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A PROGRESSIVE LEARNING CENTER IN
CONJUNCTION WITH A GROUP HOME

FOR BOZEMAN, MONTANA

Undergraduate Thesis in Architecture

by
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Submitted to the School of Architecture as partial
fulfillment of the requirements for the degree of
Bachelor of Architecture.

at

Montana State University

Bozeman, Montana

March, 1975

Project

Thesis Programming

I AM STRIVING TO ACHIEVE A HARMONY BETWEEN THE SOCIOLOGICAL AND THE ARCHITECTURAL ASPECTS OF A BUILDING, IN ORDER THAT CONFLICT WILL NOT EXIST.

I WILL ACCOMPLISH MY GOAL BY CONTRASTING OLD ELEMENTS WITH NEW ONES.

- THE PROBLEM -

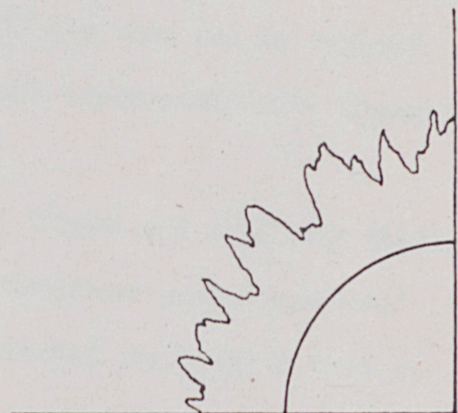
IN THE PAST WE HAVE NEGLECTED THE FACT THAT THERE ARE MANY DEGREES OF MENTAL RETARDATION. IT HAS BECOME SOMEWHAT STANDARD TO MARK ALL PEOPLE WHO ARE CONSIDERED RETARDED AND PUT THEM IN AN INSTITUTION. I AM NOT SAYING THAT INSTITUTIONS ARE EVIL, I AM ONLY PROPOSING THAT THERE ARE A LARGE NUMBER OF RETARDED INDIVIDUALS THAT DO NOT REQUIRE THIS TYPE OF CARE.

AT THE PRESENT, MANY COMMUNITIES ARE STRIVING TO HELP THE MENTALLY RETARDED BY ENCOURAGING PARENTS TO KEEP THEM IN THE HOME FOR AS LONG AS POSSIBLE¹, AND FOR THESE INDIVIDUALS THAT ARE RETARDED BUT TRAINABLE OR EDUCABLE,

¹AFTER WHICH TIME THEY SHOULD ENTER A GROUP HOME AND RECEIVE PROPER GUIDANCE.

COMMUNITY SERVICES ARE BEING PROVIDED TO ENABLE THEM TO COPE WITH SOCIETY.

BASICALLY, THE PROBLEM IS THAT THE EXTREMELY RETARDED PERSONS DO REQUIRE INTENSIVE HOSPITAL CARE BUT SOME OTHERS DO NOT. AND FOR THOSE THAT DON'T, WE SHOULDN'T EXPECT THEM TO LIVE IN AN INSTITUTIONAL ATMOSPHERE.



introduction

INTRODUCTION

Ideally in any one design project, the perfect situation would be an unlimited budget and complete design freedom on the part of the architect. Obviously a case such as this very seldom comes about in any specific time or location, but when it does occur, the architect is tested primarily on his abilities to surpass the somewhat obvious solution.

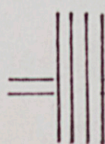
The ideas and concepts that I have employed in my thesis have been, to a large extent, determined by the small number of limitations that I had to work with. It should be mentioned that at certain times throughout the course of the project I chose to set certain requirements in order that alternate solutions would have a chance to occur. In other words, I felt that it was necessary to study all the possibilities that could have changed my ultimate solution.

Thus, being a student architect, I found myself very open to any new solutions to the present controversial problem of the care and treatment of the mentally retarded. The primary factor that became the nucleus of my thesis is that "institutional care" is not the answer for some degrees of mental retardation. There is in fact a place in society for those individuals that can be trained and educated to cope with society and most importantly with themselves.

My only hope is that the guidelines I have set within my thesis will in some way promote a better care, treatment and educational system for a large number of mentally retarded individuals that are deserving of a better and more "normal" type of living.

proposal

thesis



SUBJECT OF THESIS PROJECT

Through extensive research on the subject of the mentally retarded, I have decided to deal primarily with the educable or trainable individuals in and around the community. I am concentrating on this level simply because I hope to collaborate with the state institutions in two ways:

1. Because of my concern for the severe mentally retarded I feel that hospitalization is definitely a must and the only probable answer, at the present, is improved intensive care and treatment.
2. For financial purposes, I will collaborate with local, state and federal agencies.

Briefly, my subject is the formulation of a learning center that will function with the group home concept. Keeping in mind that I am dealing with the educable mentally retarded in and around the area.

DISCUSSION OF THE THESIS OR PROBLEM TO BE SOLVED

As I see it, the problem is that the institutional atmosphere should not exist for the mildly mentally retarded person. And for those that demand hospital care, they are deserving of more individual contact with professionals in the field as well as better medical care.

I feel the community awareness approach will keep those individuals that don't need hospital care in the community. And once they have been trained and educated to certain degrees, then they can become a working part of the community.

THESIS ADVISOR AND RESOURCE PEOPLE

Advisor: Ilmar Reinvald

Resources and resource people will include:

Thomas Roy, Professor at M.S.U., very interested in the subject.

Joe Zaspel, researcher for the mentally retarded working in the Seattle and Tacoma Washington areas.

Doctors Paul H. Visscher and Lyle D. Boldt, both having extensive medical histories on this and related problems.

Gallatin County Nurse, has access to medical records and statistics.

Eric Muldinger, Director for the mentally retarded in the Bozeman area. Director of the Rae School for the mentally retarded.

M.S.U. Psychology and Sociology Departments.

METHODS FOR SOLUTION

I have found through previous experience that one of the best techniques in doing research is a one to one contact with professionals in the area that I am dealing with. This enables me to tackle the problem in a realistic way.

Another way of research that probably is the first stepping stone in the right direction is that of library information or generally speaking, those things that are of importance that have been written down or documented through the years.

Using the above mentioned sources, I am going to analyze the complete picture of the mentally retarded as it exists in our society. I have started by researching the basic idea of why these people exist, how they exist and how better to improve their way of life. From this point I am going to analyze institutions in order that I may understand their bad as well as their good points.

Out of my research will evolve a structure or structures that will be designed so as to improve the conditions for the educable mentally retarded on a community level.

FINAL PRESENTATION (including library documentation)

I feel that it will be necessary to design, very specifically the interior spaces. I will accomplish this by detailed study models, either presented by themselves or in slide form.

I will also present numerous drawings and a great deal of graphic communication, not only for the benefit of my jury, but more for those people who I am designing for.

Library documentation will be my weekly data sheets that I will carry out through most, if not all, of the project.

"PROGRESS REPORT" PRESENTATION

It is my intention to keep a weekly record throughout both quarters on the progress I am making and the research I am doing. At the end of each week I will refine my notes, comments and suggestions and prepare large data sheets that I will use for my programming progress report. In this way I will be gathering and storing my information with a specific goal in mind.

Project

THE DISABLING PROGRAMMING

-DEFINITIONS OF MENTAL RETARDATION -

MENTAL RETARDATION REFERS TO SUBAVERAGE GENERAL INTELLECTUAL FUNCTIONING WHICH ORIGINATES DURING THE DEVELOPMENTAL PERIOD AND IS ASSOCIATED WITH IMPAIRMENT IN ADDITIVE BEHAVIOR.

MOST STATE EDUCATORS DEFINE EDUCABLE MENTALLY RETARDED ADULTS AS THOSE WHO ARE INCAPABLE OF COPING WITH A NORMAL SITUATION AND THOSE WHO HAVE BEEN

INDIVIDUALLY ASSESSED AND FOUND TO BE MENTALLY RETARDED, BUT WHO ARE CAPABLE OF PROFITING FROM A SPECIAL EDUCATION PROGRAM DESIGNED TO MAKE THEM ECONOMICALLY USEFUL AND SOCIALLY ADJUSTED.

-STATISTICS ON AMERICA'S RETARDED-

1. ABOUT 6.5 MILLION/ 3% OF TOTAL POPULATION ARE RETARDED.
2. OF THESE 91% ARE CONSIDERED "MILDLY" RETARDED WITH I.Q.'S IN 52-67 RANGE CAN LEARN TO WORK IN COMPETITIVE EMPLOYMENT AND LIVE INDEPENDENT LIVES.
3. 6% ARE MODERATELY RETARDED WITH I.Q.'S OF 35 TO 51, CAN BE TRAINED TO LIVE AND

RETARDATION MAY BE CAUSED BY GENETIC OR ENVIRONMENTAL FACTORS OR A COMBINATION OF BOTH.

LEVELS OF INTELLIGENCE:

1. STIMULATION PROVIDED IN THE ENVIRONMENT FOR CONCEPTUAL DEVELOPMENT.
2. EXTENT TO WHICH AFFECTION AND REWARD ARE RELATED TO VERBAL REASONING ACCOMPLISHMENTS.
3. ENCOURAGEMENT OF INTERACTION WITH PROBLEMS, EXPLORATION OF THE ENVIRONMENT, AND LEARNING OF NEW SKILLS.

WORK IN A PARTIALLY SHELTERED ENVIRONMENT.

4. 5% ARE "SEVERELY OR PROFOUNDLY" RETARDED WITH I.Q.'S OF 35 OR BELOW. THESE INDIVIDUALS CAN ACHIEVE A DEGREE OF SELF SUFFICIENCY IN A CONTROLLED ENVIRONMENT.

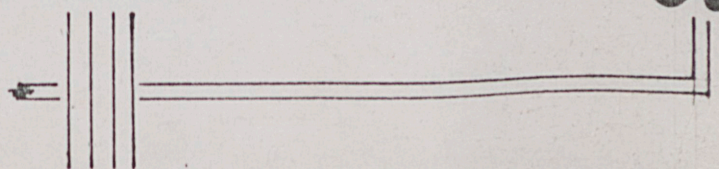
THUS:

GIVEN THE OPPORTUNITY, THE OVERWHELMING MAJORITY OF RETARDED PERSONS CAN LIVE PRODUCTIVE LIVES IN THEIR COMMUNITIES.

AFTER BIRTH THE CHILD IS AFFECTED BY:

- PARENTAL CARE.
- CHEM. OR BIOL. ASPECTS.
- PHYSICAL SURROUNDINGS.
- SOCIOECONOMIC FACTORS.

scope... canzon



HISTORY AND SCOPE OF MENTAL RETARDATION

The problem of mental retardation is an old problem, existing probably since the beginning of man, although, as far as the understanding of measured differences in intelligence is concerned, information has been obtained through standard testing procedures only during the last fifty years or so. Since the development of intelligence tests, much has been learned about the number of mentally retarded in our society.

It is generally accepted that approximately 3 per cent of our total population is retarded or, to put it another way, more than 6.5 million persons in the United States are retarded. With so many, it seems strange that people report that they have never seen a retarded person. On the other hand, it is a fact that mental retardation is not very apparent in most cases; i.e., one does not always "see" mental retardation.

There are many degrees and types of mental retardation. The severely retarded are usually clearly recognizable, but they represent only a very small proportion of the total number of the mentally retarded. The mildly retarded outnumber the severely retarded many times over, and because the mildly retarded look so much like most other people and are comparatively close to them in intelligence, their retardation is usually overlooked. It is not uncommon for uninformed people to cling to the idea that physically strange appearances and intelligence always contrast each other; hence, such misguided statements as "strong back-weak mind" are often heard, or the assumption is made that unusual physical features reflect unusual mental characteristics.

CAUSES AND TYPES OF MENTAL RETARDATION

Causes of mental retardation are usually associated with early childhood and infancy. During the early, critical years of growth and development, injuries and malformations of the central nervous system may have profound and lasting effects on the child, his rate of development, and his ability to adapt to the environment.

It is commonly thought by lay persons that mental retardation most frequently results from direct injury to the brain, such as might occur in an accident. Many lay persons are convinced that mental retardation is inherited; however, research conducted in recent years has made it quite clear that there are many causes of retardation. It is very probable that many more causes will be identified in the future.

THE EFFECTS OF CHROMOSOMES AND GENES ON DEVELOPMENT

Chromosomes and genes and their function may be changed by internal and external forces, for example, radiation. It seems that at least one type of mental retardation, mongolism, is directly related to the presence of an extra chromosome, and finally, chromosomes and genes provide major directions for the development of the brain as well as all physical structures of the body.

CAUSES DURING THE PRENATAL STAGE

Numerous things can happen to the infant while it is growing within the protective confines of the mother's body, and some of these things may result in mild to severe damage to the brain.

Often a disorder appears first in the mother then is transmitted to the developing infant. Serious things sometimes happen within the infant, independently of the mother, which harm the nervous system. (examples are: German measles, organic toxins, inadequate oxygen, nutritional problems, infections and circulatory failure.)

CAUSES DURING THE PERINATAL STAGE

There are things that happen at the time of birth which cause mental retardation, and they are as follows: prematurity, problems during delivery, anoxia (in the present context, means an insufficient supply of oxygen to the infant).

Brain damage after birth can occur directly as the result of injury or blows to the head; from infection; from progressive diseases such as brain tumors; from poisonous substances inhaled or eaten; and from anoxia, such as would occur in drowning or smoke inhalation.

It has been my intended purpose to portray a number of different causes and reasons for mental retardation. But it must be understood that I haven't by any means covered all the types and causes of mental retardation.

In regard to my thesis, it is necessary to mention some milder forms of retardation which are not so apparent, namely the cases of those retarded persons who do not appear physically different from a normal person, and whose mental functioning is only somewhat limited, rather than severely limited. The cause of retardation in most of these cases is not now clearly known. This group of mentally retarded youngsters and adults probably amounts to as much as 75% of

all the retarded persons. They are known in most institutions as the high grade or the mildly retarded persons. They represent a particular challenge to society in that they are capable in many ways of growing into productive, independent adults, and making, for the most part, their own way in life.

Project

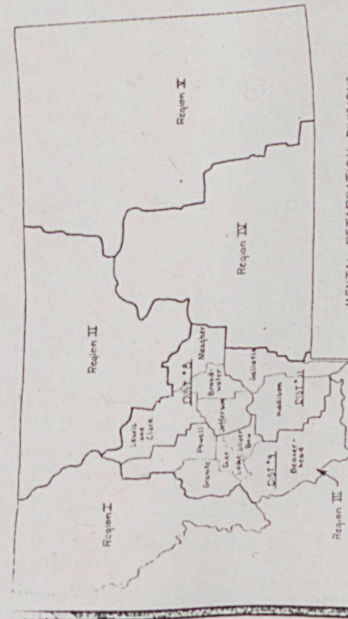
Thesis Programming

INVENTORY OF FACILITIES AND PROGRAMS - CODE FOR CHART -

TYPE OF FACILITY:
 C = DAY CLINIC, RESIDENTIAL FACILITY
 F = DAY FACILITY
 G = RESIDENTIAL FACILITY

OWNERSHIP:
 B = PUBLIC
 C = NONPROFIT

OTHER SERVICES PROVIDED:
 A = HEARING
 B = VISION
 C = SPEECH
 D = LANGUAGE
 E = CONVULSIVE DISORDER
 F = MOTOR IMPAIRMENT
 G = BEHAVIOR DISORDER
 H = OTHER SPECIAL TRAINING
 I = EMOTIONALLY DISTURBED
 J = GENETIC



McCauley

AGE	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-99	100+
TOTAL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

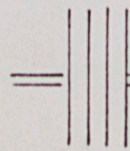
TYPE	OWNERSHIP	NUMBER	DEVELOPMENT	15-19	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75-79	80-84	85-89	90-94	95-99	100+
B	C	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

AREA CITY OR TOWN COUNTY

DIST 8 HELENA	LEWIS/CLARK	74	165	138																	
DIST 9 ALJACONDA	DEER LODGE	30	4	39																	
DILLION	BEAVERHEAD	9	1	9																	
BUTTE	SILVER BOW	70	7	77																	
PHILIPSBURG	CRANITE	8	20	28																	
DIST 11 BOZEMAN	GALLATIN	42	6	48	96																
MAINTATTAN	GALLATIN	13	13	13																	
THREE FORKS	GALLATIN	1	1	1																	

EDUCABLE
 TRAINABLE
 SPEECH
 HEARING
 TOTAL

SPECIAL EDUCATION CLASSES
 IN PUBLIC SCHOOLS



the

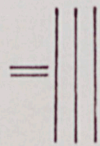
problem.. needed

THE NEED

In the past, we have neglected to face the realization that there are many degrees of mental retardation. It has become somewhat standard to mark all individuals who are considered retarded and put them in an institution. This being a universal solution, seems to solve the problem only by ignoring it, which in essence makes it worse. I am not saying that the institutional atmosphere is evil or harmful, I am only proposing that there are a large number of moderately retarded individuals that do not require this type of care or treatment. By subjecting them to an institution, their chances of becoming self supporting, useful human beings in a "normal" society are nill.

At the present time many communities are striving to help the mentally retarded by encouraging parents to keep them in the home for as long as possible after birth. After which time they enter a group home where they are allowed to further their education in a family and community atmosphere. It is for these individuals, the retarded but educable, that local services should be provided to enable them to cope with society in much the same manner as the "normal" person.

Basically the problem is that the extremely mentally retarded individuals do require intensive care and treatment but there is a need for community services for individuals who need not be subjected to that type of atmosphere.



Local conditions

MONTANA

The state in itself has many extremes, from mountains in the west, to badlands and plains in the east. Montana covers an area of 147,138 square miles. It is situated in the northern section of the United States, bordered by Canada to the north, Idaho to the west, North Dakota and South Dakota to the east and to the south, Wyoming.

BOZEMAN

Bozeman is located at a northern latitude of 45 degrees and 40', a longitude of 111 degrees and 93' west of Greenwich and at an altitude of 4856 feet above sea level.

TEMPERATURES

Summer:	Average Minimum:	51.3F
	Average Maximum:	81.5F
	Mean:	66.4F

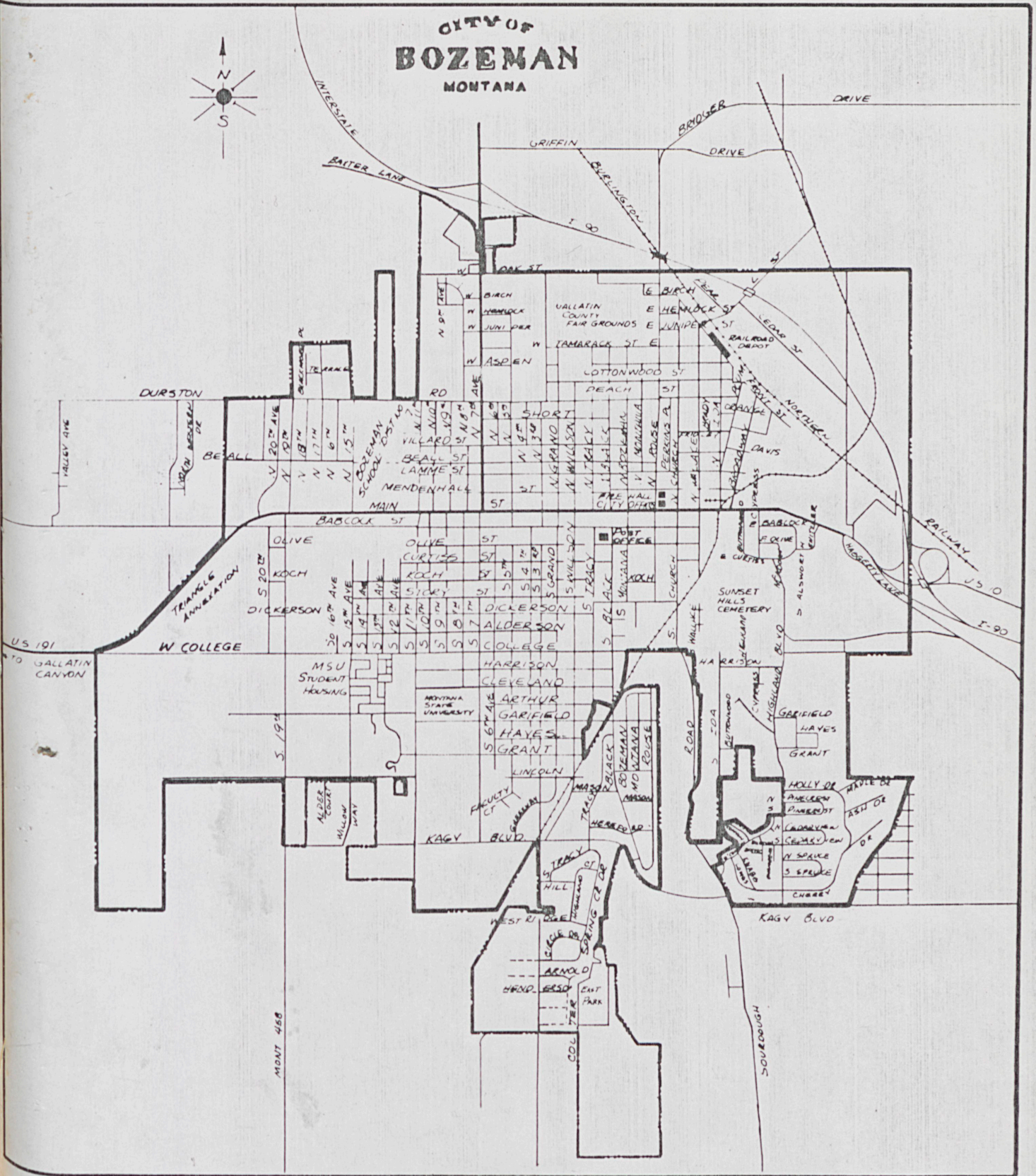
Winter:	Average Minimum:	13.8F
	Average Maximum:	33.8F
	Mean:	23.8F

Mean Annual Precipitation: 17.65"

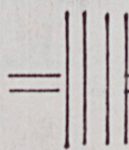
Mean Annual Snowfall: 70.20"

Bozeman is located at the southern end of the Gallatin Valley. It is located on Interstate 90 which is one of the major east, west routes across the United States. Bozeman is also served by U.S. Highways 10 and 191. The Grey Hound Bus line and the Burlington Northern Railroad also serves the community.

CITY OF
BOZEMAN
MONTANA



zite choice



U. S. DEPARTMENT OF COMMERCE
NATIONAL OCEANIC AND ATMOSPHERIC ADMINISTRATION
ENVIRONMENTAL DATA SERVICE
IN COOPERATION WITH BOZEMAN CHAMBER OF COMMERCE

CLIMATOGRAPHY OF THE UNITED STATES NO. 20 - 24

CLIMATOLOGICAL SUMMARY

STATION BOZEMAN, MONTANA
24-1044-2

LATITUDE 45° 40'
LONGITUDE 111° 03'
ELEV. (GROUND) 4856

MEANS AND EXTREMES FOR PERIOD 1940-1969 (30 years)

Month	Temperature (°F)								** Mean degree days	Precipitation Totals (Inches)								Mean number of days						Month
	Means			Extremes						Mean	Greatest daily	Year	Snow, Ice Pellets					Precip. 10 inch or more	Temperatures					
																			Max.		Min.			
	Daily maximum	Daily minimum	Monthly	Record highest	Year	Record lowest	Year	Mean					Maximum monthly	Year	Greatest daily	Year	90° and above		32° and below	32° and below	0° and below			
(a)	30	30	30	30		30		30	30	30		25	30		30		30	30	30	30				
JAN.	30.7	10.1	20.4	58	1969	-36	1949	1372	.94	.77	1942	15.0	32.8	1963	10.0	1963+	3	0	15	30	8	JAN.		
FEB.	35.8	15.8	25.9	62	1950	-29	1956+	1106	.68	.88	1942	9.7	22.1	1940	7.0	1946	2	0	9	27	3	FEB.		
MAR.	41.0	19.2	30.2	70	1966+	-23	1955	1074	1.41	1.04	1967	16.9	36.9	1967	20.0	1968	4	0	6	28	2	MAR.		
APR.	53.7	30.4	42.1	81	1962	2	1945	680	1.84	1.53	1951	10.5	37.0	1955	14.0	1955	5	0	1	19	0	APR.		
MAY	63.3	38.5	50.9	89	1954	16	1954	429	2.61	2.06	1952	2.9	24.3	1965	13.0	1964	7	0	*	6	0	MAY		
JUNE	70.2	44.9	57.6	91	1966+	26	1951	232	3.27	2.08	1944	.3	6.0	1943	6.0	1943	8	*	0	1	0	JUNE		
JULY	81.5	51.1	66.3	98	1960	32	1955+	45	1.19	1.45	1962	0	T	1952	T	1952	4	3	0	*	0	JULY		
AUG.	80.3	49.4	64.9	99	1961	29	1965	70	1.36	1.33	1964	T	1.0	1964	T	1964	4	3	0	*	0	AUG.		
SEPT.	69.5	41.5	55.6	95	1947	16	1965	288	1.76	1.69	1947	.5	6.4	1965	3.0	1965	5	*	*	4	0	SEPT.		
OCT.	58.7	33.4	46.1	82	1957	9	1961	581	1.44	1.07	1953	4.3	19.0	1969	10.0	1969	4	0	*	14	0	OCT.		
NOV.	42.4	21.9	32.2	70	1965	-26	1959+	976	1.26	.91	1947	10.9	22.5	1960	8.0	1960	4	0	6	26	1	NOV.		
DEC.	34.9	15.5	25.2	59	1957+	-29	1964	1229	.85	.88	1955	12.5	26.8	1967	10.5	1940	3	0	12	30	4	DEC.		
Year	55.2	30.0	43.1	99	AUG. 1961	-36	JAN. 1949	8082	18.61	2.08	JUNE 1944	83.5	37.0	APR. 1955	20.0	MAR. 1968	53	6	49	185	18	Year		

(a) Average length of record, years.

+ Also on earlier dates, months, or years.

T Trace, an amount too small to measure.

* Less than one half.

** Base 65°F

CLIMATE OF BOZEMAN, MONTANA

Located at the base of the western slope of the Bridger Mountain Range at a point where the valley is about 10 miles wide east to west, Bozeman experiences essentially a mountain valley climate. In the weather station vicinity the ground slopes downward to the north at a rate of about 80 ft. to a mile, but the valley flattens and broadens to the northwest for several miles before narrowing into a shallow canyon near Logan. Except for the narrow Gallatin River opening at Logan, the Bozeman section of the Gallatin Valley is surrounded by mountains.

Precipitation in the Bozeman area varies considerably. Belgrade Airport, 11 miles northwest and 400 ft. lower than the Bozeman station, receives on the average about 5 inches per year less than Bozeman, while annual totals in the surrounding mountains, particularly east and south, are generally much larger. Differences in snowfall are similar, the eastern edge of the valley (including Bozeman) usually receiving larger amounts than the western edge. Temperature differences away from the steep mountain slopes are not large within the valley, but the lower elevations of the valley just above Logan are often a bit cooler at night than at Bozeman, due mainly to the fact that cold air (being more dense than warmer air) seeks the lowest level it can find. Conversely, afternoon temperatures at Bozeman are frequently a little cooler than at the lower points in the valley, but in the absence of showers or other local effects, the differences between Bozeman and Belgrade are usually less than 4°F.

Summers are generally pleasant and are characterized by warm days, cool nights and a high percentage of possible sunshine. Hot weather is infrequent, as the comparative data table above shows. In the 30 years summarized, the greatest number of days in one year with 90° or high maximums was only 17 in 1961. Conditions humid to an uncomfortable degree are rarely experienced. Summer precipitation falls mostly as showers, sometimes

accompanied by thunder and lightning, occasionally but not often with some hail. However, hail damage in the Bozeman area, although it has occurred a few times, has been relatively light and scattered. Near the beginning of summer in June, as well as during the last couple of weeks of summer in September, showers occasionally have given way to steady rains which can total as much as an inch or more in 24 hours.

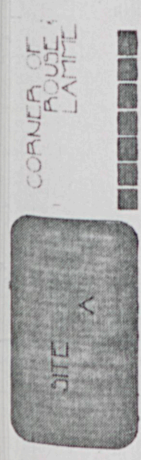
Winters are relatively cold, and occasionally a winter month has had a week or more of severely cold weather. In the 30 years summarized, there have been only two winter months during which Bozeman temperature averaged less than 10°F., and no months averaged below zero. Mild winter weather is not unusual. Most winter precipitation falls as snow.

Prior to 1931, a few temperatures of over 100° were reported, including 104° in July, 1877 and 1892, and 112° in August, 1875. The 104° in 1892 has been verified, but the 1875 and 1877 readings were made at Ft. Ellis (about 4 miles east of the present site) and cannot now be verified, particularly as to the character of the instrument exposure. The 112° August, 1875 record is considered doubtful. In 1872 minima of -53° were recorded at Ft. Ellis in both January and February. These values do not seem impossible for the Ft. Ellis site, because of differences in general exposure between the Fort and the College. It is likely that the Fort location would experience more radiation and drainage cooling than the College, and therefore it would be expected that Ft. Ellis minimum readings would be somewhat lower than at the College. While -53° seems reasonable as a record low for Ft. Ellis, it does not seem likely that it was that cold those mornings in Bozeman proper -- or where the city now is located. The coldest recorded for any Bozeman location (since 1892) was the -43° observed in February, 1936.

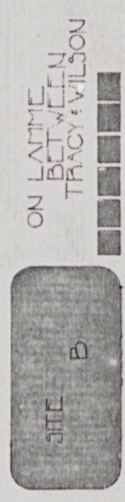
Tables and text prepared under the direction of Grayson V. Cordell, Jr., Climatologist for Montana, WSO Helena, Montana.

THESSIS Project

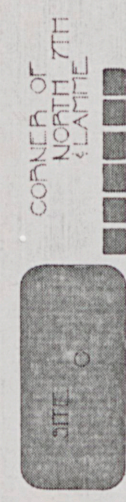
Programming



DESCRIPTION.
LOTS BETWEEN ROUSE,
PEACH, MONTANA & LAMME.
THROUGH COMPLETE
STUDY, THIS SITE WAS RATED
AND SELECTED FOR THE
PROTECT.



DESCRIPTION.
LOTS BETWEEN MENT
DENHALL, TRACY, WILSON,
LAMME.
EXCELLENT SITE ALSO.
NEXT TO COMMUNITY AFFAIRS
HOSPITAL.

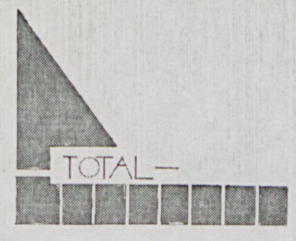


DESCRIPTION
LOTS BETWEEN N. 7TH,
LAMME, FIFTH & BEALL.
EXCELLENT RESTORATION
AREA.

COMPARISON OF THREE SITES USING THE SAME CRITERIA

	SITES A B C		
1. LOCATED WITHIN THE COMMUNITY	10	10	10
2. ROOM FOR EXPANSION	9	6	6
3. RELATION TO MAIN ARTERIALS	9	5	10
4. LOW TRAFFIC AREA	9	7	4
5. NEAR EDUCATIONAL FACILITIES	10	6	6
6. ROOM FOR EXTRA NEEDED PARKING	8	7	5
7. RELATION TO COMMUNITY AFFAIRS	8	8	7
8. IN OR NEAR A RESIDENTIAL AREA	7	6	6
9. NEAR HEALTH FACILITIES	8	10	8
10. PEOPLE ACCESS	8	8	9

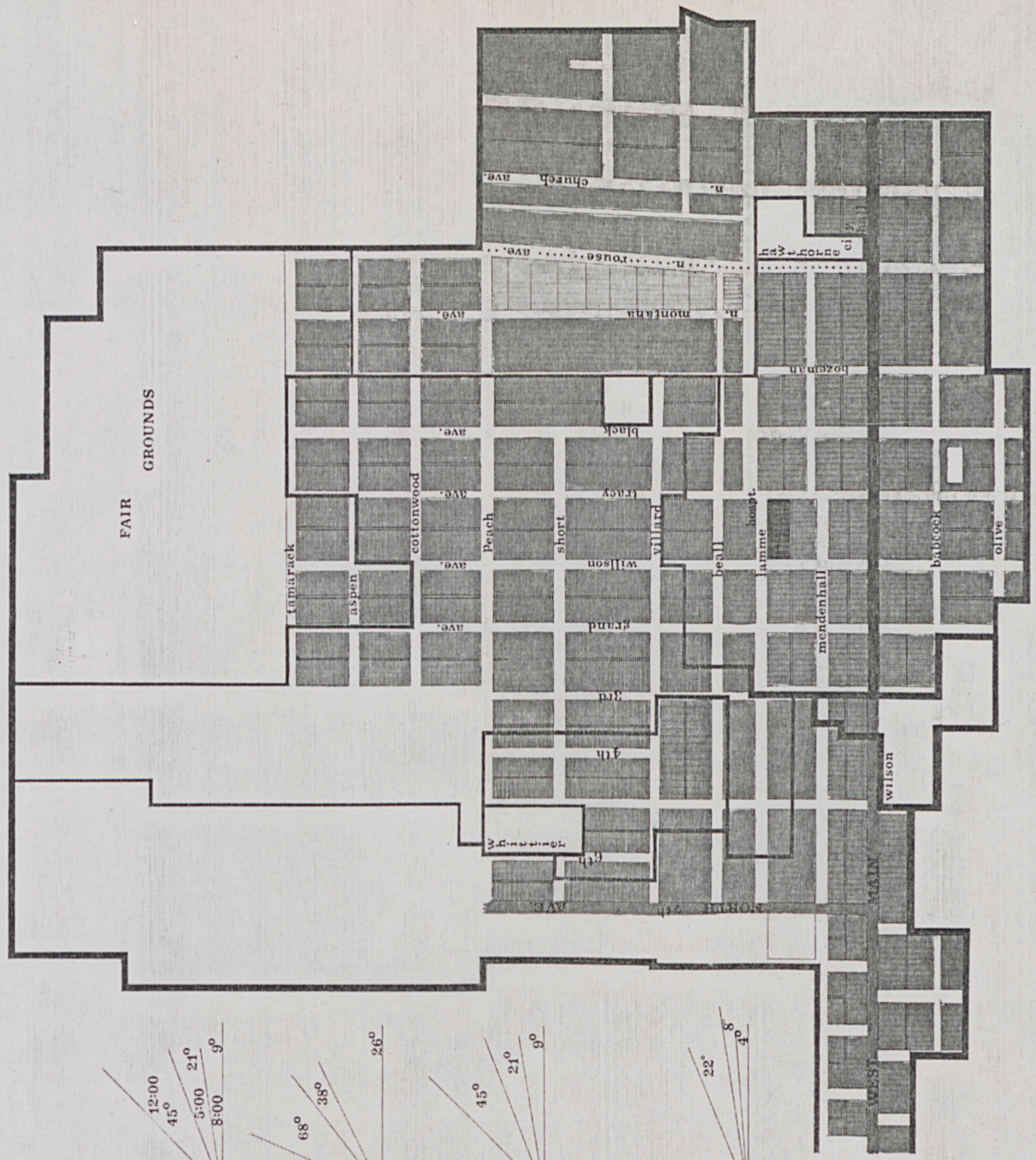
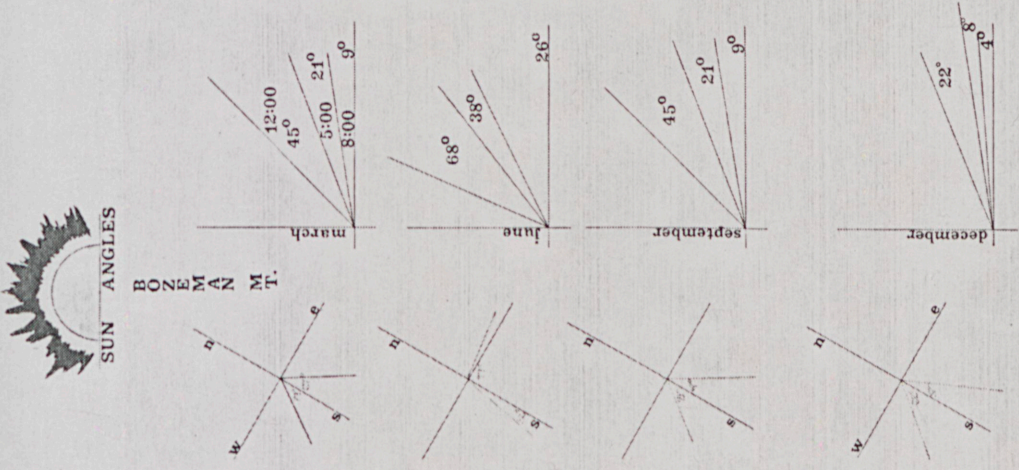
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THESSIS PROJECT

Programming

mcauley

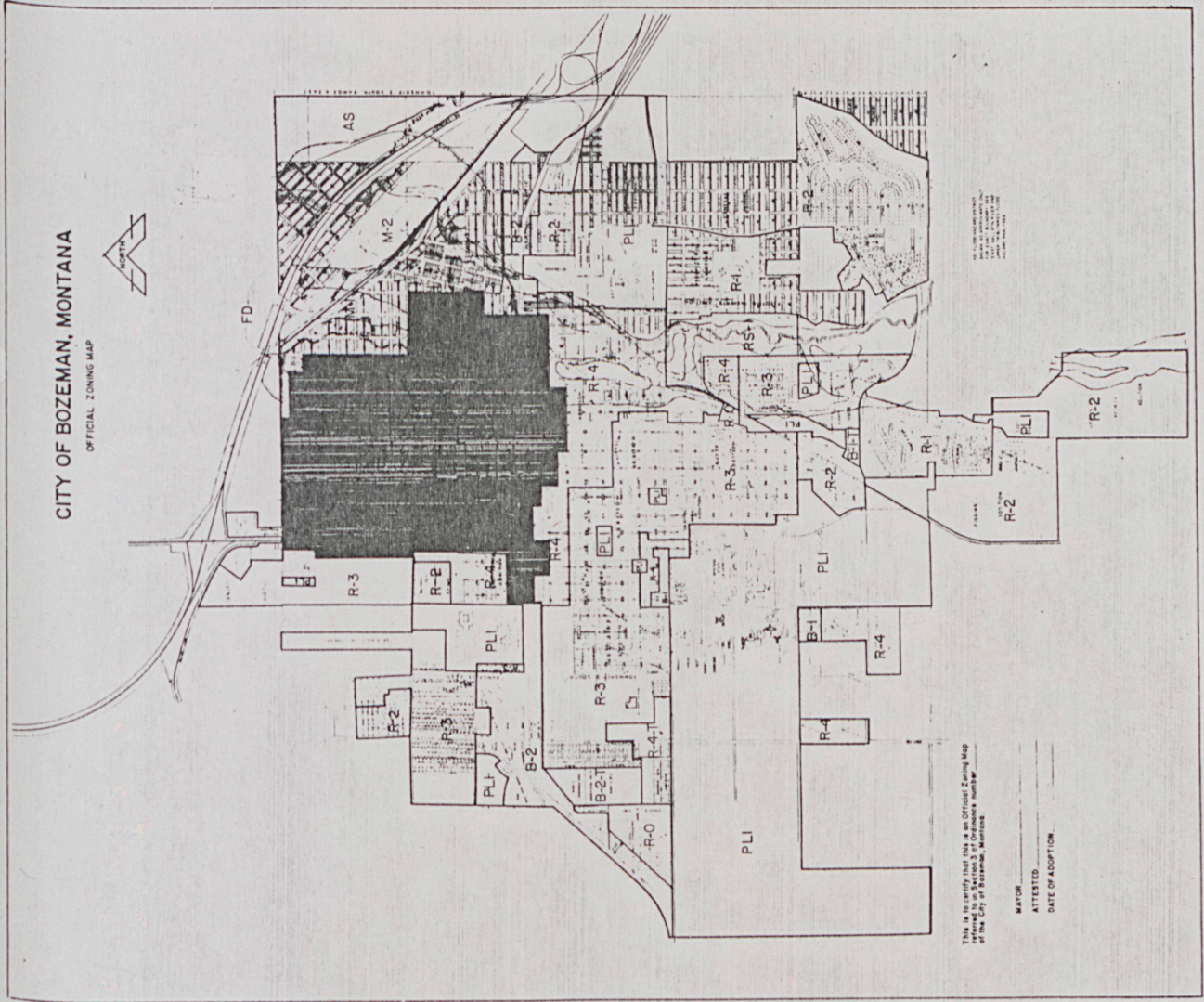


Summary Board

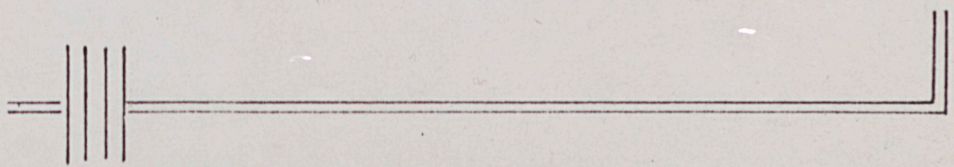
ready

-SITE CRITERIA-

1. LOCATED WITHIN THE COMMUNITY. DO NOT ISOLATE.
2. MUST BE ADEQUATE SPACE TO ALLOW FOR EXPANSION.
3. ACCESSIBLE TO MAIN ARTERIALS, FOR EMERGENCY AND CONVENIENCE.
4. IN A LOW TRAFFIC AREA SO AS NOT TO CREATE DANGER AND FRUSTRATION.
5. LOCATE NEAR EDUCATIONAL FACILITIES/RELATION TO MENTAL HEALTH FACILITIES.
6. MUST BE ADEQUATE SPACE TO ALLOW FOR PARKING.
7. CLOSE PROXIMITY TO COMMUNITY AFFAIRS/SOCIAL ACTIVITIES.
8. MUST BE IN OR NEAR A RESIDENTIAL DISTRICT.



site conditions



THE SITE

The site chosen for the project is located between North Rouse and North Montana on the east and west, Peach on the north and Lamme on the south. It should be noted that the site consists of a number of blocks but only the lower section is to be occupied by the project. The reason the entire area was looked at in the preliminary stages was because a need was felt to determine the effects of this project on the people and the existing structures in the immediate vicinity.

The following is a list of important elements that are contained within the site:

1. The entire site is located on the flood plain. (This being the most important feature in numerous design decisions.)
2. It slopes gradually from south to north, thus allowing for a certain amount of drainage.
3. Within the site is a main arterial (Beall Street), that is presently unfinished in regard to pavement.
4. There are numerous large trees, providing shade and wind protection.
5. The creek runs along the west edge of North Rouse and it seems to be a natural barrier between the interior of the site and considerable traffic on Rouse.

SITE ANALYSIS

• LEGAL DESCRIPTION •
BEALL'S ADDITION
BLOCKS 9-16

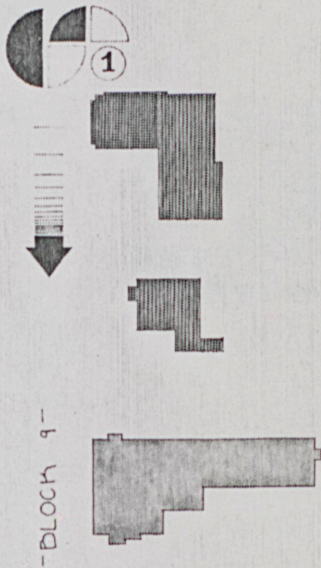
ORIGINAL TOWNSHIP
BLOCK H

TYPE OF DWELLINGS •

- | | | | |
|---|------------------|---|----------------------------|
|  | 1. SINGLE FAMILY |  | land
boundary
on map |
|  | 2. MULTI-FAMILY |  | |
|  | 3. VACANT |  | 4. NEWER |

TYPES OF PEOPLE RESIDING

- | | |
|---|-----------------------------|
|  | 1. OLDER RESIDENTS |
|  | 2. NEW OR YOUNGER RESIDENTS |
|  | 3. BOTH |



544 N. MONTANA

536 N. MONTANA

528 N. ROUSE

NORTH MONTANA AVE.

NORTH ROUSE AVE.

block 9

block 10

block 11

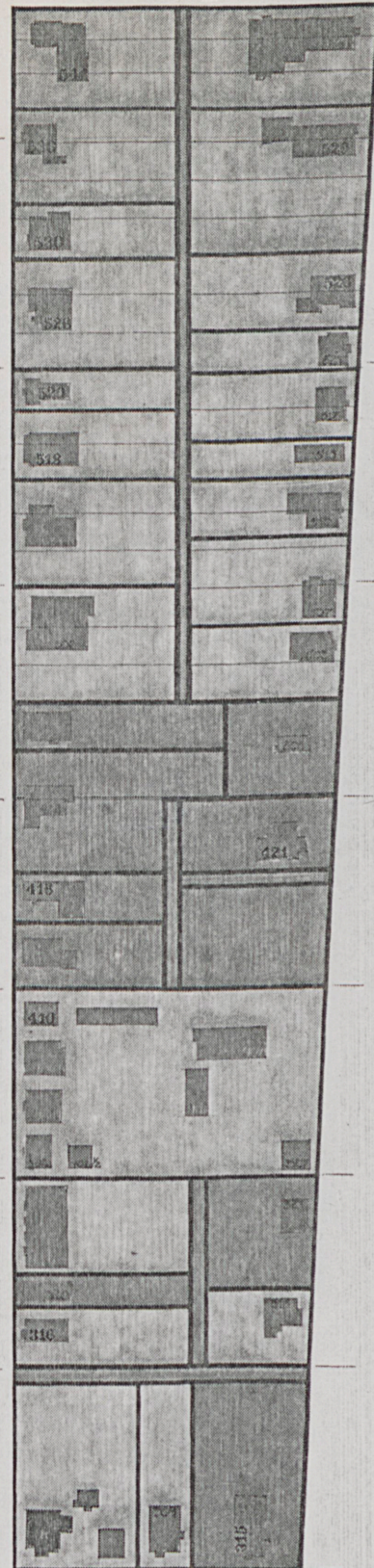
block 12

block 13

block 14

block 15

block 16

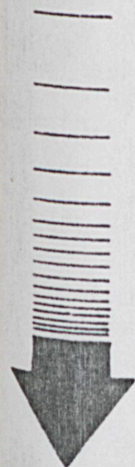


BEALL ST.

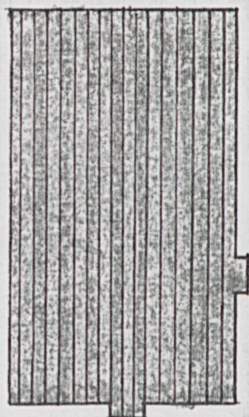


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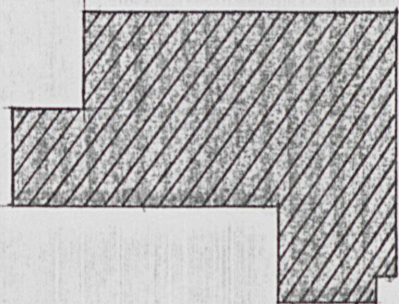
mcCauley



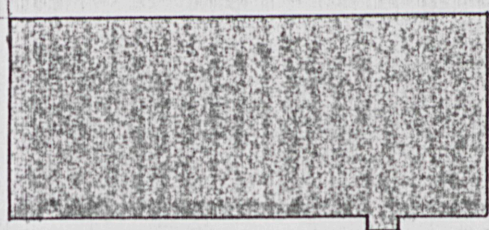
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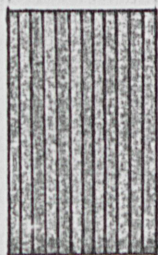
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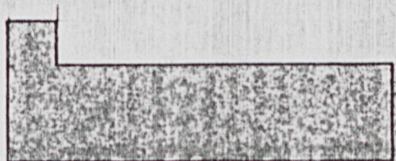
206 E. BEALL



310-318 E. BEALL



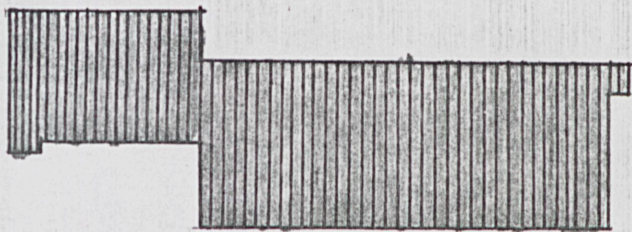
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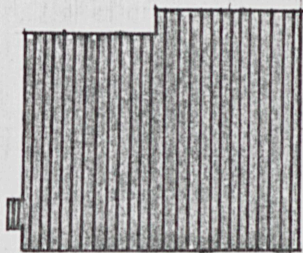
311-317 E. LAMME



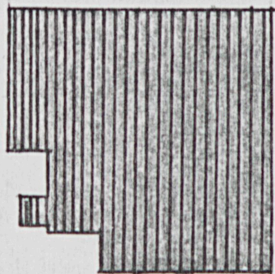
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529 N. HOUSE

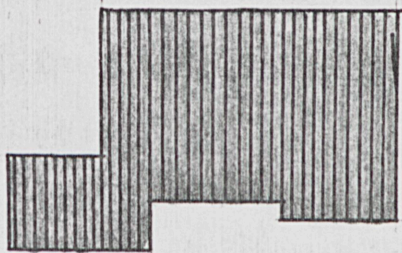


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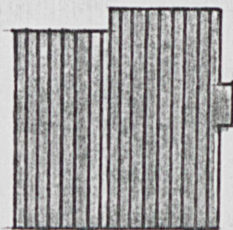
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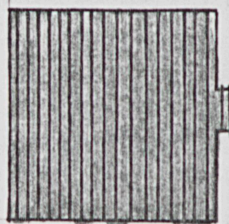


526 N. ROUSE

d. 1/10

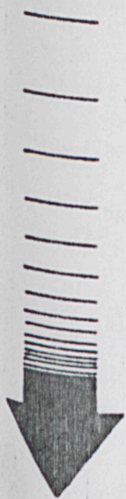
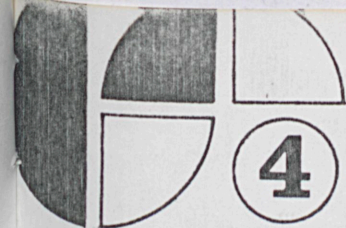


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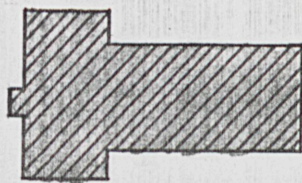


517 N. ROUSE

-BLOCKS 10-11-



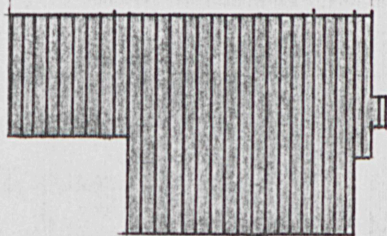
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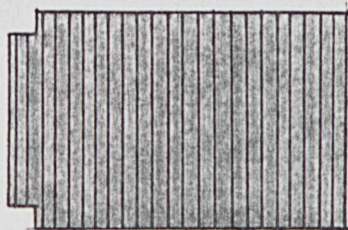
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520 N. MONTANA



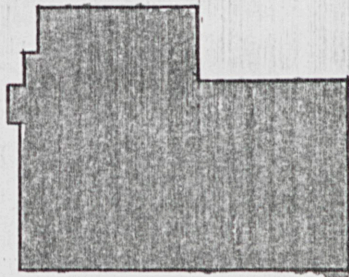
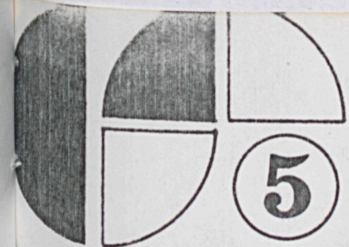
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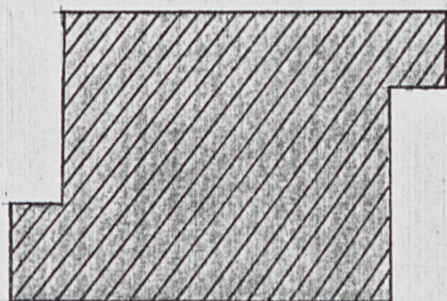
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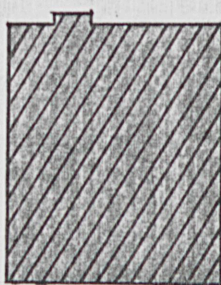
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514 N. MONTANA

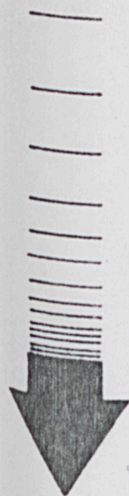


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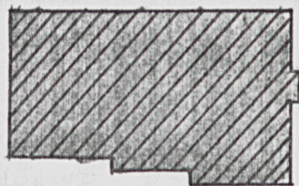


507 N. ROUSE

-BLOCKS 11-12-



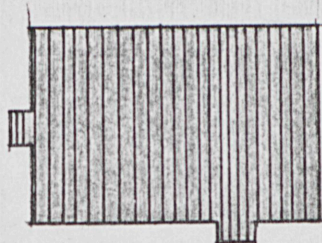
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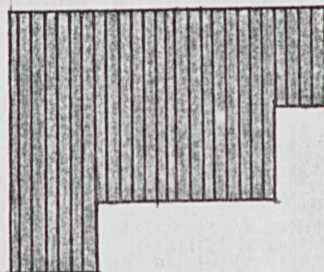
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501 N. ROUSE

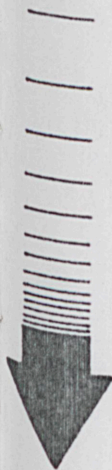


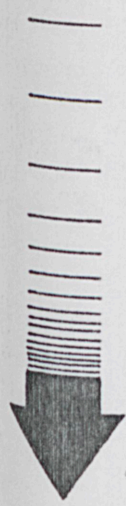
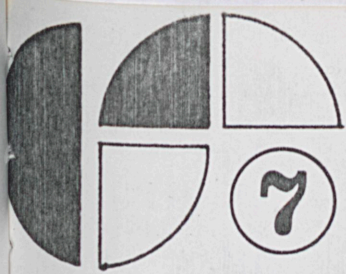
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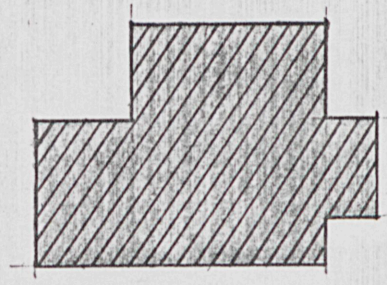
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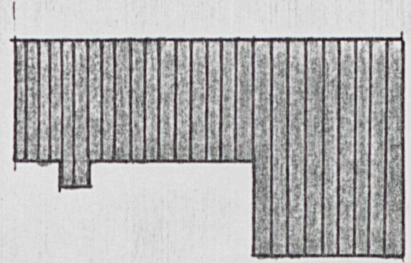




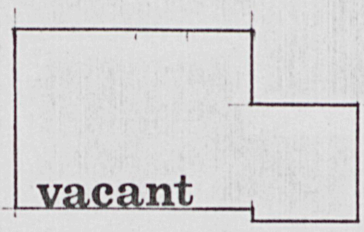
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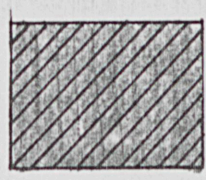
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416 N. MONTANA



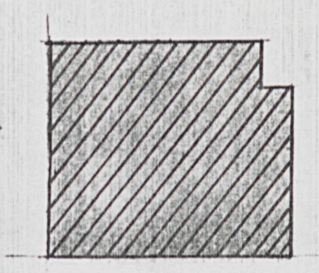
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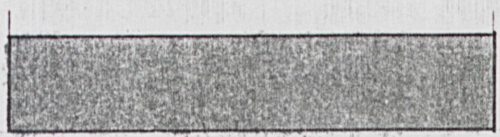
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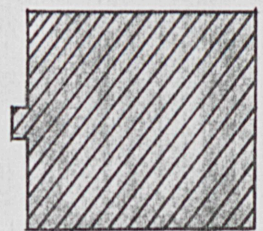
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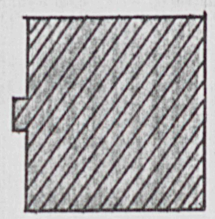
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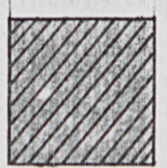
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404 N. MONTANA



402 N. MONTANA

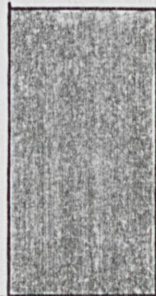


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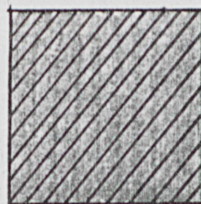
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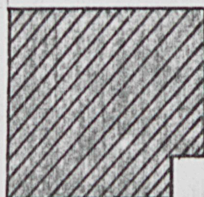
407 NORTH HOUSE



408 N. MONTANA

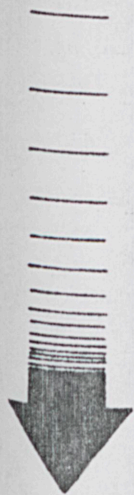


327 N. HOUSE



321 N. HOUSE

-BLOCK 14-15-



- BLOCK 15 -

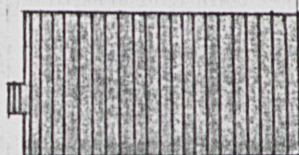


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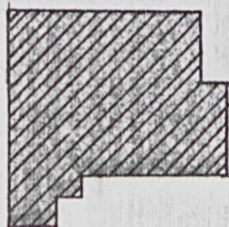
THRU 322



320 N. MONTANA



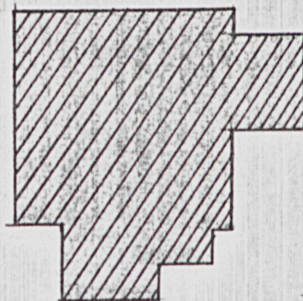
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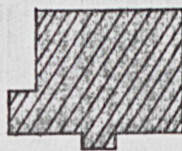
315 N. HOUSE

11

-BLOCK 16 REGULATIONS-



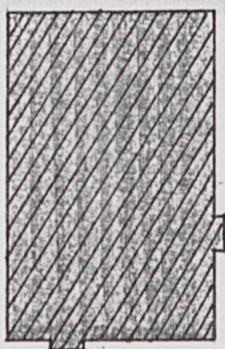
303 E. BEALL - A



303 E. BEALL - B

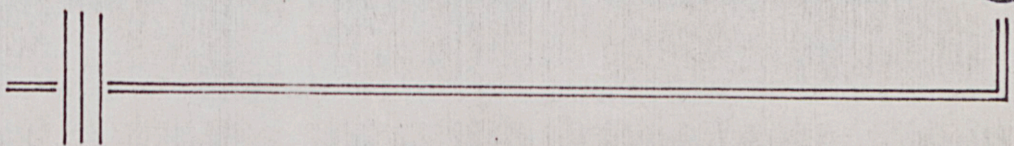


303 E. BEALL - C



309 E. BEALL

romney durbin



Group Home

DEFINITION:

A COMMUNITY HOME FOR THE DEVELOPMENTALLY DISABLED IS DEFINED IN SECT-

ION 71-2001 AND 71-2002 P.C.M. AND IS A FACILITY DESIGNATED TO MEET THE NEEDS OF DEVELOPMENTALLY DISABLED PERSONS WHO ARE NOT IN NEED OF NURSING CARE. THE HOME IS PRIMARILY FAMILY AND SOCIALLY ORIENTED, BUT SHALL ALSO PROVIDE TRAINING FOR THE RESIDENTS. SERVICES SHALL NOT DISCOURAGE RECREATION AND OCCUPATIONAL ACTIVITIES. RESIDENTS SHALL BE ENCOURAGED TO BE ACTIVE, TO DEVELOP TECHNIQUES FOR SELF HELP, AND BE STIMULATED TO DEVELOP HOBBIES AND INTERESTS.

RIGHTS OF RESIDENTS:

AS PART OF THE FUNCTIONAL TRAINING IN THE HOME, RESIDENTS SHALL BE ALLOWED TO FUNCTION AS INDEPENDENTLY AS POSSIBLE. RESIDENTS SHALL BE ALLOWED TO MAKE CHOICES ABOUT USE OF LEISURE TIME, WHAT CLOTHES TO WEAR, FINANCIAL MANAGEMENT, GOAL SETTING, AND OTHER BASIC FUNCTIONS IN DAILY LIVING, IN SO FAR AS THEY ARE INTELLECTUALLY ABLE TO MAKE THESE CHOICES.

RESIDENTS RIGHTS, INTEGRITY, AND INDIVIDUALITY SHALL BE RESPECTED.

REGULATIONS

2

RESIDENTS SHALL HAVE THE FREEDOM TO ENTER AND LEAVE THE HOME AS LONG AS THEIR PHYSICAL AND MENTAL HEALTH PERMITS AND THEY OBSERVE THE RULES ESTABLISHED BY THE HOME.

VISITING PRIVILEGES SHALL BE THE RIGHT OF ALL RESIDENTS. SOME LIMITATION REGARDING HOURS AND UNDESIRABLE VISITORS MAY BE ESTABLISHED.

BUILDING REQUIREMENTS:

- IT SHALL BE IN COMPLIANCE WITH THE NATIONAL ELECTRICAL CODE.
- ALL PLUMBING SHALL COMPLY WITH APPLICABLE LOCAL CODES, NATIONAL PLUMBING AND THE MONTANA PLUMBING CODE.
- ALL STAIRWAYS AND RAMPS SHALL BE PROVIDED WITH STURDY HANDRAILS ON ONE SIDE FOR THEIR FULL LENGTH. ALL STAIRWAYS SHALL BE PROVIDED WITH NON-SKID TREAD.
- WINDOWS IN LIVING AND SLEEPING ROOMS ARE REQUIRED.
- EACH FLOOR USED FOR LIVING OR SLEEPING PURPOSES SHALL BE PROVIDED WITH A TOILET.
- EACH BEDROOM OR TOILET SHOULD OPEN DIRECTLY INTO A CORRIDOR OR COMMON USE AREA SUCH AS A LIVING ROOM.

REGULATIONS

RESIDENT BEDROOMS:

- A MINIMAL CLEAR SPACE OF 7'x9' SHALL BE PROVIDED FOR A SINGLE BEDROOM, 13'x9' FOR A DOUBLE ROOM, AND 13'x17' FOR A FOUR BEDROOM.

- RESIDENTS SHALL BE HOUSED ONLY IN ROOMS DESIGNATED AS BEDROOMS BY THE LICENSING AUTHORITY. THESE BEDROOMS SHALL ONLY BE UTILIZED FOR THE OCCUPANTS PERSONAL USE.

- BEDS OR OTHER FURNITURE SHALL NOT BE PLACED SO AS TO OBSTRUCT PASSAGE TO CORRIDORS.

- NO PART OF ANY ROOM SHALL BE ENCLOSED OR SUBDIVIDED UNLESS SUCH PART BE SEPARATELY LIGHTED AND VENTILATED.

LIVING, DINING AND RECREATION AREAS
- THE HOME SHALL PROVIDE A COMFORTABLE AREA WELL FURNISHED AND WELL LIGHTED FOR THE USE OF RESIDENTS. UNDER NO CIRCUMSTANCES SHALL THE LIVING ROOM BE USED AS A BEDROOM.

- THE LIVING, DINING, OR RECREATION AREA SHALL BE LARGE ENOUGH TO PROVIDE SPACE FOR THE ACTIVITIES OF THE RESIDENTS. LIVING AND RECREATION ROOMS SHALL BE OUTSIDE ROOMS.

4

- DINING AREAS SHALL BE WELL LIGHTED AND LARGE ENOUGH TO ACCOMODATE ALL RESIDENTS.

- STORAGE SPACE

EVERY HOME SHALL PROVIDE STORAGE SPACE FOR SUPPLIES, PERSONAL POSSESSIONS OF RESIDENTS AND STAFF, LINEN AND SIMILIAR ITEMS.

- LAUNDRY ROOMS

THE LAUNDRY AREA SHALL BE IN A SEPARATE ROOM.

REGULATIONS

the center.

Project

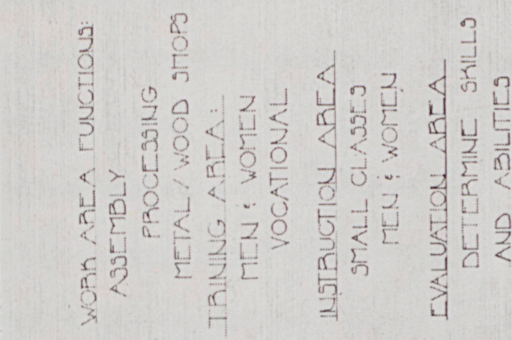
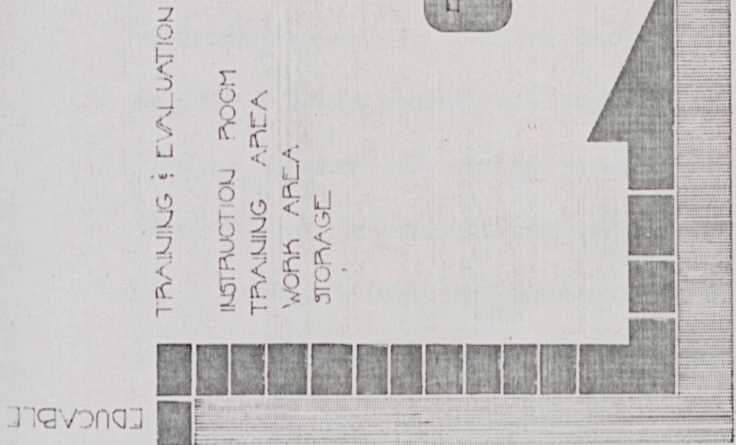
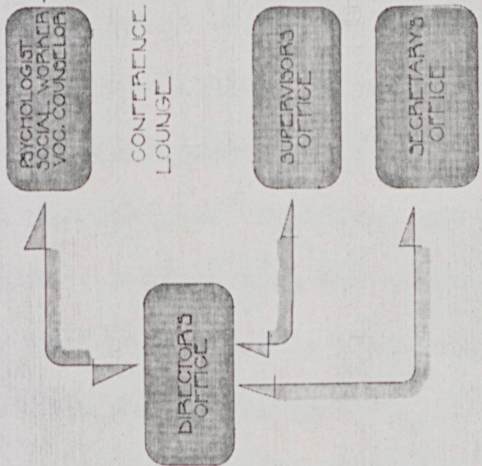
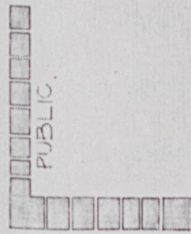
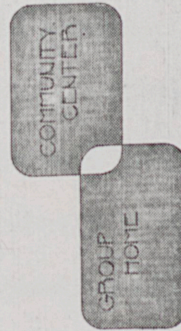
Programming

THESSIS

- ADMINISTRATION
1. DIRECTOR
 2. SECRETARY
 3. PSYCHOLOGIST
 4. SOCIAL WORKER
 5. VOC. COUNSELOR
 6. SUPERVISOR

COMMUNITY AWARENESS
PROGRAM
EDUCABLE MENTALLY
RETARDED GROUP HOME &
COMMUNITY CENTER

PURPOSE:
DEVELOPMENT OF
FAMILY AND COMMUNITY
ATTITUDES IN A NON IN-
STITUTIONAL
ATMOSPHERE



Throughout the country, a somewhat conventional idea has been established that the best ways to further the development of mentally retarded individuals are: 1. For those persons that are on the extreme end of the scale, the answer is and has always been institutional care. 2. And for those individuals that express a minimum to a large amount of learning ability, communities have established centers (sheltered workshops, special education classes, etc.) that strive to help in any and all ways possible.

Although this approach to the problem has worked somewhat successfully in the past, it is gradually losing popularity simply because of one important factor that has either been forgotten or eliminated. And that point is this, for those individuals that have some sense of direction, (specifically those that are mildly retarded and are allowed to remain within the community), we must provide an environment that is much the same in nature as that of the "normal" people. By this I mean, we have established centers within the community that are there to supposedly educate the retarded, but the problem is that we still group them in their own little world and generally the public tend to ignore them as a part of the community. And as a result, they neither learn or accomplish anything that is significant to them or anybody else. What it basically comes down to is this: If we are going to expect any type of success in the training of the retarded, it seems only natural as well as reasonable that their environment should perform the same functions as a normal one in order that they can learn in the same manner.

GROUP HOME PROJECT

At this point it should be mentioned that the individuals I am

dealing with are primarily in the adult stages of mental and physical development in relation to other mentally retarded. This statement shouldn't in any way imply that I am neglecting all other facets of mental retardation. I am merely accentuating the idea that all people who happen to fall into this category (mental retardation) should be given care and treatment in the home and in the community for as long as possible. After which time the individual may be so severely retarded that this type of care is not benefitting him and the only answer seems to be an institution of some sort.

I am merely expressing the point that in any and every community there exist a large number of individuals that have been forgotten primarily because they have supposedly reached their would be mental ability or they have grown too old in physical age to receive further training in the schools, specifically special classes, as mentioned earlier. Thus the answer seems to be a center that is integrated with the community and functions to train these individuals in a family atmosphere as well as a normal working situation. This center will be different from a voc. tech., for example, in that all individuals will be allowed to let their abilities grow to their maximum.

The first and probably most natural starting point for functions of a normal environment is in the home. A somewhat new idea that is being implemented in many communities and with great success is the group home. This is merely the teaching and training of retarded adults to live and function within a normal family type atmosphere. Here again the result is that all individuals involved

will eventually be independent, self supporting human beings in a "normal" society.

The home is generally accepted as the starting point in the ways that an individual is going to or has already been prepared to cope with the world as well as with himself. From the simplest element of tying a shoe to the most common aspect of going to the bathroom, the idea is that the home is the natural environment for the teaching of these things.

The concept of the group home works under three important elements that are common to most homes in the country, they are:

1. Probably the most important is the spaces or more specifically the bedrooms that are provided for the permanent occupation of 6 to 8 mentally retarded individuals.
2. A space must be provided that will accomodate the house parents in such a manner that they not only have continual supervision of all occupants but also a private area for their own personal functions.
3. One or possibly two bedrooms must be provided for individuals that have purpose to remain for only short periods of time.

To further the explanation of the concept, the group home will incorporate "normal" people with normal functions, both together with the educable mentally retarded. The environment will be such that all individuals involved will be allowed to function in a "normal" family atmosphere.

SPECIFIC FEATURES OF A GROUP HOME

1. Homelike internal and external design.
2. Colorful, light, bright, perceptually warm but diversified living units.
3. Small, self contained living units.

4. Bedrooms for 1 to 4 residents.
5. Family dining facilities.
6. Homelike appliances such as toilets, faucets, showers, baths, stoves, etc.
7. Nonstandardization of design and furnishings of living units within a larger residential complex.
8. Windows of normal size, type and placement.
9. Live in house parents.
10. Plenty of space for individual possessions.
11. Doors between rooms and areas.
12. Curtains or doors for baths and showers, and toilets designed for private use.
13. Homelike access to "controls" such as switches and thermostats (the idea here, as with other features, is that potentially objectionable behavior will be modified by interaction with house parents, rather than being made impossible by the design of the physical environments.)
14. Access to "risks" e.g., stairs, electrical outlets, hot water, etc. Again, the assumption is that residents will be trained to act adaptively, and that controlled risk is part of normal living.

THE LEARNING CENTER

Within the center there are numerous functions that occur primarily at the same time during the day. Thus it becomes an essential factor in the design process to realize that there are two large scale areas to contend with: 1. The active. 2. The passive.

Both of the above mentioned spaces or grouping of spaces will become evident in the explanation of the concepts employed in the design of the community center. The basic premise is that the center will become a vital working part of the community which will be accomplished in two ways: 1. The training of these individuals in order that they can actually work within the community in some manner. 2. The center itself, will open up to the public with the idea that all people can partake of the functions that it has to offer.

First off, it should be realized that when the center first gets started, the individuals that will be there must become trained in some fashion before the center can be opened up to the public. By this I mean that a cycle is starting where by once the first group of adults are trained, they become the personnel of the structure in order that the center can display it's useful working functions to the community. After which time a new group is trained in a preliminary manner and in this way, the cycle becomes continuous.

It is from this concept that the active and passive spaces evolve within the center. To expand on this premise one could also state that the nature of certain functions dictate that noisy spaces and quiet areas demand some type of physical barrier. These two areas are broken up in the following fashion to accomodate their

specific uses: The passive areas are: 1. Instruction (this being a semi-quiet space where an actual one to one contact is employed between the teacher and the learner). 2. Evaluation (here again, this is an area that demands personal contact between individuals and it demands a certain amount of quietness as well as privacy). 3. Lobby (the nature of this space becomes a vital part of the center. This is where the retarded adult is first introduced to the type of character that the center is portraying. The space demands areas for numerous activities performed by individuals that become active as well as passive. And the grouping of it in the passive indicates that it is a definite linking of both functions, but it tends to be a more subtle or passive space). 4. Office space, this is self explanatory in the respect that at different times during the day the personnel demand a quiet, private and personal space. 5. The receptionist and secretaries following next in order. Here again it is semi-quiet, demanding some privacy. It also works in conjunction with the lobby space and all the offices. 6. Staff conference and lounge, this also is a continuation of passiveness in that privacy is of the essence during certain times. Last, but certainly not least is the mechanical room. Let it be understood that mechanical equipment implies activity and this is most definitely the case and it cannot be argued. Thus the reason for its placement in the passive is that it becomes one of the main connectors of the entire center and parts of it are in the passive as well as the active. Therefore as a function of the passive it must take on that particular nature in some if not all respects.

GROUPING OF ACTIVE SPACES

Active spaces have numerous implications, due to their differing characters and functions, which should be mentioned at this point. Two basic types of activity occur within the center; noise and movement (also denoted noise in some respects but also means the flow of large groups of people from one space to another). In order that the interior functions work in a productive and successful manner, the barrier between active and passive is bridged with milder functions that are considered somewhat noisy. These areas are: movement barrier, barber shop, beauty shop, sewing and clerical (all functions being self explanatory). Continuing down the scale of activity, the center concludes with the following spaces: 1. woodworking, the production and sale of useful wood products. 2. metal shop, similar in all respects to woodworking except that the space demands more activity due primarily to the more complex nature of the final product. This results in larger teaching facilities and noisier equipment.

Multi-purpose room, at certain times there may be a need for the grouping of large numbers of people for functions that are relevant to the center as well as the community. Here again, a large space of this nature incorporates much activity and it must be dealt with as such. 4. The kitchen area is self explanatory in relation to the contrast between active and passive.

Incorporated within the center are special services that function specifically for the mentally retarded and as such they are grouped in the active sections. The most significant area in this category is the large work space. This space was provided for

because the nature of the center is such that the adult individuals need an area that is an intermediate step in the learning process. In other words, once primary instruction is over with, the individuals need a slow advancement into the real working situation and the work space provides that link between the instructional and the practical.

The only other element that is there primarily for the retardates is the shower and locker rooms. It need not be explained the purpose of the function or why it is located within the active functions. A need was felt to allow the individuals within the center to have a place that each and everyone of them could identify with. It became evident that due to a certain amount of pride in themselves, these individuals will retain items or personal possessions and providing them with a locker or storage space will meet this demand. In reference to the showers, it is merely a matter of cleanliness, either before or after a long day of instruction and or working. It is also a matter of practicality to teach people the basics of cleanliness and how it affects other people as well as themselves.

The last two functions of the center are the service area (garbage and deliveries) and the space provided for the janitor. Without the above mentioned, the center could not and probably would not last but a very short time. Here again the important factor to consider is that these functions can become educational as well as practical. And if employed in this manner, they become very significant in identifying with the other areas in the center.

MAIN ACCESS TO THE CENTER

The main element that is of concern here is that the center must be a welcoming place that is rewarding for the individual as well as the community. On the first occurrence with the entrance, the individual must express the desire to want to be a part of what is going on inside.

The best and probably most practical way to approach this problem is to use the idea of openness. Let it be known from the outside, what is going on inside. This is accomplished primarily by windows and possibly open spaces or courtyards.

In regard to the community, the center must function in a dynamic manner, it must be explorative in the sense that it will not only work within the community but the community will work within it. Thinking on these terms, the center will definitely not become an isolated organism that thrives merely to keep in existence.

It cannot be over-emphasized how important visual contact with the interior functions are in connection with the successful operation of the center. This is probably more influential on the pedestrian than on the automobile, but the latter must not be neglected either. One way to provide knowledge to the automobile is through visual contact with signs or symbols that are in direct regard to the functions of the center.

MAIN ACCESS CHARACTERISTICS

The following are the characteristics that the center must provide to successfully be appreciative to the educable mentally retarded adults:

1. An open and welcoming entrance that provides for gradual changes from exterior to interior.
2. A direct openness to the internal functions in order that a visual awareness is provided. This element will not only become a welcome to the mentally retarded adults but the public as well.
3. Once the adult has become familiar with the center and he or she feels a welcome and a want to remain, then space must be provided to adequately reinforce this feeling. (The lobby exists specifically for this purpose)

INTERNAL CHARACTERISTICS OF THE CENTER

It must be understood that the center can only function if the administration and all other elements work together as one unit and not separately. Although this is the case, there are two important ideas that must be expressed at this time: 1. The administrative functions must not be so pronounced that the mentally retarded adults are first confronted with this area. In other words, the administration should be easily seen and recognized but it must not become a physical barrier that one must overcome in order to become part of the center. 2. And although the administration must work with the rest of the center, it has become evident (as mentioned earlier) that this is a passive area and it must be dealt with as such. Thus attention has been given to a transitional space between the passive and the active.

SUPERVISION, ASSISTANCE AND EDUCATIONAL GUIDANCE

The geometry of the instruction areas should allow visual access to the total space (all activity areas). This implies that geometries other than squares or rectangles can be used since teachers tend to spread themselves equally throughout these areas.

Both free flow and supervision tend toward open space planning with a minimum distinction between corridors and activity spaces. Two important elements must be considered at this point:

1. Flexibility.
2. Economy.

The basic elements that must be considered in activity areas are: enclosure, privacy, sufficient area, and a sense of direction.

MATERIALS WITHIN THE INSTRUCTION AREAS

It must be noted that within each individual area there are many different functions taking place. Thus, a number of criteria have been established that will determine the types of materials to be used. In the instruction and evaluation areas the following elements must be contended with: 1. In order to make these spaces informal and welcoming, things should be very flexible in order that change may be allowed to occur. 2. Due to a certain amount of noise, the walls, ceiling and floor should contain materials that not only absorb sound but also have acoustic properties. 3. Floor surfaces in certain areas should be such that individuals are not prone to slipping easily. 4. Materials on the floor shall be such that if accidents (spilling, etc.) do occur, they can be easily cleaned but designing to the maximum in this case is not necessary as well as not natural. 4. Some adults (even "normal"

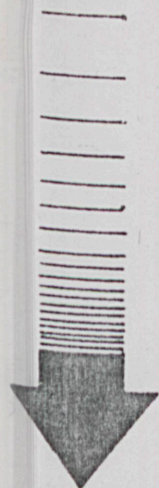
adults) have tendencies to become frustrated and sometimes they throw things or hit against the walls, (in this case certain materials should accomodate this but here again it is of the essence to maintain a normal environment with the assumption that accidents do occur and they must be contended with). 4. And due to the many differing functions that are taking place in these areas, many types of flooring materials will occur.

Resilient areas will include such materials as:

1. Linoleum.
2. Asbestos tiles.
3. Indoor/outdoor carpeting. This being of such a nature that it will not retain water.
4. Wood floors in certain areas.

The carpet in all areas shall be of such a nature that it is easily cleaned and not readily susceptible to fire hazards, (to a certain degree.

Because of the nature of all people, the other training areas have been treated in such a way that individuals can have opportunities to work alone and somewhat secluded as well as work in a group atmosphere. Taking this into account, it should be mentioned again that a certain amount of flexibility must be allowed to occur. For example: in the woodworking and the metal shops, areas will be provided to allow for large groups to work as a unit as well as individualized sections for those people who prefer their own atmosphere. The idea here is not to encourage conforming to work in large groups but it must be realized that some people naturally take longer to blend in with everybody else and there are certain times when people are troubled and they prefer to be left alone.



-DESIGN CRITERIA-

AS THE SIZE OF THE CENTER INCREASES IT IS QUESTIONABLE WHETHER YOU HAVE A FEELING OF SMALLNESS OR JUST A LARGE, INHUMAN COMPLEX OF SMALL SPACES. ONE SOLUTION MIGHT BE A SEPARATION OF COMPLEX / HOMES TIED TOGETHER WITH INTERIOR STREETS OR INTERIOR COURTYARDS.

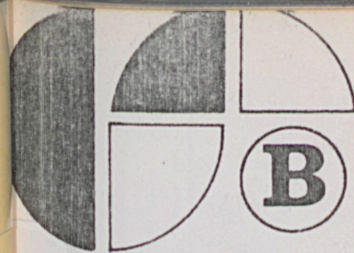
-INDEPENDENCE OF THE INDIVIDUAL-

DIFFICULT THINGS CAN BE MADE INTERESTING AND HELP GAIN SELF CONFIDENCE BUT THERE IS A SAFETY LIMIT.

EXAMPLES:

1. SHATTERPROOF GLASS
2. ROUNDED CORNERS ON FURNITURE.
3. SHOCKPROOF ELECTRICAL OUTLETS.
4. SLIP PROOF FLOORS.
5. CONTROLLED HOT H₂O TEMPERATURE.

INDIVIDUALS SHOULD FEEL WELCOME WHEN APPROACHING THE CENTER- ACCOMPLISHED BY BEING ABLE TO SEE WHAT IS HAPPENING IN THE CENTER WHILE APPROACHING.



B

DESIGN CRITERIA

- WINDOWS AND SKYLIGHTS:-

LIGHT FROM A WINDOW, EVEN A SMALL ONE, FALLS HORIZONTALLY ACROSS THE ROOM, MAKING A USEFUL CONTRIBUTION TO MODELING AND SOFTENING THE SHADOWS CAST BY OVERHEAD LIGHTING.

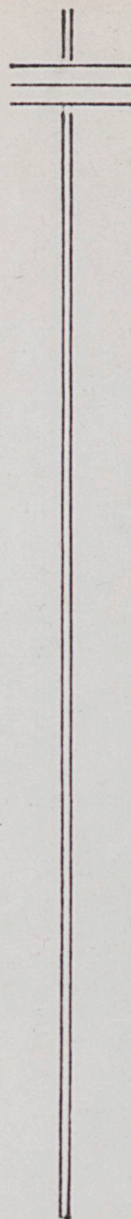
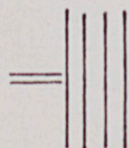
A VIEW THROUGH A WINDOW PROVIDES A DISTANT VISUAL RELEASE AND AVOIDS AN OPPRESSIVE SENSE OF ENCLOSURE. SUN AND SKY, THE CLOUDS AND WIND, AND THE PLAY OF LIGHT AND SHADE ARE NEVER STATIC, AND A WINDOW IS A LINK WITH THE INTEREST IN THE CONSTANTLY CHANGING WORLD.

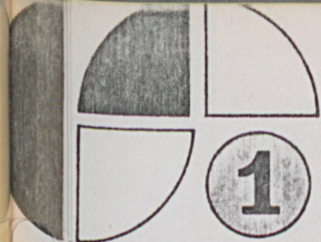
SHOULD BE ABLE TO SEE OUT THROUGH A WINDOW FROM MANY POINTS IN THE CENTER.

- LIGHTING CAN BE UTILIZED TO CREATE AN ENVIRONMENT DISTINCT FROM ADJACENT DARKER AREAS BUT NOT TOO DARK. -

ACOUSTIC MATERIALS CAN CREATE DIFFERENT SOUND LEVELS AND DIFFERING MOODS IN ADJACENT AREAS.

codes





1

codes

HEATING SHALL BE BY A CENTRAL HEATING PLAN, ENCLOSED IN A SEPARATE ROOM OR CUBICLE COMPOSED OF ONE HOUR FIRE RESISTANT CONSTRUCTION.

- EXCEPTION:

A SINGLE FIXED SPACE HEATER MAY BE USED ON ONE STORY DWELLINGS, PROVIDED IT IS SURROUNDED BY A SUITABLE BARRIER TO PREVENT CONTACT BY RESIDENTS AND IS SO LOCATED AS TO NOT OBSTRUCT EGRESS.

BASEMENT FURNACES NEED NOT BE ENCLOSED IF THE AREA IS NOT USED AND IS CLOSED OFF FROM THE REST OF THE DWELLING BY A SUBSTANTIAL DOOR AT THE TOP OF THE STAIRS. THIS DOOR SHALL BE OF AT LEAST 1-3/4" SOLID CORE CONSTRUCTION.

NO PORTABLE ELECTRIC OR UNVENTED FUEL FIRED DEVICES ARE ALLOWED UNDER ANY CIRCUMSTANCES.

NO EXTENSION CORDS SHALL BE USED AND ALL APPLIANCES AND LAMP CORDS SHALL BE PROTECTED TO PREVENT PULLING.

FIRE SAFETY



2

EVERY CLOSET DOOR LATCH SHALL BE SUCH THAT RESIDENTS CAN OPEN THE DOOR FROM INSIDE THE CLOSET.

RESIDENTS SHALL NOT BE KEPT BEHIND LOCKED DOORS. THE EXIT DOORS OF THE HOME SHALL BE EQUIPPED WITH LATCHES SO THEY CAN BE LOCKED ON THE OUTSIDE BUT CAN BE OPENED FROM THE INSIDE.

EVERY BATHROOM DOOR LOCK SHALL BE DESIGNED TO PERMIT THE OPENING OF THE LOCKED DOOR FROM THE OUTSIDE IN AN EMERGENCY.

ALL GROUND FLOOR ROOMS SHALL HAVE ACCESS TO AT LEAST ONE EXIT WITHOUT HAVING TO PASS THROUGH INTERVENING ROOMS CAPABLE OF BEING LOCKED.

ALL GROUND FLOOR ROOMS NOT HAVING ACCESS TO TWO EXITS SHALL HAVE AT LEAST ONE WINDOW WHICH CAN BE USED FOR RESCUE AND VENTILATION.

ALL SECOND STORIES SHALL HAVE AT LEAST TWO EXITS AS REMOTE FROM EACH OTHER AS POSSIBLE. AT LEAST ONE SHALL LEAD DIRECTLY TO THE OUTSIDE.



3

BASEMENTS USED FOR GROUP OCCUPANCY, RESIDENTS OR GROUP RECREATION SHALL HAVE AN OUTSIDE EXIT.

BEDROOMS ARE ALLOWED ABOVE THE SECOND FLOOR IF THE DWELLING IS OF AT LEAST TWO HOUR FIRE RATING.

ALL INTERIOR STAIRWAYS SHALL BE ENCLOSED BY ONE HOUR FIRE RESISTANT CONSTRUCTION.

CORRIDORS AND OTHER MEANS OF EGRESS SHALL BE SEPARATED FROM THE REST OF THE BUILDING BY ONE HOUR FIRE CONSTRUCTION.

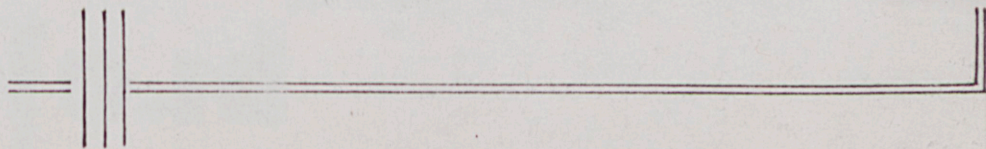
EXCEPTION:

NOT REQUIRED IN ONE STORY BUILDINGS WHERE EACH ROOM HAS A DOOR LEADING TO THE OUTSIDE.

EXITS SHALL BE SO ARRANGED THAT AT LEAST TWO SEPARATE EXITS WILL BE AVAILABLE FROM EVERY FLOOR AREA. EXITS SHALL BE AS REMOTE FROM EACH AS PRACTICABLE AND SO ARRANGED THAT THERE WILL BE NO POCKETS OR DEAD ENDS IN WHICH RESIDENTS MAY BE TRAPPED.

FIRE SAFETY

building elements

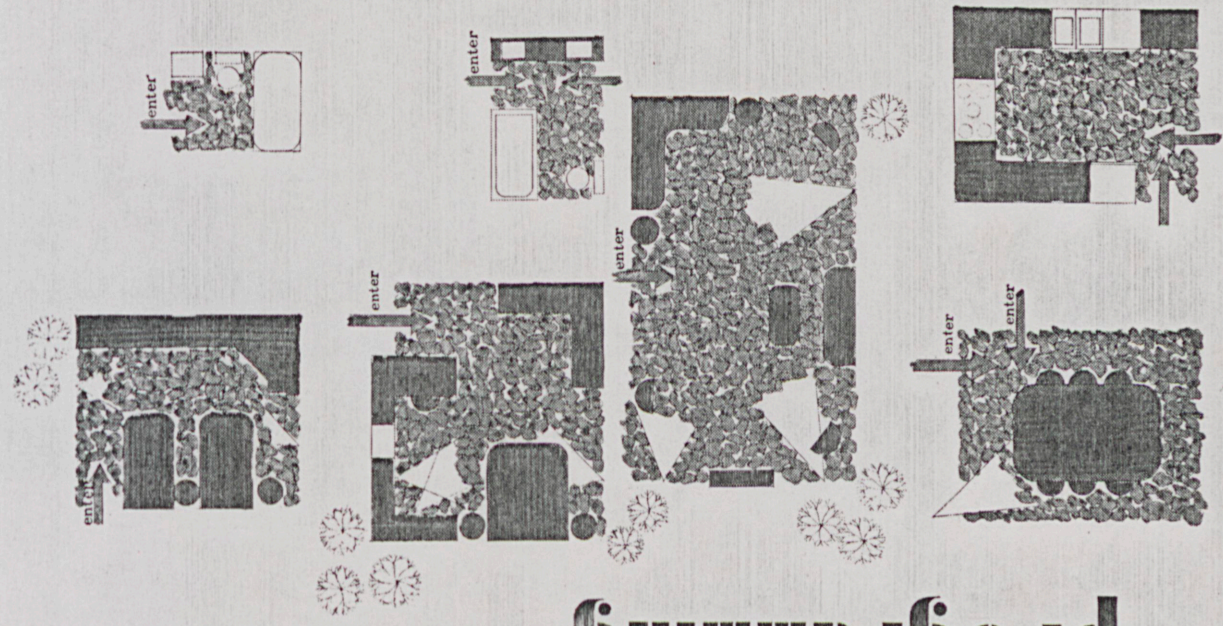


Project Thesis Programming

meauley

spatial
bubble diagrams
group homes

1/4" scale



m.r. bedroom
bathroom

h.p. bedroom
bathroom

living

kitchen
dining

Space
GROUP HOMES WILL PROVIDE FOR SIX TO EIGHT INDIVIDUALS. THIS INCLUDES BOTH PERMANENT AND TEMPORARY INDIVIDUALS. BEDROOMS WILL ACCOMMODATE TWO INDIVIDUALS. BEDROOMS WILL INCLUDE: 2 BEDS, WIPING AREA - THIS BEING NEAR OR TABLE. CLOSET SPACE - STORAGE. MORE THAN 1 BATHROOM. OPENINGS WILL INCLUDE: ENTRY - EXIT - VENTILATION - VIEWING FOR PLEASURE.

Space
THESE TWO AREAS ARE BETTER PLACED TO THE HOUSE. PARENTS IN THE GROUP HOMES. THIS AREA SHOULD EASILY ACCESSIBLE TO THE OTHER ROOMS, BUT PRIVATE ALSO. BATHROOM WILL BE LARGER THAN THE ABOVE - OPENINGS FOR VENTILATION - ENTRY - EXIT. BEDROOM WILL INCLUDE: BED - STORAGE - PRIVATE AREA - DIRECT PERSONAL CONSTRUCTION. OPENINGS - VIEWING - ENTRY - EXIT.

Space
THIS SPACE WILL BE SIMILAR TO A TYPICAL RESIDENTIAL SETTING - BRIGHT - WELCOMING. SPACE WILL INCLUDE: 2-3 COMFORTABLE CHAIRS - COUCH - POSSIBLY TV - STEREO - LARGE OPENINGS TO AFFORD VIEWS. ENTRY EXIT. THIS SPACE CAN FUNCTION AS A RECREATIONAL AREA. THIS SPACE CANNOT DOUBLE AS A BEDROOM OR BEDROOMS.

Space
IT IS ONLY NATURAL THAT A FAMILY OF 6-10 SHOULD HAVE A LARGER THAN NORMAL DINING AND KITCHEN AREA. KITCHEN WILL INCLUDE: LARGE AMOUNT OF STORAGE SPACE, CUPBOARDS - ALL APPLIANCES. OPENINGS FOR - VENTILATION - ENTRY - EXIT - VIEWING. DINING AREA: SPACE FOR LARGE TABLE. STORAGE. OPENINGS FOR VIEWING - ENTRY - EXIT.

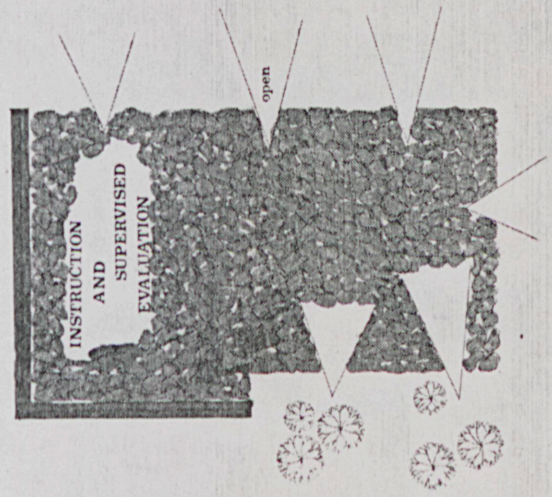
Project Thesis

Programming

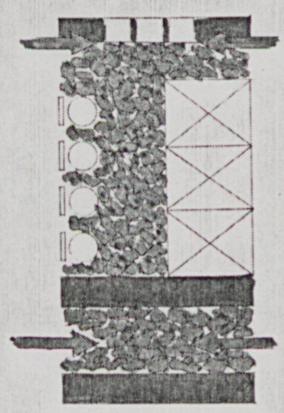
mcAuley

scale: 1/8" and 1/4"

learning center
spatial diagrams



EXPLANATION OF ELEMENTS:
I HAVE CHOSEN ALL ELEMENT THAT IS NEVER STATIC TO DEPICT ALL SPACES IN THE PROJECT. THAT ELEMENT IS A POOL.
ALSO I HAVEN'T USED ANY WALLS DOORS OR WINDOWS. THIS IN THIS I FEEL THAT I HAVEN'T CONFINED MYSELF IN THIS THE PRELIMINARY STAGE.



instruction

Foundation

evaluation

training

toilets
lockers

spaced
this space will be the beginning point in the training process. Thus the manner of treatment will influence the users character.
ideally it would be an interior space - bring the outdoor into indoors.
this area includes: storage; writing space; must keep attention within the space. must be welcoming, openings: entry / exit viewing - limited

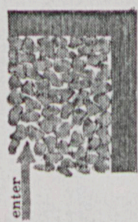
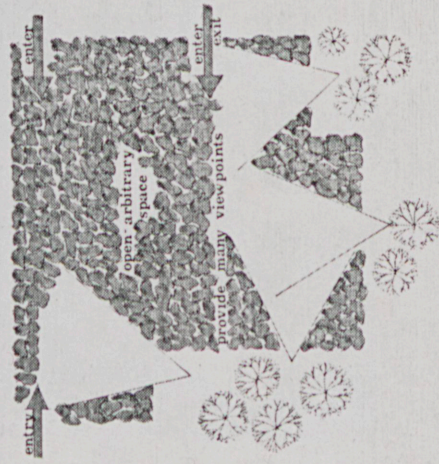
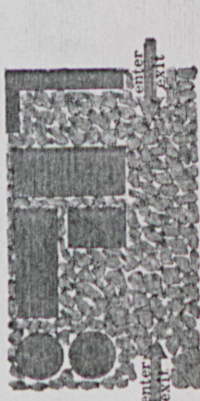
spaced
this space will work in conjunction with the instructional area. This enabling individuals to be evaluated pre-vocationally.
space will include: storage, writing space, chairs, tables in some form.
semi-private space for individual evaluation
must be a natural, inviting space
openings: entry / exit viewing - limited.

spaced
this is the that will be the most influential in regards to the success of the center.
this area includes: barber shop, beauty shop, sewing, clerical, food, etc. that include some type of store. This space may include a type of indoor-outdoor area on the job training - mall area.
open - natural - space. pleasant space.

spaced
at this I am referring to those facilities that are used primarily by the high individuals.
the toilets & lockers would consist of separate areas for men and women.
must be multi-institutional, easily supervised, interesting, educational.
well lit; bright - private openings: entry, exit viewing, exit

Project Thesis

Programming



mechanical

woodworking
metal shop

finishing

storage

space
THIS IS ANOTHER NOTE THAT IS REQUIRED IN ITS NATURAL SPACE IS PRIMARILY PRIVATE PURPOSES. IT IS VERY IMPORTANT THAT THE SPACE BE EXPLICITLY EQUIPPED WITH EDUCATIONAL SERVICES AND FACILITIES. OPENINGS ENTRY/EXIT VENTILATION WILL BE WELL-LIT SPACE

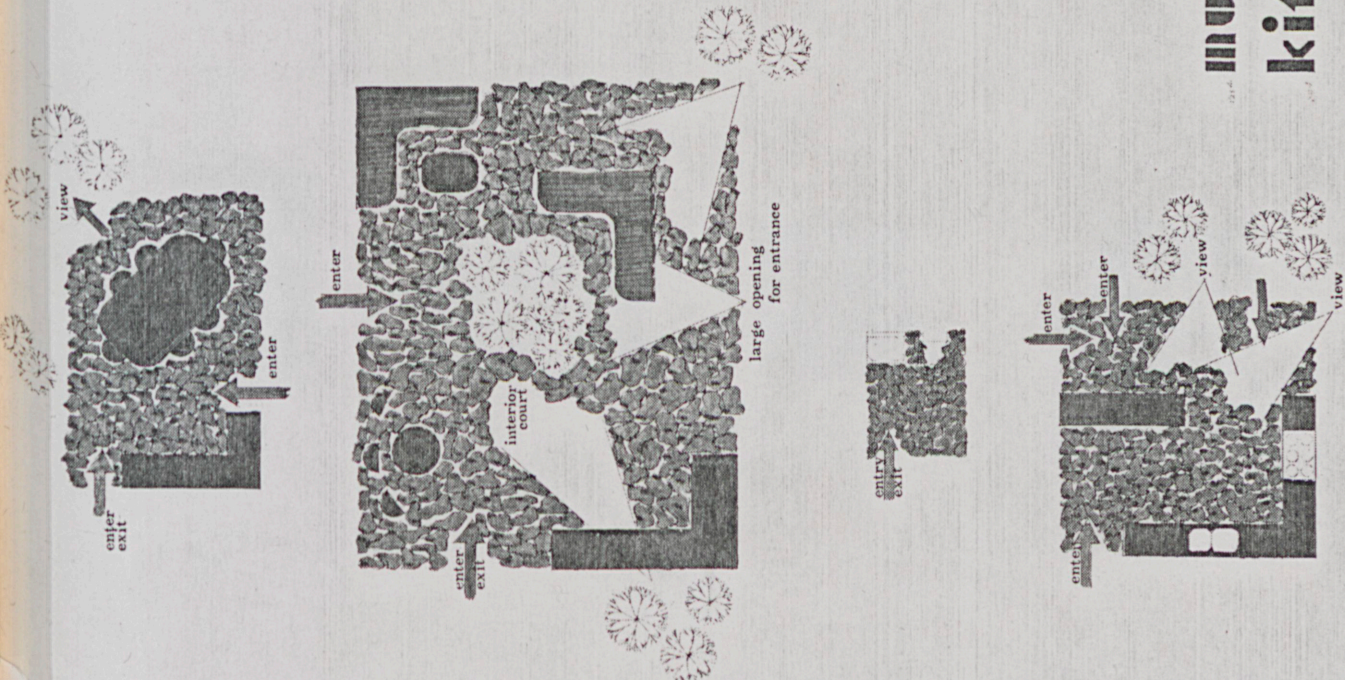
space
TWO ALLOCATION INSTRUCTIONS- THESE AREAS WILL INCLUDE ALL PERMITTED TOOLS, MATERIALS, AND WORK. SPACE WILL BE UTILIZED AS POSSIBLE. IMPORTANT ELEMENT MUST OPEN UP TO PUBLIC IN A WAY. THIS WILL COMMUNICATE WHAT THE CENTER IS DOING.

space
THIS SPACE WILL BE IN CONTACT WITH THE TWO EXISTING SPACES. SPACE WILL INCLUDE SPACE FOR TOOLS. SPACE FOR VENTILATION OF AIRING FOR VENTILATION PURPOSES.

space
IT IS HELD THAT AN ADDITIONAL SPACE IS ALWAYS NEEDED. THIS SPACE WILL PROVIDE THIS SPACE CONCEPTS. SPACE WILL INCLUDE UPBOWING, UPBOWING. OPENINGS ENTRY/EXIT VENTILATION WILL BE WELL-LIT SPACE. THIS IS NOT AN ACTUAL FUNCTIONING ELEMENT IN THE CENTER. FOR THIS REASON, IT CAN BE A PRIVATE CLOSED AREA.

thesis project programming

mcauley



conference lobby toilets multi purpose kitchen

space

THIS SPACE WILL HAVE MORE PRIVACY THAN SOME OTHERS. IN THIS CASE THE AREA WILL BECOME MORE FORMAL THAN OTHERS.

MATERIALS WON'T BECOME TOO SIGNIFICANT.

OPENINGS WILL INCLUDE:
ENTRY/EXIT
VIEWING: IMPORTANT NOT TOO OBSTRUCT FROM PURPOSE OF THE SPACE.

WILL INCLUDE: CHAIRS, TABLE STOPPAGE, SHELVING
LIGHTING: FLUORESCENT FIXTURES.

space

THIS BEING THE INITIAL WELL-COMING SPACE IN THE CENTER, IT WILL BE TREATED WITH GREAT CARE IN REGARD TO COLOR, TEXTURE, LIGHTING, FURNISHINGS.

IMPORTANT ELEMENTS:
1. MUST BE INFORMAL.
2. USE BRIGHT, WARM COLORS.
3. USE FOUNTAINS AND OR PLANTS.

SPACE WILL INCLUDE:
CHAIRS - COUCHES
TELEPHONE
OPENINGS: ENTRY, EXIT, VIEWING.
NO PRIVACY DEMANDED. - OPEN -
NATURAL LIGHT - INDIRECT FIXTURES.

space

NO NEED FOR EXPLANATION EXCEPT THAT AT THIS POINT I AM REFERRING TO THE TOILETS LOBBY ONLY.

A MEN REST ROOM:
1 WATER CLOSET
1 URINAL
1 SINK - TOWELS DRYER.

A WOMEN'S REST ROOM:
1 WATER CLOSET
1 URINAL
1 SINK - HAND DRYER

OPENINGS: VENTILING, ENTRY, EXIT.
LIGHTING: FLUORESCENT.

space

I HAVE GROUPED THESE TWO TOGETHER, BECAUSE THE MULTI-PURPOSE WOULD INCLUDE A PAIR OF ELEMENTS FOR DINING AND OTHER RELATED ACTIVITIES.

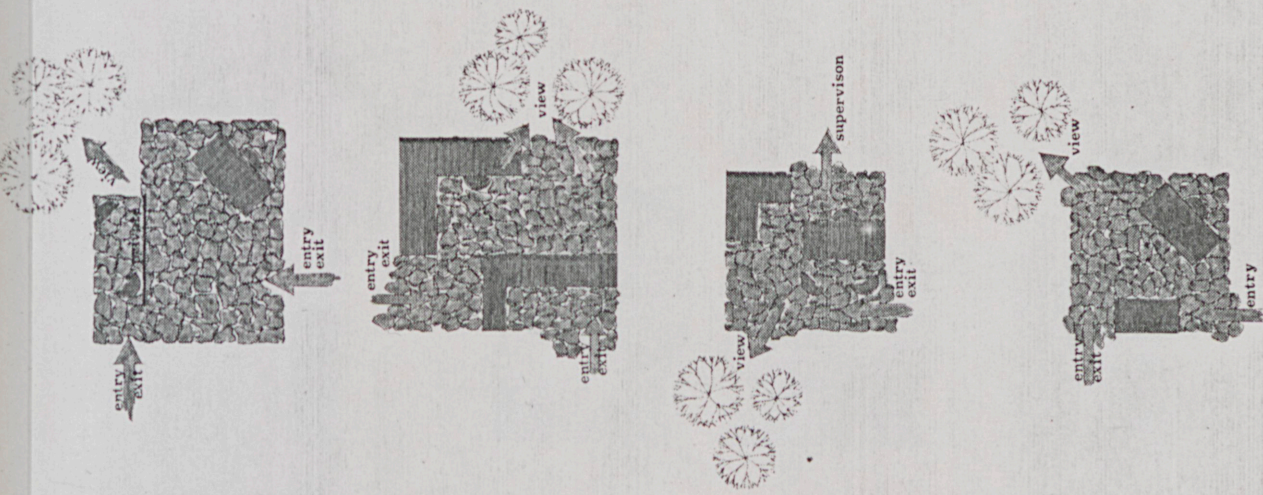
MULTI-PURPOSE: VERY INFORMAL & OPEN.

KITCHEN WILL INCLUDE:
2- FRANGES
1- REFRIGERATOR
DOUBLE SINK, CUPBOARDS
STORAGE, DISHWASHER

OPENINGS: VENTILING, ENTRY, EXIT
VIEWING
THIS IS ALSO EDUCATIONAL AREA.

THESSIS PROJECT PROGRAMMING

mcAuley



director

space
 THIS SPACE SHOULD BE ONE OF THE MOST VALUABLE SPACES IN THE ENTIRE OFFICE. WILL WORK IN CONNECTION WITH THE LOBBY LOUNGE. BRIGHT, COLORFUL, LIT SPACE.
 ROOM FOR FILING CABINETS, STORAGE SPACE, COAT CHECK, WAITING AREA FOR 2-3 PEOPLE.
 OPENINGS TOP: 1 VIEWING, 2 ENTRY, 3 EXIT.
 TWO IMPORTANT ELEMENTS:
 1. DO NOT ISOLATE.
 2. KEEP AS OPEN AS POSSIBLE.
 MATERIALS: SOFT WOODS, CARPET, INDIRECT LIGHTING FIXTURES.



secretary

space
 THIS SPACE CAN BE DIVIDED INTO TWO PARTS. THE ADMINISTRATION FUNCTIONING THE PLACEMENT OF THIS SPACE WILL BE DETERMINED BY THE LOCATION OF THE OTHER SPACES. THIS SPACE WILL INCLUDE: 1. DESK, 2. CHAIRS, 3. STORAGE, 4. STYLING, 5. FILING.
 OPEN AREAS: OPENINGS
 1. ENTRY, 2. VIEW, 3. SUPERVISION, 4. PLAN, 5. SPACE SUITED TO INDIVIDUAL.



supervisor

space
 THE PLEASANT FOR GROUPING THESE ELEMENTS IS BASED ON THE IDEA THAT THE SPACE AS LOTTED WILL BE MUCH THE SAME IN SIZE BUT NOT IN CHARACTER.
 SPACES TO INCLUDE:
 DESK, CHAIRS, ROOM OF SPACE FOR STORAGE.
 HERE AGAIN, MAKE ALL SPACES WELL SOME TYPE OF INDIRECT LIGHTING. OPENINGS FOR VIEWING, ENTRY, EXIT.

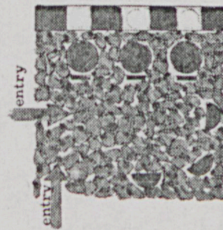
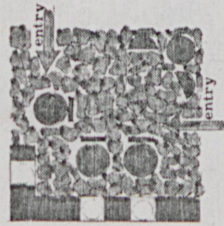
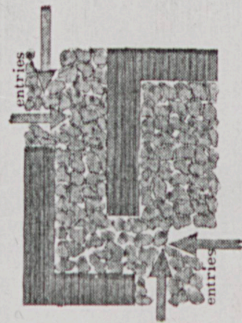
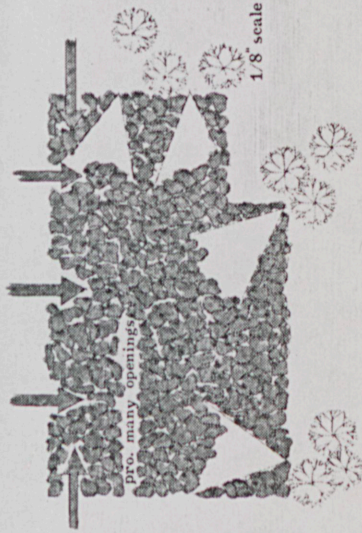


**voc. counselor
psychologist
social worker**

space
 THIS SPACE SHOULD BE ONE OF THE MOST VALUABLE SPACES IN THE ENTIRE OFFICE. WILL WORK IN CONNECTION WITH THE LOBBY LOUNGE. BRIGHT, COLORFUL, LIT SPACE.
 ROOM FOR FILING CABINETS, STORAGE SPACE, COAT CHECK, WAITING AREA FOR 2-3 PEOPLE.
 OPENINGS TOP: 1 VIEWING, 2 ENTRY, 3 EXIT.
 TWO IMPORTANT ELEMENTS:
 1. DO NOT ISOLATE.
 2. KEEP AS OPEN AS POSSIBLE.
 MATERIALS: SOFT WOODS, CARPET, INDIRECT LIGHTING FIXTURES.



THESSIS Project Programming



work area

sewing
clerical

beauty shop

barber shop

space
function

THE WORKROOM IS PRIMARILY FOR INSTRUCTORS TO USE FOR THE PREPARATION AND STORAGE OF EQUIPMENT AND INSTRUCTIONAL AIDS THAT ARE DESIGNED AND MADE IN THE CENTER.

OPENINGS WILL INCLUDE:
1. VENTILATION
2. VIEWING
3. ENTRY / EXIT

space
function

THIS SPACE MAY WORK IN CONJUNCTION WITH CERTAIN AREAS IN THE GROUP HOMES.

INTENDED USER:
PRIMARILY FEMALE BUT MAY INCLUDE INTERESTED MALE.

space
function

THE PRIMARY PURPOSE OF THIS SPACE IS TO EDUCATE INDIVIDUALS ABOUT GROOMING PROCEDURES. IT MAY TAKE ON A BUSINESS LIKE ATMOSPHERE - IT MAY EVEN FUNCTION ON THAT PREMISE.

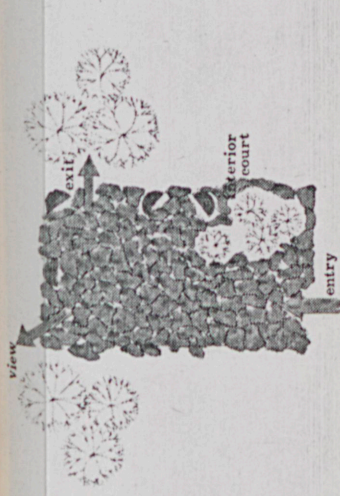
SPACE WILL INCLUDE:
BARBER CHAIRS, STORAGE CUPBOARD SPACE - SINKS - A FEW CHAIRS FOR A WAITING AREA.

space
function

THIS SPACE WOULD ASSUME THE SAME CHARACTER AS THE BEAUTY SHOP. IF IT IDEALISTIC SCHEME PROVES VALID, THE WILL OPEN INTO NATURAL AND HUMAN MADE CULTURAL SPACES.

ALL SPACES IN THE CENTER WILL FUNCTION IN AND WITH THE AREA AND THE COMMUNITY.

THIS IS PROGRAMMING PROJECT



staff lounge

Function
Space

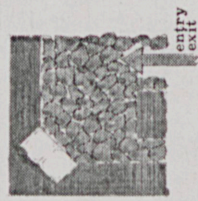
VERY IMPORTANT
THIS IS ONE AREA THAT DOES
NOT BEHIND ANY FORMAL
SET UP
IT WILL BE USED PRIMARILY
BY THE CENTER'S PERSONNEL
SPACE WILL INCLUDE SOME MEANS
OF SITTING BUT NOT NECESSARILY
DIVANS
SPACE WILL BE TREATED IN A DIFF
ENT WAY OUT OF THE ORDINARY
CAN BE A SPACE THAT REQUIRES ONLY
A POOL OF LIGHT
LIGHTING: NATURAL IF POSSIBLE
SMALL AMOUNT OF PRIVATE



janitor

Function
Space

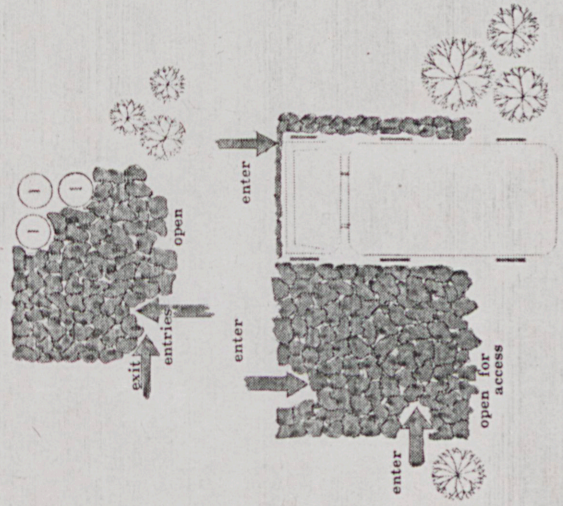
THIS SPACE WILL NOT BE ISO-
LATED
THIS AREA IS AN IMPORTANT
ELEMENT THAT CAN BE VERY
EDUCATIONAL
CAN SHOW THE RETARDED IN-
DIVIDUALS A WORKING PART
OF THE CLUSTER
SPACE WILL INCLUDE:
STORAGE -SHELIVING
JANITOR'S SINK
WILL BE A CLOSED SPACE
OPENINGS: VENTILATION
LIGHTING: INCANDESCENT



garbage

Function
Space

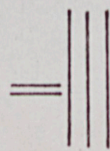
THIS NORMALLY DEPICTS AN
AREA THAT IS SET ASIDE FOR
DISPOSAL OF RUBBISH
CAN ALSO BE AN EDUCATIONAL
ELEMENT. IMPORTANT TO USE
ALL TEACHING AIDS, NO MATTER
HOW SMALL
A HELP TO TEACH ABOUT ENERGY
CONSERVATION
WILL BE A CLOSABLE SPACE
OPENINGS FOR:
VENTILATION
ENTRY & EXIT



service

Function
Space

ANOTHER AND PROBABLY
THE MOST IMPORTANT ELEMENT
TWO ALTHOUGH ELEMENT WILL BE
LOCATED SO DELIVERIES CAN
BE VIEWED BY THE WORKING
AND TRAINING INDIVIDUALS
THIS PRODUCES A VISUAL FEEL-
ING OF AWARENESS
SPACE NEED NOT BE ENCLOSED
ONLY RESTRICTIONS:
SOME TYPE OF COVERING



the solution



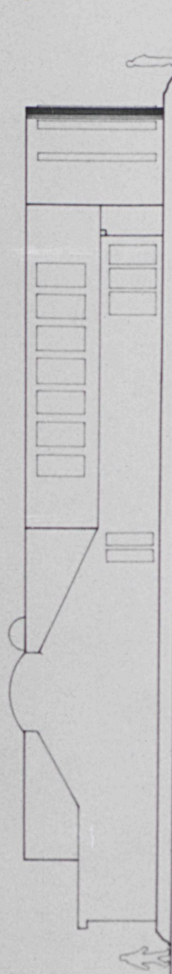
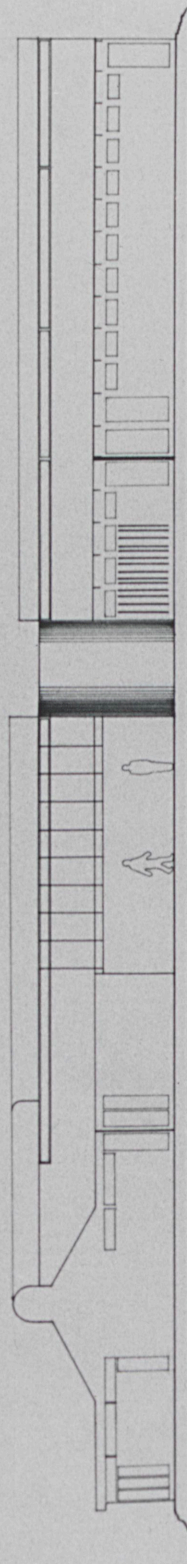
THESIS STATEMENT

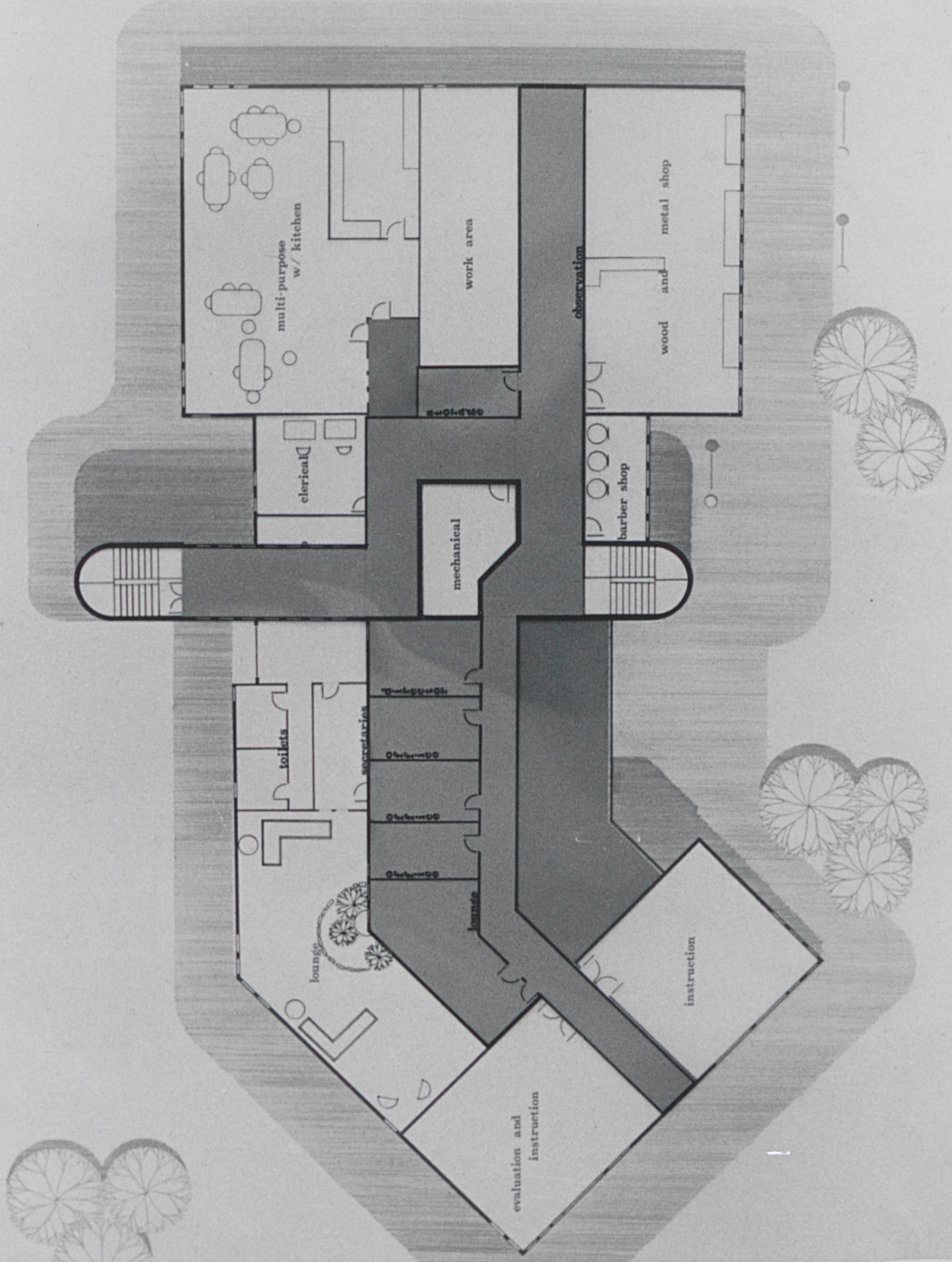
I AM STRIVING TO ACHIEVE A HARMONY
BETWEEN THE SOCIOLOGICAL AND THE
ARCHITECTURAL ASPECTS OF A BUILDING
IN ORDER THAT CONFLICT WILL NOT
EXIST.

I WILL ACCOMPLISH MY GOAL
BY COMPARING THE OLD WITH THE
NEW AND THE "NORMAL WITH
THE ABNORMAL."

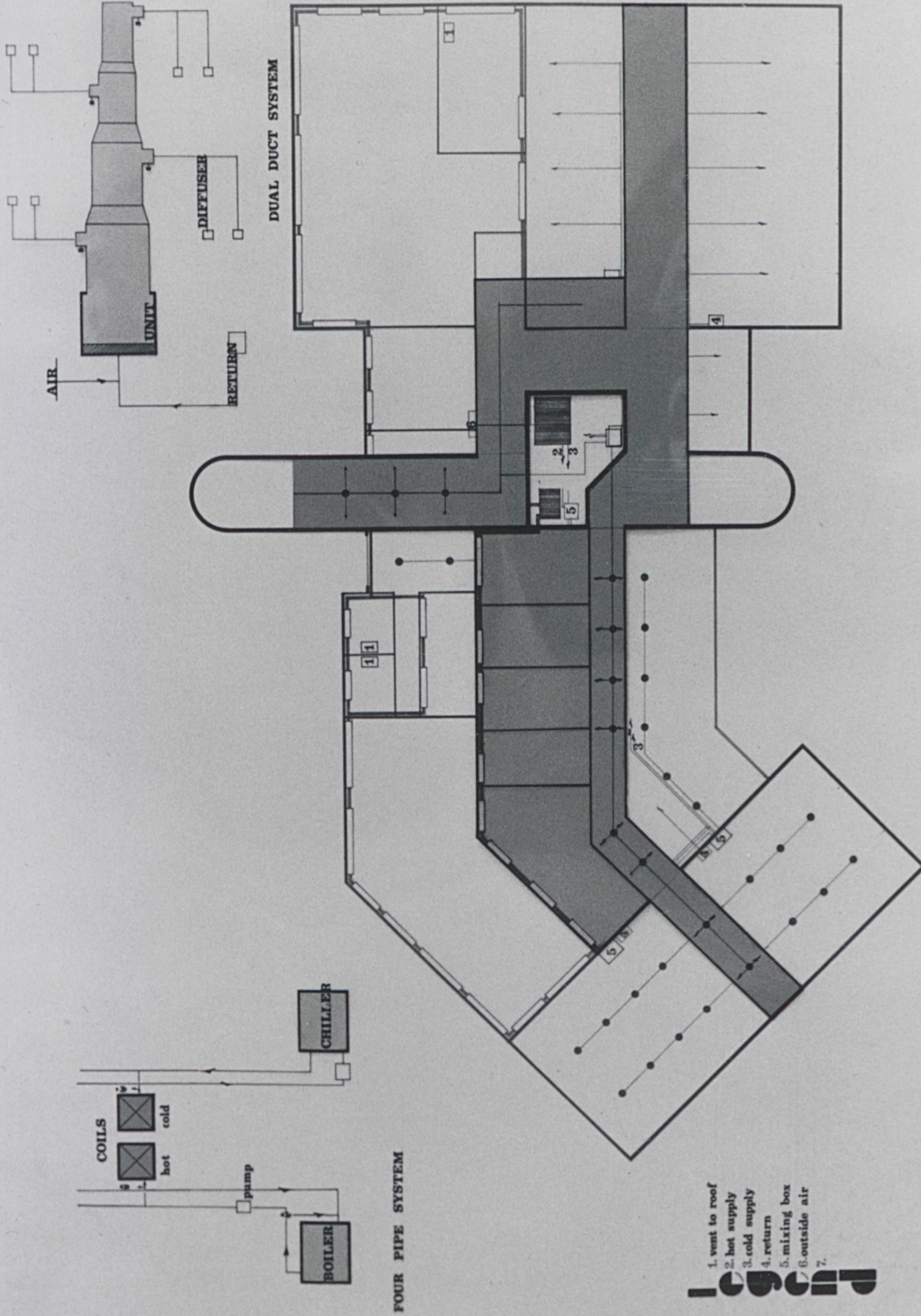
PROJECT DESIGNED FOR:
EDUCABLE MENTALLY RETARDED ADULTS

MCAULEY





2nd level



built up roofing
t/g decking
joist

face brick
air space

block

inter. wall

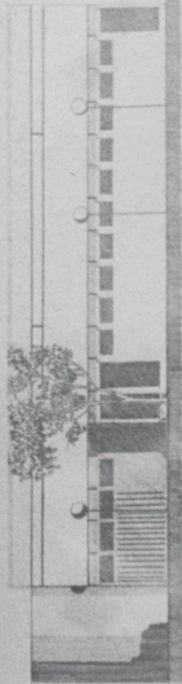
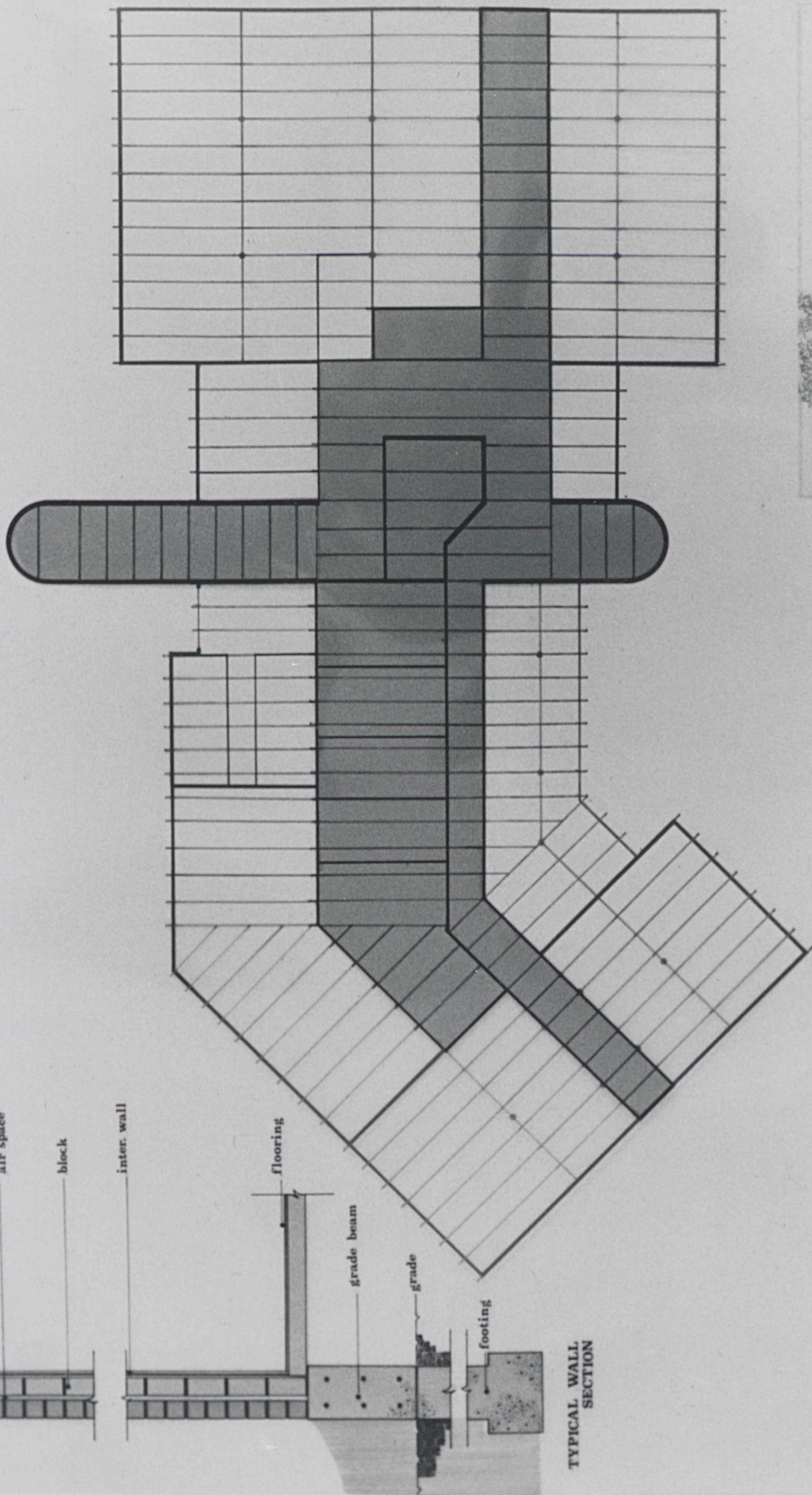
flooring

grade beam

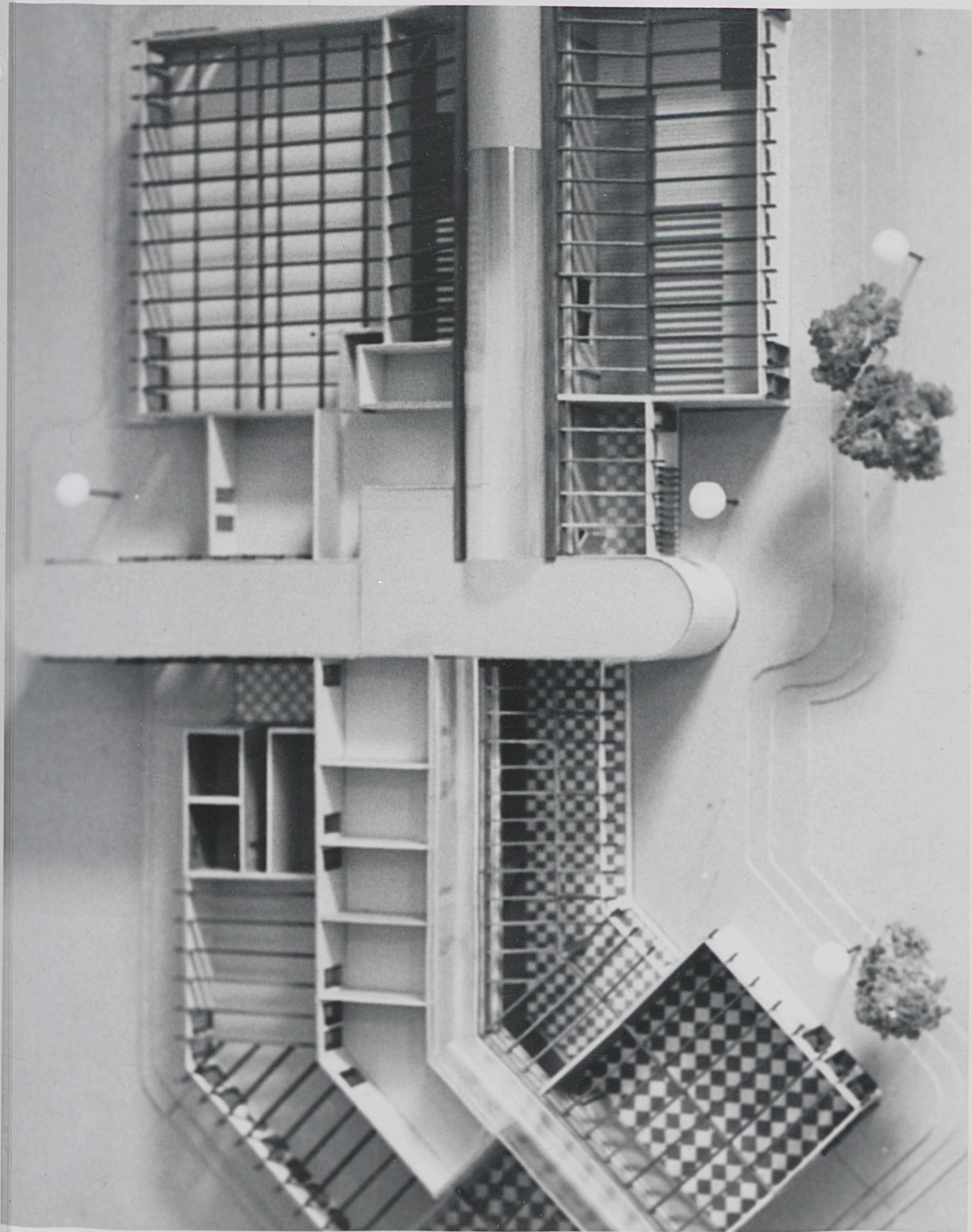
grade

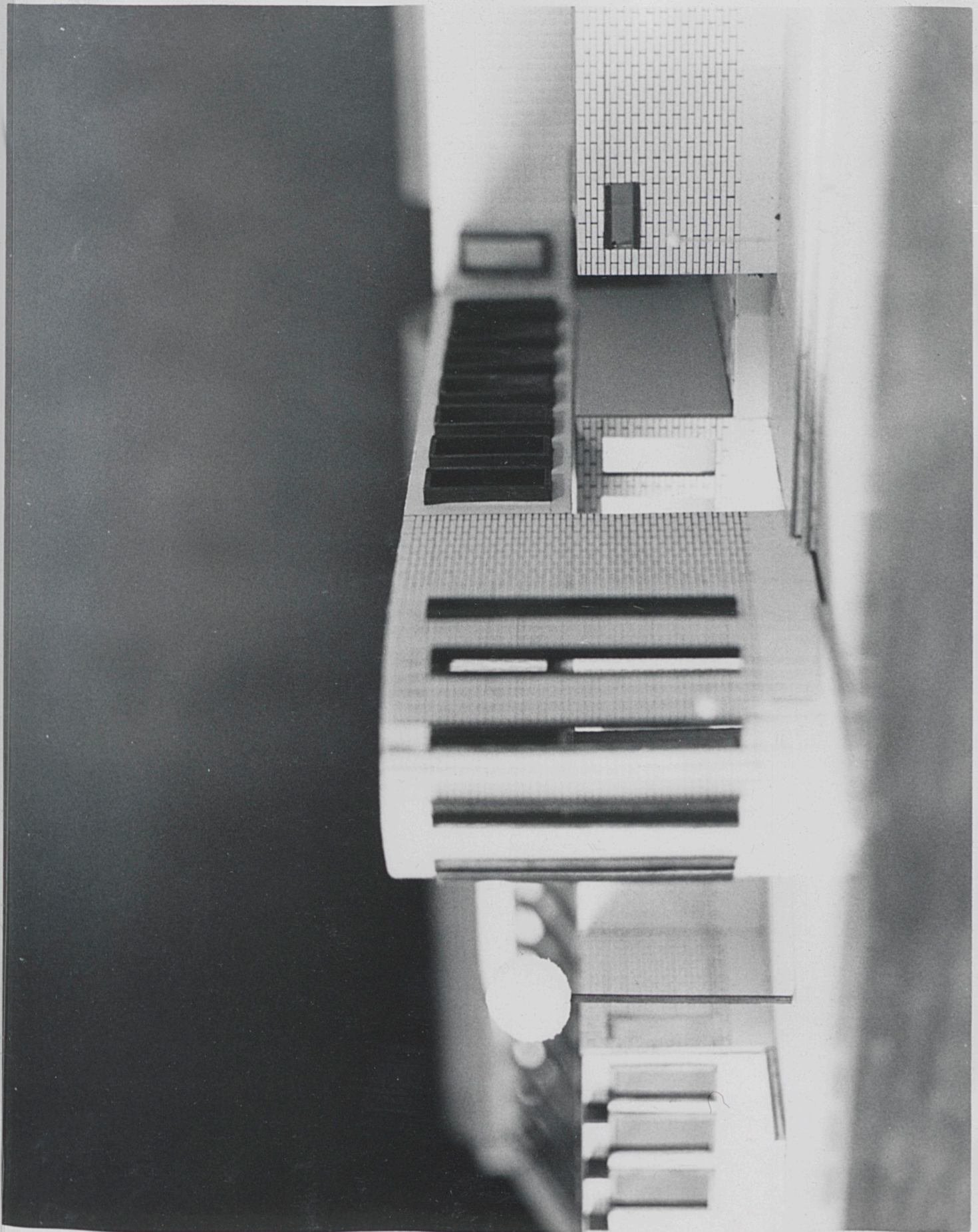
footing

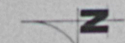
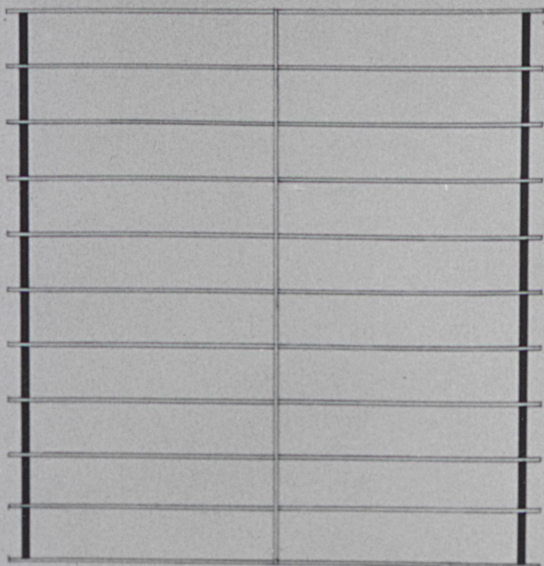
TYPICAL WALL
SECTION



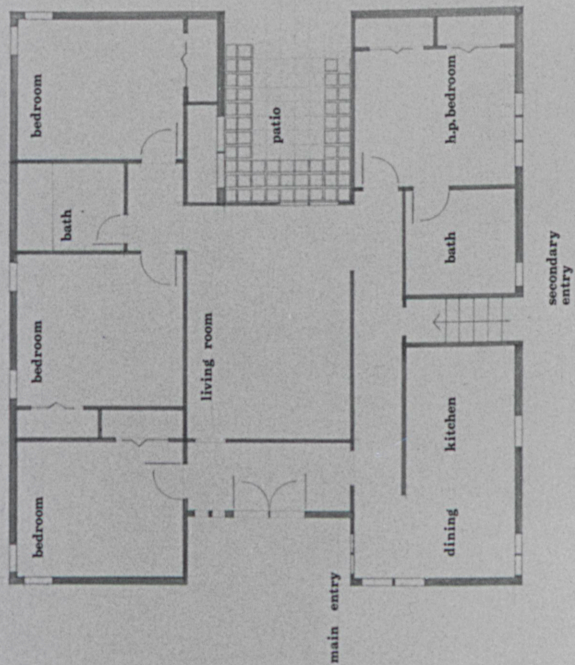
thesis





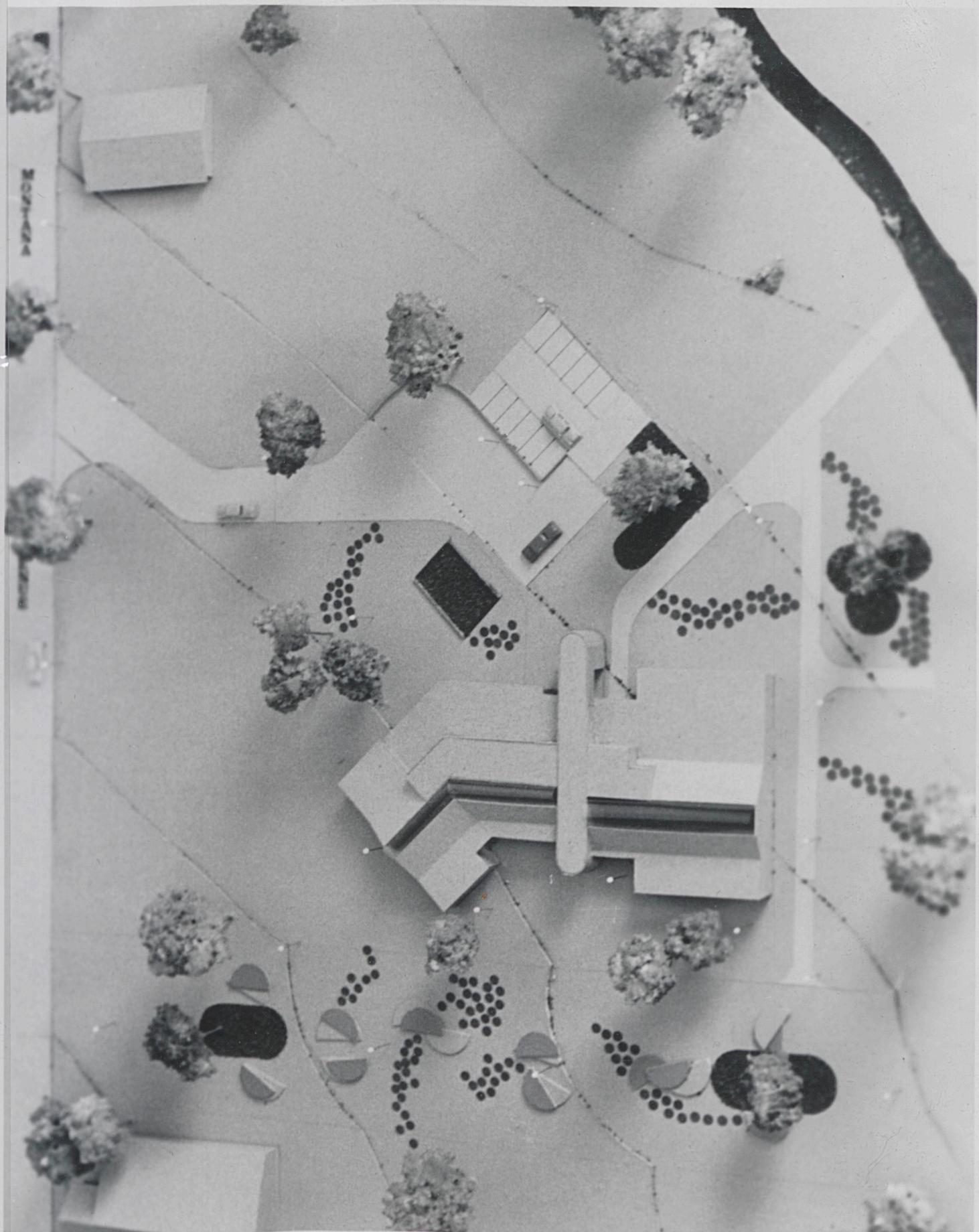


scale 1/4" = 1'



thesis

group homes



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McAuley, G. P.
A progressive learning
center in conjunction
with a group home for
Bozeman, Montana

DATE	ISSUED TO
2/8 '77	Nancy Blazier - Arch. Div.
MAR 26 1981	J. H. W. [unclear] [unclear] 5-30
APR 21 1987	R [unclear]

