SLEEPING TIGERS:
TREATMENT FOR SLEEP PROBLEMS IN YOUNG PEOPLE

CIDAR Implementation Manual for Kids and Teens

(9 – 13 years)

Ronald E. Dahl, MD
Allison G. Harvey, PhD
Erika E. Forbes, PhD
Laura Trubnick, MSW, RPsgT
SLEEPING TIGERS

Thoughts, feelings, and behaviors at bedtime

Individual motivation (Personal benefits of sleep)

Good habits (day and night)

Establishing a regular schedule

Restricting media use at night (TV, internet, iPod, etc.)

Savoring success
Session 1

Individual Motivation, Orientation, Benefits of Sleep

Pre-session preparation:

- Review the assessment information.
- Use the information from the assessment and feedback to formulate a case conceptualization and hypotheses about factors contributing to the child’s sleep problems.
- Review background and techniques for motivational interviewing.
- Bring Sleeping TIGERS workbook and sleep log.

Purpose:

This session will orient the child to the TIGERS approach, stimulate the child’s motivation for improving sleep behaviors, and identify points of intrigue about sleep. This session will also clarify the respective roles of parent and child in the TIGERS treatment. In all, the goal is to capture and build upon the young person’s interest in improving her/his own sleep.

Goals:

1) Describe TIGERS approach to child.

2) Start general discussion about healthy sleep to capture interest.
   - Benefits of sleep
   - Making healthy sleep behaviors a regular part of life
   - Negative effects of sleep deprivation

3) Identify points of intrigue and develop collaborative statement on the importance of sleep.
4) Use motivational interviewing to elicit change talk, determine importance of changing sleep habits to child, and determine child’s confidence that change can occur.

5) Establish goals and incentives for participation.

6) Meet parent and clarify the roles of the parent and child in TIGERS.

7) Collaboratively choose an experiment or practice activity.

Tasks:

1) **Describe TIGERS approach to child.**

   Explain that TIGERS focuses on improving sleep quality by targeting thoughts, feelings, and behaviors. Treatment will be tailored to each child’s concerns and interests. Parents will be involved as appropriate based on child’s preferences, developmental considerations, and treatment goals.

2) **Start general discussion about healthy sleep to capture interest.**

   Discuss the benefits of sleep, both from a sleep research/clinical perspective and from the child’s own experience. Use appealing pictures/props with a sleep theme to begin the discussion and then link these to examples from the child’s life. Use Socratic questioning and guided discovery to (a) raise the possibility of improving sleep by targeting certain behaviors; (b) address the possibility of incorporating those behaviors in a systematic, consistent way; and (c) talk about the effects of sleep deprivation, both from a research/clinical perspective and from the child’s own experience. Another issue to consider is that many sleep-incompatible/interfering behaviors used by children are rewarding (such as text messaging with friends into the night and freely surfing the internet once parents have gone to bed). Also, as children transition to adolescence, parental influence over bedtime and bedroom activities tends to decrease. The following are suggested openers to start the discussion:
• How have you been sleeping in the last week?

• How do you feel when you don’t get enough sleep? How do you feel when you sleep well?

• Sometimes I see young people who have difficulties with:
  ➢ getting to sleep at the beginning of the night
  ➢ staying asleep
  ➢ getting enough sleep
  ➢ feeling rested in the morning
  ➢ feeling alert/rested throughout the day.

• Do any of these happen to you sometimes?

3) **Identify points of intrigue for the child and write out a collaboratively derived statement on the importance of sleep.**

Zero in on the issues that seem most important and/or interesting to the child. Focus on particular benefits and costs of sleep behaviors. The collaboratively derived statement provides the rationale for why we are focusing on sleep. For this, draw on the child’s own examples/observations as well as on research and clinical examples. Help the child to identify the many possible physical and psychological benefits of sleep, including:

• Looking less tired and more attractive

• Feeling more energetic and strong

• Pursuing sports or hobbies with better focus

• Getting along better with others

• Feeling happier and more alert

• Improving overall health

• Performing better on school work and focusing better in school
• Having higher self-esteem or self-confidence

Use natural opportunities to develop the child’s observational skills about their own sleep, such as noticing relationships between sleep and mood, and introduce the use of a “mood thermometer.” Write out this collaboratively derived statement on attractive/colorful paper (as appropriate for age and interests).

4) **Use motivational interviewing to elicit change talk, determine importance of changing sleep habits to child, and determine child’s confidence that change can occur.**

This involves exploring the pros and cons of developing healthy sleep behaviors, supporting self-efficacy, eliciting “self-motivational statements,” generating solutions to potential barriers, and identifying social supports. Use techniques such as open-ended questions, reflective listening, validation, and summarizing to help the child talk about pros and cons of changing sleep behaviors. Ask questions such as:

- What about your sleep would you want to change?
- What would be the advantages/good things for you of feeling well-rested during the day?
- What are the disadvantages for you of changing your sleep?
- Do you have any ideas about why you feel sleepy?
- How could things like using the computer late at night influence your sleep?

Find out how important the child thinks it is to change current behaviors, and determine how confident and prepared he/she is about changing. Consider taking the side of not changing to elicit change talk from the child.

5) **Establish goals and incentives for participation.**

Collaboratively identify possible target areas for change. Discuss short- and long-term rewards of changing sleep behaviors. These can draw on the benefits outlined above.
6) **Meet parent and clarify the roles of the parent and child in TIGERS.**

Make it clear that the parent will be involved as much as is appropriate. This will vary based on the problems identified, the child’s choice to request the parent’s help, the developmental stage of the child, and the parent’s interest in promoting healthy sleep. Ideally, the child and therapist will strategize about how the child can help to educate the parent about specific aspects of sleep relevant to his or her goals and request the parent’s practical and/or emotional support for improving sleep. Typically these goals will be achieved by inviting the parent into the session in the last 5 minutes.

7) **Collaboratively choose an experiment or practice activity.**

Brainstorm with the child about possible experiments and choose one or more to complete before the next session. This section will be a feature of all sessions in Sleeping TIGERS. The typical format will be to collaboratively identify an activity and then write out the activity in the sleep log such that the child takes home a written record of what they have agreed to do. It is important to clarify how the experiment/practice activity relates to feedback and session goals. Carefully assess the appropriateness of the experiment/practice activity for the child’s motivation, developmental level, and readiness to change. It is important for the child to begin the experiment during the session to identify potential problems and provide encouragement. Ask, “What might get in the way of your doing this?” “What could we plan now that might help you overcome that problem?” Take time to pre-teach strategies to complete the task, discuss possible obstacles to the successful completion of the task, and collaboratively problem-solve possible solutions. Offer encouragement and positive modeling.

*Suggested practice activities/experiments:*

- Explain the content/conclusion of the session to caregivers (child as expert/educator).
- Further develop the list of advantages (“benefits”) for improving sleep (perhaps in collaboration with caregivers).
• Keep a brief sleep log/diary or try a monitoring task such as monitoring specific problem area(s) identified in the session. It is suggested that the focus be on nighttime activities, given that this is the focus of the next session.

Closing:
Summarize the main points from the session and highlight the child’s strengths and motivational strategies. Ask the child what was helpful from today’s session, what they would like to remember, and what wasn’t helpful. At the closing, invite the child or caregiver to call before the next session if questions or problems arise. Review the session goals before closing. Invite the parent into the session so that the child can summarize the major points, with the therapist modeling appropriate scaffolding and support.
Session 2

Thoughts, Feelings, and Behaviors at Bedtime: Focus on the Night

Pre-session preparation:

- Review practice activity/experiment from session one.
- Review information from assessment and feedback that relates to barriers.
- Review background on functional behavioral analysis.
- Review background on worry at bedtime.
- Review list of behaviors that interfere with falling asleep.

Purpose:

Help the child to identify and address barriers to healthy sleep. Help the child outline his/her thoughts, feelings, and behaviors at bedtime by introducing the technique of functional behavior analysis. Teach problem-solving skills for changing thoughts, feelings, behaviors that are interfering with sleep (since all children in this study will have completed Coping CAT, this will entail review and new application of previously learned skills).

Goals:

1) Review last session and practice activity.
2) Conduct a functional behavioral analysis of a recent typical night’s sleep.
3) Provide psychoeducation about the influence of bedtime thoughts, feelings, and behaviors on sleep, and teach problem-solving skills so as to collaboratively devise interventions to target the identified sleep interfering behaviors (building on skills previously established in Coping Cat).
4) Collaboratively choose an experiment or practice activity.

Tasks:

1) **Review last session and practice activity.**

Use Socratic questioning and guided discovery to review and consolidate the content covered in the last session. Suggested approach: ask about any particular problems or concerns that the child has from the past week or the last session, remember to ask about the child’s strengths as well as any concerns, ask if the child has any questions from the previous session, and ask the child what was helpful or not helpful from that session. During this section it is important to review the experiment/practice activity completed over the past week. This communicates to the child the importance of the practice activity/experiment, positively reinforces their effort and emphasizes that the therapist cares about his/her progress.

2) **Conduct a functional behavioral analysis of a recent night’s sleep.**

Begin by identifying a recent specific night on which the typical sleep difficulties were experienced. Then assist the child to walk through (slowly) his/her activities in the afternoon, early evening and late evening. Along the way collaboratively identify sleep-interfering circumstances and behaviors and the thoughts and emotions that precede and accompany them. The rationale is that sleep interfering behaviors occur in a context of circumstances, cues, and motivation and that these behaviors often serve a function. A goal of functional behavioral analysis is to help the child think of behaviors as choices that make sense in certain situations, but that could also be changed if the child wishes to change them. Using this approach allows the child to consider options for sleep-related behaviors. Developing hypotheses about the function of the identified behavior will help guide proposals for alternative behaviors.
3) Provide psychoeducation about the influence of bedtime thoughts, feelings, and behaviors on sleep, and teach problem-solving skills so as to collaboratively devise interventions to target the identified sleep interfering behaviors (building on skills previously established in Coping Cat).

Once the functional analysis has been conducted, collaborate with the child to identify points at which different choices might have been made. Provide basic psychoeducation about the barriers to sleep that have been identified (this typically involves discussion of the circadian system and the tendency to shift toward later bedtimes). Teach problem-solving skills to the child and practice using these skills with the child’s identified barriers during the session.

Specific example interventions include:

- Administer developmentally adapted *stimulus control* to regularize the sleep-wake cycle and reverse maladaptive conditioning between the bed and not sleeping by limiting sleep-incompatible behaviors within the bedroom environment, while increasing cues for sleep-compatible behaviors. Provide a detailed rationale for and assist the child to achieve the following: (a) use the bed and bedroom only for sleep (i.e. no TV watching or text messaging); (b) if unable to fall asleep within 20-25 minutes (don’t watch the clock), get out of bed and engage in journal-writing and return to bed only when sleepy again; (c) arise in the morning at the same time (no later than plus 2 hours on weekends) and gradually move closer to a regular schedule 7 days a week. On weekends, try to identify the new opportunities/activities that rising earlier would allow. The goal of the journal-writing task is to reduce the attraction of sleep-interfering activities (such as the internet and television) and reduce negative rumination. Collaboratively plan the writing task in detail (e.g., Where will you sit to write? What will you write in? What will you savor?). If journal writing doesn’t interest/help the child, then identify other non-sleep interfering activities for the child.
• If the child has bedtime fears/worries (e.g., burglars), take a graded exposure approach (using the skills learned in Coping CAT).

• Target media use and social activities. Typical nighttime behaviors that interfere with sleep include use of electronic media (internet, cell phones, MP3 players) for entertainment and social interaction at night. Collaboratively devise a behavioral contract by which the child voluntarily chooses a time for turning off all access to these devices.

• Develop lights-out cue. Developing a lights-out cue is a technique designed to capitalize on the effects of light on inducing sleep. This consists of selecting a particular time prior to the targeted bedtime when children alter the light to which they are exposed to facilitate the transition to bedtime. Parents can work with their children to set this time and then to turn down the lights and refrain from the use of electrical activities. Parents can also increase the child’s exposure to bright lights in the morning. While reducing exposure to light in the evening is important for facilitating the onset of sleep, increasing exposure to bright or natural light in the morning is an important biological cue for enhancing alertness.

• Savoring. Another set of skills that can be developed and used at bedtime to replace negative ruminations and worries is focusing actively on positive feelings and memories (called savoring). Developing this set of skills will entail daytime practice exercises, in individual steps, which include remembering, visualizing, and recalling the good feelings associated with positive experiences; then at bedtime repeating the visualization and recalling of positive feelings in a savoring exercise.

4) Collaboratively choose an experiment or practice activity.

Brainstorm with the child about possible experiments and choose one or more for the next session.
Suggested practice activities/experiments:

1. Try stimulus control.
2. Try lights-out cue.
3. Try savoring exercises at bedtime.
4. Be aware of mood at bedtime.
5. Try setting a deadline for turning off computer, TV, and cell phone.
6. Practice weekend / weekday alignment.

Closing:

Summarize the main points from the session and then invite the parent into the session so that the child can summarize the major points and ask for support if needed.
Session 3

Good Habits: Focus on the Day

Pre-session preparation:

- Review practice activity/experiment.
- Review good daytime habits.
- Bring handouts on sleep journal and identifying sources of support.

Purpose:

The goal of this session is to educate the child about healthy daytime behaviors, focus on the daytime and increase his/her level of family and social support.

Goals:

1) Review last session and practice activity.

2) Educate about good daytime habits and identify the habits that the child does or does not practice.

3) Describe the practice of scheduled worry, if appropriate.

4) Emphasize the importance of brisk wake-up and the value of circadian-appropriate light exposure (i.e., bright light in morning, darkness in evening).

5) Teach that putting out energy throughout the day can feel better (and even generate energy).

6) Increase child’s level of family and social support.

7) Collaboratively choose an experiment or practice activity.
Tasks:

1) **Review last session and practice activity.**

   Same as for Session 2.

2) **Educate about good daytime habits and identify the habits that the child does or does not practice.**

   Engage the child in a discussion about how he or she can improve his/her morning sleep-related behaviors. The emphasis should be on the child taking primary responsibility and, if needed, asking the caregiver for assistance and support (rather than placing responsibility on the parent, which may backfire through parental micromanaging or badgering). Review plan so that both the parent and child are clear about their responsibilities and mutually agreed-upon roles.

   Emphasize three daytime habits:
   - Limit caffeine intake.
   - Avoid daytime naps.
   - Engage in daytime exercise. Explain to the child that it is important to put out energy during the day in order to sleep well at night (and raise the hypothesis that putting out energy generates energy).

   Discuss whether the child is motivated to improve these habits. Brainstorm around barriers to change, and enhance motivation to improve habits. If the child does not typically exercise, for example, identify activities that are feasible and appealing to him/her and work together to figure out how these can be included into the daily routine.

3) **Describe the practice of scheduled worry, if appropriate.**

   If bedtime worry interferes with sleep, introduce the idea of scheduled worry, or worry planned for a particular time during the day. Explain that setting a worry time will allow the child to go over the things that are on her mind and will keep those thoughts from cropping up at bedtime. Develop a plan
for a time of the day that the child can spend 10 minutes worrying, and brainstorm about how this might happen in reality.

4) **Emphasize the importance of brisk wake-up and the value of circadian-appropriate light exposure (i.e., bright light in morning, darkness in evening).**

Identify a specific recent typical morning and conduct a functional analysis of thoughts (e.g., “No, I don’t want to wake up”), behaviors (e.g., hit snooze button on the alarm,) and feelings (e.g., grumpy, sleepy, dreading the day). The goal is to identify possible leverage points in the wake-up routine that can facilitate ease of waking. Engage in psychoeducation and problem-solving to target the issues identified.

The overall goal is to collaboratively establish the “brisk wake up routine” (for sleep inertia/hitting the snooze button). Begin by asking “what ideas do you have about how we could make it easier to get up?”

Facilitate the child to take responsibility for waking up (use own alarm clock) and to consider inviting the parent to help (may need to work out ways to dissuade the parent from badgering/micro-managing the child to get up – walk the parent through the plan and make clear what his/her responsibility is).

Other suggestions for the “brisk wake up routine” include setting the alarm clock to a loud volume and placing it out of reach (and no use of “snooze” button). This will require the child to get out of bed to turn it off. They are encouraged to develop the habit of “keep moving:” that is, remain vertical (rather than returning to bed) and continuing to the shower or other aspects of the morning routine such as going to the kitchen to get breakfast before school and exposure to light and activity. Consider identifying a reward or something fun to get up for.

5) **Teach that putting out energy throughout the day can feel better (and even generate energy).**

Identify a specific recent typical day and conduct a functional analysis of thoughts (e.g., “I am so tired, I really have to sleep well tonight”), behaviors (e.g., take a long afternoon nap), and feelings (e.g., unmotivated, depressed). The goal is to identify possible leverage points during the day to help the child
feel less fatigued and tired. The overall goal is to introduce the (paradoxical) idea that putting energy out (even if tired/fatigue “I don’t have the energy to go to school”) can help to feel better during the day and to sleep better that night. Using Socratic questioning and guided discovery, try to establish that sleep is not the only influence on energy (other influences: too much candy, watching TV). Consider making a list of activities that might generate energy and try them together in the session – observe the outcome (identify which of these are most effective for generating energy).

6) **Increase child’s level of family and social support.**

   In terms of social support, discuss the benefits of social support and how to ask for help from supportive others. Have the child make a list of potential helpers, and identify the type of support each person can offer. Encourage a family meeting, and describe the benefits of family meetings. Discuss and explore the role of support for increasing motivation.

7) **Collaboratively choose an experiment or practice activity.**

   *Suggested practice activities/experiments:*
   
   - Make a list of morning energy-generating activities.
   - Make a list of supportive people.
   - Make a plan to engage in one of your energizing morning behaviors.
   - Ask one person to help you reach your goals.

**Closing:**

Summarize the main points from the session and then invite the parent into the session so that the child can summarize the major points.
Session 4

Establishing a Regular Schedule: Keeping Weekends and Weekdays Consistent

Pre-session preparation:

- Review practice activity/experiment.
- Review sleep log, focusing on variability across school-days and weekends.
- Review material on regularizing sleep-wake cycles.

Purpose:

The goal of this session is to further explore and build strategies that the child can use to maintain a more regular sleep-wake cycle, including targeting individual obstacles to progress.

Goals:

1) Review last session and practice activity.

2) Teach the child about the value of maintaining a consistent wake-up time.

3) Explore challenges to maintaining a consistent wake-up time.

4) Explore the need to set limits on daytime naps (and/or sleeping in late on weekends)

5) Collaboratively choose an experiment or practice activity.

Tasks

1) Review last session and practice activity.

2) Teach the child about the value of maintaining a consistent wake-up time.
[This issue may have been introduced in Session 2. However, given its frequent importance (particularly in the adolescent age group), we revisit this set of issues in greater depth in Session 4 to ensure change and consolidation of healthy sleep patterns.] Provide psychoeduction about the importance of maintaining a regular sleep-wake schedule on both weekdays and weekends. Making large schedule changes across weekdays and weekends confuses the body and makes it harder to feel well-rested and alert. Discuss the importance of getting up in the morning at the same time (or at least no later than plus 2 hours on weekends), and gradually moving closer to a regular schedule 7 days a week. It is recommended that the child doesn’t sleep in more than 2 extra hours each morning on the weekend.

3) **Explore challenges to maintaining a consistent wake-up time.**

Examine wake-up time and routine for a typical weekday and a typical weekend day. How close is the child to keeping a regular schedule? If not, what makes it difficult for her to observe a regular wake-up time? If he or she sleeps in on weekends, how does that influence her mood, energy level, and functioning on Monday mornings? What would make it easier to set and stick to a consistent wake-up time? If applicable, review behavioral techniques introduced in stimulus-control section and apply them to the wake-up routine.

4) **Explore the need to set limits on daytime naps.**

Explore the costs of obtaining catch-up sleep through afternoon naps by asking the child to describe his or her typical napping behavior. Does he or she nap after school? Does he or she nap on weekends? How does this influence his or her bedtime and wake-up time? Review engagement in energy-generating activities and explain how naps can interfere with this practice. What are some things he or she can do instead of napping? What are some other activities that might help him or her feel more alert at those times? In some cases (especially in pubertal adolescents) the same framework can be applied to
very late sleeping-in on weekends and holidays (i.e. examine the effects on circadian patterns and later sleep habits).

5) **Collaboratively choose an experiment or practice activity.**

Suggested practice activities/experiments:

- Plan strategies for regularizing sleep-wake cycles.
- Engage in physical activity (outside if possible) rather than naps.
- Enlist the help of a caregiver.
- Keep a log to track how you feel every day. Notice the difference in how you feel (alert, awake, tired, sleepy, cranky, happy) on days when you sleep well versus days when you don’t sleep well.

**Closing:**

Summarize the main points from the session and then invite the parent into the session so that the child can summarize the major points.
Session 5

Restricting Media Use at Night:

Setting a “Lights Out Time” for Computer, TV, iPod, and Cell Phone

Pre-session preparation:

- Review practice activity/experiment.
- Review sleep journal.
- Review material on media use at bedtime.

Purpose:

The goal of this session is to assess the extent to which media use (broadly) may require adjustments to enhance healthy sleep habits. (The specifics and relative importance of the session will vary widely depending upon the specific age, interests, and habits of the particular child/adolescent. For example, in younger children, late television-watching with parents and/or siblings may be the most important target; whereas with older children/adolescents, peer-interactions on the internet, cell-phone, or text messaging may be the most crucial set of issues. In many cases, there is some overlap between media use and a broader category of night time activities that need to be addressed and adjusted, including timing of homework and social activities.)

Goals:

1) Review last session and practice activity.

2) Collaboratively explore with the child the ways that media-use and social activities can interfere with sleep.
3) Develop a behavioral contract for limiting media use at bedtime, and encouraging a “lights-out” or wind-down period at a set time.

4) Review stimulus control, scheduled worry, and regularized sleep-wake cycle techniques as appropriate.

5) Collaboratively choose an experiment or practice activity.

Tasks

1) **Review last session and practice activity.**

2) **Collaboratively explore with the child the ways that media and social activities can interfere with sleep and lead to problematic sleep habits.**

   Explain to the child that a central issue influencing bedtime is the use of electronic media. Such media include television, computers (internet, email, games), cell phones, mp3 players (e.g., iPod), video games, and stereos. All of these involve entertainment, and an important subset involves social interaction. Text messaging by cell phone, emailing by computer, and instant messaging by computer all allow young people to maintain contact with their peers even when they are at home and in their bedrooms. Given the tendency for adolescents to stay up late, social contact through electronic media can serve to push bedtimes back even farther. Social contact can also contribute to the emotional arousal that can interfere with winding down and falling asleep. In addition, use of bright-light media such as computers and television can interfere with attempts to use a lights-out cue for bedtime. Use of electronic media is sometimes outside the influence of parents, who might not be aware that children are staying up to use media.

3) **Develop a behavioral contract for limiting media use at bedtime, and encouraging a “lights-out” or wind-down period at a set time.**
A crucial aspect of getting to sleep earlier requires a behavioral contract by the child in which s/he voluntarily chooses a time for turning off these devices. Examine the child’s media use on a typical night. What kinds of media does he or she use, and for what purpose? How late does he or she stay up? How late would he or she have gone to bed if he or she hadn’t used the media? Discuss pros and cons of unrestricted and restricted use of electronic media. What would be the advantages of setting an “lights-out” time or electronic curfew for turning off the cell phone and computer, for example? This would allow time to wind down and relax using savoring exercises or reflecting on positive events from the day. What time would make sense?

4) **Review stimulus control, scheduled worry, and regularized sleep-wake cycle techniques as appropriate.**

If bedtime routine, worry at bedtime, or difficulty maintaining a regular wake-up time are still challenges for the child, revisit these interventions and the techniques for dealing with them. Address successes and challenges, and problem-solve around the obstacles for following the techniques. Praise child for his or her efforts and progress, and encourage him/her to continue with behavioral techniques.

5) **Collaboratively choose an experiment or practice activity.**

*Suggested practice activities/experiments:*

- Set and observe an electronic curfew.
- Enlist the help of a parent or friend in maintaining an electronic curfew.
- Explore the positive aspects of an enjoyable, relaxing “wind-down” period that may include savoring exercises or reflecting on positive experiences from the day.
- Use stimulus control, scheduled worry, and sleep-wake schedule techniques.
- Keep a log to track how you feel every day. Notice the difference in how you feel (alert, awake, tired, sleepy, cranky, happy) on days when you sleep well versus days when you don’t sleep well.

**Closing:**

Summarize the main points from the session and then invite the parent into the session so that the child can summarize the major points.
Session 6

Savoring Success: Reviewing Progress, Preventing Relapse, and Building Positive Emotion

Pre-session preparation:

- Review practice activity/experiment.
- Review sleep journal.
- Review savoring techniques.

Purpose:

The goals of this session include: reinforce child progress and learning, teach savoring techniques, discuss relapse prevention, identify sustainable healthy sleep habits and lifestyle changes, and determine follow-up plans.

Goals:

1) Review last session and practice activity.
3) Teach the value of positive emotions and savoring and their uses to facilitate sleep.
4) Develop material for savoring exercises to be used at home.
5) Discuss relapse prevention.
6) Collaboratively choose an experiment or practice activity.

Tasks

1) Review last session and practice activity.
2) **Review progress in treatment.**

Collaboratively review the sleep problems that have been targeted by treatment, the child’s efforts to use the techniques taught during treatment, and the improvement she has experienced. Examine what has been most helpful in changing sleep habits and when the child has shown the most willingness or enthusiasm to change. This step is important for affirming the child’s self-efficacy and sense of accomplishment. Invite the child to share his/her feelings about progress and also to talk about what he or she has learned.

7) **Teach the value of positive emotions and savoring and their uses to facilitate sleep.**

Savoring as a bedtime activity may have been introduced in Session 2. However, this approach will be developed or further developed in this session to include not only a bedtime activity but also a savoring of success in terms of accomplishments within this treatment. Collaboratively identify the advantages of focusing on pleasant activities or events that can facilitate falling asleep. Such focus builds positive affect, reduces negative affect, reduces worry, and sets a good emotional tone for sleep.

3) **Develop material for savoring exercises to be used at home.**

Collaborate with the child to identify some favorite activities or happy memories that he or she can focus on at bedtime. Help him or her develop a narrative about the sights, sounds, and mood associated with the experience, encouraging him or her to write the narrative in her workbook for use at home. Discuss how he or she will build this activity into his or her bedtime routine.

4) **Discuss relapse prevention.**

With the child, make a list of the sleep problems that have been targeted during treatment and review the ways that the child has addressed them. Review what has been successful and what has been difficult or challenging about addressing those problems. Review the child’s willingness to address the problems and the ways that she facilitated progress in treatment. Engage the child in a discussion about sleep with
a focus on changes that are both sustainable and fun. Encourage the child to think creatively about strategies to maintain his/her sleep schedule. Help the child to celebrate and savor his/her specific areas of progress and success that have been accomplished within Sleeping TIGERS.

Help the child identify future events or circumstances that would lead to a resurfacing of the problems addressed in treatment. Will summer vacation make it difficult to keep a regular wake-up time, for example? Will stressors in academic, family, peer, or romantic domains contribute to bedtime worry? Will it be difficult to keep up the new habits or behaviors?

Collaboratively develop a relapse prevention plan with the child. Include a list of techniques and skills that the child can use to address future challenges. Use problem-solving to discuss how the child will address these potential problems using the skills and techniques s/he has learned in Sleeping TIGERS.

Consider what kinds of plans this child needs to continue her progress. Which tools and skills will be important to continue using? Will sleep diaries, sleep logs, seeking social support all play a role in maintaining his or her progress?

Remind the child that he or she has dealt with challenges so far and that he or she can apply what he or she has learned to new problems that arise. Focus on positive aspects of treatment – what he or she has enjoyed, how hard he or she has worked to implement techniques, how well his or her efforts have paid off – and note ways that these can be applied to future challenges involving sleep.

5) **Collaboratively choose an experiment or practice activity.**

- The practice activity for this session is to implement the relapse prevention plan.
Closing:

Summarize the main points from the session and then invite the parent into the session so that the child can summarize the major points.
Motivational Interviewing and Young People

Motivational Interviewing (MI; Miller & Rollnick, 2002) is an approach to behavior change that emphasizes the acceptance of ambivalence and the appreciation that several elements must be in place before change occurs. In other words, just because a person is experiencing unpleasant consequences of current behavior, believes that change is important, is willing to change, and has the resources to change does not mean that he or she will change behavior. MI does not assume that people are wholeheartedly in favor of changing their behavior, even when current circumstances are creating problems for them.

MI has been described as client-centered therapy with an agenda. At heart, the approach focuses on communicating “in a way that elicits change talk and thereby nudges a person toward change” (Miller & Rollnick, 2002, p. 24). MI includes examination of the rewards of the current behavior, as well as exploration of the pros and cons of changing. Using MI as a prelude to another treatment typically focuses on assessing (1) the importance of change to the client and (2) the client’s confidence that change can occur.

The five core methods of MI are (1) asking open-ended questions, (2) listening reflectively, (3) affirming, (4) summarizing, and (5) eliciting change talk. MI is deliberately non-confrontational, and by supporting the reasons for maintaining the status quo, it aims to push the client to generate reasons for changing.

For example, in a young person who is staying up late to chat with friends online, an MI prelude to treatment could include exploring what is fun about chatting online and validating the young person’s interest in keeping
up with friends. Summarizing the advantages of the current staying-up-late behavior in a strategic way can encourage the young person to endorse the importance of changing. Such a summary statement might be the following: “It feels awful when you wake up tired and cranky, and that makes it hard to concentrate at school, but at the same time it’s really fun to hang out with friends while the rest of your family is asleep.”

**Functional Behavioral Analysis**

This approach identifies the circumstances, thoughts, and emotions that precede a sleep-interfering behavior. The rationale for examining the behavior in this way is that the behavior occurs in a context of circumstances, cues, and motivation and that it serves a function in this context. A goal of functional behavioral analysis is to help the child think of behaviors as choices that make sense within his/her context but that could also be changed if the child wishes to change them. Using this technique allows the coach and child to consider options for sleep-related behaviors. Developing hypotheses about the function of the identified behavior will help guide proposals for alternative behaviors.

Once the context has been described in sufficient detail, alternative thoughts, emotions, and behaviors can be identified in order to understand how the outcome could have been different. Functional behavioral analysis is designed to address an unwanted behavior and also to help the child and coach develop strategies for avoiding the behavior in the future. Once the analysis has been conducted, the coach and child can collaborate on identifying points at which different choices might have been made.

To apply this approach, identify a specific recent (and typical) episode or work backwards from the sleep-interfering behavior. Identify thoughts and emotions that occurred just before the behavior. Identify the functions the behavior might have had. Finally, identify the cues, triggers, or background events that preceded the thoughts and emotions.
For example, if the sleep-interfering behavior involves staying up late to communicate with friends by instant messages, the child might be feeling happy about communicating with friends, thinking that it’s more fun to talk to friends than to sleep. Alternatively, she might be distracting herself from concerns about a test the next day by engaging in this social activity. Finding out who started the messaging and how it developed over the time period will provide clues to how events might have unfolded differently and can help the child examine what her other options might have been.

**Behavior Contracts**

The purpose of behavior contracts is to promote behavior change. This is done by setting concrete goals for manageable, concrete behavior change in collaboration with the client. Part of creating behavior contracts is also planning how goals will be reached, identifying factors that will facilitate or block progress toward goals, and applying problem-solving methods to challenges before they occur.

Reviewing behavior contracts provides an opportunity to reward successes and analyze challenges. The coach can communicate that having difficulty with behavior goals is not a failure and can, in fact, provide important information on how to modify the goals or the strategy for reaching them.

**Sleep Log/Diary**

Reviewing the child’s sleep diary is a good first step for each session. It allows the coach and child to check in about sleep functioning during the past week, gives the child a chance to note how the experiment or practice activity worked out, and provides material for the session. If the coach and child decided to target a particular behavior, the sleep diary can be a way to examine how that plan went.
An important function of the sleep diary is that of collecting data on change and improvement during treatment. The coach should refer to past sleep diaries when examining progress toward goals with the child. If the child has negative or self-defeating cognitions about progress in treatment or ability to carry out behavior change, the sleep diary can be used to provide counter evidence or to evaluate the accuracy of those cognitions.

The sleep diary is intended to be helpful for therapy, not to be an aversive or burdensome activity. For that reason, time required to fill out the sleep diary should be a few minutes per day at most.

The sleep diary is intended to cover general areas that apply to the sleep treatment, but it also should be tailored to each child’s sleep difficulties. For that reason, blank areas are included for adding particular behaviors that the coach and child have agreed to track (e.g., caffeinated beverages per day).

Setting an Agenda

This is a regular practice in intervention sessions. It involves a collaborative effort to plan the contents of each session at the beginning of the session. The coach introduces this technique as a strategy for ensuring that material important to the child gets covered and for using therapy time efficiently.

Each session’s agenda is outlined, but the agenda will also be tailored somewhat to each child’s sleep difficulties. For example, if limiting television-watching in bed is especially challenging for a child, that topic would receive more attention in Session 2 than would other sleep-interfering behaviors. Sessions 4 and 5, while including material that will be covered for all children who go through Sleeping TIGERS, include approaches
that are especially individualized to the child’s and/or caregiver’s needs, and the agendas set for those sessions will be particularly tailored to the issues raised in treatment so far.

**Developing Hypotheses**

Hypotheses about treatment targets follow naturally from gathering information in the initial stages of treatment. The child and caregiver concerns about sleep, reports about sleep habits, and behavioral analyses of sleep-related behavior can all yield hypotheses about where therapeutic efforts should be directed. Hypotheses should be developed in collaboration with the child using the child’s words and statements to define problem areas. Providing some education about sleep might be valuable in helping the child to identify treatment targets. Functional behavioral analysis can also be useful in generating possible functions of sleep difficulties, and hypotheses will sometimes address the functions of sleep-interfering behaviors.

**Selecting Experiments and Practice Activities**

Experiments and practice activities are designed to be feasible, interesting, and not burdensome for clients. They offer an opportunity to try out changes discussed during sessions and to test hypotheses about sleep difficulties. For some techniques, they allow the child to start to generalize changes from the therapeutic setting to natural settings. Since much of the important work of treatment occurs outside of session, experiments and practice activities facilitate improvement in sleep, physical activity, and affective domains.

Ideally, experiments and practice activities will follow from ideas the child expresses in session. For example, during a discussion of wake-up routines, a child may wonder whether it might be useful to make an agreement with a parent, so that the parent will assist in waking up the child if s/he is not up by a certain time. Suggesting a
home project in which the child discusses this possibility with a parent and sets up a plan to try this approach for a week would follow logically from this material.

Children should be rewarded for completing experiments and practice activities. Praising the child’s efforts to carry out the projects, drawing attention to the information obtained from the projects, and emphasizing the ways that the projects contribute to treatment progress are all useful in this regard.

**Identifying Sleep-Friendly Behaviors**

Focusing on positive aspects of sleep is essential because it creates a foundation for changing other behaviors and helps the child to see what is already effective. For this reason, it is important to identify current sleep-friendly behaviors in addition to promoting new sleep-friendly behaviors.

One approach to promoting new sleep-friendly behaviors is to review a list of sleep-friendly behaviors. In the course of reviewing the list, the coach and child can determine the behaviors that are currently part of the child’s routine. New sleep-friendly behaviors from the list can be identified, and the coach and child can engage in problem-solving around how to incorporate these new behaviors into daily routines.

Some examples of sleep-friendly behaviors:

- no computer, cell phone, or television use in bed
- wind-down routine at bedtime
- consistent bedtime
- sleeping in own bed
- savoring positive experiences at bedtime
• sleeping without television or music in background
• consistent wake time (within 2 hours on weekends)
• exercise during the day
• avoiding caffeine use near bedtime
• scheduling worry for other times of day/avoiding worry at bedtime

**Identifying Sleep-Unfriendly Behaviors**

These can include a variety of behaviors, including those related to anxiety:

• worrying at bedtime
• having high physiological arousal at bedtime
• going to bed without feeling tired
• lying in bed worrying after waking during the night

These can also include developmentally specific behaviors such as:

• engaging in social activities with peers (e.g., text messaging, e-mailing, talking on cell phone)
• staying up to complete homework or school projects
• engaging in media use late into the night

Additional sleep-interfering behaviors include:

• long or late daytime naps
• high levels or late caffeine intake
• sleeping in on weekends
Identifying sleep-interfering behaviors can start with a review of the sleep diary to determine typical bedtime and variability in sleep behaviors during the past week. If there were particularly late nights, it is useful to review the events of those nights with functional behavioral analysis to determine what contributed to the late bedtime on those nights. Discussing the events and behaviors associated with a “typical” night might also be useful.

**Possible Benefits Gained from Changing Sleep Habits**

A list of benefits should be developed in collaboration with the child and caregiver(s), but it is useful for the coach to be aware of the range of possible benefits that families might identify. This will allow the coach to develop hypotheses about the benefits that changing sleep habits will have for the child’s functioning.

Benefits might include the following:

- feeling more alert
- feeling less sleepy
- feeling less cranky
- feeling less stressed-out or on edge
- feeling more energetic
- managing emotions more effectively
- paying better attention in class
- performing better academically
- pursuing sports or hobbies with greater focus
- getting along better with others
- staying awake in class
• looking less tired or more attractive
• enjoying time with friends more
• reducing unwanted attention from parents and teachers

*Savoring*

This treatment aims to increase the balance of positive affect and negative affect in young people by teaching skills for savoring positive emotions. Savoring emphasizes the maintenance of pleasant mood states after a positive event, with the rationale that maintenance will enhance positive affect, reduce negative affect, reduce worry, and promote healthy sleep. Savoring involves development of a script or narrative about a pleasant event or activity, and it is individually tailored to the child based on her interest and experiences.

*Brisk Wake-Up Routine -- Elements*

• Set own alarm and *no* snooze button.
• No “resting” in bed after awakening
• Planned wake-up time
• Alarm clock loud and out of reach
• Go straight from bed to shower or breakfast or other activity.
• Appropriate help from adults (i.e., initiative comes from child, not adult)