

VANDERBILT FATIGUE SCALE-TEACHER (VFS-T)

This scale is designed to assess listening-related fatigue in children aged 6-17 years via teacher 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 student experiences the following in a typical WEEK. Do not skip any questions.

STUDENT NAME: _____ **GRADE:** _____ **SCHOOL** _____

TEACHER NAME: _____ **SUBJECT:** _____ **DATE:** _____

	NEVER	RARELY	SOMETIMES	OFTEN	ALMOST ALWAYS
The student will “check out” after long periods of listening.	0	1	2	3	4
The student seems less motivated to do work after listening for a long time.	0	1	2	3	4
The student stops participating when struggling to hear.	0	1	2	3	4
The student seems to get worn out from listening all day at school.	0	1	2	3	4
The student has trouble concentrating when it is difficult to hear.	0	1	2	3	4
The student seems to give up more easily when having trouble listening.	0	1	2	3	4
The student appears irritated when it is hard to hear and understand.	0	1	2	3	4
The student needs listening breaks in order to stay on task.	0	1	2	3	4

Total Score:

See page two for scoring and interpretation information.

ADMINISTRATION GUIDELINES

The VFS-T should be completed by an individual with direct knowledge of the child’s classroom behaviors and function. In most cases, this will be the child’s primary classroom teacher. 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**
0-22	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.
23-30	Problems with listening-related fatigue are relatively frequent for the child and thus additional follow-up may be warranted . Scores in this range are at least one standard deviation above the mean of the normative sample.
31-32	Problems with listening-related fatigue are very common and thus may have a significant impact on the child’s academic and psychosocial function. Additional follow-up is warranted . 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 additional scales—one for parents (VFS-P) and one for children (VFS-C). All test forms and the VFS-Peds User Guide are freely available for clinical, educational, and research use <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>