



Introduction to Sleep

Hannah Parker (Trainee Clinical Psychologist)

Children's Centre Psychology

&

Elizabeth Thomas (Assistant Psychologist)

Child and Adolescent Learning Disabilities Service



A special thanks to Deb, Clare, and Rachel (Clinical Nurse Specialists)
for their help and support creating this workshop!



Introduction to Sleep

Hannah Parker (Trainee Clinical Psychologist)
&
Beth Thomas (Assistant Psychologist)

**Children's Centre Psychology &
Child and Adolescent Learning Disabilities Service**

Welcome! The workshop will begin at 10:10am.

We kindly ask for everyone to remain on 'mute' during the presentation and whilst we are waiting to begin.



Welcome

- Introductions
- Children's Centre Psychology
- Welcome to the workshop!
- 2-hour workshop with comfort break half-way through
- Trying something new today: there will be opportunities for discussion so please don't share any patient identifiable information
- We will be unable to take questions but please email us or contact your local Family Liaison Officer (share contact details at the end of today)
- Important Microsoft Functions – chat, camera and mute



Plan for the Session

- Housekeeping
- Why is sleep important particularly in children with additional needs?
- The Power of Sleep
- Melatonin
- What can affect your child's sleep?
- Sleep Diaries
- Sleep Strategies
- Looking after you
- Resources and support



Why is Sleep important?

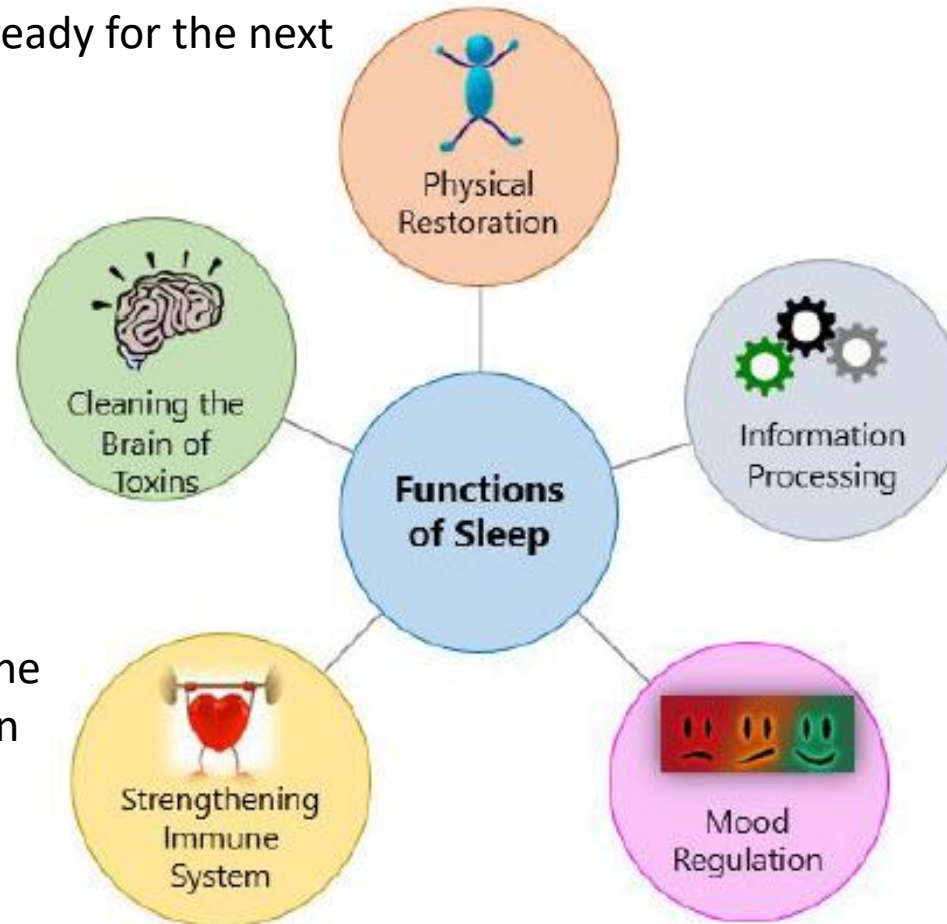


Why is Sleep Important?

When we sleep our bodies will restore physically so we are ready for the next day.

Whilst we sleep, the brain is cleaned of toxins which are built up during the day.

When we sleep it provides the body with time to strengthen our immune systems which helps us to fight illness and infections better.



Our brains process and store information (e.g. memories) from the day.

Sleep is important for regulating our moods.



The Power of Sleep

- When our children aren't sleeping, this very often means that, as parents/carers, we aren't getting enough sleep either.
- This can mean that we are less able to cope with the stresses of daily living and impacts on our ability to support our children.
- It might be helpful to read the following article which talks about one family's experience

<https://www.scope.org.uk/news-and-stories/lack-of-sleep-can-leave-us-emotionally-fragile/>

The Power of Sleep – Exercise

Idea taken from Early Positive Approaches to Support (EPAtS)



There is no milk left for your cup of coffee and your toast burns on one side. It is raining and there is a rainbow in the sky. You can't find your car keys. A Facebook post comes through with pictures of your friend on a sunny beach. You start to think about the day ahead.



The Power of Sleep - Exercise

There is no milk left for your cup of coffee and your toast burns on one side. It is raining and there is a rainbow in the sky. You can't find your car keys. A Facebook post comes through with pictures of your friend on a sunny beach. You start to think about the day ahead.

- What sort of things would you be thinking and feeling if you had:
 1. Slept really well the night before?



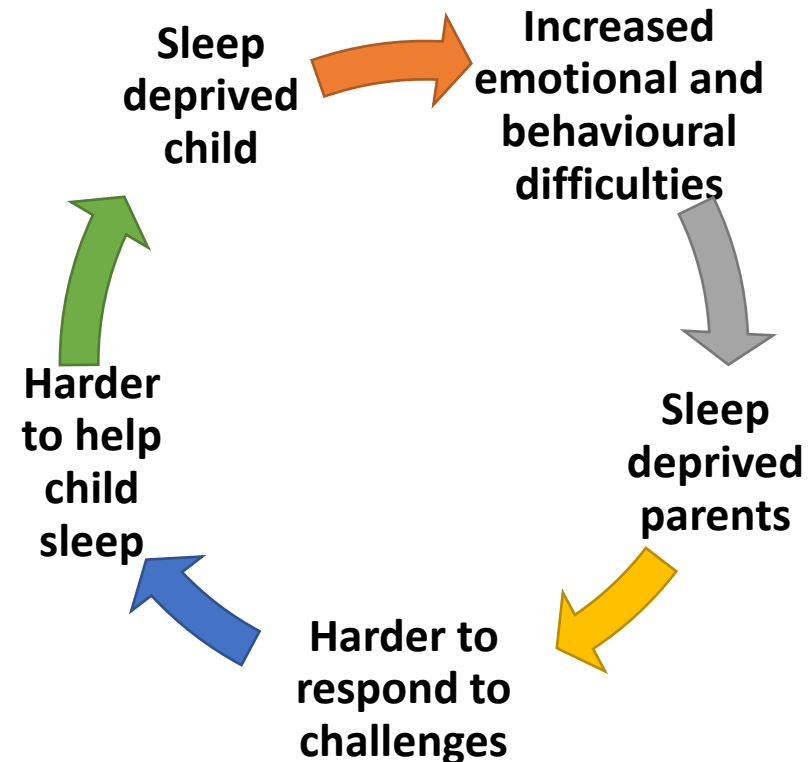
The Power of Sleep - Exercise

There is no milk left for your cup of coffee and your toast burns on one side. It is raining and there is a rainbow in the sky. You can't find your car keys. A Facebook post comes through with pictures of your friend on a sunny beach. You start to think about the day ahead.

- What sort of things would you be thinking and feeling if you had:
 1. Had a good night of sleep?
 2. Had an awful night of being awake with little sleep?

The Power of Sleep

- Sleep affects how we think, feel, and behave
- This is the same for children
- What's more, when children experience sleep difficulties parents often do too...





Sleep Stages

Sleep Stage/Phase	What Happens at this Stage?
NREM (Stage 1)	At this stage we transition between wakefulness and sleep.
NREM (Stage 2)	At this stage we progress through light sleep to deep sleep.
NREM (Stage 3)	This is the deepest sleep stage. It is difficult to be awoken in this stage.
REM	This is the phase of sleep where we dream. This phase of sleep is responsible for memory and learning.
Partial Awakening	This is a brief period of awakening, where we wake up and quickly fall back asleep. <i>Using an object that your child finds comforting can be a substitute for a parent or carer when your child is trying to settle back to sleep.</i>

What is happening inside us naturally during sleep?

Core Body Temperature refers to our internal body temperatures

Cortisol is a hormone within our body (role in sleep cycle and also released when we feel stressed)

Melatonin is also a naturally occurring hormone within our body.

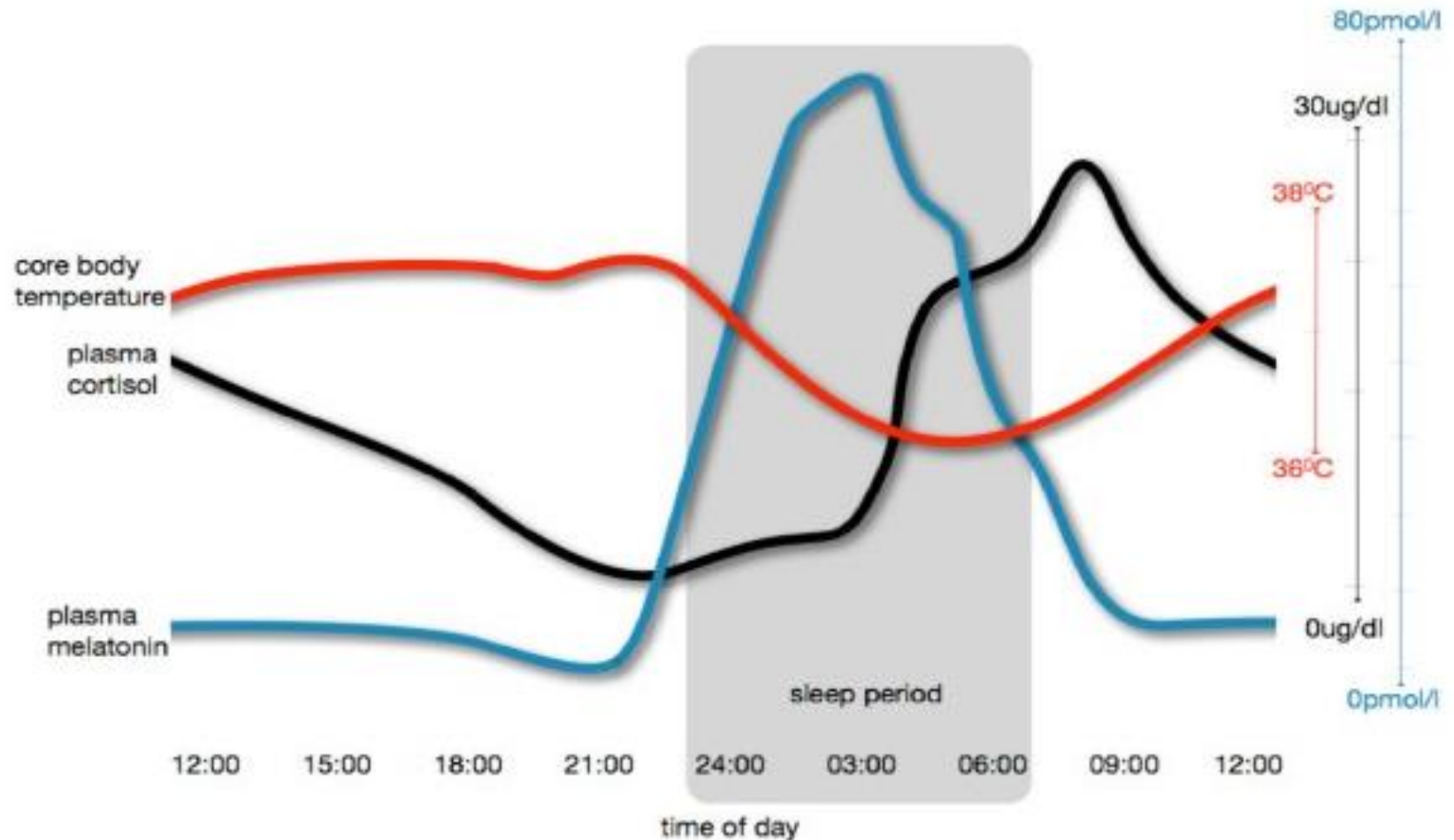


Figure 3: The normal synchronous relationships between sleep and daytime activity and varying levels of cortisol, melatonin and body temperature

Melatonin

- Hormone released during the evening in preparation to help us fall asleep.
- Can be prescribed in medication format in very rare circumstances.
- Natural interventions are usually explored in the first instance.

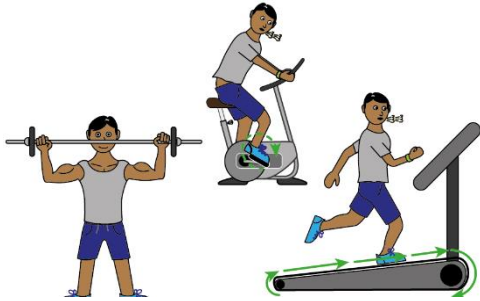


What can affect your child's quality of sleep?

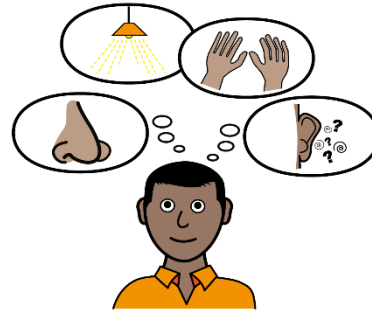


What can affect your child's quality of sleep?

Activity levels



Sensory needs



Anxiety



Food and drink (Caffeine)



Physical / medical needs





86% of children with additional needs have
issues with sleep

"Helping Your Child Sleep" https://contact.org.uk/wp-content/uploads/2021/03/helping_your_child_sleep.pdf

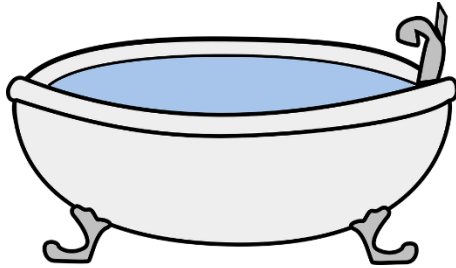
How can we support children with their sleep routines and settle to sleep?



- Bedtime Routines
- Separation and Sleep
- Sleep Hygiene Strategies
- Sleep Diaries
- Strategies to help children to fall asleep



Bedtime Routines – The Golden Hour



Have a bath



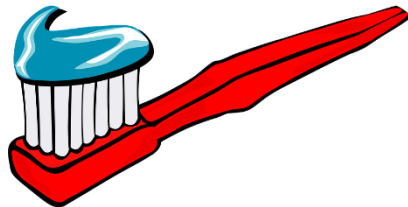
Pyjamas on



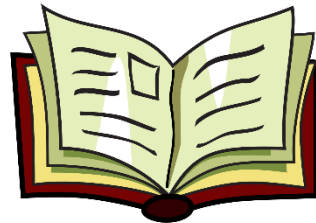
Small
snack/drink



Calm Play e.g.
Colouring



Brush Teeth



Read Story



Cuddles



Sleep

Bedtime Routines – The Golden Hour



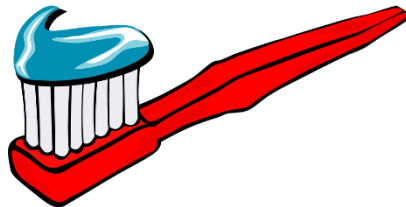
Put Away
Homework



Have A Healthy
Snack



Have a Shower



Brush Your
Teeth



Pyjamas On



Sleep

Separation and Sleep

Confidence in the relationship



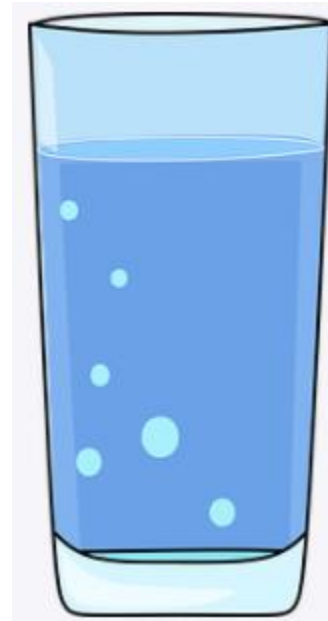
How many kisses and
squeezes would you like
tonight?



I'll see you at 7am and we
can make some breakfast
together

Separation and Sleep

Teach your child how to self-regulate





Sleep Hygiene Strategies

**Sleep
Timing**

**Limit
Setting**

**Sleep
Associations**

**Being
Active**

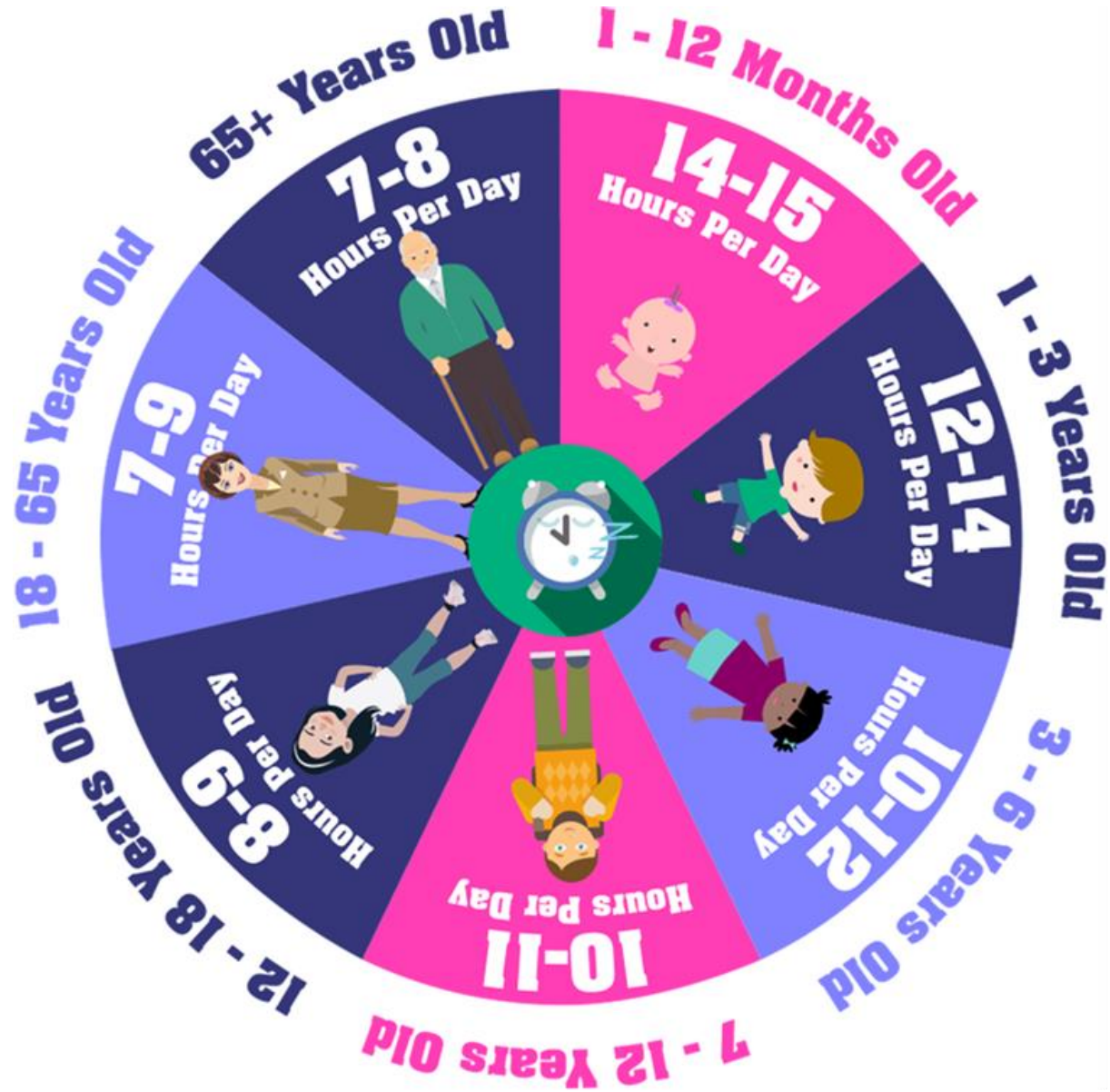
**Sleep
Environment**

Meal Times

Technology

FACT: All sleep specialists call good sleep routines and behaviour "good sleep hygiene."

Sleep Timing



*Image taken from [How Much Sleep Does My Child Need? - The Sleep Charity](#)

Day time Napping



Age	Number of Naps
Under age of 1 years old	Two Naps a day (morning and afternoon)
1 to 2 years old	Afternoon nap (one to two hours)
2 to 3 years old	Afternoon nap (one hour)
3 to 4 years old	No Naps

*Taken from Sleep council guidelines



Limit Setting

- Lots of children will try to push boundaries.
- Setting limits to keep the bedtime routine to the 'Golden Hour'.
- You know your child best so **if they are trying to push boundaries**: sticking to the boundaries whilst diverting their attention is likely to be the best thing.
- However **if your child is anxious/distressed**: 'being with' them in their emotions and sticking to boundaries e.g. three books but it could be you drag the story out slightly longer or have cuddles in between stories.





Positive Sleep Associations

- Consistent Bedtime routine.
- Making sure your child's environment that they fall asleep in would be the same if they were to wake during the night. This will help children to self-soothe if they wake during the night.
- Comforting objects (e.g. a teddy, a blanket, parents clothing)

Step 1. Choose an object

Step 2. Start to introduce the object during the day.

Step 3. Once your child has become attached to the object this can be introduced to the bedroom.

Step 4. Introducing item to help child to settle at bedtime.

Being Active

- Encourage physical activity during the day
- Sensory stimulating environments during the day
- **Limit physical activity in the bed time routine and consider calming activities.**
- Physical exercise around 4 – 6 hours before bedtime.



Sleep Environment

Your child's sleep environment, their bedroom is important.

- Is it too hot or too cold?
- Is it quiet or noisy?
- Is it light?
- Is it a calming space?





Food and Drink

- Consider what bedtime snacks you use.
- Avoid big meals close to bedtime
- Avoid Caffeine



Technology



- Limit screen time before bedtime (turning off screens an hour before).
- Bright light which is emitted from devices can disrupt the hormone melatonin.
- If screen time is an integral part of the bedtime routine there are applications to filter this type of light.





Comfort break

Sleep Diaries



Visual
representation

Evidences
patterns

Facilitates
communication

Sleep Diaries



Jacob's Sleep Diary			
	Mon	Tues	Wed
Is there a bedtime routine in place?	Yes	Yes	Yes
Any day time naps?	Yes	Yes	Yes
Time which child fell asleep	00:30	1:00	00:15
Time which child awoke	7:00	6:30	6:00
Total hours slept	6.5hrs	5.5hrs	5.75hrs
No. of times awoke during the night	2	0	2
Any challenging behaviours through the night?	Yes	No	Yes

Sleep Diaries



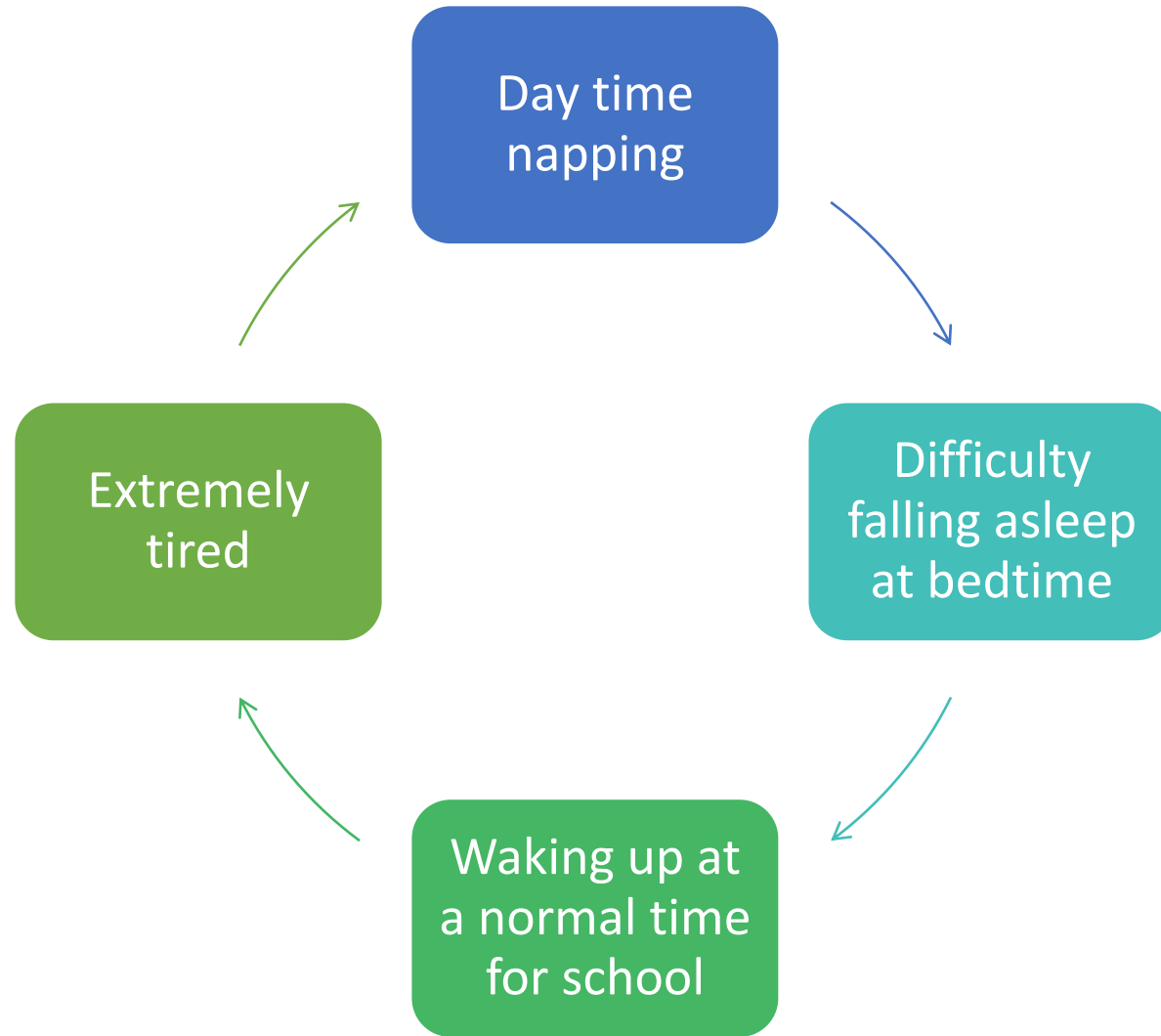
Jacob's Sleep Diary			
	Mon	Tues	Wed
Is there a bedtime routine in place?	Yes	Yes	Yes
What activities took place?	Bath, Story, iPad.	Bath, Dinner, iPad	Bath, Story, iPad
When did the routine begin?	8:00pm	8:30pm	7.30pm
Any day time naps?	Yes	Yes	Yes
At what time?	16:00-16:30	15:30-16:30	15:30-16:30
Time which child fell asleep	00:30	1:00	00:15
Time which child awoke	7:00	6:30	6:00
Total hours slept	6.5hrs	5.5hrs	5.75hrs
No. of times awoke during the night	2	0	2
Any challenging behaviours through the night?	Yes	No	Yes
What where they?	Reluctant to go to sleep,	Playing on iPad late.	Woke up at 1:00 and 2:00
When did they occur?	got out of bed twice	Shouts and screams	and came into our room.
What did you do?	and came downstairs.	when we remove it.	Stayed in our room second
	Took Jacob upstairs.		time.

Sleep Diaries



Jacob's Sleep Diary			
	Mon	Tues	Wed
Is there a bedtime routine in place?	Yes	Yes	Yes
What activities took place?	Bath, Story, iPad.	Bath, Dinner, iPad	Bath, Story, iPad
When did the routine begin?	8:00pm	8:30pm	7.30pm
Any day time naps?	Yes	Yes	Yes
At what time?	16:00-16:30	15:30-16:30	15:30-16:30
Time which child fell asleep	00:30	1:00	00:15
Time which child awoke	7:00	6:30	6:00
Total hours slept	6.5hrs	5.5hrs	5.75hrs
No. of times awoke during the night	2	0	2
Any challenging behaviours through the night?	Yes	No	Yes
What were they?	Reluctant to go to sleep, got out of bed twice and came downstairs.	Playing on iPad late. Shouts and screams when we remove it.	Woke up at 1:00 and 2:00 and came into our room. Stayed in our room second time.
When did they occur?			
What did you do?	Took Jacob upstairs.		

Naps – A Vicious Cycle



Rewards



When your child does engage in good sleep practice, rewards can be used as a **positive reinforcement** to encourage the child to continue to work towards a chosen goal.

It is important that you choose a reward that you know will motivate your child.

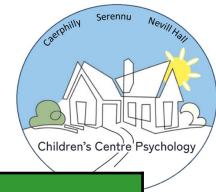
It is important that once rewards have been given they are not taken away if your child displays behaviour that can challenge.

It is important your child knows their reward was achieved and earned.



They work best if given soon after the behaviour, not after a few days

Sleep Diaries



Large meal close to bedtime

Jacob's Sleep			
	Mon	Tues	Wed
Is there a bedtime routine in place?	Yes	Yes	Yes
What activities took place?	Bath, Story, iPad.	Bath, Dinner, iPad	Bath, Story, iPad
When did the routine begin?	8:00pm	8:30pm	7:30pm
Any day time naps?	Yes	Yes	Yes
At what time?	16:00-16:30	15:30-16:30	15:30-16:30
Time which child fell asleep	00:30	1:00	00:15
Time which child awoke	7:00	6:30	6:00
Total hours slept	6.5hrs	5.5hrs	5.75hrs
No. of times awoke during the night	2	0	2
Any challenging behaviours through the night?	Yes	No	Yes
What where they?	Reluctant to go to sleep, got out of bed twice and came downstairs.	Playing on iPad late. Shouts and screams when we remove it.	Woke up at 1:00 and 2:00 and came into our room.
When did they occur?			

Sleep Diaries



Jacob's Sleep Diary			
	Mon	Tues	Wed
Is there a bedtime routine in place? What activities took place? When did the routine begin?	Yes Bath, Story, iPad. 8:00pm	Yes Bath, Dinner, iPad 8:30pm	Yes Bath, Story, iPad 7:30pm
Any day time naps? At what time?	Yes 16:00-16:30	Yes 15:30-16:30	Yes 15:30-16:30
Time which child fell asleep	00:30	1:00	00:15
Time which child awoke	7:00	7:30	6:00
Total hours slept	<div data-bbox="794 896 1839 1142" style="background-color: blue; color: white; padding: 10px; text-align: center;"> Lays in bed approx. <u>4.5hrs</u> every night before falling asleep </div>		hrs
No. of times awoke during the night			
Any challenging behaviours throughout the night? What were they? When did they occur?	Yes Reluctant to go to sleep, got out of bed twice and came downstairs.	No Playing on iPad late. Shouts and screams when we remove it.	Yes Woke up at 1:00 and 2:00 and came into our room.

Sleep Diaries



<p>Is there a bedtime routine in What activities took place? When did the routine begin?</p>
<p>Any day time naps? At what time?</p>
<p>Time which child fell asleep</p>
<p>Time which child awoke</p>
<p>Total hours slept</p>
<p>No. of times awoke during the night</p>
<p>Any challenging behaviours throughout the night? What were they? When did they occur?</p>

I FEEL LIKE I'M ALREADY TIRED TOMORROW



<p>Story, iPad om</p>
<p>16:30</p>
<p>5</p>
<p>S</p>
<p>up at 1:00 and 2:00 me into our room.</p>



Helping children to fall asleep

Over time, helping your child learn to support their own sleep.

Principle 1

Child needs to be **in his or her own bed / the bed you want them to sleep in** – how ever tempting it is to let them fall asleep somewhere else!

Helps child learn to fall asleep in own bed / the bed you want them to sleep in and makes it easier to fall back asleep if they wake up

Principle 2

Leave the room once the bedtime routine is finished

Could **choose to leave quickly or gradually**, if gradual try to limit interaction with child

Principle 3

Once you have left the room, try to **allow the child time to settle on their own**, even if they cry or call for you

Principle 4

When you return to the room to:

- **Check on child** and try to keep **interaction to the minimum** needed to soothe them
- If child has left bed – **calmly escort them back** with least fuss and interaction possible



Practical Strategy: Delayed Bedtime

Example:

You're putting your child to bed at 8pm but they're not falling asleep until 12am.

Step 1

Start your child's calming and soothing routine at 11pm.

Step 2

Put your child to bed at 12am.

Step 3

After a few days start your child's routine at 10:45pm and put them to bed at 11:45pm.

Keep bringing the routine and time in bed forward by 15 minutes until you reach a reasonable bedtime.



Practical Strategy: Gradual Withdrawal

Gradual Withdrawal can be used to support children to independently settle and self soothe. This is a different approach and should cause minimal distress if done with a consistent approach.

The strategy works on you increasing your distance between yourself and your child in their bed. A cushion/stool/chair is helpful for this strategy. You would continue to increase the distance until eventually your child learns to fall asleep when you are not present/out of sight.

It might be helpful before implementing this strategy to think about increasing distances between your child in their bed and you (**level**) and agreeing when it would be helpful to move onto the next level e.g. my child is independently falling to sleep

Step 1

Sit next to the bed on a cushion/stool

Step 2

Tell your child it's bedtime and give a kiss goodnight. Then, do not speak to them and avoid eye contact.

Step 3

Stay in the room for ten minutes after they fall asleep.

Step 4

Repeat each time your child wakes.

Move on...

When your child has mastered this level. Increase the distance between you and your child and complete steps.



Practical Strategy: Independent Sleeping

involves gradually increasing the time that your child is left on their own to settle to sleep by themselves.

Step 1

Agree a set amount of time e.g. 2 minutes that you will allow your child to cry for.

Step 2

After the set time, go in and check on them but avoid too much interaction. It is best not to talk at this point and do the bare minimum to help soothe them (perhaps try a gentle stroke on their back rather than picking them up).

Step 3

Leave the room and wait the set amount of time before checking again.

Step 4

Repeat until your child goes to sleep.

Step 5

The next day, increase the amount of time you wait before going in (e.g. 4 minutes) and repeat the process. Keep increasing the time each day until your child can settle more easily.

Looking After You – Exercise

Activity taken from Early Positive Approaches to Support (EPAtS)



1. How do you feel when trying to support your child to sleep and they are displaying behaviours that challenge?



Looking After You - Exercise

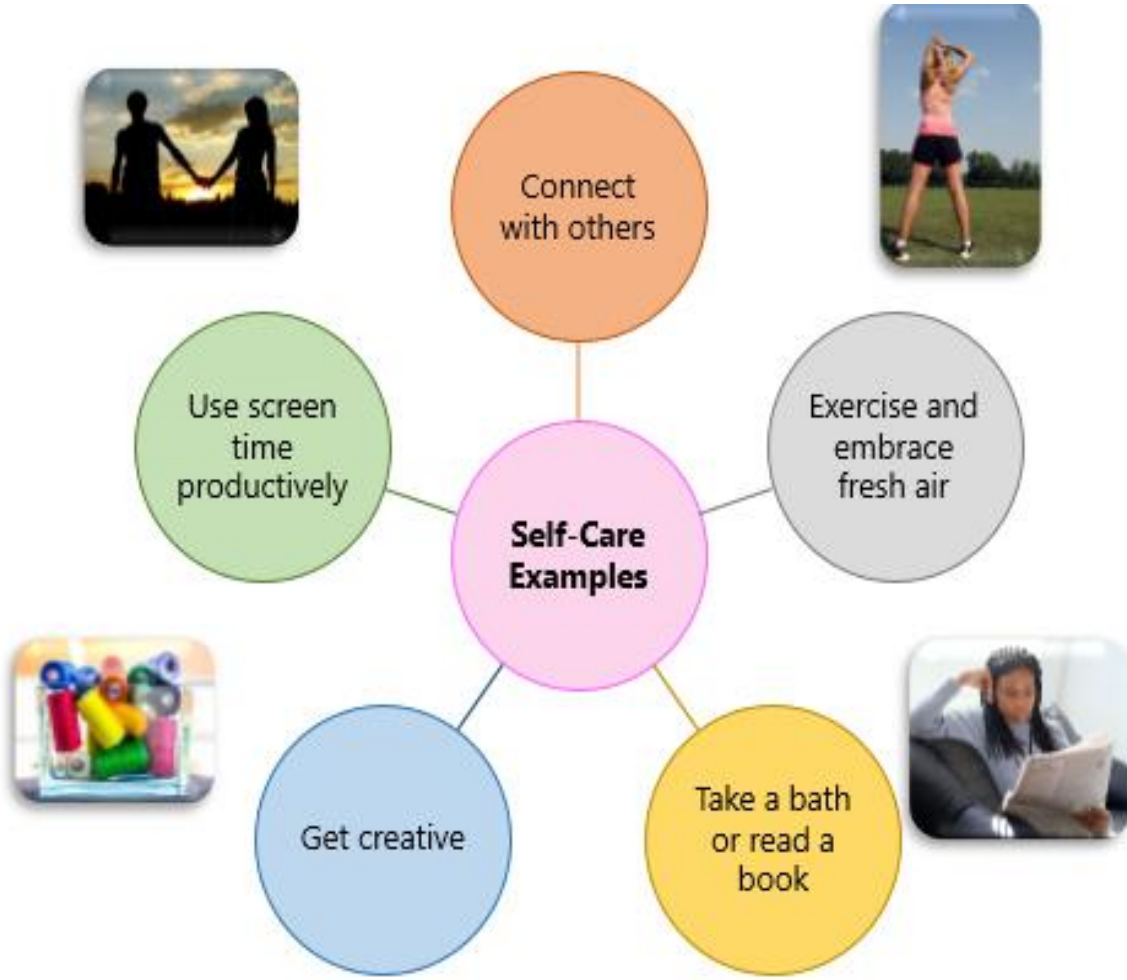
2. How do these feelings influence how you respond to your child?



Looking After You - Exercise

3. What could help you look after yourself?

Self-Care:



50 Ways to Take a Break

- Take a Bath
- Listen to Music
- Take a Nap
- Go to a body of water
- Watch the clouds
- Light a candle
- REST your legs up on a wall
- Let out a sigh
- Watch the stars
- Learn something NEW
- Read a Book
- Write a Letter
- Listen to a guided relaxation
- Take Deep Belly Breaths
- MEDITATE
- Notice your Body
- Call a Friend
- Meander around Town
- Walk Outside
- Go for a run
- Take a bike ride
- Buy some Flowers
- Find a relaxing scent
- Eat a meal in SILENCE
- Turn off all electronics
- Go to a park
- Pet a furry creature
- Create your own coffee break
- View some ART
- Examine an everyday object with Fresh Eyes
- Drive somewhere NEW
- Go to a Farmer's Market
- Forgive Someone
- read or watch something FUNNY
- COLOR with Crayons
- Make some MUSIC
- Climb a Tree
- Let go of something
- Engage in small acts of KINDNESS
- Do some gentle stretches
- Paint on a surface other than paper
- Write a quick poem
- Read poetry
- Put on some music and DANCE
- Give Thanks

Prepared Q&A

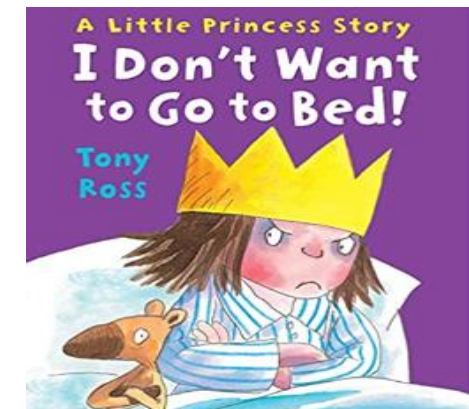
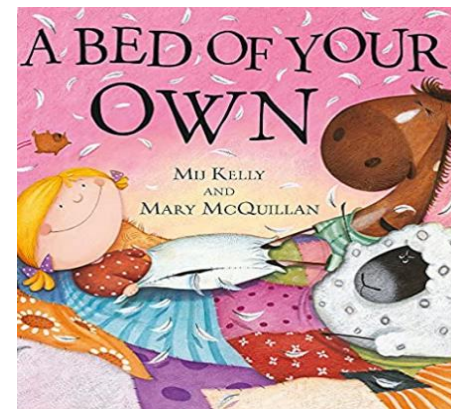
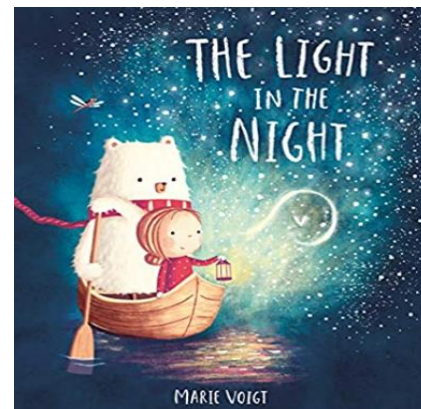
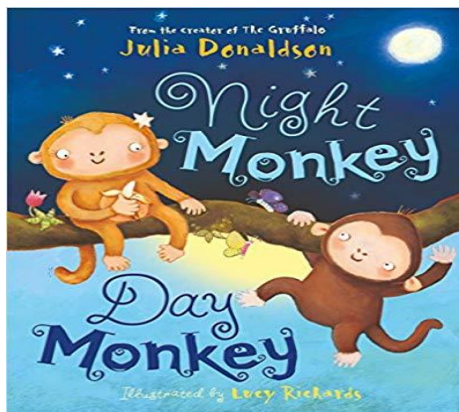


Useful Resources:

Website:

- <https://cerebra.org.uk/>
- <https://cerebra.org.uk/get-advice-support/sleep-advice-service/contact-the-sleep-team/>
- <https://sleepcouncil.org.uk/>

Books for children:





Thank you for listening!

Check your emails after this workshop for:

- Copy of the slides
- Helping Hands Promoting Sleep in Children toolkit
- Sleep diary template
- Workshop evaluation questionnaire



Slides written and developed by
Helping Hands Psychology Service, Aneurin Bevan University
Health Board

Family Liaison Officers



Blaenau Gwent, North Torfaen and
North Monmouthshire



Sarah, our Family Liaison
Officer based in Nevill Hall
Children's Centre can be
contacted on:



01873 732712



ABB.FamilyLiaisonNorth@wales.nhs.uk



Brecon Road, Abergavenny NP7 7EG

Caerphilly County Borough



Lisa, our Family Liaison
Officer based in Caerphilly
Children's Centre can be
contacted on:



02920 867447



Lisa.George2@wales.nhs.uk



Heol Las, Cwrt Llanfabon, Energlyn,
Caerphilly CF83 2WP

Newport, South Torfaen and South Monmouthshire



Jayne and Sarah, our Family Liaison
Officers based in Serennu Children's Centre
can be contacted on:



01633 748013



family.liaison.ABB@wales.nhs.uk



Cwrt Camlas, Rogerstone, Newport
NP10 9LY

They can help you with any enquiries you may have about services or leisure activities that children and young people can access at the children's centres or within your local area. Their role helps to guide and support families to navigate the 'system' and direct families to the right professionals.

Workshop Mailing List...



If you would like to sign up to our workshop mailing list where you will be notified about any upcoming workshops that Helping Hands will be running. Please contact us at...

ABB.HelpingHandsTeam@wales.nhs.uk



Next Workshop:

Transitions

Wednesday 21st June 2023

10am-12pm

As we approach the end of the school year, we will be sharing ideas around how to support your child with transitions and separations.

Scan the QR code to book your place



If you would like to sign up to our workshops mailing list please contact

ABB.HelpingHandsTeam@wales.nhs.uk