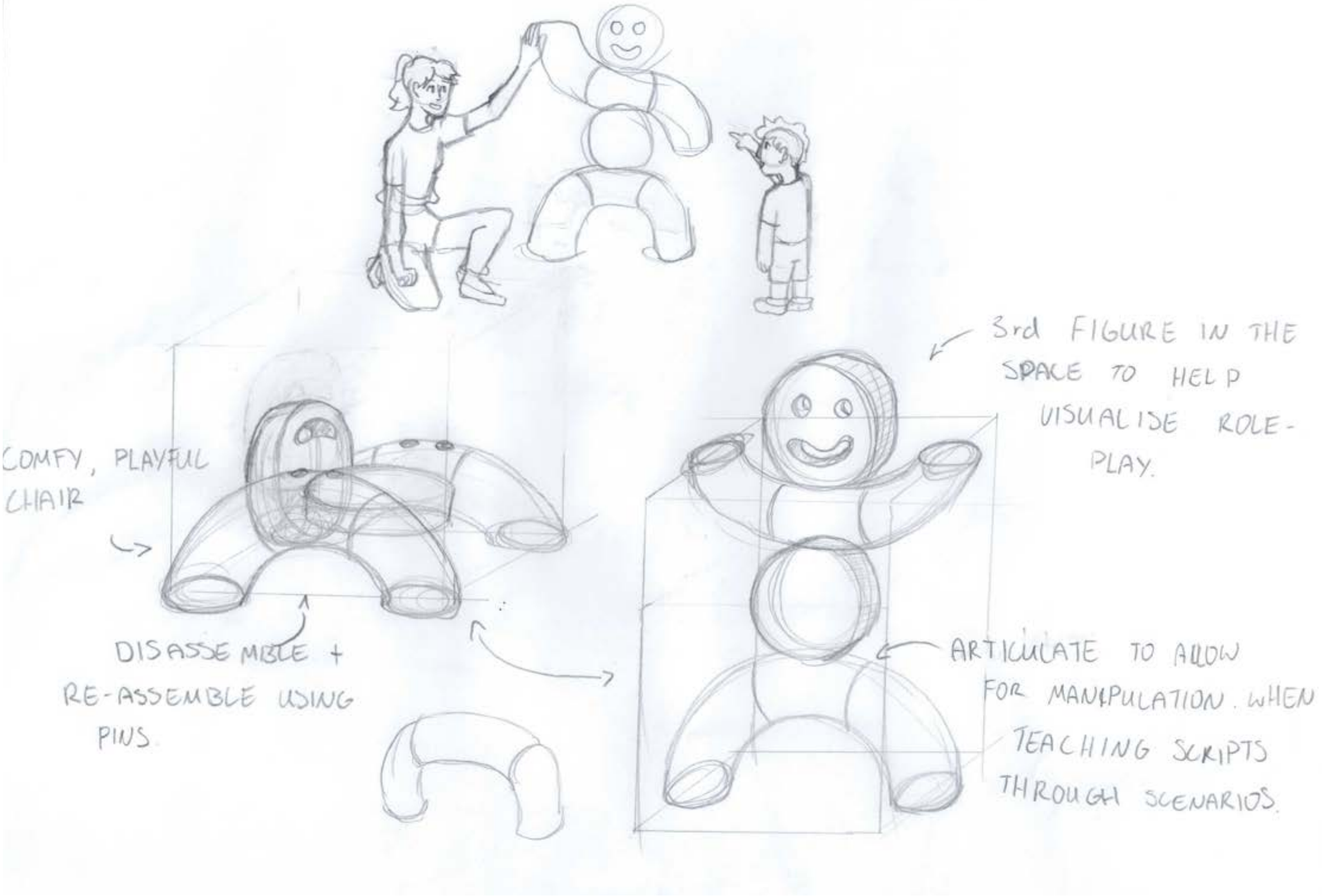


Kristen Harrison - k_harrison16@hotmail.com

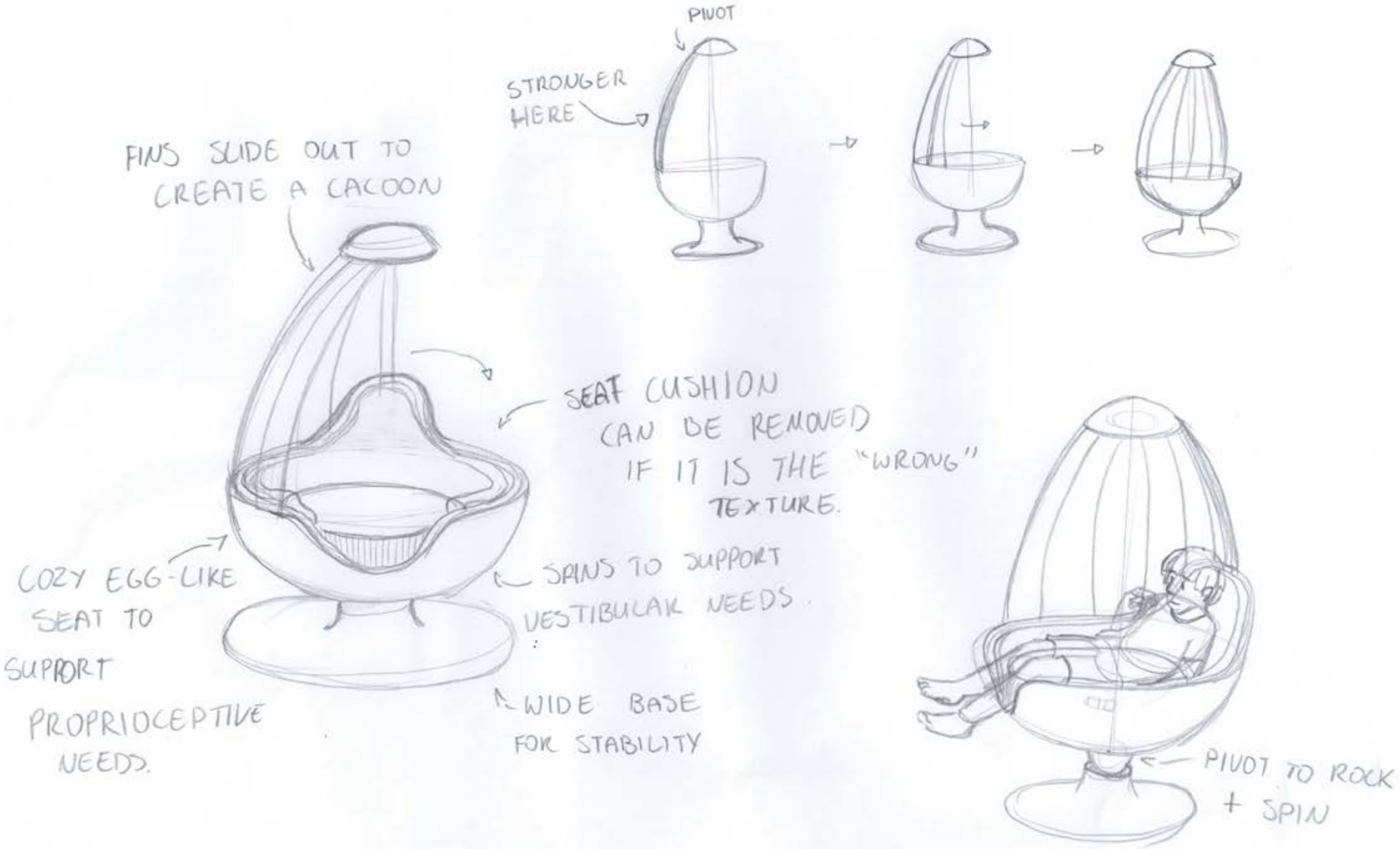




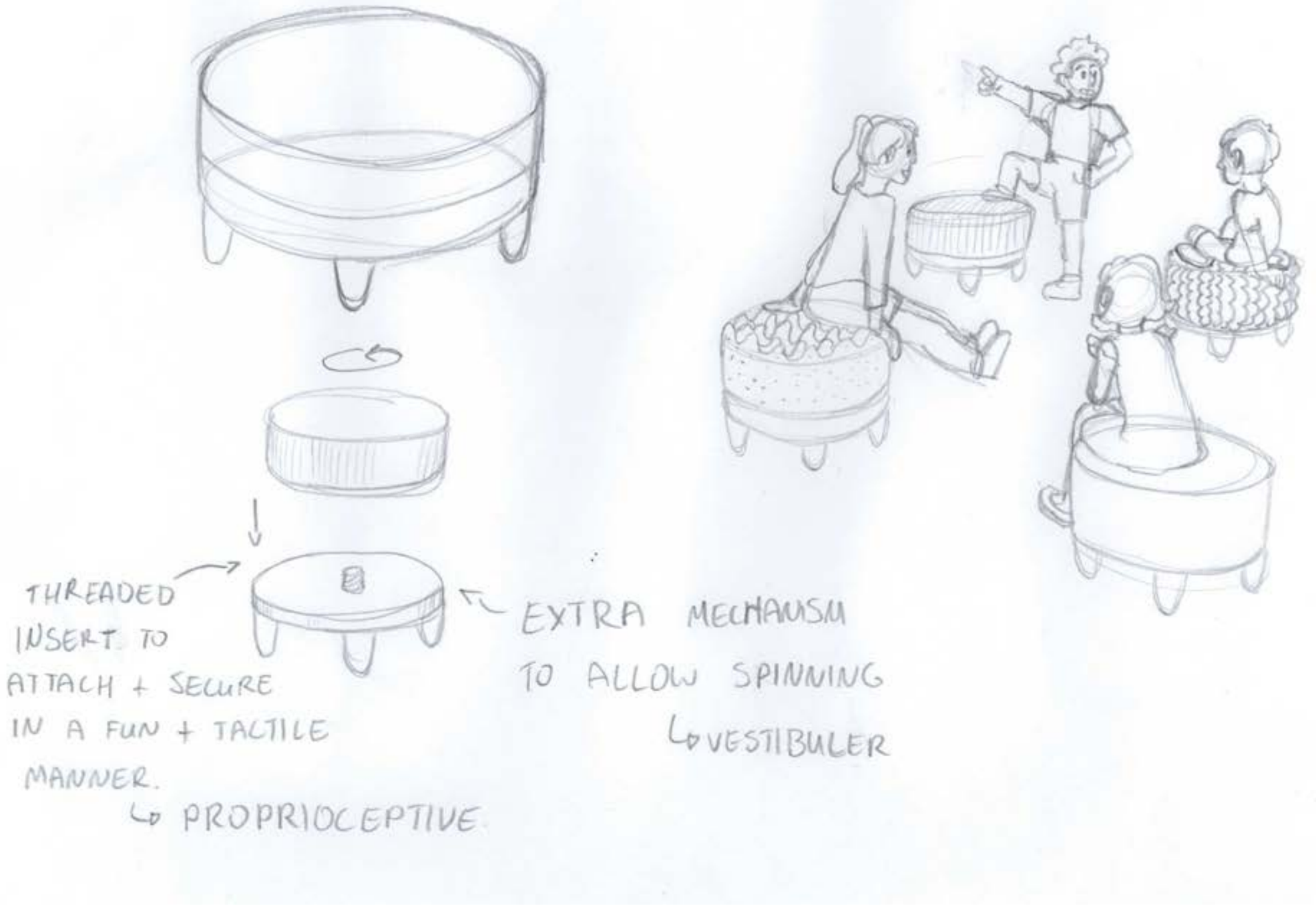
Kristen Harrison - k_harrison16@hotmail.com



Kristen Harrison - k_harrison16@hotmail.com



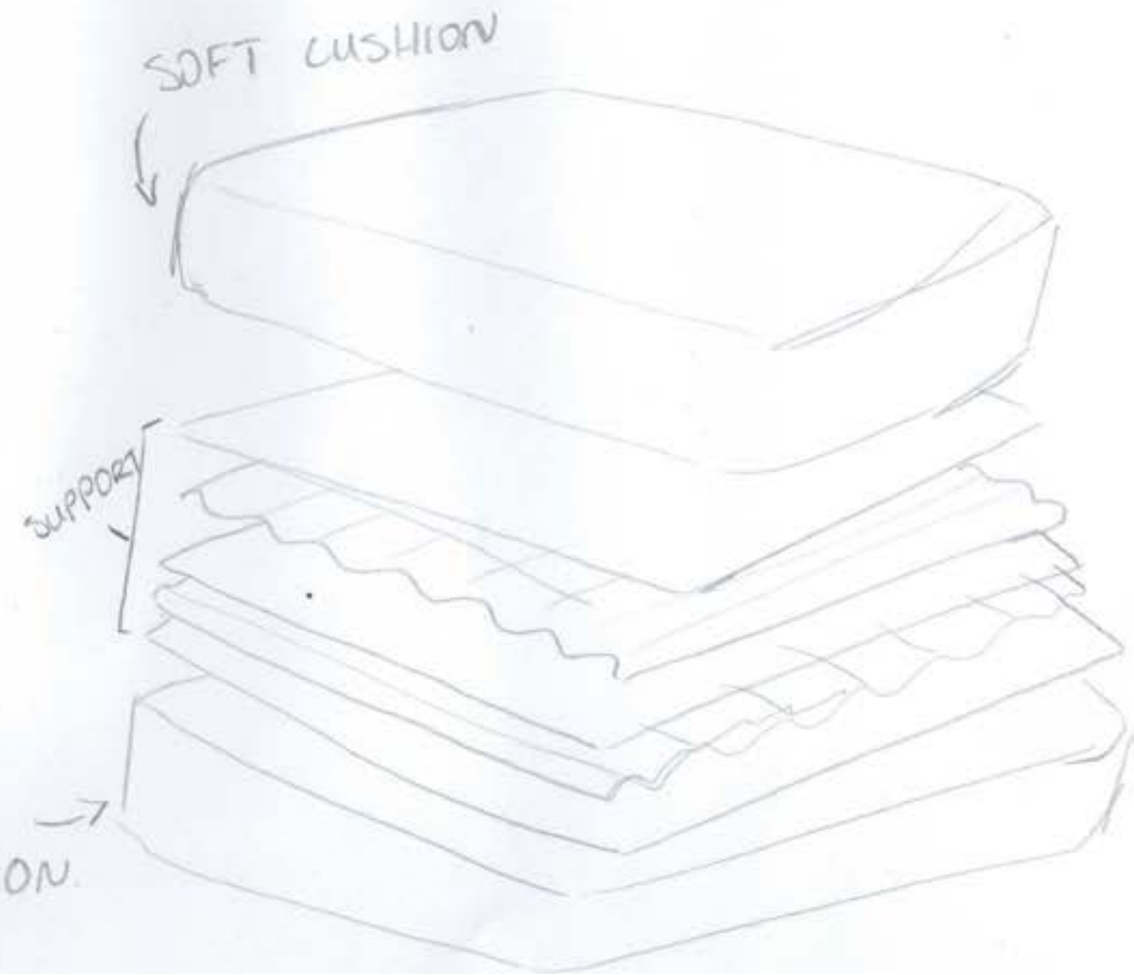
Kristen Harrison - k_harrison16@hotmail.com



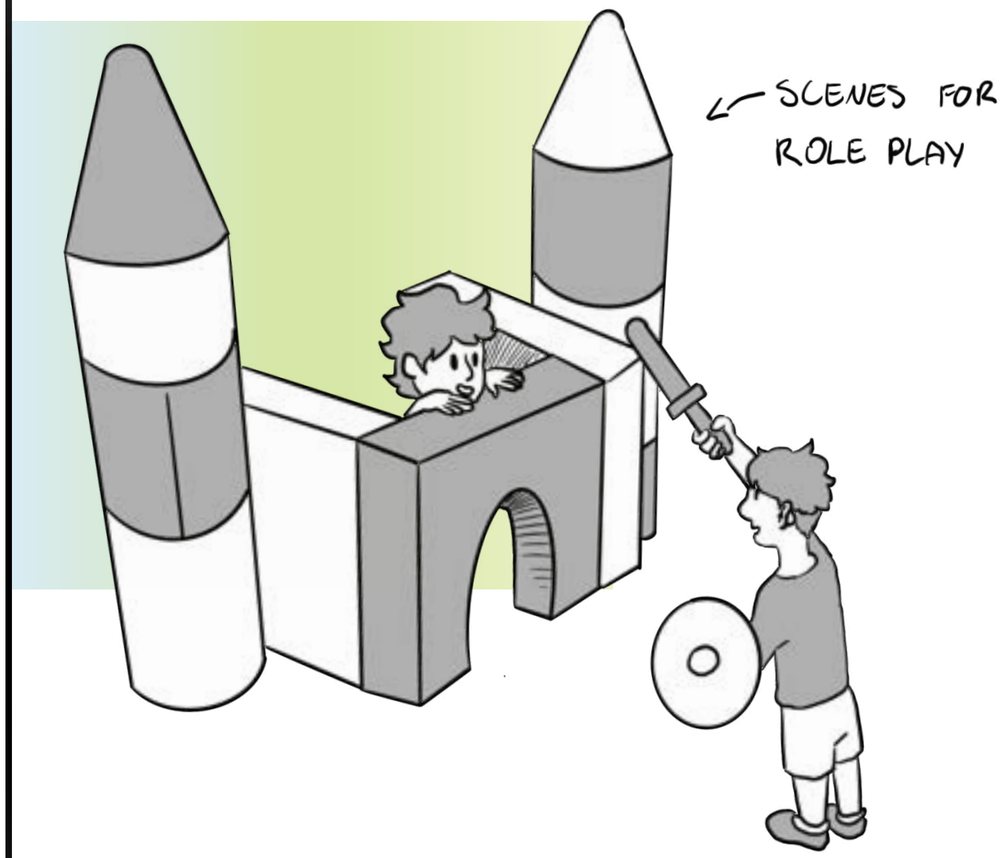
Kristen Harrison - k_harrison16@hotmail.com

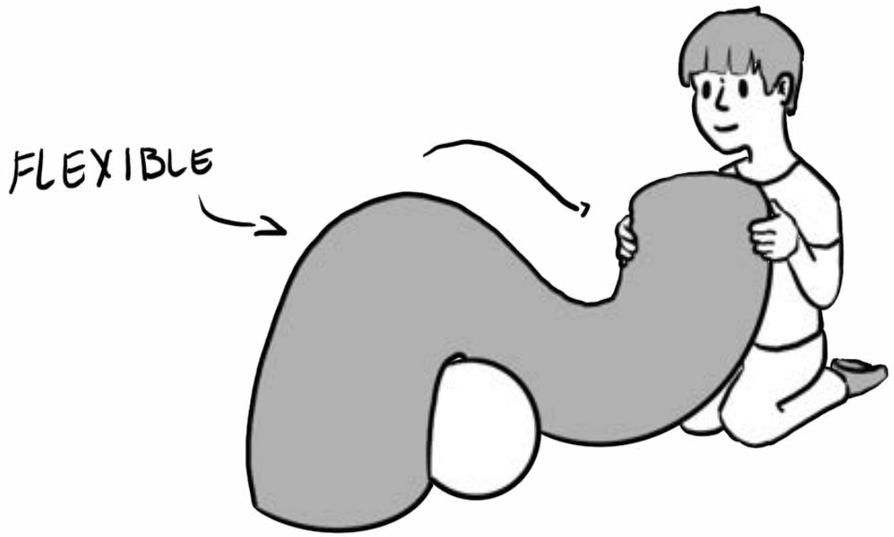
REPLACEABLE CUSHIONS
WITH DIFFERENT TEXTURES
+ FIRMNESS

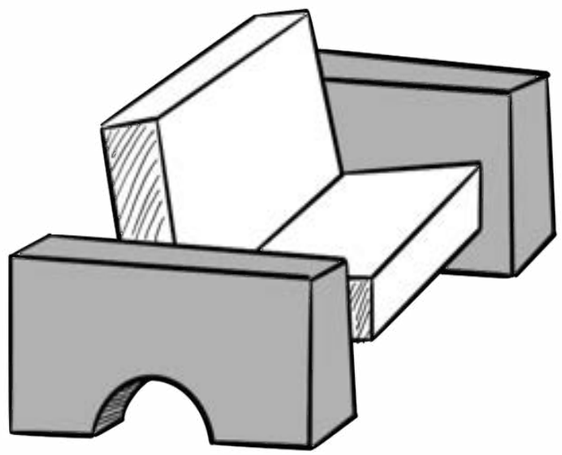
ORBITAL FOOTRESTS
ALLOW CHILDREN TO
ABSENT-MINDEDLY PLAY
+ FIDGET TO STAY
FOCUSED

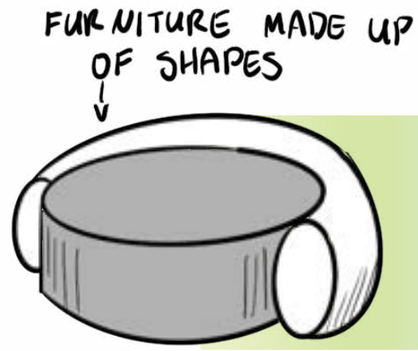


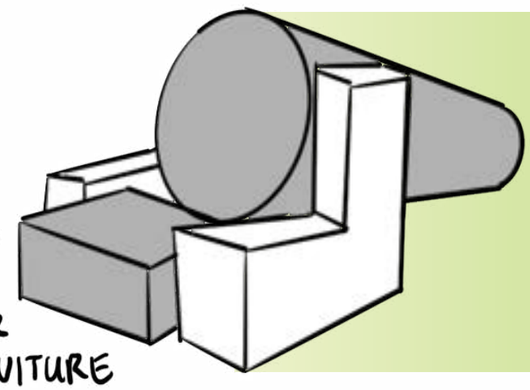
Kristen Harrison - k_harrison16@hotmail.com







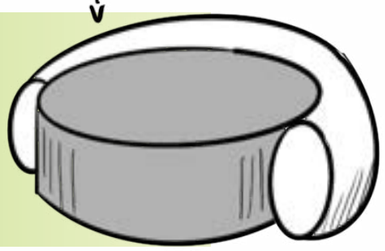


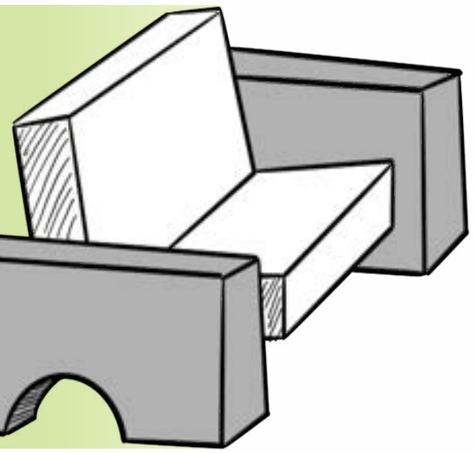


DIS-ASSEMBLE +
RE-ASSEMBLE TO →
CREATE SCENES FOR
PLAY OR NEW FURNITURE

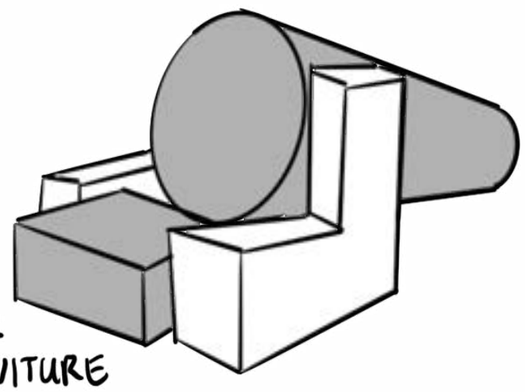
Kristen Harrison - k_harrison16@hotmail.com

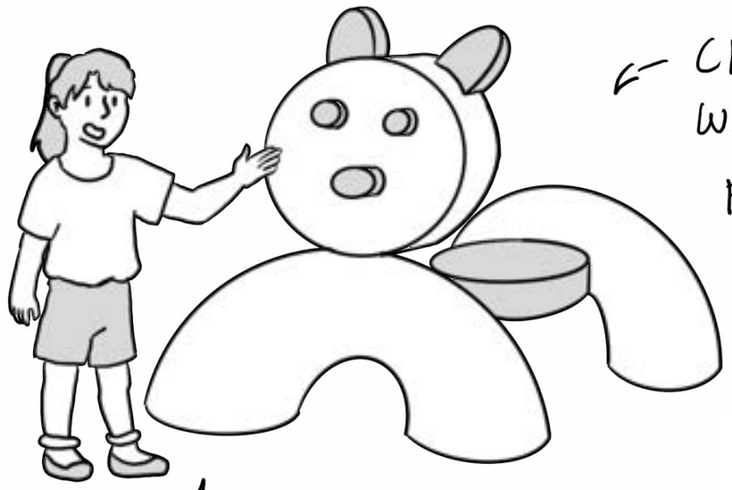
FURNITURE MADE UP OF SHAPES





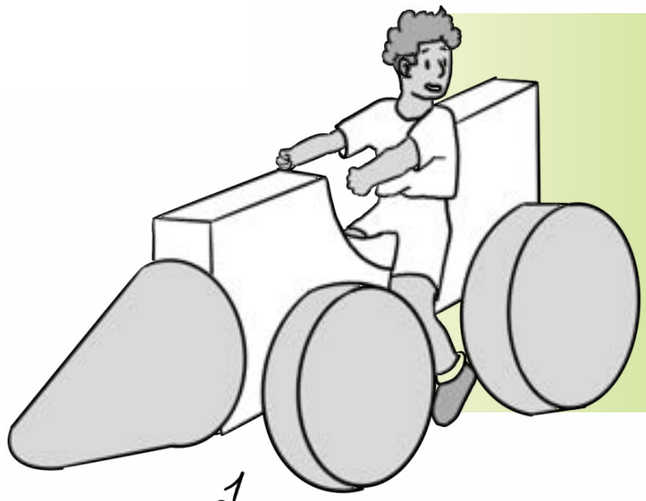
DIS-ASSEMBLE + RE-ASSEMBLE TO CREATE SCENES FOR PLAY OR NEW FURNITURE





CHILD CAN CREATE WHAT THEY WANT FOR THE OTHER CHILDREN TO GUESS.

3D, INTERACTIVE PICTIONARY GAME

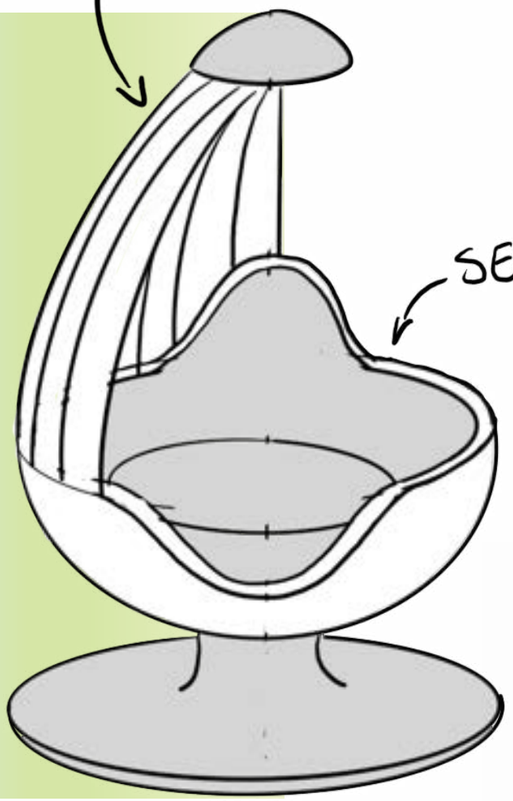


SECURE WITH PINS, SCREW FEATURES + MORE FOR TACTICE FEEDBACK.

Kristen Harrison - k_harrison16@hotmail.com

PROPRIOCEPTIVE

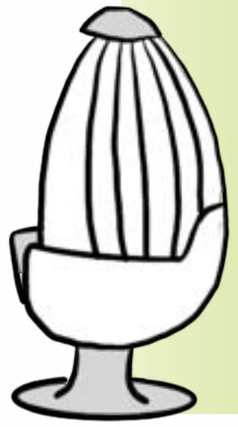
FINS SLIDE OUT TO CREATE A CACOON



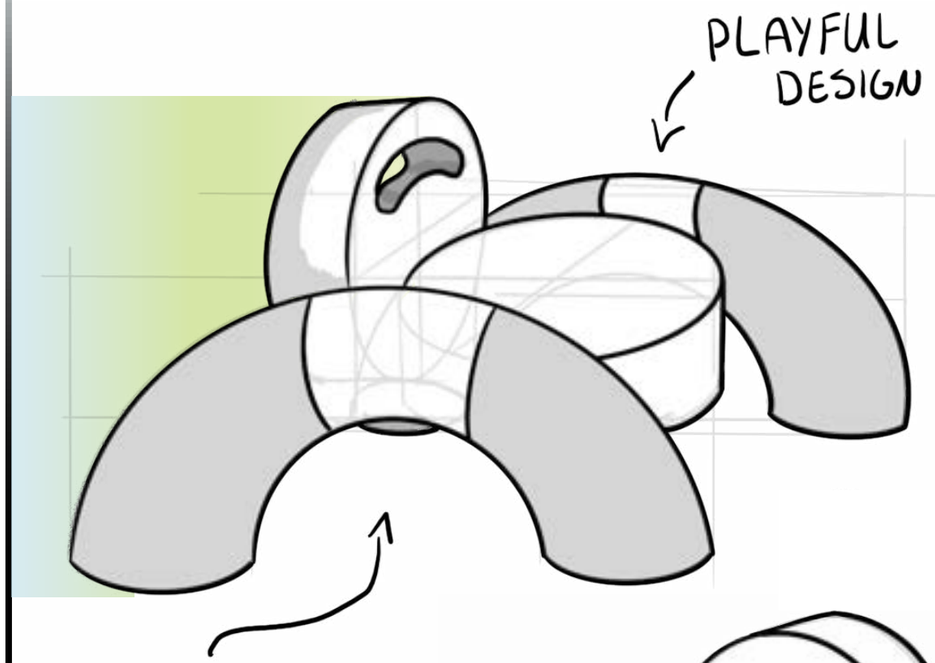
SEAT CUSHION CAN BE REMOVED TO CREATE A FIRMER SENSORY INPUT.

PIVOT + SPIN 4 VESTIBULER

WIDE BASE FOR SUPPORT

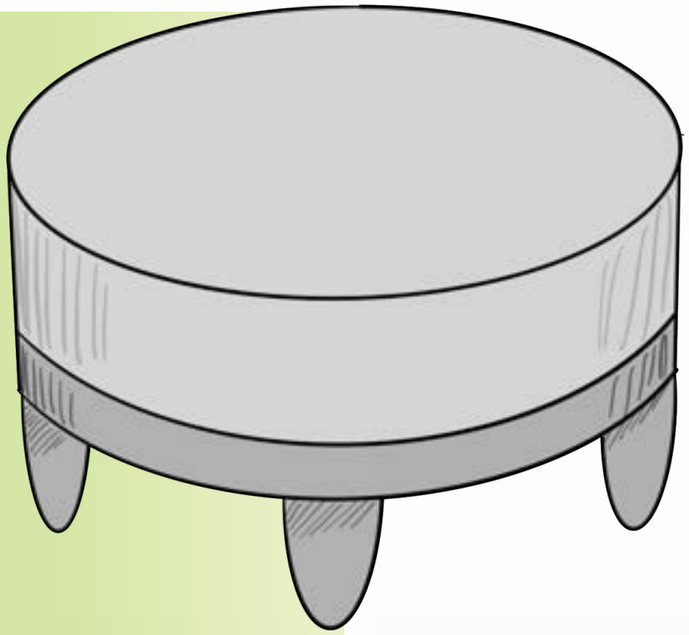


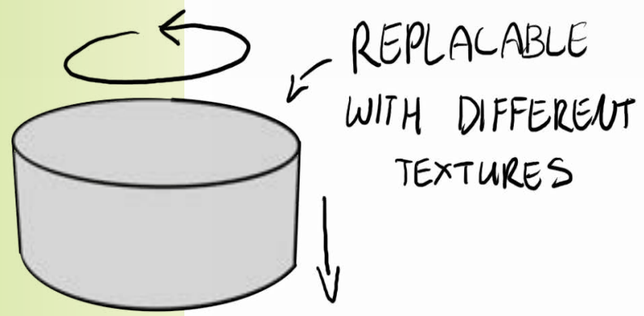
Kristen Harrison - k_harrison16@hotmail.com

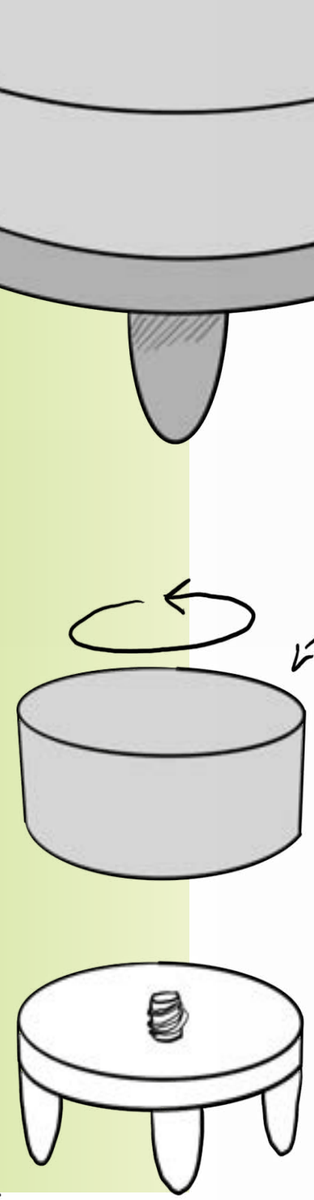


HELPS VISUALISE THE CHILD OR ANOTHER PERSON WHEN TEACHING/PRACTICING SCRIPTS.

Kristen Harrison - k_harrison16@hotmail.com







Kristen Harrison - k_harrison16@hotmail.com

MID SEM

22nd - 28th Sept.

MID-SEMESTER BREAK

Goals:

- Continue ideating
- Light prototyping

Kristen Harrison - k_harrison16@hotmail.com

PROPRIOCEPTIVE

COMFORTING

VESTIBULAR

↳ ROTATING + BALANCE.

CONNECT AT BOTTOM

ARCH WAY / LEGS

INTERESTING PATTERN.

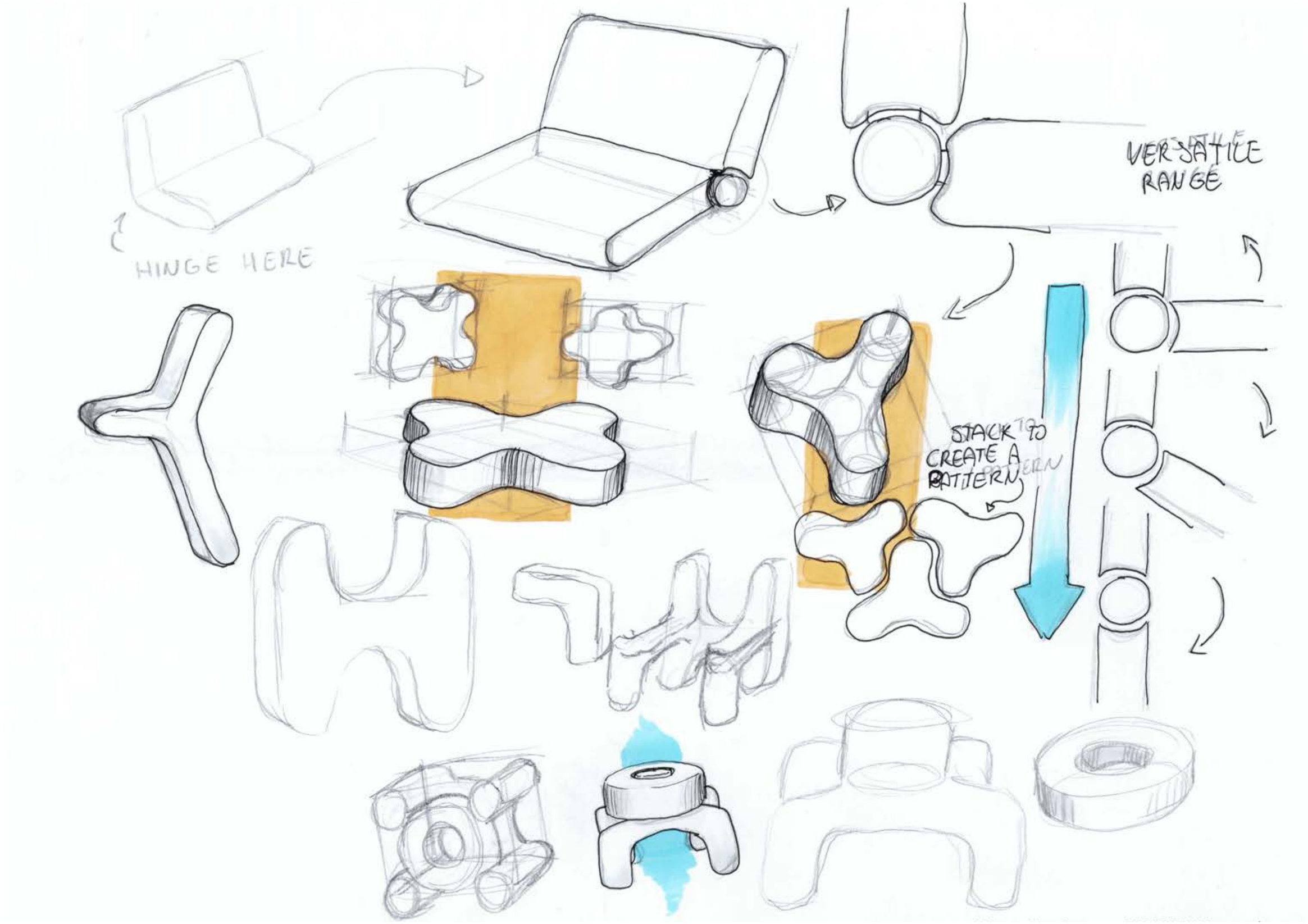
GAPS FOR WINDOWS?

COULD CREATE A WALL

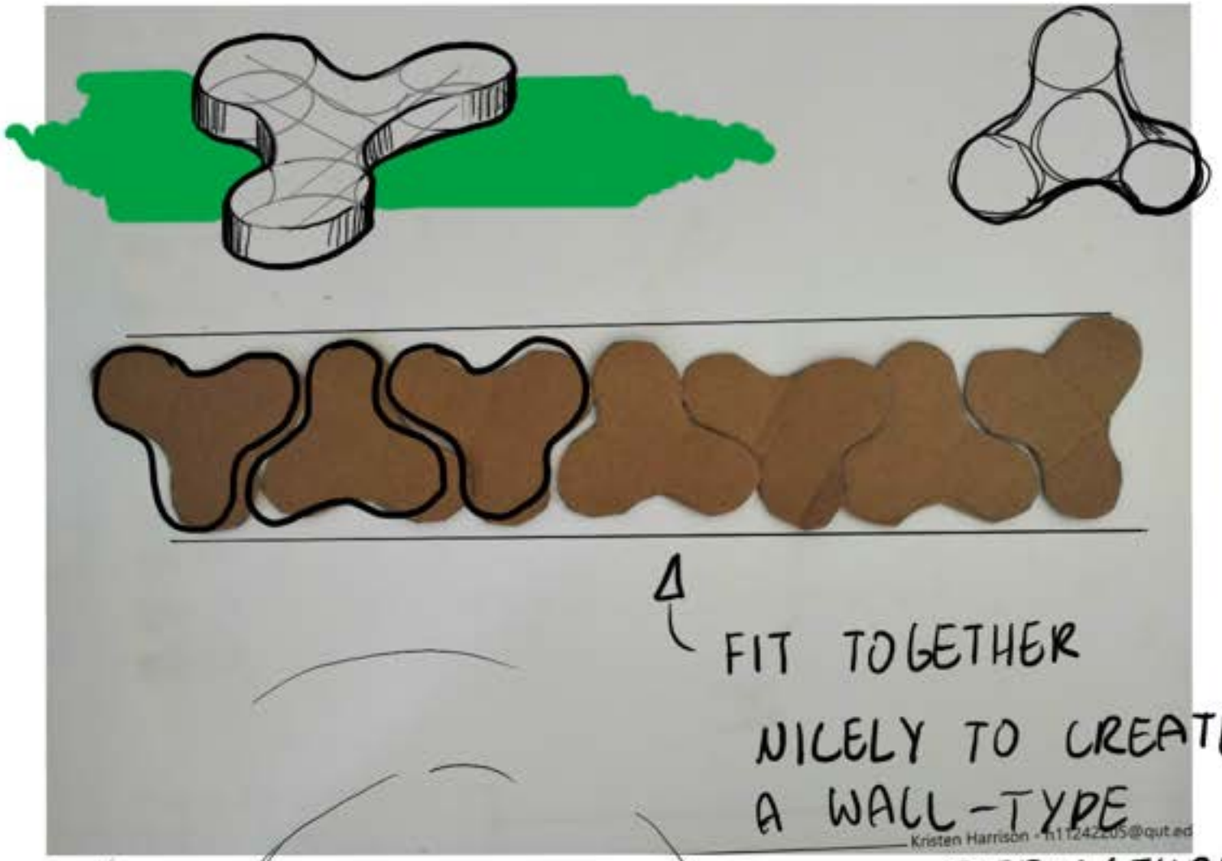
PUZZLE PIECE

COULD BE UNSTABLE.

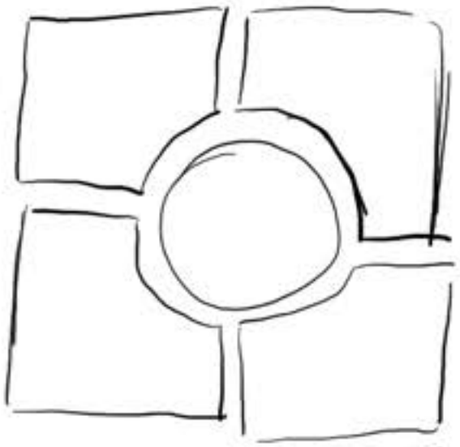
Kristen Harrison - k_harrison16@hotmail.com



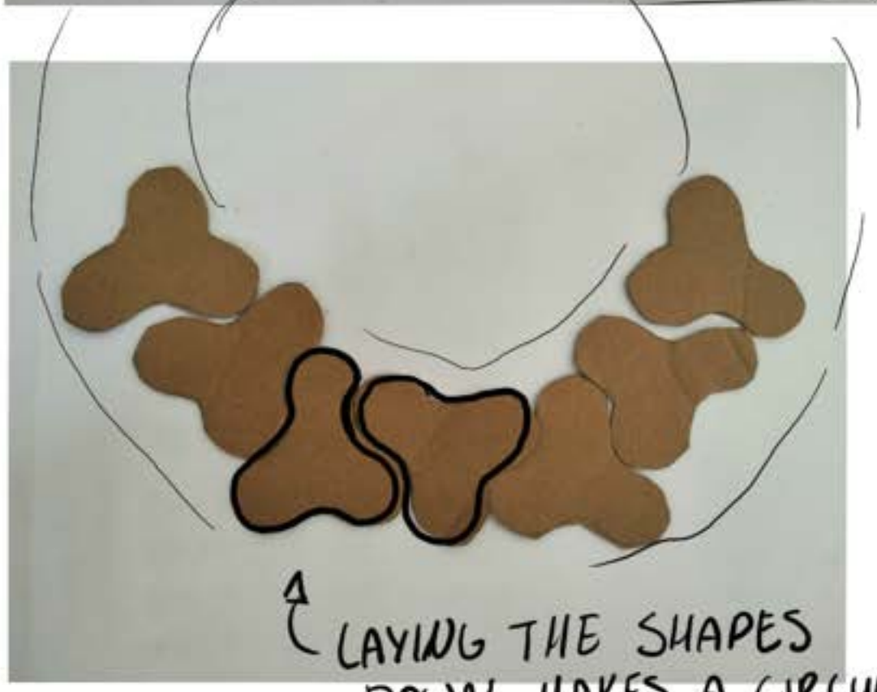
Kristen Harrison - k_harrison16@hotmail.com



RAISED PROFILES
CREATES A TACTILE
BASE



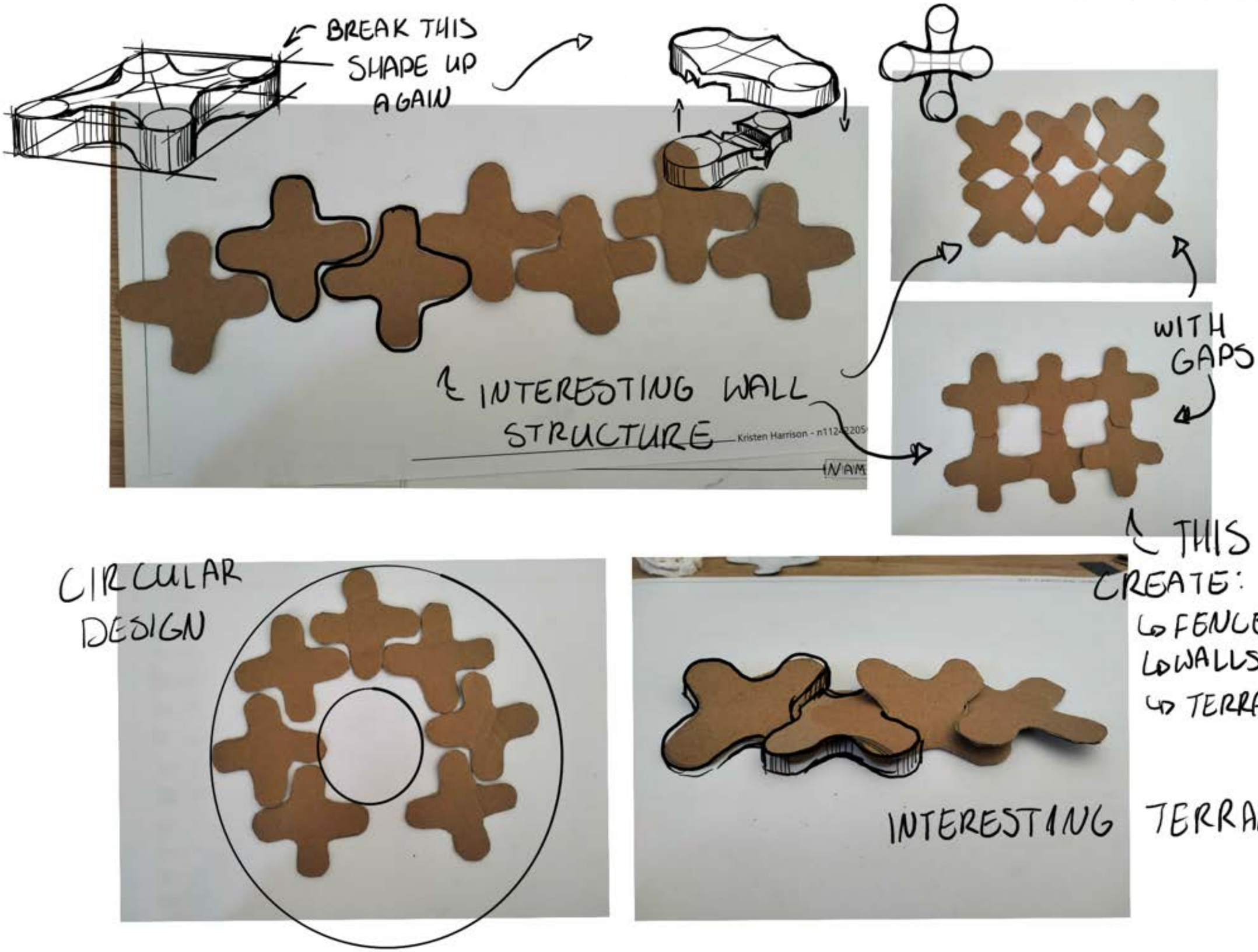
BASE SHAPE
THAT THE
USER ADDS
OTHER
SHAPES
TO.



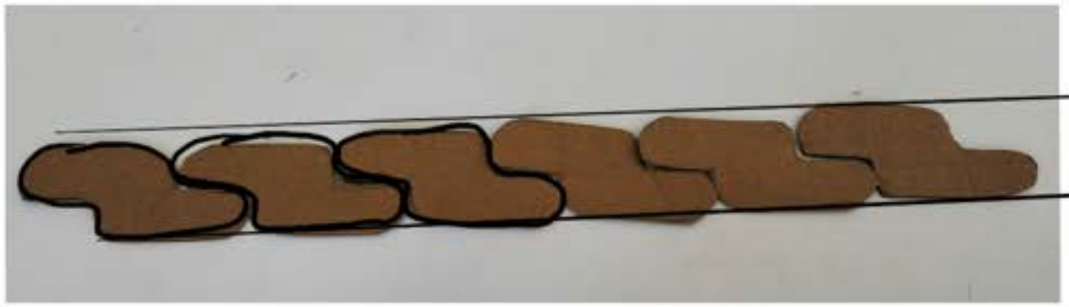
LAYING THE SHAPES
DOWN MAKES A CIRCULAR
SHAPE.

OVERLAPPING
THE SHAPE
WILL CREATE
INTERESTING GAPS.

Kristen Harrison - k_harrison16@hotmail.com



Kristen Harrison - k_harrison16@hotmail.com



INTERESTING WALL STRUCTURES WITH GAPS, HOWEVER WHAT ELSE CAN BE DONE WITH THIS SHAPE?

Kristen Harrison - k_harrison16@hotmail.com

JOINING COMPONENT

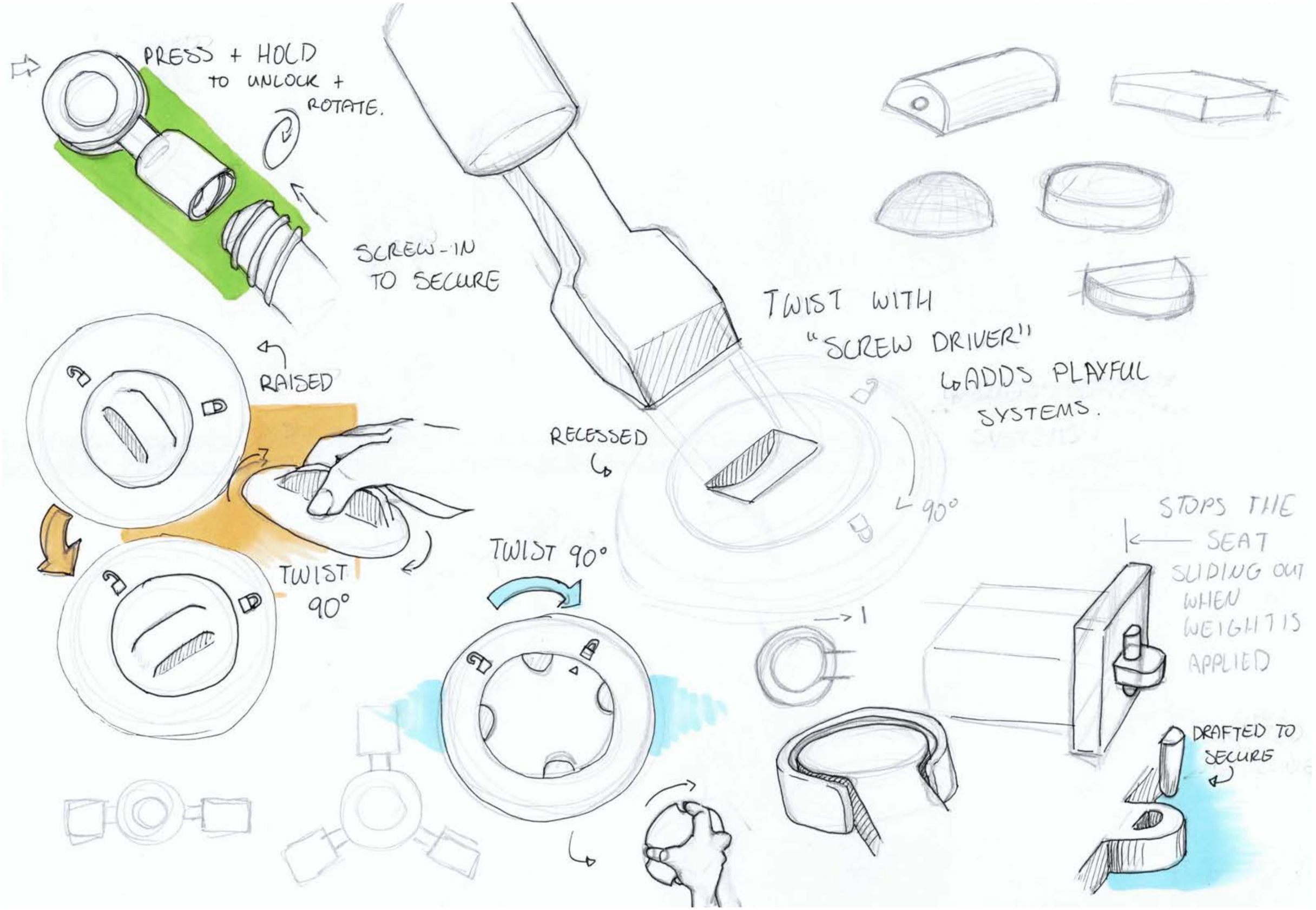
PRESS + HOLD BUTTON TO ADJUST ANGLE

2 PART SYSTEM

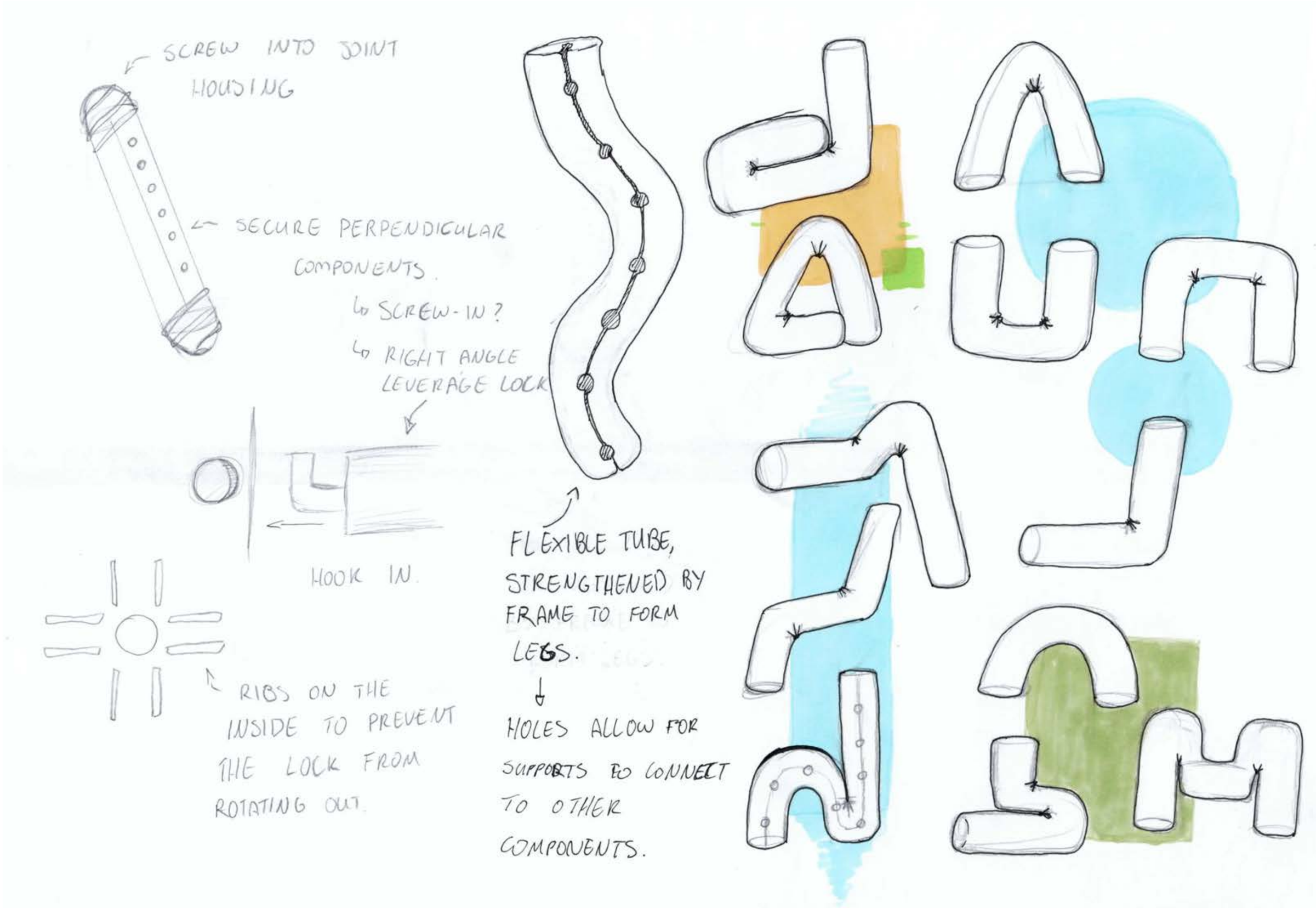
STRONG, MODULAR FRAME

SOFT, MOULDABLE CASING

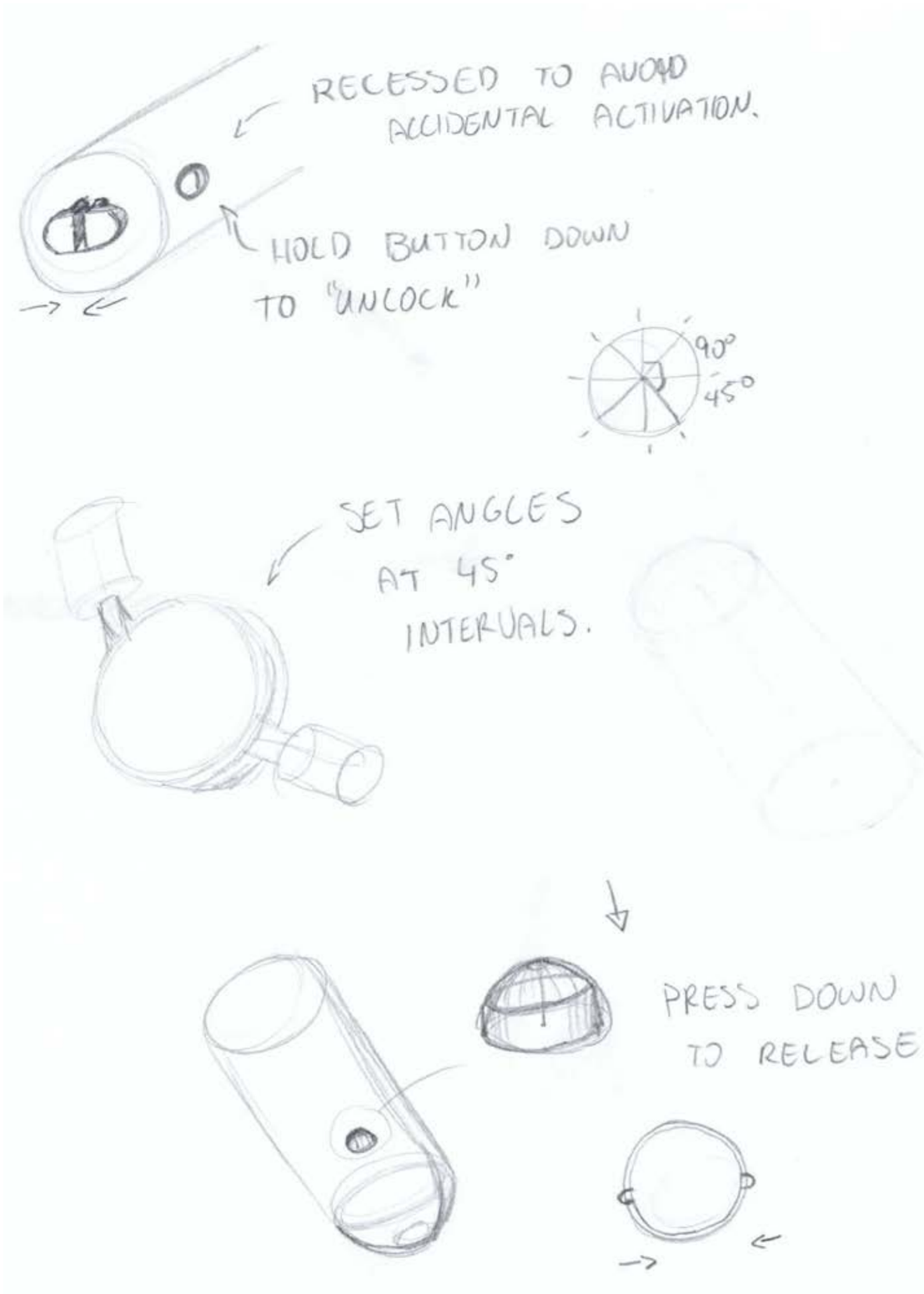
Kristen Harrison - k_harrison16@hotmail.com

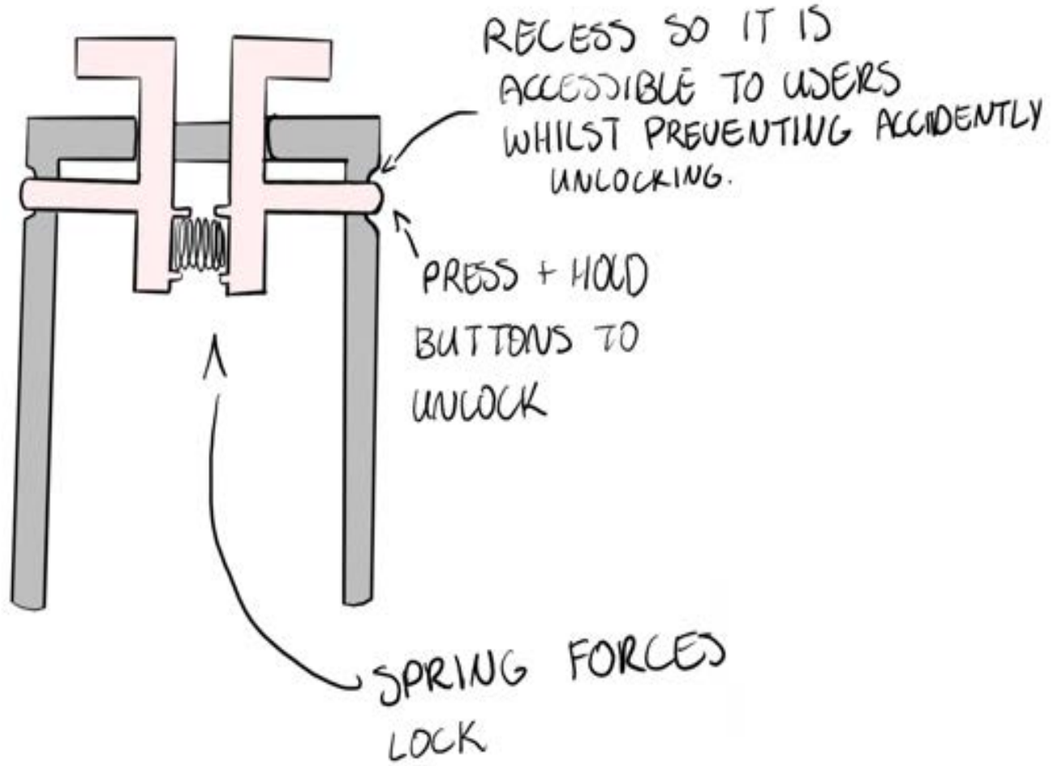


Kristen Harrison - k_harrison16@hotmail.com

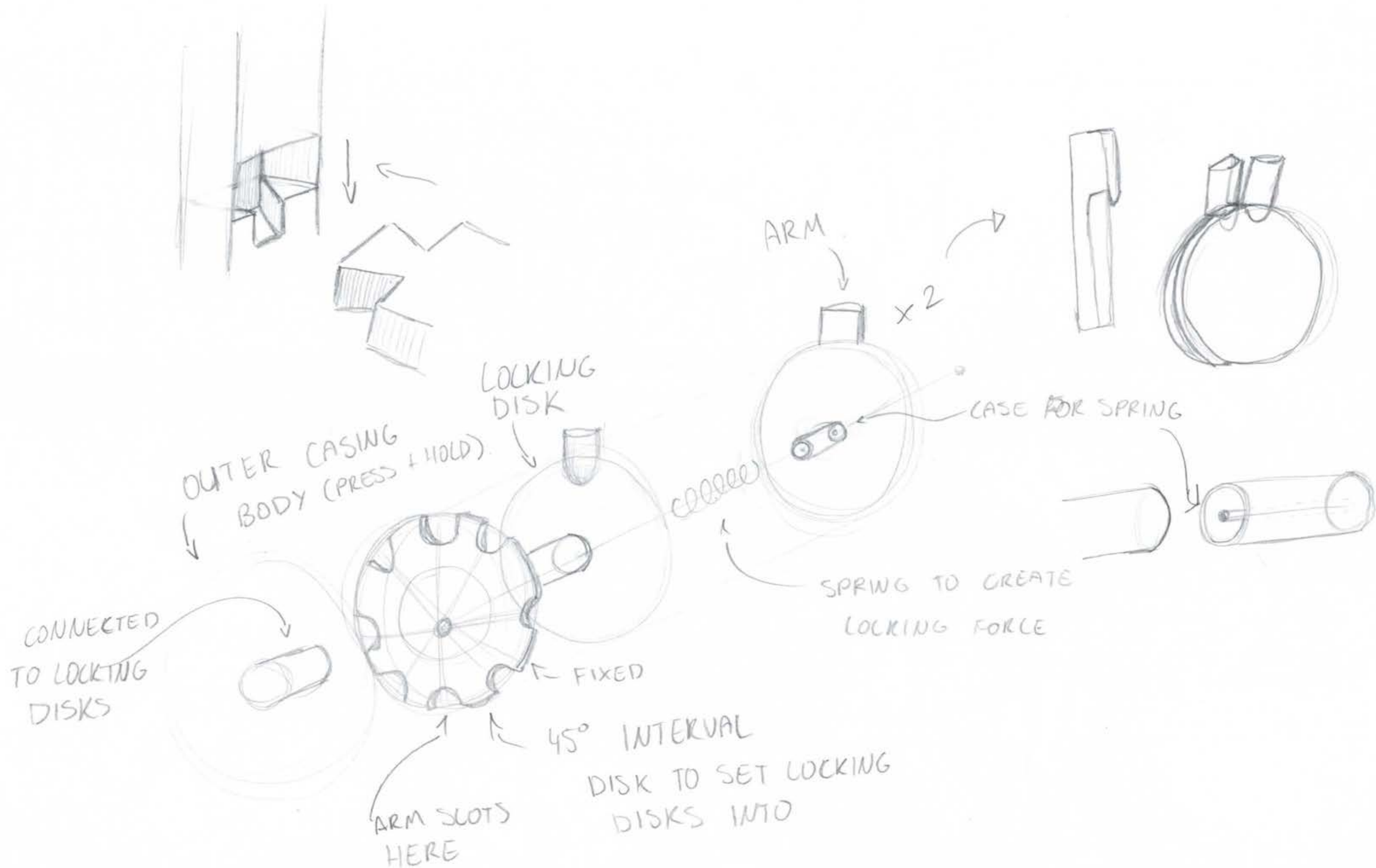


Kristen Harrison - k_harrison16@hotmail.com

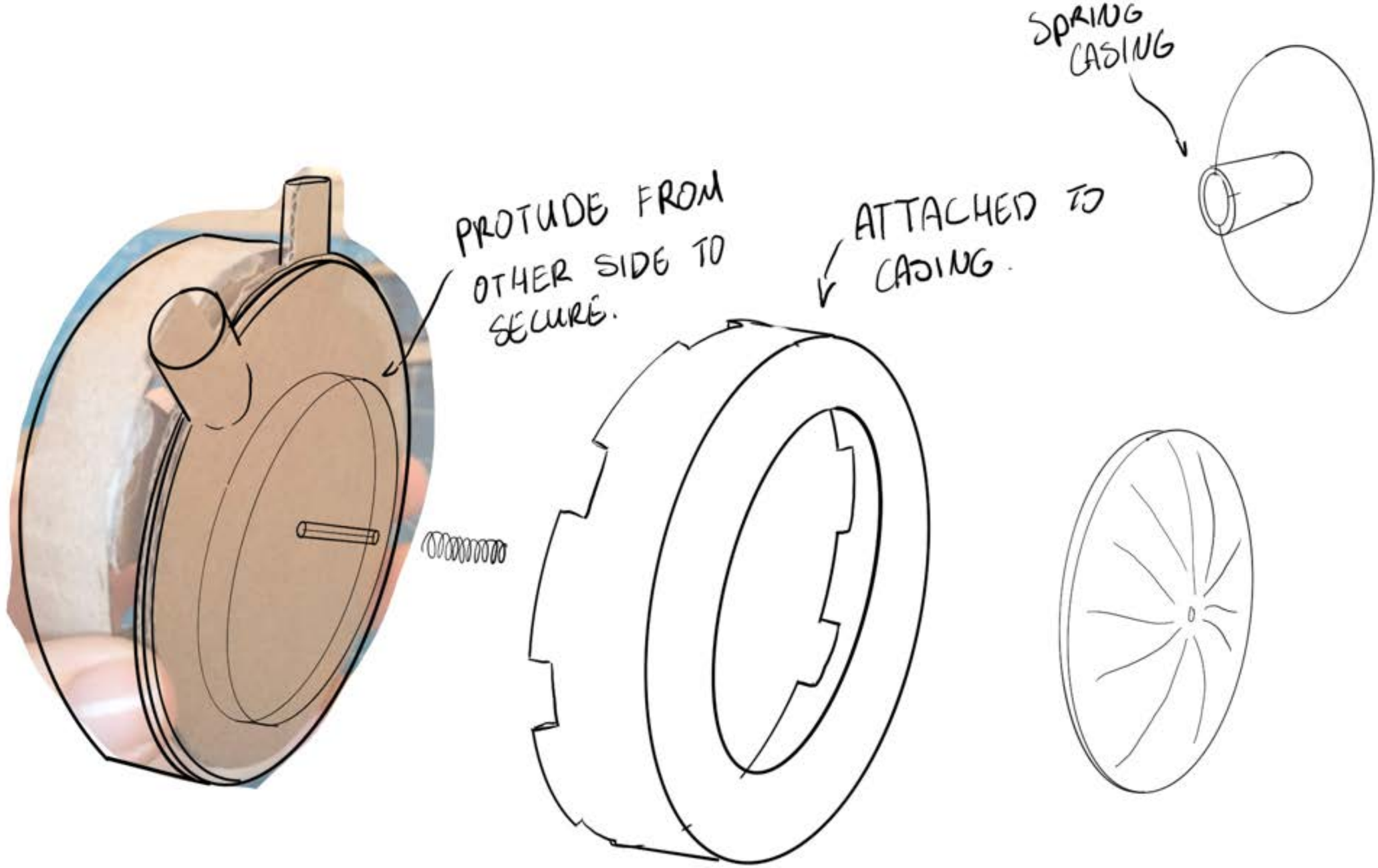




Kristen Harrison - k_harrison16@hotmail.com



Kristen Harrison - k_harrison16@hotmail.com



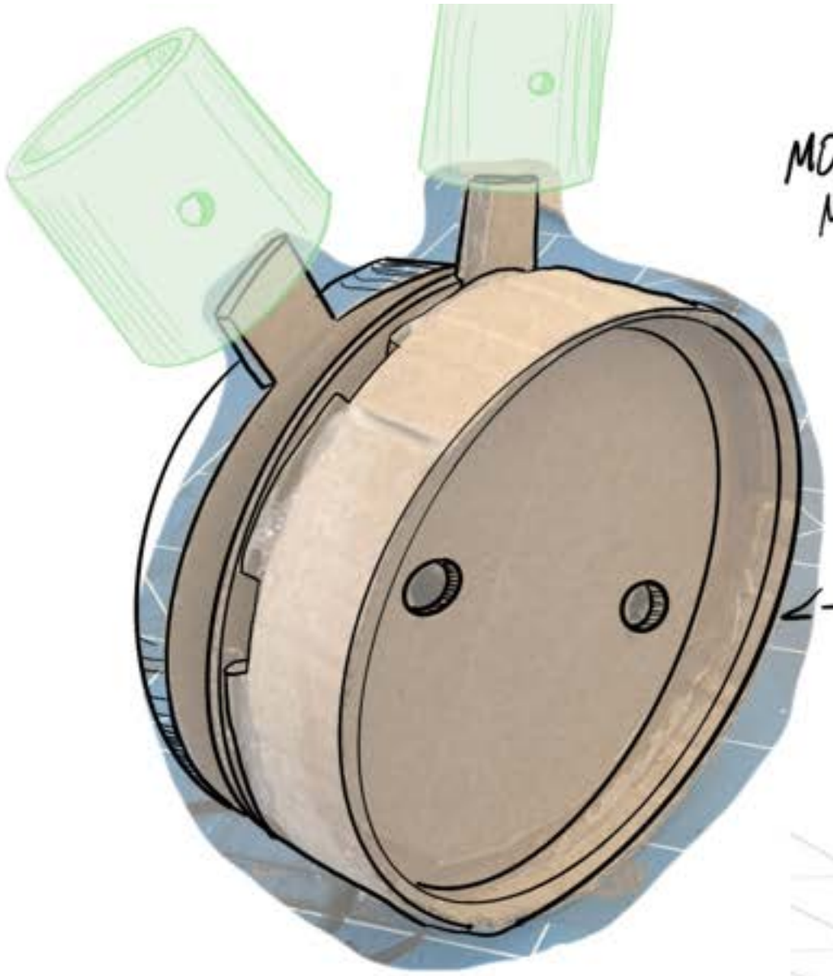
Ideation

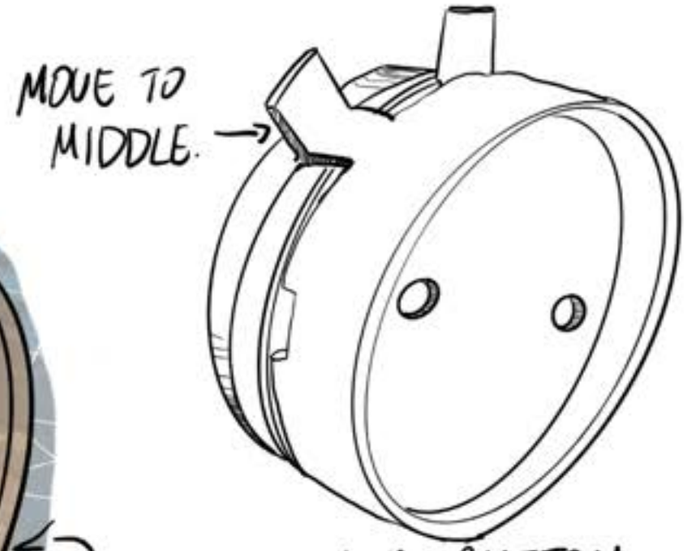
Kristen Harrison - k_harrison16@hotmail.com

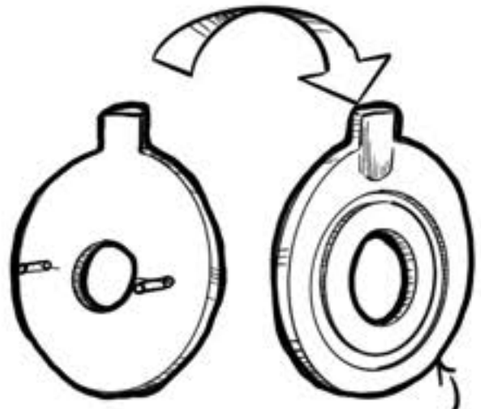
Prototyping the adjusting mechanism out of cardboard helped understand how it could work. The mechanism will include disks, frames, springs, bosses, and buttons to create a playful mechanism without electiricty.

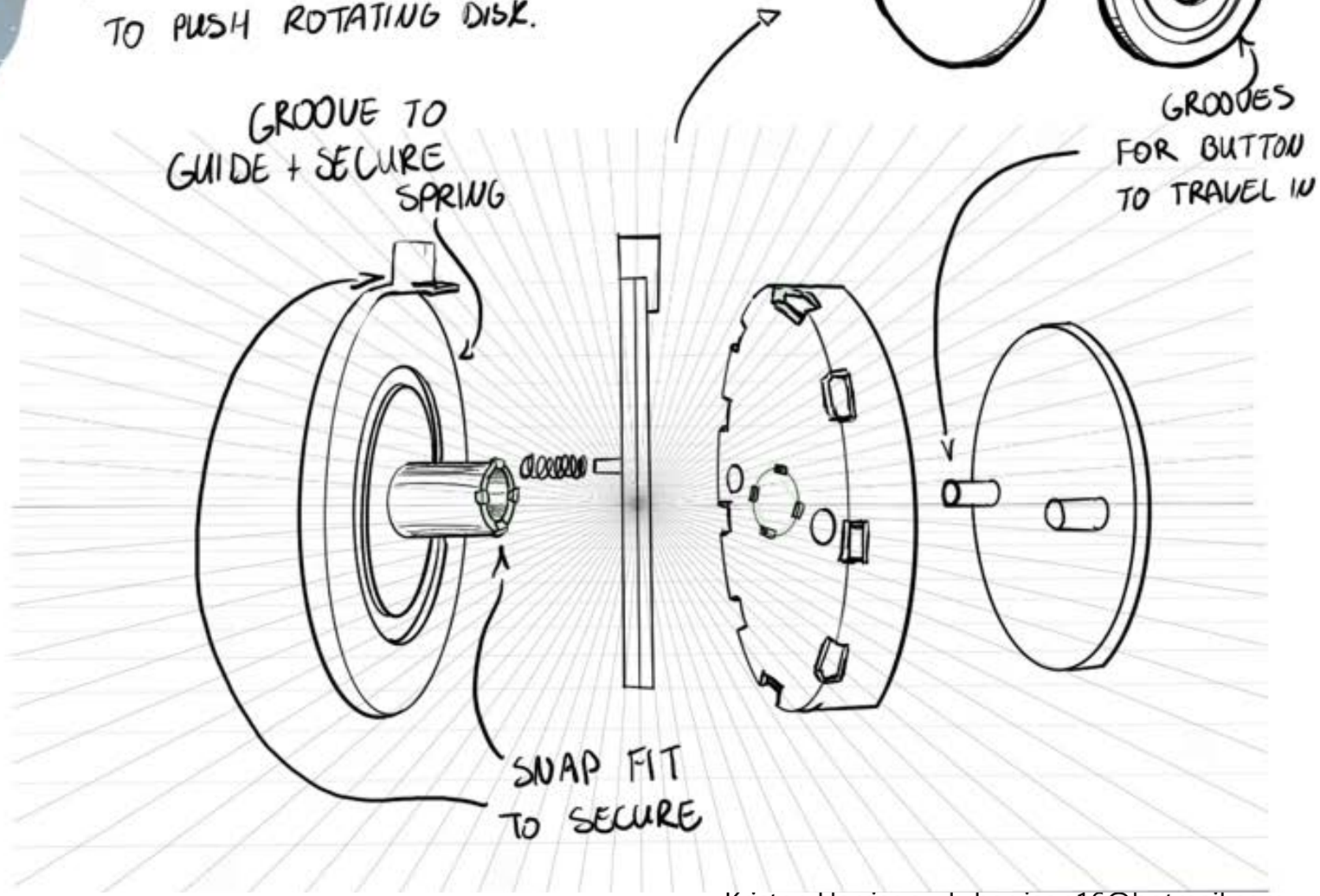
More prototyping and sketching are needed to develop the concept.

Kristen Harrison - k_harrison16@hotmail.com

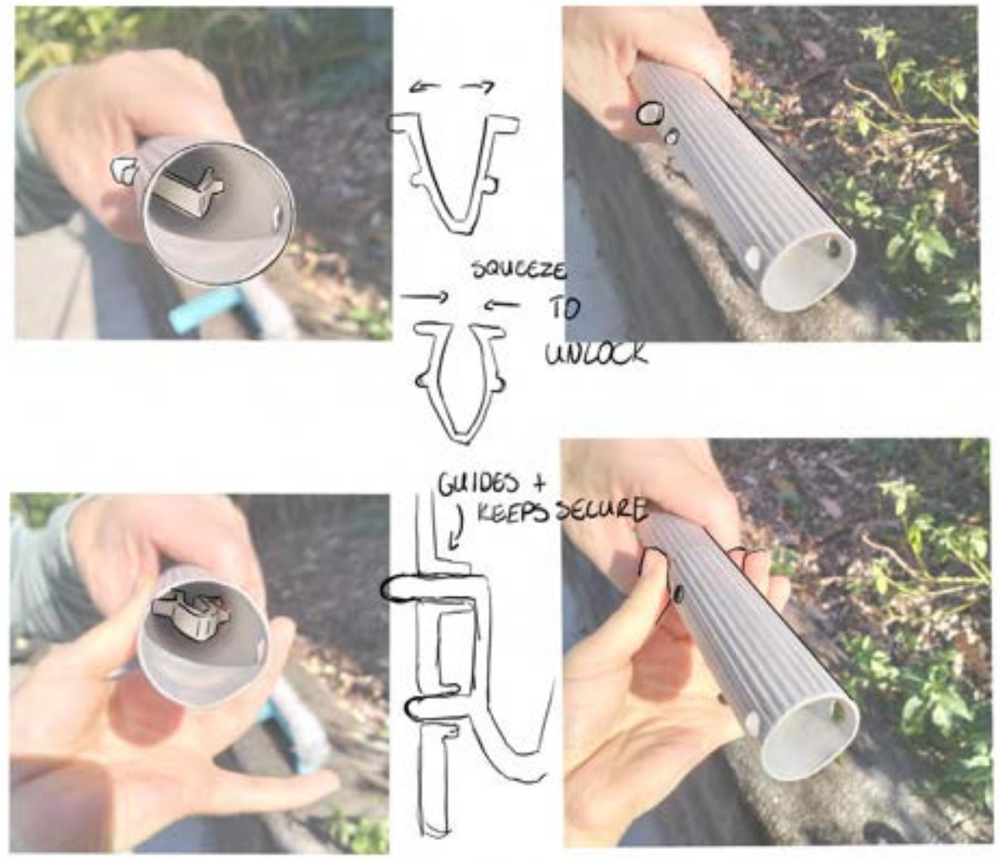


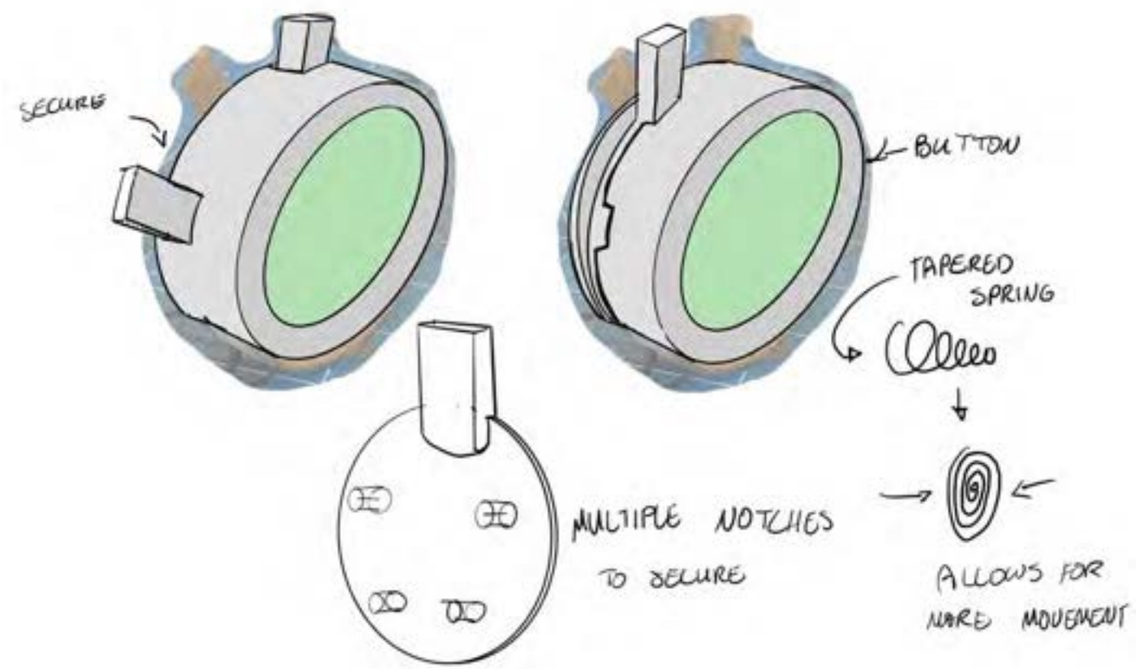






Kristen Harrison - k_harrison16@hotmail.com





Towards the end of the break I showed my father my idea thus far and he provided some in put. As an engineer, my father has a wealth of knowledge and understanding of mechanical systems and how they work. He recommended the following:

- Consider where the locking mechanism for the perpendicular frames will pivot. I should use something similar to the pool cleaner rod.

- Could the frames in the tubes be semi-permanent where they can be adjusted without pulling it out?

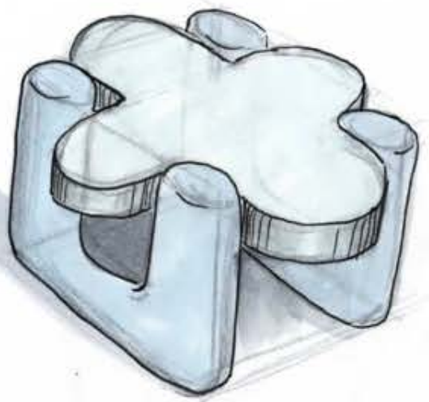
- Consider using tapered springs in the locking mechanism because of the limited space. This will allow for them to squeeze into themselves.

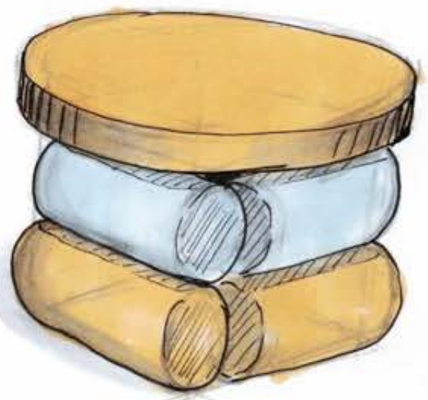
- Add more notches to the rotating disk to make it more secure.

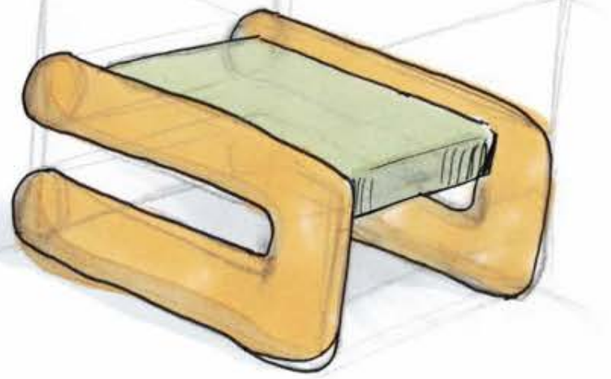
Moving forward, I will make design changes where necessary. I will create a set series of leg options and heights suited for the age levels and work backwards to create measurements.

Kristen Harrison - k_harrison16@hotmail.com

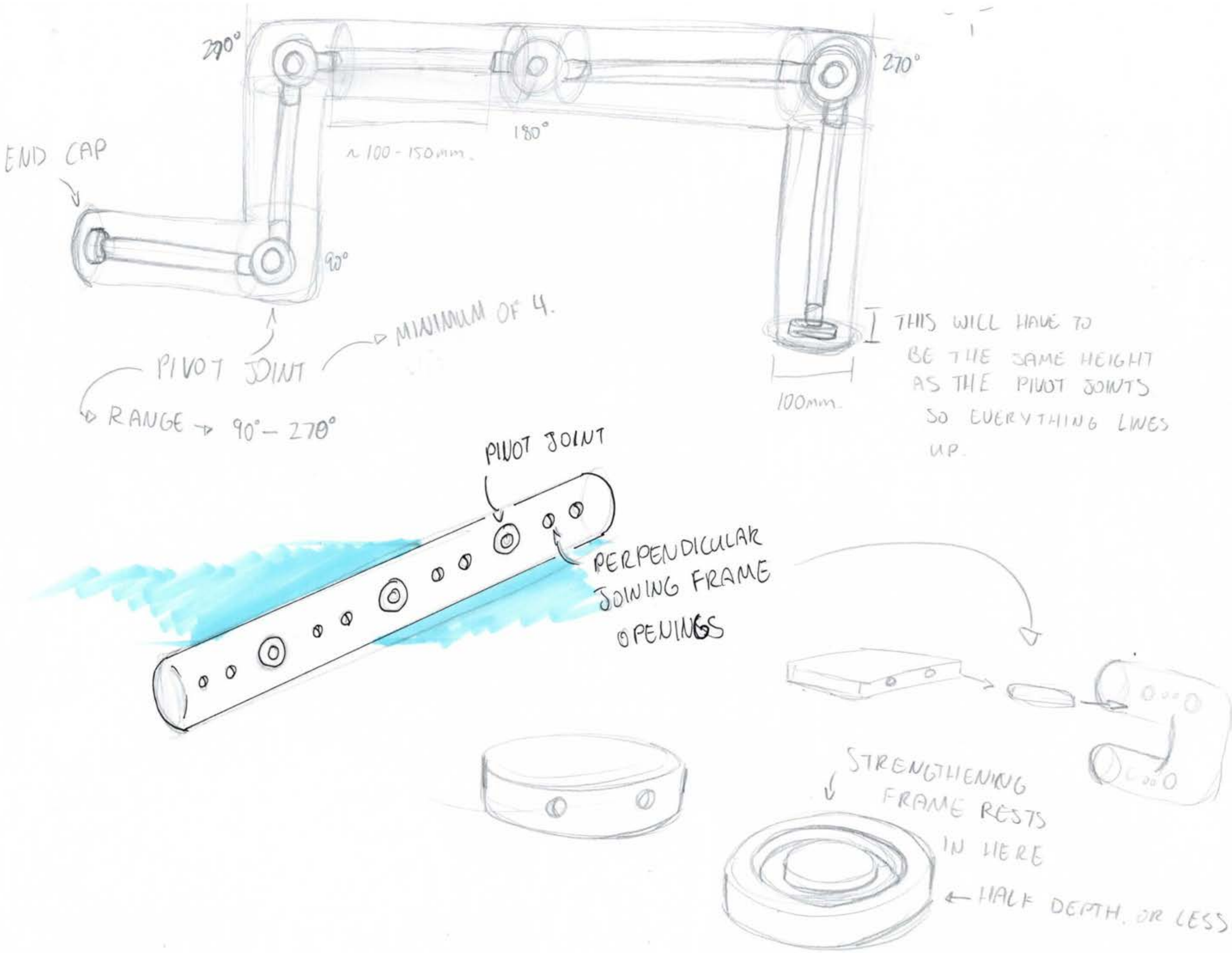
ANYTHING LESS THAN
90° WILL BE TO TIGHT
OF AN ANGLE + NOT FEASIBLE.



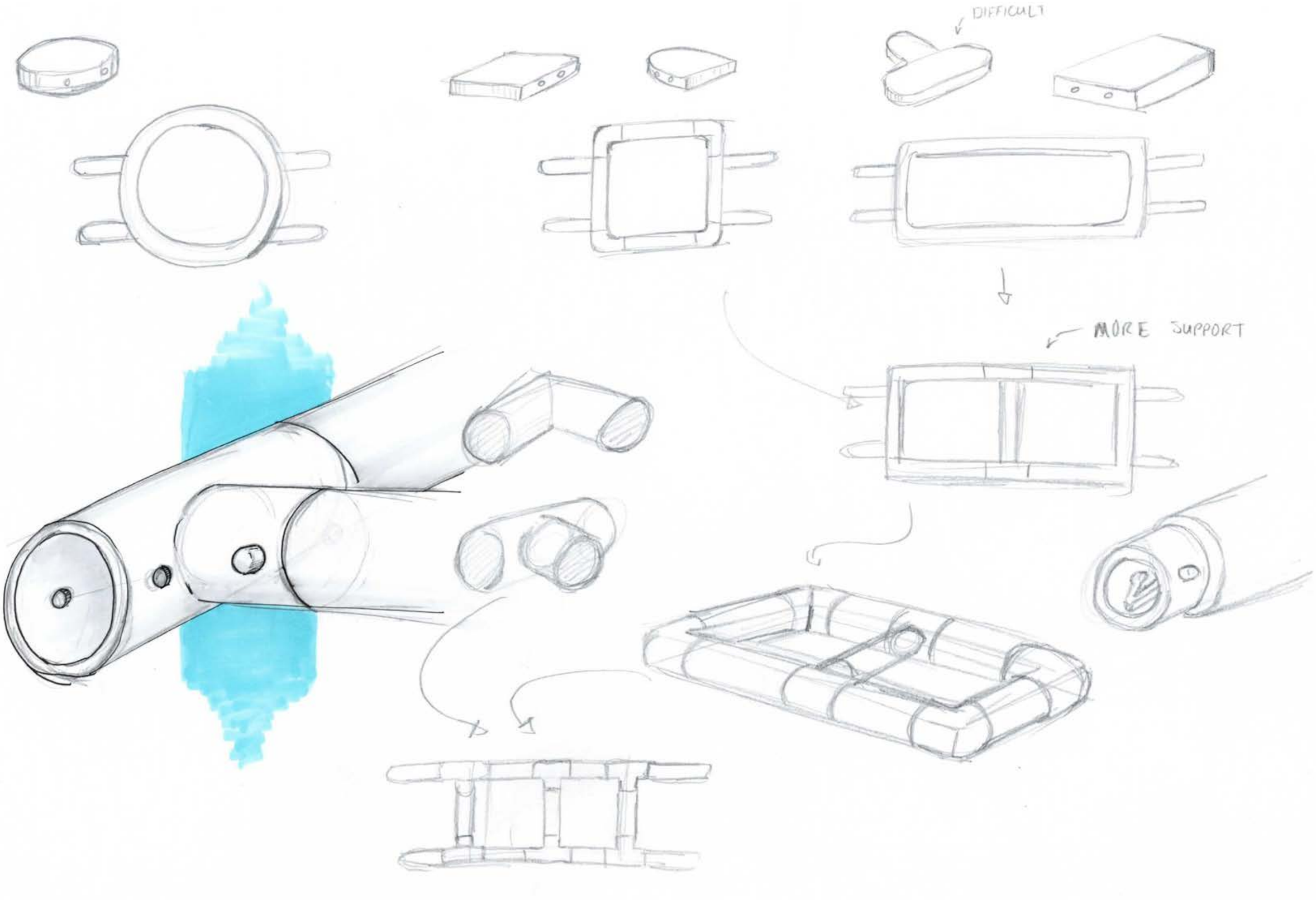




Kristen Harrison - k_harrison16@hotmail.com



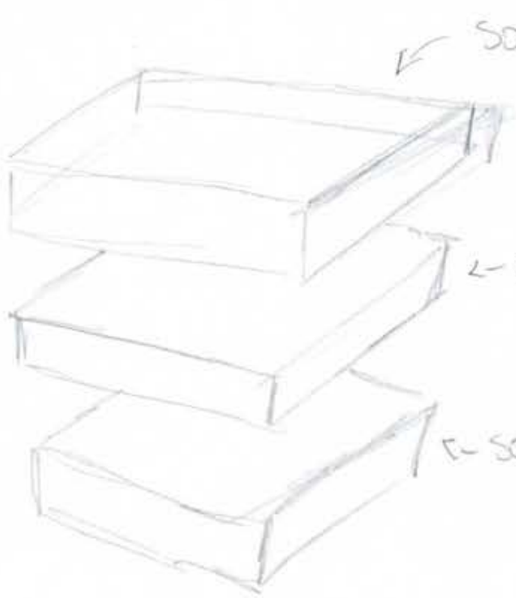
Kristen Harrison - k_harrison16@hotmail.com



Ideation

Kristen Harrison - k_harrison16@hotmail.com

ZIP TO SECURE?

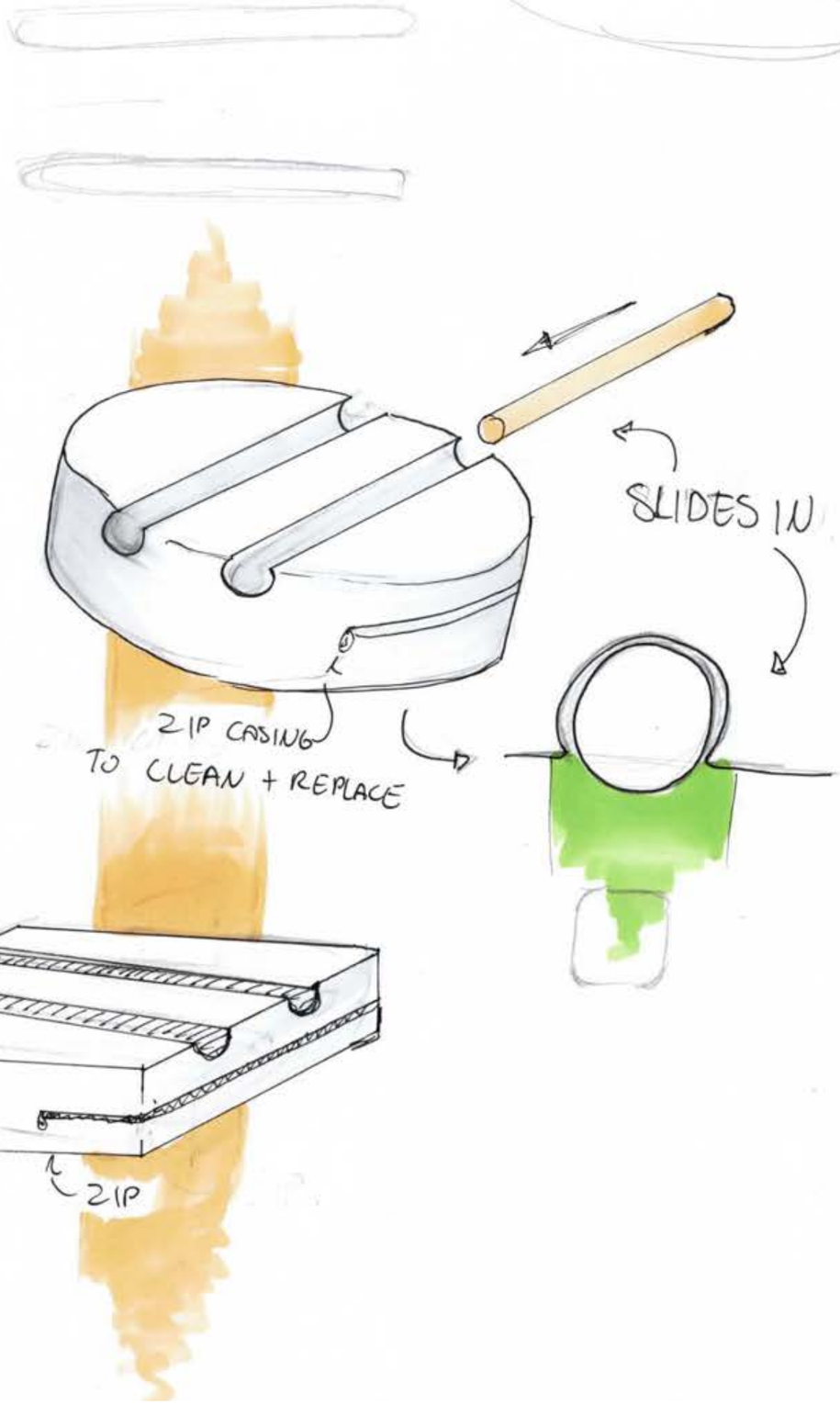


SOFT ← PROVIDES COMFORT.

← FIRM → DISTRIBUTES THE FIRMNESS OF THE SUPPORTS

← SOFT

BENCH MARK FOR MECHANISM.



SLIDES IN

ZIP CASING TO CLEAN + REPLACE

VELCRO TO SECURE

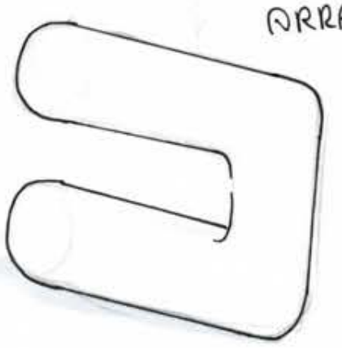
ZIP

Kristen Harrison - k_harrison16@hotmail.com

5 PIVOTS?

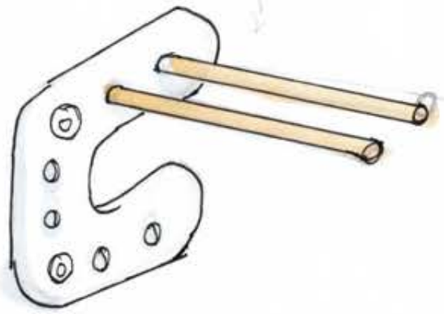
1

SET UP LEGS IN DESIRED ARRANGEMENT + HEIGHT.



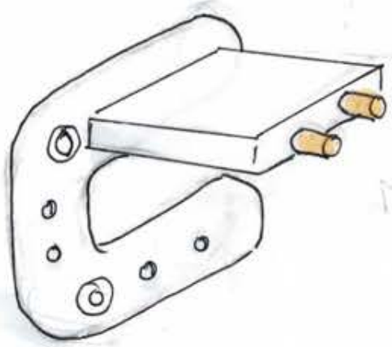
2

LOCK IN SEAT SUPPORTS.

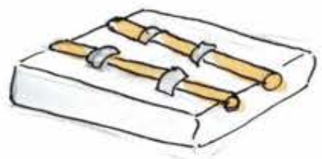


3

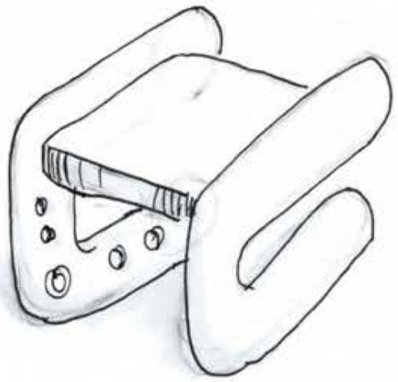
SLIDE SEAT SHAPE ON



SECURE BOTTOM WITH VELCRO

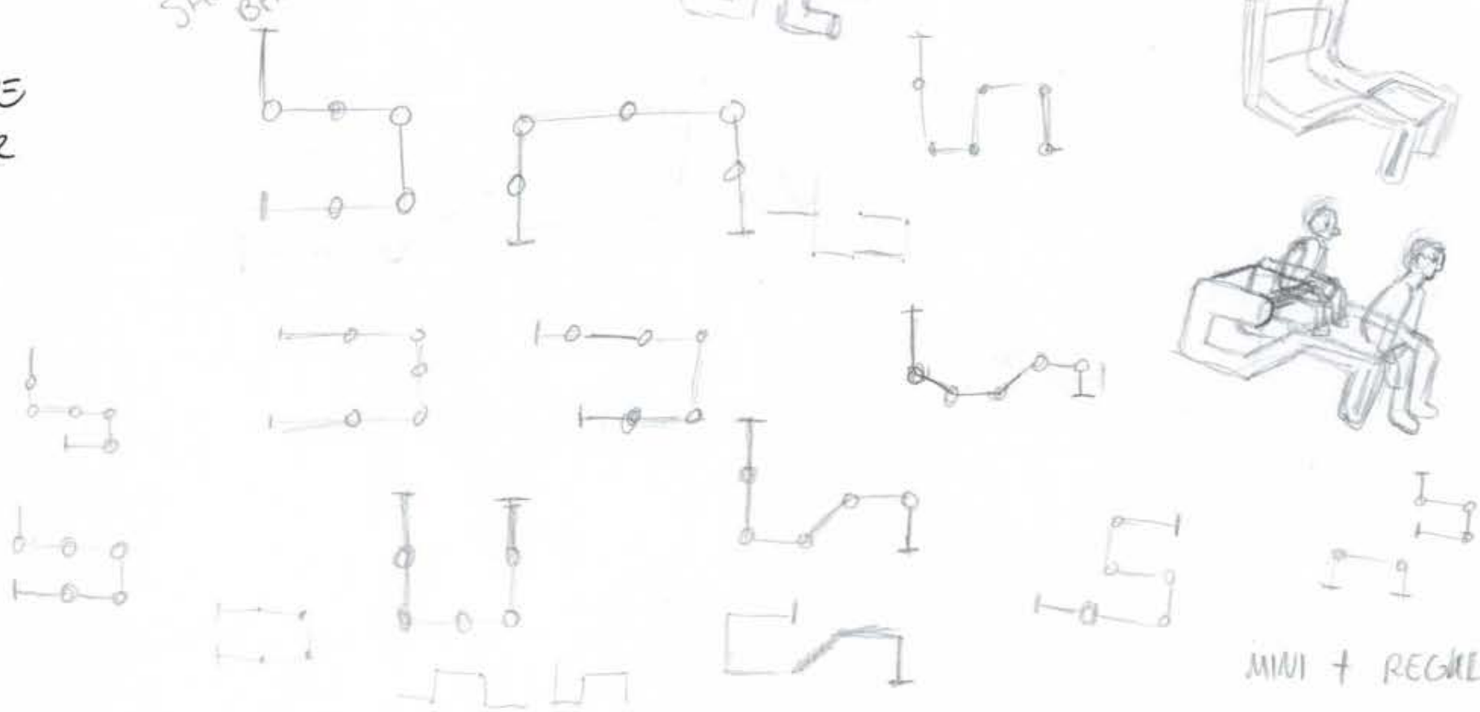


4



SECURE OTHER LEG

SHORTER BACK



MINI + REGULAR

Kristen Harrison - k_harrison16@hotmail.com