# Understanding and Managing Sleep Difficulties

**Presented by: Dr Carrie Stewart** 

#### **Bournville Village Primary School, Thursday 6th May**





## Welcome

House-keeping

Introductions



#### **Definitions and Prevalence**

#### Important distinction:

- Clinical sleep disorders
- Sleep difficulties.

In a typical classroom of 30 pupils, between three and 12 children experience problems with their sleep

What is typical or atypical sleep may be individual to your family, and your children.

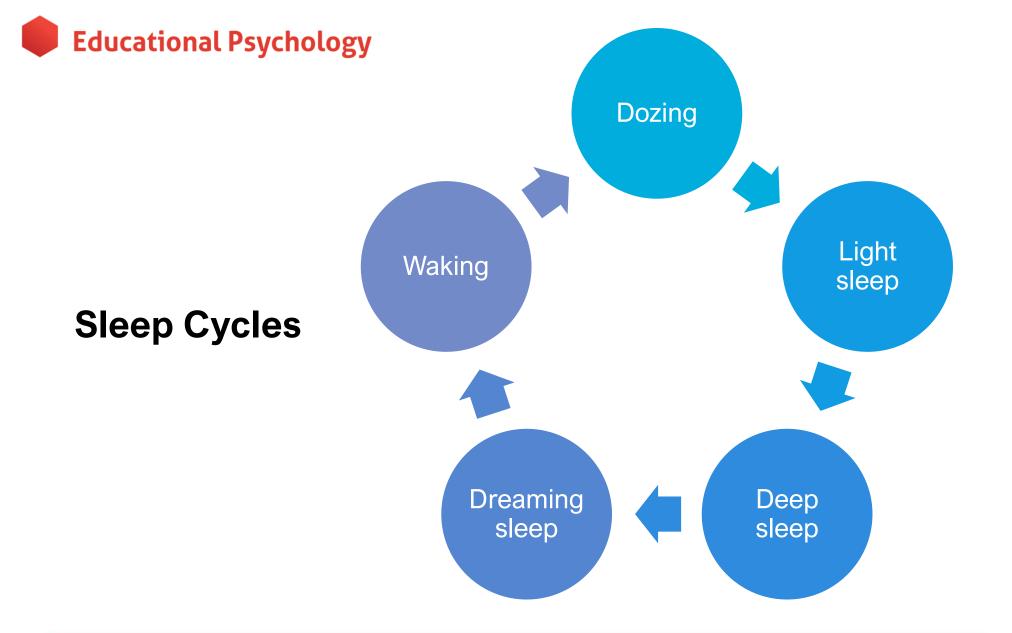




## **Sleep Patterns and Different Ages**











#### **How Much?**









12-16 hours

11-14 hours

10-13 hours

9-12 hours



#### **Common Bedtime Problems**

#### Falling Asleep

- Going slowly
- Protesting and refusing to go to bed
- Tantrums
- Crying in bed
- Getting out of bed
- Refusing to sleep in their own bed

#### **Staying Asleep**

- Waking up in the night
- Nightmares and night terrors
- Getting out of bed
- Playing at night



### Why Do Problems Occur?

- Stress and anxiety- global pandemic anyone?
- Changes at home or routine.
- Learnt patterns of behaviour from infanthood.
- Possible illness.
- Fear of missing out!
- Your kids are pretty intelligent and they love you....



## First Step to Change; Sleep Diaries



End of week calculations
Easy calculations at
mysleepwell.ca/calculator

My sleep duration (typical night): \_\_\_\_\_ My sleep efficiency (typical night): \_\_\_\_

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## We Are Absolutely In Control!



As parents, sleep and bedtime can feel like an absolute hellish battle!

- We're tired, our children are tired, there's crying and screaming and it can be awful.
- It is important to look after yourself, and go into this with a positive attitude.
- You are in control, this can be changed, and you can do it!
- It will take a while to make changes- habits don't form overnight and won't change in a night either.



## **Creating a Sleep Diary**

What time did the bed-time ritual begin.

What did they eat for tea and before bed?

What did they drink and how much?

What parts of the bedtime routine were followed?

How many times did they get out of bed?

What time did they fall asleep?

How many times did they wake up during the night?

How long were they awake for each time?

What time did they wake up and how?

Any nightmares or terrors?

Any naps during the day?

How did they feel when they woke up?





## **Good Sleep Habits Checklist**

| ☐ Set a clear bedtime routine.   |    |
|--|----|
| ☐ A regular bedtime and a regular time to awaken.                              |    |
| ☐ Eliminate all foods and drinks that contain caffeine 6 hours before bedtime. |    |
| ☐ Eat a balanced diet, limiting fat.   |    |
| ☐ No exercise or vigorous activities in the hours before bedtime               |    |
| ☐ Do include a weekly program of exercise during the day.                      |    |
| ☐ Restrict activities in bed to those that help induce sleep                   |    |
| ☐ Reduce noise in the bedroom  |    |
| ☐ Reduce light in the bedroom  |    |
| ☐ Avoid extreme temperature changes in the bedroom (i.e., too hot too cold).   | or |
| ☐ No use of electronic devices in the bedroom, or in the two hours before bed. |    |





## Take a Moment to Focus on What's Working











## **Preventing Problems and Setting Up for Success**

Create a clear bedtime routine, with some elements chosen by your children.

This should be clearly displayed in the home.





### **Preventing Problems and Setting Up for Success**

Make sure the **bedroom** has been **set up for sleep.** 

'Sleep in your child's bed' what do you notice?







## **Preventing Problems and Setting Up for Success**

Following completing the sleep diary, work out a realistic sleep-wake schedule.

Allow for a little flexibility of a hour on weekends or holidays, but otherwise, stick to this schedule.







Falling Asleep







## **Different Strategies to Use**

- 1. Direct Approach
- 2. Gradual Approach
- 3. Gentle Approach
- 4. Gradual Fading







## 1. Direct Approach

Explain what will happen

Say goodnight and leave decisively

Use planned ignoring

Keep track





### 2. Gradual Approach

Explain what will happen

Say goodnight and leave decisively

Wait before you return to your child

Keep to an increasing time schedule

Keep track





### 3. Gentle Approach

Say goodnight Lie down in another bed or sit in a chair

Pretend to be asleep

Ignore any attempts at interaction

Gradually move closer to the door



## 4. Gradual Fading

Keep them up until they fall asleep naturally

Identify new target bedtime

Move this time up 15mins

Stop when you've reached a set point





## **Staying Asleep**







## **Returning to Bed**

Keep calm

Immediately return them to their room

Pick them up and carry them if needed

Continue to return them

Close the door for 2 mins





### **Different Strategies to Use**

- 1. Direct Approach
- 2. Gradual Approach







## **Nightmares and Sleep Terrors**

#### **Nightmares**

- Using 'magic'
- Relaxation techniques
- Setting up the room for 'protection'

#### **Sleep Terrors**

- Sleeping longer
- Scheduled awakening





#### 'How to Dream'

1. Never run away from anything in a dream



2. Always fix the ending and put yourself back in control





## **Bed-wetting or Nocturnal Enuresis**





#### **Further Concerns**

If you have been consistent with bedtime changes over a period of weeks and at least a month (6 weeks consistently), and still having difficulties, speak to your GP.

#### They may:

- Prescribe melatonin
- Order a sleep study
- Run tests for additional diagnoses





#### **Further Resources I**

#### **General Websites:**

- https://thesleepcharity.org.uk/information-support/children/
- https://www.gosh.nhs.uk/conditions-andtreatments/procedures-and-treatments/sleep-hygienechildren/

#### **Book Recommendations:**

Sleep Better! A Guide to Improving Sleep for Children with Special Needs,

Revised Edition by V.M. Durand (2013).





#### **Further Resources II**

- Sleep trainer clocks
- Wet alarms
- Black-out curtains and blinds
- Natural light alarms
- Vibrating alarms









