Overview

- Needs Assessment
- Preparation
- Ins & Outs
- Lessons Learned
- Ideas for implementation
- Questions & Answers

Our Local Context: Alamance County, North Carolina

- Rural
- High poverty rate
- 223 students who meet AU criteria
- Limited community resources

ABSS Occupational Therapy Vision

The vision of the ABSS occupational therapy department is to support students with disabilities to participate as engaged and visible members of our school community. We celebrate the unique interests, strengths, and contributions of all students, encouraging them to overcome barriers and inspiring them to meet their fullest potential.

ABSS Occupational Therapy Mission

The mission of the ABSS occupational therapy department is to provide innovative, evidence-based interventions to help students to meet their fullest potential. We will continually pursue active collaboration with teachers, students, parents, and other service providers that ensures a cohesive, informed, strengths-based approach to education and participation in the school environment.

What is LEGO Therapy?

- Structured, Collaborative building
  - **Engineer**
  - **Builder**
  - **Parts Supplier**

LEGO Therapy Principles

- ❖Skill building
- ❖Collaboration
- ❖Social identity
- ❖Achievement
- ❖Social communication
- ❖Using intrinsic motivation

Evidence for LEGO-Based Interventions

- Improvements in social interactions
  - Increased self-initiated social contact
  - Decreased aloofness and rigid behavior
- Generalization of outcomes to natural settings and free-play
- Some methodological limitations in all studies

Funding

FUNDED BY AUTISM SPEAKS® It's time to listen.

Potential Funding Sources

- Autism Speaks Chapter Grant
- Other grants
- Local organizations
- School system funding

Recruiting Participants

- Consider inclusion / exclusion criteria from LEGO Therapy Manual
- Narrow down age range (easiest to start with older children)
- Use teachers and clinicians as a resource

Recruiting Peer Models

LEGO club™

Graham Middle School ~ Tuesdays & Thursdays from 3:45 – 4:45

Peer models are needed for a social skills group beginning February 26, 2015. The group will be run by Lauren DeMoss and Meg Proctor, two ABSS occupational therapists. It will utilize collaborative building with LEGOs to offer students with autism opportunities for positive social interactions. We are currently recruiting typically developing student to join this group as peer models. Students who enjoy building with LEGOs and working with others will be the best fit.

Peer Models: Our Experience

Benefits

- Modeled expected social behaviors
- Reinforced group norms
- Reduced need for adult involvement

Challenges

- Low retention rate
- Some preferred to work with one another
- Participants seemed to be more reserved around peer models

Choosing a Space

- Can be permanent or temporary
- Decorate with posters (club rules, pictures of participants, piece names, etc.)
- Consider transportation needs

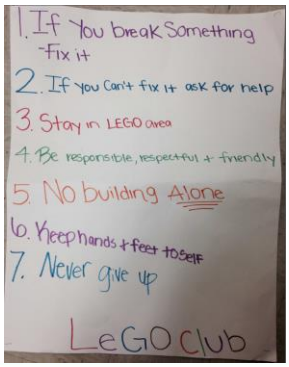
Acquiring Materials

- Choose a combination of small sets, large sets, and free-building blocks
- 3-in-1 sets will make your collection go farther, but models will have to be disassembled
- Consider allowing participants to work together to select the final sets
- Select based on developmental age

Creating Community

- Follow a structured routine
- Allow the group to develop it's own norms
- Celebrate successes

The Rules



A Typical Session

- Set up and organize supplies
- Everything is Awesome; Group check-in
- Discuss agenda; Decide on projects & teams
- Work on projects
- Everything is Awesome; Clean up

Leveling Up

Students received certificates when they gained new skills

Session Objective Examples

1. Students will develop active listening / inquiry / sharing skills during social check-in
2. Students will communicate with each other about preferences for changing roles
3. Students will initiate spontaneous reciprocal conversation before, during, and after LEGO Club without cueing

Student Data

- Completed approximately four structured observations of each student
- Reviewed forms at end of term
- Provided parents with specific comments about student achievement

Our Observations

- Nearly all students improved in their social communication skills during check-in
- All students demonstrated an increase in social initiation before and after the group, with spontaneous and appropriate “goodbyes” observed from all participants by the final session
- Increased autonomy in team building roles, and emerging social negotiation skills for making decisions as a team

Lessons Learned

- Members used strengths and personalities to make unique contributions to the group – created fun and predictable rituals
- Practicalities
- Media Coverage
- Transportation

Feedback from Students

- "I'm just going to miss it."
- "I had fun building with my friends."
- "I am really going to miss seeing you all."

Feedback from Families

- "It actually made him feel involved in something."
- "[He] was more responsible because he knew that he needed to come to each LEGO Club. He always remembered when it was… He doesn't do this with other things."
- LEGO Club made him "excited about being around others."

Resources

LeGoff, D.B. (2004). Use of LEGO© as a therapeutic medium for improving social competence. Journal of Autism and Developmental Disorders, 34(5), 557-571.

Legoff, D. B. (2014). LEGO®-Based Therapy: How to build social competence through LEGO®-based Clubs for children with autism and related conditions. London: Jessica Kingsley Publishers.

Legoff, D. B., Krauss, G. W., & Levin, S. A. (2010). Lego-based therapy for autistic spectrum children. In A. A. Drewes & C. E. Schafer (Eds.), School-based play therapy (pp. 221-235). New Jersey: John Wiley & Sons.

McCaffey, D. (2007). There is preliminary evidence that LEGO therapy can improve social skills in children with Autism Spectrum Disorder. OT Cats. http://www.otcats.com/topics/CAT%20-%20%20Danielle%20McCaffery%2020%20Nov.pdf

Strath, K. (2010). Critical review: Is LEGO therapy effective as a social skills intervention for children with Autism Spectrum Disorder? University of Western Ontario. https://www.uwo.ca/fhs/lwm/ebp/reviews/2009-10/Strath.pdf

Using LEGOS to Promote Social Skills for Students with ASD: A Practical Guide to LEGO Therapy in NC Public Schools

By Lauren DeMoss, OTR/L and Meg Ferrell Proctor, OTR/L

June 2015

Introduction

During the 2014-2015 school year, two school occupational therapists (OTs) from the Alamance Burlington School System (ABSS) received a grant from Autism Speaks to conduct a 10-session LEGO-based after school group for middle schoolers with autism. LEGO-based group interventions have recently emerged as an effective approach for building social skills for children with autism. These groups use children's own intrinsic motivation and interests – in this case building with LEGOs – to help them develop a new set of adaptive skills for social situations.

In this document, we will summarize our experiences implementing LEGO therapy, provide information for anyone considering using LEGO therapy in the North Carolina schools, and provide resources and documents that may be useful for starting a LEGO Club. A complete manual for using LEGO Therapy was published by Dr. Daniel Legoff in 2014. It is titled *LEGO®-Based Therapy: How to build social competence through LEGO®-based Clubs for children with autism and related conditions.* This manual is available on Amazon, and at the time this was written it was sold for $22. Throughout this document, we will reference Dr. Legoff's publication as "the LEGO therapy manual." It is highly recommended that anyone considering using LEGO therapy access the LEGO therapy manual for complete instructions on how to use this approach. Employees within ABSS can access a draft of Dr. Legoff's LEGO therapy manual digitally by contacting the district's lead occupational therapist.

Using LEGO Therapy at Your School

Who, What, and Why LEGO Therapy?

The first step in considering implementing LEGO therapy at your school is to assess the students' needs and to determine if LEGO therapy is a good fit. LEGO therapy can be implemented by any professional with experience and skills in working with children with ASD. This may include EC teachers, occupational therapists, speech therapists, social workers, school psychologists, and other school professionals.

LEGO therapy is an appropriate approach for students with social communication difficulties, anxiety, and depression. LEGO therapy has been shown to be an effective approach for improving social initiation, problem solving, turn taking, and teamwork skills. Additionally, research indicates that it improves work readiness and fine motor skills. While the LEGO therapy manual has a complete summary of considerations in recruiting participants for LEGO therapy, a brief summary of appropriate candidates follows.

1. LEGO therapy is an appropriate intervention for children from preschool through young adulthood. However, the group is most easily implemented with students in late elementary school through high school.
2. Research supports the inclusion of children with autism, as well as children with depression or anxiety. However it is suggested that children with very different clinical presentations not be grouped together.
3. Based on his experience, Dr. Legoff suggests that students with externalizing behaviors (e.g. aggression, hitting, yelling) not be included in a LEGO therapy group, as these children have typically proven to be disruptive to the group's functioning.
4. Participation should be voluntary, and limited to students who are interested in building with LEGOs.

Needs Assessment

Because of the nature of ABSS as a rural school system, we determined in our needs assessment that afterschool activities for students with disabilities were significantly lacking. Additionally, there were few or no private social skills groups offered outside of the school system for students to participate in after school, on weekends, or during the summer. We decided to do an afterschool, grant-funded LEGO therapy group for students with autism. We referred to this group simply as LEGO Club.

Funding

Funding for our LEGO Club at ABSS came from an Autism Speaks Chapter, Regional, and Neighborhood Grant, which we applied for in the fall of 2014. Because we received only part of the grant for which we applied, some funding was also provided by the ABSS Exceptional Children's (EC) department. In general, funding for LEGO therapy can come from a variety of sources, including local grants, parent-teacher organizations, EC departments, fundraisers, and / or donations from local businesses.

Recruiting Participants

The recommended number of participants for group LEGO therapy is approximately seven. In our group at ABSS, we recruited six students with autism and four typically developing peer models. An average of four students with autism and two peer models attended each week.

In order to recruit students with autism, we emailed information about the club to the EC chairperson at two middle schools and two high schools identified to have a high number of students with autism. We selected schools that were geographically close to

one another so that students from multiple schools could participate. The EC chairperson identified students who matched our eligibility criteria and sent our LEGO Club information home to parents in students' backpacks. We also sent the information to families through the mail to ensure that it was received. A copy of our LEGO Club Intake Form, which was adapted from the LEGO club manual, can be found in the appendix of this document.

After hearing back from interested students and families, we decided on a school location for LEGO club. Three of our interested students attended the same middle school, so we decided to have the club at that school in order to reduce the transportation burden for families.

We recruited peer models by contacting a student organization at that middle school called Project Unify, which focuses on respecting, including, and advocating for students within the school community who have disabilities. If LEGO Club is hosted at a school that does not have Project Unify, students from a variety of service organizations would likely be interested in participating.

Acquiring Materials

We purchased the following materials: LEGO sets with instructions, free-building LEGOs without instructions, storage containers, name tags, LEGO Club t-shirts, posters, markers, and food and decor for the end-of-year celebration.

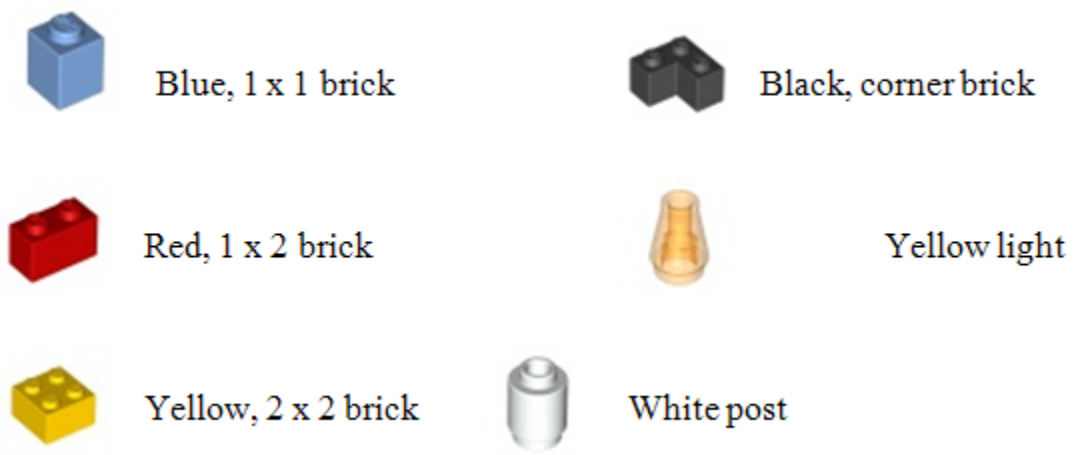
Before the group began, we ordered 4 small LEGO sets from Amazon: LEGO Creator Power Mech (223 pieces), LEGO Creator Yellow Racers (328 pieces), LEGO Creator Red Creatures (221 pieces), and LEGO Creator Furry Creatures (285 pieces). Each of these sets has instructions to build three creations, is recommended for children ages 7 to 12, and cost an average of $27 each.

During the sixth session, we set aside time during LEGO Club for students to work as a group to decide which two large sets to order. They decided on LEGO Minecraft 21118 (922 pieces) The Mine and LEGO Technic 24 Hours Race Car 42039 (1219 pieces). The average cost was $118 from Amazon.

Examples of some of the forms and certificates that we used, as well as photographs of our rules poster, can be seen in the appendix.

Room Setup

Once we decided on a school location to host LEGO Club, we met with the administrative team in order to decide on a room, and consider other logistics such as student drop off and pick up. We chose to work in a corner of the library that had eight rectangular tables that could seat four people each. There was a relatively empty wall that allowed us to put up LEGO Club posters each week. One poster listed the rules, one had photographs of the students working on their projects, and one had examples of how to describe the LEGO bricks (see image below). Whenever possible, the students made these posters themselves during LEGO Club or during the setup time between the end of school and the start of the club. We added more posters throughout the club of examples of student project designs, additional photographs, etc.



Building Community

The LEGO therapy manual provides specific and thorough advice on structures, language, and routines that improve student performance and increase group cohesion. We highly recommend studying this manual before beginning LEGO club. In addition to following the suggestions in the LEGO therapy manual, our group developed its own norms and routines – both planned and spontaneous – that contributed to the success of the group.

We followed a structured routine during each session. Students arrived and initiated setup by hanging posters and signs, handing out name tags, and sorting supplies. On the first day, students introduced themselves, and then participated in an icebreaker activity in which they created a list of things that they have in common (e.g., favorite colors, favorite classes, places they have been on vacation). We posted these lists on

construction paper on posterboard, which we displayed during our LEGO Club meetings.

At the opening of this first session, one student spontaneously performed a podcast-style introduction as we played the *Everything is Awesome* LEGO Movie song. We encouraged him to continue the new tradition at each subsequent session. Eventually, other students asked to participate in the introduction and it became a collaborative effort between the members. After the introduction, we facilitated a group check-in that varied week to week. For example, one week students shared something fun that they did over the weekend. On the last week, they shared their favorite memory from LEGO Club. We encouraged the students to show interest in others' comments and stories by making relevant comments and asking follow-up questions. After check-in, the group facilitators shared the agenda for the day (see example in the appendix). At the end of each session, we played the *Everything is Awesome* song while students cleaned up their projects and stored them safely in containers to be opened the following week.

Throughout LEGO Club, students "leveled up" and received certificates when they gained new skills. While the LEGO club manual suggests 5 levels of certificates, we modified this to meet the needs of our 10-week group. We awarded LEGO Builder certificates on the first day when students became official LEGO Club members, LEGO Creator certificates at the end of session 5 when members successfully participated in collaborative free-building, and Brick Master certificates at the end-of-year celebration when members graduated from LEGO Club. We also awarded LEGO Club Helper certificates to our peer models after the first session, and certificates of participation during the end-of-year celebration. Additionally, we gave LEGO Club members and helpers LEGO Club t-shirts, which they wore to the end-of-year party. Examples of the certificates can be found in the appendix.

Creating Rules

On the first day of LEGO Club, the group facilitators led a discussion about rules. We aimed to generally follow the rules outlined in the LEGO therapy manual, but wanted students to be involved in the process of creating them. We asked the students questions such as, "What should you do if you break someone's LEGO creation?" The group came up with a set of rules to follow. Several students added rules in subsequent sessions, which were agreed upon by the group (for instance, after a long period of searching for a missing LEGO piece, a student added the rule, "Never give up"). A picture of our poster of rules can be found in the appendix.

Running a LEGO Therapy Session

The key feature of LEGO therapy is structured, collaborative building on teams of two or three students. Complete instructions for how to run a LEGO Club session can be found in the LEGO therapy manual.

Data Collection

We completed structured observations for each student in the group on approximately four occasions (dependent upon attendance). At the end of LEGO Club, we looked through each student's forms and noted specific gains that he or she made over the ten sessions. At the end-of-year celebration, we provided comments to parents about these gains. A copy of the Structured Observation form can be found in the LEGO therapy manual or in the appendix of this document. During the final session, we solicited feedback from the students about their favorite part of LEGO Club. Additionally, at the end-of-year celebration, we collected information from parents about any changes that they saw in their children, what feedback they received from their children about the club, and any suggestions for things they would do differently.

Session-by-Session Objectives

We wrote group objectives for each LEGO Club session to increase our mindfulness of group progress. Examples include: 1) Students will develop active listening / inquiry / sharing skills during social check-in; 2) Students will communicate with each other about preferences for changing roles; 3) Students will initiate spontaneous reciprocal conversation before, during, and after LEGO Club without cueing. Please see an example in the appendix.

End-of-Year Celebration

After our final LEGO Club session, we hosted an end-of-year party featuring the members' LEGO creations. We gave out Brick Master certificates as students graduated from LEGO Club, and watched a slideshow of our favorite moments. We provided a photo collage for each student, and encouraged them to request signatures from other LEGO Club members. We suggested that students exchange contact information so that they could build together over the summer. We provided cake and refreshments for students and families, and talked to families about what we observed over the course of the group.

Odds & Ends and Lessons Learned

- We notified our school's public information officer about our group, and were able to get positive media coverage from a variety of local news sources. This was great publicity for ABSS and fun for the students and families.

- It is helpful to have photo and video release forms on hand for all students, and to take pictures and videos throughout the group.

- Providing transportation was overly expensive in our setting; however this could potentially have increased participation.

- We allowed our members to use their strengths and personalities to make unique contributions to the group. We created fun and predictable rituals from the beginning, including an intro and outro for each group, music, and certificate ceremonies. This increased buy-in and group cohesion, and it was also a lot of fun.

- Including willing peer models (we called them LEGO Club Helpers) was beneficial for all of the students and helpful to us in having the group run smoothly.

- Having makeup dates available for snow days and other cancellations was important for us to meet our goal of ten sessions.

- 3-in-1 LEGO kits were very useful for our group. We also found that kits for ages seven through twelve were the most appropriate for our group of mainly 7th graders. The kits for older age ranges were too difficult.

- Having trays available for students to sort the pieces helps with increasing building speed and reducing frustration. Additionally, having a variety of ziploc bags allows for sorted pieces to be stored separately.

- Very large kits should be started somewhat early in the process, as it is difficult to know how long they will take. Ours took significantly longer than expected (using the formula provided by Dr. Legoff in the LEGO therapy manual). That being said, process always trumps product, so the teamwork component should never be compromised in order to get models completed!

- Having an on-site location to store all of our materials would have significantly reduced logistical stress and time.

- Hosting an end of year party / graduation ceremony was a great way to have closure and give families an opportunity to celebrate with their students. We provided group pictures that each student signed (like a yearbook), a slideshow with music, a LEGO Club cake, and graduation certificates.

Outcomes

Our Observations

Nearly all students improved in their social communication skills during the portion of the group in which students checked in and discussed their lives. During the first several sessions, all participants required prompting to respond appropriately to their peers. Many comments they made were either tangential to what had been said by a peer, or off topic all together. By the final session, all participants were observed to spontaneously make appropriate, relevant comments or ask specific follow up questions in response to others. For example, when one person reported that she had gone to the beach, a LEGO Club member asked, “Did you see any stingrays?” Similarly, when one student told the group that his grandmother had a heart attack, another LEGO Club member responded, “Oh! I hope she’s okay!”

All students demonstrated an increase in social initiation before and after the group, with spontaneous and appropriate “goodbyes” observed from all participants by the final session, as well as reciprocal conversation before and during LEGO club. LEGO Club members demonstrated increased autonomy in the team building roles, and emerging social negotiation skills for making decisions as a team. Our most talkative student showed improved reflective listening skills, and a student who described himself as “very shy” began eagerly sharing with his peers, facilitators, and later even with a news reporter.

Student Feedback

On the last day of LEGO Club, students each shared a favorite memory. One member said, “I’m just going to miss it”. Another member said that he had fun building LEGO projects with his friends. Someone else added, “I am really going to miss seeing you all.” Everyone made a positive comment about the experience.

Parent Feedback

At the end-of-year celebration, parents provided information about their children’s participation in LEGO Club. When asked what feedback they received from their child about LEGO Club, parents responded that students were “excited” and that they “really

enjoyed" participating. One parent said, "It actually made him feel involved in something." All of the parents who attended the celebration reported that they saw changes in their child's communication or social skills. One parent reported that her son "was more responsible because he knew that he needed to come to each LEGO Club. He always remembered when it was… He doesn't do this with other things." Another parent said that LEGO Club made her son "excited about being around others." When asked about feedback and future suggestions, parents mentioned that they would have liked the club to be longer than one hour and that they wished that there were more opportunities like this.

Appendix

Resources and Evidence for LEGO Therapy

LeGoff, D.B. (2004). Use of LEGO© as a therapeutic medium for improving social competence. Journal of Autism and Developmental Disorders, 34(5), 557-571.

Legoff, D. B. (2014). LEGO®-Based Therapy: How to build social competence through LEGO®-based Clubs for children with autism and related conditions. London: Jessica Kingsley Publishers.

Legoff, D. B., Krauss, G. W., & Levin, S. A. (2010). Lego-based therapy for autistic spectrum children. In A. A. Drewes & C. E. Schafer (Eds.), *School-based play therapy* (pp. 221-235). New Jersey: John Wiley & Sons.

Strath, K. (2010). *Critical review: Is LEGO therapy effective as a social skills intervention for children with Autism Spectrum Disorder?* University of Western Ontario. https://www.uwo.ca/fhs/lwm/ebp/reviews/2009-10/Strath.pdf

Alamance-Burlington Schools LEGO Club

Meg Proctor, MS, OTR/L and Lauren DeMoss, MS, OTR/L

Funded by Autism Speaks Local Grant

Spring 2015

We are excited to announce a free-of-charge afterschool social skills group for students with autism, funded by an Autism Speaks local grant. This group will include five to seven students with autism and one to two typically developing peers. The sessions will be 1 hour long, spanning for ten weeks during the spring of 2015. We are recruiting students who are interested in building with LEGOs, as this group will use their own motivation and interests to help them develop a new set of adaptive skills for social situations. LEGO-based social skills interventions have recently emerged as an effective approach to building social skills for children with autism. Improved social skills can help children with autism access new friendships, hobbies, and vocational opportunities. The group will be led by Meg Proctor and Lauren DeMoss, two ABSS occupational therapists.

The final location and participants will be selected based on student interest and availability. Please return the form to your child's school secretary by February 5th in an envelope labeled LEGO CLUB. We look forward to hearing more about your child!

LEGO© Therapy Intake Assessment

Demographic Information

Name of person filling out this form: _____

Relationship to child: _____

Child's Name: _____

Date of Birth: _____ Chronological Age: _____

Parent(s)/Guardian(s): _____

Address: _____

_____

Phone: home:_____ cell: _____ other: _____

Email: _____

School/Institution: _____ Grade: _____

Race (optional): _____

**Autism Speaks strives to serve minority and underserved populations in the use of their grant funding*

Peer Models

We are recruiting two typically-developing middle or high school students who are interested in building with LEGOs to serve as peer models in this group. Does your child have a sibling who meets this criteria who would like to participate? If so, please provide the sibling's information:

Name: _____ Age: _____ School: _____

Additional information you would like us to know: _____

_____

Availability

This group will generally run mid-February through mid-May. In general, what days would your child be available to participate in this group (check all that apply)?

Mondays	3:30 – 4:30 _____	4:00 – 5:00 _____
Tuesdays	3:30 – 4:30 _____	4:00 – 5:00 _____
Wednesdays	3:30 – 4:30 _____	4:00 – 5:00 _____
Thursdays	3:30 – 4:30 _____	4:00 – 5:00 _____

If the group is at a school other than your child's school, would you be willing to transport him or her to a different school? _____

Please note: Parents will be responsible for providing all transportation. No school buses will be available.

Developmental Information:

Please fill out to the best of your ability.

Actual or estimated Full Scale IQ: _____VIQ - _____PIQ - _____

How would you describe your child's language skills?

__ Above age level

__ Age level

__ Mild delay

__ Moderate delay

__ Severe delay

How would you describe your child's communication skills?

__ Above age level

__ Age level

__ Mild delay

__ Moderate delay

__ Severe delay

How would you describe your child's social skills?

__ Above age level

__ Age level

__ Mild delay

__ Moderate delay

__ Severe delay

How would you describe your child's fine motor (hand) skills?

__ Above age level

__ Age level

__ Mild delay

__ Moderate delay

__ Severe delay

How would you describe your child's self help skills (caring for him/herself, self-advocating)?

__ Above age level

__ Age level

__ Mild delay

__ Moderate delay

__ Severe delay

What diagnoses does your child currently have: _____

_____

Previous or current treatment (school therapy, outside therapy, etc.) : _____

_____

Medications: _____

_____

What supports or modifications does your child have to support his or her participation in school?

_____

_____

Briefly describe your child's friendships: _____

_____

_____

What are your child's favorite activities or interests?: _____

_____

_____

Does your child have any unusual or repetitive behaviors? If so please describe them: _____

_____

_____

Obsessive Interests: _____

_____

What disruptive behaviors does your child exhibit?: _____

_____

_____

What types of situations cause his or her disruptive behavior? : _____

_____

_____

In what types of situations does your child exhibit positive social behaviors?: _____

_____

_____

What are your goals for your child in this group? _____

_____

_____

_____

_____

Is there anything about your child that is important for us to know? _____

_____

_____

_____

_____

We will notify families of the final location, dates, times, and participants by mid-February. You may contact us with questions at Margaret_Proctor@abss.k12.nc.us or Lauren_DeMoss@abss.k12.nc.us. Thank you!

LEGO club™

Graham Middle School ~ Tuesdays & Thursdays from 3:45 – 4:45

Peer models are needed for a social skills group beginning February 26, 2015. The group will be run by Lauren DeMoss and Meg Proctor, two ABSS occupational therapists. It will utilize collaborative building with LEGOs to offer students with autism opportunities for positive social interactions. We are currently recruiting typically developing student to join this group as peer models. Students who enjoy building with LEGOs and working with others will be the best fit. A commitment to participate for most or all weeks is preferable, but part-time participation will be considered. Families of students from other schools will be required to arrange for transportation to Graham Middle at 3:45, and all students will need to be picked up at Graham Middle at 4:45.

Student name: _____

Student's School & Grade: _____

Parent/guardian name: _____

Parent/guardian phone #: _____

I give permission for my student to participate in this group as a peer model. He or she will have appropriate transportation to (if applicable) and from Graham Middle.

Parent/guardian signature:_____

Date signed: _____

Please return this form to your school's front office in an envelope labeled LEGO CLUB by Monday, February 16th.

Questions? Email us! Lauren_DeMoss@abss.k12.nc.us or Margaret_Proctor@abss.k12.nc.us

Lego Therapy Log and Session Plan

Therapist(s): Meg Proctor & Lauren DeMoss

Date: 3/19/15 Session #: 1

Students Present:

Plan

Activities for this session

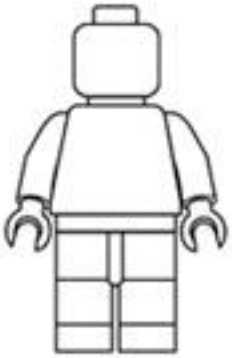
- 3:45 - 3:55 Introductions & ice breaker
- 3:55 - 4:05 Generate rules as a group
- 4:05 – 4:10 Explain team building and LEGO piece names, possible role play
- 4:10 - 4:30 Begin building sets in teams. Each pair or triad should decide when/how/if they will switch roles
- 4:30 - 4:35 Cleanup
- 4:35 - 4:45 Awarding BUILDER certificates ("Everything is Awesome" on wireless speaker)
- 4:45 Goodbyes

Targets for this session

- Introduce group norms
- Develop sense of group cohesion
- Begin developing team building skill

Supplies needed

- Tissues
- Hand sanitizer
- Speaker
- Poster board
- Markers
- LEGO kits
- Name tags
- Name tag holders
- Certificates
- List of possible rules (and rule-generating questions)
- Parent phone numbers



Name:

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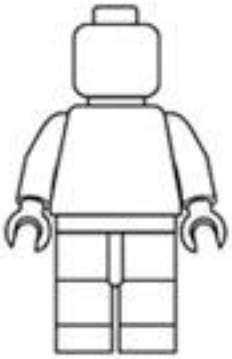

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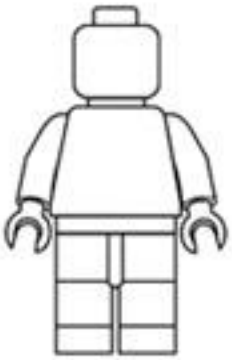
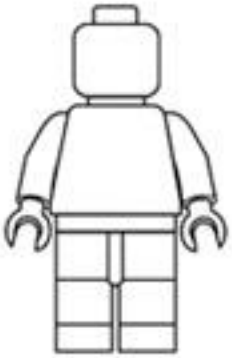


Name:

_____



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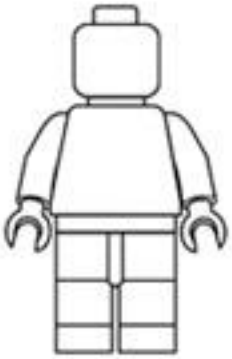

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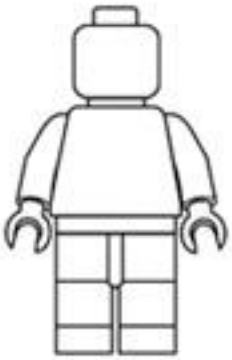


Name:

_____

WELCOME!

1. If You break Something
   - Fix it
2. If you Can't fix it ask for help
3. Stay in LEGO area
4. Be responsible, respectful + friendly
5. No building Alone
6. Keep hands + feet to self
7. Never give up

LeGO Club

LEGO Builder Certificate

Awarded to: _____

Date: _____ **Signed:** _____

LEGO Helper Certificate

Awarded to: _____

Date: _____ **Signed:** _____

LEGO Creator Certificate

Awarded to: _____

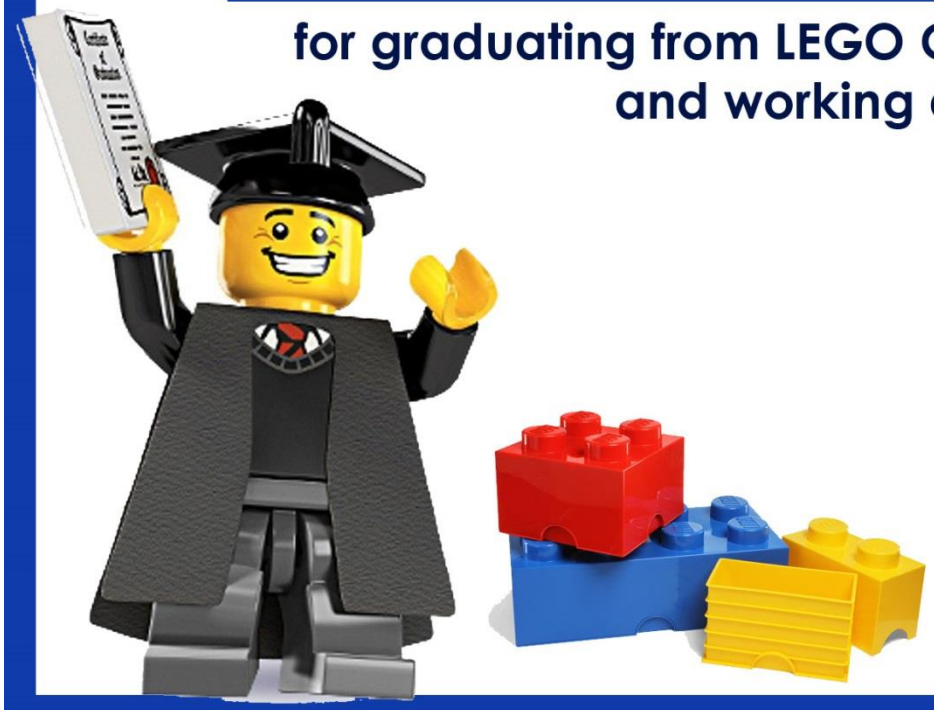
Date: _____ Signed: _____

Official

BRICK MASTER

This certificate is awarded to:

for graduating from LEGO Club, demonstrating creativity, and working as part of a team!



Miss Lauren

Miss Meg

Official

LEGO HELPER

This certificate is awarded to:

for participating in our Autism Speaks sponsored LEGO Club as a peer model

Miss Lauren

Miss Meg

save the date

LEGO Club Celebration

Thursday, May 21, 2015 · 3:45 - 5:00

Hosted by Lauren DeMoss & Meg Proctor · 540-649-0917

Location to be announced! (Graham)

We will be celebrating the accomplishments of our LEGO Club members at an end-of-year LEGO party! Parents and siblings are invited to see the final LEGO creations and cheer for our LEGO Club members as they graduate from LEGO Club.