

Understanding Territorial Behavior as a Key to Design of Formal Care Spaces for Children

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ABSTRACT

Humanistic concerns about physical and cognitive features related to children are crucial to create proper environments for them and to enhance the quality of their lives. One of these concerns is about the impacts of children's living spaces quality on their social-spatial behaviours. Since human personality is mostly formed in childhood, understanding and accepting not only functional needs, but also children's behavioural needs is something vital in design of all kinds of spaces to be used by children such as day cares, schools, nurseries, homes, etc. This knowledge helps to arrange the physical components in children's living place in a way to become capable to respond not only to children's basic needs such as shelter, safety, protection etc. but also to satisfy the other needs which have great influences in quality of their lives such as territoriality, privacy, personal space, etc. In this respect, middle childhood (6-12 years old) is a critical stage with many changes in children's behaviours and activities that transfers them to the adolescence needs thoughtful concern.

Understanding child territory and territorial behaviour is one of these fundamentals, which is mostly overlooked in design of places for children. This concern becomes even more serious for children who are deprived of parental care for any reasons and live in alternative care. In this respect, one of the roles of architects and interior designers is to create well-designed spaces, which consider the fundamental need of having primary territory in places which children without parental care are accommodated and kept.

This study focuses on territorial behaviour of children in general and particularly it focuses on children who are deprived of parental care. Also it provides a deep review on related concepts, which have great effect on child territoriality such as space, place, personal space, proxemics, attachment theory, privacy and personalization and also their impact on children social-spatial behaviour and well-being.

As the case study, two branches of SOS Children's Village as a family-base care organization in two countries, Northern Cyprus and Austria have been selected for observation and discussion about children territorial behaviour and its relation to the living space. Findings of this study may help designers and planners to notice and consider these important human needs, behaviours and principles to design spaces that support children proper development and well-being.

Keywords: Alternative Care of Children, Territory, Territoriality, Personal Space, Proxemics, Privacy, Personalization, Attachment Theory

ÖZ

Çocukların fiziksel ve bilişsel özellikleri hakkında kaygı taşımak, onlar için uygun mekanlar yaratmak ve hayat kalitelerini artırmak için bir gerekliliktir. Bu kaygılardan biri de çocukların yaşadıkları yer kalitesinin onların toplumsal-mekânsal davranışlarının üzerindeki etkisidir. İnsanların kişilikleri çoğunlukla çocukluk döneminde şekillendiği için çocuklar tarafından kullanılan kreşler, okullar, evler gibi tüm mekânların tasarımında sadece kullanımla ilgili değil aynı zamanda onların davranışsal ihtiyaçlarını da anlamak hayatı bir önem taşımaktadır. Bu konularda elde edilecek bilgiler, çocukların yaşam mekânlarını sadece barınmak, korunmak, güvenlik gibi temel ihtiyaçlarına göre değil, onların yaşam kalitesini ciddi şekilde etkileyen alan belirleme ve koruma, mahremiyet, kişisel alan, vs. ihtiyaçlarını da cevap verecek biçimde düzenlemeye yardım eder.

Bu bağlamda, 6-12 arası yaşlar, çocukların davranışları ve aktivitelerinde büyük değişimler yaşandığı ve yetişkinliğe doğru adım atıldığı için özel ilgi gerektiren çok kritik bir dönemdir. Çocukların alanı ve alan koruma davranışlarını anlamak, sıkça çocuklar için mekân tasarlarırken göz ardı edilen temel konulardan biridir. Bu kaygı her hangi bir nedenle aile bakımından yoksul olan ve alternatif bakımda yaşayan çocuklar için daha da büyük önem taşımaktadır. Bu bağlamda mimarlar ve iç mimarların görevlerinden biri de bu çocukların yaşadığı ve bakıldığı yerleri tasarlarırken kişisel bir alana sahip olma temel ihtiyaçlarını göz önünde bulundurarak mekanlar yaratmaktır.

Bu nedenle bu çalışma, genel olarak tüm çocukların ve özel olarak aile bakımından mahrum kalan çocukların alan koruma davranışına odaklanmaktadır. Aynı zamanda bu davranışı önemli ölçüde etkileyen mekân, yer, kişisel alan, yakınlık, bağlanma teorisi, mekana aidiyet duygusu, mahremiyet ve kişiselleştirme gibi kavramlar ve bunların çocukların toplumsal ve

mekânsal davranışları ve refahı üzerindeki etkisi ile ilgili de derinlemesine bir inceleme yapmaktadır.

Çocukların alan tanımlama davranışı ve bunun mekân tasarımıyla olan ilgisini gözlemek ve tartışmak için, aile bazlı bir çocuk bakım organizasyonu olan SOS çocuk köyünün Kuzey Kıbrıs ve Avusturya'daki iki şubesi çalışma alanı olarak seçilmiştir. Bu çalışmanın bulguları tasarımcıların ve plancıların çocukların düzgün gelişmesini destekleyen mekanlar tasarlamak için bu önemli insani gereksinimleri, davranışları ve ilkelerini göz önünde bulundurmalarına yardımcı olacaktır.

Anahtar Kelimeler: Çocukların Alternatif Bakımı, Alan, Alan Koruma Davranışı, Kişisel Alan, Proksemiks, Mahremiyet, Kişiselleştirme, Bağlanma Teorisi

To my dear parents and my beloved grandmother “madar” who is no longer in this world, but her memories continue to regulate my life...

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Chapter 1

INTRODUCTION

1.1 Definition of the Problem

Territory and territoriality are wide areas of study with variety of definitions. This theory is related to both social and natural sciences disciplines as well as applied ones such as psychology, geography, biology, architecture, interior design, urban planning, and landscape architecture. Although there is not a single agreed definition about territoriality, as Maher and Lott (1995) stated, it is commonly referred to the defended space. Generally, the main literature on theory of human territory and territoriality has been focused on adult's aspects and perspectives, and unfortunately not enough attention and investigation have been given to the children's territory and territoriality. However, a well-designed space for children cannot be achieved without considering their need and desire for having a space as their own territory and display territoriality. This issue gets even more serious for children who lost their family and their home (territory) as the result of abandonment, parents' death (orphan), and parents loss of child custody (due to having problems enumerated by family law of the relevant countries), which ended up them in alternative care. The United Nations International Children's Emergency Fund (UNICEF) in 2010 reported that more than two million children in the world are living in care institutions. However, due to the lack of reliable data, existence of unregistered institutions and lack of regular collection of reports and data, the actual number of children should probably be more than what it actually stated in official reports

(UNICEF, 2010). Placing children in different forms of institutional and residential care, which are non-family base care like orphanages, boarding schools, etc., are often seen as the simplest solution for governments to remove the poorest and most vulnerable children out of the sight.

The history of institutional child care dates back to Constantinople in 335 AD to help neglected and abandoned children, and later on developed throughout the Middle Ages. Until the 20th century, the rate of mortality among children in institutions was always high due to many causes such as rapid spread of infection in crowded residential setting, lack of appropriate treatment resources, lack of effective and personal care program, child abuse and etc. Although the aim of those institutes was to protect children by means of providing shelter, food, clothes, and education, but refer back to history and the results of those strategies show that those approaches and considerations were not appropriate and sufficient for child development and well-being (Pineiro, 2006).

Low quality care system associated with child maltreatment in institutions, indeed become the greatest threat for child development. Many destructive consequences such as poorer physical and mental health outcomes, social difficulties (insecure attachments with caregivers, proximity seeking difficulties, challenging relationships with peers, personal space and privacy issues), cognitive dysfunction, high-risk behaviors, and behavioral problems are the results of these caring systems which have threaten millions of children worldwide in their childhood and adolescence and may last even forever (United Nations Children's Fund, 2012).

The fact is that children do not need only a place to sleep or food to eat; they also need a family and home, a place which let them to establish their own territory with respect, love, and protection. This is mentioned in the Convention on the Rights of the Child (UNCRC) in 1989 that "...the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding" (United Nations, 1989).

To enhance the implementation of UNCRC, "Alternative Care of Children" is identified in the United Nations Guidelines (2009) for protection of children who are deprived of parental care. Children Alternative care may take the form of informal care or formal care (Figure 1). The general approaches in alternative formal care are categorized as family-based care and residential care. Residential care, which is a non-family-based group setting, in large scale, is called institutional care. All care provided in orphanages, interim care centers, places of safety for emergency care, boarding schools, etc. are covered under residential care facilities. However, family-based care is a form of care, which is provided in a family environment by people other than child's biological parents, such as foster care, kinship care, family-like care placement, etc.(Human Rights Council, 2009).

Since 20th century a large number of evidence, reports and documents have indicated that conditions in institutional care such as orphanages are mostly terrible, harmful and have a lasting negative impact on every aspect in children's development (Csáky, 2009; Carter, 2005; Johnson et al., 2006). However as the last option, due to the best interests of the child, residential care can be used if such a setting has high care standard and precisely necessary and constructive for the individual child (Human Rights Council, 2009). In comparison to residential care, family and

community-based care is a more appropriate model for childcare and development, which is promoted by UN and has been practiced and developed by public and private agencies and services.

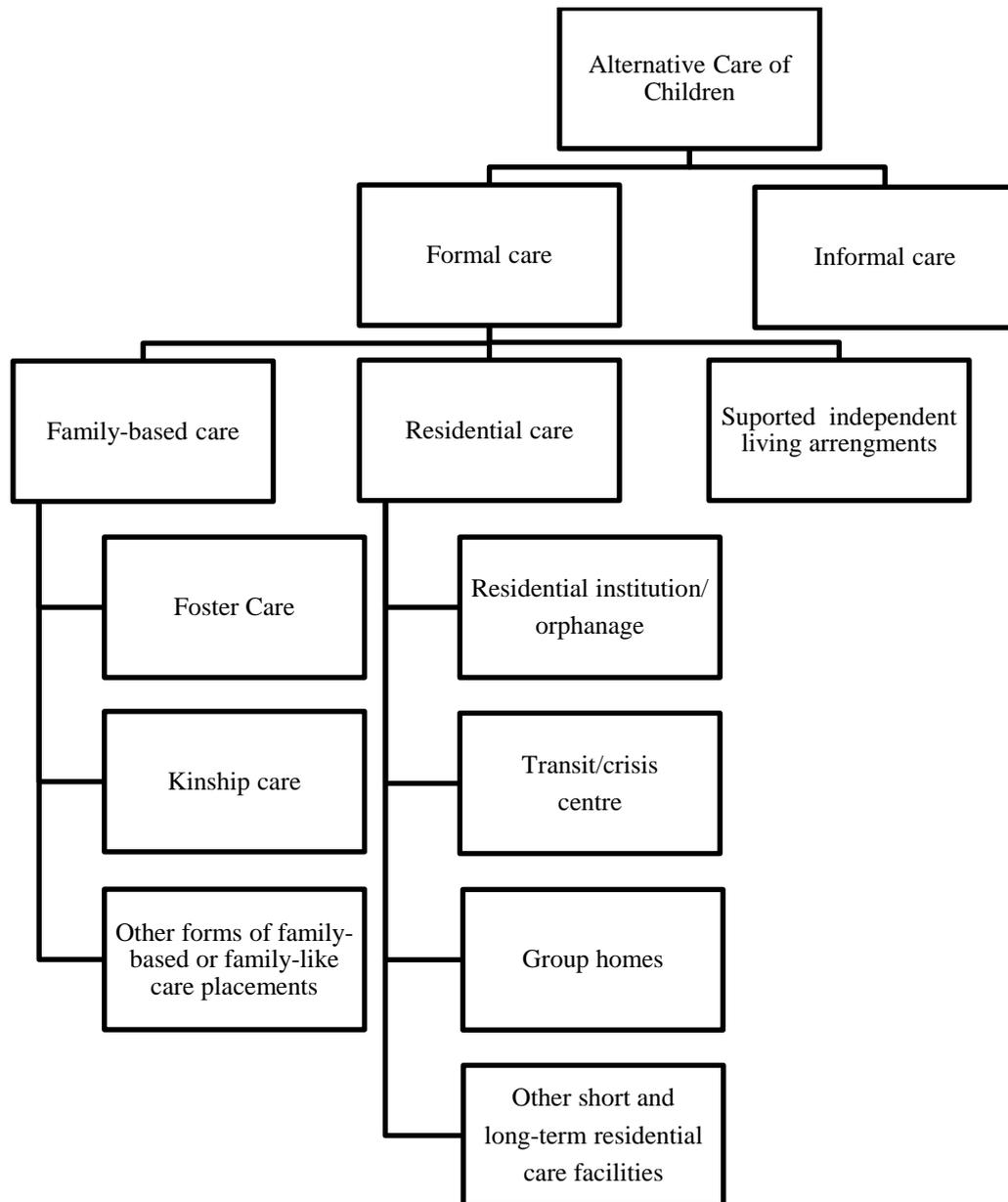


Figure 1. Extracted out of United Nations Guidelines (2009) for Alternative Care of Children

In many cases, by having quick review on human history, indeed it is not odd to claim that humans have extraordinary ability to adapt themselves to extreme physical and social conditions. However from Dubos (1965) point of view, the argument is not about surviving; actually it is about the cost and prices (physical, psychological, or social), which ones should pay for a successful adaptation. Therefore, in case of losing parental care, adaption to new environment and condition of permanent or temporary child care alternatives could be challenging and sometimes seems impossible for children, which indeed depend on child age, personality, background and also quality of care which child receives.

In other words, it would be great to create opportunities for these children to adapt themselves to the new situation with less physical, psychological and social costs by considering and providing not only primary requirements such as shelter, healthcare, clothing, food, etc., but also other critical issues, like using professional caregivers, providing suitable physical setting and high quality care programs which make huge differences in quality of children's life. One of these factors is related to the quality of places, which these children are kept and cared. In fact, governments may not believe or be interested in further development and investment in this respect. However, as it is mentioned in The United Nations Guidelines for the Alternative Care of Children (2009), the quality improvement of childcare system, services and facilities should be taken into account in government's policies and practices:

“States should develop and implement comprehensive child welfare and protection policies within the framework of their overall social and human development policy, with attention to the improvement of existing alternative care provision, reflecting the principles contained in the present Guidelines” (Human Rights Council, 2009).

Therefore, in respect to improvement of children alternative care places, it should be considered that, these places mostly are planned by designers who may not have clear understanding of children physical and psychological needs and development. One of these concerns is about children need for having territory and the ways they show desire of controlling their territories. Indeed, the essential needs of children for establishing their personal “primary territory”¹, which is considered here as their bedrooms, within their living place are really critical points to be considered in interior design of any form of alternative care of children.

Quality of children living environment needs more concern since they are in a critical period of their lifetime which forms their personalities and characteristics. Therefore, it is significant to arrange the physical components in children living place not only according to functional needs, but also to their behavioral needs such as proprietorship, claiming specific place as their own and control communication and interaction among the others. Consequently, these issues in child territory in terms of personal space, proximity, privacy, and personalization confront children with many issues and difficulties which affecting their well-being and development.

1.2 Research Question, Aims, and Objectives

The main aim of this study is to understanding children territory and territoriality, to provide an understanding of the role of territory and territoriality in children physical environment and its effect on design of spaces for them with respect to its impression on children social-spatial behavior, and in particular to find how children define, mark, and defend their territory in a formal care setting such as family-based care organization (temporary and permanent care). For this purpose SOS Children’s

¹ Altman, 1975, The environment and social behavior: privacy, personal space, territory, crowding

Villages as an international non-governmental family-based care organization has been selected for the case study of this thesis. This non-profit child welfare organization provide quality care for children in 133 countries and territories, guided by the spirit of the UN Convention on the Rights of the Child, to offer a home with range of family-based care options such as SOS family, SOS children living, SOS youth housing, etc., to children and youths who are deprived of parental care or who are at risk of losing it (SOS Children's Villages International, 2012). This study evaluates children's personal primary territories in SOS Children Village organization in two different countries. One of the cases is located in Nicosia in North Cyprus with long-standing political disputes which face international funding for projects with difficulties (SOS Children's Villages International, 2012). The other case is located in Vienna in Austria as the originating place of SOS Children Village with well-developed economy, high quality social services and welfare programs (SOS-Kinderdorf Österreich, 2012). The intention of this study is not to compare these two cases; in fact this study aims to evaluate these two cases in parallel as samples of SOS Children's Village in temporary and permanent care, in terms of children territory and territoriality.

Therefore, based on the evaluation of the cases, a critical analysis has been conducted to help designer to improved quality of children places by helping them to establish their own personal territory in their living space and displaying territoriality. For this purpose this study has focused on children bedrooms as their personal primary territory in SOS Children's Village. Moreover throughout a wide literature review, related concepts such as space, place, personal space, proxemics, attachment theory, child maltreatment, place attachment, privacy, personalization which are related to the territoriality of children have been studied as well.

Accordingly a set of objectives have been formulated for this study, in order to provide suggestions for improving the quality and conditions of children living space especially for who live in an alternative formal care such as family-based or family-liked care organizations and residential care facilities, to find out how the interior design and arrangement of space could help and support children essential needs for establishing their personal “primary territory” and displaying territoriality. The focus of this study is on children’s bedroom within their living space in SOS Children Village as a family-based care organization. The findings and suggestions of this study may enable the organizations to create processes and tools to support and optimize the quality of interior spaces in children’s alternative formal care spaces. The objectives of this study has presented below:

1. To identify and explore human territory and territorial behavior particularly in children in order to understand whether and to which extent children need to have a place as their personal territory in their living space. Besides, to explore the influence of having personal territory in children socio-spatial behavior
2. To explore the characteristic of children personal space, in relation to children territory and territoriality in their living space, particularly children bedrooms as their personal primary territory, besides to find out whether and to which extent child maltreatment affect children strategy of interpersonal distancing, personal space and therefore quality of their territoriality

3. To explore the correlation between territoriality and privacy, and to evaluate the quality and level of privacy which is required in interior spaces designed for children
4. To explore the correlation between territoriality, place attachment, and personalization in one's territory, and to identify in which way and extent personalization is preferred and assisted in interior of children living place, particularly in children bedrooms as their personal primary territory
5. In general to create a theoretical base related to territorial behavior of children to be used by designers in design of all kind of spaces for children particularly the alternative care spaces.

1.3 Research Methodology and Delimitations

This study is developed based on two approaches, which are a documentary research associated with a wide literature review related to various relate subjects. The study begins with a review on child development, its background, basic definitions and principles and then continues with a research on territory and territoriality, personal space, child maltreatment, attachment theory, proxemics, place attachment, privacy and personalization; and an analytical case study which has been carried out in SOS Children's Villages. In the case study part, the living spaces of 24 children in SOS Children's Village were examined and evaluated. In order to understand territorial behavior of these children their bedrooms were evaluated according to a set of criteria which were generated based on the theoretical research. The methodology of the case study will be described in more detail in the related chapter.

Although the socio-spatial behaviors of children progress with the age, this study limits itself and is focused on children between 6 to 12 years old as this is the most critical age in formation of spatial behaviors in human beings which transfers a child to adolescence.

The study also had to limit itself to the possible and permitted visits to SOS facilities, which was limited to 3 family houses in Nicosia and one living group in Vienna.

1.4 Structure of the Thesis

This study consists of six chapters which all comes in a sequence; the first chapter is the introduction of this study which explains the main content of problem, the filed study, research question, aims and objective of the research, the applied methodology for data collection and analysis, explain the limitations and structure of the research.

The second chapter is a general discussion on child development. This chapter provides brief overview on background, basic definitions and principles of child development. This chapter emphasize on the importance of having initial information on child development especially for architects and designers who are responsible for design of space for children. In sequence of the materials presented in the second chapter, the third chapter is the introduction to territory and territoriality. This chapter makes a comprehensive review on history, aspects and characteristics of territory and territoriality from animal to human literature in order to explore the importance of this concept in children physical environment particularly in their living places. To provide another valued data within the theoretical investigation, the fourth chapter of this thesis is focused on spatial behavior in children. This chapter deals with some key concepts, which have great correlation with children

territoriality. First space, place and personal space will be reviewed and then effect of child maltreatment and attachment theory in form and quality of child's distance setting will be explored. Then, place Attachment and its correlation to the territory and territoriality will be reviewed. Finally, the concept of privacy and then personalization in general and then in particular for children and their relations to the territory and territoriality will be reviewed.

The fifth chapter is observations and analysis of children bedrooms in SOS Children Village in two countries of North Cyprus, Nicosia, and Austria, Vienna, to understand how children define, mark, and defend their primary territory based on the instructors and knowledge's which reviewed in literature review. Consequently the sixth chapter is the conclusive part of the study and summarizes the findings of the research.

Chapter 2

A GENERAL DISCUSSION ON CHILD DEVELOPMENT

In order to provide convincing information, explanations and expectations for children behavior and needs, it would be required to have initial knowledge on child development. This knowledge and information also help to have a better understanding of children's territoriality in their physical environments. To achieve this, both physical and psychological factors should be taken into consideration. These factors become even more important in design of spaces for children since their personalities are mostly formed according to their childhood experiences. Correspondingly before exploration on child territorial behavior, a brief overview on background, basic definitions and principles of child development will be reviewed in following section.

The idea of social philosophers of the 17th and 18th centuries paid more attention to human approach on children and child rearing. From then on people began to observe their children growth and behavior to report their finding in baby biographies. Before 1900 the scientific and systematic study of childhood did not develop until Sigmund Freud (1856-1939) in Europe and G. Stanley Hall (1844-1924) in the United States started to gather data and formulate theories about human development and growth (Figure 2). They believed that childhood is special period of life with special requirements which differ from adulthood. Soon after investigators

started to research, evaluate and extend these theories, then the study of human developmental psychology began to grow. Shortly after human developmental psychology became a great interest for investigators to study, evaluate and explore different aspects of child development (Lippman, McClendon-Magnuson, & Collamer, 1996). Although there is a sharp contrast between European child theories and American ones, contemporary psychologists often use a variety of theories and outlooks in order to realize how children develop, behave and think (Berk, 2006).



Figure 2. Seated, from Left: Sigmund Freud, G. Stanley Hall at Clark University in 1909 (URL 1)

2.1 Human Development stages

In order to understand children behavior in children physical environment, it is necessary to be familiar with children development. Since child development helps to realize when and how children gain specific skills, function and feeling at a certain age range. For instance it helps to realize when and who children begin to state their independence, inner control, expand their social relationships, etc., indeed it usually gives average for children (developmental milestones). Besides, it helps to know

what to expect from children and how to respond properly to their behavior by representing the sources, thoughts and behavioral patterns (Berk, 2006).

2.1.1 Three Domains of Development

From infancy to adulthood, human experiences many great changes in every aspects of development. These developmental changes which human face during this journey are complex, significant and critical. It is widely acknowledged that children are not small versions of adults therefore understanding of their development is critical in different aspects and stages such as language usage, cognitive abilities, physical growth and etc. Child development theories are principles, which are designed to explain and predict children physical and psychological development.

Human life has divided into different stages by different psychologist however generally it categorize into infancy, preschool years, middle childhood, adolescence and adulthood. In the stage of middle childhood (6-12 years old) many changes happen in child's behavior and activities. In fact middle childhood is the critical stage of development, which transfers a child to the adolescence. During this period children expand their social environment and activities. They start to practice independency from family and so friendships become more important to them. Physical, cognitive and social skills of children have rapid development at this time. Children in this stage of life practice new skills, experience independency, develop self-confidence, achieve competence and learn to control and manage their behavior, impulses, thoughts and emotions (The child and adolescent development task group, 2006).

Moreover it should be mentioned that, within these human development stages (infancy, preschool years, middle childhood, adolescence and adulthood) there are

three significant and major types of developments (Table 1), which have been called as developmental domains (Seifert & Hoffnung, 1991). These three major forms are: physical development, cognitive development, and psychosocial development, which are shortly reviewed as follow:

Table 1. Three Domain of Child Development Extracted from Seifert and Hoffnung Studies (1991)

Domains of development	
Physical development	It has to do with the changes in human body like bones, muscles, brain and etc. It also includes motor skills and sexual development which are related to the ways a person use his/her body
Cognitive development	Or mental development has to do with learning, changes in understanding, thinking, problem solving, and reasoning with collaboration of language achievement and also understanding of environment and storing information
Social and emotional development	It has to do with changes in emotions and feeling besides connections, communications and also concerns in what way a person relate to other people. Personal identity or sense of self and social relationships has strong connection as if they cannot develop without each other

All these three area have a great influence in each other, for instance as an infant grows up he/she can talk and as he/she can talk it means more social relations. In these respects Laura Berk (2006) states "...they are not really distinct. Instead, they combine in an integrated, holistic fashion to yield the living, growing child. Furthermore, each domain influences and influenced by the others" (2006, p. 4). Knowing all above about Children development helps to have truthful expectations (what we can and we cannot expect from them) and proper responds to children's behavior.

2.2 Child Development Theories

Different theories use different approaches to evaluate and explain the process and mechanism of development besides, working in different aspects of developmental changes. The following table is just outlines of some significant child development

theories which have been proposed by well-known theorists and scholars such as Sigmund Freud, Erik Erikson, Jean Piaget, etc., in order to help parents, caregivers and any responsible people to have a proper knowledge about child development (Table 2).

Table 2. Major Child Development Theories Based on Work of Watson (2002) and Berk (2006)

Theoretical approach	Theorist	Description of theory
Psychoanalytic perspective (psychosexual/psychosocial)	Sigmund Freud (1856-1939) Erik Erikson (1902-1994)	It is about conflicts between biological drives and social expectations; research on human behavior, emotional and social development with considering individual uniqueness
Behaviorism and social learning theory	John Watson (1878-1958) B. F. Skinner (1904-1990) Albert Bandura (1925- present)	It is focused on developmental problems and learning experience that can be Pressure by the environmental influences during an individual's life as a base of developmental changes
Cognitive-developmental theory	Jean Piaget (1896_1980)	focused on involvement of cognitive activities to general process of child; believe that children actively form knowledge by manipulating and exploring their world
Sociocultural theory	Lev Vygotsky (1896 –1934)	It focused on social and cultural interactions in child development; community and culture have great influence in children learning, thinking and beavering
Ecological systems theory	Bronfenbrenner (1917-2005)	This theory is focused on child developing within a complex system of relationships in multiple levels of environmental interacting systems
Attachment Theory	John Bowlby (1907- 1990) Mary Ainsworth (1913- 1999)	This theory focused on the child's tie to his/her parents or caregivers and the relations between early attachment and later relationships; tries to find explanation for differences between children due to the different qualities of attachment

The above table shows a summary of the most important theories about child development. No single theory could describe and define sufficiently all aspects of child development however combination of them could help properly respond to

children's needs, requirements and behavior. Although these theories have different focuses, thoughts and expectations, but all are agreed about significant of physical environment, family and quality of child care approach on child development. The aim of this study is to give some basic information to guide designer, architects and any responsible persons to have at least overall information and knowledge about child behavior and needs. Each of these issues and theories need more emphasis, analysis and research, but going deeper in these filed is vast area of research, which is beyond this study. However, this study has emphasized on attachment theory in order to reveal the influence of child attachment figure and proximity setting in his/her personal space strategies.

Chapter 3

INTRODUCTION TO TERRITORY AND TERRITORIALITY

Territoriality is the basic and fundamental terms in human socio-spatial behavior. Since this concept mostly remains overlooked in many places that are designed for children, this chapter examines some of the complexities of territoriality in order to trace the significance of this primary concept in children physical environment. In this regard, first, the concept of territory and territoriality will be touched in animal literature. Although there are numerous significant differences between human and animal territoriality, “whether we like it or not, much of what we know about territoriality we have learned from animal studies” (Lawson, 2001, p. 165). Therefore it is important to know some of the essential characteristics of a territory in animal’s world before starting to unravel human trends. Then it goes to human territory and territoriality, which is followed by a critical examination of the concept by means of connections with different aspects such as power, space, resources, exclusivity and etc. Finally with consideration of child development, the concept is focused on children issues and tries to reveal the role of territory and territoriality in their physical environments.

3.1 Animal Territorial Behavior

One highly related context for study of territory is contribution of ecology and ethology. In the study of species behavior in the natural environment, the role of “territory” has a significance place. Since the scheme to establishing territory and the

behaviors that cause territoriality exist in human activities, study about vast complexity in nonhuman species territoriality helps to understand about complexity of spatial organization in human groups. The term territory has been defined in ecological science as defended space, which creatures try to state as their own (Figure 3). In this regard Encyclopedia Britannica (Territory, 2012) explains this terminology in field of ecological science as:

“Any area defended by an organism or a group of similar organisms for such purposes as Mating, nesting, roosting, or feeding...Possession of a territory involves aggressive behavior and thus contrasts with the home range, which is the area in which the animal normally lives...The type of territory varies with the social behavior and environmental and resource requirements of the particular species and often serves more than one function, but whatever the type, the territory acts as a spacing mechanism and a means of allocating resources among a segment of the population and denying it to others...” (Territory, 2012).



Figure 3. Territorial Animals Defend Their Area against Invaders (URL 2)

In review of the literature analyzing territoriality, Maher and Lott (1995) report 48 definitions for territoriality. As they claim, although the general definition is related to defended space (which is used as main principle in most definition), further definitions stand up as explanations or alternatives like exclusive area and sites specific dominance. Within all these types some authors used different approach by combining principles to provide stronger evidence for territoriality (Maher & Lott, 1995).

As it sated above territory is a defended area, therefore animals try to protect it by using different techniques to express their territory. For instance birds use songs and calls to define territorial boundary and dogs or cats may mark their territory with a variety of methods like barking, rubbing their body to objects, and urinating or defecating in particular area as their own (Figure 4). In these regards marking and defending the territory in creatures' behavior is widely called territoriality, which the famous anthropologist Edward Hall (1966) describes it in animal's studies as a fundamental concept in the study of animal behavior. He has noted that territoriality usually defines as "...behavior by which an organism characteristically lays claim to an area and defends it against members of its own species" (Hall, 1966, p. 7).



Figure 4. Marking Territory by a Wolf (URL 3)

Therefore, territoriality can cause and even describe many actions and reactions of animals in nature. In other words having territory is a basic need of animals for providing safe habitation and forming a group.

Based on Heini Hediger works, Hall (1966) described the importance of territory, which has been noticed during observations, and experimental studies of animal behavior. The role of territoriality is to protect spread of the species by adjusting

their density, and helps activities to be done in specific place which is safe and trusted, such as a place to play and learn while it keeps group together and manage their activities. It also helps animals to communicate from distance and manage food resources and enemies attack. Territory also brings advantage of quick responses to its owner, because animals improve some inventory reactions to environment features, and this benefit shows up especially when the danger walks out (Hall, 1966). Accordingly, many other researches and studies which have been done about territory and territoriality in animals try to understand the causes of this behavior and discover an explanation for necessity of having a frame as territory in nature.

Hall (1966) mentions that animal territoriality behavior is important for safety and protection because on one hand, it provides protection from hunters and on the other hand, creates a safe space for whom who are exposed to danger or not enough strong to create and defend a territory by being in the territory of the stronger ones. Since the less dominant animals are less likely to create territories, therefore it strengthens dominance in selective breeding. Also territoriality helps breeding by providing a home base, which produces a safe environment, and also helps in protecting the nests and the young in them (Figure 5). One of the most important roles of territoriality is to provide proper space, which protects the members against overtaking the advantages of that part of location where a species depends for their living by nonmembers (Hall, 1966).



Figure 5. Striated Caracara Surrounding Newborn Gentoo Penguin in Falkland Islands (URL 4)

In addition, it is important to note that the ownership of a territory includes aggressive behavior. Gerking (1953) clarifies home range as "the area over which the animal normally travels". To differentiate between home range and territory he pointed out that, protection of a territory as an aggressive reaction and respond to the invaders by owner is for the protection of a zone from invasion, however home range doesn't contain aggressive action. Thus, when territory and home range boundaries are overlapping, the term "territory" should be used (Gerking, 1953).

Further investigations, such as the research done by Sih and Mateo (2001,) end up in discovering of diverse behaviors in animals related to this issue. Citing the work of Stamps and Krishnan (2001), they discuss about a new model of territory establishment in animals. According to them territorial behavior not always shows up after territory is established, but even during the processes of territory settlement. The theory of "winner talks all" may possibly not be suitable for all systems. Sometimes continuing sequences of aggressive interactions, which may necessarily not have clear winner, will govern how settlers will separate divided space. It is

apparent that fights and aggressive behavior include punishment, which decreases the appeal of an area for both sides. However, the outcome will form the size of space-use in home range, size of territory and amount of exclusivity. Latterly perhaps this new approach influences on similar aspects and future studies (Sih & Mateo, 2001).

In sum, it can be concluded that territory is not only spatial but social phenomenon, indeed “territoriality is about the location of societies in space” and helps animals to build and organize their societies (Lawson, 2001). There are many literatures and theories about animal territory and territoriality but going deeper in this issue is not the concern of this study. This brief review displays the fact that territory is a base for numerous activities and behaviors which animals are committed.

3.2 Human Territorial Behavior

Complexity of spatial organization in humans groups needs thoughtful investigation in different dimensions of territory and territoriality in human deeds, since the need for establishing territory and the behavior it causes “territoriality” exist in human behaviors and activities as well. Indeed, in order to understand and respond properly to this essential, the causes and motives, which lead an individual to seek for a territory, should be discovered. On this subject, varied theoretical or disciplinary perspectives, perceive territory indifferent ways. Robert Sack (1983) one of the main researchers about human territoriality perceives this concept as a spatial strategy:

“By human territoriality I mean the attempt to affect, influence, or control actions and interactions (of people, things, and relationships) by asserting and attempting to enforce control over a geographic area (Sack 1981). This definition applies whether such attempts are made by individuals or by groups, and it applies at any scale from the room to the international arena” (Sack, 1983, p. 55).

After look over many definitions for human territoriality, Altman (1970) has concluded that an important distinction of human's territorial behavior is appropriating regions or objects of space by a person or group of people meant for exclusive use (Figure 6). Although territory is a fixed geographic location and is suitable for long-term usage, it also could be the area, which is neither enough statically defined by time longevity nor by geographic coordinates (Cheyne & Efran, 1972).



Figure 6. This Piece of Land in Front of the Adjacent Houses Are Claimed and Divided Differently by Bushes, Hedges and Fences by the Owners to Indicate Their Possession, Exclusive Use and therefor Their Territory (Lawson, 2001, P.166, The Language of Space)

Furthermore, Delaney (2009) describes territory as “a bounded, meaningful social space the ‘meanings’ of which implicate the operation of social relational power. It is, in a sense, an expression of the fusion of meaning, power, and social space” (p. 196). He believes, perceiving territory as a bounded space, causes the behaviors like establishment and protection, which is called territoriality. Besides, he argues that

every territory even the simplest one is a merged of these three components: “(1) the boundary or line that defines the edge of the territory, (2) the enclosed space, and (3) ‘the outside’ to which ‘the inside’ is set in relational contrast” (p. 198). Considering these three components beside other evidences raise a doubt that whether the need for having a territory is instinct or not.

This issue of, either human is territorial by biological motivation or instinct, has been the center of many debates and controversies. Various authors rely on in existence of an instinct behavior, in this respect; Ardrey (1966) considers territoriality as a fixed form of behavior genetically which exists and has progressed in many species, as well as our own. Cohen (1976) believes in "human tendency to achieve Territorial control (whether instinctively or culturally derived)" (p. 53) then he refers this essential to space “the territorial orientation refers to space in terms of control” (p. 53). By contrast, evidence and testament representing an absence of firm territoriality in various primitive hunting and gathering groups has been taken for supporting the argument that humans are not territorial by nature (Reynolds, 1966). In this respect, Soja (1971) believes that human territoriality comes from cultural base:

“there may very well be a territorial instinct in man.... But territorial behavior in man, particularly at the largest group level, is probably more directly rooted in early human social and cultural evolution. ...than it is in some primitive and ineradicable genetic' imperative' traceable to man's animal origins" (Soja, p. 29).

Furthermore, Sack (1983) perceives this issue as “a strategy for establishing differential access to things and people” (p. 55) and he chains this explanation which “considering territoriality as strategy for differential access, avoids the issue of whether territoriality is an instinct” (p. 57). Indeed, Sack preserves human territoriality as basically different from animal territoriality since the former is not

the outcome of instinct however culturally sited process planned to reach specific social and political ends (Cited in Murphy, 2012). Likewise Hudson and Smith (1978) in their study and examination of this issue for human case end to this point:

“Territoriality is a subset of resource-defense strategies, and resource defense is in turn an aspect of subsistence strategies. Clearly under some circumstances humans are territorial, in that they occupy certain areas more or less exclusively by means of repulsion through overt defense or through social interactions. But it is equally clear that although (as with all behaviors) the capacity to demark and defend territory must have some genetic basis, human territoriality is not a genetically fixed trait, in the sense of being a "fixed action pattern," but rather a possible strategy individuals may be expected to choose when it is to their adaptive advantage to do so” (Dyson-Hudson & Smith, 1978, p. 36).

However, in contrast, Raffestin (1984) precedes a relational approach to territoriality seeing it as “the relational spectrum of a collectivity, group, or individual constitutes” (p. 140). Based on utopian thoughts, he argued about human societies based on two aspects “concrete or geographical territory (spatial organization)” and “abstract or symbolic territory (social organization)” (p. 140). He continued that “There are two notions of territoriality, one is narrow and one is broad. The narrow conception only includes the concrete territory while the broad conception takes into account the abstract as well. Human territoriality, defined in behavioral terms, encompasses, without really distinguishing between the two, both dimensions” (p. 141).

While there are different approaches to this issue, Murphy (2011) discusses about territoriality based on works of two greatest theoreticians, Robert Sack and Claude Raffestin. He argues that Sackiansee territoriality as a human geographic development, which has an influential social and political result, and it should be analyzed as a system, which creates relations, rather than as one that is created by

relations. In contrast Raffestinian see territoriality not only as a strategy designed to create specific territorial and social ends but also as a process created by a set of relationships connecting individuals, groups, the material and discursive environments in which they are set. They argue that, territory should not be seen as an object which does not completely involve through the ways in which territory is, thus when it has reached an actualized position, it may possibly exceed the powers that carried it into existence and undertake a life of its own (Murphy, 2012). Then he suggests that “Reading Sack and Raffestin in contextual rather than oppositional terms offers a way of seeing relational territoriality as sometimes productive of understandings and arrangements that can lend themselves to a territoriality a spatial strategy analytic approach. Framing things in this way opens up conceptual spaces that can cut across fluid_ fixed relational _spatial analytic binaries” (Murphy, 2012, p. 170).

So in order to understand approach of sack (1983) in the theory and covering subsections on territoriality and spatial analysis, it would be necessary to know that he proposes: “for X to affect, influence, or control Y presupposes the transmission of energy between X and Y, where X represents a person, group, or class doing the influencing or controlling, and Y represents a person, group, class, or resource being influenced or controlled. The interaction must follow the principle of action by contact which is based on the law of conservation of energy. (Hesse 1967; Sack 1973)” (Sack, 1983, p. 55).

As mentioned, human territoriality in Sack (2001) approach is a strategy, and this strategy could be turned on and off. In his point of view, geographical strategies of

control can be applied in two ways: by modifying or controlling spatial actions directly or indirect and territorial (Sack, 2001).

In another word, in his paper “human territoriality: a theory”, Sack (1983) exemplifies the difference between territorial and non-territorial actions (both are built on action by contact) by explaining a case of parents and their two small children at home, during cooking a meal in kitchen (Figure 7). For children’s safety parents could rush around the kitchen and take dangerous objects like knives and forks out of the reach of children physically or talk to them in order to avoid them touch those stuffs. In any cases, parents are trying to control children actions directly by contact, via focusing on particular groups of things such as knives and forks. Indeed, the parents (x) are trying non-territoriality to limit the children's (y) access to those stuffs.



Figure 7. Keep the Children Safe from Dangerous Objects in Kitchen by Different Strategies (URL 5)

However he states that there is another technique for same target, the parents might control children actions without telling them not to touch these kinds of stuffs, only by limit the children's access to stuffs in space by do not allowing them to enter to the kitchen at that moment. In this case of territoriality, parents (x) try to limit the children's (y) access to stuffs by declaring control over an area (kitchen). In first strategy parents plan to control children spatial actions directly and in second one, they limited children's access to things by control over an area and make it 'off limits' for a particular time, and after finishing the preparation of food, the territorial part can go back to the former condition. Moreover it is obvious that, both methods (stating the kitchen is off limits or applying the assertion) need contact to the children for information transferring and monitoring their behavior. Although this contact is non-territorial, territoriality may possibly avoid other non-territorial contacts, like more warnings by the parents of the children in this case. (Sack, 1983)

In the "Theory of Human Territoriality", Sack (2001) tries to identify three related inferences based on his definition of the term which are: (a) classification by area, (b) communication by boundary, and (c) control over the area, in order to state why and how territoriality performs as an operative strategy. In classification by area which is opposite to classification by kind, he argues that when someone declare control over an area, he /she is also using that area for defining the things which are exist there and wanted to be controlled. It could mean that whatever exists inside the area is under holder or holder's control. Therefore there is no need for defining or enumerating the things. In contrast, in non-territorial form of control, the objects and relationships would have to enumerate or reveal in order to be controlled. In communication by boundary he argues that the whole territorial units are bounded in a thin and specific or thick and imprecise form. Also These Boundaries have

different level of porosity in order to control the flow through. Irrespective to the form it takes, for territoriality to work, it is essential to take the notion of a boundary clearly conveyed to others since the boundary performs as the key means for communicating territoriality. For instance it is not possible for father to use territoriality in the kitchen if his children were too young to understand what a boundary means. In territorial control he argues that, it is essential for territory to be supported by accepted and respected authority and power otherwise the territoriality doesn't work and would be vanished therefore we would have to use "non-territorial direct spatial interaction". For instance again if the children ignored the father to leave the kitchen, the father could pick up them and take them out, or remove all of the dangerous things. All These three facets of territoriality, which are existed in every culture and scales, offer benefits that can be taken as causes to use and have territoriality. (Sack, 2001)

Moreover, Altman (1975) classifies territory into three types: Primary territories, Secondary territories and Public territories (Table 3). This taxonomy refers to space in terms of accessibility, exclusively and control.

Table 3.Extracted from Altman's Taxonomy of Types of Territory (1975)

Type of territory	
Primary territories	is a private place where the owner has exclusive rights and control over using the space like bedroom in a house
Secondary territories	is semipublic space where an individual has controlled access. In this kind of territory a person interacts with friends, acquaintances or neighbors like backyard and local bars
Public territories	is a space where almost everyone could have access for brief periods of time. In this kind of territory one has no control over access like beach, park

In addition to Altman taxonomy of territory, sack believes that for human, however, there are degrees of territorializing in various aspects, for instance a full security prison is more territorial than a half-way house, and a closed classroom remains more territorial than an open one (Figure 8). Furthermore, in order to identify territoriality from geographic distance in spatial analysis he refer to the critical difference among them which is; territoriality is always constructed socially or humanly while, physical distance is not. Therefore territoriality does not occur without existence of a relationship between x and y, but there is no need for relationship between two objects in space to be a distance. (Sack, 1983)



Figure 8. There Are Different Degrees for Human Territorializing. This Territory Reveals the Social Status of the Owner in the Suburban English Village (Lawson, 2001, P.189, The Language of Space)

Territory is also structured through “the public/ private distinction”. Irrespective to the form of it, territory can’t be reached in isolation. In other word, it is based on relational ensembles, which are based on segregating parts of social space, and this affects from room to the state. This segregating is related to the meaning, like form

of rules, access and limitation rather than sorting, and also the specialization of authority of different types. (Delaney, 2009)

Eventually, Sack (1983) purposes ten tendencies for having territorial activities (Table 4) and suggests that the terms used to define these tendencies could be applicable in each neutral, benign or malevolent social setting, besides they would be used to clarify the aims for having territorial, versus non-territorial activity.

Table 4. Extracted from Sack Proposal of Tendencies for Having Territorial Activities (1983)

Tendencies for having territorial activities	
Classification by area instead of type	Territoriality classifies by the use of area, instead of type. While we telling that everything in this area or room is mine, or is off-limits to me, we are classifying things to a group such as "mine" or "not yours" because of their position in space. We don't need to mark the types of things in place that are mine or not yours
Easy communication by marking the edge	The language of Territoriality is easy to communicate since it needs only one sort of marker or sign the edge. Territoriality makes communication simple maybe that's why it commonly used by animals
Greatest strategy for applying control in normal situation	Territoriality could be the greatest effective strategy for applying control, "If the distribution in space and time of the resources or things to be controlled fall somewhere between ubiquity and unpredictability" whereas non-territorial actions are more suitable for the converse situation
Reify the power	Territoriality helps to reify the power, because Power and influence are not at all times tangible like roads, and houses. Besides, power and similar terms are mostly potentialities. Therefore Territoriality helps these potentials to be observable and real by making them "visible"
In charge for regulation	Territoriality could be applied to shift attention from the relation among controller and controlled one in territory, like when someone says "it is the law of the land" or "you may not do this here". Therefore territory performs as the agent in charge for the controlling
Creating impersonal relationships	Territoriality provides possibility of making relationships impersonal via classification by area rather than by type. The modern city is an impersonal community. The main principle for belonging is dwelling within the territory. For instance the prison and work place show this impersonally in the framework of a hierarchy. A prison guard is in charge for a block of cells wherein there are prisoners; the guard's domain as controller is defined territorially

Competition for things in space	It is almost impossible to take out all of the causes for controlling the activities territorially because the tie between the territorial units and the deeds they surround are really complex. Therefore territoriality seems as a critical means to make a place or space clear for things to exist. It is obvious that the various controls over objects distributed in space come to the point that, things require space to exist in the sense that they are located and take up area; however this need become territorial only when there are certain types of competition for things in space. Yet this competition is not for space thus it is for things and relationships in space
Frame for the spatial properties	Territoriality performances as a container or frame for the spatial properties of incidents and events
Present concept of socially empty space	Territory remains conceptually "empty" when the stuffs to be enclosed don't exist at the present. Therefore Territoriality could help to form the concept of a socially empty space. For instance a part of vacant land inside a city, although is an empty lot, it is not really physically empty because lawn or soil would be existed on it. Indeed, it seems empty because there are no economically or socially valuable items there. Thus, territoriality conceptually divides space from things and afterward again chains them as a task of things to places and places to things.
Create more territoriality and relationships	Territoriality aids to create more territoriality and relationships to form. New territories are created for the events when these events are more than territories and also when they spread over larger areas than territories do. In opposition, new events also may require to be created for empty and new territories

There is no need to use all of these ten outcomes in any specific territorial example in history; moreover their meanings would rely on the historical settings of technology and purpose of controllers on controlled one (Sack, 1983).

As mentioned before, numerous facts are involved in quality of human life and human behavior, but some of them are of fundamental importance. Hertzberger (2005) about the significance of having a place of "own" for human beings states that:

"a safe nest; familiar surrounding where you know that your things are safe and where you can concentrate without being disturb by others is something that each individual needs as much as each group. Without this there can be no collaboration with others. If you don't have a place that you call your own you don't know where you stand! There can be no adventure without a home base to return to: everyone needs some kind of nest to fall back on" (Hertzberger, 2005, p. 28).

Although there is not a one common agreement about either human is territorial by biological motivation or not, but in general it is clear that having a safe base like home as a territory for human healthy development is necessary and vital. There are different tendencies for having territorial activities however, the very basic one is that every person needs to claim an area as his/her own for exclusive use and defend it from intruders, which explain the territoriality as a reasonable behavior.

3.3 Children Territory and Territoriality

Over the past decades, a global vision about children and their rights in every aspect of life has been improved, one of these concerns stand for territory and territoriality. The fact is, unlike the traditional view, the desire and need of having territory does not only belong to adults, children also shows desire and demand for controlling specific area as their own territories. According to Lawson (2001):

“Children seem to begin to, show territorial behavior remarkably early in life, and some claim it is fully formed by aged 7 years, in very early life a child is not able to distinguish or understand the locality of space. At this stage the territory is that area within reach of the parent, most often the mother, in which the infant feels secure. Malmberg has suggested that it is probably from this that we get the powerful description of national territory as the ‘motherland’ or the ‘fatherland’, and the idea of ‘patriotism’ (malmberg 1980)” (Lawson, 2001, p. 167).

The fact is, this demand and need for having territory occurs in every form of human community even in immature ones like children (Figure 9), relatively the work of Malenberg (1980) cited in Lawson book (Language of Space, 2001) clearly demonstrate the issue:

“Malmberg reports studies of war refugees, particularly children who are put in emergency accommodation, although safe and comfortable, the children continued to exhibit a large number of psychological problems until their emergency space was divided up so that each could establish a personal territory and “make a home” (Lawson, 2001, p. 167).



Figure 9. Children in Camp Beds in the Air Raid Shelter at John Keble Church, Mill Hill, London, England, 1940 (URL 6)

Consequently, if there is no territory considered for children, it does not mean that they do not display territoriality; the behavior which commit by a person to claim an area and defends it against others, and subsequently this could be a cause for exhibiting numerous behavioral difficulties like aggression, violence and depression.

Malmberg (1980) sees territoriality as a vital mechanism that:

“manifested as more or less exclusive spaces, to which individuals or groups of human beings are bound emotionally and which, for the possible avoidance of others, are distinguished by means of limits, marks, or other kinds of structuring with adherent display, movements or aggressiveness” (Malmberg, 1980, p. 10).

Accordingly it is possible to claim that, the need for having territory like other primary needs such as food, shelter, medical care, supervision and etc., is one of the basic requirements for children healthy development. The fact is that, not only children who cannot be cared by their biological families (in whatever reasons) suffer from lack of territory in their physical environment, but also this problem has

been seen in most of children's places. In this regard Robert and Paris Strom (2009) reported that, children face with territorial situations every day in different places like daycare center, school, nursery, and even at their home or their friend's home while they are playing.

Like adults, children also seek for having exclusive spaces as their own territory. Normally 'Home' has been identified as the first territory for children however this definition is changed due to the new human life style. In this regard, Winther (2006) explains the significance of home and the switch of this importance to other places (Figure 10) by giving example of children in Denmark:

“The place is highly in focus – the home – as the first territorialization. This is where one's world started, or what Edmund Husserl termed the sedimentary meaning. 'The first place' is decisive Bachelard sets focus on the house where we are born. The first house, The first home, the first territory. Magic or epiphany radiates from here. Children of today in Denmark probably do not consider home 'the first place'. The great majority have grown up in a mixture of home and day care institutions. They have not had the possibility of experiencing home as 'the first territory'. To them, home has been one territory among several since they were very young (in Denmark most children start to go to day care centers at age ½-1 year, Winther 1999)” (Winther, 2006, p. 12).

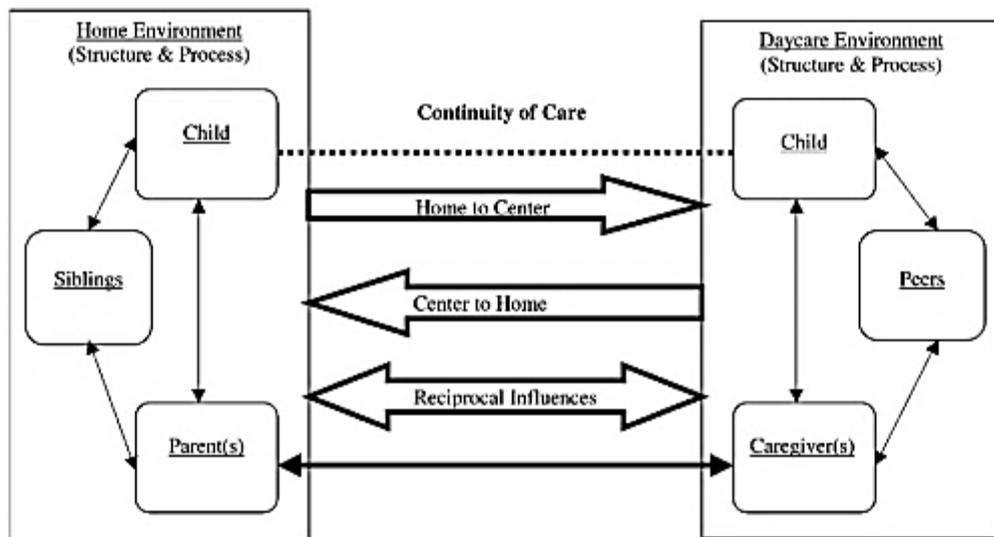


Figure 10. Home and Day Care Structure (Shpancer, 2002)

By considering the fact of different possibilities of first territory (either live with family of their origin or not) as home, combination of home and daycare and temporary or permanent care alternatives, such as orphanages, foster houses, etc. it is obvious that children demand and need their own space and territory within these places. However the point is many of places, which designed for children, are designed by adults who may not have a clear understanding of the concept of territorial behavior in children. In this respect Winther (2006) about the quality which make a specific place as a home suggests that:

“The home is a kind of cave, in which one can daydream, where one’s ideas about the world can be stored and developed, from which one leaves for the world and to which one always returns. Place is more than a position, more than a place; it is a ‘where’, somewhere one take care of things, somewhere one is familiar with. It is a structure charged with meaning Moreover; it is social and cultural institution” (Winther, 2006, p. 11).

It is apparent that, creating this kind of place characteristic is grounded in both physical quality of place and quality of place members’ relationship (family members). Although not all the children who live with their biological family experience this kind of place quality but in comparison to children who live in residential facilities or even family base care organizations, mostly they are fortunate.

In the past, life was not this much complicated as now, therefore fewer resources and supports were needed for child to achieve success. Besides it is a fact that, children are so sensitive and curious about their peers, therefore due to the new human life style which “the forces of competitive emulation are so strong that any failure to provide children with what their peers have is likely to induce guilt” (Cunningham,

1995, p. 184). Thus in this situation which is really challenging to cope with for parents, caregivers (any responsible organization) and children, absence or failure to provide basic needs of children is tragic and disastrous.

Therefore, in order to understand and help children in the basic need of having territory and displaying territoriality, it should be considered that legally children are forbidden from property ownership. Therefore in order to claim places, young people need to occupy places, which belong to others (Childress, 2004). Consequently the unlimited and reserved space use by children at one time and not another, besides emotional bond to these claimed spaces, are critical characteristic of territories which are formed by children and youth. Chatterjee (2006) believes that place should allow children to create identifiable territories via children's activities over time and perhaps give them opportunity to control these territories. Obviously children need monitoring by adult for their own safety and good, but this is not against giving children opportunities to have control over their territories.

To understand what home (territory) means to children, and their feeling at home, Winther (2006) selected 24 children who lived with their biological families (12 boys and 12 girls) and gave them a one-use camera for two weeks and asked them to take pictures of two topics, first "home" and second the "feeling at home". She said majority of children interestingly took pictures of the same things like beds, dining tables, television sets and computers (Figure 11). Most of the children have pictures of their best friends and their pets and a few have taken pictures of their parents, their sisters and brothers, also hardly anyone have photographed the house they live in from the outside and the surrounding outdoor areas.



Figure 11. Child's Bedroom is His/Her Ultimate Territory (Ida Winther, 2006)

In Winther's case study (2006) on child's bedroom, children move inside the home (shared territory), to their own room (own territory), and then into the bed (holy space). She assumed that, children rooms are the most important place when they want to show where they feel most at home. Besides, they have a powerful awareness of ownership about their rooms as their own territories. One of the ways which children do territorializing—homing themselves is through decorating and marking the rooms as their own place (this concept which is related to the personalization of space will be discussed in the next chapter with more details). The child's room is the child's final own territory, they decide over their room mostly for everything except cleaning up. Children think that they decided 100% over their room, where they can be disorder, although there is a limit to how much mess and dirt are allowed. Mess is something familiar and self-inflicted; not tidying up suggests autonomy over an area. In this way children feel that they own their rooms, even if they share (share territory) it with their siblings, they still talk about their own room (territory). Children's photos, self-portrait and physical subjectivity at home

are important in the children's ideas of a home and of feeling at home. (Winther, 2006)

Places that we are living in are not pure; there are always rules, arrangements and limitations. How we experience these spaces are directly related to the character of places and our memories, feelings and understanding. Lawson (2001) believes that "Our attachment to particular places and our willingness and indeed enthusiasm for defending them is undoubted" (p, 165). Perhaps, possibilities of how much an individual could make a place as his/her own (making the unfamiliar place to the familiar one) has a great influence in creating the positive feeling about that place.

Although there are numerous factors involved in quality of children's life style, architecture could play a great role in both physical and psychological aspects. A well-designed space could respond appropriately to the different requirements of children in physical environments according to their needs, necessities and conditions. A child may have a place to survive, live and to address but it does not mean the child feels at home in that particular place. Indeed for creating a sense of home at least the place should give the opportunity of having some space and place for the individual to inhabit his/her self. In this way architecture could help children to establish their own territory without displaying risky behaviors (like aggression, violence, and distress) through considering and respecting the essential role of having territory in their physical environments. Perhaps, in order to do so other vital concepts which have a direct relation to the issue of child territory and territoriality should be considered as well like privacy, personalization, personal space, place attachment and etc. in the next chapter some of these fundamental concepts and their relations to the territory and territoriality will be discussed.

Chapter 4

SPATIAL BEHAVIOR IN CHILDREN

A concern about quality and features of children's environment leads to investigate and reveal the relationship between children's cognitive, emotional, social development and different settings/physical environment through various aspects. As argued in previous chapter territory and territoriality have fundamental role in human's life, both adult and children. However it should be considered that territory and territoriality have direct or indirect relations to the other concepts which have influences in quality of children environments such as; personal space, proxemics, privacy, personalization, children perception of space, etc., therefore considering these related topics to the subject could be helpful to have a combination of materials which could improve places that are used by children. In this chapter some major (not all the related topics could be covered in this research) topics and their relations to the territory and territoriality will be discussed. Thus it could be best to begin with an overall review on the terms space, personal space, place and their correlation to the topic, since these activities and behaviors (territory and territoriality) require somewhere to come about.

4.1 Space, Place and Personal Space

Space and place are basic terms in the world and so in architecture. Although both of them are well-known enough terms that someone might think there is no need to be defined, some features should be noted. In this regard encyclopedia Britannica (2012) explains space as "a boundless, three-dimensional extent in which objects and

events occur and have relative position and direction” (Encyclopedia Britannica, Space Definition, 2012).

Since Space and place have common nature they are easily mixed up, therefore it's better to defined one through the other. Well-known geographer Yi-Fu Tuan (1977) describes place through space as: “When space feels thoroughly familiar to us, it has become place” (p.73). Also Peter J. Taylor (1999) clarifies it as; “Space is everywhere, place is somewhere. Place has content; the idea of an empty place is eerie, an empty space is merely geometrical” (Taylor, 1999, p. 10).

Besides the definition which Tuan (1977) gave about place through space (Figure 12), also in his book “place and space” he tries to clarify the relation between these two terms:

“*Space* is more abstract than “place”. What begins as undifferentiated space becomes place as we get to know it better and endow it with value. Architects talk about the spatial qualities of place; they can equally well speak of the locational (place) qualities of space. The ideas “space” and “place” require each other for definition. From the security and stability of place we are aware of the openness, freedom, and threat of space, and vice versa. Furthermore, if we think of space as that which allows movement, then place is pause; each pause in movement makes it possible for location to be transformed into place” (Tuan, 1977, p. 6).

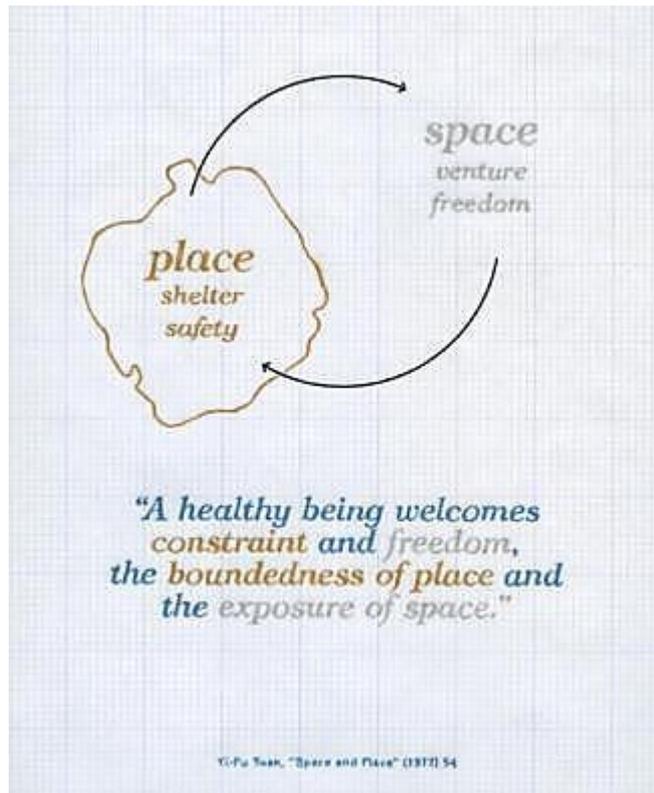


Figure 12. Place through Space (URL 7)

Based on studies of Howard (1920), Hediger (1955) and Von Uexkull (1957), an environmental psychologist Robert Sommer (1959) has categorized the meaning of "space" in two different parts. The first meaning refers to space in the geographic sense, space as area, which is mostly discussed about territory. The second meaning is about "personal space of the organism" and it is completely different from territory. The distance which organism normally sets between itself and other organisms is personal distance which could be altered in different species and individuals (Sommer, 1959).

As is mentioned above the first meaning of space, geographic sense or space as area, is mostly related to territory, whereas the general definition of territory is related to defend and bounded spaces. In this regard Delaney (2009) argues about relation of

space (as an essential element of social life, development and relation) and territoriality as:

“It may be conceptualized in terms of distance and proximity; betweenness; distributions of phenomena across space; or motion through it. Not all that is spatial (or ‘socio-spatial’) is territorial, but territoriality necessarily implicates partitioned social space... ..The spaces themselves can appear to be self-evident, quasi-natural ‘containers’, or compartments within which social life takes place. Indeed, this apparent self-evidentness is important to how territory works” (Delaney D. , 2009, p. 198-199).

Accordingly the second meaning of space is related to personal space, which is different from territory. The term personal space has been focus of many famous scholars like Hall (1966), Sommer (1959, 1969), Goffman (1971), Guardo (1969), Altman (1976) and etc., and it has been differentiated from territory by Sommer (1959) in many ways. He claims that personal space is carried around whereas territory is quite stationary. Another vital difference is that territory mostly marked by its boundaries; therefore it’s visible to others however these boundaries are invisible for personal space. Moreover personal space takes the body as its center but territory dose not. Furthermore, Thomas M. Horner (1983) titles personal space as “one central component of spatial and territorial factors” (p. 148) and he differs it from territory in that “it accompanies the individual’s movements”. In fact the concept of personal space talks about how people react to their surrounding physical and social environment. In this regard Sommer (1969) clarifies personal space as:

"Personal space refers to an area with an invisible boundary surrounding the person's body into which intruder's may not come. Like the porcupine in Schopenhauer's fable, people like to be close enough to obtain warmth and comradeship but far enough away to avoid pricking one another. Personal space is not necessarily spherical in shape, nor does it extend equally in all directions... it has been likened to a snail shell, a soap bubble, an aura and breathing room" (Sommer, 1969, p. 26).

Although there is not a definite shape or certain degree for personal space in Sommer's explanations, he identified four essential characteristics for personal space which are (1) portable, (2) the person's body is its physical and psychological center, (3) defined by invisible boundaries, and (4) disturbance into it by others provokes discomfort and driving the person to withdraw (Horner, 1983).

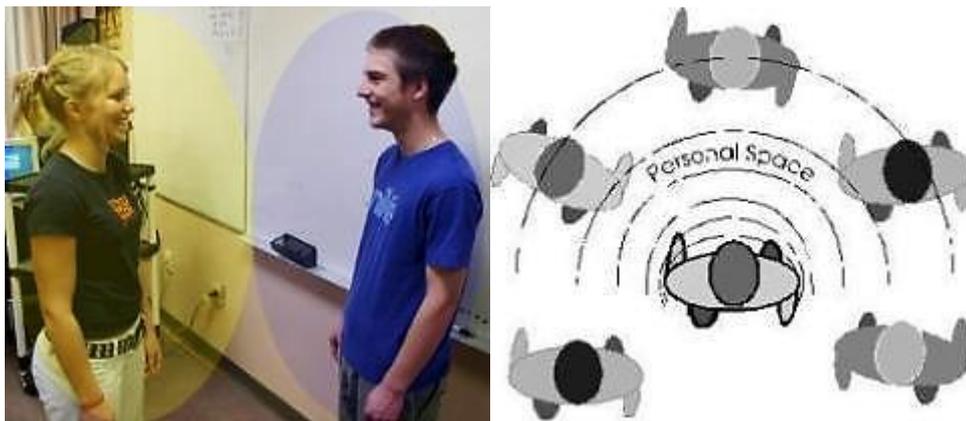


Figure 13. Invisible Boundary Surrounding the Person's Body (URL 8, URL9)

In other word personal space can be taken as a hidden and invisible bubble, which differs in size according to relations and situation of person who is involved with in (Figure 13). Furthermore the famous sociologist, Goffman (1971) assumes that personal space is "the space surrounding an individual where within which an entering other causes the individual to feel encroached upon, leading him to show displeasure and sometimes to withdraw" (Altman, 1975, p. 30).

Since personal space refers to the physical distance from the others, changing in this distance (personal space or interpersonal distancing) changes the accessibility of others to us. Besides, the length of this distance will be changed due to individual performances, culture, and even regions. Several scholars like Sundstrom & Altmann (1976), Hayduck (1978), etc., have concluded that the length of this distance is

different as a result of many factors like gender, age, degree of sociability, need for companionship, cultural background, psychopathology, etc. In this regard Bell, et al. (1996) explain the effect of individual's status in society on the size of personal space:

“It grows with age, sense of confidence and independence, and also with a sense of vulnerability and fear. The perception of personal space is different for the observer and the observed. Depending on their circumstances, they may observe different sizes of personal space around a person. This gap can only become clear when an individual's personal space is tested or invaded. The size of personal space, the distance we maintain between others, and ourselves is determined by its two functions of protection and communication. The amount of space that could allow these functions depends on the situation in which individuals interact with each other, as some relationships and activities require more distance from the others” (Bell, Greene, Fisher, & Baum, 1996, p. 278).

If the size of personal space is affected by such factors that explained above therefore childhood could be assumed as a critical basis stage for shaping personal space, since the features of personal space have developed and formed by age growth (Figure 14). The quality of behavioral approach and treatment which child meets during his/her childhood is undeniable in shaping sense of confidence and independence, or sense of vulnerability and anxiety which effect on form of communication and protection and therefore size of personal space, and individual's status later on in society. In this regard, development of personal space, Aiello and Aiello (1974) in their observation about children's personal space behaviors conclude that “children used more space as they grew older and that adult proxemic behaviors were acquired by age 12” (p.177).

Similar to Aiello and Aiello (1974), Bar-Haim et al. (2002) also based on studies of many researchers came to the same conclusion which, most of investigations about personal space has concentrated on the size of personal space due to age, gender, function, social setting and cultural differences. Then they conclude based on those

finding “from 5 years of age, there is a gradual increase in the space used for interpersonal interaction. At about 12 years of age, the characteristics of children’s personal space become similar to those of adults” (Bar-Haim, Aviezer, Berson, & Sagi, 2002, p. 69).



Figure 14. Exploring Personal Space by Child (URL 10)

Moreover, Horner (1983) based on work of many scholars believes that, while many studies shows children undertake adult properties by the age of 11-12 as their social space, the need of further detail research on this issue is not deniable. He also claims that many of reasons and factors, which affect the dimension, and penetrability of personal space in adulthood are functioning in childhood (Horner, 1983).

According to the mentioned issue it could be assumed that since children grow older, approximately from five, need and use more space for their interpersonal interaction therefore the need to claim a territory in those spaces gradually appear more firmly. Furthermore, Gifford and Price (1979) assume from the review on children's personal space that:

“For same-sex pairs, based on the present work and that of Lomranz et al. (1975), Tennis and Dabbs (1975), Bass and Weinstein (1971), Meisels and Guardo (1969), and Guardo (1969),it appears that boys use more space than girls at approximately 3,7, and after 11 years of age, but use a similar amount

at 5 and 10 years of age (cf. also Lerner et al., 1975) ... Our review suggests that from age 3 to 17 or so, a curvilinear expression of the third or perhaps fourth degree is necessary to account for sex-related vicissitudes in interpersonal space usage” (Gifford & Price, 1979, p. 324).

In another study, Lomranz et al. (1975) report that younger children use less space than the older one and boys are more distanced than girls, for instance 3 years old child use smaller space than 6 or 7 year olds one, besides the 3 years old boys keep more distance compared to girls from other children. However, in contrast Smetana et al. (1978) and Bass and Weinstein (1971), argue that there is no such differences among young female and male same-sex pairs in using space.

By now it is clear that having a territory is different from having a personal space since the former one generally needs a static place while the latter one is portable (moving with body). As it was discussed in previous chapter having a territory does not mean withdrawal from others and being alone in particular place, rather it generally means priority and power over the place and its resources. Therefore even in an individual's territory the owner could suffer from lack of enough personal space. For instance as it can be seen in followed picture (Figure 15) mother of young children in her home which is her territory, may not have enough respected personal space to read a book, talk to phone or even have a word with his husband without being disturbed by children, which sometimes lead her to withdrawal from the position or the purpose.



Figure 15. Lack of Proper Personal Space at Home (URL 11)

Based on the review on children personal space which has discussed accordingly, children also show desire of having personal space which has developed by age growth and based on some claim seems to be like adult in about 12 years of age. Therefore treating children in appropriate manners help them to shape a proper size of personal space and react competent to their surrounding physical and social environment. Moreover, it would be necessary to mention that beside all the facts which influence the quality of child personal space such as age, gender, culture, etc., child maltreatment is a fact which has great influence on child strategy of interpersonal distancing which needs to be considered as well. Although the target group of this study is not abused children but this issue needs to be considered in children spaces especially for those who are deprived of parental care and live in alternative care of children. In this respect the following section is devoted to this concern.

4.1.1 Child Maltreatment and Personal Space

“Our children are our greatest treasure. They are our future. Those who abuse them tear at the fabric of our society and weaken our nation.” Nelson Mandela

Study in the field of personal space requires attention to the other roots which are involved in the formation of individual's spatial behaviors. The fact is that not all children have grown up in a normal-safe settle form of family based. Many of them face with different kind of abuses during their childhood, no matter if they live with their biological family or not. Therefore except many initial facts (which most of scholars are agreed about) like age, gender, personality, cultural differences, acquaintance, location, form of contact, etc. about personal space, other realities also should be considered. It was stated above that, children desire of having personal space has developed by age growth and based on some claim will be transformed to the adult form around 12 at the beginning of puberty. But when this issue comes to the child maltreatment (physical, neglect, sexual and psychological/emotional abuse) it faces with the challenging condition, which need further investigation.



Figure 16. Unicef for Latin America and the Caribbean Has Assigned Number 9 of "challenge" Newsletter, Which Provides an Overview about Violence Against Children and Adolescents (URL 12)

Child maltreatment could take place in child's home, school, and any organizations that child interacts with (Figure 16). Wissow (1995) defines child maltreatment as: "Child maltreatment is intentional harm or a threat of harm to a child by someone acting in the role of caretaker, for even a short time. Maltreatment is commonly divided into four categories: physical abuse, sexual abuse, emotional abuse and neglect" (p. 1425). He explains neglect as a most common and greatest life-threatening form of abuse. Failure in providing shelter, medical care, supervision and support by caretaker are the examples of neglect. Any acts which cause body damage and injury by someone or forcing a child to do so is a physical abuse. Emotional abuse is creation of psychological and social deficits for child development like demeaning, harsh criticism, coercive and distance behavior by parents or caregivers.

Finally, sexual abuse is kind of act or behavior by older person which involves child in sexual acts, materials or stimuli (Wissow, 1995).

Accordingly, failure of caretakers to provide basic need for children (neglect) assumed as a most common life-threatening form of maltreatment. But, if these basic needs like shelter, food and etc. are provided by some charged organizations or people (like institutional care and family-based care) still it doesn't mean that children are not exposing to other maltreatments (physical, sexual and psychological). In an optimistic condition, when physical and sexual abuses will take out as a concern, emotional abuse still is something beyond, because physical, sexual and neglect abuses are more visually controllable than emotional abuse which is difficult to be covered and manage even with monitoring (Figure 17). Psychological abuse in some part could be taken as assort of failure in proximity setting goal to the attachment figure. In this regard Andrea Vranic (2003) describes emotional abuse as a kind of behavior which “manipulating a child’s feelings or isolating, ignoring, scaring, and rejecting a child” (p. 554).



Figure 17. Photo of a Child in Iran Governmental Orphanage (Shirkhargah Ameneh) (URL 13)

Furthermore, Vranic (2003) based on work of “Papalia & Wendkos Olds” (1992) define child abuse as an “expression” of specific behaviors toward a child by parents, caregivers or any adults, which cause child psychosocial disorders. These harms mostly are the result of long parental behaviors, not only a single event, and cause many physical, emotional and cognitive difficulties for child. Unfortunately abused children suffer from their terrible experiences even in their adulthood. Being scared, nervous, depressed, angry and aggressive besides showing low self-esteem, being isolated, displaying distrust and etc. could be the results of such experiences (Vranic, 2003).

According to Vranic (2003) abused children in comparison with none abused one display great differences like low self-esteem, low educational expectation, high level of stress, sadness, anxiety, intensive fear and less social skills. She also in her observation about personal space of abused children perceives that: “The personal space of abused children is significantly larger than that of their non-abused peers. Boys and girls do not significantly differ in the preferred size of personal space... In all, abused children, presumably due to their traumatic experiences, demonstrate stronger need for personal space” (p. 550).

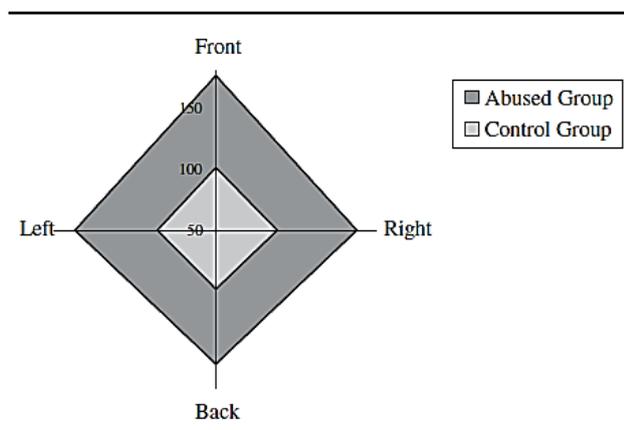


Figure 18. Average Size of Personal Space Is Considerably Larger in Abused Children in Comparison to Non-abused Peers (Vranic, 2003)

Moreover she reports that based on Hall's four spatial zones, approaching distance of the non-abused children for all four directions fell into the range of the personal zone (50 to 150 cm) (Figure 18). However, physically abused children preferred social-zone distances (150 to 350 cm) as result of their painful experience (Vranic, 2003). In addition, it should be mentioned that quality of other individual performances like being extraversion or introversion could effect on size and quality of personal space (Williams, 1971). Therefore, considering all these facts and realities in children by designers help them to create a proper place, which is considerably, covered the shortage.

4.1.2 Attachment Theory and Personal Space

"Attachment is a deep and enduring emotional bond that connects one person to another across time and space." John Bowlby

It is very important to have sufficient knowledge about primary issues that have great effect on size and form of children personal space, since having a proper interpersonal interaction and therefore personal space in owned territory is one of the critical concerns in quality of governing that territory. Attachment is one of these essentials, which mostly remains overlooked. However the quality of this concept in childhood has great power in governing of children interpersonal interaction. Famous psychologist John Bowlby (1969) describes attachment as a "lasting psychological connectedness between human beings" (Bowlby, 1969, p. 194). According to him this theory discuss about behavioral system which formed by an individual through life to reach 'set-goals' in order to clarify the amount of proximity that children seek from their caregivers which is essential for children well-being (Bowlby, 1982).



Figure 19. Seeking Close Proximity by Child from His/Her Caregiver in SOS Children's Village (SOS Children's Village Riobonito, Brazil - Photo: Robert Fleischanderl and SOS Children's Village Tlokwen, Botswana -Photo: Michel Amorosini)

During childhood, attachment helps an individual to connect to the others and also search for identity beside influences in quality of child future relationships (Figure19). Therefore possibly, attachment could be considered as a significant issue which has great power over the quality of child interpersonal relation. In this regard Bar-Haim et.al (2002) claim that although both attachment theory and personal space are typically viewed as unrelated phenomena, they strongly bond together. They report that safe or ambivalent attachment with someone like mother, father and expert caregiver in infancy has directly influence on children personal space regulation and also understanding individual competence:

“Children classified as ambivalently attached to their mothers and/or professional caregivers in infancy displayed significantly larger permeability of personal space as compared with children classified as securely attached. Attachment classifications with fathers were not associated with personal space behavior at 12 years of age. Children who had an insecure attachment relationship with both the mother and the professional caregiver in infancy displayed smaller personal space boundaries, and tolerated larger intrusions into their personal space as compared with children who had two secure attachments in infancy. Finally, perceived interpersonal competence was positively correlated with personal space permeability”(Bar-Haim, Aviezer, Berson, & Sagi, 2002, p. 68).

Thus, according to the statement above the form and quality of attachment to the mother and/or caregiver has a certain effect on children emotion, behavior (Figure 20) and perhaps modality of their personal space. Ambivalent and insecure attachment to the mother and/or caregiver creates sense of vulnerability, fear and low self-esteem. When there is no secure attachment available it means to child no certain relation can be trusted, people come and go to do their job and child has to let them in (to his/her territory, if is available, and personal space) in order to satisfy his /her needs. Consequently in this situation child shows smaller personal space boundaries and larger permeability.

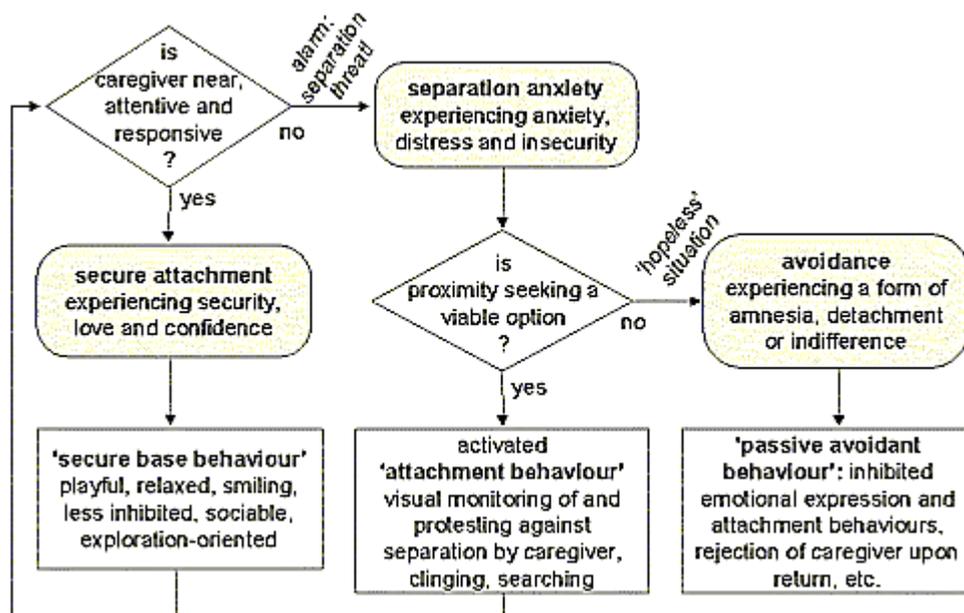


Figure 20. Diagram of Attachment and Separation of Bowlby (URL 14)

Furthermore Bar-Haim et.al (2002) in their study about individual differences in securely attached and ambivalently attached infants came to the point that:

“Individual differences in patterns of personal space regulation in early adolescence would be consistently associated with individual differences in the quality of attachment assessed during infancy... Furthermore, the ambivalence associated with the desire for close contact on the one hand and anger and fear of abandonment on the other might delay the response to

personal space intrusions of the ambivalently attached child, resulting in increased personal space permeability”(Bar-Haim, Aviezer, Berson, & Sagi, 2002, p. 71).

Therefore it could be expected that type of attachments have a great role in quality of personal space of children, which should not be overlooked. Another evidence for importance of attachment figure for children is; they mostly will to have a social activity when they are assured of their attachment figure (Figure 21). In this regard Bowlby (1982) explains the interaction between child and attachment figure as a modifier of child social behavior:

“A child seeks his attachment-figure when he is tired, hungry, ill, or alarmed and also when he is uncertain of that figure’s whereabouts; when the attachment-figure is found he wants to remain in proximity to him or her and may want also to be held or cuddled.by contrast, a child seeks a playmate when he is in good spirits and confident of the whereabouts of his attachment-figure; when the playmate is found, moreover, the child wants to engage in playful interaction with him or her. If this analysis is right, the roles of attachment-figure and playmate are distinct” (Bowlby, 1982, p. 307).

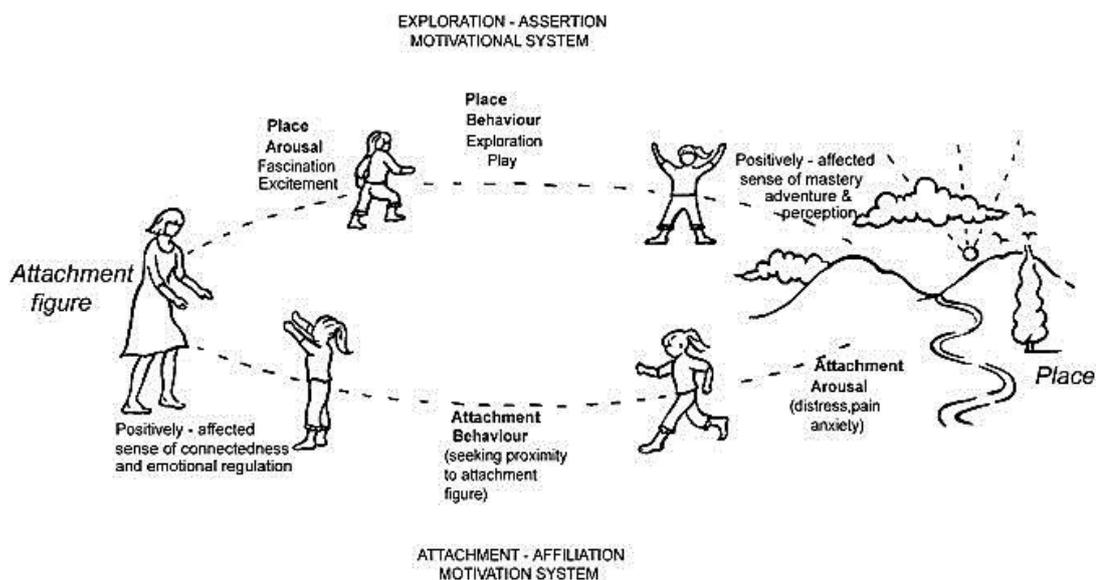


Figure 21. “Integrated model of human attachment and place attachment” (Morgan, 2010)

Thus, it is critical for child well-being to be sure of availability and also accessibility of his/her attachment figure. Consequently, the vital need and demand for physical contact with parents or caregiver beside psychological concerns like anger, sadness and fear of abandon which insecure attached children face with, have strong effect on their perceived interpersonal competence and interaction which cause smaller personal space boundaries with larger permeability.

4.2 Proxemics

Another issue which could help to understand the complexity of activities and behaviors in territory and territoriality is proxemics. This theory has to do with different combinations of space usage, interaction distancing and feeling. Hediger has developed the study of interpersonal distance or personal space during observations of individual spacing in animal species. His work was great help to the theory of proxemics; the study of human behavior according to the cultural use of space in physical environment, which later developed by anthropologist Edward T. Hall. Hall (1968) believes that “proxemics deals with architecture, furniture, and the use of space...proxemics seeks to determine the how of distance-setting (question of epistemology)” (p. 84). In *The Hidden Dimension* (1966) Hall has developed the four dimensions of interaction distance zones based on the level of intimacy between people (Figure 22). Intimate distance, close phase (distance of love-making, embracing and wrestling) - far phase (15 to 45 cm), is related to a high level of intimacy between two persons. Personal distance, close phase (45 to 75 cm) - far phase (45 to 120 cm), is the distance between people like family members and friends. Social distance, close phase (120 to 210 cm) - far phase (120 to 360 cm) is use for social communication and impersonal communication like business relation,

and finally public distance, close phase (360 to 760 cm) – far phase (760 cm or more), is when there is no intimacy among the speakers (Hall, 1966).

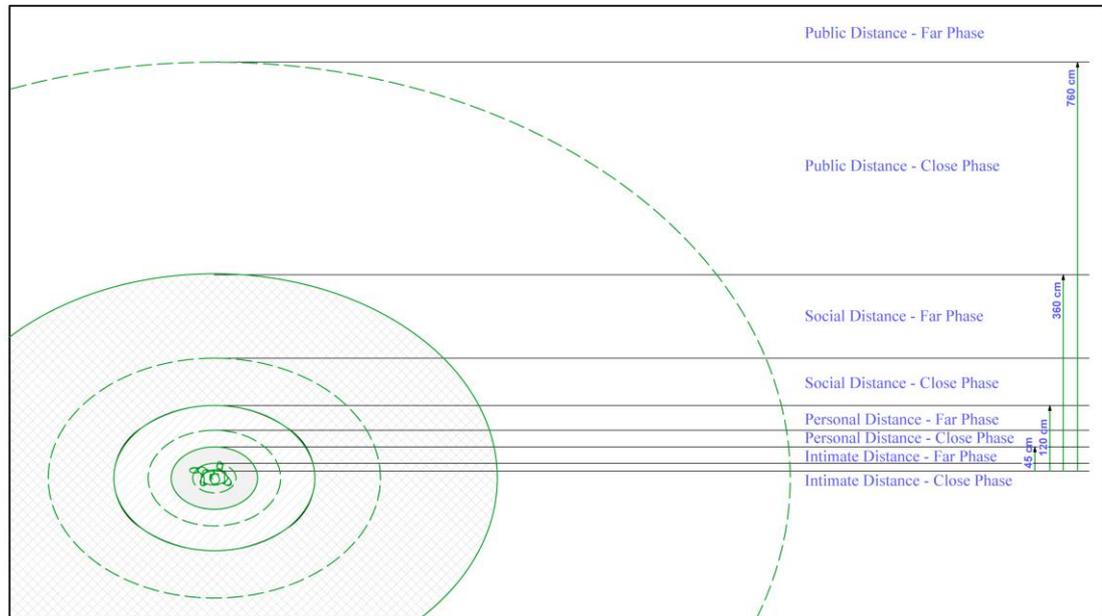


Figure 22. Proxemics Diagram of Edward Hall (1966) (Adopted from Hall Studies, 1966)

Proxemics has participation in different fields, such as anthropology, communication theory, geography, etc., however Hall (1968) relates it more to territoriality:

“Proxemics, the study of man's perception and use of space...is much closer, instead, to the behavioral complex of activities and their derivatives known to the ethologists as territoriality. It deals primarily with out-of-awareness distance-setting” (Hall, 1968, p. 83).

To trace the track of proxemics in human lifetime, scholars have also worked on children's interaction distance. John R. Aiello and Tyra De Carlo Aiello (1974) report the result of their observation about personal space behaviors of same-sex pairs of children aged 6 to 16. The study indicates no sex differences among young children proxemics behavior, although males in early adolescence tend to stand farther apart with greater angles than females. They also claim “The male and female

distance curves are nearly parallel across the grade levels, with gradual increases in distance between grades 1 and 5, sharp increases between grades 5 and 7, and then slight declines and leveling off” (Aiello & Aiello, 1974, p. 186).

It is important to consider that, naturally adults are aware of child proxemics progress, thru age range. The fact is adults respond differently due to their expectation from the function of age range. In this respect Fry and Willis (1971) during their observation about the invasion to the personal space of adults who waiting in a line for watching movie by children (with different ages) realize the 5 year old child mostly get positive reactions from adults, while 8 years old mostly ignored and 10 year old child received very certain negative reactions, like negative reaction that adult would receive. Therefore, behavior which is allowed for 5 years old child is not acceptable for 10 year old one (Fry & Willis, 1971).

Moreover it should be considered that one of the issues that have a strong bond to the proxemics is attachment. In this regard based on work of Bowlby (1973), about the relation of attachment and proximity Bar-Haim et.al (2002) state that:

“The infant’s confidence in the accessibility and responsiveness of its attachment figures is considered an important modifier to the setting of its proximity set-goals. Enduring proximity set goals are thought to develop on the basis of regular and ongoing infant–caregiver interactions. Such interactions are likely to provide the infant with a sense of security and comfort” (Bar-Haim, Aviezer, Berson, & Sagi, 2002).

Furthermore in investigation about personal space in children, Guardo (1969) states “children assume a relation between degree of physical proximity and psychological closeness” (p.149). In this regard Bar-Haim et.al (2002) also argue that experiencing different physical distance from attachment figures by children due to physical and

emotional security may perhaps affect on the child's schemata of the proper and desirable spacing among people (Figure 23). In this regard Cassidy and Berlin (1994), argue that children who classified as "insecure-ambivalent" try to keep close proximity to their attachment figure as a result of their fear and uncertainty about the availability and accountability of their attachment figures. However, children with secure attachment figure have learned to trust their caregivers about the reliable availability (Cassidy & Berlin, 1994).



Figure 23. Neglect Disrupt Child Development- Left Photo Is a Child in Iran Governmental Orphanage (Shirkhargah Ameneh) and Right Photo Is a Tragic Condition of Child (with Deformities, Intellectual Disabilities or even Birth Defects) in Romania Orphanage (Ploiesti) (URL 15, URL 16)

Living with fear of abandon, sense of vulnerability, low self-esteem and many other difficulties which could be driven by insecure-ambivalent attachment may cause extreme attention and proximity seeking by children (Figure 24). Children who suffer from this kind of attachment display extreme behaviors which Bar-Haim et.al (2002) explain as:

“Ambivalently attached infants are seen as experiencing inconsistent responsiveness, and insensitivity on the part of their attachment figures. Their bids for attention and general clinginess may represent intensified attachment behavior in an attempt to maintain proximity to the attachment figure; hence they become emotionally confused and preoccupied with attachment needs, at the expense of developing autonomy (e.g. Cassidy & Berlin, 1994; Main &

Goldwyn, 1998). Such confusion and preoccupation may extend themselves to the regulation of personal space in the form of ambiguous boundaries. The lack of clarity is expressed in hesitation, indecisiveness, fear of abandonment, and an excessive need to feel emotionally close to others, all of which may lead children to display excessive proximity-seeking at the expense of allowing themselves lesser personal space” (Bar-Haim, Aviezer, Berson, & Sagi, 2002, p. 78).



Figure 24. Extreme Proximity-Seeking by Children Who Live in Orphanage-Left Photo Is a NGO Classroom for Orphan/Abandon Children in Iran and Right Photo Is Shown a Woman Who Visit Children in Iran Governmental Orphanage (Shirkhargah Ameneh) (URL17, URL18)

Accordingly, at about 12 years of age, children obtain adult’s characteristics of personal space and proxemics. Therefore it is essential to recognize the matters, which have great influences in this stage of life to treat them carefully. As mentioned before the quality of attachment in childhood has a significant role in proximity regulation, however this quality apart from effect on proximity may cause different strategies for personal space regulation and in the definition of boundaries as well.

4.3 Place Attachment

Many researchers with different points of views have defined the term place attachment, but in general it talks about the link between individual and specific place. However it should be considered that, person–place bonds (place attachment) and person’s territory are two different concepts, which in some parts overlap. Riley

(1992) describes place attachment as “affective relationship between people and the landscape that goes beyond cognition, preference or judgment” (p. 13). Besides, Hummon (1992) assume it as “emotional involvement with places”, and Low (1992) describes it as “an individual's cognitive or emotional connection to a particular setting or milieu” (p. 165).

Despite many varied definitions, the main goal of place attachment is to realize the complex relations between people and their built or natural environments. Leila Scannell and Robert Gifford (2010) suggest a three-dimensional framework for place attachment related to “person, psychological process, and place dimensions” (Figure 25). Person’s dimension is related to an individual and quality of attachment based on individuality. The second one is about the ways in which affect, cognition, and behavior are revealed in the attachment, and the last dimension is about the physical and social characteristics of place. Due to development in different stages of each dimension, an individual experiences different levels of place attachment through his/her life (Scannell & Gifford, 2010).

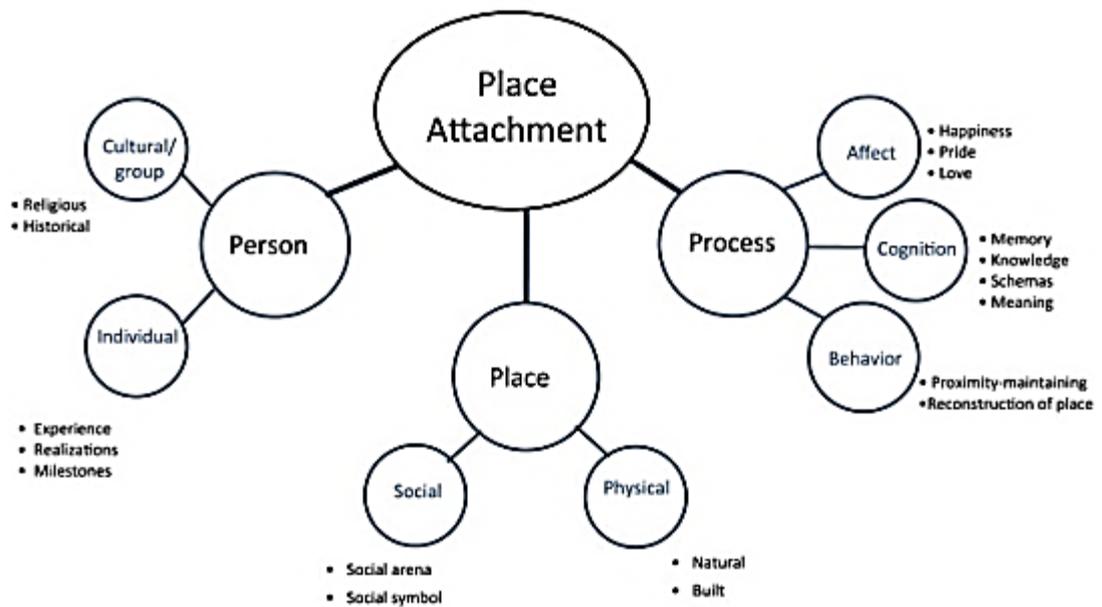


Figure 25. Diagram of Place Attachment (Scannell & Gifford, 2010)

The fact is place attachment has strongly rooted in childhood, however very few studies focused on children's place attachment. Chawla (1992) describes this term for children as "children are attached to a place when they show happiness at being in it and regret or distress at leaving it, and when they value it not only for the satisfaction of physical needs but for its intrinsic qualities" (p. 64). She also believes that, the physical environment come into a large view in children's experience through the latency years of their middle childhood while the strong social attachment to the family base reduces.

Place attachment has a hidden power, which invites the child for security besides helping to cope with stress and anxiety. When such a place is lost, perhaps it causes anxiety in the child world (Bowlby, 1982). In their studies about different aspects of place attachment Scannell and Gifford (2010) claim that there are certain differences between territoriality and place attachment behaviors as:

“Place attachment behaviors are not necessarily territorial, although the two may overlap, given that place use is an element of both (e.g., Altman, 1975; Williams, Patterson, Roggenbuck, & Watson 1992). Territoriality is based on ownership, control of space, and the regulation of access to self (Altman, 1975), but attachment to places is an affective, proximity-maintaining bond that can be expressed without an underlying purpose of control... Further, territorial behaviors include marking, personalization, aggression, and territorial defense, whereas place attachment behaviors include pilgrimages, social support, and place restoration” (Scannell & Gifford, 2010, p. 4).

By the given description, in place attachment individual wish to remain close (proximity-maintaining) to the places that are important to him/her and for that reason there are no need for occupation and ownership of such a place. Although for being attached to a place there is no need for occupying that place but in an occupied place (territory) if the owner is not attached to his/her territory it means, the relationship which is developed between individual and place by providing his/her physical and psychological needs and requirements has failed in that particular place and territory.

4.4 Privacy

The concept of privacy relates to all areas of human activities from the bottom to the top and it is used in many various manners in different societies due to the culture, age, position, etc. In another word, privacy is a basic human need (Altman, 1976) which is not only needed in adult’s world, but it is necessary for children as well. Although privacy and territoriality are two different concepts but these two have a close correlation in many aspects, indeed they hinge together to reach their goals. In traditional view privacy is seen as isolation and withdrawal (Bates (1964); Chapin (1951); Jourard (1966)) but social psychologist Irwin Altman (1975) sees it as a “dialectic and dynamic boundary regulation process” and he define this term as “selective control of access to the self or to one’s group”. In his view privacy is about

control over choices, access, management of information and social interaction. Optimal privacy is not a state of loner but it is about having choice over different situation like being alone or having accompanied and also sharing or keeping self-information. Therefore this theory as Altman mentions it as “interpersonal boundary-control” is about both going toward others and away from them by adjusting the social interaction and information transferring (Altman, 1975). Agree with Altman, Rapoport (1977) and Schwartz (1989) also sees privacy as ability to control interactions by controlling over choices.

To obtain behavioral options in Proshansky et al. (1970) point of view, it is essential to control space, territory, and regulate issues, which are allowed, or not to permeate in territories. They also declare that: “territoriality thus becomes one mechanism whereby [the person] can increase the range of options open to him and maximize his freedom of choice in the given situation” (Proshansky, Ittelson, & Rivlin, 1970, p. 181).

Likewise Altman (1976) also suggests territoriality as a behavioral system, which is used for reaching to satisfaction level of privacy, besides territoriality mostly, works as a mechanism for balancing between desired and achieved privacy. He claims that this proposal would seem to imply that territoriality could be counted under privacy.

By helping physical environment as a regulatory privacy mechanism, an individual could achieve control over interaction. If the ways of achieving a desired level of boundary regulation are blocked, an individual could use other mechanisms like verbal or nonverbal actions. For instance, if in a room (territory), closing door is not allowed, the invader might be asked to leave or received nonverbal signs of disapproval or be tossed out physically. The ways that people design their home

(territory) by using doors, windows and furniture arrangements are based on their traditional vision about privacy. It is undeniable that violation to the personal space boundaries and privacy could cause conflict, tension, discomfort and anxiety besides it could destroys individual autonomy and self-respect. If someone is perceived as worthless, if the self has no boundaries, the person is actually nothing. Perhaps a person with such feelings is not able to function very well. Children who do not distinct the world from the self, they have no sense of self-identity, for the self is ‘everything’ and sees no individuality or separation from the rest of children. (Altman , 1976)

4.4.1 Different Levels of Privacy

Throughout an individual’s lifetime, different types or states of privacy are experienced. Westin (1970) in his book ‘Privacy and Freedom’ classifies privacy into four basic levels as: “solitude”, “intimacy”, “anonymity”, and “reserve”. In these four basic levels (Table 5), an individual experiences and takes different type of privacy determined by his/her needs and requirements. For instance in “solitude” level of privacy an individual is alone and protected from observation of others by environmental elements and physical barriers. “Intimacy” is a level of privacy, which an individual wish to be in a small closeness group for basic human contacts. In “anonymity” level of privacy an individual is in a public place but he/she feels to be unrecognized and lost in a crowd. In the last one which is “reserved”, an individual needs a ‘mental distance’ from annoying events, things and people psychologically to protect his/her personality, like a child who experiences a shocking event.

Table 5. Extracted from Westin Classification of Privacy (1970)

Four basic levels of privacy	
Solitude	This type of privacy occurs when a person is alone and protected from observation of others. In this form of privacy, environmental elements and physical barriers help to achieve full visual privacy
Intimacy	In this type of privacy a person is in a small group which for basic human contact like husband and wife in order to be alone and separated from the others
Anonymity	In this form of privacy which reveals in public places and crowd, although an individual is in a public but the feeling is like to be unrecognized which is similar to the feeling of being lost in a crowd and catch freedom from identification
Reserve	This type of privacy arises when an individual needs a 'mental distance' in order to limit or ignore annoying events, things and people psychologically to protect personality

4.4.2 Dimensions of the Privacy

Different dimensions have also been observed the concept of privacy; psychological, physical, social, and informational privacy. These four dimensions were defined by Leino-Kilpi et al. (2001) to clarify and explain different aspects of privacy in human's life (Table 6).

Table 6. Dimensions of Privacy Extracted from Leino-Kilpi, et al. (2001)

Dimensions of privacy; a review of the literature	
Physical dimension	This privacy is related to the concepts of personal space and territoriality. In this kind of privacy an individual is physically accessible to the others.
Psychological dimension	This form of privacy concerns about protecting and sharing an individual identity, thought, feeling and also developing personal values.
Social dimension	This form of privacy is about how an individual regulates his/her social contacts, and it covers the length, frequency, and content of relations with different people.
Informational privacy	control of information and data about people is the concern of this form of privacy

Altman (1975) also declares that “too much or too little privacy is unsatisfactory and that persons or groups seek varying optimal levels of social interaction” (p. 25).

Moreover he explains that an individual may perhaps feel “isolated”, “lonely” or “cut off” from others if the desirable interaction from the others is less than satisfactory level and the feeling of “intruded upon”, “crowded”, or “overloaded” take place when an individual receives more than pleasing and acceptable interaction that would be preferred, besides the level of satisfaction in interaction depends on time, situation and also individual need of privacy.

In parallel to Altman studies, Lang (1987) noted that the level of privacy that an individual perceives and desires depends on behavior, cultural context and personality of the individual (Figure 26).

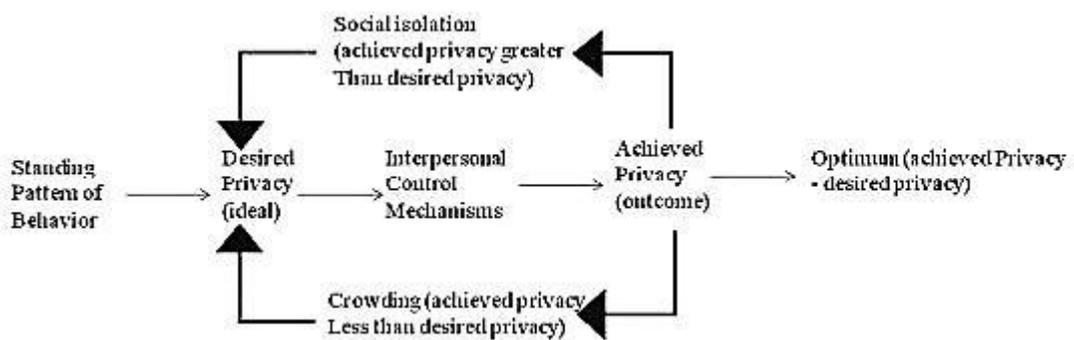


Figure 26. “A dynamic model of privacy” (Lang, 1987)

The balance between desired and achieved privacy in the environment helps to regulate social interaction. Table 7, summarizes and displays the relation among achieved and desired privacy and effect of them on the perception of privacy.

Table 7. Based on Altman Perception of Relation among Achieved and Desired Privacy (1975)

Different level of privacy	
Achieved privacy = desired privacy	Optimum privacy; ideal level of social interactions
Achieved privacy > desired privacy	Social isolation and feeling loneliness
Achieved privacy < desired privacy	Crowding; interactions is more than desired

Moreover, Lang (1987) clarifies that “Social interactions occur more easily when people’s social needs are balanced by the sense of individual autonomy that comes with privacy” (Lang, 1987, p. 160). He also believes that physical environment has a great effect on social interactions. Thus, the pattern of movement, the location of facilities and services, which are commonly used in space, will affect the degree of interactions (Lang, 1987).

Space arrangement has a great influence on social interactions by setting distance among people in order to have easy access and communication besides providing good level of privacy, territoriality and personal space that all affect on the level of social interactions in space. Consequently, when place do not response to the user needs for privacy and interactions then regular social activities and group formations can be reduced or prevented. These argue is supported by Stokols & Altman (1978) since they strongly believe that privacy and territoriality govern social interactions.

Sundstrom et al. (1980) indicate that architectural privacy refers to visual and acoustical interruptions, which are provided by physical environment. Moreover, the level of control over one’s access to the others and social interactions hinge on a degree of existing architectural privacy, physical barriers and proximity distances. It is essential to consider the fact that like adults, children also demand for privacy. In

this regard Wolfe (1978) defined three essential dimensions for privacy in childhood, which are (1) an environmental dimension, (2) an interpersonal dimension, and (3) a self-ego dimension. The first one, which is an environmental dimension, involves with selecting how much information to share with people. The second dimension is interpersonal, which is about the ways in which a person manages interaction and non-interaction with people to achieve privacy. The last one, self-ego, involves independency and freedom to choose the boundaries that allow an individual to be alone or be with others in search of both improvement and protection (Wolfe, 1978).

Privacy, which is exercised through different ways by child, has a great effect on development of child autonomy. Wolfe and Laufer (1975) consider children's understanding of privacy as complex conceptualizations which grows with child age. After reviewing the related literatures, Mckinney (1998) about children privacy needs states that:

“To have a sense of privacy, children require control over physical space and their interactions within that space (Cook, Brotherson, Weigel-Garrey, & Mize, 1996). Several factors influence children's privacy, including the size of the home (Ashcraft & Scheflen, 1976), amenities in the home (Parke & Sawin, 1979), the size of the family (Atkins, 1970, as cited in Berardo, 1974), and age and gender of the children (Eberts & Lepper, 1975; Wolfe, 1978)” (McKinney, 1998, p. 77).

Gender is one of the factors that have an effect on form of privacy, which is required by children. Boys tend more to define their privacy as interaction management. Though, girls choose information management as their privacy much more than boys do, apart from body privacy (Wolfe, 1978). Another issue which also has influence on privacy is the ages of children. Apparently, girls need privacy earlier than boys do

therefore female siblings who have a share room may face more privacy conflict than male siblings (McKinney, 1998).

Children need to have a respected space at home which is recognized by both parents and siblings, to start experience independency in order to increase a sense of self (Weinstein & David, 1987). But satisfying this need seems problematical for siblings who share a room, since they experience more privacy conflicts than children who have their own rooms (Parke & Sawin, 1979).

Although children privacy is getting more concern by scholars but not enough work has been done about children's privacy at home or at alternative care such as residential facilities and family-based care organizations, which are called home for many children. Generally home is the place where most of adults feel to have a protected privacy but the point is, privacy at home is not restricted only to the division of physical space (Tognoli, 1987). Many issues are involved to make privacy work. For children home is the first place that makes them able to practice regulating in their interactions (Moore, 1990). But this is not easy for children since their parents or caregivers have different perceptions about this concept for children. For instance, monitoring which stands as part of parenting has been doing by parents or caregivers for children protection, safety and good. But, it should be considered that although the goal of this observing is to protect a child, but the damage of invading to the child's privacy is a critical issue which has to be concerned as well. This situation is getting worst for children in formal care as result of loos, abandon or having incompetent parents, because apart from caregivers and their different strategies for parenting, peers are known as a threat of invasion to reach to the optimum privacy (Figure 27).



Figure 27. A bedroom in Peter's Orphanage, Russia (URL 19)

Benjamin Shmueli and Ayelet Blecher-Prigat (2011) based on recent literature state that the issue of children privacy has not got enough attention by scholars, since most of the investigates about privacy are based on adults' perspectives which are not suitable for children: "there is a widespread consensus that children show less concern than adults about privacy...It seems more accurate to argue that privacy is important to children, though their conceptions of privacy and the private differ from those of adults" (p. 761). Moreover, they mention significant issue about physical privacy of children:

"Children need physical privacy in order to develop their individuality, their independence and their self-reliance, as well as for the sake of their creativity and other attributes important to personal development. Children's privacy needs include a space in the home that belongs to them and that is respected by both parents and siblings. In addition, children, even young ones, have a need for interaction management, choosing when and how to interact with others, as well as information management, choosing when to disclose information to others. This need can and should be fulfilled first and foremost in the home. However, it requires recognizing children's right to privacy within the family, which raises a thorny dilemma" (Shmueli & Blecher-Prigat, 2011, p. 772).

Typically bedrooms (house, dormitory, hotel, etc.) are always offering opportunity for individual privacy (Figure 28). However, the concern is that (apart from wealthy families and luxury places) bedrooms are often small, shared and not well designed (form, physical enclosure and furniture arrangement) in order to offer privacy from others and even roommates (Figure 29). Moreover, protection and privacy which children need also should be considered according to their age and capacity.



Figure 28. Different Design for Shared Bedroom in Order to Offer Some Privacy, Personal Space and Individuality for Children (URL 20, URL 21)

Kristin Henning (2011) discusses about children right of privacy (private space and property at home) and the consequence of invasion by adult through their bedrooms which is recognized as a “most intimate space within the family home”. She states that based on researches about privacy and adolescent development, as children grow up, their need for supervision reduces and their need and chances for privacy increase. Henning (2011) also states that:

“Although children have no expectation of privacy or constitutional authority to ward off a parent’s inspection of their bedroom, closet, e-mail, or other computer exchange, a minor retains the greatest interest and protected right in avoiding the state’s intrusion into their most intimate living space and private property. The principles of context and capacity provide a fair and reasonable balance to the dominance of parental authority in the evaluation of privacy

rights for minors. Without such balance, complete deference to parental authority threatens to undermine children's privacy at every level" (Henning, 2011, p. 108).



Figure 29. Overloaded Orphanage in Tanzania (URL 22)

To sum up, it is clear that having privacy has a great influence in children personal development. Accordingly, privacy means having control over physical space and also its interactions, which is essential for children's as well. No matter if a child lives in his/her biological family home or any forms of alternative care of children, he /she needs to own a place (territory) which is respected by others (parents and siblings or caregivers, roommates and peers) to practice interaction and information management. But satisfying this essential appears problematical for children who share a room as they experience more privacy conflicts in compare to children who have their own rooms. Share room mean share territory, therefore one may have a share territory but not have enough privacy in that territory. Although in children place complete architectural privacy like visual and acoustical interruptions is not required, because of their safety, but with the help of well space organization

preparing sufficient level of privacy for shared territory like children bedrooms is possible.

4.5 Personalization

The setting of human environment should be capable to respond toward different essential needs of its occupants. One of the ways, which help an individual to feel completely, owns a place (territory) is to personalizing that place. In another word personalization of place gives the opportunity to define one's own space and territory. Personalization helps an individual to gain meaningful and infinite adjustment to the setting. Merriam-Webster (2012) explains personalization as “to make personal or individual; specifically to mark as the property of a particular person” (Merriam-Webster, 2012).

Besides Oulasvirta & Blom (2008) identify personalization as a normal behavior in human activities which is embraced decorating, altering, adapting and modifying. People generally need to leave their stamps or marks in their places so that make these places unique and different from the rest (Marcus & Sarkissian, 1986). Therefore people personalize their living place in order to create a home wherein suits their own personal needs (Fernandez, 2007). Moreover, Kopec (2006) perceives personalization as a physical marker, which helps to recognize personal identity, mark territory and therefore regulate social interaction. In fact, adaptability of a place is an essential spatial feature in order to achieve satisfaction in user of that place. As a term in environment psychology personalization helps the occupants reflect their individual identity with use of decoration, ornamentation, change and rearrangement of their personal space (Figure 30) and when these changes take place by occupants need, the personalization occurs (Sundstrom, 1986). Some research shows that

personalization of space is different between men and women. Indeed, for personalizing the space women use more intimate manners than men do (Smith, 1994).

Personalization can be done by a person or by a group in order to display self-identity or group-identity. Personalization could be classified as following methods:

1. Present of personal stuffs in the environment; like adding family photos, certifications, plants and objects to personal space.
2. Changing the furnishing or rearrangement; like changing the position of bed to have more comfort.
3. Addition or removal of physical objects; like adding a wardrobe for personal stuffs or taking out a chair for more open space. (Cohen & Cohen, 1983)



Figure 30. Personalize Bedroom (URL 23)

The aim of personalization of a place is not limited to displaying individual properties or furniture arrangement for individual usage, however it seeks also personal control, which affords “privacy, refuge, security, continuity, a medium for personalization and self-representation, and a venue for regulated social interactions” (Gosling, Craik , Martin , & Pryor, 2005). Besides according to Fernandez (2007) personalization is bested to increase security and distinguish boundaries. In another word, although territorial expression via personalization represents self-identity or image, it enhances privacy and security as well (Figure 31). Indeed personalization of space serves many different purposes in order to providing the needs of specific functions or users.



Figure 31. Personalization of Space also Helps to Create more Distinguish Personal Boundaries and Security (URL 24)

In addition to the given explanations about territoriality in previous chapter, the term personalization could be considered as a territorial behavior. Territorial behavior, as Altman (1975) points out is:

“...a self/other regulatory mechanism that involves personalization of or marking of a place or object and communication that it is ‘owned’ by a person or group. Personalization and ownership are designated to regulate social interaction and to help satisfy various social and physical motives. Defense responses may sometimes occur when territorial boundaries are violated” (Altman, 1975, p. 107).

Personalization of space by the user is one of the ways in which help to create a sense of belonging in an environment. Beside Altman, Maxwell & Chmielewski (2008) also based on work of many scholars, consider personalization as a territorial behavior: “Personalization is a territorial behavior where one person or a group of people use personal items to decorate and/or alter their surroundings in order to display individual and collective expressions of identity (Harris & Brown, 1996; Wells, 2000; Wells & Thelen, 2002)” (p. 145). By using personalizing, the space “becomes an extension of the sense of self, providing a tangible support of the self-image and a vehicle for experiencing the sense of self” (Harris & Brown, 1996, p. 188).

Moreover it should be considered that psychological ownership generally has effect on territorial behavior, self-identity, and having a place of one’s own. Replying to these essentials motivates a person to communicate with others through marking beside to protect and maintain it through defending as an owner (Figure 32). Moreover, it provides the sense of “self- identity”, “self- efficacy” and “security” to occupier of space (Taylor & Brooks, 1980).



Figure 32. Two Girls Wrote Their Names on Their Bedroom's Door in SOS in Vienna, Austria (Niusha Bahmani)

For the most part, since early childhood the need and desire to express oneself in the environment develops and lasts throughout life, however some needs in certain periods of life are more critical for right development. Ages between 6 and 9 are considered as a critical period for child self-development. Comparison between oneself and the others has accrued in this age stage (Ruble, 1987; Flavell, Miller, & Miller, 2002). While it is essential for personalization to be performed by children in order to satisfy their needs; parents, caregivers and tutors sometimes mistakenly in favor of children try to make a personalized environment for them (Cooper-Marcus, 1992). For instance, choosing and placing machines, and sports stuffs in the male child's place, as well as dolls and doll accessories in the female one (Pomerleau, Bolduc, Malcuit, & Cossette, 1990). Nevertheless this is a wrong decision since children should personalize their environment personally in order to have feeling for it.

Many advantages derive from Children's participation in altering their space environment by personalization. For instance it helps to have more sense of belonging, self-worth and individuality. Personalization supports children by offering them to exercise some control over the space through presenting their stuffs and belongings, which reflect the uniqueness of each child in the place. Perhaps this will help to provide environmental evidence that children are important and their individualities do matter (Cooper- Marcus & Sarkissian, 1986; Weinstein, 1987).

Apart from providing child stuffs like toys, photos, book and etc., great support and flexibility by parents, caregivers and instructors in personalization of a place by children is essential. Supporting children personalization can be a foundation for building positive parent/caregiver-child relationship. On the other hand lack of freedom to marking, interacting, and experiencing the place, could cause non-attachment feeling to the place and weeping for separation. This is not making sense for a child to own a place as his/her territory but not being allowed or free to personalize it since personalization is accordingly considered as a territorial behavior. Therefore one of the proper treatments for successful adaptation to a new environment is achieved through personalization.

To sum up, it should be mentioned that all theories and concepts, which are discussed in this chapter, have great participation in quality and form of children territoriality performance. Therefore in order to examine children territorial behavior in different spatial organization in bedrooms, especially in different form of alternative care of children, all these issues and concerns need to be evaluated and considered in child primary territory. Therefore in the next chapter, as the case study

of this thesis, children bedroom in SOS Children Village will be evaluated accordingly.

Chapter 5

AN EVALUATION OF CHILDREN TERRITORIAL BEHAVIORCASE OF SOS CHILDREN'S VILLAGES

5.1 Introduction

SOS Children's Villages is an international non-governmental family-based care organization, which was founded by Hermann Gmeiner (1919-1986) in 1949 in Imst, Austria. He was committed to helping orphans in the Second World War by providing home and family orientated care which were totally different from the traditional residential child care that usually took place in large institutions. SOS Children's Village's family approach is based on four principles; (1) children are placed in small groups, which are mixed by age and gender, (2) to live with the SOS mother who lives with children in (3) a single house within (4) a supportive community. Beside mothers, the help of social workers also supports children also there are one or two women who are called aunt by children at homes to assist mothers in housework. Gratefully this organization as a one form of global welfare network and one of the world's largest charity for children, with collaborate of many donors and co-workers; United Nations, Council of Europe & European Union, NGO groups and individual supporters, takes great steps in improving quality of children and youths life by offering various forms of support and care to their biological families, foster families, SOS families in short- or long-term care. (SOS Children's Villages International, 2012)

In these regard, SOS Children's Villages is selected as the case study of this research to evaluate quality of children primary territory, which is consider here as their bedrooms, in terms of different dimensions like personalization, attachment, personal space and privacy in such a setting. Correspondingly, this chapter aims to find how and to which extent children define, mark, and defend their primary territory in a formal care, which in this case is family-based care organization (temporary and permanent care).

To this end, as the case study of this research, SOS Children's Villages has been selected in two countries of North Cyprus and Austria. North Cyprus as the residential place of author of this thesis and Austria as the originate place of this organization has been selected in order to being evaluate in parallel as a case of SOS Children's Village in temporary and permanent form of care.

5.2 A Brief Overview on Existing Situations of Case Studies

The Island of Cyprus (Figure 33) and significantly its capital Nicosia (Figure 34) has been divided into two parts (1974) as the reason of political, ethnical, and social conflicts between Turkish and Greek Cypriot communities, which resulted in necessity of population transfer between the residents, where Turkish Cypriot community moved to northern part and Greek Cypriots to southern part of the island (Shojaee Far, 2012). This complex political situation causes difficulty for receiving international finding for project.



Figure 33. SOS Children’s Villages in North Cyprus (URL 25)



Figure 34. Nicosia as the Capital of Cyprus Has Been Divided into Two Parts since (1974) between Turkish and Greek Cypriot Community (URL 26)

In 1993, SOS Children’s Villages has started to work in Nicosia (Lefkosa, North Cyprus). Later in addition to the SOS Children’s Villages, SOS Youth Facility, Kindergarten and Social Centre also are added to help vulnerable children and their families. Currently, in SOS children village 69 children live in 12 family houses with their SOS mothers. SOS Village in North Cyprus is located in Dr. Fazıl Küçük Avenue, Nicosia (Figure 35), where a combined group of infants and juniors (from birth up to 16 years old) live in their houses in a small village. It is important to

mention that the long-standing political disputes in North Cyprus bring difficulties for these kinds of projects, which require international financial assistance (SOS Children's Villages International, 2012).

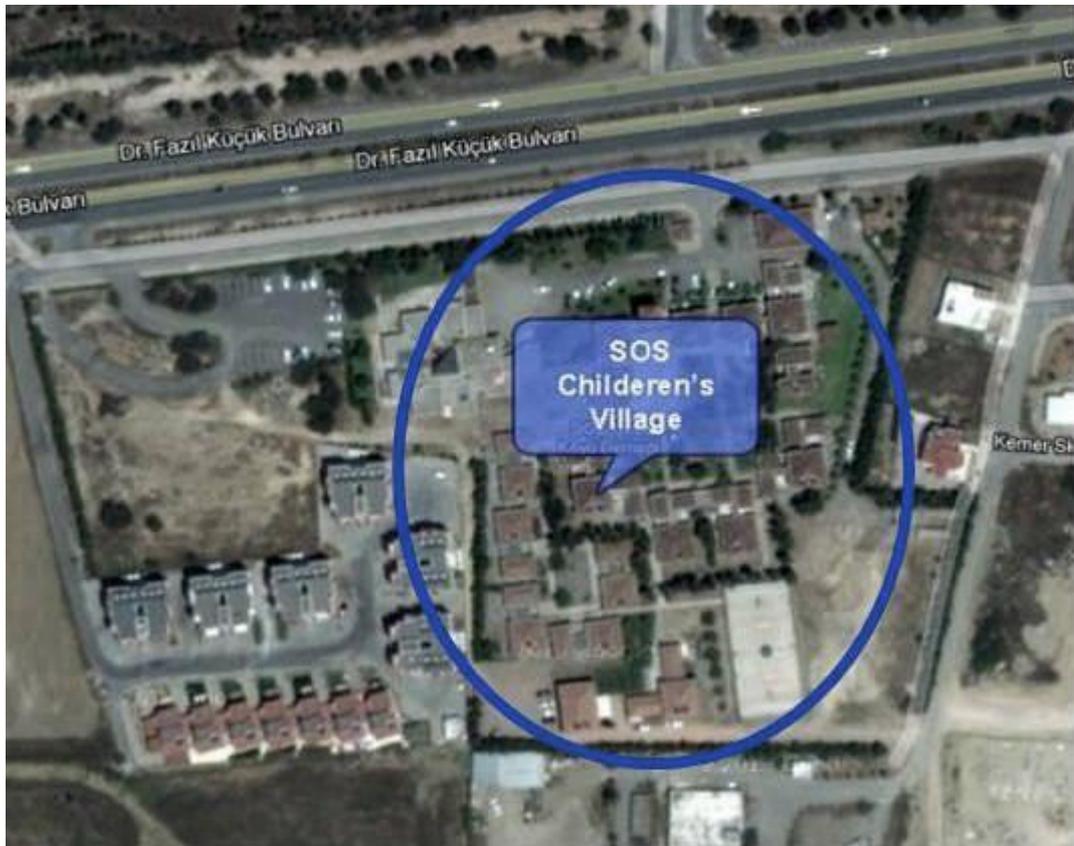


Figure 35. SOS Children's Village in Dr. Fazıl Küçük Avenue, Nicosia, North Cyprus (URL 27)

The SOS Children Village in Austria as the originating country of this organization, which was founded in 1949 with the aim of helping children in the Second World War has been selected as the other case study of this research. Currently this organization is activated in 13 locations within this country and has 133 centres in other countries around the world to support children, youth and families. Due to the well-developed economy in Austria, people and also children mostly have benefited from high quality social services. As a new approach, apart from traditional form of SOS Children Villages, which are mostly located in suburbs, this organization in

2006 has opened the first urban SOS Children's Village in Vienna's Floridsdorf district (Figure 36). The project consists of five SOS families as permanent care and home for 20 to 25 children and two small group homes as a foster home for 16 children who need temporary care and short-term placement. The aim of this project is to integrate SOS families and group homes into a normal neighbourhood environment by placing them in rented flats within a large residential complex (Figure 37). In the neighbourhood also there is a family hall to support children and families (SOS-Kinderdorf Österreich, 2012).



Figure 36. First Urban SOS Children's Village in Vienna's, Floridsdorf District (URL 28)



Figure 37. SOS Families and Living Groups Live in a Large Residential Complex to Integrate into a Normal Neighborhood and also There Is a Family Hall to Support Children and Families. The Top Right Building, Which Is Highlighted in Red, Shows the Living Place of the Selected Group for This Study (URL 29)

In overall, SOS Children’s Village in Nicosia consists of 12 family houses as permanent care for 69 children and in Vienna consists of five SOS families as permanent home for 20-25 children and two small living groups as a foster home for 16 children as a temporary care and short-term placement (Table 8).

Table 8. SOS Children’s Village in Austria and North Cyprus

SOS Children’s Village	Nicosia (Lefkosa)	Vienna
Number of flats	12	7
Care type	12 SOS Children's Village families	5 SOS families & 2 SOS living groups
Number of examined houses	3 SOS families	1 SOS living groups
Number of examined rooms	9	5
Gender of children	M & F	M & F
Duration of care	Long-term care	Short, medium & long-term care

5.3 Methodology of Assessment and Analysis of Case Studies

5.3.1 Structure and Framework of Evaluation of Case Studies

This study was carried out in two parts, where the first part investigated the theoretical aspects of the issue that set criteria to be used in second part as the field study. In general the methodology of this study is based on social science research methods combined with observation of space. This is supported by series of informal interviews with key informants related to the field such as mothers, aunt, social workers, manager, etc., to verify the children's behavior and respond to the space organization. Also analysis of collected data is based on three important dimensions, which are (1) personalization, (2) physical privacy, and (3) personal zone.

In this regard, 24 children's bedrooms in SOS children's village have been chosen as the case studies in two different locations. One of these is located in North Cyprus as the host country of the researcher, and the other one is located in Austria as the originator country of SOS Children's Village. Parallel to documentary investigations on SOS children's village, a literal observation (during a permitted time which was one day in each organization) and informal interviews with children were carried on at the location of these bedrooms. However because of restricting regulations it was not possible to interview all the children. Therefore, although the limited number of interviews done formed a base for the study, they are not used as data in evaluation. The collected data were summarized and structured within the analysis section of the study and quantitative charts were extracted out of findings of analysis.

5.3.2 Methodology of Data Collection, Evaluations, and Analysis

As a key methodology in data collection process, indicators of were identified based on the discussed literature in previous chapters of this study, and accordingly a set of

criteria to be used in the field study has been developed. These dimensions and indicators provide an opportunity to understand territorial behavior of children in the SOS Children Village houses. Correspondingly to find necessary and adequate information, the quantitative and qualitative related data were collected. The quantitative data such as children's gender, number of children in a room, number of children supposed to accommodate within a room, and information about the quantity of furniture have been collected. A total of 14 bedrooms accommodating 24 children were examined. Nine of these bedrooms with 16 children (9 girls and 7 boys) were located in 3 houses in Nicosia and the other 5 bedrooms with 8 children (4 boys and 4 girls) were located in one apartment in Vienna. Also parallel to data collected by observation, in this study the data provided by authorities of SOS Children's Village of Nicosia and Vienna were used to determine the age group, gender, and detail information about residents of each house.

Furthermore, as means of data collection, general observation of the author, photographs taken from the rooms, room plan sketches, and a series of interviews with key informants in the field (mothers, aunts, orphanage staffs, social workers and managers) have been used. Where it was possible some informal conversations and short interviews with some children took place within the observation process of bedrooms.

To conduct analysis and evaluation of the collected data, clear understanding, awareness, and attention to the relation between child behavior and its physical environment is an essential to be able to determine the necessary elements to define territory and to show territoriality. Rendering the discussed literature, a set of key concepts (dimensions), which have great effect and influence on the quality of

children primary territory and territoriality (bedrooms) such as personalization, privacy, and personal space were defined. Personalization as the first dimension of evaluations deals with personalization of bedroom to find out whether and to which extend children's bedrooms are personalized and adjust for their occupants. Then based on dimension of physical privacy, the study examined the quality of privacy in terms of physical division and interactions within bedrooms. At the end as the evaluation of the third dimension, which is personal zone, the study evaluated children personal space and distances in bedroom. The findings of analysis of these three dimensions have exposed by a number of quantitative charts, which provide a platform for qualitative understandings, judgments, and conclusion at the end of the study.

5.4 Data Collection and Data Analysis of Case Studies

In order to have an overall evaluation of child primary territory which is considered here as child's bedroom in SOS Children Village, this study aims to evaluate both SOS family bedrooms and SOS living group's bedrooms together. Relatively the approaches of SOS organization in terms of accommodation of children in both childcares are same. The difference is about the duration of care, which is related to the child's situation. SOS families provide care for children who cannot stay with their biological families and need stable long-term care. On the other hand, the SOS living group is a form of care, which is provided for children who need short and medium-term care due to an acute situation in their families. The aim here is to stabilize the families' situations (if it is possible) and return children to them.

5.4.1 Data Collection

As was mentioned before, in this study it was allowed to observe and evaluate living spaces (bedrooms) of 24 children in SOS Children Village houses. Although this

study was permitted by the administrative of SOS Children Village in both countries, for the sake of protection of children taking photo from them and interview with all of them were not allowed. However, as was mentioned before informal interviews with some children who were present at the observation time were done to understand their viewpoints, feelings, and shortages in their primary territories. Thus, the information gathered through these interviews is not used as first hand data in the evaluation but as a background in evaluations and discussed suggestions. Therefore, it is possible to say that this evaluation is not about children perceptions of their territories; but it is about evaluation of their territoriality based on evidences in their living spaces. Moreover, the rooms' dimensions in plans used in the tables are not exact but were estimated based on furniture standards from photos.

Table 9. Observed and Evaluated SOS Children's Village Houses in Austria and North Cyprus

Observed and evaluated houses				
House NO	1	2	3	4
Location	Nicosia	Nicosia	Nicosia	Vienna
Building type	Single-unit house	Single-unit house	Single-unit house	Flat apartment
Care type	SOS families	SOS families	SOS families	SOS living groups /foster home
Duration of care	permanent home	permanent home	permanent home	Short & medium-term care
Gender of children	M & F	M & F	M & F	M & F
Number of children	5 (1 boy-4 girls)	6 (4 boys-2 girls)	6 (2 boys-4 girls)	8 (4 boys-4 girls)
Number of children's rooms	3	3	3	5

5.4.2 Data Evaluation

In order to evaluate children's primary territory in SOS Children Village this study is focused on essential dimensions such as personalization, privacy, and personal zone. Although there are other dimensions, which are involved in this issue, but this study

has only focused on the dimensions, which are mentioned. In order to do so, each room has an observation table (Appendix 1), which presents the initial data collection such as number of children in room, gender of children, the existing furniture and some photos. It should be mentioned that in SOS Children Village, children are not allowed to close their bedrooms doors and all bedrooms which are observed and evaluated were occupied by children between 6 to 12 years old (middle childhood). Then through the knowledge and findings within literature review the evaluation table (Appendix 2) is prepared to examine the quality of children primary territory (bedrooms) in terms of personalization, privacy and personal zone.

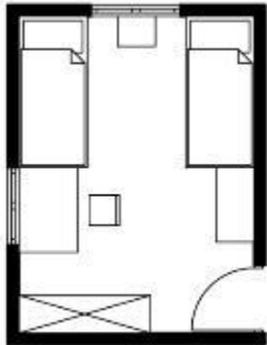
Some indicators in the evaluation table are measured and marked through numbers of items which are presented for each dimension. In dimension one, personalization, the indicator of “Child self-presentation in bedroom” is considered by low degree of self-presentation if the number of options is three or less than three out of ten, medium if the number of options is six or less than six and high if the number is more than six out of ten. Moreover, the indicator of “Child involvement” in dimension 1, personalization, is evaluated by outcome of the other indicators of this dimension such as (1) degree of mess and disorder in children’s bedroom, (2) self-presentation in bedroom, (3) creating identifiable territory for each child within shared bedroom, (4) changing the furnishings or rearrangement of them, (5) addition or removal of physical objects are measured. If the outcome number of indicators which are done by children are less than two out of five, the involvement of child in personalization is weak, but if it is three or more, the involvement of child in personalization is strong.

Observation No #1

Room number one which is shared between two girls furnished by two beds, one nightstand, one desk, one chair, one small toy table, one bookshelf and one closet.

This room also has two windows and colored in light blue (Table 10).

Table 10. Observation No: 1; room1

House NO	1	Room plan 
Room NO	1	
Location	Nicosia	
Number of children	2	
Number of beds	2	
Gender of Children	Female	
Note:	-	
Furniture	2 beds, 1 nightstand, 1 desk, 1 chair, 1 shared closet, 1 wall bookshelf and 1 small table	
Room photos		
		
		

Evaluation and Analysis of Observation No #1

Analyzing of evaluation table (Table 11) based on three key dimensions:

Personalization evaluation

This room seems to be a colorful childish bedroom with large number of toys however some basic issues need more to be considered and cared. In this bedroom, which is shared between two school-aged girls, except the beds, the rest of furniture such as desk, chair, bookshelf, nightstand and closet are not enough for two individuals. The room is tidy, the beds with identical bedding are made carefully and it is full of toys, which are sited carefully in their place like a toy store vitrine. Moreover, except the two photos in the only bookshelf of room, there are no photos, drawings, school program, certificate or any self-expression on walls, floor, beddings and etc., to display the identity of child who occupied the bed.

Privacy evaluation

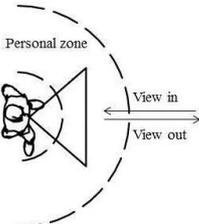
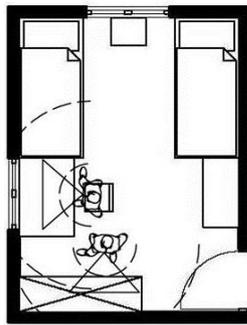
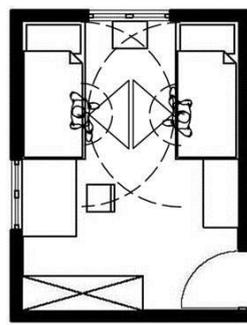
In this shared bedroom there is no sign of physical space division or room divider such as partition, shelving unit, bookcase, etc. to offer some private space or at least semi private area for children while using bed, desk or closet. Moreover the door of the room is not allowed to be closed, therefore two girls are not being able to manage their interaction and have some private space without being exposed to the roommate or even other peers. The mother of the house also mentions that sometimes children have problems related to territorial issues.

Personal zone evaluation

Since the number of furniture is not enough for two individuals, and the room is small and not well organized to offer respectable personal space and distance for two girls, children may feel encroached by their roommates.

Table 11. Evaluation No: 1; room1

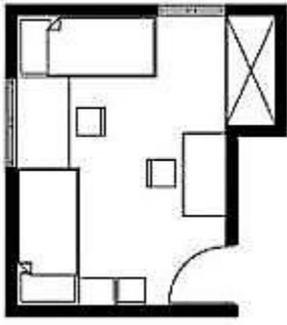
	Dimensions of analysis	Indicators	Options			
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	√		
			Dirty and messy (child neglect)	-		
			Clean but disorder (mess-making considered as normal child behavior)	-		
		Self-presentation in bedroom	Child's original family photos	SOS family and friend's photos	-	
				Child's own photo	√	
				Certifications	-	
				Posters	-	
				Drawing	-	
				Personal belongings	√	
				Using child's name	-	
				Bedding in shared room	Identical bedding	√
					Different bedding	-
				Others	-	
				Identifiable territory for each child within shared bedroom	Noticeable	By furniture
		By different floor covering such as carpet or rug	-			
		By using color	-			
		By child's name and photo	-			
		Others	-			
		Not noticeable	√			
		Changing or rearrangement of the furniture	Considering child points of view	-		
			Considering care giver (or directorship) points of view	√		
	Addition or removal of physical objects	Perceived	√			
		Not perceived	-			
	provision of adequate furniture for each individual	Bed	√			
		Nightstand	-			
		Desk	-			
		Chair	-			
		Closet	-			
		Book/toy shelf	-			
	Child's involvement in personalization of bedroom	Strong	-			
		Weak	√			
	Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private	-		
			Shared	√		
		Distinguishing boundaries by physical space division or room divider such as	Partition	-		
			Bookcase, shelving unit, wardrobes and etc.	-		
			A curtain room divider	-		
			Others	-		
		Degree of visual privacy (direct eye contact) around main furniture	Bed	Private area	-	
				Semi private area	-	
				No private area	√	
			Desk	Private area	-	
				Semi private area	-	
No private area				√		
Changing closet	Private area		-			
	Semi private area		-			
	No private area		√			

		Interactions management within bedroom to reach optimum privacy	Closet (dressing)	Allowed	-					
				Not allowed	√					
			Control over being encroached by roommates	Possible	-					
				Impossible	√					
			Control over being encroached by peers	Possible	-					
				Impossible	√					
	Monitoring and supervision	High	√							
		Medium	-							
		Low	-							
	Personal zone in shared bedroom	Position of furniture in respect to distinguished personal zone				<ul style="list-style-type: none"> • Not enough distance between 2 beds • Only 1 desk and 1 chair for 2 children • Only 1 closet for 2 children, no respected personal area considered for dressing and also for studying 				
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td>Person</td> </tr> <tr> <td style="text-align: center;"></td> <td>View Out</td> </tr> <tr> <td style="text-align: center;"></td> <td>Zones</td> </tr> <tr> <td style="text-align: center;"></td> <td>View Direction</td> </tr> </tbody> </table>							Diagram Key			Person
Diagram Key										
	Person									
	View Out									
	Zones									
	View Direction									

Observation No #2

Room number two is considered for three children however, currently only one boy lives there. This room's is furnished by one bed, one bunk bed, one nightstand, two desks, three chairs, one bookshelf and one closet. The walls are also colored in light blue and there is one window in the room (Table 12).

Table 12 Observation No: 2; room 2

House NO	1	<p>Room plan</p> 
Room NO	2	
Location	Nicosia	
Number of Children	1	
Number of beds	3	
Gender of Children	Male	
Note	The room is defined for 3 children however 1 child currently lives there	
Furniture	1 bed, 1 bunk beds, 2 desks, 3 chairs, 1 shared closet, 1 wall bookshelf and 1 nightstand	
Room photos		
		
		

Evaluation and Analysis of Observation No #2

Analyzing of evaluation table (Table 13) based on three key dimensions:

Room 2, Personalization evaluation

This room is considered for 3 children with one bed and one bunk bed however, currently is occupied by one child. Later, there will be new comers to join the boy in room but except the beds, rest of furniture such as desks, chairs, bookshelves, closet and nightstands are not enough for 3 individuals. Moreover, there are no sign to distinguish which bed is occupied by the boy since all beds are made carefully and there are no posters, photos or signs on the walls, floor and beds. Except the bookshelf, the room is tidy and there is nothing on two desks. Also a school certificate with toys and personal belonging can be seen in the only book shelf of room and some medals on the wall near to the door.

Room 2, Privacy evaluation

In this bedroom, which is furnished to be shared between 3 children, there is no sign of physical space division or room divider such as partition, shelving unit, bookcase etc., to offer some private space or at least semi private area for children while using bed, desk or closet. The only bed, which can offer a little privacy, is the upper bed of the bunk bed. Since the room is small, the door is not allowed to be closed and in furniture arrangement some private space for children in their personal zone within the shared bedroom is not considered, consequently children may face with some difficulties to manage their interactions. For instance, it is not possible to have some alone time without being expose to roommate or other peers.

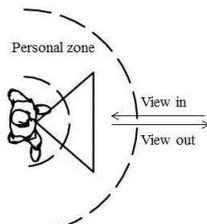
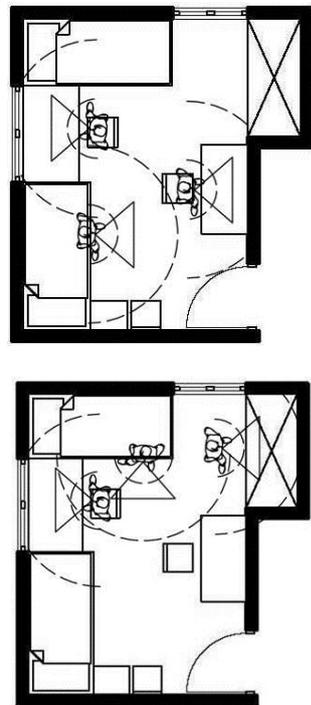
Room 2, Personal zone

Since the number of furniture are not enough for 3 individuals and the room is small and not well organized in order to offer respectable personal zones and distance for 3

individual children in room may feel encroached by their roommates.

Table 13. Evaluation No: 2; room 2

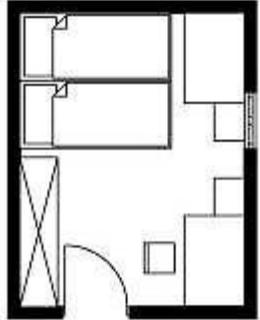
	Dimensions of analysis	Indicators	Options			
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	√		
			Dirty and messy (child neglect)	-		
			Clean but disorder (mess-making considered as normal child behavior)	-		
		Self-presentation in bedroom	Child's original family photos	SOS family and friend's photos	-	
				Child's own photo	-	
				Certifications	√	
				Posters	-	
				Drawing	-	
				Personal belongings	√	
				Using child's name	-	
				Bedding in shared room	Identical bedding	-
					Different bedding	√
				Others	-	
		Identifiable territory for each child within shared bedroom	Noticeable	By furniture	-	
				By different floor covering such as carpet or rug	-	
				By using color	-	
				By child's name and photo	-	
				Others	-	
		Not noticeable	√			
		Changing or rearrangement of the furniture	Considering child points of view		-	
	Considering care giver (or directorship) points of view		√			
	Addition or removal of physical objects	Perceived		-		
		Not perceived		√		
	provision of adequate furniture for each individual	Bed		√		
		Nightstand		-		
		Desk		-		
		Chair		-		
		Closet		-		
		Book/toy shelf		-		
	Child's involvement in personalization of bedroom	Strong		-		
		Weak		√		
	Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private		-	
			Shared		√	
Distinguishing boundaries by physical space division or room divider such as		Partition		-		
		Bookcase, shelving unit, wardrobes and etc.		-		
		A curtain room divider		-		
		Others		-		
Degree of visual privacy (direct eye contact) around main furniture		Bed	Private area	-		
			Semi private area	-		
			No private area	√		
		Desk	Private area	-		
Semi private area	-					

		Interactions management within bedroom to reach optimum privacy	Closet (dressing)	No private area	√							
				Private area	-							
			Closing door	Semi private area	-							
				No private area	√							
			Control over being encroached by peers	Allowed	-							
				Not allowed	√							
			Control over being encroached by roommates	Possible	-							
				Impossible	√							
			Monitoring and supervision	Possible	-							
				Impossible	√							
				High	√							
			Position of furniture in respect to distinguished personal zone	Medium	-							
Low	-											
Low	-											
Personal zone in shared bedroom	<p>Position of furniture in respect to distinguished personal zone</p>  <table border="1" data-bbox="630 1310 853 1668"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View Out</td> </tr> <tr> <td></td> <td>Zones</td> </tr> <tr> <td></td> <td>View Direction</td> </tr> </tbody> </table>	Diagram Key			Person		View Out		Zones		View Direction	 <ul style="list-style-type: none"> • Only 2 desks for 3 children • Only 1 shared closet for 3 children, no repsected personal area for dressing
		Diagram Key										
			Person									
			View Out									
			Zones									
			View Direction									

Observation No #3

Room number three which is shared between two girls is furnished by two beds, two nightstands, two desks, one chair, one bookshelf and one closet. The room also is colored in light pink and has two windows (Table 14).

Table 14. Observation No: 3; room 3

House NO	1	Room plan 
Room NO	3	
Location	Nicosia	
Number of Children	2	
Number of beds	2	
Gender of Children	Female	
Note	-	
Furniture	2 beds, 2 nightstands, 2 desks, 1 chair 1 wall bookshelf and 1 shared closet	
Room photos		
		
		

Evaluation and Analysis of Observation No #3

Analyzing of evaluation table (Table 15) based on three key dimensions:

Room 3, Personalization evaluation

The mother of house mentions that the 2 girls in this room have strong friendship so for having more space they attached their beds together in the corner of room. Although the room is considered for 2 children but except the beds, nightstands, and desks the rest of furniture like chair, bookshelf and closet are not enough for 2 individuals. Participation in rearrangement of the furniture and self-presentation by children is stronger than the other two children bedrooms of this house. Moreover the room is tidy, beds are made and nothing is on the floor, beds, nightstands or desks unless they are organized. Children own photos, friend photos, certificates and personal belonging are seen in the only bookshelf of room. There are also 2 posters and medals on the wall and 2 school daily programs and a drawing on the closet.

Room 3, Privacy evaluation

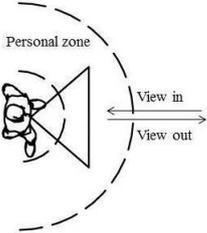
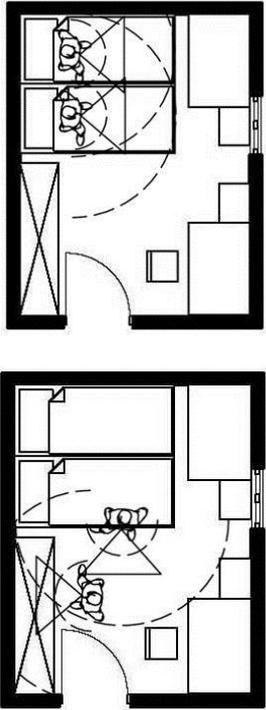
Since there is a strong friendship between two girls who shared the bedroom, they don't demand for physical space division or room divider such as partition, shelving unit, bookcase, etc., to have some private space or semi-private area. However, having one closet for each child with respectable area for dressing could help to have more privacy. Despite children friendship, in case of needing some alone time or private space, the furniture arrangement of bedroom cannot respond to this essential.

Room 3, Personal zone

The arrangement of furniture in this room cannot offer respectable personal distance and spaces for 2 individuals in some points.

Table 15. Evaluation No: 3; room 3

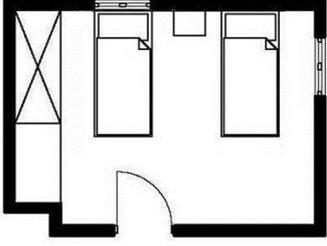
	Dimensions of analysis	Indicators	Options				
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	√			
			Dirty and messy (child neglect)	-			
			Clean but disorder (mess-making considered as normal child behavior)	-			
		Self-presentation in bedroom	Child's original family photos	SOS family and friend's photos	√		
				Child's own photo	√		
				Certifications	√		
				Posters	√		
				Drawing	√		
				Personal belongings	√		
				Using child's name	-		
				Bedding in shared room	Identical bedding	-	
					Different bedding	√	
				Others	√		
				Identifiable territory for each child within shared bedroom	Noticeable	By furniture	-
						By different floor covering such as carpet or rug	-
		By using color	-				
		By child's name and photo	-				
		Others	-				
		Not noticeable	√				
		Changing or rearrangement of the furniture	Considering child points of view		√		
	Considering care giver (or directorship) points of view		-				
	Addition or removal of physical objects	Perceived		-			
		Not perceived		√			
	provision of adequate furniture for each individual	Bed		√			
		Nightstand		√			
		Desk		√			
		Chair		-			
		Closet		-			
		Book/toy shelf		-			
	Child's involvement in personalization of bedroom	Strong		√			
		Weak		-			
	Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private		-		
			Shared		√		
Distinguishing boundaries by physical space division or room divider such as		Partition		-			
		Bookcase, shelving unit, wardrobes and etc.		-			
		A curtain room divider		-			
		Others		-			
Degree of visual privacy (direct eye contact) around main furniture		Bed	Private area	-			
			Semi private area	-			
			No private area	√			
		Desk	Private area	-			
			Semi private area	-			
			No private area	√			
	Closet (dressing)	Private area	-				
		Semi private area	-				
		No private area	√				
Interactions management	Closing door	Allowed	-				

Personal zone in shared bedroom		within bedroom to reach optimum privacy		Not allowed	√											
		Control over being encroached by peers	Possible	-												
			Impossible	√												
		Control over being encroached by roommates	Possible	-												
			Impossible	√												
		Monitoring and supervision	High	√												
	Medium		-													
	Low		-													
		Position of furniture in respect to distinguished personal zone	 <table border="1" data-bbox="641 1115 874 1482"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View Out</td> </tr> <tr> <td></td> <td>Zones</td> </tr> <tr> <td></td> <td>View Direction</td> </tr> </tbody> </table>  <ul style="list-style-type: none"> • Beds are set next to each other by children disision • Not enough space for one of the desk to have chair in front • Only 1 shared closet for 2 children, no repected personal area for dressing 				Diagram Key			Person		View Out		Zones		View Direction
		Diagram Key														
	Person															
	View Out															
	Zones															
	View Direction															

Observation No #4

Two beds, one nightstand, one desk, one bookshelf and one closet furnish room number four, which is shared between two girls. The room has two windows and is colored in light cream (Table 16).

Table 16.Observation NO: 4; room 4

House NO	2	<p>Room plan</p> 
Room NO	4	
Location	Nicosia	
Number of Children	2	
Number of beds	2	
Gender of Children	Female	
Note	-	
Furniture	2 beds, 1 nightstand, 1 desk, 1 wall book shelf and 1 shared closet	
Room photos		
		
		

Evaluation and Analysis of Observation No #4

Analyzing of evaluation table (Table 17) based on three key dimensions:

Room 4, Personalization evaluation

This room is big enough to offer separate personal area for two girls. However arrangement and number of furniture are not considering this essential. Except the beds, rest of furniture such as nightstand, desk, book shelf and closet are not enough for 2 girls. The room is tidy, nothing left on the floor and the beds are made carefully. There is only 1 photo of caregivers with 2 attached photos of children in size of 3×4 in the only bookshelf of the bedroom. Due to the same bedding and no sign of individuality (photos, posters, painting and etc.) on walls and floor (different rug or carpet) it is difficult to catch which child occupied which bed. The shared closet is in the left side of the room is located along with one of girl's bed which means every time other roommate wants to get something from closet she should enter to the personal bed zone of her roommate. There are also 2 daily schools programs and a toy on the door of closet. Toys and children's personal belonging are in the only bookshelf and desk of the room.

Room 4, Privacy evaluation

In this shared bedroom there is no sign of physical space division or room divider to offer some private space for children while using bed, desk or closet. Therefore children are not being able to manage their interactions, having some private space, alone time and dressing without being exposed to the roommate or peers.

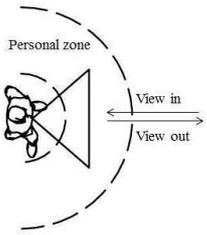
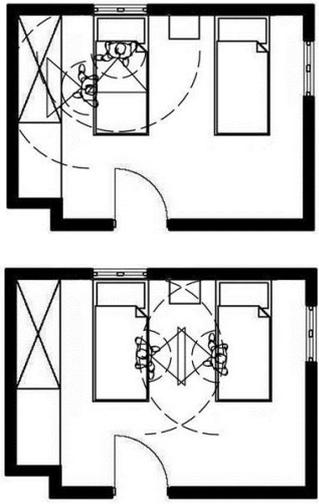
Room 4, Personal zone evaluation

Since the number of furniture are not enough for 2 individuals and the existing furniture are not arranged properly due to the size and shape of the room such as

placing one bed close and along closet, the current situation cannot offer respectable personal space and distance in some points of the room.

Table 17. Evaluation No: 4; room 4

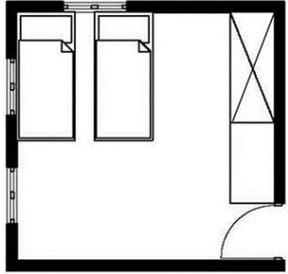
	Dimensions of analysis	Indicators	Options		
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	√	
			Dirty and messy (child neglect)	-	
			Clean but disorder (mess-making considered as normal child behavior)	-	
		Self-presentation in bedroom	Child's original family photos	-	
			SOS family and friend's photos	√	
			Child's own photo	√	
			Certifications	-	
			Posters	-	
			Drawing	-	
			Personal belongings	√	
			Using child's name	-	
			Bedding in shared room	Identical bedding	√
				Different bedding	-
		Others	√		
		Identifiable territory for each child within shared bedroom	Noticeable	By furniture	-
				By different floor covering such as carpet or rug	-
				By using color	-
				By child's name and photo	-
				Others	-
			Not noticeable	√	
	Changing or rearrangement of the furniture	Considering child points of view	-		
		Considering care giver (or directorship) points of view	√		
	Addition or removal of physical objects	Perceived	-		
		Not perceived	√		
	provision of adequate furniture for each individual	Bed	√		
		Nightstand	-		
		Desk	-		
		Chair	-		
		Closet	-		
		Book/toy shelf	-		
	Child's involvement in personalization of bedroom	Strong	-		
		Weak	√		
Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private	-		
		Shared	√		
	Distinguishing boundaries by physical space division or room divider such as	Partition	-		
		Bookcase, shelving unit, wardrobes and etc.	-		
		A curtain room divider	-		
	Degree of visual privacy (direct eye contact) around	Bed	Private area	-	
Semi private area			-		

		main furniture		No private area	√	
			Desk	Private area	-	
				Semi private area	-	
				No private area	√	
			Closet (dressing)	Private area	-	
				Semi private area	-	
		No private area		√		
		Interactions management within bedroom to reach optimum privacy	Closing door	Allowed	-	
				Not allowed	√	
			Control over being encroached by peers	Possible	-	
				Impossible	√	
			Control over being encroached by roommates	Possible	-	
Impossible	√					
Monitoring and supervision	High		√			
	Medium		-			
	Low		-			
Personal zone in shared bedroom	Position of furniture in respect to distinguished personal zone			<ul style="list-style-type: none"> • The room has enough space to offer distinguished personal territory but not enough personal distance considered between 2 beds • Only 1 desk for 2 children • Only 1 shared closet for 2 children, no respected personal area for dressing and also for the child whose bed is near the shared closet 		
					Diagram Key	
						Person
						View Out
						Zones
						View Direction

Observation No #5

Room number five which is shared between two boys furnished by two beds, one desk, one bookshelf and one closet. This room is colored in light cream and has also three windows (Table 18).

Table 18. Observation No: 5; room 5

House NO	2	Room plan 
Room NO	5	
Location	Nicosia	
Number of Children	2	
Number of beds	2	
Gender of Children	M	
Note	-	
Furniture	2 beds, 1 desk, 1 shared closet and 1 wall book shelf	
Room photos		
		
		

Evaluation and Analysis of Observation No #5

Analyzing of evaluation table (Table 19) based on three key dimensions:

Room 5, Personalization evaluation

This room is shared between 2 boys however, except the beds rest of furniture are not enough for 2 individuals. The room is big enough to offer distinguished personal primary territory for each child however, the beds are placed next together in a corner of bedroom as a choice of children. There is no nightstand but only one desk without chair, a broken computer case and also a share closet. Moreover, there is only photo of one child on the wall with some school programs. Surprisingly, the room is tidy, beds are made and nothing left on the floor, beds, or desk. In the only bookshelf of room there are some books, papers and few personal belonging. There is also a box of old shoes under the desk and 2 school programs on the shared closet. Obviously this room suffers from lack of basic furniture, self-presentation and expression of its occupants.

Room 5, Privacy evaluation

Beds are replaced by children to be more close to each other. In this situation, physical space division or room divider to provide some private or semi-private area is not what they need. However, separate closet with respectable space for dressing could help to have more privacy. Despite the strong friendship between two boys which is mentioned by the mother of the house, they are not being able to manage their interactions, have some privacy and alone time without being observed by roommate and peers.

Room 5, Personal zone

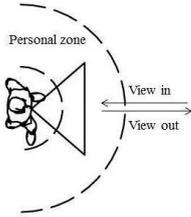
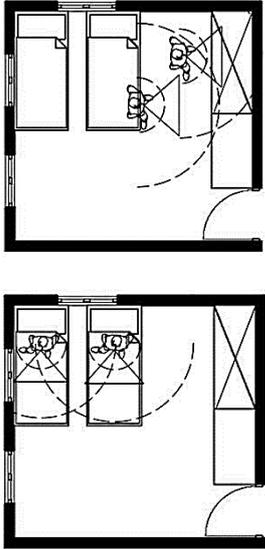
Although, the room has enough space to offer two individual primary territories, the arrangement of furniture in this room cannot offer respectable personal distance and

spaces for 2 individuals in some points.

Room 5, Personal zone

Table 19. Evaluation No: 5; room 5

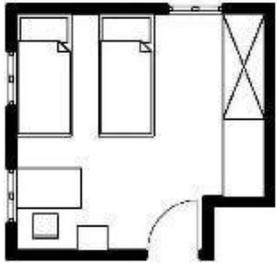
	Dimensions of analysis	Indicators	Options			
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	√		
			Dirty and messy (child neglect)	-		
			Clean but disorder (mess-making considered as normal child behavior)	-		
		Self-presentation in bedroom	Child's original family photos	SOS family and friend's photos	-	
				Child's own photo	√	
				Certifications	-	
				Posters	-	
				Drawing	-	
				Personal belongings	√	
				Using child's name	-	
				Bedding in shared room	Identical bedding	-
					Different bedding	√
				Others	√	
		Identifiable territory for each child within shared bedroom	Noticeable	By furniture	-	
				By different floor covering such as carpet or rug	-	
				By using color	-	
				By child's name and photo	-	
				Others	-	
			Not noticeable	√		
		Changing or rearrangement of the furniture	Considering child points of view		√	
	Considering care giver (or directorship) points of view		-			
	Addition or removal of physical objects provision of adequate furnity for each individual	Perceived		-		
		Not perceived		√		
		Bed		√		
		Nightstand		-		
		Desk		-		
		Chair		-		
		Closet		-		
		Book/toy shelf		-		
	Child's involvement in personalization of bedroom	Strong		-		
		Weak		√		
	Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private		-	
Shared			√			
Distinguishing boundaries by physical space division or room divider such as		Partition		-		
		Bookcase, shelving unit, wardrobes and etc.		-		
		A curtain room divider		-		
		Others		-		
Degree of visual privacy (direct eye contact) around		Bed	Private area		-	
			Semi private area		-	

		main furniture		No private area	√								
			Desk	Private area	-								
				Semi private area	-								
				No private area	√								
			Closet (dressing)	Private area	-								
				Semi private area	-								
		No private area		√									
		Interactions management within bedroom to reach optimum privacy	Closing door	Allowed	-								
				Not allowed	√								
			Control over being encroached by peers	Possible	-								
	Impossible			√									
	Control over being encroached by roommates		Possible	-									
Impossible			√										
Monitoring and supervision	High		√										
	Medium		-										
	Low		-										
Personal zone in shared bedroom	Position of furniture in respect to distinguished personal zone												
		<table border="1" data-bbox="652 1323 860 1653"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View Out</td> </tr> <tr> <td></td> <td>Zones</td> </tr> <tr> <td></td> <td>View Direction</td> </tr> </tbody> </table>				Diagram Key			Person		View Out		Zones
Diagram Key													
	Person												
	View Out												
	Zones												
	View Direction												
		 <ul style="list-style-type: none"> • The room has enough space to offer distinguished personal territory, however the beds set close to each other as a choice of occupants • Only 1 desk for 2 children • Only 1 shared closet for 2 children, no respected personal area considered for dressing 											

Observation No #6

Room number six which is shared between two boys furnished by two beds, two desks, one chair, one bookshelf and one closet. This room has three windows and is colored in light cream (Table 20).

Table 20. Observation No: 6; room 6

House NO	2	Room plan 
Room NO	6	
Location	Nicosia	
Number of Children	2	
Number of beds	2	
Gender of Children	M	
Note	-	
Furniture	2 beds, 2 desks, 1 chair, 1 wall book shelf and 1 shared closet	
Room photos		
		
		

Evaluation and Analysis of Observation No #6

Analyzing of evaluation table (Table 21) based on three key dimensions:

Room 6, Personalization evaluation

This room is shared between 2 boys however, except the beds and desks, the rest of furniture such as closet, chair and bookshelf are not enough for 2 individuals. There is no nightstand in this room. Like room 5, these boys also placed their beds next together. The room is tidy, beds are made and nothing left on the floor, beds, or desk. Except some books and a hanging medal, the only bookshelf of room is almost empty. Moreover on the one of the desks except the computer, no other objects are perceived. The other desk is also empty from any signs of children's stuffs and does not have any chair in front. Besides, under the desk is used to place the vacuum, which means boys mostly do not use this desk. On the shared closet there are 2 school programs and 2 school photos of children with posters on the wall.

Room 6, Privacy evaluation

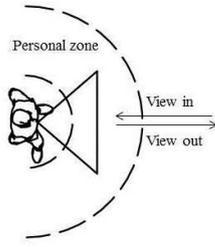
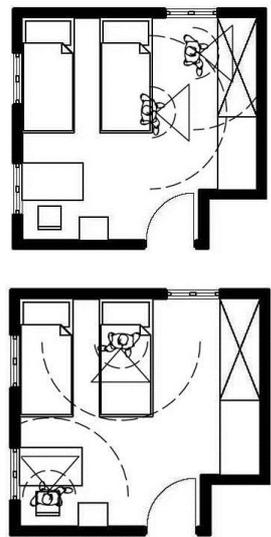
Children replace their beds to be more close to each other. In this situation, physical space division or room divider to provide some private or semi-private area is not what they need. However, separate closet with respectable space for dressing could help to have more privacy. Despite the strong friendship between two boys which is mentioned by the mother of the house, they are not being able to manage their interactions, have some privacy and alone time without being observed by roommate and peers.

Room 6, Personal zone

Although, the room has enough space to offer two individual primary territories but the arrangement of furniture in this room cannot offer respectable personal distance and spaces for 2 individuals in some points.

Table 21. Evaluation No: 6; room 6

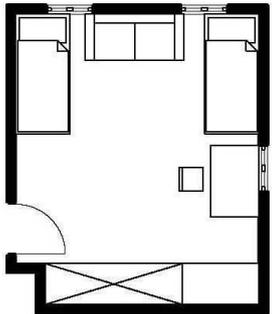
	Dimensions of analysis	Indicators	Options			
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	√		
			Dirty and messy (child neglect)	-		
			Clean but disorder (mess-making considered as normal child behavior)	-		
		Self-presentation in bedroom	Child's original family photos	-		
				SOS family and friend's photos	-	
				Child's own photo	√	
				Certifications	√	
				Posters	√	
				Drawing	-	
				Personal belongings	√	
				Using child's name	-	
				Bedding in shared room	Identical bedding	-
					Different bedding	√
				Others	√	
		Identifiable territory for each child within shared bedroom	Noticeable	By furniture	-	
				By different floor covering such as carpet or rug	-	
				By using color	-	
				By child's name and photo	-	
				Others	-	
		Not noticeable	√			
		Changing or rearrangement of the furniture	Considering child points of view	√		
	Considering care giver (or directorship) points of view		-			
	Addition or removal of physical objects	Perceived	-			
		Not perceived	√			
	provision of adequate furniture for each individual	Bed	√			
		Nightstand	-			
		Desk	√			
		Chair	-			
		Closet	-			
		Book/toy shelf	-			
	Child's involvement in personalization of bedroom	Strong	-			
		Weak	√			
	Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private	-		
Shared			√			
Distinguishing boundaries by physical space division or room divider such as		Partition	-			
		Bookcase, shelving unit, wardrobes and etc.	-			
		A curtain room divider	-			
		Others	-			
Degree of visual privacy (direct eye contact) around main furniture		Bed	Private area	-		
			Semi private area	-		
			No private area	√		
		Desk	Private area	-		
	Semi private area		-			
	No private area		√			
	Closet (dressing)	Private area	-			
		Semi private area	-			
		No private area	√			

Personal zone in shared bedroom	Interactions management within bedroom to reach optimum privacy	Closing door	Allowed	-						
			Not allowed	√						
		Control over being encroached by peers	Possible	-						
			Impossible	√						
		Control over being encroached by roommates	Possible	-						
			Impossible	√						
	Monitoring and supervision	High	√							
		Medium	-							
		Low	-							
	Position of furniture in respect to distinguished personal zone			<ul style="list-style-type: none"> • The room has enough space to offer distinguished personal territory, however the beds set close to each other as a choice of occupants • There are 2 desks but the one next to the closet is not used by children, the other one is placed by children facing the beds in order to provide a privacy screen for the computer • Only 1 shared closet for 2 children, no respected personal area considered for dressing 						
<table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td>Person</td> </tr> <tr> <td style="text-align: center;"></td> <td>View Out</td> </tr> <tr> <td style="text-align: center;"></td> <td>Zones</td> </tr> <tr> <td style="text-align: center;"></td> <td>View Direction</td> </tr> </tbody> </table>					Diagram Key			Person		View Out
Diagram Key										
	Person									
	View Out									
	Zones									
	View Direction									

Observation No #7

Room number seven which is shared between two boys furnished by two beds, two desks, one chair, one couch, one bookshelf and one closet. The room has three windows and colored in white (Table 22).

Table 22. Observation No: 7; room 7

House NO	3	<p>Room plan</p> 
Room NO	7	
Location	Nicosia	
Number of Children	2	
Number of beds	2	
Gender of Children	M	
Note	-	
Furniture	2 beds, 1 couch, 2 desk, 1 chair, 1 wall book shelf and 1 shared closet,	
Room photos		
		
		

Evaluation and Analysis of Observation No #7

Analyzing of evaluation table (Table 23) based on three key dimensions:

Room 7, Personalization evaluation

This room is shared between 2 boys however, except the 2 beds which are separated by a small couch and the 2 desks, rest of furniture is not enough for 2 individuals. There is no nightstand in this room and both desks are placed in one side of the room which only one of them have chair. On the desk which has a chair in front, there is nothing except a computer and a jacket which is hanged on the chair. The other desk seems to use as storage since there is no chair in front. Except the bookshelf, surprisingly everywhere is tidy, the beds are made carefully and nothing left on the floor, beds and desks unless it is organized. No sign of children's identities such as photos, drawing, school program, etc., are presented in bedroom. Besides, mother of this room mentioned that some sticker cartoon figures which are seen on the walls and closet are remained from previous room users. There is only a drawing on the shared closet by one of the children. Hardly, it is possible to catch children's track in personalizing the room due to the same bedding and no signs of individuality such as photos, posters, painting, etc. In the only bookshelf there are some books, personal belongings and an iron.

Room 7, Privacy evaluation

In this shared bedroom there is no sign of physical space division or room divider such as partition, shelving unit, bookcase and etc., to offer some private space for children while using bed, desk or closet. However, separate closet with respectable space for dressing could help to have more privacy. Position of desks, which are faced to intersecting walls in a corner of bedroom close together, cannot offer

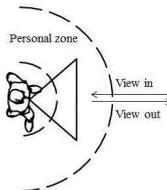
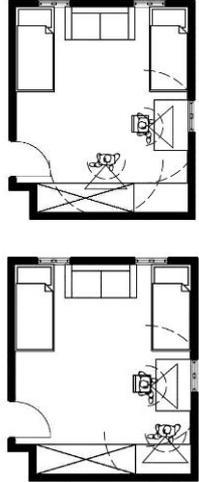
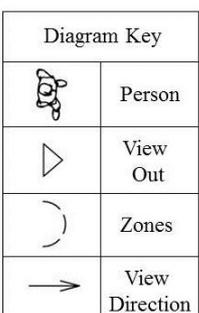
privacy and control. Therefore children are not being able to manage their interaction, have some private space without being expose to the roommate or peers.

Room 7, Personal zone evaluation

Except closet, bookshelf and desks, the beds have distance in terms of personal space. However, since the number of furniture are not enough for 2 individuals and the existing furniture are not well organized due to the size and shape of the room, the current situation cannot offer respectable personal space and distance to its occupants. Therefore, children in some spots of room may feel encroached.

Table 23. Observation No: 7; room 7

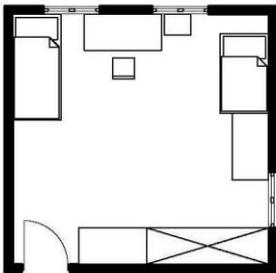
	Dimensions of analysis	Indicators	Options		
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	√	
			Dirty and messy (child neglect)	-	
			Clean but disorder (mess-making considered as normal child behavior)	-	
		Self-presentation in bedroom	Child's original family photos	-	
			SOS family and friend's photos	-	
			Child's own photo	-	
			Certifications	-	
			Posters	-	
			Drawing	√	
			Personal belongings	√	
			Using child's name	-	
			Bedding in shared room	Identical bedding	√
				Different bedding	-
		Others	-		
		Identifiable territory for each child within shared bedroom	Noticeable	By furniture	-
				By different floor covering such as carpet or rug	-
				By using color	-
				By child's name and photo	-
				Others	-
		Not noticeable	√		
Changing or rearrangement of the furniture	Considering child points of view	-			
	Considering care giver (or directorship) points of view	√			
Addition or removal of physical objects	Perceived	√			
	Not perceived	-			
provision of adequate furniture for each individual	Bed	√			
	Nightstand	-			
	Desk	√			

			Chair	-	
			Closet	-	
			Book/toy shelf	-	
		Child's involvement in personalization of bedroom	Strong	-	
			Weak	√	
		State of bedroom as shared or private territory	Private	-	
			Shared	√	
		Distinguishing boundaries by physical space division or room divider such as	Partition	-	
			Bookcase, shelving unit, wardrobes and etc.	-	
			A curtain room divider	-	
			Others	-	
		Degree of visual privacy (direct eye contact) around main furniture	Bed	Private area	-
			Semi private area	-	
			No private area	√	
			Desk	Private area	-
			Semi private area	-	
			No private area	√	
			Closet (dressing)	Private area	-
			Semi private area	-	
			No private area	√	
		Interactions management within bedroom to reach optimum privacy	Closing door	Allowed	-
				Not allowed	√
			Control over being encroached by peers	Possible	-
				Impossible	√
			Control over being encroached by roommates	Possible	-
				Impossible	√
		Monitoring and supervision	High	√	
			Medium	-	
			Low	-	
		Position of furniture in respect to distinguished personal zone	  <ul style="list-style-type: none"> • The 2 desks are too close together and faced to the walls • Only 1 shared closet for 2 children, no respected personal area considered for dressing 		
		<p>Personal zone in shared bedroom</p> 			

Observation No #8

Room number eight which is shared between one school-aged girl and toddler furnished by one bed, one crib, one nightstand, two desks, one chair, one bookshelf, one drawer and one closet. The room is colored in light blue and has also three windows (Table 24).

Table 24. Observation No: 8; room 8

House NO	3	Room plan 
Room NO	8	
Location	Nicosia	
Number of Children	2	
Number of beds	2	
Gender of Children	F	
Note	This room is shared between 1 school-aged girl and one Toddler	
Furniture	2 beds, 1 nightstand, 2 desks, 1 chair, 1 shared closet and 1 drawer	
Room photos		
		
		

Evaluation and Analysis of Observation No #8

Analyzing of evaluation table (Table 25) based on three key dimensions:

Room 8, Personalization evaluation

This room is shared between a toddler and a school-aged girl. The room is full of toys, which carefully positioned next to gather on drawer, bookshelf, window shelf and beds. There is one closet, which is shared between a girl and a toddler, a nightstand, which is used, by toddler and 2 desks which one of them used as storage and the other one which is used by girl is placed next to her bed. Although this room is shared with a toddler surprisingly, there is no mess around; beds are made carefully, desks are almost empty except a few organized stuffs and there is nothing left on the floor. Moreover, except one school photo of a girl in the bookshelf (no photos from toddler) no posters, school programs, family or friends photos are seen in the room. There are also some sticker cartoon figures on the walls.

Room 8, Privacy evaluation

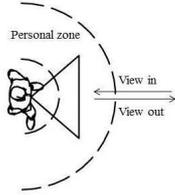
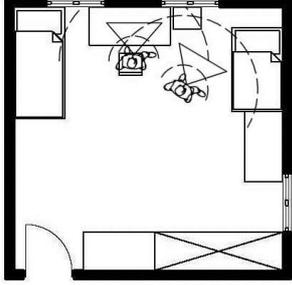
Although in this room the girl is not face with the privacy issues which her peers in other bedrooms are faced with, however there are other issues which need to be considered. In addition to the toddler invention (territorial situation) which due to her age is difficult to manage, the caregiver also frequently is in the bedroom because of her. Therefore, if girl needs some private space in her room to be alone she will be exposing to the toddler, caregiver and even peers.

Room 8, Personal zone evaluation

The existing furniture is not well organized due to the size and shape of the room. Except the two beds, girl's desk is placed closed to the toddler nightstands, and crib.

Table 25. Evaluation No: 8, room 8

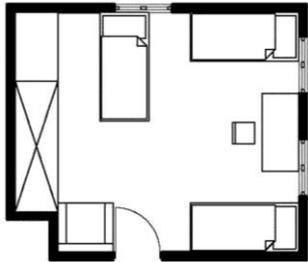
	Dimensions of analysis	Indicators	Options			
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	√		
			Dirty and messy (child neglect)	-		
			Clean but disorder (mess-making considered as normal child behavior)	-		
		Self-presentation in bedroom	Child's original family photos	SOS family and friend's photos	-	
				Child's own photo	√	
				Certifications	√	
				Posters	-	
				Drawing	√	
				Personal belongings	√	
				Using child's name	-	
				Bedding in shared room	Identical bedding	-
					Different bedding	√
				Others	√	
				Identifiable territory for each child within shared bedroom	Noticeable	By furniture
		By different floor covering such as carpet or rug	-			
		By using color	-			
		By child's name and photo	-			
		Others	-			
		Not noticeable	√			
		Changing or rearrangement of the furniture	Considering child points of view	-		
			Considering care giver (or directorship) points of view	√		
	Addition or removal of physical objects	Perceived	√			
		Not perceived	-			
	provision of adequate furniture for each individual	Bed	√			
		Nightstand	-			
		Desk	√			
		Chair	-			
		Closet	√			
		Book/toy shelf	-			
	Child's involvement in personalization of bedroom	Strong	-			
		Weak	√			
	Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private	-		
			Shared	√		
		Distinguishing boundaries by physical space division or room divider such as	Partition	-		
			Bookcase, shelving unit, wardrobes and etc.	-		
			A curtain room divider	-		
			Others	-		
		Degree of visual privacy (direct eye contact) around main furniture	Bed	Private area	-	
				Semi private area	-	
				No private area	√	
			Desk	Private area	-	
				Semi private area	-	
No private area				√		
Closet (dressing)			Private area	-		
			Semi private area	-		
			No private area	√		

		Interactions management within bedroom to reach optimum privacy	Closing door	Allowed	-					
				Not allowed	√					
			Control over being encroached by peers	Possible	-					
				Impossible	√					
			Control over being encroached by roommates	Possible	-					
				Impossible	√					
	Monitoring and supervision	High	√							
		Medium	-							
		Low	-							
	Personal zone in shared bedroom	Position of furniture in respect to distinguished personal zone			<ul style="list-style-type: none"> • The caregiver is frequently in the room because of the toddler • Although the room is big but furniture is not properly arranged • Girl's desk is place near to toddler's nightstand and crib 					
<table border="1"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View Out</td> </tr> <tr> <td></td> <td>Zones</td> </tr> <tr> <td></td> <td>View Direction</td> </tr> </tbody> </table>						Diagram Key			Person	
Diagram Key										
	Person									
	View Out									
	Zones									
	View Direction									

Observation No #9

Room number nine is furnished for three children however, currently two girls live there. The room's furniture consists of three beds, two desks, one chair, one bookshelf, one closet and one armchair. The room has three windows and the walls are colored in light blue (Table 26).

Table 26. Observation No: 9; room 9

House NO	3	Room plan 
Room NO	9	
Location	Nicosia	
Number of Children	2	
Number of beds	3	
Gender of Children	Female	
Not	The room is defined for 3 children however 2 children currently live there	
Furniture	3 beds, 2 desks, 1 chair, 1 wall bookshelf, 1 shared closet and 1 arm chair	
Room photos		
		
		

Evaluation and Analysis of Observation No #9

Analyzing of evaluation table (Table 27) based on three key dimensions:

Room 9, Personalization evaluation

This room is considered for 3 children by 3 beds, however currently is shared between two girls. Later there will be newcomer to join the room but now the extra bed has not removed to give children more space. Except beds, the rest of furniture such as desks, chairs, bookshelves and closet are not enough for 3 individuals, not even enough for 2 individuals. Only one of the desks has chair and there are no night stands in the room. Furthermore, 2 from 3 beds have identical bedding and it is difficult to distinguish which beds are occupied by girls since all beds are made carefully and there are no signs to distinguishing their possession, except a photo of the one girl with some sticker cartoon figures on the wall of one of beds which probably is occupied by her. Besides, the bedroom is tidy, desks are organized and there is nothing left on the floor. There is one child photo on the desk which has a chair in front and one certificate in the only bookshelf of room with some books and personal belonging.

Room 9, Privacy evaluation

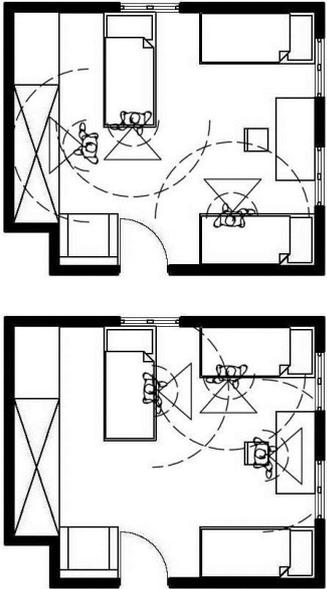
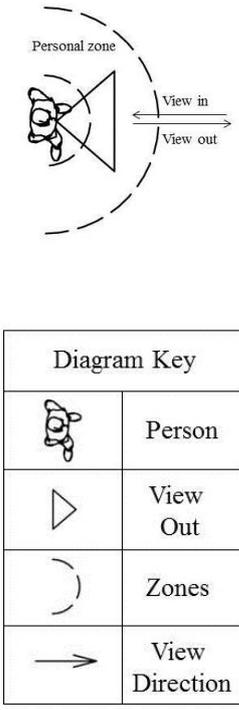
This bedroom, which supposed to accommodate 3 children, has no physical space division or room divider such as partition, shelving unit, bookcase, etc., to offer some private space for children while using bed, desk or closet. The 2 desks are faced to the walls and the shared closet is closed to one of the beds without respectable space for dressing. Therefore it is difficult for children to manage their interaction and have some alone time in their personal living space within the shared room.

Room 9, Personal zone

The room is big enough to offer respectable personal distance and spaces for 3 individuals. However, the number of furniture is not enough for 3 individuals and the room is not well organized which may cause children to feel encroached in some points by their roommates.

Table 27. Evaluation No: 9, room 9

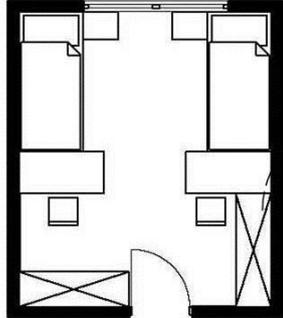
	Dimensions of analysis	Indicators	Options		
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	√	
			Dirty and messy (child neglect)	-	
			Clean but disorder (mess-making considered as normal child behavior)	-	
		Self-presentation in bedroom	Child's original family photos	-	
			SOS family and friend's photos	-	
			Child's own photo	√	
			Certifications	√	
			Posters	√	
			Drawing	-	
			Personal belongings	√	
			Using child's name	-	
			Bedding in shared room	Identical bedding	-
				Different bedding	√
			Others	-	
		Identifiable territory for each child within shared bedroom	Noticeable	By furniture	-
				By different floor covering such as carpet or rug	-
				By using color	-
				By child's name and photo	-
				Others	-
		Not noticeable	√		
		Changing or rearrangement of the furniture	Considering child points of view	-	
			Considering care giver (or directorship) points of view	√	
		Addition or removal of physical objects	Perceived	-	
			Not perceived	√	
		provision of adequate furniture for each individual	Bed	√	
			Nightstand	-	
			Desk	-	
Chair	-				
Closet	-				
Book/toy shelf	-				
Child's involvement in personalization of bedroom	Strong	-			
	Weak	√			

	Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private	-								
			Shared	√								
Distinguishing boundaries by physical space division or room divider such as		Partition	-									
		Bookcase, shelving unit, wardrobes and etc.	-									
		A curtain room divider	-									
		Others	-									
		Degree of visual privacy (direct eye contact) around main furniture	Bed	Private area	-							
			Semi private area	-								
			No private area	√								
		Desk	Private area	-								
		Semi private area	-									
		No private area	√									
	Closet (dressing)	Private area	-									
		Semi private area	-									
		No private area	√									
Interactions management within bedroom to reach optimum privacy	Closing door	Allowed	-									
		Not allowed	√									
	Control over being encroached by peers	Possible	-									
		Impossible	√									
	Control over being encroached by roommates	Possible	-									
		Impossible	√									
Monitoring and supervision	High	√										
	Medium	-										
	Low	-										
	Personal zone in shared bedroom	Position of furniture in respect to distinguished personal zone	 <ul style="list-style-type: none"> • Only 2 desks for 3 children which both are faced to the walls • Only 1 shared closet for 3 children, no respected personal area considered for dressing 									
		 <table border="1"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View Out</td> </tr> <tr> <td></td> <td>Zones</td> </tr> <tr> <td></td> <td>View Direction</td> </tr> </tbody> </table>	Diagram Key			Person		View Out		Zones		View Direction
Diagram Key												
	Person											
	View Out											
	Zones											
	View Direction											

Observation No #10

Room number ten which is shared between two boys has two beds, two nightstands, two desks, two chairs, two bookshelves, 3 cork notice boards and two closets. The room has one window and the parallel walls are colored differently in white and orange (Table 28).

Table 28. Observation No: 10; room 10

House NO	4	Room plan 
Room NO	10	
Location	Vienna	
Number of Children	2	
Number of beds	2	
Gender of Children	Male	
Note	-	
Furniture	2 beds, 2 night stands, 2 desks, 2 chairs, 2 closets 3 cork notice board and 2 wall book shelves	
Room photos		
		
		

Evaluation and Analysis of Observation No #10

Analyzing of evaluation table (Table 29) based on three key dimensions:

Room 10, Personalization evaluation

This shared bedroom, which accommodates two boys, is symmetrically divided into two zones for each child by setting furniture alongside the walls. Beside for more emphasize, the walls of these two zones are colored differently in white and orange. Moreover there is a green and orange rug along each bed on floor. The room has adequate required furniture in both zones such as bed, nightstand, desk, chair, bookshelf, cork notice board and closet. The beds are made by children effort (not like a hotel's beds) and there are some toys or personal belonging left under or above their blanket. The desks and nightstands are occupied by children stuffs. Although the room is clean but children stuffs are seen all over the place. There are some personal belongings in bookshelves and cork notice boards are empty on two sides. Except a cartoon poster on the one of bookshelves and some sticker cartoon figures on walls, there are no photos, poster, drawing, school programs or any visual or documental self-presentation on both zones.

Room 10, Privacy evaluation

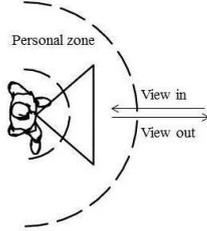
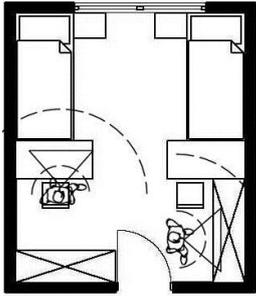
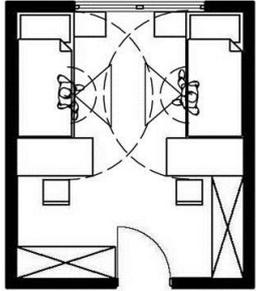
In this bedroom, which is furnished to be shared between 2 children, there is no sign of physical space division or room divider such as partition, shelving unit, bookcase and etc., to offer some private space for bed, desk or closet. However each child has his own closet and their desks are not faced to the walls and closet. But still children are not being able to manage their interaction and have some alone time in their personal primary territories within the shared room without being expose to roommate or even peers.

Room 10, Personal zone

The number of furniture is adequate for 2 individuals and these are placed separately in two distinguished zones

Table 29. Evaluation No: 10, room 10

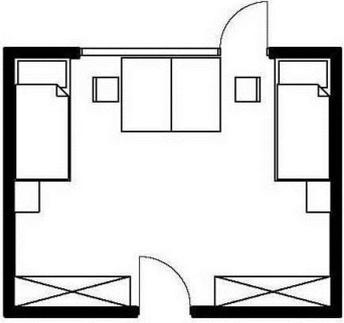
	Dimensions of analysis	Indicators	Options			
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	-		
			Dirty and messy (child neglect)	-		
			Clean but not tidy (mess-making considered as normal child behavior)	√		
		Self-presentation in bedroom	Child's original family photos	-		
				SOS family and friend's photos	-	
				Child's own photo	-	
				Certifications	-	
				Posters	√	
				Drawing	-	
				Personal belongings	√	
				Using child's name	-	
				Bedding in shared room	Identical bedding	-
					Different bedding	√
		Identifiable territory for each child within shared bedroom	Noticeable	By furniture	√	
				By different floor covering such as carpet or rug	√	
				By using color	√	
				By child's name and photo	-	
				Others	-	
	Not noticeable		-			
	Changing or rearrangement of the furniture	Considering child points of view	-			
		Considering care giver (or directorship) points of view	√			
	Addition or removal of physical objects	Perceived	-			
		Not perceived	√			
		Bed	√			
		Nightstand	√			
		Desk	√			
		Chair	√			
Closet		√				
Book/toy shelf		√				
Child's involvement in personalization of bedroom	Strong	-				
	Weak	√				
Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private	-			
		Shared	√			
	Distinguishing boundaries by physical space division or room divider such as	Partition	-			
		Bookcase, shelving unit, wardrobes and etc.	-			
		A curtain room divider	-			
Others	-					

Personal zone in shared bedroom	Degree of visual privacy (direct eye contact) around main furniture	Bed	Private area	-						
			Semi private area	-						
			No private area	√						
		Desk	Private area	-						
			Semi private area	-						
			No private area	√						
	Closet (dressing)	Private area	-							
		Semi private area	-							
		No private area	√							
	Interactions management within bedroom to reach optimum privacy	Closing door	Allowed	-						
			Not allowed	√						
		Control over being encroached by peers	Possible	-						
Impossible			√							
Control over being encroached by roommates		Possible	-							
		Impossible	√							
Monitoring and supervision	High	√								
	Medium	-								
	Low	-								
Position of furniture in respect to distinguished personal zone				<ul style="list-style-type: none"> • Room provides symmetrical divided personal zone for each child • Furniture of the bedroom is considered for 2 children and placed separately in children zone 						
					<table border="1" data-bbox="644 1429 884 1805"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View Out</td> </tr> <tr> <td></td> <td>Zones</td> </tr> <tr> <td></td> <td>View Direction</td> </tr> </tbody> </table>	Diagram Key			Person	
Diagram Key										
	Person									
	View Out									
	Zones									
	View Direction									

Observation No #11

Room number eleven which is shared between two girls furnished by two beds, two nightstands, two desks, two chairs, two bookshelves, two cork notice boards and two closets. The room has a window with door to balcony and also all walls are colored in white (Table 30).

Table 30. Observation No: 11; room 11

House NO	4	Room plan 
Room NO	11	
Location	Vienna	
Number of Children	2	
Number of beds	2	
Gender of Children	Female	
Note	-	
Furniture	2 beds, 2 nightstands, 2 desks, 2 chairs, 2 closets 2 cork notice board and 2 wall bookshelves	
Room photos		
		
		

Evaluation and Analysis of Observation No #11

Analyzing of evaluation table (Table 31) based on three key dimensions:

Room 11, Personalization evaluation

This shared bedroom, which accommodates 2 girls, is symmetrically divided into 2 zones for each child by furniture alongside the walls. However, girls changed the positioned of desks to put them back to back next to the window and displace the nightstands to the former place of desks under the cork notice board to have a space for presenting their photos, drawing, writing and personal belonging. Also there are two different rugs alongside each closet on the floor. Moreover, both zones have adequate required furniture such as bed, nightstand, desk, chair, bookshelf, cork notice board and closet. The beds are made by children effort (not like a hotel's beds) and there are some toys or personal belonging left under or above their blanket. Although the room is clean but children stuffs are spread all over place in desks, nightstands, bookshelves etc. Photos, drawing and school programs cover both cork notice boards. Also on the nightstand and bookshelves, there are some photos of girls in different age. There are also some posters on walls and children's names are written on the bedroom's door. Children are participating in rearrangement of furniture and have high self-presentation in their zones.

Room 11, Privacy evaluation

In this bedroom, which is furnished to be shared between 2 children, there is no sign of physical space division or room divider such as partition, shelving unit, bookcase and etc., to offer some private space for children while using bed, desk or closet. However, each child has her own closet and their desks are replaced by the choice of children. Position of desks create kind of barrier at the border of these 2 zones. But, still children are not being able to manage their interaction and have some alone time

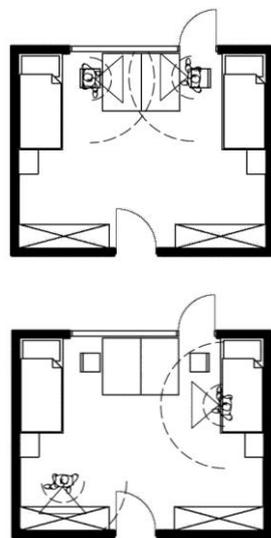
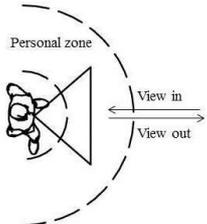
in their personal primary territories within the shared room without being exposed to roommate or even peers.

Room 11, Personal zone

The number of furniture is adequate for 2 individuals and these are placed separately in two distinguished zones.

Table 31. Evaluation No: 11; room 11

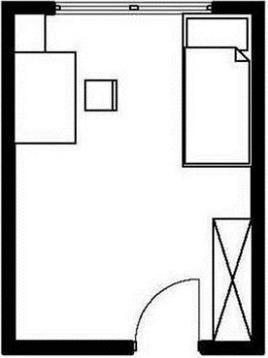
	Dimensions of analysis	Indicators	Options		
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	-	
			Dirty and messy (child neglect)	-	
			Clean but disorder (mess-making considered as normal child behavior)	√	
		Self-presentation in bedroom	Child's original family photos	-	
			SOS family and friend's photos	√	
			Child's own photo	√	
			Certifications	√	
			Posters	√	
			Drawing	√	
			Personal belongings	√	
			Using child's name	√	
			Bedding in shared room	Identical bedding	-
				Different bedding	√
		Others	√		
		Identifiable territory for each child within shared bedroom	Noticeable	By furniture	√
				By different floor covering such as carpet or rug	√
				By using color	-
				By child's name and photo	√
				Others	-
		Not noticeable	-		
		Changing or rearrangement of the furniture	Considering child points of view	√	
			Considering care giver (or directorship) points of view	-	
		Addition or removal of physical objects	Perceived	-	
			Not perceived	√	
		provision of adequate furniture for each individual	Bed	√	
			Nightstand	√	
			Desk	√	
Chair	√				
Closet	√				
Book/toy shelf	√				
Child's involvement in personalization of bedroom	Strong	√			
	Weak				

	Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private	-						
			Shared	√						
Distinguishing boundaries by physical space division or room divider such as		Partition	-							
		Bookcase, shelving unit, wardrobes and etc.	-							
		A curtain room divider	-							
		Others	-							
		Degree of visual privacy (direct eye contact) around main furniture	Bed	Private area	-					
			Semi private area	-						
			No private area	√						
		Desk	Private area	-						
		Semi private area	-							
		No private area	√							
	Closet (dressing)	Private area	-							
		Semi private area	-							
		No private area	√							
Interactions management within bedroom to reach optimum privacy	Closing door	Allowed	-							
		Not allowed	√							
	Control over being encroached by peers	Possible	-							
		Impossible	√							
	Control over being encroached by roommates	Possible	-							
		Impossible	√							
Monitoring and supervision	High	√								
	Medium	-								
	Low	-								
	Personal zone in shared bedroom	Position of furniture in respect to distinguished personal zone	 <ul style="list-style-type: none"> • The room is big and provides symmetrical divided personal zone for 2 child • Furniture of the bedroom is considered for 2 children and placed separately in children zone • The desks are put back to back as a choice of occupants 							
		 <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View Out</td> </tr> <tr> <td></td> <td>Zones</td> </tr> <tr> <td></td> <td>View Direction</td> </tr> </tbody> </table>			Diagram Key			Person		View Out
Diagram Key										
	Person									
	View Out									
	Zones									
	View Direction									

Observation No #12

Room number twelve is a private room for a girl and furnished by a bed, a nightstand, a desk, a chair, a cork notice board and a closet furnish this private room. The room has one window and the walls are colored in white and light blue (Table 32).

Table 32. Observation No: 12; room 12

House NO	4	Room plan 
Room NO	12	
Location	Vienna	
Number of Children	1	
Number of beds	1	
Gender of Children	Female	
Note	approximately from 10 children can request for private room (if they want)	
Furniture	1 bed, 1 night stand, 1 desk, 1 chair 1 cork notice board and 1 closet	
Room photos		
		
		

Evaluation and Analysis of Observation No #12

Analyzing of evaluation table (Table 33) based on three key dimensions:

Room 12, Personalization evaluation

This room is a private room for 11 years old girl who demanded for more privacy. She is also wrote her name on the room door. The bed and desk are placed opposite to each other at the end of room alongside the walls and nightstand is replaced from bedside next to the desk. The walls are colored differently in white and light blue for presenting visually two zones for the shared bedroom, but since the bedroom currently uses as a private room the different colors has only aesthetic values. There are some school programs, writings and photos of girl, her family and friends on the cork notice board on the wall. Besides, there are some posters and also a t-shirt, which is covered by her friends' writings for a special occasion. The room has adequate basic furniture except a bookshelf. Her bed is made by child effort (not like a hotel's beds) and there are some toys or personal belonging leaved under or above her blanket. The books and stuffs on the desk are organized and ordered. Although, room is clean but her stuffs are spread all over the place.

Room 12, Privacy evaluation

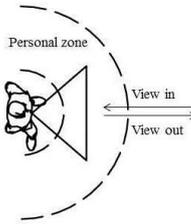
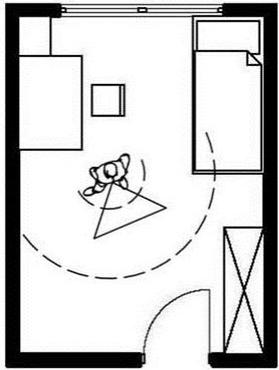
The bedroom is private and the only problem, which is mentioned by the child, is the visual privacy with peers since the room door is not allowed to be close.

Room 12, Personal zone

This room is private.

Table 33. Evaluation No: 12; room 12

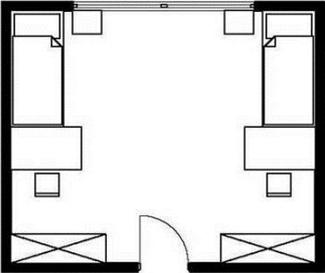
	Dimensions of analysis	Indicators	Options		
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	-	
			Dirty and messy (child neglect)	-	
			Clean but disorder (mess-making considered as normal child behavior)	√	
		Self-presentation in bedroom	Child's original family photos	√	
			SOS family and friend's photos	√	
			Child's own photo	√	
			Certifications	√	
			Posters	√	
			Drawing	√	
			Personal belongings	√	
			Using child's name	-	
			Bedding in shared room	Identical bedding	-
				Different bedding	-
		Others	√		
		Identifiable territory for each child within shared bedroom	Noticeable	By furniture	-
				By different floor covering such as carpet or rug	-
				By using color	-
				By child's name and photo	-
				Others	-
		Not noticeable	-		
	Changing or rearrangement of the furniture	Considering child points of view	√		
		Considering care giver (or directorship) points of view	-		
	Addition or removal of physical objects	Perceived	-		
		Not perceived	√		
	provision of adequate furniture for each individual	Bed	√		
		Nightstand	√		
		Desk	√		
		Chair	√		
		Closet	√		
		Book/toy shelf	-		
	Child's involvement in personalization of bedroom	Strong	√		
		Weak	-		
	Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private	√	
			Shared	-	
		Distinguishing boundaries by physical space division or room divider such as	Partition	-	
			Bookcase, shelving unit, wardrobes and etc.	-	
			A curtain room divider	-	
			Others	-	
		Degree of visual privacy (direct eye contact) around main furniture	Bed	Private area	-
				Semi private area	√
No private area				-	
Desk			Private area	-	
	Semi private area		√		
	No private area		-		
Closet (dressing)	Private area	√			
	Semi private area	-			

		Interactions management within bedroom to reach optimum privacy	Closing door	No private area	-										
				Allowed	-										
			Control over being encroached by peers	Not allowed	√										
				Possible	√										
			Control over being encroached by roommates	Impossible	-										
				Possible	-										
		Monitoring and supervision	Impossible	-											
			High	√											
			Medium	-											
		Personal zone in shared bedroom	Position of furniture in respect to distinguished personal zone			This room is private									
<table border="1" data-bbox="651 1102 874 1451"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View Out</td> </tr> <tr> <td></td> <td>Zones</td> </tr> <tr> <td></td> <td>View Direction</td> </tr> </tbody> </table>	Diagram Key							Person		View Out		Zones		View Direction	
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	Person														
	View Out														
	Zones														
	View Direction														

Observation No #13

Room number thirteen which is shared between two school-aged boys has two beds, two nightstands, two desks, two chairs, one bookshelf, three cork notice boards and two closets. The room has one window and the parallel walls are colored differently in light cream and light blue (Table 34).

Table 34. Observation No: 13; room 13

House NO	4	Room plan 
Room NO	13	
Location	Vienna	
Number of Children	2	
Number of beds	2	
Gender of Children	Male	
Note	-	
Furniture	2 beds, 2 night stands, 2 desks, 2 chairs, 1 wall bookshelves, 2 closet and 3 cork notice board	
Room photos		
		
		

Evaluation and Analysis of Observation No #13

Analyzing of evaluation table (Table 35) based on three key dimensions:

Room 13, Personalization evaluation

This bedroom, which is shared between 2 boys symmetrically, divided into 2 zones for each child by furniture alongside the walls. Beside for more emphasize, the walls of these 2 zones are colored differently in white and blue. The floor area between 2 beds is covered by a children's play rug. Except bookshelf, the room has adequate required furniture in both zones such as bed, nightstand, desk, chair, and closet. Both beds are made by children effort (not like a hotel's beds) and there are some toys or personal belonging leaved under or above their blanket. The desks and nightstands are occupied by children stuffs. Although the room is clean but children stuffs are seen all over the place. Photos, drawing, school programs, and etc. cover all cork notice boards and children's names are written on their closet.

Room 13, Privacy evaluation

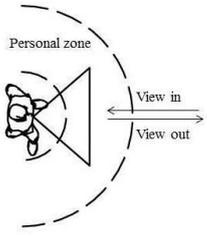
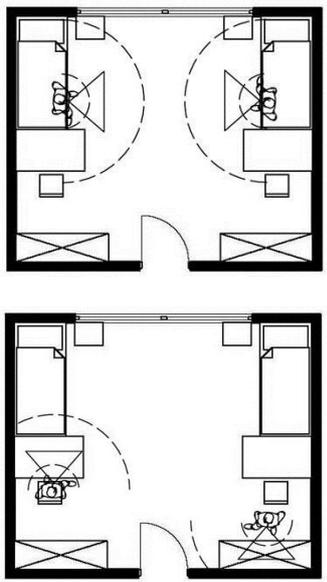
In this bedroom, which is furnished to be shared between two children, there is no sign of physical space division or room divider such as partition, shelving unit, bookcase and etc., to offer some private space for bed, desk or closet. However each child has his own closet and their desks are not faced to the walls and closet. But still children are not being able to manage their interaction and have some alone time in their personal primary territories within the shared room without being expose to roommate or peers.

Room 13, Personal zone

The number of furniture is adequate for 2 individuals and these are placed separately in two distinguished zones

Table 35. Evaluation No: 13; room 13

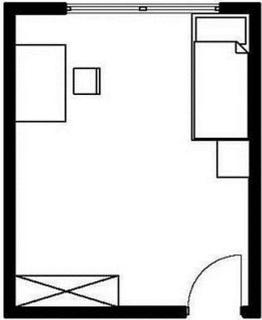
	Dimensions of analysis	Indicators	Options			
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	-		
			Dirty and messy (child neglect)	-		
			Clean but disorder (mess-making considered as normal child behavior)	√		
		Self-presentation in bedroom	Child's original family photos	√		
				SOS family and friend's photos	√	
				Child's own photo	√	
				Certifications	√	
				Posters	-	
				Drawing	√	
				Personal belongings	√	
				Using child's name	√	
				Bedding in shared room	Identical bedding	-
					Different bedding	√
				Others	-	
		Identifiable territory for each child within shared bedroom	Noticeable	By furniture	√	
				By different floor covering such as carpet or rug	-	
				By using color	√	
				By child's name and photo	√	
	Others			-		
	Not noticeable	-				
	Changing or rearrangement of the furniture	Considering child points of view	-			
		Considering care giver (or directorship) points of view	√			
	Addition or removal of physical objects	Perceived	-			
		Not perceived	√			
	provision of adequate furniture for each individual	Bed	√			
		Nightstand	√			
		Desk	√			
		Chair	√			
		Closet	√			
		Book/toy shelf	-			
	Child's involvement in personalization of bedroom	Strong	√			
		Weak	-			
	Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private	-		
Shared			√			
Distinguishing boundaries by physical space division or room divider such as		Partition	-			
		Bookcase, shelving unit, wardrobes and etc.	-			
		A curtain room divider	-			
		Others	-			
Degree of visual privacy (direct eye contact) around main furniture		Bed	Private area	-		
			Semi private area	-		
			No private area	√		
		Desk	Private area	-		
			Semi private area	-		
			No private area	√		
	Closet (dressing)	Private area	-			
		Semi private area	-			
		No private area	√			
Interactions management	Closing door	Allowed	-			

		within bedroom to reach optimum privacy		Not allowed	√					
			Control over being encroached by peers	Possible	-					
				Impossible	√					
			Control over being encroached by roommates	Possible	-					
	Impossible	√								
	Monitoring and supervision	High	√							
		Medium	-							
		Low	-							
	Personal zone in shared bedroom	Position of furniture in respect to distinguished personal zone			<ul style="list-style-type: none"> • The room is big and provides symmetrical divided personal zone for 2 child • Furniture of this bedroom is considered for 2 children and placed separately in each child's zone 					
						<table border="1" data-bbox="646 1131 869 1489"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View Out</td> </tr> <tr> <td></td> <td>Zones</td> </tr> <tr> <td></td> <td>View Direction</td> </tr> </tbody> </table>	Diagram Key			Person
Diagram Key										
	Person									
	View Out									
	Zones									
	View Direction									

Observation No #14

Room number fourteen which is a private room for a girl furnished by a bed, a nightstand, a desk, a chair, a bookshelf, a cork notice board and a closet. The room has one window and the walls are colored in white (Table 36).

Table 36. Observation No: 14; room 14

House NO	4	Room plan 
Room NO	14	
Location	Vienna	
Number of Children	1	
Number of beds	1	
Gender of Children	Female	
Note	private room	
Furniture	1 bed, 1 nightstand, 1 desk, 1 chair, 1 wall bookshelf 1 cork notice board and 1 closet	
Room photos		
		
		

Evaluation and Analysis of Observation No #14

Analyzing of evaluation table (Table 37) based on three key dimensions:

Room 14, Personalization evaluation

This room is a private room for a 10 years old girl who demanded for more privacy. In this bedroom, bed and desk are placed opposite to each other at the end of the room alongside the walls. Besides, nightstand is replaced from bedside to the end of the bed next to wall under the cork notice board to create a self-presenting space for some photos of the girl, her friends, family, school programs, writing and her personal belonging. The room has adequate basic required furniture such as bed, nightstand, desk, chair, bookshelf, closet and cork notice board. The bed is made by child effort (not like a hotel's beds) and there are some toys or personal belonging leaved under or above their blanket. The books and stuffs on the desk and bookshelf are organized and ordered. Although the room is clean but her stuffs are spread all over place.

Room 14, Privacy evaluation

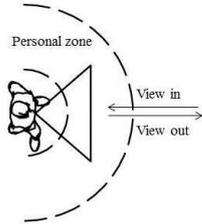
The bedroom is private however the door is not allowed to be close.

Room 14, Personal zone

This room is private.

Table 37. Observation No: 14; room 14

	Dimensions of analysis	Indicators	Options			
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	-		
			Dirty and messy (child neglect)	-		
			Clean but disorder (mess-making considered as normal child behavior)	√		
		Self-presentation in bedroom	Child's original family photos	√		
				SOS family and friend's photos	√	
				Child's own photo	√	
				Certifications	√	
				Posters	√	
				Drawing	√	
				Personal belongings	√	
				Using child's name	√	
				Bedding in shared room	Identical bedding	-
					Different bedding	-
				Others	-	
		Identifiable territory for each child within shared bedroom	Noticeable	By furniture	-	
				By different floor covering such as carpet or rug	-	
				By using color	-	
				By child's name and photo	-	
				Others	-	
		Not noticeable	-			
		Changing or rearrangement of the furniture	Considering child points of view	√		
	Considering care giver (or directorship) points of view		-			
	Addition or removal of physical objects	Perceived	-			
		Not perceived	√			
	provision of adequate furniture for each individual	Bed	√			
		Nightstand	√			
		Desk	√			
		Chair	√			
		Closet	√			
		Book/toy shelf	√			
	Child's involvement in personalization of bedroom	Strong	√			
		Weak	-			
	Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private	√		
Shared			-			
Distinguishing boundaries by physical space division or room divider such as		Partition	-			
		Bookcase, shelving unit, wardrobes and etc.	-			
		A curtain room divider	-			
		Others	-			
Degree of visual privacy (direct eye contact) around main furniture		Bed	Private area	-		
			Semi private area	√		
			No private area	-		
		Desk	Private area	-		
			Semi private area	√		
			No private area	-		
	Closet (dressing)	Private area	-			
		Semi private area	√			
		No private area	-			

Personal zone in shared bedroom	Interactions management within bedroom to reach optimum privacy	Closing door	Allowed	-								
			Not allowed	√								
		Control over being encroached by peers	Possible	√								
			Impossible	-								
		Control over being encroached by roommates	Possible	-								
			Impossible	-								
	Monitoring and supervision	High	√									
		Medium	-									
		Low	-									
	Position of furniture in respect to distinguished personal zone	 <table border="1" data-bbox="635 1064 858 1422"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View Out</td> </tr> <tr> <td></td> <td>Zones</td> </tr> <tr> <td></td> <td>View Direction</td> </tr> </tbody> </table>	Diagram Key			Person		View Out		Zones		View Direction
Diagram Key												
	Person											
	View Out											
	Zones											
	View Direction											

5.5 Evaluation of Findings

These two cases were selected as a sample of advanced model of SOS in a developed country such as Austria, and a small local branch located in a small country such as North Cyprus, which is associated with many conflicts. So far, although in SOS Children Village, the family approach is to accommodate each couple of children in separated bedrooms in an individual house with a permanent caregiver, the

importance of quality of children's bedroom as their primary territory and the related concepts which has great effect on this quality such as personalization, privacy and personal zone is not truly realized and considered. The following section evaluates the findings in this part of the study by clarification of each dimension separately.

5.5.1 Dimension 1, Personalization

Personalization is considered as a territorial behavior. This dimension can be evaluated according to some indicators which can be used to understand the quality of personalization in children's bedrooms such as (1) degree of mess and disorder in children's bedroom, (2) self-presentation in bedroom, (3) creating identifiable territory for each child within shared bedroom, (4) changing the furnishings or rearrangement of them, (5) addition or removal of physical objects, (6) provision of adequate furniture for each individual, (7) child's involvement in personalization of bedroom.

Degree of mess and disorder in children's bedroom

Based on previous discussions, one of the ways that children mark and possess a place as their own is spreading their belonging around that place. In this case, due to the outcome of study of 14 child's bedrooms, it appeared that most of the rooms were clean and tidy, which shows the low level of making mess by children in their own primary territory within shared bedrooms. This issue was more accurate in the case of Nicosia, where surprisingly, all nine children's bedrooms were clean and tidy. There was no mess around, even small objects on floor or beds. All beds were made carefully like hotel's beds. Same situation exist for desks and bookshelves, there were not much personal belongings on them and even if there were, they were organized. However, in Vienna although all five children's bedrooms were clean, mostly their personal belongings were spread all over the rooms on their desks, beds,

bookshelves and even the floor. Moreover, all beds were made but with children's effort which were totally noticeable. Besides, to emphasize on their possession, all children left some of their personal belongings on and under their blankets. There was no sign of dirt and extreme mess in any bedrooms. It can be declared that SOS staffs in Vienna were aware about the importance of mess making as a normal behavior by children in their own bedrooms. However, the importance of this essential (possession and marking territory by leaving personal belonging around personal zone) is not enough clarified to the staffs in Nicosia. Although there might be some cultural, social or even individual differences, mess making for all children around the world is something normal and vital which help them to mark their territory and feel to own the place. Besides, it should be reminded that there is a degree for mess by children, not leaving children to make extreme mess around, nor running the household as a military sergeant is recommended.

Self-presentation in bedroom

Present of personal stuffs or self-presentation is another indicator, which evaluated in personalization of children's bedrooms. Indeed, displaying self-image and reflecting individual identity and differences helps the user to create a sense of belonging in an environment. In this case, five of fourteen bedrooms, one in Nicosia and 4 in Vienna, have high degree of self-presentation by supports of photos of children, their SOS families, biological families, friends, certifications, posters, drawing, personal belongings, presenting child's name, using different bedding, etc. Moreover, three bedrooms in Nicosia have medium self-presentation and the other six bedrooms, one in Vienna and five in Nicosia have low self-presentation by children in a way that in some of them hardly it was possible to recognize the user's identity. It can be concluded that children who lived in six from fourteen bedrooms might have critical

feeling to the place where they live or to themselves so they did not mark and define their primary territory by displaying their individuality and identity in their personal zone and care givers or any responsible persons or group have failed to notice and therefore help children to recover from this situation.

Creating identifiable territory for each child within shared bedroom

Another essential indicator of personalization is distinguishing boundaries. By getting help from furniture, different floor covering such as carpet/rug, using color and other personalization tools such as child's photo, name, etc., reaching to this essential can be occurred. In 9 out of 14 bedrooms, which are located in Nicosia, there are no sign of shaping any proper identifiable and noticeable territory. Then, in three from remained five children's bedrooms, which are located in Vienna, there are some signs of symmetrical division between two children's personal zones by placing furniture alongside two long parallel walls of rooms, using different colors on walls and rugs for each individual and also using children's names and photos in each separated zones. The other two bedrooms are private rooms, for children above 10 years old who demand for more space and privacy, which are highly identifiable by walls and doors. It can be declared that SOS staffs in Vienna were aware about the importance of creating identifiable territory for each child within bedrooms or even providing private rooms in some conditions for children above certain age to create sense of belonging, control over space and avoid territorial squabble. However the importance of this essential is not enough understood and clarified in SOS in Nicosia.

Changing or rearrangement of the furniture

In order to achieve satisfaction by user of place, some changes and rearrangement are required to take place according to the occupants needs. In this case, only in 6 out of

14 bedrooms, which three of them were in Nicosia and three in Vienna, children's points of views were considered in room's rearrangement. Although in the rest of rooms the furniture arrangement is not appropriate in order to offer identifiable personal primary territories, unfortunately they remained as they were arranged in the first place when children moved to them.

Addition or removal of physical objects

In order to help occupiers to adjust better to a new place, they need to feel free to add or remove some physical objects such as taking out an extra chair or adding some shelves for their personal belongings. In this case, only in 3 out of 14 bedrooms, which are all located in Nicosia, furniture additions are seen. However, these additions such as a small desk, coach, arm chair, etc., did not help to better adjustment of children in their bedrooms because mostly they are not chosen by them (based on interviews with mothers) and seem as an extra stuff which imposed to the rooms. Moreover, in all case of shared bedrooms for three children, when there were only one or two children available the extra furniture were not removed from the bedrooms to give more space to children. Therefore, it can be concluded that, the indicator of addition or removal of physical objects is not truly considered in children's bedrooms.

Provision of adequate furniture for each individual

One of the ways to personalize one's territory is to arrange the furniture, which exists in that particular place. In this case, there was not adequate furniture for all children in most of bedrooms. In fact, there was serious lack of furniture in 9 out of 14 children's bedrooms which all were located in Nicosia. Except the beds, the rest of furniture such as nightstand, desk, chair, closet, book/toy shelf are not enough for occupants of the rooms. However, in 2 out of 5 other bedrooms, which all are located

in Vienna, there was some minor absences of furniture and in the last three bedrooms and number of furniture was adequate for each individual who is accommodated in the bedrooms. Therefore, it can be determined that in SOS in Nicosia present of enough furniture for each individual is not concerned. Consequently, children have to share main furniture so they display less personalization.

Child's involvement in personalization of bedroom

In order to satisfy individual's needs, the occupant should perform personalization. However, mostly this is not happened for children since their parents, caregivers, teachers or any responsible person or group mistakenly attempt to make a personalized environment for them. Many advantages which drive from children's participation such as creating sense of belonging, self-worth, individuality, exercising some control over the space through presenting their staffs, etc., will not occur if someone else does decoration and personalized space for them. In this case, 5 out of 14 bedrooms, one in Nicosia and four in Vienna, were personalized mostly by children and the rest of bedrooms had poor personalization and poor involvement in personalization by children. Therefore, it could be concluded that 9 out of 14 bedrooms shows lack of children's involvement in personalization or even personalization itself.

Overall Evaluation

As an overall overview in personalization in evaluation of children's primary territory, this study has evaluated 24 children's bedrooms based on defined related indicators such as degree of mess and disorder in children's bedroom, self-presentation in bedroom, identifiable territory for each child within shared bedroom, changing the furnishings or rearrangement of them, addition or removal of physical objects, provision of adequate furniture for each individual and child's involvement

in personalization of bedroom which have been discussed in previous sections. As an overall understanding, this evaluation provides information on the level of personalization within bedrooms, which shows low degree of personalization in most of the cases (Figure 38). Although in case of Vienna the strength of this dimension was higher than the case of Nicosia, however as the general result, due to the low degree of personalization, the level of adjustment and attachment to the bedrooms by children appeared to be not strong, because one of the ways to create a link between individual and specific place is passed through personalization. Lack of space, equipment or freedom to do personalization could cause non-attachment feeling to the place and wheeling for Separation. In 9 out of 14 bedrooms, children display poor personalization. Although for being attached to a place there is no need for personalizing a place, however in children's bedrooms as their primary territory if personalization is not accrue correctly it may mean they are not properly attached to their territory and the relationship which is supposed to developed between children and their bedrooms by providing their physical and psychological needs has failed.

To emphasize the pros and cons of this dimension it can be said that in general the case of Vienna was more positive than the case of Nicosia in terms of children freedom, involvement and services such as adequate furniture for each individuals, and placing maximum of two children in each room. Also the interior space of the bedrooms help children to create and emphasize personalized zones by coloring parallel walls in two different colors and placing room's door not in a corner of room but in the middle of wall. Consequently, the position of doors visually divides the rooms in symmetrical form into two zones. However, in Cyprus the bedroom's doors open in a corner of rooms, which does not let the rooms be easily divided equally in to two zones. Besides in each room provided furniture was not enough for the

number of children in the rooms. Therefore, lack of enough furniture and proper arrangement to offer separated personal zones for each individual in shared bedrooms and low level of self-presentation in these merged personal zones caused low level of personalization and attachment by children in Cyprus.

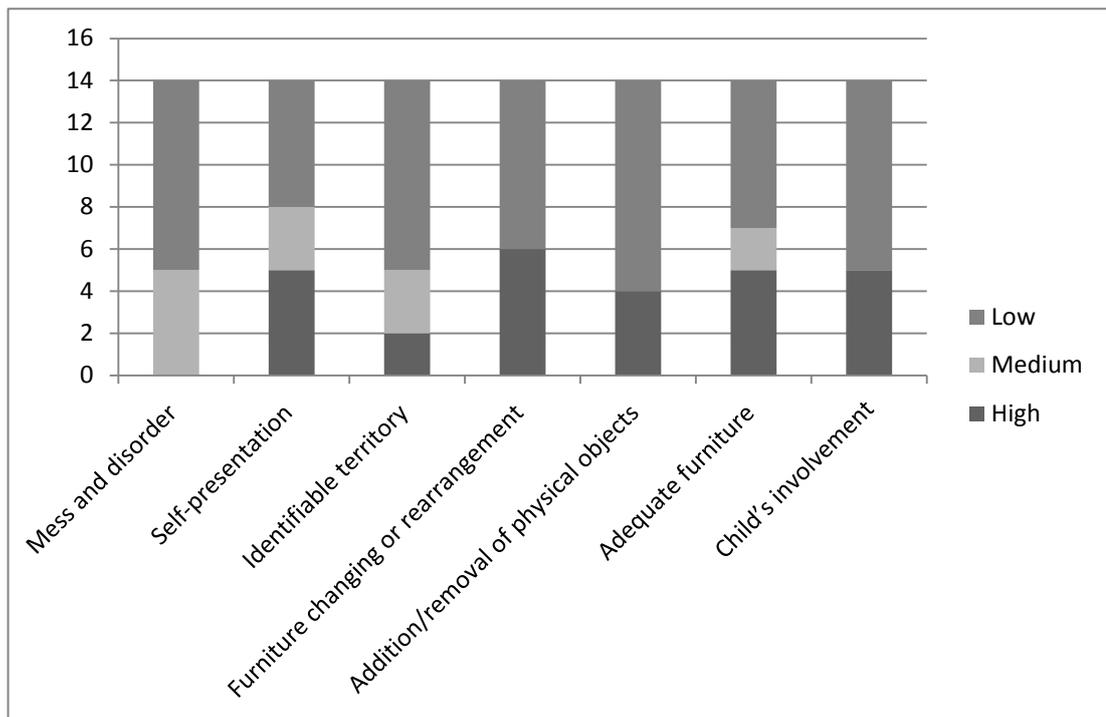


Figure 38. Evaluation of Personalization in Children's Primary Territory

5.5.2 Dimension 2, Privacy

Although Privacy and territoriality are two different concepts, these two have a close collaboration to reach their aims, in other word territory helps to achieve privacy and for having privacy an individual needs territory. This section evaluates some range of essential indicators which are classified under privacy dimensions to understand the quality and characteristic of this factor in children's bedrooms, such as (1) state of bedroom as shared or private territory, (2) distinguishing boundaries by physical space division or room divider, (3) degree of visual privacy (direct eye contact)

around main furniture, (4) interactions management within bedroom to reach optimum privacy and the last one is (5) monitoring and supervision.

State of bedrooms as shared or private territory

State of one own territory is an important indicator in evaluating of privacy which an individual can achieve. Therefore it is essential to declare that child's bedroom is private room or shared one, and if it is shared, it shared between how many children. In this case, only two from fourteen children's bedrooms are private and the rest are shared between two or three children. Girls above ten in Vienna who demand for more space and privacy occupy those two private rooms. Unfortunately, this option (requesting for private room from certain age) is not available for children above ten years old in Nicosia.

Providing distinguishing boundaries by physical space division or room divider

By getting help from physical space division or room divider, an individual could achieve control over his/her interaction in a shared bedroom. Therefore by proper furniture arrangement and using different room dividers such as partition, curtain, bookcase, shelving unit, wardrobes, etc., it is possible to create some semi private space in a room and provide some privacy for its occupants. In this case, except the two private bedrooms which are distinct by walls, none of the twelve shared bedrooms provide distinguishing physical boundaries by using physical space divisions to provide some private or semi-private area for children. Therefore it can be concluded that this essential is totally waived in all children's bedrooms.

Degree of visual privacy (direct eye contact) for individuals when using main furniture

Having visual privacy, being protected from observation by others, in an intimate place such as bedroom is one of the basic needs, which are provided by forming

individuals' territories. Environmental elements and physical barriers help to achieve this form of privacy. Unfortunately, in both cases of Nicosia and Vienna, except the two private bedrooms which have semi private area (doors are not allowed to be closed and windows are not allowed to be completely covered), other bedrooms are not planned and furnished in a way to provide even small barriers or boundaries to help children to have some visual privacy. Although complete visual privacy might not be provided for children for their own good and safety, however creating boundaries to provide semi private area for children in beds, desks and closet help them to manage their interactions and form a sense of self-respect, self-identity and independency.

Interactions management within bedroom to reach optimum privacy

In order to have a sense of privacy, children need to have control over their place and territory, which include interactions management within that particular area. Using physical barriers like closing door or window and even verbal or nonverbal actions helps in different situation to reach optimum privacy. In both cases of Nicosia and Vienna, children are not allowed to close their bedroom's doors due to the high level of monitoring and supervision in SOS Children village. Moreover, since the bedrooms are shared between two or three individuals, except the two private bedrooms, and there are not any physical barriers or rooms dividers to offer some semi-private space, children do not have actually control over being intruded and bothered by their roommates and peers.

Monitoring and supervision

Monitoring and supervision stands as part of childcare by parents or caregivers for children protection, safety and healthiness. In this case, all fourteen children's bedrooms are supervised and monitored 24/7 by caregivers.

Overall Evaluation

In overall, in order to evaluate privacy in children's primary territory, this study has worked on 24 children's bedrooms via different related indicators. Summary of all indicators display significant low level of privacy in most of the cases (Figure 39). Except the 2 private rooms, the rest of bedrooms as explained by each indicator individually were failed to provide a fair and reasonable privacy for children in shared bedrooms. To emphasize the condition it can be said that, a child may have a personalized area within a shared bedroom but does not get any help from physical barriers, furniture arrangement and also not have any power to regulate his/her interaction to reach privacy within his/her personal area.

Although, for their own good and safety, children do not need complete privacy within their bedrooms, for enabling them to manage their interactions, there should be some semi private area considered for each child to achieve privacy when they needed it. For instance, sometimes child need some alone time and space in his/her personal living space within the shared room for any reasons such as, thinking, crying and etc. However this normal demand and need becomes a critical issue in shared bedrooms since their territory is shared and they will be expose to roommates or even peers as the room door is not allowed to be close and other children also could inter to the room. Evidently, absent or violation to some one's personal territory and boundary could cause conflict, tension, discomfort and many other psychological and behavioral problems such as destroying individual independency, self-respect, creativity and etc., (Altman (1976), Shmueli & Blecher-Prigat (2011)).

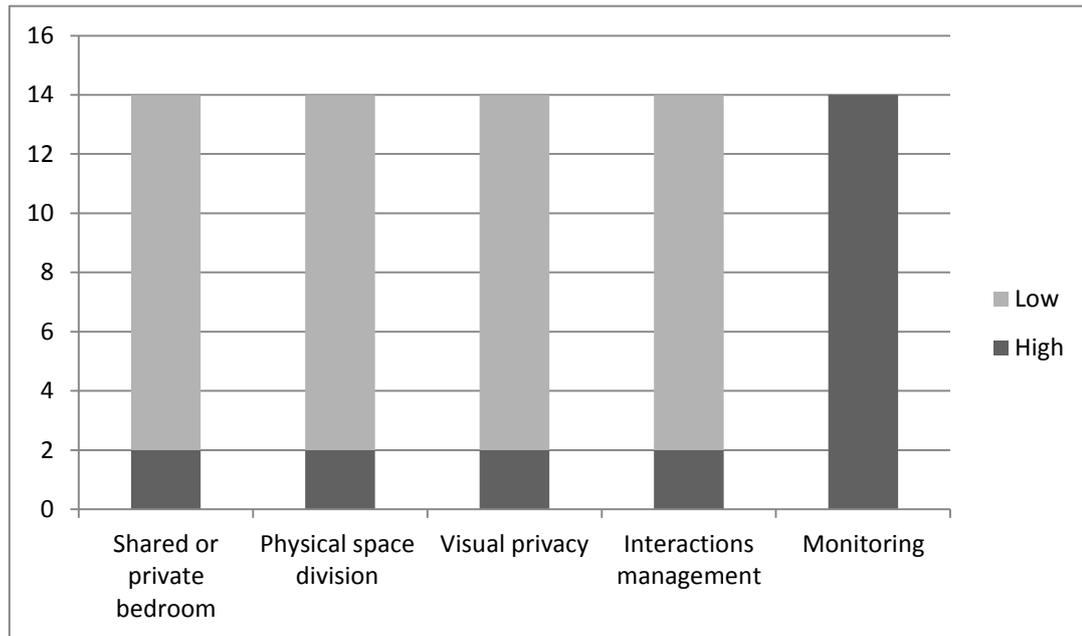


Figure 39. Evaluation of Privacy in Children's Primary Territory

5.5.3 Dimension 3, Personal Zone

Last dimension is about quality of personal zone in children's bedrooms. This section evaluated individual's personal distance among children during using main furniture in the bedrooms such as beds, desks and closets. Personal space is about individual's physical distance from the others, therefore, two items of quantity of furniture due to the number of children (which is evaluated in section one, personalization) and furniture arrangement and distance play great role in creating respectable personal space among roommates.

Position of furniture in respect to distinguished personal zone

One of the key pieces of furniture in bedroom is the bed. Therefore in order to offer respectable personal space for each individual, position of beds toward each other and the rest of furniture should be arranged wisely. If the room is not big enough to offer respectable space for each child, then bunk bed could save more space, privacy and distance. In bunk bed the upper bed is more suitable for older child since it

provides more sense of privacy and control. In this case, position of beds in three from fourteen rooms, which all located in Nicosia, cannot offer respectable personal space and distance toward beds and also other furniture. The other three bedrooms, which have average state of offering personal distance for beds, have problem with positions and arrangement of other furniture like closets or desks toward beds. Except the two private rooms, in the last six bedrooms, beds have respectable distance toward other beds and furniture. Therefore it can be concluded that except the eight bedrooms, furniture arrangement and divisions in the rest of rooms did not considered a respectable distance toward beds and beds with other furniture such as desks and closet.

Another important space in the bedroom is position of desks. In order to offer respectable personal space for each individual during study, position of desks toward each other and the rest of furniture should be also arranged wisely. In this case, in five from fourteen rooms which all located in Nicosia, there are not enough desks available for each individual in rooms therefore there are not respectable personal space and distance available for children while using shared desks. In the other two which have average state of offering personal distance, although there are enough desks due to the number of children in the rooms however the problem is the position of desks which are near to gather or to other furniture like closet or bed. Except the two private rooms, the last five bedrooms offer respectable distance from other desks and furniture. Therefore it can be concluded that except the seven bedrooms, furniture quantity, arrangement and divisions did not considered a respectable distance toward desks and also desks to other furniture such as beds and closets.

The last item is position of closets. In order to offer respectable personal space, which can also provide at least semi private space for each individual during dressing, position of closet toward each other and also closet to the rest of furniture should be arranged wisely. In this case, position of closet in nine from fourteen rooms, which all are located in Nicosia, cannot offer respectable personal space, privacy and distance toward other furniture because in all nine rooms there are only one fixed shared closet. In the other five bedrooms, position of closets can offer respectable state of personal distance for each individual during dressing. However only in two privet bedrooms, respectable privacy is available for children during dressing. Therefore it can be concluded that except the five bedrooms in Vienna, the importance of having individual closet with respectable personal distance for each individual did not considered.

As an overall understanding, the outcome of evaluation indicates that personal distance among children’s closet in most of the cases is highly sited in low level of consideration since the number of closets are not measured due to the number of children. However this situation is better for children desks and beds (Figure 40).

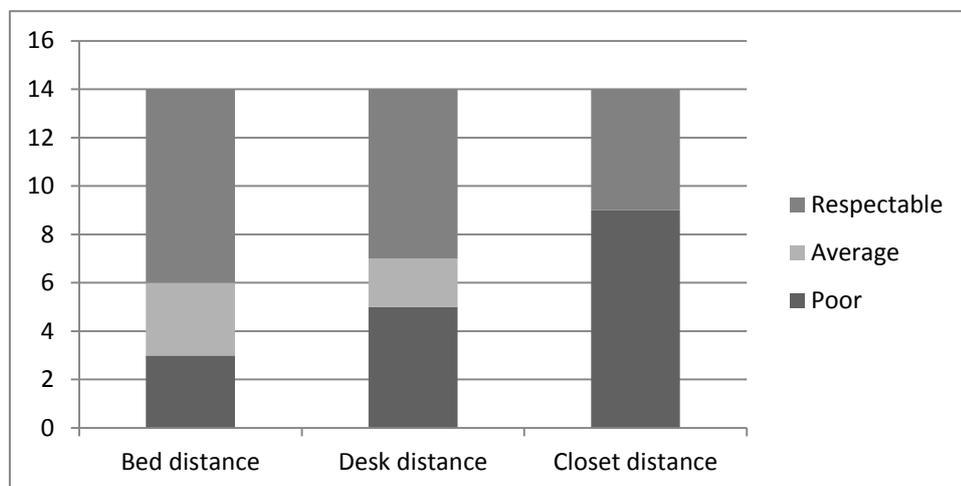


Figure 40. Evaluation of Children Personal Distance/space during Using Main Furniture

It should be considered that in case of Vienna the strength of this dimension was higher than the case of Nicosia. Lack of enough furniture for each child, poorly defined or merges personal zones and improper furniture arrangements are the main reasons for the existing outcome situation.

Chapter 6

CONCLUSION

It is significant to scheme and arrange physical components of a place to be used by children in such a way that it becomes capable to respond not only to children's basic needs but also to the other needs which have great influences in their quality of life. With many changes in child's behavior and activities, middle childhood is the critical period of human development, which has significant impacts on formation of one's personality and lifestyle. Therefore it is crucial to pay attention to both functional and behavioral needs of children in design of places to be used by children such as daycares and schools and even homes. Unfortunately, not all children have chance to live with their biological family and inevitably they spend their childhood in alternative care such as residential care or family-base care organizations. By any means, either a child lives with his/her biological family or lives in alternative care, the fundamental needs of having a defined space, as their personal primary territory within their living environment is crucial for the proper development and wellbeing of each individual.

It is essential for architects, designer and any responsible individual or group to remember and consider the mistakes which caused failure in answering different kinds of physical, functional and psychological needs of children through the history of institutional child care to be able to design more appropriate spaces for these children. Thus, in order to creat a place for children to live a life, rather than survive,

indeed a scheme of place should be a kind of simulation of family and home environment which is capable of letting children to establish their own “primary territory” with love, respect, understanding and protection (United Nations, 1989). In this way the adoption process to the new environment becomes easier for children with less physical, psychological and social costs.

Present study defines children bedrooms as their “primary territory” and discusses about quality of interior design and arrangement of space in children’s bedroom within their living place in terms of territory and territoriality. Also this study considers the related concepts and theories such as personal space, privacy, personalization, etc., and their effect on children social-spatial behaviors and well-being.

Since child territoriality is related to social spatial behavior of children in a physical environment, this study has focused on middle childhood (6-12) as the critical stage of child development with rapid physical, cognitive and social skills progress. Then, to understand the meaning and necessity of having territory and displaying territoriality in children’s world, this essential was reviewed through literature about animal and human territoriality, and continued with study on adults and then children aspects.

As it is discussed the basic need of having territory and displaying territoriality exists in children’s world as well, however it is associated with some differences and limitations. In fact, territoriality as a kind of socio-spatial phenomenon involves in all stages of human development from infancy to advanced adulthood (old ages or mature age), but the quality and amount of this involvement change through these stages.

Therefore, children do not perceive and take this concept in the way that adults realize and require, yet it doesn't mean that they don't need it at all, rather they demonstrate this behavior in a different way. Then from certain age along with progress in biological, psychological and emotional development, they start to adjust their perspective to the adult's one. Since territory and territoriality are not independent subjects and there are many concerns and issues directly or indirectly involved in quality of this theory, it is significant to study and investigate this theory with more elaboration and curiosity. For this reason, besides theories of territory and territoriality this study focuses on some important concepts and theories, which have great participation and influences on this matter such as personal space, proxemics, privacy, personalization and place attachment. Moreover, an overall review on child development, child maltreatment and attachment theory were added to emphasize on the correlation between children's cognitive, emotional, social development and the outcome quality of child territoriality in different physical environment.

Having control over a space and its interaction in one's place and territory is one of the critical characteristics of territoriality and communication regulation. These features lead a person to get an impression of really owning and having power over that particular place or not. This importance is vital in children's world as well; however their immaturity and need to be under parental authority, supervision and monitoring change the conceptions for children from adults. But then again, this need for being under protection and supervision by adults shouldn't turn into invasion and violation to the child territory, personal space and privacy. Indeed, in order to avoid destroying child autonomy, self-respect and identity, amount and form of this supervision need to be managed in a way that doesn't cause children's territoriality to be failed. This situation needs more concern for children who live in formal alternative care such as

residential facilities or family-base care, because in addition to the caregivers' different strategies for parenting and their perception of children's right of having privacy, personal space and doing personalization, peers are known as a great threat of invasion to each other's personal primary territories.

In child's bedroom as his/her primary territory, no matter if it is shared or private; it is of fundamental importance to arrange space in a way that gives chance to the child to decide on being alone or accompanied. Indeed, physical components and spatial arrangement of child's bedroom (form, physical enclosure and furniture arrangement) need to be schemed with respect to proximity distances, personal space and physical and social dimensions of privacy. Because, children like adult need some alone time to visually be protected from observation of others for different reasons such as thinking, crying, playing, etc. Environmental elements and physical barriers help to achieve this important issue in a living place. Although level of desired privacy depends on many issues such as cultural context, gender, personality, age, etc., in most of places that children live and accommodate (no matter if a child live with original family or live in alternative care) this essential remains overlooked by both designers and caregivers. When it is not possible to give each individual a private room, in order to avoid privacy conflict and feelings such as intruded upon, crowded and overloaded, the spatial organization of shared room should be done in a way to be capable of offering each child a distinguished territory and a respected space. Because shared room means shared territory and in a shared bedroom one may have a distinguished primary territory but not have privacy in it. Although in children bedrooms complete architectural privacy like visual and acoustical blockers, is not required, but by help of furniture, space division and room dividers such as partition,

curtain room divider, bookcase, shelving unit, wardrobes, etc. creating respectable and sufficient level of privacy for children is possible.

Another issue, which needs to be thought and considered in one's territory, is personalization. Indeed, reflecting self-identity by presenting personal items and properties accompanied with change and rearrangement of space due to individual needs helps to make a better adjustment, connection and feeling to that particular place. In fact, adaptability and flexibility in spatial features and organization of place have a critical role in creating sense of belonging and attachment to that territory and place. Thus, personalizing space as a fundamental chapter in human territoriality also has a significant role in children's expression of sense of self, individuality, ownership and regulation of social interactions in their primary territory. Child's social and cognitive development show great progress in middle child hood. In this stage, especially the ages between 6 to 9, children start evaluating and comparing between their selves and the others (Ruble, 1987; Flavell, Miller, & Miller, 2002). Therefore, it is very important to let and help children to participate and practice personalizing their primary territory to reflect their uniqueness, possession and control over their space. This will help children to have meaningful adjustment and connection to their personal primary territory and prove the importance of their individuality in place where they live.

In the studies done in SOS children village it was seen that despite all the good intentions in creating a proper space for children to live, the personalization, privacy and personal zone of children in their spaces were not in satisfactory level. Low degree of personalization by children, significant low degree of privacy, lack of enough furniture for each individual, poor or undefined personal zones and

inappropriate furniture arrangement within children spaces may face children to territorial situation and squabble in their shared bedroom.

Therefore, in order to help children who live in formal care such as family based care and institutional care organizations; to have a feeling for a place and create a sense of ownership it is advised to help them to define their own space and territory through a proper personalization. In order to do so the plan and setting of interior space of bedrooms should be designed in a way that is capable of offering individual separated personal zones and primary territories within a shared territory (bedroom) for each child. Obviously bedroom's size and architectural features are great determinants for this aim. Therefore, in order to have a functional arrangement in a place that gives each child a personal zone, the room space should be measured first to understand how much space is needed for proper furniture arrangement. In smaller rooms if there is not enough space for parallel bed positioning against wall in opposite corners to create symmetric division of space, bunk beds for school-aged children are a good choice to save more space. Then with proper furniture arrangement separated zones can be defined properly for study and dressing. It is essential for each zone to have place for its occupier to display and store his/her personal belongings. Different colors, themes, textures and materials on walls, floor and furniture of each zone would be helpful to create more distinguish territories.

Moreover, using different bedding, children's names, photos, family and friend's photos, drawing, writing, school programs, certificates, favorite posters, personal belongings in their personal zones give them opportunity to display their individual identities. It should be considered that except distinguishing boundaries and displaying individuality and possession, personalization as a territorial behavior aims

to control interactions within a personalized area by highlighting the boundaries. Therefore, children personal zone in shared bedroom as their primary territory needs to be respected by roommates, peers and caregivers in order to create a sense of power and control over the space which child aimed to get from personalization. Furthermore as a territorial behavior, personalization should be performed by occupier of territory in order to create feeling for it and satisfy his/her needs, however children cannot be responsible and charged for all the items that are titled for personalization, yet in most of them, they can participate and be involved in altering their space environment by personalization. Moreover, in order to create a sense of belonging and attachment to a place, support and flexibility of caregiver in personalization of a place by children is fundamental.

Another issue which needs to be considered by architects and interior architects in design of child living place, especially their bedrooms as their primary territory is creating opportunities for child to attach to this particular place. To do so, the place should be planned in a way to be capable to support not only physical and functional needs of child such as place for sleep, study, play, etc. but also to satisfy psychologically and emotionally their fundamental needs such as having respected space and territory, having privacy in that territory and also personalizing that territory. Many different motives or issues take part in emotionally make an individual involved to a specific place. However as a part of interior architecture, considering children's psychological and emotional needs in spatial setting and space arrangement of their bedrooms are the critical points to be considered by designer. These points such as planning a place in a way to let and help children to form their personal primary territory give children motive to have feeling for their bedrooms even if they share it with their siblings or peers. This will give a chance to children's

bedroom to become really the most intimate space in both happy and joyful times as well as sad and difficult moments while child needs to count on a safe and secure place to cope with stress and anxiety.

All these aspects, which have been reviewed and discussed in this study, emphasize on the importance of children bedrooms as their personal primary territory along with children territorial need and behavior. Children in a formal care setting live in a place, which is not their original family house, with caregiver, who is not their mother, and with the peers, which are not their siblings. Although with the help of time passing and receiving good quality care, their connection and relation will be improved, the need for identifiable territories within their new-shared territory is something vital. Indeed, without having personal primary territory, it is difficult for children to express their individuality, practice independency and ownership, control their communications, interactions, have privacy and alone time, control over personal space and their distance setting, etc. It also helps to recognize, practice and respect to the other's right of having territories and properties. All these spatial considerations play a great role in forming child personality, behavior and lifestyle. Therefore, spatial qualities of child living place should be schemed in respect to their critical need for having exclusive spaces as their own territory. Designers and planners must understand these common environment behavior tenets and use them to support child proper development and well-being. Bearing all these facts and realities in mind helps architects, designers, childcare agencies, caregivers and any responsible individual or groups to deeply realize and consider situation and condition of children especially those who are deprived of growing up in their own family and are challenged with adapting to any form of alternative care of children.

Because, without having background information about individuals creating a place which could covers the shortages and difficulties seems somehow impossible.

Although this study has focused on family-based care as a case study, the method and criteria which are formed could be used and examined in other forms of alternative care of children as well. Unfortunately it was not possible for this study to interview with all children and participate them in the evaluation of their territory and territoriality directly which can be considered and extended in further researches. Hopefully, the findings and suggestions of this study may enable the organizations to take great steps in improving quality of interior spaces in children's formal care spaces.

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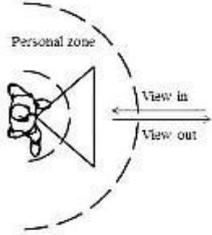
APPENDICES

Appendix A: Observation of Child’s Bedroom as Primary Territory

House NO		Room plan
Room NO		
Location		
Number of children		
Number of beds		
Gender of children		
Note		
Furniture		
Room photos		

Appendix B: Evaluation of Child's Bedroom as Primary Territory

	Dimensions of analysis	Indicators	Options	
Quality evaluation of child's bedroom as a primary territory	Child's personalization of bedroom	Degree of mess and disorder in children's bedroom	Clean and tidy up (mess is not allowed)	
			Dirty and messy (child neglect)	
			Clean but disorder (mess-making considered as normal child behavior)	
		Self-presentation in bedroom	Child's original family photos	
			SOS family and friend's photos	
			Child's own photo	
			Certifications	
			Posters	
			Drawing	
			Personal belongings	
			Using child's name	
			Bedding in shared room	Identical bedding
	Different bedding			
	Others			
	Identifiable territory for each child within shared bedroom	Noticeable	By furniture	
			By different floor covering such as carpet or rug	
			By using color	
			By child's name and photo	
		Others		
	Not noticeable			
Changing or rearrangement of the furniture	Considering child points of view			
	Considering care giver (or directorship) points of view			
Addition or removal of physical objects	Perceived			
	Not perceived			
provision of adequate furniture for each individual	Bed			
	Nightstand			
	Desk			
	Chair			
	Closet			
	Book/toy shelf			
Child's involvement in personalization of bedroom	Strong			
	Weak			
Child's physical privacy in bedroom	State of bedroom as shared or private territory	Private		
		Shared		
	Distinguishing boundaries by physical space division or room divider such as	Partition		
		Bookcase, shelving unit, wardrobes and etc.		
		A curtain room divider		
		Others		
	Degree of visual privacy (direct eye contact) around main furniture	Bed	Private area	
			Semi private area	
			No private area	
		Desk	Private area	
Semi private area				
No private area				
Closet		Private area		

			(dressing)	Semi private area														
				No private area														
			Interactions management within bedroom to reach optimum privacy	Closing door	Allowed													
					Not allowed													
				Control over being encroached by peers	Possible													
					Impossible													
			Control over being encroached by roommates	Possible														
				Impossible														
			Monitoring and supervision	High														
				Medium														
Low																		
Personal zone in shared bedroom		Position of furniture in respect to distinguished personal zone	 <p>The diagram illustrates a person sitting on a chair within a dashed semi-circular 'Personal zone'. A triangle labeled 'View Out' is positioned to the right of the person. Two horizontal arrows, labeled 'View in' and 'View out', point towards and away from the person respectively.</p>															
						<table border="1" data-bbox="660 1171 871 1503"> <thead> <tr> <th colspan="2">Diagram Key</th> </tr> </thead> <tbody> <tr> <td></td> <td>Person</td> </tr> <tr> <td></td> <td>View Out</td> </tr> <tr> <td></td> <td>Zones</td> </tr> <tr> <td></td> <td>View Direction</td> </tr> </tbody> </table>			Diagram Key			Person		View Out		Zones		View Direction
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