

RAPID PROMPTING METHOD (HALO-SOMA METHOD)

CHARACTERISTICS OVERVIEW CHART

Verbal Skills	Grade Levels	Cognitive Level	Areas Addressed
<input type="checkbox"/> Nonverbal <input type="checkbox"/> Mixed <input type="checkbox"/> Verbal	<input type="checkbox"/> PK <input type="checkbox"/> Elementary <input type="checkbox"/> Middle/High	<input type="checkbox"/> Classic <input type="checkbox"/> High Functioning	<input type="checkbox"/> (Pre)Academic/Cognitive/Academic <input type="checkbox"/> Adaptive Behavior/Daily Living <input type="checkbox"/> Behavior <input type="checkbox"/> Communication/Speech <input type="checkbox"/> Social/Emotional

BRIEF INTRODUCTION

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

DESCRIPTION

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 student’s independent response. In addition to teaching letter-chart pointing, RPM also utilizes stencils and other drawing exercises to lead to independent handwriting.

SUMMARY

One-to-one sessions where a student receives constant verbal prompts are the basis of the RPM program, a relatively new method. Its creator anecdotally reports a positive impact on her son, for whom she developed RPM.

RESEARCH TABLE

Number of Studies	Ages (year)	Sample Size	Area(s) Addressed	Outcome
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REFERENCES

Mukhopadhyay, S. (2008). *Helping autism through outreach and learning*. Retrieved October 2, 2008, from <http://www.halo-soma.org>

RESOURCES AND MATERIALS

- RPM: <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.