

# 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.

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).

## SUMMED SCORING & INTERPRETATION

**Total VFS-T Summed Score:** To calculate a score, sum the responses to each item. Scores range from 0 to 32.

**Score Interpretation:** Cutoff criterion for identifying individuals whose VFS-T summed score, 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            | Summed score ≥ 23                       | Additional follow-up is warranted.* |

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

\*\*VFS-T summed scores of ≥ 23 are at least one standard deviation above the mean of the normative sample. Selecting 3 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/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 other versions—one for children (VFS-C) and one for parents (VFS-P). 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>