

# Independence

A Requirement for Educational Attainment

# Defining Independence

- Self-governance
- Not relying on someone else
- Not looking to others for an opinion or guidance
- To be self-sufficient, self-dependent, self-reliant, and self-supporting



# What do we know about Independent Children?

- Intrinsically motivated
- Higher levels of self-esteem
- Better self-image
- More confident
- Make better choices
- Better decision makers
- More compassionate

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***Independence***



Help me to do it by myself.

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# Independent Children become Independent Learners

- Independent children are better able to work on their own  
(intrinsic motivation)
- Independent children are better able to master new skills and knowledge  
(self-esteem, self-image)
- Independent children learn more efficiently  
(confidence)
- Independent children are better able to handle failure  
(better choices)
- Independent children are better able to solve problems in daily life  
(better decision makers)
- Independent children are better able to handle stress  
(compassionate)



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Independence is not something that children can gain on their own. They have neither the perspective, experience, nor skills to develop independence

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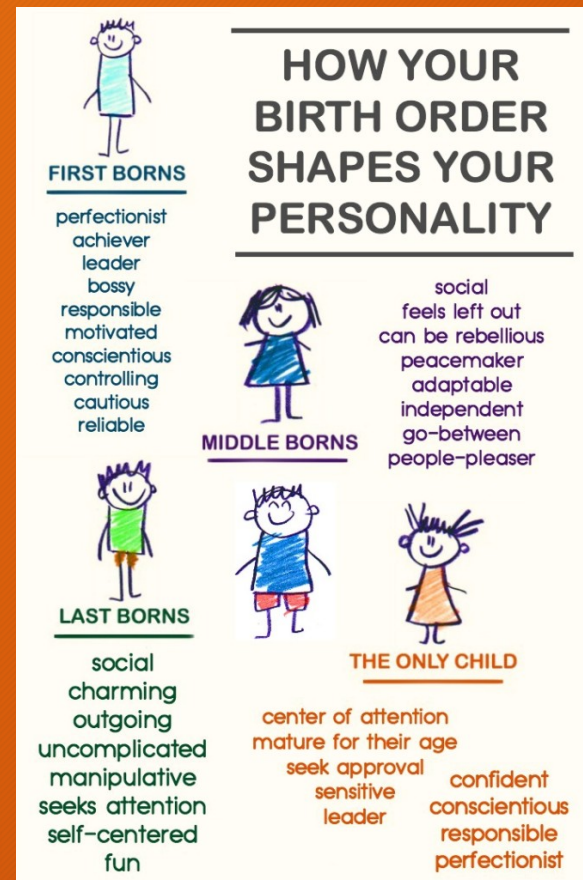


# Independence Development

A Psychological Perspective

# A traditional psychological explanation.....

- Birth order
- Physical condition
- Developmental issues
- Intellectual potential
- Maturity





# Independence

- Free from outside control
- Not depending on another's authority
- Ability to exercise autonomy
- Development of the uniqueness of every child

# Critical Psychological Perspective

- Explores questions regarding meaning, values, experience, and culture
  - Phenomenological/Experiential
  - Relational Encounter
  - Role of Creativity
  - Idiosyncratic developmental Pathways
  - Development of unconscious resources

# Phenomenological/Experiential

- Freedom and independence
- Valuing personal experience



# Relational Encounter

- Individual experience can only be found through the encounter with an “other”
- Paying attention



# Role of Creativity

- Creativity as a pathway to independent thinking and action
- Self expression as an opening to self understanding



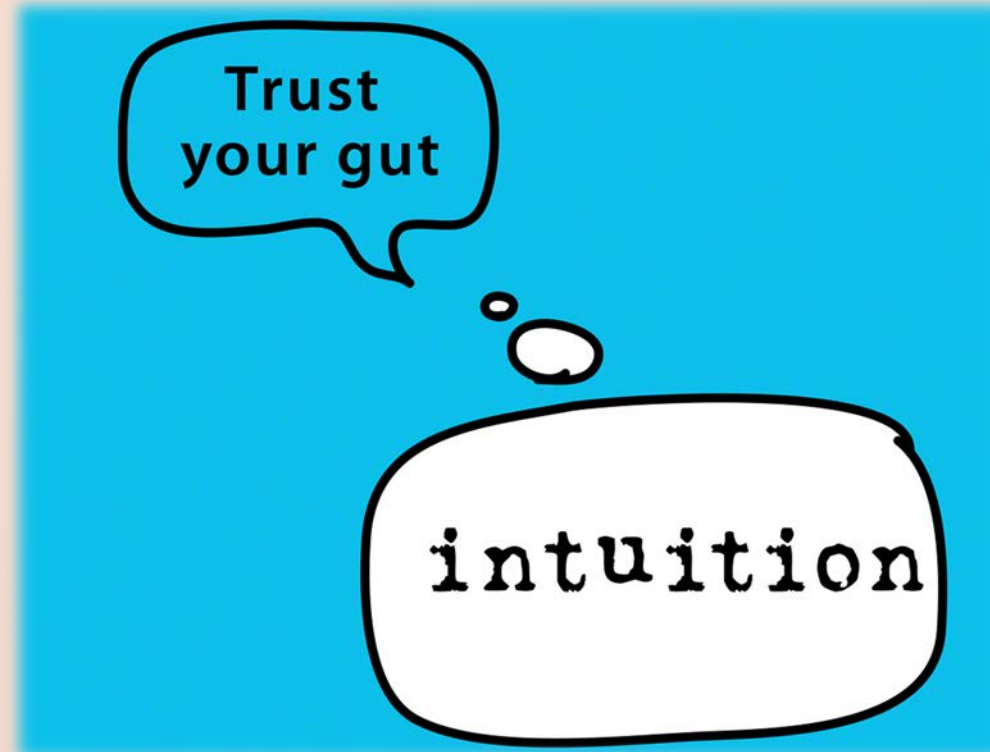
# Idiosyncratic developmental Pathways

- We all develop differently
- There are no normal children



# Development of unconscious resources

- Intuition
- sense



# Back to independence

- To be truly independent is to
  - Come to know yourself
  - Learn to express yourself
  - Learn your own pathways

A white rectangular sticky note is centered on the right side of the slide. It contains the words "KNOW YOURSELF" written in a black, casual, handwritten font. The text is arranged in two lines: "KNOW" on the top line and "YOURSELF" on the bottom line. The background of the slide is a gradient of orange and red, with a dark grey header bar at the top left and a yellow bar at the top right.

KNOW  
YOURSELF





# Independence Development

A Sociological Perspective

# Independence development begins in the Family

Parents should encourage:

- A child to participate in events that are meaningful
- A child to set goals

Parents should teach:

- A child that they have control over their lives
- A child self-help skills

Parents should help

- A child develop responsibilities
- A child develop problem-solving skills

Parents should hold a child accountable for their actions

Parents should assist

- A child in developing a sense of right and wrong
- A child in making age-appropriate decisions



# What hinders a Child's ability to develop Independence?

- Authoritarian parenting styles - a style that is characterized by
  - demands
  - strict rules and expectations
  - little feedback
  - harsh punishments (corporal punishment)
  - few choices or options
  - no discussion on matters of any kind
  - control through shaming or the withdrawal of love
  - little warmth or nurturing
- Children of authoritarian parents often display more aggressive behavior, act fearful, have lower self-esteem, and are dependent upon others



(Baumrind, 1966)

# What can a teacher (mentor) do to create an independent learner?

- Think critically about intervening when a student asks for help
- Provide positive feedback
- Help students learn from failure - 'generous encouragement'
- Set purposeful goals and allow students to be active learners
- Allow students to teach others
- Encourage dissenting views in classroom discussions



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Independent learners have abilities that will stand them in good stead beyond the classroom. In fact, independent learners return to the world as independent adults.

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# Educational Levels of Carrollton Residents

Bachelors or Associate Degrees	7,986 (39%)*
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Graduate Degrees	1,848 (9%)
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High School Graduate	6,604 (32%)
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High School or less	4,283 (21%)
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# Occupations of Carrollton Residents

Agriculture/Forestry/Fishing/Hunting/Mining	154 (1%)
Arts/Entertainment	1,429 (10%)
Construction	1,313 (9%)
Education/Health	3,295 (22%)
Finance/Real Estate	783 (5%)
Information	309 (2%)
Manufacturing	2,470 (17%)
Others	862 (6%)
Professional	945 (6%)
Public Administration	458 (3%)
Retail/Wholesale	1,980 (13%)
Transportation/Warehousing	867 (6%)

# Income of Carrollton Residents

\$150,000 or More	559 (4%)
\$75,000 to \$149,999	2,450 (18%)
\$30,000 to \$74,999	5,005 (37%)
Less than \$30,000	5,392 (40%)

# Income Statistics of Carrollton Residents

- In 2015 the median household income of Carrollton residents was \$34,055.00
- 64.6% of K-12 public school students at Carrollton Elementary School participate in the National School Lunch Program
  - To qualify for the free lunch, the child's family income must be under \$15,171.00 (60.1% students at Carrollton Elementary)
  - To qualify for reduced lunch, the child's family income must be below \$21,590.00 (4.6% students at Carrollton Elementary)

# Independence development begins in the Family

- The parent who encourages a child to participate in events that are meaningful and helps a child learn to set goals, creates within a child an **intrinsic motivation** that leads to an ability to **work on one's own** in the classroom
- The parent who teaches a child they have control over their lives and who teaches self-help skills, instills in a child a **higher self-esteem** and a **better self-image** that leads to an ability to **master even the most difficult skills and knowledge**
- The parent who helps a child develop a sense of responsibility and teaches problem-solving skills, helps a child develop **confidence** that leads to an ability to **learn more efficiently**
- The parent who holds a child accountable for their actions creates a child who can make **better choices** and **better handle failure** of an assignment
- The parent who helps a child develop their own sense of right and wrong and encourages age-appropriate **decisions** leads to a child's ability to **solve problems in daily life** and the classroom
- The parent who does all of this with love and nurturing and without harsh punishments creates a child with **compassion** who can **better handle the stresses related to learning**