

Vanderbilt Fatigue Scale-Parent (VFS-P)

This scale is designed to assess listening-related fatigue in children.

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.

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

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Scoring information

Summed Scoring

VFS-P Mental Fatigue Subscale Score: To calculate a score simply sum the responses to items 1-7.

VFS-P Mental fatigue subscale scores can range from 0 to 28.

VFS-P Physical Fatigue Subscale Score: To calculate a score simply sum the responses to items 8-12.

VFS-P Physical fatigue subscale scores can range from 0 to 20.

The table below shows scores that are ≥ 1 or 2 standard deviations above the mean summed score for the VFS-P normative sample.

VFS-Peds Scale	Summed Score Cut-off points	
	*1 st. dev.	**2 st. dev.
VFS-P (Parent Proxy-report)		
• Mental fatigue- 7 items	15	25
• Physical fatigue- 5 items	13	18

*Scores \geq than the 1 standard deviation cut point suggests that problems with listening-related fatigue are relatively frequent for the child and thus additional follow-up may be warranted.

**Scores \geq than the 2 standard deviation cut point suggests that problems with listening-related fatigue are very common and thus may have a significant impact on the child's academic and psychosocial function.

For more information about how these cut-offs were established, please see the Interpretation section (page 3) of the VFS-Peds User Guide on our website: vumc.org/vfs

Item Response Theory (IRT) Scoring

We have also developed R code to allow for IRT scoring of data sets. IRT scoring may be particularly useful for research purposes. The R-code is available for free download from the following link:

<https://osf.io/vpif5/>