Building Blocks is a fun and interactive, group therapy program aimed at children between the ages of 7-10. Based off the popular Lego Therapy Model (LeGoff et al., 2010) for social communication in children, building blocks focuses on several key skills required for adequate social interaction.

The basis of this program, Lego-based group therapy, is supported by a range of research including that of LeGoff (2004), and LeGoff et al., (2010), whose research suggests that this form of therapy intervention has shown to demonstrate improvements in social communication skills for children with ASD. The research suggests that this form therapy intervention enables improvements in social collaboration and encourages positive interaction for children. Research in 2010, by Walberg and Craig-Unkerfer, suggests that Lego therapy, facilitated play, can have a significant positive impact on a range of skills relevant within social communication for children.

The following resources are references to supporting journal articles:

LeGoff, D. (2004). Use of LEGO as a Therapeutic Medium for Improving Social Competence, Journal of Autism and Developmental Disorders, 34, (5), 557-571.

LeGoff, D., Krauss, G. and Allen Levin, S. (2010). LEGO®-based Play Therapy for Autistic Spectrum children. In Drewes, A. and Schaefer, C. School-based play (second edition) Hoboken: John Wiley and Sons.

Ramalho, N. C. P., & Sarmento, S. M. D. S. (2019). LEGO® therapy as an intervention in autism spectrum disorders: an integrative literature review. *Revista CEFAC*, *21*(2).

Walberg, J. L., and Craig-Unkefer, L. A. (2010). An examination of the effects of a social communication intervention on the play behaviors of children with autism spectrum disorder. Education and Training in Autism and Developmental Disabilities, 45, (1), 6980.

White, S. W., Keonig, K., & Scahill, L. (2007). Social skills development in children with autism spectrum disorders: A review of the intervention research. *Journal of autism and developmental disorders*, *37*(10), 1858-1868.

Bellini, S., Gardner, L., & Markoff, K. (2014). Social skill interventions. In F. Volkmar, R. Paul, S. Rogers & K. Pelphrey (Eds.), Handbook of Autism Spectrum Disorders. New York: Wiley & Sons.

The Social Squad Social Skills Program is a fun and interactive group therapy program, aimed at children between the ages of 11-14. The program focuses on developing social communication with consideration to explicit means of teaching such as role-play, active participation, feedback, self-monitoring, and modelling. The Social Squad Social Skills group also incorporates essences of the Superflex program, to teach children flexible cognition and social thought. The above means of teaching within a group setting are supported by the following articles of research:

Bellini, Gardner, & Markoff, 2014 identify the effictivness of social skill groups for school aged children

Barry, T. D., Klinger, L. G., Lee, J. M., Palardy, N., Gilmore, T., & Bodin, S. D. (2003). Examining the effectiveness of an outpatient clinic-based social skills group for high-functioning children with autism. Journal of Autism and Developmental Disorders, 33(6), 685-701.

Crooke, P. & Winner, M. (2020). Research to Framework to Practice – The Social Thinking Methodology – Layers of Evidence. Think Social Publishing, Inc.

Kroeger, K. A., Schultz, J. R., & Newsom, C. (2007). A comparison of two group-delivered social skills programs for young children with autism. Journal of Autism and Developmental Disorders, 37(5), 808-817. doi: 10.1007/s10803006-0207-x

Rachmah, H. (2016). Superflex® learning model to improve social skills. *Journal Sampurasun: Interdisciplinary Studies for Cultural Heritage*, *2*(1), 90.

The Teen Team Social Skills Program is a fun and engaging group aimed at adolescents between the ages of 14-17. The program focuses on several key skills required for adequate social interaction. The program focuses on developing social communication with consideration to explicit means of teaching such as role-play, active participation, feedback, self-monitoring, pivotal response training, and peer modelling. The above means of teaching within a group setting are supported by the following articles of research:

Bellini, Gardner, & Markoff, 2014 identify the effictivness of social skill groups for school aged children

Barry, T. D., Klinger, L. G., Lee, J. M., Palardy, N., Gilmore, T., & Bodin, S. D. (2003). Examining the effectiveness of an outpatient clinic-based social skills group for high-functioning children with autism. Journal of Autism and Developmental Disorders, 33(6), 685-701.

Crooke, P. & Winner, M. (2020). Research to Framework to Practice – The Social Thinking Methodology – Layers of Evidence. Think Social Publishing, Inc.

Kroeger, K. A., Schultz, J. R., & Newsom, C. (2007). A comparison of two group-delivered social skills programs for young children with autism. Journal of Autism and Developmental Disorders, 37(5), 808-817. doi: 10.1007/s10803006-0207-x

Rachmah, H. (2016). Superflex® learning model to improve social skills. *Journal Sampurasun: Interdisciplinary Studies for Cultural Heritage*, *2*(1), 90.

Chang, Y., Laugeson, E. A., Gantman, A., Frankel, F., & Dillon, A. R. (2015). Group training in interpersonal problem-solving skills for workplace adaptation of adolescents and adults with Asperger syndrome: A preliminary study. Autism, 19, 409-420. doi: 10.1177/1362361313478995