

# VANDERBILT FATIGUE SCALE-CHILDREN (VFS-C)

This scale is designed to assess listening-related fatigue in children aged 6-17 years.

**Instructions:** Sometimes people feel tired from listening and trying to understand. We would like to know how you feel when you listen in different places. Please read each sentence and mark the SINGLE response that best describes how often you feel or act that way in a typical WEEK. Do not skip any questions.

**CHILD NAME:** \_\_\_\_\_ **DATE:** \_\_\_\_\_ **GRADE:** \_\_\_\_\_

	NEVER	RARELY	SOMETIMES	OFTEN	ALMOST ALWAYS
I want to "zone out" in very noisy places.	0	1	2	3	4
It is hard for me to concentrate when lots of people are talking.	0	1	2	3	4
My brain gets tired after listening all day.	0	1	2	3	4
I get worn out from listening at school.	0	1	2	3	4
Trying to listen at school stresses me out.	0	1	2	3	4
I use a lot of energy trying to listen in class.	0	1	2	3	4
I want to go to sleep after a long day of listening.	0	1	2	3	4
I give up trying to listen when I get tired.	0	1	2	3	4
I get so tired from listening that I don't want to do anything else.	0	1	2	3	4
I feel worn out when I have to listen carefully.	0	1	2	3	4

**Total Score:** \_\_\_\_\_

See page two for scoring and interpretation information.

## ADMINISTRATION GUIDELINES

The VFS-C should be read, verbatim, to children between the ages of 6-17 years. Children between the ages of 11-17 years can read the scale independently or have the scale read to them. Additional administration guidelines can be found in the VFS-Peds User Guide (see link below).

## SUMMED SCORING

**Total VFS-C Summed Score:** To calculate a score, sum the responses to each item. Scores range from 0 to 40.

SCORE RANGE*	INDICATION**
0-26	While fatigue-related issues cannot be ruled out, problems with listening-related fatigue are relatively infrequent. Approximately 84% of our normative sample of typically developing children*** had scores within this range.
27-36	Problems with listening-related fatigue are relatively frequent for the child and thus <b>additional follow-up may be warranted</b> . Scores in this range are at least one standard deviation above the mean of the normative sample.
37-40	Problems with listening-related fatigue are very common and thus may have a significant impact on the child's academic and psychosocial function. <b>Additional follow-up is warranted</b> . Score is at least two standard deviations above the mean of the normative sample.

\*Information regarding the derivation of cut-off scores can be found in the VFS-Peds User Guide.

\*\*See VFS-Peds User Guide for suggestions regarding potential follow-up procedures.

\*\*\*Typically developing was defined as children without hearing loss or other parent-reported disabilities. See VFS-Peds User Guide for details.

## ITEM RESPONSE THEORY (IRT) SCORING (FOR RESEARCH USE)

**IRT Scoring:** R code was developed to allow for IRT scoring of data sets (i.e., data from a group of respondents). The R code is not designed to be used to calculate scores for a single individual. As such, it may be most appropriate for research purposes. The R-code is available for free download from the following link: <https://osf.io/vpif5/>

## ACCESSING THE VFS-PEDS AND USER GUIDE

The VFS-Peds is comprised of three scales to assess listening-related fatigue in children. In addition to this form, there are two proxy reports—one for teachers (VFS-T) and one for parents (VFS-P). All test forms and the VFS-Peds User Guide are freely available for clinical, educational, and research use at the following link: <https://www.vumc.org/vfs/scales-and-user-guide>

## RESOURCES

See the Resources page of the VFS website for additional information about listening-related fatigue as well as suggested intervention strategies. <https://www.vumc.org/vfs/vanderbilt-fatigue-scales>