

Coping *with* Sleep Issues *workbook*

**Facilitator Reproducible
Guided Self-Exploration
Activities**

**Ester R.A. Leutenberg
& John J. Liptak, EdD**

Coping *with* Sleep Issues *workbook*

**Facilitator Reproducible
Guided Self-Exploration
Activities**

**Ester R.A. Leutenberg
& John J. Liptak, EdD**



Duluth, Minnesota



101 West 2nd Street, Suite 203
Duluth, MN 55802

800-247-6789

Books@WholePerson.com
WholePerson.com

Coping with Sleep Issues Workbook

Facilitator Reproducible Guided Self-Exploration Activities

Copyright ©2017 by Ester R.A. Leutenberg and John J. Liptak.
All rights reserved. The activities, assessment tools, and handouts in this workbook are reproducible by the purchaser for educational or therapeutic purposes. No other part of this workbook may be reproduced or transmitted in any form by any means, electronic or mechanical without permission in writing from the publisher.

All efforts have been made to ensure accuracy of the information contained in this workbook as of the date published. The author(s) and the publisher expressly disclaim responsibility for any adverse effects arising from the use or application of the information contained herein.

Printed in the United States of America

Editorial Director: Carlene Sippola
Art Director: Mathew Pawlak

Library of Congress Control Number: 2017940033
ISBN:978-157025-352-2

Introduction to the *Coping with Sleep Issues Workbook*

Most people, at one time or another, have experienced trouble falling asleep or staying asleep. Inability to sleep occasionally is normal and is often the result of some sort of stress in life. However, when sleep problems become a regular occurrence and begin to affect one's ability to function in daily life, the person may have developed a sleep disorder.

A lack of adequate sleep may not seem like a big problem, but it can seriously affect one's performance at school or work, ability to concentrate, ability to control emotions, and ability to handle stress. Lack of sleep is a challenge to one's own general health and well-being.

Adequate sleep is a great buffer that helps to protect people from everyday stress. Sleep is a vital support for one's ability to rejuvenate the mind and body.

Any type of sleep deficiency can seriously increase one's vulnerability to a variety of physical disorders and to a host of negative feelings, emotions, and behaviors:

- anger
- anxiety
- frustration
- irrational thinking
- irritability
- sadness

Inadequate sleep:

- a reduction in the **amount** of sleep one experiences. This occurs when people find that they are not sleeping enough hours each night.
- a reduction in the **quality** of sleep one is receiving. This occurs when people find that they are having a hard time falling asleep, often awaken, and then may difficulty going back to sleep. This reduction causes a dramatic break in the sleep cycle.

The *Coping with Sleep Issues Workbook* provides assessments and self-guided activities to help participants learn useful ways to explore, find support, and ways to cope effectively with problems and disorders related to sleep. Many choices of self-exploration activities are provided for participants to determine which best suit their unique needs.

What is the Sleep Cycle?

Sleep is an altered state of consciousness in which brain waves pass through distinct stages that keep cycling between REM (Rapid-Eye Movement) and Non-REM sleep. This is referring to the sleep cycle, and this is how the sleep cycle works:

There are four stages of sleep: Stage 1, Stage 2, Stage 3, and REM. These stages do not always occur in order. In fact, they rarely occur in order.

The sleep cycle begins with three Non-REM phases that people typically go through before reaching REM sleep:

Stage 1 – TRANSITION

This stage between asleep and awake is almost always first. It may be just a minute or so long, but is usually less. It is just a transition from awake to Stage 2 where one spends about seventy-five percent of the night. Typically, a person will drift straight through Stage 1 for a minute or two, and be in Stage 2 for some time. One's eyes are closed, but it's easy to wake the person up.

Stage 2 – LIGHT SLEEP

This is a light sleep. One's heart rate slows and one's body temperature drops. The body is getting ready for deep sleep.

Stage 3 – DEEP SLEEP

This stage is tricky. Deep sleep is also called delta sleep. It is the restorative sleep for the body, when the brain secretes growth hormones, and when our breathing is most regulated. Children have a long period of delta sleep. As we age, the amount of delta sleep that we have decreases by a certain percent each year, so that by the time we reach ages 60 to 70 we have little to NO delta sleep. Men begin to bypass the delta sleep stage sooner than women. So, it is likely that in an adult population, researchers will not see delta when studying a normal night of sleep. There will be a night here and there when an adult will have an instance of some delta activity, but it is not a stage that they go through on a nightly basis.

It is harder to rouse one during this stage, and if someone wakes one up, one would feel disoriented for a few minutes. During the deep stages of Non-REM sleep, the body repairs and re-grows tissues, builds bone and muscle, and strengthens the immune system.

The Sleep Cycle now moves into deep REM sleep:

Usually, REM sleep happens approximately 90 minutes after one falls asleep. The first period of REM typically lasts 10 minutes. Each of the later REM stages gets longer, and the final one may last up to an hour. One's heart rate and breathing quicken. One tends to have dreams during REM sleep. The cycle then begins all over again. The last REM cycle is the longest and most restorative and awakening during this cycle can leave one feeling disoriented.

Format of *Coping with Sleep Issues Workbook*

The *Coping with Sleep Issues Workbook* contains assessments and guided self-exploration activities for a variety of populations to help participants cope more effectively with the effects of viable sleep.

Each chapter of this workbook begins with an annotated Table of Contents with notes and examples for the facilitator. Each chapter contains two primary elements:

- 1) a set of assessments to help participants gather information about themselves in a focused situation,
- 2) a set of guided self-exploration activities to help participants process information and learn ways of coping with the sleep issues they are experiencing.

Assessments

Each chapter opens with an assessment that provides participants with valuable information about themselves. These assessments help identify productive and unproductive patterns of behavior and life skills, and guide development of an awareness of ways to interact with the world. Assessments provide a path to self-discovery through participants' exploration of their unique traits and behaviors. The purpose of these assessments is not to categorize people, but to allow them to explore various elements that are critical for success in coping with sleep issues in everyday life. This workbook contains self-assessments and not tests. Traditional tests measure knowledge and elicit either right or wrong responses. For the assessments provided in this workbook, remind participants that there are no right or wrong answers. These assessments ask only for opinions or attitudes about topics related to a variety of coping skills and abilities.

The assessments in this workbook are based on self-reported data. In other words, the accuracy and usefulness of the information is dependent on the information that participants provide honestly about themselves. All of the assessments in this workbook are designed to be administered, scored, and interpreted by the participants as a starting point for them to begin to learn more about themselves and their coping skills. Remind participants that the assessments are exploratory exercises and not a determination of abilities. These assessments are not a substitute for professional assistance. If you feel any of your participants need more assistance than you can provide, please refer them to an appropriate professional.

As your participants begin the assessments in this workbook give these instructions:

- There is no time limit for completing the assessments. You may work at your own pace. Allow yourself time to reflect on your results and how they compare to what you already know about yourself.
- Do not answer the assessments as you think others would like you to answer them or how you think others see you. These assessments are for you to reflect on your life and explore some of the barriers that are keeping you from getting adequate amounts of sleep.
- Assessments are powerful tools, but only if you are honest with yourself. Take your time and be truthful in your responses so that your results are an actual reflection of you. Your level of commitment in completing the assessments honestly will determine how much you learn about yourself.
- Before completing each assessment, be sure to read the instructions. The assessments have similar formats, but they have different scales, responses, scoring instructions and methods for interpretation.
- Finally, remember that learning about yourself should be a positive and motivating experience. Don't stress about taking the assessments or about the discovery of your results. Just respond honestly and learn as much about yourself as you can.

Coping with Sleep Issues Introduction

Format of *Coping with Sleep Issues Workbook* (Continued)

Guided Self-Exploration Activities

Guided self-exploration activities assist participants in self-reflection and enhance self-knowledge, identify ongoing and potential ineffective behaviors, and teach more effective ways of coping. Guided self-exploration is designed to help participants make a series of discoveries that lead to increased social and emotional competencies, as well as to serve as an energizing way to help participants grow personally and professionally. These brief, easy-to-use self-reflection tools are designed to promote insight and self-growth.

Many different types of guided self-exploration activities are provided for you to pick and choose the activities most needed by, and most appealing to, your participants.

The unique features of self-guided exploration activities make them usable and appropriate for a variety of individual sessions and group sessions.

Features of Guided Self-Exploration Activities

- **Quick, easy and rewarding to use** – These guided self-exploration activities are designed to be an efficient, appealing method for motivating participants to explore information about themselves - including their thoughts, feelings, and behaviors - in a relatively short period of time.
- **Reproducible** – Because the guided self-exploration activities can be reproduced by the facilitator, no more than the one workbook is needed. You may photocopy as many pages as you wish for your participants. If you want to add or delete words on a page, make one photocopy, white out and/or write your own words, and then make photocopies from your personalized master.
- **Participative** – These guided self-exploration activities help people to focus their attention quickly, aid them in the self-reflection process, and guide them in learning new and more effective ways of coping.
- **Motivating to complete** – The guided self-exploration activities are designed to be an energizing way for participants to engage in self-reflection and learn about themselves. Various activities and modalities are included to enhance the learning process related to developing important social and emotional competency skills.
- **Low risk** – The guided self-exploration activities are designed to be less threatening than formal assessments and structured exercises. They are user-friendly; participants will generally feel more aware and motivated after completing these activities.
- **Adaptable to a variety of populations** – The guided self-exploration activities can be used with many different populations and can be tailored to meet the needs of the specific population with whom you work.
- **Focused** – Each guided self-exploration activity is designed to focus on a single coping issue, thus enhancing the experience for participants.
- **Flexible** – The guided self-exploration activities are flexible and can be used independently or to supplement other types of interventions.

Chapter Elements

The *Coping with Sleep Issues Workbook* is designed to be used either independently or as part of an integrated curriculum. You may administer any of the assessments and the guided self-exploration activities to an individual or a group with whom you are working, or you may administer any of the activities over one or more days. Feel free to pick and choose those assessments and activities that best fit the outcomes you desire.

The first page of each chapter begins with a Table of Contents annotated with ideas and examples for the facilitator.

Assessments – Assessments with scoring directions and interpretation materials begin each chapter. The authors recommend that you begin presenting each topic by asking participants to complete the assessment. Facilitators can choose one or more, or all of the activities relevant to their participants' specific needs and concerns.

Guided Self-Exploration Activities - Practical questions and activities to prompt self-reflection and promote self-understanding are included after each of the assessments. These questions and activities foster introspection and promote pro-social behaviors and coping skills. The activities in this workbook are tied to the assessments so that you can identify and select activities quickly and easily.

The activities are divided into four chapters to help identify and select assessments easily and quickly:

Chapter 1: My Sleep Symptoms

This chapter helps participants to explore the quality of their sleep along with the symptoms related to their lack of sleep, and determine what may be keeping them from getting adequate amounts of sleep.

Chapter 2: Changes I Can Make

This chapter helps participants to explore bedroom routines that may prevent sleep and to set up specific accommodations for sleeping more effectively.

Chapter 3: Overcoming Common Causes

This chapter helps participants to identify the various ways stress, anxiety, and environmental situations can be contributing to a lack of sleep, and to explore ways of overcoming some of these issues.

Chapter 4: Self-Awareness and Self-Care

This chapter helps participants to explore ways of being aware of their issues and to define ways to take care of themselves by developing effective sleep habits.

Table of Contents

My Sleep Symptoms

Table of Contents and Facilitator Notes	11-12
Introduction and Directions.	13
Scale.	14
Scoring Directions.	15
Profile Interpretation	15
Scale Description.	15
Disturbances to My Sleep.	16
Good Sleep Time vs. Bad Sleep Time.	17-18
Reflecting on My Lack of Sleep.	19-20
When I am Most Likely to Doze	21
My Sleepy Times	22
Trying to Get Better Sleep.	23
Sleep Log	24
Medication Use	25
Substance Use With or Without Medications	26
Sleep and Mental Health Factors	27
My Lack of Sleep	28
Me...With a Good Sleep.	29
Me...Without a Good Sleep	30
Quotations about Sleep	31

Changes I Can Make

Table of Contents and Facilitator Notes	33-34
Introduction and Directions.	35
Scale.	36-37
Scoring Directions.	38
Profile Interpretation	38
Scale Description.	38
Ways to Relax Before Bedtime	39
My Sleep Schedule – Going to Bed	40
My Sleep Schedule – Getting Up	41
Napping.	42
To Nap or Not to Nap? That is the Question!	43
My Bed.	44
A Tranquil Atmosphere.	45
Past & Future	46
Quiet, Non-Stimulating Activities	47
Sleeping Better.	48
Relaxing My Mind	49
A Perfect Night's Sleep	50
Sleep Myths	51
The Relationship between Stress and Sleep.	52
Just Relax	53

Table of Contents *(continued)*

Overcoming Common Causes

Table of Contents and Facilitator Notes	55-56
Introduction and Directions.	57
Scale.	58-59
Scoring Directions.	60
Profile Interpretation	60
Scale Description.	60
Sleep Time Pain.	61
My Pain History	62
Connection between Sleep and Life Effectiveness	63
Relieving Pain at Bedtime.	64
Lifestyle Effects and Changes	65
Bedtime Steps to Reduce Anxiety.	66-67
Activities to Reduce Bedtime Anxiety.	68
My Negative Thoughts and Feelings	69
Emotional Pain	70
Creative Arts Can Help!	71
Regretful Feelings: True or Not True?	72
Distractions from Dwelling on Mistakes.	73
Affirmations.	74

Self-Awareness and Self-Care

Table of Contents and Facilitator Notes	75-76
Awareness of Sleep Problems and Disorders.	77-78
Possible Causes of Sleep Problems or Disorders.	79
Common Types of Sleep Disorders	80
Sleep Issues	81
My Sleep Issues	82-84
My Self-Care Sleep Habits	85
Exercise for Better Sleep	86
Nutrition Influences on Sleep	87
Stress Management for Better Sleep.	88
Sleep Concerns	89
Taking Worries and Fear to Bed	90
Bed-Time Self-Care	91
Using Mental Imagery.	92
Sweep Out the Shadows!	93
Sleep Quotations.	94
Support for My Sleep Issues	95

Our thanks to these professionals who make us look good!

Editorial Director: Carlene Sippola
Art Director: Mathew Pawlak

Reviewers: Carol Butler Cooper, MS Ed, RN, C
Editor and Lifelong Teacher: Eileen Regen, M.Ed., CJE
Proofreader: Jay Leutenberg, CASA



Special Thanks to
Skylar Park, RPSGT
Registered Polysomnographic Technologist
and a member of the AAST, American Academy of Sleep Technologists

My Sleep Symtoms

Table of Contents and Facilitator Notes

My Sleep Symptoms Introduction and Directions	13
My Sleep Symptoms Scale.	14
Scoring Directions	15
Profile Interpretation	15
Scale Descriptions.	15

To stimulate interest in the topic, begin each session by asking the suggested questions for the page you will be using.

Disturbances to My Sleep	16
<i>What disturbance or noise affects your sleep?</i>	
Good Sleep vs. Bad Sleep Time.	17-18
<i>Approximately how much time does it usually take for you to fall asleep?</i>	
Reflecting on My Lack of Sleep	19-20
<i>How would you describe your sleep issues?</i>	
When I am Most Likely to Doze	21
<i>When do you tend to doze off during the day?</i>	
My Sleepy Times	22
<i>When to you tend to get sleepy, other than bedtime? Do you nap? If so, for how long?</i>	
Trying to Get Better Sleep	23
<i>Name ways you have tried to get a better sleep at bedtime.</i>	
Sleep Log.	24
<i>How many times do you wake up during your bedtime?</i>	

(Continued on the next page)

Table of Contents and Facilitator Notes *(Continued)*

Medication Use25
<i>What are your usual reactions to medications? Do you report that information to your doctor?</i>	
Substance Use With or Without Medications26
<i>What is your caffeine intake during the day? How about within a few hours of bedtime?</i>	
Sleep and Mental Health Factors27
<i>Guess how sleep and mental health issues tie in together.</i>	
My Lack of Sleep28
<i>When you are unable to fall asleep or stay asleep, how would you describe your emotions?</i>	
Me...With a Good Sleep29
<i>Describe your mood after you have experienced a good sleep.</i>	
Me...Without a Good Sleep30
<i>Describe your mood when you do NOT experience a good sleep.</i>	
Quotations about Sleep...31
<i>Emile M. Cioran said, "Impossible to spend sleepless nights and accomplish anything." Do you agree? Explain</i>	

My Sleep Symptoms Scale

Introduction and Directions

Everyone experiences sleeplessness from time to time. When this happens regularly you usually begin to show specific signs of sleep deprivation. These signs point out that you are experiencing sleep problems, or that you may have a sleep disorder.

My Sleep Symptoms Scale contains 20 statements designed to help you explore your current experiences, signs, and symptoms which indicate that you may have a sleep issue.

Read each of the statements and decide whether the statement describes you or not. If the statement does describe you, circle the number in the YES column next to that item. If the statement does not describe you, circle the number in the NO column next to that item. Do not worry about the numbers for now.

In the following example, the circled 2 indicates the statement does describe the person completing the inventory:

	YES	NO
Because of my lack of sleep...		
1. I am tired most of the time that I am awake	(2)	1

This is not a test. Since there are no right or wrong answers, do not spend too much time thinking about your answers. Be sure to respond to every statement.

(Turn to the next page and begin.)

My Sleep Symptoms Scale

Name _____ Date _____

YES NO

Because of my lack of sleep...

- | | | |
|---|---|---|
| 1. I am tired most of the time that I am awake | 2 | 1 |
| 2. I have difficulty staying awake at work | 2 | 1 |
| 3. I am irritable during the day | 2 | 1 |
| 4. I have trouble concentrating | 2 | 1 |
| 5. I nap at every opportunity that I get | 2 | 1 |
| 6. I have low energy | 2 | 1 |
| 7. I have difficulty falling asleep | 2 | 1 |
| 8. I have trouble going back to sleep once awakened | 2 | 1 |
| 9. I often wake up earlier than I need to | 2 | 1 |
| 10. I do not feel rejuvenated after sleeping. | 2 | 1 |
| 11. I am exhausted during the day | 2 | 1 |
| 12. I frequently awaken during the night | 2 | 1 |
| 13. I feel tired when I am driving | 2 | 1 |
| 14. My performance at work is suffering. | 2 | 1 |
| 15. I am preoccupied with thoughts about sleeping | 2 | 1 |
| 16. I have tension headaches | 2 | 1 |
| 17. I sleep for only short periods at a time | 2 | 1 |
| 18. I am experiencing increased mishaps and frequent mistakes | 2 | 1 |
| 19. My mind "races" at night. | 2 | 1 |
| 20. I am moody, irritable, and/or angry most of the time. | 2 | 1 |

TOTAL = _____

My Sleep Symptoms Scale

Scoring Directions

The *My Sleep Symptoms Scale* you just completed is designed to measure your symptoms from the lack of sleep you may be experiencing. For the scale on the previous page, add up the numbers you circled. Put that total on the line marked TOTAL at the end of the scale.

Then, transfer your total to the space below:

My Sleep Symptoms Total = _____

Profile Interpretation

SCORE	RESULT	INDICATIONS
20 - 26	Low	Low scores indicate that you are experiencing few signs and symptoms of sleep problems.
27 - 33	Moderate	Moderate scores indicate that you are experiencing quite a significant number of signs and symptoms of sleep problems.
34 - 40	High	High scores indicate that you are experiencing a large number of signs and symptoms of sleep problems.

Scale Description

My Sleep Symptoms

People scoring high on this scale are having a difficult time getting to sleep and staying asleep. They often wake up during their sleep time, and then may have difficulty going back to sleep. They experience an inadequate quality and/or quantity of needed sleep. Consequently, they are sleepy within hours of waking up, and their performance at work, school, or in the home may suffer. They often show signs of irritability and low energy.

Disturbances to My Sleep

Often, people who have sleep issues are affected by disturbances and noises that wouldn't affect people who have no problems with sleep. In the space below, write about and describe what disturbs you and how when you are trying to go to sleep, or when you are already asleep.

Have some fun! Draw pictures of those annoying disturbances.

A large, empty rectangular box with a thin black border, intended for the user to draw pictures of sleep disturbances or write about them.

Good Sleep Time vs. Bad Sleep Time

Respond to the following questions to document your hourly sleep patterns.

I have _____ hours of **good** sleep.

This is how it affects me the rest of the day or night. _____

I have _____ hours of **poor or no** sleep.

This is how it affects me the rest of the day or night. _____

When I have **good** sleep, it takes me _____ minutes/hours to fall asleep.

This is how it affects me the rest of the day or night. _____

When I have **poor** sleep, it takes me _____ minutes/hours to fall asleep. Why?

This is how it affects me the rest of the day or night. _____

(Continued on the next page)