NOVEMBER'S NEWSLETTER



Building Information:
399 Washington Street
East Greenville, Pennsylvania
Phone # 215-679-5940
www.lifespanchildcare.org
Facebook













IMPORTANT DATES

- November 3rd- Election Day
- November 11th- Veterans Day
- November 11th- Miss Wendy from the Upper Perk Library will visit and read to our downstairs classrooms
- November 26th- Thanksgiving. LifeSpan will be CLOSED
- November 27th- LifeSpan will be CLOSED

Welcome to our new families, please be sure to follow us on Facebook and if you are interested their is a parent group for our location on Facebook: LSEG Parents Group. This is completely parent run and operated and optional to join.

Upcoming Closures for the rest of the school year
November 26th (Thanksgiving), November 27th, December 24th (Christmas Eve, closing at 4:00), December 25th (Christmas Day), December 31st (New Year's Eve, closing at 4:00), January 1st (New Year's Day), January 18th (Martin Luther King Jr Day), February 15th (President's Day), March 26th (Good Friday), May 31st (Memorial Day)

NOVEMBER'S TIP OF THE MONTH: IS NAPPING NECESSARY?

Daytime napping undergoes a remarkable change in early childhood, and research regarding its relationship to cognitive development has recently accelerated. In this review, we summarize our current understanding of this relationship focusing on children aged <5 years. First, we evaluate different studies on the basis of the experimental design used and the specific cognitive processes they investigate. Second, we analyze how the napping status of children may modulate the relationship between learning and napping. Third, the possible role of sleep spindles, ie, specific electroencephalographic components during sleep, in cognitive development is explored. We conclude that daytime napping is crucial in early memory development.

Introduction

While the function of nighttime sleep has attracted a great deal of public and scientific scrutiny, curiosity about the function of daytime napping has only recently begun to emerge. This curiosity parallels the increasing interest in infant sleep, as daytime napping contributes significantly to infants' overall sleep time and undergoes rapid change during the first or second year of life. In this review, we summarize our current knowledge about the effects of daytime napping on cognitive functioning in the infant, toddler, and preschooler (children younger than 5 years), focusing on the differences between experimental designs and napping status of children.

In a recent review, Faraut et al outlined our current understanding about the functions of daytime napping and suggested that daytime naps can be a countermeasure for the harmful effects of sleep debt.1 Daytime naps have been related to cognitive functions, emotional processing, and self-regulation, as well as health-related factors such as the immune, neuroendocrine, and cardiovascular systems. However, data collected from children are scarce and are mostly concerned with cognition. Going beyond correlational studies investigating the relationship between naps and general cognition, in the past few years, experiments have also been carried out investigating specific cognitive functions, such as memory processes. In a systematic review, Thorpe et al summarized 26 articles about the effects of napping time and quality on development and health in young children. They found the results to be inconsistent most probably because of the different age-groups involved and the different napping statuses of the children studied.2 In their review, the authors combined the findings from both correlational and experimental studies to draw conclusions. Integrating these methodologies is prone to result in contradictory findings, since correlational studies are often confounded with effects of maturation. Our goal in this article is to update this review with more recent studies, focusing on the cognitive processes tested and the napping status of the infants/children. In addition, we review the few studies which have examined electroencephalographic (EEG) associations.

Development and physiology of daytime naps

Current understanding of the physiology and regulatory processes underlying napping in early childhood is rather limited, even though daytime naps make up a substantial proportion of total sleep time. It is clear that total sleep time decreases with age, and the reduction is a consequence of less daytime sleep.3,4 Furthermore, sleep gradually becomes monophasic during early childhood.5 However, the regulatory processes which drive these changes are unknown. In a meta-analysis of observational studies of children aged between 2 months and 12 years, a clear reduction in sleep duration, the number of night awakenings, and the number of daytime naps with age is noticeable; 0- to 2-year-olds have 1.7 naps per day on average (SD =0.6). The duration of daytime naps decreases from 3.5 hours (1 month) to about 1 hour (2 years).3 Interestingly, while there are cross-cultural differences in nighttime sleep between predominantly Asian and predominantly Caucasian countries, daytime sleep patterns seem to be more or less universal. In Asian countries, children have shorter nighttime sleep duration and later bed times. However, there are no substantial differences in the number of naps or the duration of daytime sleep.6 Thus, the decreasing duration of daytime naps seems to proceed hand in hand with development.We know much less about the development of sleep architecture of daytime naps compared with nighttime sleep. In an elegant longitudinal design, although on a small sample size, Kurth et al investigated how the structure of naps changes with different amounts of prior wakefulness.7 Children were studied at 2, 3, and 5 years, and at each age, they had a nap opportunity at varied times of the day, resulting in varied sleep pressure. Compared with adults, the main difference in preschoolers' daytime sleep composition was the higher proportion of slow-wave sleep and reduced stage 2 sleep. However, while there was a clear reduction in daytime sleep duration across the age-groups involved, the architecture of naps did not differ. Importantly, in older children, there was no increase in slow-wave activity with increasing sleep pressure, indicating that children need less sleep depth during daytime naps as they mature. In other words, there is an attenuated homeostatic drive for increased sleep pressure. One of the reasons for this, proposed by the authors, is that older children exhibit a smaller degree of neural recruitment during wakefulness.8 Thus, it is possible that children stop having naps when brain maturity arrives at a point where less neural recruitment is necessary for optimal functioning – when some domain-specific specialization occurred.9

Check out the rest of the article here:
https://pmc.ncbi.nlm.nih.gov/articles/PMC5851571/



OTHER INFORMATION

~ Don't forget to check out our LifeSpan Facebook page and website.
~ What information would you like to see on the newsletter? Let me know at kparis@lq.org
~ Please be sure to bring your child weather appropriate clothing ie: jackets may still be necessary on the chilly mornings or sunglasses and hats for the sun. Please also be sure your child is wearing closed-toed shoes. Our policy is to take the children outside between the real feel temperatures of 25 and 90 degrees. Please label all your children's belongings.
~Take items home weekly to be washed.
~ Label ALL items: bedding, water bottles, jackets, mittens, ect

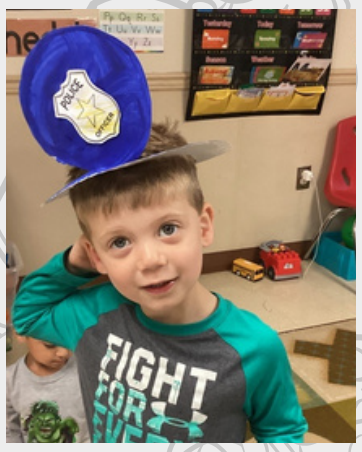
Happy Birthday



RAELYNN
NOVEMBER 3RD



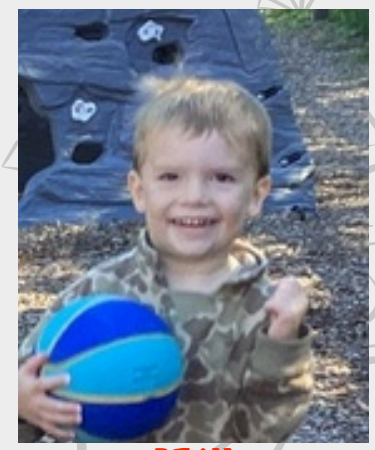
LUKE
NOVEMBER 10TH



GRAYSON
NOVEMBER 12TH



MILA
NOVEMBER 19TH



BEAU
NOVEMBER 4TH



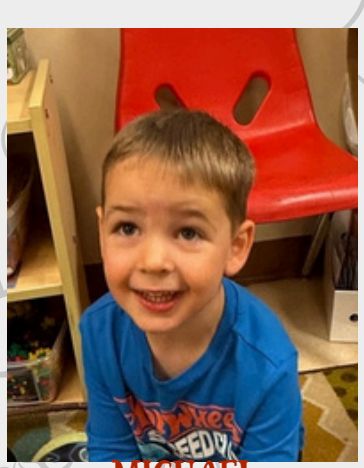
ADALYN
NOVEMBER 11TH



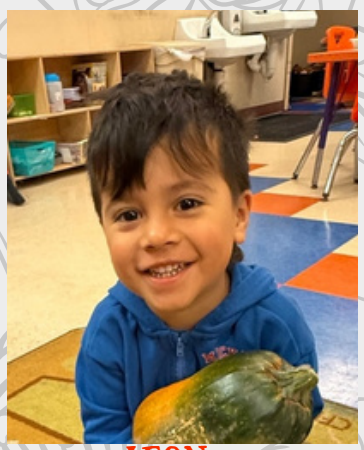
BROOKS
NOVEMBER 12TH



SUTTON
NOVEMBER 25TH



MICHAEL
NOVEMBER 9TH



LEON
NOVEMBER 11TH



LINCOLN
NOVEMBER 12TH



DOMINIC
NOVEMBER 25TH