

23 A'23 A'23 A'23 A'23 A'23

# **Bridging the Gap: Designing Learning Environments for Kids in Crisis**

WE513

Wednesday, June 7, 2023 4:00 PM – 5:00 PM

1.00 LU/HSW/RIBA



This presentation is protected by U.S. and international copyright laws.

Reproduction, distribution, display and use of the presentation without written permission of the speaker is prohibited.

This program is registered with the AIA/CES for continuing professional education. As such, it does not include content that may be deemed or construed to constitute approval, sponsorship or endorsement by AIA of any method, product, service, enterprise or organization.

The statements expressed by speakers, panelists, and other participants reflect their own views and do not necessarily reflect the views or positions of The American Institute of Architects, or of AIA components, or those of their respective officers, directors, members, employees, or other organizations, groups or individuals associated with them.

Questions related to specific products and services may be addressed at the conclusion of this presentation.

# Speakers List

- Tony J. Poole – Assistant Superintendent of Special Populations,  
CHERRY CREEK SCHOOL DISTRICT
- Katie Vander Putten, AIA – Principal / Director of Healthcare,  
MOA ARCHITECTURE
- Kasia Bulkowski, AIA – Associate Principal,  
MOA ARCHITECTURE

# Course / Learning Objectives

- Understand the broad challenges in the mental health support structure for children and adolescents in the United States.
- Leverage stakeholder engagement on mental health issues and illnesses.
- Discover strategies for planning and designing learning environments for students in mental health crises, including how to “de-institutionalize” spaces and thoughtfully integrate ligature resistant fixtures and finishes.
- Gain a new facility type to advocate for with school district clients nationwide.

# Why are we here today?

## A problem:

**Less than half** of U.S. adults and children with mental health conditions are receiving the treatment they need.

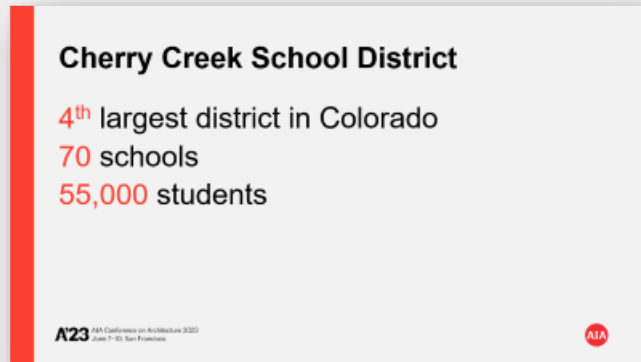
## A question:

**What can a school district do to address this?**

# How can a school district help?

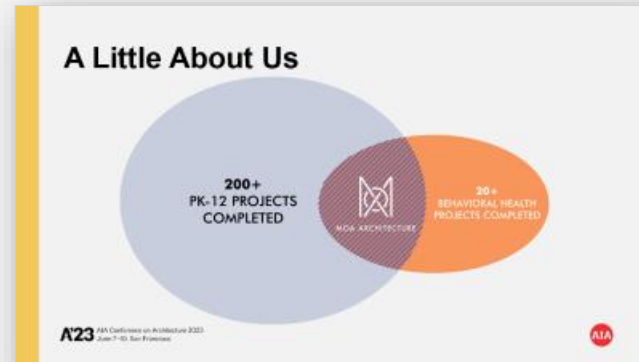
**ONE:**

**Defining the problem**



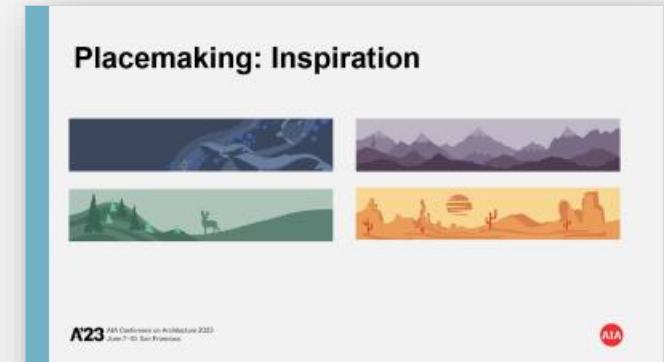
**TWO:**

**Developing the program**



**THREE:**

**Design Considerations**



# Cherry Creek School District

4<sup>th</sup> largest district in Colorado

70 schools

55,000 students



# The Big Picture:

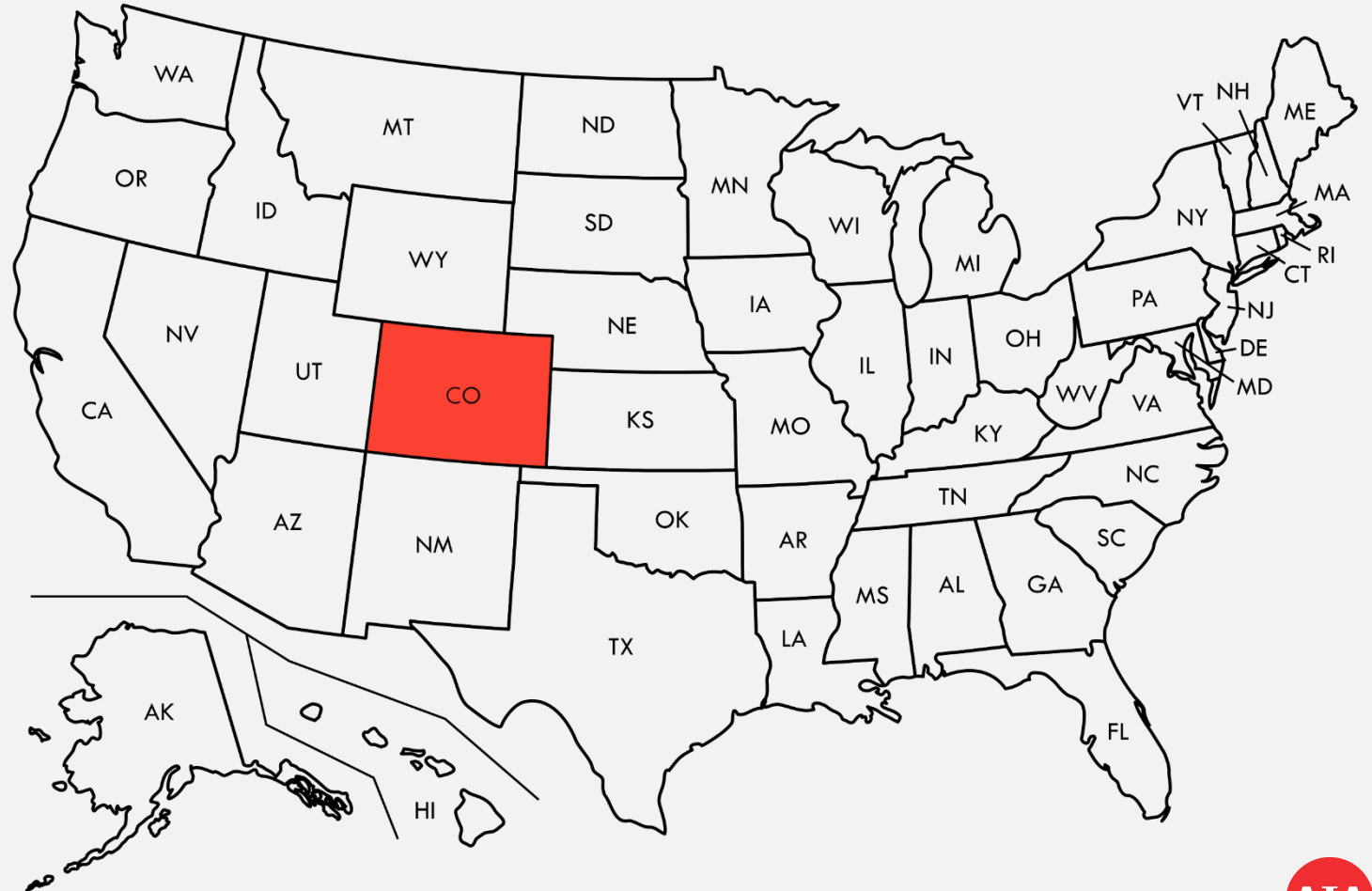
In 2018-2019, the CDC reported that among adolescents aged 12-17:

**18.8%** seriously considered attempting suicide.

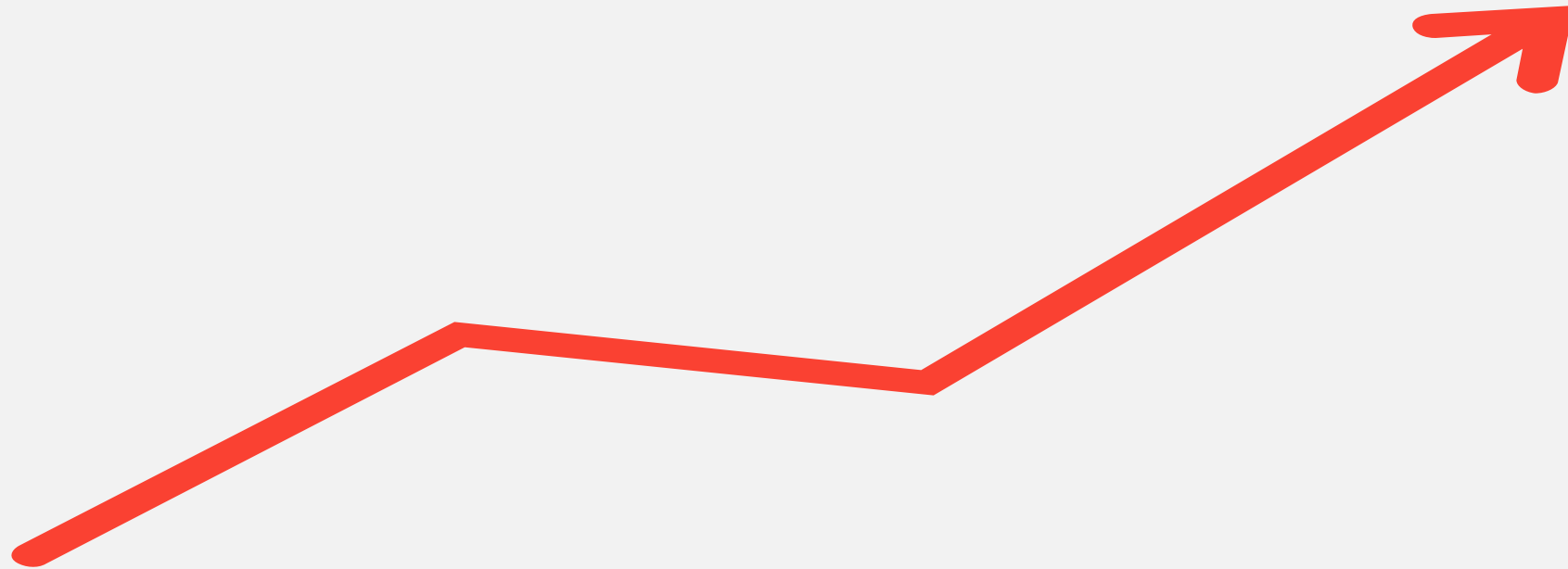
**8.9%** attempted suicide.

# How is our state doing?

Colorado ranked **42<sup>nd</sup>**  
in the nation in mental  
healthcare for kids



# Suicide Risk Assessments at CCSD

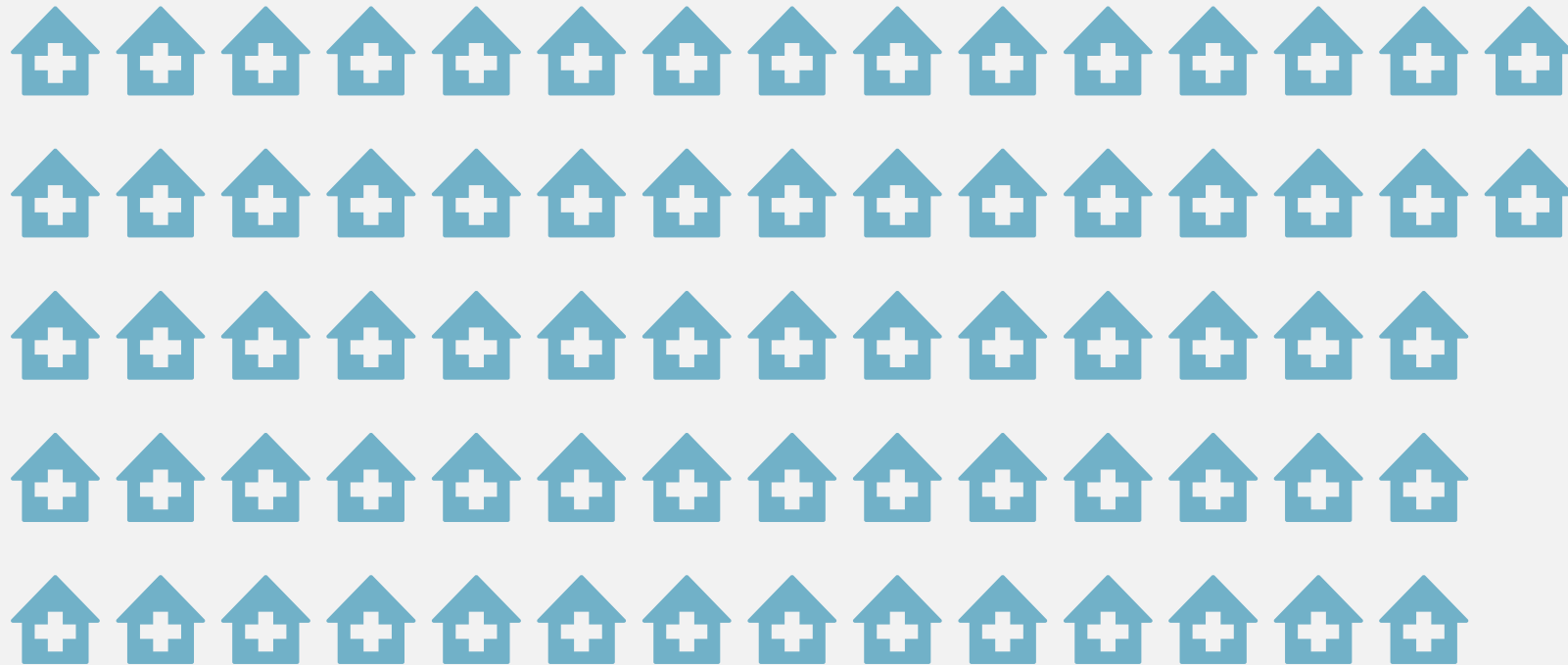


# In any given year...



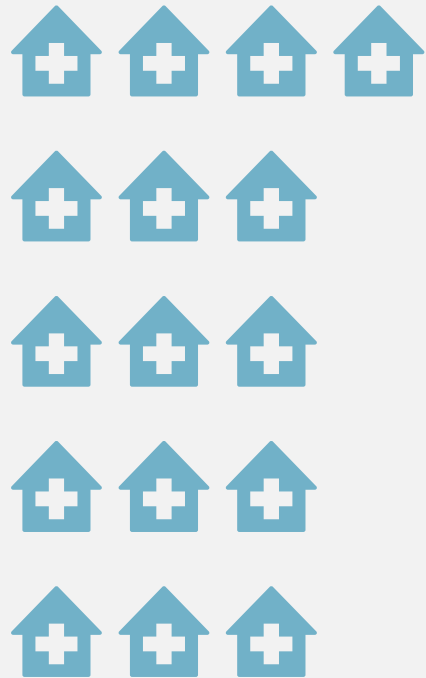
We place 50-100 students in day treatment facilities... **at a cost of \$1.25 to 3 million**

# 10 years ago...



The State of Colorado had 77 placement options.

# 10 years ago... Today...

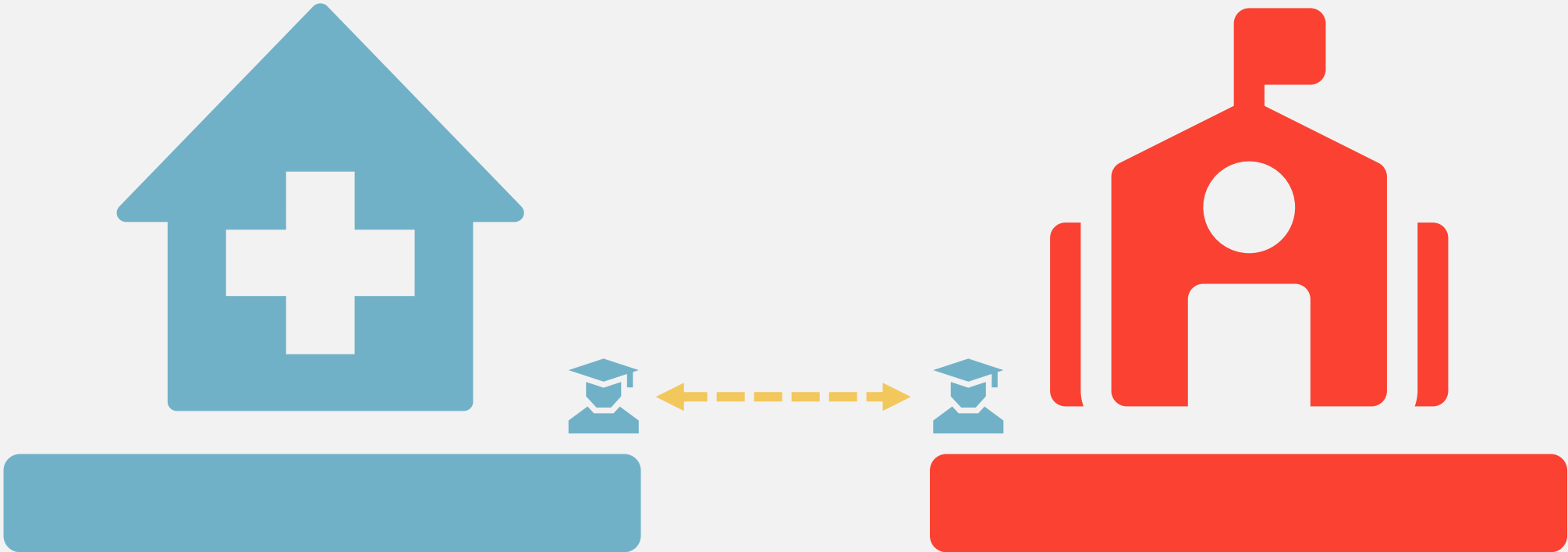


The State of Colorado has **16 placement options.**

# At any given point...

CCSD has an active waiting list of **5-15 students in crisis.**

# The Gap



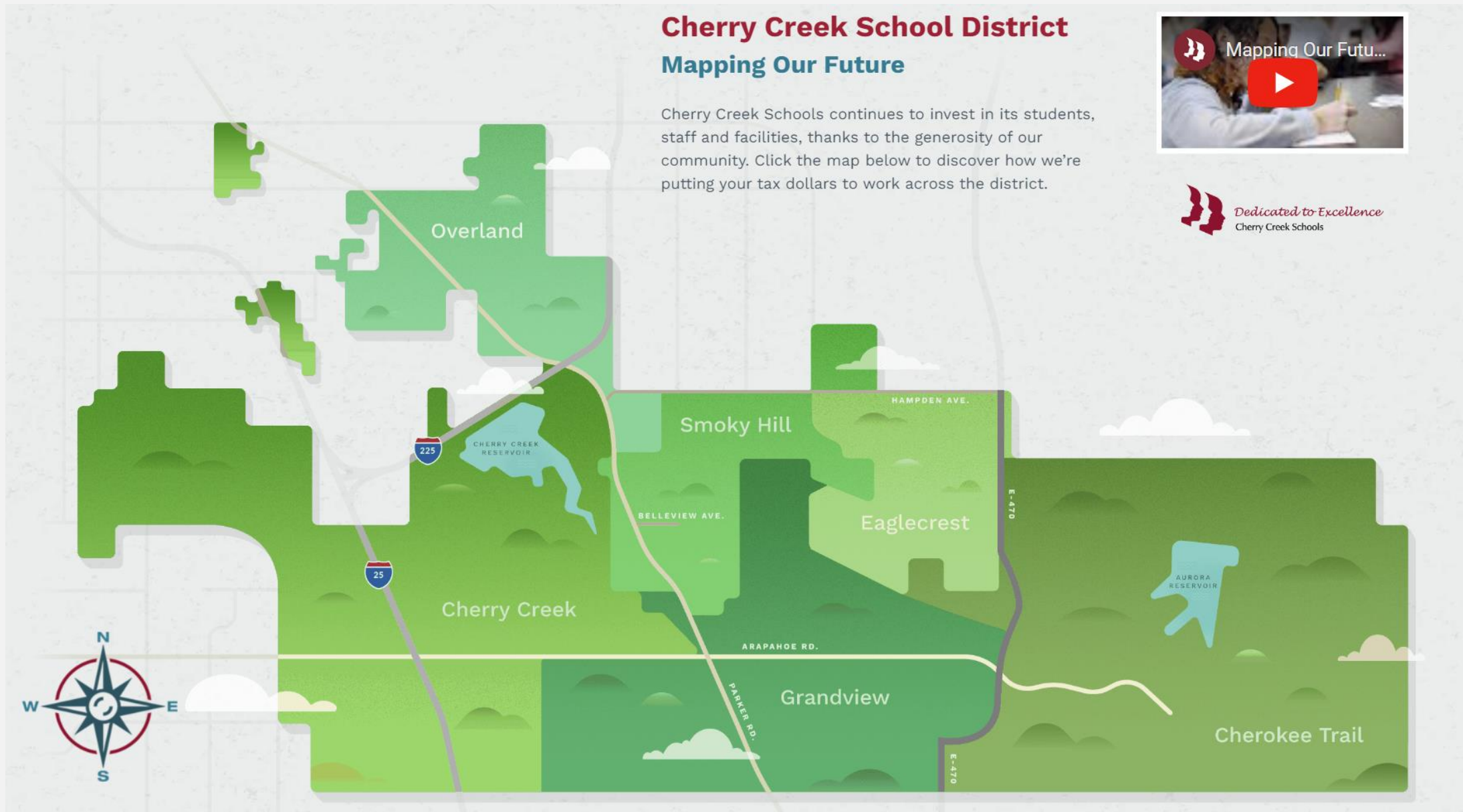
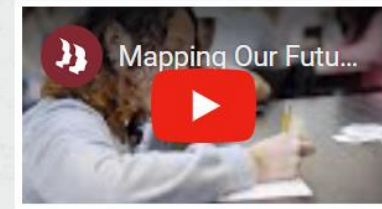


**“If you want day treatment spots,  
maybe you should build your own.”**

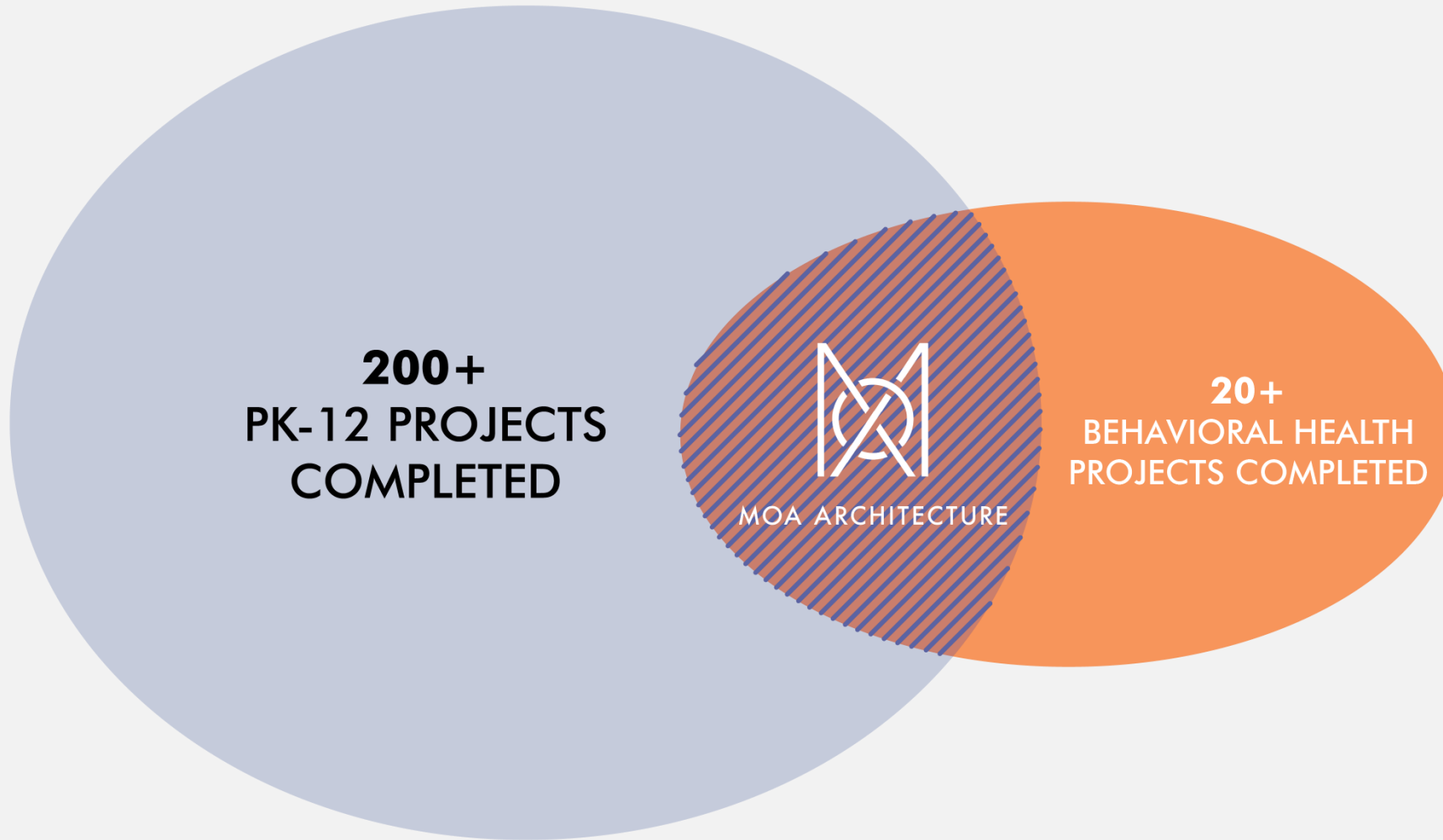
# Cherry Creek School District

## Mapping Our Future

Cherry Creek Schools continues to invest in its students, staff and facilities, thanks to the generosity of our community. Click the map below to discover how we're putting your tax dollars to work across the district.



# A Little About Us



# PK-12 Learning Environments



# PK-12 Learning Environments

Programmatic areas typically found in Middle and High Schools:

Classrooms

Cafeteria

Gymnasium

Nurse's Office

Art Room

Music Room

Library

Lockers

Computer Room

Auditorium

Principal's Office

Commons Area

Outdoor Play

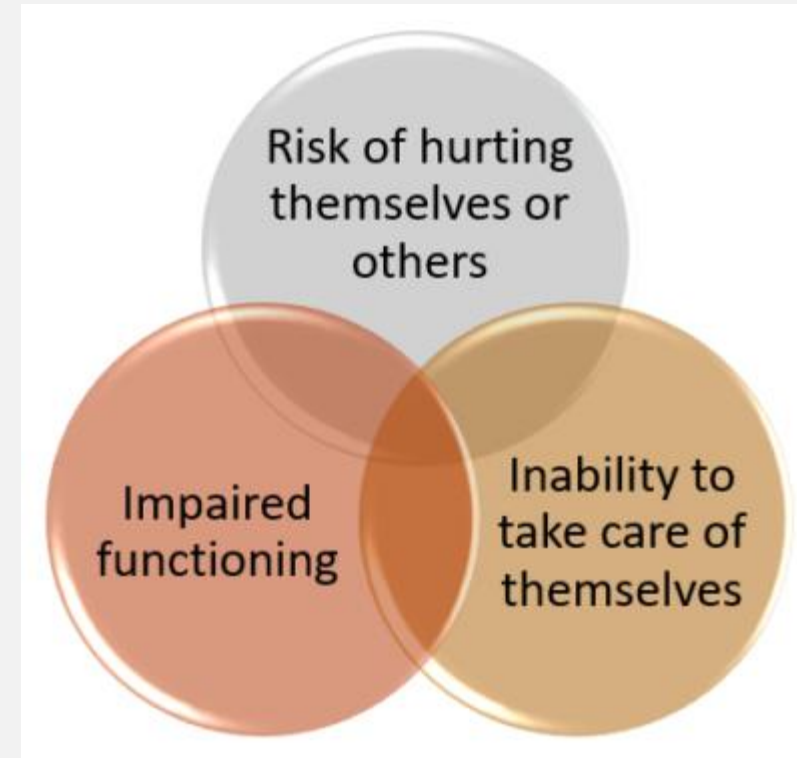
Media Center

Staff Breakroom

Science Lab

# What is an acute mental health crisis?

- How does it manifest itself in adolescents?
  - Externalizer
  - Internalizer



# What is a day treatment center?

*“Partial hospitalization program for patients with mental, emotional, and/or addictive disorders who do not require 24/7 inpatient care.”*

# What is a day treatment center?





# Day Treatment Environments?

Programmatic areas typically found in Day Treatment Center:

Exam Room

Consultation Room

Group Room

Observation Room

Seclusion Room

Quiet Room

Soiled Holding

Activity/Multipurpose Room

Nurse Station

Medication Safety Zone

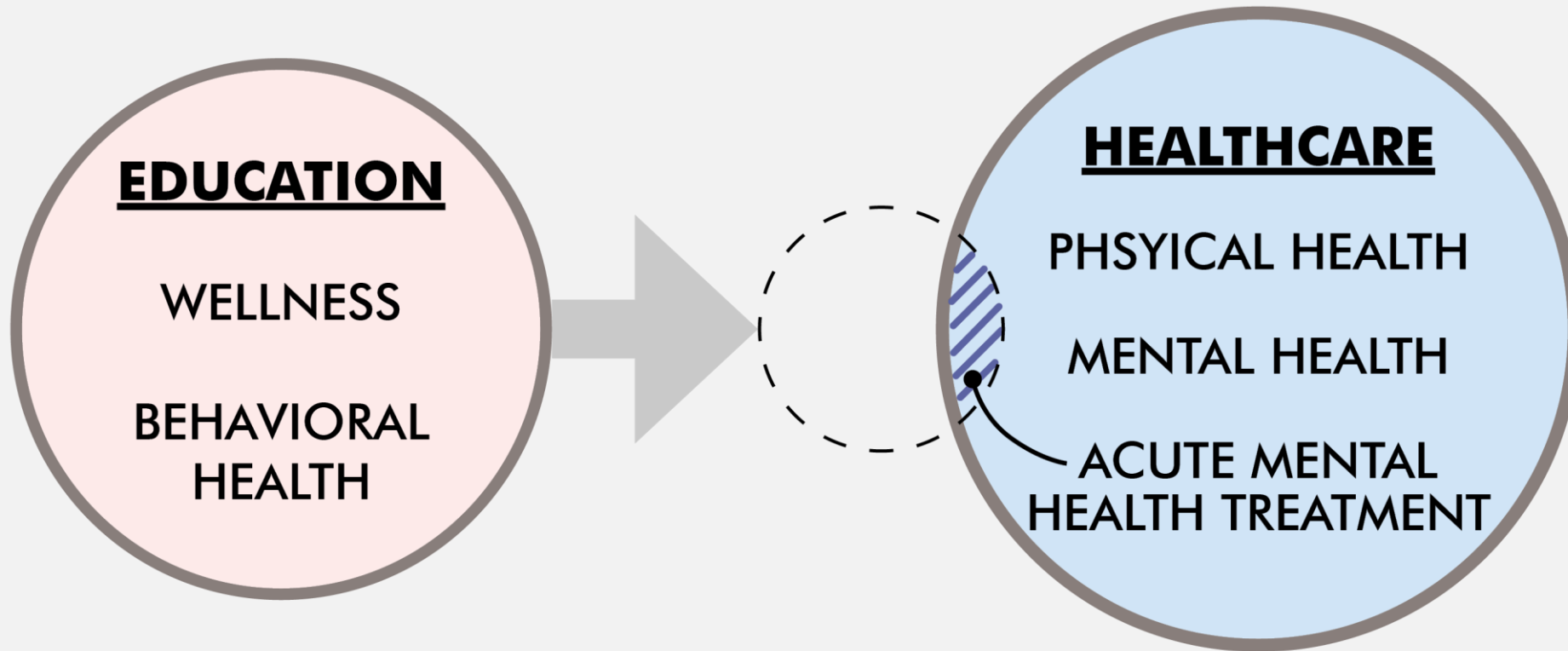
Nourishment Area

Patient Toilet Rooms

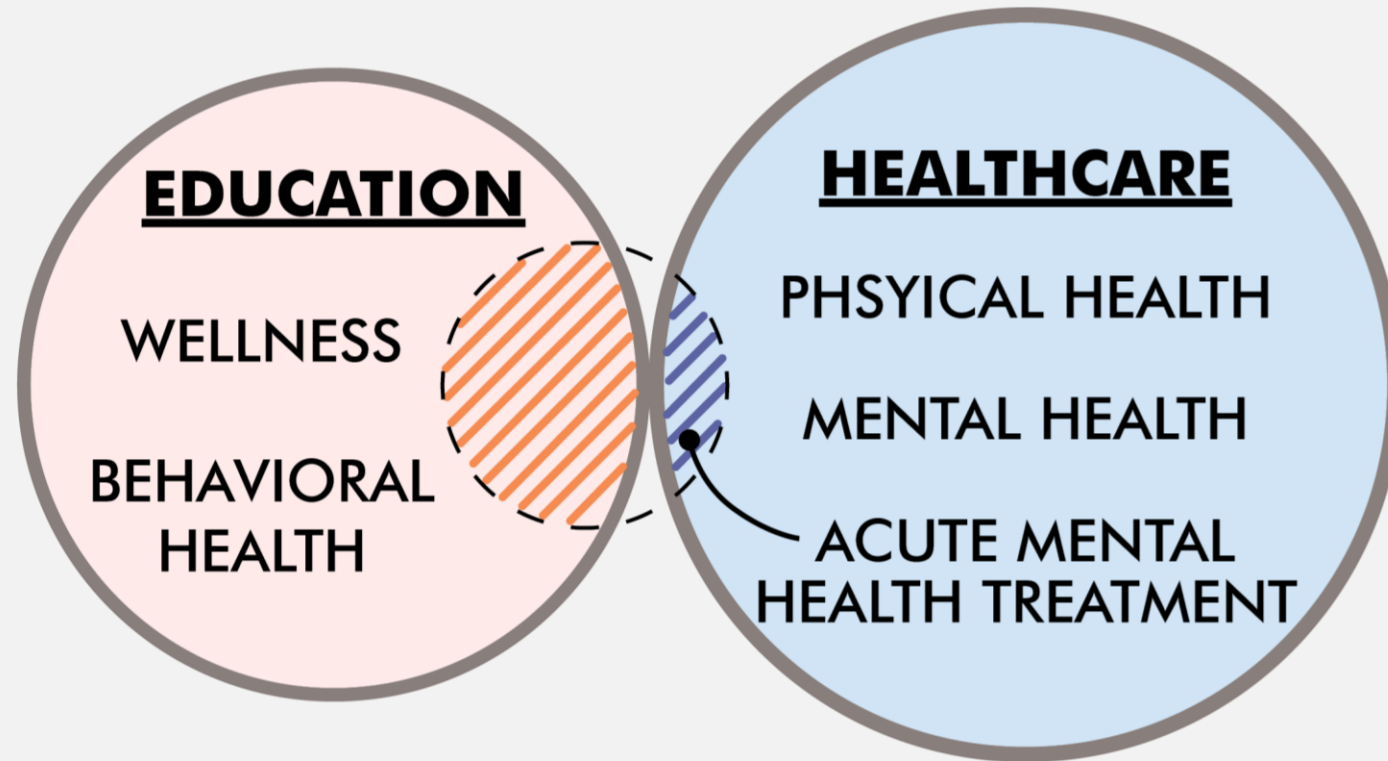
Clean Storage

Staff Lounge & Toilet Room

# The Gap



# The Gap



# What is this facility?

- This facility bridges the gap between an intensive in-patient treatment center and a typical school.
- What needs to happen in this building – what is the purpose of each space
- Therapy that meets you where you are

# Program Vernacular

Programmatic areas typically found in Traverse Academy:

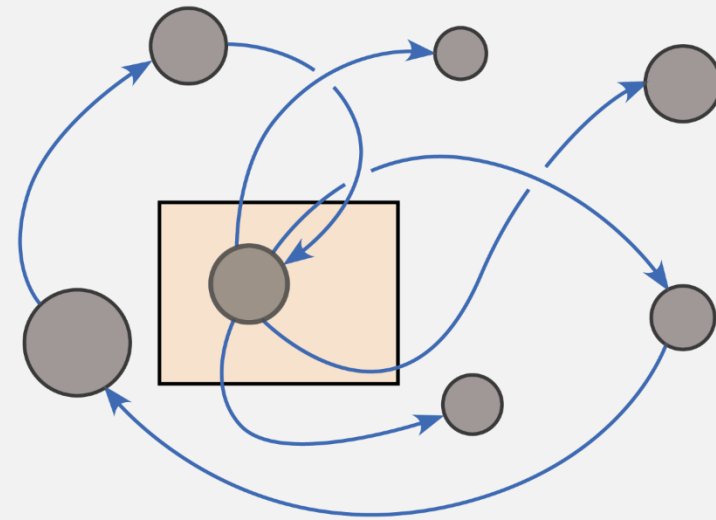
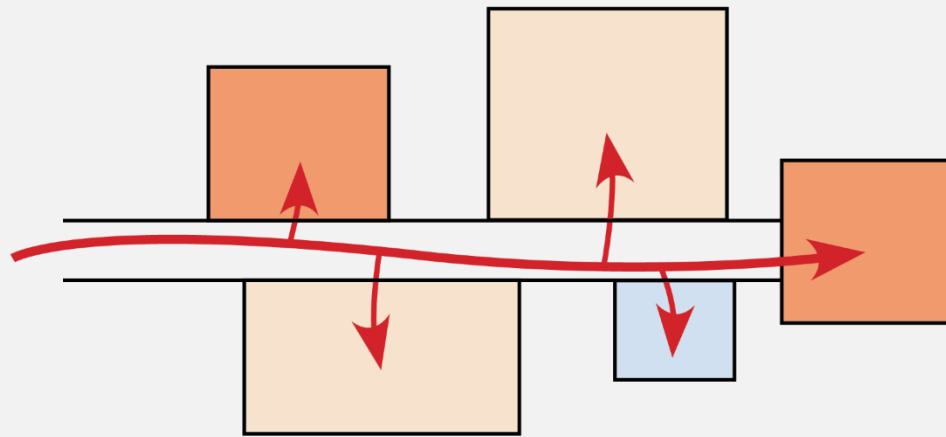
Reception	→	Café	←	Check-In Desk
Principals Office	→	Focus Room	←	Seclusion Room
Counselors Office	→	Group Therapy	←	Group Room
Classrooms	→	Homebase	←	Activity/Day Room
Teacher's Lounge	→	Workroom	←	Nurse Station

# Design Approach



# Mapping Student's Experience

- Linear vs. spaghetti flow diagram





“day in the life”

Designed to appear comfortable, attractive, relaxing and as residential in character as possible





**TRAVERSE**  
Academy





Family  
Therapy

Family  
Therapy

Cafe

Vestibule  
Security

EXIT



















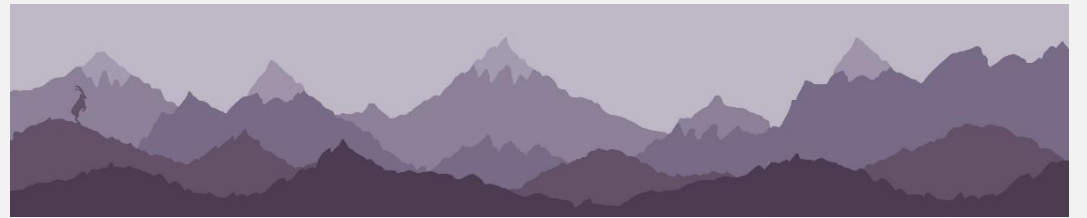








# Placemaking: Inspiration





# Color Study: Wayfinding

Level Two

**TRANSITIONAL**  
8-12

**MODERATE**  
4-8

**MODERATE**  
8-12

**GATHERING**

Level One

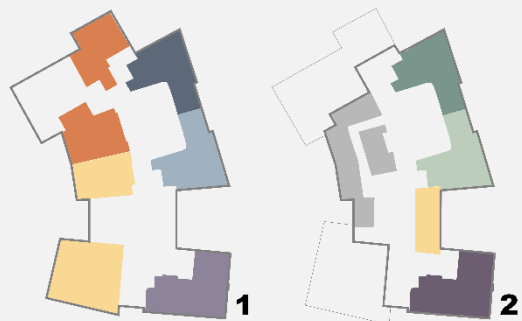
**TRANSITIONAL**  
4-8

**SEVERE**  
4-8

**SEVERE**  
8-12

**GATHERING**

# Floor Plan Overview



**A'23** AIA Conference on Architecture 2023  
June 7-10, San Francisco



LEVEL 1

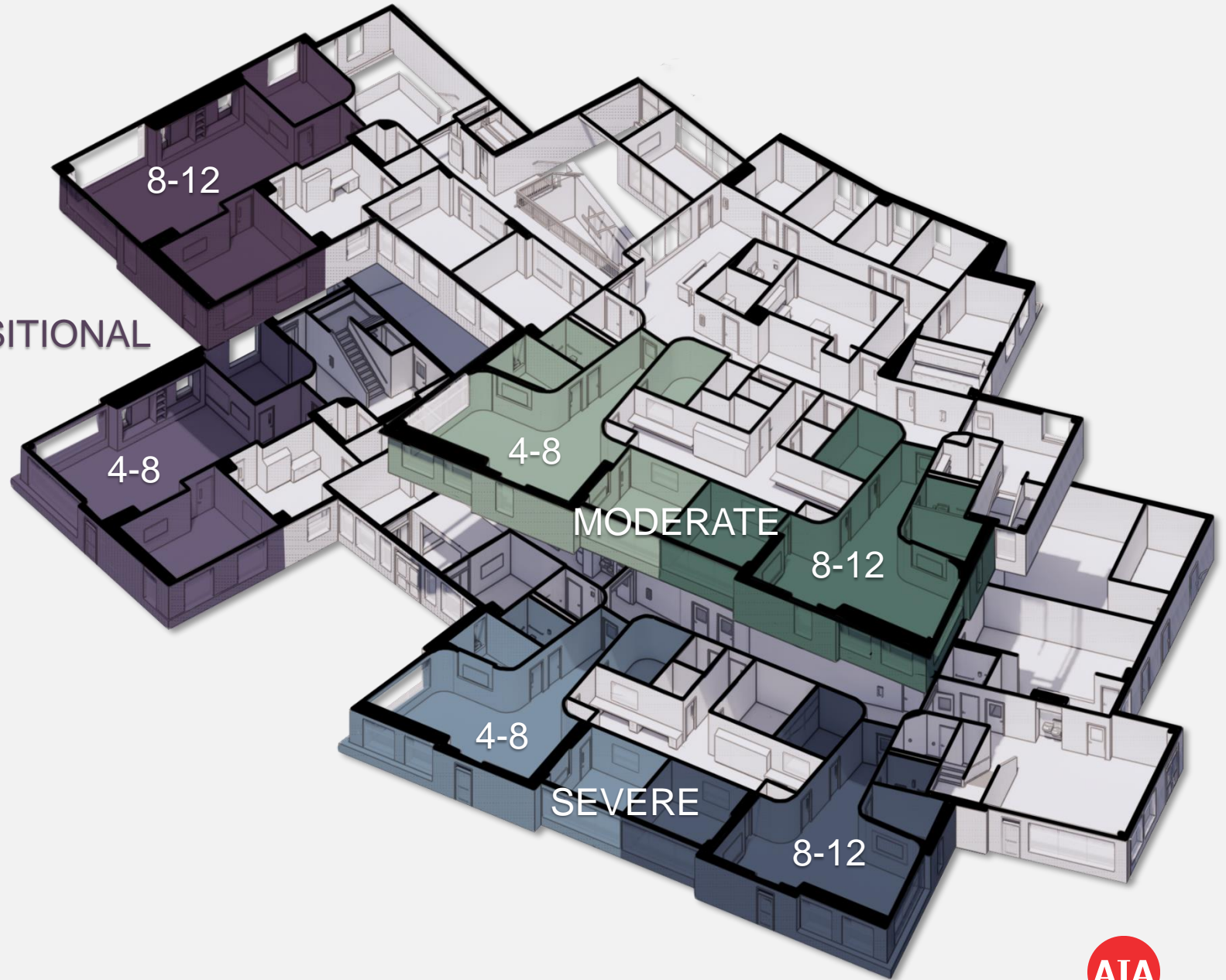


LEVEL 2



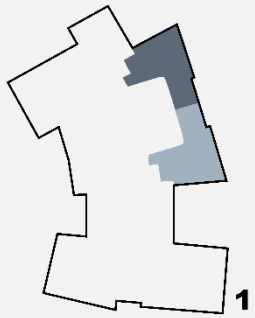
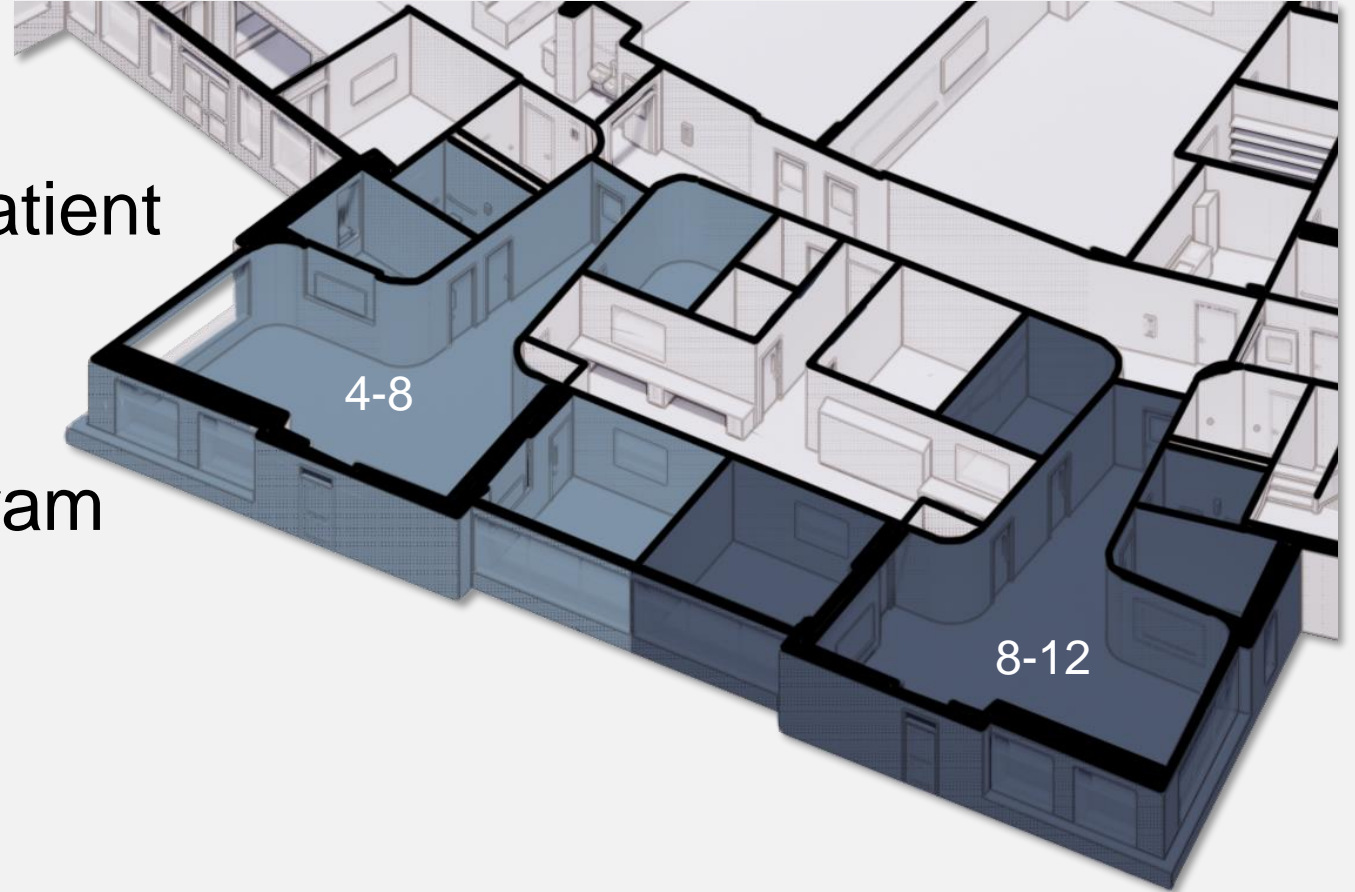
# Care Models

TRANSITIONAL



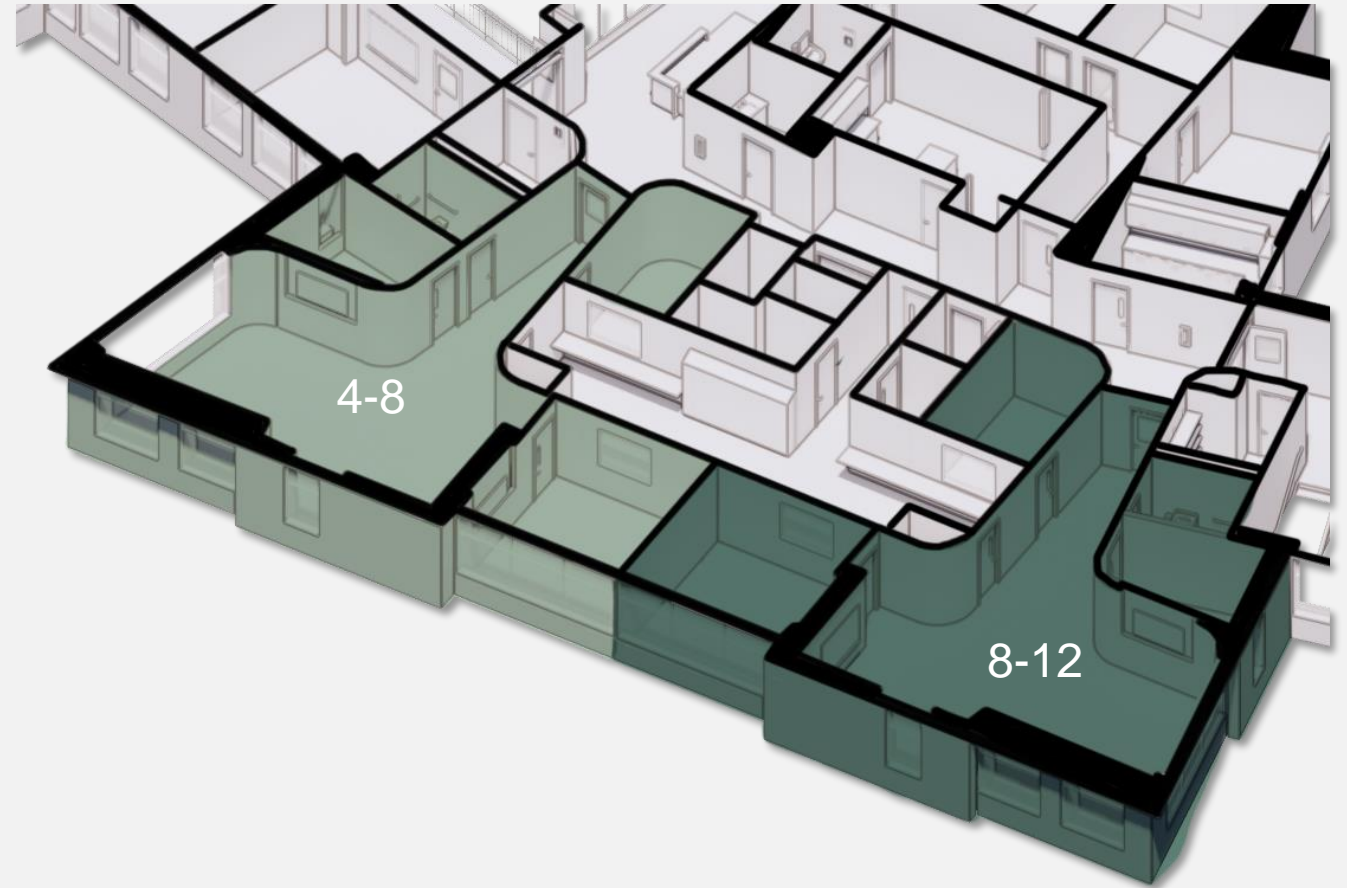
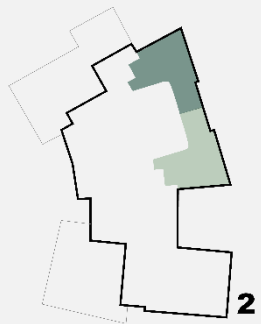
# Severe

- Transitioning from an in-patient facility
- 1:4 student/staff ratio
- Intensive Outpatient Program
- Meals in classroom
- Counseling at 6-8 hours



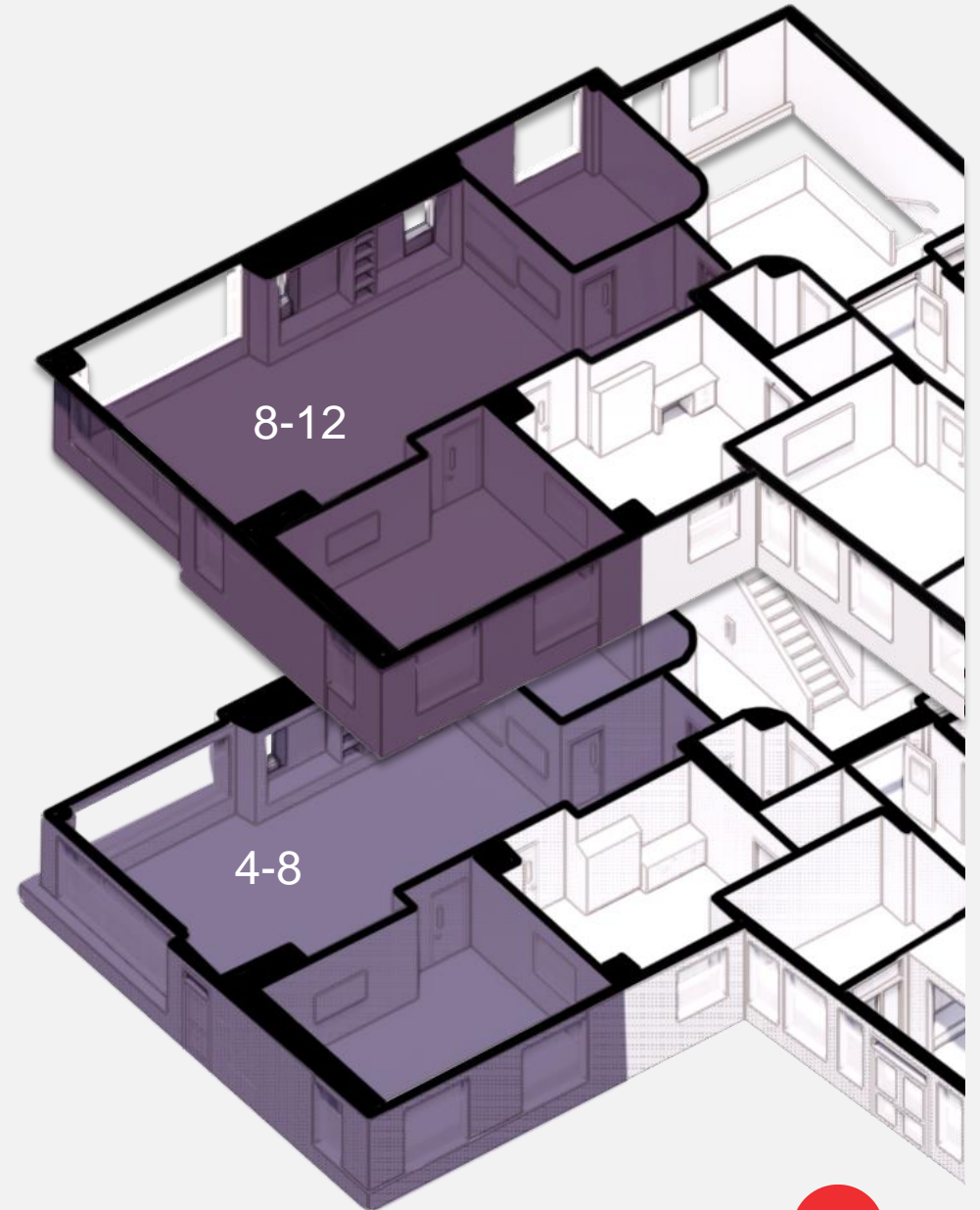
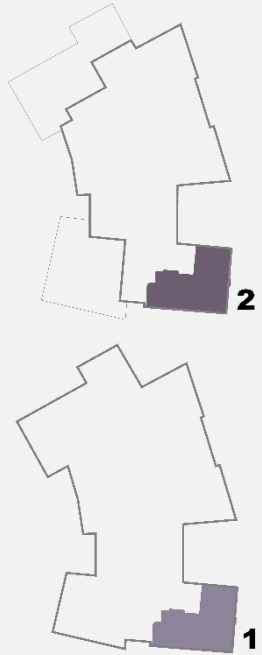
# Moderate

- 1:7 student/staff ratio
- Counseling at 4-5 hours
- Meals likely in classroom
- Return to some core instruction within the pod

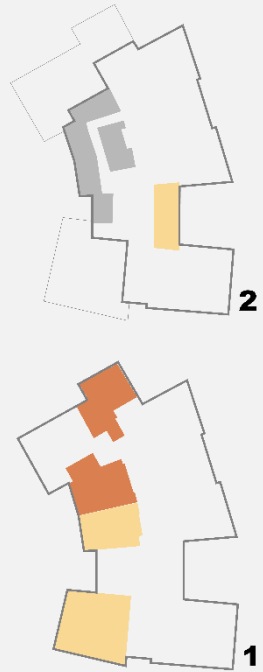
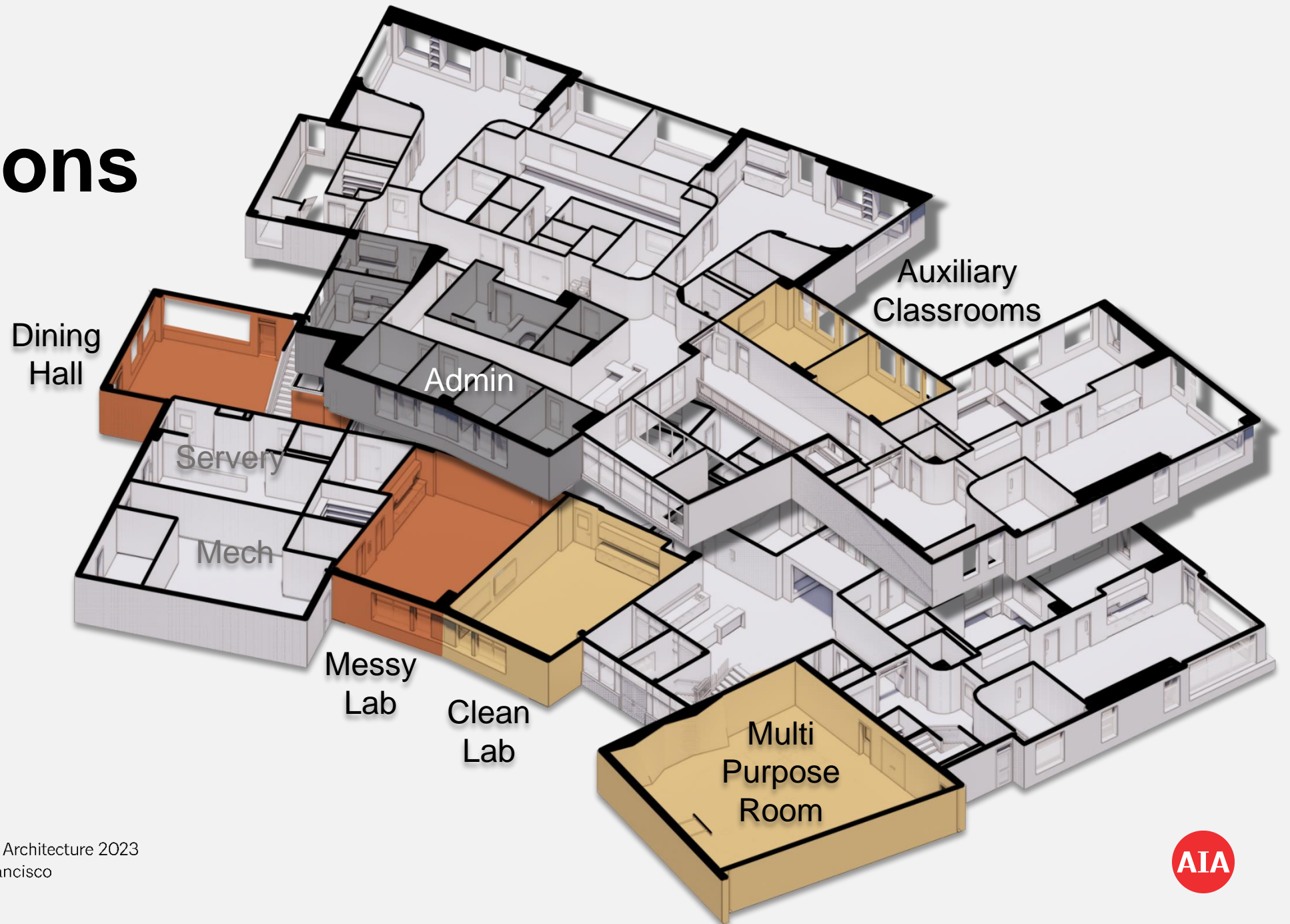


# Transitional

- 1:10 student/staff ratio
- Blends into a standard classroom environment
- Counseling at 2-3 hours
- Return to core instruction throughout facility
- Lunch at dining hall

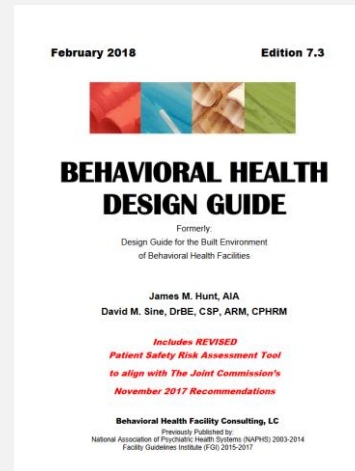
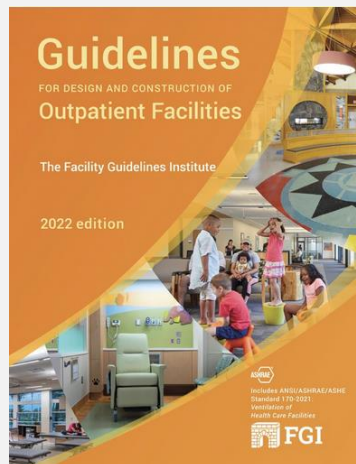


# Other Functions



# Ligature/Tamper-resistant design resources

- Behavioral Health Design Guide
- NY State Office of Mental Health Guidelines
- FGI Guidelines for Outpatient Facilities





# There is no such thing as Anti-Ligature

# Determining Risk Category Levels

STAFF WORK  
AREAS, BUILDING  
SUPPORT SPACES



STAFF ONLY

HOMEBASE &  
CLASSROOM  
AREAS, HALLWAYS



MODERATELY - HIGHLY  
SUPERVISED

FOCUS ROOMS,  
GROUP THERAPY  
ROOMS



MINIMAL SUPERVISION

RESTROOMS



FULL PRIVACY



Level 1



Level 2

# Level III

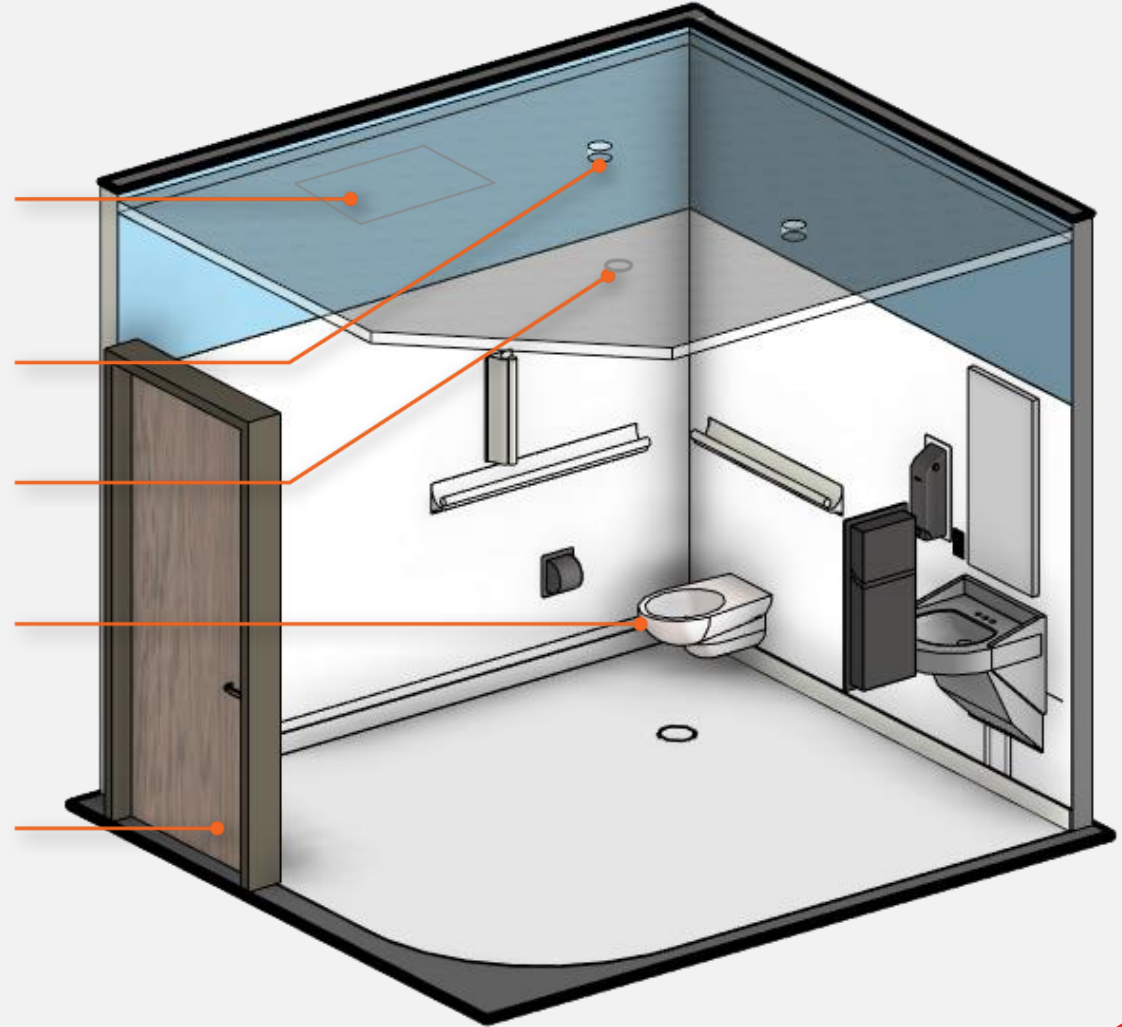
LIGATURE RESISTANT GRILLES WITH  
TAMPER RESISTANT FASTENERS

RECESSED LIGHTING

LIGATURE RESISTANT FIRE  
SPRINKLER HEADS

LIGATURE RESISTANT PLUMBING  
FIXTURES AND TOILET  
ACCESSORIES

CONTINUOUS HINGE WITH RESCUE  
HARDWARE



# Level II

LIGATURE RESISTANT GRILLES WITH  
TAMPER RESISTANT FASTENERS

LIGATURE RESISTANT FIRE  
SPRINKLER HEADS

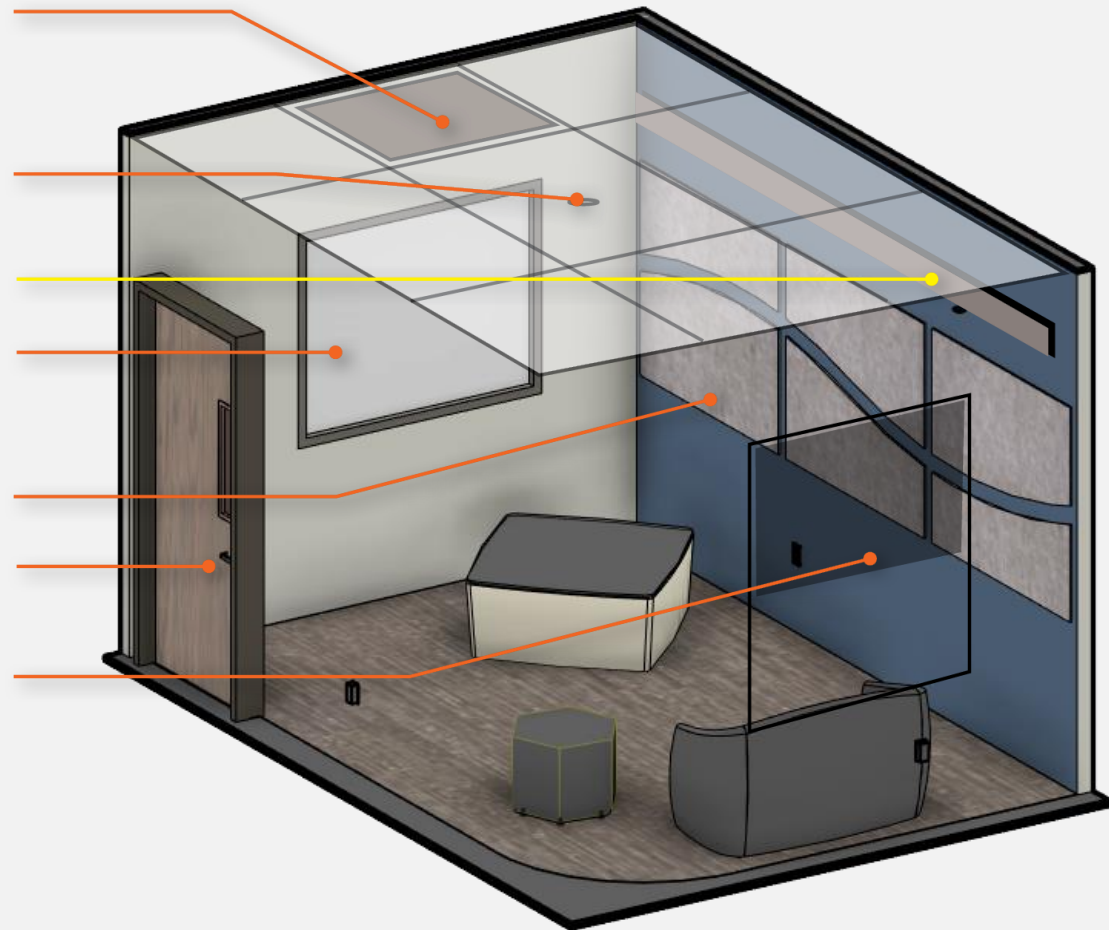
RGBW TUNABLE LIGHTING

ONE WAY OBSERVATION WINDOW  
WITH PICK RESISTANT CALUK

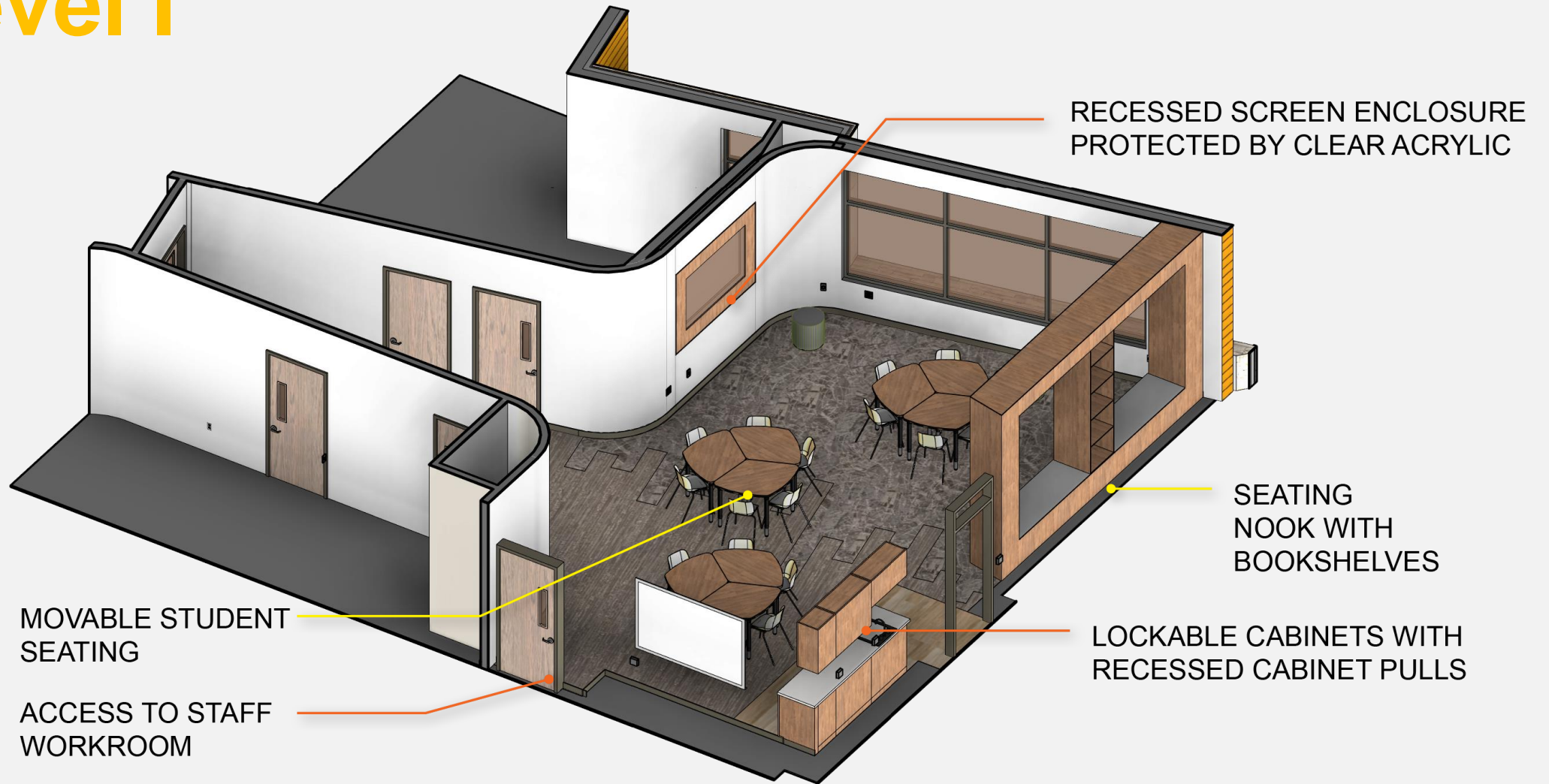
ACOUSTICAL PANELS

CONTINUOUS HINGE WITH RESCUE  
HARDWARE AND A VISION PANEL

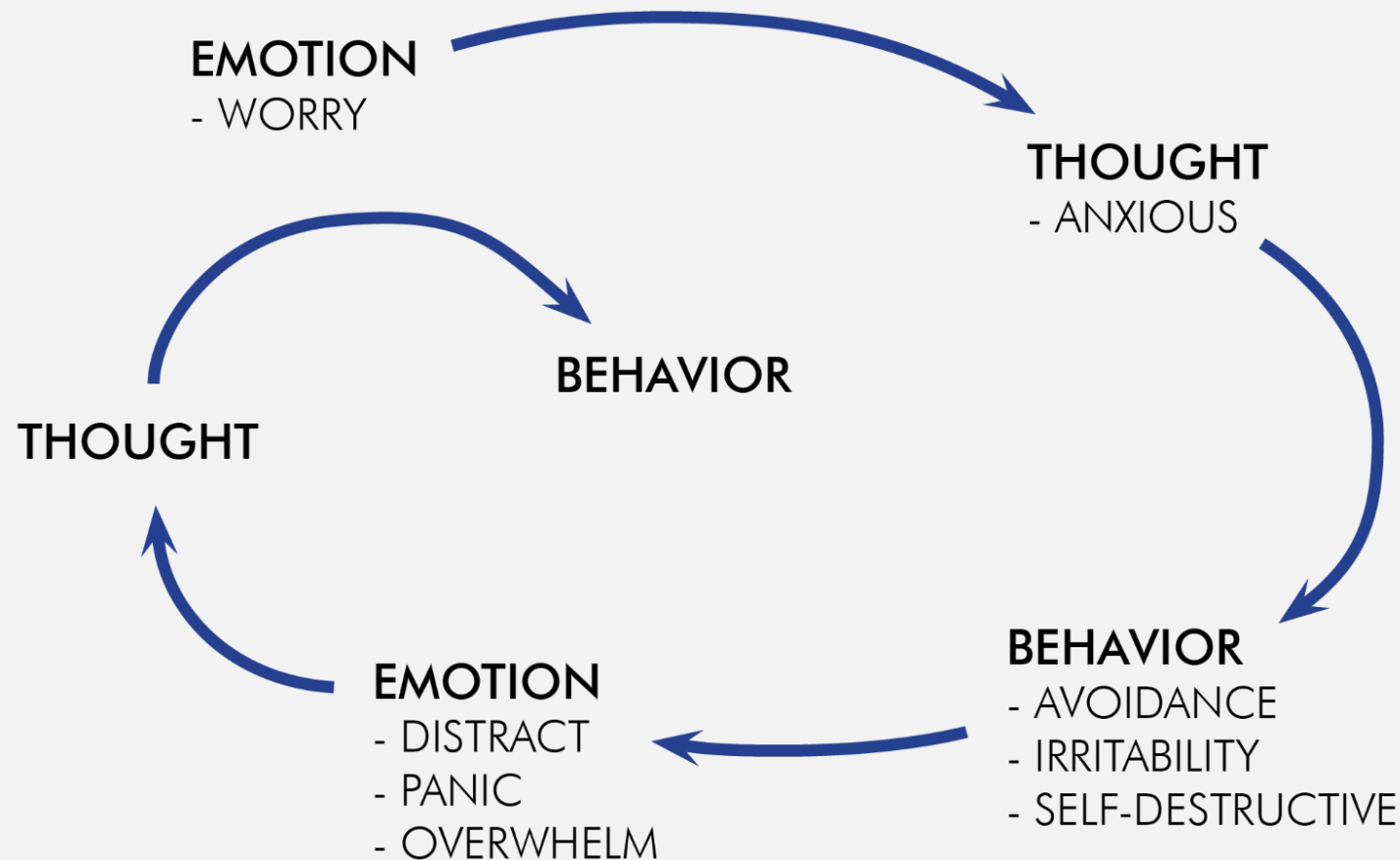
MOTOTRIZED CORDLESS SHADES  
AT EXTERIOR WINDOWS



# Level I

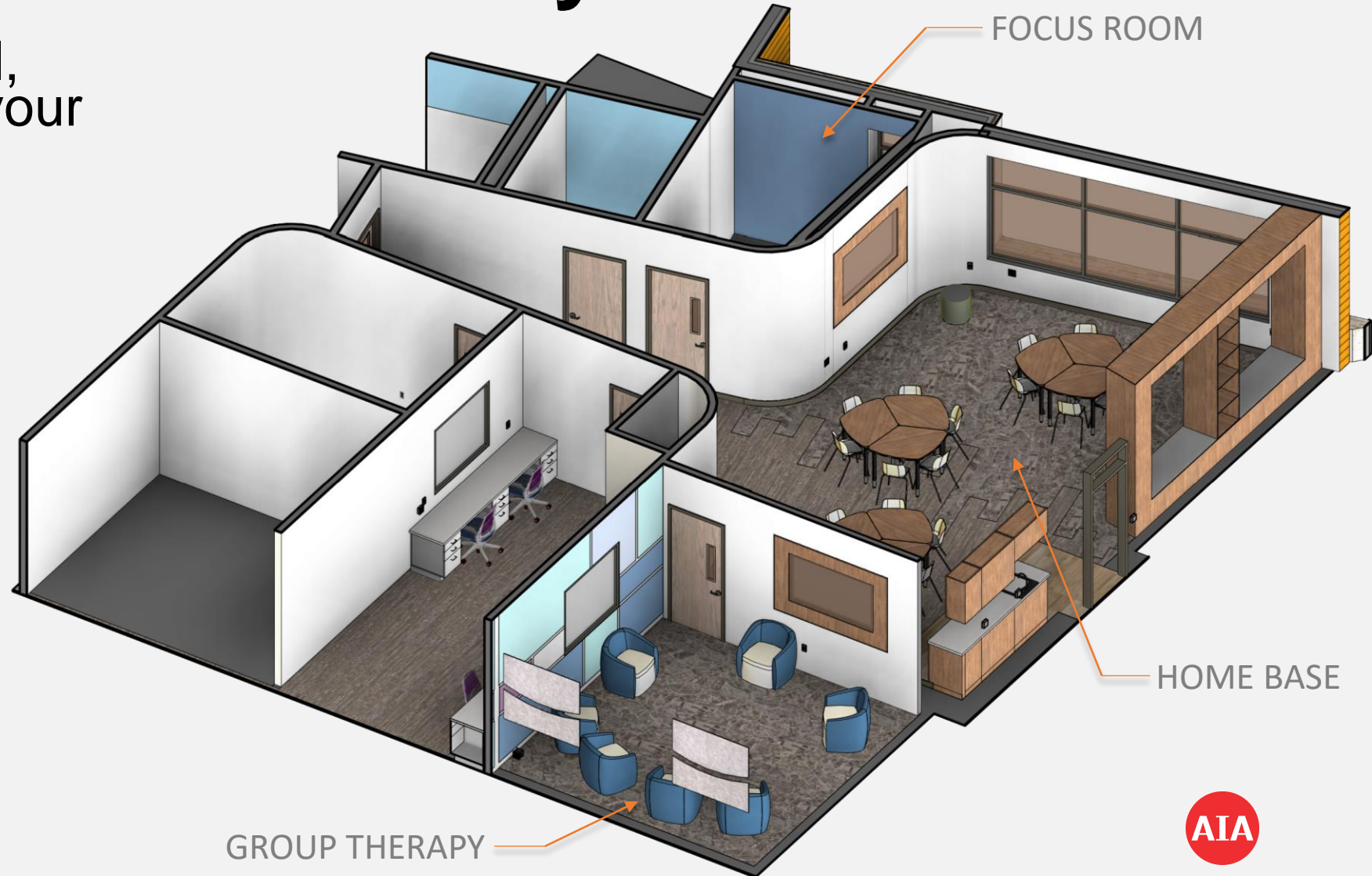
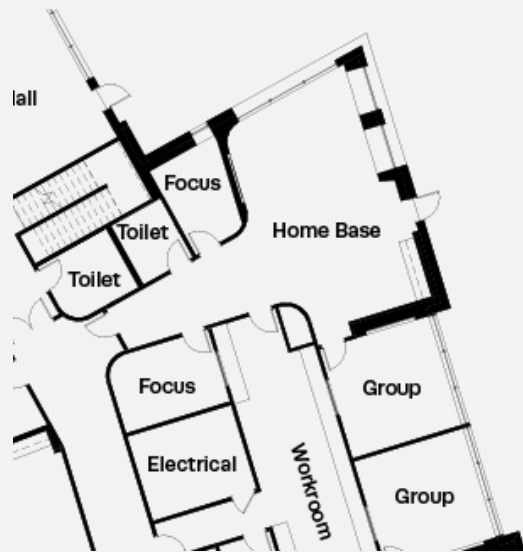


# Breaking Negative Thought Spiral



# Designing for Autonomy

- A sense of control, ability to choose your surroundings





# Scale and surroundings

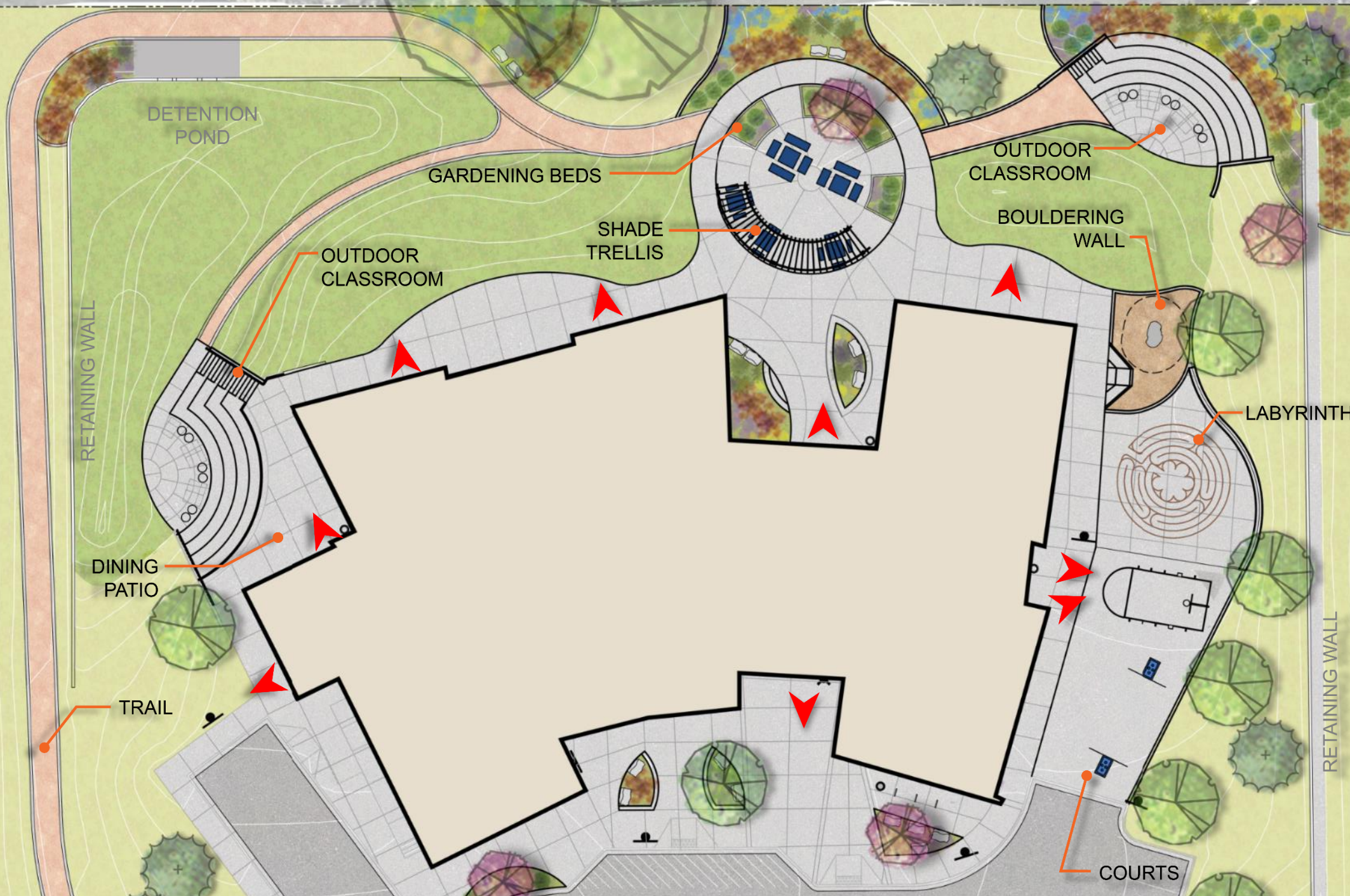
- Opportunities for alone time outside of pods
- Counseling in non-clinical settings



# Access to the outside

- Each pod has direct access
- Additional points throughout the building





DETENTION POND

GARDENING BEDS

OUTDOOR CLASSROOM

BOULDERING WALL

OUTDOOR CLASSROOM

SHADE TRELLIS

RETAINING WALL

LABYRINTH

DINING PATIO

TRAIL

COURTS

RETAINING WALL

# Evidence Based Design



# Anxiety reducing elements



# Materials: A Sense of Belonging



# A sense of welcome







# What we hope you got out of this

- There ARE creative solutions to this problem!
- There is no template out there.
- Any space can help break a negative thought pattern.

# Contact Information

Tony Poole – [TPoole@CherryCreekSchools.org](mailto:TPoole@CherryCreekSchools.org)

Katie Vander Putten – [KVanderPutten@moaarch.com](mailto:KVanderPutten@moaarch.com)

Kasia Bulkowski – [Kbulkowski@moaarch.com](mailto:Kbulkowski@moaarch.com)

JUNE 7-10 JUNE 7-10 JUNE 7-10 JUNE 7-10 JUNE 7-10  
SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO  
SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO  
SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO  
SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO

**THANK YOU!**

JUNE 7-10 JUNE 7-10 JUNE 7-10 JUNE 7-10 JUNE 7-10  
SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO  
SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO  
SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO  
SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO  
SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO SAN FRANCISCO

