

# Sleep Master Plan Workbook

Intervention: \_\_\_\_\_ PDF page #: \_\_\_\_\_ Start date: \_\_\_\_\_

Preparation					
Support activity (Communication/ Skill building/ Other)	PDF #	Date	Support activity (Communication/ Skill building/ Other)	PDF #	Date



## Time Line

<b>Day</b>							
<b>Activities</b>							
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<b>Activities</b>							



## Communication Activity

Imagine doing your intervention tonight. How would the routine and interaction be different from usual? Consider the following:

**1. What are going to be the hardest changes for your child? How can you communicate these changes in advance?**

**2a. What new boundaries are you putting in place? How will you communicate them (e.g. modelling, story)?**

**2c. What is “good” expected behaviour? How will you communicate this?**

**2d. How will you react to boundary testing? How will you communicate this?**

**3. What habits need to be broken?**

**3b. How will you break these habits?**

## Skill Building Activities

***What do you want your child to do, that she can't or won't currently do?***

Make this into a game (or a number of separate games) you play during the day.

For example:

Babies: Instruct, and then physically do it for them.

E.g. "Name... Lie down!" Then lie them down.

Toddlers: Start like you do for the baby. Then get your toddler to do it. Then add a time element ("I'm going to count, how quickly can you [*lie down*]? 1... 2... 3... Wow [3] seconds?! That is quick! Good [*lying down*]!").

Preschoolers: Musical [*lying down*]. "When the music stops [*lie down*] as quickly as you can."

## Contingency Planning

*Imagine implementing the new intervention. How is your child likely to react? Write down your worst-case scenarios and how you will respond.*

### Contingency 1

### Contingency 2

### Contingency 3



## Contingency 4

## Contingency 5

## Contingency 6