



eLEARNING

Science and Sleep Training: Reviewing the Evidence

ONLINE QUIZ Earn 3 ACM CPDs

Available from 1st May to 31st October 2020

Presented by Tracy Cassels PhD., B.A.

Register by 30 April 2020 and **SAVE \$29.**

Earlybird price: \$69. Regular price \$98.

What is Included in this eLearning Module:

- Presentation Video by Tracy Cassels (approx 85 minutes)
- Multiple Choice Quiz
- 28 pages of supplemental downloadable materials
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About the Quiz: 10 Multiple choice questions based on the presentation video.

You will get three (3) attempts to answer the quiz correctly in order to earn your ACM CPD points. The Quiz must be completed by 31st October 2020 or earlier.

About the Video Presentation: This talk focuses on providing a comprehensive examination of the science surrounding the claims being made for sleep training. For professionals who work with families with young children in any capacity, understanding the messaging that is being given and what the research is to back up these claims is necessary to provide the most comprehensive and evidence-based recommendations.

The main messaging that families are bombarded with includes:

1. Sleep training is effective in changing infant and/or toddler sleep habits.
2. Without sleep training, your child will suffer cognitively, emotionally, and/or socially.
3. Sleep training is necessary if parents are going to get any sleep.
4. Sleep training is safe, not causing any long-term or short-term harm to our children.

As parents tend to care deeply about the well-being of their children and themselves, they can feel pressured to abide by our cultural norm of sleep training, even when there are potential risks, such as to breastfeeding.

This talk is divided into four sections in order to best cover the research as we know it:

1. **The Early Evidence:** Responding to Sleep Problems. This involves a review of the earlier studies that first gave sleep training advocates somewhere to hang their hat on even though early work was very focused on case studies that were quite specific in nature.
 2. **Welcome to the 21st Century:** Moving from Intervention to Prevention. As we move into the 21st century, the research did get more sophisticated and starts to give some answers to the questions like: Is sleep training effective? Does it help prevent social-emotional or cognitive problems? And the answers are not what was expected or even what is being claimed.
 3. **The Parent Effect:** We have to examine the claim that there are positive effects for parents and where we have to consider the balance of harm. Is sleep training safe? Can it be used to help parents without any negative effect for the child? We will go through the factors that impact this in order to provide families in crisis with evidence-based information.
 4. **What's Missing is Possibly More Important Than What's There:** There is a lot we don't know and we need to be aware of that in order to be honest with families about what we can say regarding sleep training. By knowing what's missing from the research, we can not only see how limited in scope the research is, but which families may need special considerations.
 5. **Closing:** I will provide my final thoughts on everything though I hope you will feel the review of the research will speak for itself.
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In addition to the talk, a supplemental guide with video notes and a series of articles that discuss some of these issues in more depth or from a different lens is included for download when you register. + Facebook group for questions and live Q&A

About the Presenter: Tracy Cassels, PHD., B.A.



Tracy is the director of Evolutionary Parenting, a resource she founded for families in 2011 after the birth of her daughter. Currently she works directly with families consulting on a variety of parenting-related matters, but most specifically on sleep, and she also runs various self-paced courses for families on various topics. Tracy serves as an Adviser to the Children’s Health & Human Rights Partnership, a non-profit agency dedicated to ending routine infant circumcision. She has previously worked in the non-profit sector in agencies focused on education and social-emotional development.

She has a B.A. in Cognitive Science from the University of California, Berkeley, an M.A. in Clinical Psychology from the University of British Columbia, and a Ph.D. in Developmental Psychology, also from the University of British Columbia. The focus of her dissertation work was on empathy and theory of mind in young children. Her academic works have been published in peer-reviewed journals, including Psychological Assessment, PLoS One, Personality and Individual Differences, Midwifery, and more.

She is married and is a mother to two young kids and a “bonus mom” to one older kid. She lives in a small town in Prince Edward County, Ontario, Canada.
