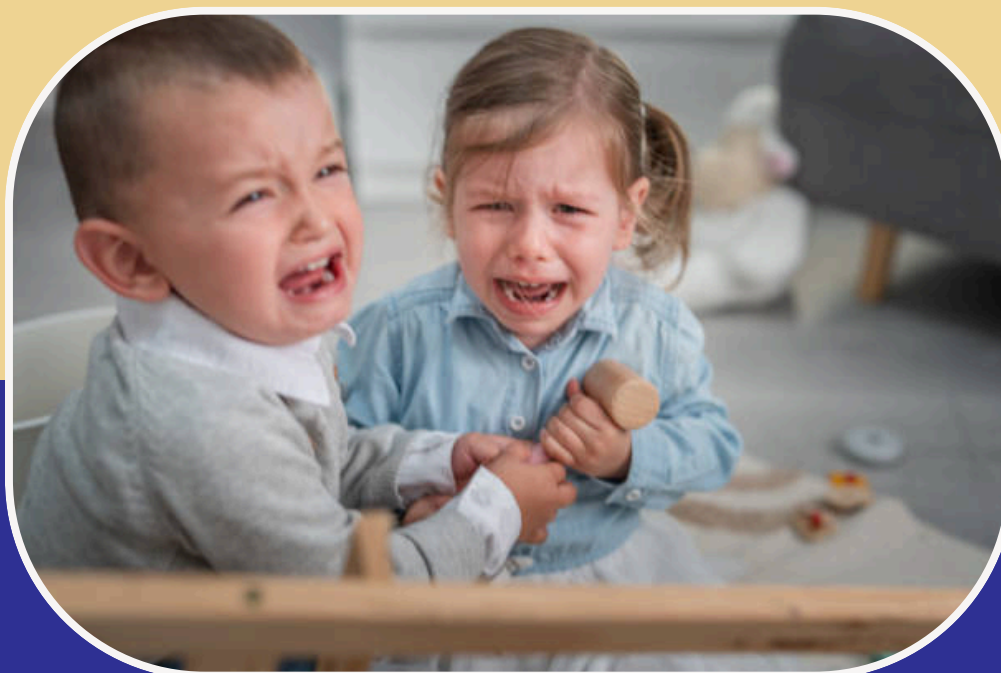


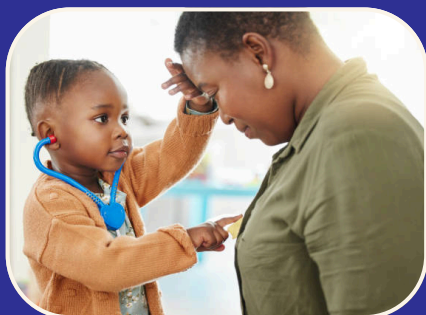
EARLY CHILDHOOD PROGRAM-WIDE WELLNESS & PYRAMID MODEL IMPLEMENTATION



The Pyramid Model is a proven, research-based framework that supports positive behavior, social-emotional development, and effective teaching strategies for early childhood settings.

By working with educators to implement this framework, we help programs build their capacity to meet the growing social-emotional needs of today's young children, leading to better outcomes for both students and staff.

And we believe program-wide wellness thrives on these 3 essential elements...



TEACHER WELLNESS



POSITIVE
RELATIONSHIPS



REFLECTIVE PRACTICE

Are you seeking support? Use the QR Code
To Share Your Program's Current Needs



What else have you noticed about the social-emotional needs of young children post COVID19?

WOULD YOU LIKE TO SHARE YOUR REFLECTIONS WITH US?
EMAIL US AT INFO@MYREADINGWELL.COM

DUE TO PERIODS OF ISOLATION AND LIMITED SOCIAL INTERACTIONS DURING THE PANDEMIC, CHILDREN MAY STRUGGLE WITH DEVELOPING OR RE-ENGAGING IN SOCIAL SKILLS LIKE SHARING, TURN-TAKING, AND EMOTIONAL CO-REGULATION IN GROUP SETTINGS. THE PANDEMIC ALSO BROUGHT ABOUT HEIGHTENED STRESS FOR FAMILIES AND COMMUNITIES, AND YOUNG CHILDREN MAY NEED HELP LEARNING TO EXPRESS AND MANAGE THEIR EMOTIONS. AFTER A LONG PERIOD OF BEING DISTANCED FROM PEERS, YOUNG CHILDREN MAY EXPERIENCE CHALLENGES IN BUILDING RELATIONSHIPS. THEY MAY NEED SUPPORT IN UNDERSTANDING HOW TO INITIATE AND MAINTAIN POSITIVE INTERACTIONS WITH OTHERS.

What else have you noticed about the social-emotional needs of Early Childhood Teachers post COVID19?

EARLY CHILDHOOD TEACHERS WHO HAVE AND CONTINUE TO WITNESS THE STRESS AND EMOTIONAL DIFFICULTIES OF THEIR YOUNG STUDENTS MAY STRUGGLE TO REGULATE THEIR OWN EMOTIONS. BUILDING TEACHERS' EMOTIONAL REGULATION SKILLS THROUGH PROFESSIONAL DEVELOPMENT CAN EMPOWER THEM TO MANAGE THEIR EMOTIONS AND RESPOND MORE EFFECTIVELY TO CHILDREN'S GROWING SOCIAL-EMOTIONAL NEEDS.

TEACHERS BENEFIT FROM ONGOING SUPPORT TO DEVELOP STRATEGIES THAT ALLOW THEM TO REGULATE THEIR OWN EMOTIONS SO THAT THEY CAN BE MORE EFFECTIVE CO-REGULATORS AND ROLE MODELS FOR YOUNG CHILDREN, WHO ARE LEARNING TO MANAGE BIG FEELINGS THEMSELVES.

TEACHERS CAN ALSO BENEFIT FROM PROFESSIONAL DEVELOPMENT ON HOW TO SUPPORT CHILDREN WHO HAVE EXPERIENCED TRAUMA OR SOCIAL-EMOTIONAL CHALLENGES AS A RESULT OF THE PANDEMIC AND/OR OTHER CHRONIC STRESSORS.

TEACHERS NEED SPACES WHERE THEY CAN REFLECT ON THEIR EXPERIENCES, DISCUSS CHALLENGES, AND PROCESS THEIR EMOTIONS IN A SAFE, NONJUDGMENTAL ENVIRONMENT.

BY ADDRESSING THESE SOCIAL-EMOTIONAL NEEDS, EARLY CHILDHOOD EDUCATION PROGRAMS CAN CREATE AN ENVIRONMENT WHERE TEACHERS FEEL SUPPORTED AND VALUED, WHICH IN TURN HELPS THEM TO BE MORE EFFECTIVE IN SUPPORTING THEIR STUDENTS' GROWTH AND DEVELOPMENT.

MY NAME IS MAIMUNAH MARAH, MSED, ECMH-E, AND I AM A PYRAMID MODEL PROGRAM IMPLEMENTATION COACH SPECIALIZING IN SUPPORTING EARLY EDUCATION PROGRAMS ENHANCE THEIR SOCIAL-EMOTIONAL LEARNING PRACTICES. DO YOU THINK YOUR PROGRAM COULD BENEFIT FROM PROFESSIONAL COACHING? THIS COACHING WILL HELP TO INTEGRATE THE PYRAMID MODEL, WHICH HAS BEEN SHOWN TO IMPROVE CHILD OUTCOMES, TEACHER EFFECTIVENESS, AND FAMILY ENGAGEMENT.

I UNDERSTAND THAT EARLY CHILDHOOD EDUCATION PROGRAMS ARE CONSTANTLY STRIVING TO CREATE POSITIVE AND SUPPORTIVE LEARNING ENVIRONMENTS AND THE PYRAMID MODEL CAN HELP. IT'S DESIGNED TO SUPPORT BOTH EDUCATORS AND CHILDREN, OFFERING A STRUCTURED APPROACH THAT CAN REALLY BENEFIT STAFF, CHILDREN, AND FAMILIES (ESPECIALLY POST PANDEMIC).

SAHARA EDUCARE SERVICES IS A PRIVATE AGENCY THAT OFFERS PYRAMID MODEL PROGRAM COACHING AND OTHER EARLY RELATIONAL COACHING SERVICES. PLEASE SCAN THE QR CODE BELOW FOR OUR CURRENT LIST OF SERVICES.