

Lego Based Therapy

Targeted Intervention Group to support SLCN

Bi-Borough SLT Levels of Support

The Bi-Borough School Aged Speech, Language and Communication Local Offer is provided through Central London Community Healthcare (CLCH) NHS Trust and the Bi-Borough Inclusion Service. The Whole System Approach works at a universal, targeted and specialist level, providing training and guidance to professionals and parents at all levels to identify and meet the needs of school aged children.

A child/young person may receive several packages from different levels at the same time, with specialist level interventions based on their need at a given moment in time.

Lego Based Therapy Overview

Lego Based Therapy was pioneered by Dr Dan LeGoff, a Clinical Neuropsychologist. Lego Based Therapy is a targeted intervention that uses play-based therapy to support the development of social skills. Supporting children/young people to practice sharing, turn-taking, listening, and following instructions, and giving instructions to jointly achieve the goal of building a Lego model.

During Lego Based Therapy sessions children/young people work together to build Lego models. Instead of building Lego

models by themselves, children work collaboratively in pairs or teams of 3. The task of building the Lego model is divided into different roles to encourage social interaction.

The roles include:

- **The Engineer:** Looks at the instructions and tells the rest of the group which bricks they should be using and where they should go.
- **The Supplier:** Finds the bricks that the engineer has instructed them to find and gives them to the builder.
- **The Builder:** Follows the instructions that have been given by the engineer and puts the pieces together.

During each Lego Based Therapy session each child/young person will have a turn at each role, giving them a chance to practice communicating in different ways.

Lego Based Therapy comprises of weekly 30-minute group sessions to be delivered over a 6-week period.

The group should be run by a member of the class team with 3 children/young people.

What age range of children is Lego Based Therapy suitable for?

This group would be suitable for children/young people aged between 5-17 years old – the difficulty of the Lego build should be adapted based on the age and abilities of the children/young people.

What skills do the children/young people need to have to take part in Lego Based Therapy?

To access the group, children/young people should have the ability to attend to an activity and listen to their peers for around 30 minutes (with TA support to refocus on task).

Children/young people should have a range of vocabulary in relation to size, colour, and position concepts, however this can be supported via the use of visuals throughout the group.

Which children/young people would benefit from taking part in Lego Based Therapy?

Children/young people who present with the following may benefit from attending Lego Based Therapy:

- Autism spectrum condition.
- Social communication difficulties.
- Depression or anxiety disorders.
- Adjustment difficulties.
- Receptive and/ or expressive language difficulties.

How will Lego Based Therapy support children/young people in the classroom and/or playground?

Through Lego Based Therapy, children/young people will be supported to develop their social and adaptive functioning, self-regulation, and problem-solving abilities which they may then generalise to a wider range of classroom and playground settings.

Research has shown that Lego Based Therapy supports the development of the following skills:

- Starting and continuing Conversations
- Verbal and non-verbal communication
- Joint attention
- Task focus
- Collaborative problem solving
- Sharing
- Turn-taking
- Perspective taking
- Adaptation to new situations

The development of these skills will support children/young people within the classroom (including their ability to access all areas of the curriculum).

Lego Based Therapy will also support children/young people with their social interactions within the playground.

Summary

The impact of Lego Based Therapy can be seen across the classroom, playground environment and beyond.

Without support, children/young people who would benefit from Lego Based Therapy may struggle to access the curriculum at an age-appropriate level and have difficulty developing social relationships and managing friendships.

Lego Based Therapy can support these difficulties and benefit children/young people's ability to access the classroom curriculum and develop their friendships.

Weekly Overview

Week	Aims	Resources
Week 1	<ul style="list-style-type: none"> To be able to understand the different roles and rules of 'Lego Based Therapy'. 	<p>From this Pack</p> <ul style="list-style-type: none"> - Lego Based Therapy Group Rules - Lego Based Therapy Group Roles - Lego Based Therapy Group Turn-Taking Board - Lego Based Therapy Group Chat Board - Lego Based Therapy Outcome/Goal Sheet (1 per student) <p>From the Communication Hub</p> <ul style="list-style-type: none"> - *Lego Based Therapy Challenge Schedule 1 <p>From School</p> <ul style="list-style-type: none"> - *Lego Model Instructions - Lego to enable the model to be built as per the instructions - Laminated photos of each student and TA in the group - White board and pen
Week 2	<ul style="list-style-type: none"> To be able to apply knowledge of shape, colour, and prepositions to 'Lego Based Therapy'. 	<p>From this Pack</p> <ul style="list-style-type: none"> - Lego Based Therapy Group Rules - Lego Based Therapy Group Roles - Lego Based Therapy Group Turn-Taking Board - Lego Based Therapy Group Chat Board <p>From the Communication Hub</p> <ul style="list-style-type: none"> - *Lego Based Therapy Challenge Schedule 2 <p>From School</p> <ul style="list-style-type: none"> - *Lego Model Instructions - Lego to enable the model to be built as per the instructions - Laminated photos of each student and TA in the group - White board and pen
Week 3	<ul style="list-style-type: none"> To be able to use descriptive language when giving an instruction to a peer and/ or understand 	<p>From this Pack</p> <ul style="list-style-type: none"> - Lego Based Therapy Group Rules - Lego Based Therapy Group Roles - Lego Based Therapy Group Turn-Taking Board - Lego Based Therapy Group Chat Board <p>From the Communication Hub</p>

	descriptive language when receiving an instruction from a peer	<ul style="list-style-type: none"> - *Lego Based Therapy Challenge Schedule 3 <p>From School</p> <ul style="list-style-type: none"> - *Lego Model Instructions - Lego to enable the model to be built as per the instructions - Laminated photos of each student and TA in the group - White board and pen
Week 4	<ul style="list-style-type: none"> • To be able to create a Lego model collaboratively taking turns and working with minimal support from an adult. 	<p>From this Pack</p> <ul style="list-style-type: none"> - Lego Based Therapy Group Rules - Lego Based Therapy Group Roles - Lego Based Therapy Group Turn-Taking Board - Lego Based Therapy Group Chat Board <p>From the Communication Hub</p> <ul style="list-style-type: none"> - *Lego Based Therapy Challenge Schedule 4 <p>From School</p> <ul style="list-style-type: none"> - *Lego Model Instructions - Lego to enable the model to be built as per the instructions - Laminated photos of each student and TA in the group - White board and pen
Week 5	<ul style="list-style-type: none"> • To be able to create a Lego model collaboratively taking turns, providing instructions with descriptive language, and repairing communication breakdowns as they occur with minimal support from an adult. 	<p>From this Pack</p> <ul style="list-style-type: none"> - Lego Based Therapy Group Rules - Lego Based Therapy Group Roles - Lego Based Therapy Group Turn-Taking Board - Lego Based Therapy Group Chat Board - Communication Breakdown Repair Strategies <p>From the Communication Hub</p> <ul style="list-style-type: none"> - *Lego Based Therapy Challenge Schedule 5 <p>From School</p> <ul style="list-style-type: none"> - *Lego Model Instructions - Lego to enable to model to be built as per the instructions - Laminated photos of each student and TA in the group - White board and pen
Week 6	<ul style="list-style-type: none"> • To be able to create a Lego model collaboratively, 	<p>From this Pack</p> <ul style="list-style-type: none"> - Lego Based Therapy Group Rules - Lego Based Therapy Group Roles - Lego Based Therapy Group Turn-Taking Board

	<p>taking turns, providing instructions with descriptive language, and repairing communication breakdowns as they occur with minimal support from an adult.</p>	<ul style="list-style-type: none"> - Lego Based Therapy Group Chat Board - Communication Breakdown Repair Strategies - Lego Based Therapy Outcome/Goal Sheet (1 per student – as completed in week 1) <p>From the Communication Hub</p> <ul style="list-style-type: none"> - *Lego Based Therapy Challenge Schedule 6 <p>From School</p> <ul style="list-style-type: none"> - *Lego Model Instructions - Lego to enable the model to be built as per the instructions - Laminated photos of each student and TA in the group - White board and pen
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N.B. *Lego Based Therapy Challenge Schedules are available on the Communication Hub; however alternative models can be used. Ensure you have the matching Lego to whichever instructions are being used, to enable the model to be built as per the instructions.

Week 1

Week 1 Overview

The focus of the activities this week are:

- To introduce Lego Based Therapy and explain what it is
- To explore the different roles within Lego Based Therapy
- To understand the rules of Lego Based Therapy.
- Lego Based Therapy Group Turn-Taking Board
- Lego Based Therapy Group Chat Board
- Lego Based Therapy Outcome/Goal Sheet (1 per student)

These skills will support the children/young people's ability to:

- Understand what will be expected of them when attending Lego Based Therapy.
- Understand what they will be doing during each role.
- Understand and follow the rules of Lego Based Therapy during sessions.
- Begin to build relationships between their peers in the Lego Based Therapy group.

Resources

For the group this week, you will need the following items from this pack (laminated):

- Lego Based Therapy Group Rules
- Lego Based Therapy Group Roles

For the group this week, you will need the following items from the communication hub (laminated):

- *Lego Based Therapy Challenge Schedule 1

For the group this week, you will need the following items from School:

- *Lego model instructions
- Lego to enable the model to be built as per the instructions
- Laminated photos of each student and TA in the group
- White board and pen

N.B. *Lego Based Therapy Challenge Schedules are available on the Communication Hub; however alternative models can be used. Ensure you have the

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matching Lego to whichever instructions are being used, to enable the model to be built as per the instructions.

Week 1 Session Plan

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
<p>Introduction to Lego Based Therapy</p> <p><i>Aims:</i></p> <ul style="list-style-type: none"> To understand what Lego Based Therapy is. To understand and identify the rules of Lego Based Therapy. To understand and identify the 	<ul style="list-style-type: none"> Whiteboard and pen Lego Based Therapy Group Rules Lego Based Therapy Group Roles 	<p>Outline the visual timetable for the session</p> <ul style="list-style-type: none"> Introduction Lego Challenge 1 Reflection <p>Have the Lego Based Therapy Group Rules and Roles ready to present at you discuss them.</p>	<p><i>“Welcome to Lego Based Therapy! In Lego Based Therapy we build together.”</i></p> <p>Write the timetable for session out on a whiteboard.</p> <p><i>“We’re going to start by thinking and talking about what Lego Based Therapy is, including the rules and roles, then we’re going to build a model together using the rules and roles we have learnt about, then reflect and think about things we did well and areas for us to work on in the next 5 sessions”</i></p> <p>Refer to Lego Based Therapy rules and how they will be referred to when needed during sessions.</p> <p><i>“During our Lego Based Therapy Group, we need to remember our group rules.”</i></p> <p><i>“Our group rules are:</i></p> <ul style="list-style-type: none"> Keep to your role Ask for help if you need it Be patient and wait for your turn Use the visuals to help you Ask for repetition Work together Listen to the instructions carefully” 	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask each group member to remember more than one rule. <p>Too Hard?</p> <ul style="list-style-type: none"> Use visual supports to aid explanation where needed. Simplify language used. Allow group members to refer to group rules visual when it is their turn to outline one of the rules explained.

<p><i>roles of Lego Based Therapy.</i></p> <p>(10 Minutes)</p>			<p>Cover or turn the Lego Based Therapy rules sheet over and ask each child/young person to try and remember one rule each. <i>“Who can tell me one of our Lego Based Therapy rules?”</i> Go around the group, asking each member to give a rule, continue this until all the rules have been remembered.</p> <p>Refer to Lego Based Therapy roles and what each person will be doing. Present each role as they are discussed. <i>“During our Lego Based Therapy Group, we will each have a role to stick to. There are three different roles or jobs in Lego Based Therapy, these are:</i></p> <ul style="list-style-type: none"> - <i>The Engineer</i> <i>The Engineer is the talker.</i> <i>The Engineer has the instructions and tells the supplier which pieces are needed and the builder what to do.</i> - <i>The Supplier</i> <i>The Supplier is the person who has the pieces and is the giver.</i> <i>The Supplier listens to the engineer and finds the Lego pieces needed, giving them to the builder.</i> 	<ul style="list-style-type: none"> • Use the simplified version of the Lego based therapy roles and support student with reading this aloud as needed.
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			<p>- <i>The Builder</i> <i>The Builder is the maker of the Lego model.</i> <i>The Builder listens to the engineer and puts the Lego together.</i></p> <p><i>During each session, we will take it in turns to complete each role, I will watch the time to make sure you all have a turn at each role."</i></p> <p>Cover or turn the Lego Based Therapy roles over and ask each child/young person to try and remember one role each. <i>"Who can tell me one of our Lego Based Therapy roles?"</i> Go around the group, asking each member to give a role, until each of the roles have been covered.</p>	
<p>Building a Model</p> <p><i>Aim:</i> <i>To build a model collaboratively maintaining the given role within Lego Based Therapy.</i></p>	<ul style="list-style-type: none"> • Lego Based Therapy Group Rules • Lego Based Therapy Group Roles • Lego Based Therapy Turn-taking Board 	<p>Ensure all the resources have been collected and prepared to facilitate the Lego Based Therapy Group.</p> <p>When introducing this activity to the group, hand over the Lego challenge</p>	<p>Introduce the activity <i>"Now we have learnt about what Lego Based Therapy is, we are going to have a go at building a model together, remembering our rules and sticking to our individual roles"</i></p> <p>Give each member of the group a role, handing out the role cards to support them to stick to their roles. Place the turn-taking board on the table. <i>"To help us, we are going to use the group roles and the turn-taking board to remind us of what our job is and when we will have a turn to try a different role"</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Remove the use of visuals such as the group rules, group roles, and/or turn-taking board. <p>Too hard?</p> <ul style="list-style-type: none"> • Ask questions to support group

<p>(15 Minutes)</p>	<ul style="list-style-type: none"> • Lego Based Therapy Chat Board • *Lego Based Therapy Challenge Schedule 1 • *Lego model instructions • Lego to enable the model to be built as per the instructions • Laminated photos of each student and TA in the group 	<p>schedule/instructions to the engineer and advise them to think about the rules and roles of Lego Based Therapy and begin the activity.</p>	<p>Facilitate the group in carrying out their roles to jointly build a Lego model. <i>“Let’s start...remember to only do what your role instructs you to do and listen to the other members of the Lego Based Therapy group to work together to create the Lego model. I will not be involved, but I will be here to help you if you need me, and you can show me what you have made”</i></p>	<p>members with colour, size, position, and other concepts. E.G., <i>“What colour piece do they need?”</i> <i>“Where does that piece need to go?”</i></p> <ul style="list-style-type: none"> • Use the visual chat board (with support as required)
<p>Review <i>Aim: To reflect on their skills and areas for development</i></p>	<ul style="list-style-type: none"> • Lego Based Therapy Outcome / Goal Sheet (1 per student) 		<p>Introduce the Review/Reflection <i>“I want you to have a think about your own skills in the activities today”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the students to comment on something their peer did well and/or an area

<p><i>within the Lego Based Therapy Group.</i></p> <p>(5 Minute s)</p>			<p>Ask each student to share, something they thought they did well in the session, and something they would like to work on. <i>"I would like each of you to think about the session today and share something that you did well, and an area that you would like to work on in our Lego Based Therapy Groups"</i></p> <p>Pause to allow the group time to think and then go round the group asking each person in turn.</p> <p>Complete the Lego Based Therapy Outcome / Goal Sheet for each student to see their baseline.</p>	<p>their peer could continue to develop/improve</p> <p>Too Hard?</p> <ul style="list-style-type: none"> • Tell the student your observations of what they did well and an area to improve upon, providing an example to support their understanding.
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Week 2

Week 2 Overview

The focus of the activities this week are:

- To be able to use and understand colour, shape, and preposition concepts in relation to Lego pieces when giving and following instructions.

These skills will support the children/young people's ability to:

- Solidify their understanding of colours.
- Solidify their understanding of shapes.
- Solidify their understanding of the prepositions on, next to, in front of and behind.

Resources

For the group this week, you will need the following items from this pack (laminated):

- Lego Based Therapy Group Rules
- Lego Based Therapy Group Roles
- Lego Based Therapy Group Turn-Taking Board
- Lego Based Therapy Group Chat Board

For the group this week, you will need the following items from the communication hub (laminated):

- *Lego Based Therapy Challenge Schedule 2

For the group this week, you will need the following items from School:

- *Lego model instructions
- Lego to enable the model to be built as per the instructions
- Laminated photos of each student and TA in the group
- White board and pen

N.B. *Lego Based Therapy Challenge Schedules are available on the Communication Hub; however alternative models can be used. Ensure you have the matching Lego to whichever instructions are being used, to enable the model to be built as per the instructions.

Week 2 Session Plan

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
<p>Recap of Lego Based Therapy</p> <p><i>Aims:</i></p> <ul style="list-style-type: none"> To recap what Lego Based Therapy is. To check understanding of the rules and roles of the Lego Based Therapy Group. <p>(10 Minutes)</p>	<ul style="list-style-type: none"> Whiteboard and pen Lego Based Therapy Group Rules Lego Based Therapy Group Roles Lego Based Therapy Group Chat Board Lego 	<p>Outline the visual timetable for the session</p> <ul style="list-style-type: none"> Introduction Lego Challenge 2 Reflection <p>Have the Lego Based Therapy Group Rules and Roles ready if required.</p>	<p><i>“Welcome to our second Lego Based Therapy Group.”</i></p> <p>Write the timetable for session out on a whiteboard.</p> <p><i>“We’re going to start by recapping what Lego Based Therapy is, including the rules and roles, then we’re going to build a model together, then reflect and think about things we did well and areas for us to work on in the next 4 sessions”</i></p> <p>Lego Based Therapy rules: Ask each child/young person to try and remember one rule each. <i>“Who can tell me one of our Lego Based Therapy rules?”</i></p> <p>Go around the group, asking each member to give a rule, continue this until all the rules have been remembered.</p> <p>Lego based Therapy roles: Ask each child/young person to try and remember one role each. <i>“Who can tell me one of our Lego Based Therapy roles?”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask each group member to remember more than one rule/concept word. Remove the use of visuals such as the group rules, group roles, turn-taking board, and/or chat board. <p>Too Hard?</p> <ul style="list-style-type: none"> Use visual supports to aid explanation where needed. Simplify language used. Allow group members to refer to group rules visual

		<p>Go around the group, asking each member to give a role, until each of the roles have been covered.</p> <p>Place the Lego Based Therapy Group Chat Board on the table. <i>“This week, when we are building our model together, I would like you all to use specific language for our colours, shapes and prepositions (the place we need to put the Lego piece).”</i></p> <p>Focus on colours <i>“Who can find me ... colour”</i> Go around the group, asking each member to find a different coloured piece of Lego, until each of member has had a turn.</p> <p>Focus on shapes <i>“Who can find me ... shape”</i> Go around the group, asking each member to find a different shaped piece of Lego, until each of member has had a turn.</p> <p>Give each group member two random pieces of Lego Focus on preposition. Provide the group with an instruction including a preposition.</p>	<p>when it is their turn to outline one of the rules explained.</p> <ul style="list-style-type: none"> • Use the simplified version of the Lego based therapy roles and support student with reading this aloud as needed. • Point to the visual support on the chat board to aid understanding of a specific colour, shape, and preposition concept.
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			<p><i>"Who can show me ..."</i></p> <p>Go around the group, giving each member an instruction containing a different preposition, until each member has had a turn.</p>	
<p>Building a Model</p> <p><i>Aim: To build a model collaboratively focusing on colour, shape, and preposition knowledge.</i></p> <p>(15 Minutes)</p>	<ul style="list-style-type: none"> • Lego Based Therapy Group Rules • Lego Based Therapy Group Roles • Lego Based Therapy Turn-taking Board • Lego Based Therapy Chat Board • *Lego Based Therapy Challenge Schedule 2 • *Lego model instructions • Lego to enable the model to be 	<p>Ensure all the resources have been collected and prepared to facilitate the Lego Based Therapy Group.</p> <p>When introducing this activity to the group, hand over the Lego challenge schedule/instructions to the engineer and advise them to think about the rules and roles of Lego Based Therapy and begin the activity.</p>	<p>Introduce the activity</p> <p><i>"Now we have thought a bit more about some key concepts, we are going to have a go at building a model together, remembering our rules and sticking to our individual roles"</i></p> <p>Give each member of the group a role, handing out the role cards to support them to stick to their roles.</p> <p>Place the turn-taking board on the table.</p> <p><i>"To help us, we are going to use the group roles and the turn-taking board to remind us of what our job is and when we will have a turn to try a different role"</i></p> <p>Facilitate the group in carrying out their roles to jointly build a Lego model.</p> <p><i>"Let's start...remember to only do what your role instructs you to do and listen to the other members of the Lego Based Therapy group to work together to create the Lego model. I will not be involved, but I will be here to help you if you</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Remove the use of visuals such as the group rules, group roles, turn-taking board, and/or chat board. <p>Too hard?</p> <ul style="list-style-type: none"> • Ask questions to support group members with colour, size, position, and other concepts. E.g., <i>"What colour piece do they need?"</i> <i>"Where does that piece need to go?"</i> • Use the visual chat board (with support as required)

	<p>built as per the instructions</p> <ul style="list-style-type: none"> Laminated photos of each student and TA in the group 		<p><i>need me, and you can show me what you have made”</i></p>	
<p>Review</p> <p><i>Aim: To reflect on their skills and areas for development within the Lego Based Therapy Group.</i></p> <p>(5 Minutes)</p>			<p>Introduce the Review/Reflection <i>“I want you to have a think about your own skills in the activities today”</i></p> <p>Ask each student to share, something they thought they did well in the session, and something they would like to work on. <i>“I would like each of you to think about the session today and share something that you did well, and an area that you would like to work on in our Lego Based Therapy Groups”</i></p> <p>Pause to allow the group time to think and then go round the group asking each person in turn.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the students to comment on something their peer did well and/or an area their peer could continue to develop/improve <p>Too Hard?</p> <ul style="list-style-type: none"> Tell the student your observations of what they did well and an area to improve upon, providing an example to support their understanding.

Week 3

Week 3 Overview

The focus of the activities this week are:

- To be able to use descriptive language when giving an instruction to a peer and/ or understand descriptive language when receiving an instruction from a peer.

These skills will support the children/young people's ability to:

- Use descriptive language within classroom activities and within their social communication.
- Give effective instructions to their peers and follow descriptive instructions from their peers.

Resources

For the group this week, you will need the following items from this pack (laminated):

- Lego Based Therapy Group Rules
- Lego Based Therapy Group Roles
- Lego Based Therapy Group Turn-Taking Board
- Lego Based Therapy Group Chat Board

For the group this week, you will need the following items from the communication hub (laminated):

- *Lego Based Therapy Challenge Schedule 3

For the group this week, you will need the following items from School:

- *Lego model instructions
- Lego to enable the model to be built as per the instructions
- Laminated photos of each student and TA in the group
- White board and pen

N.B. *Lego Based Therapy Challenge Schedules are available on the Communication Hub; however alternative models can be used. Ensure you have the matching Lego to whichever instructions are being used, to enable the model to be built as per the instructions.

Week 3 Session Plan

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
<p>Recap of Lego Based Therapy</p> <p><i>Aims:</i></p> <ul style="list-style-type: none"> To recap colour, shape, and preposition concepts. To check understanding of descriptive language and what this means. <p>(10 Minutes)</p>	<ul style="list-style-type: none"> Whiteboard and pen Lego Based Therapy Group Rules Lego Based Therapy Group Roles Lego Based Therapy Group Chat Board Lego 	<p>Outline the visual timetable for the session</p> <ul style="list-style-type: none"> Introduction Lego Challenge 3 Reflection <p>Have the Lego Based Therapy Group Rules and Roles ready if required.</p>	<p><i>“Welcome to our third Lego Based Therapy Group.”</i></p> <p>Write the timetable for session out on a whiteboard.</p> <p><i>“We’re going to start by recapping our concept knowledge.”</i></p> <p><i>“So just to check what we learnt last week...”</i></p> <p>Focus on colours <i>“Who can find me ... colour”</i></p> <p>Go around the group, asking each member to find a different coloured piece of Lego, until each of member has had a turn.</p> <p>Focus on shapes <i>“Who can find me ... shape”</i></p> <p>Go around the group, asking each member to find a different shaped piece of Lego, until each of member has had a turn.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask each group member to give more than one descriptive instruction. Remove the use of visuals such as the group rules, group roles, turn-taking board, and/or chat board. <p>Too Hard?</p> <ul style="list-style-type: none"> Use visual supports to aid explanation where needed. Simplify language used. Allow group members to refer to group rules visual when it is their turn to

			<p>Give each group member two random pieces of Lego Focus on preposition. Provide the group with an instruction including a preposition. <i>“Who can show me ...”</i> Go around the group, giving each member an instruction containing a different preposition, until each of member has had a turn.</p> <p>Place the Lego Based Therapy Group Chat Board on the table. <i>“This week, when we are building our model together, we’re going to think a bit more about using specific language to be as descriptive as possible to help everyone to understand the instructions being given. This means we might need to include words relating to colour, shape, size, number, and preposition. You might even be able to think of some extra descriptive words that I didn’t think of”</i></p> <p>Focus on descriptive language <i>“Who can give me an example of a descriptive instruction”</i> Go around the group, asking each member to give a descriptive instruction containing all the pieces of information, until each of member has</p>	<p>outline one of the rules explained.</p> <ul style="list-style-type: none"> • Use the simplified version of the Lego Based Therapy roles and support student with reading this aloud as needed. • Point to the visual support on the chat board to aid understanding of specific concepts.
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			had a turn. You may need to give an example to start the group off.	
<p>Building a Model</p> <p><i>Aim:</i> <i>To build a model collaboratively focusing on descriptive language.</i></p> <p>(15 Minutes)</p>	<ul style="list-style-type: none"> • Lego Based Therapy Group Rules • Lego Based Therapy Group Roles • Lego Based Therapy Turn-taking Board • Lego Based Therapy Chat Board • *Lego Based Therapy Challenge Schedule 3 • *Lego model instructions • Lego to enable the model to be 	<p>Ensure all the resources have been collected and prepared to facilitate the Lego Based Therapy Group.</p> <p>When introducing this activity to the group, hand over the Lego challenge schedule/instructions to the engineer and advise them to think about the rules and roles of Lego Based Therapy and begin the activity.</p>	<p>Introduce the activity <i>“Now we have thought a bit more about our descriptive language, we are going to have a go at building a model together, remembering our rules and sticking to our individual roles”</i></p> <p>Give each member of the group a role, handing out the role cards to support them to stick to their roles.</p> <p>Place the turn-taking board on the table. <i>“To help us, we are going to use the group roles and the turn-taking board to remind us of what our job is and when we will have a turn to try a different role”</i></p> <p>Facilitate the group in carrying out their roles to jointly build a Lego model. <i>“Let’s start...remember to only do what your role instructs you to do and listen to the other members of the Lego Based Therapy group to work together to create the Lego model. I will not be involved, but I will be here to help you if you</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Remove the use of visuals such as the group rules, group roles, turn-taking board, and/or chat board. <p>Too hard?</p> <ul style="list-style-type: none"> • Ask questions to support group members with colour, size, position, and other concepts. E.g., <i>“What colour piece do they need?”</i> <i>“Where does that piece need to go?”</i> • Use the visual chat board (with support as required)

	<p>built as per the instructions</p> <ul style="list-style-type: none"> Laminated photos of each student and TA in the group 		<p><i>need me, and you can show me what you have made”</i></p>	
<p>Review</p> <p><i>Aim: To reflect on their skills and areas for development within the Lego Based Therapy Group.</i></p> <p>(5 Minutes)</p>			<p>Introduce the Review/Reflection <i>“I want you to have a think about your own skills in the activities today”</i></p> <p>Ask each student to share, something they thought they did well in the session, and something they would like to work on. <i>“I would like each of you to think about the session today and share something that you did well, and an area that you would like to work on in our Lego Based Therapy Groups”</i></p> <p>Pause to allow the group time to think and then go round the group asking each person in turn.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask the students to comment on something their peer did well and/or an area their peer could continue to develop/improve <p>Too Hard?</p> <ul style="list-style-type: none"> Tell the student your observations of what they did well and an area to improve upon, providing an example to support their understanding.

Week 4

Week 4 Overview

The focus of the activities this week are:

- To be able to create a Lego model collaboratively taking turns and working with minimal support from an adult.

These skills will support the children/young people's ability to:

- Independently take turns.
- Collaboratively complete a group task.

For the group this week, you will need the following items from the communication hub (laminated):

- *Lego Based Therapy Challenge Schedule 4

For the group this week, you will need the following items from School:

- *Lego model instructions
- Lego to enable the model to be built as per the instructions
- Laminated photos of each student and TA in the group
- White board and pen

Resources

For the group this week, you will need the following items from this pack (laminated):

- Lego Based Therapy Group Rules
- Lego Based Therapy Group Roles
- Lego Based Therapy Group Turn-Taking Board
- Lego Based Therapy Group Chat Board

N.B. *Lego Based Therapy Challenge Schedules are available on the Communication Hub; however alternative models can be used. Ensure you have the matching Lego to whichever instructions are being used, to enable the model to be built as per the instructions.

Week 4 Session Plan

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
<p>Recap of Lego Based Therapy</p> <p><i>Aims:</i></p> <ul style="list-style-type: none"> To recap descriptive language. <p>(5 Minutes)</p>	<ul style="list-style-type: none"> Whiteboard and pen Lego Based Therapy Group Rules Lego Based Therapy Group Roles Lego Based Therapy Group Chat Board 	<p>Outline the visual timetable for the session</p> <ul style="list-style-type: none"> Introduction Lego Challenge 4 Reflection <p>Have the Lego Based Therapy Group Rules and Roles ready if required.</p>	<p><i>“Welcome to our fourth Lego Based Therapy Group.”</i></p> <p>Write the timetable for session out on a whiteboard.</p> <p><i>“We’re going to start by recapping our descriptive language knowledge.”</i></p> <p><i>“So just to check what we learnt last week...”</i></p> <p><i>“Who can give me an example of a descriptive instruction”</i></p> <p>Go around the group, asking each member to give a descriptive instruction containing all the pieces of information, until each of member has had a turn.</p> <p>Setting the scene for today</p> <p><i>“We’ve covered most of the skills we need to build a Lego model collaboratively together, so for the next three weeks we will be spending more time practising everything we have learnt.”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask each group member to give more than one descriptive language. Remove the use of visuals such as the group rules, group roles turn-taking board, and/or chat board. <p>Too Hard?</p> <ul style="list-style-type: none"> Use visual supports to aid explanation where needed. Simplify language used. Allow group members to refer to group rules visual when it is their turn to outline one of the rules explained. Use the simplified version of the Lego based

				<p>therapy roles and support student with reading this aloud as needed.</p> <ul style="list-style-type: none"> Point to the visual support on the chat board to aid understanding of specific concepts.
<p>Building a Model</p> <p><i>Aim: To build a model collaboratively with minimal support, considering all the skills learnt to date.</i></p> <p>(20 Minutes)</p>	<ul style="list-style-type: none"> Lego Based Therapy Group Rules Lego Based Therapy Group Roles Lego Based Therapy Turn-taking Board Lego Based Therapy Chat Board *Lego Based Therapy Challenge Schedule 4 *Lego model instructions 	<p>Ensure all the resources have been collected and prepared to facilitate the Lego Based Therapy Group.</p> <p>When introducing this activity to the group, hand over the Lego challenge schedule/instructions to the engineer and advise them to think about the rules and roles of Lego Based Therapy and begin the activity.</p>	<p>Introduce the activity <i>“Now we have thought a bit more about our descriptive language, we are going to have a go at building a model together, remembering our rules and sticking to our individual roles”</i></p> <p>Give each member of the group a role, handing out the role cards to support them to stick to their roles. Place the turn-taking board on the table. <i>“To help us, we are going to use the group roles and the turn-taking board to remind us of what our job is and when we will have a turn to try a different role”</i></p> <p>Facilitate the group in carrying out their roles to jointly build a Lego model.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Remove the use of visuals such as the group rules, group roles, turn-taking board, and/or chat board. <p>Too hard?</p> <ul style="list-style-type: none"> Ask questions to support group members with colour, size, position, and other concepts. E.g., <i>“What colour piece do they need?”</i> <i>“Where does that piece need to go?”</i> Use the visual chat board (with support as required)

	<ul style="list-style-type: none"> • Lego to enable the model to be built as per the instructions • Laminated photos of each student and TA in the group 		<p><i>“Let’s start...remember to only do what your role instructs you to do and listen to the other members of the Lego Based Therapy group to work together to create the Lego model. I will not be involved, but I will be here to help you if you need me, and you can show me what you have made”</i></p>	
<p>Review</p> <p><i>Aim: To reflect on their skills and areas for development within the Lego Based Therapy Group.</i></p> <p>(5 Minutes)</p>	<ul style="list-style-type: none"> • 		<p>Introduce the Review/Reflection <i>“I want you to have a think about your own skills in the activities today”</i></p> <p>Ask each student to share, something they thought they did well in the session, and something they would like to work on. <i>“I would like each of you to think about the session today and share something that you did well, and an area that you would like to work on in our Lego Based Therapy Groups”</i></p> <p>Pause to allow the group time to think and then go round the group asking each person in turn.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the students to comment on something their peer did well and/or an area their peer could continue to develop/improve <p>Too Hard?</p> <ul style="list-style-type: none"> • Tell the student your observations of what they did well and an area to improve upon, providing an example to support their understanding.

Week 5

Week 5 Overview

The focus of the activities this week are:

- To be able to create a Lego model collaboratively taking turns, providing instructions with descriptive language, and repairing communication breakdowns as they occur with minimal support from an adult.

These skills will support the children/young people's ability to:

- Develop their ability to give instructions which include an appropriate level of detail and accuracy via the use of descriptive language.
- Follow instructions from their peers.
- Become more independent when completing group tasks.

Resources

For the group this week, you will need the following items from this pack (laminated):

- Lego Based Therapy Group Rules
- Lego Based Therapy Group Roles
- Lego Based Therapy Group Turn-Taking Board

- Lego Based Therapy Group Chat Board
- Communication Breakdown Repair Strategies

For the group this week, you will need the following items from the communication hub (laminated):

- *Lego Based Therapy Challenge Schedule 5

For the group this week, you will need the following items from School:

- *Lego model instructions
- Lego to enable the model to be built as per the instructions
- Laminated photos of each student and TA in the group
- White board and pen

N.B. *Lego Based Therapy Challenge Schedules are available on the Communication Hub; however alternative models can be used. Ensure you have the matching Lego to whichever instructions are being used, to enable the model to be built as per the instructions.

Week 5 Session Plan

Activity Aims	Resources	Setting Up	Plan	Adapting the Activity
<p>Recap of Lego Based Therapy</p> <p><i>Aims:</i></p> <ul style="list-style-type: none"> To introduce the group. To identify components of communication breakdowns and how these can be repaired. <p>(10 Minutes)</p>	<ul style="list-style-type: none"> Whiteboard and pen Lego Based Therapy Group Rules Lego Based Therapy Group Roles Lego Based Therapy Group Chat Board Communication Breakdown Repair Strategies 	<p>Outline the visual timetable for the session</p> <ul style="list-style-type: none"> Introduction Lego Challenge 5 Reflection <p>Have the Lego Based Therapy Group Rules and Roles ready if required.</p>	<p><i>“Welcome to our fifth Lego Based Therapy Group.”</i></p> <p>Write the timetable for session out on a whiteboard.</p> <p>Setting the scene for today</p> <p><i>“Last week, we started to spend more time practising everything we have learnt, but there is one more thing for us to think about “and that’s what we can do if we don’t understand or someone has not understood us, this might be called a communication breakdown.”</i></p> <p><i>“Who can give me an example of a communication breakdown? This can be what you think it is, or an example of when this has or might happen.”</i></p> <p>Allow the group a brief thinking time before prompting them to answer the question.</p> <p><i>“We also need to think about how we can repair any communication breakdowns”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask each group member to give more than one example of communication breakdown. Remove the use of visuals such as the group rules, group roles turn-taking board, and/or chat board. <p>Too Hard?</p> <ul style="list-style-type: none"> Use visual supports to aid explanation where needed. Simplify language used.

			<p>Refer to Communication Breakdown Repair Strategies.</p> <p><i>“Some Communication Breakdown Repair Strategies are to ask others to:</i></p> <ul style="list-style-type: none"> - <i>Repeat what they have said</i> - <i>Say it louder</i> - <i>Say it slower</i> - <i>Face you when they are speaking</i> - <i>Give one instruction or one part of an instruction at a time</i> - <i>Use the visual supports”</i> 	
<p>Building a Model</p> <p><i>Aim:</i> <i>To build a model collaboratively with minimal support, considering all the skills learnt to date.</i></p> <p>(15 Minutes)</p>	<ul style="list-style-type: none"> • Lego Based Therapy Group Rules • Lego Based Therapy Group Roles • Lego Based Therapy Turn-taking Board • Lego Based Therapy Chat Board 	<p>Ensure all the resources have been collected and prepared to facilitate the Lego Based Therapy Group.</p> <p>When introducing this activity to the group, hand over the Lego challenge schedule/ instructions to the</p>	<p>Introduce the activity</p> <p><i>“Now we have talked about communication breakdowns and how we can repair them, we are going to have a go at building a model together, remembering our rules and sticking to our individual roles”</i></p> <p>Give each member of the group a role, handing out the role cards to support them to stick to their roles.</p> <p>Place the turn-taking board on the table.</p> <p><i>“To help us, we are going to use the group roles and the turn-taking board to remind us of</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Remove the use of visuals such as the group rules, group roles, turn-taking board, and/or chat board. <p>Too hard?</p> <ul style="list-style-type: none"> • Ask questions to support group members with colour, size,

	<ul style="list-style-type: none"> • *Lego Based Therapy Challenge Schedule 5 • *Lego model instructions • Lego to enable the model to be built as per the instructions • Laminated photos of each student and TA in the group • Communication Breakdown Repair Strategies 	<p>engineer and advise them to think about the rules and roles of Lego Based Therapy and begin the activity.</p>	<p><i>what our job is and when we will have a turn to try a different role</i></p> <p>Facilitate the group in carrying out their roles to jointly build a Lego model.</p> <ul style="list-style-type: none"> • <i>“Let’s start...remember to only do what your role instructs you to do and listen to the other members of the Lego Based Therapy group to work together to create the Lego model. I will not be involved, but I will be here to help you if you need me, and you can show me what you have made”</i> 	<p>position and other concepts. E.g., <i>“What colour piece do they need?”</i> <i>“Where does that piece need to go?”</i> <i>“What could you do if you don’t understand?”</i></p> <ul style="list-style-type: none"> • Use the visual chat board (with support as required)
<p>Review</p> <p><i>Aim: To reflect on their skills and areas for development within the Lego</i></p>	<ul style="list-style-type: none"> • 		<p>Introduce the Review/Reflection <i>“I want you to have a think about your own skills in the activities today”</i></p> <p>Ask each student to share, something they thought they did well in the session, and something they would like to work on.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the students to comment on something their peer did well and/or an area their peer could continue to develop/improve

<p><i>Based Therapy Group.</i></p> <p>(5 Minutes)</p>			<p><i>“I would like each of you to think about the session today and share something that you did well, and an area that you would like to work on in our Lego Based Therapy Groups”</i></p> <p>Pause to allow the group time to think and then go round the group asking each person in turn.</p>	<p>Too Hard?</p> <ul style="list-style-type: none"> • Tell the student your observations of what they did well and an area to improve upon, providing an example to support their understanding.
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Week 6

Week 6 Overview

The focus of the activities this week are:

- To be able to create a Lego model collaboratively taking turns, providing instructions with descriptive language, and repairing communication breakdowns as they occur with minimal support from an adult.

These skills will support the children/young people's ability to:

- Identify areas where communication has been used particularly well and where communication could be even better.
- Identify strategies that can support communication and use these to overcome communication breakdowns.

- Lego Based Therapy Group Chat Board
- Communication Breakdown Repair Strategies

For the group this week, you will need the following items from the communication hub (laminated):

- *Lego Based Therapy Challenge Schedule 6

For the group this week, you will need the following items from School:

- *Lego model instructions
- Lego to enable the model to be built as per the instructions
- Laminated photos of each student and TA in the group
- White board and pen

Resources

For the group this week, you will need the following items from this pack (laminated):

- Lego Based Therapy Group Rules
- Lego Based Therapy Group Roles
- Lego Based Therapy Group Turn-Taking Board

N.B. *Lego Based Therapy Challenge Schedules are available on the Communication Hub; however alternative models can be used. Ensure you have the matching Lego to whichever instructions are being used, to enable the model to be built as per the instructions.

Week 6 Session Plan

Activity <i>Aims</i>	Resources	Setting Up	Plan	Adapting the Activity
<p>Recap of Lego Based Therapy</p> <p><i>Aims:</i></p> <ul style="list-style-type: none"> To introduce the group. To recap the components of communication breakdowns and how these can be repaired. <p>(10 Minutes)</p>	<ul style="list-style-type: none"> Whiteboard and pen Lego Based Therapy Group Rules Lego Based Therapy Group Roles Lego Based Therapy Group Chat Board Communication Breakdown Repair Strategies 	<p>Outline the visual timetable for the session</p> <ul style="list-style-type: none"> Introduction Lego Challenge 6 Reflection <p>Have the Lego Based Therapy Group Rules and Roles ready if required.</p>	<p><i>“Welcome to our sixth and final Lego Based Therapy Group.”</i></p> <p>Write the timetable for session out on a whiteboard.</p> <p>Setting the scene for today <i>“Last week, we thought about communication breakdowns.”</i></p> <p><i>“Who can remember what a communication breakdown is?”</i> Allow the group a brief thinking time before prompting them to answer the question.</p> <p><i>“Who can give me an example of a communication breakdown?”</i> Allow the group a brief thinking time before prompting them to answer the question.</p> <p><i>Who can remember any of our Communication Breakdown Repair Strategies?</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> Ask each group member to give more than one example of communication breakdown Remove the use of visuals such as the group rules, group roles turn-taking board, and/or chat board. <p>Too Hard?</p> <ul style="list-style-type: none"> Use visual supports to aid explanation where needed. Simplify language used.

			<p>Allow the group a brief thinking time before prompting them to answer the question.</p>	
<p>Building a Model</p> <p><i>Aim:</i> <i>To build a model collaboratively with minimal support, considering all the skills learnt to date.</i></p> <p>(15 Minutes)</p>	<ul style="list-style-type: none"> • Lego Based Therapy Group Rules • Lego Based Therapy Group Roles • Lego Based Therapy Turn-taking Board • Lego Based Therapy Chat Board • *Lego Based Therapy Challenge Schedule 6 • *Lego model instructions • Lego to enable the model to be built as per the instructions • Laminated photos of each 	<p>Ensure all the resources have been collected and prepared to facilitate the Lego Based Therapy Group.</p> <p>When introducing this activity to the group, hand over the Lego challenge schedule/instructions to the engineer and advise them to think about the rules and roles of Lego Based Therapy and begin the activity.</p>	<p>Introduce the activity <i>“Now we have talked about communication breakdowns and how we can repair them, we are going to have a go at building a model together, remembering our rules and sticking to our individual roles”</i></p> <p>Give each member of the group a role, handing out the role cards to support them to stick to their roles. Place the turn-taking board on the table. <i>“To help us, we are going to use the group roles and the turn-taking board to remind us of what our job is and when we will have a turn to try a different role”</i></p> <p>Facilitate the group in carrying out their roles to jointly build a Lego model. <i>“Let’s start...remember to only do what your role instructs you to do and listen to the other members of the Lego Based Therapy group to work together to create the Lego model. I will not be involved, but I will be here to help you if you need me, and you can show me what you have made”</i></p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Remove the use of visuals such as the group rules, group roles, turn-taking board, and/or chat board. <p>Too hard?</p> <ul style="list-style-type: none"> • Ask questions to support group members with colour, size, position, and other concepts. E.g., <i>“What colour piece do they need?”</i> <i>“Where does that piece need to go?”</i> <i>“What could you do if you don’t understand?”</i> • Use the visual chat board (with support as required)

	<p>student and TA in the group</p> <ul style="list-style-type: none"> • Communication Breakdown Repair Strategies 			
<p>Review</p> <p><i>Aim:</i> <i>To reflect on their skills and areas for development within the Lego Based Therapy Group.</i></p> <p>(5 Minutes)</p>	<p>Lego Based Therapy Outcome / Goal Sheet (1 per student)</p>		<p>Introduce the Review/Reflection <i>“I want you to have a think about your own skills in the activities today”</i></p> <p>Ask each student to share, something they thought they did well in the session, and something they would like to work on. <i>“I would like each of you to think about the session today and share something that you did well, and your favourite part of taking part in the Lego Based Therapy Group”</i></p> <p>Pause to allow the group time to think and then go round the group asking each person in turn.</p> <p>Complete the Lego Based Therapy Outcome / Goal Sheet for each student to see their progress.</p>	<p>Too Easy?</p> <ul style="list-style-type: none"> • Ask the students to comment on something their peer did well <p>Too Hard?</p> <ul style="list-style-type: none"> • Tell the student your observations of what they did well, providing an example to support their understanding.

Lego Based Therapy Rules



Keep to your role



Ask for help if you need it



Be patient and wait for your turn



Use the visuals to help you



Ask for repetition

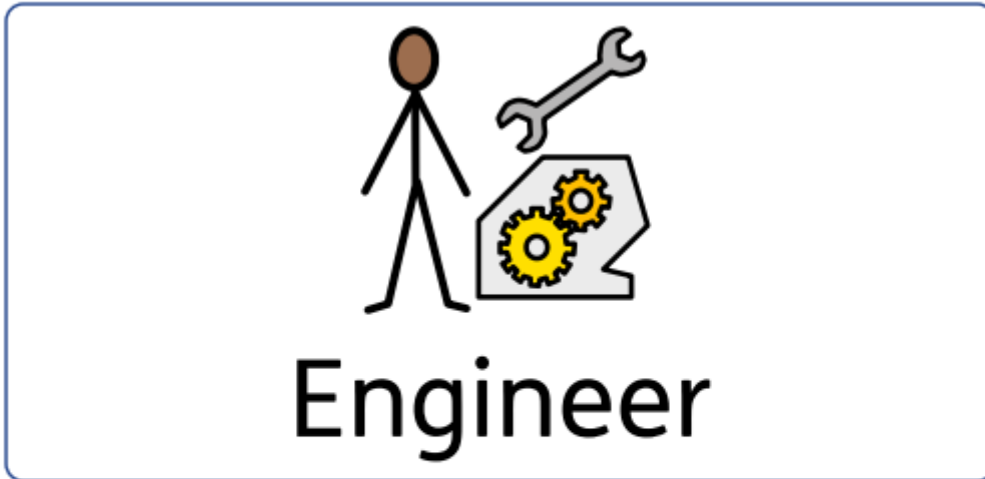


Work together





Listen to the instructions carefully




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The Engineer is the talker







The Supplier has the pieces and is the giver









The Builder is the maker of the Lego model





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 The Engineer has the instructions and tells the supplier




 which pieces are needed and the builder what to do




 The Supplier listens to the Engineer and find the

 Lego pieces needed giving them to the builder









 The Builder listens to the engineer and







 puts the lego together

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Lego Based Therapy Turn-Taking Board


Engineer


Builder


Supplier

Turn 1 Turn 2 Turn 3



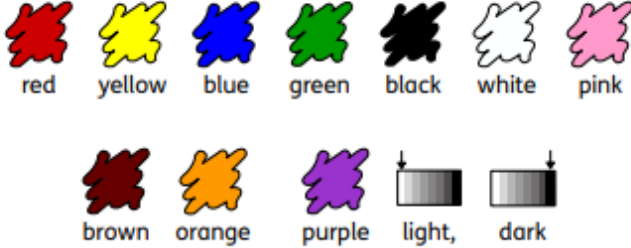

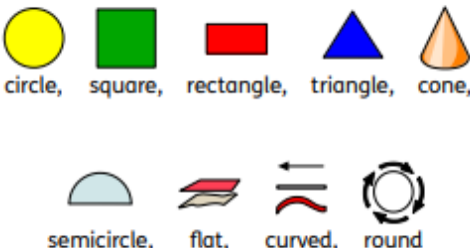

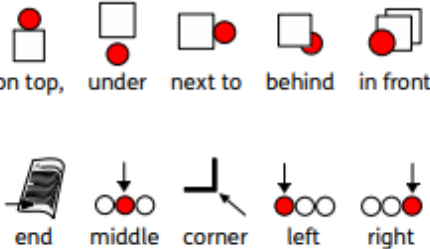


Turn 1 Turn 2 Turn 3

Turn 1 Turn 2 Turn 3

Turn 1 Turn 2 Turn 3

Turn 1 Turn 2 Turn 3

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<p>123 Number</p>	
 <p>Colour</p>	
 <p>Shape</p>	
 <p>Preposition</p>	
 <p>Piece</p>	

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Lego Based Therapy
Targeted Intervention Group to Support SLCN
RESOURCE: Lego Based Therapy Outcome/Goal Sheet

Lego Based Therapy
Targeted Intervention Group to Support SLCN

Outcome/Goals Sheet for

Child's Name:	DOB:
Date of initial Rating:	Date of Final Rating

Goal/Outcome <i>(To be edited/deleted to meet the child/young person's needs)</i>	Strategies to meet goal
<ol style="list-style-type: none"> To be able to understand and follow instructions containing a range of information including shape, colour, and prepositional language. To be able to give instructions containing a range of information including shape, colour, and prepositional language To be able to create a Lego model collaboratively taking turns and working as part of a group to complete an activity. To be able to seek support as is required when an instruction has not been understood. To be able to repair a communication breakdown to enable others to understand. 	<p>A member of the class team will attend the Lego Therapy learning workshop prior to setting up and running a group.</p> <p>The member of the class team will run the Lego Based Therapy Group for 30-minutes weekly over a 6-week period.</p> <p>The group will be run by a member of the class team with 3 children/young people.</p> <p>A member of the class team will complete a pre and post goal rating using the scale below.</p>

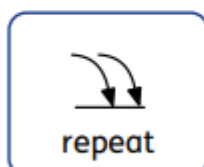
My Goal Progress

Goal not met at all	0	1	2	3	4	5	6	7	8	9	10	Goal reached

Copies shared with: Parents, Class teacher, SENCo, LSA



Ask the person speaking to...



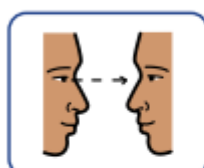
Repeat what they have said



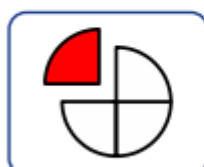
Say it louder



Say it slower



Face you when speaking



Say one instruction/part at a time



Use the visual supports to help

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