

# Transcript

## Center-Based – Continuity of Care Video

*[Text appears: Continuity of Care – Center Based. Throughout the video, Amber Morabito provides narration.]*

*[Amber appears on screen. She is seated in a home setting with a large green plant in the background.]*

**Amber:** Programs that incorporate the concept of continuity of care, keep primary care teachers and children together throughout the three years of the infancy period or during the entire time that the child is enrolled in care. There are two models that programs may consider when implementing continuity of care: same age continuity or mixed age continuity. With same age continuity, a group of children close in age stays with the same infant care teacher until about age three. The environment is made developmentally appropriate as the children grow older or the whole group moves together to a new space. Children who leave are replaced by new children of the same age. In a mixed age continuity model, however, groups have a wider range of ages. Newly enrolled infants and toddlers of any age can be added to the group. The environment is interesting and flexible enough for different developmental needs.

*[Text briefly appears: Program considerations when implementing continuity of care]*

*[Maura Mehrian - Child Development Center Coordinator. Maura is seated in a room with a bookshelf behind her.]*

**Maura:** Well, you know, it's funny, we've been doing this for so many years here at Grossmont that it is part of the water we swim in now. But back in the day, I remember we had teachers that were like, "oh, I'm never going to be an infant teacher. I went to school to be a preschool teacher. This isn't anything that I want any part of". But that first journey around with a team of the first the original four of us, I think we were able to really help teachers see that "wow, it's so much easier to create a new space every year than get to know a whole new group of children". And just that right there, I think was one of the biggest selling points, for lack of a better term, was you really got to be able to see, "wow, I invested my time and my talent and my energy with this child and this family. And now I get to be with them again and reap those benefits". We've learned that it works, very much so. We've learned that it is probably the very best way to be with children and that sometimes not everybody's cut out for making a rotation, so you start where you can. I think that's what we did here, is we introduced the program and those of us that were ready to jump on board jumped on board. And so it wasn't like "we're doing this now and everybody has to take part in it". We said this is something that we think is a better way of being with children and families. When you do continuity, you know, you marry into it. I say we're married into this for three years. We've been able to, in our program, carry it all the way through to the preschool room by either a lead teacher or one of the teaching team members will move up with the children so we can keep some continuity happening for the children. But again, I think it's just it's time, you know, and I think it's just realizing where people are at, embracing their strengths and giving them that safe space to grow and ask questions and try it on. You have other people in the field that have been doing this for a while and everybody's willing and ready to help. And so I think building those networks for directors, especially to connect with other program leaders that are doing this to just help,

because I can guarantee that the struggle or question that somebody is going to come up with is a struggle or a question that other practitioners have had that may not even realize that they had it at the time until somebody asks it.

*[Jeanette Tashiro - Program Director. Jeanette is sitting in a rocking chair in a child care setting. There is a bulletin board that displays children's artwork on the wall behind her.]*

**Jeanette:** So as we begin to think about implementing continuity of care, there were lots of things we had to think about; a smaller classroom, multiple ages of the young infants and the mobile infants together. And what would that look like in a period of time as we did the primary care assignments. And so we began to think about the younger group and keeping a primary care teacher with them because they would be in that infant room a little bit longer than our mobile children. And so we wanted to make sure that they could stay with that primary care teacher and move up and not leave behind where they might be the secondary teacher to that younger group, we didn't want to leave those relationships behind. So really reflecting and thinking about who would be the primary care teacher to move up with that group and yet be able to meet the individual needs and to support the children. And it's been a smooth transition and the teachers love it. They cannot imagine not having that continuity. They become attached in such a positive way with making sure everything is in place for the children and that whether it's the environment appropriate for that age group, because sometimes we stop thinking about what the classrooms were like at the end of a toddler year versus the beginning of a toddler year or the same with the infant room. So keeping that, you know, again at the focus and allowing for that to happen. And I think the teachers have seen the positive results of this so much that everyone has the buy-in and there's not anyone who doesn't feel that all of this is so important before we make those moves. It's important that the director is a big part of all of this. I spend a lot of time in the classroom and doing observations and noticing things, because sometimes when you're directly in it, you can't see all those things. And I'm here to support them and to be part of the success of all of it. So making sure that you give the time, have the patience for it, reflect and reflect and reflect, because I think that that's how you make it through those difficult times. I think that the policies, that end result, like I said, we all are so deeply vested in all of it, we can't imagine not doing it.

*[Text appears on screen:*

*PITC would like to thank the following programs for their thoughtful contributions to this video series:*

- *Glendale Community College Child Development Center*
- *Grossmont Child Development Center, San Diego*
- *Kai Ming Head Start, San Francisco*
- *Fairfax-San Anselmo Children's Center (FSACC)*

*The PITC logo animates into position.]*

**Narrator:** PITC, the Program for Infant Toddler Care, a collaboration of the California Department of Education and WestEd.

*[The California Department of Education (CDE) logo and the WestEd logo appear.]*

**Narrator:** Brought to you by the California Department of Education and WestEd.