

***2014 Sleep in America*[®] Poll** **Sleep In The Modern Family**

Summary of Findings

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Objectives

The National Sleep Foundation commissioned Mokrzycki Survey Research Services to conduct a national survey of caregivers with a child aged 6-17 years living in their household to ask about sleep practices and beliefs in the modern family – the 2014 National Sleep Foundation Poll.

The primary objectives of this research study were to examine:

1. Parents' perception of the importance of sleep for their own and their children's health and well-being.
2. The sleep quality of both parents and children.
3. The methods and practices parents and their children use to help them sleep.
4. The sleep habits of children on school days and non-school days.
5. The presence and impact of various types of electronic devices in parents' and children's bedrooms and the frequency with which they are left on at night.
6. The factors that make it more difficult for both the parent and the child to sleep.
7. How regularly scheduled bed times, wake times and meal times occur from day-to-day for both parents and children.
8. The prevalence and enforcement of rules and their relationship with child's sleep.

Background, Purpose and Methodology

- Sample: 1,103 adults who are parents of or have parental responsibility for a child age 6-17 in their household
 - Sampling error for estimates from full sample: +/- 4.0 percentage points, including adjustment for sample design effect
- Produced by Mokrzycki Survey Research Services; field work conducted Dec. 12-23, 2013, by GfK Group (Knowledge Networks)
- Sample drawn randomly from GfK's probability-based online KnowledgePanel®, which is designed to be representative of the U.S. population
 - Panel recruited randomly using Address-Based Sampling, which is based on the U.S. Postal Service's Delivery Sequence File and is estimated to cover 97% of U.S. households
 - If necessary, GfK provides a laptop and Internet connection at no cost to panel recruits
- Web survey instrument; median completion time 11 minutes
 - English and Spanish versions
- If the respondent had more than one child age 6-17, the computer randomly chose one to be the subject of questions in this survey
- Survey results were weighted in two stages:
 - Before the sample for this study was drawn, the overall KnowledgePanel® is adjusted to demographic distributions from the most recent Current Population Survey. Weighting variables include gender, age, race/ethnicity, education, household income, geographic region, metropolitan area status and Internet access.
 - Using most of those same variables, the sample drawn for this study was weighted to demographic distributions for all KnowledgePanel® members who met criteria for inclusion in this study – households with children age 6-17 living at home.

The 2014 *Sleep in America*® Poll was sponsored and funded by the National Sleep Foundation. The National Sleep Foundation does not solicit or accept corporate support for its annual *Sleep in America*® Poll; its polls are developed by an independent task force of sleep scientists who provide guidance and expertise in developing the poll questionnaire as well as providing the analysis of the data. Information about the National Sleep Foundation, the current and former polls and a database of sleep professionals and sleep centers can be found online at www.sleepfoundation.org.

Background, Purpose and Methodology (Continued)

Sample Description - *The Modern American Family*

The focus of the 2014 Sleep in America poll was to explore the sleep practices and beliefs of the modern family with school-aged children.

- 13% of the sample were adults who affirmed that they had parental responsibility but were not themselves biological or adoptive parents of the 6- to 17-year-old in their care.
 - This includes 7% who were stepparents or legal guardians and 3% who were the child's grandparents
 - We'll call all the respondents "parents" for brevity
- Average age of parent in this sample: 42 (median 42)
 - A bit older than parents in the general population since this sample was limited to parents of children at least 6 years old
 - Average # children under 18 in household: 2.3 (median 2)
 - 24% have one child, 40% have two, 24% have three and 11% have four or more
- More non-white than population as a whole, reflecting long-term fertility trends
 - 55% white, 24% Hispanic, 12% black, 9% other
 - Results weighted by race/ethnicity to the Current Population Survey
- 54% of this sample were mothers; 48% of children who were the focus of this survey were girls
 - No significant differences between boys and girls on key sleep outcomes (including duration, quality)

The National Sleep Foundation recommends that researchers and writers citing the *Sleep in America*® poll use the National Library of Medicine Recommended Formats for Bibliographic Citation as follows:

National Sleep Foundation. 2014 Sleep in America Poll: Sleep in the Modern Family.

Washington (DC): The Foundation; 2014 Mar. Available from: <http://www.sleepfoundation.org/sleep-polls-data/sleep-in-america-poll/2014-sleep-in-the-modern-family>

When referring to this poll in an article or story, please refer to it as the "National Sleep Foundation 2014 poll" and link it to <http://www.sleepfoundation.org/sleep-polls-data/sleep-in-america-poll/2014-sleep-in-the-modern-family>.

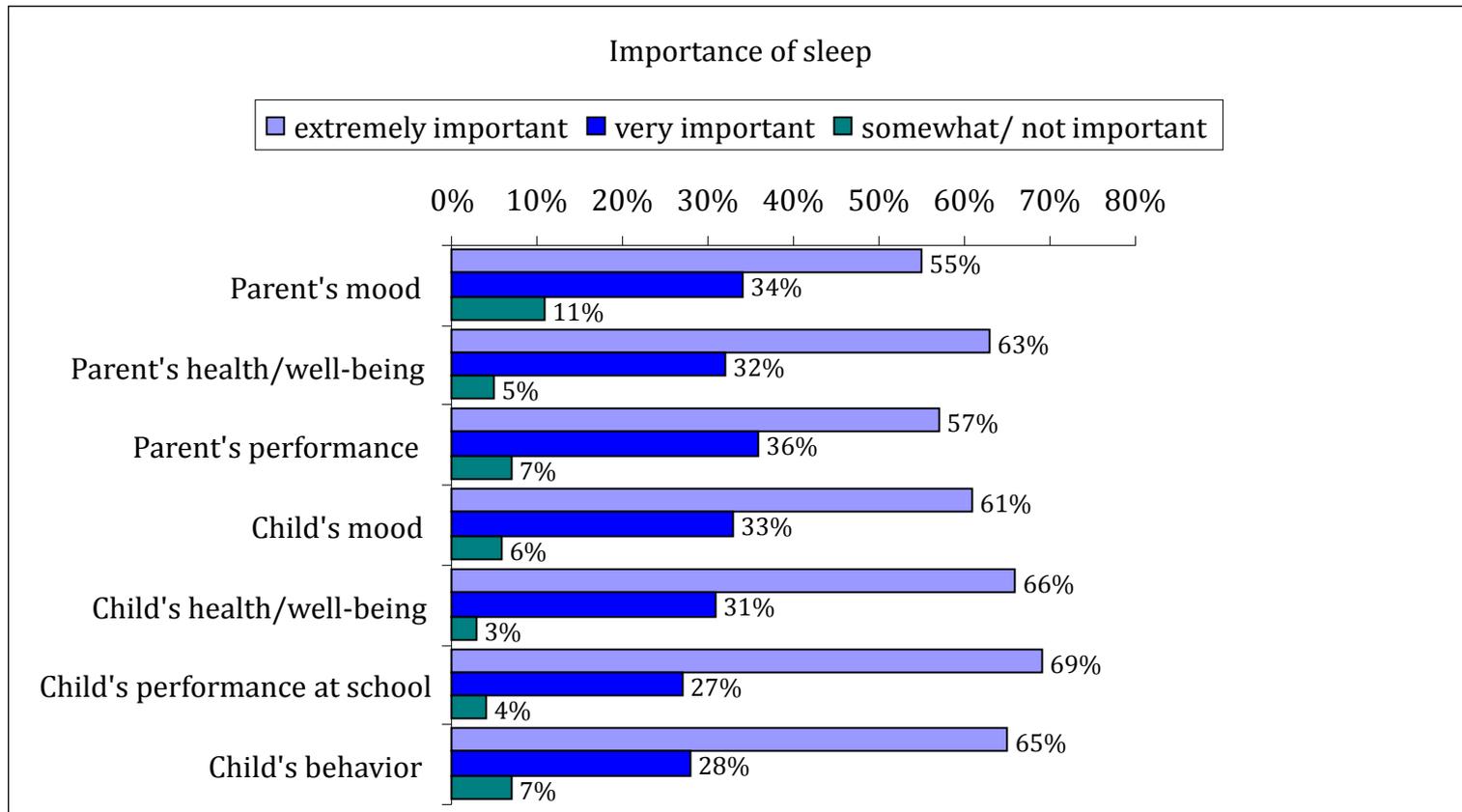
***2014 Sleep in America*[®] Poll**

KEY FINDINGS

Key Findings: *Importance of Sleep*

Parents place great value in the importance of sleep both for their own health and well being but also for their children. The majority of parents (>90%) felt that sleep was either very important or extremely important for their own mood, health and performance as well as their child's mood, health, performance and behavior.

Exhibit 1. Parents' ratings of the importance of sleep for various outcomes.

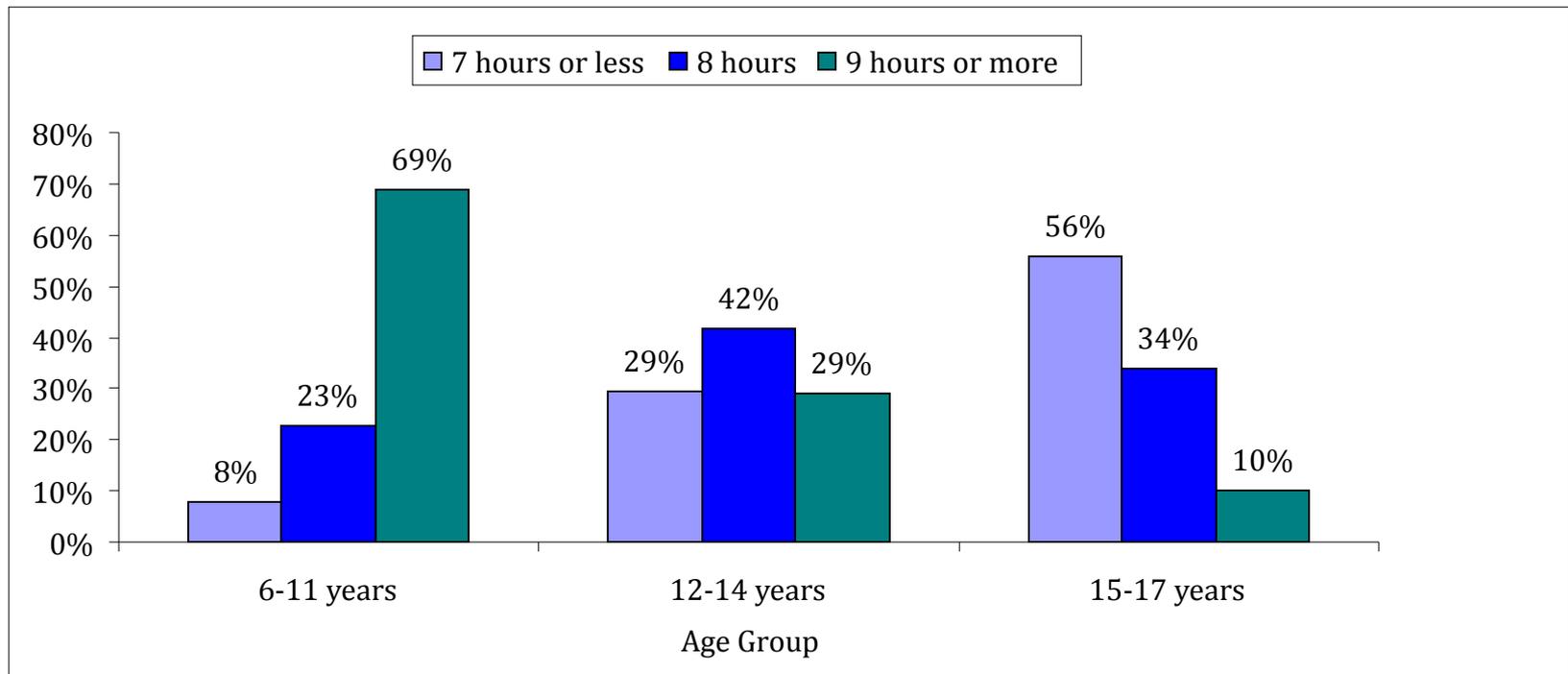


Key Findings: *Child's Sleep Habits*

Total Sleep Time

Parents were asked to estimate how much sleep their child obtained at night. Approximately 45% of all children obtained 9 hours or more of sleep per night. When looking at sleep duration by age group, shorter sleep is more common at older ages. Over half (58%) of 15-17 year olds sleep 7 hours or less per night and only 10% sleep 9 hours or more. Among 6-11 year olds, 8% sleep 7 hours or less per night and 23% sleep only 8 hours per night.

Exhibit 2. Sleep duration on school nights by age group.



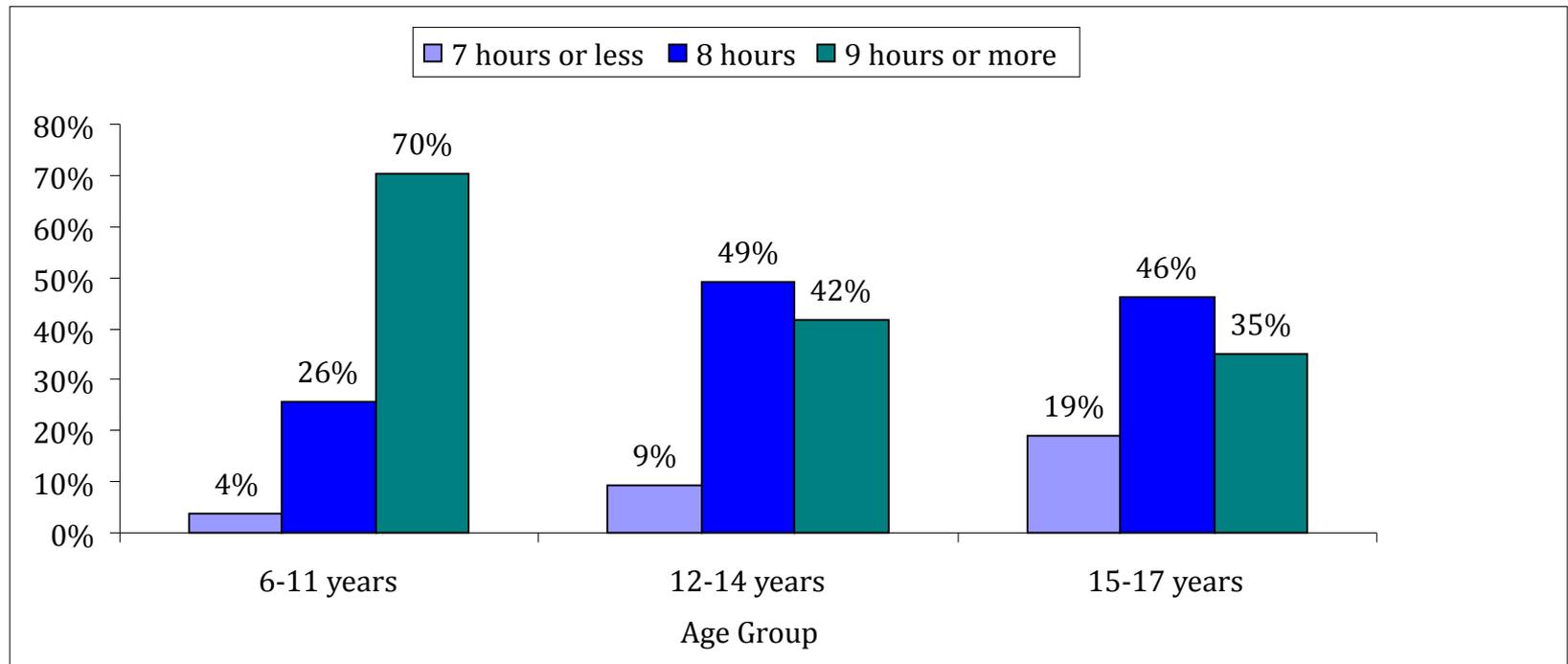
Key Findings: *Child's Sleep Habits*

Total Sleep Time (Continued)

Since sleep duration is estimated by the parents, these results indicate that many parents are aware their child is not getting enough sleep. We also asked the parents how much sleep their child needs at a minimum to be at their best during the day and the responses varied by child age (Exhibit 3).

Furthermore, when comparing how much sleep the parents thought their children get on school nights to how much sleep the parents feel their children need, almost one quarter of parents estimated that their child sleeps 1 hour less on school nights than they need.

Exhibit 3. Amount of sleep the child needs as estimated by the parent.



Key Findings: *Child's Sleep Habits*

Sleep Quality

Parents also estimated the sleep quality of their children. In general, the majority of parents felt their child's sleep quality was excellent (43%) or good (48%). This did vary by the age of the child however. Older children were reported to have worse quality sleep.

Parents were also asked how often, to the best of their knowledge, their child fell asleep in school. For all children, 84% of parents reported that their child never fell asleep in school and the remainder responded rarely (12%), sometimes (3%) and only four parents responded often (<1%). These proportions differed significantly by age group ($p < .001$) where older kids were more likely to fall asleep in school: 7% of 6-11 year olds ever (rarely, sometimes or often) fell asleep in school, 18% of 12-14 year olds ever fell asleep in school, and 33% of 15-17 year olds ever fell asleep in school.

Exhibit 4. Children's sleep quality as estimated by the parent.



Key Findings: *Electronics and Sleep*

Frequency of Electronics

Electronics are becoming fixtures in the modern American family's bedroom – and when children leave them on past bedtime, the duration and quality of their sleep appears to suffer. Electronics have the potential to disturb sleep through light and noise as well as provide a distraction that can lead to delayed bedtimes. We asked parents whether different categories of electronics were in their bedroom and their child's bedroom at night.

The results showed that electronics in the bedroom are pervasive. Importantly, these electronics are found in both the parents' bedrooms as well as their children's bedrooms: 89% of adults and 75% of children have at least one electronic device in their bedrooms. A television was the most common. Over 60% of parents and 45% of children had a television in their bedrooms. Furthermore, having multiple electronics in the bedroom was highly prevalent: 68% of parents and 51% of children had 2 or more devices in their bedroom at night. Leaving the device on at night can be particularly disruptive to sleep and several devices are often left on. Over one third of adults and children leave the television on as well.

Exhibit 5. Percentage of parents and children with specific electronics in their bedroom at night and the percentage of those with the electronic in the bedroom who sometimes leave it on at night.

	Electronic In Bedroom		Electronic sometimes left on at night	
	Parents	Children	Parents	Children
Television	62%	45%	34%	39%
Computer (laptop or desktop)	26%	21%	10%	14%
Tablet or Smartphone	45%	30%	28%	35%
Video game	13%	25%	11%	11%
MP3 or other music player and/or radio	36%	40%	21%	37%

Key Findings: *Electronics and Sleep*

Frequency of Electronics (Continued)

Exhibit 6. Number of devices in the parents' and children's bedrooms

	Parents	Children
No electronics	16%	28%
1	30%	27%
2	26%	18%
3	17%	16%
4	7%	7%
5	4%	4%

The presence of electronics in the bedroom is significantly associated with the child's age ($p < .001$): older children have more electronics. For example, while 72% of all children have at least one device in their bedrooms, 89% of older teens (ages 15-17 years) have at least one device in their bedrooms. While giving them more freedom as they mature, parents also acknowledge older teens are far more likely than younger children to use electronics at night, to the apparent detriment of their sleep.

The median number of devices also varies with age: ages 6-11 years: 1 device; ages 12-14 years: 2 devices and ages 15-17 years: 3 devices. 28% of children have none of the five types of devices in bedroom.

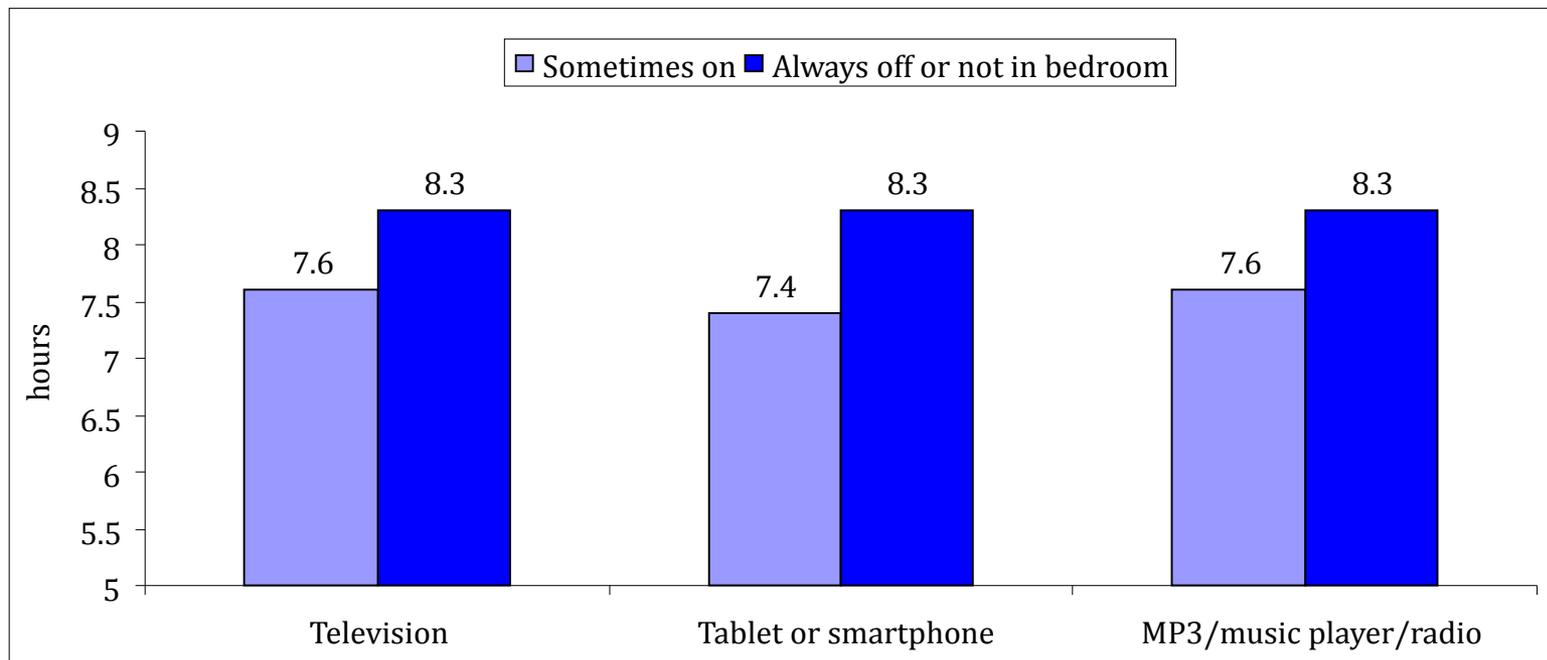
Key Findings: *Electronics and Sleep*

Impact of Electronics on Child Sleep

Electronics are fixtures in the modern American family's bedroom – and when children leave them on past bedtime, the duration and quality of their sleep appears to suffer.

We explored whether the mere presence of these electronics in the bedroom may be related to sleep. Children with a television slept an average of 8.0 hours versus 8.3 hours for children without a television, a significant difference even after adjusting for child's age ($p=.04$). The presence of the other devices was not associated with significant differences in sleep duration, however the tendency to leave certain devices on was, as shown in exhibit 7.

Exhibit 7. Mean sleep duration on school days for children with specific electronic devices in the bedroom who do and do not always turn the device off at night.

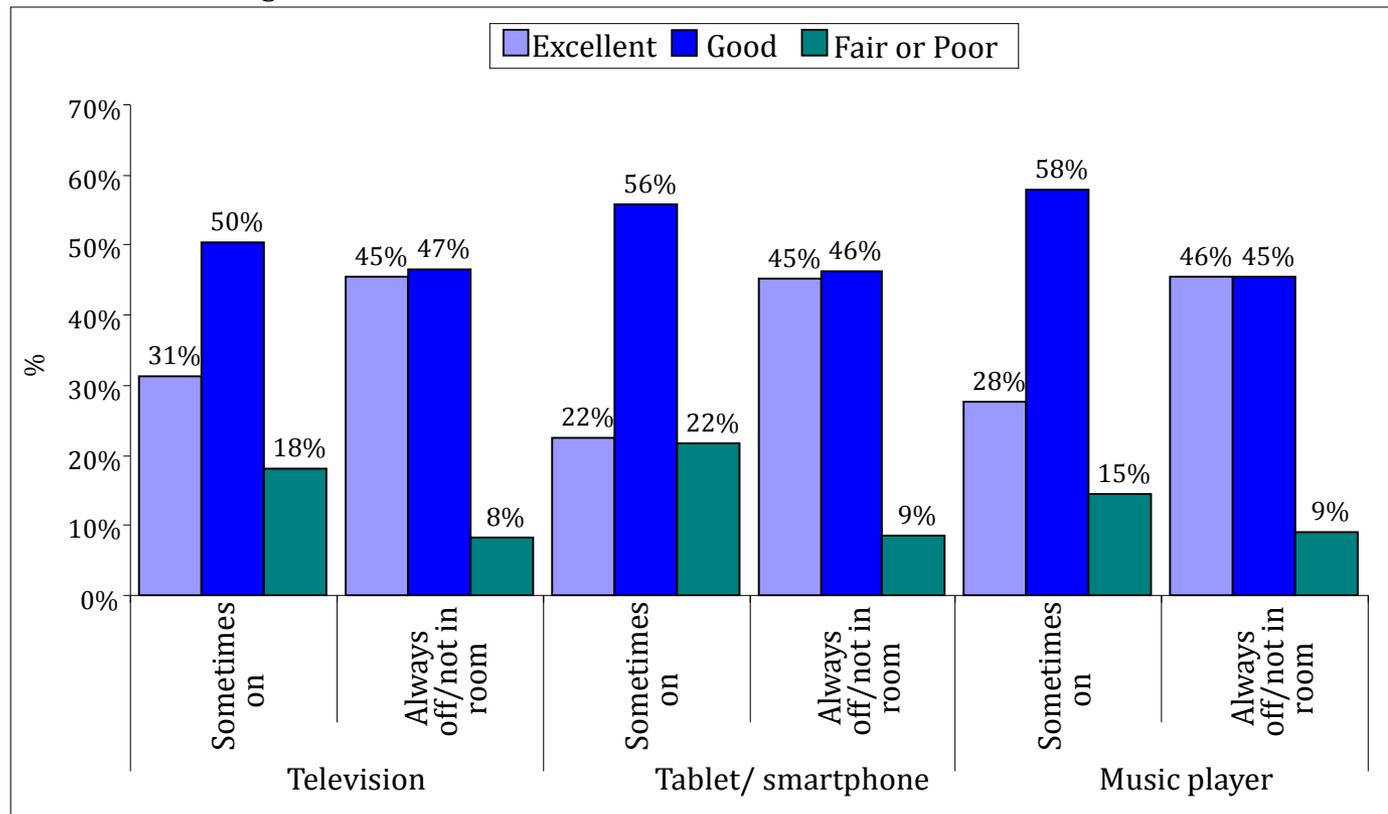


Key Findings: *Electronics and Sleep*

Impact of Electronics on Child Sleep (Continued)

Sleep quality was also associated with electronic devices left on at night. In unadjusted analyses, sleep quality was significantly worse for children who sometimes left the television, tablet/smartphone and music player on at night. After adjusting for age, sleep quality was significantly more likely to be only fair or poor for children who sometimes left the television on at night ($p=.002$) and who sometimes left a tablet or smartphone on at night ($p=.04$).

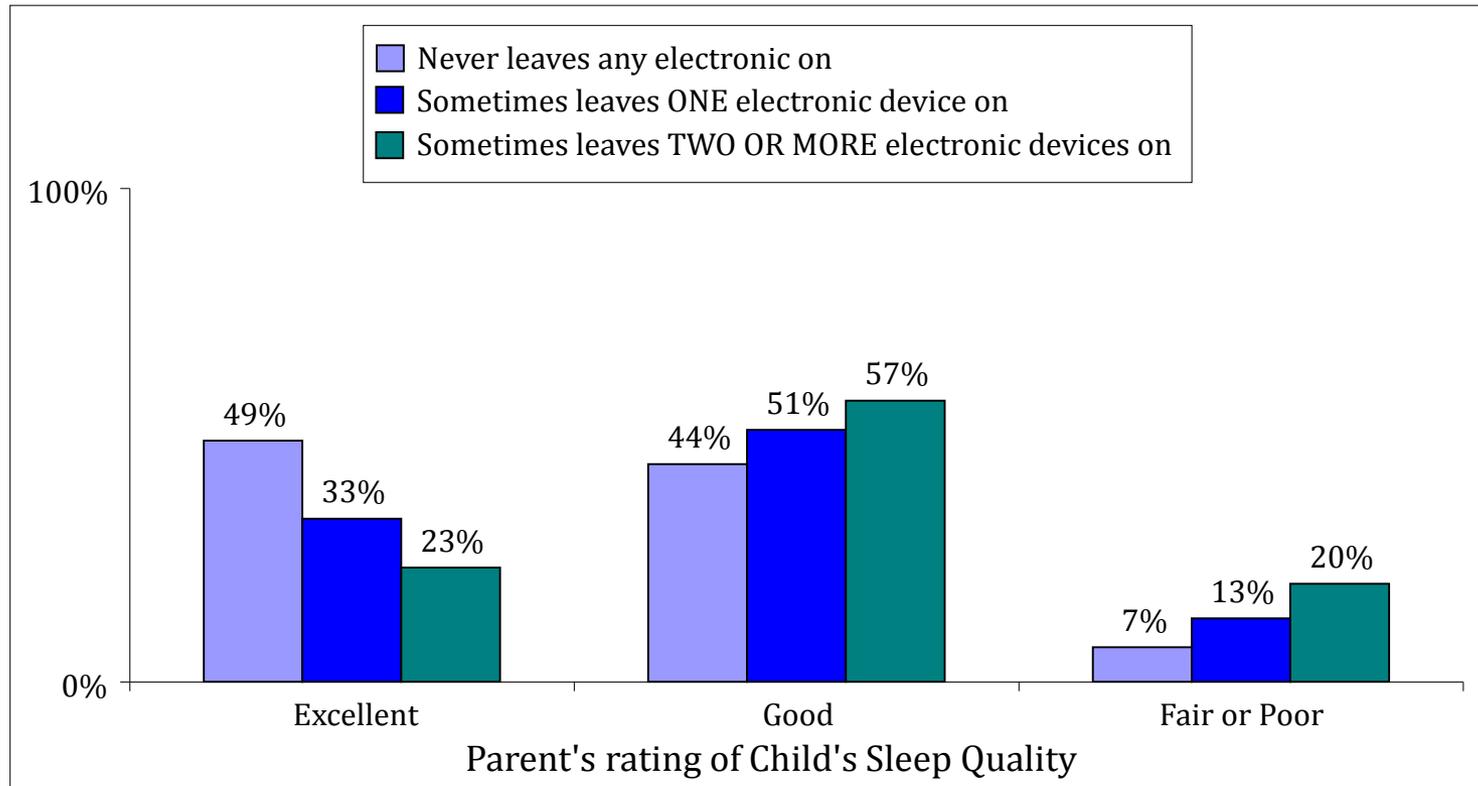
Exhibit 8. Sleep quality for children with specific electronic devices in the bedroom who do and do not always turn the device off at night.



Key Findings: *Electronics and Sleep*

Impact of Electronics on Child Sleep (Continued)

Exhibit 9. Sleep quality by number of electronic devices left on.

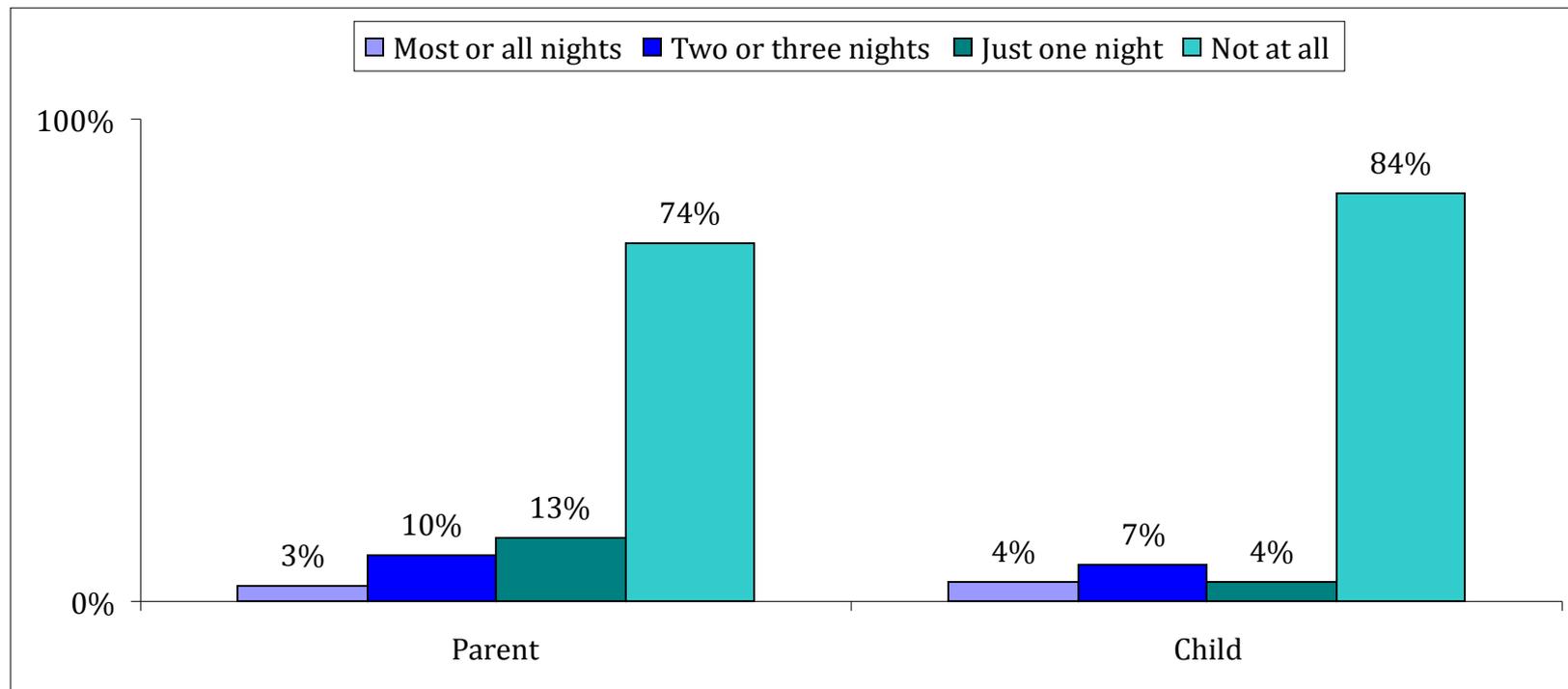


Key Findings: *Electronics and Sleep*

Emailing/Texting After Going To Sleep

Finally, in the last seven days, 26% of parents sent or read emails and text messages after initially going to sleep; 16% of children were reported to do this as well. However, over half of the children (52%) who reportedly sent or read emails or texts after going to sleep had a parent who reported doing this as well.

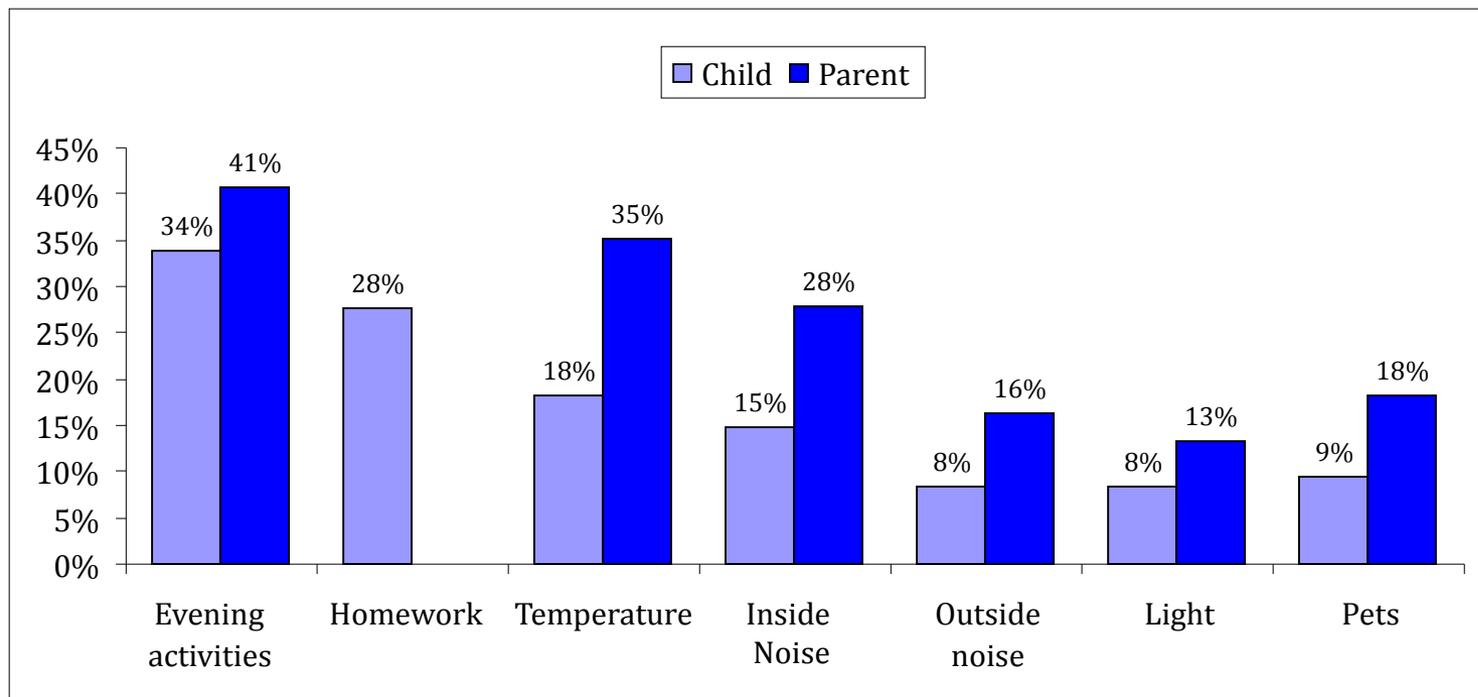
Exhibit 10. Frequency of sending/reading texts or emails after initially going to sleep.



Key Findings: *Busy Schedules and Sleep Difficulties*

We asked parents whether certain factors made it more difficult for them to sleep and for their child to get a good night's sleep in the past week. A common characteristic of modern life is juggling a busy daily schedule, both for the parent and the child. For both parents and children, scheduled evening activities was the most common challenge to getting a good night's sleep: 41% of parents and 34% of children experienced difficulty getting a good night's sleep on at least one night during the past week due to evening activities. For children, 28% experienced difficulty getting a good night's sleep at least once in the past week due to homework.

Exhibit 11. Proportion who experienced difficulty getting a good night's sleep due to various factors at least once in previous week.



Key Findings: *Sleep-Related Rules*

Parents who enforce sleep-related rules inconsistently or not at all report their children get less, lower-quality sleep than peers in stricter households. We queried parents about whether they have rules their child needs to follow regarding: the specific time the child goes to bed, how late the child can watch television, drinking colas, coffee, or other sources of caffeine in the afternoon or evening, how late the child can use a smartphone or cell phone, how late the child can use a computer/tablet, and how late the child can play video games. We also asked whether the parent usually or always enforce these rules.

Exhibit 12. Prevalence of sleep-related rules that can impact sleep.

Rule	Always Enforced	Usually/sometimes enforced	No Formal Rules
Bedtime	24%	58%	17%
Television	28%	52%	19%
Caffeine	44%	33%	23%
Smartphone or cell phone	44%	31%	24%
Computer/tablet	42%	37%	20%
Video games	45%	35%	19%

Key Findings: *Sleep-Related Rules (Continued)*

Children of parents who had rules enforcing their child's bedtime average slept an average of 1.1 hours longer than children whose parents did not have these rules. Children of parents who had rules enforcing caffeine consumption later in the day slept 0.7 hours more than children whose parents did not have these rules. Finally, children of parents who had rules about how late the child could watch television slept approximately 0.6 hours more than children whose parents did not have these rules.

If the parents always enforced the rules about caffeine assumption (as opposed to only sometimes or not having the rule at all), the children sleep close to an hour more (0.9 hours) than the children of parents who only sometimes enforced the rule or had no rule at all. Similarly, children whose parents always enforced rules about how late the child can use a smartphone or cell phone slept approximately 0.8 hours more as well.

Exhibit 13. Estimated average sleep duration (hours) for children on school nights by sleep-related rules.

Parent says he/she:	Has rules about...	Does not have rules about...
Bedtime	8.4	7.3
Television	8.3	7.7
Caffeine	8.3	7.7
Smartphone or cell phone	8.2	7.9
Computer/tablet	8.3	7.8
Video games	8.3	7.8
Parent says he/she:	ALWAYS ENFORCES rules about...	DOESN'T ALWAYS ENFORCE rules about...
Bedtime	8.5	8.1
Television	8.6	8.0
Caffeine	8.7	7.8
Smartphone or cell phone	8.6	7.8
Computer/tablet	8.6	7.9
Video games	8.5	7.9

Key Findings: *Sleep-Related Rules (Continued)*

By their own account, parents enforce sleep-related rules less as children get older. Only 35% of parents of 15-17 year olds have all 6 rules whereas 70% of parents of 6-11 year olds do.

Exhibit 14. Number of sleep-related rules by child age.

# of Rules	Age of Child		
	6-11 years	12-14 years	15-17 years
None	3%	3%	25%
1-5	27%	33%	40%
All 6	70%	64%	35%

Key Findings: *Parents as Role Models*

Parents are important role models for their children, and this includes being a role model for sleep. Parents with electronics in the bedroom were more likely to have children with electronics in their bedroom.

- Nearly two-thirds (65%) of children whose parents have one or more “interactive” electronics (tablet or smartphone, laptop or desktop computer, and/or video game) in their bedroom also have at least one device in their bedroom. Only 24% of children have a device in their bedroom if their parent does not.
- Parents who leave devices on also have children who leave devices on. For example, 73% parents who sometimes leave on 2 or more devices has a child who sometimes leaves on at least one device and 35% of these parents has a child who also leaves on 2 or more devices.

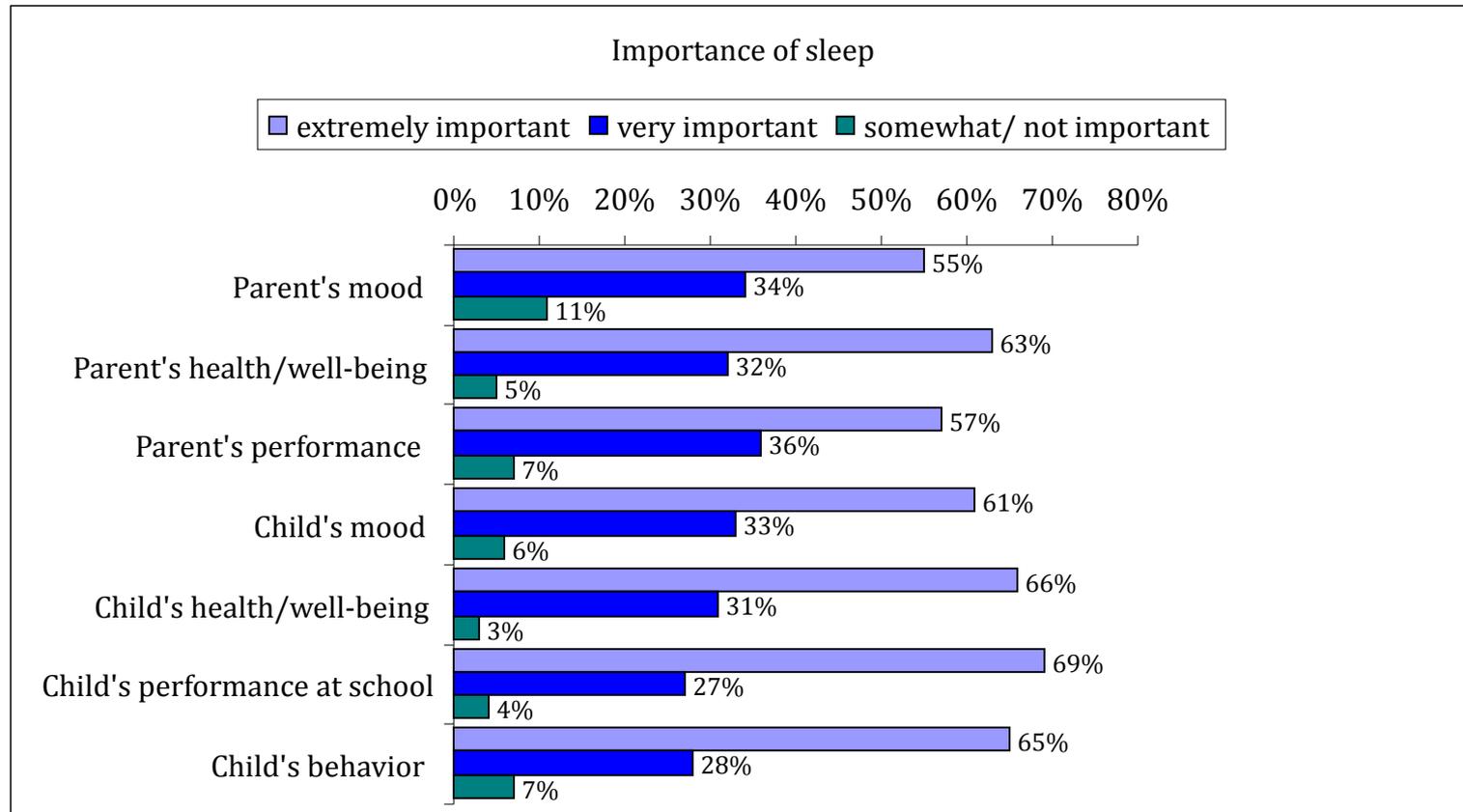
2014 Sleep in America[®] Poll

DETAILED FINDINGS

Detailed Findings: *Importance of Sleep*

Parents were asked to rate how important they felt sleep was for several different things. Overall, the majority of parents felt that sleep was very or extremely important for all of these outcomes.

Exhibit 15. Parents' ratings of the importance of sleep for various outcomes.



Detailed Findings: *Methods to Help Parent/Child Sleep*

We asked parents which methods they used to help them sleep as well as the methods used to help their child sleep. Two common methods for both parents and children was taking a bath/shower (54% of parents and 60% of children often or sometimes did this) and reading (50% of parents and 56% of children did this). 66% of parents often or sometimes watched television or videos to help them sleep and 37% surfed the internet or played games online often or sometimes. Among the children, 47% often or sometimes watched television or videos and 27% often or sometimes surfed the internet or played games online to help them sleep.

Exhibit 16. Methods parents used to help them sleep.

	Often	Sometimes	Rarely	Never
Take a bath or shower	26%	28%	24%	22%
Listen to music	11%	22%	32%	35%
Drink alcohol	2%	10%	24%	63%
Read	18%	32%	27%	21%
Do yoga/meditate	1%	7%	13%	78%
Watch television or videos (on any device)	30%	36%	13%	20%
Surf internet or play games online	13%	24%	23%	38%
Take over-the-counter medication (including herbal remedies)	4%	11%	19%	65%
Take prescription medication	7%	5%	10%	78%
Other things	4%	11%	16%	65%

Exhibit 17. Methods used to help children sleep.

	Often	Sometimes	Rarely	Never
Take a bath or shower	30%	30%	17%	22%
Listen to music	24%	25%	19%	31%
Read	21%	35%	19%	23%
Do yoga/meditate	1%	2%	9%	86%
Watch television or videos (on any device)	18%	29%	18%	36%
Surf internet or play games online	9%	18%	17%	56%
Take medication (over-the-counter or prescription)	4%	3%	5%	88%

Detailed Findings: *Child's Sleep Habits*

Amount of Sleep

- Parents were asked to say approximately what time their child typically goes to bed and wakes up on school nights and non-school nights (rounded to the nearest hour). Subtracting the waking hour from bedtime hour yields an estimate of total number of hours spent in bed.
- For the full sample, parents reported children age 6-17 typically had 9.6 hours of bedtime on school days and 10.3 hours on non-school days.
- Parents also were asked to estimate the number of hours of actual sleep their child got, “considering that someone may or may not fall asleep as soon as they go to bed and may wake up during the night.”
- These numbers were, as we’d expect, lower than the estimates for bedtime hours – an estimated 8.2 hours of actual sleep on average on school days, 8.9 hours on non-school days. If we average across the week considering there are 5 school nights and 2 school nights per week, the average for all children is 8.4 hours.
- Parents were asked to estimate how much sleep their child needed to be at their best during the day. Parents thought their children need more sleep than they actually get across a week. On average, parents said the child needs a minimum of 8.7 hours of sleep to be at his or her best during the day.
- Parents see children’s sleep needs diminishing with age and sleep duration also significantly declines with age, particularly on school nights.

Exhibit 18. Estimated sleep need, sleep duration on school days, non-school days and weekly average by age group.

Child's age	# hours sleep parent thinks child NEEDS to be at best*	# hours sleep parent thinks child GETS - school nights*	# hours sleep parent thinks child GETS - non-school nights	Weekly sleep duration average*
6-11	9.1	8.8	9.1	8.9
12-14	8.5	7.9	8.7	8.1
15-17	8.2	7.1	8.9	7.6

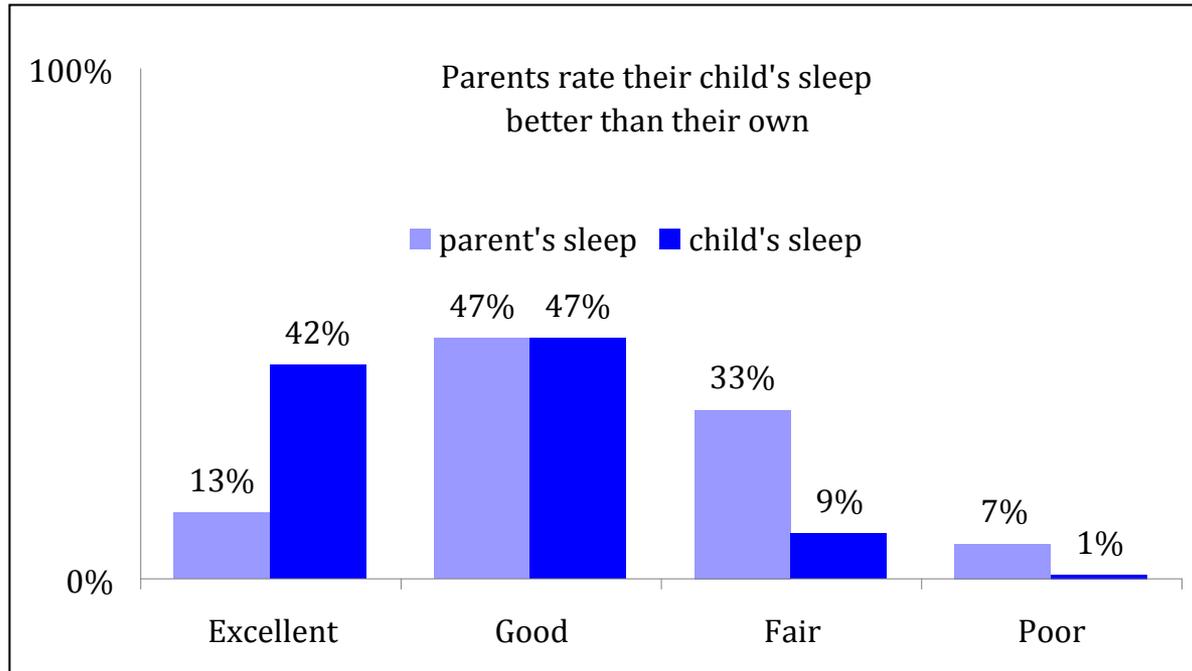
*Significant difference between age groups (p<.001)

Detailed Findings: *Child's Sleep Habits*

Quality of Sleep

Parents were asked to rate the quality of sleep for both themselves and their children. Parents rate their child's sleep quality significantly better than their own ($p < .001$).

Exhibit 19. Parents' and children's sleep quality.

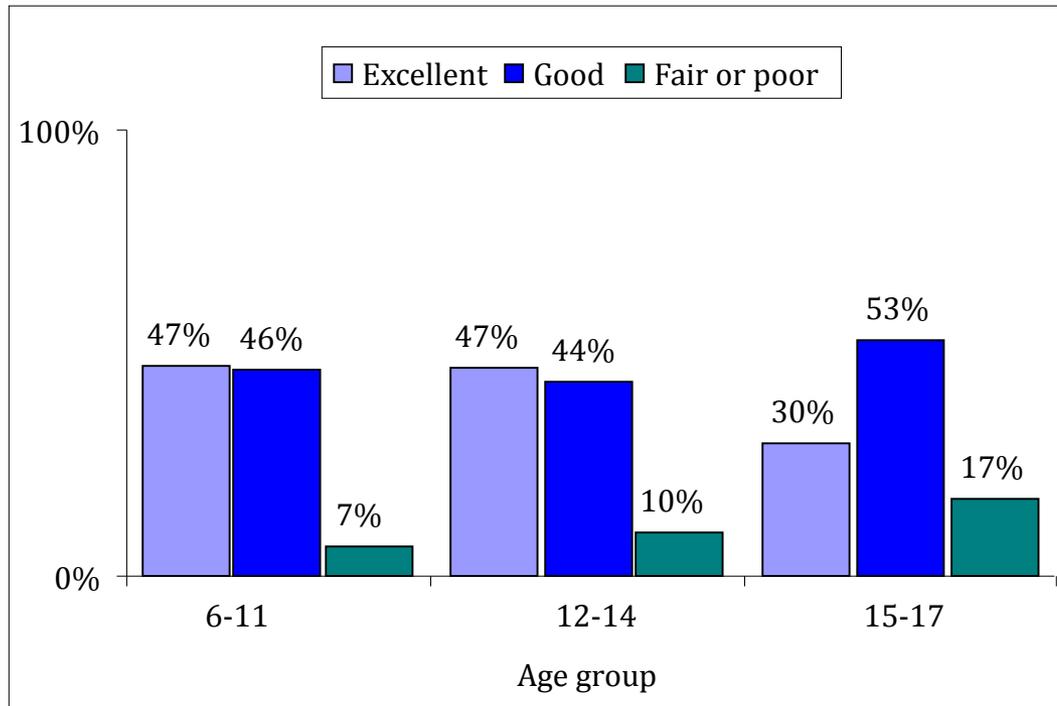


Detailed Findings: *Child's Sleep Habits*

Quality of Sleep (Continued)

Older children had significantly lower sleep quality than younger children.

Exhibit 20. Children's sleep quality by age.

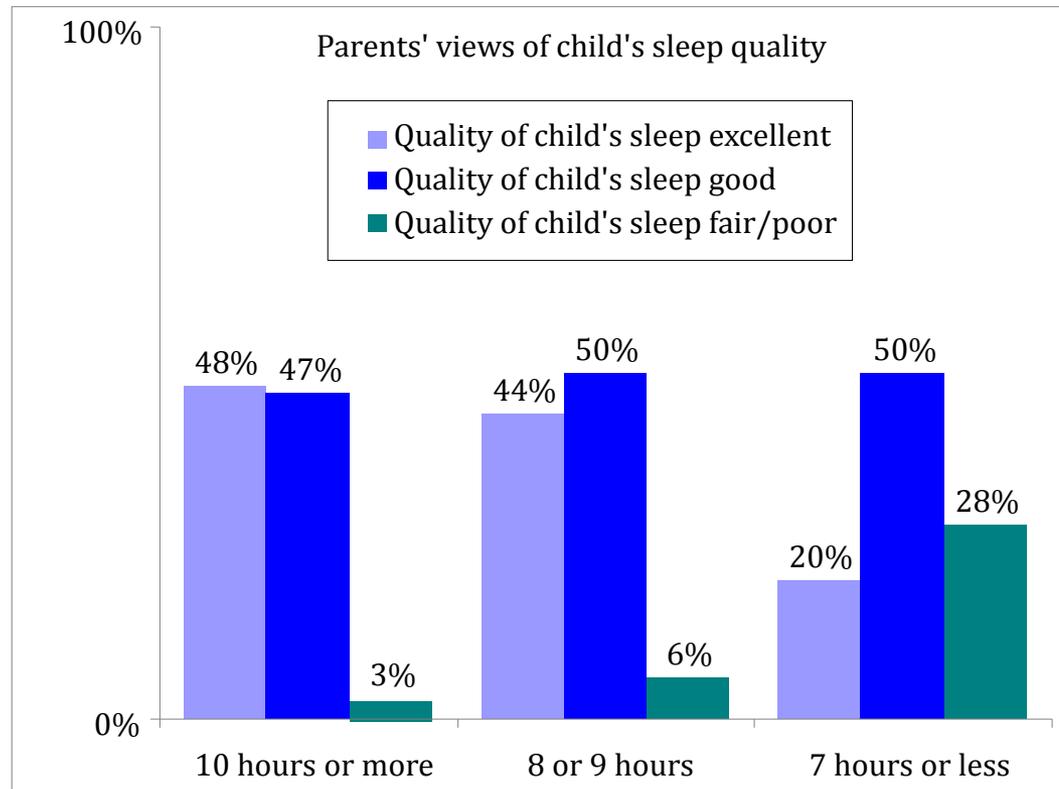


Detailed Findings: *Child's Sleep Habits*

Quality of Sleep (Continued)

Further, children with lower sleep quality were also more likely to get less sleep ($p < .001$). Among children who were reported to sleep 7 hours or less per night, 28% of them had fair or poor quality sleep whereas among children who sleep 10 hours or more, only 3% had fair or poor quality sleep.

Exhibit 21. Children's sleep quality compared to sleep duration

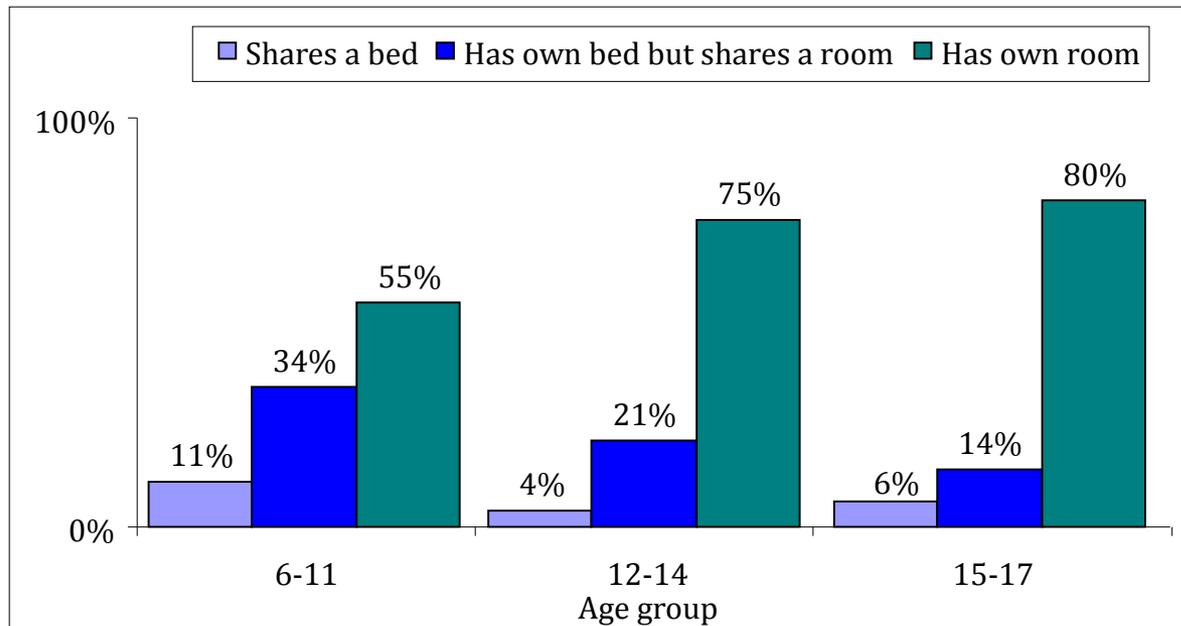


Detailed Findings: *Child's Sleep Habits*

Sleeping Arrangements

- Parents were asked about the child's sleep arrangements. For all children, 8% shares a bed with someone else, 26% sleeps alone in a bed but shares a bedroom with someone else and 66% have their own room.
- Shared bedrooms are more likely among younger children and lower-income/non-white families.
- Inside noise was more commonly reported to be a problem for the child's sleep when the child shared a bedroom.
- Tablets and cell phones were more likely to be reported as causing child sleep difficulty when the child has his/her own bedroom.

Exhibit 22. Sleeping arrangements by age.



Detailed Findings: *Child's Sleep Habits*

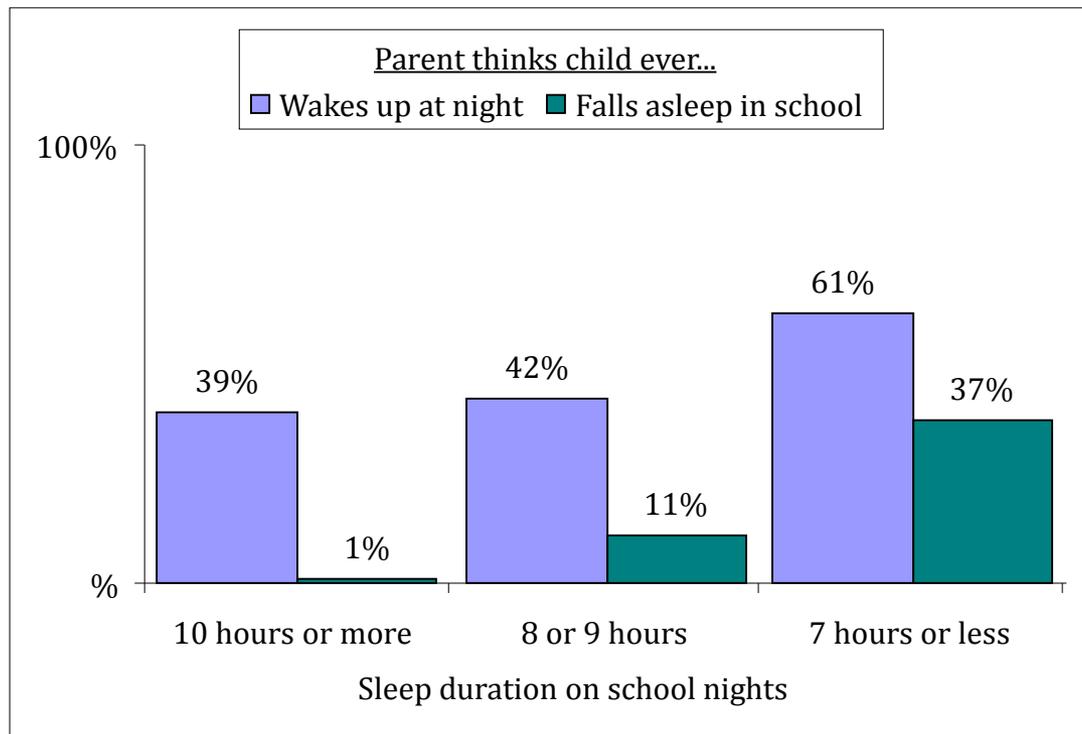
Trouble Sleeping, Trouble Staying Awake

- Parents were asked how often, to their knowledge, their child wakes up at night or falls asleep in school. Overall, 54% of parents said their child never wakes up at night, while 36% said once per night, 7% said twice per night and 2% said three times or more per night. These proportions did not vary by age, however, lower-income parents (income \leq \$50,000/year) were more likely to report child awakening during night ($p=.005$).
- 84% of parents reported that their child never fell asleep in school as far as they knew and the remainder responded rarely (12%), sometimes (3%) and only four parents responded often ($<1\%$). These proportions differed significantly by age group ($p<.001$) where older kids were more likely to fall asleep in school: 7% of 6-11 year olds “ever” (often, sometimes or rarely) fell asleep in school, 18% of 12-14 year olds ever fell asleep in school, and 34% of 15-17 year olds ever fell asleep in school. Prevalence of falling asleep in school was nearly twice as high among parents with no formal rules about when the child may go to bed (29% vs. 13%).
- Incidence is also significantly higher among: parents who don't rate a good night's sleep “extremely important”; adults with parental responsibility but who are not the child's biological or adoptive parents; and parents with income $<$ \$50,000.
- Both waking up during the night and falling asleep in school were associated with the children's sleep duration. Children who sleep <7 hours per night were more likely to wake up at least once per night and were more likely to fall asleep in school at least rarely.
- 10% of parents said both things happen to their child – and those children were more likely to get no more than 7 hours of sleep on a school night.

Detailed Findings: *Child's Sleep Habits*

Trouble Sleeping, Trouble Staying Awake (Continued)

Exhibit 23. Trouble sleeping and staying awake by sleep duration



Detailed Findings: *Electronics and Sleep*

- 84% of parents with children aged 6-17 report usually having at least one of these five types of electronics in their own bedroom at night: television, smartphone or tablet, laptop or desktop computer, video game or music player/radio.
 - 54% of parents have at least two of those five types of devices in their bedroom, including 28% who have three or more.
- According to parents' reports, 72% of children age 6-17 usually have at least one of those five types of devices in their bedroom.
 - 45% of these children have at least two of the five types of electronic devices in their bedrooms, including 27% who have three or more.
- 36% of parents in this sample acknowledge they sometimes leave at least one of the five types of electronic devices (television, tablet/smartphone, laptop/desktop computer, video game or music player/radio) on in their bedroom after they've gone to sleep
 - That includes 8% who leave two or more devices on.
- Among all households in our sample, 34% of parents say the child sometimes leaves at least one of the five types of devices of parents think their child sometimes leaves at least one of those five types of devices on while sleeping.
 - 10% say the child sometimes leaves two or more devices on.
 - For 15- to 17-year olds, 68% are reported to leave an electronic on at night; for children age 12-14 that number is 46% and for those who are 6-11 it's 28%.

Exhibit 24. Prevalence of electronics in the bedroom and whether they are sometimes left on at night.

Electronic Type	<u>Usually in the bedroom at night</u>		<u>Sometimes left on while sleeping</u>	
	<i>Base: Full sample</i>		<i>Base: Have device in BR</i>	
	Parent	Child	Parent	Child
TV	62%	45%	34%	39%
Tablet or smartphone	45%	30%	28%	35%
Computer (laptop or desktop)	26%	21%	10%	14%
Video game	13%	25%	11%	11%
MP3 or other music player and/or radio	7%	40%	21%	37%

Detailed Findings: *Electronics and Sleep (Continued)*

- The following devices could be considered more “interactive” than the others: computer, tablet or smartphone and videogame. The presence of any of these devices in the bedroom is also more common at older ages.
- Mean sleep duration on school days is also significantly different between those children who have an interactive device in their bedroom (8.5 hours) and those who do not (7.8 hours). However, once accounting for child age, differences in mean sleep duration between these two groups were no longer significant. Sleep quality was not related to the presence of interactive devices.
- Mean sleep duration on school days was also significantly higher for those children who always turned off the interactive device(s) in their bedroom (8.3 hours) and those who do not (7.3 hours). After adjusting for age, this difference became 0.4 hours and was no longer significant ($p=.06$). Sleep quality was better among children who always turned these devices off: 45% of those who always turned them off had excellent sleep quality compared to only 25% of those children who sometimes left them on. The difference in sleep quality remained significant after adjusting for age.

Exhibit 25. Prevalence of an interactive device by age.

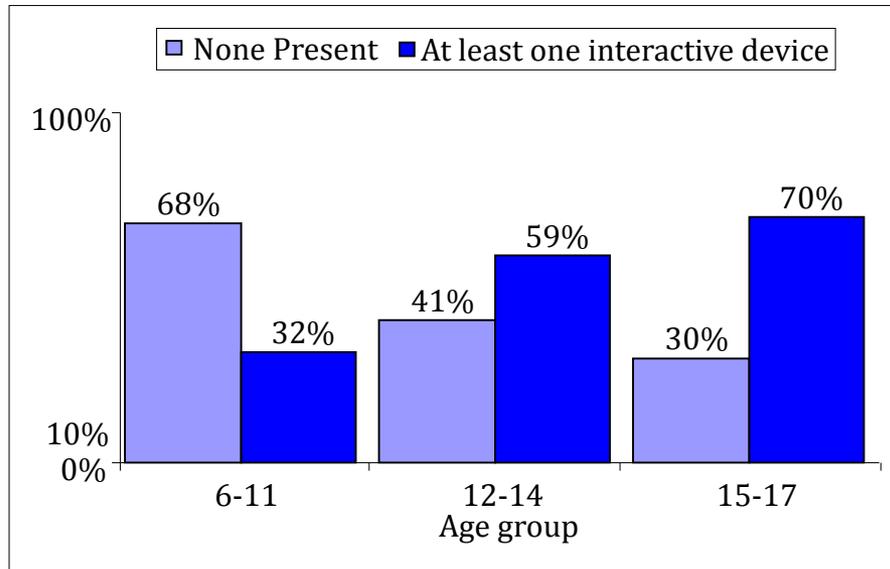
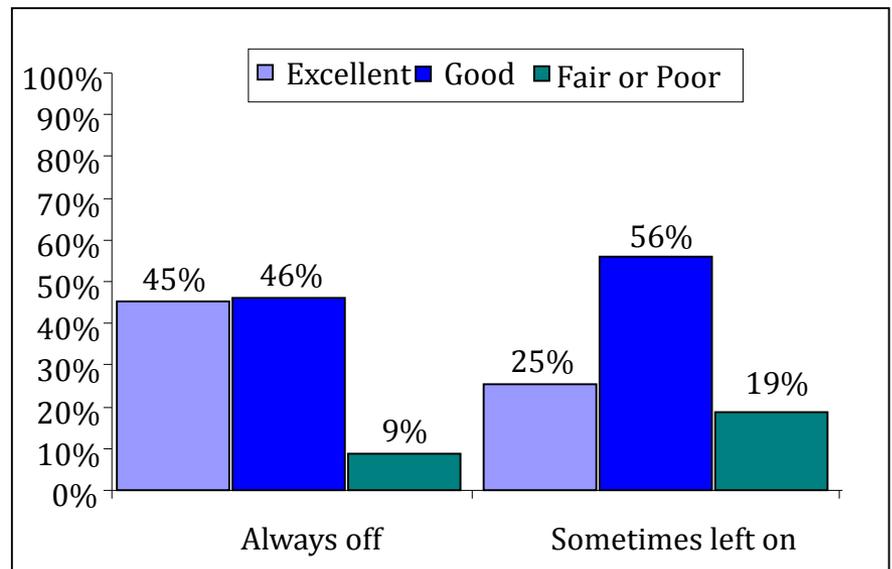


Exhibit 26. Sleep Quality by the presence of an interactive device.



Detailed Findings: *Electronics and Sleep*

Like Parent, Like Child: Devices in the Bedroom

When parents have electronics in their bedroom, their children are far more likely to have them too.

- If the parent has one or more “active” electronics – 59% have a tablet or smartphone, laptop or desktop computer, and/or video game - 65% of children are reported to have at least one as well, only 24% if the parent does not. Put another way, in 49% of American households with children age 6-17, both parent and child have at least one of those devices in their bedroom.
- If the parent has a TV in the bedroom (62% do), 64% of children have one too; only 14% of children do if the parent does not.
- Similar results for MP3 or other music players or radios (which 36% of parents have in their bedrooms): 70% of children have them if the parent does, 22% if the parent does not.
- When parents leave electronics on in their bedroom, their children are far more likely to do so too.
 - Of the 48% of parents who report they sometimes leave one or more “interactive” electronics – tablet or smartphone, laptop or desktop computer, and/or video game – on after falling asleep, 57% say their child does the same
 - Of the 34% of parents who say they sometimes leave the TV on after falling asleep, 68% say their child does too
 - Of the 21% of parents who sometimes leave on a music player or radio, 76% say their child does too
 - Of the 11% of parents who may leave on a video game, 95% says their child does too
- Two-thirds of the time, consistent behavior – whether negative (leaving electronics on at night) or positive - is reported for both parent and child.

Exhibit 27. Comparison of parents and children and whether they leave electronics on.

Electronics left on at night	
Both parent and child always turn everything off (or no devices in bedroom)	35%
Parent leave something on; child turns all off	22%
Parent turns all off; child leaves something on	10%
Parent and child both leave something on	32%

Detailed Findings: *Electronics and Sleep*

Wake Up and Text Somebody

- One in four parents (26%) said that they sent or read text messages, emails or other electronic communications after they had initially gone to sleep at least once in the week before the survey.
 - Three percent of parents said they sent or read electronic communications after they initially fell asleep most or all nights in the preceding week and 10% reported this behavior on two or three nights.
 - Mothers, and parents who are younger, non-white, lower-income parents were more likely to do this.
- 17% said that to the best of their knowledge, their child read or sent electronic communications after initially going to sleep.
 - 43% of teens 15-17 years but only 7% of children aged 14 or younger
 - Much more likely among less strict parents: 28% for all children among parents with no formal rules regarding the child's bedtime or rules that were enforced only sometimes, vs. 9 % of those who enforce such rules always or usually.

Detailed Findings: *Electronics and Sleep*

Impact of Electronics on Sleep

- Average sleep duration was significantly lower for children who were reported to leave televisions, tablets, smartphones or music players on at night.

Exhibit 28. Mean sleep duration on school nights when device is left on versus always off or not in the bedroom.

n		Leave device on at least sometimes while sleep	Always turns devices off
501	Television*	7.6	8.3
336	Tablet or Smartphone*	7.4	8.3
470	MP3/music player/radio*	7.6	8.3

*Significant difference between groups ($p \leq .001$)

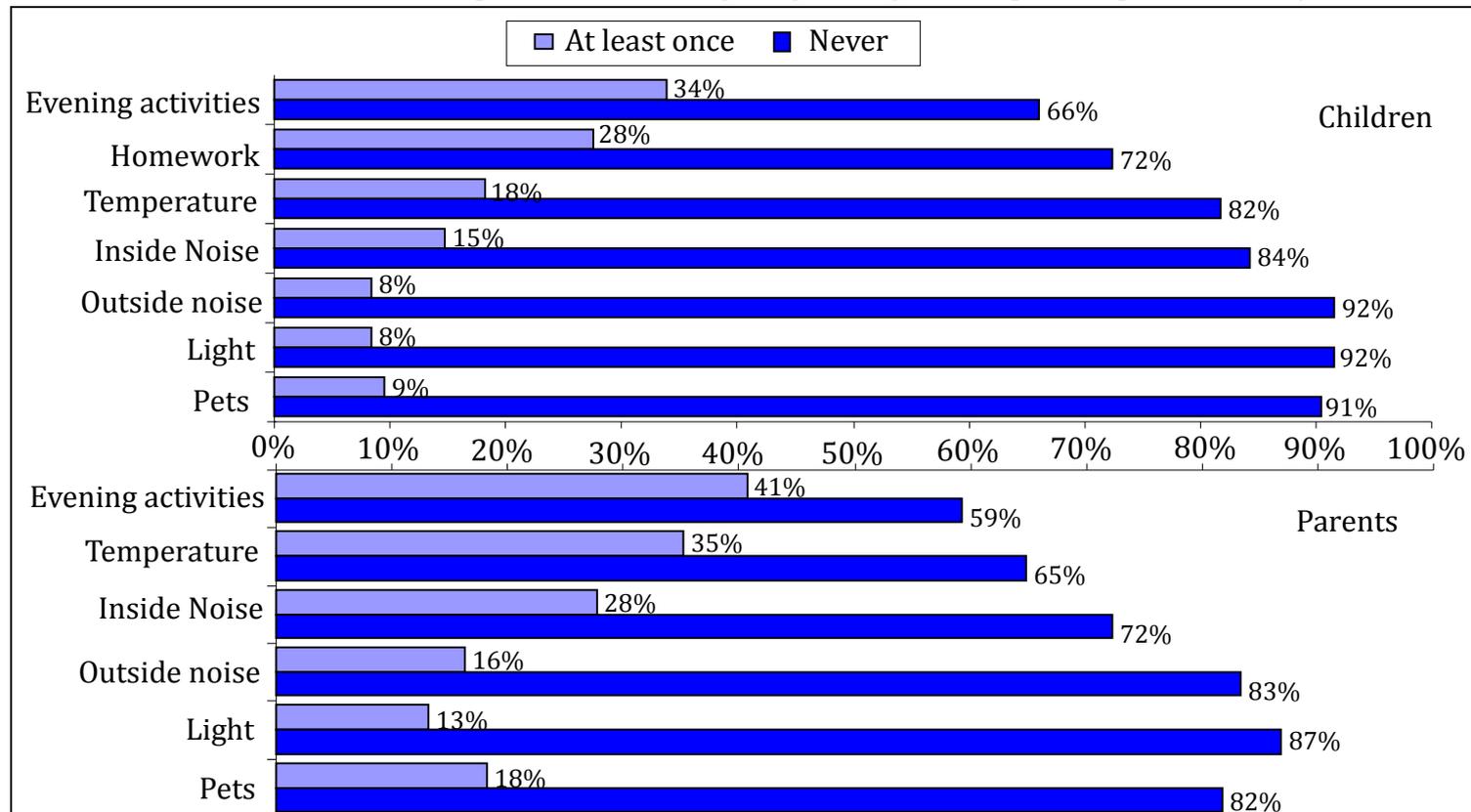
- Results not shown separately for computers or video games because too few children in the sample were reported to leave those devices on.
- Differences were smaller to non-existent on non-school nights.
- After adjusting for child age, average sleep duration remained significantly shorter among children who sometimes left the television on compared to children who always turned it off or did not have one in the bedroom. Average sleep duration did not differ for the other electronics once age was taken into account.
- Parents who acknowledge their children leave electronics on after falling asleep do perceive diminished sleep quality for the child.
- The greater the number of devices left on, the lower the perceived quality of the child's sleep.
- Parents whose child sometimes leaves electronics on after falling asleep are more likely to report the child wakes up during a typical night. That's the case for 52% when the child sometimes leaves at least one device on, vs. 41% for children who always shut all electronics off or don't have any in the bedroom.
- Children who leave electronics on at night also are reported to be far more likely to fall asleep in school. While older children are more apt to do both things, parents of teen-agers (age 13-17) are significantly more likely to report they have fallen asleep in school if they leave electronics on at night (36%) than if they don't (16%).

Detailed Findings: *Reasons for Difficulty Sleeping*

Parents were asked how often in the past seven days, certain factors made it more difficult for them and their child to get a good night's sleep.

- 34% of parents said evening activities impeded their child's sleep in the preceding week, and 28% said the child's homework caused a problem.
- 41% of parents say scheduled evening activities made it more difficult for them to get a good night's sleep at least one night in the week before they took the survey

Exhibit 29. Reasons children and parents could not get a good night's sleep in the past seven days.



Detailed Findings: *Regular Schedules*

Parents were asked how regular certain activities were in the past week. Over half of the parents had a regular evening meal time, regular bedtime and regular wake time in the past week.

Exhibit 30. Regularity of timing of meals, bedtime and wake time from day-to-day among parents.

	About the same time every day	About the same time on school days but different on non-school days	Varied from school day to school day
Time of parent's evening meal	56%	27%	18%
Time parents went to bed	51%	36%	12%
Time parents got up in the morning	53%	40%	6%

Similarly, between 47% and 59% of the children had a regular time of breakfast, evening meal, bedtime and wake time in the past week.

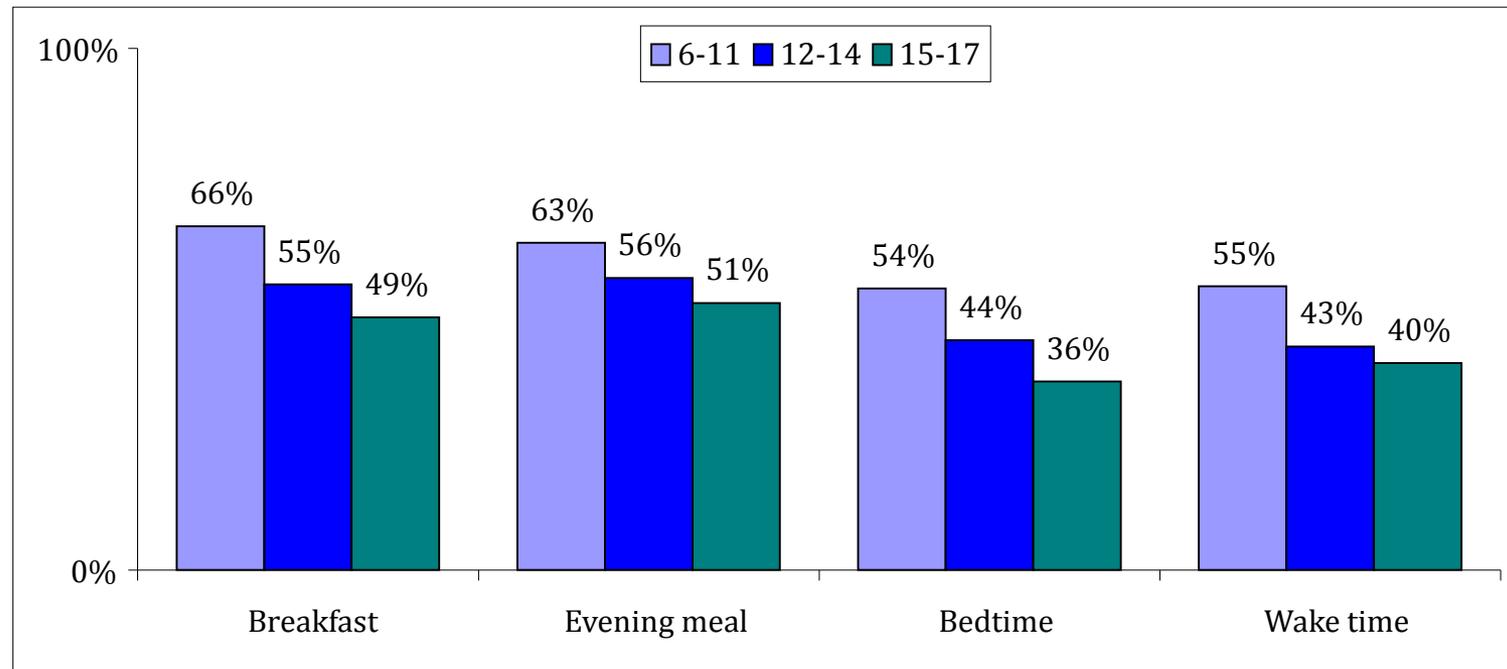
Exhibit 31. Regularity of timing of meals, bedtime and wake time from day-to-day among children.

	About the same time every day	About the same time on school days but different on non-school days	Varied from school day to school day
Time of your child's breakfast	59%	37%	4%
Time of your child's evening meal	58%	28%	14%
Time your child went to bed for the night	47%	46%	7%
Time your child awoke or was awakened in the morning	48%	48%	4%

Detailed Findings: *Regular Schedules (Continued)*

Regularity was less common among older children, however.

Exhibit 32. Proportion whose timing was about the same each day by age group.

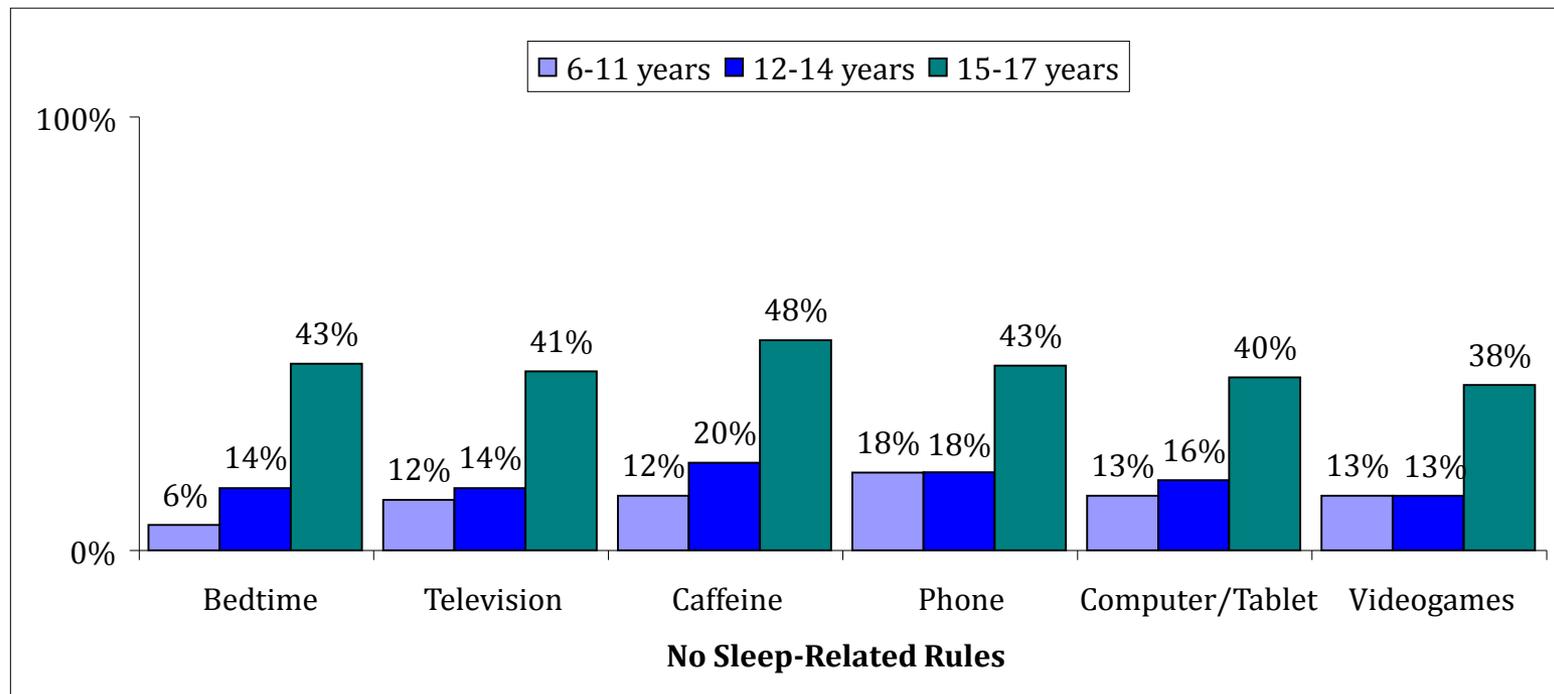


Detailed Findings: *Sleep-Related Rules*

Parents were asked whether they have rules their child needs to follow regarding: the specific time the child goes to bed, how late the child can watch television, drinking colas, coffee, or other sources of caffeine in the afternoon or evening, how late the child can use a smartphone or cell phone, how late the child can use a computer/tablet, and how late the child can play video games. All of these behaviors could impact the child's sleep. We also asked whether the parent usually, sometimes or always enforce these sleep-related rules.

- Overall, the proportions of parents with no set sleep-related rules were 17% for bedtime, 19% for how late the child can watch television, 23% for how late the child can consume caffeine; 24% for how late the child can use a smartphone or cell phone, 20% for how late the child can use the computer/tablet and 19% for how late the child can play videogames.
- The prevalence of sleep-related rules declined with age, with parents of 15-17 year olds having the fewest sleep-related rules.

Exhibit 33. Proportion of parents with no formal rules for six behaviors by age group.



Detailed Findings: *Sleep-Related Rules*

- These rules appear to impact sleep duration in children. The children whose parents always enforce these sleep-related rules sleep longer on average than children whose parents who do not always enforce these rules.
- The strongest relationships with longer sleep duration were (see Exhibit 13 on page 20)
 - **HAVING rules on child bedtime** (average 1.0 hour longer sleep duration), **caffeine consumption** (0.7 hours), and **how late the child can watch TV** (0.6 hours)
 - **ALWAYS ENFORCING rules on caffeine consumption** (average 0.9 hours longer sleep duration), **use of smart/cell phones in the evening** (0.8 hours)

We also examined sleep duration in relation to the presence or enforcement of rules after taking into account the child's age.

- We compared the sleep duration of children whose parents had a specific rule (regardless of how often it was enforced) versus the children of parents who had no formal rule.
 - Mean sleep duration was significantly longer for presence of rules for bedtime versus no bedtime rules (by 0.4 hours, $p=.03$)
 - The simple presence of the other rules was not associated with sleep duration after taking into account child's age.
- We also compared the sleep duration of children whose parents always enforce the sleep-related rules versus the children of parents who enforced these rules less frequently or did not have a rule at all.
 - Children whose parents always enforced rules about television watching had longer average sleep durations (by 0.3 hours, $p=.01$).
 - Children whose parents always enforced rules about caffeine use had longer average sleep durations (by 0.4 hours, $p<.001$).
 - Children whose parents always enforced rules about smartphone or cell phone use had longer average sleep durations (by 0.4 hours, $p=.001$).
 - Children whose parents always enforced rules about computer/tablet use had longer average sleep durations (by 0.3 hours, $p=.02$).
 - Children whose parents always enforced rules about videogame use had longer average sleep durations (by 0.3 hours, $p=.04$).

Detailed Findings: *Impact of Inadequate Sleep*

While the vast majority of parents seem to have received the message that sleep is important, there is less agreement on negative impacts to children from inadequate sleep.

Exhibit 33. Parents were asked, “For each of the following, how much of an impact is there if your child does not get adequate sleep?”

	Major impact	Some impact	No impact
Your child’s overall performance in school	27%	54%	19%
Your child’s overall mood	35%	53%	10%
Your child’s overall behavior	33%	51%	16%
Your family’s overall quality of life	23%	53%	24%

Among evidence of a possible disconnect among some parents between perceived importance of sleep and the impact of an insufficient amount of it:

- Among parents who said sleep is extremely important for their child’s mood the next day, only 43% said there would be a major impact on mood if the child doesn’t get adequate sleep (46% said there would be some impact and 10% saw no impact at all).
- Among parents who said sleep is extremely important for their child’s performance in school the next day, only 33% said there would be a major impact on performance if the child gets inadequate sleep; 49% said there would be some impact and 18% no impact at all.

2014 Sleep in America[®] Poll

SURVEY INSTRUMENT AND TOPLINE DATA

Survey Instrument and Topline Data

National Sleep Foundation
2014 Sleep in America® Poll
Topline Document

The 2014 Sleep in America® Poll was conducted Dec. 12-23, 2013, using GfK Group's probability-based online KnowledgePanel®. Screening yielded 1,103 U.S. adults who have parental responsibility for children age 6-17 in their household. In cases of qualified adults who have more than one child age 6-17, the computer randomly chose one of the children as the subject of survey questions.

The web survey was programmed so that parents with one child age 6-17 were asked questions about "your child" while those with more than one child in that age group were asked questions about the selected child using the name or initials that the parent entered in a grid used to randomly select the child. References to the child's gender were similarly personalized using information from the parent. For simplicity, this document uses "your child" and "his/her" in all cases.

All percentages are based on the full sample of 1,103 respondents unless noted otherwise. The margin of sampling error for the full sample, including effects resulting from the design of the sample, is plus or minus 4.0 percentage points.

The 2014 Sleep in America® Poll was sponsored by the National Sleep Foundation and produced by Mokrzycki Survey Research Services.

* = less than 0.5%.

Numbers may not add to 100% because of rounding and/or because respondents may have skipped an item.

Child's age:

6	8%
7	12%
8	9%
9	7%
10	7%
11	7%
12	10%
13	8%
14	8%
15	7%
16	7%
17	10%

Number of children currently living in household:

	Total
1	24%
2	40%
3	24%
4	9%
5	2%
6	1%
7 or more	*

[PROMPT; TERMINATE IF REFUSED]

S2_1. Which of these best describes your relationship to this child?

Parent (biological or adoptive).....	87%
Stepparent or legal guardian.....	7%
Partner of child's parent.....	1%
[TERMINATE] Sibling.....	n/a
Other (SPECIFY) [TEXT BOX].....	5%
Grandparent.....	3%
Aunt/Uncle.....	*

[PROMPT; TERMINATE IF REFUSED]

S2_2. Would you say you have parental responsibility for this child?

Yes.....	100%
[TERMINATE] No.....	n/a

S5. Is this child male or female?

Male.....	51%
Female.....	49%

MAIN INTERVIEW

Q1. Thank you. First ...

Generally speaking, how would you rate the quality of the sleep you usually get?

Excellent.....	13%
Good.....	47%
Fair.....	33%
Poor.....	7%

Q2. Generally speaking, how would you rate the quality of the sleep your child usually gets?

Excellent.....	42%
Good.....	47%
Fair.....	9%
Poor.....	1%

Survey Instrument and Topline Data

[GRID]

Q3. We would like to know how important you believe sleep is for different things. How important is getting a good night of sleep for:

	Extremely important	Very important	Somewhat important	Not that important
Your mood the next day	55%	34%	9%	1%
Your health/well-being	63%	32%	4%	*
Your performance the next day	57%	36%	7%	*
Your child's mood the next day	61%	33%	4%	1%
Your child's health/well-being	66%	31%	2%	*
Your child's performance in school the next day	69%	27%	3%	*
Your child's behavior the next day	65%	28%	6%	1%

[NUMBER BOX, RANGE 0-15]

Q4. About how many hours of sleep do you think your child needs, at a minimum, to be at his/her best during the day? (Please round to the nearest hour.)

7 hours or less	9%
8 hours	37%
9 hours	28%
10 hours	22%
11 hours or more	5%

Mean: 8.7 hours
Median: 9 hours

Q5. How often do you do each of the following things to help you sleep?

	Often	Sometimes	Rarely	Never
Take a bath or shower	26%	28%	24%	22%
Listen to music	11%	22%	32%	35%
Drink alcohol	2%	10%	24%	63%
Read	18%	32%	27%	21%
Do yoga/meditate	1%	7%	13%	78%
Watch television or videos (on any device)	30%	36%	13%	20%
Surf internet or play games online	13%	24%	23%	38%
Take over-the-counter medication (including herbal remedies)	4%	11%	19%	65%
Take prescription medication	7%	5%	10%	78%
Other things	4%	11%	16%	65%

[IF Q5-"Other things"=Often, Sometimes or Rarely, ASK]

[TEXT BOX]

Q5J_OT. Please specify what other things you ever do to help you sleep.

Volunteered mentions of:

Sex	6%
Exercise/physical activity	4%
Drinking tea/milk/other non-alcoholic drinks	4%
Eating/snacking	1%
Minimize light	1%
Pray	1%
Read	1%
Talk	
White noise/sound machine	
Massage	1%
Do chores/housework	1%
Count	1%
Do puzzles	1%

[GRID]

Q6. How often does your child do each of the following things to help him/her sleep?

	Often	Sometimes	Rarely	Never
Take a bath or shower	30%	30%	17%	22%
Listen to music	24%	25%	19%	31%
Read	21%	35%	19%	23%
Do yoga/meditate	1%	2%	9%	86%
Watch television or videos (on any device)	18%	29%	18%	36%
Surf internet or play games online	9%	18%	17%	56%
Take medication (over-the-counter or prescription)	4%	3%	5%	88%

Survey Instrument and Topline Data

Q7. Please tell us approximately what time (to the closest hour) your child typically goes to bed and wakes up ...

<u>Goes to bed</u>	<u>On school days</u>	<u>On non-school days</u>
6 p.m. or earlier	2%	*%
7 p.m.	1%	*%
8 p.m.	22%	5%
9 p.m.	36%	22%
10 p.m.	28%	31%
11 p.m.	9%	29%
12 midnight	*	4%
1 a.m. or later	2%	8%

<u>Wakes up</u>	<u>On school days</u>	<u>On non-school days</u>
5 a.m. or earlier	3%	*
6 a.m.	45%	5%
7 a.m.	42%	20%
8 a.m.	6%	26%
9 a.m.	*	20%
10 a.m.	*	14%
11 a.m.	*	8%
12 noon or later	3%	6%

<u>Total reported bedtime</u>	<u>On school days</u>	<u>On non-school days</u>
Average # hours	9.6	10.3
Median # hours	9	10

[NUMBER BOXES; RANGE 1-15]

Q8. Considering that someone may or may not fall asleep as soon as they go to bed and may wake up during the night, about how many hours of actual sleep would you estimate your child typically gets at night (please round to the nearest hour):

<u>Total reported sleep time</u>	<u>School days</u>	<u>Non-school days</u>
Average # hours	9.2	10.1
Median # hours	9	10

Q9. Which best describes your child's usual sleeping arrangement:

He/she sleeps alone in his/her own bedroom	66%
He/she sleeps alone in bed but shares a bedroom with someone else	26%
He/she shares a bed with someone else	8%

5

Q10. To the best of your knowledge, how often does your child wake up during a typical night?

Never	54%
Once	36%
Twice	7%
Three times or more	2%

Q11. To the best of your knowledge, how often does your child fall asleep in school?

Never	83%
Rarely	12%
Sometimes	3%
Often	*

[GRID - FORCED-CHOICE YES/NO FOR EACH ITEM; RESULTS SHOWN ONLY FOR "YES, IN BEDROOM"]

Q12. Please tell us which of the following are usually in your bedroom at night:

Television	62%
Computer (laptop or desktop)	26%
Tablet (ex: iPad) or smartphone (ex: iPhone or Android)	45%
Cell phone (not a smartphone) or landline phone	52%
Video game	13%
MP3 or other music player and/or radio	36%
Parent has 0 of 6 types of devices in BR	11%
1 of 6	21%
2 of 6	25%
3 of 6	23%
4 of 6	11%
5 of 6	7%
Parent has all 6 of 6	3%
Median # devices:	2

6

Survey Instrument and Topline Data

[GRID - PERCENTAGES BASED ON RESPONDENTS WHO REPORTED EACH ITEM USUALLY BEING IN BEDROOM AT NIGHT (N):]

Q13. Please tell us whether you always turn off each of the following before going to sleep or if you leave it on at least sometimes while sleeping:

N=		Always turn this off before sleeping	Leave it on at least sometimes while sleeping
703	Television	66%	34%
293	Computer	89%	10%
502	Tablet or smartphone	72%	28%
581	Cell or landline phone	36%	63%
143	Video game	89%	11%
393	MP3/music player/radio	79%	21%

[GRID - FORCED-CHOICE YES/NO FOR EACH ITEM; RESULTS SHOWN ONLY FOR "YES, IN BEDROOM"]

Q14. Please tell us which of the following are usually in your child's bedroom at night:

Television.....	45%
Computer (laptop or desktop).....	21%
Tablet (ex: iPad) or smartphone (ex: iPhone or Android).....	30%
Cell phone (not a smartphone) or landline phone.....	27%
Video game.....	25%
MP or other music player and/or radio.....	40%
Child has 0 of 6 types of devices in BR.....	25%
1 of 6.....	24%
2 of 6.....	18%
3 of 6.....	15%
4 of 6.....	9%
5 of 6.....	6%
Child has all 6 of 6.....	3%

Median # devices:.....2

[GRID - PERCENTAGES BASED ON RESPONDENTS WHO REPORTED EACH ITEM USUALLY IS IN CHILD'S BEDROOM AT NIGHT (N):]

Q15. To your knowledge, does your child always turn off each of the following before going to sleep or does he/she leave it on at least sometimes while sleeping:

N=		Always turn this off before sleeping	Leave it on at least sometimes while sleeping
501	Television	61%	39%
258	Computer	86%	14%
336	Tablet or smartphone	65%	35%
277	Cell or landline phone	39%	60%
282	Video game	89%	11%
470	MP3/music player/radio	63%	37%

[DISPLAY]

For the next several questions we will ask you to think about the last seven days – that is, starting [PROGRAMMED INSERTION: DAY AND DATE GOING BACK 7 DAYS FROM (AND INCLUDING) THE DAY THE SURVEY IS STARTED. FOR EXAMPLE, "Wednesday, Dec. 4."]

[GRID]

Q16. In the past seven days, how often did each of the following make it more difficult for you to get a good night's sleep?

	N:	Most or all nights	Two or three nights	Just one night	Not at all
Scheduled evening activities	1103	3%	17%	21%	59%
Pets	1103	3%	7%	9%	81%
Inside noise (ex: other people, snoring)	1103	6%	11%	11%	72%
Outside noise (ex: street noise, sirens)	1103	2%	6%	8%	83%
Temperature (too hot or too cold)	1103	3%	15%	17%	65%
Light (from either inside or outside)	1103	1%	4%	7%	86%

FOLLOWING PERCENTAGES BASED ON RESPONDENTS WHO REPORTED EACH ITEM USUALLY BEING IN BEDROOM AT NIGHT:

	N:	Most or all nights	Two or three nights	Just one night	Not at all
Television in your bedroom	703	1%	5%	7%	86%
Computer use in your bedroom	293	*	4%	4%	89%
Tablet or smart phone use in your bedroom	502	3%	5%	8%	85%
Cell phone (not smartphone) or landline telephone in your bedroom	581	2%	3%	6%	89%
Video game in your bedroom	143	*	5%	9%	86%
MP3 or other music player and/or radio	393	1%	1%	3%	96%

Survey Instrument and Topline Data

[GRID]
 Q17. In the past seven days, how often do you think each of the following made it more difficult for your child to get a good night's sleep?

	N:	Most or all nights	Two or three nights	Just one night	Not at all
Homework	1103	3%	11%	13%	72%
Scheduled evening activities	1103	1%	13%	20%	66%
Pets	1103	1%	3%	6%	90%
Inside noise (ex: other people, snoring)	1103	1%	4%	9%	84%
Outside noise (ex: street noise, sirens)	1103	*	1%	7%	91%
Temperature (too hot or too cold)	1103	1%	6%	12%	81%
Light (from either inside or outside)	1103	1%	2%	6%	91%

FOLLOWING PERCENTAGES BASED ON RESPONDENTS WHO REPORTED EACH ITEM USUALLY BEING IN BEDROOM AT NIGHT:

	N:	Most or all nights	Two or three nights	Just one night	Not at all
Television in his/her bedroom	501	2%	4%	11%	83%
Computer use in his/her bedroom	258	1%	9%	8%	81%
Tablet or smart phone use in his/her bedroom	336	3%	9%	10%	77%
Cell phone (not smartphone) or landline telephone in his/her bedroom	277	6%	6%	7%	81%
Video game in his/her bedroom	282	3%	6%	7%	83%
MP3 or other music player and/or radio	470	1%	3%	8%	87%

Q18. In the past seven days, how often did you send or read text messages, emails or other electronic communications after you had initially gone to sleep?

Most or all nights	3%
Two or three nights	10%
Just one night	13%
Not at all	74%

Q19. To the best of your knowledge, in the past seven days, how often did your child send or read text messages, emails or other electronic communications after he/she had initially gone to sleep?

Most or all nights	4%
Two or three nights	7%
Just one night	4%
Not at all	83%

[GRID]
 Q20. Some parents keep very regular schedules; others change frequently. Please tell us how regularly each of the following activities happened in the past seven days for you:

	About the same time every day	About the same time on school days but different on non-school days	Varied from school day to school day
Time of your evening meal	56%	27%	18%
Time you went to bed	51%	36%	12%
Time you got up in the morning	53%	40%	6%

[GRID]
 Q20_1. Now please tell us how regularly each of the following activities happened in the past seven days for your child:

	About the same time every day	About the same time on school days but different on non-school days	Varied from school day to school day
Time of your child's breakfast	59%	37%	4%
Time of your child's evening meal	58%	28%	14%
Time your child went to bed for the night	47%	46%	7%
Time your child awoke or was awakened in the morning	48%	48%	4%

[GRID]
 Q21. Some parents have rules about what their child can do before bedtime and others do not. Parents who have such rules may or may not enforce them all the time. Which comes closest to describing rules your child may have to follow about:

	Have rules, always enforced	Have rules, usually enforced	Have rules, sometimes enforced	No formal rules
The specific time he/she goes to bed	24%	43%	15%	17%
How late he/she can watch television	28%	38%	13%	19%
Drinking colas, coffee, or other sources of caffeine in the afternoon or evening	44%	22%	11%	23%
How late he/she can use his/her smartphone or cell phone	44%	20%	11%	24%
How late he/she can use his/her computer/tablet	42%	26%	11%	20%
How late he/she can play video games	45%	25%	10%	19%

Survey Instrument and Topline Data

[GRID]

[RANDOMIZE FIRST THREE GRID ROWS; ALWAYS ASK "YOUR FAMILY'S OVERALL QUALITY OF LIFE" LAST]
 Q22. For each of the following, how much of an impact is there if your child does not get adequate sleep?

	Major impact	Some impact	No impact
Your child's overall performance in school	27%	54%	19%
Your child's overall mood	35%	53%	10%
Your child's overall behavior	33%	51%	16%
Your family's overall quality of life	23%	53%	24%

QMARIT. One final question...

Are you now married, widowed, divorced, separated, never married, or living with a partner?

Married	77%
Widowed	1%
Divorced	8%
Separated	2%
Never married	6%
Living with partner	6%

WEIGHTING DEMOGRAPHICS

Results from this survey of 1,103 individuals were weighted by age, race, gender, education and region to estimates for comparable respondents – those with children ages 6 to 18 living at home - from the full KnowledgePanel®, which has more than 55,000 randomly recruited participants. This table shows the survey estimates for demographic variables before and after this weighting.

GENDER	Unweighted	Weighted
Male	52%	46%
Female	49%	54%

AGE	Unweighted	Weighted
18-34	17%	21%
35-44	42%	42%
45-54	31%	28%
55+	10%	9%

RACE/ETHNICITY	Unweighted	Weighted
White	63%	55%
Hispanic	22%	24%
Black	8%	12%
Other	6%	9%

EDUCATION	Unweighted	Weighted
HS or less	33%	38%
Some college/assoc. degree	26%	30%
Bachelor's degree	23%	17%
Post grad degree	18%	16%

REGION	Unweighted	Weighted
Northeast	17%	18%
Midwest	22%	20%
South	36%	37%
West	25%	25%

Survey Instrument and Topline Data

OTHER DEMOGRAPHICS

All estimates below are weighted

Annual household income	
Less than \$30,000	18%
\$30,000-\$49,999	16%
\$50,000-\$74,999	19%
\$75,000-\$99,999	20%
\$100,000-\$149,999	19%
\$150,000 or more	8%
Current employment status	
Working – as a paid employee	62%
Working – self-employed	7%
Not working – on temporary layoff from a job	2%
Not working – looking for work	6%
Not working – retired	3%
Not working – disabled	4%
Not working – other	15%
Ownership status of living quarters	
Owned or being bought by you or someone in your household	69%
Rented for cash	29%
Occupied without payment of cash rent	1%
Household internet access (not counting access provided by Knowledge Networks if necessary)	
Yes	84%
No	16%
Completed Spanish-language version of survey	
Yes	11%
No	89%