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Pain, Fatigue, and School Functioning in Children with Cerebral Palsy: A Path-Analytic Model

Susan J. Berrin, MA[1,*], Vanessa L. Malcarne, PhD[1], James W. Varni, PhD[2], Tasha M. Burwinkle, PhD[3,4], Sandra A. Sherman, MS[1,5], Kanela Artavia, BA[6] and Henry G. Chambers, MD[7]

[1] San Diego State University, [2] Texas A&M University, College Station, [3] The Children's Hospital at Scott & White, [4] Texas A&M University Health Science Center, Temple, [5] University of California, San Diego, [6] University of California Los Angeles, and, [7] Children's Hospital and Health Center, San Diego

All correspondence concerning this article should be addressed to Susan J. Berrin, 16 Fisk Circle, Annapolis, Maryland 21401. E-mail: sberrin1{at}umbc.edu.

Abstract

Objective This study tests a model of how pain and fatigue, independently or in combination, relate to school functioning in pediatric cerebral palsy (CP). **Methods** One hundred eighty-nine parents of children with CP completed the Pediatric Quality of Life Inventory™ (PedsQL™) 4.0 Generic Core Scales and the PedsQL™ 3.0 Cerebral Palsy Module. Seventy-three children with CP completed the PedsQL™. Path-analytic and mediational techniques were utilized to test the a priori model. **Results** Data from both parent proxy-report and child self-report were found to have acceptable model fit. Results supported the existence of an indirect relationship between diagnostic subtypes and school functioning

that was partially mediated by both pain and fatigue. **Conclusions** Pain and fatigue represent potentially modifiable targets for interventions designed to improve school functioning in children with CP.

Key words: cerebral palsy; children; fatigue; pain; PedsQL™; school functioning.

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* Susan J. Berrin is currently at the University of Maryland, Baltimore County.

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