

PARENT SLEEP QUESTIONNAIRE

PSQ-P | Parent Form | Ages 5–18 | Sam Goldstein, Ph.D.

Child: _____

Parent/Caregiver: _____

Age / Grade: _____

Date: _____

Purpose. This parent-report questionnaire surveys sleep habits, nighttime difficulties, daytime effects, and possible environmental or behavioral influences. It is intended for screening and discussion, not diagnosis.

Directions. Rate how often each statement has been true for your child during the **past two weeks**. Select one response for each statement.

0 Never	1 Sometimes	2 Often	3 Always
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Item / Parent observation	0	1	2	3
1. My child seems well-rested in the morning.	☐	☐	☐	☐
2. My child resists going to bed at bedtime.	☐	☐	☐	☐
3. My child has difficulty falling asleep once in bed.	☐	☐	☐	☐
4. My child uses screens (TV, phone, tablet) within 30 minutes of bedtime.	☐	☐	☐	☐
5. My child goes to bed much later on weekends.	☐	☐	☐	☐
6. My child seems sleepy or low in energy during the day.	☐	☐	☐	☐
7. My child naps during the day.	☐	☐	☐	☐
8. My child's mood worsens when they don't sleep enough.	☐	☐	☐	☐
9. My child wakes up during the night.	☐	☐	☐	☐
10. My child has trouble waking up for school.	☐	☐	☐	☐
11. My child expresses worry or stress at bedtime.	☐	☐	☐	☐
12. My child can focus well and complete schoolwork.	☐	☐	☐	☐
13. My child consumes caffeine or sugary drinks in the evening.	☐	☐	☐	☐
14. My child follows a consistent bedtime routine.	☐	☐	☐	☐
15. My child appears anxious or restless before sleep.	☐	☐	☐	☐
16. My child experiences nightmares or night terrors.	☐	☐	☐	☐
17. My child's bedroom is noisy, bright, or shared.	☐	☐	☐	☐
18. My child falls asleep in class or during activities.	☐	☐	☐	☐
19. My child's mood and behavior are better when well rested.	☐	☐	☐	☐
20. I believe my child's sleep affects their learning and emotions.	☐	☐	☐	☐

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PSQ-P | SCORING & INTERPRETATION PROFILE

Sam Goldstein, Ph.D. | Review item patterns, context, and functional effects

Total score	_____ / 60	Items rated Often / Always	_____
Possible range	0–60	Primary sleep concern	_____

Scoring. Reverse-score items 1, 12, 14, 19, and 20 as specified in the accompanying scoring guide (0 becomes 3, 1 becomes 2, 2 becomes 1, and 3 becomes 0), then sum all items. Higher totals represent more reported concerns under this scoring method. Item 20 concerns parental beliefs rather than a positive sleep behavior; review it separately when interpreting the total.

Interpretation caution. The source guide proposes the descriptive bands below, but no normative sample, reliability, validity evidence, or clinically established cut scores were provided. These ranges are provisional descriptors, not diagnostic classifications.

Proposed score bands

Score	Provisional guide description
0–15	Typical sleep pattern / few concerns
16–30	Mild sleep disturbance / monitor
31–45	Moderate sleep disturbance / consider intervention
46–60	Severe sleep disturbance / further evaluation indicated

Interpretation profile

Provisional domain	Items	Interpretive question
Sleep Duration & Consistency	1, 5, 9, 10, 14	Are schedules, nighttime waking, and morning readiness problematic?
Sleep Quality	2, 3, 6, 8, 15, 16	Are bedtime resistance, sleep initiation, distress, or daytime fatigue reported?
Environmental & Behavioral Factors	4, 13, 17	Might screens, evening beverages, or bedroom conditions contribute?
Cognitive / Mood Functioning	11, 12, 18, 19, 20	How are sleep, mood, attention, learning, and parent perceptions related?

Parent follow-up

What time does your child usually fall asleep and wake on school nights and weekends?

What happens at bedtime or after nighttime awakenings?

What daytime changes do you notice after a poor night of sleep?

Which routines, environmental changes, or supports appear helpful?

Clinical / family hypothesis and next steps

Possible contributors to explore: bedtime routine ■ schedule variability ■ screens / environment ■ anxiety / distress ■ medical or sleep symptoms ■

Change to try: _____

Outcome to observe: _____

Use note. Integrate parent ratings with sleep history, developmental context, school observations, and medical assessment as indicated. This questionnaire is not a standardized or diagnostic instrument. Copyright Sam Goldstein, Ph.D. 2025.