

# What is Lego therapy?



- Lego-based therapy was created by Dr LeGoff as a social development programme for children and young people with Autism Spectrum Disorder (ASD) and other social communication difficulties.
- Dr LeGoff noticed that children with ASD and other social communication difficulties were naturally attracted to playing with Lego, and by using it in a therapeutic and structured way, it could naturally strengthen appropriate social behaviour.
- In Lego therapy, adults run a structured group where children work in teams of 3 to build a Lego model and each child has a particular role (please see below).
- Lego therapy can also be adapted to work on language targets, so it can work really well as an intervention for children with Speech, Language, and Communication Needs (SLCN).

**Each child in the group is given a specific role to carry out:**

## **1. The Engineer (also known as the Architect) – uses the instructions to tell the others what to do.**

- Only the Engineer sees the instructions for the build



- 
- They describe the bricks to the Supplier
- They check that the Builder gets the correct bricks
- They explain to the Builder how to build the model
- They answer any questions to help understanding
- They check that the model is built correctly.

## **2. The Supplier – supplies the builder with the bricks to build the model**

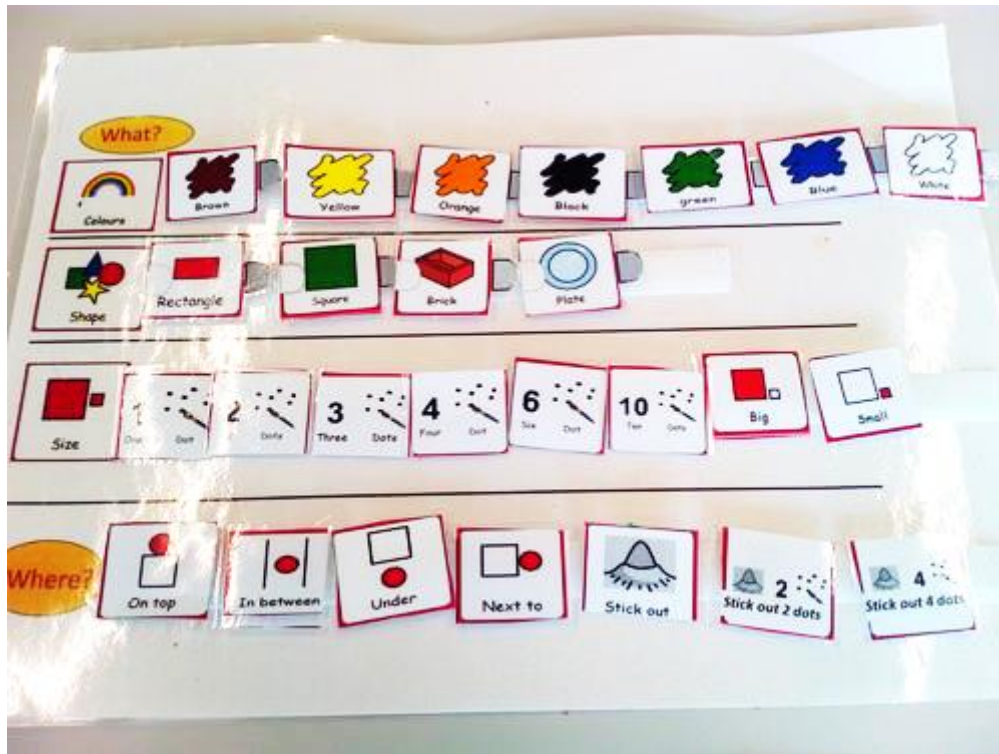
- They sort out the bricks to make the model
- They listen to descriptions from the Engineer
- They ask questions to help understanding
- They pass the correct brick to the Builder
- They wait patiently in between turns (this can be difficult!)

## **3. The Builder – follows the instructions to build the model**

- They get the bricks from the Supplier
- They listen to the instructions from the Engineer
- They ask the Engineer questions to clarify
- They follow the instructions to build the model
- They wait patiently in between turns

# The adult running the group acts as “The Facilitator”, which means:

- The adult should not be part of the group or a ‘director’.



- They should try not to tell the Engineer what to say or give too much help to the Builder or Supplier.
- Instead they can prompt and offer ideas for strategies if they feel the group are becoming frustrated, e.g. using a checklist, a lego naming guide, a template for clarifying questions.
- Always give them a chance to problem solve as a group first.
- The facilitator can give specific praise to the children for what they have done well.

## Who can carry out Lego therapy?

A range of adults trained in the approach can implement it, including;

- Speech and Language Therapists
- Teachers
- Teaching Assistants
- EAL specialist/support Teachers

- Tutors
- Professionals

A Speech and Language Therapist can train you on how to use the approach with a specific group of children or can provide training for a whole school approach.

## **Who is Lego therapy for?**

- It can be used with children aged 5-17 years – the difficulty of the lego build should be adapted based on the age and abilities of the children.
- Lego therapy was originally created for children with social difficulties associated with Autism Spectrum Disorders, Asperger's, and even Anxiety or Adjustment Disorders.
- Lego therapy can also be effective for children with receptive and expressive language difficulties with or without social communication difficulties.

## **Why use Lego therapy?**

Research into the benefits of a Lego therapy programme have shown it can help develop the following skills:

- Visual perception
- Language concepts
- Descriptive language
- Positional language
- Sequencing and planning
- Flexibility
- Patience
- Empathy
- Non-verbal skills
- Asking for clarification – resolving communication breakdowns
- Memory skills
- Motor skills