



States of Guernsey  
Children and Family  
Community Services

# Sleep Interventions



**Developed by:**

**Positive Behaviour Support (PBS)  
Team**

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## Establishing Night-time Routine / Bedtime Schedule

### Night-time Routine

- Establishing a clear night-time routine provides structure and predictability each night
- A visual schedule could be used to show the steps of the routine visually
- Limit snacks to those without sugar or caffeine
- Limit liquids 90 minutes before bedtime
- Limit bright light (tablets)
- Limit exercise or anything that increases body temperature too close to bedtime

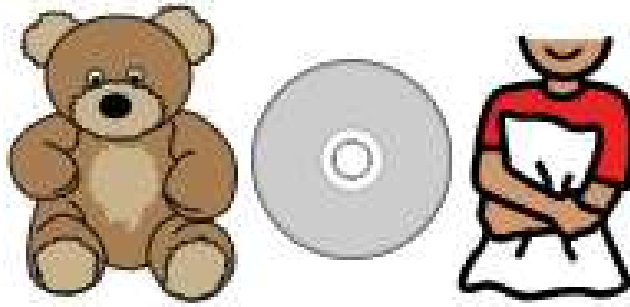
### Bedtime

- Consider the appropriate amount of sleep the child needs (age).
- Start night-time routine close to bedtime (e.g. 30 mins before bed)
- Set the start of the sleep routine slightly earlier than the time the child went to sleep the night before.
- If the child falls asleep within 15 minutes move bedtime to 15 minutes earlier the next day until the desired bedtime is achieved



### **Optimising the Sleep Environment**

- Limit non-sleep activities during the day in bedroom
- Cooler body temperature promotes sleepiness
- Avoid pyjamas that will result in “overheating”
- Dimmer/indirect lights
- Steady white noise or quiet
- Most preferred toys/items not accessible/visible as they will distract the child from going to sleep



## Optimising Sleep Dependencies

We all have things that help us go to sleep and return to sleep if we awake during the night.

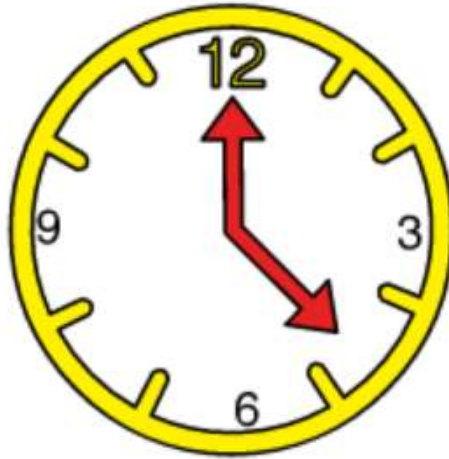
- Should only be available during bedtime
- Be there in the middle of the night and readily accessible (i.e., they do not require the presence of another person)
- Be portable so child has access when they're in other places (e.g., on vacation)
- Good sleep dependencies may include: blanket, stuffed animal, sound machine, pacifier, special pillow, photo of person, scent of person on an item.



### **Sleep-Interfering Behaviours**

Sleep Interfering Behaviours disrupts the “behavioural quietude” that is necessary for falling asleep. The child will likely try to access the things they like (e.g., parent, TV time, etc.) through behaviours that prevent them from going to sleep (calling out, getting out of bed, etc.).

- Provide the child with what they are “seeking” (e.g., parent attention) at high rates before putting them to bed and saying goodnight.
- Once child is in bed (“time to sleep”, “night night”) child does not receive these things if they have sleep interfering behaviours.
- Not responding may be a difficult task therefore, other alternatives may be needed to remove (no attention at all) what the child is seeking or reduce the quality of what the child is getting (minimal attention) when they engage in sleep interfering behaviours.



### Time-Based Waiting

This is appropriate for a child who calls for their parent or comes out of their bedroom after being put to bed.

1. Child is put to bed and bid goodnight
2. Parent leaves but immediately returns before child calls out or leaves bedroom
3. Visits include tucking in, kiss goodnight and leaving the bedroom
4. Parent gradually increases the time before returning to the room which makes the child's need to call out/get out of bed unnecessary. **Example:**

Day	1 <sup>st</sup> Visit	2 <sup>nd</sup> Visit	3 <sup>rd</sup> Visit	4 <sup>th</sup> Visit	5 <sup>th</sup> Visit	6 <sup>th</sup> Visit	7 <sup>th</sup> Visit
1	10s	30s	1min	3min	5min	10min	30min
2	30s	1min	3min	5min	10min	30min	
3	30s	3min	5min	10min	30min		
4	1min	3min	5min	10min	30min		
5	1min	5min	10min	30min			
6	5min	10min	30min				
7	5min	30min					



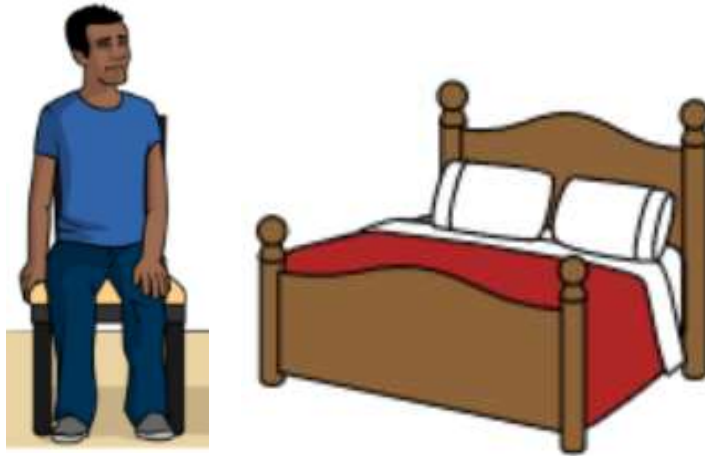
### Progressive Waiting

This is appropriate for a child who calls for their parent but does not come out of their bedroom.

1. Child is put to bed and bid goodnight
2. Parent leaves the bedroom and does not return unless child calls out at or after a designated time
3. Parent gradually increases the time before returning to the child

<b>Night 1</b>	3s	5s	10s	10s
<b>Night 2</b>	5s	10s	12s	12s
<b>Night 3</b>	10s	12s	15s	15s
<b>Night 4</b>	12s	15s	17s	17s
<b>Night 5</b>	15s	17s	20s	20s
<b>Night 6</b>	17s	20s	25s	25s
<b>Night 7</b>	20s	25s	30s	30s





### **Parent Fading**

This is appropriate for a child who requires a parent to lay/sleep with before bed.

1. Once the child is bid goodnight, the parent reduces any additional reinforcement (things the child want) during laying (e.g., singing and talking).
2. Parent then moves to sitting on the edge of the bed
3. Parent then moves to sitting on a chair near the child (the chair gradually moves closer to the door)



### **Bedtime Pass**

This is appropriate for a child who calls for parent or provides a reason to get out of bed (e.g., drink).

1. Child is given card to come out of bed one time for any reason
2. Parent tells child if they keep their card until the morning, they get an agreed upon reward
3. Parent does not return to room once they are put to bed
4. If child comes out of bed, parent takes the pass and prompts to go to bed after this
5. In the morning, parent asks child if they have their pass to exchange for their reward