Rapid Prompting Method-Soma

Brief Introduction
The Rapid Prompting Method (RPM) was created by the parent of a child with autism (AU) and popularized by the media.

Description
The Rapid Prompting Method (RPM) is designed to teach academics and communication. Its creator reported that her method activates “the reasoning part of the brain so that the student becomes distracted by and engaged in learning” (Mukhopadhyay, 2008). RPM uses constant and frequent prompting in one-to-one sessions to initiate a learner’s independent response. In addition to teaching letter-chart pointing, RPM also utilizes stencils and other drawing exercises to lead to independent handwriting. Functionally, RPM may be equivalent to facilitated communication; the academic and other communicative responses yielded through this technique may not reflect the true motives or abilities of the individual but may be a product of prompt dependency (Tostanoski, Lang, Raulston, Carnett, & Davis, 2014).

RPM instructors must take classes from Soma@RPM to use the method. RPM requires the facilitator to use a “Teach-Ask” technique to elicit responses from the learner by providing the learner with intensive verbal, auditory, visual or tactile prompts. The learner’s responses evolve from picking up answers to pointing to typing and writing. RPM is considered a low-tech approach that requires only an instructor, the learner, paper, and pencil.

Recently published commentary suggests that RPM is not research-based and the similarities between RPM and other dangerous and ineffective interventions suggest RPM may not be safe.

Research Summary: Rapid Prompting Method (RPM)

<table>
<thead>
<tr>
<th>Ages</th>
<th>Skills/Intervention Goals</th>
<th>Settings</th>
<th>Outcome</th>
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<tbody>
<tr>
<td>8–14 years</td>
<td>Repetitive behavior, communication, cognition</td>
<td>School</td>
<td>No support</td>
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</table>

*The information found in the Research Summary table is updated yearly following a literature review of new research and this age range reflects information from this review.

Research

References


Resources and Materials
Rapid Prompting Method: [http://www.halo-soma.org](http://www.halo-soma.org)
This link takes the user to an overview of RPM with links to frequently asked questions, videos, and other information.
Rapid Prompting Method-Soma
Steps for Implementation

Step 1. Identifying the Target Skill for the Intervention

A. Refer to the learner’s IEP/IFSP to identify potential intervention targets.

B. Discuss goals with team members, including family and learner.

Step 2. Defining the Target Behavior or Skill

A. Clearly define the target behavior or skill so that it is observable and measurable.

Step 3. Collecting Baseline Data

A. Determine the type of data (e.g., permanent product, assessment) needed to assess the target skill.

B. Collect data on at least three occasions over three to five days to determine the learner’s skills prior to intervention.

Step 4. Implementing the Rapid Prompting Method (RPM)

A. RPM instructors must take classes from Soma@RPM to use the method.

Step 5. Monitoring Learner Progress

A. Collect data to measure the effectiveness of RPM on the target behavior or skill for a minimum of two weeks.

B. Ask others who work or live with the learner to collect data on the target behavior if appropriate.

Step 6. Reviewing Data and Modifying the RPM Intervention if Necessary

A. Depending on intervention findings, continue or adapt the RPM intervention.

B. When RPM Instruction procedures are altered (either in narrative or frequency), change only one variable at a time.

C. Collect and review data following each adaptation or change.