

Lego Therapy



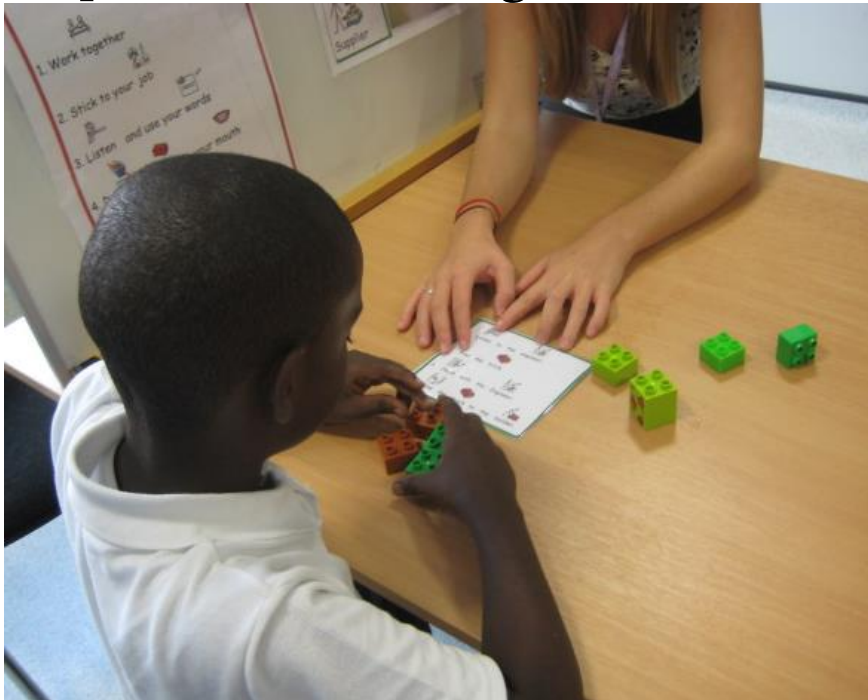
What is lego therapy?

- The purpose of lego therapy is to help students to develop their social and interaction skills, through a highly structured small group activity. The activity involves working together, taking on different roles, to construct lego models following clear diagrams. Once students have mastered how to achieve this together, they can move onto free play activity (creating and constructing shapes together).



Why do we do it?

- The purpose of lego therapy is to give a natural opportunity to really work together and help each other – they have to find ways to communicate, to listen, attend together on the task, problem solve together, take turns and share.



How does it work?



- Lego therapy sessions at Drumbeat last for forty five minutes. They involve working with small groups of children (ideally in groups of three), with an adult supporting them. The children take on three / four roles: Engineer (tells the other children what to do – only the engineer sees the plan), Supplier (finds the bricks the engineer tells them to and gives to builder), Builder (Positions the bricks as instructed by the engineer) and Reporter (spots good team working skills of other students and report back on this).
- The role of adult facilitators is not to get involved with the actual construction, but to work with the children to work out problems they might have, and to develop effective communication together. This might involve reminding children of the rules and roles, helping children to express how they are feeling, “Spotting” when children are beginning to have a problem and helping them to problem solve, remembering when children have used good social strategies and highlighting these to the children, supporting children to find different ways to communicate and ask for help, and helping children to praise and support each other.

Impact

- Lego therapy sessions have been delivered at Drumbeat since 2013, in targeted groups as well as with whole classes. It has been used with our primary children all the way up to our older sixth formers.
- The model has also developed to include “superlego” which joins up ideas from the “superflex” curriculum with those of lego therapy, giving lots of group games and activities to build on social skills with peers.
- It has also extended to a “cooking therapy” format for students who are especially motivated by cooking rather than lego. A full resource pack has been made to support this initiative.
- Areas that students have reflected they have improved on include:
 - Able to be patient
 - Good listening
 - Good talking
 - Good turn taking
 - Good tidying
- Teachers are also asked to identify areas they wished students to work on – these were mainly focused on turn taking skills, and being patient. For the first term of therapy, 85% students were felt to have made progress on goals set.



What do we think at Drumbeat?



- Students comments on lego therapy sessions have been:

“I like working together and playing with the Lego.”

“I would like bigger Lego models fire engine and station.”

“I don’t like it when the other students put the bricks in the wrong place.”

“I like making the models.”

“I like building the models and working together.”

“I like being the Builder and supplier.”

“I like being the Engineer and when the models get completed.”

- Staff comments have been:

“Bryan and Abraham interacted not only with each other but with Angela and Caroline facilitators. The students enjoyed team building, working and learning together. They used the Lego to construct different models. Lego therapy has helped them with communication, role play and having fun.”(Teaching Assistant)

“An excellent initiative! It is great to hear some of my students use their voice to direct others.”(Teacher)