



DESIGNING FOR EVERY USER – NEURODIVERSITY IN THE WORKPLACE

INSIGHTS FROM AN ENVIRONMENTAL PSYCHOLOGIST

SALLY AUGUSTIN, PHD

PRINCIPAL, DESIGN WITH SCIENCE

SALLYAUGUSTIN@DESIGNWITHSCIENCE.COM

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**PLAN FOR THIS
SESSION**



**RUINING THE
SUSPENSE**



**SCIENCE SAYS THE BEST SORTS OF
WORKPLACES **FOR ALL OF US:****

- 1. ALIGN WITH ACTIVITIES PLANNED**
- 2. PROVIDE CHOICE AND ENVIRONMENTAL CONTROL**
- 3. BUILD IN OPPORTUNITIES FOR COGNITIVE REFRESHMENT**
- 4. ARE DESIGNED BIOPHILICLY**
- 5. SEND THE RIGHT MESSAGES NONVERBALLY**
- 6. REFLECT NATIONAL AND ORGANIZATIONAL CULTURES**
- 7. SEEM FAMILIAR**
- 8. ARE GREEN AND LET USERS KNOW THEY ARE**
- 9. TAKE CARE WITH STANDARDIZATION AND AUTOMATION**
- 10. UNDERSTAND THAT PERCEPTIONS CAN PREVAIL OVER REALITY**

**REAL
DIFFERENCES IN
PEOPLE, COMMON
CONSIDERATIONS
FOR PLACES**



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VARIATIONS IN SENSORY PROCESSING CAN BE TIED TO:

*** SENSORY CHANNEL OPERATION**

*** HIGHLY SENSITIVE FUNCTIONING**

*** BEING ON THE AUTISM SPECTRUM**

*** ADHD**

*** DYSLEXIA**

*** PERSONALITY**

*** CULTURE AND LANGUAGE**

*** EXPERTISE**

(AND ALL ARE RELATIVE, ON A CONTINUUM)

SENSORY CHANNEL OPERATION

*** DEAFNESS OR BEING HARD OF
HEARING**

*** BLINDNESS, FULL AND PARTIAL,
AND ALSO COLOR BLINDNESS**

DEAFSPACE

- * CONSIDER ALL SORTS OF SIGHTLINES
- * MANAGE MOVEMENT AT MULTIPLE SCALES
- * PLAN A RANGE OF SENSATIONS
- * BE AWARE OF TYPES OF EXPERIENCES

DEAFSPACE

[HTTPS://GALLAUDET.EDU/CAMPUS-
DESIGN-FACILITIES/CAMPUS-
DESIGN-AND-
PLANNING/DEAFSPACE/](https://gallaudet.edu/campus-design-facilities/campus-design-and-planning/deafspace/)



COMPROMISED VISION

*** PROVIDE OTHER SOURCES (E.G.,
ACOUSTIC, TACTILE) OF NEEDED
INFORMATION**

*** CONSIDER COLOR BLINDNESS**

*** USEFUL DESIGN RESOURCE:
[HTTPS://WWW.NIBS.ORG/FILES/PDFS/N
IBS_LVDP_GUIDELINES_2015.PDF](https://www.nibs.org/files/pdfs/nibs_lvdp_guidelines_2015.pdf)**

HIGHLY SENSITIVE PROCESSING

* ATTENTIVE, CAUTIOUS

* ANY SENSORY CHANNEL CAN BE
AFFECTED

* MANAGE IN OPTIONS, CONTROL

BEING ON THE AUTISM SPECTRUM

- * INTERACTIONS WITHIN PHYSICAL AND SOCIAL WORLDS AFFECTED
- * ENHANCED PATTERN RECOGNITION AND ABILITY TO WORK WITH COMPLEX SYSTEMS
- * INPUTS TOO INTENSE AND/OR TOO SUBTLE



MANAGE, FOR EXAMPLE:

- * NATURAL LIGHT**
- * VISUAL COMPLEXITY**
- * DISTRACTIONS**
- * ACOUSTICS**
- * POTENTIAL COMPULSIVE ACTIONS**
- * FLOOR PLANS**
- * FAMILIARITY**

DESIGNING FOR AUTISM, RESOURCES:

* AHRENTZEN/STEELE -
[HTTPS://D3DQSM2FUTMEWZ.CLOUDFRONT.NET/DOCS/STARDUST/ADVANCING-FULL-SPECTRUM-HOUSING/FULL-REPORT.PDF](https://d3dqsm2futmeuwz.cloudfront.net/docs/stardust/advancing-full-spectrum-housing/full-report.pdf)

* MOSTAFA -
[HTTPS://WWW.RESEARCHGATE.NET/PUBLICATION/26503573_AN_ARCHITECTURE_FOR_AUTISM_CONCEPTS_OF_DESIGN_INTERVENTION_FOR_THE_AUTISTIC_USER](https://www.researchgate.net/publication/26503573_An_Architecture_for_Autism_Concepts_of_Design_Intervention_for_the_Autistic_User)

ADHD

*** QUICK RESPONSES, CREATIVITY**

*** INATTENTION, HYPERACTIVITY,
IMPULSIVITY**



TMC

M-ON

ORKSPACE
CREATE | CONNECT | RECHARGE

ORD M1



MANAGE, FOR EXAMPLE:

- * DISTRACTIONS!!! (TOO MANY AND TOO FEW)**

- * ORGANIZING ASSISTS**

- * VISUAL COMPLEXITY**

- * LIGHTING**

- * ACOUSTICS, WHITE NOISE**

- * OPPORTUNITIES TO MOVE**

- * NATURE ACCESS**

- ***

The background is a teal gradient with several vertical white lines. On the left, four white paper airplanes are positioned at different heights, each on a thin white vertical line. A single pink paper airplane is positioned higher and further to the right, with a white line extending from the bottom left towards it, suggesting a path or trajectory.

DYSLEXIA

*** AFFECTS PROCESSING AND REMEMBERING INFORMATION SEEN AND HEARD**

*** BUILD ON PRIOR EXPERIENCES**

*** PROVIDE SUPPORT FOR ORGANIZATION AND WAYFINDING**

*** THE STRESS CONNECTION**



PERSONALITY

*** EXTRAVERSION-INTROVERSION (BEST ENERGY LEVELS)**

*** OPENNESS TO EXPERIENCE (NOVELTY, ADVENTUROUSNESS)**

*** CONSCIENTIOUSNESS (INFORMATION FILTERING, ORGANIZATION/TIDINESS)**

*** AGREEABLENESS (MATERIALISM, ART)**

*** EMOTIONAL STABILITY (SEPARATION, URBAN REFRESHING)**

ESTABLISHING PERSONALITY PROFILES





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ESTABLISHING PERSONALITY PROFILES

NATIONAL CULTURE/LANGUAGE

*** CULTURE AND A HOLISTIC/FOCUSED
APPROACH**

*** LANGUAGE AFFECTS EXPERIENCES
(GENDERED NOUNS, COLORS, ETC.)**



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EXPERTISE

- * AFFECTS WHAT'S FAMILIAR
- * FAMILIARITY INFLUENCES WHAT'S PRIZED



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QUESTIONS?

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