Forms of Continuity of Care

o **Philosophical Continuity** - Differences in a program's early childhood beliefs, values, and ideas impact many aspects of practices in those programs. To adjust to philosophical differences children and families must understand the programs' goals, know what to expect, and know how their children will be taught and cared for (Mayfield, 2003).

o **Curricular Continuity** – Each child care program may choose different methods and materials for teaching and learning. When children move to a new program, they must adjust to new teaching styles, materials, expectations, and more (Mayfield, 2003). Even when transitioning to a program using the same curriculum, a child must adjust to differences in the way the curriculum is implemented.

o **Developmental Continuity** - This type of continuity involves how programs meet each child's developmental needs. This includes strategies used to address social, learning, emotional, physiological/health, and behavioral needs (Mayfield, 2003).

o **Physical Continuity** - This type of continuity includes issues such as differences in the layout of the building or classrooms, choices of materials and equipment, location, distance from a child's home, and other factors (Mayfield, 2003).

o **Organizational Continuity** - This includes differences in how programs operate. Factors such as the length of the school day or week, class size, and child/teacher ratio impact organizational continuity (Mayfield, 2003).

o **Administrative Continuity** - This type of continuity involves administrative and management practices. Differences in policies, procedures, and rules may be related to varied expectations, regulations, and supervisory practices (Mayfield, 2003).

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