Lisa's Red Letter edition of VROOM and OMO for complex wee bairns with CVI

NB: this format comes from the online Qualtric Survey version of VROOM and OMO Part 1 used by Lisa's team in Scotland.

- If you are using the landscape table version from http://www.lildeverell.net/resources/vroom-and-omo-tools/, then ignore these question numbers and just use the red-letter prompts
- Rather than aiming for different levels of environmental complexity when working with wee bairns, you can make comparisons between home and child care/school/another venue
- If you can only assess the child in one venue, then just duplicate those ratings across to the second venue to get a valid score out of 50, and note this decision. A total score out of 35 cannot be compared meaningfully with other VROOM and OMO scores.

Q32   OMO Part 1 – Stable, familiar conditions; no hurry

Discuss: Is travel smooth or stilted in stable, familiar places?

Rate each of the 5 travel functions together using the following scoring:

3 = **Fluent Skills**   Graceful, safe & effective in most places
2 = **Competent skills**   Safe & effective, but not always graceful & fluent
1 = **Basic skills**   Limited effective skills; needing consolidation
0 = **Beginner skills**   Unsafe/inadequate for the context

	Score				Comments
	3	2	1	0	
Getting your bearings: Where am I? Which way do I go? Do they recognise where they are going e.g. anticipation for locations they enjoy, like the sensory room	○	○	○	○	
Checking groundplane: What's underfoot? Is it safe to step out? Are they aware of change of texture under feet e.g. mat and floor – with shoes/socks on and off? Is there a difference – what level?	○	○	○	○	
Wayfinding: Is this the path? Is anything in the way? Is there anything in their way when reaching out, and can they reach around it? e.g. wheelchair tray, activity arch	○	○	○	○	
Recognising moving parts: Is there traffic? Who is around? Do I seek or avoid them? Is there recognition of people moving in the environment? e.g. looking, stilling, vocalising	○	○	○	○	
Finding things: What am I looking for? How do I find it? Can they locate a favourite toy/item among other items/crowded background, etc?	○	○	○	○	

	Score				Comments
	3	2	1	0	
Getting your bearings: Where am I? Which way do I go? Do they visually look for a familiar cue? e.g. objects of reference fixed in environment on a route	○	○	○	○	
Checking groundplane: What's underfoot? Is it safe to step out? Do they look at changes of surface or can you tell they recognise this via stilling, facial expression, or vocalisation rather than looking?	○	○	○	○	
Wayfinding: Is this the path? Is anything in the way? Can they use their vision to locate obstacles or items, or do they use tactile detection?	○	○	○	○	
Recognising moving parts: Is there traffic? Who is around? Do I seek or avoid them? Do they visually seek to clarify who is near them or do they rely on verbal cues, smell, etc?	○	○	○	○	
Finding things: What am I looking for? How do I find it? Visually guided reach – do they look for objects first, even if they turn away when reaching, or do they find objects by accident when reaching out?	○	○	○	○	