	For Selective Consumers	**For Underachievers**
Supportive Strategies	Eliminating (or at least significantly reducing) work already mastered	Holding daily class meetings to discuss student concerns and progress
	Allowing independent study on topics of personal interest	Directive atmosphere shows the student that the teacher is in charge and is competent
	Nonauthoritarian atmosphere	Daily/weekly/monthly written contracts of work to be completed
	Permitting students to prove competence via multiple methods	Free time scheduled each day to show importance of relaxation and free choice
	Teaching through problem-solving techniques over rote drill	Using instructional methods that are concrete and predictable
Intrinsic Strategies	Students help determine class rules	Students are aware of specific rewards for attempting and/or doing their work
	Assigning specific responsibilities for classroom maintenance or management	Allowing students to evaluate work prior to the teacher assigning a grade
	Teacher practices reflective listening—comments to students serve to clarify statements, not evaluate them	Frequent and positive contact with family regarding child's progress
	Students set daily/weekly/monthly goals with approval of teacher	Verbal praise for any self-initiating behaviors

	For Selective Consumers	**For Underachievers**
Remedial Strategies	Self-selected, weekly goals for improvement determined between student and teacher	Programmed instruction materials, where students grade their own papers immediately on completion
	Private instruction in areas of weakness	Peer tutoring of younger students in areas of strength
	Use of humor and personal example to approach areas of academic weakness	Small-group instruction in common areas of weakness (e.g., spelling, sequencing, phonics)
	Familiarizing students with learning-styles research and its personal implications for classroom performance	Encouraging students to work on projects which don't involve a grade