AN EXAMINATION OF THE RELATIONSHIP BETWEEN

RESIDENTIAL DESIGN AND FAMILY LIFESTYLES

By

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To the faculty of Washington State University:

        The members of the Committee appointed to examine this thesis of LONI DEE SHARON find it satisfactory and recommend that it be accepted.

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Chair

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Abstract

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The American home is a symbol of individuality and self-identity within the community. Americans look for a home to be different than their neighbors' homes and endeavor to decorate their homes to express their own identity. Americans also use their homes to regulate interaction with others in the community. Families often have a certain "persona" they wish to present to the outside world. Communicating one's preferences for openness or reservedness is a key element to successful group interaction. The literature also suggests that the American home has multiple functions. These include: 1) providing spaces that promote family unity and togetherness, 2) providing spaces that support the development of individuality and self-identity among family members, and 3) providing spaces for socialization beyond the family unit.

The purpose of this study is to examine the relationship between residential design and the American family lifestyle. This examination includes consideration of how the layout and configuration of residential environments impact interpersonal relationships among family members, how well the residential environment supports self-expression of each family member, and how the residential environment promotes place-

identity for family members. Embedded within this exploration is an examination of territoriality and control and how these are connected to place-identity in the family setting.

The results of this study offer insights into how to gather meaningful program information and how it might be applied in residential design services. By combining the use of a standard technique (the interview) with innovative and visual exercises (the floor plan mapping and drawing exercises), the investigator was able to identify macro themes cutting across all 10 participating families. At the same time, however, these tools provided keen insights into each family's idiosyncrasies and interpersonal dynamics. Of particular note is the fact that this combination of tools established an environment whereby each family member's input was equally respected.

The objective of this examination is to provide information to residential designers that will help them make informed decisions when working with residential clients. It is suggested that this information will be particularly applicable to the programming phase of the design process.

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This thesis is dedicated to all the families who participated in my search to develop

new techniques in the practice of residential design. Your time and willingness to

share will be a gift for all future families I am fortunate enough to work with in my

career. It was inspirational to talk with you *all*—

from the youngest child to the busiest parent.

May you fully enjoy this time together in your home and make it a place that

expresses all that is meaningful in your lives.

CHAPTER ONE

INTRODUCTION

Over the past several years, a trend toward the use of open space plans has developed and become associated with an "easy-living" lifestyle. Sometimes called "Great Rooms" or "Loft" living, an open plan that provides easy visual connection between all living spaces has become more prevalent in apartments and single-family houses alike. This concept of openness is also seen in offices, allowing for maximum flexibility when reconfiguration of space is needed.

The trend toward open spaces with easy visual connections began in the mid-1920s with modern and international style on the rise. The concept began to be seen in residential designs influenced by minimalist modern architects such as Le Corbusier, Mies van der Rohe, and Walter Gropius (Judith Miller, 2003). This open space concept promoted by the International style offers flexibility and cost savings. The flexibility for multiple activities to take place in one area is maximized and fewer walls mean less finish work, thereby cutting labor and material costs.

Although open-space plans promote communication between spaces, such plans present challenges when trying to define areas and provide for private space. Builders often cut costs by leaving out custom details, such as built-ins, that help define the use of areas in open space plans. "Spec house" plans are usually built without a specific end-user involved, leaving the door open for a generic standard that promotes a quick construction turn-around. Often times, families end up with less square footage than necessary to meet their needs because fewer walls make spaces feel larger (Dreger

Interview, 2004). Custom amenities that help define the use of areas within open-space

plans are often eliminated, and homeowners must then add these things later to

accommodate their individual needs.

Today's homeowners lead a lifestyle that demands open living, with more and

more Americans wanting multi-functional spaces where simultaneous activities can take

place. Yet, at the same time, homeowners are demanding more definition between public

and private spaces within the home (Jacobson, 2002). With many dual-income

households, family members often do not have time to spend together until evening while

dinner is being prepared and homework completed. Unlike the prototypical 50s

housewife who managed the home and prepared meals while the rest of the family was

away, women today are often in the workforce. Families also are involved with the

complexity of outside activities. They do not come home until the end of the day with

the rest of the family. Children have much heavier schedules keeping them on the go as

well. Parents often need to help children with homework while working on other

activities themselves just to keep up. Multi-tasking has become essential to getting

everything done (Hasell and Peatross, 1991).

The design of residential environments has changed in response to these trends by

opening up kitchens to other family living areas in order to provide more family

interaction time. Open plans accommodate communication and multi-tasking by taking

away barriers that keep activities separate. With pop-psychology and self-help

instruction at an all-time high, American families are realizing the importance of

communication and interaction and demanding homes that maximize the potential for

both (Miller and Maxwell, 2003). Being authentic and accessible is valued above a

"spotlessly perfect" home, as was the case in earlier decades. Today, meal preparation

often occurs as a family activity and social functions center around both cooking and

enjoying food (Hasell and Peatross, 1991).

However, not all aspects of open-plan residential environments are seen as

positive. Some people react negatively to the open-plan trends and strive to maintain

areas of privacy within residential designs. For instance, some continue to prefer limiting

the view of food preparation areas from other areas because of the mess that is created by

cooking. (Murphy, 2004)

Territoriality

Communicating one's preferences for openness or reservedness is a key element

to successful group interaction. Establishing boundaries is important when multiple

individuals share intimate space and the ability to regulate one's boundaries in relation to

others is essential in developing self-identity and self-worth (Altman and Chemers,

1980). When this concept is applied to open plan residential design it requires

individuals to develop behavioral codes to establish boundaries and control access from

others.

Research indicates that American and Northern European cultures have distinct

boundaries for personal distance and often provide for these in their designed built

environments (Altman and Chemers, 1980). Other cultures rely more on accepted rules

of behavior to control one's openness to interaction. For instance, in a culture where

several generations of a family live in one room, social rules and actions must

communicate boundaries explicitly. Body language, eye contact, turning away or even

striking out assertively can each be levels of communication about availability and openness from an individual (Altman and Chemers, 1980).

Certainly Americans also use behavioral cues to show openness to others who enter their territory; however, the literature shows that they tend to rely more heavily on physical signs than many other cultures. The American home itself is a symbol of individuality and self-identity within the community. Americans look for a home to be different than their neighbors' homes and endeavor to decorate their home differently to express their own identity (Altman and Chemers, 1980). They build fences and develop individual landscaping plans to distinguish their territory from those next to them. Entryways communicate a great deal about the open, welcoming spirit of those who inhabit the home. (Altman and Chemers, 1980).

Americans also place a higher value in having separate rooms for different activities, thus allowing each space to be unique within the home. Having separate rooms for each child to sleep in is an uncommon practice for many cultures around the world; yet, in America, children are told to "go to their rooms" when they are acting inappropriately. American homes include game rooms and family rooms where children play to keep the noise away from the adult activities (Kropp, 2001). They build home offices or dens where private study can be pursued. Within the American home, each room might have a unique function as well as a different family member in charge of its décor and activities allowed. Within these spaces, a closed door is an act that says one is in control of this territory and should not be intruded upon (Altman and Chemers, 1980).

Americans also use their homes to regulate interaction with others in the community. Families often have a certain "persona" they wish to present to the outside

world. Typically, the family has certain areas as public zones for entertaining guests (e.g. living room, dining room, patio, and sometimes a kitchen/family combination), while other areas (e.g. bedrooms and private dressing rooms or laundry rooms) are kept behind closed doors for only family members to see. These public zones are cleaned to give a calm and orderly appearance, and decorated in such a way as to promote family unity and identity as a cohesive group. Certain mementos and photographs might be on display to communicate what this particular family values as important achievements or beliefs. Controlling their territory allows them to influence the reputation this family will have within the community (Altman and Chemers, 1980). It is a luxury for interior spaces to provide layers of territoriality; yet, for many Americans the success of a residential design depends upon how well the plan balances areas of privacy with areas for family/social interaction (Jacobson, 2002).

Purpose and Objective

The purpose of this study is to examine the relationship between residential design and the American family lifestyle. This examination includes consideration of how the layout and configuration of residential environments impact interpersonal relationships among family members, how well the residential environment supports self-expression of each family member, and how the residential environment promotes place-identity for family members. Embedded within this exploration is an examination of territoriality and control and how these are connected to place-identity in the family setting.

The objective of this examination is to provide information to residential designers that will help them make informed decisions when working with residential clients. It is suggested that this information will be particularly applicable to the programming phase of the design process.

Definition of Key Terms

For the purposes of this study, the following terms have been identified and defined within the context of this research:

Access: Ability to approach another person or inhabit space at one's desire.

Appropriate Space: Ability to organize and decorate an interior space according to one's wishes.

Boundaries: Establishing a line where one's territory begins/ends where others should have permission to pass. Boundaries may exist for physical spaces or a personal distance that one feels is necessary to maintain comfort.

Control: Ability to regulate whether others have access to one's self and/or one's territory.

Intrusion: Others entering one's territory without permission.

Open Floorplan: Floor plan where there are few physical boundaries and spaces overlap in use. Activities can occur simultaneously in close proximity to each other with little or no privacy.

Personal Space: Area within an invisible boundary around individuals that is

present wherever they go. Personal distance often shifts with

change in circumstances.

Place Identity: The image projected about one's self from the appearance or

qualities of a certain place. A person feels attached to this place

because it successfully communicates one's personal style and

expression of values.

Privacy: Regulation of openness and closedness to others.

Self-Expression: Being able to comfortably assert one's own opinions, tastes and

feelings.

Self-Identity: A person or group's cognitive, psychological and emotional

definitions and understandings of themselves as beings.

Self-Regulation: Being able to control one's behavior and circumstance without

interference from others.

Self-Worth: The amount of value one feels about oneself.

Territoriality: The area one has access to or control of (including the décor,

activities, or who might enter the area).

Limitations

Because the study is composed of a small sample of American families who

volunteered to participate in the study the results cannot be generalized. Geographic

location and accessibility to each family in the study further limits the generalizability of

the results.

CHAPTER TWO

LITERATURE REVIEW

Introduction

Interior design involves the organization of color, texture, line and space. Additionally, research has shown that interior spaces can have a major impact on the psychological and social well-being of individuals and families.

Humans affect, and are effected by, their built environments. This relationship is especially important in residential design. Because the family unit includes young people who are in the process of developing self-concepts, the impact of interior space on the family unit is particularly important. The residential environment can be either supportive or non-supportive of the central human need to be recognized as valuable (Twigger-Ross and Uzzell, 1996) and the delicate balance between self-identity and group identity can be achieved in a well-designed residence.

In order to understand more clearly how individual families' behaviors and interactions are influenced by their residential environments, a close examination of the literature is necessary.

Relationship Between People and Place

According to Hasell and Peatross, "The very complexity of interior environments argues for theory and methods that are capable of explaining interconnections between people and space. . . . The focus usually has been either on space or on people rather than the interaction between the two" (Hasell and Peatross, 1991). It is the complexity of this

relationship between people and space that needs to be more clearly understood in order for interior designers to address the needs of today's families.

The link between human development of identity and place is an area of interest for environmental psychologists. Over the years, a developing theory of what constitutes self-identity has lead to the significance of place-identity. A model of the identity process developed by psychologist G.M. Breakwell proposes that self-identity is built upon four components: self-esteem, self-efficacy, distinctiveness and continuity (Breakwell; 1986, 1992, 1993).

Building on this conceptual model, a more recent psychological study in the United Kingdom tested the link between Breakwell's model of identity with place attachment (Twigger-Ross and Uzzell, 1996). They were able to show that a logical connection exists between the physical environment and its impact on the concept of self. Taking a closer look at each component helps to explain the relationship between self and place.

Breakwell begins his construct with the importance of *distinctiveness* to one's self-identity. This is the desire to maintain one's uniqueness when compared to others. Twigger-Ross and Uzzell site people's identification with where they are *from* as one example of distinctiveness—as when one describes oneself as being from the "city" or the "country" (1996). In Breakwell's work individuals defined themselves not only in this way, but also by creating positive attributes about themselves by belonging to one place, while expressing negative attributes in connection with the other places. Breakwell also found that association with a certain neighborhood or region implied status or special abilities.

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Further, Breakwell suggests a motivation for action coming out of a desire to preserve *continuity* of the self. This continuity spreads "over time and situation, between past and present self-concepts" (1986). According to the literature, there are two ways that the environment impacts continuity. *Place-referent continuity* is where references in the environment help one remember past actions and parts of self which are meaningful to each individual. People often seek out places that maintain emotional significance or that resemble each other in some way. Place can remind one of younger years and accomplishments that have led to the development of a successful picture of self. Social psychologists propose that this may be a significant component of moving in order to change or maintain a concept of self. They warn that, if a move is forced upon an individual, it may be traumatic enough to force a loss or grief reaction. The control of continuity of place is therefore important in a person's psychological well-being. If an individual cannot find this alignment between past and present in their living environment, the dissonance will likely lead them to seek another location. (Twigger-Ross and Uzzell, 1996)

According to Breakwell, the second way that the environment impacts continuity is *place-congruent continuity,* where continuity is created through "characteristics" of places that can be transferred to other places. This transference might be reflected with specific mementos or a general overall style. By modifying the interior space, each individual can personalize it to remind them of places or times in the past and who they were at that point. In this way, people are motivated to decorate spaces to reflect what is meaningful to them. (Twigger-Ross and Uzzell, 1996)

The next component of Breakwell's model is *Self-esteem.* This term is possibly the most commonly recognized term and is defined as "a positive evaluation of oneself or the group with which one identifies; it is concerned with a person's feeling of worth or social value." Through the years, this aspect has come to be considered a central motivator for the developing identity. The literature notes specifically children "describing the sense of positive self-esteem they gained from being in their own rooms during times of distress" (Twigger-Ross and Uzzell, 1996). This suggests that people can get a positive boost in self-image from the characteristics of a place and the feelings it evokes.

Lastly, Breakwell suggests *self-efficacy* as the fourth component of the identity process. Self-efficacy is defined here as being an individual's belief in their ability to meet and accomplish certain tasks. This component has definite implications for residential designers' work. If the environment supports daily activities, and does not inhibit success, it can have a significant impact on one's self-identity (Twigger-Ross and Uzzell, 1996). Place then becomes a supportive aid in helping one successfully achieve their goals.

Breakwell's model is particularly beneficial when considering the design of residential environments because it emphasizes the inter-connectedness between people and their physical environment and how this relationship provides cues about self identity.

Environment and Behavior

The impact of the physical environment on human behavior has been studied for

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many years.   In the 1960s, while observing people closely as they went about their daily lives, psychologist Roger Barker discovered that it was actually people's "settings" rather than their personalities that had the greatest impact upon their behaviors (Barker, 1968). In his studies, Barker recorded both people's interactions with other people as well as with things and their environment.

Barker found that behavior is guided more by expectation and societal rules about what is accepted in different situations and that people use "cues" in the environment to help them switch into these different roles. For instance, furnishings and belongings may be edited in the office in such a manner that cues one to go into a professional mood where personal issues are left behind. According to Barker, this link between place and behavior may not be conscious, but happens internally. "A good or bad environment promotes good or bad memories, which inspire a good or bad mood, which inclines us toward good or bad behavior" (Gallagher, 1993).

With each generation, new priorities arise that shape how families live and function within residential spaces. For example, with more women in the workplace, a new generation of men who help with children and domestic duties has arisen. These shared duties have served to change the traditional function of certain spaces in a residence. The kitchen often becomes a place where several family members gather, rather than the traditional model of the mother in the kitchen alone preparing meals. In the kitchen of today, even guests may be invited in during meal preparation (Hasell and Peatross, 1991).

These changes present new challenges for residential designers as they work to create residential environments to meet the demands of changing family roles. These

changes may require different space parameters and visual flow between living spaces that weren't tolerated or seen as appropriate in the past (Hasell and Peatross, 1991).

In order to design interior spaces that are responsive to issues in daily living, designers need information about family members and what activities take place within their living environment.   Studying society and patterns of behavior in human groups can assist designers in making informed decisions to create environments that support communication and routine family activities. For example, when considering a residential environment, the assumption might be made that spaces supporting family cohesiveness should be central; yet, psychologists suggest that family members also need a way to regulate access to and create individualized spaces (Altman and Chemers, 1980; Marcus, 1995).

Unique Challenges in American Residential Design

Creating residential environments for American homes can provide unique challenges that are not necessarily a part of public space-planning or even private residential spaces in other cultures. Part of this stems from the importance Americans place on independence and uniqueness.

Irwin Altman and Martin Chemers have developed an analysis of cross-cultural human behavior as a guide for understanding people in their environments. They caution that, particularly in American homes, "there is a tremendous variability . . . and to speak in universal terms is simply not appropriate" (1980). A variety of cultural practices and beliefs are reflected in the American pallet of homes; whereas, in other countries there might be a more consistent pattern of practices that can be predicted and planned for

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without direct consultation with the end-user.

As environmental designer and author Claire Cooper Marcus explains,

. . . Homes in modern America are symbols of the self . . . a premium is put on originality, on having a house that is unique and somewhat different from others on the street, for the inhabitants who identify with those houses are themselves struggling to maintain some sense of personal uniqueness in an increasingly conformist world. On the other hand, one's house must not be too way-out, for that would label the inhabitant as a nonconformist, and that, for many Americans, is a label to be avoided. (1995)

Altman and Chemers summarize this tension of conformity and independence in their book *Culture and Environment*:

In American society the essential worth of the individual is a deeply rooted value. We speak of the rights and freedom of the individual, the opportunity to pursue one's own direction and to achieve whatever potential one possesses. We espouse the idea that people are unique and have the right to 'do their own thing.' While these values are not always subscribed to or afforded all segments of society, they are traditional ideals that have existed in the American culture for many years. (1980)

Taking a stand for what one believes in is inherent in being American—yet being united requires some cohesion in thought and purpose. This combination of ideals is also central to the functioning of the American family as a smaller model of society at large. There is a natural organization of power and rank within the family that must wrestle with the exchange between individuality for its members and cohesiveness as a group. Parents must allow their children to grow and develop individual personalities and talents while requiring a sense of loyalty and cooperation with the group itself (Marcus, 1995).

Family strife often occurs during the developmental phase when adolescents are separating their own identity from that of the parents in order to be prepared to launch into their own lives as adults (Dacey and Travers, 1991). This is a time when the balance of conformity and individuality is rocking back and forth. One of the key issues in this power struggle is the division of space. Our greatest testimony to this source of tension

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comes out of studies focused on social crowding and density. "Household crowding has negative effects on parent-child verbal interaction and parent-child activities, and there are more conflicts in crowded households" (Miller and Maxwell, 2003).

Theoretical Constructs of Territoriality

One of the tactics people use to balance the struggle over space is establishing territories. Layers of territoriality within a community help organize and delegate control for leadership and action. Altman and Chemers define territories by dividing them into two types: primary and secondary. According to these authors, "Primary territories are owned and used exclusively by individuals or groups, are clearly defined as theirs by others, are controlled on a relatively permanent basis, and are central to the day-to-day lives of occupants" (1980). Examples of layers of primary territories moving from micro to the macro levels are: the bedroom, the family home, the family farm, the company's offices, the community's property, and the nation's land. Each of these places is psychologically important to its occupants and is something with which they identify strongly and claim ownership to for a relatively long-term basis. As stipulated by Altman and Chemers, "territories are usually under the complete and unambiguous control of their members" (1980).

What sets primary territories apart is the ability to control who enters these places and regulating openness and closedness to those individuals who would like to enter the territory. Those who attempt to enter without permission would likely be on the receiving end of "defensive action" or at least reprimand from the authority controlling that space. (Altman and Chemers, 1980)

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In contrast, secondary territories are defined as "less exclusive, less psychologically central, and less under the control of their occupants than primary territories." Some examples of these might be a country club or social club, a church, or a neighborhood street. They are a "bridge" between primary territories which are owned and controlled by occupants and public territories "which can be used on a temporary basis by anyone who follows basic social rules." Public territories might include places set aside for anyone to use such as county and city parks, beaches, hiking trails, skateboard parks, or bicycle trails. "The idea of secondary territory does not necessarily involve continuous use and control of a place; use and control can be intermittent." What is significant about secondary territory is the potential conflict that can ensue over this type of space. Because they are a blend of public and more private spaces, the rules might be misunderstood or the use of such an area might be interpreted differently by various users. (Altman and Chemers, 1980)

The concepts of primary and secondary territories are applicable within the home as well. Families also separate space into layers of public, private and semi-private zones. For example, in many American homes there is a public zone where visitors are received and all family members interact within that zone freely. There is still an aspect of control in these areas, because they are within a primary territory that belongs to the homeowner. However, furnishings and items of décor are generally expected to be used and enjoyed by all who inhabit these areas.

A home is also the place where individuals can have control of personal, private space. Several issues arise with multiple persons share space in the home. Claire Cooper Marcus affirms that "a great deal of our social training has to do with respecting other

people's needs for privacy and territory" (1995). Because private spaces in the home encourage each individual's self-expression, sharing spaces with siblings or other members of the family can be difficult. Marcus asserts that "having some space of one's own in the home is fundamental to balanced relations between a couple or family members. A person's own bedroom or study or workplace permits him to seek privacy, to make it clear to others that he needs time alone" (1995).

Layers of Territory

Creating a sense of one's territory revolves around setting up boundaries that limit access to a space. The literature suggests the critical components of establishing one's territory within the home include the ability to control access, the ability to control activities, and the ability to create a sense of ownership. Also important in establishing one's territory are the concepts of privacy, place identity, and self-expression. While each of these areas is inter-related, they have unique characteristics that strengthen an individual or group's sense of territoriality.

Control

Having the ability to limit access by others to a certain space at any given moment is a hallmark of having control over that territory. This is so important that Altman and Chemers stipulate an "inability to control access on a regular or predictable basis may have implications for self-esteem, self-identity, and the ability to function well" (1980). The implication is that one needs to have the security that others will respect one's need for privacy at any given moment. Having a sense of control over one's territory gives a

person a way of organizing and maintaining order in his/her life. This is important for maintaining peace of mind and a sense of self-regulation and control.

By being able to limit or regulate what activities take place in a given space, as well as organizing the way things are arranged or displayed within that area, an individual or group is exercising its power to control the use of that space. Control may mean shutting the door to keep others away if they do not conform to the owner's wishes. However, in cases where the territory does not have physical boundaries to aid in these limits, verbal direction and/or body language cues may also be employed to impact the behavior of others. Having a sense of control over one's environment has proven essential in providing for one's security within his/her surroundings.

Privacy

An individual's need for privacy walks hand-in-hand with the need for control. Often the very reason for limiting access to one's territory revolves around needing time alone. One's ability to achieve privacy is pivotal for feeling a sense of control and competency.

> Privacy is a central concept that provides a bridge between personal space, territory, and other realms of social behavior. [It is] an interpersonal boundary regulation process by which a person or group regulates interaction with others. Privacy regulation permits people to be open to others on some occasions and to be closed off from interaction at other times. Privacy is, therefore, a changing process whereby people attempt to regulate their openness/closedness to others. (Altman and Chemers, 1980)

Unexpected or uninvited intrusions into one's territory can lead to defensive actions (Altman and Chemers, 1980). There are several means an individual might have to regulate openness/closedness into one's territory. The first centers around one's personal space. Being able to change the physical distance between themselves and

another person by backing away or moving quite close to that person can aid in establishing boundaries. Alternately, one might close the door or not invite the person into a territory that one is occupying and in control of. Creating a larger area of personal space allows a person more control over himself and, perhaps, more time if defensive action is necessary.

Another method of establishing more privacy is through verbal cues. "Accessibility or inaccessibility might also be indicated by what people say or how they say it" (Altman and Chemers, 1980). One might admonish another in their territory with a feisty warning or a clear demand for the outsider to leave the area.

A more subtle cue for defining one's limitations might be through nonverbal cues. These could include facial expressions (either of negative or positive nature), body posturing, turning away from the intruder (as if to ignore and retreat from him), avoiding eye contact (so as not to engage in more connection), or even grabbing someone else and pulling them in between the intruder to show their acceptance. When physical limitations cannot be employed, people often depend on more subtle body language to communicate what is or is not appropriate (Altman and Chemers, 1980). Nevertheless, the message is clear that the other's actions are unaccepted; pushing further may necessitate more assertive defense.

Ownership

A sense of ownership is also a part of having territoriality. Assuming a territory requires some responsibility to maintain the space. In fact, the actual process of maintaining a space creates a bonding inside a person which further strengthens feelings

of ownership and connectedness (Marcus, 1995). Through cleaning, organizing, arranging, decorating and spending time making the territory one's own (sometimes called "nesting"), an individual develops a sense of control and mastery over that space.

Place-Identity and Self-Expression

As people spend time organizing and maintaining their territory, it will alter to reflect their own interests and tastes. Naturally, they will begin to identify with that space as an extension of themselves which is part of the bonding process.   Claire Cooper Marcus asserts establishes that control of a territory is linked to ownership and being allowed to exhibit self-expression in the territory. This combination results in place identity—where the individual feels connected to a space because it successfully reflects who they are.

Marcus points out that for children this place identity requires that they feel they have control over their territory. " . . . Choosing the furniture, paint colors, or drapes; being allowed to hang up personal photos or pictures; and being responsible for cleaning the space" (1995). Marcus further cautions that children should be allowed to participate in the "decision-making process that affects where they live" and that parents should be prepared for changes in their children's preferences as they grow and develop (1995).

In keeping with Altman and Marcus' work, a study by Sebba and Churchman found that "the degree of control an inhabitant has over a particular area is a prime element in explaining his/her attitude toward it." According to these researchers, when one perceives control over an area, a sense of ownership is also established. If an area belongs to an individual, he has the ability to decorate it and organize as an expression of

who they are. The area then becomes an outward expression of self-identity and attitude

toward life (Sebba and Churchman, 1986).

Control and Organization of Environment Promotes Self-Regulation

The literature suggests that it is an innate human need to manipulate and control

one's environment to meet the needs for comfort and safety. Doing so creates a sense of

power and confidence.   Having a place where one has complete control not only

encourages self-expression, but allows for experimentation—an especially important

factor for children. According to Altman and Chemers, "Privacy mechanisms define the

limits and boundaries of the self. When the permeability of those boundaries [are] under

the control of a person, a sense of individuality develops. But it is not the inclusion or

exclusion of others that is vital to self definition; it is the ability to regulate contact when

desired" (1980).

Self-regulation is one of the most important lessons learned in the developing

years of childhood. Self-regulation operates on a continuum with self-expression and

behavioral control and is directly affected by the immediate environment that surrounds

children. According to the literature, the near environment can impact how a child learns

which aspects of the self are a part of the physical world and which aspects are parts of

others. (Dacey and Travers, 1991)

Self-identity is another concept that grows out of an individual's ability to control

his environment and his relationship to the world around him. This requires an

understanding of one's own capabilities and limitations, strengths and weaknesses,

emotions and cognitions, beliefs and disbeliefs. Self-identity has a strong evaluative

component which grows out of the idea that "I am a worthwhile person to myself and to others—why?"(Altman and Chemers, 1980).

Often times, other's reactions to one's attempts at self-expression relay a message about one's worthiness for attention and praise. For example, how a child learns to deal with his own feelings about what goes on in his daily life will correlate directly with his ability to be successful in getting his needs met and sustaining a healthy life. It has been suggested that the ability to control the physical environment may play a significant role in a child's success. Altman explains, "If a person grows up with people always intruding on his or her places, possessions, and person, and if that person is unable to prevent such boundary intrusions, then it is likely that the person will not have a favorable (or even clear-cut) sense of self or self-worth" (1980).

In her book *Helping Your Child Handle Stress*, Dr. Katharine C. Kersey advises children should be encouraged to express themselves and talk about things that may be bothering them. She explains the importance in giving them some challenges to master so that they can feel more successful and in control. In doing so, this confidence can be generalized to help them face other problems in life (1986). This is in keeping with Marcus' view that control over one's own space builds confidence and that the very act of organizing and managing one's own space at home can provide security when one feels things outside of home are out of control (Marcus, 1995).

The Home Reflects Self-Identity

Over the last decades, some psychologists have proposed that the home plays an essential role in individual expression. Again, according to Clare Cooper Marcus "to

appropriate space, to order and mold it into a form that pleases us and affirms who we are, is a universal need" (1995). In support of this theory, Marcus has documented stories of individuals and their relationships with their home environments. Having a space to call one's own is essential to developing one's sense of self. Often times, personal possessions are an extension outwardly of who we think we are. Although material possessions may not always be acquired in a systematic conscious effort, there is an underlying attraction between a person and "things" as a means of representing physically the ideals and values. As Marcus explains, "The acquisition of material objects also seems to play an integral part of defining who we are as individuals" (1995). We are drawn to those pieces that express an ideal or feeling. Having these possessions around one helps to reinforce and validate those feelings and make them tangible.

This phenomenon is also true of children who need a place that represents their own desires and feelings in response to the life around them. "Children need to have the freedom to express their emerging identities—separate from parents or siblings—through the personalization of space." The establishment of place identity for children goes hand-in-hand with developing a sense of pride about one's personal territory. The impact of having one's own space to order has a lasting impact on children's development of their emerging selves. (Marcus, 1995)

Beyond the individual's search for self-expression and identity, in the residential environment there is a family identity that should be cultivated. Altman and Chemers describe a unique quality about the family home: ". . . not only are there primary territories that reflect the individuality of family members, but there are also public territories where people come together and exhibit family unity. . . . Although such places

illustrate the uniqueness of the family to outsiders, they also serve to reinforce the community and bonds of family members with one another" (1980). Public areas are kept to a different standard of cleanliness than private in order to present an organized and refined picture of the family.

More importantly, by its special arrangement, the home is a tool in itself used to facilitate interaction between family members as well as the community at large. Creating meeting places is central to providing for these essential interactions. For interaction "is integral to the healthy functioning of the family, as well as to the children's psychological growth and emotional well-being" (Miller and Maxwell, 2003).

Summary

If the residential setting can influence behavior so significantly, then arranging spaces to suit specific needs of the family is of utmost importance. What kinds of needs should be considered with each family as one seeks to develop a plan that responds to their family customs and activities? How can the design of a residence increase or decrease a family's sense of place, self-identity, and cohesiveness? How do we maintain individuality while promoting group cohesiveness in a shared environment? How can place identity be achieved in an open (minimally boundaried) interior? These and other questions resulted in the following study which examines the many—and varied— relationships between residential design and family lifestyles.

Introduction

As presented in Chapter 1, the purpose of this study is an examination of the relationship between residential design and the American family lifestyle. In particular, the study focused on how the layout and configuration of residential environments impacted interpersonal relationships among family members; i.e., how well the residential environment supported self-expression and place-identity for family members. This exploration included an examination of 1) control of space, 2) layers of territoriality, 3) place identity, and 4) privacy.

The primary objective of this examination is to provide residential designers with tools and techniques that will help them interpret and understand their clients' lifestyle needs. Based on the literature review, a small sample of research tools were selected and altered to meet the objectives of this study for residential design. By applying these tools in the programming phase of the design process, it is anticipated that residential designers will be able to make more informed design recommendations and decisions.

Profile of Study Participants

Ten middle-class families living in a small university town located in a rural area of the State of Washington volunteered to participate in the study. Family profiles for the study required that at least one parent worked outside the home; there were at least two school-age children in the family, and the family resided in a single-family dwelling.

Of the 10 families participating in the family both parents resided in the family home. 40% of the wives did not work outside the home, 40% were employed full-time or part-time outside the home, and 20% were self-employed or in graduate school. 100% had a high school education, 70% had a 4-year college degree, and 30% had graduate degrees. 100% of the husbands were employed full-time outside of the home and 100% had gone to college. 10% had a 2-year college degree, 40% had a 4-year college degree, 30% had graduate degrees, and 20% had post-graduate degrees. The overall range of salaries was from $40,000 to $120,000 per year with a mean of $60,000 - $80,000.

All of the participating families owned their own homes. 30% of the families had lived in their home for more than 10 years. 60% had lived in their homes from 3-10 years, while only one family had lived in their home less then 1 year.

70% of the families had children of both genders and 30% had same gendered children. While all of the families had 2-3 children, 70% of the families had only 2 children. Ages of the children ranged from 0-18 with 16 children in the total sample between the ages of 0-10 and 7 between the ages 10-18. Ten of the children participating in the study were males and 13 were females.

Of the 10 families who participated in the study, 50% had children who shared bedrooms, and 50% had children with their own bedrooms. Families with children sharing rooms consisted of 2 with the same-gendered children and 3 with different-gendered children.

Procedures

After obtaining signed permission forms from each family a questionnaire regarding current space usage and needs was distributed to a designated member of the family to complete prior to a scheduled personal interview (See Appendix D for sample questionnaire). The questionnaire and permission forms were then collected and reviewed by the investigator prior to the interview. In addition sketches or copies of each family's residential floor plan were provided to the investigator and reviewed prior to the interviews that took place with the entire family present and in the family's residence. Questions that may have arisen from the responses to the questionnaire or the floor plans were clarified before beginning the interview.

The Interview

The investigator began by introducing the purpose and objective of the study and explaining the activities to follow. Participants were encouraged to ask questions or express concerns at this time in order to establish trust and to provide a level of comfort for each participant. During this time, each family was advised that any information secured would be kept anonymous. Permission forms were checked to make sure the participants were well-informed and comfortable with the interview process to come. The interview was conducted with all family members present, with some questions directed toward specific individuals in the presence of the other family members. The interviews were tape-recorded (with permission) and transcribed verbatim once the session was complete.

Mapping and Drawing Exercises

Each family member was asked to complete a behavioral map showing how they used space in their residence. In addition, each family member was asked to draw their favorite area in the home.

Floor Plan Exercise: Each member of the family viewed a sketch of their current floor plan. After a brief explanation, the family members were asked to describe their family's pattern of behavior within the home by outlining public, private and semi-private areas on the floorplan. Next, they were asked to name areas within the home where they felt they had access and control and to indicate on the floor plan the area or areas that were their favorite. In addition, they were asked who was responsible for organizing and cleaning each area and to indicate on the plan what items they displayed or would like to display within the various areas of the home. (See Appendix A for examples.)

Drawing Exercise: Each family member was given a blank, white paper to draw on and a set of colored markers. The investigator introduced the exercise by encouraging each member to draw with any color that felt right to them to portray what their home meant to them. It was explained that any image, symbol, words or colors could be used to express what their home felt like to them. They were asked to include one object or space within their home that they felt really expressed what they like about their home; i.e., a favorite chair, nook, cup, piece of artwork, etc.) They were told they could also include notes on the drawing of other desirable or undesirable places the home reminded them of. (See Appendix B for examples.)

Once the drawings were completed, the investigator engaged each family member in dialogue about what they had drawn and why.

Identification of Key Words and Themes

Once the interviews were completed, the investigator compiled the information from transcripted interviews, the behavior mapping exercise, and the drawing exercises for analysis of key words and common themes. A matrix was then developed with each family's responses inserted to organize the raw data. The matrix was then examined to determine key words or patterns that cut across all 10 families. (See Appendix C for example of a Matrix.)

CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

As discussed in Chapter 2, the literature suggests that the American home has multiple functions. These include: 1) providing spaces that promote family unity and togetherness, 2) providing spaces that support the development of individuality and self-identity among family members, and 3) providing spaces for socialization beyond the family unit. A review of recent building trends shows several examples of how these multiple functions are being addressed. For instance, many plans include open kitchens with adjoining family rooms for informal gathering of the family as well as separate visiting areas for more formal entertaining outside the family unit. In cases where the square footage of the home is limited, one space often serves both purposes. This trend is in keeping with Altman and Chemers assertion that, "The same area may be open or closed to visitors depending on the purpose of the visit, the relationship of the outsiders to the family, and a number of other factors. Most importantly, the interior of the family home has features that simultaneously permit openness/accessibility or closedness/inaccessibility" (Altman and Chemers, 1980).

Family behaviors vary from family to family depending on how open they are to outsider's involvement with their private living patterns. Even when there are no specially "owned" places, families frequently have rules about interaction (Altman and Chemers, 1980). Finding out what those rules are for each individual family is one of the most challenging parts of the programming phase in residential design. It goes without

saying that in order for the residential designer to establish a program that addresses the needs of each specific family, their practices and preferences must be clearly outlined. Yet, it is not unusual for families to have difficulty articulating their practices, preferences, and needs. It is the responsibility of the residential designer to be sensitive to this situation and to work closely with each family to determine their daily living patterns and routines in order to establish an optimum program for a residential client.

Programming for Residential Design

Self-Concept and Place Identity

Environmental and social psychologists regard the maintenance of a positive self-concept as the central motivator in all human experiences. As discussed previously, self-identity and place identity are vitally connected in maintaining one's continuity of self (Twigger-Ross and Uzzell, 1996). Places connect us to past memories. We seek out places with similar features in order to keep a sense of continuity in our self-concepts; we modify our physical environment in style and with objects which will re-create characteristics of significant places of the past; or we modify the environment to create a *new* sense of self (that which we *want* to be). Place outwardly exemplifies the maintenance of self-identity and self-worth; therefore, it is important for the residential designer to have a clear understanding of the importance of the physical environment in maintaining healthy self-concepts and the psychological well-being of family members (Twigger-Ross and Uzzell, 1996). The results of this exploratory study suggest that having this knowledge, and applying it, can have a significant impact upon how a designer approaches decision-making with residential clients.

Because of the personal nature of programming in the residential environment, it is suggested that an alternate strategy is necessary to uncover essential lifestyle issues and personal priorities. Although in-depth procedures for gaining information to include in the program for commercial spaces are a common practice, such procedures are rare in residential design. In many instances, particularly in "spec" houses, the design is driven by assumptions rather than facts.

A common tool used by developers to gather programming information is the written survey. However, as pointed out by Miller and Maxwell, such surveys are limited.

> Surveys are often only used for families buying new homes in subdivisions, so the data they generate is limited in its applicability to the general population. In addition, home builders are not necessarily interested in fostering family interaction . . . [but] attempt to identify market preferences that are often influenced by what is considered 'in style.' (Miller and Maxwell, 2003)

Further, Miller and Maxwell conclude that, "Although interior designers and architects who work with an individual client building a new home may include programming as part of the planning phase, most home design does not benefit from the programming process" (Miller and Maxwell, 2003).

Programming and the Study's Purpose and Objective

The objective of this exploratory study was to help address programming issues in residential design through the use of research tools and techniques. As articulated in Chapter 1, through this exploratory study an attempt was made to examine the relationship between residential design and the American family lifestyle and, in so doing, to consider how the layout and configuration of residential environments impact interpersonal relationships among family members; to explore how well the residential

environment supports self-expression of family members; and to examine the concept of place-identity in the residential setting. Concepts of territoriality and control were essential components of this examination. The following discussion highlights these concepts within the context of the study's parameters.

Organization of Data

In order to analyze the data collected, it was necessary to first organize it into a workable format. As explained in Chapter 3, a transcript of the recorded interviews was completed for each family that participated in the study. Using the literature review as a guide, it was determined that the overarching theme emerging from the interviews was territoriality. Key elements of territoriality were then identified, and statements made by members of each family were sorted into the categories that had been identified. Table 1 provides a diagram of the key elements of territoriality that were identified and a definition of each element (See Table 1).

Statements made during the interview by family members were arranged into a matrix and sorted into categories. (See Table 2 for a sample transcript analysis.) The categories were organized to distinguish between the following: 1) territory issues: access, ownership and privacy; 2) identity issues: self-identity and group-identity; and 3) place issues: family gathering, qualities of floor plan, favorite place, and favorite quiet place. Anytime issues were mentioned within these categories, quotes were inserted to further emphasize the family's perception of these issues in their daily lives. Notes made by the investigator during the interviews and reactions to family members' input were also included in the matrix when quotes were not appropriate.

Table 1: Key Elements of Territoriality

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  │ CONTROL  │ │ PRIVACY  │ │ IDENTITY │ │EXPRESSION│ │OWNERSHIP │
  └──────────┘ └──────────┘ └──────────┘ └──────────┘ └──────────┘
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ACCESS CONTROL	PRIVACY	PLACE IDENTITY	SELF EXPRESSION	OWNERSHIP
The inability to control access on a regular basis may have implications for self-esteem, self-identity, and the ability to function well.	Unexpected or uninvited intrusions can lead to defensive actions.	A person feels connected to a place because the place successfully reflects their *Personal Style*	Feeds Place Identity Freedom to decorate as you wish	Ability to organize and decorate Responsibility for cleaning.

TABLE 2: Transcript Analysis Matrix – Sample

TRANSCRIPT ANALYSIS MATRIX

Family	TERRITORY			IDENTITY		PLACE			
	Access	Ownership: Clean, Arrange, Decorate, Activity	Privacy	Place: Expression of Self	Group: Family Icons	Family Gathering	Plan Qualities	Favorite Place	Quiet Place
F10	Mother (Jewelry Designer) has studio in basement—doesn't like taking clients downstairs to show her work. She would like to keep that private (down near master bedroom). Family has lived in this home since Daughter (13) was born. With an older Son (10), they have transitioned into separate bedrooms having the kids in separate bedrooms. Previously the two shared a bedroom. Fixing up the basement after the flood instigated the move. Dad: [When the kids were younger] it was more important to be accessible to them... but now they need their own space. Mom: They just have more things. They need more space. Dad: I think they need their own space to do their own homework, projects and fiddle around their own way.	Mom handles most of the cleaning and organizing now that she works at home. She used to hire a housecleaner to come in and help her. Mom does the floors and stuff—mostly the upstairs cleaning. Dad cleans downstairs. When Mom needs him to help, he fills in. Mom and Dad collaborate on decor and remodeling decisions. Kids arrange and decorate their own rooms. Soon to be painted, they can choose color (with parents' approval). Kids have to clean their own rooms every two weeks. Daughter vacuums carpeted rooms. She also had a lot of say in decor for her room. She has a horse theme and wanted shelves all around for displaying special items. She has chosen colors for border and walls in her room. Son has computer, TV and Nintendo game in room. He works at his desk a lot and keeps it organized.	Downstairs bath has the best shower. They would like to enclose upstairs shower to make it more appealing to guests and leave downstairs private. Mom does not like parading guests or clients down into their private master suite to look at her jewelry. Recently, parents moved downstairs in order to allow kids to separate into their own rooms upstairs (there are two bedrooms). Parents felt kids were developing their own interests and had a lot of things they needed room for with different interests. Being boy and girl, they also needed privacy. Dad has his shop for quiet work, but welcomes others into the shop to spend time talking with him and working on projects together.	Parents both like antiques and the craftsman style. Dad is refinishing all the woodwork in the home to match the new wood floor. Dad redid the kitchen counters, re-finished cabinets, new lighting and hardware. Artwork and antiques coordinate with home style and furnishings to highlight creative expression and quality craftsmanship. Dad likes carpentry—his work is in creative woodwork and design. He has a big shop for projects ongoing. Mom likes stone work—her jewelry is a reflection of this blending of nature and art. Son likes community which he has through his sport and music activities. Daughter loves art and animals which spread from her room into the house...	This family is all about the outdoors—they love their garden and hunting and being out in nature. Inside the home are pictures of nature. The colors (green in the dining room, stained wood furnish-ings, stained wood floor, feaux stone in kitchen) really reflect this importance. All the favorite views of family members are through the windows to the garden and outdoors. Family photos, pets, and children's art are treasured.	The family actually enjoys spending time around the wood stove in the shop with hot chocolate—especially in fall and winter. Family eats meals together in the dining room. Family hangs out and watches movies in the living room.	Downstairs family/hobby room has been transformed into the parents' master suite after flood damage required them to refinish the basement area. Now their main living area is all on the upper level. They would like a family room/tv room separate from the living room again with an area for the computer that all can use. Parents had some difficulty moving downstairs for the master suite when it is so closed off from above—they had concerns about being accessible to their children. Kitchen and dining room have doors to close them off—they would like to open up the kitchen with the dining area to make them more of a joined space. Would also like to have a guest area added to the house. Plans are being made to add on a design studio for Mom's business at the back of the home where clients could enter and view jewelry.	Daughter's: Her bedroom. She's really excited about planning her colors: blue, orange, gold. She likes the view from her window onto the garden and apple tree—she's an outdoor nature girl. Mom's favorite place is the Living Room—she likes the cozy furniture and sitting looking out on her flower garden out front. Dad's favorite place is the Living Room because the family hangs out there. Son's favorite place is his room—he likes the view of Pullman from his bedroom windows (since the Living Room curtains are closed at night) when he can look out at the lights across on the other hill.	Dad's alone place is his shop. But if he needs privacy in the house, he'd go downstairs to his bedroom. Mom enjoys quiet morning coffee in the Living Room or on the back deck and also reading time in her room before sleep. Son likes his room for studying, reading or playing video games when he wants quiet. Daughter will go in her room, or if she wants to go somewhere outside, she'll lie on the roof of the garage.

Data from the transcripts was augmented by information garnered from the floor plan mapping exercises and the drawing exercises. By asking each family member to map who was in charge of specific areas on the floor plan, individual perceptions about ownership and control became more evident. When ownership was unclear, discussion was encouraged among all the family members to determine what issues might exist for individual family members relative to a particular space.

For some family members, the floor plan mapping exercise was a good tool through which they could articulate issues such as control and privacy; however, for others it was not. For those who had difficulty with the floor plan exercise, the drawing exercise proved to be a better tool for them to use in articulating and defining the issues most important to them. This seemed to be the case for teenage participants who were more private about their daily lives. For example, when drawing about their favorite place in the home, issues relative to privacy and togetherness almost always arose. The drawing exercise also provided family members with the opportunity to clarify why spaces were meaningful to them through a verbal explanation of what they had drawn, and why they had included certain items in their drawing. As this exercise emphasizes individual perceptions, it was particularly helpful in relation to articulating each person's feeling about the meaning of home.

Discussion and Recommendations

Programming courses and textbooks typically pay very little attention to programming for residential designs. The assumption is made that residential projects

are less complex than commercial projects; therefore, textbooks place an emphasis on understanding city codes or how to organize multiple levels of information for commercial environments. For example, in *The Architect's Guide to Facility Programming* (Palmer, 1981), there is only one example of programming for a residential project and it consists simply of a sample of the architect's notes with no specific methodologies suggested for gathering program information. In the educational environment, the tendency is to simply hand students a profile of a fictitious residential family with a pre-determined lifestyle—focusing the experience on the design process and solution, rather then on programming issues that might arise.

Thus it is that programming techniques for residential design are often left up to each individual designer to develop on his/her own. With such a variety of approaches, the public is often confused about what a residential interior designer does; they do not understand what a realistic scope of residential design services may be. This being the case, many families opt to bypass working with a residential designer and go directly to a builder in order to save costs (Dregger Interview, 2005). It is suggested that one way to change the public's view is for residential interior design services to be redefined as an essential and cost effective service to address a family's needs. The results of this study offer insights into how to gather meaningful program information and how it might be applied in residential design services.

Special Challenges in Residential Programming

What families need versus what they think they need

It is not an easy task to change the perception that interior design services add to the cost of building a family residence. This is particularly true when one considers the fact that families do not always accurately represent their behavior-patterns within the home; and that, in some cases, they do not even have an accurate perception of their own individual and family needs. Not only was this found to be the case in this exploratory study, this phenomenon is further supported by a study by Miller and Maxwell where families were asked to describe ideal spaces for family interaction—spaces they may not already have but wished they did. The most common request was for a family room where the family could spend time together. However, documenting actual time spent in various spaces within the home revealed that families interacted more in the kitchen for various activities than any other place (Miller and Maxwell, 2003).

Many times a family's perception of what they need in residential design is heavily influenced by the media and/or what they see in other's homes. People often desire what they have seen on television or have read in a popular press publication— things they feel will show their level of success or status—regardless of whether these things respond to the way they live or not (Altman and Chemers, 1980; Miller and Maxwell, 2003).

Programming Recommendations

While the primary purpose of this study was to examine the relationship between residential design and American family lifestyles through an exploration of key concepts

such as territoriality and place-identity in the family setting, it is suggested that perhaps the most applicable outcomes of this study are recommendations for residential programming approaches and tools. By combining the use of a standard technique (the interview) with innovative and visual exercises (the floor plan mapping and drawing exercises), the investigator was able to identify macro themes cutting across all 10 participating families. (See Table 1 for identified macro themes.) At the same time, however, these tools provided keen insights into each family's idiosyncrasies and interpersonal dynamics. Of particular note is the fact that this combination of tools established an environment whereby each family member's input was equally respected—without undue attention to adult members over children or vice versa.

Floor Plan Mapping Exercise

For the purposes of this study, the floor plan mapping exercise was divided into two phases. The first phase involved establishing which areas in the home were used as public zones, which were kept as private zones, and which sometimes overlapped. By approaching the exercise in this way, it gave the family a new way of discussing their use of space. Even young children were able to distinguish these differences and give examples of access control. The second phase of the mapping exercise was to ask family members to identify on the floor plan their favorite place in the home and where they most often went for quiet time or privacy when needed. Once this was established, the discussion naturally proceeded to include questions about how the space was arranged, who cleaned and maintained it, and how the décor was developed. Usually, this led to discussion about whether the space was adequately meeting the functional and aesthetic

needs of the individual. By this point, the participants were comfortable enough to share information about more sensitive issues such of privacy, ownership, and personalization.

It is suggested that by asking residential clients to map their current living condition as outlined above during the programming process, a designer can develop a clearer sense of how the family interacts and their patterns of user-satisfaction or dissatisfaction. Although it is suggested that the floor plan exercise could easily be modified to include only one phase, based on the experience of the investigator it is not recommended because different kinds of information and insights were gained from each phase.

Drawing Exercise

In addition to mapping the use of spaces, it is recommended that a drawing exercise may be beneficial in programming residential spaces. For purposes of this study, the investigator asked each family member to draw a picture of their "favorite space" in the home. Participants were instructed to think about why it was their favorite place—whether it reminded them of another place they had felt good in, or how it made them feel—and to then draw symbols showing what the space meant to them. Each family member was told they could include descriptive words with the icons if they wished and to feel free to use different colors to represent different moods in their drawings. Each member was asked not to comment on the drawings of the others, but rather to focus on their own.

Once they were finished drawing, each participant was asked to show their drawing to the other family members and explain why that space was particularly special

to them. Although some members started out feeling shy about their drawing abilities, all were able to use the exercise to express meaning around the chosen spot. This again was particularly useful for members who were unable to articulate their feelings about the home verbally. Younger children tended to draw themselves in the space and talk about what made them happy there. Adolescents and adults developed a richer vocabulary for describing their needs and how the space met them. Some drew symbolic icons, while others drew actual objects or aspects of the space as they reflected upon it.

Although in this study the instructions for the drawing exercise were given verbally, it is suggested that in an actual programming session it would be more effective to provide written instructions. This would allow participants to check the instructions themselves if they had questions rather than interrupt everyone to ask for clarification form the investigator or designer.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

Results and Findings

Although this research was conducted with a small sample of American families and cannot be generalized beyond this sample, several conclusions can be drawn. The study supports the theory that behavior is influenced by environment; and, in turn, individuals seek to alter the environment to reflect what is meaningful to them.

The initial survey (Appendix D) highlighted the fact that the most common area in the home families wished to alter to better meet their needs was the bathroom. Families either wanted to add a master bathroom or remodel an existing bathroom. The kitchen came in a close second—mainly because some homes in the sample already had new kitchens. The addition of a family recreation area, a guest room, a private office space, and more storage were also frequently cited in the survey.

The mapping exercise was particularly helpful in revealing the zoning patterns of families in the sample. Interestingly, it was evident that family zoning patterns in the sample were similar regardless of family makeup. Most families classified the entry, living and dining areas as common public zones. Only one family classified the kitchen as semi-private while all other participating families zoned it as public. All except one family classified the master bedroom as a private space. Other bedrooms were classified as semi-private, mainly because children often entertain their friends in their own bedrooms.

The drawing exercise served to highlight the high level of need for private space for each individual in the family. Favorite spaces most commonly described were private spaces—or a public space used privately after others were away. A definite disconnect was noted between what was reported on the surveys, and what was revealed through the additional mapping and drawing exercises. One possible explanation for this is that usually only one person filled out the initial survey that was sent prior to the actual interview session. Therefore, the survey reflected only that person's ideas about space in the home rather the family as a whole.

Categorization of information from the transcripted interviews into the matrix proved to be very helpful in determining key concepts about each family's use of space and their needs. The concepts of *ownership* and *access control* were found to be the most frequently cited concern by all family members.

Families were clearly able to recognize and cultivate ownership of spaces within the home. Comments around ownership connected directly with identity issues, whether they were self or group identity. In this study, it was clear that the mother of the family controlled the overall use of space in the home. It was most often the mothers who decided the décor of the home and how it would reflect the family's (or the mother's own) interests.

Although the wife of the family was clearly the person who dictated the primary use of space within the home, there was an overall theme of need for each family member to establish ownership of specific spaces in the home. The ability to have individual ownership of space in the home made a significant impact on how satisfied each family member was with the home, suggesting the importance of place identity in residential

environments. It is suggested that representing each family members' individual interests and priorities in both public and private spaces will increase emotional connection with that space. This leads to more satisfaction and bonding between person and place.

Strengths and Weaknesses of the Research Tools

The results of this exploratory study clearly support the conclusion that research tools can be useful instruments in residential programming. The research tools in this study were purposefully selected (and adapted) in order to explore issues of territoriality, identity, and place within families (See Matrix in Appendix C). As the study progressed, it became obvious that these tools provided opportunities to gather information about the family's lifestyle, needs, and assertions relative to these issues that otherwise would not have been available.   Although additional testing of these tools is necessary beyond this exploratory study to determine their usefulness in practice, it is clear that the use of such tools during the programming phase of a residential project would enhance a designer's understanding of family dynamics and relationships.

Each of the research tools used in this study had different strengths and weaknesses and provided diverse information. Therefore, the results of this study indicate that it is best to use a variety of instruments in residential programming rather than relying only upon the interview/survey, which is often the case. The combination of survey, mapping, and drawing tools was positively received by the participating families—particularly because of the open-ended nature of the tools and their emphasis on discovery. While each individual family member was acknowledged and listened to throughout the whole process, the nature of these tools allowed for an examination of

family organization and power configuration that likely would not have surfaced otherwise.

The Survey of Space Utilization

Attempts were made in this study to keep the initial survey of space utilization questions entirely open, so that the designer would not influence the participant in any way. This was done by keeping the survey as simple as possible and leaving room for the participant to fill in details as they wished. The downside of this approach was that some participants chose not to thoroughly complete the survey, requiring more follow-up later. Another limitation of the survey was the tendency for one member of the family to answer the questions without input from other members' perspectives.

It was found that, by supplying each family with the survey prior to the first face-to-face interview with the researcher/designer, the family was better prepared and had considered some of the issues ahead of time. Using the survey in tandem with the floorplan mapping exercise allowed for the responses of family members who may not have participated in the completion of the survey to be included for consideration. It was found that often these opinions differed significantly from those of the member that filled out the initial survey. It is suggested that in the programming phase the survey might best be modified to introduce overall themes—such as needs for privacy or public spaces—leaving the controversial and detailed explanations for the floorplan mapping exercise.

The Floorplan Mapping Exercise

While the floorplan mapping exercise provided a number of opportunities for useful input, one of the weaknesses of depending upon this exercise alone in residential programming is that it allows one or two family members to dominate the discussion of the family's use of space. In some families, there is enough freedom for other members to speak up and discuss these differences in perception; while other family's hierarchical structure does not allow for such an open discussion. While it was found that this tool is adaptable for each situation; it should also be noted that it is up to the interviewer to direct the questions in a manner that will uncover these perspectives without causing undo competition. Such a challenge might require some training and experience to perfect. Within this study, using the floorplan mapping method in tandem with the drawing exercise (which is done by each person in the family privately) seemed to assist less-assertive family members to be a part of the overall discussion.

The Drawing Exercise

As previously mentioned, the drawing exercise proved to be a particularly useful tool in examining issues of place-identity and important elements of self-expression for each family member. It also provided a unique format for communication that is not often a part of the programming phase of design. In particular, it was found that for those family members who were not as articulate verbally, this exercise gave an avenue for them to express themselves.

Although during this exercise each participant was asked to draw only positive experiences within the home environment (i.e., their favorite place), the very expression

of feeling about a certain space revealed unsaid feelings about contrasting spaces within the home. It is suggested that this tool could be used as a communication starting point to assist designers in getting acquainted with individual member's priorities and to help launch the discussion into broader analysis.

One potential problem with the drawing exercise is the potential for intimidation of participants. During this study, it was found that some individuals were initially threatened by the idea of drawing—especially in front of a designer who might have more advanced drawing skills. Adequate introduction and preparation for the exercise was necessary in order to put the participants at ease. It is possible that some clients might actually refuse to participate in this activity, and the designer would then have to approach discussion of the favorite place in a different way.

The Transcript Analysis Matrix

For the purposes of this study, all the interviews were taped and transcribed. Generally, this level of specificity would not be cost-effective for a practicing designer. It is suggested however, that taping the interview with the clients could be helpful to assist designers in deciphering the details of the other exercises by pulling out key statements made along the way.

It is probable that individual designers might have other criteria they want to emphasize or sort through than the areas around territoriality and control mentioned in this study. The matrix could be adapted as a way of sorting other information from the interview into categories in order to establish areas of priority from the clients' perspectives. A strength of the matrix is that it allows the designer to highlight only

important points discussed—weeding out unrelated conversations that often occur during sessions with clients.

Summary

One limiting factor for practicing designers is time; and therefore, the use of these tools in the programming phase could be perceived as adding too much time to the programming process. In a professional setting, this would have to be weighed against the benefit of these tools in working with a residential client. During this study, it was found that most of the exercises could be completed within an hour's span.

When a designer operates on the assumption that he/she does not have prescribed answers for every situation and instead is a guide to help the family discover their own needs and solutions, it is suggested that these tools can assist the family in sorting through their present practices and reactions to the current living conditions. This information can be extremely helpful to a designer. In addition, integrating these tools into the programming process could help avoid situations such as those expressed by many of the participants who stated that in previous consultations with designers they came away feeling misunderstood and intimidated. For example, participants in this study acknowledged that, through these exercises, they felt better understood by the designer while developing a clearer understanding of their own situation. Through these exercises, the designer can establish a bridge for teamwork and trust as the project proceeds.

A good example of how these tools helped to pinpoint specific family space needs and relationships can be seen in an overview of a session with one family in the sample. This family lives in a relatively new, open-plan home. When describing the typical use of space in their home, they related a positive reaction to the open floorplan where the wife could simultaneously be in the kitchen while communicating with the rest of the family involved in other activities in the same room. As the interview proceeded, however, it became evident that at times the openness of the plan was not desirable—particularly when entertaining guests and a separate space away from the children was needed.

It was during the floorplan mapping exercise that the wife of the family revealed her frustration with having the office in the master bedroom because of the necessity to take visitors through the entire home and into what "should be" their private space. As a result of the floorplan mapping exercise, an area near the front entrance with enough square footage to be used as a professional office space was discovered.

When looking at this example, it is important to note that the initial survey brought out the need for an office, but failed to bring out the context and details around that issue. The drawing exercise on the other hand was important because it brought out each of the individual family members needs and preferences, but entirely missed the issue of the location of the office.

While there are no tools that fit every situation perfectly, incorporating these tools into the programming process was found to be of great assistance in helping the families express their needs and preferences. Developing tools that are unbiased and open-ended

provides an atmosphere where the residential designer can become a team player with the family in resolving special problems in their home environment.

The tools used in this study were included because the literature suggested their effectiveness in getting at issues such as group and personal identity. An additional bonus was the visual effectiveness of these tools—showing (not just telling) the family spatial issues of their residential environment.

Recommendations

This exploratory study highlights the need for serious attention to the programming process in residential design. It further highlights the fact that programming techniques for residential environments require a different focus than commercial programming where the end-users are often unknown or will change over time.

Further study with a larger, more diverse sample is necessary before the results of this study can be generalized; however, the results of this study suggest that a key factor in the success of a residential design is in the ability of the designer to build a trust relationship with the family. It is suggested that the methods described in this study offer a non-threatening and inclusive approach that will not only establish trust, but also provide the designer with important insights into how to design spaces to best meet the needs of each family. Further testing of this concept would reinforce the literature on territory, self-identity, and place identity.

This study offers only a first-step in programming for residential clients. Further research is needed in the systematic testing of results and comparisons across diverse populations. More study of this process is recommended in order to eliminate redundancies and develop more efficient use of the time spent with clients.   It is suggested that by developing and standardizing these processes, the quality of service and the perception of residential designers may be enhanced with the public at large.

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APPENDIX

APPENDIX A

MAPPING EXERCISE SAMPLES

MAPPING SAMPLE 1

This map of the family's floorplan and its use shows public zones in green, semi-private zones in orange, and private zones in red. This visual aid was used in the interview process to walk the family through their home and talk about each room. Notes are added right on the map which cue the interviewer in case the taped transcript is unclear.

This example shows how a general floorplan is adequate to guide the family through the home. In this case, the family did not have a floorplan available, so the interviewer sketched a simple representation of their home in a closely representative scale.

MAPPING SAMPLE 2

This map of the family's floorplan and its use shows public zones in green, semi-private zones in orange, and private zones in red. This visual aid was used in the interview process to walk the family through their home and talk about each room. Notes are added right on the map which cue the interviewer in case the taped transcript is unclear.
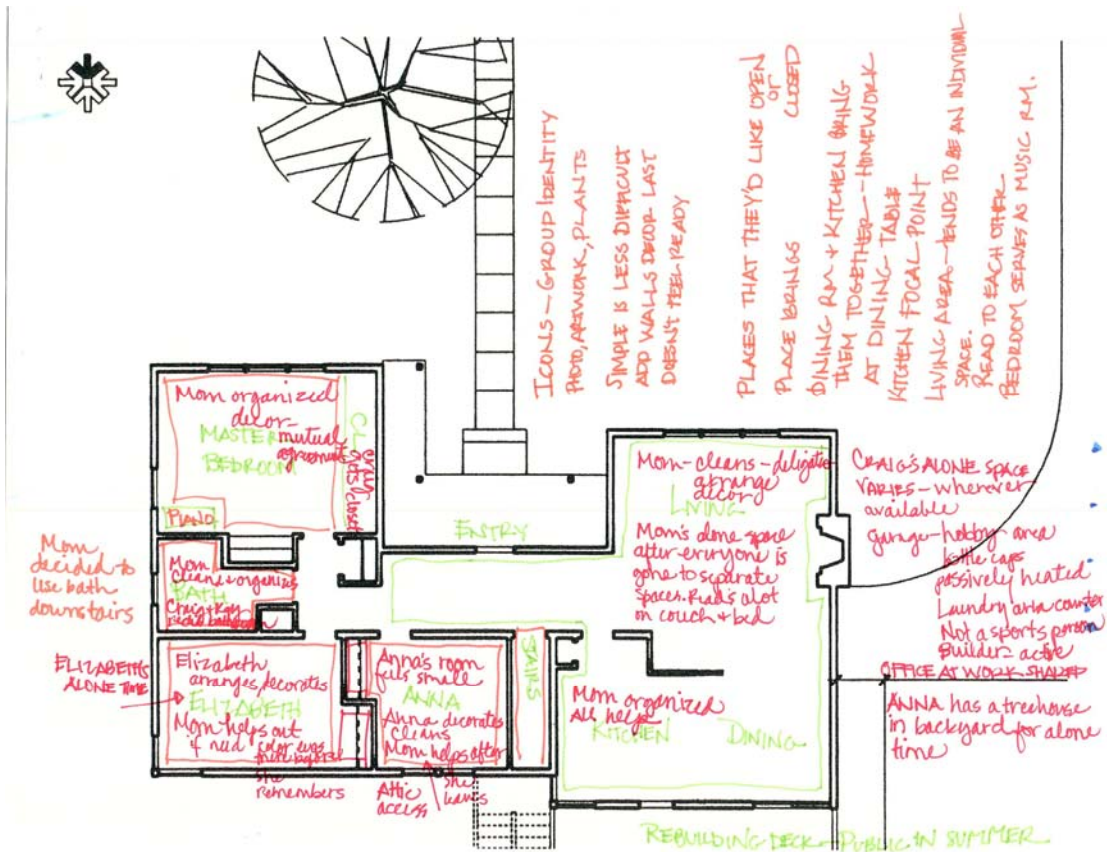
In this case, the family provided a copy of their own plans. Alterations were made to reflect remodeling changes from the original arrangement.

This map of the family's floorplan and its use shows public zones in green, semi-private zones in orange, and private zones in red. This visual aid was used in the interview process to walk the family through their home and talk about each room. Notes are added right on the map which cue the interviewer in case the taped transcript is unclear.

Notes include everything from ownership labels, décor and furniture, problem areas and wishes for change, favorite places, quiet places, and notes on family style. Characteristics the family enjoys are particularly easy to articulate here.

If participants are uncomfortable having someone walk through their home, they could provide a copy of the plan for use in the interview.

APPENDIX B

DRAWING EXERCISE SAMPLES

DRAWING SAMPLE 1

This drawing of his favorite place in their home was contributed by a middle-school age young man. Although he was quiet for most of the interview, this exercise gave him a chance to describe in his own words what is important to him in his home. Included here is the description that he wrote on the back.


Looking out of the window on to Pullman
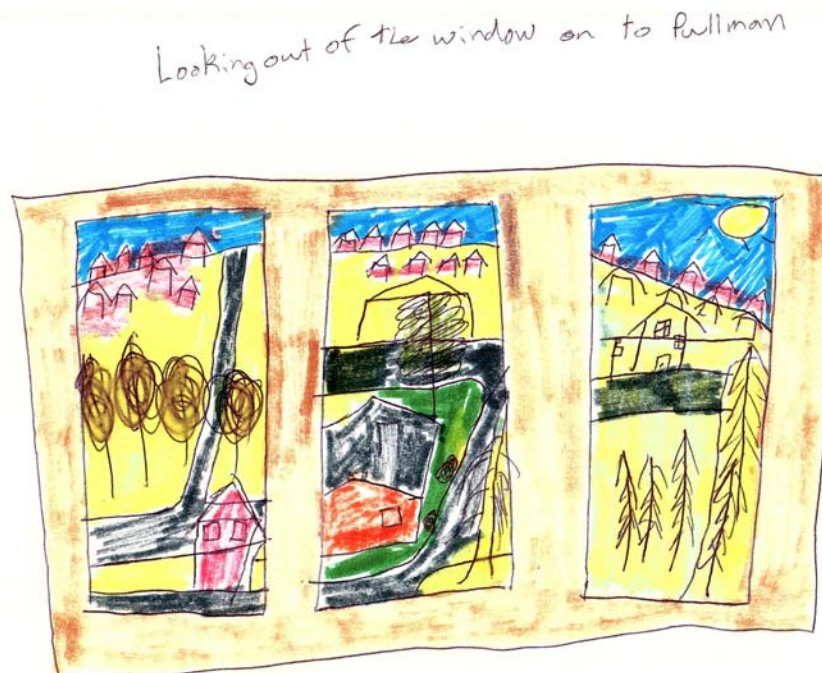
Entitled: Looking out of the window on to Pullman

I like looking out on the city of Pullman and seeing the openness of the town. I especially like the lights at night, giving me a feeling of free-being. I like all of the colors that are in the town. I don't like cramped spaces. Even though I love my room, it gives me a feeling of small spaces. So, when I'm done with my homework, or something in my room, I go out to the living room and look at the open space of the town. I love the lights in the city at night. All of the light against the dark black of the night really makes me feel good. That is why the living room is my favorite room in my house.
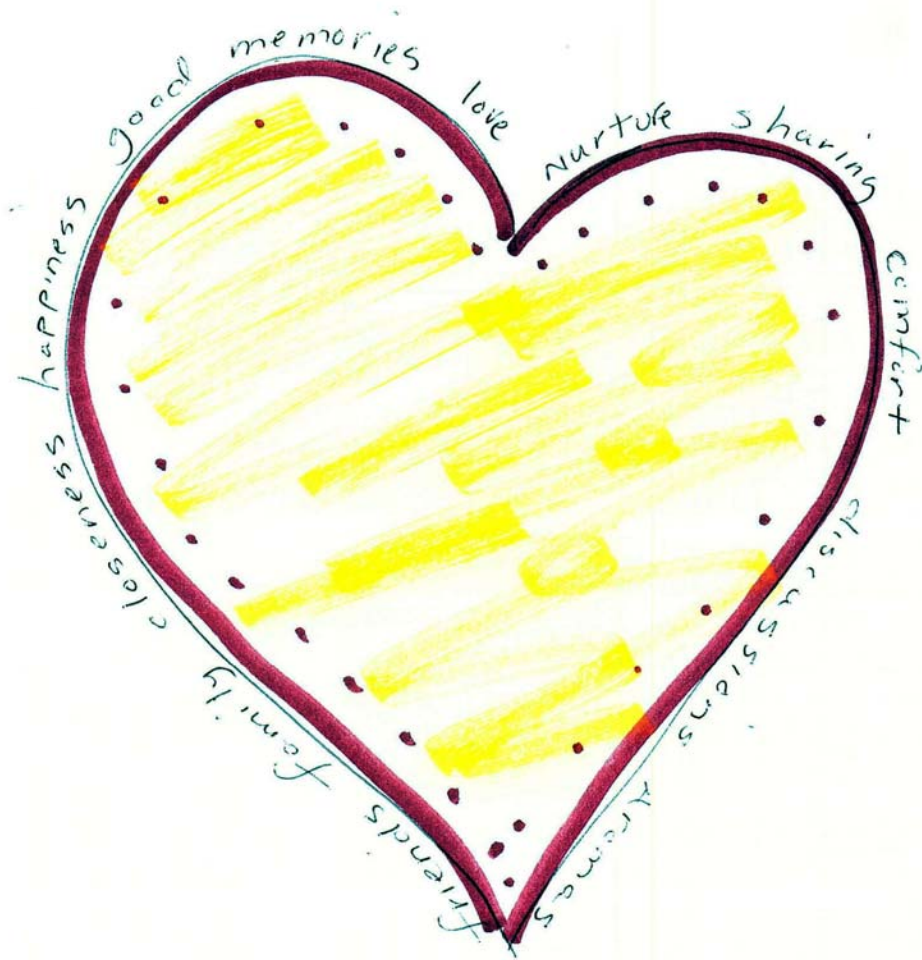
This drawing of his favorite place in their home was contributed by a father with all women in the family. His drawing articulated his message throughout the interview of his office being his one domain in the home that was truly his. Notice his own captions that describe the place for him.
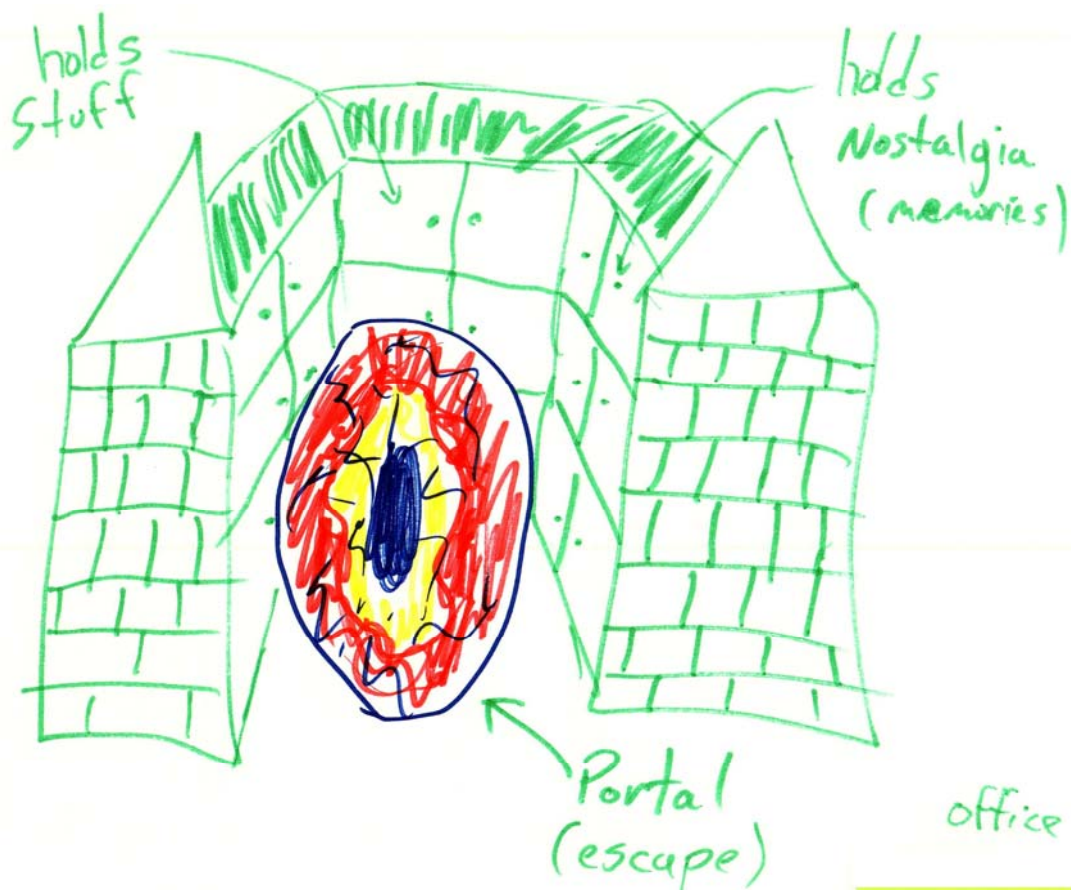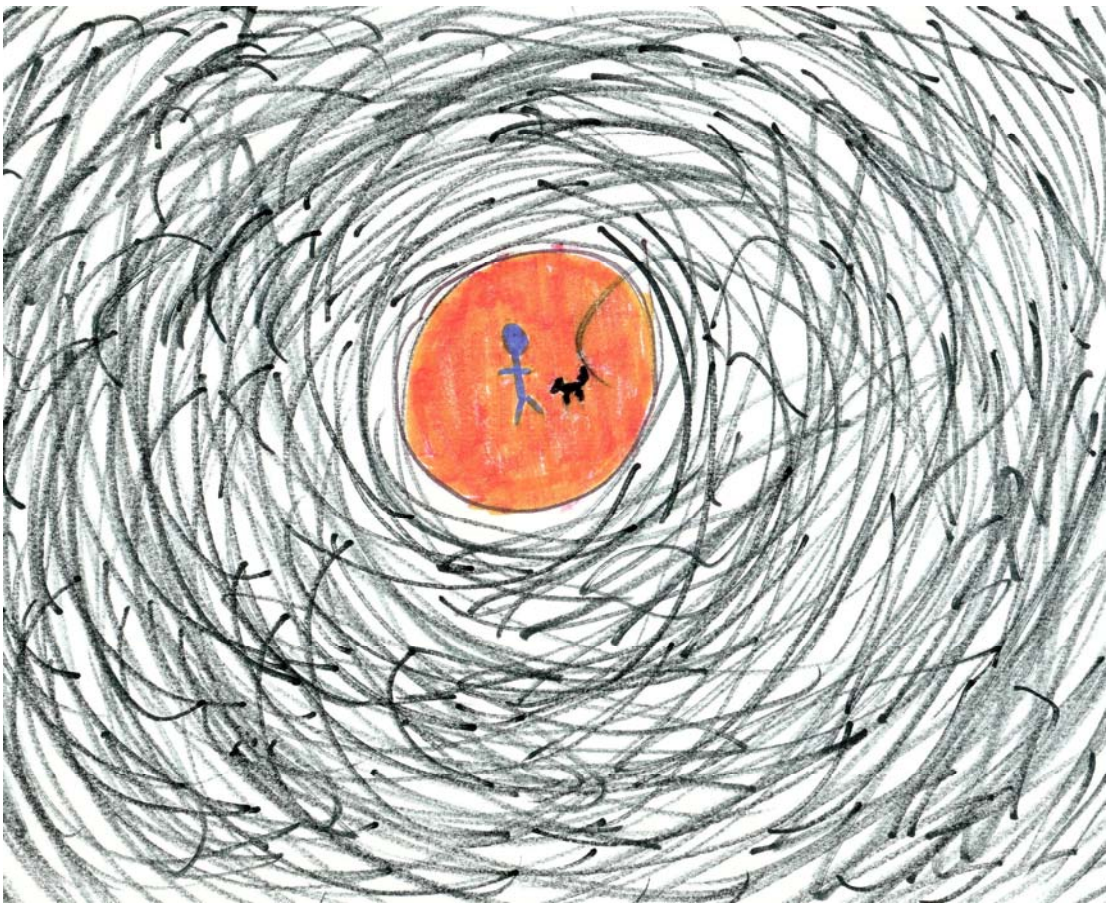
DRAWING SAMPLE 3

This drawing of her favorite place in their home was contributed by a wife and mother of two. Her drawing shows a symbol of what her favorite place, the kitchen, means to her. In the interview process, she described having a central place to bring her family together as important to her. Notice her own captions that describe this place for her.

DRAWING SAMPLE 4

This drawing of his favorite place in their home was contributed by a high-school age young man. His favorite place is his own bedroom. Here he shows a symbol of how he feels his room is a bright spot where he and his dog can retreat. To explain his drawing, he described how he could be himself in his room amid the chaos of life outside. He used his favorite colors, which he wishes were included in his décor. He was very quiet in the interview process, yet articulates his feelings precisely with his drawing.

In his own words, his bedroom is where
"I can be alone and not have people talk to me."

DRAWING SAMPLE 5

This drawing of her favorite place in their home was contributed by a middle-school age young woman. Her favorite place is her bedroom. Although her room does not look like this, her picture truly encapsulates what it means to her. She was also very quiet in the interview process; however, she was listening intently, and clearly understood the meaning in the exercise. Her own captions describe her feelings best.

DRAWING SAMPLE 6

This drawing of her favorite place in their home was contributed by an elementary-school age girl. Her favorite place is the eating nook in the kitchen. Her example is typical of younger children who often interpret this exercise literally—drawing themselves in the actual space they like. She has used a lot of color, and included her whole family there with her. Her need for togetherness is apparent here, and was also emphasized in the interview.
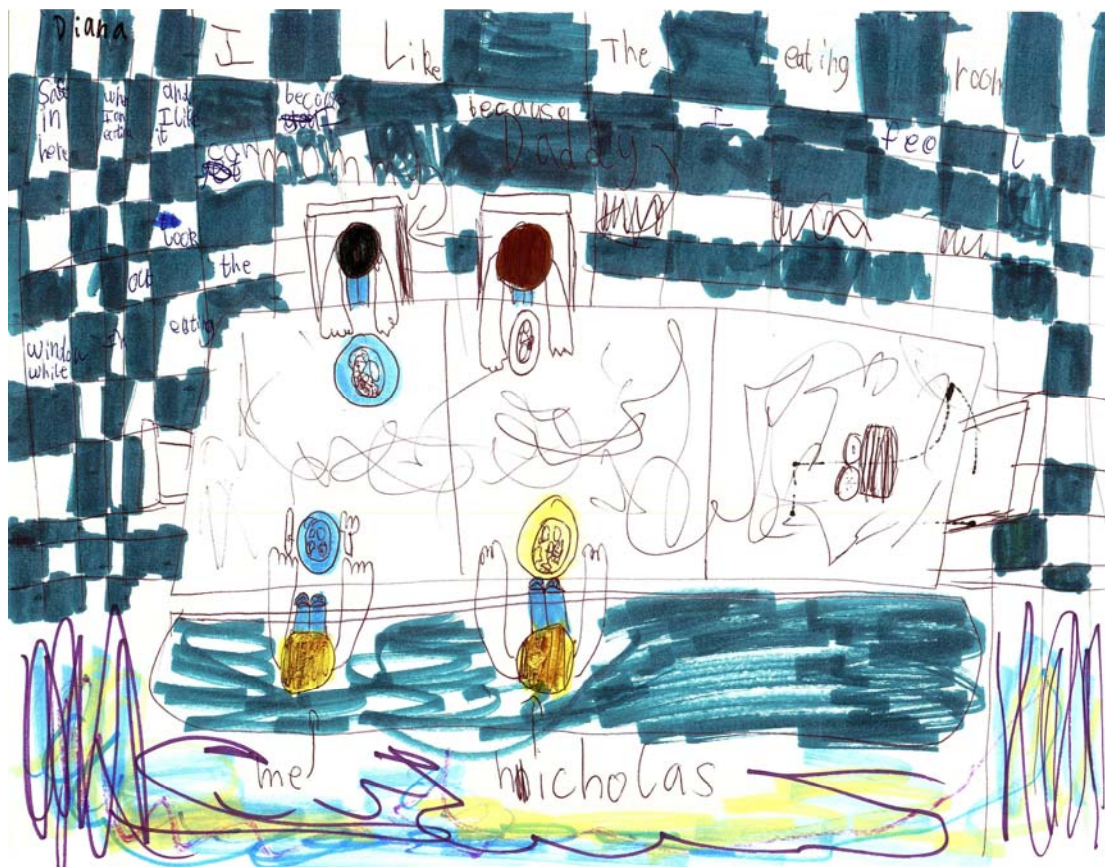
In her own words, she describes her favorite place:

"I like the eating room because I feel safe in here when I am eating; and I like it because I can look out the window while I'm eating."

She also talked about the advantage of seeing whether the neighbor girls were out playing from this window.

APPENDIX C

TRANSCRIPT ANALYSIS SAMPLES

TRANSCRIPT ANALYSIS MATRIX

Family	TERRITORY			IDENTITY		PLACE			
	Access	Ownership: Clean, Arrange, Decorate, Activity	Privacy	Place: Expression of Self	Group: Family Icons	Family Gathering	Plan Qualities	Favorite Place	Quiet Place
F9	Dad about the desk area: That's [Mom's] space. I try to keep it your space when I'm over there. When we used to share the space—it didn't work out well. I try to leave very little footprint. ...I'll take everything from over there, bring it to my space and work on them, then put them back. Dad on Garage: I try not to have stuff that should be here over there.	Mom says, "It's pretty much my house . . ." Dad's Areas: Gun Room, ½ Garage, kitchen nook downstairs with table. Specifically defined areas. Kids have separate rooms. Daughter: I pick up my room everyday. Chose colors and some décor for room. She also takes care of it cleaning up and organizing in boxes and places her mom helped her create. Dad: I try to be as minimalistic as possible; I try to leave very little footprint Mom: I keep my space clean; Comments a lot on cleaning her house and fixing it up; décor.	Master Bedroom, Master Bath (disagree on that), Garage, Storage Area, Dad's Room (Guns). Mom feels that a mom doesn't really have privacy everywhere. Her privacy is —the family follows her at night after everyone's in bed.	Home is the Mother's place: announced by décor and furnishings— all speak to her neat English- cottage style, beauty and organization. Daughter's favorite things: bean bag chair, Chinese lantern, her desk.	Family photos, mementos Crafts made by kids and Mom Decorations for each season or holiday— constantly changing to celebrate each. Also included are many family heirloom furniture pieces from Dad's family.	Family discussion defines downstairs open area as family space to watch movies and play games (Saturday morning hangout) Kitchen/Dining area upstairs is a family hangout. About Family Room: I used to hardly ever go downstairs ... now it's one of my favorite places because everyone else likes to be here. Mom likes to read stories and watch movies in Living Room with kids.	We just call the whole thing the Family Room (includes kitchen nook, tv area, office computer space and toy area) Dad: I like to be downstairs—this whole area. About Mom not feeling comfortable working at desk: I don't really consider it an office. I really don't do any paperwork there— the only work I do there is on the computer. I print them out and then bring them up here. (Interviewer: Is that because it's so far away from your kitchen and living space?) M: Yea. I used to not even like being downstairs. . . because it's cold. M: Our other place was so small, we felt constantly connected.	Mom: Kitchen/Craft/ Dining Room because she loves to share food and entertain. Dishes and Centerpiece has to be pretty. Dad: Bedroom & Family Room Garage and Re-loading room: his things Son: Bath w/ toys Daughter: Her room & Living Area because she likes reading stories as a family there.	Mom's quiet spot is craft table. Likes to read by fireplace at night. Daughter and Dad name their bedrooms as their quiet spot. Son's quiet spot is reading or cuddling with Mom in his rocking chair in his room.

TRANSCRIPT ANALYSIS MATRIX

Family	TERRITORY			IDENTITY		PLACE			
	Access	Ownership: Clean, Arrange, Decorate, Activity	Privacy	Place: Expression of Self	Group: Family Icons	Family Gathering	Plan Qualities	Favorite Place	Quiet Place
F4	A main issue of territory is around the home office. Dad needs an office for his ministry work—a private place to prepare sermons and return phone calls and work on the computer. He used the third bedroom as an office at first, but guests intruded into that space and made access difficult. (the laundry room) M: That's Mama's room. Not very many people go in the laundry room. Garage: semi-private M: It's pretty open. But I would say semi-private. Like, we don't en—I wouldn't like people coming—I don't like them coming through the garage. Because it's very messy. D: Yea, but it's a private storage depot.	Kids are learning to clean their own rooms. Mom and Dad are the "inspectors". Kids helped choose colors when mom painted their room. They keep their toys organized in storage boxes on shelves and in the closet. Dad is the organizer in the master closet, and Mom maintains the cleaning of the home while delegating jobs out. Dad has own-ership of the office area in the master bedroom. Mom usually has control of the home for decorating, arranging and cleaning. However, now that she is working part-time outside of the home, There's becoming more and more input from others. D: Well, now that [Mom] is teaching, it's true that the other domestic duties I am picking up. Normally they would be under [Mom's] control. I shoulder my share. D: [Mom] does do the quarterly migration of furniture. So, this is her area.	Daughter drew a "No Enter" sign on the door of her room in her drawing. I: I heard [the master bedroom] is now your office too. Does that make it semi-private, or is that mainly a private office? M/D: It's mainly private. D: Well, I get in trouble when there is computer work . . . that's a sacred sanctuary. M: Well, especially this week. Someone stops by, "Oh let me give you a tour of the house." Not the red door. (the private zones) M: I think the one place that we miss—where it's not working—is that the office hasn't found a space where it works. We'd like it to be a separate space—a place where he can go and have quiet and his private space. Or if it's me needing to use the computer.	Décor has a bit of English garden flair—floral paintings and upholstery with plants all around the home. This alludes to Mom's love of gardening and beauty. As well as Dad's love for camping and outdoors. The children's room has been painted and decorated with the theme of stars on a blue wall. Some of their furniture has been painted to coordinate with this theme. Daughter is beginning to express ideas of her own color-scheme and décor that she would like. She just started kindergarten and is beginning to get her own identity separate from big brother.	Many family photos and a frig door covered with photos of friends Picture of Jesus Musical instruments Paintings of floral gardens Live plants all around; bird song clock Family heirloom furnishings Jars of canned fruits on display—Mom likes to preserve jams and fruits in summer Children's artwork and schoolwork—some references to teaching (Mom's a teacher)	[The family room] is the most settled place with the fireplace. The more the family talked, the more they each talked about how special the family room is for them—it really centers the home with it's closeness to the kitchen and the warm fireplace. And it's at the back of the house so it's relatively quiet. Interestingly, the family room isn't only their favorite hangout together, but for quiet time individually as well.	D: I like the kitchen and family room—like this configuration. If we were to build this ourselves, I would make the living room much bigger. Because that front room, or whatever it's called, the living room, is a bit awkward. I mean, what are you supposed to do with that space? I: It has kind of become a large entry. M: It's a little bit awkward. Because we haven't incorporated another sitting area. It could be a nice sitting area, but we haven't done anything with it. D: When we have large groups here, like 30 people, we will set up a table and chairs there. M: I like the privacy of having the bedrooms on one side instead of opening up into the open space.	M: I drew and talked about this space out here (family room) because I like to sit out here on the comfy couch and the warm fireplace. I like to listen to relaxing music and smell the yummy smells from the kitchen. And this is where I think of friendships growing and relationships being fed; and the candles are usually out here. D: I chose the family room . . . one reason why this room is special to me is it's kind of a place where we can remember our connection to God and that's through our family wor-ship together. Son: my bedroom—my bed. Daughter: Bunkbed in room and by the fireplace (family room)	Kids: in my room. D: I've noticed because of the fireplace and this little "lamby" rug the kids will get a pillow and turn the fireplace on (gas); and they'll use that kind of like a snuggly corner . . . that's something that I've noticed they love for quiet. M: I was thinking of that as well. It depends—where I go to get quiet depends where everybody else is. I really like it out here. (family room) But if it's busy . . . then I go to my room. D: Same. Because is everyone is already in bed and I come home from a meeting, I'll come home and read and do some work. Or I'll go to the bedroom as well.

TRANSCRIPT MATRIX SAMPLE 3

TRANSCRIPT ANALYSIS MATRIX

Family	TERRITORY			IDENTITY		PLACE			
	Access	Ownership: Clean, Arrange, Decorate, Activity	Privacy	Place: Expression of Self	Group: Family Icons	Family Gathering	Plan Qualities	Favorite Place	Quiet Place
F3	Mom seems to have access and control to most of the house. I: Is this the famous bath that's fought over? M: Yes. Although since we did the survey, I've moved downstairs ... I don't know why we didn't do that two years ago. No more threats. The master bedroom? M: Mom again. The only thing Dad gets is his own closet. D2: It's gonna be the whole house is Mom's. Mom when asked if they have people out onto their nice deck: We don't like it because the paint's all peeling off and it's falling apart ... we actually have consulted an architect to rebuild that. Only our closest friends go out there because they don't care what it looks like.	I: Who would you say is in charge of the public spaces? M: Me. I: You arrange it, decorate, clean? M: Yes. And I tell everybody what they have to do. She is the main organizer and designer but encourages others to participate with her. Daughters clean their own rooms. If they forget, Mom reminds them verbally. If they don't clean up Mom "can't stand it" and goes in and cleans up for them. Mom says they do well for their ages (10 & 13). Girls decide how to arrange and decorate their rooms. Mom cleans and organizes the whole house. Dad helps with organizing closet/storage areas. Mom does laundry. Dad assists. Each put away their clothes.	Mom doesn't see master bedroom as private because the piano is there and it's on the street side of the house. Each individual has private space like closets that they keep their important things inside. Mom just makes sure things get de-cluttered and thrown out when not in use. Although family doesn't designate certain areas as private, they use spaces privately for separate individual activities. They are a close family, but have a lot of quality alone time (as they put it). D: If the kids disappear, they are usually in their rooms or downstairs playing.	Dad says, "Take-home message is Simplicity. We don't like clutter anywhere. Less is more." Mom says the type of house defines the décor for her. She doesn't have things on the walls because she's not finished. Walls should be last, she says.	Family values arts and craft style—clean lines, quality construction, organization. Have a few photos and plants. Let the architecture speak for the family. Socializing & Entertaining with friends around food Stereo is focal point in Living Room—Music Also, fireplace mantle is a new focal point in Living Rm. Photos, Plants, natural materials Music is a private, individual activity. Art seems to also be a private activity. Individualized interests: M: We haven't sent	D: I think the dining room and kitchen kind of bring us together more. M: Yea. Like when I start to get dinner on, [D2] brings her homework in here and works at the counter with me. If we're starting to bake or do anything in the kitchen the kids end up migrating out here [dining area]. They love to come out and help with dinner. D: The kitchen really is the focal point for the whole family. M: I think that's why it is my favorite place—it's nurturing. Family reads and watches movies together. D: I would say that we don't have a highly defined family room. We could be up here playing games or downstairs to watch a movie. If they're doing art projects it could be right there on the floor [by living/dining area] or in their rooms.	M: When we bought this house, it had this old-style kitchen that was completely closed off. It had a swinging door here and a door there. It was a completely separate room. D: We wanted to open [the kitchen] up. So when Mom remodeled it, we removed the door and took this wall out. D: I think the Living Room space tends to be more of an individual space as opposed to sort of the whole family gathers there. Family Rm: Downstairs away from main living area. Includes toys, guest hide-a-bed and bath area, and computer. This area has become more of a kids' zone for entertaining friends. Mom and Dad now use this bathroom downstairs for morning preparation/grooming to give girls the upstairs.	D1: her room—and oasis D2: family room downstairs —toys there and computer Mom: Kitchen and Dining area The heart of their home—nurturing. Dad: Garage His hobby and inventive area. Workbench is there. Bottlecap Collection.	D1 has private space in her room where she sews doll clothes and listens to audio books. D2 likes tree-house outside—doesn't like her room because it's too small. She uses the downstairs family room a lot. Dad has garage for hobby area and rotates around house for empty space if he needs it to practice guitar or read. Mom likes to read on the Living Room couch or in her bedroom.

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APPENDIX D

SAMPLE SURVEY QUESTIONNAIRE

DEMOGRAPHIC SURVEY
Current Living Conditions of Participating Families

*Please respond to the following to assist in the analysis for this study.
If you prefer to exclude the question, you may indicate so
with a line through it.*

SECTION I: FAMILY DEMOGRAPHIC INFORMATION

1. **Configuration which bests describes your immediate family:
(Currently living within your home)**

☐ **Single-Parent Mother and Children living in the home**
☐ **Single-Parent Father and Children living in the home**
☐ **Both Parents and Children living in the home**
☐ **Parents, children and extended family members in the home**
☐ **Other** _____

2. **Number of children living within your home:**

☐ **1**
☐ **2**
☐ **3**
☐ **4**
☐ **More**

3. **Number of children of each gender living within your home.**

_____ **Females**

_____ **Males**

4. **Level of education you have completed:**

☐ **High School**
☐ **2-Year College Degree**
☐ **4-Year College Degree**
☐ **Graduate Degree**
☐ **Post-Graduate Degree**
☐ **Other** _____

5. **Level of education your partner has completed:**

☐ **High School**
☐ **2-Year College Degree**
☐ **4-Year College Degree**
☐ **Graduate Degree**
☐ **Post-Graduate Degree**
☐ **Other** _____

6. Employment status:

☐ **Mother: Full-time outside home**   ☐ **Father: Full-time outside of home**
☐ **Mother: Part-time outside of home**   ☐ **Father: Part-time outside of home**
☐ **Mother: Full-time at home**   ☐ **Father: Full-time at home**
☐ **Other** _____   ☐ **Other** _____

7. Your family's yearly income range:

☐ **Under $40,000**
☐ **$40,000 - $60,000**
☐ **$60,000 - $80,000**
☐ **$80,000 - $100,000**
☐ **$100,000 - $120,000**
☐ **Over $120,000**

SECTION II: RESIDENTIAL DESCRIPTION

1. Level of investment in current residence:

☐ **Own**
☐ **Rent**
☐ **Other** _____

2. Type of residence you currently live in:

☐ **Single-family residence**
☐ **Duplex or shared-wall residence**
☐ **Multi-family residence or apartment**
☐ **Other** _____

3. Length of time at your current residence:

☐ **Less than 1 year**
☐ **1 – 2 years**
☐ **3 – 5 years**
☐ **5 – 7 years**
☐ **7 – 10 years**
☐ **More than 10 years**

4. Residential Setting

☐ **Rural country outside of town**
☐ **Suburban area on outskirts of town**
☐ **Urban setting right in downtown**

Please Describe: _____
_____

5. **What area would you most like to change (or include) within your home? (Name 5)**

1. _____

2. _____

3. _____

4. _____

5. _____

SECTION III: CURRENT USE OF SPACE

Bedrooms

1. **Do family members (other than parents) share rooms?**

☐ **Yes**   ☐ **No**   **If so, please specify who and why:** _____

_____

_____

2. **Does each member of your family have access to a private unshared space of their own?**

☐ **Yes**   ☐ **No**   **Please explain:** _____

_____

3. **Does each member of your family have a space to rearrange or decorate as they wish?**

☐ **Yes**   ☐ **No**   **Please explain:** _____

_____

_____

4. **Is meal preparation a family activity?**

☐ **Yes**   ☐ **No**   **Please explain:** _____

_____

5. **Do appliances in your kitchen include entertainment features?**

☐ **Yes**   ☐ **No**   **Please explain:** _____

_____

6. **Are there other areas in your home that include entertainment features where the family gathers? (e.g. computer, t.v., playstation, etc.)**

☐ Yes   ☐ No   **Please explain:** _____

_____

7. **Are family-spaces open to each other so that tasks can happen simultaneously (e.g. the kitchen and family room visually connected)?**

☐ Yes   ☐ Not Really   **Please explain:** _____

_____

8. **Does the family routinely gather socially in a specific area within your home? (May include more than one)**

Please explain: _____

_____

9. **Is the laundry primarily taken care of by one family member or multiple members?**

☐ One alone   ☐ Multiple   **Please explain:** _____

_____

10. **Where is the laundry room currently located?**

☐ Off the Kitchen   ☐ Near Bedrooms   ☐ Other

Please explain: _____

_____

11. **If you had your preference, would it be located in a different place?**

☐ Yes ☐ No **Please explain:** _____

_____

12. **Do family members share bathroom space(s) in your home?**

☐ Yes ☐ No **Please explain:** _____

_____

13. **If so, is time in the bathroom allocated comfortably to each member's satisfaction?**

Please explain: _____

_____

14. **Is there a separate bathroom connected to the Master Bedroom? If so, is the Master Bathroom equipped with other features besides the essentials (e.g. dressing area, lounge, fireplace, television, extra vanity area)?**

☐ Yes   ☐ No   **Please explain:** _____

_____

15. **Are bathroom areas visually open to adjacent living areas/bedrooms or separate?**

☐ **Separate** ☐ **Somewhat open** **Please explain:** _____

_____

16. **Is there anything you would like to change about your bathroom(s)?**

Please explain: _____

_____

Floor Plan

1. Rate your desire to have the following spaces visually connected in your home:

a. Living Room and Dining Room
☐ **Interacting** ☐ **Separate** ☐ **Other** _____

b. Living Room and Kitchen
☐ **Interacting** ☐ **Separate** ☐ **Other** _____

c. Living Room and Home Office
☐ **Interacting** ☐ **Separate** ☐ **Other** _____

d. Kitchen and Family Room
☐ **Interacting** ☐ **Separate** ☐ **Other** _____

e. Kitchen and Dining Room
☐ **Interacting** ☐ **Separate** ☐ **Other** _____

f. Kitchen and Home Office
☐ **Interacting** ☐ **Separate** ☐ **Other** _____

g. Kitchen and Laundry
☐ **Interacting** ☐ **Separate** ☐ **Other** _____

h. Bedrooms and Laundry
☐ **Interacting** ☐ **Separate** ☐ **Other** _____

i. Bedrooms and Bathroom
☐ **Interacting** ☐ **Separate** ☐ **Other** _____

j. Bedrooms and Family Room
☐ **Interacting** ☐ **Separate** ☐ **Other** _____

k. Home Office and Family Room
☐ **Interacting** ☐ **Separate** ☐ **Other** _____

l. Home Office and Bedrooms
☐ **Interacting** ☐ **Separate** ☐ **Other** _____

2. Please have each member of your family select their favorite place in your home.

Family Member 1: _____

Family Member 2: _____

Family Member 3: _____

Family Member 4: _____

Family Member 5: _____

Family Member 6: _____

- -

Thank you for your participation in this study.

All answers will be kept confidential.

If you would like to read the resulting analysis from this study, copies of the forthcoming thesis publication will be available upon request.

Human participation in this study has been reviewed and approved by the WSU Institutional Review Board.