

## An Introduction to



## Therapy

- Lego Therapy promotes positive interaction with others, facilitating understanding and development of communication and language skills through structured, collaborative play.
- LeGoff (2004) first developed the approach for children and young people with a diagnosis of autism, but it is now more widely used.
- Lego Therapy can have positive outcomes for the development of:
  - Collaborative work
  - Verbal and non-verbal communication
  - Sharing and turn-taking
  - Social problem-solving
  - Conflict resolution

### How does it work?

- Ideally, Lego clubs meet every week and involve one adult and three children.
- Each session involves making a model according to the instructions (this can be adapted to suit the children's age, motor skills and understanding).
- Initially, language skills are developed to ensure a shared vocabulary to describe Lego bricks and how they can be sorted and positioned.
- Rules for the club are then developed, with adult support.
- When children are confident in the group and with the rules, the distinct roles within Lego club can be introduced:
  - Engineer - *has the instructions! They give the supplier verbal descriptions of the pieces needed and then instructs the builder on construction.*
  - Supplier - *sorts and passes the bricks to the builder when asked and may also pre-construct some elements (e.g. wheels).*
  - Builder - *follows the engineer's instructions to construct model.*
- At this point the adult's role is to support the children to develop their own solutions as problems arise.
- Solutions that children think of are practised and conversations can remind children of these strategies in other situations (this is why it's a good idea to have a member of staff who sees the children regularly both in and out of Lego club).

### How can progress be monitored?

- Use a monitoring sheet to log the sessions. This has space to reflect on each child's development in terms of problem solving skills, concentration, communication skills, sharing behaviours and motor skills (not all of these will be relevant to every child).
- It is also possible, particularly with older children, to share reflections with them so they are aware of the progress they are making.

