

# TRANSFORMING LIVING SPACES

Honing in on accessibility

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1.

# NEED FINDING METHODOLOGY



ACCESSIBILITY IS OUR ABILITY TO TAP  
INTO EVERYONE'S POTENTIAL

# INTERVIEWS

## "JAE"

- ▶ Stanford student
- ▶ Has depression
- ▶ Intentional about design of his living space



## "JANE"

- ▶ Young professional
- ▶ Has physical disability that limits her motion
- ▶ Requires appliances



## PROF. CHEN

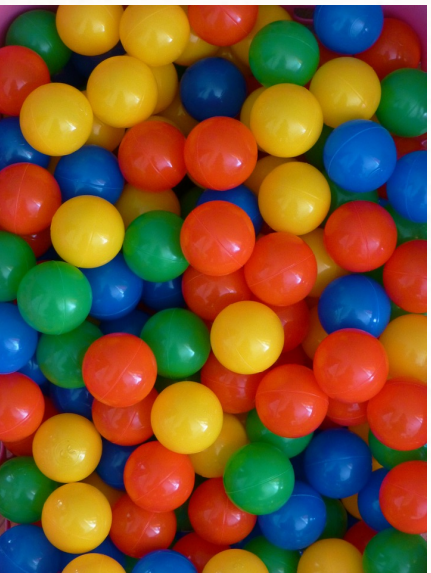
- ▶ Teaches Stanford class on Mindfulness
- ▶ Intentional about creating inclusive physical spaces



# INTERVIEWEES

## CLAY

- ▶ Father of two kids
- ▶ Guardian of two other kids whose parents tragically passed away



## CARLEIGH

- ▶ Assistant Director of Disability Advising at OAE
- ▶ M.P.A and legal scholar



## RASE

- ▶ Tech worker, old Stanford Resident Fellow
- ▶ Lived in many different houses



# OUR FOCUS



## USAGE

How did our interviewees use their spaces in terms of color, lighting, decorations, size, shelving and storing? What room did they use the most?



## SURPRISING

What would we find surprising about the way they lived? What stories could we uncover?



## FEELINGS

What did they feel like in their house and what did they want their house to feel like? What was their favorite thing about their living spaces?



## APPLIANCES

Did they use special appliances that could give us a glimpse into their living styles? How did they utilize their space?



## PAIN POINTS

What with their current living arrangement did not leave them satisfied?



## GUESTS

Did they have guests? How did they design their space accordingly?



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# INTERVIEW RESULTS

# JOE: CONTROL OVER LIFE, OPEN SPACE FOR GUESTS, COMFORTABLE

## Say

- “The number one goal for the room is to be peaceful”
- “My room is one thing in life I *can* control”
- “My room is organized and nice and compartmentalized, unlike how I’m perceived. Decluttering my room helps me feel like I’m decluttering my mind”
- “It’s important for my room to be good for groups of friends to talk and hang out”
- “I have my walls blank so the room doesn’t feel overwhelming, but I’m worried it looks asylum-y”

## Think

- Joe wants his friends to feel welcome in his room
- Joe probably doesn’t like the standard light installed in Stanford dorm rooms
- Fresh air and open space is important to Joe
- Joe believes that some balance between clean and slightly messy results in the most inviting space
- Joe probably has to clean his room and/or put things away regularly to maintain its look

## Do

- Makes his bed every morning
- Raises blinds before showering (“I want to come back to a room with light.”)
- Removed window screen
- White walls are mostly bare/undecorated
- Large lamp with yellow light in the corner
- No bed frame; full-size mattress on ground
- Open space near entry
- Leaned out the window to demonstrate how open it was

## Feel

- A messy bedroom can make Joe feel overwhelmed or stressed
- Interacting with friends regularly helps Joe stay positive and feel content
- Having lots of space above Joe’s bed helps him to not feel cramped
- By starting his morning with some simple tasks in his room (raising blinds, making bed), Joe feels productive and ready to start the day
- Joe feels most comfortable with yellow or natural lighting

# JANE: DISCONNECT BETWEEN AVAILABILITY + NEEDS, PAINFUL TO MOVE, ENDURES DISCOMFORT FOR COMPANY

## Say

- "I was having very serious chronic pain...vicodin was the only that that could touch the pain"
- "I was diagnosed with early onset arthritis...torn labrum...bone spurs... Femoroacetabular impingement (FAI)"
- "really hard to walk"
- "I usually leave myself 5-10 minutes just to get to my car in the morning from my room"

## Think

- Change of scene is really important
- Wishes there was a way for her to know all of her accessibility needs before her surgery
- Her "Game-Ready" (icing and compressing unit) is the most important thing in her living space
- Favorite thing about her room is the light from the windows
- Budgeting is important due to the cost of medical care

## Do

- Hangs out at living room even though it's uncomfortable
- Uses tools to put clothes on
- Keeps bed low to the ground for easy access to necessities
- Keeps happy photos and memories nearby to remind herself why she's enduring surgeries and hardships
- Keeps toiletries and other daily use items in shopping bags on hooks at eye level
- Keeps shoes outside of closet for easy access

## Feel

- Self conscious about not being independent
- Pressure to get better
- Doesn't enjoy spending time in bed
- Likes to move to living room for change of scenery, even if it is only a few feet away
- Scared to fall because of her surgery (keeps light nearby to avoid tripping)

# PROF. CHEN: PRISTINE HOUSEHOLD TO DOG HAVEN, EMPHASIS ON NATURE, LIKES TO HOST

## Say

- “I appreciate asymmetry, like with natural plants that don’t look perfect”
- “I carpet the floor wall to wall to create a comfortable and safe space for dogs”
- “The space is full of areas to be mindful and flexible”
- “The island was designed so that we can all cook and talk together while facing each other. Guests don’t hesitate to ask to help”
- “The space provides comfort for many students, in particular minorities, and also makes others uncomfortable”

## Think

- Wants to make his home comfortable for himself, dogs, and visitors
- Enjoys the feel of nature and prefers the true feeling of nature rather than picture perfect nature
- Feels that minimalism helps him enjoy the space more and feel mindful
- Thinks that asymmetry adds more than symmetry
- Has similar thoughts about living spaces and teaching spaces

## Do

- Makes sure that the space is safe and protected for dogs
- Puts a door sign that says this is an American household with Japanese influence
- Creates circles in his classrooms and living spaces
- Is minimalistic with his living spaces
- Prefers to keep some disorder to make the space comfy

## Feel

- Comfort knowing that his home and teaching space are productive and welcoming
- Excited to have guests over and become close with them
- Proud since he blends American and Asian household customs, thereby teaching guests
- Intrigued by how much more thinking went into planning their living space than he expected

# ROSE: DISCONNECT BETWEEN HER AND MOMS WANTS, ORGANIZED YET UNTIDY, CLASSY YET INVITING,

## Say

- "My grandma lived in a museum-like mansion, my mother lived in a crack-den covered in shit"
- "I am very particular about where everything goes"
- "I like to put on a show for guests"
- "Your home is a presentation of class"
- "I like to have artifacts out that everyone can relate to and care a lot about first impressions."
- "When I move in to a new space, I make Auto CAD drawings and map things out."
- Stories: her mother hoarding shoes, arguing with her husband over trash, brother's drug problems

## Think

- Wants to keep appearances of class due to extremely poor upbringing
- In her work as an RF made sure her house had elements each guest could relate to
- Mentally distinguishes guest spaces from bedroom. Where her guest space is very light and inviting, her bedroom is dark.
- Thinks on an abstract basis about her appliance arrangement (i.e drawer for "things that cut")

## Do

- Her mother bought her a pink dresser when she was young where all she wanted was a desk
- Took care of her brother and her brother's friends from drug rehab
- Keep her house clean but untidy so that guests can feel more at ease
- Her house was robbed 5 times and she never had many appliances growing up
- She throws away unused stuff in her house periodically as a response
- Stole her mom's door to make a desk

## Feel

- She is afraid that the chaos in her house will reflect the chaos in her life
- Worries about resembling her mother
- Likes the sense of being needed and being a host
- Wants to exercise exacting control over her living spaces, clashes with husband about it
- Moves around pretty often but wants to establish a sense of consistency through her design choices around her living spaces

# CLAY + CARLEIGH KUDE: BENEVOLENT AUTHORITY

## ▶ Clay:

- Purposefully chose to fill the kids' room with toys and distractions (plastic balls)
- Did not include any family photos or reminders of the kids' parents who have passed
- Since it's a temporary room, he didn't think much about permanent design choices
- Even though he has two guest rooms, chose to put the kids together for company
- Moved the kids' desk to the living room so they are usually not alone during the day
- Kids keep asking for memorabilia from their old home

## ▶ Carleigh Kude:

- Discussed legislation surrounding housing codes in the US and California
- Described doorway width, ramp and construction requirements for buildings
- Each room must come with technicality standards
- "Disability is so individual" that she saw a student's room as outside of her jurisdiction
- Values changeable furniture

# 3. ANALYSIS + NEXT STEPS



## *INSIGHT: DISABILITY IS INDIVIDUAL*

Each disability is very unique and requires different support systems.

In their living spaces, people with disabilities need to exert full control and change according to their needs.

Like Joe with space and Jane with appliances, people with disabilities have special utilization needs.



## INSIGHT: INDIVIDUAL VS. GUESTS

We don't only design living spaces for ourselves but also for our guests.

People need to balance their individual comforts with creating an inclusive space.

Chen and his padding for dogs, Rose with inclusive artwork, Jane travelling to the living room, and Joe with the design.

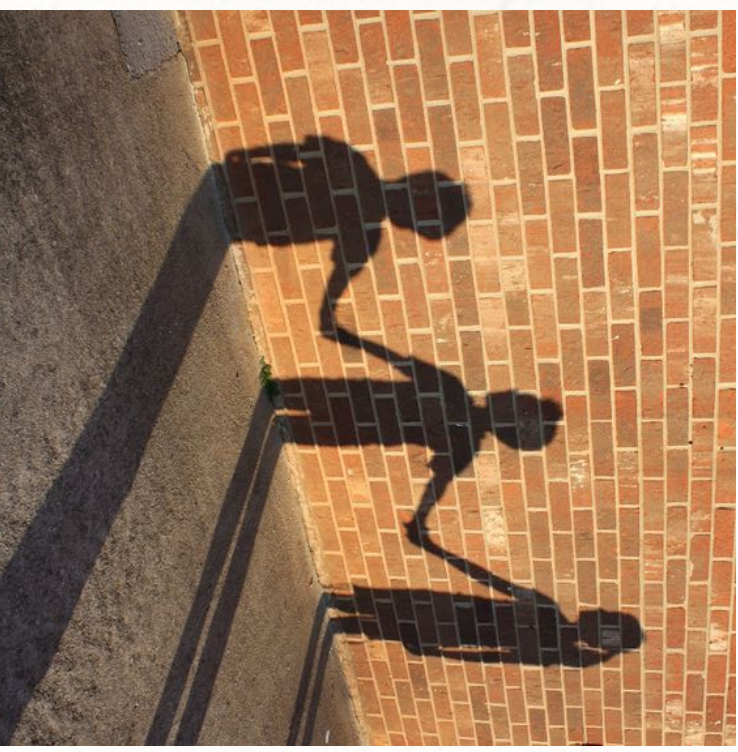


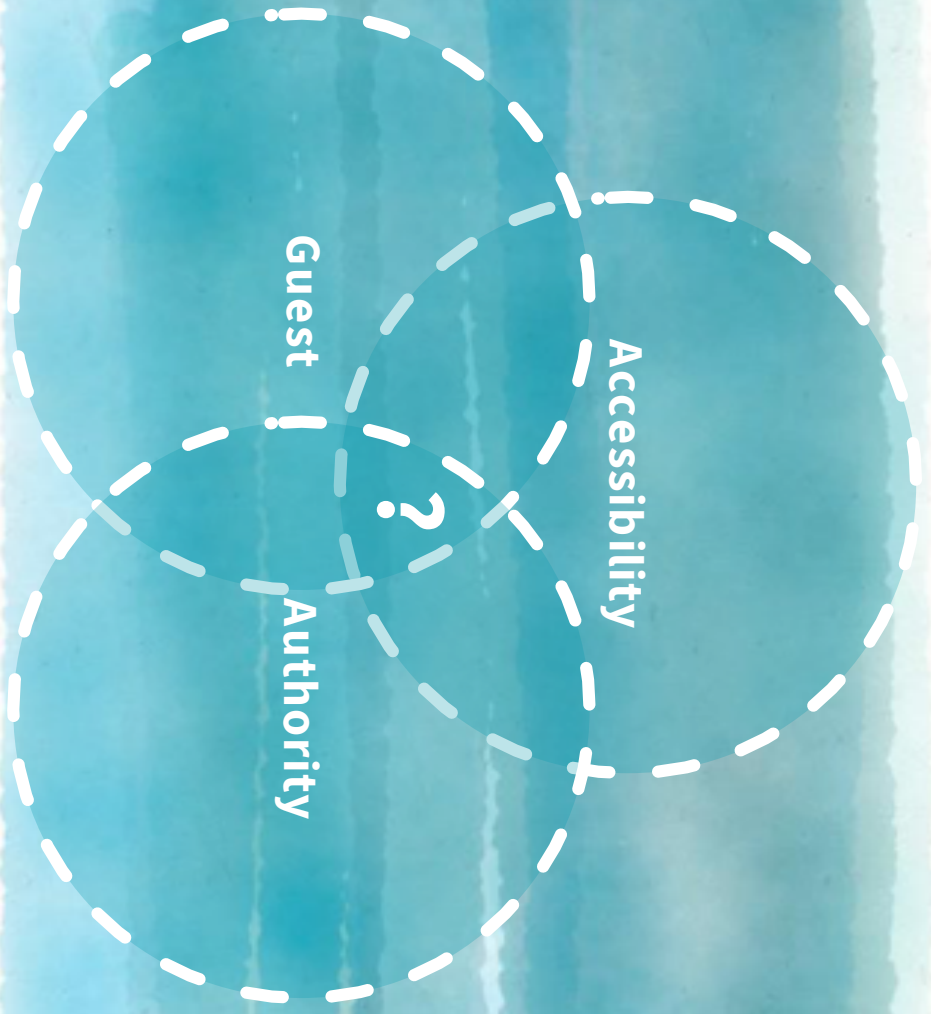
## INSIGHT: INDIVIDUAL VS. AUTHORITY

There is a disconnect between what living spaces parents create for kids and authorities over residents.

People need to feel creative and empowered in designing their spaces within external constraints.

Like Rose making a desk from her door and Clay's kids asking for memorabilia.





HOW CAN WE HELP  
INDIVIDUALS WITH EXTERNAL  
CONSTRAINTS DESIGN THEIR  
LIVING SPACES BY BALANCING  
BOTH THE INDIVIDUALS NEEDS  
AND CONSTRAINTS?