



HEALTH MATTERS FOR LITTLE PEOPLE

Sleeping and Napping in Children up to Age Six

Do Children Get Enough Sleep?

Sleep serves to restore the body and brain functions. Sleep can influence health, moods, behaviour, relationships, and mental and physical performance. Studies have shown that sleepy students perform more poorly than their non-sleepy classmates in both academic tests and physical activities. Lack of sleep can make a child cranky, moody, or argumentative, prone to temper tantrums, overactive, make it difficult for them to think clearly, follow directions or learn new skills, and also increases susceptibility to disease. Most children ages one to three years sleep from 10 to 13 hours daily. Children three to five years old need about 10 to 12 hours of sleep daily.

Napping

Most children move into a single, early afternoon nap somewhere around age one. Some continue to nap into the kindergarten year. Between ages three and four, most children do not seem to need as much sleep and give up naps. Sleep is a major requirement for good health and for young children to get enough of it, some amount of daytime sleep is usually necessary. With physical and mental development at an all-time high in early childhood, naps provide the body with much needed downtime for growth and rejuvenation. Naps also help keep kids from becoming overtired, a state that not only takes a toll on their moods but may also make it harder for them to fall asleep at night.

How Much Sleep and How Many Naps Do Children Need?

Most children's sleep requirements fall within a predictable range of hours based on their age, but each child is a unique individual with distinct sleep needs. The following graph is taken from "Solve Your Child's Sleep Problems, Richard Ferber, Simon & Schuster, 1985."

Age	Total Sleep In Hours	Night Sleep in Hours	Number of Naps
1 week	16½	8½	4
1 month	15½	8¾	3
3 months	15	9¾	3
6 months	14¼	11	2
9 months	14	11½	2
12 months	13 & ¾	11½	2
18 months	13½	11½	1
2 years	13	11½	1
3 years	12	11	1
4 years	11½		
5 years	11		
6 years	10¾		



Child care regulations (See Day Nurseries Act for Ontario, 1990, below) indicate that all children younger than three years need to have the opportunity to nap during their child care day. Most programs for preschoolers ensure that there is a quiet time in the afternoon when children relax, though they may or may not actually sleep. Parents need to communicate to caregivers how much children are sleeping. Payoffs are beneficial if this is known.

Source: http://www.kidshealth.org/parent/index/html/Day_Nurseries_Act
R.R.O. 1990, Regulation 262

THIS ISSUE

Sleeping and Napping	1
Day Nurseries Act	2
Dressing for the Weather	2
Head Lice - A Nuisance	2
Early Literacy: Q & A	3

DAY NURSERIES ACT R.R.O. 1990, REGULATION 262

Building and Accommodation

8 (ii) a separate sleeping area that is separated from any play activity space for each ten children or less based on the licensed capacity.

Equipment and Furnishings

Section pertains to the provision of a crib/cradle or cot for children who attend a child care program for over 6 hours.

Registers and Agreements

53 (5)

(a) up to and including five years of age that is in attendance for six hours or more in a day has a rest period not exceeding two hours in length following the mid-day meal. Each child over eighteen months of age

(c) A child under 44 months of age as of August 31 of the year and who is unable to sleep during the rest period is not kept in bed for longer than one hour and is permitted to engage in quiet activities; and

(d) A child 44 months of age or over and up to and including 67 months of age as of August 31 of the year and who is unable to sleep during the rest period is permitted to engage in quiet activities. R.R.O.1990, Reg. 262, s. 53 (5); O. Reg.505/06,s.11 (1).

Submitted by
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Dressing for the Weather

Warm weather is right around the corner, and how wonderful it is to put away the winter gear and welcome the sun. This is a good time to remind parents about dressing kids for the sometimes unpredictable spring weather:



- Check the forecast daily and stay in tune with changing temperatures.
- Not all jackets are created equal. Opt for jackets with insulated linings to ensure warmth on chilly days.
- Water-repellent jackets or raingear help kids stay dryer and more comfortable on damp days.
- A large labelled ziplock bag with a change of clothes that can be kept in a backpack or cubby should contain an extra pair of socks for rainy wet days. Some parents may want to keep extra clothes in the car for quick changes in case of surprise weather.
- When in doubt, layer. April afternoons can be very warm and jackets or sweats aren't needed. Long sleeved t-shirts may be perfectly comfortable.
- As the weather heats up, parents should remember to put on sunscreen with an SPF of 15 or higher on exposed faces, arms and legs before coming to daycare.



Head Lice - A Nuisance



Head lice are tiny insects about the size of a sesame seed and live on the scalp of people. They lay their nits or eggs on a hair very close to the scalp, attaching it with a cement-like substance.

Head lice are not in any way related to cleanliness. Anyone can get head lice but children are more likely to get head lice because they play closely together. Close contact enables head lice to move from head to head. A less likely method of transmission is through sharing of personal items such as combs, brushes, towels, hats, stuffed toys, pillows and clothing.

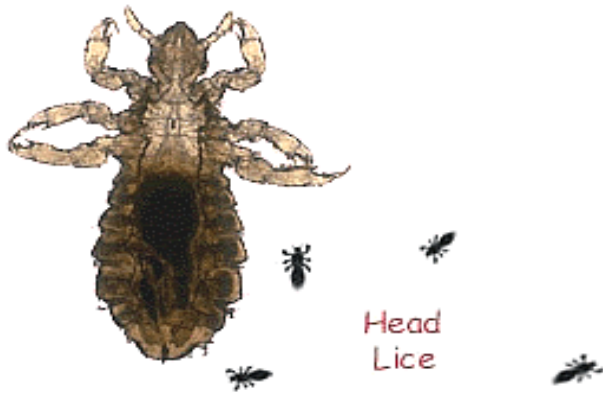
Currently there is no satisfactory means of getting rid of head lice except by using an approved treatment, such as shampoo,

shampoo/conditioner or cream rinse. Although all lice will be killed, no treatment guarantees that all nits will be killed on first application. Parents should discuss the products available with a pharmacist and follow the directions carefully.

Early learning program facilities should set up a protocol for dealing with head lice. Hopefully, families will notify the facility of the problem.

The protocol should determine the following:

- If all families are notified of a case of head lice.
- If proof of treatment is needed.
- If all nits need to be removed before returning.

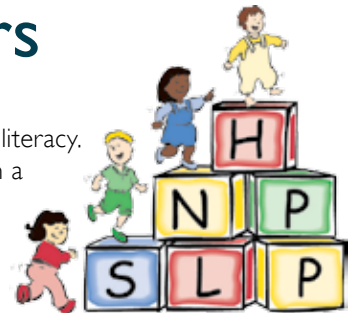


Extra care of the facility should be taken when there is a case of head lice. Vacuuming, washing or bagging of articles that could spread should be done. Pediculicide (head-lice killing) sprays should not be used as the vapours can be quite toxic. Check with your doctor if you are pregnant or breastfeeding and need treatment for head lice. If you are treating other people and are pregnant and breastfeeding, wear plastic or rubber gloves and wash your hands well after treatment.

The Health Unit is available for information and handouts as well as education to staff and parents.

Early Literacy: Questions and Answers

The Haldimand Norfolk Preschool Speech and Language Program will soon be taking a BIGGER role in literacy. Because of the program's role in identifying late-talkers and kids with speech delays, program staff are in a good position to intervene in the area of literacy. We can help parents learn the same techniques. Watch for some training opportunities near you!



Q: What is early literacy?

A: The skills and attitude that result in later learning to read and write. The skills include:

- Oral language (e.g., being able to understand and use language).
- Alphabet knowledge.
- Print concepts (e.g., knowing the difference between print and pictures).

All children differ in their language ability. Some find it easier to learn and use language than others. Many children have little experience or opportunities to learn to use language or print. Many have few positive experiences around books or other literacy materials. We adults are in a unique position to influence a child's skills and attitudes. We can expose them to materials and demonstrate a positive attitude towards literacy.

Q: How does early literacy develop?

A: Oral language development begins at birth. Children who are late-talkers are at risk for the social problems associated with language delay. They are also at risk for later academic problems, including learning to read. Age of first word-use is a very important milestone, related to later literacy!

As toddlers and preschoolers are being exposed to books, they are developing their attitude toward literacy. They are becoming aware of print and recognizing it within the community (e.g., a stop sign). We adults can help "socialize" them to books by allowing them to play with books and discover what is inside them. It may mean allowing them to build a road with the books, or hide toys under them, or it may mean they want to sit with you and listen.

Between ages three and seven, children begin to learn the alphabet, recognize letters and associate them with their corresponding sound (e.g., "f" says fffff). As well, they begin to develop their phonological awareness skills. For example, they learn how to explicitly manipulate language through rhyme (cat, hat, dat), rhythm (chikka chikka boom boom!), sound awareness (Hey, fffinger! That word starts with a ffff-sound) and how to blend sounds to form a word (c-at. cat!). Explicit instruction (as in the examples above) is very important!

For more information, call Lori: 519.426.6170 or 905.318.6623, Ext. 3244.

Crispy-Crunchy Granola Munchies

Yield 6 generous cups

Ingredients

- 1/3 cup honey
- 1/4 cup unsalted margarine
- 3 cups old-fashioned oats
- 1 cup finely chopped mixed nuts
- 1/2 cup sweetened coconut flakes
- 1/4 cup hulled green pumpkin seeds
- 1/4 cup sunflower seeds
- 1/2 teaspoon salt
- 1/2 cup raisins
- 1/4 cup dried cranberries or dried blueberries
- 1/4 cup dried banana chips

Tools

Measuring cups and spoons, cutting board, knife, small saucepan, large bowl, large wooden spoon, baking sheet, oven mitts or pot holders, fork, wire rack, large mixing bowl, airtight container



Directions

1. Make sure the oven rack is in the center position and preheat the oven to 325°F.
2. Combine the honey and margarine in a small saucepan. Heat on low heat and stir until melted. Remove from the heat.
3. Combine the oats, mixed nuts, coconut, pumpkin seeds, sunflower seeds and salt in a large bowl. Stir with a large wooden spoon to mix well.
4. Pour the honey margarine mixture over the oat mixture and stir until well combined.
5. Spread the granola evenly in a thin layer on a baking sheet.
6. Bake, stirring every five minutes with a wooden spoon to prevent the granola from sticking or burning, until fragrant and golden brown, about 20 minutes. (Do not overcook; the granola will crisp as it cools.)
7. Using oven mitts, remove the baking sheet from the oven and place on a wire rack to cool. When completely cooled, transfer the granola to a large mixing bowl and stir in the dried fruit.
8. Transfer to an airtight container and store at room temperature for up to one week.

An airtight container is important. This will keep your Crispy-Crunchy Granola Munchies fresh!

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