

Adolescent and Parent Perspectives on Sleepiness and Fatigue

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Background

- Large numbers of adolescents experience daytime sleepiness and fatigue
- Both daytime sleepiness and fatigue may adversely affect adolescent functioning
- Although related, daytime sleepiness and fatigue are distinct features (to healthcare providers)
- How adolescents and parents define and manage daytime sleepiness and fatigue is unclear.

Purpose

- To understand how adolescents and parents define/experience daytime sleepiness and fatigue
- To identify strategies families utilize to manage daytime sleepiness and fatigue

Methods

- Data obtained from NIH-funded study assessing factors responsible for poor sleep among adolescents and effects of poor sleep quality and quantity on daytime sleepiness, fatigue, and functioning
- Sample = 125 adolescents and their parents recruited via social media, outreach to schools, health fairs, other events
- Separate qualitative interviews of adolescents and parents
 - *How would you define or describe daytime sleepiness (or fatigue)? What does it feel like?*
 - *How does your family help you manage daytime sleepiness (or fatigue)?*
- Qualitative methods: Identifying themes, categorizing responses by theme, comparing /contrasting themes across child and family characteristics such as gender, SES. Currently, multiple staff reading responses, developing codes, coding participant responses.
- My role (to date): Interviewing participants, developing codebooks

Results (To Date – Codebook Development)

Sleepiness Codebook	
Code	Description/Examples
Decreased Mental Functioning	Lack of focus, brain fog, ditzzy or disorienting
Physical Manifestations	Weak, low energy, jelly legs, eyes (heavy, closed, can't keep open), or yawning
Tired/Lack of energy	Slowing down, lethargic, sluggish, or low energy
Not doing their best	Impaired performance
Want to lay down/rest	Desire to rest (but not sleep)
Negative Emotions	Irritable or cranky
Temporal Element	Precedes sleep or comes after a long day
Negative Responses (About Sleepiness)	"I don't like it" or "It's irritating"
Positive Responses (About Sleepiness)	Comfortable or desirable
Miscellaneous	All meaningful responses that are unable to fit in another code
Doesn't know	"IDK" or "I have no idea"

Fatigue Codebook	
Code	Description/Examples
Decreased Mental Functioning	Lack of focus, brain fog, ditzzy or disorienting
Physical Manifestations	Weak, low energy, jelly legs, eyes (heavy, closed, can't keep open), or yawning
Tired/Lack of energy	Slowing down, lethargic, sluggish, or low energy
Not doing their best	Impaired performance
Want to lay down/rest	Desire to rest (but not sleep)
Negative Emotions	Irritable or cranky
Temporal Element	Precedes sleep or comes after a long day
Negative Responses (About Sleepiness)	"I don't like it" or "It's irritating"
Positive Responses (About Sleepiness)	Comfortable or desirable
Miscellaneous	All meaningful responses that are unable to fit in another code
Doesn't know	"IDK" or "I have no idea"

Management Strategies (In Process)	
Code	Description/Examples
None noted	"Don't have anything," "Don't do anything to help" Just push through the day.
Relax	Read a book, watch TV or a movie, play video games,rest,take a bath
Nap	Take a nap, go to bed early, lay down
Exercise	Go for a walk, work out,walk the dog,do some stretching.
Drink water and eat.	Told to drink water, eat a meal, eat candy or a sugary snack

Next Steps

- Daytime Sleepiness and Fatigue codebooks currently in use as responses are coded independently
- Once finalized, participant responses regarding management strategies will be coded
- Ultimately, frequencies of various responses will be calculated
- Characteristics of management strategies and how they differ by family will be explored
- Information will be used to develop approaches for families to use to improve adolescent sleep, sleepiness, fatigue.