



Why is this research important?

High quality research is needed to inform practice and decision-making about supporting children and young people.

What did the researchers do?

- We recruited 240 autistic children in mainstream primary and secondary schools, their parents and carers, and their teaching team to complete some questionnaires
- Then, half of schools were randomly selected and trained to deliver a programme of collaborative LEGO play, and the other half did what they normally do to support the children
- We then asked everyone to complete the same questionnaires again after 3 months, and again 1 year later

Key findings



Collaborative LEGO play

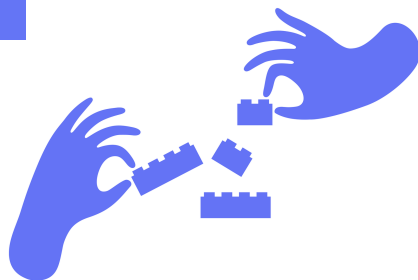
- Has a small and positive effect on autistic children's social skills and wellbeing
- Is positively viewed by children, families and teachers
- Is cost-effective in school settings

This is an infographic based on original research published in Wright et al. (2023). Dr. Gina Gomez de la Cuesta, Founder and Director of Play Included was involved in all stages of the research. The LEGO Foundation have supported Play Included to develop research communication material, and had no involvement in the study. See www.playincluded.com for full information



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Brick Clubs provide children with playful opportunities to collaborate and develop friendships. Since autistic children are at risk of social exclusion, we tested whether Brick Clubs had an impact on children's social development and wellbeing.



What did the researchers find?

- We asked families and teachers to report changes to different social and wellbeing factors in children and young people
- Children who attended Brick Club for 12 weeks showed small improvements in social skills
- However, these differences were not observed one year after Brick Club
- Interviews with families and professionals further described positive changes in children's social and communication skills



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This leaflet talks about the professional and parent perspectives of being involved in Brick Clubs.

Why is this research important?

It is important that programmes for children and young people are easy for professionals to deliver, and easy for families to access. In this study, researchers interviewed families and professionals about their experiences running and taking part in Brick Clubs.



What did the researchers find?

- Brick Clubs were easy for teachers and staff to set up and deliver in their school
- The training helped staff feel prepared to run Brick Clubs
- Children and young people enjoyed the sessions and looked forward to them each week
- 95% of professionals and 84% of parents said that children had improved communication skills



"You see instant positive results.... the very least it can do [is] make a child feel better about themselves" (Teacher)

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Lessons from



This leaflet talks about the economic analysis of Brick Clubs.

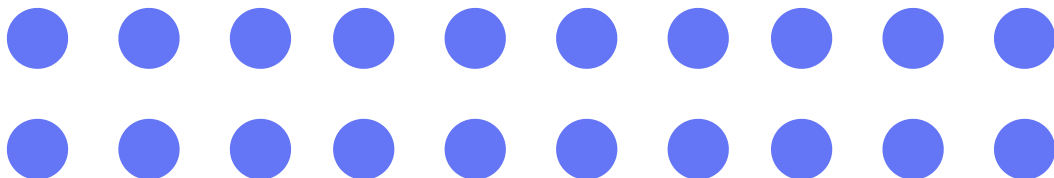
Why is this research important?

Understanding the economic impact of specific programmes helps inform decisions around whether to provide programmes to children and young people. This study assessed the extent to which using Brick Clubs in schools affects costs to other education and health services.



What did the researchers find?

- There is a very high likelihood (94%) that Brick Clubs are cost-effective
- Brick Clubs can have a small, positive and long-term impact on a young person's quality of life
- This means that, for individual children and young people, offering Brick Clubs marginally reduces the long-term costs to other services over a lifetime



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