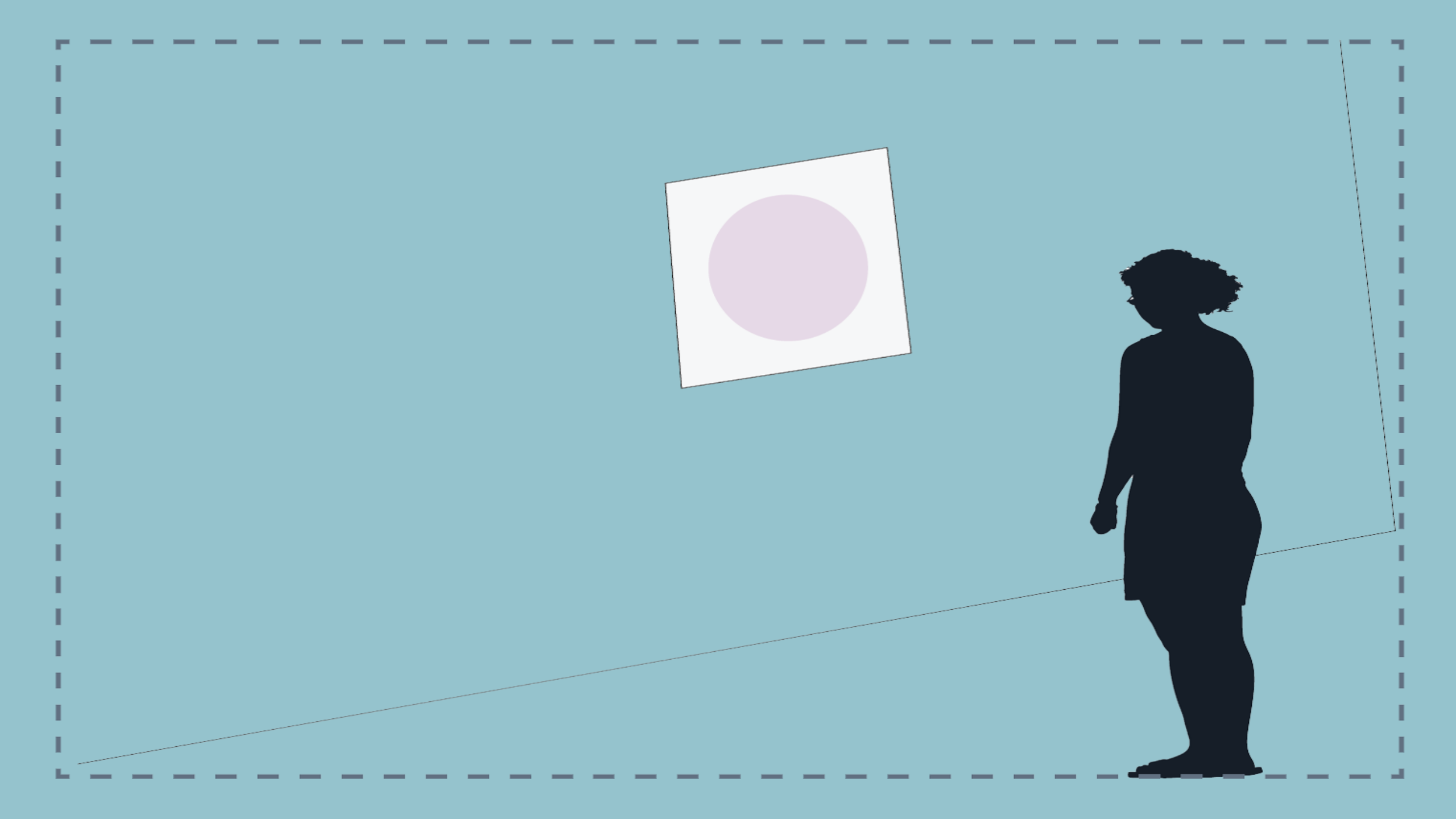
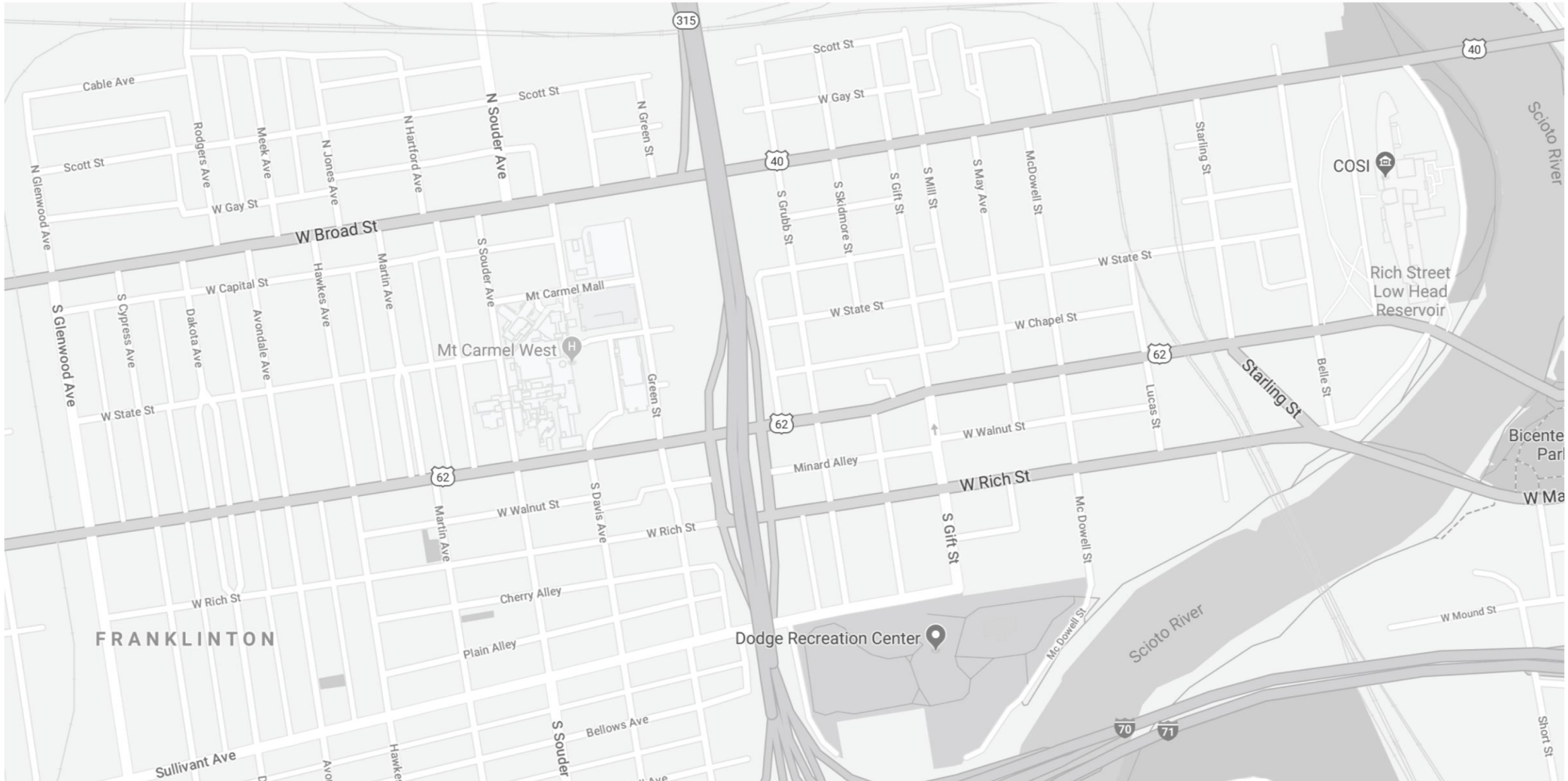


Franklinton (The area we will explore in the workshop, Feb. 1.)

February 1, 2019
12 - 2 pm
The Idea Foundry
421 W State St, Columbus, OH 43215

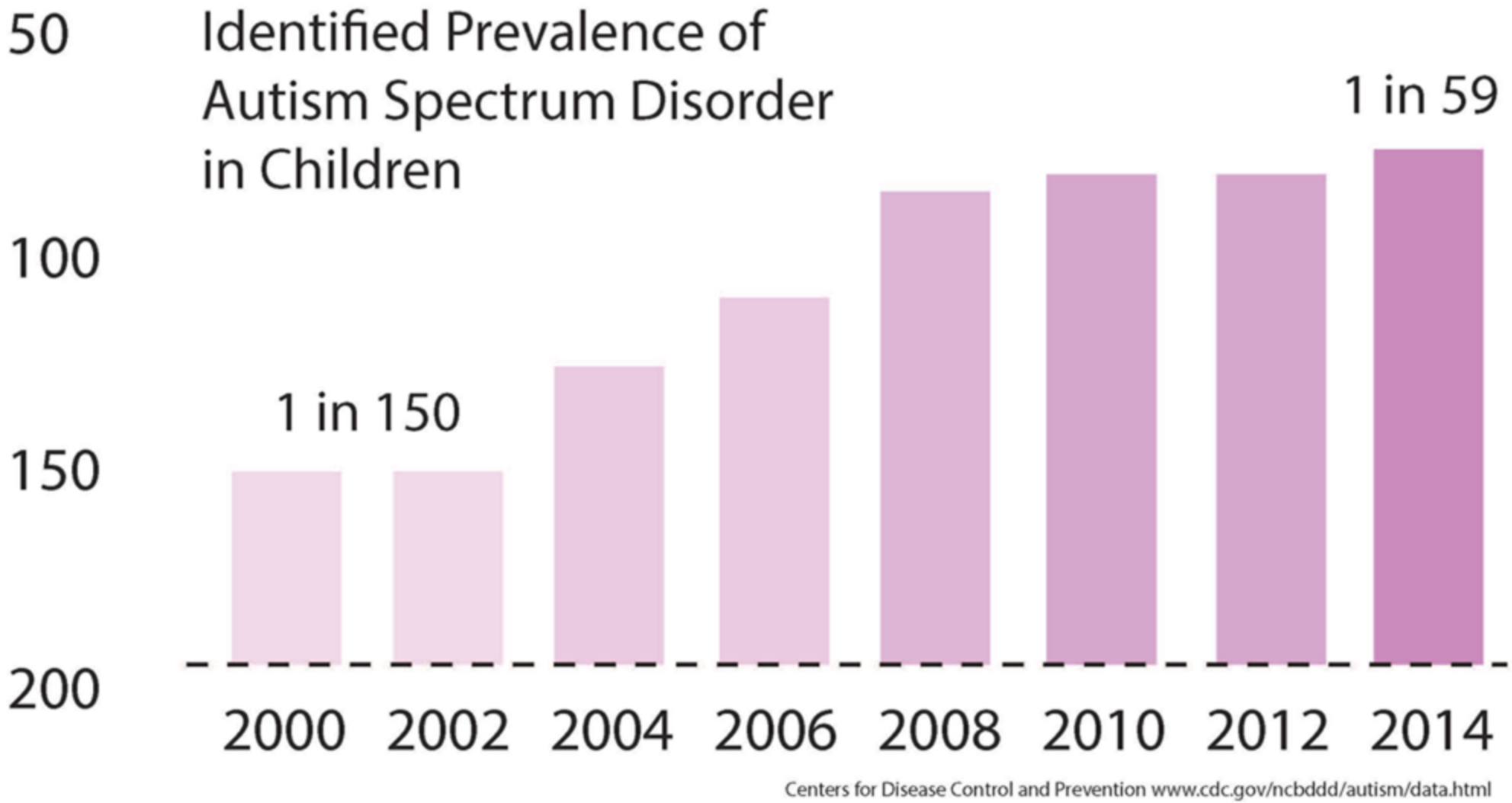


why

"Now You're Talkin'!"
10TH ANNUAL

2 SOUTH/EAST
204
COTA
290
COTA
BUS
STOP
FREQUENT
STANDARD
COTA.com
Next Bus
TEXT Stop # to 95292

TAP ROOM
HFF 8498


50
100
150
200
Identified Prevalence of
Autism Spectrum Disorder
in Children
1 in 150
1 in 59
2000
2002
2004
2006
2008
2010
2012
2014
Centers for Disease Control and Prevention www.cdc.gov/ncbddd/autism/data.html

autism living

FACULTY AND STAFF

Kyle Ezell, AICP CUD

Professor of Practice, City and Regional Planning Section

223 Knowlton Hall
614-247-7479
ezell.5@osu.edu
CV (+)

Kyle Ezell is a professor of practice in city and regional planning at the Knowlton School, where he has taught since 2005. Ezell has 25 years of experience as a practicing city planner. His work at the school involves students heavily in experiential

09
Autism-Friendly
Sidewalks
08
Autism-Friendly
Duplex Living
07
Living Space Development
Checklist
06
Autism-Friendly
Rides
05
Autism-Friendly
Drop-Off & Pick-up
04
Autism-Friendly
Bus Rides
03
Accessory Dwelling
Units (ADUs)
02
Autism-Friendly
Wayfinding/Navigation
"I Need Assistance"
Symbol
Background
Image: Philip Arnold

what

AUTISM PLANNING AND DESIGN GUIDELINES 1.0

Attempt 1.0 August 2017 - June 2018

THE OHIO STATE UNIVERSITY CITY AND REGIONAL PLANNING STUDENTS

CONTENTS

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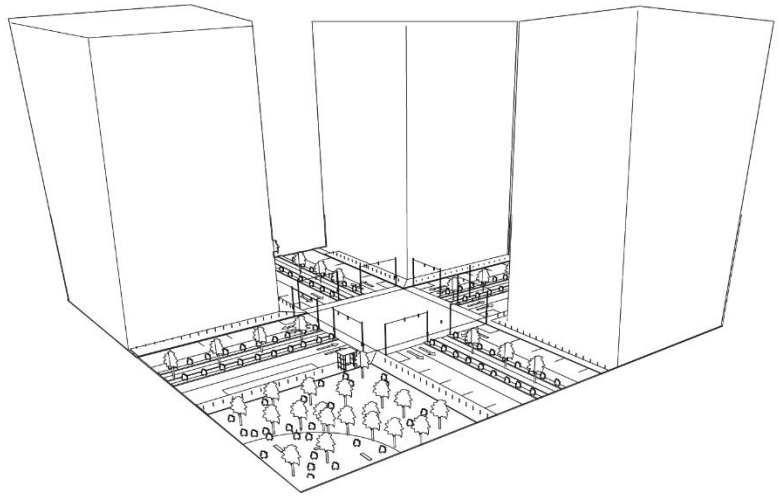
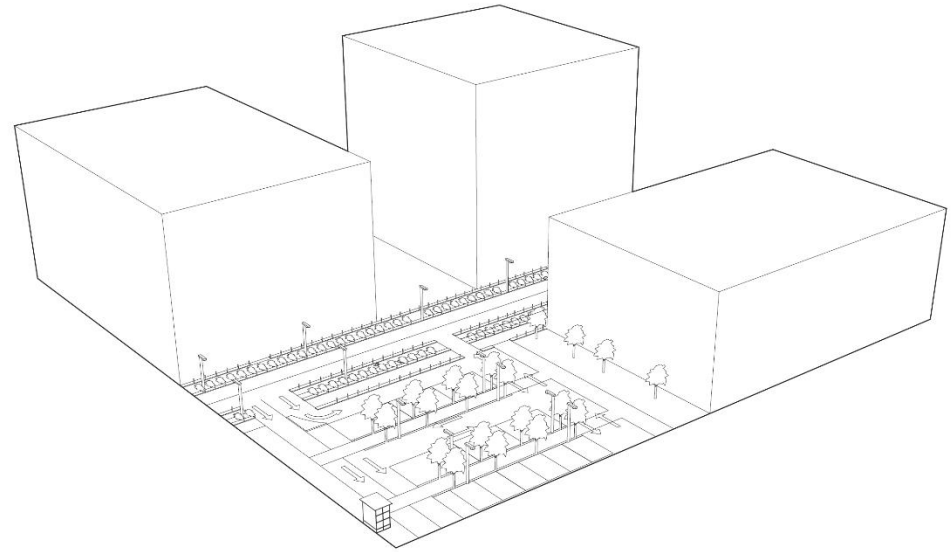
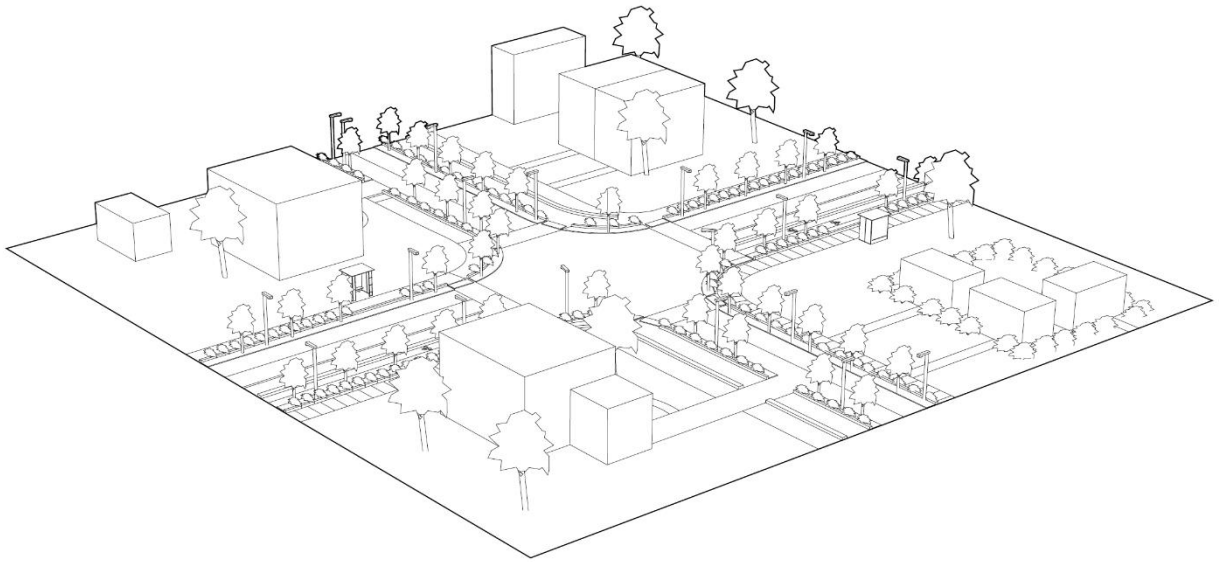
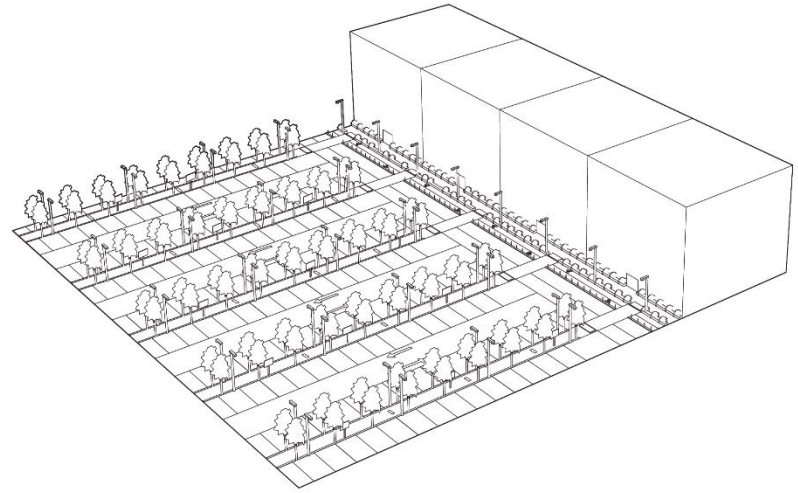
III. APPENDIX **53**



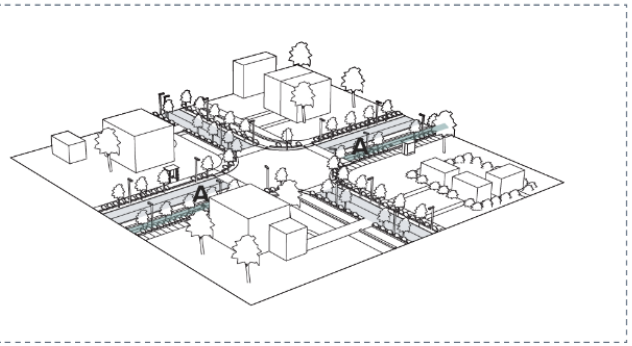






II. Context-Specific

3. SUBURBAN

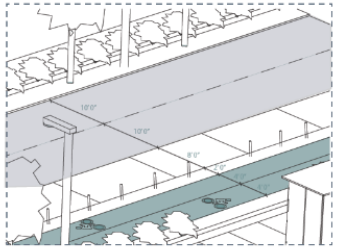


A. STREETS

(feeling safe, feeling clear, feeling calm, feeling connected)

FROM THE RESEARCH

While suburban streets are not ordinarily multi-modal, a new suburban multimodal street design has the potential to increase accessibility and safety, especially for those unable or unwilling to drive. To provide a feeling of safety and to lessen anxiety, narrower travel lanes can encourage slower automobile speeds. Separated bike lanes may encourage more adults with autism to become cyclists. Soft glow-in-the-dark green bike lane paint can increase visibility providing more safety and clarity for adults with adults with autism. Landscaped buffers will also increase safety and improve the aesthetics of the streetscape.

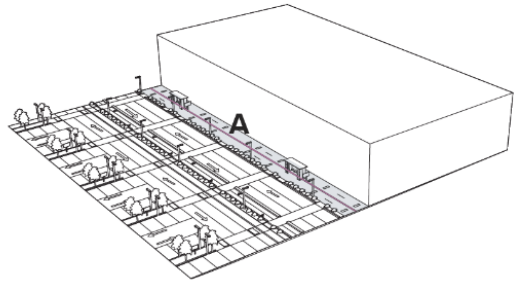


GUIDELINES

Streets shall be multimodal.
Bike lanes shall be on one side of the street, with one lane traveling in each direction.
Bike lanes shall be separated from drive lanes with an 8'0" wide parking lane in between.
Automobile lanes shall be no more than 10'0" wide.
Bike lanes shall be painted green using (soft) glow-in-the-dark paint.

II. Context-Specific

4. MULTIMODAL HUB

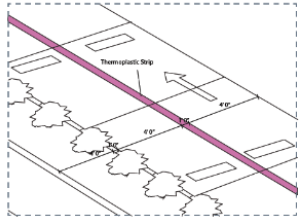


A. SIDEWALKS

(feeling calm, feeling clear, feeling safe, feeling free, feeling connected)

FROM THE RESEARCH

Transportation hubs connecting buses or trains, automobiles, and bicycles must properly accommodate pedestrians, including adults with autism. While sidewalk dimensions will vary based on geographic context, standard sidewalks can accommodate two-people with a standard width of 5'0". The research shows a sidewalk accommodating three people walking side-by-side comfortably will decrease sensory overload caused by over-crowding. Multimodal hubs will require much wider sidewalk widths. Research shows a strip down the middle of the walkable path designating two sections has the potential to increase comfort. Research suggests implementing a mid- body height barrier between the walkable path and the road would help adults with autistic feel less overwhelmed by cars and other activity taking place in the road, as well as vegetative buffers.



GUIDELINES

Multimodal standard sidewalk dimensions shall be 13' 0" wide.
The walkable path shall be 8' 0". There shall be a magenta thermoplastic strip down the center of the walkable path.
There shall be a barrier between the walkable path and the road 3'0" high maximum and 1'0" wide maximum. There shall be a planting strip between the barrier and the curb 4'0" wide, minimum.

II. Context-Specific

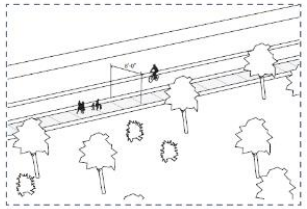
7. PARK ACCESS

A. SIDEWALKS

(feeling free, feeling calm, feeling clear, feeling connected)

FROM THE RESEARCH

Sidewalks in and around parks must consider the needs of adults with autism. A new standard for sidewalks that accommodate three people walking comfortably side-by-side will decrease sensory overload caused by over-crowding and work well in parks. 5'0" is the usual minimum for a 2-person sidewalk. The research determined a mid-body height barrier between the walkable path and the road will assist adults with autism to feel less overwhelmed by nearby cars and other distractions that occur near streets. Adults with autism often have diverse sets of motor impairments and properly-implemented barriers will benefit.



GUIDELINES

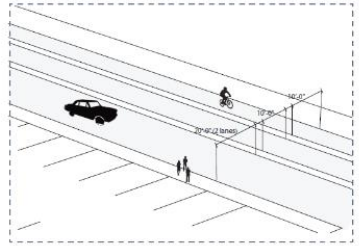
From the front of building to the edge of curb the sidewalk shall be 12' 0" in width.
The walking path shall be 8' 0" wide.
There shall be a barrier 2' 0" wide maximum and 3' 0" tall maximum on either side of the walkable path.
The barrier shall be either a bollard or a planter.

B. STREETS

(feeling safe, feeling clear, feeling free, feeling connected, feeling calm)

FROM THE RESEARCH

Research shows that there are concerns about independence in travel, navigable, safe, and accessible infrastructure near parks. Making all roads multi-modal in design increases accessibility and safety for all, especially those unable or unwilling to drive. Narrower travel lanes typically lead to slower traveling speeds, which increases safety and lowers anxiety in the pedestrian experience. Separated bike lanes allow for easy travel, and the (soft) glow-in-the-dark green paint will increase visibility at all times of the day. Landscape buffers increase safety and lower anxiety.



GUIDELINES

Streets traveling through parkland shall be multi-modal, accommodating more than automobiles.
Drive lanes shall be no more than 10'0" wide.
Bike lanes shall be a minimum of 5'0" wide in both directions.
The bike lanes shall be separated from the street by a landscaped buffer at least 3'0" in width.
Bike lanes shall accompany adjacent sidewalks that are separated by a 2'0"-wide landscaped buffer.
Bike lanes shall be painted with (soft) glow-in-the-dark green paint.

six feelings framework

FEEL CONNECTED

The public realm is easily reached, entered, and leads to destinations.

FEEL FREE

The public realm offers relative autonomy and the desired spectrum of independence.

FEEL CLEAR

The public realm makes sense and is not confusing.

FEEL PRIVATE

The public realm offer boundaries and provides retreat.

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The public realm diminishes the risk of being injured.

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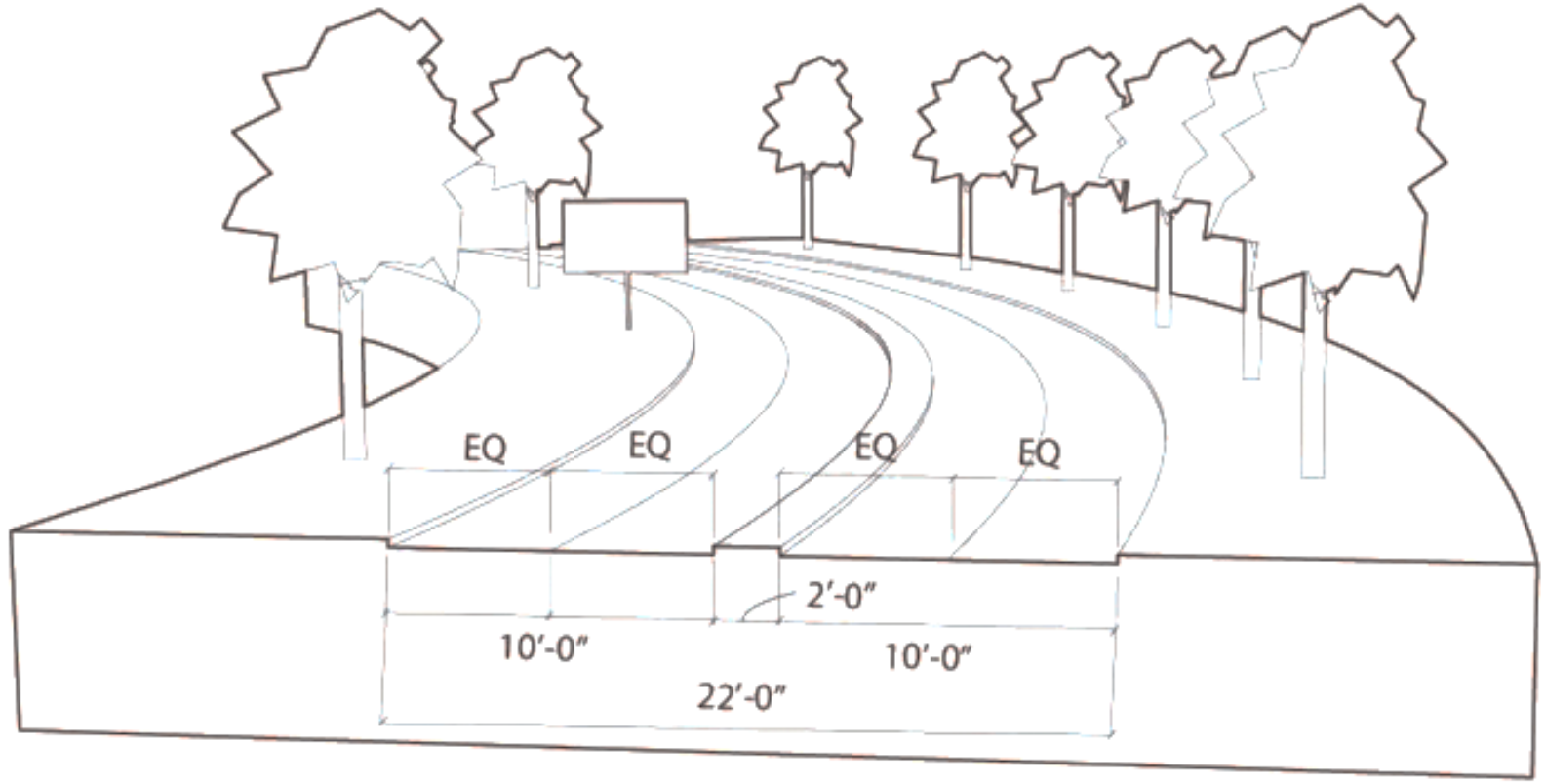

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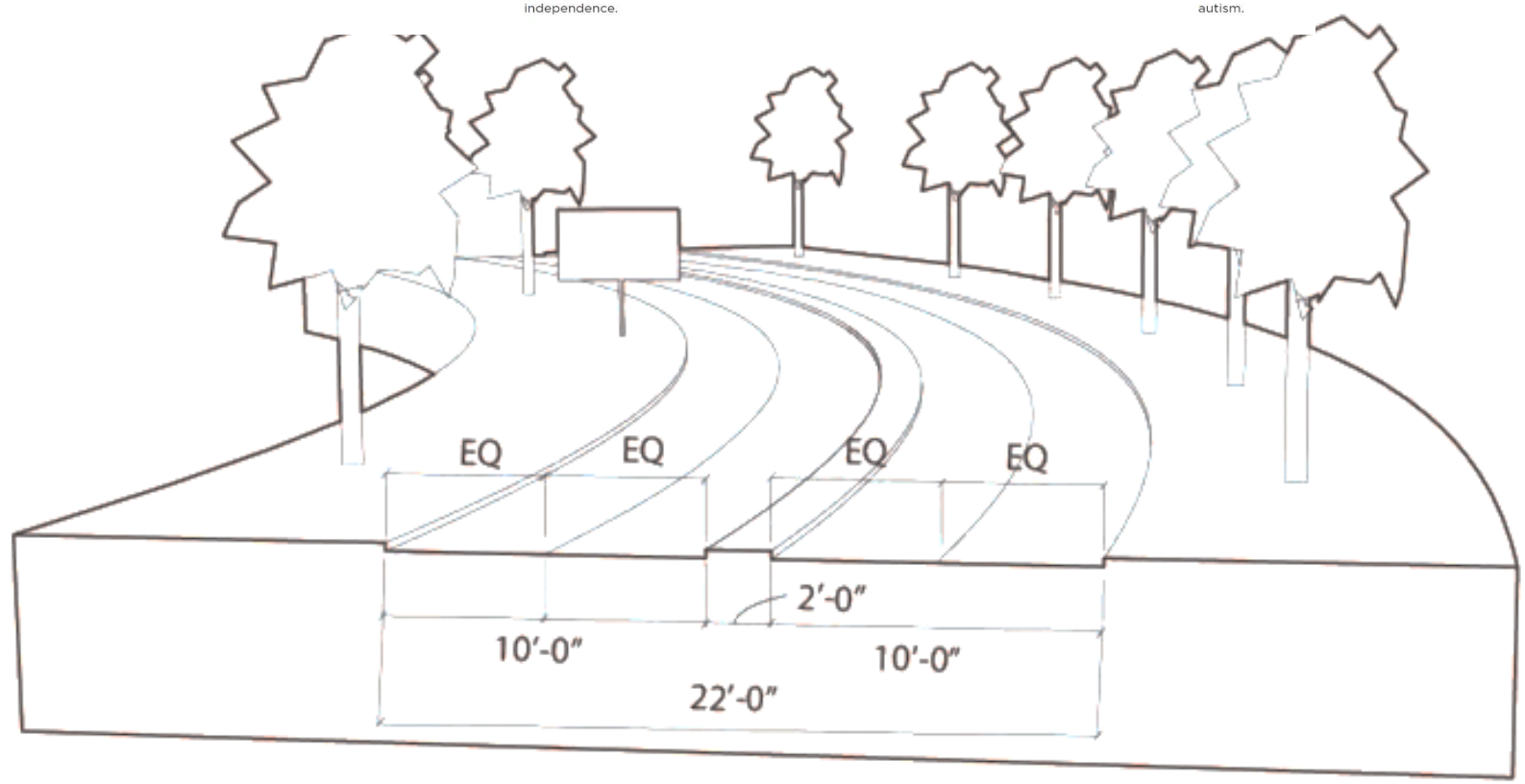

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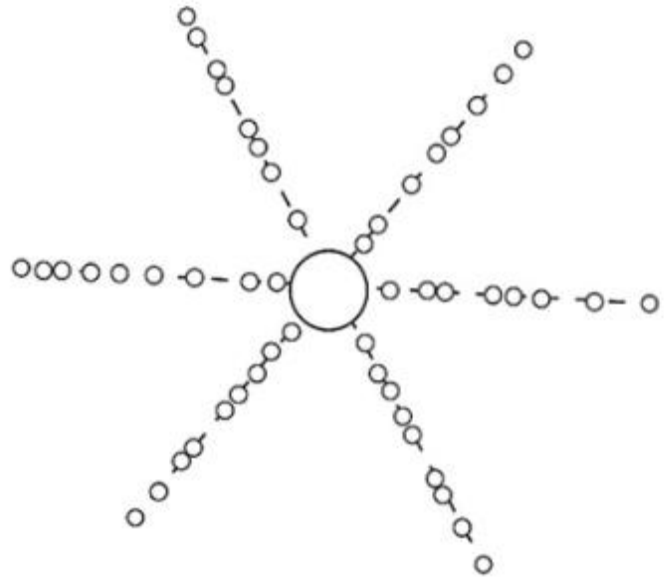

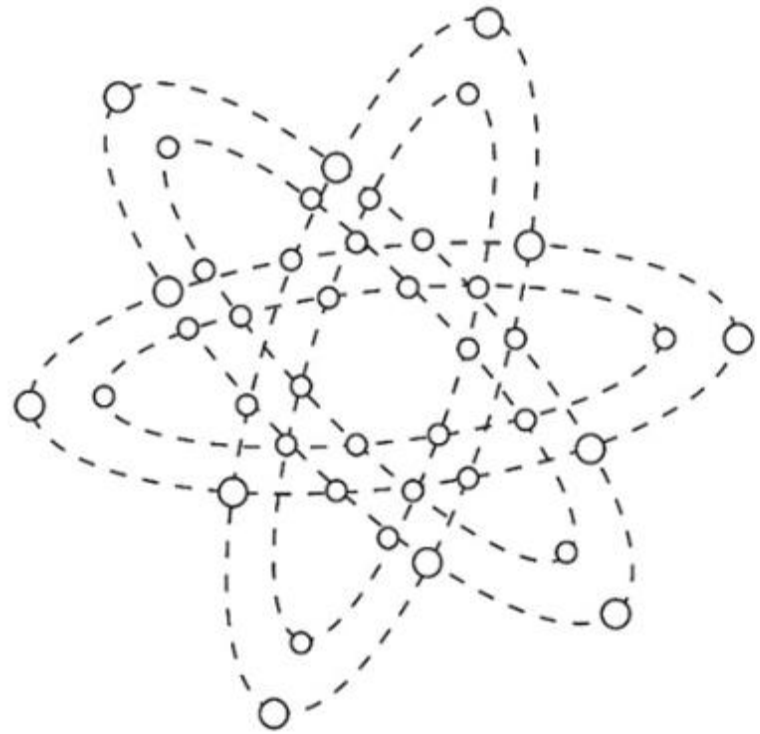

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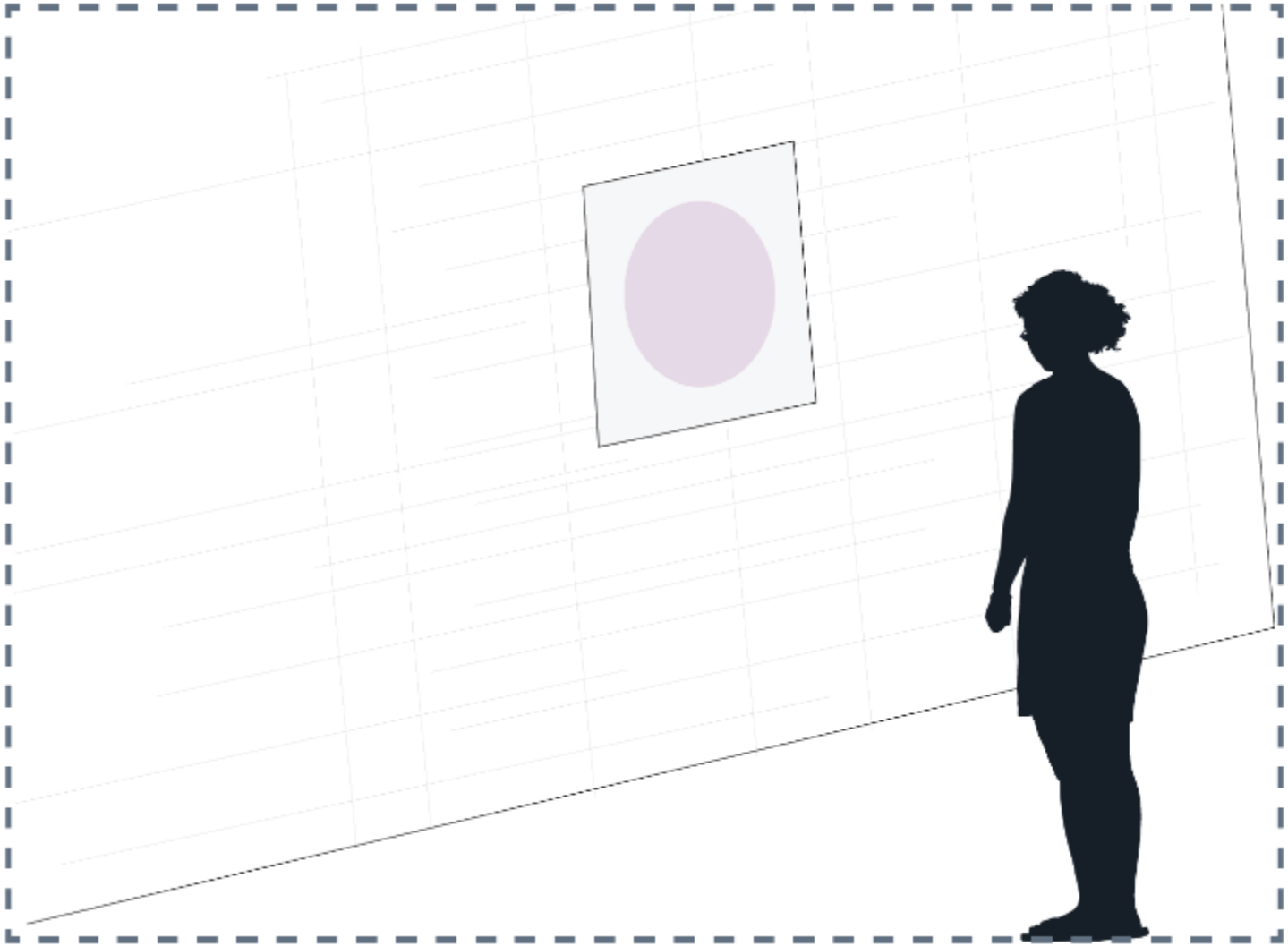

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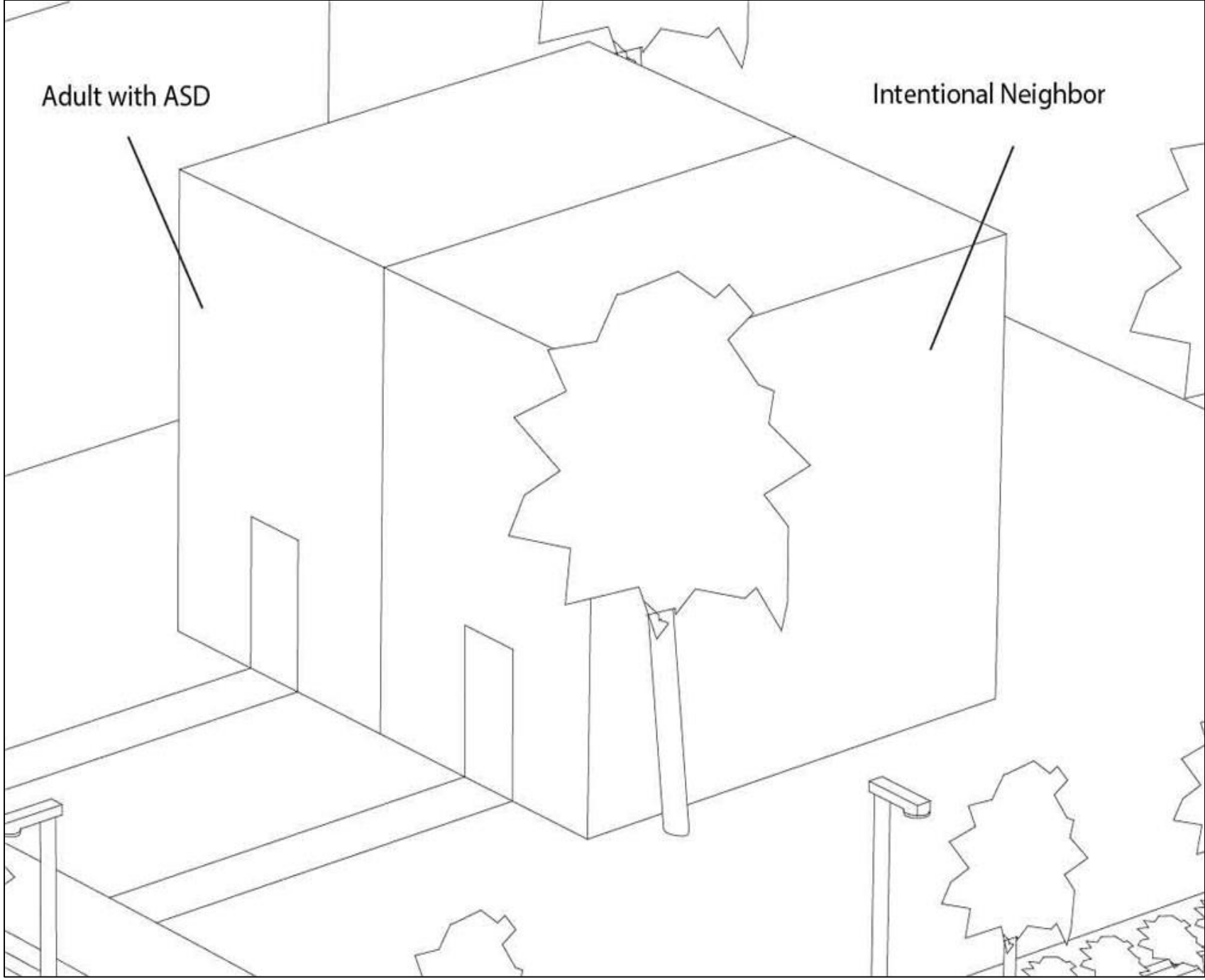

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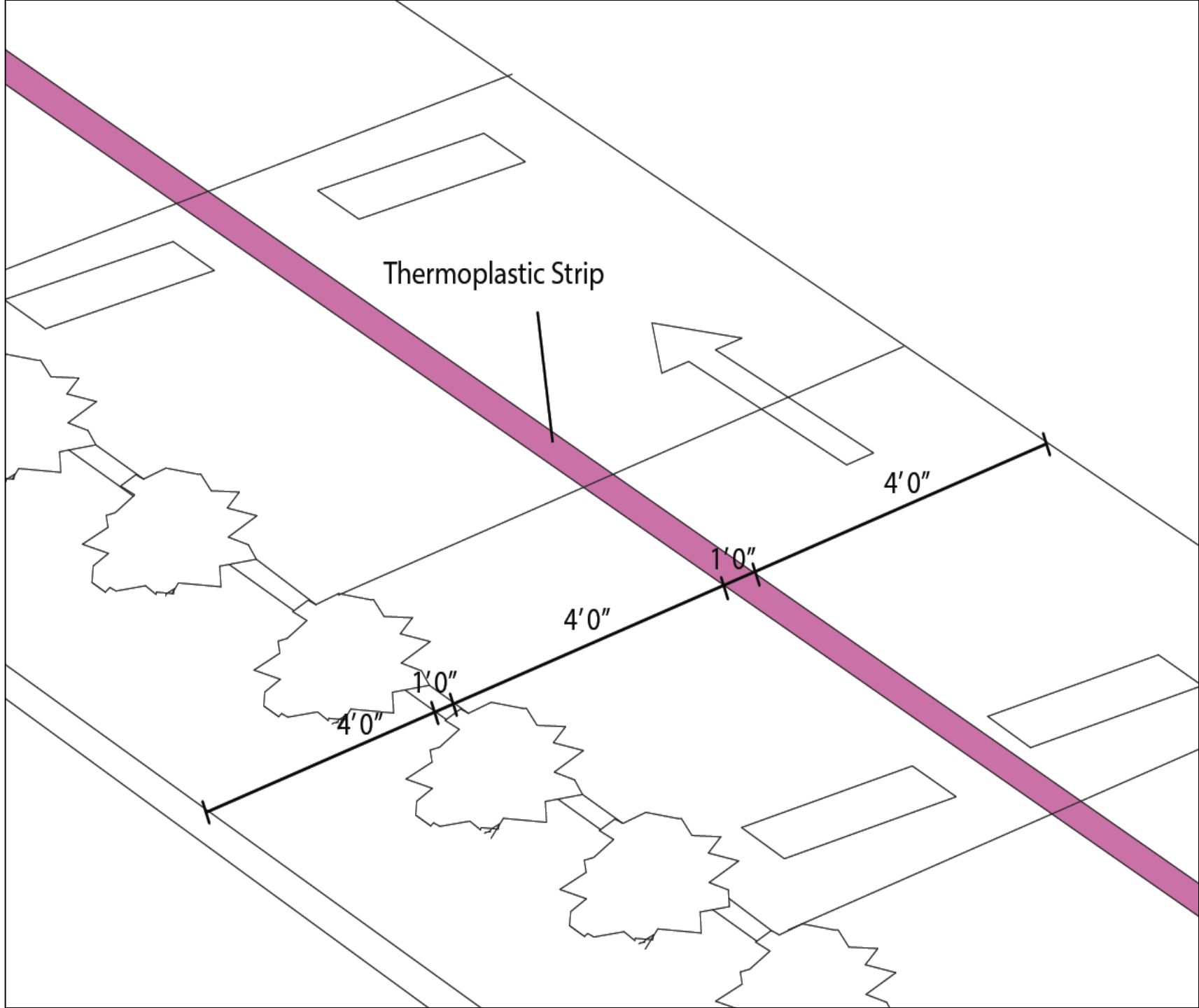

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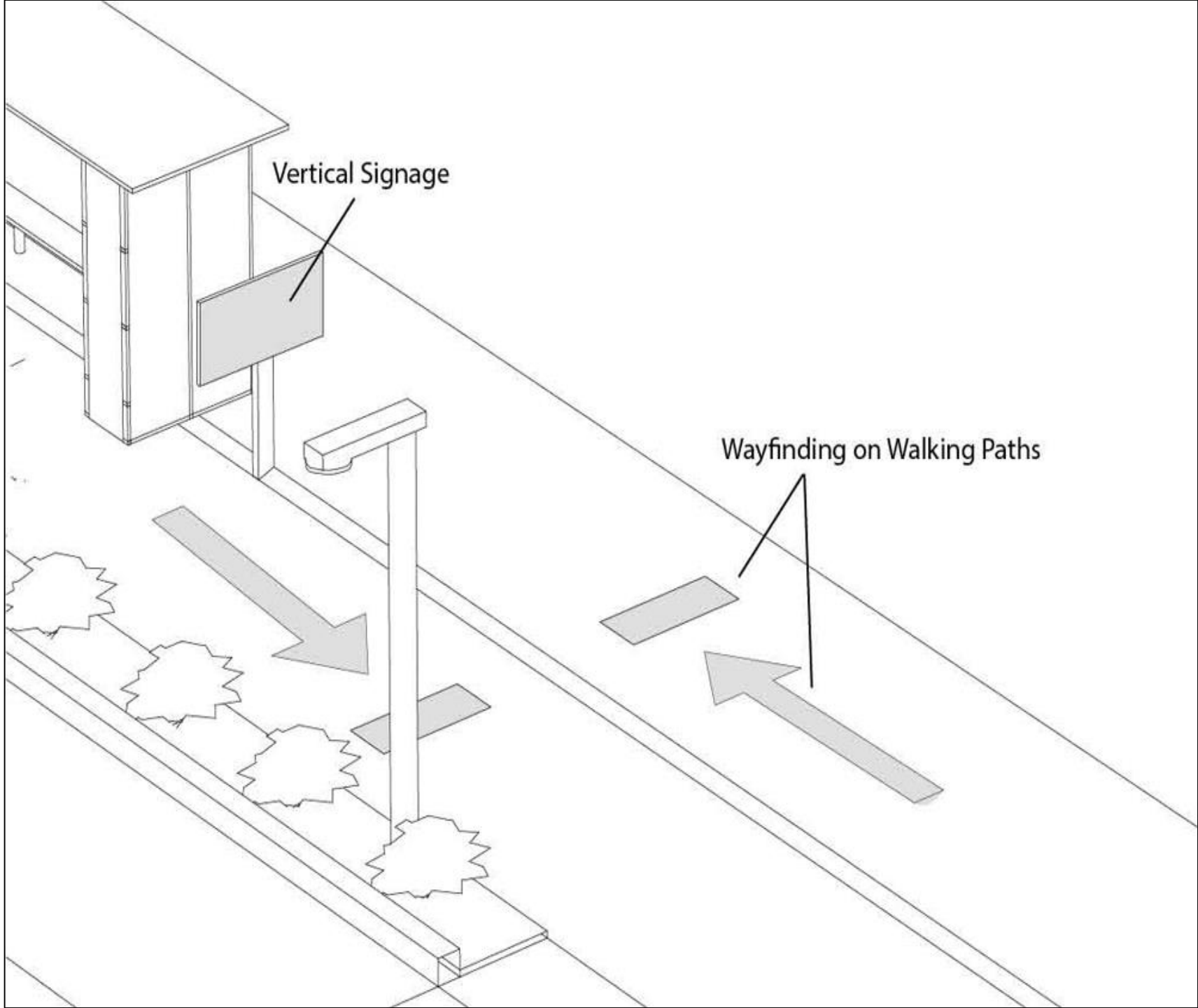

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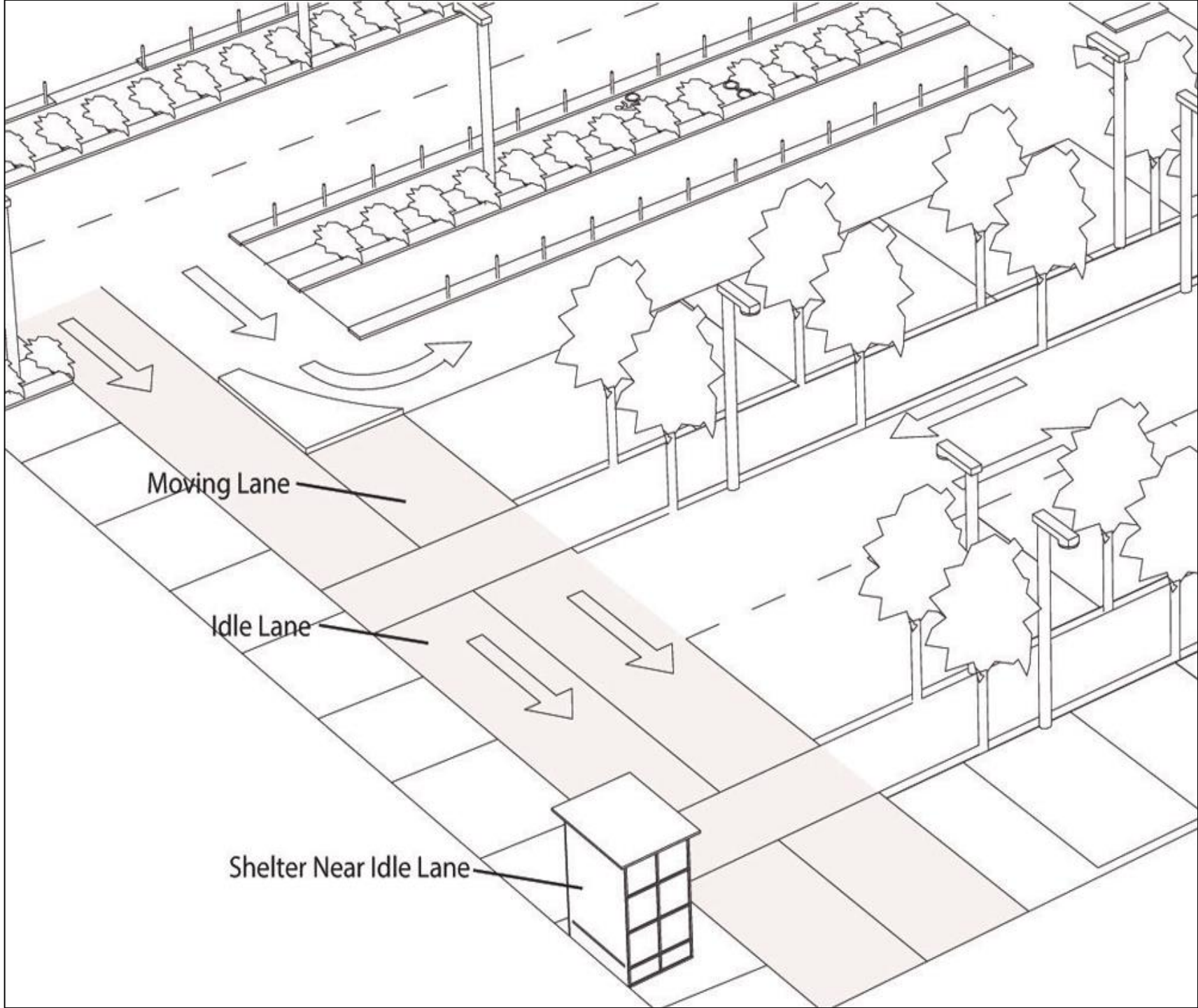

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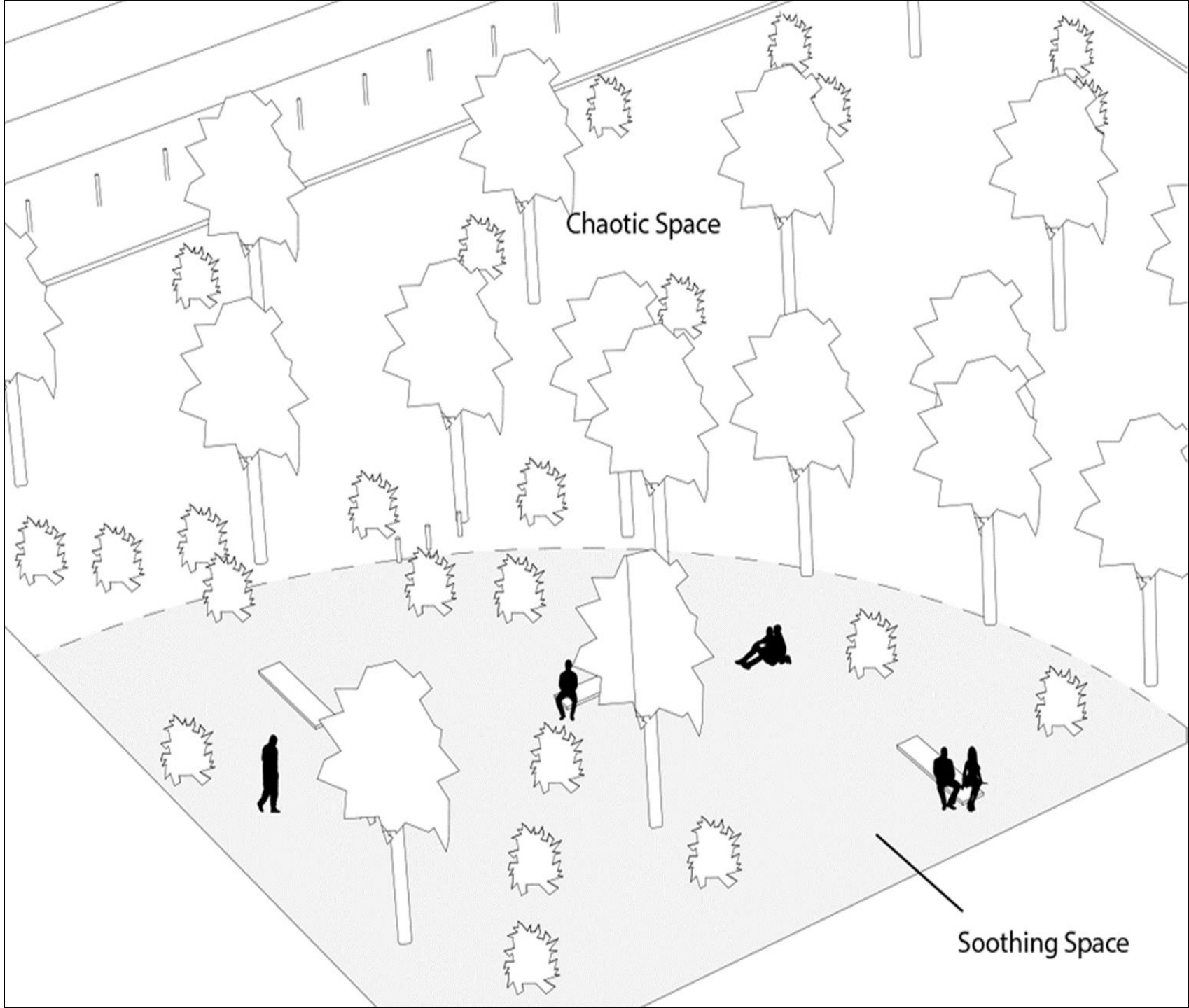

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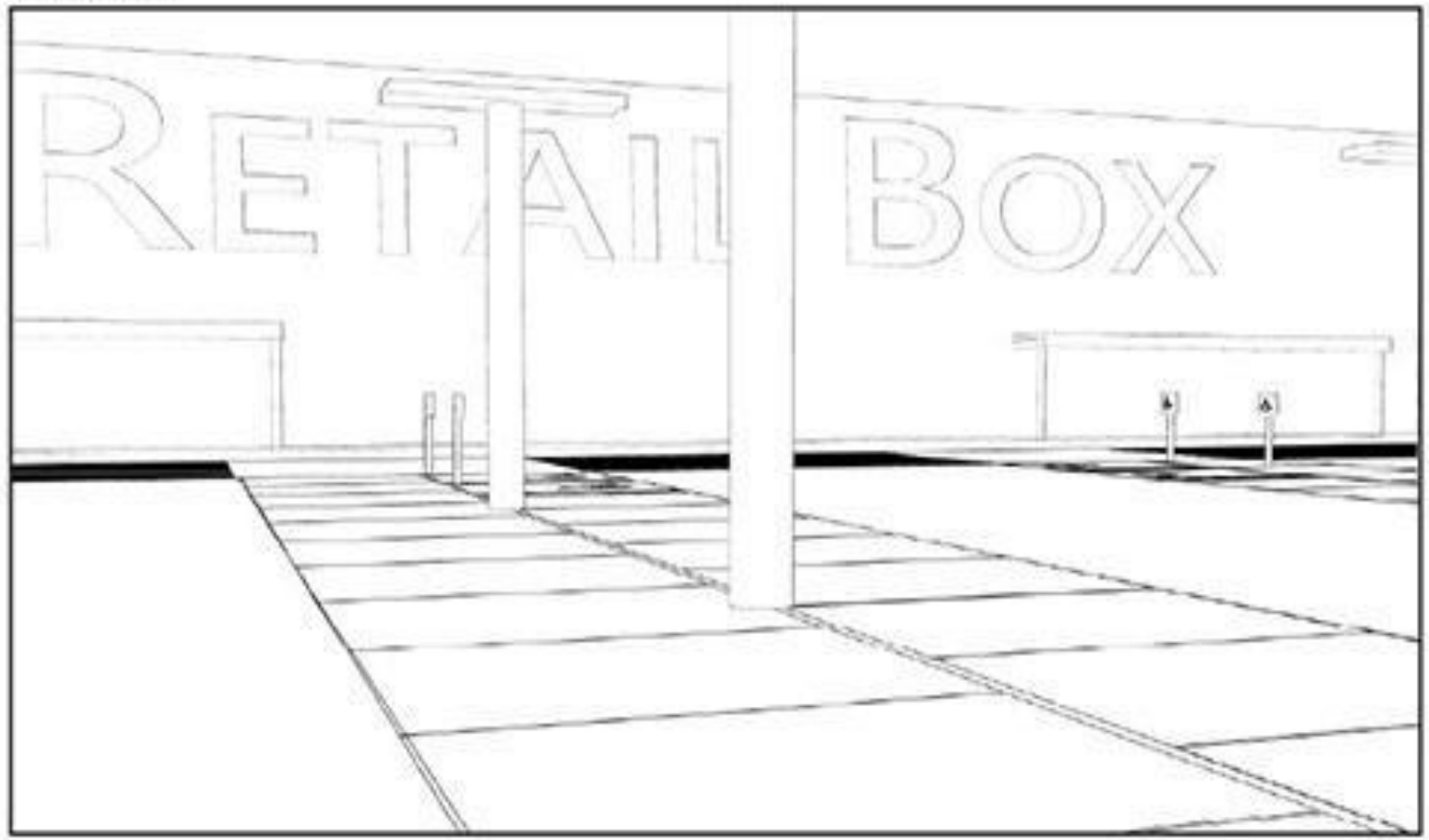
Before



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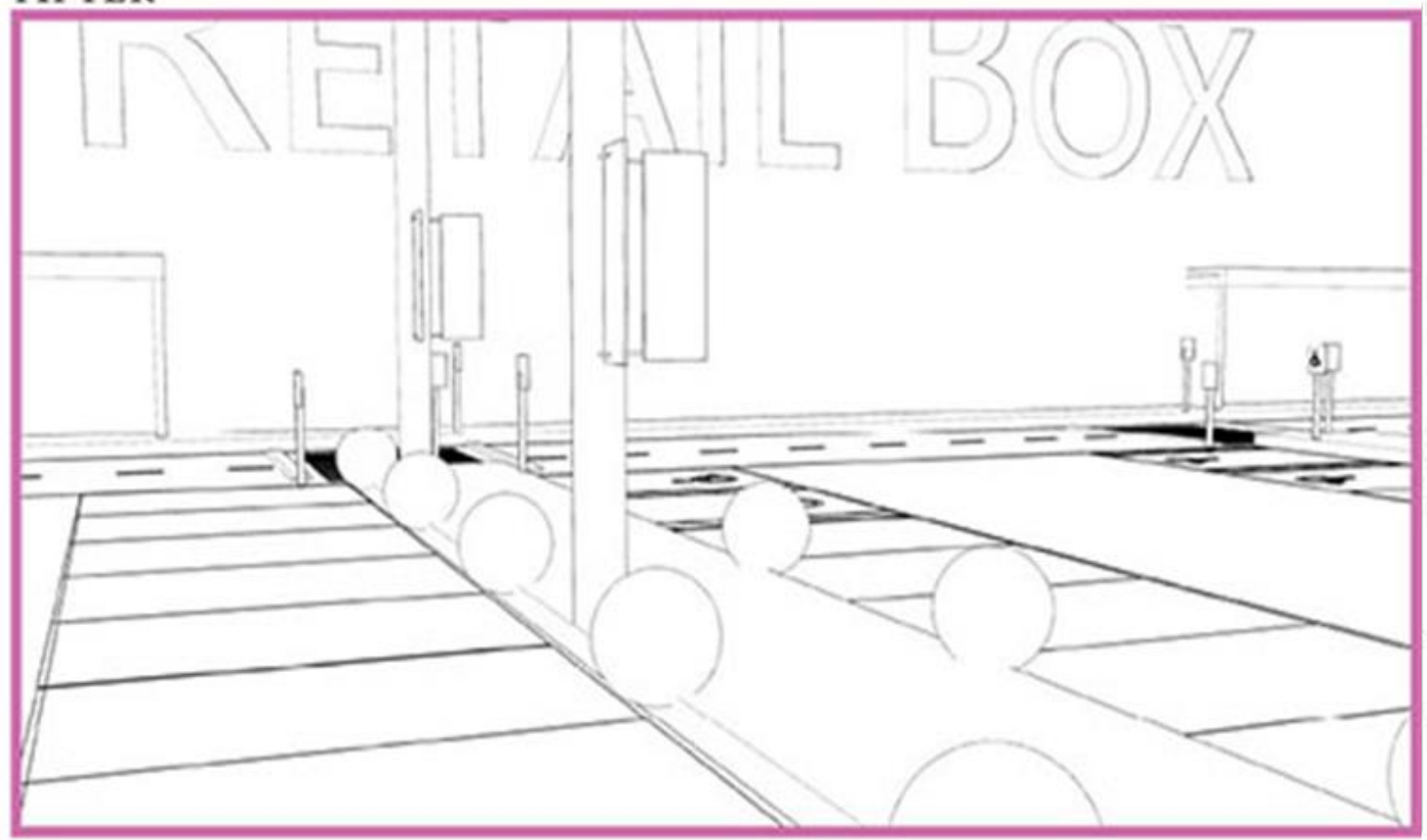
AFTER



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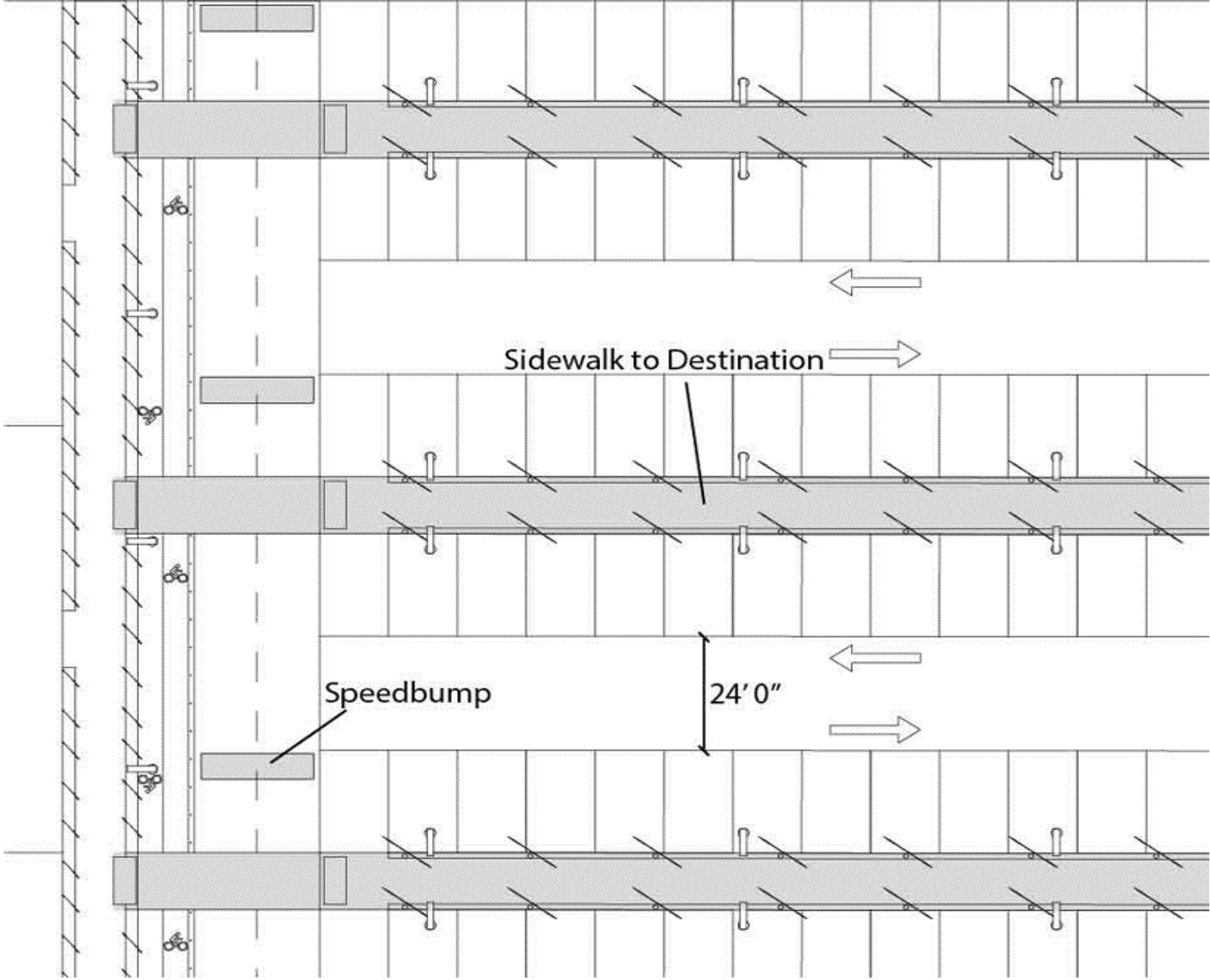

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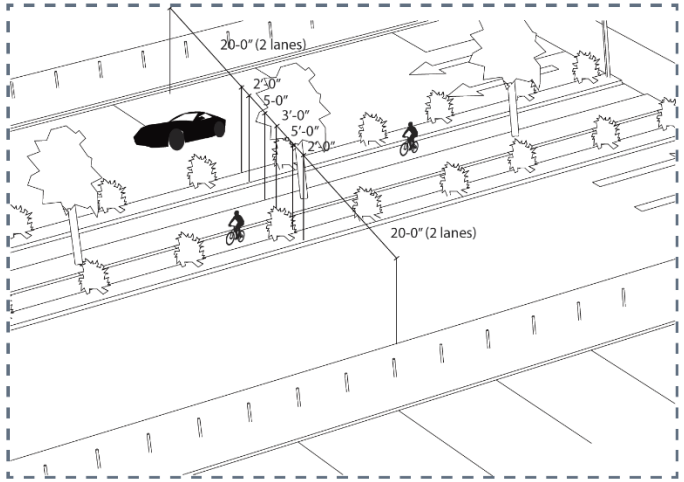
B. STREETS

(feeling safe, feeling clear, feeling free, feeling connected)

FROM THE RESEARCH

Many adults with autism have concerns about accessibility. Urban street design directly impacts their ability to move around. Multi-modal street design on campuses can increase accessibility and safety, especially those who are unable or unwilling to drive. The research shows that narrower travel lanes typically lead to slower traveling speeds which in turn lowers pedestrian anxiety. Suggested design includes separated bike lanes and (soft) glow-in-the-dark green paint which will increase visibility, and landscaped buffers to satisfy the Six Feelings Framework that resulted from the research.



GUIDELINES

Streets shall be multi-modal.
Drive lanes shall be 10'0" wide.
Streets shall include a 5'0" (minimum width) bike lanes traveling in each direction separated by a 2'0"-3'0" wide buffer.
Bike lanes shall be painted green using (soft) glow-in-the-dark paint.

H. LIGHTS

(feeling safe, feeling calm)

FROM THE RESEARCH

Flashing, flickering, and excessively bright lights impact the wellbeing of many adults with autism. The research suggested that purple, blue, or yellow colors are calming for adults with austim. LED or incandescent light bulbs eliminates the flickering or buzzing affect that fluorescent lights possess and provides a more comfortable environment. 1000 lumens are necessary to have full coverage of light throughout the entire outdoor plane.

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how

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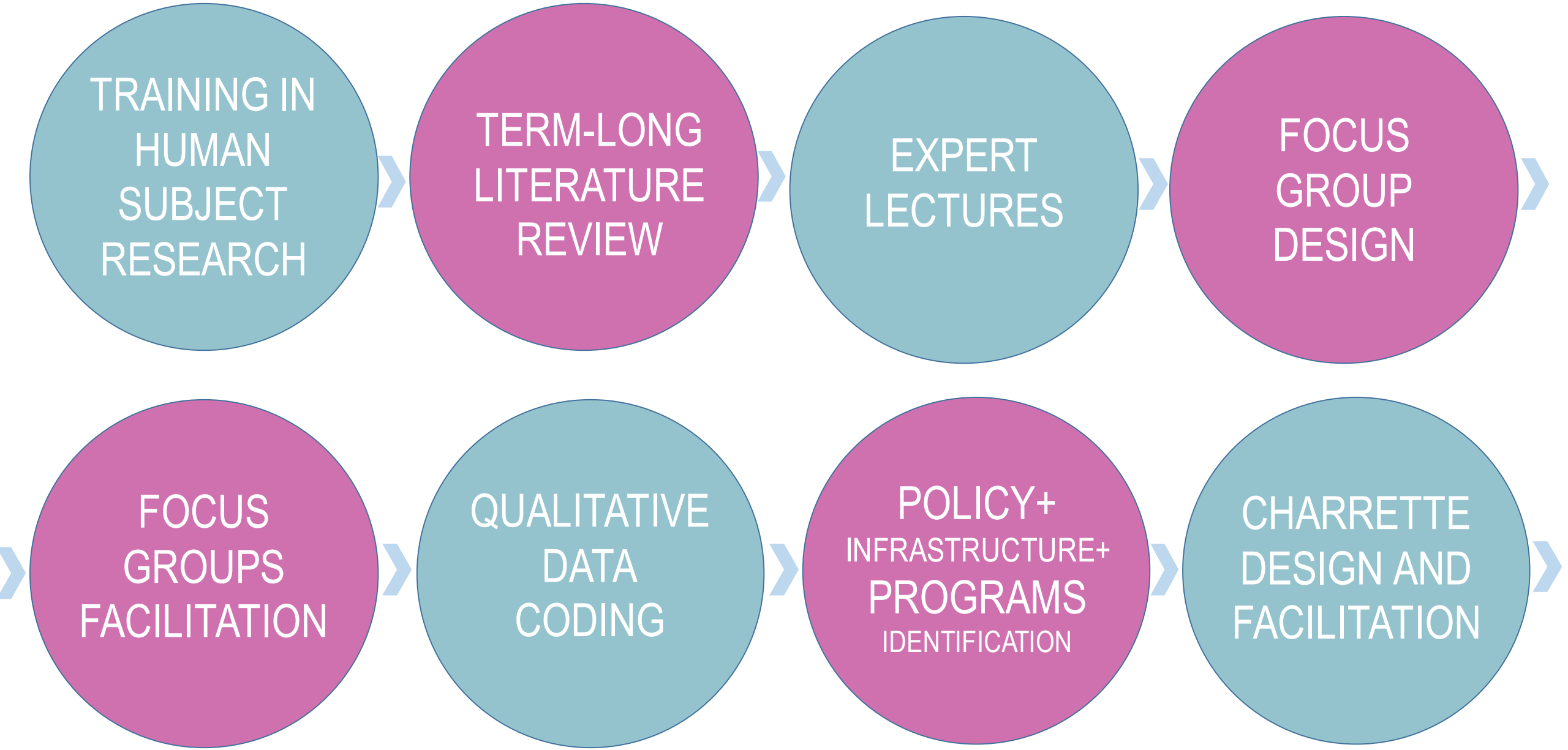
Gala Korniyenko is a PhD student in the city and regional planning at The Ohio State University. She was a Fulbright Scholar at the University of Kansas where she holds a Master of Urban Planning. Gala is also an administrator of the American Planning Association's Planning for Underserved Populations Interest Group and a member of World ENABLED, an educational nonprofit organization that promotes the rights and dignities of persons with disabilities. (http://worldenabled.org/tag/gala-korniyenko/)


TRAINING IN HUMAN SUBJECT RESEARCH
TERM-LONG LITERATURE REVIEW
EXPERT LECTURES
FOCUS GROUP DESIGN
FOCUS GROUPS FACILITATION
QUALITATIVE DATA CODING
POLICY+ INFRASTRUCTURE+ PROGRAMS IDENTIFICATION
CHARRETTE DESIGN AND FACILITATION

Research Funding
Knowtlon School of Architecture, Autism Living

City and Regional Planning Students (Program)

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Terrence Barr, MCRP
Alex Blankenship, BSCRP
Kevin Cannon, BSCRP
Alex Carlson, BSCRP
Linya Cheng, BSCRP
Chordel Christian, BSCRP
Matt Dean, MCRP
Sara Ford, MCRP
Greg Gaus, MCRP and MS Civil, Environmental and Geodetic Engineering
Jack Hehemann, BSCRP
Jimmy Hoppel, MCRP
Grant Hughling, MCRP
Michael Kaufman, MARCH
Aerin Ledbetter, BSCRP
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Andrew Romanoff, BSCRP
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Isabel Storey, MCRP
Dalton Walker, BSCRP
Maureen Welsh, BSCRP
Michael Widman, BSCRP
Dalton Wilkins, BSCRP
Michelle Williams, MARCH

Kyle Ezell, AICP CUD Professor of Practice, course instructor, principal investigator
Gala Korniyenko MUP, PhD Student

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Autism Living, Columbus, Ohio
Rick Stein, AICP (Research Partner)

Research Advisory Organization
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Hayden Hinchman, MS: Marriage and Family Therapy, Counseling Staff
Shaun Klingensmith, Counseling Staff

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Glennon Sweeney, MCRP, PhD student, City and Regional Planning, Senior Research Associate, Kirwin Institute for the Study of Race and Ethnicity
Adults with autsim
Parents of adults with autism

Focus Groups

23 parents of adults with autism, 19 adults with autism (Names of participants were required to be kept confidential per IRB.)

External Advisors

Ken Pearlman, Ohio State University Professor Emeritus of City and Regional Planning, former editor of JAPA
Sandra Tanenbaum, Professor Emerita, Health Services Management and Policy

Class Speakers

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Briana Miller, President and CEO, The Perfect Self
Erin J. Hoppe, MA, Executive Director, VSA Ohio
Dr. Paula Rabidoux, Associate Director, Nisonger Center: A University Center for Excellence in Developmental Disabilities

1. RESEARCH PROTOCOL

I. Objectives

People with autism have particular needs that most professionals (such as city planners who plan and design communities) haven't yet considered, even as autism has become increasingly prevalent in our society. Autism Spectrum Disorder (ASD) affects millions in the United States, including families and friends of people with ASD. Community planners can learn to improve the lives of people with autism by first understanding Autism Spectrum Disorder and why education about ASD is needed to properly serve their needs. This research seeks to broaden required public participation to understand the needs of adults with high-functioning Autism Spectrum Disorder. Our research is specific to city planning and fills a gap between community building and urban design and the rich literature and research found in public health (especially mental health), psychology, and special education.

This research seeks to discover how and what kinds of new planning ideas and tools can create quality living environments for adults with autism.

Beyond existing literature, this research will employ focus groups. Focus group questions for individuals with high-functioning ASD (we will refer to high-functioning ASD as "autism" from this point forward with the understanding that the research is based on meeting the needs of high-functioning adults with autism). We will determine what kind of community they want to live in and how planners can help them thrive in the public realm. The research will also include a design charrette to help discover day-to-day living experiences of adults with autism. Beyond the focus group study, we will examine existing planning tools such as zoning codes, methods such as design guidelines, and civic (and private) infrastructure that might better serve adults with autism.

Our main research question is how adults with autism can inform planners about the issue of inclusive built environments.

APPENDIX

AUTISM PLANNING AND DESIGN GUIDELINES 1.0

Attempt 1.0 August 2017 - June 2018

THE OHIO STATE UNIVERSITY CITY AND REGIONAL PLANNING STUDENTS

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focus group slides

Transportation

Transportation

Car

Taxi - Ride Share

Bus

Multi-Use Path

Bicycles

Sidewalk

Housing

Housing

Condominiums

Single Family- Ranch

Duplex

Single Family- 2 Story

Apartment Complex

Communal Living

Recreation

Recreation

Recreational Fields

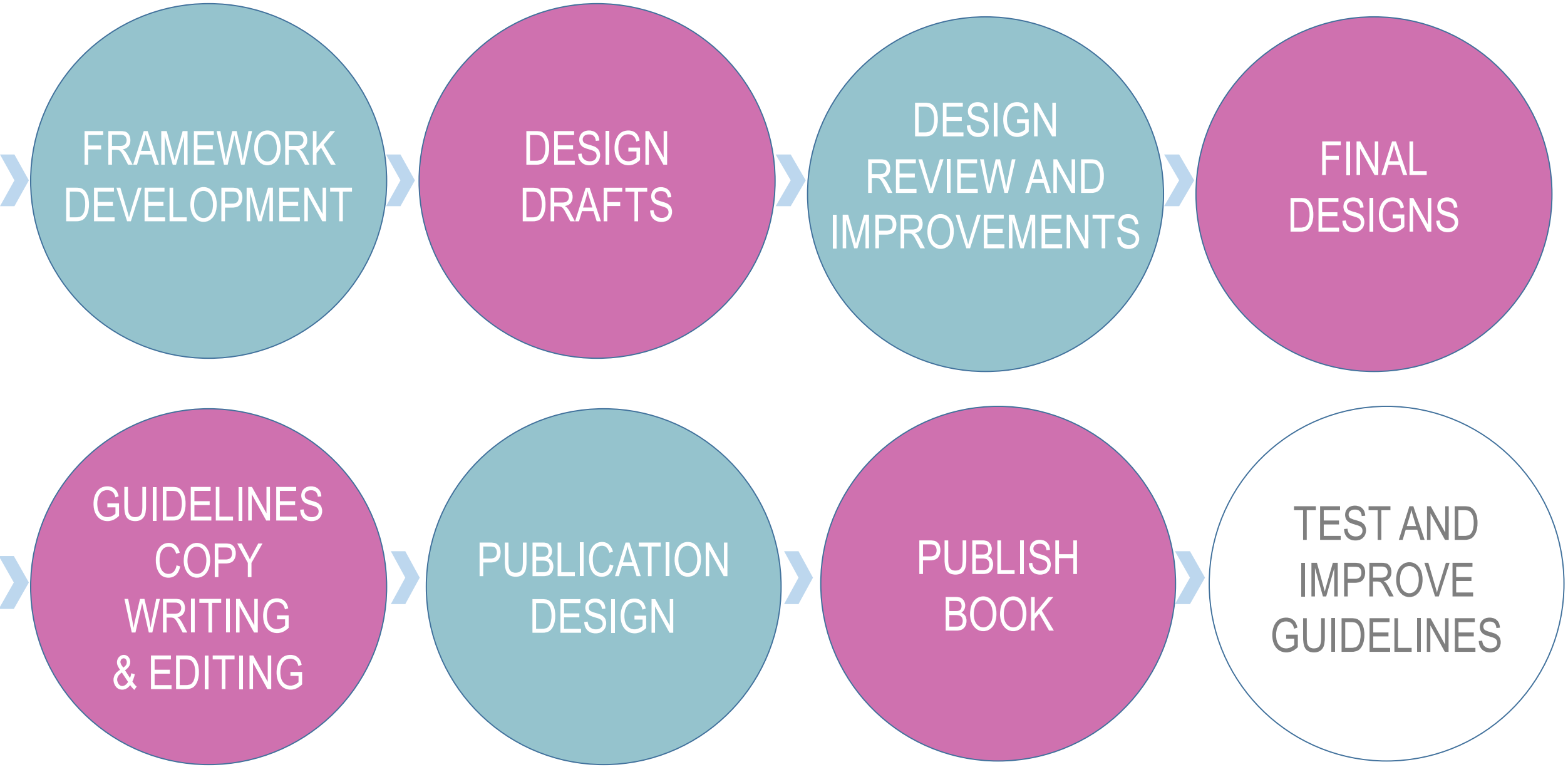
Gym

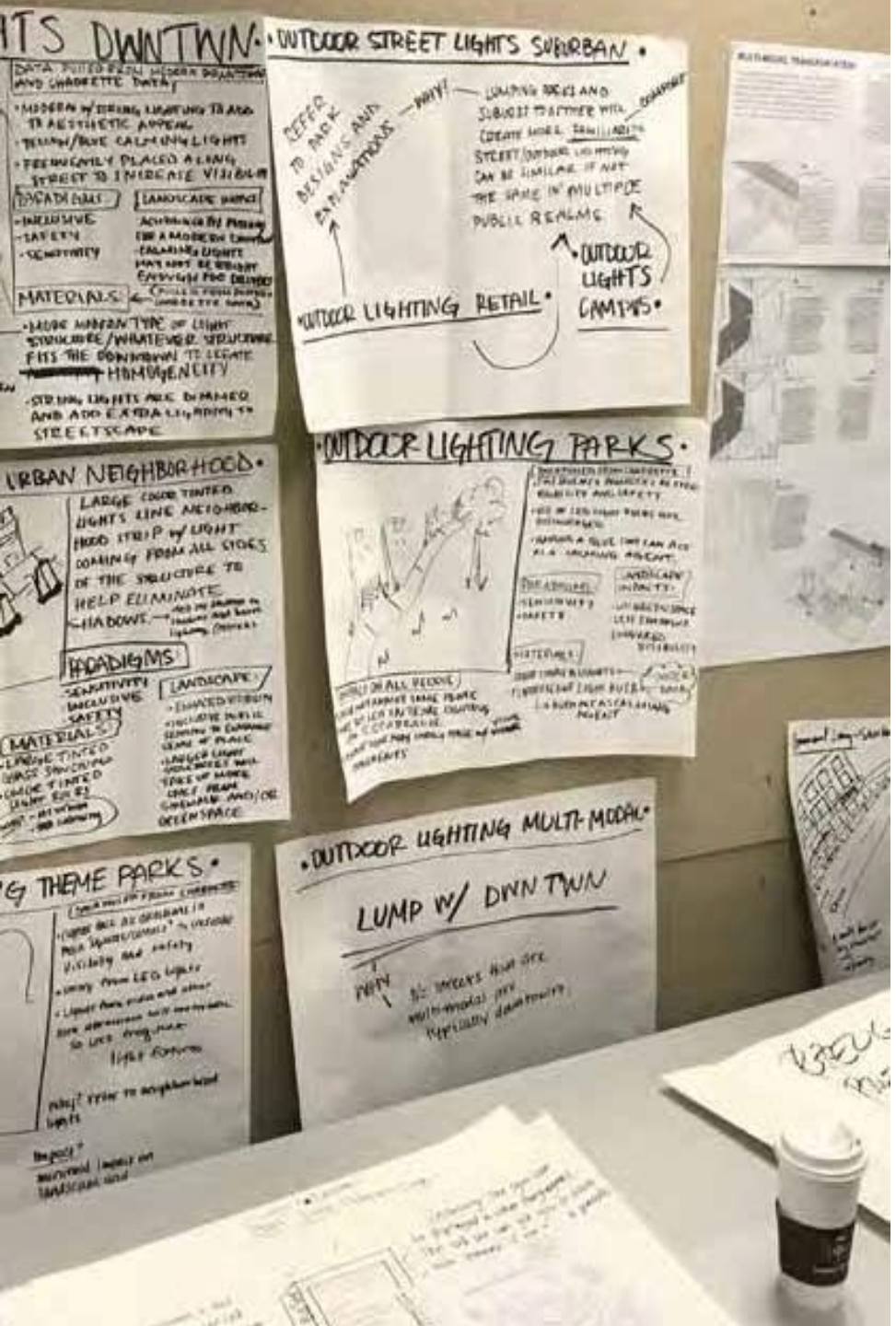
Gardening

Neighborhood Park

Courts

Hiking - Outdoors


FRAMEWORK DEVELOPMENT
DESIGN DRAFTS
DESIGN REVIEW AND IMPROVEMENTS
FINAL DESIGNS
GUIDELINES COPY WRITING & EDITING
PUBLICATION DESIGN
PUBLISH BOOK
TEST AND IMPROVE GUIDELINES


OUTDOOR STREET LIGHTS SUBURBAN
OUTDOOR LIGHTING RETAIL
OUTDOOR LIGHTS CAMPUS
OUTDOOR LIGHTING PARKS
URBAN NEIGHBORHOOD
PARADIGMS
MATERIALS
OUTDOOR LIGHTING MULTI-MODAL
LUMP W/ DWN TWN

CAMPUS

5. FOCUS GROUP DATA ASSESSMENT

TRANSPORTATION

Driver's Licenses:
- 2 participants have their licenses

Driving Experience:
- "Pretty Scary" due to dealing with repair fees
- Parking on campus is a "big pain"
- One person said they were too nervous to learn at 16 years old

Would you like to drive in the Future?
- 11 people say "yes" they would like to drive in the future

Who drives you?
- Most frequent answer was parents, family, or service providers (providers is not elucidated upon)
- Community apparently falls under "service providers" per what some said in focus group but not sure that's true.
- Falls under service providers?
- Friends included as well
- Two people said Uber.

Obstacles to getting a driver's license:
- Peer pressure to get license
- Spatial issues
- The rules of driving is an obstacle.
- More peer/social pressure (this time from parents, however)
- Driver's instructor prevented a person in the focus group from hitting someone while they were driving
- Road rage

Obstacles to getting a driver's license continued:
- Eye-sight (visual impairment)
- Can likely be recorded as a throwaway comment, but potentially obstacles stem from video games (or other entertainment).
- Crashing of a vehicle (albeit a golf cart not a car)
- Fine motor skills and instructors not good at their job
- Another crash, but an actual car crash
- Turning the car
- Fear in general
- Driving is draining (lack of "endurance").
- The rules of the road and having to envision where one's going
- Lack of a car to practice on as well
- Car noises (any of them)
- Focusing on the lights for the car and what is happening on the car's dashboard
- Another visual impairment
- No incentive to drive. No benefit
- Busy schedule, can't find time to practice

27 charrette project ideas (samples)

Autism-Friendly Streets 25

Facts from Research and Literature

Background

Help Us Conceive

-Austim-friendly street cross-sections that incorporates multimodal transportation
-Other better ideas.
-Drawbacks and issues.

Secure Spaces in Parks 26

Facts from Research and Literature

Background

Help Us Conceive

-A preliminary design for a space/shelter that can accommodate adults with ASD without isolating them from the standard outdoor recreational areas.
-Other better ideas.
-Issue or problems with this proposal.

Soothing Spaces in the Public Realm 27

Facts from Research and Literature

Background

Help Us Conceive

-The ideal appearance of the space for both indoor and outdoor environments
-Ways to ensure people with ASD have primary use of the space:
-How can it be conveyed that the site is for specified use by those with ASD?
-Potential signage?
-Any foreseeable drawbacks to the idea
-Any additions and/or changes that can be made to this proposal

ADA for Autism 28

Facts from Research and Literature

Background

Help Us Conceive

-State and/or federal building codes to fit the needs of those on the ASD spectrum.

[For example, given that 1% of the population is on the ASD spectrum, perhaps 1% of dwellings should be ASD-friendly. What would be the most effective route to achieve this? Can it be incorporated into current standards like the ADA and Fair Housing Act?]

Autism-Friendly Bike Racks 19

Facts from Research and Literature

Background

Help Us Conceive

-Bike racks that are autism friendly.
-Technological innovations could be included with or within the bike racks.
-Methods to make the bike racks properly utilized.
-Methodically-placed bike racks instead of afterthoughts in the built environment.
-Any foreseeable drawbacks to this idea.
-Any new ideas that may be better than this proposal

Shared Living with Retirees 20

Facts from Research and Literature

Background

Help Us Conceive

-If the idea of housing for retirees/adults with autism is feasible.
-Challenges associated with this idea.
-The market for this type of housing.
-Which ways retirees could provide help and services to adults with autism neighbors or roommates.
-Foreseeable drawbacks to this idea.
-Other ideas that might work better than this proposal.

Image: Philip Arnold

Image: Philip Arnold

Image: Philip Arnold

Image: Philip Arnold

Image: Philip Arnold

Image: Philip Arnold

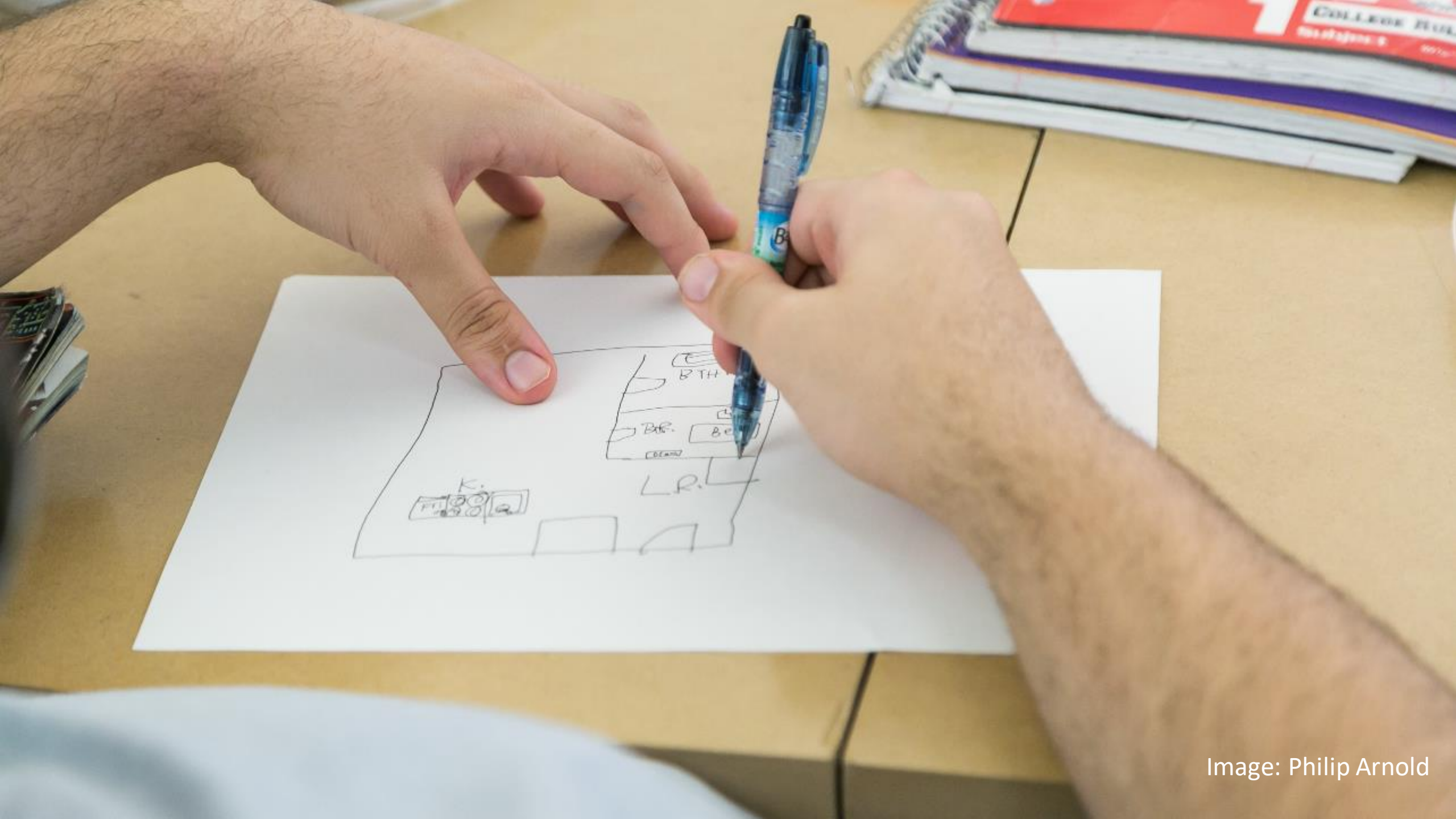


Image: Philip Arnold

Image: Philip Arnold

Image: Philip Arnold

where when

City of Dublin

OHIO, USA

THE CITY OF COLUMBUS
ANDREW J. GINTHER, MAYOR

COLUMBUS PUBLIC HEALTH

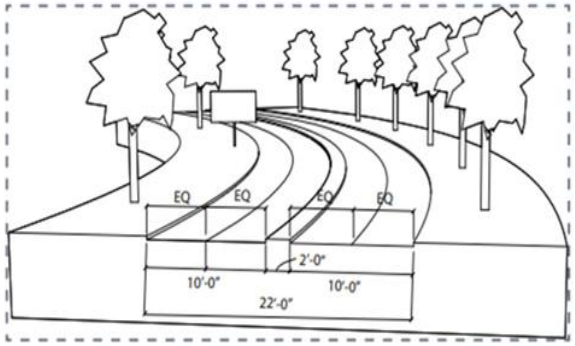
next

GUIDELINES TRIAL -- AUTUMN 2018

August 2018 - December 2018

THE OHIO STATE UNIVERSITY CITY AND REGIONAL PLANNING STUDENTS

(Research design:)

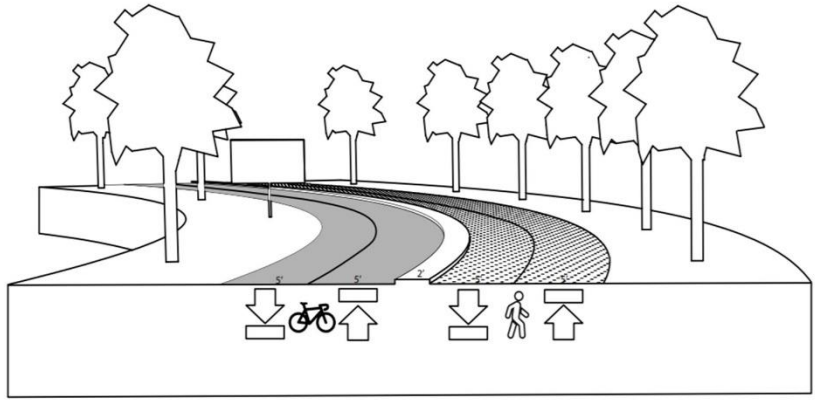


(Testing of design:)

MULTI-USE TRAILS

DESIGN

Researchers built a simplified version of the Multi-Use Trail mentioned in the guidelines. Under the Knowlton Hall overhang, a to-scale mock-up up this trail was constructed using magenta duct tape. The tape was used to denote the separate lanes, while white chalk was used to draw arrows and other wayfinding.



(Revised “tested” design^)

Testing design on the OSU campus with adults with autism

WHEN EVERY DAY IS A SENSORY OVERLOAD

Learning to plan *with* people with autism, not for them.

By KYLE EZELL, AICP CUD; RICK STEIN, AICP; and GALA KORNIYENKO

A seemingly standard street scene on High Street in Columbus, Ohio, creates challenges for people with autism.

PHOTOS BY RGB PHOTO/ALAMY STOCK PHOTO

APA
American Planning Association
Making Great Communities Happen

July/August 2018

PAS MEMO

Autism Planning and Design Guidelines 1.0

By Kyle Ezell, AICP CUD; Gala Korniyenko; and Rick Stein, AICP

Envisioning the Future of Human-Technology Partnerships Conference

Autism, Innovation & the Workforce: Envisioning the Future of Human-Technology Partnerships

November 29, 2018

Vanderbilt University - Nashville, Tennessee

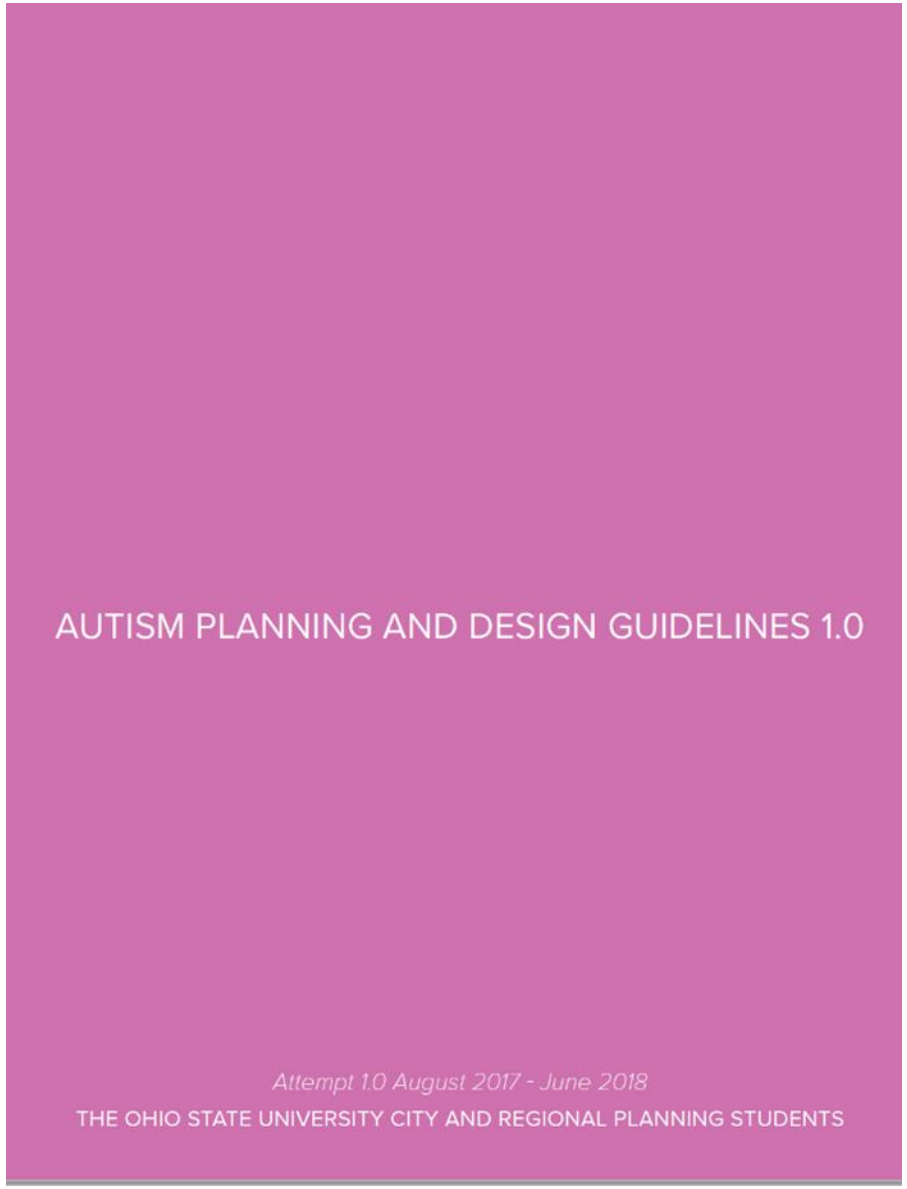
Supported in part by the National Science Foundation's Human-Technology Frontiers program

VANDERBILT UNIVERSITY

THE FRIST CENTER FOR Autism AND INNOVATION

Transportation Research Board Workshop
Universal Design at Airports
Today's Problems and Viable Solutions for Passengers with Disabilities
Washington, DC
January, 2019

The Association of Collegiate Schools of Planning Conference in Buffalo, NY



https://www.planning.org/media/document/9153053/

Look for us at the San Francisco National Conference

Autism Planning and Design Guidelines 1.0

National Planning Conference > Program > Autism Planning and Design Guidelines 1.0

Saturday, April 13, 2019 from 10:45 a.m. - noon PDT

CM | 1.25

Activity Type: Educational Sessions

Activity ID: NPC198009

Looking for sessions relating to inclusiveness and social justice? You've found one!
This session has been identified and peer-reviewed as significantly pertaining to inclusiveness and social justice. View all inclusiveness/social justice-related activities.

Session Speakers

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Columbus, OH

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Westerville, OH

Galyna Korniyenko
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planning.org/divisions/groups/underserved/