



Inclusive Design - Strategies to Enhance Student Success: Choice, Movement, and Design

Agenda

- ❖ Meet the Team
- ❖ Student Dysregulation: What is It?
- ❖ Flexible Seating: How can it help?
- ❖ Inclusive Design: Where can this be implemented?
- ❖ Panel Discussion



Objectives



**UNDERSTAND THE
CONCEPT OF
DYSREGULATION**



**APPLY FLEXIBLE
FURNITURE SOLUTIONS**



**EXPLORE DESIGN
STRATEGIES**



**EVALUATE THE IMPACT OF
MOVEMENT ON LEARNING**



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Rachel Pampel, AIA, M.Ed, ALEP
FGM Architects

Meet the Team



Celeste Karier, IIDA
FGM Architects



Patricia Cadigan, M.Ed,
ALEP
Artcobell



Lizzie Scott, M.Ed
Artcobell

How do you feel this morning?

Scale from 1 to 5

Sleepy

Alert

Stressed



1

3

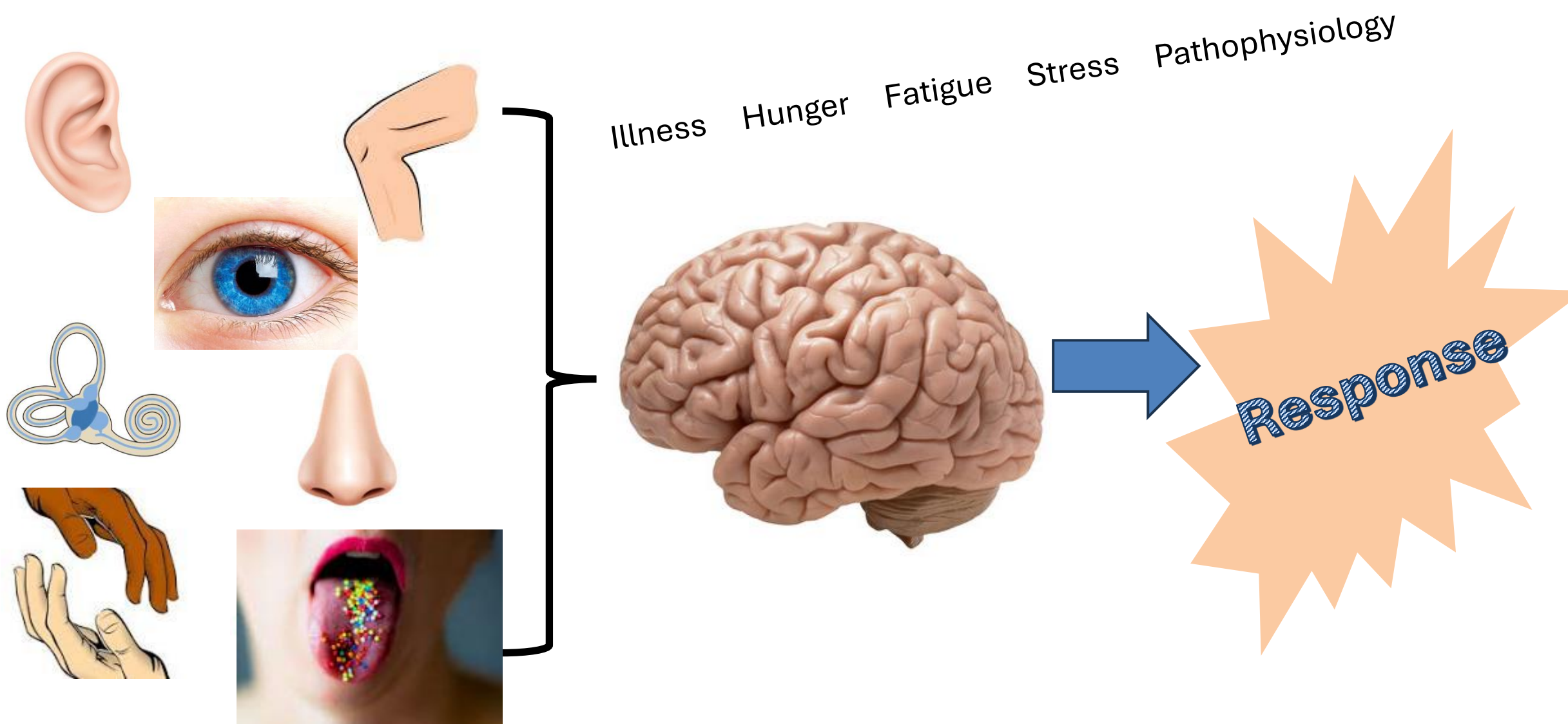
5

Fatigued

**Ready to
Learn**

Agitated

Why Do You Feel This Way?



Changing Your Sensory Experience through Movement and Seating

Group activity

- We encourage all to participate
- Evaluate your number
 - 4-5 look for soft seating
 - 1-2 standing or movement seating

Sensory Seeking, Aversion, and Dysregulation

Sensory Seekers need greater sensory input

Sensory Aversion need to limit/reduce sensory input

Dysregulation occurs when a person is unable to maintain acceptable emotion, energy, behavior, or attention

Signs of Emotional Dysregulation



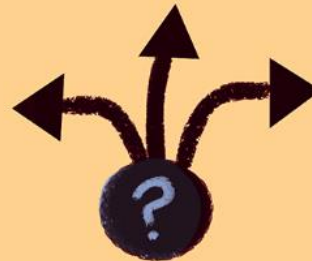
Overly intense emotions



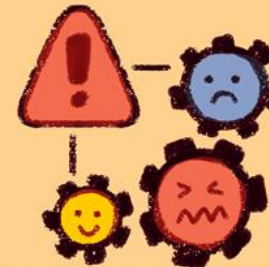
Impulsive behavior



Lack of emotional awareness



Trouble making decisions



Inability to manage behavior



Avoids difficult emotions



School Based Physical Therapy and Seating

School based physical therapist often work with adaptive seating that allows a student to position for participation safely.

Challenge: Many students do not need this level of support, but they are not sitting in a standard

Laura's Case Study

- *Problem:* Middle School Student returning to in person learning with school based physical therapy consult for **unstable gait/balance concerns**.
 - *Concern:* Student would not stay seated during 20-minute academic period. Student gets up and walks between desks and knocks peers' materials from their desk **disturbing entire class**.



Solution #1

First Considered



Solution #2

Found Plan B



Story of IEP Success



Student met goal and exceeded expectations:

- Sitting for 20 minutes allowed greater learning and academic goals were met/exceeded
- Positive impact on peers, less disruption
- Other students in the class used rocking chair to calm unwanted behaviors

To sum it up....

Encourage students to manage their sensory input by offering various seating options that promote movement and flexibility

- Linear Vestibular can be calming
- Vertical Vestibular movement can be stimulating
- Rotary Vestibular movement can be calming or stimulating

**Supporting student sensory needs can be as EASY as:
Change the Chair → Change their Sensory Experience**





How do you feel now?

Scale from 1 to 5

Sleepy

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Flexible Classroom Transition



Scale from 1 to 5

Master Planning and Design

How to Plan for Choice and Movement



FGM Architects - SD157-C Chelsea Intermediate School

Space Needs - Midwest Standards

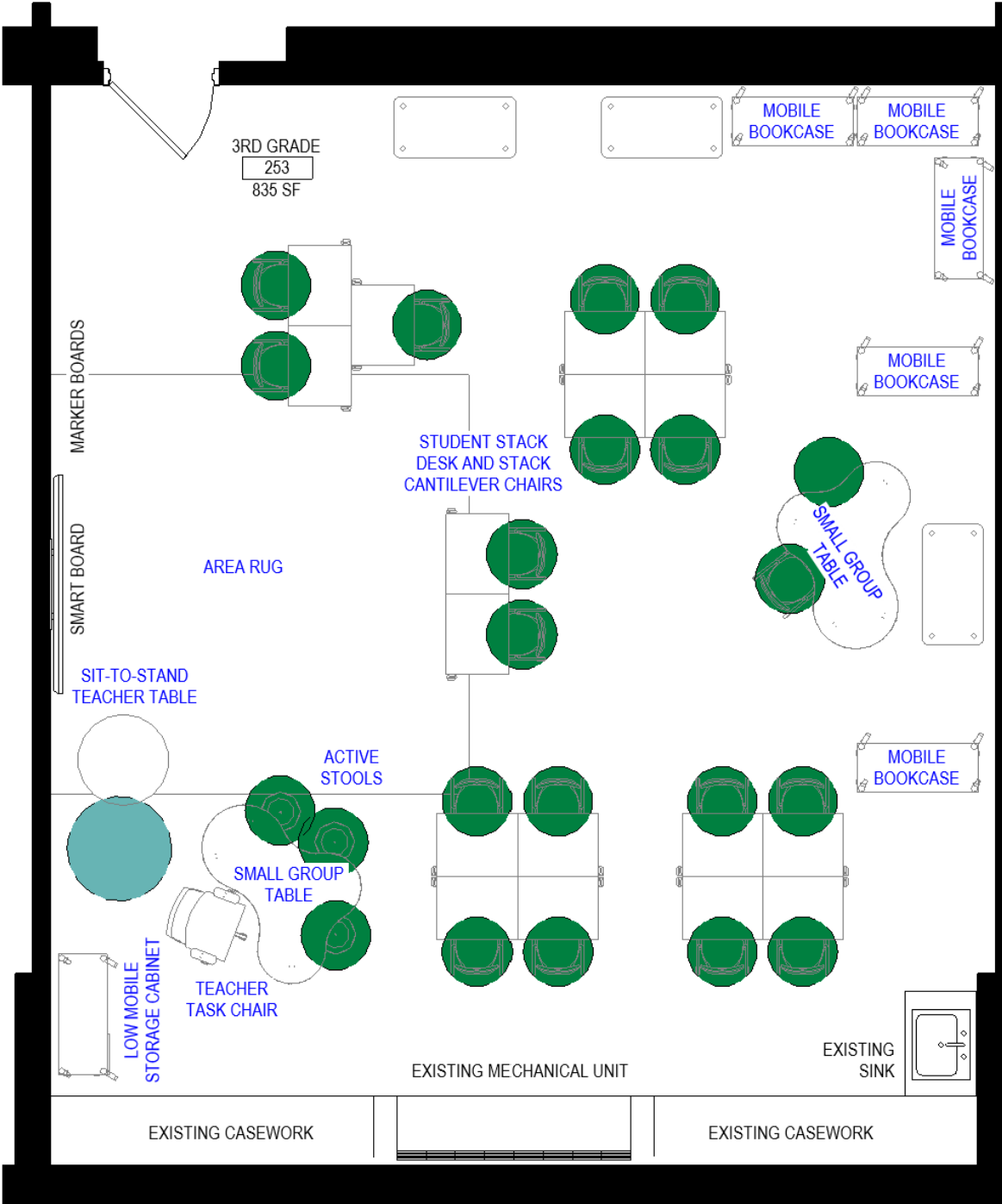
➤ Gen Ed Students – 35/sf per student

➤ Sp Ed Students – 60/sf+

SPACE PLANNING STANDARD GUIDELINES								
Room/Space	2003 MN State BOE SF/Student Standards Range		2009 ISBE Illinois Code 151.50 SF/Student Standards		2012 IN School Design Guideline & SF Standards Range		2023 Ohio School Facilities SF/Student Standards Range	
	Low	High	SF/Student		Low	High	Low	High
General Classroom - Elementary	34	57	35		45	46	36	
Elementary School Special Ed	NI	NI	NI	NI	NI	NI	~60, finalize per child needs per Ch 1 of OSDM	
Elementary School Special Ed Quiet Area	NI	NI	NI	NI	NI	NI	75	150
Elementary School Restroom/Shower	NI	NI	NI	NI	NI	NI	Included above	
Elementary School Special Ed Resource	100	120	NI	NI	NI	NI	~60, finalize per child needs per Ch 1 of OSDM	
Elementary/Middle Kinesthetic Learning Studio	NI	NI	NI	NI	NI	NI	48	96
Elementary/Middle Small Group Room	NI	NI	NI	NI	NI	NI	30	37.5
Middle School General Classroom	34	43	35		45	46	36	
Middle School Special Ed Classroom	56	90	35		80	100	~60, finalize per child needs per Ch 1 of OSDM	
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Middle School Restroom/Shower	NI	NI	NI	NI	NI	NI		
Middle School Special Ed Resource	100	120	NI	NI	80	100	~60, finalize per child needs per Ch 1 of OSDM	

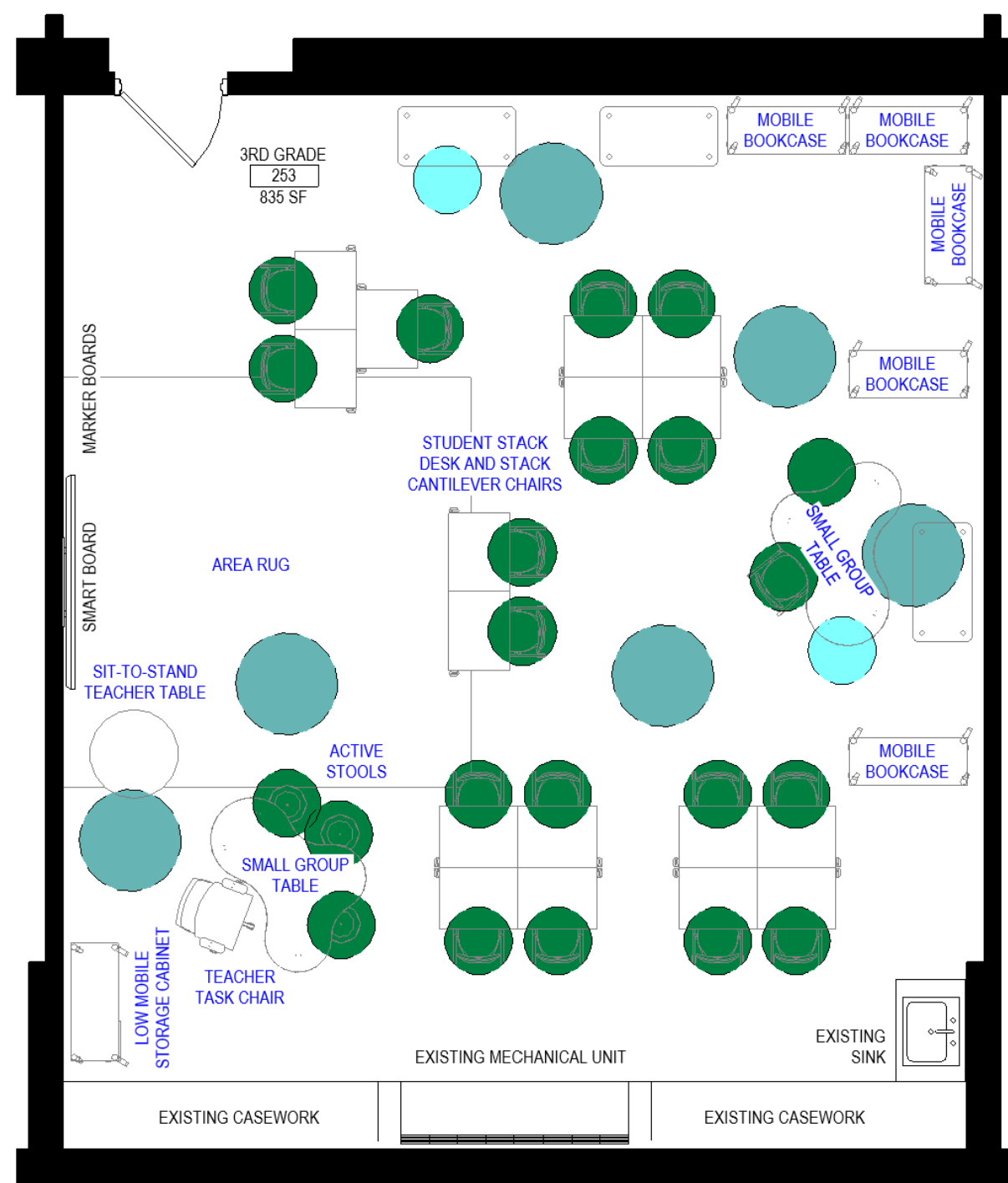
Space Needs

- Base Classroom – 35/sf per GE student, 60/sf+ per SE student
- Storage – currently in classrooms



Missing Space Needs - Inclusion

- Classroom +4-5 SF per GE student
- Storage +200 SF per grade level or subject team
- Inclusion +25 SF per SE student and +35 SF per daily additional staff
- Self-Regulation +100 SF per 2-3 classes
- Paraprofessional Space + 35 SF per floating staff





Example Spaces



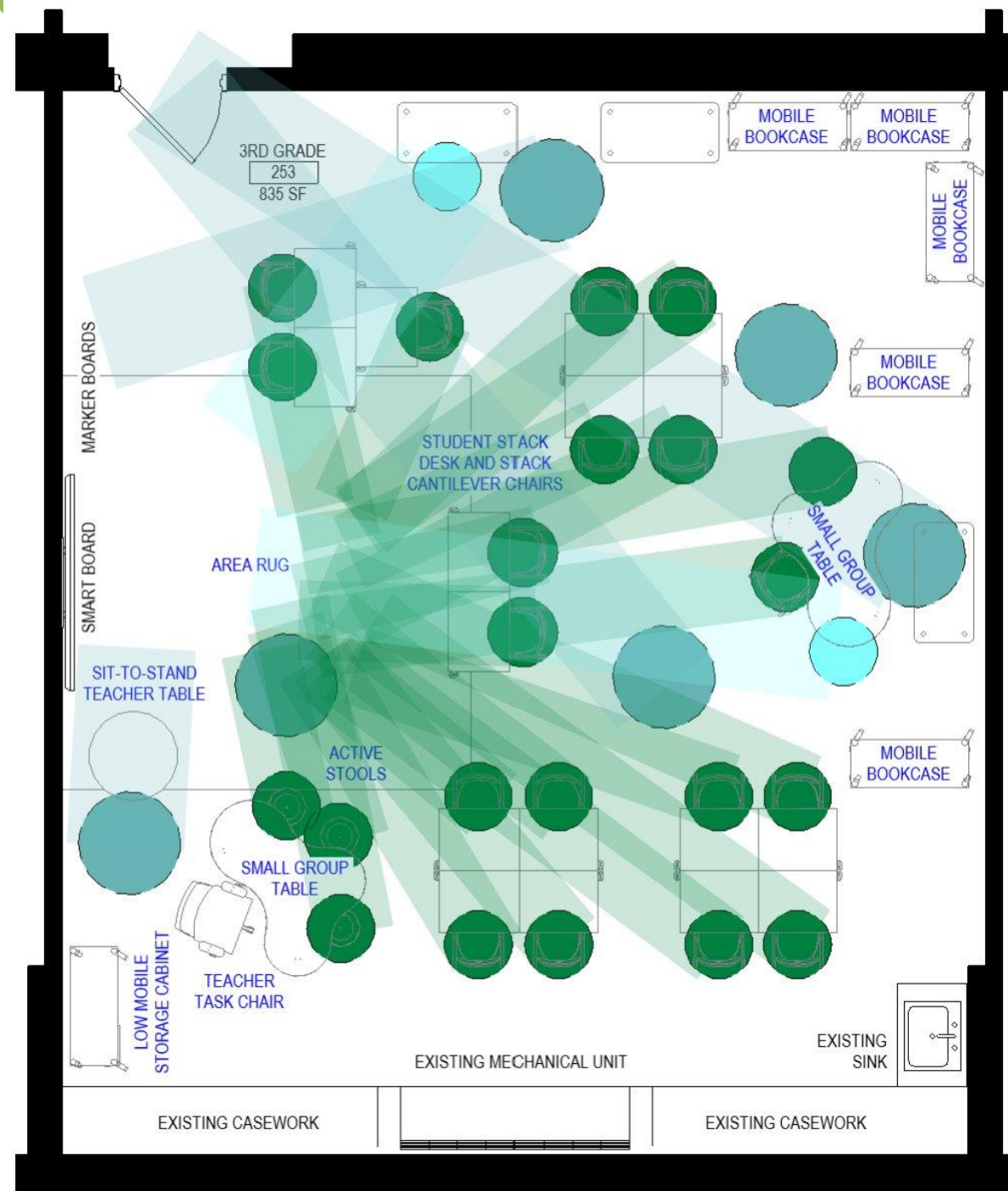
Paraprofessional Support

Self-Regulation

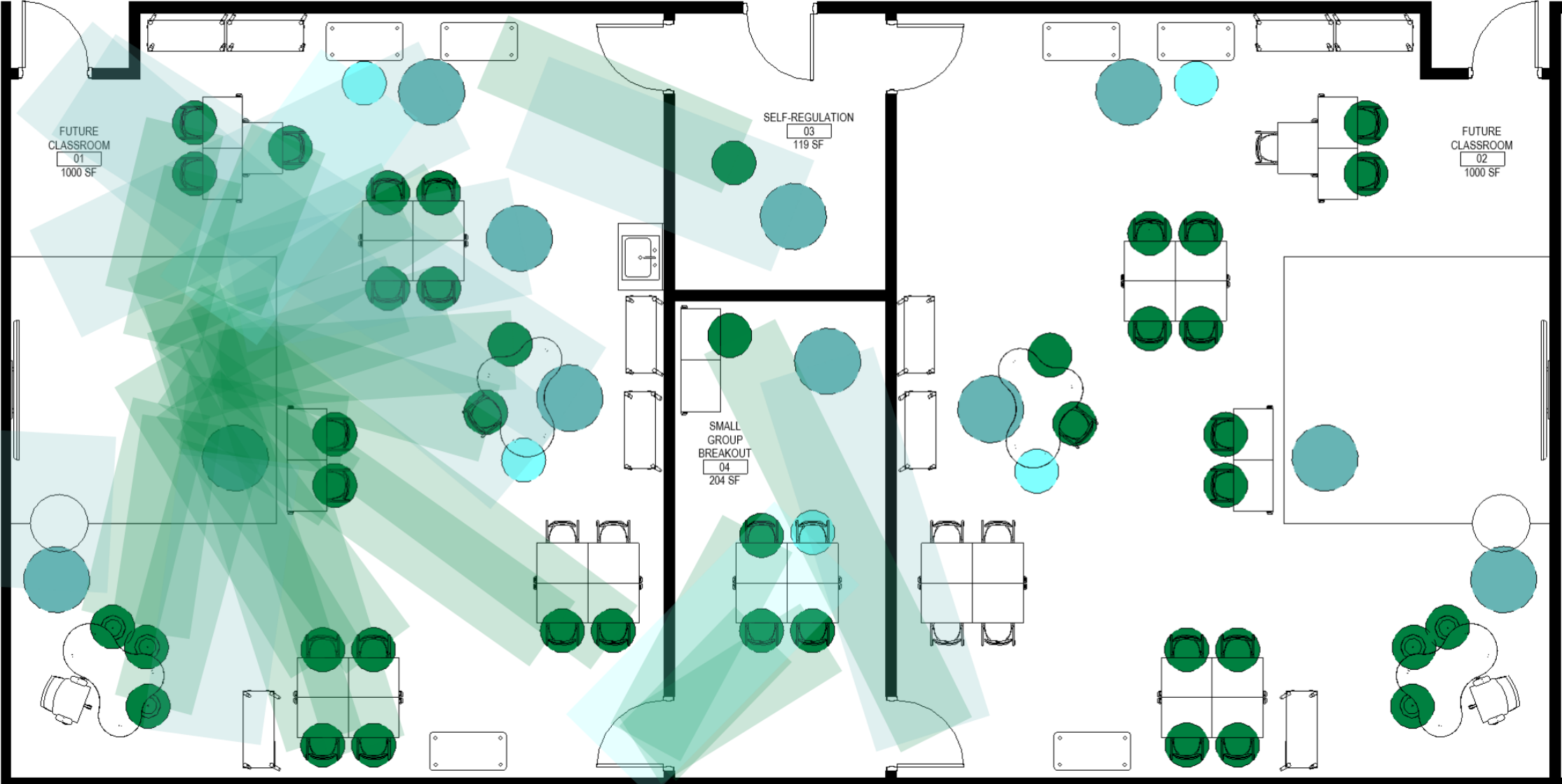
Small Group Breakout

Missing Space Needs - Movement

- Classroom +4-5 SF per GE student
- Storage +200 SF per grade level or subject team
- Inclusion +25 SF per SE student and +35 SF per daily additional staff
- Self-Regulation +100 SF per 2-3 classes
- Paraprofessional Space + 35 SF per floating staff



Movement and Adjacencies



Space Needs - Adequate

- Inclusive, flexible classrooms – **45-60 SF/student**
- Instructional storage - **200 SF per grade level or subject team**
- Paraprofessional support space – **35 sf/floating staff member**

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Quick Dive – Inclusive Interiors



FGM Architects - SD99 Sherlock Elementary School

Inclusive Design & Student Choice



FGM Architects - SD34 Glenview Lyon Elementary School

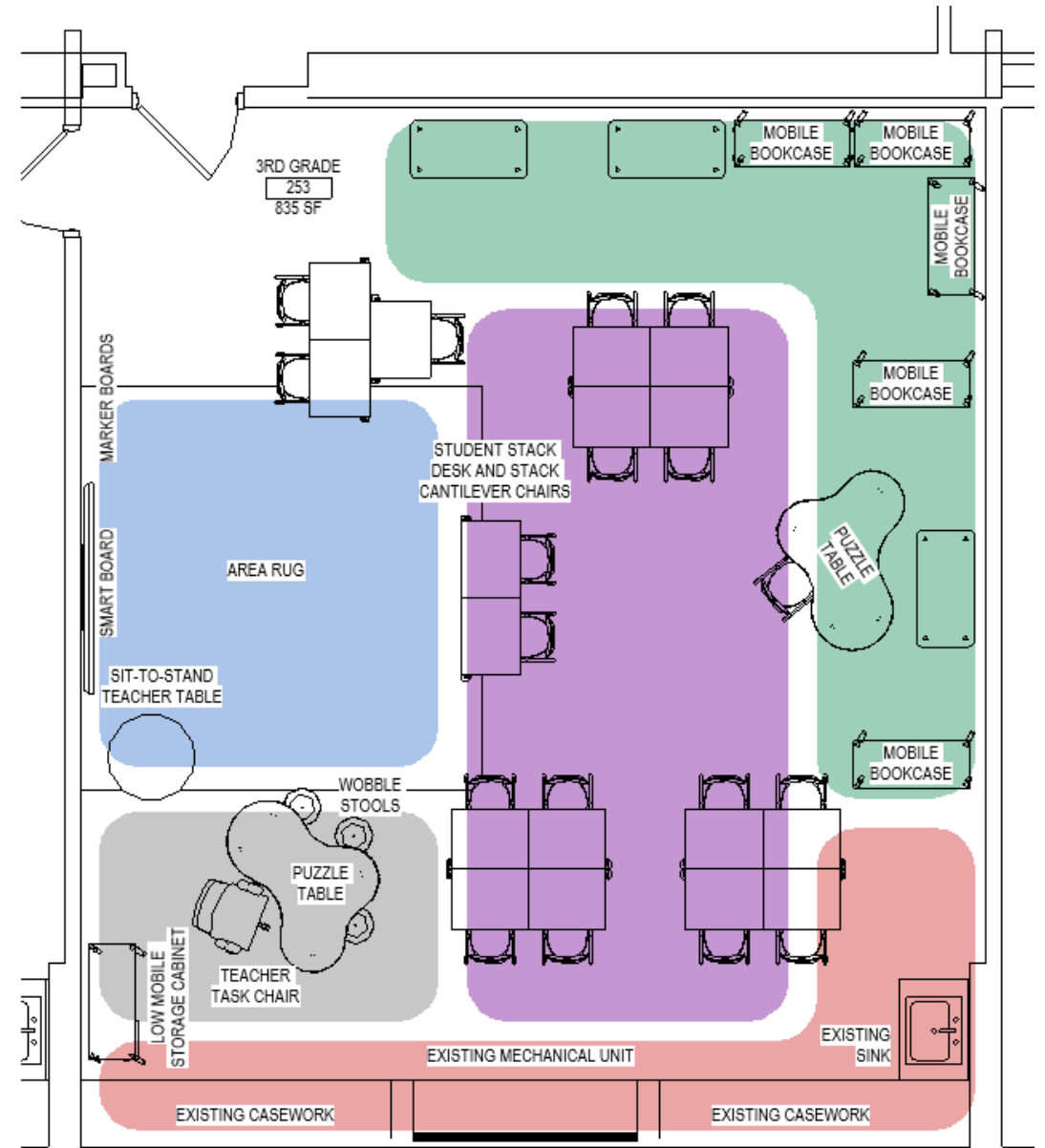


FGM Architects - CHSD155 Crystal Lake South High School

Breaking Down the Space

CLASSROOM ZONES

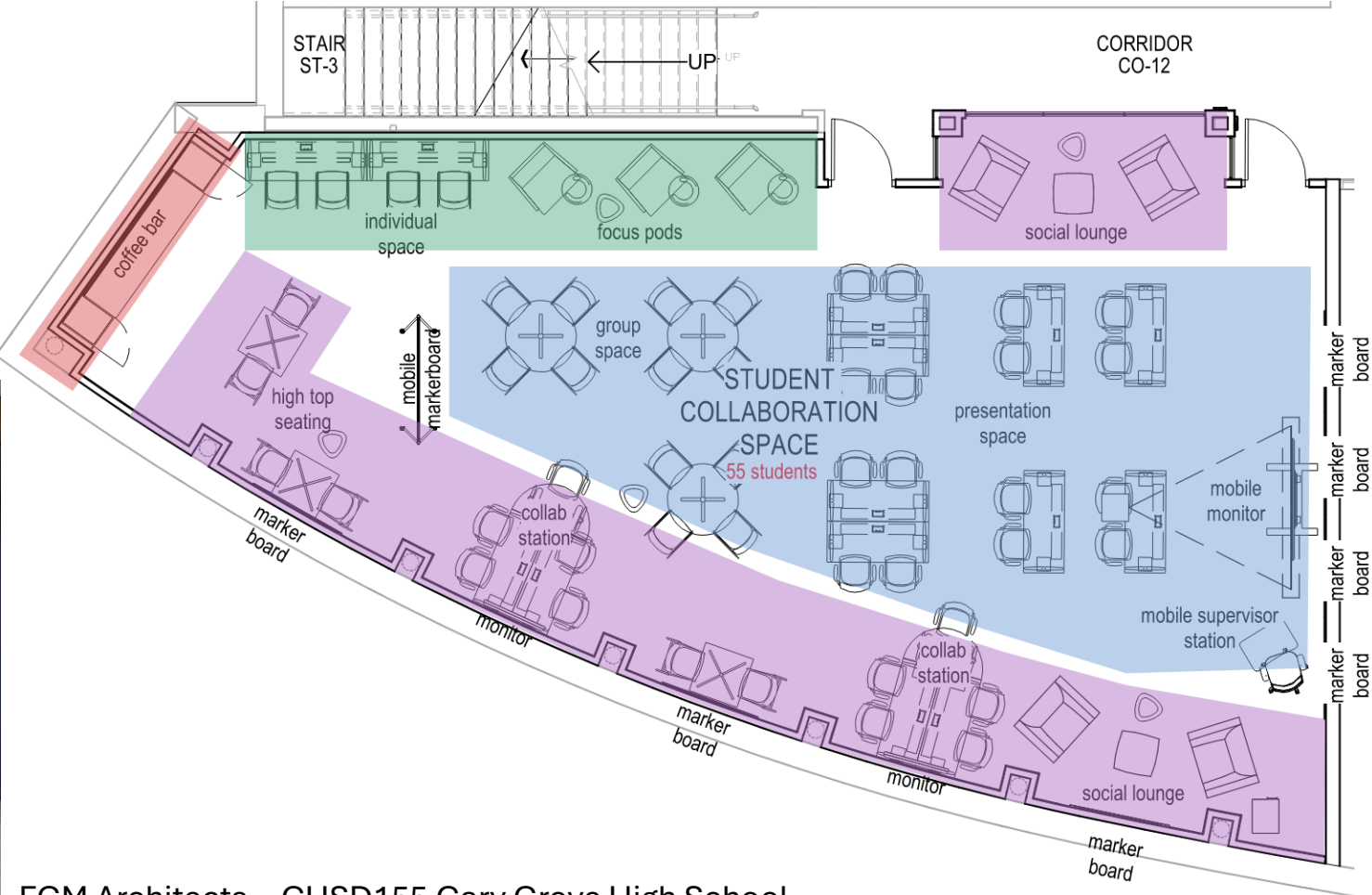
- STORAGE
- GATHER
- ACTIVITY / PROJECT
- READING / FOCUS
- TEACHER



Breaking Down the Space

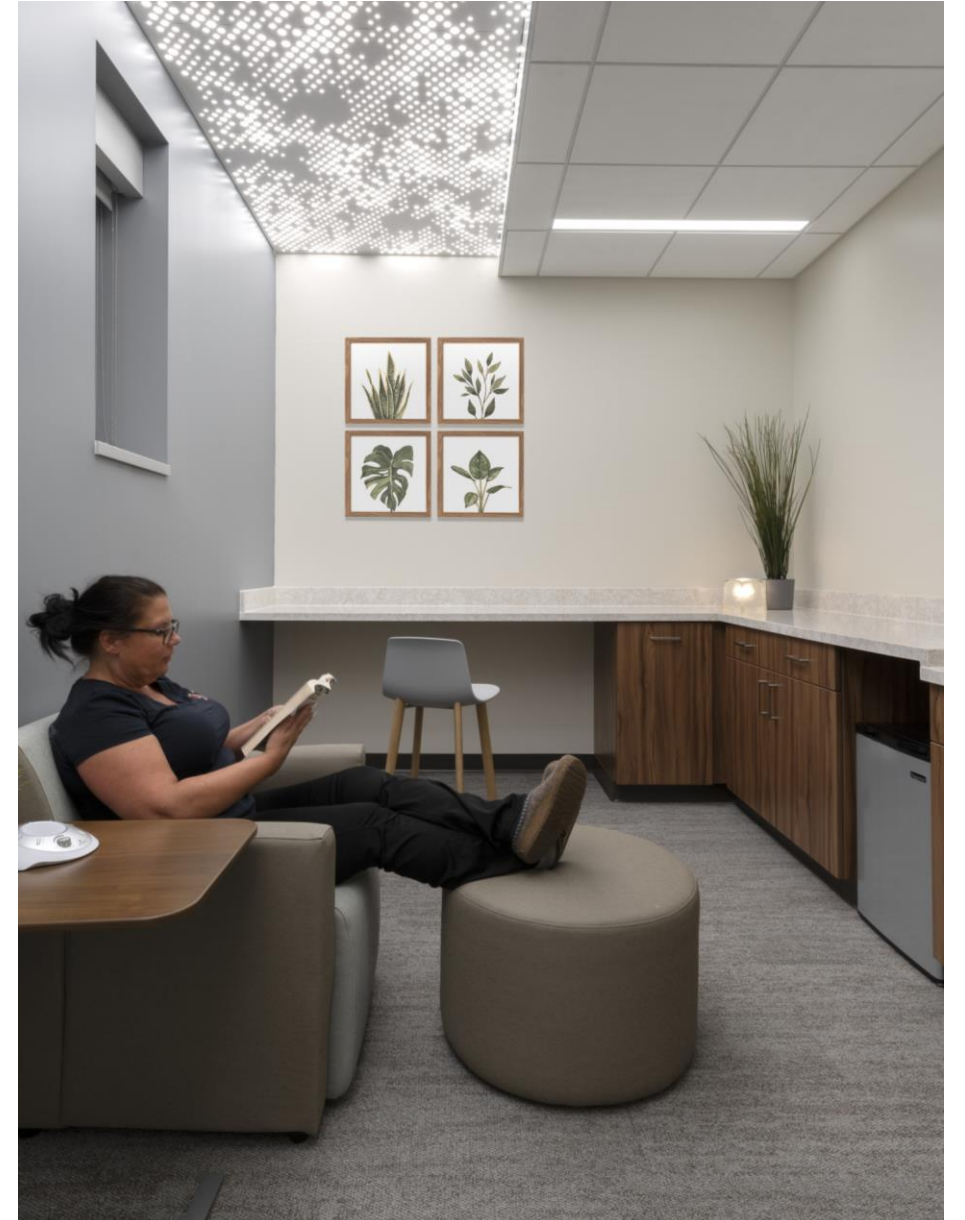
CLASSROOM ZONES

- STORAGE
- GATHER
- ACTIVITY / PROJECT
- READING / FOCUS



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Inclusive Wellness



FGM Architects

Inclusive Wayfinding



FGM Architects - SD157-C Chelsea Intermediate School

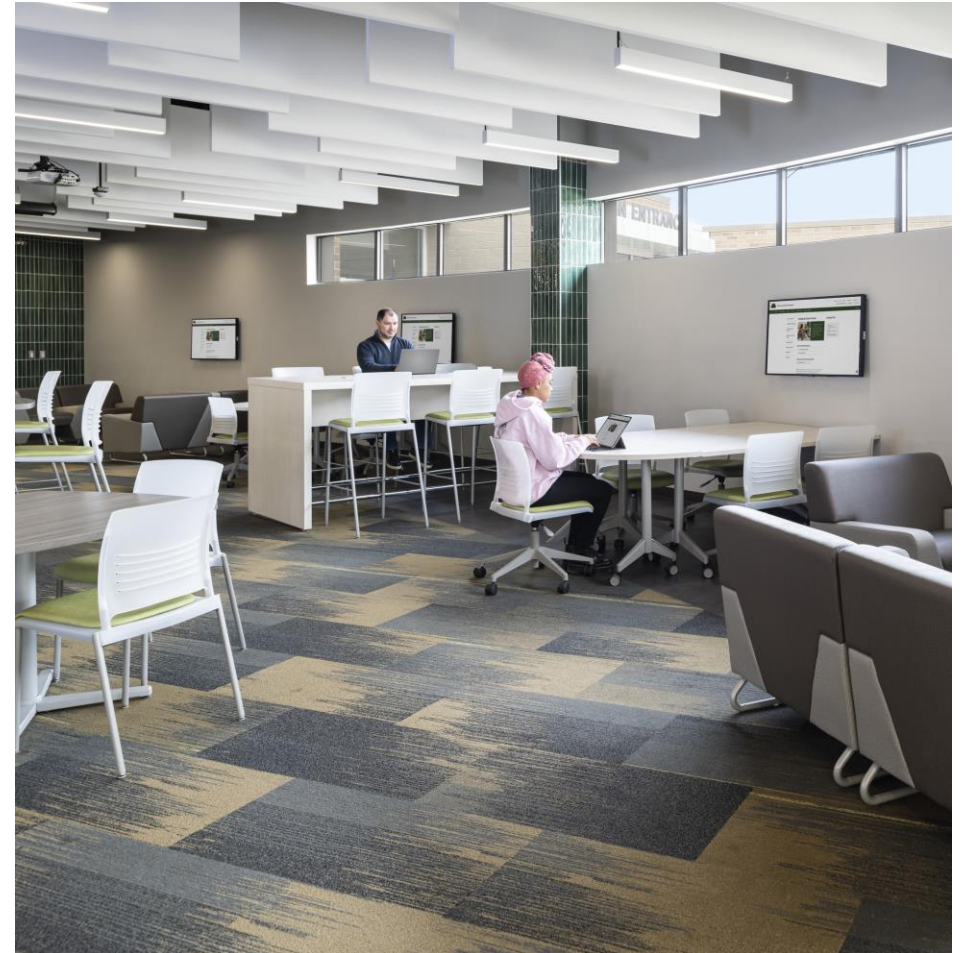


FGM Architects - CHSD155 Crystal Lake Central High School

Acoustics



FGM Architects - SD26 Prairie Trails Early Learning Center



FGM Architects - CHSD155 Crystal Lake South High School

Inclusive Display



FGM Architects - SD20 Waterbury Elementary School



FGM Architects - SD157-C Chelsea Intermediate School

Inclusive Programs



FGM Architects - Oak Park and River Forest High School



FGM Architects - SWIC eSports

Specialized Space



FGM Architects - SD99 Lincoln Elementary School



FGM Architects - HSD200 Oak Park and River Forest High School

Inclusive Design & Student Choice



FGM Architects - Parkway ECC Renovation



FGM Architects - CHSD155 Cary Grove High School

Q&A



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Research Provided





Thank you

Reset!

