



Sleep Action – Sound Sleep Programme evaluation 2021

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Sleep Action - Be the best you

Established in 1998, Sleep Action (formerly Sleep Scotland) is the UK's oldest sleep charity and leading provider of sleep support, training, and resources.

Sleep Action aims to ensure everyone can thrive through healthy sleep by working with professionals, families, and employers to promote healthy sleep.

Sound Sleep

Sound Sleep Primary (launched 2018) and Sound Sleep Secondary (launched 2011) are training courses designed to equip educators working with school-aged children or teenagers with the skills to teach effectively about sleep.

Learn more: <https://sleepaction.org/sound-sleep/>

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1. Introduction

1.1. The effect of sleep on health and classroom behaviour and learning of young people

Poor sleep has been linked to a range of health problems, including obesity and mental health issues such as anxiety, suicidality, mood problems and depression (Chaput et al., 2016; Martin et al., 2020). In addition, sleep has been found to play a large role in cognitive function, including learning, memory and decision making (Dewald et al., 2010; Hayes & Bainton, 2020). Sleep is therefore of great importance to the health and development of young people. However, it has been estimated that 1 out of five pre-adolescent children and adolescents have symptoms of insomnia (Stormark et al., 2019), 20-50% of children and adolescents report daytime sleepiness (Dewald et al., 2010), and the number of young people reporting less than 7 hours of sleep per night has increased over the last decade (Martin et al., 2020). This increase is partly attributed to the increase of mobile phone use and is predicted to continue (Martin et al., 2020).

In the face of this growing problem, an increasing body of research emphasises the role of educators in addressing young people's sleeping behaviour. For example, studies have called for preventative interventions of sleep problems in school-aged children (Stormark et al., 2019), and for educators to promote healthy sleep habits (Hayes & Bainton, 2020) and strengthen young people's resilience by teaching them about healthy coping strategies (Martin et al., 2020).

1.2. Educational programmes and sleep

Previous literature has illustrated the potential of educational programmes on sleep quality and sleep hygiene. Trockel et al. (2011) found that an email delivered cognitive behavioural (CBT) based programme for sleep-health, improved sleep and reduced symptoms of depression in college students. School based programmes have found similar effects. Wolfson et al. (2015) found that their US-based programme aiming to improve early adolescents' sleep health efficacy was effective in facilitating behaviour changes and increasing the confidence of the young people in their ability to manage their sleep habits. Gruber et al.'s (2016) school-based sleep education programme also found that sleep duration and efficiency improved in the intervention group compared to the control, suggesting that early education on the importance of sleep can support the transition into adolescence, which is a period particularly associated with sleep problems due to a shift in circadian rhythm and environmental changes. Additionally, Gruber et al. highlight the cost-effectiveness and accessibility of using the pre-existing educational system as a medium for the delivery of health-promoting programmes.

1.3. The Sound Sleep programme

The Sound Sleep programme is an initiative from the charity Sleep Action aiming to educate pupils from both primary and secondary schools about the impact of sleep on their health, empowering them to recognise their own sleeping behaviour and to make personal changes to improve their sleep duration and quality. The programme consists of training from Sound Sleep trainers and a Sound Sleep resource pack with educational materials including lesson plans, PowerPoint presentations and handouts (e.g. sleep diaries, quizzes and questionnaires) that are provided to educators, who will subsequently be able to independently apply the programme in an educational setting. The training covers a range of evidence-supported topics including the function of sleep, circadian rhythm, sleep and wellbeing, dreams, the influence of stimulants and sedatives, sleep disorders, and adolescent sleep. The educational materials are adapted for different years, to suit the different sleep needs and educational level of the young people. Through the Sound Sleep

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programme, Sleep Action aims to provide behavioural cognitive techniques to adapt night-time behaviour of school-aged young people.

In a previous evaluation of the Sound Sleep programme, 412 pupils from two different high schools completed surveys on their sleep habits and engaged with the material during a special Sleep Week. This evaluation was in line with previously mentioned literature, finding for example that 64% of pupils felt sleepy every day or several times within a two-week period. The Sleep Week was found to be successful in engaging the secondary school pupils with the Sound Sleep material and increasing the knowledge of pupils about sleep and its influence on health and wellbeing, as shown in a video partially produced by the pupils. Additionally, Sound Sleep trainers have received many positive responses from trainees over the past few years of running the programme.

1.4. The aims of this evaluation project

Considering the evidenced importance of sleep for the development and wellbeing of young people, the increasing number of researchers acknowledging the potential of educational programmes in improving the awareness of young people about this, and the value that Sleep Action place on providing evidence-based information and support, the current evaluation will aim to further assess the impact of the Sound Sleep programme. Through communication with past Sound Sleep trainees this evaluation will aim to answer the following research questions:

- What impact does the Sound Sleep programme have on pupils, as evaluated by trainees?
- How do the pupils engage with the Sound Sleep material?
- How is the Sound Sleep material used by trainees?

2. Methods

2.1. Timeline of the project

In order to assess the use of the Sound Sleep training by trainees and the effects they found the material had on pupils, a survey was designed and shared through email to trainees who attended training between April 2019 and March 2021. This period of the past two years was chosen because the email addresses from the trainees were more likely to be up to date. The survey was sent out to a total of 184 email addresses. The first email with the survey was sent on May 14 2021, after which an additional two emails were sent out in the two following weeks as reminders that the survey was still open. Figure 1 provides an outline of the timeline of the project.

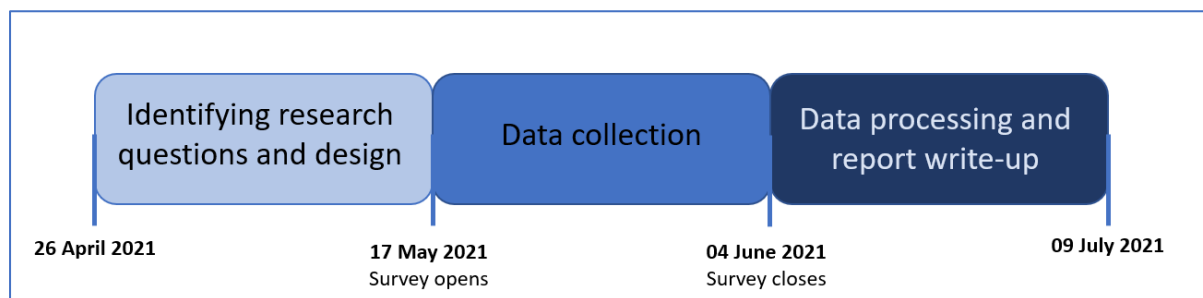


Figure 1 Gross timeline of Sound Sleep evaluation project

2.2. Survey design

The survey was designed using SurveyMonkey, as is standard for all Sleep Action's surveys. The survey was designed to address the three different research questions through a total of 16 questions, that allowed for both quantitative and qualitative data to be gathered. The first section of the survey focussed on **the impact of the programme on pupils**. First, 5 5-point Likert scale questions ranging from "Strongly agree" to "Strongly disagree" asked the participants to rate the extent to which they agreed with the following statements:

- 1) I feel the pupils' attention in class has improved due to the sound sleep programme
- 2) I feel the pupils' sleepiness in class has decreased due to the sound sleep programme
- 3) I feel the pupils' mood in class has improved due to the sound sleep programme
- 4) I feel the pupils' confidence in class has improved due to the sound sleep programme
- 5) I feel there was an increase in class attendance due to the sound sleep programme

The statements were all based on published research on the impact of sleep on health and classroom behaviour of children of school age, as well as previous anecdotal feedback from trainees. The Likert scale was chosen to quantify the effects of the programme on the pupils, while survey question 6 and 7 allowed for the participants to discuss their experience with their pupils more widely and allow for unanticipated effects:

- 6) Do you have any additional comments on the above questions?
- 7) Are there any other effects you observed the sound sleep program had on the pupils?

The following Likert scale question and open-ended question assessed **the engagement of the pupils with the programme**:

- 8) I feel the pupils were engaged with the sound sleep materials
- 9) Do you have any additional comments on how the pupils engaged with the material (e.g. the classes, sleep diaries)

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The last section of the survey focussed on **how the trainees have implemented the Sound Sleep programme**. Asking participants to select which materials that were provided by Sleep Action were used, as well as asking participants to agree/disagree (on a 5-point Likert scale) on statements relating to how relevant they thought the programme was, and allowing them to provide more comments on the way they utilised the material:

- 10) Please select which of the materials you used/implemented in school
- 11) I feel the Sound Sleep programme was a valuable addition to the curriculum
- 12) I feel the Sound Sleep programme was a necessary addition to the curriculum
- 13) Please let us know if you have any other comments about the way you used the sound sleep programme in or outside of classes
- 14) Please select the level you implemented the sound sleep programme in

Lastly, a few questions were included to get a better idea of the demographics of the participants:

- 15) Please select the location where you work.
- 16) In what year did you first implement the sound sleep programme?

2.3. Additional sources of data

To encourage as many people as possible to participate in this evaluation of the Sound Sleep programme, while also respecting the busy, variable schedules of the trainees, especially in the current climate, trainees were provided with the opportunity to provide feedback on the programme through email or face-to-face contact on Teams with the Sound Sleep Evaluation intern. This allowed trainees to choose their preferred way of providing feedback, whether through the online survey or more informal communication.

2.4. Data analysis

The table below summarises the types of data that has been collected throughout this evaluation project. The quantitative data was summarised and presented in tables and figures using R software (R Foundation for Statistical Computing, 2017), while the qualitative data was analysed thematically and taken into consideration for interpretation of the quantitative data.

	Quantitative data	Qualitative data
Survey responses to...	<ul style="list-style-type: none"> • 5-point Likert scale questions 	<ul style="list-style-type: none"> • Open-ended questions
Additional data sources	<ul style="list-style-type: none"> • Number of email responses • Number of people who have not been able to implement the programme 	<ul style="list-style-type: none"> • Informal feedback through email and conversation

Table 1 Overview of types of data collected throughout the Sound Sleep evaluation project and the data sources

3. Results

3.1. Sample

In response to the emails that went out to 184 past trainees, 16 emails were incorrect or out of date and returned with an error message, 6 trainees indicated that they had retired, were on maternity leave or had left the position. The remaining sample of 162 generated 17 survey responses, 1 interview, 10 emails from trainees indicating that they had not been able to implement the training yet but were still planning on doing so in the future, and 2 emails with feedback on the programme as a replacement of the survey.

3.2. Survey responses

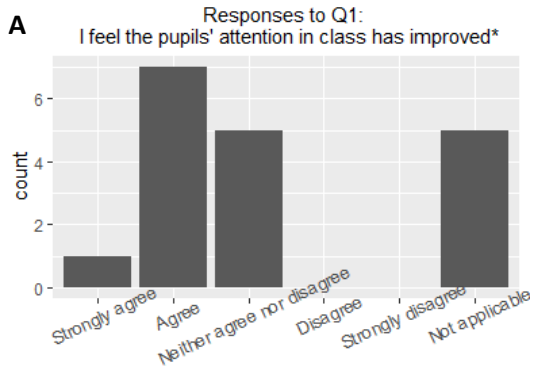
3.2.1. The impact of the Sound Sleep Programme on pupils

Figure 2A-E (on the next page) show the responses to survey questions 1-5, which aimed to quantify the effect of the Sound Sleep programme on pupils' wellbeing and classroom behaviour. The figures show how a relatively high number of participants indicated the statements do not apply to them. In the open-ended question following these Likert scale questions, participants who selected "Not applicable" expressed that they "have yet to 'teach' the programme", "have not run a sound sleep programme since [their] training" or that the questions did not apply to them because they used the training to support parents rather than the pupils themselves: "I am not a teacher but I share this information with parents." For an overview of the responses to the open-ended questions please refer to appendix 1.

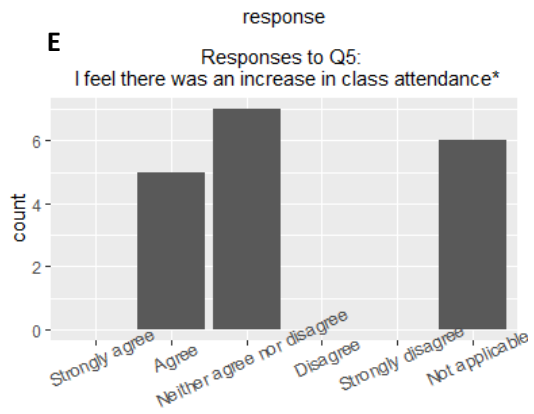
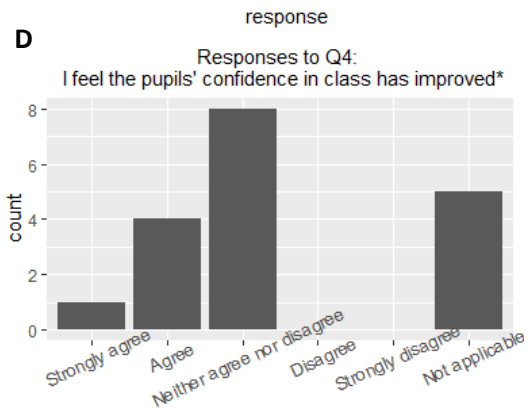
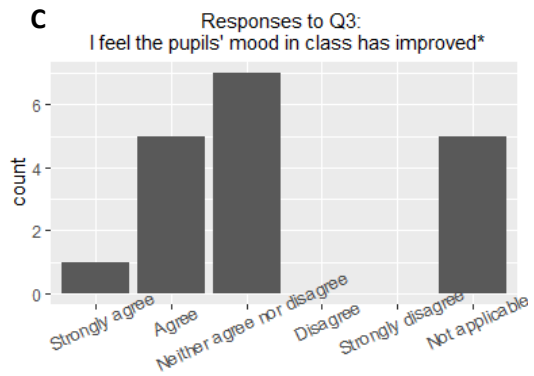
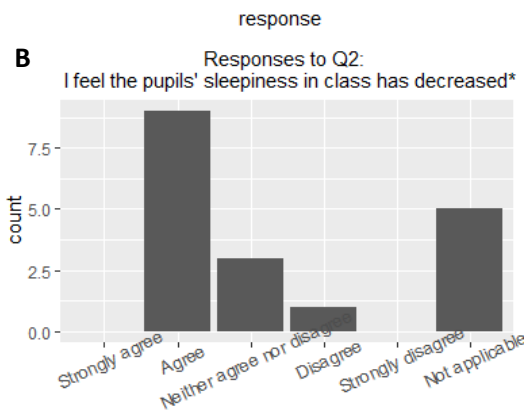
The responses of the participants who the questions did apply to appear positive. 8 out of 13 participants (approx. 62%) of participants agreed with the statement that pupils' attention in class had improved due to the sound sleep programme. 9 out of 13 (approx. 69%) participants indicated that pupils' sleepiness in class had decreased due to the sound sleep programme. One participant however disagreed with the latter statement. This participant indicated in the open-ended question (Q6) that "As well as sleep issues a lot of the children have other things to deal with in their family life." Approximately 46% (6 out of 13) of the participants agreed that pupils' mood in class had improved due to the programme, 38% (5 out of 13) of the participants agreed that the pupils' confidence in class had improved due to the programme, and 42% (5 out of 12) agreed that there was an increase in class attendance due to the Sound Sleep programme.

It is important to note that none of the participants disagreed with the last three statements. Rather, participants that did not select "Strongly agree" or "Agree", selected "Neither agree nor disagree". Three participants who selected "Neither agree nor disagree" in the Likert scale questions indicated that they felt they were not able to fully assess the impact of the programme due to various reasons, stating "[It is] hard to tell [the] impact due to the current situation with Covid", "I could not state whether these lessons have had an impact on their sleep or any other aspect of their lives" and "we have only started the work with pupils in the last three weeks so impact is not very quantifiable yet."

The last question of this section asked whether the participants had observed any effects of the programme that had not yet been mentioned in the previous survey questions. The 7 responses to this question showed that the pupils had learned about sleep, gained awareness of the impact of sleep in their lives and had engaged well with the material: "they were fully aware of the importance of sleep and the science behind it", "pupils recognised for themselves the impact of using devices late at night [...] had on their sleep routine", "[I had] interesting discussions with pupils." One participant also mentioned that the "Parent Child relationship improved".



*Figure 2A-E Responses to survey questions 1-5 Statements slightly paraphrased for clarity. *due to the Sound Sleep programme*



response

response

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3.2.2. Pupils' engagement with the programme

The second section of the survey aimed to assess the pupils' engagement with the Sound Sleep programme. Of the 14 participants that felt this question applied to them, 13 (approximately 93%) agreed with the statement that the pupils were engaged with the Sound Sleep materials (see figure 3). 43% (6 out of 14) even strongly agreed with this. In response to the open-ended question enquiring about additional comments on how the pupils engaged with the material, four participants mentioned the sleep diaries. Three participants mentioned that extra attention was required for pupils to complete the diaries, responding: "I think [the fact that most pupils completed the diaries] is due to parents getting a letter home to inform them of the lessons." and "the sleep diaries were more successful if completed during our 1to1 sessions rather than at home". In general, the responses were positive about the material, mentioning how it functioned to "start the conversation" with the pupils, how the sleep diaries "have been beneficial" when targeting pupils for whom sleep is an issue, and that the "lesson plans were very clear and provided valuable ideas for use in class."

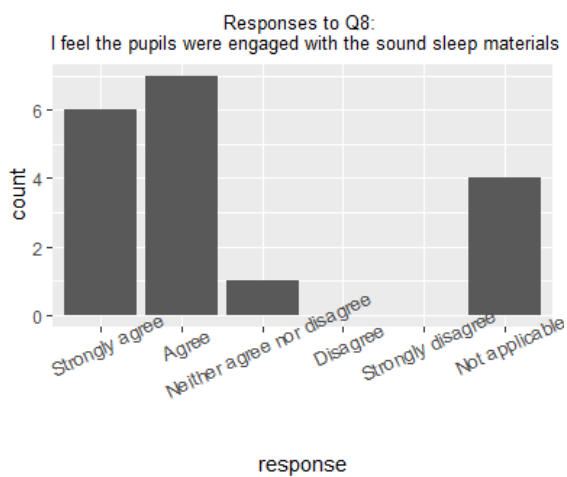


Figure 3 Responses to survey question 8

3.2.3. Implementation of the programme

The last section of the survey focussed on the way the trainees had applied their training in the classroom and their opinion on how the programme suited the curriculum. Table 2 summarises the responses to question 10 which allowed participants to select which materials they used. The PowerPoint presentations and handouts are the most used materials, followed by the lesson plans. The majority of participants used a combination of all these three material types (10 out of 14, or 71%).

Of the participants that used the parent session PowerPoints, one indicated in response to question 6 that they delivered the programme solely to parents as a family support. The responses to the following open-ended question also indicates that although some participants have not used the parent session PowerPoints yet, they still intend to do so, saying "due to COVID we were not able to have an assembly about sleep to share with the parents", "I have not engaged with parents but this is a work in progress for when we come out of COVID restrictions".

Interestingly, none of the participants have used the Mentor Programme. This model was introduced in Secondary schools to allow pupils to become a sleep mentor to their peers to allow for more specialised support for pupils with individual sleep problems. Previous trainees have communicated

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to Sleep Action that this model was difficult to implement due to the extra time required to uphold it, and it has not been a prominent part of more recent training sessions, which could be an explanation for this number.

Type of material provided by Sleep Action	No. of participants that used the type of material	Percentage of participants that used the type of material
Lesson plans	11	79%
PowerPoint presentations	12	86%
Handouts (e.g. questionnaires, quizzes, sleep diaries)	12	86%
The Mentor Programme	0	0
Parent session PowerPoints	3	21%
Not applicable	3	

Table 2 Summary of responses to survey question "Please select which of the materials you used/implemented in school"

When assessing the responses to the open-ended question asking how trainees implemented the programme, as well as the responses to other open-ended questions throughout the survey, it becomes clear that there is variety in the ways trainees have used their training. Two participants mentioned that they communicated the programme primarily to parents rather than pupils. In addition to this, several participants mentioned how they used their training for individual support of pupils rather than in a full classroom setting, for example by targeting pupils who "highlighted that sleep has been an issue for them", by using "1to1 sessions to complete the sleep diaries" and by "individually guiding pupils through the information" ahead of being able to teach the programme fully due to the COVID climate. Lastly, one of the participants mentioned how the programme has been used specifically as a means of extra support during the COVID pandemic, as "the pupils returned from various lockdown situations."

The two questions from this section assessing the trainees opinion of the place of the Sound Sleep programme within the curriculum were met with an overwhelmingly positive response (see figure 4 and 5). 88% (15 out of 17) of the trainees agreed that the Sound Sleep programme was a valuable addition to the curriculum, with 76% (13 out of 17) doing so strongly. While 94% (16 out of 17) of participants agreed that the Sound Sleep programme was a necessary addition to the curriculum, with 71% strongly agreeing.

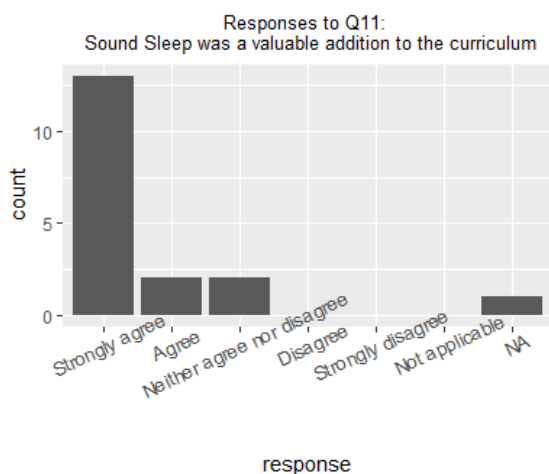


Figure 4 Responses to survey question 11

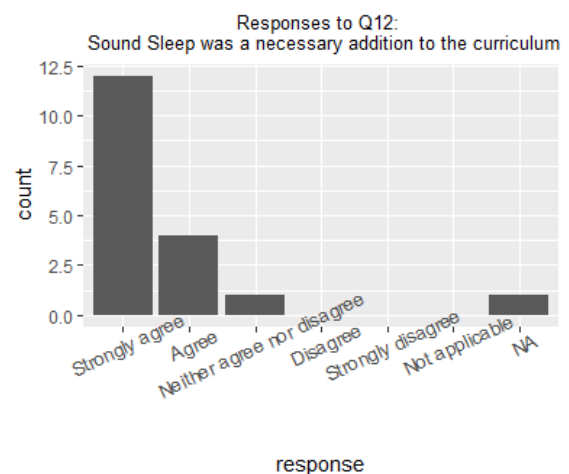


Figure 5 Responses to survey question 12

Lastly, figure 6 and table 3 show the levels of education the Sound Sleep Programme was implemented in. More participants implemented the programme in Secondary school (n=18) than in Primary school (n=10) and of the participants that implemented the programme in Primary school, most used it with the older pupils of year P6-7.

Level of education	Count	Total per primary and secondary school
P1-2	1	10
P2-3	2	
P4-5	2	
P6-7	5	
S1-2	7	18
S3-4	7	
S5-6	4	

Table 3 Summary of responses to survey question 14 "Please select the level you implemented the sound sleep programme in"

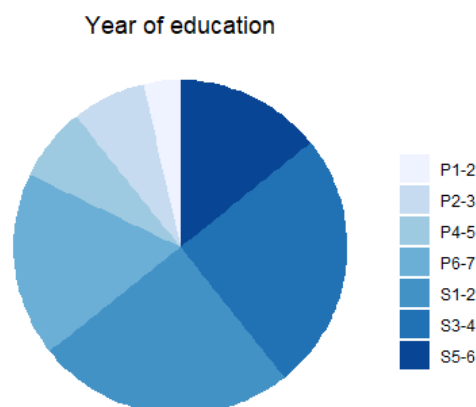


Figure 6 Pie chart of responses to survey question 14

3.2.4. Demographics of participants who completed the survey

Lastly, the responses to question 15 indicate that all participants worked in Scotland, and there was a relatively equal split between what year the trainees had first implemented the Sound Sleep Programme, including responses from people who had followed the training two years ago (see figure 7).

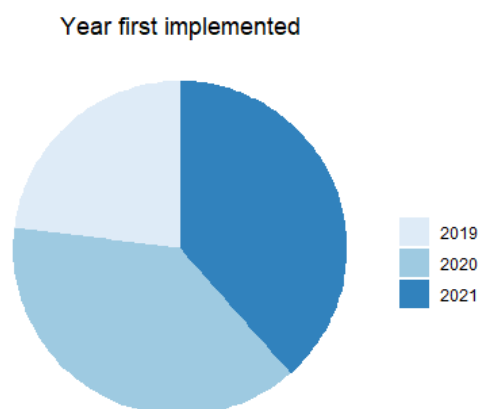


Figure 7 Pie chart of responses to survey question 16 "In what year did you first implement the sound sleep programme?"

3.3. Additional feedback

Four participants provided feedback through an email to the Sound Sleep Evaluation intern. Participants responded in this way rather than through the survey because they "haven't implemented the Sleep Action training in school yet", "haven't been using the programme formally and teaching it to classes", "have delivered the Sleep Action training to a couple of primary school parents" or "don't work in a traditional school setting". The participants each

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mention something positive about the programme, two of them mentioning that the parents they have worked with are pleased with and using the information, and two of them mentioning how the programme has helped them support a particular young person and how they believe the programme will have/has had a positive effect on them. Additionally, two of the participants mention that the Sleep Action training has helped them personally, saying it increased their “confidence in [their] knowledge-base and in speaking about the importance of sleep” and that it is helping them “build trust with the family”.

One participant offered to speak to the intern over Microsoft Teams. This resulted in an approximately 40 minute long unstructured interview (refer to appendix C for a transcript) in which the participant expressed their fondness of the programme and how they were able to use and adapt it to the family learning activity or adult learning programme they run as a family learning and parental care worker in partnership with a nursery and primary school. They emphasised in particular the accessibility and adaptability of the materials and how even though they are originally aimed at children, the visualisations were very useful for parents with poor literacy. They also mentioned that the engagement of parents with the programme was high, and they were able to use both the PowerPoint presentation and the handouts actively. They also spoke about how the material was a good base for discussions with parents in which their personal differences and environments could be addressed, which seems to closely adhere to Sleep Action's values of Collaboration and Respect.

4. Discussion

4.1. Discussion of the results

The Sound Sleep programme was found to have a positive impact on pupils. The biggest changes attributed to the programme are an increase of in-class attention and a decrease in the pupils' sleepiness in class. This is a particularly positive finding because sleepiness in class has previously been linked to decreased school performance (Dewald et al., 2010). Furthermore, the survey responses indicated that pupils engaged well with the Sound Sleep materials, despite possibly requiring extra encouragement for completing the sleep diaries.

Another major finding of the current research is the versatility of ways in which the material is used by trainees. Within the relatively small sample of 18 survey responses, 4 instances of feedback being provided through email, and 1 interview, participants mentioned how they used the material with parents, with individual young people, and as additional support during the return of pupils from lockdown. This highlights the versatility of the resource material, the variety of educators who attend the Sound Sleep training, and the trainee-perceived need for educational material on sleep in a range of situations and environments that were unanticipated by the Sleep Action staff.

That trainees found the programme a necessary addition to the curriculum was further emphasised in their overwhelming agreement with the statement at question 12. This response is both a reminder that sleep education is still lacking in the curriculum of primary and secondary schools and a validation of the efforts of Sleep Action to address this problem.

4.2. Limitations of this project

This evaluation project was limited in a few different ways. Firstly, there should be awareness when interpreting the results that people who are more engaged with the Sound Sleep material are more likely to participate in a study evaluating it and the sample therefore could possibly not be an accurate representation of the experience of all trainees. However, this should not take away from the finding that the Sound Sleep programme had a positive effect on pupils according to all the participants that did respond.

Secondly, the finding that trainees utilised the programme in unanticipated ways was illustrated by the high amount of people who indicated the survey questions did not apply to them, because they did not teach the programme in a classroom setting. The survey design proved to be limiting the scope for evaluation of the impact of the programme. In order to more widely explore the impact of the programme, future surveys could be designed to be more open to allow for unanticipated uses of the material to be evaluated.

Another way in which future studies could build upon the current findings and more extensively assess the impact of the programme is by using direct pupil feedback, rather than trainee experience with pupils. This would also allow for easier control for interpersonal differences that may be influencing the effect of the programme, as factors such as gender, pubertal status, socio-economic status and symptoms of mental health problems have been found to influence both sleep and academic performance (Stormark et al., 2019). Additionally, future studies could more closely assess the impact of individual materials to investigate which play the largest part in achieving a positive impact on the pupils.

Lastly, the Covid-19 pandemic was an unmistakable limitation to the current study, as multiple trainees said that they had not been able to implement the programme yet due to the pandemic and the tumultuous environment of education over the past two years. This might also have influenced

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the number of responses, as it is likely that many trainees did not have the time to participate in the evaluation project due to these circumstances. It was good to find, however, that the trainees who were not able to implement the programme yet, were aiming to do so in the next academic session. It will be valuable to gain feedback of those who do, while more research will be published on the interactions between young people's mental and physical health and the pandemic.

5. Conclusion

The Sound Sleep programme demonstrates the potential of educational programmes to effectively engage pupils with the topic of sleep and improve their classroom behaviour. The programme has been successful in providing engaging materials and training that trainees have been able to apply to a range of different educational settings, some of which were unanticipated by Sleep Action. As sleep issues in young people are believed to continue to increase, Sound Sleep trainees have expressed that the Sound Sleep programme is a necessary addition to the curriculum to continue sleep education for young people and to ultimately hopefully improve not just their sleep but also their mental health and wellbeing.

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Appendix A: Survey answers to open-ended questions

(optional) Do you have any additional comments on the above questions?

Participant	Response	Themes found
1	I have done the sleep lessons with P5 and P7 children and both age groups were intrigued by how important sleep is to their learning and development.	Due to the programme not being implemented yet or not being used to target pupils, the questions did not apply to the participant
2		
3	The child I teach with sleeping problems says all the sleep advice I gave him has been helpful, but his significant anxieties about other matters are still keeping him awake. He kept a sleep journal and his parents are very supportive. I will continue with your programme in August with our new ASN S1s.	Participants felt they were not able to fully assess the impact of the programme
4	We have delivered the programme. However hard to tell impact due to current situation with Covid.	
5		
6	We have yet to 'teach' the programme, but for the pupils that I have individually guided through the information, it has made a difference, the information is clear and easy to read and to use for the pupils, and they have taken it on board.	
7	I am not a teacher but i share this information with parents	
8	I have made use of the programme to work with pupils on a 1to1 basis; for the individuals I have worked with I would say on average there has been positive impact from having completed the programme.	
9		
10	I have used the sessions in PSE classes. The pupils have found it interesting and helpful for them. I could not state whether these lessons have had an impact on their sleep or any other aspect of their lives.	
11	We are really enjoying teaching the Sound Sleep programme to a range of classes. The kids are engaged by the topic and are thinking about ways to improve their sleep. We have only started the work with pupils in the last three weeks so impact is not very quantifiable yet.	
12		
13	We have used the Sleep resources a lot during the last year when pupils have returned from the various lockdown situations. We have also re-covered resources with small groups as and when necessary.	

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14	I delivered the programme to parents and i am family support and so i am not in classrooms often	
15		
16	As well as sleep issues a lot of the children have other things to deal with in their family life. So the impact of good sleep helps.	
17		
18	I've not run a sound sleep programme since my training	

(optional) Are there any other effects you observed the sound sleep program had on the pupils?

Participant	Response	Themes found
1	They were much more aware of the need to get to bed at a decent time and keep to a sleep routine as they were fully aware of the importance of sleep and the science behind it.	The pupils learned about sleep.
2	Individual pupils recognised for themselves the impact of using devices late at night or watching TV had on their sleep routine.	The pupils gained awareness of the impact of sleep in their lives.
3		The pupils engaged well with the material.
4		
5		
6		
7		
8	The pupils I have worked with have completed the programme primarily either side of the Pandemic Lockdown periods which has added an additional layer of complication and pressure to their lives. Given this I feel the young people have coped incredibly well.	
9		
10		
11	Interesting discussions with pupils.	
12		
13		
14	Parents engaged well with it and felt they had learned a bit about sleep	
15		
16	Parent Child relationship improved	
17	The pupils enjoyed participating in the lessons and engaged well with the activities and resources.	
18	N/A	

(optional) Do you have any additional comments on how the pupils engaged with the material (e.g. the classes, sleep diaries)

Participant	Response	Themes found
1	Most completed the diaries which I think is due to parents getting a letter home to inform them of the lessons.	Trainees believe additional attention is required for pupils to complete sleep diaries
2	All the children engaged well	
3		
4		
5		
6		
7	I have shared materials with parents and children	
8	In the main the sleep diaries were more successful if completed during our 1to1 sessions rather than at home. If taken home, it was rare that the sleep diaries were completed and returned. The pupils however engaged well with all materials and lessons during the 1to1 sessions.	
9		
10		
11	They haven't been great about completing the sleep diaries fully but even thinking about a couple of nights has got them to consider their sleep patterns. Its more about start the conversation.	
12		
13	Through the use of the Wellbeing Web, several young people have highlighted that sleep has been an issue for them. I have been able to target these pupils for use with the sleep diary which has been beneficial.	
14		
15		
16		
17	Lesson plans were very clear and provided valuable ideas for use in class. The pupils responded well to the lessons.	
18	I've not run a sound sleep programme since my training	

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(optional) Please let us know if you have any other comments about the way you used the sound sleep programme in or outside of classes

Participant	Response	Themes found
1	Very good and easy to use.	Trainees have not been able to implement the parent session material but are still intending to
2	Due to COVID we were not able to have an assembly about sleep to share with parents but have used the parent presentation with an individual family.	
3	The Sound Sleep programme should be part of the national curriculum for PSE.	
4		
5		
6		
7		
8	So far I have not engaged with parents but this is a work in progress for when we eventually come out of COVID guidance and restrictions.	
9		
10		
11		
12		
13	Although we have not used it as yet, I plan to use the parents powerpoint with our new S1 intake.	
14	I am hoping to deliver another online session with parents at the high school I also work in	
15		
16		
17		
18	I've not run a sound sleep programme since my training	

Appendix B: Feedback provided though email

Participant	Email correspondence (excluding salutation and ...)	Themes found
19	I haven't implemented the Sleep Action training in school yet, however I have given some good tips to parents they were pleased and said that they are trying these at home.	Good engagement of parents with the material
20	I'm not completing the survey because I haven't been using the programme formally and teaching it to classes. I'm one of two, job-share home link teachers in Shetland and I've been using the knowledge gained on the training to support and improve the health and well-being work I was already doing with pupils on sleep. Completing the course has given me more confidence in my knowledge-base and in speaking about the importance of sleep. I work mainly with pupils who have very low/zero attendance and sleep is often a problem, especially for those on the autism spectrum. In one particular case recently, getting the sleep issue sorted has led to huge positive changes for that pupil.	Working with individual pupils rather than in a classroom Course has increased the trainees confidence to address the importance of sleep Positive changes in particular pupil with previous sleep and attendance problems
21	I have delivered the Sleep Action training to a couple of primary school parents who found it helpful and I am planning on delivering to some high school parents next Monday (wish me luck) I have 4 signed up already and I am hoping to try again in a couple of months ;o)	Used material with primary school parents Anticipated good engagement of secondary school parents with the material
22	I found the initial Sleep Action training very informative and useful, however I don't work in a traditional school setting so	Working with individual pupils rather than in a classroom

	<p>putting the training into practice has been slow. I work with a very small group of pupils who attend my setting because they are unable to access a mainstream school setting. It has been very useful being able to discuss the Sleep Action resources and training with the families I work with. I am currently working with one family in particular needing support with the young person's sleep routine. This young person is currently not attending an education setting at all. I am having to work slowly and build trust with the family before I can work with them in a more targeted way. However, they have found it reassuring to know I have accessed Sleep Action training and can offer information and support. I feel that the training and resources from Sleep Action will be very helpful and will make a difference to this young person and family.</p>	
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Appendix C: Interview transcript

Participant 23	Themes found
<p>IH: The questions that I was gonna ask is mainly just, I would be happy for you to talk about how you applied the training. You were talking about how you used it mainly to parents more than pupils. So yeah just, how have you been using it?</p> <p>ML: So, I went on the training in partnerships with the nursery and the primary school and my role is a family learning and parental engagement worker. That's my role. Community learning and development team. And my role is to do family learning and parental engagement within the primary and nursery. So, what I was looking for was material that I could use either as a family learning activity programme or as an adult learning programme. Now, as a progression from doing a Solihull programme, a lot of the time that's a parental "understanding your child programme", a lot of the issues that come up is about sleep. So I was aware that in all the work I do with my parents, no matter, sleep comes up a lot. And when the offer for the training came on I said "that's fantastic, great" because it is always something. We do cover it in one of the programmes but we cover it only to talk about it in terms of what they would say is reciprocity. So there was a merging in terms of our Solihull programme they talk about the balance of the day from when you get up to your child sleeping at night and the quality of sleep, that's covered in terms of emotions and what's happening and how that can disturb your sleep. So they're coming in at that angle. So when I went to the training I saw it coming in at a more scientific angle, and evidence based in terms of the science of brain development and hormones, you know and light and everything. So, for me, it gave a different aspect. So when I'm working with parents, they've already saw it in terms of the emotional side. So now you've given them another chance to say "here's what Sound Sleep say about sleep". This isn't just saying "I've got a dead good idea, here's my top ten tips" which I never do, 'cause community learning development is about empowering parents, so you're working where they're at, you're not giving advice, so what you're saying is "here's information and how would you use that". So I worked in partnership with a nursery head and it was nursery parents, so I adapted the material. Now, on a plus, the material, I'm not just saying this, I love the material. Really colourful, really easy to use and I can see it's devised to make it more palatable and understandable for children. But some of my parents their literacy can be quite poor, so it's very visual, the way it's laid out for children, it's very clear for me to adapt it. I thought it was great. It was so easy for me to adapt it, in fact it was really enjoyable, because I could then just, I felt as if I had the flexibility to say these are nursery parents, so here's the stuff you have for the nursery parents. What in that, I know my group, can I pull out that I know they would like. The powerpoint stuff, I used some of the stuff that was all really good with the imagery and the powerpoint. You click on it, and it's all the kind of waves of the cortisone and everything happen. And they knew that I'm not an expert on the information that I've got. And then I used the diary for the parents, their own sleep diary. Now unfortunately, covid occurred when we were in week 4. So, I've made it in to like a 6-8 week programme, 'cause I have these parents really on board, because they were a group that had done a previous programme and this was a progression for us, so they're really on board. And then Covid. I've not managed to catch up with that group again. That just went up like that *poof*. So it all got stopped suddenly, and that probably group won't be back together again, it's all changed now. A lot of them are no longer at nursery, they're not there, they're away. As a group I would definitely run that again. As soon as I'm back in I would definitely have another go at it. They all had folders, they had the handouts,</p>	

they had their diaries. I was doing a combination, so I was combining it with Solihull. They had a frame of reference for the emotional side of things, so they've got a reference as in, we've all discussed that if you're up in the morning and you're having a really hard time before they go to school, then you've not seen them all day, then they come in, you're running about, you're trying to do it all and it's going to be really tricky to implement all what Sleep Action are saying. I'm very aware that that's the ideal of everybody is just really emotionally contained, so if you're emotionally contained that's a fantastic programme just to give out as top ten tips, but we don't operate like that. We will say, here's some information about maybe the wind down hour, what do you think difficulties with that would be, so that's putting it back on them.

IH: It's very collaborative in that sense

ML: It's all about discussion. It's acknowledging that it's not like "you are an empty bucket and I'm just filling you with information". It's not about that, it's a shared experience of where the parents are at in terms of their own emotion, some parents have depression, so where are you at in terms of getting your child ready for their sleep at night. I'm always weary of giving out a lot of information to advise. We don't give advice, so I'm weary that the handouts are very subtle, that it's not about advice, it's saying and always kind of frame it as in "okay, on a brilliant day when all's going well, that's [inaudible], but let's be clear that's not always the case so what's the best.." So the stuff's great.

IH: That's really really good to hear. So would you say that, obviously you've not been able to do it for that long then, but how do you feel the feedback was from the parents. Like did they see any changes

ML: I couldn't, at that point there was just every week discussion and those parents know that if there is any changes, just really subtle changes they might say "oh I never thought about that" or you know it was very much ongoing evidence based, you're gathering up all the feedback, was very positive ongoing. I didn't do any formal evaluations at that point so I was getting back was, what's the word, a commitment and an acceptance of the information from parents. They were participating fully in the programme. There was no feeling in any way that they were unhappy with the material, so from that point of view, they were really settled. I would say that because of that, there is no way that the parents haven't went away and thought about what got told to them. It's what stage are they at in order to implement some of the really good science and advice. So it's where they're at. So some of the parents are a bit more regulated, they're like that "that wind down hour, I hadn't thought about that" and I was telling them "the wind down hour can start from the morning." So I used the wind down hour as the very last minute, what's the word, if I've no got time for a massive programme I talk to parents about the wind down hour. I'll just take bits. It's really good. And I've found that somebody said to me, a parent actually that wasn't on the course had done the Solihull, she was saying to me about her child and the sleep and it's terrible and I said to her "how are you at the wind down hour?" and she went "the what?" so then we can talk about that. Then I make the wind down hour into a cartoon and we break it into like a cartoon strip. I think we did that before. I asked her to get her son and her to write down all the routine at night themselves, for him to say, then to pin it up and she said "I'm not always there at night". I said "I know and that's why it's really good 'cause if it's your husband or your partner, he can look and

go "alright it's seven o'clock, that's what we do" and if it's granny, she can look so the child is not getting disturbed depending who's around. So that's brilliant, I love that. I use it myself with my son. He was fourteen at the time and what I found was, we had let it slip because he's a teenager in terms of that. So on a personal level I used that as my thing, I said "My son is fourteen and I got him to get a bit of paper, and he loves art, 'cause I thought "It's midnight and he's still kicking about, I've done Sleep Action, no way! You're not allowed that." And even he knows now and he quotes sound Sleep Action and he he'll say about the course and he comes in and challenges me sometimes: "oh such and such said they only get two hours sleep" and I'll say "absolutely not, nah, lies! I've got the handout, I've got the Sleep Action stuff about the course". I'll say to him: "If you want me to lecture you, and give you a wee thing, it's there" And then he's like "nah, alright"

So what was really good was that when you've slipped and sort of let things go, it made me on a personal level more aware that "oh hang on a minute, I need to get him back in the routine. He loved the idea of drawing. He hid it from – obviously I had pinned it up and he's like that "I'm gonna hide that" when his pals came round. We had that sheet of A4 paper with the drawings because I kept forgetting what the routine was, 'cause I'm so busy and "is it your teeth? Do you brush your teeth first for a minute? Wait a second". Obviously we didn't have the 'read a story' bit, because he was fourteen, but it was more to do with "he gets a book and he switches". In fact, you made me think about this, he's in fifth year now and I've been noticing a wee bit more of that [holds up phone in front of her face] at night. I'm bringing that back. He knows the wind down hour. I'm doing that, after I speak to you that wind down hour is getting pulled back. And I think that's why it's good. It's not a fix, and that's what I tell parents: "I'm not going to fix your sleep problems, this is just having a frame of reference and a wee bag of tools that when things slip, or something is not going right, wait a minute what can I do here, oh right, pull that back." It's sort of that. Does that make sense?

IH: Yeah that makes sense. I think it's good to hear that it becomes part of not just the course, but people seem to apply it in different parts of their life all the time. Like even just you in your personal life, the fact that your son engages with it, the parents seem very engaged with it. I think that that's very good to hear. That's something that's good for us to know because we obviously train people but then it's hard to kind of see what everyone ends up doing with the material, so then hearing back that the engagement with it has been really good and you've been really good with adapting it to different situations, that's just really good feedback I would say.

ML: I really do love it, and I think that, had it been a programme that was prescribing it as a family learning programme, I might have been a wee bit more, what's the word, there probably wouldn't have been as much flexibility in what some other agency might have decided was a really good programme. And as a service, as an approach, our programmes tend to be bespoke anyway with families, so as long as we've got that bank of information, if they've got that they can pull out the bits that are appropriate to the group that they are working with. To their literacy levels, to their, I would say to their levels of distress or their emotional level, and you can pull out things that you know they'll like if you know the group well. And then you can start generating discussion. I mean, some of the parents I had, they were at that point just happy to be a group, right? I knew that from one of them, I think most of it was going over her head but she was still contributing to the information. So she herself may or may not, I think when there's a lot going on in families they're so overwhelmed and

“that’s another thing I need to do”. That’s why it’s quite good doing it as a group that way, because I suppose that’s our approach as a community learning development, it’s not always about the programmes as such. Sometimes just being part of a group and supporting a parent that is maybe distressed for maybe the next time for her to do it I suppose. So just, have you worked with anyone from community learning and development? Have you had anymore feedback from anyone from our service, from North Lanarkshire council?

IH: Erm not yet, but I’ve only just started this project, and I’m actually an intern that is just kind of writing the report on this, so I don’t have as much experience with like being in contact with anyone just yet. You’re actually the first one I’ve talked to. Most other people have been just filling in the survey.

ML: Did I fill in the survey? Send me it again, in case I did this instead of the survey so that you’ve got your record.

IH: But that’s actually good, I think because I kind of made the survey more aimed at people that use the materials in classrooms, so I think it’s really good to just have a chat about it with you, because then there is more scope for you to just tell me what your experiences are. So that’s no problem at all.

ML: I really liked it. Especially as we know, as a service, there’s lots of issues with parents and sometimes the sleep one is consistently the one that keeps ... See usually, part of our service is we get individual referrals as well for families if they’re really struggling with different issues, various issues, and usually one of the first things I’ll say is “how is their sleep?”. They never ever say sleep is perfect, it always seems to be a combination of issues and sleep. Or they’ll say “sleep’s okay, but he’s in beside me every night” and then you kind of say “but do you like that?” and they say “well actually no I’d rather prefer, you know” And then you, actually sleep is a wee issue because you’re not getting a proper sleep now that, you know. So, no it’s great, that way I’d say the material is really good, although that one day training that was based on primary school teachers, but for me I still knew I would use the material. The ideal thing with lockdown would be that the teacher’s doing it. My contribution if the teacher’s doing that year group one, say Primary 4 and we’re doing the, they’ve got all the stuff happening, I would then have done, offered up parents [inaud.] That was the ideal. It never quite happened like that. I think just, the school would have to have bought into it a wee bit more. But the nursery were definitely, they were all just beginning to do all of it and then it just went [popping sound with lips]. Going forward I would definitely think it would be better if somebody from that school, a primary teacher went on the training. So it was the nursery head, but actually at that time, I was doing loads of work with the nursery head, I’m trying to go back in time, but I only done that as an in service and I don’t know how much teachers decided that they would take that on. But nobody came back to me and said, because I gave them all the information and said “if you need anything, here I am”. Actually, thinking about it now, you’ve just got me thinking, I might revisit that with the school. Because of Covid I’ve actually not been allowed in school because of the rules, so I’m allowed back in the school wearing a mask, groups meeting in the school isn’t really up and running yet.

IH: And then summer is just around the corner as well of course

ML: I'm just thinking about what I would do next, that's what I'm thinking. I work with families in the transition from nursery to primary. But this year the programme I think is about play. Usually if it's something specific like that, that they would see as an issue it only really works if I've got a good relationship with the parents first of all. Flying in your helicopter and putting on a programme, that isn't really what I do. That is not my role. My role is to engage with parents and progress through, and they decide, until they decide that's an issue they're not going to do anything about it really.

IH: So you find that the parents who engaged with it now are mainly parents who volunteered to do it?

ML: All of them I taught in a previous programme, except from maybe the one that came to it. It was offered to the whole nursery and equally it was offered to the parents that had done that "understanding children's behaviour" programme, so they've done the Solihull approach to understanding and in that they talk about sleep. Those parents were the ones that mostly turned up. When I sent out the invite, I got another one parent that I kind of knew from another programme, that came along anyway, cause she knew somebody. The majority of them that were engaging with me had known me for about a year's worth of other programmes, leading to that one. So you start off with something light, because that's quite a heavy subject and it takes a lot of exposing their vulnerabilities, so you have to be able to turn around and say "actually I've got a problem here" and that takes a lot of courage from parents to expose their vulnerabilities, so they would have to have had a lot of trust in me, so I wouldn't ever just go in and say "I'm going to run this programme". It would be a waste of my time, it wouldn't be coming from a community learning and development approach to engaging with parents. It's not the way we work and it's not fair to the parents either, to expect them to do that. So it's just about a community learning and development approach that I apply to the Sleep Action material. Does that make sense?

[20:11 – 23:55: Participant explains what CLD is and enquires about what the intern is studying]

ML: They quite like, I must admit, they like the discussions about the science. Because a lot of these families that I work with, they might not have, they never really attained much at school, they're not academic, they're working in, I work in areas of high deprivation where their qualifications are, they never really aspired to gain very much academically. The families have been through a lot of poverty and everything else that comes with that you know. So when you're working with them they actually thoroughly enjoy all of that chat about it. They like the films, so that's the bit, it's almost a detached bit for them, they kind of look at that, you know and trying to get to understand that. So it certainly isn't patronising in any way. It's really good, Sleep Action talking about that again and saying "This is important". That's why I liked it, because I could link the two of them [the Solihull and Sleep Action]. It made sense just bringing it together.

IH: And you said that Sleep Action in a way had a more evidence-based approach compared to the other approach maybe that was more focussed on emotion?

ML: The other approach, the Solihull programme is also evidence-based in terms of an approach. So their approach is also evidence based, I tend to only use evidence based

stuff, but as opposed to me saying to them, you know what I mean, sometimes if there's maybe a programme in the past, I might have said "let's look at this a bit more" and I might have drawn, I made up my own stuff pulling it from places, but I didn't need to. Because Sleep Action had it all there. Prior to being on that training, if sleep had come up I would have felt a wee bit overwhelmed and I might have just used the approach being about maybe something else, I wouldn't have known about that to have brought that in, I would've maybe talked about it in terms of containing your child before they go to bed and you know all of that. I wouldn't have brought in all the stuff

IH: Yeah all the facts that you had available

ML: The facts as you say are handy, and I like to relate it back to them saying "it's not just me just making it up". They like that it's not just me making it up. I let them know when I make stuff up. "that is me just making that up, but this is not me making this up". It's a really fun and enjoyable way of working with families. I would definitely, I'm using it again when I'm back. I see it as actually it really builds my confidence to know that, see when I've had a group of parents and we've done something that is quite heavy emotionally, and this is something I know that will come up. Obviously, I'm promoting it to them and saying during the programme "do you know I can do a programme after this" you know, you're drip feeding them saying "if you're looking to do something after this, remember I can do something on sleep, so don't feel like I'm just leaving that with you, there's something more you can do if you feel like that", so I'm constantly kind of letting them know there is another way for them to learn something a wee bit different and it's worked really well. I'll see how it works out with the school I'm in the now.

[From 27:10 onwards I stopped transcribing. Rest of the conversation is about the deprivation levels of schools the participant works with, the suddenness of covid, problems with the USB provided as part of the training, what format the participant prefers the material to be in, small talk, answer to the question whether the participant felt this was a necessary addition ("definitely"), the adaptability of the material, how much the participant likes the graphics, the difference between teachers and community learning, the duration of the training of Sound Sleep compared to the counselling training, the interviewer's careers aspirations]

Appendix D: Emails sent out to trainees

First email – 14 May 2021

Good afternoon,

Since you attended our Sound Sleep training in the last two years, we would love to hear more about how you implemented the programme in your school and what effect you felt it had on your pupils. Your response will help us evaluate the impact of our programme and keep improving it.

Please find the survey here:

<https://www.surveymonkey.co.uk/r/soundsleepevaluation> (open until 5pm 04/06)

If you would be happy to chat about your experience rather than complete the survey, please get in touch with me via the teams or email link below.

If you have not implemented the programme, please let us know as well by responding to this email. Any feedback is valuable to us!

If you have any other queries about this evaluation please do not hesitate to get in contact with me.

Thanks a lot in advance,
Iris

First reminder email – 24 May 2021

Good morning!

Thanks a lot to who has been in contact/completed our survey on the Sound Sleep programme already. It's been really valuable to hear your feedback.

If you haven't had the chance to fill in our survey yet, we are still looking for some feedback on our Sound Sleep programme. We would love to hear more about if and/or how you implemented the programme in your school and what effect you felt it had on your pupils.

Any feedback is welcome! This is the survey link which will be open until 5pm 04/06:

<https://www.surveymonkey.co.uk/r/soundsleepevaluation>

If you would be happy to chat about your experience rather than complete the survey, please get in touch with me via the teams or email link below.

Feedback in response to this email would be welcome too! For example if you have not been able to implement the programme.

And if you have any questions about this evaluation project, please do not hesitate to get in contact with me.

Thank you,

Iris

Second reminder email – 02 June 2021

Good morning!

Just a final reminder that our survey will close this Friday. We would love to hear more about if and/or how you implemented the Sound Sleep programme in your school and what effect you felt it had on your pupils. Thanks again to everyone who has already responded!

This is the survey link which will be open until 5pm 04/06:

<https://www.surveymonkey.co.uk/r/soundsleepevaluation>

If you would be happy to chat about your experience rather than complete the survey, please get in touch with me via the teams or email link below.

Feedback in response to this email is also very welcome. For example, if you have not been able to implement the programme yet, or you have feedback to add after the survey closes.

Any feedback is very much appreciated and will help us evaluate the impact of the programme and keep developing it.

And if you have any questions about this evaluation project, please do not hesitate to get in contact with me.

Thank you,

Iris

Thank you email including key findings

Good afternoon,

A final thank you to everyone who participated in Sleep Action's Sound Sleep evaluation project! We really appreciated all the survey responses, emails and conversations.

We found that the Sound Sleep programme has been successful in providing engaging materials and training that trainees have been able to apply to a range of different educational settings, some of which were unanticipated by Sleep Action. The Sound Sleep programme has demonstrated the potential of educational programmes to effectively engage pupils with the topic of sleep and improve their classroom behaviour, for example by increasing attention and reducing sleepiness in the classroom. Some of you have also highlighted the versatility of the material for engaging people outside of classroom settings, such as parents and individual young people. As sleep issues in young people are believed to continue to increase, Sound Sleep trainees have expressed that the Sound Sleep programme is a necessary addition to the curriculum to continue sleep education for young people and to ultimately improve not just their sleep but also their mental health and wellbeing.

For an overview of some of the key numbers to come out of the evaluation, please see the attached pdf. And if you have any more questions about the project, please do not hesitate to get in contact.

Enjoy your summer and thanks again!

Iris and the Sleep [Action] training team

SOUND SLEEP EVALUATION PROJECT 2021

Attachment to final email (sent in pdf format, but presented here as a screenshot)

