



Lego Therapy

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Aims



To develop an understanding of Lego Therapy

To develop knowledge in the use of Lego Therapy to support your children

To provide you with the tools and resources to set up a Lego Therapy intervention at home

What is Lego Therapy?



Lego-based therapy (LeGoff et al 2014) is an evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.

In practice, children work in groups of three with each participant having a distinct role to build a Lego model collaboratively:

- Engineers use the Lego instructions and ask the Supplier for the specific pieces of Lego needed.
- Suppliers gives the Builder the pieces.
- Builders follow the building instructions from the Engineer in order to construct the model.
- Directors make sure that the team is working together and communicating.

Lego Therapy helps children to...



- Develop social, communication and language skills, cognitive skills, fine motor skills, and their emotional and behavioural responses.
- Develop their self-esteem
- Develop self-calming strategies
- Develop their cooperative skills and ability to work in a team

Engineer

- Engineers use the Lego instructions and ask the Supplier for the specific pieces of Lego needed.



Supplier

- Suppliers gives the Builder the pieces.



Builder



- Builders follow the building instructions from the Engineer in order to construct the model.



Director



- Lego based therapy is normally delivered to three participants, but additional role of director can be added if there are four.
- Directors make sure that the team is working together and communicating.



Note



- If there are only two participants, the engineer can also take on the role of the supplier

Facilitator



- That's you!
- Manage the learning process and the resources
- Promote collaboration and social interaction
- Encourage the use of language
- Praise appropriate language and social behaviour
- Promote problem solving within the group
- Provide 'solutions' to any social interaction issues
- Provide positive feedback at all times

Assessment



Baseline Assessment

APPENDIX C

Baseline assessment ideas

During the short introductory session, it would be helpful to make an assessment of the child / young person to establish a baseline for the assessment process. It may also inform you of which individuals would work well together, any issues you needed to be aware of or additional resource requirements (visual instructions etc.)

This assessment should be as informal as possible so that it does not impact on the dynamics of the groups.

Introduction LBT session

Name:
 Date:
 Facilitator:

	YES	NO
Listened to instructions regarding the LBT sessions		
Showed an interest in the LBT sessions		
Asked questions		
Attempted to complete the LEGO® model		
Asked for help when needed		
Engaged with others in the group		
Communicated well with others		
Followed instructions		
Helped others when they needed it		
Happy during the session		
Helped to put things away		

Any issues to be discussed with parent/guardian:

Any additional resource requirements:

Notes:

Ongoing Assessment

APPENDIX D

Ongoing Assessment - example

During the LBT sessions you should keep track of the progress each child/young person makes and any amendments you need to make to the programme. Below are some ideas to get you started.

Name:
 Date:
 Session number:
 Facilitator:

	1 = Rarely 5 = Always				
	1	2	3	4	5
Waits for their turn to speak					
Listens to others when they are talking					
Uses calm quiet language					
Uses appropriate language					
Keeps hands and feet to themselves					
Responds well when reminded of the rules					
Engages in conversation					
Asks questions when unsure about something					
Compliments others					
Greets and says good bye to others					
Is patient with others					
Provides clear instructions					
Is happy and engaged during the session					
Engages well with different roles					
Completes each task					
Will finish activities when asked					
Helps others to solve problems					
Helps to put things away					

Any actions to be taken:

Any additional resource requirements:

Notes:

Setting up an Intervention



- Set out the objectives and outcomes you want to achieve with each child/group
- Make sure your instructions are clear
- You need to provide visual aids
- Provide 'flash cards' highlighting the roles and rules
- Planning is essential, ensure everything that is needed is available
- As a facilitator, you should intervene as little as possible once the activity starts

Setting up an Intervention



- The facilitator should take more control at the end of the activity to establish if the aims and objectives have been met
- Reward as and when required, i.e. 5 minutes of creative time

Rules

- Build things together
- Listen to instructions
- Ask before taking any bricks
- Use indoor voice
- Do not snatch
- Put things away at the end



Activity

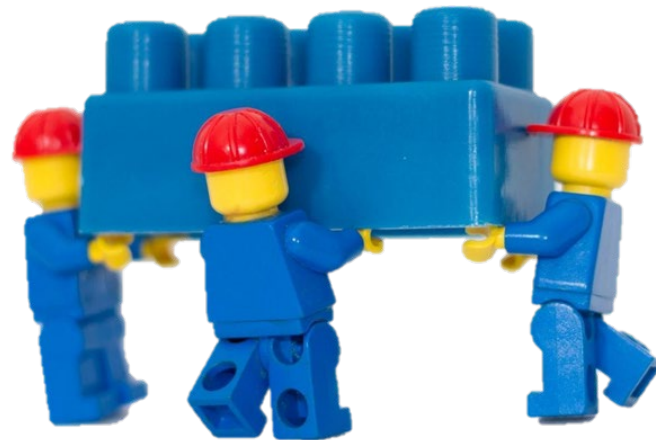


In groups of threes, take one the Engineer, Supplier and Builder roles and run a Lego Therapy intervention.

Discussion



What's the first thing that you need to do to set up a Lego Therapy intervention at home?





Thank you for listening!

Q&A