

Structured Play Groups Fact Sheet

Brief Description

Structured play groups (SPG) are interventions using small groups to teach a broad range of outcomes. SPG activities are characterized by their occurrences in a defined area and with a defined activity, specific selection of typically developing peers to be in the group, clear delineation of theme and roles by adult leading the, and prompting or scaffolding as needed to support the students' performance related to the goals of the activity.

Qualifying Evidence

SPG meets evidence-based criteria with 2 group design and 2 single case design studies.

Ages

According to the evidence-based studies, this intervention has been effective for elementary school-age learners (6-11 years) with ASD.

Outcomes

SPG can be used effectively to address social, communication, behavior, play, school-readiness, and academic skills.

Research Studies Providing Evidence

- Legoff, D. B., & Sherman, M. (2006). Long-term outcome of social skills intervention based on interactive LEGO® play. *Autism, 10*(4), 317-329. doi: 10.1177/1362361306064403
- Loftin, R. L., Odom, S. L., & Lantz, J. F. (2008). Social interaction and repetitive motor behaviors. *Journal of Autism and Developmental Disorders, 38*(6), 1124-1135. doi: 10.1007/s10803-007-0499-5
- Owens, G., Granader, Y., Humphrey, A., & Baron-Cohen, S. (2008). LEGO® therapy and the social use of language programme: An evaluation of two social skills interventions for children with high functioning autism and Asperger syndrome. *Journal of Autism and Developmental Disorders, 38*(10), 1944-1957. doi: 10.1007/s10803-008-0590-6
- Wolfberg, P. J., & Schuler, A. L. (1993). Integrated play groups: A model for promoting the social and cognitive dimensions of play in children with autism. *Journal of Autism and Developmental Disorders, 23*(3), 467-489. doi: 10.1007/BF01046051

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