

LEGO® Therapy Group Levels

Within LEGO® Therapy Group there are 5 levels:

1. LEGO® Helper

Participants are considered to be at the Helper level when they first join a group. At this level, they are encouraged to 'help out' the group activities by pre-sorting brick pieces when set building (e.g. get all of the grey pieces together), sorting freestyle pieces, checking sets for integrity against directions when completed, ordering and cleaning the LEGO® build space.

This level serves different functions for children depending on their skills: for children who are not yet proficient at set building, or do not have the ability to sustain attention on a task long enough, this allows for participation and provides context for peer approval appreciation and input; For children with higher skills, these activities motivate them to demonstrate their proficiency at higher level skills in order to move up, including gaining peer approval and building peer alliances.

2. LEGO® Builder

Once a LEGO helper has demonstrated that they can construct LEGO sets of moderate size (100 pieces and above), and can take the role of a builder in the group set-building exercise Group members will be asked if the pizza p once graduating up to the Lego builder status if the group agrees, it is anything awarded diploma, which is signed by the therapist and all of group members.

3. LEGO® Creator

Talent for Lego builder who wants to move up to being a Lego Creator is to construct a freestyle creation. This has to be original idea, with a certain degree of complexity gestalt integrity that makes it appealing to other members. Other group members make a group decision regarding the creation, if they are agreed, the participant is given a second diploma.

4. LEGO® Master

The challenge of this level is to lead a group project. The participant must have either initiated the purchase of a large LEGO® set (over 300 pieces) which they then coordinate the construction test or the presentation to the group of a desirable freestyle



project e.g. build a complex building, a small town and airport or zoo or constructor a series of creations such as a set of vehicles, robots or other craft) the important point here is that the group members are assigned tasks and roles by the Master and he effectively directs a project enlisting support and input from other members resulting in a project that all members agreed with challenging and worthwhile.

5. LEGO® Genius

This level was created to appease a few tobacco masters requested a new challenge against which to pitch the Lego leadership skills. The criteria for achievement at this level include: writing a movie script for story which they the present to the group parentheses they can choose the reader to this). The script must be critiqued by other members and edited as necessary. The final script is and analysed in terms of how the project can be translated into a lake I based stop action animated short film. This is a new development in Lego club and the details are still in construction the Lego master must lead the group in the project, including assigning building tasks for the set and characters, assigning action, voice and sound effects rolls, controlling assigning control of the camera and computer, (A digital video camera and laptop with editing software are used), and then directing the film itself. The project can take numerous sessions to complete, and requires considerable leadership still in order to get all members to sustain focus on the task for the required length of time. The resulting animated short film is an edited by the producing member, and is shown to the group, and other groups, and the group members and participant discuss whether the work qualifies as worthy of the LEGO® Genius diploma.



LEGO® Therapy Group Rules

Parents, as well as teachers and other their therapists who are not familiar with this treatment approach often ask about the discipline or behaviour control procedures. It turns out that problem behaviour is quite rare using this approach, especially when the participants are highly motivated, and have been properly prepared during the initial interview phases.

A key to LEGO® therapy is establishing self-regulation, using peer mediated corrective feedback. The skills are you by the use of posted rules, the LEGO® therapy rules. During the initial sessions the disciplines are told, 'if you want to come to LEGO® therapy, you have to be able to follow the rules'. For non-verbal or preverbal participants, this message is usually conveyed by correcting their behaviour during individual therapy sessions. Participants without verbal communication skills are not included in groups into that proficient at the required skill set, which includes behavioural compliance.

- Let go therapy group rules .
- If you break it, you have to fix it.
- If you can't fix it, ask for help.
- If someone else is using it, don't take it, ask first.
- No yelling. Use indoor voices.
- No climbing or jumping on furniture.
- No teasing, name calling all bad words.
- No hitting or wrestling– keep hands and your feet to yourself.
- Clean up– put things back where they came from.

Consequences for non compliance:

Children are support to leave the 'build area' and sit in a comfortable 'time out' chair to calm for a minute or two and then asked to rejoin the group.

