

**For Underachievers**

Holding daily class meetings to discuss student concerns and progress

Directive atmosphere shows the student that the teacher is in charge and is competent

Daily/weekly/monthly written contracts of work to be completed

Free time scheduled each day to show importance of relaxation and free choice

Using instructional methods that are concrete and predictable

Students are aware of specific rewards for attempting and/or

Allowing students to evaluate work prior to the teacher assigning a grade

Frequent and positive contact with family regarding child's progress

Verbal praise for any self-initiating behaviors

Programmed instruction materials, where students grade their own papers immediately on completion

Peer tutoring of younger students in areas of strength

Small-group of instruction in common areas of weakness (e.g., spelling, sequencing, phonics)

Encouraging students to work on projects which don't involve a grade

**Supportive Strategies**

**Intrinsic Strategies**

**Remedial Strategies**

**For Selective Consumers**

Eliminating (or at least significantly reducing) work already mastered

Allowing independent study on topics of personal interest

Non-authoritarian atmosphere

Permitting students to prove competence via multiple methods

Teaching through problem-solving techniques over rote drill

Students help determine class rules

Assigning specific responsibilities for classroom maintenance or management

Teacher practices reflective listening - comments to students serve to clarify statements, not evaluate them

Students set daily/weekly/monthly goals with approval of teacher

Self-selected, weekly goals for improvement determined between student and teacher

Private instruction in areas of weakness

Use of humor and personal example to approach areas of academic weakness

Familiarizing students with learning-style research and its personal implications for classroom performance