

# Teaching Students to Work Independently

Moving towards independence in grades 5-12.

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<http://www.welltrainedmind.com/workshops-handouts/>

# Levels of supervision

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- ❖ Parent at Elbow (PEW)
- ❖ Hovering Parent (HOP)
- ❖ Assign and Check Parent (ACP)
- ❖ Start and End of Day Parent, On Call (SEDPOC)
- ❖ Start and End of Week Parent, On Call (SEWPON)
- ❖ Tuition Paying Parent (TPP)

# Thought experiment

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Student #1

Student #2

Student #3

- \* Spelling
- \* Grammar
- \* Reading
- \* Writing
- \* History
- \* Science
- \* Art
- \* Mathematics
- \* Music

Grades 4-5

Move towards Hovering Parent in all but one or two subjects

- ❖ Make use of a Student Checklist
- ❖ Allow student to choose alternating subjects

WEDNESDAY			
Reading _____	Math _____	Piano _____	
Grammar _____	Riding Lesson _____	Handwriting _____	
THURSDAY			
Math _____	Spelling _____	Science _____	
	History _____	Practice Piano Alone _____	
FRIDAY			
Art _____	Reading _____	History _____	
	Math _____	Piano _____	Spelling _____

## Grade 5

## Begin to work on personal schedule-keeping

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- ❖ Buy student a wall calendar or notebook planner

Challenge for the year: the student should write in all appointments (doctor and dentist visits, holidays, birthday parties, babysitting jobs, visits with friends)

- ❖ Make sure student has an alarm clock and a watch

Challenge for the year: the student should establish regular time for getting up and going to bed and other family deadlines, and should keep them without prompting.

## Grade 6

Goal: one Parent at Elbow subject, two Hovering Parent subjects, rest Assign and Check

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- ❖ Continue to use checklist
- ❖ Continue to work on personal schedule keeping
- ❖ Identify which subjects require you to be At Elbow, which require you to Hover, and which can be moved to Assign and Check
  1. Give the assignment, a time frame, and a timer.
  2. Student reports back at end of time frame
    - Rewards for diligence
    - Consequences for irresponsibility

# Grade 7

# Establish regular school schedule

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- ❖ Work out academic schedule along with daily schedule, monitor

7 AM Get up, chores and breakfast  
8-9 Math  
9-9:30 Break  
9:30-10 Grammar  
10-11 History  
11-11:30 Break  
11:30-12:30 Science  
12:30 Lunch

- ❖ Surrender the teacher's book



## Grade 8

# Work towards becoming a Start and End of Day Parent, On Call

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- ❖ Work out academic and daily schedule as in Grade 7
- ❖ Help student plan how to organize and store books and papers
- ❖ Establish morning check-in time for student
- ❖ Establish end-of-day check-in time for student

Check work that needs grading  
“Eyeball” all work

Before Grade 9

Plan out tentative four-year schedule

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<b>Subject</b>	<b>Years of study</b>
Language arts	4
Math	3-4
Foreign language	2-4
World history	1
American history	1
American government	1
Science	3-4
Physical education	2
Electives	4-8

## Grades 9-12

## Start and End of Week Parent

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- ❖ Beginning of each semester: revisit master plan and make adjustments
- ❖ Student continues to keep academic and daily calendar.
- ❖ Review the week's tasks at the beginning of each week
- ❖ Check progress in each subject, including correspondence courses, at the end of every week
- ❖ Schedule monthly (at least) updates from any tutors
- ❖ Ask student for a "Friday report." What's going well? What's going badly? Does he/she want to drop/add work? What changes need to be made

# Make use of outside teachings

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- \* Instruction by parent

Correspondence course graded by parent

Correspondence course graded by school/tutor

Independent study

Class taken at community college/local high school

Class taken online

Instruction by tutor

[k12.com](http://k12.com)

[highschool.unl.edu](http://highschool.unl.edu)

[keystoneschoolonline.com](http://keystoneschoolonline.com)

“accredited high school distance learning”

# Encourage independence in daily life

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- ❖ Checking account and debit card
- ❖ Responsibility for laundry (and detergent)
- ❖ Ability to go to doctor alone
- ❖ Basic cooking skills