SLEEP-DEPENDENT MEMORY INTEGRATION

By Matthew P. Walker

Substantive evidence supports a role for sleep in the consolidation (solidification) of newly acquired memories. However, as critical as consolidation may be – an operation concerned with *individual memory items* – the integration of new experiences into pre-existing networks of knowledge is equally, if not more, important. Here, I champion the thesis that the end goal of sleep, and especially REM-dreaming, is not simply the strengthening of individual memories across a single night, but instead,





Figure 1.Sleep-dependent integration of human rela tional memoryA) Delayed inference (associative) mem ory performance (% correct) in a relational memory task following different offline delay 🕄) A conceptual model of the effects of sleep on memory integration. *p < 0.05; error bars indicate s.e.m.

schema across multiple nights (McClelland obvious inferential judgment (B>E pair). et al., 1995; Walker, 2009).

participants to initially learn five individual premises; the object memory pairs memory items. (A>B, B>C, C>D, D>E, E>F) (Ellenbogen et al., 2007). Unknown to subjects, the confirm such sleep-inspired creativity pairs contained an embedded hierarchy (reviewed in Walker, 2009). For example, (A>B>C>D>E>F). Following a delay of of this associative-hierarchy was tested from REM sleep compared with non-REM by examining relational judgments for awakenings. Similarly, performance on novel "inference" pairs, either separated a semantic priming task following REM by 1-degree of associative distance (B>D, sleep awakenings shows a greater prim distance (B>E pair). Subjects tested soon strong primes. Furthermore, the likelihood In contrast, both 12 hour groups displayed activity (dreams) from REM sleep indi-25% advantage in relational memory was processing.



their integration into a common knowledge seen for the most distantly connected, non-

Therefore, sleep preferentially biased the For example, a recent study required development of more distant/weak asso ciative links amongst related, yet separate,

Additional quantitative data further solution performance on tests of cognitive 20min., 12 hours across the day or 12 hours flexibility using anagram puzzles is more containing a night of sleep, knowledge than 30% better following awakenings C>E pairs), or by 2-degrees of associative ing effect by weakly related words than by after learning in the 20 min. delay group of gaining insight into hidden task rules can showed no evidence of inferential abil be increased three-fold by an intervening ity, performing at chance levels (Figure 1). night of sleep. Even the study of mental highly significant relational memory devel cates that there is not a concrete episodic opments. Most remarkable, however, if the replay of daytime experiences, but instead, 12 hour delay contained a night of sleep, a more associative, semantic-integration

> In summary, emerging evidence sug gests that sleep serves a meta-level role in memory processing that moves far beyond the consolidation of individual items, and instead, intelligently assimilates these details offline. In doing so, sleep (and perhaps dreaming) may offer the ability to test and/ or build common informational schemas of generalized knowledge, affording increas ingly accurate statistical predictions about the world, and even creative insights. Is it a wonder, then, that we are nevertold to stay awake on a problem?

Matthew P. Walker earned his Ph.D. in Neuro physiology from the Medical Research Council, UK, and subsequently became an Assistant Professor of Psychology at Harvard Medical School. He is currently an Assistant Professor of Psychology and Neuroscience at University of California Berkeley. His research examines the impact of sleep on human brain function, with a particular focus on the role of sleep in memory processing, neural plasticity and emo tional regulation.

mpwalker@berkeley.edu

RENCES

Ellenbogen, J., Hu, P., Payne, J. D., Titone, D., and Walker, M. P. (2007). Human relational memory requires time and sleep. Proc. Natl. Acad. Sci. USA04, 7723-7728 McClelland, J. L., McNaughton, B. L., and O'Reilly, R. C.(1995). Why there are complementary learning systems in the hippocampus and neocortex: insights from the successes and failures of connectionist models of learning and memory. Psychol. Rev102, 419-457. Walker, M. P. (2009). The role of sleep in cognition and emotiAnn. NY Acad. Sci. 1156, 168-197.