

VANDERBILT FATIGUE SCALE-PARENT (VFS-P)

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

Instructions: Sometimes communicating, or just trying to listen and understand, can be physically, mentally, or emotionally tiring for children. For each item below, select the SINGLE response that best describes how often your child experiences the following in a typical WEEK. Do not skip any questions.

CHILD NAME: _____ **DATE:** _____

MENTAL FATIGUE	NEVER	RARELY	SOMETIMES	OFTEN	ALMOST ALWAYS
My child gets frustrated when it is difficult to hear.	0	1	2	3	4
My child prefers to be alone after listening for a long time.	0	1	2	3	4
My child shuts down after listening for a long time.	0	1	2	3	4
Listening takes a lot of effort for my child.	0	1	2	3	4
My child gets tired of listening by the end of the day.	0	1	2	3	4
My child shuts down if he/she becomes frustrated from listening.	0	1	2	3	4
My child "gives up" in difficult listening situations.	0	1	2	3	4
PHYSICAL FATIGUE	NEVER	RARELY	SOMETIMES	OFTEN	ALMOST ALWAYS
My child needs time to relax after school.	0	1	2	3	4
My child is so tired that he/she lays down to rest.	0	1	2	3	4
My child seems drained at the end of the day.	0	1	2	3	4
My child is more tired during the week than on weekends.	0	1	2	3	4
My child needs to relax after a tiring day of listening.	0	1	2	3	4

Mental Fatigue Subscale Score: _____

Physical Fatigue Subscale Score: _____

See page two for scoring and interpretation information.

ADMINISTRATION, SUMMED SCORING & INTERPRETATION

When administering the scale, the examiner should conduct follow-up questioning when “Often” or “Almost Always” is selected for ANY scale item. For example, ask probing statements/questions, such as “give me an example of when this occurs” or “tell me more about this situation.” The goal of this follow-up is to 1) determine the functional impact of the issue(s) on the child, and if significant, 2) identify situations and/or behaviors associated with the fatigue-related issue that could be targeted for counseling or intervention. Additional administration guidelines can be found in the VFS-Peds User Guide (see link below).

VFS-P Summed Scores: The VFS-P provides two subscale scores: mental fatigue and physical fatigue.

Mental Fatigue Subscale Score: To calculate a score, simply sum the responses to the items in the mental fatigue section (7 questions total). Scores can range from 0 to 28.

Physical Fatigue Subscale Score: To calculate a score, simply sum the responses to the items in the physical fatigue section (5 questions total). Scores can range from 0 to 20.

Score Interpretation: Cutoff criterion for identifying individuals whose VFS-P subscale scores, or number of “Often” or “Almost Always” responses, differ significantly from our standardization sample of typically developing children (i.e., children without hearing loss or other parent-reported additional disability).*

Metric	Cutoff Criterion**		Management***
Frequency of Complaints	≥3 “Often” or “Almost Always” responses		Additional follow-up is warranted.*
Summed Score	Mental	Physical	
	≥15	≥13	Additional follow-up is warranted.*

*Information regarding cut-off criterion and the normative sample can be found in the VFS-Peds User Guide.

**VFS-P Mental & Physical summed scores of ≥ 15 or 13, respectively are at least one standard deviation above the mean of the normative sample. Selecting 3 (across all 12 items) or more “Often” or “Almost Always” responses is significantly different (at the 80% probability level; $p=.2$) than responses from the normative sample.

***For suggestions regarding potential follow-up procedures see the “[Listening Fatigue Management Strategies](#)” handout located on the Resources page of the VFS website (<https://www.vumc.org/vfs>).

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). 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/vpjf5/>

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 the VFS-P, there are two additional scales—one for teachers (VFS-T) and one for children (VFS-C). Each scale provides unique information and abnormal findings on ANY scale may warrant follow-up. 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>