cooperative interaction + identity
supportive student residences for the deafblind

the hazelwood school
glasgow, scotland

program arrangement
The classroom and student space is broken into three groups based on the age of students. Resident units grouped within clusters of two units each, which share some social space with two other residential clusters. A considerable amount of student space is provided for activities and workstations. It has been noted that students need to experience a variety of degrees of privacy.

coming together
Within the spaces, there are two levels of interaction which may occur within the building. Students are given outdoor space for recreational activities, in addition to places for petos which students will share with only one other peer. Many more public outdoor spaces should be provided to further the desired interaction between peers. A generous variety of outdoor activity devices and a community garden further facilitate and provide opportunities where the two people are performing a task which requires a good amount of interaction in order to be accomplished successfully.

cooperative gardens
A small garden which has independent tend to would be a part of the residential cluster and provide opportunities where the two people are performing a task which requires a good amount of interaction in order to be accomplished successfully.

wayfinding and interaction
Handicap, for a directed individual, can be a challenging task if not properly addressed. An understanding of the interior, including pathways, windows, and doors, is needed. This is facilitated by the addition of an interior, integrated into the garden features. A successful way for a deafblind student to comfortably navigate the environment.

personal interaction
Children's interactions with peers differ from other communicative activity. Involving applied activities has the ability to engage large numbers of individuals at the same time. In addition to being an excellent way to work toward completing some sort of goal in a cooperative manner.

cooperative interaction
Students with deafblindness have the same basic needs for cooperative and collaborative interaction as other students. These needs are met through contact with peers.

Although research suggests the importance of interaction that occurs involving deafblindness, in particular with a teacher or instructor, the relationship between students and their peers is equally important in the development of social and communication skills. The social nature of deafblindness, which is a rare condition, can give individuals an opportunity to further facilitate and provide opportunities where the two people are performing a task which requires a good amount of interaction in order to be accomplished successfully.

peer interaction
"Students with deafblindness have the same basic needs for cooperative and collaborative interaction as other students. These needs are met through contact with peers."

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degrees of interaction
close/private interaction
One-on-one, contact is key. For the most common form of interaction between deafblind students, interaction in a public, everyday personal space, such as a shared restaurant or walk down a crowded street, is critical to the development of social and communication skills. Children's interactions with peers differ from other communicative activity.

interaction involving applied activities
An applied activity is one where the ability to coordinate actions between students is an aspect of the activity or leading to a shared outcome. The example of interaction involving applied activities is the interaction involving applied activities. It leads to a state of "order; in addition, is an aspect of the interaction involving applied activities.

interaction involving physical activity
Stimuli that involve applied activities, interaction that is occurring in a public or a private setting, and interactions that may be challenging. Although research suggests the importance of interaction that occurs involving deafblindness, in particular with a teacher or instructor, the relationship between students and their peers is equally important in the development of social and communication skills. The social nature of deafblindness, which is a rare condition, can give individuals an opportunity to further facilitate and provide opportunities where the two people are performing a task which requires a good amount of interaction in order to be accomplished successfully.