

# Interactive Snoezelen



**Design processes as part  
of pedagogical developments**

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Son with Asperger's ..i.a.



# Snoezelen

Multi-sensory rooms; dedicated and controlled  
Demand free, snuffelen/doezelen  
People with autism, developmental disabilities , i.a.



# S I D a project in Snoezelen

Sensuousness (sanselighed / sinnlighet)

Interactivity (things that senses and react)

Participation (delagtighed / delaktighet)



# SID project Set-up

CERTEC, FUB & Furuboda Kompetenscenter

Financed by Allmänna Arvsfonden,  
plus on the Danish side Gentofte Kommune.

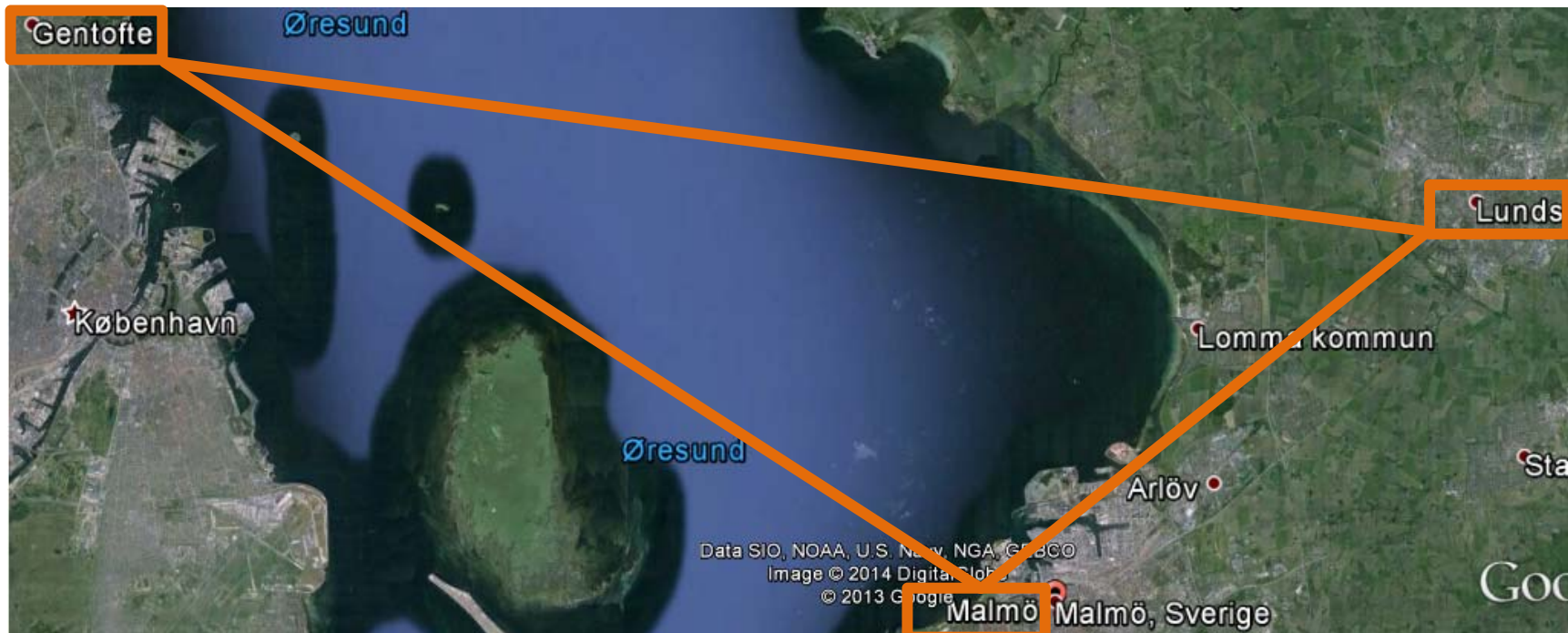
3 years (tech-development de facto only 2)  
Ended July 2013





# 3 x 4-7 children

Upplivelseshuset Safiren, Malmö  
Barn & Ungdomshabiliteringen, Lund  
Snoezelhuset, Gentofte



# Certec's credo

Everyone has the right  
to **benefit**  
from technology

Everyone has the right  
to **affect** the development  
of new technology

# SID's mission

Explore potentials in **interactive technology** to enhance Snoezelen and especially the children's agency and participation

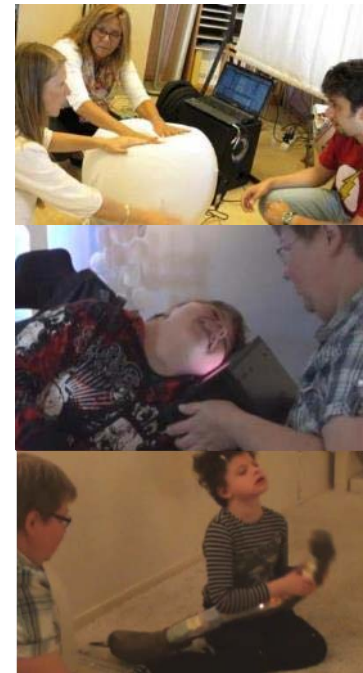
## OUTCOMES

Pointing to design qualities by :

- Design things
- Rich descriptions of interplays

Reflections on

the role of interactivity in Snoezelen





# Certec's credo

Everyone has the right  
to **benefit**  
from technology

Everyone has the right  
to **affect** the development  
of new technology

↑  
**main  
topic  
today**

# SID's mission

**Develop design processes**  
to be *part* of developing the practice  
**grounded in the children's perspective**

## OUTCOMES

Give examples of  
ways to

- ..co-develop design & pedagogics
- ..strengthen the children's role in the process

# SID's mission

Addressing:

Snoezelen-related staff / caretakers

Buyers

Designers

Providers/producers



# **Interactivity**

**(very briefly)**

# Interactivity & experience

Through the interaction!

*Who has  
communication issues?*



# Interactivity & experience

Respond to what he does

Engage

‘væsen’ / ‘varelse’

..temperament ..character

*What if.. ?*





**Role in design process**

# Process roles

Traditionally:

Informant

Test person

*Crucial decisions*



# Process roles

Traditionally:

Informant

Test person

*mere objects of observation*



# Process roles

Traditionally:

Informant

Test person

*Crucial decisions*



*mere objects of observation*

**WHAT if**

..the children could take center stage

in inspiration, try-outs & debate

?

..in other words: in designerly processes

# Process roles

But how ?

Standard participative methods  
for children (drawing, stories)  
just won't suffice

.and not *just* by proxy



# Approach

3 ways to promote the children's perspective in the design process:

- The children takes center stage by video
- All participants influence through doing
- Mind-set:
  - Appreciative
  - Open, what if...





# By video

Everything literally starts with "*here, he ..*"  
..with the actions of the children

The staff records videos  
to present 'mind-tickling' videos  
as a basis for deliberations

# Appreciative mind-set

Long time involvement !

We start with what the children do / like / can ...

NOT what they can't (diagnoses and the like)

The positive (not from what is not there)

The concrete & rich

# Appreciative mind-set

Serves

\*Inspiration      qualities, potentials ..not just facts

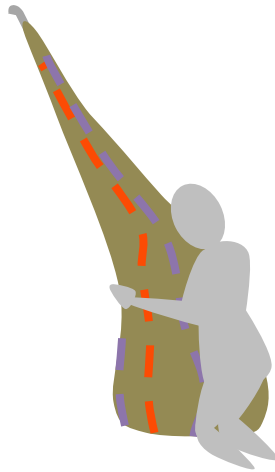
\*Debate            embrace enigmas, raise prevailing concerns

\*New actions      design & pedagogics

**Design as debate!**

# The story of 'HugBag'

Started with this boy



..and then he & Hug-Bag  
was part of SID



# Ways to promote debate

- **Starting with the actions & desires of the children**
- Pastiche:  
combinations of the existing  
with critical intent
- Adding what is NOT there
- Incremental ..if so, what then



# Designing WaterBed

*Starting point:*

Lifting one's bum  
....just a little

waves

=>

sound x 2  
& push !!



# Designing WaterBed

We've fx debated (by trying out)

- 'arousal-dance'
- Sense of own body  
as part of the experience
- How to relate  
to even the smallest of actions



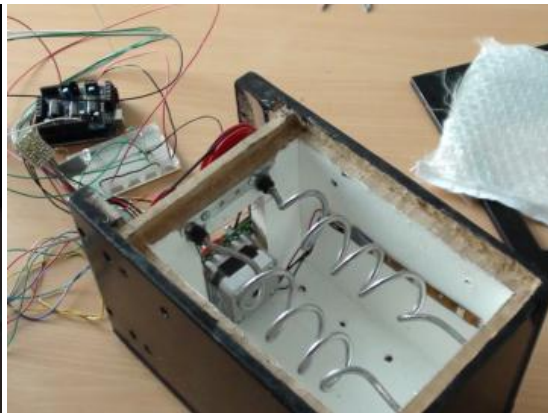
# Ways to promote debate

- Starting with the actions & desires of the children
- **Pastiches:  
combinations of the existing  
with critical intent**
- Adding what is NOT there
- Incremental ..if so, what then

# The story of LivelyButton

There is plenty of push-buttons  
and lights

*What if a 'button'*  
..moves  
..lights up  
..is exiting right here!



# The story of LivelyButton

We've fx debated (by trying out)

- active touch / vibration / something moving
- Arousal dance ..behaviour over time
- Inner mystery and aiding attention
- From exploration to immersion

# Ways to promote debate

- Starting with the actions & desires of the children
- Pastiche:  
combinations of the existing  
with critical intent
- **Adding what is NOT there**
- Incremental ..if so, what then



# Ways to promote debate

- Starting with the actions & desires of the children
- Pastiche:  
combinations of the existing with critical intent
- Adding what is NOT there
- **Incremental , yet.. *if so, what then***

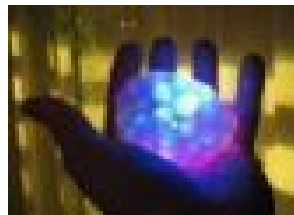
# The story of MalleablePillow

*Today:*

Gel-balls with light

\* Just ON/OFF

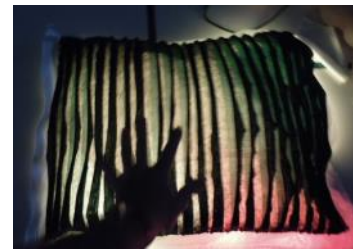
\* Requires force



*What if..*

..the smallest or incidental  
poke could trigger...

.. the more I affect ,  
the more light..







**accessible &  
fan-ta-stic !!**

# 3 aspects of Snoezeling

3 tentative aspects  
as the designs take part

- **Support attention**  
..things calling, reminding, pointing...
- **Inclusive basic interaction**  
Bodily engaging  
Coupling cause & effect  
Any which way / Anywhere
- **Immersion**  
Arousal dance  
Exploration & mystery  
Engulfed tranquillity



*Check our web!*

# Participation & agency

*in Snoezelen:*

- Affect stuff ..it reacts  
(I'm doing it)
- See oneself as actor in the interplay  
(I am)
- Engage through  
aesthetics/bodily feel  
(this is me)
- Take active part in the interplay  
(fx samgöra)



Stora rörelser ger starkare respons

# Pedagogical developments

Pointing to potentials  
in a generative manner

Rich material

Evocative

*Check our web !*

Hovedpointer

DET KÄNNES I HELA KROPPEN    FÖRSTÄRKER LUSTEN ATT VILJA RÖRA SIG

MÖJLIGT ATT INTERAGERA VAR SOM HLEST HUR SOM HELST

*"Från passiv mottagare till aktiv användare"*

Videos



KARAKTÄR    SAMSPELA

STARTHJÄLP    SPRINGER

TÄNK OM ... [WaterBed story](#).

Odämpad vattensäng förstärker små rörelser, ger större effekt.  
Den varma glatta ytan formar sig efter kroppen och underlättar rörelse.  
Respons i form av puff mot kroppen, vibration och basljud från bas högtalare i sängen och ljusa toner från högtalare i rummet.

Larsen, H.S. , Hedvall, P-O (2012):  
**Ideation and ability; when actions  
speak louder than words.**  
PDC conference paper

Löwgren, J.; Larsen, H.S.;  
Hobye, M. (2013):  
**Towards programmatic  
design research.**  
Research Journal,  
Designs for Learning

**Tangible participation;  
designerly engagements  
in pedagogical praxes**  
dissertation (fall 2014)

**Social Qrage 5/2013**  
Magasin / Vision

**Teknik safari SVR**  
12.03.2013

# sid.desiign.org

