

Model: Nondirective

Purposes:

To allow an advanced student to direct his or her own course of study.  
To encourage self-motivation and pride in work.

Context:

This is an advanced student who has already pass two chemistry classes, a biology, an earth and space science class, and other science electives. Normally there are only 4 to 5 students in this type of class.

**Phase One: Defining the Helping Situation**

Teacher asks students what they would like to research or investigate?

**Phase Two: Exploring the Problem**

Student is encouraged to define area of interest.

Teacher accepts the area of study and clarifies the student's feelings about the topic.

**Phase Three: Developing Insight**

Students discuss and research the problem, possibly perform experiments.

Teacher supports student and answers questions about where information could be found.

**Phase Four: Planning and Decision Making**

Students plan labs and verify theories.

Students approach conclusions on topics.

Teacher clarifies possible outcomes or alterations to experiments and theories.

**Phase Five: Integration**

Students gain more knowledge and become experts on the topic they have been investigating and experimenting.

Teacher is supportive and proud.

**Action Outside the Interview**

Student becomes more self-motivated and initiates positive actions.