

The Effectiveness of LEGO® Based Therapy in Promoting Social Competence in Adolescents with Autism Spectrum Disorder and Mild Intellectual Disability in a Special Education School in Singapore

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Abstract

The use of LEGO® based therapy for promoting social competence in children with Autism Spectrum Disorder (ASD) has been well researched in clinical settings. This small-scale study aimed to investigate the effectiveness of LEGO® based therapy in improving the social competence of adolescents aged 15 to 16 with ASD and Mild Intellectual Disability (MID) in a special needs school setting in Singapore. Five adolescents completed weekly 1-hour sessions of LEGO® based therapy for 8 weeks. A self-constructed observational rating scale for social skills was used to measure participants' social interaction and communication skills in the group therapy sessions. The Vineland Adaptive Behaviour Scale II: Socialization Domain (VABS II-SD) and a communication observation rating scale was used to measure teachers' observations of the participants' socialization and communication skills in the school setting. Comparisons were made between baseline scores for the observational ratings and VABS II-SD scores pre- and post-treatment. The findings indicated improvements in socialization and communication skills in 4 of 5 participants. This study showed the feasibility and effectiveness of implementing LEGO® based therapy groups for social skills interventions for individuals with ASD and MID in a school setting. LEGO® based therapy is a cost efficient and potentially effective intervention method that can be adopted in schools.

Keywords: LEGO® based therapy, Autism Spectrum Disorder, Mild Intellectual Disability, social skills

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