RPM is a method to empower the learner a means to express his - Learning Reasoning Understanding Communication

By identifying the open learning channel at that instant of learning.

Open learning channels

Primary learning channels:
Visual
Auditory

Secondary learning channels:
Tactile Kin esthetic
Types of Vision:

1. **Generalized visual** - can look at distant objects, teacher's writings, controlled eye focus

2. **Global visual** - has difficulty in controlling the movements of the eyes and focus where needed

3. **Selective visual** - can focus at selective aspects of the environment but not necessarily where one is supposed to look

Types of Auditory:

1. **Generalized auditory** - can isolate and respond to the language from other sounds

2. **Global auditory** - cannot isolate any language from the surrounding sound

3. **Selectively auditory** - attend to just his own selected sounds instead of responding to the teacher's voice
Types of Tactile:

1. **Generalized tactile** - can sit and work at a designated area without tactile discomfort, has good posture

2. **Global tactile** - cannot sit at a designated area for long, touches / mouths anything

3. **Selectively tactile** - can sit in certain space but not in others, may be tactile defensive to pencils, may need more tactile space to work

Types of Kinesthetic:

1. **Generalized kinesthetic**: student can hand write, type, have more control of the skills like slowing down when needed

2. **Global kinesthetic** - cannot control the movements, has difficulty in purposeful activities, difficulty in aiming at the right letter on the letter-board

3. **Selectively kinesthetic** - can have purposeful movement with one kind of movement over the other eg. may play an iPod game but may not be able to open an app to type or open a page of a book
Classification of students based on actions:
1. Stimulatory actions
2. Obsessive action
3. Impulsive action
4. Purposeful action

1. Stimulatory action:
Defense mechanism to shield the overwhelming sensory overload caused by
1) External environment
2) Internal environment
External Environment:
What we pick up through our sense organs - everything in the environment

Internal Environment:
- Memory
- Anxiety
- Obsessions
- Emotional thoughts

STIMS are of two kinds:

1. **Excitatory:**
   - seen with a facial expression
   - Inhibits the learning
   - Teacher competes with it

2. **Calming:**
   - passive indulgence
   - helps learning
   - teacher allows it
2. **Obsessive action**

When the *excitatory stim* is not distracted it creates signature motor pathway.

Obsession is cyclic and difficult to divert.

*It manifests as:*
- Repetitive requests
- Repetitive aggression mechanism
- Repetitive self injury

*Obsession is accompanied by primitive emotions:*
- Excessive anger
- Excessive distress

3. **Impulsive action**

**Stimulation takes 2 paths:**

**Fast path** - Thalamus to amygdala to pre motor cortex to motor cortex.

**Slow path** - Thalamus to Cortex (reason) to pre motor cortex to motor cortex

**Impulse is when the fast pathway takes over without reason**

Impulsive action can lead to behavior.
4. **Purposeful activity:**

Responding to the lesson by:
- choosing
- spelling
- writing
- typing

Not random words but responses from the topic

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**Management of impulse / excitatory stim / obsession:**

1. **Delaying** - by engaging the student in activity (let's spell this word and you can continue ... then let's spell two words and continue...)

2. **Diluting** - Involving the undesirable action within the lesson

3. **Distracting** - Using a picture (competing with the kinesthetic action with visual stimulation)
RPM session goals:

1. Cognitive objectives
2. Skill objectives
3. Tolerance objectives
4. Communication objectives

1. **Cognitive objectives:**

Teacher uses a lesson plan and plans different sensory activities to explain the concepts.

**Sensory activities:**

- Writing the key words pairing up with explanation (visual, kinesthetic, auditory)
- Showing / drawing diagrams with explanation (visual, auditory)
- Making paper models while teaching (kinesthetic, auditory)
- Voice modulation (auditory competing with the student’s auditory STIMS)
2. Skill goals:

Assessing the student’s purposeful motor skills and then deciding how the STUDENT RESPONSE will be:

a) Will the student use the full A through Z stencil / letter-board to spell?

b) Will the student be more successful spelling on the 3 large lettered stencils with letters divided into: A through I, J through R and S through Z?

c) Will the student choose the answer from two /three written choices while developing the accuracy on the letter-board?

3. Tolerance goals:

Visual tolerance - How long will a student tolerate a visual letter-board/ when will he need a visual break?

Tactile tolerance - how long will the student hold the pencil to spell and when will he need a tactile break? Will he tolerate sitting on a chair with a table in front or will he perform better sitting on a couch or a bean bag?

Time tolerance - How long will the student hold his attention? Will he need breaks more often?

Performance tolerance: will the student be able to spell a complete one word/ the whole sentence/ a paragraph?
4. Communication goals

Emerging communication skills - word level

Advanced communication skills - student can discuss a topic

Topics of communication emerges from the lesson taught

(More about it in my book DEVELOPING COMMUNICATION USING RPM)

Adaptations by the teacher

Session tailored it to grow the individual potential.

If the student is tactile defensive the teacher can still adapt to the student's tactile preference.
RPM extended to skill building

The student communicates the skill he would like to learn whereby the teacher does the action **JOINTLY WITH THE STUDENT as MOTOR MODELING.**

The student memorizes the motor movement and does it **INDEPENDENTLY THE THIRD TIME even if it is not accurate.**

**Accuracy is not necessary in the beginning.**
Practice brings accuracy.

(More about it in my book - DEVELOPING MOTOR SKILLS FOR AUTISM USING RPM)

For more information visit:
**www.halo-soma.org**