

Project Brief : Accessible Inclusive Fashion design

Aim:

The aim of this project is to explore and gain stronger understanding of accessible and inclusive design through user-centred fashion/ apparel design development. There is a need now to design for accessibility as the 'norm'. The fashion industry is looking for a future of inclusion, acceptance and opportunity for people with disability.

In this project you will gain a stronger understanding of clothing design for accessibility through primary and secondary research and user-experience processes. **This is a design research-led paper demanding an independent level of contextual research both theoretical and investigative design practise** and group participation in studio exercises, user and industry engagement and presentations. After **initial context review, you will identify a particular user group or individual** on which to base your study, **analyse their needs for fashion/apparel design development and find relevant design solutions** with an iterative process for adaptive and inclusive designs. This is tested through pattern and construction sampling using appropriate technical design and visualization methods. **This may be a group or individual project (to be specified in week 2).**

Submission:

Initial literature/ context review including reference list

Work-book demonstrating in-depth exploration and translation of ideas, and comprehensive range of processes. 'Evidence' of this will be;

Contextual summaries including user-centred methods (range of references)

Recording of studio exercises, visits, interviews, presentations

Relevant fashion/apparel industry/design examples (referenced photo images and notated analysis)

Aim/Question. Method/process visual. Your own design development responding to user needs, iterative drawings (on relevant figure templates), sampling photographs, specification drawing(s)

Patternmaking process and Construction sampling, notations/ evaluations of processes, testing and outcomes.

Written analysis; design aesthetic, functional and affective aspects

Sample pattern(s) / sample garment(s)

Digital visual presentation to include; key explorations from Context review, Project aims and method, Design and technical development and Responses, Testing, Outcomes and Proposed developments for next stage prototyping, Analysis; design aesthetic, functional and affective aspects (6-10 slides) Due: Thursday 12 December



Our Impact

TAKE A MOMENT TO WATCH OUR
2019 MINI DOCUMENTARY
AND LEARN WHY WE ARE SO PASSIONATE ABOUT WHAT
WE DO AND THE IMPACT WE ARE HAVING



<https://www.runwayofdreams.org/home>
+ refer Mindy Scheier
Youtube :How adaptive clothing empowers
people with disabilities



PHOTOGRAPHY: Abby Drucker
MODELS: Courtesy of Gamut Management

Our Mission

We work toward a future of inclusion,
acceptance and opportunity in the fashion
industry for people with disabilities.

[Learn more.](#)



The fall 2018 Tommy Hilfiger Tommy Adaptive collection. (Tommy Hilfiger)

Refer Youtube : Designing accessible fashion for people with disabilities
Open style Lab Parsons



Search



Designing accessible fashion for people with disabilities

3,683 views • Oct 14, 2018

131

5

SHARE

SAVE



PEOPLE

Sinéad Burke Versus The Bell Curve

BY TIM BLANKS

APRIL 30, 2018 05:30



‘Why design should include everyone’

“Creative solutions that offer beauty as well as autonomy”

The three-and-a-half-foot activist for inclusion makes a powerful case for why, in the age of internet-powered influence, it no longer makes financial sense for fashion brands to only cater to the bell curve

BoF Professional Member Exclusive: articles & analysis available only to you. [View the archive.](#)



INTELLIGENCE

The Adaptive Fashion Opportunity

BY CHAVIE LIEBER

OCTOBER 22, 2019 05:20

Adaptive clothing is a \$350 billion opportunity the fashion industry has largely ignored — until now.



Retailers 'go purple' in support of disabled customers

Danielle Wightman-Stone | Tuesday, 12 November 2019



The menswear collection is entirely adaptive (Picture: Nottingham Trent University)

A student from Nottingham Trent University wowed crowds at her graduation show with her innovative collection of clothes designed for people with disabilities.

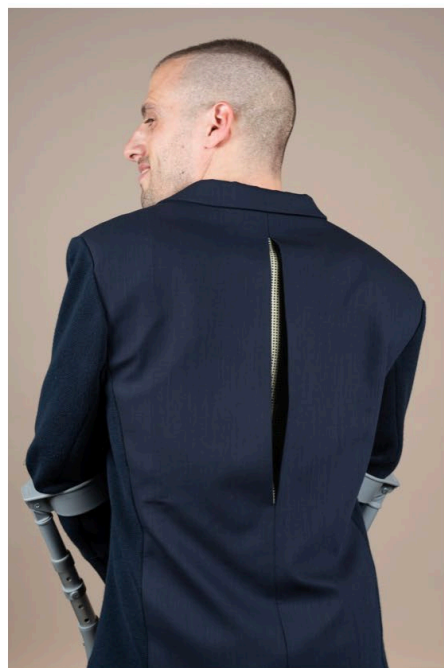
Evie Ashwin showcased her adaptive collection as part of Graduate Fashion Week, and each outfit was worn by a model who has a physical disability.

Dubbed “Good Intentions,” the first-time project in cooperation with the [Israel Paralympic Committee](#) involved 24 Shenkar students – two working with each athlete. On July 14, the Paralympians modeled the adaptive clothing at the college’s year-end show, which doubled as the students’ final exam.

Levi tells ISRAEL21c that the process started over a cup of coffee with the two students assigned to him: Amit Giladi (textile design) and Tamara Golan (fashion design).

They asked him what articles of clothing give him the most difficulty, and he told them he cannot find a blazer that allows him the range of motion he needs to put it on and take it off. Buttoning jeans can be problematic too. He also mentioned that because of his crutches, he can’t hold an umbrella.

Giladi and Golan noodled on that for a few weeks and decided to create a blazer with an attachable rain cape, as well as a pair of coordinating trousers.



Paralympic boccia champ Nadav Levi modeling his adaptive blazer made by Shenkar College design students. Photo by Michael Tzur



Anna Milson: Interactive Textiles in Pediatric Wards

Massey University



Brittany Rusbatch: How can I design textiles that will consider the needs of the visually impaired within a sighted community

Massey University



Jessica Bunnell : How can I create textiles that have therapeutic benefits for individuals who have attention deficit hyperactivity disorder (ADHD) Massey University



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WORK

ABOUT

EXHIBITIONS

TALKS/EVENTS

PRESS



Facett



Smart Heart necklace



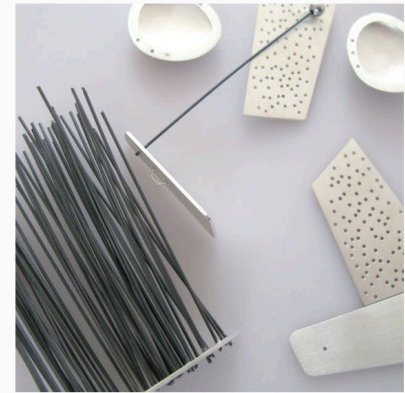
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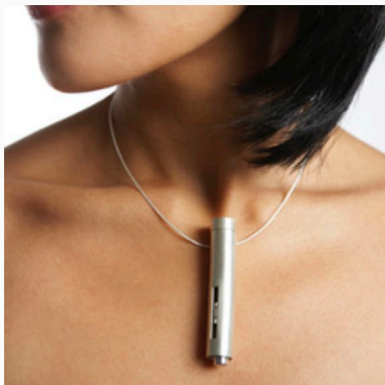
SOS Jewellery



Seed Sensor



Shape Change Jewellery



Diabetes Jewellery



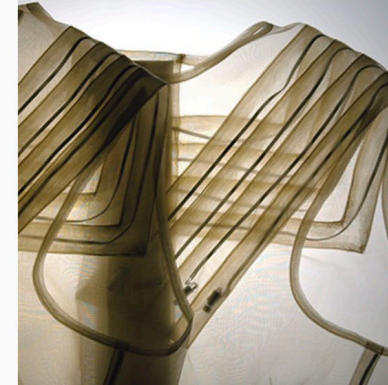
Incus



Polarise



Arsenic Jewellery + Vessels



Ether Beat



Inner

ETHICS – taking time to consider others, responsibility when carrying out research

All students please read Ethics powerpoint.pdf

Ethics information sheet

Participation consent formats (in stream wk 1) and fill out forms as part of your project.



Israeli Para Dance champion Vital Zinger with Shenkar student Chaneh Chamam. Photo by Tamir Rogowski

refer Para-Sport Terminology guide 2019

Behaviour: Being with and around disabled people

- Assistance: If you see a situation that you think requires it, offer assistance, but remember it will not always be accepted. You should always ask if an individual would like assistance before rushing in and imposing yourself on them. Your help may not be required. However, don't feel awkward about offering to help, it is perfectly polite and acceptable to do so. Also, if your assistance is declined on one occasion, do not be offended or put off asking in the future. It is the same as if you were asking an able-bodied person if they want help – they might not.
- Communication: Always speak directly with the person rather than their companion, assistant or interpreter. Remember to use your usual manner and speak in your normal tone – a physically disabled person does not necessarily have a hearing or intellectual impairment so be aware that you could sound condescending.
- Behave naturally: For example, shake hands with a disabled person as you would any other person, even if they are wearing a prosthesis or have limited movement of their hand or arm.
- Everyday phrases: There is no need to feel self-conscious about using everyday phrases. Some everyday phrases are perfectly acceptable; i.e. some people who use wheelchairs will state themselves 'I'm going for a walk'. It is also perfectly acceptable to say to a visually impaired person 'I will see you later'. Using common sense, everyday phrases of this kind are most unlikely to cause any offence.

Behaviour related to impairment groups

Communication impairment:

- Be aware that some disabled people may have additional preferred methods of communicating and respect their requirements. They may need more time, use electronic devices, and require Braille or other tools to assist them in communication
- For specific information, ask the individual (if this is unsuccessful) ask their permission to speak with their sport assistant, parent or carer.
- Demonstrate what you mean if you are not getting the message across successfully verbally
- Do not interrupt, correct, speak for the athlete or finish sentences for them.

Intellectual impairment: Para

- If you are talking to someone with an intellectual impairment, always use simple, plain language and give them time to answer your questions. Tell the person if you did not quite understand what was said and ask them to repeat what they have said, rather than letting them believe that you have understood them
- Do not interrupt, correct, speak for the athlete or finish sentences for them
- You may need to use more gestures/pictures if you are not getting the message across successfully verbally.

Visual impairment:

- When talking to a person who has visual impairment, always identify yourself and others in your group
- It is very important to provide verbal descriptions of visual things that are happening
- Never pat or touch a guide dog while it is in the harness – just ignore it. The animal is working when it is in the harness. It has a very important job to do and distracting it may harm its owner
- Announce both your entrance and departure or exit from a room
- Let the person know if an obstacle is present that cannot be detected with their stick
- When you offer to guide a person with visual impairment allow him/her to take your arm
- If you assist a person to find a seat, guide him/her there and place the person's hand on the back or arm of the chair.

Wheelchairs users:

- Be aware that a wheelchair is part of a person's personal space so do not lean on it or hold on to it unless of course offered permission to do so
- Place yourself at eye level with the wheelchair user, by sitting down next to them
- Do not patronise a person who uses a wheelchair by patting him/her on the head or shoulders
- It is perfectly acceptable to offer to help guide the wheelchair or negotiate obstacles such as doors or steep inclines. But only push someone's wheelchair if they have requested your help
- **If in doubt, ask. If you are unsure of what to do in a particular situation, ask.**

refer Para-Sport Terminology guide 2019

Use	Instead of	Description
Disabled athlete	Cripple, handicap, invalid, impaired, etc	These nouns all have negative connotations in the English language and should not be used
Able-bodied athlete or Olympic athlete	An athlete without a disability	As per the International Paralympic Committee (IPC) guidelines
Use	Instead of	Description
Disability or specific impairment e.g. has an intellectual impairment, has cerebral palsy, has a spinal injury, is an amputee, has tetraplegia, etc	Suffers from cerebral palsy, handicap, etc Inflicted with cerebral palsy, handicap, etc	Disability is a statement of fact or refers to a medical condition. 'Suffering' portrays the individual as being in a weak, frail or tragic position.
A Para athlete who has a spinal cord injury or a Para athlete with paraplegia	A spinal injury athlete or a paraplegic	A person might have a disability or impairment but it does not define them as a person.
Wheelchair user	Is wheelchair bound	Terms like 'bound' or 'confined' should be avoided as they infer entrapment. Instead a wheelchair is an aid or tool, which a person uses.
Amputation or amputee	Stumps	Someone 'with an amputation' or is an 'amputee' are both correct terms. However, bear in mind that sometimes people have a similar impairment but not from amputation, it may be present from birth.