Architecture Thesis
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Artistic Expression as an Outlet for Adolescents

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ABSTRACT

Adolescence is a time period that creates insecurity and doubts among most kids. Mental and physical changes in the body occur rapidly. Everything seems new and unexplored. Many kids don't know exactly how to express themselves during these times of confusion. I chose to design a facility that would enable kids to express themselves through artistic means. All of the components together function similar to a high school. I chose to focus on the art studios and classroom spaces. The overall concept is based on a small-scale city. The main pedestrian walk through the facility extends from the 3rd street promenade in California. This walkway shoots down the space like a sprouting tree and then explodes at the end. This symbolizes growth and maturation among the adolescents.

There is a sphere that makes up the exterior surface of the art studios. This sphere represents the perfect composure of humans on the outside, and the willingness to conform to society. However, the inside is very fragmented like the true mind of an adolescent.
understanding the adolescent
INTRODUCTION

The world is a very confusing place. Confusing especially for the lives of adolescents. Many teenagers are unsure of themselves and their surroundings. Some of these teenagers end up traveling down the wrong paths of life and getting themselves into trouble.

As a result, they are often sent to boarding schools or other forms of military schooling. These institutions are an attempt to shape the kids up and re-direct their paths. However, the methods and theories behind this re-directing do not connect with the students as successfully as they should. The personality types of these individuals often times prevents them from communicating and sharing their ideas with others. The majority of these students will rebel and refuse to grow when placed in such strict structured institutions.

The students need a better way to express themselves, their thoughts and ideas. Art is the perfect answer for the solution to such a problem. Art will be a way for the students to explore new ideas and communicate on an entirely different level. With art therapy, misguided youths will be able to express and heal themselves through artistic means.
An adolescent's goal is to stay attached to their parents and yet separate themselves simultaneously.

This will be an alternative approach to the typical high school. Students will receive all of the basic learning skills, but will be encouraged to explore different aspects of education that would not be possible in a regular high school. The students will also live on site and be provided with a unique student housing system that encourages social interaction among the students while providing more intimate spaces at the same time.

Art studios will be placed onto the site and designed in such a way that creates the appropriate atmosphere for different media types. Picasso was one of the first artists to stress the importance of the mental thought process that goes into creating an art piece rather than the sole concentration of the physical act. These separate studios will emphasize this idea through spacial layout, materials, and organization.

The intertwining of nature and human interaction will be a driving component present throughout the facility. Animals and their relationship with other animals along with nature will be beneficial for the students to observe and learn.
Art has been a natural way for humans to express themselves on paper as well as three dimensionally for thousands of years. It is important for art to be thought of in the right terms and expressed in an open environment. Often times adolescents are afraid of rejection in society. They are afraid of dealing with their inner fears and questions because of society's judgment. Therefore, the concept of conformity arises. It is much easier for people to conform and blend in with the crowd rather than standing out and making an original statement. Conformity is based on comfort, the peace of mind with the idea of guaranteed acceptance. However, personal growth is greatly stunted when taking part in such a concept.

Self-truth and following one's desired path in life is on the opposite side of the spectrum from conformity. This idea requires risk taking and creative thinking, the idea of lying oneself out on the edge and trying something new and different. In society this concept of self-truth is often difficult to achieve. Art however, is a method through which people can explore virtually everything and challenge all the standing beliefs and ideas of society without fear of rejection. Through art, personal emotions can be explored including desires, questions, and other related feelings. An environment will be present where creativity, innovation and expression will be encouraged through art in order to achieve personal growth.
The home or social environments that these students come from may not be ideal for learning approaches or advancements. Therefore, the students will live and learn in the same environment. The facility will have student housing that will provide a sense of stability for the students. This stability will be a very important factor in giving the students confidence to explore and create new possibilities.

When silence in the family constitutes a major problem, the art can be constructed to be the adolescent's voice. The art gives the youth a safe place to mourn and express his/her repressed feelings. Art does not necessarily have to be shared with others, but it serves as a relief to get emotions out.

"I am tough on the outside - but I want to stop hurting on the inside" (16 yr old).

"You don't feel pain when you are in pain" Memories of hospitalization (17 year old boy).

A 13 year old boy separates his brain from himself - “Ha! Ha! I got you in trouble.”
Learning From Nature

The personal growth and adaptation of humans in society is similar to that of other life forms and their relationship to nature. The relationships between man and society and man and nature are very important to the mental and physical survival of our society. Therefore, the integration of nature will be a driving concept throughout the facility.

The ability of certain organisms to adapt and to find their particular place in nature will be constant inspirations to the facility and the occupants. Just like in nature, if a human cannot adapt or find their place in life, they will become swallowed by society.

Natural habitats will provide for direct interaction and observations between humans and nature. The concept of a zoo will be avoided. Zoos provides too many cage-like atmospheres for the animals. There will be an open since of fluidity between the animals and the structures enclosing them.

The building and nature will give and take with each other respectively. Structures and interior components of the building will resemble those of successful prototypes in nature. The understanding of how animals adapt to their surroundings in nature will provide a connection to the means in which individuals survive in society. These animals will also provide artistic inspiration through the wide variety of colors, motion, and shapes.

Each of the students will have specific duties that rotate between themselves. They will learn a great deal about animals and nature from having direct interaction with them. Taking care of the animals will give the students responsibilities and will provide mental growth along with understanding and respect for other life forms.
Spatial Treatment

Psychology will be an important aspect in the evolution of the project's environment and atmosphere. Natural lighting will be heavily incorporated into the design. Many studies have proven that natural lighting has a positive impact on mental health. The natural lighting will also help to emphasize the concept of mixing nature's relationships with humans and their built forms. The closer that the students can feel to nature, the feeling of being enclosed in a space becomes less prevalent. The students need to feel free and be able to see the light beyond normal conformitized methods of thinking.

Natural ventilation will also play an important role in creating a natural atmosphere with positive feelings and interesting and comfortable spaces. The stack effect will be used in atrium spaces connecting the student housing and other building components.

The different categories of personalities will be studied. In one study according to Suzette Brown of Brown Associates leadership development and management training, 70% of the kids in juvenile delinquent centers tested to be artisans. The average artisan expresses himself or herself best through art. They also have a very spontaneous nature and enjoy freedom of expression to its fullest extent. Considering that many of the students that will stay in this facility will be artisans, spaces will be designed to be very versatile in order to cope with some of these needs. Changing exhibits and moveable interior components of the building will be a necessity in order to keep the rest of a majority...
DESIGN CRITERIA

Spaces will be provided throughout the facility that have the ability to change and adapt to the students needs; the ability to be personalized by each set of occupants. This concept of versatility will be very important in the design criteria in order to spark interests from the students and to create comfortable spaces.

The site is located in Santa Monica, California. This facility will house adolescents drawn from the southern California region. Santa Monica has a good atmosphere for learning and adolescent development. The environmental and weather conditions are also very desireable. The West coast in general will provide interesting opportunities to explore spacial configurations. The lack of a strong winter will provide opportunities to work more with exterior spaces exposed to the environment.

There will be natural habitats throughout the building that will house animals. These animals will live in a sense of harmony inside the building along with the students. There will be spaces designated for accomadating visiting animals from local zoos in San Diego. Areas to walk through and direct interaction with the animals will occur in certain habitat spaces. These areas will be present at the main entrance and scattered throughout the site in order for the students to have as much exposure as possible.

Solid, cold walls strictly designed to confine the students inside the walls will not be present in this facility. These walls in the picture to the left create a prison like atmosphere that does nothing to create optimism or positive attitudes for the students.
One of the main focuses of the facility will be to provide an environment that encourages the creation of art. A variety of media will be used throughout the different art studios. Each studio will be specifically set up to incorporate one of these art medias.

This facility will also incorporate performing arts. This will provide opportunities for the students to express themselves not only on paper and in sculpture, but through acting and role playing. There will be an assembly hall that will hold performances by the students. These shows will be open to the public in order to create confidence among the students. This building will also hold guest speakers and special events as well. The theatre will be easily accessible and have a central location on the site.

Cafes will be incorporated into the design. Some will be geared toward meeting the needs of the facility’s occupants. Other cafes will be designed to encourage interaction with the community. Different students will run these areas as a possible financial aid program.

Separate housing facilities for boys and girls will be provided. Rules for entering and leaving the facility will be applied. Housing and accommodations will be provided for both the students and professors along with guest speakers and visitors.
Occupants

The building is designed for 200 students who will be chosen for the program. This number will be large enough in order to justify the project, yet small enough to provide individual time between the faculty and the students. Initially, the students will be referred to the program by a faculty member of their school. The final selection process will involve an interview along with reviewing personal portfolios and figuring out which kids would be best suited for the program. These adolescents will be students who have rebelled against the normal method of teaching and need another alternative. They do not necessarily have to be causing a lot of trouble in order to be referred to this facility. They will not have committed any serious crimes, and will be willing participants. Therefore no strict means of containment will be necessary.

The building is designed to house 16 and 17 year olds. The program will be based on a two semester set up along with a summer program as well. Each student will have a maximum staying time of one semester in the program in order to maintain the effectiveness. Over-extended stays could result in the development of routines amongst the students and the loss of creative approaches and positive inspiration.

Faculty members will be from a wide range of backgrounds, experiences, and personality types in order to relate better with the students. They will be educated in art, psychology, education, and other related fields. There will be specific housing and accommodations for the faculty personnel and their needs.
Metals studio

The metals studio will be very industrial looking. Constructed of mainly metal and containing exposed structural elements throughout the facade. There will be distinct edges and an emphasis on reflectivity of the materials and the different effects and shadow patterns created by them. Delicate steel members will explode out of the structure to provide unique awnings.

The space will be two stories in order to provide different levels for the working stations. The breaking up of spaces will create social environments comfortable for both extraverts and intraverts. A unique staircase will also be a feature of the interior.
Theatre Studio

Theatre will be an essential component to the facility. Performing arts will enable the kids to express themselves through different means. Role playing is a very effective way of learning about people and different cultures. The adolescents will be provided with an opportunity to gain confidence in themselves and build their teamwork skills at the same time.

Clay Studio

The clay studio will have areas for free form work along with spaces for use of the pottery wheel. There will be storage provided for most of the students to store their materials. After making something, the product will go into the drying rack room. When thoroughly dry, the clay piece will enter the kiln room. Students will learn all about the process of sculpting, firing, and glazing clay art pieces in today’s society along with how people have done the process in the past.

Exhibition Space

Students will have their work displayed in the gallery and therefore the space should be designed according to their needs. The faculty will also be involved in pin ups and critiques that will take place in the gallery. The public will also have involvement in the space. They will be invited to certain student exhibits along with traveling exhibits.
Student Housing

These housing units will be strictly designed for the students. There will be 2-3 students per room. They will be modeled after dormitories. The idea will be to provide comfortable living conditions for adolescents who will live in the facility for up to a semester at a time. There needs to be separation between age groups and sexes. Also, there must be common spaces along with private spaces.

Sketch of Student Housing:
- Individual units
- Atrium space

Students will mainly work on projects and other homework in studio spaces. Therefore, the student housing will be for relaxation, sleep, and simply personal time for each of the students.

Faculty Housing

The users for this type of housing are primarily the faculty and the traveling professors along with the guest speakers. These units provide good accommodations and adequate space for the professors to feel comfortable. The floor plan will be fairly open with a minimum amount of interior walls.

Sketch of Faculty Housing:
- Kitchen
- Dining room
- Living room
- Laundry & closet
- Bathroom

The faculty housing will be a place for professors to retreat to and relax. The strain from teaching all day will hopefully be balanced by the comfort at home. These housing units will be somewhat isolated from the rest of the facility for privacy concerns.
Animal Exhibits

The users of the natural habitats will directly be the animals that are living in the enclosed spaces. There will be a sense of open boundaries, and places that people will be able to walk through the spaces and directly interact with the animals. Therefore, the students, faculty members, and the public will be affected by the natural habitat areas.

The main purpose of the natural habitats will be to observe the animals' behavior and their relationships with one another. This will provide educational opportunities along with artistic inspiration from the different forms in nature. Interaction with the animals will take place in certain circumstances. There will be holding areas for temporary animals that are visiting from the local zoo.

Cafes

There will be 2 cafes on the site. One will serve only the students and the faculty. This cafe will have a central location. The other cafe will be open to the public along with the students and the faculty.

The main activity will be the purchasing and consumption of food. Social interaction will occur as a result of people coming together in one space for a common purpose. In the cafe open to the public, there will be a good opportunity for the students to mix with the public. The students will also help run the public cafe. This will give them important responsibilities and teach them about work ethics.
Assembly Hall

The building will be mainly designed for students to be sitting in the space while listening to speakers or observing performances. The public will also be invited to certain events. Faculty and guest speakers will be using the space to try and teach the students certain methods or ideas.

There will be performances from the theatre studio by the students in this space. There will also be performances from groups outside of the facility. Guest speakers will talk to the students about certain areas that will help relate to the students and what they have to go through in the stages of adolescence.

Classroom Spaces

In this building, the students will take all of the core classes that are required in order for them to graduate high school. The faculty will have office space in this center. They will also have designated space in each of the classrooms.

The students will learn math, science, English and social studies in this building. There will be a central gathering point in the space where interaction will occur between classes. This building will have the sole function of educating the students about the core curriculum classes and relating them to art if possible.
The Banff Centre

The Banff Centre, Canada’s only multidisciplinary arts environment devoted to professional career development and lifelong learning in the arts, has been committed to the professional development of the individual artist. Programs to advance professional arts practice, provide skill development through training, and engage in cultural research and experimentation are made available on a national level. The full range of artistic disciplines - Music & Sound, Theatre Arts, Writing & Publishing, Aboriginal Arts, Media & Visual Arts, and Creative Electronic Environment - is covered by this international centre for creative excellence.
The reference to seismic instability represents our shifting political and social landscape, characterized by a diversifying ethnic mix, an ongoing population boom, and the poor state of public education. Yet there is a desperate need to create optimistic academic environments in which these factors can coexist with the possibility for open cultural and intellectual exchange.

Diamond Ranch High School

Students, faculty, and administration can move freely between clusters. The crisscrossing has the effect of splitting the building lines into smaller fragments, perhaps more reminiscent of Morphosis’ early project organizations. The breaking up of the linear mass into functional units also has the effect of creating various types and sizes of communal spaces.

Ultimately, it makes sense for the architecture of a public school, built inexpensively, to teach some lessons: one doesn’t have to be a rich kid to succeed. Education can transcend wealth. Honesty and ingenuity will lead to success. In this, as well as the rest of the design of Diamond Ranch, there is much to learn.

In this environment an institutional building must itself be fluid. It must be capable of bending under stress, both literally and metaphorically.
Most adults are scared of adolescents and turn their fear into dislike. Adolescents do not appear anxious or fearful as they try to hide their feelings from others and even themselves; instead they try to be “cool”. The adolescent is more inclined to put trust in the adult who recognizes the difference between the adolescent and the behavior and who refuses to strip away the mask or ridicule what the mask hides. When the adult experiences the adolescent’s fear and anxiety within themselves and respond in self-defense. This is extremely counter productive.

Before one can fully determine how to best assist adolescents in their struggles, one must understand what strengths and weaknesses adolescents bring to the table. These characteristics are developed in the first decade of life with in the context of the family. Some of adolescent’s struggling is a consequence of their reaction to their environment. Beyond struggling, they have hopes and dreams that need to be respected. Aspirations, hopes and dreams are important parts of an internal environment.

If parents are experiencing difficulty, it travels throughout the rest of the family.

Parents have difficulties communicating with adolescents and knowing how to set limits for adolescents. Parents become frustrated when adolescents refuse to reveal what is happening to them. They are going through a puzzling time and cannot explain what they cannot understand. If adults have some understanding of the process of change in an adolescent, then it becomes less necessary for adolescents to supply explanation, yet more likely to try.

Limits need to be set at a young age in order to protect children and provide a sense of safety. Parents start to feel a loss of control when their children go through adolescence and start trying to take control of their own lives.

Biological changes of growth and maturation influence psychological and sociological changes of mental and emotional development. Each child brings its strengths and weaknesses into the process of evolving identity. These characteristics make them who they are and determine how they will react to the environment.

Parents see behaviors in their adolescent they’ve never seen before and question whether they are “normal”.

Adolescence is a time of deep self-questioning and abstract reasoning. Teenagers direct this questioning inward and dissect themselves. They are either satisfied with what they see, or they become very dissatisfied and depressed. They start judging themselves compared to their peers. Adolescents who have not liked the results of their self-evaluation, or who have not found acceptance turn to alternative methods for achieving approval and different groups of people. The adolescent process is very difficult.

Becoming an adult is somewhat scary because an adolescent will have to provide their own security and possibly for somewhat else too.

The illusion of physical intimacy...sex. Sex short-circuits the value of a relationship in exchange for instant gratification. Sexual intercourse is often seen as a shortcut into adulthood.

Adolescents view adulthood as the “Promised Land” in their journey of growth. Adolescents are almost instinctually drawn toward taking risks.
Why are the parents the first to blame when something goes wrong?

Successful adaptation, internal and external, to a changing environment depends on an intact psychological structure.

The human family more than the sum of its parts. It is a living thing with an identity all its own as well as a place of being. It is a system. Lots of changes have occurred in the last 10-20 years. Members of families can live 100's of miles away and still keep in touch. Divorce and death are still major factors that influence social changes.

The family is a psychological support system designed to sustain its members during periods of adversity. Family is there to provide for physical and emotional needs.

Universal failing among families: parents fail to take care of each other. Parents still need to concentrate on each other and their needs. In the end, the parents can say that they did indeed produce and raise the children. But what did they learn about themselves. How did they advance through the different stages of parenthood.

Depending on the strength of the marriage, a parent may see adolescent's unlimited options and freedom as a great contrast to the lack of his or hers. Divorce brings about the question of whether or not to simply stay together for the children. However, this concept can be more harmful than good. Most of the times, everyone in the family knows the marriage is over before it is actually official.

Sometimes growth can be slowed by parental caution and negative attitudes. It can be much easier to say no than yes.

Loneliness and fear of the future are common struggles that single parents have to deal with due to the absence of a close relationship with another adult human being. Single parents need to make sure that they spend time on self-investment. When a new family member is introduced, instantaneous trust by the existing family is impossible. It is a slow process that requires patience.

Discipline works only when the person receiving the discipline cares about the reaction of and the relationship with the person doing the disciplining. The first test on a stepfamily is a disciplinary action.

There is a process of earning trust and acceptance that stepfamilies go through. Children who came to live with us were there because our setting was designed to provide them with new living experiences and help them feel better about themselves and their family. Things can be offered by staff similar to step families: new ideas; new views on old ideas; predictable adults; expressive affectionate adults.

There is always much we can do to help adolescence as soon as they move in, but often they are not ready. We have to wait to be tested and found valid. We must struggle to understand how each of the adolescents in our care views the world and how they feel. Provide an environment in which adults understand one another, talk with another, and care about one another. Children will interact with us and each other. They learn new ways of living as they grow.

Adolescents leave the parents and get on with their lives. The parents celebrate their growth and departure. They measure success not only by the adolescent's growth, but by their own as well. With that growth, parents are able to achieve a sense of fulfillment.
Emotional deprivation is the result of neglect. Those suffering from this will have trouble expressing themselves. A child's venture for identity and freedom cannot result in the loss of the parent's identity. This pressures the kid to stay dependent. Quality time is very important. Know how to listen in order to understand. Allow a child to talk about his or her feelings. Validate the child's feeling as legitimate. Express concern for the child and the problem. Inquire how one might help.

It cannot be a wonderful place for children, yet a bad place for adults. To be a healthy place, all within must be allowed to grow and even be helped in that growth.

Early impressions as an infant are made upon a yet unformed personality structure and will be embedded deeply in a child's unconscious mind. Children develop ideas of their parents being "super humans". Ex: "My dad's stronger than yours". Adolescents believe they know more than their parents do. They start measuring themselves up against their parents. Deep down, an image of powerful parent exists and a "helpless me". Must Dissect the image of a powerful parent in order to release and strengthen the "helpless me". This process is called de-mythologizing.

As adolescents let go of the all-powerful image of their parents, they also let go of comfort and the idea of being safe from harm. Supposedly, some adolescents will do something stupid in order to initiate the protective ness of their parents again. It is very important for a parent to let go of the all-powerful image. Not doing so can create a fearful, angry, and poor self-image. The adolescent's first move toward independence carries with it a hidden message. Soon, the parents will not be needed anymore.

Mid life is a time for one to seek or maintain balance in their lives. A woman for example may have some trouble dealing with her daughter entering the prime of her womanhood when she is truly ending hers.

The response to the "flexing muscles" of independence by an adolescent is very important. Shortening the leash too much or giving up is the wrong response. A parent must maintain the role as a parent along with being a friend. All parents love their children, but not all are good parents. People sometimes have to train themselves to listen. Do not only hear, but listen too.

Adolescents talk with their hands, feet, posture, breathing, and bodies. No patients want to feel like they must "tell all". They do not want to be stripped away from all of their hidden thoughts. The attitude that expresses "tell me if you can" makes a person feel much more comfortable when entrusting someone else with information. It is always easier to talk if you do not have to.

Too often parents concentrate on trying to set an adolescent straight instead of trying to understand what they are trying to say.

Interpretations are very important. An adolescent yawning could be seen as a sign of being bored and offensive. However, a yawn could also mean that the person was up all last night tossing and turning because of bad dreams or horrible actions. Instead of trying to argue defensively, it is more effective to try and understand where they are coming from.

Being able to talk with another human being about frightening or disturbing feelings is critical to the maintenance of mental health.
Communication can be enhanced by the way a question is asked. Instead of "why did you break your word?" A better approach would be asking, "how did you feel about breaking your word?" This is much easier to try and answer. Uncertainty and flexibility are positive traits for an adolescent therapist. The task for therapists is to confirm the inner strengths of an adolescent and to search for outside support systems. They need to find ways that will assist the patient in compensating for their distress.

Puberty has a huge affect on the mental stability of adolescents. When kids start, no one is on the same time schedule.

Art therapy is a great way to get past the initial wall that surrounds the troubled teenager and a fine tool to encourage the story that the youth would like to tell. Adolescents want to let others know how "screwed up" they find the world, but they do not trust enough to use words. They can more comfortably use the silent form of communication through images. As long as they are not pressed to talk, paradoxically, they will. The art form is safe and under their control. Therapy in itself must be creative and at best, artistic.

Ages 11-13 often suffer from substance abuse and neglectful parental care. Adolescent treatment must be seen through multiple lenses; regional, urban and suburban; poverty and wealth; and culture and ethnicity.

The common miracle that defines childhood and adolescent development is its constant change. There are two processes of growth during the youth stages: Puberty, the physical maturation; Adolescence, the psychological maturation.

Adolescent maturation occurs in 7 major areas.

1. The adolescent moves from concrete to abstract thinking.
2. Judgement and logical thinking are developed.
3. Social skills, empathy, altruistic and sexualized feelings become stable.
4. Self image has become firm enough to withstand criticism and stress.
5. A sense of individual identity incorporates successfully a variety of internal and external roles.
6. Comfort with a changed body image frees the youth from obsessing about appearances.
7. A sense of self-strong enough to continue to mature with reduced outside assurance.

The social influence on children is important because they learn a great deal from each other.

Children often select images that reflect their daily life, traumas, or dreams of a better world. All art therapy expressions must be regarded in the context of the art maker's world. The difference between male and female is important to take into consideration. It is also important to consider the different cultures and races. A therapist must treat all patients like they are from a different culture. They must try and learn the new culture. A collage is useful when attempting to understand views of the youth through their eyes. The adolescent must be provided with a variety of magazines in order for this method to be successful.

Teenagers are willing to draw and create art as freely as they resist talking to an adult. How to engage this talent for creativity and channel it into therapy is the skill of the trained art therapist.
An example of an adolescent’s creativity: Inventiveness - a teenager can invent more ways to avoid doing something they dislike than any adult can imagine. People must find a way to holster this energy and guide it down the right path.

Visual images can slip by the barrier of ordinary defenses and provide information that has been inaccessible in the past.

Freedom and singularity are characteristics of the adolescent process and the art therapy process. An art expression is always original since it is created by an individual. If the drawing is a copy, it is still a personal effort and displays some peculiar characteristics. Even stick figures are dissimilar, since they are drawn with a different stroke and hand. There are no restrictions to creativity and no "right" way to art therapy. If the expression conveys the client's meaning, then it is right. The client is always free to change the rules and reinterpret the directive.

Privacy, non threatening - art comes from your own hand and therefore no one can know the exact meaning until you tell them. It is very important for the therapist to be interested in the adolescents opinions and to be open to learning a fresh way of looking at society and behaviors.

One of the reasons that kids stand in the mirror so long is that they hope by peering at their reflection they will become aquatinted with the stranger that is reflected back.

The sense of self is so fragile that conforming to peer group dress codes, musical choices, vocabulary, and hairstyles are all attempts to find some reassurance and identity. The majority of teenagers are extremely concerned about how they look. The dress, the jeans, the shoes etc. all identifies the click that the teen belongs to. Without a peer group from whom the teenager can find support, they feel lost. Rejection by peers is the greatest threat.

Labels and brand names are very important to the adolescent. Example: a 13-year-old carried expensive athletic shoes in his bag to school. He never took them out of the bag and didn't wear them in fear of getting beat up and having them stolen from him. Just owning these shoes though gave him status in his own mind.

Adolescents are comfortable talking through metaphor. Most adolescents have had many unfortunate and disappointing interactions with adults. Therefore, they have every right to be cautious about trusting people.

Asking a general question on a broad issue is a successful approach. Example: "In your age group, what is the major issue most kids would be worried about?" This line of questioning makes them the expert and they can hide behind the "others".

Without a vision of change, a positive therapeutic outcome is a very difficult challenge. Being right or wrong should not be a major concern in the therapy of adolescents.

A child who is forced to go to therapy is always more reserved. "Let's put therapy aside and just do some drawing..." The therapeutic process will introduce itself in due time. The severely damaged adolescent who is fearful of therapy can find pleasure in moving colors about and making their own graffiti.

Polarity drawings: how do you punish your parents, How do they punish you? How do others want you to act, How do you want to be? How do others see you, How do you see yourself?

Breaking confidentiality is the greatest crime a therapist can make with a teenager.

It is crucial for the adolescent to feel that they have control over their relationship in therapy.
The art means what they say it means. Sometimes they will test the therapist. Verbally might not seem to match with the drawing. It is important to consider it a compliment to be worthy of being tested.

Adolescents prefer to draw with black. Red is the second favorite. They also like collages. These are seen as a way to make art that does not reveal their low opinion of their artistic capabilities.

As the system of communication is strengthened, the therapy becomes less mysterious. When the adolescent feels more secure, they begin to tie words with representation.

Example: “Annie” was a runaway patient. In therapy sessions, she kept drawing a ladder against a wall. The wall represented the problem she had to scale, and the ladder was the therapy that would help her get over the problem. The wall literally ended up representing her struggle with gender identity. It is very important to support gay and lesbian adolescents as they make important decisions about “coming out”.

Talking in numbers: Each year of an adolescent’s life is a metaphor for behaviors, sexuality, and individualization. Talking numbers moves the dialogue to a different plane, and by it’s neutral, non-judgmental language, allows the adolescent to communicate easily. Example: How old do your parents see you as being? What expectations will people have of you when you become 14? How does that differ from how old you are now.

Language: The word “father” means something different to everyone. Drawing an image of one’s father and listing traits and emotions can help the therapist understand the exact man described. Language is often a smoke screen behind which adolescents hide from adults.

To avoid being caught up in a losing game of “guess what this means” reinforces the practicality of utilizing visual communication, the choice of art therapy for teens. Adolescents sometimes enjoy teaching the “innocent adult” what it’s all about.

Media: It is important to provide the same limited group of media each session. Like children in a changing world, they like the stability. Basket of pens, oil pastels, collage pictures (cut out), glue sticks, scissors, paper roll, etc. Example: people need a lot of room and options. In one session, a teenager drew a picture of himself on a roll of paper. Then he rolled the paper clear across the room and then drew a picture of his mom over on the other side. That was how far away he wanted to be from his mom.

None of the materials should be considered precious. Casual containers are important. When a well-done piece is created, it is good to compliment. Sometimes boys will take clay and make a large penis just to try and shock the therapist. The 3 dimensional aspect of clay simulates movement and narrative. This sculpting resembles play therapy. Objects can be created by the player. When dealing with anger or other emotions, the kid can squish the “person” they wish to eliminate.

It is important to admit if you cannot tell what the art means. It is good to share your reaction though and respect for the artwork.

A girl in therapy was asked to sculpt something out of clay. She had something on her mind that she could not express verbally. So she ended up making a pregnant yellow bird. This bird represented her and the fact that she was pregnant.

Urge their fingers to do the thinking. Fingers prove to have brains too. They can create without inhibitions hindering them.
final resolution...
study models

The formation of the exterior courtyard, along with a detail of the entrance. The bottom right shows a diagrammatical layout of the entire project.
STUDY MODELS OF THE COMBINATION OF ART STUDIOS AND CLASSROOM SPACES.
There was an exploration of several different concepts and ideas. These drawings evolved into a small scale city concept. The sphere was introduced as an exterior component with a fragmented interior. This relationship represents the human mind.
EXTERIOR COURTYARD AND BALCONY
The final concept was a combination of several of the initial ideas. The small scale city set up was incorporated into the overall layout of the buildings and the different components. There is a central pedestrian walkway down the center of the facility that connects everything. The student housing is set up in a stable, grid layout. At the end of the road or "trunk" there is the explosion of the tree. This explosion or fragmentation represents the art studios and classroom spaces.
southern elevation

northern elevation
There is a sphere that makes up the exterior surface of the art studios. This sphere represents the perfect composure of humans on the outside, and the willingness to conform to society. However, the inside is very fragmented like the true mind of an adolescent.
adolescents want to let others know how "screwed up" they find the world, but they do not trust enough to use words. They can more comfortably employ the silent form of communication through images.
visual images can slip by the barrier of ordinary defenses and provide information that would normally be inaccessible.
SPACE SUMMARY

Art Studios........................................................................................................7,200 sf
different art media studios averaging 1200 square feet each.

Exhibition Space..............................................................................................6,500 sf
a space where student art work is on display along with permanent and traveling exhibits

Student Housing..............................................................................................21,000 sf
4 separate units that house a total of 100 students who are separated by sex and age.

Faculty Housing Facilities................................................................................4,000 sf
temporary facilities that are designed to house guest speakers and traveling professors.

Natural Habitats..............................................................................................8,000 sf
enclosures that house different animals that introduce nature throughout the facility.

Cafes..................................................................................................................6,400 sf
a public cafe that deals with interaction along with a cafe designed strictly for the students and faculty.

Assembly Hall....................................................................................................5,000 sf
this building will hold guest speakers along with performances by the students.

Core curriculum classes..................................................................................8,000 sf
classroom modules that are set up to teach the students math, science, social studies and english.
## COST ESTIMATES

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<tr>
<th>Item</th>
<th>Description</th>
<th>Cost</th>
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<tr>
<td>Building Cost</td>
<td>$(67,000 \text{ gsf x} $50 / \text{sf})$</td>
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<td>Fixed Equipment</td>
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<td>Total Budget</td>
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